

Interior- Aleutians Campus Master Plan

University of Alaska
Fairbanks

2013



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



**INTERIOR-ALEUTIANS CAMPUS
MASTER PLAN**

**University of Alaska Fairbanks
2013**

Planning Team:
University of Alaska Interior-Aleutians Campus
Design Alaska Inc.



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ACKNOWLEDGEMENTS

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Dean's Message: CRDC Master Planning 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 Fairbanks based Community and Technical College. The Chukchi Campus in Kotzebue serves the upper northwest area of the state, the Bristol Bay Campus located in Dillingham serves the southwestern area, the Interior-Aleutians Campus serves the Interior and the Aleutian Chain, the Kuskokwim Campus in Bethel is the hub of the southwest Delta and finally, the Northwest Campus serves Nome and the outlying communities in the Bering Straits region of Alaska.

CRCD houses the Center for Distance Education, Department of Alaska Native Studies and Rural Development, Department of Developmental Education, statewide Early Childhood Education program, Rural Student Services and Rural Alaska Honors Institute.

The CRCD campuses provide general education at the certificate, associate, bachelors and master 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 e-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.



Bernice M. Joseph
Executive Dean and Vice
Chancellor for Community and
Rural Native Education

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.

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 becoming a more essential partner in moving our state forward. With over 80 percent 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 postsecondary opportunities and partnerships with K-12 through dual credit offerings, summer camp experiences, tech prep offerings 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 for Community and Rural Native Education

1

INTRODUCTION

Interior-Aleutians Campus

University of Alaska
Fairbanks

2013



1. Introduction

1.1 Quick Facts

Mission

The Mission of the Interior-Aleutians Campus (IAC) is to integrate lifelong educational opportunities with rural Alaskan and Alaska Native communities, cultures and ways of life.

Interior-Aleutians Campus

The Interior-Aleutians Campus is part of the University of Alaska statewide system of higher education under the University of Alaska Fairbanks (UAF). IAC is part of a consortium of campuses within the College of Rural and Community Development (CRCDD). IAC is designated as an Alaska Serving Institution.

The Interior-Aleutians Campus (IAC) serves 58 villages in Alaska's Interior Region and Aleutian Chain. The villages are primarily Alaska Native communities. The regions served by IAC include eleven separate school districts, several government service areas, and three regional Native corporations in an area over 235,000 square miles. This is largest service area within the UA system and it is largely roadless; the majority of the communities IAC serves are primarily reached by small aircraft and/or boats.

Location

This vast area is served by the central campus and administrative center in Fairbanks and rural coordinators in Fort Yukon, Galena, McGrath, Nenana, Tok and Unalaska. The University of Alaska owns and maintains IAC campus facilities in three locations and leases space in additional communities. Campus maintained facilities include the Harper Building in Fairbanks, the Tok Center and Fort Yukon Center. In addition to owned space, IAC currently has leased space in Galena, McGrath and Unalaska and donated space at Lathrop and Effie Kokrine High Schools in Fairbanks.

Facilities

Harper Building, Fairbanks	14,146 square feet
Fort Yukon Center	7,237 square feet
Tok Center	7,775 square feet

Faculty and Staff

16 Full-time Faculty
26 Staff

Academic Programs

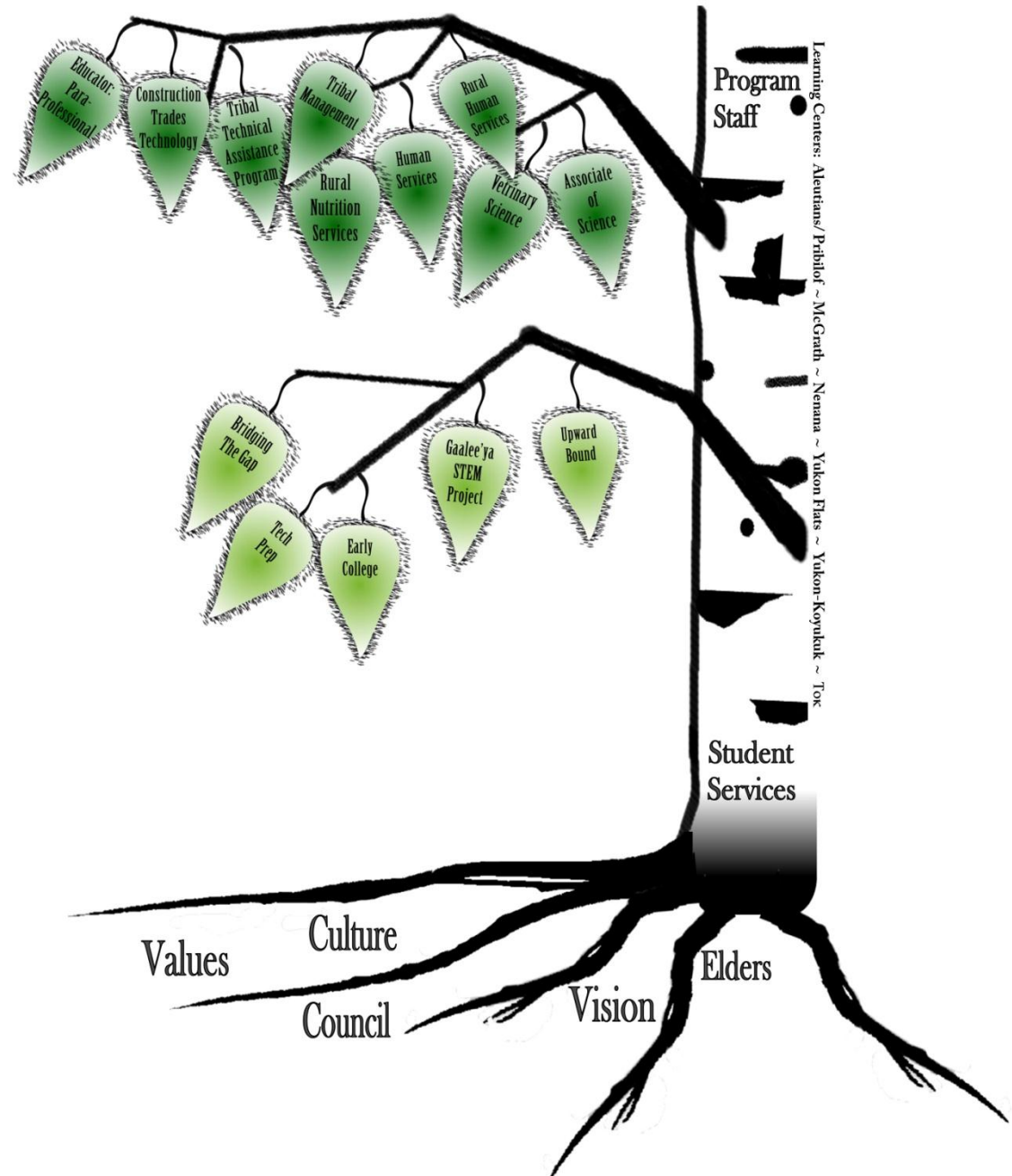
Science (AS)
Construction Trades Technology (Cert, AAS)
Educator: Paraprofessional (Cert, AAS)
Human Services (AAS)
Rural Human Services (Cert)
Rural Nutrition Services (Cert)
Tribal Management (Cert, AAS)
Veterinary Science (Cert)

Special Projects

Upward Bound
Early College
Tech Prep
Gaalee'ya STEM Project
Bridging the Gap
Tribal Technical Assistance Program (TTAP)
Cultural activities and camps

Student Profile (Spring 2011)

Enrollment: 445 students
67 percent Female; 33 percent Male
51 percent Alaska Native
Average Age: 36
Degree Seeking: 48 percent
Associates/Certificates Awarded: 24 (AY11)
Occupational Endorsements: 7 (AY11)



Partnerships

IAC has developed enduring partnerships with: school districts; educational organizations; medical service providers; state, local and tribal councils, agencies and government entities; non-profit organizations; businesses; Native corporations, associations and housing authorities, and community groups. These partnerships expand the benefit that students and communities receive from IAC programs.

Facility Improvements through Grants

Since 2009, grants have been sought to meet the infrastructure needs of the campus.

US Department of Education: All UA owned facilities (Fairbanks, Fort Yukon and Tok) have grant-funded improvements. The Harper Building added a STEM Wing with multimedia room and offices, renovated other office and public areas and expanded restroom capacity. Both the Tok and Fort Yukon have benefited by renovated classrooms, updated bathrooms and the addition of computer labs and video conferencing capabilities.

Owned facilities have also been able to increase their long-term sustainability. All three locations have increased energy efficiency through measures such as increased insulation, replaced windows and updated heating systems. Grants have helped IAC address expensive maintenance issues such as replacing and expanding plumbing infrastructure at the Harper Building. The Harper Building is also on track to have the roof replaced in 2012. A dedicated alternative energy classroom was built at Fort Yukon. This allows the Fort Yukon Center to offer instruction in emerging technology and receive energy through solar and biomass systems.

US Department of Housing and Urban Development (HUD): IAC was the lead organization in a HUD partnership grant that supported infrastructure improvements at Gaalee'ya Spirit Camp. While this is not a university facility, the camp frequently hosts IAC programs. It is an ideal place to hold blended academic and cultural camps.

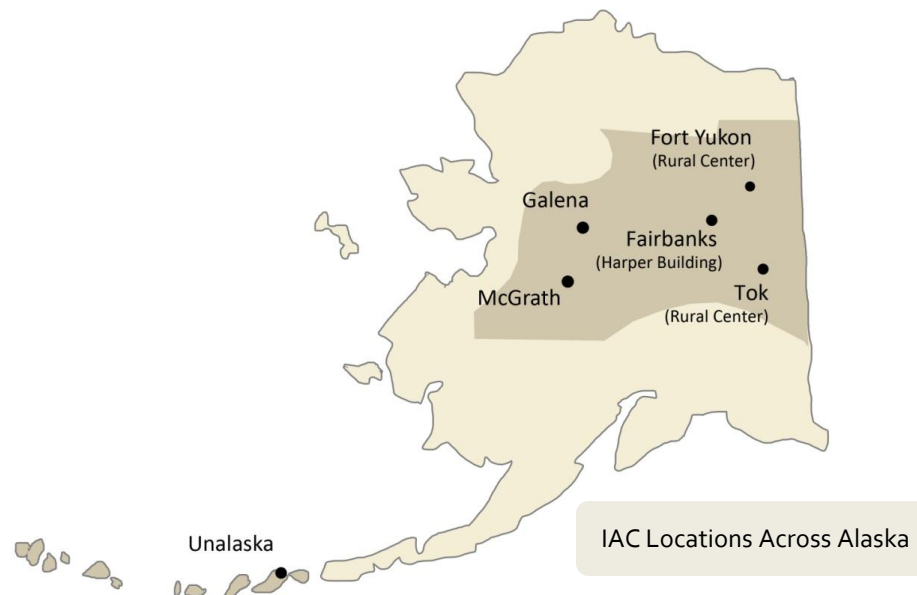
The grant expanded and upgraded structures so that the camp can more easily accommodate up to 50 students at a time as well as larger public events. Access was improved through a boat dock and stairs. Alternative solar and wind energy systems were added to the camp which increased the amount of electricity available at the remote site. This helps power lights and appliances including a solar hot water heater.

1.2 Campus History

The Interior-Aleutians Campus (formerly the Interior Campus) was formed in 1988. IAC formed its own advisory council in 1996. The IAC Advisory Council is composed of one resident from each of the 6 areas served by the Rural Centers as well as representatives from stakeholders and students. The Advisory Council assists with program development, provides advice on issues of concern and influences the overall direction of the campus.

The years between 1995 and 1998 were a major foundation building period. At this time, the University was undergoing a major budget crisis and seriously considering closing many rural campuses because they were expensive and served a small number of students. The Campus Director, Clara Anderson (Johnson), undertook a 'visioning' process with the Council, elders and tribal and community partners to provide guidance. The visioning sessions were used to set priorities and make decisions that affected the future direction of the campus. One of the primary goals was to retain services to all the rural communities that IAC serves.

One of the results of this process was a commitment on the part of IAC to actively seek grant funds. This has been a successful strategy; IAC has been able to sustain and expand programs and services through grant support. All areas of IAC have benefited; grants have supported the development and delivery of academic courses and programs, piloted new teaching methods, provided faculty and staff development, expanded student support services and expanded and renovated campus facilities.



1.3 Process and Participants

The 2013 update to the UAF Interior-Aleutians Campus Master Plan describes the academic and physical needs of the IAC Harper Building at UAF in Fairbanks, and its two rural centers in Fort Yukon, and Tok, and will serve as a guide for the growth and improvement of IAC facilities.

Like the other rural campuses in the University of Alaska Fairbanks system, the Interior-Aleutians Campus offers academic, vocational and community interest courses to Alaska's rural population. Its rural centers also provide placement testing, advising and writing assistance for prospective students. Assistance to adults seeking their General Education Development (GED) certificates through Adult Basic Education courses is also available through a number of the IAC rural centers.

IAC MASTER PLAN UPDATES: INITIAL MEETINGS

The University of Alaska Fairbanks, Facilities Services, Division of Design and Construction, contracted with Design Alaska in April, 2011 to prepare Master Plan updates for the Interior-Aleutians Campus (IAC). Work on the project commenced in May, 2011. Mission, vision and goals for the IAC Campus have been determined by IAC's "Comprehensive Master Plan- 2010-2015."

Janet Matheson AIA, of Design Alaska, met with IAC Director Clara Anderson, UAF-DDC Project Manager Reed Morisky, and Bryan Uher, Shannon Erhart, Leafy McBride, and Sara Battiest of IAC, on July 19, 2011, at the Harper Building in Fairbanks, to discuss programs and planning for the IAC campuses.

