College of Rural and Community Development & Community and Technical College

CAMPUS MASTER PLAN APPROVED: SEPTEMBER 1ST, 2023



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#### **DLR**GROUP

DLR Group

#### Campus Master Plan

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# LAND ACKNOWLEDGMENT

## **University of Alaska Fairbanks** | Fairbanks

We acknowledge the Alaska Native nations upon whose ancestral lands our campuses reside. In Fairbanks, our Troth Yeddha' Campus is located on the ancestral lands of the Dena people of the lower Tanana River.

## **Community and Technical College** | Fairbanks

I acknowledge that I am working upon the ancestral land of the Troth Yeddha', home of the Dena people of the lower Tanana River. Their stewardship of the land over thousands of years makes my work at UAF possible.

#### Central Yup'ik, **Bristol Bay** | Dillingham Curyung

We acknowledge that the Bristol Bay Campus in Dillingham is located on the ancestral lands of the Curyung tribal citizens. We honor and respect the land stewardship of many Alaska Native peoples of Southwest Alaska.

#### Chukchi | Kotzebue

We gratefully acknowledge the Alaska Native peoples upon whose ancestral lands the University of Alaska campuses reside. The University of Alaska Fairbanks Chukchi Campus is located in Kikiktagruk, on the land that was cared for and called home by the Inupiag people of Northwest Alaska since time immemorial.

### Kuskokwim | Bethel

The Kuskokwim Campus (KuC), University of Alaska Fairbanks occupies the Indigenous and traditional lands of the Yup'ik and Cup'ik peoples in Southwest Alaska. We at KuC honor, recognize, and respect the land of the Yukon-Kuskokwim Delta and the Indigenous communities throughout the state of Alaska.

## Northwest | Nome

We acknowledge the Indigenous peoples upon whose customary lands our campuses reside. In the Bering Strait region, the Northwest Campus is located on the customary lands of the Inupiaq, Siberian Yupik, and Yup'ik peoples.

#### Dena

Dena

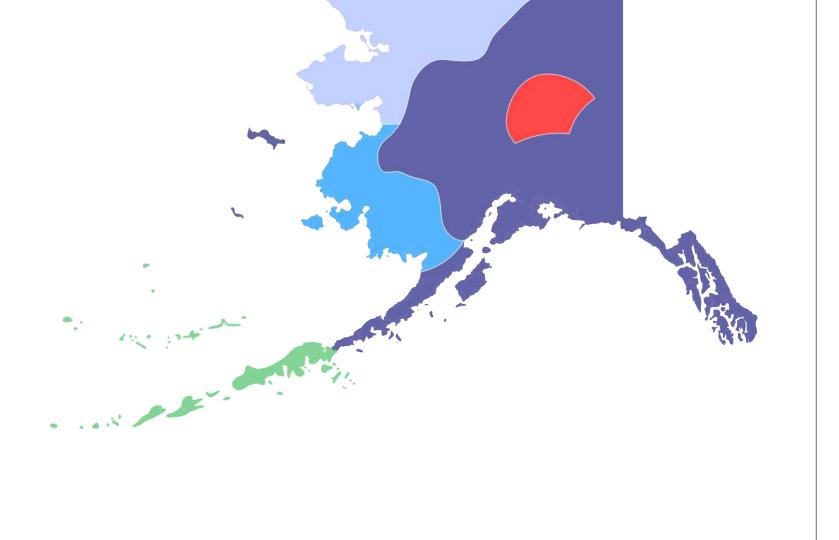
Inupiaq

Yup'ik, Cup'ik

Inupiaq,

& Yup'ik

Siberian Yup'ik,



#### Vice Chancellor's Message

As the UAF Vice Chancellor of Rural, Community and Native Education (RCNE), it is my pleasure to support the first unified Campus Master Plan for the College of Rural and Community Development (CRCD) and the Community and Technical College (CTC). The RCNE unit of UAF has traditionally housed the academic programs that predominantly serve the community college mission of UAF. In recent years, RCNE has expanded to include other academic and research programs. Whereas previous campus master plans for CRCD and CTC were drafted as separate documents, this planning process represents the first time that we are taking a holistic approach to planning for the future needs and opportunities of RCNE as a whole.

Located in Fairbanks, CTC offers more than 40 one and two year degree programs operating from six instructional sites including its main campus in downtown, the Pipeline Training Center, the Hutchison High School, the Bunnell House, University Park, and the Aviation Maintenance Hangar. CTC plays an essential role within UAF through its many programs that are designed to meet high demand industry needs and its focus on broadening access and opportunities for students of all backgrounds to obtain a post-secondary education.

CRCD similarly offers a wide breadth of research, academic and student support programs. Within the state of Alaska, CRCD's service area reaches over 160 communities through our five rural campuses including: the Chukchi Campus in Kotzebue, the Northwest Campus in Nome, the Bristol Bay Campus in Dillingham, the Kuskokwim Campus in Bethel, and the Interior Alaska Campus in Fairbanks and Tok. CRCD also houses numerous academic programs including the Center for Cross Cultural Studies, the Department of Alaska Native Studies and Rural Development, Child Development and Family Studies Program, the Alaska Native Language Center, the Center for One Health Research, Rural Student Services, and the Rural Alaska Honors Institute.

Throughout this campus master planning process, the leadership, faculty, and staff of CTC and CRCD participated in a series of planning sessions designed to envision the next iteration of our growth and development. The information contained in this plan will help to guide future decisions regarding space optimization at each campus and instructional site, especially in the face of operational challenges, aging facilities, and funding constraints. Informed by a comprehensive analysis of our existing programs and facilities as well as future plans and spatial needs, this plan captures the vision, goals, and possibilities of RCNE as they pertain to the next ten years. It is an exciting time for UAF as well as the many communities and students that we serve.

The Office of the Vice Chancellor for Rural, Community and Native Education oversees the UAF Community and Technical College, the College of Rural and Community Development, and five rural community campuses across the state of Alaska.



Charlene Stern, PhD, Vice Chancellor Rural, Community and Native Education -University of Alaska Fairbanks

# **GOAL STATEMENT**

The University of Alaska Fairbanks College of Rural and the development of the remote campuses and instructional sites over the next 10 years.

This 2023 UAF College of Rural and Community Development (CRCD\*) and UAF Community and Technical College (CTC) Campus Master Plan considers present and future needs for each of the 11 locations within both academic units. The Master Plan is derived from our mission, vision, and strategic plan initiatives, which underscore our vision of a growing university where quality programs and student-centered learning provide exceptional opportunities for both traditional and nontraditional students in a changing world.

The UAF CRCD and CTC vision expands both campus-based and online programs in high-demand areas, to grow a talented workforce and to contribute toward the vitality and sustainability of the communities we serve.

UAF has noted a specific focus on Strategic Goal 2, "Establish global leadership in Alaska Native and Indigenous programs" with research as a new component to the Campus Master Plan with the Center for One Health Research.

**DLR** Group

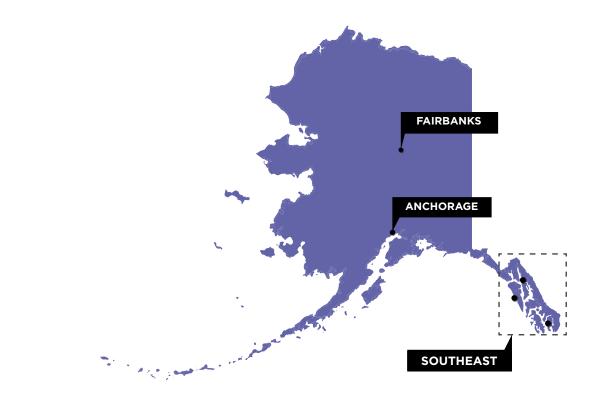
\*CRCD may be renamed as a result of strategic planning efforts within UAF.

# **Community Development and the Community and Technical College Campus Master Plan is a shared vision that will guide**

The primary goal of the Campus Master Plan is to guide the future development of the physical campuses and sites in a strategic manner to support CRCD and CTC's respective missions. This Campus

- Master Plan describes the impactful facilities projects that enhance the character of each location while addressing the complexities of their respective contexts.
  - The future vision of the UAF CRCD and CTC is the result of extraordinary
- efforts from across the state. Never has UAF embarked on a campus master plan that combines the unique campuses and instructional sites under a single strategic comprehensive plan.





#### University of Alaska System

The University of Alaska System (founded 1917) is composed of three separately accredited universities. With no community college system in Alaska, the University of Alaska campuses provide occupational endorsements, certificate, associate, baccalaureate, and graduate programs both in person and online. The University of Alaska Fairbanks is the state's oldest university and is the flagship institution of the University of Alaska system. UAF's mission and vision, as the land, sea, and space grant institution, is to serve as an international research university, a role model for Arctic education, and offer academic programs ranging from occupational endorsements and associate degrees to doctorates. This is achieved through the main Troth Yeddha' Campus in Fairbanks, online programs (the eCampus), and five rural campuses — Bristol Bay (Dillingham), Chukchi (Kotzebue), Interior Alaska (Fairbanks), Kuskokwim (Bethel), Northwest (Nome) and the Community and Technical College (Fairbanks). The University of Alaska Anchorage is the largest university in the state by enrollment. The University of Alaska Southeast is the smallest unit.

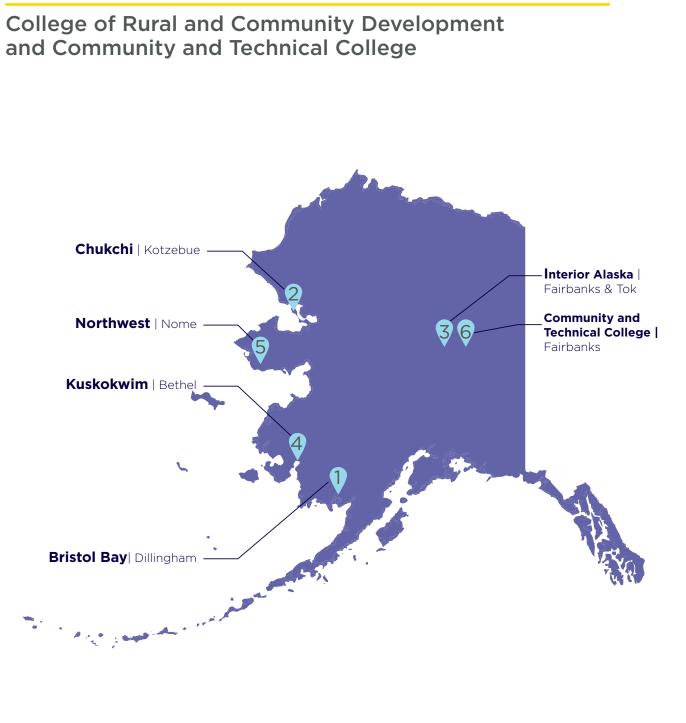
# **UNIVERSITY OF ALASKA**

#### **Situational Analysis**

As the statewide approach to the campus master plan took shape, the higher education landscape in rural Alaska continued to change. Shifts in enrollment projections, post-pandemic instruction, research, student services, workforce needs, state funding, Alaska Native and corporate partnerships, and climate change were evolving. Addressing capital improvements and deferred maintenance at rural locations continued to be challenged by inflation and limited labor resources. In the face of this change, UAF completed this plan with a sense of optimism tempered by realism, incorporating flexibility and modern ways of considering space use. UAF will continue to evaluate the footprint needed to meet CRCD and CTC's missions, over time.

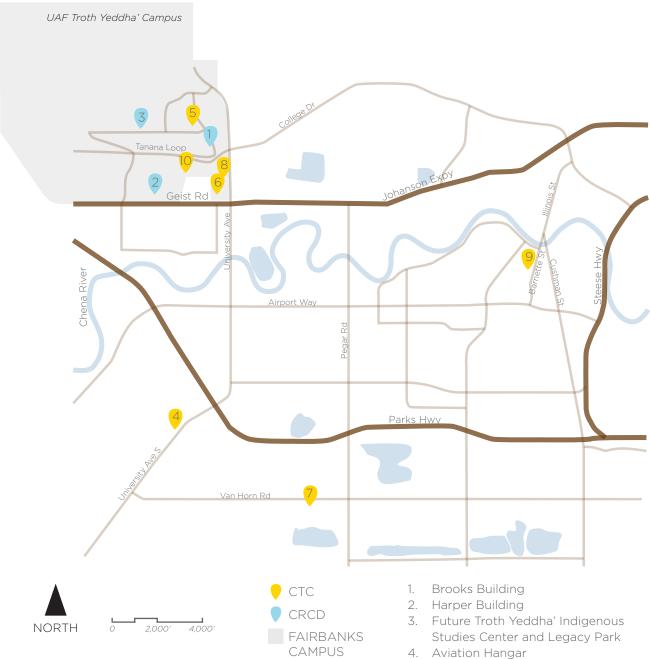
The goals for the 2023 Master Plan are derived from the University of Alaska system goals and measures for 2018-2025, as adopted by the Board of Regents in November 2018. In this planning effort, UAF adopted the goal of increasing enrollment by 3%. Research goals varied by community location, partners, and signature programs. The space needs projections and facility strategies use data analysis, based on current state and national metrics, for all spaces required to serve the UAF mission; recruit and retain faculty, staff and students; and support healthy campus and instructional site communities.

# **LOCATIONS**



The University of Alaska College of Rural and Community Development is made up of five remote campuses, located across the state of Alaska. The Community and Technical College is made up of six instructional sites, located across the city of Fairbanks.

# Local CRCD and CTC Instructional Sites





- 5. Bunnell House
- 6. Hutchison Center
- 7. Pipeline Training Center
- 8. University Park Building
- 9. 604 Barnette Street
- 10. Future Arctic Emergency Services Workforce Training Center

Campus Master Plan | Executive Summary

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GOALS AND Objectives

# **UAF MISSION, VISION, VALUES**

Image from UAF

## **UAF MISSION**

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.



# VISION

The University of Alaska Fairbanks is renowned for its Arctic research, Alaska Native and Indigenous programs, entrepreneurship, workforce development, and hands-on, personalized learning. UAF provides a world-class, inclusive experience - energized by innovative research, community engagement, student-centered teaching and creative expression.

## VALUES

*Educate -* Undergraduate and Graduate Students and Lifelong Learners

**Research -** To Create and Disseminate New Knowledge, Insight, Technology, and Artistic and Scholarly Works



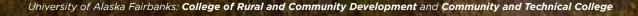
**Prepare -** Alaska's Career, Technical, and Professional Workforce



**Connect -** Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing



**Engage -** Alaskans through Outreach for Continuing Education and Community and Economic Development



## **Excellence through transformative experiences**

# **MASTER PLAN GOAL AND OBJECTIVES**

The Campus Master Plan's building initiatives are prioritized based on the groundwork facilitated by the general objectives:

- Provide a current inventory of **space**
- Provide a current inventory of **buildings**
- Determine **short-** and **long-term priorities**
- Acknowledge and facilitate identity
- Foster community **partnerships**

Each respective campus objective contributes to the general objectives in support of the Campus Master Plan Goal.



Image from UAF

## MASTER PLAN GOAL

Highlight each campus's identity by simultaneously supporting their respective community focuses, informing impactful steps to long-term physical investments.



## OBJECTIVES TO MEET THE CAMPUS MASTER PLAN GOAL



## **College of Rural and Community Development**

At the UAF College of Rural and Community Development, we offer academic programs designed to serve Alaska and build a new generation of leaders. Our programs build strong individuals and sustainable communities. From conducting original research and writing about your experiences, to engaging in community services and initiatives, to contributing to policy and legislation and social issues relevant to Alaska, there's no limit to hands-on learning at CRCD.



## Bristol Bay | Dillingham

The Bristol Bay Campus is committed to knowledgebased education of rural Alaskans. We affect social and economic change of the communities we serve by enriching the quality of life for our students through learning.

## Chukchi | Kotzebue

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

## Interior Alaska | Fairbanks & Tok

The Interior Alaska Campus at University of Alaska Fairbanks offers programs and support services to meet the unique needs of rural Alaskans. All our programs are bound by a common thread: to be community driven and culturally responsive.

## Kuskokwim | Bethel

Kuskokwim Campus prepares professional, community, and cultural leaders in an active and relevant learning environment.

## Northwest Nome

a people-first mindset.



We aim to provide a supportive learning environment for all students through a shared mission that celebrates the historical and cultural importance of Indigenous peoples by meeting the education needs of the community with

## **Community and Technical College**

Our purpose is preparing workforce-ready graduates and delivering community-driven education. Classes are offered at our various locations throughout the Fairbanks area and on the UAF Troth Yeddha' campus. CTC's campus center is located in the heart of downtown Fairbanks and has all of the educational services available that you may need as a student, from academic and financial aid advising, to computer labs, IT support, tutoring, and wireless study lounges.

UAF is accredited by the Northwest Commission on Colleges and Universities. Additionally, CTC has numerous national and state-recognized accreditations and certifications for specialized programs.



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# **CORE ALIGNMENT**

Along with the UAF, CRCD, and CTC mission, vision, and values, core objectives also exist in support of the fundamental aspects of the core mission. They serve as the cornerstone of the university's identity as an academic community and act as organizing principles and strategies for the Campus Master Plan. They are:

- Student Success
- scholarship
- Access to comprehensive higher education and lifelong learning
- pursuit of knowledge
- resources

- Campus and Its Surroundings: Sections 2 and 4

COMPLIANCE

WITH UA

REGENTS MASTER

**BOARD OF** 

PLANNING

POLICY

- Vitality and creativity of new discoveries and
- Sharing assets and resources with Alaska communities through active engagement
- Independence of thought and action in the
- Diversity of our students and employees
- Accountable for and efficient use of university
- Promoting sustainable living in the North
- This master plan adheres to UA Board of Regents policy P05.12.050 (Campus Master Plans). Required components are included in the following sections:
  - Current Inventory of Facilities: Section 2
  - Projected Facility Needs: Sections 2, 3, and 4
  - Land Acquisition and Disposal: Section 4
  - Investment Priorities: Section 4
  - Guidelines for Construction: Section 5
  - Additional detail on the required components is included in Section 1, Appendix A and Appendix B.

# LOOKING FORWARD

The UAF College of Rural and Community Development and the Community and Technical College Master Plan 2023

An underscored vision of a growing university where quality programs and student-centered learning are the norm, providing exceptional opportunities for both traditional and nontraditional students in a changing world. This Campus Master Plan is a document that charts our course over the next decade that will enable us to achieve our vision.

This Campus Master Plan focuses on distinctive campus environments across the state of Alaska. While all campuses and instructional sites are part of one integrated public land-grant research university, each has a distinct role in serving remote communities. Importantly, each campus is engaged in workforce development that meets the needs of Alaska's economy. Special environments and needs are addressed through UAF's instructional, research, and student life through the lens of physical and financial stewardship of the environment and system resources.

Three key elements are integrated across the future vision for each location:

- 1. Support 3% enrollment growth of UAF
- 2. Maximize return on investments aligned with signature curriculum growth/needs per location
- **3. Growth of industry, community** and research partnership opportunities

The University of Alaska Fairbanks is a world leader in Arctic research, an economic and educational engine in Alaska's economy. UAF CRCD and CTC celebrate and support the Alaska Native Initiatives (https:// www.alaska.edu/redis/ansi/index. php) adopted in 2021. This master plan provides a strategic approach to facilities improvements for space optimization, balanced in deferred renewal and major revitalization. By envisioning the campus 7-10 years in the future. UAF is positioned to make strategic investments and decisions in support of an overarching vision.

The Master Plan aligns with the UAF 2020 Campus Master Plan for the Troth Yeddha' Campus - as recommendations and strategies for physical campus improvements are anticipated to enable program growth and strategic projects within this plan to be accomplished, including the Troth Yeddha' Indigenous Studies Center and the **Emergency Services Facility (see** page 33).

Each CRCD campus and CTC instructional site identified their priorities for implementation of their strategic goals initially outlined on pages 137 and 187; further explained in Section 4, including the Kuskokiwm campus's intention of major renovation to KU101 to support growth of the nursing program. Specific campuses and sites identified potential areas for "Future Development Site(s)" defined below:

*Future Development Site:* this is an area of campus identified for future potential development to support unknown or unidentified projected needs. These sites provide the University of Alaska Fairbanks the opportunity to consider additional flexibility for campus needs, while maintaining a physical framework that supports the goals and objectives outlined herein.

## "Our programs build strong individuals and sustainable communities."

## ~ UAF College of Rural and Community Development

"Our purpose is preparing workforce-ready graduates and delivering community-driven education."

> ~ UAF Community and Technical College

Campus Master Plan | Goals and Objectives

# **ENABLING PROJECTS**

#### Overview

The UAF CRCD remote campuses and CTC instructional sites have multiple projects that have either completed or are currently in design phase, and have contributed to the decisions made through the planning process. It is understood that the vision plans created at each remote campus and instructional sites complement and are reliant upon completion of the following projects.



#### Image from UAF

The anticipated Troth Yeddha' Indigenous Studies Center (ISC) on the main UAF campus will decant targeted CRCD space from existing on-campus facilities, including space to support CRCD administration and fiscal offices, Rural Student Services and the Rural Alaska Honors Institute. The ISC will also enable future enhancements and potential expansion of programs from the Interior Alaska Campus.



#### Image from UAF

The Arctic Emergency Services Workforce Training Center facility is intended to combine operational (fire and police departments) and workforce training programs under CTC, and relocate space from existing off-campus facilities. The facility will enable expansion of existing programs in place for CRCD and CTC. This will be a centralized purpose-built facility adjacent to several Fairbanks sites.

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# **EXISTING** CAMPUS CONDITIONS

## INTRODUCTION

This section analyzes and describes the physical nature of the UAF CRCD campuses and CTC instructional sites, including history of development, existing campus character and site constraints and opportunities. The analysis also includes assessment of current building use, facilities conditions, circulation and open space. The intent of this analysis is to provide an informed foundation for the proposed future campus vision of each location, which supports the goals and UAF CRCD and CTC campus objectives outlined, thereby creating more effective, efficient and enjoyable space for students, faculty, university staff and the community. Moving forward, it will be critical that CRCD and CTC facilities be regularly assessed to maximize usage, improve operational efficiencies and reduce costs.

# **CONDITIONS ASSESSMENT**

## **Facilities Matrix**

In order to determine the long-term future of the facilities, a high-level assessment was performed, shown in the following table, to portray and describe the state of physical and functional conditions. Those facilities ranked lowest provided direction to develop strategies for ceasing investment and consider removal or replacement for higher and better uses for UAF. These rankings are informed by detailed reports provided by UAF, describing specific system and infrastructure conditions. The consultant team developed criteria for evaluating the functional conditions of each facility, as additional information for consideration was not included in the reports. This assessment is a subjective analysis of the current conditions and expected ability to perform and sustain long-term use. Longterm assumptions proposed in this plan are based on the analysis and discussions with the UAF CRCD and CTC Core Committee.

#### **Bristol Bay**

The facilities on this campus are in generally good condition, with deficiencies related to modern code regulations.

#### Kuskokwim

Over time, the campus has been zoned into three major facility types including residential, academic/office, and cultural. The major academic/office complex has a variety of ongoing deferred maintenance needs for physical systems. Functionally, program fit does appear to be an area of enhancement opportunity.

#### Northwest

Soils conditions impact this campus significantly. Permafrost surge is a major contributor to challenges for Americans with Disabilities Act (ADA) compliance; mechanical, electrical and plumbing (MEP) systems and foundations across the entire campus. The Cooperative Extension Building is slated for major renewal investment to support future campus needs.

#### Chukchi

The general condition and functional layout of the facility are poor. Significant changes to these conditions are required to support long-term programs.

#### Interior Alaska

Facility conditions vary across both locations (Fairbanks and Tok), with targeted renewal investment anticipated to support long-term use. The ATCO unit on the Fairbanks campus will need relocation and/or replacement to avoid further foundational degradation and challenges.

#### **Community and Technical College**

Various conditions appeared across the multiple facilities, with a range of deferred maintenance and recent upgrades noted. The Pipeline Training Center is leased to UAF. Bunnell House and the University Park Building are beyond their useful life and can no longer support CTC's long-term programmatic needs.

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|------------------------------------|-------------|-------------------------------------|-------|-----------|----------|----------|------|-------------|----------------|-------------------|----------|-------------|-------------|---------|-------------------|------------|---------------|----------|------------|----------------------|------------|-------------------|-----------------|---------|----------|
|                                    | RATING      | DESCRIPTION                         |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |
|                                    |             | Superior                            |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |
|                                    |             | Good                                |       |           |          |          |      |             |                | ŝ                 |          |             |             |         | acter             |            |               |          |            | latio                |            | ding              | 2               |         |          |
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|                                    |             | Non-Functional                      |       | Structure | MEP      | Envelope | ADA  | Life Safety | Sustainability | Interior Finishes | Jary     | Program Fit | Flexibility | Comfort | Image / Character | Wayfinding | Accessibility | Jary     | Foundation | Exterior Circulation | Wayfinding | Identity/Branding | Safety/Security | Parking | Jary     |
|                                    |             |                                     |       | 0)        |          | ш<br>Ш   |      |             | 0)             | _                 | Summary  |             | 1           |         | -                 |            | 1             | Summary  |            | ш                    |            |                   | 07              |         | Summary  |
|                                    |             | Margaret Wood Building              | BB101 |           |          |          |      |             |                |                   | ഗ<br>3.6 |             |             |         |                   |            |               | ഗ<br>3.2 |            |                      |            |                   |                 |         | ഗ<br>4.0 |
| Bristol<br>Bay                     |             | Applied Sciences Building           | BB102 |           | -        |          |      |             |                |                   | 4.0      |             |             |         |                   |            |               | 3.7      |            |                      |            |                   |                 |         | 3.2      |
| Bri<br>B                           |             | Passive Office Building             | BB103 |           |          |          |      |             |                |                   | 3.4      |             |             |         |                   |            |               | 3.0      |            |                      |            |                   |                 |         | 2.7      |
|                                    |             |                                     |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |
|                                    |             | Yup'ik Language Center              | KU101 |           |          |          |      |             |                |                   | 2.7      |             |             |         |                   |            |               | 2.7      |            |                      |            |                   |                 |         | 2.8      |
|                                    |             | Phase 1 Building                    | KU102 |           |          |          |      |             |                |                   | 2.9      |             |             |         |                   |            |               | 3.0      |            |                      |            |                   |                 |         | 3.2      |
| <u>E</u>                           |             | Maggie Lind Building                | KU103 |           |          |          |      |             |                |                   | 2.9      |             |             |         |                   |            |               | 3.0      |            |                      |            |                   |                 |         | 3.3      |
| okw                                |             | Voc-Tech Building                   | KU104 |           |          |          |      |             |                |                   | 2.7      |             |             |         |                   |            |               | 2.8      |            |                      |            |                   |                 |         | 3.2      |
| Kuskokwim                          | L           | John C. Sackett Hall                | KU105 |           |          |          |      |             |                |                   | 3.0      |             |             |         |                   |            |               | 3.5      |            |                      |            |                   |                 |         | 3.0      |
| ×                                  | Yun'ik      | Museum, Library & Cultural Center   | KU106 |           |          |          |      |             |                |                   | 2.9      |             |             |         |                   |            |               | 2.5      |            |                      |            |                   |                 |         | 2.8      |
|                                    |             | Sackett Annex (Walk-In Freezer)     | KU107 |           |          |          |      |             |                |                   | 1.0      |             |             |         |                   |            |               | -        |            |                      |            |                   | -               |         | 2.5      |
|                                    |             | Sackett Annex (Waik-III Freezer)    | KUIU7 |           |          |          |      |             |                |                   | 1.0      |             |             |         |                   |            |               | -        |            |                      |            |                   |                 |         | 2.5      |
|                                    | Arthur Na   | gozruk, Sr. Administration Building | NW001 |           |          |          |      |             |                |                   | 3.7      |             |             |         |                   |            |               | 3.8      |            |                      |            |                   |                 |         | 3.7      |
|                                    |             | Cooperative Extension Building      | NW002 |           |          |          |      |             |                |                   | 1.0      |             |             |         |                   |            |               | 1.0      |            |                      |            |                   |                 |         | 1.0      |
|                                    |             | Art/Science Satellite 1             | NW007 |           |          |          |      |             |                |                   | 2.9      |             |             |         |                   |            |               | 2.8      |            |                      |            | -                 |                 |         | 3.0      |
|                                    |             |                                     |       |           |          |          |      |             |                |                   | ]        |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |
| est                                |             | Emily Ivanoff Brown Building        | NW008 |           |          |          |      |             |                |                   | 3.4      |             |             |         |                   |            |               | 3.8      |            |                      |            |                   |                 |         | 3.2      |
| Northwest                          |             | Woodshop Building                   | NW013 |           | <u> </u> |          |      |             |                |                   | 2.9      |             |             |         |                   |            |               | 3.0      |            |                      |            |                   |                 |         | 2.2      |
| Nort                               |             | Boat Shop/Storage Building          | NW014 |           |          |          |      |             |                |                   | 3.0      |             |             |         |                   |            |               | 2.8      |            |                      |            |                   |                 |         | 2.2      |
|                                    |             | Tool Shed Building                  | NW015 |           |          |          |      |             |                |                   | 3.0      |             |             |         |                   |            |               | 2.8      |            |                      |            |                   |                 |         | 2.5      |
|                                    | Leonard Sep | ppala Alternate Education Building  | NW016 |           |          |          |      |             |                |                   | 2.9      |             |             |         |                   |            |               | 3.2      |            |                      |            |                   |                 |         | 2.3      |
|                                    |             | Education Center                    | NW017 |           |          |          |      |             |                |                   | 2.6      |             |             |         |                   |            |               | 3.2      |            |                      |            |                   |                 |         | 2.3      |
|                                    | Comm        | unity/University Outreach Building  | NW018 |           |          |          |      |             |                |                   | 2.6      |             |             |         |                   |            |               | 2.7      |            |                      |            |                   |                 |         | 2.5      |
|                                    |             |                                     |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |
| ihi                                |             |                                     |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |
| Chukchi                            |             | Admin/Classroom Building            | CC101 |           |          |          |      |             |                |                   | 2.0      |             |             |         |                   |            |               | 2.3      |            |                      |            |                   |                 |         | 2.5      |
| Ù                                  |             |                                     |       |           |          |          |      |             |                |                   |          |             | Î           |         |                   | •          |               |          |            |                      |            |                   |                 |         |          |
|                                    |             |                                     |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   | _               |         |          |
|                                    |             | Rural Education Center - Tok        | FS007 |           |          |          |      |             |                |                   | 2.7      |             |             |         |                   |            |               | 3.0      |            |                      |            |                   |                 |         | 3.3      |
| rior<br>ska                        |             | Tok Center Garage                   | FS011 |           |          |          |      |             |                |                   | 3.6      |             |             |         |                   |            |               | 3.2      |            |                      |            |                   |                 |         | 2.8      |
| Interior<br>Alaska                 |             | Harper Building                     | FS420 |           |          |          |      |             |                |                   | 3.7      |             |             |         |                   |            |               | 3.5      |            |                      |            |                   |                 |         | 3.7      |
|                                    |             | ATCO Unit (Temporary)               | FS421 |           |          |          |      |             |                |                   | 2.4      |             |             |         |                   |            |               | 2.7      |            |                      |            |                   |                 |         | 3.2      |
|                                    |             |                                     |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |
| ¢).                                |             | Hutchison Career Center             | FL125 |           |          |          |      |             |                |                   | 3.6      |             |             |         |                   |            |               | 3.2      |            |                      |            |                   |                 |         | 3.3      |
| and<br>lege                        |             | Pipeline Training Center            | FL193 |           |          |          |      |             |                |                   | 3.9      |             |             |         |                   |            |               | 4.2      |            |                      |            |                   |                 |         | 3.8      |
| Col                                |             | University Park Building            | FS422 |           |          |          |      |             |                |                   | 2.7      |             |             |         |                   |            |               | 2.8      |            |                      |            |                   |                 |         | 3.2      |
| mur<br>ical                        |             | Bunnell House                       | FS703 |           |          |          |      |             |                |                   | 2.4      |             |             |         |                   |            |               | 4.2      |            |                      |            |                   |                 |         | 3.8      |
| Community and<br>Technical College |             | Community and Technical College     | TV655 |           |          |          |      |             |                |                   | 4.6      |             |             |         |                   |            |               | 4.8      |            |                      |            |                   |                 |         | 4.5      |
| Ϋ́́                                |             | Aviation Hangar                     | TV657 |           |          |          |      |             |                |                   | 3.7      |             |             |         |                   |            |               | 4.0      |            |                      |            |                   |                 |         | 3.8      |
|                                    |             |                                     |       |           |          |          |      |             |                |                   |          |             |             |         |                   |            |               |          |            |                      |            |                   |                 |         |          |

|                                    | RATING      | DESCRIPTION                         |                |           | F   | PHYS     | ICAL | CON         | IDITI          | ON                |            |             | FUNG        | стіоі   | NAL               | CONI       | оптіс         | DN         |            | :                    | SITE       | CON               | IDITIO          | лс       |           |
|------------------------------------|-------------|-------------------------------------|----------------|-----------|-----|----------|------|-------------|----------------|-------------------|------------|-------------|-------------|---------|-------------------|------------|---------------|------------|------------|----------------------|------------|-------------------|-----------------|----------|-----------|
|                                    |             | Superior                            |                |           |     |          |      |             |                |                   |            |             |             |         |                   |            |               |            |            |                      |            |                   |                 |          |           |
|                                    |             | Good                                |                |           |     |          |      |             |                |                   |            |             |             |         | 2                 |            |               |            |            | ы                    |            | 5                 |                 |          |           |
|                                    |             | Fair                                |                |           |     |          |      |             | >              | shes              |            |             |             |         | Image / Character |            |               |            |            | Exterior Circulation |            | Identity/Branding | rity            |          |           |
|                                    |             | Poor                                |                | Ð         |     | e        |      | ety         | abilit         | Finis             |            | n Fit       | ≤           | +       | Cha               | ding       | bility        |            | tion       | Circ                 | ding       | //Bra             | Secu            |          |           |
|                                    |             | Non-Functional                      |                | Structure | L.  | Envelope | A    | Life Safety | Sustainability | Interior Finishes | ≥          | Program Fit | Flexibility | Comfort | age /             | Wayfinding | Accessibility | ≥          | Foundation | terio                | Wayfinding | entity            | Safety/Security | Parking  | ≥         |
|                                    |             |                                     |                | Str       | MEP | Ш        | ADA  | Lif         | Su             | Int               | Summary    | Pro         | FIe         | ů       | Ĩ                 | Ň          | Ac            | Summary    | Ъ          | Ě                    | Š          | p                 | Sai             | Pa       | Summary   |
|                                    |             | Margaret Wood Building              | BB101          |           |     |          | 1    |             | 1              |                   | <br>       |             | Í           |         |                   |            |               | ດ<br>3.2   |            |                      |            | Í.                |                 |          | າິິ<br>4. |
| Bay                                |             | Applied Sciences Building           | BB102          |           |     |          |      |             |                |                   | 4.0        |             |             |         |                   |            |               | 3.7        |            | -                    | -          |                   | -               | -        | 3         |
|                                    |             | Passive Office Building             | BB102<br>BB103 |           |     |          |      |             |                |                   | 3.4        |             |             |         |                   |            |               | 3.0        |            |                      |            |                   | -               |          | 2         |
|                                    |             | Fassive Office Building             | BBI05          |           |     |          |      |             |                |                   | 3.4        |             |             |         |                   |            |               | 3.0        |            |                      |            |                   |                 |          | 2.        |
|                                    |             | Yup'ik Language Center              | KU101          |           |     |          |      |             |                |                   | 2.7        |             |             |         |                   |            |               | 2.7        |            |                      |            |                   |                 |          | 2.        |
| -                                  |             | Phase 1 Building                    | KU102          |           |     |          |      |             |                |                   | 2.9        |             |             |         |                   |            |               | 3.0        |            |                      |            |                   |                 |          | 3         |
| ε                                  |             | Maggie Lind Building                | KU103          |           |     |          |      |             |                |                   | 2.9        |             |             |         |                   |            |               | 3.0        |            |                      |            |                   |                 |          | 3.        |
| Kuskokwim                          |             | Voc-Tech Building                   | KU104          |           | -   |          |      |             | -              |                   | 2.7        |             |             |         |                   |            |               | 2.8        |            |                      |            |                   | -               |          | 3         |
| usk                                |             | John C. Sackett Hall                | KU105          |           |     |          |      |             |                |                   | 3.0        |             |             |         |                   |            |               | 3.5        |            |                      |            |                   | -               |          | 3.        |
| ×                                  | Yup'ik      | Museum, Library & Cultural Center   | KU106          |           |     |          |      |             |                |                   | 2.9        |             |             |         |                   |            |               | 2.5        |            |                      |            |                   |                 |          | 2         |
| -                                  |             | Sackett Annex (Walk-In Freezer)     | KU107          |           |     |          |      |             |                |                   | 1.0        |             |             |         |                   |            |               | -          |            |                      |            |                   |                 |          | 2         |
|                                    |             |                                     |                |           |     |          |      |             |                |                   |            |             |             |         |                   |            |               |            |            |                      |            |                   |                 |          |           |
|                                    | Arthur Na   | gozruk, Sr. Administration Building | NW001          |           |     |          |      |             |                |                   | 3.7        |             |             |         |                   |            |               | 3.8        |            |                      |            |                   |                 |          | 3         |
|                                    |             | Cooperative Extension Building      | NW002          |           |     |          |      |             |                |                   | 1.0        |             |             |         |                   |            |               | 1.0        |            |                      |            |                   |                 |          | 1.        |
|                                    |             | Art/Science Satellite 1             | NW007          |           |     |          |      |             |                |                   | 2.9        |             |             |         |                   |            |               | 2.8        |            |                      |            |                   |                 |          | 3         |
|                                    |             | Emily Ivanoff Brown Building        | NW008          |           |     |          |      |             |                |                   | 3.4        |             |             |         |                   |            |               | 3.8        |            |                      |            |                   |                 |          | 3         |
| Northwest                          |             | Woodshop Building                   | NW013          |           |     |          |      |             |                |                   | 2.9        |             |             |         |                   |            |               | 3.0        |            |                      |            |                   |                 |          | 2         |
| orth                               |             | Boat Shop/Storage Building          | NW014          |           | 1   |          |      |             |                |                   | 3.0        |             |             |         |                   |            |               | 2.8        |            |                      |            | <u> </u>          |                 |          | 2         |
| ž                                  |             | Tool Shed Building                  | NW015          |           | 1   |          |      |             |                |                   | 3.0        |             |             |         |                   |            |               | 2.8        |            |                      |            |                   |                 |          | 2         |
|                                    | Leonard Sep | opala Alternate Education Building  | NW016          |           |     |          |      |             |                |                   | 2.9        |             |             |         |                   |            |               | 3.2        |            |                      |            |                   |                 |          | 2         |
| -                                  |             | Education Center                    | NW017          |           |     |          |      |             |                |                   | 2.6        |             |             |         |                   |            |               | 3.2        |            |                      |            |                   |                 |          | 2         |
|                                    | Comm        | unity/University Outreach Building  | NW018          |           |     |          |      |             |                |                   | 2.6        |             |             |         |                   |            |               | 2.7        |            |                      |            |                   |                 |          | 2         |
|                                    |             |                                     |                |           |     |          |      |             |                |                   |            |             |             |         |                   |            |               |            |            |                      |            |                   |                 | <u> </u> |           |
| ī                                  |             |                                     |                |           |     |          |      |             |                |                   |            |             |             |         |                   |            |               |            |            |                      |            |                   |                 |          |           |
| Chukchi                            |             | Admin/Classroom Building            | CC101          |           |     |          |      |             |                |                   | 2.0        |             |             |         |                   |            |               | 2.3        |            |                      |            |                   |                 |          | 2         |
| ช่                                 |             |                                     |                |           |     |          |      |             |                |                   |            |             |             |         |                   |            |               |            |            |                      |            |                   |                 |          |           |
|                                    |             |                                     |                |           |     |          |      |             |                |                   |            | _           |             |         |                   |            |               |            | _          |                      |            |                   |                 |          |           |
|                                    |             | Rural Education Center - Tok        | FS007          |           |     |          |      |             |                |                   | 2.7        |             |             |         |                   |            |               | 3.0        |            |                      |            |                   |                 |          | 3         |
| Alaska                             |             | Tok Center Garage                   | FS011          |           |     |          |      |             |                |                   | 3.6        |             |             |         |                   |            |               | 3.2        |            |                      |            |                   |                 |          | 2         |
| Ala                                |             | Harper Building                     | FS420          |           |     |          |      |             |                |                   | 3.7        |             |             |         |                   |            |               | 3.5        |            |                      |            |                   |                 |          | 3         |
|                                    |             | ATCO Unit (Temporary)               | FS421          |           |     |          |      |             |                |                   | 2.4        |             |             |         |                   |            |               | 2.7        |            |                      |            |                   |                 |          | 3         |
|                                    |             | Liutobicen Courses Contain          | FL125          |           |     |          |      |             |                |                   | 7.0        |             |             |         |                   |            |               | 7.0        |            |                      |            |                   |                 |          |           |
| g e                                |             | Hutchison Career Center             |                |           |     |          |      |             |                |                   | 3.6<br>3.9 |             |             |         |                   |            |               | 3.2<br>4.2 |            |                      |            |                   |                 |          | 3         |
| olle                               |             | Pipeline Training Center            | FL193          |           |     |          |      |             |                |                   |            |             |             |         |                   |            |               |            |            |                      |            |                   |                 |          |           |
| al O                               |             | University Park Building            | FS422          |           |     |          |      |             |                |                   | 2.7        |             |             |         |                   |            |               | 2.8        |            |                      |            |                   |                 |          | 3         |
| Community and<br>Technical College |             | Bunnell House                       | FS703          |           |     |          |      |             |                |                   | 2.4        |             |             |         |                   |            |               | 4.2        |            |                      |            |                   |                 |          | 3         |
| Teo                                |             | Community and Technical College     | TV655          |           |     |          |      |             |                |                   | 4.6        |             |             |         |                   |            |               | 4.8        |            |                      |            |                   |                 |          | 4         |
|                                    |             | Aviation Hangar                     | TV657          |           |     |          |      |             |                |                   | 3.7        |             |             |         |                   |            |               | 4.0        |            |                      |            |                   |                 |          | 3         |

|                                    | RATING      | DESCRIPTION                         |       |           | F   | PHYS     | ICAL | CON         | IDITI          | ON                |            | FUNCTIONAL CONDITION |             |          |                   |                |               |            |            | SITE CONDITION       |            |                   |                 |         |          |  |  |  |
|------------------------------------|-------------|-------------------------------------|-------|-----------|-----|----------|------|-------------|----------------|-------------------|------------|----------------------|-------------|----------|-------------------|----------------|---------------|------------|------------|----------------------|------------|-------------------|-----------------|---------|----------|--|--|--|
|                                    | 1011110     | Superior                            |       |           |     |          |      |             |                |                   |            |                      |             |          |                   |                |               |            |            |                      |            |                   |                 |         |          |  |  |  |
|                                    |             | Good                                |       |           |     |          |      |             |                |                   |            |                      |             |          | 1                 |                |               |            |            | u                    |            | 0                 |                 |         |          |  |  |  |
|                                    |             | Fair                                |       |           |     |          |      |             | >              | shes              |            |                      |             |          | Image / Character |                |               |            |            | Exterior Circulation |            | Identity/Branding | rity            |         |          |  |  |  |
|                                    |             | Poor                                |       | e         |     | e        |      | ety         | Sustainability | Interior Finishes |            | n Fit                | ţ           | +        | Cha               | ding           | Accessibility |            | tion       | r Circ               | ding       | //Bra             | Safety/Security |         |          |  |  |  |
|                                    |             | Non-Functional                      |       | Structure | L.  | Envelope | A    | Life Safety | stain          | erior             | ≥          | Program Fit          | Flexibility | Comfort  | age /             | Wayfinding     | cessi         | ≥          | Foundation | terio                | Wayfinding | entity            | fety/           | Parking | 2        |  |  |  |
|                                    |             |                                     |       | Str       | MEP | Ē        | ADA  | Lif         | Su             | Int               | Summary    | Pro                  | μ           | ů        | Ē                 | N <sup>2</sup> | Ac            | Summary    | Ъ          | Ŭ                    | Š          | Ide               | Sai             | Pai     | Summary  |  |  |  |
|                                    |             | Margaret Wood Building              | BB101 |           |     |          |      |             |                |                   | ு<br>3.6   |                      |             |          |                   |                |               | ഗ<br>3.2   |            |                      |            |                   |                 |         | ഗ<br>4.0 |  |  |  |
| Bristol<br>Bay                     |             | Applied Sciences Building           | BB102 |           |     |          |      |             |                |                   | 4.0        |                      |             |          |                   |                |               | 3.7        |            |                      |            |                   |                 |         | 3.2      |  |  |  |
| E B                                |             | Passive Office Building             | BB103 |           |     |          |      |             |                |                   | 3.4        |                      |             |          |                   |                |               | 3.0        |            |                      |            |                   |                 |         | 2.7      |  |  |  |
|                                    |             |                                     |       |           |     |          |      |             |                |                   |            |                      |             |          |                   |                |               |            |            |                      | <u> </u>   |                   |                 |         |          |  |  |  |
|                                    |             | Yup'ik Language Center              | KU101 |           |     |          |      |             |                |                   | 2.7        |                      |             |          |                   |                |               | 2.7        |            |                      |            |                   |                 |         | 2.8      |  |  |  |
|                                    |             | Phase 1 Building                    | KU102 |           |     |          |      |             |                |                   | 2.9        |                      |             |          |                   |                |               | 3.0        |            |                      |            |                   |                 |         | 3.2      |  |  |  |
| <u>i</u>                           |             | Maggie Lind Building                | KU103 |           |     |          |      |             |                |                   | 2.9        |                      |             |          |                   |                |               | 3.0        |            |                      |            |                   |                 |         | 3.3      |  |  |  |
| okw                                |             | Voc-Tech Building                   | KU104 |           |     |          |      |             |                |                   | 2.7        |                      |             |          |                   |                |               | 2.8        |            |                      |            |                   |                 |         | 3.2      |  |  |  |
| Kuskokwim                          |             | John C. Sackett Hall                | KU105 |           |     |          |      |             |                |                   | 3.0        |                      |             |          |                   |                |               | 3.5        |            |                      |            |                   |                 |         | 3.0      |  |  |  |
| Ť                                  | Yup'ik      | Museum, Library & Cultural Center   | KU106 |           |     |          |      |             |                |                   | 2.9        |                      |             |          |                   |                |               | 2.5        |            |                      |            |                   |                 |         | 2.8      |  |  |  |
|                                    |             | Sackett Annex (Walk-In Freezer)     | KU107 |           |     |          |      |             |                |                   | 1.0        |                      |             |          |                   |                |               | -          |            |                      |            |                   |                 |         | 2.5      |  |  |  |
|                                    |             |                                     |       |           |     |          |      |             |                |                   |            |                      |             | <u> </u> |                   |                |               |            |            | _                    |            |                   |                 |         |          |  |  |  |
|                                    | Arthur Na   | gozruk, Sr. Administration Building | NW001 |           |     |          |      |             |                |                   | 3.7        |                      |             |          |                   |                |               | 3.8        |            |                      |            |                   |                 |         | 3.7      |  |  |  |
|                                    |             | Cooperative Extension Building      | NW002 |           |     |          |      |             |                |                   | 1.0        |                      |             |          |                   |                |               | 1.0        |            |                      |            |                   |                 |         | 1.0      |  |  |  |
|                                    |             | Art/Science Satellite 1             | NW007 |           |     |          |      |             |                |                   | 2.9        |                      |             |          |                   |                |               | 2.8        |            |                      |            |                   |                 |         | 3.0      |  |  |  |
|                                    |             | Emily Ivanoff Brown Building        | NW008 |           |     |          |      |             |                |                   | 3.4        |                      |             |          |                   |                |               | 3.8        |            |                      |            |                   |                 |         | 3.2      |  |  |  |
| Northwest                          |             | Woodshop Building                   | NW013 |           |     |          |      |             |                |                   | 2.9        |                      |             |          |                   |                |               | 3.0        |            |                      |            |                   |                 |         | 2.2      |  |  |  |
| orth                               |             | Boat Shop/Storage Building          | NW014 |           |     |          |      |             |                |                   | 3.0        |                      |             |          |                   |                |               | 2.8        |            |                      |            |                   |                 |         | 2.2      |  |  |  |
| ž                                  |             | Tool Shed Building                  | NW015 |           |     |          |      |             |                |                   | 3.0        |                      |             |          |                   |                |               | 2.8        |            |                      |            |                   |                 |         | 2.5      |  |  |  |
|                                    | Leonard Sep | ppala Alternate Education Building  | NW016 |           |     |          |      |             |                |                   | 2.9        |                      |             |          |                   |                |               | 3.2        |            |                      |            |                   |                 |         | 2.3      |  |  |  |
|                                    |             | Education Center                    | NW017 |           |     |          |      |             |                |                   | 2.6        |                      |             |          |                   |                |               | 3.2        |            |                      |            |                   |                 |         | 2.3      |  |  |  |
|                                    | Comm        | unity/University Outreach Building  | NW018 |           |     |          |      |             |                |                   | 2.6        |                      |             |          |                   |                |               | 2.7        |            |                      |            |                   |                 |         | 2.5      |  |  |  |
|                                    |             |                                     |       |           |     |          |      |             |                |                   |            |                      |             |          |                   |                |               |            |            |                      |            |                   |                 |         |          |  |  |  |
| iq                                 |             |                                     |       |           |     |          |      |             |                |                   |            |                      |             |          |                   |                |               |            |            |                      |            |                   |                 |         |          |  |  |  |
| Chukchi                            |             | Admin/Classroom Building            | CC101 |           |     |          |      |             |                |                   | 2.0        |                      |             |          |                   |                |               | 2.3        |            |                      |            |                   |                 |         | 2.5      |  |  |  |
| ц<br>С                             |             |                                     |       |           |     |          |      |             |                |                   |            |                      |             |          |                   |                |               |            |            |                      |            |                   |                 |         |          |  |  |  |
|                                    |             |                                     |       |           |     |          |      |             |                |                   |            | _                    |             |          |                   |                |               |            |            |                      |            |                   | _               |         |          |  |  |  |
|                                    |             | Rural Education Center - Tok        | FS007 |           |     |          |      |             |                |                   | 2.7        |                      |             |          |                   |                |               | 3.0        |            |                      |            |                   |                 |         | 3.3      |  |  |  |
| Interior<br>Alaska                 |             | Tok Center Garage                   | FS011 |           |     |          |      |             |                |                   | 3.6        |                      |             |          |                   |                |               | 3.2        |            |                      |            |                   |                 |         | 2.8      |  |  |  |
| Inte<br>Ala                        |             | Harper Building                     | FS420 |           |     |          |      |             |                |                   | 3.7        |                      |             |          |                   |                |               | 3.5        |            |                      |            |                   |                 |         | 3.7      |  |  |  |
|                                    |             | ATCO Unit (Temporary)               | FS421 |           |     |          |      |             |                |                   | 2.4        |                      |             |          |                   |                |               | 2.7        |            |                      |            |                   |                 |         | 3.2      |  |  |  |
|                                    |             | Hutchison Career Center             | FL125 |           |     |          |      |             |                |                   | 7.0        |                      |             |          |                   |                |               | 7.0        |            |                      |            |                   |                 |         | 3.3      |  |  |  |
| ge                                 |             |                                     | FL125 |           |     |          |      |             |                |                   | 3.6<br>3.9 |                      |             |          |                   |                |               | 3.2<br>4.2 |            |                      |            |                   |                 |         | 3.3      |  |  |  |
| y an<br>olle                       |             | Pipeline Training Center            |       |           |     |          |      |             |                |                   |            |                      |             |          |                   |                |               |            |            | -                    | -          |                   |                 |         |          |  |  |  |
| unit<br>al C                       |             | University Park Building            | FS422 |           |     |          |      |             |                |                   | 2.7        |                      |             |          |                   |                |               | 2.8        |            |                      |            |                   |                 |         | 3.2      |  |  |  |
| Community and<br>Technical College |             | Bunnell House                       | FS703 |           |     |          |      |             |                |                   | 2.4        |                      |             |          |                   |                |               | 4.2        |            |                      |            |                   |                 |         | 3.8      |  |  |  |
| Tec                                |             | Community and Technical College     | TV655 |           |     |          |      |             |                |                   | 4.6        |                      |             |          |                   |                |               | 4.8        |            |                      |            |                   |                 |         | 4.5      |  |  |  |
|                                    |             | Aviation Hangar                     | TV657 |           |     |          |      |             |                |                   | 3.7        |                      |             |          |                   |                |               | 4.0        |            |                      |            |                   |                 |         | 3.8      |  |  |  |

