



2013

**Northwest Campus
Master Plan**



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



Norton Sound Beach



*Photo credits /// UAF photos by John Wagner
and Reed Morisky*

*Cover:
UAF's Northwest Campus in Nome serves
the community of 3,650 residents and 5,800
residents from the 15 villages in the Bering
Strait region.*



**Northwest Campus Master Plan
University of Alaska Fairbanks
2013**

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Campus Master Planning Committee

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Campsites, Kougarok Road



Table of Contents

Executive Dean and Vice Chancellor's Message	I
Program Partners and Acronyms	III
Northwest Campus Advisory Council	III

1 Introduction	1
1.1 Introduction	3
1.2 Purpose	3
1.3 Project Scope	3
1.4 Conceptual Master Planning	4
2 Campus History and Configuration	7
2.1 Development of the Campus	9
2.2 Campus Site	10
2.3 Campus Buildings	10
2.4 Northwest Campus Library	11
2.5 Campus Boardwalks	13
2.6 2010 Building Relocations	13
2.7 Thermal Integrity of Campus Buildings	14
3 Campus Trends /// Enrollment and Academic Program	17
3.1 Student Profile	19
4 Northwest Campus Vision	25
4.1 Short-Term Priority Improvements	28
4.2 Long-Term Priority Improvements	29

5 Future Campus /// Additions /// Renovations	31
5.1 Nagozruk Building	33
5.2 Emily Ivanoff Brown Building	33
5.3 Science Building	33
5.4 Classroom Buildings	34
5.5 Leonard Seppala Building	34
5.6 Shipping and Receiving	34
5.7 Arts Building	35
5.8 Boardwalks	35
6 Design Guidelines	37
6.1 Architectural Guidelines	39
6.2 Landscaping and Site Development	40
6.3 Signage	40
6.4 Lighting Guidelines	40
6.5 Campus Renewal and Development Priorities	41
6.6 Environmental and Cultural Issues	41
6.7 ADA Compliance	41
7 Appendix	43
7.1 Northwest Campus Enrollment Projections	45
7.2 University of Alaska Board of Regents - Policy Reference	48
7.3 05.12.030 Campus Master Plans (09-19-08)	48
7.4 Campus Master Plan Updates Required Elements	49
7.5 University of Alaska Strategic Direction Initiative	50

Mile 22 on Nome River



Figures

1	Introduction		
	Figure 1.1 Region Served by UAF NWC	2	
2	Campus History and Configuration		
	Figure 2.1 NWC Campus Site Plan	12	
	Figure 2.2 Exterior Infrared Scan /// Building 008	14	
3	Campus Trends /// Enrollment and Academic Program		
	Figure 3.1 NWC Programs	18	
	Figure 3.2 Instructional Use of Facilities	20	
	Figure 3.3 Areas of Community Interest Courses	20	
	Figure 3.4 Enrollment	20	
	Figure 3.5 Headcount by Area	21	
	Figure 3.6 Location of Regional Students	21	
	Figure 3.7 Payments for Tuition/Fees/Books	22	
	Figure 3.8 NWC Headcount by Gender	22	
	Figure 3.9 NWC Headcount by Race	22	
	Figure 3.10 NWC Certificates and Degrees	23	
5	Future Campus /// Additions /// Renovations		
	Figure 5.1 NWC Future Campus Site Plan		32
7	Appendix		
	Figure 7.1 Campus Enrollment Projection		49

Vice Chancellor's Message



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 & 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 & 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.

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% 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

Vice Chancellor for Rural, Community and Native Education

Partners and Acronyms

Program Partners

Bering Strait School District (BSSD)
Bering Straits Foundation (BSF)
Chugach School District
Kawerak, Inc.
Nome Eskimo Community (NEC)
Nome Public Schools (NPS)
Nome-Beltz High School (NBHS)
Northwestern Alaska Career and Technical Center (NACTEC)
Norton Sound Economic Development Corporation (NSEDG)
Norton Sound Health Corporation (NSHC)
Reindeer Research Program (UAF-RRP)

Acronyms

ABE	Adult Basic Education
CRCD	College of Rural and Community Development
Dual Credit	The receipt of high school and college credit for the same course for qualified high school students enrolled in college-level courses
G.E.D.	General Education Diploma (High School Equivalency)
HLRM	High Latitude Range Management
NWC	Northwest Campus
Title III	US Department of Education Program
UAA	University of Alaska Anchorage
UAF	University of Alaska Fairbanks

Northwest Campus Advisory Council

Name	Representing
Betsy Brennan	Nome Public Schools School Board
Verna Immingan	Gambell and Savoonga
Brian James	Norton Sound Health Corporation
Jane Kava	Bering Strait School District School Board
Laureli Kinneen	Community of Nome
Emily Murray	Koyuk, Elim, Golovin, White Mountain
Tyler Rhodes	NSEDG /// Regional Business Interests
Ellen Richard	Shishmaref, Diomed, Teller, Wales, Brevig Mission
Dawn Salesky	Kawerak, Inc.
Lisa Ellanna Strickling	NWC Student Representative
Albert Washington	Stebbins, St. Michael, Unalakleet, Shaktoolik

Ex-Officio Members

Name	Representing
Melanie Bahnke	Kawerak, Inc.
Mike Brawner	Nome Public Schools
Deven Parlikar	Norton Sound Health Corporation
Rob Picou	Bering Strait School District
Doug Walrath	NACTEC



The historic town of Nome sits on the shores of Norton Sound on the south coast of the Seward Peninsula in northwest Alaska.



Community members turn out for the graduation ceremony for UAF's Northwest Campus in Nome, held in Old St. Joe's Civic Center.





Northwest Campus

Introduction **1**

1.1 Introduction 1.2 Purpose 1.3 Project Scope 1.4 Conceptual Master Planning



Figure 1.1 /// Region Served by UAF NWC



Region served by UAF Northwest Campus

University of Alaska Fairbanks Northwest Campus serves 15 Alaska Native Villages in the surrounding 36,000 square miles, an area the size of the state of Indiana.

Northwest Campus Mission Statement

Northwest Campus provides excellent opportunities for academic, vocational and community education to the Bering Strait Region.

Core Values

Respect for Diversity

Innovation

Collaboration

Excellence

Empowerment

Life Long Learning

Introduction

1.1 Introduction

The Northwest Campus (NWC) master plan is designed to guide and shape the physical environment for the branch community campus located in Nome, Alaska, serving the Bering Strait Region. The NWC master plan (long-term) will guide campus growth and change and govern future decisions related to the physical environment of the remote UAF facility.

The NWC master plan is part of a broader planning effort that ties us to the College of Rural and Community Development and UAF's academic plan, strategic plan and accreditation self-study. The current master plan seeks to establish a vision for the campus that is practical, achievable and tied to a clear implementation schedule.

1.2 Purpose

The NWC master plan is a guide for campus renewal, growth and change. The plan addresses existing and anticipated conditions, desire, program and space demands. The NWC Advisory Council and the Campus Director will use the plan to develop and evaluate capital funding requests, as well as future planning needs.

1.3 Project Scope

The University of Fairbanks, Facilities Services, Divisions of Design and Construction contracted Bezek Durst Seiser in May 2011 to conduct a Master Plan update of the UAF Northwest Campus, located in Nome, Alaska. The campus has had significant maintenance attention since the previous study was conducted in the summer of 2005. College of Rural and Community Development requested an update of the Master Plan to explore some options to improve the campus.

This report is a summary of the options and recommendations generated through this project. Reed Morisky, UAF DDC Project Manager, participated in the planning site visit and report review.

1.4 Conceptual Master Planning

Dan Seiser of Bezek Durst Seiser met with Lee Haugen, the former Campus Director and Reed Morisky, Bob Metcalf, Assistant to the Director (now Interim Campus Director) and Chad Oleson, Program Manager at the Northwest Campus in Nome to discuss ideas and concerns for improving the campus for students, staff and the community. The principal campus development issues that were discussed were:

- /// Upgrading and redesigning the interior of the existing library facility, to include an E-library student resource center, a testing center and E-learning student stations and special collections
- /// Improving village access to distance learning and testing technology
- /// Providing an improved campus environment by completing interior and exterior renovations on each of the 25-35 year old facilities. To enhance quality student learning facilities, energy efficiency, and maximize heating expenditures
- /// Renovating or purchasing a new 800 SF warm storage and shipping/receiving facility and materials storage facility
- /// Move CES (building NW016) to east end of classroom building cluster for better access/utilization and to remediate foundation problems
- /// Bathroom renovations due to worn conditions, asbestos issues and ADA compliance

This Master Plan update is in accordance with Board of Regents policy P05.12.030, Master Plan Purpose and Function:

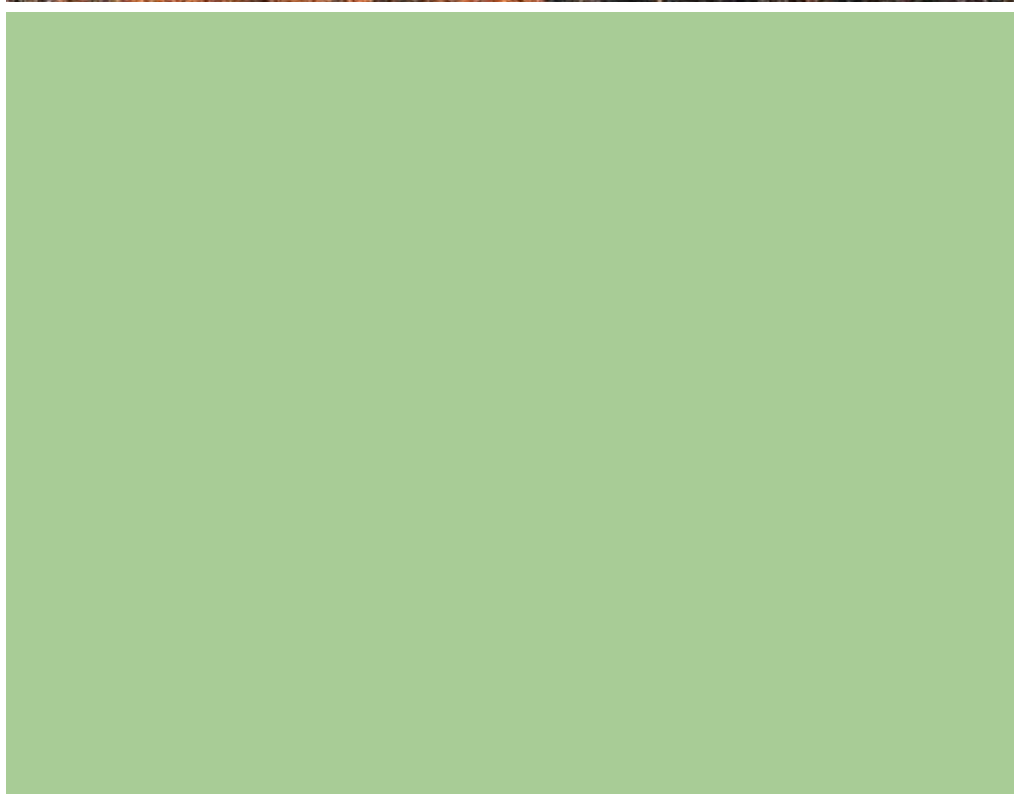
1. When adopted by the board, the campus master plan governs the capital improvements plan and budget request for the campus, and approval of all proposed capital projects on the campus. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master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

Based on listening sessions across the state, UA is thoroughly examining constituent comments and will be using this information, along with other existing information, in realigning, reshaping, and retooling itself to meet the educational needs of the future. See section 7.5 for additional information.



Golden Gate, Seward Peninsula

Swan Lake



Campus History and Configuration 2

2.1 Development of the Campus 2.2 Campus Site 2.3 Campus Buildings 2.4 Northwest Campus Library 2.5 Campus Boardwalks 2.6 2010 Building Relocations 2.7 Thermal Integrity of Campus Buildings



Northwest Campus



Kuzitrin River



Section 2 ///

Campus History and Configuration

2.1 Development of the Campus

The first campus building was constructed on campus in 1974 and housed administrative offices. This building is now used as a library. In 1976, two small buildings were added, which as of 2004, house the art/ceramics program. In 1978 NWC acquired a military KD building that is now used by Kawerak, ABE administration and NWC for warm storage (previously housing Alaska Cooperative Extension faculty and staff, bilingual grant program staff, Ed faculty, and Tech Prep Grant Program). In 1979 NWC acquired other KD buildings for a boat shop and wood shop. In the early 1980's NWC purchased cold storage facilities. The main administration building (Nagozruk Building) was built in 1980 and dedicated in April 1981. Four additional satellite classrooms were added in 1982 and were built by NWC carpentry students. In 1989, NWC was able to trade some property that the University had near the Arctic Lighterage tank farm, for two lots in front of the main administrative building (and one lot across the street from the campus), giving NWC its current parking lot. In 2004 NWC purchased the Leonard Seppala Building from Nome Public Schools that now houses Alaska Cooperative Extension and Marine Advisory Programs, as well as provides classroom space for NWC. Since 2005, NWC has had an active memorandum of agreement (MOA) to use the shop facilities at Nome-Beltz High School for classes.

In 1987, when Alaska experienced tightening of oil revenue, NWC lost its status as a community college and merged with UAF, a four-year, degree-granting institution. Since this merger, the focus accommodates the community college mission (which NWC was able to maintain) and that of a degree serving institution (UAF).

NWC serves the 15 regional communities of the Bering Strait Region. The Bering Strait Region consists of the area surrounding the North Sound, the Seward Peninsula, and two inhabited islands. As with much of rural Alaska, most communities are Alaska Native and existed a priori to western contact. Community populations range from 33 to 757 and each village remains connected to cultural traditions, lifestyles and beliefs. The region's general population is 75% Alaska Native, with regional communities being 95% Alaska Native. NWC has two active rented learning centers in Shishmaref and Unalakleet.

2.2 Campus Site

The campus is located on the east end of town, on the edge of the main business district and surrounded by residential homes, small and medium size apartments and adjacent to a thriving hotel. The campus property consists of a cluster of contiguous lots of varying sizes and shapes within one city block, with only the North boundary forming an almost continuous line from East to West. Some of the lots are leased from the city of Nome, Alaska. The campus extends east-west from Moore Way to Campbell Way and has partial frontage on East Front Street - which serves as Nome's main street. The campus land also includes two lots on the water side of East Front Street. The property is relatively flat and sloping towards Front Street. The remaining site is compacted dirt over permafrost, which during warm weather is muddy, with some standing water under most of the buildings. The property is bisected from East to West by a 20-foot wide utility easement that is currently used for overhead community power distribution. A gravel parking pad is provided on the south and west side adjacent to East Front Street. Additional parking and vehicle access is available from Moore Way and Campbell Way. The current placement of campus buildings, neighborhood fences and elevated walks, allows limited vehicle access through the property. Any new construction will need to be designed to mitigate the potential for storm surge flood damage to the facility and infrastructure.

Currently, the campus property south of the utility easement consists of several contiguous lots that are leased from the City of Nome (see Figure 2.1). The current lot leases expire in the middle of the next decade. The owner of the adjacent Aurora Inn is interested in purchasing the lots north of the Inn from the City to facilitate expansion of the Inn.

2.3 Campus Buildings

The Northwest campus was designed and constructed to provide adult basic education (ABE) and offer introductory college on campus course work in small traditional classrooms of 5-25 students taught by a resident or itinerant instructors and limited distance learning through the use of a primitive rural telephone system. Academic materials were physically housed on campus along with text books and paper copy coursework. Office space was needed for a large for onsite teaching, student support and administrative functions. With the advent of PCs and better two-way telecommunications, most coursework and teaching materials and registrations and record keeping activities are now online. Today, programs requiring hands on learning and mentoring such as computer skills, nursing, ABE are primary users of classrooms. There is a high demand for distance learning stations for 1-4 students to participate in online live or recorded classes. Larger classrooms are not in high demand and they are not efficient for small group distance learning activities and related online skills certification testing. Today office space and staffing is assigned to a smaller administrative staff, academic advisors and an extensive group of affiliated community outreach organizations such as Cooperative Extension, Marine Advisory Programs, and health care instruction provided by native health care organizations.

The UAF Northwest Campus consists of fourteen one-story wood frame structures. Eleven of the buildings (buildings NW001-010 and NW016) are currently utilized by the Northwest Campus for academic instruction, office and administration purposes. Seven of the buildings are relatively small in size and accommodate only one or two classrooms. The two largest buildings, NW001 and NW008, and the recently acquired building NW016,

have the only toilet facilities on campus. Buildings NW001, NW007 and NW008 are the only buildings on campus that are supported on engineered piles, installed in Summer 2010. The remaining buildings are mounted on braced insulated pads or skids. Building NW007 has domestic water and gray water waste connections. These four buildings are linked by an above ground utiliduct connection to the Nome municipal water and sewer services. Building NW016 is also connected to the Nome municipal water and sewer services. Buildings NW009 and NW010 have been combined and renovated for fine arts/visual arts and ceramics programs with water, sink waste and heating supplied from the adjacent building NW008.

The wood frame classroom and academic buildings appear to have been constructed under typical 1970-1980 rural Alaska conditions of arctic school facility construction technology, utilizing modest building systems and limited capital funding. The small size of most of the buildings is testament to the incremental growth of the campus with limited capital resources and the utilization of a basic construction trades training program for construction.

The small and numerous little buildings on this campus are an ongoing burden for limited maintenance and operations funding compared to several larger buildings containing the same aggregate amount of program space due to multiple heating systems to maintain, more exterior envelope than a larger building from a energy and maintenance standpoint and the extensive boardwalk system on frost heaving soils, required to connect them.

Elevated exterior boardwalks link most of these buildings together to form the “core” of the campus and are used to support utility service connections (heating fuel, hydronic heat and telecom) between buildings.

One of the structures (building NW016) is currently used for the Alaska Cooperative Extension programs and Marine Advisory programs. The remaining three facilities are used for storage purposes and currently do not have any utility hookups and are supported on unbraced dunnage or pads.

Buildings NW003, NW004, NW005 and NW006 contain the most heavily used instructional classrooms and computer labs on the campus. A majority of classes are conducted in the afternoons and evenings. The four buildings lack any sanitation facilities or domestic plumbing. Currently, building NW003 and NW004 share a heating system, as does buildings NW005 and NW006. The buildings are currently located across the boardwalk, linked in pairs, about 12 feet apart, with about 50 feet of space between each pair of buildings. Each of the four buildings is supported on individual post and pad foundations with the boardwalks on separate independent post and pads.