SITE VISITS

A schedule of site visits was established for Design Alaska to conduct facilities assessments on existing facilities and interview staff on their program and facility needs. Site visits were performed at:

<u>Date</u>	<u>Location</u>	<u>Attending</u>
April 27, 2011	Tok Center, Tok	Janet Matheson, AIA- Design Alaska Patty Green – UAF Interior-Aleutians Campus Scott Hulac – UAF Division of Design and Construction Tok Community Members, Partners, Faculty, Staff and Students
May 2-4, 2011	Aleutian-Pribilof Center, Unalaska	Janet Matheson, AIA – Design Alaska Amelia Ruerup, Liza Mack- UAF Interior-Aleutians Campus Mary Pagel, PE – UAF Division of Design and Construction Meetings held with Unalaska Community Members and City Manager
May 9, 2011	Yukon Flats Center, Fort Yukon	Janet Matheson, AIA – Design Alaska Clara Anderson, Suze Nolan – UAF Interior-Aleutians Campus Scott Hulac – UAF Division of Design and Construction Fort Yukon Community Members, Partners, Faculty, Staff and Students

Following the site visits, the academic and facility needs of the Harper Building and the Tok and Yukon Flats Centers were assessed, and discussions were held with IAC administration and staff members on how these needs could be met by renovation, expansion, or new construction. Existing plans and capital improvement priorities are included in Chapter 3 of this report for the Harper Building, Tok Center and Yukon Flats Center.

Key issues in the planning process were:

EXISTING FACILITIES

- Existing size, materials, age, and current use
- Infrastructure: utilities services
- Site development and use
- Problems: program-related, maintenance
- Alternative planning concepts, including expansion/renovation

RURAL CENTER OPERATIONS

- Available Sites: Land and building use
- Community Access and Use Partnerships
- Design Criteria
- Phasing
- Cost

A primary objective of 2013 IAC Master Plan update was to identify short and long term capital priorities for IAC facilities that would address all of the Interior-Aleutians Campus Goals. The updated IAC Master Plan will present solutions to the programmatic and physical infrastructure needs of the IAC, projected over a five to twenty year time span.

1.4 Master Plan Purpose and Scope

The purpose of this Master Plan update is to incorporate strategic academic and facility planning information that was developed between 2006 and 2012. This update looks beyond 2013 for the next five to twenty years (2013-2033), with emphasis on the next five years. Elements of the Interior-Aleutians Campus Comprehensive Plan 2010-2015, the UAF 2010 Campus Master Plan, the CRCDD Strategic Plan 2006-2010, and the UAF Strategic Vision and Academic Development Plan 2007-2012 have been included. Attention was also paid to the observations and recommendations in the McDowell Group's "UAF College of Rural and Community Development Interior-Aleutians Campus Impact Study, " dated November 2009, and the James L. Fisher "University of Alaska Review", dated January 2011. Updating the Master Plans of all UA campuses at regular 5-year intervals is a requirement of the University of Alaska Board of Regents Policy 5.12.030.

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. Reference Appendix D – University of Alaska Strategic Direction Initiative.

1.5 Mission, Vision and Values, and Programs

MISSION

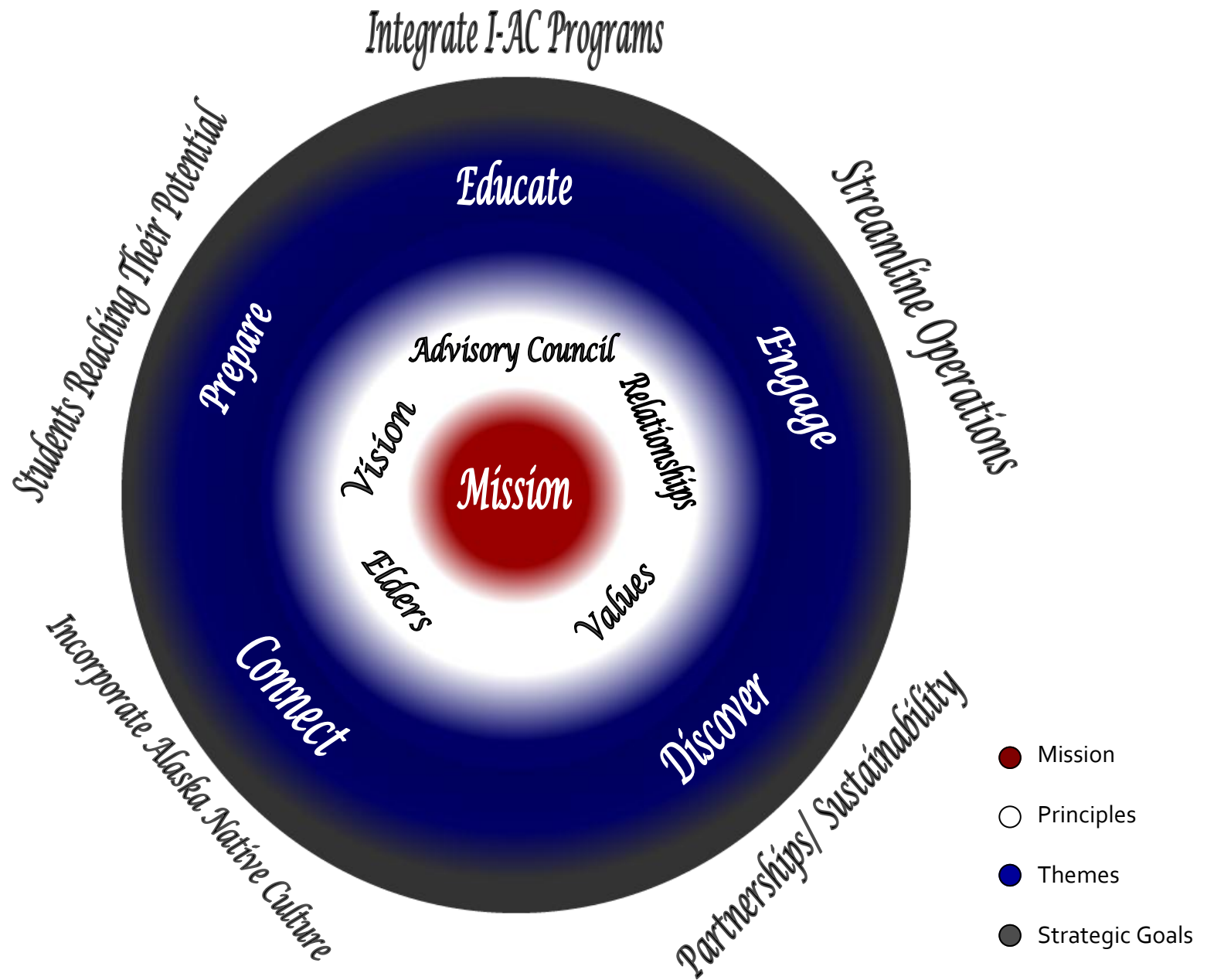


UAF Core Themes with Interior-Aleutians Campus Goals

- **Educate:** Deliver relevant Occupational Endorsements, Certificates and Associate Degrees.
- **Discover:** Alaska Native Serving Institution status enables the campus to explore multiple methods to meet student and community needs.
- **Prepare:** Provide vocational programs and skills in high demand job areas for rural residents.
- **Connect:** Integration of traditional knowledge and culture with university education and outreach.
- **Engage:** Place-based education allows students to continue traditional lifestyles in their home communities while pursuing higher education.

The Mission of the Interior-Aleutians Campus is to integrate lifelong educational opportunities with rural Alaskan and Alaska Native communities, cultures, and ways of life.

VISION AND VALUES



EDUCATIONAL AND TRAINING PROGRAMS

The Interior-Aleutians Campus offers occupational endorsements (OE), certificates, Associate of Arts (AA), Associate of Science (AS) and Associate of Applied Science (AAS) degrees developed with a focus on rural and Alaska Native community needs. Many of these place-based programs are offered through a successful cohort model that allows students to take their course of study with a cohort, often in their home community. Programs offered include:

- **Associate of Arts (AA):** The AA degree represents the completion of a broad-based of study. It may be used as a stepping stone for students planning to pursue a Bachelor of Arts degree.
- **Associate of Science (AS):** The AS degree represents the completion of a broad-based course of study with an emphasis on the sciences. It may be used as a stepping stone for students planning to pursue a Bachelor of Science degree.
- **Community Health Aid Practitioner (CHAP):** The Community Health certificate program of UAF/CRCD is a unique educational partnership with the tribal health organizations and the Community Health Aide Program (CHAP). Community Health Aide employment by a regional native health organization is a prerequisite for entering this program. Training for this program is through face-to-face intensive sessions of three to four weeks each. The program offers both a certificate and an AAS degree.
- **Construction Trades Technology (CTT):** The CTT program, developed and based out of IAC, provides vocational, skill-based education to students through place-based, on-site instruction and flexible course scheduling in order to meet the needs of site-bound underemployed Alaskans who otherwise would not have access to vocational post-secondary programs and who are under-represented within the UA system. CTT offers a certificate and an AAS. The AAS currently includes a concentration in Residential Construction and a proposal has been submitted to the UAF Faculty Senate for a new concentration in Residential Construction Project Management. In addition, an OE in Facilities Maintenance is available and a new OE in Alternative Energy is being proposed.
- **Early Childhood Education (ECE):** The ECE program prepares students for employment as early childhood and child care providers. The ECE program is offered statewide through a partnership between UAF/CRCD and the University of Alaska Southeast (UAS). Both a certificate and an AAS are available.

- **Educator: Paraprofessional (EDPA):** The EDPA program, developed and based out of IAC, was designed to help small rural schools meet the “No Child Left Behind Act” regulations for requiring highly qualified paraprofessionals (teacher aides) in Alaska’s classrooms and early childhood programs to become “highly qualified” by educating local residents to fill these positions. Teacher aides are often the most stable educational staff at rural schools and this program assists them in developing as professional teacher aids. The program often offers coursework in cooperation with local rural school districts. Both a certificate and an AAS are available.
- **Human Services (HUMS):** The HUMS program prepares students for entry-level positions in human services agencies. The HUMS program is offered statewide by UAF/CRCO. It is offered in multiple delivery methods including by distance, face-to-face, and intensive models. Both a certificate and AAS are available.
- **Rural Human Services (RHS):** The RHS certificate program is designed to help further develop skills and credentials in the helping profession by offering a culturally appropriate training program designed for rural, village-based human service workers. RHS delivers training solely through the cohort model, with students attending two one to two week sessions with their cohort every semester. RHS offers only a certificate which articulates into the HUMS AAS for students wishing to continue their education.
- **Rural Nutrition Services (RNS):** The RNS program, developed and offered through IAC, is a culturally relevant multidisciplinary course of study that combines nutrition science, Alaska Native knowledge, behavioral health, and outreach skills. Students may use credits toward an RNS Occupational Endorsement, area of concentration in Tribal Management, additional certificate and degree programs or as professional development. The program is offered through the cohort model.
- **Tribal Management (TM):** The TM program, developed and based out of IAC, was developed in response to the needs of Alaska Native Tribal Government. Developed by a statewide team of advisors, the purpose of the Tribal Management Program is to offer a rural-specific, culturally-relevant education in the areas of environmental and natural resources, health and social/human services, education and employment, public administration and policy, tribal business, economics, and tribal planning. The program is offered through a blended delivery model with both face-to-face intensives in villages and semester-based distance courses. The program offers a certificate and an AAS as well as an OE in Tribal Justice.
- **Veterinary Science (VTS):** The VTS program, developed and based out of IAC, was developed in response to the absence of trained veterinary care in rural Alaska. The program offers training in animal care that students can use to support humane animal care needs in their community or in other areas including public health as it relates to domestic and wild animals. It is offered through both distance and face-to-face courses and includes face-to-face laboratory intensives.

All Interior-Aleutians Campus rural centers offer instruction and courses towards traditional degrees, as offered by UAF's College of Rural and Community Development, College of Liberal Arts, and School of Education.

- Bachelor's Degrees (B.A., B.Sc., etc.)
- Masters and Doctoral Degrees (M.A., Ph.D., etc.)

IAC has established these special training projects for students who plan to enter university:

- **Bridging the Gap (BTG)**

This project assists rural and Alaska Native students who seek to become teachers in rural Alaska. Funded by the US Department of Education.

- **Gaalee'ya STEM Project (NSF)**

This program provides a culturally relevant STEM (Science, Technology, Engineering and Mathematics) project for students in the IAC and Chukchi Campuses pursuing an Associate of Science (AS) degree. Funded by the National Science Foundation.

- **Tribal Technical Assistance (TTAP)**

This program, funded by the US Dept. of Transportation Federal Highway Administration, helps tribal government develop and manage their transportation programs, through education, training, and technology transfer. It offers work force development and management training, including the Alaska Roads Scholar program.

- **Upward Bound (UB)**

This program works with 13 target Alaskan high schools, including Lathrop High School and Effie Kokrine Early College Charter School in Fairbanks, in encouraging students to enter university, holds a 6 week summer residential program on the UAF campus, and offers the Pathways-2-College bridging program. Funded by the US Department of Education.

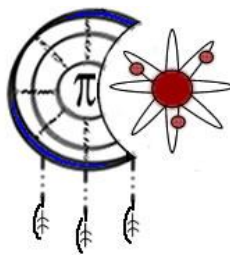
- **Tech Prep (TP)**

Dual credit is also available to high school students for courses taken while still in secondary school, but which will count for credit towards a vocational degree or certificate. Funded by Title III.



Graduate Cap and Sash
(IAC Photo)

IAC Gaalee'ya STEM Project students at work
at Howard Luke Camp



2

CAMPUS TRENDS

Interior-Aleutians Campus

University of Alaska
Fairbanks

2013



2. Campus Trends

2.1 Academic Programs

The IAC's Harper Building is an administrative facility for all the rural centers it serves, houses faculty and staff for academic programs, and serves as a teaching facility for students in academic program and projects. It is also a location for training and professional development for IAC faculty and staff. It hosts a student services department, which assists students with planning their educational goals. It also is the home of staff which operates IAC's projects: Tribal Technical Assistance, Upward Bound, Gaalee'ya STEM, Tech Prep and Bridging the Gap.

