



**2013**

## **Chukchi Campus Master Plan**



**APPROVED:**

Per Board of Regents  
Meeting of the Full Board  
February 2013

*Instructor Dara Whalen, right, shows nursing students Elizabeth Ito, left, and Josephine Jones, with her three-week daughter Rebecca how to take a patient's blood pressure at UAF's Chukchi Campus in Kotzebue.*



*Photo credit /// UAF photos by John Wagner*

*Cover:  
A beautiful sky shines above the frozen  
surface of Kotzebue Sound near UAF's  
Chukchi Campus.*



## **Chukchi Campus Master Plan University of Alaska Fairbanks**

**2013**

### **Planning Team:**

University of Alaska Fairbanks Chukchi  
Campus Master Planning Committee

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*UAF's Chukchi Campus in Kotzebue  
lies above the Arctic Circle.*



# Table of Contents

Vice Chancellor's Message

I

Program Partners and Acronyms

III

Acknowledgements

III

## 1 Introduction

1

1.1 Master Plan Update

3

1.2 Project Scope

3

1.3 Mission and Strategic Role

3

1.4 Chukchi Campus Goals

5

## 2 Campus History and Configuration

7

2.1 Conceptual Physical Master Planning

9

2.2 Campus Site

11

2.3 Facility Condition Summary

11

2.4 Physical Campus

11

2.5 Campus Site and Infrastructure Condition

12

2.6 Campus Signage

13

## 3 Campus Trends /// Enrollment and Academic Program

15

3.1 Campus Trends

17

## 4 Chukchi Campus Vision

25

4.1 Short-Term Priority Improvements

28

4.2 Long-Term Priority Improvements

28

## 5 Future Campus /// Additions /// Renovations

31

5.1 Chukchi Campus Building

33

## 6 Design Guidelines

35

6.1 Architectural Guidelines

37

6.2 Landscape Guidelines

38

6.3 Circulation and Parking Guidelines

38

6.4 Exterior Lighting Guidelines

38

6.5 Campus Renewal and Development

38

6.6 Environmental and Cultural Issues

38

6.7 ADA Compliance

38

## 7 Appendix

41

7.1 Chukchi Campus Enrollment Projections

43

7.2 University of Alaska Board of Regents - Policy Reference

46

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

46

7.4 Campus Master Plan Updates Required Elements

47

7.5 University of Alaska Strategic Direction Initiative

48



*Student and teachers set up a  
Kotzebue wind turbine.*



# Figures

<b>1</b>	<b>Introduction</b>	
	Figure 1.1 Aerial Photo of UAF Chukchi Campus	2
	Figure 1.2 Regional Served by UAF Chukchi Campus	4
<b>2</b>	<b>Campus History and Configuration</b>	
	Figure 2.1 Chukchi Campus Site Plan	8
	Figure 2.2 Existing Chukchi Plan 2013	10
<b>3</b>	<b>Campus Trends /// Enrollment and Academic Program</b>	
	Figure 3.1 Chukchi Programs	16
	Figure 3.2 Instructional Use of Facilities	20
	Figure 3.3 Enrollment	20
	Figure 3.4 Areas of Community Interest Courses	21
	Figure 3.5 Location of Regional Students	21
	Figure 3.6 Headcount by Subject	22
	Figure 3.7 Payments for Tuition/Fees/Books	22
	Figure 3.8 Headcount by Gender	23
	Figure 3.9 Headcount by Race	23
<b>4</b>	<b>Chukchi Campus Vision</b>	
	Figure 4.1 Chukchi Campus Learning Center/ Library Master Plan	26
	Figure 4.2 Proposed Library Space	29
<b>7</b>	<b>Appendix</b>	
	7.1 Enrollment Projections	45

# 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

Northwest Arctic Borough (NWAB)  
Northwest Arctic Borough School District (NWABSD)  
Maniilaq Association  
National Park Service (NPS)  
Kiqiqtagruk Inupiat Corporation (KIC)  
NANA Regional Corporation (NANA)  
Aqqaluk Trust

## Acronyms

ABE/GED	Adult Basic Education/ General Education Degree
CC	Chukchi Campus
CRCD	College of Rural and Community Development
DDC	UAF Facilities Division of Design and Construction
Dual Credit	The receipt of high school and college credit for the same course for qualified high school students enrolled in college-level courses.
MHC	Maniilaq Health Clinic
MOA	Memorandum of Agreement
NWAB	North West Arctic Borough
NWABSD	North West Arctic Borough School District
STEM	Science, Technology, Engineering and Math
Title III	US Department of Education Program
UAA	University of Alaska Anchorage
UAF	University of Alaska Fairbanks
USDA/	
CSREES	United States Department of Agriculture/ Cooperative State Research Education and Extension Service

# Acknowledgements

## Master Planning Committee

Pauline Harvey	UAF Chukchi Campus
Erica Nelson	NANA/Aqqaluk Trust
D'Anne Hamilton	Northwest Arctic Borough
Grant Magdenz	UAF/NWABSD Student
Jason Johnson	Maniilaq Association
Frank Hayes	National Park Service
Ernie Norton	Kiqiqtagruk Inupiat Corporation
Priscilla Ballot	UAF Student
Tina Swan	Village Representative



*Chukchi Campus student lounge*



*The sun sets over Kotzebue Sound.*





## Chukchi Campus

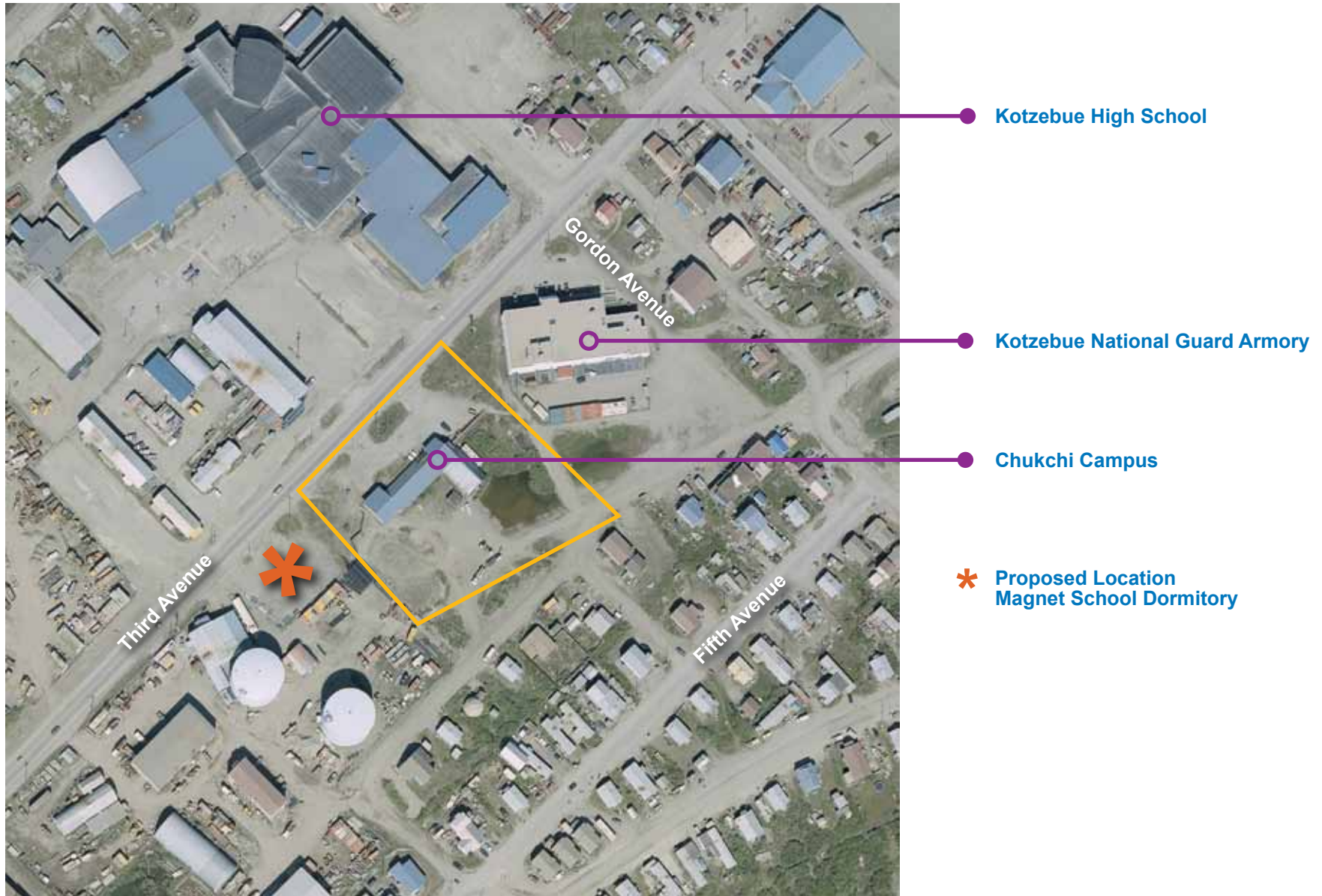
### Introduction **1**

1.1 Master Plan Update 1.2 Project Scope 1.3 Mission and Strategic Role  
1.4 Chukchi Campus Goals





Figure 1.1 /// Aerial Photo of UAF Chukchi Campus



Chukchi Campus Aerial Photo June 2008, photo credit: Aero-Metric, Inc.