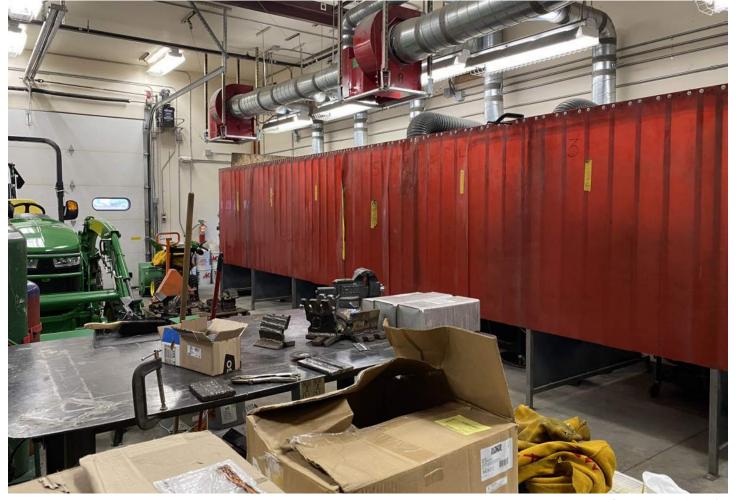
|                   | RATING      | DESCRIPTION                         | DESCRIPTION |           |     | PHYSICAL CONDITION |     |             |                |                   |          | FUNCTIONAL CONDITION |             |              |                   |            |               | SITE CONDITION |            |                      |            |                   |                 |         |   |
|-------------------|-------------|-------------------------------------|-------------|-----------|-----|--------------------|-----|-------------|----------------|-------------------|----------|----------------------|-------------|--------------|-------------------|------------|---------------|----------------|------------|----------------------|------------|-------------------|-----------------|---------|---|
|                   |             | Superior                            |             |           |     |                    |     |             |                |                   |          |                      |             |              |                   |            |               |                |            |                      |            |                   |                 |         |   |
|                   |             | Good                                |             |           |     |                    |     |             |                |                   |          |                      |             |              | 2                 |            |               |                |            | ы                    |            | 0                 |                 |         |   |
|                   |             | Fair                                |             |           |     |                    |     |             | 2              | shes              |          |                      |             |              | Image / Character |            |               |                |            | Exterior Circulation |            | Identity/Branding | rity            |         |   |
|                   |             | Poor                                |             | e         |     | e                  |     | ety         | Sustainability | Interior Finishes |          | Program Fit          | it<         | <sub>+</sub> | Cha               | ding       | Accessibility |                | ation      | r Cire               | ding       | //Bra             | Safety/Security | _       |   |
|                   |             | Non-Functional                      |             | Structure | L.  | Envelope           | A   | Life Safety | stain          | erior             | Z        | ograr                | Flexibility | Comfort      | age /             | Wayfinding | cess          | ≥              | Foundation | terio                | Wayfinding | entity            | fety/           | Parking |   |
|                   |             |                                     |             | Str       | MEP | Ш                  | ADA | Lif         | Su             | Int               | Summary  | Pro                  | Fle         | ů            | Ē                 | Ň          | Ac            | Summary        | о<br>Ц     | Ě                    | Ň          | Ide               | Sai             | Pai     |   |
| Bay               |             | Margaret Wood Building              | BB101       |           |     |                    |     |             |                |                   | ์<br>3.6 |                      |             |              |                   |            |               | ดี<br>3.2      |            |                      |            |                   |                 |         |   |
|                   |             | Applied Sciences Building           | BB102       |           |     |                    | -   |             |                |                   | 4.0      |                      |             |              | -                 |            |               | 3.7            |            |                      |            |                   |                 |         |   |
|                   |             | Passive Office Building             | BB103       |           |     | -                  |     |             |                |                   | 3.4      |                      |             |              |                   |            |               | 3.0            |            |                      |            |                   |                 |         |   |
|                   |             | Fassive Office Building             | выюз        |           |     |                    |     |             |                |                   | 5.4      |                      |             |              |                   |            |               | 5.0            |            |                      |            |                   |                 |         |   |
|                   |             | Yup'ik Language Center              | KU101       |           |     |                    |     |             |                |                   | 2.7      |                      |             |              |                   |            |               | 2.7            |            |                      |            |                   |                 |         | T |
| Kuskokwim         |             | Phase 1 Building                    | KU102       |           |     |                    |     |             |                |                   | 2.9      |                      |             |              |                   |            |               | 3.0            |            |                      |            |                   |                 |         |   |
|                   |             | Maggie Lind Building                | KU103       |           |     |                    |     |             |                |                   | 2.9      |                      |             |              |                   |            |               | 3.0            |            |                      |            |                   |                 |         |   |
|                   |             | Voc-Tech Building                   | KU104       |           |     |                    |     |             |                |                   | 2.7      |                      |             |              |                   |            |               | 2.8            |            |                      |            |                   |                 |         |   |
| , nsk             |             | John C. Sackett Hall                | KU105       |           |     |                    |     |             |                |                   | 3.0      |                      |             |              |                   |            |               | 3.5            |            |                      |            |                   |                 |         |   |
| <b>-</b>          | Yup'ik      | Museum, Library & Cultural Center   | KU106       |           |     |                    |     |             |                |                   | 2.9      |                      |             |              |                   |            |               | 2.5            |            |                      |            |                   |                 |         |   |
| -                 |             | Sackett Annex (Walk-In Freezer)     | KU107       |           |     |                    |     |             |                |                   | 1.0      |                      |             |              |                   |            |               | -              |            |                      |            |                   |                 |         |   |
|                   |             |                                     | I           |           |     |                    |     |             |                |                   |          |                      |             |              |                   |            |               |                |            |                      |            |                   |                 |         | 1 |
|                   | Arthur Na   | gozruk, Sr. Administration Building | NW001       |           |     |                    |     |             |                |                   | 3.7      |                      |             |              |                   |            |               | 3.8            |            |                      |            |                   |                 |         | T |
| Northwest         |             | Cooperative Extension Building      | NW002       |           |     |                    |     |             |                |                   | 1.0      |                      |             |              |                   |            |               | 1.0            |            |                      |            |                   |                 |         | Ī |
|                   |             | Art/Science Satellite 1             | NW007       |           |     |                    |     |             |                |                   | 2.9      |                      |             |              |                   |            |               | 2.8            |            |                      |            |                   |                 |         |   |
|                   |             | Emily Ivanoff Brown Building        | NW008       |           |     |                    |     |             |                |                   | 3.4      |                      |             |              |                   |            |               | 3.8            |            |                      |            |                   |                 |         |   |
|                   |             | Woodshop Building                   | NW013       |           |     |                    |     |             |                |                   | 2.9      |                      |             |              |                   |            |               | 3.0            |            |                      |            |                   |                 |         |   |
|                   |             | Boat Shop/Storage Building          | NW014       |           |     |                    |     |             |                |                   | 3.0      |                      |             |              |                   |            |               | 2.8            |            |                      |            |                   |                 |         |   |
|                   |             | Tool Shed Building                  | NW015       |           |     |                    |     |             |                |                   | 3.0      |                      |             |              |                   |            |               | 2.8            |            |                      |            |                   |                 |         |   |
|                   | Leonard Sep | opala Alternate Education Building  | NW016       |           |     |                    |     |             |                |                   | 2.9      |                      |             |              |                   |            |               | 3.2            |            |                      |            |                   |                 |         |   |
| -                 |             | Education Center                    | NW017       |           |     |                    |     |             |                |                   | 2.6      |                      |             |              |                   |            |               | 3.2            |            |                      |            |                   |                 |         |   |
|                   | Comm        | unity/University Outreach Building  | NW018       |           |     |                    |     |             |                |                   | 2.6      |                      |             |              |                   |            |               | 2.7            |            |                      |            |                   |                 |         | T |
|                   |             |                                     | 1           |           |     |                    |     |             |                |                   |          |                      |             |              |                   |            |               |                |            |                      |            |                   |                 |         |   |
| chi               |             |                                     |             |           |     |                    | ,   |             |                |                   |          |                      |             |              |                   |            |               |                |            |                      |            |                   |                 |         | T |
| Chukchi           |             | Admin/Classroom Building            | CC101       |           |     |                    |     |             |                |                   | 2.0      |                      |             |              |                   |            |               | 2.3            |            |                      |            |                   |                 |         |   |
|                   |             |                                     |             |           |     |                    |     |             |                |                   |          |                      |             |              |                   |            |               |                |            |                      |            |                   |                 |         |   |
|                   |             | Rural Education Center - Tok        | FS007       |           |     |                    |     |             |                |                   | 2.7      |                      |             |              |                   |            |               | 3.0            |            |                      |            |                   |                 |         |   |
| Alaska            |             | Tok Center Garage                   | FS011       |           |     |                    |     |             |                |                   | 3.6      |                      |             |              |                   |            |               | 3.2            |            |                      |            |                   |                 |         |   |
|                   |             | Harper Building                     | FS420       |           |     |                    |     |             |                |                   | 3.7      |                      |             |              |                   |            |               | 3.5            |            |                      |            |                   |                 |         |   |
|                   |             | ATCO Unit (Temporary)               | FS421       |           |     |                    |     |             |                |                   | 2.4      |                      |             |              |                   |            |               | 2.7            |            |                      |            |                   |                 |         |   |
|                   |             |                                     |             |           |     |                    |     |             |                |                   |          |                      |             |              |                   |            |               |                | _          |                      |            |                   |                 |         | _ |
| e                 |             | Hutchison Career Center             | FL125       |           |     |                    |     |             |                |                   | 3.6      |                      |             |              |                   |            |               | 3.2            |            |                      |            |                   |                 |         |   |
| Technical College |             | Pipeline Training Center            | FL193       |           |     |                    |     |             |                |                   | 3.9      |                      |             |              |                   |            |               | 4.2            |            |                      |            |                   |                 |         |   |
| <sup>Ω</sup>      |             | University Park Building            | FS422       |           |     |                    |     |             |                |                   | 2.7      |                      |             |              |                   |            |               | 2.8            |            |                      |            |                   |                 |         |   |
| nica              |             | Bunnell House                       | FS703       |           |     |                    |     |             |                |                   | 2.4      |                      |             |              |                   |            |               | 4.2            |            |                      |            |                   |                 |         |   |
| Tech              |             | Community and Technical College     | TV655       |           |     |                    |     |             |                |                   | 4.6      |                      |             |              |                   |            |               | 4.8            |            |                      |            |                   |                 |         |   |
|                   |             | Aviation Hangar                     | TV657       |           |     |                    |     |             |                |                   | 3.7      |                      |             |              |                   |            |               | 4.0            |            |                      |            |                   |                 |         |   |

College of Rural and Community Development Remote Campuses

DLR Group







Images from Krisan Osterby

# **CAMPUS CONDITIONS**

Bristol Bay | Dillingham

#### Location

The Bristol Bay Campus is in Dillingham, Alaska, at 527 Seward St., located 530 miles from the main Fairbanks campus. Composed of 3 Buildings, (BB101, BB102, and BB103), the Bristol Bay Campus is one of two remote locations that has a staff and faculty housing component.

#### Context

The campus is composed of a total of 20,217 GSF and is located 0.28 miles from the waterfront of Bristol Bay, on part of the Native lands of the Central Yup'ik and Curyung people. Dillingham is located in Southwest Alaska where a major center of the region's economy is driven by government and fisheries. The UAF Bristol Bay Campus maintains active partnerships with a variety of business and industry partners.

The Bristol Bay Campus (BBC) collaborates with organizations in the service area to provide nontraditional students with educational opportunities relevant to local economic development. The campus partners with organizations to offer workshops that lead to industry recognized programs such as welding with Bristol Bay Native Corporation and water treatment with Bristol Bay Native Association. Campus faculty focus on locally valued subject areas such as sustainable energy, commercial fishing entrepreneurship, tribal governance, culinary arts, and cultural arts.

A student housing component is lacking on campus, as is housing in general in Dillingham. Lack of housing availability negatively impacts the campus's ability to grow programs and recruit faculty and staff. Of the three apartments on campus, two are rented to generate revenue and one is reserved for travelers working with the Bristol Bay Campus or within the greater University of Alaska system.

• BBC has no housing support. Prince William Sound College is a local model on a UAA campus far from Dillingham, which UAF considers as a regional precedent.



#### Opportunities

Opportunities for investment to support ongoing operations and workforce development program growth were identified during on-campus discussions, including:

- Culinary arts space for certification courses in food safety and security
- Boat storage and commercial garage space
- Campus signage with Native language
- Technology upgrades, fiber-optic cable is anticipated by 2025 within the area of impact
- Outdoor academic garden in the courtyard could support wild plant experimental gardening, referencing a successful precedent from Chukchi Campus (Kotzebue).
- Balance of academic space functions between skills-focused training and degreerelated courses
- Training center near the harbor
- "Classroom on the go" for nursing

#### Challenges

- Lack of proper storage spaces
- Wind damage
- Retaining wall
- Theft and security
- Accessibility in restrooms
- Lighting
- Science labs are not well maintained and generally underutilized

Bristol Bay | Dillingham

Building Use



#### Academic

The academic classrooms are primarily located in BB101 (Margaret Wood) centrally within the northern wing of the building, adjacent to the technology lab on the east side of the pedestrian corridor. Complementing classroom laboratories occupy the western portion of the wing and overall building.

#### **Classroom Laboratory**

The classroom laboratories make up most of the composition of the west side of the building, behind a small number of academic classrooms and the testing center.

#### **Faculty and Administration**

Faculty and administration offices are distributed between all three buildings. In BB101 (Margaret Wood) the offices are primarily grouped in the southern wing, located directly from the main entrance. In BB102 (Applied Sciences) offices are distributed across the first floor in between the existing research spaces and classroom laboratories. BB103 (Passive Office) contains one room, an office, accessed through a single-entry stairway off the east side of BB101 (Margaret Wood).

#### Support Space

The student, staff, and faculty support space is centrally located in the building, straight ahead of the main entrance. This lounge also serves as an access point to BB103 (Passive Office) out the western door in the room.

#### Testing

The study and testing center is made up of four testing rooms and a larger study space, located just above the main entrance, in front of the classroom laboratory space.

#### **Facility Services**

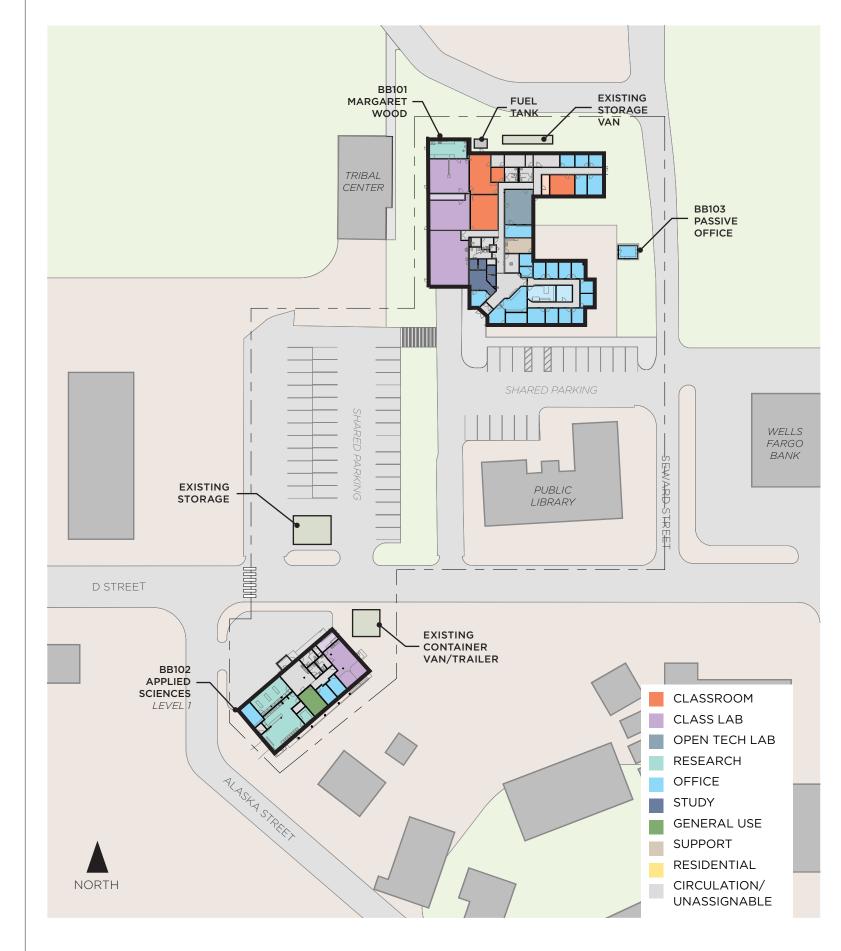
Facility Support services are disbursed between BB101 (Margaret Wood) and BB102 (Applied Sciences), with exterior existing storage containers/trailers located off the north end of BB101 (Margaret Wood), the south end of the lower shared parking lot, and the northeastern lot from BB102 (Applied Sciences).

#### General Use

BB102 (Applied Science) contains a dedicated sound production room currently utilized for conference calls over the network.

#### Residential

Two apartments have three bedrooms. One has only two bedrooms. As there are strict regulations surrounding student housing, no apartment is designated for student use. Two are rented to the general public to earn revenue. One apartment is rented to travelers working with the Bristol Bay Campus or those working with the greater University of Alaska system.



**Existing Plan: Building Use** Scale 1" = 70' - 0"

DLR Group

Bristol Bay | Dillingham

Circulation



#### **Vehicular Circulation**

D Street serves as the main vehicular auxiliary route that connects both roads and access points for BB101 (Margaret Wood), BB102 (Applied Sciences) and BB103 (Passive Office). BB101 (Margaret Wood) is accessed directly from Seward Street and can additionally be accessed directly from the lower shared parking lot connecting directly from D Street. BB102 (Applied Sciences) is accessed just off D Street, from Alaska Street into an informal parking area.

#### Parking

There are two adjacent parking areas (upper and lower) on the north side of D Street next to BB101 (Margaret Wood) and on the south side of D Street next to BB102 (Applied Sciences).

#### **Pedestrian Circulation**

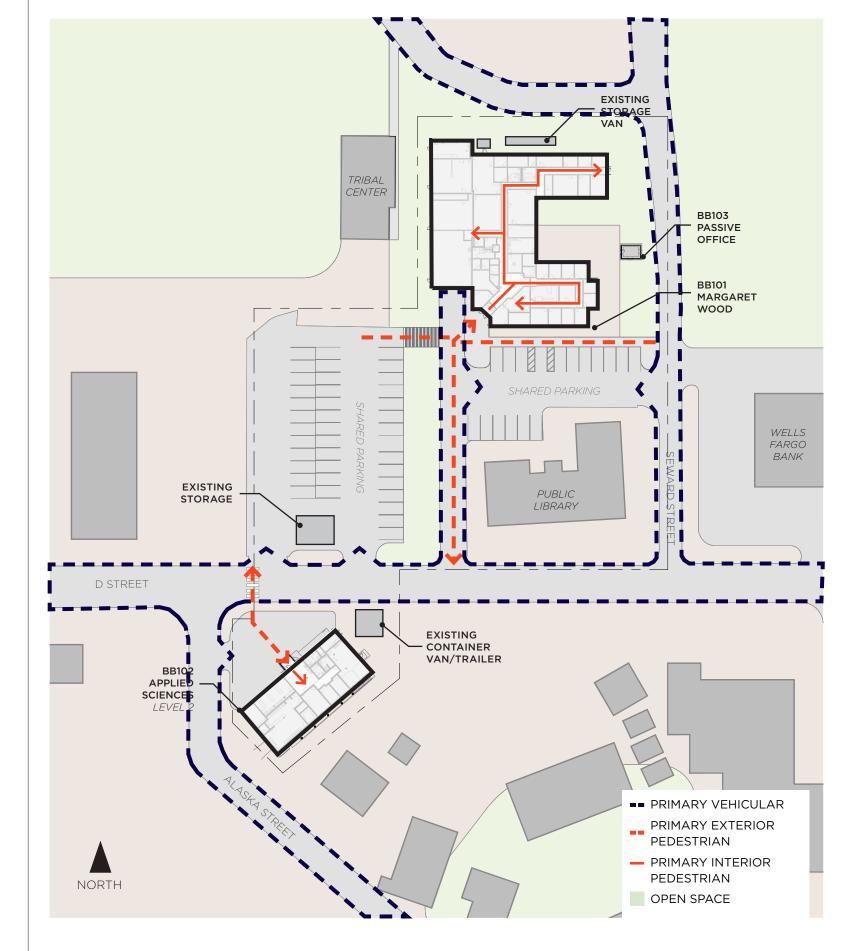
There is a primary informal pedestrian path between BB101 and BB102 that crosses the adjacent shared parking lot and follows the oneway vehicular exit to D Street. There is currently a crosswalk over D Street that connects near the Alaska Street entrance to the lower shared parking. However, pedestrians often opt to cross at an informal crossing located next to the oneway exit from the upper shared parking area.

BB103 (Passive Office) is accessed via pedestrian circulation from the closest exterior shared parking lot and through BB101 (Margaret Wood).

#### **Open Space**

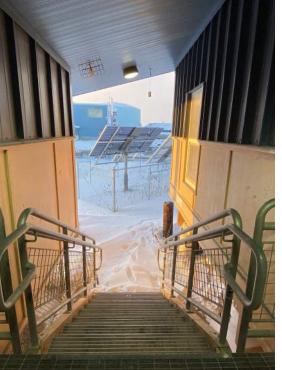
A highly valued UAF asset, connections to the natural environment are of paramount importance. Access to water, proximity to the natural environment, and cultural appreciation are renowned features of each of the CRCD campuses.

There is a primary outdoor gathering space located in the courtyard of BB101 (Margaret Wood) that doubles as a circulation area for access to BB103 (Passive Office). This area is reserved for spring and summer use, as the design of the roof lends itself to a snow-packed courtyard that is practically inhabitable during the colder months.



**Existing Plan: Circulation** Scale 1" = 70' - 0"







Images from Krisan Osterby

Chukchi | Kotzebue

#### Location

The Chukchi Campus is in Kotzebue, Alaska, at 604 Third Ave., located 442 miles from the main Fairbanks campus. Composed of one building, CC101, the Chukchi Campus is the smallest and northernmost campus.

#### Context

The campus includes a total of 10,362 GSF located 0.2 miles from the waterfront in Kotzebue, on part of the Native lands of the Inupiag, Siberian Yupik and Yup'ik people. Kotzebue is located 33 miles north of the Arctic Circle in Northwest Alaska where a major center of the region's economy is driven by government and fisheries. The UAF Chukchi Campus maintains active partnerships with a variety of business and industry partners.

The Chukchi Campus primarily services local Inupiag language courses and workforce development programs for 120 students. The campus values a close proximity to the high school and its ability to host community events with their parters, including NANA and Inupiaq corporations.

A peer institution in Kotzebue is the Alaska Technical Center, which provides housing, vocational technology, facility maintenance and construction programs.







#### **Opportunities**

- Community garden supports an interest in the development of native tundra biology
- Activity and vibrancy is sustained from students from the high school
- Office space is relatively vacant
- Off-hours activities occur within the library
- A fully functioning flight simulator could generate revenue, but the community does not contain instructors who are licensed to teach

#### Challenges

- Internet connectivity is insufficient
- Building automation systems are managed remotely by UAF
- Differential settlement of the foundations
- Safety and security issues during off hours at the library and at the emergency exit on the south end of the building
- Limited kitchen space for supporting events
- Unable to close off the academic spaces during off-hours
- Limited resources to support off-hours library, safety and security is a concern

Chukchi | Kotzebue

Building Use



#### Academic

The academic classrooms are split between centrally located and in the southwestern corner of CC101. The centrally located classrooms are primarily general-use classrooms, while the classrooms in the corner are more specialized. The campus's flight simulator sits in the smaller of the two classrooms in the southwestern corner.

#### **Technology Laboratory**

There are two technology laboratories in the building. The first is an open technology lab, located diagonally adjacent to the nursing lab, dedicated to classwork. The second is located in the southwestern wing near the flight simulator dedicated to an informal gaming room.

#### Library

The library occupies most of the northeastern wing of CC101 directly across the main pedestrian corridor from the faculty offices. There are two interior entrances to the library, one from the main lobby and one through a staff office, which is not generally used as a circulation route.

#### **Faculty and Administration**

Faculty and staff offices are located, for the most part, in the northeastern wing of CC101 with a few offices and support spaces distributed throughout the remainder of the building.

#### **Classroom Laboratory**

The classroom laboratory in the building sits in the westernmost corner housing the campus's Alaska Native Science and Engineering Program (ANSEP). It currently has two connected offices, one of which is currently occupied.

#### Support Space

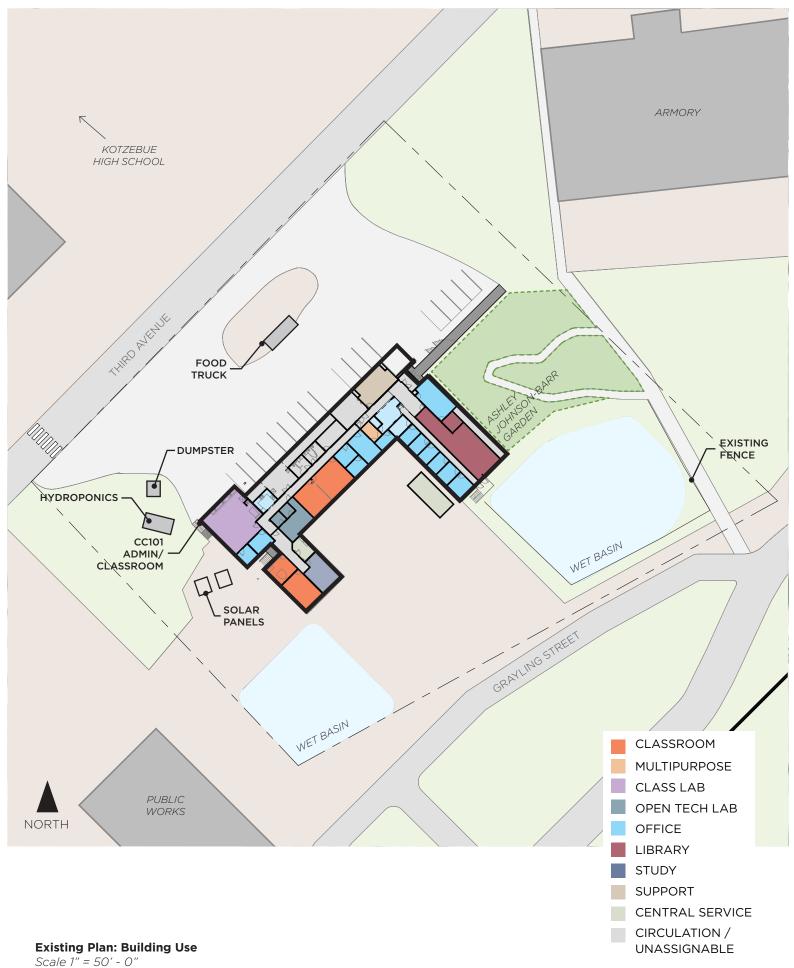
The student, staff, and faculty support spaces are split between the specific lounge, adjacent to the main entrance, and the kitchen, adjacent to the technology lab space. The kitchen also serves as a support space for community events held in the building.

#### Facility Support

The facility support services are distributed throughout the building's interior and exterior. The technological support is centrally located, directly behind the main lobby, with smaller generic support and storage spaces located adjacent to classrooms and the flight simulator. There are exterior well-utilized storage trailers located outside of and behind the staff and faculty offices in the northeastern wing.

#### Residential

There are no residential components at the Chukchi Campus.



Chukchi | Kotzebue

Circulation



#### **Vehicular Circulation**

Third Avenue serves as the main vehicular route with two points of direct access to the Chukchi Campus.

Grayling Street serves as a secondary vehicular route to the south of campus, primarily utilized for its adjacent pedestrian paths to access back building entrances and exterior storage units.

#### Parking

There is parking along the northwest face of the building and main pedestrian ramp.

#### **Pedestrian Circulation**

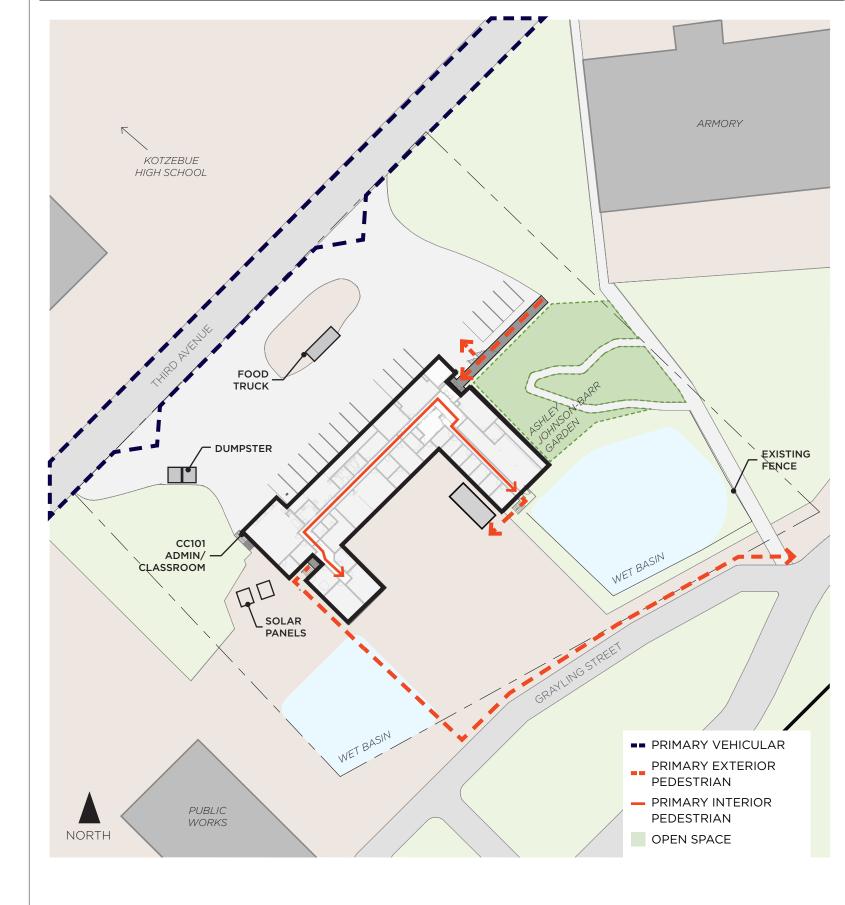
There is a formal crossing on Third Avenue in line with the southwest face of the property line that is primarily used to access the Chukchi Campus from Kotzebue High School.

BB103 (Passive Office) is accessed via pedestrian circulation from the closest exterior shared parking lot and through BB101 (Margaret Wood).

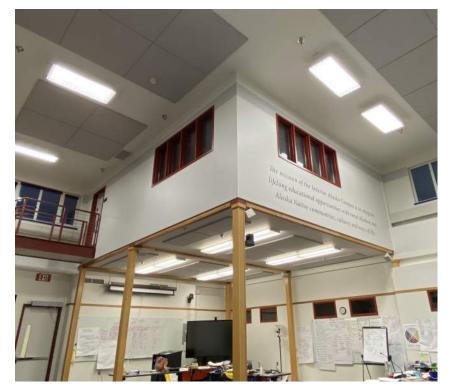
#### **Open Space**

A highly valued UAF asset, connections to the natural environment are of paramount importance. Access to water, proximity to the natural environment, and cultural appreciation are renowned features of each of the CRCD campuses.

There is a primary outdoor gathering space located on the northeast side of the main building in the campus's defined garden: Known simply as Ashley's Garden, the area is dedicated to the memory of a young girl who enjoyed the gardens at Chukchi Campus along with her siblings and many other young friends. The Chukchi Campus is joined by the community in her annual commemoration, in addition to her legacy living through multiple locations throughout Kotzebue.



**Existing Plan: Circulation** Scale 1" = 50' - 0"









Images from Krisan Osterby

Interior Alaska Harper Building | Fairbanks

#### Location and Context

The Interior Alaska Campus supports multiple regions, with its main campus building, the Harper Building, located in Fairbanks, Alaska, and an education center dedicated in Tok, supporting the largest area for any single CRCD campus. At 810 Draanjik Dr, Fairbanks, located on the main Fairbanks campus, the Interior Alaska Campus in Fairbanks is composed of two buildings, FS420 and FS421.

#### Context

The campus includes a total of 14,146 GSF located 0.6 miles from the Chena River, on part of the Native lands of the Dena people of the lower Tanana River.

As the most centrally located of the rural campuses, Interior Alaska Campus's Fairbanks location adjoins a major center of the region's economy driven by industries including government, oil, tourism, fisheries, retail, and education. The UAF Interior Alaska Campus maintains active partnerships with a variety of business and industry partners.

The IAC serves 46 villages and communities across five subregions, with instructional methods delivered remotely and through in-person intensive courses. A signature program from the IAC is Tribal Governance, as well as Rural Human Services. These are intensive programs for nontraditional students. Often, instructors go to villages to deliver course instruction.



#### **Opportunities**

- The existing Science Lab is currently used as a general classroom. This is the largest formal learning space in Harper Building. Due to grant restrictions, it is required to remain in use as a classroom through 2030
- Office space is scattered throughout the facility. There is potential to consolidate and increase utilization of this functional space type

#### Challenges

- Access to student and faculty housing in Tok is inconsistent throughout the year.
- The construction trades program lab is a temporary ATCO and the foundation is sinking due to poor soils.

**Interior Alaska** Harper Building | Fairbanks Building Use



#### Academic

The academic classrooms are located primarily at the northeast corner on the first floor of the building (FS420) separated from the main entrance and from each other by a small number of offices.

#### Multipurpose

The Great Room is a centrally located multipurpose space directly visible and accessible from the main lobby. The Great Room supports various events ranging from events directly associated with UAF to events supported by the community.

#### Faculty and Administration

The Harper Building is predominantly composed of office spaces concentrated in the northwest corner of the building, distributed in the remaining corners on the first floor of the building and the entire second floor.

#### Support Space

The student, staff, and faculty support space is located on the southern end of the first floor of the building and serves two purposes - a teaching kitchen, and a lounge area.

#### **Classroom Laboratory**

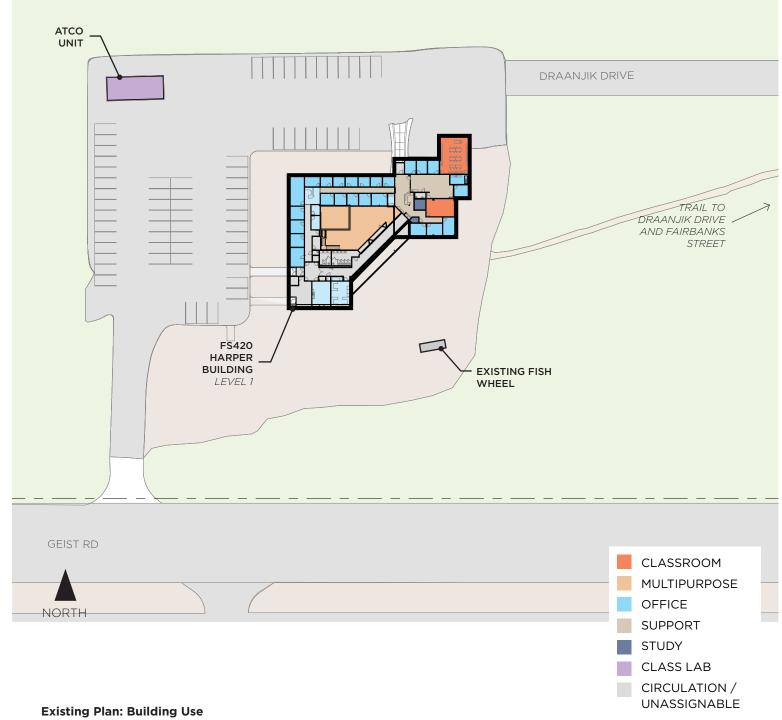
The classroom laboratory exists as an exterior trailer (FS421), located on the northwest corner of the parking lot, that services the Wildland Fire Science program and Construction Trade Tech training.

#### **Facility Services**

There are no explicitly dedicated spaces for facility services and storage. Since the offices are not at full capacity, some have been turned into makeshift storage spaces.

#### Residential

There are no residential components at the Harper Building.



Scale 1" = 80' - 0"

**Interior Alaska** Harper Building | Fairbanks Circulation



#### **Vehicular Circulation**

Access to the Harper Building is reserved through Draanjik Drive, a secondary route connected to Fairbanks Street, as access directly off Geist Road was barred nearly five years ago.

#### Parking

There is a dedicated parking lot off the north and west sides of the building extending to encompass the existing ATCO trailer, supporting the Wildland Fire Science program.

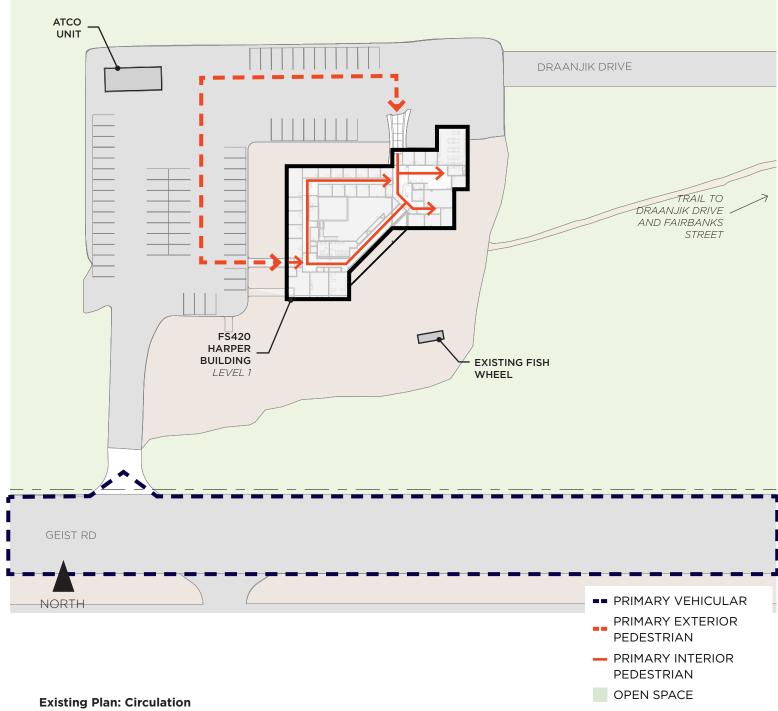
#### **Pedestrian Circulation**

The ATCO unit is accessed primarily by informal pedestrian routes that extend from the two entrances, one on the north face and one on the west face.

#### **Open Space**

A highly valued UAF asset, connections to the natural environment are of paramount importance. Access to water, proximity to the natural environment, and cultural appreciation are renowned features of each of the CRCD campuses.

There is a primary outdoor gathering space located on the southeast side of the building directly outside of the large storefront window on the respective face. The entirety of the space cannot be used due to the wetlands/marsh nature of the grounds, therefore the space is concentrated in close proximity to the building.



Scale 1" = 80' - 0"









Images from UAF and Enchanting Travels

# **CAMPUS CONDITIONS**

Interior Alaska Tok Center | Tok

#### Location and Context

The Interior Alaska Campus supports multiple regions, with its main campus building, the Harper Building, located in Fairbanks, Alaska, and an education center dedicated in Tok. AT W 1st St, Tok, located 202 miles from the main Fairbanks campus, the Interior Alaska Tok Campus is composed of two buildings, FS007 and FS011. The Tok Center is the second of two locations that has a staff and faculty housing component.

#### Context

DLR Group

The campus includes a total of 7,775 GSF located 202 miles from the Chena River, on part of the Native lands of the Dena people of the upper Tanana River.

As the most centrally located of the rural campuses, Interior Alaska Campus's Fairbanks location adjoins a major center of the region's economy driven by government, oil, tourism, fisheries, retail, and education. The UAF Interior Alaska Campus maintains active partnerships with **Challenges** a variety of business and industry partners.

The IAC serves 46 villages and communities across five subregions, with instructional methods delivered remotely and through in-person intensive courses. A signature program from the IAC is Tribal Governance, as well as Rural Human Services. These are intensive programs for nontraditional students. Often, instructors go to villages to deliver course instruction.



#### **Opportunities**

- A prior study informed many opportunities to enhance the campus
- A former converted apartment facility, access to plumbing infrastructure is readily available. A single apartment remains.
- The Tok Center Garage is highly a highly flexible space

- The scale of the building limits the ability to zone quiet and active areas separately.
- Accessibility upgrades are a high priority
- Access to additional housing options is limited



#### Academic

The academic classrooms are located at three (northwest, southeast, and southwest) of the four corners of the building (FS007), with an open technology lab occupying the fourth.

#### Faculty and Administration

The faculty offices are primarily centrally located in between the classrooms on the west side of the building and adjacent to the open technology lab on the east side.

#### Support Space

The support space exists in the garage (FS011) that sits off the southeast side of the building. This garage is presently used for storage opportunities and occasionally as a support for specific training.

