UNIVERSITY *of* ALASKA SOUTHEAST

2022 CAMPUS MASTER PLAN

Jensen Yorba Wall Inc.

DLRGROUP

WELSH WHITELEY ARCHITECTS

Chancellor's Message

I am proud to present this 2022 UAS Campus Master Plan to the UA Board of Regents. The last master plan was approved by the Board only a mere 10 years ago, yet it seems like a lifetime has passed, with massive budget reductions, changes in administration, programs, paradigms and worldwide catastrophic events. But, like the inhabitants of this land in the Tongass National Forest, through all the cycles of seasons that have passed, UAS remains steadfast in its commitment to be a place of learning, research, community engagement and creative activities and student success.

The last Master Plan guided our decisions through the past 10 years, and indeed provided a framework in which to achieve our vision for our University. We look forward to realizing our vision of our future campus in this 2022 Campus Master Plan, in creating a sustainable, vibrant campus community with clear and guided focus for building marine, maritime, mariculture programs and for building a comprehensive Northwest Coast Native Arts center that embraces the culture and language of Southeast Alaska.

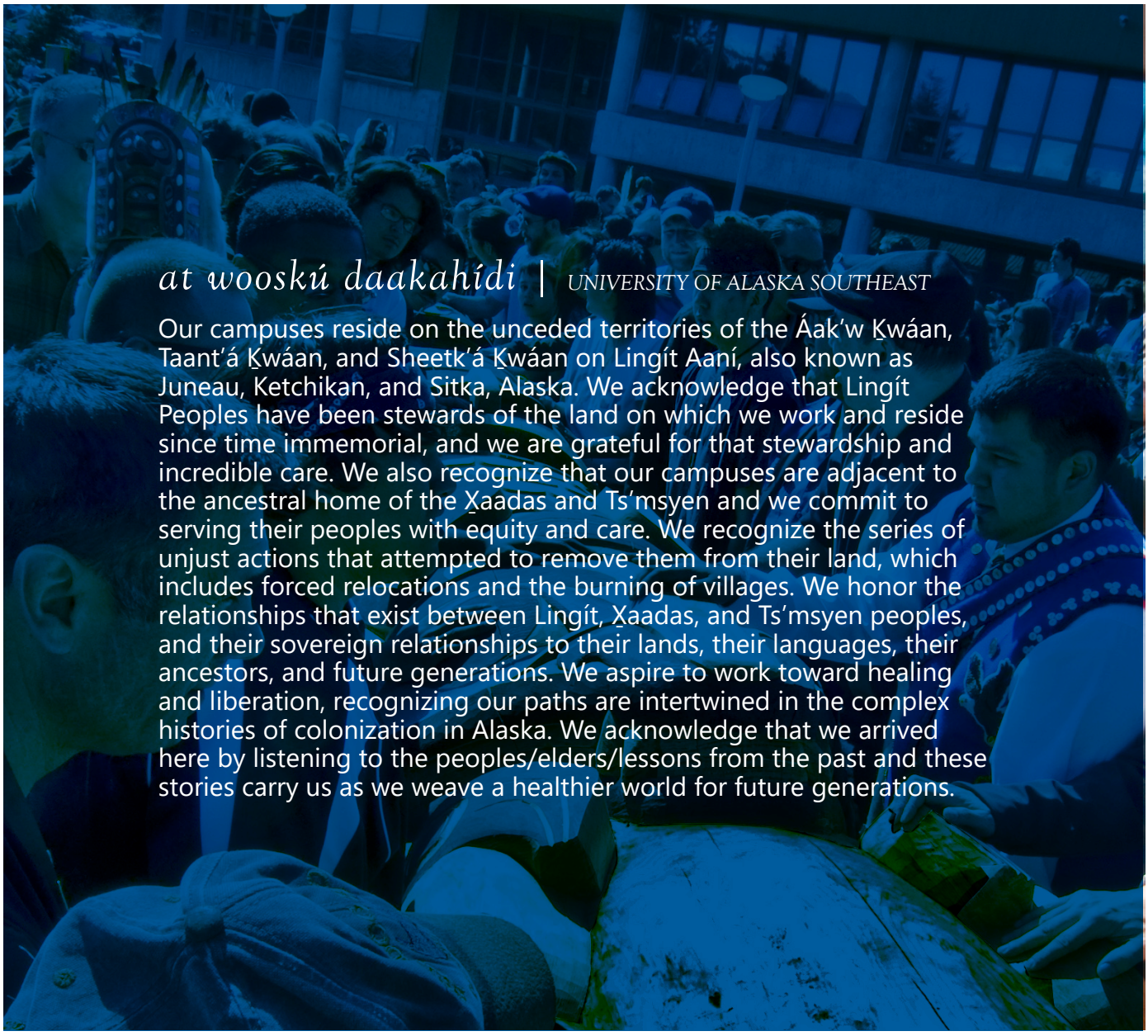
In the last master plan, we were introduced to the concept of Wooch.Yax, a word that includes the values of balance, reciprocity and respect. My hope is that this Master Plan provides the physical framework to continue growing the UAS learning community with excellent students, faculty, staff, and community partnerships that embrace this special place. For this Master Plan, I'd like to introduce the word Haa Latseeni, a Tlingit word and concept that values our strength: Strength of Body, Mind and Spirit.

I'd like to thank the Master Plan Advisory Committee for committing their time and efforts for diligently working through the iterative process that represents this Master Plan. As we emerge out of our Covid winter, I look forward to renewal and growth for our University.

Karen Carey | Chancellor | University of Alaska Southeast

LAND ACKNOWLEDGMENTS

Áak'w | Sheet'ká | Kichxáan



at wooskú daakahídi | *UNIVERSITY OF ALASKA SOUTHEAST*

Our campuses reside on the unceded territories of the Áak'w Ḵwáan, Taant'á Ḵwáan, and Sheetk'á Ḵwáan on Lingít Aaní, also known as Juneau, Ketchikan, and Sitka, Alaska. We acknowledge that Lingít Peoples have been stewards of the land on which we work and reside since time immemorial, and we are grateful for that stewardship and incredible care. We also recognize that our campuses are adjacent to the ancestral home of the Xaadas and Ts'msyen and we commit to serving their peoples with equity and care. We recognize the series of unjust actions that attempted to remove them from their land, which includes forced relocations and the burning of villages. We honor the relationships that exist between Lingít, Xaadas, and Ts'msyen peoples, and their sovereign relationships to their lands, their languages, their ancestors, and future generations. We aspire to work toward healing and liberation, recognizing our paths are intertwined in the complex histories of colonization in Alaska. We acknowledge that we arrived here by listening to the peoples/elders/lessons from the past and these stories carry us as we weave a healthier world for future generations.

Ch'áak' Kootéeyaa (Eagle Totem Pole), carved by Haida brothers and artists Joe and T.J. Young, was raised during a large community celebration on April 24, 2010. Wooch.een, a UAS native student group, helped select the crests depicted and helped promote and raise funds for the project. The UAS Juneau campus is located on the ancestral land of the Áak'w Kwáan Tlingit people.

ACKNOWLEDGMENTS

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MPAC CHARGE:

Consistent with UA Board of Regents policy on campus master plans (P05.12.050), the UAS Master Plan Advisory Committee (MPAC) was created to advise and regularly update the Chancellor and Executive Cabinet on the development of the UAS Juneau Campus Master Plan.

The Committee represents the interests and concerns of UAS stakeholders and shall incorporate those interests and concerns into recommendations during the master plan development process. The MPAC is co-chaired by the Director of Facilities Services and a member of the Faculty Senate.

The Committee is charged with making recommendations to the Chancellor and promoting transparency and accountability by communicating Committee intentions and actions regularly with administration, governance groups, and the broader UAS community.

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1. GOALS AND OBJECTIVES

INTRODUCTION

This 2022 UAS Campus Master Plan Update considers present and future needs for the three campuses of UAS, Juneau, Ketchikan and Sitka. The Master Plan is derived from our Mission, Vision and Strategic and Assessment Plan initiatives which underscore our vision of a growing university where quality programs and student-centered learning are the norm, providing exceptional opportunities for both traditional and non-traditional students in a changing world. The UAS Campus 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.

UAS educational programs and student opportunities are enhanced by the cultures and environment of Southeast Alaska. This Master Plan is a document that charts our course over the next decade that will enable us to achieve our vision.

Gunalchéesh!
(Thank you)

UAS MISSION

The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska, through interdisciplinary education, workforce development, and scholarship, research, and creative activity.

Approved by the Board of Regents on February 25, 2021

The following vision and values were developed by the University, and guided the development of this campus master plan.

VISION

THE UNIVERSITY OF ALASKA SOUTHEAST IS RECOGNIZED AS A DESTINATION OF CHOICE FOR STUDENTS SEEKING EXCELLENT ACADEMIC PROGRAMS AND ENGAGING LEARNING OPPORTUNITIES THAT INTEGRATE THE COASTAL ENVIRONMENTS, CULTURES, ECONOMIES, AND COMMUNITIES OF ALASKA.

VALUES

EXCELLENCE

We pursue excellence through continuous improvement and innovation in teaching, community engagement, research, scholarship, and creative expression.

DIVERSITY

We embody and respect the diversity of each individual's culture, talents and abilities, and educational goals with special attention to Alaska Native heritage unique to Southeast Alaska.

ACCESS

We create accessibility to programs and services through use of technology, innovative and creative practices, and personalized services.

COLLABORATION

We forge dynamic and cooperative partnerships internally among students, faculty, staff, and externally with other academic institutions, government agencies, business and industry, and community-based organizations to enhance our effectiveness.

SUSTAINABILITY

We contribute to the economic, social, and ecological sustainability and quality of life of the southeast region and state, nation, and world using the unique opportunities available (e.g., coastal environment, Tongass National Forest, glacial ecosystem, Juneau as Alaska's capital city).

STEWARDSHIP

We are responsible stewards in the use of our resources and are accountable for results, working in an environment that values the contributions of all.

UAS CORE ALIGNMENT

Along with the UAS mission, vision and values, there are five core objectives that describe the fundamental aspects of the UAS core mission. They serve as organizing principles and strategies for UAS. They are:

- Provide Access to Higher Education to all Students
- Deliver academic excellence through instruction, scholarship, research and creative expression
- Increase Student Success
- Be a great place to work for all employees
- Maintain Relevance through Productive Relationships within Southeast Alaska

Source: ***uas.Alaska.edu/UAS_StrategicPlan/core-objectives.html***

COMPLIANCE WITH UA BOARD OF REGENTS' MASTER PLANNING POLICY

This master plan adheres to UA Board of Regents policy P05.12.050 (Campus Master Plans). Required components are included in the following sections:

- Projected Enrollment: Sections 1, 2
- Current Inventory of Facilities: Section 2
- Projected Facility Needs: Sections 2, 3, 4
- Land Acquisition and Disposal: Sections 2, 4
- Campus and its Surroundings: Sections 2, 3, 4
- Investment Priorities: Sections 1, 4
- Guidelines for Construction: Section 4

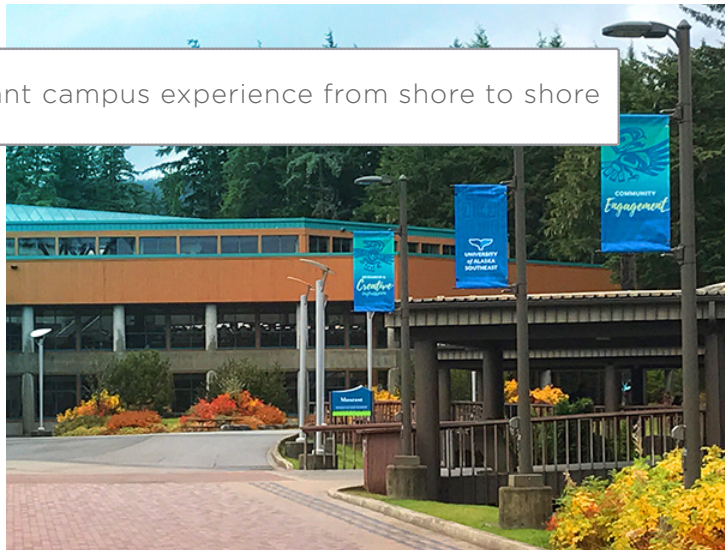
Programmatic Space Need Analysis is included in Appendix A.

2022
MASTER PLAN GOAL:

To envision responsible stewardship of each of the UAS campuses, guiding informed and actionable steps to long-term physical investments This plan reinforces and strengthens a collective forward-looking vision providing a framework for its physical campus (buildings and land) through alignment with the UAS mission, vision, values, and core objectives, the UA Statewide Strategic Direction Initiative (SDI), and is governed by the UA. Board of Regents policies.

CAMPUS OBJECTIVES

JUNEAU | *Áak'w* Create a vibrant campus experience from shore to shore



SITKA | *Sheet'ka* Improve campus visibility and connection to the waterfront - put Mariculture on display.

KETCHIKAN | *Kichxáan* Optimize long-term investment in renewed centers for innovation with an emphasis on Maritime Innovation.

Photography by UAS

LOOKING FORWARD: THE UAS MASTER PLAN 2022

The Plan guides and shapes the physical environment of all three UAS campuses and the services they provide. It builds on the exceptional physical and cultural environments of Southeast Alaska; a magnificent location in the coastal temperate rainforest of the North Pacific where deep glacial fjords and bays are interspersed with densely forested islands rich with wildlife and fishery resources. The original peoples of this region—Tlingit, Haida, Tsimshian—have lived here for thousands of years. Contemporary communities are diverse and modest in size but are rich in history and in economic and cultural activity. The region's economy today is centered on fishing, mining, tourism, and government employment. It is a region of abundant natural resources, resilient communities, and great beauty.

This plan focuses on distinctive campus environments on the Juneau, Ketchikan, and Sitka campuses. While all three campuses are part of one integrated regional university, each campus has a distinct role in serving these remote coastal communities. Juneau is the only campus with student housing. As part of their community campus responsibilities, Sitka and Ketchikan campuses play a prominent role in providing quality eLearning/online degree programs, such as the Bachelor of Liberal Arts, Associate of Arts, and Associate of Applied Science in Health Information Management. They also serve their communities with locally based courses in the arts, sciences, and humanities.

Importantly, each campus is engaged in workforce development that meets the needs of Southeast Alaska's economy—to include programs like the Juneau-based Center for Mine Training and Construction and Diesel Technologies, Ketchikan's Marine Transportation program, or Sitka's Fisheries Technology and Law Enforcement programs. Each of these workforce programs have special facilities needs that are addressed in this Plan. Many of these programs are offered in partnership with business, industry, schools, and governments—partnerships that leverage fiscal and human resources in support of shared goals.

The UAS Master Plan 2022 recognizes that significant accomplishments, as well as significant changes, have occurred in the last 10 years that impact recommendations and strategies for physical campus improvements. Since adoption of the Campus Master Plan 2012, the Bill Ray Center in Juneau has been sold, the John Pugh Residence Hall has been constructed, Glacier Highway has been reconfigured, programming/design has been completed for the Auke Lake Waterfront and the Auke Bay Integrated Science Center, and significant renovations have dramatically elevated the experience inside campus core facilities. Likewise, Sitka Campus has expanded the repurposing of its historic hangar for exemplary programs in Marine Sciences and Northwest Coast Arts. Ketchikan has made tactical renovations in its upper and lower campuses.

Key societal and community changes that impact initiatives proposed in 2012 include austerity in state funding, surrounding community development, shifts in program focus, and the far-reaching impacts of the pandemic in terms of technology, well-being, and student expectations.

Moving forward, based on University of Alaska System direction, a new UAS Strategic Plan, deferred maintenance / return of investment, and fit to evolving community and curricular needs, 2022 presents opportunities:

Juneau: The TEC Center location and facilities present challenges, Juneau students highly value their independent resident hall locations, and their recreation is less focused on traditional sports, the support for Native Alaskan heritage requires further, nuanced study, and the Auke Lake and Auke Bay facility studies have deepened an interest in "shore-to-shore connectivity and access.

Sitka: A confirmed focus on Mariculture and Arts, along with potential community partners points to strategies for flexible facility expansion.

Ketchikan: Studies to address current facility limitations, Borough requirements for parking, and potential partners invite new strategies for redevelopment on both campus, adding centers for innovation, and acquiring land for future flexibility.

View of Whale Sculpture
Photograph by UAS

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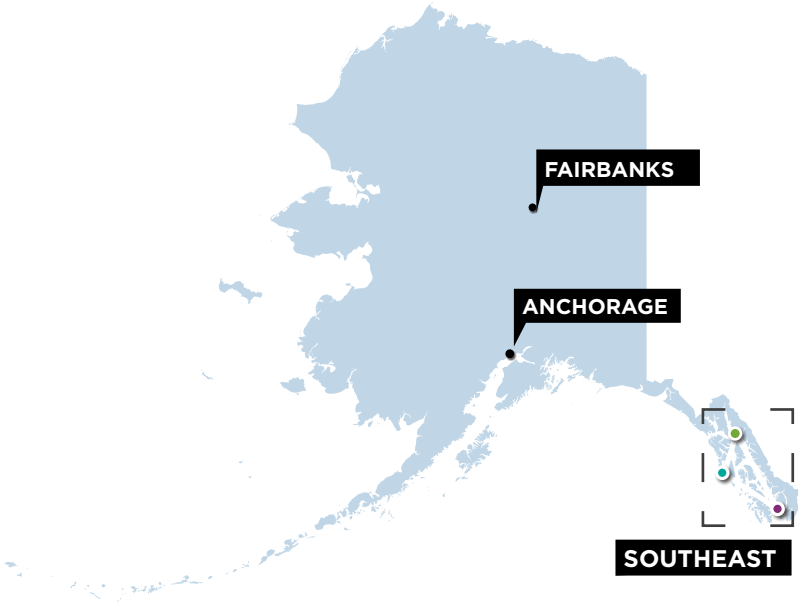
2. EXISTING CAMPUS CONDITIONS



MAJOR UA CAMPUS LOCATIONS

CAMPUS INTRODUCTIONS

This section analyzes and describes the physical nature of the UAS campuses, 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 guiding principles and UAS Strategic Objectives outlined, thereby creating more effective, efficient and enjoyable space for students, faculty, university staff and the community.

University of Alaska System

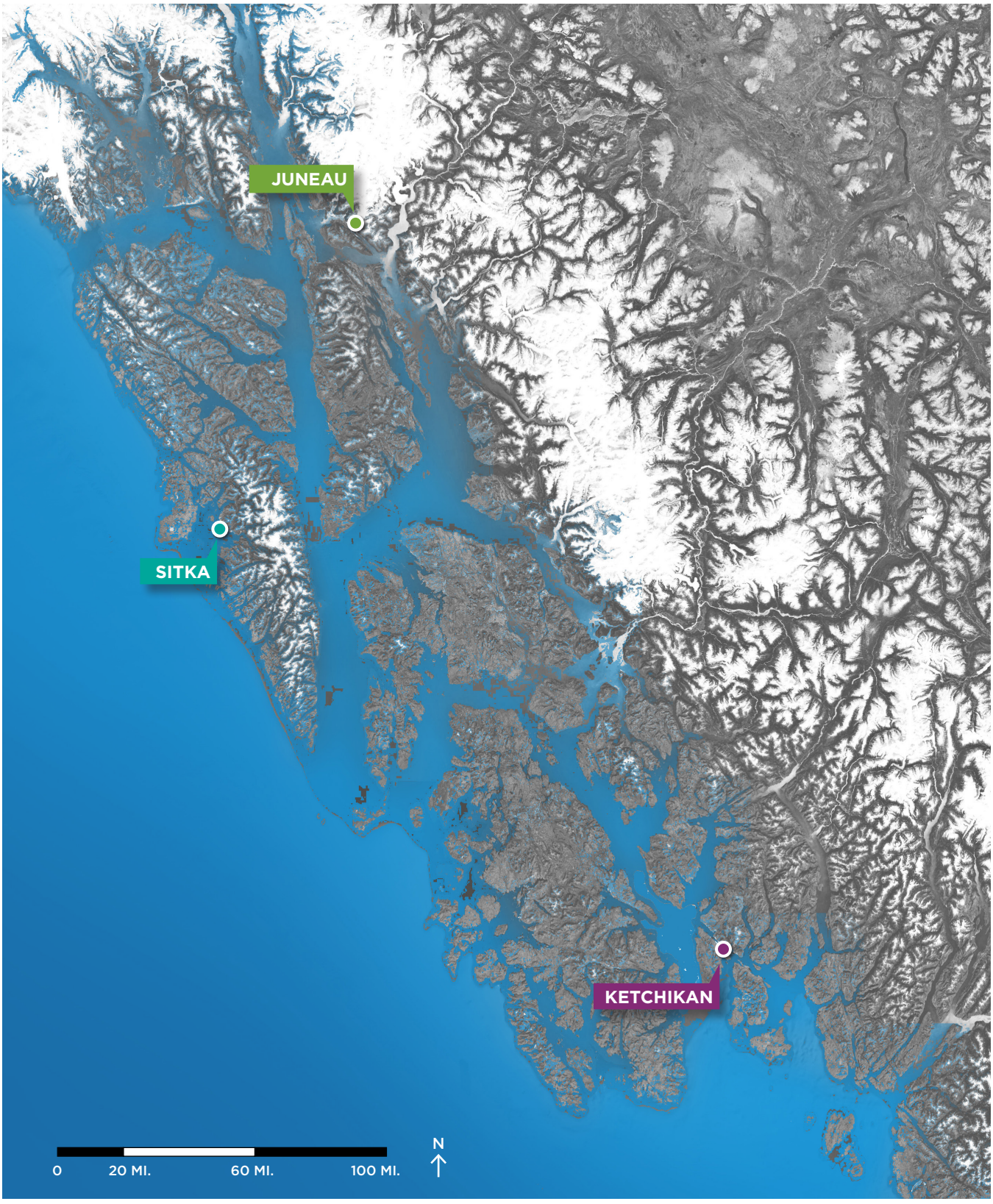
The University of Alaska Southeast (UAS) is the smallest of three separately accredited universities within the University of Alaska System (founded 1917). The University of Alaska Fairbanks (UAF) is the state's oldest university and is the flagship institution of the University of Alaska System. The University of Alaska Anchorage (UAA) is the largest university in the state by enrollment, with approximately two-thirds of the overall University of Alaska student population.

With no community college system in Alaska, the University of Alaska campuses provide baccalaureate, and graduate programs both in person and online.

Southeast Alaska Region

UAS is comprised of three campuses with origins as community colleges and operates as a regional university. The largest campus is located in Juneau (Auke Lake Campus) with extended campuses in downtown Juneau, Sitka and Ketchikan. The three campuses are located within the Tongass National Forest, the nation's largest national forest which covers most of Southeast Alaska at nearly 17 million acres.

The Juneau Campus was first established in 1980 as the University of Alaska Juneau, following the merger of Juneau-Douglas Community College (founded 1956) and Southeastern Senior College (founded 1972). The University of Alaska Southeast was established in 1987 following the merger of Sitka Community College (founded 1962) and Ketchikan Community College (founded 1954).



University Of Alaska Southeast Campus Locations

JUNEAU

Áak'w

Location and Context

The Juneau Campus is the largest of the three UAS campuses and is located 13 miles to the northwest of downtown Juneau. The Technical Education Center (TEC) which consists of two industrial buildings in downtown Juneau across from Juneau Douglas High School. The Juneau Campus is also the only UAS campus with student housing, located .6 miles away from the campus core.

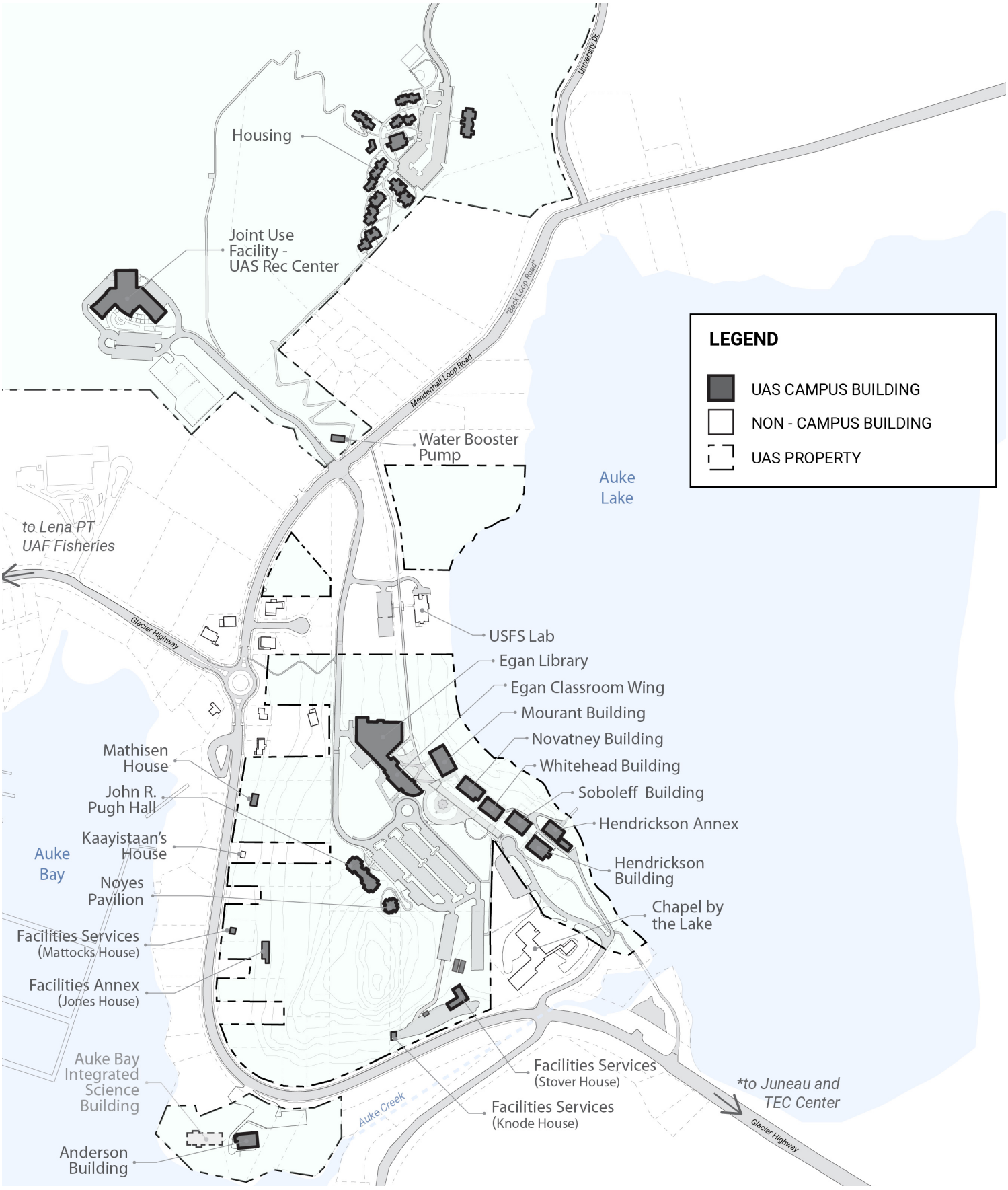
The Juneau Campus includes a total of approximately 200 acres situated between Auke Bay and Auke Lake, providing access to both freshwater and rich marine and intertidal waters, part of the ancestral home to the Tlingit, Haida and Tsimshian peoples, who continue to be a significant part of the region's population today. The word "Auke" comes from the Tlingit word ***Áak'w*** meaning "small lake." Specifically, the campus resides on the ancestral lands of the Aak'w Kwaan.

Any proposed development within the shoreline zone must follow height and lot coverage/zoning restrictions.

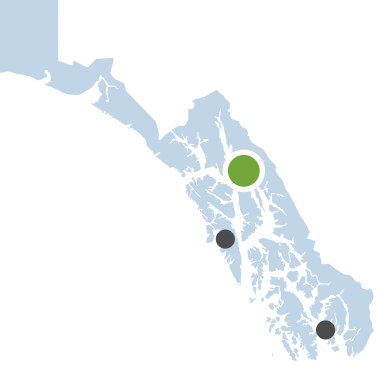
Juneau is the capital city of Alaska, the largest city in southeast Alaska and a major center of the region's economy driven by government, tourism, fisheries, retail and services and two major underground gold mines located nearby. UAS maintains active partnerships with a variety of business and industry partners.

1. Juneau Campus
2. Technical Education Center
3. Natural Sciences Research Lab (NSRL)
4. UAF Fisheries, Lena Point

Context Map



Site Plan - Existing Juneau Campus



BUILDING USE SUMMARY

Academic

UAS academic buildings are primarily located along Auke Lake and more recent facilities have expanded to the Auke Bay Side of Campus.

Student Support

Student support spaces are distributed across the campus. Main services are located in Mourant Building including a cafeteria, health center and student government. Additional student support services are located in Egan Library and the Lodge near student housing.

Faculty Offices and Administration

Administrative space is primarily located on campus, shared between the three campuses. In addition, program-specific administrative spaces are located at the TEC.

Recreation

The Recreation Center on campus is shared between UAS and the Army National Guard. Outdoor pavilions and gathering spaces on campus also provide additional recreation space, as well as access to trails around Auke Lake, a small dock and a disc golf course.

Facility Support

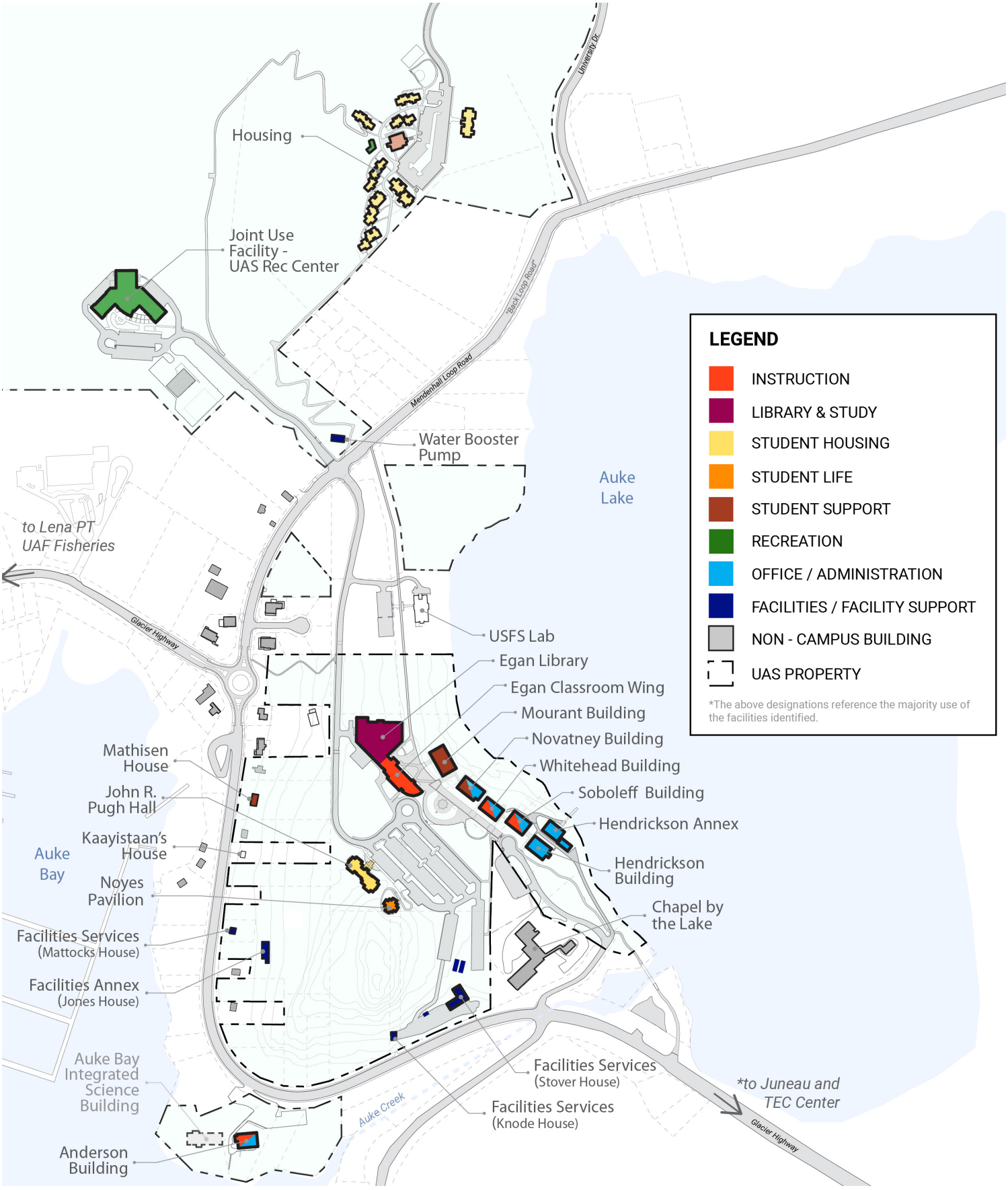
Facility services are distributed across multiple repurposed houses along Glacier Highway. IT services are located on the lower floor of Hendrickson Building.

Student Housing

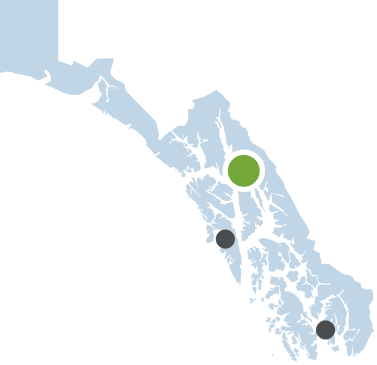
The Juneau Campus is the only UAS campus that provides on-campus student housing with an approximate total of 375 apartment style and dorm room style beds. Housing options are popular for students due to limited supply within Juneau. The main housing is located on University Drive off Mendenhall Loop Road, accessible to the core campus by pedestrian path or campus shuttle. The John R. Pugh Residence Hall is located on Campus next to Noyes Pavilion and houses first year students.

Student Housing buildings include:

- Aurora
- Bear
- Coho
- Deer
- Eagle
- Fireweed
- Glacier
- Banfield Hall
- John R. Pugh Residence Hall – (first year students only)



Site Plan - Existing Building Uses



FACILITY CONDITIONS SUMMARY

In order to determine the long-term future of UAS facilities, a high-level assessment of physical and functional conditions was provided by UAS. This assessment is a subjective analysis of the current condition of building systems and their expected ability to perform and sustain long-term use. Long-term assumptions proposed in this plan are based on the analyses and final discussions with the UAS MPAC and Core Team. The general condition of each building is summarized on the adjacent graphic, resulting in long term assumptions for planning purposes.

Major Upgrades to Existing Buildings since 2012

- Ketchikan Maritime Training Center (2019)
- Whitehead Building (2017)
- Hendrickson Building (2015)

Recent New Construction

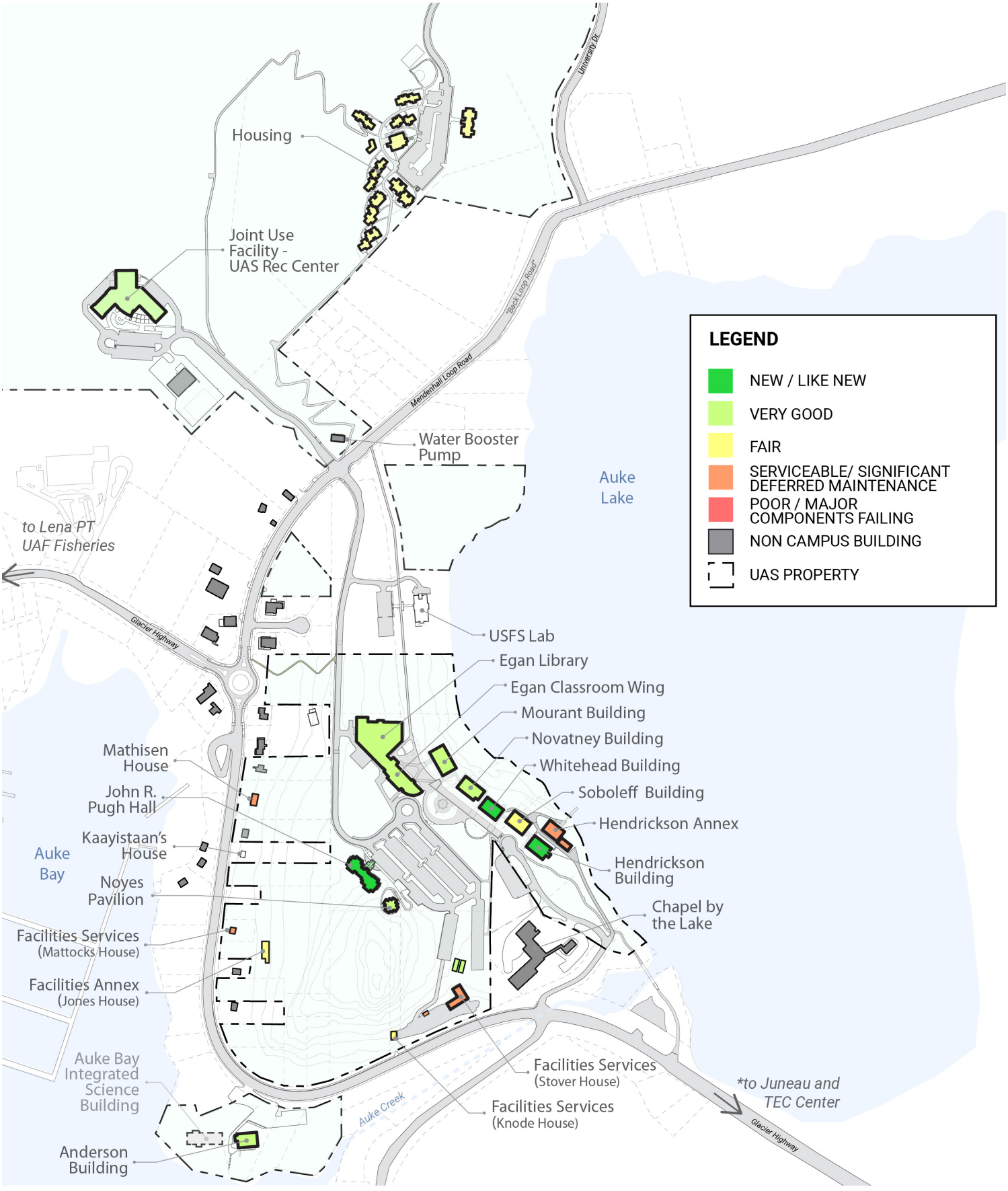
- John Pugh Residence Hall (2014)
- Auke Bay Integrated Sciences Building (under construction, expected completion 2023)

Relocation or Demolition

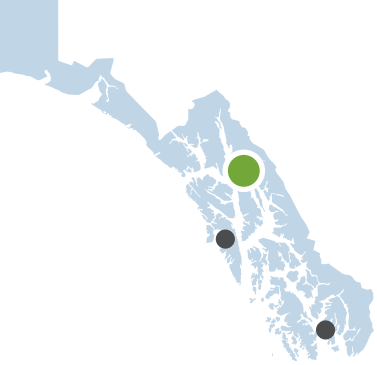
Several small residential buildings have been demolished over the past decade as a result of property acquisitions. Others have been converted to supporting Facilities Services functions around campus.