### **Chukchi College Mission Statement**

*To be a responsive and collaborative rural college that inspires and develops each student to contribute to the cultural and civic needs of her/his community.*

### **Chukchi Campus Motto**

*Inuunaiyuliksranaŋ Piqutigiplugu*  
For the Purpose of a good life.

### **Core Values**

*To represent the higher educational needs of the people of the NANA region to the UA system and to meet or help meet these higher educational needs.*

# Introduction

Chukchi Campus (CC) of the College of Rural and Community Development - UAF (CRCD - UAF) is focused upon meeting the needs of the whole NANA Region.

## **1.1 Master Plan Update**

The purpose of this Master Plan Update is to identify site and facility improvements for the Chukchi Campus over the next five to twenty years with an emphasis on the next five years. It is intended as a “living document” that reflects the aspirations of the campus in accordance with the University of Alaska Board of Regents Policy (po 5.12.030).

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

## **1.2 Project Scope**

The University of Alaska Fairbanks, Facilities Services, Division of Design and Construction contracted Bezek Durst Seiser in May 2011 to update the 2006 Master Plan for the UAF Chukchi Campus, located in Kotzebue, Alaska.

This report is a summary of the recommendations generated through this project. Pauline Harvey, Chukchi Campus Director, Reed Morisky, UAF DDC Project Manager, and Mary Pagel, UAF DDC Project Manager, participated in planning site visits and report reviews.

## **1.3 Mission and Strategic Role**

Chukchi Campus (CC) is one of five rural campuses in the College of Rural and Community Development (CRCD) and serves as an extension to UAF.

Figure 1.2 /// Region Served by UAF Chukchi Campus



University of Alaska Fairbanks Chukchi Campus serves 11 Alaska Native Villages.

CC offers online distance education in cooperation with the Center for Distance Education at UAF as well as locally taught classes. CC's primary role is to meet the higher education needs of its region and provides a unique mix of programs and curricula that has been developed over time. The campus also offers Adult Basic Education ABE/GED to adults, as well as certificate programs, associate degree programs, and access to bachelor degree and masters degree programs at UAF. CC also works in partnership with a variety of agencies including the Alaska Technical Center and the local health corporation in Kotzebue to bring vocational / technical training to the residents of the region.

## 1.4 Chukchi Campus Goals

1. Increase the regional student enrollment.
2. Address the educational needs of the village students.
3. Provide programs that meet the educational needs of local organizations.
4. Serve as the Inupiaq center of expertise for the University of Alaska system.
5. Partner with the NWABSD to expand options to meet the unmet higher education needs of high school students' instruction of English and Gaalee'ya STEM (a program for high school and college students interested in Science Technology Engineering or Mathematics) course support.
6. Continue to partner with NWAB on the consortium library and expand outreach to the villages.
7. Develop flight training programs funding and resources.
8. Promote renewable energy systems for rural Alaska.
9. Upgrade existing facility to address deferred maintenance and reduce energy consumption.

With the generous support of the USDA/CSREES Alaska Native/Native Hawaiian Serving Institutions grants program, the Kuskokwim Campus

and Chukchi Campus have developed the first Ethnobotany Program in the State of Alaska. Students enrolled in the EBOT program will learn: basic plant biology & floral ecology of Alaska, economic applications of Ethnobotany, basic applied chemistry of plants, research methods for local specific projects, as well as traditional and new uses of Alaska native plants. These skills will prepare Alaska Native students for employment in wildlife and cultural management agencies, education, and other rural-based jobs, as well as further college milestones such as the Associates and Bachelor of Science degrees.

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.



*Kotzebue residents Brenda Adams, Tracy Haviland and Sarah Mattfeld study in one of the classrooms in UAF's Chukchi Campus.*







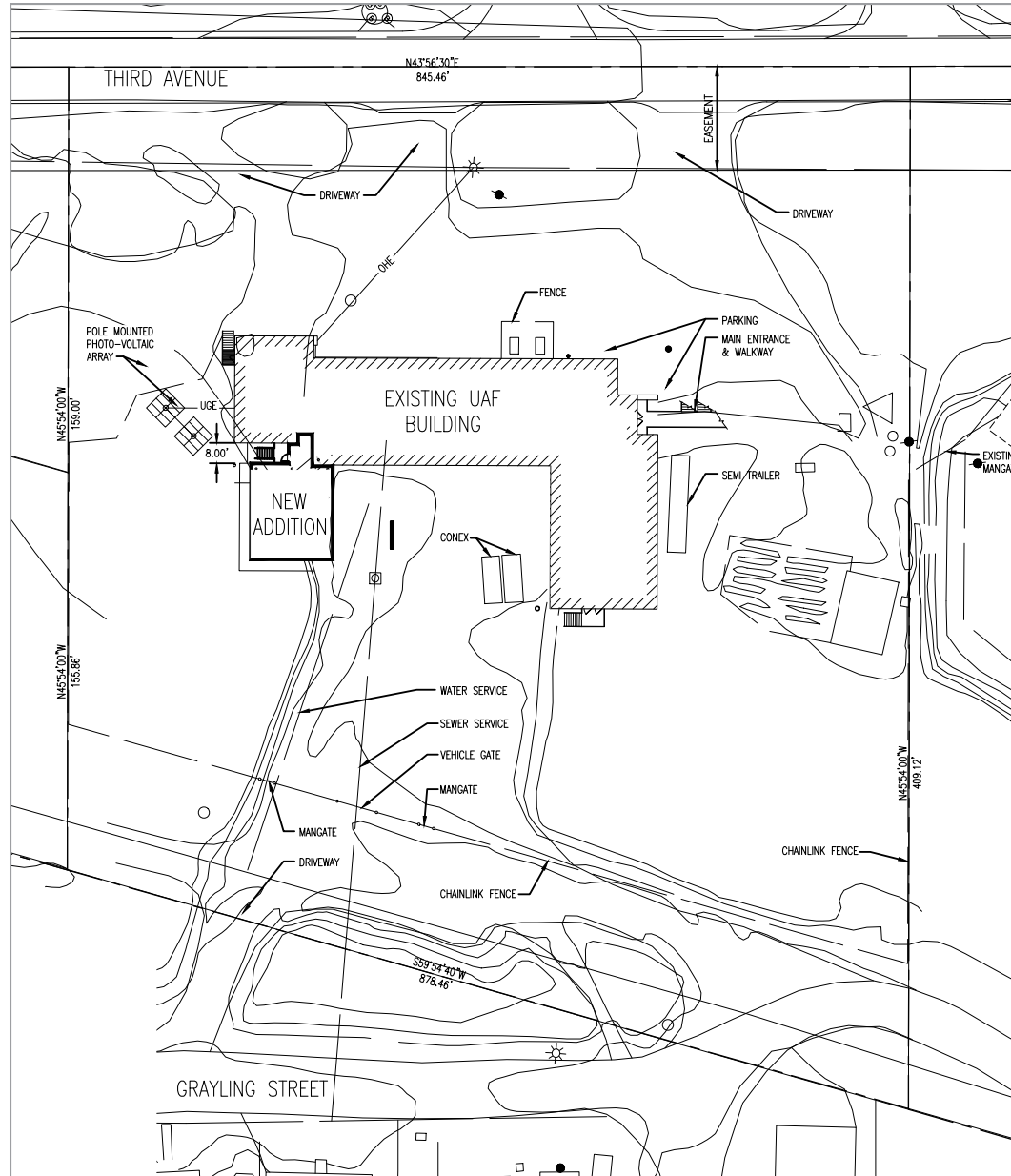
## Chukchi Campus

### Campus History and Configuration **2**

2.1 Conceptual Physical Master Planning 2.2 Campus Site 2.3 Facility Condition Summary  
2.4 Physical Campus 2.5 Campus Site and Infrastructure Condition 2.6 Campus Signage



