



University of Alaska Anchorage  
**CAMPUS FACILITIES MASTER PLAN 2004**

ZIMMER·GUNSUL·FRASCA PARTNERSHIP

**ACKNOWLEDGEMENTS**

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University of Alaska Anchorage  
**CAMPUS FACILITIES MASTER PLAN 2004**



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## INTRODUCTION

*The University of Alaska Anchorage has an important role in providing higher education opportunities for the State of Alaska, the Municipality of Anchorage, and Southcentral Alaska.*

# University Mission

*The Board of Regents has established  
the following mission statement:*

The University of Alaska Anchorage inspires learning and enriches Alaska, the nation, and the world through UAA teaching, research, creativity, and service. As the urban center of the University of Alaska System, UAA is a comprehensive metropolitan University located in Anchorage with community campuses serving Southcentral Alaska. UAA provides opportunities to all who can benefit from education programs of high quality.

# Chancellor’s Message

May 2004

Dear Friends and Colleagues,

Excellence in scholarship and high quality service are two values the University of Alaska Anchorage holds most dear. All of our work together as Alaskans, for Alaska is driven by our ambition and commitment to continually raise the bar of quality and excellence, to respond to the needs of our state and its communities, to provide all Alaskans access to our programs, and to be accountable for good stewardship of our resources.

Our commitment to these values has served Alaska well. The University of Alaska Anchorage boasts many remarkable achievements during this, its fiftieth anniversary year. Among them are beautiful university campuses, many new buildings, numerous new and expanded academic programs, and increasing numbers of students who are making UAA their university of first choice. UAA’s first students attended the Anchorage Community College in 1954 when the first classes were held at West Anchorage High School. Faculty scavenged for office and classroom equipment but willingly faced each new challenge with resolute commitment to greater possibilities. From these humble beginnings, UAA *has* become a *University of First Choice* for the majority of Alaska’s best and brightest students.

While it is tempting to sit back and enjoy the warm glow of our past achievements, it has never been more important that we plan the future of our university. UAA holds in its keeping the promises of tomorrow for our community, our state, and our children. The attached Master Plan is a culmination of our efforts to ensure that UAA continues to provide Alaska a *University of First Choice*, one of quality and excellence that will serve its citizens well into the 21<sup>st</sup> Century.

Our planning strategy embraced five basic goals:

- 1) Make UAA a model for other northern university campuses;
- 2) Accommodate and integrate substantial growth;
- 3) Build quality facilities appropriate to the university that meets exacting demands and relevant state needs;
- 4) Celebrate the natural setting of each campus; and
- 5) Build a community of neighbors.

I am pleased to relate that the comprehensive and inclusive planning process that produced the following plan has met these goals and provides a valuable blueprint for UAA’s continued growth and development. It is now up to all of us who support the university to work toward populating the plan with the various programs and facilities that will bring Alaska prosperity in the first quarter of this new and exciting century.

Chancellor Edward Lee Gorsuch







**PURPOSE AND BACKGROUND**

*Alaskans of all ages are discovering the practical advantage of continuing education at UAA. As programs and facilities are developed to meet those needs, so it will become the university of first choice, and a model northern university campus.*

## Regional and Cultural Context



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

### ***State of Alaska***

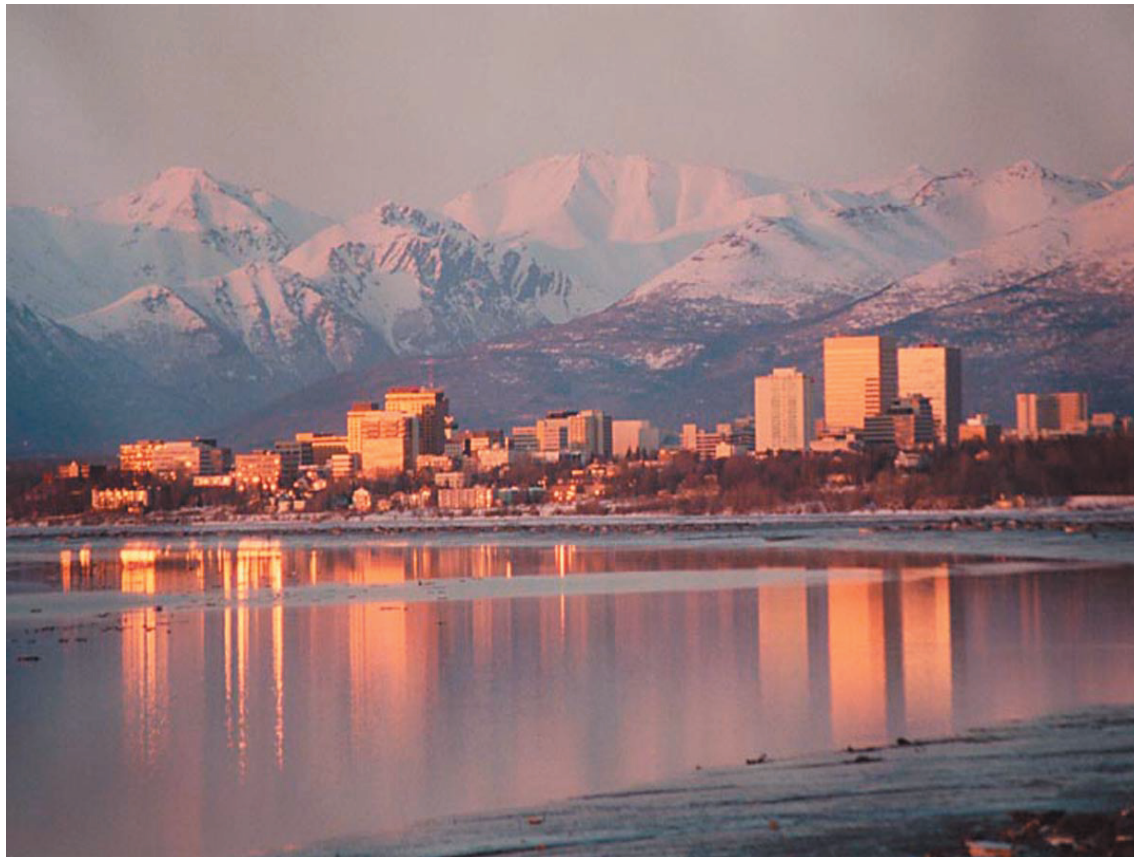
In 1896 the discovery of gold in the Yukon Territory of Canada fired the imagination of the world. This brought literally thousands of gold seekers through Alaska on their way to the gold fields. Another strike was found in Nome, several in the Interior of Alaska along the Yukon River. The last major discovery brought Fairbanks into being in 1902. With the vast influx of people into Alaska Congress had to apply Civil Codes and establish laws in the Territory. In 1902 the Alexander Archipelago Forest Reserve was created which became the Tongass National Forest in 1907.

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. Expectations did not pan out though, with Territorial status there was a period of economic and population decline. The Alaska Railroad was built between Seward and Fairbanks between 1914 and 1923. Copper was shipped from the Kennecott Copper Mine to Cordova between 1911 and 1938. In 1935 Federal subsidies were provided to farmers from the Midwest and Dust Bowl to settle the Matanuska Valley Colony.

World War II brought a short lived influx of military personnel and a boom in building within the State. With the end of the war there was a decline in military personnel resulting in a short-lived recession. The Cold War then began to escalate in the late 1940's and brought about tremendous population and economic growth due to defense spending by the U.S. Government.

The most important result of all this activity was the movement for statehood. 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.





*The Municipality of Anchorage occupies a bowl sited between the Cook Inlet and the Chugach Mountain Range.*

### ***The Municipality of Anchorage***

Anchorage is situated between the Chugach Mountain Range to the east and the Cook Inlet to the west. It was incorporated as a city in 1920 and by 1929 had 2,700 residents. Until the start of World War II, Anchorage was a steadily growing frontier town. After the bombing of Pearl Harbor, the city found itself near the front lines of the conflict. This situation brought thousands of soldiers and workers to the Anchorage area to help in the war effort. Infrastructures including roads, airfields, communication towers, and utilities were constructed at this time to provide services necessary for the war. The population of Anchorage grew from 8,000 to 43,000 during this time.

This newly constructed infrastructure became the framework for Anchorage’s development. Anchorage’s population has continued to rise becoming the state of Alaska’s largest city. The current population of the Municipality of Anchorage is around 260,000 residents, which accounts for 42 percent of the State’s population.

Anchorage’s economy is diverse, being the State’s primary transportation, communications, trade, service, and finance center, and accounts for 47 percent of the

State’s employment. Also a large majority of the State’s government workers are employed in Anchorage and the same is true for federal government employees.

In 2001 the Municipality of Anchorage adopted “Anchorage 2020, Anchorage Bowl Comprehensive Plan.” This comprehensive plan has many goals and values that are directed towards the district in which the University of Alaska Anchorage is located. It strongly supports growth of the University with its infrastructure, education and research opportunities. The plan also directs transportation and development priorities for the University and Medical District, because of the importance this district and its institutions have to the Anchorage Bowl. As the Municipality of Anchorage grows in population and wealth, the University and Medical District will become increasingly important to continued success. The University of Alaska Anchorage can therefore expect ever greater demands for sophisticated education and research.

## The Statewide System



### *History of the University of Alaska*

Alaska was still a territory in 1915 when the United States Congress set aside federal lands near Fairbanks for a land-grant college. In 1917, Alaska's territorial legislature approved a statute establishing the Alaska Agricultural College and School of Mines which opened in 1922. In 1935, the institution was renamed the University of Alaska.

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, 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 personnel 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, also has campuses in the Kenai Peninsula, Kodiak, Matanuska-Susitna, and Prince William Sound. 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.



# Why a Master Plan?

*Recreation is a vital component of campus life in every season, but facilities that can be used through the long winter are particularly important.*



*Students enjoying one of the many informal meeting spaces of the University of Alaska Anchorage Campus.*

*Chester Creek in the wintertime viewed from the UAA elevated spine,an important natural resource to the University of Alaska Anchorage Campus.*

**Master Plan Purpose**  
The purpose of the Master Plan is to provide a philosophy, guidelines, and a physical structure for the ongoing development and redevelopment of the university campus. UAA’s 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, framework plans, and design guidelines are intended to assist UAA in planning for rational, orderly growth, and redevelopment of its campuses in Anchorage and elsewhere.

It is the intent of the Master Plan to acknowledge current planning efforts in the community while forging a more interactive relationship between UAA, its neighbors, and the Municipality of Anchorage. UAA has developed many significant ties with regional groups rooted in Anchorage and throughout the State of Alaska. Suitable partnerships could leverage complementary resources of both UAA and outside groups. This effort can bring new investments to the University, while expanding UAA’s influence and contribution to the larger Anchorage and Alaskan communities.



# Previous Master Plans

## UAA 1991 Campus Master Plan

The purpose of the 1991 plan was to guide UAA as it developed over the next 25 years. A visual representation of the planning goals and direction that UAA should follow in order to reach those goals was presented in that plan. The plan was open and general in that it did not specify implementation in detail. It did, however, establish a logical structure to guide growth.

Building programs developed by UAA to address then current needs were included with their potential siting. The 1991 plan, however, did not develop a comprehensive list of building projects to meet UAA’s future needs due to the possibility of programming changes and the unpredictability of funding levels.

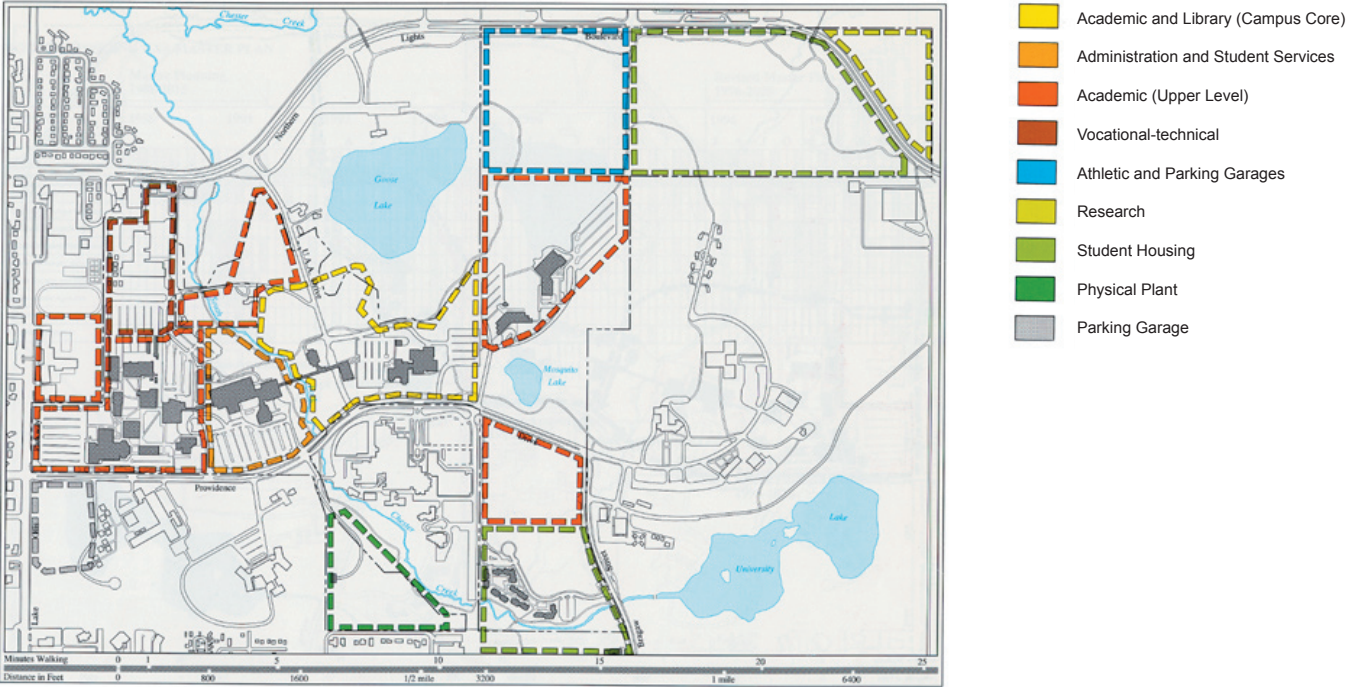
The 1991 plan was quite extensive in its review of the existing facilities and surrounding natural environment. By design, the 1991 UAA Master Plan was more of an inventory master plan than a strategic master plan. The 1991 plan was reviewed and accepted by the UA Board of Regents. The University was not required to present their plan for approval to the Municipality, although it welcomed the opportunity to anticipate developments that would occur on the campus for which permits would be needed for construction.

## Universities and Medical District Framework Master Plan

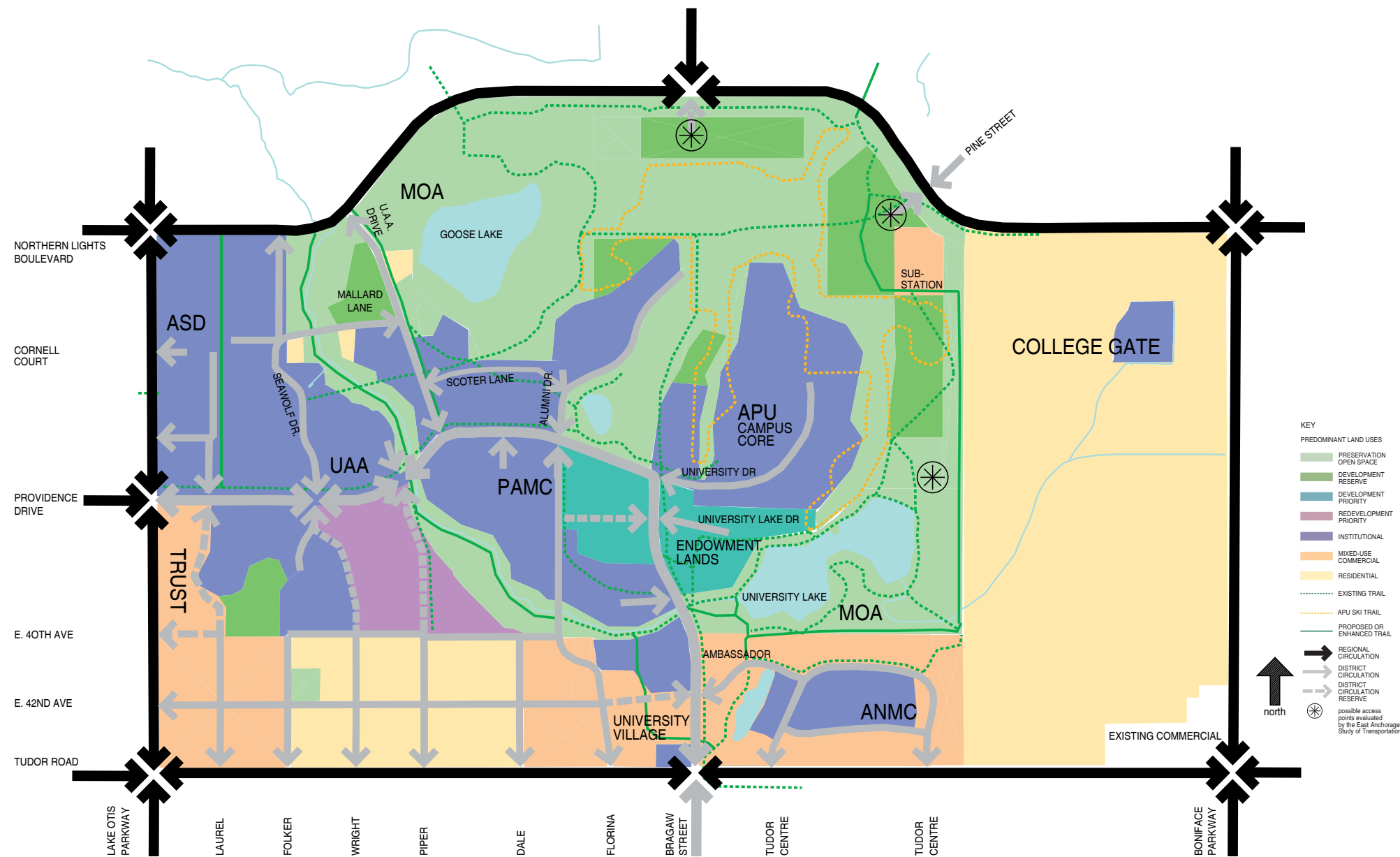
The Universities and Medical District Framework Master Plan component of the city’s Comprehensive Plan is for the 1,130 acre district that includes Anchorage’s principal universities and medical campuses, approximately 2 ½ miles southeast of downtown. The U-Med District is located on the east side of Lake Otis Parkway and west of the Pine Street utility corridor; between Tudor Road and Northern Lights Boulevard. The College Gate neighborhood appears on some of the maps that follow, but is not included in the planning area.

The U-Med District Framework Master Plan was funded by the Municipality of Anchorage, Mental Health Land Trust Office, Providence Alaska Medical Center, and University of Alaska Anchorage. The purpose of this study is to identify and reconcile the objectives and priorities of institutional, residential, commercial, and natural environment interests in and adjacent to the Universities and Medical Campus District.

The U-Med Plan is intended to replace the 1983 Goose Lake Plan and to be adopted as an element of the Municipality’s Comprehensive Plan.



The University of Alaska Anchorage 1991 Master Plan. Shown above is proposed campus zoning for the years 2008 to 2015.



*The University and Medical District Recommended Framework Master Plan, 2003.*

This graphic summarizes the agreed upon plan for land uses and access throughout the U-Med District. The plan provides a basis for future actions taken by the Municipality, and by institutional and commercial property owners to encourage the development of a community of sustained viability and vitality.

The U-Med Plan evaluates the existing land use patterns and makes recommendations for future development. It evaluates the site's natural features and makes recommendations for their future treatment. The U-Med Plan also examines the interface between local and regional circulation systems to ensure that a proper balance is achieved between local and regional circulation goals.

An important conclusion of the U-Med plan was that Bragaw Street should not be extended north from Providence Drive to Northern Lights Boulevard. This recommendation followed lengthy and detailed evaluation of the district, and the consequences that would attend extension of the street. The U-Med plan was approved by the Assembly, and will be used by the Municipality to evaluate land use and development issues for UAA and for neighboring properties.







## MASTER PLANNING PROCESS

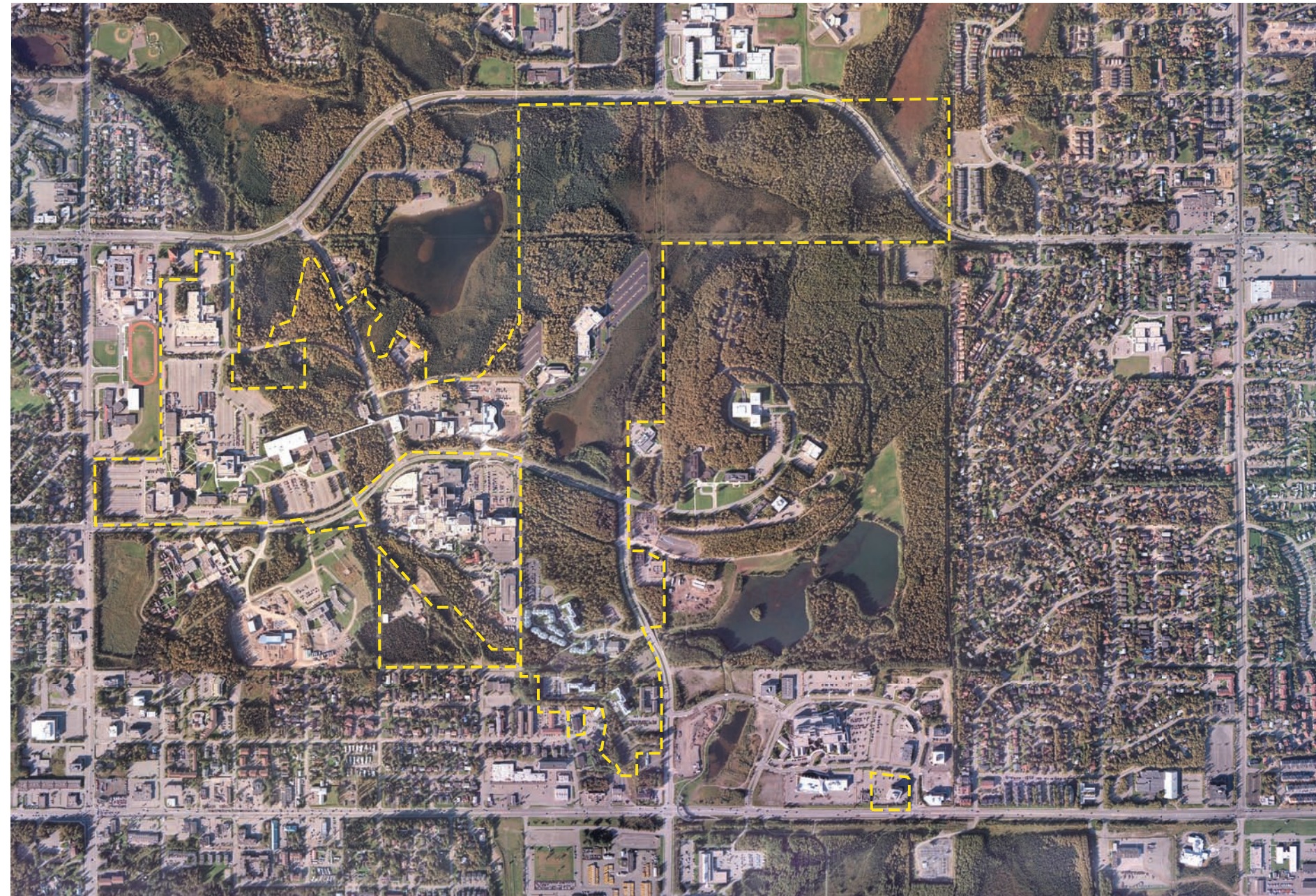
*One goal of the Campus Master Plan is to make UAA a model for northern university campuses.*



## Process

At the beginning of the Campus Master Plan process a group of individuals representing the various departments of UAA convened to form the Campus Master Plan Steering Committee. Their purpose was to provide guidance for the master plan and advice to the consultant team. The Steering Committee generated the vision, goals and objectives for this Master Plan. The consultant team lead an extensive interview process of faculty, staff, and students of UAA, the UAA community campuses, and the neighboring institutions in the U-Med District. These interviews expected the various concepts and proposed facilities that were presented to the Steering Committee for their consideration. Feedback was documented and led to the continued development of the Master Plan. This process was found invaluable by the consultant team in addressing the diversity of programs offered at UAA and the fragile and important natural setting where the campus is located. Goals, objectives and facility priorities developed through this process have shaped the Campus Master Plan.

*An aerial view of the U-Med District showing current boundaries of the UAA campus.*





# Scope



## Scope of this Document

The scope of this campus facilities master plan reflects its purpose: to provide a comprehensive context within which wise and informed decisions about campus improvements can be made. Each improvement should build towards a campus that closely matches future needs of the University.

This campus master plan assesses the capacity of University land to accomodate anticipated growth and development.

A campus master plan should be firm yet flexible. It should be firm in the sense of providing clear direction on the location and inter-relationship between facilities throughout the campus. Yet the plan should be sufficiently flexible to admit the inclusion of unanticipated facilities, and to accommodate changes in the sequence in which improvements are made.

The master planning effort began with collection of information about existing facilities: age and condition, the extent to which they fulfill their functions currently, and their capacity to be adapted to new or changing

uses. A parallel effort concerned building a picture of probable facilities needs ten and twenty years into the future. While much of this inquiry focused on academic programs and facilities, campus life and the place of the University in the community were also given central importance. Concepts illustrating how the campus might look in the future were based on this information.

It is important to be clear about what is not included in the scope of this document. As a strategic master plan, it is concerned with the general location of facilities, but not with the specifics of programming or configuration of buildings. Thus the footprints of future buildings shown on plans in this document are diagrammatic; they show the approximate size, location and orientation of each building as currently understood. Issues such as access, views, scale and context were considered, and contributed to proposed locations and orientation.

Although the consultant team held numerous meetings with faculty, and with them projected probable future needs, this is in no sense an academic master plan. The development of academic programs is entirely outside

the scope of this document, although assumptions about the size and nature of programs must be made before facilities to accommodate them can be described. The campus facilities master plan amalgamates the needs of academic and non-academic programs, and organizes them in a way that will effectively accomplish the goals that underpin this effort.

Each of the community campuses associated with UAA was visited, and future facilities needs were assessed. Relative to the Anchorage campus, each had few buildings, and listed specific facilities requests. Information on all the community campuses is included in the UAA campus master plan because they are components of this institution. Preparation of campus master plans for each community campus was excluded from the work scope.

A detailed description of the services performed by the consultant team – the scope of work – is included in the appendix.

# Interviews

Starting in February 2003 through June 2003 the UAA Master Plan consultant team met with UAA faculty, staff, and students, the neighboring institutions of UAA, the U-Med Community Council, UAA Community Campuses, and the Anchorage Municipality Planning Department. Listed in alphabetical order are the entities interviewed by the consultant team.

*This index includes all numbered meetings and community campus visit meetings conducted through June 17, 2003. Notes of each meeting and a consolidated digest of meeting findings were provided to the Campus Master Plan Steering Committee.*

AHAINA	Faculty Forum	Nursing
Alaska Native Studies	Financial Aid	Office of Institutional Planning, Research and Assessment (OPRA)
Alaska Native Tribal Health Consortium	Health & Social Welfare – College of	Open House for Faculty and University Staff (First)
Alaska Psychiatric Institute (API)	Housing & Dining	Parking
Alumni Services	Housing	Physical Education & Recreation
Anchorage Public Schools	Human Resources	Police - University Police
ARC	Humanities	Prince William Sound Community College
Arts & Sciences – College of Arts	ICHS	Providence Alaska Medical Center
Athletics	Information Technology Services	Psychology
Budget & Finance	Institutional Planning, Research & Assessment - Office of	Research Institutes
Business & Public Policy - College of Business Services	ISER	Residence Life
Campus Safety Committee	Kachemak Bay Campus, Kenai Peninsula College, Homer Campus	Residential Students - Open Forum
Chemistry	Kenai Peninsula College	Sciences & Research
Community Council Meeting	Kodiak College	Scientific Research - Council on
Community Technical College	Land Management	Student Clubs
Council on Scientific Research	Learning Resources	Student Governance
Democracy - Center for Diversity & Compliance	Liberal Studies	Student Life
Eagle River Community Campus	Library	Student Orientation
Education – College of	Management Team	Student Services
Engineering – School of	Matanuska – Susitna College	Summer Programs
ENRI	Mathematical Sciences	Theatre
Enrollment Services	McLaughlin Youth Center (MYC)	Undergraduate Research
Environmental Sciences	Media Board	University Advancement
Facilities Scheduling	Music	University Community Council Meeting
Facilities Planning and Construction	Native Student Services	Vice Chancellor for Administrative Services- Office of the

# Community Campus Consultation



*The existing campus at the Kenai Penninsula College in Soldatna occupies a large, wooded, site.*

In April 2003, the consultant visited each of the five UAA community campus sites, meeting with the director, staff, faculty and students, and inspecting facilities at each campus. The focus of those visits was to gain an understanding of the programmatic objectives of each, and to assess, in a general way, the adequacy of the facilities available. To varying extents, each community campus was found to prepare students for advanced education at the main campus in Anchorage. They also fulfilled local education needs for students who are place-bound in a local community, and are unlikely to pursue higher degrees elsewhere.

Facilities and campus conditions at the five community campus sites have little in common with one-another, and their directors must respond to very different demands to those experienced at the Anchorage campus. Most directors have clear ideas about improvements to facilities that they would like to implement in the near future. It was generally unclear to the consultant team how those facility improvements were to be funded. The consultants recorded information about the facilities and programs at each campus, and noted hoped-for improvements. They did not attempt to formulate a master plan to guide future development of each campus.

A challenge faced by each of the community campuses was how to meet the educational needs of those who reside in remote villages. Training of locally based health care providers, and training in basic mechanical skills and equipment use are common concerns. Another is how to effect a comfortable transition for students from the small and tight-knit communities in which they have grown up to the much larger and more open community of the UAA main campus, where their higher education can lead. The role of the community campus in this transition is a key one, and directors have given much thought to how it might be effected. Most have concluded that on-campus housing is a key component, but it remains unclear how construction and management of such housing would be funded.

An abbreviated description of each community campus is provided here to demonstrate the diversity of conditions addressed, and to provide a context within which campus master plan goals and objectives for UAA can be understood.

**Kenai Peninsula College** – serving the whole Peninsula, including Homer Community College.

- Enrollment 1,900 (650 FTE, about 20% of the total KPC student enrollment). A two-year college between high school and either work or UAA.
- 7% native Alaskan enrollment now. This would be greatly boosted by the addition of housing. Currently, students use housing at nearby Alaskan Christian College.
- Enrollment was boosted 7% by introduction of the Process Tech lab and program.
- Campus is 300 acres with riverfront, that is inconspicuous now, but should give identity to the campus. (Erosion problems must be dealt with).

**Prince William Sound** - an affiliate college of UAA with its own accreditation (ten year review due in 2004). UAA partners with PWSCC for facilities management, financial aid, legal issues etc. Programming is independent, and focuses on vocational and technical subjects; a ‘resource state’ focus.

- Enrollment 1500 headcount in Valdez, plus 400 in Cordova and 400 at Glenallen. 500% increase in the past ten years.
- 35% of funding (\$650,000 p.a.) is from the City. Alyesca partnerships meet specific training needs.
- “Keeping Alaskans in Alaska after giving them a good education.” – Mayor.
- Native Alaskans comprise 20% of enrollment, drawn from 22 communities in 44,000 square miles of catchment area. Students graduate from village life here before moving to Anchorage, for which they are otherwise unprepared.
- Typical student is 37.5 years old with children and a job, so peak demand is for classes after 3:00 pm.

**Homer: Kachemak Bay Campus** – the youngest campus, administratively an extension of the Kenai Peninsula Campus.

- Enrollment 500 (FTE 119, about 25% of the KBC enrollment). Enrollment has grown 24% over the past ten years, during which the Homer community has grown by 26%.
- The college population includes both resident and visiting students, with a growing proportion of retirees. The highly educated retirement population is a good source of adjunct expertise.
- The Academic Plan has recently been completed. The primary focus will be on undergraduate studies in marine sciences (in collaboration with others), art, natural history and the sciences.
- Downtown visibility is important, but present accommodation does not project an appropriate image of higher education. We need to bring more people onto campus so that they can discover for themselves what we have to offer.
- Within the college, we need to facilitate greater interaction between faculty and students.
- As the average student becomes younger (currently 32), so student housing becomes a more urgent need. The plan is to have this provided by the private sector. The hotel might provide off-season accommodation under contract, as the spring term is busiest.

**Kodiak College**

- Enrollment of 1005 is expected to double in the near future. The average student is 38, and two thirds are female.
- The campus is on 52 acres of spruce forest.
- Key faculty hires have been made to boost the proportion of native Alaskan students above 20%. It will also be necessary to keep village social groups together, and to do that, on-campus student housing is needed. As it is, 60% of Native Alaskan students return for the second year – a good retention rate.
- Continuity of studies is uneven, due in part to staff rotations at the Coast Guard base – a major source of students.
- The College has encouraged twelfth graders who have finished many of their classes, to use their time to accumulate college credits.  
This has been a successful recruitment strategy.
- The general education level in Kodiak is higher than might be expected.

**Matanuska-Sustina**

- Enrollment is 1,700 of whom about 25% are full time (750 FTE). 63% growth is anticipated in the next ten years (27% in 5 years).
- Majority are working students, so peak class times are from 4:00 pm till 10:00 pm.
- Many students complete two years here and go on to UAA to complete their degrees, but resent the long drive and parking problems when they arrive. More would complete their degrees at Mat-Su if programs were available.
- Students often settle for whatever is available at Mat-Su rather than driving to UAA for the programs they want.
- Available land in the valley, and shortages in the Anchorage bowl, drive growth at Mat-Su. The campus is 940 acres.
- There is a strong demand for student housing from those who live in outlying villages.
- Allied Health and Nursing programs are particularly strong.
- Refrigeration Tech is a unique program taught at Mat-Su with application in the fishing industry.





*Kodiak's College serves an island community that is largely dependent on fishing and Coast Guard activities.*



*The Kachemak Bay campus is an extension of the Kenai Peninsula campus serving Homer.*



*As more housing is developed in the valley, enrollment at the Mat-Su campus continues to grow.*







## VISION FOR UAA

*The natural setting of the UAA Campus near Goose Lake and Mosquito Lake is important to the quality of the university environment.*

# Goals

The goals are consistent with those detailed in the Strategic Plan, but are framed to provide strategic direction for the campus master planning process. Their perspective therefore differs from that of the Strategic Plan goals. These goals are applicable to both the main UAA campus and to the UAA community campuses. The campus master plan goals are as follows:

*\*The goals were developed in conjunction with the UAA Campus Master Plan Steering Committee, the UAA Board of Advisors, and the UAA Executive Administration.*

**Goal I:**  
***Make UAA a model for northern university campuses***

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



*UAA’s recent buildings are matched to the needs of a winter university.*

**Goal II:**  
***Accommodate and integrate substantial growth***

For the main campus, plan an understandable place that can accommodate a doubling of enrollment over the next twenty years. Recognize the unique qualities of student life at each UAA campus and cultivate them as the University grows. Consider buildings taller than three stories as a means of conserving future development sites, and improving functional proximity at the main campus. Taller buildings can also assist in strengthening the identity of the campus. Increase the proportion of students living on campus.

**Goal III:**  
***Build quality facilities appropriate to the University that meet exacting demands and reflect state needs***

Match the design and location of 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 UAA students, wherever they are located, with the most cost-effective programs and equipment. Configure facilities to favor access on foot. Provide sufficient parking that is both convenient and unobtrusive, but does not compromise pedestrian circulation.

**Goal IV:**  
***Celebrate the natural setting of each campus***

Respect the natural landscape and habitats on UAA lands. Ensure that each development project contributes to stewardship of the natural environment. Interconnect facilities so that each campus functions efficiently and conveniently in every season capitalizing on the unique qualities of the place. Complement the natural surroundings of the main campus with cultivated gardens and art within populated open spaces. Make the most of views 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 institutions and communities to create centers of excellence, and achieve mutually beneficial objectives. Make each campus welcoming to visitors, meeting the academic needs of Alaskans 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. At the main campus, respond to district-wide needs as described in the adopted U-Med Plan.



# Guiding Principles



An important value for UAA is the protection of the natural environment that surrounds much of the university.

### Our Mission

The University of Alaska Anchorage inspires learning and enriches Alaska, the nation and the world through our teaching, research, creativity and service.

The University of Alaska Anchorage is a comprehensive university that provides opportunities to all who can benefit from educational programs of high quality in an inclusive environment rich in diversity.

Located in Anchorage and on community campuses serving Southcentral Alaska, UAA is committed and uniquely situated to serve the needs of its communities, the state, and its diverse peoples.

### Our Core Values

UAA faculty, staff, students, and alumni are a community bonded together by these shared values: to advance learning and academic excellence; to engage our talents and knowledge in service to Alaska; and to act with integrity and good stewardship.

### Our Aspirations

UAA aspires to become a frontier of learning, creativity and discovery – a university of first choice in Alaska and the Pacific Northwest.

### Design Principles & Principal Objectives:

From the five goals for the campuses, the University mission, values and aspirations have been derived a series of *Design Principles*. 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.

### Academic and Cultural Principles

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.
9. At the main campus, support the U-Med District Plan.

# Objectives

**Campus Appearance Objectives:**

- 1. Create a unified image for the main campus that is reflective of the place and its cultural heritage, yet is comprised of facilities that are forward looking and practical.
- 2. Favor architecture that responds to local conditions including limited winter daylight, sub-Arctic climatic extremes, special views, and a unique cultural heritage.
- 3. Consider the removal of obsolete buildings to create greater opportunities for coordinated design of each campus.
- 4. Adhere to a consistent architectural scale so that large and small buildings contribute to a unified image for each campus.
- 5. Give expression to the Arts in the architecture and landscape of each 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 research facilities both on and near the UAA campus.
- 4. Integrate with the campus core only those research facilities and personnel that will directly enhance the learning environment.
- 5. Provide convenient and secure storage for bicycles and skis to encourage their use by students, faculty and staff.
- 6. Expand on-campus housing in configurations that will accommodate increased summer use as well as meeting the needs of students at every stage of their education at UAA.
- 7. Enhance outdoor recreational facilities to serve both winter and summer needs.
- 8. On the main campus, encourage development of a ‘University Village’ near the residence halls and around Florina Street, consistent with the land aquisition plan.

**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.
- 2. Extend weather-protected access via the Spine on the main campus to more campus facilities.
- 3. Anticipate growth of the Seawolf Shuttle and accommodate better transit service
- 4. Minimize the need for use of automobiles on campus by improvement of pedestrian circulation, provision of lockers, and other means.
- 5. 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.
- 6. Locate parking structures so that they do not block natural light or cherished views from within buildings, and do not compromise future expansion of the facilities they serve.
- 7. Collaborate with the Municipality and others to improve off-campus sidewalks and crossings to make access to the campus safer and more attractive for walkers, bikers, skiers and transit users.
- 8. Coordinate snow removal programs with others to ensure connectivity throughout the UMED district for both vehicles and pedestrians.

**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.

**Natural Environment Objectives:**

- 1. Orient and design buildings to take full advantage of natural light in the winter months.
- 2. Capitalize on mountain 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.





*The Chugach Mountain Range is a dramatic landmark providing views that lend unique identity to the campus.*



*Snow clearing on walkways and roadways is important for the connectivity of the UAA facilities and its neighbors in the U-Med District.*



*The Spine has become an important artery for access and circulation on the UAA campus.*



*A sketch showing a plaza between the existing Social Sciences Building and the Integrated Sciences complex.*





## CAMPUS HISTORY



*The Anchorage Goose  
Lake Area in 1950.*

## The Early Years

### ***Historical Development of the Campus***

In 1954 the Anchorage Community College was founded and it was not until the 1960's that the campus was moved to the Goose Lake area, now known as the University Medical District (U-Med). The community college took form in 1970 when four buildings were completed and occupied. This group of buildings was formed around a rectangular maintained green space. Each of these buildings is still in use today. In 1972 the Cuddy Center was built, which provided a place for the community college students to eat, gather, and also learn about the hospitality industry.

The Alaska Senior College was founded in 1971 to the east of Chester Creek and the first building built was the Consortium Library which was constructed to be shared by all three learning institutes in the U-Med District: Anchorage Community College, Alaska Senior College, and Alaska Pacific University. By 1974 the College of Arts and Sciences Building (now referred to as the Social Sciences Building) was added to the Alaska Senior College, and is connected physically to the Consortium Library.

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

In 1977 the Alaska Senior College became the University of Alaska, Anchorage. Also at this time the Science Building was built, which expanded the UAA campus to two buildings. By the start of the 1980s UAA began to expand rapidly. First came the Engineering Building, then the Administration and Humanities Building (now referred to as the Administration and Humanities Building), and student housing was built and occupied by 1985. The advent of student housing marked a significant change to the campus atmosphere. Until then, all had been commuter students. The last building built in the 1980s for UAA was the Fine Arts Building built to the northeast of the Administration and Humanities Building.