The Harper Building is the location for IAC Advisory Council meetings, which are held throughout the year. Faculty and staff attend these regular meetings, which review progress on IAC's Strategic Priorities:

1. Students reaching their potential
2. Incorporation of Alaska Native Culture
3. Integration of I-AC programs
4. Campus sustainability through partnerships
5. Streamline operations

IAC's academic programs are delivered in a variety of ways, including village based face-to-face intensives, rural center or Fairbanks based face-to-face intensives, and a variety of e-learning tools including audio-conference, video-conference, Blackboard, E-Live or some combination of these e-learning tools. With village based face-to-face instruction, IAC faculty travel to the village and live there for a week to one month (depending on the course and program), teaching cohort students daily. With rural center or Fairbanks based face-to-face instruction, students travel for a week to two weeks to a central location (the rural center or Fairbanks) to attend classes or laboratory instruction. Methods of e-learning rely in part on the connectivity in the village. The technologies associated with these methods are frequently updated by UA's Office of Information Technology.

Textbooks for e-learning and some face-to-face classes are ordered through the CRCD Bookstore. Registration, homework assignments, and examinations are conducted via the internet to the greatest extent possible. Laboratory assignments may be completed on-site using the "lab in a bucket" method which sends laboratory materials to the student or through face-to-face laboratory intensives in Fairbanks or a rural center where appropriate. IAC provides the rural centers with computers and other equipment to support program delivery from their locations.

PROGRAM DELIVERY

Programs offered at all IAC's rural centers are delivered using the following methods:

- E-learning:
 - May include: Blackboard, Audio Conferencing, Elluminate Live, E-mail, Internet, and Correspondence.
- Intensive:
 - Co-hort Mode*
 - Face to Face instruction*
 - Courses held at Rural Center locations

***Cohort Model.** Many of IAC's academic programs and projects utilize a place-based cohort model that brings cohorts of students together throughout the semester to progress through to completion of their degree or certificate. These cohorts may meet in Fairbanks, at one of the rural centers, or in a small village, depending on the program and the number of students in a given location. This style of delivery affects both enrollment and graduation numbers. Numbers enrolled in the majors to go up and down depending on the cycle of the cohorts. As one cohort finishes, the headcount in majors is up because the students have applied for admissions and go on to graduate.

The years that reflect low headcount of majors is due to a new cohort starting and thus the numbers of students enrolled in the degree majors are low because many students do not usually apply for admissions until the last semester of course work. This system also affects numbers of graduates as students graduate as a cohort in one year and the next year may have a lower number of graduates as a new cohort progress through the program.

***Intensive Face-to-Face Course,** where an instructor travels to a remote community, usually by air, and offers an intensive course, with the content compressed into consecutive nights, weeks, or weekends. This course type requires local housing and board for the instructor, if he/she is not locally based. Materials and texts also have to be shipped into the community for use. The courses are often project-based. Completion of the projects represents skills learned as well as a source of pride for the students and the community.



Carpentry workshop and alternative energy classes (IAC Photos)

Teaching adjuncts and staff are often recruited from local communities, where they are familiar with the residents' needs and backgrounds. This is important as effective teaching and advising will spread the desire for more post-secondary education in all communities, no matter how distant their location from Alaska's three main university campuses in Fairbanks (UAF), Anchorage (UAA), and Juneau (UAS).

FACILITIES

Interior-Aleutians Campus

University of Alaska
Fairbanks

2013



3. Facilities

3.1 Harper Building – UAF, Fairbanks, Alaska

3.1.1 CAMPUS DEVELOPMENT

3.1.1.1 General Areas for Land Acquisition and Disposal

Since the Harper Building serves as the headquarters of the Interior-Aleutians Campus, its road connections to the main campus are north along Thompson Drive (to the west), or east along Geist Road/north along University Avenue, to the main campus entrance at College Road. The Harper Building is a UAF Shuttle Bus stop, for students, faculty and staff needing to travel up the hill to the main campus, without taking their vehicles and searching for a parking space.

The natural forested terrain around the Harper building allows plenty of room for expansion in a sustainable fashion, and preserves both the boreal vegetation and natural groundwater flow to the south. Natural habitat can be preserved, open spaces protected, fire and erosion risks are minimized, and solar energy technologies can be used to minimize energy costs, as has been done by CCHRC to the north, given the open exposure of the building to the south.

The site will allow expansion on all sides, especially to the east, where there is a large forested buffer of natural vegetation between the building and Fairbanks Street. There are opportunities for outdoor project-related activities in the undeveloped areas around the building, as they are also under UAF ownership. Within the building, expansion has already occurred to the northeast, with the construction of additional classrooms for IAC student use. Office and meeting areas have been configured to provide the best use of existing space.

Expansion of the building footprint will be as required in the future to serve growth in programs and staff. It will not be limited by site size or configuration.

3.1.1.2 Upgraded Infrastructures

There are paved streets on two sides of the facility, including Geist Road, a major traffic artery, and an existing graveled access drive and parking lot. A new road off Fairbanks Street and a reconfigured and resurfaced parking lot were completed in the fall of 2011, which alleviated traffic congestion and hazardous left turns at the former entrance off Geist Road. These features should receive permanent surfacing in the near future to provide stability and ease of year-round maintenance. Lighting of the parking lot and drive will add security and winter illumination to the facility's site.

- Sidewalks do not exist in this area of the campus. They should be planned for future installation.
- Water and sewer systems are connected to the College Utilities system. They will require periodic inspection and upgrade, as the building's population grows.
- The HVAC system in the building was upgraded in 2006 to add cooling. The system requires regular maintenance and assessment.
- Communications have been upgraded between the IAC-Harper Building and its rural centers by UA Information Technology.

3.1.1.3 Demolition

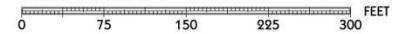
No demolition of existing buildings or features is planned at this time.



Current Harper Building Site Plan
with recent road improvements



SITE PLAN



3.1.2 NEW BUILDINGS/ADDITIONS/RENOVATIONS

3.1.2.1 Existing Building

The Harper Building, the headquarters for the Interior-Aleutians Campus, was originally Tanana Valley Community College's administration building. Its unique design has a two-story tall atrium on the southeast side of the building, facing a large lawn and view to the south. The original 12,206 SF building was shaped like a triangle, with offices on the north and west sides and a large open meeting area in the center, covered by a mezzanine above. The open meeting area was originally an open office area for business and registration, separated from the atrium by a long counter. Exhibit cases now placed along the length of the atrium are filled with Native Alaskan artwork and cultural materials. Sunlight fills the atrium and meeting area daily.

The original building was a single story wood frame building with atrium, on shallow concrete perimeter foundations and slab. Its original exterior finish was a composite metal panel, giving it the name "The Red Building", with wood windows. It currently has an EIFS (exterior insulation and finish system) covering over the exterior walls, to improve its thermal performance, although the original windows and doors remain.



Exhibit cases in the atrium



The central meeting area,
between events

View of the atrium
area



Hand crafted clothing on
display

3.1.2.2 Subsistence Science and Math Center

A renovation in 2010 has added a Subsistence Science and Math Center, a 2,600 SF classroom/office addition onto the northwest corner of the building. The SSM wing has new science lab and e-learning classrooms with videoconferencing equipment

The original floor plan for the building had one entry at the southwest corner, leading from the parking lot inside, and past a meeting room and hall to offices, to the atrium. There was also an entry at the far northeast corner of the building, leading outside. The southwest entry functioned as the main entry.

With construction of the recent classroom/office addition onto the northeast corner of the building, a new main entry has been formed, connecting to the expanded parking lot and new access road. A reception counter and lobby complement this new main entry within the building.



New main entrance and northeast addition



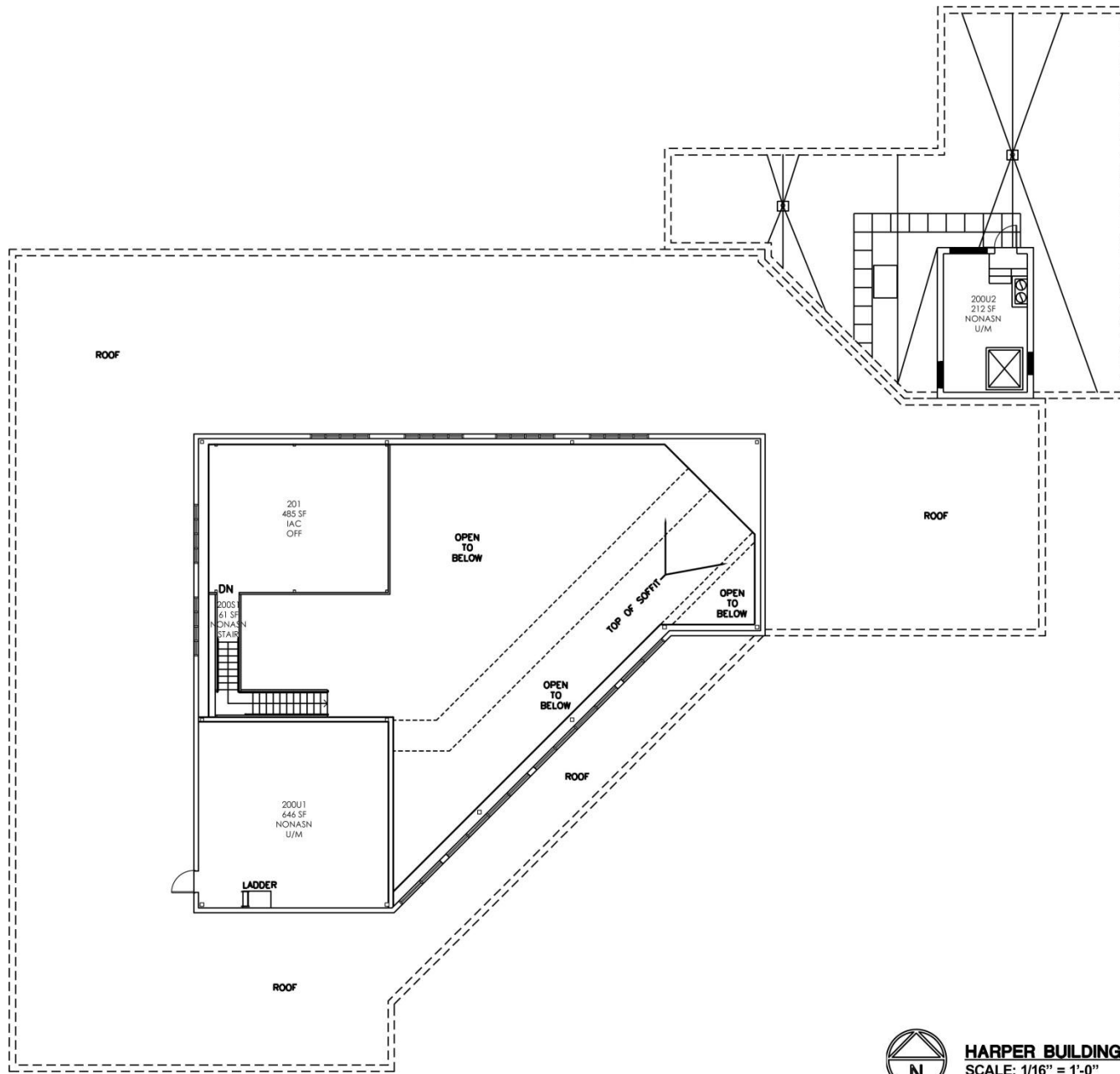
New Main reception area

3.1.2.3 Office / ADA Restroom Remodel

The south atrium area and northwest offices underwent a renovation project, which added ADA-compliant restroom fixtures and clearances, and provided more offices for staff. The director's office moved to the corner of the building, incorporating a conference area with tables and chairs for small meetings, and it has an adjacent secretarial station. This centralized administrative traffic in that area of the building. In the new classroom/office addition, the science classroom and e-learning classroom provide contemporary learning settings for students, either visiting for intensive lab and course work, or communicating from remote locations. They have been equipped with state of the art Level 4 classroom equipment.

22 Campus Development





HARPER BUILDING - SECOND FLOOR
SCALE: 1/16" = 1'-0"

CURRENT SPACE USAGE

The major portions of IAC's interior spaces are dedicated to classroom/office use (69 percent). See the color floor plans below for the distribution of space use areas in the building.



SUMMARY OF CURRENT RENOVATED SPACES

(Based on Renovation Projects through September, 2011)

SPACE TYPE	NET AREA(SF)	SERVICES	BUILT-IN EQUIPMENT	COMMENTS
Science Classroom 101C (SSMC)	753	HW, CW, Gas, power/data	Counters/cabinets/ sinks Markerboard	
Computer Lab 107 (SSMC)	343	Power/data	Smart Board, Markerboard	
Office 101B (SSMC)	127	Power/data		
Office 101D (SSMC)	121	Power/data		
Office 101E (SSMC)	114	Power/data		
Office 101F (SSMC)	120	Power/data		
Office 105 (SSMC)	80	Power/data		
Office 115	136	Power/data		
Office 114	96	Power/data		
Testing 108 (SSMC)	30	Power/data		
Office 110 (SSMC)	138	Power/data		
Office 112 (SSMC)	135	Power/data		
Office 113 (SSMC)	151	Power/data		
Office 116	97	Power/data		
Office 117	103	Power/data		
Office 118	97	Power/data		
Office 119	97	Power/data		
Office 120	103	Power/data		
Office 121	93	Power/data		
Office 122	98	Power/data		
Office 123	109	Power/data		
Office 124	99	Power/data		
Office 125B	127	Power/data		
Director's Office/ Conference 125C	329	Power/data	Book shelving, markerboard	
Office 125D	139	Power/data		
Office 126	141	Power/data		
Office 127	88	Power/data		
Office 128	141	Power/data		
Office 130	198	Power/data		
Office 138	329	Power/data		2 person office

SPACE TYPE	NET AREA(SF)	SERVICES	BUILT-IN EQUIPMENT	COMMENTS
Office 201 (2 nd Floor)	485	Power/data		
Total Program Areas	7170			
Reception 103 (SSMC)	78	Power/data	Reception Counter	
Student Study/Lounge 101 (SSMC)	601	Power/data	Movable partitions	
Prep/Storage 101C1 (SSMC)	122	Counter/sink		
Copy Room 102 (SSMC)	56	Power/data		
Reception 125	63	Power/data	Reception Counter	
Copy Room 120A	63	Power/data		
Storage 138A	35			
Break Room 136	347	HW, CW	Counter/cabinets/sink	
Total Support Areas	1365			
Restroom 101A	49	HW, CW		
Restrooms 100W1 and 100M1	401	HW, CW		
Utility 100U1 (Mechanical)	333			
Utility 100U1A (Electrical)	58			
Utility 100U2 (ladder access)	13			
Utility 100U3	75			
Utility 200U1 (Mechanical)	646			
Utility 200U2 (Mechanical)	212			
Custodial 100J1	21	HW, CW		
Total Service Areas	1808			
Circulation/Structure (24 percent)	3803			
TOTAL GROSS AREA	14146			

3.1.3 DESIGN GUIDELINES

3.1.3.1 Landscaping Guidelines

The yards around the building have been landscaped by UAF with lawns on three sides and a keystone retaining wall/planter on the west side. A fish wheel and cache have been placed on the south lawn, in keeping with the role of the building integrating Alaska Native cultural artifacts into its exterior and interior environments.

