

CHUKCHI CAMPUS MASTER PLAN

University
of
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Fairbanks

2006



CHUKCHI CAMPUS MASTER PLAN

University of Alaska Fairbanks

2006

Planning Team:
Chukchi Campus
Bezek Durst Seiser, Inc.



Introduction

The College of Rural and Community Development (CRCD) is one of the eight major academic units of the University of Alaska Fairbanks (UAF). The college serves a culturally diverse and geographically scattered student body through the services of five rural campuses and the Fairbanks based Tanana Valley Campus. The Chukchi Campus in Kotzebue serves the upper northwest area of the state, the Bristol Bay campus located in Dillingham serves the southwestern area, the Interior-Aleutians campus serves the Interior and the Aleutians, the Kuskokwim campus in Bethel is the hub of the southwest Delta and finally, the Northwest Campus serves Nome and the outlying communities in the Bering Straits region of Alaska.

CRCD houses the statewide Cooperative Extension Service, Center for Distance Education, Department of Alaska Native & Rural Development, Developmental Education Department, statewide Early Childhood Education program, Rural Student Services and Rural Alaska Honors Institute. The CRCD service area covers two-thirds of Alaska and serves 160 communities.

The CRCD campuses provide general education at the certificate and associate degree levels, vocational technical education, developmental courses, baccalaureate and a master's degree in Rural Development and many noncredit outreach publications, workshops and seminars through the Cooperative Extension Service.

As CRCD approaches its 20 year anniversary of the University of Alaska community college system restructure, we face the challenge of renewing the rural campus physical environments. To address these challenges, the University of Alaska Fairbanks, Facilities Services, Division of Design and Construction contracted with professional planning consultants to develop conceptual Master Plans for each rural campus.

After a year of collaborative planning activity involving campus faculty, staff and community leaders and councils, the College of Rural and Community Development Executive Dean is proud to endorse the rural campus Master Plans. The development of these new plans was an ambitious undertaking that demanded much time, effort and creativity on the part of many people.

The primary purpose of the Campus Master Plans is to define a framework of opportunities within which the campuses, university, city, and state leaders can make future decisions on upgrading existing systems and accommodating new facilities, thus creating an exciting and inviting campus environment.



The Campus Master Plans address the challenges and opportunities before us, including: a rising demand for more sophisticated and technologically enriched academic facilities, a need to address the growing deferred maintenance backlog, and the need for collaborative planning. CRCD is not alone in addressing these challenges.

Ongoing fiscal challenges, however, limit unilateral options. The Campus Master Plans identify the importance of strengthening existing partnerships as well as building new relationships with alumni, donors, private developers, neighborhoods, and city, state and federal policy-makers. The Campus Master Plans are the first steps in comprehensively identifying future development opportunities. Implementation will require further campus and community investigation and discussion.

It is our hope that the Campus Master Plans will serve as a beacon in guiding physical development opportunities into the next century.

CRCD campuses continue to make lasting differences in the communities they serve. In 2005 the community campuses combined had over 300 graduates, the majority of which were in high demand job areas. We continue to build key partnerships with school districts, health corporations, tribal, municipal and local governments. It is through these partnerships that we are able to offer quality training and community workshops that result in a better quality of life for our communities.

With Higher education in the United States undergoing significant transformations, new ways of receiving and disseminating information, innovative teaching techniques, and state-of-the-art initiatives require new facilities and environments. These campus Master Plans directly address these issues and post secondary education for our students.

Bernice Joseph, Executive Dean
UAF College of Rural and Community Development

Acknowledgements

(To be filled in by UAF)

CHUKCHI CAMPUS OF THE COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT MOTTO:

Inuunaiyuliksranaat Piqutigiplugu - For the purpose of a good life.

MISSION STATEMENT:

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

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EXECUTIVE SUMMARY

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1. Executive Summary

Chukchi Campus (CC) of the CRCD - UAF (College of Rural and Community Development – UAF) is focused upon meeting the needs of the whole NANA Region. The University has developed strong partnerships in the NANA Region. The time is right to work with our partners (Tribal IRAs, City Governments, and others) in each village to support the development of small facilities for our university support staff and students in each village.