#### **Facility Services**

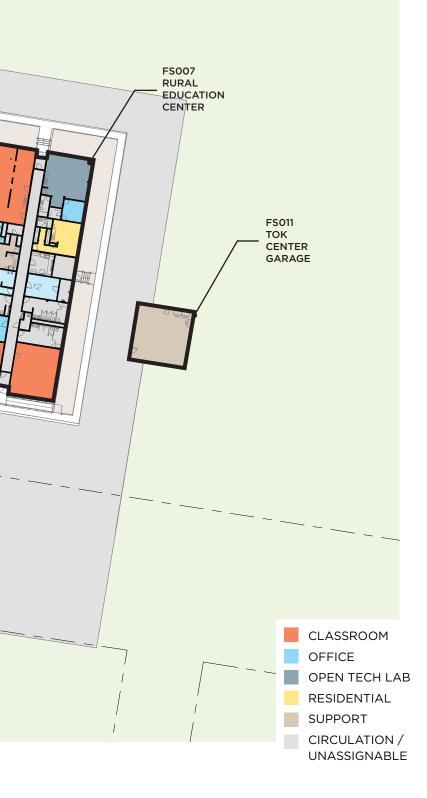
The facility services and storage area are centrally located between the large restrooms and the laundry room as well as mirrored on the facing side adjacent to the offices.

#### Residential

The single residential unit sits adjacent to the open technology lab and complementing office on the northeast side of the building. This unit is available to faculty traveling to Tok.

NORTH

DLR Group



Interior Alaska Tok Center | Tok



#### Vehicular Circulation

The Tok Center is accessed directly from West 1st Street on either side of the main parking area. This includes a vehicular circulation path that circumvolves FS007 (Rural Education Center), including in between the main building and FS011 (Tok Center Garage).

#### Parking

There is a single dedicated parking row off the east side of the main building, that continues to the same extent of the building.

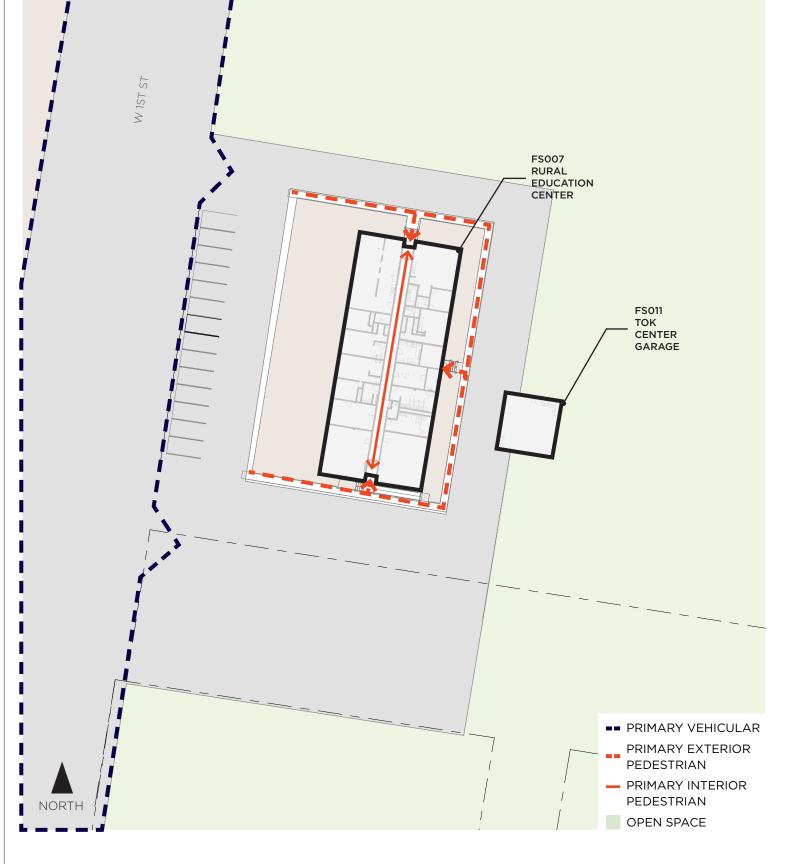
#### **Pedestrian Circulation**

There are multiple informal pedestrian paths that lead around to the north and south entrances of the main building and between the main building and the garage.

#### **Open Space**

A highly valued UAF asset, connections to the natural environment are of paramount importance. Access to water, proximity to the natural environment, and cultural appreciation are renowned features of each of the CRCD campuses.

There are two informal outdoor gathering spaces, the first is located on the southern end of the property on the other side of the vehicular circulation route and the second is located along the west face of the main building, currently overrun with new tree growth.



**Existing Plan: Circulation** Scale 1" = 50' - 0"









Images from Krisan Osterby

# **CAMPUS CONDITIONS**

Kuskokwim | Bethel

#### Location

The Kuskokwim Campus is in Bethel, Alaska, at 201 Akiak Dr., located 522 miles from the main Fairbanks campus. Comprised of six buildings, KU101, KU102, KU103, KU104, KU105, and KU106, the Kuskokwim Campus is the largest rural campus and the only location that has a student housing component.

#### Context

The campus includes a total of 51,774 GSF located 1600 feet from the Kuskokwim River. less than a mile from Yukon-Kuskokwim Health Center. 3 miles from Bethel Airport, on part of the Native lands of the Yup'ik and Cup'ik people.

Bethel is located in Southwest Alaska where a major center of the region's economy is driven by health care and government. The UAF Kuskokwim Campus maintains active partnerships with a variety of business and industry partners.

The Kuskokwim Campus serves the hub of 56 tribal organizations. It is the largest remote campus and the only campus to support student housing. Most of the current 400 students are served through remote instruction delivery methods. One aspiration of the campus master plan includes accounting for a large increase in enrollment in the next 7-10 years.

The campus is leading initiatives to grow coteaching with Native Elders through Indigenous pedagogy to expand and bridge a variety of "ways to knowing." One-week intensive programs like Health Aide and Rural Human Services support the need to remain responsive to community needs while providing certifications and associate, baccalaureate and master's degree programs. Partnerships exist with the nearby hospital, school district, village council and Native councils.







#### **Opportunities**

- Future site development capacity within the existing campus boundary
  - Kitchen expansion
  - Expand student services
- Partnerships for additional Alaska Native housing with Orutsararmiut Native Council (ONC)
  - High utilization of indoor recreation facilities and library
- Cultural center has low utilization, and may present future opportunities for increased revenue or expansion of UAF CRCD programs.

#### Challenges

- Technology, upgrades for bandwidth and reliability
- The library is seeing extremely high utilization and has noted significant need to expand to support community-driven needs
- Low/irregular use of available residential dormitories
- Safety and security
  - Protected wetlands limit campus growth horizontally, causing development to concentrate in areas, impacting access to natural light and views between structures
    - The soil condition is especially challenging. Wetlands, tussocks, and frozen soils prevent any possible foundation solutions outside piles. This drives significant project cost decisions

Kuskokwim | Bethel

Building Use



#### Academic

The academic classrooms are distributed between KU103 (Maggie Lind) and KU104 (Voc-Tech), with the majority along the southwest side of the building and a larger classroom located directly from the main entrance. These classrooms support a variety of pedagogies, including traditional ways of teaching which consider Native styles for learning.

#### **Technology Laboratory**

There is one dedicated open technology lab located on the southern portion of KU103 (Maggie Lind) adjacent to academic classrooms.

#### Library

The library is located in the south corner of KU106 (Yup'ik Cultural Center/Library). In complement to its stacks, it has two smaller dedicated reading rooms.

#### **Faculty and Administration**

The staff and faculty offices are primarily concentrated in KU101 (CES Building) and KU102 (Phase I Building), with fewer offices distributed across KU103 (Maggie Lind), KU104 (Voc-Tech), KU105 (Sackett Hall) and KU106 (Yup'ik Museum, Library and Cultural Center). Informal space for faculty and staff are not present on campus.

#### **Classroom Laboratory**

The dedicated classroom laboratories are situated between KU103 (Maggie Lind) and KU104 (Voc-Tech) along the southwest side and directly adjacent to the gymnasium. The large shop dedicated space is currently being used as storage space in addition to the adjacent denoted support spaces.

#### **Support Space**

The support spaces are located primarily between KU102 (Phase I Building) and KU103 (Maggie Lind) on the southern area of KU102 and the northern area of KU103.

#### General Use

The general use spaces are primarily collected in KU106 (Yup'ik Cultural Center/Library) with split utilization for museum collection display space in the northwest portion and large curriculum space in the northeast portion with a single dedicated gym space located along the southeast face of KU104 (Voc-Tech).

#### Research

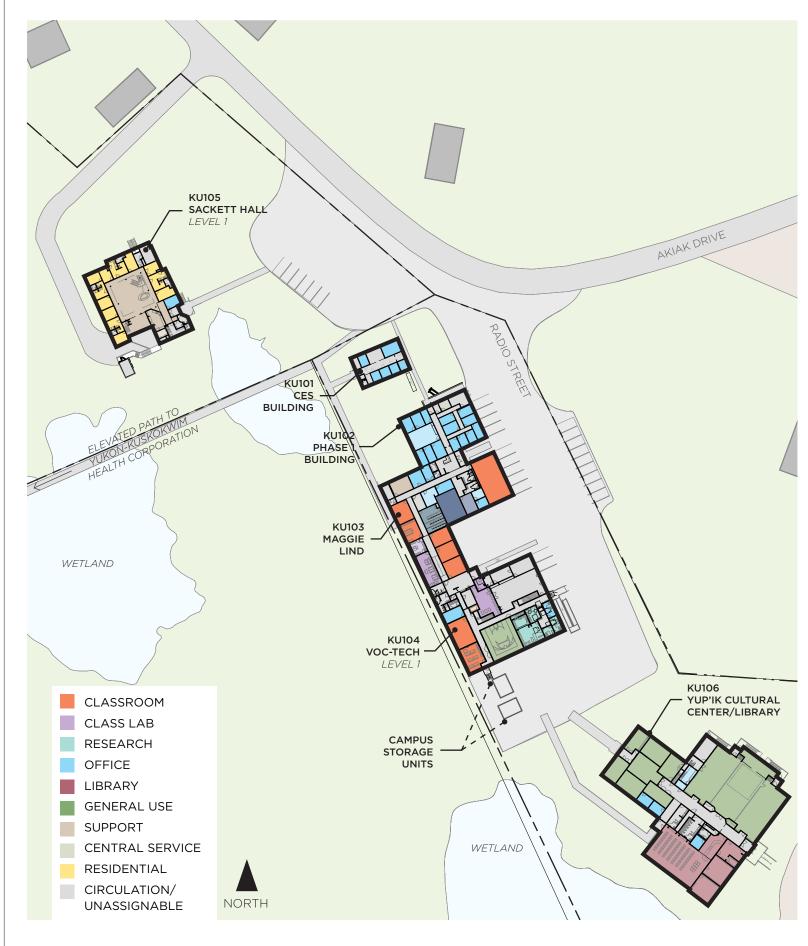
The research classrooms are located in the southeast corner of KU104 (Voc-Tech) and are primarily utilized in partnership with Center for Alaska Native Health Research.

#### **Facility Support**

The facility support services are allocated between the programs of all six buildings with dedicated storage units located on the southern exterior of KU104 (Voc-Tech).

#### Residential

The residential component occupies the entirety of KU105 (Sackett Hall). Between the two floors, there are 11 (four on the first floor, seven on the second floor) suite-style apartments made up of two rooms, a shared kitchen, and a shared bathroom. To complement the dorms, there is a central atrium space that serves as an informal gathering space for students directly adjacent to the kitchen.



**Existing Plan: Building Use** Scale 1" = 90' - 0"

**DLR** Group

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Kuskokwim | Bethel

Circulation



#### **Vehicular Circulation**

The Kuskokwim Campus is primarily accessed directly from Akiak Drive, where two access points lead to the designated parking areas.

There is a tertiary access road off of Akiak Drive that provides service access to the back of Sackett Hall and the adjacent freezer.

#### Parking

There are two parking areas that span the same extent of the Kuskokwim Campus. The span of the two areas exists in front of KU105 (Sackett Hall), KU101 (CES Building), KU102 (Phase I Building), KU103 (Maggie Lind) and KU104 (Voc-Tech).

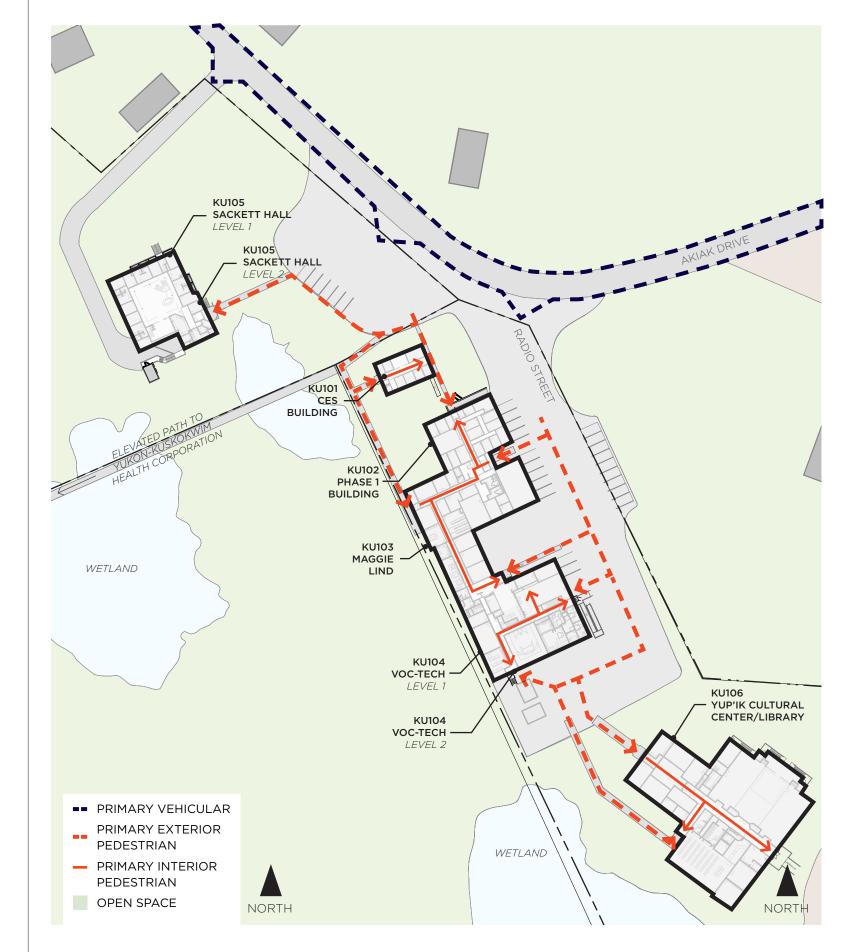
#### **Pedestrian Circulation**

The primary pedestrian circulation path exists in the form of catwalks that connect at varying points between the campus buildings and the respective adjacent parking areas. Currently, there is a ramp directly connecting the northern parking area and KU105 (Sackett Hall), a ramp that connects behind KU101 (CES Building) to a flatter boardwalk, terminating behind KU102 (Phase I Building), from the southern end of the same area, and two ramps connecting the southern parking area to KU106 (Yup'ik Cultural Center/Library).

#### **Open Space**

A highly valued UAF asset, connections to the natural environment are of paramount importance. Access to water, proximity to the natural environment, and cultural appreciation are renowned features of each of the CRCD campuses.

There are informal gathering spaces located near the parking area outside of KU105 (Sackett Hall), in the courtyard in between KU103 (Maggie Lind) and KU104 (Voc-Tech) and in the area that currently holds the campus storage units, adjacent to the pedestrian access to KU106 (Yup'ik Cultural Center/Library).



| Existing   | Plan:   | Circulation |
|------------|---------|-------------|
| Scale 1" = | = 90' - | - 0"        |

DLR Group

69









Images from Krisan Osterby

Northwest | Nome

#### **Location and Context**

The Northwest Campus is in Nome, Alaska, at 400 Front St., located 521 miles from the main Fairbanks campus. The Inupiag name for Nome is Sitnasuag, meaning "place". Composed of 10 buildings, NW001, NW002, NW007, NW008, NW013, NW014, NW015, NW016, NW017, and NW018, the Northwest Campus is the only UAF campus with access to a deepwater port along the Alaska coastline.

#### Context

The campus includes a total of 21,570 GSF located 1.2 miles from the city's deepwater port, on part of the Native lands of the Nome Eskimo Community, Native Village of Council, King Island Native Community and Village of Solomon Tribes.

Nome is located in Northwest Alaska, where a major center of the region's economy is driven by mining, tourism, and deepwater port research. The UAF Northwest Campus maintains active partnerships with a variety of business and industry partners.

The Northwest Campus is seeing opportunities for growth of programs to support academic, vocation and community needs. This campus is the hub of the (High Latitude Range Management) HLRM program. Ranging between 350-650 students, these served populations are nontraditional, with two-thirds of the students being females aged 35-40 with children. In Nome. UAF is meeting demands for direct career paths through continuing education and investment in the community. Partnerships with community and regional organizations are very strong.

In response to upcoming development, representatives of regional governing bodies have prioritized local training opportunities, internships and expansion of infrastructure that NWC in partnership is addressing, along with increased support for research.

University of Alaska Fairbanks: College of Rural and Community Development and Community and Technical College







#### **Opportunities**

- Workforce Development related to the deepwater port expansion (2027)
- High Latitude Range Management program growth and need for space (meat storage and processing, hide tanning, cold storage); Construction Trades program growth; Community Course program need for space (snowmachine and ATV shop and storage); and research growth and need for space.
  - Growth in academic programs including Indigenous Language and Facility Maintenance
  - Growth as a research hub to support UAF initiatives
  - Library collections space is to be repurposed to provide much-needed space

#### Challenges

- Differential settlement of existing pile foundations across campus the; boardwalk poses safety concerns
- Lack of child-care facilities in the community
- Wifi bandwidth is inconsistent, limited and expensive in nearby villages
- Warm storage access is limited
- Lack of plumbing to support accessible restrooms and potable water

Northwest | Nome

Building Use



#### Academic

The academic classrooms are primarily located in NW017 (Education Center) on either side of the main interior pedestrian corridor. Four distance learning/testing pods are located in NW008.

#### Librarv

The library is situated in the northeastern corner of NW018 (Community Outreach) behind the student, staff, and faculty support space and testing pods, occupying much of the northern portion of the building.

#### **Faculty and Administration**

The staff and faculty offices are primarily located between NW001 (Nagozruk Administration) and NW008 (Emily Ivanoff Brown Building) with single offices occupying the southwestern corner of the NW018 (Community Outreach), the northwestern face of NW017 (Education Center) and the northwestern face of NW007 (Art/Science Satellite 1). There are office spaces designated in NW002 that are currently being used for storage opportunities.

#### **Classroom Laboratory**

A classroom laboratory occupies about half of NW016 as a Ceramics Art Lab (Leonard Seppala Alternate Education), and NW007 (Art/Science Satellite 1) is 50% biological/necropsy lab with an attached instructional space occupying the other 50%.

#### Support Space

The student, staff, and faculty support space is centrally located in NW008 (Emily Ivanoff Brown Building) in between the library and testing pods.

#### **Multipurpose**

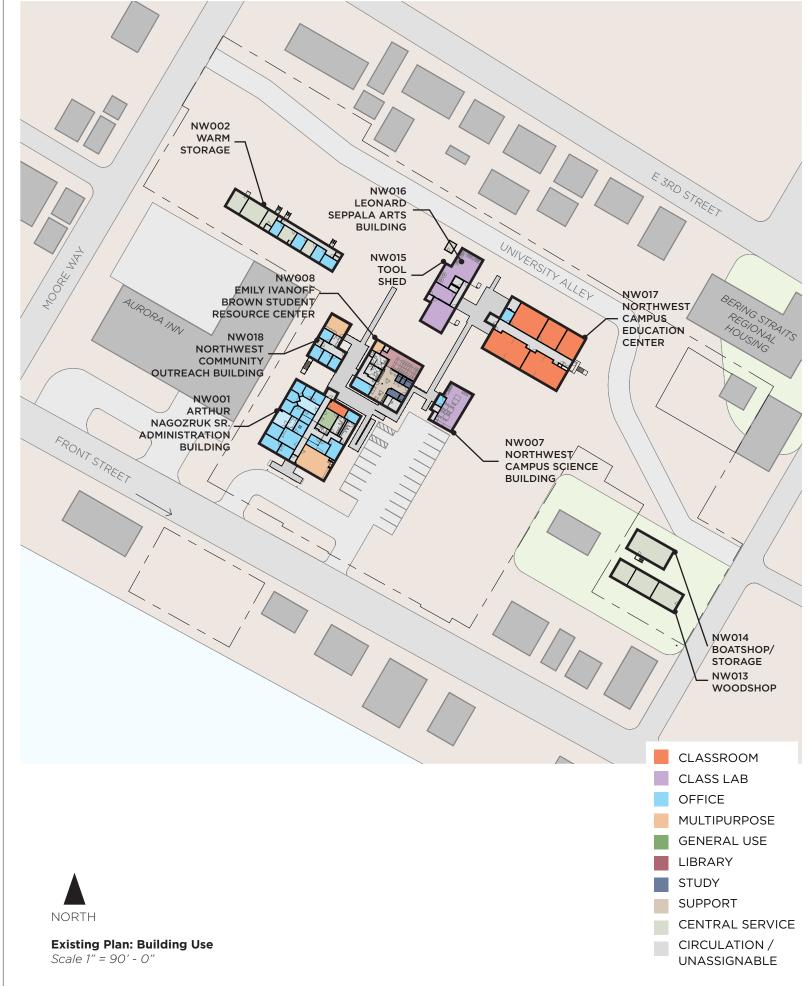
There are two dedicated multipurpose spaces located in NW001 (Nagozruk Administration) and NW018 (Community Outreach). The space in NW001 (Nagozruk Administration) is in the southeastern corner of the building and is primarily used as a flexible conference room. The space in NW018 (Community Outreach) makes up the northern portion of the building and is primarily used for lectures and video conferencing. This space is currently only accessed through a small corridor off the main entrance, as access through the exterior door on the southeast face of the building is nonfunctional. Two multipurpose classrooms are located in NW016.

#### Facility Support

The facility and storage support spaces are located primarily in NW002 (Cooperative Extension Center), NW013 (Woodshop), and NW014 (Boatshop). While there are offices identified in NW002, they are primarily being used as informal storage spaces.

#### Residential

There are no residential components at the Northwest Campus.





Northwest | Nome

Circulation



#### **Vehicular Circulation**

The Northwest Campus is primarily accessed from two points directly off Front Street, the main vehicular circulation route leading into the main adjacent parking area.

There is a secondary vehicular circulation route leading behind campus, through University Alley, that can be accessed from the two auxiliary roads, Moore Way and Campbell Way, off of Front Street.

#### Parking

There is a dedicated parking area on the east side of NWO01 (Nagozruk Administration) adjacent to NWO07 (Art/Science 1). This parking area also serves as a temporary outdoor gathering space for periodic campus events.

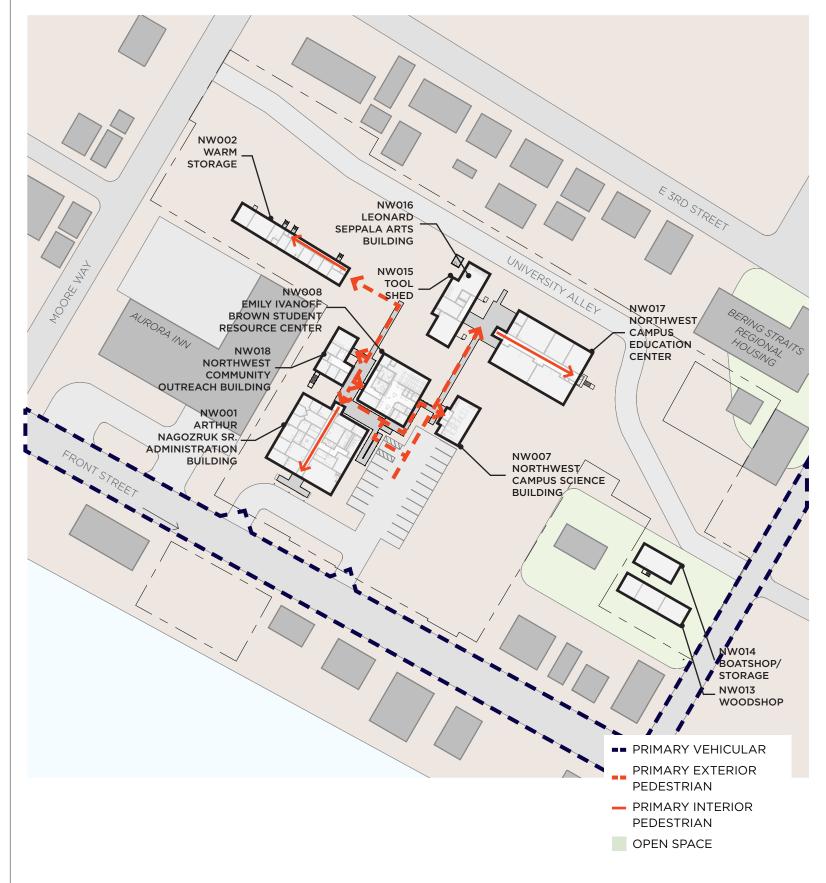
#### **Pedestrian Circulation**

The pedestrian circulation exists in the form of boardwalks distributed through campus, directly connecting to all of the building entrances, from the designated parking area. The boardwalks create a path leading from the front of campus to the area behind campus in between NWO02 (Cooperative Extension Center) and NW016 (Leonard Seppala Alternate Education).

#### **Open Space**

A highly valued UAF asset, connections to the natural environment are of paramount importance. Access to water, proximity to the natural environment, and cultural appreciation are renowned features of each of the CRCD campuses.

The parking lot on the east side of NW001 (Nagozruk Administration) also serves as an informal outdoor gathering space that hosts campus and occasional community events. There is a vacant lot, owned by UAF, across Front Street in front of the campus that is subject to beautiful waterfront views of the Bering Sea.





**Existing Plan: Circulation** Scale 1" = 90' - 0"

**Brooks Memorial Mines Building** | Fairbanks



#### **Location and Context**

The Brooks Building is located on the main Fairbanks campus. UAF CRCD administration occupies the entire building, which is one of two CRCD designated buildings on the Troth Yeddha' Campus.

The building includes a total of 22,908 GSF on part of the Native lands of the Dena people of the lower Tanana River valley.

#### Academic

Academic classrooms are located on the first and third floors of the building. On the first floor, there the second and third floors of the building. The are two classrooms located along the north and south faces of the building. The third floor, there is one classroom located along the east corner.

#### Faculty and Administration

The building is primarily composed of office spaces as it predominantly serves as the administration building. Office spaces are located on every floor of the building, where they are concentrated on the third and fourth floors. On the first floor, there is a small cluster of space on the west corner. On the second floor, there is a concentration of space located on the southeastern face. The space on the third and fourth floors primarily exists along the perimeter of the respective floor, along the east, south and west faces.

#### Study

There are multiple study spaces located between the second and fourth floors of the building. The spaces are located centrally on the second floor and at the north corner on the fourth floor.

#### Support Space

There are two support spaces located centrally on space on the second floor encompasses roughly twice as much space as that of the space on the third floor.

#### **Multipurpose**

There is one multipurpose space on the first floor that serves as a conference room, located directly adjacent to an academic classroom on the southeastern face of the building.

\*CRCD will no longer occupy space in the Brooks Building and is therefore not part of the vision of the Campus Master Plan.



**Existing Plan: Building Use** Scale 1" = 50' - 0"





**Community and Technical College** Instructional Sites

DLR Group

Campus Master Plan | Existing Campus Conditions

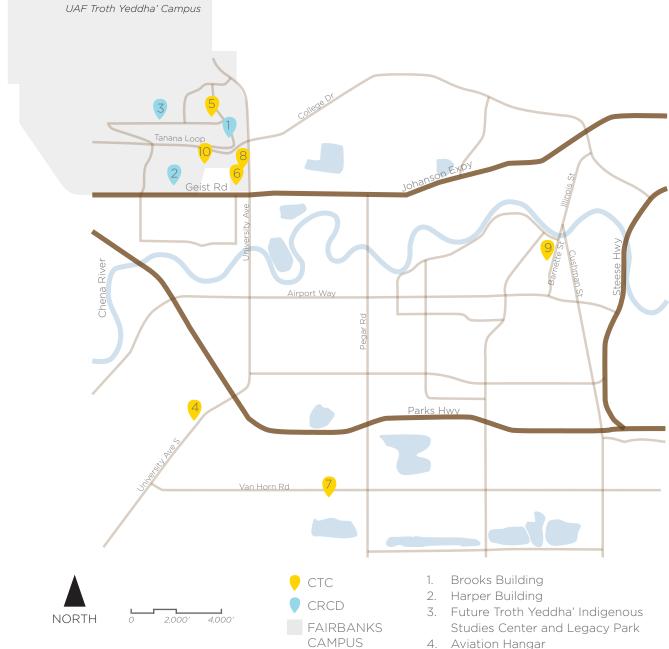
**CTC Instructional Sites** | Fairbanks

### **Overview**

UAF Community and Technical College occupies six existing sites across Fairbanks, offering degree programs in-person and online. An additional facility is planned to support future emergency services in close proximity to the main campus and adjacent CTC sites. Central administration and student services functions are located at 604 Barnette Street.

This close proximity enables programmatic and physical connections across and between the main campus and all of the CTC instructional sites. Facilities vary in occupancy density, ownership status, and programs served.

CTC leases space for programs at the Hutchison Center and Pipeline Training Center, and occupies portions of Hutchison Center within the Hutchison Institute of Technology. Detail regarding conditions for each existing site are provided within this report.





- 5. Bunnell House
- 6. Hutchison Center
- 7. Pipeline Training Center
- 8. University Park Building
- 9. 604 Barnette Street
- 10. Future Arctic Emergency Services Workforce Training Center

**Aviation Hangar** | Fairbanks

Building Use



#### **Location and Context**

The Aviation Hangar is located at 3504 University Ave. S, located 2 miles from the main Troth Yeddha' Campus on Native lands of the Dena people of the lower Tanana River. UAF-affiliated programs occupy the entirety of the 28,251 GSF building, and the Aviation Hangar is one of six instructional sites of the Community and Technical College.

#### Academic

There is a single large academic classroom located on the northeast face of the first floor, primarily used for technical lectures before transitioning to the hangar classroom lab.

#### **Faculty and Administration**

The faculty and staff offices are broken up between the two floors of the building, concentrated in the east corner on the first floor and a section of the northwest face on the second floor.

#### **Classroom Laboratory**

The classroom laboratory makes up the majority of the building (the southwest portion) including a double-height hangar space with complementing spaces serving as the primary and supporting spaces.

#### Support Space

The student, staff, and faculty support space is centrally located in NW018 (Community Outreach) in between the library and testing pods.

#### Multipurpose

The conference room sits on the northeast face of the building between the classroom and first-floor offices. Study

There is a single study space that sits centrally across the corridor from the academic classroom. This room supports a flexible program but mainly serves as a quiet focus space.

#### Residential

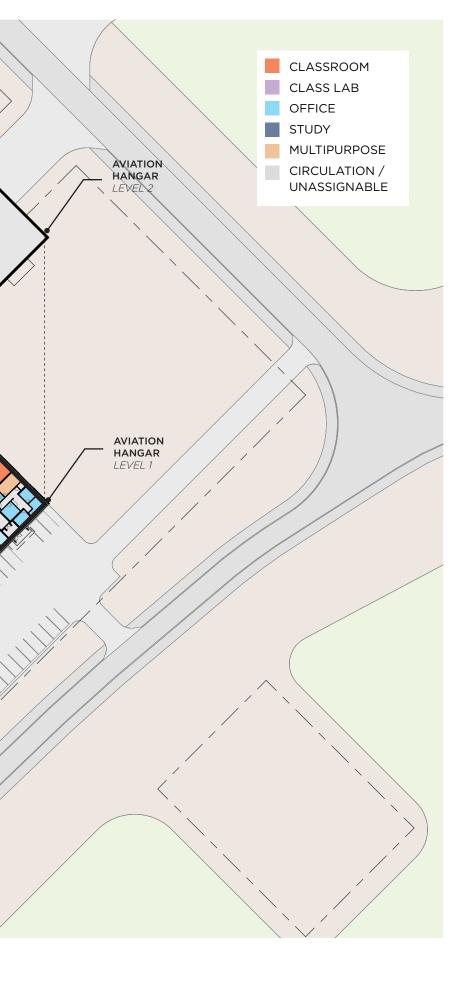
There are no residential components at the Aviation Hangar.

Scale 1" = 80' - 0"

**Existing Plan: Building Use** 

NORTH

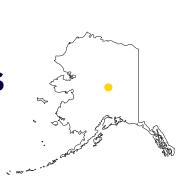
RUNNAY





Aviation Hangar | Fairbanks

Circulation



#### Vehicular Circulation

The Aviation Hangar is accessed from two points, the first from the primary vehicular circulation route, University Avenue South, and from the auxiliary road just off of University Avenue S, Float Pond Road.

#### Parking

There is a dedicated parking area directly in front of the hangar on the southeast side of the building in addition to the designated aircraft field at the back northwest side of the building.

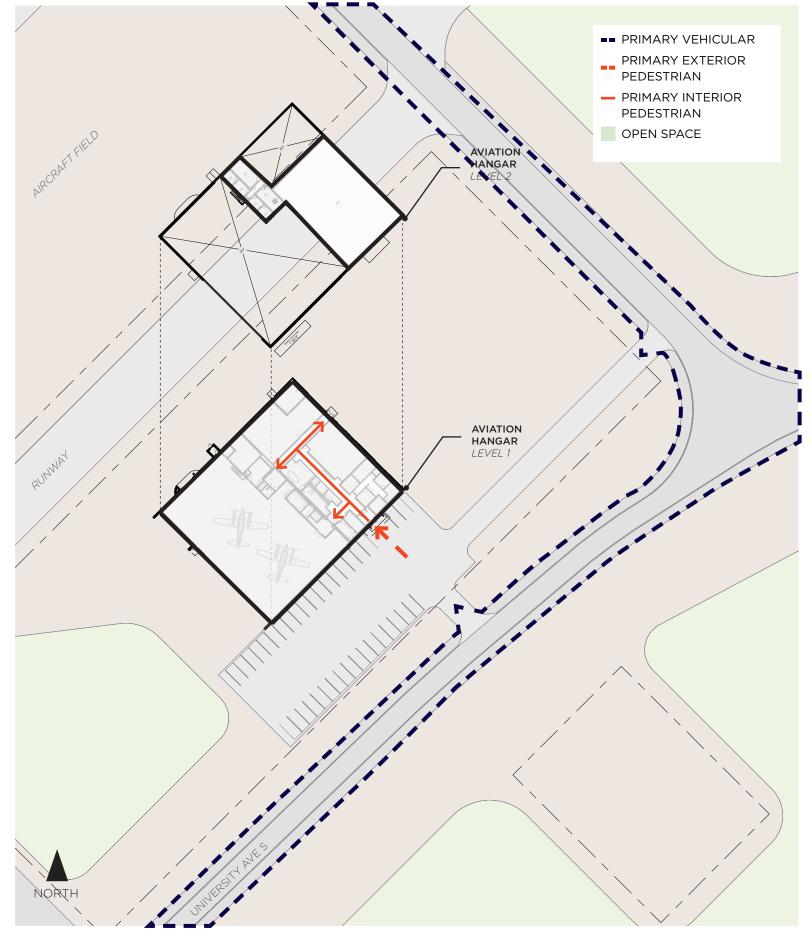
#### **Pedestrian Circulation**

The pedestrian circulation follows an informal path through the parking lot to access the main building entrance, and around the building on either side to access the aircraft field at the back of the building.

#### Open Space

A highly valued UAF asset, connections to potential expansion opportunities are of paramount importance. Connections to related adjacent aero-industry and the Fairbanks International Airport airfield is a renowned feature of the Aviation Hangar.

There are informal outdoor gathering spaces, primarily utilized for classroom lab demonstrations in the aircraft field behind the building and the parking area in front.



**Existing Plan: Circulation** Scale 1" = 80' - 0"

Bunnell House | Fairbanks

Building Use



#### Location and Context

The Bunnell House is located at 1793 Chatanika Dr, and sits on the main Troth Yeddha' Campus on Native lands of the Dena people of the lower Tanana River. UAF-affiliated programs occupy the entirety of the 2,590 GSF building, and the Bunnell House is one of six instructional sites of the Community and Technical College.

The college intends to completely vacate Bunnell House and relocate programs to an existing facility, due to limitations from the current condition, configuration and access needs.

#### Academic

There are no academic classroom components at the Bunnell House.

#### Faculty and Administration

Faculty and administration offices occupy the remaining third floor of the Bunnell House, including the relevant support spaces.

#### **Classroom Laboratory**

The first two floors of the Bunnell House are composed of classroom laboratories dedicated to the Early Childhood Lab Program.

Classroom laboratories dedicated to the Early Childhood Lab Program fill the first two floors of the Bunnell House.

#### Study

There is a single study space that sits centrally across the corridor from the academic classroom. This room supports a flexible program but mainly serves as a quiet focus space.

#### Residential

There are no residential components at the Bunnell House.



**Existing Plan: Building Use** Scale 1" = 20' - 0"



**604 Barnette Street** | Fairbanks

Building Use



#### **Location and Context**

The Downtown Center is located at 604 Barnette St., 4 miles from the main Troth Yeddha' Campus on Native lands of the Dena people of the lower Tanana River. UAF-affiliated programs occupy the entirety of the 80,330 GSF building, and the Downtown Center is one of six instructional sites of the Community and Technical College.

#### Academic

Academic classrooms are distributed across all four floors of the Downtown Center building. On the first floor, classrooms are located on the west side of the building on either side of an auxiliary pedestrian corridor. On the second floor, classrooms are located centrally and along the north face of the floor bookending a small collection of offices. On the third floor, classrooms make up the majority of the composition occupying most of the northern face and the central area. On the fourth floor, there are two spaces located along the northern face of the floor in addition to two centrally located classrooms, split by a classroom laboratory.

#### **Faculty and Administration**

Academic classrooms are distributed across all four floors of the Downtown Center building. On the first floor, classrooms are located on the west side of the building on either side of an auxiliary pedestrian corridor. On the second floor, classrooms are located centrally and along the north face of the floor bookending a small collection of offices. On the third floor, classrooms make up the majority of the composition occupying most of the northern face and the central area. On the fourth floor, there are two spaces located along the northern face of the floor in addition to two centrally located classrooms, split by a classroom laboratory.

#### **Classroom Laboratory**

The classroom laboratories are mainly split between the first and fourth floors of the building, with two small spaces located on the second floor. On the first floor, the classroom laboratories are scattered from the southern face to the western face, and a couple more centrally located spaces. On the second floor, the two spaces exist along the eastern and northern faces of the floor. On the fourth floor, classroom laboratories occupy the entire space along the western face, a small portion along the northern face, and the majority of the central space, coupled with two academic classrooms.

#### Study

There are dedicated study spaces located on all four floors, all of which are located along the southwestern portion of their respective floors.

#### **Open Technology Lab**

The open technology labs sit along the southern face of the third floor across from the central set of academic classrooms.

#### General Use/Wellness

There is a dedicated faculty/staff wellness space located in the southwest corner of the first floor, along 7th Avenue.

#### Support

There are small, dedicated staff, faculty, and student lounge spaces centrally located on the second and fourth floors, complimented by a large support space along the northern face of the first floor.

#### **Multipurpose**

There are small multipurpose rooms centrally located on the second floor and a small space along the southern face of the fourth floor, primarily used as conference rooms.

#### Residential

There are no residential components at the Community and Technical College.







**Existing Plan: Building Use** Scale 1" = 90' - 0"

604 Barnette Street | Fairbanks Circulation



### Vehicular Circulation

The Downtown Center is located on the primary vehicular route, Barnette Street. There are two points of vehicular access into a shared parking lot from the auxiliary roads, 6th Avenue and 7th Avenue off Barnette Street.

#### Parking

There are two dedicated parking areas that support the Downtown Center. One directly adjacent on the west side of the building and one to the south across 7th Avenue. The north parking lot is a shared lot with the First Baptist Church on the adjacent lot. Currently, there is no formal documentation regarding the area's use. The south parking area sits in a lot already owned by UAF but does not include the parcel that is privately owned.

There is a parking structure located across Barnette Street on the east side of the building that is not highly utilized due to difficulty maintaining; UAF currently leases a section of the garage to the State of Alaska and it helps CTC meet parking spot requirements set by the City of Fairbanks.

#### **Pedestrian Circulation**

The primary pedestrian circulation exists as sidewalks along Barnette Street, 6th Avenue, and 7th Avenue, with building entrances on each of the denoted routes.

The Downtown Center is also located 0.3 miles from the Max C. Lyon Transit Center, a culmination point of seven separate transit routes.

#### **Open Space**

A highly valued UAF asset, connections to potential expansion opportunities are of paramount importance. Proximity to industrial and experiential learning sites are renowned features of each of the CTC Instructional Sites.

There is an informal gathering space on the west side of the building, in what is currently the dedicated parking area.







**Existing Plan: Circulation** Scale 1" = 90' - 0"

Hutchison Center | Fairbanks Building Use



#### **Location and Context**

The Hutchison Center is located at 3750 Geist Rd, 0.1 miles from the main Troth Yeddha' Campus on Native lands of the Dena people of the lower Tanana River. UAF-affiliated programs occupy 50,334 GSF of leased space of the high school, and the Hutchison Center is one of six instructional sites of the Community and Technical College.

The Community and Technical College occupies four areas of space located in the northeast, southwest, and east areas of the Hutchison Center. These occupy portions of the Hutchison Institute of Technology, serving the following programs:

- Automotive Technology
- Culinary Arts & Hospitality
- Diesel/Heavy Equipment
- Welding & Materials Technology

#### Academic

Academic classrooms are located in each section that the CTC occupies, varying from a small space tucked in the corner to a collection of space against the overall area face.

#### **Faculty and Administration**

Faculty and administration offices exist in small numbers of one to three spaces in three of the four areas occupied by the CTC.

#### Classroom Laboratory

Classroom laboratories are also located in each respective CTC section and account for the majority of space occupied. These classroom laboratories are utilized across varying programs including Culinary, Automotive Technology, Diesel and Heavy Equipment, General and Aviation Welding and Painting, and Emergency Medical Services simulation.

#### **Open Technology Lab**

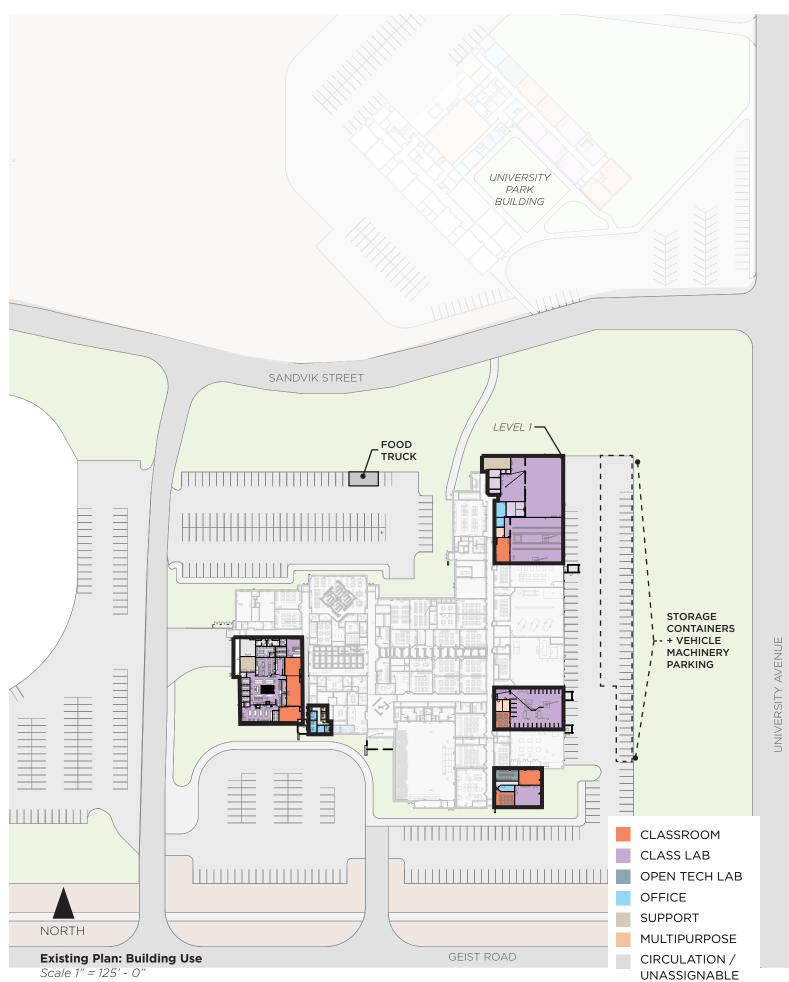
There is a single open technology lab space located in the southern corner of the building, currently occupied by the EMS Simulation program.

#### Support

There are two support spaces located along the face in the eastern area (Culinary) and along the northern face of the northeast area (Automotive Tech).

#### Residential

There are no residential components at the Hutchison Center.



Hutchison Center | Fairbanks

Circulation



DLR Group

#### Vehicular Circulation

The Hutchison Center sits on the corner of two main vehicular circulation routes, University Avenue and Geist Road. The campus can be accessed directly from Geist Road and from Sandvik Street, an auxiliary road connecting directly to University Avenue, both connecting to a central vehicular route with parking sitting on either side.

#### Parking

There are dedicated parking lots surrounding Hutchison, but they are primarily concentrated on the directly adjacent north and south sides, with an extended lot on the other side of the central vehicular circulation route.

#### **Bus Stop**

There is an existing bus stop near the corner of University Avenue and Sandvik Street, toward the north end of the Hutchison property.