- Natural landscaping remains in the wooded areas surrounding the building.
- There is a building sign constructed from local materials.
- Built-up permanent flower beds are maintained on two sides of the facility, facing Geist Road and the west parking lot.
- Native plantings are appropriate for the areas bordering the building.
- Views should be maintained on all three sides of the building.

3.1.3.2 Open Space

- A substantial open space exists in front of the building, an opportunity for outdoor events and gatherings which should be retained in future landscaping plans for the site.

3.1.3.3 Signage

- An exterior sign reflecting IAC's Alaska Native heritage and craft skills has been erected on front lawn, where it identifies the Harper Building to passing traffic on Geist Road.
- Within the building, new ADA compliant signage should identify room use, in conformance with UAF Sign Standards.



Open space to the south of the Harper Building



The IAC Campus sign

3.1.3.4 Architectural Guidelines

- The exterior of the building has been covered with EIFS cladding, in earth tones complying with the UAF Design Standards and colors. Replacement of the doors and windows with more energy-efficient units will allow for the introduction of accent colors into the building facades. Complementary exterior site improvements would continue this improvement of the building and its setting.
- Inside the building, the choice of materials and colors should blend with existing and planned cultural heritage exhibits. The views out the atrium windows should be maintained to the southeast, and continue receiving the morning sun. Summer shading should be provided at exterior windows and areas where AV equipment must be used for office work or program delivery.
- Future renovation and new facility construction will strive to complement and maintain a relationship with the current campus identity and existing campus building aesthetics.

3.1.3.5 Energy Conservation

- The exterior of the building has been clad with new EIFS insulation, conforming to campus energy efficiency and color standards.
- The original windows and doors remain from the original building.

3.1.3.6 Environmental and Cultural Issues

- IAC's programs, projects and on-site activities are centered around cultural awareness and growth of the individual student in their own community.

3.1.3.7 ADA Compliance

- Entrances: An accessible ramp with railings spans the distance from the west parking lot up to the southwest staff entry. The new main entry is at grade and accessible.
- New ADA compliant restrooms provide conforming facilities for staff, students, and visitors.



Wood ramp at staff entrance from west parking lot

3.1.3.8 Additional Guidelines and Considerations

- Facilities to be utilized to the maximum extent possible. Explore the expansion of use by full time degree seeking students and summer sessions.
- Explore the expansion of distance delivery by main campus teachers, supplemented by distance delivery small groups and local mentors.
- Explore and quantify the relationship between achieving a degree at community campuses and how the original construction was designed as an instructional model.
- Expand energy conservation improvements. Acknowledge that LEED certification would be extremely expensive.
- Exterior of new improvements will match the exterior of existing improvements.
- Design elements for future projects should seek to emphasize the use of Native art and design.
- Incorporate security enhancements, to protect both physical property and individuals.

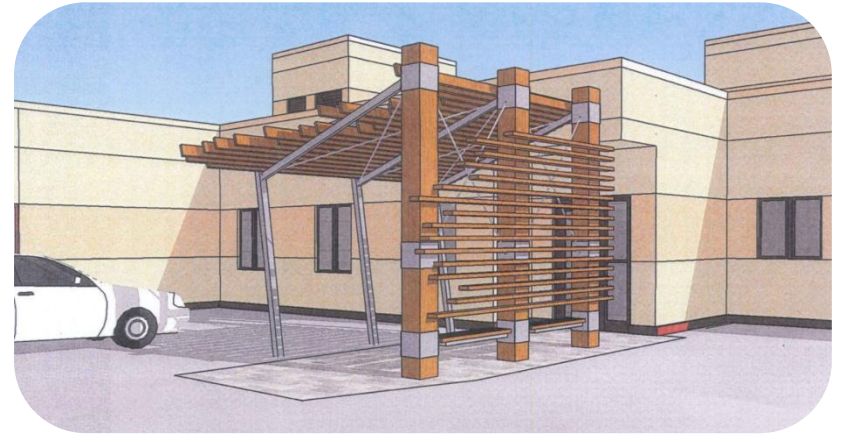
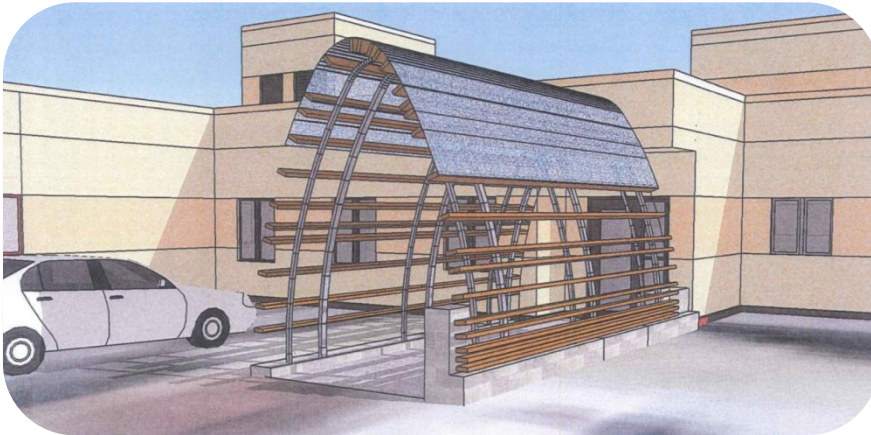
3.1.4 PRIORITIES FOR CAPITAL PROJECTS

DEFERRED MAINTENANCE/CAPITAL IMPROVEMENT PROJECT PRIORITIES

3.1.4.1 Short-Term Priority Improvements

The following deficiencies have been identified by UAF and included in current Deferred Maintenance project lists:

- Replace roof.
- Electrical repairs.
- Repair/replace exterior window system.
- Replace exterior entry porches.
- High bay lights.



Planning is underway to provide covered entries at the new main north entrance and at the staff entrance from the west parking lot. Jones and Jones, Landscape Architects, have provided sketches of possible designs that would reflect the cultural heritage of the building's students and at the same time complement its current appearance. Above are two sketches showing possible entry shelters with seating for people waiting for transportation to or from the IAC.

3.1.4.2 Long-Term Priority Improvements

1. Construct sewer line from Harper Building to College Utilities main.

3.2 Tok Center – Tok, Alaska

3.2.1 CAMPUS DEVELOPMENT

3.2.1.1 General Areas for Land Acquisition and Disposal

The University of Alaska Fairbanks has now assumed ownership of the Tok Center, and is planning a full renovation of Tok Center's academic spaces. The existing Tok Center garage needs to be modified to allow use of the building for workshop programs.



View of Tok Center's parking lot

3.2.1.2 Upgraded Infrastructures

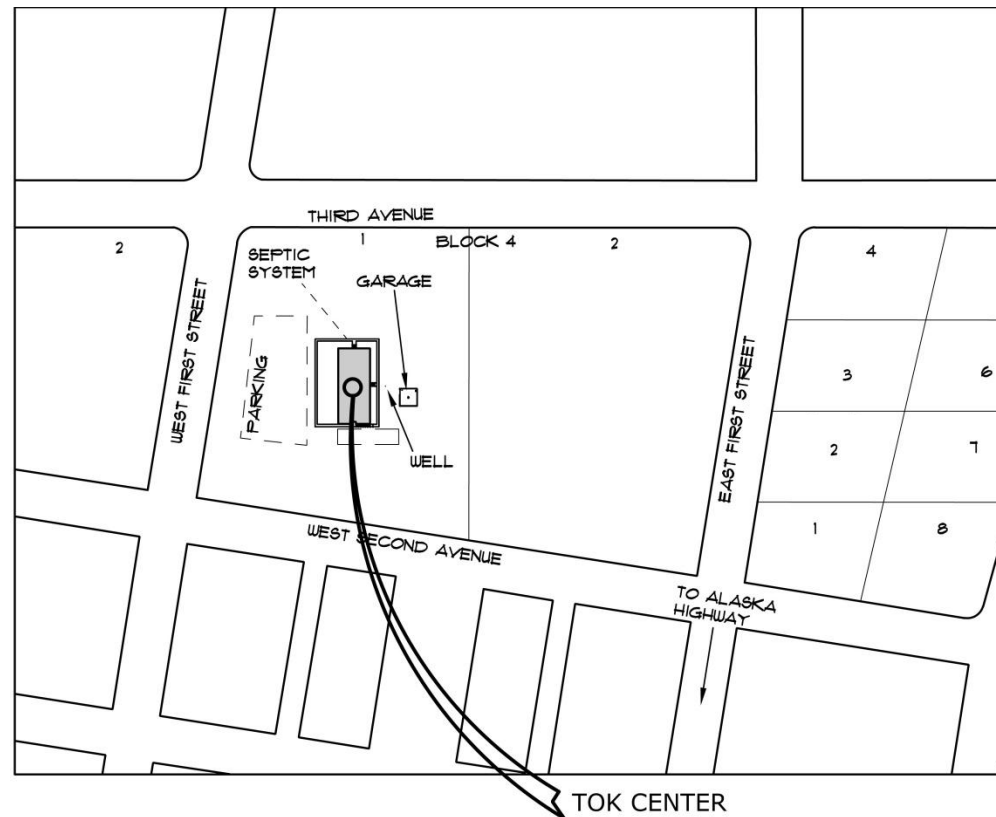
- Graveled City streets run on the west side of the current center, and are maintained by the City. The old school complex, no longer in use, is across the street.
- There is a concrete sidewalk running north-south along West 1st Street, in front of the center, but it is not connected to the building. If site improvements including sidewalks are planned, they should extend to Tok Center's main entrance.
- Regrading and paving of the graveled parking area would be desirable. Old sidewalk sections need to be removed, and rain or meltwater directed to the existing ditches.
- Water and sewer are independent of the City of Tok, and provided on site by a well and septic tank. Electricity and phone system are by local utility companies.
- There has been a recent upgrade to telecommunications service with the UAF campus, allowing full use of audio and videoconferencing for classes.
- There is no existing HVAC system in the Center except for restroom exhausts. Ventilation is obtained by opening windows. This is a health hazard to staff and students, and requires remediation.



Typical partially demolished kitchen

3.2.1.3 Demolition

Better use of the Center's spaces could be made if they were reconfigured to remove old bathrooms, kitchens, and closets entirely, and consolidate needed fixtures in one location. UAF maintenance personnel have covered old bathtubs with plywood and erected shelving in the tub spaces, but left the fixtures in place. In former kitchens, the wall cabinets and appliance hoods remain in place, although lower cabinets have been taken out. These items could be removed, so the space could be better used for storage of supplies or classroom materials.



TOK CENTER SITE PLAN



3.2.2 NEW BUILDINGS/ ADDITIONS/ RENOVATIONS

3.2.2.1 Existing Campus Buildings

The 54' wide x 128' long main building has a wooded setting, on-site water and sewer facilities, a spacious graveled parking lot at the front and sidewalks around three sides of the building, connecting to the parking lot. There is a detached garage for van parking. Both front and rear entrances to the Center have arctic entries and sheltering porches. The west entrance ramp is handicapped accessible, and accessible washrooms are provided off the main corridor.

Garage

The garage is a recent wood-framed, gable roofed 30' x 30' structure, with concrete slab on grade, an overhead door on the front and man door on one side. There is a utility sink just inside the man door, which is working. The garage is covered with T-1-11 plywood siding, and has metal roofing. The single man door has an elevated threshold, but the interior of the garage is accessible through the overhead door. Perimeter insulation flashing is incomplete, and does not cover exposed insulation. There has been recent damage to the west rear downspout, which is coming off the building. The garage has a separate above-ground oil tank and electrical service.



Southwest access ramp



Garage front view



Downspout



Front/west side of building

EXTERIOR

The exterior finish on the main building is a new insulated metal panel system, with matching metal trim around doors and windows. There are metal roof fascias and soffits. The building's concrete foundation is exposed below the exterior siding, but insulated on the interior.

Windows are recently installed triple insulated vinyl units, with wood trim on the interior. The hollow metal insulated entry and mechanical room doors were also recently installed, with new institutional quality hardware.

The two exterior stairs are not accessible, and the railings do not meet current building codes, but they are in serviceable condition, although they require refinishing.

Note: the two concrete slabs at the base of the handicapped ramp have a smooth finish, and become wet or icy due to dripping from the canopy above. They have been furnished with rubber ramps, but still represent a slipping hazard, and should be refinished.

In 2007, the exterior envelope – walls and roof – was upgraded by installing insulated metal panels to provide higher energy efficiency. At the same time, the exterior vinyl windows and hollow metal doors were replaced with new units, providing a weatherproof exterior, and removing the many air leaks through the previous plywood siding and felt over foam roofing.

As part of the 2007 renovation, the one large teaching classroom and the computer lab were enlarged and renovated.



New vinyl windows and wall panels



Mechanical room entrance

In a following grant project in 2008, another large classroom was created in the southwest corner of the building, and the administrative offices moved north and renovated. ADA compliant restrooms were added, plus a janitor's closet and electrical room. Old unused mechanical equipment was removed from the mechanical room.

INTERIOR

The interior of the building reflects its past history as a state trooper housing unit, with individual apartments on either side of a central corridor, and main exit doors at each end. Navigation within the building is aided by room signs suspended from the ceiling or mounted on the main double loaded central corridor. The typical interior finish throughout the interior is gypsum board on the walls, carpeted floors of various ages, and exposed wood roof/ceiling decking in the larger rooms on each side of the corridor. Exposed glulam beams run north-south down the length of the building, one on each side of the building, which support the roof structure together with the main corridor and exterior sidewalls.