Recent Land Acquisition/Disposal

- The Bill Ray Center was sold in 2013.
- That same year, the Bookstore/Administrative Services Building (BAS) was sold, and those functions were moved to the campus core.
- In 2017, land was acquired by the US Department of Education with an existing NOAA facility on site. The prior facility was demolished in 2018 to make way for construction - now underway.
- The new Auke Bay integrated Sciences Building (ABISB) currently under construction is scheduled for completion in 2023. UAS is planning to vacate and sell the NSRL.
- The scuba lab in the Anderson building will be moved over to ABISB and then that space will be renovated to accommodate the last chem-lab in the NSRL. Once the lab moves, the NSRL building can be sold.



Site Plan - Existing Facilities Conditions



CAMPUS CIRCULATION

Vehicular Circulation

Entry to campus is through the front entry off Mendenhall (Back Loop) Road; this main entry also allows bus and passenger drop off at the Egan Classroom Wing, access to the loading dock at Egan Library, to Facilities Services and the Disc Golf Course.

A secondary vehicular entry or back loop access is also from Auke Lake Way off Glacier Highway, and culminates at the shared Chapel by the Lake parking lot. This entry also allows vehicle access to a lower drive along the ground floors of the lakeside buildings, ending at Soboleff Building. There is also a drop off point in front of Hendrickson Building. The Auke Lake Way that runs through campus is restricted with bollards on two ends, leaving a comfortable brick pedestrian walkway along the upper floors of the lakeside buildings culminating at the campus quad/Egan Library. The bollards are lowered for access for delivery, emergency and service vehicles.

Parking

Parking is located primarily at the campus core, accessed from the main entry. A small parking lot accessed by the secondary entrance is shared with Chapel By the Lake through an agreement. Due to the ample amount of parking and its location at the center of campus, alternate uses for highest and best use should be considered. Additional parking is located at campus housing and Rec Center, which is also generously sized. UAS exceeds the required amount of parking for Anderson and the new ABISB.

Transit

The Juneau Campus is served by the CBJ Capital Transit bus system. The primary route borders the campus property along Glacier Highway and Mendenhall Loop Road. An express bus with a limited schedule has a stop near the turn-around at Egan Classroom Wing.

Area of Disconnection

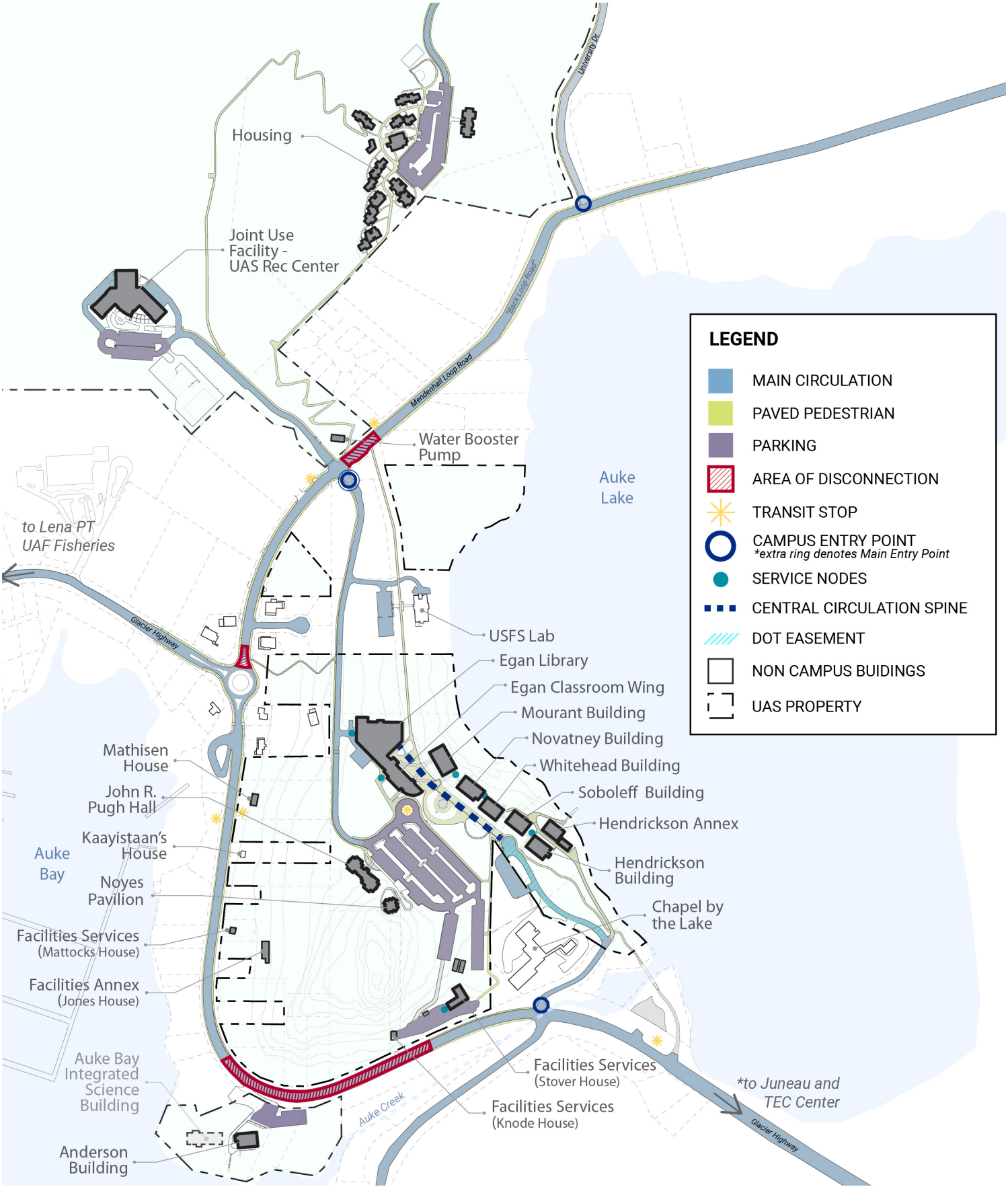
Surrounding public roads, forested slopes, and noncontiguous property create challenges for visual and physical pedestrian connectivity. Pedestrian circulation is disconnected at three key locations. The pedestrian crossings at Mendenhall Loop Road and Glacier Highway do not provide seamless visual and physical continuity between programs and activities at Auke Lake (Campus Core), Auke Creek (Integrated Science and Anderson Buildings), Auke Village (private retail and hospitality), and North Campus (Joint Use Facility and Student Housing). These areas require better definition through pavement markings, branded graphics, targeted clearing, special planting, distinctive lighting, and/or landmarks and signage – as well as traffic calming devices in cooperation with Alaska DOT. The three highlighted areas indicate where future detailed study is recommended to determine viable options and strategies to link disconnected areas with preferred pedestrian circulation routes and destinations.

Alaska DOT Projects

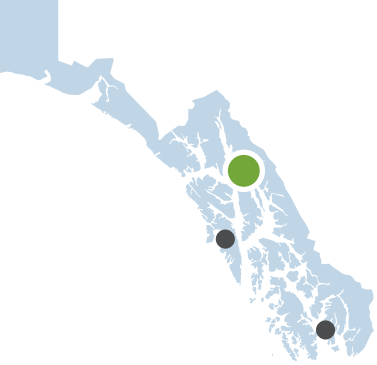
Glacier Highway wraps around the campus on the south and west. It is a state highway managed by the Alaska DOT. Mendenhall Loop Road (Back Loop Road) is also operated and maintained by DOT&PF. In 2012 the highway was realigned, including recontouring the topography. Alternatives to the Fritz Cove intersection were studied, but the plan rejected these alternatives in favor of significant improvements to the 4-way intersection of the Highway and Fritz Cove / Auke Lake Way.

The DOT&PF has no current plans for modification. However, the lifespan for any DOT project is 20 years, and the 2012 project is already 9 years old. If the next UAS masterplan is completed in 10 years, it may correspond with the next series of improvement planning by DOT planning for this portion of the highway.

DOT is not opposed to the idea of an overpass or underpass under Glacier Hwy for pedestrian use with underpasses slightly preferred in general.



Site Plan - Existing Campus Circulation



OPEN SPACE

A highly valued UAS asset, connections to the natural environment are of utmost significance. Views to the Mendenhall Glacier, circulation through landscape, and access to the water are unique world-renowned features of each the UAS campuses.

Campus Pedestrian Corridor

Pedestrian corridors consist of both wooded trails and traditional sidewalks that provide routes to connect parking, buildings and open spaces between the campus core and outlying campus buildings. These routes are designed to a width that allows snow removal with defined snow storage areas.

Outdoor Gathering Spaces

Auke Lake campus outdoor community spaces consist of both formal and informal areas for gathering. These spaces are generally defined by buildings, paved areas, planting and often include landmark artwork.

The two primary outdoor gathering spaces on campus include the area in front of the Rec building and the courtyard outside of Egan Library and Classroom wing.

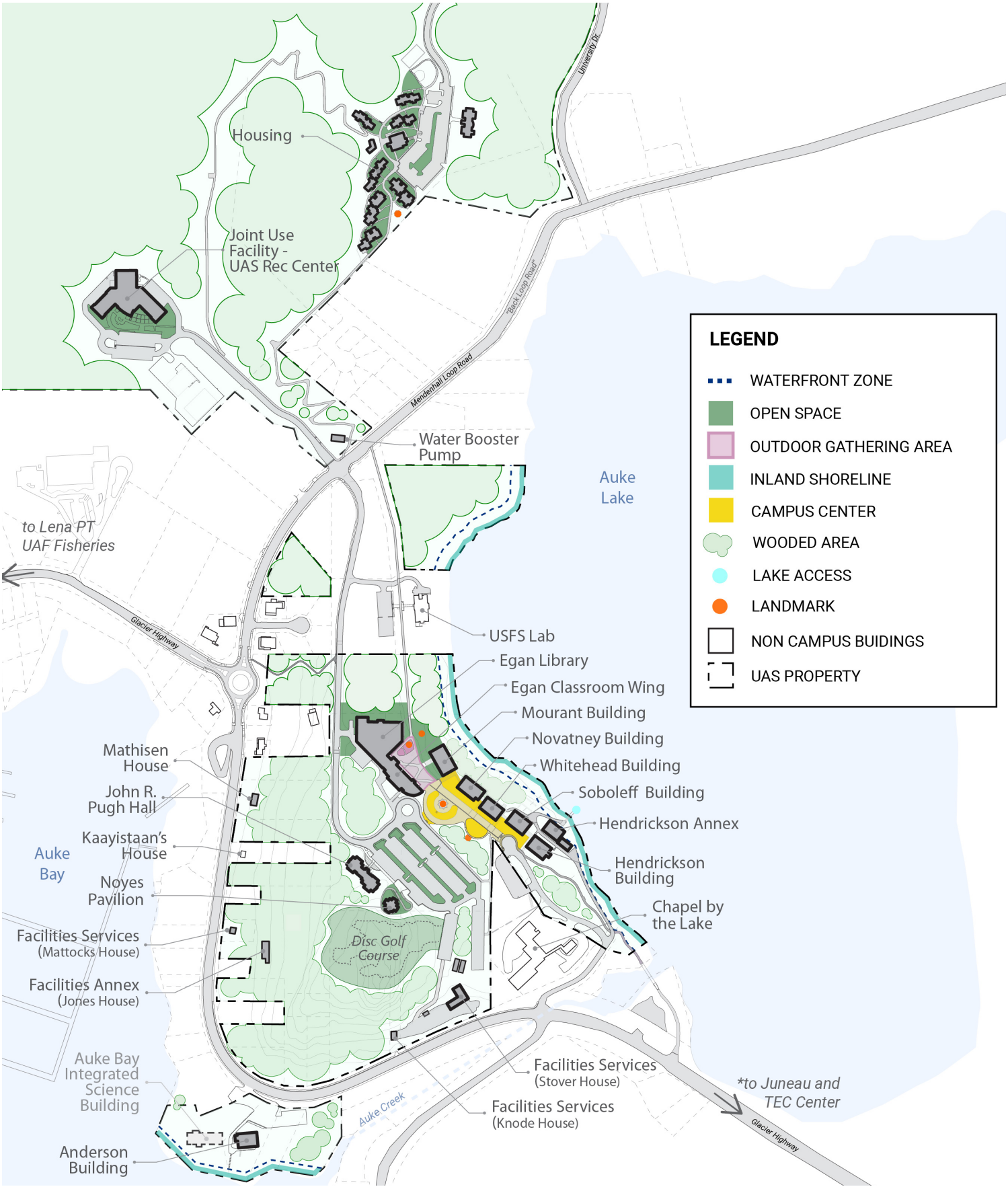
Secondary gathering spaces include small grassy areas that also create open views and are found adjacent to building sites around the campus core.

Waterfront

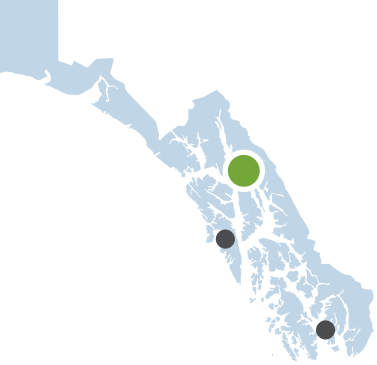
Waterfront zones are both academically and culturally a significant and defining characteristic the Juneau campus. Alaska Native traditional and cultural practices are woven through stories and sustenance to both Auke Bay and Auke Lake. Both salt and fresh water bodies make room for academic research, learning and growth of marine biology, ecology, mariculture and other research programs of significance to Southeast Alaska communities.

Recreation

Recreation areas on campus include both passive and active spaces. A small recreational area is located near student housing, with additional smaller recreation spaces at the dock and lake access and the “wayside” rest area, maintained by City and Borough of Juneau. Trails include the Auke Lake Trail, which extends 1 mile along Auke Lake as well as trails connecting the REC Center to student housing. Recently, a stairway was built for beach access at Anderson Building.



Site Plan - Existing Open Space



TECHNICAL EDUCATION CENTER

Technical Education Center, Juneau Campus
Photograph by UAS

Technical Education Center, Juneau Campus
Photograph by UAS

Location and Context

The Technical Education Center (TEC) consists of two industrial buildings along Egan Drive situated in working harbors and across from Juneau Douglas High School. It is connected to the high school through an overpass over Egan Drive. Neighboring uses include residential housing, elementary and high schools, community pool, boat harbors, businesses and is in close proximity to the Juneau seawalk, a well traveled pedestrian corridor/boardwalk along Gastineau channel that extends to the heart of downtown and central tourist corridor. It is also in proximity to the bridge to Douglas Island.

The TEC's proximity to Juneau Douglas High School creates opportunities for shared use of facilities and early-college career pathways for high school students taking college courses.

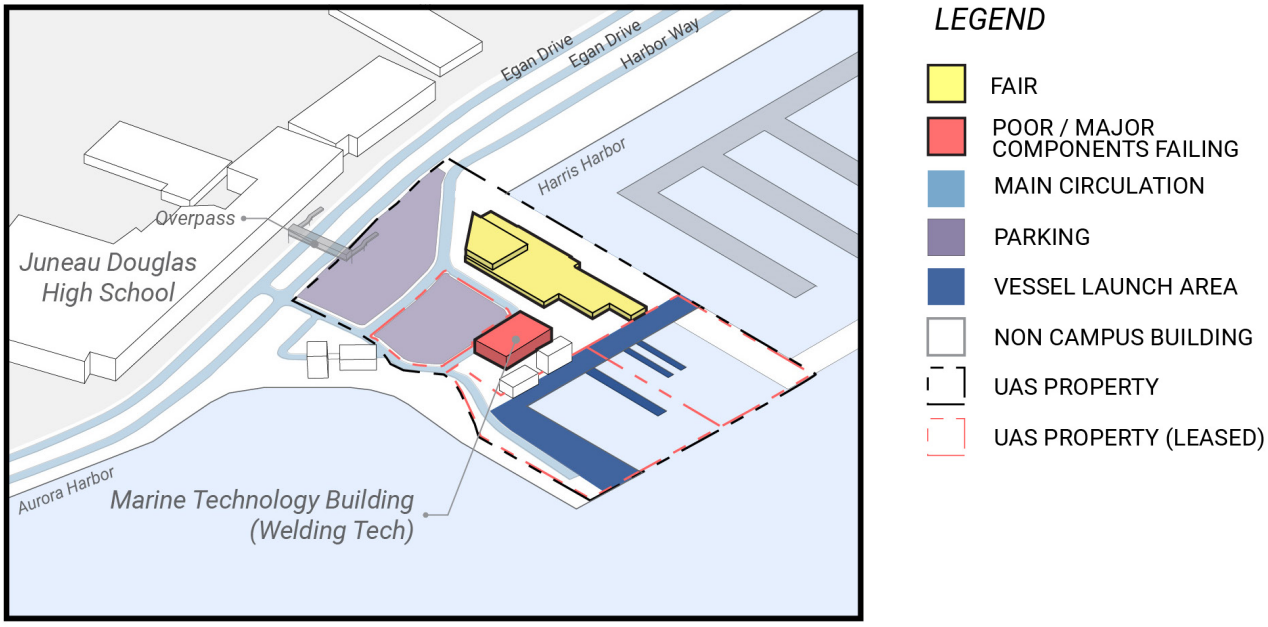
UAS does not provide shuttle service between the TEC and main campus, and this results in transportation and scheduling challenges for students attending courses at both locations. Access to on-site food service is limited.

Building Use

The TEC is home to the School of Career Education and includes workforce development programs including the UAS Center for Mine Training, programs in construction technology, power technologies, welding, and health sciences. It also houses the Health Sciences CNA and nursing cohorts. Spaces include classrooms, shops, labs and offices.

Building Condition

Originally constructed in 1983 with an addition in 1985, the Marine Corebuilding is in fair condition. An Energy Audit completed in 2005 recommended recommissioning mechanical systems, building control systems and lighting upgrades.



Existing Technical Education Center (TEC) Facility Conditions

Outdoor Space and Site Area

Due to the TEC location at the waterfront and its proximity to downtown Juneau, the site remains strongly industrial in character, with a predominantly paved and minimal outdoor gathering space. The waterfront location provides opportunities for connection to the water.

A portion of the TEC site is leased by the City and Borough of Juneau as a commercial haul-out and repair yard for marine vessels.

Parking and Circulation

The existing parking lot provides adequate parking for TEC users, which is monitored to prevent unauthorized parking by students at Juneau Douglas High School.

A pedestrian overpass to the high school provides a safe connection spanning across Egan Drive.

Infrastructure

Water and Sewer: Domestic use and fire protection is provided from the City and Borough of Juneau water and sewer main beneath Willoughby Avenue.

Electricity: Power is provided through metered service from AEL&P. Uninterruptable power for IT gear is needed for future use.

Data/Communications: Building copper data wiring is outdated and needs replacement. Future needs include upgrades to higher bandwidth fiber.

SITKA

Sheet'ká

Location and Context

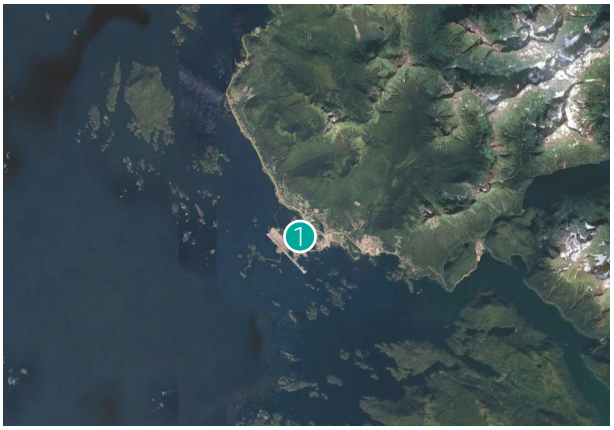
The UAS Sitka Campus is located in the City and Borough of Sitka on Baranof Island, part of the beautiful Alexander Archipelago that makes up Alaska's Southeast Panhandle. The city has a population of 8,310 people (2020 census). It is accessible only by air and by sea, and is situated 80 air miles southwest of Juneau.

Sitka has a rich history as an ancestral home for the Tlingit people, and the community population today is nearly one-quarter Tlingit. In the 18th century it became one of the first colonial settlements of Russian America. When the United States purchased Russian interests in Alaska in 1867, Sitka was made the territory's first capital. Fishing and trading were for many years the basis for Sitka's economy but during the 20th century its economic life was transformed by establishment of military facilities (US Navy and Coast Guard) and by the presence of both Mt. Edgecumbe High School and Mt. Edgecumbe Hospital, both serving primarily Alaska Native peoples from across the state of Alaska.

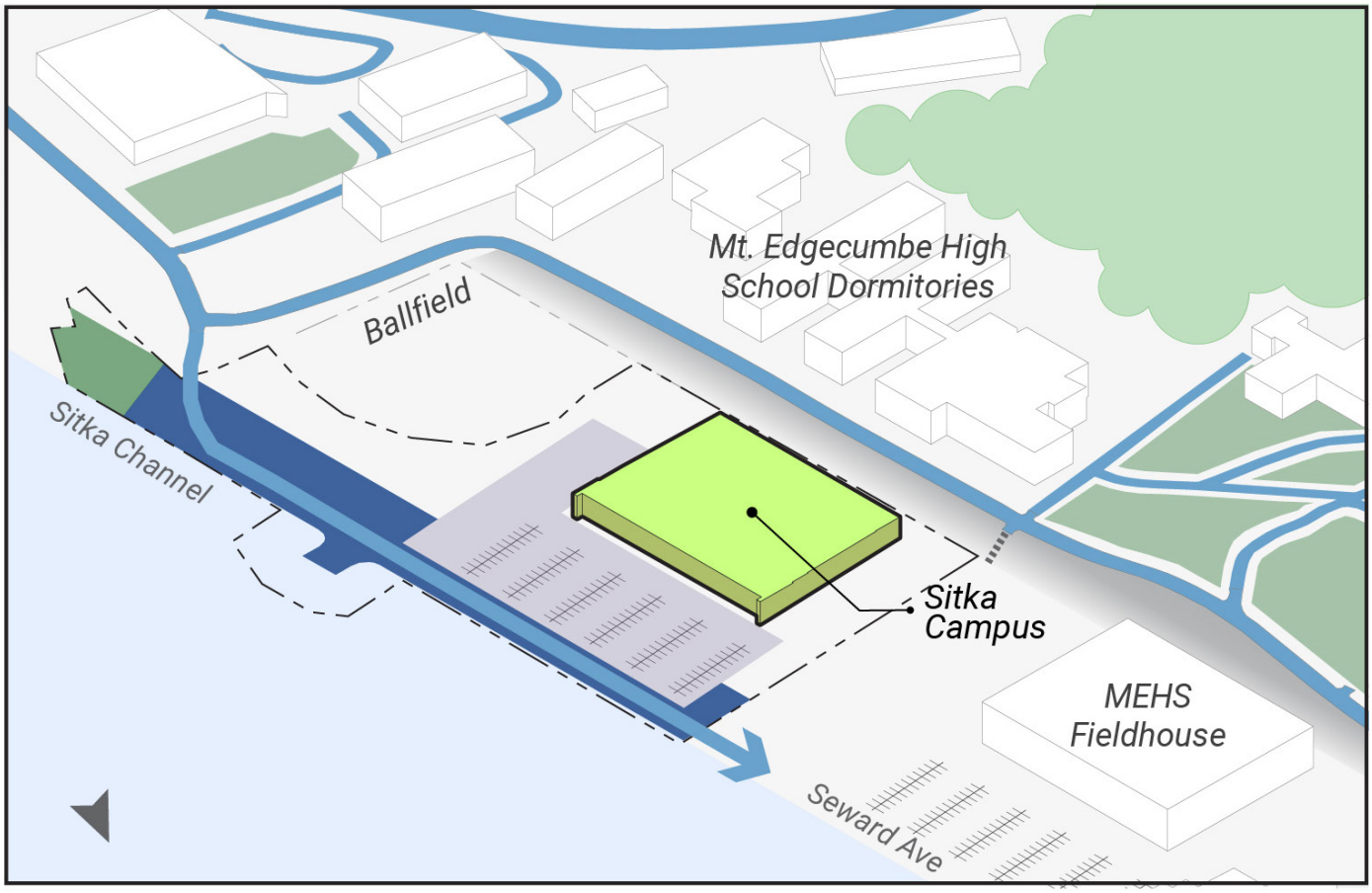
Sitka's economy is diverse, with important contributions from the seafood industry, tourism, health care, and "national interest" federal government, including the U.S. Coast Guard (USCG) and the U.S. Forest Service (USFS). This diversity provides a degree of economic resiliency. Sitka's economy has shown long-term stability, with employment fluctuating within a narrow band over the past decade. Sitka has largely been spared the losses Alaska suffered through the 2015-2018 recession driven by the 2014 oil price collapse. Recent population decline is of concern. With another year of decline in 2019, Sitka has experienced three consecutive years of population loss. Based on demographic trends, Sitka's population is projected to continue slowly declining, dropping approximate 6% since 2010.

The Sitka Campus is located at 1332 Seward Avenue on Japonski Island, connected by bridge to the larger Sitka community on Baranoff Island. The Campus is housed within a WWII-era aircraft hanger, which now encloses offices, classrooms, shops, and public and student gathering areas. The Campus' close proximity to Mt. Edgecumbe High School (MEHS), a statewide boarding school serving predominantly Alaska Native students. Its close proximity to MEHS provides exceptional opportunities for secondary-postsecondary partnerships, including dual enrollment and Tech-Prep courses. The Campus also collaborates in the use of facilities with other community partners, including the Sitka Sound Science Center (which has an operating fish hatchery) and the Alaska Law Enforcement Training Center.

1 Sitka Campus — Context Map

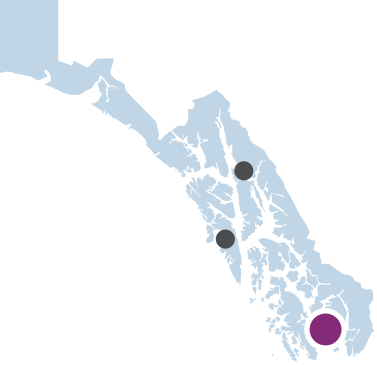


EXISTING HANGAR



LEGEND

- VERY GOOD
- MAIN CIRCULATION
- PARKING & LOADING
- WATERFRONT
- OPEN AREA
- WOODED AREA
- NON CAMPUS BUILDING
- UAS PROPERTY



KETCHIKAN

Kichx̲áan

Location and Context

The city of Ketchikan is located 235 miles south of Juneau and is located within the Ketchikan Gateway Borough on Revillagigedo Island. It is only accessible by air and sea, with regular jet aircraft service from Alaskan cities to the north and from Seattle. Ketchikan's economy has historically centered around fishing, maritime services and logging, and today is focused on fisheries, mariculture, tourism, ship maintenance and repair as well as government services.

The city's population is approximately 13,948 (2020 census) and is the southmost entrance to Alaska's Inside Passage.

Campus Location

The Upper Campus is comprised of two buildings (the Ziegler Building and the Paul Building) on a 44 acre property nestled into the edge of a steep hillside in the Tongass National Forest.

The Lower Campus is comprised of a single facility, the UAS Maritime Innovation Center at 600 Stedman St in the Tongass Narrows, and serves as a Marine Training Center.

Context Map

UPPER CAMPUS

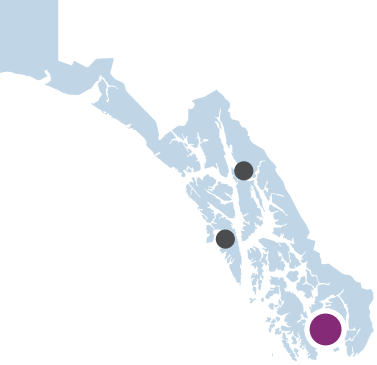
Ketchikan Campus, Ziegler Building
Photograph by UAS

Ketchikan Campus, Connecting Bridge between Ziegler and Paul Building
Photograph by UAS

LOWER CAMPUS

Ketchikan Campus, Lifeboat Davit
Photograph by UAS

Ketchikan Campus, Maritime Center
Photograph by UAS



FACILITY CONDITIONS

Although the newest building at either campus is over 37 years old, all of the facilities have all been recently renovated.

Ziegler Building: 2005

Paul Building: 2006

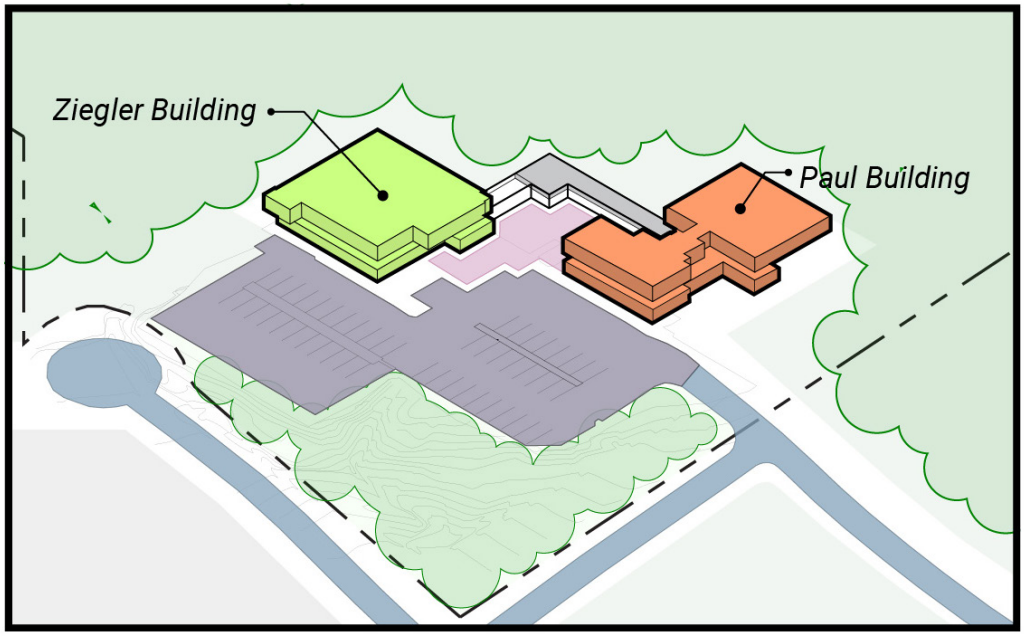
Maritime Center: 2002 & 2017

Specific exterior portions of the Maritime Center needing work include replacing the metal and low-slope membrane roofs, as well as the exterior of the 1959-era building which is minimally insulated.

The surrounding sites have all also recently been improved, including the Upper Campus's parking lot, and the connecting walkway and bridge between the Paul & Ziegler Buildings. The surrounding site of the Maritime Center was improved with a new parking lot and construction of a covered walkway during the renovation in 2017. The main entry steps and accessible ramp are in need of replacing due to age.

The Paul Building was designed as a split level building with five separate levels. Access to the building is from levels 2 and 4. Classrooms and offices are on levels 1, 3 and 5. A central elevator was added after construction but it only accesses levels 1 through 4. Level 5 is accessed by a platform lift. The elevator is well past its expected service life and has continual maintenance issues. Staff have also noted that in the event of an emergency, when the elevator is unusable, a wheelchair-bound occupant cannot evacuate from the third floor without help from others to lift them up several steps to Level 4. In addition, it was noted that exiting from the fifth floor to grade behind the building does not connect with a paved accessible path to the front of the building. These concerns highlight the fact that the even if the elevator is replaced the basic building configuration is functionally obsolete.

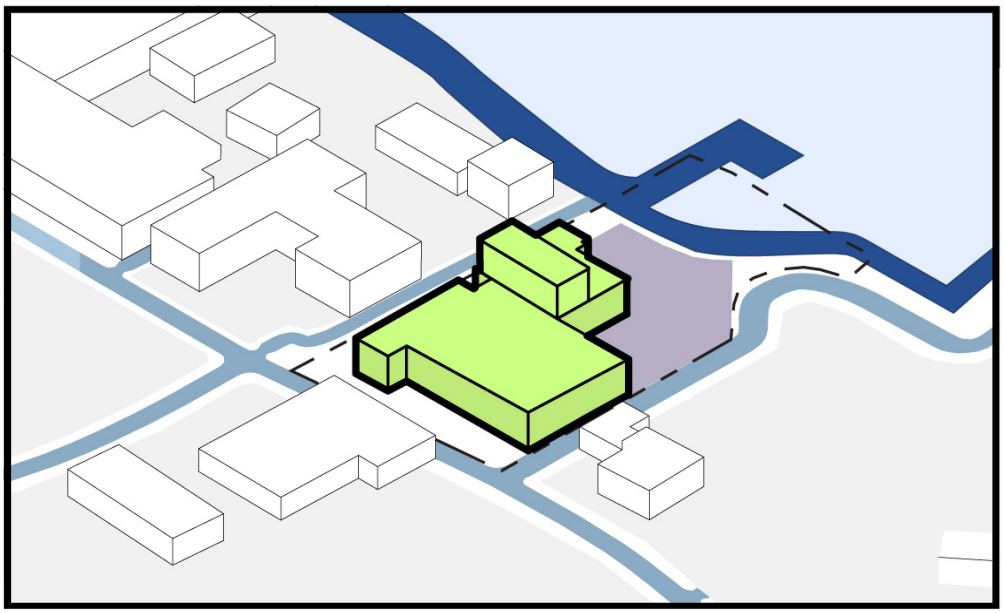
UPPER CAMPUS



LEGEND

- VERY GOOD
- SERVICEABLE/ SIGNIFICANT DEFERRED MAINTENANCE
- MAIN CIRCULATION
- PARKING
- OPEN AREA
- WOODED AREA
- OUTDOOR GATHERING AREA
- UAS PROPERTY

LOWER CAMPUS



LEGEND

- VERY GOOD / RECENT MAJOR REMODEL
- MAIN CIRCULATION
- PARKING
- WATERFRONT ZONE
- NON CAMPUS BUILDING
- UAS PROPERTY

CURRENT CAMPUS NEEDS

The foremost challenges facing UAS with regard to facilities are to ensure that the institution's infrastructure supports evolving approaches to teaching and learning, the UAS commitment to student success, and its goals of increased retention and student success. Facilities design, construction, and renewal are essential elements in fulfilling the strategic objectives outlined. Each of the UAS campuses in Juneau, Ketchikan, and Sitka—and each of our discrete facilities in those communities—offers both challenges and opportunities with this in mind.

It is important to recognize that the use of UAS facilities has changed significantly over time: an expanding mission requires new uses of buildings previously used for other purposes; new technologies and pedagogies open the door to more eLearning/online offerings, affecting use of both classrooms and office space; changing workforce needs mean that programs once vibrant and in high-demand are now no longer needed; and UAS finds that it must adapt to changing student expectations for housing, food, and support services. Indeed, the one constant in the use of UAS facilities is the need to adapt to changing needs and opportunities. The result today is that many facilities are being used for programs and services that did not exist when they were originally designed and constructed. Many buildings have been retrofitted over time to meet immediate or more short-term space needs.