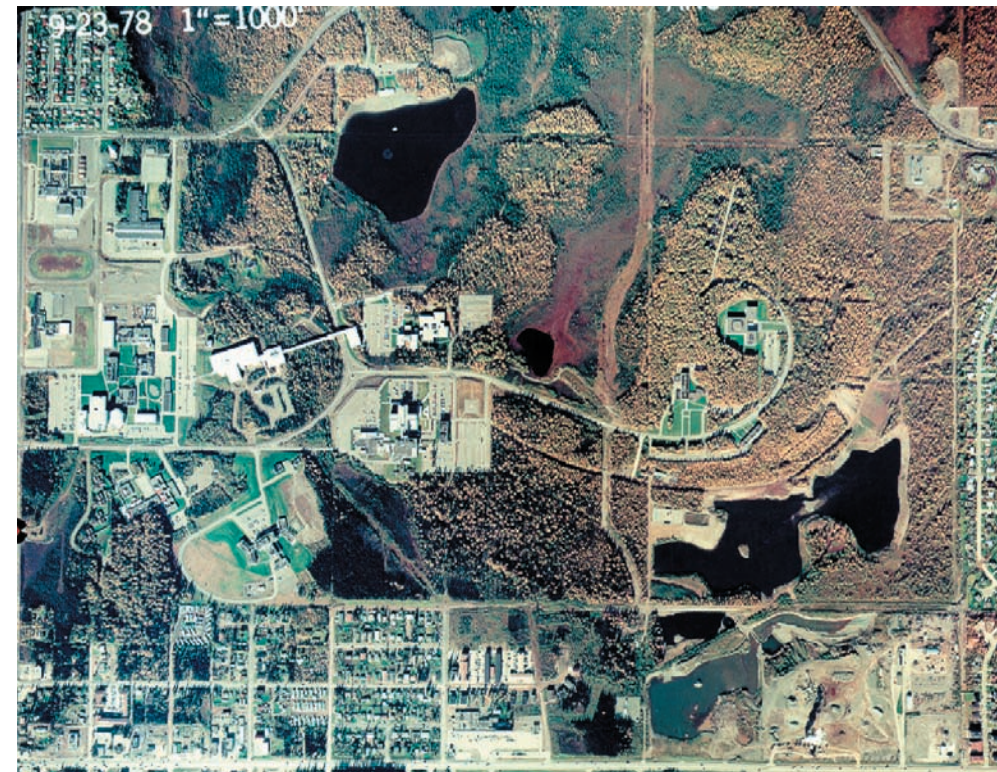


*1960- Power lines were extended across Goose Lake.*





1967- Northern Lights Boulevard was extended east.



1978- Campus growth begins in earnest.

Since 1978, no substantial change has been made to the street network serving the U-Med District serving UAA and its neighbors.



# Recent Changes and Current Status

The community college’s last buildings built were constructed in 1983, these were the Allied Health Building and the Book Store. A second and final merger occurred in 1987 in which the Anchorage Community College merged with what had been the Senior College to become a single entity: University of Alaska Anchorage. This expanded UAA’s capacity as a university to offer more disciplines through the various colleges and also expanded its enrollment.

More buildings were constructed in the 1990s: the Business Education Building, Student Housing, and the Parking Garage which is located between the Sciences Building and the Social Sciences Building. The Business and Education Building was the first new building built on the former community college campus. This building is also the starting point for the enclosed elevated walkway referred to commonly as the “spine.” The elevated walkway was not entirely enclosed until 2002, providing full weather protection. Currently it connects the Business Education Building to the Consortium Library.

Other additions have been made to the UAA real estate holdings in the past ten years. There is the Aviation Building at Merrill Field, the 7th and A Street Building in downtown Anchorage, the University Center, and the Diplomacy Building which is located in the U-Med District near the Alaska Native Tribal Consortium Medical Center. All of these buildings provide teaching, research, and learning spaces for the university.

Two recent buildings on campus are the addition to the Consortium Library and the Ecosystems Biomedical Laboratory (EBL). The UAA campus has evolved in the last 35 years from its beginnings as a community college to a full scale university that competes on a national level in academics, research, and athletics. It also provides a unique experience to students as a university in a major sub-Artic city.



*One- and two-story buildings on West Campus with ageing systems will be considered for replacement by taller buildings as suitable sites for new facilities on campus become scarce.*





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



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



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



How the University and Medical District in Anchorage looked in 2003.





## ANALYSIS OF CAMPUS SYSTEMS 2003



*Surface parking dominates the foreground of superb landscapes visible from the Anchorage campus.*



# Current Configuration of Campus Buildings and Conditions



## The Campus as a Whole

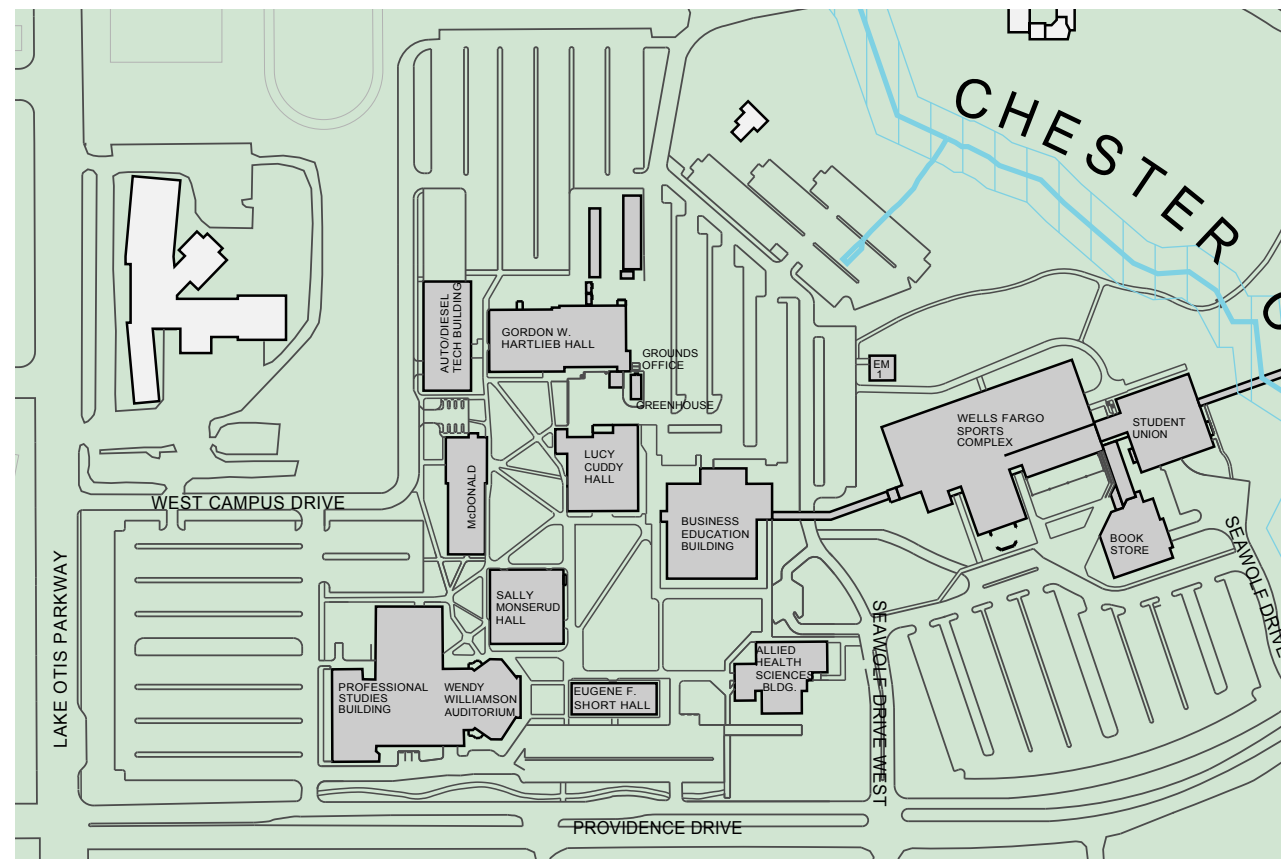
The campus can be recognized as five distinct areas: The West Campus, Central Campus, East Campus, and the South Housing Campus and the recently acquired Southwest Campus. These five parts are very different in their configurations due to the time when development of each began, the different circulation routes that have been developed, and the natural environment in which each is set. Over time and with the forming of the University of Alaska, Anchorage by merging the Community College and the University of Alaska, Anchorage in 1987, the campus has evolved as a long curving chain of buildings.

Many buildings are connected by an enclosed walkway system known as the “spine”. With completion of enclosure of the spine, this walkway has become an informal interaction causeway through the various buildings on the campus. It connects buildings between the Business Education Building and the Consortium Library. During the cold winter months the spine is a relief for students, faculty, and employees as a means of circulation on foot through the campus without having to face inclement weather as they go from building to building. The spine carries users through the treetops of Chester Creek, exposing them to the beauty of an undisturbed natural Alaskan landscape. To the east of the Library and unconnected to the spine are the Administration and Humanities Building (1983) and the Fine Arts Building (1985).

*West and Central parts of the campus are divided by Chester Creek and its wooded margins, but are connected by the spine. Separated from these to the east are the Administration and Humanities Building and the Fine Arts Building. To the south is student housing.*

### ***West Campus***

The earliest buildings on the University property are bordered by Lake Otis Parkway, Providence Drive, Mallard Lane, and Chester Creek. Most of these buildings were built for the community college and were later absorbed into the University when the University of Alaska Anchorage merged in 1987.



*Originating as an independent Community College, the eastern cluster of buildings forms a tight group around landscaped quadrangles.*

Infill buildings that have been introduced in the West Campus are the Business Education Building and the Allied Health Science Building. Many of the earlier buildings are one- and two-story structures with limited useful lives.

The most memorable manmade open spaces on campus are the quadrangles bordered by the Lucy Cuddy Hall, the Beatrice McDonald Hall, Professional Studies Building, the Sally Monserud Hall, the Eugene Short Hall, and the Gordon Hartlieb Hall. In this space, three connected quadrangles have been created, with multiple concrete pathways crisscrossing open lawns that are interspersed with sculptures. Flowerbeds and shrubberies around the edge showcase plants that thrive in this climate.

In 1983 the Allied Health Science Building was built, and the Business Education Building was constructed in 1993. Both of these buildings expanded the quad area and anchor the eastern end of the spine.

Seawolf Drive West divides the west campus, the western side comprising learning and instruction buildings and the eastern part occupied by athletics, student life activities and services. This eastern section is a group of buildings that are internally connected by the spine. This provides opportunities for incidental and planned student interactions. This east cluster of buildings consists of the Wells Fargo Sports Complex, the Student Union, and the Bookstore. Each of these three buildings is crucial to quality student life.



*Multiple concrete pathways cross the quadrangles of the West UAA campus. This view is facing north towards the Business Education Building.*

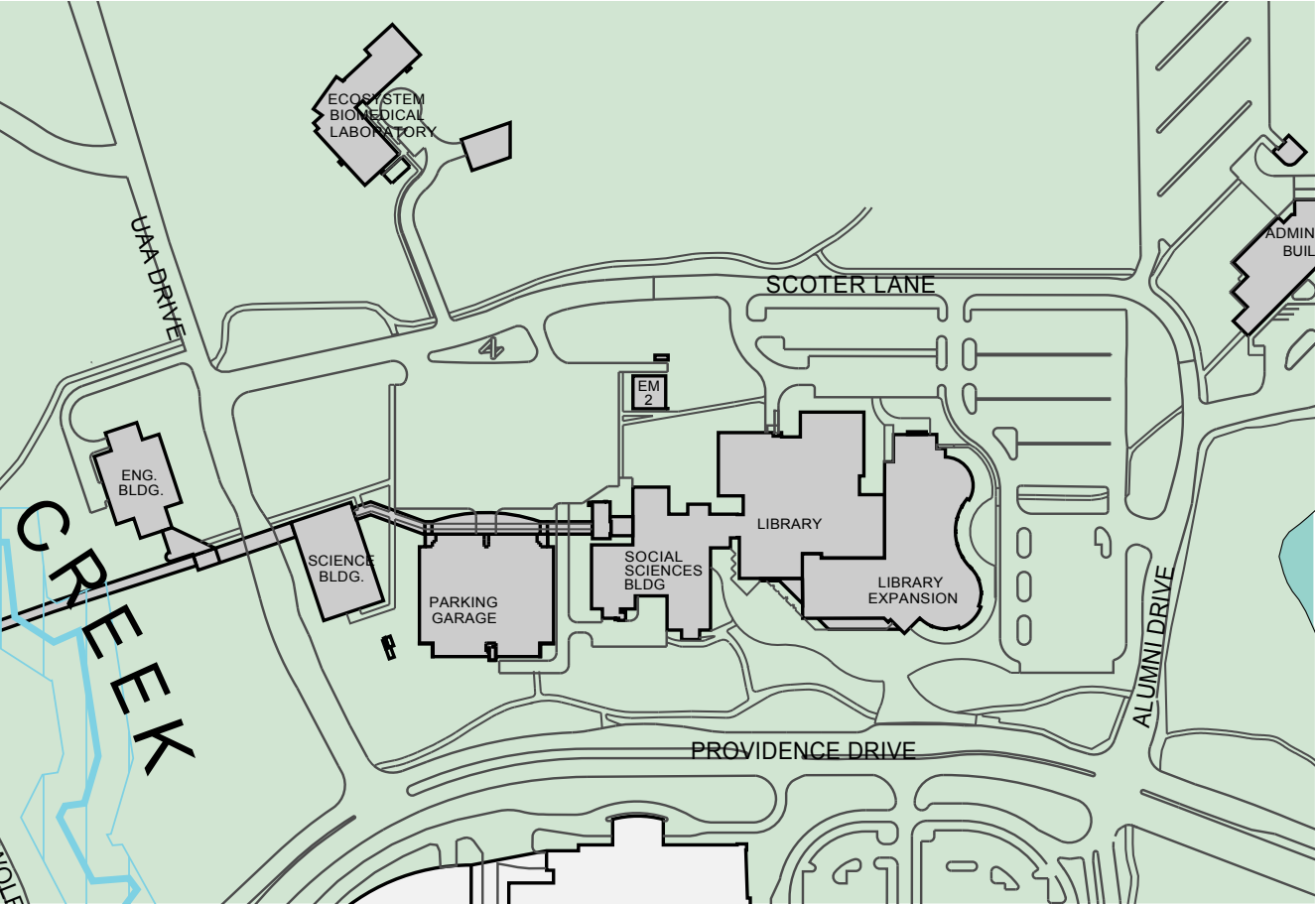


*The spine is a controlled climate walkway, here seen spanning Seawolf Drive West from the Business Education Building to the Wells Fargo Sports Complex.*

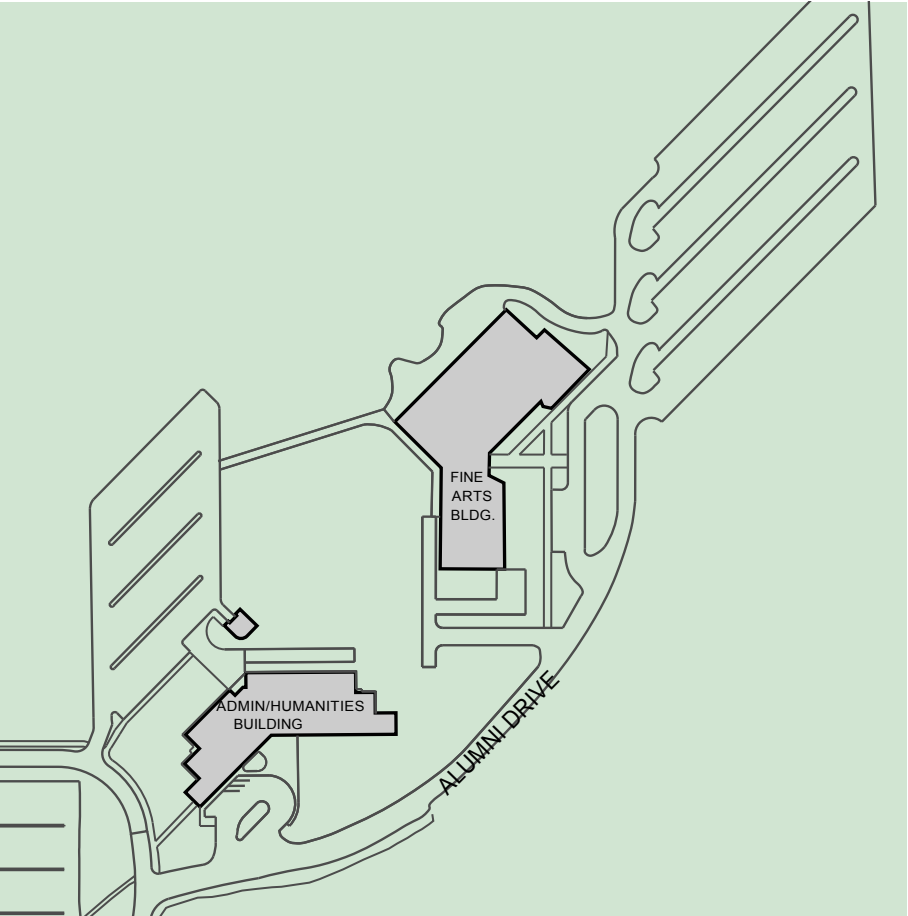
Central Campus

Alumni Drive and Chester Creek mark the eastern and western edges of the central campus while Scoter Lane and Providence Drive mark the northern and southern borders. This part of the campus is made up of a variety of science buildings, the Engineering Building, a parking garage, and the Consortium

Library. It began as the University of Alaska Senior College and today functions as a central pivot point for the rest of the University’s facilities. Pedestrians traveling east, west, or to the south of the campus have to pass through central campus via the elevated “spine” or sidewalks.



What began as Alaska Senior College is now the central section of the UAA campus and includes the Library and the College of Arts and Sciences.

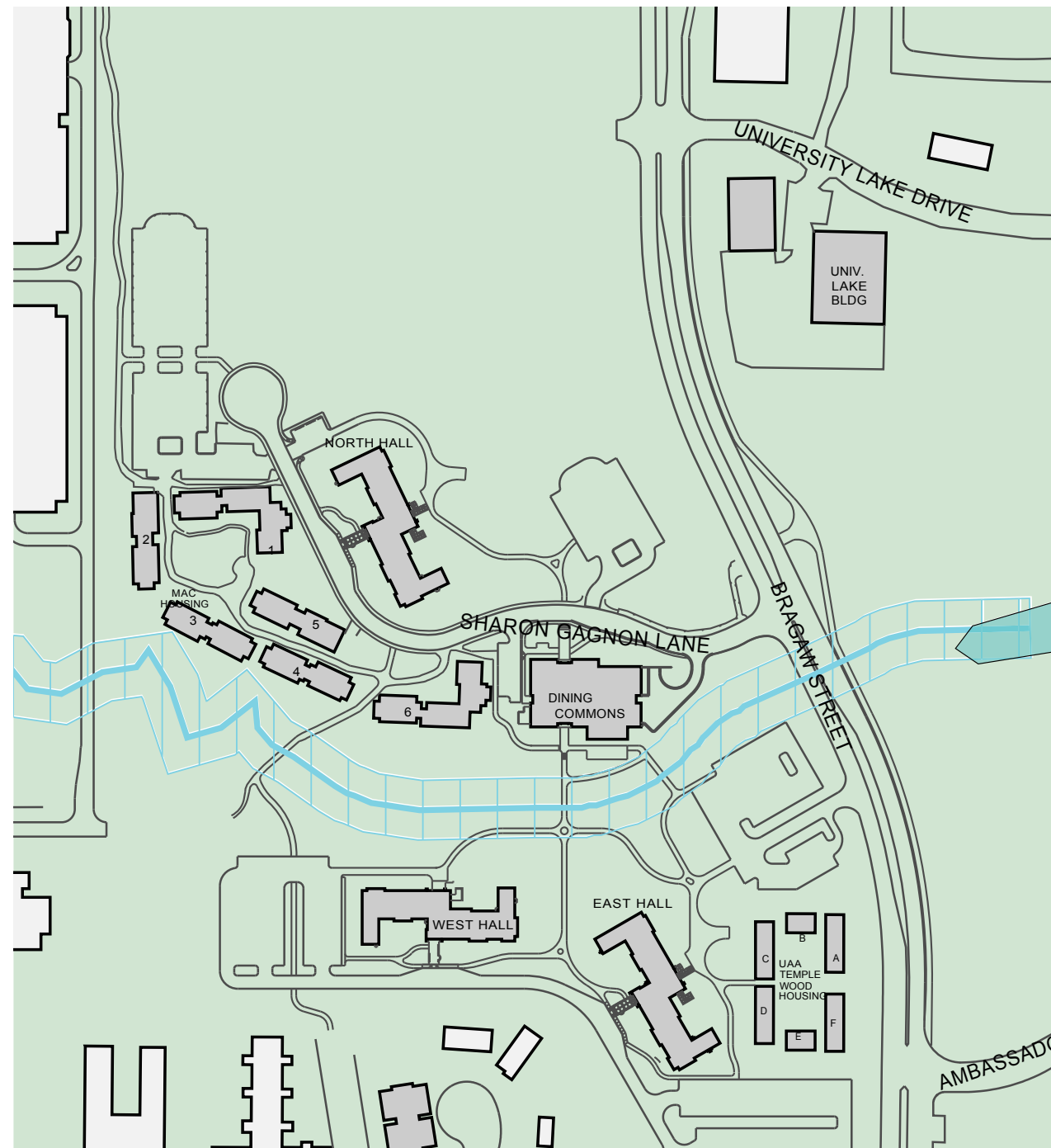


East Campus

The east campus includes only two buildings: the Administration and Humanities Building and the Fine Arts Building, both of which support the Humanities in the College of Arts and Sciences. The Administration and Humanities Building currently accommodates the majority of the senior administration of the university. Access is via Alumni Drive and Scoter Lane. Views from these buildings are some of the best on the campus: to the Chugach Mountain Range and across the spruce bogs to the north. This area occupies the highest land on the campus, suggesting an excellent setting for future buildings.

Developable land near the Fine Arts Building makes East Campus an attractive site for facility improvements, despite its distance from the campus core.





South campus housing is connected to other parts of the campus by the Chester Creek trail as well as by Bragaw Street and the northward extension of Dale Street.

### South Campus Housing

The south part of the campus is where all student housing is located. Of the cluster of multi-story housing buildings, six were built in the mid 1980s and three others were constructed within the last ten years. Each year more students express interest in living on the campus and a demand for housing has increased as the University gains more full time students. Providence Alaska Medical Center is to the west and Bragaw Street marks the eastern boundary. Currently there is a large swath of undeveloped forested land to the north that the University owns and will develop in the future. A benefit of this cluster of housing is that it is in close proximity to Tudor Boulevard where there is potential for a mixed-use university village to begin to form and prosper due to the increases in student residents, employees, and participants from the neighboring hospitals and medical offices. Student housing is close to academic facilities, yet enjoys a certain independence from them.

### Off Campus Facilities

Some UAA programs and functions in Anchorage are accommodated away from the campus. Primary among those is the University Center which is located a mile west of the campus at Old Seward Highway and Tudor Road. The University Center is occupied by job training programs, computer labs, classrooms, enrollment services, financial aid, and facilities scheduling. Three other major UAA off campus facilities are: the Aviation Complex at Merrill Field, the Downtown Center at 7th and A streets, and the Diplomacy Building near the Alaskan Native Tribal Health Consortium facilities along Tudor Road. The UAA Aviation Complex provides instruction and certification for a variety of aviation related fields. The Downtown Center has been primarily used for research institutes and for Small Business Development Services. The Diplomacy Building is currently being used by several UAA affiliated research groups and its close proximity to the main campus is beneficial.



The front entrance of the UAA Aviation Complex at Merrill Field.



An interior view of a student services desk at the University Center.



# Building Inventory Review

**Building Inventory:**

Some of the buildings on campus are recommended for substantial remodeling or replacement in the course of the next ten years because of their design, condition, and ability to adapt to anticipated needs. Timing will depend upon funding and upon the role that each building or building site is to play in accommodating University programs. A short description of each building in this category follows.

**Eugene Short Hall 1967**

This building is the oldest on campus and presents the University poorly on Providence Drive. The building is precast concrete, tilt-up panels, and is not very adaptable. Its floor to floor height would accomodate classroom or office space (12-13 feet), but room sizes and building systems are inflexible.

**Sally Monserud Hall 1968**

Similar to Eugene Short Building in construction type, this is a single story structure that makes very poor use of valuable real estate on campus. This building has a limited remaining useful life.

**Beatrice McDonald Hall 1969**

This is a two-story structure, with structural bays and floor plate that make this a fairly flexible building for office or classrooms space. Though this building is as old as the previous two, it has had some recent upgrades (mechanical) that make its useful life somewhat longer. It is, however, the same



A view of the Beatrice McDonald Hall facing west.

kind of construction and does not add much to the overall aesthetic qualities of the campus. The costs of upgrading this building may not be justified by the utility it provides, and may justify its demolition within 10 years if other more important facilities need to be located in its place.

**Gordon Hartlieb Hall 1970**

This is a single story building and does not serve current functions very well. The building has limited openings in the exterior wall, making it difficult to plan for spaces that require adequate daylight. The single-story configuration of the building makes inefficient use of the land that it occupies. The building has a limited remaining useful life. There are also several smaller maintenance buildings located adjacent to this building that should probably be demolished (or moved) when Facilities relocates.

**Lucy Cuddy Hall 1970**

Although relatively old, this building has had major renovation in the past few years. It functions well as a central dining and study hall, but a major problem is that it is right in the center of west campus, is single story, and occupies valuable real estate. It also does not contribute greatly to the architectural quality of the campus. This building has some remaining useful life, but before contemplating investment in further upgrades, the option of replacement and resiting should be carefully investigated.

**Consortium Library 1972**

Despite it’s age, this building appears to be in relatively good condition. With the 2003 addition, and renovation of the original this building can be expected to serve its purposes for many years.

**College of Arts and Sciences 1973**

This building has been renovated numerous times, and so has kept pace with changing needs. Its floor plate and structural bays seem to work well with classrooms or office space. A major renovation of its aging mechanical systems could extend the life of the building reasonably.

**Professional Studies Building and Wendy Williamson Auditorium 1974**

These buildings are connected and appear as one structure. Because of their scale, these building dominate the west campus, presenting blank walls to Providence Drive. The stark concrete exterior walls make it difficult to get daylight into the interior spaces.

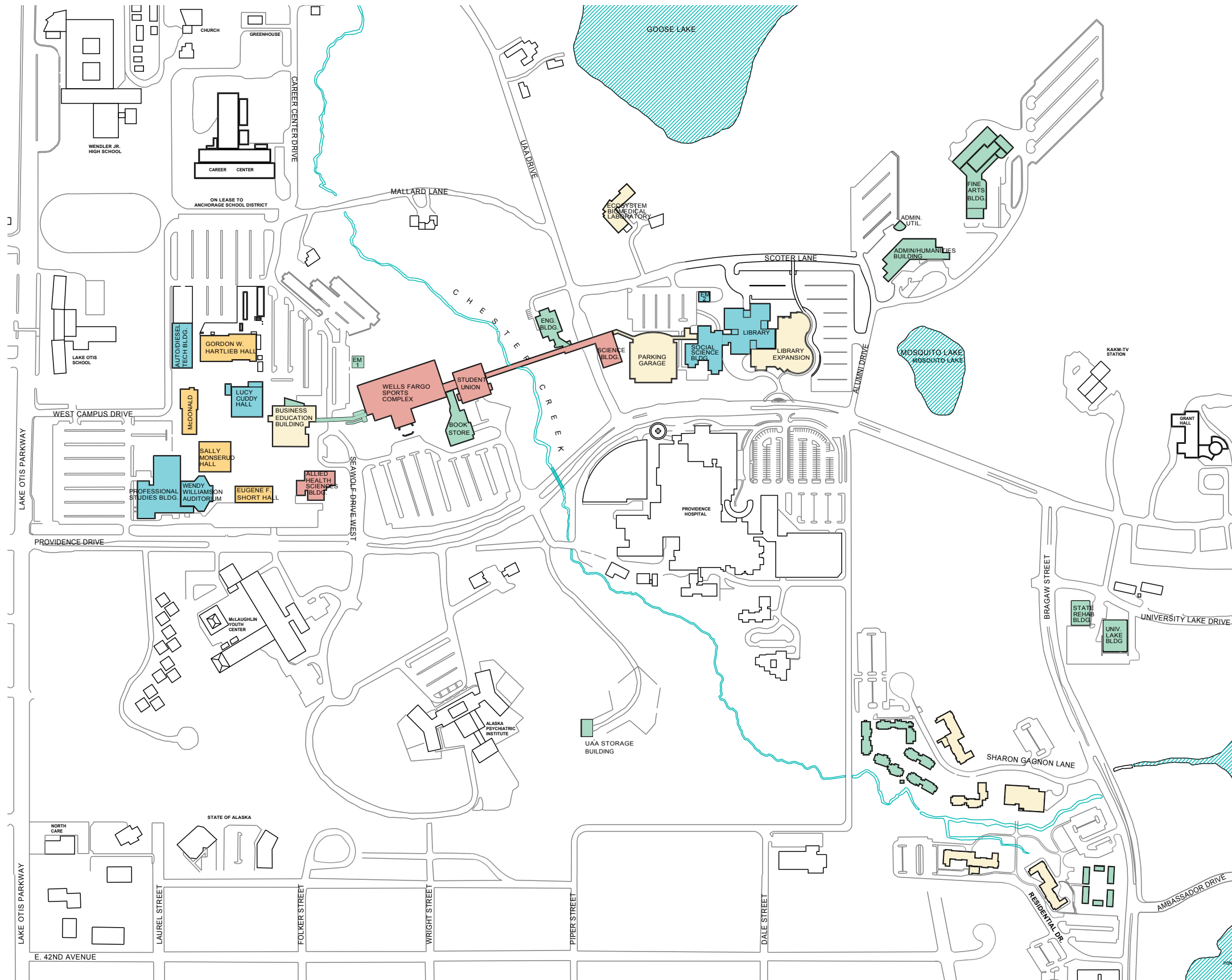
That is not necessary for the auditorium spaces, but the spaces in building K are generally used for either classrooms or offices and some natural light is desirable (if not necessary). Some work has been done recently to add windows, but it is still a very difficult building in which to design interior spaces that are friendly and inviting. This facility is a likely a candidate for a major renovation. Originally designed as a laboratory building, Building K’s floor-to-floor height is 13-14 feet, which is low by current standards for labs.

**Allied Health Sciences Building 1982**

A relatively new building with a pleasant interior because of the use of natural light, this building presents some challenges to efficient space utilization. The upper floor is a single-loaded corridor and less than half the size of the ground floor, which defies efficient use. The building occupies valuable centrally located land on the campus and does not efficiently use it.

**Templewood Housing (mid 1980s)**

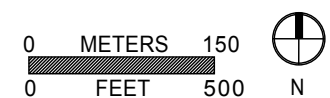
This is not the oldest housing. These buildings were built as residential condominiums before UAA purchased them. They are wood frame with finishes and equipment not particularly suited to student needs. Although built as family housing their location may not be suitable for that purpose. The remaining useful life of these building probably extends beyond 10 years, but it is questionable whether it would extend beyond 20 years.



# SUMMARY OF BUILDING AGE

1967-1970	34-37 years old
1970-1975	29-34 years old
1975-1980	24-29 years old
1980-1990	14-24 years old
1990-2003	1-14 years old

## UAA CAMPUS 2004



# Facility Replacement Criteria

**Facilities Inventory:**

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.

**Consider replacement of 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.

**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 may come into affect that were not operative when the building was constructed or last renovated.



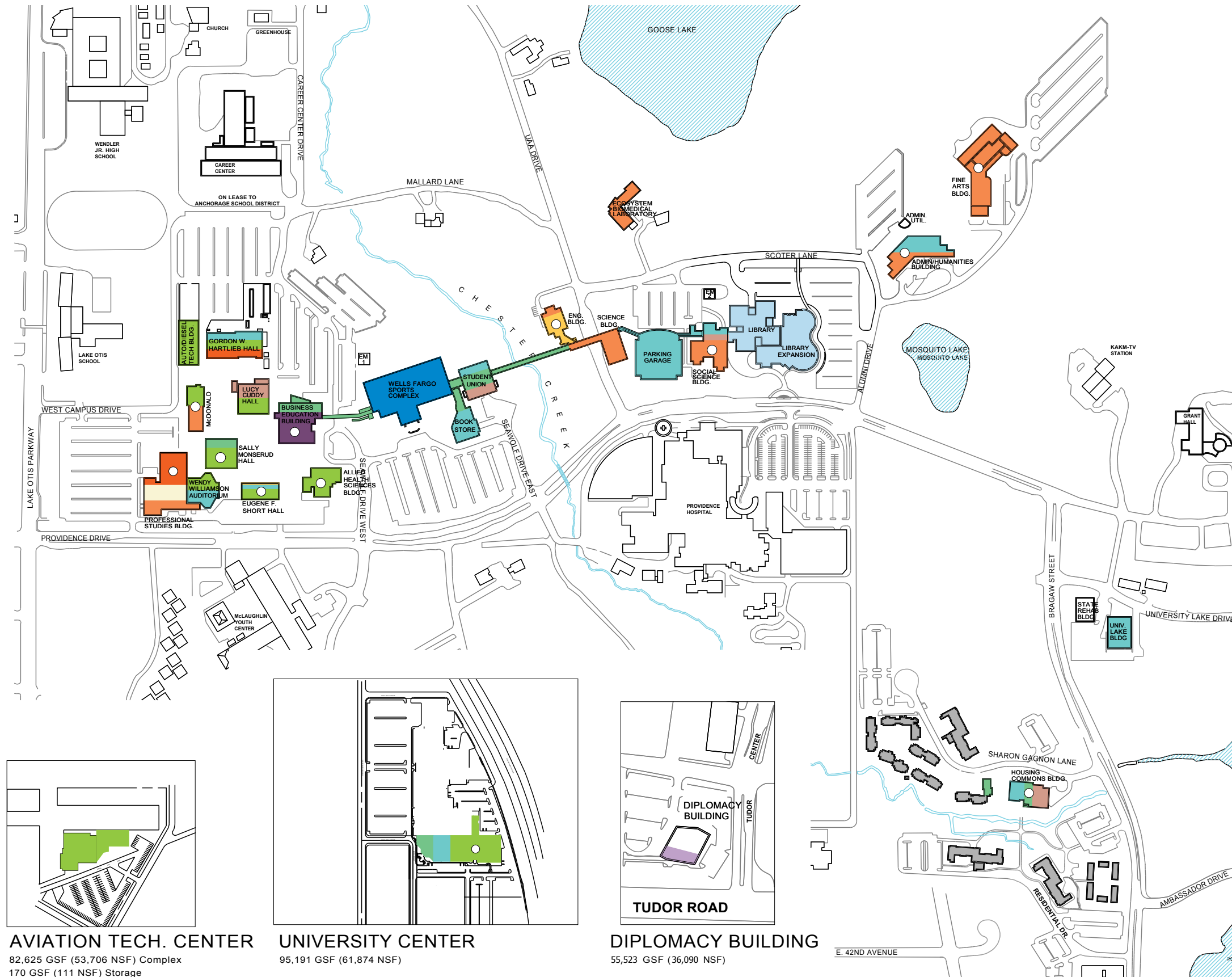
*The Eugene Short Hall was one of the first buildings built on the UAA campus. The structure is inflexible, and it occupies a key site, so replacement may be preferable to upgrading it over the long term.*

**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.





# Existing Transportation Conditions



One of the many existing trails used for cross-country skiing on the university's undeveloped property.

## Pedestrian Circulation

The nature of the UAA campus, with its buildings spread across approximately 428 acres, leads to lengthy travel between buildings and other areas of campus. Much of this travel occurs on foot and is accommodated in the weather-protected elevated walkway spine. Not all buildings are connected to the spine, and the distances involved are sufficiently long that many people choose to drive; especially if they have much to carry. Conflicts between pedestrians walking at grade and vehicles crossing their paths create unnecessary hazards for students and faculty and require improvement.

The quadrangles in the western part of campus are the only places where foot traffic between buildings is common and vehicle conflicts have already been largely removed. Similar precincts elsewhere on campus would help to enhance pedestrian safety.

## Trail System

An extensive system of trails laces through the Goose Lake recreation area and the UAA and Alaska Pacific University properties, providing extraordinary access to the natural landscape that contributes much to the unique character of the campus.

These trails include designated rights-of-way for commuters, cross-country skiers, and dog sleds. The uniquely landscaped trails, highly prized by nearby institutions and the local community, also provide fundamental sources of recreation for the entire Anchorage community. Supplementary trails should be provided to improve pedestrian access to the campus core from student housing and other outlying facilities.

Modifications to the current trail systems in the vicinity of the UAA campus may have to be made to achieve appropriate land use and building patterns for the

educational institutions. Where modifications are made, they should not constrain development or use of the trail systems. Affected trails should be amended so that they remain uninterrupted by buildings or other obstructions.

Ski racks are currently provided at the sports center on campus to allow students and faculty to ski to the campus during the winter months and store their skis in this secure location. Staff indicates that this facility sees very little use year-round, which does not appear to correlate with the cross-country ski activity on campus. It is probable that skiers store their skis in their vehicles or their offices (in the case of faculty) because lockers are remote from their destinations on campus.

A solution to this situation would be to provide secure ski racks with bicycle facilities at several locations on campus, closer to where the skiers are likely to have their classes or offices.

## Bicycle Network

The development of bicycle networks encourages an efficient, inexpensive and nonpolluting circulation alternative to the automobile. The Municipality of Anchorage and UAA, committed to the successful development of a bicycle network, have established a comprehensive system of bicycle paths throughout the UAA campus area with connections to adjacent bicycle facilities. This network of bicycle paths provides separate and safe rights-of-way for cyclists. Optimum utilization of the bicycle system would be of substantial benefit to the UAA campus. Increased use reduces the number of commuters using automobiles, relieving both vehicular congestion and demand for parking spaces. It should be noted that many cyclists are undeterred by snow, and use their bikes year-round.

Secure parking facilities for bicycles are essential and greatly reduce the number of thefts reported annually. Bicycle parking is provided at many of the buildings throughout the campus, see the Pedestrian Circulation map for locations.

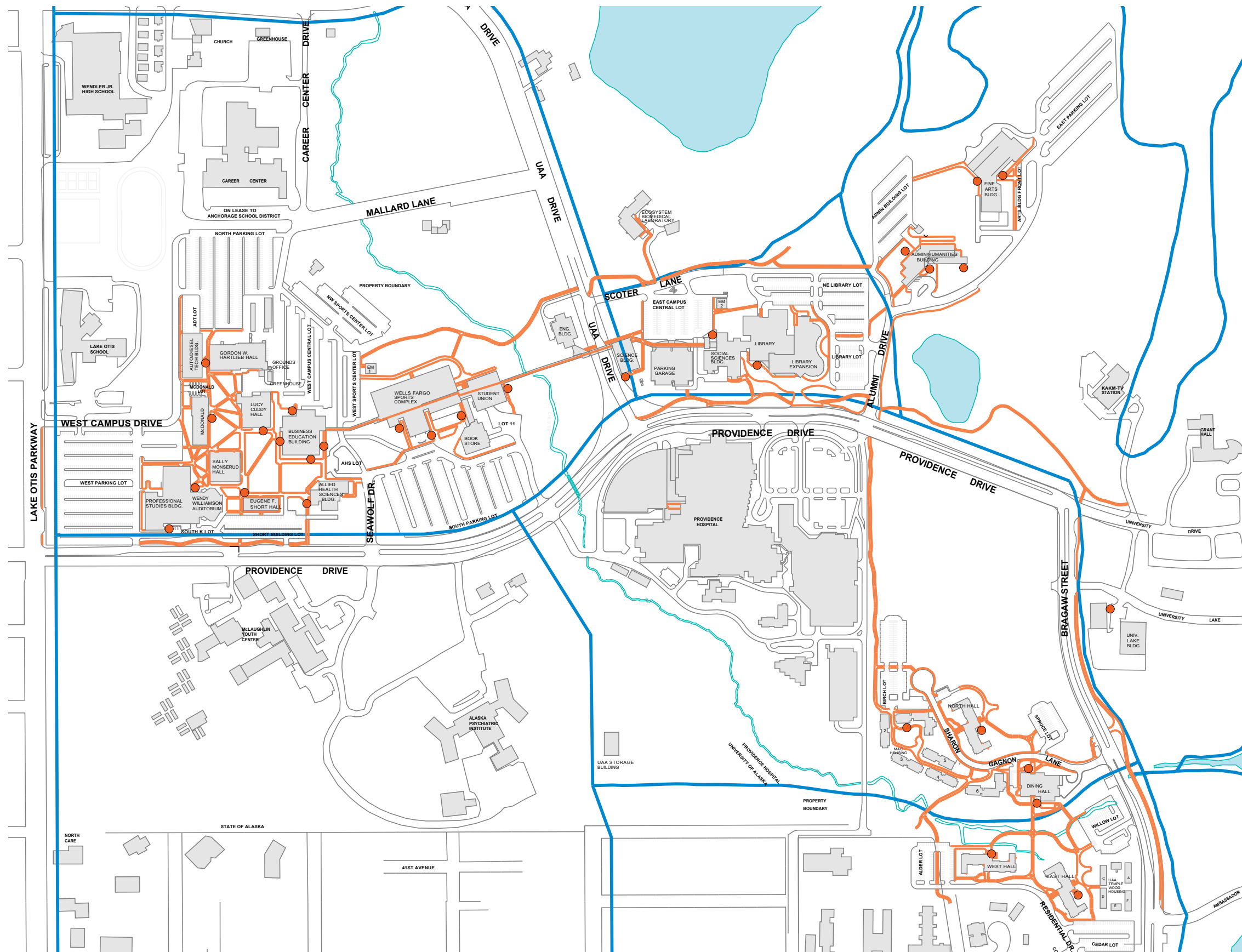


An existing bike storage area at the Student Housing Commons Building.



An existing multi-purpose trail crossing Chester Creek on the UAA campus.

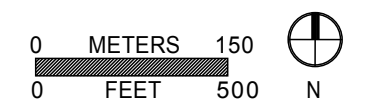




# YEAR 2003 PEDESTRIAN CIRCULATION

- EXISTING SIDEWALKS
- EXISTING SKI AND BIKE TRAILS
- EXISTING BIKE RACK LOCATIONS

## UAA CAMPUS 2003





Transit Services in 2003

Transit ridership increase as headways - the time between buses - diminish. A critical threshold is 10-15 minutes, at which point, riders will wait for the next vehicle regardless of the schedule. As UAA and other institutions in the U-Med District grow, it will be possible to shorten headways, and the proportion of the population that chooses to use transit will grow. Programs for bulk payment of transit fares (free ride programs) like that adopted by UAA substantially increase ridership. UAA will benefit if other institutions can be persuaded to follow UAA’s example.

People Mover

The Municipality of Anchorage’s People Mover mass transit system serves UAA directly via the following routes:

- Route 1            Cross Town
- Route 2            Lake Otis
- Route 3/4        Northern Lights,
- Route 11          UAA
- Route 36         36th Avenue
- Route 45         Mountain View

Details of the transit services provided by People Mover are shown in the table below.

All services operate seven days a week with the exception of Route 11, which has no Sunday service. Most of the services commence at 6am and finish as late as 11pm. Ridership and frequency of service in the U-Med District are second only to Downtown Anchorage.

