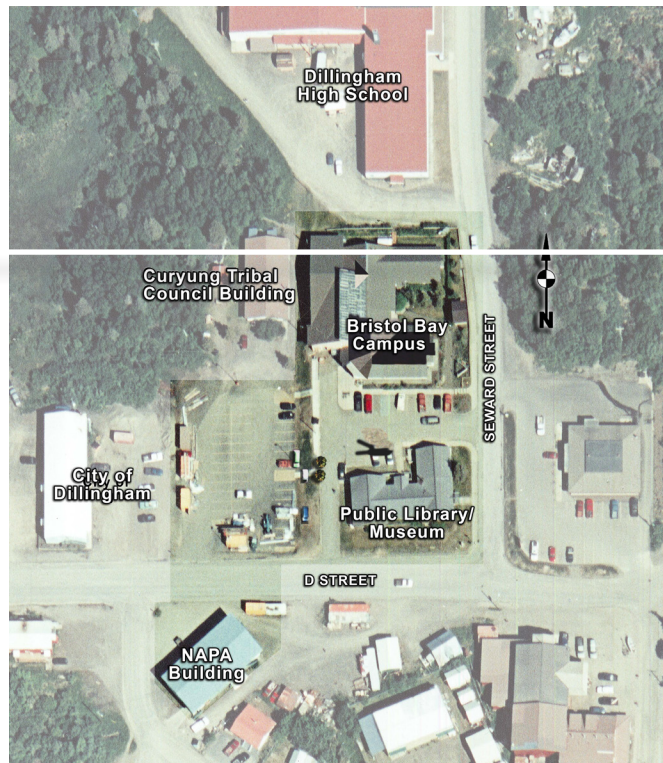




Bristol Bay Campus Master Plan

University of Alaska Fairbanks
2013



APPROVED:
Per Board of Regents
Meeting of the Full Board
February 2013



Bristol Bay Campus Master Plan

University of Alaska Fairbanks
2013

Planning Team:
University of Alaska Fairbanks Master Planning Committee
USKH Inc.





Bristol Bay Campus
University of Alaska Fairbanks

CRCD Master Planning Update

Background, Vision, Purpose, and Key Goals and Actions of The Campus Master Plan Update

The College of Rural and Community Development (CRCD) is one of the eight major academic units of the University of Alaska Fairbanks (UAF). The college reaches out to 160 communities through its five rural campuses and the UAF Community & Technical College, Fairbanks. The Chukchi Campus in Kotzebue serves the upper northwest area of the state, The Interior-Aleutians Campus serves the Interior and the Aleutian Chain, The Northwest Campus located in Nome serves the outlying communities in the Bering Straits region of Alaska, The Kuskokwim Campus in Bethel is the hub of the southwest Delta, and The Bristol Bay Campus located in Dillingham serves the southwestern region of Alaska.

CRCD houses the Center for Distance Education, Department of Alaska Native Studies & Rural Development, Department of Developmental Education, Child Development and Family Studies Program, Rural Student Services, and Rural Alaska Honors Institute.

The CRCD campuses provide general education at the certificate, associate, bachelor's and master's degree levels. CRCD also offers occupational endorsements that meet high demand job areas in Alaska.

CRCD has just completed the updates to their first Campus Master Plans, which were completed in 2006. Much growth and development has taken place over the previous five years. The campuses have experienced significant growth in enrollment and graduation. They are offering more courses through distance learning and continue to increase access to education throughout Alaska.

The community campus directors, staff, faculty and students have been involved with their partners including the regional nonprofits, school districts, cities, hospitals, Community Development Quota (CDQ) programs, corporations and private entities to determine the future direction and need of their respective campus.

I applaud the efforts of the community campus personnel and the UAF Facilities Services staff that have given much of their time and effort to bring this plan forward.

Campus Facility Master Plan Update
2013



Bernice M. Joseph
*Vice Chancellor
for Rural, Community
and Native Education*



Bristol Bay Campus
University of Alaska Fairbanks

The primary purpose of the Campus Master Plans is to define a framework of opportunities within which the campuses, university, city, and state leaders can make future decisions on upgrading existing systems and accommodating new facilities, thus creating an exciting and inviting campus environment.

The Campus Master Plans address the challenges and opportunities before us, including a rising demand for more sophisticated and technologically enriched academic facilities, a need to address the deferred maintenance backlog, and the need for collaborative planning. CRCD is not alone in addressing these challenges.

The Campus Master Plans seek to identify the learning contexts of the communities we serve, organizational strategies, and future space needs that respond to a dynamic and changing environment.

The faculty, staff, and advisory councils of the campuses strive to deliver the highest quality education possible from locations across the state. By engaging with our communities and developing programs that respond to their needs, we are meeting the training and workforce needs of our state.

CRCD is looking to the future and to become a more essential partner in moving our state forward. With over 80% of the nation's jobs in the vocational and technical sectors, we view our role in training Alaskans for Alaska's jobs as critical.

CRCD has been active in developing post-secondary opportunities and partnerships with K-12 through dual credit offerings, summer camp experiences, and tech prep agreements in areas of health, construction trades, applied business and other career pathway opportunities.

I hope you will find our master plan informative and reflective of the needs of your communities. I welcome any feedback and recommendations you may have that would help strengthen our programs and offerings.

Bernice M. Joseph,

Executive Dean and Vice Chancellor





Mission

The Bristol Bay Campus, College of Rural and Community Development of the University of Alaska Fairbanks, seeks to provide educational opportunities through which Alaskans, particularly Alaska Natives and rural residents, are empowered to effect social and economic changes in their communities as well as to protect and enrich the quality of their lives and culture.

University of Alaska Board of Regents - Policy Reference Table

The University of Alaska Fairbanks and the College of Rural and Community Development, in moving towards envisioned growth and expansion of educational programs, has prescribed a master planning effort for each rural campus to assure that the requisite physical facilities will be available to support future academic goals.

This master plan update was developed in accordance with University of Alaska Board of Regents Policy 05.12.030, which is provided in Appendix A. To show where each policy element is addressed within this document, Table 3 (Page 47) highlights where this element is covered in the Bristol Bay Campus Master Plan Update, by section and page number.

05.12.030 Campus Master Plans (09-19-08)

- A. **Intent:** The administration will develop and present to the Board for adoption, a campus master plan for each campus. The purpose of the updated master plan is to provide a framework for implementation of the academic, strategic, and capital plans.
- B. **Contents:** A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

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

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

D. **Purpose and Function; Renovations**

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

Campus Master Plan Updates Required Elements

BOR 05.12.030 B: Where each element is covered in the Bristol Bay Campus Master Plan Update (by section and page). See Table 3 in Appendix A (page 47).



BRISTOL BAY CAMPUS





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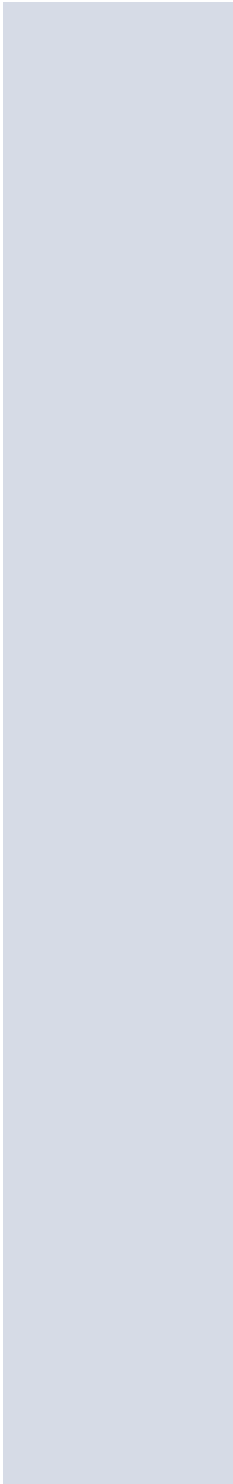
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ACRONYMS

ABE/GED	Adult Basic Education/General Education Development
ADA	Americans with Disabilities Act
ANCSA	Alaska Native Claims Settlement Act
BBC	Bristol Bay Campus
BBESL	Bristol Bay Environmental Science Laboratory
CRCD	College of Rural & Community Development
DDC	Division of Design and Construction
EDA	U.S. Economic Development Administration
HUD	U.S. Department of Housing and Urban Development
LEED.....	Leadership in Energy and Environmental Design
MAP	Marine Advisory Program
SAVEC.....	Southwest Alaska Vocational and Education Center
SDI	University of Alaska Strategic Direction Initiative
UAA	University of Alaska Anchorage
UAF	University of Alaska Fairbanks
USDA	U.S. Department of Agriculture
USKH	USKH Inc.
VOIP	Voice Over Internet Protocol





Introduction

1



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Bristol Bay Campus
University of Alaska Fairbanks

1. INTRODUCTION

1.1 Process and Participants

To facilitate and develop the master plan and the master plan updates for the Bristol Bay Campus (BBC), the University of Alaska Fairbanks (UAF) contracted with USKH Inc. (USKH), a multi-discipline firm offering architecture, engineering, surveying, and planning to assess current conditions and program needs, as well as develop conceptual level planning guidelines and options for the campus. The main campus is located in Dillingham, Alaska, with outreach centers located in King Salmon, New Stuyahok, and Togiak, Alaska. The development of the master plan updates is an interactive process involving the campus staff and faculty, and the UAF Division of Design and Construction (DDC). Reed Morisky is the DDC Project Manager and has been the prime UAF representative at work sessions and during the update process.