Sitka Campus Branding
Photograph by UAS

Photograph by UAS

Deferred Maintenance

Currently, UAS has an evolving list of Deferred Maintenance projects ranging from small to large projects. The deferred maintenance work includes projects such as the Ketchikan Campus Maritime Center Building Envelope Improvement project, the Sitka Campus Exterior Window Replacement project, and the Juneau Campus Soboleff Building remodel project. The deferred maintenance list include building systems that have reached or near the end of their useful life, outdated systems that are not energy efficient, and include renovation or replacement of items such as roofing, windows, doors, exterior siding, sidewalks and asphalt pavement.

The State of Alaska and UA have been good at providing funding for new buildings. However, they have a challenge providing adequate funding to operate and maintain their buildings. This Plan recommends that new buildings be designed to minimize the operation and maintenance costs.

A 2017 study (sightlines) noted that UAS has renovated many buildings, extending life cycles, and boasts a significantly younger campus age than peer campuses.

With the construction of a new consolidated Facilities Services building in this plan, the following facilities are proposed for future demolition:

- Hendrickson Annex
- Facilities Services (Stover House)
- Facilities Services (Mattocks House)
- Facilities Services (Knode House)
- Facilities Annex (Jones House)

Photograph by UAS

Major Revitalization

The following facilities are identified by UAS for Renewal and Renovation (RR) upgrades:

- Soboleff Building
- Novatney Building (lower floor)
- Banfield Hall
- Paul Building
- Ketchikan Campus: Paul Building

Sitka Campus: Portions of Interior Spaces

Land Acquisition and Disposal

USFS Lot 5, P-1, P-2 and portions of Lot J-1

The acquisition of these USFS properties from Back Loop Road entrance to the Forest Service Lab would provide UAS with full control of the main entrance to the Auke Lake campus, and allow for the ability to re-route the pedestrian path connecting the campus core with student housing and the REC facility. The purchase will also provide UAS with legal and physical access to Lot R, which is not accessible otherwise. With the acquisition of the fraction of Lot J-1, Lot J (currently owned by UAS) will become developable, as the lot's size, topography, and limited access reduce development potential.

In Ketchikan, future plans suggest acquisition of the Tatsuda property, kitty corner to the Maritime Center, to allow for parking to meet Borough parking requirements, and long term lower campus expansion.

In Sitka, in one option plans suggest acquisition or partnership with Mt. Edgcumbe High School to use the ball field to expand the campus with the addition of a Science/ Mariculture Innovation Center.

Private Properties Fronting Glacier Highway

Acquiring select private properties proposed in this plan provide long-range planning opportunities for productive, efficient, and sustainable use of these properties. The acquisition will support partnership between UAS and the Department of Transportation to improve conditions along contiguous portions of the right-of-way along Glacier Highway.

NSRL

The Natural Sciences Research Lab (NSRL) is currently located about 1.75 miles south of the Juneau Campus. The University of Alaska purchased the property in 2005 from the City of Kasaan, foreseeing the need for research lab space for Biology and Natural Sciences programs. The three story building, with 16,472 gsf is used primarily for lab research and offices. The ground floor (6,699 sf) is leased to the Alaska State Fish and Game and used as an Otolith research laboratory (primarily salmon). The second floor is used by UAS faculty and grad students to conduct research, and has rooms for chemical storage and other storage. Most rooms on the first and second floors contain vent hoods and refrigeration used in research. Naturally, being a research lab, the operational and maintenance costs to operate this building is high. In addition, UAS leases a vacant lot to provide the required number of parking stalls for the building.

Relocation of Technical Education Center (TEC) to Juneau Campus

A major component of the vision of the 2022 campus master plan includes the relocation of current TEC programs within closer proximity of the Juneau Campus core. This recommendation aligns with the strategic objectives outlined in this plan. Considerations include the impacts to adjacent and existing partnerships, including JDHS, and campus branding and visibility across the city of Juneau.

General support for relocation of all TEC programs to the main campus considered a phased approach to alignment of similar and adjacent functions, including growing NW Coast Arts Programs. Consolidation of functions within closer proximity would reduce student and faculty trips between campuses, noted as a major barrier. New facilities provide more effective and efficient spaces to support evolving teaching and learning modalities.

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3. FUTURE NEEDS ANALYSIS

INTRODUCTION

This section details the process and outcomes for a high-level analysis of functional conditions and space needs. To develop a program for each major functional unit, the current programmatic space requirements and projected growth for the next 10 years were established.

Methods and Process

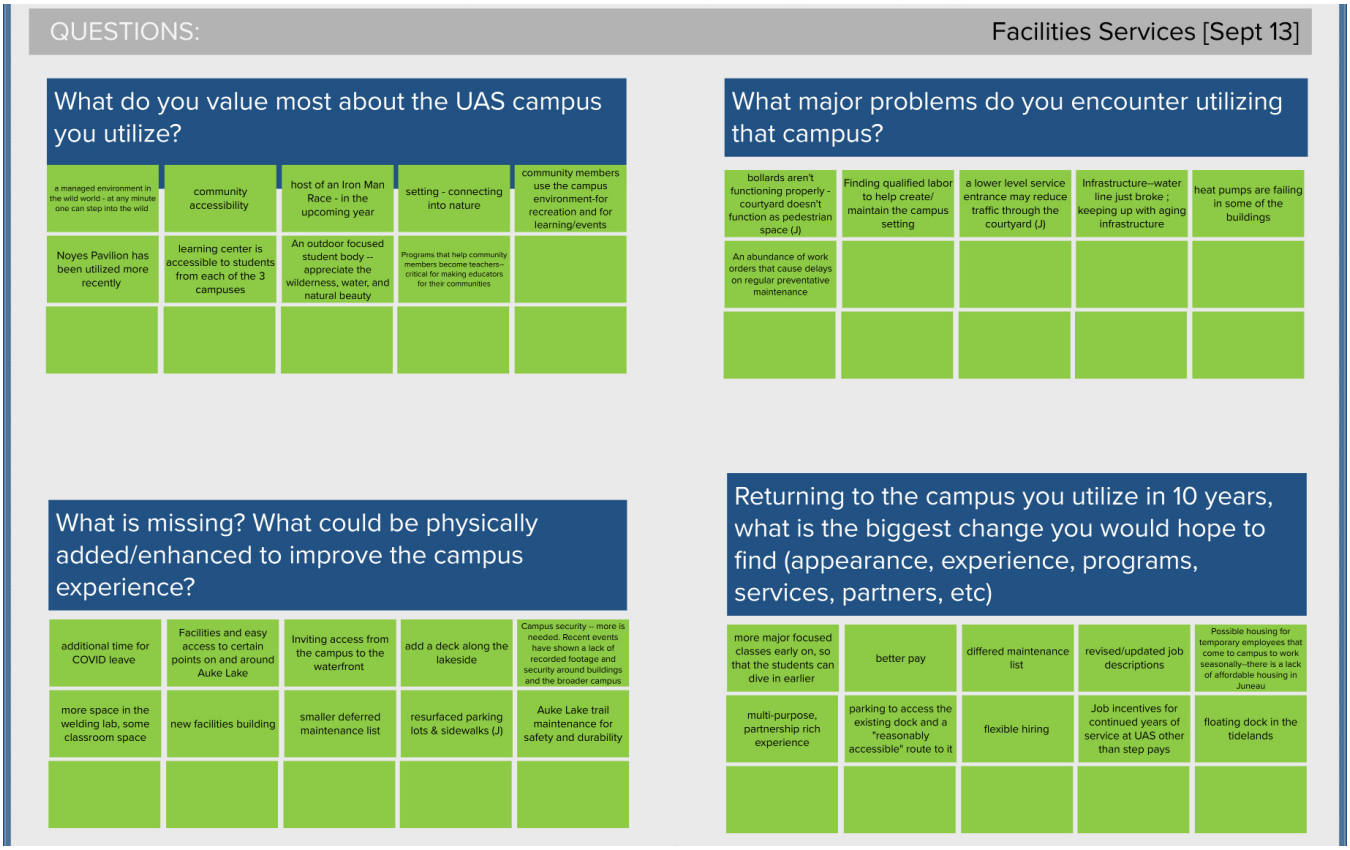
The space needs described herein were developed under the guidance of the Master Plan Advisory Council, Executive Cabinet and the Core Team, with input by unit representatives. Reviews of the preliminary analysis were included in the workshops and throughout the process. A "Big Ideas" workshop included all stakeholders across UAS campuses.

During the planning effort, the team met with representatives from the following UAS stakeholder groups:

- **Juneau Advisory Council**
- **Juneau Community Council**
- **Sitka Campus Advisory Council**
- **Sitka Community Council**
- **Ketchikan Advisory Council**
- **Ketchikan Community Association**
- **UAS Sustainability Committee**
- **UAS Student Government**
- **UAS Staff Council**
- **UAS Faculty Senate**
- **Facilities Services**
- **Facilities Planning & Construction**
- **TEC – Juneau Construction Faculty**
- **Alaska Native Success Initiative (ANSI)**

Example of MURAL engagement session with the "Facilities Services" Focus Group.

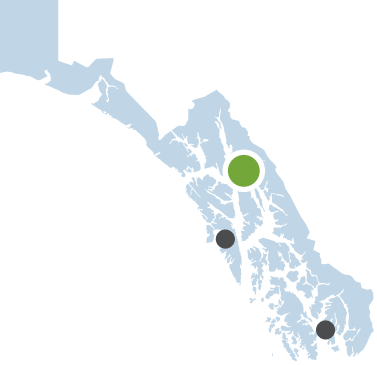
Photograph by DLR Group



The "Big Ideas" workshop included all UAS stakeholder discussion focused on developing an understanding of their mission, goals, activities and vision for the next decade, as well as the adequacy of the existing campus environment. Topics covered buildings, open space, utilities and access/circulation to review the highest and best possible use of all campus resources. Focused questions informed the approach to developing planning considerations, alternatives and ultimately a recommended future vision included:

> What do you value most about the UAS campus you utilize?
>
> What major problems do you encounter utilizing that campus?
>
> What is missing? What could be physically added/enhanced to improve the campus experience?
>
> Returning to the campus you utilize in 10 years, what is the biggest change you would hope to find? (appearance, experience, programs, services, partners, etc)

The analysis of the future character of UAS campuses was informed by the unique development of each location, the UAS mission and strategic goals, and in focused conversations with current stakeholders. Space needs were developed based on input from the MPAC and the use of benchmarks and industry standards. The descriptions in this section represent needs outlined and the results of interim discussions with the UAS Chancellors Cabinet, MPAC and Core Team.



JUNEAU

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Academic Program Needs

While there is sufficient academic space on campus to accommodate current enrollment and projected growth, there is an opportunity to improve the space to better serve current academic programs and programs that focus on indigenous culture. This would include converting standard classrooms to high-flex or "smart" classrooms that better facilitate hybrid learning, and spaces for completing large projects. There is ample study space as well, however, it is almost all located within the library. Additional study space distributed throughout campus would be desirable.

Faculty Office and Research Space Needs

The amount of space devoted to Office and Research is adequate on campus and should accommodate modest enrollment growth. Modifying existing offices to accommodate new office standards that encourage collaboration and a more compact footprint may not be feasible in some cases, which may necessitate new construction. Given the amount of instruction that is currently offered in a virtual environment, additional space is needed for content creation and editing.

Administrative Support Services Facility Needs

Facility services are distributed across multiple facilities along Glacier Highway. There is a deficit of space for these services. The Facilities Services buildings along Glacier Highway are residential in nature and are ill suited to their function.

Student Life Needs

The Recreation Center at the Auke Lake campus is shared between UAS and the Army National Guard. Two outdoor pavilions on the Auke Lake campus also provide additional recreation space.

Adding additional recreation space on campus is not a priority in the near term, however there may be opportunities to enhance the use of existing outdoor recreation such as enhancing access to Auke Lake.

There is additional space needed for merchandising space. There was desire expressed to bring back the campus store - a place for students to buy snacks, swag, and a cup of coffee.

Student Housing Needs

There is not change proposed to the amount of student housing space on campus, however there is a desire to convert Banfield Hall dorms to apartment style housing.

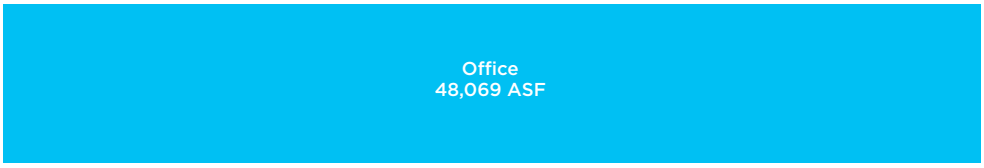
The following shows a visual comparison of Existing Academic Space to Proposed Academic Space, based on the enrollment data received from University of Alaska Southeast.

Juneau Campus Proposed Academic Space

Juneau Campus Existing Academic Space

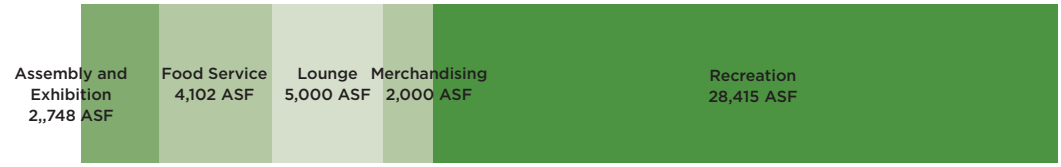
The following shows a visual comparison of Existing Office Space to Proposed Office Space, based on the enrollment data received from University of Alaska Southeast.

Juneau Campus Proposed Office Space

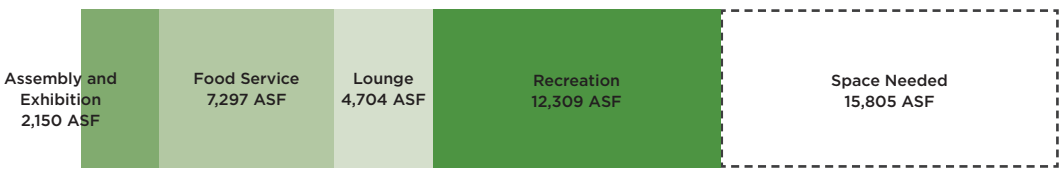


Juneau Campus Existing Office Space

The following shows a visual comparison of Existing and Proposed Student Life and Wellness Space ratios, based on the enrollment data received from University of Alaska Southeast.



Juneau Campus Proposed Student Life and Wellness Spaces



Juneau Campus Existing Student Life and Wellness Spaces

SITKA

Sheet'ká

Academic Program Needs

The educational programs at Sitka benefit primarily from spaces that can facilitate hands-on learning. This has reduced the need for general classrooms in exchange for flexible labs. Ideas for the labs include digital fabrication spaces, maker spaces, an Indigenous Art Classroom, and Open Labs that can be used outside of instructional periods. New furniture and equipment could revitalize underused spaces if the spaces are made more accessible. A new central staircase, as an example, could make second floor spaces more desirable.

Faculty Office and Research Space Needs

The overall amount of space devoted to Office and Research space on the Sitka campus is sufficient. There are some compositional changes that would improve the office functionality. Additional storage space would be welcomed, as well as relocating storage space to internal rooms to prioritize daylight and views to regularly occupied rooms. Additional spaces for private conversations and meetings are desired. There is a need for space that can be devoted to the production of on-line course content.

Student Life Needs

Student life space is lacking on the Sitka campus. Some ideas shared in visioning workshops include a food pantry, housing assistance and early childhood education space/programs. Dock access to waterways would also be seen as an improvement to student life as well as academic programs. Additional art and display space would also improve the student experience on campus.

The Sitka campus needs analysis combines Student Life components of Assembly and Exhibition, Food Service, Lounge and Merchandising with Recreation, to determine the amount of total space recommended, for a campus of this scale. It has been noted that the composition of needs on the Sitka campus may differ from standard benchmarks, as it has unique features and limitations of lower 48 institutions and branch campuses.

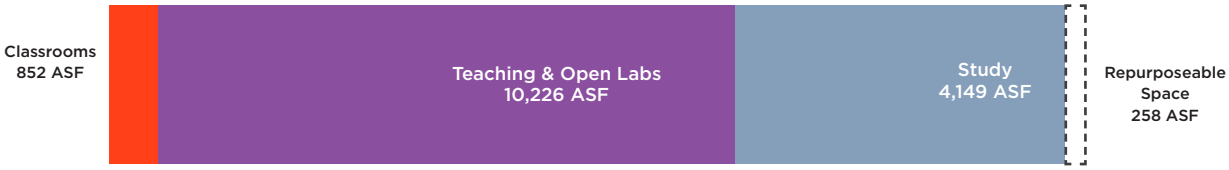
Wellness

Recreational space need is based on National Intramural Recreational Sports Administration space guidelines and uses headcount enrollment to drive the amount of space needed. This includes indoor court space, fitness, climbing, swimming, outdoor spaces – active spaces that aren't exclusively used for teaching or competitive athletics. Alternatives for expanding these functions within proximity, include partnerships with local Gyms or Fitness clubs and/or particular outdoor spaces that are support UAS students, faculty and staff needs.

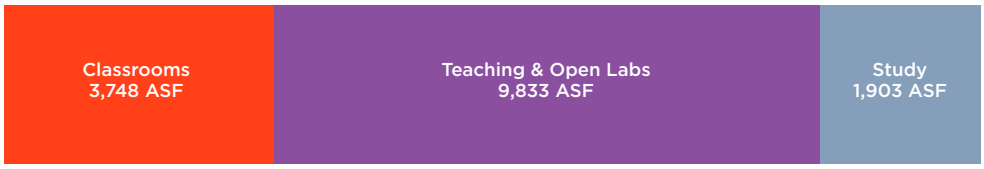
Student Housing Needs

There is no change proposed for Student Housing on campus. Future expansion opportunities include local Sitka partnerships to support housing demand. Further study is recommended.

The following shows a visual comparison of Existing Academic Space to Proposed Academic Space, based on the enrollment data received from University of Alaska Southeast.



Sitka Campus Proposed Academic Space



Sitka Campus Existing Academic Space

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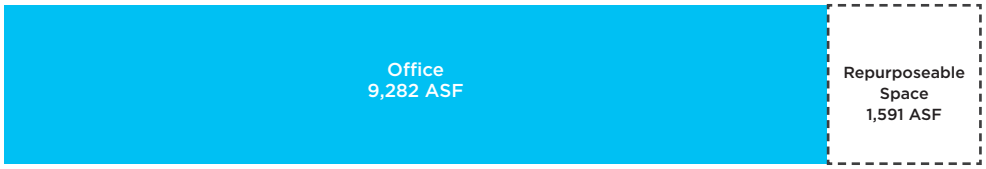
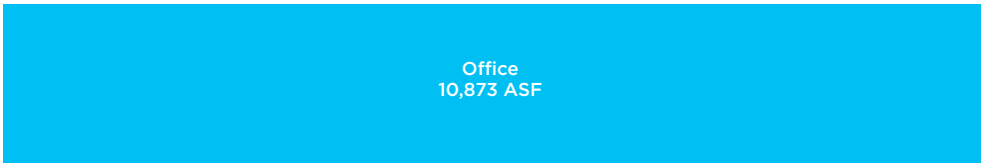


Sitka Campus Proposed Office Space

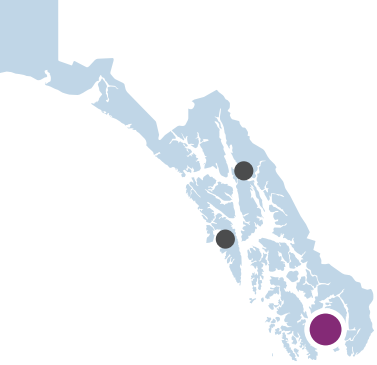


Sitka Campus Existing Office Space

The following shows a visual comparison of Existing and Proposed Student Life and Wellness Space ratios, based on the enrollment data received from University of Alaska Southeast.

Sitka Campus Proposed Student Life and Wellness Spaces

Sitka Campus Existing Student Life and Wellness Spaces



KETCHIKAN

Kichx̲áan

Academic Program Needs

There is more general classroom and lab space on campus than is needed for UAS programs, however, the academic spaces are also being used by community partners such as the Maritime Center. Technology rich upgrades to create smart classrooms would facilitate interactive distance learning.

Faculty Office and Research Space Needs

Additional space for faculty and staff may be needed at the Ketchikan campus. Faculty offices are fully occupied and the lack of acoustical separation between them makes having private conversations difficult. Soundproofing at offices and additional meeting spaces would relieve the need to use classrooms as meeting spaces. Additional space for storage and on-line content production is also needed.

There is currently not a need for dedicated research space on campus.

Student Life Needs

There is a general need for student life spaces on campus. This may include enhanced vending services or a small food service component. Partnerships with external providers, such as fitness clubs or recreation centers, may provide that service for students without campus investment.

The Ketchikan campus needs analysis combines Student Life components of Assembly and Exhibition, Food Service, Lounge and Merchandising with Recreation, to determine the amount of total space recommended, for a campus of this scale. It has been noted that the composition of needs on the Ketchikan campus may differ from standard benchmarks, as it has unique features and limitations of lower 48 institutions and branch campuses.

Wellness

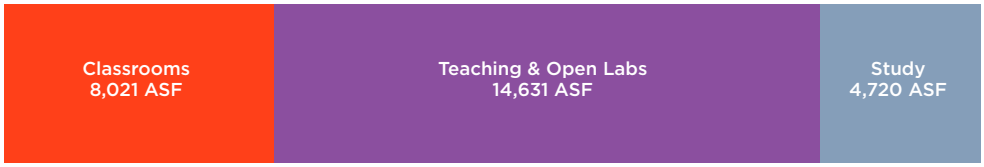
Recreational space need is based on National Intramural Recreational Sports Administration space guidelines and uses headcount enrollment to drive the amount of space needed. This includes indoor court space, fitness, climbing, swimming, outdoor spaces – active spaces that aren't exclusively used for teaching or competitive athletics. Alternatives for expanding these functions within proximity, include partnerships with local Gyms or Fitness clubs and/or particular outdoor spaces that are support UAS students, faculty and staff needs.

Student Housing Needs

There is no change proposed for Student Housing on campus. Future expansion opportunities include local Ketchikan partnerships to support housing demand. Further study is recommended.

The following shows a visual comparison of Existing Academic Space to Proposed Academic Space, based on the enrollment data received from University of Alaska Southeast.

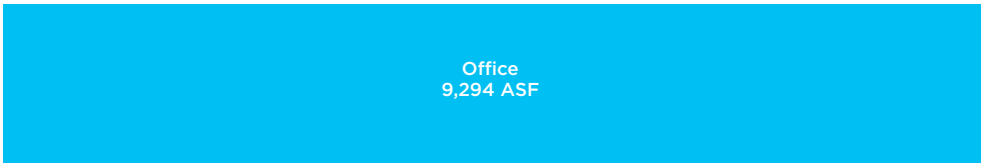
Ketchikan Campus Proposed Academic Space



Ketchikan Campus Existing Academic Space

The following shows a visual comparison of Existing Office Space to Proposed Office Space, based on the enrollment data received from University of Alaska Southeast.

Ketchikan Campus Proposed Office Space



Ketchikan Campus Existing Office Space

The following shows a visual comparison of Existing and Proposed Student Life and Wellness Space ratios, based on the enrollment data received from University of Alaska Southeast.

Ketchikan Campus Proposed Student Life and Wellness Spaces

Ketchikan Campus Existing Student Life and Wellness Spaces

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4. MASTER PLAN VISION, PHASING AND IMPLEMENTATION

INTRODUCTION

Ronalda Cadiente Brown, Associate Vice-Chancellor for Alaska Native Programs provides this Master Plan with a narrative that weaves together the goals of this institution with Native traditional culture and knowledge. Together, and with the example of the longhouse, UAS moves forward with its vision.

The UAS Master Plan is a foundation of the university like a traditional Southeast Alaska clan longhouse in both a literal sense providing shelter and as an ideal conceptual framework in support of learning. This update includes structures intended to support student success. A successful UAS Master Plan strives to ...envision responsible stewardship of each of the UAS campuses, guiding informed and actionable steps to long-term physical investments. In addition, the guiding principles of this plan include Alaska Native, alignment with strategic initiatives, a student-centered framework for growth, and accommodation of long-term flexibility and adaptability.

The elaborately carved house posts of the Tlingit, Haida, and Tsimshian of Southeast tell a story of status and strength, leadership, belonging and identity, established ownership and stewardship anchored to place. Location of these houses was intentional in support of established interconnectivity that weaved together a vast network of people and communities thriving for well over 10,000 years, connected by rich and expansive lands that traversed glaciers, rivers and waterways, land masses, and precious resources. The roots of the indigenous peoples of Southeast Alaska are captured in four values:

Haa Aaní: *Our Land: Honoring & Utilizing our Land (Haida: Ítl' Tlagáa; Tsimshian: Na Laxyuubm)*

Haa Shuká: *Past, Present, and Future Generations: Honoring our Ancestors and Future Generations (Haida: Ítl' Kuníisii; Tsimshian: Na Łagigyetgm)*

Haa Latseení: *Our Strength: Strength of Body, Mind, and Spirit (Haida: Ítl' Dagwiigáay; Tsimshian: Na Gatlleedm*

Wooch Yáx: *Balance: Social and Spiritual Balance (Haida: Gu dlúu; Tsimshian: Ama Mackshm)*

What story does the University of Alaska Southeast desire to share with future generations of learners? What story will be shared as evidence of values in action, humility as strength, purposefulness demonstrated through intentional, thoughtful planning, and celebrated accomplishments and outcomes?

May the long house serve as inspiration for the University of Alaska Southeast to support the values of the institution and support the many qualities of the people it serves to represent and enrich our world.

Photography by UAS

VISION FRAMEWORK

The long term vision of the UAS campuses supports growth of select programs, phased development with flexibility for funding, a unique identity, a sense of place internal to the buildings and to the surrounding landscape, and strong connections to the Auke Lake and Auke Bay. A sustainable and resilient approach to development over time, UAS will be a vibrant hub for collaborative education serving the adjacent communities across the southeast region of Alaska.

Many changes to the existing conditions are directly related to achieving the goals and objectives set forth in Section 01. This section will address the following objectives as they relate to each respective proposed vision:

- Student Access and Success
- Deliver Academic Excellence
- A Great Place to Work
- Relationships within Southeast Alaska

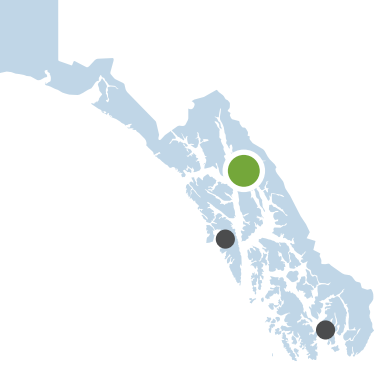
Form-Driving elements

Concepts informing select use, circulation, and open space attributes were reviewed and assessed for support of the plan's desired goals and guiding principles. Those that were thought to be most supportive are incorporated into the recommended plan for each UAS campus location.

All locations celebrate their proximity to water, providing students faculty, staff, visitors and partners with dynamic programming ranging from integrated science and academics, to culture and arts, industrial waterfront to recreation.

Exploring Concepts

Multiple concepts for every UAS campus were reviewed to determine and assess strategies to accommodate future needs and align with UAS strategic visioning. At each campus, select attributes of options proposed were reviewed and assessed for support of the plan's goals and objectives. After developing the alternative strategies, successful attributes of each were incorporated into the vision for each campus, including phasing and strategic bundling of projects. At each campus, the plan intentionally leaves options available for future study to determine the best location and approach to address and determine specific programmatic needs.



JUNEAU

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2030: CAMPUS EXPERIENCE

The long term vision supports needs of all programs, phased development with flexibility for funding, a unique identity, a sense of place internal to the buildings and external to the surrounding landscape, and strong connections from shore to shore. A sustainable and resilient area of strategic academic growth, the campus will be an academic and cultural hub for collaborative student-centric programs.

The plan directly draws upon investment into existing academic facilities and the consolidation of service functions to enable future academic development. The recommended plan supports collaborative and multidisciplinary adjacencies between academic and cultural programs within new facilities, waterfront uses, connections across campus and a sense of place and unique identity to Auke Lake.

Overall, the University of Alaska Southeast plan elevates the Juneau campus to one that reflects the goals and objectives of the institution as a destination for students, faculty and visitors and prospective members of the university community.

Juneau Campus

The following strategies proposed during the development of the Juneau campus plan aligned with four objectives of the plan:

- Improve Connectivity
- Enhance Vibrancy
- Optimize Building Efficiency
- Enhance Nodes of Activity

Two planning approaches were used to develop, test, and compare the widest possible range of ideas to support the UAS 2030 vision:

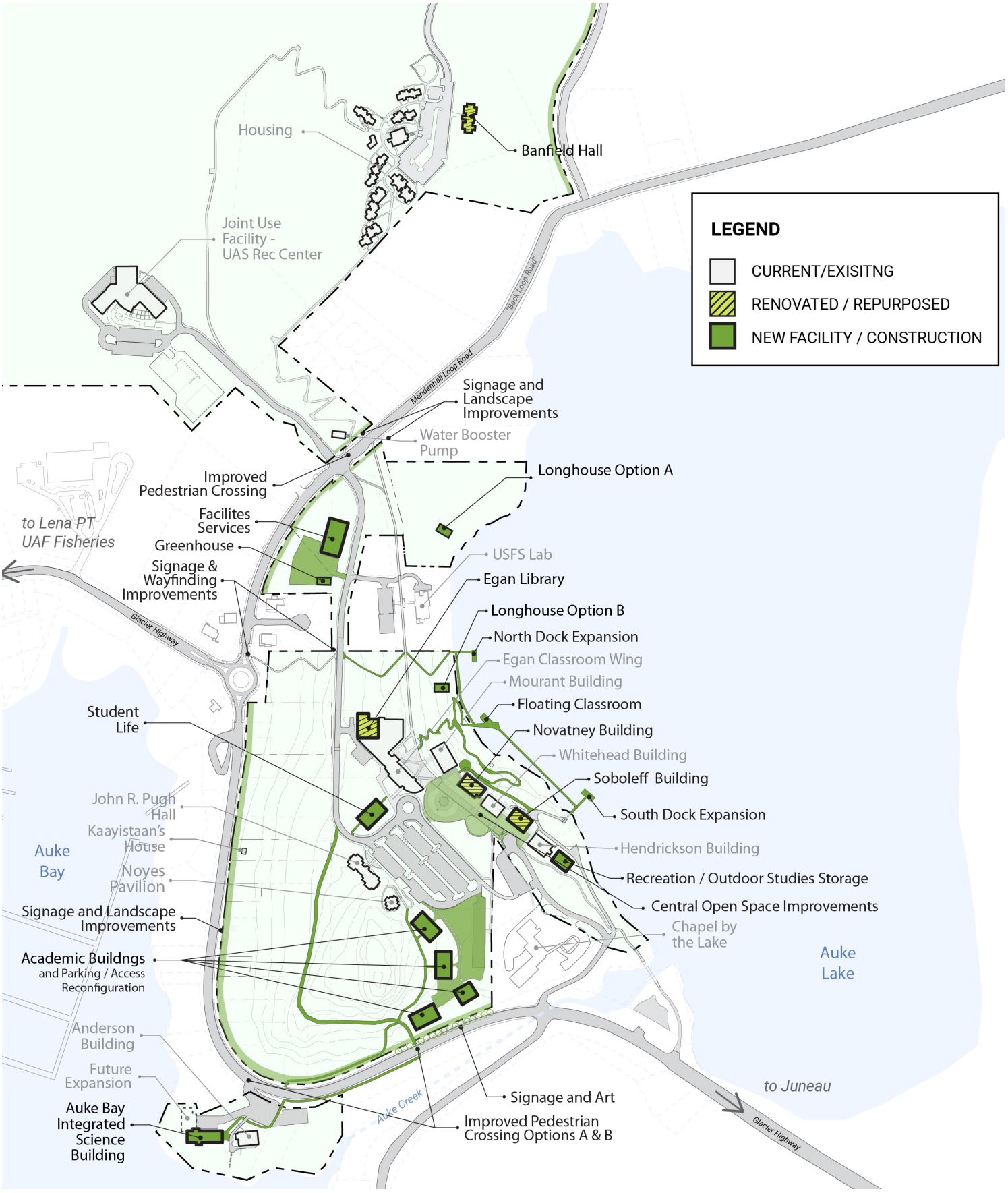
Highest and Best Use - Incorporate Strategic Investments in Existing Campus Facilities and Resources

Ideas focused on revitalization through major renovations and expansions across the UAS campus settings.

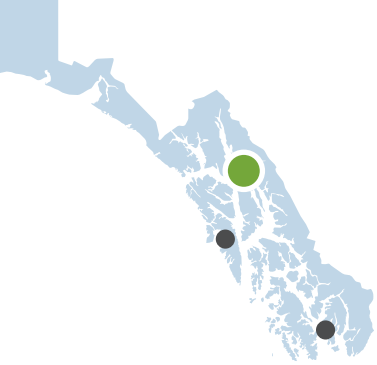
Shed Underutilized and Underperforming Facilities - Consolidate New Development at Auke Lake.

Ideas focused on major, aspirational changes to building and open space organization. TEC functions were relocated to the Auke Lake campus. New academic, facility services and cultural facilities were clustered to support vibrant activity and provide logical extensions to perimeter parcels and programs.

The resulting 2030 Vision combined the best, most viable, and most flexible ideas. Campus redevelopment recommendations and strategies optimized existing UAS physical resources while positioning strategic new investments and adjacencies.



Site Plan - Future Facilities Improvements



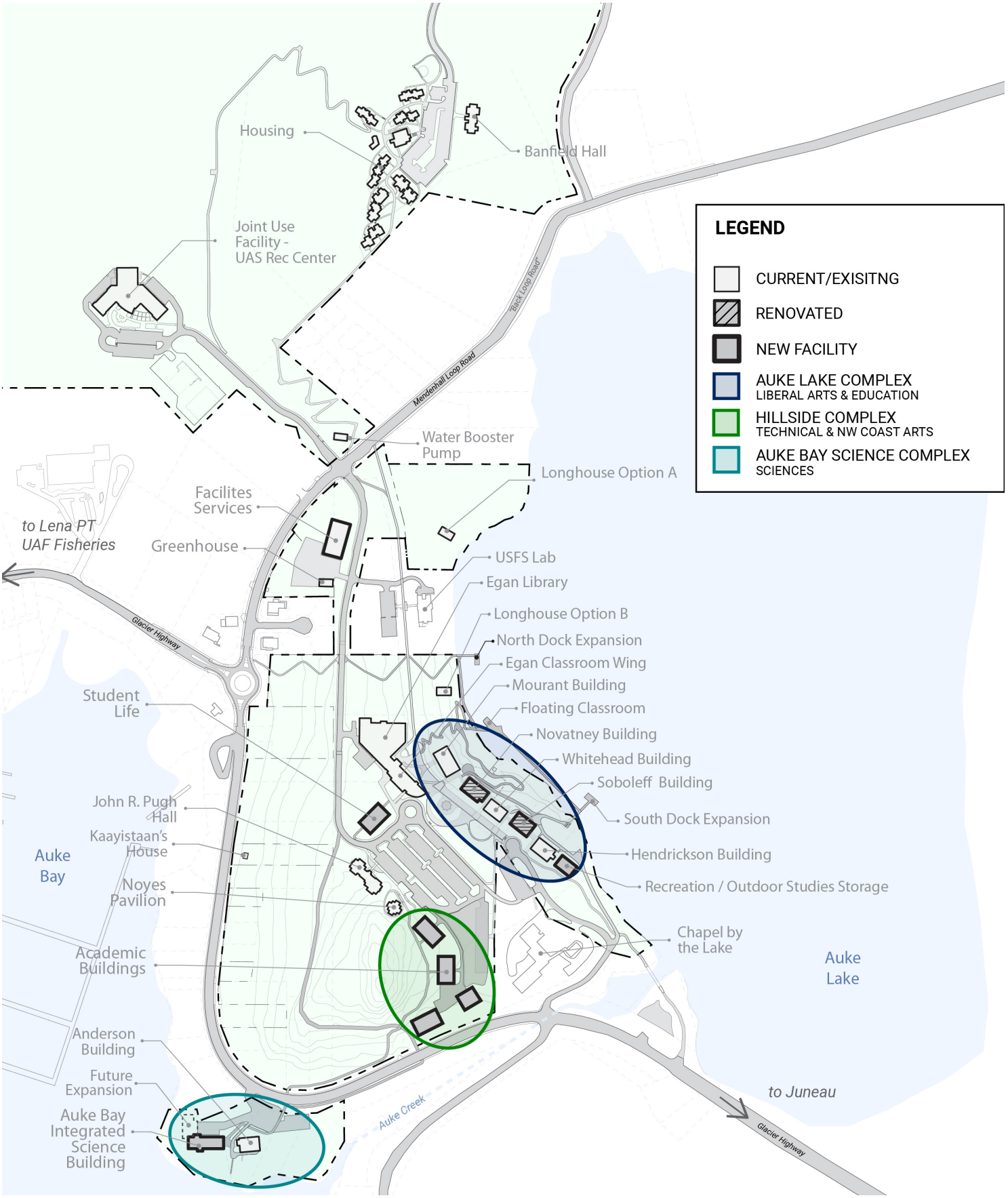
HILLSIDE ACADEMIC COMPLEX

New development replaces and renews central facilities to campus, stitching together a series of academic destinations from shore to shore.