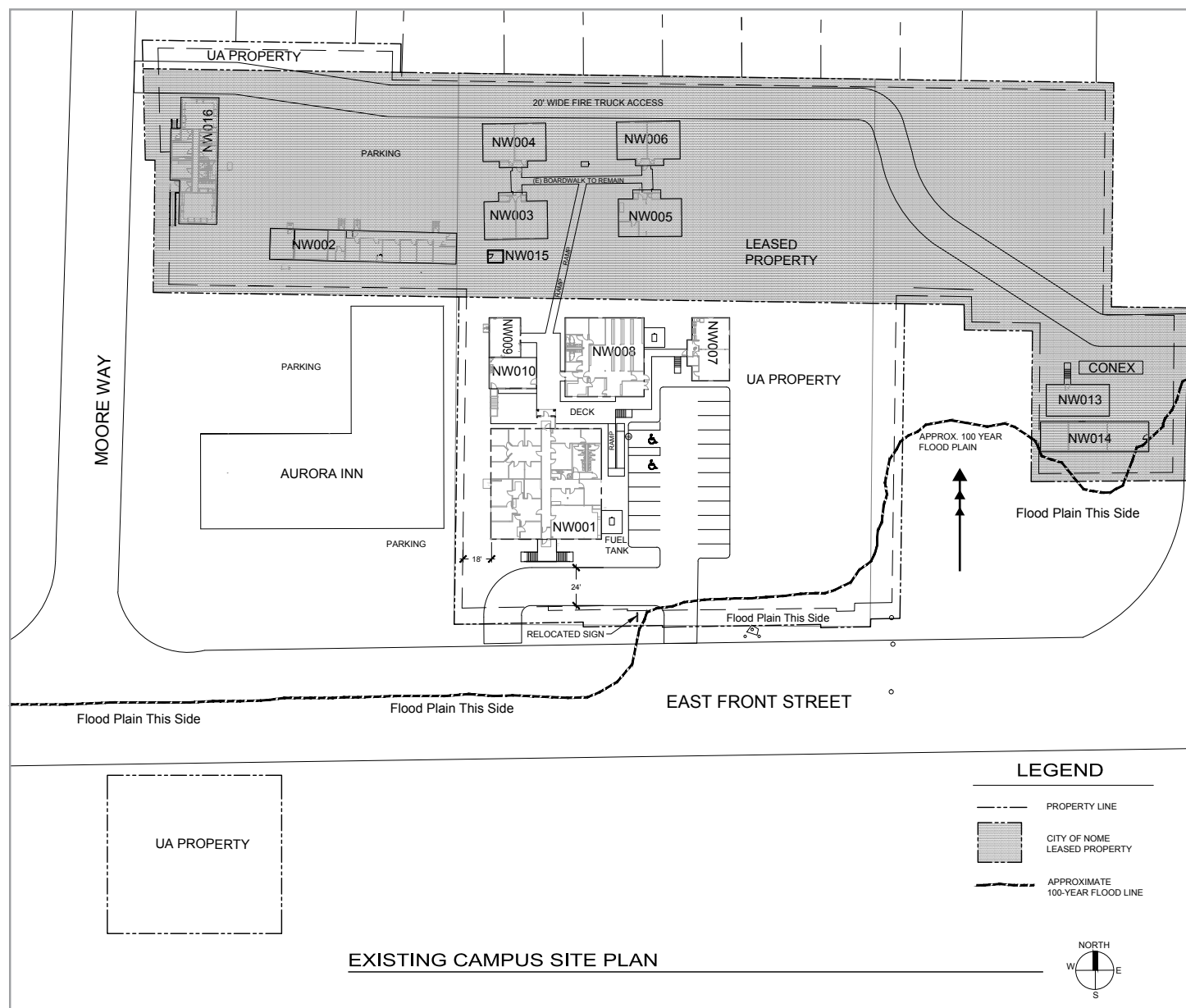
Building NW007 is utilized for science and field research. It lacks adequate equipment storage and the interior finishes are very worn. A project underway will eliminate a separate heating plant for the building which will free up space for equipment storage.

2.4 Northwest Campus Library

The current campus library, Building NW008, The Emily Ivanoff Brown Building, was constructed in the 1970s as the original Northwest Community College main facility. With the construction or acquisition of the other campus buildings the 2400 GSF building was modestly renovated to accommodate the campus library, librarians office and photography darkroom, which has been recently been converted to house the campus server. It also contains a small distance learning classroom and toilet facilities. The building boiler room and utility room provides the power and space heating of buildings NW001, NW007, NW009 and NW010. The foundation system was replaced in 2010 along with building utilities when the building was moved on the site.

Given the increase in distance education, student demand is the focus. The library is shifting from a community library to a student focused academic support E-learning center.

Figure 2.1 /// NWC Existing Campus Site Plan



See page 32 for Future Campus Site Plan

2.5 Campus Boardwalks

The southern half of the campus has reconstructed/reconfigured building locations and board walks to connect the relocated buildings (NW001, NW007, NW008, NW009, NW010) and improve accessibility and safety.

The northern east-west boardwalk has had minor repairs but need replacement due to age.

2.6 2010 Building Relocations

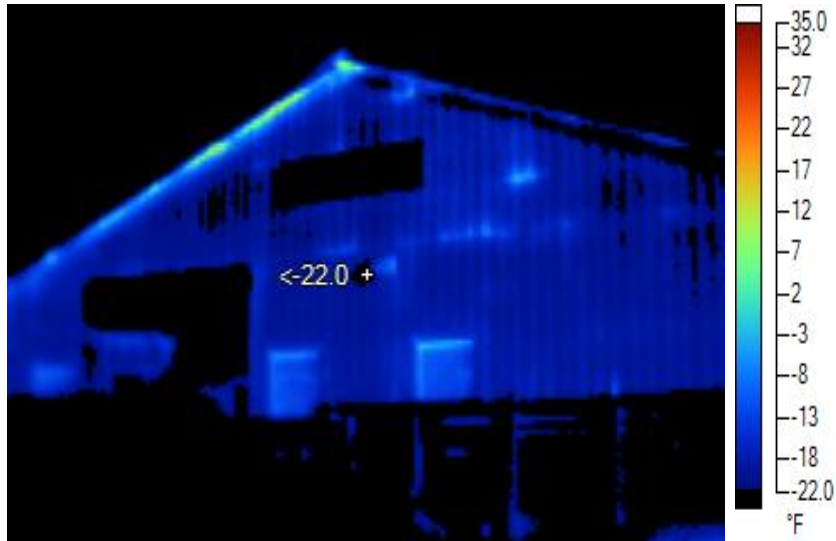
Buildings NW001, NW007, NW008, NW009/010 were relocated on new driven steel piles on the southern portion of the site adjacent to Front Street in the summer of 2010, due to corroded pilings and maintenance intensive sewer connections related to poor foundations. The new building configuration organized these buildings into a compact cluster with new attractive stable boardwalks, improving handicapped access and replaced water and sewer services and provided and developed an illuminated parking lot. The new configuration creates a campus plaza between these buildings with new linkage to buildings NW003, NW004, NW005, NW006 and accommodates a future relocation of buildings NW013 and NW016 to the existing board walk system for a more compact, organized, accessible campus. The new configuration also provides room for a future facility adjacent to Front Street. The new configuration also significantly reduced the amount of boardwalk to maintain. As part of this work a campus wide fire detection system was installed. Building NW001 also received new building entries to improve handicapped access, heat retention and to serve as attractive gateways to the consolidated campus.

With Federal funding, the interior of the Administration Building (NW001) is being renovated to replace worn finishes and improve the functionality of offices, the campuses main meeting space and related staff & student support spaces. Additional interior functional and finish improvements are desired for the remaining buildings to improve functionality and flexibility and replace worn finishes.

In 2010 and 2011 mechanical work was completed to install high efficiency boilers in building NW008 to provide a heating service loop to serve buildings NW001, NW007, NW008, NW009/010. This work included removing inefficient heating equipment in some of those buildings and new controls to improve comfort and reduce heat generation costs and maintenance.

Site and building issues remaining to be addressed are the failing pilings under building NW016 (which is likely to be relocated as mentioned above), and regrading and pad modifications to the instructional Buildings NW003, NW004, NW005, and NW006. The site under these buildings is currently leased from the City of Nome and expires in 2028. The adjacent Aurora Inn would like to acquire a portion of the leased site currently occupied by Building NW016 and Building NW002 to expand their facility. Building NW002 is a combination of the old larger freezers and warehouse that have been modified for heated storage and a warren of small offices which are not accessible. This building is considered not worth relocating. A relocation and refurbishment of Building NW016 could accommodate the office space currently housed in Building NW002. A new 800 SF warm storage building is desired to efficiently store items now in Building NW002, handle supply receiving and provide a shelter for the snow plow tractor.

Figure 2.2 Exterior Infrared Scan /// NW008



Heat loss at the roof and exterior wall joint along the gable end of the structure



Visible Light Reference

2.7 Thermal Integrity of Campus Buildings

In early 2011 an infrared scan of the exterior of all of the occupied campus facilities was done to look at the thermal integrity of each building. Based on these scans and building usage a plan has been developed to sequentially refurbish the exterior of the buildings to reduce heat loss due to leakage and thermal insulation deficiencies. The phasing of the work is controlled by the capital available through University sources and Federal Grants on an annual basis. Based on poor insulation and high air leakage the first exterior upgrade was completed on Building NW008 (Library) in 2011. The work included removing the weathered exterior siding, roofing and under floor soffit, adding insulation and air infiltration barrier and new exterior finishes to reduce heat loss and improve the appearance of this facility. Building NW001 (Administration Building) and the Arts buildings (NW009/010) are tentatively scheduled for similar refurbishment in 2012, and additional buildings in 2013 subject to funding availability.



