



Long-Term Facilities
Master Plan
for
Ilisagvik College

April 29, 2016



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College Master Plan Purpose

The purpose of Iḷisaḡvik College's Long Term Facilities Master Plan (LTFMP) is to provide a current and long range program for the continued development and renewal of the main campus located at the NARL site and the Browerville Center annex. In addition, this document will serve as a guide for the development of Iḷisaḡvik College new campus located in the main town site of Barrow. The LTFMP explains the College's programs, describes its current and future campus facilities requirements and the needs of the future development of the current and proposed programs at Iḷisaḡvik College.

This document will serve as the College's LTFMP. A LTFMP has not been developed by Iḷisaḡvik College in the past in this format. The LTFMP illustrates Iḷisaḡvik College's most current needs, priorities and plans for improvements and new construction. It addresses all buildings associated with Iḷisaḡvik College and it provides a comprehensive perspective of the College's future capital program. Its audiences include local, regional, state-wide, and federal stakeholders including the North Slope Borough, State of Alaska, and Federal Funding agencies.

Iḷisaḡvik College's LTFMP has a broad focus and was motivated by several factors including:

1. Iḷisaḡvik College's Strategic Plan, Priority IV which states, "Develop a master plan for future college facilities."
2. Recommendation from the Year 3 Accreditation Review that the College needs to develop a long term facilities master plan.
3. The need to continue to search for funding for a new campus facility and to support the current needs of Iḷisaḡvik's current facility.
4. The issues concerning the site's current non-ADA compliant facilities.
5. To maximize space for student needs, now and in the future.
6. To increase accessibility to the College campus for the North Slope community.

By developing the LTFMP it is Iḷisaḡvik College's intent to assist potential funders in understanding the College's capital needs and to address the health and safety of the current facilities and the area in which the college operates, including the concerns of wildlife safety (polar bears and rabid foxes, etc.).

Iḷisaḡvik College, with assistance from the Foraker Group set out in 2008 to consider the needs of Iḷisaḡvik College in constructing a new campus facility. Their work together created the Iḷisaḡvik College Space Plan. The space plan has been a driving force throughout the conceptualization of the next steps in Iḷisaḡvik's long term facilities planning efforts. The space plan is still an active document, and updates will be reflected in the Program Needs Analysis provided in this document.

This LTFMP was completed by the LTFMP Team at Iḷisaḡvik College which included Board of Trustees, Administrators, Students, Faculty, and Staff who met regularly for 18 months working to develop this plan. In addition, Administration who participated in the LTFMP Team also met with local entities to discuss the current Comprehensive Plan with the North Slope Borough for Barrow,

which was approved by the North Slope Borough Assembly, at their March 2015 Assembly Meeting. This LTFMP outlines a vision of Iḷisaḡvik College's Long Term Facilities Master Plan development for the next 20 years or more.

Introduction

Based upon surveys, data reports, feedback from Iḷisaḡvik College students, faculty and staff, the public, various North Slope employers and organizations, and recommendations made by the administration, the Iḷisaḡvik College Board of Trustees adopts this Strategic Plan, amended as of June 19, 2015. The Strategic Plan, which flows from the Vision and Mission of the College, establishes long range strategic priorities for Iḷisaḡvik College to pursue, and contains outcomes for each of those goals which help to further clarify direction and provide the Board with measurable actions from which it is able to gauge the progress of the institution. Thus, the priorities in this Strategic Plan represent the long term ambitions of the institution, while the outcomes represent more mid-range and shorter term ends which help to implement the priorities. Through the continuing and persistent pursuit of these goals, the College moves gradually toward accomplishing its vision.

Each year, the Board of Trustees meets in workshop format with its administration to review the progress the institution has made toward attaining these strategic priorities and outcomes and to discuss what has been sufficiently accomplished, what needs continuing action, what needs greater emphasis, and what should be added or dropped from the Strategic Plan. This annual review may result in the addition or deletion of various outcomes and, occasionally, priorities. Other appropriate modifications expressed as new priorities and outcomes may be added from time to time.

At the 2015 planning workshop, the Board was pleased with the College's progress toward its goals and, upon the recommendations of the administration and its analysis of the administration's year-end report, modified a number of the outcomes for some of the priorities in the Strategic Plan.

Despite the economic climate, Iḷisaḡvik College continued its successful efforts to obtain funding support from private sources as well as state support through the Technical and Vocational Education Program. The College's enrollment growth over the past five years reflects the College's focus on serving the education and training needs of North Slope employers and other stakeholders. The Board of Trustees believes that continuing enrollment growth, improving student retention and success, and enhancing village instruction are continuing priorities that will achieve the College's vision and mission, particularly with regard to attracting and retaining program active students.

The Strategic Plan guides the administration's efforts throughout the year. Following adoption of the modified Strategic Plan, the administration initiates and implements actions which it uses to guide it toward the accomplishment of the outcomes. The Strategic Plan contains within it a reporting schedule so that the Board is advised of progress on a regular basis. The bulk of the progress reporting occurs at the June planning workshop, although interim reports are provided during the year.

Vision

To Help Build Strong Communities through Education and Training.

Mission

Iłisaġvik College provides quality post-secondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values and traditions. It is dedicated to serving its students and developing a well- educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

Priority 1

Build the student enrollment of Iłisaġvik College.

Outcomes

1. Using data from the previous five years as a baseline, increase full time and part time student enrollment in degree and certificate programs by 3% annually, with an increase of overall credit hour enrollment by 5%.
2. Continue to foster statewide partnerships with Alaskan communities to increase enrollment numbers of off-slope students by 3% annually.
3. Increase enrollment of 17 – 21 year old students by 3% annually.
4. Increase overall enrollment of Alaska Native/American Indian students in order to maintain eligibility as a tribal college.
5. Increase participation in adult basic education by 5% annually. Increase GED graduates enrollment by 5% annually. Increase GED graduates enrollment into degree and certificate programs by 3% annually.
6. Increase dual credit enrollment by 3% annually.
7. Continue collaboration with major employers to attract their employees into certificate and degree programs in order to build a more highly educated workforce. As part of this focus, faculty and training personnel will work with employers on curriculum design, recruiting their employees as students, and developing internships and placement opportunities.
8. Using data from the previous five years as a baseline; increase Continuing Education Unit (CEU) hours earned by 5% overall and by 10% on-site in villages
- 9.

Priority 2

Achieve sustainable sources of operating funds

Outcomes

1. Maintain an active, on-going partnership with the North Slope Borough Mayor's Office and with the North Slope Borough Assembly to ensure a sustainable level of borough funding.
2. Encourage the Iłisaġvik College Foundation Board of Directors to build its endowment to provide a long term source of unrestricted revenues from its investment earnings.
3. Increase contributions from private donors through fundraising efforts by 10% from the previous fiscal year.

4. Continue to request funding through the State of Alaska for workforce development, capital expenditures, and general operating support. Continue relationship building with state officials, government officers, others in Juneau and around the state.
5. Implement and execute a grant funding strategy that aligns with the College's mission and priorities through supporting current funding levels and securing new funds.
6. Foster partnerships with local, state, federal and international entities to increase support for Iḷisaḡvik College.
7. Intensify the Board of Trustees role in advocacy on behalf of College funding. Provide advance notice to Trustees of recruitment and advocacy opportunities and events during the year.

Priority 3

Continue to be responsive to a curriculum relevant to the needs of the North Slope.

Outcomes

1. Develop programming to meet natural resource management and development needs of the North Slope, such as the gas pipeline, Arctic research, wildlife management, and maritime related development as the need warrants on the North Slope and elsewhere in the state.
2. Strengthen and cultivate relevant curricula that incorporate Iñupiat culture, language, values, and traditions.
3. Continue to develop vocational education classes to prepare students for workplace opportunities.
4. Continue to foster the Uqautchim Uglua Program and support studies for teacher preparation programs on the North Slope and elsewhere in the state. Collaborate with Arctic Education Foundation (AEF), North Slope Borough School District (NSBSD) and the Future Teachers of the Arctic (FTA) program to promote interest in teacher education.
5. Continue to foster the Cooperative Extension Program to support community driven needs and requests.

Priority 4

Develop a master plan for future Iḷisaḡvik College facilities.

Outcomes

1. Implement the Long Term Facilities Master Plan. Items in the master plan include: current facility usage, projected facility needs and usage, re-location site, sources of additional funds.
2. Begin developing a capital campaign for the new facility construction.
3. Work with Ukpeaḡvik Iñupiat Corporation to solidify a lease for the identified land.
4. Work in partnership with the North Slope Borough and the Foraker Group to accomplish the goals of the Long Term Facilities Master Plan.

Priority 5

Improve retention, persistence, and completion in programs.

Outcomes

1. Increase the rate at which students successfully complete courses and programs each semester.
2. Continue to implement and report on progress of the College's Retention and Persistence Committee through the completion, persistence and retention plan of action, to include data collected by student interviews, surveys, course completion and program persistence.
3. Increase GED graduates annually by 5%, using prior year as a baseline.
4. Provide education and career resources that transition current students, graduating students, and alumni into four-year institutions or job placement. Increase overall education and career placement rates by 5% annually. Increase education and career coordination contacts with students by 5% annually.
5. Continue support of Tuzzy Library and the services the library provides to students and the region.

Priority 6

Improve village instruction, including distance delivery and on-site village classes.

Outcomes

1. Increase village student enrollment in for-credit courses by 5% annually.
2. Continue to diversify the number and type of course offerings to the villages.
3. Continue to identify barriers to distance delivery programs. Develop strategies to improve service to distance students.
4. Continue to improve tutorial assistance to students in each village.
5. Measure student completion in village based instruction.
- 6.

Priority 7

Continue to improve internal management systems and maintain emphasis on being a client service-oriented institution.

Outcomes

1. Continue to improve administrative and academic support systems.
2. Continue to improve College and community wide communication and implementation of new systems and processes.
3. Attract, develop, and retain a highly qualified and talented workforce. Focus on local hire. Develop institutional depth.
4. Continue to evaluate all full time and adjunct faculty on an annual basis using multiple indices and provide review and feedback to faculty in a timely manner.
5. Maintain the performance-based employee evaluation program and continue support for faculty and staff compensation plans.
6. Improve performance through leadership and career development activities.
7. Continue to collect and utilize institutional research data to inform the decision making process. Present the Institutional Research Report yearly to the Board of Trustees.

Priority 8

Explore the means by which North Slope Borough students might achieve better preparation for college level courses.

Outcomes

Continue to partner with North Slope stakeholders in implementing a Borough-wide seamless transition plan which focuses on preparing elementary, middle and high school students for higher education, training and meaningful career and employment opportunities.

REPORTS DUE TO BOARD BY QUARTER

Goals	Fall meeting 1 st Quarter	Winter meeting 2 nd Quarter	Spring meeting 3 rd Quarter	Summer meeting Administration's Year-End Report
Administrative Reports	<ul style="list-style-type: none"> President's Report Program Highlight Board Professional Development 	<ul style="list-style-type: none"> President's Report Program Highlight Board Professional Development Institutional Research Report 	<ul style="list-style-type: none"> President's Report Program Highlight Board Professional Development 	<ul style="list-style-type: none"> President's Report Year-End Report (identifies all goals and outcomes) Accreditation Report, as needed Strategic Planning Session
	<ul style="list-style-type: none"> Summer Enrollment Report 		<input type="checkbox"/> Fall Enrollment Report	
	<ul style="list-style-type: none"> Quarterly Finance Report Iñisagvik College Foundation Report 	<ul style="list-style-type: none"> Adopt FY Budget Recommend Transfer of \$\$ from Fund Balance to Foundation Endowment, if any Quarterly Finance Report Approval of Annual Audit 	<ul style="list-style-type: none"> Quarterly Finance Report NSB Budget Hearing Discussion Iñisagvik College Foundation Report Board Advocacy Refresher 	<ul style="list-style-type: none"> Quarterly Finance Report
		<ul style="list-style-type: none"> Interim Progress Report on Curriculum Development 		
	<ul style="list-style-type: none"> Long Term Facilities Master Planning Report 	<ul style="list-style-type: none"> Long Term Facilities Master Planning Report 	<ul style="list-style-type: none"> Long Term Facilities Master Planning Report 	
		<ul style="list-style-type: none"> Interim Progress Report on Student Retention and Persistence Plan 		<ul style="list-style-type: none"> Student Retention and Persistence Report to include: <ul style="list-style-type: none"> New actions being taken in response to retention data. Success and failures of retention plan activities undertaken. Modifications of the College-wide retention strategy.

Core Themes

Mission: Iḷisaḡvik College provides quality post-secondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resources needs of North Slope employers and the state of Alaska.

As an expression of this mission, Iḷisaḡvik College pursues the following core themes:

Academic Education – that education embodied in the Associate of Arts, the Associate of Science and the Associate of Applied Science degrees from which students enter either the workforce or transfer to four year institutions

Applied Knowledge and Skills to Develop the Local Workforce – that education and training embodied in Certificates, Workforce Development programs, and partnerships with business and industry which either prepare participants to enter the workforce or to gain additional skills to enhance their abilities in the workforce.

Access and Support – those activities which either prepares students to enter college level programs or enable students to undertake college programs by providing classes to villages and providing the financial and learning resources to enable them to be successful in their endeavors.

Iñupiaq Culture and Values – Instruction and activities which incorporate principles of traditional education, including the promotion of Iñupiaq culture and values and which provides opportunities for participation in cultural events important to the essence of being an Iñupiaq.