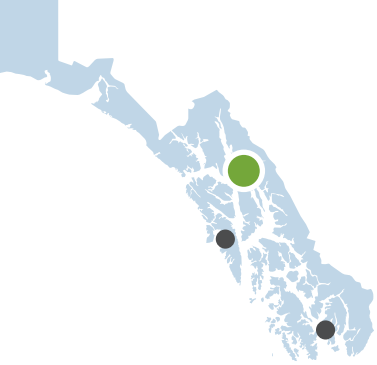
Many changes to the existing conditions are directly related to achieving the goals and objectives of this plan, including consolidating the student population into a single campus to promote dense vibrancy. The new academic development proposed along the hillside, south of Noyes Pavilion, is envisioned to support technical and professional programs currently located at the off-site Technical Education Center, as well as to support anticipated growth in the NW Coast Arts program. These programs have similar physical requirements and are well suited for convenient and direct adjacencies.

Celebrated waterfronts at Auke Bay and Auke Lake will provide students, faculty, staff, visitors and the public with unique programming ranging from academic, recreation, and Alaska Native activities. Connection between buildings and open spaces along these edges is supported by the new academic development bridging the pedestrian corridor along the forested hillside.

Building orientation, mass and scale provide access to daylight and views for every occupant. Connections to the center of campus are accentuated at ground level across the varying topography, emphasizing the unique environment of the Juneau geography. Enhanced visibility of campus branded signage and facilities along Glacier Highway increase the physical and perceived presence of the university.



Site Plan - Hillside Academic Complex



BUILDING USE SUMMARY

The vision accommodates the need for proximity between the academic and cultural programs.

Academic

UAS academic buildings are increased to support the relocation and consolidation of the Technical Education Center programs, growth of the NW Coast Arts program, and relocation of the College of Education from Hendrickson Annex to improved facilities.

A "floating classroom" is proposed on Auke Lake, directly linking the spectacular environment and surroundings with UAS academic experience.

Student Support

Distributed support services are located in highly visible, accessible areas, and aligned with functional adjacencies across campus.

Increased ratios of informal student gathering and social spaces support a range of needs include quiet focus, collaboration areas, and lounge spaces with accommodations for on- and off-campus students.

Faculty Offices and Administration

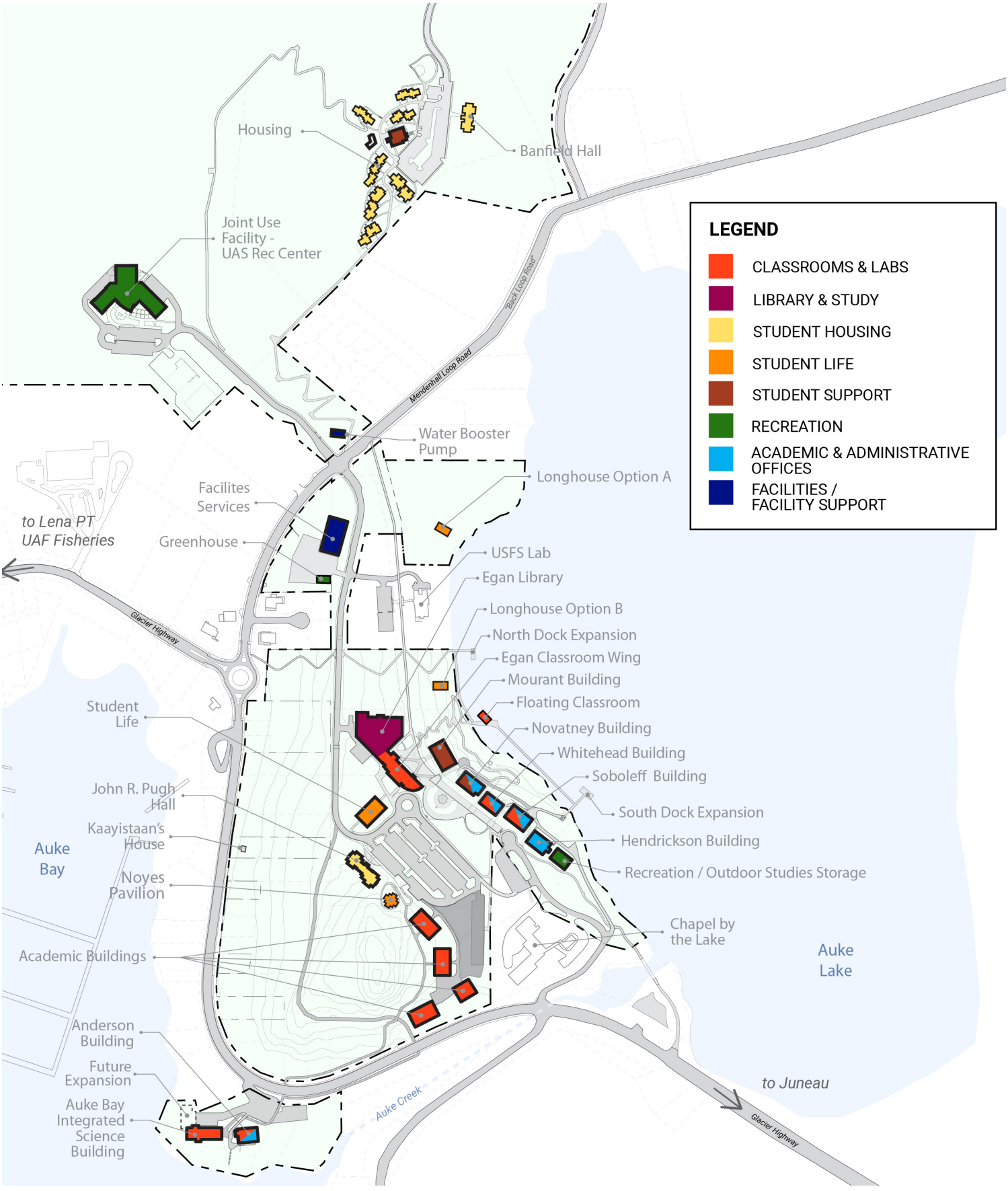
Administrative space remains in existing facilities, whereas faculty space is largely efficiently distributed across proposed new facilities to maintain high levels of accessibility and collaboration with students and staff.

Facility Services

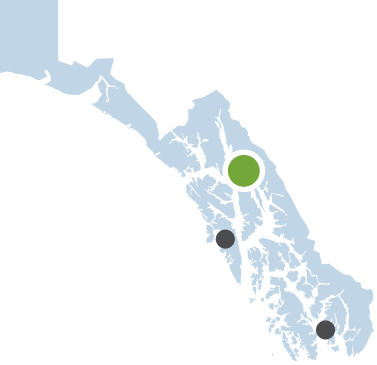
Consolidated and colocated within a new facility, the proposed location supports close proximity to campus functions and infrastructure. The relocation enables redevelopment opportunities along Glacier Highway and within the center of the campus. The proposed location of Facilities Services matches the look and feel of this area which includes the school bus barn, AEL&P power plant, and UAS water booster station. Other suitable locations for Facilities Services include Lot R to the north and in back of the hill as shown in the 2012 master plan.

Longhouse and Cultural Center

This plan prioritizes facilities that support Alaska Native cultural programs and academic collaborations. Potential locations are identified to support a variety of physical considerations including proximity to water bodies, community access and accessibility.



Site Plan - Future Building Use



CIRCULATION IMPROVEMENTS

The plan combines many ideas generated from planning concepts and strategies. A greater emphasis on circulation north-south and continuous east-west connections would help improve orientation and wayfinding throughout campus.

Edges and Access

A generous waterfront connection offers direct linkage to the campus center, establishing a new level of connectivity that hasn't existed before. Porosity along the waterfront parallels increased openness.

Branding and visibility along Glacier Highway promotes wayfinding and a sense of arrival for visitors to campus. These improvements to the southern edge of campus at Glacier Highway, contribute to additional enhancements and crossings proposed at Auke Bay Science Complex and Back Loop Road / Auke Lake Way with new campus trailheads and visible signage.

Vehicular Circulation

Vehicular traffic is limited, and extends from each entry gateway to the central parking area. Service vehicles accessing campus along service drives to reduce conflicts within pedestrian zones. Parking at the new development sites replace existing capacity and provide additional flexibility to support long term increases in parking needs.

Electric vehicle charging stations and campus shuttles stops are located in optimal areas for access and visibility to support use of such transportation alternatives.

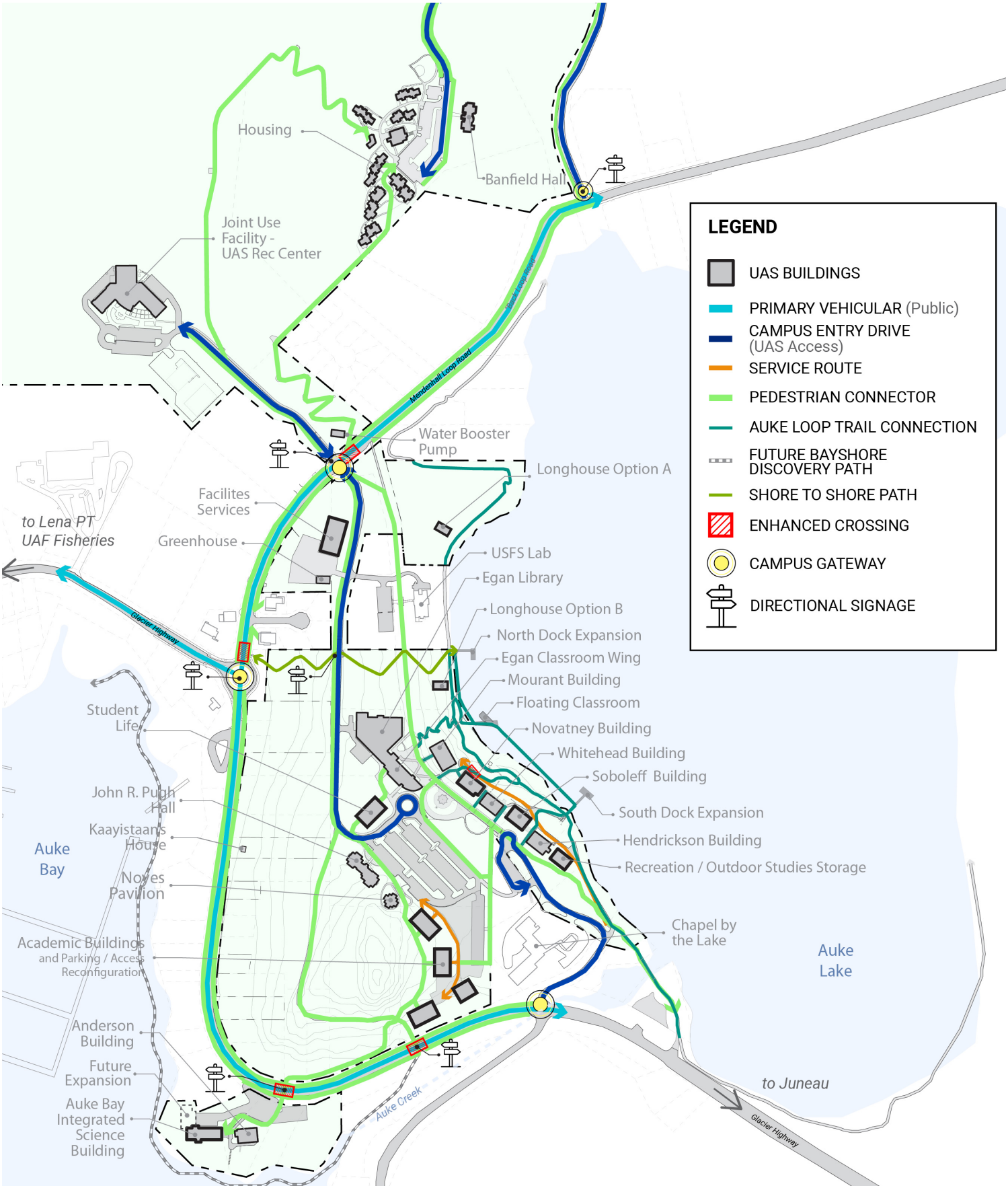
Pedestrian Circulation

The plan prioritizes pedestrian circulation, creating multiple landscape and architectural connections, both in the east-west and north-south directions. Improvements can be made to enhance safe crossings at shared-use zones that can lead campus users across every corner of the campus.

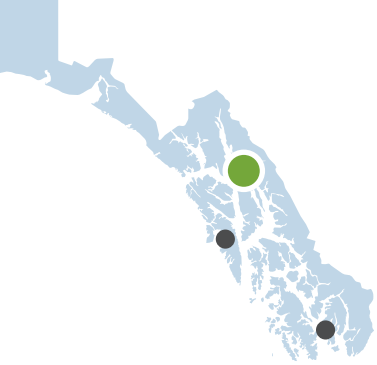
A major corridor from Auke Bay Science Complex to the new hillside academic development would lead to an enhanced connection linking several campus pedestrian routes and providing visual and physical connections between both waterfronts. Enhanced and expanded lakefront trails stitch together the lakeside buildings with east/west circulation for direct access to Auke Lake Way and further west to the roundabout at Glacier Highway.

Auke Loop Trail Connection

An accessible public pathway, encircling the lake, has been proposed, studied, and partially implemented. The 2030 Vision Plan recommends completing those segments located on UAS property and integrating the preferred trail route into its proposed plan to enhance the lakeshore for recreation and study.



Site Plan - Future Circulation



OPEN SPACE IMPROVEMENTS

It is a tremendous and rare asset to have the combination of academic and cultural programs bridging two spectacular waterfronts. Taken together, the Juneau campus has the capacity to offer a very high quality campus experience.

The long-term vision of the campus includes connected open space framework, increased capacity for development, enhanced pedestrian corridors, visual and physical connections, and activated waterfronts for academic and recreational uses. The envisioned character throughout campus varies to accommodate the dynamic culture, functionality, and connectivity of the programs and units. Each of the characteristics have unique qualities that can and should be incorporated into a framework of open spaces.

Waterfront Access

Complementary to the existing activities currently provided along Auke Bay and Auke Lake, access to the waterfronts is necessary for academic programs, recreation, leisure and general health and wellness of students faculty, staff and visitors of the University. Flexible and accessible programming of this dynamic waterfront informs the types of uses and users. This unique feature allows for multiple outdoor character options and its heterogeneity and mixture of uses is a campus asset.

Outdoor Space

Robust outdoor spaces support collaboration and social vibrancy on campus. The landscape can be a vital contributor to the overall quality of life on campus, as a recruiting asset capable of meeting diverse social and emotional needs, there is even greater necessity to provide a robust landscape environment to ensure user comfort, and interaction with the picturesque Alaskan climate and wildlife.

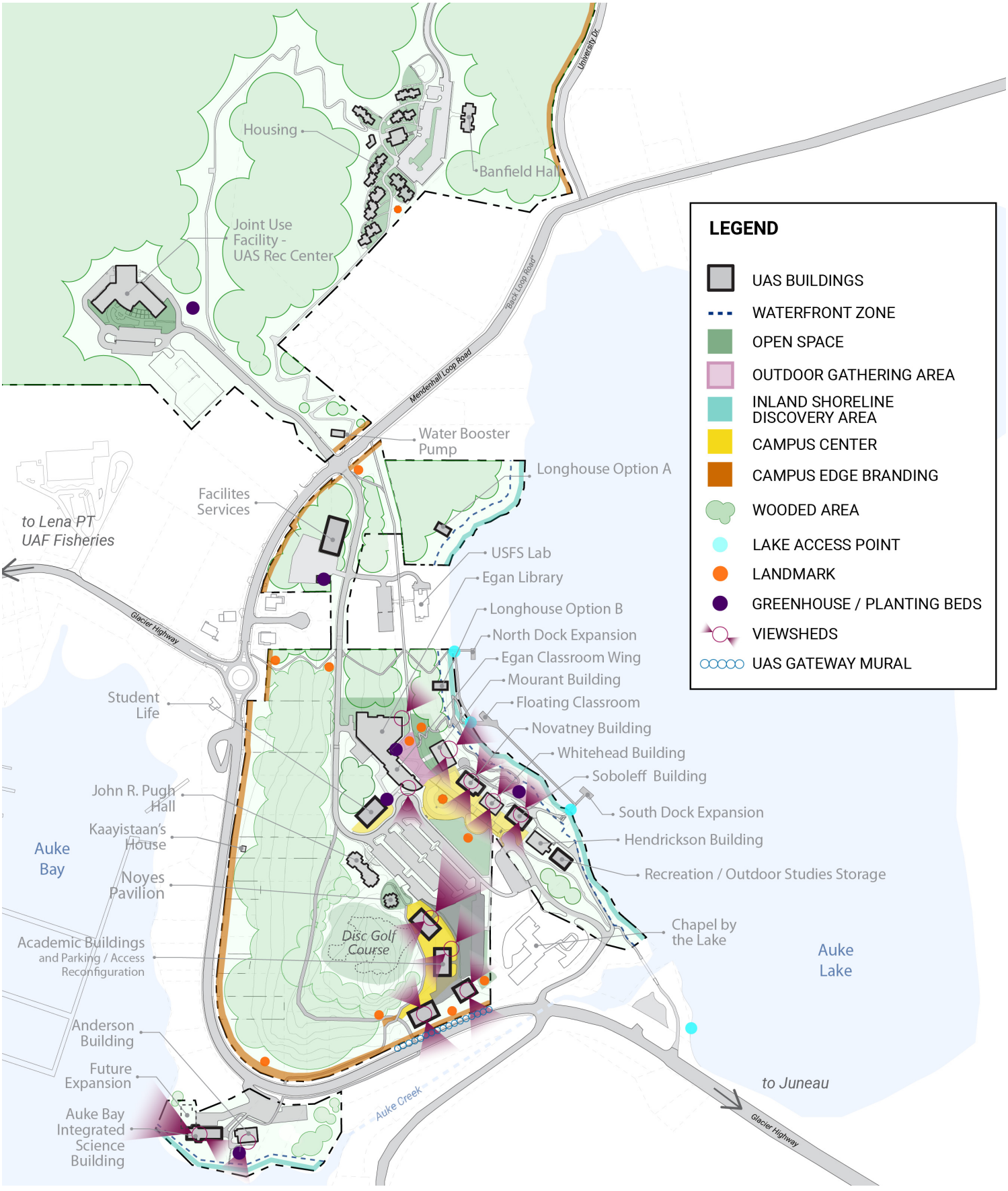
Flexibility of uses is important for campus landscapes. Spaces that can create meaningful experiences for solitary users as well as small groups and larger events, will be highly valued.

Greenhouse

A working greenhouse and garden area adjacent to the REC Center would benefit courses within programs such as Biology, Social Sciences, Outdoor Studies, and the Program on the Environment to utilize this space for experiential learning, and thus promote UAS student success through high impact learning practices. Food grown here could be used by UAS Dining Services, helping to foster food security within our campus community. Finally, a campus greenhouse or garden would foster community engagement and goodwill as Juneau residents would be welcome to utilize this space. Importantly, investing in a greenhouse or campus garden would help to promote sustainable living within our campus and the broader communities, something that is becoming increasingly important during this time of climate emergency.

Campus Edge Branding

With the completed improvements and realignment of Glacier Highway, unique opportunities exist to provide a consistent, branded edge along UAS property. The new concrete retaining wall below Facilities Services provides an opportunity for large scale, welcoming graphics. The disturbed forest edge from the south to the north campus entry point can be restored with signature blooming understory trees and shrubs. Landmarks can be established at campus entry points as well as curb cuts for Anderson Building, the Joint Use Facility, and University Street. UAF site lighting with banners can augment pedestrian paths and walkways. As each of these open space improvements are identified and integrated, UAS will develop a signature physical presence as an anchor institution.



Site Plan - Future Open Space

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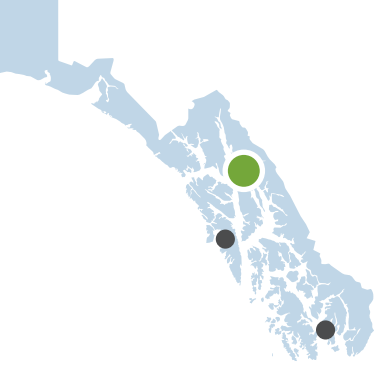


ILLUSTRATIVE PLAN

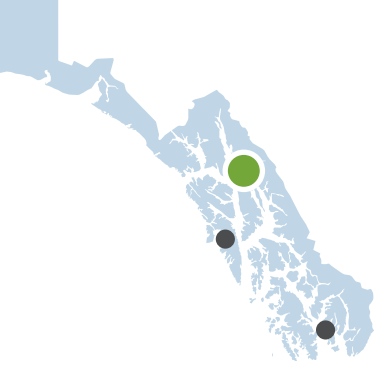
The image on the facing page shows a conceptual Illustrative Site Plan depicting future development on campus. The hillside academic cluster development is a significant and functional linkage along a central axis that invites users to experience the variety of open spaces offered on campus.

The long term Juneau campus vision establishes a bold physical framework for the full build-out of campus to accommodate the projected growth outlined in Section 3. It represents an understanding that thoughtful development will reinforce and expand the campus core, while seeking to grow south and east over time, strategically leveraging the consolidation and relocation of campus programs from the TEC location to central campus.

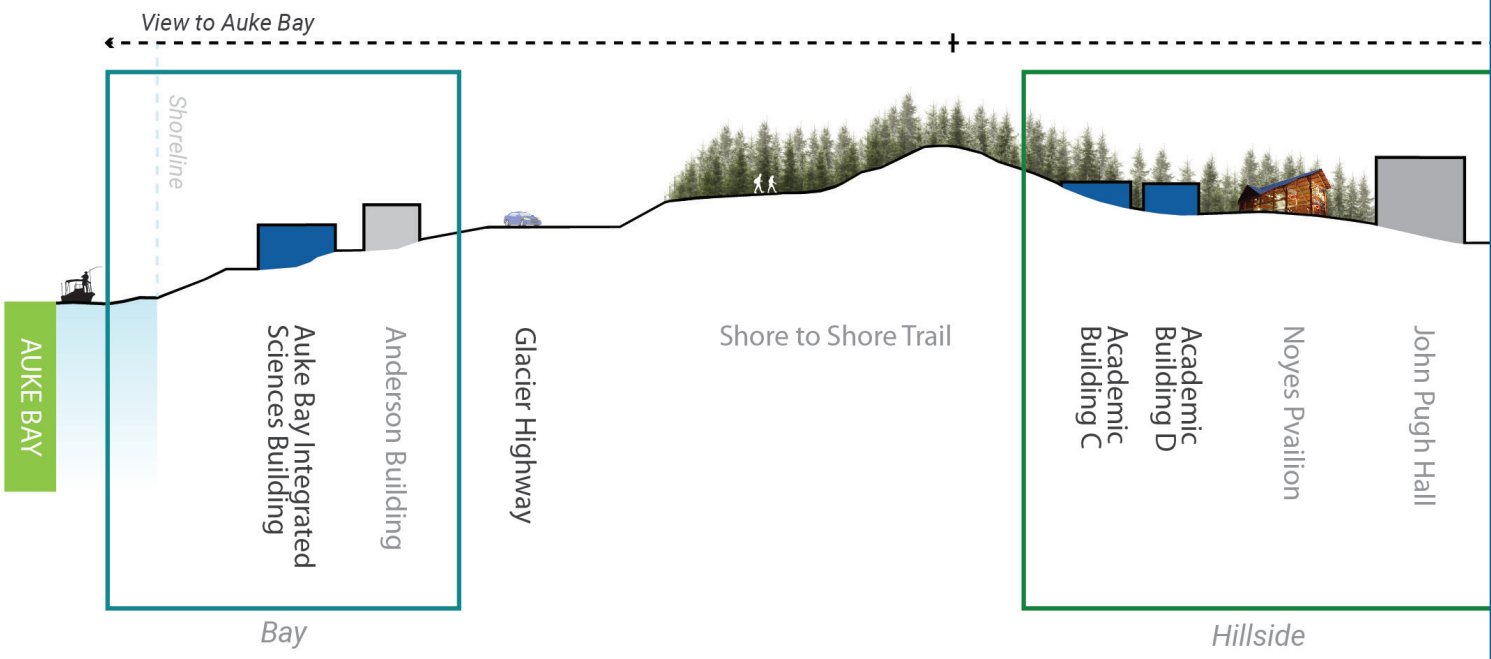
In support of the campus objective to "create a vibrant campus experience from shore to shore," the new academic hillside complex is a demonstration of achieving expanded and direct access through the heart of campus to perimeter facilities and open spaces. A cohesive and contiguous campus is formed, through property acquisitions and partnerships. UAS branding and campus identity is clearly marked and visible to passersby along Glacier Highway and Mendenhall Loop Road.

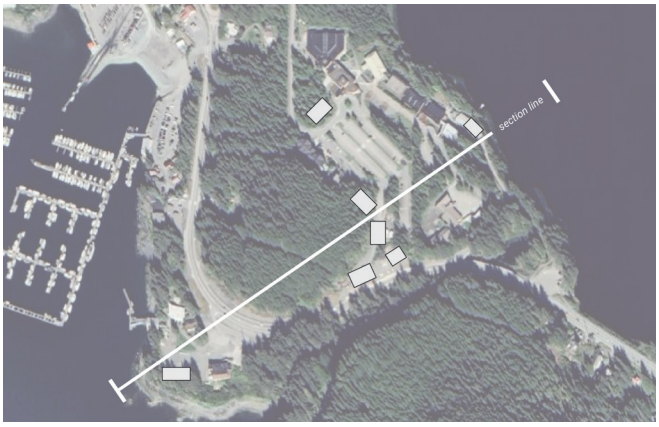
Guided by the goal and objectives of this Campus Master Plan, a shared vision for actions and outcomes to meet multiple priorities ensure that land use and capital investment decisions can support the institutional mission of UAS.


"Back Loop Road"
Mendenhall Loop Road
to Lena PT
UAF Fisheries
Glacier Highway
Auke
Lake
Auke
Bay
Auke Creek
to Juneau
Glacier Highway



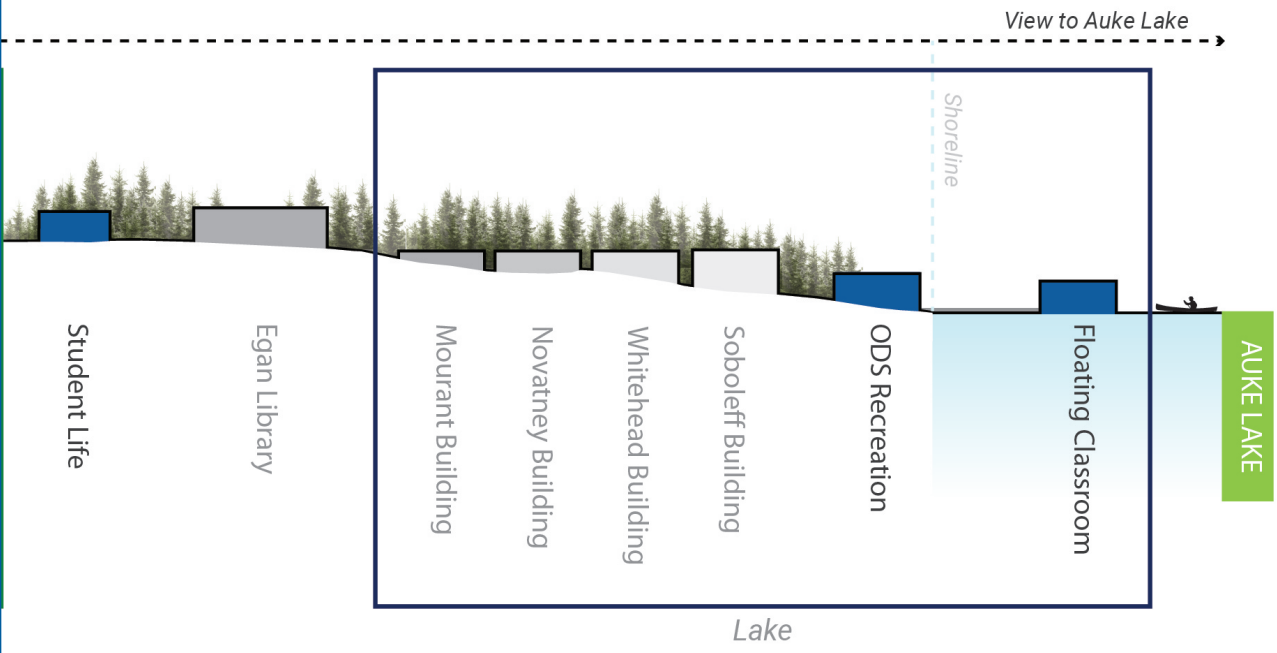
A FUTURE VISION OF A LINKED CAMPUS EXPERIENCE FROM AUKE BAY TO AUKE LAKE





Key Plan

The experience of traversing the diversity of environments between bay and lake is uniquely distinctive. The Shore to Shore Trail envisions major campus circulation and recreation opportunities to support UAS campus growth and health and wellness needs of visitors.



SITKA

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SITKA CAMPUS UPDATES

To meet the objective to improve campus visibility and connection to the waterfront, putting Mariculture on display, priorities identified within the Sitka Campus plan include:

Safety and Navigability

- Improve pedestrian crossings
- Strengthen relationship to the waterfront
- Diminish unfriendly openness of parking lot
- Visible UAS community branding

Efficient and High-Quality Space

- Expanding use of current science labs, support marine lab
- Co-locate Student Services near main building entry
- Remember main building's historic & iconic form
- Leverage campus partnerships for future potential expansion

Academic and Student Life

- Mariculture program growth
- Dedicated NW Coast Art space

Options Approach

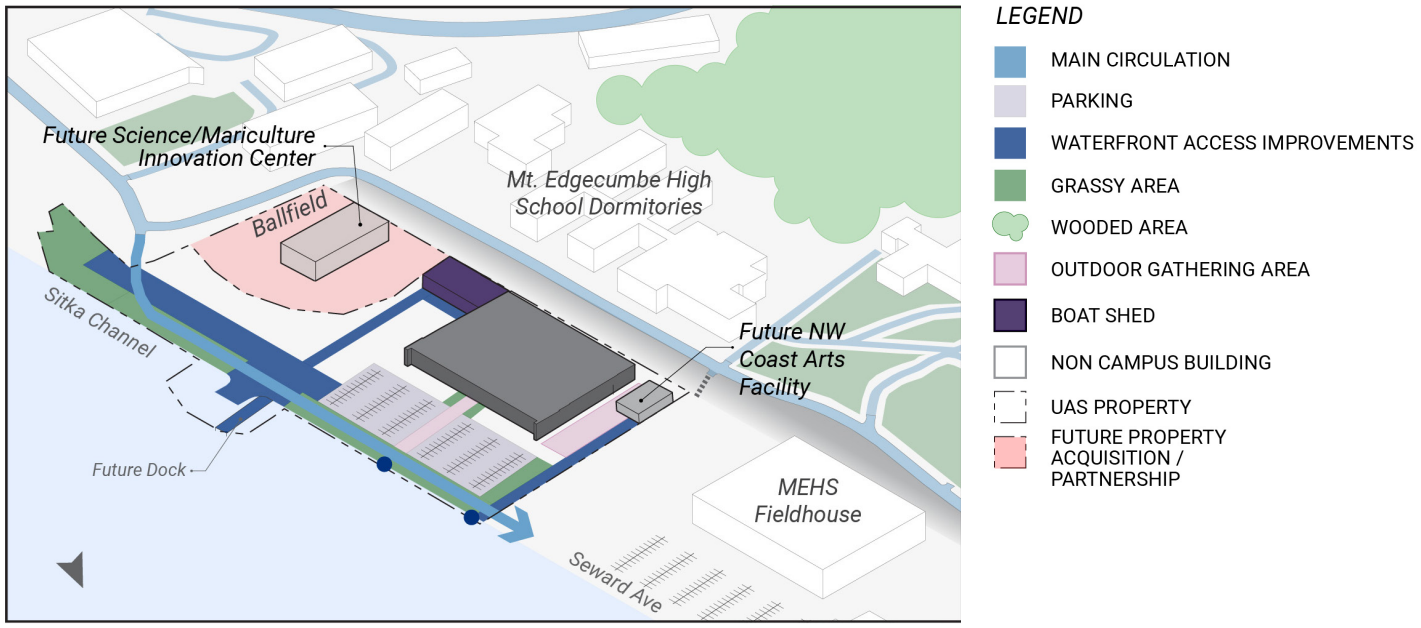
The plan includes two options for long term development of facilities on site. Contingent upon the shared or full use of the Ballfield site, both options anticipate the intent of future focused study to determine alignment of the plan goals and objectives, as well as meeting the needs of the programs on the Sitka Campus over time.

Another option (not shown) for UAS to consider expands the existing hanger instead of constructing several small buildings. The main benefits of this option include better overall campus building efficiencies, sustainability, cohesiveness and will make a more impressive impact on vibrancy of the campus while honoring the history of the building.

