



University of Alaska Anchorage
CAMPUS FACILITIES MASTER PLAN UPDATE 2009

SEPTEMBER 2009

HIGHLIGHTED CHANGES EDITION

ZGF Architects Inc.

ACKNOWLEDGEMENTS

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UA Board of Regents

UAA Board of Advisors

UAA Master Plan Steering Committee

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University of Alaska Anchorage
CAMPUS FACILITIES MASTER PLAN UPDATE 2009

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Note on the Highlighted Edition:

In this edition of the campus facilities master plan, all text that has been changed from the 2004 master plan is printed in dark blue, so that such changes are evident.

TABLE OF CONTENTS

INTRODUCTION

Preface	2
Chancellor’s Message	3
Purpose	4
Summary of Changes	5
University Mission	6

EXECUTIVE SUMMARY

Master Plan Provisions	8
------------------------	---

PURPOSE, COMMUNITY CONTEXT, & PROCESS

Regional and Community Context	16
The Statewide System	18
Why a Campus Master Plan?	19
Previous Campus Master Plans	20
Process	22
Scope	23
Communication with Interest Groups	24
Community Campus Consultation	25

GUIDING PRINCIPLES

Guiding Principles	30
--------------------	----

DESIGN GUIDELINES

Architecture:	
-Northern University	34
-Building Siting and Orientation	34
-Building Uses and Activity	35
-Building Configuration and Appearance	35
-Building Structure	35
-Building Stewardship and Sustainability	35
-Accessibility for the Disabled	36
-Service Areas	36
-Campus Housing	36
Landscape and Amenities	
-Landscape and Amenities	37
-Circulation	38
-Parking Facilities	38
-Pedestrian Access	39
-Bicycle and Ski Access	39
-Public Transit and Shuttle	39
-Roadways	39
-Public Art	39
Environmental, Sustainability, and Cultural	
-Cultural	40
-Hierarchy of Open Space	40
-Social Interaction	40
-Recreational Facilities	40
-Building Clusters	41
-Centers of University Activity	41
Signage and Wayfinding	
-Signage and Way-Finding	42
-Emergency Access	42

CAMPUS HISTORY

The Early Years	44
Recent Changes and Current Status	46

ANALYSIS OF EXISTING SYSTEMS

Current Configuration of Campus Buildings and Conditions	50
Current Land Use	55
Building Inventory Review	56
Property Aquisition, Disposal, and Replacement Criteria	58
Existing Transportation Conditions	60
Parking Requirements	66
Natural Features and Landscape Architecture	68
Cultural and Environmental Characteristics	72
Existing Utilities and Services	78

PROJECTED ENROLLMENT & OTHER FACTORS

Future Student and Enrollment Based Projections	84
Facility Master Plan Analysis	85
Proposed Facility Zoning and Space Reallocation Criteria	86

OPEN SPACE, & INFRASTRUCTURE; LOCATION, SIZE & PURPOSE

Open Space, Natural Features, and Landscape Architecture	90
Environmental Site Characteristics	93
Circulation on Foot, Bicycle and Skis	96
End-of-Trip Facilities	99
Future Transit and Shuttle Services	100
Future Traffic Access, Vehicular Circulation and Parking	102
Utility Services and Systems	106

CAMPUS CONCEPT

Overview of Current Facilities	110
Facility Master Plan and Project Identification	111
Configuration of the Campus	112
Projected Facility Needs 2009 - 2018	117
Achievement of the Five Master Guiding Principles	120
Projected Facility Needs 2018 - 2028	121
Achievement of the Five Master Guiding Principles	125
Projected Long-Term Facility Needs	126
The UAA Campus Growth Models	129

CAPITAL PROJECT PRIORITIES

Capital Improvement Plan	132
Periodic Updating of the Master Plan	133

APPENDIX

Resource Location	136
Land Acquisition Map	137



INTRODUCTION

The University of Alaska Anchorage has an important role in providing higher education opportunities for the State of Alaska, the Municipality of Anchorage, and Southcentral Alaska.

Preface

This edition of the Campus Facilities Master Plan replaces that which was approved by the Board of Regents in 2004. This new edition was necessitated by a number of physical and organizational changes which are listed in the Introduction. The contents have been updated throughout, and reordered to conform more closely with the twelve elements of the Board of Regents criteria for master plan adoption, which are also listed in the Introduction.

Chancellor's Message

September 2009

Dear Friends and Colleagues,

Welcome to the UAA's Campus Facilities Master Plan 2009. The UAA Master Plan is a living document; it is our guide for how, where and why we expand the UAA campus. It's about how people move about campus and how people see the campus. It has to be flexible enough to support changes in our strategic and academic plans yet disciplined enough to respect the sense of place UAA is and not allow expedient decisions that are inconsistent with the plan.

UAA's 10 year horizon is bright with opportunity and growth. As we grow to meet the demands of the State's workforce we must do so sustainably, in harmony with our master plan and in cooperation with our U-MED and community partners.

Our 2009 Master Plan is the product of past planning's guiding principles and objectives, current strategic and academic plans and many conversations and discussions carried on across the university and the Board of Regents and the community since the 2004 Plan was inked. I want to thank all of the members of the university community who devoted their time, minds, and good will to this task. I especially want to thank State Wide Facilities Officer Kit Duke, Vice Chancellor Bill Spindle, Associate Vice Chancellor Chris Turletes of Facilities and Campus Services, Director of our Facilities Planning and Construction department Mike Smith, and our consultant ZGF Architects who have been involved with UAA master planning since 2002. I would also like to thank the members of the PBAC Facilities Sub-Committee for taking the lead in bringing this plan to successful completion.

I am excited to present UAA's Campus Facilities Master Plan 2009. Questions, concerns and comments should be directed to the Associate Vice Chancellor Facilities and Campus Services at 907-786-1110.

Fran Ulmer
Chancellor

Purpose

Since the UAA Campus Master Plan was drafted in 2003, a number of significant decisions have been made, four building projects have been undertaken, and a number of personnel and policy changes have occurred. The purpose of this master plan update is to respond to all of these changes with amendments to the text and graphics of the campus master plan approved by the Board of Regents in 2004. The intention is to present to the Board of Regents, for their approval, an updated version of the master plan that provides a sound and current basis for future decisions affecting the fabric of the Anchorage campus.

While the master plan was being updated, the Board of Regents Twelve Elements were adopted in October 2008. This prompted a further round of amendments and revisions to ensure full compliance.

Policy

12

Element

Note: Each of the Board of Regents Twelve Elements has been flagged (with the symbol shown here) at each relevant location in the campus master plan.

UA Board of Regents Master Plan Policy

A. Intent

The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide a framework for implementation of the academic, strategic and capital plans.

B. The Board of Regents Twelve Elements 05:12:030.B

A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

1. Projected enrollment and other factors affecting the need for facilities and infrastructure;
2. General areas for land acquisition and disposal;
3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;
4. Demolition of buildings, structures, and facilities;
5. General location, size, and purpose of new buildings, structures, and facilities;
6. Guidelines for landscaping;

7. General location and intent for open spaces, plazas, etc.;
8. Guidelines for signage, both freestanding and on buildings and structures;
9. Architectural guidelines for all buildings, structures, and facilities;
10. Environmental and cultural issues, ADA access, and energy conservation;
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and
12. General priorities for capital projects.

C. Development; Review and Update; Revision, and Amendment

1. Development: The administration will implement a process for development of the campus master plan that allows for participation by the local government and members of the university community, to include faculty, staff and students.
2. Review and Update: A campus master plan will be reviewed and updated on a five to seven year cycle.
3. Revision and Amendment: A campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

D. Purpose and Function; Renovations

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

Summary of Changes Reflected in the Campus Master Plan Update

The goals, objectives and principles that form the basis of the 2004 campus master plan rest on an extensive series of consultations in 2003. We held a series of 45 meetings with the various constituencies that have an interest in future campus facilities. This foundation of the plan is not concerned with individual projects and improvements, but with the underpinnings of the whole institution, and so remains unaltered in the 2009 update.

Changes since 2004 are both physical and organizational. Physical changes that have occurred or are expected to occur in the near future include the following:

- ANSEP Building completed and occupied;
- Integrated Science Building and adjacent parking garage completed;
- Health Sciences District Plan amendment completed, approved, and ground broken for the first new building;
- Siting and preliminary design for the new Sports Center completed;
- Implementation of the campus core loop road begun;
- Municipality of Anchorage (MoA) plans extension of a road from APU across UAA property to connect with Providence South Loop Road. The new road would intersect with Elmore (formerly Bragaw) and Providence East, passing north of UAA residence halls and Sharon Gagnon Lane.
- Sports and Housing Sector Master Plan amendment completed and approved.

Organizational and policy changes include:

- Changes in Senior Administration at the University;
- Changes in enrollment projections;
- The 2006 Utilities Study, conducted by HGA;
- Changes in the State economy and thus of campus improvement funding prospects;
- Changes in regional political leadership that may reopen arguments for northward extension of Elmore (formerly Bragaw) to Northern Lights Boulevard with consequent division of the campus,
- The UAA 2017 Strategic Plan,
- The UAA Academic Plan 2009-2013.

Summary of Updates

All plans of the campus in the 2009 master plan have been updated to reflect changes that have occurred or have been confirmed as of the date of corrections. Thus all the proposed Health Sciences building footprints are shown although none has yet been constructed. A current aerial photograph of the district has also been included (see page 22).

In order to clarify the potential for siting new development and redevelopment on campus, a new plan has been added on page 77. The Long Term Development Opportunities plan depicts remaining tracts of developable land, and large sites that could be assembled from previously developed land, comprising surface parking lots, obsolete structures and under-developed sites. It complements plans prepared in 2003 that show wetlands and proposed conservation areas.

Notable among new plans in this 2009 update of the master plan are those showing potential siting of new and expanded facilities phased over three periods: 2009-2018, 2018-2028, and after 2028. These reflect changes in the priorities for improvements as they currently stand. A composite of these plans appears on page 13.

As stated above, no changes have been made to the guiding principles that form the basis of the campus master plan. Minor amendments have been made to the 'Master Plan Recommendations' section to render them consistent with the master plan as a whole.

A list of resource document web addresses and the Land Aquisition Map appear in the Appendix.

ZGF.

University Mission

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

Approved by the University of Alaska Board of Regents September 19, 2007

EXECUTIVE SUMMARY



*A view of the Chugach Mountains
from the UAA campus.*

Executive Summary of the Master Plan Provisions

Purpose

Since approval of the 2004 Campus Facilities Master Plan, a number of circumstances have changed, and relevant new information has become available. These changes, listed in the Introduction, prompted substantial updating of the master plan in 2008. In October of that year, the Board of Regents adopted twelve policy elements that should be addressed by the campus master plan. This 2009 Campus Facilities Master Plan includes all the updates made in 2008 and has been further amended in 2009 to conform to the recently revised UA Board of Regents Policy on Master Planning.

Board of Regents Policy Elements

The twelve campus master planning policy elements adopted by the Board of Regents are enumerated in the Introduction. The Guiding Principles section describes UAA intent for growth, development and sustainability of the campus, factors alluded to in several of the Board of Regents policy elements.

It is necessary to investigate and understand many aspects of context before developing a campus master plan. This is often called an 'environmental scan'. UAA accomplished much of this through the meetings held in 2003, through investigation of the developmental history of the campus, and through other activities. The community context, (Board of Regent policy element 11, page 15), is described in 'Purpose, Community Context, and Process and the historical context is recorded in section 'Campus History'. These sections provide critical information not only for the campus master plan but also for development of the UAA Strategic and Academic Plans. These latter documents are principal drivers for shaping the physical planning proposed in the campus master plan.

The evaluation of institutional statistics, including projected enrollment and other factors affecting the need for facilities and infrastructure (Board of Regents policy element 1, page 83) helps UAA to determine the need for new facilities as well as to make decisions regarding remodeling and replacement of existing buildings. The campus master plan addresses these factors in the section 'Projected Enrollment and Other Factors'.

Prior to developing and finalizing the physical layout for the campus plan, it is necessary to apply enrollment projections to quantify the need for physical facilities and infrastructure, to develop the approach for campus growth and development (Board of Regents policy element 3, page 89), to make decisions about preservation of open space (Board of Regents policy element 7, page 89), and to determine how both the natural and built environments can be fully integrated. These principles are covered under 'Open Space & Infrastructure; Location, Size, & Purpose'. The overall scheme for campus development must also incorporate UA policy concerning land acquisition (Board of Regent policy element 2, page 49) which is addressed under 'Analysis of Existing Systems'. Demolition of existing buildings and infrastructure (Board of Regent policy element 4, page 58) covered in the same section under 'Property Acquisition, Disposal and Replacement Criteria'.

Prior to identifying and prioritizing specific projects for inclusion in the UA capital request, the disposition of each on the campus is investigated relative to other facilities, infrastructure, and natural features. This is summarized on the 'Proposed Facilities Master

Plan' map: an annotated plan of the campus included in this Executive Summary. This depicts general location, size and purpose for new buildings and infrastructure (Board of Regent policy element 5, page 111). Descriptions of each planned improvement are given in the 'Campus Concept' section.

Having established probable facilities needs, priorities among them are estimated (Board of Regents policy element 12, page 13). It should be emphasized that there are many factors affecting prioritization which lie beyond the scope of this master plan, so stated priorities are provisional. Priorities are summarized in the 'Proposed Facilities Master Plan' graphic in this Executive Summary on page 13. Projects from the initial planning horizon, 2009-2018, are incorporated in the UA six-year plan and capital budget request in accordance with Board of Regents policy and strategy for submitting budget requests.

Once funding is secured for projects, the design team and UAA project staff will apply the Guiding Principles and the Design Guidelines (Board of Regent policy elements 6, 8,9 and 10, starting on page 30) to develop projects that adhere to the intent of the UAA campus master plan.

The UAA campus master plan is intended to be a practical reference document that will be regularly used by administrative and facilities staff to guide all levels of decision-making for the betterment of the campus and the institution.



The original west campus buildings are sited in close proximity which allows for quick access between them during severe winter conditions. The garden quads between them give the west campus its special identity.

Campus Identity

The UAA campus gains a powerful identity from its natural setting; from the Chugach peaks to the east and the more distant Aleutian range to the west, the creeks, lakes and bogs with stands of black spruce and birch that occupy half the campus, and the sub-Arctic flora and fauna that inhabit the land. There is broad agreement among the University community and its neighbors that these valuable assets should be safeguarded. Nowhere else is a major university set in both a wild, northern landscape and a major city.

A challenge for the campus master planners has been to find a way to match this magnificence with the built environment. The linear arrangement of campus building stretches a mile from Lake Otis Parkway to the Fine Arts parking lot in the northeast. Student housing forms a separate group half a mile southeast of the Library.

Since the master plan of the mid-1970s, The Spine has been an organizing feature of the campus core. Successful though this has been, an unfortunate consequence is that parking lots and the backs of buildings confront most visitors as they approach the campus along Providence Drive. An objective of the master plan is to orient new buildings both towards Providence Drive and forwards views of the Chugach, and to remove parking to locations that are inconspicuous yet convenient.

There are elements of the campus of iconic quality that help to organize its overall form. The Spine for enclosed pedestrian circulation is one, the lawns and gardens at the center of the western campus provide another. A remarkable feature of the campus is Chester Creek and its wooded margins that pass under the Spine.

Remodeling, replacement and addition of new buildings will provide an opportunity to create greater density at the campus core, and to make it more pedestrian-friendly. The view from the street will be of a vibrant university in place of today's parking lots.

Guiding Principles

The Master Plan identifies a series of guiding principles that are fundamental to appropriate and consistent design on the campus. Arising from these is a series of key design guidelines. The guiding principles on page 30 have directed the master plan process; the key design guidelines beginning on page 34 are intended to steer implementation of the master plan to fulfill the guiding principles.



Consistent signage is a way to promote a clear identity for the University in an otherwise diverse campus.



The new library addition is an imaginative example of northern sub-Arctic architecture.

Campus Identity - Place and Architecture

As UAA and its neighboring institutions continue to grow, the whole University Medical District (U-Med district) will assume the appearance of a single huge and diverse campus. There are aspects of this that will benefit UAA, such as the practical training opportunities available to students at Providence Alaska Medical Center (PAMC), Alaska Psychiatric Institute (API), McLaughlin Youth Center (MYC), Alaska Native Tribal Health Consortium (ANTHC) and Alaska Pacific University (APU). The collective strength of these institutions, together with UAA, give the whole a scale and importance of national significance. However, it is nonetheless important that UAA should maintain its identity within this complex.

Because street access to UAA is shared by other institutions, it would be inappropriate to span them with UAA gateways. However, other strong visual signals can distinguish the University from its neighbors. One means is the recently adopted way-finding system that will visually unify everything from monument signs and banners to building and room identification.

Architecture offers one of the strongest means of conveying the pride and purpose of an institution. Consistency in the scale and orientation of buildings can be achieved through careful orchestration of new building and remodeling efforts.

UAA has a very rich mix of architectural styles, and is about to embark on two decades of building and rebuilding that have the potential to transform the appearance of the campus. Discussions of values among the University community have confirmed a conviction that the architecture of the campus should remain diverse, yet express an appropriate hierarchy and order. The architecture should be expressive of its functions. The buildings should be unequivocally of a northern, sub-Arctic city. They should welcome scarce winter daylight, yet should moderate the heat of the summer sun. Buildings should be attached to the natural landscape through sweeping views of it and more intimate, close-in views of nearby trees and glades.

Some buildings should be taller than others to conserve space near the dense core of the campus, and provide visibility to the campus from outside the district. Building materials should be sustainable, should blend with the environment and be able to cope with climatic extremes. The architecture should properly represent the University's aspirations to increasing excellence in all that it does.

This plan provides a set of Design Guidelines for campus development. The Guidelines both critique major existing facilities, and respond to the desired characteristics of future buildings outlined above. They address issues of siting, orientation, functionality, sustainability, and maintenance as well as image and scale. Consistent signage is a relatively inexpensive way to confer consistent identity on a diverse campus.

Growth and Campus Land Use

UAA enrollment is projected to increase by a third over the next twenty years, and similarly vigorous growth can be expected of neighboring institutions and communities. Pressure will mount for the development of any and all legally developable land. An immediate priority, therefore, is for UAA to determine which parts of its campus can and should be developed, and which should be kept in their natural state. Are there any adjacent properties that should be acquired to maintain key natural buffers? The adopted U-Med Plan has imposed zoning protections on certain high value natural areas, such as Chester Creek and its wooded margins. The campus master plan determines what other areas merit long term protection, and conversely, how new facilities can be sited, oriented and configured to complement the natural landscape.

The campus master plan locates facilities projected to be needed over the next twenty years so that they can function efficiently with existing facilities. In some cases it locates compact groups of facilities that are effectively interconnected within the landscape. Parking is sited peripherally to these so that it is convenient yet unobtrusive. Long winters demand close proximity of buildings for easy and comfortable circulation between them. Parking will be peripherally located so that it does not lengthen trips between buildings by separating them. While buildings should be close to one-another, they should be sufficiently spaced to take full advantage of winter daylight and views.

Major features of the natural landscape are important to the identity of UAA, and views of them that should be protected have been identified. Major features include the Chugach peaks, Goose Lake and its surrounding wetlands, Mosquito Lake, Chester Creek and associated woodlands. Views of these are valuable assets to be exploited by appropriate orientation of buildings and placement of windows.

Long term edges of campus development are identified in the master plan, and it is recommended that green buffers be conserved or planted to protect and separate facilities from future outside encroachments. The image of an urban university in a wild Alaskan landscape is compelling but incomplete. By extending the natural landscape as a green buffer around the perimeter of development, the identity of the campus will be strengthened. In some places, plantings will literally extend the natural landscape; in others, more controlled, man-made landscaping will be appropriate.



Alumni Drive forms an edge to Mosquito Lake and its surrounding wetlands. Glimpses of the lake from nearby buildings enrich the sense of place that is unique to the University.

Prioritizing Facility Improvements

The *Facilities Master Plan* (opposite page) reflects a consensus on the facilities that are likely to be necessary to meet academic and student life needs over the next twenty years. There are many variables that could change the mix and priority of improvements. Notable among variables is a significant change in enrollment growth rates, and the unpredictability of project funding. That being so, it would be prudent for the University to be in a position to implement any of its high priority improvements whenever favorable circumstances might occur. It is recommended that the top priority projects be confirmed, and programming of space needs for each be undertaken immediately. Also, that site alternatives analyses for top priority facility improvement projects be conducted, and that ancillary improvement costs be identified. Advance site selection will provide important cost information on site related improvements, such as replacement of displaced circulation, parking and other facilities.

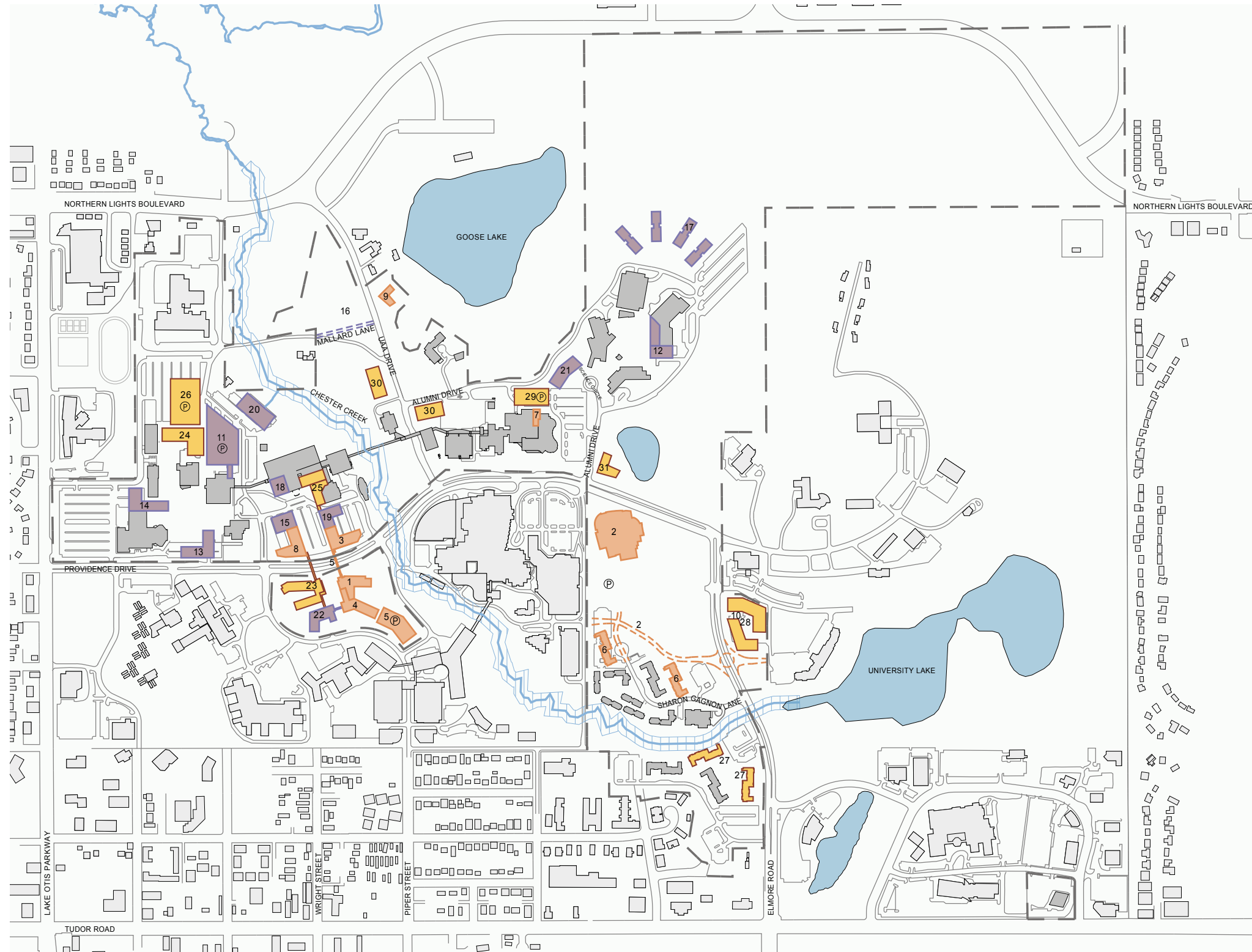
Long Range Planning

Academic and Strategic Plans are periodically updated, and changes in them will direct updates in the campus facilities master plan. As the University grows and matures, programs will necessarily become broader in their reach; graduate and post-graduate programs can be expected to gain in importance. Keeping and retaining quality faculty sometimes requires a commitment to research, either within the University or in nearby public or private ventures. These changes should be anticipated, and some are already being addressed. Policy to encourage graduate schools and research facilities to develop in locations peripheral to the undergraduate core of the campus, or alternatively to integrate them, should be clearly articulated.

Many institutions have chosen peripheral locations for such pragmatic reasons as availability of parking and flexible development sites. Some have subsequently regretted the lost opportunities that integration with undergraduate programs can bring. Among those lost opportunities are better student retention, due to engagement with research and with workplace-experienced peers, and access to special equipment. Other potential benefits include raised undergraduate instruction standards through exposure to post-graduate faculty and equipment; the availability of quality adjunct faculty drawn from advanced degree students and researchers; the ability of researchers to attract funding from sources not otherwise available to the University.

It may be decided that certain graduate programs and researchers belong within the campus proper, and that others properly belong elsewhere in the community. Clearly this decision will have a direct effect on the disposition of building sites and facilities over developed portions of the campus. It will thus limit development opportunities for other uses.

Facility Master Plan



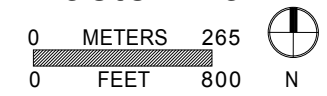
- 2009 - 2018**
 - 1 - Health Science Building Phase I
 - 2 - Sports Arena, Parking Facility, and Vehicle Circulation Improvements
 - 3 - Engineering Building, Phase I
 - 4 - Health Science Building Phase II
 - 5 - Health Science Parking Facility, Support Facilities, and Pedestrian Bridge across Providence Drive
 - 6 - Student Housing
 - 7 - Library and Native Student Resource Center
 - 8 - Honors College and Classroom Building
 - 9 - Chancellor's Residence
 - 10 - ULB Annex

- 2018 - 2028**
 - 11 - West Campus Parking Facility
 - 12 - Fine Arts Building Expansion
 - 13 - Eugene Short Hall Replacement
 - 14 - College of Education Learning Lab
 - 15 - Administration, Alumni Relations, and Visitor Center Building
 - 16 - Facilities Warehouse and Yard, and Mallard Lane Realignment
 - 17 - New Housing
 - 18 - Student Recreation Center Expansion
 - 19 - Engineering Phase II
 - 20 - Classroom Building
 - 21 - Science Building
 - 22 - Health Science Building Phase III

- Long-Term (after 2028)**
 - 23 - Health Science Building Phase IV
 - 24 - Gordon Hartlieb Hall Replacement
 - 25 - Student Life Building Expansion
 - 26 - Far West Campus Parking Facility
 - 27 - Student Housing
 - 28 - Conference / Meeting Facilities
 - 29 - Parking Garage Library Lot
 - 30 - Sciences and Engineering Classroom Buildings
 - 31 - Faculty Club

- P Proposed Parking Facilities
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries

Proposed Facilities Master Plan





**PURPOSE, COMMUNITY
CONTEXT, & PROCESS**

Alaskans of all ages are discovering the practical advantage of continuing education at UAA. As programs and facilities are developed to meet those needs, so it will become the university of first choice, and a model northern university campus.

Regional and Community Context



The vastness and diverse landscape of the State of Alaska continues to attract visitors and soon-to-be residents.

State of Alaska

In 1896 the discovery of gold in the Yukon Territory of Canada fired the imagination of the world. This brought literally thousands of gold seekers through Alaska on their way to the gold fields. Another strike was found in Nome, several in the Interior of Alaska along the Yukon River. The last major discovery brought Fairbanks into being in 1902. With the vast influx of people into Alaska, Congress had to apply Civil Codes and establish laws in the Territory. In 1902 the Alexander Archipelago Forest Reserve was created which became the Tongass National Forest in 1907.

Alaska gained Territorial status with the United States Congress on August 24, 1912. This gave Alaska a say in the laws that were being passed to administer the Territory. Expectations did not pan out; with Territorial status there was a period of economic and population decline. The Alaska Railroad was built between Seward and Fairbanks between 1914 and 1923. Copper was shipped from the Kennecott Copper Mine to Cordova between 1911 and 1938. In 1935 Federal subsidies were provided to farmers from the Midwest and Dust Bowl to settle the Matanuska Valley Colony.

World War II brought a short-lived influx of military personnel and a boom in building within the State. With the end of the war there was a decline in military personnel, which resulted in a short-lived recession. The Cold War then began to escalate in the late 1940's and brought about tremendous population and economic growth due to defense spending by the U.S. Government.

The most important result of all this activity was the movement for statehood. In 1949 the Alaska Statehood Committee launched a campaign which brought about the Alaska Statehood Act which was signed by President Eisenhower on July 7, 1958. On January 3, 1959, Alaska was officially proclaimed the forty-ninth state of the Union. From 1959 to present, Alaska has had a succession of economic booms with timber, oil, seafoods, and the tourism industries.



The Municipality of Anchorage occupies a bowl sited between the Cook Inlet and the Chugach Mountain Range.

The Municipality of Anchorage

Anchorage is situated between the Chugach Mountain Range to the east and the Cook Inlet to the west. It was incorporated as a city in 1920 and by 1929 had 2,700 residents. Until the start of World War II, Anchorage was a steadily growing frontier town. After the bombing of Pearl Harbor, the city found itself near the front lines of the conflict. This situation brought thousands of soldiers and workers to the Anchorage area to help in the war effort. Infrastructures including roads, airfields, communication towers, and utilities were constructed at this time to provide services necessary for the war. The population of Anchorage grew from 8,000 to 43,000 during this time.

This newly constructed infrastructure became the framework for Anchorage's development. Anchorage's population has continued to rise becoming the state of Alaska's largest city. **As of the 2005 Census update**, the current population of the Municipality of Anchorage is around 277,000 residents, which accounts for 41 percent of the State's population.

Anchorage's economy is diverse, being the State's primary transportation, communications, trade, service, and finance center, and accounts for 47 percent of the State's employment. Also a large majority of the State's government workers are employed in Anchorage and the same is true for federal government employees.

In 2001 the Municipality of Anchorage adopted "Anchorage 2020, Anchorage Bowl Comprehensive Plan." This comprehensive plan has many goals and values that are directed towards the district in which the University of Alaska Anchorage is located. It strongly supports growth of the University with its infrastructure, education and research opportunities. The plan also directs transportation and development priorities for the University and Medical District, because of the importance this district and its institutions have to the Anchorage Bowl. **In June 2004, the Municipality of Anchorage published a draft of its rewritten land use and development code, Title 21. The University continues to monitor the drafts. The new Title 21 is due to come into effect in 2009.** As the Municipality of Anchorage grows in population and wealth, the University and Medical District will become increasingly important to continued success. The University of Alaska Anchorage can therefore expect ever greater demands for sophisticated education and research.

The Universities and Medical District (U-Med) Framework Master Plan was prepared in 2003 in collaboration with representatives of the communities and institutions that occupy the 1300-acre district. An issue of fundamental importance was whether or not Bragaw Street (now named Elmore Road) should be extended north through the district to intersect with Northern Lights Boulevard. The consequences of developing the road, and of not developing it, were explored in some detail. The near-unanimous conclusion at that time was that the negative effects of the road extension on the district would far outweigh any benefits. The U-Med Plan was adopted by the Assembly by ordinance in October 2003.

The Statewide System



History of the University of Alaska

Alaska was still a territory in 1915 when the United States Congress set aside federal lands near Fairbanks for a land-grant college. In 1917, Alaska's territorial legislature approved a statute establishing the Alaska Agricultural College and School of Mines which opened in 1922. In 1935, the institution was renamed the University of Alaska.

The University of Alaska System, which covers an area one-third the size of the mainland United States, is governed by an 11-member Board of Regents appointed by the governor and confirmed by the legislature. All but the student regent, who serves a two-year term, serve for eight-year, staggered terms.

The Board reviews and approves educational policy, degree programs, campus development, and budget requests. The Board appoints the president who is responsible for the administration of the System and serves as executive officer of the Board of Regents. The president's immediate staff consists of a vice president for finance and planning, vice president for university relations, and a general counsel. The System office is located in Fairbanks.

The UA System

There are three universities in the System: University of Alaska Southeast, University of Alaska Anchorage, and University of Alaska Fairbanks. Each is headed by a chancellor who reports to the president.

The University of Alaska Southeast (UAS) serves students in Southeast Alaska, with the main campus in Juneau, branch campuses in Ketchikan and Sitka, and outreach locations throughout the region. UAS has cooperative agreements with the Yukon Territory and provides degrees to military personnel via distance-delivered coursework. UAS has exchange and cooperative agreements with over 100 international institutions around the world through its international education consortia affiliations.

The University of Alaska Anchorage (UAA), based in Anchorage, also has campuses in the Kenai Peninsula, Kodiak, Matanuska-Susitna Valley, and Prince William Sound. Instruction is also offered in numerous other sites in Southcentral Alaska and the Aleutian Chain. UAA has exchange and cooperative agreements with Japan, Korea, Finland, Canada, China and Russia.

The University of Alaska Fairbanks (UAF) serves the Interior, and is a Land, Sea and Space Grant Institution. In addition to the main campus in Fairbanks, UAF oversees the Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and the Tanana Valley Campus. UAF has exchange and cooperative agreements with Japan, Denmark, Russia, Sweden, Venezuela, Mexico, and Norway.

Why a Master Plan?

Recreation is a vital component of campus life in every season, but facilities that can be used through the long winter are particularly important.



Students enjoying one of the many informal meeting spaces of the University of Alaska Anchorage Campus.

Chester Creek in the wintertime viewed from the UAA elevated spine, an important natural resource to the University of Alaska Anchorage Campus.

Master Plan Purpose

The purpose of the Campus Facilities Master Plan is to provide a philosophy, guidelines, and a physical structure for the ongoing development and redevelopment of the university campus. UAA's Master Plan provides a vision for the campus over the next twenty years. It preserves flexibility in the exact location of various uses, and through a set of goals and objectives, it clearly describes an overall form for the campus as new projects are developed. The goals, objectives, framework plans, and design guidelines are intended to assist UAA in planning for rational, orderly growth, and redevelopment of its campuses in Anchorage and elsewhere.

It is the intent of the Master Plan to acknowledge current planning efforts in the community while forging a more interactive relationship between UAA, its neighbors, and the Municipality of Anchorage. UAA has developed many significant ties with regional groups rooted in Anchorage and throughout the State of Alaska. Suitable partnerships could leverage complementary resources of both UAA and outside groups. This effort can bring new investments to the University, while expanding UAA's influence and contribution to the larger Anchorage and Alaskan communities.

Previous Master Plans

UAA mid-1970's Campus Master Plan

A master plan was prepared in 1974-76 linking the Junior and Senior Colleges as a linear campus. The master plan comprised a series of large format plan drawings which addressed land uses and future

expansion. It was intended that weather-protected links would connect all buildings. The Spine was to become a place of social interaction as well as a convenient and comfortable circulation route.

UAA 1991 Campus Master Plan

The purpose of the 1991 plan was to guide UAA as it developed over the next 25 years. A visual representation of the planning goals and direction that UAA should follow in order to reach those goals was presented in that plan. The plan was open and general in that it did not specify implementation in detail. It did, however, establish a logical structure to guide growth.

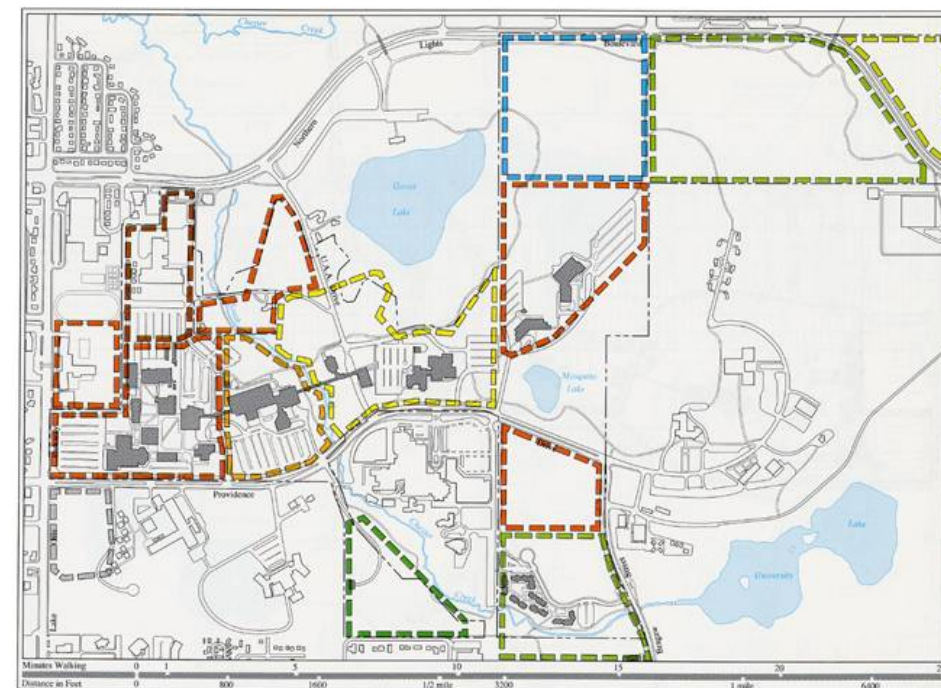
Building programs developed by UAA to address then current needs were included with their potential siting. The 1991 plan, however, did not develop a comprehensive list of building projects to meet UAA's future needs due to the possibility of programming changes and the unpredictability of funding levels.

The 1991 plan was quite extensive in its review of the existing facilities and surrounding natural environment. By design, the 1991 UAA Master Plan was more of an inventory master plan than a strategic master plan. The 1991 plan was reviewed and accepted by the UA

Board of Regents. The University was not required to present their plan for approval to the Municipality, although MoA welcomed the opportunity to anticipate developments that would occur on the campus for which permits would be needed for construction.

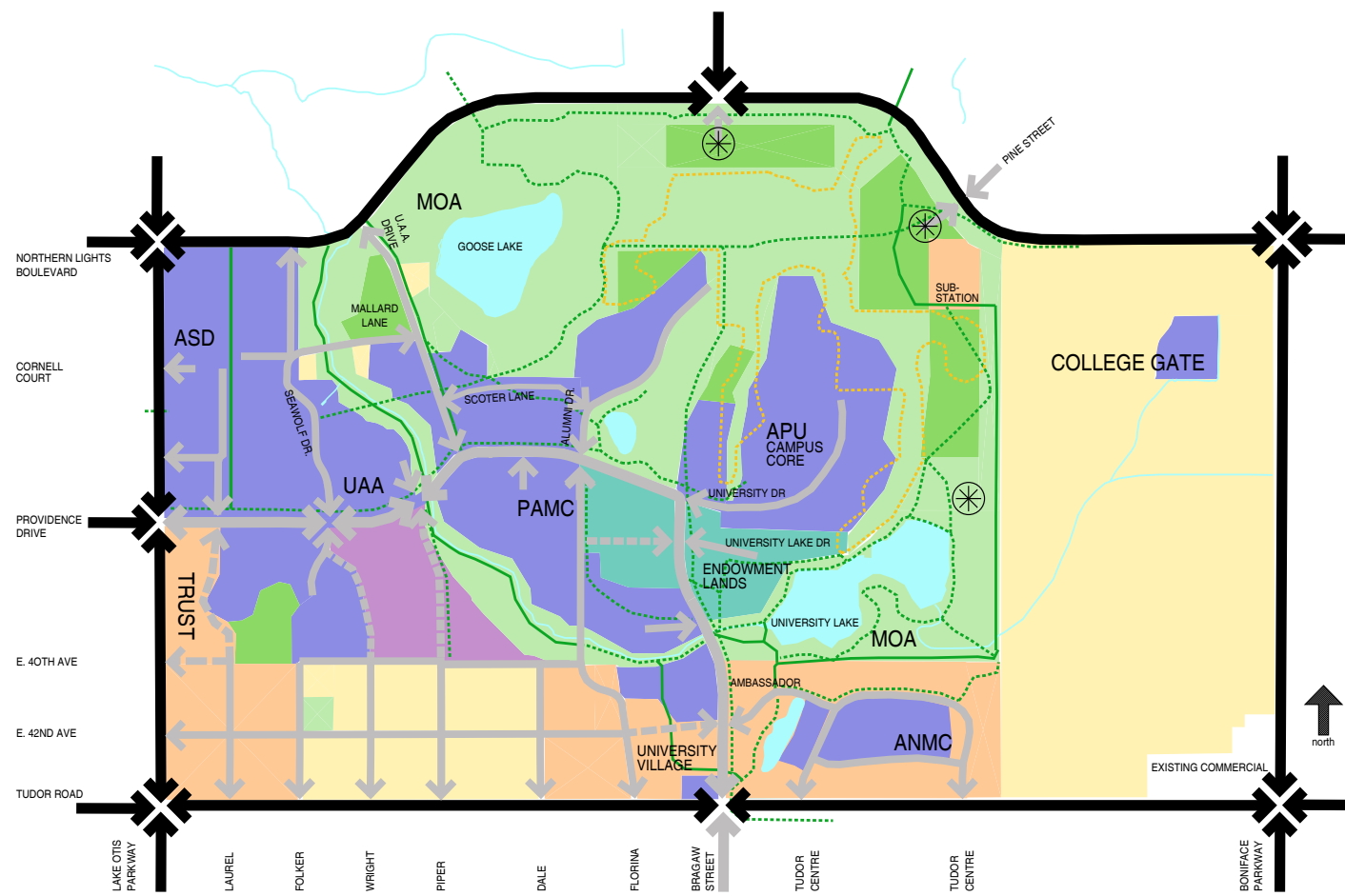
UAA 2004 Campus Master Plan

The 2004 master plan updated the inventories of its precursor, and through an extensive series of meetings with different constituencies in and around the campus, developed strategic goals, specific objectives and recommendations for implementation. While design principles presented in the 2004 master plan remain valid, a sufficient number of circumstances have changed to necessitate this overall update of that plan.



- Academic and Library (Campus Core)
- Administration and Student Services
- Academic (Upper Level)
- Vocational-technical
- Athletic and Parking Garages
- Research
- Student Housing
- Physical Plant
- Parking Garage

The University of Alaska Anchorage 1991 Master Plan shows proposed campus zoning for the years 2008 to 2015.



KEY

PREDOMINANT LAND USES	
	PRESERVATION OPEN SPACE
	DEVELOPMENT RESERVE
	DEVELOPMENT PRIORITY
	REDEVELOPMENT PRIORITY
	INSTITUTIONAL
	MIXED-USE COMMERCIAL
	RESIDENTIAL
	EXISTING TRAIL
	APU SKI TRAIL
	PROPOSED OR ENHANCED TRAIL
	REGIONAL CIRCULATION
	DISTRICT CIRCULATION
	DISTRICT CIRCULATION RESERVE
	possible access points evaluated by the East Anchorage Study of Transportation

The University and Medical District Recommended Framework Master Plan, 2003.

Universities and Medical District Framework Master Plan

The Universities and Medical District Framework Master "U-Med" Plan component of the city's Comprehensive Plan is for the 1,130 acre district that includes Anchorage's principal universities and medical campuses, approximately 2 1/2 miles southeast of downtown. The U-Med District is located on the east side of Lake Otis Parkway and west of the Pine Street utility corridor; between Tudor Road and Northern Lights Boulevard. The College Gate neighborhood appears on the map, but is not included in the planning area.

The U-Med District Framework Master Plan was funded by the Municipality of Anchorage, Mental Health Land Trust Office, Providence Alaska Medical Center, and University of Alaska Anchorage. The purpose of this study is to identify and reconcile the objectives and priorities of institutional, residential, commercial, and natural environment interests in and adjacent to the Universities and Medical Campus District.

The U-Med Plan replaced the 1983 Goose Lake Plan and was adopted as an element of the Municipality's Comprehensive Plan.

This graphic summarizes the agreed-upon plan for land uses and access throughout the U-Med District. The plan provides a basis for future actions taken by the Municipality, and by institutional and commercial property owners to encourage the development of a community of sustained viability and vitality.

The U-Med Plan evaluates the existing land use patterns and makes recommendations for future development. It evaluates the site's natural features and makes recommendations for their future treatment. The U-Med Plan also examines the interface between local and regional circulation systems to ensure that a proper balance is achieved between local and regional circulation goals.

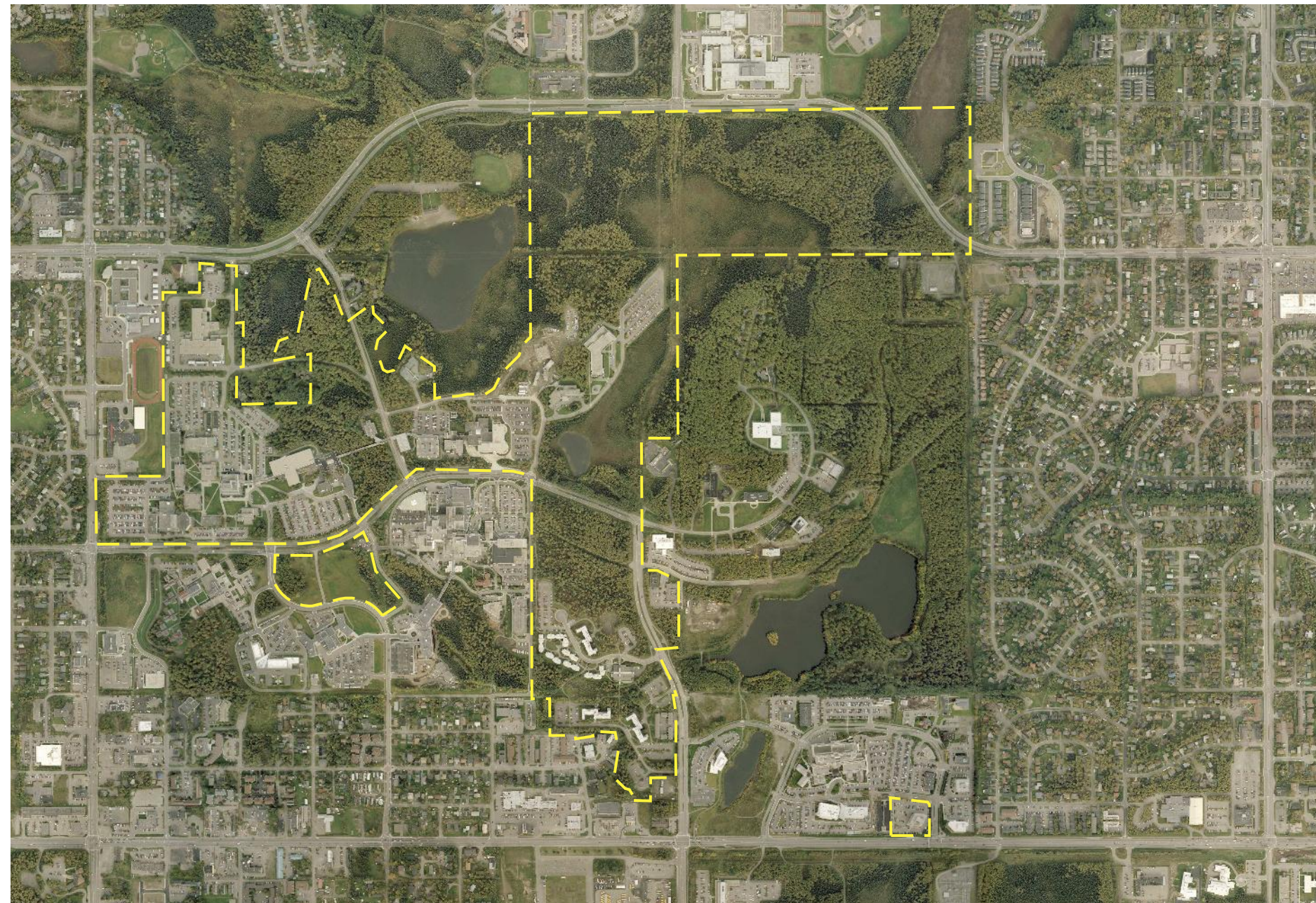
An important conclusion of the U-Med plan was that Bragaw Street (since renamed Elmore Road) should not be extended north from Providence Drive to Northern Lights Boulevard. This recommendation followed lengthy and detailed evaluation of the district, and the consequences that would attend extension of the street. The U-Med plan was approved by the Assembly, and is used by the Municipality to evaluate land use and development issues for UAA and for neighboring properties.