CHUKCHI CAMPUS GOALS

1. Increase the regional student enrollment.
2. Address the educational needs of the village students.
3. Implement programs that meet the educational needs of local organizations.
4. Become the Inupiaq center of expertise for the University of Alaska system.
5. Partner with the NWABSD to expand options to meet the unmet higher education needs of high school students.



*Chukchi Campus Advisory Council - September 2005
Who authored and approved the Motto and Mission Statement.*

CHUKCHI CAMPUS MISSION

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

CHUKCHI CAMPUS MOTTO

*Inuunaiyuliksranaq Piqutigiplugu
For the purpose of a good life.*

CORE VALUES

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

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CONCEPTUAL MASTER PLANNING 2005

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2. Conceptual Master Planning 2005

PROJECT SCOPE

The University of Alaska Fairbanks, Facilities Services, Division of Design and Construction contracted Bezek Durst Seiser in June 2005 to develop a Concept Development Plan for the UAF Chukchi Campus, located in Kotzebue, Alaska. Lincoln Saito, Campus Director had requested a study to explore some options to improve the campus, and to develop a preliminary cost estimate for an expanded consortium library.

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



CONCEPTUAL PHYSICAL MASTER PLANNING

Dan Seiser of Bezek Durst Seiser and Cindy Ward, UAF Facilities met with Lincoln Saito, faculty, and staff members at the Chukchi Campus in Kotzebue to discuss ideas and concerns for improving the campus for students, faculty, staff and the community. The principal campus development issues that were discussed were:

- To work with our partners in each village and to support the development of facilities for the village based university support staff and students.
- Elementary school students and recreational riders of snow machines and 4-wheelers utilize the 2.74-acre campus site as short-cut between adjacent areas of the community. Vehicle speed is a safety issue and the sound is disruptive to classes. A portion of the site is being fenced-off to discourage traffic flow. The on site ponds created from previous gravel removal are also a potential drowning hazard to small children and riders.



- Maintenance issues of interest to staff are lighting quality and controls (many spaces are on combined on lighting switches); better HVAC control, deteriorated exterior boiler stack, and the generally poor condition of interior carpets and exterior siding. The carpeting and some of the light fixtures were replaced or refurbished by UAF Facilities shortly after the site visit.
- Expanding and upgrading the consortium library facility to support learning and enrichment needs for the students and the community. The current library space is significantly undersized for the current size of the collection and patron utilization. The library has very limited reading space and limited separation of children and adolescent activities from adults. The library does not have a separate exterior entrance and lacks adjacent toilet facilities and this situation has generated security and supervision issues for the academic areas of the facility.
- High demand on space for distance learning classes. Use of amplified speakerphones by students and instructors is problematic due to poor acoustical separation of space. Dividing the smaller classrooms into 4 small audio/computer classrooms would be beneficial to the current instructional delivery.
- Classroom space is limited and crowded with instructional equipment required for a variety of instructional programs. The large cabinet fan coil ventilation units in the larger (300-400 SF) classrooms also take up considerable space. The classroom space problem has been somewhat relieved with the completion of a new science and instructional addition. This space provides 3 additional instructional spaces. The need for instructional storage space is highly desired to free up space for larger classes and allow more spatial flexibility in the instruction methodology.



CAMPUS SITE

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

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INTRODUCTION TO CAMPUS

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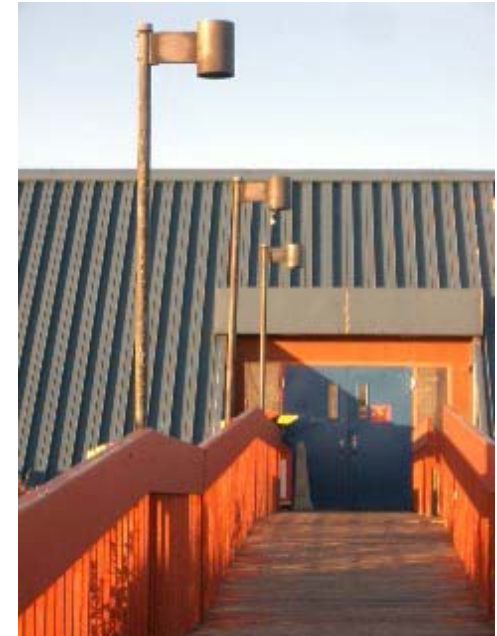
3. Introduction to the Campus

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

Chukchi Campus has three (3) faculty members, a director, and seven (7) staff positions (four of which are fully or partially funded by federal funds). Chukchi uses a federal grant to contract for services in all ten of the outlying villages.