People Mover Transit Service

Bus Route	Headway			Span		UAA Stops	Daily Ridership	Level of Service	
	Peak	Off-Pk	Weekend	Time	Hours			Headway	Span
1	60	60	Sa Su	6-9	15	13	190	E	C
2	60	60	Sa Su	6-9	15	1	830	E	C
3/4	60	60	Sa Su	6-11	17	12	1,300	E	B
11	40	60	Sa	7-8	11	13	420	E	E
36	40	50	Sa Su	7-11	16	9	610	E	C
45	30	30	Sa Su	6-11	17	12	2,010	D	B

People Mover ridership data indicated an average daily stop activity count (total passengers boarding and alighting) in 2002 of 1,099 at the stops serving the UAA campus which includes Providence Hospital. This is a significant ridership figure and highlights the importance of transit service at the University. The highest ridership numbers were for Route 45 – Mountain View.

Level of service (LOS) for bus passengers was calculated according to the Transit Capacity and Quality of Service Manual (2000) based on service headways and span of service. Headway LOS is E for all routes except Route 45, which was LOS D. Span of service LOS varies between C (Routes 1,2 and 36) and E (Route 11).



The U-Med district has one of the highest People Mover transit riderships in the Anchorage Bowl, due to the large number of users traveling to and from the UAA campus.

Campus Shuttles

The advent of the Seawolf shuttle bus service since 2002 has changed automobile and pedestrian patterns around the UAA campus. In 2003, two free shuttle services were provided for all students, faculty members and visitors to move around the campus. The Green and Gold services operate on weekdays commencing at 7 am and concluding at 7 pm, providing headways of 30 and 15 minutes respectively. There are 10 stops around the campus served by the shuttles. The Seawolf shuttle does not provide weekend service.

The Campus Loop (Green) Shuttle route provides a loop service around the entire campus including student housing, while the University Center (Gold) Shuttle route services the eastern portion of the university campus.

The Seawolf shuttle helps to alleviate on-campus parking congestion. Students who live in campus housing may take the shuttle to their classes and leave their cars parked at the housing complex.

Shuttle ridership also increases substantially over the winter period as foot traffic across the campus becomes more difficult due to severe weather conditions. The service also provides enclosed shelters for riders to keep out of wind, rain and snow. Details are shown in the table below.

Shuttle ridership will increase if schedules can be coordinated with those of more frequent People Mover services.

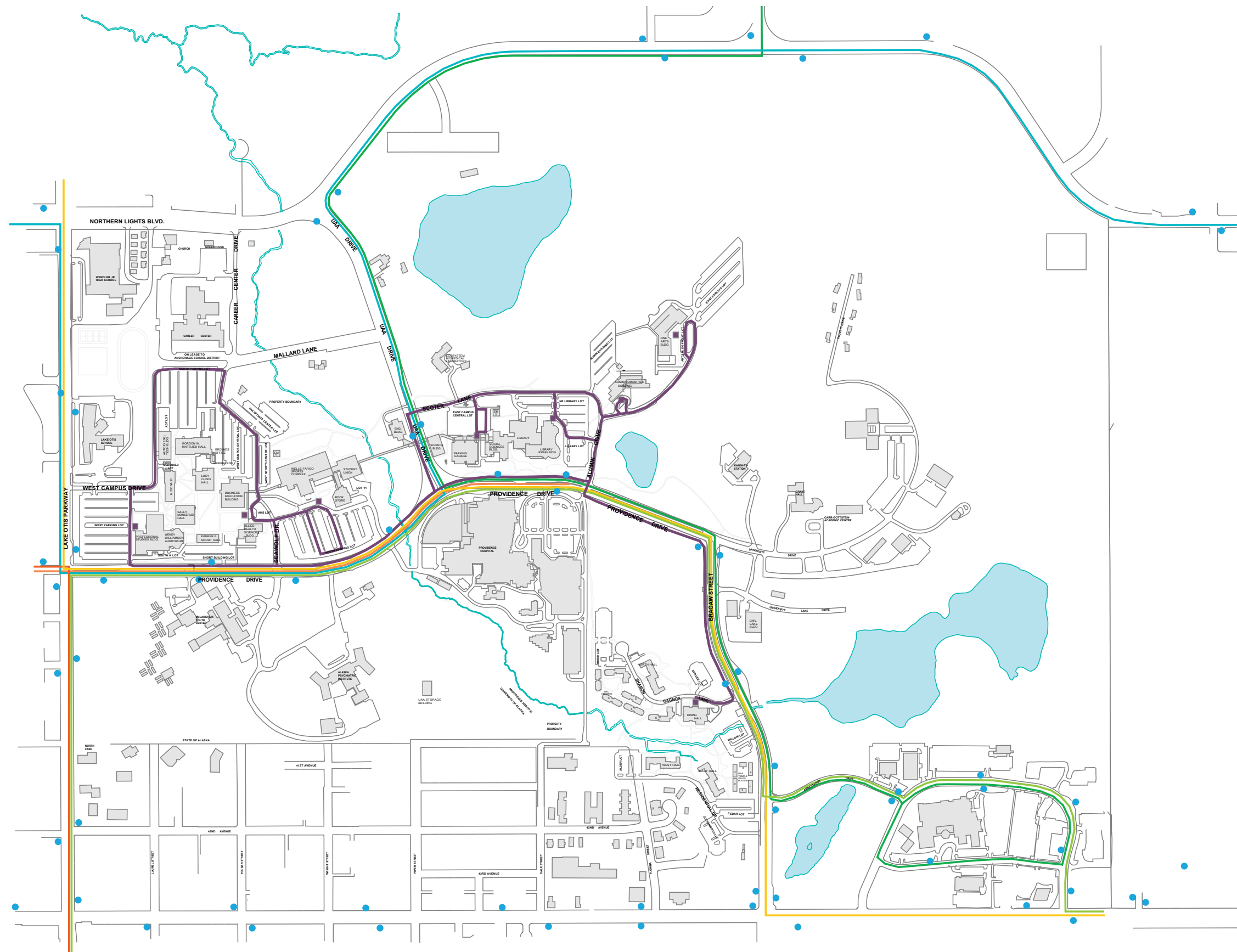


The Seawolf Shuttle provides a safe and comfortable means of travel around the UAA campus during the cold winter months in Anchorage. Each year, ridership increases, demonstrating unmet demand for transit.

Seawolf Shuttle Service

Bus Route	Headway			Span		Stops	Daily Ridership	Level of Service	
	Peak	Off-Pk	Weekend	Time	Hours			Headway	Span
Campus Loop (Green)	15	-	N	7-6	11	8	600	C	C
	-	30		6-10	4			D	C
Univ. Center (Gold)	30	30	N	8-10	14	3		D	C

Levels of service for the shuttle are C and D based on headways and C based on span of service.



# YEAR 2003 PEOPLE MOVER ROUTES

- EXISTING TRANSIT STOPS
- ROUTE 1  
Muldoon Mall to Dimond Transit Center
- ROUTE 2  
Downtown Anchorage to Dimond Transit Center
- ROUTE 3/4  
Downtown Anchorage to Cook Inlet Housing and Downtown Anchorage to Bartlett High School
- ROUTE 11  
N. Lights Blvd and Boniface to Downtown Anchorage
- ROUTE 36  
PAMC (U-Med District) to Downtown Anchorage
- ROUTE 45  
ANMC (U-Med District) to Downtown Anchorage

## UAA CAMPUS SHUTTLE ROUTES

- UAA SHUTTLE ROUTE
- UAA SHUTTLE STOPS

## UAA CAMPUS 2003



Study Area Traffic 2003

The UAA campus is accessed via four arterial streets: Northern Lights Boulevard to the north, Bragaw Street to the east, Tudor Road to the south and Lake Otis Parkway to the west. Access into the university campus is provided Providence Drive from the west, UAA Drive from the north and Bragaw Street from the South. The surrounding roadway system is shown in the map opposite which also shows average daily traffic volumes.

Levels of service were calculated for the roadways providing access to the campus based on Average Daily Traffic (AADT) volumes for the roadways. Counts were collected using the methodology in the 2000 Highway Capacity Manual (HCM2000) planning applications. Levels of service (LOS) in the study area are shown in the upper table together with the traffic volumes and roadway configuration information. For the LOS analysis Northern Lights Boulevard, Lake Otis Parkway and Tudor Road were classified as Class II arterials while Providence Drive, Bragaw Street and UAA Drive were designated as non-state Roadways.



A view of the Eugene Short Building parking lot from Providence Drive.

Campus Parking 2003

There are 21 parking lots providing a total of 4,183 parking spaces within the UAA campus. Parking spaces taken into consideration included the following designations:

- Permit,
- Metered,
- Disabled, and
- Faculty parking.

Parking utilization figures were obtained from University’s parking services. They were based on percent occupied for each hour of the day from 8 am to 10 pm. The lower table illustrates the breakdown of available spaces and usage during an average day.

Analysis indicates that the peak period hour during the day is from 1pm to 2pm. During this period it was found that 24% of the 4,183 available parking spaces available on campus remained unused and available indicating that significant parking capacity still exists on campus although certain areas clearly experience over-capacity demand.

Roadway Level of Service

Road	Between	Lanes	Capacity	2001 AADT	LOS
Northern Lights Blvd	Lake Otis/UAA	4	34,500	32,470	D
	UAA/Bragaw	4	34,500	39,020	F
Lake Otis Parkway	Northern Lights/Providence	4	34,500	25,799	C
	Providence/Tudor	4	34,500	24,640	C
Tudor Road	Lake Otis/Bragaw	6	51,800	49,646	E
Providence Drive	Lake Otis/UAA	4	25,200	17,390	D
	UAA/Bragaw	2	12,600	7,195	D
Bragaw Street	Tudor/Providence	2	12,600	5,514	D
UAA Drive	Northern Lights/Providence	2	12,600	8,770	D

As shown in the table, Northern Lights Boulevard from UAA Drive to Bragaw Street currently operates at LOS F while Tudor Road from Lake Otis Parkway to Bragaw Street operates at LOS E. Other roadways operate at acceptable levels of service C and D.

Parking Utilization

Parking Lot	Total Spaces	Peak Period Utilization	Average Daily Usage (%)	Peak Period Unused Spaces
South	531	100%	71%	156
West	509	100%	64%	182
North	435	50%	28%	313
East	366	60%	42%	212
Parking Garage	304	100%	87%	40
WCC	280	100%	73%	77
Sports NW	190	60%	38%	117
Admin M	180	70%	43%	102
Birch	163	90%	70%	49
ECC	150	100%	94%	9
Short	124	100%	76%	30
Facilities	117	100%	85%	17
Cedar	111	75%	59%	46
Library	368	100%	76%	88
Alder	90	90%	61%	35
Cottonwood	79	10%	9%	72
Sports W	59	100%	94%	3
Spruce	59	100%	93%	4
Admin F	31	20%	5%	30
Willow	25	100%	65%	9
K	12	50%	27%	9
Total	4,183	76%	58%	1,600

Numbers have been tallied from the 2003 school year.

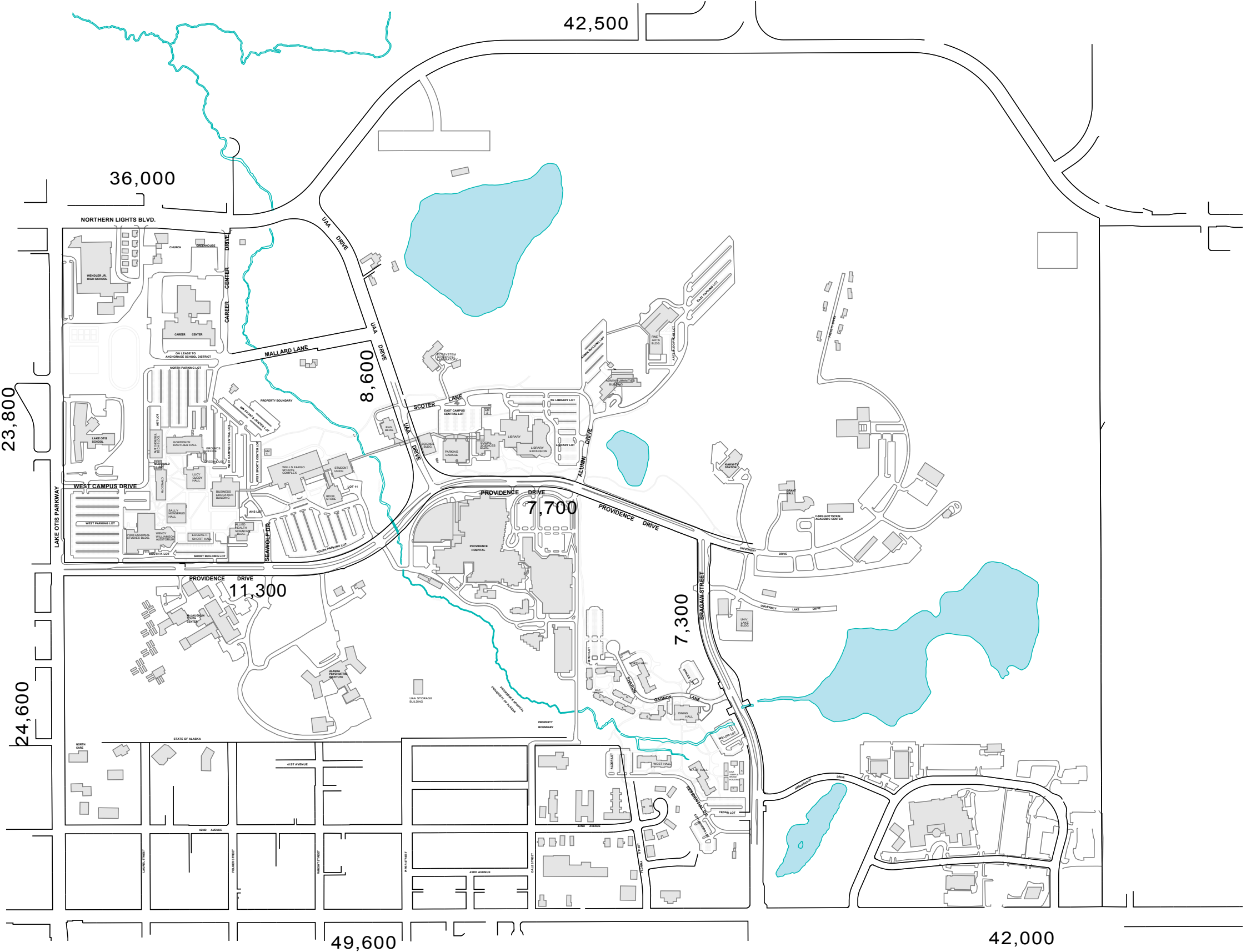
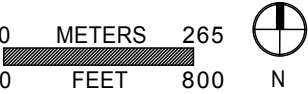


ROADWAY NETWORK

11,300 YEAR 2002 VEHICLE DAILY TRIPS

•Traffic counts all reflect two-way traffic on a street. Each direction (e.g. north and south) is counted and then added to give a link volume. The link volume is used to calculate the level of service on a roadway.

UAA CAMPUS 2003



# Natural Features and Landscape Architecture

## 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.

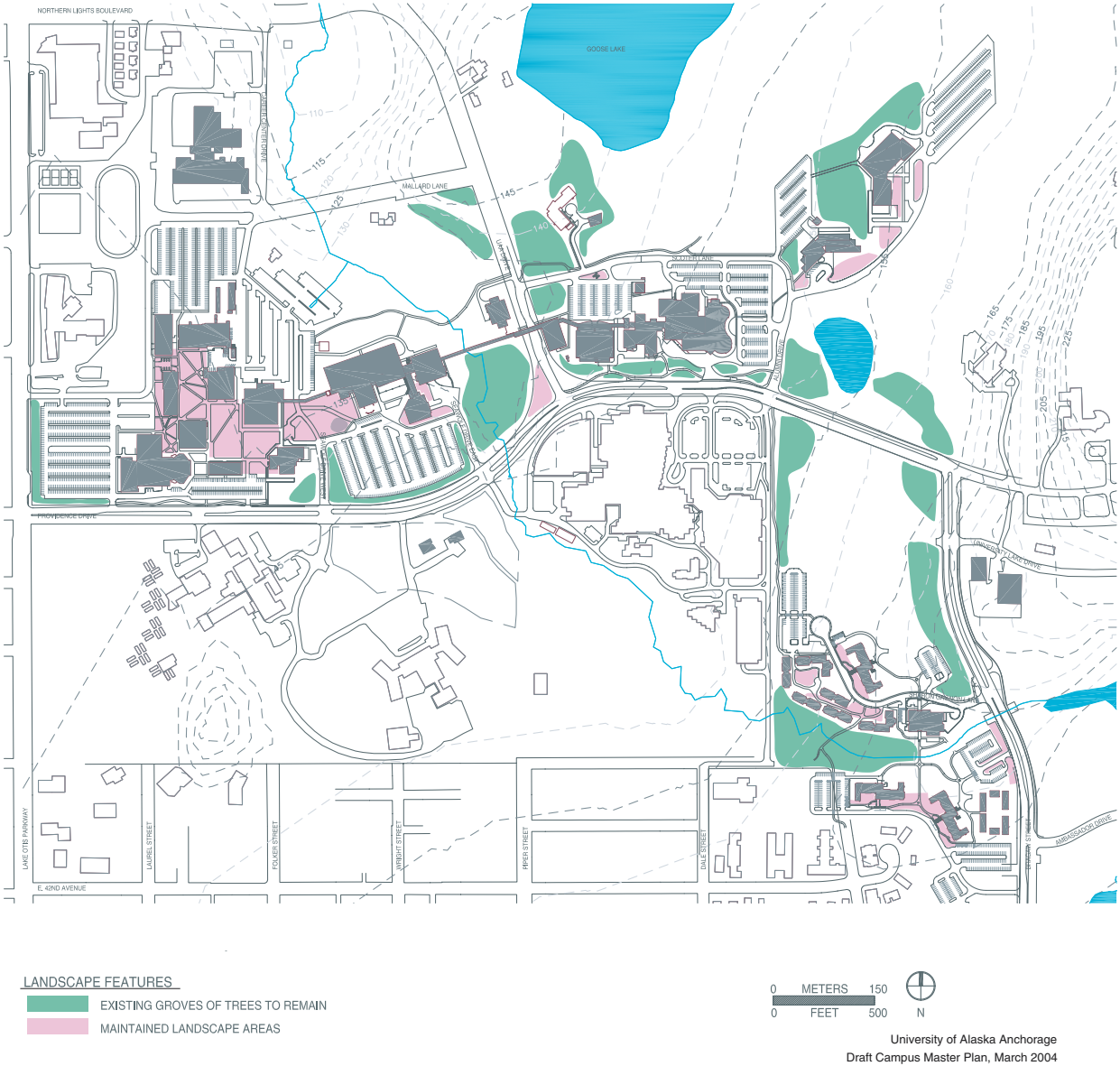
UAA benefits from a natural Alaskan landscape ranging from sub - Arctic forest to open wetland. In built up portions of the campus, the natural setting has been replaced with ornamental plantings suitable for high use and the specific climate of the campus. The UAA campus is generally well maintained and attractive. In 2001, the facilities maintenance staff received an award from the Alaska Chapter of the American Society of Landscape Architects for their care in maintaining this public resource. It was noted that UAA served as an example demonstrating the full range of ornamental plantings possible in the Anchorage region.

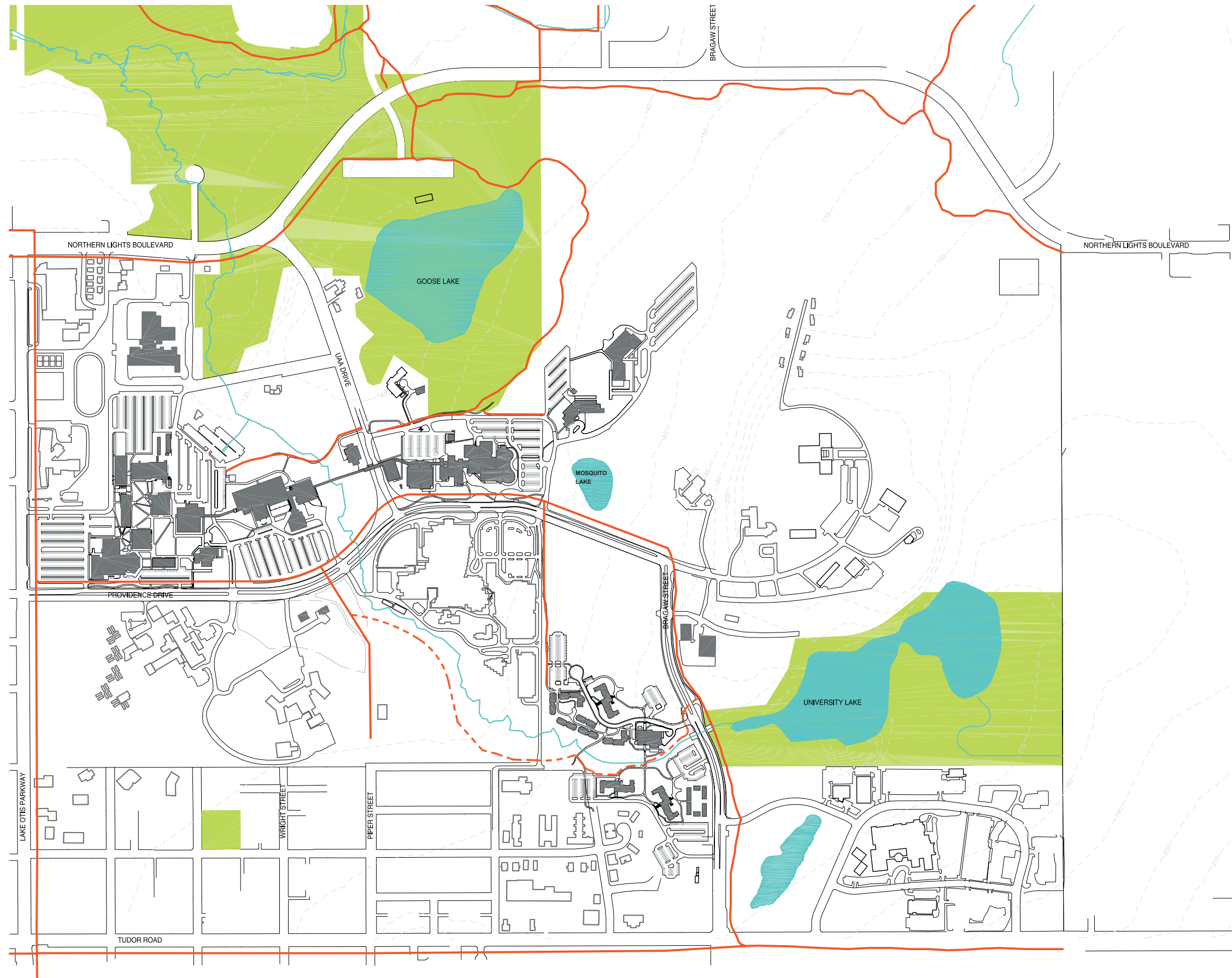
The shortcomings of the landscape at UAA are found at the broad planning level. Too much of the campus has been dedicated to surface parking. Any effort to

cross campus on foot, outdoors, will demonstrate the auto-oriented nature of the campus. Additionally, the campus turns its back on the community, presenting parking lots along Providence Drive instead of prominent campus features. The new Consortium Library is a refreshing change from past building philosophy, as it presents its front to Providence Drive.

The west campus (formerly the Community College) has a compact campus-like quality but is introverted. In this area, building density and orientation create a linked series of outdoor quadrangles. Within these quadrangles, the automobile has been excluded and the space is uniquely pedestrian. The central campus is entirely linear in its orientation and works effectively for the pedestrian because of the unifying interior pedestrian spine. The buildings along this spine are typically adjacent to parking lots and there is no “captured” outdoor space except for the remarkable views of Chester Creek through the treetops as the spine connects the west and central areas of the campus. The west and south campus areas are only connected indirectly.

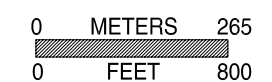
A consistent theme emerging from interviews with students and faculty is a strong desire to incorporate the natural landscape into any plans for future development. The incorporation of the natural environment is evidently consistent with students’ expectations for attending a university in Alaska, and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





- PARKS AND TRAILS**
- EXISTING MULTI-USE PATHS
  - PROPOSED MULTI-USE PATHS
  - STREAM
  - BUILDINGS
  - LAKES
  - MUNICIPALITY OF ANCHORAGE PARKS

**UAA CAMPUS 2003**





***Views and Vistas***

Long vistas from campus, that capture the natural setting and establish a strong sense of place are important to campus identity for those who work here. Key views into the campus establish campus identity within the context of the community. Identification of important views and vistas informs the planning process, helping to ground expansion plans in the context of the place. It also identifies areas where care should be taken not to disrupt views.

Older parts of the UAA campus are largely introverted in the arrangement of buildings and their architecture. Distant views out of the campus are squandered. A few buildings have south-facing windows which provide views to the Chugach Mountains. The Administration and Humanities and Fine Arts Buildings, in particular, benefit from these views. The existing undeveloped hilltop between the Administration and Humanities Building and the Fine Arts Building offers potential views both to Goose Lake and Chugach Mountains. Another undeveloped low hill near Northern Lights Boulevard offers southern exposure and views across open wetland areas to the south. Perhaps the most important view in establishing campus character is the close-up view of trees and groundcover from the spine where it crosses Chester Creek. This pedestrian bridge is heavily used by faculty and staff and offers undisturbed natural views north and south on Chester Creek. Great care should be taken in assessing the effects on this view of any new development in the vicinity.

There are a few locations that provide good views into the campus. The view from the hilltop of Alaska Pacific University (APU) provides an overall view of UAA. This is not a controlled view, but rather a broad vista. It is not a particularly important consideration in campus development as it is available to few. A more important view is across Goose Lake from Goose Lake Park. This public view is considered important by the local community and should be considered in any new development that might affect it.



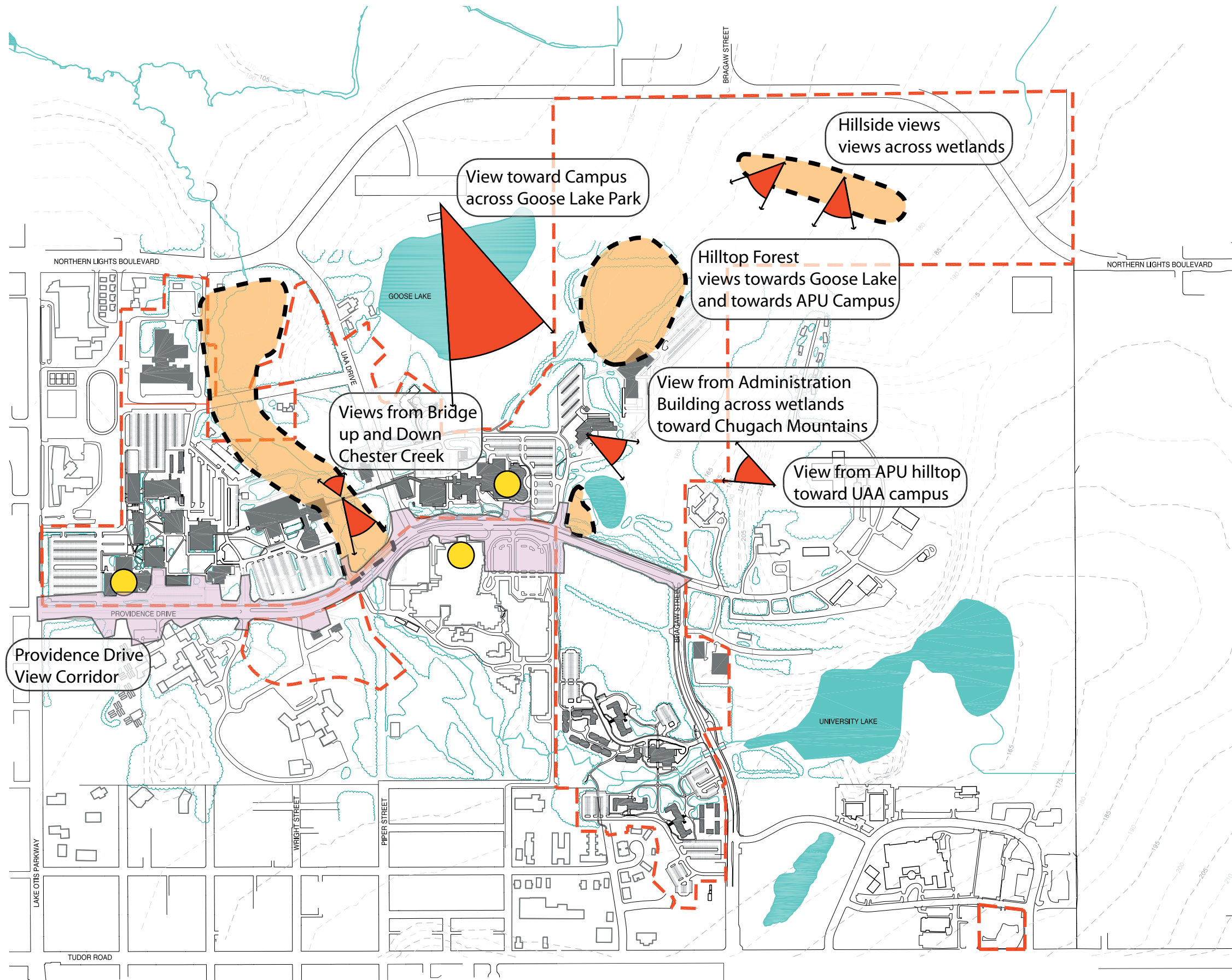
*A view from Beatrice McDonald Hall to the southeast.*

UAA is principally seen by the community from Providence Drive. Current views are not particularly flattering because many buildings turn their backs to the street, and parking lots line much of the frontage. The new Consortium Library is an exception and demonstrates how the University can present a stronger image to the community by facing on to Providence Drive.

Landmarks, man made or natural, help people to orient themselves. Where possible it is useful to maintain views to landmarks. In the vicinity of the UAA campus key landmarks include the Wendy Williamson Auditorium, Providence Hospital, and the new Consortium Library, with its sculptural illuminated spire. Within the campus, lesser landmarks aid orientation: art pieces, architectural features, and fragmentary views of the landscape. Long views, to the Chugach range, aid overall orientation and affirm the special identity of the campus in the Alaskan landscape.



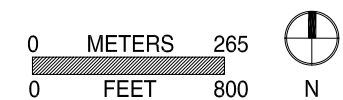
*Chester Creek as seen from the spine during the early spring. Each season brings a fresh outlook.*



# VIEWS AND VIEWSHEDS

- SITE BOUNDARY
- BUILDINGS
- LAKES
- AREA WITH NOTABLE VIEWS
- DIRECTION OF VIEW
- LANDMARKS
- PROVIDENCE DRIVE VIEW CORRIDOR

## UAA CAMPUS 2003





# Environmental Site Characteristics

## Introduction

The University of Alaska Anchorage campus includes a rich variety of environmental resources and site conditions. Development of the campus will be restricted by three categories of classified wetlands (Classes A, B and C), by unfavorable soil characteristics, mature stands of trees, a variety of wildlife habitats (moose, waterfowl, raptors), and various topographic features (see Site Development Factors map).

Environmental site characteristics represent both opportunities and constraints to development and future growth on the UAA campus. As opportunities, they contribute to the unique character of a university campus located in the middle of Anchorage. Students and faculty value the vistas and wildlife that can be seen on campus. Features such as Goose Lake, University Lake, and Chester Creek, on and around campus are assets that are used and appreciated by people from the entire community of Anchorage. Facilities can be sited to incorporate natural features, adding value to architecture and creating an suitable setting for pursuit of higher education. However, these same characteristics can create hazardous conditions and increase development costs. Some conditions and values may make development difficult to permit and result in requirements to mitigate adverse effects.



*The interface between developed land and native landscape on the campus contributes much to the special quality of the place.*



*Open views across woodland towards the Chugach mountains are valued assets of the Anchorage campus.*





*Chester Creek and the wooded corridor that it occupies bring the unspoiled natural splendor of Alaska through the heart of the campus.*

### ***Chester Creek and Anadromous Fish***

Chester Creek is an anadromous fish stream (Anadromous Stream Number 247-50-10050) that flows approximately 10 miles from the Chugach Mountains to Knik Arm near Chester Lagoon. The only species of anadromous fish in Chester Creek is the coho salmon (*Oncorhynchus kisutch*). Non-anadromous fish include introduced rainbow trout (*Oncorhynchus mykiss*) and Dolly Varden char (*Salvelinus malma*). The Chester Creek Stream Condition Evaluation conducted by the Alaska Department of Fish and Game in July of 2001 states that adult and juvenile coho salmon were observed in Chester Creek within the UAA campus. Dolly Varden was the most numerous species at the upstream area, declining in numbers downstream from the UAA campus.

Chester Creek is designated a priority restoration stream. There are several activities directed towards restoring fish use, habitat, and water quality. Water quality in Chester Creek is degraded by sedimentation, channelization, bank damage, loss of riparian areas, and a disconnection between the stream and riparian areas (Chester Creek Stream Condition Evaluation, July 2001).

Chester Creek’s riparian corridor provides important habitat for both fish and wildlife. The surrounding banks of the creek are Class “A” wetlands. Chester Creek is within the “Coastal Zone” according to the MoA Coastal Management Plan, and any development affecting the stream would require a coastal zone

consistency determination. Since Chester Creek and University Lake are classified as water-bodies important to an anadromous fish stream, they would be required to get an Alaska Department of Natural Resources Title 41 Fish Habitat Permit. Anadromous fish water-bodies are considered “Essential Fish Habitat” (EFH) under the Magnuson Stevens Fisheries Conservation Act. Consultation with the National Marine Fisheries Service (NOAA Fisheries) would therefore be required, and an EFH evaluation would need to be conducted. In addition, the MoA requires a 25-foot development set back and drainage protection easement along the stream and its tributaries.

UAA currently discharges cooling water into Chester Creek under an existing permit. The long-term ability to continue this practice is questionable.

### ***Wildlife***

The broad greenbelt northeast of Goose Lake and Mosquito Lake is an area of high value wildlife habitat and a movement corridor for moose. Chester Creek’s riparian corridor is also a movement corridor for moose as well as other species of wildlife such as fox, coyote, and black bear. The wildlife issues on campus include:

- loss of habitat (particularly moose winter habitat and calving areas)
- obstacles to wildlife movement
- human-wildlife interaction (vehicle collisions, human safety issues)

Other wildlife considerations on campus include seasonal restrictions on land clearing during the nesting season for songbirds, raptors, waterfowl, and other migratory birds. The raptor species of interest within the project area include:

1. Northern Goshawk – three nests in the area near 36<sup>th</sup> and Bragaw
2. Great Horned Owl – possibly one nesting pair in the 36<sup>th</sup> and Bragaw area
3. Merlin – nesting pair near the Assets Building
4. Hawk Owl – possibly a nest in the northeast portion of UAA property

These species are also susceptible to loss of habitat and disturbance from human interaction. Future development should minimize disturbance of nesting raptors to the extent possible.



*Mosquito Lake is protected from vehicle access and development by regulation.*

### **Wetlands**

There are three categories of wetlands that have been classified by the Municipality of Anchorage (MoA) in the Wetlands Management Plan as part of a General Permit for development of wetlands under U.S. Army Corps of Engineers (USACE) jurisdiction. Lands surrounding Goose Lake, Chester Creek and Mosquito Lake are Class “A” wetlands. The broad greenbelt to the northeast of Goose Lake and Mosquito Lake includes both Class “B” and “C” wetlands. These wetlands are classified by ecological functions and social values.

Class “A” wetlands are considered most valuable in an undisturbed state. Most uses or activities, especially those requiring fill, adversely affect known wetland functions and values. Class “A” wetlands are not to be altered or otherwise disturbed in any manner, except in special circumstances stipulated elsewhere in the wetland plan’s enforceable policies. Any activity that includes placement of fill in Class “A” wetlands requires an Individual Section 404 Permit from the USACE prior to development.

Class “B” wetlands typically include a mixture of high and lower wetland values and functions, and some portion of Class “B” wetlands typically have a fairly high degree of biological or hydrological functions. They possess some important and substantial resources, but under certain circumstances could be developed or otherwise disturbed. Mitigation for disturbances aould be required. The intent of the “B” designation is to conserve and maintain a site’s key functions and values primarily by limiting and minimizing fills and development to less critical

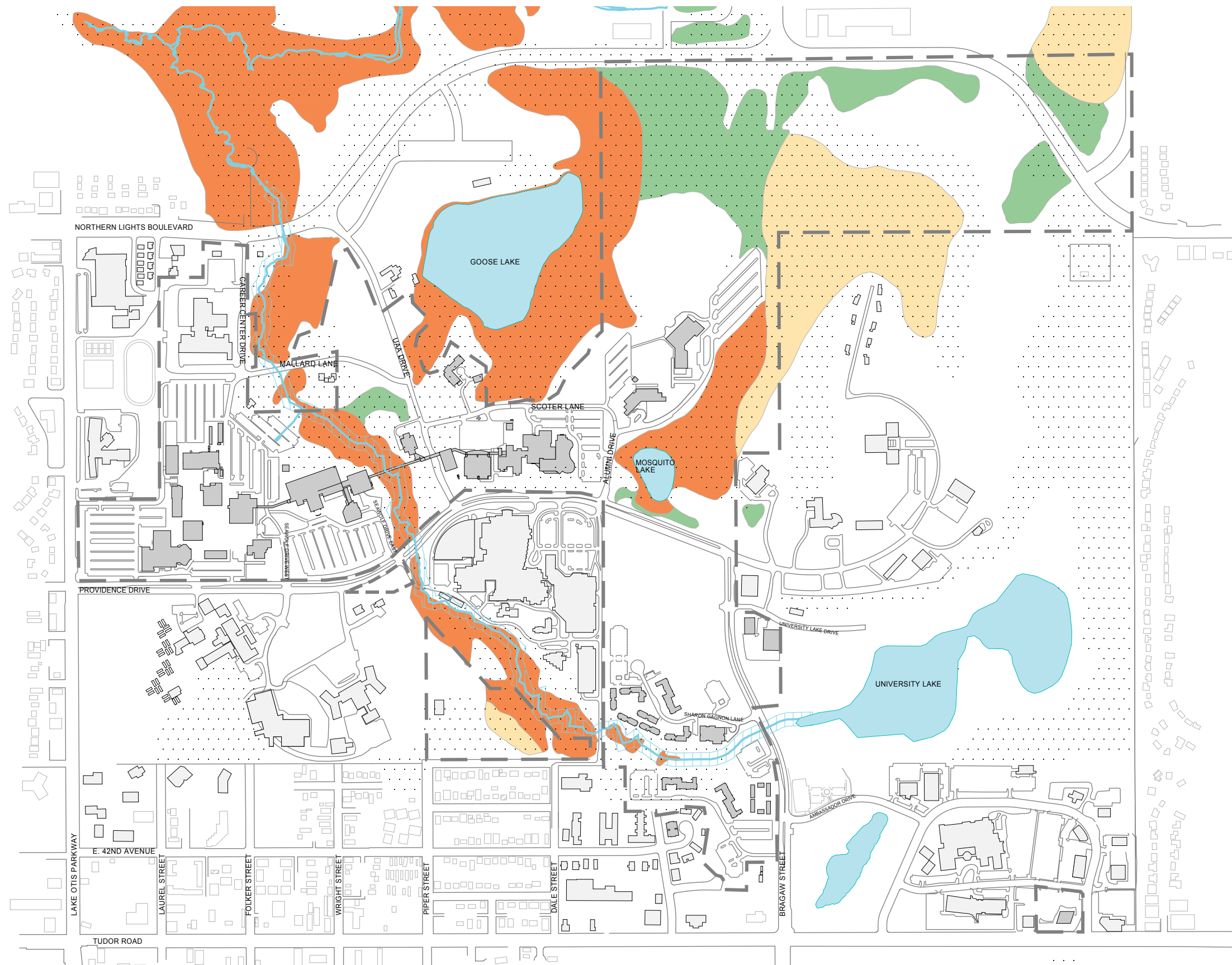
portions of the wetland while retaining higher value areas to an undisturbed state. Avoidance and minimization of adverse effects are conditions of development, and best management practices are to be applied to minimize disturbance and other adverse effects on the higher value, non-fill portions. All sites designated “B” in the wetland plan will require an Individual Section 404 Permit from the USACE prior to development.

Class “C” wetlands are the lowest value wetlands within the MoA. Some Class “C” sites may have moderate values for one or more wetland functions, but they generally have reduced or minimal functions and ecological value. These sites are suitable for development with only minor restrictions and are to be managed to reflect the needs of community expansion. Class “C” wetland sites are intended to be permitted for development under the General Permit authorization from the MoA. The development of Class “C” wetlands in accordance with the wetland plan’s management strategies and enforceable policies should have a minimal cumulative effects. General Permits, issued to the MoA by the USACE, carry both general and site-specific conditions that must be met. If those conditions cannot be met, the applicant must go to the USACE to obtain an Individual 404 Permit.

According to the MoA Watershed Ordinance, the Planning and Zoning Commission must consider all development that alters the natural drainage patterns of wetlands. There is also a required buffer of native vegetation around the perimeter of any development.

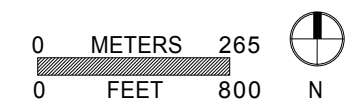
It should be noted that all three wetland types within the campus have soil characteristics that are challenging for development due to shallow depths to water, areas of topographic relief, or organically rich soil. On-site investigations and analysis by experienced engineering professionals is recommended as part of facility siting and design process.





- Existing UAA Buildings
- Waterbody
- Class A Wetlands: Preservation
- Class B Wetlands: Conservation
- Class C Wetlands: Developable
- Structurally Limited Soils
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries

## UAA Campus Site Development Factors



## Existing Utilities and Services

### ***Introduction***

UAA has unrestricted access to utility services. Enstar Natural Gas Company (Enstar), Municipal Light and Power (ML&P), and Anchorage Water and Wastewater Utility (AWWU) are the primary utility providers to the UAA campus.

Utility easements have been included in the platting of each lot. These have provided adequate access for utilities on UAA land. Some of the utility easements and utility-owned service lines in place in 2003 are shown on the Existing Dry Utilities and Service map.

### ***Year 2003 Utility Inventory***

A concentration of utilities in Seawolf Drive West and Career Center Drive divides those that originally served the Community College from the rest of the campus.