Figure 2.1 /// Chukchi Campus Site Plan



## Section 2 ///

# Campus History and Configuration

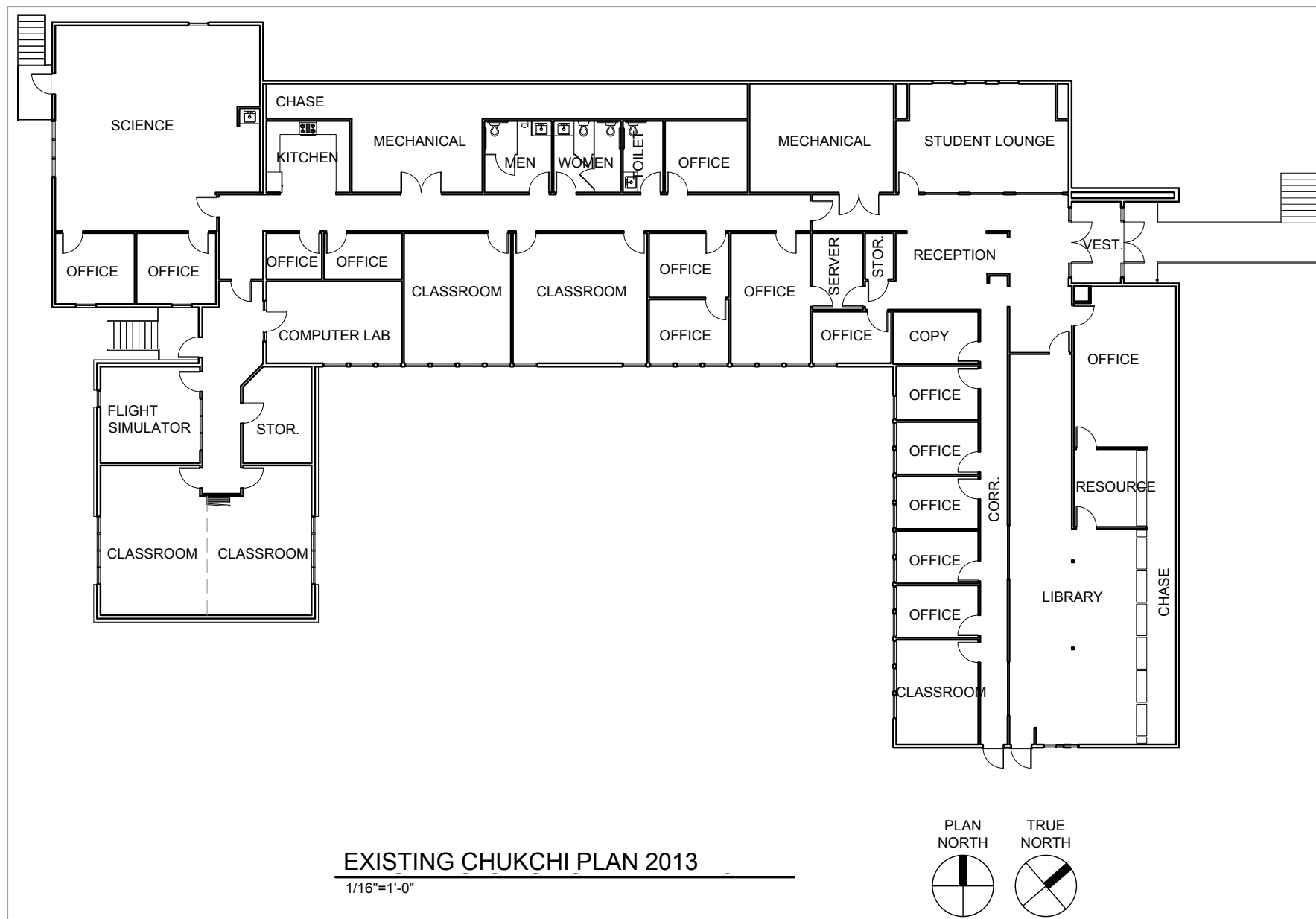


## 2.1 Conceptual Physical Master Planning

Dan Seiser of Bezek Durst Seiser, Reed Morisky and Mary Pagel met with Pauline Harvey, Director of the college and the UAF Facilities Services advisory council at the Chukchi Campus in Kotzebue to discuss ideas and concerns for improving the campus for students, staff and the community. The principal campus development issues that were discussed were:

- /// Expanding and upgrading the consortium library facility to support learning and enrichment needs for the students and the community. The current library space is significantly undersized for the current size of the collection and patron utilization. The library has very limited reading space and limited separation of children and adolescent activities from adults. The library does not have a separate exterior entrance and lacks adjacent toilet facilities and this situation has generated security and supervision issues for the academic areas of the facility. The library is seen as an important center for the region and a local draw for future students for the campus.
- /// High demand on space for distance learning classes. Currently there is not enough appropriate space available to meet demand.
- /// Classroom space is limited and crowded with instructional equipment required for a variety of instructional programs. The classroom space problem will be somewhat relived with the completion of a new instructional addition currently under design. This space will provide 3 additional instructional spaces. The need for instructional storage space is highly desired to free up space for larger classes and allow more spatial flexibility in the instruction methodology.

Figure 2.2 /// Existing Chukchi Plan 2013



/// Maintenance issues of interest to staff are lighting quality and controls (many space are on combined lighting switches); better HVAC control; and the generally poor condition of the exterior siding, roof and entry ramp.

## 2.2 Campus Site

The Chukchi Campus is located in Kotzebue, the political, economic, communication and transportation hub of the NANA region. There are approximately 8,000 people in the 11 villages spread out over an area of about 36,000 sq. miles (about the size of Indiana). Over 85% of the residents are Inupiat. There are no roads connecting any of the regional villages nor any roads that connect the region with the rest of Alaska.

The campus is located on the north end of town, on the edge of the main business district and adjacent to the elementary, junior and senior high school campus and the community water plant. The site consists of partially filled and cleared tundra with several ponds, some native shrubs, an abandoned derelict greenhouse, several storage conex and an unpaved parking area adjacent to the paved main road through town.

## 2.3 Facility Condition Summary

A formal Facility Conditions Survey including code and engineering review was not undertaken at this time. The original windows have been replaced with energy efficient vinyl windows. The metal roofing and siding and exterior trim reflect nearly 35 years of exposure to harsh coastal arctic conditions. The exterior painted wood sign is very weathered. There are problems with chronic ice damming on the roof valley. And there is evidence of past ice damage to the roof. The entrance lighting masts use incandescent bulbs that are subject to frequent destructive vandalism. The entry walk is showing age and is difficult to access via wheelchair.

The demountable walls and ceilings are in fair condition. Some of the original classrooms have been partitioned into office/distance learning spaces with marginal acoustic and ventilation capabilities.

The original kitchen/ break room is used for classes and storage in addition to providing limited space for student and staff breaks.

The rest rooms have been partially modified for ADA and the finishes and fixtures are in serviceable, but old, condition with vinyl flooring, which is coming apart at the seams. The boiler and electrical equipment share the same space. The building lacks adequate storage space for instructional equipment and records and this material is crowded into various locations in nearly every room.

At the June, 2011 Advisory Meeting, a committee member asked if UAF should consider replacing the 8,000 SF facility due to age and outdated inefficient layout. A replacement facility could be located on the back of the site. Estimated replacement cost is \$9 to \$11 million (2011 project costs). A comprehensive phased renewal of interior and exterior finishes, heating and electrical upgrades and fire sprinkler system installation in the existing facility could be achieved for about 75-85% new construction cost but will need to be coordinated to temporarily relocate some functions due to construction disruptions. The UAF deferred maintenance capital projects plan recognizes the need to renovate the exterior of the building to replace very worn materials and improve thermal performance to enhance energy conservation and protect the buildings structural integrity. Timing of this work will depend on available funding.

## 2.4 Physical Campus

The Chukchi campus was designed and constructed to provide adult basic education (ABE) and offer introductory college on campus course work in small traditional classrooms of 5-20 students taught by a resident or itinerant instructors and limited distance learning through the use of a primitive 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 Chukchi Campus consists of a single, one story, pile-supported wood frame building of 7,617 SF built in several phases in the late 1970's and early 1980's, with a 1,300 SF classroom wing addition completed in 2006. The building is connected to municipal power, water and sewer service lines. The building has a fire alarm system. The building is not protected with automatic fire sprinklers. The building is heated with oil-fired boilers. The building floor plan is "L" shaped and houses classrooms, offices, a Consortium Library and student and building support spaces. The Consortium Library and academic staff offices are located in one wing and the classrooms, administrative offices, student lounge, toilets and support spaces are located in the other wing. The design of the building features a pronounced rake of the exterior windward facing walls. This results in radically angled exterior envelope walls and limited ability to utilize about 10% of the total gross floor area of the facility due to lack of headroom. A section of the rake was modified with a glazed vertical exterior wall and sloping dormer roof to accommodate an expanded student lounge and study space. The leeward side of the building provides extensive glazing to offices and classrooms.

Chukchi Campus continues to serve residents by preparing students for college and by providing courses, degrees or certificates that lead to employment within the region.

1. Intensive course is usually one that meets "intensively" for one week and is followed by a number of weeks of distance delivered classes.

The "Consortium" (the Northwest Arctic Workforce Development and Education Consortium) has been a strong uniting force in the region.

Chukchi Campus has developed a partnership with the Northwest Arctic Borough School District (NWABSD). Chukchi has organized intensive courses<sup>1</sup> for their paraprofessionals (formerly teacher aides) that lead toward teacher certification and the school district allows their employees the time off from work with full pay to attend.