Over the past nine years Chukchi's Campus annual unduplicated headcount has generally been rising but has varied between 318 and 518 students. During these same nine years the number of credit hours has generally been increasing but has varied between 1001 and 2535 credit hour per fiscal year. Chukchi has generated strong tuition income increases every year for the past five years (FY01 to FY05 : \$45K, \$68K, \$115K, \$141K, \$159K)

Most students of Chukchi Campus do not live in Kotzebue, but attend classes from the villages where they live. They attend class via satellite-assisted audio-conference or via live internet classes. Faculty maintain communication with their students via phone, fax, and email. Chukchi's students are spread out throughout the NANA Region, but also include students who live in communities scattered across rural Alaska. We have even served a student while attending school at Dartmouth College in New Hampshire. Along with sister rural campuses in Nome, Bethel, Dillingham, Sitka, and other rural communities, Chukchi both imports and exports higher education courses that lead to certificates, two- and four-year degrees, in many academic disciplines including Alaska Native Language, Teacher Certification, Rural Development, Health, Social Work, Veterinary Science, and other fields. Chukchi also works closely with the Alaska Technical Center, which is located in Kotzebue, to provide many courses and certifications in the Voc-Tech field.





UAF PHOTO BY TODD PARIS

Chukchi serves more than twice as many older (over 30) students as younger students¹. This is in contrast to UAF, which serves almost three times more younger (29 and under) students than older students.

All of our regional villages have access to high speed (DSL) internet service. Over the past three years, approximately 40% of our distance courses have been delivered via live internet software (Elluminate Live). Most of the courses that Chukchi offers continue to be delivered via audio-conference. Distance delivered courses and distance combined with intensive face to face courses remain the best way to support the strength of our villages¹.

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

Chukchi works closely with the Alaska Technical Center which was established in Kotzebue in 1980 and is run by our regional school district. ATC runs a 38 bed dormitory. Our sister campus TVC has been very supportive in helping us establish this academic relationship with ATC.

In January of 2006, Chukchi celebrated the opening of an additional 1500 SF of classroom and student study space. The additional space makes our campus much more attractive to students and will allow them to take science and nursing courses on campus.

1. The average student is much older than UAF's average student and often has young teenage children. When our older students leave the village and take years to complete their degree, it is often very difficult for them to convince their children to return to the village.

The older students are often some of the most well adjusted, most stable and most able members of their village. If an average village was about 450 people, and Fairbanks North Star Borough was about 90,000 people, then a single older student leaving the village to go away to school would be equivalent to taking 200 solid well adjusted families out of the FNSB. The impact on the strength of either community would be significant. Distance education supports the strength of the villages.

DEVELOPMENT OF CHUKCHI CAMPUS

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4. Development of Chukchi Campus

PHYSICAL CAMPUS

The UAF Chukchi Campus consists of a single one story, pile supported wood frame building of 7,617 SF built in several phases in the late 1970's and early 1980's, with a 1,300 SF classroom wing addition currently under construction. The building is connected to municipal power, water and sewer service lines. The building has a fire alarm system. The building is not protected with automatic fire sprinklers. The building is heated with oil-fired boilers. The building floor plan is "L" shaped and houses classrooms, offices, a consortium library, and student and building support spaces. The Consortium Library and academic staff offices are located in one wing and the classrooms, administrative offices, student lounge, toilets and support spaces are located in the other wing. The design of the building features a pronounced rake of the exterior windward facing walls. This results in radically angled exterior envelope walls and limited ability to utilize about 10% of the total gross floor area of the facility due to lack of headroom. A section of the rake is currently being modified with a glazed vertical exterior wall and sloping roof to accommodate an expanded student lounge and study space. The leeward side of the building provides extensive glazing to offices and classrooms.