Graduate Nikki Scherer stands outside Old St. Joe's Civic Center, the site of UAF's Northwest Campus commencement ceremony in Nome. Scherer earned a Master's degree in elementary education.



Campus Trends /// Enrollment **3**
and Academic Programs

3.1 Student Profile



Northwest Campus



Figure 3.1 /// NWC Programs

PROGRAM	AGENCY SPONSORS	FACILITY NEED
Dual Credit English and Math	Partnership with local school districts	Existing Classroom on campus and space provided by district at school sites for distance delivery
Para-professional Program	Partnership with local school districts	Existing Classroom on campus and space provided by district at school sites for distance delivery
HRLM and Meat Sciences	Partnership with regional entities and school districts	Existing Classroom on campus and space provided by district at school sites for distance delivery and construction trades training (@ Nome-Beltz and regional shop facilities)
Workforce Preparation and Village Based Training and Occupational Endorsements	NWC / UAF	Campus lab facilities, faculty office, resource materials and equipment storage for UAF Reindeer Research Program
Title III	Outreach Program	Improve learning centers in regional communities (renting space from local villages)
UAF Marine Advisory Program (MAP)	NWC / UAF	Faculty office, Resource materials and equipment storage. Research Center Needed
Computer Technology and Networking Lab	NWC	Smart Classrooms. Updated and maintained technology lab
Allied Health	UAA / Norton Sound Health Corporation	Maintain and continue to improve health science classroom
Cooperative Extension Service (CES)	UAF	Offices and classroom space for University outreach program
ABE / GED	NWC / Kowerak	Office and classroom space for adult basic education and G.E.D. diploma
Library	UAF	Renovate existing library and provide robust technology to provide an E-Learning Center for students and staff
Shipping & Receiving / Maintenance Storage	NWC	Renovate and existing structure to provide a warm storage receiving and maintenance equipment and materials storage

Section 3 /// Campus Trends /// Enrollment and Academic Programs

3.1 Student Profile

The typical student at NWC is female in her mid-thirties. The majority of NWC's students are part-time or less; generally working full-time. Normal semester head count varies from 500-600 students, depending on current local economic cycles.

NWC offers and supports a variety of certificates; associates, bachelor and masters degrees. These options are highlighted in figure 3.10 on page 23.

Based on last academic year, only 14% of NWC instructional credit hours use a face-to-face, traditional on campus classroom. 27% are distance courses. 59% are courses that do not use campus facilities (see figures 3.2 to 3.9).

The future enrollment projections and historical enrollment data for the Northwest Campus is included in Section 7.1, Appendix.

Figure 3.2 /// Instructional Use of Facilities /// AY2010 /// by Student Credit Hours

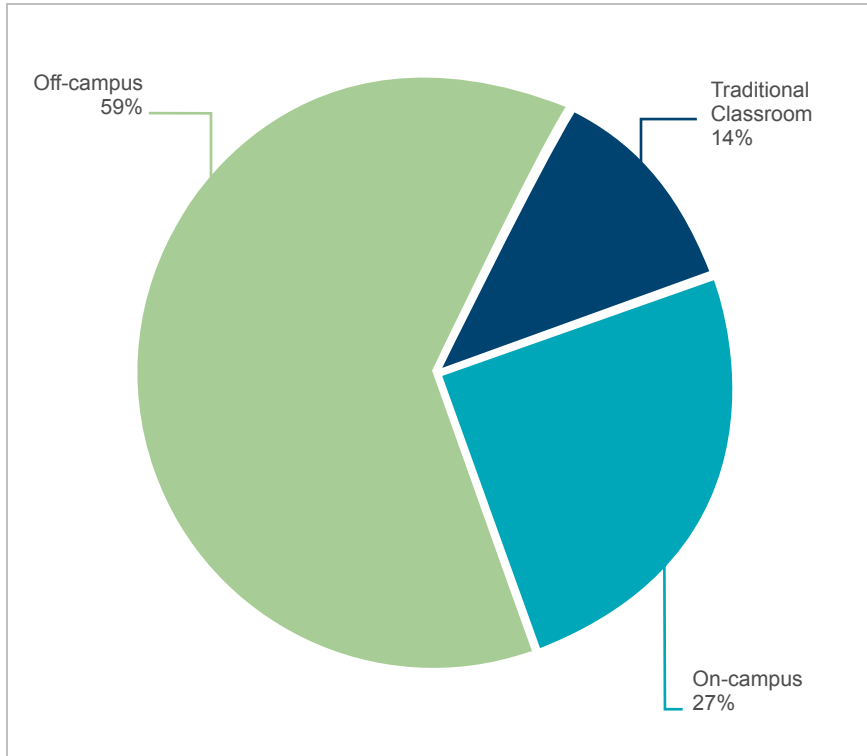


Figure 3.3 /// Areas of Community Interest Courses /// AY2010 /// by Student Credit Hours