Similar intensive courses, in Rural Human Services, have been set up with the Maniilaq Recovery Center for their village and residential employees; and with the Maniilaq Health Clinic (MHC) Business Office (in health care reimbursement) for their employees; and with the MHC Nursing Department, in the Chem, Bio and other courses needed for their LPN (Licensed Nurse Practitioner) and RN (Registered Nurse) certifications.

Partnership with Maniilaq, the local health organization and UAA to provide on campus training for professional Nursing certifications. This effort also involved funding provided by the Denali Commission LPN and RN.

Partnership with NWABSD (2011-2012) to provide technical prep courses for instructional staff. Courses include Intro to Education, Intro to Health and a collaborative math project.

NANA Resource Technicians are hired in each village under a memorandum of agreement, to provide academic support (registration, testing, financial aid, advising assistance) for CC students.

Chukchi has become very dependent upon its fast internet connectivity. The campus depends upon procurement of quality, inexpensive, high powered computers.

At present, of all the regional students that Chukchi serves, 45% are from the villages and about 55% are from Kotzebue. However, population-wide, 60% of our population lives in the villages and 40% is in Kotzebue. 60% of the population is receiving 45% of the services. This appears to support the need to increase efforts to serve village committed residents.

The biggest advantage that Kotzebue students have in accessing higher education services is that they can get out of their very crowded homes and have a place to go to from which they can access their courses, do research and print out data. The University provides, via a lease. Modest instructor support space and local staff support in Selawik through the Selawik library. A library is also being started in Kiana.

## 2.5 Campus Site and Infrastructure Condition

The campus is situated on the primary paved community roadway, across from Kotzebue High and Middle School and adjacent to the Kotzebue Armory and Municipal water treatment plant. Behind the site is a residential neighborhood. The size and shape of the site is adequate for the existing building and to accommodate the proposed library addition. The location provides the campus with a prominent location that gets significant cross site foot traffic from the neighborhood to the High School.

The Chukchi facility is elevated on wood piles with a perimeter fence skirt as required by State Fire Code. The building footprint with the current additions is essentially an L shaped plan that provides a window lined south and east facing façade looking into the center of the site and towards a shallow seasonal pond at the south east corner of the site. The campus site is essentially a sloped gravel pad over existing permafrost and organic tundra. It is functional and provides suitable drainage. There is some remnant vegetative brush on the north edge of the site. Incorporating additional live landscaping would be difficult to sustain due to the pad, climatic conditions and lack of maintenance support. The building location and function is in compliance with local land use requirements.

The campus has two unheated conexes on skids on the site that contain storage and maintenance equipment. Portions of the site are fenced or have horizontal wood barriers to discourage 4-wheeler and snow machine traffic from short cutting through the site from main street to adjacent neighborhoods.

Parking is provided on a gravel lot adjacent to the main entry and the main street. It is gravel and can be a bit dusty and muddy. Paving it and marking its boundary with barriers would improve curb appeal and define access points from the street.

The Chukchi facility is served by municipal sewer, water and electrical services. The buried sewer and water services were replaced in the last 4 or 5 years and are anticipated to have 15-20 years of service life remaining. The electrical service was upgraded in the last decade, but may need an additional upgrade to handle the proposed library addition.

## 2.6 Campus Signage

The existing weathered campus sign is scheduled to be replaced in the summer of 2012 with a new sign that complies with the UAF signage standards. Room signage was recently replaced and complies with UAF signage standards.

*Kotzebue resident Ken Stagnaro  
stands in front of the main entrance  
to UAF's Chukchi Campus.*





## Chukchi Campus

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

#### 3.1 Campus Trends



Figure 3.1 /// Chukchi Programs

PROGRAM	AGENCY SPONSORS	FACILITY NEED
K-12 Teacher Professional Development Program	Partnership with local school district	School Classroom space in Kotzebue and space provided by district at school sites for distance delivery.
Para-professional Program	Partnership with local school district	Existing Classroom on campus and space provided by district at school sites for distance delivery.
Workforce Preparation and Village Based Training	Partnership with regional entities and school district	Existing Classroom on campus and space provided by district at school sites or tech center for distance delivery and construction trades training.
Developmental Math and Science Program	NWABSD co credit program for math and the science STEM Program	School Classroom space in Kotzebue High.
Title III	Outreach program	Locate and maintain learning centers in regional communities (renting space from local villages).
Rural Human Services Program	Partner with regional health corporation	Utilize health corp facilities.
Rural Development Program	Partner with Native organizations to identify potential candidates	None.
Aviation/ Flight simulator	Chukchi Campus	Flight Simulator and classroom space - under construction 2012.
Social Work Program	Partner with regional health corporation	Utilize health corp facilities.
Renewable Energy	Grant Funded	Provide solar and wind power generators on campus (under construction) to provide training on design issues and maintenance.
Consortium Library	MOA with City of Kotzebue	Expand and renovate existing on campus library as an e-learning center. Existing facility is undersized and outdated -see section 5.1. Capital funding needed.



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

## 3.1 Campus Trends

Chukchi Campus has three (3) faculty members, a director and four (4) staff positions. Chukchi uses a federal grant to contract for services in all ten of the outlying villages.

Over the past nine years, Chukchi has had an annual unduplicated head count that has been generally rising but has varied between 300 and 400 students<sup>1</sup>. During these same nine years the number of credit hours has generally been increasing but has varied between 1001 and 2535 credit hour per fiscal year. Chukchi had generated strong tuition income increases every year for the past six years. The future enrollment projections and historical enrollment data for the Chukchi Campus is included in Section 7.1, Appendix

Most students of Chukchi Campus do not live in Kotzebue. Rather, students “attend” classes from the villages where they live, via satellite-assisted audio-conference, with fax machines and E-mail, sending written assignments between instructor and students, who live in communities scattered across rural Alaska (see Figure 3.5). Chukchi both “imports” and “exports” postsecondary education throughout rural Alaska while offering certificates, two-year and four-year degrees in many academic disciplines including teacher certification, rural development, health, social work, computers and other fields. Chukchi also provides English and math instruction at the Kotzebue high school to some students at the school. (see Figures 3.4, 3.6).

1. The average student is older than most and often has teenage children. When they leave the village and take years to complete their degree, it is difficult for them to convince their children to return. The students are most often some of the most well adjusted, most stable and most able members of the their village. An average village is about 450 people. Fairbanks North Star Borough (FNSB) is about 90,000 people. When a single student leaves the village to go away to school, they take their family with them. This is equivalent to taking 200 solid, well adjusted families out of the FNSB. The impact on the strength of the community is significant. Distance education supports the strength of the villages.

The average age of the students that Chukchi serves is opposite that of UAF. Of the five age groups UA recognizes, Chukchi's largest two groups are the +50 and 40-49 year age groups. The age group with the smallest population is the "24 and under" age group. (see Figures 3.8, 3.9 for additional student demographic information).

All of the regional villages have access to high speed (DSL) internet service. Over the past three years, approximately 40% of distance courses have been delivered via live internet software (Elluminate Live). Most of the courses that Chukchi offers continues to be delivered via teleconference. Distance delivered courses and distance combined with intensive face to face courses remain the best way to support the strength of the villages.

The Chukchi Advisory Council is composed of organizational and student representatives from all of our regional corporation and business partners. It meets quarterly. Chukchi is also a charter member of the Northwest Arctic Economic Development and Education Consortium.

Chukchi works closely with the Alaska Technical Center (ATC) which was established in Kotzebue in 1980 and is run by the regional school district. ATC runs a 38-bed dormitory.

In February 2006, Chukchi opened an additional 1500 sq. ft. classroom and a student study area space to the campus building. The additional space makes the campus much more attractive to students and allows them to take science and nursing courses on campus. By Fall 2012 an additional 1,800 SF of instructional space will be completed.