Iñupiaqatigiigñiq: Traditional Iñupiaq Values

Aviktuaqatigiigñiq	Sharing
Iñupiuraallaniq	Knowledge of Language
Paammaagigñiq	Cooperation
Iłagiigñiq	Family and Kinship
Quvianguniq	Humor
Añuniallaniq	Hunting Traditions
Nagliktuutiqagñiq	Compassion
Qĩñuiññiq	Humility
Paałaktautaiññiq	Avoidance of Conflict
Ukpiqqutiqagñiq	Spirituality
Qiksiksrautiqagñiq Iñuuniagvigmun	Respect for Nature
Piqpakkutiqagñiq sulı Qiksiksrautiqagñiq Utuqqanaanun Allanullu	Love and Respect for Our Elders and One Another

Long Term Facilities Master Plan Goals

The College Master Plan seeks to accomplish the following:

Provide facilities that support educational programs, community needs and that incorporate the effective use of technology

Classrooms will be designed to accommodate the environment, the cultural standards and values, federal and state requirements and unique student needs that exist in the North Slope Borough. Overall the College aims to support additional instructional sites in the seven North Slope communities, and further via distance education. Classrooms on site should allow for partitioning and flexible seating configurations and provide a comfortable learning environment. Some classrooms should be specialized and sized to accommodate particular kinds of instruction such as cultural programs, arts, sciences and computer laboratories. All classrooms will take advantage of the latest technology and be designed so as to be prepared for advances in technology.

Education includes support services to enable students to appropriately select classes and academic programs. These support services require spaces that house functions in support of student development, including dormitories and family housing, faculty offices, enrollment, advising, job placement, intercultural student support, library services and financial aid. Important to the proper and efficient operation of Iḷisaḡvik College is appropriate infrastructural space for technology, administration, business operations, records retention, and maintenance functions.

Encourage enrollment by presenting a safe, accessible, welcoming environment

Iḷisaḡvik College can only fulfill its mission if prospective students and community members experience no difficulty getting to, locating and moving around campus and through its buildings. The College campus will be centrally located with easy access to emergency services. Being in Barrow proper will also provide easier and less expensive access to utilities and communications. Environmental factors include campus entrances and exits, exterior and interior signage, vehicle and pedestrian traffic and parking, universal access, and logical building and room numbering. The campus and other College controlled facilities will be navigable by those who speak and read Iñupiaq and languages other than English and free of obstacles for the physically disabled. Security lighting and communications systems will be broadly deployed around the grounds and in all structures. Buildings with services or programs that interface frequently with prospective students and the public will be aesthetically functional, easily identifiable, and accessible. College buildings must be places to which people willingly come, stay and where they are inspired to achieve their desired future.

Promote environmentally sound College operations

Iḷisaḡvik College facilities will be a community leader in applying alternative energy technology. The facilities will have easy access to public transit to help reduce commuting times, reduce the risk of accidents and reduce energy costs. The College will construct Five Star energy efficient structures and acquire LEED certification. The College will lead the community in minimizing the use of new materials and maximizing the use of recycled materials. View corridors with natural lighting and southern exposures and green spaces should be maximized. Landscaping should promote the use of native plants to reduce muddy gravel and snow removal.

Strengthen Iḷisaḡvik College ties with the communities in which it operates

Iḷisaḡvik College draws people to its Barrow campus each weekday and often on weekends. The College will work with the surrounding residents, businesses, and organizations to support zoning regulations that permit modern structures which will enhance learning, reduce the consumption of municipal and utility services and minimize any negative impacts on nearby residents. Closer proximity to the town center will increase the ability for exchange between the College and the community, one of the College's goals. Similar collaboration should occur in other areas in which the College has a significant physical presence such as the seven North Slope villages, and other instructional sites.

Program Needs Analysis

Executive Summary

In response to the Northwest Commission of Colleges and Universities' (NWCCU) recommendation to the Year Three Self-Evaluation, Iḷisaḡvik College created a master plan for its facilities. One component of the plan is this program needs analysis, an examination of current space usage with subsequent estimated space needed for the College to effectively serve its constituents in the coming years and thereby fulfill its mission:

Iḷisaḡvik College provides quality post-secondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

The Space Program Study, originally commissioned by the Foraker Group Pre-Development Program and completed in 2012, served as a starting point for this comprehensive analysis, the purpose of which was to update the information based on faculty and staff feedback. After numerous conversations with pertinent personnel, and after presenting drafts for review to the Long Term Facilities Master Plan Committee, which is comprised of 12 members representing all College departments and convened monthly for approximately one year, the following plan emerged. Its structure aligns with the major functions/divisions of the institution, beginning with an overview and providing institutional context; followed by instructional programming administration, student services, support services, and village needs.

Given historical staff turnover, a section with appendices was added for the purpose of providing a visual snap shot and point of reference for those who may not readily make spatial associations based solely on square footage. Although not all inclusive, this section features photos of all major spaces.

This Program Needs Analysis will be reviewed annually by the Long Term Facilities Master Plan Committed to ensure its continued alignment with the institution's Strategic Plan.

Current Population Served/Projected Changes

Iḷisaḡvik College serves the North Slope Borough villages (Barrow, Anaktuvuk Pass, Atkasuk, Kaktovik, Nuiqsut, Point Hope, Point Lay and Wainwright) and also has a statewide presence. The Borough encompasses 89,000 square miles of Arctic territory in Alaska. According to the U.S. Census Bureau, the 2014 population estimate for the North Slope Borough is 9,711. According to the Department of Labor, the population will remain fairly stable over the next 30 years; it is projected to increase by less than 1% to 9,757. By comparison, the state population is projected to increase from 735,601 to 925,042, a projected growth of approximately 26%. The number of students attending Iḷisaḡvik from out of region has gradually increased over the past years and is likely to continue.

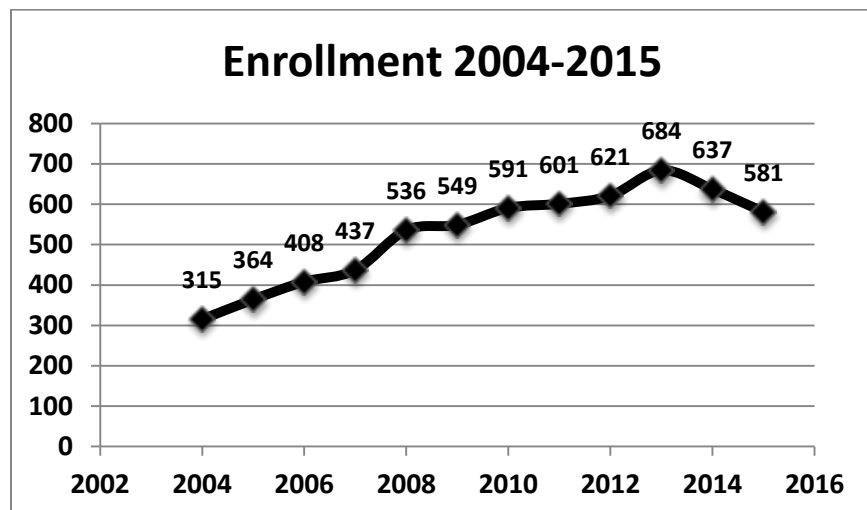
Demographics of Iñisaḡvik Student Population

Student enrollment at Iñisaḡvik College has shown a steady increase over the last ten years; more than doubling since 2004. This increase reflects the College's focus on serving the education and training needs of Alaska's employers.

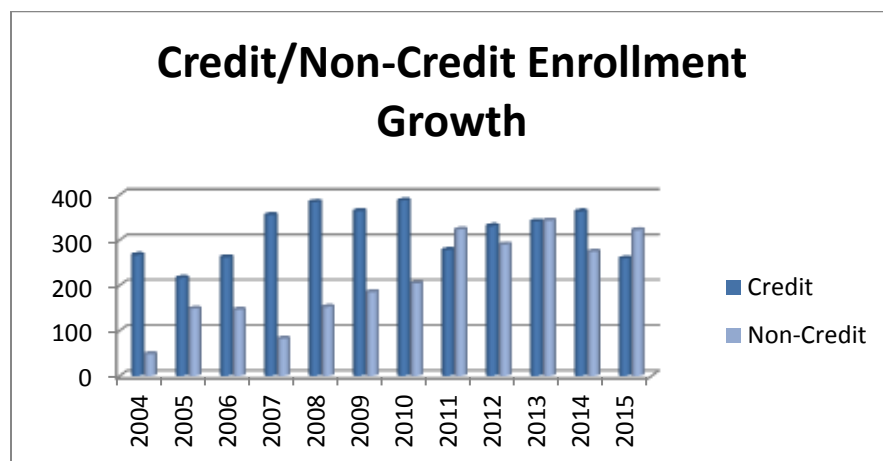
Iñisaḡvik College's 2014 Annual Report indicates:

- 2032 total Students
- Continuing Education Units (CEUs): 909 students
- 631 students enrolled in distance education
- 361 village students
- 55% Alaska Native/American Indian
- Male: 870; Female: 1162

Fall Semester Enrollment Growth 2004-2015



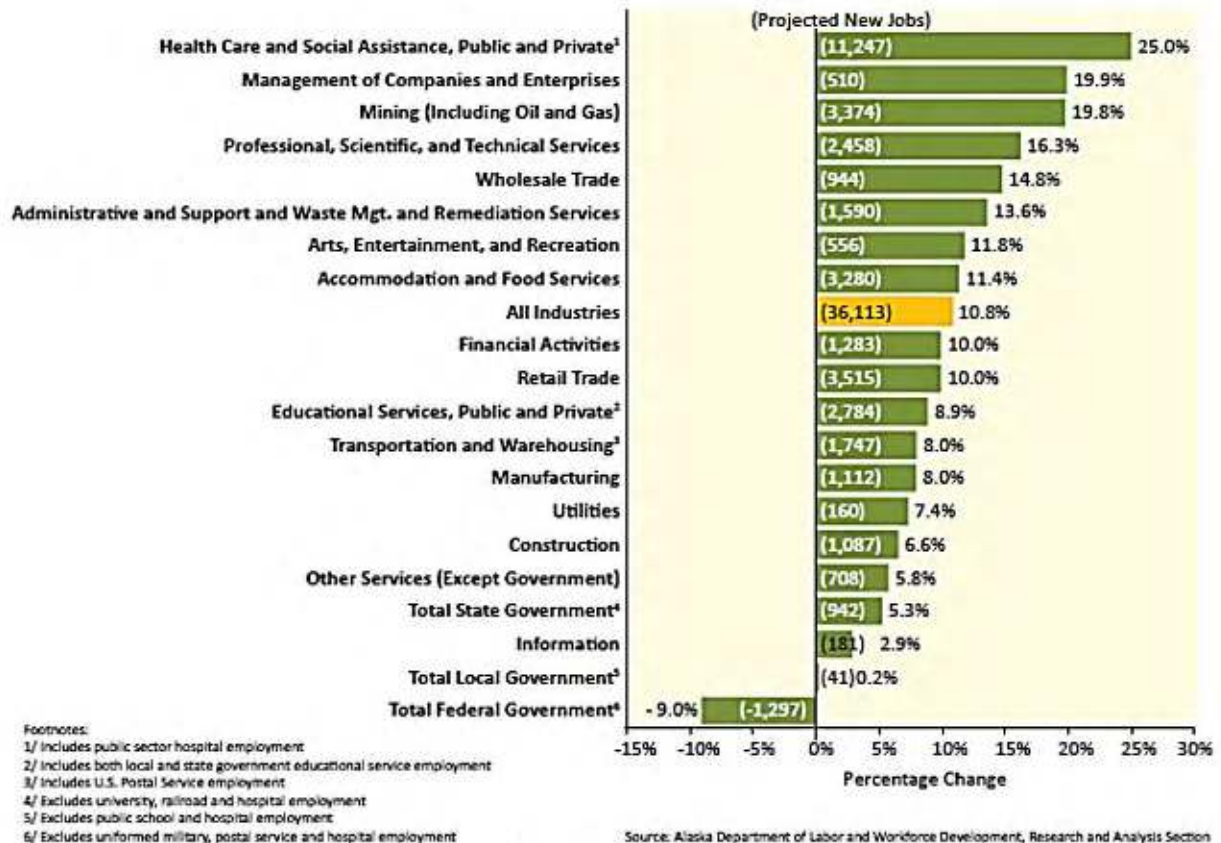
Distribution Credit/Non-Credit



Economic and Workforce Trends

The chart below indicates workforce trends, and those industries projected to create jobs, are reflected in the College's programming, for example Allied Health, Business Management/Office Administration, Accounting, Education, Transportation (CDL, Heavy Equipment), and Construction Technology.

**Alaska 2012-2022 Industry Projections
Industry Growth by Percentage Change**



Space Needs: Overview

Program Needs Analysis - Space Overview	Area	Net
Academic Instruction, Classrooms	9,800	SF
Academic Instruction, Offices	3,052	SF
Vocational Education/Industrial Safety	25,536	SF
Adult Basic Education	1,000	SF
Executive Administration, President's Office	1,072	SF
Chief Administrative Offices	944	SF
Office of Academic Affairs	512	SF
Vocational Education/WFD/Coop Ext. Offices	1,280	SF
Business/Grants Offices	1,356	SF
Human Resources Offices	788	SF
Staff Housing	11,000	SF
Registration	1,212	SF
Student Success Center	1,728	SF
Student Housing, Dorms	12,568	SF
Student Housing, Family	5,800	SF
Information Services	1,716	SF
Maintenance & Operations	5,580	SF
Institutional Support	5,800	SF
Bookstore	1,712	SF
Testing Services	260	SF
Recreation, Multi-purpose	9,108	SF
Early Learning Center	1,449	SF
Food Services	5,408	SF
Library (Learning Commons)	2,578	SF
Subtotal	111,259	NSF
"Grossing Factor" (35%)		
Circulation space, exterior/interior wall space, support spaces (restrooms, electrical & mechanical rooms)		
Subtotal	38,941	NSF
Total	150,200	GSF

Village Needs	Area	Net
Village Support Facility (one per village/7 villages)	740	SF
Subtotal	5,180	NSF
Total	6,993	GSF

Program Areas

Iḷisaḡvik College offers Associate's degrees, certificates, and training in several academic, vocational and technical areas. By incorporating Iñupiaq values into all its program offerings, the College aims to perpetuate and strengthen Iñupiaq (Eskimo) history, culture, language, values and traditions. The goal is to create successful graduates who can incorporate their traditional values into modern life and, in doing so, enhances both. Iḷisaḡvik College offers degrees and certificates in the following program areas:

- Liberal Arts Program
- Iñupiaq Studies Program
- Indigenous Early Learning Program
- Allied Health
- Business and Management Programs
- Information Technology
- Emergency Services
- Construction Technology
- Heavy Equipment Operations
- Community and Workforce Development
- Adult Basic Education (ABE)/General Educational Diploma (GED)
- Foundational Studies*
- Distance Education Division*

*Requires space for the Division, but does not award a degree or certificate.