PLANNING HISTORY AND DEVELOPMENT OF THE CAMPUS

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

The "Consortium" (the Northwest Arctic Workforce Development and Education Consortium) has been a strong uniting force over the past five years.



Chukchi Campus has developed a partnership with the NWABSD (Northwest Arctic Borough School District). Chukchi Campus has organized intensive courses² for their Paraprofessionals (formerly teacher aides) that lead toward teacher certification and the school district allows their employees the time off from work with full pay to attend.

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

Partnerships with the ATC continue to strengthen and expand Chukchi Campus' ability to serve local needs. Both the ATC and CC are currently partnering with the NIHA (Northwest Inupiat Housing Authority) to offer I/AC's new Certificate Program, Construction Trades Technology. We have fourteen students enrolled in the program. They are taking courses for 7 hours each day sometimes six days a week. In the middle of June, they will conclude their program with a two week practicum with NIHA in one of the villages building houses. We are using the ATC's shop and classroom space, and dormitory rooms in order to provide this series of integrated courses.

Chukchi Campus has become very dependent upon its fast internet connectivity. The campus depends upon procurement of quality inexpensive high powered computers. Chukchi Campus has about ten adjunct faculty and one full time faculty member who offer courses via the live internet software, Elluminate Live. The effect on the building is that a little more space is required for computers and a printer.

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

In Section 6, the trends in space use will be discussed. In this section, a little sketch has been provided about how this college campus has changed some of the ways it is offering courses. In most cases, because of the nature of current partnerships, no extra demands on the campus facility have been required.

In the future, Chukchi Campus will need to expand into the villages in order to better serve the village residents. At present, of all the regional students that are served, 45% are from the village and about 55% are from Kotzebue. However, population-wise, 60% of the population lives in the villages and 40% is in Kotzebue. 60% of our population is receiving 45% of the services. This appears to support the need to increase efforts to serve the villages committed residents³.

The second of the five goals of the Chukchi Advisory Council has set is to “Address the educational needs of the village students.”

The biggest advantage that Kotzebue students have in accessing higher education services is that they can get out of their very crowded homes and have a place to go to from which they can access their courses, do research and print out data. The university supports no such place for students committed to the surrounding villages.

The Chukchi Campus Advisory Council believes that partnerships can be set up that will provide a smaller but similar benefit in each village. Chukchi Campus would like a modular design for such a building. One that could be attached or be a satellite to a village partner’s building.

3. “Villages committed students” UA President Hamilton, 2003. Most of the village students hold a full time job, are raising their family, continue to contribute to the culture and participate in subsistence activities. While some may call these students “village bound,” Hamilton describes them as “village committed”.

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FACILITY CONDITION SUMMARY

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5. Facility Condition Summary

A formal Facility Conditions Survey including code and engineering review was not undertaken at this time. The original windows have been replaced with energy efficient vinyl windows. The metal roofing and siding and exterior trim reflect nearly 30 years of exposure to harsh coastal arctic conditions. The exterior painted wood sign is very weathered. There are problems with chronic ice damming on the roof valley. And there is evidence of past mechanical damage to the roof. One of the original boiler stack shrouds has rusted through and the interior stack and insulation is visible. The stack is currently scheduled for spring/summer 2006 replacement. The entrance lighting masts use incandescent bulbs that are subject to frequent destructive vandalism.

The interior carpeting was very worn with open seams in some locations. UAF was able to replace the most of the worn carpet shortly after this visit. The demountable walls and ceilings are in fair condition and the lighting appears to be older, less efficient fluorescent models or incandescent (some of the light fixtures have since been changed out by UAF). Some of the original classrooms have been partitioned into office/distance learning spaces and with marginal acoustic and ventilation capabilities.

The original kitchen / break room is used for classes and storage in addition to providing limited space for student and staff breaks. Some of the equipment may be relocated to the new science room addition upon its completion.