Utility system maps are complicated by the inclusion of abandoned lines and the easements that were designated to them. Development and redevelopment have prompted realignment of some utilities and abandonment of others.

The condition of active utility lines is largely unknown, but few service interruptions have occurred.

The following paragraphs provide a discussion of some specific utilities.

### ***Natural Gas***

Natural gas is supplied to the west campus buildings through a 6-inch steel transmission main installed in 1963 by Enstar. The main is located in the easement along Providence Drive. The 3-inch steel line connecting many of these buildings to the transmission main was installed in 1968. This portion of the gas distribution network is owned and maintained by Enstar. All other on-campus lines are maintained by UAA, including the entire east campus network. The portion of the distribution system that serves the central and east campus is connected to a regulator station located in the easement along Providence Drive, just east of the intersection with UAA Drive. The main branch of this system is a combination of 3-inch steel and plastic pipe installed in 1976 and 2001, respectively. The size and composition of the remaining east campus lines is indeterminate; however, newer installations, such as those for the Business Education Building are likely to be plastic line. The University Lake Building and residence halls are equipped with plastic lines connected to a 6-inch plastic transmission line along Bragaw Street.

Cathodic protection was installed on the east campus steel line system in the mid-1990s due to the evidence of electrolytic corrosion. Lines with significant degradation were replaced with plastic. UAA's six-year capital project list has continued replacement of east campus lines with plastic.

A flow study, conducted by Enstar in August 2002, indicated the primary regulator station, described above, was undersized and limited flow such that an interruption to UAA services was possible. The deficiency was corrected during the construction of the parking garage in 2002.

### ***Electric***

Power lines running through the easements along UAA Drive and Providence Drive, Lake Otis Parkway, Northern Lights Boulevard, Career Center Drive, and Mallard Lane provide electrical service to the western portion of the Anchorage campus. An underground line connecting Providence Drive to Mallard Lane and Career Center Drive supplements service. The east campus is serviced primarily by one snaking connection from a junction box located in the UAA Drive easement, stretching back to the Fine Arts Building. Administration and Humanities, Arts, Library, student housing, and the University Lake buildings are all fed from these ML&P owned transformers and distribution lines.

Most of the electrical service lines are buried aluminum cable providing 12.47 kilovolt (kV) service. Electrical service for east campus is derived from a hub located in the easement along Providence Drive near the UAA Drive intersection. This is known as Switch Gear A, and is a single distribution point for many of the buildings including the Consortium Library, Science Building, and Campus Center. Switch Gear A is reportedly a 12.4 kV distribution switch rated for 200 amps.

An overhead transmission line, owned and operated by ML&P, traverses Goose Lake. As of 2003, there were no plans to replace these lines with underground service by the Utility although specifically required by the 1983 Goose Lake Plan. However, such a project could be instigated by UAA should the relocation of the line become necessary.

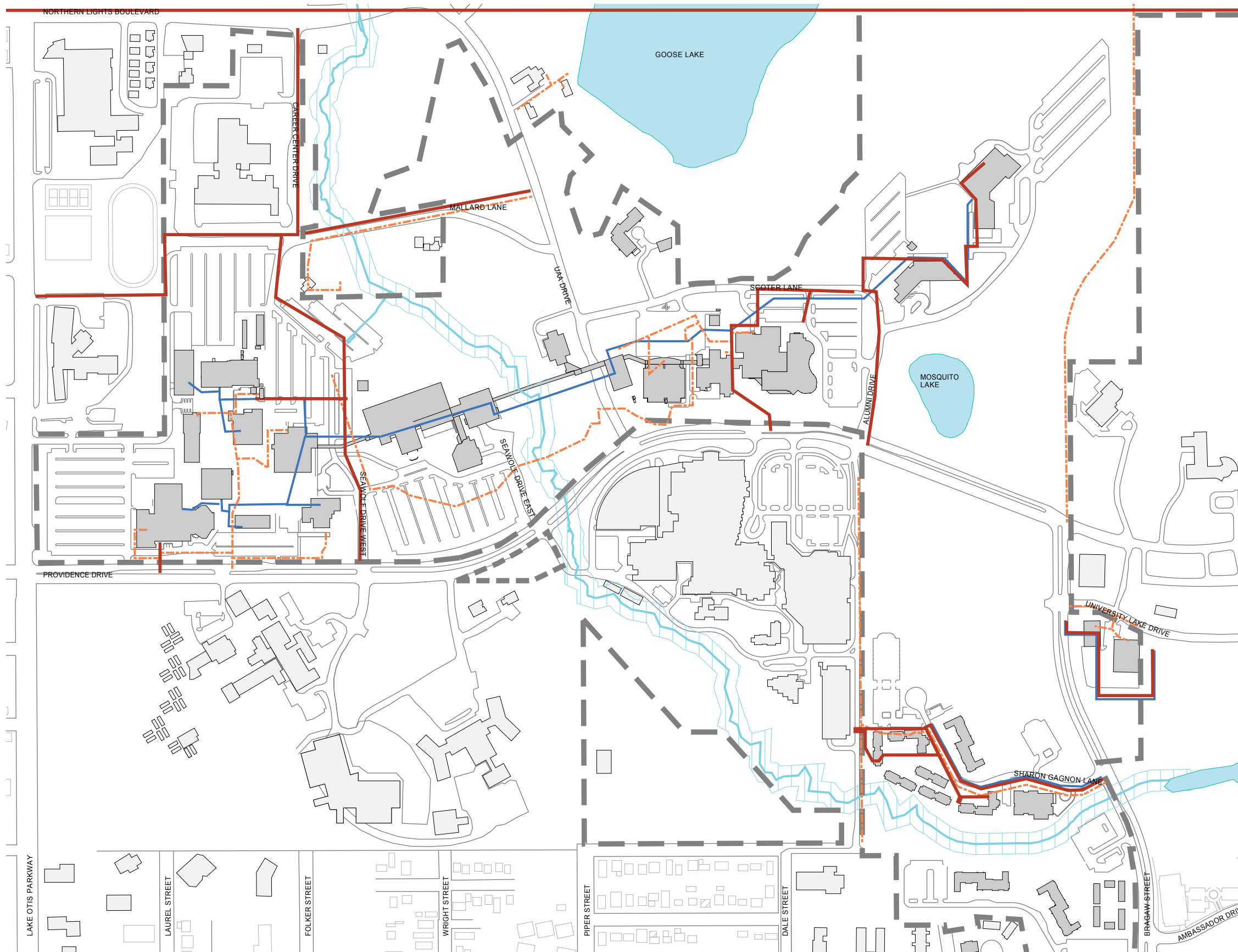
A preliminary review of outage statistics comparing interruptions in service to UAA with respect to the remainder of the ML&P service area was undertaken.



*An existing utility easement within the Anchorage Campus. The 1983 Goose Lake Plan directed that these lines should be rerouted along Northern Lights Boulevard.*

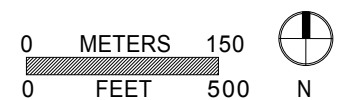
It was found that UAA experiences few outages, probably because most of the service is underground. When outages do occur, they tend to last longer, but the duration remains within the range of down-time experienced off-campus. This review was limited to ML&P managed portions of the power service on campus. Information provided by UAA Facilities indicates that unscheduled interruptions in service due to failures in campus-maintained components are rare.





- Natural Gas Line
- Electrical Line
- Fiber Backbone
- Existing UAA Buildings
- Chester Creek No-Build Zone
- Waterbody
- Existing UAA Property Boundaries

## Dry Utilities 2003



**Water and Sewer**

Anchorage Water and Waste Water Utility (AWWU) provides water and sanitary sewer service for UAA. The map opposite shows the 2003 configuration of the water and sewer service systems for the campus. It is an extensive system of utility-owned components that connects major campus structures with the water and sewer mains in Providence Drive. Continued development on the campus has led to a complex of in-service and abandoned lines across the properties. The best source of accurate information with regard to location, capacity, and condition is AWWU.

Anecdotal evidence suggests that the water and sanitary sewer lines are often in the same trench as other utility services when easements are not specific. Although water or sewer interruptions are rare, when repairs are required, work can pose significant risk to other utilities in the same trench. The last reported incident occurred during the winter of 1999. A water leak occurred at the Engineering Building, apparently due to electrolysis.

The Anchorage campus is protected by a series of fire hydrants, owned and maintained by UAA.

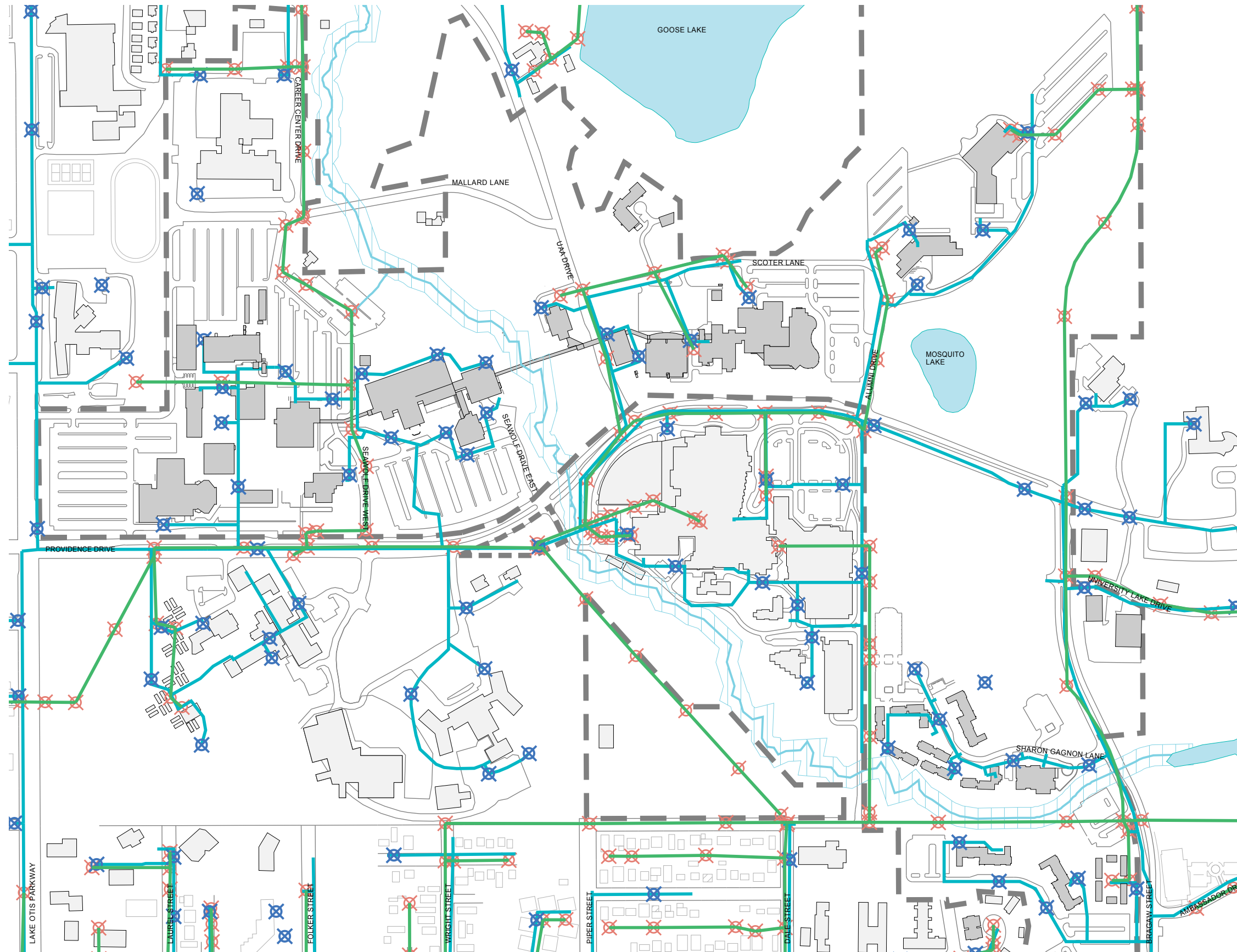
**Telephone and Telecommunications**

There are many service providers to UAA for multimedia services. The Existing Dry Utilities map shows the approximate location of the “fiber backbone” spanning the east and west campuses. The fiber backbone owned and maintained by UAA, supports phone, co-axial modem, and satellite service. The switchboard technology of the phone service, coupled with an absence of individual building addresses has led to some compliance concerns with APD’s electronic 911 system. The evaluation of this system is incomplete and needs to be further addressed.



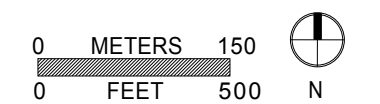
*Utility corridors provide different recreational opportunities in each season.*





- Sewer Lines
- Water Lines
- X Hydrants
- X Manholes
- Existing UAA Buildings
- Chester Creek No-Build Zone
- Waterbody
- Existing UAA Property Boundaries

## Wet Utilities 2003



# Parking Requirements

## ***Parking:***

UAA 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. As developable land close to campus buildings becomes scarce, it will be necessary to replace some parking lots with garages. The high cost of providing structured parking is one reason to encourage ride-sharing and transit use. However, additional parking will be needed as enrollment increases. Currently, the demand for parking is increased by those who drive from one destination on campus to another rather than walking.

How much parking is needed to meet total university demands – including students, faculty, adjuncts, staff, vendors and visitors – is closely monitored by the University. Records are kept of the numbers of vehicles parked in each lot at various times of the day. While it is clearly in the interests of the University to provide sufficient parking, the minimum number of spaces required by the Municipality of Anchorage is determined using standards that have been developed for stand-alone uses outside a campus environment. Those standards are given in the Appendix.

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.”

From this spring three *Access and Circulation Objectives*:

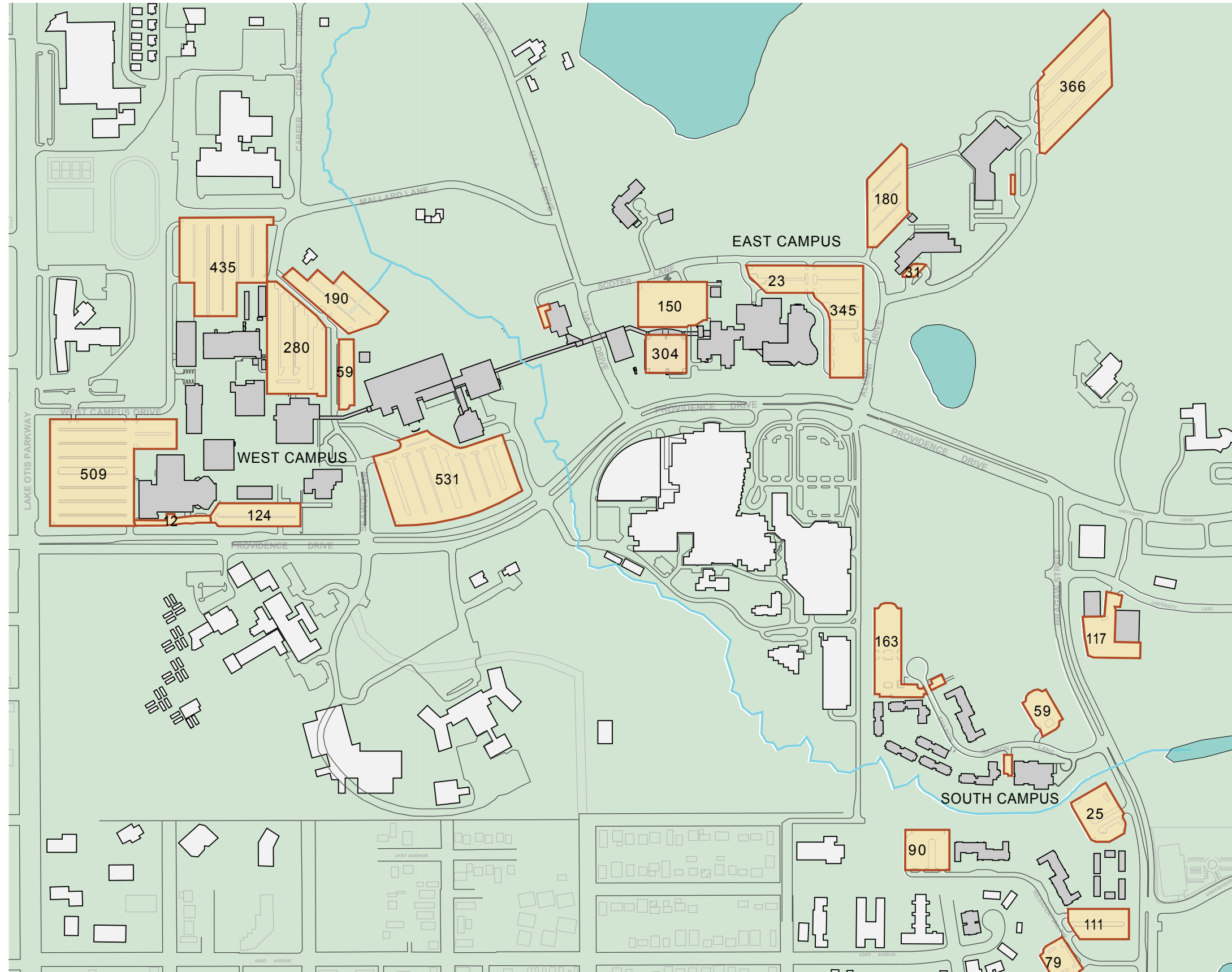
1. Minimize the need for use of automobiles on campus by increased shuttle use, improvement of pedestrian circulation, provision of lockers, and other means
2. Locate and manage parking so that those who need to come and go during the day are able to do so, yet the visual impact of parking is reduced.
3. Locate parking structures so that they do not block natural light or cherished views from within buildings, and do not compromise future expansion of the facilities they serve.”

Three responsibilities devolve to the master plan from these considerations. First, there needs to be careful consideration of where parking structures should be built, assuming that some existing parking lots will be displaced by other 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 by improving transit and shuttle services. Grouping of popular destinations close to one-another will also reduce the tendency for people to drive from one part of the campus to another. Third, there needs to be agreement with the Municipality of Anchorage on a method of assessing parking need that is more closely tied to actual demand than the method currently employed.



*Academic buildings occupy less land than is used by parking at UAA.*



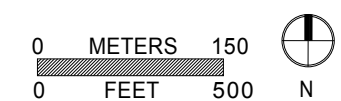


**YEAR 2003 PARKING**

 EXISTING UAA PARKING AREAS

PARKING TOTALS	
WEST CAMPUS	2140
EAST CAMPUS	1399
SOUTH CAMPUS	644
<b>TOTAL</b>	<b>4183</b>

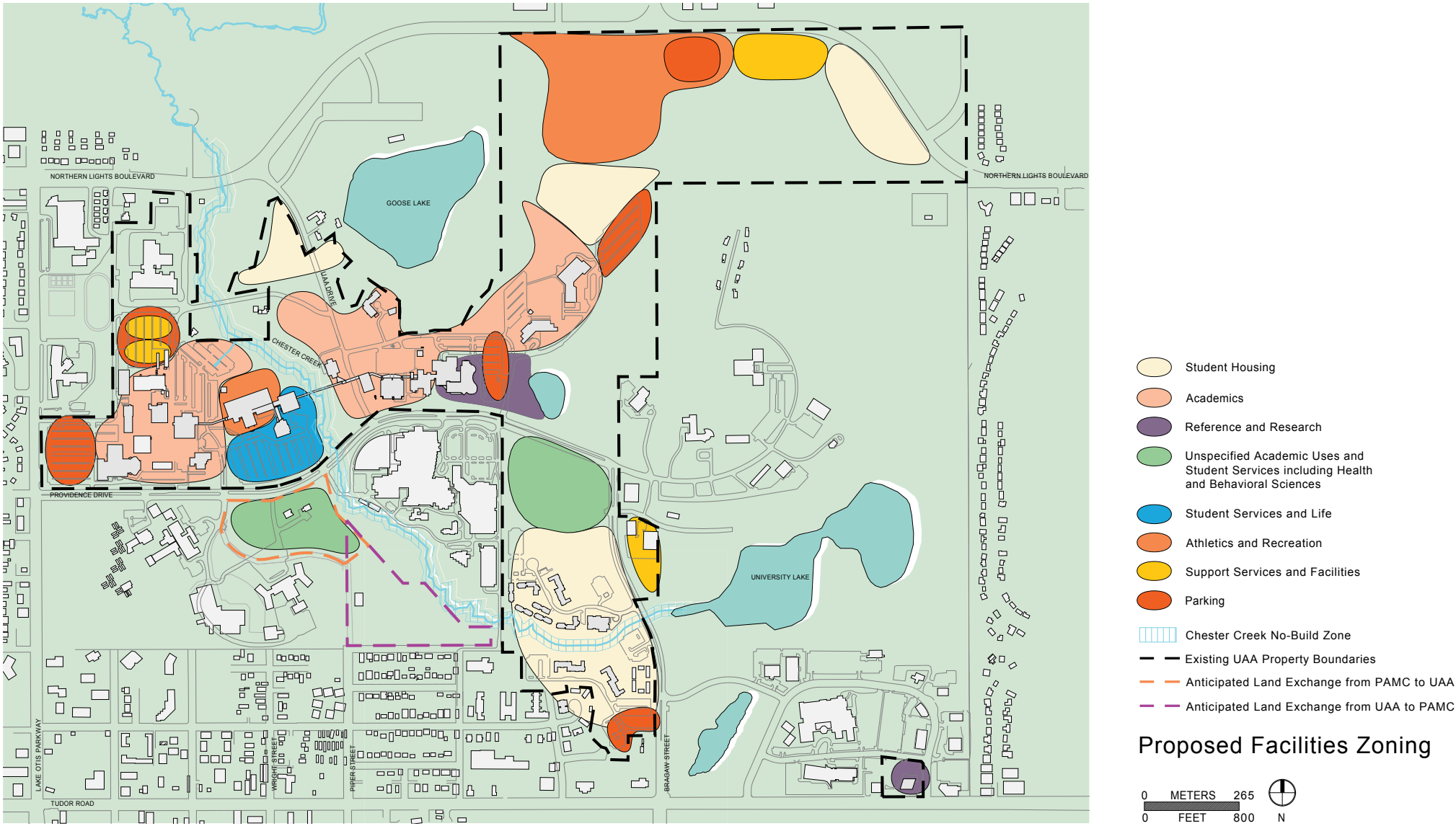
**UAA CAMPUS PARKING AREAS**







# FUTURE STUDENT AND FACILITIES PROJECTIONS



Student Projections

Future Student Projections

3% average annual growth has been established as a conservative long term rate at which enrollment at UAA can be expected to grow. From this full time equivalent (FTE) numbers through 2023 have been projected. Student credit hours have increased more steeply putting a strain on the student to faculty ratio. Ideally UAA would like this ratio to be 18 FTE students to 1 FTE faculty. By the year 2023 the student population will be almost double what it is currently, meaning that UAA will have to increase its facilities significantly in order to meet this demand.

The basis of this matrix is how the total gross square footage compares to the number of FTE students, with a goal of providing 200 GSF per FTE student. This provides a year-by-year projection of facility needs; a basis against which the implementation of new facilities can be assessed.

Current Land Use

The current land ownership for the UAA campus is 384 acres. Substantial areas of this land are occupied by wetlands that are to be avoided as much as possible by new development. Developed parts of the campus accomodate parking lots, existing buildings, valuable natural landscapes, and roadway and circulation routes.

Less than half the campus area, 170 acres, has been identified as developable land. While this is a large area, much of it supports valued natural landscape and it should be recognized that a major goal of the community and this Master Plan is to preserve as much natural space as possible in order that future generations may be able to enjoy this unique setting for a university.

Projected Enrollment and Space Needs	fall semester					Average 3% student increase per year assumed				
Faculty & Student Projections	1998	1999	2000	2001	2002	2003	2004	2005	2013	2023
Anchorage campus student headcount	13,559	13,148	12,857	12,819	13,644	14,053	14,474	14,895	18,263	22,473
Full-time student equivalent enrollment (FTE)	7,127	7,091	7,067	7,208	7,687	7,918	8,155	8,400	10,641	14,300
Student FTE/faculty (FTE average 20.18*)	21.0	20.7	19.4	19.4	20.4	20.0	19.0	18.0		
Enrollment based projected GSF of buildings ***	1,118,800	1,408,700	1,408,700	1,408,700	1,408,700	1,467,000	1,525,011	1,587,561	2,128,121	2,860,017
GSF/FTE student	157	199	199	195	183	185	187	189	200	200
* assumes 3 part-time faculty = 1 full-time equivalent faculty member										
***excludes parking structures										

Another issue to address is how much property off of the main campus is the University prepared to own and operate in the Anchorage Bowl area? This master plan assumes long term operation of University Center, but based on what we have heard from the Master Plan Committee and others, we have assumed that all other functions should be accommodated on campus; with the exception of Aviation and other programs that are bound to off-campus partners.

Current Land Use by Area		2002
Land Use	Parking spaces total	4,152
	Parking spaces/FTE	0.58
	Total UAA campus land (acres)	384
	Undevelopable land, class A & B wetlands (acres)	59
	Other land to be protected (estimate)**	6
	Total parking lot acreage including parking garage	38
	On-campus housing acreage	9
	Building acreage	32
	Roadway and circulation acreage (20% of total)	70
	Currently developed land (acres)	149
	Developable land at Anchorage campus (acres)	170
	UAA off-campus property ownership sq. ft.	270,741
	UAA off-campus leased property sq. ft.	58,610
	** Protected lands are view corridor areas, knolls, stream corridor setbacks, etc.	

# Proposed Facilities Zoning and Space Reallocation Criteria

## Proposed Facilities Zoning

There is an anticipated land exchange with PAMC in which UAA will trade their property to the south of PAMC and UAA will acquire acreage along Providence Drive across from the Student Center and north of the old API facility. There is also the large expanse of land owned by UAA between PAMC and Bragaw Street. This area has been set aside for future growth at the moment, since projected facility needs have been located elsewhere.

New recreation and athletic facilities would be located along Northern Lights Boulevard. This site has the advantage of direct, arterial street access for people altering major events. This site is big enough, readily developable, and would establish an identity for UAA at the northeastern edge of its property. Space limitations and deterioration of the existing facilities make their replacement in the near future a priority.

It is proposed that student housing be increated at the current location. Some existing housing should be replaced, and a new housing cluster should be created at a different location on the campus. Each of these will be necessitated by the current demand by students for on-campus housing that exceeds supply, and by future demands related to projected enrollment increases.

Following completion of the Ecosystems Biomedical Laboratory, another new sciences facility will be needed. Anticipated siting is near Scoter Lane so that there will be easy access between the existing and proposed facilities. A Health and Behavioral Sciences group along Providence Drive would be a catalyst for the UAA campus to expand across Providence Drive. This group might also include some student life facilities.

New classroom, office, and auditorium buildings would be located in the western campus near existing student services. It will be necessary to replace some of the old buildings in the west part of the campus to meet projected facility needs. Replacement of one and two-story buildings, with multistory levels will help to create new vitality and identity. Use of existing parking lots for building will preserve the natural landscape that is such a special feature of this campus.

This proposed facilities zoning (see plan at the beginning of this chapter) anticipates the projected needs based on expected enrollment increases. The proposed facilities would keep UAA competitive with other universities in the Pacific Northwest and western Canada. It is assumed that many of the existing buildings will be remodeled or replaced as newer facilities are built so that all usable space can be utilized effectively.

## Space Reallocation Criteria

The following criteria were developed by UAA Facilities staff for accomodating academic programs and campus services. Every facilities plan should satisfy as many of the following nine provisions as possible:

1. Plan should align with state needs:
  - a. High priority preference as defined by Cabinet and aligned with institutional planning (e.g., education, nursing, allied health science, etc.).
  - b. Accommodate program growth and enrollment increases in a manner consistent with academic plans.
  - c. Preserve or increase classroom and laboratory space.
2. Plan should be consistent with UAA’s master plan.
3. Plan should develop building identities:
  - a. Alignment with other programmatic functions in the various campus zones.
  - b. Ensure efficient consolidation of schools, colleges, or other departmental units, if required in the future.

4. Plan should enhance services to students, faculty, and staff.
5. Plan should accommodate building constructions (e.g., new library, future integrated science building).
6. Plan should accommodate future upgrades in space to meet contemporary needs.
7. Plan should reflect costs given limited existing funds.
8. Plan should minimize churn (i.e., multiple moves).
9. Plan should enhance secondary use of vacated space:
  - a. Enhance the generation of other revenues (e.g., auxiliary operations, indirect cost recovery, rent generation).
  - b. Strengthen building identities.







## PROJECTED FACILITY NEEDS

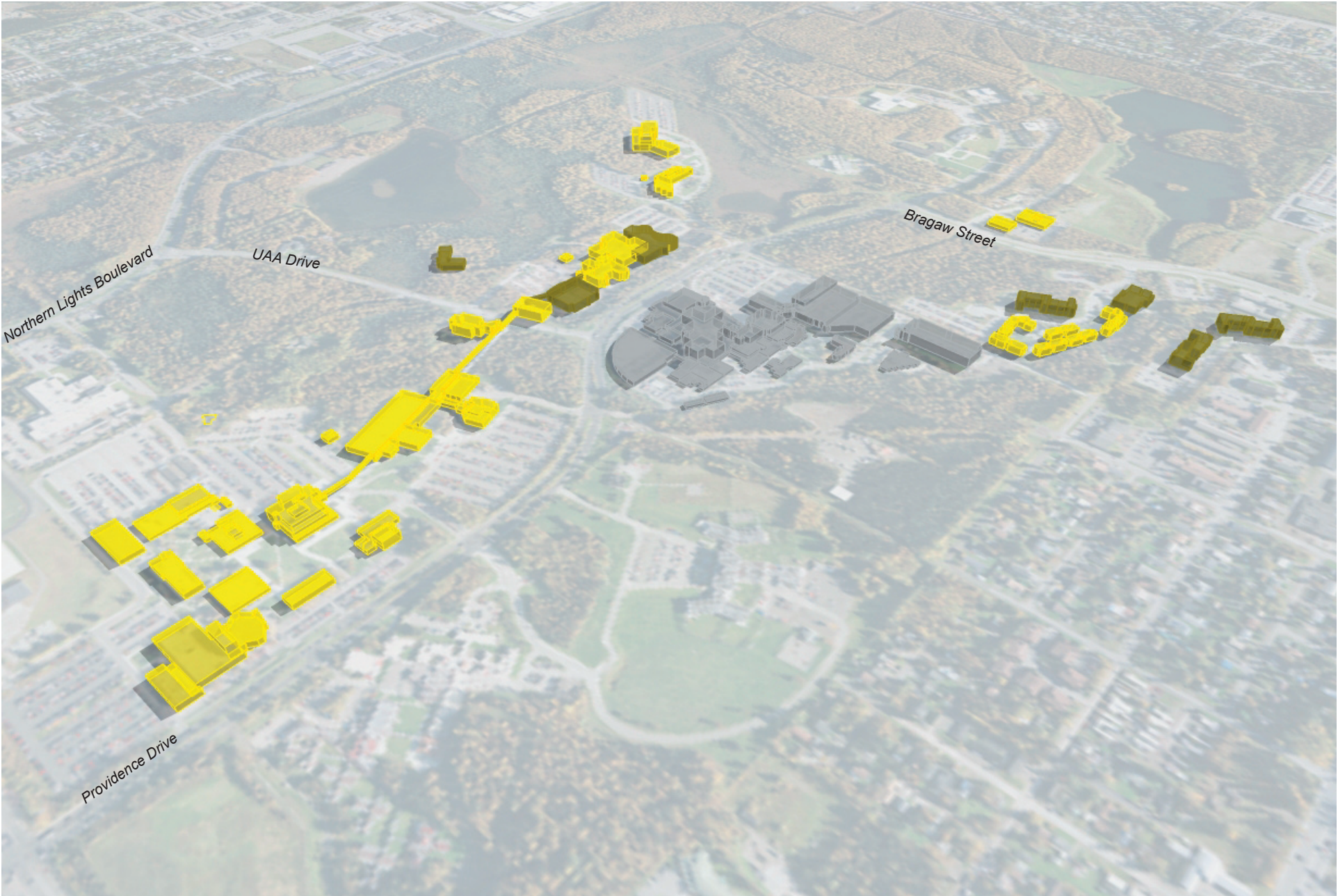
*Birches, black spruce, and Sub-Artic ground cover surround the Ecosystem Biomedical Laboratory just north of Scoter Lane.*



# Overview of New Facilities

**Introduction:**  
The facilities proposed in this Master Plan have been grouped in three phases: 2013, 2023, and Future. This was done in order to set general priorities for the new and expanded facilities. From an extensive review of existing UAA facilities and from an extensive series of meetings with faculty, staff, and students, the consultant team catalogued requested future facilities. These were tested against growth projections, and were evaluated by the Master Plan Steering Committee, by the Chancellor and Provost to identify actual facility needs and priorities. The UAA student population is projected to double in the next 20 years and facilities will need to be expanded at a commensurate rate.

- UAA facilities built before 1995
- UAA facilities built after 1995 to 2003



A birds eye view of the UAA campus in 2003.



# Projected Facility Needs 2003 to 2013

## Projected New Facilities 2003 to 2013

The preceding Analysis includes projections of the gross floorspace of facilities that will be needed to keep pace with enrollment growth at UAA through 2013 and 2023. The proposed facility additions in this section fall short of those projections, but represent known and substantiated needs for new and expanded facilities on the campus. Demands for classroom space, parking, and recreation will all grow with enrollment and must be addressed as growth occurs. Funding for these facilities will come from different sources, so the precise timing of each cannot be predicted. Those included in the 2013 Facilities Master Plan (opposite) are presented in the order of their priority at the time of writing. The first six listed have been identified by a consensus among senior UAA personnel as top priority projects to be built within the next ten years.

### Integrated Sciences Facility

- Top priority to release needed teaching space in the Natural Sciences Building that will accommodate a majority of Natural Sciences programs.
- Needed in order to allow for other College of Arts and Sciences (CAS) programs and the School of Engineering to meet their existing space needs.

### ANSEP Longhouse (Alaska Native Science and Engineering Program)

- Partially funded and expected to be fully funded in the near future.
- A very successful program with native engineering and science students that needs a space dedicated to group and individual studying, social gatherings, and opportunities for learning outside the classroom.

### UAA/ANTHC Health Education Facility

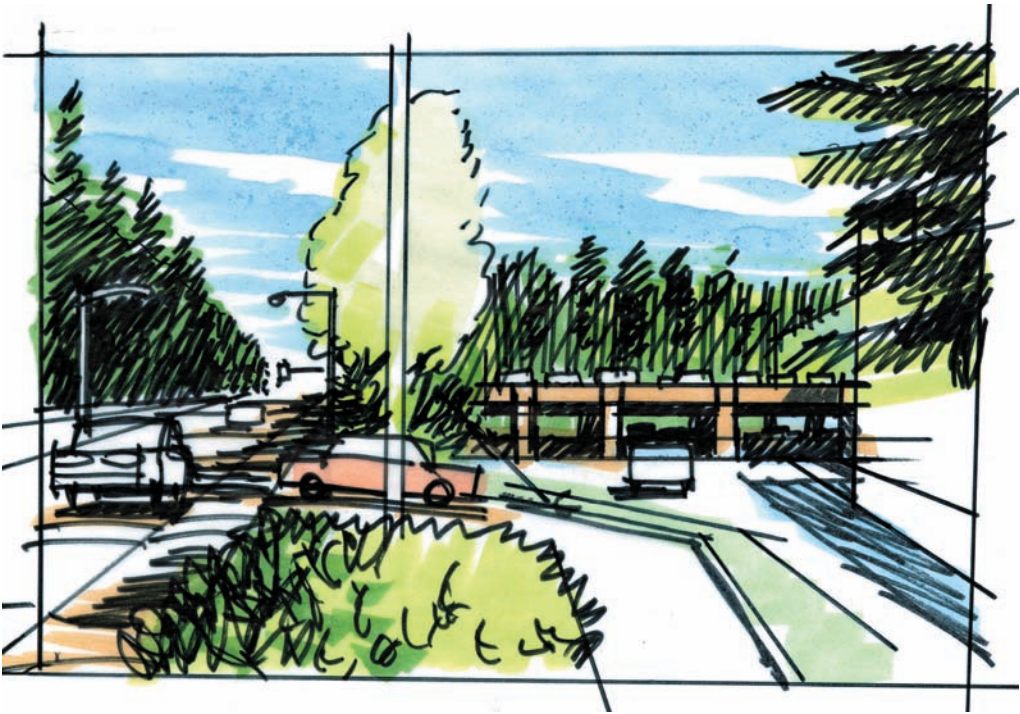
- Top priority for expansion of the College of Health and Social Welfare.
- Some of the Allied Health Programs should also be included in this building.
- UAA has committed to doubling the number of nursing school graduates in the next five years and current facilities cannot carry this increase in student population.

### Student Life Building Expansion

- A number of UAA groups could benefit from new facilities and contribute to the costs of the new building. Some flexible use meeting rooms are being considered. They could be controlled by UAA for conventions and could provide a revenue stream to UAA.
- Visibility from Providence Drive would improve the image of the campus and invite use by more visitors.
- Space close to the Campus Center is at a premium, so back-fill uses should be carefully considered.
- Services to include: Bookstore expansion, meeting rooms, student life offices, and other associated services.
- Some services could be self-funding.

### Sports Center Expansion

- Current facilities are overburdened by usage and demand.
- Expansion is needed to provide recreation opportunities that are vital to this winter university.
- Will act as a catalyst in promoting more recreation and athletic facilities in a new sports complex to be completed in the next twenty years.



A deck over the well-screened parking lot north of Providence Drive near Lake Otis Parkway would at most double its capacity..

### Housing (located in same vicinity as current student housing)

- Will be similar in design to the most recent housing and will be sited to the north and east of the North Hall Dorms.
- Strong demand from students for more on-campus housing, there has been a waiting list for students wishing to stay in the dorms for the past two years.
- It does not seem that the demand will diminish as full-time student admissions grow.

### Parking Deck at West Parking Lot

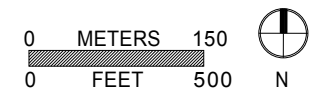
- Could double the parking capacity of that lot.
- Would be cheaper to build than a multilevel parking garage.
- Parking requirements for new buildings could be provided for with this improvement.
- A needed improvement so that no more large surface parking lots need to be constructed.
- Although large, this parking would be rendered relatively inconspicuous by the land form.
- Existing topography partially hides the parking from Providence Drive and Lake Otis Parkway.
- Funding strategies are still being developed for this type of project.



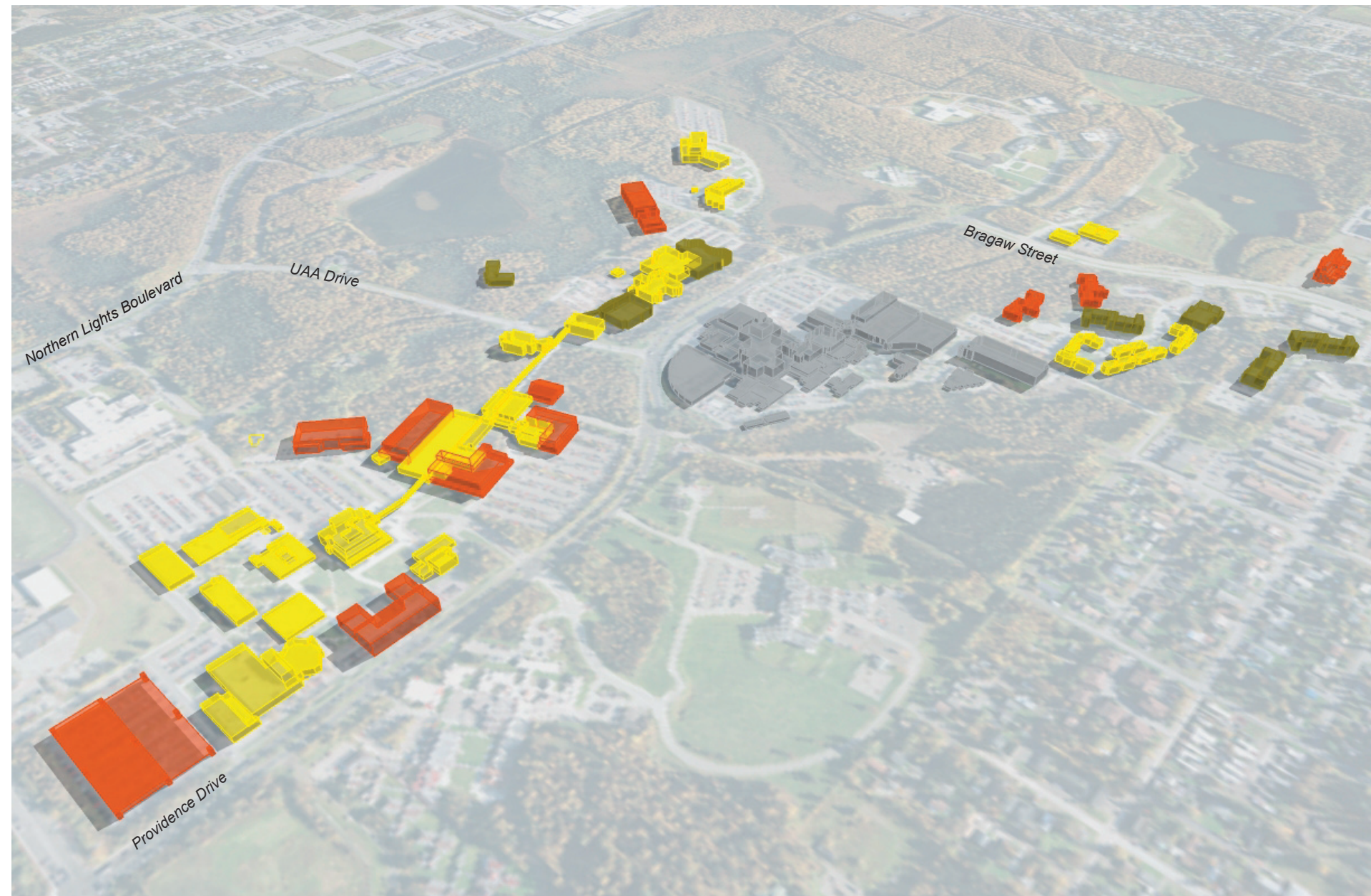
- 2003 to 2013**
- 1 - Integrated Sciences Facility
  - 2 - ANSEP
  - 3 - UAA/ANTHC Health Education Facility
  - 4 - Student Life Building Expansion
  - 5 - Wells Fargo Sports Complex Expansion
  - 6 - Housing
  - 7 - Parking Deck
  - 8 - Eugene Short Replacement Hall
  - 9 - Chester Creek Classroom Bldg
  - 10 - Public Policy Center\*
- \*siting still under consideration

- (P) Proposed Parking Facilities
- Chester Creek No-Build Zone
- Existing Trails
- Existing UAA Property Boundaries
- Anticipated Land Exchange from PAMC to UAA
- Anticipated Land Exchange from UAA to PAMC

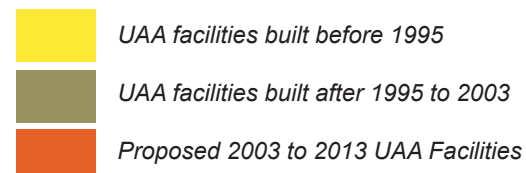
## 2013 Facilities Master Plan







A view of the UAA campus showing proposed growth by the year 2013.