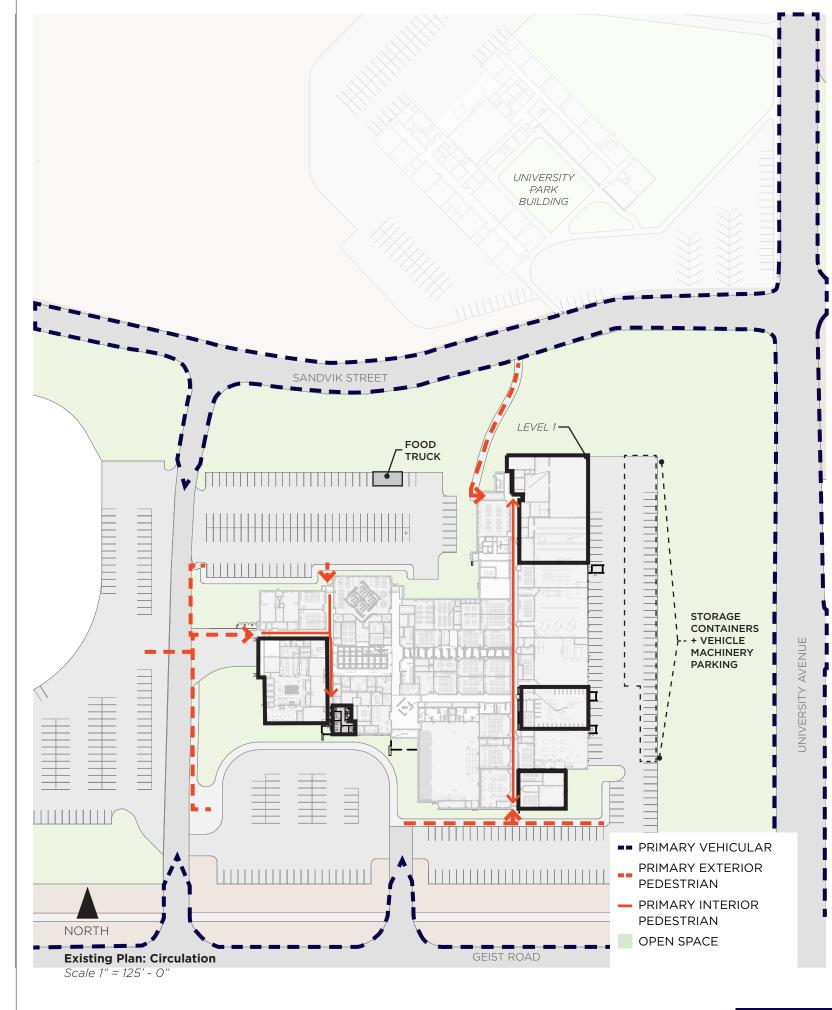
#### **Pedestrian Circulation**

With four exterior access points, the pedestrian circulation path primarily flows from the respective adjacent parking spaces to the nearest entrance. Additionally, there is an informal pedestrian path on the north end of the site that connects the north end of the building to Sandvik Street. Its primary use is as a connection between Hutchison and University Park Building.

#### **Open Space**

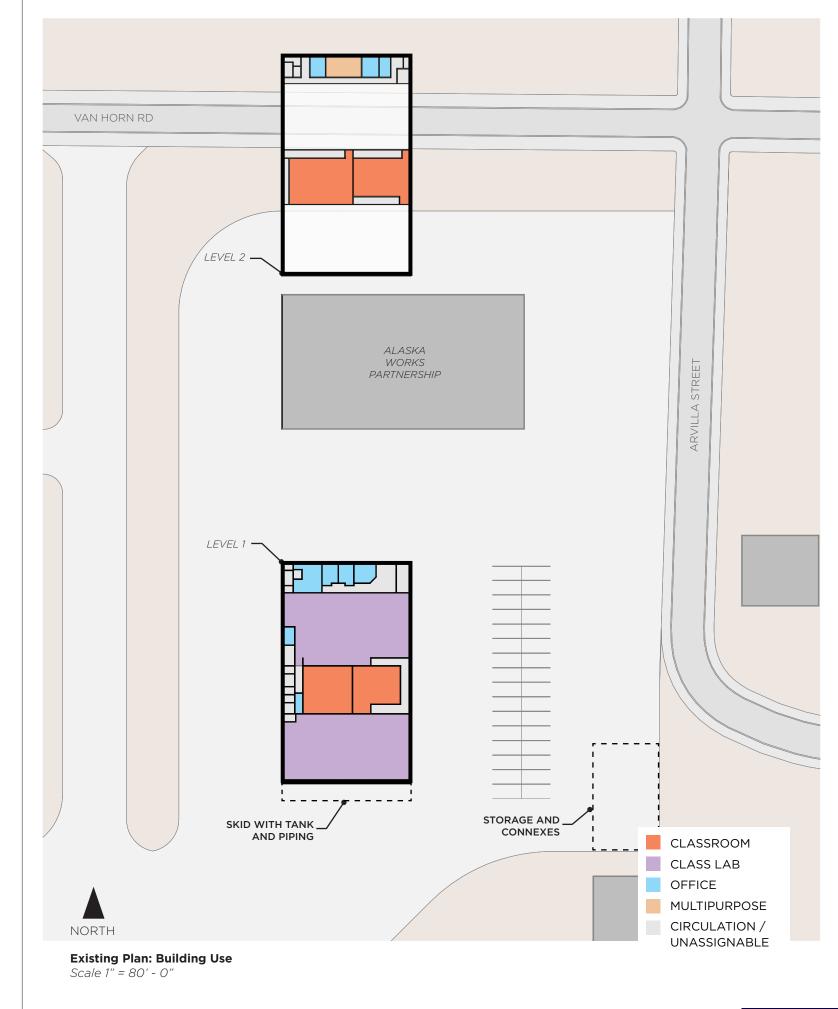
A highly valued UAF asset, connections to potential expansion opportunities are of paramount importance. Proximity to industrial and experiential learning sites are renowned features of each of the CTC Instructional Sites.

There are informal gathering spaces on the north end of the site. The spaces are complemented by a college-affiliated food truck and a pedestrian circulation path that connects the Hutchison Center to University Park Building.



**Pipeline Training Center** | Fairbanks Building Use





#### **Location and Context**

The Pipeline Training Center is located at 3605 Cartwright Ct., located 5 miles from the main Troth Yeddha' Campus on Native lands of the Dena people of the lower Tanana River. UAF-affiliated programs occupy the entirety of the leased 6,535 GSF building, and the Pipeline Training Center is one of six instructional sites of the Community and Technical College.

#### Academic

Academic classrooms are directly adjacent and centrally located on the first and second floors of the building.

#### Faculty and Administration

Faculty and administration offices are split between the floors where the offices are grouped along the northern face of the first and second floors of the building.

#### **Classroom Laboratory**

The majority of the building is occupied by two large classroom laboratories, dedicated to shop space and a machine technology space.

### Multipurpose

The conference room is located in between the group of offices on the second floor.

#### Support

There are informal support areas located on the second floor that are utilized by all user groups.

#### Residential

There are no residential components at the Pipeline Training Center.

\*Under this Master Plan, no physical or function changes are envisioned for the Pipeline Training Center over the next 7-10 years.

DLR Group

**Pipeline Training Center** | Fairbanks Circulation



#### **Vehicular Circulation**

The Pipeline Training Center sits on the adjacent site to the main vehicular circulation path, Van Horn Road. The building can be accessed two ways, both from auxiliary roads directly connected to Van Horn Road - Cartwright Court on the west side and Arvilla Street on the east side.

#### Parking

There is designated parking located off the east side of the building, adjacent to Arvilla Street. Parking can also be accessed from Cartwright Court, by driving around the south side of the building.

#### **Bus Stop**

There are two bus stops located within a 2-mile radius of the Pipeline Training Center. The first is a bus stop located along the Orange Line transit route located 0.7 miles away from the main building, and the second is located along the Red Line transit route 1.4 miles away from the building.

#### **Pedestrian Circulation**

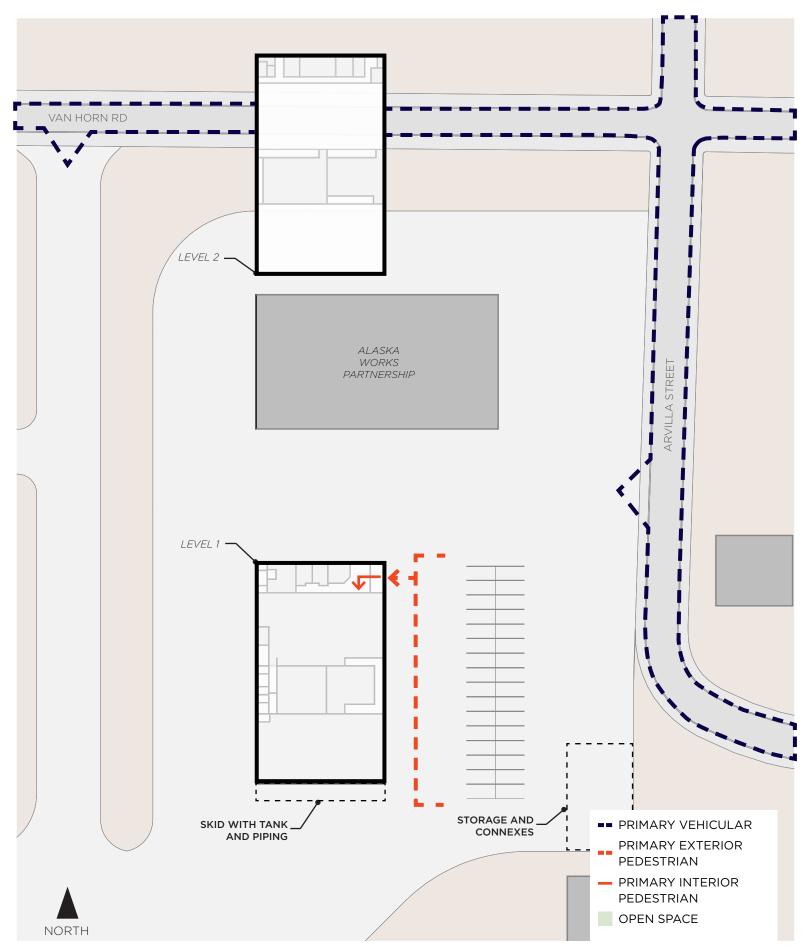
The pedestrian circulation path follows a direct route from the parking area to the main entrance of the building.

#### Open Space

A highly valued UAF asset, connections to potential expansion opportunities are of paramount importance. Proximity to industrial and experiential learning sites are renowned features of each of the CTC Instructional Sites.

There are informal gathering spaces on the south and east end of the site in what is currently the designated parking area.

\*Under this Master Plan, no physical or function changes are envisioned for the Pipeline Training Center over the next 7-10 years.



**Existing Plan: Circulation** Scale 1" = 80' - 0"

University Park Building | Fairbanks Building Use



University Park Building is located at 1000 University Ave, 0.5 miles from the main Troth Yeddha' Campus on Native lands of the Dena people of the lower Tanana River. UAF-affiliated programs occupy portions of the 41,720 GSF building, and the University Park Building is one of six instructional sites of the Community and Technical College.

#### Academic

There are four academic classrooms located along the northeastern and southeastern faces of the occupied wing.

#### Faculty and Administration

The faculty and administration offices are located along the southeastern face of the central occupied area and in the northern corner of the occupied wing.

#### **Classroom Laboratory**

There are five classroom laboratory spaces located along the northeastern and southwestern faces of the occupied wing, in between the academic classrooms.

#### **Multipurpose**

There is a large centrally located multipurpose space that sits between the two wings across from the faculty and administration offices.

#### Facility Support

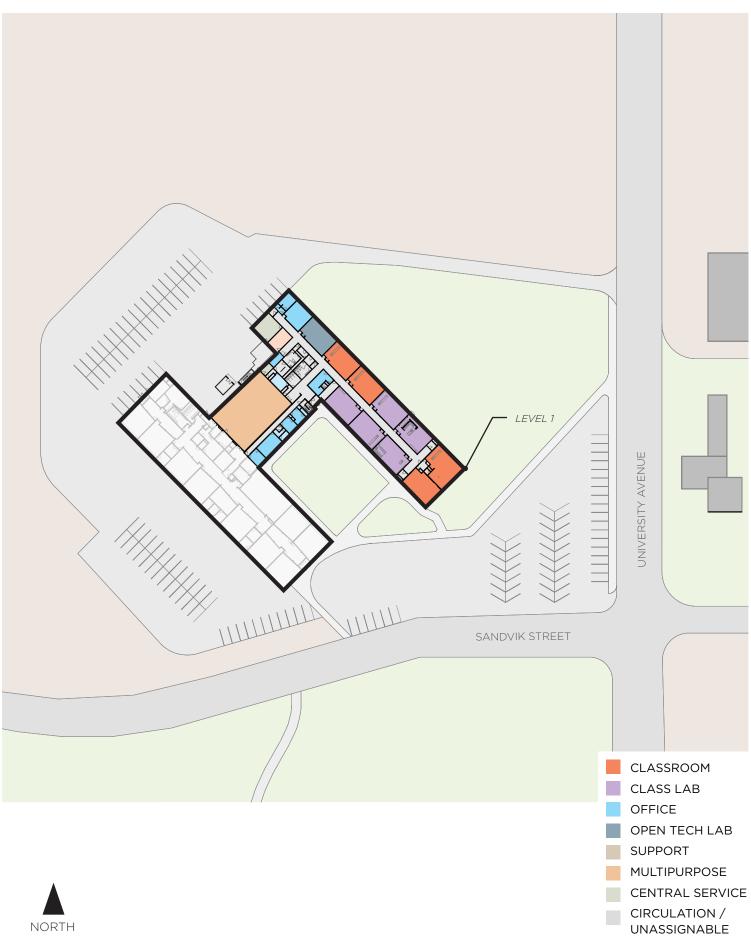
There is a small storage space at the northern corner of the occupied wing of University Park Building.

#### Research

The unaffiliated wing of the building primarily supports research storage.

#### Residential

There are no residential components at University Park.





**Existing Plan: Building Use** Scale 1" = 100' - 0"



University Park Building | Fairbanks Circulation



University Park Building sits on the corner of the main vehicular circulation route of University Avenue and the auxiliary road, Sandvik Street. There is a main entry point off Sandvik Street that allows for access to the front-facing area of the parking lot and a secondary entry off University Avenue that leads primarily to the parking lot at the back of the building.

#### Parking

There is a dedicated parking lot that surrounds the building on its north, south, and west sides, while more direct access to the building's main entrances is from the south.

#### **Bus Stop**

There is an existing bus stop near the corner of University Avenue and Sandvik Street toward the north end of the Hutchison property.

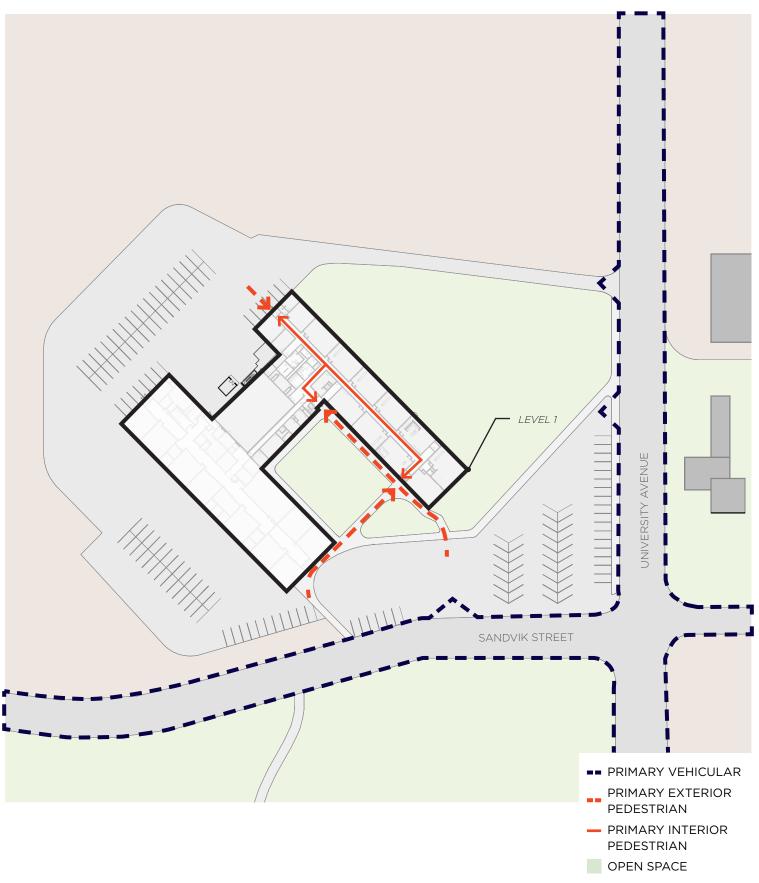
#### **Pedestrian Circulation**

Vehicular Circulation

There are formal and informal pedestrian paths leading around the south end of the building and around the courtyard between the two wings. The circulation paths in the courtyard allow for the most direct front main entrance access. Pedestrians may use the paths along the main vehicular circulation to travel to and from the site.

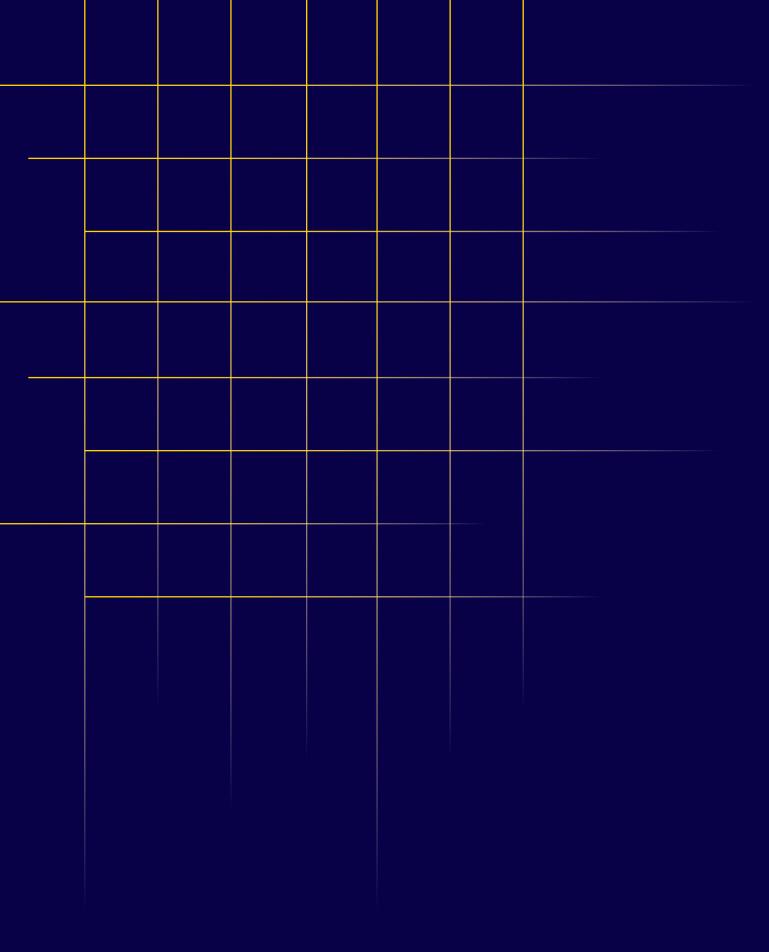
A highly valued UAF asset, connections to potential expansion opportunities are of paramount importance. Proximity to industrial and experiential learning sites are renowned features of each of the CTC Instructional Sites.

There are two outdoor gathering spaces on the site, located in the courtyard between the two wings of the building and the area on the east side of the building. The central courtyard gathering space is the more formal of the identified spaces, while the eastern space is the larger of the two spaces.





**Existing Plan: Circulation** Scale 1" = 100' - 0"





SPACE NEEDS SUMMARY

### INTRODUCTION

The space analysis detailed in this section includes a comprehensive analysis of all assignable space on the UAF CRCD campuses and CTC instructional sites. This analysis provides the baseline assumptions that inform development of the respective plans in Section 4. Space types were examined and evaluated as part of the space needs analysis using industry-recognized metrics and campus-wide stakeholder feedback.



Bristol Bay | Dillingham

#### Initial Analysis

The Bristol Bay Campus includes three buildings totaling 20,217 GSF. The majority of assignable space is devoted to classroom, classroom laboratory, office, and residential space. The campus has a limited number of support spaces with no designated central storage. Office space findings indicated a surplus of space. Several categories appeared in deficit of space, including classroom, general purpose, lounge, and storage space. Recognizing this as a campus that includes residential space, however does not have student housing, there is a higher need for general purpose and student support space; so that students have a place to gather. The above is represented in the initial space needs calculations.

#### Workshop Outcomes

The workshop feedback provided confirmation of a need for additional facility support space including secure storage for academic supplies, facility materials, seasonal items, and welding equipment. The campus indicated a need to create partnership workshop or garage space for use by the campus and the community. Workshop participants discussed how to accommodate growing arts and hospitality based programs that may need classroom space in the future. Classroom space was adjusted in the analysis to represent the anticipated program growth. An adaptable community makerspace was discussed as an opportunity to develop a space that can serve the community, be flexible for various program needs, present innovation opportunities, and create partnership potential. Space needs were adjusted to represent this adaptable makerspace need in the general purpose space category.

#### **Final Analysis Results**

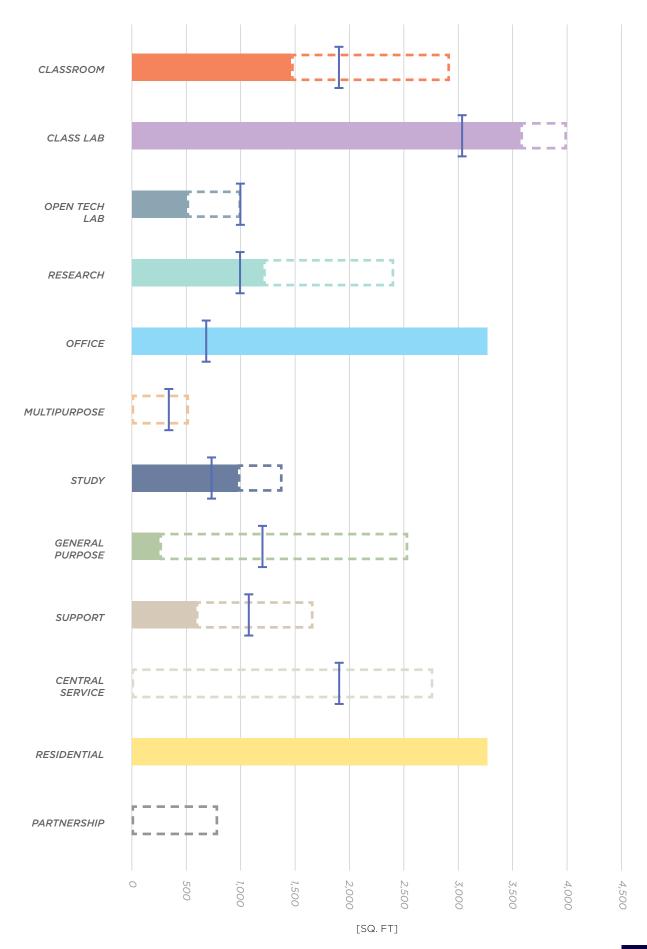
The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Bristol Bay analysis indicates the following:

#### Surplus Categories: Office

**Deficit Categories:** Classroom, Classroom Laboratory\*, Technology Open Laboratory\*, Research\*, Conference\*, Study\*, General Purpose, Lounge, Central Service

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need

- Indicates Future Benchmark Line



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Campus Master Plan | Space Needs Summary

Chukchi | Kotzebue

#### Initial Analysis

The Chukchi Campus includes one building totaling 10,362 GSF. The majority of space on the campus is assigned to office, classroom, and classroom laboratory space. There is limited student support and facility support space. Initial findings indicate a need for collaborative areas including, multipurpose space, lounge space, and conference space. Findings also indicated a small amount of storage space. Except for office space, each space category was found to be in a deficit for future needs. Conversations with the campus indicated the library was used by the wider community as well as the Chukchi Campus. Therefore, study and library space was assessed using two population needs: the campus enrollment and the community use. This indicated a need for additional space to align with the users of the space.

#### Workshop Outcomes

The workshop confirmed several of the needs indicated in the initial analysis. The campus voiced a need for multipurpose room that could be adapted for community use or events. The additional need for library space due to the use from community patrons aligned with the extended space needs, as noted in the initial analysis. Storage space to support the campus does not currently exist, and an immediate need is secure outer storage space to accommodate outdoor equipment. The space needs for Chukchi were verified to be in alignment with the workshop feedback, with a small adjustment to include the multipurpose room need in the general purpose category.

#### **Final Analysis Results**

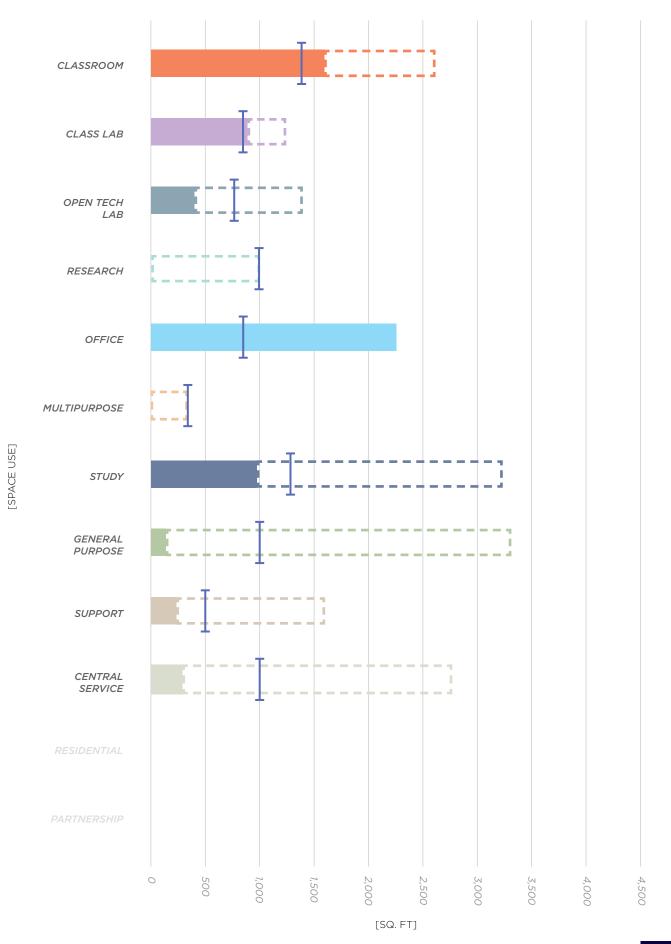
The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Chukchi analysis indicates the following:

Surplus Categories: Office

**Deficit Categories:** Classroom, Classroom Laboratory\*, Technology Open Laboratory, Research, Conference\*, Study, General Purpose, Lounge, Central Service

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need

- Indicates Future Benchmark Line



Campus Master Plan | Space Needs Summary

### Interior Alaska | Fairbanks & Tok

#### Initial Analysis

The Interior Alaska Campus includes one building in Fairbanks totaling 14,146 GSF and two buildings in Tok totaling 7,775 GSF. The majority of space on campus is assigned to office facility categories including offices, conference rooms, and office support space. Several space categories appeared to be in a deficit, including research, general purpose, and central service space. The assignable square feet of surplus were close to being equal to the amount of square feet in deficit, presenting an opportunity to reimagine and repurpose several spaces to better support the space needs of the campus.

#### Workshop Outcomes - Harper

The workshop emphasized the more adaptive opportunities in space development that could accommodate multiple uses. The campus currently has a multipurpose room, the Great Hall, that is used as conference, event, and lounge space but represented in the initial analysis as conference. This room is used heavily and the campus needs more spaces that are established to serve multiple functions. There is program growth in unique programs to the campus such as the Indigenous Applied Arts Program that could utilize existing classrooms type space if those rooms were more adaptable in their setup and provided storage. Space needs were adjusted to provide for additional multipurpose space, represented in general use, that could serve the campus for meetings, classes, study, or community events and workshops.

#### Workshop Outcomes - Tok

The space needs for the Tok instructional site were encompassed in the Interior Alaska initial analysis. The workshop provided additional context to better represent the individual needs of the Tok site. The square footage for each space category was determined to be generally sufficient for the needs of the site; however, the layout was functionally difficult and would need to be adapted. It was indicated in the workshop that there is a need for an additional apartment for visiting staff or faculty, and there was limited student study or lounge space in the building. The space needs were adjusted to represent the additional lounge and study space need on the Tok site.

#### Final Analysis Results

The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Interior Alaska analysis indicates the following:

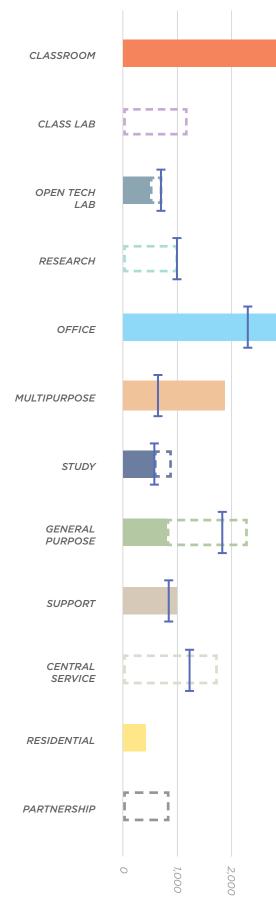
Surplus Categories: Office, Conference\*\*

**Deficit Categories:** Classroom\*, Classroom Laboratory, Technology Open Laboratory, Research, Study\*, General Purpose, Lounge\*, Central Service

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need

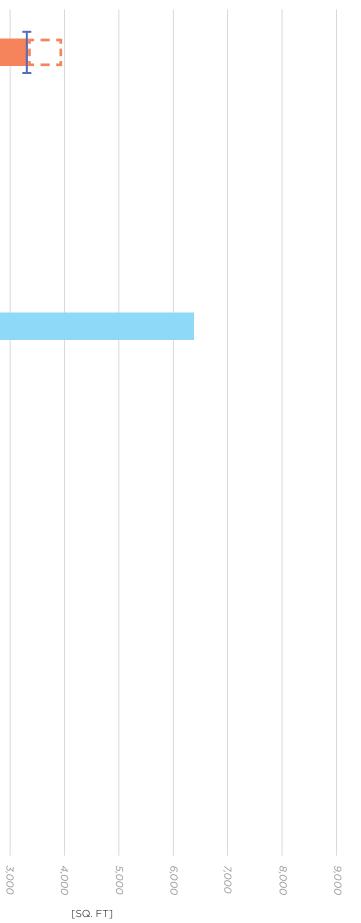
\*\*Conference on the Interior Alaska Campus includes the Great Room which is used for multiple purposes. Though space appears in surplus, it is serving multiple functions not represented in calculations.

- Indicates Future Benchmark Line



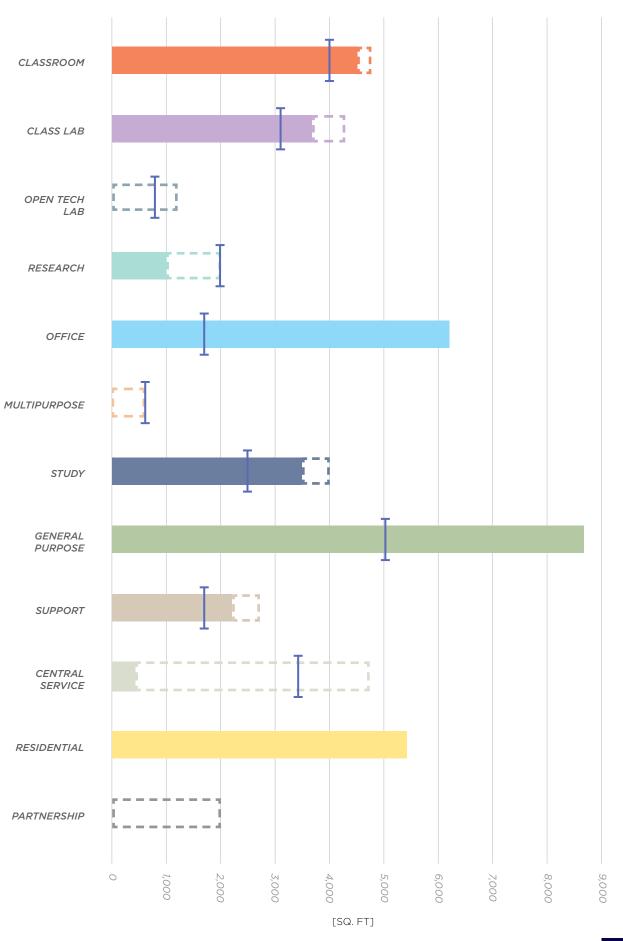
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Campus Master Plan | Space Needs Summary

### Kuskokwim | Bethel



#### Initial Analysis

The Kuskokwim Campus includes six buildings totaling 51,774 GSF. The Kuskokwim Campus is unique among CRCD campuses due to its variety of space types, including residential space and general purpose space that supports the more residential nature of the student population which uses athletic and recreational space. The campus includes research space in support of the university's strategic initiatives to develop research opportunities. The space categories of classroom, classroom laboratory, study, and lounge space align with benchmarking needs assessments. The initial analysis indicated a surplus in office and general purpose space. The general purpose space is primarily due to museum space, which is not a factor in benchmarking calculations. The campus appeared to be limited in central service space, indicating a need for additional storage space.

#### Workshop Outcomes

The workshop to review Kuskokwim space analysis and needs provided additional context for space categories that appeared in surplus through initial assessment and confirmed the need for space in deficit categories. Several rooms designated as offices in the assessment will be adapted to health science space to support growing programs, reducing the amount of office space currently shown in surplus. The workshop confirmed the initial analysis needs for designated central warm storage space. Storage is currently in rooms that were intended for additional functions, and facility service storage is needed. The campus indicated a need for a community workshop space that had the potential to serve in partnership with outside vendors or as rentable space that can be adapted to informal events and classes as needed. The workshop indicated that informal student study and lounge space to support commuting and residential students was not well defined and would benefit their makeup of students. Space needs were refined to accommodate the additional informal study space and potential partnership space.

#### **Final Analysis Results**

The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Kuskokwim analysis indicates the following:

Surplus Categories: Office, General Purpose\*\*

**Deficit Categories:** Classroom\*, Classroom Laboratory\*, Technology Open Laboratory\*, Research\*, Conference\*, Study\*, Lounge, Central Service

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need.

\*\*General Purpose space on the Kuskokwim Campus includes Museum assigned spaces not represented in calculations.

- Indicates Future Benchmark Line

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Campus Master Plan | Space Needs Summary

Northwest | Nome

#### Initial Analysis

The Northwest Campus includes nine buildings totaling 21,570 GSF. The majority of space on campus is assigned to classrooms, classroom laboratory, office, and central service. The analysis shows a deficit of space in several student support categories including general purpose, study, and lounge space.

#### Workshop Outcomes

The workshop provided context for the surplus of space seen in the initial analysis for office and central service. Several office spaces on the campus are not functional, reducing the amount of office space that could be used. These spaces could be redeveloped for alternative use. The central service space encompasses a boat shop and wood shop that serve the campus and community. Though central service appears to fall outside of benchmarking estimates, in practice it is in a deficit due the need for additional warm storage to support facility maintenance and equipment. Several growing programs on the campus drive a need for classroom laboratory space, including the HLRM program. The location of the campus provides some research opportunities, particularly for adaptable research space in support of expedition storage or visiting researchers. The initial analysis was adjusted to incorporate the growing program needs in classroom laboratory space.

#### **Final Analysis Results**

The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Northwest analysis indicates the following:

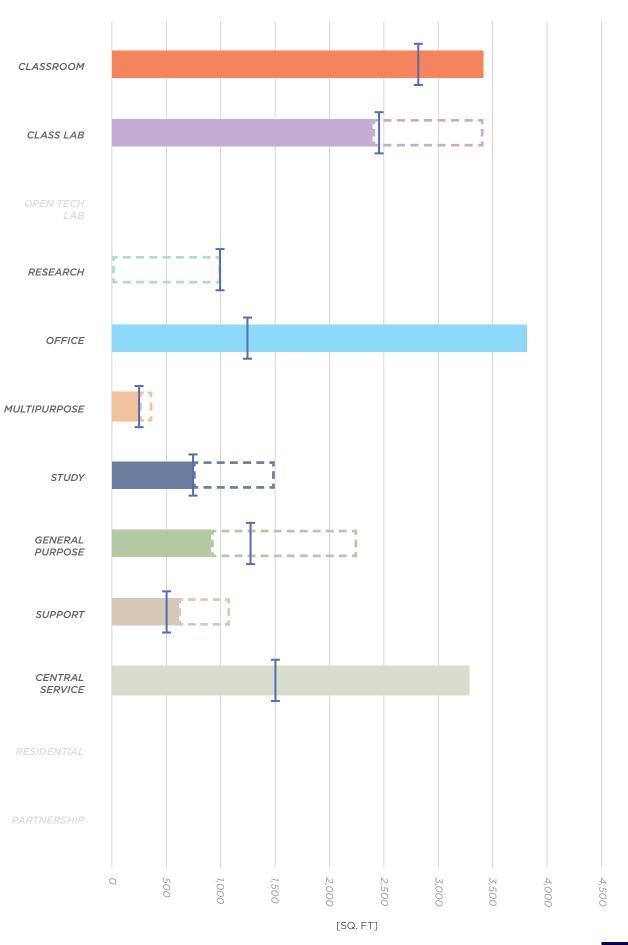
**Surplus Categories:** Classroom\*, Office, Central Service\*\*

**Deficit Categories:** Classroom Laboratory\*, Research, Conference\*, Study\*, General Purpose, Lounge\*

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need

\*\*Central Service space on the Northwest campus includes shop facilities used by the community but not represented in needs calculations.

- Indicates Future Benchmark Line



USE]

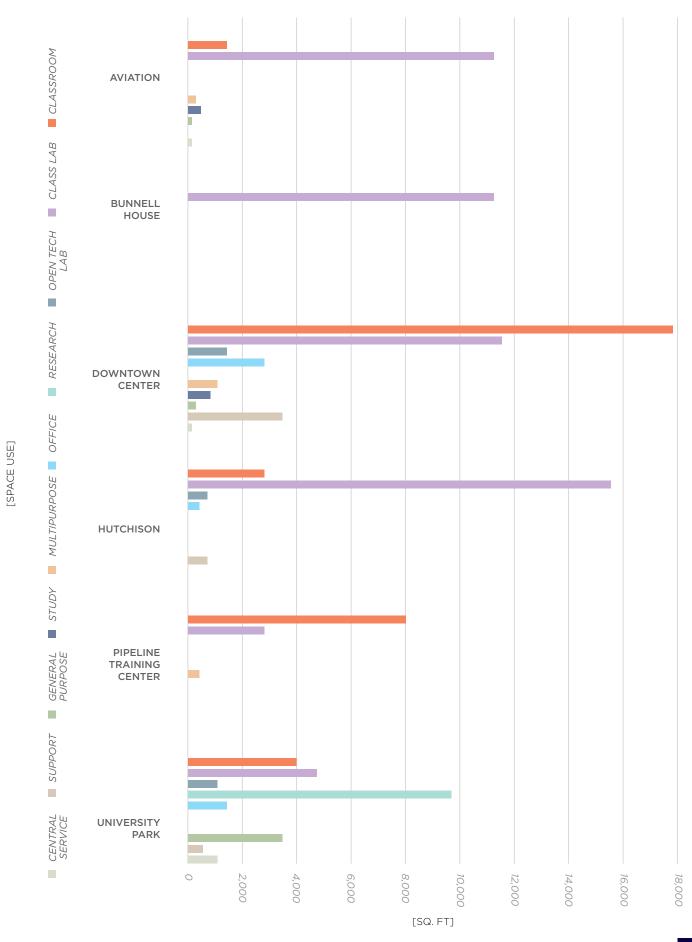
[SPACE |

Campus Master Plan | Space Needs Summary

### CTC Instructional Sites | Fairbanks

#### Overview

CTC is a college that includes five separate instructional sites with varying space needs. For this portion of the analysis, each site was considered individually, and space needs were projected on a program level with significant input from CTC faculty, staff and administration. The majority of space across CTC is dedicated to Classroom Laboratory, Classrooms, and Offices. Many CTC buildings have a limited amount of facility support space and student community-driven spaces. This is most likely due to the nature of the campus being split across multiple sites with focused individual programs. Benchmarking is limited to the categories represented in the current facilities due to the instructional site space assessment instead of an overarching campus analysis.



Campus Master Plan | Space Needs Summary

**Aviation Hangar** | Fairbanks

#### Initial Analysis

The Aviation Hangar totals 28,251 GSF. The hangar is primarily dedicated to classroom laboratory space, and initial benchmarking represented a surplus in classroom laboratory space. Classroom laboratory calculations were adjusted to align with the space needs of a typical aviation hangar in support of the program occurring in the hangar.

#### Workshop Outcomes

The workshop to review the Aviation Hangar focused on several new programs due to industry growth in the area. Aviation Hangar is the instructional site for CTC with the highest deficit in space related to future needs. The future programming reviewed the impacts to space needed to support moving aviation painting and welding from Hutchison Center. The addition of drone mechanics and control tower training programs further increased the space needs for the site. This results in a large deficit in classroom laboratory space and additional office needs to support control tower activities. New programs on the site lead to strain on student-centered spaces such as study areas. These additional programs represented in the workshop were added to the calculations driving a significant deficit in all space categories.

Furthermore, the 2023 CTC Aviation Strategic Plan identifies the implementation of a Flight School anticipated to revitalize the Professional Piloting Degree Program to include concentrations for Rotor- and Fixed-wing flight instruction.

#### **Final Analysis Results**

The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Aviation Hangar analysis indicates the following:

Surplus Categories: N/A

Deficit Categories: Classroom, Classroom Laboratory, Office, Conference, Study, Central Service

- Indicates Future Benchmark Line

CLASSROOM CLASS LAB OFFICE MULTIPURPOSE USE] [SPACE | STUDY CENTRAL SERVICE 3,000



Campus Master Plan | Space Needs Summary

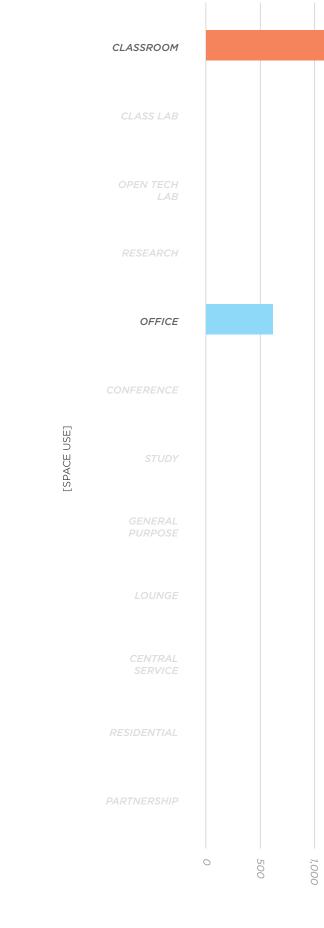
### **Bunnell House** | Fairbanks

#### Initial Analysis

Bunnell House totals 2,590 GSF dedicated to Early Childhood Lab School. The spaces within Bunnell House are primarily multipurpose childcare facilities used for teaching students methods involving childcare and providing an early childhood care service to the community. Space assessment for Bunnell House primarily focused on the programming in Bunnell moving to University Park Building due to the anticipated vacating of the building. Space needs were limited to a benchmarking of today's needs and did not include future programming. The future programming of the programs in Bunnell House are included in University Park Building, the anticipated space assignment of early childhood programs.

#### Final Analysis Results

The Bunnell House will be removed from the UAF facilities inventory.





Campus Master Plan | Space Needs Summary

604 Barnette St. | Fairbanks

#### Initial Analysis

The Downtown Center building totals 80,330 GSF. Initial assessment of the building indicated a significant surplus in instructional and administrative spaces with a deficit in student community, space such as study and general purpose areas, as well as facility support space for storage.

#### Workshop Outcomes

The workshop incorporated feedback from individuals representing various programs that utilize the space. Since the building supports many programs, there is a duplication of supportbased rooms, so that space benchmarking may overstate the surplus amount. At the program level, spaces function well for many of the programs in the building. Allied Health indicated the intention to bring back a more robust dental hygiene program. This would result in additional classroom laboratory space to support the specific equipment needed for teaching. The future needs benchmarking was adapted to include this program growth. The workshop discussed opportunities to share spaces such as lounges, breakrooms, and classrooms. The building space supports future growth and remains in surplus if programs adapt to a shared space model. This would present opportunities for the Downtown Center building to build partnerships with outside entities in community support or research.

#### **Final Analysis Results**

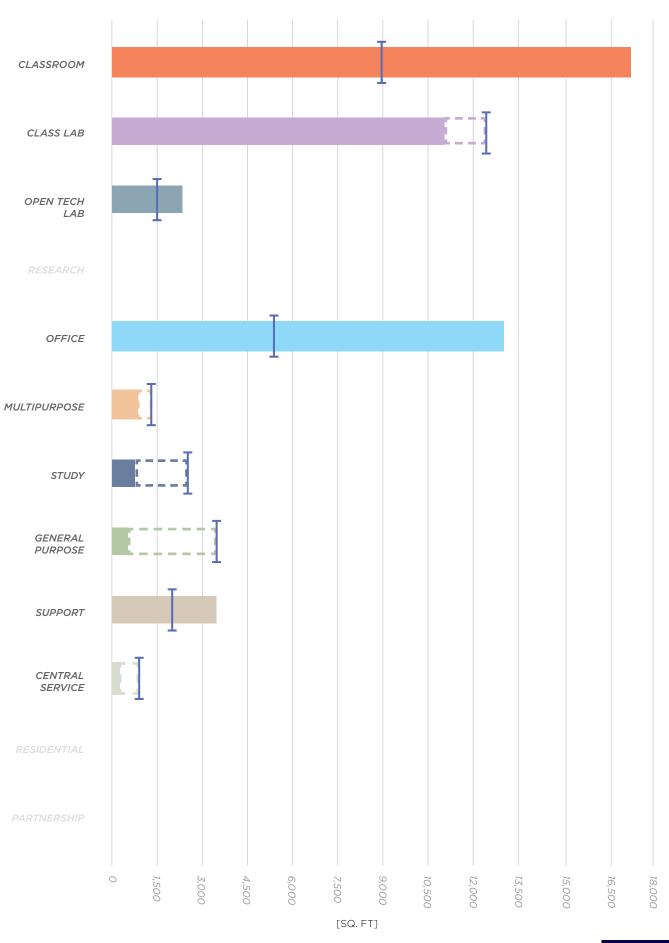
The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Downtown Center building analysis indicates the following:

**Surplus Categories:** Classroom, Classroom Laboratory, Office, Technology Open Laboratory, Lounge

**Deficit Categories:** Conference\*, Study, General Purpose, Central Service

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need

- Indicates Future Benchmark Line



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Campus Master Plan | Space Needs Summary

### Hutchison Center | Fairbanks

#### Initial Analysis

Hutchison Center is located in a high school and totals 50,334 GSF. The initial analysis indicated spaces were aligned with current enrollment but at the max of what would be benchmarked, possibly limiting program growth. Parts of the building are leased, limiting the adaptability of space changes that would require building renovations.