The interior of the building currently has a UAF-IAC administrative suite, two classrooms of 634 SF and 604 SF, one small student lounge/classroom, one faculty office off the student lounge, one computer lab, an efficiency apartment, and service areas (restrooms, storage rooms/closets, laundry, and mechanical room). Now that accessible restrooms have been provided for the building, the two small bathrooms remaining from the previous residential use of the building need to be removed; most of the plumbing fixtures from previous apartment bathrooms have been removed or covered over with plywood, and they are currently used for storage. The laundry room needs to be converted to a central kitchen use, and a small washer/dryer unit provided for laundry use in the efficiency apartment. The former large cage storage room in the middle of the building can be converted to a teleconference/small conference room.



Classroom 101



Computer Lab



New Accessible Men's

3.2.2.2 Complete Interior Renovations

The interior finishes in the building vary in condition and age. In general, the carpeting requires replacement. Areas of the walls and ceilings which have received recent renovations have been repainted. The vinyl floor coverings in service areas are in generally good condition, except where cabinets or fixtures have been removed, and no matching flooring has been installed yet. New shelving installed over former tub locations (tubs are still in place under plywood covers) is unfinished. Painted concrete floors need refinishing.

The Tok Center has requested reconfiguration of its existing spaces to serve its students more efficiently. A new main entrance at the front of the building, large classroom able to accommodate 40 students, and science lab space are needed. Accessible restrooms have already been provided in the last major interior renovation. Classrooms 1, 4, and 6 have adjacent smaller rooms which could be combined with the larger main classroom for larger classes, or closed via folding partitions if the smaller area is needed for study or small audio-conferences. There are storage shelving (closet) areas and restrooms adjacent to Classrooms 1, 4, 6 and 7 that could be used for classroom support or combined with adjacent spaces for larger rooms. There are also six remaining kitchen facilities in the building; these could be reduced to two counter/sink/microwave areas (staff and student) for IAC use, with one kitchen area remaining for the efficiency apartment. If the Counseling Center remains in the facility, their kitchen could also be reduced to a simpler counter/sink/microwave configuration.

Another solution to general, book, and classroom storage would be exterior storage sheds for cold storage purposes. The garage is presently being used for overflow storage. Program and library materials need to be retained closer to their classroom locations. If an expansion is planned for the building, it should incorporate general purpose storage. Individual classroom storage areas would be useful if they could be built in with the renovation.

A reference library and study area would be useful to students and staff. However, the Tok Public Library is also available for use to community residents. A display area for Cooperative Extension and UAF publications needs to be retained in the Center. It is currently located in the IAC reception area.

Completion of the garage as a combination van parking area and shop instructional space should be planned, as funds become available. The garage's ventilation system, appropriate plumbing fixtures and counters will need to be installed for demonstration and project work areas. Storage of shop materials may require an adjacent storage unit on a temporary basis.

The Tok Center's "hand-in-hand" community-based programs are already growing steadily, and new IAC pilot programs are accepted with enthusiasm. Reconfiguring the facility for its best use of space, and addressing its maintenance needs as an older facility will ensure that classes and numbers of graduates can expand into the future.



Typical "old kitchen"

The Center's existing program spaces could be more efficiently utilized by the following renovations:

1. Classrooms: There are restrooms, kitchens and closets attached to the Rooms 117, 114 and 112. These areas could be reconfigured as classroom space. The reconfiguration would result in more usable spaces, with fewer plumbing runs. Shelving could be added for classroom storage purposes where needed. UAF's maintenance department has already started removing fixtures that are not needed, but the work is incomplete, and does not address wall demolition. Structural columns supporting the glulam beams will need to be retained or new framing added if they are removed. Many columns are hidden in walls and their locations will have to be verified.

The Center's classrooms are used for audio-conferencing and local courses. To be used for teleconferencing, UAF Level 4 telecommunications wiring and equipment will be required. Temporary partitioning of the classrooms for smaller classes or study purposes is desirable. This could be accomplished by removing the existing full-height walls and installing movable partitions. Room 111, previously the caged storage room, or another area, could be designated and renovated for audio and teleconferences; appropriate ventilation would be required.



Existing Storage Room
111

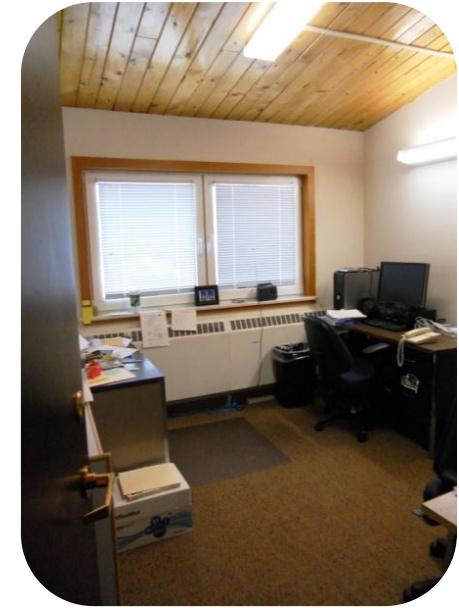


Existing Laundry Room
137

2. Storage: If the interior of the building is reconfigured, areas for general and book storage need to be provided. The existing caged storage Room 111 is not configured to store program materials or other related equipment. At present, other classrooms are full of these materials, as is half of the garage.

3. Tenant Spaces: The existing Counseling offices in the northwest end of the building are occupying valuable area which could be used as a large classroom, capable of accommodating 58 students in a classroom setting. The ALPA office, now located off the Computer Lab, would be better situated in a local central to the building, such as Room 137, currently a laundry. It would need a relite window onto the hallway to provide light but at the same time privacy.

4. Garage: The existing garage could be utilized for Construction Trades classes, or other workshops, as it has a utility sink, overhead door, and plenty of room for free-standing equipment. Materials could be stored on wall shelving. Existing items stored in the garage which do not need to be kept warm could be relocated to cold storage structures or conexes located nearby on the site.



Former ALPA Office

3.2.2.3 Science Lab Addition

A new Science Lab is needed to accommodate the Fire Science and other growing programs. If the building interior is not reconfigured at the north end (former Counseling Center location + Computer Lab) or south end (combine Classrooms 101 and 102), a building addition needs to be planned for this program, as well as other courses requiring laboratory sessions, or arts and crafts community courses requiring “wet” classrooms. A logical location for a Science Lab addition would be onto the southeast corner of the main building.

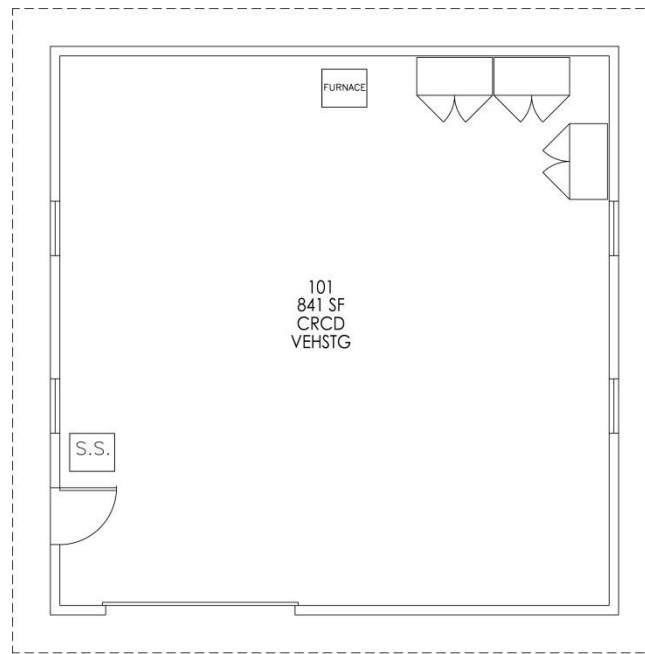
Science/wet lab activities could be accommodated by:

- a) Installing sink counters and cabinets in an existing classroom, as new plumbing and lab services can easily be extended in the crawl space.
- b) Constructing an addition onto the east side of the building, accessed through the main entrance.



Van in Garage





TOK CENTER GARAGE PLAN
 SCALE: 1/4" = 1'-0"



SUMMARY OF EXISTING SPACES

SPACE TYPE	AREA (SF)	SERVICES	BUILT-IN EQUIPMENT	COMMENTS
Main Building:				
Coordinator's Office/ Conference Room	307	Internet, LAN		Install folding partition. Renovated 2007. Book Storage – 100 LF
Admin. Asst. Office	151	Internet, LAN		Part of Exist. IAC Office. Renovated 2007. Ref. Storage - 60 LF
UAF Staff Office	289	Internet, LAN		For traveling instructors. Ref. Storage - 60 LF
Classrooms (4) Type A/B 15-30 student capacity	634 604 289 522	Internet, LAN, WAN Level 4 Technology for 2-way interactive Communication, audio/video/ computer conferencing.	Overhead Projector, Lectern, Smart Podium, 42 inch Flat Screen TV, Speaker Phones, Digital/Video Cameras	Existing classrooms 101, 102, 112, 114. Require additional data outlets.
Computer Lab Type C 40 student capacity	758	Internet, LAN, WAN Level 4 Technology	Sink/Counter/Cabinets	Existing classroom 117. Requires additional data outlets.
Garage:				
Workshop/Voc.Ed. Classroom	841	Service Sink (existing)	Storage Cabinets (existing) Shop Equipment (welders), Kiln, Exhaust Systems	Van can be stored outside.
Total Program Areas:	4395			
Efficiency Apartment	385	Kitchen and Bathroom (existing)		Existing apt. furnishings. Add washer/dryer.
Staff/Student Lounge		Internet, LAN	Sink/Counter/Cabinets	Currently using classroom 114 (alternate use).
Reception Area		Internet, LAN		Incl. CES Publications Area, part of Exist. IAC Office. Renovated 2007.
Storage Room	193		Free standing metal shelving	Future teleconference room.
Laundry	137		Existing washer/dryer.	Future kitchen.
Custodial/Recycling	40	Service Sink	Shelving	
Total Support Areas:	655			
Restrooms	556		Child Changing Station	
Mech./Elect.	199			
Total: Service Areas:	755			

Total Net Areas: Main Building + Garage	5805			
Circulation	1970			
TOTAL GROSS AREAS: Main Building + Garage	6875			
	<u>+900</u>			
	7775			

Future Areas Needed:

Library/Reference Room (16 students)	525 SF
Large Classrooms (58 students)	1160 SF each
Science Classroom Addition	800 SF



Existing lawn



Street/parking lot interface

3.2.3 DESIGN GUIDELINES

The University of Alaska Board of Regents requires the following elements to be addressed in all their campus master plans. Noted below are important features to be developed at the Tok Center campus.

3.2.3.1 Landscaping Guidelines

Existing Facility

- No landscaping exists, except for a broad front lawn south of the building. Outdoor activities could be held on the lawn, if it is improved.
- There is a recurrent ant infestation around the building's perimeter that would be removed with permanent landscaping.
- Tree plantings would shelter the building from prevailing north and west winds.
- Native vegetation or xeriscaping would be appropriate, using landscape materials to protect the building and define its presence.

Future Additions

- There is ample area on the site to construct additions to the main building on the east side. The parking lot can accommodate staff, students and visitors. City services are available off all major traffic arteries.

New Buildings

- A landscaping plan should be included in initial construction, with attention given to protection from the area's prevailing winds, snow and rain throughout the year.

3.2.3.2 Open Space

Existing Facility

- All four sides of the facility have extensive yards, which can be developed to complement the facility. Native landscaping remains on the edges of the site.
- Views can be maintained from the Center's windows on all four sides.

Future Additions

- If future additions are sited behind the existing building, its main entrance will remain the focus of visitors, students and staff arriving from the street.
- All additions should complement the original building's materials, scale, and colors, to present an integrated appearance to the community.



Existing headbolt heater outlets

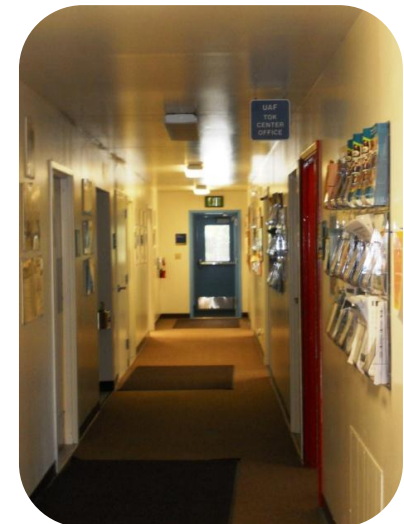
3.2.3.3 Signage

Existing Facility

- The Tok center has a new exterior UAF-IAC sign, mounted at the entrance to the parking lot.
- Inside the Center, there is no identifying signage on any of the room doors. Instead, there are ceiling mounted "flag" style signs, indicating room locations. There should be interior signs complying with UAF's current wayfinding and signage guidelines.



New Exterior Sign



Existing Interior Signs

3.2.3.4 Architectural Guidelines

Existing Building

- The existing building has UAF campus colors, with deep blue insulated metal siding, white windows and trim, and a silver standing seam metal roof.

New Buildings

- New facilities should conform to the existing UAF Design Standards and to local planning and zoning standards regulating setbacks, height, and land use.

Future renovation and new facility construction will strive to complement and maintain a relationship with the current campus identity and existing campus building aesthetics.

3.2.3.5 Energy Conservation

The exterior envelope of the facility has been upgraded to current UAF Design Guideline standards. The Center is interested in reducing its energy consumption through the installation of energy-saving appliances and equipment, and by the installation of alternative energy systems, which could be similar to those used elsewhere in the Tok Area, but which can be used as a basis of instructional programs for the community. One suggestion has been Biomass fuel systems, similar to a project installed by the local school district.

3.2.3.6 Environmental and Cultural Issues

The Center hosts a number of classes and events centered on local environmental and cultural issues throughout the year. They are held in conjunction with local partners in education, and attract strong community interest.

3.2.3.7 ADA Compliance

Accessible restrooms have already been provided by students, staff and visitors.

A long-term improvement to the center's accessibility will be replacement of the existing wood handicapped ramp at the same time that a new central front entry is constructed on the building's west side, facing the parking lot.