*Aana Taiyaaq (Ida Beisemeier), Ikayugausin (Winona Hawley), Aliitchak (Minnie Gray), Ipiilik (Angeline Newlin) and Nauyaq Baltazar listening closely to a presentation at the Iñupiaq conference. Photo credit - Maija Lukin*

Figure 3.2 /// Instructional Use of Facilities /// FY2011 /// by Student Credit Hours

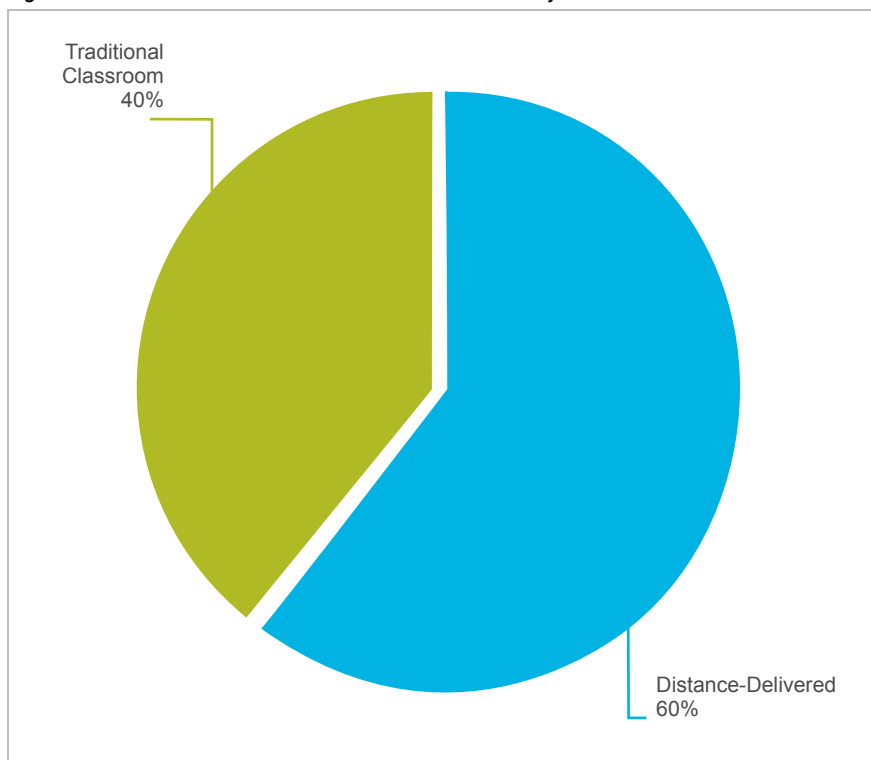
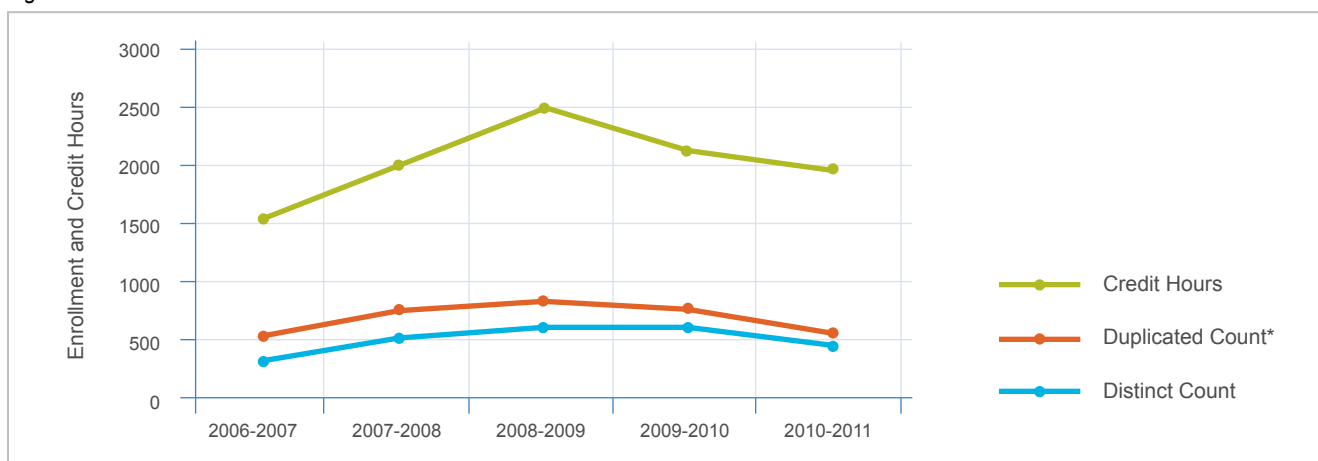


Figure 3.3 /// Enrollment /// 2007-2011



\*Students taking courses from multiple campuses

Figure 3.4 /// Areas of Community Interest Courses /// AY2010 /// by Student Credit Hours