Program Needs: Instruction

Iḷisaḡvik College presently occupies a total of 14 buildings of varying size, age, and physical condition. A majority of the facilities reside on the main campus at buildings originally constructed in the 1940s for use by the Naval Arctic Research Laboratory (NARL). Additionally, the College utilizes four buildings located within Barrow's population center that provide classroom space for adult and childhood educational opportunities. The College utilizes a total of 83,000 GSF of space to provide for student, faculty and administrative staff.

Iḷisaḡvik College's current programmed spaces can be categorized into the following major components:

- Academic
- Administration/Student Services
- Vocational Education and Industrial Safety
- Student Housing
- Kitchen/Cafeteria
- Recreation

Academic Instruction

A total of 18 general classrooms will support programmatic growth and development, which includes instructional space for the Adult Basic Education programs. This number includes a classroom designated for Art/Culture instruction, which is taught consistently each semester.

Current facilities allow for very limited lab-based science instruction. The existing lab only has space for a maximum of eight students. By contrast, the new space should accommodate between 14 - 20 students. The current space does not have sufficient cabinet space for small equipment items and no space for larger items that occupy floor space. One such larger item is currently stored in the warehouse and two additional ones have been ordered. The future lab space should be large enough to accommodate all items in the same lab. A separate room for chemical storage, general supplies, as well as a cleaning area should be in close proximity. A further addition to the lab space will be at least three more biological safety cabinets. As the science program expands in the years to come, the new facility should have the potential for a second lab of the same size for consistency.

The current science classroom holds up to 12 students comfortably, but the new space should hold up to 20 students. While it would be convenient to have the classroom adjacent to the lab, as it is currently, that is not a requirement. Classroom and lab in close proximity make it easy for a three-hour class period to be divided into a 90 minute lecture segment followed by a 90 minute hands-on lab segment.

Approximately 18 offices will be needed to facilitate faculty growth (i.e. full-time education instructor; potential full-time Allied Health instructor and full-time Arts instructor one day; plus 1-2 "extra" offices). One or two of the "extra" offices could feasibly be shared by in-town adjuncts. Most colleges provide adjuncts a place to keep student files and have access to a computer. This may be something we want to accommodate, as well.

Additionally, if the academic programs continue to grow and the number of faculty increases, it might be ideal to have a Multi-Program Assistant. One of these offices could be devoted to that assistant.

Space	Description	Qty	Size	Area	Net Area	Remarks
Academic						
1	Science Lab	2	30x20	600	1,200	Chem, Bio, include lab & lecture space
2	Computer Lab	4	20x20	400	1,600	
3	General Classroom	10	30x20	600	6,000	10-15 students
4	Art/Culture Classroom	1	30x20	600	600	Sink, storage, high power requirements,
5	Common Work Area	1	20x20	400	400	2 workstations, room for 10 computers
Total: Academic Instruction					9,800	13,230 GSF

Space	Description	Qty	Size	Area	Net Area	Remarks
Faculty Offices						
1	Faculty Offices	18	10x14	140	2,520	
2	Iñupiaq Studies Office	1	14x18	252	252	Coordinator & Admin Asst.
3	Distance Education Support	2	10x14	140	280	Lead Coord./Student support
Total: Academic Faculty Offices					3,052	4,120 GSF

Vocational Education/Industrial Safety Instruction

Vocational classroom and lab space is programmed to be shared by the various Vocational-Education programs offered by the College. The program includes **three** general multi-use classrooms utilized for training, testing, drivers' education, and other functions as needed. A large classroom dedicated to the industrial safety program is provided for emergency services training.

Vocational shop space is programmed for carpentry, plumbing, welding, pipe fitting, and CDL/heavy truck operations programs. Shops will be large open spaces with high ceilings and dedicated mechanical systems as needed. Vocational support spaces include instructor's offices, conference room, interior storage and a separate exterior storage warehouse. The Vocational Education program currently occupies 22,030 GSF, which would be increased to 25,536 GSF.

Space	Description	Qty	Size	Area	Net Area	Remarks
Voc. Education/Ind. Safety						
1	Industrial Safety Classroom	1	30x36	1,080	1,080	CPR, PPE, Hazmat storage, 3-20 students
2	Group Instruction Classroom	1	30x36	1,080	1,080	Video Conferencing, training, testing, 25-30 students
3	Instructor Office	5	12x18	216	1,080	
4	Classroom	3	16x28	1,344	1,344	10-12 Students
5	Industrial Safety Shop	1	92x36	3,312	3,312	
6	Electrical Shop	1	92x36	3,312	3,312	
7	Carpentry/Plumbing Shop	1	92x36	3,312	3,312	High Spaces, 7-10 Students
8	Welding/Pipefitting Shop	1	92x36	3,312	3,312	
9	CDL/HEO	1	92x36	3,312	3,312	Hoist, pit, heavy truck simulators
10	Industrial Mechanics	1	92x36	3,312	3,312	
11	Conference Room	1	12x18	216	216	4-6 persons
12	Storage (Interior)	4	12x18	216	864	
13	Storage Warehouse (Exterior)	1	TBD	TBD	TBD	
Total: Vocational Education					25,536	34,474 GSF

Adult Basic Education

The Adult Basic Education program is administered by two staff members, a lead instructor and an instructor. At present student levels, no support staff is needed, although an administrative assistant was employed in the past and will be needed again if participation in the program increases significantly. The program occupies a main office (former science classroom and lab) with room for the lead teacher and an administrative assistant as well as an area for individual instruction and intake procedures for new students in addition to a regular classroom for instruction. Students can complete GED tests in a small testing center. The testing center currently is used to administer various tests and licensing assessment, but it is recommended to establish a general, multi-purpose testing center, independently of the program, that will also accommodate GED tests.

The program will need one main ABE office and a general classroom. The office will include two large work stations and three study carrels for self-paced learning, intake assessment, and practice testing. A small, round table, large enough to accommodate 4-5 people, will permit small group or individual instruction. Bookshelves, file cabinets, photocopies, and small worktop/table for student sign-in will make this office a functional space.

The ABE classroom will be similar in size and provide seminar seating for at approximately 12 students with a small teacher station and 5-6 computer stations. While this classroom would be primarily dedicated to ABE instruction, it would also be available to other programs as needed.

A separate ABE Instructor's Office/Study Hall will provide a space for one-on-one tutoring and also make it possible for the classroom to be used by other program, yet still have an available work space for the ABE instructor.

Adult Basic Education						
1	Main ABE Office	1	16x20	320	320	Space for 2 persons, work area
2	ABE Instructor Office	1	10x8	80	80	
3	ABE Classroom	1	30x20	600	600	
Total: Adult Basic Education				1000	1,350	GSF

Program Needs: Administration

This category includes the staff offices overseen by the President, Chief Administrative Officer, Dean of Academic Affairs, Dean of Vocational Education and Workforce Development, Human Resources Director, and the Director of Finance.

President's Office

Currently the President's Office includes the Development Director, Grants Writer (working off-site with periodic visits to Barrow), Institutional Advancement Coordinator, Executive Assistant and Administrative Assistant. Several positions share offices with the grants writer being a new position and no designated space.

The President's space needs include offices for those positions that should be in close proximity to the President's office. Also in the vicinity will be a conference room for staff meetings and/or hosting visitors and guests. This room will accommodate 10-12 people and feature a small computer station with projector and video-conference equipment.

Space	Description	Qty	Size	Area	Net Area	Remarks
President's Office						
1	President's Office	1	16x20	320	320	Space for small conference table, 2-4 persons
2	Executive Asst. Office	1	12x18	216	216	Space for 2 persons, adjacent to Pres. Office w/direct access
3	President's Conference Room	1	12x18	216	216	10-12 persons, connected to Pres. Office
4	Development Director's Office	1	10x8	80	80	
5	Grants Writer	1	10x8	80	80	Potentially adjacent to Develop. Director's office
6	External Relations/Spec. Proj	1	10x8	80	80	
7	Ext. Relations Assistant	1	10x8	80	80	Space for 2 persons
Total: President's Office					1,072	1,447 GSF

Chief Administrative Offices

The CAO's space needs include an office for herself, one for her assistant, and one for the College's travel coordinator. Because the travel coordinator communicates frequently via phone as well as email, that office should be separate from the CAO's Assistant but in the vicinity. Additionally, the Marketing Division will need spaces for three staff members: two

marketing specialists responsible for design and a public relations specialist, primarily tasked with administrative responsibilities. The designers will need a space to work that accommodates their work stations and other technology, i.e. printer, laminator, etc., preferably a work table for layouts, as well as some storage for supplies. The public relations specialist would occupy a regular office space.

Space	Description	Qty	Size	Area	Net Area	Remarks
Chief Administrator of Operations						
1	CAO's Office	1	10x14	140	140	
2	Asst. to CAO's Office	1	10x14	140	140	Space for 2 persons
3	Travel Coordinator	1	10x14	140	140	Space for coordinator and periodic intern
4	Marketing/Design	1	16x24	384	384	2 designers
5	Marketing/PR	1	10x14	140	140	PR Person/admin
Total: CAO					944	1,274 GSF

Office of Academic Affairs

Currently, the Dean and Assistant to the Dean have adjacent offices, while the other departmental staff positions, with which the Dean has close interactions, are distributed in various locations across campus.

However, after restructuring, the Dean now works closely with two other staff members: Special Assistant, Academic Affairs/Institutional Research and Administrative Assistant, Academic Affairs. These three positions need office spaces in close proximity of each other. With institutional growth potentially adding other instructional sites and/or branch campuses, the administrative workload will increase in the area of instructional/registration paperwork as well as data reporting for institutional research and accreditation purposes. Therefore, an additional staff member may be needed (General Office Space).

Space	Description	Qty	Size	Area	Net Area	Remarks
Office of Academic Affairs						
1	Dean of Academic Affairs Office	1	12x18	216	216	
2	Special Asst./Aca. Aff. & IR	1	12x18	216	216	Space for 2 persons
3	General Office Space	1	10x8	80	80	
Total: Office of Academic Affairs					512	691 GSF

Office of Vocational Education/Workforce Development

The current staffing includes the Dean of Voc. Ed/WFD; Administrative Assistant (supports Vocational Education as well as WFD); WFD Training Facilitator; Training Manager; Coordinator, Cooperative Extension; and a Vista Volunteer in Service to America (not a long-term,

permanent position). The staff offices are located in two different buildings (one office in main building; four offices in Bldg. 5).

Future offices space will include on general office for itinerant or temporary staff, and all offices should be in close physical proximity. A separate workroom will house printing and copying equipment in addition to shelves for storage and a worktable. A general classroom, which can serve as a conference room and to host Cooperative Extension workshops, will also be located close by. The classroom should have access to running water/sink/kitchenette.

Space	Description	Qty	Size	Area	Net Area	Remarks
Office of Voc. Ed/WFD						
1	Dean of WFD Office	1	10x14	140	140	
2	Training Manager	1	10x14	140	140	
3	Staff Offices	4	10x8	80	320	
4	Work Room	1	10x8	80	80	
5	Coop Ext. Classroom	1	30x20	600	600	
Total: Office of Voc. Ed/WFD					1,280	1,728 GSF

Business Services

Business Services staff functions are currently separated into two spaces: Business Offices and Grants Office. The Business Offices house the Director of Finance, the Controller, and four Accounting Technicians. Two of these positions (Dir. of Finance and Payroll Technician) occupy individual offices, while the rest of the staff has their work stations in two larger shared spaces.

The Grants office currently provides space for three staff members: Grants Administrator III, Grants Administrator II, and Grants Assistant. All three employees share one large space.

In the new facility, Business as well as Grants offices will ideally be located in close proximity to the Registrar and Financial Aid offices. The College does not expect to expand the number of staff members in the foreseeable future. Instead of a shared space for the Accounting Technicians, individual offices are proposed. However, a larger working area can also include a front counter space for interactions with the public and would accommodate another workstation (added staff member) if needed.

Space	Description	Qty	Size	Area	Net Area	Remarks
Business/Grants						Adjacent to Registrar & Fin Aid
1	Director of Finance, Office	1	10x14	140	140	Space for work area & small conference area
2	Accounting Technician Office	5	10x12	120	600	
3	Business Work Area	1	10x20	200	200	Space for 4 persons

4	Grants Administrator's Office	1	16x20	320	320	Space for Grant Asst., File storage in office
5	File Storage Room	1	8x12	96	96	Secure room
Total: Business/Grants					1,356	1,831 GSF

Human Resources

Currently, the HR Division consists of a director, a coordinator, and an administrative specialist. The personnel for the division are expected to remain stable in the years to come. The coordinator and administrative specialist share an office that is adjacent and connected to the director's office. While the director needs to maintain a separate space in which confidential conversations can take place, having the two spaces connected facilitates frequent communication. The coordinator and administrative specialist can continue to share an office, but it should be a larger office that would accommodate adequate file storage and a waiting/working area for staff/visitors, candidates for hire. A connected bathroom should be available to administer drug tests. (The size of the shared space for the coordinator and administrative specialist could potentially be reduced if a separate, adjoining space for file storage is created.)

Included in this Division is Staff Housing. Currently, the College does not own any facilities to house their employees; rather, local rental properties are secured for one-year lease terms, and the rent amount, as determined by the owner, is passed on to the employee (without any subsidy). In an effort to help mitigate staff turnover, the college is planning to construct its own housing facilities for staff.

Space	Description	Qty	Size	Area	Net Area	Remarks
Human Resources						
1	HR Director's Office	1	10x14	140	140	Allow for confidential interaction
2	HR Staff Office	1	16x24	384	384	Space for 2 persons plus waiting room
3	Files Storage Room	1	12x18	216	216	Secured Personnel Records
4	Restroom	1	6x8	48	48	Located in HR Office. Used for drug testing and ADA accessible
Total: Human Resources					788	

Space	Description	Qty	Size	Area	Net Area	Remarks
Staff Housing						
1	Three Bedroom Unit	5	20x30	1,200	6,000	2-story units
2	Two Bedroom Unit	5	20x25	1,000	5,000	2-story units
Total: Staff Housing					11,000	14,850 GSF

Program Needs: Student Support

Registration

The current registration offices layout makes it difficult for staff to interact and provides no room for storage of files as well as supplies for the annual commencement exercises. The conceived changes not provide the necessary space as well as support requirements for proper record storage.