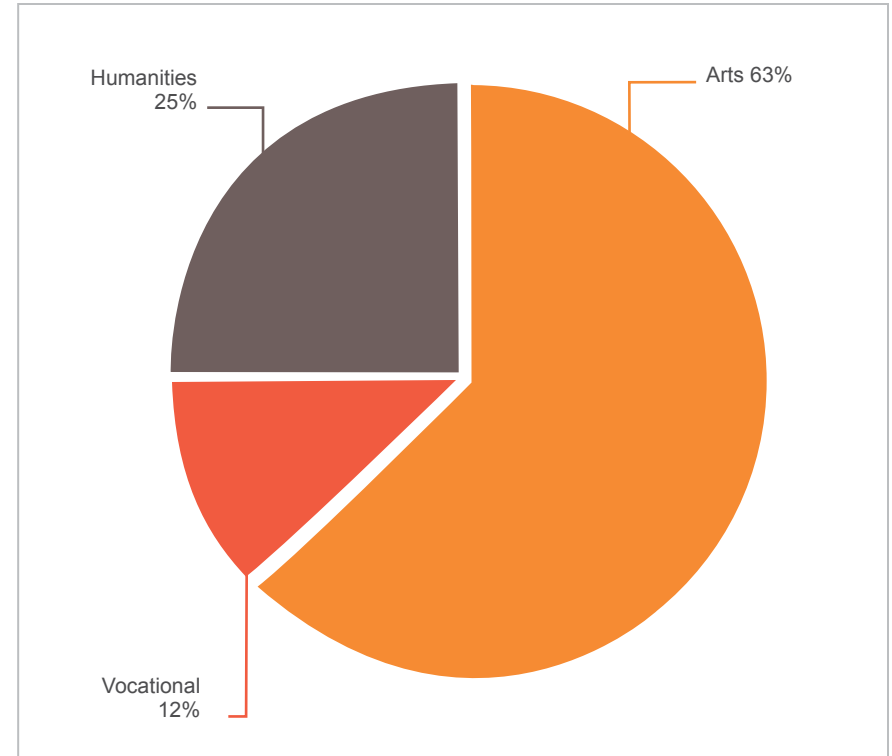


Figure 3.4 /// Enrollment /// 2007-2011

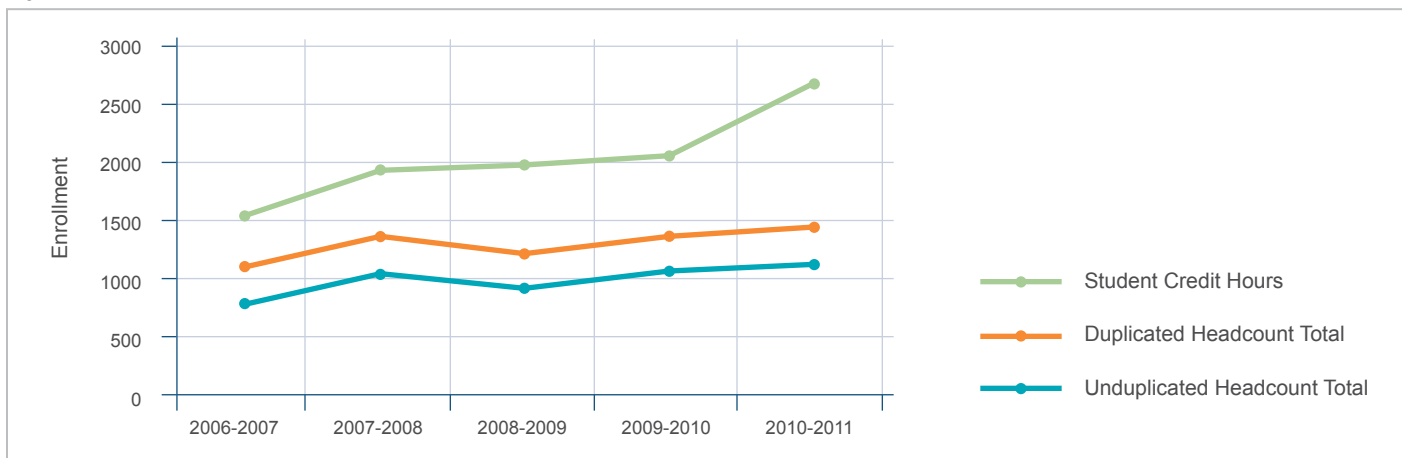


Figure 3.5 /// Headcount by Area /// AY2010

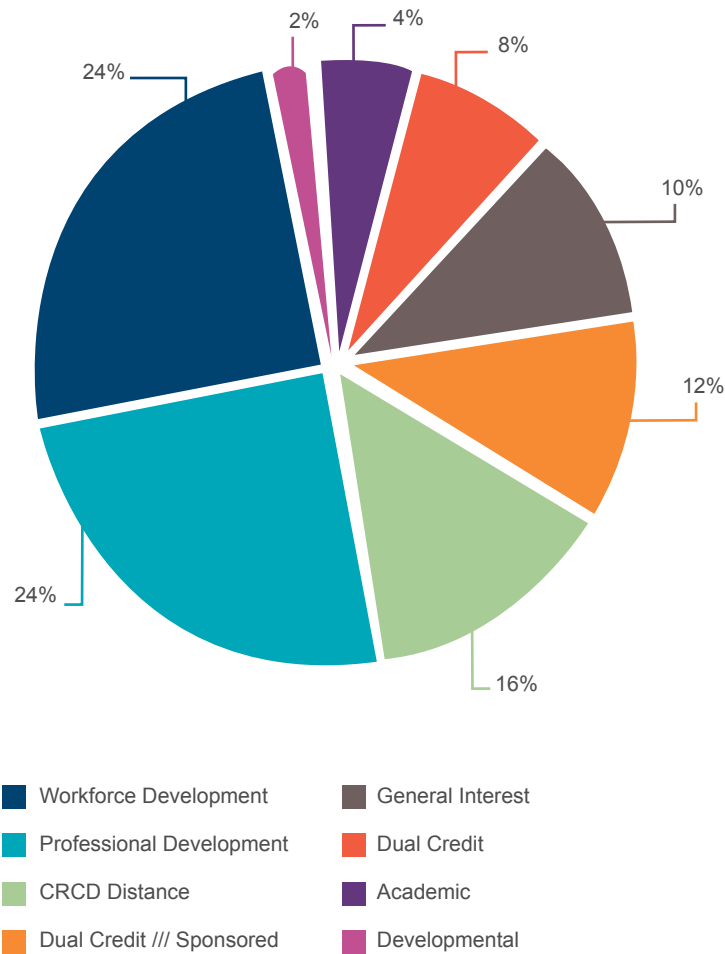


Figure 3.6 /// Location of Regional Students /// AY2010

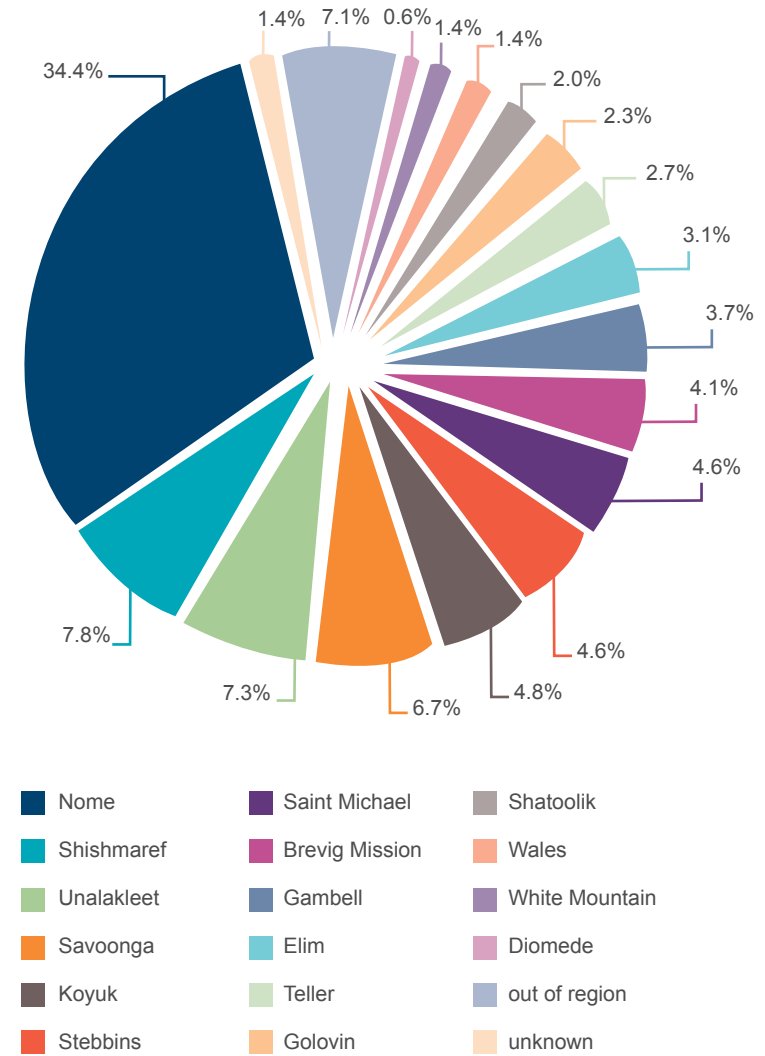


Figure 3.7 /// Payments for Tuition/ Fees/ Books

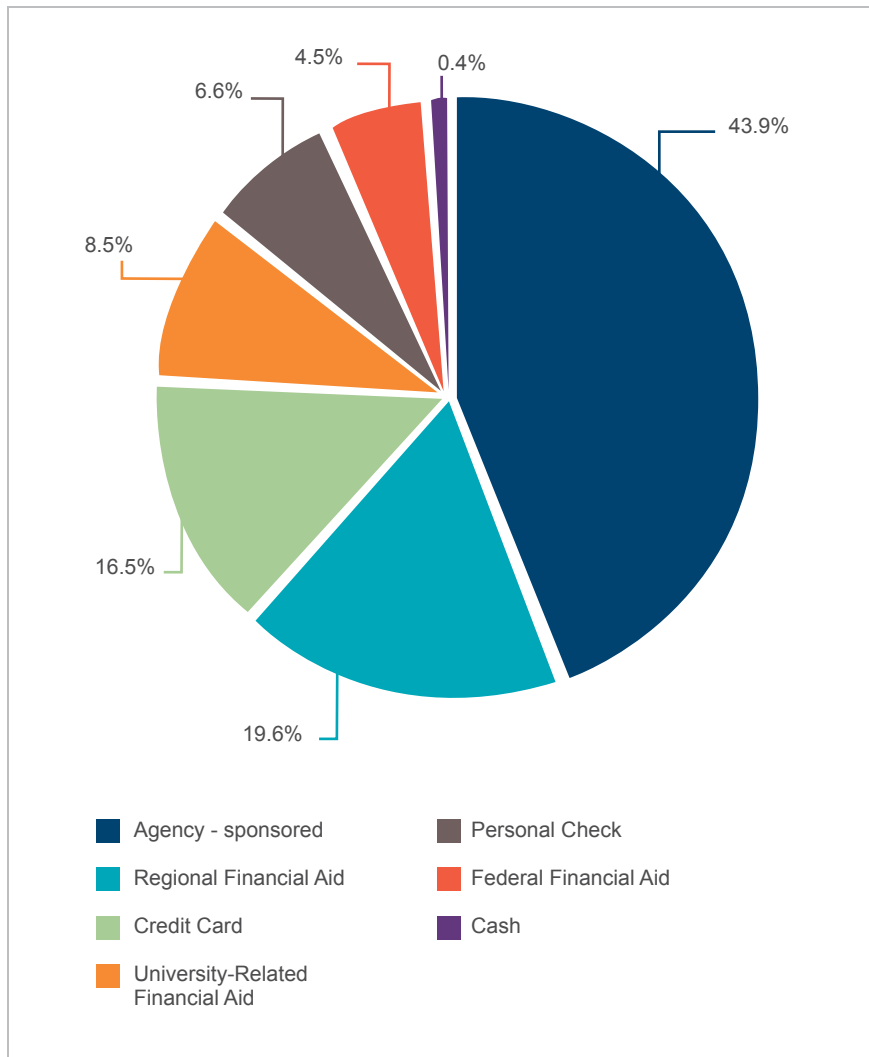


Figure 3.8 /// NWC Headcount by Gender /// AY 2010

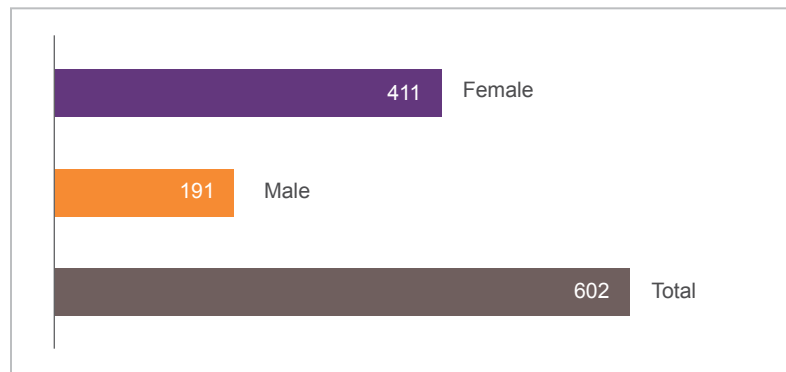


Figure 3.9 /// NWC Headcount by Race /// AY 2010

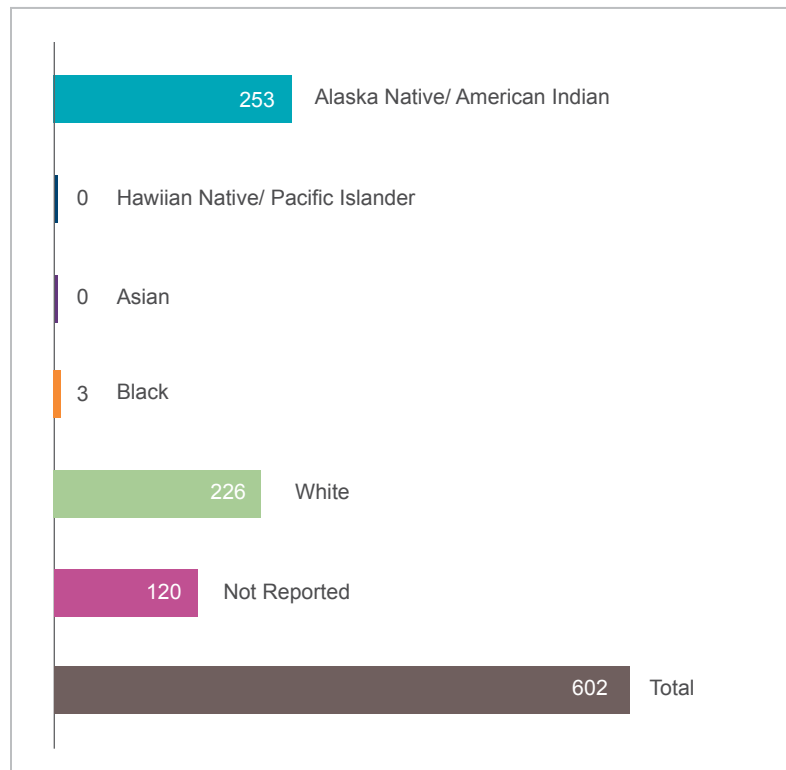


Figure 3.10 /// NWC Certificates and Degrees

Degrees	Certificates
Accounting, Applied: minor, associate	Accounting Technician
Associate of Arts: associate	Business Management, Applied
Apprenticeship Technology: associate	Community Health
Business, Applied: minor, associate	Early Childhood Education
Child Development and Family Studies: bachelor	High Latitude Range Management
Community Health: associate	Information Technology Specialist
Early Childhood Education: minor, associate	Rural Human Services
Education, Elementary: minor, bachelor, licensure	
Human Services: minor, associate	Other Programs
Information Technology Specialist: associate	UAA School of Nursing Outreach Site
Renewable Resources: associate	Traditional Arts and Crafts
Rural Development: minor, bachelor	Dual Credit Developmental Math and English
Social Work: minor, bachelor	
	Occupational Endorsements
	Administrative Assistant
	Bookkeeping Technician
	Nurse Aide
	Rural Human Services

2010 graduate Marie Katcheak stands with Assistant Professor Greg Finstad in the portable reindeer processing facility at the UAF's Northwest Campus in Nome.





Northwest Campus

Northwest Campus Vision **4**

4.1 Short-Term Priority Improvements 4.2 Long-Term Priority Improvements





Section 4 ///

Northwest Campus Vision

The Northwest Campus is situated on University-owned property and on adjacent property under long-term lease from the City of Nome. The campus also has two regional learning centers leased from the local villages. The near and long term outlook for the institution is to continue to deliver services and programs at these sites to the respective communities. The Nome campus has not had any new facility construction in over 25 years. Student enrollment is growing but with a focus on distance learning and related technology and community/regional partnerships the need for additional space is primarily limited to adding more distance learning space, providing adequate offices for instructional staff and providing an appropriate shipping and receiving and maintenance facility.

The existing teaching facilities are primarily one and two classroom facilities which could be programmed for a variety of summer sessions. However most of the facilities do not have access to running water or toilets, necessitating the access to adjacent facilities which could be a significant supervision issue. The local demand for Summer sessions and full time degree student utilization of the campus is limited due to seasonal subsistence activities and seasonal employment opportunities for adults and teenagers that limit the academic time available to students. Many current part-time students are participating as via internet and phone from satellite villages. Relocating to Nome or for that matter to the Fairbanks campus for full time study is costly and disruptive to their family and subsistence lifestyle. Expansion of distance delivery by main campus teachers, supplemented by distance delivery small groups and local mentors can help eliminate such disruption.

This section looks at facility and site needs from the academic and programs perspective.

Capital Improvements

The campus buildings overall have a faded, weather-beaten and worn appearance. The UAF Northwest Campus has historically received very modest major maintenance funding support through the University of Alaska / State of Alaska funding sources in the last decade. What has been received has been utilized for basic physical plant upgrades and renewal, and for minor interior renovations.

The majority of recent physical improvements include some new building foundations, parking lot improvements, partial boardwalk replacement, and ongoing exterior and interior upgrades of the primary campus facilities to reduce energy consumption, and replacement of worn finishes. All are federally funded through US Department of Education Title III annual grants. These grants are facilitating significant improvements but they have limitations of use and annual funding expenditure requirements that do not allow the institution to combine funds or to utilize them for new construction, and they must be spent within a prescribed funding period. These limitations and the limited construction season have made it difficult to maximize the results from the invested funds. Projects must be scaled for the annual fund allocation and for the limited construction season as multi-season projects are not allowed. The Title III capital program is anticipated to continue for several years but the amount available is uncertain. These funds were used to fund the exterior renovation of the library building that is to be completed by early summer 2012. The next project approved for funding is an exterior upgrade to the Nagozruk Building. This work will start summer of 2013.