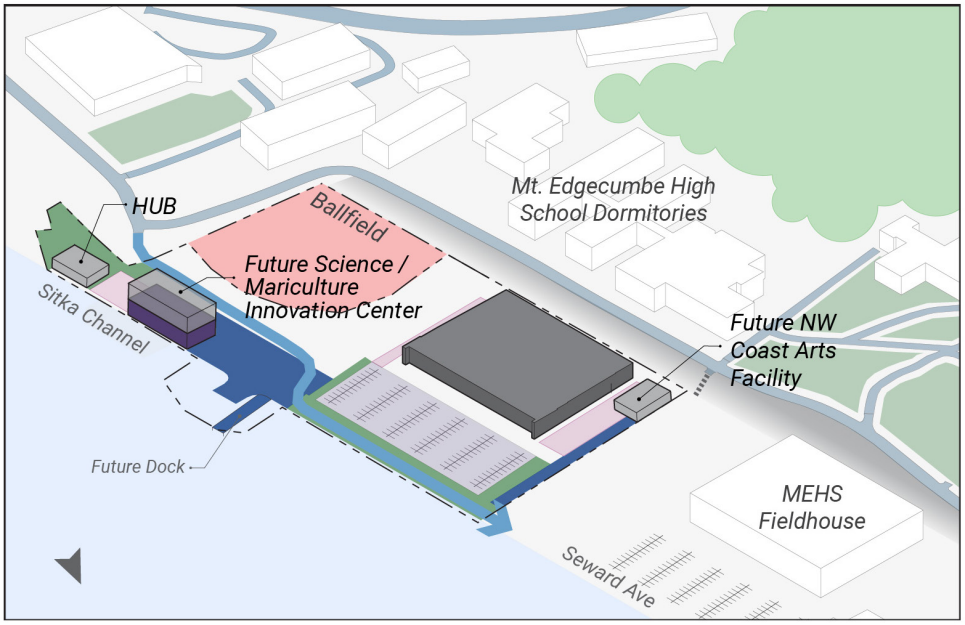
Improvements to Hangar

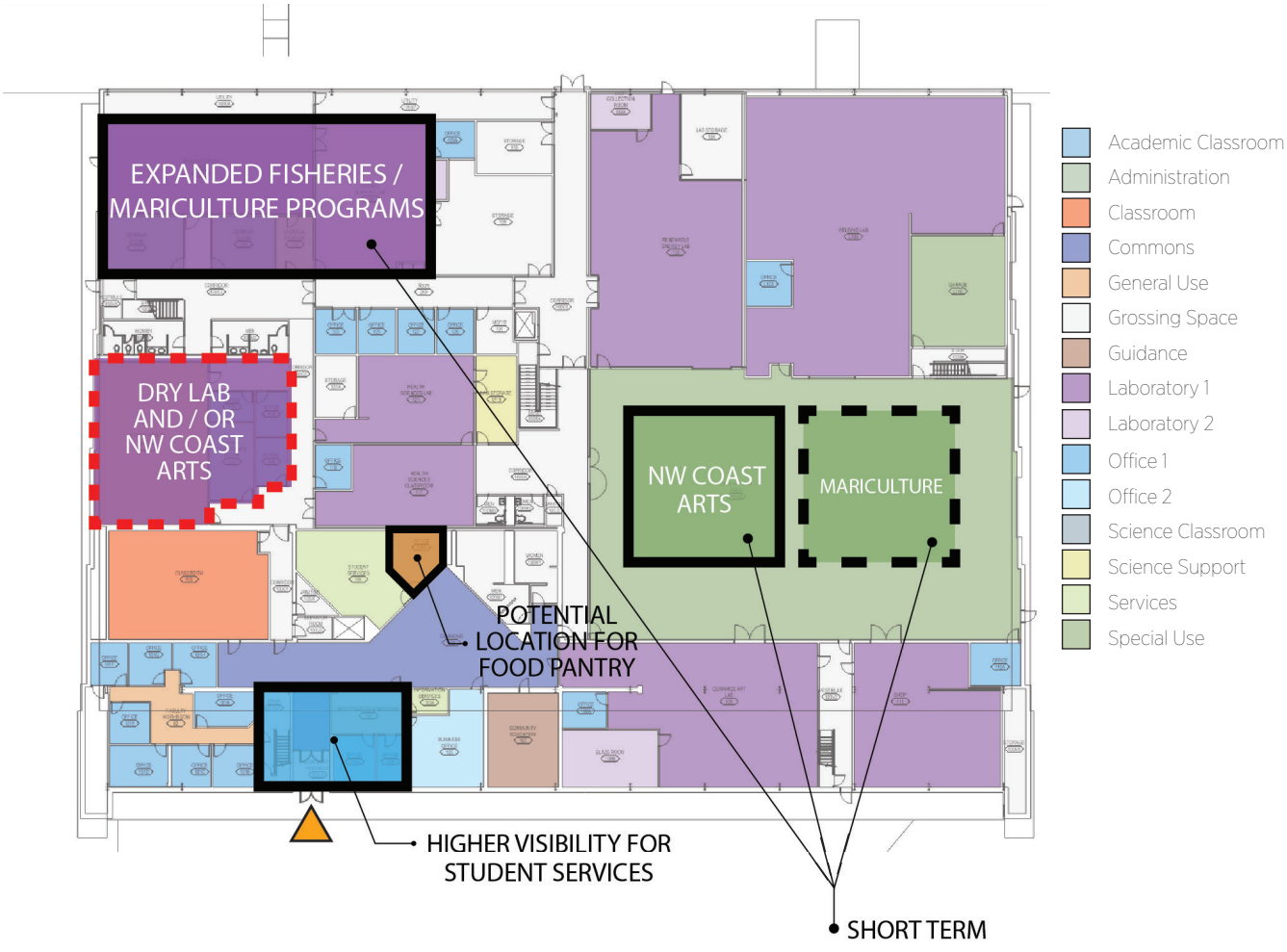
Long term improvements to the existing facility support an intent to reflect the historic heritage of the WWII site, and the evolving needs of the programs within the building. Enhanced signage and updated branding across the site support wayfinding and University presence for campus users

OPTION A: EXPANSION

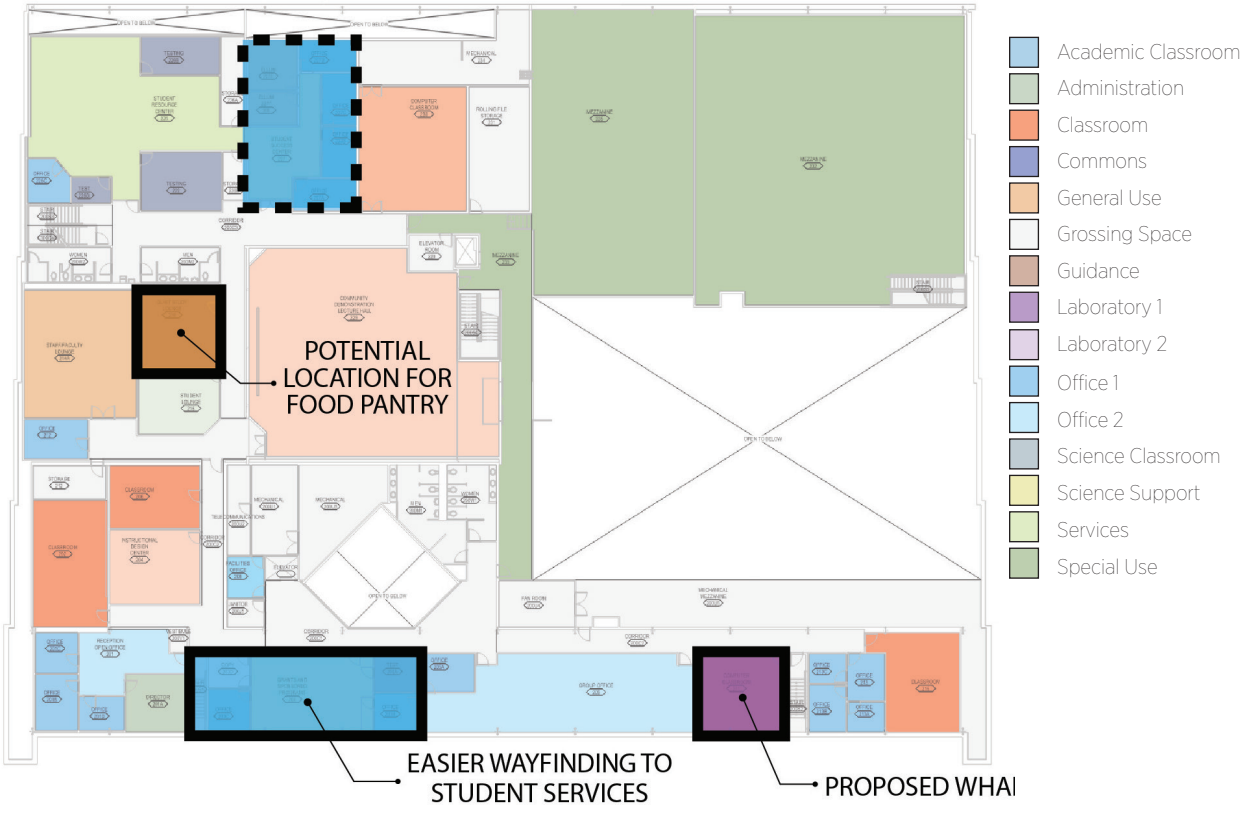


OPTION B: WATERFRONT DEVELOPMENT

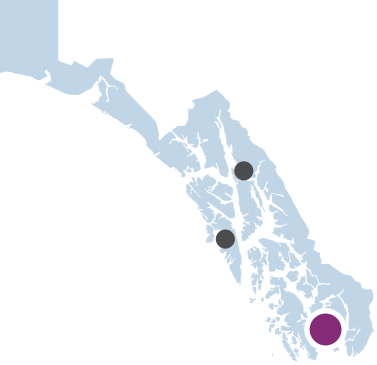




SITKA HANGAR FIRST FLOOR



SITKA HANGAR SECOND FLOOR



KETCHIKAN

Kichx̲áan

Ketchikan: Upper Campus and Maritime Training Center

To meet the objective to optimize long-term investment in renewed centers for innovation, priorities identified within the Ketchikan sites include:

Safety and Navigability

- Exterior entry improvements
- Paul Building Accessibility
- Visible UAS community branding

Efficient and High-Quality Space

- Maximize future capital investment strategies
- Increase informal gathering spaces with south-facing views

Academic and Student Life

- Academic technology upgrades

Site Improvements

Front entry improvements to the Ziegler Building include enhanced accessibility and enhancements to functional south-facing outdoor space centrally located on site.

Both proposed options include a desire to support a new Innovation Hub program with enhanced office, collaboration, community, food service, informal and formal gathering, and programming spaces. For the purposes of this master plan, the exploration of these options have carried over to the future vision of the Ketchikan campus. Further investigation into the drivers, benefits and challenges of each option is recommended.

Option A: Upper Campus Connection and Expansion of the Innovation Hub

Intended to support long-term flexibility in the development of the vision for the Upper Campus site, two options are included for further study. Option A proposes a significant reinvestment to the Paul Building, with an expansion/addition to support an Innovation Hub for on-campus collaboration and community access and functions. This option should include further study of phasing requirements, ground-source moisture mitigation measures and life cycle costs of existing infrastructure to support the UAS academic mission.

Additional significant improvements to accessibility and modernization of the facility are included in this option. A major renovation to the existing facility infrastructure to support long term space and program needs, this option includes the vision for an addition that encloses the connection between the Ziegler and Paul buildings, providing opportunity for multiple gathering/study spaces on several levels.

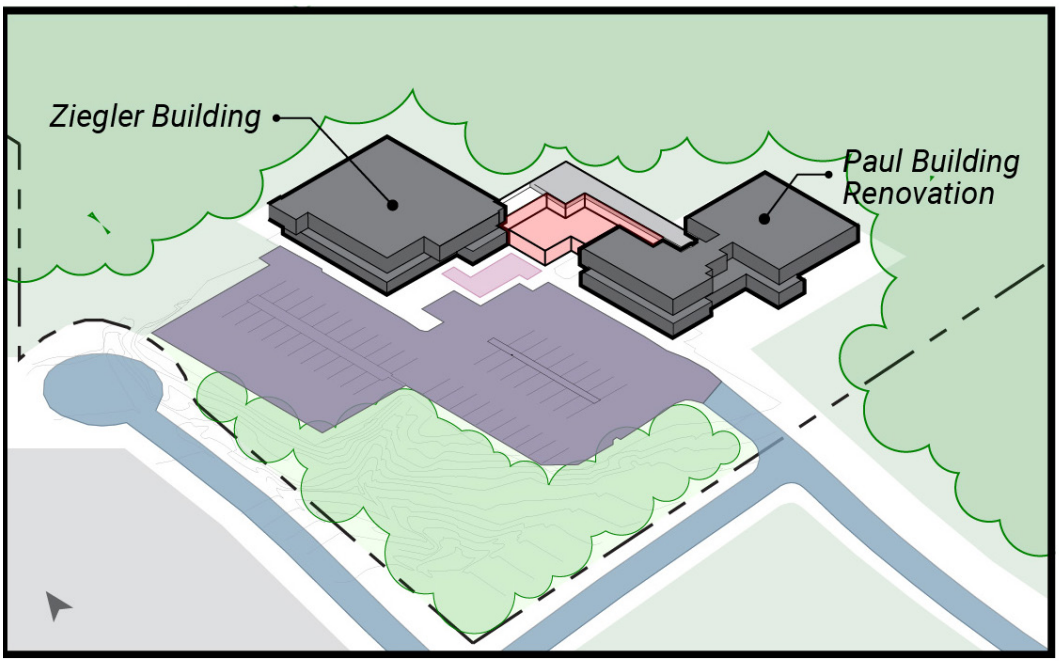
Option B: Invest in a Future Paul Building Replacement

An alternative to the continued investment into the underperforming Paul Building, Option B proposes a new standalone facility to support modern academic and space standards, a new Innovation Hub, increased space efficiency and reduce deferred maintenance on site.

Considerations of this plan include maintaining the existing trailhead, identifying space needs and functions to relocate to a new facility, impacts of phased relocation and demolition of the Paul Building on continuous academic functions, parking capacity, and cost estimation for the comprehensive redevelopment.

Consideration for long-term capital investments offered a different approach to Option A, rather the new construction of an adjacent facility to support higher flexibility and adaptability, beyond what the existing infrastructure can support, allowing for the potential to demolish the underperforming and inefficiently configured Paul Building.

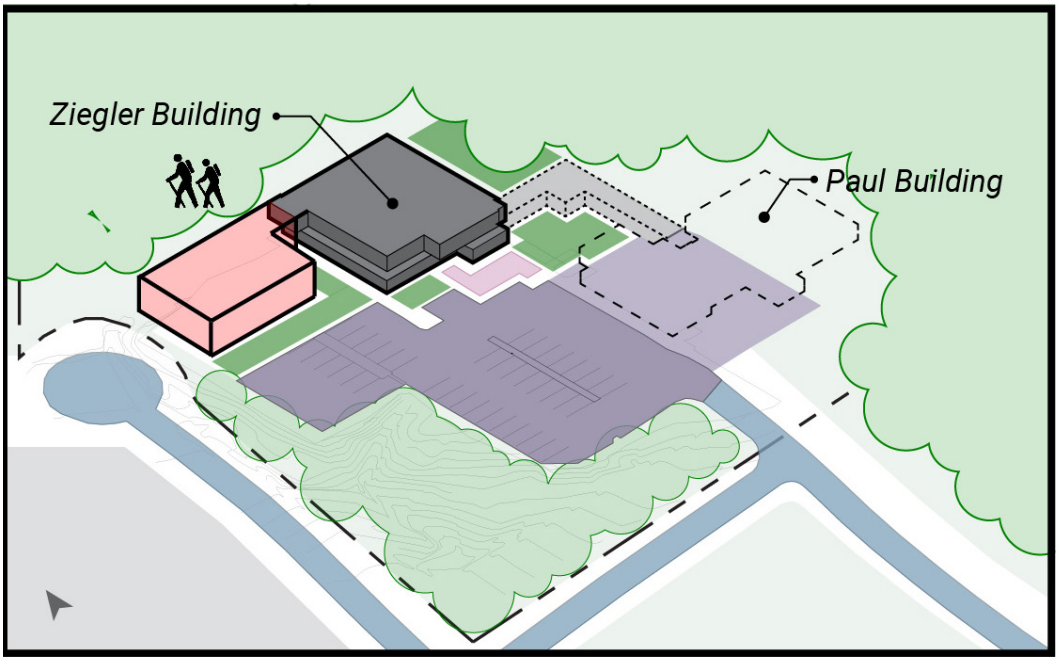
OPTION A: INNOVATION HUB EXPANSION



LEGEND

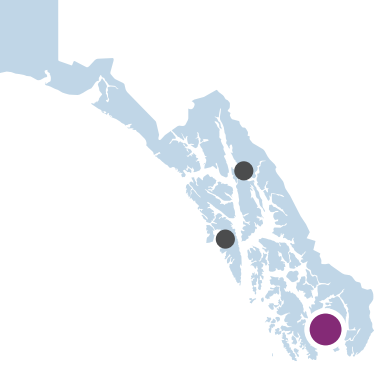
- MAIN CIRCULATION
- PARKING
- GRASSY AREA
- WOODED AREA
- OUTDOOR GATHERING AREA
- UAS PROPERTY
- INNOVATION HUB EXPANSION

OPTION B: PAUL BUILDING REPLACEMENT



LEGEND

- MAIN CIRCULATION
- PARKING
- GRASSY AREA
- LANDSCAPE
- WOODED AREA
- OUTDOOR GATHERING AREA
- UAS PROPERTY
- LONG TERM REMOVAL
- PAUL BUILDING RELOCATION



KETCHIKAN LOWER CAMPUS

To meet the master plan goal, the following priorities were determined for the lower campus in Ketchikan:

Safety and Navigability

- Improve access with parking / ground-level storage.

Efficient and High-Quality Space

- Replacement of boat shed (enclosed & heated)
- Infrastructure Upgrades
- Long-term property expansion/acquisition interest

Academic and Student Life

- Enlarge educational areas within the main building

Academic

Space capacity is increased for academic and administrative functions within a multi-level addition. Further study is recommended to determine the need and programs to be considered within the expansion.

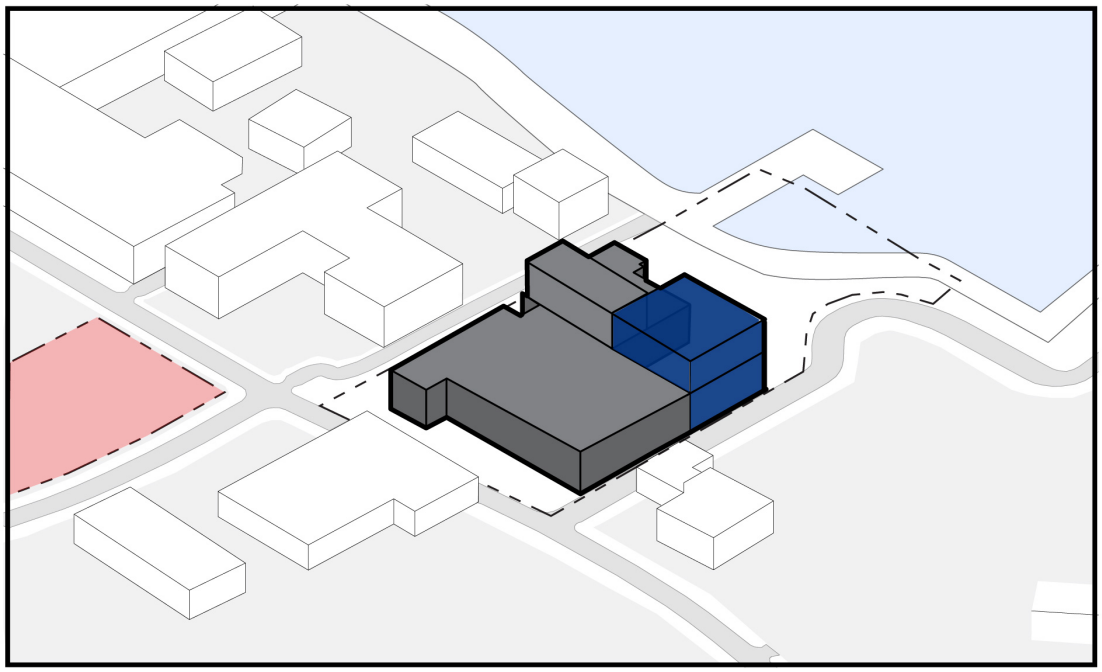
Vessel Storage

To replace current outdoor facilities, enclosed and conditioned space is intended to support storage for vessels on the ground floor of the recommended expansion. Further study to determine infrastructure considerations is recommended within this plan.

Future Property Acquisitions

The parcel known as the Tatsuda property is considered as an opportunity to expand functional capacity for parking and eventual long-term Lower Campus expansion within close proximity to the existing facility.

LOWER CAMPUS

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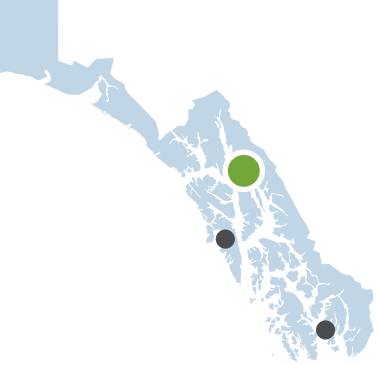
PHASING AND IMPLEMENTATION

This section explores a growth-oriented phasing scenario for full build-out of the campus plans at each location. As it is impossible to predict actual phasing, with funding often unknown and program needs continually evolving, this study is seen as a "test" to ensure the plan is feasible.

The phasing strategies described in the pages to follow would allow for implementation of the long-term vision. Phasing includes programmatic "chess-moves" of major functions along with phased internal open space and infrastructure improvements including multi-mobility circulation and improvements to the character of the waterfronts at Auke Bay and Auke Lake. Ultimately, the phased development in this "test" assumes one single move for every unit to a permanent location as phasing occurs. Any future planning efforts should recognize this study as a working tool for selecting sites that can catalyze the planned outcome described in this plan.

The phasing is broken up into three sequential stages: near (1-3 years), mid (4-6 years) and long (7-10 years). This provides a basis for developing assumptions around the bundling, sequencing and enabling of specific moves to achieve the described goal and objectives of the plan, see page xiii for UAS Objectives. Further study is recommended to determine functional considerations and cost impacts with each significant project.



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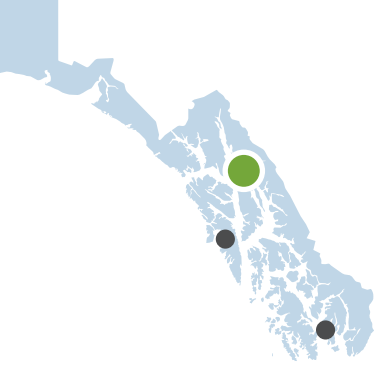
NEAR TERM IMPROVEMENTS *(1 - 3 YEARS)*

	UAS OBJECTIVES MET	BUILDING PROJECT/NAME	DESCRIPTION
Facility / Building	2, 4	Novatney	Lower floor renovation for current or future programs
	2, 4	Soboleff Building	Upper floor renovation for current or future programs
	1, 2, 3, 4, 5	Anderson Building	Auke Bay Sciences Space Optimization Plan
	2, 4	NSRL	Natural Science Lab Consolidation
	1, 2, 3, 4, 5	Auke Bay Integrated Sciences Building	Under construction 2022 - 2024, see note about space optimization at Auke Bay
	1, 2, 3, 4, 5, 6	Exploration Reassignment/ Lease/Sale of all Downtown Property	Marine Technology Building (welding) and Marine Core Building (TEC)
Open Space	1, 2, 3, 4, 5	Longhouse & Cultural Center	Establish a new longhouse on campus
	1, 2, 3, 4, 5	Lakeside Access and Trail Improvements	Floating classroom, trail and dock expansions, Fine Arts outdoor courtyard, Lower Service Road to Mourant
	1, 2, 3, 4, 5	Glacier Hwy Pedestrian and Landscape Improvements (North/South)	Improved pedestrian and landscape features along campus edge, stretching from roundabout south to Auke Bay Science Buildings.
	1, 2, 3, 4, 5	Campus Hillside Corridor Expansion (East/West)	New pedestrian pathways from main campus to Auke Bay Science Zone
	3, 4	Central	Continued enhancements to the central campus open space.
	1, 2, 3, 4, 5	Landmark/Signage Improvements	Includes new UAS branded mural on retaining wall at southern edge of campus, and themed interpretive signage along pedestrian path extensions
Circulation	4	USFS Property Acquisition - USFS Lot 5, P-1, P-2, and portion of Lot J-1	The USFS currently owns the property from Back Loop Road entrance to the Forest Service Lab, including the road. This project would purchase these pieces of property from the USFS.
	4	Private Property Acquisition - Fronting Glacier Highway	Purchase private piece of property along Glacier Highway
	1, 4	Improve Pedestrian Crossing Safety at Main Entry	Additional safety improvements at Back Loop Road intersection
	1, 4	Improved Pedestrian Crossing of Glacier Highway to Anderson	Improve pedestrian connections between the core campus and Auke Bay Science Complex

Site Plan - Near Term Priorities

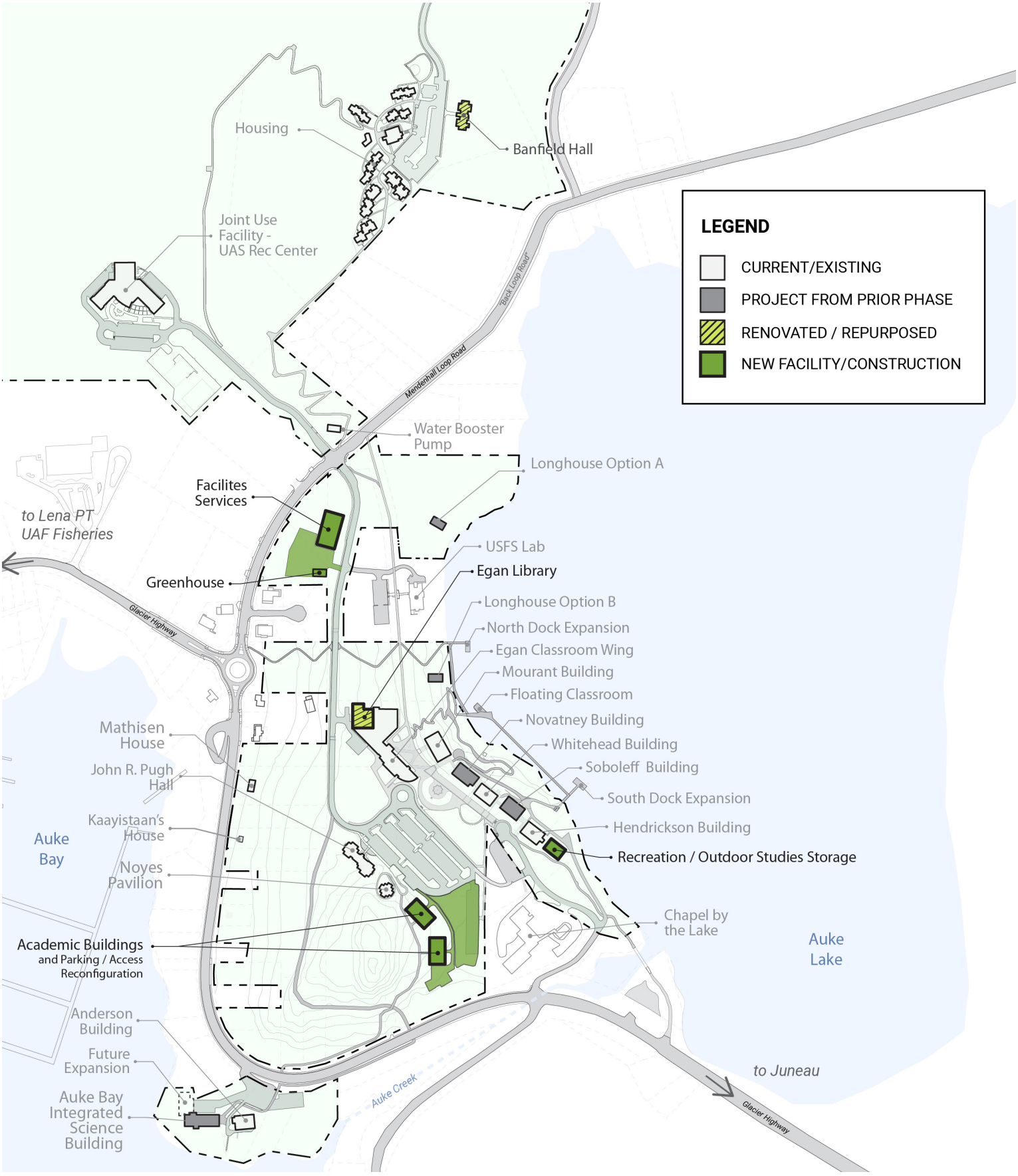


MID TERM IMPROVEMENTS *(4 - 6 YEARS)*

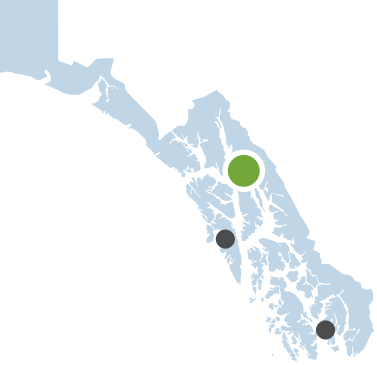
UAS OBJECTIVES MET	BUILDING PROJECT/NAME	DESCRIPTION
1, 2, 3, 4, 5	Academic Building A (NWC Arts) & Carving Shed	Phased relocation of TEC programs to Auke Lake (NWC Arts)
1, 2, 3, 4, 5	Academic Building B (Wood and Construction Shop)	Phased relocation of TEC programs to Auke Lake (Wood and Construction Shop)
4	Hendrickson Annex	Remove building and relocate College of Education to enhanced space elsewhere on campus
1, 2, 3, 4, 5	Egan Library & Classroom Wing	Cyril George Indigenous Knowledge Center (CGKC)
1, 2, 3, 4, 5	Marine Core Building (TEC)	Relocate UA nursing program to Auke Lake Campus
3, 4	Banfield Hall (Student Housing)	Renovate apartments into suites with kitchenettes and full bathrooms
2, 4	Facilities Services Replacement	Consolidates existing space into centralized location with upgraded building, then Remove Stover House, Knode House, Mattocks House, Jones House.
2, 4	Recreation / ODS Storage	Remove Hendrickson Annex & construct new facility to co-locate storage facility ODS storage needs and lake rec equipment
2, 4	Facilities Services (Stover House)	Relocate and consolidate within FS Replacement
2, 4	Facilities Services (Knode House)	Relocate and consolidate within FS Replacement
2, 4	Facilities Services (Mattocks House)	Relocate and consolidate within FS Replacement
2, 4	Facilities Annex (Jones House)	Relocate and consolidate within FS Replacement Offices
1, 4	Parking Expansion at Hillside Academic Center	Expand parking as required for the relocation of TEC programs to campus and replace parking taken up by new buildings.

Facility / Building

Circulation



Site Plan - Mid Term Priorities



LONG TERM IMPROVEMENTS *(7 - 10 YEARS)*

Facility / Building

UAS OBJECTIVES MET	BUILDING PROJECT/NAME	DESCRIPTION
1, 2, 3, 4, 5	Academic Building C (Welding Shop)	Phased relocation of TEC programs to Auke Lake (Welding Shop)
1, 2, 3, 4, 5	Academic Building D (Auto & Mining Shop)	Phased relocation of TEC programs to Auke Lake (Auto & Mining Shop)
1, 2, 3, 4, 5	Marine Technology Building (Welding Tech)	Relocate programs to Auke Lake campus
1, 2, 3, 4, 5	Marine Core Building (TEC)	Relocate programs to Auke Lake campus
2, 4	Mathisen House	Relocate and consolidate within FS Replacement
1, 3	Student Life Building	Further study required to determine program needs/requirements/ sustainability

Circulation

4	Remaining Private Property Acquisition - Fronting Glacier Highway	Purchase remaining private pieces of property that from Glacier Highway and back up to UAS property

Site Plan - Long Term Priorities

SITKA

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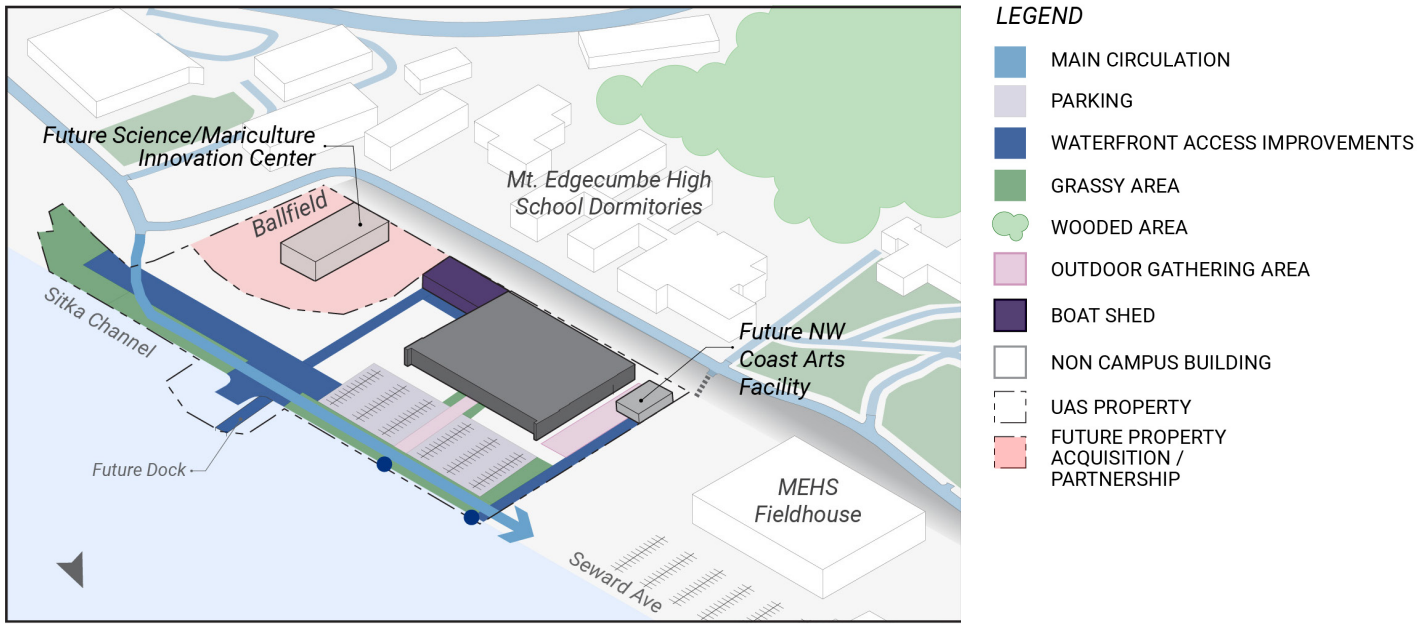
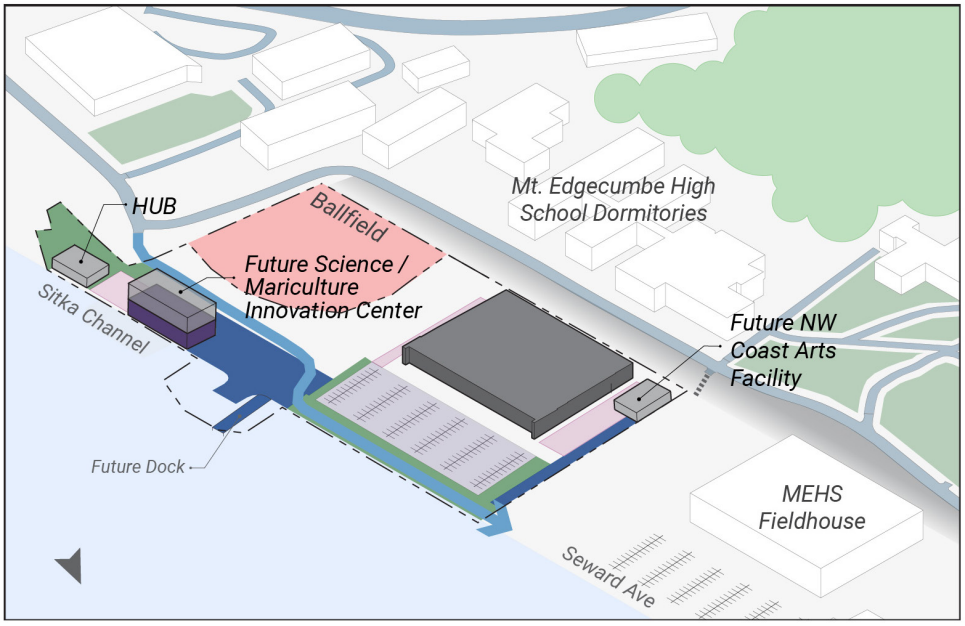
NEAR, MID AND LONG-TERM IMPROVEMENTS

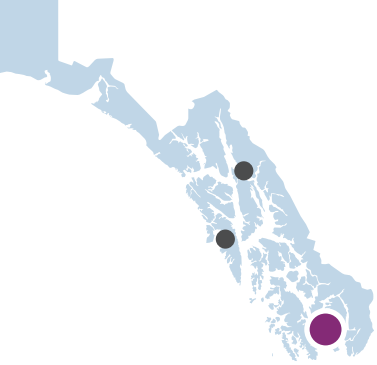
	PROPOSED PHASE	UAS OBJECTIVES MET	BUILDING PROJECT/NAME	DESCRIPTION
Facility / Building	NEAR	1, 2, 3, 4, 5	Mariculture Program Expansion	Sitka Hangar enhancements
	NEAR	1, 2, 3, 4, 5	NW Coast Arts Program Expansion	Sitka Hangar enhancements
	NEAR	1, 2, 3, 4, 5	Science Lab Expansion	Sitka Hangar enhancements
	NEAR	1, 3	Student Services Relocation	Sitka Hangar enhancements
Open Space	NEAR	1, 2, 3, 4, 5	Facility Monument / Landmark Signage	Site and building entry landmark upgrades
	NEAR	1, 4	Waterfront Access Improvements	Enhancements to ramp and additional dock
	NEAR	1, 4	Shoreline Improvements	Pedestrian path improvements along shoreline
Circulation	NEAR	1, 4	Tarmac Traffic Calming Improvements	Protected pathways for pedestrian crossings
	NEAR	1, 4	Protect Pathway and Entry Improvements	Refer to each option developed to propose enhancements
Facility / Building	MID	1, 2, 3, 4, 5	NW Coast Arts Facility	
	MID	1, 2, 3	Boat Storage Facility	Holds approx. six small vessels
Facility / Building	LONG	1, 2, 3, 4, 5	Sitka Hangar Historic Renovation	Highlight original WWII features
	LONG	1, 2, 3, 4, 5	Sitka Innovation Center Partnership Site Development	Future opportunity for development
	LONG	1, 2, 3, 4, 5	HUB	
	LONG	1, 2, 3, 4, 5	Future Science Mariculture / Innovation Center	

OPTION A: EXPANSION



OPTION B: WATERFRONT DEVELOPMENT





KETCHIKAN

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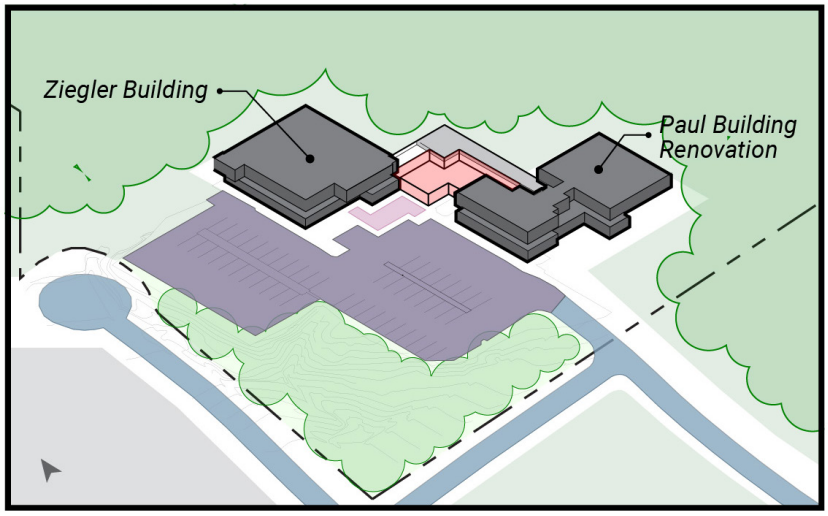
NEAR, MID AND LONG-TERM IMPROVEMENTS

	PROPOSED PHASE	UAS OBJECTIVES MET	BUILDING PROJECT/NAME	DESCRIPTION
Facility / Building	NEAR	1, 2, 3, 4, 5	Maritime Training Center Expansion	Three - story Addition for UAS Maritime Innovation Center with the potential for administrative/academic spaces
Open Space	NEAR	1, 4	Exterior Front Entry Upgrades	Expanded safety and security improvements at Ziegler and Paul main entries
Circulation	NEAR	4	Tatsuda Property Acquisition	Expanded parking and future expansion site
Facility / Building	MID	1, 2, 3, 4	Paul Building (Option A)	Comprehensive Renovation and Innovation Hub Addition
	MID	1, 2, 3, 4	Paul Building (Option B)	Reduced SF assumes increased efficiency
Open Space	MID	1, 2, 3, 4	Watershed and moisture mitigation	Infrastructure investment along hillside and at existing Paul Building
Facility / Building	MID		Maritime Training Center	Safety (Lighting) and Branding improvements

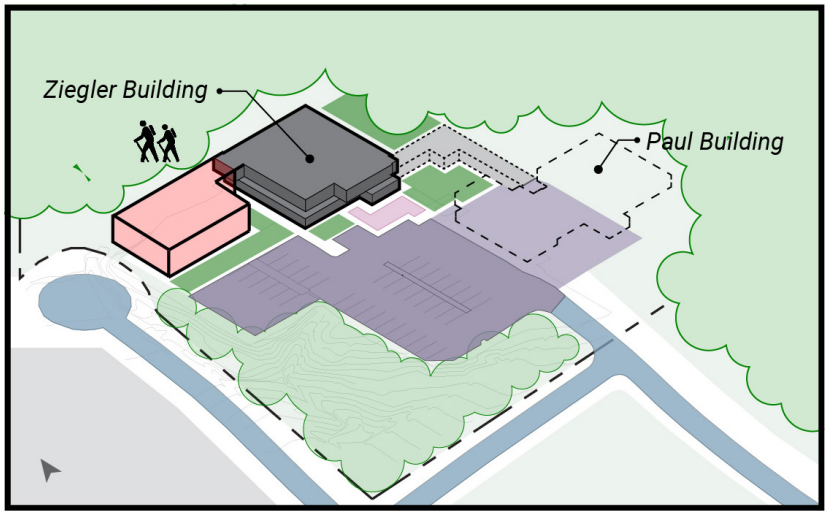
OPTION A: INNOVATION HUB EXPANSION



LEGEND

- MAIN CIRCULATION
- PARKING
- GRASSY AREA
- WOODED AREA
- OUTDOOR GATHERING AREA
- UAS PROPERTY
- INNOVATION HUB EXPANSION

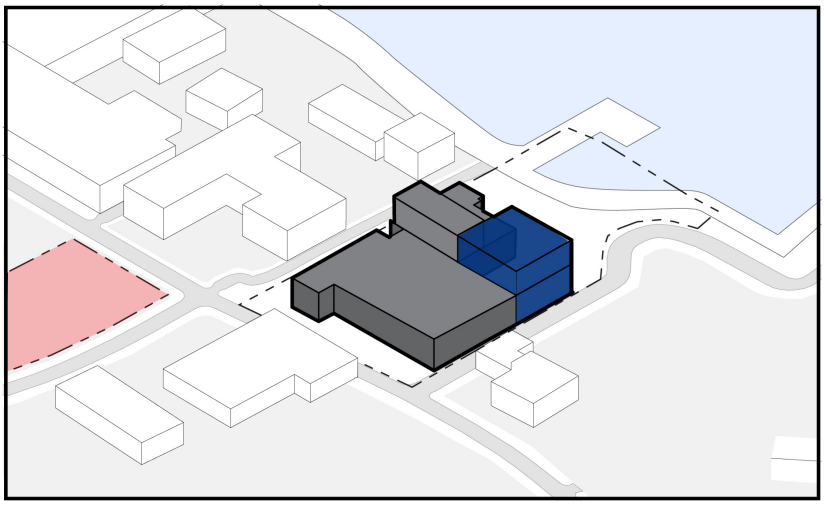
OPTION B: PAUL BUILDING REPLACEMENT



LEGEND

- MAIN CIRCULATION
- PARKING
- GRASSY AREA
- LANDSCAPE
- WOODED AREA
- OUTDOOR GATHERING AREA
- UAS PROPERTY
- LONG TERM REMOVAL
- PAUL BUILDING RELOCATION

MARITIME TRAINING CENTER



LEGEND

- UAS MARITIME CENTER
- NON CAMPUS BUILDING
- UAS PROPERTY
- FUTURE PROPERTY ACQUISITIONS
- NEW ADDITION

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5. DESIGN GUIDELINES

DESIGN GUIDELINES

The Juneau, Ketchikan and Sitka campuses occupy a very special place in Southeast Alaska. We are located in a coastal temperate rainforest in the Tongass National Forest, the nation's largest national forest at 17 million acres and the largest contiguous rainforest in the world. We have special microclimates, cool summers and more than 55 inches of precipitation annually. All of our campuses have a connection with large bodies of both fresh and salt water. Juneau and Ketchikan have glaciers in their backyard and a series of fjords and inside passages that are fed by and meet the vast Pacific Ocean. Sitka is on the edge of the Pacific Ocean. The old growth conifer forests are large and plentiful. This rich natural environment leads to the rich harvest of marine and plant life for sustenance. Since time immemorial, this rich forest with its unique ecoculture has nourished and sustained the Native people of this land, a living thriving culture today. This is the physical context that UAS is situated on.