3.2.3.8 Additional Guidelines and Considerations

- Facilities to be utilized to the maximum extent possible. Explore the expansion of use by full time degree seeking students and summer sessions.
- Explore the expansion of distance delivery by main campus teachers, supplemented by distance delivery small groups and local mentors.
- Explore and quantify the relationship between achieving a degree at community campuses and how the original construction was designed as an instructional model.
- Expand energy conservation improvements. Acknowledge that LEED certification would be extremely expensive.
- Exterior of new improvements will match the exterior of existing improvements.
- Design elements for future projects should seek to emphasize the use of Native art and design.
- Incorporate security enhancements, to protect both physical property and individuals.

3.2.4 PRIORITIES FOR CAPITAL PROJECTS

3.2.4.1 Short-Term Priority Improvements

The Tok Center's current deferred maintenance deficiencies, prioritized in order of need, are:

1. **Code deficiencies:**
 - a. Occupancy separations of 1 hour required at storage room and laundry room, unless renovated for other uses.
 - b. Stair railings at mechanical room, north exit stair, and south exit stair/ramp do not comply with current codes.
 - c. Corridor doors do not meet ADAAG access requirements, except at south classrooms.
 - d. Old Accessible Restroom 100R1: paper towel dispenser handle does not comply with ADA requirements. No lavatory piping protection provided.
 - e. No crawl space ventilation provided.
 - f. Provide GFCI outlets in kitchens and restrooms (if renovation of these areas planned).
2. **Interior Finishes:** Replace interior carpeting where worn and at end of useful life. Repair/replace slippery concrete landings at handicapped ramp. Complete finishes in renovated mechanical, electrical and storage rooms.
3. **Electrical:** Rewire phone and lighting systems so they are not co-joined, and add circuits for equipment as needed.
4. **Garage:** Repair incorrectly piped oil tank supply line. Replace SW broken eave downspout.
5. **Parking Lot:** Regrade, with improved surface drainage. Provide parking lot lighting. Disconnect or repair street row of headbolt heater outlets.
6. **Landscaping:** Provide suitable landscaping around building. Ant extermination adjacent to the building, together with landscape completion, to prevent damage to wooden exterior finishes and posts. Landscaping would include improvement of existing lawn; plant shrubs; replace gravel areas between building and sidewalks; replace cracked sidewalk panels; refinish posts.
7. **Plumbing:** Repair or remove leaking sinks.

8. **Security:** Install building security alarm system. Provide card readers for exterior exit doors; students could use semester slide cards.
9. **Communications:** Construct Gathering Data.

Correction of deferred maintenance deficiencies, as well as an efficient reconfiguration of existing rooms, will provide the Tok Center with a more usable facility and extend the facility's life. An overall building renovation project would consider all these issues, and provide a single solution to the Center's current facility needs.

3.2.4.2 Long-Term Priority Improvements

The Tok Center is currently housed in a 40 year old building originally renovated in 1988 for its present use. Two major renovations have provided an energy-efficient exterior, and updated the larger classrooms in the interior. Its service systems, however, still need to be modernized, and its site needs improvements to be attractive to students and to visitors, who may pick up information from UAF's Cooperative Extension Service. Completion of renovations to the facility would allow increased class sizes, more support space, and more flexibility to deliver existing UAF-IAC programs to Tok and its surrounding villages.

Sustainable design should be considered in all envelope and system renovations. Most important, it should continue to act as a community focus for higher education and community development, just as it does now.

NEW MAIN ENTRANCE

A new main entrance on the west side has been planned, as well as reconstruction of the existing handicapped ramp on the south. The new main entrance could direct all students, staff, and visitors to the center of the building, where student services could be located, with classrooms along the window walls on all four sides.

INTERIOR RENOVATIONS

The interior of Tok Center can be renovated to fully utilize all spaces within its exterior walls, now that the interior spaces once occupied by leasing agencies have been returned to UAF-IAC use. Below is a previous concept plan of a possible configuration that would serve the future needs of the Center.

GREENHOUSE AND BIOMASS PROJECT SPACES

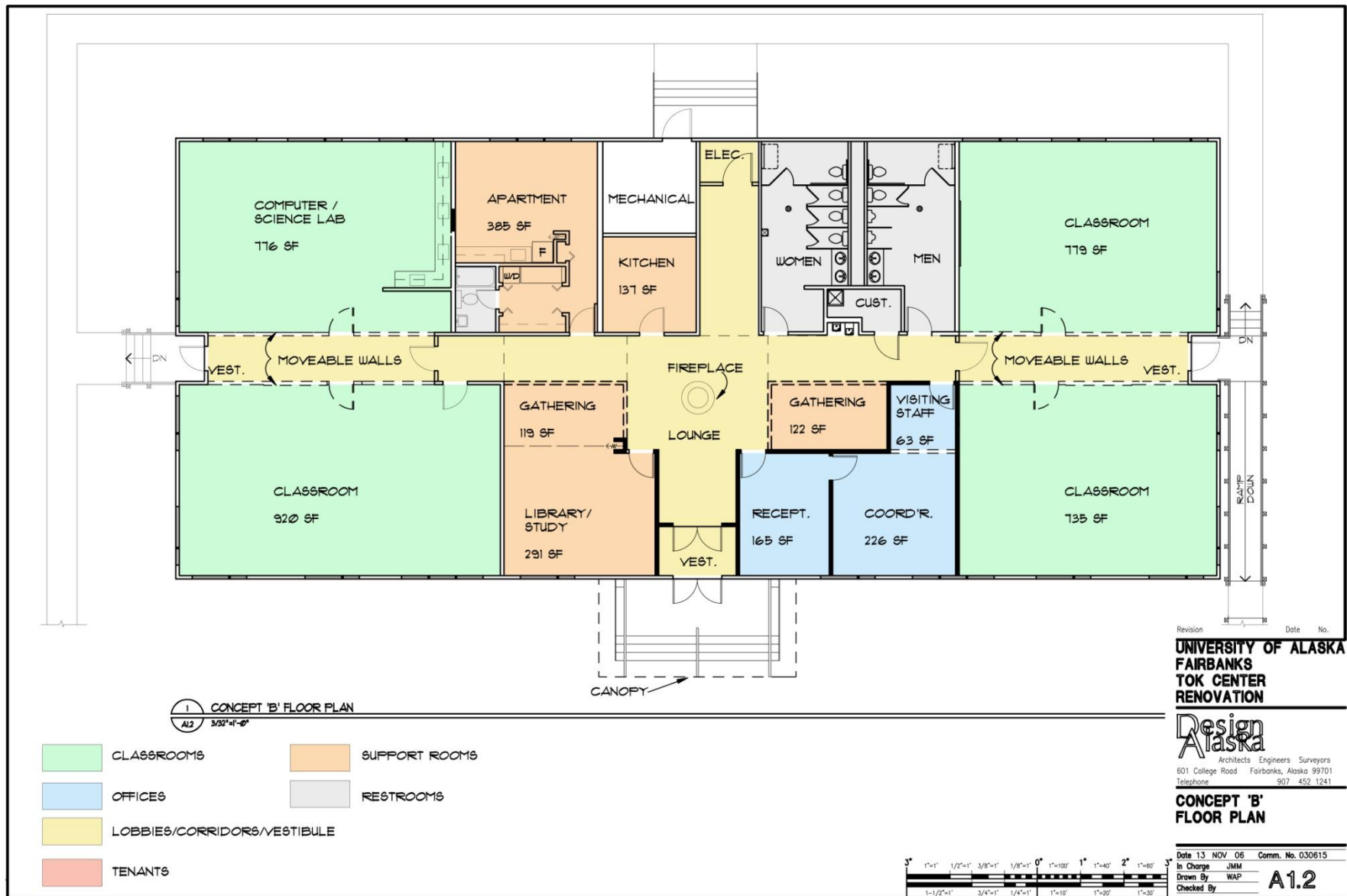
Renovation of the Tok Center's garage and/or adjacent outdoor areas can accommodate courses or projects related to the Tok Community's growing interest in greenhouse/gardening, biomass heating, and other alternative energy fields. Biomass or alternative energy projects could be included in the Center's own HVAC system renovations, to illustrate possible energy conservation uses right on-site.



Proposed West Elevation



Proposed South Elevation



3.3 Yukon Flats Center – Fort Yukon, Alaska

3.3.1 CAMPUS DEVELOPMENT

3.3.1.1 General Areas for Land Acquisition and Disposal

Utilization of the courtyard area sheltered by the “L” form of the original building and its south addition is proposed, with possible construction of an outdoor learning area including a greenhouse, to serve as a base for greenhouse construction or gardening classes for the community.

Landscaping is needed around the building. Decks and ramps may be required due to the high water table at the site, which is a short distance from the Yukon River.

The campus property is currently defined by chain link housing and an entrance gate. There are residential properties on all three sides, with a main access street, East 1st Avenue, in front of the property.

3.3.1.2 Upgraded Infrastructures

Further site development, particularly regarding, drainage, and landscaping of the existing site, will help alleviate the chronic flooding problems that the Center has experienced. Flooding and ground water in the area have resulted in a high water table, requiring repairs in the last ten years to the original 1980 structure’s crawl space framing, ventilation, buried septic system, and damaged finishes. These building repairs have been completed by UAF Maintenance.

The original building was constructed with concrete perimeter foundations, interior all weather wood post and pad foundations, and a crawl space for utilities piping.



Rear "courtyard" area



Standing ground water on site

Finish grade was banked up against the building. Interior foundations, and mechanical/electrical systems were repaired and updated in a 1999 renovation. Interior renovations were completed later to provide multi-use classroom spaces, and to convert the garage to academic use.

When the original building was constructed, a gravel parking area was created in front and an access road was created in front of the building. At that time, the site sloped off in the rear, and was typically wet and swampy. In 2005, when the building addition was built onto the rear of the original building, additional parking was created at the front entrance, including an accessible parking stall. The original building was already at grade and accessible.

A graveled street runs by on the north side of the site, which is maintained by the city. Residential dwellings are located on either side of the campus and across the street. There is no sidewalk system in the City.

Regrading of the areas around both campus buildings would be desirable, to encourage surface drainage to the perimeters of the property, and off the entrance drive.

Water and sewer are now provided by the City of Fort Yukon, replacing an on-site well and septic tank. Electricity and phone system are by local utility companies.

An above-ground fuel oil tank serves the Center's buildings.

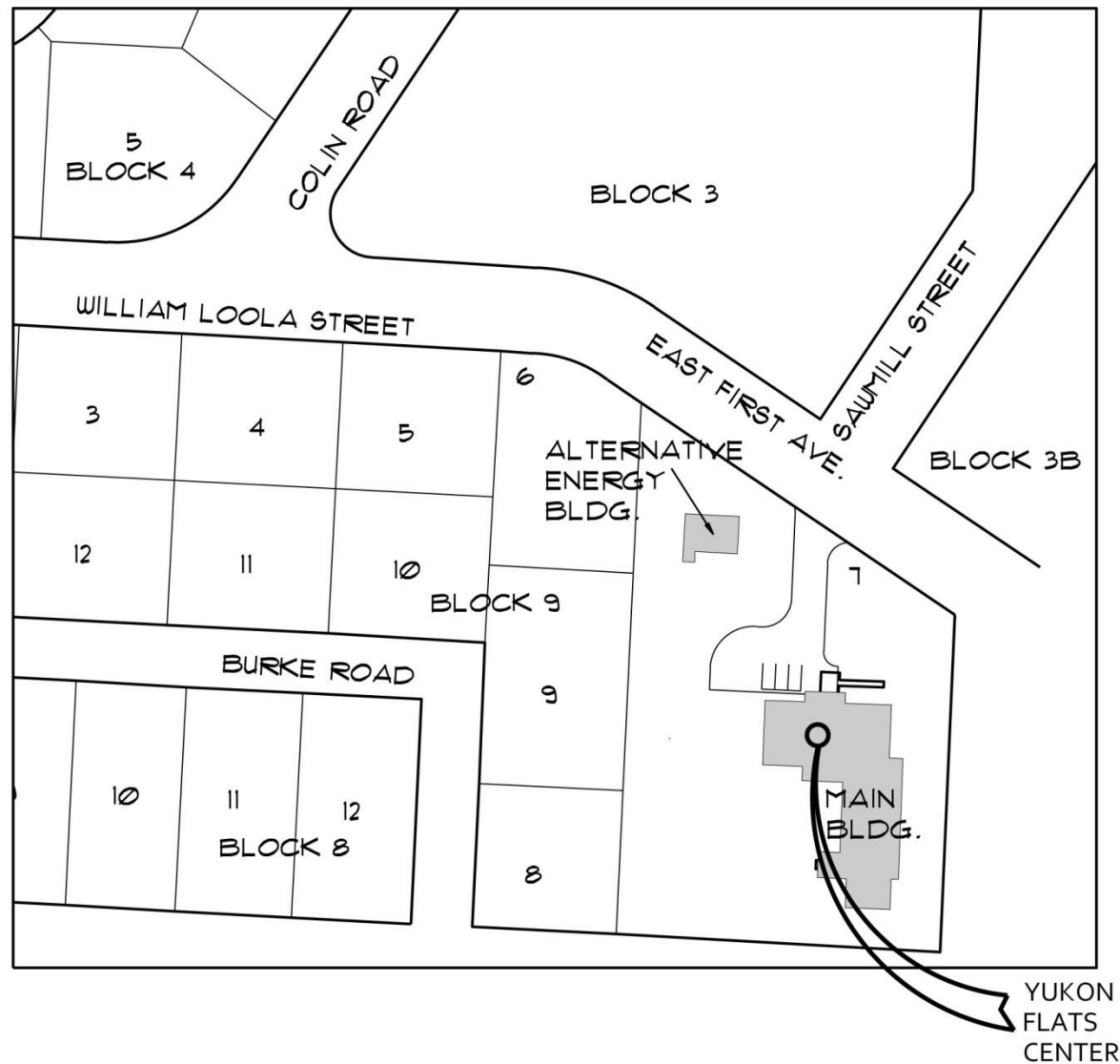
Power is supplied by the City's electrical system; the newly installed solar panels on the Alternative Energy Classroom will reduce power demands for that facility, and surplus power can be used on site. Code corrections are planned to the power system. A recent communications upgrade has improved teleconference capabilities over the phone line system.