An initial kick-off meeting and visioning work session was held in Dillingham on May 24, 2011, with the following persons in attendance:

- Dr. Deborah McLean, Director BBC
- Reed Morisky, UAF DDC
- Mary Pagel, UAF DDC
- Michele Masley, BBC Program Manager
- Annie Fritze, BBC Small Business Coordinator, U.S. Department of Housing and Urban Development
- Tom Eveslage, BBC Vocational Tech
- Chet Chambers, BBC Sustainable Energy
- Jim Jones, BBC Systems Manager
- Maryanne Dickey, Director Adult Basic Education
- Anne Wellner, USKH
- Jessica Cederberg, USKH

1.2 Master Plan Update Purpose and Scope

The purpose of this Master Plan Update is to identify phased site and facility improvements for BBC over the next five to twenty years (2013-2033) with an emphasis on the first five years. It is intended as a “living document” that reflects the aspirations of the campus in accordance with the University of Alaska Board of Regents Policy (05.12.030 B).

The scope of this Master Plan Update primarily focuses on planning for the Dillingham campus with some focus on the update of technology for distance learning. Like other campus master plan updates, this document is a sub-chapter to UAF’s Campus Master Plan, which supplies more detailed system-wide information.

Based on listening sessions across the state, UA is thoroughly examining constituent comments and will be using this information, along with other existing information, in realigning, reshaping, and retooling itself to meet the educational needs of the future. See Appendix C.

1.3 Mission and Strategic Role

BBC is one of five rural campuses in the College of Rural and Community Development (CRCD) and serves as an extension to UAF. The Bristol Bay Environmental Science Laboratory (BBESL) is part of BBC and serves the regional communities’ science needs. BBC offers very popular online distance education courses in cooperation with the Center for Distance Education at UAF.

BBC Mission Statement:

The Bristol Bay Campus, College of Rural and Community Development of the University of Alaska Fairbanks, seeks to provide educational opportunities through which Alaskans, particularly Alaska Natives and rural residents, are empowered to effect social and economic changes in their communities as well as to protect and enrich the quality of their lives and culture.

BCC's primary role is to meet the higher education needs of its region and provides a unique mix of programs and curricula that has been developed over time. The college offers Adult Basic Education/General Education Development (ABE/GED) which provides basic education to the general public (fourteen certificate programs, one associate degree program, sixteen Associate of Applied Science (AAS) degree programs, four Bachelor's degree programs, and one Master's degree program). BBC also works in partnership with a variety of agencies including..Southwest Alaska Vocational and Education Center (SAVEC) to bring more vocational/technical training to the residents of Bristol Bay. Offerings include building construction trades.

The following is a list of certificates and degree programs that CRCD currently offers:

1.3.1 ABE/GED:

- Bristol Bay Regional Adult Basic Education (ABE) and General Educational Development Program (GED)

1.3.2 Certificate Programs:

- Applied Business Management - Marketing
- Applied Business Management - General Business
- Applied Business Management - Computer Applications
- Applied Business Management - Tourism
- Applied Business Management - International Business
- Applied Business Management - Human Resources
- Applied Business Management - Public Management
- Applied Business Management - Finance
- Accounting Technician
- Community Health

Programs that CRCD currently offers (contd.)

- Early Childhood
- Information Technology
- Office Management and Technology
- Renewable Resources

1.3.3 Associate of Arts Degree Program:

- General Studies
- Applied Business - Marketing
- Applied Business - Entrepreneurship
- Applied Business - Computer Applications
- Applied Business - Tourism
- Applied Business - International Business
- Applied Business - Human Resources
- Applied Business - Public Management
- Applied Business - Finance
- Applied Accounting
- Community Health
- Early Childhood
- Human Services

Programs that CRCD currently offers (contd.)

- Information Technology
- Interdisciplinary Studies
- Office Management and Technology
- Renewable Resources

1.3.5 Bachelor's Degree Programs:

- Elementary Education (B.A.)
- Interdisciplinary Studies (B.A. /B.S.)
- Rural Development (B.A.)
- Social Work (B.A.)

1.3.6 Master's Degree Program:

- Rural Development (M.A.)



Stained glass in Main Campus Building.

CAMPUS HISTORY AND CONFIGURATION

2



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Main Campus Building entry.



Main Campus Building courtyard.



Figure 1 – Aerial Campus Location Map

2. CAMPUS HISTORY AND CONFIGURATION

The Bristol Bay Campus is located in the heart of town, nestled between the City of Dillingham Public Library/Museum and Dillingham High School. This college campus consists of three buildings, the Main Campus building, the Applied Science Center (NAPA Auto Parts building), and the ABE/GED building.

Main Campus Building

The Main Campus Building originated in 1981 as a 4,600 square foot (sf) facility and sits on about one acre of land in a mixed commercial and residential area. There were three classrooms, a computer lab, and eight offices. This facility was overcrowded and the campus made multi-functional use of the limited space. In 1987 BBC became part of the UAF CRCDC, with outreach centers located in Togiak, New Stuyahok, and King Salmon, Alaska. The first BBC UAF graduates in 1988 were four students who received Associate of Arts degrees. BBC has used the City of Dillingham Public Library/Museum because the campus has no regional library.

In June 2003 construction began on a new 6,000-sf addition and simultaneous remodel of the Main Campus building. The total project cost was estimated at \$3.5 million and work was split into two phases with construction completed in 2006.

Phase 1 (\$2.5 million) included the construction of a new 1,200-sf vocational lab/alternative energy center, classroom and conference room; chemistry lab; a major remodel of the existing facility into classrooms and computer labs; and construction of a 4,800-sf south addition “unfinished shell”. With the addition of the vocational lab the welding program increased its capabilities and offers courses such as shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding. Phase 1, totaling \$2.5 M (74%) of the total project price tag, was funded primarily from the State of Alaska FY02 Capital Appropriation in the amount of \$1,425,000. In addition, UAF committed to contributing \$425,000. In 2002, the people of the State of Alaska voted for \$704,000 more for the project in the General Obligation Bond.



Phase 2 was needed to convert an overcrowded and multi-function space into an efficient multi-use space and essential community facility. It was funded by U.S. Economic Development Administration (EDA) grant, Title III Renovation funds and funds from the state. Phase 2 converted the unfinished shell into administrative offices, faculty offices, student common areas, and a reception area showcasing student and faculty accomplishments along with artifacts, arts, and crafts from local villages. It also housed an admissions/registration suite, student services, financial aid, audio-conference rooms, and student lounge. Phase 2 construction began in May 2006 for the phased renovation and addition project, with substantial completion occurring in September 2006.

In 2007 the BBESL was established and is located within the Main Campus building. This certificate program allows students to develop awareness of rural environmental issues surrounding resource development and to participate in field research and data collection. A large portion of this program is spent out in the field gathering data.



Applied Science Center

In 2011 BBC purchased the NAPA Auto Parts building, which will become the Applied Science Center. Renovations to this building are scheduled to begin in spring 2013. This facility will house the Sustainable Energy, Environmental Science, and the Allied Health/Nursing programs (see section 5).



Campus parking lot looking toward Applied Science Center.



Future home of Applied Science Center.

ABE/GED Building

BBC currently leases space in this 6,000-sf, two story office building. BBC's Adult Basic Education, General Education Development and Nursing program are housed in this facility. This building has traditionally been used as office space.

In 1986 this wood framed structure underwent a renovation. Recently, a new boiler was installed as well as new siding. New windows are to be installed in the summer of 2012. The building appears to be in good shape with no damage from fire, flood, earthquake or other natural disaster.



ABE/GED Building



2.1 Regional Context

Dillingham is a fishing community of 5,000 (population) situated on Alaska's southwest coast, about 320 miles west of Anchorage. The Dillingham area is characterized by a transitional climate, with an average high temperature of about 62 degrees Fahrenheit in July and an average low temperature of about 8 degrees Fahrenheit in February. Annual precipitation is about 25 inches, with an annual total snowfall of about 71 inches.

The future of BBC is very much tied to the region, with exceptional opportunities for marine, oceanographic and environmental sciences, and vocational technical career paths supporting regional industries such as fisheries and natural resource development. Currently, numerous community-based classes are offered through various partnerships and grants ranging from hydrology to geographic information systems (GIS) to wind energy to social sciences and rural human health.