Space	Description	Qty	Size	Area	Net Area	Remarks
1	Registration Area	1	20x20	400	400	Highly visible, open work space
2	Registrar's Office	1	10x14	140	140	Connected to assistant w/window
3	Reg. Assistant Office	2	10x12	120	240	Reg. & Admission assistants
4	Active File Storage Rm	1	12x18	216	216	Space for 8-four drawer fireproof cabinets
5	Active File Storage Rm	1	12x18	216	216	Secure room microfiche machine
Total Registration					1,212	1,636 GSF

Student Success Center

The Student Success Center currently has a staff of eight: Dean of Students, Asst. Dean of Students, Student Life Coordinator, Student Support Specialist, Recruiter, Educational Support Coordinator, Education and Career Coordinator, and Financial Aid Manager. The Dean of Students and the Financial Aid Manager occupy two large spaces separate from the rest of the SCC staff located in small offices that are adjacent to each other.

Space needs include 8 offices, of which the Dean, Asst. Dean, and Financial Aid Manager would occupy larger spaces. The Financial Aid Manager will need an office with sufficient room to store records and other pertinent materials and will benefit from an adjoining room with a few computer stations and a conference table for the purpose of individual/small group counseling and students completing online financial aid applications. One extra office can be utilized as a confidential space for counseling during the semester and/or house summer camp staff. The SSC Work Area will have a large conference table and be available to various group meetings (both student and staff).

A Learning Resource Center (LRC) is operated by the SSC and is currently set up in one of the classrooms, located in Hut 60. In the planned facility, the current LRC functions will be incorporated in the Learning Commons with oversight by a Tuzzy Library staff member. (See [Library Services](#)).

Space	Description	Qty	Size	Area	Net Area	Remarks
Student Success Center						
1	Dean of Students	1	10x14	140	140	
2	Asst. Dean of Students	1	10x14	140	140	
3	Financial Aid Manager	1	10x14	140	140	
4	Financial Aid Work Rm	1	10x14	140	140	Adjoining to office above
5	Offices	6	10x12	120	720	1 office for confidential counseling
6	SS Work/Meeting Area	1	16x20	320	320	
7	Work Room	1	8x8	64	64	Copy machine, paper storage, work table
8	File Storage Room	1	8x8	64	64	Secure Room
Total: Student Services					1,728	2,333 GSF

Student/Family Housing

Student housing is envisioned as a separate building consisting of (50) fifty, two bed, dormitory style rooms with shared restroom/shower/ laundry facilities, study areas, and a common lounge space. Family housing is programmed to include a combination of two and three bedroom apartment style units with an initial total of five units with space to construct additional units.

Space	Description	Qty	Size	Area	Net Area	Remarks
Student Housing						
1	Dorm Rooms	50	12x18	216	10,800	25 female and 25 male rooms; 2 beds per room
2	Restrooms/Showers	2	18x18	324	648	(3) Separate shower stalls with small dressing area
3	Laundry Room	2	12x12	144	288	(3) Washers, (3) Dryers, folding area
4	Computer Room	1	12x18	216	216	6 – 10 cubicles
5	Quiet Study Area	1	12x18	216	216	6 cubicles, sofa, chairs
6	Common Lounge	1	20x20	400	400	Centrally located space with sofas, chairs, tables, T.V., vending
Total: Student Housing					12,568	16,967 GSF

Space	Description	Qty	Size	Area	Net Area	Remarks
Family Housing						
1	Three Bedroom Unit	2	20x30	1,200	2,400	2-story units
2	Two Bedroom Unit	3	20x25	1,000	3,000	2-story units
3	Common Space	1	20x20	400	400	Sofa, chairs, tables, T.V., vending
Total: Family Housing					5,800	7,830 GSF

Program Needs: Physical and Technological Infrastructure

Information Services

The Information Services Division currently consists of four staff members: the IS Manager, the Network Administrators, and 1 PC Technician. An addition of two PC technicians in the future will probably be needed. It is recommended that a team IT work space is maintained (rather than individual offices) but it be increased in size to accommodate 5 staff members.

Wiring runs are limited to 300 ft., which means, that depending upon the length of the new facility, up to three (3) server rooms may be needed (i.e. building length of app. 700 ft. = 2x300ft plus three server rooms; building length of app. 450 ft. = 1x300ft plus two server rooms). For three server rooms, the main room would be located centrally with two independent server rooms at opposite ends of the building. Two communication rooms would serve as wiring closets for computer and phone services.

Space	Description	Qty	Size	Area	Net Area	Remarks
Information Technology						
1	IT Manager's Office	1	10x14	140	140	Space for work area and small conference area
2	IT Work Area	1	20x28	560	560	Space for 5 persons. Benches and shelving
3	Part Storage Room	1	20x20	400	400	Lockable cabinets, shelving, and mobile carts
4	Main Server Room	1	12x18	216	216	Space for expansion
5	IDF Closet	2	10x14	140	280	Independent Distribution Frame
6	Telephone Server Room	1	10x12	120	120	VOIP Phone Rm Adjacent to Server Rm
Total: Information Services					1,716	2,317 GSF

Maintenance and Operations

The Maintenance and Operations Division is currently comprised of five staff members: the M&O Manager, one expeditor, and three maintenance specialists. This level of staffing is adequate to support college facilities; however, should the College continue to increase the number of rental properties to provide housing for college employees, one additional staff member may be needed.

The janitorial duties are under contract to a local business, so there is no requirement for a separate office, but a small janitorial closet for equipment, supplies and laundry facilities is needed (current one is too small).

The Division needs one office space for the manager with one additional computer station for staff members to complete various administrative tasks. The Division currently utilizes a shop in the back of Hut 65 (Instructional space) to maintain the fleet, snow removal equipment and it includes a tool/storage space. In the planned facility, attached to this will be a tool/storage room with workbench and short-term supplies.

A separate space for “warm storage” will be helpful for storage of vehicles, backhoe, forklift, snow-removal equipment, etc. Such space is currently available in the “metal building attached to Bldg. 5”; however, this space is shared with instructional programs, which necessitates frequent moving of equipment to accommodate class, requiring M&O staff to divert valuable work time. Therefor a separate space designated exclusively to M&O. This space does not have the same lighting/layout requirements as the workspace mentioned above.

Space	Description	Qty	Size	Area	Net Area	Remarks
Maintenance & Operations						
1	Operations Manager's Office	1	10x14	140	140	Space for additional computer work station
2	Maintenance Shop	1	36x42	1,512	1,512	Vehicle/equipment maintenance
3	Tool Room/Storage	1	10x14	140	140	Adjacent to Workshop
4	Warm Storage	1	96x38	3,648	3,648	
5	Janitorial Closet	1	10x14	140	140	
Total: Maint. & Operations					5,580	7,533 GSF

Program Needs: Auxiliary Services/Spaces

Support spaces include conference rooms for multiple uses such as College and community events, as well as instructional spaces needed for the delivery of large classes, usually requested and sponsored by local employers.

Institutional Support

Space	Description	Qty	Size	Area	Net Area	Remarks
Support Spaces						
1	Lobby	1	16x20	320	320	Adjacent to Registration. Waiting area, vending display
2	Student Commons	1	20x20	400	400	
4	Large Conference Room	1	40x90	3,600	3,600	Space for 100 persons
5	Video Conference Room	1	20x30	600	600	Space for 20 persons, Projector
6	Staff Lounge	1	16x20	320	320	Table/chairs, furniture, refrigerator, microwave, and sink
7	Extra Offices	4	10x14	140	560	Space for 2 persons visiting staff and future use
Total: Support Spaces					5,800	7,830 GSF

Book Store

Currently, the book store occupies a fairly small space which only has room for merchandise display, lacking storage and cashier/attendant station.

Space	Description	Qty	Size	Area	Net Area	Remarks
Bookstore / Storage						
1	Bookstore / Storage	1	30x40	1,200	1,200	Space for 2 persons. Shelving, display, books, secure storage, near Reception
2	Mail / Copy / Supply Room	1	12x16	192	192	Mail slots, work table, cabinets, and shelving
3	Shipping and Receiving	1	16x20	320	320	Loading area / shelving
Total: Support Spaces					1,712	2,311 GSF

Testing Services

Iłisaġvik College currently operates a Pearson VUE Testing Center for the purpose of administering official GED tests as well as various tests for industry certifications, such as

Microsoft Office. Both, students and community members have access to the services. The current space, a converted 100 SF office, is not sufficient. It only provides room for two testing stations and no room for the administrator/proctor who has a station at the other end of the building in the Learning Resource Center and monitors the tests through video camera.

In the future facility, two adjoining spaces are needed: one for test stations and another one for the administrator/proctor. The spaces should be separated by a wall, partially of glass to allow for monitoring. Testing Centers require that the space in which the tests are taking be quiet; therefore the second space will also serve as a reception and briefing area for incoming testers. The administrator can welcome clients in the space, which has room for their belongings while taking in the test, and provide instructions, all, while monitoring ongoing tests. Given the space requirement for testing stations, the new space should be large enough to accommodate three stations.

Space	Description	Qty	Size	Area	Net Area	Remarks
Testing Services						
1	Testing Room	1	20x13	260	260	GED/other Industry test; divider between proctor and test stations
Total: Testing Services					260	351 GSF

Recreation

Currently, the College operates Recreation Center, which includes a small basketball court (2740 sf), a weight room, a second floor common area, two bathrooms, a locker room, and a sound room. This section is planned to be located adjacent to student housing.

Planned is a large recreational facility that will serve multiple purposes and include a full-size basketball court, a stage suitable for commencement ceremonies or theater performances (auditorium?), as well as incorporate an equipment and open exercise area.

Space	Description	Qty	Size	Area	Net Area	Remarks
Recreation						
1	Multi-purpose facility	1	129x60	9,108	9,108	
Total: Recreation					9,108	12,296 GSF

Early Learning Center

Currently, the College is supporting an Early Childhood Initiative, Uqautchim Uglua (Language Nest), housed in the Kiita building and licensed for up to 12 children. In the future, the Center will be designed to provide services for up to 20 children under the age of four. The Center would support students by providing childcare, but it is also a lab school for students enrolled in the Indigenous Early Learning degree.

State Regulations

- One caregiver for every 6 children – 3 caregivers
- 25 sf space per child indoors minimum
- 75 sf space per child for outdoor play area minimum

Space	Description	Qty	Size	Area	Net Area	Remarks
Early Learning Center						
1	Reception/Welcome Area	1	16x20	320	320	
2	Directors Office	1	10x14	140	140	
3	Teachers' Office/Prep Room	1	10x14	140	140	
4	Classroom (12-24 mos)	1	18x18	324	324	25 sf/child min
5	Classroom (18-36 mos)	1	20x15	300	300	25 sf/child min
6	Kitchen	1	15x15	225	225	
Total: Early Learning Center					1,449	1,956 GSF

Space for up to 10 children, ages 12-24 months (18x18)

The one year old classroom floor plan is designed for up to 10 children, ages 12 to 24 months. The room floor plan is designed to support ITERS-R criteria and NAEYC accreditation standards and provides ample space for a lot of different types of activities with allowance for normally excluded areas such as doorways, built-in sinks, etc. It includes areas for routines, such as diapering, meals/snacks, and nap/rest, as well as play spaces for activities with various materials, including books, music and sound making toys, fine motor toys, gross motor toys, blocks, and dramatic play materials. This room is outfitted with appropriately sized furniture and equipment that support the children's independence.



Space for up to 12 children, ages 18-36 months (20x15)

The toddler classroom floor plan is designed for up to 12 children, ages 18 to 36 months. The room floor plan provides ample space for a lot of different types of activities with allowance for normally excluded areas such as doorways, built-in sinks, etc. It includes areas for routines, such as meals/snacks, and nap/rest, as well as play spaces for activities with various materials, including books, music and sound making toys, fine motor toys, gross motor toys, blocks, and dramatic play materials. It is outfitted with basic furniture and equipment.



Food Services

Kitchen/Cafeteria program components include space for hot and cold food preparation, food storage, dish wash, culinary classroom, serving area, dining area, and support spaces. This highly utilized area is open seven days a week and serves breakfast, lunch, and dinner to students, faculty, staff and visitors.

Space	Description	Qty	Size	Area	Net Area	Remarks
Kitchen/Cafeteria						
1	Cooking Area	1	8x18	144	144	Griddle, ranges, ovens, fryers, steamer, kettle, roaster
2	Baking Area	1	8x18	144	144	Baking ovens, warming ovens, bakers table, mixers
3	Food Prep Area (cold)	1	8x12	96	96	Vegetable, sandwich and salad prep
4	Food Prep Area (hot)	1	8x12	96	96	Meat & fish prep, adjacent to cooler, freezer and cooking area

5	Pantry Area	1	6x10	60	60	Refrigerator units (3), adjacent to baking and food preparation areas
6	Dry Food Storage Area	1	10x30	300	300	Accessible from loading dock, bulk storage of dry goods, cans, flour, etc.
7	Pots and Pans Storage	2	4x8	32	64	Stainless shelving units, wall mounted and hanging type
8	Walk-in Freezer	1	10x16	160	160	Near food prep areas and loading dock
9	Walk-in Cooler	1	10x16	160	160	Near food prep areas and loading dock
10	Dish Wash Area	1	14x12	168	168	Adjacent to dining area
11	Serving Line	1	8x30	240	240	Adjacent to cooking area and dining area
12	Manager's Office	1	10x14	140	140	Work space, bookshelves, file cabinet, small conference table
13	Lead Cook Workstation	1	6x6	36	36	Computer workstation and desk, adjacent to Manager's Office
14	Locker Rooms/Restrooms	2	8x20	160	320	Space for (5) large lockers, shower, toilet and sink
15	Culinary Classroom	1	20x30	600	600	Size for 30 students and kitchen training equipment
16	Dining Area	1	44x44	1,936	1,936	Seating for 110 persons, beverage area, condiment area and mobile tray/dish/utensil cart
17	Table/Chair Storage	1	8x12	96	96	Located adjacent to dining area
18	Janitor's Closet	1	6x8	48	48	Locate adjacent to dining area
19	Support Spaces	Allow			600	Loading dock, washer/dryer, linen storage
	Total: Support Spaces				5,408	7,301 GSF

Library Services

The Learning Commons at the new Iḷisaḡvik College

The impact of the computer on library development, as in most areas of business, education and life styles today, has been profound. While it is not likely that paper based learning and reading will go away soon, the shift to electronic resources in the library continues to be a relentless trend. Currently, on campuses throughout the United States, we see the growth of the Learning Commons. To a large extent, research indicates this may be, in many instances, a new name for an old concept. As far back as 50 years, libraries were moving away from the classical reading room with wooden tables and straight-backed chairs to lounge type seating with stools and footrests for students to read and study in comfort and in an atmosphere conducive to calming thoughtfulness.