The Design Guidelines in this Campus Master Plan 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 in a thoughtful consistent manner as part of the long-term vision for UAS.

These guidelines serve as a living document in order to achieve a balance between guiding principles for each project and to support evolving uses, innovation, flexibility and sustainability over time.

1 Campus Character

In addition to maintaining the cohesive identity of UAS 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.

Photograph by UAS

2 Architectural Standards

The mix of styles and character in UAS 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, compliment neighboring buildings while also allowing for flexibility and adaptive reuse.

Photograph by UAS

3 Energy Efficiency and Sustainability

UAS 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. UAS makes every effort to meet goals and targets for environmental and cultural sustainability.

Photograph by UAS

4 Landscape Guidelines

Landscape design of the UAS 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.

Photograph by UAS

1 Campus Character

Development of buildings, infrastructure and landscape elements should create a sense of cohesion and unify the UAS campuses in the following ways:

2.1

Campus Identity

A. Express diversity of culture, talents, abilities and educational goals

B. Enhance collaboration within and beyond the campus

C. Create accessibility for all, including elders in the community

D. Demonstrate sustainability and stewardship

E. Celebrate the significance of the Tlingit Aani (land) and the Native Alaska culture and traditions

F. Enhance the relationship between people and land through recognition of native species of landscape planting

G. Be a good neighbor and contribute to community

H. Integrate aspects of the surrounding natural world

2.2

Campus Character

I. Contribute to strengthening a sense of the campus core

J. Define open spaces expressed in the Campus Master Plan

K. Strengthen campus identity and visibility through signage and identifiable landscape elements

2.3

Contextual Response

L. Capture unique views and cultural settings

M. Celebrate unique natural features and campus topography

N. Recognize the important relationship to surrounding bodies of water

Open quad at Egan Classroom Wing
Photograph by UAS

View towards Auke Lake, Mendenhall Glacier and Ice Fields beyond
Photograph by UAS

2 Architectural Standards

Campus building design should complement neighboring buildings through scale, massing and materials and be of its time, place and unique setting rather than reflect a particular design period. Additionally, building design should embrace sustainability, accommodate future renovations and response to the natural environment of Southeast Alaska.

After the 2012 Master Plan, in 2013-2014, UAS developed a broad set of Principles, Objectives and Strategies to guide us in looking at our future campus. These guiding have been used to guide development for the past 10 years.

2.1

Orientation and Location

A. Use space more efficiently; match classrooms (# and size) to actual use and teaching pedagogies; repurpose space.

B. Provide natural light to all offices and workstations through the “Right to Light” principle.

2.2

Scale and Massing

C. Create spaces that encourage and enhance collaboration between campuses, faculty, staff and students;

D. Group offices by School/Department; Provide privacy for Faculty offices.

E. Create innovative teaching and learning environments through modern technology.

F. Create a coherent and easily navigable campus that is accessible to all through creating rational paths between and through buildings.

G. Enhance the function of all spaces

H. Improve building performance through improving thermal comfort and energy efficiency; retrofit buildings for improved energy efficiency.

Juneau at Auke Lake Campus
Photograph by UAS

Juneau at Auke Lake Campus, View towards Auke Bay and Statter Harbor, Noyes Pavilion and John R. Pugh Hall midground, 2nd campus core in the foreground.
Photograph by UAS

2.3

Materials

H. Propose materials that offer a sense of integrity to their natural state

I. Choose materials that are durable and able to age well

J. Create an appropriate balance of solid and transparent walls

2.4

Building Entrances

K. Provide weather protection (with particular attention to precipitation and snow/ice buildup) and integrated accessible entries at all new buildings

L. Provide informal seating at entrance spaces when possible

M. Provide amenities at all primary building entrances, including waste receptacles, and bicycle racks, that is visible and convenient in a non-obtrusive way

2.5

Campus Parking

N. Screen parking areas with plantings

O. Use topography to nestle parking below sightlines

P. Minimize vehicular circulation within campus

2.6

Mechanical Areas

Q. Minimize visibility of mechanical equipment areas from public areas, walkways, and building entries

Egan Classroom Wing, at bus drop off zone
Photograph by UAS

Anderson Building, side facing Auke Bay
Photograph by UAS

3 Energy, Efficiency and Sustainability

UAS 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. UAS makes every effort to meet goals and targets for environmental and cultural sustainability.

3.1

Reducing our Campus Footprint

A. New buildings and major remodels are designed to meet LEED energy certification criteria, supporting efforts to increasing energy efficiency and reducing maintenance and operations costs.

B. Campus systems that support sustainability and resiliency measures for UAS include infrastructure that support a variety of physical functions: landscape (watershed and storm drainage), mechanical, electrical, plumbing (potable water and sanitary sewer), transportation, power/IT.

3.2

Academic Programs

C. UAS offers a wide range of environmental and cultural sustainability-related courses, such as Tlingit language, Northwest Coast Art, Environmental Sociology, Natural Resource Management, and Interdisciplinary Perspectives on Climate Change.

3.3

Unique Opportunities

D. The University recognizes that each campus will consider unique opportunities to develop green practices, protect the environment, reinforce resilient communities, and create unique learning laboratories. This plan supports strategies that invest in such opportunities.

Student Research at Auke Bay
Photograph by UAS

Whale Sculpture (by Skip Wallen)z and seating wall at emergency vehicle turnaround. Egan Classroom Wing
Photograph by UAS

4 Landscape Guidelines

Campus landscape design shall create a sustainable and aesthetic landscape that conveys the history of place, cultural traditions and educational mission and campus location. The desired outcome is to maximize connections between the campus landscape and built environment to its greater scenic environment and natural world through the following guidelines:

UAS has developed an underlying Philosophy and Practice of Sustainable Landscape Management in guiding Landscape design decisions for the Juneau Ketchikan and Sitka Campuses. Our campuses are situated in an area of spectacular scenic beauty that guides us to focus on the larger natural world and emphasize our connections to it.

Key ideas focus on:

1. Landscape as a Language: it can be used to give direction, identify use areas, tie together various elements of building design, create a familiar sense of place that allows the UAS community and visitors to feel safe, secure and enjoyment of our campuses.
2. Emphasize the sense of a modern campus in the wilderness
3. Both the use of native plants and ornamental species should mesh with the surroundings.
4. Developing a signage system identifying indigenous plants using Native language names, English common names, botanical names and a digital code icon to connect the viewer with more information, including traditional uses of the plant.
5. Develop individual landscape projects with a unifying theme of Low Maintenance, Environmental Sustainability and Native Plant Community Integration.
    a. Salvage and Reuse Mature Existing Landscape Plantings
    b. Focus on use of low maintenance landscape design
    c. Use Native Plantings in low maintenance areas
    d. Use native peat soil rather than manufactured soil mix
    e. Use Slow-release fertilizer plants
    f. Establish holding area for plants (allowing reduced purchase price at wholesale rates)
6. If plants are not native to the area, use in combination with the native species that mimic the wild world
7. Minimize the amount of landscape that is intensively managed, planting as much in to a system that minimizes care to annual or semi-annual,
8. Low maintenance shrubs and perennial combination is a preferred planting strategy, lessening the effect of a single species die off
9. Plan for wildlife to be present; avoid the use of fruit bearing plantings to discourage bear activity.

Landscaping outside of Egan Library
Photograph by UAS

Path along the exterior of Whitehead
Photograph by UAS

4.1

Planting Strategies

A. Plan and develop individual landscape projects with prioritization for low maintenance, environmental sustainability, and native plant community integration

B. Preserve, restore and maintain natural landscape features, including evergreen forest and native understory

C. Selectively trim and prune plantings to improve sightlines to view corridors (Auke Lake, Auke Bay and the mountains beyond)

D. Create optimal views to building entrances through use of landscape elements

E. Salvage and Reuse Mature Existing Landscape Plantings

F. Focus on Use of Low Maintenance Landscape Design

G. Use of Native Plantings in Low Maintenance Areas

H. Use of Native Peat Soil rather than manufactured soil mix.

I. Use of Slow Release Fertilizer Packs

J. Establishment of our own holding area for plants

4.2

Image and Entrance

K. Provide landscaping to complement distinctive signage that creates a sense of arrival at the campus' "front door"

L. Provide streetscape enhancements along campus edges bordering public rights-of-way that include elements such as banners, plantings and pedestrian walkways

M. Create signage to enhance cultural and environmental awareness

Landscaping along path behind Egan Library
Photograph by UAS

View out to Auke Bay from the Anderson Building
Photograph by UAS

4.3

Outdoor Gathering and Interchange

N. Develop a system of outdoor spaces adjacent and visible to campus with unifying design elements

O. Develop spaces to provide flexibility in the variety of uses and group sizes such as concerts, ceremonies, demonstration and recreation

P. Develop spaces in coordination with pedestrian circulation routes that encourage a variety of directional traffic flows

Q. Locate gathering spaces in visible locations with consideration for light and seasonal conditions to promote use and participation

R. Provide opportunity for interpretive elements that connect the cultural and environmental histories of each campus

S. Consider occupant comfort and informality that encourages use of common spaces and open seating fixtures

4.4

Circulation

T. Build upon/expand the pedestrian greenway corridor to develop a network that connects buildings and outdoor gathering spaces with a clear, safe and direct route of travel

U. Minimize pedestrian and vehicular points of conflict

V. Use paving with the color and texture that identifies areas as appropriate for various uses

W. Orient service areas away from primary pedestrian areas

Campus Spine along the left side with Novatney on the right
Photograph by UAS

Ketchikan Upper Campus
Photograph by UAS

4.5

Snow Management

X. Provide provisions for snow removal from pedestrian, vehicular and service circulation routes with safe and secure routes between activity areas

Y. Provide snow storage areas in each zone that can be easily accessed and removed when it reaches critical mass

Z. Use removable planters with trees, shrubs and flowering plants to define or redefine space during snow management events

Student Research at Auke Bay
Photograph by UAS

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6. APPENDIX

A. PROGRAMMATIC SPACE NEEDS ANALYSIS

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Student Enrollment (Fall 2019)
Overall HeadCount and Full-Time Equivalent

Campus Location		BENCHMARK YEAR (Fall 2019) HC		FTES
JUNEAU	In-Person	917	53%	516
	Hybrid	149	9%	109
	Distance	650	38%	274
		1,716		**898**
KETCHIKAN	In-Person	212	32%	75
	Hybrid	7	1%	4
	Distance	448	67%	165
		667		**244**
SITKA	In-Person	287	38%	92
	Hybrid	19	3%	11
	Distance	444	59%	163
		750		**266**
University Total	In-Person	1,416	45%	683
	Hybrid	175	6%	123
	Distance	1,542	49%	602
		-		-
		-		-
		3,133		**1,408**

Full Time Equivalent (FTE) is an abstract way of counting student enrollment that allows us to estimate how many students will be on-campus at different times. It is typically driven by total credit hours divided by 12 to 15 credits depending on the institution as well as undergraduate vs. graduate status.

ENROLLMENT GROWTH BY CAMPUS

ENROLLMENT GROWTH TARGETS

The totals in the chart below includes all student types including in-person, hybrid and distance students. However, these student types don't require the same amount of space on campus. UAS and DLR Group determined that it was reasonable that a distance/hybrid student needs approx. 10 percent of the what an on-campus student might need. Thus, the "On Campus FTE" totals in this chart reflect this parameter. This is now becoming a common conversation as the model for hybrid learning has changed rapidly over recent years.

ANNUAL GROWTH PERCENTAGE RATES	STARTING 2019	ANNUAL % GROWTH	MILESTONE 1 2022	ANNUAL % GROWTH	MILESTONE 2 2025	ANNUAL % GROWTH	MILESTONE 3 2027	ANNUAL % GROWTH	MILESTONE 4 2032	TOTAL GROWTH
In-Person	683	1.73%	720	1.73%	759	1.73%	786	1.73%	857	125%
Hybrid	123.32	1.73%	130	1.73%	137	1.73%	142	1.73%	155	126%
Distance	601.67	1.73%	634	1.73%	668	1.73%	692	1.73%	754	125%
TOTAL	**1407.99**	**1.77%**	**1484**	**1.77%**	**1564**	**1.77%**	**1620**	**1.74%**	**1766**	**125%**

JUNEAU	
STARTING YEAR ON-CAMPUS FTES:	584
MILESTONE 1: 2022 ON-CAMPUS FTES:	616
MILESTONE 2: 2025 ON-CAMPUS FTES:	649
MILESTONE 3: 2027 ON-CAMPUS FTES:	672
MILESTONE 4: 2032 ON-CAMPUS FTES:	733

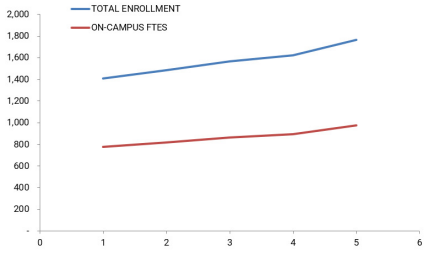
KETCHIKAN	
STARTING YEAR ON-CAMPUS FTES:	86
MILESTONE 1: 2022 ON-CAMPUS FTES:	90
MILESTONE 2: 2025 ON-CAMPUS FTES:	95
MILESTONE 3: 2027 ON-CAMPUS FTES:	98
MILESTONE 4: 2032 ON-CAMPUS FTES:	107

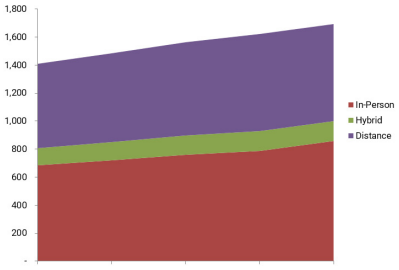
SITKA	
STARTING YEAR ON-CAMPUS FTES:	107
MILESTONE 1: 2022 ON-CAMPUS FTES:	112
MILESTONE 2: 2025 ON-CAMPUS FTES:	118
MILESTONE 3: 2027 ON-CAMPUS FTES:	123
MILESTONE 4: 2032 ON-CAMPUS FTES:	134

For the purposes of sizing campus infrastructure, On-Campus FTES shall include:

In-Person FTES	100%
Hybrid FTES	50%
Distance FTES	5%

ALL CAMPUSES	
STARTING YEAR 2019 ON-CAMPUS FTES:	775
MILESTONE 1: 2022 ON-CAMPUS FTES:	817
MILESTONE 2: 2025 ON-CAMPUS FTES:	861
MILESTONE 3: 2027 ON-CAMPUS FTES:	892
MILESTONE 4: 2032 ON-CAMPUS FTES:	973





Full Time Equivalent (FTE) Enrollment 2019

FTE Enrollment by Delivery for Each Department and Campus

Calculated FTE based on Credit Hours per FTE: 12

Campus Location		College of Education	Department of Business	Department of Humanities	Department of Natural Sciences	Department of Social Sciences	School of Career Education	Other
JUNEAU	In-Person: 515.67	24.5	5.75	150.75	178.92	65.25	75.58	14.92
	Hybrid: 108.58	87.42	10	4.75	5.58	0.83	0	0
	Distance: 273.5	76.83	175.5	7.67	12	0.25	0	1.25
Credit Hours on JUNEAU Campus:	5,683 HRS	6 HRS	51 HRS	1,297 HRS	2,814 HRS	672 HRS	823 HRS	20 HRS
Calculated FTES on JUNEAU Campus:	473.6 FTES	0.5 FTES	4.3 FTES	108.1 FTES	234.5 FTES	56.0 FTES	68.6 FTES	1.7 FTES
Total FTES for JUNEAU:	**898**	**189**	**191**	**163**	**197**	**66**	**76**	**16**
KETCHIKAN	In-Person: 74.91	0	0.25	9.08	18.5	0.75	46.08	0.25
	Hybrid: 3.75	0	0	2.17	0.58	1	0	0
	Distance: 165.25	5	0	48	20.25	91.25	0.5	0.25
Credit Hours on KETCHIKAN Campus:	961 HRS	0 HRS	0 HRS	110 HRS	0 HRS	72 HRS	779 HRS	0 HRS
alculated FTES on KETCHIKAN Campus:	80.1 FTES	0.0 FTES	0.0 FTES	9.2 FTES	0.0 FTES	6.0 FTES	64.9 FTES	0.0 FTES
Total FTES for KETCHIKAN:	**244**	**5**	**0**	**59**	**39**	**93**	**47**	**1**
SITKA	In-Person: 92.42	9.92	0	12.58	9.42	1.25	59.25	0
	Hybrid: 10.99	0	0	4.33	3.08	0	3.58	0
	Distance: 162.92	86.5	0	40.25	0	0	36.17	0
Credit Hours on SITKA Campus:	336 HRS	0 HRS	0 HRS	78 HRS	64 HRS	15 HRS	179 HRS	0 HRS
Calculated FTES on SITKA Campus:	28.0 FTES	0.0 FTES	0.0 FTES	6.5 FTES	5.3 FTES	1.3 FTES	14.9 FTES	0.0 FTES
Total FTES for SITKA:	**266**	**96**	**-**	**57**	**13**	**1**	**99**	**-**
University Total	In-Person	34.42	6.00	172.41	206.84	67.25	180.91	15.17
	Hybrid	87.42	10.00	11.25	9.24	1.83	3.58	0.00
	Distance	168.33	175.50	95.92	32.25	91.50	36.67	1.50
Credit Hours on Campus, University Total:	6,980 HRS	6 HRS	51 HRS	1,485 HRS	2,878 HRS	759 HRS	1,781 HRS	20 HRS
Calculated FTES on Campus, University Total:	581.7 FTES	0.5 FTES	4.3 FTES	123.8 FTES	239.8 FTES	63.3 FTES	148.4 FTES	1.7 FTES
University Total	**1,408**	290	192	280	248	161	221	17

Enrollment and Enrollment Growth Targets

UA Established Goals

		BENCHMARK YEAR: 2019		2025 GROWTH TARGET: 11%			2032 GROWTH TARGET: 25%	
		HC	FTES		HC	FTES		HC	FTES
Juneau	In-Person	917	516	In-Person	1,018	572	In-Person	1,146	645
	Hybrid	149	109	Hybrid	165	121	Hybrid	186	136
	Distance	650	274	Distance	722	304	Distance	813	342
		1,716	898		1,905	997		2,145	1,123
Ketchikan	In-Person	212	75	In-Person	235	83	In-Person	265	94
	Hybrid	7	4	Hybrid	8	4	Hybrid	9	5
	Distance	448	165	Distance	497	183	Distance	560	207
		667	244		740	270		834	306
Sitka	In-Person	287	92	In-Person	319	103	In-Person	359	116
	Hybrid	19	11	Hybrid	21	12	Hybrid	24	14
	Distance	444	163	Distance	493	181	Distance	555	204
		750	266		833	296		938	334
University Total	In-Person	1,416	683	In-Person	1,572	758	In-Person	1,770	854
	Hybrid	175	123	Hybrid	194	137	Hybrid	219	154
	Distance	1,542	602	Distance	1,712	668	Distance	1,928	752
		3,133	1,408		3,478	1,563		3,917	1,763

JUNEAU PROJECTED SPACE NEEDS

UAS has set an enrollment growth target of 11% by 2025 and projected an annual growth increase on that same pace through 2032. The projected need for each space type is an estimate of how much space for each category would be need to support that enrollment growth.

		GUIDELINE		EXISTING INVENTORY		SURPLUS / (DEFICIT)	2022 PROJECTED NEED
Space Use Category	*Room Use Codes (FICM)*	NASF per FTE	Total ASF	NASF per FTE	Total ASF	ASSIGNABLE SQUARE FEET	ASSIGNABLE SQUARE FEET
Classrooms	110,115	8.13	4,454	34.82	19,080	14,626	4,690
Teaching Labs	210,215	9.43	5,165	58.35	31,978	26,813	5,439
Open Labs	220,225	4.90	2,685	0.87	476	(2,209)	2,827
Research Labs	250,255	0.00	0	18.60	10,195	10,195	0
Office (E&G)	300	63.41	34,749	87.72	48,069	13,320	36,588
Study	400	56.52	30,975	64.25	35,210	4,235	30,975
	Subtotal ASF	142.39	78,028	161.52	145,008	66,980	80,519
Offices (Non E & G Funded)	300	0.00	0	0.00	0	0	0
Athletics	520,523,525	91.24	50,000	0.00	0	(50,000)	50,000
Instructional media	530	9.12	5,000	2.20	1,203	(3,797)	5,000
Clinic	542,547	0.40	219	0.00	0	(219)	231
Special use	510,550-590	46.52	25,493	27.95	15,318	(10,175)	25,519
Assembly and Exhibition	610,615,620	37.51	20,555	3.92	2,150	(18,405)	20,558
Food Service	630,635	6.06	3,319	13.32	7,297	3,978	3,482
Day Care	640,645	0.00	0	0.00	0	0	0
Lounge	650,655	9.12	5,000	0.00	0	(5,000)	5,000
Merchandising	660,665	3.65	2,000	0.00	0	(2,000)	2,000
Recreation	670,675	5.47	3,000	41.72	22,861	19,861	3,000
Meeting Room	680,685	3.50	1,918	0.00	0	(1,918)	2,020
Support	710,715,720,750,760	3.50	1,918	2.36	1,295	(623)	2,020
Central Storage	730,735	16.21	8,882	16.21	8,882	0	9,352
Vehicular Storage	740,745	4.35	2,383	4.35	2,383	0	2,509
Health Care	800	0.49	271	0.49	271	0	285
Residential	900	180.36	98,836	180.36	98,836	0	104,066
Total ASF		559.90	306,823	340.30	305,504	-1,318.75	208,700.21

Each guideline is calculated separately and each is customized to the characteristics of the institution. Industry space standards, many of which start with Association for Learning Environments (A4LE), incorporate best practice standards and considerations of the characteristics of each institution when determining a recommendation. Characteristics include enrollment size, curriculum, student type, operating schedule and a myriad of other factors. Throughout the planning process, engagement with faculty, staff and students guided understanding of the future needs of each campus.

SITKA PROJECTED SPACE NEEDS

		GUIDELINE		EXISTING INVENTORY		PLANNED PROJECTS		SURPLUS / (DEFICIT)
Space Use Category	*Room Use Codes (FICM)*	NASF per FTE	Total ASF	NASF per FTE	Total ASF	NASF per FTE	ASSIGNABLE SQUARE FEET	ASSIGNABLE SQUARE FEET
Classrooms	110,115	0.39	42	35.03	3,748		0	3,706
Teaching Labs	210,215	26.83	2,871	91.90	9,833		0	6,962
Open Labs	220,225	4.08	436	78.69	8,420		0	7,984
Research Labs	250,255	0.00	0	0.00	0		0	0
Office (E&G)	300	66.70	7,137	101.62	10,873		0	3,736
Study	400	27.88	2,983	17.79	1,903		0	(1,080)
Subtotal ASF		125.88	13,469	38.74	34,777		0	21,308
Offices (Non E & G Fund	300	0.00	0	0.00	0			0
Athletics	520,523,525	467.29	50,000	0.00	0		0	(50,000)
Instructional media	530	46.73	5,000	0.00	0		0	(5,000)
Clinic	542,547	0.40	43	0.00	0		0	(43)
Special use	510,550-590	234.54	25,096	0.00	0		0	(25,096)
Assembly and Exhibition	610,615,620	168.32	18,011	28.64	3,064		0	(14,947)
Food Service	630,635	2.59	277	0.00	0		0	(277)
Day Care	640,645	0.00	0	0.00	0		176	176
Lounge	650,655	46.73	5,000	0.00	0		0	(5,000)
Merchandising	660,665	18.69	2,000	0.00	0		0	(2,000)
Recreation	670,675	28.04	3,000	0.00	0		0	(3,000)
Meeting Room	680,685	18.69	2,000	0.00	0		0	(2,000)
Support	710,715,720,750,760	18.69	2,000	0.93	100		0	(1,900)
Central Storage	730,735	7.36	787	7.36	787		0	0
Vehicular Storage	740,745	0.00	0	0.00	0		0	0
Health Care	800	0.00	0	0.00	0		0	0
Residential	900	0.00	0	0.00	0		0	0
Total ASF		141.11	126,683	43.14	38,728		176	-87,778.51

Net Assignable Square Feet (NASF) is the amount of usable space for each space type. Assignable Square Feet (ASF) is used interchangeably with Net Assignable Square Feet

Gross Square Footage (GSF) includes the space for walls, columns, mechanical shafts, etc.

Facilities Inventory and Classification Manual (FICM) is a space classification system that used as an industry standard for different types of spaces on campus.

KETCHIKAN PROJECTED SPACE NEEDS

		UPDATED GUIDELINE		EXISTING INVENTORY		PLANNED PROJECTS		SURPLUS / (DEFICIT)
Space Use Category	*Room Use Codes (FICM)*	NASF per FTE	Total ASF	NASF per FTE	Total ASF	NASF per FTE	ASSIGNABLE SQUARE FEET	ASSIGNABLE SQUARE FEET
Classrooms	110,115	12.59	1,121	90.12	8,021		0	6,900
Teaching Labs	210,215	27.15	2,416	160.81	14,312		0	11,896
Open Labs	220,225	4.90	436	3.58	319		0	(117)
Research Labs	250,255	0.00	0	0.00	0		0	0
Office (E&G)	300	80.63	7,176	84.52	7,522		0	346
Study	400	32.56	2,898	53.03	4,720		0	1,822
Subtotal ASF		157.83	14,047	38.87	34,894		0	20,847
Offices (Non E & G Funded)	300	0.00	0	0.00	0			0
Athletics	520,523,525	561.80	50,000	0.00	0		0	(50,000)
Instructional media	530	56.18	5,000	0.00	0		0	(5,000)
Clinic	542,547	0.40	36	0.00	0		0	(36)
Special use	510,550-590	281.80	25,080	0.00	0		0	(25,080)
Assembly and Exhibition	610,615,620	202.35	18,009	0.00	0		0	(18,009)
Food Service	630,635	2.64	235	1.98	176		0	(59)
Day Care	640,645	0.00	0	0.00	0		7,297	7,297
Lounge	650,655	56.18	5,000	0.00	0		0	(5,000)
Merchandising	660,665	22.47	2,000	0.00	0		0	(2,000)
Recreation	670,675	33.71	3,000	0.00	0		0	(3,000)
Meeting Room	680,685	22.47	2,000	0.00	0		0	(2,000)
Support	710,715,720,750,760	22.47	2,000	17.84	1,588		0	(412)
Central Storage	730,735	9.26	824	9.26	824		0	0
Vehicular Storage	740,745	0.00	0	0.00	0		0	0
Health Care	800	0.00	0	0.00	0		0	0
Residential	900	0.00	0	0.00	0		0	0
Total ASF		1,429.55	127,230	41.75	37,482		7,297	-82,451.35

Net Assignable Square Feet (NASF) is the amount of usable space for each space type. Assignable Square Feet (ASF) is used interchangeably with Net Assignable Square Feet

Gross Square Footage (GSF) includes the space for walls, columns, mechanical shafts, etc.

Facilities Inventory and Classification Manual (FICM) is a space classification system that used as an industry standard for different types of spaces on campus.

SUPPLEMENTAL STUDIES

Longhouse Precedents

A high level Long House benchmarking study determined the potential size and functions of a future facility on the Auke Lake campus. The following additional studies have informed the vision of the long term plan on the Juneau campus. Further study is required to determine the nature of the use of a potential facility to support a variety of needs on campus.

Evergreen State College Indigenous Arts Campus
Photograph by Evergreen State College

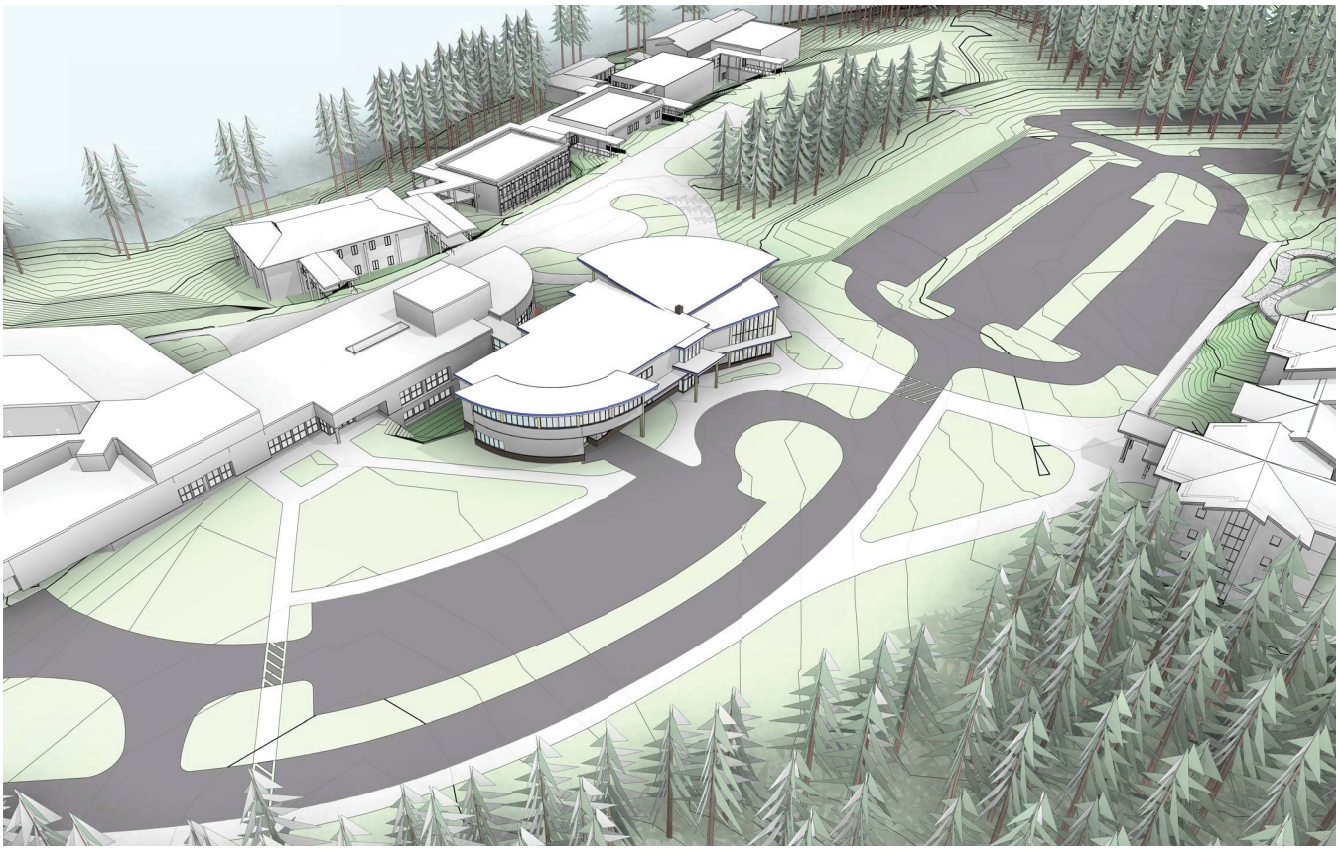
Kaku-Ixt Mana Ina Haws
Photograph by Oregon State University

University of Washington's Intellectual House
Photograph by University of Washington

University of Oregon's Many Nations Longhouse
Photograph by The Daily Emerald

Student Hub

In 2014, the campus commissioned multiple concepts following the 2012 master plan. The interest for a new facility still remains as a long-term project to achieve the plan goal and objectives.