#### Workshop Outcomes

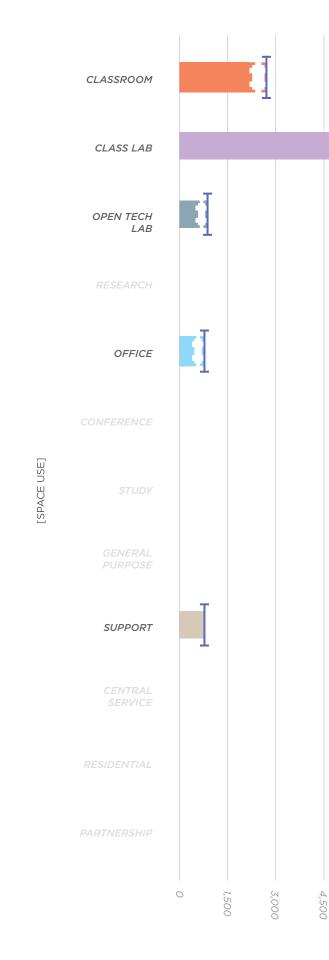
The workshop reviewed the limitations the current space has on programs and how best to shift programs to alternative sites to allow program growth as needed. Welding and Aviation Painting, if moved, would provide opportunities for Diesel and Automotive to spread out. The current space limits growth of all current programs, due to safety concerns and staffing requirements. Active teaching already must rely on hybrid models of students in the classroom portion of the space at the same time as students in the laboratory bays to safely conduct teaching in the space. Future needs were adjusted in the calculation to represent the migration of programs to the Aviation Hangar and growth in Automotive and Diesel programs.

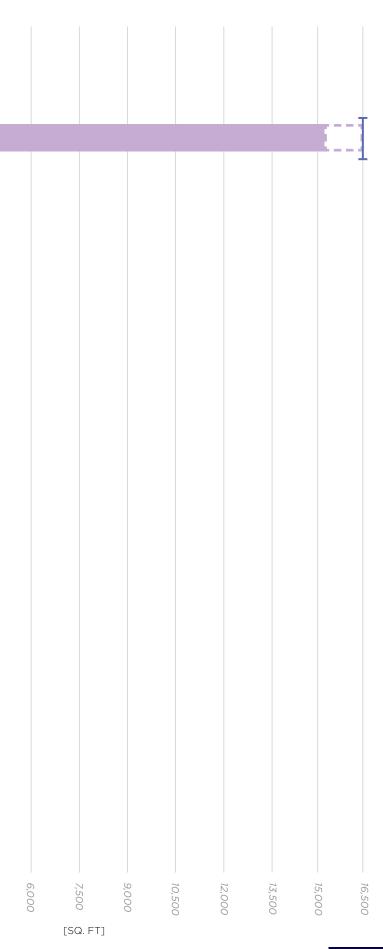
#### Final Analysis Results

The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Hutchison Center indicates the following:

Surplus Categories: N/A

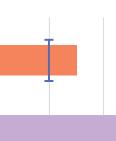
**Deficit Categories:** Classroom, Classroom Laboratory, Open Technology Lab, Office, Lounge





### Pipeline Training Center | Fairbanks

#### CLASSROOM



#### CLASS LAB

OPEN TECH

RESEARCI

### OFFICE

MULTIPURPOSE

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GENERAI PURPOSI

LOUNGE

CENTRAI SERVICI

RESIDENTIAL

PARTNERSHIP

3,000

#### Initial Analysis

The Pipeline Training Center totals 6,535 GSF of leased space primarily dedicated to the vocational education and training of field technicians in the process industry. Space at Pipeline Training includes classroom laboratory, classroom, office, and conference space. Space allocations aligned well with initial benchmarking standards.

#### Workshop Outcomes

The workshop feedback resulted in the consensus that the current space distribution meets the needs of faculty and students alike. The workshop discussed the very slight surplus in office space which could be reallocated to the student community by creating a student lounge or open technology laboratory for students to gather.

#### Final Analysis Results

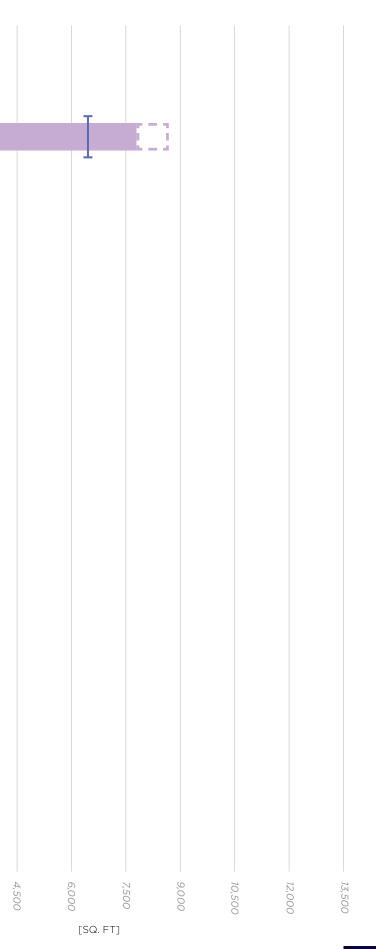
The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Pipeline Training Center analysis indicates the following:

Surplus Categories: Classroom\*, Office

### **Deficit Categories:** Classroom Laboratory, Conference\*

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need

- Indicates Future Benchmark Line



Campus Master Plan | Space Needs Summary

### University Park Building | Fairbanks

#### Initial Analysis

University Park Building totals 41,720 GSF of space primarily dedicated to classroom, classroom laboratory, and general purpose. Longterm plans for University Park Building are limited due to changing program requirements and the migration of several programs into and out of the building. This resulted in a very high-level analysis of needs with limited scope. Future programming adjustments may change analysis results and benchmarking assumptions.

#### Workshop Outcomes

The workshop reviewed several program changes that would impact the future space needs benchmarking. This includes the adjustment of emergency services programs to a future new building and allowing Bunnell House to move into the vacated area. The workshop was limited in scope, due to changing program needs. Assumptions of early childhood relocating from Bunnell House to University Park Building portray a deficit in general purpose space. This is due to the nature of the early childhood Lab School being recategorized to child-care, multipurpose space. The space needs assessment therefore anticipates additional need of general purpose space to house the child-care area. This is anticipated to occur in areas vacated by other program migrations.

#### **Final Analysis Results**

The final analysis represents a combination of space category benchmarking against standards and individual campus feedback. Analysis relied on temporary program assumptions with limited data on the impact of emergency management and childcare moves, which may result in limited applicability to future needs. University Park Building analysis indicates the following:

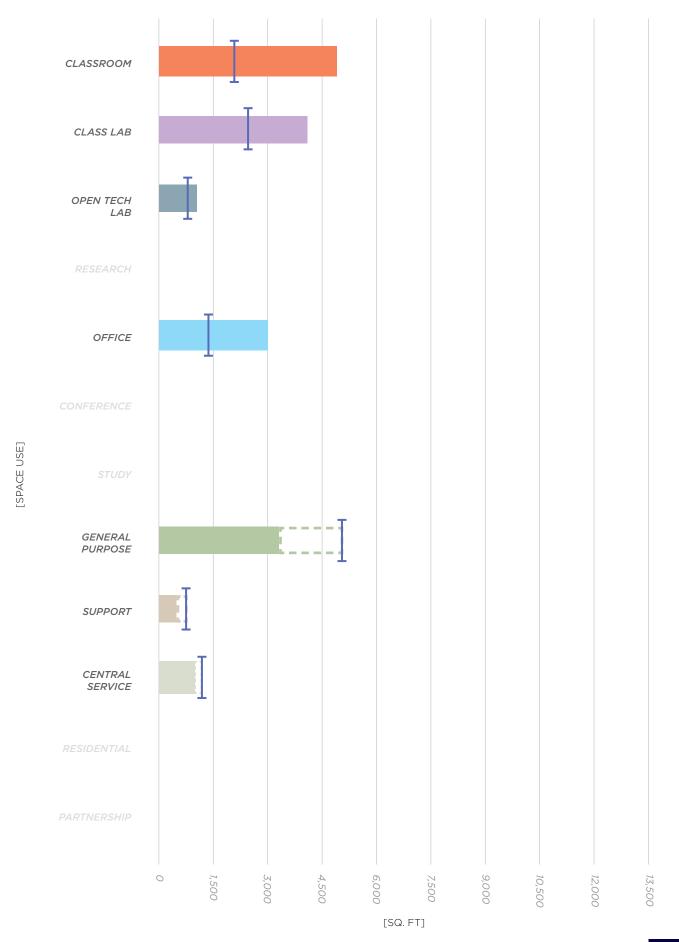
Surplus Categories: Classroom, Classroom Laboratory, Office, Technology Open Laboratory\*

**Deficit Categories:** General Purpose, Lounge\*, Central Service\*

\*Categories with very small surplus/deficit percentages or that were not indicated by the campus as a priority need

- Indicates Future Benchmark Line

DLR Group



Campus Master Plan | Space Needs Summary

| - |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
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# **FUTURE** CAMPUS VISION

### INTRODUCTION

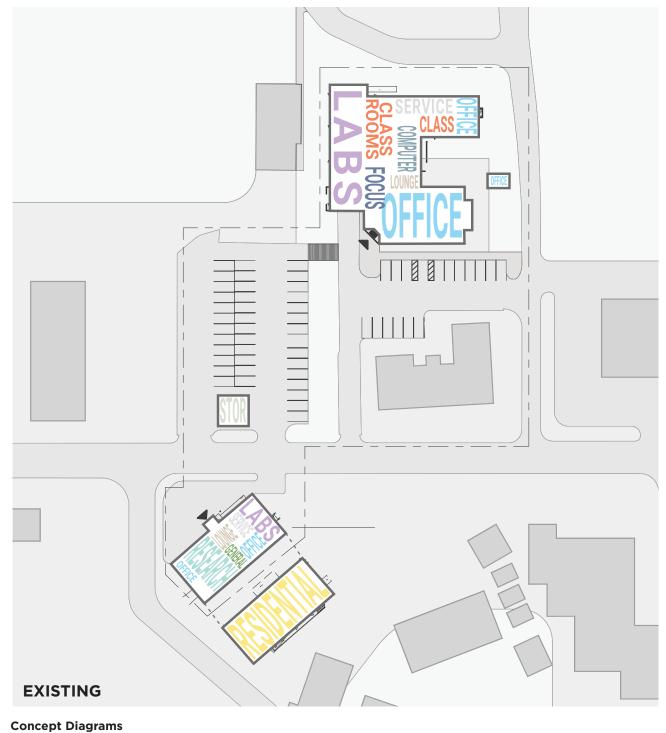
UAF's CRCD and CTC have developed projects to support a variety of near- and long-term needs. The following section evaluates the variety of near- and long-term needs for the CRCD remote campuses and the CTC instructional sites.

### **College of Rural and Community Development Remote Campuses**

Over the next 7-10 years, UAF's College of Rural and Community Development has developed projects to support a variety of near- and long-term needs. In Fairbanks, it will shift central administration across the main campus and continue use of the Harper Building nearby. Remote campuses have individually developed strategies to support the three key plan elements determined in Section 1 and have established the intention of seeking increased internet capacity at each location. Each CRCD campus has individual funding allocations, which are legislatively approved. Budgets are also separate, and historically, Title III grants have been highly leveraged to supplement funding for campus improvements. The following is a list of campus-specific targeted plans for addressing renewal and optimized space needs:

- Bristol Bay: addition of exterior storage
- Chukchi: additional exterior storage space
- Interior Alaska: new construction trade tech shop and identified parking expansion space
- Kuskokwim: major renovation to KU101 to support growth of the nursing program and an additional future development site to accommodate future flexibility
- Northwest: investments in infrastructure for exterior boardwalks, new designated open spaces, and future development sites to accommodate future flexibility

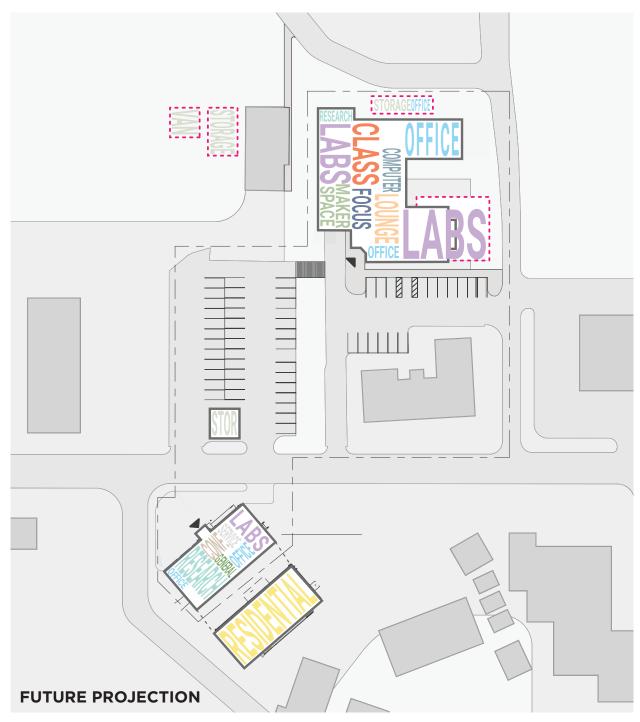




NORTH Not To Scale



The major updates to the campus environment are concentrated within the main Margaret Wood Building, enabling growth of signature programs for cultural arts, culinary arts, and flexible class labs to support needs identified in Section 03. Housing demand can be partially met with investments to upgrade the existing apartments on the upper level of the Applied Sciences Building.



DLR Group



# **CAMPUS VISION**

Bristol Bay | Dillingham



#### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Front facing arts and culinary spaces
- Appropriate warm and cold storage
- Lab reconfiguration into a makerspace
- Higher utilization of adjacent lab space
- Prioritization of additional dedicated research space
- Off-Campus Assumptions:
  - Housing Partnerships
  - Future Alaska Sea Grant facility at the harbor to grow maritime industry partnerships

#### Academic

The dedicated academic classrooms will decrease in number but remain centrally located in B101 (Margaret Wood); adjacent to a variety of programs, facilitating collaboration, including the makerspace, classroom labs, and research spaces.

#### **Classroom Laboratory**

The classroom laboratories are increased and located at the front of BB101 (Margaret Wood) directly adjacent to the upper shared parking lot. To cultivate program growth in Cultural and Culinary Arts, large classroom laboratories coupled with their own dedicated storage and support spaces occupy the front-facing, southern wing of the building.

#### **Faculty and Administration**

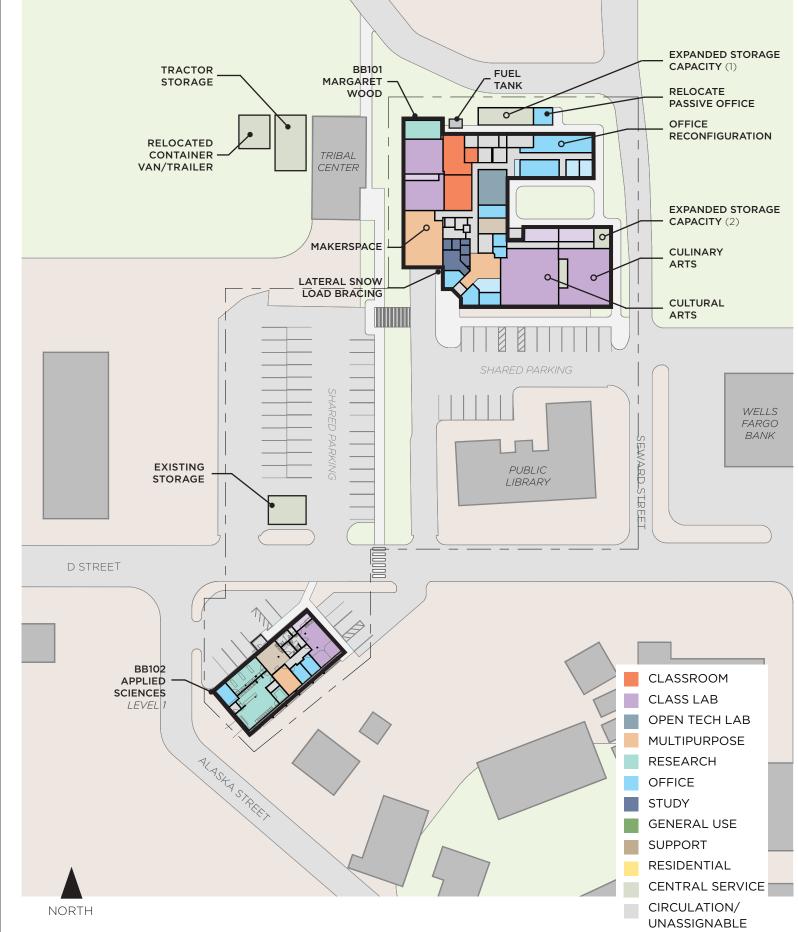
Faculty and Administration offices decrease and consolidate to the northern wing of BB101 (Margaret Wood) to maximize the overall use of the office space.

#### Multipurpose

The multipurpose space increases with the enhancements of the shop and configuration into a flexible makerspace, supporting a variety of programs.

#### Facility Support

Central service and storage opportunities increase in the interior and exterior of BB101 (Margaret Wood). Located directly adjacent to the newly proposed classroom laboratories, an expanded trailer off the northern face of the building and two dedicated exterior storage trailers located off the western side of the Tribal Center.



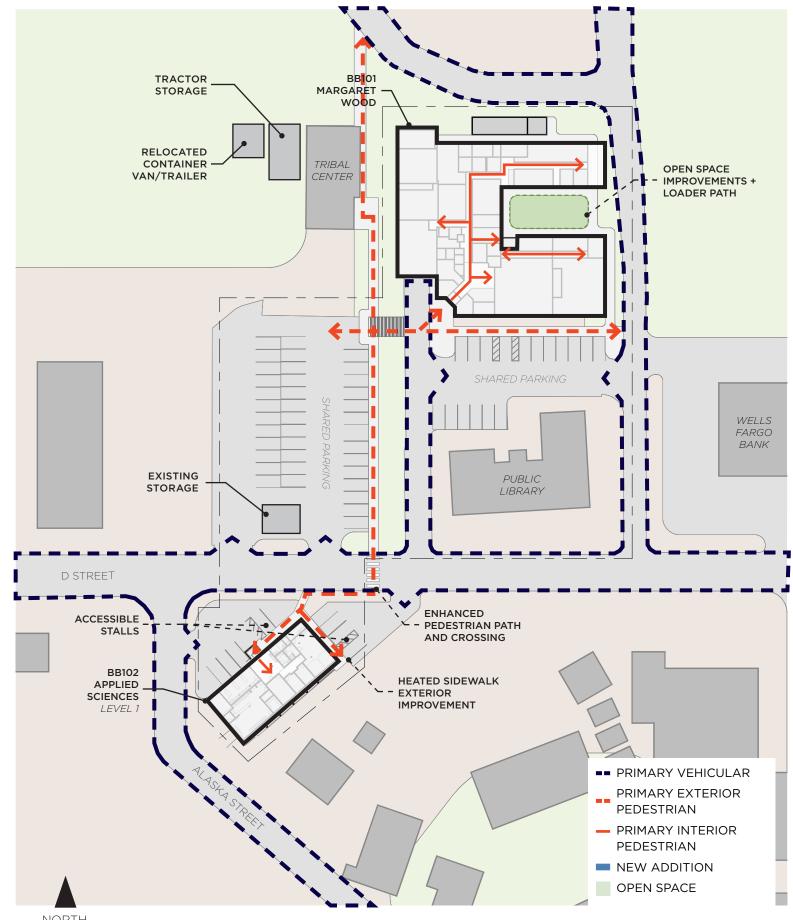
**Proposed Plan: Building Use** Scale 1" = 70' - 0"

# **CAMPUS VISION**

Bristol Bay | Dillingham

Circulation





NORTH

**Proposed Plan: Circulation** Scale 1" = 70' - 0"

#### Vehicular Circulation

There are no proposed changes to the vehicular circulation routes.

#### Parking

There is an additional parking area proposed on the northeast side of BB102, including accessible spots, with direct access to one flange of the sidewalk exterior improvement.

#### **Pedestrian Circulation**

The informal pedestrian path that exists between BB101 (Margaret Wood) and the Tribal center is formalized and extends along the side of the lower shared parking lot, to a relocated pedestrian crossing where it's understood that the majority of people currently cross. Additionally, a loader path is proposed from the upper shared parking lot to the courtyard at BB101 to ensure proper methods of snow mitigation.

#### **Open Space**

The courtyard located within the wings of BB101 is enhanced in complement to and supported by the proposed loader path, for overall user enjoyment.

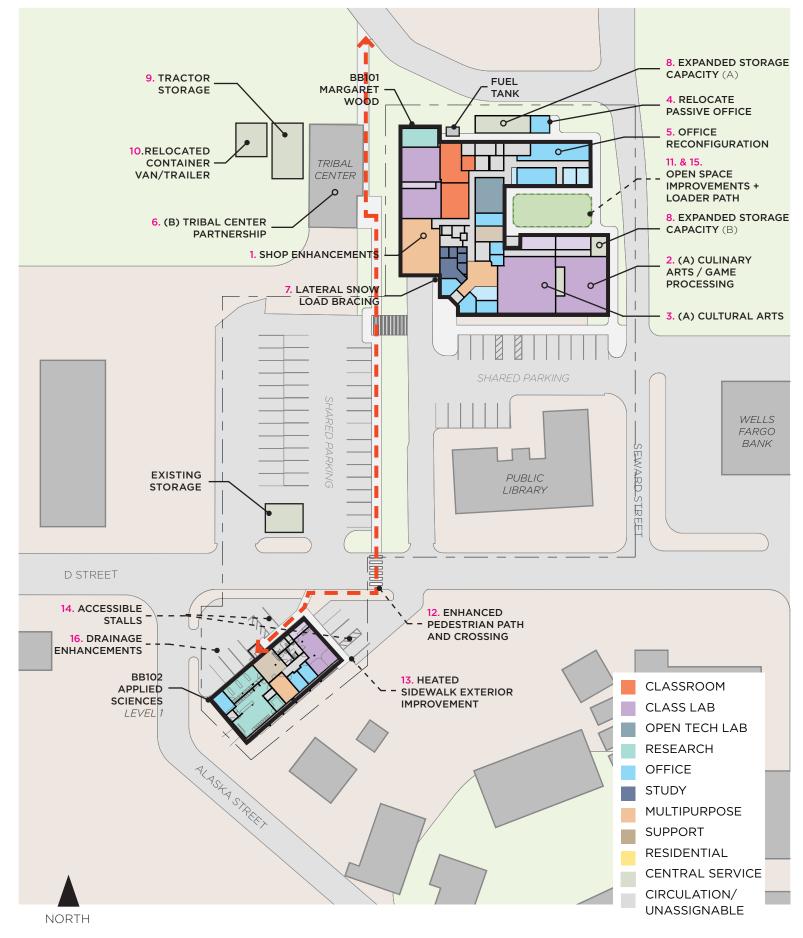
Bristol Bay | Dillingham

The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|          | Project Name  | (#) | Potential<br>Funding<br>Sources          | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments   |
|----------|---|-----|--|------------------------|-----------------------|-------------------------|--|
|          | Shop Enhancements   | 1   | Capital<br>Appropriation,<br>Grant Funds |                        |                       |                         | Expanded storage capacity,<br>infrastructure maintenance,<br>upgraded lift |
|          | Option A: Addition of Culinary<br>Arts/Game Processing            | 2   | Grant Funds                              |                        |                       |                         |  |
|          | Option A: Expansion of<br>Cultural Arts                           | 3   | Grant Funds                              |                        |                       |                         |  |
|          | Passive Office Relocation   | 4   | Donor Funds                              |                        |                       |                         |  |
| ig Use   | Office Suite Reconfiguration                                      | 5   | Donor Funds,<br>State Funds              |                        |                       |                         |  |
| Building | Option B: Tribal Center<br>Partnership (Culinary and<br>Cultural) | 6   | Grant Funds                              |                        |                       |                         | Further Study regarding location for Culinary and Cultural Arts            |
|          | Lateral Snow Load Bracing   | 7   | R & R Funds                              |                        |                       |                         | New Roof   |
|          | Storage Unit Replacement/<br>Renewal                              | 8   | R & R Funds                              |                        |                       |                         |  |
|          | Tractor Storage   | 9   | Donor Funds                              |                        |                       |                         |  |
|          | Relocate Container Van/Trailer                                    | 10  | Grant Funds                              |                        |                       |                         |  |

| lce         | Loader Path Addition @ BB101                          | 11 | R & R Funds              |  | Help preserve the facility from moisture |
|-------------|---|----|--------------------------|--|--|
| en Space    | Enhanced Pedestrian Path and<br>Crossing              | 12 | Capital<br>Appropriation |  |  |
| & Open      | Heated Sidewalk Exterior<br>Improvements              | 13 | R & R Funds              |  | 13, 14 and 16 Bundled                    |
| Circulation | Accessible Parking<br>Enhancements @ BB102<br>Parking | 14 | R & R Funds              |  | 13, 14 and 16 Bundled                    |
|             | Open Space Improvements @<br>BB101 Courtyard          | 15 | Grant Funds              |  |  |

| ture   | ; |  |    |             |  |                       |
|--------|---|--|----|-------------|--|-----------------------|
| actric | 5 | Drainage Enhancements @<br>BB102 Parking | 16 | R & R Funds |  | 13, 14 and 16 Bundled |
| Infr   |   |  |    |             |  |                       |

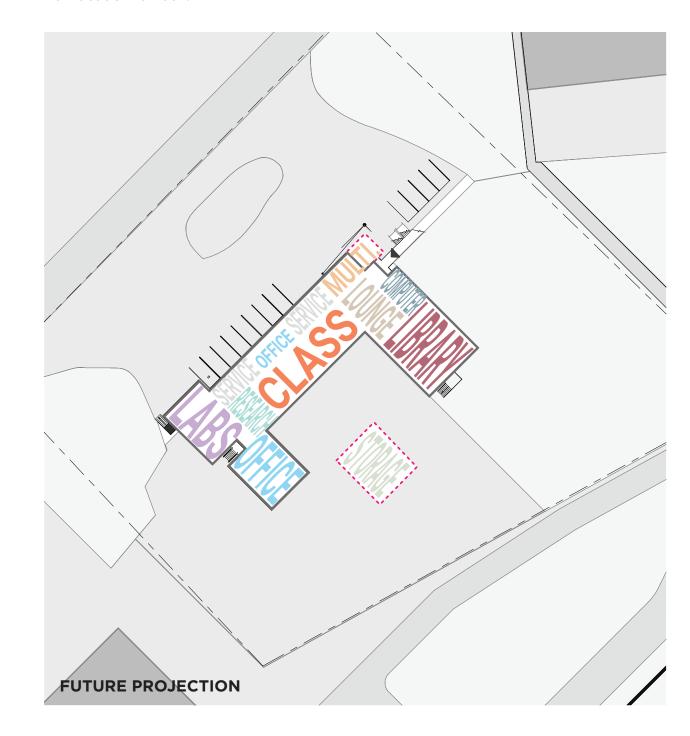


**Proposed Plan: Implementation** Scale 1" = 70' - 0"

DLR Group



Reconfiguration of functional space is driven by the consolidation of administrative offices into the SW wing to allow for increased flexibility and expansion of academic classrooms and the library in the NE wing. This opens opportunity to enhance the entry experience, expand restrooms, and limit access to portions of the facility during non-academic hours.





Chukchi | Kotzebue

### Building Use



#### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Enhanced classroom capacity and flexibility
- Library expansion
- Higher office utilization
- Addition of multipurpose space
- Addition of research space
- Clear program location and ability to collocate library functions throughout the day

#### Academic

Academic classrooms will increase in respective size and shift to a central location directly adjacent to the main corridor, improving wayfinding and flexibility between and among classrooms. Hyflex technology enhancements enable increased utilization of these spaces - reconfigurable to support a variety of pedagogies.

#### **Classroom Laboratory**

The classroom laboratory space expands for a larger space to utilize, sitting directly across the corridor from the dedicated research space.

#### **Faculty and Administration**

The faculty and administration offices consolidate to the southern corner of CC101 optimizing functional office uses, providing access to daylight, and increasing opportunity for enhanced academic functions to expand.

#### Library

Library space increases and expands to encompass the entire inner section of the northeast wing. The increase allows for a more front-facing space, open to the public, supported further by the opportunity of installing a second dedicated entrance.

#### Open Tech Lab

The open tech lab shifts to a front-facing space that sits directly off the main entrance, against the library. The open tech lab will sit within the public area of the building, as both a standalone lab and a complementary space to the library.

#### **Multipurpose**

Multipurpose space expands in support of a larger space for the students, staff, and faculty. Centrally located, and in close proximity to the expanded kitchen and relocated restroom, the space is an optimally located place of respite for its users.

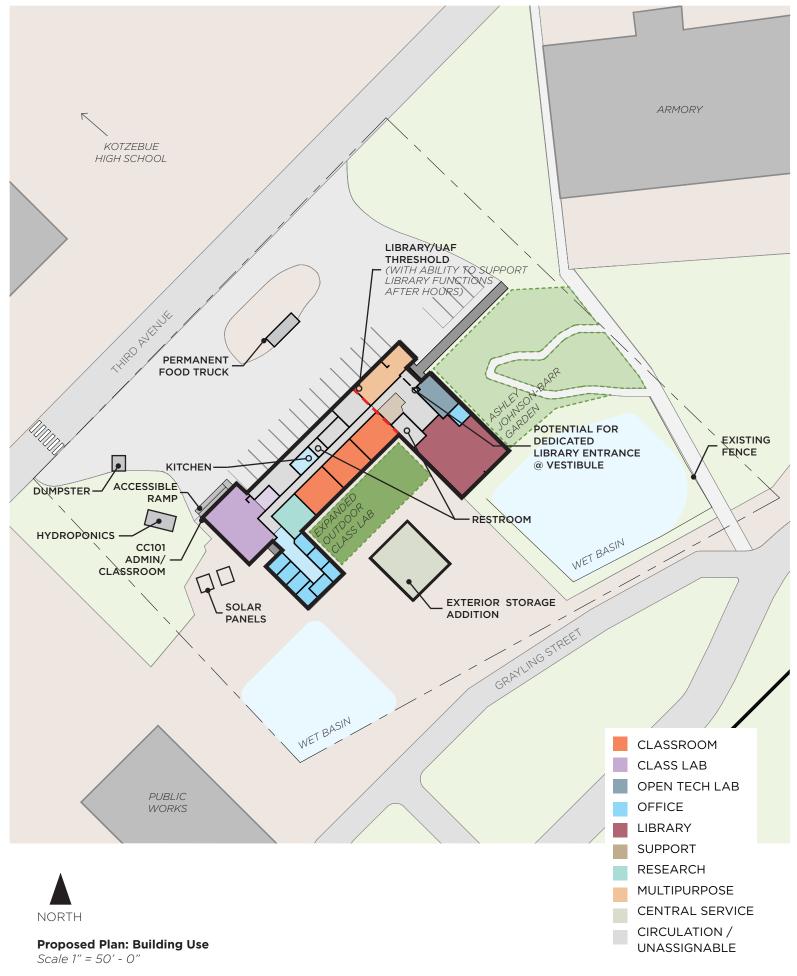
#### Support Space

The kitchen will shift further northeast down the primary corridor into a large space to better support students, staff, and faculty.

The restroom space expands and exists in two locations, the first, is a single occupancy gender-neutral restroom directly adjacent to the proposed kitchen space. And the second is a multi-occupancy restroom located in the public designation next to the expanded library.

#### Facility Support

There is a additional storage space proposed at the back, central southeast side of campus.





Chukchi | Kotzebue

Circulation



#### **Vehicular Circulation**

There are no proposed changes to the vehicular circulation routes.

#### Parking

There are civil enhancements proposed at the northern end of the parking, to defend against snow drift and wind, so that the spots can be utilized year-round as opposed to select times of the year.

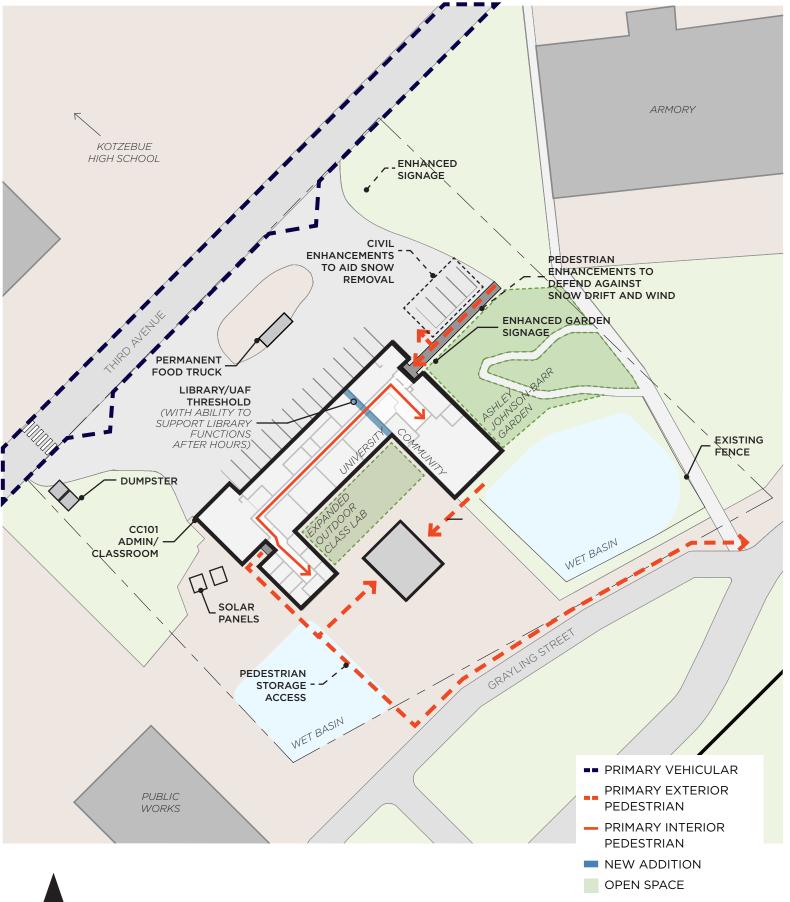
#### **Pedestrian Circulation**

The main existing ramp will see enhancements that update it to accessibility standards and additionally, will display methods to mitigate the snow drifts. Another ramp is proposed at the west corner of the building, directly adjacent to the classroom laboratory expansion, so that the building demonstrates multiple points of accessible entry.

The pedestrian path, from Grayling Street, at the southeast side of the building will see enhancements for optimal access to the proposed exterior storage addition and the secondary entrances along the west side.

#### Open Space

There are proposed signage enhancements at the Ashley Johnson-Barr Garden that appropriately identify the extent of the garden and its significance.





**Proposed Plan: Circulation** Scale 1" = 50' - 0"

### Chukchi | Kotzebue

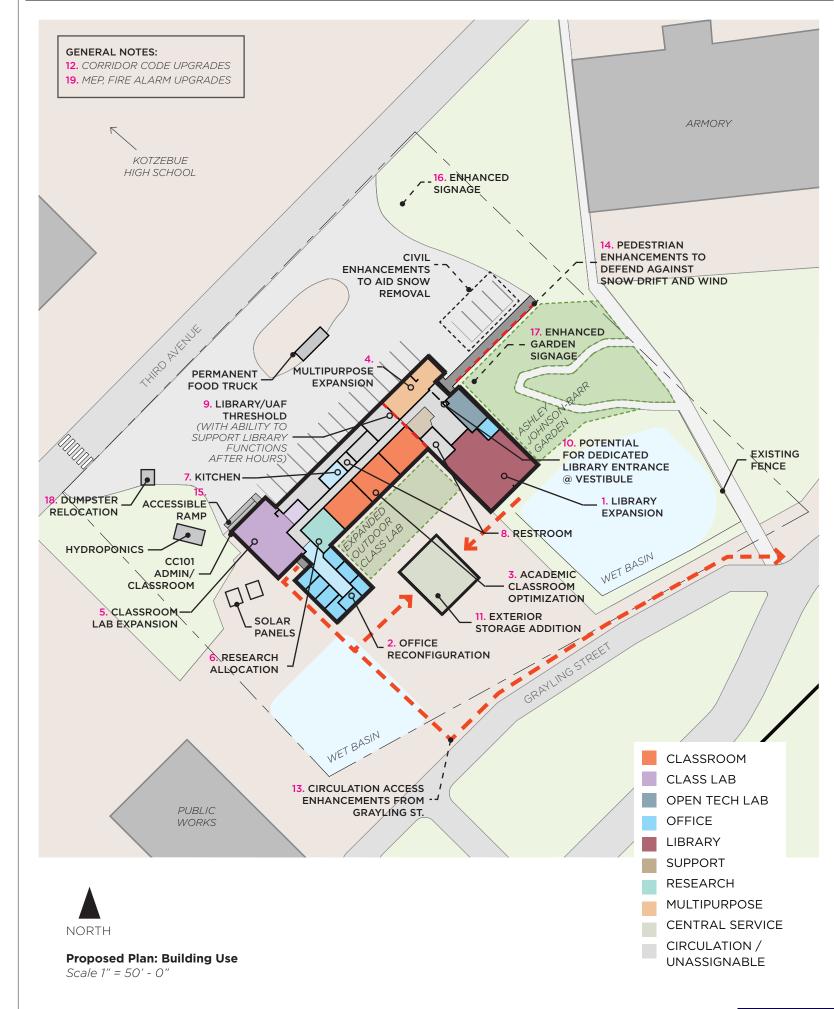


The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

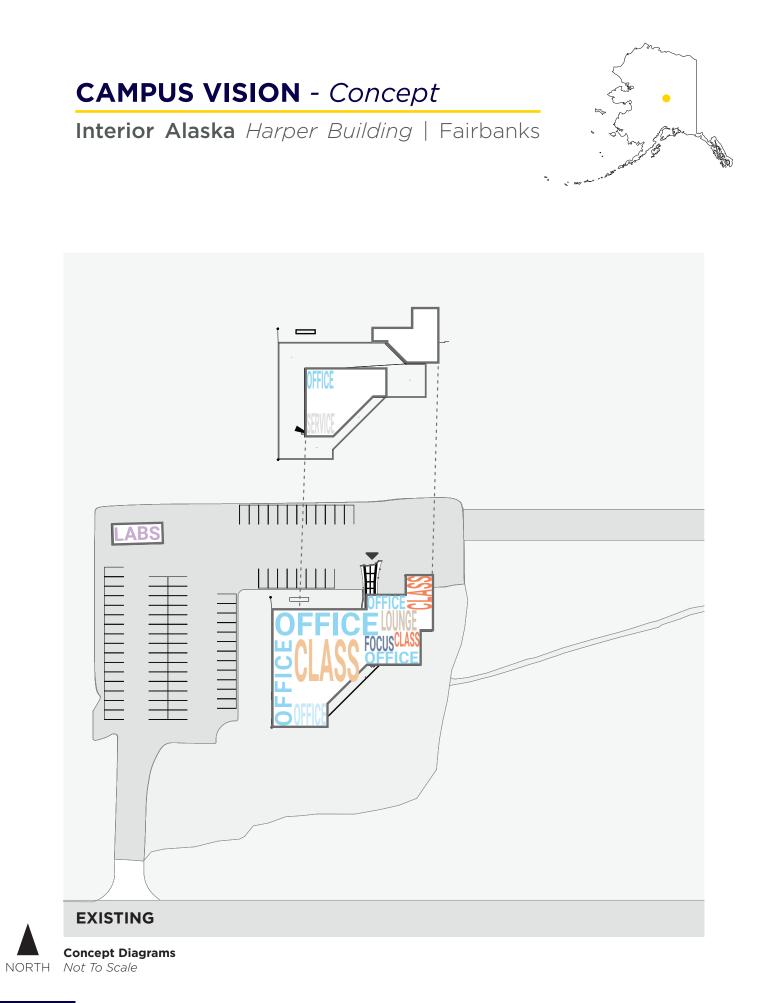
|              | Project Name                                   | (#) | Potential<br>Funding<br>Sources | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments |
|--------------|--|-----|---------------------------------|------------------------|-----------------------|-------------------------|----------|
|              | Library Expansion                              | 1   | NW Arctic<br>Borough            |                        |                       |                         |          |
|              | Office Suite Relocation and<br>Reconfiguration | 2   | Capital<br>Appropriation        |                        |                       |                         |          |
|              | Academic Classroom Optimization                | 3   | Capital<br>Appropriation        |                        |                       |                         |          |
|              | Multipurpose Expansion                         | 4   | Capital<br>Appropriation        |                        |                       |                         |          |
| (J)          | Classroom Lab Expansion                        | 5   | Capital<br>Appropriation        |                        |                       |                         |          |
| ig Us        | Research Allocation                            | 6   | Grant                           |                        |                       |                         |          |
| Building Use | Kitchen Relocation/Expansion                   | 7   | Capital<br>Appropriation        |                        |                       |                         |          |
|              | Restroom Relocation                            | 8   | State Fund                      |                        |                       |                         |          |
|              | Public/Private Threshold Creation              | 9   | NW Arctic<br>Borough            |                        |                       |                         |          |
|              | Second Library Entrance Opportunity            | 10  | NW Arctic<br>Borough            |                        |                       |                         |          |
|              | Exterior Storage Addition                      | 11  | Grant                           |                        |                       |                         |          |
|              | Corridor Code Upgrades                         | 12  | Capital<br>Appropriation        |                        |                       |                         |          |

| Space       | Circulation Access Enhancements<br>from Grayling St. | 15 | Capital<br>Appropriation   |  |   |
|-------------|--|----|----------------------------|--|---|
| Open Sp     | Ramp Enhancements                                    | 14 | Capital<br>Appropriation   |  | Make accessible, repair, defend against snow draft and wind |
| ø           | Ramp Addition @ NW Corner CC101                      | 15 | Capital<br>Appropriation   |  |   |
| Circulation | Enhanced Campus Signage                              | 16 | Renewal and<br>Replacement |  |   |
| Circ        | Enhanced Garden Signage                              | 17 | Grant                      |  |   |

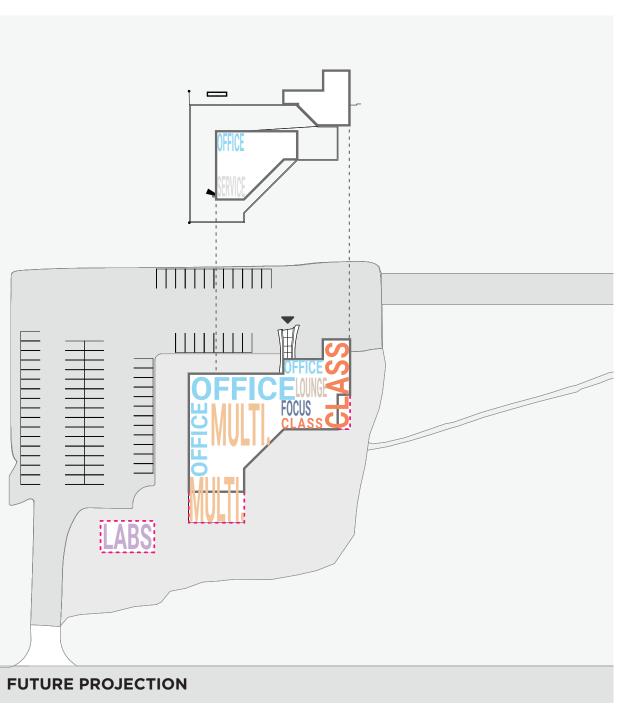
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|---------|--------------------------|----|--------------------------|------|--|
| uctur.  | Dumpster Relocation      | 18 | NW Arctic<br>Borough     |      |  |
| nfrastr | MEP, Fire Alarm Upgrades | 19 | Capital<br>Appropriation |      |  |
|         |                          |    | Appropriation            |      |  |



DLR Group



Expanded academic spaces will drive consolidation of office functions, which are reconfigured to provide occupants with increased access to daylight and improved sound separation from central open areas. Replacement of the existing ATCO trailer is envisioned as a more permanent structure, with potential for increased visibility from Geist Road.



Interior Alaska Harper Building | Fairbanks Building Use



#### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Prioritization of dedicated research space
- Maximize utilization of classroom nodes
- Reconfiguration and optimization of offices
- Addition of functional multipurpose space
- Off-Campus Assumptions: -Wildland Firefighting crew moves from ATCO

#### Academic

Academic classroom space expands to the extent of the existing rooms and converts into a larger space for more flexible use.

#### **Classroom Laboratory**

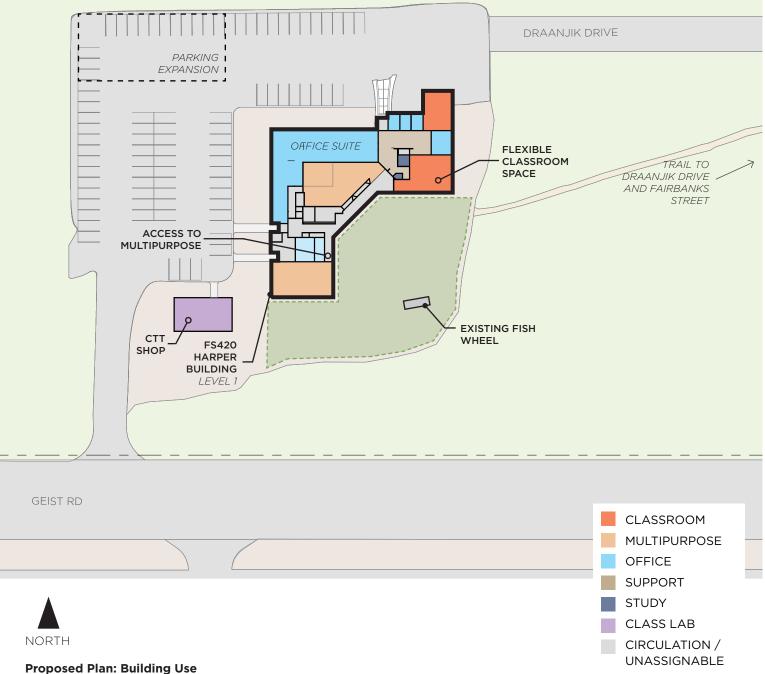
Through space optimization, increased utilization with emerging programmatic needs and potential external partnerships, the classroom laboratory space shifts to the southern end of the site directly off the proposed Geist Road entry and expands to better accommodate the Construction Tech Program.

#### Faculty and Administration

Faculty and administration offices remain in the same location, however, reconfigured for optimized use.

#### Multipurpose

Multipurpose space increases with the addition of dedicated space off the south side of the building. The existing demonstration kitchen space will decrease while the area on the west side of the wall will open for access into the newly proposed space.



Scale 1" = 80' - 0"

Interior Alaska Harper Building | Fairbanks Circulation



#### Vehicular Circulation

The reopening of the entry off Geist Road, with the necessary measures in place, is proposed as the main entrance to the Interior Alaska Campus Harper Building. With multiple instances of enhanced and added signage, this would allow for a better sightline of the building in addition to the creation of multiple campus access points.