The current campus facilities do not provide enough student distance learning and interaction spaces, staff and faculty office space is cramped and inadequate for the accommodating the current adjunct faculty, and the toilet facilities campus wide are in poor condition and very limited in availability.

Proposed projects for Northwest Campus major renovations and renewal

4.1 Short-Term Priority Improvements

- /// Reprogramming and Renovation of the existing Emily Brown Library Building (NW008) to accommodate an “E” (electronic) library to provide up-to-date media and information access resource center for students and staff, multiple distance learning stations and repository for special collections of historical and regional significance. Renew and upgrade the toilet facilities for accessibility and appearance.
- /// Renovation of the Science Building (NW007) to replace worn finishes and provide efficient equipment and supplies storage a improve space use flexibility.
- /// Renovate a used building (NW003) or provide a building for a warm storage facility for receiving/shipping and for campus maintenance equipment.
- /// Relocate Leonard Seppala Building (NW016) to north board walk building cluster to improve handicapped access and program utilization and remediate existing critical foundation problems.
- /// Renovate office and toilet rooms of Nagozruk Building (NW001) to improve operational environment, replace 30 year-old finishes and fixtures and provide accessibility compliant toilet rooms. Renovate exterior envelope of the building to save on energy costs and improve the exterior curb appearance of the most prominent building on the campus. New building signage is needed to replace crumbling signage.
- /// Renovate the interior and exterior of 4 existing classroom buildings (NW003, 004, 005, 006) to replace decades old worn finishes, improve functionality and vastly improve the thermal /energy performance of the building envelopes and building systems to save on energy costs.

- /// Renovate the interior and exterior and repair structural deficiencies of the Art buildings (NW009, 010) to replace decades old worn finishes, improve functionality and vastly

NW001	Nagozruk Building	Exterior Envelope Renovations
NW001	Nagozruk Building	Replace Doors and Hardware
NW002	Cooperative Extension Bldg	Replace ballasts w/ elect. ballasts
NW002	Cooperative Extension Bldg	Level and repair boardwalk
NW003	Satellite Building A	Exterior Envelope Renovations
NW003	Satellite Building A	Level and repair boardwalk
NW003	Satellite Building A	Skirting/Chain Link Fencing
NW004	Satellite Building B	Exterior Envelope Renovations
NW004	Satellite Building B	Skirting/Chain Link Fencing
NW004	Satellite Building B	Flooring Replacement
NW004	Satellite Building B	Level and repair boardwalk
NW005	Satellite Building C	Exterior Envelope Renovations
NW005	Satellite Building C	Flooring Replacement
NW005	Satellite Building C	Level and repair boardwalk
NW005	Satellite Building C	Skirting/Chain Link Fencing
NW006	Satellite Building D	Exterior Envelope Renovations
NW006	Satellite Building D	Skirting/Chain Link Fencing
NW006	Satellite Building D	Flooring Replacement
NW006	Satellite Building D	Level and repair boardwalk
NW007	Art/Science Satellite I	Exterior Envelope Renovation
NW007	Art/Science Satellite I	Replace ballasts with electronic ballasts and motion sensor
NW007	Art/Science Satellite I	Flooring Replacement
NW009	Bookstore Building	Exterior Envelope Renovations
NW010	Classroom Building	Exterior Envelope Renovations
NW013	Wood Shop Building	Convert to main heating plant
NW013	Wood Shop Building	Install boardwalk after relocation
NW016	Seppala Building	Exterior Envelope Renovations
NW016	Seppala Building	Install boardwalk after relocation

improve the thermal /energy performance of the building envelopes and building systems to save on energy costs.

- /// Expand central heating plant and controls system to entire campus to reduce energy use and reduce systems maintenance.
- /// Install robust site marker / barriers visible in snow, to clearly define the campus property

UAF Capital Projects

UAF Facilities and administrators at the campus have developed the following list of deferred maintenance projects for the NWC Campus to be executed in the next few years subject to funding.