Student Hub Aerial Perspective
Image by MRV Architects PC

Student Hub Perspective
Image by MRV Architects PC

B. CYRIL GEORGE INDIGENOUS KNOWLEDGE CENTER PROJECT

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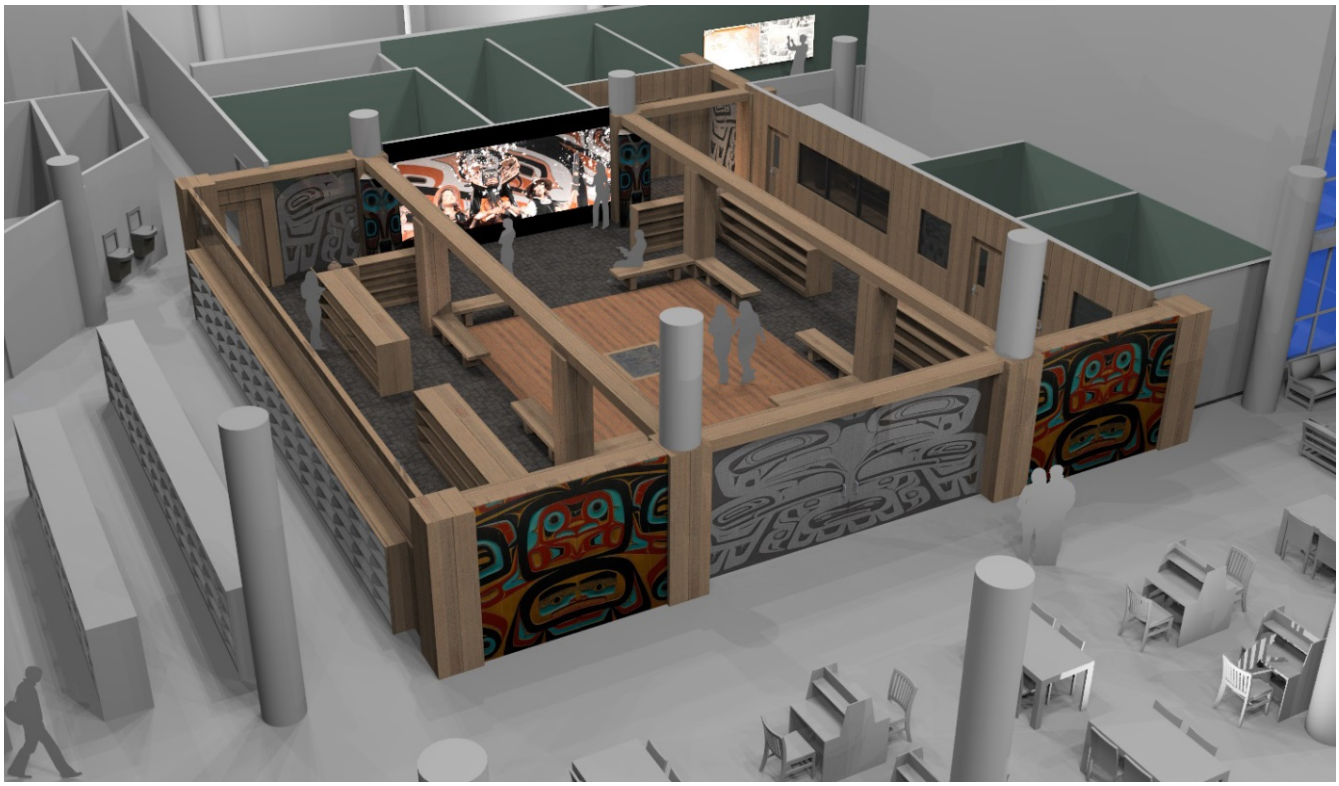


UAS ANLS faculty and members of the Alaska Native Studies Council, a statewide advocacy and scholarship group of Alaska Native faculty, have often commented on the historical role that education has played in the destruction of indigenous languages. For an example, the memoirs of Charles Replogle, a teacher in Alaska, describe his amusement at the idea of concocting a chemical mix of myrrh and capsicum to burn the language out of children who tried to hold on to it (Replogle, 1904). This complicated history results in an ongoing role of higher education in the assimilation of indigenous people by omitting indigenous content from mandatory classes and through the creation and maintenance of non-indigenous spaces that are the home of education.

Just as you cannot simply paint the walls of the concentration camp and call it a home, you cannot have an educational system that operates in what is seen as “normal” conditions and

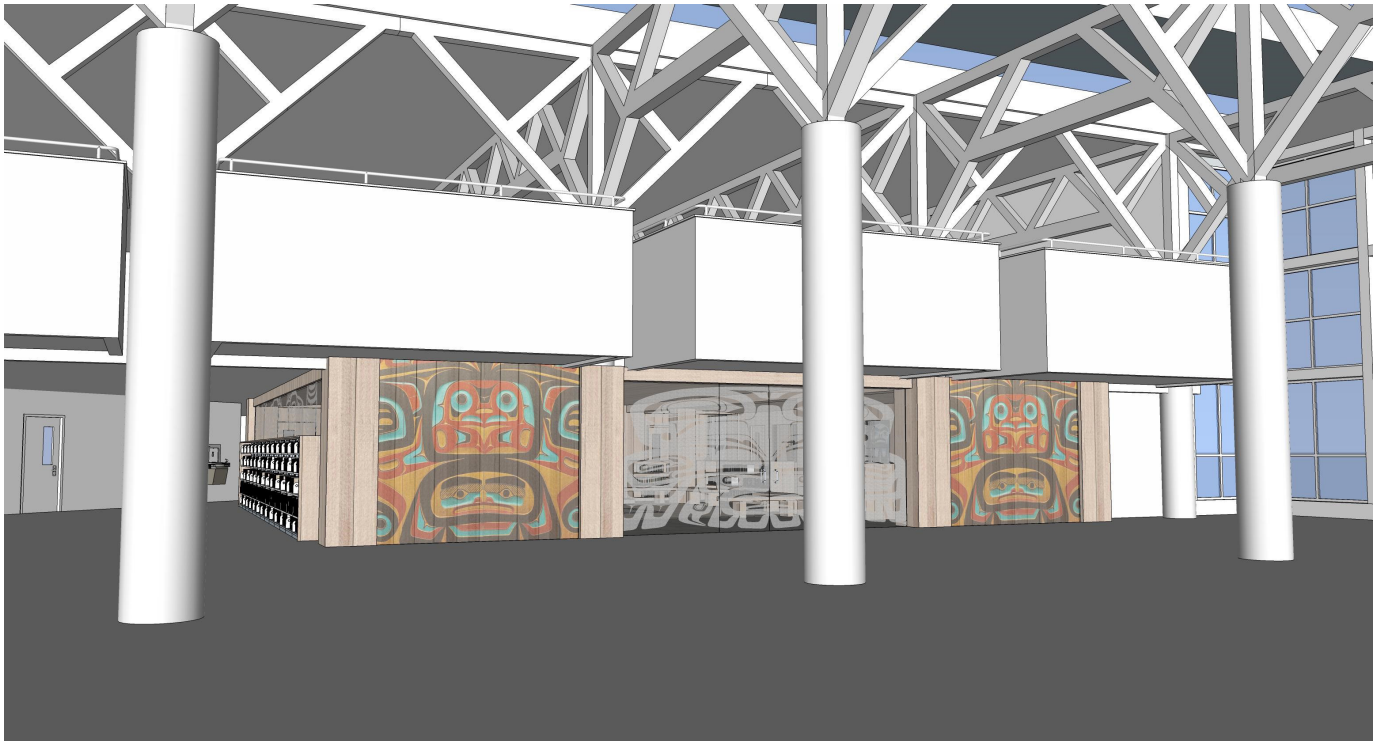
appearances and expect success among indigenous people. Historic education policy was defined under the tenants of acculturation, dismissing the cultural foundations of Alaska Native people in the not too distant past. For many, the classroom was a place of abuse and dismissal, by devaluing traditional cultures and languages. This project will continue the transformation of the University of Alaska to create indigenous spaces that privilege indigenous languages, cultural content, and ways of knowing. This project seeks to develop institutional capacity by supporting the further development of the indigenous studies courses and degree options thereby increasing Alaska Native enrollment. This project will improve delivery of a quality education for Alaskans including future educators, and increase culturally safe support and retention services for indigenous students in a space that houses quality programming enhanced by visiting elders and scholars.

A foundational part of our plan is the creation of the Cyril George Indigenous Knowledge Center (CGIKC). Ḵaalḵáawu Cyril George was an elder who frequently visited Alaska Native Languages & Studies courses up until his last year of life at 92 years old. While being recorded telling stories, he started the narrative with a powerful opening that encompasses the positive and loving spirit UAS hopes to capture in the construction and operation of the Cyril George Center:

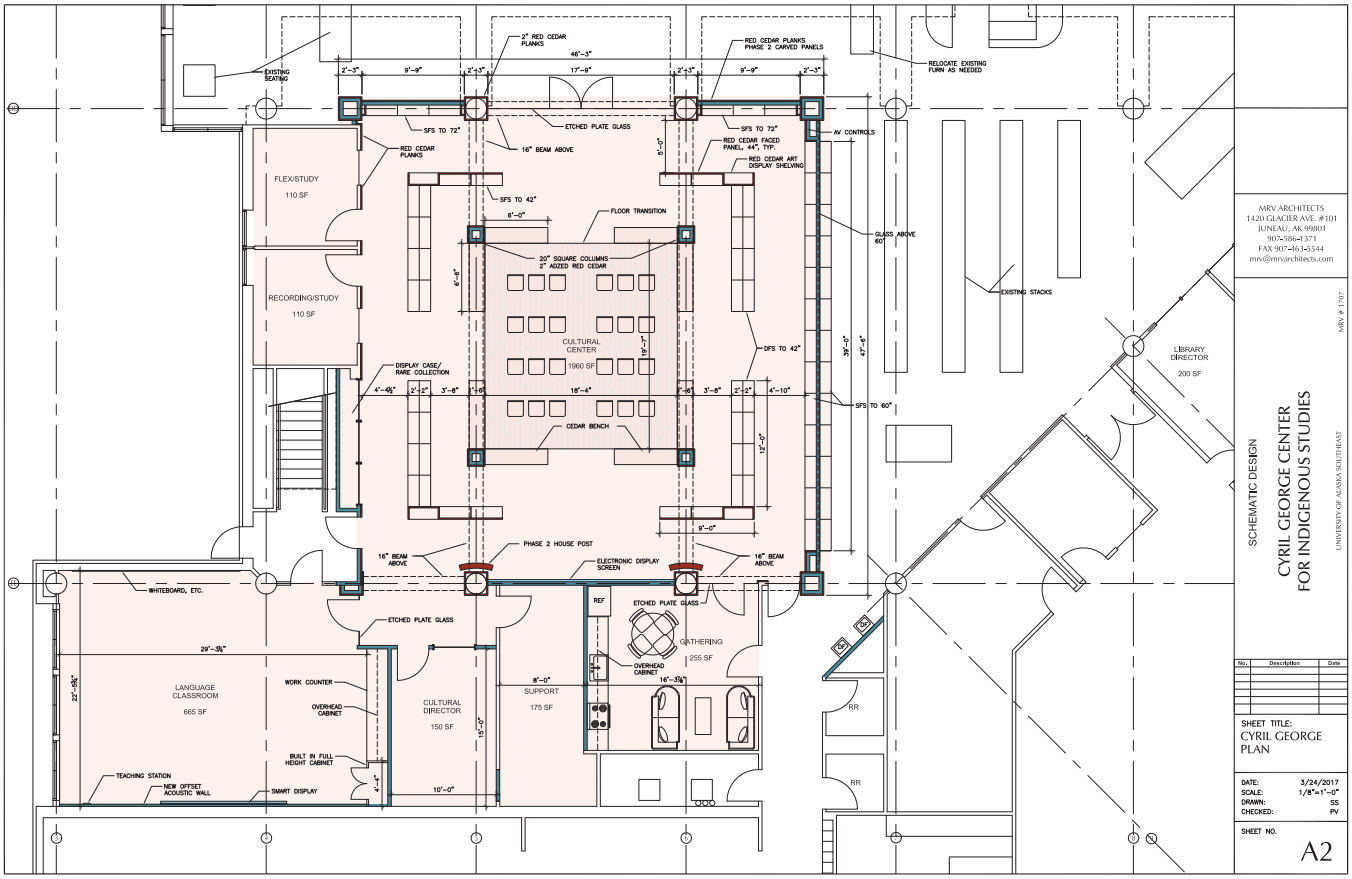
«Gunalchéesh yéi x̱at tuwatee yáa yakyee.
Haa dachx̱ánx'i yán,
Ax̱ jínt has uwashée yáade.
Has yag̱a.aa
has du léelk'w hás shkalneegí.
Gunalchéesh.
Ax̱ toowú latseeníx̱ has sitee.
Has du tuwáa sigóowu yéi
Haa Ḵusteeyí
k'idéin has awuskóowu.»
– Ḵaalḵáawu

"I am feeling thankful today.
Our grandchildren,
they led me here by the hand.
Let them consider
the stories of their grandparents.
Thank you.
They are my inner strength.
They want,
to really know
Our Way of Life."
– Cyril George, Ḵak'weidí

UAS Cyril George Indigenous Knowledge Center Interior
Photographs by MRV



UAS Cyril George Indigenous Knowledge Center Exterior
Photographs by MRV



MRV ARCHITECTS

1420 GLACIER AVENUE, JUNEAU, AK 99801 (907) 586-1371

Project: UAS Cyril George Center
Re: Schematic Architectural Design Narrative, Features and Systems
To: Pua Maunu , Ehsan Mughal
By: Paul Voelckers
Date: March 24, 2017 MRV 1707

The UAS Cyril George Center is a new language instruction and cultural center crafted out of space in the UAS Egan Library. Space that now houses new library stacks for the Cyril George collection is formalized into a recognizable series of spaces within the library, giving identity to the Center, and allowing a much greater range of programmatic capabilities to support language instruction, and general cultural immersion.

Elements of the proposed project are summarized following:

1. Demolition: Demolition is illustrated on MRV A-5, dated 3-24-2017. Demolition consists primarily of removing about 100' of steel light-gauge interior partition walls from current support rooms abutting the second floor stack area.

All flooring in the work zone will be removed and replaced.

Demolition also includes removing and replacing 3,200 sq.ft. of existing ceiling. Of this, 840sq.ft. in the primary cultural center room will be replaced with cedar wood planks and 1120sq.ft. with cedar slats. The remaining ceiling spaces will be replaced with 2x2 lay-in panel ceiling.

2. Light-gauge Framing: New 2x4x 22 ga stud framing is added per A2, creating separated spaces for the cultural center, language classroom, and support rooms. Framing will extend to floor structure above, and include acoustic batt insulation, and two layers 5/8" gwb bd. one side for acoustic isolation.

3. Glass and Glazing: The entry area to the Cultural Center will include an 18' x 10' central wall portion utilizing structural plate glass and a double-door plate glass entry system. Assume that glass will be laminated safety glass with decorative frit cultural pattern. Glass entry doors will include floor closers.

The south side wall of the Cultural Center (toward existing stacks) will include structural plate glass from a 60" sill extending up to 8'. Glass will be laminated safety glass with decorate frit cultural pattern.

Structural plate glass and doors will also be included at the entry vestibule to the language classroom, and at the entry to the Gathering space.

4. Decorative Wood Finishes: Monumental framed structural posts will be created at the Cultural Center outside corners, and four interior posts defining the corners of the 20' x 20' central social area. All framed posts will be faced with 2" red cedar planks, random width, with adzed face as an additive bid alternate.

The enclosure walls of the primary Cultural Center room will be finished with rough-sawn red cedar facing panels, ¾" random width, butt-joined. Walls will be finished with cedar on both sides of the new entry wall, and the new side wall (toward existing stacks). The existing wall along the flex/study rooms will include modifications to provide a new cedar board face, and modifications for cedar trim caps at existing steel relite frames.

The 20' x 20' central social area will include red cedar wood benches on all four sides, using 3" red cedar tops and sides. Benches will finish 16" above the floor. Central 42" stack portions in the Cultural Center will include wood tops and end panels, fabricated of ½" red cedar face boards adhered to ½" cabinet plywood substrate.

5. Flooring: The perimeter stack areas of the new Cultural Center primary room will include carpet square flooring. The central area will include ¾" random width red cedar planks, direct-glued to the concrete structural floor.

Flooring in the classroom, Director's office, Flex/Study rooms, and Support Room will be carpet squares. Flooring in the Gathering Room will be Centiva luxury vinyl plank.

6. Ceiling Structure and Finishes: The central 20' bay of the Cultural Center will use red cedar random width ¾" planks, butt-joined, attached to ½" plywood, painted black, attached to c-channel ceiling runners suspended by cable ties to the existing structure. It will be framed flat at 8'-8". The structure at the sides will be sloped at 1:12, with an acoustic cedar slat ceiling. It will have a perimeter height of 7'-10", sloping up to the framed "ridge beams" in line with the house posts.

Ceilings in the Language Classroom, Gathering Space, Director's Office, and support spaces will use 2x2 lay-in panel ceilings at 8'-6" in the Classroom and Gathering space, and 8'-0" in other spaces.

7. Specialties and Casework: The Gathering Room will include casework and kitchen appliances. The Language Classroom will include substantial capabilities for distance learning and A/V. See Electrical. It will include casework and storage cabinets.

8. Alternates: There is potential for a substantial amount of integrated art that will likely be incorporated at a later date. This may include adzing of the 2" cedar post trim and benches, carved screens flanking the entry, and fritted patterns on the remaining plate glass. The associated lighting and controls for possible future improvements should be considered at this time. See electrical.

UAS Cyril George Center for Indigenous Languages

Schematic Design – Electrical Systems

March 2017

The electrical systems provided with the space remodel for the new Cyril George Center are coincidental to the architectural, ventilation, and fire sprinkler system work. The systems will include power distribution, lighting & lighting controls, fire alarm, data and voice networks, audio-visual systems, and access controls.

Codes & Standards

The most recent publications of codes, regulations, and standards of the following resources will be applied:

- National Fire Protection Association, NFPA 70 – National Electric Code
- National Fire Protection Association, NFPA 72 – Standard for the Installation, Maintenance and Use of Protective Signaling Systems
- International Fire Code, IFC
- Illuminating Engineering Society of North America, IESNA.
- International Electrical Testing Agency, NETA
- National Institute for Certification in Engineering Technologies, NICET
- Building Industry Consulting Service International, BICSI

Power

The existing branch circuit panels in the electrical room south of GL EE.4 and between GL's 5.2 & 6.3 will be utilized to support new circuits in the renovated spaces. 120 volts will be used for the receptacles and some of the lighting, while 277 volts may be used for some of the lighting circuits. All circuits will utilize single conductors in EMT with some extensions into walls with MC cable.

Language Classroom:

- Remove power devices from the wall demolished at GL 4.3.
- Replace receptacles along the south (Acoustic) wall to support a Smart display, digital equipment, and teaching station.
- Provide new receptacles on the new east wall above the counter.
- Provide additional receptacles on the north wall to support video screens and cameras.
- Provide receptacles in the cabinet on the east wall to support AV equipment.
- Provide a 1.8 KVA UPS in the cabinet for AV equipment.

Cultural Director:

- Provide new receptacles on the new north and west walls.

Support:

- Remove power devices from the walls demolished at GL EE.3 and GL 5.7.
- Add one new receptacle on the new wall at GL 5.6.
- Provide dedicated receptacles for the AV Rack at the northeast corner of the room.
- Provide a 2.5 KVA UPS in the cabinet for AV equipment.

Gathering:

- Provide new receptacles on the new west wall at GL 5.6 with dedicated circuits for a range, refrigerator, microwave, coffee maker, and convenience.

Cultural Center:

- Provide new receptacles on the south display wall screen for the video display and cameras.
- Provide new receptacles in display cabinets.
- Provide new receptacles at each of the columns on the north wall and surrounding the center floor.
- Provide new receptacles on each of the columns on the north wall and at the southwest corner facing out into the library stacks area.

Offices:

- Provide new double duplex receptacles on new walls.

Lighting & Lighting Controls

All new lighting will utilize LED light sources. New lighting controls will utilize power packs located above the suspended ceilings with low voltage control stations on the walls.

Language Classroom:

- Remove the existing luminaires.
- Provide new 2x2 dimmable troffers.
- Provide undercabinet lighting beneath the overhead cabinets.
- Provide dimming control for the troffers and ON/OFF control for the undercabinet lighting.
- Provide an Exit sign at the door leading to the stairway area.

Cultural Director:

- Remove the existing luminaires.
- Provide new 2x2 troffers.
- Provide dimming control.
- Provide a vacancy control sensor on the ceiling to turn lights off when the room becomes unoccupied.

Support:

- Remove the existing luminaires.
- Provide new 2x2 troffers.
- Provide a low voltage ON/OFF control station with a vacancy control sensor on the ceiling.

Gathering:

- Remove the existing luminaires.
- Provide new dimmable recessed cylinders.
- Provide undercabinet lighting beneath the overhead cabinets.
- Provide dimming control for the ceiling cylinders and ON/OFF control for the undercabinet lighting.

Cultural Center:

- Remove the existing luminaires.
- Provide small dimmable, aimable, cylinders in the floor to illuminate the columns at the back and House posts at the front.

- Provide larger dimmable recessed cylinders to illuminate the center seating area.
- Provide small sconces with up-light wall mounted on the interior posts and on the west wall adjacent to the Recording/Study and Flex/Study rooms.
- Provide small dimmable pucks along the bottom of the beams over the benches on the perimeter of the center area.
- Provide shelf lighting on the stacks.
- Provide small dimensioned linear strips in the tops of the display cabinets.
- Provide dimmable recessed cylinders in the vestibule ceiling to the Language Classroom and Cultural Director's office.
- Provide a 1 KVA inverter with emergency battery to power designated luminaires for egress lighting. Locate in the Support room.
- Provide an Exit sign at the door leading to the stairway area.
- Provide dimming control for all lighting with segregation of control for each type/area (eight zones).

Offices:

- Remove the existing luminaires.
- Provide new 2x2 dimmable troffers.
- Provide dimming control with a vacancy control sensor on the ceiling.

Fire Detection & Alarm

The existing fire detection and alarm system is manufactured by Simplex Grinell. It includes smoke detectors in the project spaces with spacing of approximately 25 feet apart each way. The detectors will be removed and reinstalled to accommodate new room configurations and ceilings.

Language Classroom:

- Relocate the existing horn/strobe to allow space for the whiteboard on the north wall.

Gathering:

- Provide a new strobe.

Cultural Center:

- Provide a new horn/strobe.

Data & Voice Network

The existing IT network room is located adjacent and south of the new Gathering room. All new data circuits will be comprised of Category 6 cables installed in EMT and basket tray. The cables will be used for the UAS data network and VoIP communications network. Cables for the AV system will be separately identified and routed from the system components to the associated headend equipment.

Language Classroom:

- Remove and replace the terminals on the south wall. Provide new cable to the IT rack.
- Provide a new terminal (3 jacks) above the cabinet on the new east wall.

- Provide a new terminal (2 jacks) in the AV cabinet.

Cultural Director:

- Provide a new terminal (3 jacks) on the new west wall.

Support:

- Provide a new terminal (1 jack) near the ceiling for a wifi modem.
- Provide a terminal (2 jacks) in the northeast corner for the AV rack.

Gathering:

- Provide a new terminal (2 jacks) on the south wall.

Cultural Center:

- Provide a new terminal (2 jacks) at the AV control station.
- Provide terminals (2 jacks) on the south side of each of the posts, just north of the house posts.

Offices:

- Provide two new terminals (3 jacks) in each office.

Audio-Visual

Language Classroom: Provide a fully integrated AV system to support classroom and distance learning instruction.

- Provide a slide-out type rack in the AV cabinet with patch and connection panels, data switch, and headend equipment.
- Provide an interactive Smart Display on the south wall with a data circuit to the AV cabinet.
- Provide a data terminal at the teaching station with Category 6 and fiber optic HDMI cables circuited to the AV cabinet for video production and presentations.
- Provide data terminals on the north wall for cameras and video screens (a set on each side of the white board). Provide Category 6 and fiber optic HDMI cables to the AV cabinet.
- Provide flush mounted speakers in the ceiling for a distributed sound system. Space on a 10ft x 10ft grid. Segregate for stereo production.
- Provide microphones on the ceiling, focused for voices in the classroom (4 each).
- Provide wireless microphones for instructors (2 each).
- Provide wireless headsets for students (12 each).

Cultural Center: Provide a fully integrated AV system to support presentations as well as classroom and distance learning instruction.

- Provide a rack in the north portion of the Support room with patch and connection panels, data switch, and headend equipment.
- Provide an interactive video wall between the House Posts on the south wall with HDMI cables to the AV rack.

- Provide data terminals on the south side of the posts just north of the video wall with Category 6 and HDMI cables circuited to the AV cabinet for video production and presentations.
- Provide data terminals at the AV control station at the northwest corner of the room with Category 6 and HDMI cables circuited to the AV cabinet for video production and presentations.
- Provide data terminals on the south side of the interior posts just south of the entrance for cameras.
- Provide flush mounted speakers in the ceiling inside the perimeter of double stacks for a distributed sound system. Space on a 10ft x 10ft grid. Segregate for stereo production.
- Provide microphones on the ceiling, focused for voices in the center area (4 each).
- Provide wireless microphones for presenters (2 each).
- Provide wireless headsets for audience (6 each).

Study Rooms:

- Provide new terminals (2 jacks) with cables to the AV rack.

Access Controls

Provide access controls on the doors into the Language Classroom, the Cultural Director's office, Support, Gathering, and the Cultural Center. The controls will be identical to those presently installed in the library with proximity card pads, door switches, electronic latches, and controllers. The controllers will be installed above the suspended ceiling where accessible.

UAS Cyril George Center – Mechanical Schematic Design Narrative

The Scope of Mechanical work for the Cyril George Center for Indigenous Studies consists of revisions to the heating and ventilating systems, plumbing systems, sprinkler systems, and automatic controls systems. Following is a summary of the proposed mechanical systems work:

1. Mechanical Design Criteria: The mechanical systems will be designed and constructed in accordance with the 2012 International Building Code, 2012 Uniform Plumbing Code, 2012 International Fire Code, 2012 International Mechanical Code, most recent National Fire Protection Association (NFPA), and City and Borough of Juneau Title 19 and State of Alaska requirements. ASHRAE 62.1-2010 will be utilized for ventilation design.

2. Heating Systems: The existing building is heated by oil fired hydronic boilers with distribution piping circulating heating water to perimeter wall finned tube heating units and air terminal unit reheat coils. The heating system will be modified only where necessary due to relocated heating units.

The Language Classroom perimeter finned pipe convector will be replaced with new in order to reduce turbulent and noisy heating water flow occurring within the existing finned tube heating unit. Assume 20 feet of single tier 4x4 finned tube convector and 14-inch high cabinet. The flowsetter and automatic valve will be installed in the adjacent boiler room in order to reduce noise levels that can occur at these valves.

Existing heating piping is Schedule 40 black steel. New heating piping serving the Language Classroom perimeter finned pipe heating unit shall be Schedule 40 black steel piping or Type L copper tubing. New heating piping will be insulated with mineral fiber pipe insulation, 1-1/2 inch thick. Heating water shut-off valves will be bronze body, quarter turn, full port ball type. Valves will be installed accessibly to individually shut off heating supply and return water to each heating unit.

The heating piping serving existing TU air terminal units and reheat coils will remain.

It is recommended that a double framed wall with sound attenuation be constructed between the boiler room and the Language Center to reduce possible equipment noise and vibration transmission into the sound sensitive Language Center.

3. Ventilation and Exhaust Air System: The heating and ventilation of the library spaces being renovated are served by variable volume air terminal units with reheat coils. The (5) existing terminal units serving the renovated spaces can be re-used in place as only the diffusers/grilles and branch ductwork will need to be modified. Diffusers and grilles will be removed and replaced with new. Branch supply air ducting out of the terminal units as well as return duct branches will be revised for new diffuser and grille locations and modified room layouts. Following are specifics related to each space:

Cultural Center: Existing ductwork located above the ceiling of the new Cultural Center will be demolished as required for the new architectural layout and ceilings. The existing TU terminal units serving the cultural center as well as temperature control zones will remain in place. Linear slot supply and return grilles will be located in the Cultural Center so that they integrate into the architectural ceiling along cedar trimmed beams. (8) Diffusers will be removed and (16) new 4'-0" long 2-inch linear slot diffusers will be installed at the top of the cedar beams. (4) Return grilles will be removed and (8) new 4'-0" long 2-inch linear slot grilles will be installed. Existing ductwork located above the ceiling in the Cultural Center area will be removed as needed to accommodate the new diffusers and grilles. New duct branches will be routed through existing beam openings to new slot diffuser/grille locations.

Language Classroom, Gathering Area, Cultural Director, Support, and Study Rooms will each have new diffusers and grilles which will be located as needed for the new architectural and ceiling layout. Existing TU terminal units and reheat coils will be re-used in place. Minor duct modifications will be necessary to connect existing TU unit supply ductwork to new diffuser locations and return ducts to new grille locations. These spaces will utilize 2'x2' lay-in diffusers and grilles.

The Gathering Area range will require a 7-inch range duct to be routed to the roof and exhaust cap above. Roof cutting/patching will be required.

Janitors Closet: The exhaust air duct will be capped and grille removed.

Ductwork will be designed to limit noise disruption to sound sensitive areas. All ductwork shall be galvanized steel sheet metal.

4. Plumbing Systems: Plumbing fixtures will be installed where shown on Architectural drawings. The following summarizes the fixtures that will be installed and the work required:

Gathering: A large single compartment stainless steel sink with gooseneck faucet will be installed in the Gathering room kitchen cabinet. ½-inch Domestic cold water and hot water piping will be connected to existing 2-inch cold water and 1-inch hot water piping located above the accessible ceiling approximately 15 feet away. Vent piping will be routed 25 feet to the Janitors closet and connected to existing vent piping. The installation of the new 2-inch underground waste piping will require a small 2'x3' area of the existing slab on grade to be sawcut and removed. The underground piping will be routed approximately 3 feet east to the concrete wall (Grid EE) of the adjacent storage room below and connected to the existing 4-inch waste main exposed within the storage room. Hand excavation (18-inch depth), core-drilling, backfill, and 2'x3' concrete slab patching will be required.

Janitor's Closet: The Janitor's closet is planned for removal. The floor type service sink will be removed and piping capped.

Drinking Fountain: A dual unit stainless steel (non-chilled) drinking fountain and water bottle filling station is planned for installation near the old Janitor's closet. ½-inch Cold water piping will be connected to the existing cold water piping (5-10 feet away). Vent piping will be connected to existing adjacent vent. Installation of the drinking fountain will require the sawcut of the existing slab on-grade so that waste piping can be connected to the underground 3-inch waste piping serving the demolished service sink. Assume a 3'x'3 piece of concrete slab will need to be sawcut. Hand excavation, backfill, and concrete slab patching will be required.

Domestic cold and hot water piping will be Type L Copper and will be insulated with 1-inch thick mineral fiber piping insulation. Waste and vent piping will be no-hub cast-iron.

Fixtures complying with the Americans with Disabilities Act (ADA) will be specified where required by the architectural floor plan. All fixtures will be the water saving type.

Domestic water shut-off valves are to be lead free, bronze body, quarter turn, full port ball type. Valves will be installed accessibly to individually shut off domestic water supply to each room and each plumbing fixture.

5. Fire Sprinkler Systems: The Egan Library is protected by an existing wet sprinkler system. Existing sprinkler heads will be removed in renovated areas and replaced with new. Threaded Schedule 40 black steel piping will be routed from new head locations to existing piping. Sprinkler heads are to be recessed. In the Cultural Center where the new ceiling is combustible, additional sprinkler heads will be added above the ceiling.

6. Testing, Adjusting, and Balancing of Mechanical Systems: The ventilation system serving the renovated areas will be re-adjusted due to the installation of new diffusers and grilles and modifications to existing branch ductwork.

7. Controls and Zone Heating Replacement: Currently, (5) zone thermostats control the heating of the rooms proposed for renovation. Each of these five temperature control zones and their respective terminal unit and reheat coils can be reused for the modified room layouts. All five of the zone thermostats will need to be relocated and control wiring re-routed to the existing terminal units and reheat coils.

The automatic valve for the Language Classroom perimeter finned pipe heating unit will be relocated into the adjacent boiler room in order to reduce turbulent heating water flow noise.

Relocated thermostats and automatic valves will be connected to existing UAS Siemens building automatic control system and graphics screens. Individual room temperature control will be provided for each heating zone.

Revised temperature control zones will be as follows with new thermostat locations connected to existing terminal units:

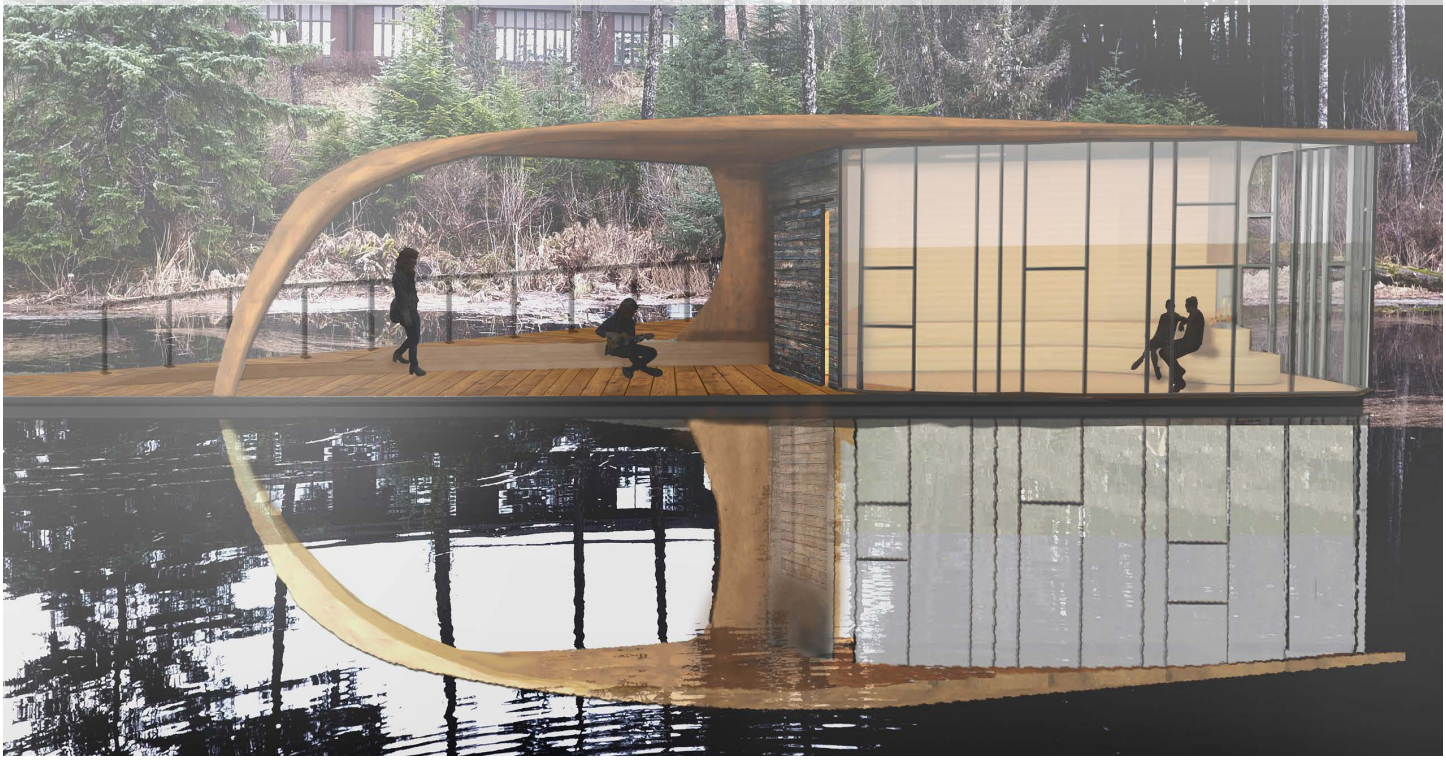
- Study Rooms
- Cultural Center
- Language Classroom
- Cultural Director and Support
- Gathering Area

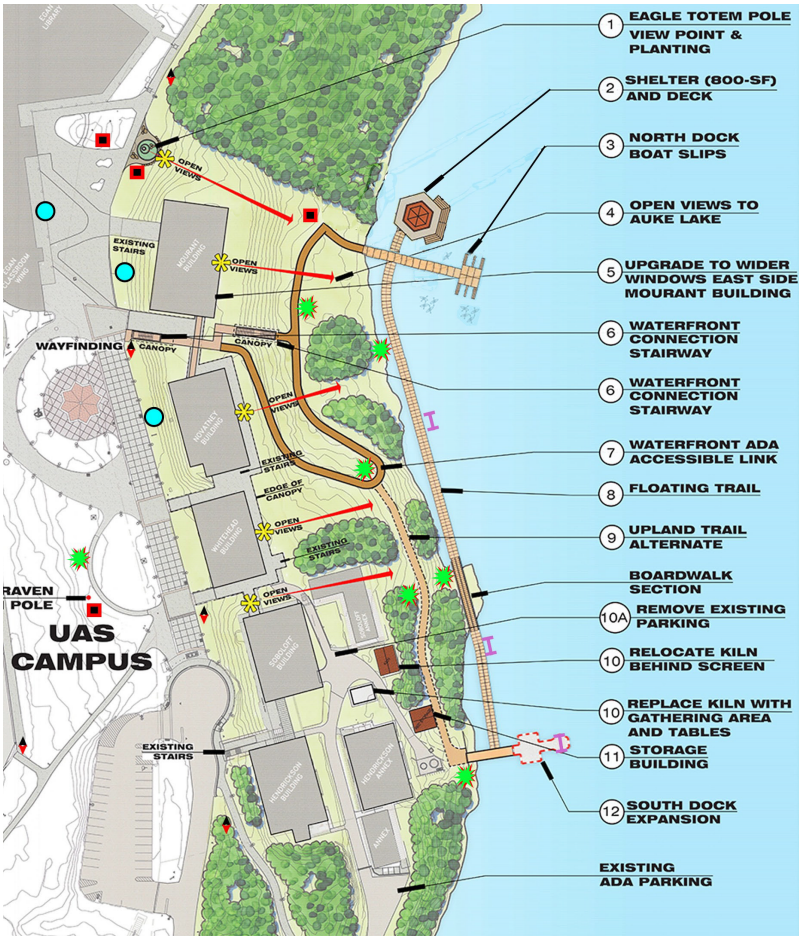
END OF MECHANICAL SCHEMATIC DESIGN NARRATIVE

C. AUKE LAKE SHORELINE IMPROVEMENT PROJECT (2016-2019)

Prior studies proposed a Shoreline Improvement Project (2016) that incorporated expansion of direct lakefront access and new academic space on a floating walk at Auke Lake. These developed concepts received high interest from the MPAC during development of each concept.