BBC is unique; it comes from a humble background, but it is energized and growing with a "can do" attitude and the support of the communities in the Bristol Bay region. The campus serves an area of approximately 55,000 square miles and a total of thirty-two communities in the Bristol Bay region. Except for roads between Dillingham and Aleknagik, King Salmon and Naknek, and Iliamna and Newhalen, there are no inter-connecting regional roads. Most travel between communities is by air. The Bristol Bay region is located in southwest Alaska. Its regional boundaries under the Alaska Native Claims Settlement Act (ANSCA) extend about 350 miles north to south and about 230 miles east to west. The largest land owners in the Bristol Bay region are the state and federal governments. Most of the federal lands are managed as national parks, preserves, and wildlife refuges.





The current composition of the student body is very non-traditional; the vast majority of students are part-time first-generation Alaska Native college students; 60%-68% are Alaska Native and 98% are part-time students. The campus has no dormitory facilities, and students who are not resident in Dillingham attend class by distance delivery methods. Since most of the student body is part time, many of the classes are scheduled for evening hours.

The Bristol Bay Campus has developed partnerships with various entities, including:

- Southwest Alaska Vocational and Education Center
- Adult Basic Education and Marine Advisory Program
- Bristol Bay Native Association
- Bristol Bay Native Corporation
- Bristol Bay Economic Development Corporation
- Bristol Bay Housing Authority
- Pebble Partnership
- Alaska Department of Labor
- University of Alaska Anchorage Nursing
- U.S. Fish and Wildlife
- Alaska Department of Fish and Game
- U.S. Department of Education Title III and Alaska Native Education Program
- U.S. Economic Development Administration
- U.S. Department of Housing and Urban Development
- U.S. Department of Agriculture

CAMPUS TRENDS

Enrollment and Academic Programs

3

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Table 1 – Baseline Trends and Projections

Student Market Segment	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17
Total Degree-Seeking (DS)	305	265	315	270	325	275	335	280	350	285
Local Campus Degree-Seeking (CDS)	70	65	75	65	80	65	85	65	90	65
Other Campus Degree-Seeking (ODS)	235	200	240	205	245	210	250	215	260	220
Total Non-Degree-Seeking (NDS)	605	545	615	545	625	540	640	540	650	535
Local Campus Non-Degree-Seeking (CNDS)	525	450	535	450	545	445	555	445	565	440
Other Campus Non-Degree-Seeking (ONDS)	80	95	80	95	80	95	85	95	85	95
Total	910	810	929	815	950	815	975	820	1,000	820
Fall 2011 Campus Enrollment Characteristics										
<i>Enrollment</i>	<i>Total Credit Hours</i>	<i>Relative Variability</i>	<i>Key Student Segments</i>	<i>Alaska Native Female</i>	<i>Median Age</i>	<i>Full-Time</i>	<i>Traditional Enrollment</i>	<i>Graduates per Year</i>		
889	2,460	low	CNDS, ODS	39%	31.3	12%	70%	13 to 24		

Source: UA Information Systems, Banner Student Information Extracts, Fall 1998 to Spring 2012.

3 CAMPUS TRENDS

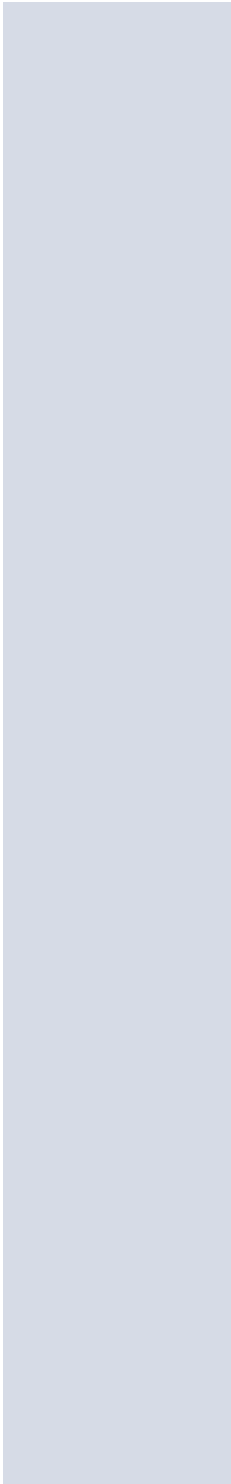
Enrollment and Academic Programs

BBC has made effective use of a “virtual campus” program that links faculty and students together using distance delivery, correspondence, itinerant faculty, and traditional methods. This has successfully combined the main campus with students located in outlying communities. In addition, the campus has partnered with a variety of other entities to pool and share resources and facilities. Programs which are remotely located from the main campus include the ABE/GED and Marine Advisory Programs (MAP), now in separate buildings in Dillingham; and vocational technical programs with SAVEC located in King Salmon. Besides accommodating present student demands, BBC is working to anticipate future enrollment, programmatic, and space demands.

The Campus Master Plan for BBC was written in 2006. The following items cover academic program changes since this 2006 Campus Master Plan.

- BBC has the only state certified microbiology laboratory in western Alaska.
- BBC houses faculty and labs for Occupational Endorsement in Sustainable Energy programs, which are currently being routed for approval through UAF.
- The current AAS Renewable Resources has been revised to AAS Environmental Studies to better align with the Sustainable Energy curriculum and is currently being routed for approval through UAF with faculty housed at BBC.
- BBC has partnered with UAA in offering an AAS Nursing degree. BBC’s first group of nursing students was accepted into the UAA program in January 2011.
- BBC has had approximately nineteen students earn their state certification in the Certified Nursing Assistant (CNA) program offered at the campus.

The recommendations in this section are intended to provide planning guidance for BBC and facility improvements over the next five to ten years. Recommendations are categorized to respond to the UA Board of Regents Master Plan Policy Criteria (05.12.030B). Table 1 was compiled from the University in Review, February 2011 with the student data most often reflecting fall closing numbers.



BRISTOL BAY CAMPUS VISION

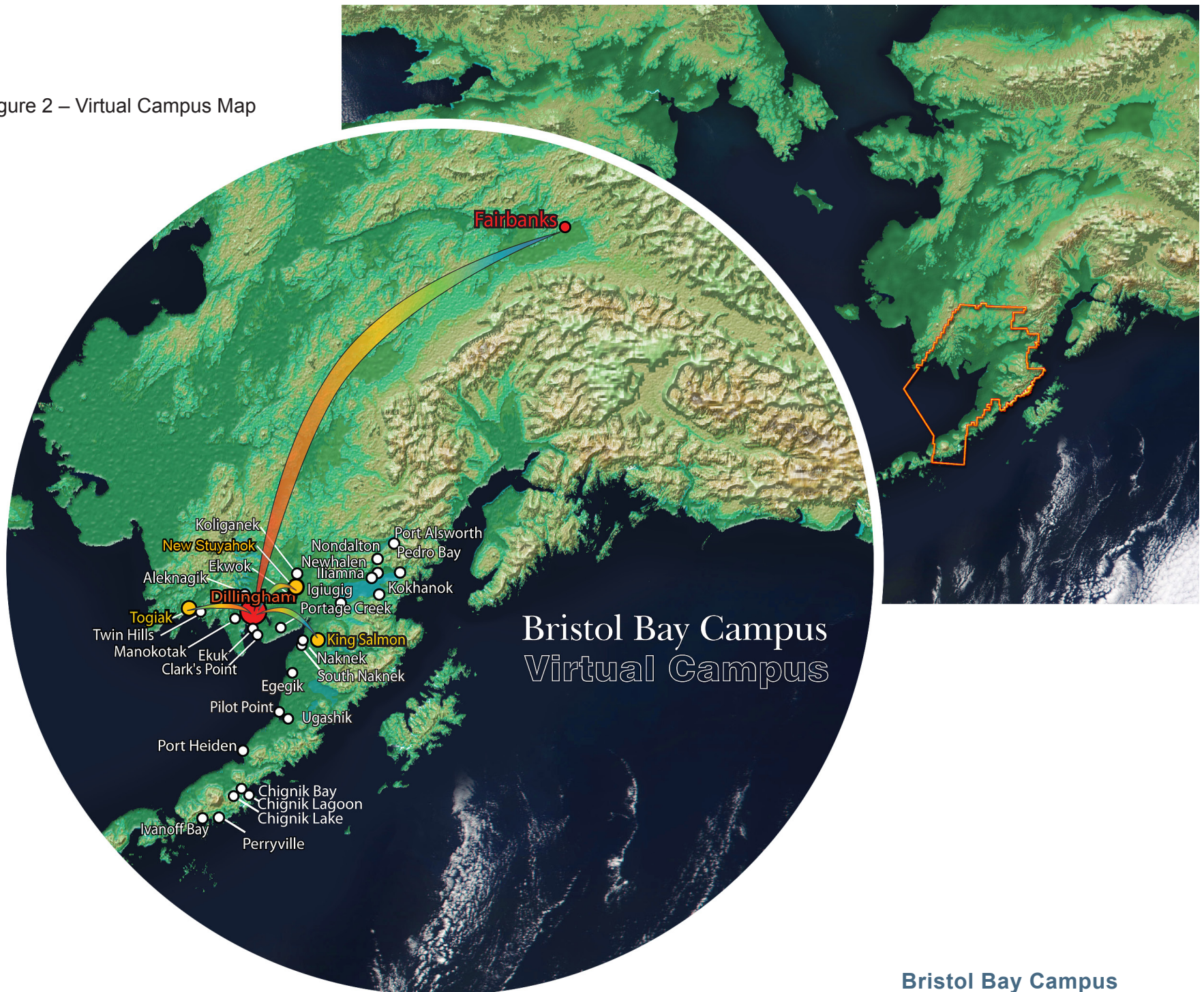
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Figure 2 – Virtual Campus Map