The Learning Commons of today – and that envisioned for Iḷisaḡvik College – would include comfortable chairs and seating as its base. Building on that, the space should have access to as much natural lighting as the season permits. Generally, higher ceilings should be employed to give a light, lofty, open and large feeling to the space. Study rooms should be provided for individuals and group study. A central staffing area for a resource professional will be needed. In many learning commons, coffee bars are installed for refreshments. Throughout the space, technology should be employed for the most recent and innovative type. Wi-Fi goes without saying, but also smart boards, projectors and laptops for student use in collaborative projects and tutoring.

Central and critical to the Learning Commons concept is the resources professional. A librarian who is accomplished, who can provide information of all kinds and is technologically capable should be employed to attend to student and faculty learning needs in this area. As books and articles and internet resources become more widespread and diversified electronically, the ability to locate and transmit them has become an essential skill. The resources professional not only needs to have those skills, but must also have the ability to assist others and pass on the skills to them.

In the planned facility, the Learning Commons includes what is currently the Learning Resource Center, a space for placement testing, tutoring, and general quiet area for students to study.

Space	Description	Qty	Size	Area	Net Area	Remarks
Learning Commons						
1	Common area	1	35x30	1,050	1,050	
2	Individual/sm group study room	2	10x15	150	300	1-5 people
3	Large group study room	2	15x20	300	600	6-12 people
4	Counseling Space	1	10x14	140	140	Designated for SSC staff
5	Placement Testing	1	12x14	168	168	Room w/ 5-6 computer stations
6	Tutoring office	1	16x20	320	320	Large office w/room dividers for 4 tutoring spaces, app 7x8
Total: Student Services					2,578	3,480 GSF

Program Needs: Village Support

Current

Instructional programming in the villages relies heavily on distance delivered courses in addition to a few, largely short-term, Workforce Development courses that are delivered on-site by itinerant staff. The College's on-site staff is limited to Village liaisons, local residents, provide limited support in the Teleconference Centers, but are not on the College payroll. Those individuals help students take placement tests, order textbooks, provide some computer support; facilitate communication between Iḷisaḡvik faculty and staff. However, they are not professionals capable of offering academic support. The College does not own any facilities; instead uses the Teleconference Centers (where study carrels and computers are maintained), local school facilities, and/or community facilities as needed.

Future

Frequently requests are received from individual residents, tribal entities, and the municipal government concerning the institution increasing its presence in the villages. To that end it will be helpful to establish one facility in each village, perhaps a two-story building, with a classroom, office and small bathroom downstairs, and a furnished itinerant apartment (2-bedroom?) upstairs to house traveling staff and/or provide housing for a full-time, on-site staff member. Having the apartment will eliminate costly lodging expenses for traveling staff and may also motivate staff to visit villages more frequently, knowing that they will not have to stay in local, often below-standard establishments, or even overnight on the floor of a school classroom.

Space	Description	Qty	Size	Area	Net Area	Remarks
Village Facility						
1	General Classroom	1	30x20	600	600	Ground floor
2	Instructor/staff office	1	10x14	140	140	Ground floor
3	Itinerant Housing (Two-Bedroom)	1				Second floor
Total: Village Facility					740	999 GSF

Site Considerations

The preferred site for the proposed new Iḷisaḡvik College campus would integrate the campus within Barrow's population center to better serve the community as a whole. Considerations in selecting a new site will include: accessibility, useable land area for buildings, parking, and expansion, soil conditions, utilities, zoning, impact on adjacent properties, availability, and cost. A preliminary site analysis in 2012 indicated a parcel of land in the range of 7.5 – 8.0 acres or larger in size is needed to accommodate all phase one and phase two program components, parking areas, and allow for future development. This analysis is based on constructing two-story building "footprints" for all programmed spaces except the Vocational Education component which is conceived as a one-story building(s).

In Fall 2015, the College conducted a review of the original program analysis and subsequently increased the total space needed by app. 19,500 sf based on the following additions:

- Staff Housing (11,000 sf)
- Three General Classrooms (1800 sf)
- Approximately 14 offices (1400 sf)
- Inclusion of the Early Learning Center into the base program (1449 sf)
- Full-size basketball court vs. half size in the Recreation Center (6144 sf)
- Warm Storage to M&O (3648 sf)
- Voc-Ed Classroom space (896 sf)
- Learning Commons space (2578 sf)

With the grossing factor added at 35%, the total revised square footage reflects an increase of 26,325 sf. This increase might require a larger parcel of land than originally anticipated.

Calculated areas for parking lots were determined using North Slope Borough (NSB) Title 19 Zoning requirements which include one parking space for every 400 GSF of building area. The area calculated to accommodate the required 137 parking spaces for phase one is approximately 54,685 GSF. The area calculated to accommodate the required 151 parking spaces for phase two is approximately 60,416 GSF.

The total of 115,101 GSF (2.7 acres) required to meet requirements for parking areas will significantly impact the development of the site and it is recommended the College request a waiver from the NSB to reduce the amount of required parking spaces after a site is selected.

Appendix A – Current Facilities – Academic Instruction



Allied Health Classroom, Hut 58: 432 SF



Office Administration Classroom, Hut 58: 492 SF



Instructor Office, Hut 58: 110 SF



Science Classroom (above, r.), Labs, and chemical Storage, Hut 60: 822 SF



Main Computer Lab, Hut 58: 517 SF



Distance Ed Staff Office, Hut 58:100 SF



Top/Bottom – Allied Health/AHEC offices in converted classroom, Hut 58: 453 SF



Appendix B – Current Facilities – Vocational Education/Industrial Safety Instruction



Shop, Hut 61: 2856 SF



Top/Bottom – ATCO Classrooms in Hut 61 & 63: 472 SF ea / Instructor Office (above), Hut 61: 207 SF





Shop, Hut 63: 2695 SF



Shop, Hut 65 (Welding): 2066 SF (not shown: Maintenance Shop in back: 1404 SF)



Classroom, Hut 65: 150 SF



Shop, Bldg 5: 3638 SF



Workforce Development: 4 Offices, 1 conference space, coffee station: 649 SF



Appendix C – Current Facilities – Adult Basic Education



ABE Classroom: 564 SF



Appendix D – Current Facilities – Executive Administration



President's Offices: 2x 216 SF



Development Director: 216 SF



Travel Coordinator/CAO Asst: 216 SF



Office of Academic Affairs (2): 432 SF total





CAO Office: 216 SF



Hallway, Executive Offices

Appendix E – Current Facilities – Business Offices



Grants Office: 475 SF



Business Offices (5): 756 SF total



Appendix F – Current Facilities – Human Resources



Human Resources Offices: 2x265 SF

Appendix G – Current Facilities – Registration



Registration Offices (2): 393 SF



Appendix H – Current Facilities – Student Success Center



Student Lobby: 1330 SF



Learning Resource Center: 556 SF





Student Services Offices (5) 756 SF total



Financial Aid Office: 289 SF



Appendix I – Current Facilities – Student Dormitories



Student Dorm Room (26): 5122 SF total
Residential Aide Dorm Room: 394 SF
Employee Dorm Room (6): 1083 SF total



Student Dorm Room: 191 SF

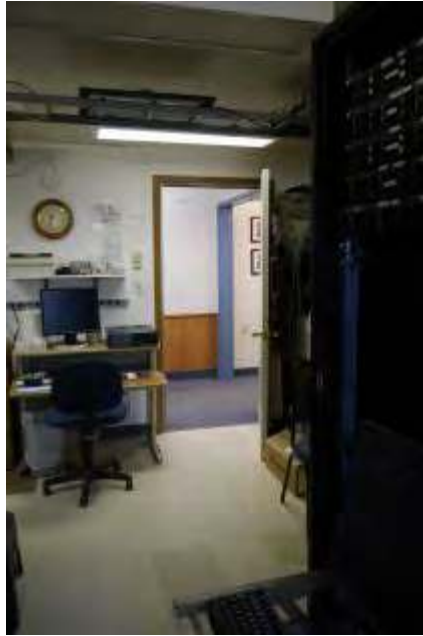


Student Laundry Room

Appendix J – Current Facilities – Information Services



Server Room: 216 SF



Technician's Work Room: 482 SF



Appendix K – Current Facilities – Maintenance and Operations



Offices (2): 265 SF total

Appendix L – Current Facilities – Institutional Support



Dr. Albert Conference Room: 702 SF



President's Conference Room: 216 SF



Video Conference Room: 384 SF



Main Lobby: 1025 SF



Bookstore: 217 SF



Appendix M – Current Facilities – Recreation Center



Gym Floor: 2748 SF



Weight Room: 520 SF



Second Floor Common Area w/equipment: 641 SF

Appendix N – Current Facilities – Early Learning Center



Kitchen/Office: 380 SF



Craft Room: 239 SF



Main Classroom: 442 SF

Appendix O – Current Facilities – Food Services

Iḷisaḡvik Cafeteria w/kitchen: 3112 SF



Appendix P – Current Facilities – Browerville Center

The Browerville Center/Iñupiat Studies Building is located in town near the Tuzzy Consortium Library and the Alaska Commercial Store. The 2,200 SF two-story building is dedicated solely to academic purposes and Iñupiat Studies. It contains four classrooms, two faculty offices, and a tutoring lab with eight computer work stations. The building was constructed in 1975 and is owned by the North Slope Borough who has leased it to the College at no cost.



Downstairs classroom



Downstairs classroom



Iñupiaq Studies Classroom, upstairs



Iñupiaq Studies Offices



Existing Conditions Analysis

Iḷisaḡvik College's main campus is located approximately three miles east of Barrow's population center on the shore of the Chukchi Sea. Access to the College is by way of Stevenson Street, a two-lane gravel road located along the coastline. On average, the campus is closed down 3-4 times a year due to road closures caused by weather conditions.



Parking for staff, students and visitors is available directly adjacent to campus buildings. Public transportation to the campus is provided by the NSB Public Works van, local cab service and College-operated van service for students, staff and faculty.

Existing Buildings Space Utilization Study

Iḷisaḡvik College presently occupies a total of thirteen (13) buildings of varying size, age, and physical condition. A majority of the facilities reside on the main campus at buildings originally constructed in the 1940s for use by the Naval Arctic Research Laboratory (NARL.) Additionally, the College utilizes three buildings located within Barrow's population center that provide classroom space for adult and childhood educational opportunities. The College utilizes a total of 83,000 GSF of space to provide for student, faculty and administrative staff. Iḷisaḡvik College's current programmed spaces can be categorized into the following major components:

- Academic
- Administrative/Student Services
- Vocational Education and Industrial Safety
- Student Housing
- Kitchen/Cafeteria
- Library
- Recreation



Hut 58, built 1965

Academic spaces include general classrooms, computer labs, and science labs located in several buildings on the main campus and in-town locations.

Hut #58, located on the main campus, is a two-story Quonset hut built in 1965. It houses Business Management, Office Administration, and Information Technology programs. The first floor contains the information technology resource center and two classroom/computer labs. The second floor includes a computer lab and a distance-delivery classroom. The 6,000 GSF building has approximately 2,400 GSF of classroom/lab space. The building is part of the UIC complex and is rented to Iḷisaḡvik as part of a five-year master lease.

- Hut #60, located on the main campus, is a two-story Quonset hut built in 1948. The 5,900 GSF building has approximately 1,900 GSF of classroom/lab space. There are two science laboratories

and general classroom space on the first floor. The second floor houses the Academic Division department and faculty offices. The building is part of the UIC complex and is rented to Iḷisaḡvik as part of a five-year master lease.

- The Browerville Center/Inupiat Studies building is located in town near the Tuzzy Consortium Library and the Alaska Commercial Store. The 2,200 GSF two-story building is dedicated solely to academic purposes and Inupiat Studies. It contains four classrooms, two faculty offices, and a tutoring lab with eight computer work stations. The building was constructed in 1975 and is owned by the North Slope Borough who has leased it to the College at no cost.
- Uqautchim Uglua: Is an early childhood program located at the North Slope Borough owned Kiita Center. It's a one-story 10,000 square foot, steel docking building on pilings. It consists of three offices, a kitchen, food-prep room and 3 activity rooms, and enclosed play deck.

Administrative/Student Services program component encompasses a variety of student and staff related functions including registration, financial services, business services, human resources, offices, information technology, maintenance and operations, and instructional administration spaces. This component currently utilizes approximately 16,180 GSF of which 11,000 GSF is located in Main Campus Building #360, which was constructed in 1968. The building is part of the UIC complex and is rented to Iḷisaḡvik as part of a five-year master lease.