Shoreline Improvement Project





Univeristy of Alaska Southeast Aak'w Shoreline Master Plan

- Shelter and Deck

800 SF fully enclosed and heated classroom, deck for lake viewing, large enough for a group of 15-20 students to occupy

- Floating Trail

A floating trail with modular floats

- Waterfront Connection Stairway

A direct route for access to lakefront from the campus core to Auke Lake.

- Waterfront ADA Accessible Link

A new route from the Campus to the lakefront meeting the requirements of Americans with Disabilities Act.

Site Information

- Wetland Delineation Report

Two levels of investigation were conducted for the analysis of the wetlands in the UAS study area: a review of existing information and a formal on-site delineation.

- Topographic Survey

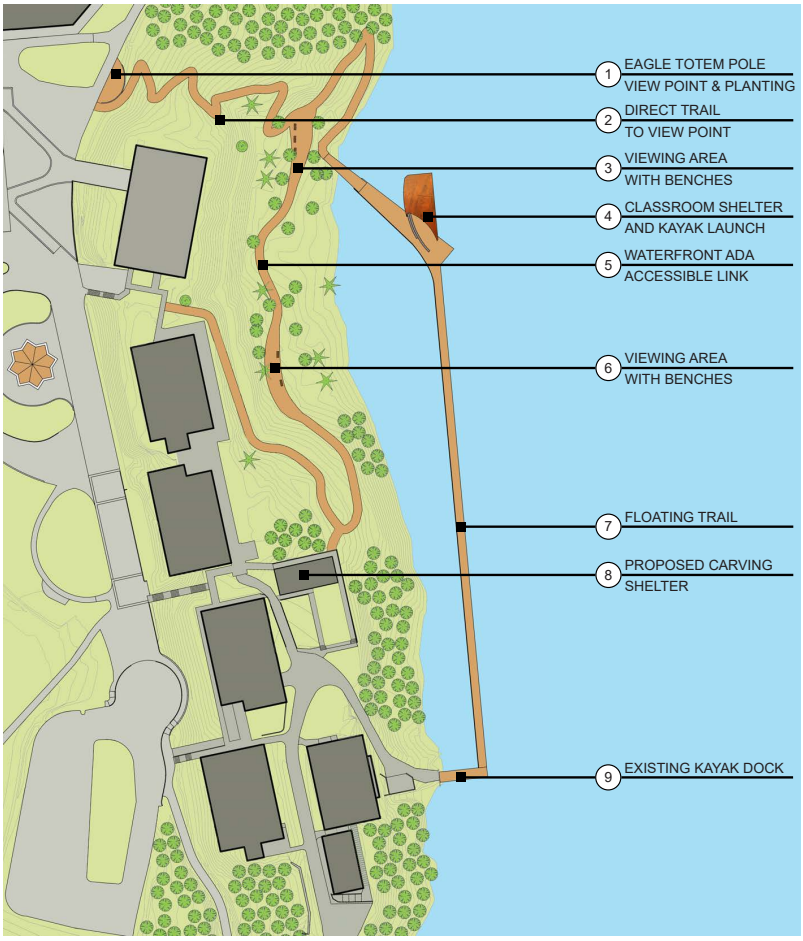
An accurate survey was conducted to identify the existing grade of the site.

- Bathymetric Survey

An accurate survey was conducted to identify the existing depth of the lake.

- Pre-application Meeting with US Army Corps of Engineers

Consensus at the meeting was clear that a low impact access trail, floating dock and floating shelter would be preferable for minimal impact to the wetlands.



Proposed Site Plan

- More Direct Trail to Shelter

Direct trail down hill will shorten travel time to trail network at lake shoreline

- Shelter

675 SF shelter consisting of a classroom with seating for 15-20 students, ADA restroom and mechanical room. Outdoor gathering space and deck add additional connection to lake.

- Floating Trail

Unobstructed views of the lake and mountains beyond from the water's edge

- ADA Trail with Viewing Areas

Accessible trail with viewpoints for rest with view of the lake

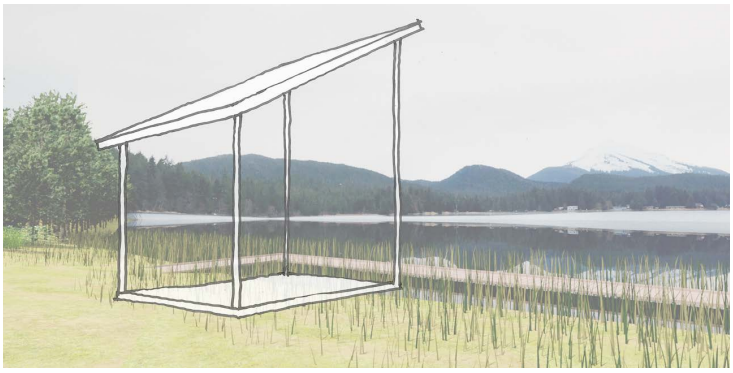
- Floating Trail connects with Existing Dock

Creates access point from other end of campus to Shelter

Precedent Images

- Building relationship to landscape
- Sense of shelter

Early Process Sketches of Form in Landscape



TLINGIT TRIBES, CLANS AND CLAN HOUSES

"…a name once given (to a clan house) survive(s) the mere structure." George Emmons, 1916

Meetings with Tlingit Elders

Several meetings with elders resulted in great visulizations of stories.

Áak'w du shaá (Lady of the lake) story stood out, elder spoke of her hair flowing out into the water, and her underwater lake home is a reflection of home above water.

Alaska State Library - Historical Collections

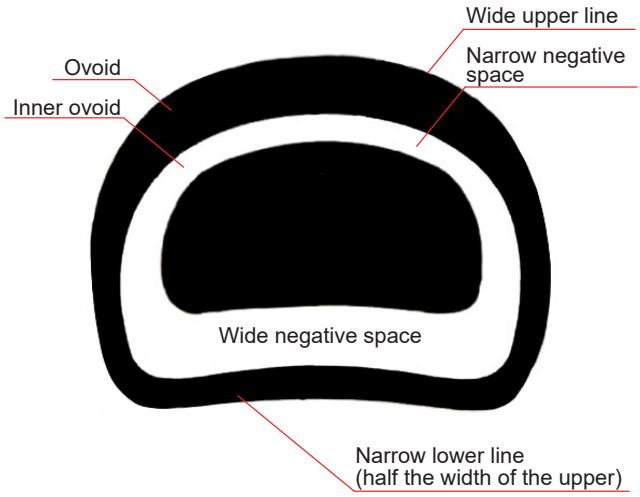
Process sketches with Northwind and Wooch.éen Student Group

Sketches involved:

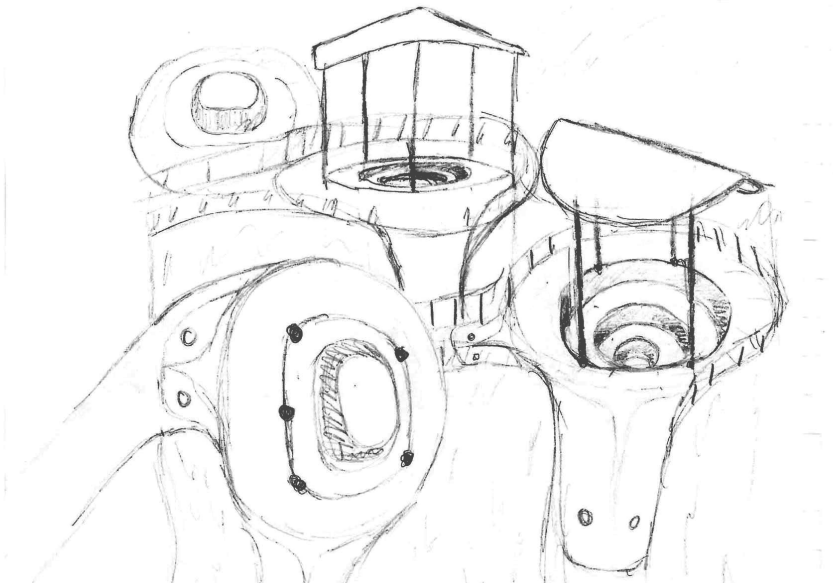
- S’eik daakahídi: Smoke House
- Gunakadeit: Sea Monsters
- Gees’óok: Northern lights
- Hít: House
- Át yahaayí: Reflection
- Áak’w: Little Lake
- Áak’w yaax: Around Áak’w, shoreline
- Gathéen: Sockeye Creek aka Auke Creek

Study of Formline

- Ovoids fundamental for formline
- Different elements of the art style are built off of a base ovoid shape
- Proportions
- Can we use formline proportions to create a place of gathering?



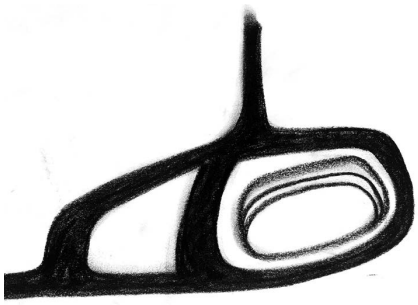
Process Sketches

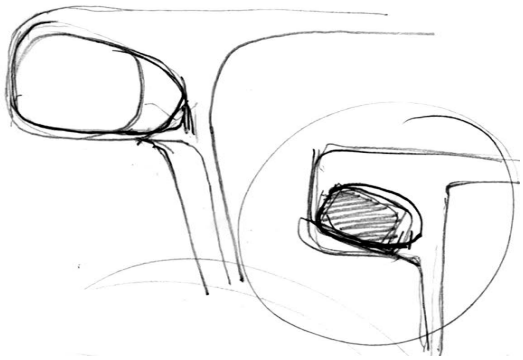


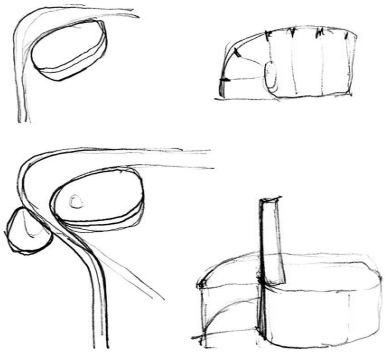
Study of Formline in 3 Dimensions

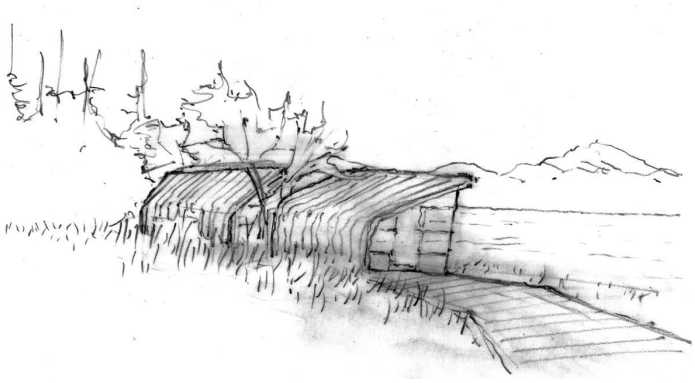
- In carving, formline is used to create 3 dimensional shapes
- Can we use similar methods to create architectural space?

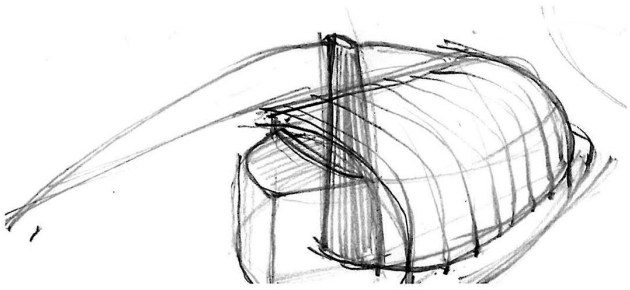
Process Sketches



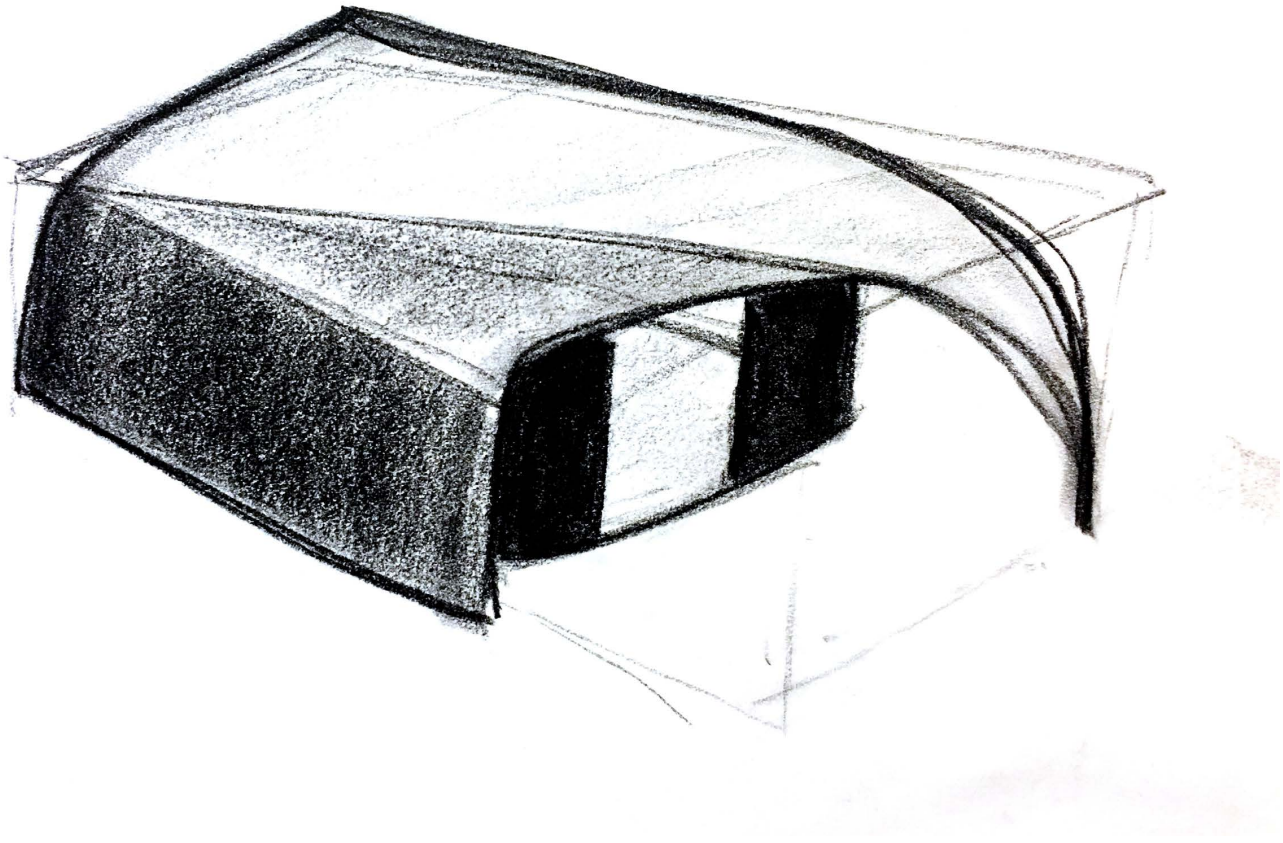


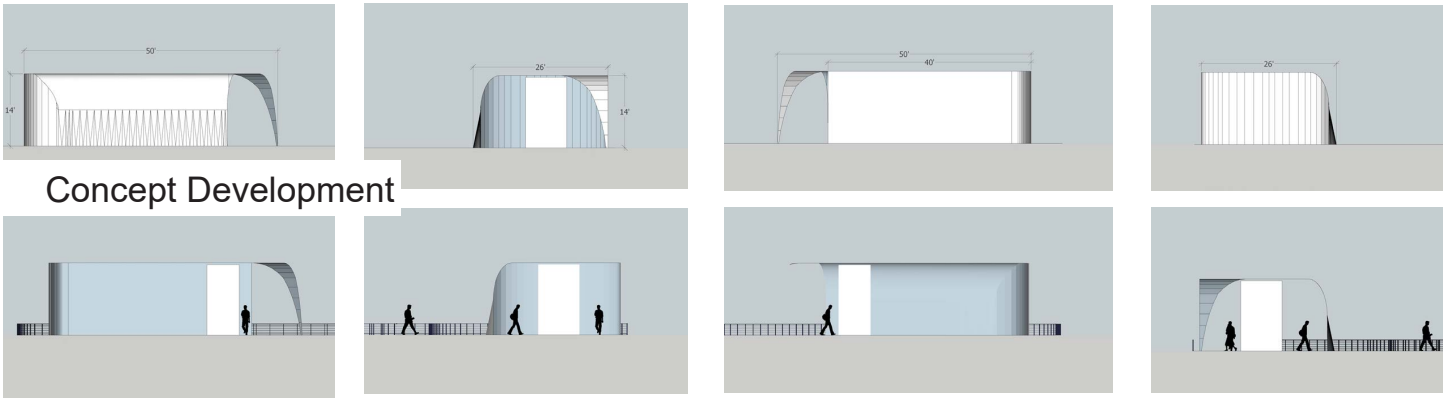




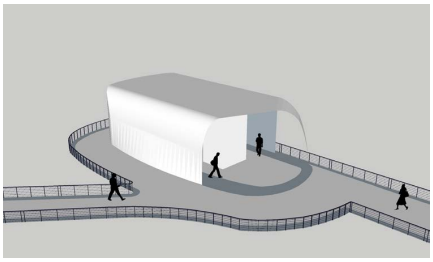


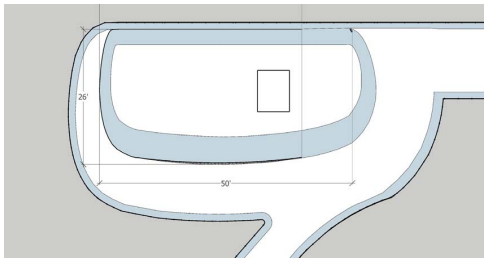
Process Sketch

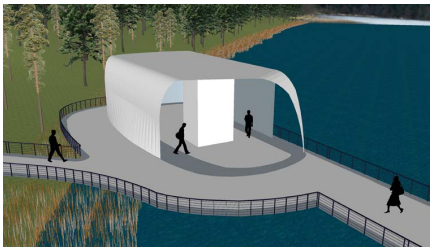


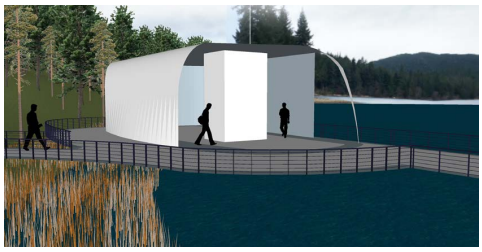


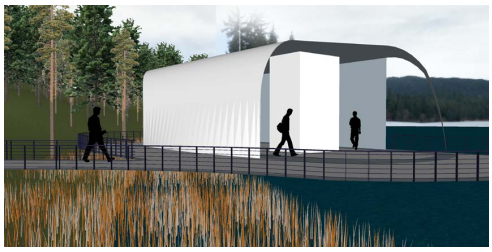
Concept Development



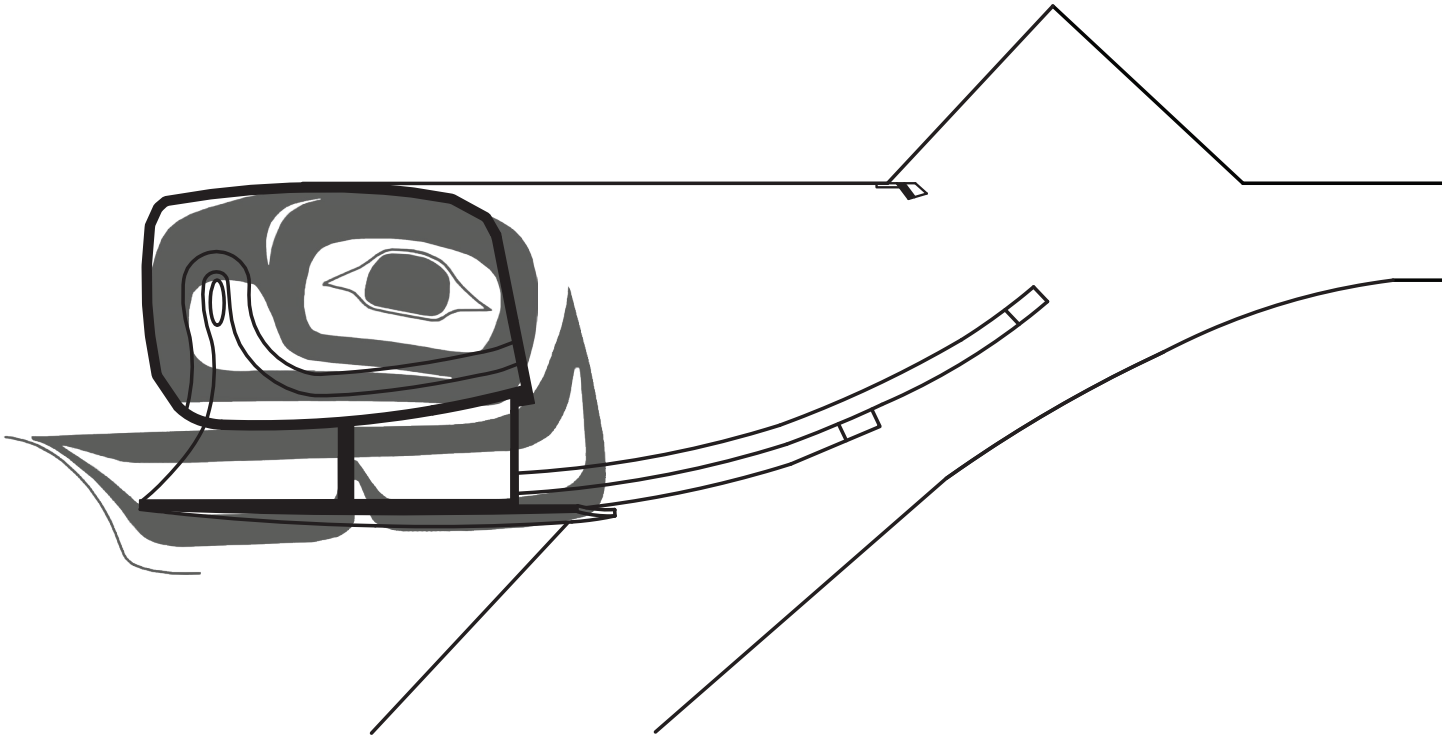




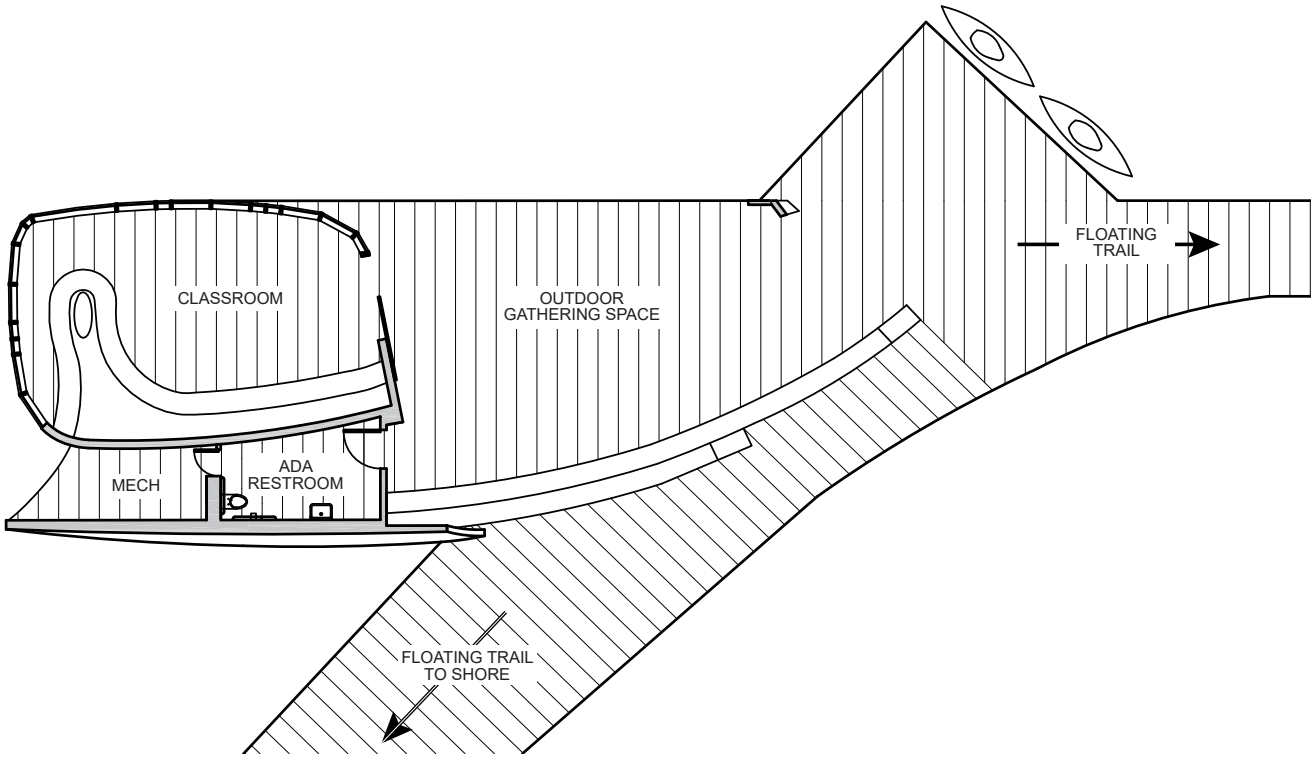


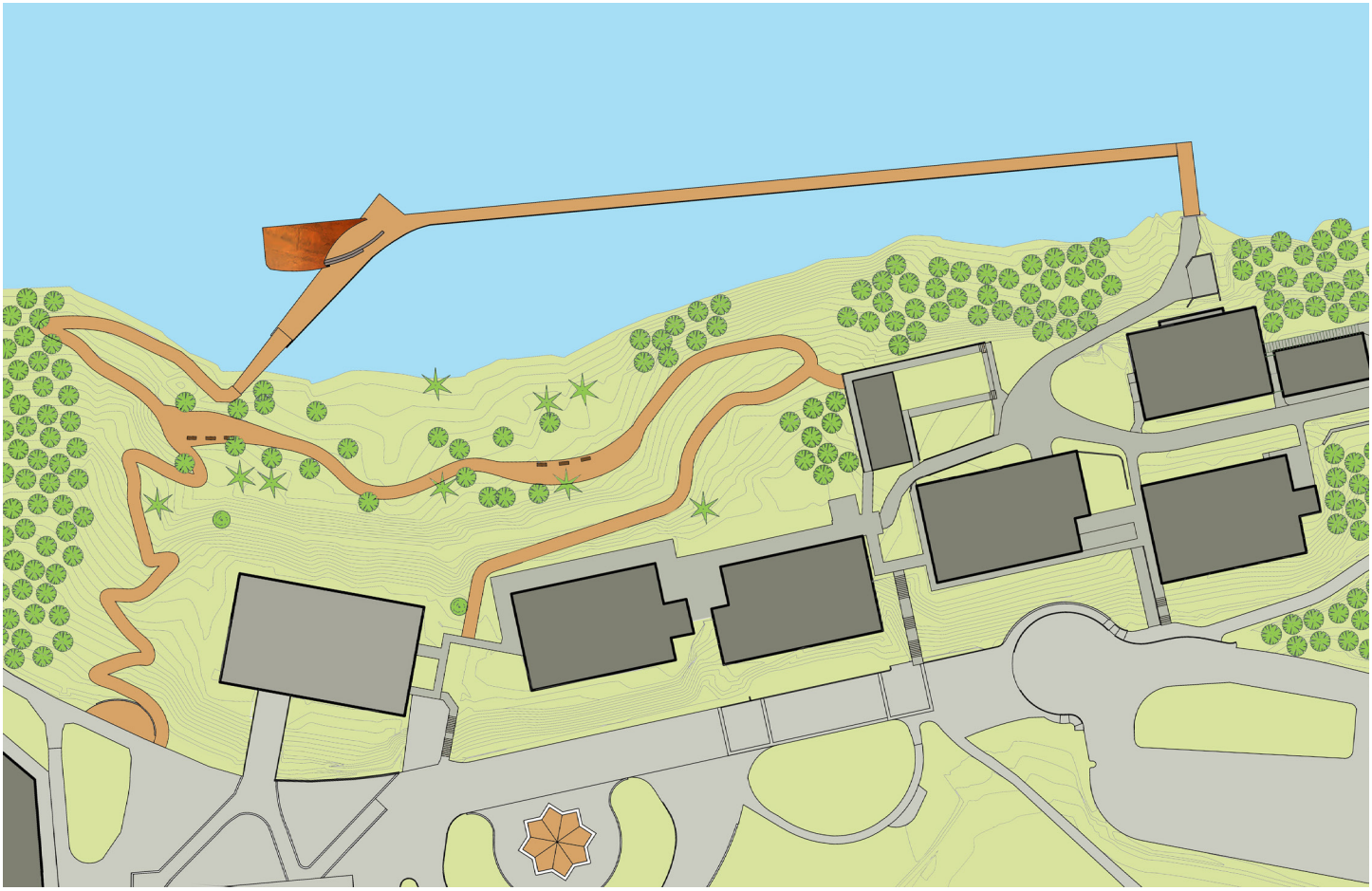


Floorplan Diagram

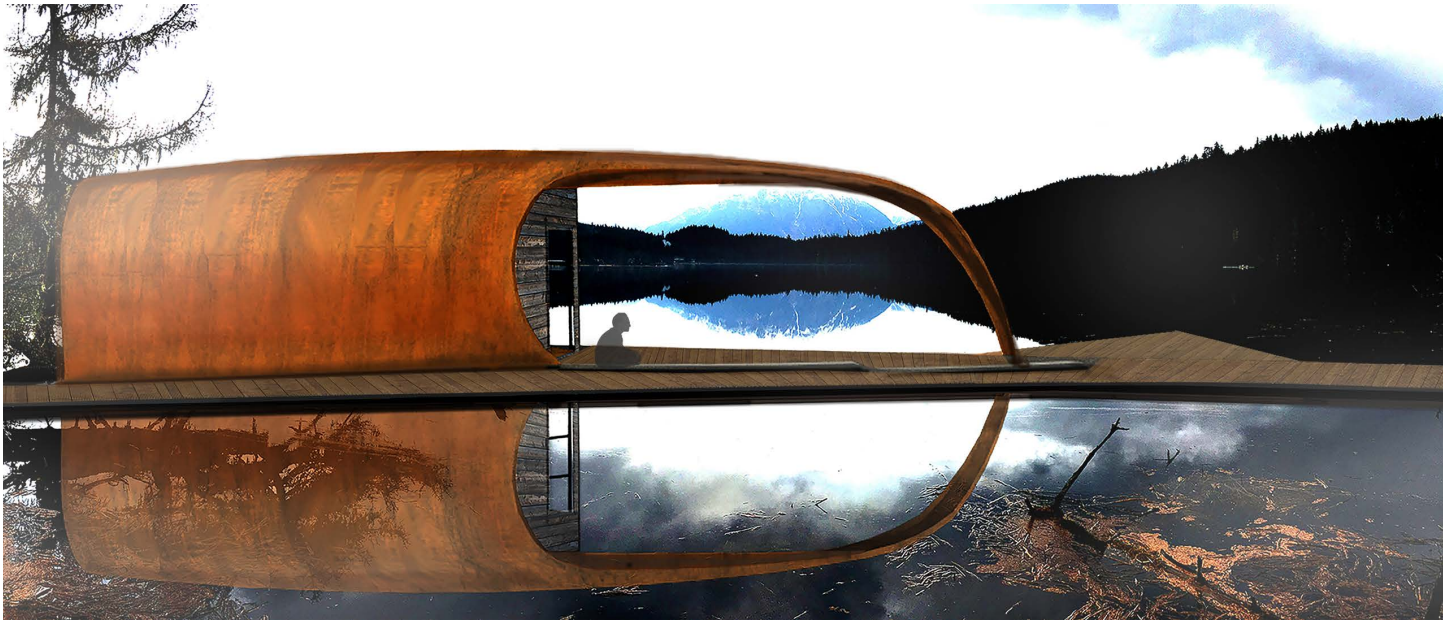


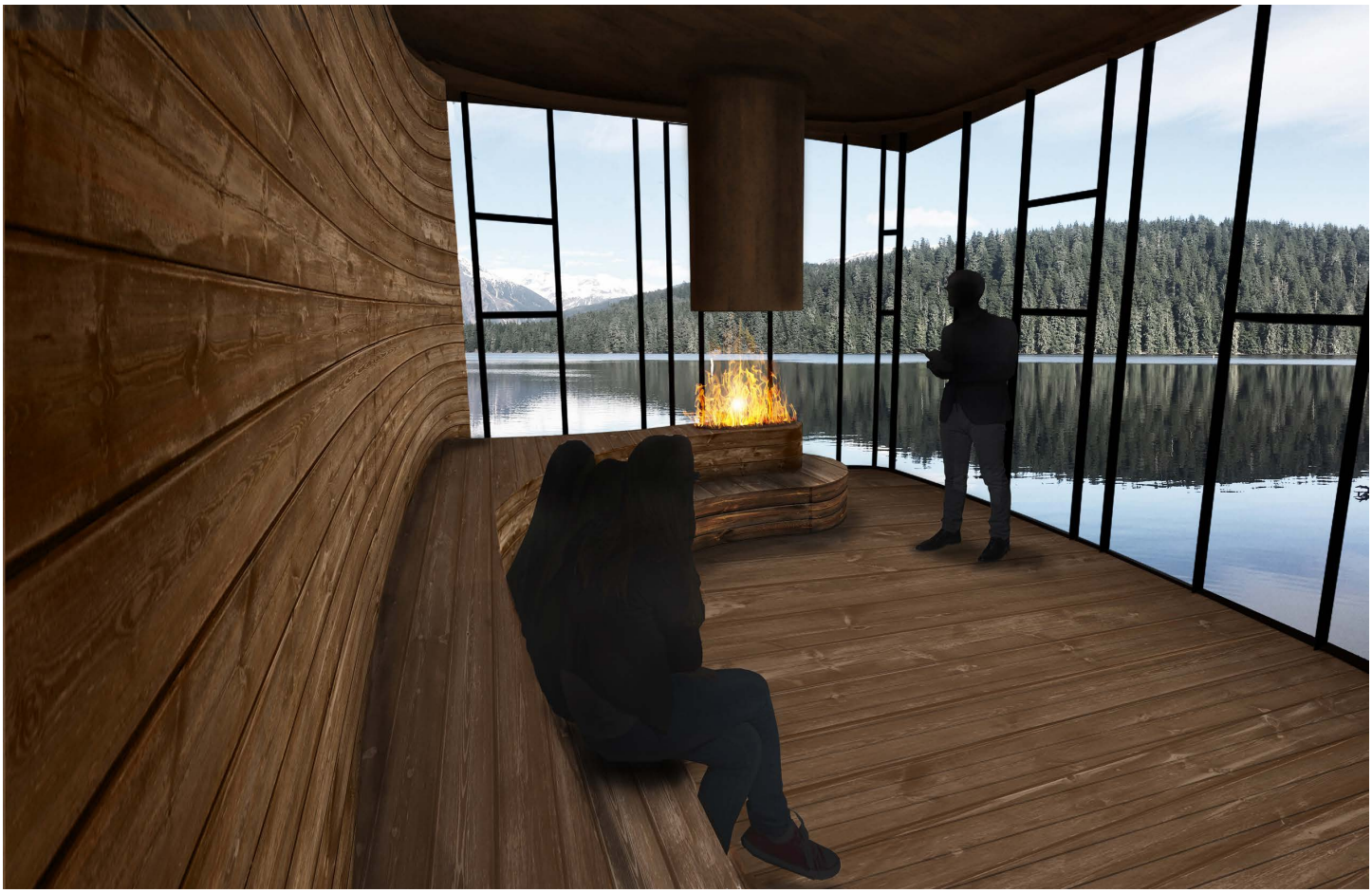
Floorplan


CLASSROOM
OUTDOOR
GATHERING SPACE
FLOATING
TRAIL
MECH
ADA
RESTROOM
FLOATING TRAIL
TO SHORE



View from Shoreline





Jensen Yorba Wall Inc.

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