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



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TRENDS AND ISSUES IN SPACE PLANNING

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6. Trends and Issues in Space Planning:

ACADEMIC PROGRAM TRENDS AND ANTICIPATED FACILITY NEEDS

When Chukchi was first built and then the new wing was added in the early 1980's it was built with large rooms. Since that time, the campus has been dividing the larger spaces into smaller "office" sized spaces. As of about two years ago, only three "larger rooms" (between 350 and 400 SF) remain. One room is used for our computer lab (ten stations), in another is the smart board/video conferencing equipment (capable of seating about 14 adults), and the third is called the small classroom, seated about 8 adults.

The smaller "office sized" spaces were not all for employees. Four of the areas were specifically for students to take their classes. Additional small separate spaces is a present need and future need.

Chukchi presently has only three full time faculty and about ten adjunct faculty. Normally over 85% of their students participate via teleconference or live internet software. Therefore, Chukchi does not need many large spaces for classrooms.

Students select their courses from the Cross-Regional Course Schedule that advertises the distance course offerings from all five CRCD campuses, most of the CRCD departments (Health, Center for Distance Education, Rural Development, etc.), and some other distance orientated schools (School of Education, UAS-Sitka, etc.). Most of our courses are offered during one of three 90 minute periods scheduled from 3:30 PM. Because of the diverse number of courses offered at the same time, Chukchi needs many small (3 to 4 student) classrooms.



Chukchi Campus expects the Kotzebue students to continue to have an increasing number of courses to choose from. As this trend continues, a very cost effective way to increase class spaces (as opposes to “space”) will be to design a way for the small classroom to be divided into four small class spaces. At the present time, when an over-flow of class space is needed, they assign students to use the kitchen, the student study area and finally staff and faculty offices.

Chukchi Campus and the Northwest Arctic Borough partner to keep open the Consortium Library. With the library open to the public in the evenings, a number of juveniles have discovered this is a warm place to hang out. Unfortunately, a few do not visit the library but explore the unsupervised areas of the college.

In the long ago past the vandalism and stealing was not as much a problem. However, the young people in town are changing and in the past we had a set of restrooms across the hall from the library. This restroom facility had major problems with sewage leakage into the building and had to be pulled out. A remodeled library with its own entry and its own bathroom facility is also one of our priorities.

CAMPUS MASTER PLAN DEVELOPMENT

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7. Campus Master Plan Development:

VILLAGE DISTANCE LEARNING FACILITIES

A vital component for delivery of distance learning is having appropriate facilities and equipment in villages to accommodate student participation in live classes. The space or facility needs to have a high band-width connection, good acoustical separation and security for computer and telecom support equipment. The space needs to be large enough to accommodate up to four students and be readily accessible during late afternoon and evening class delivery periods. Access at other times is also needed for online research and testing. Most villages have very limited available appropriate space at either the village school or village government facility. Use of these limited existing facilities is a challenge due to competing space needs or lack of supervision for late hour utilization. Acquisition or construction of dedicated space connected to an existing village facility with separate late hour access is needed to appropriately serve our rural Alaska Village adult students, as this is when all our CRCD rural campuses schedule the classes.





CLASSROOM AND INSTRUCTIONAL SPACES

The college has 3 existing small classrooms (10-18 students max.) and one large multi-use science and art classroom along with 2 additional small (2-10 student classrooms) under construction. The existing classrooms are cramped with computer stations, instructional equipment and material storage, which makes adjusting the room layouts for different instruction modes impossible. Some the equipment will be relocated with the completion of the new classrooms. The staff expressed concern that there wasn't adequate classroom space to simultaneously accommodate both onsite and distance learning classes under the current offerings. After further discussion it was felt that the problem may be substantially mitigated when the new classrooms and student lounge are completed.

The staff complained about having to use their offices for student distance learning as the need to use the speakerphone mode for teaching and poor acoustical separations made it difficult for the occupants in adjacent spaces to concentrate.

Distance learning stations are in high demand. Every office, classroom and many support spaces are used for this function. Several classrooms have been partitioned into cubicles to increase the available stations. The number of students who participate varies by course and season. Use of sound absorbing walls and ceilings is desired to minimize sound transmission. The lightly framed demountable walls used in many of the offices and classrooms allow high sound transmission through the walls and above the ceilings. A partial solution would be to add a layer of pre-finished (vinyl wall covering) sheet-rock panels to one side of each partition wall (extending or modifying existing electrical boxes in the wall) to "unbalance" the sound transmission and adding heavy vinyl curtain above the suspended ceiling to the roof deck above (allow at least one opening on a corridor wall for the air return path and seal around conduits and duct penetrations).