4 BRISTOL BAY CAMPUS VISION

BBC's vision statement:

The Bristol Bay Campus of the future will have a definitive organization and order, with the main campus at Dillingham, several outreach centers, and ultimately, connection to all communities in the Bristol Bay region. The main campus will grow physically by expansion off the current site or relocation to a new site. The entire campus will grow as a “virtual campus” through digital and satellite communications to facilitate distance learning.

This Master Plan acknowledges the UA Strategic Direction Initiative (SDI). It focuses on the use of facilities to the maximum extent possible, and explores expanding the use of these facilities by full time degree seeking students and summer sessions. By expanding distance delivery by main campus teachers, supplemented by distance delivery small groups and local mentors, the campus can maximize its utility to the surrounding area.

This section looks at facility and site needs from the academic and programs perspective. It also integrates feedback from faculty and staff gathered during the May 24, 2011 meeting in Dillingham.

4.1 Short-Term Priority Improvements

- Acquire funding for the renovation of the NAPA Auto Parts building (Allied Science Center). BBC has funded preliminary planning and cost estimating. They are currently seeking funding to complete the re-design phase and ultimately fund construction. This facility will house Sustainable Energy, Environmental Science, and Allied Health/Nursing faculty.
- Renovate and devote one of the rooms in the Allied Science Center for video conferencing.
- Acquire broadband hybrid fiber optics from GCI to get the distance learners plugged in and work with the villages to improve their technology.
- Install a voice over internet protocol (VOIP) phone system.
- Provide for a variety of room sizes with TelePresence technology for more effective distance learning.

- Perform Energy Audit Upgrades to meet the states goal of reducing energy consumption by 15% over the next 10 years.
- Expand the “virtual campus” to two new villages, Pilot Point, and Port Heiden.
- Provide short-term housing and increase staff/faculty offices in the new Applied Science Center. This will require the installation of an elevator to meet Americans with Disabilities Act (ADA) requirements.
- Increase local partnerships and academic offerings.
- Add a Horticulture/Co-op/Food Security program.

4.2 Long-Term Priority Improvements

- Expand Main Campus building into existing courtyard to allow for a large community room, library, faculty lounge, faculty offices, and additional video conferencing rooms.
- Upgrade energy efficiency of buildings and implement the use of solar energy, wind energy, and waste heat to reduce BBC’s fossil fuel dependence and energy consumption.
- BBC to continue purchasing adjacent buildings/properties to expand the campus and increase academic programs.
- Explore and quantify the relationship between achieving a degree at community campuses and how the original construction was designed as an instructional model.

4.3 General Areas for Land Acquisition and Disposal

BBC site encompass about 1-acre in a mixed commercial and residential area bounded by Seward Street on the east, the City of Dillingham Public Library/Museum and D Street on the south, campus parking and the Curyung Tribal Council Building on the west, and Dillingham High School on the north. Nushagak Bay is about 1,500 feet south of the site. The land surrounding the primary building is mostly flat, although the topography immediately west of the building slopes steeply towards the Curyung Tribal Council building on the adjacent property to the west, and a retaining wall located to the north of the primary building adjacent to the high school.

At the current site, expansion of the facility will be challenging due to the limited site area and lack of suitable adjacent properties for expansion; however, BBC did recently purchase the NAPA Auto Parts building, which is located across the street. Other potential land acquisitions near the Main Campus Building are the City of Dillingham Public Library/Museum, and the vacant lot across the street.

Additional properties for expansion include a 10-acre parcel zoned for educational use. The parcel is located on Emperor Way and could provide a location for long-term expansion or development of a new main campus. There is also a privately owned parcel of vacant land located to the northeast across from the Dillingham High School on Seward Street.

4.4 Upgraded Infrastructure

The lower campus parking lot is located on a southwest parcel of land owned by the City of Dillingham. This parking lot is graded, paved, and striped, which doubles the previous number of parking spaces and now provides a total of 48 parking spaces. Handicap accessible parking is available at the upper parking lot near the campus entrance.

In September 2006 the final phase of construction was completed on the main campus building, which is now housed in a fully renovated and expanded facility of 10,600 gross square feet. This facility is in very good condition throughout.

In 2007 twenty-four grid-tied photovoltaic panels were installed on the Vocational Center south façade and the Main Campus building. These panels produce a small amount of electricity for the campus lab.

In June 2011 BBC purchased the 7,200-sf NAPA Auto Parts building, which is located across the street from the main campus. BCC is planning to turn this facility into an Applied Science Center and the project is being designed using LEED criteria. Renovations to this building are anticipated to start in spring 2013. This facility will house the Sustainable Energy, Environmental Science, and the Allied Health/Nursing faculty. One of these rooms will be devoted to video conferencing in the Allied Nursing program. The second floor of this building is apartments and a mechanical room.

The Vocational Center will be receiving an addition called the Bristol Bay Science Lab and Clinical Space. Construction began in the fall of 2011 and is expected to be complete in the summer of 2012.



ed on the Passive House Standard. It is designed a comfortable, year-round temperature relying heat from passive solar gain, body heat and t from lighting and electrical appliances.

The structure was built using the principles:

- ation
- lding envelope
- rmal bridging
- r design
- with heat recovery
- nance windows
- internal heat gain
- tent lighting

PASSIVE OFFICE
AN EXPERIMENT IN
ENERGY EFFICIENT CONSTRUCTION

CHET CHAMBERS, TOM MARSEK
UAF BRISTOL BAY CAMPUS, SUSTAINABLE ENERGY PROGRAM

DATA COLLECTED
analyzed on the following:

- Required supplements
- Internal heat gains
- Electrical usage of app
- Air tightness of build
- Indoor air quality
- Wall cavity moisture
- Local weather

DESIRABLE OUTC
principles of the Pas structure will be less ive solar gain, body lighting and applian be used for supplen fice" will be used as climate, energy effi Data is being collect energy performance.

CONSTRUCTION DETAILS:

- alls and Floor: R-90
- iling: R-140
- ghtness: 0.6 ACH
- uple-paned, double low-nsivity coatings with Factors of 0.17 and 0.15

Logos: USDA, Bristol Bay Native Association, GOLD CLIMATE HOUSING RESEARCH CENTER, BRISTOL BAY HOUSING AUTHORITY

OBJECTIVE: Build a structure in Dillingham largely based on the Passive House Standard. to maintain a comfortable, year-round tempera primarily on heat from passive solar gain, bod "waste" heat from lighting and electrical appli

Passive Office under construction.

Detail of the floor joist system

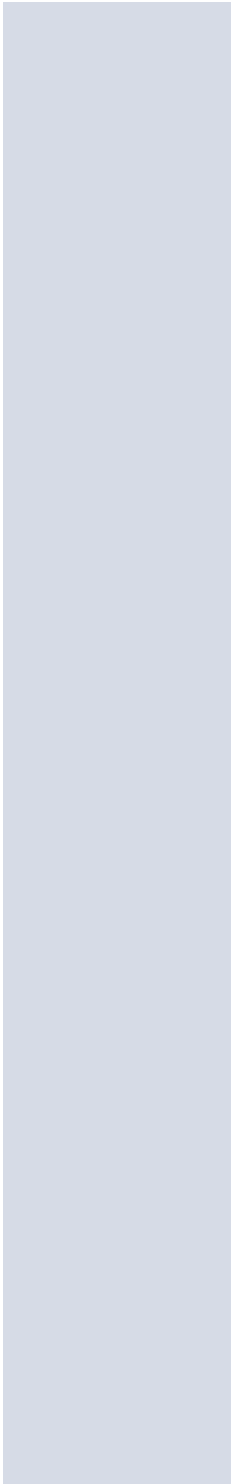
In 2010 the Sustainable Energy faculty constructed a Passive Standard Education model so that the students could study the principles of passive heating. This very small building is located on the edge of the east courtyard and is not occupied.