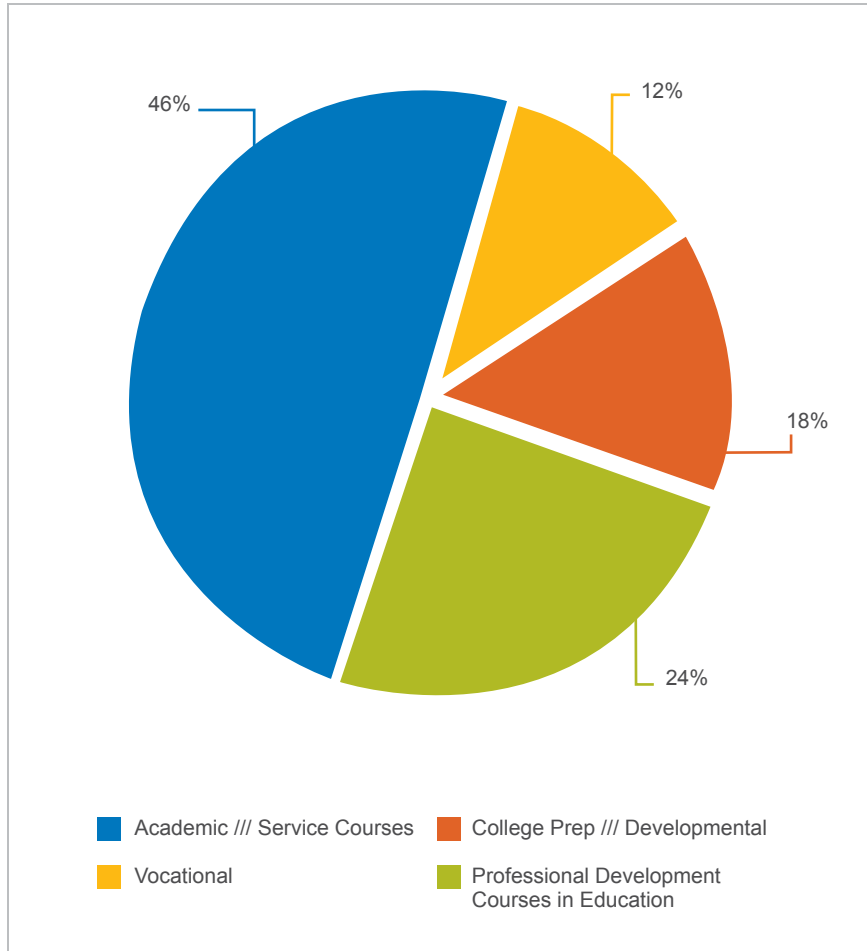


Figure 3.5 /// Location of Regional Students /// AY2010

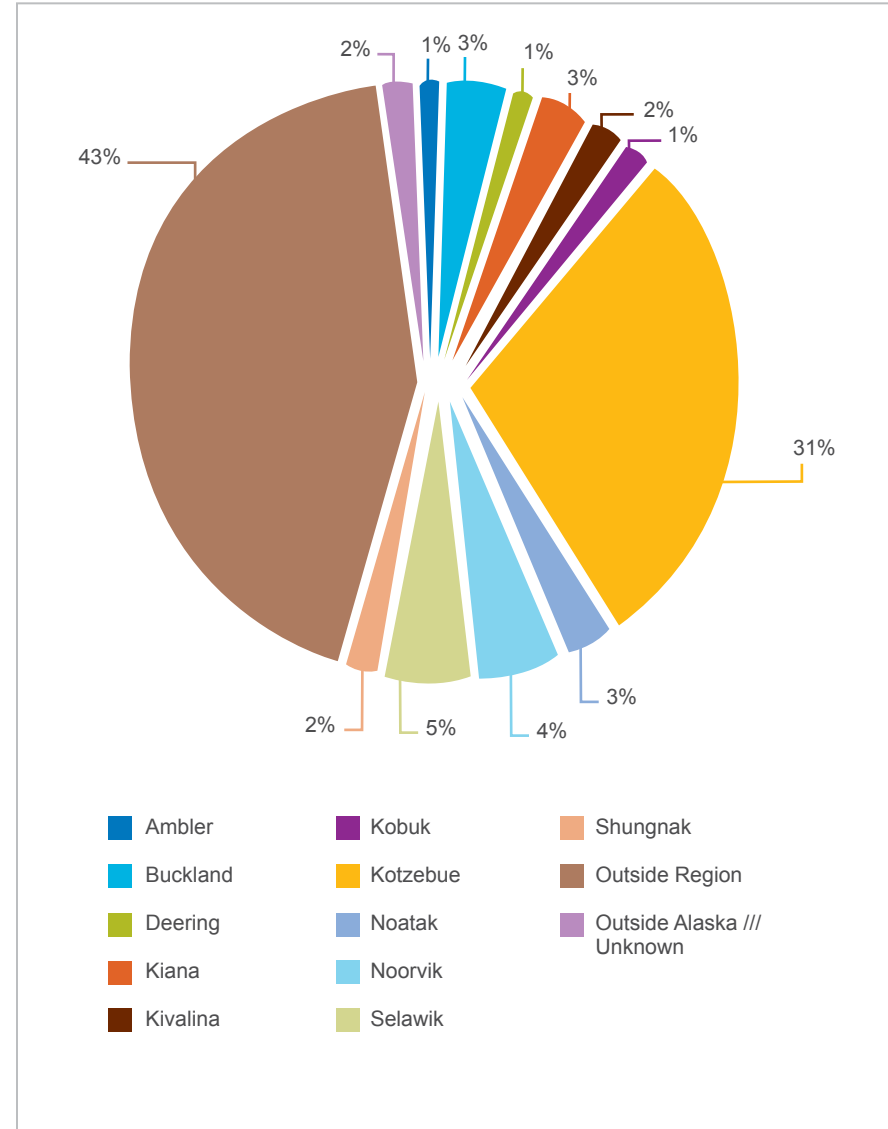


Figure 3.6 /// Headcount by Subject

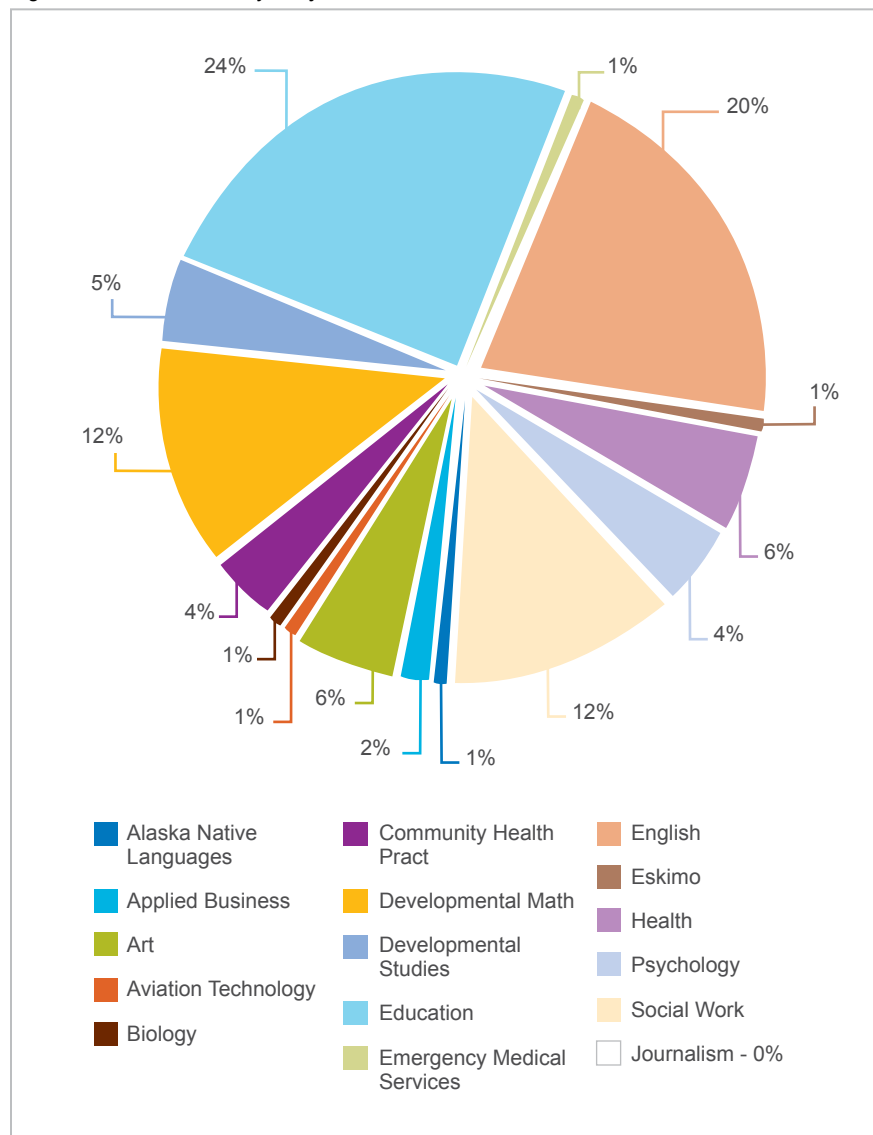


Figure 3.7 /// Payments for Tuition/ Fees/ Books

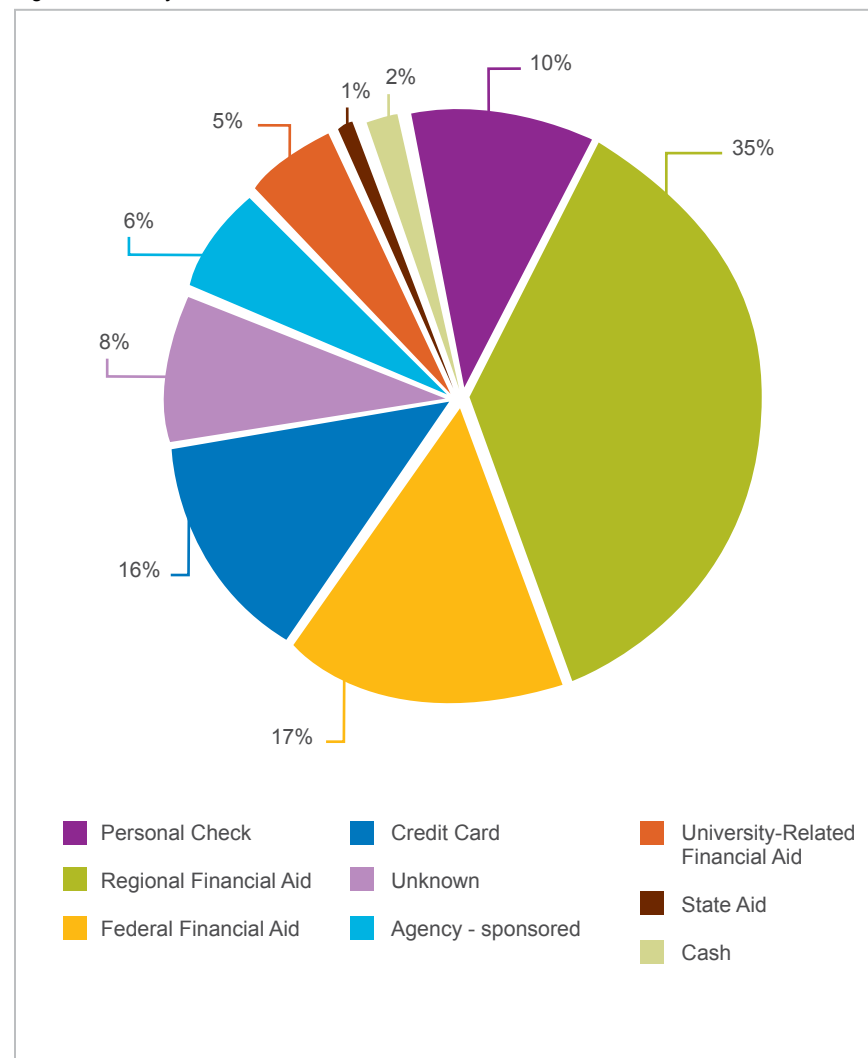


Figure 3.8 /// Headcount by Gender /// AY 2010

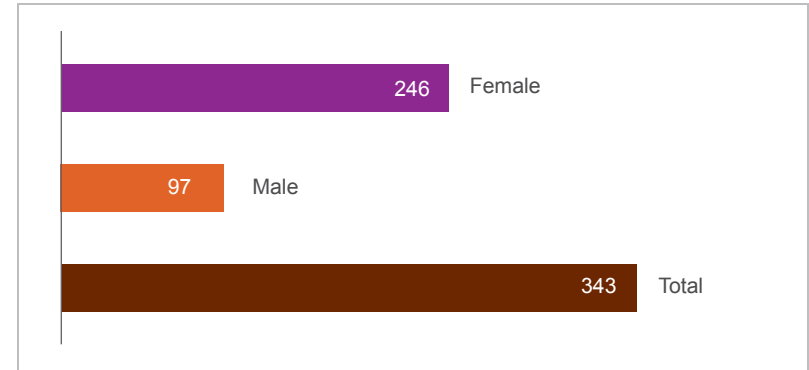
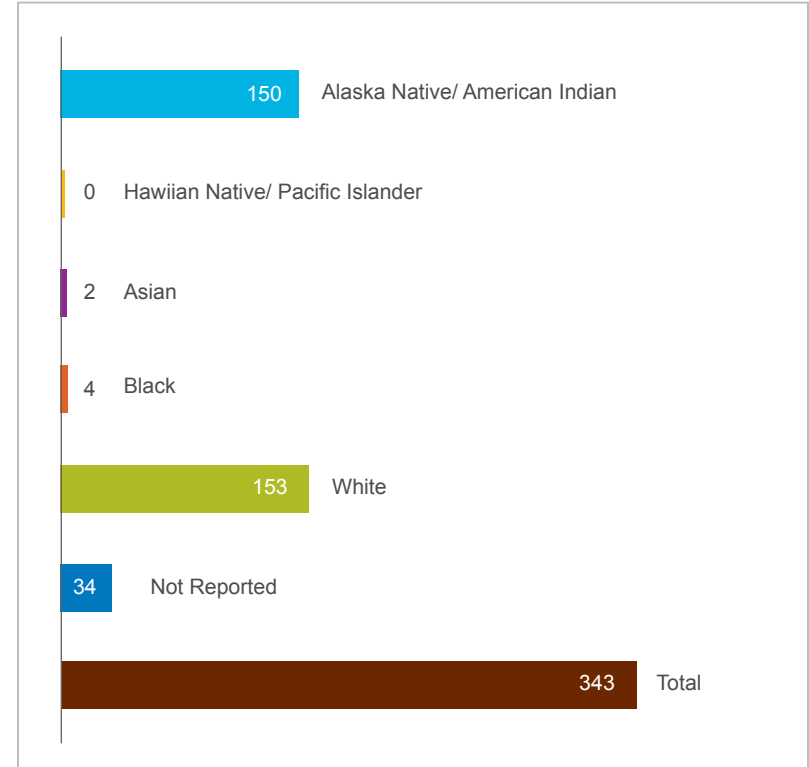