Process

Master Plan Steering Committee:

At the beginning of the Campus Master Plan process a group of individuals representing the faculty, staff and students of UAA convened to form the Campus Master Plan Steering Committee. Their purpose was to provide guidance for the master plan and advice to the consultant team. The Steering Committee generated the vision, goals and objectives for this Master Plan. The consultant team lead an extensive interview process of faculty, staff, and students of UAA, the UAA community campuses, and the neighboring institutions in the U-Med District. These interviews examined the various concepts and proposed facilities that were presented to the Steering Committee for their consideration. Feedback was documented and led to the continued refinement of the Master Plan. This process was found invaluable by the consultant team in addressing the diversity of programs offered at UAA and the fragile and important natural setting where the campus is located. Goals, objectives and facility priorities developed through this process have informed the Guiding Principles and Design Guidelines which should assure consistent implementation of the Campus Master Plan.

An aerial view of the U-Med District showing current boundaries of the UAA campus.



Scope



The course of Chester Creek through the district is marked by a band of tall trees.

Scope of this Document

The scope of this campus facilities master plan reflects its purpose: to provide a comprehensive context within which wise and informed decisions about campus improvements can be made. Each improvement should build towards a campus that closely matches future needs of the University.

This campus master plan assesses the capacity of University land to accommodate anticipated growth and development.

A campus master plan should be firm yet flexible. It should be firm in the sense of providing clear direction on the location and inter-relationship between facilities throughout the campus. Yet the plan should be sufficiently flexible to admit the inclusion of unanticipated facilities, and to accommodate changes in the sequence in which improvements are made.

The master planning effort began with collection of information about existing facilities: age and condition, the extent to which they fulfill their functions currently, and their capacity to be adapted to new or changing uses. A parallel effort concerned building a picture of probable facilities needs ten and twenty years into the future. **The Strategic Plan and subsequently the Academic Plan provided a sound basis for projected needs.** While much of this inquiry focused on academic programs and facilities, campus life and the place of the University in the community were also given central importance. Concepts illustrating how the campus might look in the future were based on this information.

This 2009 campus master plan includes updated **campus plans, additions and corrections to the supporting text so that the whole is made current. In particular, projections for new facilities have been updated for the periods 2009-2018, 2018-2028, and post-2028.**

It is important to be clear about what is not included in the scope of this document. As a strategic master plan for the campus, it is concerned with the general location of facilities, but not with the specifics of programming or configuration of buildings. Thus the footprints of future buildings shown on plans in this document are diagrammatic; they show the approximate size, location and orientation of each building as currently understood. Issues such as access, views, scale and context were considered, and contributed to proposed locations and orientation.

Although the consultant team held numerous meetings with faculty, and with them projected probable future needs, this is in no sense an academic master plan. The development of academic programs is entirely outside the scope of this document, although assumptions about the size and nature of programs must be made before facilities to accommodate them can be described. The campus facilities master plan amalgamates the needs of academic and non-academic programs, and organizes them in a way that will effectively accomplish the goals that underpin this effort; **among them the U.A. Board of Regents' Master Plan Policy.**

Each of the community campuses associated with UAA was visited, and future facilities needs were assessed. Relative to the Anchorage campus, each had few buildings, and listed specific facilities requests. Information on all the community campuses is included in the UAA campus master plan because they are components of this institution. **Each community campus will have a campus master plan prepared that is consistent with the UAA Strategic Plan 2017.**

Communication with Interest Groups

Starting in February 2003 through June 2003 the UAA Master Plan consultant team met with UAA faculty, staff, and students, the neighboring institutions of UAA, the U-Med Community Council, UAA Community Campuses, and the Anchorage Municipality Planning Department. Listed in alphabetical order are the entities interviewed by the consultant team. [In the course of updating the 2004 document, a series of additional meetings and interviews was held, including two reviews with the Board of Regents.](#)

This index includes all numbered meetings and community campus visit meetings conducted through June 17, 2003. Notes of each meeting and a consolidated digest of meeting findings were provided to the Campus Master Plan Steering Committee.

AHAINA	Faculty Forum (2003 & 2008)	Native Student Services
Alaska Native Studies	Financial Aid	Nursing
Alaska Native Tribal Health Consortium	Health & Social Welfare – College of	Office of Institutional Planning, Research and Assessment (OPRA)
Alaska Psychiatric Institute (API)	Housing & Dining	Open House for Faculty and University Staff (First) (2003 & 2008)
Alumni Services	Housing	Parking
Anchorage Public Schools	Human Resources	Physical Education & Recreation
ARC	Humanities	Police - University Police
Arts & Sciences – Department of Arts	ICHS	Prince William Sound Community College
Athletics	Information Technology Services	Providence Alaska Medical Center
Budget & Finance	Institutional Planning, Research & Assessment - Office of	Psychology
Business & Public Policy - College of Business Services	ISER	Research Institutes
Campus Safety Committee	Kachemak Bay Campus, Kenai Peninsula College, Homer Campus	Residence Life
Chemistry	Kenai Peninsula College	Residential Students - Open Forum
Community Council Meeting (2003 & 2008)	Kodiak College	Sciences & Research
Community and Technical College	Land Management	Scientific Research - Council on
Council on Scientific Research	Learning Resources	Student Clubs
Democracy - Center for Diversity & Compliance	Liberal Studies	Student Governance
Eagle River Community Campus	Library	Student Life
Education – College of	Management Team	Student Orientation
Engineering – School of	Matanuska – Susitna College	Student Services
ENRI	Mathematical Sciences	Summer Programs
Enrollment Services	McLaughlin Youth Center (MYC)	Theatre
Environmental Sciences	Media Board	Undergraduate Research
Facilities Scheduling	Municipality of Anchorage (MoA)	University Advancement
Facilities Planning and Construction	Music	University Community Council Meeting
		UA Board of Regents
		Vice Chancellor for Administrative Services- Office of the

Community Campus Consultation



The existing campus at the Kenai Peninsula College in Soldatna occupies a large wooded site.

In April 2003, the consultant visited each of the five UAA community campus sites, meeting with the director, staff, faculty and students, and inspecting facilities at each campus. The focus of those visits was to gain an understanding of the programmatic objectives of each, and to assess, in a general way, the adequacy of the facilities available. To varying extents, each community campus was found to prepare students for advanced education at the main campus in Anchorage. They also fulfilled local education needs for students who are place-bound in a local community, and are unlikely to pursue higher degrees elsewhere.

Facilities and campus conditions at the five community campus sites have little in common with one-another, and their directors must respond to very different demands to those experienced at the Anchorage campus. Most directors have clear ideas about improvements to facilities that they would like to implement in the near future.

A challenge faced by each of the community campuses was how to meet the educational needs of those who reside in remote villages. Training of locally based health care providers, and training in basic mechanical skills and equipment use are common concerns. Another is how to effect a comfortable transition for students from the small and tight-knit communities in which they have grown up to the much larger and more open community of the UAA main campus, where their higher education can lead. The role of the community campus in this transition is a key one, and directors have given much thought to how it might be effected. Most have concluded that on-campus housing is a key component.

In March 2008, Land Design North was retained to develop a 10-year master plan for Kenai, Mat-Su and Prince William Sound Community colleges. Land Design North has visited all three campuses and has conducted in-depth meetings with the director, faculty, staff, students and community council members. Capital projects have been developed and prioritized and the master plans were completed in 2009.

An abbreviated description of each community campus is provided here to demonstrate the diversity of conditions addressed, and to provide a context within which campus master plan goals and objectives for UAA as a whole can be understood.

Prince William Sound - an affiliate college of UAA with its own accreditation (ten year review due in 2014). UAA partners with PWSCC for facilities management, financial aid, legal issues etc. Programming is independent, and focuses on vocational and technical subjects; a 'resource state' focus (2003 numbers).

- Enrollment 1500 headcount in Valdez, plus 400 in Cordova and 400 at Glenallen. 500% increase in the past ten years.
- 35% of funding (\$650,000 p.a.) is from the City. Alyeska partnerships meet specific training needs.
- "Keeping Alaskans in Alaska after giving them a good education." - Mayor.
- Native Alaskans comprise 20% of enrollment, drawn from 22 communities in 44,000 square miles of catchment area. Students graduate from village life here before moving to Anchorage, for which they are otherwise unprepared.
- Typical student is 37.5 years old with children and a job, so peak demand is for classes after 3:00 pm.

Kenai Peninsula College – serving the whole Peninsula, including Homer Community College (2003 numbers).

- Enrollment 1,900 (650 FTE, about 20% of the total KPC student enrollment). A two-year college between high school and either work or UAA.
- 7% native Alaskan enrollment would be greatly boosted by the addition of housing. Currently, students use housing at nearby Alaskan Christian College.
- Enrollment was boosted 7% by introduction of the Process Tech lab and program.
- Campus is 300 acres with riverfront, that is inconspicuous now, but should give identity to the campus. (Erosion problems must be dealt with).

Homer: Kachemak Bay Campus – the youngest campus, administratively an extension of the Kenai Peninsula Campus (2003 numbers).

- Enrollment 500 (FTE 119, about 25% of the KBC enrollment). Enrollment has grown 24% over the past ten years, during which the Homer community has grown by 26%.
- The college population includes both resident and visiting students, with a growing proportion of retirees. The highly educated retirement population is a good source of adjunct expertise.
- The Academic Plan has recently been completed. The primary focus will be on undergraduate studies in marine sciences (in collaboration with others), art, natural history and the sciences.
- Downtown visibility is important, but present accommodation does not project an appropriate image of higher education. We need to bring more people onto campus so that they can discover for themselves what we have to offer.
- Within the college, we need to facilitate greater interaction between faculty and students.
- As the average student becomes younger (currently 32), so student housing becomes a more urgent need. The plan is to have this provided by the private sector. The hotel might provide off-season accommodation under contract, as the spring term is busiest.

Matanuska-Sustina

- Enrollment is 1,700 of whom about 25% are full time (750 FTE). 63% growth is anticipated in the next ten years (27% in 5 years) (2003 numbers).
- Majority are working students, so peak class times are from 4:00 pm till 10:00 pm.
- Many students complete two years here and go on to UAA to complete their degrees, but resent the long drive and parking problems when they arrive. More would complete their degrees at Mat-Su if programs were available.
- Students often settle for whatever is available at Mat-Su rather than driving to UAA for the programs they want.
- Available land in the valley, and shortages in the Anchorage bowl, drive growth at Mat-Su. The campus is 940 acres.
- There is a strong demand for student housing from those who live in outlying villages.
- Allied Health and Nursing programs are particularly strong.
- Refrigeration Tech is a unique program taught at Mat-Su with application in the fishing industry.

Kodiak College - Kodiak College published both a Strategic Plan and an Academic Plan in 2006. This enabled UAA and its consultant to proceed with preparation of a campus facilities master plan which was completed in 2007 and updated in 2009 to comply with policy changes and has yet to be approved by the BOR.

- Enrollment of about 1000 is expected to double in the near future. The average student is 35, and two thirds are female.
- The campus is on 52 acres of spruce forest.
- Key faculty hires have been made to boost the proportion of native Alaskan students above 20%. It will also be necessary to keep village social groups together, and to do that, on-campus student housing has been requested. As it is, 60% of Native Alaskan students return for the second year – a good retention rate.
- Continuity of studies is uneven, due in part to staff rotations at the Coast Guard base – a major source of students.
- The College has encouraged twelfth graders who have finished many of their classes, to use their time to accumulate college credits. This has been a successful recruitment strategy.
- The general education level in Kodiak is higher than might be expected.



Kodiak College serves an island community that is largely dependent on fishing and Coast Guard activities.



The Kachemak Bay campus is an extension of the Kenai Peninsula campus serving Homer.



As more housing is developed in the valley, enrollment at the Mat-Su campus continues to grow.



GUIDING PRINCIPLES

The natural setting of the UAA Campus near Goose Lake and Mosquito Lake is important to the quality of the university environment.

Guiding Principles



An important value for UAA is stewardship of the natural environment that surrounds much of the university.

Our Mission

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

Our Core Values

UAA faculty, staff, students, and alumni are a community bonded together by these shared values: to advance learning and academic excellence; to engage our talents and knowledge in service to Alaska; and to act with integrity and good stewardship.

Our Aspirations

UAA aspires to become a frontier of learning, creativity and discovery – a university of first choice in Alaska and the Pacific Northwest.

Guiding Principles & Design Guidelines

The work of the Master Plan Steering Committee drew upon the mission, values, aspirations, and energy policy of the university to derive a series of *Guiding Principles*. These are statements of the responsibilities that the University has embraced. Each must therefore be reflected in successive campus improvements, through the *Principal Objectives* that follow.

The five Guiding Principles rest upon a series of academic and cultural values that are fundamental to UAA:

1. The university will increasingly be a driver for the economic, cultural and intellectual development of Alaska.
2. Alaskan natives' cultural traditions will continue to be celebrated as part of the Alaskan heritage of the campus.
3. Our academic directions embrace diversity in a university setting, modeling community and fellowship.
4. The University is committed to attracting and retaining Alaska's students.
5. The University will continue to be responsive to high demand state needs and programs that focus on Alaska's unique geographic location.
6. Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability.
7. The configuration of facilities on each campus shall stimulate synergy, communication and community.

8. Collaborative design will create an inspirational setting and cultivate strong campus communities.
9. At the main campus, support the U-Med District Plan.
10. The campus will continue the enclosed connectivity of academic buildings, achieving the objective of a pedestrian friendly campus.



The Spine carries pedestrians across Chester Creek and gives them an intimate view of the natural landscape without compromising environmental protection.

The Guiding Principles* which follow are consistent with those detailed in the Strategic Plan, but are framed to provide strategic direction for the campus master planning process. **Although derived from the 2003 Strategic Plan, the principles remain consistent with the vision and strategic priorities detailed in the Strategic Plan for 2017.** These guiding principles are applicable to both the main UAA campus and to the UAA community campuses. The campus master plan guiding principles are as follows:

**The Guiding Principles were developed in conjunction with the UAA Campus Master Plan Steering Committee, the UAA Board of Advisors, and the UAA Executive Administration.*



UAA's recent buildings are matched to the needs of a winter university.

**Guiding Principle 1:
Make UAA a model for northern university campuses**

Confer on the main UAA campus and the Community Campuses both the qualities and appearance of a model northern university in a livable sub-Arctic city and capitalize on contrasting seasons. The main campus and the community campuses should have a strong sense of place, and a consistent aesthetic should unify a diversity of facilities. The facilities themselves should attract and retain the faculty of first choice, and promote retention rates for both undergraduate and graduate students.

**Guiding Principle 2:
Accommodate and integrate sustainable growth**

For the main campus, plan an understandable place that can accommodate a sustainable and substantial increase in enrollment over the next twenty years. Recognize the unique qualities of student life at each UAA campus and cultivate these as the University grows. **Consider sustainable facilities that are attractive, durable, flexible and efficient in their cost to operate;** Consider buildings higher than three stories as a means of conserving future development sites, and improving functional proximity at the main campus. Taller buildings can also assist in strengthening the identity of the campus. **Improve student interaction and convenience by concentrating buildings in the academic core, including redevelopment of surface lots.** Increase the proportion of students living on campus.

**Guiding Principle 3:
Build *sustainable, quality facilities appropriate to the University that meet exacting demands, reflect state needs, and are efficient to operate.***

Match the design and location of facilities to academic programming and user convenience, ensuring that each new building is consistent in function, quality and appearance with UAA's future. Enhance the University as a frontier for learning, creativity and discovery by integrating research and teaching functions. Provide place-bound UAA students, wherever they are located, with the most cost-effective programs and equipment. Configure facilities to favor access on foot. Provide sufficient parking that is both convenient and unobtrusive, but does not compromise pedestrian circulation. **Make sustainable practices central to campus life, including energy, ecological and cultural sustainability.** Be consistent with UAA Energy Policy plans for responsible energy and resource management throughout the built environment. **Minimize energy costs in new and remodeled facilities, and select materials and systems that are durable and require little maintenance.** Give preference to natural and local products. **Minimize adverse impacts on the environment including depletion of non-renewable resources.** Reduce solid waste by increasing recycling.

**Guiding Principle 4:
Celebrate the natural setting of each campus**

Respect the natural landscape and habitats on UAA lands. Ensure that each development project contributes to stewardship of the natural environment. Interconnect facilities so that each campus functions efficiently and conveniently in every season capitalizing on the unique qualities of each place. Complement the natural surroundings of the main campus with cultivated gardens and art within populated open spaces. Make the most of views by appropriate orientation and location of windows, at the same time admitting abundant winter daylight. **Complement the outdoor spaces with a continuous weather protected circulation spine.**

**Guiding Principle 5:
Build community with neighbors**

Cultivate cooperative relationships with neighboring institutions and communities to create centers of excellence, and achieve mutually beneficial objectives. Make each campus welcoming to visitors, meeting the academic needs of Alaskans in a fertile and creative environment for learning and discovery. Sustain the diversity of people and programs that contribute to the special qualities of UAA. At the main campus, respond to district-wide needs as described in the adopted U-Med Plan.



DESIGN GUIDELINES

One guiding principle of the Campus Master Plan is to make UAA a model for northern university campuses.

Design Guidelines

Implementation Parameters

A practical way to implement the guiding principles detailed earlier in this master plan is through design guidelines. These create parameters within which new buildings and remodels can be designed so that a consistent and appropriate set of values will be maintained. The guidelines which follow have been framed to carry through the policy recommendations without curtailing the ingenuity or imagination of designers. The purpose is to give specificity to the numerous factors that contribute to achievement of the five simply stated campus master plan guiding principles:

Guiding Principle 1: Make UAA a Model for Northern University Campuses;

Guiding Principle 2: Accommodate and Integrate Sustainable Growth;

Guiding Principle 3: Build Quality Facilities that are Appropriate;

Guiding Principle 4: Celebrate the Natural Setting of Each Campus;

Guiding Principle 5: Build Community with Neighbors.

While every effort should be made to meet each and every one of the following guidelines, there will be instances in which some are mutually exclusive, or are at odds with Municipal regulations. Solutions which achieve the greatest implementation of the five goals should be favored.

Architecture

Northern University Guidelines

1. Site, orient and design campus buildings to use the extremes of daylight through the academic year to advantage. This demands responses to the need to harvest scarce daylight in winter, and the need to minimize heat gain and glare in the summer.
2. Maximize exposure of campus building users to near and distant views that contribute to the unique characteristics of this northern university.
3. Integrate facilities for outdoor winter recreation activities with design of the campus. This includes ski and multi-use trails as well as storage lockers and changing facilities at convenient locations in campus buildings.
4. Select building materials, systems and finishes that are durable in the sub-Arctic climate of each campus.
5. Design facilities around the differing seasonal needs of campus users.
6. Expand the Spine both as a means of weather-protected access between buildings and as a place of social interaction.
7. Create a unified image for the main campus that is reflective of the place and its cultural heritage, yet is comprised of facilities that are forward looking and practical.
8. **Achieve visual consistency while acknowledging the diverse architecture that characterizes the Anchorage campus through careful orchestration of new buildings and remodeling efforts, and through careful husbanding of natural features.**
9. Consider the removal of obsolete buildings to create greater opportunities for coordinated design of each campus.

10. Determine how new buildings can be sited to complement the natural landscape.
11. **Orient building entrances towards pedestrian approaches, not parking lots.**
12. Implement the way-finding system campus-wide as a way to promote consistent identity on an otherwise diverse campus.
13. **Adhere to a consistent architectural scale so that large and small buildings contribute to a unified image for each campus. However, some buildings near the center of campus may be tall in order to conserve scarce developable land and provide visibility from outside the campus.**
14. Give expression to the Arts in the architecture and landscape of each campus through integral design.
15. **Determine which zones of the campus may be developed and which should be kept in their natural state.**
16. **Acquire and maintain natural buffers to identify the edge of campus and to separate the natural landscape from outside encroachment.**

Building Siting and Orientation Guidelines

1. Recognize established campus neighborhoods and districts within the campus and in adjoining parts of the Municipality of Anchorage.
2. Develop the edges of campus as connections to the University Medical District that encourage community rather than separating it from the University (except for natural landscape buffers).
3. Respond to the proposed character of the campus core.

4. Site and orient buildings to respect established axial relationships to other buildings and to features of the landscape. Recognize and respond to opportunities to create additional relationships.
5. Ensure that refinement of building siting and configuration does not compromise the siting of future facilities shown on the 2028 plan.
6. Acknowledge the primacy of people on foot in the design of buildings and associated open spaces throughout the campus.
7. Locate service access so that vehicular routes conflict minimally with pedestrians and bicycles.
8. Locate secondary and support functions, such as archival storage and recycling, in inconspicuous locations where noise is not a problem and where service access is available.
9. Align buildings with relevant setback lines, acknowledging street grids where appropriate.
10. Orient building entrances and building façades with view corridors.
11. Attach buildings to the natural landscape through sweeping views from upper storeys, and by intimate views of adjacent natural landscapes. Care should be taken to minimize disturbance of natural plant materials that will become permanent views.
12. Site, orient and configure buildings to take advantage of natural ventilation and daylight opportunities while minimizing solar gain in summer.
13. Favor defined and recessed window openings to ameliorate the apparent scale of walls and limit solar gain **in summer**.
14. Limit blank walls at ground level, to increase visual interest and to provide oversight of walkways for safety.
15. Limit use of highly reflective materials.

Building Uses and Activity Guidelines

1. Distinguish the use of each building type by its architecture, yet relate each type to its neighbor; a human scale should be common to all.
2. Address active outdoor recreation areas, such as walkways, with active building frontage uses wherever possible.
3. Locate primary building entrances in conspicuous locations and provide them with shade, shelter and seating to encourage informal gatherings.
4. Provide bike storage conveniently near, but clear of building entrances and emergency vehicle routes.
5. As each project is undertaken, complement neighboring facilities, and contribute to the completion of campus-wide systems. These systems include the landscape master plan, fiber and utility systems as well as driveways and footpaths.
6. **Restrict and limit** the use of temporary buildings on campus.

Building Configuration and Appearance Guidelines

1. Use the massing and orientation of buildings to define outdoor space.
2. Limit the height of buildings on the south side of campus along Providence Drive to admit sun and daylight to buildings and open spaces north of them. Locate tall buildings where their shadows will not degrade important occupied spaces.
3. Articulate the massing of new buildings so that volumes and surfaces are consistent in scale with those of neighboring structures, and fit the character of the campus as a whole.

4. Capitalize on existing secondary organizing elements: the enclosed pedestrian spine, the open lawn and gardens of the west campus, and the stands of black spruce and birch trees. Capture both mountain views and nearer views into the natural landscape
5. Limit sheer building height to that of 'classic' and adjacent buildings on campus, with taller elements stepping back from frontages, **which will achieve density without massive walls.**
6. Use roof forms that effectively screen rooftop equipment from views from taller buildings.
7. Screen equipment in, on or adjacent to buildings should be fully integrated with the architecture of each building.
8. Use quality **low maintenance** building materials of known longevity, such as masonry, stone, tile, precast concrete, glass, and metal.
9. Exceptions to long-life building materials may be made for reasons of consistency with historic structures, and in the cases of lesser, utilitarian structures.
10. Select building material colors that enhance the quality and efficiency of the built environment.
11. Decrease the visual intrusion of parked vehicles into the campus. Find parking solutions that make it convenient yet unobtrusive.

Building Structure Guidelines

1. To the extent possible, address seismic stability needs within the core and perimeter walls of buildings, to maximize flexibility in the use of assignable space. Avoid load-bearing partitions.
2. Select structural systems and floor-to-floor heights that will accommodate future remodeling for other uses, and replacement of HVAC and other equipment.

Building Stewardship and Sustainability Guidelines

1. Ensure that each new and remodeled building contributes to stewardship of the natural environment by adhering to the principles of green design in the selection of appropriate systems and materials. Use life cycle costs in preference to initial capital cost in assessing the value of each system and material choice.
2. Evaluate materials and systems based on life cycle costs rather than on capital costs alone.
3. Evaluate systems that use natural ventilation, heating, and cooling during certain periods of the year.
4. Build to last, build to accommodate change. Design each building to anticipate many cycles of change, updating and adaptation.
5. Ensure that each construction project 'pays its share' of infrastructure improvements and the relocation of displaced uses.
6. Minimize solar gain **in summer** and maximize usable daylight in winter.
7. Consider the placement, eventual size and density of trees planted near buildings in relation to solar gain and natural daylight use.



The Administration and Humanities Building successfully harvests usable daylight and is oriented for views to the Chugach Mountain Range.



Snow clearing on walkways and roadways is important for the connectivity of the UAA facilities and its neighbors in the U-Med District.

8. Progressively replace existing fixtures with water-conserving fixtures.
9. Use storm runoff from roofs to recharge irrigation systems.
10. Select locally manufactured materials to limit transport-related costs and impacts.
11. Specify materials manufactured using environmentally sound production processes and renewable material sources. Favor certified wood products and recycled content materials.
12. Use materials that are durable, require limited maintenance, and are recyclable.
13. Eliminate CFCs, HCFC, halons and volatile organic compounds in building materials, mechanical systems, paints and adhesives.
14. Accommodate reclamation and recycling of chemicals in buildings; accommodate solid waste recycling within all new and remodeled buildings; protect indoor environmental quality.
15. Increase building materials salvage and construction waste recycling rates; encourage energy auditing by suppliers.
16. Increase on-site effluent treatment from laboratories to protect the campus environment.
17. Make consistent use of performance measures to determine the environmental and cost effectiveness of energy reduction and sustainability investments.
18. Use a consistent and tested set of guidelines to achieve project-wide sustainability.
19. Limit the variety of lighting fixtures in use, favor energy-efficient lighting, controls and occupancy sensors.
20. Adhere to the adopted UAA Energy Policy.

Accessibility for the Disabled Guidelines

1. Adhere to all current Americans with Disabilities Act (ADA) standards.
2. Provide barrier-free routes to all campus facilities.
3. Design exterior walkways with grades and surfaces that permit wheelchair access.
4. Provide edge definition on paths.
5. Provide power-actuated opening devices at primary entrance doors.

Service Areas Guidelines

1. Locate service roads and service areas so they do not create traffic hazards for other vehicles, pedestrians or bicycles.
2. Locate service areas for convenient access by large vehicles, but minimize conflicts with pedestrian circulation, views, building functions, and other activities. Sites on the periphery of the campus are therefore preferred.
3. Use earth mounds and landscaping to screen anticipated visual problems associated with service roads and service areas.
4. Wherever possible, group buildings so that they can share and enclose service yards.
5. Provide a fenced, paved yard for vehicle maneuvering, materials storage and other uses adjacent to major shipping and receiving areas.

Campus Housing Guidelines

1. Expand on-campus housing in configurations that will accommodate increased summer use as well as meeting the needs of students at every stage of their education at UAA.
2. Enhance outdoor recreational facilities to serve both winter and summer needs.
3. On the main campus, encourage development of a 'University Village' near the residence halls and around Florina Street, consistent with the land acquisition plan.

Landscape and Amenities

Landscape and Amenities Guidelines

1. Provide benches, seating walls, and places to lean in diverse, sunny places around the campus.
2. Extend campus lighting along unlit pathways with sufficient illumination to make facial recognition possible at several paces distance. Avoid glare, light spillage and sharp contrasts with unlit spaces.
3. Extend streets and pathways across campus boundaries into the u-med district.
4. Preserve the open character of the site
5. Avoid management practices that contribute to the degradation of water quality.
6. Emphasize native plantings in naturalistic patterns.
7. Select plants that have ornamental characteristics but do not require pruning to maintain desired heights.
8. Protect and restore existing wetlands. Plant buffers of woody vegetation along upland areas bordering wetlands.
9. Construct boardwalks or bridges where pathways must cross sensitive areas such as wetlands.
10. Avoid disturbing native landscapes during campus construction.
11. Maintain campus safety and security through selective trimming and removal of trees and shrubs.
12. Restrict pedestrian access to sensitive areas.
13. Minimize impervious surfaces.
14. Use appropriate methods, such as bioswale techniques, to remove sediment and other contaminants from runoff.
15. Allow the natural landscape to penetrate the campus where appropriate.
16. Use appropriate landscape transitions to integrate the campus with its surroundings.
17. Include cultivated landscape within the campus where it can complement the environment of heavily used areas.
18. Avoid erosion of natural areas with paving, clearing of vegetation or installation of new utilities, except in special and unavoidable circumstances.
19. Select durable site furnishings constructed of vandal-resistant materials. Secure all site furnishings.
20. Incorporate automated irrigation into all new facility designs.



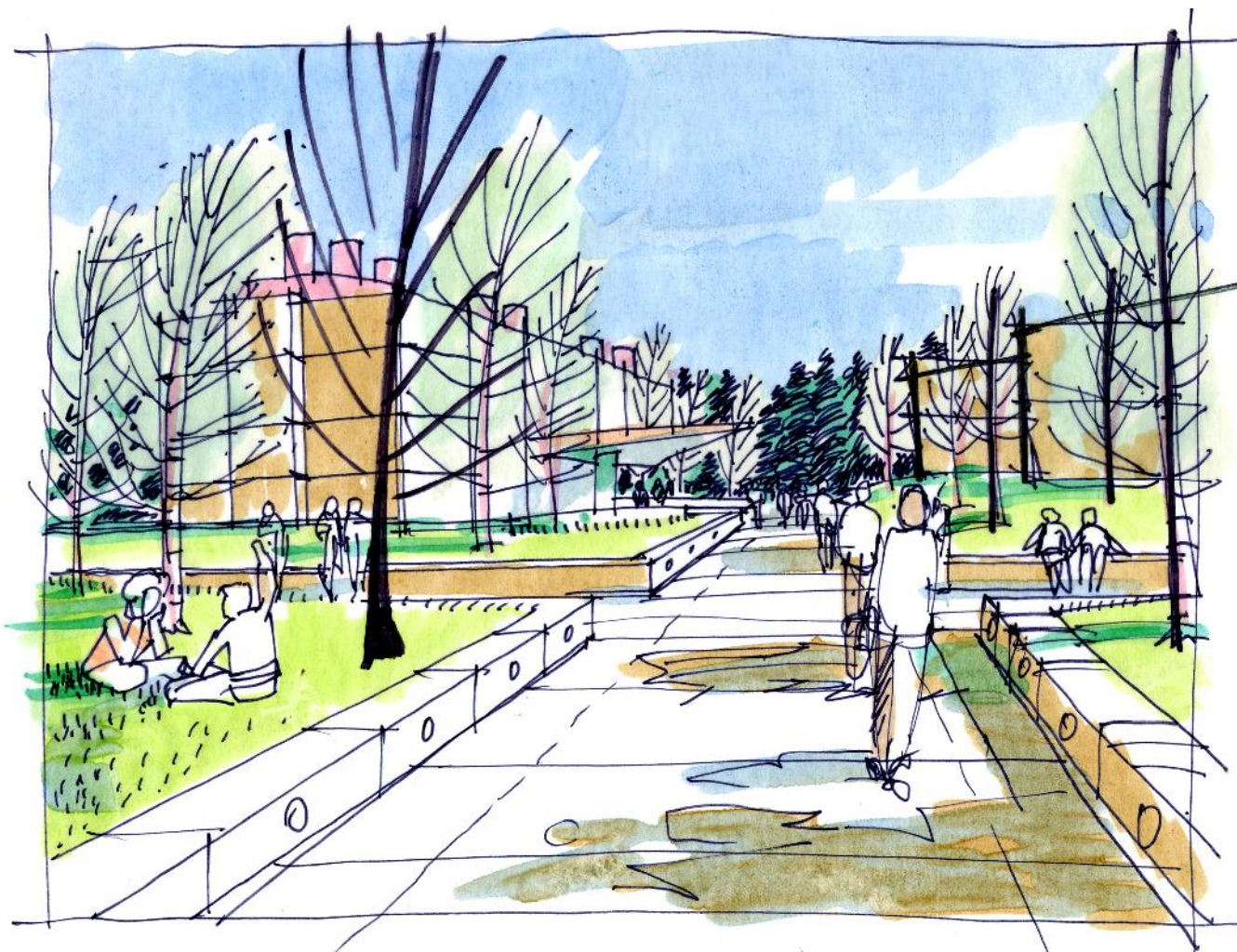
The Chugach Mountain Range is a dramatic landmark providing views that lend unique identity to the campus.



The Spine has become an important artery for access and circulation on the UAA campus.



An existing foot bridge crossing Chester Creek is an example of minimizing impacts on the important natural features of the UAA campus.



A sketch showing a plaza between the existing Social Sciences Building and the Integrated Sciences complex.

Circulation Guidelines

1. Give priority to walking over all other circulation modes within the campus and on its district approaches. Pedestrian safety is the first priority.
2. Complete and improve the campus circulation system for those on foot so that it functions efficiently and conveniently in all seasons. **Conform with ADA requirements.**
3. Extend weather-protected access via the Spine on the main campus to more campus facilities.
4. **Create compact groups of facilities on campus that are effectively interconnected.**
5. Anticipate growth of the Seawolf Shuttle and accommodate better transit service
6. Minimize the need for use of automobiles on campus by improvement of pedestrian circulation, provision of lockers, and other means.
7. Give second priority to safe bicycle circulation
8. Provide circulation routes for service vehicles that conflict as little as possible with pedestrian circulation.
9. Accommodate vehicular access for visitors and emergency vehicles. Limit on-campus parking to inconspicuous locations.
10. Maintain a comprehensive way-finding and signage system that is in keeping with the character of the campus.
11. Preserve and create views and vistas that help to orient visitors on and near the campus.
12. Integrate both barrier-free design and safety-in-design with all campus improvements **ensuring ADA compliance.**

Parking Facilities Guidelines

1. Provide sufficient parking that is both convenient and unobtrusive, and does not compromise pedestrian circulation. Parking should be peripheral to the campus and away from Providence Drive. More remote lots can be made accessible using the shuttle.
2. Locate and manage parking so that those who need to come and go during the day are able to do so, yet the visual impact of parking is reduced.
3. Locate parking structures so that they do not block natural light or cherished views from within buildings, and do not compromise future expansion of the facilities they serve.
4. Provide landscape buffers to screen all parking areas from the campus core and from sensitive viewpoints.
5. Provide walkways to campus buildings. Walkways should be safe and convenient by day and after dark. They should be separated from snow storage areas.
6. Minimize creation of new surface parking lots using multi-level garages wherever possible. This will conserve developable land and natural open-space.
7. Provide for snow storage or disposal without significantly reducing the parking supply.
8. Provide convenient and efficient garage design with safe entries and exits for vehicles and pedestrians.
9. Where feasible, locate stair and elevator cores at the street edge for increased visibility. Provide a high degree of transparency in the hoistway and cab of elevators.
10. Adhere to safety-in-design guidelines for parking structures. Maintain good, uniform lighting and minimize opportunities for personal concealment.

Pedestrian Access Guidelines

1. Provide pedestrian amenities in public rights-of-way, including shelter, seating, lighting, street trees, planters, and other street furniture.
2. Provide safe and direct pedestrian access to and between streets, open spaces, and popular destinations.
3. Construct paths with widths and materials that will accommodate expected uses. Paths adjacent to heavily used buildings, for example, may need to be larger than usual. Add width to accommodate site furnishings, lights, and other amenities that are placed on walkways.
4. Provide planting strips between sidewalks and major roadways. The planting strips provide a safety buffer and snow storage area between pedestrians and autos.
5. Avoid indirect connections that encourage shortcutting
6. **Conform to ADA provisions throughout the campus.**
7. Collaborate with the Municipality and others to improve off-campus sidewalks and crossings to make access to the campus safer and more attractive for walkers, bikers, skiers and transit users.
8. Coordinate snow removal programs with others to ensure connectivity throughout the U-Med district for both vehicles and pedestrians.

Bicycle and Ski Access Guidelines

1. Provide secure and weather-protected bicycle racks and secure ski storage at all major campus destinations to encourage their use for campus access.
2. On bikeways, maintain sight distance clearances appropriate to design speeds for bicycle traffic.
3. Encourage Municipal and State agencies to improve bicycle access to and within the UAA campus.
4. Establish continuous, striped bike lanes along Providence Drive, Elmore Road and UAA Drive.
5. Integrate all bicycle and ski paths with site contours and other landscape features.

Public Transit and Shuttle Guidelines

1. Provide transit stops on primary transit streets, Providence Drive, Elmore Road and UAA Drive at the beginning of a block to allow buses to get through intersections and have the remainder of the block to change lanes if necessary.
2. Allow buses to stop and go from the right hand lane, providing widened sidewalks for transit amenities and eliminating the need to re-enter traffic from a bus pullover zone.
3. Provide enhanced transit stop amenities at primary stops along Providence Drive, Elmore Road and UAA Drive. Include route and time information, larger shelters with natural daylight and supplementary night lighting, and windscreen protection.
4. Accommodate bus and shuttle dimensions and turning parameters in the design of all current and potential transit and shuttle stops.
5. Provide for future transit and shuttle routes and stops that will give priority over other vehicles.

Roadways Guidelines

1. Design roads to encourage driving at speeds appropriate to an environment where pedestrians are present.
2. Design roads and driveways to conform to campus character.
3. Maintain sight distance clearances appropriate to design speeds for vehicular traffic.
4. Use curb radiuses appropriate to slow moving vehicles on campus. Smaller radii lanes provide safer pedestrian environments and reduce the visual dominance of large paved areas at intersections.
5. Provide all UAA roadways with attached or detached sidewalks that will not be rendered unusable by plowed snow.
6. On busy roads, consider incorporation of bike lanes.

Public Art Guidelines

1. Use public art to identify, define and enhance streetscape, open space and building clusters.
2. Encourage all new building and open space developments to collaborate with artists and incorporate artwork that is visible to the public when appropriate.
3. Find opportunities to integrate public art with architecture and landscape design.



Unsafe crossing environments to and from the UAA campus along Providence Drive offer pedestrians no protection from fast moving vehicles.



The vast multi-use trail system at UAA provides multiple recreational opportunities for each season.

Environmental, Sustainability, and Cultural Cultural Guidelines

1. Recognize the university as a driver for the economic, cultural and intellectual development of Alaska.
2. Celebrate Alaskan natives' cultural traditions as part of the Alaskan heritage of the campus.
3. Embrace diversity in the University, modeling community and fellowship around academic programs.
4. Be responsive to high demand state needs and programs that focus on Alaska's unique geographic location.
5. Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability.

Hierarchy of Open Space Guidelines

1. Define and design all open spaces on campus as related components of a hierarchy of open spaces reaching from the largest, undeveloped and natural areas to the smallest plazas and gardens. Recognize that streets, driveways and parking lots are also components of the open space system.
2. Identify major features of the natural landscape that are important to the identity of the campus and identify views that should be protected. (Chugach Mountains, Chester Creek, Goose Lake, wetlands and woodlands.)
3. Recognize and respond to the natural hierarchy of spaces among lakes, wetlands, woodlands, open meadows, high and low ground.

4. Locate and orient each new structure on campus so that it complements the open spaces around it, helping to fulfill the intended functions of each space.
5. Create a clear progression between open spaces in terms of function, scale, and elements of continuity - such as plant species and outdoor furniture.
6. Enclose and otherwise define each open space to support its intended functions.
7. Recognize that different open spaces on each campus will have different and sometimes overlapping functions, including active and passive recreation, distant view capture, foreground view creation, pedestrian circulation, vehicular circulation and parking, natural light harvesting, horticultural research, bio-swales, snow storage and other uses.
8. Acknowledge the value of existing trees and other natural features in defining the character of an open space.
9. Design buildings and open spaces as components of an integral system, the purpose of which is to accommodate and support the changing needs of the University.

Social Interaction Guidelines

1. Accommodate student needs for incidental study areas with varying degrees of social interaction.
2. Configure facilities to encourage interaction between faculty and students.
3. Establish and maintain the University's identity within the U-Med district.
4. Develop criteria for selecting off-campus locations for UAA programs.

Recreational Facilities Guidelines

1. Design facilities that can meet the needs of academic, competitive and intramural recreation programs.
2. Recognize that with the exception of winter sports, most recreation will be limited to indoor facilities for much of the year.
3. Design recreational facilities that will encourage participation by the larger community outside the University, especially for spectator events.
4. Locate spectator venues close to large parking resources for the benefit of off-campus visitors.
5. Time improvements in recreational facilities to accommodate increases in University population, and be sensitive to shifts in demand for different forms of recreation.
6. Recognize the particular recreational needs of students who are resident on campus, with facilities close to residence halls - during the extremes of long winter nights and extended summer daylight..
7. Support walking, biking and skiing to campus by providing showers and lockers for participants.
8. Integrate facilities for passive recreation (video and TV, table games, reading, socializing) with other facilities throughout the University.

Building Clusters Guidelines

1. Co-locate functions and group buildings together to limit the need for lengthy trips across campus for faculty and students, especially between classes.
2. Cluster buildings and orient entrances to minimize exposure to climatic extremes for those moving from building to building.
3. Site adjacent buildings so that neither interferes unduly with the other in access to natural light or views.
4. Configure groups of buildings so that they complement adjacent natural features, and create coherent open spaces between them. Do not allow parking convenience to compromise these relationships; ensure that parking lots and structures are located and configured to complement the whole.
5. Design each cluster of buildings as a component in an organized system of buildings and open spaces that collectively serve and support the changing needs of the University.
6. Relate buildings in a cluster to one-another visually by relating the architecture of each to its neighbor **and orienting windows towards quads and other views**. This does not dictate uniformity in design, but does require either consistency in scale, orientation and materials, or thoughtful transitions from one building to the next.
7. Accommodate current or future connections to common circulation routes such as The Spine.

Centers of University Activity Guidelines

1. Use architecture, open space and signage to direct visitors to whichever campus center they seek. Examples of such centers are spectator sports, student life (including dining, study and recreation), student services, university administration, research, fine arts, health sciences, engineering, natural sciences, and humanities.
2. Recognize that different aspects of university life are each focused on different places on, and sometimes off the campus. Identify both the center and affiliated facilities serving each aspect, and configure new facilities and connections to enable all such centered systems to function effectively.
3. Design campus centers to anticipate changes in use and progressive enlargement as university enrollment increases.
4. Design campus centers to project the hallmarks of a northern university of first choice.
5. Recognize the need for automobile access, but recognize also that access by walking, transit, bicycle and skiing should take precedence over cars in convenience and accommodation in the design of the center.
6. Consider reallocation and remodeling of existing buildings as a means of strengthening campus centers, by relocating key components close to each center.
7. Regularly review the status of programs in order to evaluate growth potential and whether the current location of each can accommodate expansion.

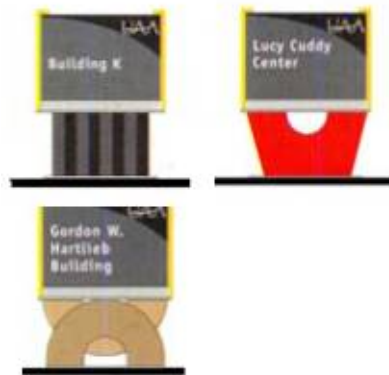
8. Identify and characterize potential sites for research facilities both on and near the UAA campus.
9. Integrate with the campus core only those research facilities and personnel that will directly enhance the learning environment. Decide which emerging graduate programs should be located on the periphery of campus and which should be integrated into the undergraduate campus core.
10. Anticipate long term growth and change whenever establishing a new center for an activity on campus.



The new library building extension and the Conoco Phillips Integrated Science Building (CPISB) are the beginnings of a new building cluster that has opportunities for connections via an extension of the Spine as other facilities are infilled at this location.



**GATE.2
GATEWAY SIGN 2**



**ID.2A, ID.2B, ID2C
BUILDING IDENTIFICATION SIGN, TYPE 2**



**KIOSK.1
KIOSK, TYPE 1**

Signage and Way-Finding

Signage and Way-Finding Guidelines

(Refer to the approved campus way-finding and indoor signage plans.)

1. Consolidate and simplify signage to avoid visual clutter and confusion.
2. Use signage as an element of continuity and UAA identity throughout the campus.
3. Locate signage in predictable locations to aid visitor orientation.
4. Coordinate placement of signage and lighting to ensure legibility during hours of darkness.
5. Accommodate the differing viewpoints of drivers, cyclists and pedestrians to whom signs are addressed. This will influence placement and scale of signs.

Emergency Access Guidelines

1. Provide clear emergency access routes to every facility on campus that will function effectively in all weather conditions.
2. Make adequate provisions in the design of every facility for quick and safe evacuation of all occupants in case of emergency.
3. Maintain regular inspection procedures to ensure that emergency vehicle access and occupant evacuation routes are kept clear and operable.
4. Structure the surfaces of open spaces adjacent to buildings so that they can support emergency vehicles in all weathers.
5. Align utilities, and locate access points to them so that emergency access can be facilitated with a minimum of delay.



**VDIR.4
VEHICULAR DIRECTION SIGNAGE, TYPE 4**

CAMPUS HISTORY



*The Anchorage Goose
Lake Area in 1950.*

The Early Years

Historical Development of the Campus

In 1954 the Anchorage Community College was founded and it was not until the 1960's that the campus was moved to the Goose Lake area, now known as the University Medical District (U-Med). The community college took form in 1970 when four buildings were completed and occupied. This group of buildings was formed around a rectangular maintained green space. Each of these buildings is still in use today. In 1972 the Cuddy Center was built, which provided a place for the community college students to eat, gather, and also learn about the hospitality industry.

The Alaska Senior College was founded in 1971 to the east of Chester Creek and the first building built was the Consortium Library which was constructed to be shared by all three learning institutes in the U-Med District: Anchorage Community College, Alaska Senior College, and Alaska Pacific University. By 1974 the College of Arts and Sciences Building (now referred to as the Social Sciences Building) was added to the Alaska Senior College, and was connected physically to the Consortium Library.

The Anchorage Community College meanwhile added Building K and Building J (now referred to as the Professional Studies Building and the Auto/Diesel Technology Building) in 1973 and 1975 an addition to the Professional Studies Building was constructed as a Performing Arts Building (now referred to as the Wendy Williamson Auditorium and Memorial Lecture Hall). Towards the latter part of the 1970s the campus added the Sports Center and Campus Center buildings which began to enrich student life at the community college.

In 1977 the Alaska Senior College became the University of Alaska, Anchorage. Also at this time the Science Building was built, which expanded the UAA campus to two buildings. By the start of the 1980s UAA began to expand rapidly. First came the Engineering Building, then the Administration and Humanities Building (now referred to as the Administration Building), and student housing was built and occupied by 1985. The advent of student housing marked a significant change to the campus atmosphere. Until then, all had been commuter students. The last building built in the 1980s for UAA was the Fine Arts Building built to the northeast of the Administration and Humanities Building.



1960- Power lines were extended across Goose Lake.



1967- Northern Lights Boulevard was extended east.



1978- Campus growth begins in earnest.

Since 1978, no substantial change has been made to the street network serving UAA and its neighbors.

Recent Changes and Current Status

The community college's last buildings were constructed in 1983, these were the Allied Health Building and the Book Store. A second and final merger occurred in 1987 in which the Anchorage Community College merged with what had been the Senior College to become a single entity: University of Alaska Anchorage. This expanded UAA's capacity as a university to offer more disciplines through the various colleges and also expanded its enrollment.