Distance learning is a major facet of the campus. Technologies include phone lines, e-mail, and internet-based programs including Blackboard, eLuminate Live, and Blogger, along with the use of SmartBoards. Currently, the campus is served by a five megabyte link from AT&T, which was acquired in spring 2010. The service coming from UAF is excellent but the service coming out of the villages is poor. A number of the villages are dependent on satellite communications and can be oversubscribed to, which leads to poor performance. Video conferencing requires a great deal of bandwidth and uses up most of the Internet service when in use. Terrestrial-based services in the villages would alleviate this problem. In 2010 GCI was awarded \$88 million in federal broadband stimulus funding and the Bristol Bay Region is to receive a broadband hybrid fiber optic/microwave regional network that will extend service to twenty-two Bristol Bay communities. This project is scheduled for completion in 2012.

In the future BBC would like to install a VOIP phone system. This will require total rewiring of their phone closets and is considered a technological shift. UAF supports and encourages TelePresence technology and has implemented specifications for room requirements in order to make the use of this tool a success. BBC continuously upgrades their distance learning programs and the data room is adequate into the foreseeable future.

4.5 Demolition

Currently no structural demolition is anticipated on BBC over the life of this plan. Partial interior demolition for building renovations are anticipated, particularly for the recently purchased NAPA Auto Parts building (Applied Science Center).



NEW BUILDINGS / ADDITIONS / RENOVATIONS

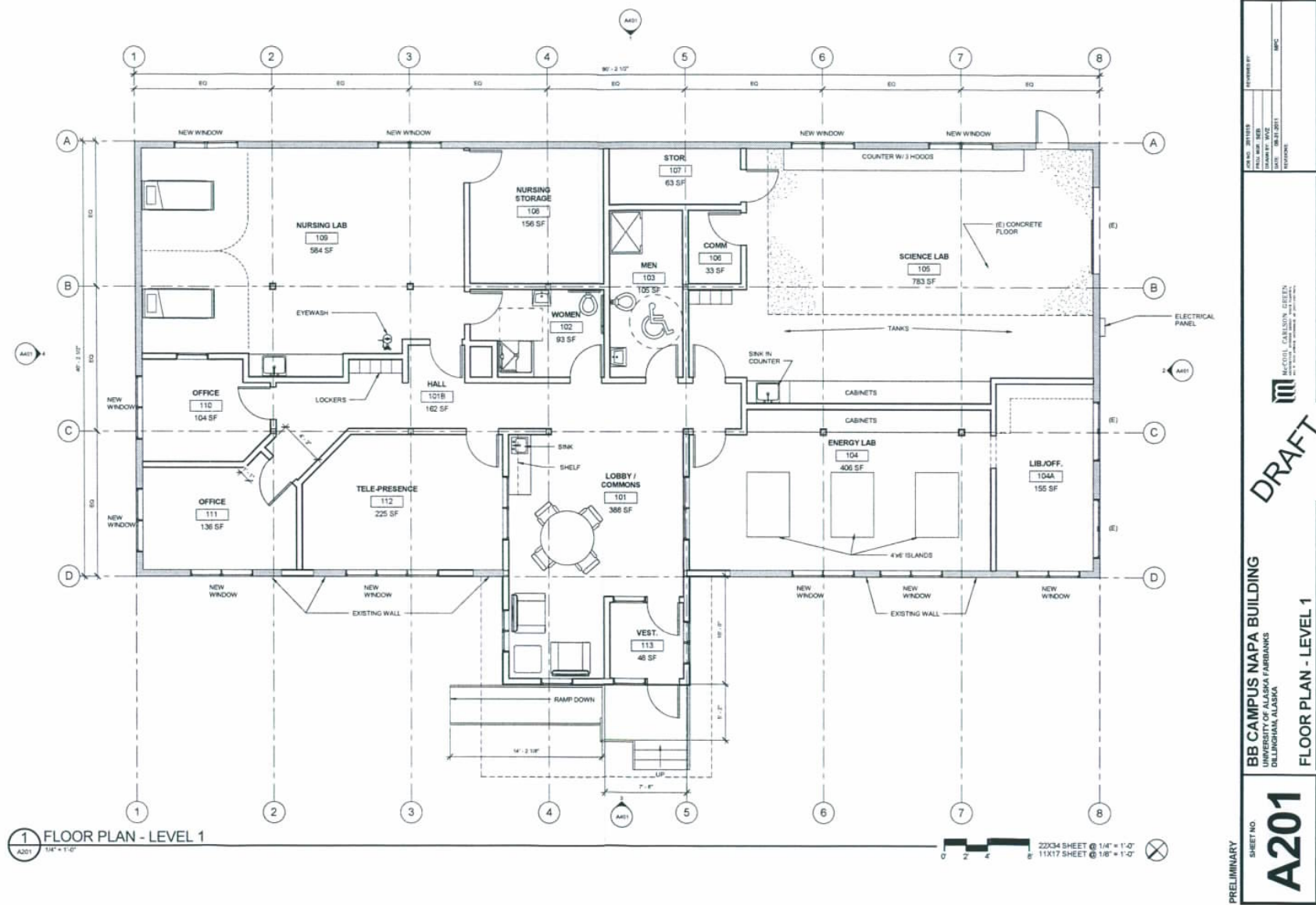


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Figure 3: Draft Floorplan of the Applied Science Center, Dillingham



5 NEW BUILDINGS/ADDITIONS/RENOVATIONS

BBC currently has no plans for construction of new buildings; however, they do plan to add onto their existing buildings and renovate newly purchased property. Three renovations/additions are envisioned over the life of this plan that would support the programmatic and strategic needs of the Bristol Bay Campus. These include:

5.1 Applied Science Center

BBC recently purchased the NAPA Auto Parts building and is in the planning stages of turning this facility into a LEED certified Applied Science Center. BBC hired an architectural firm to support BBC with grant applications and estimating project costs for the interior renovation but no funding has been acquired for the actual first floor renovation. The second floor is a future endeavor and will require renovation.



*Aerial View of the existing main campus, Dillingham.
The Floor Plan (pg. 31) and Table 2 (pg. 32) contain the existing
space analysis data.*

5.2 Elevator for Applied Science Center

The newly-purchased NAPA Auto Parts building (Applied Science Center) is a two-story facility that will house labs, offices, and distance learning (video conferencing) on the first floor. The second floor of this building is comprised of apartments and the mechanical room. The staircase is located in the back of the building and is exposed to the elements. Current plans are to build a 17- by 17-foot addition onto the front of this building that would provide space for an elevator, elevator machine room, vestibule, and enclosed staircase to the second level. The second floor would then become itinerant housing (additional income for the college) or offices and with the elevator would comply with ADA. No funding has been acquired for this project to date.

5.3 Main Campus Building Expansion

The Main Campus building is arranged in a U-shape configuration that embraces a courtyard. BBC anticipates someday building out and up into this courtyard to provide a large community room, library, faculty lounge, faculty offices, and additional video conferencing rooms. The college currently has no library and uses the City of Dillingham Public Library/Museum located on adjacent property to the south.



BRISTOL BAY CAMPUS



2 CLERESTORY PLAN
A2.1 1/8" = 1'-0"

FLOOR PLAN NOTES

- PROVIDE ADA POWER ASSIST DOOR OPERATOR PER SPECIFICATION SECTION 084220.
- PATCH FLOOR DAMAGED DURING COLUMN PLACEMENT.
- OWNER PROVIDED WELDING BOOTHS.
- EXISTING WINDOW TYP B RELOCATED IN CLERESTORY.
- NEW WINDOW TYPE B.
- ACOUSTICAL PANELS ON WALLS ABOVE. REFER TO SPECIFICATION SECTION 098450.
- INFILL OPENINGS AND PATCH TO MATCH EXISTING WALL FINISH.