3.3.1.3 Demolition

No demolition of existing structures is planned for the Yukon Flats Campus.



Existing fuel oil tank



YUKON FLATS CENTER - SITE PLAN



3.3.2 NEW BUILDINGS/ADDITIONS/RENOVATIONS

3.3.2.1 Existing Buildings

The Yukon Flats Center's original building was built in 1980. It is a single story log structure of 3,000 square feet, with expansive front porch. The roof gables, including the front porch roof, are supported by braced cross beams. Above the front doors is a handsome stained glass arched window, showing a fish wheel on the Yukon River. The building has a classroom/meeting area/lounge, with kitchen; three offices, a science classroom (converted from a garage), small copy area, lobby/reception area, restrooms, and utility rooms.

The new addition, completed in 2005 and financed by an Economic Development Agency grant, is an academic wing, with two classrooms that can be combined into one classroom, computer lab, office, restroom, and utility rooms. An accessible interior ramp links the original building with the addition, which has been built at a higher elevation than the original building. Together, the original log building and its log addition total 6,326 SF.

A recent addition to the campus is a separate 911 SF alternative energy building, built in 2010. It has one large interior space, which is used as a classroom/workshop. It is located near the entrance to the Center.



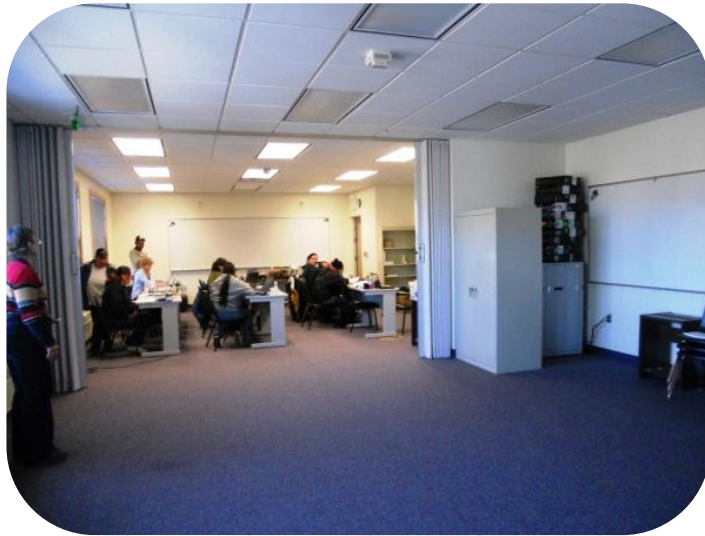
Front view - Yukon Flats Center



Rear "courtyard"



Alternative Energy Center



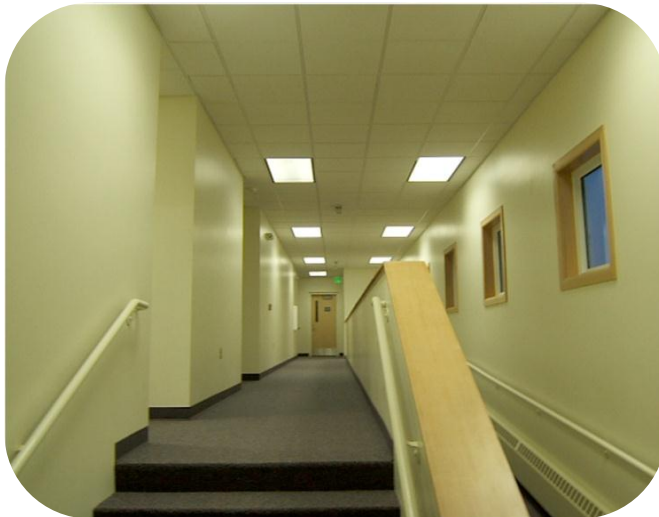
Expandable classroom - addition

The original building and new addition, completed and being used for classes, have roomy, well designed, comfortable spaces suitable for large or small classes or workshops. There is an interior connecting hall with accessible ramp and stairs leading up from the original building to the addition, which was built at a higher elevation.

The new alternative energy building, built at the front of the Yukon Flats Center property, is also completed and being used for classes.

3.2.2 Complete Science Classroom

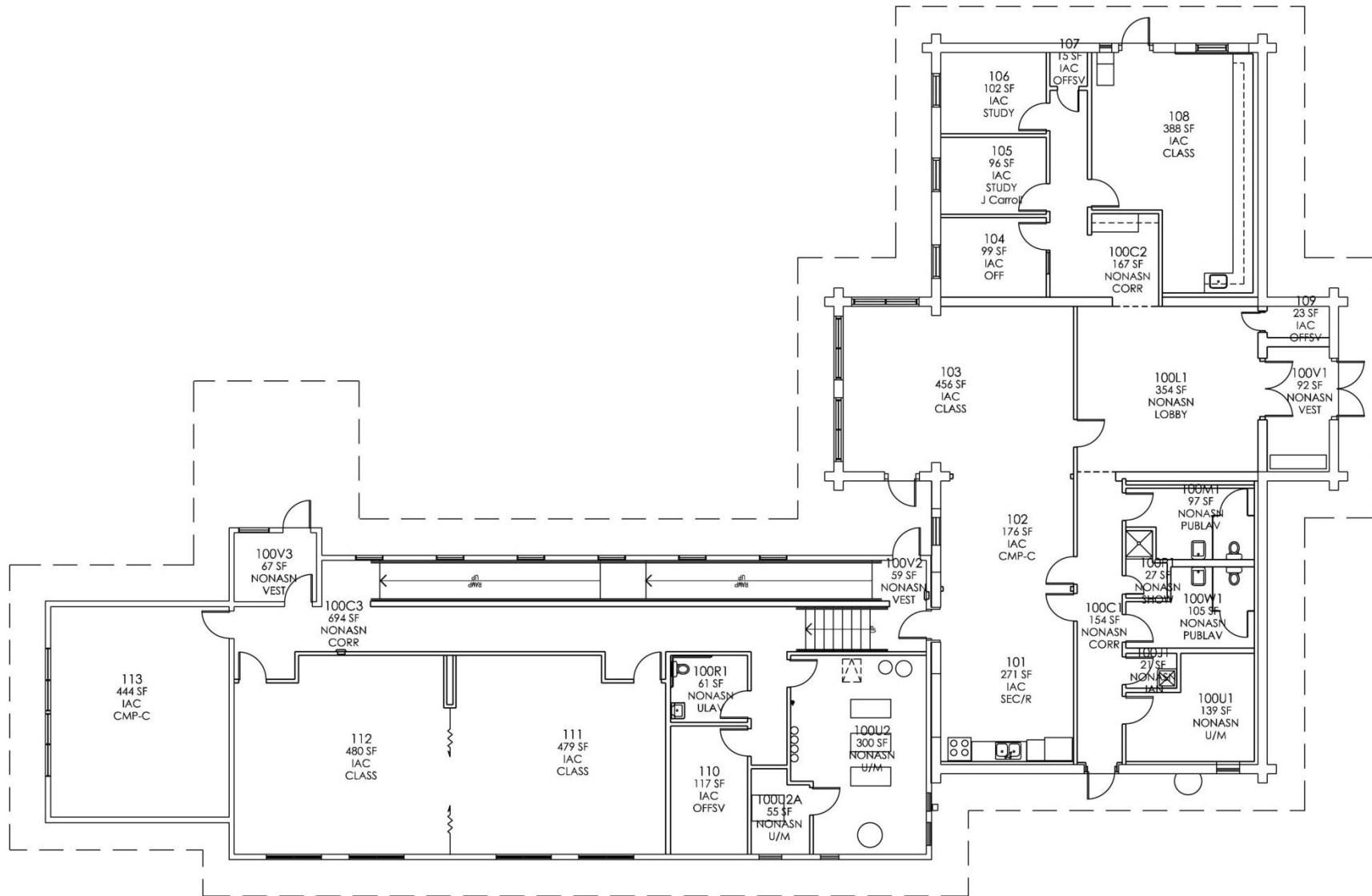
The Interior-Aleutians Campus will need to complete renovations to its Yukon Flats Center buildings to reflect current and future program needs. One important renovation that needs to be completed is conversion of the former van garage to a shop and science classroom. This classroom, located in the original building, has received new finishes and cabinetry, but still lacks essential equipment and services, including an appropriate heating system, before it is used for classes.



Hall stair and ramp addition

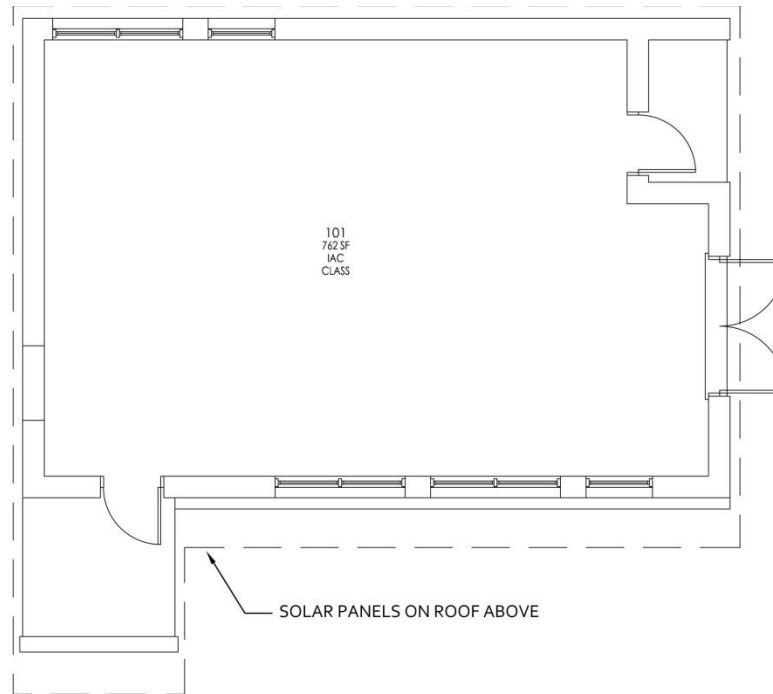


Science classroom - north wall



YUKON FLATS CENTER - FLOOR PLAN
SCALE: 3/32" = 1'0"





YUKON FLATS CENTER -
ALTERNATE ENERGY BUILDING
SCALE: 1/4" = 1'-0"



SUMMARY OF EXISTING SPACES

SPACE TYPE	NET AREA (SF)	SERVICES	EQUIPMENT	COMMENTS
Original Building:				
Classrooms 101-102-103	275+ 192+ 456= 903	w/Kitchen	Frig/Sink/Range/Counter/Cabinets Publications rack, Book shelving	Large open area with kitchen, conference, and meeting/library areas. Rooms could be subdivided with folding partitions for separate uses. North half of Rm. 103 is used as a library.
Offices 104, 105, 106	99+96+ 102= 297			
Science Classroom	<u>388</u>		Sink, cabinets, counters	
Total Program Areas:	1558			
Reception/Lobby 100L1	354		Sofas, chairs, desk/chair	
Storage Closet 107	15			
Copy Area 100C2	<u>167</u>		Copiers	
Total Support Area:	636			
Restrooms/Shower	202			
Utility/Mechanical	139			
Custodial	27			
Total Service Area:	368			
Circulation/Structure	<u>908</u>			
TOTAL AREA: Original	3470			
Addition:				
Computer Lab 113	444		Smart board	
Classrooms 111/112	479+480 = 959		Markerboards, tables	One large classroom subdivided by folding partition.
Total Program Areas:	1403			
Storage 110	<u>117</u>			
Total Support Area:	117			
Restroom 100R1	61			
Mech. Rms. 100U2/100U2A	<u>355</u>			
Total Service Areas:	416			
Circulation/Structure	<u>920</u>			
TOTAL AREA: Addition	2856			
TOTAL Program Areas	2961			
TOTAL Support Areas	753			
TOTAL Service Areas	784			
TOTAL Circulation/Structure	1828			
TOTAL Area in Main Facility	6326			

Future Areas to be Added:

Greenhouse

3.3.3 DESIGN GUIDELINES

The University of Alaska Board of Regents requires the following elements to be addressed in all their campus master plans. Noted below are important features to be developed at the Fort Yukon Center campus.

3.3.3.1 Landscaping Guidelines

Existing Facility

- No landscaping currently exists. There are native grasses on the property, willows, and pools of standing water.
- Tree plantings would shelter the building from prevailing north and west winds.
- Native vegetation or xeriscaping would be appropriate, using landscape materials to protect the building and define its presence.
- There is a perimeter chain link fence with gate.

New Buildings

- A landscaping plan should be included in all future projects, with attention given to protection from the area's prevailing winds, snow and rain throughout the year.



Lack of landscaping



Parking area



Area behind original



New IAC sign

3.3.3.2 Open Space

Existing Facility

- The open space in front of the Center is used for parking. The open spaces to the west and south are still undeveloped.
- Views should be maintained from the Center's windows on all four sides.

Future Additions

- If future additions are sited behind the existing building, its main entrance will remain the focus of visitors, students and staff arriving from the street.
- All additions should complement the original building's materials, scale, and colors, to present an integrated appearance to the community.

3.3.3.3 Signage

Existing Facility

- The Fort Yukon Center has a new exterior UAF-IAC sign, mounted to the left of the main entrance.
- Interior signage should conform to current UAF Signage Standards for ADA-compliant signage.

3.3.3.4 Architectural Guidelines

Existing Building

- The original building and addition have light blue roof fascias and exterior doors, reflecting the UAF campus colors, with white windows and trim, and brown shingled roofs. The logs are stained a golden brown.

New Buildings

- New facilities should conform to the existing UAF Design Standards and to local planning and zoning standards regulating setbacks, height, and land use.

Future renovation and new facility construction will strive to complement and maintain a relationship with the current campus identity and existing campus building aesthetics.

3.3.3.5 Energy Conservation

The existing buildings have been designed to conserve energy. Future buildings need to conform to the UAF Design Standards for sustainable design.