More buildings were constructed in the 1990s: the Business Education Building, Student Housing, and the Parking Garage which is located between the Sciences Building and the Social Sciences Building. The Business and Education Building was the first new building built on the former community college campus. This building is also the starting point for the enclosed elevated walkway referred to commonly as the "spine." The elevated walkway was not entirely enclosed until 2002, providing full weather protection. Currently it includes informal student gathering spaces, study areas, and extends from the Business Education Building to the Consortium Library.

Other additions have been made to the UAA real estate holdings in the past ten years. There is the Aviation Building at Merrill Field, the 7th and A Street Building in downtown Anchorage, the University Center, and the Diplomacy Building which is located in the U-Med District near the Alaska Native Tribal Consortium Medical Center. All of these buildings provide teaching, research, and learning spaces for the university.

Two recent buildings on campus are the addition to the Consortium Library and the Ecosystems Biomedical Laboratory (EBL). Since preparation of the 2004 master plan, further significant additions have been made: the Alaska Native Science and Engineering Program (ANSEP) building, the Integrated Sciences Building, and the adjacent parking garage. Also, land on the south side of Providence Drive has been acquired for establishment of Health Sciences facilities.

The UAA campus has evolved in the last 35 years from its beginnings as a community college to a full scale university that competes on a national level in academics, research, and athletics. It also provides a unique experience to students as a university in a major sub-Arctic city.



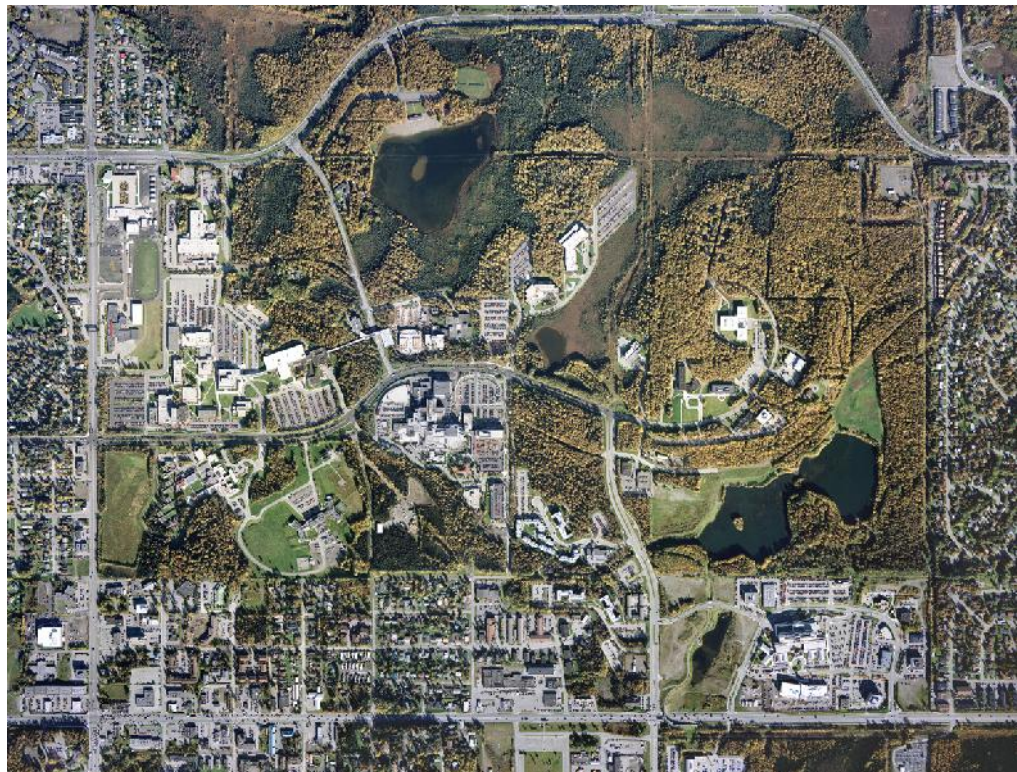
Older buildings with obsolete systems and limited floor-to-floor height will be evaluated for replacement by sustainable and spatially flexible buildings.



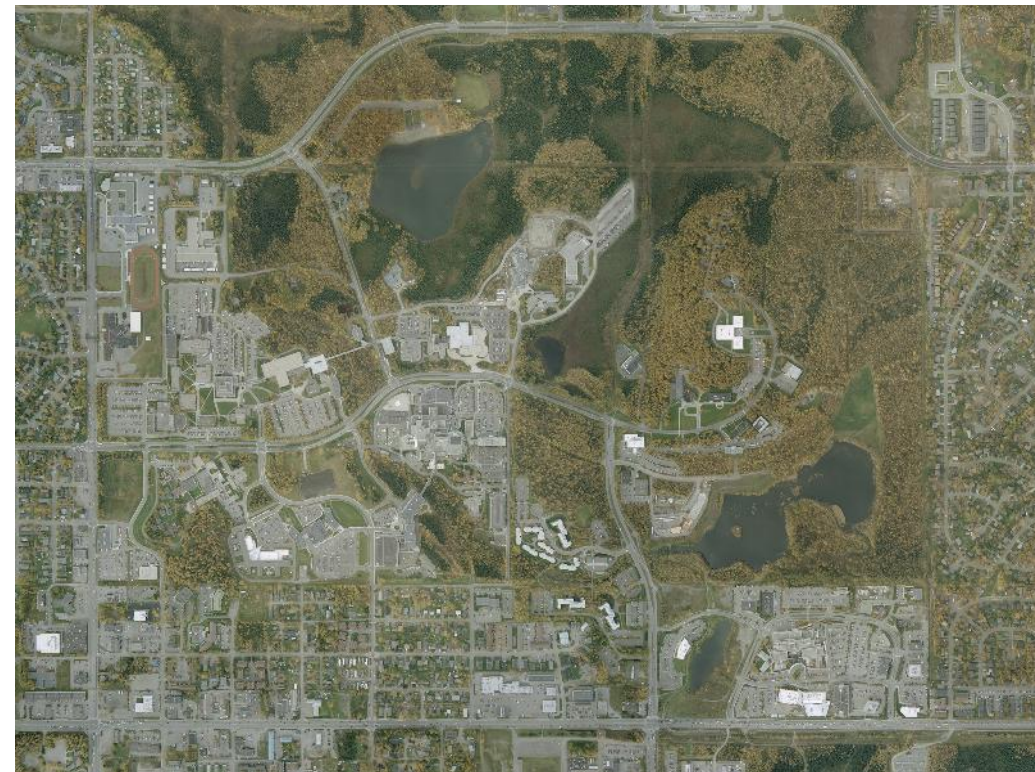
1988- Parking lots had become the most conspicuous facilities on campus.



1998- A period of consolidation for the UAA campus, housing was added.



2001- The need for forward planning of the campus became apparent.



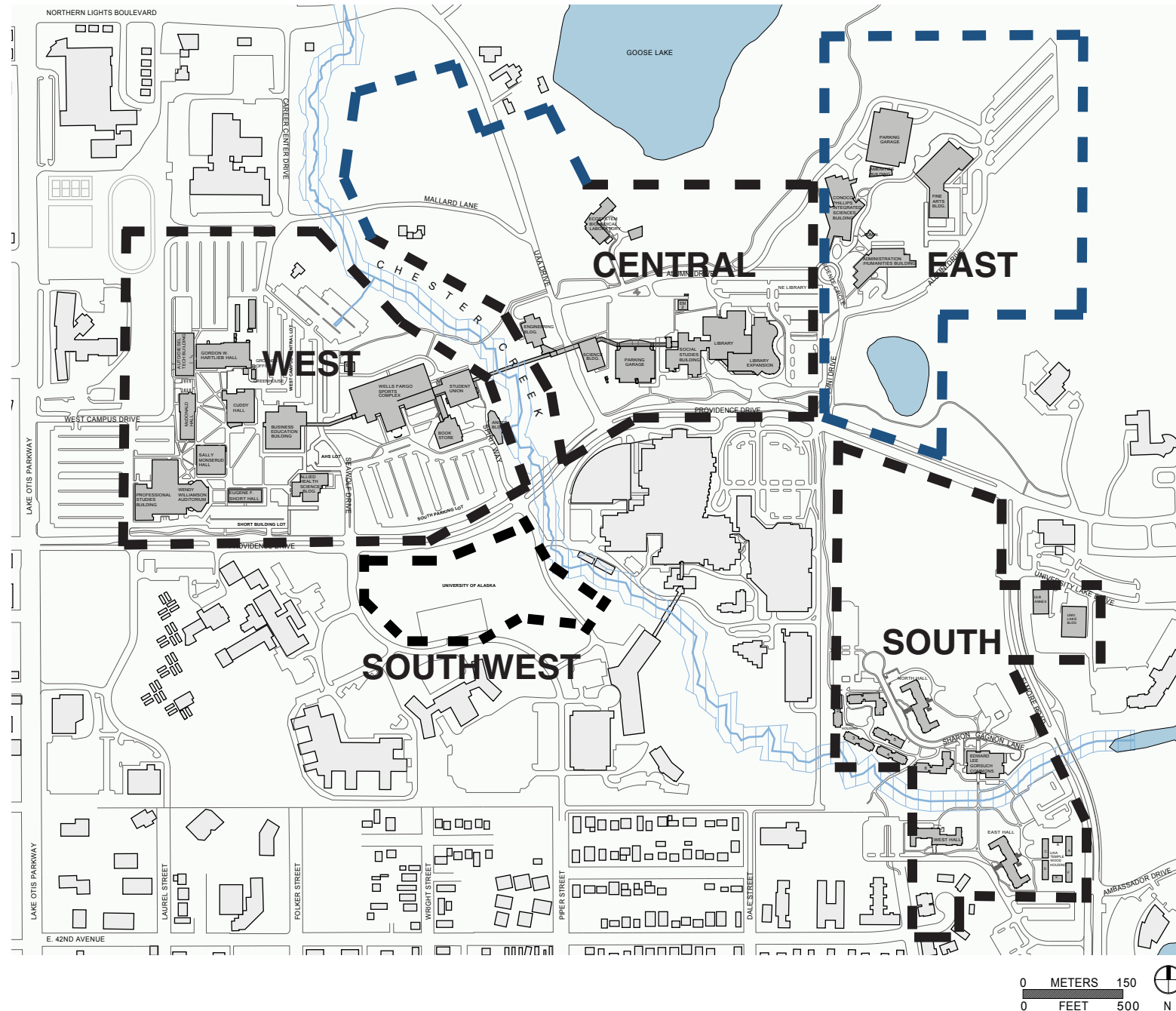
How the University and Medical District in Anchorage looked in 2008.



ANALYSIS OF EXISTING SYSTEMS

Surface parking dominates the foreground of superb landscapes visible from the Anchorage campus. Parking will be relocated to convenient yet inconspicuous lots and structures.

Current Configuration of Campus Buildings and Conditions



The Campus as a Whole

The campus can be recognized as five distinct areas: The West Campus, Central Campus, East Campus, and the South Housing Campus and the recently acquired Southwest Campus. These five parts are very different in their configurations due to the time when development of each began, the different circulation routes that have been developed, and the natural environment in which each is set. Over time and with the forming of the University of Alaska, Anchorage by merging the Community College and the University of Alaska, Anchorage in 1987, the campus has developed as a long curving chain of buildings.

Many buildings are connected by an enclosed walkway system known as the "spine". With completion of enclosure of the spine, this walkway has become an informal interaction causeway through various buildings on the campus. It connects buildings between the Business Education Building and the Consortium Library. During the cold winter months the spine is a relief for students, faculty, and employees as a means of circulation on foot through the campus without having to face inclement weather as they go from building to building. The spine carries users through the treetops of Chester Creek, exposing them to the beauty of an undisturbed natural Alaskan landscape. To the east of the Library and unconnected to the spine are the Administration and Humanities Building (1983) and the Fine Arts Building (1985).

West and Central parts of the campus are divided by Chester Creek and its wooded margins, but are connected by the spine. Separated from these to the east are the Administration and Humanities Building and the Fine Arts Building, now joined by the Conoco Phillips Integrated Sciences Building and parking garage. To the south is student housing.

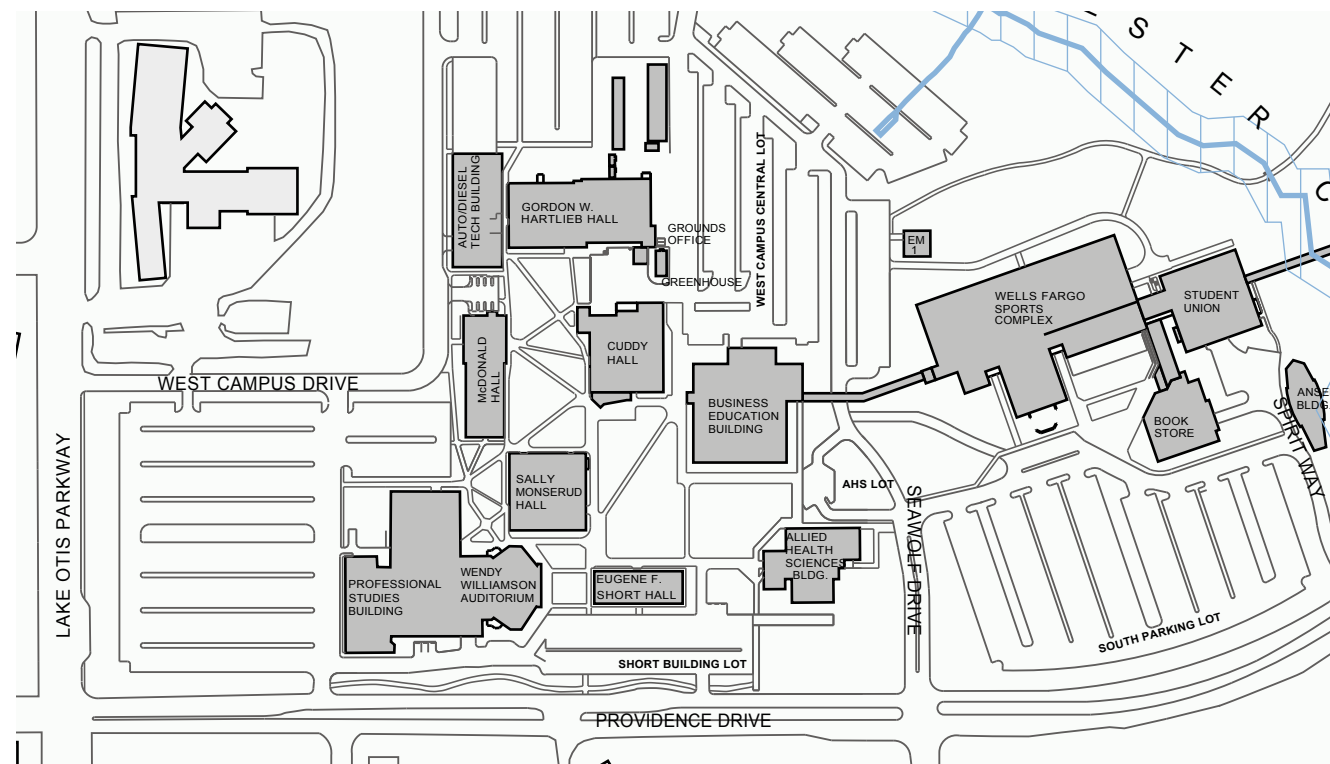
West Campus

The earliest buildings on the University property are bordered by Lake Otis Parkway, Providence Drive, Mallard Lane, and Chester Creek. Most of these buildings were built for the community college and were later absorbed into the University when the University of Alaska Anchorage merged in 1987. Infill buildings that have been introduced in the West Campus are the Business Education Building and the Allied Health Science Building. Many of the earlier buildings are one- and two-story structures with limited useful lives.

The most memorable manmade open spaces on campus are the quadrangles bordered by the Lucy Cuddy Hall (recently expanded to overlook the quad), the Beatrice McDonald Hall, Professional Studies Building, the Sally Monserud Hall, the Eugene Short Hall, and the Gordon Hartlieb Hall. In this space, three connected quadrangles have been created, with multiple concrete pathways crisscrossing open lawns that are interspersed with sculptures. Flowerbeds and shrubberies around the edge showcase plants that thrive in this climate.

In 1983 the Allied Health Science Building was built, and the Business Education Building was constructed in 1993. Both of these buildings expanded the quad area and anchor the eastern end of the spine.

Seawolf Drive West divides the west campus, the western side comprising learning and instruction buildings and the eastern part occupied by athletics, student life activities and services and the ANSEP building. This eastern section is a group of buildings that are internally connected by the spine. This provides opportunities for incidental and planned student interactions. This east cluster of buildings consists of the Wells Fargo Sports Complex, the Student Union, and the Bookstore. Each of these three buildings is crucial to quality student life.



Originating as an independent Community College, the western cluster of buildings forms a tight group around landscaped quadrangles.



Multiple concrete pathways cross the quadrangles of the West UAA campus. This view is facing north towards the Business Education Building.

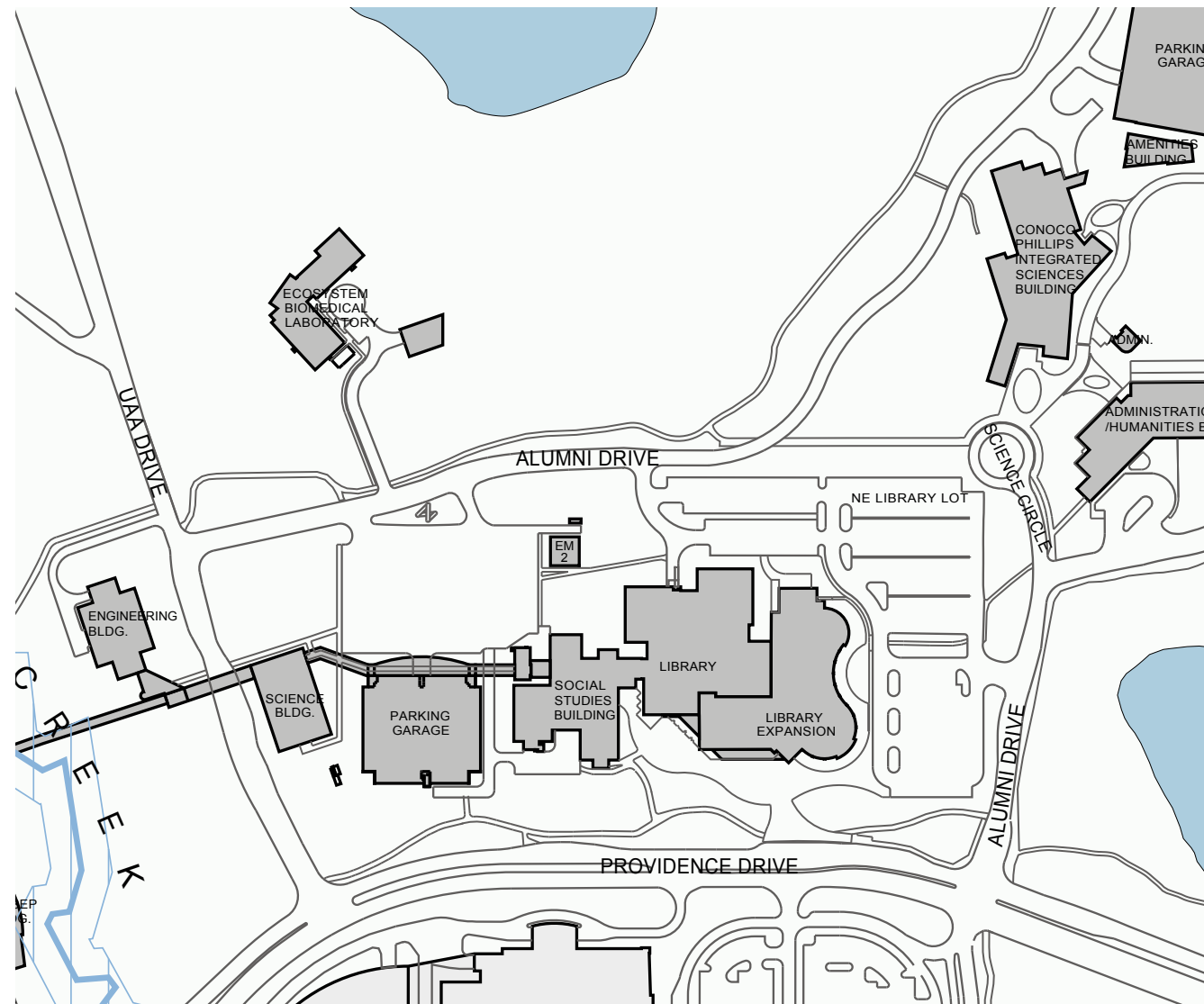


The Spine is a controlled climate walkway, here seen spanning Seawolf Drive West from the Business Education Building spanning to the Wells Fargo Sports Complex.

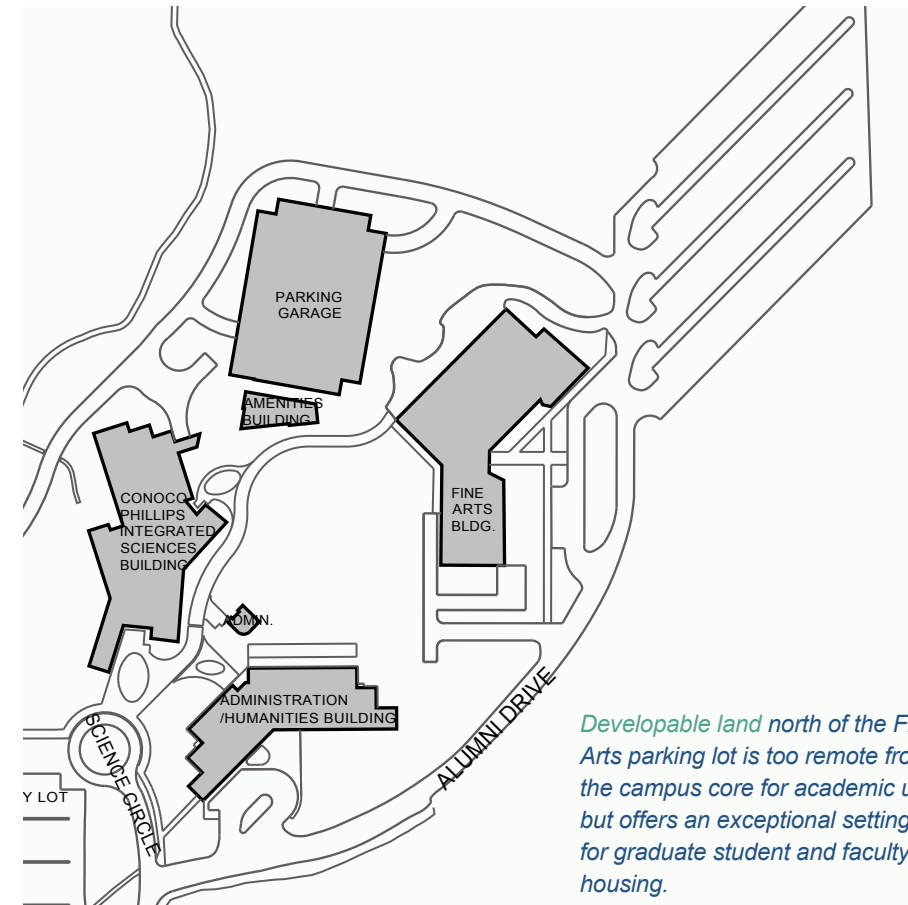
Central Campus

Chester Creek and Alumni Drive mark the western and eastern edges of the central campus while Scoter Lane (now part of the Alumni Drive Loop) and Providence Drive mark the northern and southern borders. This part of the campus is made up of a variety of science buildings, the Engineering Building, a parking garage,

and the Consortium Library. It began as the University of Alaska Senior College and today functions as a central pivot point for the rest of the University's facilities. Pedestrians traveling east, west, or to the south of the campus have to pass through central campus, many of them via the elevated "spine" or sidewalks.



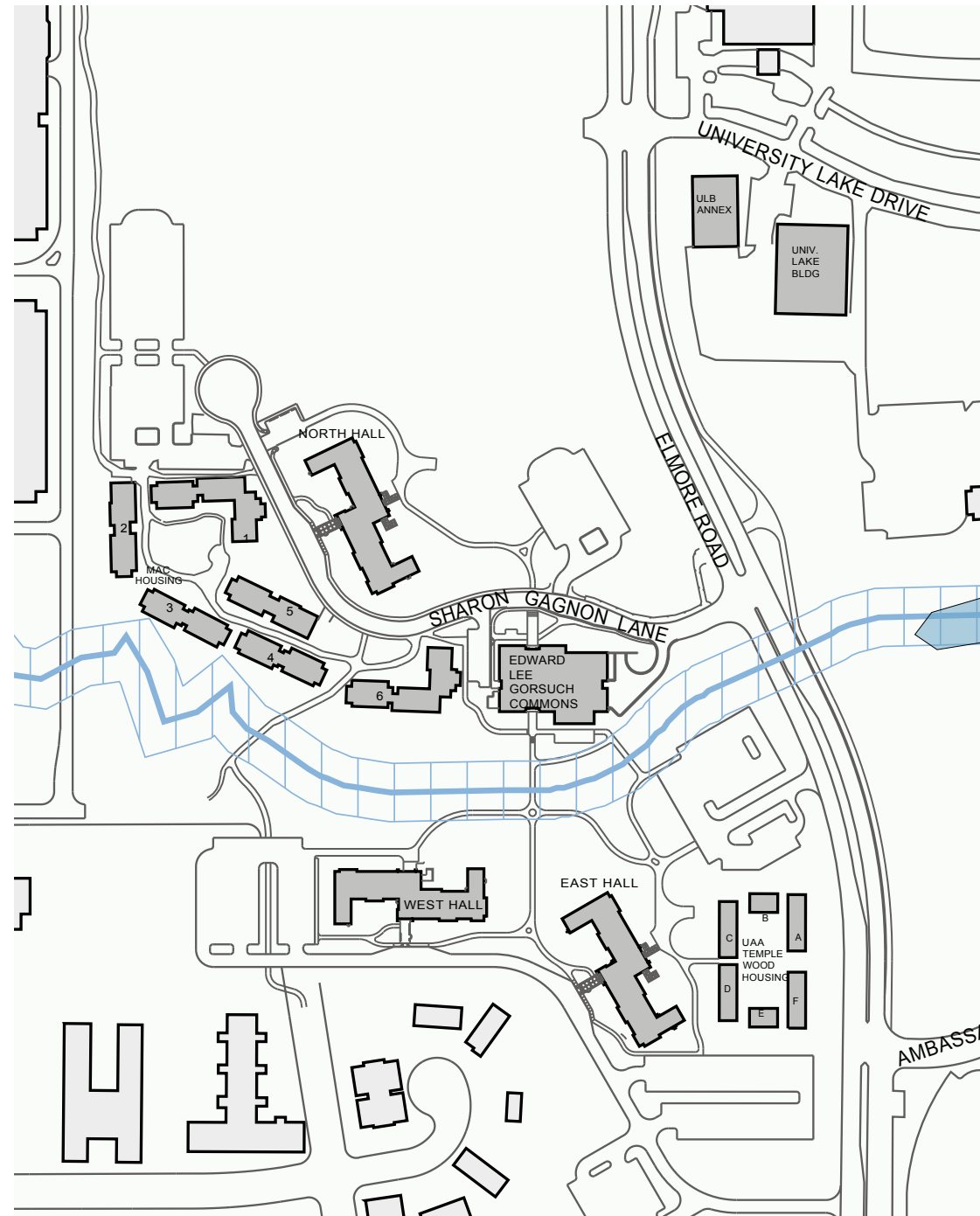
What began as Alaska Senior College is now the central section of the UAA campus and includes the Library and the College of Arts and Sciences.



Developable land north of the Fine Arts parking lot is too remote from the campus core for academic uses, but offers an exceptional setting for graduate student and faculty housing.

East Campus

The east campus includes only four buildings: the Administration and Humanities Building, the Fine Arts Building, both of which support the Humanities in the College of Arts and Sciences; and the Conoco Phillips Integrated Sciences Building (CPISB) and parking garage. The Administration and Humanities Building currently accommodates the majority of the senior administration of the university. Access is via Alumni Drive Loop. Views from these buildings are some of the best on the campus: to the Chugach Mountain Range and across the spruce bogs to the north of the new garage. This area occupies the highest land on the campus, encircled by the Alumni Drive Loop.



South campus housing is connected to other parts of the campus by the Chester Creek trail as well as by Elmore Road and the northward extension of Dale Street.

South Campus Housing

The south part of the campus is where all student housing is located. Of the cluster of multi-story housing buildings, six were built in the mid 1980s and three others were constructed within the last ten years. Each year more students express interest in living on the campus and a demand for housing has increased as the University gains more full time students. Providence Alaska Medical Center is to the west and Elmore marks the eastern boundary. Currently there is a large swath of undeveloped forested land to the north that the University owns and will develop in the future for a new Sports Center. A benefit of this cluster of housing is that it is in close proximity to Tudor Boulevard where there is potential for a mixed-use university village to begin to form and prosper due to the increases in student residents, employees, and participants from the neighboring hospitals and medical offices. Student housing is close to academic facilities, yet enjoys a certain independence from them.

An adjunct to the South Campus lies to the east of Elmore between Chester Creek and University Lake Drive. The northern part is developed with two single-story buildings, one of which accommodates UAA Facilities. The ULB Annex may include an enclosed outdoor space for the Engineering Project Lab and is located west of the University Lake Building. The southern half of the land is underdeveloped and wooded.



The Dining Commons is also a social center for students living on both sides of Chester Creek.



Space for additional undergraduate housing is limited.



The front entrance of the UAA Aviation Complex at Merrill Field.



An interior view of a student services desk at the University Center.

Off Campus Facilities

Some UAA Community and Technical College programs and functions in Anchorage are accommodated away from the campus. Primary among those is the University Center which is located a mile west of the campus at Old Seward Highway and Tudor Road. The University Center is occupied by job training programs, computer labs, classrooms, enrollment services, financial aid, and facilities scheduling. Three other major UAA off campus facilities are: the Aviation Complex at Merrill Field, the Downtown Center at 7th and A streets, and the Diplomacy Building near the Alaskan Native Tribal Health Consortium facilities along Tudor Road. The UAA Aviation Complex provides instruction and certification for a variety of aviation related fields. The Downtown Center has been primarily used for research institutes and community programs. The Diplomacy Building is currently being used by several UAA affiliated research groups and its close proximity to the main campus is beneficial.

For the near future, the leased space and the ASD classroom space for the Eagle River extension meet the requirements and sustainable philosophy of UAA.



Current Land Use



A view of the Beatrice McDonald Hall facing west.



The ANSEP Building occupies a narrow site between Seawolf Drive East and Chester Creek.

Current Land Use

The current land ownership for the UAA campus is 362 acres. Substantial areas of this land are occupied by wetlands that are to be avoided as much as possible by new development. Developed parts of the campus accommodate parking lots, existing buildings, valuable natural landscapes, and roadway and circulation routes (see table of 'Current Land Use by Area').

Less than half the campus area, 152 acres, has been identified as developable land. While this is a large area, much of it supports valued natural landscape and it should be recognized that a major goal of the community and this Master Plan is to preserve as much natural space as possible in order that future generations may be able to enjoy this unique setting for a university.

Another issue to address is how much property remote from the main campus is the University prepared to own and operate in the Anchorage Bowl area? This master plan assumes long term operation of University Center, but based on what we have heard from the Master Plan Committee and others, we have assumed that all other functions should be accommodated on campus; with the exception of Aviation and other programs that are bound to off-campus partners.

UAA remains alert to opportunities for further land acquisitions, but has found it inadvisable to publish potential property purchases.

Current Land Use by Area		2009
Land Use	Parking spaces total	4,600
	Parking spaces/FTE	0.51
	Total UAA campus land (acres)	362
	Undevelopable land, class A & B wetlands (acres)	55
	Other land to be protected (estimate)**	6
	Total parking lot acreage including parking garages	38
	On-campus housing acreage	9
	Building acreage	32
	Roadway and circulation acreage (20% of total)	70
	Currently developed land (acres)	149
	Developable land at Anchorage campus (acres)	152
	UAA off-campus property ownership sq. ft.	270,741
UAA off-campus leased property sq. ft.	58,610	
** Protected lands are view corridor areas, knolls, stream corridor setbacks, etc.		

Building Inventory Review

Building Inventory:

Some of the buildings on campus are recommended for substantial remodeling or replacement in the course of the next ten years because of their design, condition, and ability to adapt to anticipated needs. Timing will depend upon funding and upon the role that each building or building site is to play in accommodating University programs. A short description of each building in this category follows.

Eugene Short Hall 1967

This building is the oldest on campus and presents the University poorly on Providence Drive. The building is precast concrete, tilt-up panels, and is not very adaptable. Its floor to floor height would accommodate classroom or office space (12-13 feet), but room sizes and building systems are inflexible.

Sally Monserud Hall 1968

Similar to Eugene Short Building in construction type, this is a single story structure that makes very poor use of valuable real estate on campus. This building has a limited remaining useful life.

Beatrice McDonald Hall 1969

This is a two-story structure, with structural bays and floor plate that make this a fairly flexible building for office or classrooms space. Though this building is as old as the previous two, it has had some recent upgrades (mechanical) that make its useful life somewhat longer. It is, however, the same kind of construction and does not add much to the overall aesthetic qualities of the campus. The costs of upgrading this building may not be justified by the utility it provides, and may justify its demolition within 10 years if other more important facilities need to be located in its place.

Gordon Hartlieb Hall 1970

This is a single-story building and does not serve current functions very well. The building has limited openings in the exterior wall, making it difficult to plan for spaces that require adequate daylight. The single-story configuration of the building makes inefficient use of the land that it occupies. The building has a limited remaining useful life. There are also several smaller maintenance buildings located adjacent to this building that should probably be demolished (or moved) when Facilities relocates.

Lucy Cuddy Hall 1970

Although relatively old, this building has had major renovation in the past few years including a new south frontage. It functions well as a central dining and study hall, but a major problem is that it is right in the center of west campus, is single story, and occupies valuable real estate. It also does not contribute greatly to the architectural quality of the campus. This building has some remaining useful life, but before contemplating investment in further upgrades, the option of replacement and resiting should be carefully investigated.

Consortium Library 1972

Despite its age, this building appears to be in relatively good condition. With the 2003 addition, and renovation of the original this building can be expected to serve its purposes for many years.

College of Arts and Sciences 1973

This building has been renovated numerous times, and so has kept pace with changing needs. Its floor plate and structural bays seem to work well with classrooms or office space. A major renovation of its aging mechanical systems could extend the life of the building reasonably.

Professional Studies Building and Wendy Williamson Auditorium 1974

These buildings are connected and appear as one structure. Because of their scale, these buildings dominate the west campus, presenting blank walls to Providence Drive. The stark concrete exterior walls make it difficult to get daylight into the interior spaces. That is not necessary for the auditorium spaces, but the spaces in the Professional Studies Building are generally used for either classrooms or offices and some natural light is desirable (if not necessary). Some work has been done recently to add windows, but it is still a very difficult building in which to design interior spaces that are friendly and inviting. This facility is a likely candidate for a major renovation. Originally designed as a laboratory building, the Professional Studies Building's floor-to-floor height is 13-14 feet, which is low by current standards for labs.

Allied Health Sciences Building 1982

A relatively new building with a pleasant interior because of the use of natural light, this building presents some challenges to efficient space utilization. The upper floor is a single-loaded corridor and less than half the size of the ground floor, which defies efficient use. The building occupies valuable centrally located land on the campus and does not efficiently use it.

Templewood Housing (mid 1980s)

This is not the oldest housing. These buildings were built as residential condominiums before UAA purchased them. They are wood frame with finishes and equipment not particularly suited to student needs. Although built as family housing their location may not be suitable for that purpose. The remaining useful life of these buildings probably extends beyond 10 years, but it is questionable whether it would extend beyond 20 years.

Recently Constructed Facilities (since 2007)

Alaska Native Science and Engineering Program (ANSEP) Building (2007)

One of the most recent additions to the campus, this 14,000 sf building occupies a special site on the west side of Chester Creek and provides unique learning opportunities for Alaskan Native Students.

Conoco Phillips Integrated Sciences Building (2009)

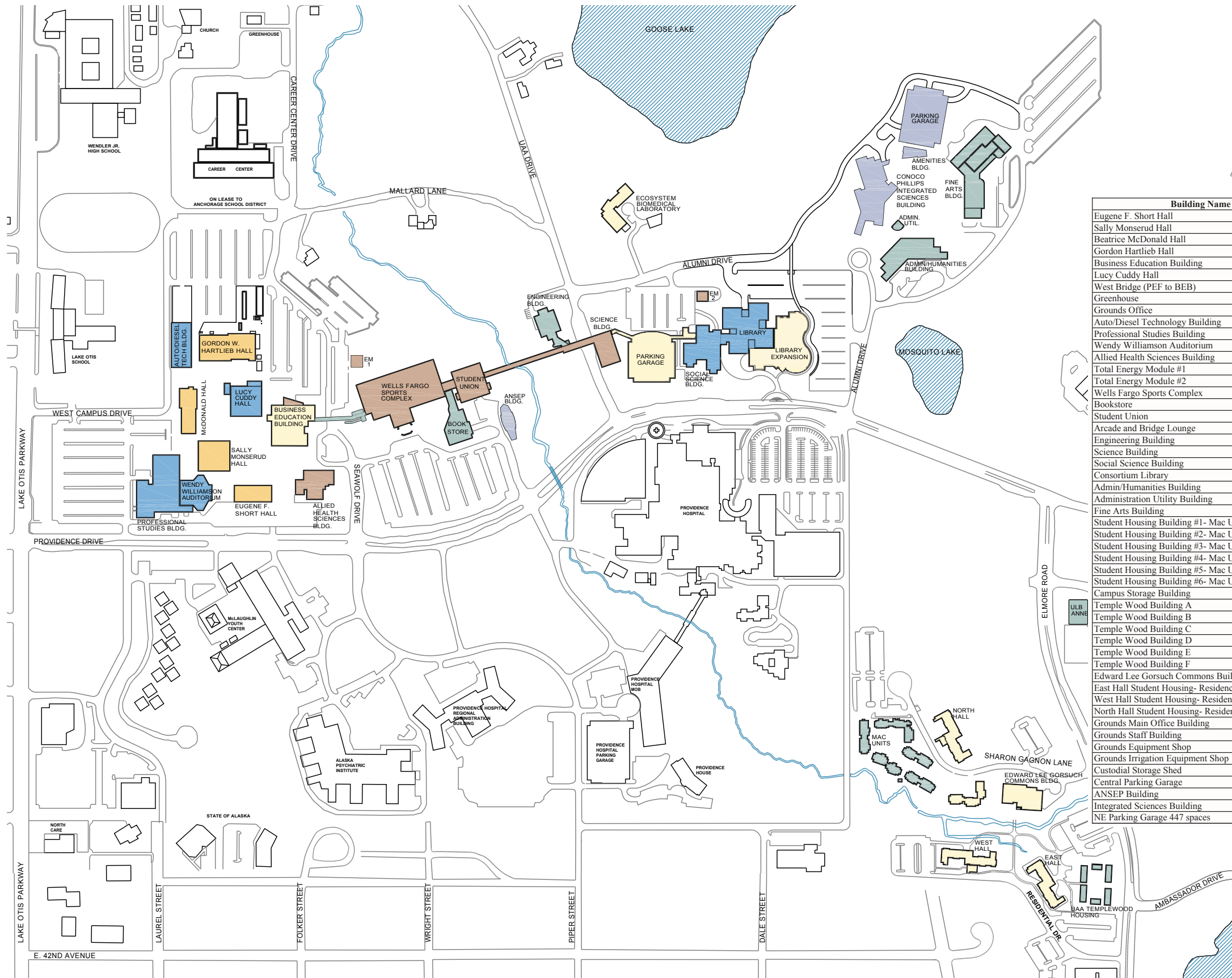
State-of-the-art teaching and research laboratories area complemented by other instruction spaces including a planetarium and places for quiet study and interaction.

Northeast Parking Garage (2009)

In addition to accommodating 447 cars, the garage will include a cafe and meeting place for the three buildings that it serves.



Consider clothing large blank walls with active, day-lit spaces that present a safer and friendlier face to passers-by.

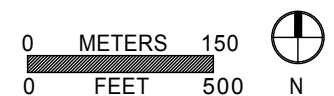


SUMMARY OF BUILDING AGE

	1967-1970	37-40 years old
	1970-1975	32-37 years old
	1975-1980	28-32 years old
	1980-1990	18-28 years old
	1990-2003	4-18 years old
	2003-2009	1-5 years old

Building Name	Gross Sq. Ft.	Overall Bld. Ht.	Year of Constr.
Eugene F. Short Hall	23,899	25'-4"	67-70
Sally Monserud Hall	21,897	15'-0"	67-70
Beatrice McDonald Hall	35,214	25'-4"	67-70
Gordon Hartlieb Hall	43,308	13'-1", 17'-1"	67-70
Business Education Building	82,854	64'-0"	
Lucy Cuddy Hall	26,384	** 28'-10", 16'-1"	71-72
West Bridge (PEF to BEB)	5,261		
Greenhouse	1,727	15'-0"	1985?
Grounds Office	192		
Auto/Diesel Technology Building	26,331	** 22'-0"	73
Professional Studies Building	85,273	27'-4"	80
Wendy Williamson Auditorium	32,715	** 42'-4", 27'-4"	73-75
Allied Health Sciences Building	27,126	** 20'-0", 28'-5", 15'-5", 41'-0"	82-83
Total Energy Module #1	2,633	19'-6"	75-77
Total Energy Module #2	2,633	19'-6"	75-77
Wells Fargo Sports Complex	105,735	28'-0"	
Bookstore	36,638	30'-0"	82-83
Student Union	44,962		77
Arcade and Bridge Lounge	12,701		75-77 and 82
Engineering Building	40,113	48'-0"	80-81
Science Building	28,490	** 49'-0", 33'-6"	75-77
Social Science Building	62,952	43'-1"	73-74
Consortium Library	91,580	** 39'-0"	71-73
Admin/Humanities Building	52,006	46'-6"	82-83
Administration Utility Building	1,009	10'-0"	82-83
Fine Arts Building	100,850	** 68'-0", 40'-0"	83-85
Student Housing Building #1- Mac Units	27,790	** 35'-0", 29'-0"	84-85
Student Housing Building #2- Mac Units	16,825	** 35'-0", 29'-0"	84-85
Student Housing Building #3- Mac Units	17,700	** 35'-0", 29'-0"	84-85
Student Housing Building #4- Mac Units	17,880	** 35'-0", 29'-0"	84-85
Student Housing Building #5- Mac Units	16,630	** 35'-0", 29'-0"	84-85
Student Housing Building #6- Mac Units	25,480	** 35'-0", 29'-0"	84-85
Campus Storage Building	3,920		
Temple Wood Building A	9,448	31'-0"	
Temple Wood Building B	4,724	31'-0"	
Temple Wood Building C	9,448	31'-0"	
Temple Wood Building D	9,448	31'-0"	
Temple Wood Building E	4,724	31'-0"	
Temple Wood Building F	9,448	31'-0"	
Edward Lee Gorsuch Commons Building- Dining	27,285	34'-9.75"	84-85
East Hall Student Housing- Residence Halls	64,465	47'-8"	
West Hall Student Housing- Residence Halls	64,465	47'-8"	
North Hall Student Housing- Residence Halls	64,465	47'-8"	
Grounds Main Office Building	288		
Grounds Staff Building	552		
Grounds Equipment Shop	187		
Grounds Irrigation Equipment Shop	187		
Custodial Storage Shed	384		
Central Parking Garage	124,980	** 41'-8"	
ANSEP Building	14,000	28'	2007
Integrated Sciences Building	121,080	45'	2008
NE Parking Garage 447 spaces	149,103	36'	2009

UAA CAMPUS 2009



Property Acquisition, Disposal and Facility Replacement Criteria

The purpose of the criteria that follow is to assist UAA in making rational decisions when faced with a choice between renovation of an existing facility or demolition and replacement with a new facility. While it may only be important to meet one of these criteria if it is significant enough, replacement becomes a much more compelling option when two or more of these criteria are met.

Property Acquisition:

Years of negotiation led to the recent acquisition of land south of Providence Drive on which the Health Sciences programs will be housed. The deal included disposal of an isolated, irregularly shaped property further south.

Core Campus Land Acquisitions:

With limited developable land remaining in the UAA core campus area, the University should consider land acquisitions within the boundaries shown in Appendix II that support the UAA mission.

Other Land Acquisitions:

The University should also consider land acquisitions outside the UAA core campus area when those acquisitions are necessary to effectuate the goals of specific campus programs.

Consider replacement of a building:

1. Cost:

If the cost of renovation of an existing facility is such that it approaches 75% of the cost of a new facility.

This accounts for initial or capital costs. In addition, the life cycle cost of maintenance and operation of an existing facility should be evaluated and compared with those of a new facility over a 20 year period.

2. Location:

If an existing facility's location on campus is more important for other uses than those currently served by the facility.

For example, it is essential that some programmatic functions be located near the center of campus. If space for a specific function does not exist in the location needed and existing facilities in the area cannot be used for this purpose, replacing a facility may be the only rational choice.

3. Programmatic Restrictions:

If an existing facility does not easily accommodate the program functions that it is to serve and renovation of the facility to serve those functions is technically or financially infeasible.

For example, if a laboratory facility needs to be located adjacent to a specific classroom building but none of the adjacent buildings can be modified to accommodate a new laboratory.

4. Building Age and Condition:

If an existing facility is more than 40 years old or its condition is in a deteriorated state such that renovation cannot realistically extend the useful remaining life of the facility for at least another 25 years.

New facilities should be designed to a minimum useful life of 50 years. If an existing facility cannot be made to serve for at least an additional 25 years, there is a significantly lower value received for the money spent.

5. Physical Constraints and Adaptability:

If an existing facility's physical characteristics make it technically or financially infeasible to alter it in such a way that it cannot be easily upgraded to serve current or new functions.

For example, if the floor-to-floor height of the building is less than 14 feet, the building is not a good candidate to serve as a laboratory building.

6. Code Compliance:

If current building codes cannot be met economically, and exceptions to compliance are not appropriate.

Building Codes change over time. This includes compliance with new building codes and standards that may come into affect that were not operative when the building was constructed or last renovated.