CHUKCHI CAMPUS/NORTHWEST ARCTIC BOROUGH



LIGHTING CONTROLS

Due to past space modifications the lighting controls for many offices and some classrooms are located in adjacent spaces, often behind doors. This has been a nuisance to users who want to control the lights for energy management or after hours use. This condition is apparent in about 10 offices and 3 classrooms. A potential solution would be to put all offices and classrooms on occupancy sensors (with photo cells for summer daylight hours) to reduce energy consumption – with local override switches for classrooms.



HVAC CONTROLS

The HVAC controls and airflows suffer from the same past space modifications, with complaints of too hot or too cold depending on the adjacent spaces ambient temperature and occupant's temperature preference. Additional perimeter heating zones is the most effective solution, but may be costly due to added controls, wiring and piping and pump modifications.

The entry vestibule cabinet unit heater has a thermostat located in the cabinet and thus did not respond well to cold air flowing when doors are opened and often the reception area was very drafty or very hot. UAF Facilities has recently added new cabinet unit heaters with wall-mounted thermostats in the lobby and vestibule to mitigate this problem.



A NEW CAMPUS PLAN

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CONSORTIUM LIBRARY

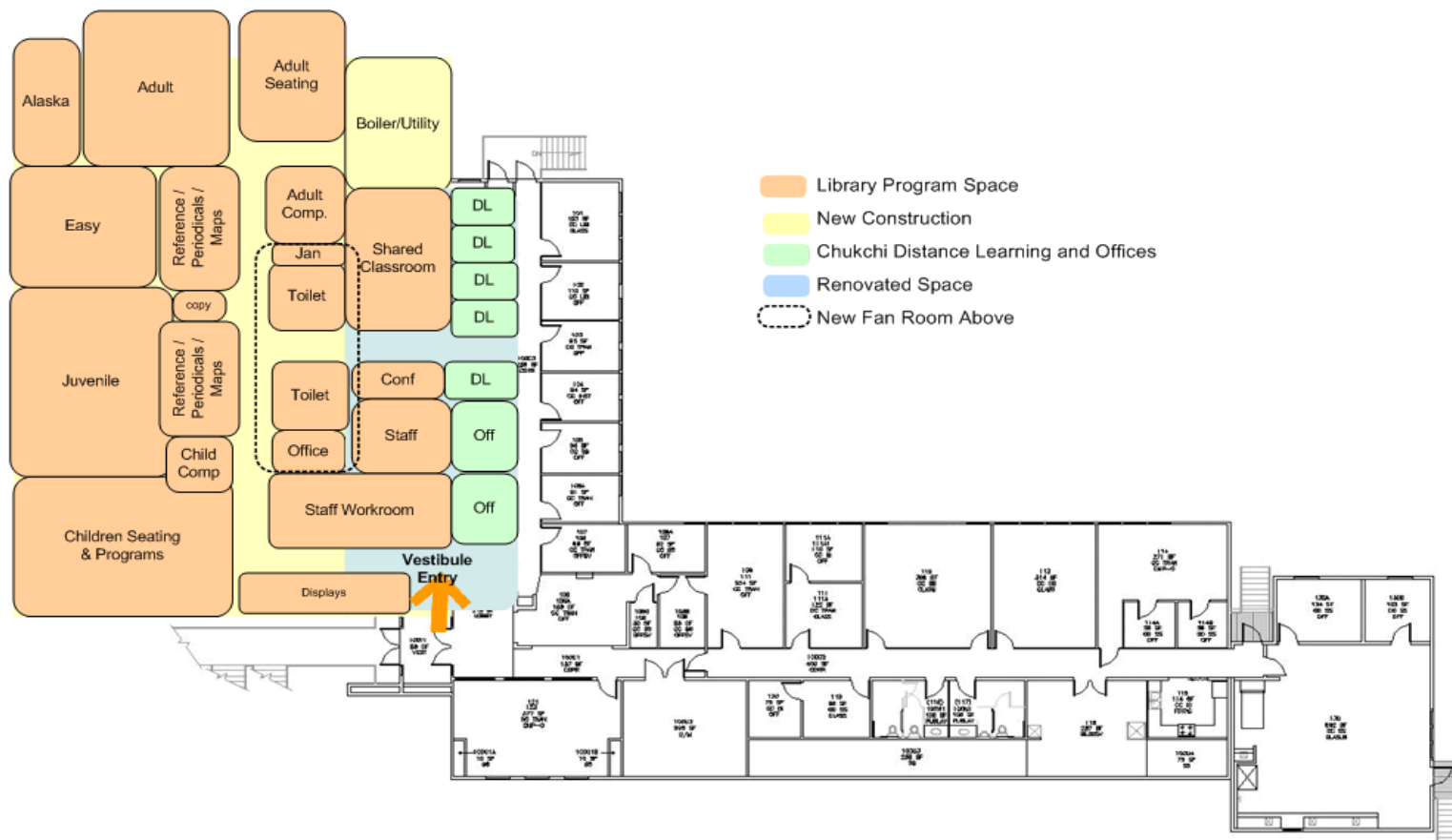
The Campus library is located in one wing of the existing facility along with a single loaded row of faculty offices. The library is accessed from the building main entrance and lobby. The sharply raked exterior wall limits the ability to efficiently utilize each spaces for storing materials. The combined reading and stack room is crowded with stacks, limited table space, and three heavily used computer stations. The library is very popular on weekday afternoons with children, 50 to 75 a day who come from the adjacent schools. When the academic portion of the facility is closed (evenings and weekends), access to toilets requires library staff to unlock gates to provide access to the toilets in the academic wing.