Figure 3.9 /// Headcount by Race /// AY 2010





*Instructor Dara Whalen, center, works with nursing students Elizabeth Ito, left, Wanda Balltazar, far left, and Josephine Jones, with her three-week daughter Rebecca, at UAF's Chukchi Campus in Kotzebue.*





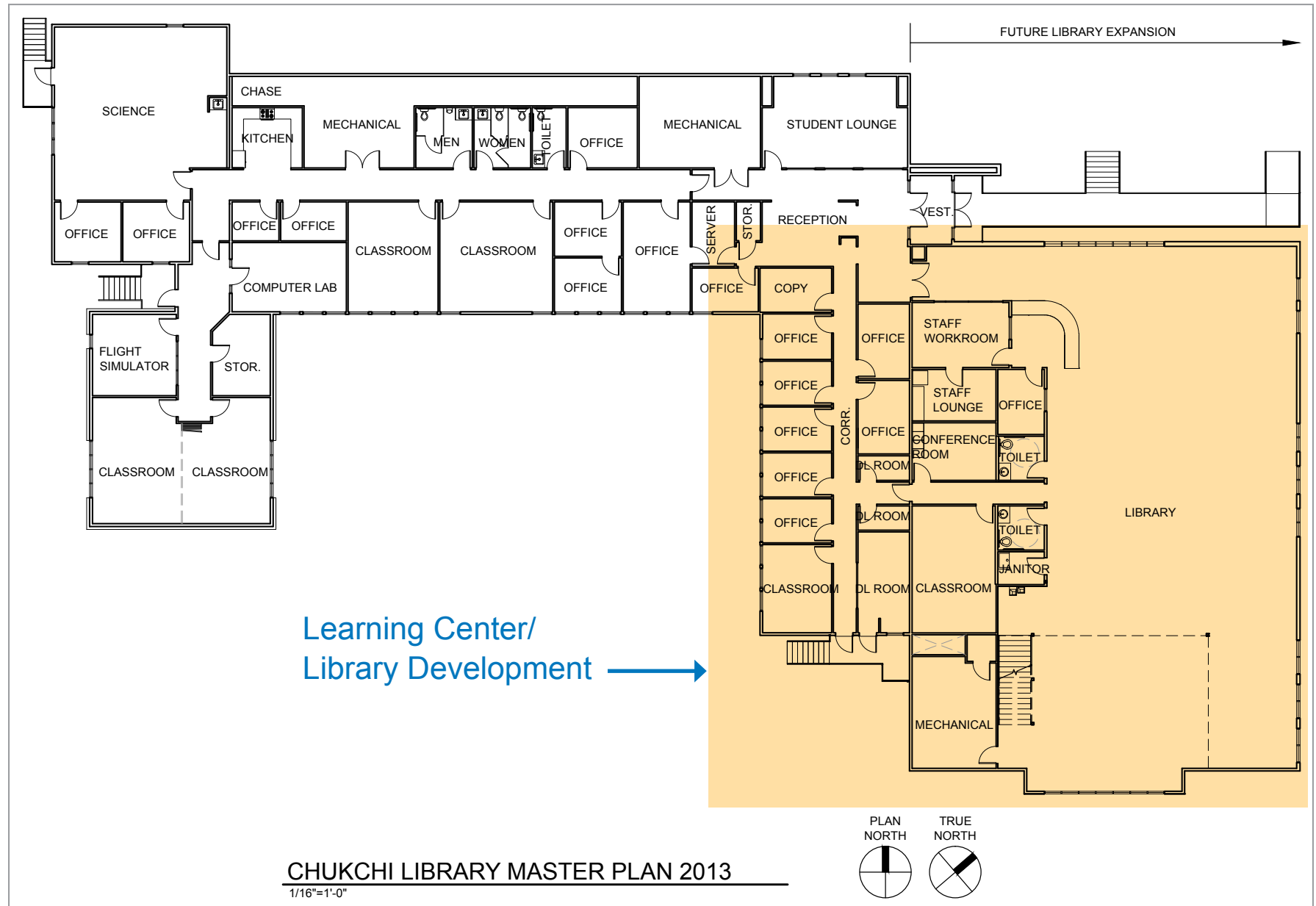
## Chukchi Campus

### Chukchi Campus Vision **4**

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



Figure 4.1 /// Chukchi Campus Learning Center/ Library Master Plan



## Section 4 ///

# Chukchi Campus Vision



The Chukchi Campus is situated on University-owned property located adjacent to a main arterial in Kotzebue and across the street from Kotzebue High School. The Campus also has two leased outreach centers in two villages. The near and long term outlook for the institution is to continue to deliver services and programs at these sites. Student enrollment is growing but with a focus on distance learning. With the utilization of community/regional partnerships the need for additional space is primarily limited to adding more distance learning space, expanding the consortium library, providing adequate offices for instructional staff and providing an appropriate storage, receiving and maintenance facility.

The existing teaching facilities could be programmed for a variety of summer sessions. 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 Kotzebue 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 building overall has a worn appearance based on the prominent 35 year-old raked metal roof entry ramp and entrance lobby. The UAF Chukchi Campus has historically received limited major maintenance funding support through University of Alaska / State of Alaska funding

sources in the last decade. What has been received has been utilized for basic physical plant upgrades, a student study space modification and for systems renewal and for minor interior renovations.

The majority of recent physical improvements including some interior upgrades of finishes and heating system to improve room comfort and replace worn finishes are federally funded through US Department of Education Title III annual grants. A Title III grant is funding the construction of a new flight training simulator room and support space addition. 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. This flight training addition construction work will start summer of 2011 and be completed by winter of 2012.

The current campus facilities do not provide enough student distance learning and interaction spaces, and staff and faculty office space is cramped and inadequate for the accommodating the current adjunct faculty. Toilet facilities are in poor condition and very limited in availability. A significant multi-million dollar investment is needed to expand the existing Consortium Library to meet the campus and community demand for library services.

## **Proposed projects for Chukchi Campus major renovations and renewal**

### **4.1 Short-Term Priority Improvements**

Expansion and Renovation of the existing Consortium Library to an up-to-date media and Learning Center for students and staff and the community. An expanded facility would also accommodate multiple distance learning

stations, be a repository for special collections of historical and regional significance, and provide adjacent toilet facilities for accessibility and security.

Renovate a procured building into a warm storage facility for receiving and shipping and for campus maintenance equipment.

Renovate exterior envelope of the building to save on energy costs and improve the exterior curb appearance of the building. New building signage is needed to replace crumbling signage.

Replace aging central heating plant and controls system to reduce energy use and reduce systems maintenance. In 2010 room heating controls were upgraded to improve comfort.

### **4.2 Long-Term Priority Improvements**

Repair and upgrade entry ramp and stair due to weathering and to comply with current ADA requirements.

Pave parking and drives to reduce dust and mud impact on building.

Integrate solar and wind energy to reduce carbon footprint and reduce energy costs.