#### Parking

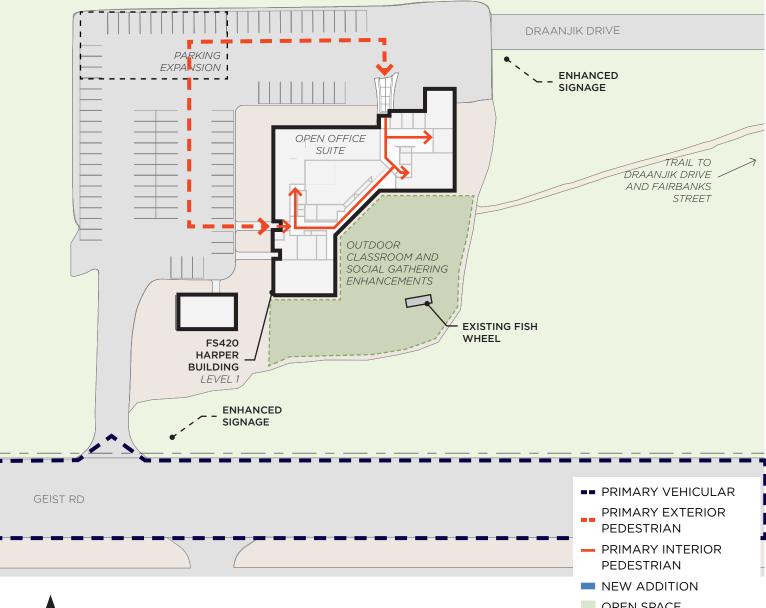
There is a proposed parking expansion at the northwest corner of the site in place of the existing Construction Trades Technology (CTT) shop.

#### **Pedestrian Circulation**

With the proposed new CTT shop relocating, there are pedestrian paths proposed from the parking lot directly to the updated shop and the multipurpose addition.

#### **Open Space**

The large open space located on the southeast side of the site has proposed enhancements fit for outdoor classroom participation and outdoor social gathering. Additionally, the existing fish wheel is updated and enhanced for enjoyable viewing.





**Proposed Plan: Circulation** Scale 1" = 80' - 0"

- OPEN SPACE

Interior Alaska Harper Building | Fairbanks

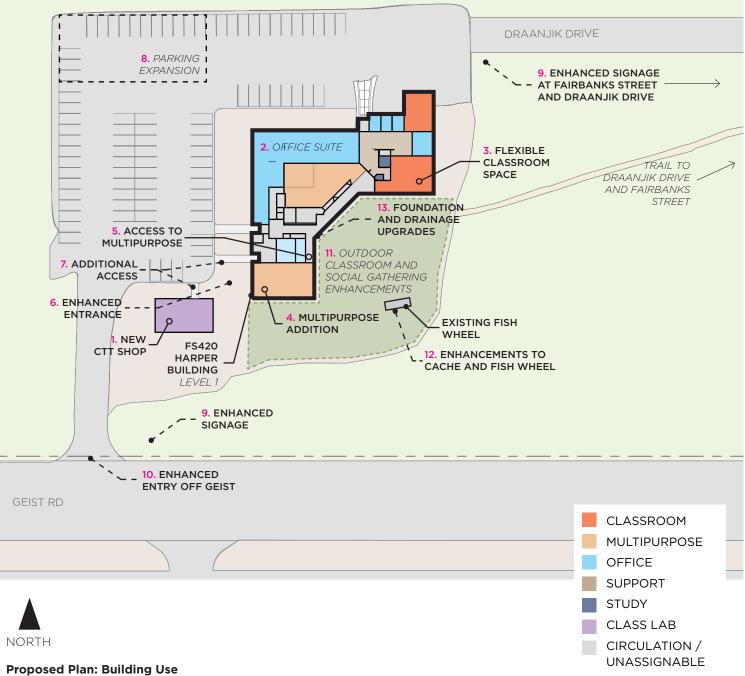


The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|          | Project Name                          | (#) | Potential Funding<br>Sources                | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments   |
|----------|---------------------------------------|-----|---|------------------------|-----------------------|-------------------------|--|
|          | New CTT Shop                          | 1   | Capital<br>Appropriation<br>Funding, Grants |                        |                       |                         | Class Lab/Shop for Wildland<br>Fire Science, Construction<br>Trade |
|          | Office Suite Reconfiguration          | 2   | Grants                                      |                        |                       |                         |  |
| Use      | Flexible Classroom<br>Reconfiguration | 3   | Grants                                      |                        |                       |                         | In between Multipurpose<br>expansion and CTT                       |
| Building | Multipurpose Addition/<br>Expansion   | 4   | Capital<br>Appropriation<br>Funding         |                        |                       |                         |  |
|          | Access to Multipurpose 5              |     | Capital<br>Appropriation<br>Funding         |                        |                       |                         |  |
|          | Enhanced Entrance                     | 6   | Capital<br>Appropriation<br>Funding         |                        |                       |                         |  |

|               |  |    |                                     | <br> |  |
|---------------|--|----|-------------------------------------|------|--|
|               | Additional Access to CTT<br>and Updated Multipurpose               | 7  | Capital<br>Appropriation<br>Funding |      |  |
| Space         | Parking Expansion  | 8  | Capital<br>Appropriation<br>Funding |      |  |
| & Open S      | Enhanced Signage @<br>Fairbanks St., Draanjik Dr.<br>and Geist Rd. | 9  | R & R Funds                         |      |  |
| Circulation { | Enhanced Entry off of Geist  | 10 | FAST Funding                        |      |  |
| Circu         | Outdoor Classroom<br>and Social Gathering<br>Enhancements          | 11 | Capital<br>Appropriation<br>Funding |      |  |
|               | Enhancements to Cache &<br>Fish Wheel                              | 12 | Capital<br>Appropriation<br>Funding |      |  |

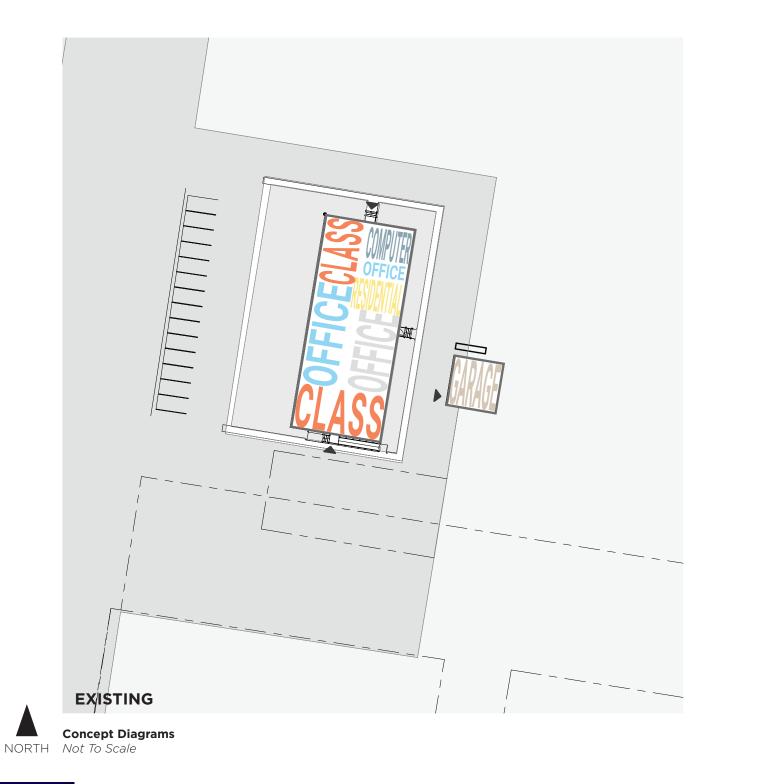
| ture    |                                     |    |             |  |  |  |
|---------|-------------------------------------|----|-------------|--|--|--|
| astruci | Foundation and Drainage<br>Upgrades | 13 | R & R Funds |  |  |  |
| Infra   |                                     |    |             |  |  |  |



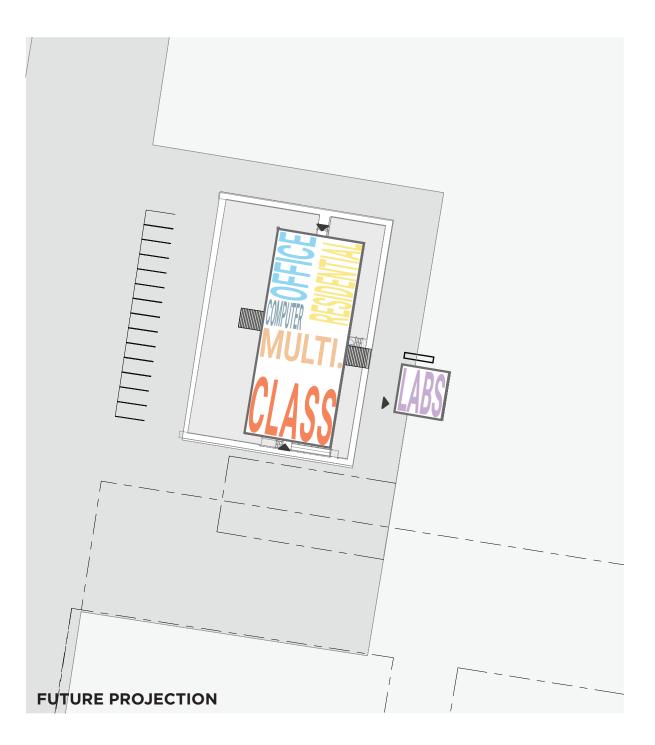
**Proposed Plan: Building Use** Scale 1" = 80' - 0"

DLR Group





A series of entry experience enhancements welcome visitors to the campus. Separate zones for active or quiet functions enhances the occupant comfort in this vision. An additional housing unit and open computer lounge increase functionality in the main facility. Upgrades to the garage expand academic program potential.





### Interior Alaska Tok Center | Tok Building Use

#### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Creation of a campus "front door"
- Reconfigure and repurpose existing space to accommodate multi-function classroom and workforce development space needs
- Appropriate separation of academic, office and residential spaces

#### Academic

Academic classrooms will decrease by a small amount and consolidate in the southern portion of the building, where the classroom on the east side of the corridor will remain unaffected.

#### Classroom Laboratory

Classroom laboratory space will increase with the conversion of FS011 into the Tok Center Tech Workshop. This space will evolve into a comfortable space with additional enhancements including an aesthetic refresh, HVAC upgrades, and the like.

#### **Faculty and Administration**

The faculty and administration offices increase in size and shift to the northwest corner in what will become the quieter and more private section of the building.

#### **Open Tech Lab**

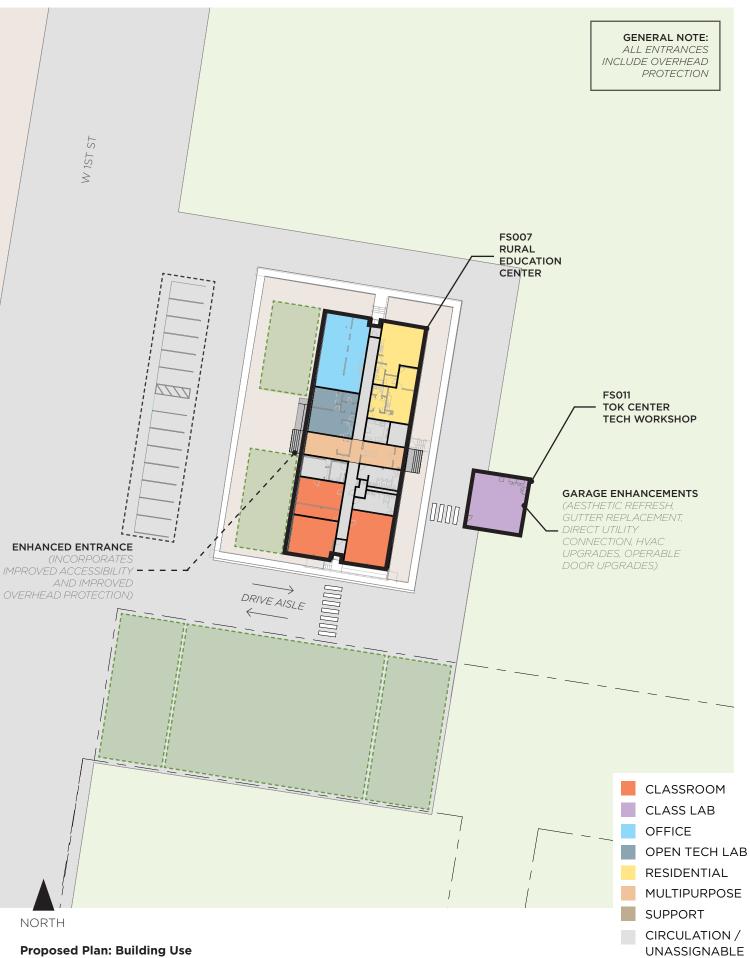
The open tech lab will shift so that it's located directly between the proposed office space and the proposed main entrance.

#### **Multipurpose**

Multipurpose space is created in the form of a lobby gathering space that will also serve as an interior throughway to access the garage on the east side of the site.

#### Residential

The residential space will effectively double in size, with a total of two apartments in the northeast corner of the building. Located directly across the main corridor from the office suite and tech lab, the residential expansion completes the private side of the composition of the building.



Scale 1" = 50' - 0"



Interior Alaska Tok Center | Tok Circulation



#### Vehicular Circulation

The existing road that wraps around the building is enhanced into a formal drive aisle, aided by the updated and additional signage, placed on campus and at the adjacent intersection.

#### Parking

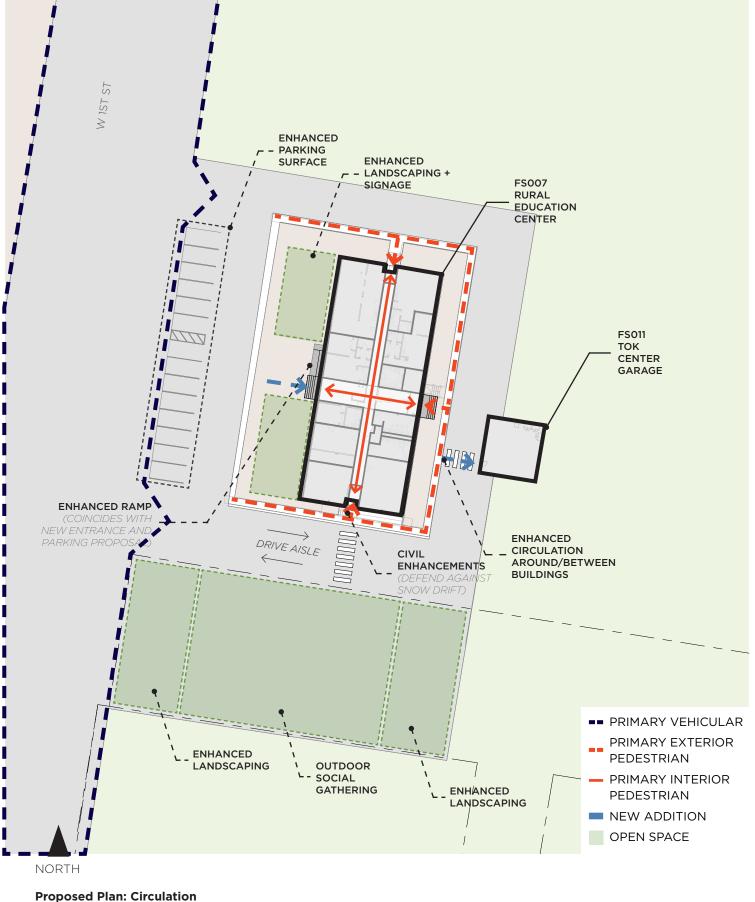
The existing road that wraps around the building is enhanced into a formal drive aisle, aided by the updated and additional signage, placed on campus and at the adjacent intersection.

#### **Pedestrian Circulation**

With the addition of a formal drive aisle, there are necessary updates to the pedestrian paths that move around the building, specifically to the garage and the proposed open spaces on the south side of the site.

#### Open Space

The area on the west side, the proposed front side, of the building has proposed landscaping to clean up the understood overgrowth. The large lot on the southern side of the site is proposed as an outdoor open space with enhanced landscaping on either side.



DLR Group

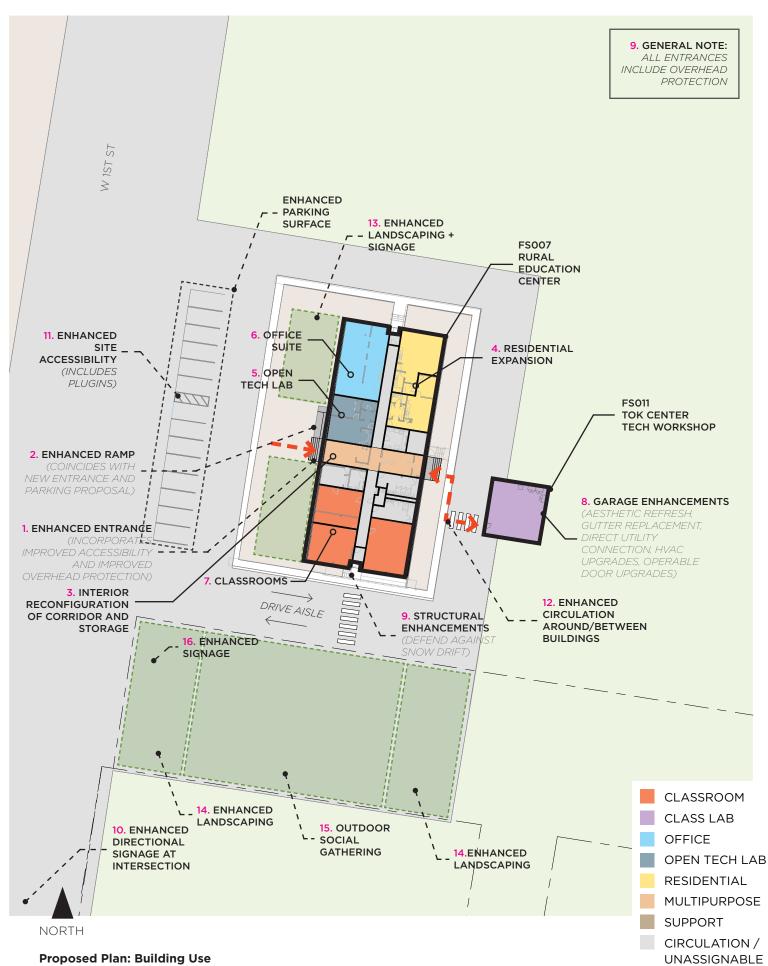


Interior Alaska Tok Center | Tok

The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|          | Project Name  | (#) | Potential Funding Sources                | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments   |
|----------|---|-----|--|------------------------|-----------------------|-------------------------|--|
|          | New Entrance Addition                               | 1   | R & R Funds                              |                        |                       |                         |  |
|          | Ramp Addition                                       | 2   | R & R Funds                              |                        |                       |                         |  |
|          | Interior Reconfiguration of<br>Corridor and Storage | 3   | Capital Appropriation Funding,<br>Grants |                        |                       |                         |  |
|          | Residential Addition/Expansion                      | 4   | Capital Appropriation Funding,<br>Grants |                        |                       |                         |  |
| Use      | Open Tech Lounge Addition                           | 5   | Capital Appropriation Funding,<br>Grants |                        |                       |                         |  |
| Building | Office Suite Relocation/<br>Reconfiguration         | 6   | Capital Appropriation Funding,<br>Grants |                        |                       |                         |  |
| BL       | Academic Classroom<br>Reconfiguration               | 7   | Capital Appropriation Funding,<br>Grants |                        |                       |                         |  |
|          | Garage Enhancements                                 | 8   | Capital Appropriation Funding,<br>Grants |                        |                       |                         | Aesthetic Refresh,<br>Gutter Replacement,<br>Direct Utility<br>Connection, HVAC<br>Upgrades, Operable<br>Door Upgrades |
|          | Structural Enhancements @ all<br>Entrances          | 9   | Capital Appropriation Funding,<br>Grants |                        |                       |                         | Overhead Protection  |

|             | Enhanced Directional Signage @<br>Intersection    | 10 | R & R Funds                              |  |                    |
|-------------|---|----|--|--|--------------------|
| Space       | Enhanced Site Accessibility and<br>Parking        | 11 | R & R Funds                              |  |                    |
| Open Sp     | Enhanced Circulation Around/<br>Between Buildings | 12 | Capital Appropriation Funding,<br>Grants |  |                    |
| ∞           | Enhanced Landscaping                              | 13 | R & R Funds, University<br>Landscaping   |  | West face of FS007 |
| Circulation | Enhanced Landscaping                              | 14 | R & R Funds, University<br>Landscaping   |  | South end of Site  |
| Circ        | Outdoor Social Gathering                          | 15 | R & R Funds, University<br>Landscaping   |  |                    |
|             | Enhanced Signage                                  | 16 | R & R Funds, University<br>Landscaping   |  |                    |



Scale 1" = 50' - 0"







This vision includes a series of remodels to increase ratios of functional space to support the future mission of the campus. A dedicated Health Sciences hub expands additional academic space capacity while upgrading an existing facility to extend it's useful life. The conversion of the shop into a multipurpose arts and culture space increases academic offerings directly adjacent to a new open tech lab, accessible to students, faculty and staff.



### 170



Kuskokwim | Bethel

### Building Use



### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Maximize shop utilization
- Revisit Center for Alaska Native Health Research CANHR (Center for Alaska Native Health Research) lease agreement and AVCP (Association of Village Council Presidents)
- Yup'ik Language Center modernization for Health Sciences
- Reallocation of office spaces
- Appropriate storage needs

#### **Classroom Laboratory**

Classroom laboratory space expands with the conversion of KU101 in support of Health Sciences and the reconversion of the existing shop space back to its intended purpose to support the new Native Arts Shop.

#### **Open Tech Lab**

Open tech lab space increasing is contingent upon revisiting the lease agreement between the Kuskokwim Campus and CANHR, currently occupying space as a research component. Pending this agreement, the space would convert to support the open tech lab component.

#### Multipurpose

Multipurpose space increases with the conversion of the existing main entrance to a secondary entrance, accompanied by enhanced lobby space and in the complementing proposed lobby space of the new main entrance.

#### Support Space

Support space will increase with the expansion of the kitchen at KU105 (Sackett Hall) extending to the current boundary of the exterior deck and additionally at KU103 (Maggie Lind) with the conversion of the Wade Lab into a formal lounge space.

#### Library

The library space was identified early on as an anticipated space worth consideration. Throughout the planning process, it was decided that the library would not undergo any large enhancements; however, it is acknowledged that the space should be considered as a future project.

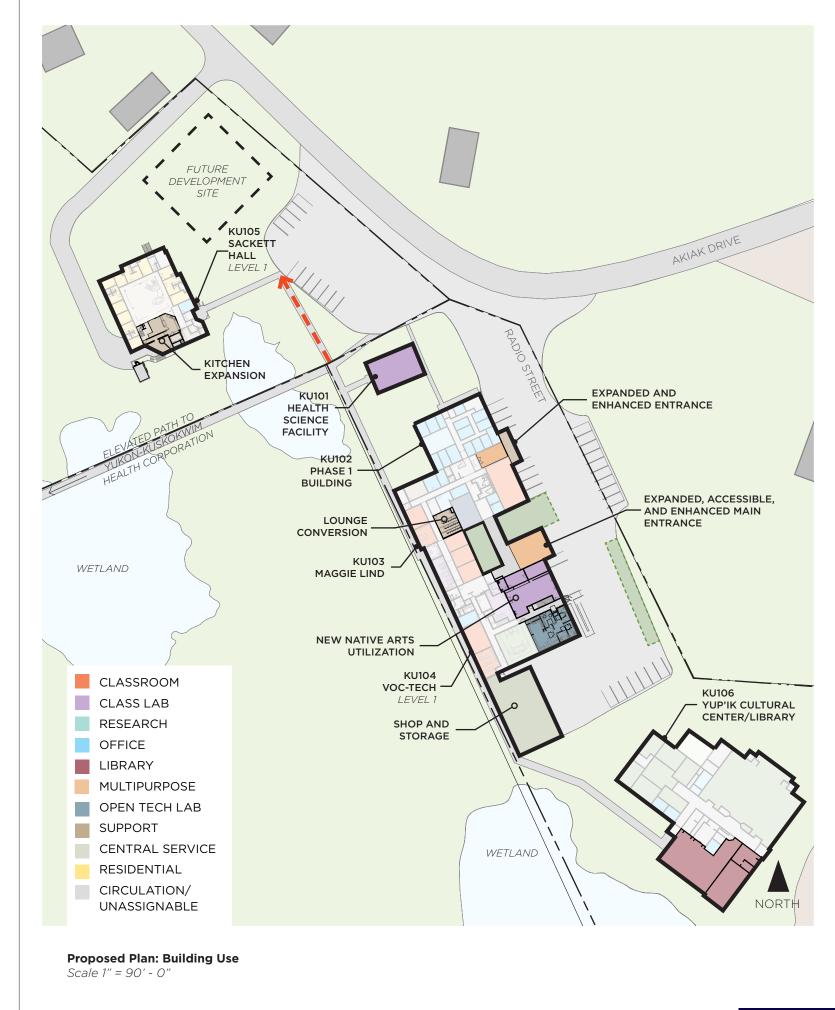
#### Residential

Revisit the housing delivery model for Sackett Hall to maximize its utilization.

#### **Facility Support**

The existing functions in the shop space will transition to the proposed facility addition for optimal utilization in a dedicated space, while the original space is converted.

DLR Group





Kuskokwim | Bethel

Circulation



#### Vehicular Circulation

The are no proposed changes to the vehicular circulation routes.

#### Parking

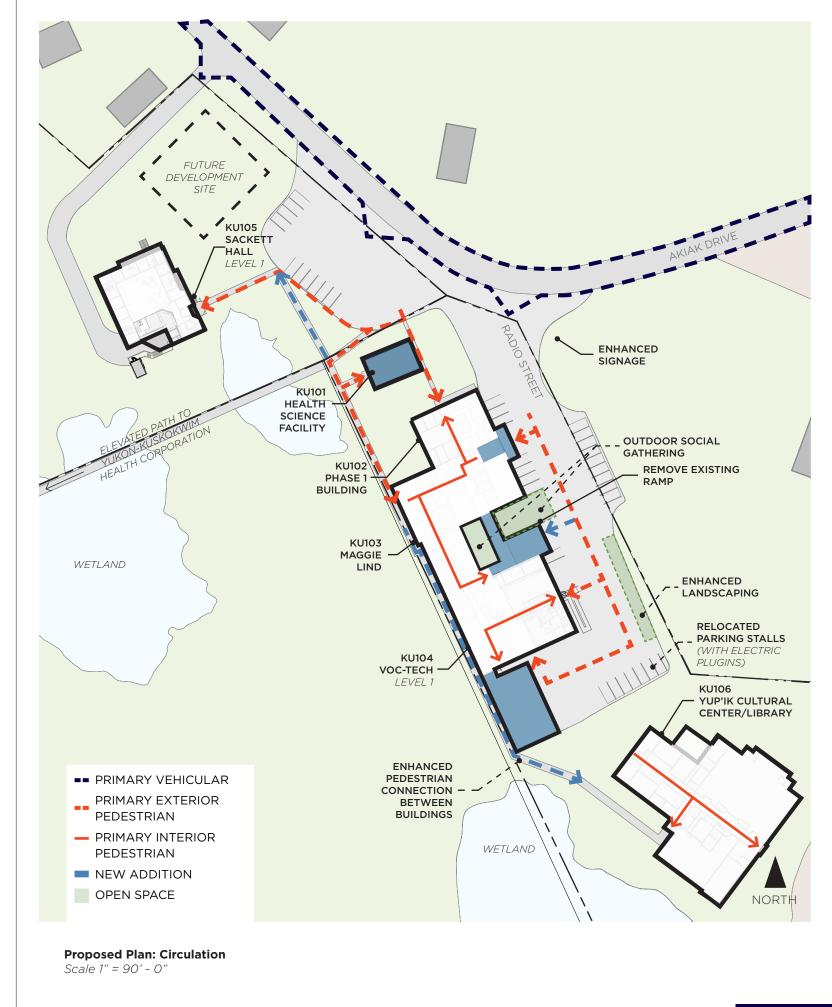
Due to the intervention of some of the proposed building additions, there are proposed relocated parking stalls, including the necessary plugins, at the north end of the site next to KU105 and the south end of the site near KU106.

#### **Pedestrian Circulation**

In addition to the deferred maintenance upgrades on the existing boardwalks, a new section of boardwalk is proposed from the parking end of the KU105 ramp, and along the southwest side of KU103, KU104, the proposed shop and storage expansion, terminating at KU106.

#### Open Space

There are proposed landscaping enhancements along Radio Street, in front of KU104, ending just before the relocated parking stalls in front of KU106. Additionally, there are open space and landscaping additions proposed at the new main entrance on the exterior and as an interior viewing atrium.



175

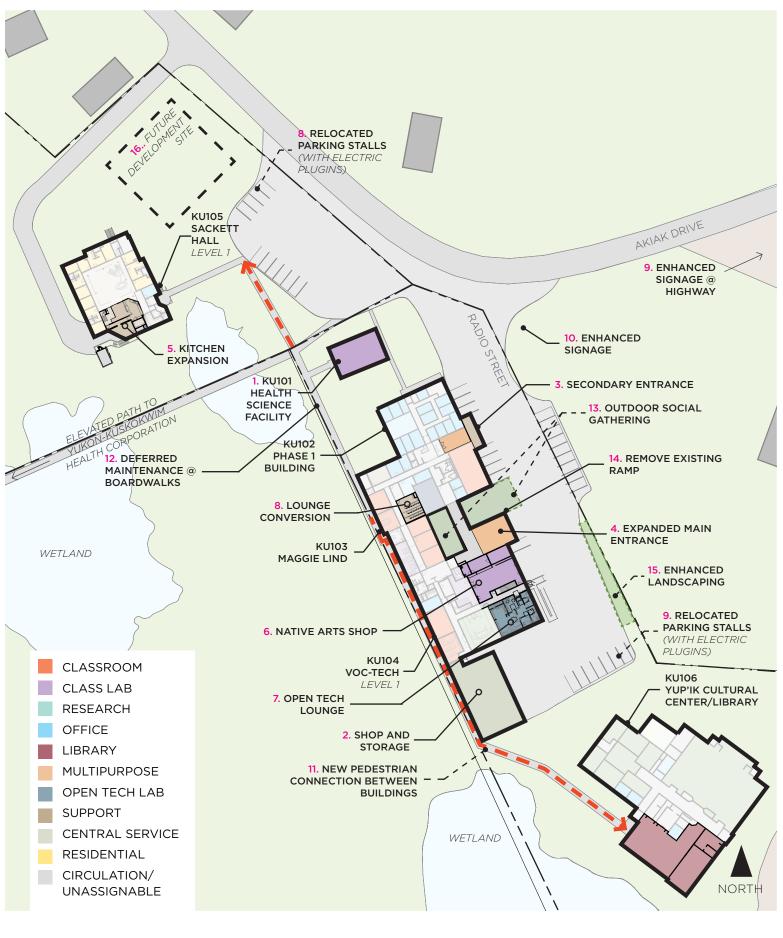
### Kuskokwim | Bethel



The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|              | Project Name  | (#) | Potential Funding Sources                                 | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments   |
|--------------|---|-----|---|------------------------|-----------------------|-------------------------|--|
|              | Programmatic Upgrades to<br>KU101                           | 1   | Premera Grant, HRSA, Congressionally<br>Directed Spending |                        |                       |                         | Name Update -<br>Health Science<br>Facility                    |
|              | Facility Addition &<br>Consolidation of Shop and<br>Storage | 2   | Capital Appropriation Funding                             |                        |                       |                         |  |
|              | Conversion to Secondary Entry<br>@ KU102                    | 3   | Capital Appropriation Funding                             |                        |                       |                         | Enhanced Lobby<br>Space @ KU102                                |
| Building Use | Expanded Main Entrance KU103<br>@ KU103                     | 4   | Capital Appropriation Funding                             |                        |                       |                         | Interior Lobby<br>Addition @<br>KU103, Remove<br>Existing Ramp |
| В            | Kitchen Expansion at KU105                                  | 5   | Capital Appropriation Funding                             |                        |                       |                         |  |
|              | Enhancements for New Native<br>Arts Shop                    | 6   | Grant Fund  |                        |                       |                         |  |
|              | Enhancements for New Open<br>Tech Lounge                    | 7   | Corporate Sponsorship, Grant Fund                         |                        |                       |                         |  |
|              | Lounge Conversion   | 8   | Corporate Sponsorship, Grant Fund                         |                        |                       |                         |  |

|             | Relocated Parking Stalls                                 | 9  | Capital Appropriation Funding |  | w/ Electric<br>Plugins |
|-------------|--|----|-------------------------------|--|------------------------|
|             | Enhanced Campus Signage                                  | 10 | R & R Fund                    |  |                        |
| Space       | New Pedestrian Connection<br>Between Buildings           | 11 | R & R Fund                    |  |                        |
| Open        | Deferred Maintenance on<br>Boardwalks                    | 12 | R & R Fund                    |  |                        |
| tion &      | Outdoor Social Gathering<br>Addition @ New Main Entrance | 13 | Grant Fund                    |  |                        |
| Circulation | Remove Existing Ramp                                     | 14 | Grant Fund                    |  |                        |
|             | Enhanced Landscaping                                     | 15 | Grant Fund                    |  |                        |
|             | Future Development Site<br>Opportunity (1)               | 16 |                               |  |                        |



**Proposed Plan: Building Use** Scale 1" = 90' - 0"





**Concept Diagrams** NORTH Not To Scale

As this campus anticipates future industry infusion, the vision supports growth in unique academic and research offerings. Existing underutilized structures relocate and combine to support growing programs and provide enhanced campus learning environments for future generations.





Northwest | Nome

### Building Use



#### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Addition of multipurpose building (supports HLRM, Workforce Development)
- Expansion/repurpose of dedicated research space
- Versatile outdoor space (supports annual campus events)
- Allocation of appropriate storage space
- Off-Campus Assumptions: -Housing Partnerships

Generally, the majority of existing academic, administrative and support spaces remain unchanged in this campus master plan. Targeted expansion of functional academic, research and support space is limited to key areas anticipating growth of the Northwest Campus's signature programs.

#### **Classroom Laboratory**

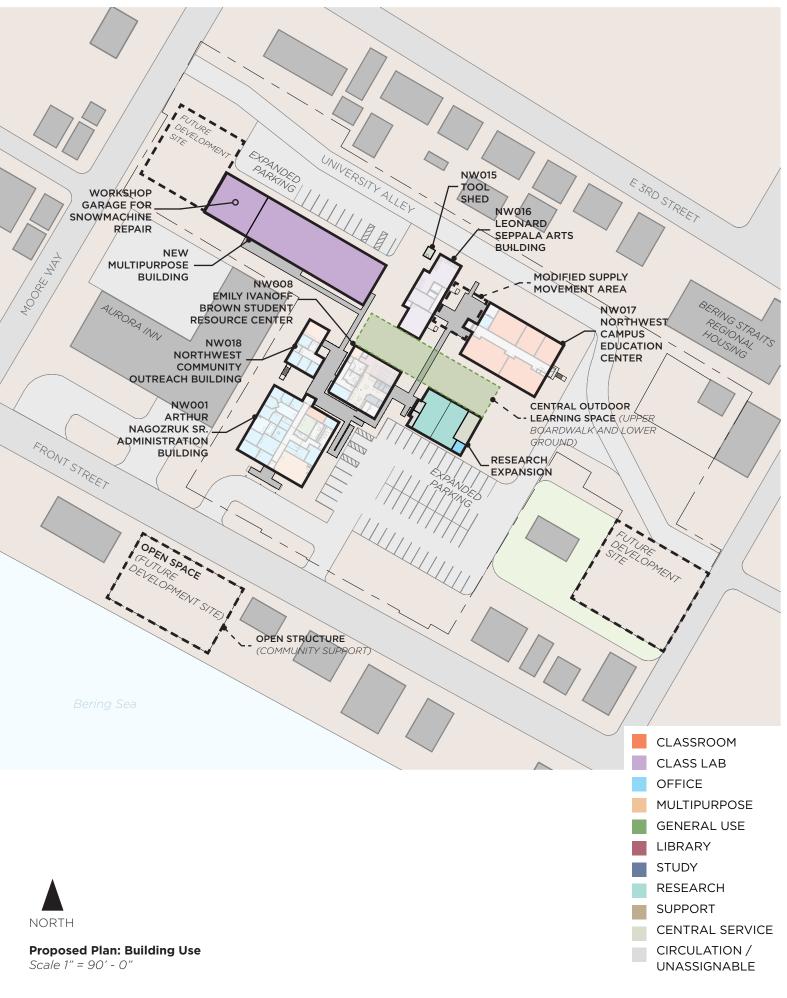
The most significant development on campus is the conversion of existing structures to support a new multipurpose building on the northwest portion of the campus. This building will support the growth of Workforce Development programs, the campus's signature High Latitude Range Management program, Cultural Arts workshop space and warm storage capacity. The facility is located in close proximity to the new central outdoor space, and aligned to provide opportunity for future expansion for an additional workshop garage and open space for additional outdoor learning functions along Moore Way.

#### Research

Research space will increase, supported by a facility expansion, and become the prominent functional use of NW007. This expansion to NW007 will support expanded academic and research offerings, as well as additional warm storage for the campus. Directly adjacent, a new outdoor gather space will be shielded from onshore winds by the expanded building, and will allow for daily use of the outdoor space to support expanded academic needs.

#### **Future Development**

Sites have been identified within the campus boundaries, intentionally unassigned to maximize potential long-term functions to serve UAF CRCD. Temporary uses are considered until future development is determined, including community support space, housing and other private partnerships, and optional expansion sites for garage or workshop functions.





Northwest | Nome

Circulation



#### **Vehicular Circulation**

The vehicular route is proposed to move through an expanded main parking area and connect to University Alley at the northeast end of the site, where there is a secondary parking area proposed at the facility expansion. This connection provides direct access between Front Street and University Alley, and provides opportunity to invest in resilient stormwater infrastructure to support campus longevity and continued operations during periods of storm surge.

#### Parking

The main parking area at the front of campus expands to support substantially more vehicles and the circulation connection back to University Alley. Additionally, there is a proposed lot with accompanying accessible spots proposed at the northern facility addition.

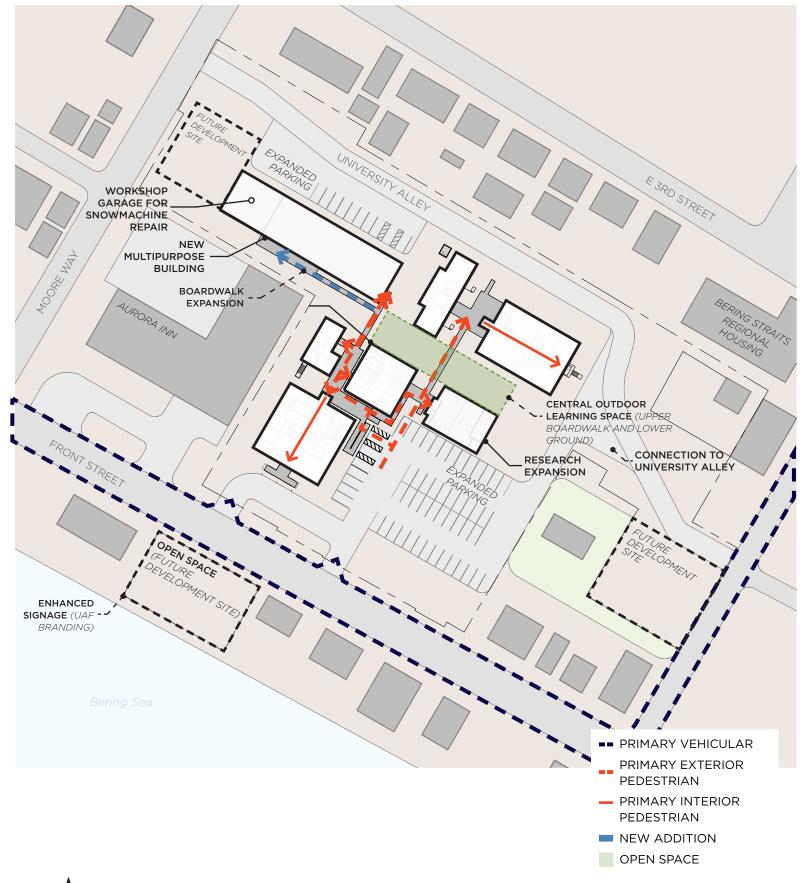
#### **Pedestrian Circulation**

In support of accessible access to the proposed facility addition and multilevel social area, there are proposed boardwalk expansions that access the building along the east and west sides.

#### Open Space

A multilevel outdoor learning space is sheltered by existing and expanded central buildings. This area would support both formal, academic outdoor use, and informal use for the universities semi-annual celebrations.

The campus envisions the use of this space to serve multiple purposes, while also creating a central mixing and gathering space for campus visitors.





**Proposed Plan: Circulation** Scale 1" = 90' - 0"

Campus Master Plan | Future Campus Vision

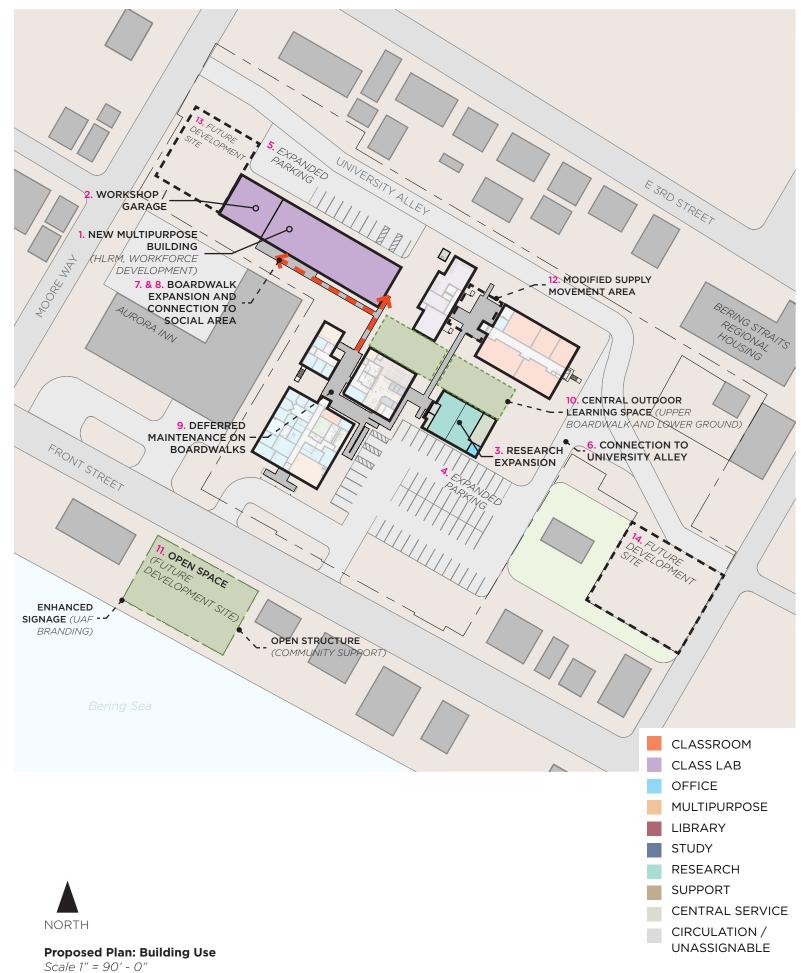
### Northwest | Nome



The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|              | Project Name  | (#) | Potential Funding Sources                         | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments   |
|--------------|---|-----|---|------------------------|-----------------------|-------------------------|--|
| Building Use | New Multipurpose Building<br>(Classroom Laboratory Replacement) |     | USDA Grant, Capital<br>Appropriation, Grant Funds |                        |                       |                         | HLRM Program<br>Expansion,<br>Workforce CTE<br>Development |
|              | Workshop / Garage   | 2   | USDA Grant, Capital<br>Appropriation, Grant Funds |                        |                       |                         |  |
|              | Research Expansion @ NW007                                      | 3   | Capital Appropriation                             |                        |                       |                         |  |

|             | Parking Expansion @ Front of<br>Campus                  | 4  | USDA Grant, Capital<br>Appropriation, Grant Funds      |  | Upgrades to<br>Stormwater<br>Management<br>Infrastructure |
|-------------|---|----|--|--|---|
|             | Parking Expansion @ Classroom Lab                       | 5  | USDA Grant, Capital<br>Appropriation, Grant Funds      |  |   |
|             | Connection from Expanded Parking<br>to University Alley | 6  | USDA Grant, Capital<br>Appropriation, Grant Funds      |  |   |
| ace         | Boardwalk Expansion to Classroom<br>Lab                 | 7  | USDA Grant, Capital<br>Appropriation, Grant Funds      |  |   |
| en Space    | Circulation Expansion to Social Area                    | 8  | USDA Grant, Capital<br>Appropriation, Grant Funds      |  |   |
| & Open      | Deferred Maintenance on<br>Boardwalks                   | 9  | R & R Fund, Capital Appropriation                      |  |   |
| Circulation | Central Outdoor Learning Space<br>Addition              | 10 | City/University Partnership,<br>Volunteer and Donation |  | Upgrades to<br>Stormwater<br>Management<br>Infrastructure |
|             | Open Space<br>(Future Development Site)                 | 11 | City/University Partnership,<br>Volunteer and Donation |  | Site across Front<br>St                                   |
|             | Modified Supply Movement Area                           | 12 | USDA Grant, Capital<br>Appropriation, Grant Funds      |  |   |
|             | Future Development Site<br>Opportunity (1)              | 13 |  |  | SE corner of the site                                     |
|             | Future Development Site<br>Opportunity (2)              | 14 |  |  | NW corner of the site                                     |



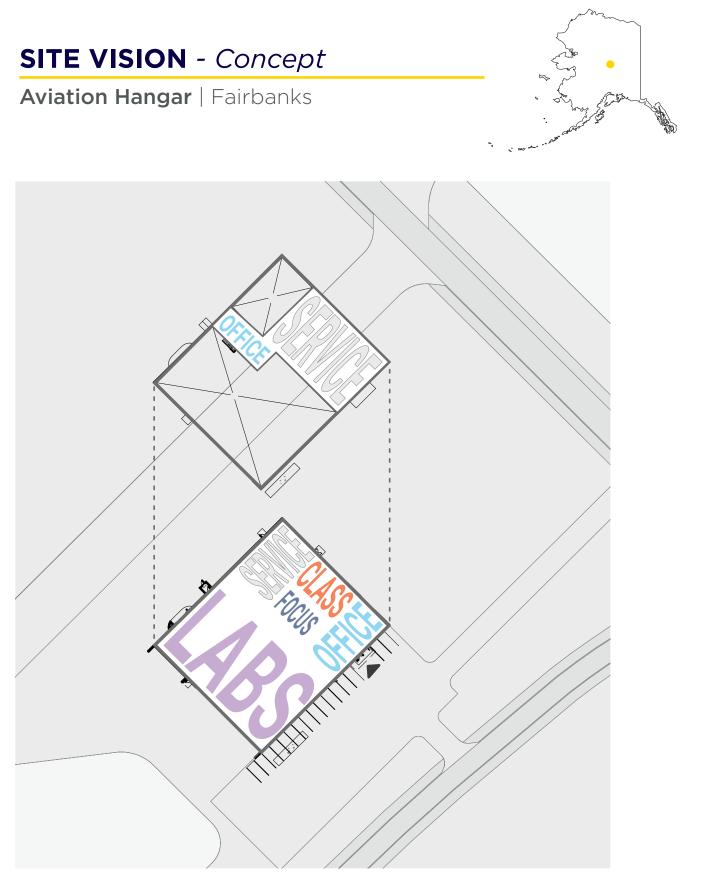


### **Community and Technical College Instructional Sites**

DLR Group

Over the next 7-10 years, UAF's Community and Technical College has developed projects to support a variety of near- and long-term needs. In Fairbanks, it will provide a new facility to support combined emergency services programs and will shift early learning academic programs out of Bunnell House to University Park Building. Each instructional site will align campus environments to support the three key plan elements determined in Section 1.