#### ***Eugene Short Replacement Building***

- Eugene Short is the oldest building on campus, and it has reached the end of its useful life. Floor to floor heights limit uses to classroom or office space.
- A replacement building will be sited near Providence Drive to replace parking lots with an appropriated architectural statement about the univeristy of first choice.
- Will meet the demand for updated classrooms and learning spaces needed as student enrollment increases.
- Will begin to start the reformation of the west UAA campus.
- Will not exceed four stories to maintain solar access to the open spaces immediately to the north.

#### ***Chester Creek Classroom Building***

- A building that faces teaching spaces towards the tranquil Chester Creek woodlands, providing winter views of the Goose Lake.
- As west campus continues to grow, new buildings will be needed in order to meet student population growth. This will enable each college to consolidate in a single part of the campus.
- The new building has the opportunity to be a signature for the campus with its siting, views, construction, sensitivity to Chester Creek, and circulation routes. It will also screen and protect the creek woodlands from future incursions.

#### ***Public Policy Center***

- A building for accommodating Governor Hinkle's papers and the Institute of the North.
- The new building would be used for research and study.
- Siting is still under consideration.



# Achievement of the Five Master Plan Goals

**Goal 1:**  
*Make UAA a Model for Northern University Campuses*  
Achievement of this goal through implementation of the proposed 2013 facilities improvements will depend to a large extent on the design of each project. Reinforcement of the sense of place at each site, and a consistent aesthetic among high quality new buildings will help to unify existing facilities that are varied in quality and style. Well placed taller buildings can help to strengthen the University’s identity.

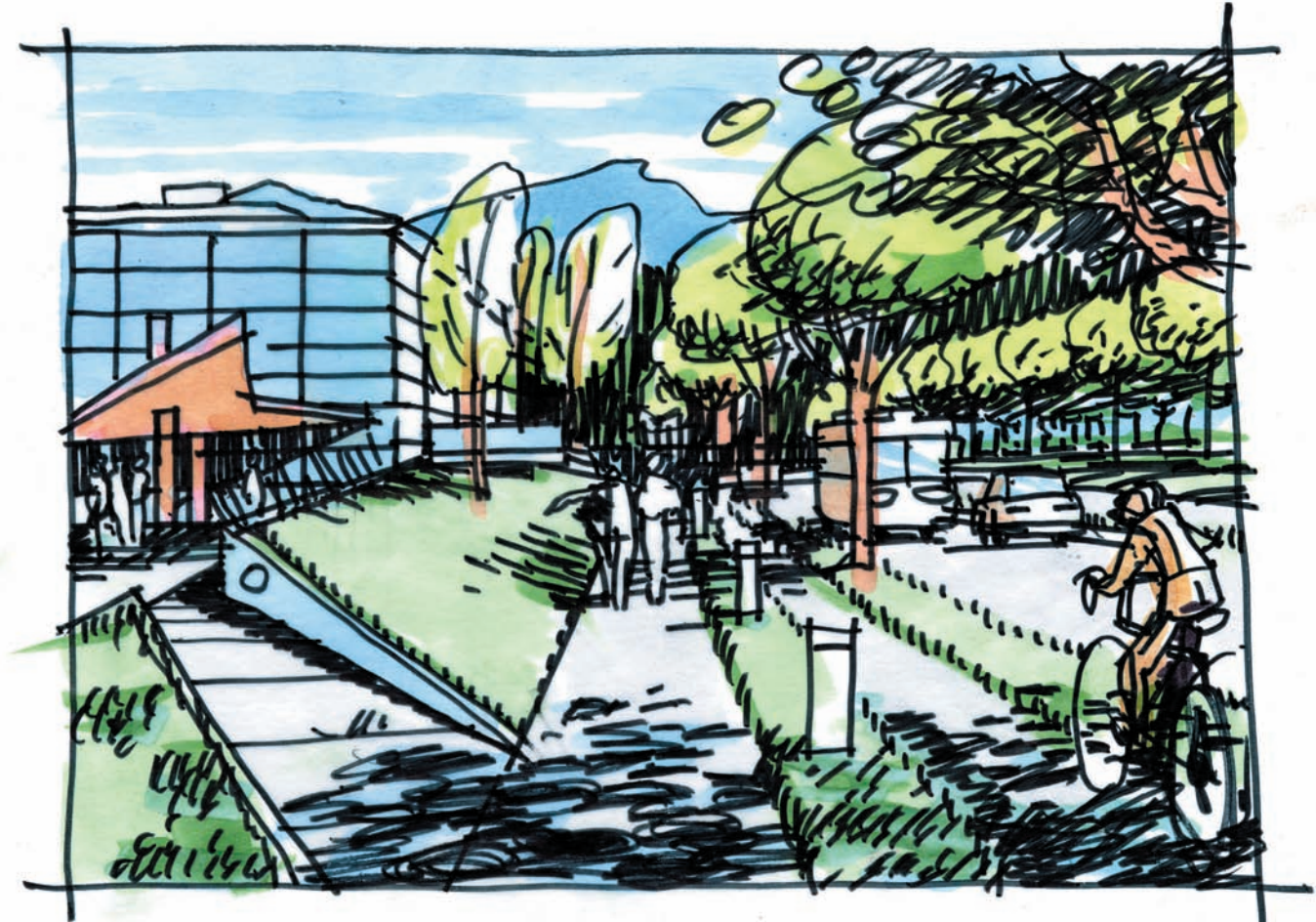
**Goal 2:**  
*Accommodate and Integrate Substantial Growth*  
Buildings projected through 2013 have been located to accommodate subsequent infill development as described for 2023 and beyond. Buildings should generally be at least three stories tall, and selected structures could be much taller to conserve developable land near the campus core.

**Goal 3:**  
*Build Quality Facilities that are Appropriate*  
The facilities proposed in this master plan have been identified as necessary to support UAA programs. By building high quality facilities, the best faculty and students can be attracted and retained, and life cycle costs can be reduced significantly. Buildings should be designed to address quality of campus life as well as superior learning needs. Parking should be unobtrusive and reasonably convenient, but prime convenience and comfort should be for those on foot.

**Goal 4:**  
*Celebrate the Natural Setting of Each Campus*  
Some of the buildings, such as the Chester Creek Classroom Building and ANSEP, are sited to protect fragile natural environments while providing close-up views of them for building occupants. Others, such as the Integrated Science Facilities are sited to give occupants both near and distant views of the campus natural landscape. Taller buildings will have views of the Chugach and more distant mountain ranges. Most proposed buildings are sited on paved or previously disturbed land so that development interferes minimally with the natural landscape.

**Goal 5:**  
*Build Community with Neighbors*  
As each institution in the U-Med District continues to grow, so the boundaries between them will become indistinct. Already collaborative programs exist between them: Health Sciences programs include practicum studies at PAMC, ANTHC, API and MYC. Some of the proposed new buildings, such as the replacement for Eugene Short Hall, will replace parking lots with active buildings along public streets. Neighbors included in the campus master plan consultation process have been supportive of proposed improvements.

Nine **Academic and Cultural Principles** (see ‘Vision for UAA’ chapter) derived from the goals and from the University Mission provide a briefing for the design of each building represented on this 2013 projection of facilities. The principles elaborate on the qualities that will identify these buildings as being uniquely suited to this landscape, climate and culture.



*This view depicts the possible replacement building for Eugene Short Hall, facing south onto Providence Drive. This proposed location of the new building will help activate the sidewalk and will assert UAA’s presence on Providence Drive.*

# Projected Facility Needs 2013 to 2023

## Projected Facility Needs 2013 to 2023

Unlike the 2013 projects, the facilities projected to be built by 2023 are listed in random order. It is not expected that all of these facilities will be completed by 2023, yet enrollment projections and other considerations suggest that they will be needed by that date. The identity and suggested location of these facilities is driven by a need to balance and supplement those that are already in use, or will be by 2013.

If growth in enrollment is slower than predicted, then the date by which 2023 facilities are completed will be later. Conversely, if enrollment grows faster than predicted, completion will be sooner. This master plan recommends periodic review of circumstances affecting implementation (see Master Plan Recommendations) at intervals no greater than five years. One reason for this is to enable amendments to be made with regard to actual enrollments, and the appearance of unanticipated facilities needs. Thus there will be ample opportunity to update the 2023 plan well in advance of that date.

## Sports Complex

- A winter university must provide students, faculty, and staff with recreation and athletics opportunities during the winter months.
- Facilities proposed are an arena, field house, parking garage, and outdoor athletic fields.
- The proposed arena will engage the community in events and funding, so public access is important.
- At the proposed site, there is sufficient developable land to meet initial and long term needs for the complex.
- Buildings will have to be carefully planned and sited in order to preserve as much open space as possible and must complement and connect to the trail system.

## New Visitor Center

- The Visitor Center building will become the new front door of the campus creating a large and active space between this building, the student center, the Wells Fargo Sports Center, and new bookstore.
- A branch of the “spine” could connect to the Student Center.
- Functions that could be included in the visitor center are Admissions, Enrollment and Financial Services.

## Housing (Old Templewood Housing Site)

- Could provide housing for the UAA/ ANTHC Health Education Facility.
- Old Templewood Housing is at the end of its economic life and will no longer be adequate for student housing by 2023.
- Partnership opportunities with ANTHC for funding may exist, providing housing for College of Health and Social Welfare students and visiting professionals attending continued specialized health education.

## Engineering Building Expansion

- The engineering department’s student enrollment will grow as its programs continue to be successful in placing graduates in the workforce around the Anchorage area and throughout the State of Alaska.
- More lab space will be needed as more programs, research, and faculty are added to the School of Engineering.
- More engineering programs will be needed as the demand for specialized engineering in the Anchorage area grows.

## North Parking Lot Parking Garage and Physical Plant

- A parking structure is to be built in the North Parking Lot with Physical Plant and Facilities to be located at the ground level.
- Physical Plant’s vehicles and equipment are to be parked in the remaining spaces of the north lot. Spaces in the parking garage are for student, faculty, visitors, and employees of UAA.
- Allows for Physical Plant to move out of Gordon Hartlieb Hall so the Community and Technical College can utilize the entire building for its programs.
- Placing Facilities in this location allows for interaction with Physical Plant staff and frees up the area near University Lake for development of conference and meeting facilities.
- Funding strategies are still being developed for this type of project.
- Approximately 200 parking spaces per level would be provided.



#### ***Fine Arts Building Expansion***

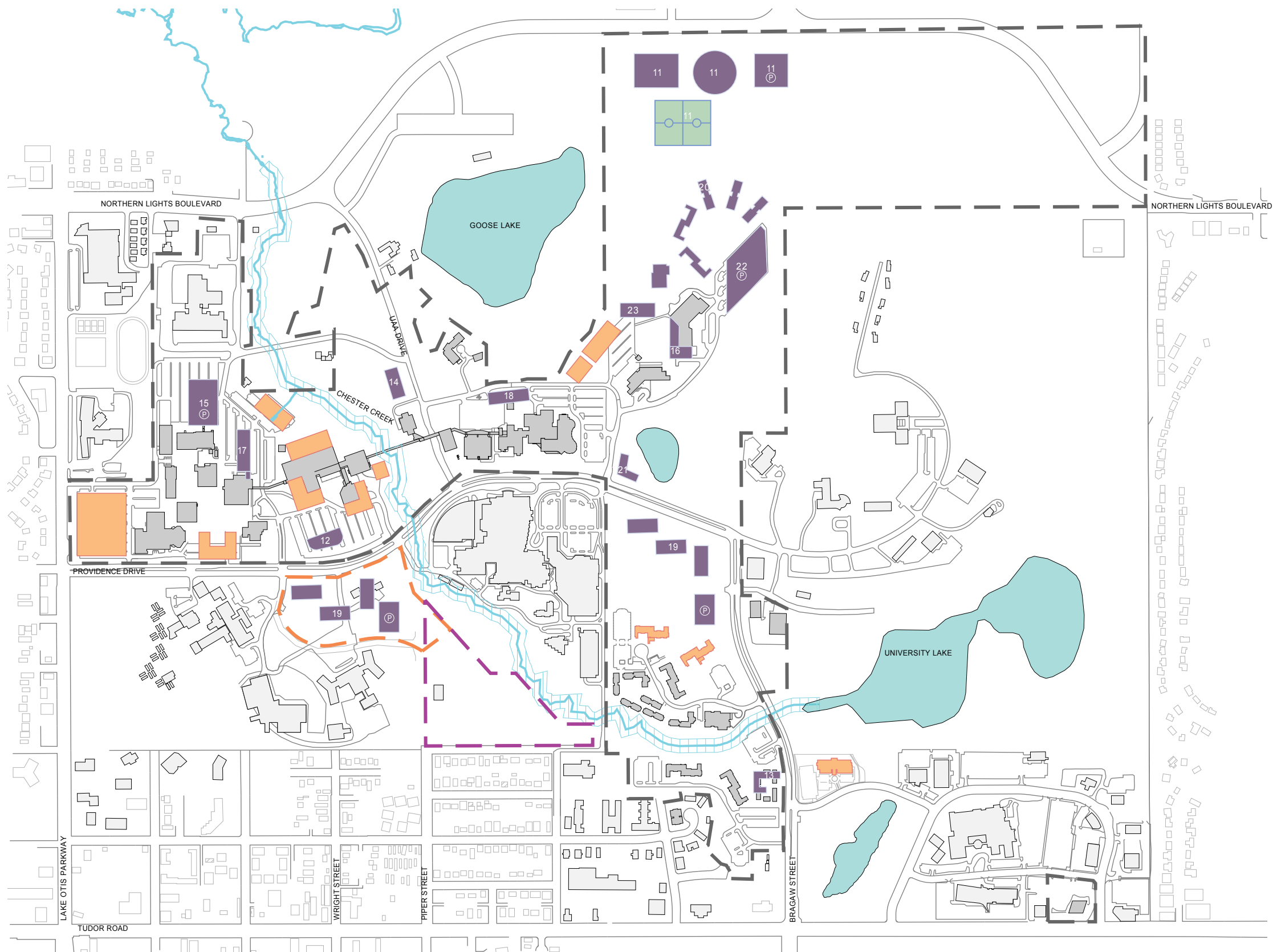
- Ceramics and the Dance studio to be moved to the Fine Arts Building so that all the Arts programs are in one place.
- Expansion should allow for additional flexible studio space that can be used as program directors deem fit.
- Current building is due for expansion and systems upgrades.

#### ***Business Education Building Expansion***

- The College of Business and Public Policy will need a place to expand for added programs as student enrollment grows.
- BEB is already in one of the newest buildings on campus, but growth will exceed capacity during the next 10-15 years.
- The MBA program is expected to be one of the most popular masters programs at UAA.

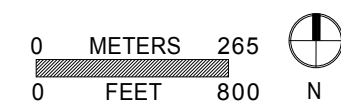


*A view looking west from the proposed sports complex.*



- 2013 to 2023**
- 11 - Sports Complex
  - 12 - New Visitor Center
  - 13 - Housing (Old Templewood)
  - 14 - Engineering Bldg Expansion
  - 15 - Parking Garage N. Lot with Physical Plant and Facilities
  - 16 - Fine Arts Building Expansion
  - 17 - Business Education Bldg Expansion
  - 18 - Science Bldg
  - 19 - Unspecified Academic Uses and Student Services including Health Sciences
  - 20 - Housing
  - 21 - Library Research Building
  - 22 - Parking Deck
  - 23 - Classroom Bldg
- (P)** Proposed Parking Facilities
- |||||** Chester Creek No-Build Zone
- Existing Trails
- Existing UAA Property Boundaries
- Anticipated Land Exchange from PAMC to UAA
- Anticipated Land Exchange from UAA to PAMC

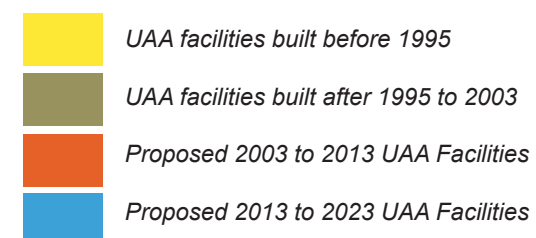
## 2023 Facilities Master Plan







2023 perspective view of the UAA campus and its proposed new facilities.



### ***Science Building***

- Sciences growth needs will eventually exceed available space in the Integrated Science Facilities.
- The need for specialized labs, teaching spaces, and faculty offices will increase as continued growth occurs in Natural Sciences programs.

### ***Unspecified Academic Uses and Student Services including Health Sciences***

- Institutions surrounding the former API land in Southwest Campus are all behavioral health related.
- Partnerships can be formed for research and study.
- Ideal situation for larger “campus” setting between the various institutions, creating more pedestrian activity between the buildings.
- This complex would also include a 150 space surface parking lot, and eventually a parking structure.

### ***North Campus Housing***

- Creation of new living and learning environments overlooking the scenic wetlands.
- Specialized living centers, married student housing, and single parent housing.
- Provides gateway for pedestrian traffic to Sports Complex.
- Support facility could provide dining, outdoor equipment storage, and rental, and meeting rooms.
- Capitalizes on underused Fine Arts Building parking lot.
- Building sizes vary depending on housing and program needs.

# Achievement of the Five Master Plan Goals

## ***Library Research Facility***

- Will allow for special collections used for research and study where space is not available in the library proper.
- Some of the research institutes could locate here if the Diplomacy Building is vacated or sold.
- Could either be attached to the library or located separately nearby.

## ***Parking Deck at Fine Arts Building Parking Lot***

- Needed in order to accommodate new housing and expansion of the Fine Arts Building.
- Could double the parking capacity of that lot.
- Act as an overflow lot for large events at Sports Complex.
- Would be a cheaper alternative to a multilevel parking garage.
- It would be low and would not dominate the landscape or interrupt view corridors.
- Funding strategies are still being developed for this type of project.
- Approximately 320 auto capacity.

## ***Classroom Building East of Fine Arts Building***

- Humanities core will have become established at upper east part of campus.
- Provides needed classrooms and office space for increase in student population.
- Creates synergy between the Humanities and Administration and Humanities Building, Fine Arts Building, and this new building for Humanities programs.

## ***Affiliated Facilities***

- Uses that are affiliated with the University, but are not directly involved in its primary teaching mission would be located on sites peripheral to the campus.
- Affiliated facilities have not yet been identified, so no specific recommendations are made for them.

## ***Goal 1:***

### ***Make UAA a Model for Northern University Campuses***

As with the near term facilities improvements, achievement of this goal through implementation of the proposed 2023 facilities improvements will depend to a large extent on the design of each project. By the time that these facilities are designed and built, 2013 buildings will already have begun to reinforce the sense of place at each site, and a consistent aesthetic among high quality new buildings will have begun to unify existing facilities to a more consistent quality and style. As sites in the campus core become scarcer, taller buildings will be recognizable as a group, strengthening the University’s identity.

## ***Goal 2:***

### ***Accommodate and Integrate Substantial Growth***

some of the buildings projected through 2023 will occupy infill sites anticipated for them by this plan. Others will begin to colonize new areas of the campus, forming clusters of similar or compatible uses. Buildings will be at least three stories tall, and selected structures near the campus core could be much taller to conserve scarce developable land.

## ***Goal 3:***

### ***Build Quality Facilities that are Appropriate***

The facilities proposed for 2023 have been identified as probably being necessary to support UAA programs more than ten years into the future, but there is of course less certainty about these or their relative priority than for near-term projects. 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. As the campus becomes more urban in its density, so spaces will be required to accommodate a greater range of social and recreational activities in addition to meeting academic needs. Parking will be progressively displaced into structures that are unobtrusive and reasonably convenient, though no longer at the entrance to every building. Prime convenience and comfort will be accorded to those on foot, contributing to the quality of campus life through increased personal interchange and social vitality.

## ***Goal 4:***

### ***Celebrate the Natural Setting of Each Campus***

Four new clusters of buildings are proposed, each colonizing a new block of developable land outside the currently developed campus. Each of these is represented in a way that it can take full advantage of the natural landscape in which it is sited. The new housing located northeast of Fine Arts, for example, is sited on a wooded knoll with views of Goose Lake, and direct access to the trail system. Taller buildings will tend to be located in the campus core, and will look out over their smaller neighbors to the Chugach and more distant mountain ranges. Many proposed buildings are sited on paved or previously disturbed land so that development interferes minimally with the natural landscape.

## ***Goal 5:***

### ***Build Community with Neighbors***

The 2023 plan does not speculate about growth on the adjoining campuses of PAMC, ANTHC, API and MYC, but it can be anticipated that true urban densities will have been achieved twenty years hence. Some of the proposed new buildings, such as the new Visitor Center on Providence Drive, will replace parking lots and present a much more active façade for the University.

Nine Academic and Cultural Principles (see ‘Vision for UAA’ chapter) derived from the goals and the University Mission provide a briefing for the design of each building represented on this 2023 projection of facilities. The principles elaborate on the qualities that will identify these buildings as being uniquely suited to this landscape, climate and culture. The preceding generation of buildings will have led the way, demonstrating how each of the principles can be responded to, each reinforcing the quality and character of this model northern university.



# Projected Facility Needs Future(after 2023)

## *Sally Monserud Hall Replacement and Building K Expansion*

- Sally Monserud Hall is only one story and very inflexible, limiting reuse.
- West campus revitalization and building of core “traditional” quad type campus setting would benefit from a new and larger building.
- Expand Building K to accomodate needed facilities and learning environments.
- A multi-story building in this location would command impressive views and identify the univeristy from afar.

## *Gordon Hartlieb Hall Replacement*

- Inflexible, single story existing building occupies a key site.
- Limited openings in the exterior wall make it difficult to plan for spaces requiring adequate sunlight in the existing structure.
- A new multistory building should meet the demands of concentrating CTC in the west campus.

## *Conference/Meeting Facilities*

- At the University Lake site, facilities would capitalize on excellent access of University Lake, views of the Chugach Mountain Range, and visibility from Bragaw Street.
- Partnership opportunities with ANTHC and Providence Medical Center make this an attractive location.

## *Parking Garage at Library Lot*

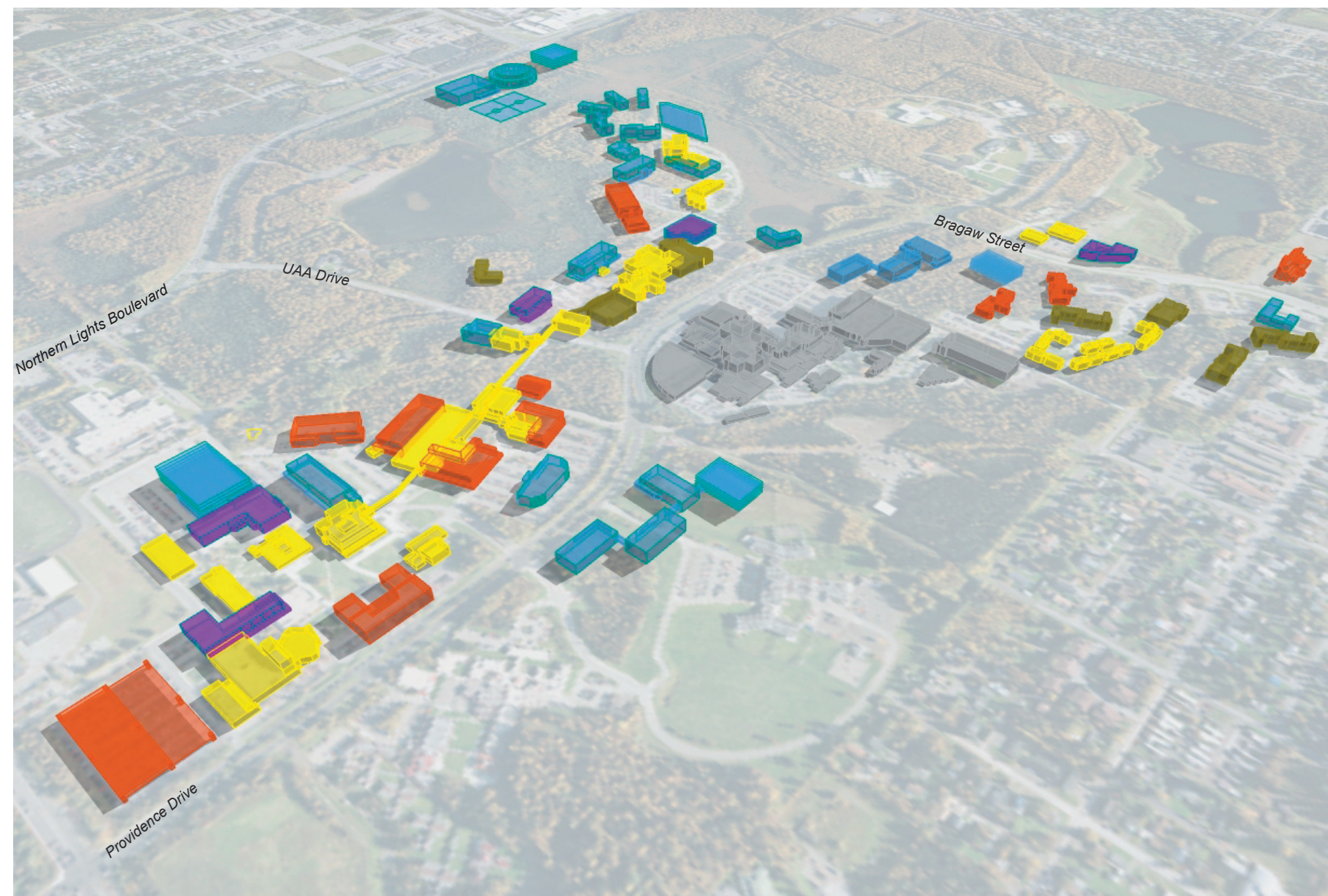
- Existing surface parking lots recommended for building sites will displace parking.
- The need for central parking on campus, near the library will increase.
- Funding strategies are still being developed for this type of project.
- Approximately 115 parking spaces per level

## *Sciences and Engineering Classroom Building*

- Science and Engineering departments growth spurs a cyclic need for more classroom space.

## *Apartment-Style Student Housing*

- There may be sufficient demand for apartment-style housing for seniors, graduate and married students to justify its construction on the campus.
- This is difficult to predict, because it depends in part on the availability of such housing nearby on the open marked at affordable rates.
- If the University finds it necessary to develop such housing, then one option would be to locate it in the extreme northeast corner of the campus near Northern Lights Boulevard and Pine Street. This location would provide a sense of independence from the campus, yet would put it within walking, skiing and bicycle distance of the campus core.



- UAA facilities built before 1995
- UAA facilities built after 1995 to 2003
- Proposed 2003 to 2013 UAA Facilities
- Proposed 2013 to 2023 UAA Facilities
- Projected UAA Facilities after 2023

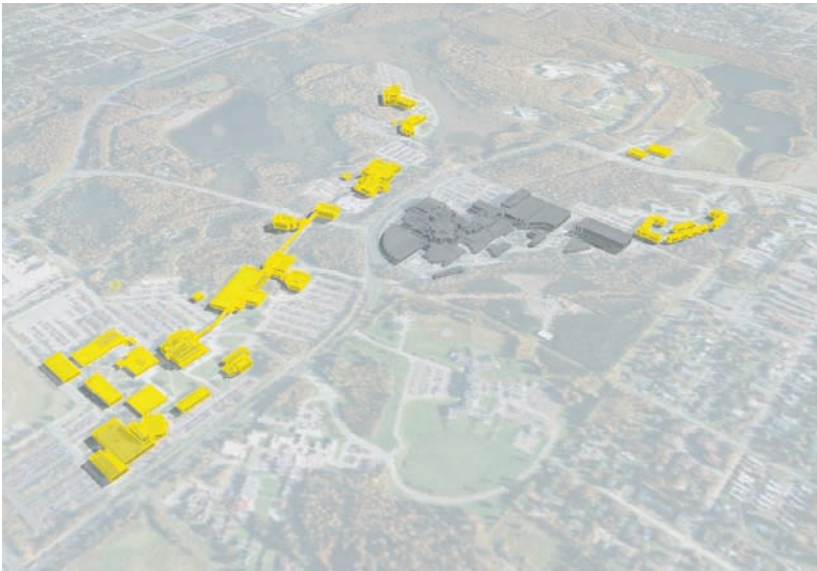
*A perspective view of how the UAA campus may look in the future with the proposed facility additions to the UAA Campus.*



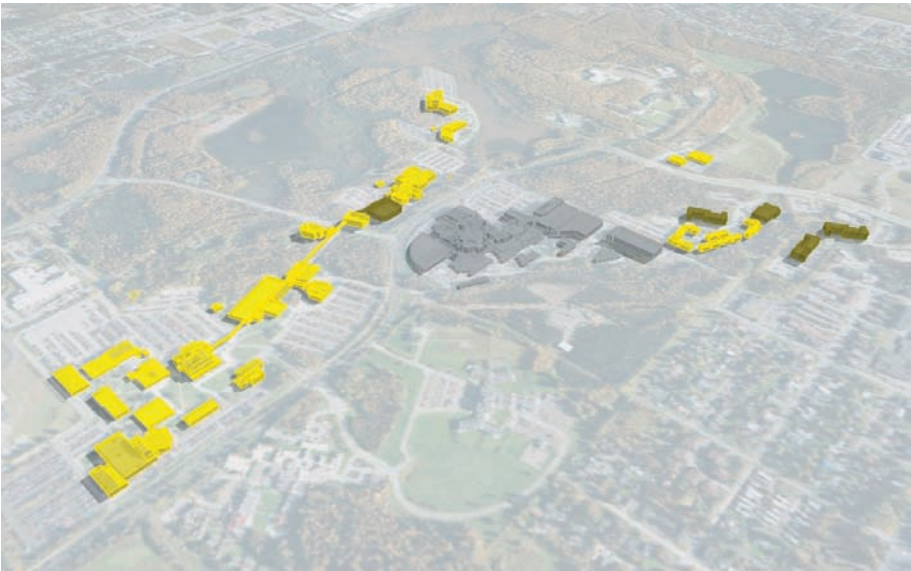




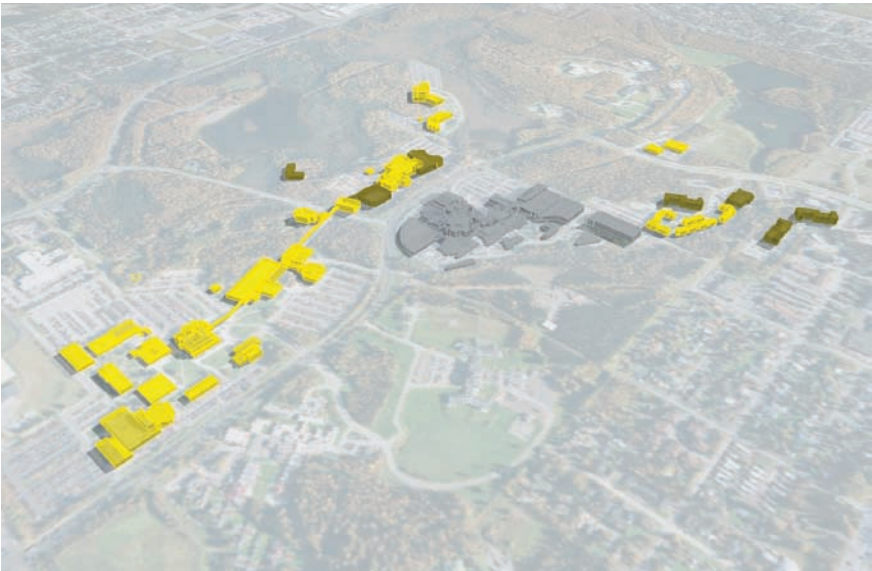
The UAA Campus Growth Models



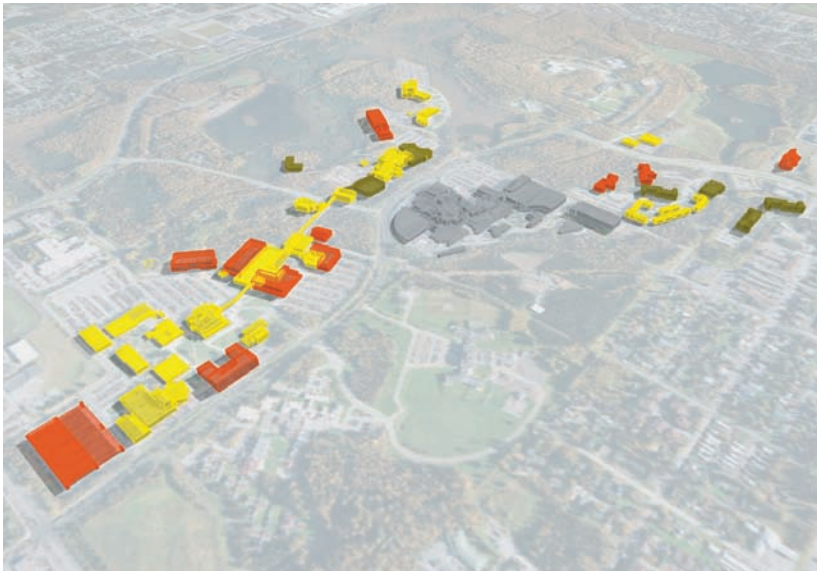
1995



2000



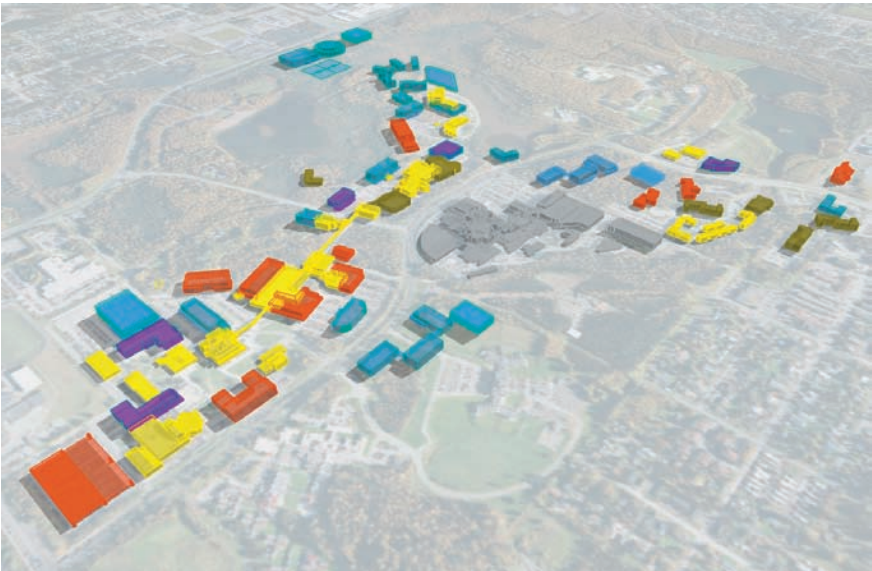
2003



2013



2023



Future







## CAMPUS CONCEPT

*An existing trail between UAA  
student housing and the Consortium  
Library.*



# Facility Master Plan



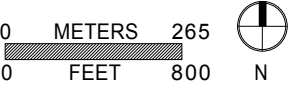
- 2003 to 2013**
- 1 - Integrated Sciences Facility
  - 2 - ANSEP
  - 3 - UAA/ANTHC Health Education Facility
  - 4 - Student Life Building Expansion
  - 5 - Wells Fargo Sports Complex Expansion
  - 6 - Housing
  - 7 - Parking Deck
  - 8 - Eugene Short Replacement Hall
  - 9 - Chester Creek Classroom Bldg
  - 10 - Public Policy Center\*
- \*siting still under consideration

- 2013 to 2023**
- 11 - Sports Complex
  - 12 - New Visitor Center
  - 13 - Housing (Old Templewood)
  - 14 - Engineering Bldg Expansion
  - 15 - Parking Garage N. Lot with Physical Plant and Facilities
  - 16 - Fine Arts Building Expansion
  - 17 - Business Education Bldg Expansion
  - 18 - Science Bldg
  - 19 - Unspecified Academic Uses and Student Services including Health Sciences
  - 20 - Housing
  - 21 - Library Research Building
  - 22 - Parking Deck
  - 23 - Classroom Bldg

- Future (after 2023)**
- 24 - Sally Monserud Hall Replacement
  - 25 - Gordon Hartlieb Hall Replacement
  - 26 - Conference / Meeting Facilities
  - 27 - Parking Garage Library Lot
  - 28 - Sciences and Engineering Classroom Building

- (P)** Proposed Parking Facilities
- |||||** Chester Creek No-Build Zone
- Existing UAA Property Boundaries
- Anticipated Land Exchange from PAMC to UAA
- Anticipated Land Exchange from UAA to PAMC

## Proposed Facilities Master Plan



Facility Master Plan Analysis

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
	Anchorage campus student headcount	14,474	14,895	15,316	15,737	16,158	16,579	17,000	17,421	17,842	18,263	18,684	19,105	19,526	19,947	20,368	20,789	21,210	21,631	22,052	22,473
	Full-time student equivalent enrollment (FTE)	8,155	8,400	8,652	8,911	9,179	9,454	9,738	10,030	10,331	10,641	10,960	11,289	11,627	11,976	12,335	12,705	13,087	13,479	13,884	14,300
	Enrollment based projected GSF of buildings***	1,525,011	1,587,561	1,652,491	1,719,889	1,789,843	1,862,446	1,937,795	2,005,958	2,066,137	2,128,121	2,191,965	2,257,724	2,325,455	2,395,219	2,467,076	2,541,088	2,617,321	2,695,840	2,776,715	2,860,017
	GSF/FTE student	187	189	191	193	195	197	199	200	200	200	200	200	200	200	200	200	200	200	200	200

*\*The target of 200 GSF for each full time equivalent student is based on recent history at UAA. This is a conservative number, compared to 400 GSF/FTE at the University of Washington and 840 GSF/FTE at the University of Alaska Fairbanks (per UAF Master Plan).*

The chart above is an estimate of continued student population growth through the next twenty years. If the student population does rise at the projected rate then facilities should be built *pro rata* to provide adequate space needs per student.

The first six buildings listed in the table below have been deemed as priorities for early construction, not necessarily in the order listed. For the most part the locations of the facilities and approximate size requirements are known , but these could change when detailed programming of each is completed.

For a more thorough explanation, the previous chapter describes each proposed facility in outline.