4.2 Long-Term Priority Improvements

- /// Study options for utilization of ocean front lot that is vulnerable to storm flooding.
- /// Consolidate campus configuration to improve functionality and to reduce risks related to ageing land leases as well as accommodate adjacent business development constraints.
- /// Renovate remaining old boardwalk for ADA and Building code compliance and to replace weathered components.
- /// Release/sell Building 002, and relocate storage and maintenance areas.
- /// Pave parking and drives to reduce dust and mud impact on buildings.
- /// Explore the potential for relinquishing a portion of the lease property in order to secure fee ownership of the remaining lease property and to accommodate adjacent community development.

Nagozruk Building



Future Campus /// Additions /// Renovations **5**

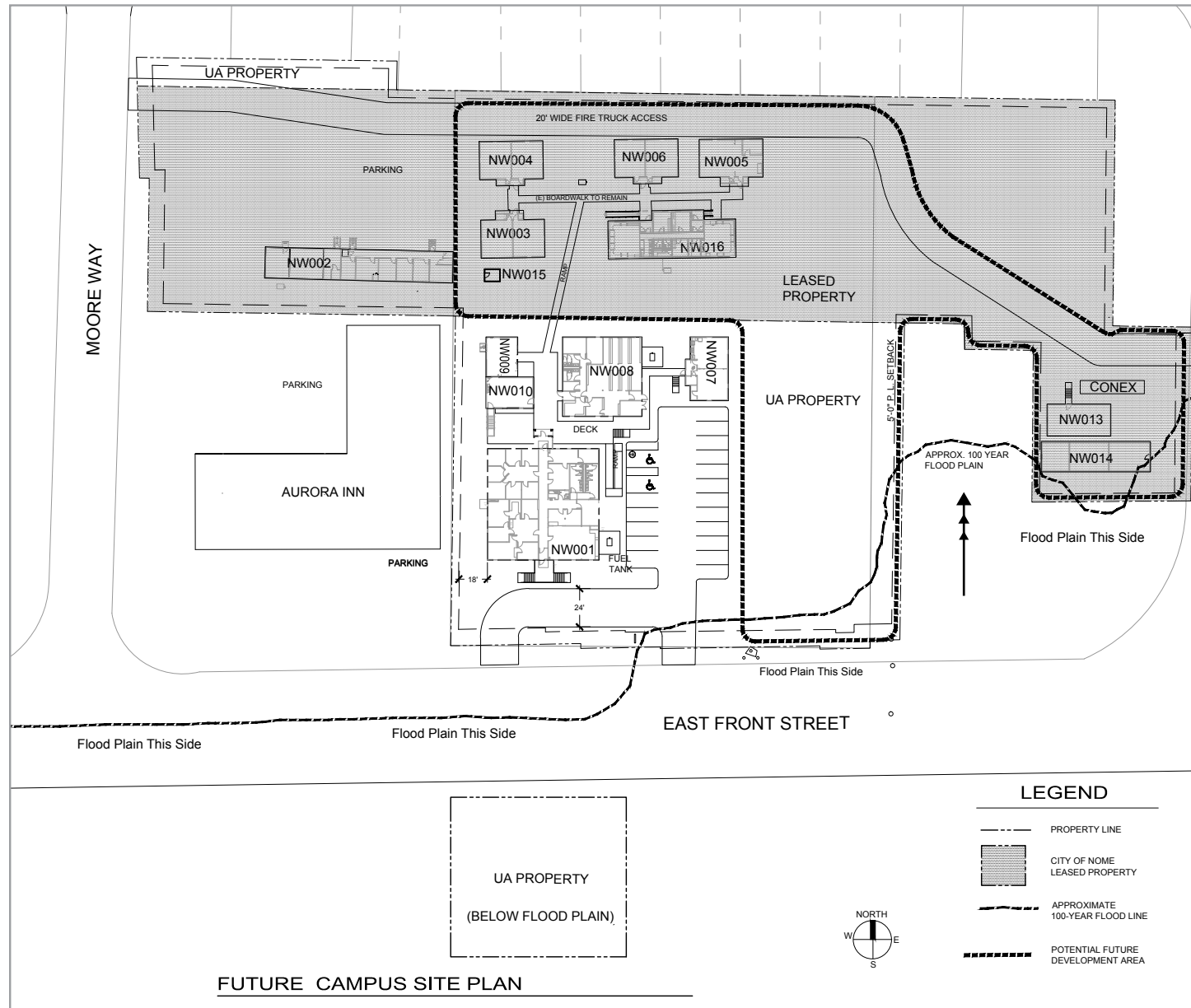


Northwest Campus

5.1 Nagozruk Building 5.2 Emily Ivanoff Brown Building 5.3 Science Building
5.4 Classroom Buildings 5.5 Leonard Seppala Building 5.6 Shipping and Receiving
5.7 Arts Building 5.8 Boardwalks



Figure 5.1 /// NWC Future Campus Site Plan



See page 12 for Existing Campus Site Plan

Section 5 ///

Future Campus ///

Additions ///

Renovations



5.1 Nagozruk Building (NW001)

This facility will continue to serve as the campus front door, administrative center and venue for large meetings and events for the campus. The faculty and staff offices and toilet rooms need refurbishment due to age and poor acoustical privacy. The exterior is scheduled for refurbishment and insulation upgrade using Title III funds during the summer of 2012.



5.2 Emily Ivanoff Brown Building (NW008)

This facility is receiving a major exterior envelope upgrade to reduce excessive heat loss and improve the appearance. The interior needs signification renovation to facilitate providing an electronic learning and resource library, distance learning space and faculty offices as well as refurbished toilet rooms. Design and construction of the interior renovation will be implemented as soon as funding is available.



5.3 Science Building (NW007)

This facility needs interior finish renewal and construction of a faculty office and equipment storage space to allow the building to be effectively utilized as a flexible teaching space for a variety of lab-based courses.

5.4 Classroom Buildings (NW003, NW004, NW005, NW006)

The exterior and interior of these four, two-classroom buildings need renewal due to age and wear. They lack access to water and toilets and are poorly insulated. They will continue to be used for instructional classes and a computer lab.



5.5 Leonard Seppala Building (NW016)

This facility has two large classrooms, two toilets and three offices. It is located on the extreme edge of the campus with steep, non-ADA-compliant entry access and failing pilings. It is currently used by the community extension program and marine advisory program for classes and office space. A proposed relocation of this building adjacent to the main classroom cluster will provide convenient toilet access to adjacent buildings and could provide space for visiting faculty and programs.



5.6 Shipping and Receiving (NW014)

Current storage facilities are basic structures, lacking power and heat. A heated and lighted receiving and maintenance facility would reduce administrative problems and support campus maintenance.





5.7 Arts Building (NW009/NW010)

The popular arts programs are housed in a building with deficient roof structure and poor exterior insulation. Refurbishment of these combined two buildings should include complete reconstruction of the roof and walls, or replacement with a new building.



5.8 Boardwalks

The south portion of the campus boardwalk system was replaced in 2010 as part of the building relocations and foundation work. The north portion needs similar replacement to provide safe, ADA compliant access to the most heavily used classroom buildings.

Lisa Haugen of Unalakleet smiles after receiving her Bachelor of Arts degree at the Northwest Campus graduation ceremony May 6, 2011 in Nome.





Northwest Campus

Design Guidelines **6**

6.1 Architectural Guidelines 6.2 Landscaping and Site Development 6.3 Signage
6.4 Lighting Guidelines 6.5 Campus Renewal and Development Priorities
6.6 Environmental and Cultural Issues 6.7 ADA Compliance



The weathered exterior signage will be replaced Summer 2012.



Section 6 ///

Design Guidelines

Campus guidelines highlight the expectations for future construction. They express the character of recently refurbished or designed campus improvements. The guidelines should be utilized to inform future detailed project development.



6.1 Architectural Guidelines

- /// Develop a rational, unified design vocabulary suitable for the academic environment at Northwest Campus.
- /// Any new facilities should be planned to include incorporating existing program space as feasible to reduce the number of small, inefficient buildings on the campus and their associated high operating costs.
- /// Encourage design that is responsive to the specific site as well as the local and regional context.
- /// Encourage design that is responsive and practical in terms of initial and long-term costs and maintenance.
- /// Ensure that new construction and renovation efforts create compatibility between old and new including exterior finishes, landscapes and signage.
- /// Include gathering spaces in new and remodeled buildings primarily to enhance the experience for students and staff.
- /// Upgrade the thermal performance, and energy efficiency of equipment (space and water heating systems, ventilation equipment and plumbing fixtures of existing facilities to reduce use of energy to lower operating costs, sustainability and the impact on the environment. LEED certification and operational implementation would be costly and could conflict with goals to keep systems simple to operate and maintain with limited local skills. Review the Alaska Home Finance Corporation BEES for commercial buildings for applicable energy upgrade opportunities.

- /// Review and upgrade existing security systems as needed for occupant safety and asset protection. Avoid complex systems that cannot be readily maintained or will likely not be utilized due to inconvenience.

6.2 Landscaping and Site Development

- /// The City of Nome has no landscaping regulations. Rules for setbacks and parking requirements are covered in the Nome Municipal Code. Maintenance of live landscaping is difficult at this site due to limited maintenance money and short growing season. The Main Campus is a gravel pad with some native shrubs.
- /// Open Space at NWC currently consist of a new wind sheltered north facing deck at the Nagozruk Building. The T-shaped site has adequate area for new facilities and site amenities.



6.3 Signage

- /// NWC follows UAF's signage guidelines. Interior room signage is outdated and will need to be revised with programmatic changes. The exterior signage is in poor condition and will be replaced as part of a siding project.