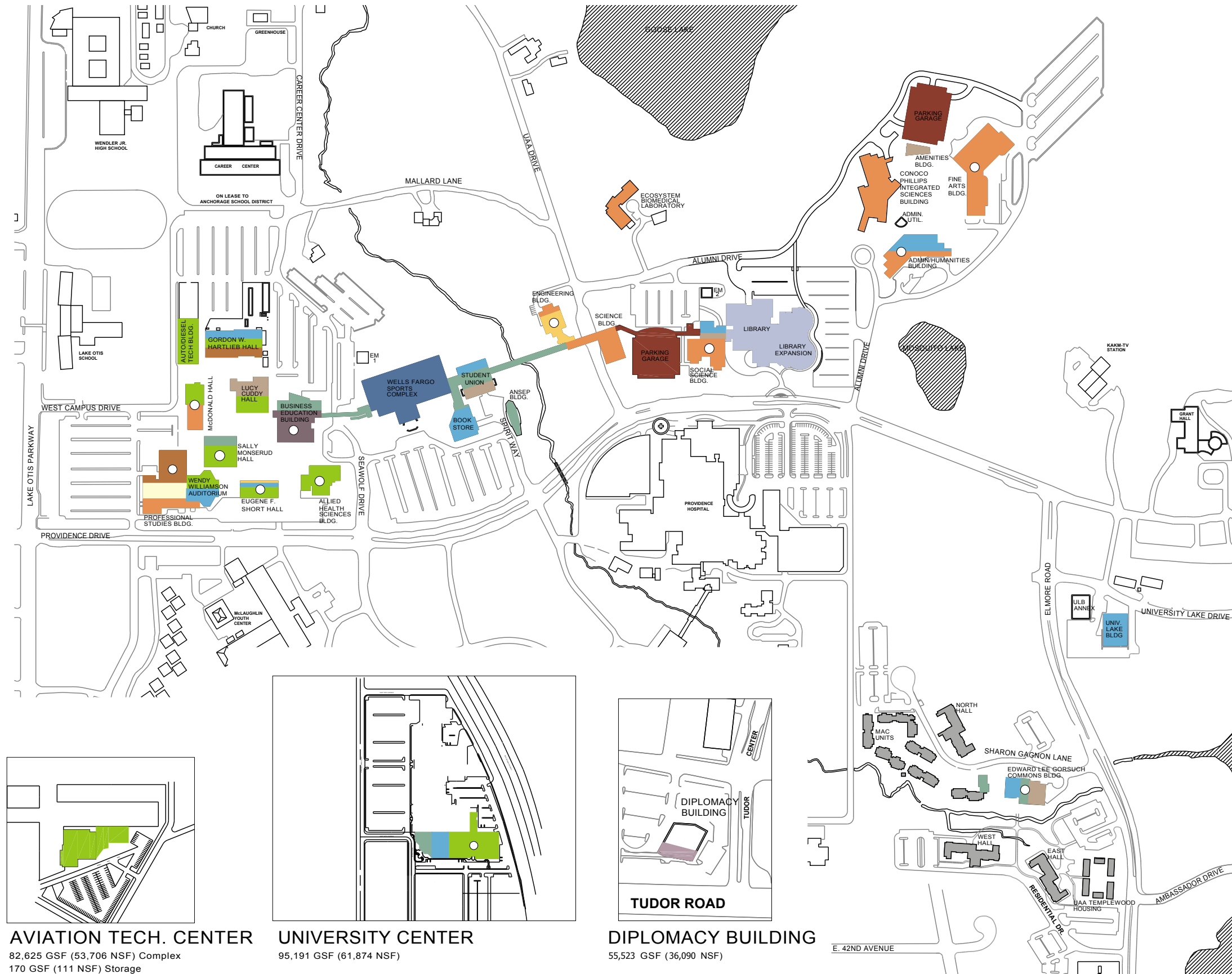
Eugene Short Hall was one of the first buildings built on the campus. Its structure is inflexible, and it occupies a key site, so replacement with a larger footprint and greater height may be preferable to upgrading it.

7. Displaced Program Accommodation:

If alternative space is available to accommodate all displaced functions.

Before a building can be taken out of service, it is important to reassign all ongoing activities elsewhere, either temporarily or permanently. Also, building services and utilities must be isolated in a way that will not interrupt service to other facilities before demolition can proceed.

The history of the campus is apparent in the grouping of Community and Technical College buildings in west campus, and most College of Arts and Sciences buildings east of Chester Creek. The Spine was first proposed in the 1970s master plan.



DEPARTMENTAL BUILDING OCCUPATION

- 1- College of Arts and Sciences
- 2- College of Business and Public Policy
- 3- College of Health and Social Welfare
- 4- College of Education
- 5- Community and Technical College
- 6- School of Engineering
- 7- Housing
- 8- Dining
- 9- Athletics and Recreation
- 10- Research Institutes
- 11- Student Affairs and Student Support
- 12- University Administration
- 13- Library
- 14- Structured Parking
- Buildings containing centrally scheduled classrooms

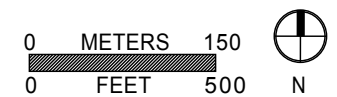
* Colors shown in buildings are not proportional to occupancy

AVIATION TECH. CENTER
 82,625 GSF (53,706 NSF) Complex
 170 GSF (111 NSF) Storage

UNIVERSITY CENTER
 95,191 GSF (61,874 NSF)

DIPLOMACY BUILDING
 55,523 GSF (36,090 NSF)

UAA CAMPUS 2009



Existing Transportation Conditions



One of the many existing trails used for cross-country skiing on the university's undeveloped property.

Pedestrian Circulation

The nature of the UAA campus, with its buildings spread across approximately 362 acres, leads to lengthy travel between buildings and other areas of campus. Much of this travel occurs on foot and is accommodated in the weather-protected elevated walkway spine. Not all buildings are connected to the spine, and the distances involved are sufficiently long that many people choose to drive; especially if they have much to carry. Conflicts between pedestrians walking at grade and vehicles crossing their paths create unnecessary hazards for students and faculty and require improvement.

The quadrangles in the western part of campus are the only places where foot traffic between buildings is common and vehicle conflicts have already been largely removed. Similar precincts or connections to the spine elsewhere on campus would help to enhance pedestrian safety.

Trail System

An extensive system of trails laces through the Goose Lake recreation area and the UAA and Alaska Pacific University properties, providing extraordinary access to the natural landscape that contributes much to the unique character of the campus.

These trails include designated rights-of-way for commuters, cross-country skiers, and dog sleds. The uniquely landscaped trails, highly prized by nearby institutions and the local community, also provide fundamental sources of recreation for the entire Anchorage community. Supplementary trails should be provided to improve pedestrian access to the campus core from student housing and other outlying facilities.

Modifications to the current trail systems in the vicinity of the UAA campus may have to be made to achieve

appropriate land use and building patterns for the educational institutions. Where modifications are made, they should not constrain use or development of the trail systems. Affected trails should be amended so that they remain uninterrupted by buildings or other obstructions.

Ski racks are currently provided at the sports center on campus to allow students and faculty to ski to the campus during the winter months and store their skis in this secure location. Staff indicates that this facility sees very little use year-round, which does not appear to correlate with the cross-country ski activity on campus. It is probable that skiers store their skis in their vehicles or their offices (in the case of faculty) because lockers are remote from their destinations on campus.

A solution to this situation would be to provide secure ski racks with bicycle facilities at several locations on campus, closer to where the skiers are likely to have their classes or offices.

Bicycle Network

The development of bicycle networks encourages an efficient, inexpensive and nonpolluting circulation alternative to the automobile. The Municipality of Anchorage and UAA, committed to the successful development of a bicycle network, have established a comprehensive system of bicycle paths throughout the UAA campus area with connections to adjacent bicycle facilities. This network of bicycle paths provides separate and safe rights-of-way for cyclists. Optimum utilization of the bicycle system would be of substantial benefit to the UAA campus. Increased use reduces the number of commuters using automobiles, relieving both vehicular congestion and demand for parking spaces. It should be noted

that many cyclists are undeterred by snow, and use their bikes year-round -- contributing to the efforts of the University to reduce its carbon footprint.

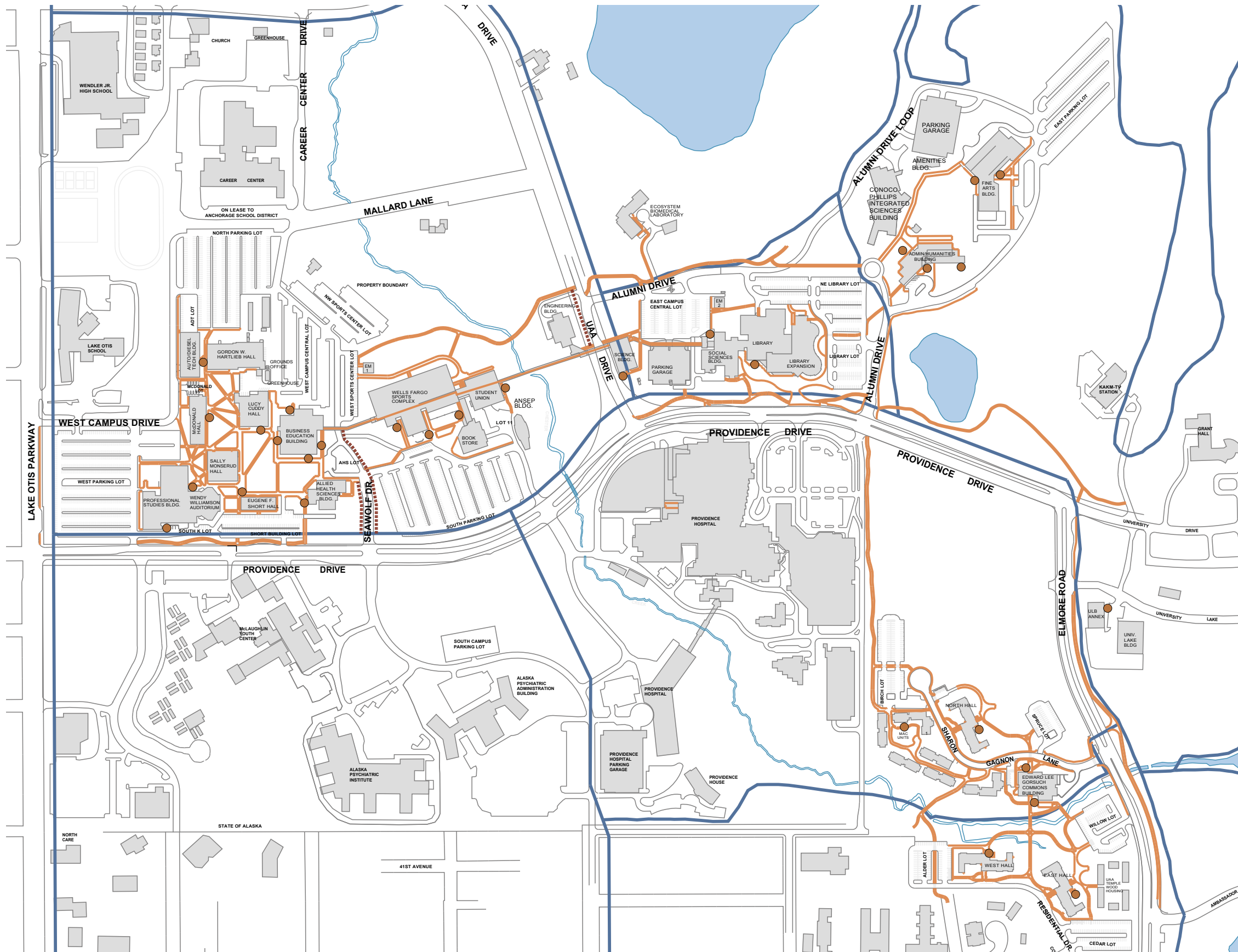
Secure parking facilities for bicycles are essential and greatly reduce the number of thefts reported annually. Bicycle parking is provided at many of the buildings throughout the campus, see the Pedestrian Circulation map for locations.



An existing bike storage area at the Student Housing Commons Building.



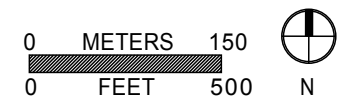
An existing multi-purpose trail crossing Chester Creek on the UAA campus.



YEAR 2009 PEDESTRIAN CIRCULATION

- EXISTING SIDEWALKS
- EXISTING SKI AND BIKE TRAILS
- EXISTING BIKE RACK LOCATIONS
- - - PROPOSED SIDEWALKS

UAA CAMPUS 2009



Transit Services

Transit ridership increases as headways - the time between buses - diminish. A critical threshold is 10-15 minutes, at which point, riders will wait for the next vehicle regardless of the schedule. As UAA and other institutions in the U-Med District grow, it will be possible to shorten headways, and the proportion of the population that chooses to use transit will grow. Programs for bulk payment of transit fares (free ride programs) like that adopted by UAA substantially increase ridership. UAA will benefit if other institutions can be persuaded to follow UAA's example.

People Mover

The Municipality of Anchorage's People Mover mass transit system serves UAA directly via the following routes:

- Route 1 Muldoon - UAA - Diamond
- Route 2 Lake Otis
- Route 3 Northern Lights,
- Route 13 Muldoon - UAA - Downtown
- Route 36 36th Avenue
- Route 45 Mountain View
- Route 75 Tudor
- Route 102 UAA - Downtown - Glenn Hwy

Details of the transit services provided by People Mover are shown in the table below.

All services operate seven days a week with the exception of Route 11, which has no Sunday service. Most of the services commence at 6am and finish as late as 11pm. Ridership and frequency of service in the U-Med District are second only to Downtown Anchorage.

People Mover Transit Service 2009

Bus Route	Headway			Span		UAA Stops	Daily Ridership	Level of Service	
	Peak	Off-Pk	Weekend	Time	Hours			Headway	Span
1	60	60	Sa Su	6-9	15	13	190	E	C
2	60	60	Sa Su	6-9	15	1	830	E	C
3	30	30	Sa Su	6-11	17	12	1,540	E	B
13	30	60	Sa Su	6-10	16	13	950		
36	30	60	Sa Su	7-11	16	9	610	E	C
45	30	30	Sa Su	6-11	17	12	2,010	D	B
75	30	60	Sa Su	6-9	15	0	985		
102	30			peak only	4	13	293		

People Mover ridership data indicated an average daily stop activity count (total passengers boarding and alighting) in 2002 of 1,099 at the stops serving the UAA campus which includes Providence Hospital. **These numbers compare with 1261 passengers boarding and alighting in 2007.** This is a significant ridership figure and highlights the importance of transit service at the University. The highest ridership numbers were for Route 45 - Mountain View.

Level of service (LOS) for bus passengers was calculated according to the Transit Capacity and Quality of Service Manual (2000) based on service headways and span of service. Headway LOS is E for all routes except Route 45, which was LOS D. Span of service LOS varies between C (Routes 1,2 and 36) and E (Route 11).



The U-Med district has one of the highest People Mover transit riderships in the Anchorage Bowl, due to the large number of users traveling to and from the UAA campus and other U-Med destinations.

Campus Shuttles

The advent of the Seawolf shuttle bus service since 2002 has changed automobile and pedestrian patterns around the UAA campus. In 2003, two free shuttle services were provided for all students, faculty members and visitors to move around the campus. The Green and Gold services operate on weekdays commencing at 7 am and concluding at 7 pm, providing headways of 30 and 15 minutes respectively. There are 10 stops around the campus served by the shuttles. The Seawolf shuttle does not provide weekend service.

The Campus Loop (Green) Shuttle route provides a loop service around the entire campus including student housing, while the University Center (Gold) Shuttle route services the eastern portion of the university campus.

The Seawolf shuttle helps to alleviate on-campus parking congestion. Students who live in campus housing may take the shuttle to their classes and leave their cars parked at the housing complex.

Shuttle ridership also increases substantially over the winter period as foot traffic across the campus becomes more difficult due to severe weather conditions. The service also provides enclosed shelters for riders to keep out of wind, rain and snow. Details are shown in the table below.

Shuttle and People Mover ridership will reduce the carbon footprint of the University and reduce demand for costly parking facilities.

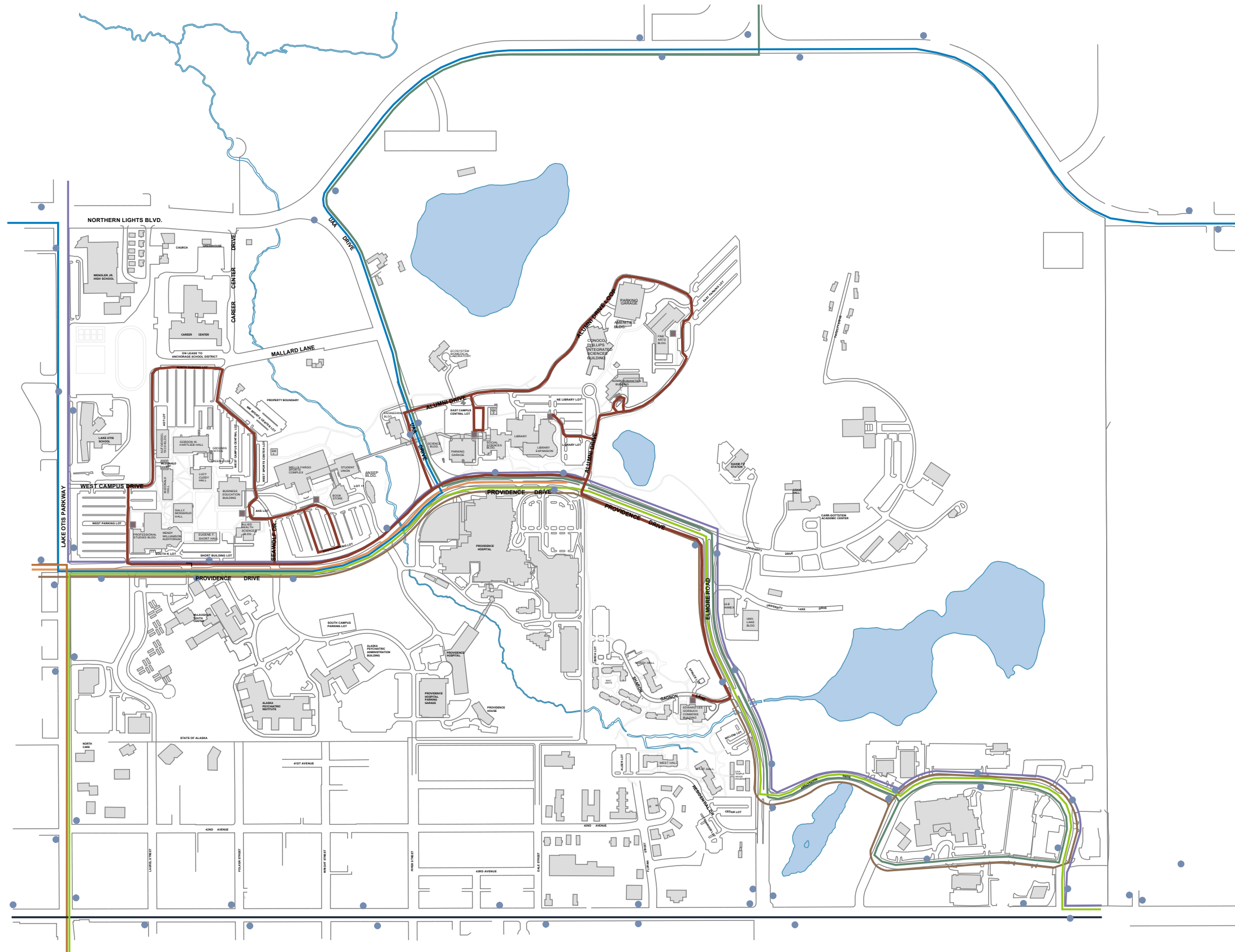


The Seawolf Shuttle provides a safe and comfortable means of travel around the UAA campus during the cold winter months in Anchorage. Each year, ridership increases, demonstrating unmet demand for transit.

Seawolf Shuttle Service (2009)

Bus Route	Headway			Span			Daily Ridership	Level of Service	
	Peak	Off-Pk	Weekend	Time	Hours	Stops		Headway	Span
Campus Loop (Green)	15	-	N	7-6	11	8	1200	C	C
	-	30		6-10	4			D	C
Univ. Center (Gold)	30	30	N	8-10	14	3		D	C
Aviation	4x daily		N	9-7	10	3			

Ridership of the Seawolf Shuttle has doubled since 2003. Timed transfers with public transit make it convenient for those arriving and departing from the campus as well as for internal circulation and service to and from University Center.



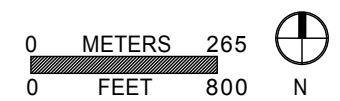
YEAR 2009 PEOPLE MOVER ROUTES

- EXISTING TRANSIT STOPS
- ROUTE 1
Muldoon Mall to Dimond Transit Center
- ROUTE 2
Downtown Anchorage to Dimond Transit Center
- ROUTE 3
Downtown Anchorage to Cook Inlet Housing
- ROUTE 13
Muldoon and UAA to Downtown Anchorage
- ROUTE 36
PAMC (U-Med District) to Downtown Anchorage
- ROUTE 45
ANMC (U-Med District) to Downtown Anchorage
- ROUTE 75
Tikahnu Commons and Tudor Rd. to Downtown Anchorage
- ROUTE 102
ANHC, Providence Drive and 36th Ave. to Downtown Anchorage

UAA CAMPUS SHUTTLE ROUTES

- UAA SHUTTLE ROUTE
- UAA SHUTTLE STOPS

UAA CAMPUS 2009



2009 Traffic Counts and Projections

New counts and projections have been deferred until planned improvements to streets and intersections by the Municipality have been completed, and the State Traffic Study of northern access routes has been conducted. Thus, 2003 results are retained here.

Study Area Traffic 2003

The UAA campus is accessed via four arterial streets: Northern Lights Boulevard to the north, Elmore (Elmore) Street to the east, Tudor Road to the south and Lake Otis Parkway to the west. Access into the university campus is provided via Providence Drive from the west, UAA Drive from the north and Elmore Road from the South. The surrounding roadway system is shown in the map opposite which also shows average daily traffic volumes.

Levels of service were calculated for the roadways providing access to the campus based on Average Daily Traffic (AADT) volumes for the roadways. Counts were collected using the methodology in the 2000 Highway Capacity Manual (HCM2000) planning applications. Levels of service (LOS) in the study area are shown in the upper table together with the traffic volumes and roadway configuration information. For the LOS analysis Northern Lights Boulevard, Lake Otis Parkway and Tudor Road were classified as Class II arterials while Providence Drive, Elmore Road and UAA Drive were designated as non-state Roadways.



A view of the Eugene Short Hall parking lot from Providence Drive.

Campus Parking 2009

There are 22 parking lots providing a total of 4,600 parking spaces within the UAA campus. Parking spaces taken into consideration included the following designations:

- Permit,
- Metered,
- Disabled, and
- Faculty parking.

Parking utilization figures were obtained from University’s parking services. They were based on percent occupied for each hour of the day from 8 am to 10 pm. The lower table illustrates the breakdown of available spaces and usage during an average day.

Analysis indicates that the peak period hour during the day is from 1pm to 2pm. During this period it was found that 25% of the 4,153 available parking spaces (excluding the Science Garage which was not yet in use) available on campus remained unused and available. This indicates that significant parking capacity still exists on campus although certain areas clearly experience over-capacity demand.

Roadway Level of Service

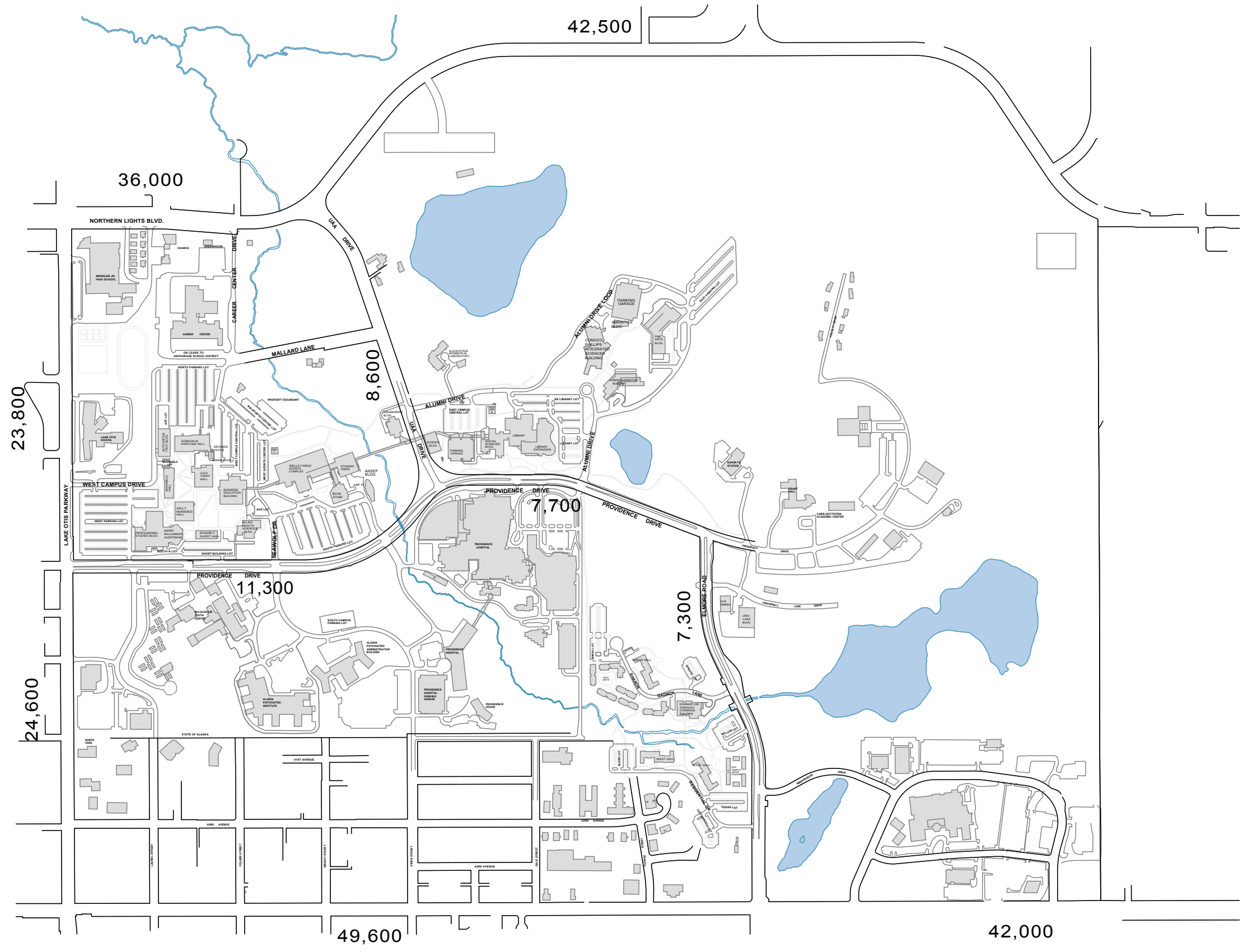
Road	Between	Lanes	Capacity	2001 AADT	LOS
Northern Lights Blvd	Lake Otis/UAA	4	34,500	32,470	D
	UAA/Elmore	4	34,500	39,020	F
Lake Otis Parkway	Northern Lights/Providence	4	34,500	25,799	C
	Providence/Tudor	4	34,500	24,640	C
Tudor Road	Lake Otis/Elmore	6	51,800	49,646	E
Providence Drive	Lake Otis/UAA	4	25,200	17,390	D
	UAA/Elmore	2	12,600	7,195	D
Elmore Road	Tudor/Providence	2	12,600	5,514	D
UAA Drive	Northern Lights/Providence	2	12,600	8,770	D

As shown in the table, Northern Lights Boulevard from UAA Drive to Elmore Road currently operates at LOS F while Tudor Road from Lake Otis Parkway to Elmore Road operates at LOS E. Other roadways operate at acceptable levels of service C and D.

Parking Utilization (adapted from the 2004-2005 UAA Parking Study)

Parking Lot	Total Spaces	Peak Period Utilization	Average Daily Usage (%)	Average Period Unused Spaces
South	531	100%	71%	156
West	509	100%	64%	182
North	435	50%	28%	313
East	366	60%	42%	212
Parking Garage	304	70%	67%	92
WCC	280	100%	73%	77
Sports NW	190	80%	70%	36
South Campus HS	150			
Birch	163	90%	70%	49
ECC	150	100%	94%	9
Short	124	100%	76%	30
Facilities	117	100%	85%	17
Cedar	111	75%	59%	46
Library	368	100%	76%	88
Alder	90	100%	61%	35
Cottonwood	79	20%	9%	72
Sports W	59	100%	94%	3
Spruce	59	100%	93%	4
Admin F	31	51%	5%	30
Willow	25	100%	65%	9
K	12	33%	27%	9
Science Garage	447			
Total	4,600	75%	58%	1,600

Numbers have been tallied from the 2004-2005 school year.



ROADWAY NETWORK
11,300 YEAR 2002 VEHICLE DAILY TRIPS

*Traffic counts all reflect two-way traffic on a street. Each direction (e.g. north and south) is counted and then added to give a link volume. The link volume is used to calculate the level of service on a roadway.

UAA CAMPUS 2009



Parking Requirements

Parking:

UAA has, and will continue to have, a substantial majority of students who commute to and from the campus by car. Parking is therefore a vital resource, and must be adequately provided for. As developable land close to campus buildings becomes scarce, it will be necessary to replace some parking lots with garages. The high cost of providing structured parking is one reason to encourage ride-sharing and transit use. However, additional parking will be needed as enrollment increases. Currently, the demand for parking is increased by those who drive from one destination on campus to another rather than walking or using the shuttle.

How much parking is needed to meet total university demands – including students, faculty, adjuncts, staff, vendors and visitors – is closely monitored by the University. Records are kept of the numbers of vehicles parked in each lot at various times of the day. While it is clearly in the interests of the University to provide sufficient parking, the minimum number of spaces required by the Municipality of Anchorage is determined using standards that have been developed for stand-alone uses outside a campus environment.

The statement that elaborates campus master plan Guiding Principle III includes the statement: “Configure facilities to favor access on foot. Provide sufficient parking that is both convenient and unobtrusive, but does not compromise pedestrian circulation.” **Greater impetus is given to this intention by the UAA Energy Policy, which seeks to reduce the carbon footprint of the institution.**

From this spring three *Design Guidelines under Circulation and Parking*:

1. Minimize the need for use of automobiles on campus by increased transit and shuttle use, improvement of pedestrian circulation, provision of lockers, and other means
2. Locate and manage parking so that those who need to come and go during the day are able to do so, yet the visual impact of parking is reduced.
3. Locate parking structures so that they do not block natural light or cherished views from within buildings, and do not compromise future expansion of the facilities they serve.”

Three responsibilities devolve to the master plan from these considerations. First, there needs to be careful consideration of where parking structures should be built, assuming that some existing parking lots will be displaced by other facilities, and that parking demand will continue to grow with enrollment. Second, there needs to be a concerted effort to reduce the demand for parking by improving pedestrian circulation between buildings, and by improving transit and shuttle services. Grouping of popular destinations close to one-another will also reduce the tendency for people to drive from one part of the campus to another. Third, there needs to be agreement with the Municipality of Anchorage on a method of assessing parking need that is more closely tied to actual demand than the method currently employed.

Parking as a Campus-Wide Resource

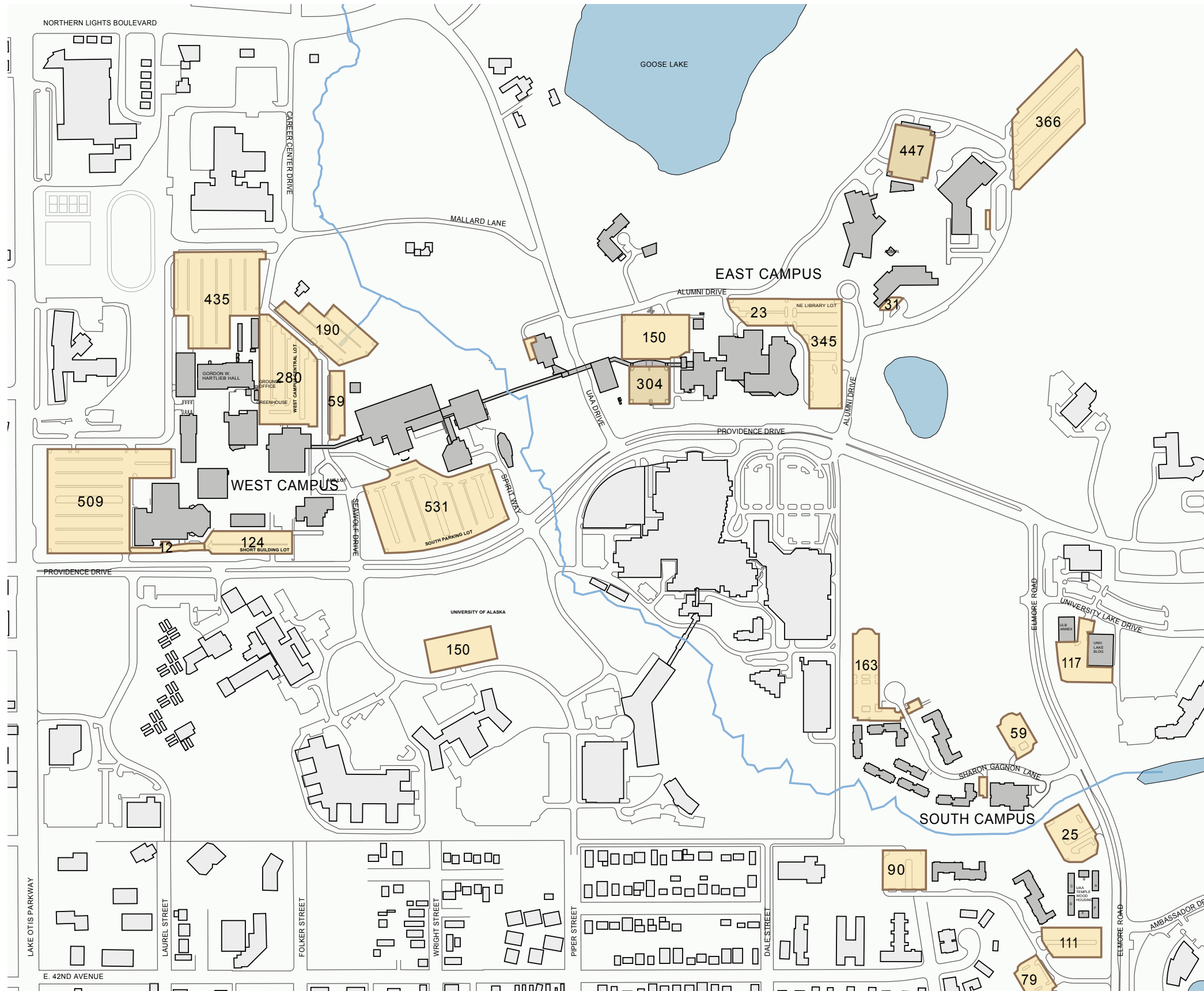
A campus is distinguished from other urban development by the way in which resources are shared equally among all who use it. Lakes, trees, trails, driveways and other features serve everyone who occupies the campus, and sometimes outsiders too. The same is true of parking, which is just one aspect of the access system, along with driveways, footpaths, bicycle facilities and bus stops. In the past, parking has been constructed on a building by building basis, but as campus facilities have merged and become more cohesive, with students, faculty, staff and visitors parking once to access several different destinations at UAA, so the reality of parking as a shared resource has become apparent. As parking lots are replaced by garages for large numbers of cars, the shared nature of the resource will become ever more apparent. Parking structures will be located to serve multiple destinations

as efficiently and inconspicuously as practicable, often without association with any one building. Thinking about parking in this way enables more appropriate use of developable land, anticipating future facilities needs and respecting natural areas. This is evident in the proposed locations of future parking facilities.

Parking for special events differs from daily use parking in that attendees at occasional events are prepared to walk further to park -- especially if they can avoid parking fees by doing so. Thus, it should not be necessary to provide parking at the new Sports Center except to accommodate normal day-to-day use. Shuttles or walking to lots and garages elsewhere on campus and nearby would be a solution that is significantly less costly and more sustainable than constructing rarely used lots and garages.



Academic buildings occupy less land than is used by parking at UAA.

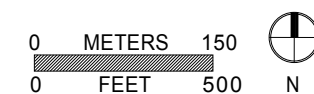


YEAR 2009 PARKING

 EXISTING UAA PARKING AREAS

PARKING TOTALS	
WEST CAMPUS	2140
EAST CAMPUS	1666
SOUTH CAMPUS	794
TOTAL	4600

UAA CAMPUS PARKING AREAS



Natural Features and Landscape Architecture

Landscape

A key component in establishing the identity of any university is the quality of its landscape. This quality is a means by which outsiders judge the campus and is a source of pride for alumni, faculty and students. The importance of this relationship dates back to the very beginning of universities in Europe. Early university landscapes established a sanctuary (the Dean's garden) that fostered contemplation and a mood consistent with the pursuit of knowledge. Although this has changed significantly to accommodate the automobile and large numbers of students at modern universities, the underlying importance of landscape as a functional component of the learning environment remains strong.

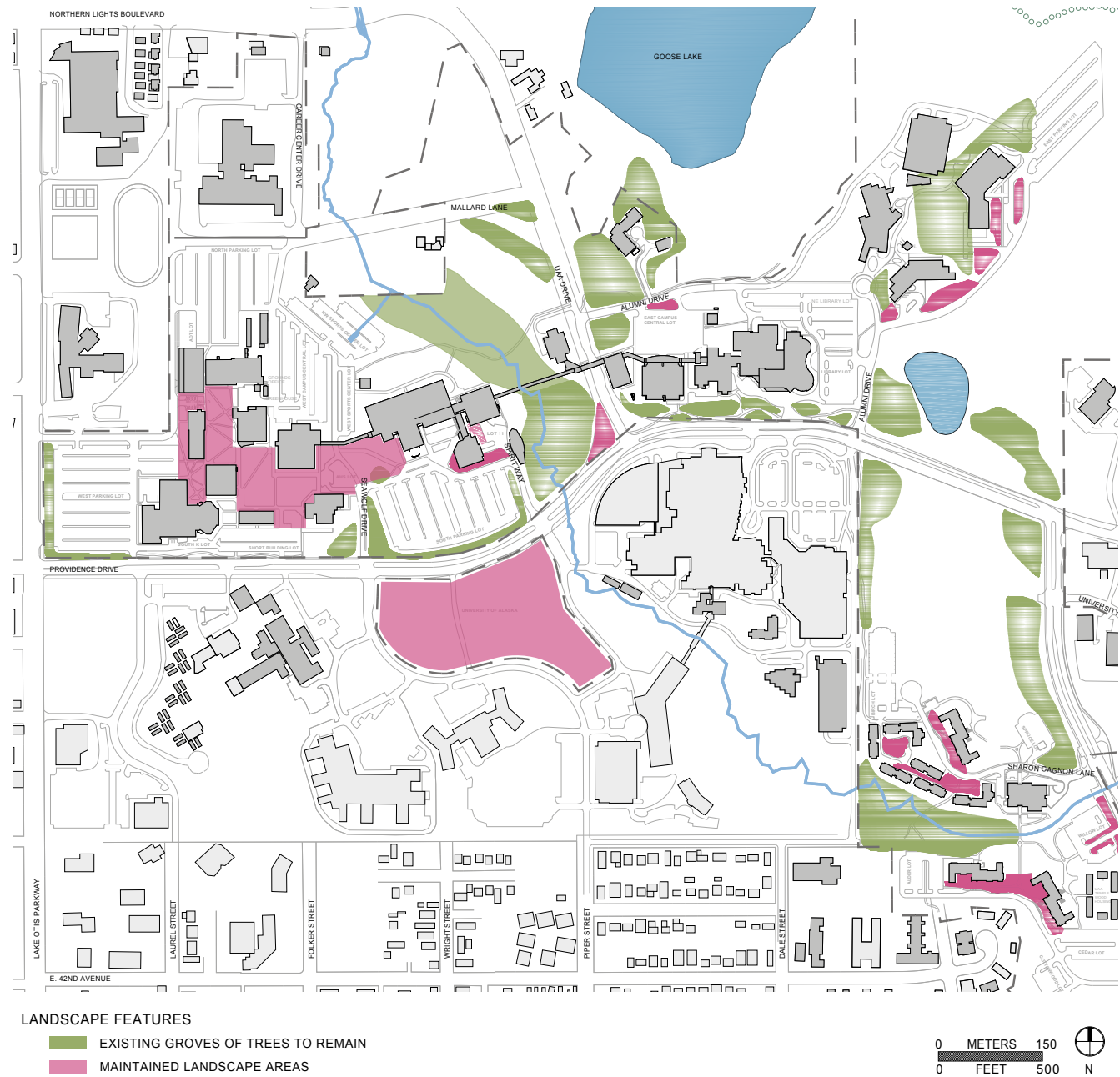
UAA benefits from a natural Alaskan landscape ranging from sub-Arctic forest to open wetland. In built up portions of the campus, the natural setting has been replaced with ornamental plantings suitable for high use and the specific climate of the campus. The UAA campus is generally well maintained and attractive. In 2001, the facilities maintenance staff received an award from the Alaska Chapter of the American Society of Landscape Architects for their care in maintaining this public resource. It was noted that UAA served as an example demonstrating the full range of ornamental plantings possible in the Anchorage region.

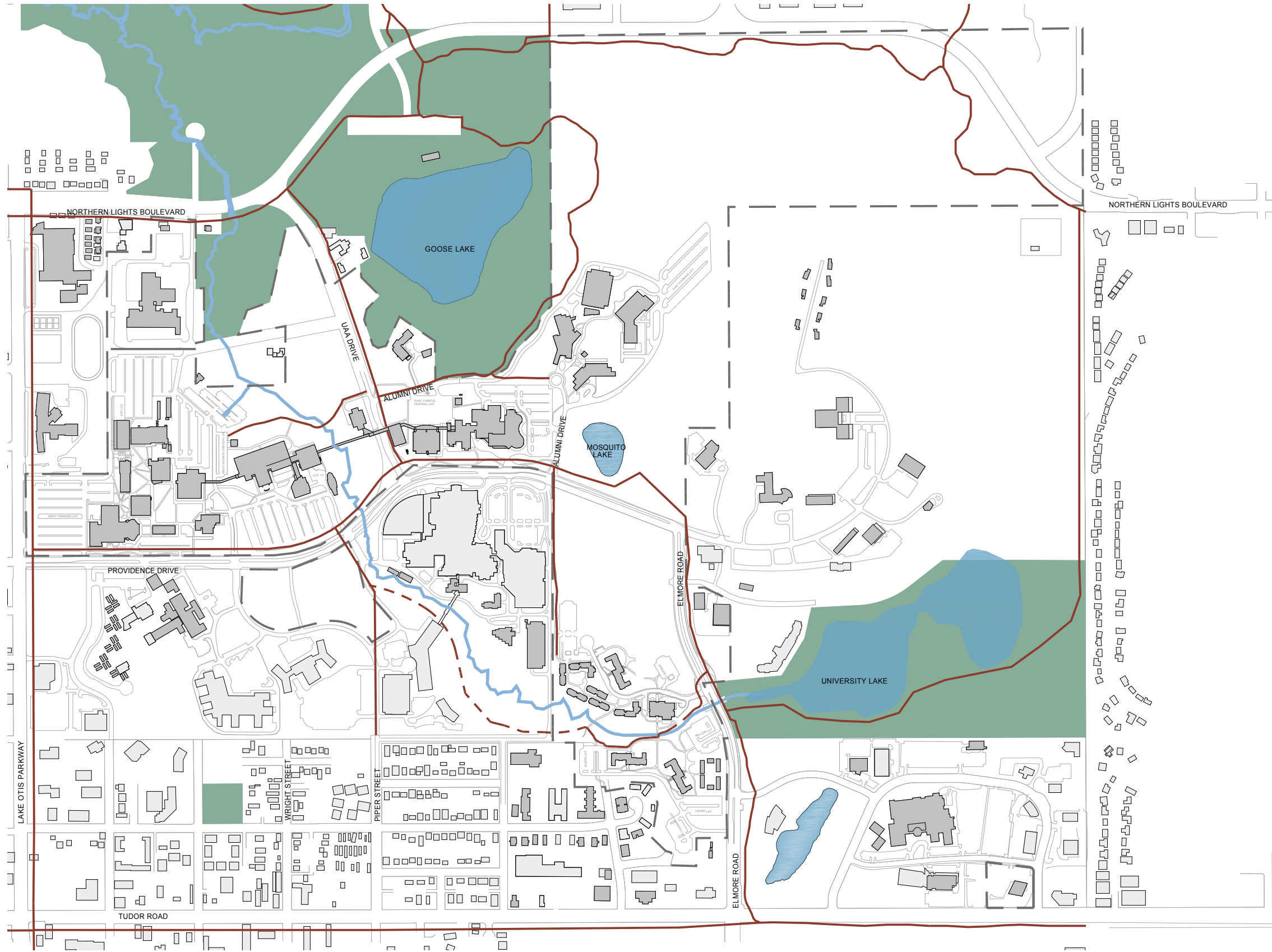
The shortcomings of the landscape at UAA are found at the broad planning level. Too much of the campus has been dedicated to surface parking. Any effort to






cross campus on foot, outdoors, will demonstrate the auto-oriented nature of the campus. Additionally, the campus turns its back on the community, presenting parking lots along Providence Drive instead of prominent campus features. The new Consortium Library is a refreshing change from past building philosophy, as it presents its front to Providence Drive.

The west campus (formerly the Community College) has a compact campus-like quality but is introverted. In this area, building density and orientation create a linked series of outdoor quadrangles. Within these quadrangles, the automobile has been excluded and the space is uniquely pedestrian. The central campus is entirely linear in its orientation and works effectively for the pedestrian because of the unifying interior pedestrian spine. The buildings along this spine are typically adjacent to parking lots and there is no "captured" outdoor space except for the remarkable views of Chester Creek through the treetops as the spine connects the west and central areas of the campus. The west and south and southwest campus areas are only connected indirectly.

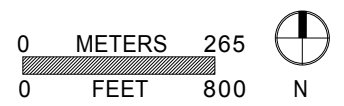
A consistent theme emerging from interviews with students and faculty is a strong desire to incorporate the natural landscape into any plans for future development. The incorporation of the natural environment is evidently consistent with students' expectations for attending a university in Alaska, and it is firmly embraced by the majority of faculty and staff consulted.





-  Proposed Multi-Use Paths
-  Stream
-  Buildings
-  Lakes
-  Municipality of Anchorage Parks

PARKS AND TRAILS 2009





A view from Beatrice McDonald Hall to the southeast.

Views and Vistas

Long vistas from campus, that capture the natural setting and establish a strong sense of place are important to campus identity for those who work here. Key views into the campus establish campus identity within the context of the community. Identification of important views and vistas informs the planning process, helping to ground expansion plans in the context of the place. It also identifies areas where care should be taken not to disrupt views.

Older parts of the UAA campus are largely introverted in the arrangement of buildings and their architecture. Distant views out of the campus are squandered. A few buildings have south-facing windows which provide views to the Chugach Mountains. The Administration and Humanities and Fine Arts Buildings, in particular, benefit from these views. The existing undeveloped hilltop between the Administration and Humanities Building and the Fine Arts Building **has been preserved as the 'Alaska Quad', accessible natural woodland.** Another undeveloped low hill near Northern Lights Boulevard offers southern exposure and views across open wetland areas to the south. Perhaps the most important view in establishing campus character is the close-up view of trees and groundcover from the spine where it crosses Chester Creek. This pedestrian bridge is heavily used by students, faculty and staff and offers undisturbed natural views north and south on Chester Creek. Great care should be taken in assessing the effects on this view of any new development in the vicinity.