3.3.3.6 Environmental and Cultural Issues

Many of the Yukon Flats Center's courses are focused on local environmental conservation problems, and offer education or training on solutions. Cultural programs or short courses are offered which meet community interests.

3.3.3.7 ADA Compliance

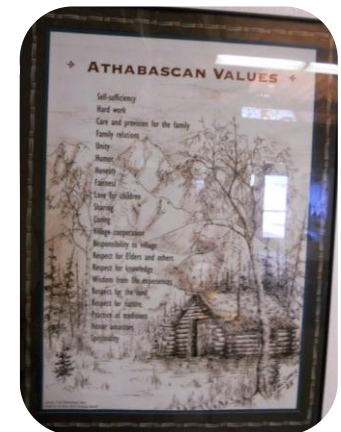
The Yukon Flats Center is fully ADA compliant, with at-grade entrances to both buildings, an interior ramp up to the south classroom addition, and accessible restrooms for students, staff and visitors. Handicapped parking is available at the front of the main building.



Local logs and craftsmanship



Crafts Display at the Center



Cultural Information on Values

3.3.3.8 Additional Guidelines and Considerations

- Facilities to be utilized to the maximum extent possible. Explore the expansion of use by full time degree seeking students and summer sessions.
- Explore the expansion of distance delivery by main campus teachers, supplemented by distance delivery small groups and local mentors.
- Explore and quantify the relationship between achieving a degree at community campuses and how the original construction was designed as an instructional model.
- Expand energy conservation improvements. Acknowledge that LEED certification would be extremely expensive.
- Exterior of new improvements will match the exterior of existing improvements.
- Design elements for future projects should seek to emphasize the use of Native art and design.
- Incorporate security enhancements, to protect both physical property and individuals.

3.3.4 PRIORITIES FOR CAPITAL PROJECTS

3.3.4.1 Short-Term Priority Improvements

Current maintenance issues at the building are:

1. The carpeting in the original building's classroom/meeting area is separating at the seams, and needs repair.
2. The copier area needs appropriate work surface/cabinetry to support the copier/FAX, and provide room for paper storage and copier supplies.
3. The small maintenance room needs a new sink and repainting.
4. The log building bathroom plumbing has been updated but stalls, mirrors, and lighting fixtures need repair.

3.3.4.2 Long-Term Priority Improvements

Greenhouse

The community has expressed interest in having a greenhouse at the Center, where gardening classes could be held. This structure could be integrated into landscaping and playground plans on the site.

Renovation needs for the original building, to refresh its finishes and equipment to meet modern classroom needs, will be regularly assessed by UAF as the Center's programs expand, and the community's educational needs change.



Existing copier area

APPENDICES

Interior-Aleutians Campus

University of Alaska
Fairbanks

2013



Appendix A: University of Alaska Board of Regents Master Plan Policy

The University of Alaska Fairbanks and the College of Rural and Community Development requested a Master Plan Update for the Interior-Aleutians Campus in accordance with the University of Alaska Board of Regents Policy 05.12.030, which is included below.

05.12.030 Campus Master Plans (09-19-08)

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

Campus Master Plan Required Elements BOR 05.12.030 B	Where each element is covered in the IAC Campus Master Plan
1. Projected enrollment and other factors affecting the need for facilities and infrastructure;	Appendix C
2. General areas for land acquisition and disposal;	Sections 3.1.1.1, 3.2.1.1, 3.3.1.1
3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;	Sections 3.1.1.2, 3.2.1.2, 3.3.1.2
4. Demolition of buildings, structures, and facilities;	Sections 3.1.1.3, 3.2.1.3, 3.3.1.3
5. General location, size, and purpose of new buildings, structures, and facilities;	Sections 3.1.2, 3.2.2, 3.3.2
6. Guidelines for landscaping;	Sections 3.1.3.1, 3.2.3.1, 3.3.3.1
7. General location and intent for open spaces, plazas, etc.	Sections 3.1.3.2, 3.2.3.2, 3.3.3.2
8. Guidelines for signage, both freestanding and on buildings and structures;	Sections 3.1.3.3, 3.2.3.3, 3.3.3.3
9. Architectural guidelines for all buildings, structures, and facilities;	Sections 3.1.3.4, 3.2.3.4, 3.3.3.4
10. Environmental and cultural issues, ADA accessibility, and energy conservation;	Sections 3.1.3.5-7, 3.2.3.5-7, 3.3.3.5-7
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and	Sections 3.1.1.1, 3.2.1, 3.2.2, 3.3.1.1-2
12. General priorities for capital projects.	Sections 3.1.4, 3.2.4, 3.3.4

Appendix B: Interior-Aleutians Campus Council Members, November 2011

Center Representatives

Yukon-Koyukuk Center: Ragine Attla
McGrath Center: Margie Walker
Yukon Flats Center: Linda Wells
Tok Center: Polly Hyslop
Nenana Center: Patty Alias
Aleutian/Pribilof Center: Lottie Roll

Members At Large

At large Representative: Drena McIntyre
At large Representative: Cynthia Lind

Student Representative

Student Representative: John Stoffa

Faculty Representative

Faculty Representative: Suze Nolan

Elder Representative

Honorary Elder: Sam Demientieff
Honorary Elder: Kenneth Frank
Honorary Elder: Daisy Northway



IAC Coordinators and Advisory
Council Members,
November 2011

Appendix C – Campus-Level Enrollment Projections Report

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 phase-out. 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.

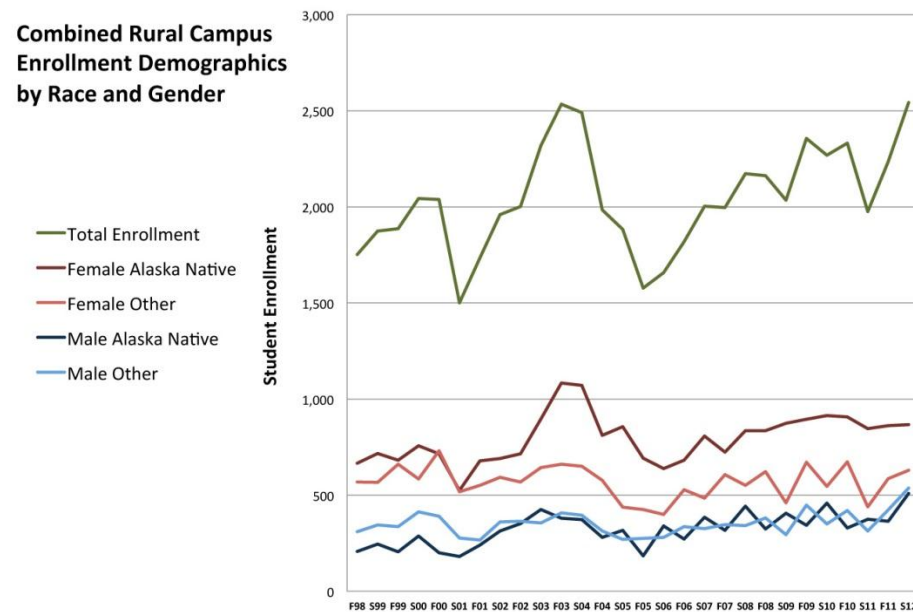
CNDS: This component is a leading market segment at each campus. The segment moderately indicates the degree to which the individual campus enjoys external, non-public funding of financial aid well matched to programs of strategic interest to the region.

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.

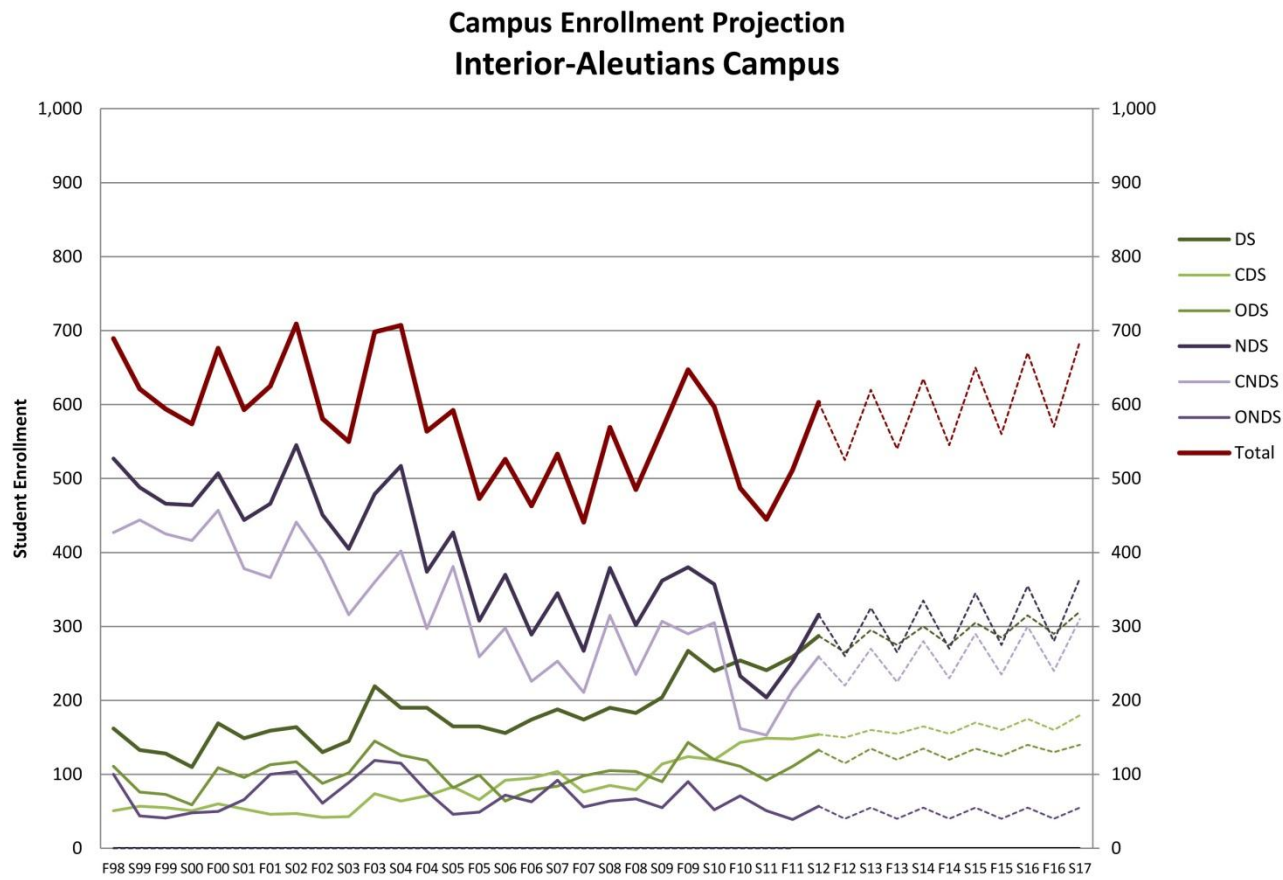
Global Observations

- 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.)



Interior-Aleutians Campus

Since the late 1990s, the Interior-Aleutians Campus (IAC) has experienced a sea change in campus enrollment. Previously dominated by non-degree-seeking students, the NDS segment has declined notably, giving way to a rise in degree-seeking students, and campus degree-seeking (CDS) students in particular. Enrollment continues to be fairly variable, owing to the characteristically episodic enrollment behavior of non-degree-seeking students. Looking ahead, enrollment variability should dampen as degree-seeking students fall into parity with non-degree-seeking students. Enrollment projections for IAC hinge upon continued success in developing programs of strategic interest to the campus's massive service district. Enrollment by non-degree-seeking students is anticipated to rebound.



Student Market Segment	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17
Total Degree-Seeking (DS)	265	295	275	300	275	305	285	315	290	320
Local Campus Degree-Seeking (CDS)	150	160	155	165	155	170	160	175	160	180
Other Campus Degree-Seeking (ODS)	115	135	120	135	120	135	125	140	130	140
Total Non-Degree-Seeking (NDS)	260	325	265	335	270	345	275	355	280	365
Local Campus Non-Degree-Seeking (CNDS)	220	270	225	280	230	290	235	300	240	310
Other Campus Non-Degree-Seeking (ONDS)	40	55	40	55	40	55	40	55	40	55
Total	525	620	540	635	545	650	560	670	570	685
Fall 2011 Campus Enrollment Characteristics										
Enrollment	Total Credit Hours	Relative Variability	Key Student Segments	Alaska Native Female	Median Age	Full-Time	Traditional Enrollment	Graduates per Year		
512	2,235	medium	CNDS, CDS	39%	33.3	17%	65%	31 to 68		

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

Appendix D – 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, which is 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?

SDI is about making our culture more focused on continuous improvement, especially with respect to student success and service to students. There is no timeline. The idea is to get it right not get it fast. 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:

1. Student Achievement and Attainment
2. Productive Partnerships with Alaska's Schools
3. Productive Partnerships with Alaska's Public and Private Industries
4. Research and Development to Build and Sustain Alaska's Economic Growth
5. Accountability to the People of Alaska

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

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References

SPACE STANDARD REFERENCES

The following space standards were used in identifying rural center space needs for IAC's rural centers:

For Classrooms:

University of Alaska Fairbanks Design Standards, October 2011

Appendix A - Classroom Design Elements

www.uaf.edu/fs/resource-information/design-standards

For Staff Offices, Labs, Shops, or other Program Areas:

"Space Planning for Institutions of Higher Education",

Council of Educational Facility Planners (CEFPI), 2006

For Definitions of (Net) Assignable Areas:

"Postsecondary Education Facilities - Inventory and Classification Manual," May, 2006

MASTER PLANNING REFERENCES

For UA Campus Master Planning:

University of Alaska Fairbanks 2010 Campus Master Plan

Kenai Peninsula College, University of Alaska Anchorage, Campus Facility Master Plan 2010

UAF Tanana Valley Campus Facilities Master Plan, September 2009

For UAF Site Planning:

Troth Yeddha' Park Plan, May 2010

For UAF Campus Signage:

University of Alaska Fairbanks Sign Standards, 2008 (Draft)

LONG RANGE PLANNING STUDIES

McDowell Group. UAF College of Rural and Community Development Interior-Aleutians Campus Impact Study, November, 2009

James L. Fisher Ltd. University of Alaska Review, January 2011