6.4 Lighting Guidelines

- /// Use new lighting systems, such as LEDs.
- /// Use intelligent lighting controls, such as motion sensors and dimming controls.
- /// Reduce light pollution and glare through improved design and fixtures installations.



6.5 Campus Renewal and Development Priorities

Energy Conservation

- /// Complete a comprehensive energy audit and existing heating and ventilation equipment commissions to identify projects that will provide significant energy savings.
- /// The exterior of all the campus buildings are wood sided and in poor condition. There are no architectural guidelines established by the City. Ongoing and proposed projects at the campus include exterior renovations to decrease energy loss and provide uniform attractive low maintenance finishes that are appropriate for the harsh climate.

Renovate, Repurpose

- /// Complete interior and exterior refurbishment of existing building.
- /// Refurbish South boardwalks and stairs.
- /// Replace campus sign – confirm official logo.



6.6 Environmental and Cultural Issues

- /// There are no site-specific environmental or cultural/archeological issues. NWC should continue to showcase Alaska Native arts on campus and design buildings with its local population in mind to create a culturally-appropriate and welcoming setting.



6.7 ADA Compliance

- /// Provide for ADA accessibility in renovations and new construction that responds to federal, state, and local policies. Recent and ongoing work has included new ramps and building entrances. The old toilet facilities do not comply with current ADA standards.

City of Nome





Northwest Campus

Appendix 7

7.1 Northwest Campus Enrollment Projections 7.2 University of Alaska Board of Regents - Policy Reference 7.3 05.12.030 Campus Master Plans (09-19-08) 7.4 Campus Master Plan Updates Required Elements 7.5 University of Alaska Strategic Direction Initiative





Section 7 ///

Appendix

7.1 Northwest Campus Enrollment Projections

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.

To generate meaningful enrollment projections it is necessary to understand key drivers of campus operations. The rural campuses are academic administrative centers offering direct educational services within mutually exclusive geographic service areas. The campuses operate with a large degree of cross-regional integration and extend limited academic services statewide. Campus operations are coordinated by the CRCD administrative center located in Fairbanks. Certain CRCD programs are centralized and operated from the Fairbanks administrative center.

Centralized programs, such as Rural Development, affect enrollment in rural Alaska at the campus level by offering courses and programs that meet rural demand of higher education services. Additionally, other UAF and UA academic units offer programs in rural Alaska, such as teacher education programs through the UAF School of Education, and nursing programs through the UAA School of Nursing.

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

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

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

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

General Characteristics of Each Category

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

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

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

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

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

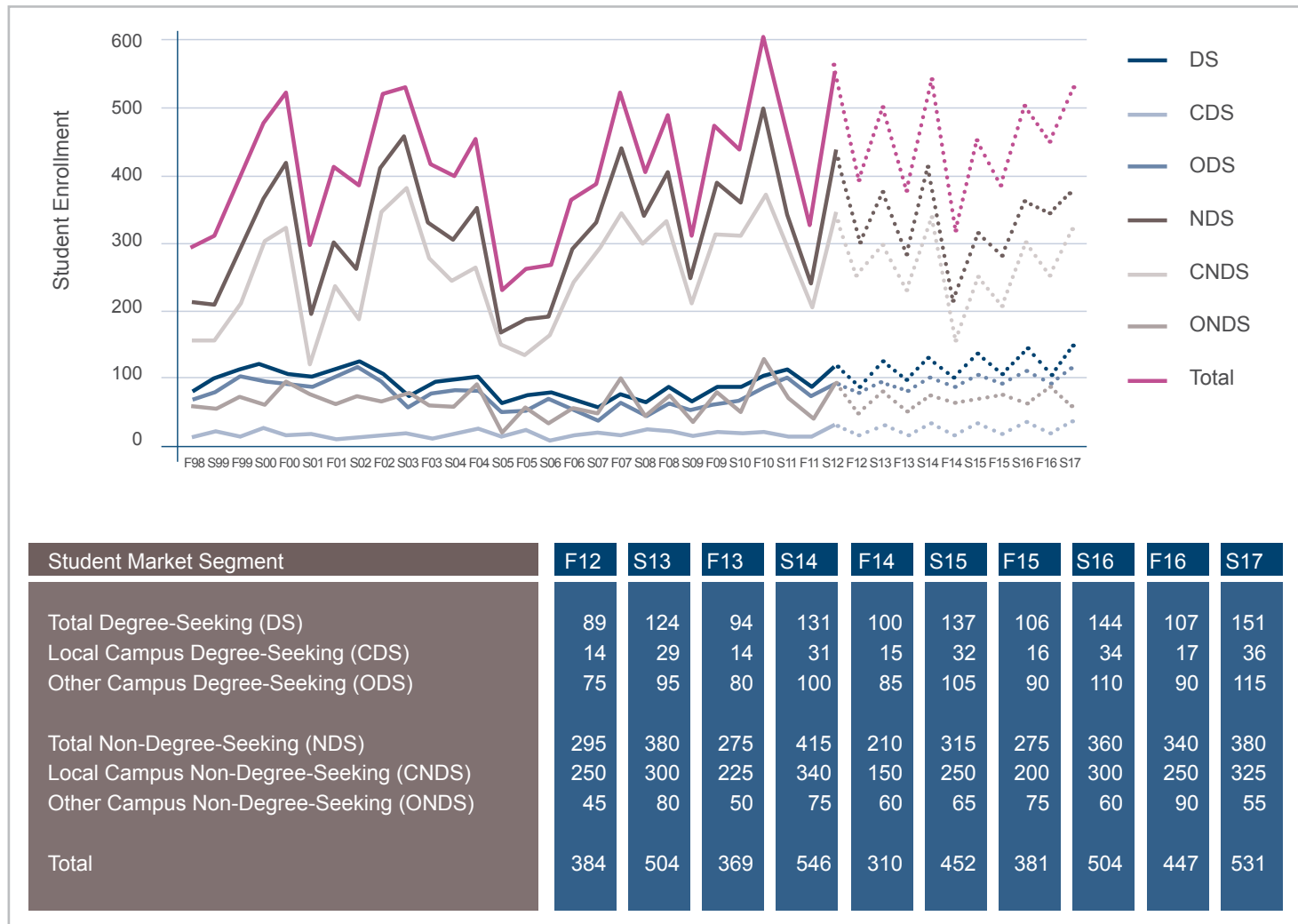
NDS: The non-degree-seeking cohort overall is a combination of CNDS and ONDS students, with both market segments containing a subpopulation of moonlighting degree-seeking students. Further analysis is required to gain resolution on the student market of degree-seeking moonlighters at the campus level.

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 on page 47.)
- /// 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).

Figure 7.1 /// Campus Enrollment Projection /// Northwest Campus



7.2 University of Alaska Board of Regents - Policy Reference

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

This master plan update was developed in accordance with University of Alaska Board of Regents Policy 05.12.030, which is provided in full below. To show where each policy element is addressed within this document, Table 1 highlights where this element is covered in the NWC Master Plan Update, by section and figures.

7.3 05.12.030 Campus Master Plan (09-19-08)

- A. Intent: The administration will develop and present to the Board for adoption, a campus master plan for each campus. The purpose of the updated master plan is to provide a frame work 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.

7.4 Campus Master Plan Updates Required Elements

BOR 05.12.030 B: Where each element is covered in the NWC Master Plan Update (by section)

1	Projected enrollment and other factors affecting the need for facilities and infrastructure;	Section 3.1, 4.1, 4.2, 6.5; figures 3.1, 3.2
2	General areas for land acquisition and disposal;	Sections 2.2, 2.6; figure 2.1
3	The general location of new and upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation and utilities;	Sections 2.2, 2.3, 6.2
4	Demolition of buildings, structures and facilities;	Sections 2.6, 4.1, 4.2; figure 2.1
5	General location, size and purpose of new buildings, structures and facilities;	Sections 1, 2, 4.1, 4.2
6	Guidelines for landscaping;	Section 6.2
7	General location and intent for open spaces, plazas, etc.;	Section 6.2
8	Guidelines for Signage, both free-standing and on all buildings, structures;	Section 6.3, page 15
9	Architectural guidelines for all buildings, structures and facilities;	Sections 2.2, 6.1, 6.5
10	Environmental and cultural issues, American's with Disabilities Act and energy conservation;	Section 6
11	The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances;	Section 2.2
12	General priorities for capital projects.	Sections 4.1, 4.2; figure 3.1

7.5 University of Alaska Strategic Direction Initiative

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

What is SDI?

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

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

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

What does SDI stand for?

SDI stands for the University of Alaska Strategic Direction Initiative. It's part of Shaping Alaska's Future 2017, a project to recognize the 100th anniversary of the establishment of the Alaska Agricultural College and

School of Mines, and to celebrate and accelerate its transformation into a 21st century Statewide system for higher education and workforce development.

What is your role with SDI?

Help identify the issues/problems,

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

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

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

What are the guiding principles?

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

Who is involved in the SDI Effort?

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

What is the SDI process?

- Faculty, staff, students and alumni wrote questions about issues that were important to a University of Alaska education.
- UA held 80 listening sessions to gather information from all stakeholders.

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

What problems will we be working on?

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

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

- Supporting flexible methods of providing instruction to a diversified student body

The five Strategic Direction themes are:

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

Web address for UA SDI information:

<http://www.alaska.edu/shapingalaskasfuture/>