1 FLOOR PLAN
A2.1 1/8" = 1'-0"

FLOOR PLAN LEGEND

- EXISTING PARTITION TO REMAIN
- NEW PARTITION
- EXISTING DOOR TO REMAIN
- NEW DOOR
- EXISTING WINDOW TO REMAIN
- NEW WINDOW

Table 2: Bristol Bay Campus Space Analysis

	Room	Function	Existing Area
BR-100V1	Vestibule	Circulation	54.00
BR-100L1	Lobby	Circulation	379.00
BR-100C1	Corridor	Circulation	386.00
BR-100C2	Corridor	Circulation	436.00
BR-100U1	U/M	Utility	134.00
BR-101	BBC Office	Office	150.00
BR-102	BBC Office	Office	139.00
BR-103	BBC Office	Office	394.00
BR-104	BBC Study	Classroom	216.00
BR-104C	BBC Study	Classroom	45.00
BR-104D	BBC Study	Classroom	45.00
BR-100U2	HUB	Utility	28.00
BR-104A	BBC Study	Classroom	43.00
BR-104B	BBC Study	Classroom	44.00
BR-105	BBC Offsv	Office	230.00
BR-105A	BBC Office	Office	87.00
BR-106	BBC Office	Office	71.00
BR-107	BBC Office	Office	154.00
BR-108	BBC Office	Office	106.00
BR-110	BBC Office	Office	108.00
BR-111	BBC Office	Office	112.00
BR-112	BBC Office	Office	108.00
BR-113	BBC Offsv	Storage	135.00
BR-114	BBC Office	Office	111.00
BR-115	BBC Office	Office	108.00
BR-116	BBC Office	Office	99.00
BR-117	BBC Office	Office	114.00
BR-119	BBC Office	Office	100.00
BR-100M1	Publav (Bathroom)	Bathroom	91.00
BR-100W1	Publav	Bathroom	120.00
BR-100J1	Janitor	Utility	18.00
BR-125	BBC Lounge	Activity	225.00
BR-127	BBC CMPSV-C	Classroom-Computer	185.00

<i>Continued</i>	Room	Function	Existing Area
BR-128	BBC Class	Classroom	311.00
BR-130	BBC Class	Classroom	312.00
BR-133	BBC CMP-C	Classroom-Computer	513.00
BR-134	BBC Class	Classroom	498.00
BR-136	BBC CLSLB	Classroom-Lab	1082.00
BR-100U3	U/M	Utility	89.00
BR-100U3A	U/M	Utility	138.00
BR-100U4A	HUB	Utility	50.00
BR-100U4	U/M	Utility	181.00
BR-100M2	Publav	Bathroom	104.00
BR-100W2	Publav	Bathroom	104.00
BR-138	BBC Class	Classroom	98.00
BR-100V2	Vest	Circulation	69.00
BR-100C3	Corridor	Circulation	266.00
BR-141	BBC Offsv	Storage	90.00
BR-145	BBC Class	Classroom	277.00
BR-146	BBC Office	Office	102.00
BR-147	BBC Class	Classroom	134.00
BR-148	BBC Class	Classroom	95.00
BR-149	BBC Class	Classroom	172.00
BR-150	CRA Class	Classroom	98.00
			9558.00

DESIGN GUIDELINES

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Main campus building courtyard



Courtyard

6 DESIGN GUIDELINES

6.1 Landscaping Guidelines

The City of Dillingham has no landscaping regulations. Rules for setbacks and parking requirements are covered in Title 18 of the Dillingham Municipal Code. The Main Campus has open grassy areas with native rose bushes.

6.2 Open Space

Open space at BBC currently consists of an east-facing courtyard at the Main Campus building. The 1-acre site is tight with limited area for expansion. BBC anticipates enclosing this courtyard to create usable indoor space for its programs.

6.3 Signage

BBC has adopted and follows UAF's signage guidelines. Interior room signage was just updated but will need to be revised with programmatic changes. This summer a new interior 46-inch liquid crystal display (LCD) electronic sign was installed in the lobby of the Main Campus building. The present exterior signage is suitable for the region and elements.

6.4 Architectural Guidelines and Energy Conservation

The exterior of all the campus buildings are vinyl-sided, which ties in nicely with the exterior wood signage. There are no architectural guidelines established by the City. Future work at BBC shall achieve a uniform appearance that is complementary to existing campus buildings. New construction and renovations at BBC are attempting to use "green technologies" to decrease energy consumption in their buildings. Pursuing LEED certification would be expensive but practicing sustainable design makes economic sense. It currently takes 1,400 gallons of oil a month to heat the Main Campus building. BBC aims to meet the State of Alaska's goal of reducing energy consumption by 15% over the next ten years. Consideration should include taking advantage of renewable energy such as solar, wind, and waste heat. Lastly, design should incorporate security enhancements, to protect both physical property and individuals.



Main Campus Building and City of Dillingham Public Library and Museum.



Bristol Bay Campus
University of Alaska Fairbanks

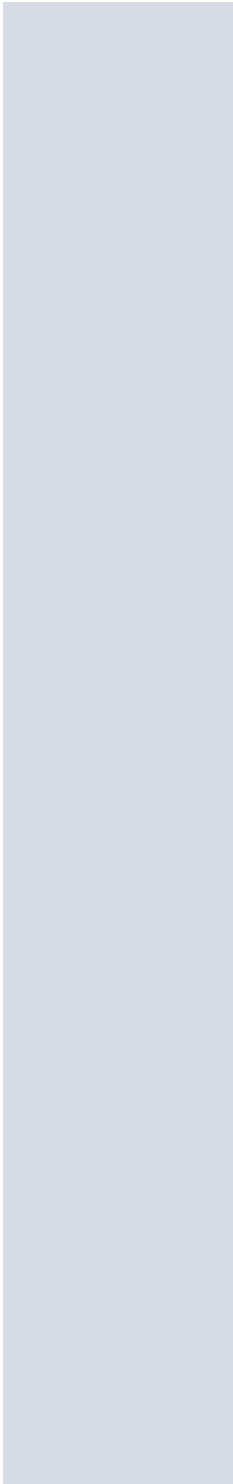
6.5 Environmental and Cultural Issues

Dillingham's climate and cultural context are important to the campus in many ways, but given the rural setting of the campus, there are no site-specific environmental or cultural/archeological issues. BBC should continue to showcase Native arts on campus and design buildings with its Native population in mind to create a culturally-appropriate and welcoming setting.

6.6 ADA Compliance

Provide for ADA accessibility in renovations and new construction that responds to federal, state, and local policies. As noted in Section 5, an elevator for the Applied Science Center would ensure ADA compliance.





PRIORITIES FOR CAPITAL PROJECTS

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Future home of Applied Science Center

7 PRIORITIES FOR CAPITAL PROJECTS

Facility needs of the campus are addressed through the capital process. Based on the findings of this plan update and Strategic and Academic plans, capital needs will be assessed on an annual basis. The facilities on this campus have several deficiencies, including code correction and deferred maintenance items. Following are general priorities for capital projects over the life of this plan:

7.1 Applied Science Center

BBC recently purchased the NAPA Auto Parts building and is in the planning stages of turning this facility into an Applied Science Center. The project is being designed using LEED criteria and renovations are anticipated to start in spring 2013. This facility will house the Sustainable Energy, Environmental Science, and the Allied Health/Nursing faculty. One of these rooms will be devoted to video conferencing for the Allied Nursing program. The second floor of this building is currently apartments and a mechanical room. BBC hired an architectural firm to provide grant application support and estimate total project cost for the interior renovation but no funding has been acquired for the actual first floor renovation. The second floor is a future endeavor and will require renovation.

7.2 Elevator for Applied Science Center

The second floor of the NAPA Auto Parts building (Applied Science Center) is currently apartments and a mechanical room. The exterior staircase is located in the back of the building and is exposed to the elements. Ideally, a 17- by 17-foot addition would be constructed onto the front of this building that would provide for an elevator, elevator machine room, vestibule and enclosed staircase to the second level. The second floor could then become itinerant housing or offices. If an elevator is installed this would provide for compliance with the ADA.

7.3 Main Campus Building Expansion

The Main Campus Building is arranged in a U-shape configuration that embraces a courtyard. BBC anticipates someday building out and up into this courtyard to allow for a large community room, library, faculty lounge, faculty offices and additional video conferencing rooms. The college currently has no library and uses the City of Dillingham Public Library/Museum across the street. No funding has been acquired for this project to date.



7.4 Upgrade Energy Efficiency of Buildings

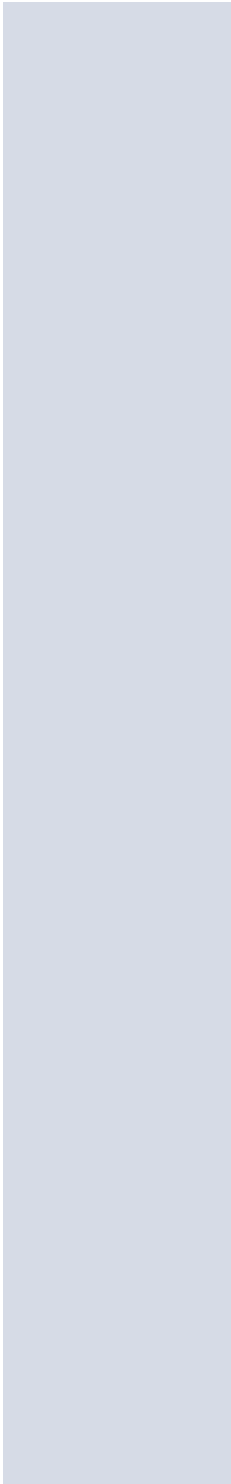
BBC aims to meet the State of Alaska's goal of reducing energy consumption by 15% over the next ten years. The Sustainable Energy program will help BBC reduce fossil fuel consumption and energy costs. BBC would like to implement the use of solar energy, wind energy, and waste heat to reduce their fossil fuel consumption and energy costs and to set a good example by "practicing what they preach". These upgrades may also include windows, mechanical equipment, insulation, and lighting.