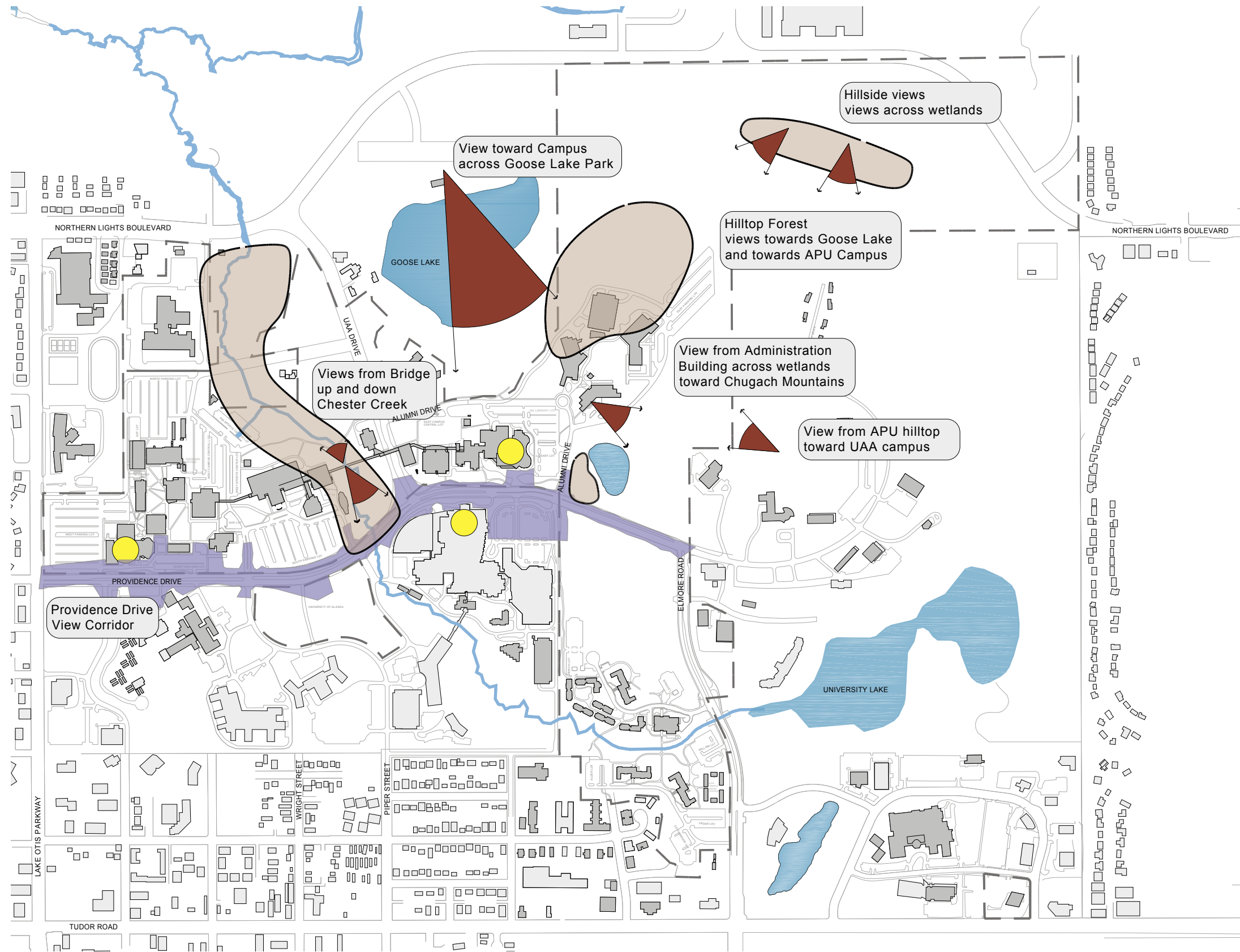


Chester Creek as seen from the spine during the early spring. Each season brings a fresh outlook.

There are a few locations that provide good views into the campus. The view from the hilltop of Alaska Pacific University (APU) provides an overall view of UAA. This is not a controlled view, but rather a broad vista. It is not a particularly important consideration in campus development as it is available to few. A more important view is across Goose Lake from Goose Lake Park. This public view is considered important by the local community and should be considered in any new development that might affect it.

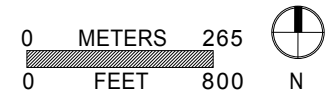
UAA is principally seen by the community from Providence Drive. Current views are not particularly flattering because many buildings turn their backs to the street, and parking lots line much of the frontage. The new Consortium Library is an exception and demonstrates how the University can present a stronger image to the community by facing on to Providence Drive.

Landmarks, man made or natural, help people to orient themselves. Where possible it is useful to maintain views to landmarks. In the vicinity of the UAA campus key landmarks include the Wendy Williamson Auditorium, Providence Hospital, and the new Consortium Library, with its sculptural illuminated spire. Within the campus, lesser landmarks aid orientation: art pieces, architectural features, and fragmentary views of the landscape. Long views, to the Chugach range, aid overall orientation and affirm the special identity of the campus in the Alaskan landscape.



- SITE BOUNDARY
- BUILDINGS
- LAKES
- AREA WITH NOTABLE VIEWS
- DIRECTION OF VIEW
- LANDMARKS
- PROVIDENCE DRIVE VIEW CORRIDOR

**VIEWS AND VIEWSHEDS
2009**



Cultural and Environmental Characteristics

Introduction

The University of Alaska Anchorage campus includes a rich variety of environmental resources and site conditions. Development of the campus will be restricted by three categories of classified wetlands (Classes A, B and C), by unfavorable soil characteristics, mature stands of trees, a variety of wildlife habitats (moose, waterfowl, raptors), and various topographic features (see Site Development Factors map).

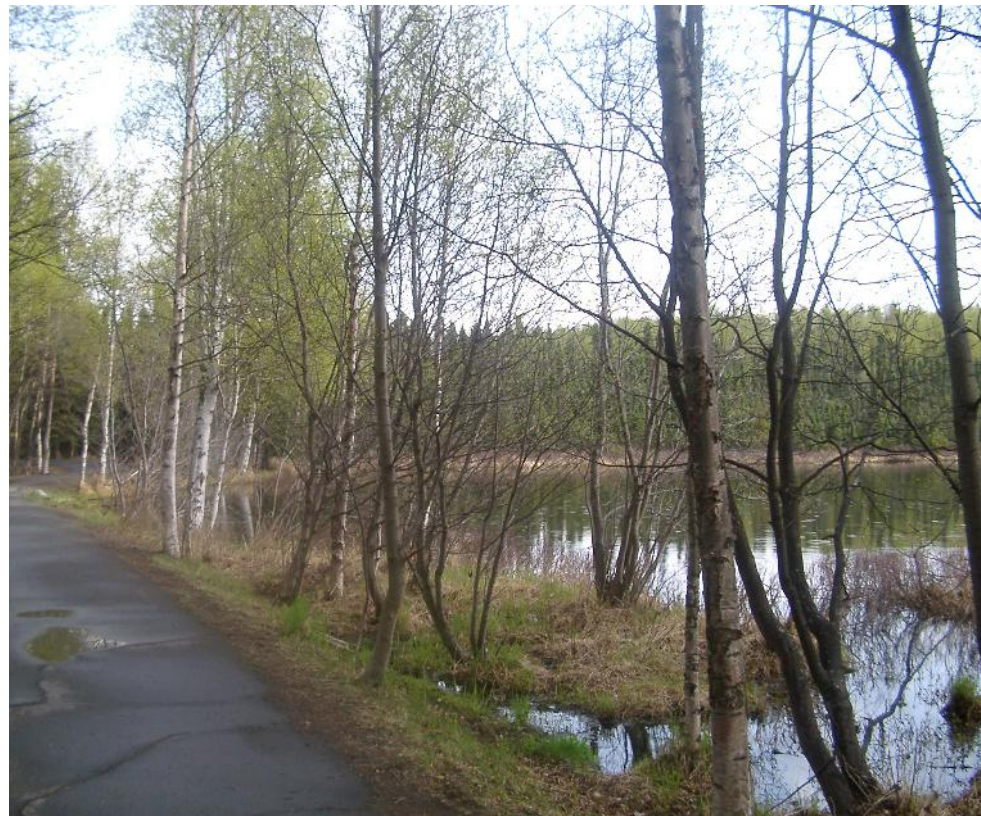
Environmental site characteristics represent both opportunities and constraints to development and future growth on the UAA campus. As opportunities, they contribute to the unique character of a university campus located in the middle of Anchorage. Students and faculty value the vistas and wildlife that can be seen on campus. Features such as Goose Lake, University Lake, and Chester Creek, on and around campus are assets that are used and appreciated by people from the entire community of Anchorage. Facilities can be sited to incorporate natural features, adding value to architecture and creating an suitable setting for pursuit of higher education. However, these same characteristics can create hazardous conditions and increase development costs. Some conditions and values may make development difficult to permit and result in requirements to mitigate adverse effects.

Cultural

The University serves a large number of place-bound commuter students, many of them in part-time education, many of them adults in early or mid career. One of the distinguishing features of the Anchorage campus is its setting in a natural sub-Arctic landscape. Related to this is an ongoing celebration of Alaskan Native cultural traditions as part of the cultural heritage of the campus. The University's embrace of these values is evident in ANSEP, the Library, and

elsewhere, as well as inclusion in academic programs. The University will continue to be responsive to demand for programs that focus on the unique geography and culture of Alaska.

The 1991 master plan found that no portion of the campus was protected against alteration by the National Historic Preservation Act nor by the State of Alaska Preservation Act. More recent searches have yielded no indication of any significant archeological remains.



The interface between developed land and native landscape on the campus contributes much to the special quality of the place.



Open views across woodland towards the Chugach mountains are valued assets of the Anchorage campus.



Chester Creek and the wooded corridor that it occupies bring the unspoiled natural splendor of Alaska through the heart of the campus.

Environmental

Chester Creek is an anadromous fish stream (Anadromous Stream Number 247-50-10050) that flows approximately 10 miles from the Chugach Mountains to Knik Arm near Chester Lagoon. The only species of anadromous fish in Chester Creek is the coho salmon (*Oncorhynchus kisutch*). Non-anadromous fish include introduced rainbow trout (*Oncorhynchus mykiss*) and Dolly Varden char (*Salvelinus malma*). The Chester Creek Stream Condition Evaluation conducted by the Alaska Department of Fish and Game in July of 2001 states that adult and juvenile coho salmon were observed in Chester Creek within the UAA campus. Dolly Varden was the most numerous species at the upstream area, declining in numbers downstream from the UAA campus.

Chester Creek is designated a priority restoration stream. There are several activities directed towards restoring fish use, habitat, and water quality. Water quality in Chester Creek is degraded by sedimentation, channelization, bank damage, loss of riparian areas, and a disconnection between the stream and riparian areas (Chester Creek Stream Condition Evaluation, July 2001).

Chester Creek's riparian corridor provides important habitat for both fish and wildlife. The surrounding banks of the creek are Class "A" wetlands. Chester Creek is within the "Coastal Zone" according to the MoA Coastal Management Plan, and any development affecting the stream would require a coastal zone consistency determination. Since Chester Creek and University Lake are classified as water-bodies important to an anadromous fish stream, they would be required to get an Alaska Department of Natural Resources Title 41 Fish Habitat Permit. Anadromous fish water-bodies are considered "Essential Fish Habitat" (EFH) under the Magnuson Stevens Fisheries Conservation Act. Consultation with the National Marine Fisheries Service (NOAA Fisheries) would therefore be required, and an EFH evaluation would need to be conducted. In addition, the MoA requires a 25-foot development set back and drainage protection easement along the stream and its tributaries.

UAA currently discharges cooling water into Chester Creek under an existing permit. The long-term ability to continue this practice is questionable.

Wildlife

The broad greenbelt northeast of Goose Lake and Mosquito Lake is an area of high value wildlife habitat and a movement corridor for moose. Chester Creek's riparian corridor is also a movement corridor for moose as well as other species of wildlife such as fox, coyote, and black bear. The wildlife issues on campus include:

- loss of habitat (particularly moose winter habitat and calving areas)
- obstacles to wildlife movement
- human-wildlife interaction (vehicle collisions, human safety issues)

Other wildlife considerations on campus include seasonal restrictions on land clearing during the nesting season for songbirds, raptors, waterfowl, and other migratory birds. The raptor species of interest within the project area in 2003 include:

1. Northern Goshawk – three nests in the area near 36th and Elmore
2. Great Horned Owl – possibly one nesting pair in the 36th and Elmore area
3. Merlin – nesting pair near the Assets Building
4. Hawk Owl – possibly a nest in the northeast portion of UAA property

These species are also susceptible to loss of habitat and disturbance from human interaction. Future development should minimize disturbance of nesting raptors to the extent possible.



Mosquito Lake is protected from vehicle access and development by regulation.

Wetlands

There are three categories of wetlands that have been classified by the Municipality of Anchorage (MoA) in the Wetlands Management Plan as part of a General Permit for development of wetlands under U.S. Army Corps of Engineers (USACE) jurisdiction. Lands surrounding Goose Lake, Chester Creek and Mosquito Lake are Class "A" wetlands. The broad greenbelt to the northeast of Goose Lake and Mosquito Lake includes both Class "B" and "C" wetlands. These wetlands are classified by ecological functions and social values.

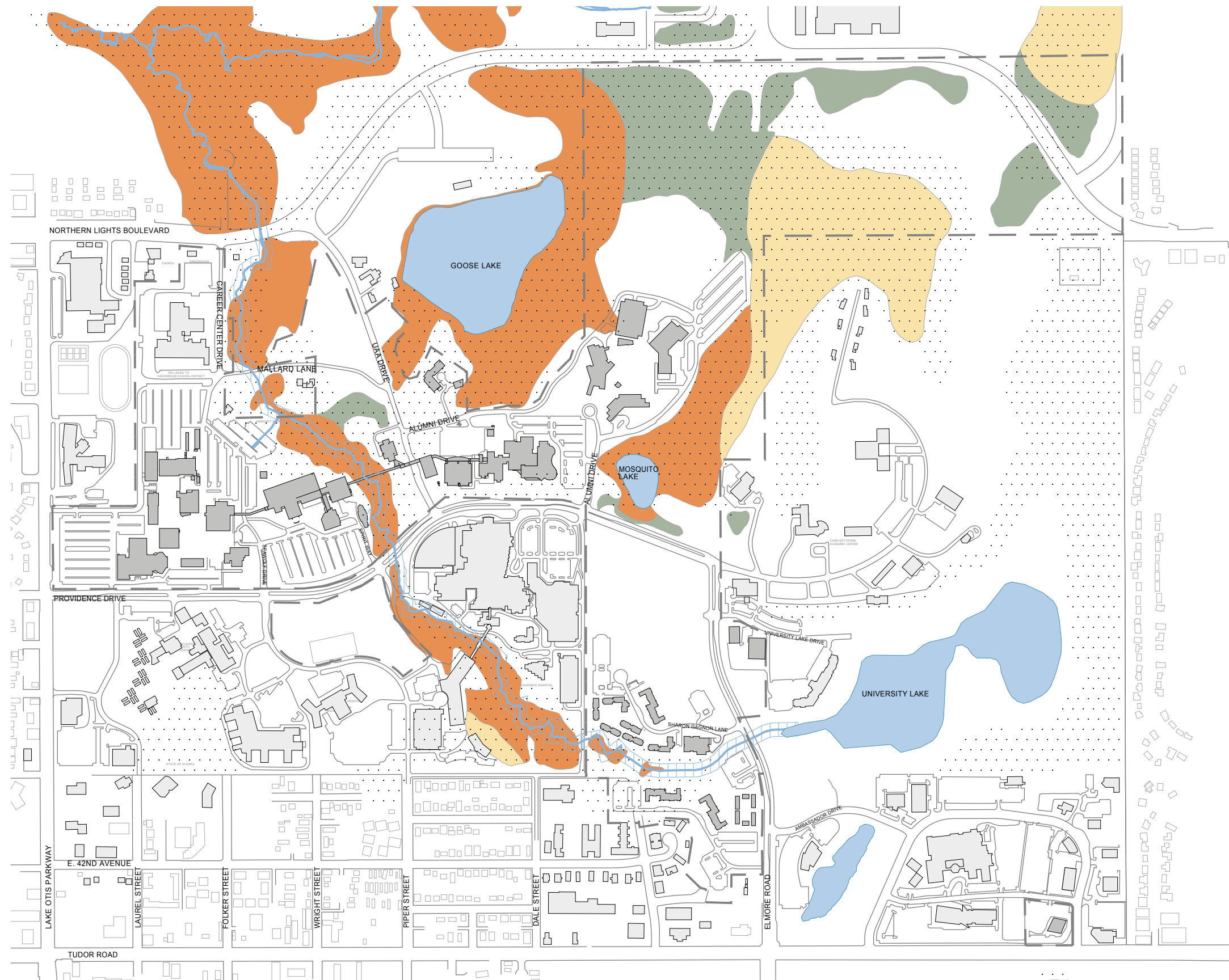
Class "A" wetlands are considered most valuable in an undisturbed state. Most uses or activities, especially those requiring fill, adversely affect known wetland functions and values. Class "A" wetlands are not to be altered or otherwise disturbed in any manner, except in special circumstances stipulated elsewhere in the wetland plan's enforceable policies. Any activity that includes placement of fill in Class "A" wetlands requires an Individual Section 404 Permit from the USACE prior to development.

Class "B" wetlands typically include a mixture of high and lower wetland values and functions, and some portion of Class "B" wetlands typically have a fairly high degree of biological or hydrological functions. They possess some important and substantial resources, but under certain circumstances could be developed or otherwise disturbed. Mitigation for disturbances should be required. The intent of the "B" designation is to conserve and maintain a site's key functions and values primarily by limiting and minimizing fills and development to less critical portions of the wetland while retaining higher value areas in an undisturbed state. Avoidance and minimization of adverse effects are conditions of development, and best management practices are to be applied to minimize disturbance and other adverse effects on the higher value, non-fill portions. All sites designated "B" in the wetland plan will require an Individual Section 404 Permit from the USACE prior to development.

Class "C" wetlands are the lowest value wetlands within the MoA. Some Class "C" sites may have moderate values for one or more wetland functions, but they generally have reduced or minimal functions and ecological value. These sites are suitable for development with only minor restrictions and are to be managed to reflect the needs of community expansion. Class "C" wetland sites are intended to be permitted for development under the General Permit authorization from the MoA. The development of Class "C" wetlands in accordance with the wetland plan's management strategies and enforceable policies should have a minimal cumulative effects. General Permits, issued to the MoA by the USACE, carry both general and site-specific conditions that must be met. If those conditions cannot be met, the applicant must go to the USACE to obtain an Individual 404 Permit.

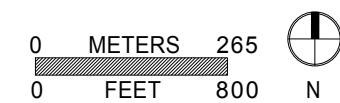
According to the MoA Watershed Ordinance, the Planning and Zoning Commission must consider all development that alters the natural drainage patterns of wetlands. There is also a required buffer of native vegetation around the perimeter of any development.

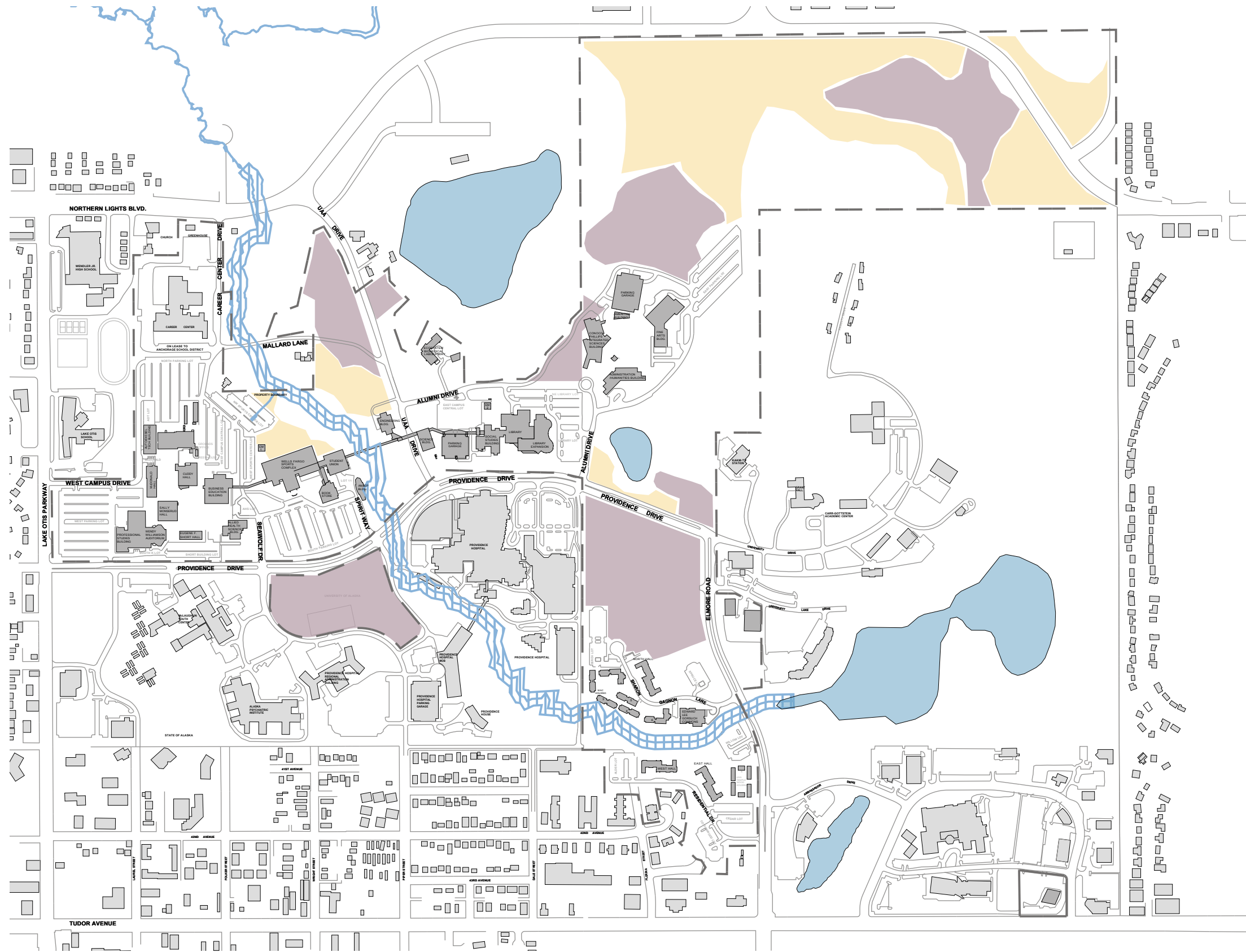
It should be noted that all three wetland types within the campus have soil characteristics that are challenging for development due to shallow depths to water, areas of topographic relief, or organically rich soil. On-site investigations and analysis by experienced engineering professionals is recommended as part of facility siting and design process.



- Existing UAA Buildings
- Waterbody
- Class A Wetlands: Preservation
- Class B Wetlands: Conservation
- Class C Wetlands: Developable
- Structurally Limited Soils
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries

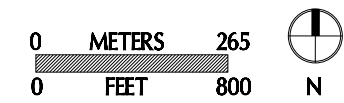
UAA Campus Site Development Factors

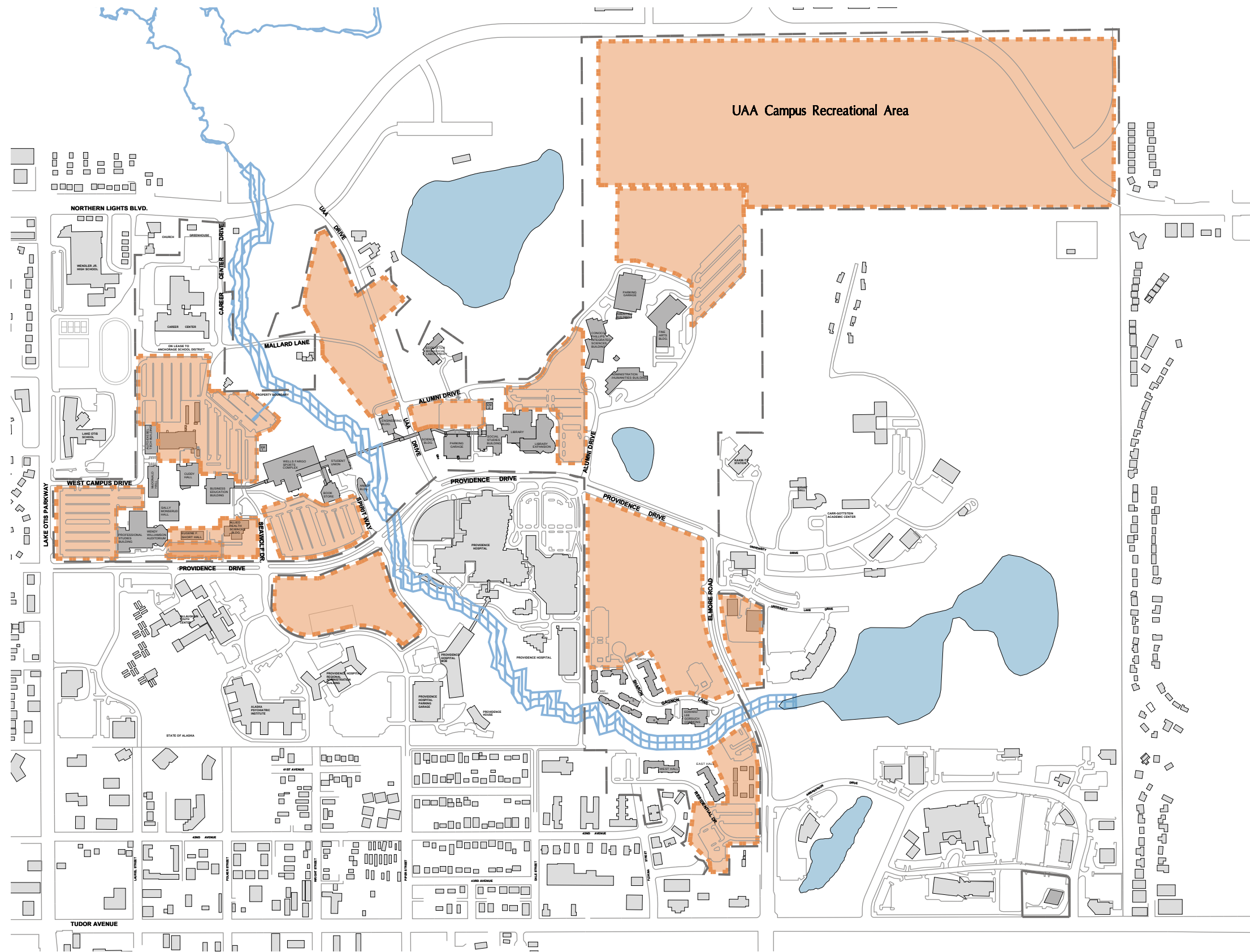




- Developable Land, No Wetlands and No Soil Limitors
- Developable Land, Class C Wetlands and Some Soil Limitors
- Existing UAA Property Boundaries

UAA Developable Land Analysis

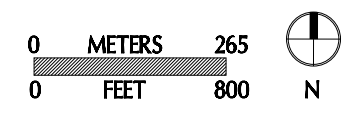




- Developable Land
- Existing UAA Property Boundaries

NOTE:
 For the purposes of this map, developable land is defined as underdeveloped, undeveloped land, or land occupied by obsolete structures.

Long-term Development Opportunities



Existing Utilities and Services

Introduction

UAA has unrestricted access to utility services. Enstar Natural Gas Company (Enstar), Municipal Light and Power (ML&P), and Anchorage Water and Wastewater Utility (AWWU) are the primary utility providers to the UAA campus.

Utility easements have been included in the platting of each lot. These have provided adequate access for utilities on UAA land. Some of the utility easements and utility-owned service lines in place in 2003 are shown on the Existing Dry Utilities and Service map.

Year 2003 Utility Inventory

A concentration of utilities in Seawolf Drive West and Career Center Drive divides those that originally served the Community College from the rest of the campus.

Utility system maps are complicated by the inclusion of abandoned lines and the easements that were designated to them. Development and redevelopment have prompted realignment of some utilities and abandonment of others. The condition of active utility lines is largely unknown, but few service interruptions have occurred.

2006 Energy Master Plan

Consistent with the new Energy Policy of the University, an Energy Master Plan was prepared for UAA by HGA. The focus of this utilities plan was to provide sufficient services to existing and planned facilities in a cost-effective manner. Unlike previous utility plans, it emphasized energy conservation and operational economy.

The following paragraphs provide a discussion of some specific utilities based on 2003 information.

Natural Gas

Natural gas is supplied to the west campus buildings through a 6-inch steel transmission main installed in 1963 by Enstar. The main is located in the easement along Providence Drive. The 3-inch steel line connecting many of these buildings to the transmission main was installed in 1968. This portion of the gas distribution network is owned and maintained by Enstar. All other on-campus lines are maintained by UAA, including the entire east campus network. The portion of the distribution system that serves the central and east campus is connected to a regulator station located in the easement along Providence Drive, just east of the intersection with UAA Drive. The main branch of this system is a combination of 3-inch steel and plastic pipe installed in 1976 and 2001, respectively. The size and composition of the remaining east campus lines is indeterminate; however, newer installations, such as those for the Business Education Building are likely to be plastic line. The University Lake Building and residence halls are equipped with plastic lines connected to a 6-inch plastic transmission line along Elmore Road.

Cathodic protection was installed on the east campus steel line system in the mid-1990s due to the evidence of electrolytic corrosion. Lines with significant degradation were replaced with plastic. UAA's six-year capital project list has continued replacement of east campus lines with plastic.

A flow study, conducted by Enstar in August 2002, indicated the primary regulator station, was undersized and limited flow such that an interruption to UAA services was possible. The deficiency was corrected during the construction of the parking garage in 2002.

Electric

Power lines running through the easements along UAA Drive and Providence Drive, Lake Otis Parkway, Northern Lights Boulevard, Career Center Drive, and Mallard Lane provide electrical service to the western portion of the Anchorage campus. An underground line connecting Providence Drive to Mallard Lane and Career Center Drive supplements service. The east campus is serviced primarily by one snaking connection from a junction box located in the UAA Drive easement, stretching back to the Fine Arts Building. Administration and Humanities, Arts, Library, student housing, and the University Lake buildings are all fed from these ML&P owned transformers and distribution lines.

Most of the electrical service lines are buried aluminum cable providing 12.47 kilovolt (kV) service. Electrical service for east campus is derived from a hub located in the easement along Providence Drive near the UAA Drive intersection. This is known as Switch Gear A, and is a single distribution point for many buildings including the Consortium Library, Science Building, and Campus Center. Switch Gear A is reportedly a 12.4 kV distribution switch rated for 200 amps.

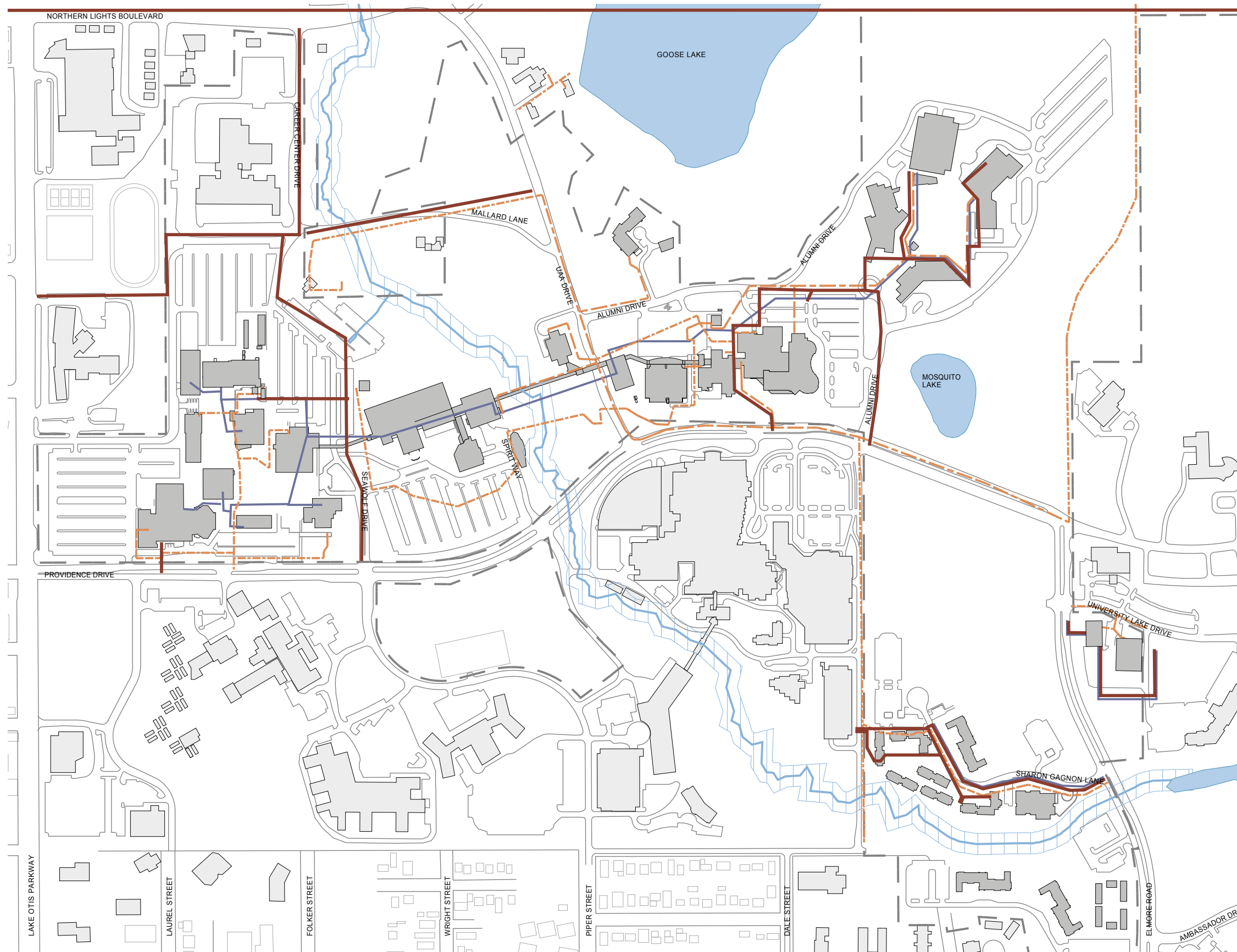
An overhead transmission line, owned and operated by ML&P, traverses Goose Lake. As of 2003, there were no plans to replace these lines with underground service by the Utility although specifically required by the 1983 Goose Lake Plan. However, such a project could be instigated by UAA should the relocation of the line become necessary.

A preliminary review of outage statistics comparing interruptions in service to UAA with respect to the remainder of the ML&P service area was undertaken.



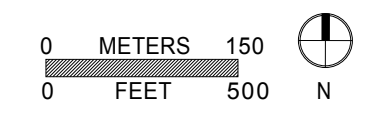
An existing utility easement within the Anchorage Campus. The 1983 Goose Lake Plan directed that these lines should be rerouted along Northern Lights Boulevard.

It was found that UAA experiences few outages, probably because most of the service is underground. When outages do occur, they tend to last longer, but the duration remains within the range of down-time experienced off-campus. This review was limited to ML&P managed portions of the power service on campus. Information provided by UAA Facilities indicates that unscheduled interruptions in service due to failures in campus-maintained components are rare.



- - - Natural Gas Line
- Electrical Line
- Fiber Backbone
- Existing UAA Buildings
- Chester Creek No-Build Zone
- Waterbody
- Existing UAA Property Boundaries

Dry Utilities 2009





Utility corridors provide different recreational opportunities in each season.

Water and Sewer

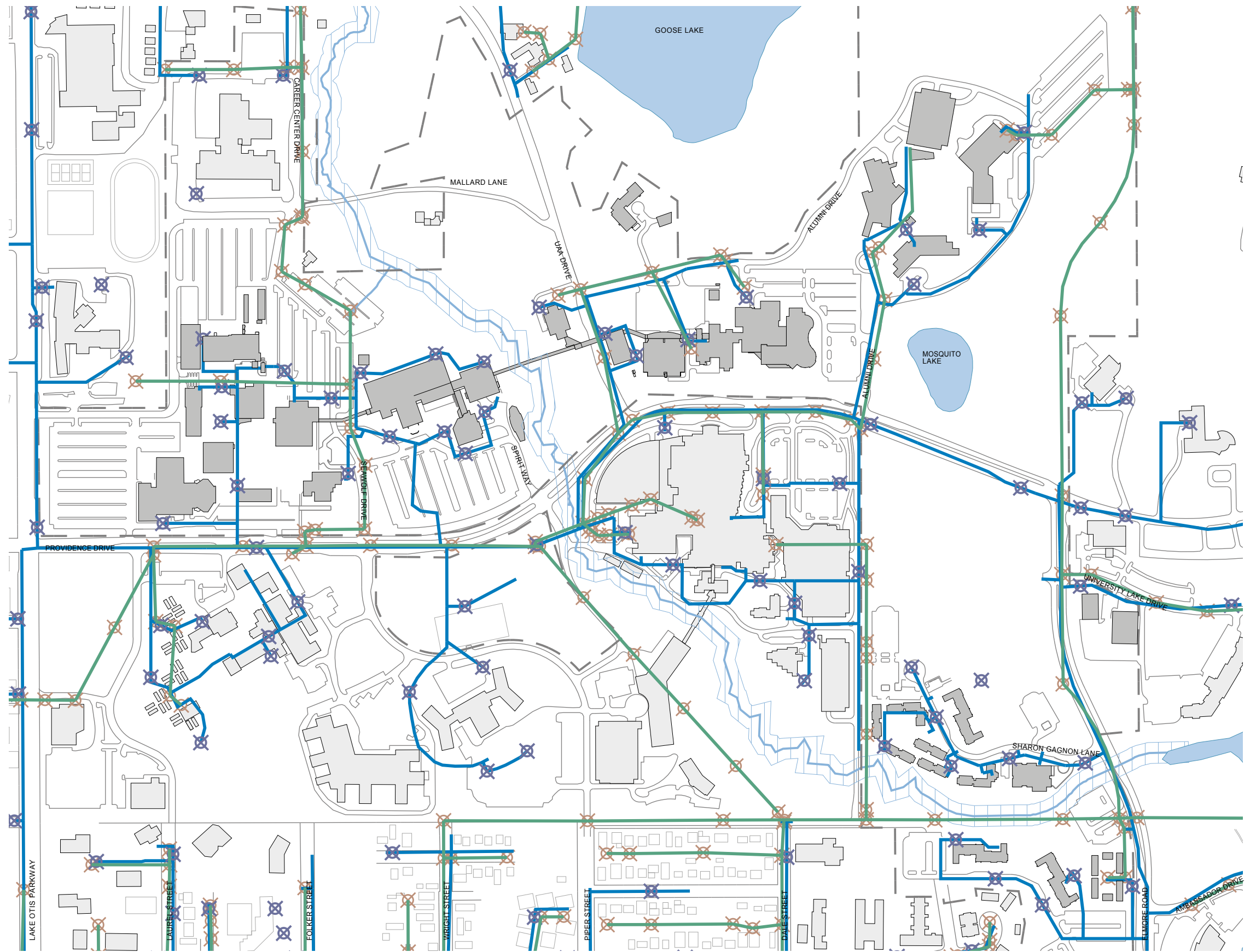
Anchorage Water and Waste Water Utility (AWWU) provides water and sanitary sewer service for UAA. The map opposite shows the 2003 configuration of the water and sewer service systems for the campus. It is an extensive system of utility-owned components that connects major campus structures with the water and sewer mains in Providence Drive. Continued development on the campus has led to a complex of in-service and abandoned lines across the properties. The best source of accurate information with regard to location, capacity, and condition is AWWU.

Anecdotal evidence suggests that the water and sanitary sewer lines are often in the same trench as other utility services when easements are not specific. Although water or sewer interruptions are rare, when repairs are required, work can pose significant risk to other utilities in the same trench. The last reported incident occurred during the winter of 1999. A water leak occurred at the Engineering Building, apparently due to electrolysis.

The Anchorage campus is protected by a series of fire hydrants, owned and maintained by UAA.

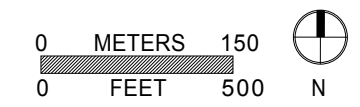
Telephone and Telecommunications

There are many service providers to UAA for multimedia services. The Existing Dry Utilities map shows the approximate location of the “fiber backbone” spanning the east and west campuses. The fiber backbone owned and maintained by UAA, supports phone, co-axial modem, and satellite service. The switchboard technology of the phone service, coupled with an absence of individual building addresses has led to some compliance concerns with APD’s electronic 911 system. The evaluation of this system is incomplete and needs to be further addressed.



- Sewer Lines
- Water Lines
- X Hydrants
- X Manholes
- Existing UAA Buildings
- Chester Creek No-Build Zone
- Waterbody
- Existing UAA Property Boundaries

Wet Utilities 2009





PROJECTED ENROLLMENT & OTHER FACTORS

A view from the new Conoco Phillips Integrated Sciences Building to Goose Lake

Future Student and Enrollment Based Projections

Future Student Projections

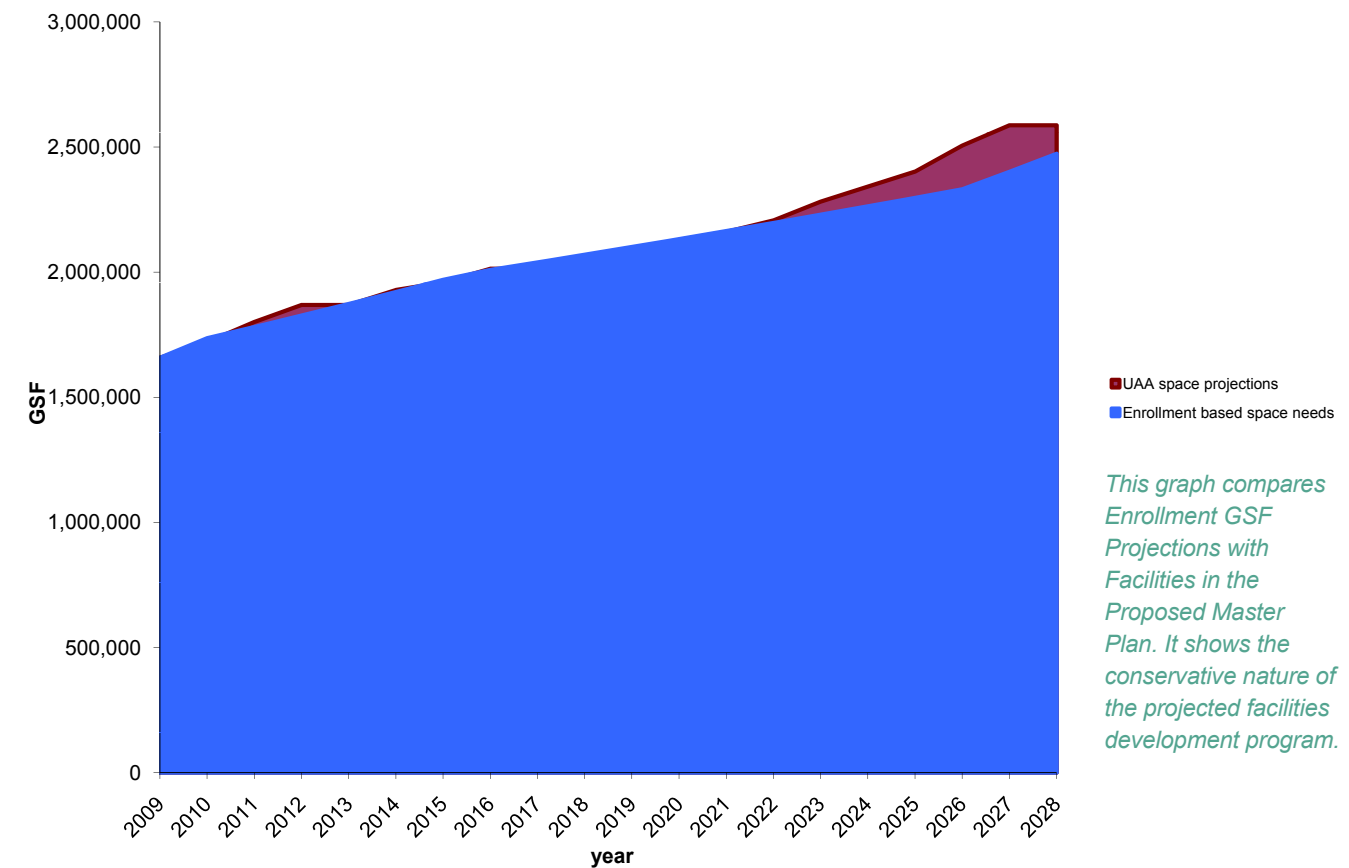
We anticipate continued steady expansion in those UAA programs that meet Alaska's critical higher education needs in workforce development, especially the high priority programs in health, engineering, business, teacher education, and career and technical fields. As these programs grow, so will the demand for mathematics, science, English, and other general education requirements needed to support them.

Our current conservative estimate is that enrollment will grow over the next twenty years at a rate of 1.5% per annum, which is only slightly more than the projected growth rate for Anchorage and MatSu. We are growing, not only in workforce related areas, but in new freshmen. For example, in the fall of 2009, the Career and Technical College's enrollment was up 9.6% over last year and enrolled freshmen increased by 11.6%. Although high school graduates in Alaska are projected to start decreasing after spring 2010, we expect to get a larger percentage of these graduates resulting in increases in enrollment due to (1) students taking coursework to retrain or prepare to get a job in the ongoing, severe recession, (2) students preparing for increasing employer needs for trained individuals to work in the natural resource sector of the economy, and (3) overall population growth.

UAA is a young university that still needs to grow. A Campus Facilities Inventory Report done in 2007 by the Society for College and University Planning showed clearly that, in comparison to similar sized public universities, UAA is approximately 30 percent undersized. Enrollment growth will put heavy pressure on our special purpose and general use infrastructure for some time to come. Additional infrastructure will also be needed to support our campus community as it parallels the growth of the general student population. Chronic shortages of appropriate student recreation and athletics support will be greatly improved with the addition of the Sports Arena. Additional housing will be needed to continue to expand our residential life facilities and meet the demands of the students for a larger on-campus residential community. Our success in attracting top Alaska academic students through a combination of the University of Alaska scholars program, a vibrant on-campus community, high quality faculty and an attractive student to faculty ratio will necessitate more infrastructure commitment to our growing Honors College.

Enrollment Based Projections

The Proposed Facility Master Plan is intended to keep pace with demand. New and replacement facilities have been estimated in both size and timing for construction. The student population increase will fluctuate but for practical purposes it was necessary to derive an average rate of increase from a five year period so that a reasonable rate could be used for these projections.



Facility Master Plan Analysis

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Anchorage campus student headcount	16,163	16,405	16,652	16,901	17,155	17,412	17,673	17,938	18,207	18,481	18,758	19,039	19,325	19,615	19,909	20,208	20,511	20,818	21,239	21,660
Full-time student equivalent enrollment (FTE)	9,051	9,187	9,325	9,464	9,606	9,750	9,897	10,045	10,196	10,349	10,504	10,662	10,822	10,984	11,149	11,316	11,486	11,658	12,008	12,368
Student FTE / Faculty	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1
Enrollment-based projected GSF of buildings*	1,658,091	1,736,299	1,780,992	1,826,636	1,873,248	1,920,848	1,969,454	2,009,041	2,039,177	2,069,765	2,100,811	2,132,323	2,164,308	2,196,773	2,229,724	2,263,170	2,297,118	2,331,574	2,401,522	2,473,567
GSF/FTE student	187	189	191	193	195	197	199	200	200	200	200	200	200	200	200	200	200	200	200	200

*The target of 200 GSF for each full time equivalent student is based on recent history at UAA. This is a conservative number, compared to 400 GSF/FTE at the University of Washington and a national average of 450 GSF/FTE.

The chart above is an estimate of continued student population growth through the next twenty years. If the student population does rise at the projected rate then facilities should be built *pro rata* to provide adequate space needs per student.

The first six buildings listed in the table below have been deemed as priorities for early construction, not necessarily in the order listed. For the most part the locations of the facilities and approximate size requirements are known, but these could change when detailed programming of each is completed.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	
Master Plan proposed building sq. ft.										486,000										573,000	
Proposed parking sq. ft.										164,000											316,300
2009 - 2018 proposed buildings																					
Health Science Building Phase I	63,000																				
Sports Arena and Parking Facility		130,000																			
Engineering Building Phase I			80,000																		
Health Science Building Phase II				68,000																	
Health Sciences Complex Parking Garage and Pedestrian Bridge (NA)																					
Cogenerative Power Plant (NA)																					
Housing						60,000															
Library and Native Student Resource Center							30,000														
Honors College and Classroom Building								55,000													
2018 - 2028 proposed buildings																					
Public Policy Building										35,000											
West Campus Parking Facility (NA)																					
Fine Arts Building Expansion											32,000										
Eugene Short Hall Replacement												48,000									
College of Education Learning Lab													32,000								
Administration, Alumni Relations, and Visitor Center Building														46,000							
Housing															75,000						
Student Recreation Center Expansion																60,000					
Engineering Building Phase II and Parking																	60,000				
Classroom Building																		48,000			
Science Building																		56,000			
Health Science Building Phase III																				81,000	
Total proposed sq. ft.																					1,059,000
sq. footage less than 200sqft/student FTE																					52,433
Annual totals - existing + Master Plan proposed GSF	1,658,091	1,721,091	1,801,091	1,869,091	1,869,091	1,929,091	1,959,091	2,014,091	2,014,091	2,049,091	2,081,091	2,129,091	2,161,091	2,207,091	2,282,091	2,342,091	2,402,091	2,506,091	2,587,091	2,587,091	
Excess (deficit) compared to Enrollment Based Projections		-15,208	20,099	42,455	-4,157	8,243	-10,363	5,050	-25,086	-20,674	-19,720	-3,232	-3,217	10,318	52,367	78,921	104,973	174,517	185,569	113,524	
Equivalent GSF/FTE	187	187	193	197	195	198	198	201	198	198	198	200	200	201	205	207	209	215	215	209	

Proposed Facilities Disposition and Space Reallocation Criteria

Proposed Facilities Zoning

Following a land exchange between UAA and PAMC, a district plan has been prepared for a UAA Health Sciences complex on the south side of Providence Drive immediately west of Chester Creek. It comprises four teaching and research buildings, a parking garage, open space, plazas and elevated pedestrian crossings over Providence Drive. Also, a cogeneration power plant is being considered.