Hut #61, Built 1948

Vocational Education/Industrial Safety program-shop spaces typically consist of large open work areas able to accommodate equipment for heavy truck/equipment operation, construction trades, and industrial mechanics. General classrooms are located adjacent to the shops as are faculty offices. The Voc-Education program is housed on the main NARL campus. The buildings are part of the UIC complex and are rented to Iḷisaḡvik as part of a five-year master lease. The compound consists of 22,030 GSF of space located in 4 buildings:

- Building #5 was built in 1975. It consists of 5,607 GSF with 4,407 GSF being used as classroom/lab space and 640 GSF as faculty office space.
- Hut #61 was built in 1948. It consists of 5,314 GSF of which 3,500 GSF is used as classroom/lab space. 420 GSF is faculty office space.
- Hut #63 was built in 1958. It consists of 5,329 GSF with 4,160 GSF used as classroom/lab space and 180 GSF used as faculty office space.
- Hut #65 was built in 1958. It consists of 5,360 GSF with 2,040 used as classroom/lab space and 180 GSF used as faculty office space.

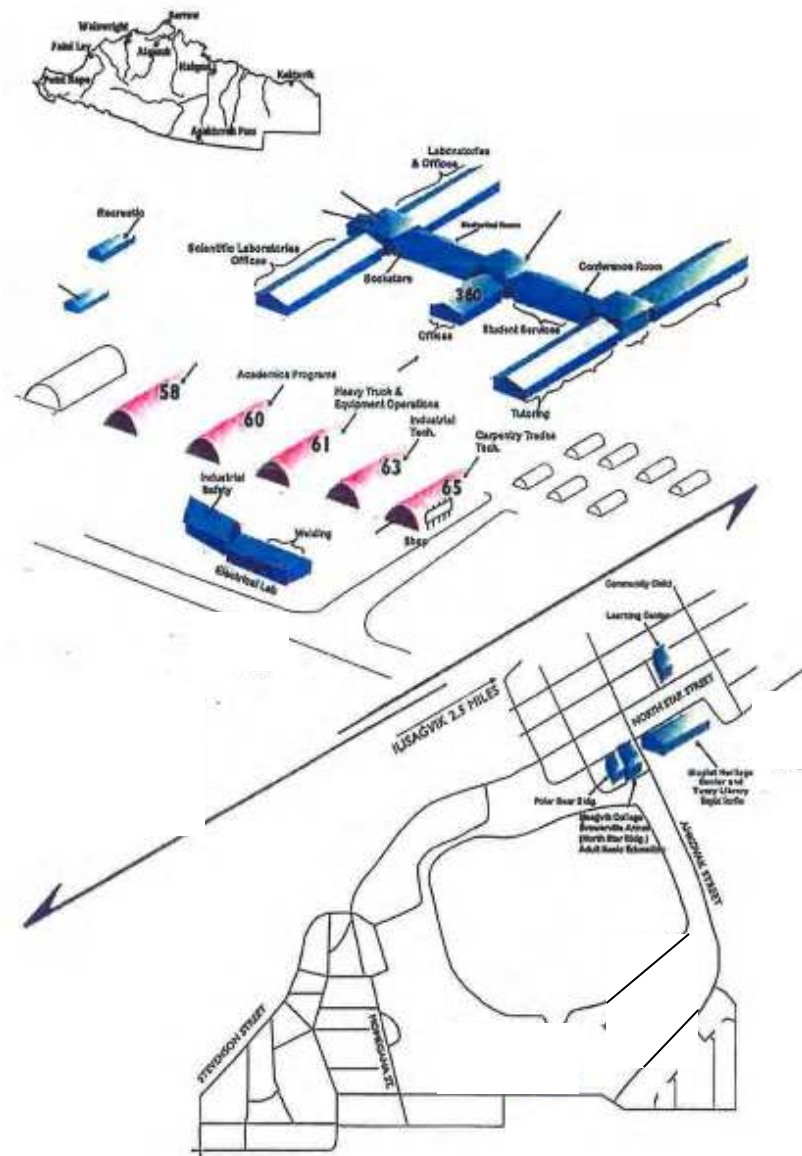
Student Housing located in Main Campus Building 360 built in 1968 consists of dorm-style rooms with common restrooms, laundry facilities, study areas, and gathering spaces. This program component currently utilizes approximately 17,550 GSF of the 32,000 GSF building.

Kitchen/Cafeteria is also located in Building 360. Daily meals are served for students, staff and visitors. The programmed space is divided into food preparation, cooking, cafeteria-style serving area and dining area. This component utilizes 3,450 GSF of the 32,000 GSF building.

Tuzzy Consortium Library: Is an 11,500 square foot facility shared with the Iñupiat Heritage Center. It has a main reading room and book stacks. Seating capacity is 65 people including 11 workstations with connections to the internet. There is an expanded children's reading room and five offices that provide workspace as well as an expanded work area for catalogers and administrative assistants. Student Recreation Center consisting of half-court basketball area, weight room, training room, restroom, and office area is located in building #352, which was built in 1994. It is located east of the main campus building. The facility has a total of 6,283 GSF. The building is part of the UIC complex and is rented to Iḷisaḡvik as part of a five-year master lease.



Iḷisaḡvik Campus Layout



College is housed primarily on the site known as NARL—Naval Arctic Research Laboratory. The college started the site in order to explore the Naval Petroleum Reserve No. 4—known as Pet 4. When the reserve was closed in 1953, the US Air Force assumed the operation of the facilities. Several 20'x40'

Quonset huts were built to house various activities; two of the earliest buildings are currently being used as classroom space: Hut # 60 and Hut # 61. The military maintained control of the site until 1980 when site control was given to Ukpeaġvik Iñupiat Corporation who in turned leased the property to the North Slope Borough. From 1980-1995, the North Slope Borough used the facility for a variety of purposes including many iterations of an institution of postsecondary education. It had several stages including:

- Iñupiat University of the Arctic
- University of Alaska Extension Center
- North Slope Higher Education Center
- Arctic Sivunmun Iļisaġvik College
- Mayor's Workforce Development Center

In 1995, Iļisaġvik College achieved accreditation and became a standalone entity. In 2005, it became a federally recognized Tribal College.

The facilities were built to house military personnel and scientists and their laboratories not to house an educational institution. The cost of building in the remote arctic creates the necessity to retrofit existing structures to accommodate present needs. As a result, Iļisaġvik College's campus is a hodgepodge of buildings that have been renovated to address the needs of its student body. While the refurbishing of the structures has created classroom, lab and office space for faculty, staff and students, it doesn't meet the needs of a growing institution.

- **No Site Control:** Iļisaġvik does not have site control for any of the buildings on campus. The Ukpeaġvik Iñupiat Corporation (UIC) owns ten of the thirteen buildings used by the College. The Browerville Center and Tuzzy Library are owned by the North Slope Borough (NSB.) The space for Uqautchim Uglua belongs to the NSB School District. The NSB leases the NARL facilities from UIC for Iļisaġvik's use. Currently, the College is on the first year of a five-year lease. Any improvements or renovations are limited since Iļisaġvik would be utilizing funds to enhance structures they do not control. Grant funds for capital improvements are not available to Iļisaġvik because the College does not have site control.
- **Health and Safety Concerns:** The NARL campus is located three miles from the city center. Barrow and Browerville have several fire hydrants located throughout town. None are located in NARL. A holding tank is kept filled with water for use by fire trucks in case of a fire. In addition to lacking fire hydrants, the NARL campus is not on the Utilidor system. The Barrow Utilidor System a unique 3.2 mile wood tunnel that runs below Barrow like an underground road system. It transports running water through the permafrost to homes, schools and businesses. The following services are provided or networked within the Utilidor system: Potable water, sewage collection, telephone service lines, TV cable service lines, fiber optic service for North Slope Borough communications network and electric service lines. Since the NARL campus isn't serviced by the Utilidor, potable water has to be delivered via tanker trucks and sewage is pumped out daily by vacuum trucks. Not only are the costs for these services extremely high, if the NARL campus is inaccessible due to weather or a road outage, the campus is cut off from basic sanitation and health needs.
- **Too Many Small Buildings:** Iļisaġvik College's campus consists of thirteen buildings spread over a large area. None of the buildings are connected. In an arctic



environment where it is below freezing for an average of 245 days a year, connected pathways and limited outside exposure are beneficial. The small buildings and cramped classroom space lead to a reduced sense of community. Studies show that as much as half of all learning occurs informally, outside the classroom. Lack of common spaces and connectivity mean that these buildings fail to foster the social and collegial interaction typically desired in institutions of higher learning. Programs that could benefit from co-location with other programs are not possible in the current configuration. In addition to classroom space being separated, faculty is separated from spaces where they teach and interact with students.

- **Maintenance Concerns:** Spreading the square footage amongst numerous small buildings also increases number of roofs, exterior walls, and building systems per square foot. Aging structures in a harsh environment create the need for continual and expensive repairs. During the annual review of Iḷisaḡvik facilities, insurance-company risk assessments continually state that the roofline over entry ways to Building 360 need to be adjusted due to the risk of ice and snow falling onto passersby. Iḷisaḡvik does not own the buildings, but is being held responsible for building-related deficiencies.
- **Flood risks:** Barrow experiences coastline erosion from the Chukchi Sea. Erosion averages just above 1 foot per year, but a single storm can cause more extensive losses up to 35 feet inland. Erosion has been aggravated by harvesting of beach materials, and by coastal ice forming later in recent years than it had in the past—historically, coastal ice has acted as natural erosion protection, and the community is now more susceptible to erosion from storms for a longer period. Stevenson Street, the only access to the NARL campus, and archeological sites are the areas of greatest erosion concern. Coastal flooding is also a significant issue.
 - The worst flood to date occurred in 1963. Seawater is reported to have moved 400 feet inland. Fifteen homes were destroyed, and 17 more were damaged. Approximately 70% of the airstrip at NARL was destroyed. The foundations of the quonset huts were eroded and damaged with some buildings being washed off their slabs.
 - In August 2000, the barge that was used for dredging for gravel was sunk during a devastating storm.
 - In October 2002, another storm caused widespread damage. Due to the lack of sea ice, waves peaked at 14 feet. Heavy equipment had to be used to build up the existing sea walls and protect the fresh water lagoon. Stevenson Street, the only access to the Iḷisaḡvik's campus, was impassable for several days.



Jagged roofline doesn't adequately protect against snow buildup



Stevenson Street—Only Access to Iḷisaḡvik 2002

- **Other Hazards:** Human-caused environmental hazards include potentially contaminated sites. The Alaska Department of Environmental Conservation (ADEC) has identified sixteen sites around Barrow in their contaminated sites database. Of those sixteen sites, eight are on or near the Iḷisaḡvik College campus. Of those eight, five are considered active and have ongoing efforts for cleanup. According to ADEC, a major issue for the NARL sites is the continued amount of contaminants exceeding the numbers that were identified for cleanup as well as the migration of contamination to surface water shoreline compliance units. (See chart below.)



Site Name	City	State	Status	Spill Date	Concern
NARL - Powerhouse Fuel Spill	Barrow	AK	Open	10/17/1988	Soil contaminated with diesel and TPH. Active zone water has diesel, TPH, and 1030 ug/l BTEX. Reportedly a 10,000 gallon JP-5 fuel spill occurred at the site in 1958
NARL - Airstrip Fuel Spill	Barrow	AK	Open	10/17/1988	Several fuel spills of mogas and JP-5 occurred from various locations at this site, primarily confined to the hangar area. The site is assigned a HIGH site rank.
NARL - Bulk Fuel Tank Farm	Barrow	AK	Open	10/17/1988	Site of former bulk fuel tank farm which piped fuel to NARL facility. Confirmed POL contamination in soil and active zone water. The site is assigned a HIGH site rank.
NARL - Middle Salt Lagoon	Barrow	AK	Open	10/17/1988	Benzene has been documented in surface water. Contamination is transported by surface water and active zone water. The site is assigned a HIGH site rank
NARL - Naval Arctic Research Lab	Barrow	AK	Open	10/17/1988	Gasoline, diesel spills of at least 700,000 gallons dating from 1970s. Also possible PCB contamination. Active soil layer from ground surface to about 20-55 inches below ground surface.

NARL - Old Waste Disposal Area	Barrow	AK	Cleanup Complete - Institutional Controls	10/17/1988	The 50-acre disposal area is located in the northwestern corner of the 535.5-acre Antenna Field Property. Many types of waste were disposed of including honey buckets, waste solvents, waste oils.
NARL - Former Dry Cleaning Facility	Barrow	AK	Cleanup Complete	10/17/1988	Stoddard solvent was used in dry cleaning operation at this facility from 1948 to 1974. The solvent was disposed of through floor drains to ground surface until 1972.
NARL - Radiation Laboratory	Barrow	AK	Cleanup Complete	10/17/1988	Through document reviews, interviews, and radiological surveys, no evidence of radiological contamination was found.

AUTOCAD DRAWING NAME: 70034.11 SK Contaminated Areas.dwg

PLOTTING DATE: 7/17/12 (16:39) BY: mrayner



UKPEAGVIK INUPIAT CORPORATION CONTAMINATED AREAS

BARROW, ALASKA

DATE: 07/17/2012	DRAWN BY: MAR	SHEET: SK-1
SCALE: AS SHOWN	CHECKED BY: MEW	W.O. No: 70034.11



- Accessibility Challenges:** With the exception of the administration building, known as 360, and Tuzzy Library, every structure on campus has two-stories. None of the buildings have elevators. Building 360 is handicapped accessible, but none of the Huts where classes are held are.

- *Insufficient Support Space:* The original buildings were constructed in the 1940s. In the 1960s additional buildings were added. They were designed as laboratories and office space, not as classroom areas. Classrooms have been carved out of existing space in structures. Classroom laboratory space has been created by razing walls and combining two spaces, which eliminates a classroom space. Faculty office space is cramped and dark. Many do not have windows. The administration offices, cafeteria and bookstore are located away from the teaching areas. Every square foot of each building has been maximized. There is no room for expansion. The current campus does not support growth.
- *Aging and Failing Systems:* The Iḷisaḡvik campus has buildings constructed as early as the 1940s and as late as the 1990s. They were not designed for educational purposes and they were not built with green technology. They are heavily insulated to withstand the arctic weather, but they are not adequately ventilated. There are times when the only way to cool off an office/classroom is to open the window, even when the outside temperatures are well below zero. Only one building, the Browerville Learning Annex, is on the centralized utility system known as the Utilidor, which provides for potable water and sewage collection. The electrical lines and telephone cables are also housed in the Utilidor. The NARL campus has to depend upon daily delivery of water via Iḷupiat Water and the Ukpeaḡvik Iḷupiat Corporation (UIC.) The North Slope Borough and UIC pump sewage from holding tanks, which is processed at the on-site sewage treatment facility. The only on the NARL complex, Building 360, is built on pilings to keep the structure off the permafrost. All the other buildings are on slabs directly on the tundra. The heat from the buildings causes the permafrost to thaw and the ground to shift. The toilets in these buildings are lifted off the floor with homemade platforms, which makes for challenges with waste disposal. The lift stations in the main campus building are antiquated and unreliable. It has been necessary to release employees from the workplace due to offensive odors resulting from leaking and/or broken lift stations.
- *Inadequate Technology:* The facility was built decades before the use of personal computers. Iḷisaḡvik Information Systems (IS) has created a server room by retrofitting an office space. In 1998, the server room consisted of four racks with three Banyan Vines servers. The Banyan servers maintained the network file shares and printer services, the Netware server hosted the Solomon financial software and the Microsoft server hosted the Registrar software package PowerCampus.