Photovoltaic panels on Main Campus Building.



Photovoltaic panels on Vocational Center.



APPENDIX UA BOARD OF REGENTS MASTER PLAN POLICY CRITERIA

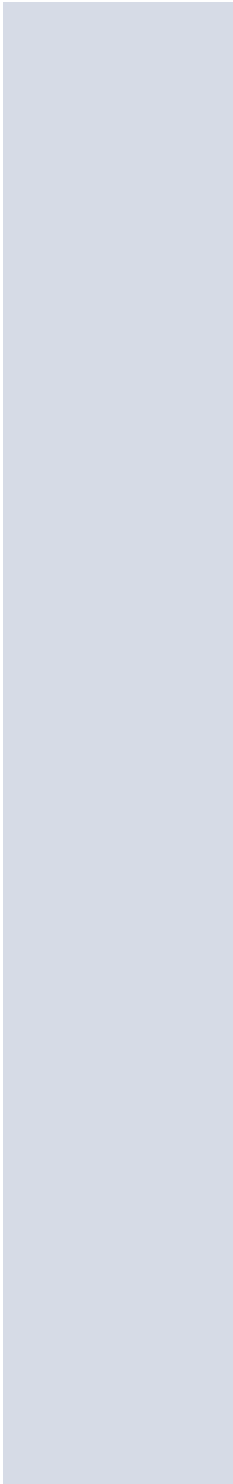


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Table 3: UA Board of Regents Master Plan Policy Criteria

Campus Master Plan Required Elements BOR 05.12.030 B	<i>Where each element is covered in the BCC Campus Master Plan (by Section and page)</i>
1. Projected enrollment and other factors affecting the need for facilities and infrastructure	Section 3 (pages 16-17); Section 4 (pages 21-22) Appendix B (pages 51-55)
2. General areas for land acquisition and disposal	Section 4 (pages 22-23)
3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities	Section 4 (pages 23-25)
4. Demolition of buildings, structures, and facilities	Section 4 (page 25)
5. General location, size, and purpose of new buildings, structures, and facilities	Section 5 (pages 29-32)
6. Guidelines for landscaping	Section 6 (page 35)
7. General location and intent for open spaces, plazas, etc.	Section 6 (page 35)
8. Guidelines for signage, both freestanding and on buildings and structures	Section 6 (page 35)
9. Architectural guidelines for all buildings, structures, and facilities	Section 6 (page 35)
10. Environmental and cultural issues ADA accessibility Energy conservation	Section 6 (page 37)
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and	Section 2 (pages 8-13)
12. General priorities for capital projects.	Section 7 (pages 41-43)



APPENDIX PROJECTED ENROLLMENT DATA



B

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Projected Enrollment Data

UAF CRCD Campus Master Plans **Campus-Level Enrollment Projections Report**

Ian Olson • July 20, 2012

Campus enrollment projections for UAF campuses managed by the College of Rural and Community Development were requested for the CRCD Campus Master Plan update project. Historical campus enrollment and other student trends were disaggregated to the campus level and, in select metrics, further disaggregated into meaningful student market segments. Campus enrollment metrics were analyzed for trends and were used to assign historical enrollment characteristics to each campus. Observations and descriptive statistics were used to forecast campus enrollment over the next five years. Campus-level enrollment projections and historical observations and analyses are presented below under each campus heading.

Campus operations and community socioeconomic factors differ significantly for UAF Community and Technical College (CTC) and the rest of the CRCD rural campuses of Bristol Bay Campus (BBC), Chukchi Campus (CC), Interior-Aleutians Campus (IAC), Kuskokwim Campus (KuC), and Northwest Campus (NWC). The analysis below pertains to the CRCD rural campuses; analysis of CTC enrollment trends and projections are presented in the section on CTC.

To generate meaningful enrollment projections it is necessary to understand key drivers of campus operations. The rural campuses are academic administrative centers offering direct educational services within mutually exclusive geographic service areas. The campuses operate with a large degree of cross-regional integration and extend limited academic services statewide. Campus operations are coordinated by the CRCD administrative center located in Fairbanks. Certain CRCD programs are centralized and operated from the Fairbanks administrative center. Centralized programs, such as Rural Development, affect enrollment in rural Alaska at the campus level by offering courses and programs that meet rural demand of higher education services. Additionally, other UAF and UA academic units offer programs in rural Alaska, such as teacher education programs through the UAF School of Education, and nursing programs through the UAA School of Nursing.

The rural campuses combine campus-exclusive program offerings and other enrollment opportunities to a common suite of shared programs and extended urban-based programs. New programs and services are largely developed from external sources of funding and are typically transferred to state support over a scheduled phaseout. As

external funding and partnerships shift in funding levels for new and existing programs, so goes enrollment. The individual campus-level student population for each campus is below 1,000 students. Over the past thirteen years, campus-level enrollments have ranged from a low of 145 students (CC, fall 2002) to a high of 889 students (BBC, fall 2011). Thus, the analysis of campus enrollment metrics must consider a significant degree of variation from term-to-term, reflective of shifts in external funding levels and program availability. External funding comes into the rural campuses in several different forms including Federal grants, business partnerships, student financial aid, and tuition and fees.

Enrollment at the campus-level is comprised of degree-seeking and non-degree-seeking students whose home campus is either the local campus or another UA campus. At the rural campuses, degree-seeking enrollment is not sufficient to constitute the whole of program-oriented students. Many rural non-degree-seeking students "moonlight" as degree-seeking students under the auspices of externally-funded financial aid. Therefore, the non-degree-seeking cohort is critical to enrollment analyses and projections. In the analyses below, overall campus statistics are disaggregated into four categories and analyzed:

- local campus degree-seeking (CDS)
- other campus degree-seeking (ODS)
- local campus non-degree-seeking (CNDS)
- other campus non-degree-seeking (ONDS)

General characteristics of each category.

CDS: This market segment tends to be a smaller population at each campus owing in large part to the relatively small market availability within each region and the limited availability of programs at each individual campus.

ODS: Significant activity within this market segment indicates a campus that is successfully leveraging existing resources to attract extraneous revenue.

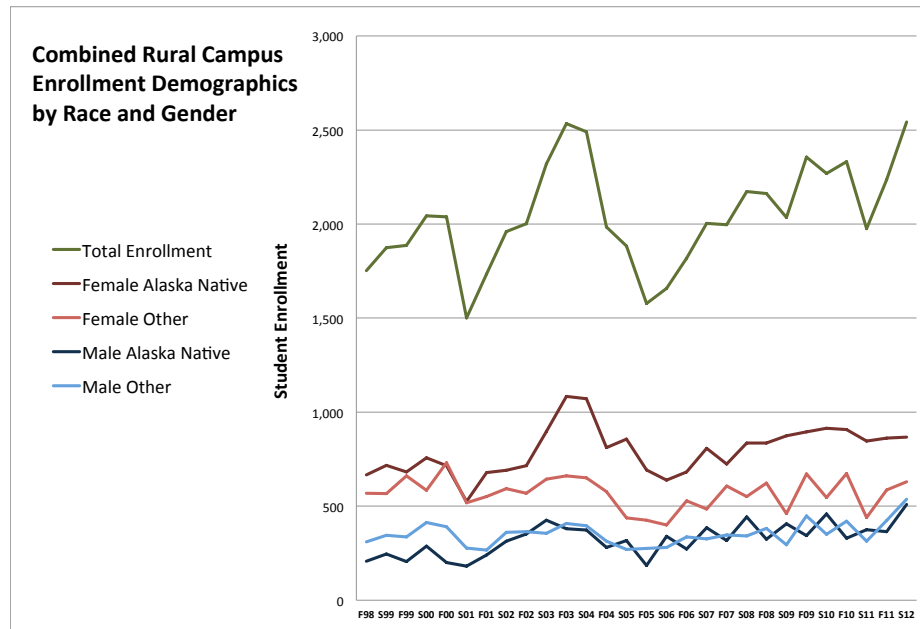
DS: The degree-seeking cohort overall is a combination of CDS and ODS students at the campus level. Official degree-seeking students have access to public sources of financial aid.

CNDS: This component is a leading market segment at each campus. The segment moderately indicates the degree to which the individual campus enjoys external, non-public funding of financial aid well matched to programs of strategic interest to the region.

ONDS: A mixed segment of external CNDS moonlighters and general interest enrollment.