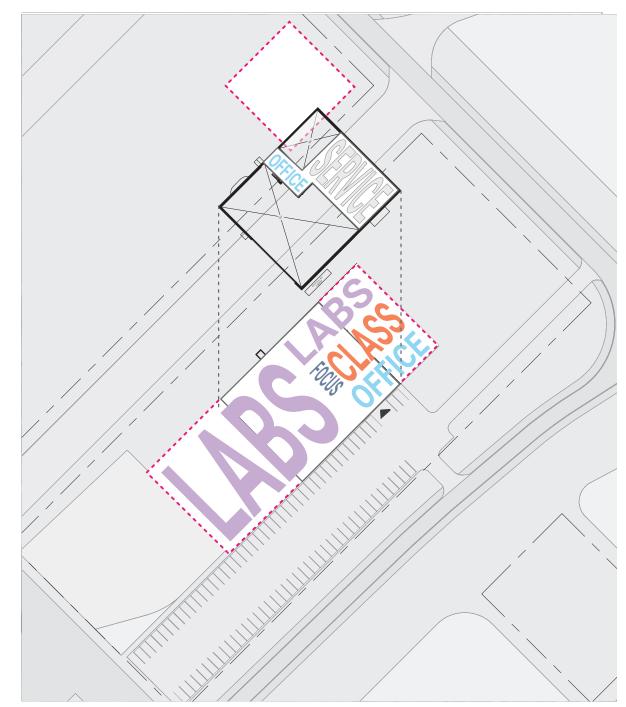








Expansion of the hangar and academic footprint is anticipated to significantly increase offerings by UAF CTC in the near future. This growth will support additional training, learning and informal study space on site, ideally placed with direct physical and visual access to the airport.



### **FUTURE PROJECTION**



Aviation Hangar | Fairbanks

Building Use



#### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Hangar expansion
- Classroom expansion
- Office, lounge and conference expansion
- Aviation painting and welding relocation

#### Academic

Instructional space growth will drive expansion of the existing facility towards the northwest. This improves flexibility for adaptable academic needs within existing an new adjacent spaces. The new Alaska Center for Unmanned Aerial Vehicle Systems Integration (ACUASI) Hangar, currently proposed as a "future development site", will also include proportional instructional space to meet academic accreditation requirements, to be determined through further study.

#### **Classroom Laboratory**

Classroom laboratory space will increase significantly. The dedicated hangar space will practically double off the southwest corner of the existing building, while the fabrication labs effectively double off the north corner of the building. The envisioned ACUASI Hangar will support classroom labs, including a control tower with direct 360-degree visual access to the ground. The high-bay space will support full-scale unmanned aircraft program needs, with drone aircraft sizes ranging from two feet to full-scale aircraft. This space will require large hangar doors to allow access for aircraft.

#### Faculty and Administration

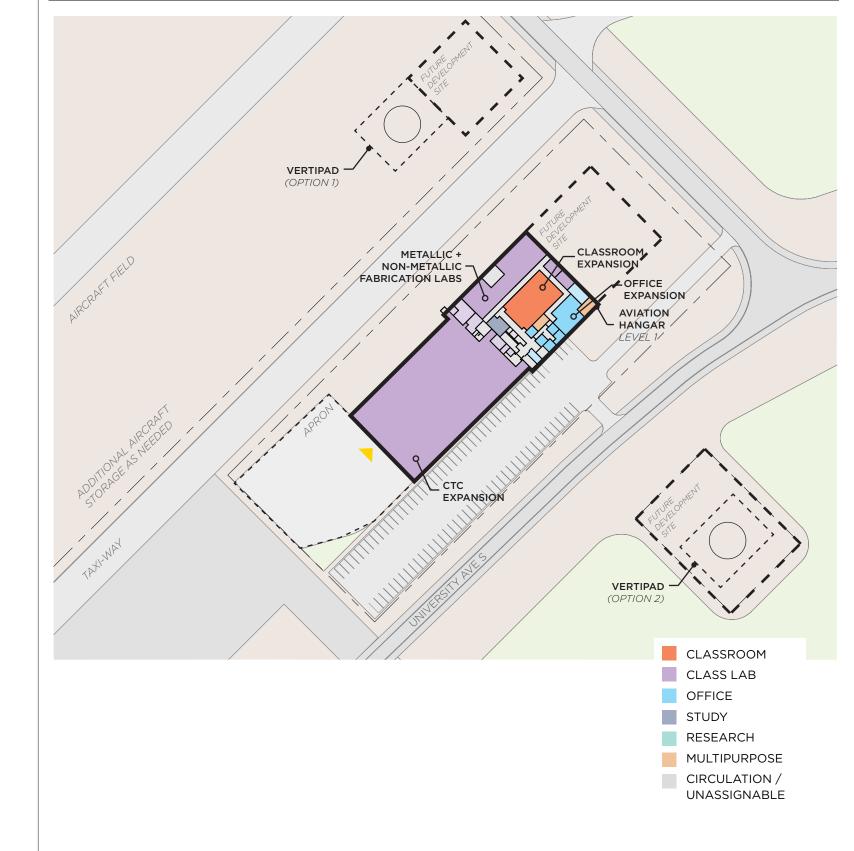
Office areas and supporting functions increase in ratio with expanded academic footprints. These expansions are located on the northeast side of the building directly behind the proposed expanded academic classroom space.

#### **Drone Program**

The University of Alaska Fairbanks, through ACUASI, is one of seven FAA-approved test sites in the nation and the only one in Alaska.

"Alaska is leading the way in drone research with a level of professionalism that our entire aviation community is known for."

> ~ Commissioner Ryan Anderson of the Alaska Department of Transportation and Public Facilities





DLR Group

**Proposed Plan: Building Use** Scale 1" = 125' - O"



Aviation Hangar | Fairbanks

Circulation



#### **Vehicular Circulation**

There are no proposed changes to vehicular circulation routes. However, additional signage will enhance wayfinding and establish the identify of the envisioned ACUASI Hangar facility.

#### Parking

Enhancements in the form of updated stalls with electric vehicle charging stations are proposed at the existing parking area. If expanded parking is required to meet demand, the site across University Ave South may support expanded parking needs.

#### **Pedestrian Circulation**

With the proposed future additions of the ACUASI Hangar, Control Tower, and Vertipad, there is an enhanced pedestrian path proposed along the southwest side of the envisioned hangar expansion with a direct connection to the existing parking area. Pedestrian signage will be required to support wayfinding across the instructional site.

#### Open Space

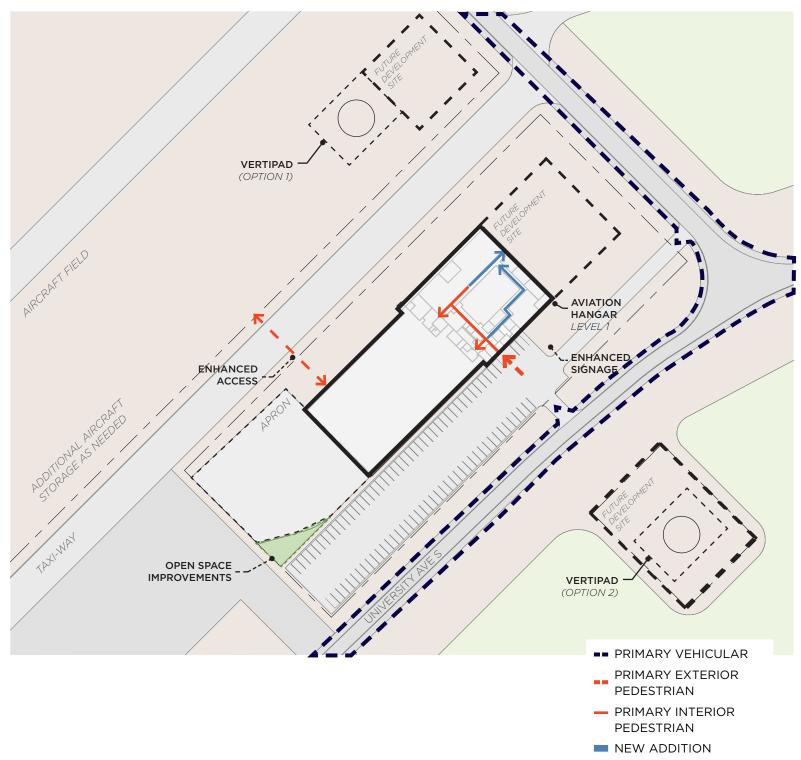
In addition to the proposed facility and circulation additions, there are proposed open space enhancements partially along the northeast side of the envisioned paved apron from the proposed hangar expansion

#### Vertipad Designation

The vertipad, a drone landing pad, will be located off the west corner of the proposed future development site for the envisioned ACUASI Hangar. A second option is proposed at the "future development site" on the southeast side of University Avenue South. This will provide the necessary space to accommodate the outer dimensions, conveniently near other larger aircraft.

#### Future Development Site

The lot south of University Ave South remains a long-term opportunity for UAF development at the airport. As open space, it can provide surface parking, and temporary storage. If developed, consideration included partnership housing, expanded office or support functions, or research partnerships.





**Proposed Plan: Circulation** Scale 1" = 125 - 0" OPEN SPACE



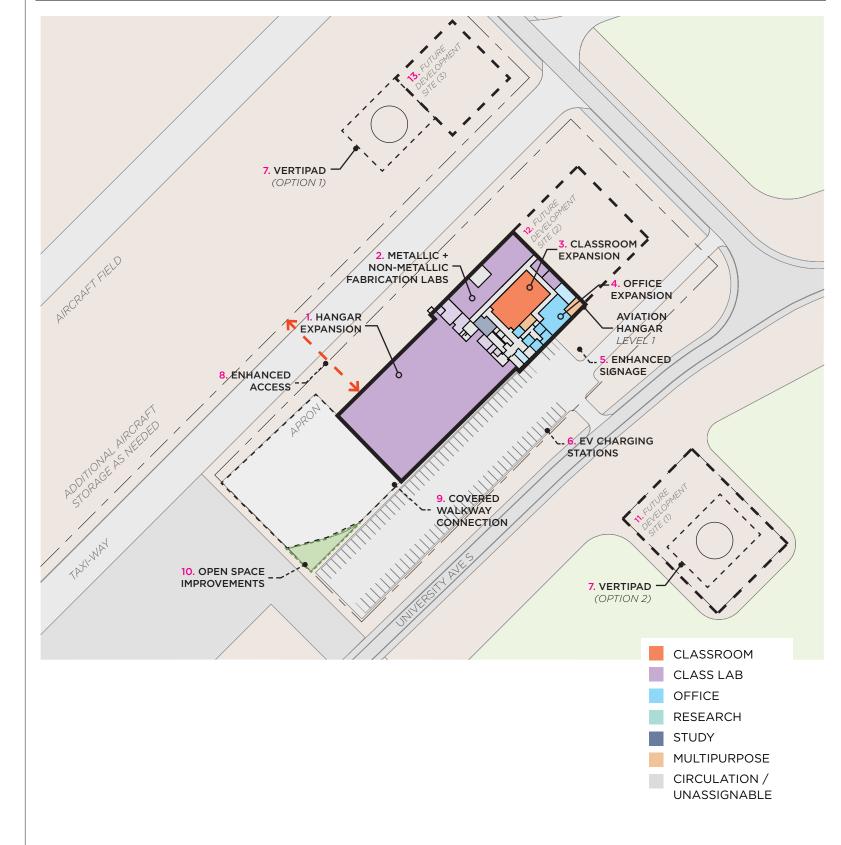


Aviation Hangar | Fairbanks

The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|          | Project Name  | (#) | Potential Funding Sources                           | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments |
|----------|---|-----|---|------------------------|-----------------------|-------------------------|----------|
|          | Hangar Expansion                                      | 1   | Capital Appropriation                               |                        |                       |                         |          |
|          | Metallic & Non-Metallic<br>Fabrication Labs Expansion | 2   | Capital Appropriation, Deferred<br>Maintenance Bond |                        |                       |                         |          |
| Building | Classroom Expansion                                   | 3   | Capital Appropriation and/or R & R<br>Fund          |                        |                       |                         |          |
|          | Office Expansion                                      | 4   | Capital Appropriation                               |                        |                       |                         |          |

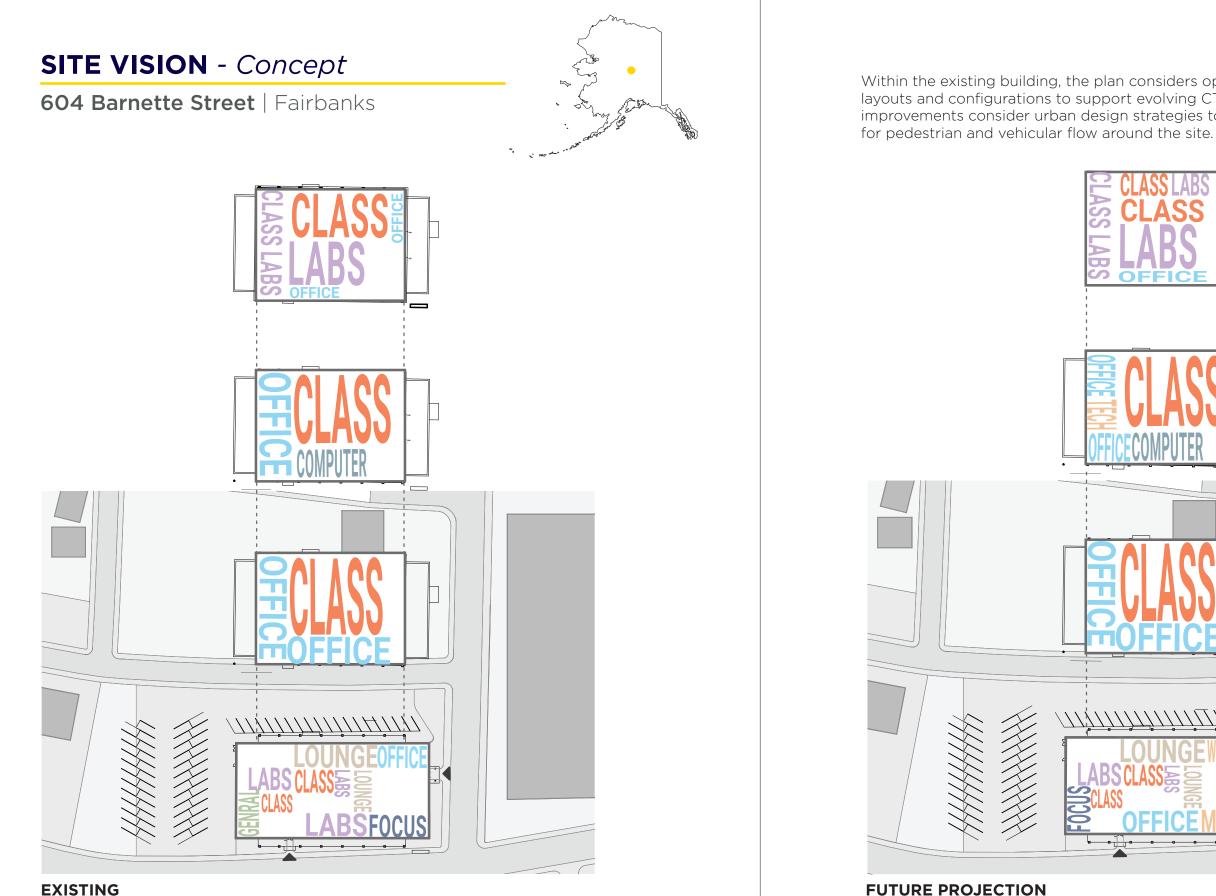
|             | Enhanced Campus Signage                         | 5  | Capital Appropriation and/or R & R<br>Fund |  |  |  |
|-------------|---|----|--|--|--|--|
|             | Electric Vehicle Charging<br>Stations           | 6  | Federal Grant                              |  |  | Fast charger for<br>Tesla, and large-<br>scale batteries |
| ace         | Vertipad Addition                               | 7  | ACUASI Grant (Federal or State)            |  |  | North of taxiway   |
| oen Sp      | Enhanced Access to ACUASI<br>Tower and Vertipad | 8  | ACUASI Grant (Federal or State)            |  |  |  |
| n & Op      | Covered Walkway Connection<br>@ Vertipad Access | 9  | ACUASI Grant (Federal or State)            |  |  |  |
| Circulation | Open Space Improvements<br>around ACUASI Tower  | 10 | ACUASI Grant (Federal or State)            |  |  |  |
| Circ        | Future Development Site (1)                     | 11 |  |  |  |  |
|             | Future Development Site (2)                     | 12 |  |  |  |  |
|             | Future Development Site (3)                     | 13 |  |  |  | Potential ACUASI<br>Hangar Site                          |





**Proposed Plan: Building Use** Scale 1" = 125' - O"

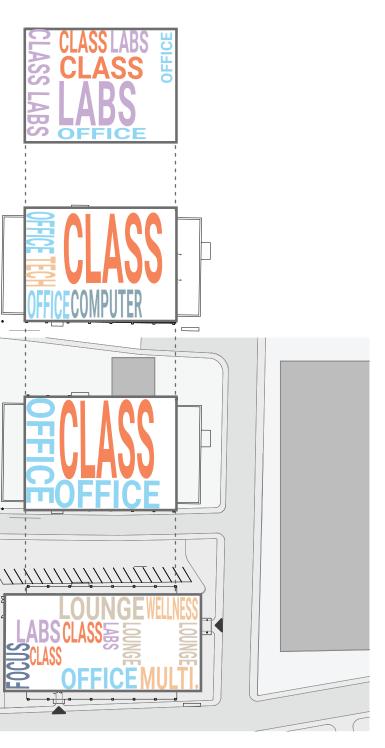




### EXISTING



Within the existing building, the plan considers opportunities to optimize layouts and configurations to support evolving CTC program needs. Exterior site improvements consider urban design strategies to support public-facing functions





604 Barnette Street | Fairbanks

ks Building



#### **Vision Drivers**

The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Health Science program and space growth
- Balance between adjacencies with the appropriate equipment
- Programs' access to daylight
- Higher utilization of general classrooms
- Common space allocation

#### **Classroom Laboratory**

The classroom laboratory space remains the same in terms of square footage, however, the Dental Lab located on the fourth floor will undergo a significant modernization.

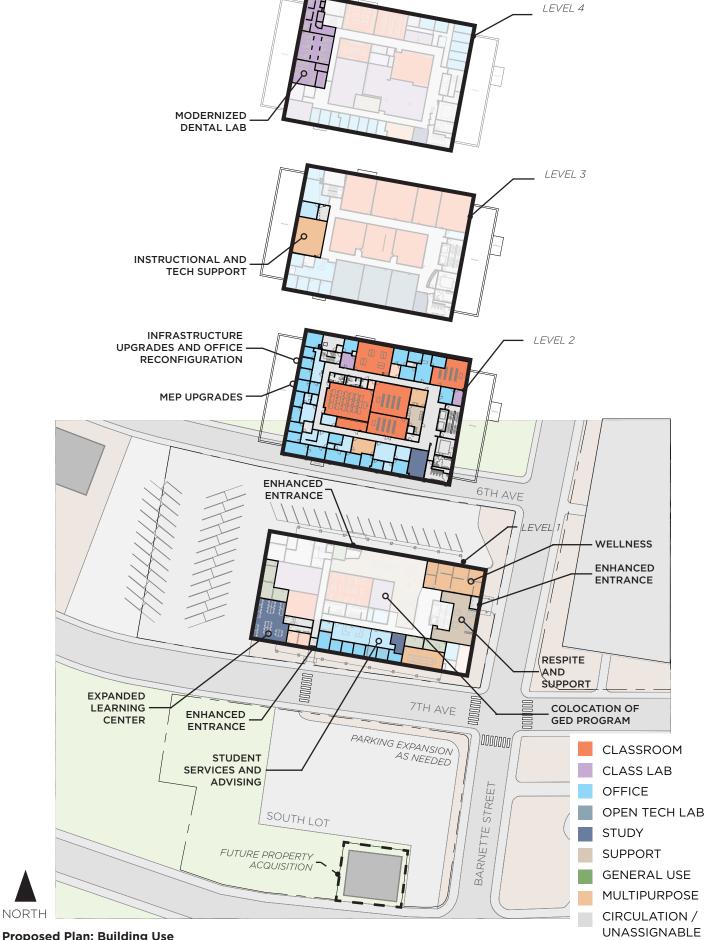
#### Multipurpose

The multipurpose space increases mainly in the form of repurposing existing spaces. On the third floor, a conversion to instructional and tech support space, and on the first floor, a relocation of wellness space, and conversion

The conceptual section below generalizes distinctions between programs anticipated to occupy levels within the building. The diagram on page 199 highlights areas within the building that are proposed to change in alignment with this master plan. Areas not highlighted will not anticipate any changes to lavout or function.



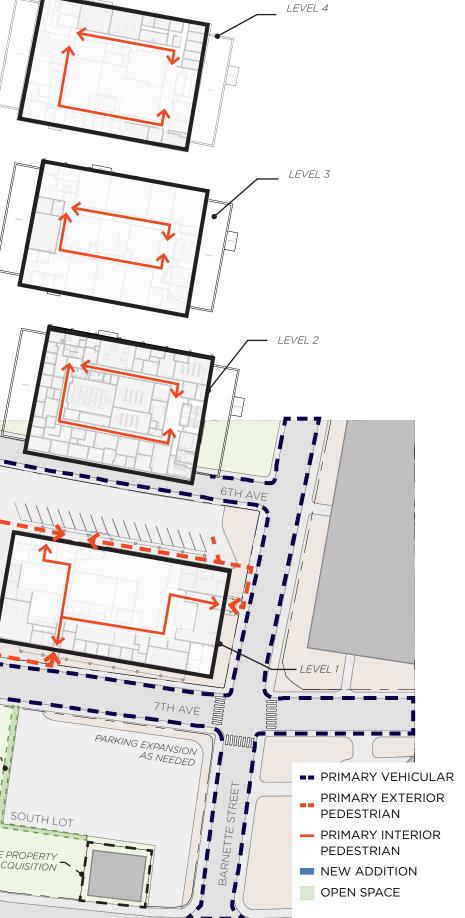
CTC Conceptual Section



**Proposed Plan: Building Use** Scale 1" = 90' - 0"

604 Barnette Street | Fairbanks Circulation





### **Vehicular Circulation**

There are no proposed changes to vehicular circulation routes.

#### Parking

In addition to the existing agreement at the neighboring church parking lot, the parking area at the south lot is proposed as a parking expansion as needed.

#### **Pedestrian Circulation**

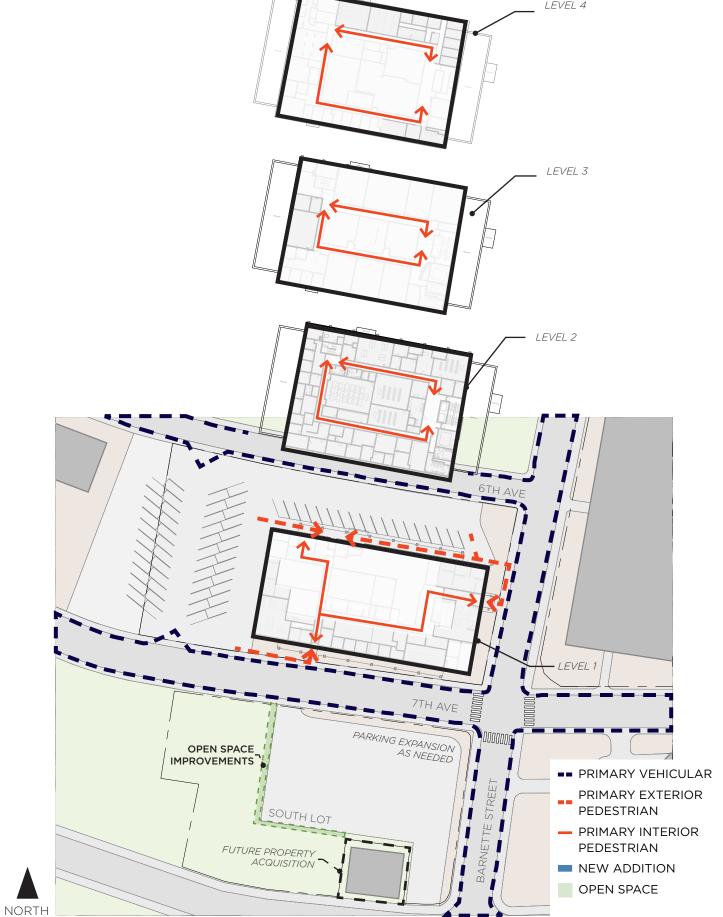
With the proposed use of the southern parking lot, there is an enhanced crossing envisioned from the Downtown Center to this parking area to allow for the safest and most efficient crossing between the two city blocks.

#### **Open Space**

Bordering the south parking lot expansion, landscape improvements are proposed to enhance the visitor experience and provide a buffer between the lot and adjacent properties.

#### **Future Development Sites**

Sites within close proximity are considered opportunities for external partnerships to access and support programs in alignment with UAF strategic initiatives.



**Proposed Plan: Circulation** Scale 1" = 90' - 0"



604 Barnette Street | Fairbanks

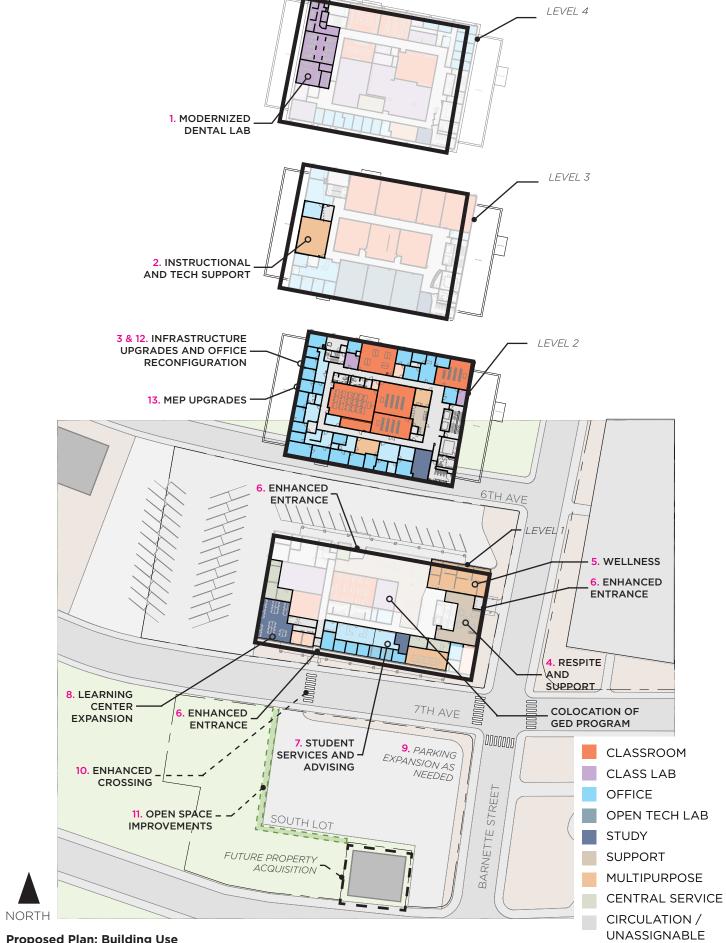


The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

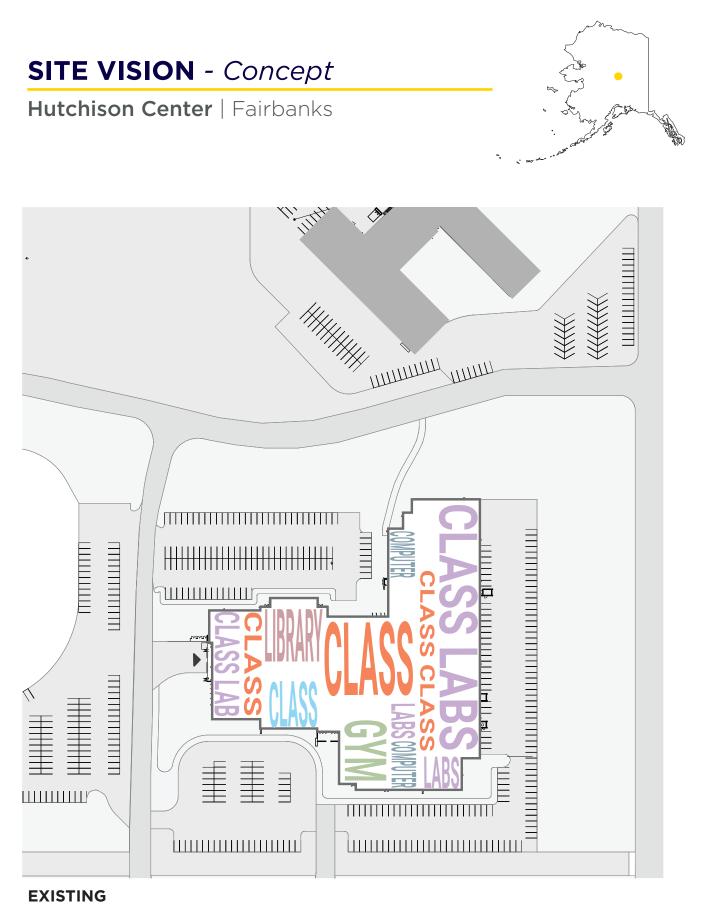
|          | Project Name                               | (#) | Potential Funding Sources                  | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments                                   |
|----------|--|-----|--|------------------------|-----------------------|-------------------------|--|
|          | Dental Lab Modernization                   | 1   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         | 4th Floor                                  |
|          | Instructional and Tech Support             | 2   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         | 3rd Floor                                  |
|          | Office Reconfiguration                     | 3   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         | 2nd Floor                                  |
| ng Use   | Respite and Support<br>Configuration       | 4   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         | 1st Floor                                  |
| Building | Wellness Area Relocation                   | 5   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         | 1st Floor                                  |
|          | Enhanced Entrance                          | 6   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         | Occurs @ all entrances<br>on the 1st floor |
|          | Student Services and Advising<br>Expansion | 7   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         |  |
|          | Learning Center Expansion                  | 8   | Capital Appropriation<br>and/or CTE Grants |                        |                       |                         | 1st Floor                                  |

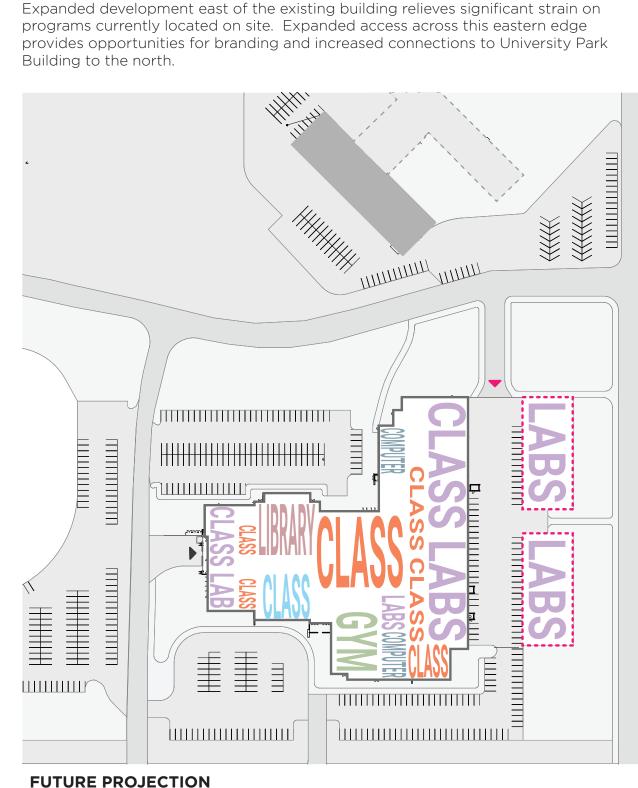
| Open                | Parking Expansion   | 9  | University Receipts with<br>Potential Private/Public<br>Partnership |  | Fast charger for Tesla,<br>and large-scale batteries |
|---------------------|---|----|---|--|--|
| lation & (<br>Space | Enhanced Crossing and<br>Circulation to Parking Expansion | 10 | University Receipts with<br>Potential Private/Public<br>Partnership |  | Southern adjacent lot                                |
| Circul              | Open Space Improvements<br>around Parking Expansion       | 11 | University Receipts with<br>Potential Private/Public<br>Partnership |  |  |

| υ         |                         |    |   |  |                       |
|-----------|-------------------------|----|---|--|-----------------------|
| astructur | Infrastructure Upgrades | 12 | Deferred Renewal Fund<br>(State Fund and/or<br>University Receipts) |  | Abatement @ 2nd Floor |
| Infra     | MEP Upgrades            | 13 | Deferred Renewal Fund<br>(State Fund and/or<br>University Receipts) |  | 2nd Floor             |



**Proposed Plan: Building Use** Scale 1" = 90' - 0"





### **Concept Diagrams**

NORTH Not To Scale

205

Hutchison Center | Fairbanks Building Use



CLASS LAB OFFICE SUPPORT

#### Vision Drivers

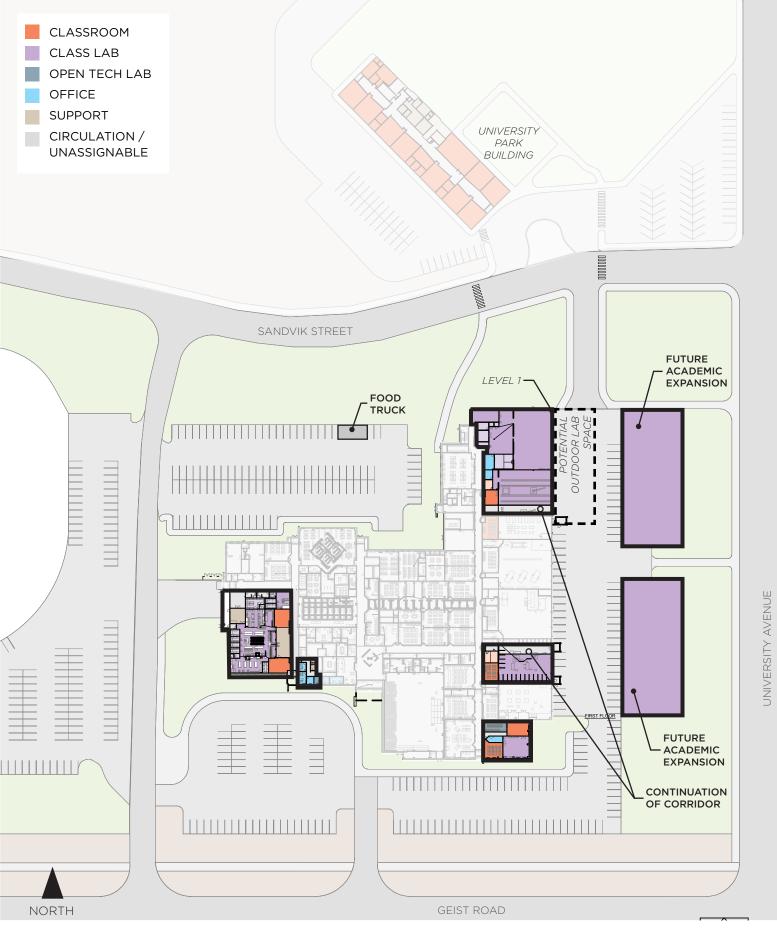
The following points were developed as the top priorities from the "Big Ideas" Workshop:

- Health Science program and space growth
- Balance between adjacencies with the appropriate equipment
- Programs' access to daylight
- Higher utilization of general classrooms
- Common space allocation
- University Street visibility, and access to University Park Building

#### **Classroom Laboratory**

Classroom laboratory space increases with the addition of two dedicated facilities on the east end of the site. Directly adjacent to a proposed vehicular entry route. The placement of the two facilities creates the opportunity for dedicated outdoor lab space and additionally creates an overall branding opportunity on the east face of one or both the proposed facilities.

Expansion of academic space with specialized equipment responds to demand from the industry. Career and technical program support functions and storage will also be accommodated within this proposed development.



**Proposed Plan: Building Use** Scale 1" = 125' - 0"



Hutchison Center | Fairbanks

Circulation



PEDESTRIAN

### Vehicular Circulation

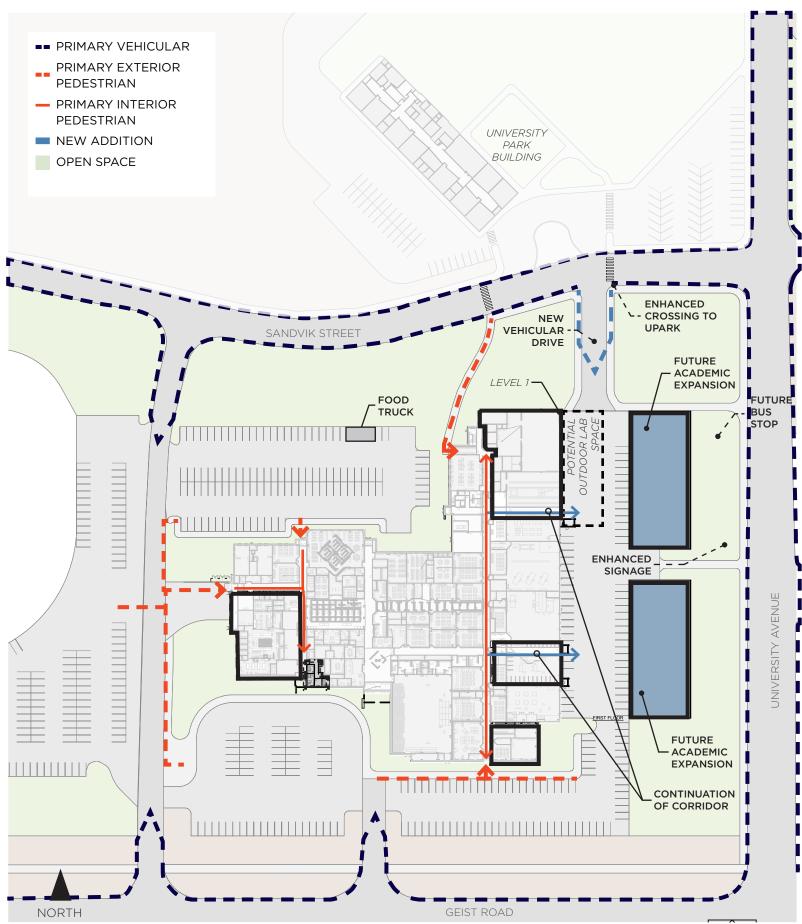
There is an additional vehicular circulation route proposed off Sandvik Street, connecting at the north end of the existing parking area. This route connects to the parking area directly adjacent to the proposed classroom laboratory additions.

#### **Pedestrian Circulation**

Complementing the proposed vehicular route is an envisioned pedestrian route connecting the overall instructional site to the surrounding context. This pedestrian route also leads to a proposed enhanced crossing connection to University Park Building.

#### **Open Space**

With the proposed pedestrian and vehicular routes effectively creating another entrance to the Hutchison Center instructional site, complementing open space and landscaping improvements will support the transition from the surrounding context. This will ultimately create a distinct experience of entering a UAF CTC instructional site.



**Proposed Plan: Circulation** Scale 1" = 125' - 0"



Hutchison Center | Fairbanks



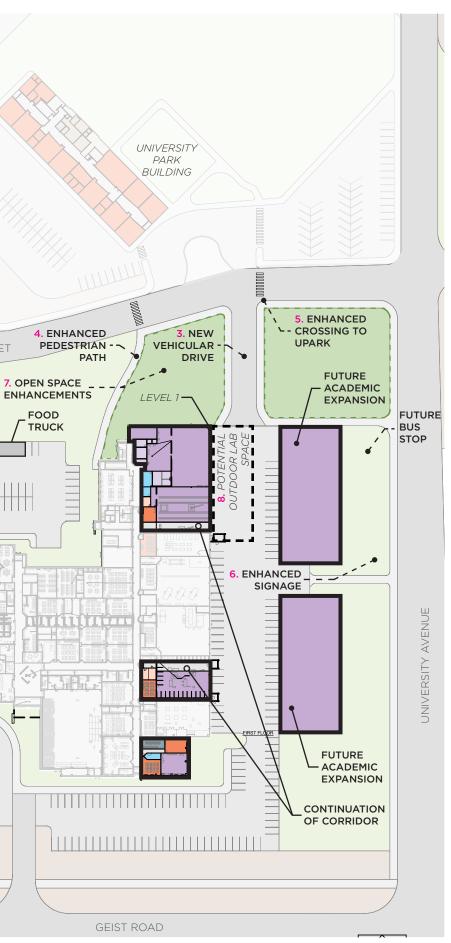
The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|              | Project Name              | (#) | Potential Funding Sources     | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments                  |
|--------------|---------------------------|-----|-------------------------------|------------------------|-----------------------|-------------------------|---------------------------|
| lding<br>Ise | Future Academic Expansion | 1   | Capital Appropriation, Grants |                        |                       |                         | FNSBSD Partial<br>Funding |
| Buil<br>U    |                           |     |                               |                        |                       |                         |                           |

|             | Interior Circulation Reconfiguration          | 2 | Capital Appropriation, Grants |  | Access through<br>building to Class<br>Lab Addition     |
|-------------|---|---|-------------------------------|--|---|
| ace         | Vehicular Circulation Addition/<br>Expansion  | 3 | Capital Appropriation, Grants |  |   |
| en Space    | Pedestrian Circulation Addition/<br>Expansion | 4 | Capital Appropriation, Grants |  |   |
| & Open      | Enhanced Crossing - Access to<br>Upark        | 5 | Capital Appropriation, Grants |  |   |
| Circulation | Enhanced Campus Signage                       | 6 | Capital Appropriation, Grants |  |   |
| Circu       | Open Space Enhancements                       | 7 | Capital Appropriation, Grants |  | New Vehicular/<br>Pedestrian<br>Circulation<br>Adjacent |
|             | Outdoor Dedicated Lab Expansion               | 8 | Capital Appropriation, Grants |  | Adjacent to north<br>class lab(s)                       |

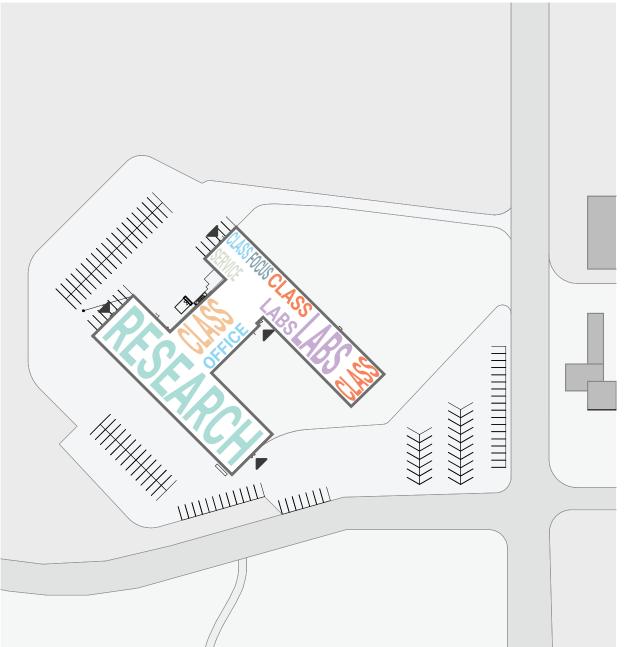
CLASSROOM CLASS LAB OPEN TECH LAB OFFICE SUPPORT CIRCULATION / UNASSIGNABLE SANDVIK STREET 7 NORTH

> **Proposed Plan: Building Use** Scale 1" = 125' - O"









### EXISTING





Expanded development east of the existing building relieves significant strain on programs currently located on site. Expanded access across this eastern edge provides opportunities for branding and increased connections to University Park Building to the north.



### **FUTURE PROJECTION**

University Park Building | Fairbanks Building Use



#### Vision Drivers

The following points were developed as the top priorities from the "Big Ideas" Workshop:

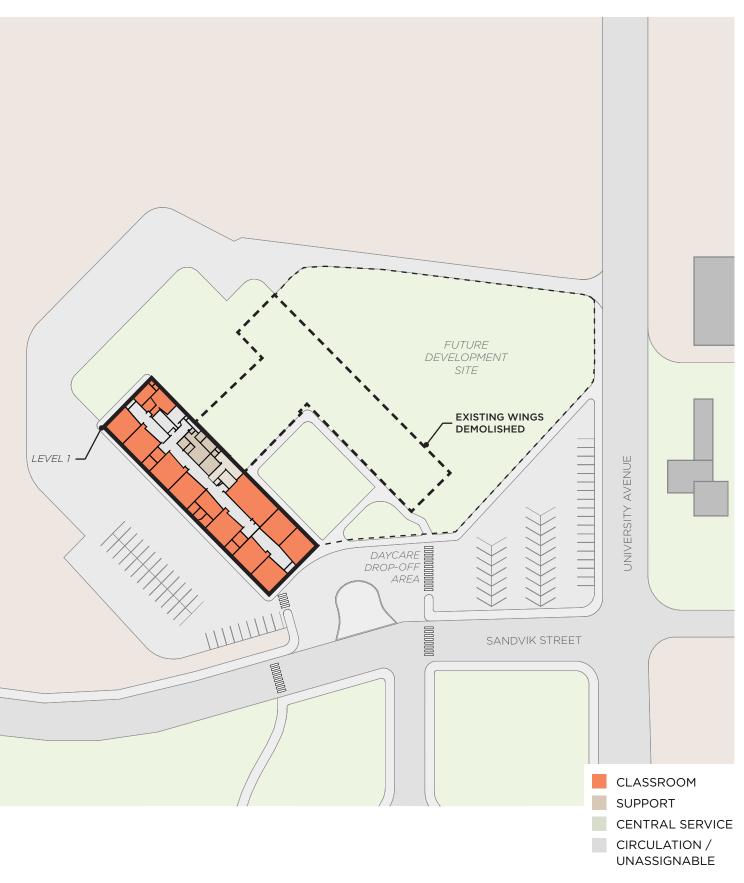
- Right-size and relocate programs currently occupying the east wing into new Emergency Services Facility
- Early Childhood program components moves from Bunnell to University Park Building's west wing
- The east wing is vacated, providing opportunity to reassign, enhance, or replace this portion of the facility

#### Classroom

This vision relies on the relocation of existing Law Enforcement, EMS/Paramedicine and Fire Science programs to a new facility off site. In addition to the shift from the northeast wing to the southwest wing, the multipurpose space will significantly support the childcare program components relocating from Bunnell House. The existing interior gym will remain intact and is anticipated to continue to support internal and external community programs.