Figure 4.2 /// Proposed Library Space

PROGRAM SPACE	QTY.	STACK HT.	SF	NOTES
<b>MATERIALS</b>				
Easy Books	2400	3.5	400	Assumed Collection Size
Juvenile Collection	3750	6	600	Assumed Collection Size
Alaska Collection	2000	7.5	250	Assumed Collection Size
Reference	500	3.5	200	Assumed Collection Size
Adult, All others	8400	7.5	500	Assumed Collection Size
Periodicals	100 sub	6	150	Assumed Collection Size
Maps, Cases, Vertical Files, Dictionary Stands, Racks	n/a	n/a	150	
Subtotal materials	17150		2250	Anticipates approximately 20% collection growth
<b>AREAS</b>				
Children's Seating Area	15	30 SF ea.	450	
Middle School/Teen Seating Area	20	25 SF ea.	500	
Adult Seating Area	10	30 SF ea.	300	
Child Computer Station	4	30 SF ea.	120	
Adult Computer Stations	4	40 SF ea.	160	
Child Program Area	15	15 SF ea.	225	
Display Cases	2	50 SF ea.	100	
Conference Rooms	1	140	140	
Staff Work Room	1	200 SF ea.	200	
Staff Offices	2	120	240	
Photo Copy Room	1	50 SF ea.	50	
Staff Lockers/Lounge	1	140 SF ea.	140	
Subtotal areas	76		2625	
20% SF for Mechanical, Toilets, Janitor, Exterior Envelope		20% as Assigned	1000	Space analysis assumes a new heating plant for this addition
<b>TOTAL</b>			<b>5875</b>	

*Students Elizabeth Ito, Rikki Green  
and Joy Helfrich leave the Chukchi  
Campus in Kotzebue after class.*







## Chukchi Campus

### 5.1 Chukchi Campus Building



*Helicopter pilot and instructor Roger Bruel demonstrates a piloting simulator to an interested student.*



## Section 5 /// Future Campus /// Additions /// Renovations

### 5.1 Chukchi Campus Building

The current facility woefully lacks secure storage for files and adequate staff and distance learning space. And the current Consortium Library is under sized to provide adequate space for a community library, much less provide the space for the equipment and training needed to be a comprehensive electronic library and learning portal for the University. The user and space demand is likely to dramatically increase with the proposed regional installation of high speed internet service. The local school district is planning a regional, 100 student, grade 10-14, residential magnet school to be located on an adjacent site. This program is likely to significantly increase demand for the library and distance learning space. The existing facility also has a very cramped and aged heating plant that is combined with a central electrical room that does not provide code or maintenance required service clearances. The proposed library addition would address these existing programmatic and operational deficiencies.

The building library addition and the maintenance projects indicated in Chapter 4 will meet the needs of this campus for several decades assuming the existing delivery model for community outreach and training via distance learning is maintained.

The campus is also committed to the integration of alternative energy systems (solar and wind) which may require some additional infrastructure to maximize the potential utilization.

*The community of Kotzebue lies on a narrow spit of land in Kotzebue Sound and serves as home to UAF's Chukchi Campus.*





## Chukchi Campus

### Design Guidelines **6**

6.1 Architectural Guidelines 6.2 Landscape Guidelines 6.3 Circulation And Parking Guidelines 6.4 Exterior Lighting Guidelines 6.5 Campus Renewal And Development 6.6 Environmental and Cultural Issues 6.7 ADA Compliance



*Chukchi students review wind generator equipment.*





## 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 Chukchi Campus.
- /// 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.
- /// Incorporate UAF Design Standards into new construction and renovations.
- /// 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 to 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 Landscape Guidelines

- /// Restore features of the indigenous natural environment and integrate ornamental species when feasible to sustain with minimal maintenance. The current site is primarily gravel fill over tundra.

## 6.3 Circulation and Parking Guidelines

- /// Provide multi-modal access within the campus for pedestrians and bicycles, as well as motorized vehicles. The current site lacks fully defined boundaries to the parking lot.

## 6.4 Exterior 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.
- /// The campus is investigating energy saving fixtures.

## 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.

### Construct and Occupy

- /// Complete construction of flight simulator training wing in 2012.
- /// Design and construct a 5500 SF library and distance learning addition - construction is subject to funding.

### Renovate, Repurpose

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

## 6.6 Environmental and Cultural Issues

- /// Design elements for future projects should seek to emphasize the use of Native art and design.

## 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 building entrances. The old toilet facilities do not comply with current ADA standards.



*Chukchi student lunch meeting.*

*The north side of the UAF Chukchi Campus building in Kotzebue is mostly covered by windblown snow for much of the year.*





## Chukchi Campus

### Appendix 7

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



*Chukchi Campus wind generator  
students and staff.*





## Section 7 ///

# Appendix

### 7.1 Chukchi 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.

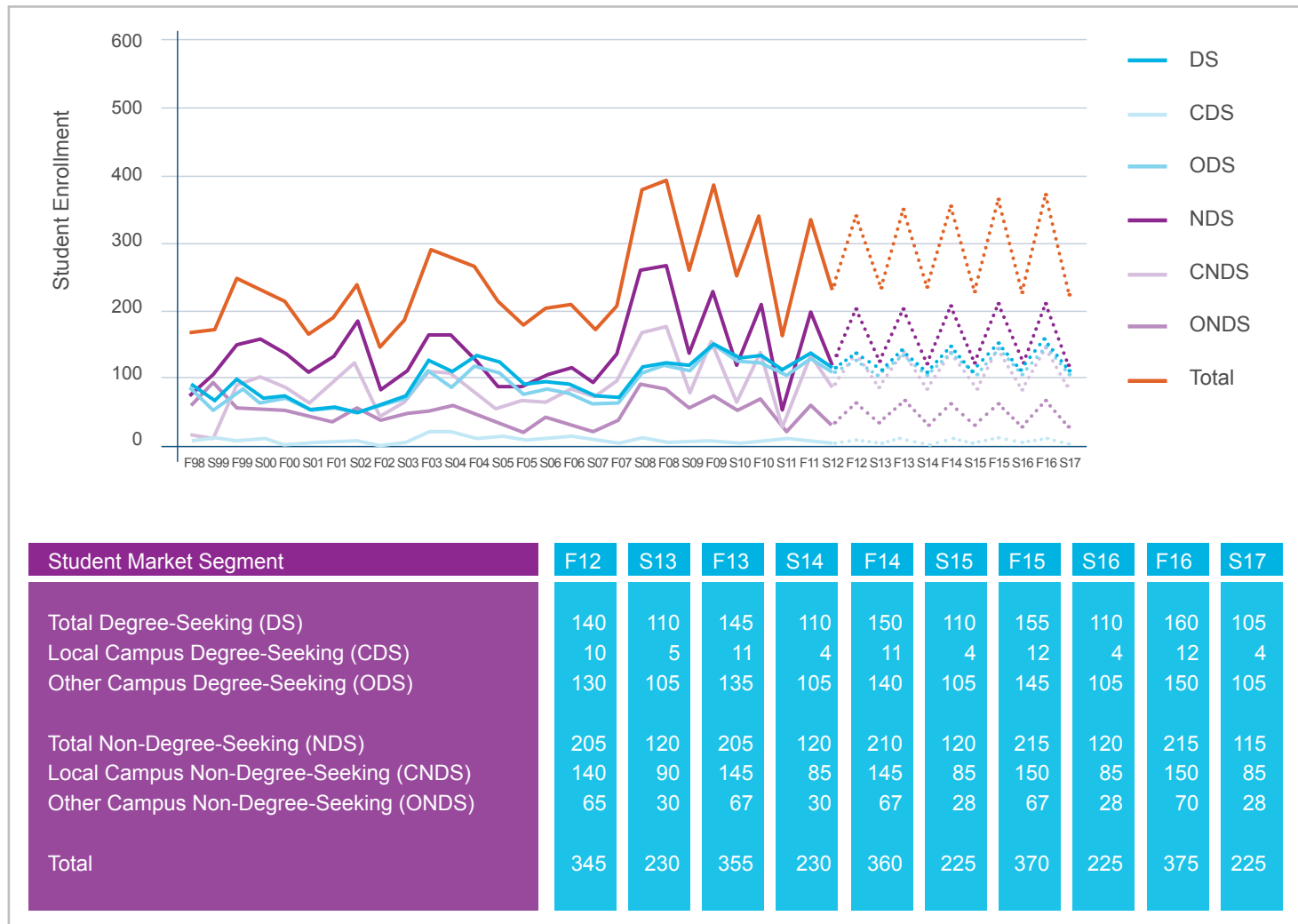
*NDS:* The non-degree-seeking cohort overall is a combination of CNDS and ONDS students, with both market segments containing a subpopulation of moonlighting degree-seeking students. Further analysis is required to gain resolution on the student market of degree-seeking moonlighters at the campus level.

### 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 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.)

Figure 7.1 /// Enrollment Projection /// Chukchi 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, Section 7.4 highlights where this element is covered in the NWC Master Plan Update, by section.

### 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 Chukchi Master Plan Update (by section).

1	Projected enrollment and other factors affecting the need for facilities and infrastructure;	Section 1.4, Section 3; figures 3.2-3.9 Section 5.1, Section 7.1
2	General areas for land acquisition and disposal;	Section 2.2; figure 2.1, Section 5.1
3	The general location of new and upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation and utilities;	Section 2.2; figure 2.1, Section 2.5
4	Demolition of buildings, structures and facilities;	Not anticipated at this campus
5	General location, size and purpose of new buildings, structures and facilities;	Section 5.1
6	Guidelines for landscaping;	Section 2.5; figure 2.1
7	General location and intent for open spaces, plazas, etc.;	Section 2.5
8	Guidelines for signage, both freestanding and on buildings and structures;	Section 2.6
9	Architectural guidelines for all buildings, structures and facilities;	Section 2, Section 5 and Section 6
10	Environmental and cultural issues, American's with Disabilities Act and energy conservation;	Section 4.2, Section 5.1 and Section 6
11	The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and	Sections 2
12	General priorities for capital projects.	Section 4.1

## 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/>