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
	Master Plan proposed building sq. ft.										411,250										664,250
	Proposed parking sq. ft.										164,000										316,300
Master Plan Facilities Improvements	2003 - 2013 proposed buildings																				
	Integrated Science Facility - Phase I			24,500																	
	Integrated Science Facility - Phase II					125,000															
	ANSEP			12,000																	
	UAA/ANTHC Health Education Facility						24,300														
	Student Life Building Expansion				26,700																
	Sports Center Expansion			75,000																	
	Housing					60,000															
	Public Policy Center							30,000													
	Chester Creek Classroom Bldg								33,750												
	Eugene Short Replacement Bldg									42,000											
	2013 - 2023 proposed buildings																				
	Visitor Center										26,000										
	Sports Complex											160,000									
	Housing							60,000													
	Engineering Bldg Expansion											21,600									
	Physical Plant												26,000								
	Health Sciences Complex													75,000							
	Housing														70,000						
	Library Research Bldg															15,400					
	Classroom Bldg																26,750				
	BEB Bldg Expansion																30,000				
	Arts Bldg Expansion																	27,100			
	Sally Monserud Replacement Bldg																	29,300			
	Gordon Hartlieb Replacement Bldg																		41,600		
	Conference/Meeting Facilities																			52,900	
	Science Bldg																				20,600
	Total proposed sq. ft.																				1,020,400
	Annual totals - existing + Master Plan proposed GSF	1,525,011	1,525,011	1,636,511	1,663,211	1,848,211	1,872,511	1,962,511	1,996,261	2,038,261	2,064,261	2,245,861	2,271,861	2,346,861	2,416,861	2,432,261	2,489,011	2,545,411	2,587,011	2,639,911	2,660,511
	Excess (deficit) compared to Enrollment Based Projections		-62,550	-15,980	-56,678	58,368	10,065	24,716	-9,697	-27,876	-63,860	53,896	14,137	21,406	21,642	-34,815	-52,077	-71,910	-108,829	-136,804	-199,506
	Equivalent GSF/FTE	187	182	189	187	201	198	202	199	197	194	205	201	202	202	197	196	195	192	190	186

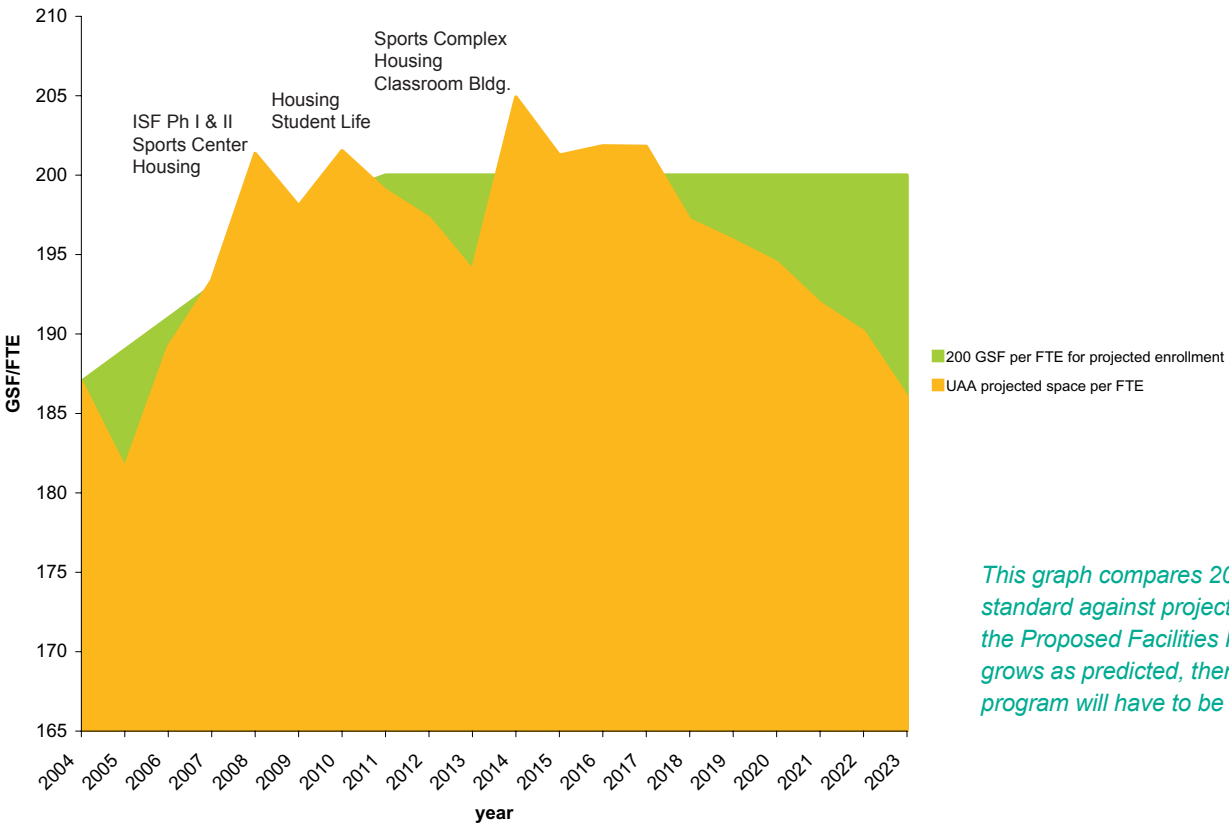
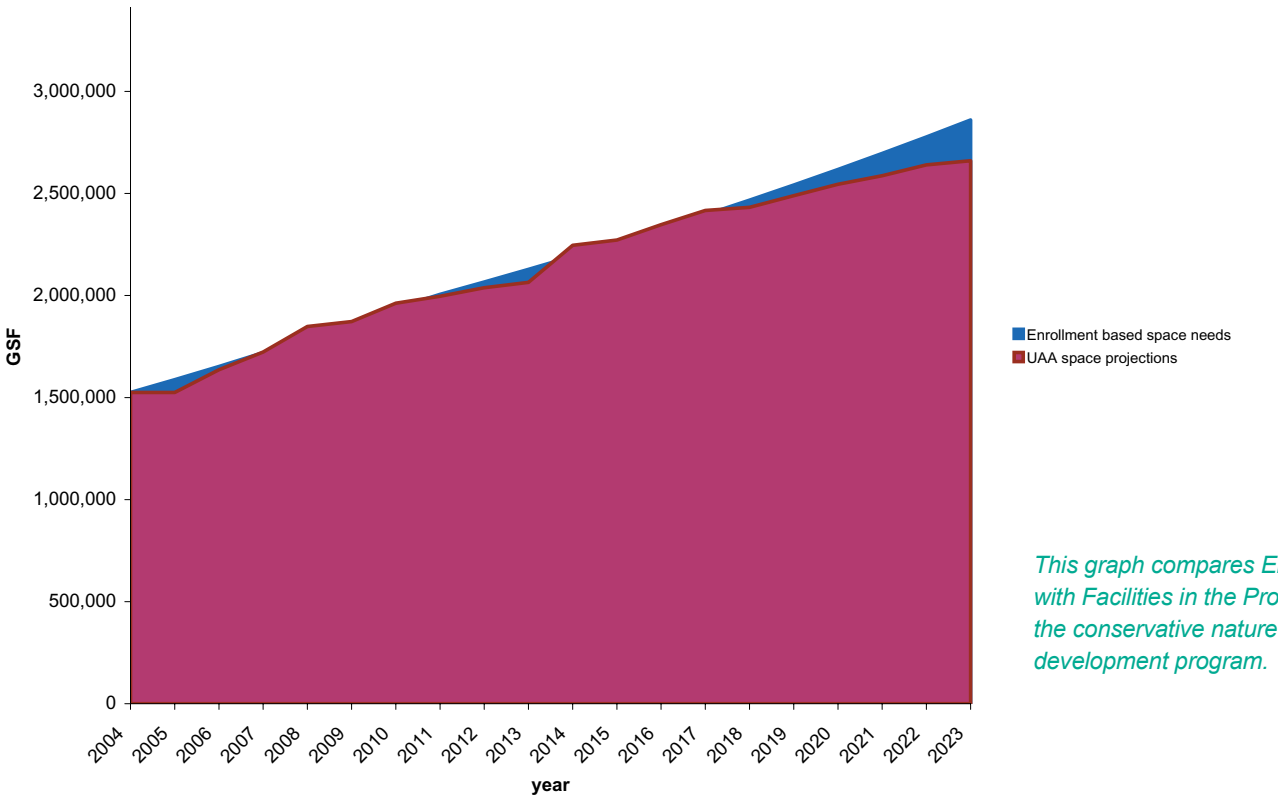


Enrollment Based Projections

Both graphs compare Projected Gross Square Feet of university facilities (GSF) with the accumulating total GSF of facilities as proposed in the preceding table. Each is based on the 200 GSF per FTE student.\* Currently at UAA this statistic is 187 GSF per FTE. The year 2005 projections show an increase of the student population and no increase in facility GSF, this causes the GSF per FTE to drop to 180. Over the last 5 years a consistent increase in student population at UAA has occurred and as the FTE increases, the demands on the existing facilities will rise. This has been most evident at the UAA Sports Center and its adjacent facilities, where the demand has pushed the limits of the facilities resources and personnel.

The Proposed Facility Master Plan is intended to keep pace with demand. New and replacement facilities have been estimated in both size and timing for construction. The student population increase will fluctuate but for practical purposes it was necessary to derive an average rate of increase from the past five years so that a reasonable rate could be used for these projections.

\*The target of 200 GSF for each full time equivalent student is based on recent history at UAA. This is a conservative number, compared to 400 GSF/FTE at the University of Washington and 840 GSF/FTE at the University of Alaska Fairbanks (per UAF Master Plan).



# Configuration of Campus Buildings



## Proposed Configuration of Campus Buildings

A series of alternative concepts for campus layout was developed to explore the consequences of alternative locations for key new facilities. The alternatives were evaluated technically, and reviewed by the master plan steering committee. The plan presented here was clearly preferred above the others, and so has been refined as the basis for the long term master plan for the Anchorage campus. Building configurations are described by campus sub-district, so that the internal integrity of each sub-district can be understood from the perspective of those who use its buildings.

- Future UAA Facilities
- Existing UAA Buildings
- Maintained Open Space
- Forested Open Space
- Future Plaza Areas
- On-Grade Parking
- Parking Structures
- Secondary Vehicle Circulation
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries
- Anticipated Land Exchange from PAMC to UAA
- Anticipated Land Exchange from UAA to PAMC





**West Campus**

A major arrival point at the campus is from the west, so it will be here, on the north side of Providence Drive, that visitors will form their first impressions of the University. Eugene Short Hall would be replaced by a larger building that would also displace parking that fronts the campus at present. Green space would occupy the remaining frontage past Seawolf Drive West, and beyond it would be the new Visitor Center on the north side of the street, and a cluster of buildings in the new health sciences complex to the south. Providence Drive would be flanked by the University on both sides.

The garden quad at the center of West Campus would remain largely unchanged, although in time the Sally Monserud building would be removed, and would be replaced by a multistory building located between Building K and Macdonald. A parking deck over the depressed parking lot west of the new building and Building K would provide adequate and convenient parking.

Hartlieb Hall would also be replaced by a multistory building, and a parking garage would be built immediately north of it. A northward extension of the Business Education Building would also be served by this parking garage.

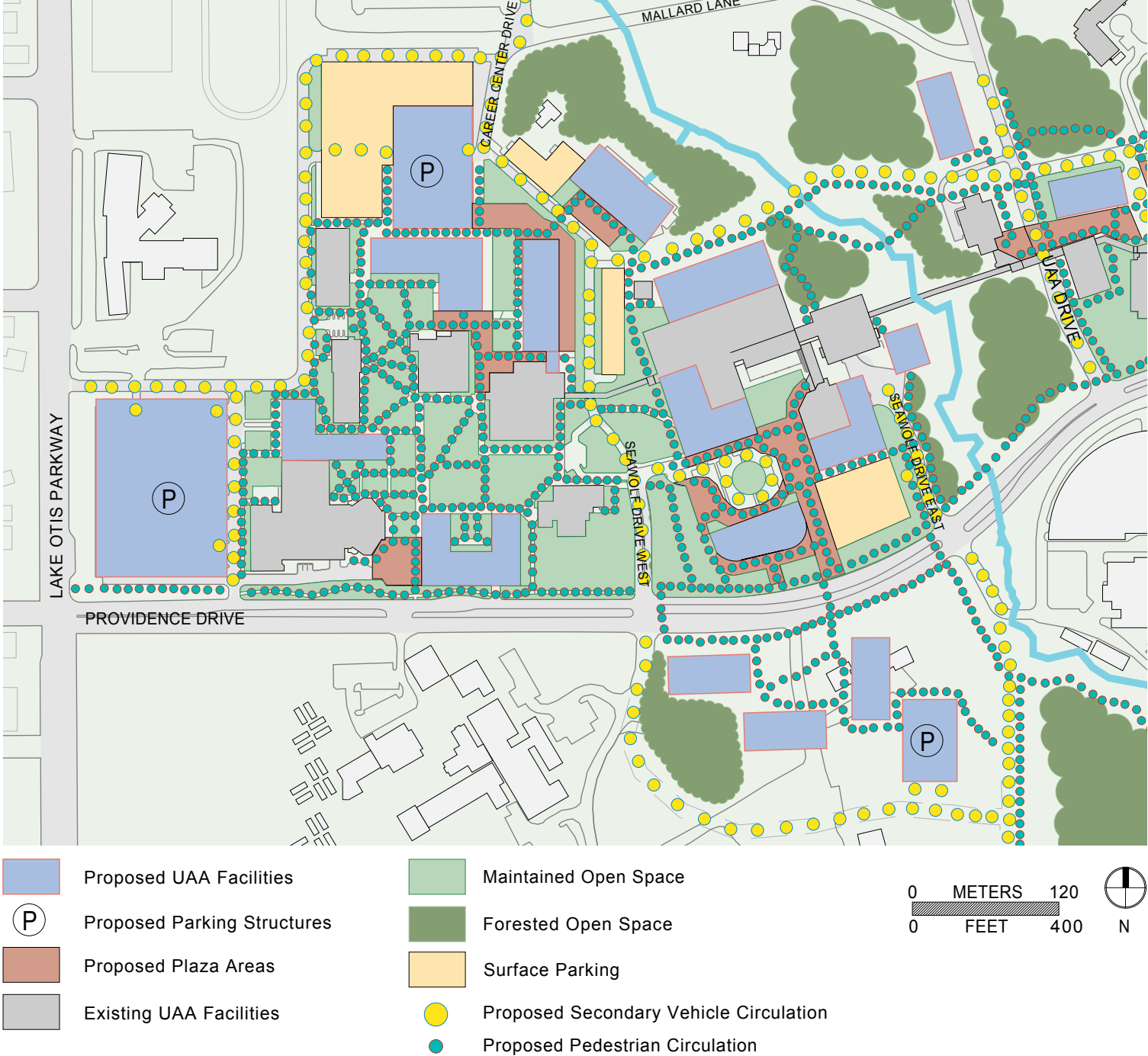
East of the Business Education Building and north of the Visitor Center, the Wells Fargo Sports Center would be expanded to the north and south, making room for academic and recreational athletics as well as team sports. North of the sports center, and bordering the Chester Creek conservation corridor would be a new classroom building, with serene northeast views into the woodlands that border the creek. Together, the sports center and the classroom building would form a protective edge to the pristine woodlands. Further south and east, beyond the Spine, the built edge of the Chester Creek corridor would be formed by the ANSEP building. To the west of it, across Seawolf Drive East would be the Student Life building expansion, with an enlarged bookstore bordering a parking lot with a wooded berm separating it from Providence Drive.

West Campus would double in assignable floor space over the next twenty years. The green spaces at its heart that showcase plants that thrive in this climate would

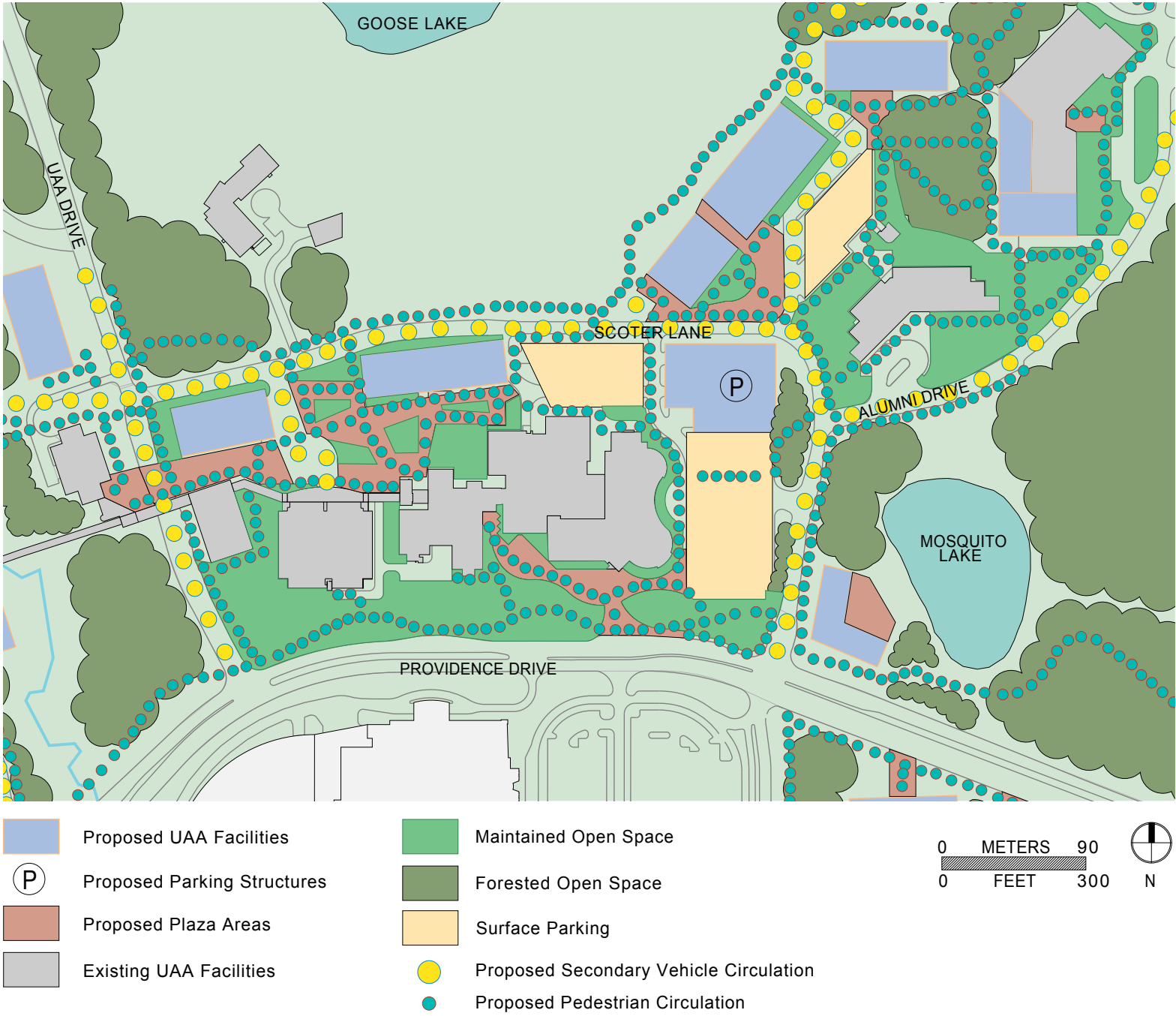
be expanded slightly. Parking would be displaced from the Providence Drive frontage to garages on the north and west perimeter, and to parking lots to the north and one by the bookstore. The arriving visitor would see modern university buildings amid open space criss-crossed by footpaths, and would walk or drive into

the Visitor Center at a signalized intersection. As they explored further, visitors would find the cultivated garden quad contrasted with the conserved wild woodland of the Chester Creek corridor, bounded by buildings that look out through the trees.

**WEST CAMPUS**



CENTRAL AND EAST CAMPUS



*Southwest Campus*

This recently acquired property will enable the University to announce its presence on both sides of Providence Drive. Specific uses or building siting has not yet been developed for this property, although its proximity to PAMC, the Alaska Psychiatric Institute and McLaughlin Youth Center suggest health and education related uses. The property is large enough to accommodate a cluster of buildings for other uses too – Humanities, Science, Engineering or Research. The Southwest Campus is valuable as a potential expansion of the heart of the campus, and should be planned as a whole before any new buildings are constructed there.

*Central and East Campus*

Proposed new facilities would blur the distinction between Central and East Campus, so they are addressed here as a single district. Across Chester Creek from West Campus, and connected to it by the Spine, are the Engineering Building and its new companion building to the north, across an extension to Scoter Lane. East of UAA Drive, a sciences and engineering classroom building would be located south of Scoter Lane, with another science building east of it. Further east would be a parking garage serving both the Library and two integrated science buildings north of Scoter Lane. This pair of buildings would border the undisturbed natural landscape between the campus boundary and Goose Lake; an area kept free of trails so that waterfowl can nest there safely. The science buildings would benefit from lake views to the northwest, and would separate natural areas from the activities of the campus.

The science buildings would be related to one-another, and to the West Campus by an improved and extended Scoter Lane. The wooded knoll north of the existing humanities and Administration and Humanities Building would maintain the separation of Fine Arts, with its outlook to the southeast.

The Fine Arts building would be expanded, enabling isolated programs to be relocated with their peers. To the west of the Fine Arts building, a new classroom building would be built. Like the pair if integrated



North Campus

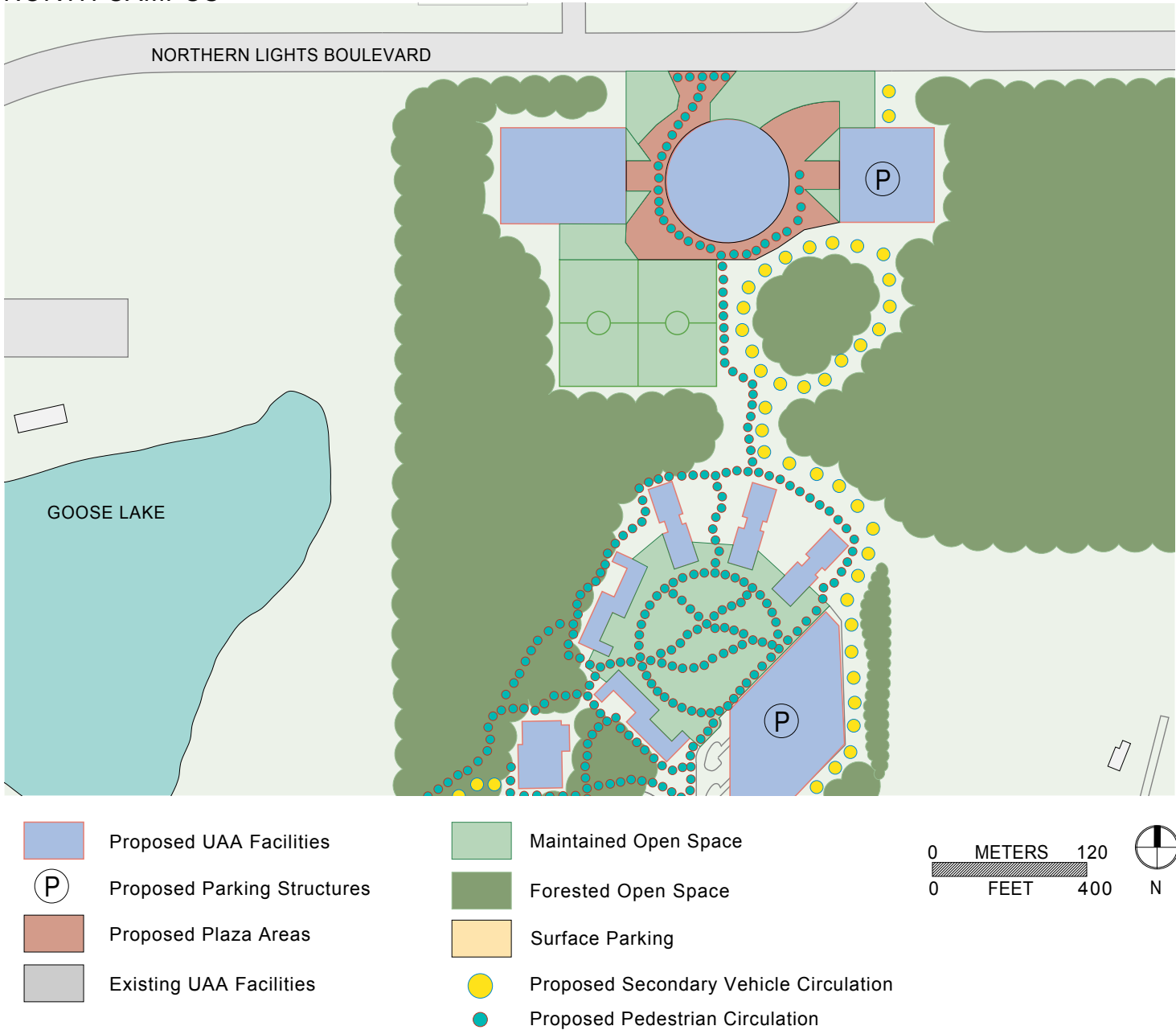
The North Campus includes the largest tracts of developable land on the campus, and in 2004, the only development in this district other than utility lines is the Fine Arts parking lot. One reason for this is that the distance from the original buildings on West Campus to Fine Arts is greater than can be covered on foot in the period between classes (about a mile), so it would be impractical to locate academic buildings further north and east. However, there are some uses that need not be constrained by that distance.

North and west of the Fine Arts parking lot there is a rise in the ground, with dry land looking out over the bogs and woodlands to the west, north and northeast. It is proposed that a community of residence halls be established around this rise, with trails across its wooded crown to the existing parking lot, and that the capacity of the parking lot be increased by addition of a parking deck over it. This housing would benefit from the tranquility of the natural landscape, have direct access to the established network of ski trails and multi-purpose trails, and would be within walking distance of all campus facilities.

A paved trail that is accessible only to service and emergency vehicles and to the Seawolf shuttle vehicles would skirt the south and east sides of the Fine Arts parking lot, and would follow utility easements north to access a new arena, field house and open playing fields. The principal access route to these sports facilities would be off Northern Lights Boulevard via a driveway at Bragaw. Northern Lights Boulevard would be the only approach for general traffic, and parking facilities on the campus would be sufficient to the demands of spectator crowds. When this new center for team sports is completed, most spectator sports would move out of the Wells Fargo Sports Center to this location.

Remaining developable lands in North Campus would be reserved for long term uses that have yet to be identified. They would be developed beyond the twenty year horizon of this master plan.

NORTH CAMPUS



**South Campus**

South campus encompasses all UAA property east of Providence Alaska Medical Center (PAMC), and south of Providence Drive. It includes property on both sides of Bragaw Street, and for convenience includes the Diplomacy Building, which is a third of a mile east of Bragaw Street on Tudor Road. Other than the Diplomacy Building, the only University facilities

in South Campus in 2004 are the University Lake Drive buildings, the residential complex on Sharon Gagnon Lane, and the Templewood housing.

Two additional residential halls are planned north of the Sharon Gagnon community. North of these, the remainder of the property to Providence Drive remains wooded. It is large enough to accommodate

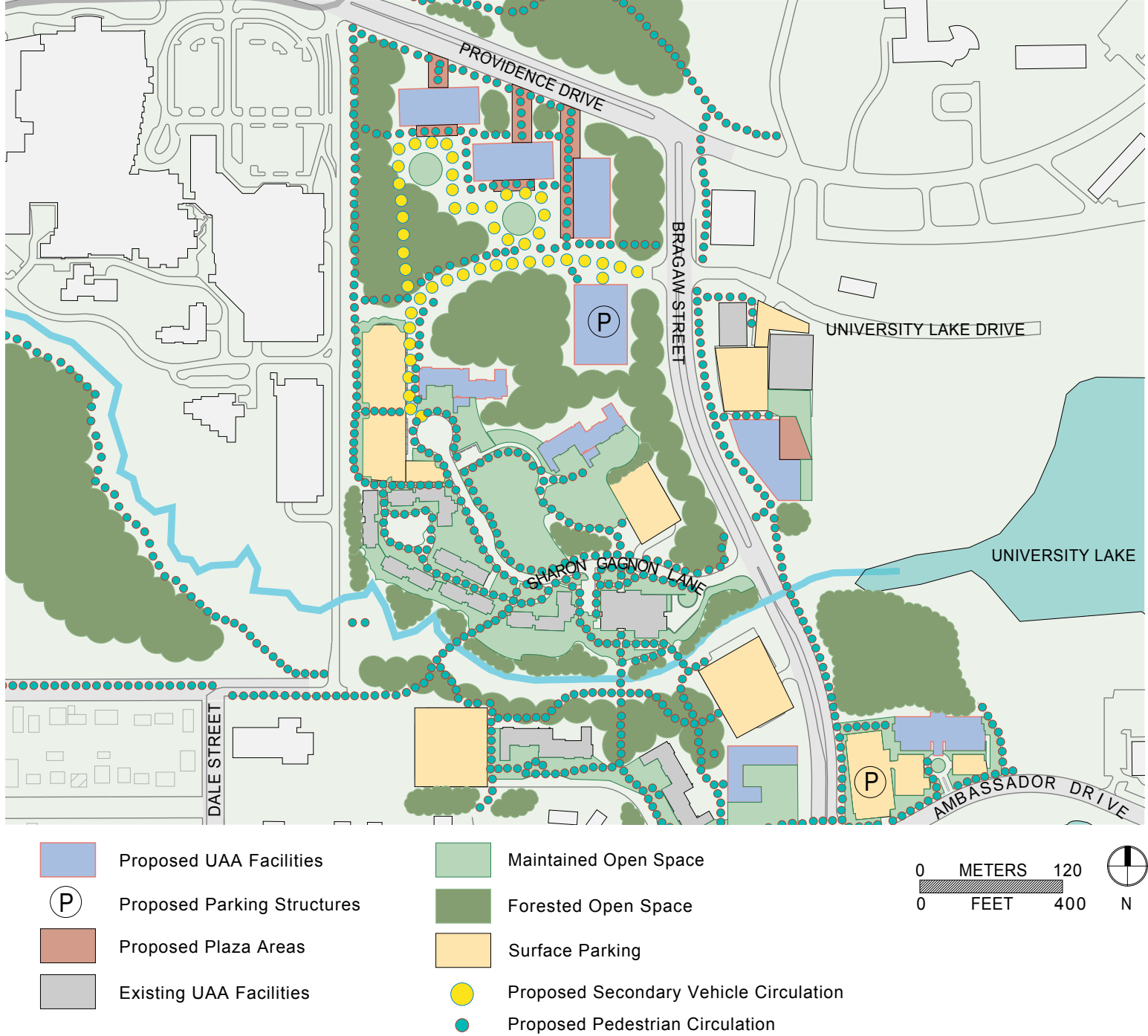
a series of related academic buildings – possibly for health sciences because of its location close to two major hospitals, and to the UAA/ANTHC Health Education Facility, which is located east of Bragaw Street and north of Ambassador Drive. Land between the new residence halls and Providence Drive should be planned in detail before the first new building is constructed, to ensure that this valuable tract is put to optimum use in the context of the University’s overall and changing needs.

North of Providence Drive and east of Alumni Drive is a small but very special site. This could accommodate a prestigious research building that is related to the Library. The building would be accessed off Alumni Drive opposite the Library parking lot. It would enjoy unique views across Mosquito Lake to the northeast, and would be flanked to the south by an existing woodland trail.

South of Chester Creek, besides the Templewood housing, there are two residence halls connected to the Sharon Gagnon community by trails and footbridges. Improvements in this area would include extension of East 42nd Avenue to Bragaw Street at its intersection with Ambassador Drive. This would link the UAA/ANTHC Health Education Facility to the rest of the campus and to PAMC. Trails along Chester Creek will be improved to provide direct access to East and West campus.

East of Bragaw Street and south of University Lake Drive is a UAA property occupied by two single story buildings and surface parking. At some time in its future, the University is expected to need a dedicated conference facility, preferably near student housing so that it can host residential conferences when students are absent. The University Lake Drive property is large enough, close to Sharon Gagnon Lane, and visible from Bragaw Street. The property also has access to the Chester Creek trails and the University Lake facilities, making it particularly attractive to visitors.

**SOUTH CAMPUS**





# Circulation on Foot, Bicycle and Skis

***Future Transportation Conditions***

The master plan for the University of Alaska Anchorage envisages a destination where people feel comfortable, safe and encouraged to learn. Providing access to, and circulation within this campus is a vital part of the success of that vision. The campus is relatively spread out in a suburban location, increasing the challenge to create a pedestrian-focused place. The objective of the transportation component of the master plan is to provide convenient access and circulation while still respecting the pedestrian priority, preventing conflicts with automobiles as much as possible. As a result, the transportation component has a focus on enhancing travel conditions for pedestrians, bicyclists, transit riders and other users of alternate modes of travel like cross-country skiing and rollerblading.

***Proposed Pedestrian Circulation***

The proposed pedestrian circulation plan for the UAA campus is designed to accommodate a variety of user groups. A core tenet of the master plan is to emphasize safe pedestrian circulation over vehicular safety and convenience. Within UAA campus there is a variety of pedestrian users and user needs that define a hierarchy of paths and walkways. At a basic level there is a need to provide circulation between all of the facilities on campus. Walkways are typically concrete or asphalt paved, with a minimum width of eight feet, but may be considerably wider in areas of heavy foot traffic. The next level up is a multi-use trail. These trails are typically asphalt paved, with a minimum width of ten feet. When built to Municipality of Anchorage Standards, they also feature two-foot wide gravel shoulders on either side. In addition to foot traffic, these trails accommodate bicyclists, roller bladers, and Nordic skiers. These trails link the campus to the greater U-Med District and a much broader trail system beyond the campus.

A specialized category of trails, closely linked to the campus are Nordic ski trails. The Municipality of Anchorage boasts an extensive Nordic trail system and a portion of that system can be found on and adjacent to the UAA Campus. The trails provide one of the few outdoor recreational opportunities available throughout the school year. The network of trails near the campus is called the Mahaffey Ski Trails. The trails trace through an area of wetlands and forest within the undeveloped east end of the campus and onto the adjacent APU campus. The trails are used by UAA students and by the surrounding community.

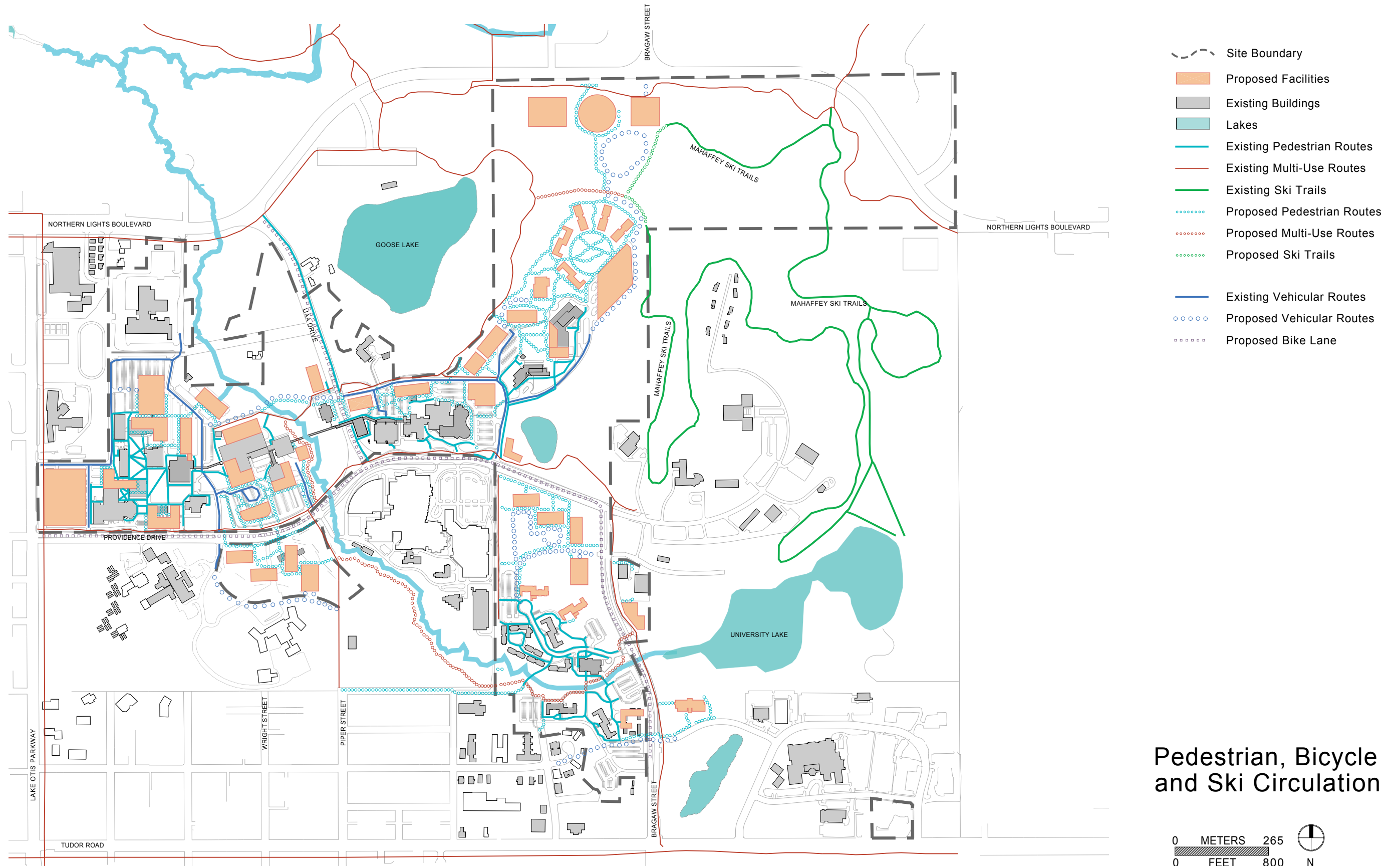
A third category of non-motorized users is bicycle commuters. These users tend to use the streets as transportation routes. In areas where bicycle ridership is high, the use of on-street bicycle lanes provides a higher level of comfort and safety.

The following narrative describes the master plan recommendations for pedestrian circulation on the UAA Campus. For the sake of clarity, we have divided the campus into smaller units, including the West Campus, the Central and East Campus, the North Campus and the South Campus.

***West Campus***

The west campus extends from Lake Otis Parkway to Chester Creek. Within this area there is a tight-knit system of walkways that provides access to all of the buildings. Although the master plan anticipates replacement of several of these buildings and construction of a new parking garage, with few modifications, the existing footpath system will serve the campus well into the future.

The proposed Chester Creek Classroom Building will require an extension of into the pedestrian circulation system and proposed connections are identified on the plan. These same connections will better integrate the expanded Sports Complex. The expanded Sports Complex, Student Union, and Book Store should also include an expanded pedestrian plaza area that would act as a pedestrian node for this central focus of the campus.



## Pedestrian, Bicycle and Ski Circulation



**Central and East Campus**

Reaching from Chester Creek to the Fine Arts Building, the Central and East Campus will include an extension and realignment of Scoter Lane crossing Chester Creek to create a complete internal loop drive across campus that would not require using Providence Drive. A pedestrian walkway is attached to that vehicular route. Every new roadway should include pedestrian walkways.

At some point in the future, UAA will expand to the south side of Providence Drive. When that occurs, a safe pedestrian link will be required across this busy street. An on-grade signalized crossing at Seawolf Drive will be necessary. Pedestrian pathways in this area will link to any new buildings and to the multi-use pathway that will be constructed along Chester Creek.

The Central and East Campus includes all of the UAA buildings east of Chester Creek and north of Providence Drive, including the Engineering Building. Most of these buildings are currently well linked by the spine and a connecting outdoor walkway. The Administration and Humanities Building and Fine Arts Building are somewhat isolated from the rest of the campus by distance. In the 2013 plan, the only new buildings for this area will be the Integrated Science Facility buildings. An existing multi-use pathway will connect the Integrated Science Facility to the rest of the campus. The new buildings will also be connected by new pedestrian walkways to the Consortium Library, the Arts and Sciences Building and the parking garage.

**North Campus**

The 2023 plan includes a number of new buildings in the north campus area. The proposed buildings include new dormitories, a parking garage and a new sports complex. All of these buildings will be interconnected by a system of pathways. A focal point of the pathway system will be a central commons for the new dormitories.

The most important connections will be those that link the new dormitories to the rest of campus and to the surrounding community. This will be accomplished by connecting the new student housing area into the regional trail system. The new housing area would also have close access and good connections to the Mahaffey Ski Trail system.

**South Campus**

Student housing is well served internally by an integrated pathway system. A single pathway currently connects student housing to the main campus just east of Providence Hospital. By 2013, two additional dormitories will be easily linked with existing pedestrian pathways. East of Bragaw Street, a new health education facility will need pedestrian links both to the UAA Campus core and to the hospitals nearby. A new multi-use pathway will link student housing to West Campus along Chester Creek. East 42nd Street will be extended to Bragaw Street connecting the Health Education Building to the rest of the campus.

**Community Connections**

It is important that pedestrian links extend beyond the campus to the U-Med District and the community as a whole. These connections are identified on the pedestrian circulation plan as existing multi-use paths. Where additional connections are needed proposed multi-use pathways are identified on the map.

For bicycle commuters, a system of bicycle lanes is identified on Providence Drive, Bragaw Street and UAA Drive. There are currently no bicycle lanes on any of these thoroughfares. On less busy streets and driveways, bicycles will mix with other slow-moving traffic.



*A variety of existing trails weave through the northern parts of the UAA campus.*

# End-of-Trip Facilities

## End-of-Trip Bicycle Facilities

One of the most effective ways to promote the use of bicycles as a mode of access to the University is to provide end-of-trip facilities.

- Secure bicycle parking – short and long term
- Lockers for bicycle gear
- Showers and changing facilities for cyclists
- Maintenance facilities for cyclists

The University already provides a good deal of bicycle parking. There are 29 bicycle racks on campus with a capacity of between 4 and 36 spaces each, averaging 9 spaces per rack. Total parking provided is for 280 bicycles. However, 60 of these spaces are in racks that provide poor security or are poorly located, and are not used. The remainder (220 spaces) equate to a ratio of 1:16 bicycle:auto spaces when compared to approximately 3,500 automobile parking spaces provided on campus. The preferred ratio is one bicycle space per ten automobile spaces, or as much as one bicycle space per 7 auto spaces for well-designed suburban university campuses. To achieve that ratio, an additional 220 bicycle parking spaces are currently required, for a total of 500 spaces. However, although not quantified, it can be expected that demand on this Sub-Arctic campus will be somewhat lower. It is recommended that utilization rates for fully equipped bicycle storage on campus be recorded as enrollment increases and that facilities be supplemented accordingly. Currently underused spaces need to be relocated and upgraded.

Seven of the 29 bicycle parking locations were identified by maintenance staff as being insufficient for typical demand, and more bicycle parking should be provided at those locations, which include:

- Eugene F. Short Building North
- Sports Center Complex South
- CAS West
- Arts - East
- North Hall
- East Hall
- West Hall

With a projected student headcount in excess of 22,000 by 2023, an additional 500 bicycle spaces will be needed, for a total of 1,000 on-campus bicycle parking spaces, adjusted to observed demand rates.

### Preferred Bicycle Parking

The preferred bicycle parking rack is an inverted-U or inverted-A rack. These provide two points of contact to support and lock the bicycle, enhancing security and convenience over the common Continuous U or Wave rack.

Bicycle parking should be covered and provide a high level of security given the high proportion of long-term users at UAA. Racks should be conveniently located close to building entrances and within sight of passersby to enhance security.



*Bike racks with weather protection and simple security are preferred to this rack at Lucy Cuddy Hall.*

### Lockers, Showers and Maintenance Facilities

UAA already provides a fairly high level of these bicycle-supportive facilities through existing sports and recreation facilities. Consideration should be given in the planning of new major buildings to provide these facilities to support bicycle commuters – be they students or faculty and staff members. Each automobile parking space can provide parking for up to 12 bicycles, so encouraging the use of bicycles will have immediate benefits to the University community.

### Ski Commuters

End-of-trip facilities should also be provided for those who commute to campus on skis. The simple addition of ski lockers to bicycle facilities would address this need.



# Future Transit and Shuttle Services

## Future Transit Service

Great successes have been achieved in recent years in increasing the numbers of people accessing the campus by public transit and by Seawolf Shuttle. Significant enhancements to transit service will be needed to improve transit ridership. Future transit services should be planned to appeal to those who currently rely on their automobile.



The UAA Shuttle will provide a vital service to the campus as the full-time student population continues to grow.

## People Mover

The East Anchorage Study of Transportation (EAST) in 2003 recommended the following improvements:

- Employment Circulator to connect the University-Medical area with midtown and downtown
- A midtown transit center with frequent connections to UAA
- Expanded people mover service including new routes, improved frequency and span of service, and express or limited stop service
- Additional feeder bus service
- Expansion of the transit focus area to include the Lake Otis Transit Development Corridor
- Use of HOV and Transit-only lanes
- Improved bus stops with shelters, pullouts and rider information
- Use of technologies including signal priority for buses and smart farebox
- Stop on demand service for night and non-peak service
- A stable transit funding source

Many of these improvements are being made. All improvements will serve the UAA area well, providing improved levels of transit service, resulting in more attractive alternatives for travelers and more transit ridership.

Recommended headway improvements and the resultant improvements in LOS are shown in the Bus Frequency Improvements table.