The library houses a collection of about 15,000+ items according to the library manager. The library consists of a 384 SF shared office/work room (about 150 SF of this space is under 7 feet tall), a small 94 SF conference room (also used for distance learning), and a long narrow 885 SF combined reading and stack room. The total area assigned to the Library function in the building is 1,363 SF excluding shared toilet and utility space. An initial space needs study (see table below) adapted from the library space study prepared for the Northwest Community College in Nome indicates that the program space assigned to a community library serving adults and children for a collection of 15,000+ items should be about 5,000 SF—excluding toilet and support space. To accommodate this amount of space and provide toilets, utilities and support space will require a significant addition of a minimum of 4,600 gross square feet assuming the existing assigned space is retained for library functions. If the existing space is reused for other academic and service functions a new addition of approximately 6,000 gross square feet is needed. A 6,000 gross square foot addition would also eliminate construction disruption and costs for temporary relocation of existing library services and material.





Program Space	Qty	Stack Ht.		Notes
Easy Books	2400	3.5	400	<i>Assumed Collection Size</i>
Juvenile Coll.	3750	6	600	<i>Assumed Collection Size</i>
Alaska Coll.	2000	7.5	250	<i>Assumed Collection Size</i>
Reference	500	3.5	200	<i>Assumed Collection Size</i>
Adult, All others	8400	7.5	500	<i>Assumed Collection Size</i>
Periodicals	100 sub	6	150	<i>Assumed Collection Size</i>
Maps, Cases, Vert. Files, Dictionary Stands, Racks		n/a	150	
<i>Subtotal</i>	<i>17500</i>		<i>2350</i>	<i>Anticipates approximately 20% collection growth</i>
Children's Seating Area	15	30 SF ea.	450	
Middle School/Teen Area	20	25 SF ea.	500	
Adult Seating Area	10	30 SF ea.	300	
Child Comp. Stations	4	30 SF ea.	120	
Adult Comp. Stations	4	40 SF ea.	160	
Child Program Area	15	15 SF ea	225	
Display cases	2	50 SF ea	100	
Conference Rooms	1	140	140	
Staff Work Room	1	200 SF ea	200	
Staff Offices	2	120	240	
Photo Copy Rm	1	50 SF ea	50	
Staff Lockers/Lounge	1	140 SF ea	140	
		<i>Subtotal</i>	<i>4975</i>	
20% SF for Mechanical, Toilets, Janitor, Exterior Envelope		20% of Assigned	1000	<i>Space analysis assumes a new heating plant for this addition</i>
		Total SF	5975	



Chukchi Campus Building Diagram with Library Addition



Proposed library addition site is on the right in this photo and would require removal of the exterior raked wall and clearing and filling of the adjacent ground area.