Since publication of the 2004 Campus Facilities Master Plan, it was decided to relocate the new Sports Center to the wooded site between Elmore and Providence East.

It is proposed that additional student housing be created at the current location in south campus. Some existing housing should be replaced, and a new housing cluster should be created at a different location on the campus. Each of these will be necessitated by the current demand by students for on-campus housing that exceeds supply, and by future demands related to projected enrollment increases.

New engineering facilities have long been planned for the west of UAA Drive, south of Mallard Lane. Completion of the Alumni Drive Loop west to Seawolf Drive will provide good connections from this site to the rest of the campus.

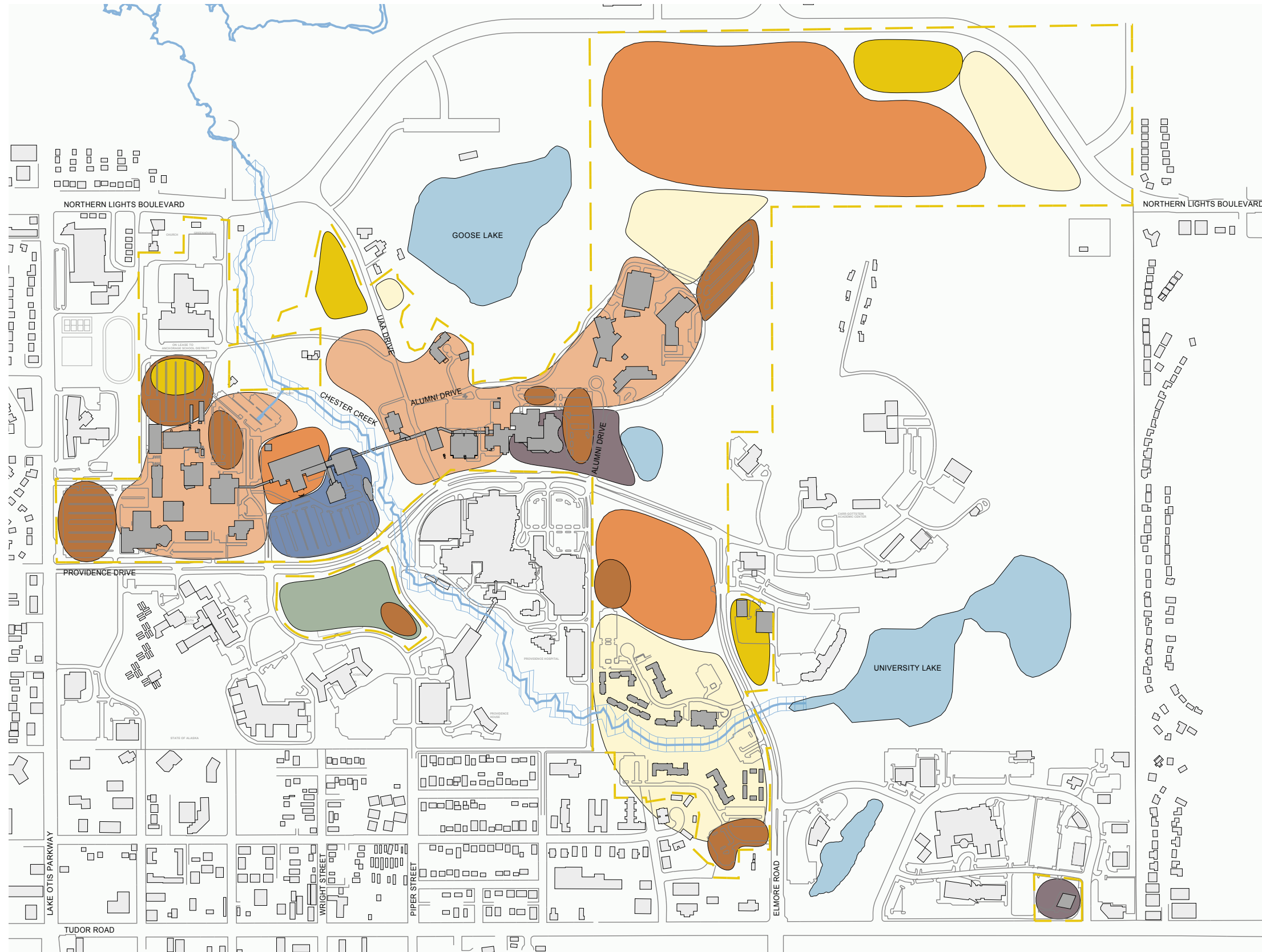
New classroom, office, and auditorium buildings would be located in the western campus near existing student services. It will be necessary to replace some of the old buildings in the west part of the campus to meet projected facility needs. Replacement of one and two-story buildings, with multistory structures will help to create new vitality and identity. Use of existing parking lots for building will minimize further disturbance of the natural landscape that is such a special feature of this campus.











The generalized plan opposite anticipates projected facilities needs based on expected enrollment increases. The proposed facilities would keep UAA competitive with other universities in the Pacific Northwest and western Canada. It is assumed that many of the existing buildings will be remodeled or replaced as newer facilities are built so that all usable space can be utilized effectively.

Space Reallocation Criteria

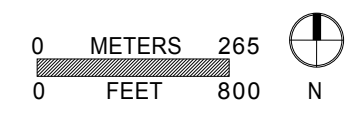
The following criteria were developed by UAA Facilities staff for accommodating academic programs and campus services. Every facilities plan ('Plan') should satisfy as many of the following nine provisions as possible:

1. Plan should align with state needs:
 - a. Satisfy high priority preference as defined by Cabinet and aligned with institutional planning (e.g., education, nursing, allied health science, etc.).
 - b. Accommodate program growth and enrollment increases in a manner consistent with academic plans.
 - c. Preserve or increase classroom and laboratory space.
2. Plan should be consistent with UAA's master plan.
3. Plan should develop building identities:
 - a. Align with other programmatic functions in the various campus zones.
 - b. Ensure efficient consolidation of schools, colleges, or other departmental units, if required in the future.
4. Plan should enhance services to students, faculty, and staff.
5. Plan should accommodate future anticipated building construction (e.g., new library, future science building).
6. Plan should accommodate future upgrades in space to meet contemporary needs.
7. Plan should reflect costs consistent with available funds.
8. Plan should minimize multiple moves by occupants.
9. Plan should enhance secondary use of vacated space:
 - a. Enhance the generation of other revenues (e.g., auxiliary operations, indirect cost recovery, rent generation).
 - b. Strengthen building identities.



-  Residential
-  Academics
-  Reference and Research
-  Health and Behavioral Sciences
-  Student Services and Life
-  Athletics and Recreation
-  Support Services and Facilities
-  Parking
-  Chester Creek No-Build Zone
-  Existing UAA Property Boundaries

Proposed Disposition of Facilities





**OPEN SPACE & INFRASTRUCTURE;
LOCATION, SIZE & PURPOSE,**

Birches, black spruce, and Sub-Arctic ground cover surround the Ecosystem Biomedical Laboratory just north of Scoter Lane/Alumni Drive Loop.

Open Space, Natural Features and Landscape Architecture

In framing the context for campus growth concepts, three considerations are paramount: what are the defining characteristics of the campus, how should the existing configuration of facilities influence future development, and how can access to and through the campus be made safer, more convenient, and more energy efficient? This section of the master plan therefore begins with evaluation of the campus landscape.

Proposed Landscape

Although landscape plantings and preservation of existing landscape are important components of the campus, the organization of proposed facilities will have the most significant impact on the future appearance and character of the UAA Campus.

West Campus

The landscape qualities of the West Campus that survive from the former Community College would be maintained and improved upon. The Master Plan locates the Eugene Short replacement building closer to and facing Providence Drive. It is intended that the replacement building be kept relatively low to allow light into the pedestrian quadrangle formed by the buildings. The net result is a stronger UAA presence on Providence Drive and an enhancement of the existing ornamental landscape. Any new landscape plantings will be ornamental in nature and reinforce the existing character. It will continue to showcase plants that can thrive in the Anchorage bowl.

At the new Visitor Center, the result of the proposed improvements on the landscape will be a very strong presence on Providence Drive and new outdoor pedestrian spaces framed by the proposed buildings. These pedestrian spaces will replace existing parking lots and extend the pedestrian character of the West Campus north and east to encompass the Campus Center.

Southwest Campus

The Health Sciences master plan for this area envisions a central mall that continues north of Providence Drive to the south face of the Wells Fargo Sports Complex. This would be a distinctly architectural precinct, with lawn and paved surfaces; campus landscaping (see below) of a new 'mall' environment. It would be interrupted by Providence Drive.

North and West Campus

Four new and distinct landscape features will eventually thread the north and east campuses. The first of these is the recently defined Alaska Quad which retains the wooded knoll between Fine Arts, Administration and CPISB. Next to be realized will be a series of plazas and open spaces that link the new north entry of the library to the CPISB, presenting a cohesive landscape and pedestrian network. Third, will be resolution of the space north of Social Sciences and the Library to include new buildings on a unifying open space that includes remnants of the existing parking lots south of the Alumni Drive Loop. Lastly, the raised ground north of Fine Arts, its parking lot and CPISB parking would be developed with housing for graduate students and faculty. The new buildings will be carefully placed within the existing woodland and will be connected to nearby trails.

South Campus

The existing residence halls rely on the native landscape found along the Chester Creek corridor. The new outdoor space captured by two proposed new residence halls to the north might best be designed as unstructured open space for outdoor recreational use by students.

Preserving the Natural Character

As noted in the discussion of existing conditions, a consistent theme of student and faculty interviews was a desire to maintain the natural, wooded character of the campus. This is a key focus of the master plan and is accomplished by increasing density in those portions of the campus already built up, as opposed to sprawling into those areas currently in a natural state. An examination of the existing campus indicates that most of the developed space on campus is given over to surface parking (see the [Long-Term Development Opportunities map on page 77](#)). Rather than extending the existing development pattern into remaining portions of natural landscape, parking garages and decks should be used to free land for redevelopment

There are many places on campus where it will be desirable to preserve the native environment adjacent to proposed development. The areas surrounding Goose Lake and Mosquito Lake, as well as the Chester Creek corridor are prime examples. It is extremely difficult to recreate our Alaskan landscape. Plant material grows slowly and the eco-systems are fragile. The very act of opening a forested area for a building footprint alters the growing conditions to the point that plant communities found on the site are unlikely to grow there again. As a result, the concept of “preservation landscaping” focuses on minimizing site disturbance through limited clearing and working with existing grades to reduce the impacts of cuts and fills associated with new construction. It is unrealistic to propose the rehabilitation of native landscapes in disturbed areas, except in isolated cases. The effort is very expensive and success is limited. Preservation landscaping is proposed for the perimeter of campus, where development abuts wooded or wetland areas.

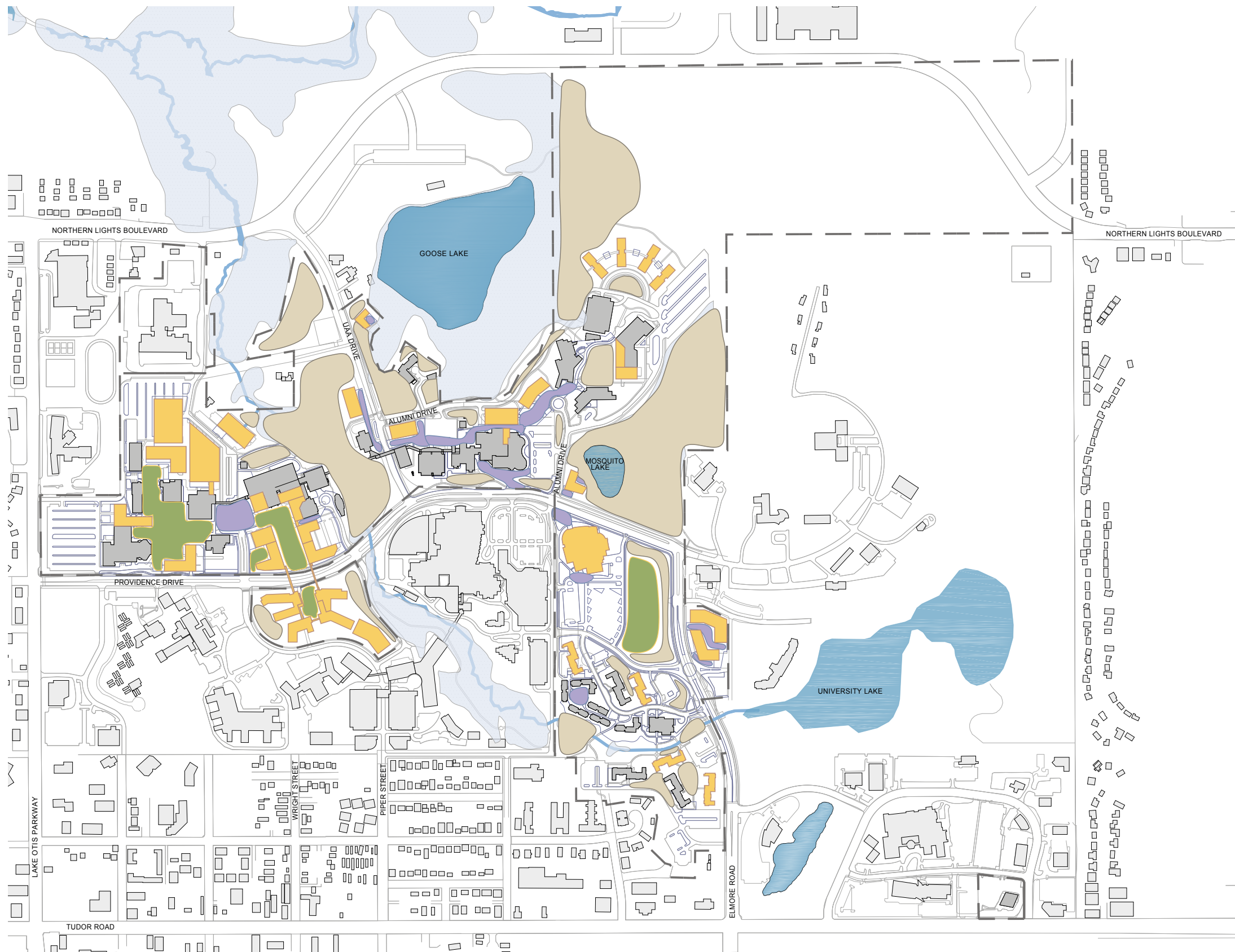
Campus Landscaping








Campus landscaping refers to ornamental landscaping currently found throughout the campus. New outdoor spaces created through facility construction should receive this type of landscape. It would consist of lawn and meadow areas and ornamental plantings near the buildings consistent with the rest of the campus. These new exterior pedestrian spaces should include suitable connecting walkways, pedestrian amenities, wayfinding signage, and a continuation of the public art, which is a strong component of the campus identity.

A key consideration in developing campus landscaping is an effort to work with the Facilities Maintenance Department to help minimize long-term maintenance requirements. The installation of automated irrigation and the inclusion of trees and shrubs in planting beds are two means of working toward that objective. A primary goal of campus landscaping is to extend the style and character of existing landscaping into newly developed areas.



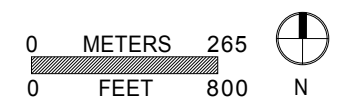
Ornamental plantings in the West Campus demonstrate which flowers and shrubs thrive in the Anchorage Bowl.



-  Campus Boundary
-  Proposed Buildings
-  Existing Buildings
-  Maintained Open Space
-  Hardscape Open Space
-  Natural Open Space and Woodlands
-  Class A Wetlands

The sizes, shapes, and locations of all facilities improvements are very approximate.

Open Space Characteristics



Environmental Site Characteristics

General Site Development

The proposed concept for future development of facilities is influenced by a number of environmental site characteristics: in particular, by wetlands and wildlife movement corridors. UAA Campus Site Development Factors (see map overleaf) illustration summarizes these environmental site characteristics.

Wetlands

The Anchorage Wetlands Management Plan (1996) has identified ecological functions based on the unique characteristics of Anchorage wetlands. In order to classify the ecological functions and values of these wetlands, an assessment methodology was developed based on common wetland functions such as sediment trapping, flood retention, erosion control, nutrient retention and transport, fish and wildlife habitats. Also considered were social values such as recreation and nature appreciation. Each component was assigned a value based on its inherent importance to a wetland function. Wetlands which score the highest are categorized as Class "A" wetlands. Class "B" wetlands generally score in the mid-range, and Class "C" wetlands score in the low range.

Placing fill in any classified wetlands has regulatory requirements and permit procedures under both the U.S. Army Corps of Engineers (USACE) and the Municipality of Anchorage (MoA), and requires some degree of mitigation. The level of mitigation required varies with wetlands classification, loss of wetland functions, and extent of area affected. Class "A" wetlands are generally considered to be of importance to public health and safety, and are fish and wildlife

habitats of significant importance. Any placement of fill in these wetlands is considered detrimental due to their potential impacts on hydrology and water quality functions. Class "A" wetlands are considered high value, are classified for "preservation," and should be avoided to the extent possible.

Class "B" wetlands, classified for "conservation," possess some areas of high functional importance, and some areas of lower functions and values. Development in "B" wetlands should be limited to the less critical zones while retaining higher value areas. Losses associated with filling "B" wetlands could be expected to contribute to substantial degradation of drainage basin or watershed water quality, reductions in flood control, or loss of wildlife habitats and, in some cases, public uses.

Class "C" wetlands generally have limited functions and ecological values and are classified as "developable." Impacts from losses of "C" sites should, however be minimized. Such sites are suitable for development with only minor constraints, provided the "C" wetlands do not immediately adjoin Class "B" wetlands.

Soil Conditions

In 2001 the Natural Resource Conservation Service conducted a soil survey for the Anchorage Bowl. This enables potential uses of the land to be evaluated based on rated limitations of the soil. These ratings are based on restrictive soil features such as wetness, slope, texture of the surface layer, and probability of flooding. Ratings include categories of 'not limited', 'somewhat limited' and 'very limited'. The 'not limited' category is favorable for development. 'Somewhat

limited' implies that the soil has properties that are moderately favorable to development but with some potential problems. 'Very limited' is reserved for areas where limitations generally require major soil removal or extensive engineering to develop the site. This is typically due to shallow depths to water, steep slopes, or organic-rich soil. The illustration defines the area encompassing very limited soil characteristics and is identified as structurally limited soils.

It should be noted that this classification system does not identify all soils with structural limitations. An example is the peat-laden soils south of Providence Drive and east of Lake Otis Parkway which have already been developed.

Wildlife Habitat

Critical times of the year for fish in the local streams include periods for spawning, incubation of the eggs in the gravel, and rearing of juveniles. Critical periods for mammals are often associated with mating and reproduction activities (e.g., moose calving) or the winter period when food is in short supply. The importance of local wetlands during these critical time periods varies by species and among wetland types.

For birds that use wetlands, critical periods are generally during the nesting season when birds are incubating eggs or rearing young. To avoid or minimize disturbance during critical periods for birds, clearing of vegetation in wetlands should be avoided during nesting season, which typically occurs from mid April to late July. Waterfowl also would be protected by clearing vegetation and placing fill only before or after the nesting season, since nests could be disturbed by development activities.



Chester Creek in winter..

Upland habitats on UAA lands are not subject to regulatory development constraints or permits as are wetlands. However, uplands provide important habitat for wildlife (bird nesting, wildlife movement corridors for moose and bear) and use areas for public activities and recreation (open space, trails, bike paths). Raptors and many species of forest birds typically nest in upland areas during the spring and summer, therefore, limiting clearing during the nesting season would also help to minimize disturbance of these species. Wildlife habitat issues should be considered as facilities improvements are planned.

Proposed Facilities Expansion

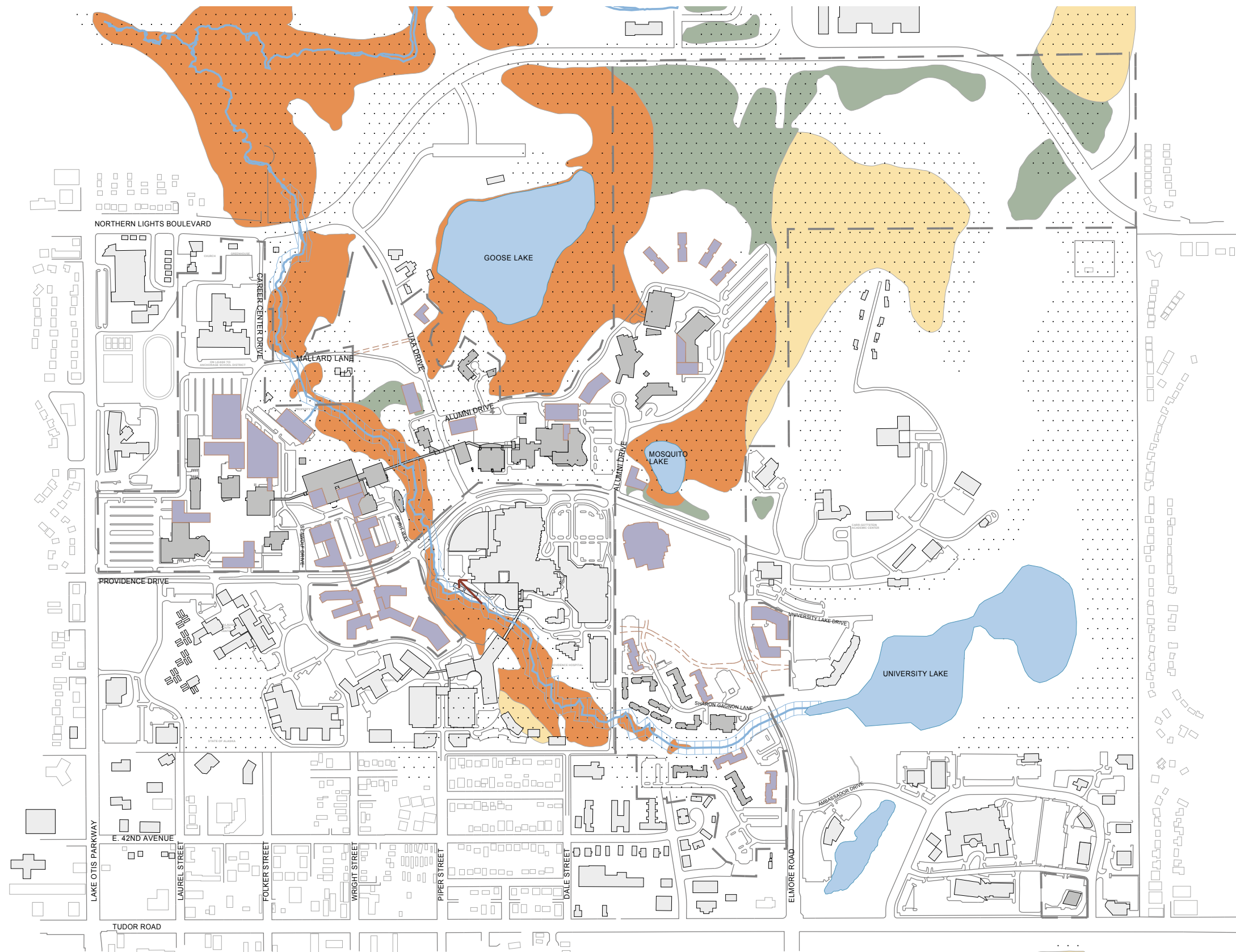
Proposed facilities improvements have been located to impinge minimally on environmentally sensitive areas of the UAA campus. The proposed configuration of 2018, 2028, and other future facilities that could pose threats to sensitive areas are listed below. The potential jurisdictional processes are discussed in the *Analysis of Campus Systems in 2008* section of this document.

- The Chester Creek Classroom Building would not adversely affect wildlife movement in the riparian corridor, but may be determined to infringe upon a small tributary drainage to Chester Creek. **The intention is to use the building as a protective barrier while giving building occupants views into the pristine woodland.**

- The Fine Arts Building Expansion, North Housing, Fine Arts Building Parking Deck, and the second science building will be served by the Alumni Drive Loop. This area follows the margins of Class A, B, and C wetlands. A buffer of native vegetation around the perimeter of any development would be required. Part of this development could infringe upon Class A wetlands on the west side of the complex near the second science building, east of Goose Lake. Buildings inside the circulation loop would apparently not affect any wetlands or include any structurally-limited soil areas, but could affect wildlife movement in the area. However, development of this area will not create a barrier to wildlife movement, although the lack of forest cover and presence of roads and buildings would create new obstacles for species such as moose and bear, and displace animals north towards Northern Lights Boulevard.
- **It is recommended that development of land on the north and northeast extremities of the campus be deferred until redevelopment of previously disturbed land has been exhausted. By this means, the largest natural areas of the campus will be reserved for recreation and as viable wildlife habitats.**



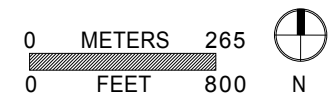
Environmentally sensitive parts of the campus, notably in the northeast, will be disturbed as little as possible.



- Proposed UAA Buildings
- Existing UAA Buildings
- Waterbody
- Class A Wetlands: Preservation
- Class B Wetlands: Conservation
- Class C Wetlands: Developable
- Structurally Limited Soils
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries

The sizes, shapes, and locations of all facilities improvements are very approximate.

UAA Campus Site Development Factors



Circulation on Foot, Bicycle and Skis

Future Transportation Conditions

The master plan for the University of Alaska Anchorage envisages a destination where people feel comfortable, safe and encouraged to learn. Providing access to, and circulation within this campus is a vital part of the success of that vision. The campus is relatively spread out in a suburban location, increasing the challenge to create a pedestrian-focused place. The objective of the transportation component of the master plan is to provide convenient access and circulation while still respecting the pedestrian priority, preventing conflicts with automobiles as much as possible. As a result, the transportation component has a focus on enhancing travel conditions for pedestrians, bicyclists, transit riders and other users of alternate modes of travel like cross-country skiing and rollerblading.

Proposed Pedestrian Circulation

The proposed pedestrian circulation plan for the UAA campus is designed to accommodate a variety of user groups. A core tenet of the master plan is to emphasize safe pedestrian circulation and safety over vehicular convenience. Within UAA campus there is a variety of pedestrian users and user needs that define a hierarchy of paths and walkways. At a basic level there is a need to provide circulation between all of the facilities on campus. Walkways are typically concrete or asphalt paved, with a minimum width of eight feet, but may be considerably wider in areas of heavy foot traffic. The next level up is a multi-use trail. These trails are typically asphalt paved, with a minimum width of ten feet. When built to Municipality of Anchorage Standards, they also feature two-foot wide gravel shoulders on either side. In addition to foot traffic,

these trails accommodate bicyclists, roller bladers, and Nordic skiers. These trails link the campus to the greater U-Med District and a much broader trail system beyond the campus.

A specialized category of trails, closely linked to the campus are Nordic ski trails. The Municipality of Anchorage boasts an extensive Nordic trail system and a portion of that system can be found on and adjacent to the UAA Campus. The trails provide one of the few outdoor recreational opportunities available throughout the school year. The network of trails near the campus is called the Mahaffey Ski Trails. The trails trace through an area of wetlands and forest within the undeveloped north and east ends of the campus and onto the adjacent APU campus. The trails are used by UAA students and by the surrounding community.

A third category of non-motorized users is bicycle commuters. These users tend to use both streets and trails as transportation routes. In areas where bicycle ridership is high, the use of on-street bicycle lanes provides a higher level of comfort and safety.

The following narrative describes the master plan recommendations for pedestrian circulation on the UAA Campus. For the sake of clarity, we have divided the campus into smaller units, including the West and Southwest Campus, the Central and East Campus, the North Campus and the South Campus.

West Campus

The west campus extends from Lake Otis Parkway to Chester Creek. Within this area there is a tight-knit system of walkways that provides access to all of the buildings. Although the master plan anticipates replacement of several of these buildings and construction of a new parking garage, with few modifications, the existing footpath system will serve the campus well into the future.

The proposed Chester Creek Classroom Building will require an extension of the pedestrian circulation system and proposed connections are identified on the plan. These same connections will better integrate the expanded Wells Fargo Recreational Sports Complex. The expanded Sports Complex, Student Union, and Book Store should also include a **green quadrangle extending from the natatorium to Providence Drive**. Footbridges are planned across the street to the Health Sciences complex.

Southwest Campus

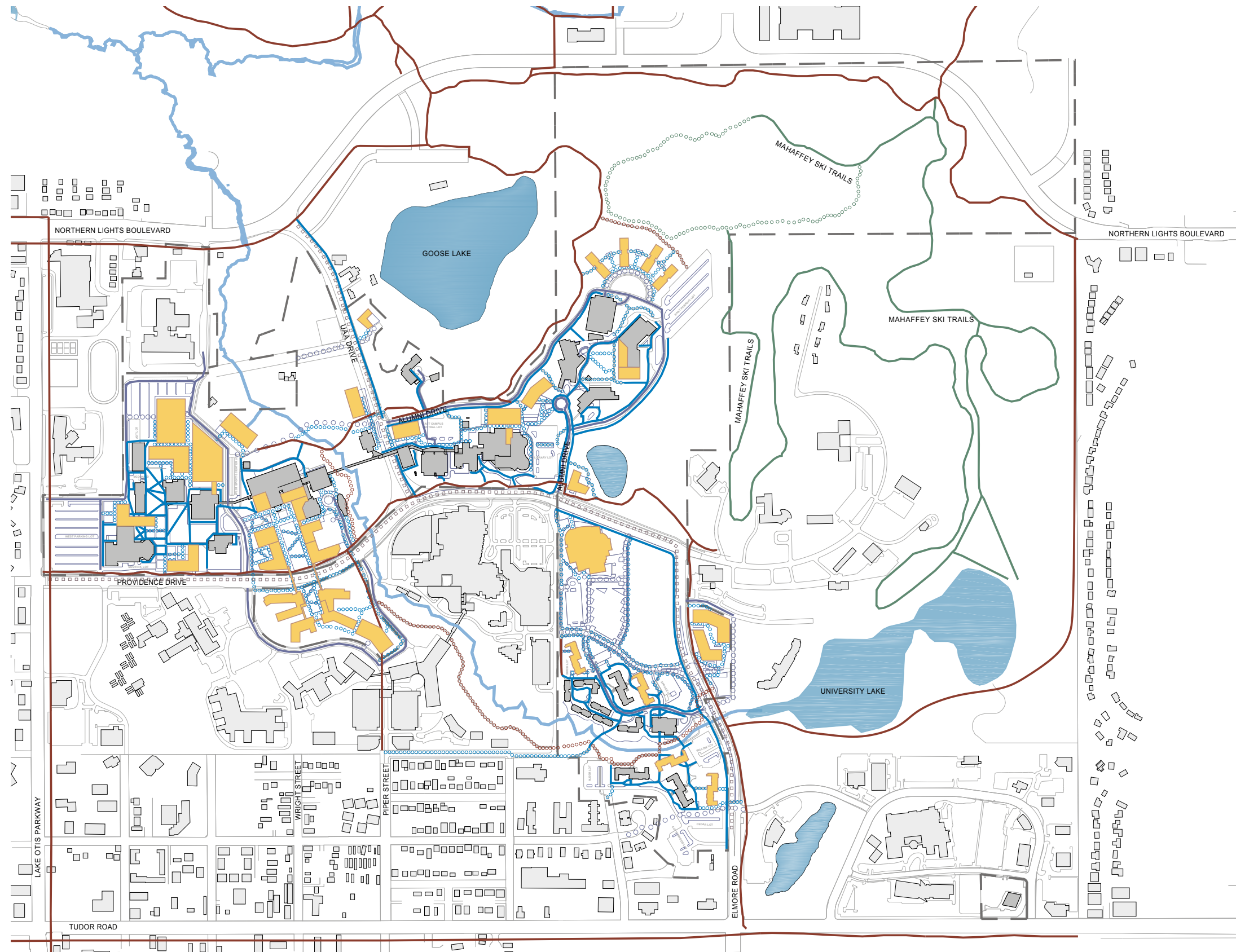
This recently acquired tract is bounded on the south and west by the extension of Piper Street to Seawolf West at Providence Drive - which bounds the north side. Thus primary circulation is already established. **Internal circulation will be designed incrementally as the Health Sciences master plan is implemented. Of particular importance will be safe and convenient crossings of Providence Drive in addition to proposed footbridges above it. Surface crossings of UAA Drive adjacent to the Spine underline the importance of safe crossings at both levels: despite traffic, many pedestrians will choose to cross the street at grade.**














Central and East Campus

Reaching from Chester Creek to the Fine Arts Building, the Central and East Campus **is now linked by the Alumni Drive Loop, which will cross** Chester Creek to create a complete internal loop drive across campus independent of Providence Drive. A pedestrian walkway is attached to that vehicular route. Every new roadway should include **full size sidewalks with a curb strip wide enough to store plowed snow.**

As pedestrian traffic across Providence Drive increases, frequent and safe crossing places will become more necessary. An on-grade signalized crossing at Seawolf Drive will be necessary. Pedestrian pathways in this area will link to any new buildings and to the multi-use pathway that will be constructed along Chester Creek.

The Central and East Campus includes all of the UAA buildings east of Chester Creek and north of Providence Drive, including the Engineering Building. Most of these buildings are currently well linked by the Spine and a connecting outdoor walkway. The Administration and Humanities Building, the Fine Arts Building and the Integrated Sciences Building are somewhat isolated from the rest of the campus by distance. In the 2018-2028 plan, the only new buildings for this area will be the second Science building and the Fine Arts building expansion. An existing multi-use pathway connects the Integrated Science Facility to the rest of the campus. The new buildings will also be connected by new pedestrian walkways to the Consortium Library, the Arts and Sciences Building and the parking garage, **the whole being designed as a coherent, connective landscape.**



-  Campus Boundary
-  Proposed Buildings
-  Existing Buildings
-  Lakes
-  Existing Pedestrian Routes
-  Existing Multi-Use Routes
-  Existing Ski Trails
-  Proposed Pedestrian Routes
-  Proposed Multi-Use Routes
-  Proposed Ski Trails
-  Existing Vehicular Routes
-  Proposed Vehicular Routes
-  Proposed Bike Lane

The sizes, shapes, and locations of all facilities improvements are very approximate.

Pedestrian, Bicycle and Ski Circulation



North Campus

The 2018-2028 plan includes new housing for graduate students and faculty and a parking garage. All of these buildings will be interconnected by a system of pathways. A focal point of the pathway system will be a central commons for the new housing.

The most important connections will be those that link the new housing to the rest of campus and to the surrounding community. This will be accomplished by connecting the new housing area into the regional trail system. The new housing would also have close access and good connections to the Mahaffey Ski Trail system.

South Campus

Student housing is well served internally by an integrated pathway system. A single pathway currently connects student housing to the main campus just east of Providence Hospital. By 2018, two additional dormitories will be added and linked with existing pedestrian pathways. East of Elmore Road, a new conference facility will need pedestrian links both to the UAA Campus core and to the student housing and lakeside hotel nearby. A new multi-use pathway will link student housing to West Campus along Chester Creek. East 42nd Street will be extended to Elmore Road.

Community Connections

It is important that pedestrian links extend beyond the campus into the U-Med District and the community as a whole. These connections are identified on the pedestrian circulation plan as existing multi-use paths. Where additional connections are needed proposed multi-use pathways are identified on the map.

For bicycle commuters, a system of bicycle lanes is identified on Providence Drive, Elmore Road and UAA Drive. There are currently no bicycle lanes on any of these thoroughfares. On less busy streets and driveways, bicycles will mix with other slow-moving traffic.

The Pedestrian Spine:

A measure of the success of any pedestrian route is the number of people who use it, and the spread of times when it is occupied. These are influenced by the convenience, safety and comfort provided by the route. The Spine has satisfied all of these conditions, and now provides the most direct route between many of the more popular destinations on campus – throughout the day in every season. The Spine has also evolved into a place to study or socialize at different places along the half-mile length from the Business Education Building to the Library. As it crosses Chester Creek among the treetops as a simply glazed tube, the Spine exposes its users to a view of pristine Alaska, leaving a valuable and indelible memory of the campus on its future alumni.

The self-evident success of the Spine has prompted many to ask how it could be expanded; if all buildings on the main campus should be connected. There is certainly a case for extending the Spine, but this should be done selectively and judiciously. Part of its success is due to the fact that the Spine is a single, linear route; the only choice is to walk east or west along it. Add branches, and that simplicity would be lost. Consider also that the Spine is an expensive structure to build and maintain, and demands adaptation of any new building attached to it – such as the recent Library expansion – which is also expensive. A third consideration is the effect that an extensive overhead circulation system has on the ground plane:

depopulating it and diverting investment away from it. An extreme example of this is found in cities with extensive sky-bridge systems in which storefronts have all but disappeared, and streets and sidewalks are abandoned to traffic and garbage collection. It is important that the vitality of the campus should be evident at ground level, and that circulation on foot should be safe and comfortable across the entire campus.

A series of new buildings has been proposed along the Alumni Drive Loop extending east towards the Integrated Sciences Building along the margins of conserved open space. Because of the close and linear arrangement of the proposed buildings, proximity to the east end of the existing Spine at the Library, and potential to take advantage of spectacular views, these new buildings would be good candidates for connection by an extension to the Spine.



A variety of existing trails weave through the northern parts of the UAA campus.

By contrast, a southerly extension of the Spine from the Wells Fargo recreational sports center and Student Union across Providence Drive to the Health Sciences complex is proposed via two parallel footbridges. Experience at the Spine crossing of UAA Drive suggests that pedestrians would also cross at grade, creating the potential for more accidents since drivers will not expect them. This should be addressed by providing marked crossings on the street.

The Spine is a popular and useful facility, and where conditions are appropriate, it merits extension or emulation. However, it is not a universally applicable solution to pedestrian circulation at UAA. It has proved to be a good investment where it has been used most successfully, but should not be regarded as a universal solution.

End-of-Trip Facilities

End-of-Trip Bicycle Facilities

One of the most effective ways to promote the use of bicycles as a mode of access to the University is to provide end-of-trip facilities.

- Secure bicycle parking – short and long term
- Weather protection
- Lockers for bicycle gear
- Showers and changing facilities for cyclists
- Maintenance facilities for cyclists

The University already provides a good deal of bicycle parking. There are 29 bicycle racks on campus with a capacity of between 4 and 36 spaces each, averaging 9 spaces per rack. Total parking provided is for 280 bicycles. It is recommended that utilization rates for fully equipped bicycle storage on campus be recorded as enrollment increases and that facilities be supplemented accordingly. Currently underused spaces need to be relocated and upgraded.

Preferred Bicycle Parking

The preferred bicycle parking rack is an inverted-U or inverted-A rack. These provide two points of contact to support and lock the bicycle, enhancing security and convenience over the common Continuous U or Wave rack.

Bicycle parking should be covered and provide a high level of security given the high proportion of long-term users at UAA. Racks should be conveniently located close to building entrances and within sight of passersby to enhance security.

Lockers, Showers and Maintenance Facilities

UAA already provides a fairly high level of these bicycle-supportive facilities through existing sports and recreation facilities. Consideration should be given in the planning of new major buildings to provide these facilities to support bicycle commuters – be they students or faculty and staff members. Each automobile parking space can provide parking for up to 12 bicycles, so encouraging the use of bicycles will have immediate benefits to the University community.



Bike racks with weather protection and simple security are preferred to this rack at Lucy Cuddy Hall.

Ski Commuters

End-of-trip facilities should also be provided for those who commute to campus on skis. **Facilities at the Sports Center are useful only to those with a destination nearby.** The simple addition of ski lockers to bicycle facilities would address this need.

Future Transit and Shuttle Services

Future Transit Service

Great successes have been achieved in recent years in increasing the numbers of people accessing the campus by public transit and by Seawolf Shuttle. Significant enhancements to transit service will be needed to improve transit ridership. Future transit services should be planned to appeal to those who currently rely on their automobile. **Three People Mover routes through UAA have been added since 2004.**

People Mover

The East Anchorage Study of Transportation (EAST) in 2003 recommended the following improvements:

- Employment Circulator to connect the University-Medical area with midtown and downtown
- A midtown transit center with frequent connections to UAA



The UAA Shuttle will provide a vital service to the campus as the full-time student population continues to grow.

- Expanded people mover service including new routes, improved frequency and span of service, and express or limited stop service
- Additional feeder bus service
- Expansion of the transit focus area to include the Lake Otis Transit Development Corridor
- Use of HOV and Transit-only lanes
- Improved bus stops with shelters, pullouts and rider information
- Use of technologies including signal priority for buses and smart farebox
- Stop on demand service for night and non-peak service
- A stable transit funding source

Many of these improvements are being made. All improvements will serve the UAA area well, providing improved levels of transit service, resulting in more attractive alternatives for travelers and more transit ridership.

Recommended headway improvements and the resultant improvements in LOS are shown in the Bus Frequency Improvements table.

2008 Bus Frequency Improvements

Bus Route	Existing	Daily Ridership	Level of Service		Future
	Peak Headway		Headway	Span	Peak Headway
1	60	190	E	C	30
2	60	830	E	C	10
3	30	1,540	E	B	15
13	30	950			20
36	30	610	E	C	15
45	30	2,010	D	B	10
75	30	985			30
102	30	293			30

Seawolf Shuttle

The Seawolf shuttle has provided a highly valued service to students and has the potential to reduce traffic congestion and parking need in the future. In addition to providing a link from student housing to the main campus areas, the shuttle allows people who drive to the campus to leave their car all day and use the shuttle to access other parts of the campus for classes or recreation without having to find a new parking space.

Significant enhancements to the shuttle service should include: Re-routing along Alumni Drive Loop to connect the library with the Campus Center, Bookstore and quadrangle areas without having to use Providence Drive. This will allow for more reliable shuttle operation with fewer cars moving from parking lot to parking lot, and consequent reduced interaction with traffic and congestion.

Connectivity between the campus and University Center will continue to be an important component of the shuttle service.

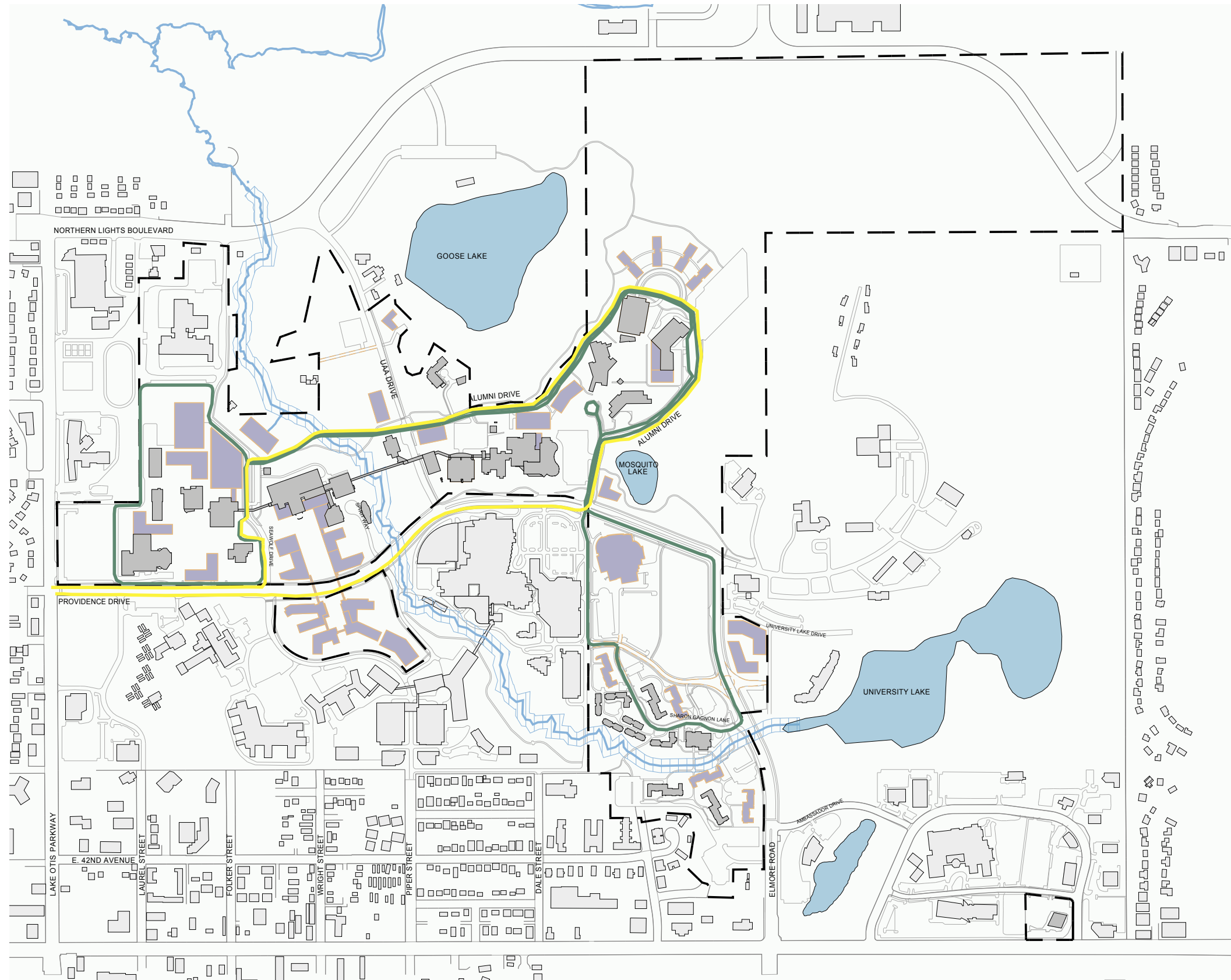
Shuttle Headways

Seawolf Shuttle Frequency Improvements

Route	Existing (2008)	
	Peak	Off-Peak
Campus Loop	15	30
University Center Loop	30	
Route	Future	
	Peak	Off-Peak
Campus Loop	10	20
University Center Loop	20	

Shuttle headway improvements will be partially achievable through shorter travel times allowed by completion of Alumni Drive Loop. As enrollment increases, the ridership base will increase, demanding a higher capacity shuttle system. Because shorter headways are effective in increasing ridership, more frequent service is recommended over increased vehicle size as campus population grows. The timing of improvements and the headways between shuttles will depend on growth in enrollment, rider demand and on available funding; therefore no target dates have been set.

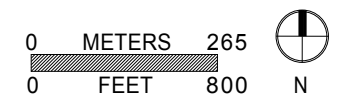
Shuttle service demands will be greatest on the loop connecting destinations in West Campus, Central and East Campus. Separate schedules should be developed in response to the timing of shuttle service demand in the North, Southwest and South Campus.



- Proposed UAA Buildings
- Existing UAA Buildings
- Seawolf Shuttle Route
- University Center Shuttle Route
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries

The sizes, shapes, and locations of all facilities improvements are very approximate.