## Seawolf Shuttle

The Seawolf shuttle has provided a highly valued service to students and has the potential to reduce traffic congestion and parking need in the future. In addition to providing a link from student housing to the main campus areas, the shuttle allows people who drive to the campus to leave their car all day and use the shuttle to access other parts of the campus for classes or recreation without having to find a new parking space.

Significant enhancements to the shuttle service should include:

- Re-routing along the west extension of Scoter Lane to connect the library with the Campus Center, Bookstore and quadrangle areas without having to use Providence Drive. This will allow for more reliable shuttle operation with fewer cars moving from parking lot to parking lot, and consequent reduced interaction with traffic and congestion.
- Route expansion to the northeast from the Fine Arts Building to serve the proposed new Sports complex at Northern Lights Boulevard.

Connectivity between the campus and University Center will continue to be an important component of the shuttle service.

## Shuttle Headways

Seawolf Shuttle Frequency Improvements

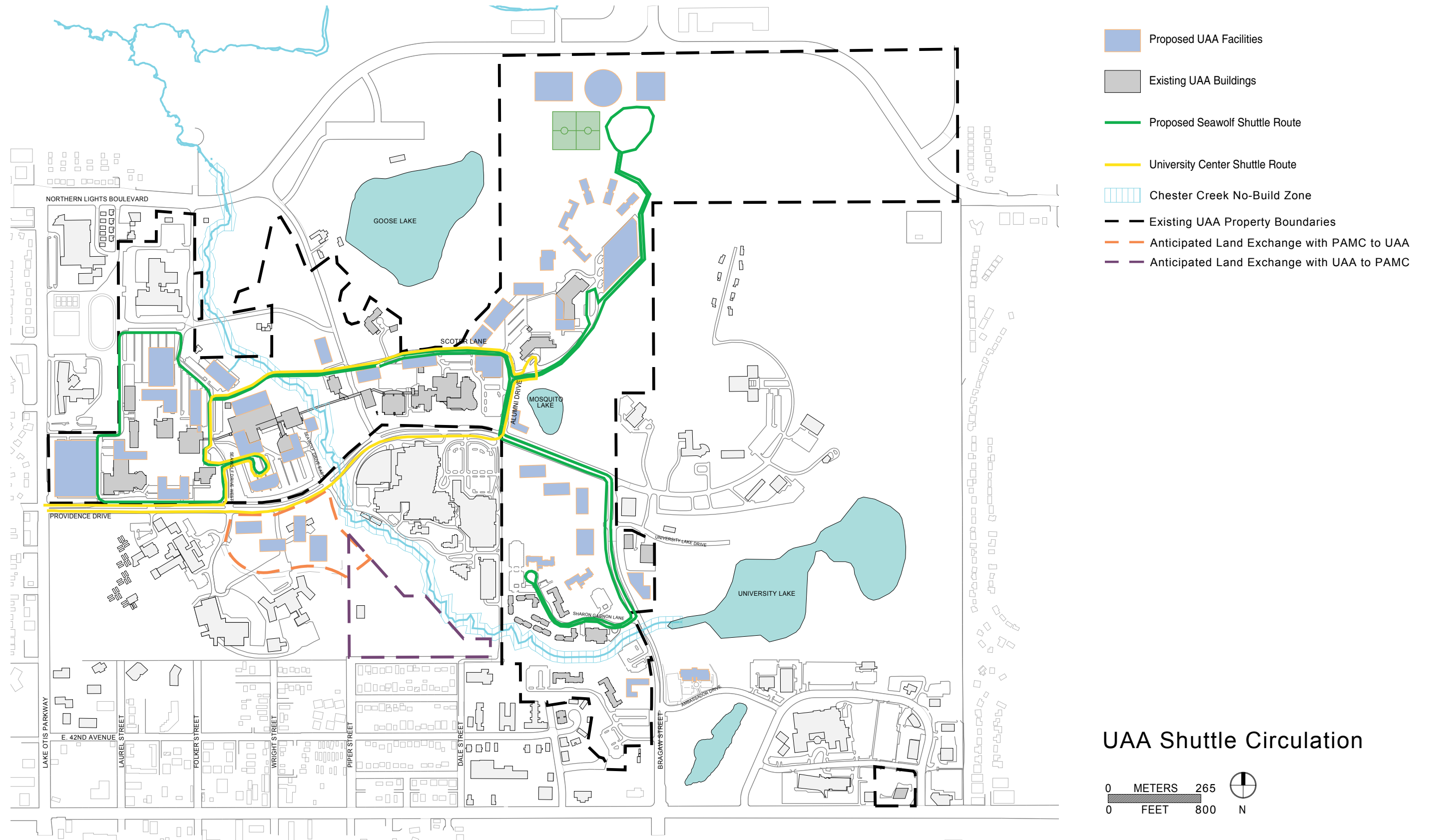
Route	Existing	
	Peak	Off-Peak
Campus Loop	15	30
University Center Loop	30	
Route	Future	
	Peak	Off-Peak
Campus Loop	10	20
University Center Loop	20	

Shuttle headway improvements will be partially achievable through shorter travel times allowed by the planned west extension of Scoter Lane. However additional resources will be needed to extend the Campus Loop route to the new sports complex. As enrollment increases, the ridership base will increase, demanding a higher capacity shuttle system. Because shorter headways are effective in increasing ridership, more frequent service is recommended over increased vehicle size as campus population grows.

Shuttle service demands will be greatest on the loop connecting destinations in West Campus, Central and East Campus. Separate schedules should be developed in response to the timing of shuttle service demand in the North and South Campus.

Bus Frequency Improvements

Bus Route		Existing		Future	
		Peak Headway (m)	LOS (Freq)	Peak Headway (m)	LOS(Freq)
1	Cross Town	60	E	30	C
2	Lake Otis	60	E	10	B
3/4	Northern Lights	60	E	15	C
11	UAA	40	E	20	C
36	36 <sup>th</sup> Ave	40	E	15	C
45	Mountain View	30	D	10	B





# Future Traffic Access, Circulation and Parking

## Future Traffic Access, Circulation and Parking

The East Anchorage Study of Transportation (EAST) completed in 2003 recommended significant roadway improvements in the U-Med area that would have the effect of generally reducing traffic volumes on existing streets – primarily by moving traffic to new facilities. Options for new facilities and improvements include the following:

- University-Medical District Access: 36th Avenue as a collector road into the area from the east side of the district; Bragaw Street from Northern Lights Boulevard; a diagonal connection to Northern Lights Boulevard near Pine Street; or via Tudor Center Drive.
- Glenn-Seward Highway Connector.
- Boniface-Dowling Connector.
- Abbott Loop Extension.
- Elmore Connector.
- Collector Road Connections: Two east-west collector road connections are recommended to promote connectivity from high density areas on the lower Hillside to north-south arterials

Existing and forecast future roadway volumes from the EAST study and the resultant levels of service are shown in the Roadway Level of Service table.

Roadway Level of Service							
Road	Between	Lanes	Capacity	2001		2023	
				AADT	LOS	AADT	LOS
Northern Lights Blvd	Lake Otis/UAA	4	34,500	32,500	D	30,700	D
	UAA/Bragaw	4	34,500	39,000	F	28,600	D
Lake Otis Parkway	Northern Lights/Providence	4	34,500	25,800	C	22,500	C
	Providence/Tudor	4	34,500	24,640	C	33,700	E
Tudor Road	Lake Otis/Bragaw	6	51,800	49,650	E	34,500	C
Providence Drive	Lake Otis/UAA	4	25,200	17,400	D	15,600	C
	UAA/Bragaw	2	12,600	7,200	D	7,500	C
Bragaw Street	Tudor/Providence	2	12,600	5,500	D	10,000	D
UAA Drive	Northern Lights/Providence	2	12,600	8,800	D	9,700	D

Projections suggest that, levels of service will generally improve on streets that serve the campus as a result of the improved grid network connectivity and dispersion of traffic.

## Roadway Character

An important objective of this campus master plan is to improve the safety and convenience of circulating on foot. Consequently, the character of roadways in the UAA area is proposed to change. In place of suburban boulevards designed primarily to move automobile traffic at high speeds, the master plan proposes a more urban approach to street design, with a high level of accommodation for pedestrians, bicyclists and transit users. Some of the characteristics that are desirable in this context include:

- 4-lane roads as a maximum width, with 2 lanes preferred for pedestrian crossing;
- Slow travel speeds through traffic calming treatments where required;

- Sidewalks along all roads – separated from travel lanes to allow for snow ploughing;
- On-street parking where practical to introduce a pedestrian buffer and a village feel;
- Frequent pedestrian crossing opportunities at safe locations with good sight distance;
- On Providence Drive the center median should provide pedestrian refuge and facilitate safe crossing (requiring regrading of some existing medians);
- Transit-supportive streets with bus pullouts where appropriate;
- A high level of safety for pedestrians and drivers.

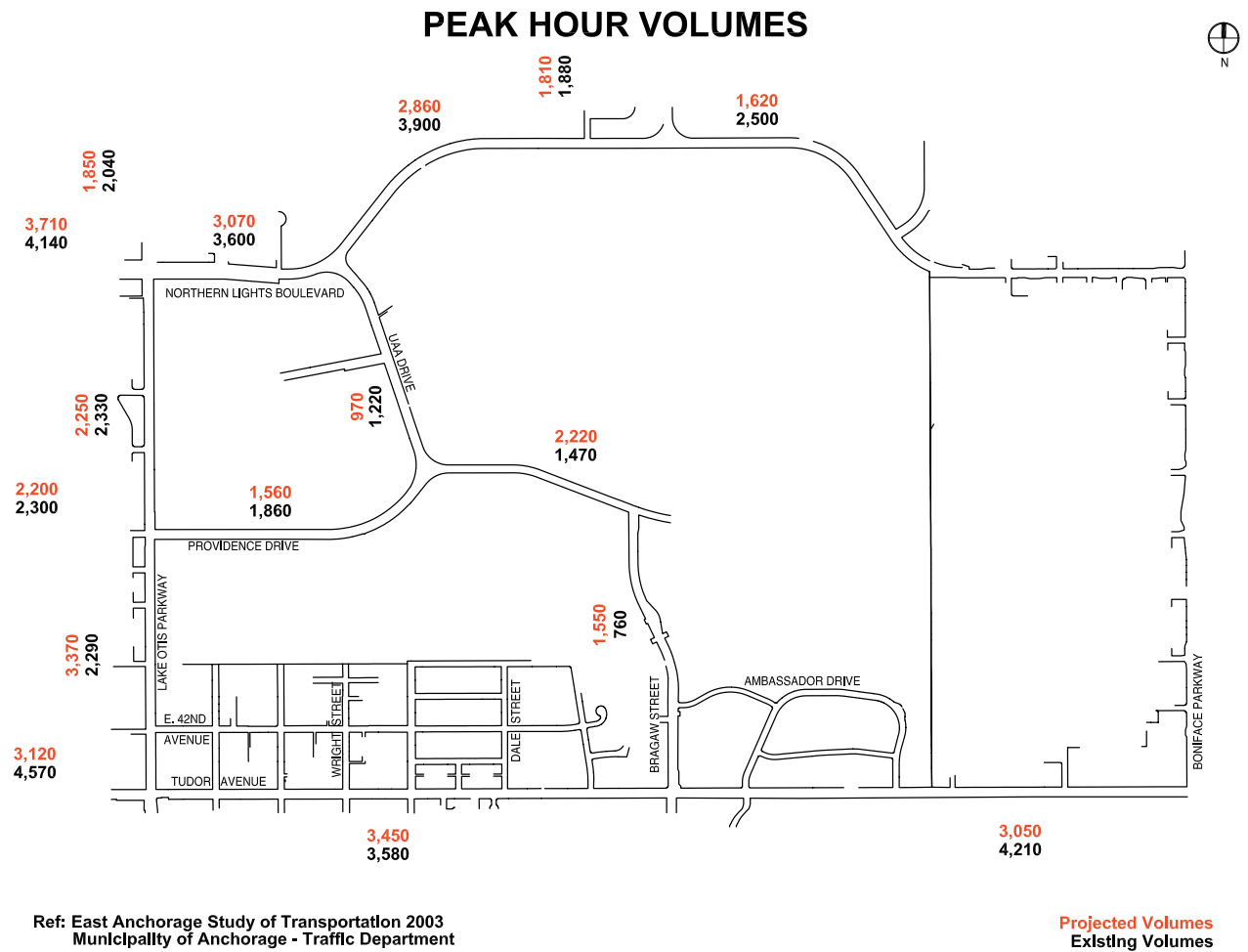
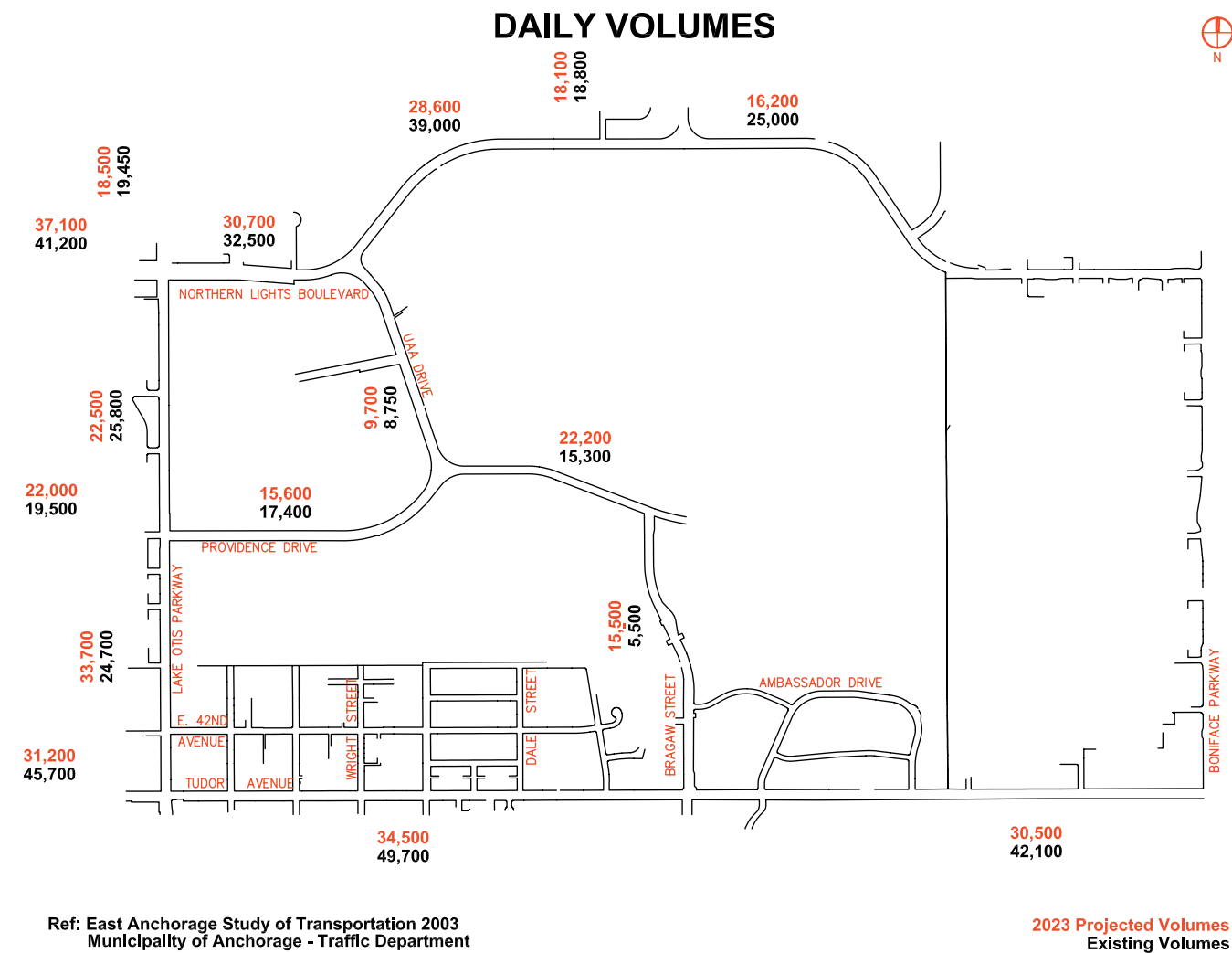
## Providence Drive

A number of intersections on Providence Drive experience high traffic volumes and levels of congestion, and have experienced relatively high crash rates. Notable among them are:

- Providence Drive and Bragaw Street
- Providence Drive and Alumni Drive

In addition, both intersections are heavily used by pedestrians circulating between the campus and housing areas to the south. A number of treatments have been considered for these locations. A roundabout was evaluated for the Providence/Bragaw intersection, but is unlikely to prove a good solution given the unbalanced approach volumes and the fact that pedestrian crossings are not well supported by this intersection type. Instead, it is recommended that pedestrian crossings be clearly defined at the intersection – through the use of crossings paved distinctively in color and texture, *pedestrians crossing ahead* signs, and curb extensions to decrease crossing distance where applicable.

The Providence Drive and Alumni Drive intersection is another that currently serves high pedestrian crossing volumes that will increase in the future with development of additional residential buildings to the south. Here too, pedestrian crossing paths should be clearly identified for both summer and winter use with surface treatments and signage. Median pedestrian refuges may also be used to advantage.



*\*Numbers of vehicles projected combine reductions in regional through traffic in the district due to changes elsewhere, with increases in the numbers of vehicles with destinations within the district.*



On-street parking was considered for parts of Providence Drive. This would serve several purposes. Apart from providing additional parking, it would provide a buffer for pedestrians making the street more pedestrian friendly, would have a traffic calming function and would make the street feel like more of a destination than an access-way. The treatment is likely to be a realistic solution only west of UAA Drive and clear of major intersections.

*Pedestrian Crossing Opportunities*

Providing safe pedestrian crossing opportunities at other locations along Providence Drive and on other streets will also be critical to the successful transition of the campus to a more pedestrian friendly place. Some of the clearly identified locations include:

- Providence Drive and UAA Drive;
- Providence Drive and Seawolf East (Providence Hospital);
- Providence Drive and Seawolf West (land-swap site);
- Providence Drive at location of Eugene Short Building parking (new mixed use development);
- Providence Drive and Lake Otis Parkway; and
- UAA Drive and Scoter Lane (surface crossing at spine bridge location).

*Campus Parking*

Provision of adequate parking is an important part of ensuring accessibility to a top education facility such as UAA. However, parking is expensive to provide, and developable land on campus is becoming scarce. These are compelling reasons for meeting access needs in other, more cost-effective ways. A number of possible scenarios that would limit parking demand is provided in the following section.

*Parking Needs and Scenarios*

The table below shows the existing parking supply and utilization, and the future parking needs assuming the same rate of parking demand. Current peak period demand equates to 0.21 spaces per student. An apparent excess of 788 spaces currently provided reflects the existence of lots that are far removed from destinations, and shows the effects of a substantial recent growth in transit and shuttle use. Parking shortages exist in specific locations and master plan improvements will help to restore the balance between supply and demand.

As the student population is anticipated to grow – by 30% in 10 years and 100% in 20 years – parking demand will exceed existing supply by 173 spaces in 2013, and by 2023 the shortage will grow to almost 2,400 spaces based on existing travel behavior. This takes into account that a university parking facility is considered “full” when 95% of the spaces are occupied. This allows for turnover of spaces and avoids the need for people to waste time and gas circulating to find a space when there are very few available. The rate is higher for universities where people are familiar with typical conditions than for parking at malls or airports where people are less familiar with peak parking conditions.

The table also shows the demand for spaces in the future under an additional scenario. Scenario 2 assumes a 15 percent shift from automobiles to alternate modes. Given that the current mode split for non-automobile trips is estimated at around 15%, this implies a doubling of these trips. The effect would be a reduction in demand of almost 450 spare parking spaces by 2013, but 1,436 new spaces would be required by 2023. These calculations are based solely on existing parking demand profiles and do not consider Municipality of Anchorage parking code requirements, or how those requirements might change.

*Location of Parking*

The location of parking is an important part of the parking equation. While the table above indicates that today there is an apparent excess of parking spaces provided on campus, there are areas that currently experience 100% utilization for several hours of the day indicating that demands exceeds the supply. It is important to identify appropriate locations for parking provision, and provide directional signage to those facilities as well as shuttle service to connect the facilities with student destinations. This master plan proposes shifting parking to the periphery of the campus to serve as interceptor lots, capturing automobiles and encouraging people to walk. The use of a clear parking program with assigned space categories – as currently used by the university – will remain essential.

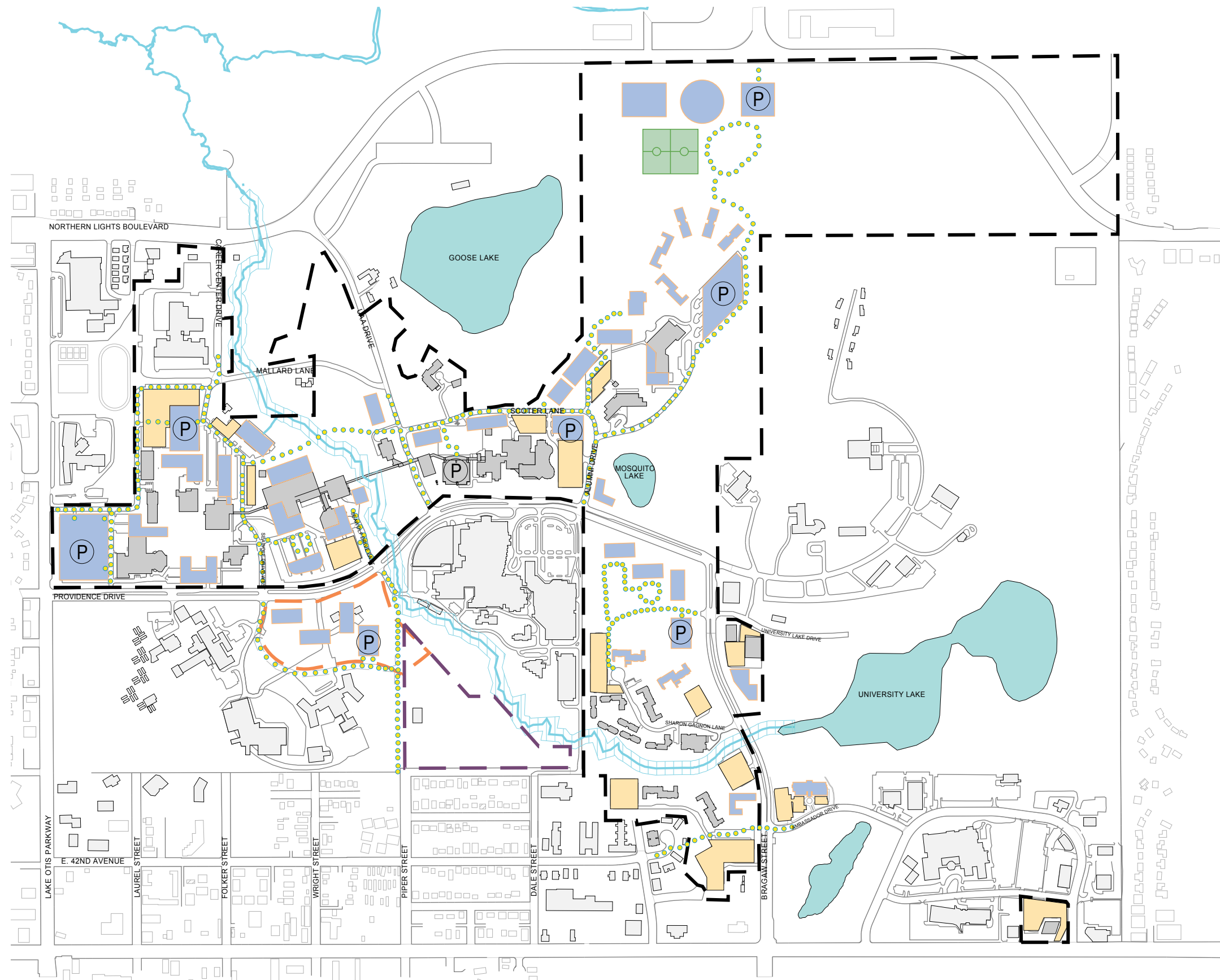
An estimate of the number of new spaces provided in the plan is provided below. While the number of new spaces proposed for 2013 (590) exceeds the calculated demand of 173 spaces, there would be no surplus. Proposed parking would be better located to support existing and new buildings, and would replace parking in other areas where it is underutilized and where new buildings displace parking.

Parking Demand and Scenarios

						Scenario 1	Scenario 2	
							15% Shift to Alt Modes	
Year	Students	Parking Used	Parking Rate	Parking Supply	95% Capacity	Spaces Req'd.	Demand	Spaces Req'd.
2003	15,100	3,152	0.21	4,147	3,940	(788)		
2013	19,700	4,112	0.21	4,147	3,940	173	3,495	(444)
2023	30,300	6,325	0.21	4,147	3,940	2,385	5,376	1,436

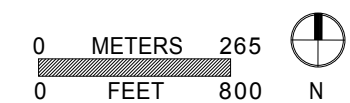
Estimated New Parking Spaces

Year	#	Type	Name	Estimated New Spaces
2013	3a	Lot	Health Education	90
	7a	Deck	Parking Deck	500
	Subtotal			590
2023	1b	Lot	Sports Complex	200
	5b	Garage	Business Education	400
	9b	Garage	Academic unspec	300
	9b	Garage	Academic unspec	200
	12b	Deck	Housing	350
	Subtotal			1,450
				2,040



- Proposed UAA Facilities
- Existing UAA Buildings
- On-Grade Parking
- P Proposed Parking Structures
- Proposed Secondary Vehicle Circulation Routes
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries
- Anticipated Land Exchange with PAMC to UAA
- Anticipated Land Exchange with UAA to PAMC

## UAA Secondary Vehicle Circulation



## Natural Features and Landscape Architecture

### ***Proposed Landscape***

Although landscape plantings and preservation of existing landscape are important components of the campus, the organization of proposed facilities will have the most significant impact on the future appearance and character of the UAA Campus.

### ***West Campus***

The landscape qualities of the West Campus that survive from the former Community College would be maintained and improved upon. The Master Plan locates the Eugene Short replacement building closer to and facing Providence Drive. It is intended that the replacement building be kept relatively low to allow light into the pedestrian quadrangle formed by the buildings. The net result is a stronger UAA presence on Providence Drive and an enhancement of the existing ornamental landscape. Any new landscape plantings will be ornamental in nature and reinforce the existing character. It will continue to showcase plants that can thrive in the Anchorage bowl.

At the new Visitor Center, the result of the proposed improvements on the landscape will be a very strong presence on Providence Drive and new outdoor pedestrian spaces framed by the proposed buildings. These pedestrian spaces will replace existing parking lots and extend the pedestrian character of the West Campus north and east to encompass the Campus Center.

### ***South Campus***

The existing residence halls rely on the native landscape found along the Chester Creek corridor. The new outdoor space captured by two proposed new residence halls to the north might best be designed as unstructured open space for outdoor student use.

### ***Preserving the Natural Character***

As noted in the discussion of existing conditions, a consistent theme of student and faculty interviews was a desire to maintain the natural, wooded character of the campus. This is a key focus of the master plan and is accomplished by increasing density in those portions of the campus already built up, as opposed to sprawling into those areas currently in a natural state. An examination of the existing campus indicates that most of the developed space on campus is given over to surface parking. Rather than extending the existing development pattern into remaining portions of natural landscape, parking garages and decks should be used to free land for redevelopment

There are many places on campus where it will be desirable to preserve the native environment adjacent to proposed development. The areas surrounding Goose Lake and Mosquito Lake, as well as the Chester Creek corridor are prime examples. It is extremely difficult to recreate our Alaskan landscape. Plant material grows slowly and the eco-systems are fragile. The very act of opening a forested area for a building footprint alters the growing conditions to the point that plant communities found on the site are unlikely to grow there again. As a result, the concept

of “preservation landscaping” focuses on minimizing site disturbance through limited clearing and working with existing grades to reduce the impacts of cuts and fills associated with new construction. It is unrealistic to propose the rehabilitation of native landscapes in disturbed areas, except in isolated cases. The effort is very expensive and success is limited. Preservation landscaping is proposed for the perimeter of campus, where development abuts wooded or wetland areas.

### ***Campus Landscaping***

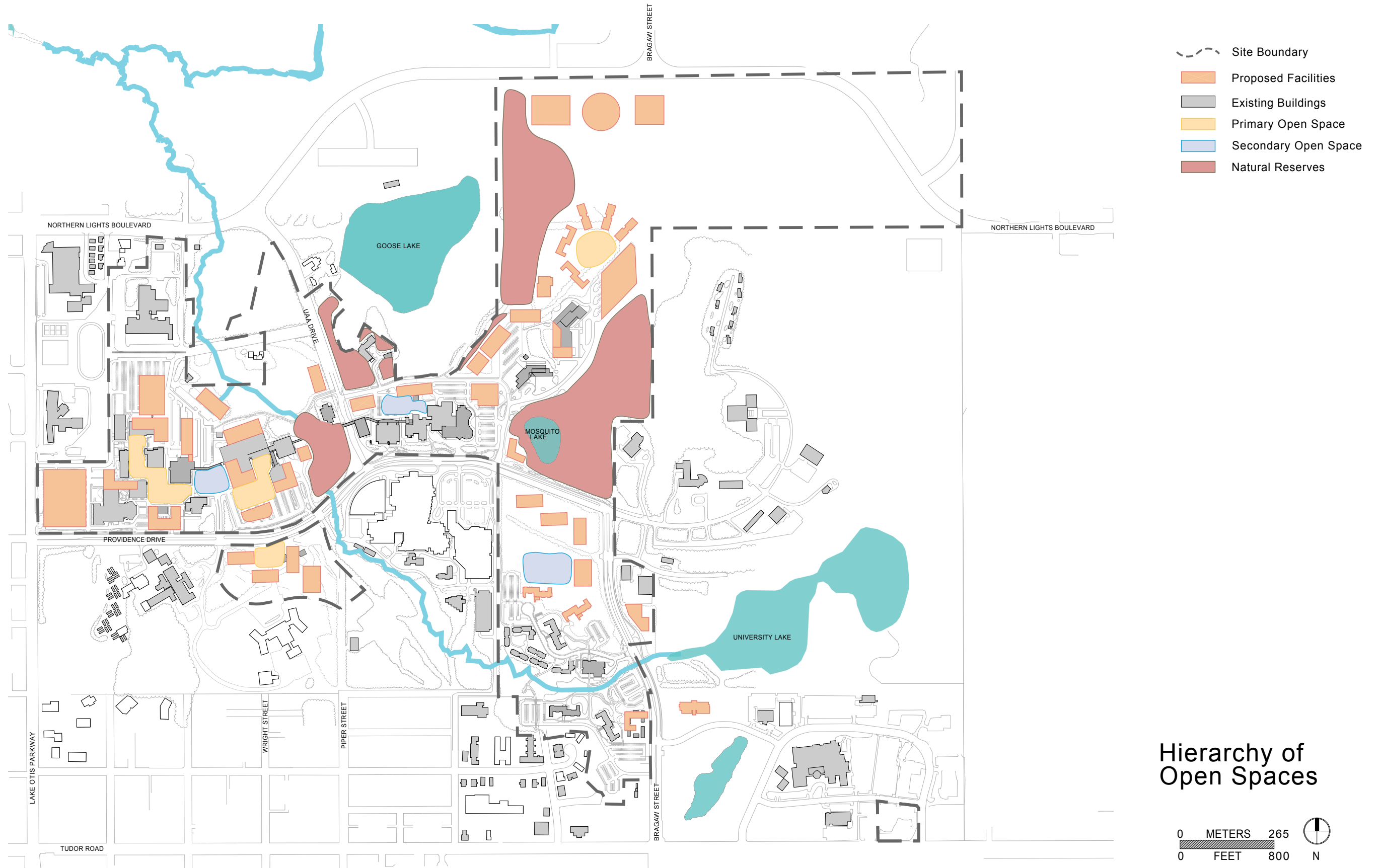
Campus landscaping refers to ornamental landscaping currently found throughout the campus. New outdoor spaces created through facility construction should receive this type of landscape. It would consist of lawn areas and ornamental plantings near the buildings consistent with the rest of the campus. These new exterior pedestrian spaces should include suitable connecting walkways, pedestrian amenities, wayfinding signage, and a continuation of the public art, which is a strong component of the campus identity.

A key consideration in developing campus landscaping is an effort to work with the Facilities Maintenance Department to help minimize long-term maintenance requirements. The installation of automated irrigation and the inclusion of trees and shrubs in planting beds are two means of working toward that objective. A primary goal of campus landscaping is to extend the style and character of existing landscaping into newly developed areas.



*Ornamental plantings in the West Campus demonstrate which flowers and shrubs thrive in the Anchorage Bowl.*





## Hierarchy of Open Spaces

# Environmental Site Characteristics



Chester Creek during the winter season.

## General Site Development

The proposed concept for future development of facilities is influenced by a number of environmental site characteristics: in particular, by wetlands and wildlife movement corridors. UAA Campus Site Development Factors (see map overleaf) illustration summarizes these environmental site characteristics.

## Wetlands

The Anchorage Wetlands Management Plan (1996) has identified wetland functions based on the unique characteristics of Anchorage wetlands. In order to classify the ecological functions and values of these wetlands, an assessment methodology was developed based on common wetland functions such as sediment trapping, flood retention, erosion control, nutrient retention and transport, fish and wildlife habitats. Also considered were social values such as recreation and nature appreciation. Each component was assigned a value based on its inherent importance to a wetland function. Wetlands which score the highest are categorized as Class “A” wetlands. Class “B” wetlands generally score in the mid-range, and Class “C” wetlands score in the low range.

Placing fill in any classified wetlands has regulatory requirements and permit procedures under both the U.S. Army Corps of Engineers (USACE) and the Municipality of Anchorage (MoA), and requires some degree of mitigation. The level of mitigation required varies with wetlands classification, loss of wetland functions, and extent of area affected. Class “A” wetlands are generally considered to be of importance to public health and safety, and are fish and wildlife

habitats of significant importance. Any placement of fill in these wetlands is considered detrimental due to their potential impacts on hydrology and water quality functions. Class “A” wetlands are considered high value, are classified for “preservation,” and should be avoided to the extent possible.

Class “B” wetlands, classified for “conservation,” possess some areas of high functional importance, and some areas of lower functions and values. Development in “B” wetlands should be limited to the less critical zones while retaining higher value areas. Losses associated with filling “B” wetlands could be expected to contribute to substantial degradation of drainage basin or watershed water quality, reductions in flood control, or loss of wildlife habitats and, in some cases, public uses.

Class “C” wetlands generally have limited functions and ecological values and are classified as “developable.” Impacts from losses of “C” sites should, however be minimized. Such sites are suitable for development with only minor constraints, provided the “C” wetlands do not immediately adjoin Class “B” wetlands.

## Soil Conditions

In 2001 the Natural Resource Conservation Service conducted a soil survey for the Anchorage Bowl. This enables potential uses of the land to be evaluated based on rated limitations of the soil. These ratings are based on restrictive soil features such as wetness, slope, texture of the surface layer, and probability of flooding. Ratings include categories of ‘not limited’, ‘somewhat limited’ and ‘very limited’. The ‘not limited’ category is favorable for development. ‘Somewhat

limited’ implies that the soil has properties that are moderately favorable to development but with some potential problems. ‘Very limited’ is reserved for areas where limitations generally require major soil removal or extensive engineering to develop the site. This is typically due to shallow depths to water, steep slopes, or organic-rich soil. The illustration defines the area encompassing very limited soil characteristics and is identified as structurally limited soils.

It should be noted that this classification system does not identify all soils with structural limitations. An example is the peat-laden soils south of Providence Drive and east of Lake Otis Parkway.

## Wildlife Habitat

Critical times of the year for fish in the local streams include periods for spawning, incubation of the eggs in the gravel, and rearing of juveniles. Critical periods for mammals are often associated with mating and reproduction activities (e.g., moose calving) or the winter period when food is in short supply. The importance of local wetlands during these critical time periods varies by species and among wetland types.

For birds that use wetlands, critical periods are generally during the nesting season when birds are incubating eggs or rearing young. To avoid or minimize disturbance during critical periods for birds, clearing of vegetation in wetlands should be avoided during nesting season, which typically occurs from mid April to late July. Waterfowl also would be protected by clearing vegetation and placing fill only before or after the nesting season, since nests could be disturbed by development activities.





Environmentally sensitive parts of the campus, notably in the northeast, will be disturbed as little as possible.

Upland habitats on UAA lands are not subject to regulatory development constraints or permits as are wetlands. However, uplands provide important habitat for wildlife (bird nesting, wildlife movement corridors for moose and bear) and use areas for public activities and recreation (open space, trails, bike paths). Raptors and many species of forest birds typically nest in upland areas during the spring and summer, therefore, limiting clearing during the nesting season would also help to minimize disturbance of these species. Wildlife habitat issues should be considered as facilities improvements are planned.

***Proposed Facilities Expansion***

Proposed facilities improvements have been located to impinge minimally on environmentally sensitive areas of the UAA campus. The proposed configuration of 2013, 2023, and other future facilities that could pose threats to sensitive areas are listed below. The potential jurisdictional processes are discussed in the *Analysis of Campus Systems in 2003* section of this document.

- The ANSEP Building could encroach on the Chester Creek riparian corridor, depending on detailed siting. A setback may be required by the Municipality of Anchorage Watershed Ordinance for a buffer of native vegetation around the perimeter of all development.
- The Chester Creek Classroom Building would not adversely affect wildlife movement in the riparian corridor, but may be determined to infringe upon a small tributary drainage to Chester Creek.
- The Sports Complex to the north of Goose Lake would be located on Class “C” wetlands and structurally limited soils. Construction of this complex would require an Individual Section 404 Permit from the USACE prior to development.

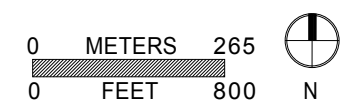
- The Fine Arts Building Expansion, North Housing, Fine Arts Building Parking Deck, and the nearby Classroom Building would be served by a footpath with limited vehicle access. This area follows the margins of Class A, B, and C wetlands. A buffer of native vegetation around the perimeter of any development would be required. Part of this development could infringe upon Class A wetlands on the west side of the complex near the Classroom Building, east of Goose Lake. Buildings inside the pedestrian circulation loop would apparently not affect any wetlands or include any structurally-limited soil areas, but could affect wildlife movement in the area. However, development of this area will not create a barrier to wildlife movement, although the lack of forest cover and presence of roads and buildings would create new obstacles for species such as moose and bear, and displace animals north towards Northern Lights Boulevard.
- The future facilities expansion of the Science and Engineering Classroom Building would probably occupy structurally limited soils. Limitations could be overcome by appropriate foundation design.





- Proposed UAA Facilities
- Existing UAA Buildings
- Waterbody
- Class A Wetlands: Preservation
- Class B Wetlands: Conservation
- Class C Wetlands: Developable
- Structurally Limited Soils
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries
- Anticipated Land Exchange from PAMC to UAA
- Anticipated Land Exchange From UAA to PAMC

## UAA Campus Site Development Factors



## Utility Services and Systems

### ***Utilities and Service***

The availability, location, and condition of all of the utility services within the campus suggest that all proposed facilities can be serviced economically. The size and proximity of West Campus facility improvements to the utility mains along Providence Drive and Lake Otis Parkway will require short, and therefore relatively inexpensive utility service connections. Such proximity to available utilities should be considered as a means of controlling costs when new development is planned.

Many utilities in the project area are 30 to 40 years old and can be expected to need replacement within the next 20 years. It is recommended that the University inventory the condition of all old utilities and develop a capital replacement plan. This effort should be undertaken in conjunction with the public utility companies, and should include planning for the replacement or expansion of both utility-owned and private infrastructure. All public utility companies contacted during preparation of this analysis expressed confidence at being able to satisfy any future UAA expansion-related demands, provided that there is enough lead-time to allow for planning, design, and construction.

This analysis relies on an initial inventory of utility information based solely on available data from UAA and the utility providers. No on-site evaluations or investigations have been made of the condition of the utilities. Specific field studies should be completed prior to scheduling replacement or expansion of existing infrastructure.

### ***Proposed Facilities Expansion***

The proposed facility expansion will require upgrades or replacements, depending on specific locations and timing. Upgrades and replacement will probably be phased. For example: utilities on the west campus are among the oldest and may become a higher priority for 2013 development. As development occurs on the south campus, connections to the existing newer utilities may be practical. The north campus may require extension of existing utility services.

Anticipated development in the south campus is in an area of newer utility systems. Development adjacent to main lines is likely to be less costly due to shorter connections, as will be connections to adjacent on-property systems.

North campus developments would require utility extension to connect to the existing UAA utility system, which would require improvements to the capacity and condition of the existing systems. The relative distance from main-lines indicates that extensions from existing services may be more favorable.

The demands of facilities improvements through 2023 and beyond are likely to exceed the capacity of many existing on-campus utilities. Collaboration with the utility companies in progressive upgrade and replacement of existing systems will provide the most efficient opportunity to expand campus facilities.

Underground electrical service is recommended.