The vegetated area proposed for expansion may require an archeological review if it is original tundra.

The most feasible solution would be to add a major addition to the north of the main building entrance and to reconstruct the adjacent existing exterior wall structure to eliminate the exterior rake for better space utilization. The size of the proposed addition would most likely require either a major upgrade or replacement of existing heating and electrical plant. Constructing a new plant for the entire facility would minimize disruptions from expansion and renewal of aged equipment and provide the opportunity to reuse existing utility space for building storage and small distance learning booths.

The proposed addition would consist of about 5,800 SF of new pile supported single story wood frame construction - similar to the new classrooms addition on southwest end of the existing building. The addition would require demolition of the sloped wall/roof construction on the north side of the building to efficiently connect to the existing facility and better utilize existing space for expanded distance learning and office functions and a classroom and a conference room that can be shared by the library and the school. Some site fill would be required to reduce the size of an existing pond area to facilitate the new addition foot print. The pond area does not appear to be a natural wet lands site feature. Its size and location appears to be the result of the installation of fill for adjacent structures and roads and the elimination of natural drainage patterns.

The above diagram reflects expanding the current facility by about 5,800 SF with most of the existing library space converted to classroom, offices and sound proofed distance learning spaces (after the new library space is completed). The library would have separate activity areas for children, adolescents and adults. The new library would have its own public entrance from the existing front vestibule to allow the university to secure its assigned areas when they are unattended. The proposed spatial configuration would accommodate shared utilization of a classroom and conference room by either the library or the university depending on need, while keeping the respective entity that is not using it secure.

It is recommended that the campus and the Northwest Arctic Borough initiate further discussions on the potential of expanding the consortium library. If such an expansion were determined to be viable, the next step would be to develop a memorandum of agreement on capital and operations funding issues before additional physical infrastructure work is authorized for design and/or construction.

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UAF Regional Campuses:

CHUKCHI - Kotzebue

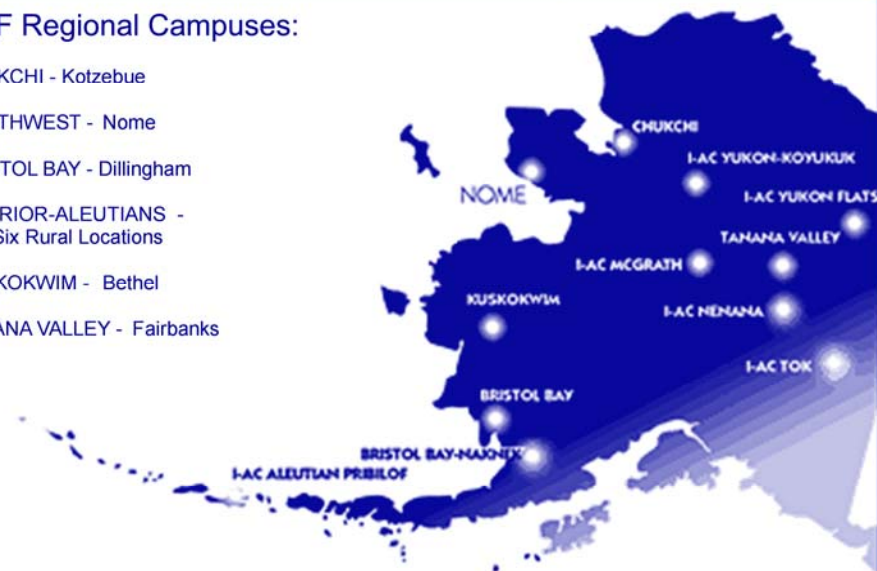
NORTHWEST - Nome

BRISTOL BAY - Dillingham

INTERIOR-ALEUTIANS -
Six Rural Locations

KUSKOKWIM - Bethel

TANANA VALLEY - Fairbanks



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