Because the computing demand at that time was small, existing heating and cooling was not a major problem at the time. Over the years the computing demands grew, increasing the need of physical servers from 30 to 33. This caused heating and cooling problems due to lack of proper ventilation. Temperature fluctuations would range from as low 32 degrees to over 100 degrees depending on the time of the day. The temperature problems were dealt with by opening/closing the window manually and cutting out a portion of the entrance door and installing a fan to draw out the hot air. An overhead exhaust vent was installed but it did little to control the temperature. An APC 4000 a/c unit was purchased and installed along with a hole cut in the floor to allow cooler air to be pulled into the room. This helped but did not solve the overall problem.

The Server room is not connected to emergency backup power, in the event of a power outage its continued operation is limited by the use of Uninterrupted Power Supplies. These UPS will keep servers operating up to 30 minutes depending on the condition of the battery and load placed on the UPS. In the event of a fire, sprinkler leak or sprinkler system malfunction the College's network servers and core infrastructure could be destroyed causing a complete loss of services to students, staff and faculty.

An additional space is also needed to allow the IS department to create a disaster recovery site to allow minimal computer operations until primary system services can be restored. This additional space would also be required to be connected to the emergency backup power.



HAZWOPER Class



Uqautchim Uglua



Gym Floor--replaced 2014

BUILDING SPECIFIC CONCERNS:

- ***Building 360—Campus Administration, Dorms, Cafeteria:*** Building #360 is one of the contaminated site areas identified by the US Navy. There was a fuel spill that has permeated the permafrost 20" -55". There are also asbestos floor tiles. The generator for the building was replaced in 2014, but it does not provide backup for key operating systems for the College, including IT. There is lead in the solder joining the copper water pipes. The building has 24/7 public access.

The building has undergone a myriad of changes over the years. The only constants have been the cafeteria space and the Dr. Albert Conference Room. Currently, the building houses all but one of the executive level offices, registration, the business office, the Student Success Center, Information Services, other administrative offices, and the dormitories.

- ***Cafeteria:*** the kitchen space is cramped and there is limited storage space. Most of the food is stored in a warehouse that is not connected to the building. The dining area is large and it is very difficult to regulate the temperature in the room.
- ***Registration:*** two offices are occupied by Registration/Admissions. This is an area of high security and many files must be retained in perpetuity. There is no security. During spring and fall registration, areas must be set up in the Dr. Albert conference hall to accommodate all the students and faculty. Little privacy is offered to students who need advice and assistance with the registration process. Items used for commencement ceremonies are stored in several areas throughout campus.
- ***Offices:*** Many of the office spaces are inadequate. Some spaces are large, but not large enough for two work stations. Other offices are very small and only accommodate a desk and chair. Due to an aging boiler system, the temperatures in the offices vary greatly.
- ***Information Services:*** The spaces dedicated to IS are spread throughout campus. The offices for our technicians are at the opposite end of the building from where the server and telephone rooms are housed. Their space is crowded and lacks storage. The server rooms have a sprinkler fire-suppression, which is inadequate and unsafe fire protection for sensitive electronics. The server room has been carved out of former office space. Holes have been drilled in the floors to keep the room from overheating.
- ***Dormitories:*** Due to lack of housing in Barrow, the dormitories are used by both students and faculty/staff. They are basic, with twin beds, a dresser and a closet. The bathroom facilities are not private. In 2014, the bathrooms were renovated to accommodate the American's with Disability Act guidelines. The only handicapped access to the dormitories is at the opposite end of the building, approximately 40 yards away from the dorms themselves. There is 24/7 public access to Building 360. Security upgrades are required.



Crumbling Foam Ceiling

- ***Building #5:*** is being used primarily by the Workforce Development (WFD) and Cooperative Extension staff. There is a mid-sized classroom and a large, open-to-the-ceiling storage/work bay/training area downstairs. Upstairs houses four offices and a small meeting room. The building is not handicapped accessible and there is no elevator. Workforce Development hosts classes with the highest participation rates. The classroom quickly becomes too crowded. There is one bathroom downstairs, the entrance of which is located in the classroom itself. It lacks privacy. The classroom is uncomfortably warm due to improperly uninsulated boiler pipes. The windows do not open fully. The

storage/training/workspace space is co-utilized by WFD and Iḷisaġvik's Maintenance and Operations (M&O.) M&O parks heavy equipment in Building 5 to prevent damage due to harsh environmental conditions. The equipment must be constantly shuffled back and forth to accommodate classroom/training needs. The building is insulated with a yellow spray-on insulation that is extremely flammable. The spray-on, fire-blocking coating (popcorn) is crumbling, leaving the insulation exposed. There is a small area fenced off for M&O supplies. WFD has many training items that need secure, clean storage, which is currently lacking. The upstairs offices are small, cramped and inadequately ventilated.

- **Hut #58:** Houses the academic programs, including Allied Health. This Quonset hut was built in 1965. Non-friable asbestos is present as a component of wall boards in the boiler or "Dravo" room. These rooms have to remain locked and not used. There is no room for expansion of any kind. Every usable space of the building has been utilized as classroom and/or office space. The building is two-stories, but does not have an elevator. Many of the faculty offices do not have windows which causes egress issues in case of fire or required evacuation. There is no handicapped access. The only possible changes to the building are the reconfiguration of office/classroom space, but the issue of asbestos keeps those options limited.
- **Hut#60:** Is one of the older buildings on campus. It was built in 1948. Non-friable asbestos is present as a component of wall boards in the boiler or "Dravo" room. These rooms have to remain locked and not used. In the early 1990s two lab spaces were built out of what were originally four classrooms. Neither lab is being used to its fullest potential. The lab used by the science instructor does not meet the needs of her class. Due to limited space and asbestos, there is no possibility of retrofitting the lab. The second lab space is used by the ABE/GED program. The program is housed in Hut #60 because there is no other location for them. This is an inappropriate use of the space and does not address their needs. Renovating the space is not possible since Iḷisaġvik does not have site control. This is a two-story building without an elevator or handicapped access.
- **Hut #61:** Was built in 1948. It houses the heavy-equipment operator instructor and classes. This is another building that has areas off limits due to asbestos. This hut is configured differently than 58 and 60. Instead of several classrooms and offices, it has a large workshop area, a faculty office and a small classroom. It has similar problems to the Quonsets used for the academic programs. It is two-story and has no elevator or handicapped access. There is no room for expansion.
- **Hut # 63:** Is used by Iḷisaġvik's Construction Trades program, specifically Electrical Trades. It was built in 1958. Non-friable asbestos is present in the boiler room. This particular hut has the bathroom facilities upstairs. They are not handicapped accessible and there is no elevator. There is a large workspace, a small faculty office and a small classroom. Currently, renovation or remodeling the space is not an option due to lack of site control and asbestos. The space lacks significant, secure storage.



Hut #65: Houses Iḷisaġvik's Construction Trades program, specifically Welding, Plumbing and Pipefitting. Due to lack of teaching space, these programs cannot run concurrently. All instructors share the same office and classroom. The building is insulated with a yellow spray-on insulation that is extremely flammable. The spray-on, fire-blocking coating (popcorn) is crumbling, leaving the insulation exposed. The

storage needs for these programs are immense. Connexes from the fall cargo barges are purchased and stacked throughout the campus and used as storage containers. They are not secure, heated or easily accessed. With the closing of the only hardware/building supply store in town, the need to purchase teaching supplies early and having them arrive via the barge rather than by prohibitively expensive air cargo creates a greater need for storage. With the high cost of building and the Arctic environmental conditions, warm storage is at a premium.

- **Building #255:** Is a two-story building currently used as storage and for shipping and receiving. All the campus archives and records are stored there. In addition to paper files, items used for graduation ceremonies are stored there as are items used by the kitchen. At one point, the building was used for Construction Trades. If the records were relocated, there is a possibility of retrofitting the building for classrooms or offices, but the building is large and not well insulated. Information Services has considered putting a redundant server in this building in order to have a backup system.
- **Building #352:** Is used as the gymnasium. A new floor was poured for the ½ basketball court in 2014. There is a weight room downstairs. The bathroom is upstairs and is not handicapped accessible. Upstairs hosts the treadmills and other exercise equipment. The recreation center does not have showers or traditional, gender-specific locker rooms.
- **Browerville Learning Center:** Over 30 classes are taught at the Browerville Center (BVC) every semester. The Center is occupied approximately 90 hours each week. The building has the potential for expansion by demolishing the existing roof, adding windows and expanding the second floor to make room for two more classroom spaces. The renovation would also include another bathroom. The BVC only has two classrooms that are handicapped accessible. These renovations are under review by the North Slope Borough (NSB) Capital Improvement Program since the building is NSB property.
- **Uqautchim Uglua:** Is an early childhood program located at the North Slope Borough School District owned Kiita Center. It is a one-story 10,000 square foot, steel docking building on pilings. It consists of three offices, a kitchen, food-prep room and 3 activity rooms, and enclosed play deck.
- **Tuzzy Consortium Library:** The library occupies 11,500 square feet and resides within the Iñupiat Heritage Center building in Browerville. It has a main reading room and book stacks. Seating capacity in this area accommodates 65 people including 11 workstations with connections to the internet. There is an expanded children's room with play/story space, tables and seating for 20 youngsters, 3 workstations and 2 early learning stations. A new teen room has seating for 12 including 4 workstations, a classroom with seating for 20 and a videoconference room with seating for 8. Staff occupies five offices and expanded work space for the cataloger and administrative assistant and new offices and workspace for the public services librarian and archivist. There is a rare book room, a video storage room, an equipment room and a server closet. A larger storage area and large project workspace are part of the expanded staff area.

Building	Year Built	Condition	Use	Site control	Suggested Changes/Remodel
360	1968	Average +	main administration building, dorms, cafeteria, NSB Wildlife and UIC Science labs	UIC	Fire extinguishers-- campus wide-- \$6500 Security Upgrades, locks, doors, identification badges, sign in sheet, recore \$86,000 to \$125,000 Door holders for lockdown zones-- \$7,000 Monitoring of fire alarms--\$14,605 Server room upgrades-- \$62,000
352	1994	Good	gymnasium	UIC	Gender-specific locker rooms with showers Additional restrooms
255	1972	Average	warehouse	UIC	Record Retention Project-- \$300,000 Free up work space to create office space and/or classroom space-- \$100,000 One-time records assessment and purge-- \$13,500
65A (#1)	1958	average	maintenance workshop	UIC	
65	1958	average	Voc-Ed Welding, Plumbing	UIC	Needs increased storage space. Secure office for national exams.
63	1958	Average	Voc-Ed Construction	UIC	Relocate restroom facilities

					to the first floor
61	1948	Good	Voc-Ed Heavy Equip	UIC	
60	1948	Average	ABE/GED Academic	UIC	Remodel second lab space used by ABE/GED into a usable classroom/office space-- \$60,000
58	1965	Fair	Allied Health/Academic	UIC	
5	1975	Fair -	Workforce Development/Co-op Extension	UIC	<ul style="list-style-type: none"> • Expansion of the classroom in Building 5— Enlarge classroom space-- approximately 270 sq feet. Add LED lighting-- \$62,000 • Install adequate ventilation/air handling. • It may fit perfectly where/when bathroom is vacated but also might be better in shop area where equipment is stored. * Insert 40x18 wall across building. Install commercial grade heater, man door, chain-link fence, with 6' swing gate to provide security for training equipment. \$60,000
5 continued	1975	Fair	WFD Offices and Classrooms		<ul style="list-style-type: none"> • Construct 2 storage rooms

					upstairs, sheet rocked, 2 commercial grade doors, 4 LED lights. New posts for stair railing. \$35,000
4493 North Star	1975	Average +	Browerville Learning Annex	NSB	Demo existing roof, add windows, extend second floor to create additional classroom space, add new bathroom \$400,000
Uqautchim Uglua			Early childhood education	NSBSD	
Tuzzy Library	2012	Good	Library	NSB	Expansion completed in 2012.

Parking: Currently, the NARL campus has ample parking, but not all of the parking spaces have a bull rail used to plug in vehicles during periods of extreme cold. The Browerville Center has limited parking areas.

Conclusions:

- Iḷisaḡvik does not have site control of any of the buildings on campus. This reduces funding opportunities.
- The numerous small buildings are inadequate for current instructional methods and should be replaced by larger, more energy efficient structures with modern classroom amenities and informal learning areas.
- Campus infrastructure and building systems are obsolete and failing and will require increased maintenance funding unless replaced.
- Many of Iḷisaḡvik's buildings are located on contaminated waste sites.
- The lack of Utilidor service results in high utility costs for the College as well as health and sanitation concerns.
- The space in current facilities is maximized. There is no room for expansion within the existing configuration.

Implementation Plan

The Implementation Plan serves as a guide for future development on campus, based on the College's priorities, program needs, and existing building and site conditions. These needs and priorities will be re-evaluated as needed or as funding sources are identified. Anticipated capital projects are dependent upon funding.

Development Strategies

The following primary strategies guide the recommended development of the Long-Term Facilities Master Plan.