UAA Shuttle Circulation



Future Traffic Access, Vehicular Circulation and Parking

Current Traffic Counts

Note that this 2003 analysis has not yet been updated. Conditions may be significantly affected by MoA planned street improvements and by recommendations of the State’s North Anchorage Access Study. Although numbers will change the precepts presented in this section remain valid. See also the Parking and Transportation Master Plan by Walker Parking Consultants on the website: www.uaa.alaska.edu/masterplan/support-plans/

Future Traffic Access, Circulation and Parking

The East Anchorage Study of Transportation (EAST) completed in 2003 recommended significant roadway improvements in the U-Med area that would have the effect of generally reducing traffic volumes on existing streets – primarily by moving traffic to new facilities (see table). EAST options for new facilities and improvements include the following:

- University-Medical District Access: 36th Avenue as a collector road into the area from the east side of the district; Elmore Road from Northern Lights Boulevard; a diagonal connection to Northern Lights Boulevard near Pine Street; or via Tudor Center Drive.
- Glenn-Seward Highway Connector, Boniface-Dowling Connector, Abbott Loop Extension, and Elmore Connector.
- Collector Road Connections: Two east-west collector road connections are recommended to promote connectivity from high density areas on the lower Hillside to north-south arterials

Roadway Character

An important objective of this campus master plan is to improve the safety and convenience of circulating on foot. Consequently, the character of roadways in the UAA area is proposed to change. In place of suburban boulevards designed primarily to move automobile traffic at high speeds, the master plan proposes a more urban approach to street design, with a high level of accommodation for pedestrians, bicyclists and transit users. Some of the characteristics that are desirable in this context include:

- 4-lane roads as a maximum width, with 2 lanes preferred for pedestrian crossing;
- Slow travel speeds through traffic calming treatments where needed for pedestrian safety;
- Sidewalks along all roads – separated from travel lanes to allow for snow ploughing;
- On-street parking where practical to introduce a pedestrian buffer and a village feel;
- Frequent pedestrian crossing opportunities at safe locations with good sight distance;
- On Providence Drive the center median should provide pedestrian refuge and facilitate safe crossing (requiring regrading of some existing medians);
- Transit-supportive streets with bus pullouts where appropriate;
- A high level of safety for pedestrians and drivers.

Providence Drive

A number of intersections on Providence Drive experience high traffic volumes and levels of congestion, and have experienced relatively high crash rates. Notable among them are:

- Providence Drive and Elmore Road
- Providence Drive and Alumni Drive

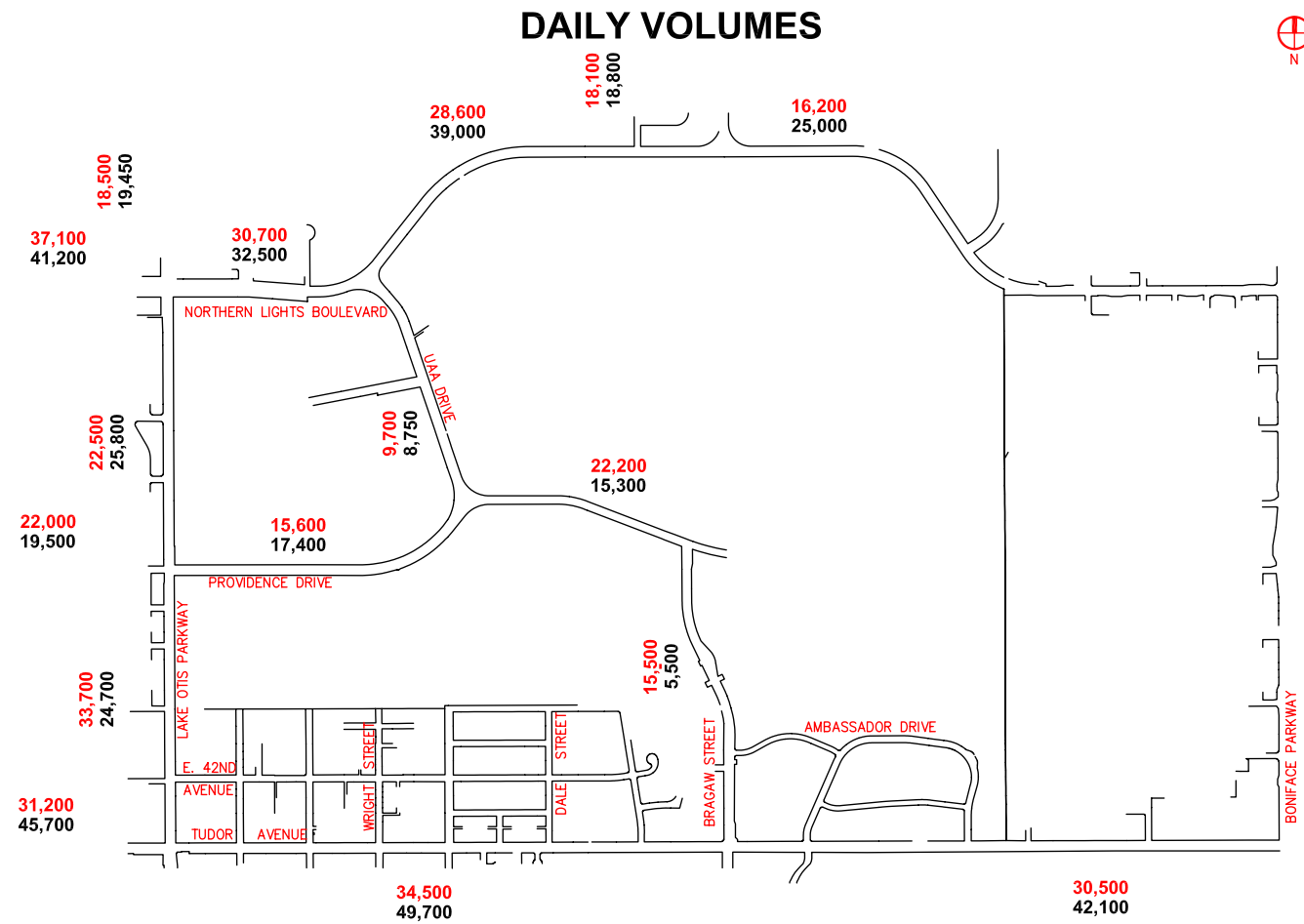
In addition, both intersections are heavily used by pedestrians circulating between the campus and housing areas to the south. A number of treatments have been considered for these locations. A roundabout was evaluated for the Providence/Elmore intersection, but is unlikely to prove a good solution given the unbalanced approach volumes and the fact that pedestrian crossings are not well supported by this intersection type. Instead, it is recommended that pedestrian crossings be clearly defined at the intersection – through the use of crossings paved distinctively in color and texture, *pedestrians crossing ahead* signs, and curb extensions to decrease crossing distance where applicable.

The Providence Drive and Alumni Drive intersection is another that currently serves high pedestrian crossing volumes that will increase in the future with development of additional residential buildings and Sports Arena to the south. Here too, pedestrian crossing paths should be clearly identified for both summer and winter use with surface treatments and signage. Median pedestrian refuges may also be used to advantage. Those improvements should be in place when the Arena opens.

2003 Roadway Level of Service

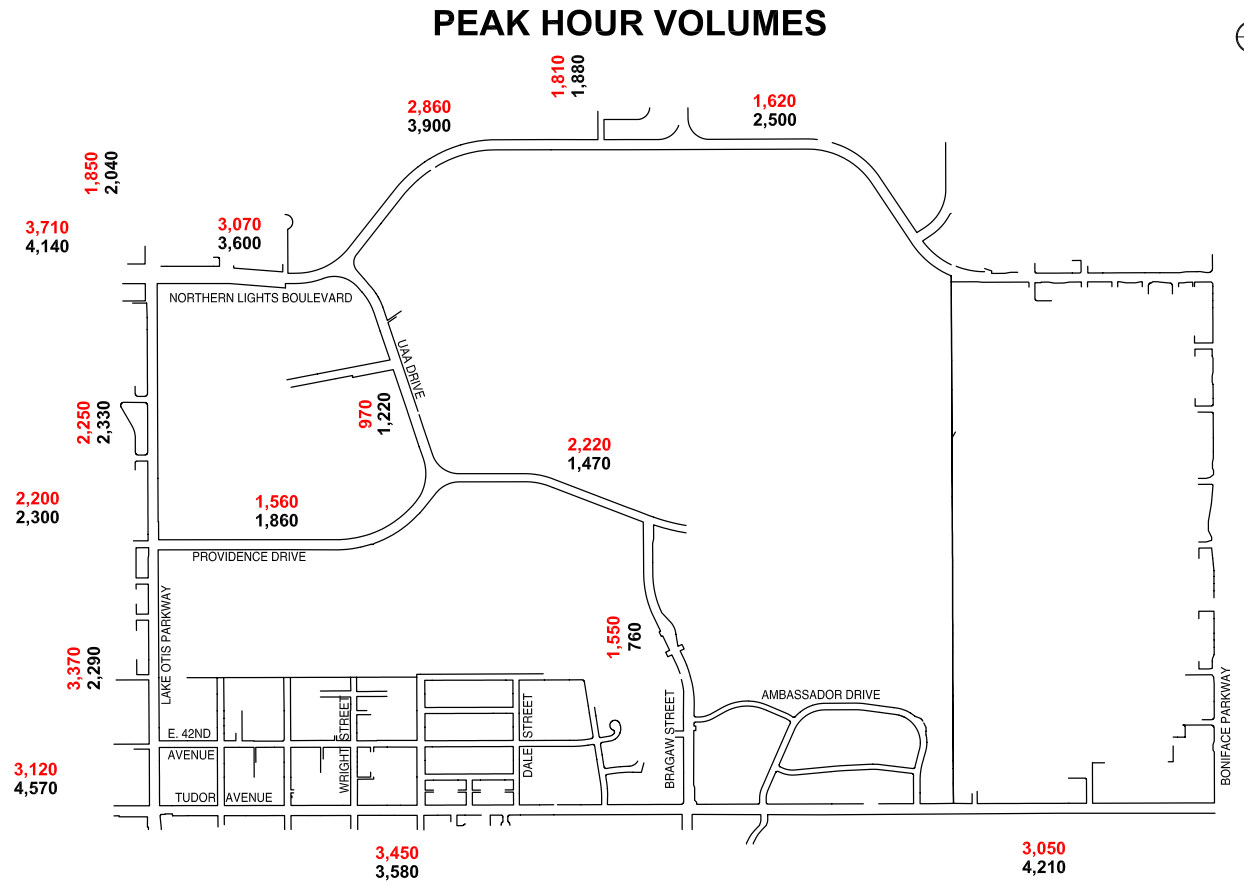
Road	Between	Lanes	Capacity	2001		2023	
				AADT	LOS	AADT	LOS
Northern Lights Blvd	Lake Otis/UAA	4	34,500	32,500	D	30,700	D
	UAA/Elmore	4	34,500	39,000	F	28,600	D
Lake Otis Parkway	Northern Lights/Providence	4	34,500	25,800	C	22,500	C
	Providence/Tudor	4	34,500	24,640	C	33,700	E
Tudor Road	Lake Otis/Elmore	6	51,800	49,650	E	34,500	C
Providence Drive	Lake Otis/UAA	4	25,200	17,400	D	15,600	C
	UAA/Elmore	2	12,600	7,200	D	7,500	C
Elmore Road	Tudor/Providence	2	12,600	5,500	D	10,000	D
UAA Drive	Northern Lights/Providence	2	12,600	8,800	D	9,700	D

2003 EAST projections suggest that, levels of service will generally improve on streets that serve the campus as a result of the improved grid network connectivity and dispersion of traffic.



Ref: East Anchorage Study of Transportation 2003
Municipality of Anchorage - Traffic Department

2023 Projected Volumes
Existing Volumes



Ref: East Anchorage Study of Transportation 2003
Municipality of Anchorage - Traffic Department

Projected Volumes
Existing Volumes

**Numbers of vehicles projected combine reductions in regional through traffic in the district due to changes elsewhere, with increases in the numbers of vehicles with destinations within the district.
Note that this is 2003 data, which will be updated when new information becomes available.*

On-street parking was considered for parts of Providence Drive. This would serve several purposes. Apart from providing additional parking, it would provide a buffer for pedestrians making the street more pedestrian friendly, would have a traffic calming function and would make the street feel like more of a destination than an access-way. However, on-street parking should not be permitted where it would block sight lines or occupy lane capacity at major intersections, such as westbound on Providence Drive at Lake Otis Parkway.

Pedestrian Crossing Opportunities

Providing safe pedestrian crossing opportunities at other locations along Providence Drive and on other streets will also be critical to the successful transition of the campus to a more pedestrian friendly place. Some of the clearly identified locations include:

- Providence Drive and UAA Drive;
- Providence Drive and Seawolf East (Providence Hospital);
- Providence Drive and Seawolf West (Health Sciences site);
- Providence Drive at location of Eugene Short Building parking (new mixed use development);
- Providence Drive and Lake Otis Parkway; and
- UAA Drive and Alumni Drive Loop (surface crossing at Spine bridge location).

Campus Parking

Provision of adequate parking is an important part of ensuring accessibility to a top education facility such as UAA. However, parking is expensive to provide, and developable land on campus is becoming scarce. These are compelling reasons for meeting access needs in other, more cost-effective ways. A number of possible scenarios that would limit parking demand follows:

Parking Needs and Scenarios

Parking counts in 2003 revealed that with a headcount of 15,100 students, 3,152 parking spaces were occupied out of a total supply of 4,147 spaces. Parking is considered functionally at capacity when 95% of available spaces are occupied. By this rationale, the campus had a surplus of 788 spaces. Although some of these spaces were inconveniently located, it may be stated that the unconstrained demand for parking spaces stood at 0.21 spaces per student, faculty and staff parking included.

By 2009, student headcount had increased by 7% to 16,163. Meanwhile, the parking supply on campus had increased by 11% to 4,600 spaces. Using a parking demand rate of one space per five students, and considering parking capacity to be 95% of actual supply, a surplus of 1140 spaces is evident. Some of those spaces are used at different times of the day as people move their cars to be closer to different destinations. Some are inconveniently remote from those destinations, so remain unused except when major events draw more drivers to campus.

Since 2003, use of Seawolf Shuttle and public transit has doubled, suggesting that actual demand for parking spaces has diminished. However, as proposed facilities are developed, some will displace parking, while others will provide additional spaces. Another change is a slowing in growth of the student headcount, with an anticipated increase of almost 8% over the next five years. Projections for 2014 suggest adhering to the current parking rate of one space per five students. In the meantime, development of the Sports Center, Health Sciences and student housing is expected to displace up to 840 existing spaces, and to provide approximately 900 new spaces, yielding a net gain of 60 spaces, sufficient for 300 additional students.

By 2023, parking demand can be expected to be reduced by a number of factors. Among these is a continued shift to shuttle and public transit as convenience and frequency of service continue to improve; increased numbers of students living on campus; improved facilities for cyclists and skiers; and an anticipated increase in the relative cost of driving alone to campus. In light of these, and the expectation that a similar number of part-time students will commute to campus, a target parking rate of 0.18 has been set. Parking supply will remain ahead of projected need, thus providing flexibility in the timing of projected new developments, since an increasing proportion of remaining developable land will be the surplus surface parking lots themselves.

Location of Parking

The location of parking is an important part of the parking equation. While the tables below indicate that today there is an apparent excess of parking spaces provided on campus, there are areas that currently experience 100% utilization for several hours of the day indicating that demands exceeds the supply at all those particular locations. It is important to identify locations for parking where it is needed, and provide directional signage to those facilities as well as shuttle service to connect the facilities with student destinations. This master plan proposes shifting parking to the periphery of the campus to serve as interceptor lots, reducing vehicle conflicts on campus and encouraging people to walk and make use of shuttles and public transit. The use of a clear parking program with assigned space categories – as currently used by the university – will remain essential.

An estimate of the number of new spaces provided in the plan is provided below. The number of parking spaces proposed for 2013 exceeds the calculated demand, allowing for ongoing staging and construction on selected lots. Proposed parking would be better located to support existing and new buildings, and would replace parking in other areas where it is underutilized and where new buildings will displace parking.

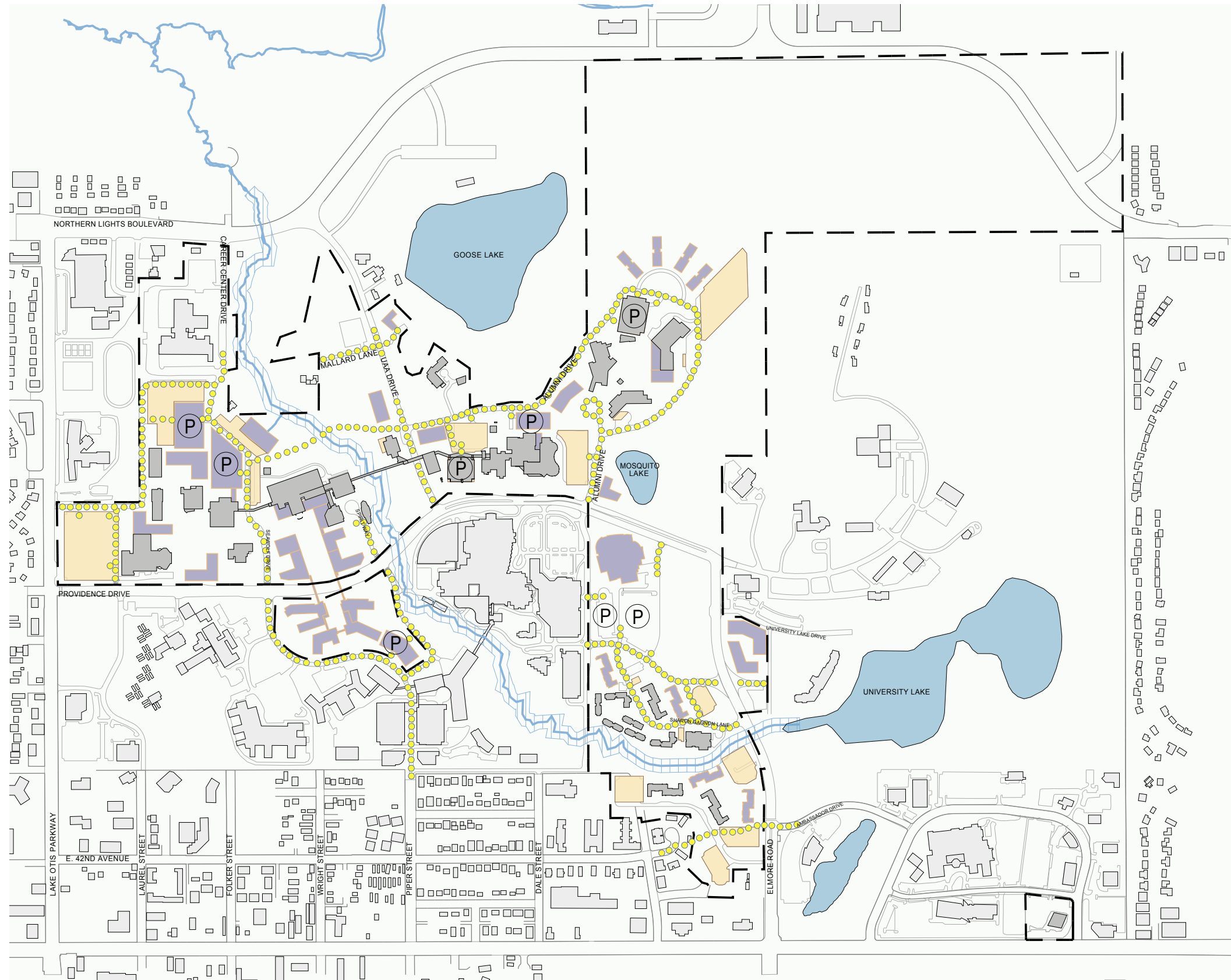
Existing Parking Demand and Scenarios in 2009

Year	Students	Parking Used	Parking Rate	Parking Supply	95% Capacity	Scenario 1		Scenario 2	
						Spaces Req.	Demand	Spaces Req.	15% Shift to Alt Modes
2009	16,163	3,230	0.20	4,600	4,370	(1140)			
2014	17,412	3,480	0.20	4,660	4,430	(950)	2,960	(1470)	
2023	19,909	3,580	0.18	4,660	4,430	(850)	-	-	

The table shows a parking ratio (number of parking spaces per enrolled students) demand in recent years. The 2023 ratio is reduced to indicate the anticipated reduction in demand as fewer students choose to drive alone to campus.

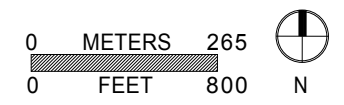
2009 Estimated New Parking Spaces

Year	#	Type	Name	Estimated New Spaces	Anticipated Parking Losses	Net Change
2013	2	Lot	Sports Center	400		
	5	Garage	Health Sciences	500		
Subtotal				900	-840	+60
2023	11	Garage	West Campus	600		
	26	Garage	Far West Campus	400		
	29	Garage	Library	300		
Subtotal				1,300	-300 +/-	+1,000
Total				2,200	-1,140 +/-	+1,060



- Proposed UAA Facilities
 - Existing UAA Buildings
 - Existing Parking Facilities
 - P Proposed Parking Facilities
 - Proposed Secondary Vehicle Circulation Routes
 - Chester Creek No-Build Zone
 - Existing UAA Property Boundaries
- The sizes, shapes, and locations of all facilities improvements are very approximate.

UAA Secondary Vehicle Circulation & Parking



Utility Services and Systems

Utilities and Service

The availability, location, and condition of all of the utility services within the campus suggest that all proposed facilities can be serviced economically. The size and proximity of West Campus facility improvements to the utility mains along Providence Drive and Lake Otis Parkway will require short, and therefore relatively inexpensive utility service connections. Such proximity to available utilities should be considered as a means of controlling costs when new development is planned.

Many utilities in the project area are 30 to 40 years old and can be expected to need replacement within the next 20 years. It is recommended that the University inventory the condition of all old utilities and develop a capital replacement plan. This effort should be undertaken in conjunction with the public utility companies, and should include planning for the replacement or expansion of both utility-owned and private infrastructure. All public utility companies contacted during preparation of this analysis expressed confidence at being able to satisfy any future UAA expansion-related demands, provided that there is enough lead-time to allow for planning, design, and construction.

This analysis relies on an initial inventory of utility information based solely on available data from UAA and the utility providers. **The Energy Master Plan includes a more detailed evaluation of utilities. Additional information on expansion of facilities can be found in the Facilities Plan at www.uaa.alaska.edu/masterplan/support-plans/ (see the Appendix).**

Proposed Facilities Expansion

The proposed facility expansion will require upgrades or replacements of utilities and services, depending on specific locations and timing. Upgrades and replacement will probably be phased. For example: utilities on the west campus are among the oldest and may become a higher priority for 2018 development. As development occurs on the south campus, connections to the existing newer utilities may be practical. The north campus may require extension of existing utility services. **Development of the Health Sciences complex in the southwest campus may include a cogeneration plant to supply hot water to many existing and new buildings. Other utilities will connect to mains in Providence Drive.**

Anticipated development in the south campus is in an area of newer utility systems. Development adjacent to main lines is likely to be less costly due to shorter connections, as will be connections to adjacent on-property systems.

Proposed north campus development is limited to housing near Fine Arts. This would require utility extension to connect to the existing UAA utility system, which would require improvements to the capacity and condition of the existing systems. The relative distance from main-lines indicates that extensions from existing services may be more favorable.

The demands of facilities improvements through 2028 and beyond are likely to exceed the capacity of many existing on-campus utilities. Collaboration with the utility companies in progressive upgrade and replacement of existing systems will provide the most efficient opportunity to expand campus facilities.

Underground electrical service is recommended. Underground service generally provides for more protection to critical units. Since adoption of the Goose Lake Plan in 1983, MoA has recommended removal of power lines over Goose Lake to an underground route along Northern Lights Boulevard.

Although adherence to code requirements will dictate the design and location of future utility service connections, a general philosophy of upgrade and replacement can be adopted. As the current utility systems age and require replacement, the opportunity to straighten utility runs, combine services and increase capacity will present itself. New technologies offer the opportunity to have more dependable, resilient utility lines offering an excellent option as aging systems are replaced.

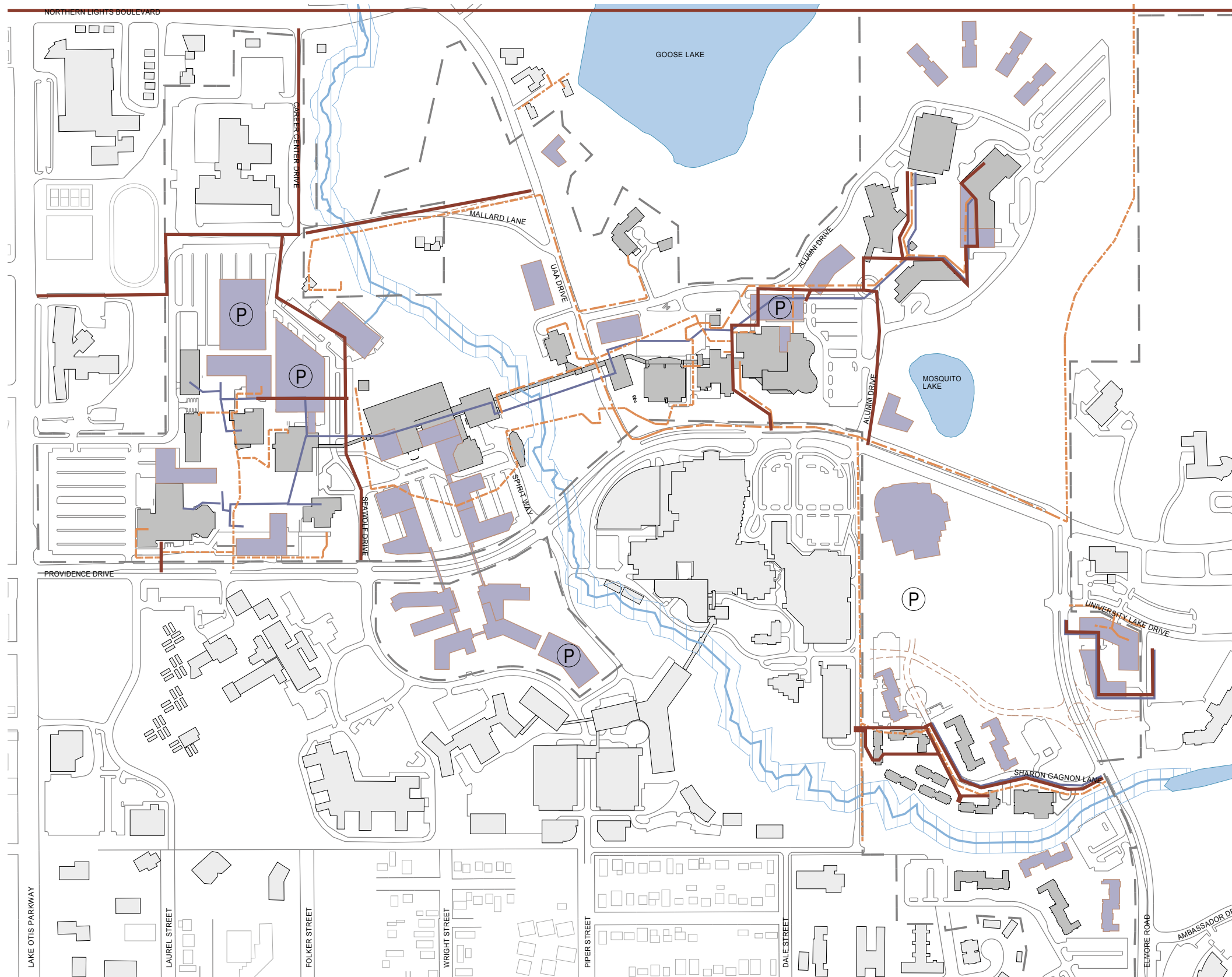
Recommendations

Aerial photographs reveal how long it takes for the natural landscape to recover from utilities operations (see 'Campus History' chapter). To the extent possible, all utilities should be routed through previously disturbed alignments, and should avoid protected and conserved natural areas.

The 2006 Energy Master Plan concluded that a single gas turbine generator with a heat recovery system serving the UAA campus and some of its neighbors would offer the best net present value central energy system. This recommendation has led to inclusion of a cogeneration plant, sharing energy with PAMC and thus offsetting to some extent the seasonal variations in UAA demand.



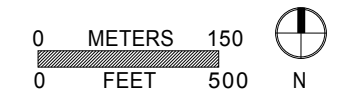
An existing sewer and natural gas utility corridor has left its mark on wetlands on the UAA campus.

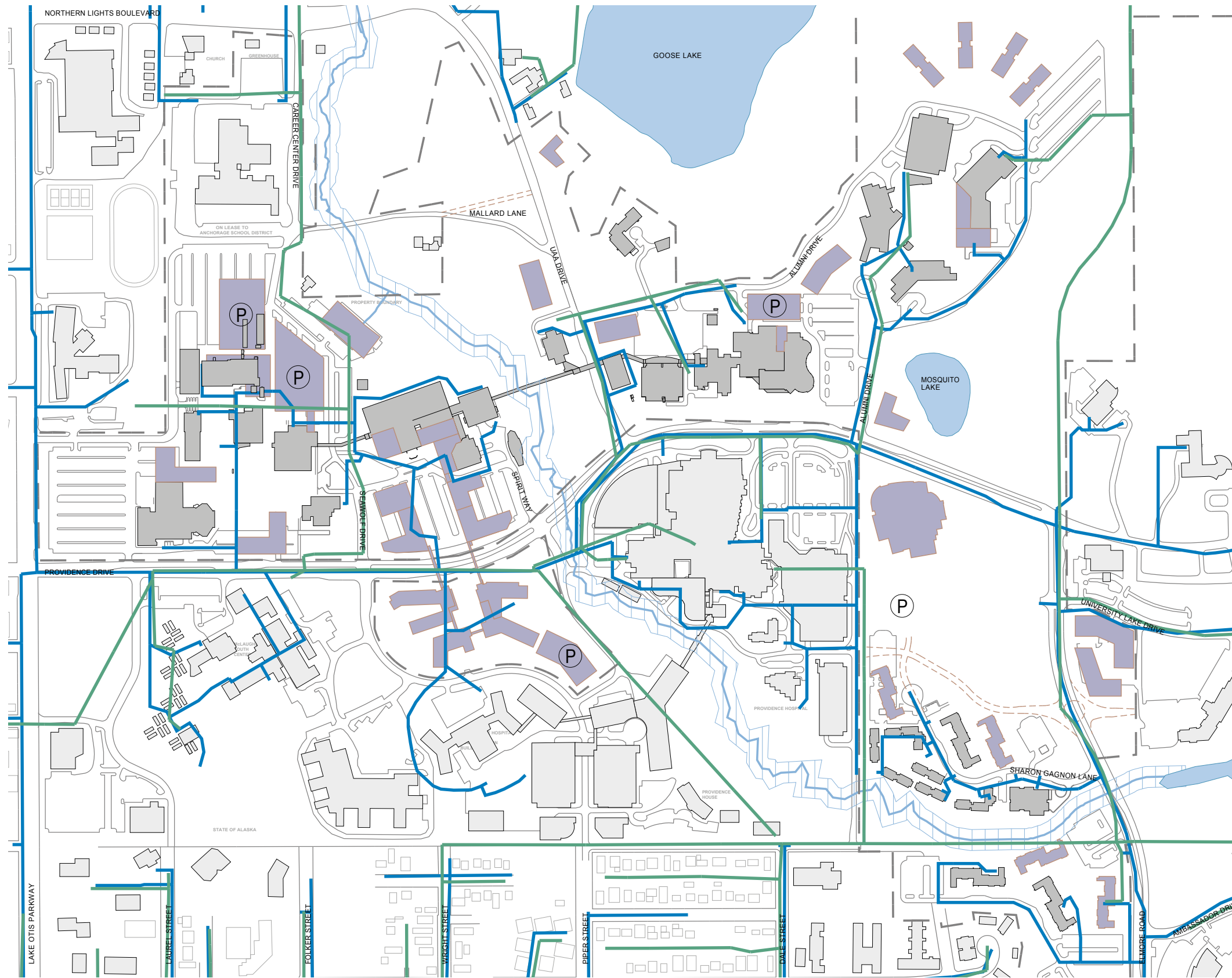


- - - Natural Gas Alignment
- Electrical Utility Alignment
- Fiber Backbone Utility Alignment
- Proposed UAA Facilities
- Existing UAA Facilities
- P Proposed Parking Facilities
- ▨ Chester Creek No-Build Zone
- Existing UAA Property Boundaries

The sizes, shapes, and locations of all facilities improvements are very approximate.

Dry Utilities Alignments

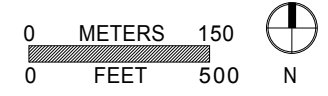




- Water Alignment
- Sewer Alignment
- Proposed UAA Facilities
- Existing UAA Facilities
- P Proposed Parking Facilities
- Chester Creek No-Build Zone
- Existing UAA Property Boundaries

The sizes, shapes, and locations of all facilities improvements are very approximate.

Wet Utilities Alignments



CAMPUS CONCEPT



An existing trail between UAA student housing and the Consortium Library.

Overview of Current Facilities

Introduction:

The facilities proposed in this Master Plan have been grouped in three phases: **2009-2018**, **2018-2028**, and **Long-Term**. This was done in order to set general priorities for the new and expanded facilities. From an extensive review of existing UAA facilities, from a lengthy series of meetings with faculty, staff, and students in 2003, and from reviews with faculty and staff in 2008, the consultant team catalogued requested future facilities. These were tested against growth projections, and were evaluated by the Master Plan Steering Committee, by the Chancellor and Provost to identify actual facility needs and priorities. The UAA student population is projected to double in the next 20 years and facilities will need to be expanded at a commensurate rate.

- UAA facilities built before 1995
- UAA facilities built after 1995 - 2003
- UAA facilities built after 2004 - present
- Existing non-UAA facilities

The sizes, shapes, and locations of all facilities improvements are very approximate.



A birds eye view of the UAA campus in 2009.

Facility Master Plan and Project Identification



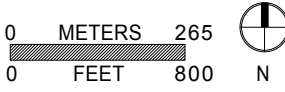
- 2009 - 2018**
 - 1 - Health Science Building Phase I
 - 2 - Sports Arena, Parking Facility, and Vehicle Circulation Improvements
 - 3 - Engineering Building, Phase I
 - 4 - Health Science Building Phase II
 - 5 - Health Science Parking Facility, Support Facilities, and Pedestrian Bridge across Providence Drive
 - 6 - Student Housing
 - 7 - Library and Native Student Resource Center
 - 8 - Honors College and Classroom Building
 - 9 - Chancellor's Residence
 - 10- ULB Annex

- 2018 - 2028**
 - 11 - West Campus Parking Facility
 - 12 - Fine Arts Building Expansion
 - 13 - Eugene Short Hall Replacement
 - 14 - College of Education Learning Lab
 - 15 - Administration, Alumni Relations, and Visitor Center Building
 - 16 - Facilities Warehouse and Yard, and Mallard Lane Realignment
 - 17 - New Housing
 - 18 - Student Recreation Center Expansion
 - 19 - Engineering Phase II
 - 20 - Classroom Building
 - 21 - Science Building
 - 22 - Health Science Building Phase III

- Long-Term (after 2028)**
 - 23 - Health Science Building Phase IV
 - 24 - Gordon Hartlieb Hall Replacement
 - 25 - Student Life Building Expansion
 - 26 - Far West Campus Parking Facility
 - 27 - Student Housing
 - 28 - Conference / Meeting Facilities
 - 29 - Parking Garage Library Lot
 - 30 - Sciences and Engineering Classroom Buildings
 - 31 - Faculty Club

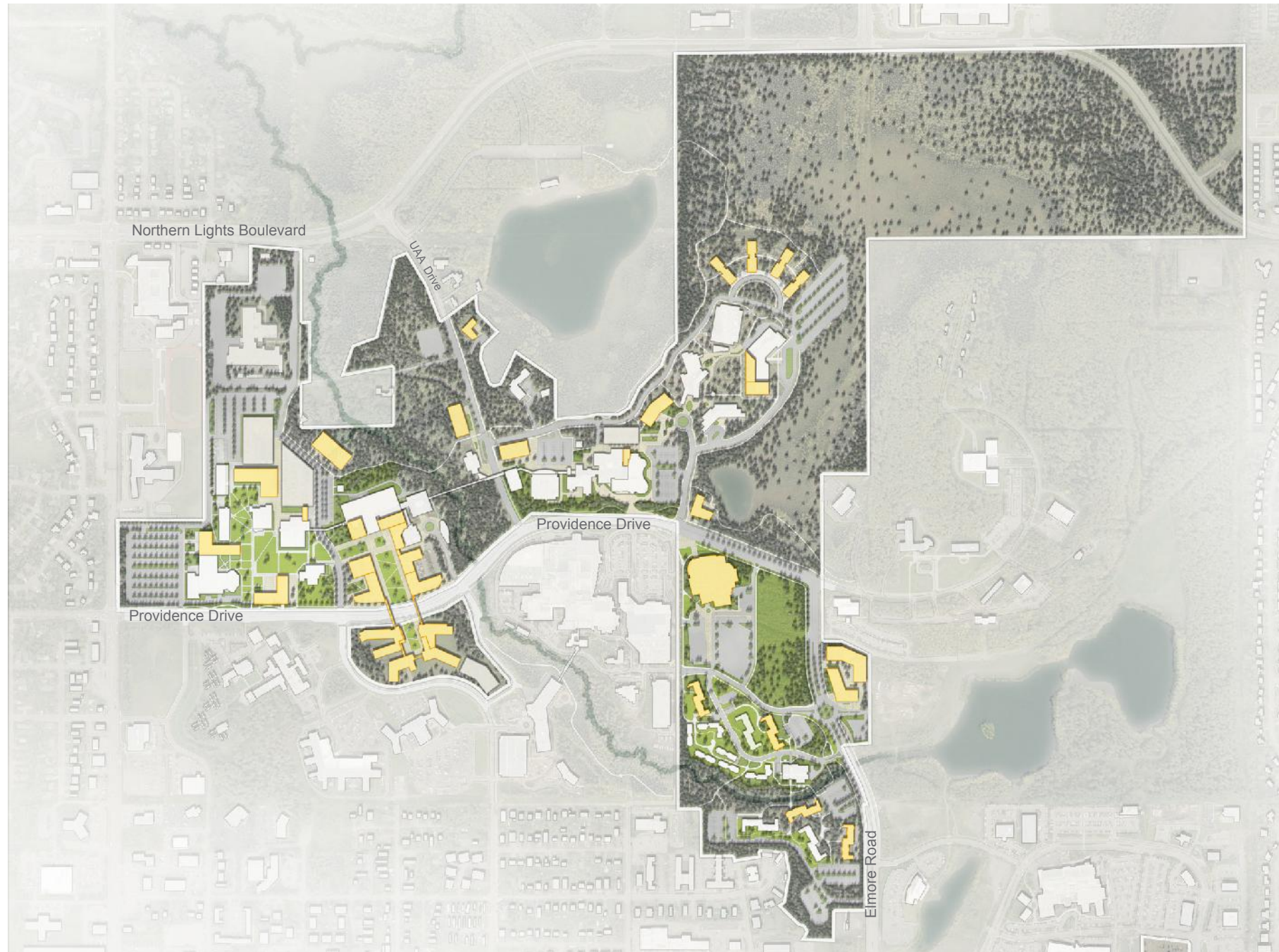
- (P)** Proposed Parking Facilities
- [Blue Hatching]** Chester Creek No-Build Zone
- [Dashed Line]** Existing UAA Property Boundaries

Proposed Facilities Master Plan



The sizes, shapes, and locations of all facilities improvements are very approximate.

Configuration of the Campus



Proposed Configuration of the Campus

A series of alternative concepts for campus layout was developed to explore the consequences of alternative locations for key new facilities. The alternatives were evaluated technically, and reviewed by the master plan steering committee. The plan presented here is derived from one which was clearly preferred above the others, and so has been refined as the basis for the long term master plan for the Anchorage campus. Building configurations are described by campus sub-district, so that the internal integrity of each sub-district can be understood from the perspective of those who use its buildings.

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

West Campus

A major arrival point at the campus is from the west, via 36th and Lake Otis Boulevard so it will be here, on the north side of Providence Drive, that most visitors will form their first impressions of the University. Eugene Short Hall would be replaced by a larger building that would also displace parking that fronts the campus at present. Green space would occupy the remaining frontage past Seawolf Drive West, and beyond it would be the new Visitor Center on the north side of the street, and a cluster of buildings in the new Health Sciences complex to the south. Providence Drive would be flanked by the University on both sides.

The garden quad at the center of West Campus would remain largely unchanged, although in time the Sally Monserud Building would be replaced by a multistory building located between the Professional Studies Building and the Beatrice Macdonald Building. A parking deck over part of the depressed parking lot west of the new building and the Professional Studies Building could provide both adequate and convenient parking and the site for a new building west of Professional Studies.

Hartlieb Hall would also be replaced by a multistory building, and a parking garage would be built immediately north of it. A northward extension of the Business Education Building would also be served by this parking garage.

East of the Business Education Building and north of the Visitor Center, the Wells Fargo Sports Center would be expanded to the north and south, making room for academic and recreational athletics. North of the sports center, and bordering the Chester Creek conservation corridor would be a new classroom building, with serene northeast views into the woodlands that border the creek. Together, the sports center and the classroom building would form a protective edge to the pristine woodlands. Further south and east, beyond the Spine, the built edge of the Chester Creek corridor is formed by the ANSEP Building. To the west of it, across Seawolf Drive East would be the new Honors College and Engineering buildings and possibly a parking garage.

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

West Campus would double in assignable floor space over the next twenty years. The green spaces at its heart showcase plants that thrive in this climate. They would be expanded slightly. Parking would be displaced from the Providence Drive frontage to garages on the north and west perimeter, and to parking lots to the north. The arriving visitor would see modern university

buildings amid open space criss-crossed by footpaths, and would walk or drive to the Visitor Center at a signalized intersection. As they explored further, visitors would find the cultivated garden quads contrasted with the conserved wild woodland of the Chester Creek corridor, bounded by buildings that look out through the trees.





Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

Southwest Campus

This recently acquired property will enable the University to announce its presence on both sides of Providence Drive. A district plan was prepared for this area in 2008. It describes the Health Sciences complex south of Providence Drive connected by footbridges to a new Honors College and Classroom building to the west and a new Engineering complex to the east, separated by an open lawn. The Health Sciences complex will benefit from proximity to PAMC, the Alaska Psychiatric Institute and McLaughlin Youth Center. The Southwest Campus is valuable as a potential expansion of the heart of the campus, and should be planned as a whole before any new buildings are constructed there.

Central and East Campus

Proposed new facilities would blur the distinction between Central and East Campus, so both are addressed here as a single district. Across Chester Creek from West Campus, and connected to it by the Spine, is the Engineering Building and EBL building to the north, across the Alumni Drive Loop. East of UAA Drive, a sciences and engineering classroom building would be located south of Alumni Drive Loop, with another science building east of it. Further east would be a parking garage serving both the Library and two integrated science buildings north of former Scoter Lane. This pair of buildings would border the undisturbed natural landscape between the campus boundary and Goose Lake; an area kept free of trails so that waterfowl can nest there safely. The existing and new science buildings would benefit from lake views to the northwest, and would separate natural areas from the activities of the campus.

The science buildings will be accessible to one-another, and to the West Campus by the Alumni Drive Loop road. The wooded knoll north of the existing Administration and Humanities Building, **known as the Alaska Quad**, maintains the separation of Fine Arts, with its outlook to the southeast, **and the Integrated Sciences Building to the northwest.**

The Fine Arts Building would be expanded to enable isolated programs to rejoin with their peers, ceramics and dance. **A new frontage on the Alaskan Quad would be created.**

North Campus

The North Campus includes the largest tracts of developable land on the campus, and in 2004, the only development in this district other than utility lines was the Fine Arts parking lot. One reason for this is that the distance from the original buildings on West Campus to Fine Arts is greater than can be covered on foot in the period between classes (about a mile), so it would be impractical to locate academic buildings further north and east. However, there are some uses that need not be constrained by that distance.

North and west of the Fine Arts parking lot there is a rise in the ground, with dry land looking out over the bogs and woodlands to the west, north and northeast. It is proposed that a community of **housing for graduate students and faculty** be established around this rise, with trails across its wooded crown to the existing parking lot. The capacity of the parking lot could be increased by addition of a parking deck over it. This housing would benefit from the tranquility of the natural landscape, have direct access to the established network of ski trails and multi-purpose trails, and would be within walking distance of all campus facilities.

The Alumni Drive Loop road now extends round the north side of Fine Arts and the new garage, providing access for service and emergency vehicles and for the Seawolf shuttle vehicles. As the Development Factors map on page 75 shows, much of the northern campus comprises structurally limited soils, some of them classified as wetlands, which further limits development potential. The best soils for construction are in the eastern wooded area near Northern Lights Boulevard, an area which is remote from the rest of the campus, but could be considered for certain types of research or establishment of a third campus housing district. In the immediate future, the greatest value of the northern reaches of the campus to the University is as wilderness, wildlife habitat and a place to hike and ski. As such, it contributes much to the image and character of UAA as an archetypal Northern University of distinction.



Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

South Campus

South campus encompasses all UAA property east of Providence Alaska Medical Center (PAMC), and south of Providence Drive. It includes property on both sides of Elmore Road, and for convenience includes the Diplomacy Building, which is a third of a mile east of Elmore on Tudor Road. Other than the Diplomacy Building, the only University facilities in

South Campus are the University Lake Drive buildings, the residential complex on Sharon Gagnon Lane, and the Templewood housing.

UAA in conjunction with the Municipality of Anchorage (MoA) plans a street connection between UAA and PAMC across the large wooded tract west of Elmore. It is important that this road be aligned

to preserve the integrity of the UAA land east of Elmore. Such an alignment would permit continued development of student housing between the new street and Sharon Gagnon Lane, and would preserve a site sufficient to accommodate the Sports Center between the new street and Providence Drive. Two additional residential halls are planned to the north of the Sharon Gagnon community.



North of Providence Drive and east of Alumni Drive is a small but very special site. This could accommodate a prestigious research building that is related to the Library. The building would be accessed off Alumni Drive opposite the Library parking lot. It would enjoy unique views across Mosquito Lake to the northeast, and would be flanked to the south by an existing woodland trail.

South of Chester Creek, besides the Templewood housing, there are two residence halls connected to the Sharon Gagnon community by trails and footbridges. Improvements in this area would include extension of East 42nd Avenue to Elmore Road at its intersection with Ambassador Drive. This would link ANTHC to the UAA campus and to PAMC. Trails along Chester Creek will be improved to provide direct access to East and West campus.

East of Elmore Road and south of University Lake Drive is UAA property occupied by two single story buildings, surface parking, and a wooded lot. At some time in its future, the University is expected to need a dedicated conference facility, preferably near student housing so that it can host residential conferences when students are absent. The University Lake Drive property is large enough for this purpose. It is close to Sharon Gagnon Lane and the new lakeside hotel, and has the advantage of being conspicuously located on Elmore Road. The property also has access to the Chester Creek trails and the University Lake facilities, making it particularly attractive to visitors.

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

Projected Facility Needs 2009 - 2018

Projected New Facilities 2009 - 2018

The summary on page 85 includes projections of enrollment and the gross floorspace of facilities that will be needed to keep pace with enrollment growth at UAA through 2018 and 2028. The proposed facility additions in this section fall short of those projections, but represent known and substantiated needs for new and expanded facilities on the campus. Demands for classroom space, parking, and recreation will all grow with enrollment and must be addressed as growth occurs. Funding for these facilities will come from different sources, so the precise timing of each cannot be predicted. Those included in the 2018 Facilities Master Plan (overleaf) are presented in the order of their priority at the time of writing. These have been identified by a consensus among senior UAA personnel as top priority projects to be built within the next ten years.

Each new facility will incorporate sustainable design and materials to ensure minimal energy use and economy of operation consistent with comfortable working conditions.