#### Support

The support space will follow the migration of the childcare program components to the southwest wing of the building.





**Proposed Plan: Building Use** Scale 1" = 100' - 0"

### **INSTRUCTIONAL SITE VISION**

University Park Building | Fairbanks Circulation



#### Vehicular Circulation

The entry sequence has proposed enhancements that will create a more effective drop-off area and clear instructional site designation.

#### Parking

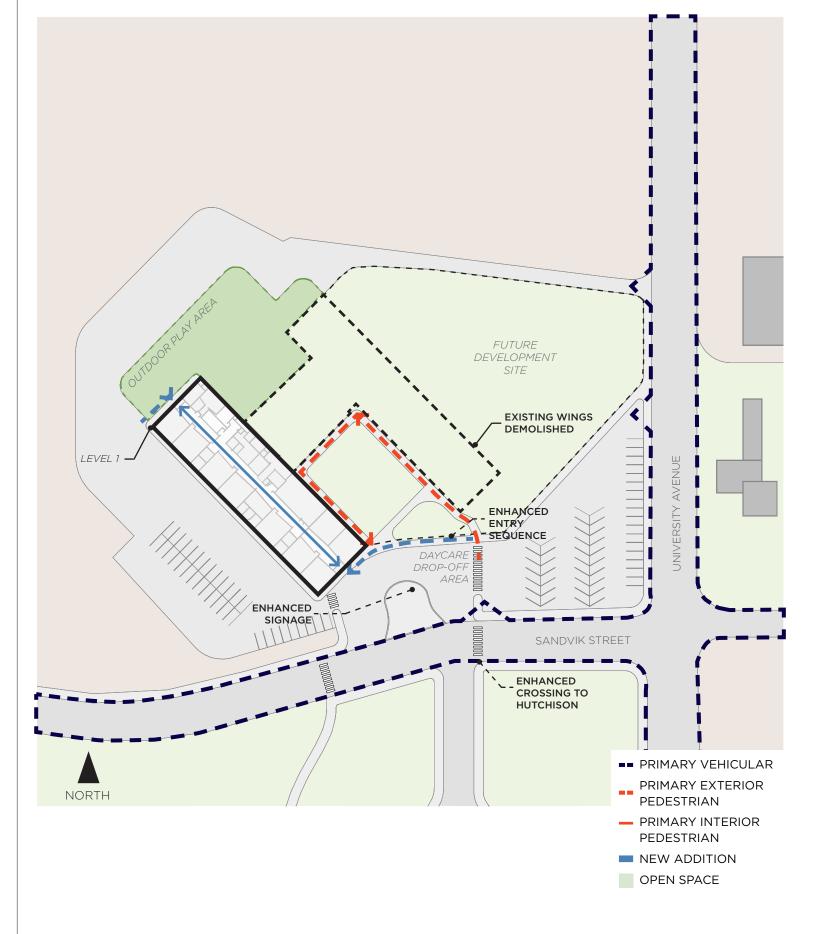
The existing parking at the northwest end of campus will no longer exist to allow for the development of the outdoor play area.

#### **Pedestrian Circulation**

In addition to the proposed vehicular circulation enhancements, there are envisioned pedestrian paths that span from the enhanced crossing to the Hutchison Center along the entirety of the southwest side of the building.

#### Open Space

The existing parking lot at the northwest end of the site is converted into an outdoor play area for direct use by the childcare program predicted to move into the southwest wing of University Park.



**Proposed Plan: Circulation** Scale 1" = 100' - 0"

## IMPLEMENTATION

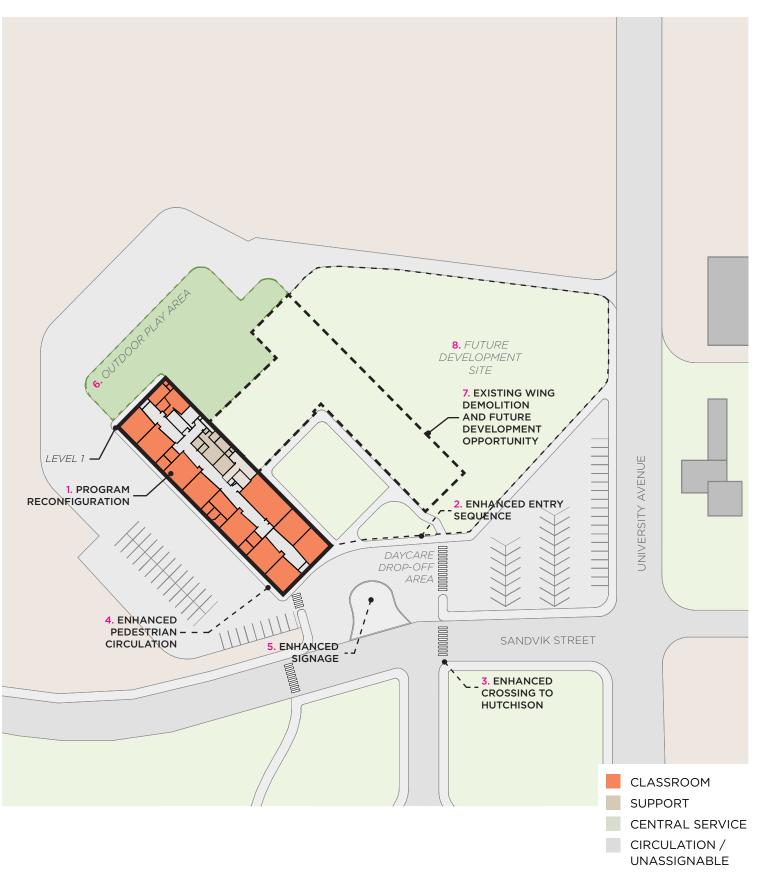


### University Park Building | Fairbanks

The matrix below summarizes the implementation strategies for projects identified to meet the vision of this Campus Master Plan.

|              | Project Name            | (#) | Potential Funding Sources                            | Near<br>(1-3<br>Years) | Mid<br>(4-7<br>Years) | Long<br>(7-10<br>Years) | Comments   |
|--------------|-------------------------|-----|--|------------------------|-----------------------|-------------------------|--|
| Building Use | Program Reconfiguration | 1   | Capital Appropriation, University<br>Receipts, Grant |                        |                       |                         | 1 & 6 Bundled,<br>Portions have<br>dependencies<br>including<br>workforce center<br>and emergency<br>training services |
|              |                         |     |  |                        |                       |                         |  |

| Circulation & Open Space | Entry Sequence Enhancements/<br>Reconfiguration                |   | Capital Appropriation                                |  |               |
|--------------------------|--|---|--|--|---------------|
|                          | Enhanced Crossing - Access to<br>Hutch                         |   | Capital Appropriation                                |  |               |
|                          | Enhanced Pedestrian Circulation                                |   | Capital Appropriation                                |  |               |
|                          | Enhanced Campus Signage  |   | Capital Appropriation                                |  |               |
|                          | Outdoor Play Area Configuration                                |   | Capital Appropriation, University<br>Receipts, Grant |  | 1 & 6 Bundled |
|                          | Existing Wing Demolition and Future<br>Development Opportunity | 7 | Capital Appropriation, University<br>Receipts, Grant |  |               |
|                          | Future Development Site  | 8 |  |  |               |





**Proposed Plan: Building Use** Scale 1" = 100' - 0"



# **DESIGN** GUIDELINES

#### **DESIGN ON UAF REMOTE CAMPUSES** AND INSTRUCTIONAL SITES

The Design Guidelines in this Campus Master Plan serve as a living document in order to achieve a balance between the goals and objectives for each project, and to support evolving uses, innovation, flexibility and sustainability over time.

The guidelines are not a prescriptive set of rules but rather serve as a jumping-off point to inform and inspire design consideration and planning, new construction and renovation through the lens and vision of the University's mission. The intent is to promote a coherent identity for our campuses and instructional sites in a thoughtful consistent manner as part of the long-term vision for UAF CRCD and CTC.

### **DESIGN GUIDELINES**

( )



Landscape design of the UAF campuses should maximize connections to the scenic natural environment in ways that convey a sense of place, history and cultural expression. Campus elements should be organized in a purposeful way that creates cohesion between the built environment and the spectacular scenic beauty of each campus.



UAF has a history of commitment to the environment and sustainable practices and strives to be a leader in the community by setting a good example of sustainable practices on campus and hosting community programming. UAF makes every effort to meet goals and targets for environmental and cultural sustainability.



### Campus Character 🗊

In addition to maintaining the cohesive identity of UAF as an institution, the unique context of each setting, including its cultural diversity, language, artistic expression and environment, should be reflected in the design of campus buildings and open space.



# Architectural Standards

The mix of styles and character in UAF buildings today reflects its origins as separate community colleges as well as the recognition of sustainability and functionality as design drivers over choosing a particular design style. Design of campus buildings should reflect the current period and compliment neighboring buildings while also allowing for flexibility and adaptive reuse.





Integral in cultivating the campus environment, recognizing, and celebrating the culture that houses UAF must be considered in the holistic design process; considering all effects that result from aligning strategic moves.

In addition to the unified UAF Facilities Services Design Standards (https://www.uaf.edu/fs/services/design-andconstruction.php#cadd) documentation, the following section includes additional design and construction parameters that describe considerations for implementing projects across remote areas of Alaska. Remote areas are generally:

- Not connected by road or rail to other major urban areas. Serviced only by boat, small aircraft, or snowmachine.
- Energy grids are island operations, with no connection to other power grids, resulting in extremely high electricity costs (up to 10 times the national average).
- Heating fuel is delivered based on futures predictions once a year and stored in tank farms. If the tanks run out, fuel is then flown in on an emergency basis, which is very expensive.
- Indoor plumbing is not guaranteed, even for UAF campus buildings.
- Very limited lodging capacity for visiting students, faculty and staff in remote campus communities.
- Community land ownership and partners are a mix of tribal governments, Alaska Native corporations, state or federal governments, mining claims and site control methodologies unique to the state of Alaska.

These design and construction parameters lead to high construction, transport and project costs...



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Campus Master Plan | Design Guidelines

# \_andscape Guidelines

#### Permafrost and Siting

1. Shading of permafrost soils: While access to southern light is important for passive heat gain and lighting in a building, it is potentially very damaging to permafrost soils. A common example in residential design would be a family home situated on a south-facing hillside where the designer cleared trees south of the home to allow natural light into the building and create a good view. If the cleared land in front of the house consists of permafrost soils, then the land will thaw, slump, and pull the foundation of the building down the hill. This is an expensive (and unfortunately not uncommon) scenario. Southfacing buildings on permafrost soils will need to shade the ground and allow light into the building simultaneously. Exterior decks, stairs, and other shading devices on the south orientation of buildings are effective methods.

#### 2. Drainage and erosion on permafrost soils:

Drainage from road entrances, driveways, and parking areas can greatly affect permafrost degradation. Where water goes, melt follows. This is true not only for drainage patterns changed by linear civil infrastructure but also true on Alaska's coastline. Coastal communities on the Bering Sea and Arctic Ocean are experiencing advanced erosion as a result of permafrost degradation and the loss of winter sea ice. The Army Corps of Engineers has designated 22 communities in Western Alaska that face imminent danger due to flooding and advanced coastal erosion. Many will need to relocate entirely, or plan a managed retreat to higher ground where available. Some communities have elected to defend in place. Architects and engineers will increasingly be asked to build structures and infrastructure on communities that are in motion, communities that are separated, and communities that are under threat.

#### 3. Moveable foundations and adjustable

*foundations:* In the interim between relocation and the consolidation of thawing soils, moveable and adjustable building foundations are becoming increasingly common. If the future of the thermal regime of Alaskan soils cannot be effectively modeled or predicted, then a foundation that can be adjusted or moved as necessary is a method of mitigating the risk of potential foundation failure due to changing subsurface temperatures.

#### Snowdrift and It's effect on Building Design

Snowdrift analysis is an important consideration for building design in Alaska, especially in coastal zones and regions beyond treeline. Snowdrift is a function not just of mean annual snowfall but also primarily of wind patterns, and it is common for buildings in windy regions with less than 24" of yearly snowfall to become completely buried by drifts. Failing to account for snowdrifting during building design can lead to egress/ safety concerns, water damage in spring melting seasons, and disruption of service entrances for ventilation and heating systems. Additionally, large amounts of costly diesel fuel are utilized by heavy equipment to remove snow from buildings that fail to take snowdrift into consideration during the design phase, leading to untenable maintenance costs and fuel shortages for heating in small communities. A community that must choose between using fuel to dig out buildings/ clear entrances or to heat buildings is put in a difficult position.

1. Snowdrift prediction involves complex vector transport of snow across the interrupted flow caused by a building, an analysis not dissimilar to particle analysis in the aeronautical and oceanographic industries. Which is to say, it is outside the budget constraints of all but the largest northern buildings. Northern designers follow best practices gained by experience when project budgets cannot pay for detailed snowdrift modeling. In general, the direction of wind is a more useful tool in predicting snowdrifts than the amount of snow being transported. The winter is long, and the potential amount of snow is for predictive purposes considered to be infinite. Prevailing winds are analyzed in combination to building orientation and shape.

2. Scour zones will generally form on the windward side of a building. The scour zone is roughly equal in length to the building's height. The scour zone is a function of downward-moving air speeding up and scouring snow away from the building. As the snow begins to slow down again, it begins to deposit snow particles. It is helpful to think of snow transport similar to the way water transports sediment in a river. In places where the water is moving fastest, it picks up sediment. In places where eddies slow the flow down, it deposits sediment. So it goes with snow.

7. Elevation: A building elevated off the ground plain will speed up air that flows under the building. 3. Deposit zones will generally accumulate on places where a building or obstruction has slowed While this does not keep a drift from occurring, it will push the drift out beyond the building itself. It is down or blocked the flow of air. The leeward side of buildings are the most common locations for snow important to remember that although an elevated to accumulate. Typically, the leeward drift behind a foundation will protect a building from drifting in, building will grow in length to 10 times the height of it does not protect the neighboring building the building itself. A secondary drift will often form downwind. in front of the building, just past the scour zone on the windward side, as snow scoured away from the 8. Additive solutions and retrofits: Architects and front of the building begins to slow down again. engineers are often called into address retrofit

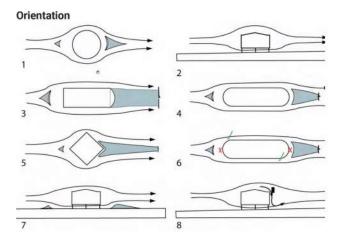
4. Orientation of a building greatly influences its probability of being drifted in by snow. In sites with a prevailing winter wind direction, buildings should be oriented parallel to the wind, with the long side perpendicular to the wind and the short side facing the wind, to minimize drifts.

5. Geometry: In some scenarios, solving drifting concerns may not be possible with orientation. This orientation. Additionally, it is not uncommon for of one prevailing wind. In such cases, building geometry may be more effective in addressing snowdrift concerns than orientation.

- 9. Data collection: Wind direction is key to may be due to lot size, road access, or desired solar predicting snowdrift probability. However, wind certain sites to have variable wind directions instead direction data is macroscopic as opposed to localized in detail. Anemometers used for collecting wind data are generally at airports in Alaskan communities and do not take into account dense urban settlements. The most productive and revealing anemometer would be placed at the • Inside corners create deposit zones that trap building site for a winter before construction. In snow and bury buildings. They should be larger building projects such as hospitals or schools, avoided. At the very least, doors, windows and this is advised. In rural areas, Elder and traditional intake/exhausts should not be located on inside knowledge of wind patterns is often far more corners detailed than one anemometer placed at the airport • Chamfers speed up air and streamline a can reveal, and resident interviews may yield more usable results.
- building, making it more aerodynamic. This allows air to move faster, pulling snowdrifts further from a building. Non-local designers often note how many arctic buildings have "rounded edges" that come directly from snowdrift as a design input.

6. Proximity: A building's proximity to its neighbors has a significant impact on snowdrift. Even a building with proper orientation and proper geometry can still get drifted in entirely if it is located directly on the leeward side of a larger building that forms an obstruction. Site analysis is necessary to predict snow behavior at the level of the block/neighborhood.

- options of buildings that did not incorporate snowdrift analysis into the design phase. These retrofits generally consist of trying to "speed up" the air flow around deposit zones so that they will self-scour. These have had some success. Numerous
- foils are in use that will scour the area in front of a door, for instance, or at an inside corner where drifting has exceeded engineering snow loads and threatened roof collapse.



Demonstrates wind acceleration due to the Venturi effect

# 2 Energy, Efficiency, and Sustainability

#### **Solar Considerations**

The northern latitudes receive the same amount of annual sunlight as any other place on the planet. However, the distribution of that light is markedly different, with most sunlight coming in the summer and the winter composed mainly of darkness. Numerous peculiarities of daylight in the summer and darkness in the winter will affect the siting and performance of buildings:

- **1. Azimuth implications:** The solar azimuth is the horizontal angle of the sun's position in relation to due south. The azimuth in Alaska is vastly different in the summer than in the winter, with significantly more variation than in the Lower 48 states. For instance, in Fairbanks in June, the sun rises at north-bynortheast at 2:30 a.m. and sets in the northby-northwest at 12:30 a.m. This has effects on building siting in that there will be direct western, near-horizontal light on a building for up to 10 hours, which can lead to overheating even in buildings to the extreme north of the state. Conversely, in the winter in Fairbanks the sun rises and sets in the south in the span of less than three hours, meaning that the building will receive no light on its eastern or western faces at all.
- 2. Altitude and Angle of Incidence: The solar altitude is the angle of the sun relative to the Earth's horizon. It reaches a maximum of 90 degrees (directly overhead) at noon at latitudes near the equator. However, the further north one is situated, the lower the typical noon altitude of the sun. That means that even though Anchorage has 19 hours of daylight on the summer solstice, the solar altitude at noon is still less than 60°. At winter solstice, it is less than 6°. The complement to the solar angle is the angle of incidence. The angle of incidence is the angle between the rays of the sun and the vertical zenith. As the solar angle decreases, the angle of incidence increases. Not only does this effect the distribution of light (more horizontally oriented than vertically oriented as compared to southern latitudes), but also the distribution of heat, since the low-altitude light must pass through more of the Earth's atmosphere to reach the building.

#### 3. Daylighting and passive solar gain

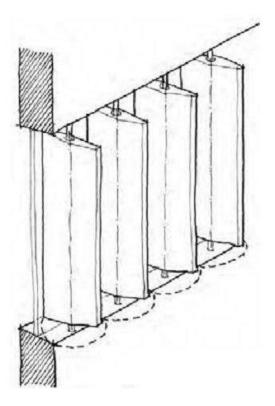
**implications:** Even the most experienced professionals from the temperate zone that endeavor to practice architecture and engineering in Alaska will often have to unlearn some of their most instinctual best practices in order to address the unique differences in azimuth, altitude/incidence, and seasonality of light in northern regions. Light (and, thus, heat) in Alaska will be more horizontal, less vertical, and more seasonably variable than in the rest of the country. This has fundamental effects on:

- Daylight Harvesting: Natural light is desired in the northern latitudes, as it has a positive effect on mental well-being. Daylight harvesting can also lead to a reduction in energy usage if the building is oriented the correct way and an appropriate amount of low-U-value glass is utilized. So, we strive to create a balance of glazing in locations that can pull sunlight into a building as deep as possible.
- Shading Overhang Design: Temperate zone methods of calculating shading overhangs aim to block hot southern sun and allow in needed winter sun based on the azimuth and altitude considered "normal" to that region. However, the length of an overhang necessary to block Alaskan summer sun would be structurally difficult to support and would still not be able to block the horizontal light for most of the year. Shutters, blinds, and other vertical methods of addressing shading are more common in Alaska than typical horizontal overhangs. Findings show that use of low iron glass with a higher shading coefficient has been a good balance to let light in without detrimental UV and with a reduction in radiative heat. Even so, providing sun shades on most south-facing windows

continue to be a viable shading strategy. Recent gain shifts throughout the day. experience also shows that horizontal exterior shading devices, such as fins or "brow" forms, tend to collect snow in an unusual manner and can thaw in warm southern light of February, causing icing problems. Attention has therefore shifted to having brows built like small roofs with a parapet sloped back into a waterproofed trough, if at all.

- Overheating on the western exposure in *summer:* Even in the shoulder seasons (defined as the time of year closer to an equinox than to the solstice) the angle of incidence of the sun on a vertical wall will be far more direct for much of the day than the angle of incidence on the roof or ground, which will affect heat load on the building.
- *Glare:* Northern horizontal light often will need to be diffused (but not blocked).
- Window Placement: Typical educational design in temperate zone climates considers northern light to be a more desirable spectrum visually and southern and western light to be more desirable for heat gain in winter. However, In northern climates, windows placed on a north wall get little to no light for half the year and will result in high energy costs from heat loss. Northern windows should be minimized, and rooms in an architectural program that do not require windows (bathrooms, mechanical rooms, service rooms) are often placed on the north side of buildings for this reason. Western and eastern windows will need blinds and shutters for long periods of horizontal light. Almost all passive heat gain during the winter will come from windows placed on the southern wall of the building. These windows, too, will need a vertical shading strategy for winter horizontal light that leads to glare. The shading should be operable by occupants, since the balance of blocking glare and maximizing heat

• Solar PV and solar thermal orientation: The farther north a building is situated, the more vertical solar PV and solar thermal arrays need to be oriented. For this reason, northern buildings often have solar equipment mounted on south-facing vertical walls instead of on roofs. The additional benefit to vertical or nearvertical solar equipment is that snowfall will not accumulate, which eliminates maintenance and snow clearing of the array.



Illustrated example of a vertical

shading strategy

# S Campus Character

#### Character and Cohesiveness

Development of buildings, infrastructure and landscape elements should create a sense of cohesion and unify the UAF CRCD remote campuses and CTC instructional sites, while celebrating their respective identities in the following ways:

#### **Campus Identity**

- Express diversity of culture, talents, abilities and educational goals
- Enhance collaboration within, between, and beyond the campuses and instructional sites
- Create accessibility for all, including Elders in the community
- Demonstrate sustainability and stewardship
- Celebrate the significance of the Alaska Native culture, traditions and each respective tribe and their lands on which the UAF campuses and instructional sites sit
- Enhance the relationship between people and land through recognition of native species in landscape planting
- Cultivate connection and contribution to the surrounding community
- Integrate aspects of the natural world

#### **Campus Character**

- Contribute to strengthening a sense of "core" at each remote campus and instructional site
- Define open spaces illustrated in the visioning section of the Campus Master Plan
- Strengthen respective campus and instructional site identity and visibility through signage and identifiable landscape elements

#### **Contextual Response**

- Capture unique views and cultural inspirations
- Celebrate and complement unique natural features and campus topography
- Recognize the important relationship to surrounding bodies of water (if applicable)







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Images from Krisan Osterby

# Architectural Standards

#### **Building Envelope Considerations**

Building envelope design is an important consideration in most physical environments around the world. In an antagonistic physical environment like the Arctic, which can be life threatening, the building envelope's relative importance in design grows accordingly. Additionally, the greater the difference between the exterior and interior environments, the greater the forces affecting the building envelope. For this reason, a thorough understanding of building envelope design is important in the Alaskan physical environment. Significant fiscal resources are put into building envelopes in cold climates.

#### Wall Design:

- 1. Vapor Barriers should be installed on the warm side of the wall. Vapor barrier inspections and quality assurance activities should be scheduled as part of the contracting process. Air leakage testing should be scheduled both after the application of the vapor barrier and again as part of commissioning.
- 2. Air Barriers should be installed on the cold side of the wall. Air barrier systems or building wrap is used to protect the wall assembly from wetting events from the exterior, such as wind-driven rain, snow, or moisture-laden cold air. Air barriers should be vapor permeable. If a vapor-impermeable material is placed at the outside of an assembly, and a vapor retarder has been applied to the inside of the assembly, then any moisture that gets into the wall will never be able to get out. Any assembly that incorporates a double vapor barrier in cold climates is prone to water damage, rot, and failure
- 3. Thermal Resilience: Thermal resilience is a metric of growing importance to the building industry in Alaska. Thermal resilience is a building's ability to remain habitable and functional if power is lost or heat is interrupted in winter months. In the simplest terms, it is a building's ability to stay warm enough during an outage to prevent the expensive freezing of water pipes, damage to systems, or the onset of human discomfort or evacuation. Thermal resilience is an especially important metric for design projects on military bases, in the oil and gas industry, and in remote locations. It can be modeled based on "temperature decay" or "time-to-repair" values, stemming directly from insulation, air leakage, and thermal bridging analysis.

#### Roof Design:

Roofing design must take into account snow loads, wind loads, snow shedding, and ice damming considerations.

#### Windows:

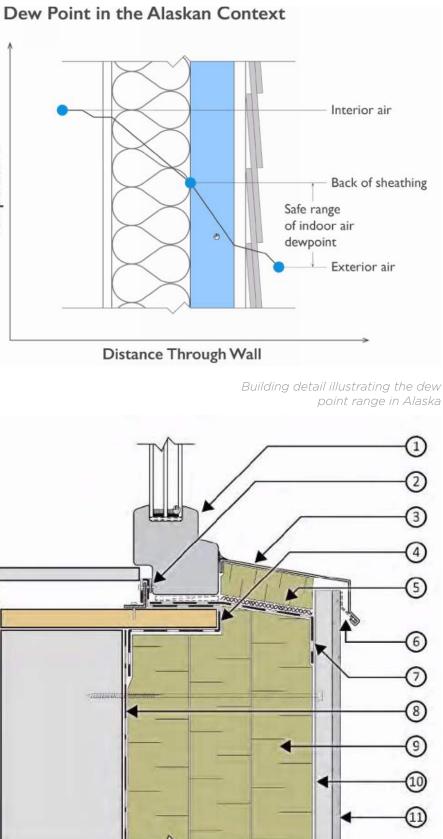
Windows in the Alaskan climate are an inherent compromise with the elements. In such a cold place, minimizing windows greatly reduces the heating load of a building. However, in a place with such dark winters, this poses a significant challenge for wellness of building occupants. General window considerations should include:

- 1. Thermal breaks in window specifications
- 2. Triple-pane windows with argon or xenon gas between panes, and low-E coating are standard
- 3. Opener options
- 4. Skylights are very difficult to detail properly in the Alaskan climate and are not utilized on UAF CRCD and CTC campuses and instructional sites
- 5. Sweating windows are one of the most common issues resulting from improper ventilation or insufficient air changes. In attempt to combat sweating windows, appropriate U-value window assembly with the addition of baseboard convectors under windows, providing natural convection, has proven successful

#### **Cladding Materials:**

Selection of cladding materials on south side vs. other sides of a structure: It is not uncommon in the southern latitudes for roofs to bear the brunt of solar radiation that leads to degradation of paints, stains, and finishes. In Alaska, a south-facing vertical wall is the most likely to have warranty issues related to ultraviolet light degradation of finishes. Although the heat may not be as intense, the light is much more directly horizontal, and in the summer more constant, than in the temperate zone.

- 1. Window System set on shims
- 2. Sealant between window & single angle (AB/WRB)
- 3. Prefinished metal sill flashing
- 4. Self-adhered window sill membrane over window buck (AB/WRB)
- 5. Sill insulation & drain mat
- Continuous perforated retention clip 6.
- 7. Self-adhered window sub-sill flashing
- Wall field membrane (AB/WRB) 8
- 9. Exterior insulation retained with strapping & long screws
- 10. Ventilated & drained cavity
- 11. Cladding



Building detail illustrating window sill composition

#### Doors and Entrances:

Insulated doors for both commercial and residential applications are generally easy to specify and easy to source when compared to windows appropriate to the Alaskan climate. Doors should be installed with seals appropriate for cold temperatures and with sweeps to limit draft. Door hardware for exterior doors should be easily operated with gloves on, making latch handles preferable to ball or twist handles.

- 1. Garage and Bay Doors: Unlike entry doors, garage and bay doors are not easy to source, specify, or detail in climate zones 8 or 9. Thermal bridging at the slab, lifespan and durability issues of the compressive gasket at the base of bay doors, air leakage through the joints, and sprinkler requirements over the cold entrance of garage doors all conspire to make bay door design and construction more full of vulnerabilities than solutions. This is an area where fabricators and installers specializing in Alaskan construction and climate should be consulted before design or construction, and a subcontractor well-versed in the field may be the best option.
- 2. Arctic Entries: The "Arctic Entry" is an Alaskan version of the type of air lock entry found in ventilation-controlled buildings in the temperate zone. A key difference is that almost all buildings in Alaska, across all climate zones except perhaps Southeast, and whether mechanically ventilated or not, contain an arctic entry. They may be "innies" (more common in large curtain wall structures) or 'outies' (more common in most other structures), but they should incorporate the same principles:
- Act as a horizontal circulation zone that tempers the indoor and outdoor environment
- Trap and drain snowmelt, sand and mud from outside before entrance to the main building
- Keep negative pressure near the floor of the building from sucking in large amounts of cold outdoor air. In this way, an arctic entry differs from an air lock in the temperate zone by its length

#### **Building Codes and Fire Marshal Review**

While there is no state building code in Alaska, that only serves to make regulations less clear, as opposed to creating a code-free environment. Financing institutions and public projects will have code standards with amendments, municipalities will have others, and public assistance programs will have still others. Federal funding will be tied to different codes than state funding. Navigating the regulatory environment of different regions of the state can be challenging. For rural projects, there is one fire marshal for the entire state. Fire marshal review can significantly extend the design timeline, and should be planned far in advance. Fire marshal review for UAF campuses and instructional sites occur internally. Inspectors are difficult to find, and quality assurance should be assumed to be in the purview of the design firm or construction administrator, with associated travel costs estimated during contracting.

#### Vehicular Charging:

Provide sufficient electrical plug-in coverage in parking areas. The additional electrical plug-ins are needed to facilitate cold weather starting of vehicles and reduce engine idling time, resulting in lower motor vehicle emissions and improved air quality. This may require Installation of new outdoor, arctic-grade electrical distribution panels, wiring controls, and wiring devices.

#### **Logistics and Shipping Considerations:**

Most construction materials are transported by barge to Alaska from Washington state or California, with the vast majority of materials transported from the Pacific Northwest to Anchorage. Barge delivery to ports on the southern Pacific Coast run all year, but barge delivery to ports on the western Bering Sea coast or the northern Beaufort Sea coast stop as soon as the ocean freezes in October and do not resume until the ocean clears again in May/June. Any material that misses the barge must be flown in, which greatly adds cost. Shipping and logistics of construction materials typically account for roughly 40% of overall construction cost in rural Alaska, and slightly less than that on the road system. Materials should be selected based on careful consideration of both their performance and their ease of shipping.

#### ADA Compliance in Cold Climates:

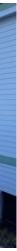
Compliance with the Americans with Disabilities Act and universal design principles can be challenging in cold climates. Access ramps are difficult to keep snow-free and should be covered or incorporated into the arctic entry of a building whenever possible. In urban applications, like Fairbanks, heated surfaces may be applicable for snowmelt. In most other communities, they are not. Buildings elevated off the ground for permafrost or snowdrift considerations are difficult to reconcile with accessibility standards.

#### Season Affective Disorder as a design consideration:

Seasonal Affective Disorder is a psychological disorder corollary to periods of extended darkness common to northern winters. Symptoms are similar to depression but are triggered specifically by the absence of light. Building design, especially building design of the workplace, has a significant effect on the implications of this disorder. This is because in the winter the sun rises and sets again while most people are at their place of work. For this reason, great attention must be paid to creating access to natural light in northern buildings occupied during the day. Office space, school designs, and public buildings inhabited during typical working hours will need careful consideration of access to the short periods of natural light during the winter months. It is not uncommon for public process projects to be ordered back to redesign when not enough attention was paid in the schematic design phase of a project to harnessing winter daylight. Designers that have a "winter daylight plan" inherent in their design are less likely to get revisions from northern clients.











Images from Krisan Osterby

# Culture

#### **Cultural Considerations**

Acknowledging the cultural practices of the Native Peoples of Alaska facilitates a relationship of respect and understanding, ultimately supporting the goal of successful cross-cultural conversation and work. The following are essential in understanding their culture:

#### Elders

Elders are highly respected, considered wise by virtue of age and survival. They should be treated with the utmost respect. When entering a new village, identify the chief, mayor, Elders, and leaders, and honor them. Meet briefly with them to introduce yourself, explain why you are in their village, and ask if you can help them in some way.

#### **Community Gatherings**

Gatherings are not bound by timing and will likely not start on time, in addition to almost never ending on time.

- Non-Natives view time as linear by the clock
- Natives view time as circular by the seasons

People will come for food, as it is a common enjoyment. This includes and emphasizes, but is not limited to potlatches. The priority of serving food is as follows:

- Male Elders
- Female Elders
- Males
- Females
- Children feed themselves

Personal items should be treated with care and respect, as they are the property of another person.

- Do not step over a backpack or personal item
- Do not move personal items
- Respect it

Acknowledging that there are small nuances in different cultural introductions, Native people may introduce themselves by offering the following information:

- Their non-Native name
- Their Native name and its meaning
- What village they are from
- A brief family history
- What brought them here for this gathering

#### Public meetings

It is important to remember the following when addressing a large group:

- English may not be their first language
- Speak slowly in short sentences with no extra words
- Pause often
- Do not ask many questions -- respect their privacy

They appreciate a great amount of humor, and there are many Native languages do not have a word for "goodbye". Therefore they will simply leave without saying anything.

#### Presenting/Training

- Ask one or two Elders to explain the key concepts to the others
- Follow Native protocol (smoked salmon, moose jerky, etc.)
- Use appropriate training methods
- Allow them to learn by doing, while you guide them to a successful conclusion
- Publicly acknowledge their newly acquired skills
- Consider giving them a certificate of training to place on their wall as an honor and reminder that they are trained

#### Social Interactions

- Silence is acceptable
- There is no pressing need for conversation
- It is often enough to simply enjoy a visitor's presence

#### Using Local Labor

Generally a very difficult goal to achieve, using local labor and working cross-culturally requires the following:

- A firm commitment by all parties
- Innovative approaches, training and counseling
- A mixture of inflexibility and flexibility

#### **Developing a Cross-Cultural Workforce**

Commitment and research are key factors in a successful workplace and force.

- All parties should commit to make the program successful
- Hold discussions with Elders, village representatives, and past and current employees to determine what should be done in your region to accommodate Native workers
- Make frequent trips to meet with villagers
- Maintain open, honest dialogue with villagers and employees

#### Provide mandatory cultural training for employees

- Give applicants and employees the good news and bad news
- Enforce a zero tolerance drug and alcohol policy
- Provide opportunities to learn and guidance for success
- Foster job growth and advancement
- Provide a total work environment in which employees can be successful

Create a friendly atmosphere in which to work

- Encourage workers to place family photos in the dining hall
- Use round dining tables to enhance communication and encourage visiting
- Occasionally include traditional foods

#### Invest in the local communities

- Buy clothing and hand tools from village stores (give them a loan for initial stock)
- Support village charities

Demonstrate genuine care for their families, their lifestyle, and their world.







Images from Krisan Osterby



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# **APPENDIX A: TROTH YEDDHA' INDIGENOUS STUDIES CENTER AND LEGACY PARK**



## **TROTH YEDDHA' INDIGENOUS STUDIES CENTER AND LEGACY PARK**

UNIVERSITY OF ALASKA FAIRBANKS

**15% CONCEPT DESIGN** 

**DECEMBER 21, 2022** 



Campus Master Plan | Appendix A



#### ACKNOWLEDGEMENTS

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### Bettisworth North

Troth Yeddha' Indigenous Studies Center

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#### **OVERVIEW** (Prepared by Bettisworth North)

#### The Need

As recognized by the Board of Regents approval of the project in May of this year, this new facility will amplify the university's strategic initiative to strengthen UAF's leadership in Alaska Native and Indigenous programs by integrating indigenous knowledge into academic, research, and outreach programs. It will additionally support the fundamental need to increase enrollment and degree attainment of Alaska Native and American Indian students at UAF.

#### **History and Progress to Date**

The initial effort was sponsored by a group of volunteers who had asked the University of Alaska to recognize the "gift" made by indigenous tribes when granting access to the land upon which the University of Alaska was founded. The site is a ridge where the Interior Tribes gathered, traded, and celebrated.

With this history in mind, the design team is working closely with a core group of stakeholders to understand the academic, research, and outreach program needs and the spatial functionality of the facility as well as specific objectives and strategies to honor Indigenous cultural ways and this site. The current collaboration process has determined the project goals and design drivers, refined and expanded the program of spaces, reached an organizing building scheme, created detailed layouts of key spaces, and developed preliminary floor plans. In conjunction with the building plan, the site plan is establishing the campus pedestrian, vehicle and services connections and landscape cultural relationships.

#### Program

The current building program has been re-envisioned with a phased approach in mind. The Teaching & Learning phase has been the focus of this design period, with the Gathering/Performance and Northern Indigenous Arts Center phase(s) to be further developed at a later date.

#### CODE NARRATIVE (Prepared by Bettisworth North)

#### Overview

This project falls within the jurisdiction of the University of Alaska Fairbanks and is subject to the codes adopted by the State of Alaska. The new building is proposed to be a 4-story structure housing the College of Rural and Community Development (CRCD) administration and faculty, teaching and learning spaces, and research spaces. The occupancy is Business Group B and includes offices, educational spaces for students above the 12<sup>th</sup> grade, a small library, a recording studio, and support spaces.

Bettisworth North Troth Yeddha' Indigenous Studies Center

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The facility will be protected with an NFPA 13 automatic sprinkler system throughout. See the attached code data matrix for additional code analysis pertaining to this project.

#### **Codes and Standards**

- » 2021 International Building Code (IBC) with State amendments
- 2021 International Fire Code (IFC) with State amendments
- 2021 International Mechanical Code (IMC) with State amendments
- » 2020 National Electrical Code (NEC) with State amendments
- » 2018 Uniform Plumbing Code (UPC) with State amendments
- 2017 ICC A117.1 Accessible and Usable Buildings and Facilities
- January 2020 UAF Design Standards

#### Construction Type

The goal is to use heavy timber structure where feasible to reduce the carbon footprint of the facility and to create a warm and inviting wood interior. To that end, the facility will use the IBC Section 510.2 Horizontal building separation allowance, meaning that the basement/lower level of the facility will be constructed as Type I-A with a 3-hour fire-resistance-rated horizontal assembly separating it from the first, second, and third levels which will be constructed as Type V-B. We are investigating two options for the Type V-B structural systems:

- Upper 3 levels constructed entirely of heavy timber.
- 2. Upper 3 levels south side constructed of heavy timber and north side of steel.

See the attached code analysis data matrix for additional detail on the required building element protection for each type of construction.

#### **DESIGN GOALS** (Prepared by Bettisworth North) **Project Goals**

The following project goals were developed by the UAF stakeholder group:

Troth Yeddha' khwts'en' nwkhdatl (You have come to Troth Yeddha').

The Indigenous Studies Center and Legacy Park will be a place:

Bettisworth North Troth Yeddha' Indigenous Studies Center

University of Alaska Fairbanks: College of Rural and Community Development and Community and Technical College

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- » To create a living, lasting, and functional space for Alaska Native cultures and languages to thrive within UAF.
- To enhance the educational experience of all students with a focus on Alaska Native students at UAF.
- » To honor the traditional uses of the ridge as a place of gathering and sharing knowledge and wisdom.
- >> To renormalize Alaska Native languages into the identity of UAF.
- >> To open doors to our house: one thought, one creator, one student.
- To foster a place where good thinking and work happens.
- » To support two fundamental strategies: expand and deepen UAF's current capacity and expertise in serving Alaska Native peoples and better integrate Indigenous knowledge into UAF's academic, research, and outreach programs.
- » To improve recruitment, retention, and outcomes of Alaska Native and rural students by transforming the university to be a more inclusive and culturally relevant experience.
- » That invites high levels of utilization through innovative flexible space. A building where we can teach contemporary tribal governance and traditional birch bark basket making in the same enriching space.
- >> To co-locate and increase synergy of CRCD functional units into one community
- » To demonstrate the principles of sustainability, sharing, stewardship, and relationship of peoples to the natural world.
- >> To invite experiential learning, allowing students to feel it and experience it.

#### **Project Design Drivers**

The following design drivers were developed by the Bettisworth North and Jones & Jones design team based on the project goals and priorities of the stakeholder group:

Troth Yeddha' Project Design Drivers: Transparency through Education, Celebration and Honoring

>> Honor the people, land, and place o Connect and celebrate the seasons, the views north and south, the daylight, night sky

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Troth Yeddha' Indigenous Studies Center

**Design Narrative** 15% Concept Design Be a symbol – visible and prominent

- "We belong here"

Create a door to learning, access, or portal to knowledge

- Passage to discovery
- o "Fire Keeper" of knowledge is the researchers
- >> Welcoming, nurturing for students, faculty, staff, and visitors
  - Comfortable, safe, unifying
  - Create a community, village
  - o Founded on cultural values
- Functional and Flexible
  - o Multi-use spaces
  - o Foster collaboration
  - o Provide variety of spaces for quite study vs social
  - o Support gathering, with access to food and outdoor spaces

#### Recognizable

- o Patterns, art, language of all Alaska Native Cultures
- o River, villages, circle, and curves
- o Sense of home and place
- o Instill pride

#### SUSTAINABILITY GOALS (Prepared by Bettisworth North)

#### **General Approach**

The goal of the facility is to be "near" net-zero. To that end, the appended energy report outlines what additional steps beyond the current design would need to be taken to achieve net-zero, including renewable energy generation requirements.

The baseline facility will exceed ASHRAE 90.1 - 2019 edition requirements by 30%.

See below architectural and mechanical design narratives and the appended energy report for additional sustainability design features and discussion.

Bettisworth North Troth Yeddha' Indigenous Studies Center

University of Alaska Fairbanks: College of Rural and Community Development and Community and Technical College

Celebrate history and future - "You have come to Troth"

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# **APPENDIX A**

# **DESIGN DRAWINGS**

Bettisworth North Troth Yeddha' Indigenous Studies Center

Design Narrative 15% Concept Design

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DLR Group

UNIVERSITY OF ALASKA FAIRBANKS

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University of Alaska Fairbanks: College of Rural and Community Development and Community and Technical College

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# **APPENDIX H**

# SITE PROGRAM & SITE DATA SHEETS



Bettisworth North Troth Yeddha' Indigenous Studies Center Design Narrative 15% Concept Design

University of Alaska Fairbanks: College of Rural and Community Development and Community and Technical College

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# APPENDIX B: ARCTIC EMERGENCY SERVICES WORKFORCE TRAINING CENTER



### FIRE AND EMERGENCY SERVICES TRAINING AND EDUCATIONAL FACILITY





# **UAF-CTC**

# **Concept Design**

Project No. 2008144 WHNS

December 12, 2014





Concept Design Submittal

#### ACKNOWLEDGMENTS

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PDC Inc. Engineers (Civil, Structural, Mechanical, & Electrical Engineers) 1028 Aurora Drive, Fairbanks AK, 99709 Patrick Reinhard, PE, Structural Engineer Anne Ervice, PE, and Nick Ferree, EIT, Civil Engineers Chris Hodges, PE, and Kyle Teegardin, EIT, Electrical Engineers Danny Rauchenstein, PE, Mechanical Engineer

#### **HMS Inc. - Cost Estimating**

4103 Minnesota Drive, Anchorage, Alaska 99503 Ehsan Mughal, Principal Cost Estimator

Whitaker Hall Replacement Fire Station Project No. 2008144 WHNS

#### EXECUTIVE SUMMARY

The Whitaker Hall Replacement Fire Station concept design includes the conceptual requirements for a new integrated facility which will be shared between the Fire Department, Police Department and the Community and Technical College (CTC). While each department is separate, through programmatic synergies and the sharing of space, they are also linked together within a single building to provide a rich learning experience. Designed as a single phased facility, both capital and long-term operational savings will result.

Using the 2013 programming work as a spring point, in June of 2014 a design charrette was held on campus with the project stakeholders. During the charrette, the program was reviewed and updated to align with current programmatic needs. Working and exploring opportunities as a group, a site design exercise was held to look at the major relationships between primary programmatic elements in various configurations. From this effort a preferred design concept emerged.

Since the kick-off meeting, the development of conceptual site and building plans have been an iterative process. The team investigated multiple concepts to identify the most effective arrangement of the programmatic elements. Sharing of space, separation of operations and response, separation of dirty and clean areas, energy efficiency, sustainability and the isolation of noise were only a handful of issues considered. Externally, campus presence, materiality, vehicle circulation, building access, public and secured parking, as well as environmental conditions were explored. Once the desired arrangement and adjacencies of the building divisions were determined, the individual program elements were incorporated into the selected site/building layout. Using the operational space needs assessment as a guide, floor plan diagrams were developed to determine efficient circulation patterns, establish public and private building zones, and maximize daylighting and ventilation opportunities. The resulting concept and associated phasing is a key element in determining the project budget and moving into the schematic design phase.

Due to separate funding streams, the project is being designed to allow for independent construction phasing with the goal of moving the project forward together if budgetary alignment can occur. At this time that possibility is uncertain. The target is to have an operational facility approximately two years from the capital budget submittal. The project will be constructed using a design/bid/build delivery process.

Page 2

**Bettisworth North Architects and Planners** TCA Architecture • Planning END OF EXECUTIVE SUMMARY

Page 3

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**Concept Drawings** 



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### College of Rural and Community Development

University of Alaska Fairbanks Fairbanks, AK 99775

Bristol Bay Campus University of Alaska Fairbanks Dillingham, AK 99576

Chukchi Campus University of Alaska Fairbanks Kotzebue, AK 99752

Interior Alaska Campus University of Alaska Fairbanks Fairbanks, AK 99775

Kuskokwim Campus University of Alaska Fairbanks Bethel, AK 99559

Northwest Campus University of Alaska Fairbanks Nome, AK 99762

#### **Community and Technical College**

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Bunnell House 1793 Chatanika Dr Fairbanks, AK 99709

Downtown Center 604 Barnette St. Fairbanks, AK 99701

Hutchison Center 3750 Geist Rd Fairbanks, AK 99709

Pipeline Training Center 3605 Cartwright Ct. Fairbanks, AK 99709

University Park Building 1000 University Ave Fairbanks, AK 99709



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