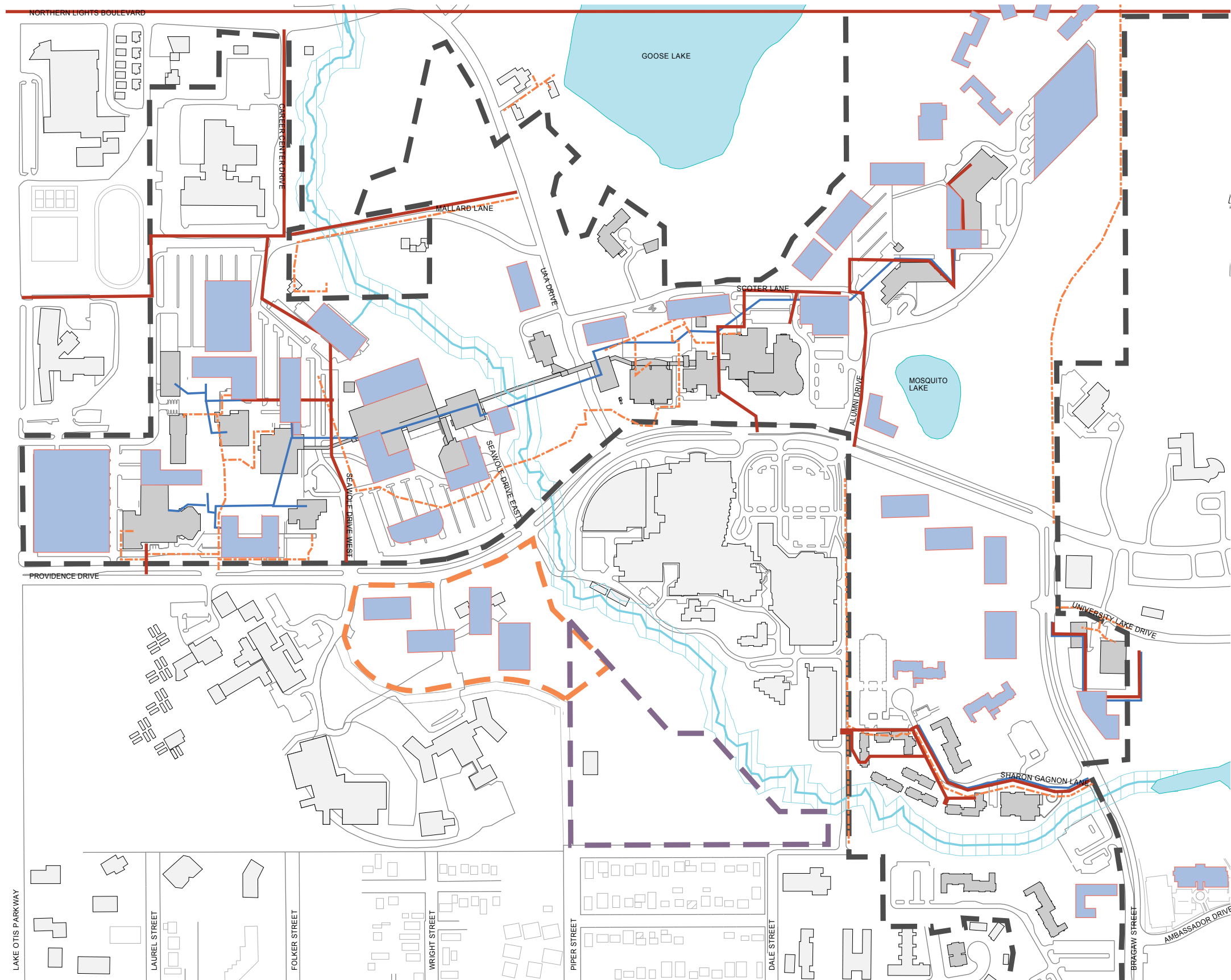
Underground service generally provides for more protection to critical units. Since adoption of the Goose Lake Plan in 1983, MoA has recommended removal of power lines over Goose Lake to an underground route along Northern Lights Boulevard.

Although adherence to code requirements will dictate the design and location of future utility service connections, a general philosophy of upgrade and replacement can be adopted. As the current utility systems age and require replacement, the opportunity to straighten utility runs, combine services and increase capacity will present itself. New technologies offer the opportunity to have more dependable, resilient utility lines offering an excellent option as aging systems are replaced.

Aerial photographs reveal how long it takes for the natural landscape to recover from utilities operations (see ‘Campus History’ chapter). To the extent possible, all utilities should be routed through previously disturbed alignments, and should avoid protected and conserved natural areas.

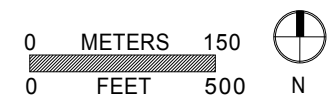


*An existing natural gas utility corridor travels through an existing wetland on the UAA campus.*

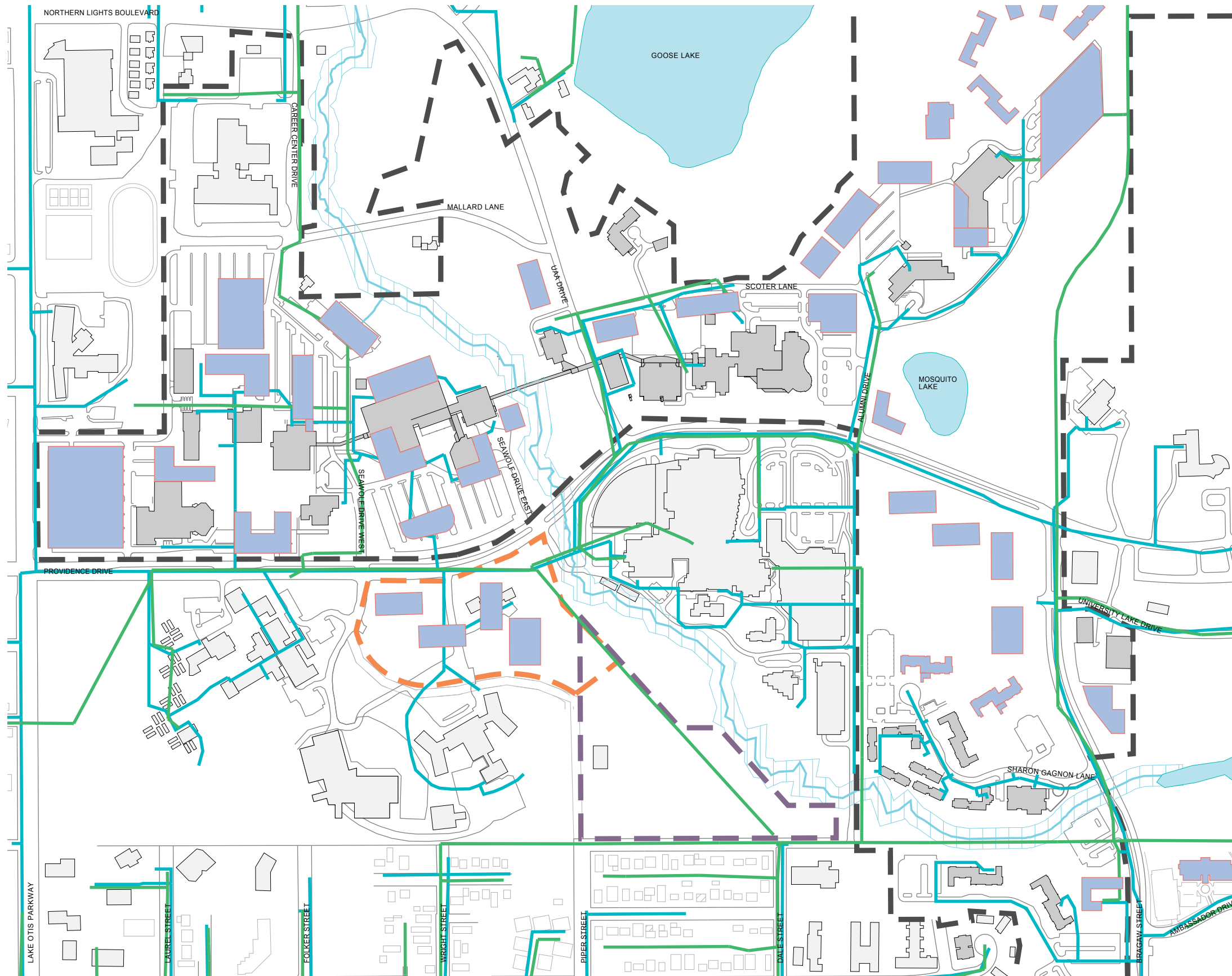


- Natural Gas Alignment
- Electrical Utility Alignment
- Fiber Backbone Utility Alignment
- Proposed UAA Facilities
- Existing UAA Facilities
- P Proposed Parking Facilities
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries
- Anticipated Land Exchange from PAMC to UAA
- Anticipated Land Exchange from UAA to PAMC

## Dry Utilities Alignments







- Water Alignment
- Sewer Alignment
- Proposed UAA Facilities
- Existing UAA Facilities
- P Proposed Parking Facilities
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries
- Anticipated Land Exchange from PAMC to UAA
- Anticipated Land Exchange from UAA to PAMC

## Wet Utilities Alignments







## MASTER PLAN RECOMMENDATIONS

*A view of the Chugach Mountains  
from the UAA campus.*



# Challenges

*The Challenge*

The UAA campus gains a powerful identity from its natural setting; from the Chugach peaks to the east and the more distant Aleutian range to the west, the creeks, lakes and bogs with stands of black spruce and birch that occupy half the campus, and the sub-Arctic flora and fauna that inhabit the land. There is broad agreement among the University community and its neighbors that these valuable assets must be conserved. Nowhere else is a major university set in both a wild, northern landscape and a major city.

A challenge for the campus master planners has been to find a way to match this magnificence with the built environment. Pieced together from a community college, a senior college, a consortium library and a number of additional buildings, facilities sprawl over a mile from Lake Otis Parkway to the Fine Arts parking lot in the northeast, and student housing in the southeast. The prospect presented to most visitors as they approach the campus along Providence Drive is parking lots and the backs of buildings. Because buildings have been designed for different institutions over the past thirtyfive years, there is little architectural unity, or even consistency in scale or massing to identify them as belonging to a single institution of learning.

There are elements of the campus of iconic quality that help to organize its overall form. The enclosed pedestrian circulation spine is one, the lawns and gardens at the center of the western campus provide another. Yet there is no overall organizing principle evident in the configuration of buildings or their architecture.

The Challenge, as stated above, embodies seven separate and major challenges, each of which implies a series of recommendations. These may be represented as follows.



*An example of a classroom building sited to protect a natural landscape and to benefit from a tranquil outlook.*

**Challenge 1:**  
*Match the beauty of the natural setting with the built environment.*

**Recommendation:**  
Determine which zones of the campus should be conserved in their natural state. ( Developable and conservation lands are mapped here. Precise boundaries for conservation areas should be defined so that future stewards of the campus do not accidentally ignore them.)

**Recommendation:**  
Acquire and maintain natural buffers.

**Recommendation:**  
Identify major features of the natural landscape that are important to the identity of the campus and identify views of them that should be protected. (Chugach Mountains, Chester Creek, Goose Lake, wetlands and woodlands.)

**Recommendation:**  
Buildings should be attached to the natural landscape through sweeping views of it from upper storeys, and by intimate views of adjacent natural landscapes. Care should be taken to minimize disturbance of natural plant materials that will become permanent views.

**Response to the Goals and Principles:**  
The preceding actions, recommended as means of addressing Challenge 1 respond to the following Goals and Principles (see ‘Vison for UAA’ chapter):

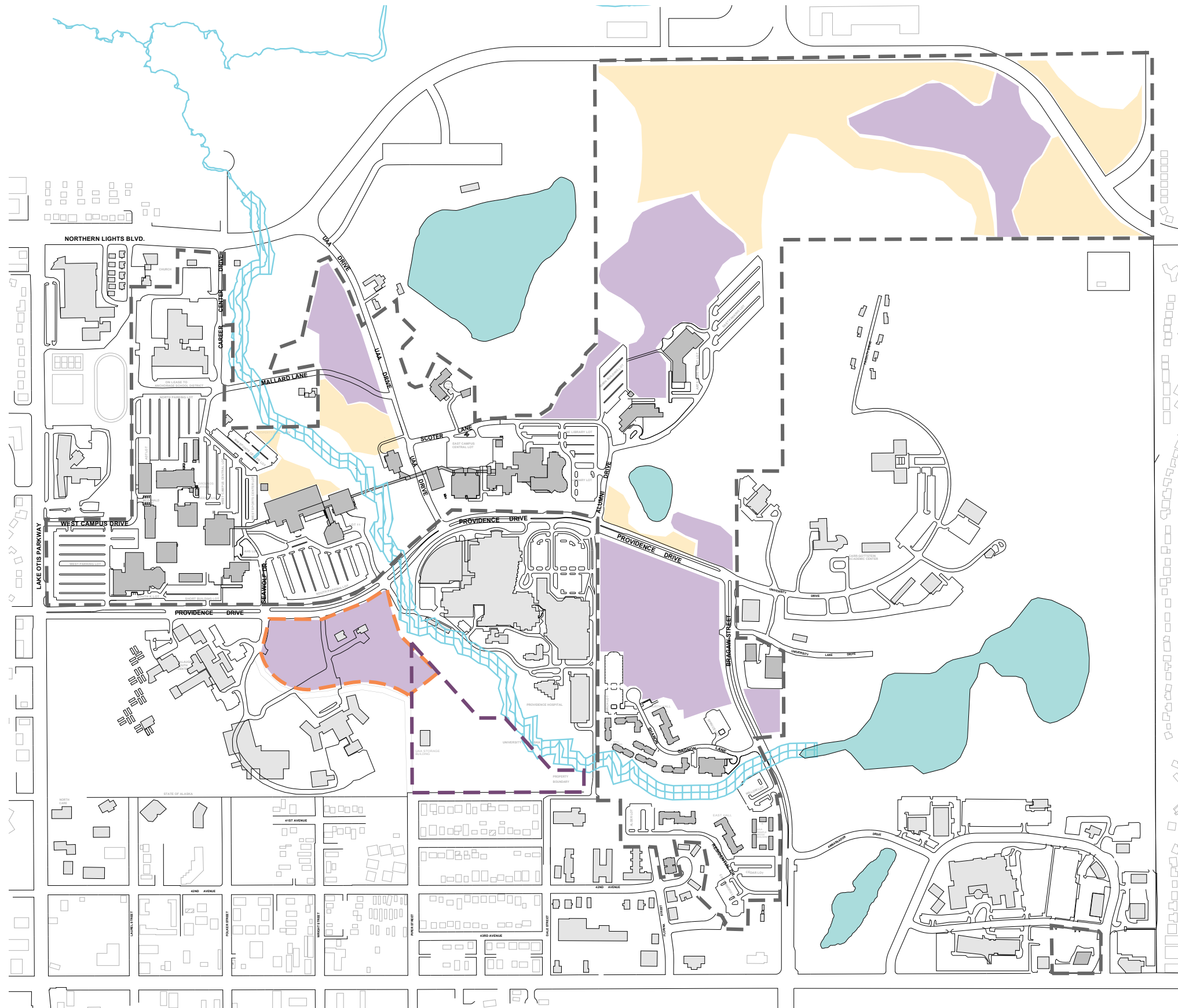
**Goal 1:** Make UAA a Model for Northern University Campuses;

**Goal 4:** Celebrate the Natural Setting of Each Campus;

**Academic and Cultural Principle 6:** Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability;

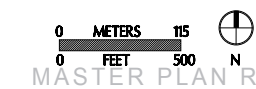
**Academic and Cultural Principle 8:** Collaborative design will create an inspirational setting and cultivate strong campus communities;

**Academic and Cultural Principle 9:** At the main campus, support the U-Med District Plan.



- DEVELOPABLE LAND, NO WETLANDS AND NO SOIL LIMITORS
- DEVELOPABLE LAND, CLASS C WETLANDS AND SOME SOIL LIMITORS
- ANTICIPATED LAND EXCHANGE FROM PAMC TO UAA
- ANTICIPATED LAND EXCHANGE FROM UAA TO PAMC

## UAA Developable Land Analysis





*This parking lot along Providence Drive will be replaced by a building that faces the street.*



*Consistent signage is a way to promote consistent identity in an otherwise diverse campus.*

**Challenge 2:**  
*Unify a campus that has been pieced together from a community college, a senior college and a number of other buildings.*

**Recommendation:**  
Create a unified image for the main campus that is reflective of the place and its cultural heritage, yet is comprised of facilities that are forward looking and practical.

**Recommendation:**  
Favor architecture that responds to conditions including limited winter daylight, sub-Arctic climatic extremes, special views, and a unique cultural heritage.

**Recommendation:**  
Consider the removal of obsolete buildings to create greater opportunities for coordinated design of each campus.

**Recommendation:**  
Adhere to a consistent architectural scale so that large and small buildings contribute to a unified image for each campus.

**Recommendation:**  
Give expression to the Arts in the architecture and landscape of each campus through integral design.

**Response to the Goals and Principles:**  
The preceding actions, recommended as means of addressing Challenge 2 respond to the following Goals and Principles:

- Goal 1:** Make UAA a Model for Northern University Campuses;
- Goal 3:** Build Quality Facilities that are Appropriate;

**Academic and Cultural Principle 1:** The University will increasingly be a driver for the economic, cultural and intellectual development of Alaska;

**Academic and Cultural Principle 4:** The University is committed to attracting and retaining Alaska’s students;

**Academic and Cultural Principle 6:** Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability;

**Academic and Cultural Principle 7:** The configuration of facilities on each campus shall stimulate energy, communication and community.

**Challenge 3:**  
*Reduce the sprawling appearance of campus facilities from Lake Otis Parkway to Fine Arts parking lot.*

**Recommendation:**  
Determine which zones of campus should be developed and which should be conserved in their natural state

**Recommendation:**  
Determine how new buildings can be sited to complement the natural landscape

**Recommendation:**  
Some buildings near the center of campus should be tall in order to conserve scarce developable land and provide visibility from outside the campus. (Additional benefit will include sweeping views of mountains and other natural landscape features)

**Recommendation:**  
Decide which emerging graduate programs should be located on the periphery of campus and which should be integrated into the undergraduate campus core.

**Recommendation:**  
Regularly review the status of programs in order to evaluate growth potential and whether the current location of each can accommodate expansion.

**Recommendation:**  
Create compact groups of facilities on campus that are effectively interconnected.

**Response to the Goals and Principles:**  
The preceding actions, recommended as means of addressing Challenge 3 respond to the following Goals and Principles:

- 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;

**Academic and Cultural Principle 3:** Our academic directions embrace diversity in a university setting, modeling community and fellowship;

**Academic and Cultural Principle 6:** Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability;

**Academic and Cultural Principle 7:** The configuration of facilities on each campus shall stimulate energy, communication and community.

**Academic and Cultural Principle 8:** Collaborative design will create an inspirational setting and cultivate strong campus communities.

**Academic and Cultural Principle 9:** At the main campus, support the U-Med District Plan.



**Challenge 4:**  
*Visitors approaching the campus from Providence Drive are first confronted by parking lots and the backs of buildings.*

**Recommendation:**  
Provide sufficient parking that is both convenient and unobtrusive, and does not compromise pedestrian circulation.

**Recommendation:**  
Parking should be peripheral to the campus and away from Providence Drive. More remote lots can be made accessible using the shuttle.

**Recommendation:**  
Orient building entrances towards pedestrian approaches, not parking lots..

**Response to the Goals and Principles:**  
The preceding actions, recommended as means of addressing Challenge 4 respond to the following Goals and Principles:

**Goal 3:** Build Quality Facilities that are Appropriate;

**Goal 5:** Build Community with Neighbors;

**Academic and Cultural Principle 3:** Our academic directions embrace diversity in a university setting, modeling community and fellowship;

**Academic and Cultural Principle 4:** The University is committed to attracting and retaining Alaska’s students;

**Academic and Cultural Principle 7:** The configuration of facilities on each campus shall stimulate energy, communication and community.

**Academic and Cultural Principle 8:** Collaborative design will create an inspirational setting and cultivate strong campus communities.

**Academic and Cultural Principle 9:** At the main campus, support the U-Med District Plan.

**Challenge 5:**  
*The campus has little architectural unity. (This is related to Challenge 2)*

**Recommendation:**  
Develop and implement a comprehensive set of architectural design guidelines for the campus to address siting, orientation, functionality, sustainability, maintenance, image and scale.

**Recommendation:**  
Architecture should respond to the particular climatic and cultural qualities of this sub-Arctic city. Buildings should welcome scarce winter sun, yet should moderate the heat of the summer sun.

**Response to the Goals and Principles:**  
The preceding actions, recommended as means of addressing Challenge 5 respond to the following Goals and Principles:

**Goal 1:** Make UAA a Model for Northern University Campuses;

**Goal 3:** Build Quality Facilities that are Appropriate; Academic and Cultural Principle 6: Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability;

**Academic and Cultural Principle 7:** The configuration of facilities on each campus shall stimulate energy, communication and community.

**Challenge 6:**  
*The buildings lack consistency to identify them as part of a single institution. (This is related to Challenges 2 & 5)*

**Recommendation:**  
The University should establish and maintain its identity within the U-MED district.

**Recommendation:**  
Consistency will have to be achieved through careful orchestration of new buildings and remodeling efforts, and through careful husbanding of natural features.

**Recommendation:**  
Building materials and colors should be drawn from a consistent palette, as elaborated in the Architectural Design Guidelines.

**Recommendation:**  
Implement the way-finding system. Consistent signage is a way to promote consistent identity on an otherwise diverse campus.

**Response to the Goals and Principles:**  
The preceding actions, recommended as means of addressing Challenge 6 respond to the following Goals and Principles:

**Goal 1:** Make UAA a Model for Northern University Campuses;

**Goal 3:** Build Quality Facilities that are Appropriate;

**Academic and Cultural Principle 6:** Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability;

**Academic and Cultural Principle 7:** The configuration of facilities on each campus shall stimulate energy, communication and community.

**Academic and Cultural Principle 9:** At the main campus, support the U-Med District Plan.

**Challenge 7:**  
*There are no overall organizing principals evident in the configuration of buildings or their architecture. (This is related to Challenges 2, 5 & 6)*

**Recommendation:**  
Capitalize on existing secondary organizing elements: the enclosed pedestrian spine, the open lawn and gardens of the west campus, and the stands of black spruce and birch trees.

**Recommendation:**  
Identify the edge of campus and establish a green buffer to separate campus from outside encroachment.

**Response to the Goals and Principles:**  
The preceding actions, recommended as means of addressing Challenge 7 respond to the following Goals and Principles:

**Goal 1:** Make UAA a Model for Northern University Campuses;

**Goal 3:** Build Quality Facilities that are Appropriate;

**Goal 4:** Celebrate the Natural Setting of Each Campus;

**Academic and Cultural Principle 6:** Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability;

**Academic and Cultural Principle 7:** The configuration of facilities on each campus shall stimulate energy, communication and community.

**Academic and Cultural Principle 8:** Collaborative design will create an inspirational setting and cultivate strong campus communities.

# Policy Recommendations

**Recommendation 1 - Efficient Use of Land**

UAA enrollment is projected to double over the next twenty years, and similarly vigorous growth can be expected of neighboring institutions and communities. Pressure will mount for the development of any and all legally developable land. An immediate priority, therefore, is for UAA to determine which parts of its campus can and should be developed, and which should be conserved in their natural state. Are there any adjacent properties that should be acquired to maintain key natural buffers? The recently adopted U-Med Plan has imposed zoning protections on certain high value natural areas, such as Chester Creek and its wooded margins. A task of the campus master plan is to determine what other areas merit long term protection, and conversely, how new facilities can be sited, oriented and configured to complement the natural landscape.

**Policy:** Configure facilities projected to be needed over the next twenty years so that they can function efficiently with existing facilities. Create compact groups of facilities within the landscape that are effectively interconnected. Parking should be peripheral to these; convenient yet unobtrusive.  
*Commentary: Long winters demand close proximity of buildings for easy and comfortable circulation between them. Parking should be peripherally located so that it does not lengthen trips between buildings. While buildings should be close to one-another, they should be sufficiently spaced to take full advantage of winter daylight and views.*

**Responds to Goal 2:** Accommodate and Integrate Substantial Growth.

**Policy:** Identify major features of the natural landscape that are important to the identity of UAA, and identify views of them that should be protected.  
*Commentary: Major features include the Chugach peaks, Goose Lake and its surrounding wetlands, Mosquito Lake, Chester Creek and associated woodlands. Views of these are valuable assets to be exploited by appropriate orientation of buildings and placement of windows.*

**Responds to Goal 4:** Celebrate the Natural Setting of Each Campus

**Policy:** Identify long term edges of campus development and conserve or plant green buffers to protect and separate facilities from future outside encroachments.  
*Commentary: The image of an urban university in a wild Alaskan landscape is compelling but incomplete. By extending that landscape as a green buffer around the perimeter of development, the identity of the campus will be strengthened. In some places, plantings will literally extend the natural landscape; in others, more controlled, man-made landscaping will be appropriate.*

**Responds to Goal 1:** Make UAA a Model for Northern University Campuses.



*The west campus buildings are sited in close proximity which allows for quick access between them during severe winter conditions.*



*Alumni Drive forms an edge to Mosquito Lake and its surrounding wetlands.*





*The new library addition is an imaginative example of northern sub-Artic architecture.*

***Recommendation 2 - Campus Identity***

As UAA and its neighboring institutions continue to grow, the whole U-Med district will assume the appearance of a single huge and diverse campus. There are aspects of this that will benefit UAA, such as the practical training opportunities available to students at PAMC, API, MYC, ANTHC and APU. The collective strength of these institutions, together with UAA, give the whole a scale and importance of national significance. However, it is nonetheless important that UAA should maintain its identity within this complex. Literal gateways are not an appropriate means of identification because of the dispersed configuration of the campus, and the shared use of approaches with the other institutions. However, other strong visual signals can distinguish the university from its neighbors. One means is the recently adopted way-finding system that will visually unify everything from monument signs and banners to building and room identification. Another opportunity is the appearance of the buildings themselves.

Architecture offers one of the strongest means of conveying the pride and purpose of an institution. Mention any of the great university campuses, and the image that probably comes to mind is of a consistent and characteristic architecture – Yale, Virginia, Stanford, Duke; or even smaller colleges such as Reed, Earlham, Occidental or Whitman. Consistency in architecture is sometimes the result of purposeful design from the inception of the institution, and sometimes it is achieved through careful orchestration of new building and remodeling efforts.

UAA has a very mixed architectural heritage, but is about to embark on two decades of building and

rebuilding that have the potential to transform the appearance of the campus. Discussions of values among the University community have confirmed a conviction that the architecture of the campus should gain consistency in some particular ways. The buildings should be unequivocally of a northern, sub-Arctic city. They should welcome scarce winter daylight, yet should moderate the heat of the summer sun. Buildings should be attached to the natural landscape through sweeping views of it and more intimate, close-in views. Some should be tall structures, conserving scarce developable land near the center of the campus, and providing visibility to the campus from outside the district. Building materials and colors should be drawn from a consistent palette that can cope with climatic extremes, and properly represent the University’s aspirations to ever greater quality in what it does.

**Policy:** Develop and implement a comprehensive set of Architectural Design Guidelines for the campus.

*Commentary: The Guidelines should both critique existing principal buildings, and respond to the desired characteristics of future buildings outlined above. They should address issues of siting, orientation, functionality, sustainability, and maintenance as well as image and scale.*

**Responds to Goal 3:** Build Quality Facilities that are Appropriate.

**Policy:** Implement fully the adopted way-finding system.

*Commentary: Consistent signage is a relatively inexpensive way to confer consistent identity on a diverse and scattered campus. Architectural consistency will take much longer to achieve.*

**Responds to Goal 1:** Make UAA a Model for Northern University Campuses.



**Recommendation 3 - Prioritizing Facility Improvements**

The *Preferred Concept* included in this master plan reflects a consensus on the facilities that are likely to be necessary to meet academic and student life needs over the next twenty years. There are many variables that could change the mix and priority of facilities improvements, notable among them is a significant change in enrollment growth rates, and the unpredictability of project funding. That being so, it would be prudent for the University to be in a position to implement any of its high priority improvements however soon favorable circumstances might occur. For this reason, it is recommended that the top priority projects be confirmed, and programming of space needs for each be undertaken immediately.

**Policy:** Identify top priority facility improvements and proceed with definition of programmatic needs for each immediately.

*Commentary: Advance programming of top priority projects will reduce start-up time, and will provide a sound basis for construction budget estimates.*

**Responds to Goal 1:** Make UAA a Model for Northern University Campuses; and to Goal 3: Build Quality Facilities that are Appropriate.

**Policy:** Conduct site alternatives analyses for top priority facility improvement projects, and identify ancillary improvement costs.

*Commentary: Advance site selection will provide important cost information on site related costs, such as replacement of displaced circulation, parking or other facilities.*

**Responds to Goal 1:** Make UAA a Model for Northern University Campuses; and to Goal 3: Build Quality Facilities that are Appropriate.

**Recommendation 4 - Long Range Planning**

As a University grows and matures, programs necessarily become broader in their reach; graduate and post-graduate programs gain in importance. Keeping and retaining quality faculty sometimes requires a commitment to research, either within the University or in nearby public or private ventures. These changes should be anticipated, and some are already being addressed. The university should be very deliberate in its policy to encourage graduate schools and research facilities to develop in locations peripheral to the undergraduate core of the campus, or should purposely and carefully integrate them.

Many institutions have chosen peripheral locations for such pragmatic reasons as availability of parking and flexible development sites. Some have subsequently regretted the lost opportunities that integration with undergraduate programs can bring. Among those lost opportunities are better student retention, due to engagement with research and with workplace experienced peers, and access to special equipment; raised undergraduate instruction standards through exposure to post-graduate faculty and equipment; the availability of quality adjunct faculty drawn from advanced degree students and researchers; the ability of researchers to attract funding from sources not otherwise available to the University.

It may be decided that certain graduate programs and researchers belong within the campus proper, and that others properly belong elsewhere in the community. Clearly this decision will have a direct effect on the disposition of building sites and facilities over developed portions of the campus. Until the nature of each program is known, a decision cannot be made, so it is recommended only that inclusion of such facilities

be anticipated, and that efforts be made to understand their nature and imminence as each major decision on land use is made in implementation of the campus master plan.

**Policy:** Review the status of graduate programs and research on a regular basis, and plan for inclusion of appropriate facilities accordingly.

*Commentary: Some graduate programs, such as the Master of Arts in Teaching, have the potential to grow substantially, so sites should be capable of accommodating expansion.*

**Responds to Goal 1:** Make UAA a Model for Northern University Campuses; to Goal 2: Accommodate and Integrate Substantial Growth; and to Goal 3: Build Quality Facilities that are Appropriate.



*The existing athletic and recreation facilities are a priority for improvement due to the high demand for usage and enrollment pressures.*

# Key Design Guidelines and Standards

## 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. Recognize established campus neighborhoods and districts within the campus and in adjoining parts of the Municipality of Anchorage.
2. Develop the edges of campus as connections to the University Medical District that encourage community rather than separating it from the University.
3. Respond to the proposed character of the campus core.
4. Site and orient buildings to respect established axial relationships to other buildings and to features of the landscape. Recognize and respond to opportunities to create additional relationships.

5. Ensure that refinement of building siting and configuration does not compromise the siting of future facilities shown on the 2023 plan.
6. Acknowledge the primacy of people on foot in the design of buildings and associated open spaces throughout the campus.
7. Locate service access so that vehicular routes conflict minimally with pedestrians and bicycles.
8. Locate 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.
9. Align buildings with relevant setback lines, acknowledging street grids where appropriate.
10. Orient building entrances and building façades with view corridors.
11. Identify potential views from within proposed buildings, and orient windows to take full advantage of them.
12. Orient buildings to minimize solar gain and maximize usable daylight
13. Buildings should be sited, oriented and configured to take advantage of natural ventilation opportunities.
14. Favor defined and recessed window openings to ameliorate the apparent scale of walls and limit solar gain.
15. Limit blank walls at ground level, to increase visual interest and to provide oversight of walkways for safety.
16. 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 that landscape master plan, 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. Limit the height of buildings on the south side of campus along Providence Drive to admit sun and daylight to buildings and open spaces north of them. Locate tall buildings where their shadows will not degrade important occupied spaces.
3. 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.
4. Limit sheer building height to that of ‘classic’ and adjacent buildings on campus, with taller elements stepping back from frontages.

5. Use roof forms that effectively screen rooftop equipment from views from taller buildings.
6. Screening of equipment in, on or adjacent to buildings should be fully integrated with the architecture of each building.
7. Use of quality building materials of known longevity, such as masonry, stone, tile, precast concrete, glass, and metal.
8. Exceptions to long-life building materials may be made for reasons of consistency with historic structures, and in the cases of lesser, utilitarian structures.
9. Select building material colors that enhance the quality and efficiency of the built environment.
10. 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.





*The Administration and Humanities Building successfully utilizes usable daylight and is oriented for views to the Chugach Mountain Range.*



*An existing foot bridge crossing Chester Creek is an example of minimizing impacts on the important natural features of the UAA campus.*

*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 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 with unlit spaces.
3. Extend streets and pathways across campus boundaries into the u-med district.
4. Preserve the open character of the site
5. Avoid management practices that contribute to the degradation of water quality.
6. Emphasize native plantings in naturalistic patterns.
7. 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.
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.
18. Incorporate automated irrigation into all new facility designs.

*Circulation Guidelines*

1. Give priority to walking over all other circulation modes within the campus and on its district 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.

*Parking Facilities Guidelines*

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.
5. Provide for snow storage or disposal without significantly reducing the parking supply.
6. Provide convenient and efficient garage design with safe entries and exits for vehicles and pedestrians.
7. Where feasible, locate stair and elevator cores at the street edge for increased visibility. Provide a high degree of transparency in the hoistway and cab of elevators.
8. Adhere to safety-in-design guidelines for parking structures. Maintain good, uniform lighting and minimize opportunities for personal concealment.



#### *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 streets, open spaces, and popular destinations.
3. Construct paths with widths and materials that will accommodate expected uses. Paths adjacent to heavily used buildings, for example, may need to be larger than usual. Add width to accommodate site furnishings, lights, and other amenities that are placed on walkways.
4. Provide planting strips between sidewalks and major roadways. The planting strips provide a safety buffer and snow storage area between pedestrians and autos.
5. Avoid indirect connections that encourage shortcutting.

#### *Bicycle and Ski Access Guidelines*

1. Provide secure and weather-protected bicycle racks at all major bicycle destinations.
2. On bikeways, maintain sight distance clearances appropriate to design speeds for bicycle traffic.
3. Establish continuous, striped bike lanes along Providence Drive, Bragaw Street and UAA Drive.
4. Integrate all bicycle and ski paths with site contours and other landscape features.

#### *Public Transit and Shuttle Guidelines*

1. Provide transit stops on primary transit streets, Providence Drive, Bragaw Street and UAA Drive at the beginning of a block to allow buses to get through intersections and have the remainder of the block to change lanes if necessary.
2. Allow buses to stop and go from the right hand lane, providing widened sidewalks for transit amenities and eliminating the need to re-enter traffic from a bus pullover zone.
3. Provide enhanced transit stop amenities at primary stops along Providence Drive, Bragaw Street and UAA Drive. Include route and time information, larger shelters with natural daylight and supplementary night lighting, and windscreen protection.

4. Accommodate bus and shuttle dimensions and turning parameters in the design of all current and potential transit and shuttle stops.
5. Provide for future transit and shuttle routes and stops that will give priority over other vehicles.

#### *Roadways Guidelines*

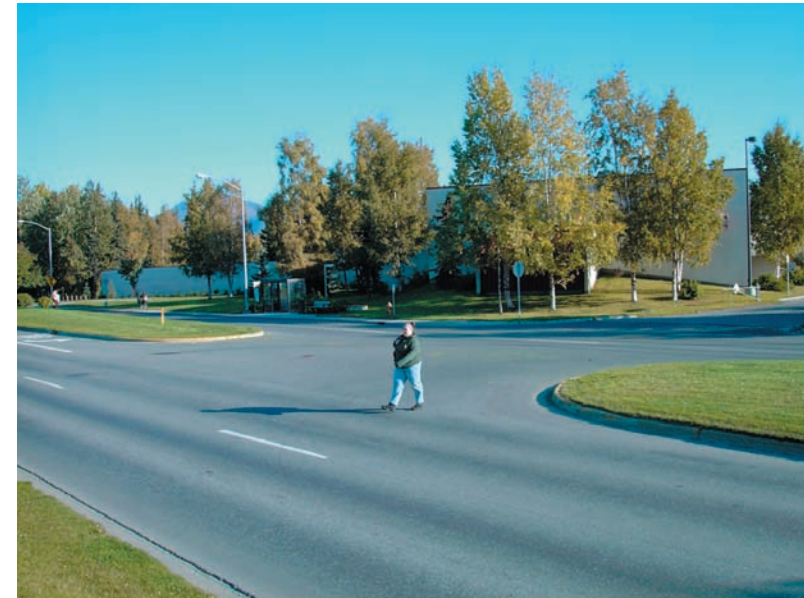
1. Design roads to encourage driving at speeds appropriate to an environment where pedestrians are present.
2. Design roads and driveways to conform to campus character.
3. Maintain sight distance clearances appropriate to design speeds for vehicular traffic.
4. Use curb radiuses appropriate to slow 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 UAA roadways with attached or detached sidewalks that will not be rendered unusable by plowed snow.
6. On busy roads, consider incorporation of bike lanes.

#### *Public Art Guidelines*

1. Use public art to identify, define and enhance streetscape, open space and building clusters.
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.



*Unsafe crossing environments to and from the UAA campus along Providence Drive offer pedestrians no protection from fast moving vehicles.*

*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. Sites on the periphery of the campus are therefore preferred.
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.

*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. This includes ski and multi-use trails as well as storage lockers and changing facilities at convenient locations in campus buildings.
4. Select building materials, systems and finishes that are durable in the sub-Arctic climate of each campus.
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 streets, driveways and parking lots are also components of the open space system.
2. Recognize and respond to the natural hierarchy of spaces among lakes, wetlands, 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 University.

*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 University, especially for spectator events.
4. Locate spectator venues close to large parking resources for the benefit of off-campus visitors.
5. Time improvements in recreational facilities to accommodate increases in University population, and be sensitive to shifts in demand for different forms of recreation.
6. Recognize the particular recreational needs of students who are resident on campus, with facilities close to residence halls – during the extremes of long winter nights and extended summer daylight..
7. Support walking, biking and skiing to campus by providing showers and lockers for participants.
8. Integrate facilities for passive recreation (video and TV, table games, reading, socializing) with other facilities throughout the University.

***Building Clusters Guidelines***

1. Co-locate functions and group buildings together to limit the need for lengthy 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 configures 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 University Activity Guidelines***

1. Use architecture, open space and signage to direct visitors to whichever campus center they seek. Examples of such centers are spectator sports, student life (including dining, study and recreation), student services, university administration, research, fine arts, health sciences, engineering, natural sciences, and humanities.
2. Recognize that different aspects of university life are each focused on different places on, and sometimes off the campus. Identify both the center and affiliated facilities serving each aspect, and configure new facilities and connections to enable all such centered systems to function effectively.
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 center.
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.







## MASTER PLAN IMPLEMENTATION

*View from an existing trail between  
UAA student housing and the  
Consortium Library.*

***Capital Improvements Plan***

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

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.

The CIP is 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 site that are described include applicable Municipality of Anchorage 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 expandability. 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 expandability 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 the UAA Campus Master Plan can be implemented through application of the objectives, design principles, and key design standards and 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.



### ***Periodic Updating of the Master Plan***

This campus master plan updates and replaces one which was formulated in 1990 and published the following year. Although most of the buildings represented in the 1991 document are still in use, many other conditions have changed significantly. It is those changes, which have occurred incrementally over the years, that have overtaken the assumptions of the old master plan, rendering it inadequate to deal with the eventualities of the next decade and beyond. Collectively, those changes are great enough to merit a complete rewrite of the 1991 master plan.

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 the Municipality of Anchorage.

It is important that the master plan should be responsive to changes in circumstances, rather than lagging behind them. It is therefore recommended that an entity in the University administration 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. Commonly this responsibility is given to a senior vice president.

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 siting 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.



**APPENDIX**



Scope of Work

# Existing and Pending Parking Regulations

The Municipality of Anchorage’s land use code (Title 21 of the Anchorage Municipal Code) establishes zoning districts with permitted uses (AMC 21.40), along with off-street parking requirements for permitted uses (AMC 21.45.080).<sup>1</sup> Alaska State law (AS 35.30.020) requires state departments to “comply with local planning and zoning ordinances and other regulations in the same manner and to the same extent as other landowners.” Thus, these MOA land use code requirements apply to UAA campus facilities.

The University of Alaska Anchorage campus is now zoned as a “public lands and institutions” (PLI) district. This zoning status will continue if the Draft Universities and Medical District Framework Master Plan is adopted as part of the MOA comprehensive plan. Among permitted principal uses and structures in a PLI district are many typical campus facilities: educational institutions, libraries, government office buildings, public recreational facilities, open space and land reserves, and child day care facilities. The PLI district also permits accessory uses related to principal uses and structures<sup>2</sup> and certain conditional uses, most notably off-street parking spaces or structures.

The land use code requires provision of off-street parking spaces for various uses according to numerical standards set out in AMC 21.45.080. The code also establishes design standards common to all uses. As a rule, required off-street parking spaces must be provided on the same lot as the main building served, or on an abutting lot.

Simple calculation of required off-street parking spaces for UAA campus facilities is complicated by the fact that the list of uses with off-street parking requirements does not correspond to the list of uses permitted in PLI districts. Thus, some typical campus uses permitted in PLI districts (e.g., libraries, mixed-use buildings, open space) do not have specified parking space requirements. These uses are instead addressed in an “Other uses” clause that allows some room for interpretation in application<sup>3</sup>.

Various subsections of AMC 21.45.080 establish the following parking space requirements for typical campus facilities:

<sup>1</sup> Title 21 is now undergoing a major review and revision. Among changes being considered are redefinition of use classifications and revision of off-street parking space requirements.  
<sup>2</sup> Permitted accessory uses and structures are defined in relevant part (AMC 21.40.020(C)(2)) as “(u)ses and structures which are necessary or desirable adjuncts to permitted principal uses and structures, where such accessory uses and structures are under the management or control of the organization or agency responsible for the permitted principal use or structure.”  
<sup>3</sup> AMC 21.45.080(V) gives these guidelines for other uses and mixed uses: “In the case of a use not specifically identified in this section, off-street parking facilities shall be the same as the use described in this section which is most similar. In the case of mixed uses, the total requirement for off-street parking facilities shall be the sum of the requirements for the various uses computed separately.”

<i>Use or Structure</i>	<i>Required Parking Spaces</i>
Classroom buildings	1 space per 300 sf of enclosed floor space or 1 space per 3 classroom seats, whichever is greater.
Auditoriums, theaters, assembly rooms	1 space per four seats
Offices	1 space per 300 sf of GBAA/
Student Dormitories	1 space per two rooms
Student Apartments	1¼ to 2½ spaces per unit depending on unit size
Gymnasiums	1 space per 300 sf of GFAB/
Health services facilities	1 space per 250 sf of GBAA/
Warehouses/storage buildings	1 space per 1,000 sf of GBAA/
Restaurants	1 space per 3 seats
Retail establishments	1 space per 300 sf of GBAA/
Pre-school and daycare facilities	1 space per 400 sf of GBAA/ plus 1 space per 800 sf of GBAA/
Other uses	Same as for most similar listed use
Mixed uses	Sum of requirements for individual uses separately computed

a/ GBA: gross building area  
b/ GFA: gross floor area