Health Sciences Facilities

- A district plan has been completed for a complex of new health sciences facilities south of Providence Drive between Chester Creek and Piper Street.
- Phase I will include Nursing, WWAMI, MEDEX and a Medical Technology Lab.
- A later phase may include another teaching and research facility, elevated pedestrian crossings over Providence Drive, a parking facility, and a cogeneration power plant sized and located to provide hot water to UAA.

Sports Complex

- A winter university must provide students, faculty, and staff with recreation and athletics opportunities during the winter months.
- Facilities proposed are an arena, gymnastics gymnasium, training facility, locker rooms, offices, parking, and possibly outdoor athletic fields.
- The proposed arena will engage the community in events and funding, so public access is important.
- At the proposed site, there is sufficient developable land to meet initial and long term needs for the complex.
- Buildings will have to be carefully planned and sited in order to preserve as much woodland as possible and must complement and connect to the trail system.

New Engineering Building, Phase I

- The engineering department's student enrollment will grow as its programs continue to be successful in placing graduates in the workforce around the Anchorage area and throughout the State of Alaska.
- More lab space will be needed as more programs, research, and faculty are added to the School of Engineering.
- More engineering programs will be needed as the demand for specialized engineering in the Anchorage area grows.

Housing (located in same vicinity as current student housing)

- Additional student housing will be similar in design to the most recent housing and will be sited to the north and east of the North Hall Dorms.
- There continues to be strong demand from students for more on-campus housing. There has been a waiting list for students wishing to stay in the dorms for the past two years.
- It does not seem that the demand will diminish as full-time student admissions grow.



- 2009 - 2018**
- 1 - Health Science Building Phase I
 - 2 - Sports Arena, Parking Facility, and Vehicle Circulation Improvements
 - 3 - Engineering Building, Phase I
 - 3a - Engineering Building Alternative Site
 - 4 - Health Science Building Phase II
 - 5 - Health Science Parking Facility, Support Facilities, and Pedestrian Bridge across Providence Drive
 - 6 - Student Housing
 - 7 - Library and Native Student Resource Center
 - 8 - Honors College and Classroom Building
 - 8a - Honors College Alternative Site
 - 9 - Chancellor's Residence
 - 10 - ULB Annex

- (P) Proposed Parking Facilities
- ▨ Chester Creek No-Build Zone
- - - Existing UAA Property Boundaries

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

2018 Facilities Master Plan





A view of the UAA campus showing proposed growth by the year 2018. Note that footprints and configurations shown for future buildings are approximate.

- UAA facilities built before 1995
- UAA facilities built 1995 - 2003
- UAA facilities built after 2004 - present
- Proposed 2009 - 2018 UAA facilities
- Existing non-UAA facilities

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

Library and Native Student Resource Center

- Extending from the north entrance to the library, this special purpose space would bring together collections, resources and research facilities relating to Native Alaskan cultures.

Honors College and Classroom Building

- As west campus continues to grow, new buildings will be needed in order to meet student population growth. This will enable each college to consolidate in a single part of the campus.
- The new building has the opportunity to be a signature for the campus with its visibility on Providence Drive, eventually forming a gateway with Health Science Buildings across Providence Drive.
- The proposed Public Policy Building projected in the 2018-2028 plan may also be included in this complex.
 - A building to accommodate an archival collection of documents related to Alaska’s political history.
 - A new social science research and study facility.
 - Siting is still under consideration.

Chancellor’s Residence

- With a tranquil outlook across Goose Lake and the protected wetlands, the Chancellor’s Retreat Center will be sufficiently removed from the busy campus core to host meetings, receptions and possibly overnight accommodations for guests.
- The interior spaces must be flexible in order to meet the demands of both large gatherings and intimate meetings.

ULB Annex

- The existing University Lake Building Annex (ULB) may, might, or could be utilized for university services.
- An enclosed outdoor space will be provided for an Engineering Project Lab to the south of the existing building.

Achievement of the Five Master Plan Guiding Principles (2009-2018)

The master plan Guiding Principles, which are stated on page 31, can be achieved through appropriate implementation of improvement projects. Achievement of each principle is discussed below, followed by an approximate chronology of planned improvements. Many factors beyond the reach of this master plan will determine priorities among improvements, so they are presented in three broad timeframes of 1-10 years, 10-20 years, and more than 20 years into the future.

Guiding Principle 1:

Make UAA a Model for Northern University Campuses

Response: Achievement of this goal through implementation of the proposed 2018 facilities improvements will depend to a large extent on the design of each project. Reinforcement of the sense of place at each site, and a consistent aesthetic among high quality new buildings will help to unify existing facilities that are varied in quality and style. Well placed taller buildings can help to strengthen the University's identity.

Guiding Principle 2:

Accommodate and Integrate Sustainable Growth

Response: Buildings projected through 2018 have been located to accommodate subsequent infill development as described for 2028 and beyond. Buildings should generally be at least three stories high, and selected structures could be much taller to conserve developable land near the campus core. For reasons of economy and as leaders in the State, it will be important for UAA to demonstrate the benefits of sustainable design, systems, and materials in each new building. This will result in more economical operations and maintenance costs as well as increasing the competitive edge over peer institutions.

Guiding Principle 3:

Build Quality Facilities that are Appropriate

Response: The facilities proposed in this master plan have been identified as necessary to support UAA programs. By building high quality facilities, the best faculty and students can be attracted and retained, and life cycle costs can be reduced significantly. Buildings should be designed to address quality of campus life as well as superior learning needs. Parking should be unobtrusive and reasonably convenient, but prime convenience and comfort should be for those on foot.

Guiding Principle 4:

Celebrate the Natural Setting of Each Campus

Response: Some of the buildings, such as the ANSEP building have been sited to protect fragile natural environments while providing close-up views of them for building occupants. Others, such as the Integrated Sciences Building are sited to give occupants both near and distant views of the campus natural landscape. Taller buildings will have views of the Chugach and more distant mountain ranges. Most proposed buildings are sited on paved or previously disturbed land so that development interferes minimally with the natural landscape.

This view depicts the possible replacement building for Eugene Short Hall, facing south onto Providence Drive. This proposed location of the new building will help activate the sidewalk and will assert UAA's presence on Providence Drive.

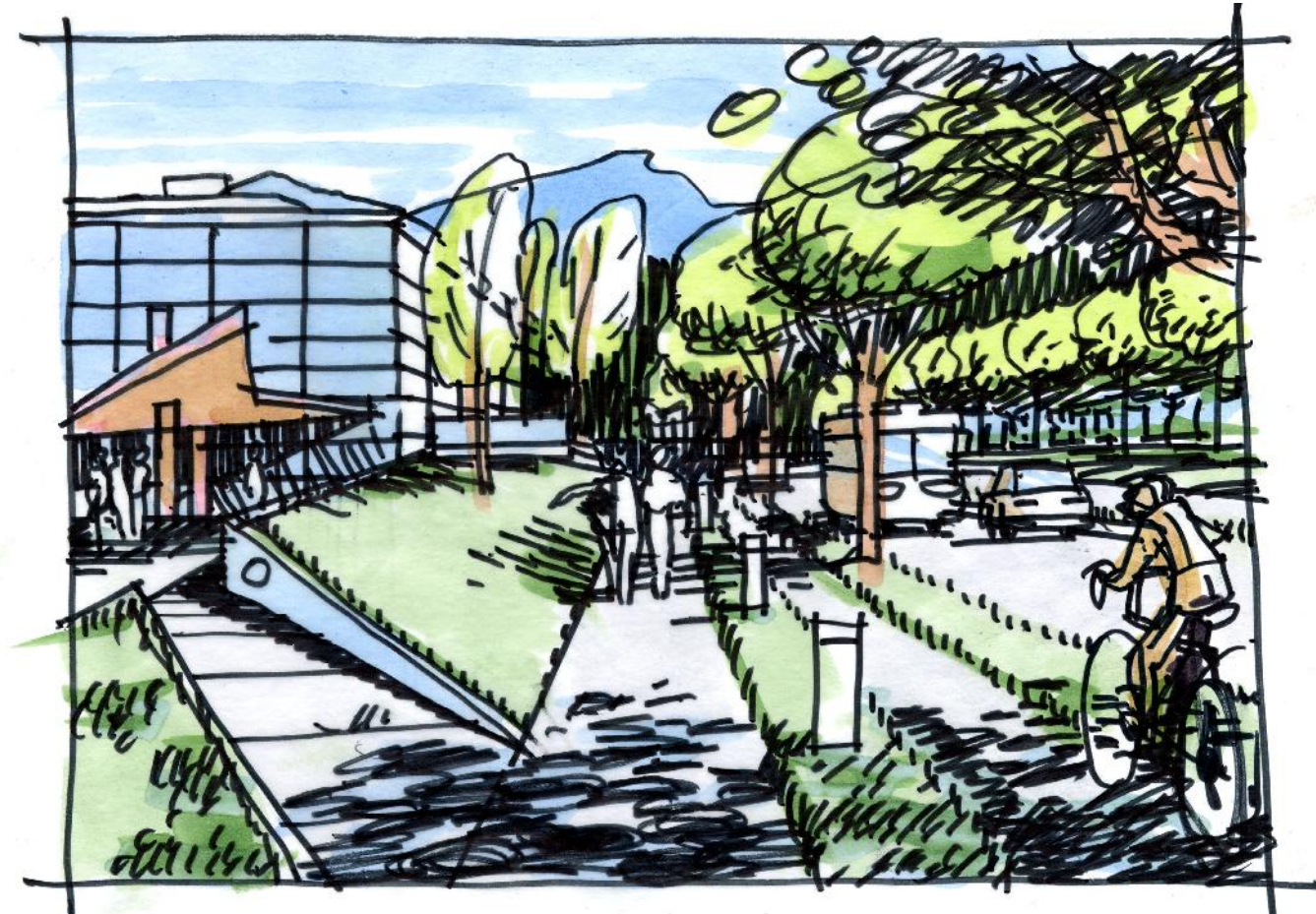
Guiding Principle 5:

Build Community with Neighbors

Response: As each institution in the U-Med District continues to grow, so the boundaries between them will become indistinct. Already collaborative programs exist between them: Health Sciences programs include practicum studies at PAMC, ANTHC, API and MYC. Some of the proposed new buildings, such as the replacement for Eugene Short Hall, will replace parking lots with active buildings along public

streets. Neighbors included in the campus master plan consultation process have been supportive of proposed improvements.

Ten Academic and Cultural values (see 'Guiding Principles' chapter) are fundamental to UAA are derived in part from the University Mission. They provide a briefing for the design of each building represented on this 2018 projection of facilities. The Guiding Principles and Design Guidelines elaborate on the qualities that will identify these buildings as being uniquely suited to this landscape, climate and culture.



Projected Facility Needs 2018 - 2028

Projected Facility Needs 2018 - 2028

Unlike the 2018 projects, the facilities projected to be built by 2028 are listed in random order. It is not expected that all of these facilities will be completed by 2028, yet enrollment projections and other considerations suggest that they will be needed by that date. The identity and suggested location of these facilities is driven by a need to balance and supplement those that are already in use, or will be by 2018.

If growth in enrollment is slower than predicted, then the date by which 2028 facilities are completed will be later. Conversely, if enrollment grows faster than predicted, completion will be sooner assuming that funding is available. This master plan recommends periodic review of circumstances affecting implementation at intervals no greater than five years. One reason for this is to enable amendments to be made with regard to actual enrollments, and the appearance of unanticipated facilities needs. Thus there will be ample opportunity to update the 2028 plan well in advance of that date.

West Campus Parking Garage

- Located to be convenient to West Campus uses, yet inconspicuous and clear of future facilities expansion sites.
- Ground level spaces adjacent to pedestrian or other visible routes should accommodate active uses.
- Twofold purpose: to release surface lots for redevelopment and to create a net gain in parking spaces to meet projected demand.

Fine Arts Building Expansion

- Ceramics and the Dance studio to be moved to the Fine Arts Building so that all the Arts programs are in one place.
- Expansion should allow for additional flexible studio space that can be used as program directors deem fit.
- The current building is due for expansion and systems upgrades.
- Capitalize on views of the 'Alaskan Quad'.

Eugene Short Replacement Building

- Eugene Short is the oldest building on campus, and it has reached the end of its useful life. Floor to floor heights limit uses to traditional classroom or office space.
- A replacement building will be sited near Providence Drive in place of parking lots with an appropriated architectural statement about the university of first choice. The new building:
 - Will meet the demand for updated classrooms and learning spaces needed as student enrollment increases.
 - Will begin to start the reformation of the west UAA campus.
 - Will not exceed four stories to maintain solar access to the open spaces immediately to the north.
 - Will face Providence Drive sidewalks expressing the open and accessible qualities of the institution.
 - Will embody sustainable design principles and materials, helping to shrink the carbon footprint of the University.

College of Education Learning Lab

- A facility to provide an environment for hands-on learning and observation of pre-school and primary children.
- Must have a convenient and safe drop-off and pick-up point for parents of the children attending the facility.
- Able to meet the future needs of the College of Education and future needs of the state of Alaska educators.
- West campus revitalization and building of core "traditional" quad-type campus setting would benefit from a new and larger building.
- Expand Building K to accommodate needed facilities and learning environments.
- A multi-story building in this location would command impressive views and identify the university from afar.

Administration, Alumni Relations, and Visitor Center Building

- The Administration and Visitor Center building will become the new front door of the campus creating a large and active space fronting on Providence Drive near the student center, the Wells Fargo Sports Center, and new bookstore.
- A branch of the “spine” could connect to the Student Center and to the Health Sciences complex.
- Functions that could be included in the visitor center are Alumni Relations, Admissions, Enrollment and Financial Services.

Facilities Warehouse and Yard, Mallard Lane Realignment

- A location to the west of UAA Drive and north of Mallard Lane will provide ample space for a facilities warehouse and yard. This should be screened from UAA Drive by an earth berm and trees.
- Mallard Lane is to be realigned to its original platting, which will provide more developable space to the south and align with UAA Drive at an intersection with the Chancellor’s Residence.

North Campus Housing

- Creation of new living and learning environments overlooking the scenic wetlands.
- Specialized living centers, married student housing, and single parent housing.
- Capitalizes on underused Fine Arts Building parking lot.
- Building sizes vary depending on housing and program needs.

Student Recreation Facility Expansion

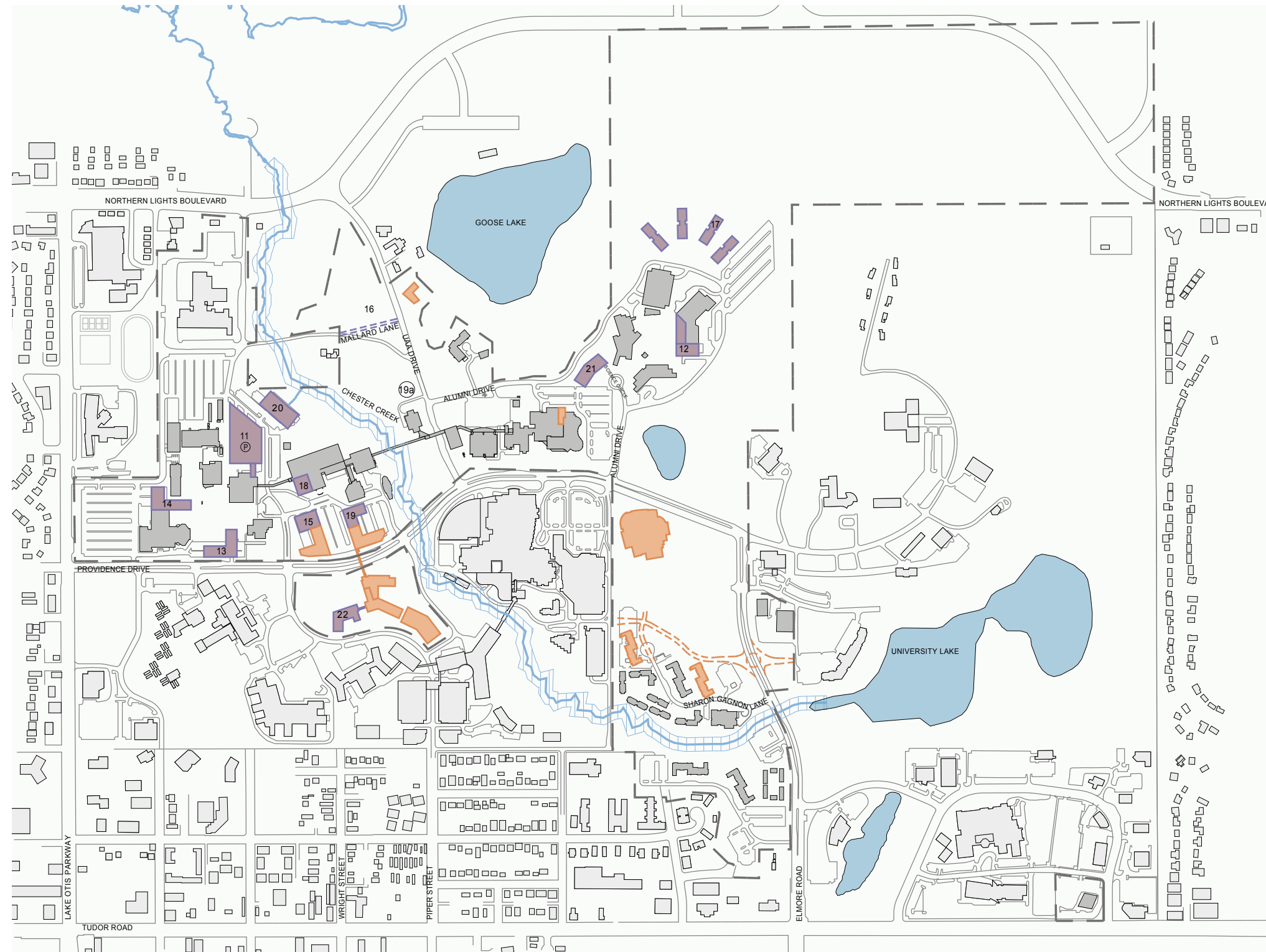
- Following construction of the new Sports Center in 200-2018, evaluate facilities at the Wells Fargo Center for their ability to meet recreational needs of the University community.
- A first phase of improvements would aim to adapt existing facilities to meet current recreational demands.
- Subsequent phases of expansion and improvement will keep pace with increasing UAA enrollments.
- Current facilities are overburdened by usage and demand.
- Expansion is needed to provide recreation opportunities that are vital to this winter university.

Engineering Phase II

- The program, configuration and location of this phase will depend on an assessment of all Engineering facilities and projections to be conducted circa 2018.



A view looking west from the proposed sports complex.

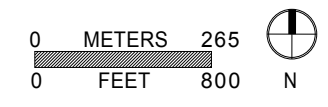


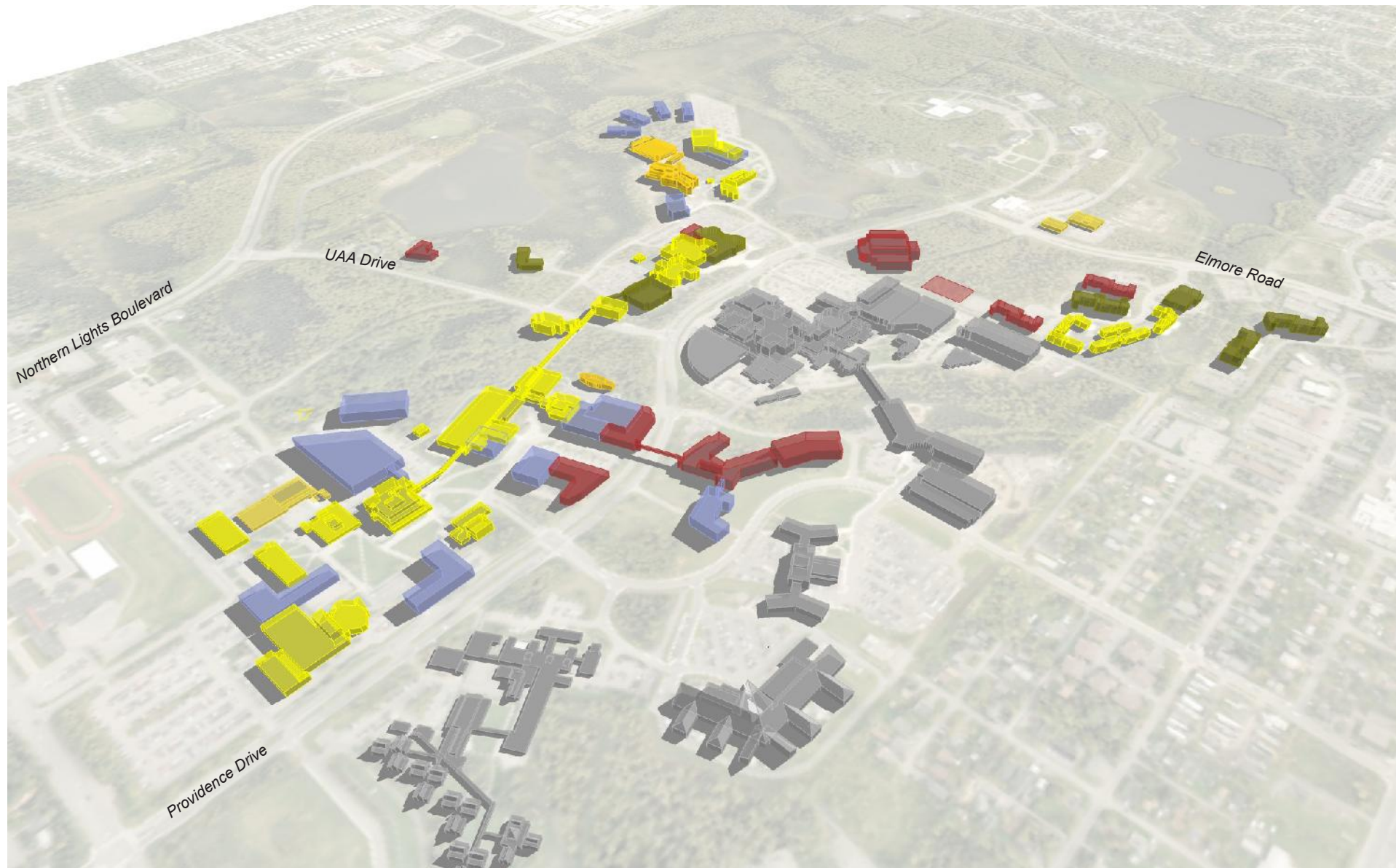
- 2018 - 2028**
- 11 - West Campus Parking Facility
 - 12 - Fine Arts Building Expansion
 - 13 - Eugene Short Hall Replacement
 - 14 - College of Education Learning Lab
 - 15 - Administration, Alumni Relations, and Visitor Center Building
 - 16 - Facilities Warehouse and Yard, and Mallard Lane Realignment
 - 17 - New Housing
 - 18 - Student Recreation Center Expansion
 - 19 - Engineering Phase II
 - 19a- Engineering Phase II Alternative Site
 - 20 - Classroom Building
 - 21 - Science Building
 - 22 - Health Science Building Phase III

- (P) Proposed Parking Facilities
- ▨ Chester Creek No-Build Zone
- Existing UAA Property Boundaries

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

2028 Facilities Master Plan





2028 perspective view of the UAA campus and its proposed new facilities. Note that locations, footprints and configurations shown for future buildings are approximate.

- | | |
|--|--|
| <ul style="list-style-type: none"> UAA facilities built before 1995 UAA facilities built 1995 - 2003 UAA facilities built after 2004 - present | <ul style="list-style-type: none"> Proposed 2009 - 2018 UAA facilities Proposed 2018 - 2028 UAA facilities Existing non-UAA facilities |
|--|--|

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

Classroom Building

- Though close to parking and the campus core, classrooms would face towards the tranquil Chester Creek woodlands.
- As west campus continues to grow, new buildings will be needed in order to meet student population growth. This will enable each college to consolidate in a single part of the campus.
- The new building has the opportunity to be a signature for the campus with its siting, views, construction, sensitivity to Chester Creek, and circulation routes. It will also screen and protect the creek woodlands from future intrusions.
- A need is anticipated for classrooms which are independent of any one department of the University to enable efficient scheduling. These can complement departmental learning facilities with respect to size, flexible configuration, and equipment provision.
- Demand for faculty and adjunct offices grows with classroom demand; such offices will be included.

Science Building

- A site has been reserved adjacent to and southwest of the Integrated Sciences Building as growth in Natural Science programs will outstrip available space and facilities.
- The programmatic needs to be met by this building have yet to be identified, but will be addressed in a future update of this master plan.

Health Sciences Building Phase III

- Completion of the Health Sciences complex which broke ground in 2009 will occur when funding becomes available. No specific date is anticipated although demand is already evident in 2009.
- Ideal situation for larger “campus” setting between the various institutions, creating more pedestrian activity between the buildings.
- This complex will begin to form the west edge of the Health Sciences Quad.

Achievement of the Five Master Plan Guiding Principles (2018-2028)

The master plan Guiding Principles are stated on page 31. In this section, we explore how each proposed project might contribute to achievement of each goal.

Guiding Principle 1:

Make UAA a Model for Northern University Campuses

Response: As with the near term facilities improvements, achievement of this principle on the Anchorage campus through implementation of the proposed 2028 facilities improvements will depend to a large extent on the design of each project. By the time that these facilities are designed and built, 2018 buildings will already have begun to reinforce the sense of place at each site, and a consistent aesthetic among high quality new buildings will have begun to unify existing facilities through a more consistent quality and style. As sites in the campus core become scarcer, taller buildings will be recognizable as a group, strengthening the University's identity. **At each community campus this goal will be achieved in different ways.**

Guiding Principle 2:

Accommodate and Integrate Sustainable Growth

Response: Some of the buildings projected through 2028 will occupy infill sites anticipated for them by this plan. Others will begin to colonize new areas of the campus, forming clusters of similar or compatible uses. Buildings will be at least three stories tall, and selected structures near the campus core could be much taller to conserve scarce developable land. **By this time, the University will have considerable experience of sustainable design, systems, and materials. It will be appropriate to consider more stringent standards- such as living buiding design- to continue to set an example to the larger community in responsible construction.**

Guiding Principle 3:

Build Quality Facilities that are Appropriate

Response: The facilities proposed for 2028 have been identified as probably being necessary to support UAA programs more than ten years into the future, but there is of course less certainty about these or their relative priority than for near-term projects. By building high quality facilities, the best faculty and students can continue to be attracted and retained, and life cycle costs can be further reduced **consistent with UAA Energy Policy goals.** As the campus becomes more urban in its density, so spaces will be required to accommodate a greater range of social and recreational activities in addition to meeting academic needs. Parking will be progressively displaced into structures that are unobtrusive and reasonably convenient, though no longer at the entrance to every building. Prime convenience and comfort will be accorded to those on foot and using transit, contributing to the quality of campus life through increased personal interchange and social vitality. **This goal of building only quality, sustainable facilities is as important at each community campus as it is at UAA Anchorage.**

Guiding Principle 4:

Celebrate the Natural Setting of Each Campus

Response: **As development pressures increase in Anchorage and around each of the community campuses, the natural areas at each campus will become more highly valued.** Four new clusters of buildings are proposed on the Anchorage campus, each colonizing a new block of developable land outside the currently developed campus. Each of these is represented in a way that it can take full advantage of the natural landscape in which it is sited. The new housing located northeast of Fine Arts, for example, is sited on a wooded knoll with views of Goose Lake, and direct access to the trail system. Taller buildings will tend to be located in the campus core, and will look out over their smaller neighbors to the Chugach and more distant mountain ranges. Many proposed buildings are sited on paved or previously disturbed land so that development interferes minimally with the natural landscape.

Guiding Principle 5:

Build Community with Neighbors

Response: The 2028 plan does not speculate about growth on the adjoining campuses of PAMC, ANTHC, API and MYC, but it can be anticipated that true urban densities will have been achieved twenty years hence. Some of the proposed new buildings, such as the new Visitor Center on Providence Drive, will replace parking lots and present a much more active façade for the University. **This goal has particular relevance for each of the community campuses. Each has forged close relationships with institutions and property owners near its campus and each depends for its growth in stature and importance in the local community on cultivating positive, collegial relationships.**

Academic and Cultural Values

The ten Academic and Cultural Values (see 'Guiding Principles' chapter) elaborate on the qualities that will identify these buildings as being uniquely suited to this landscape, climate and culture. The preceding generation of buildings will have led the way, demonstrating how each of the principles can be responded to, each reinforcing the quality and character of this model northern university.

Projected Long-Term Facility Needs(after 2028)

Health Sciences Building Phase IV

- This complex will finish the west edge of the “Health Sciences Quad”.
- An open pedestrian bridge over Providence Drive would be also part of this project.
- At this time it is undetermined what specific health related departments would occupy this building, the evaluation called for in 2018 will identify the demands for this part of the campus.

Gordon Hartlieb Hall Replacement

- This inflexible, single story existing building occupies a key site.
- Limited openings in the exterior wall make it difficult to plan for spaces requiring adequate daylight in the existing structure.
- A new multistory building should meet the demands of concentrating CTC in the west campus.

Student Life Building Expansion

- A number of UAA groups could benefit from new facilities and contribute to the costs of the new building. Some flexible use meeting rooms are being considered. They could be controlled by UAA for conventions and could provide a revenue stream to UAA.
- Visibility from Providence Drive would improve the image of the campus and invite use by more visitors.
- Space close to the Campus Center will be at a premium, so back-fill uses should be carefully considered.
- Services to include: Bookstore expansion, meeting rooms, student life offices, and other associated services.
- Some services could be self-funding.

Far West Campus Parking Facility

- To compliment and relieve stresses on existing parking garages around the west campus.
- Provide parking for evaluated demand in the 2018 evaluation of the campus facilities if needed.
- Allow redevelopment to occur on remaining surface lots around the west campus area.

Housing (Old Templewood Housing Site)

- Could provide housing for the UAA/ ANTHC Health Education Facility.
- Old Templewood Housing is at the end of its economic life and will no longer be adequate for student housing by 2028.
- Partnership opportunities with ANTHC for funding may exist, providing housing for College of Health and Social Welfare students and visiting professionals attending continued specialized health education.

Conference/Meeting Facilities

- At the University Lake site, facilities would capitalize on excellent access to University Lake, views of the Chugach Mountain Range, and visibility from Elmore Road (Elmore).
- Partnership opportunities with ANTHC and Providence Medical Center make this an attractive location.

Parking Garage at Library

- Existing surface parking lots recommended for building sites will displace parking.
- The need for central parking on campus, near the library will increase.
- Funding strategies are still being developed for this type of project.

Sciences and Engineering Classroom Building

- Science and Engineering departments growth spurs a cyclic need for more classroom space.

Faculty Club

- A building that includes meeting and dining facilities for the faculty, retired faculty, and their guests.

Apartment-Style Student Housing

- There may be sufficient demand for apartment-style housing for seniors, graduate and married students to justify its construction on the campus.
- This is difficult to predict, because it depends in part on the availability of such housing nearby on the open market at affordable rates.
- If the University finds it necessary to develop such housing, then one option would be to locate it in the extreme northeast corner of the campus near Northern Lights Boulevard and Pine Street. This location would provide a sense of independence from the campus, yet would put it within walking, skiing and bicycling distance of the campus core.

Affiliated Facilities

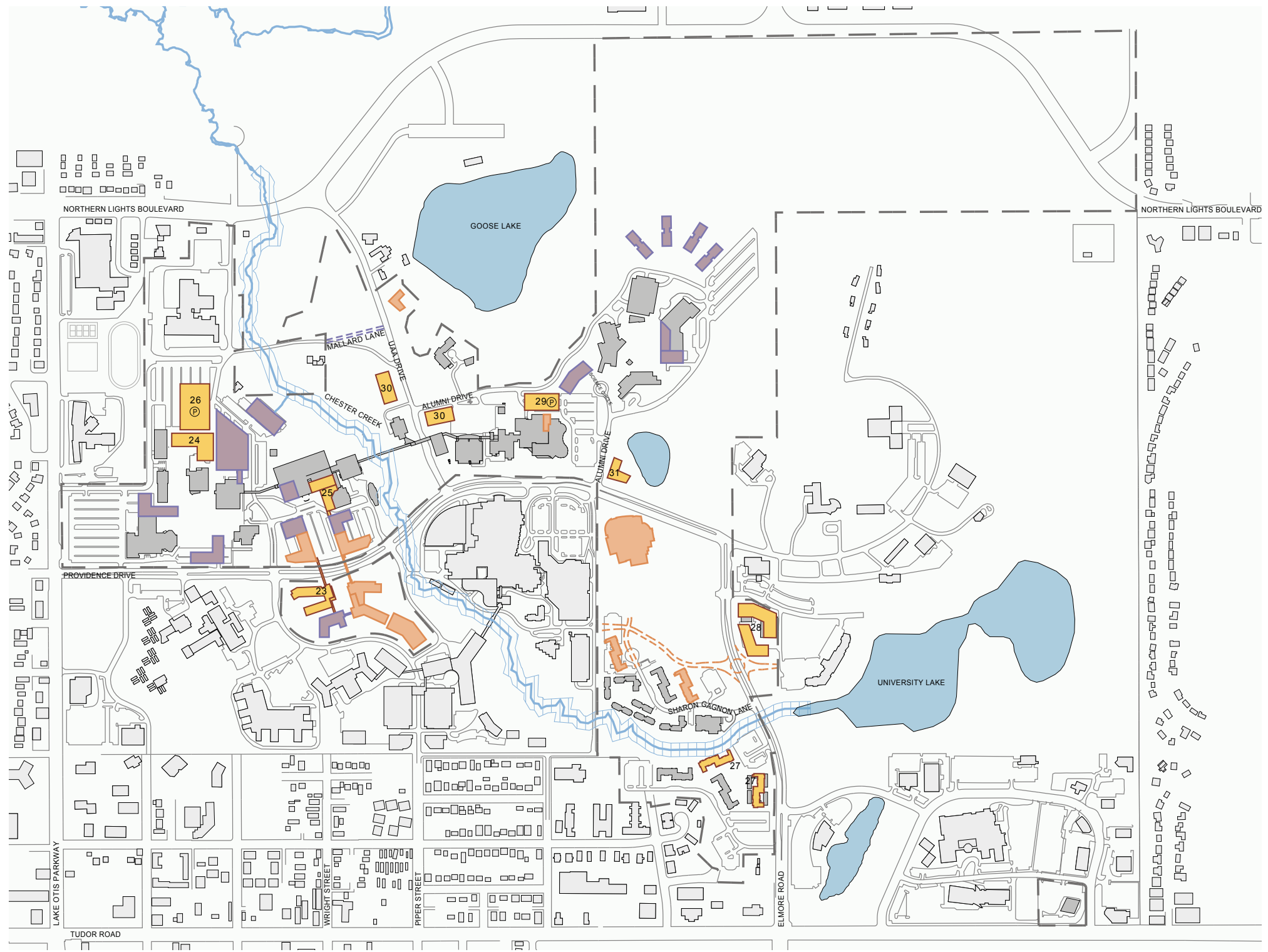
- Uses that are affiliated with the University, but are not directly involved in its primary teaching mission would be located on sites peripheral to the campus.
- Affiliated facilities have not yet been identified, so no specific recommendations are made for them.



- UAA facilities built before 1995
- UAA facilities built 1995 - 2003
- UAA facilities built after 2004 - present
- Proposed 2009 - 2018 UAA facilities
- Proposed 2018 - 2028 UAA facilities
- Projected UAA facilities Long-Term (after 2028)
- Existing non-UAA facilities

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

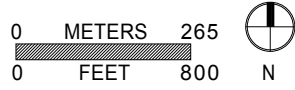
A perspective view of how the UAA campus may look in the future with the proposed facility additions to the UAA Campus. Note that footprints and configurations shown for future buildings are approximate.



- Long-Term (after 2028)**
 - 23 - Health Science Building Phase IV
 - 24 - Gordon Hartlieb Hall Replacement
 - 25 - Student Life Building Expansion
 - 26 - Far West Campus Parking Facility
 - 27 - Student Housing
 - 28 - Conference / Meeting Facilities
 - 29 - Parking Garage Library Lot
 - 30 - Sciences and Engineering Classroom Buildings
 - 31 - Faculty Club
- P **Proposed Parking Facilities**
- Chester Creek No-Build Zone**
- Existing UAA Property Boundaries**

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.

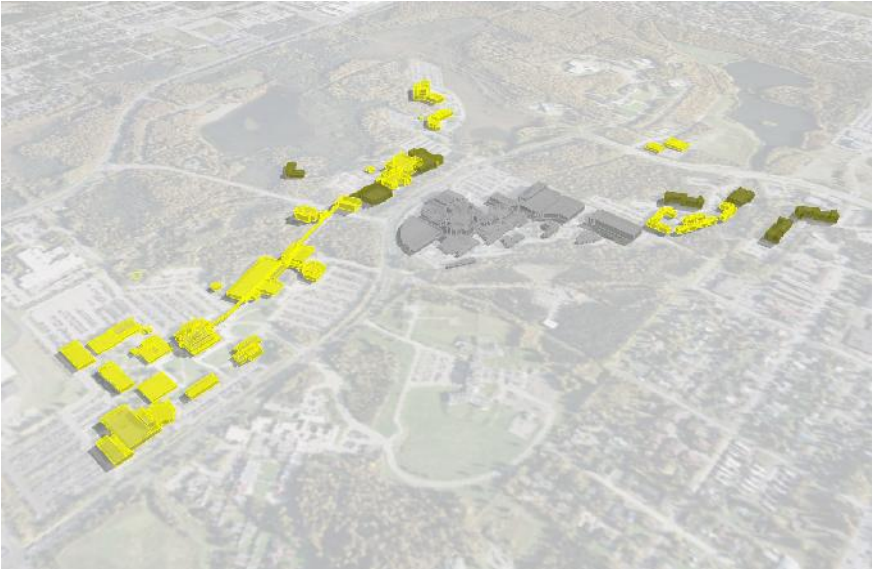
Long-Term Facilities Master Plan



The UAA Campus Growth Models



1995



2003



2009



2018



2028



Long-Term (after 2028)

Note that the size and configuration of most future facilities have yet to be defined, and that the size, shape and location of footprints shown in this section are therefore very approximate.



CAPITAL PROJECT PRIORITIES

*View from an existing trail between
UAA student housing and the
Consortium Library.*

Capital Improvements Plan

A companion to the UAA Campus Master Plan is the UAA Capital Improvements Plan (CIP). Its purpose is to identify specific options for implementation of the master plan one project at a time. The Capital Improvements Plan is a separate document because as each project is accomplished, the range of options for other projects – for possible building sites, for example – is diminished, thus limiting the useful life of the document. By contrast, the UAA Campus Master Plan is a strategic document in which enduring principles of campus organization and improvement are presented.

The purpose of the Capital Improvements Plan is to present to the University's decision makers the range of options open to them in locating each new planned facility. For any proposed new facility, available sites on campus are limited by the supply of developable land, by the ability to access and service the site properly, by functional adjacency needs of the new facility, and often by the need to relocate displaced facilities, such as footpaths, utilities or parking.

The CIP is arranged by potential development sites, some of which could satisfy the needs of several different facilities, while others might be suited only to a certain type of development, such as student housing. The characteristics of each site are described, and a conclusion is drawn as to which of the priority projects identified in the master plan could be accommodated on that particular site, and what ancillary responsibilities must be funded as part of the project for each site. Thus the basis for total construction cost, as opposed to isolated facility construction costs, can be generated when a decision on siting is imminent.

Characteristics of each site that are described include applicable Municipality of Anchorage development regulations, site dimensions, soil conditions, availability of utilities and services, natural features of the site – such as topography, trees and other plant communities, views, solar access, and potential points of connection to other parts of the campus. An important decision related to specific site conditions is whether parking is to be developed at that site, and if so, what form it should take and where it should be located to minimize interference with higher priority attributes such as winter daylight, views, and safe pedestrian access. Another important consideration is the ability of the site to accommodate future expansion of the facility, and if so, what cost premium, if any, is attached to expandability. It might, for example, be decided that when the need for expansion arises, then an adjacent, older structure will be removed to make space for it. The premium on expandability in this case would be the deferred cost of relocating the functions accommodated by the older building, and the costs associated with demolition and site preparation.

Much of the strategic direction provided by the UAA Campus Master Plan can be implemented through application of the guiding principles, and design guidelines. The Capital Improvement Plan provides the tools for project specific implementation that is consistent with the recommendations of the master plan. It packages that information concisely so that University decision-makers can have ready access to it, and are thus enabled to make well-informed decisions about the allocation of investment in campus facilities.

Periodic Updating of the Master Plan

This campus master plan updates and replaces one which was formulated in 2003 and published the following year. Although most of the buildings represented in an **earlier 1991 master plan and in the 2004** document are still in use, many other conditions have changed significantly. It is those changes, which have occurred incrementally over the years, that have overtaken the assumptions of the **1991 master plan, and to a lesser extent the 2004** master plan, rendering them inadequate to deal with the eventualities of the next decade and beyond. Collectively, those changes are great enough to merit a complete **update of the 2004** master plan.

Although the campus master plan is characterized as a strategic document in which enduring principles of campus organization and improvement are presented, certain aspects will become wholly or partially obsolete as changes are made in the academic master plan, in policies affecting residentiality and other aspects of campus life, or in development regulations administered by the Municipality of Anchorage.

It is important that the master plan should be responsive to changes in circumstances, rather than lagging behind them. It is therefore recommended that an entity in the University administration be charged with reconvening the Master Plan Committee at intervals not exceeding **seven** years for the purpose of deciding whether the campus master plan is sufficiently up-to-date to serve its intended purpose. This responsibility should be attached to a position, rather than an individual, so that it is not forgotten in a personnel transition. **At UAA this responsibility resides with the Associate Vice Chancellor, Facilities and Campus Services.**

If the Master Plan Committee decides that the campus master plan should be amended, **in some specific way (for example a change in the siting of a major new facility)** this can be achieved through a simple addendum. If more extensive changes in circumstances are evident, then an update of much of the master plan document may be merited **as in the case of the 2009 update of the 2004 master plan.** However, a complete rewrite should not be necessary provided that the recommended frequency of review is adhered to.

In its periodic review of currency of the campus master plan, the Master Plan Committee might decide that the master plan remains current, but the Capital Improvement Plan has become obsolete because of siting decisions that have been made since publication, in which case, an update of that document alone would be valuable to University decision-makers.

Campuses are built and transformed through hundreds of small improvements as well as by major development projects. Unless all those responsible for changes have an agreed basis for how and where each change is to be made, the campus will become increasingly uncoordinated in its functions and facilities. Orderly and appropriate development of the campus consistent with the agreed goals and objectives is dependent on widespread use of a campus master plan that carries the authority of approval by the governing body of the University, and the confidence of its users that it is up-to-date and relevant. For this reason alone, it is important that periodic updates are made to this document.

APPENDIX



Resource Location

Resources Documents -	http://www.uaa.alaska.edu/masterplan/support-plans
UAA Strategic Plan -	http://www.uaa.alaska.edu/strategicplan
UAA Academic Plan -	http://www.uaa.alaska.edu/academicaffairs/academic-plan-final.cfm
Energy Policy -	http://www.uaa.alaska.edu/sustainability/upload/Energy-Policy-Final.pdf
UMED Master Plan -	http://www.muni.org/planning/prj_umed_finalplan.cfm
Energy Study (HGA) -	http://www.uaa.alaska.edu/sustainability/upload/Univ-Alaska-Energy-Study-2008-2.pdf
UAA Unified Exterior Signage Plan -	http://www.uaa.alaska.edu/masterplan/support-plans/upload/UAA-Ext_Signage_Plan.pdf
Traffic Study -	http://www.muni.org/iceimages/transplan/Status_of_System_Final_041404.pdf
Title 21 Muni -	http://www.municode.com/resources/gateway.asp?pid=12717&sid=2
SCUP 2007 Campus Facilities Inventory Report	http://www.uaa.alaska.com/masterplan/support-plans/2007CFIR.pdf

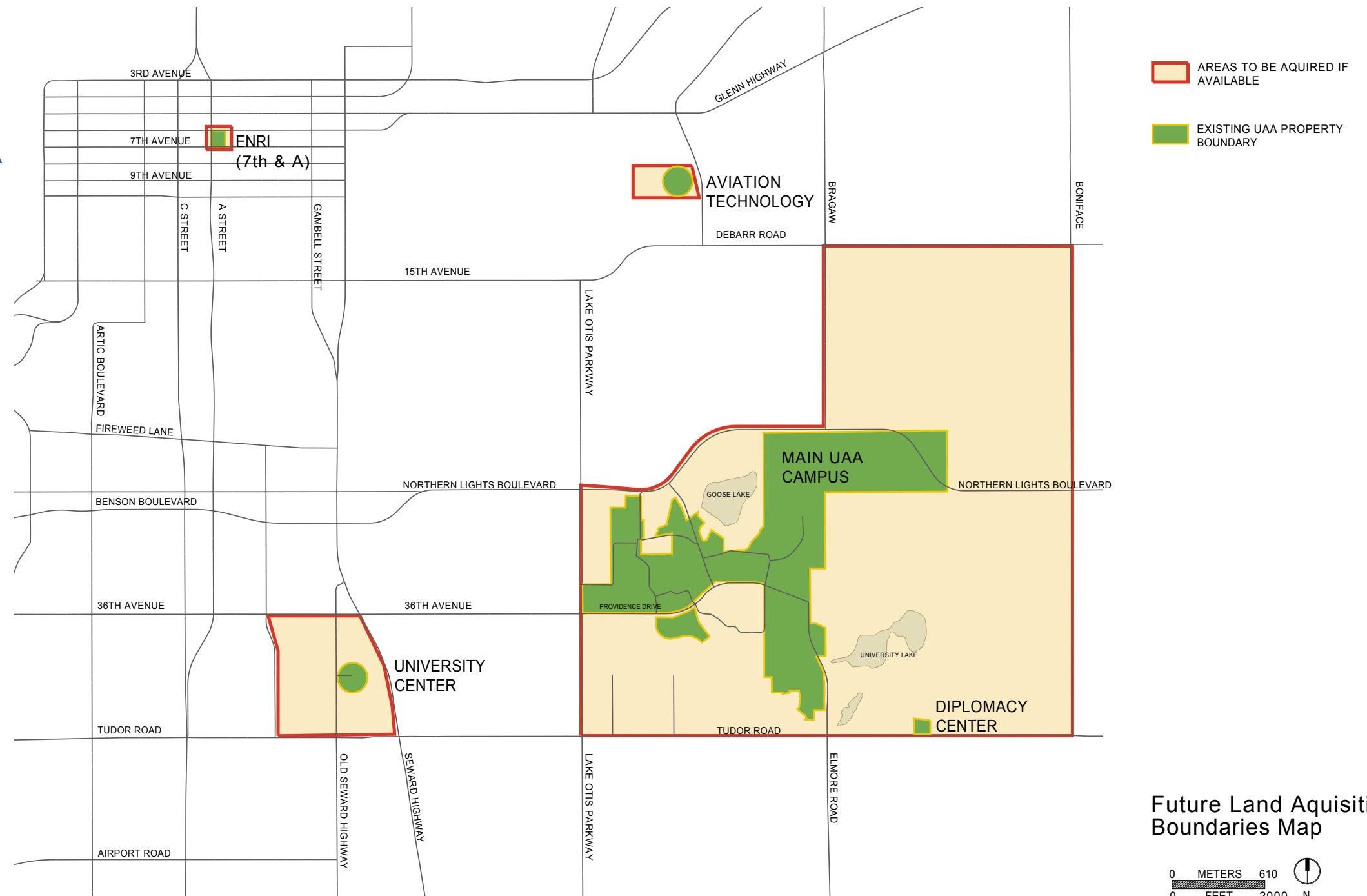
Land Acquisitions

Core Campus Land Acquisitions

With limited developable land remaining in the UAA core campus area, the University should consider land acquisitions within the boundaries shown here that support the UAA mission.

Other Land Acquisitions

The University should also consider land acquisitions outside the UAA core campus area when those acquisitions are necessary to effectuate the goals of specific campus programs.



Future Land Acquisition Boundaries Map