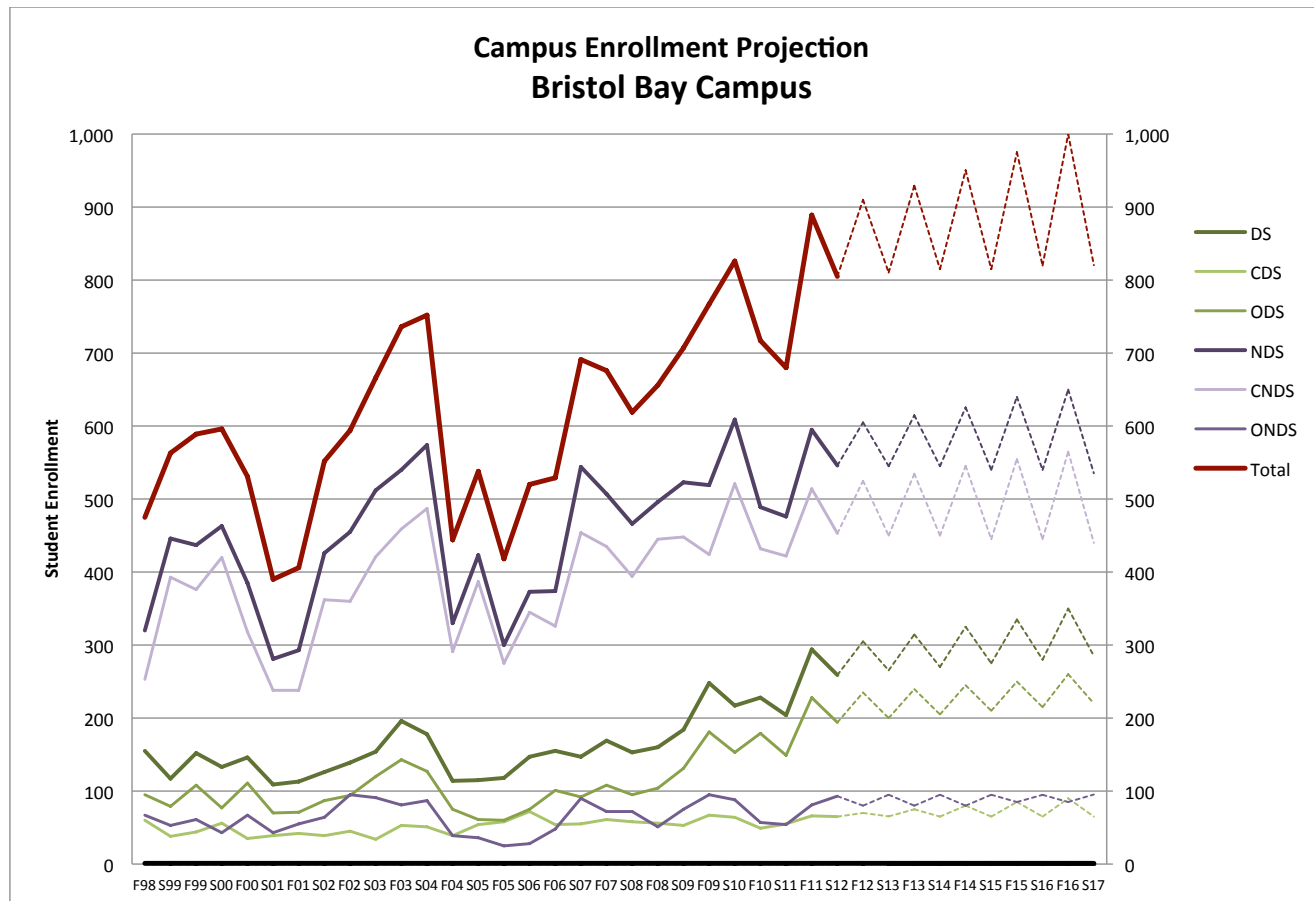
NDS: The non-degree-seeking cohort overall is a combination of CNDS and ONDS students, with both market segments containing a subpopulation of moonlighting degree-seeking students. Further analysis is required to gain resolution on the student market of degree-seeking moonlighters at the campus level.

- Overall enrollment at the rural campuses has been increasing since fall 2005 reflecting a general increase in degree-seeking student enrollment. Rural campus enrollment between fall 2002 and fall 2004 spiked and then subsided leaving a signature peak in all enrollment trends. The episodic enrollment pattern was led by a large contingent of non-degree-seeking students temporarily seeking academic services (see chart below.)
- Enrollment over time is highly variable for most campuses with larger campuses exhibiting less variability and smaller campuses exhibiting more variability.
- Local campus non-degree-seeking (CNDS) students tend to represent the largest student market segment population at the campus-level and contribute the most volatility to enrollment trends.
- Degree-seeking students from other campuses (ODS) tend to be the second largest student market segment population at the campus-level.
- Enrollment at rural campuses has generally been trending younger in recent years, with a notable divergence of median age from mean age beginning around the middle of the last decade.
- Rural campus enrollment is dominated by Alaska Native females followed by females of other races, with Alaska Native males and males of other races generally moving in parity (see chart below.)



Bristol Bay Campus

The Bristol Bay Campus (BBC) is the largest of the five CRCD rural campuses. Enrollment at BBC is less variable, relative to the other rural campuses, and growing since fall 2005 with local non-degree-seeking students (CNDS) as the major market segment representing roughly 60 percent of campus enrollment. Since fall 2009, enrollment by degree-seeking students from other campuses (ODS) has been increasing, while local degree-seeking enrollment has remained steady. Projections rely upon a sustained CNDS segment coupled with continued growth within the ODS segment. Growth within the ODS segment partially depends upon the continued availability of publically-funded sources of financial aid and the continued availability of academic programs that meet regional demand.



APPENDIX UNIVERSITY OF ALASKA STRATEGIC DIRECTION INITIATIVE



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Appendix C : University of Alaska Strategic Direction Initiative

This Master Plan acknowledges the UA Strategic Direction Initiative (SDI).

What is SDI?

The UA Strategic Direction Initiative (SDI) is an organizational change effort that seeks to:

- Embed continuous improvement in the University culture
- Identify and resolve problems related to functions and services offered to our stakeholders
- Enhance flexibility within the University System to meet the changing needs of students
- Develop our responsiveness to the State and Global issues that affect the University's environment
- Seek and build on innovations that could return value to the University and the State of Alaska
- Create awareness that the University of Alaska has a tremendous economic impact on Alaska's public and private business sectors
- Support leadership that creates a climate of constructive change, innovation, and advancement of our mission

Based on listening sessions across the state, UA is thoroughly examining constituent comments and will be using this information, along with other existing information, in realigning, reshaping, and retooling itself to meet the educational needs of the future.

What does SDI stand for?

SDI stands for the University of Alaska Strategic Direction Initiative. It's part of Shaping Alaska's Future 2017, a project to recognize the 100th anniversary of the establishment of the Alaska Agricultural College and School of Mines, and to celebrate and accelerate its transformation into a 21st century Statewide system for higher education and workforce development.

What is your role with SDI?

Help identify the issues/problems,

Help determine the change we want to achieve, and help identify the best path toward progress in achieving that change.

It is everyone's role to be a part of shaping Alaska's future and support the change efforts that will make us a better and stronger University in the 21st Century.

Be proactive, ask questions of your Department manager, your dean, or anyone in a leadership role and find out how you can get involved.

What are the guiding principles?

- There is no timeline. The idea is to get it right not get it fast.
- SDI is about making our culture more focused on continuous improvement, especially with respect to student success and service to students.
- We want to effect changes that will make us the "University of Choice" for our stakeholders.

Who is involved in the SDI Effort?

Students, staff, faculty, alumni, and any citizen who is interested in the state of higher education in Alaska. Each of these groups makes up our stakeholders.

What is the SDI process?

- Faculty, staff, students and alumni wrote questions about issues that were important to a University of Alaska education.
- UA held 80 listening sessions to gather information from all stakeholders.
- UA summarized information gathered.
- UA will identify where we have a problem or issue. We identify the problems/ issues that should be addressed and investigate them.
- Determine what results are desirable – this may be a benchmark level we will work to achieve or simply an indication we want to improve in this area.
- Faculty and staff will identify a collection of paths that can be taken to achieve the desired results. The resource requirements and cost benefit of each path will be assessed.
- Determine which path is best to achieve the desired results. Faculty and staff will pick this path.
- Implement and monitor the changes or innovations made. Continue to assess our achievements and move toward ongoing improvements.

What problems will we be working on?

We do not know the full extent of the issues or problems we will be working on, but we do know some of the directions that have arisen in our Listening process so far. They include:

- Enhanced advising services to help more students achieve their educational objectives
- Growing our technology to meet the needs of all our students in both rural and urban Alaska
- A transparent seamless flow between our Universities that breaks down barriers for students and those serving their needs
- Timely communication throughout our campuses statewide
- Building on organizational transparency, professional development and continuing education
- Supporting flexible methods of providing instruction to a diversified student body

The five Strategic Direction themes are:

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

Web address for UA SDI information: <http://www.alaska.edu/shapingalaskasfuture/>



Campus Facility Master Plan Update

University of Alaska Fairbanks
2013