- Enhance campus security
- Improve fire safety on campus
- Implement an emergency alert system
- Establish a records retention policy
- Develop an off-site data storage backup
- Continued refurbishment of offices and classrooms as the need arises
- Renovate Browerville Center
- Work with local, state and federal entities to secure site for new campus
- Incorporate a Learning Commons area at Tuzzy Consortium Library
- Design and construct new campus

Existing Facilities

Iġisaġvik College presently occupies a total of thirteen (13) buildings of varying size, age, and physical condition. A majority of the facilities reside on the main campus at buildings originally constructed in the 1940s for use by the Naval Arctic Research Laboratory (NARL.) Additionally, the College utilizes three buildings located within Barrow's population center that provide classroom space for adult and childhood educational opportunities. The College utilizes a total of 83,000 GSF of space to provide for student, faculty and administrative staff. Iġisaġvik College's current programmed spaces can be categorized into the following major components:

- Academic
- Administrative/Student Services
- Vocational Education and Industrial Safety
- Student Housing
- Kitchen/Cafeteria
- Library
- Recreation

Academic spaces include general classrooms, computer labs, and science labs located in several buildings on the main campus and in-town locations.

- *Hut #58*, located on the main campus, is a two-story Quonset hut built in 1965. It houses Business Management, Office Administration, Allied Health, AHEC, and Information Technology programs. The first floor contains the information technology resource center and two classroom/computer labs. The second floor includes a computer lab and a distance-delivery classroom. There are five faculty offices on the 1st floor and three faculty offices on the 2nd floor. The 6,000 GSF building has approximately 2,400 GSF of classroom/lab space. The building is part

of the Ukpeaġvik Iñupiat Corporation (UIC) complex and is rented to Iḷisaġvik as part of a five-year master lease.

- *Hut #60*, located on the main campus, is a two-story Quonset hut built in 1948. The 5,900 GSF building has approximately 1,900 GSF of classroom/lab space. There are two science laboratories and general classroom space on the first floor. The first and second floors house academic programs, Adult Basic Education offices and classrooms, and faculty offices. The building is part of the UIC complex and is rented to Iḷisaġvik as part of a five-year master lease.
- *The Browerville Center/Iñupiaq Studies Building* is located in town near the Tuzzy Consortium Library and the Alaska Commercial Store. The 2,200 GSF two-story building is dedicated solely to academic purposes and Iñupiaq Studies. It contains four classrooms, two faculty offices, and a tutoring lab with eight computer work stations. The building was constructed in 1975 and is owned by the North Slope Borough who has leased it to the College at no cost.
- *Uqautchim Uglua* is an early childhood program located at the North Slope Borough School District's Kiita Center. It's a one-story 10,000 square foot, steel-docking building on pilings. While it is located in the larger Kiita Center, Uqautchim Uglua only consists of three offices, a kitchen, food-prep room, three activity rooms, and an enclosed play deck.

Administrative/Student Services component encompasses a variety of student and staff related functions including registration, financial services, business services, human resources, offices, information technology, maintenance and operations, and instructional administration spaces. This component currently utilizes approximately 16,180 GSF of which 11,000 GSF is located in Main Campus Building #360, which was constructed in 1968. The building is part of the UIC complex and is rented to Iḷisaġvik as part of a five-year master lease.

Vocational Education/Industrial Safety Program shop spaces typically consist of large open work areas able to accommodate equipment for heavy truck/equipment operation, construction trades, and industrial mechanics. General classrooms are located adjacent to the shops as are faculty offices. The Vocational Education program is housed on the main NARL campus. The buildings are part of the UIC complex and are rented to Iḷisaġvik as part of a five-year master lease. The compound consists of 22,030 GSF of space located in 4 buildings:

- Building #5 was built in 1975. It consists of 5,607 GSF with 4,407 GSF being used as classroom space and 640 GSF as faculty office space.
- Hut #61 was built in 1948. It consists of 5,314 GSF of which 3,500 GSF is used as classroom/lab space. 420 GSF is faculty office space.
- Hut #63 was built in 1958. It consists of 5,329 GSF with 4,160 GSF used as classroom/lab space and 180 GSF used as faculty office space.
- Hut #65 was built in 1958. It consists of 5,360 GSF with 2,040 used as classroom/lab space and 180 GSF used as faculty office space.

Student Housing located in Main Campus Building 360 built in 1968 consists of dorm-style rooms with common restrooms, laundry facilities, study areas, and gathering spaces. There are 30 dorm rooms with 24 set aside for student occupation and 6 rented out by faculty/staff due to lack of housing in Barrow. This program component currently utilizes approximately 17,550 GSF of the 32,000 GSF building. Kitchen/Cafeteria is also located in Building 360. Daily meals are served for students, staff and the public. The programmed space is divided into food preparation, cooking, cafeteria-style serving area and dining area. This component utilizes 3,450 GSF of the 32,000 GSF building.

Tuzzy Consortium Library is an 11,500 square foot facility shared with the Iñupiat Heritage Center. It has a main reading room and book stacks. Seating capacity is 65 people including 11 workstations with connections to the internet. There is an expanded children's reading room and five offices that provide workspace as well as an expanded work area for catalogers and administrative assistants. Student Recreation Center consisting of half-court basketball area, weight room, training room, restroom, and office area is located in building #352, which was built in 1994. It is located east of the main campus building. The facility has a total of 6,283 GSF. The building is part of the UIC complex and is rented to Iñisaġvik as part of a five-year master lease.

Anticipated Short-Term And Mid-Term Projects

The following projects address the needs of Iḷisaḡvik's existing facility. While Iḷisaḡvik moves forward in securing land and completing a project analysis report for new campus, it must maintain the existing infrastructure. The current facilities lack adequate space for programs. The cost associated with high lease payments, utility fees, and day-to-day maintenance is exorbitant when compared to the cost of offering high-quality programs.

The following projects are not listed by priority. They are all important to the operation of the College. Due to lack of site-control, renovation projects are not likely to be funded. Several projects have been outlined and will be submitted to various funding sources as opportunities arise.

A key example of this strategy is the renovation/enhancement of the science lab in Hut 60. Iḷisaḡvik partnered with the University of Alaska Fairbanks for the Biomedical Learning and Student Training (BLaST) program to enhance the capacity for undergraduate biomedical students. This funding opportunity included funding for upgrading the Iḷisaḡvik science lab. This project is slated for completion for the Fall 2016 semester.

Enhance Campus Security

Phase One of the campus security project will provide identification badges for all students and Iḷisaḡvik employees. These IDs will also serve as proximity cards for an upgraded locking system throughout Building 360. The Emergency Readiness Committee (ERC) determined that Building 360 should take precedence over other college buildings because:

- It houses student and staff.
- It has 24/7 public access.
- There is no ability to go into lockdown.

Update to Phase One- in December of 2015 Iḷisaḡvik's campus, including Building 360, plus outlying facilities were re-keyed. In addition, employee badges were implemented and staff are asked to wear their badge on campus.

Phase Two of the project will concentrate on the Browerville Center and Huts with the final phase addressing the gymnasium and storage warehouse.

- Approval from UIC was granted.
- Met with UIC to discuss the specifics of the project.
- Awaiting funding.

Fire Safety on Campus

Iḷisaḡvik College conducted an inventory of the buildings leased from Ukpeaḡvik Iḷupiat Corporation (UIC) on the NARL site. During this inventory, a few areas were discovered that require improvement in order to provide better learning space for our students and for the security of our students, faculty and staff.

Iḷisaḡvik worked with several vendors to get quotes for fire-related improvements. Once bids were received, they were presented to Barrow Volunteer Fire Chief Vincent Nageak and Assistant Chief George Tagarook for review. They recommended working with Yukon Fire because of their comprehensive quotes and past experience working with the company. During Yukon's inspection of Building 360—the main campus facility—they found several out-of-date extinguishers requiring replacement. The fire panel is not monitored and the fire doors do not close when the alarm is sounded.

Iłisaġvik's insurance company AML/JIA has also toured the campus and provided a risk assessment. Iłisaġvik's server rooms (Building 360 and Tuzzy Library) are protected by overhead sprinkler systems. This is the worst possible fire suppression method for sensitive electronics. Yukon Fire has recommended Iłisaġvik deactivate the sprinklers in those rooms and replace them with a clean-agent fire suppression system. The rooms will require sealing, electrical work, HVAC work and monitoring. IS Director Phillip Gaida and M&O Director Tom Caraway have studied the rooms and have devised a plan to address sealing and venting the rooms, but the electrical and HVAC work will need to be contracted.

- Funding has been identified for the server room clean-agent fire suppression.
- Quotes on electrical and HVAC work are pending.

Record Retention

Iłisaġvik has approximately 20,000 boxes of archived files. This takes up a substantial amount of space that could be utilized more efficiently. Iłisaġvik has contracted with Acumen Information Systems to streamline our record retention policies and procedures. Freeing up this space will allow room for a secondary server room in the warehouse where the files are currently stored.

- Phase one is in progress. Awaiting review of the analysis in order to pursue the one-time purge.
- Record Retention Policy is being updated to meet industry standards.
- Record Retention Schedule is being reviewed to meet industry standards.

Update as of February 2016- Iłisaġvik College administration will work alongside Attorney Cheryl McKay to do an initial assessment and purge, scheduled for April or May 2016. Acumen is no longer under contract with Iłisaġvik College.

Expansion of Browerville Center

The Browerville Learning Center is the core location for Iłisaġvik's academic programs with over 30 classes offered each semester for approximately 90 hours of classroom time. Class size varies, but most have somewhere between 5 and 12 participants. The current facility has two standard-sized classrooms and one area that is used as a classroom, but is not an enclosed space, which results in multiple distractions from use of the kitchenette area and students mingling between classes. Upstairs there are two offices and a cramped classroom. By extending the second floor, the College could add two additional classrooms and another restroom facility. This will enable the College to offer even more courses in the centrally located building. The Browerville Learning Center is the main facility for offering academic courses. Instructor offices, a few academic core classes and our Vocational Education and Workforce Development classes are primarily located on the NARL site.

Three bids have been secured to install two, five-plug bull rails outside Building 5. Currently, the vehicles are plugged into temporary extension cords. Iłisaġvik has requested assistance with the project from the landlords, UIC.

- UIC has agreed to partner with the College.
- M&O is working with UIC for project completion December 4, 2015.

Building 5 Improvements

Building 5 houses Iḷisaḡvik's Vocational Education/Workforce Development, and Cooperative Extension programs and administration. The classroom in Building 5 is not large enough to accommodate the number of students attending classes. It is poorly ventilated and often too warm for a comfortable learning environment. The large bay area is used for safety classroom space and doubles as warm-storage for the College's Maintenance and Operations' (M&O) equipment and supplies. A dedicated space for M&O warm storage and a dedicated space for classroom activities would be ideal. In order to make the existing facilities more usable some changes could be implemented:

- Expand classroom by 270 sq. feet.
- Rewire the classroom to accommodate a short-run projector, classroom computer and flat screen television.
- Relocate the bathroom.
- Enlarge balcony area for additional office/conference room space.
- Install commercial-grade heater, man door and fence in area for secure storage of training equipment.

Capital Project Needs for the Existing Site

In order to enhance the structural needs of the organization, Iḷisaḡvik needs over \$1.2 million.

This amount does not address the millions of dollars required to mitigate the following concerns:

- Environmental cleanup,
- ADA compliance,
- Mechanical concerns,
- Fire suppression in the Quonset hut classrooms/office space,
- Lack of Utilidor access,
- Flood prevention measures,
- Asbestos abatement

The above conditions are outlined in detail in the Existing Condition chapter of the Iḷisaḡvik College Long-Term Facilities Master Plan document. Securing funding for structural projects and cleanup efforts is hindered by Iḷisaḡvik's lack of site control.

Priority Projects

The following quotes are accurate as of November, 2015. They are subject to change. The projects are not listed by priority rather they are all items that need to be addressed and will be implemented upon acquisition of funding.

Building	Year Built	Condition	Use	Suggested Changes/Remodel
360	1968	Average +	main administration building, dorms, cafeteria, NSB Wildlife and UIC Science labs	Fire extinguishers--campus wide-- \$6500 Security Upgrades, locks, doors, identification badges, sign in sheet, recore \$86,000 to \$125,000 Door holders for lockdown zones-- \$7,000 Monitoring of fire alarms-- \$14,605 Server room upgrades-- \$95,000
255	1972	Average	Warehouse	Record Retention Project-- \$300,000 Free up work space to create office space and/or classroom space-- \$100,000 One-time records assessment and purge-- \$13,500
5	1975	Fair -	Workforce Development/Co-op Extension	<ul style="list-style-type: none"> • Expansion of the classroom in Building 5—Enlarge classroom space--approximately 270 sq. feet. Add LED lighting--\$62,000 • Wiring runs that are safe (away from water sources) and will accommodate the short run projector and classroom computer/flat screen/telephone. Also adequate wiring for future air compressor. • If plumbing for bathroom- consider where to put a current up-to- date eye-wash and SDS station. It may fit perfectly where/when bathroom is vacated but also might be better in shop area where equipment is stored. Insert 40x18 wall across building. Install commercial grade heater, man door, chain-link fence, with

				6' swing gate to provide security for training equipment. \$60,000 remove gray line after security
5 continued	1975	Fair	WFD Offices and Classrooms	<ul style="list-style-type: none"> Construct 2 storage rooms upstairs, sheet-rocked, 2 commercial grade doors, 4 LED lights. New posts for stair railing. \$35,000 Enough plugins for multiple vehicles in the parking lot. \$15,000 Delete extra spaces
4493 North Star	1975	Average +	Browerville Center	Demo existing roof, add windows, extend second floor to create additional classroom space, add new bathroom \$700,000 to \$1,500,000

Anticipated Long-Term Capital Projects

The following projects have been reviewed by the North Slope Borough Capital Improvement Program Management (NSB CIPM) to be funded for project analysis reports (PAR.) The NSB funds engineering and architectural companies to review the proposed projects and develop a report that outlines the phases of the projects, the feasibility of the projects and an estimate of the overall cost. Several scenarios or options are provided with varying costs depending on each plan. Even though the College does not own the Browerville Center, it is leased to the College by the NSB therefore it qualifies for review by the NSB CIPM.

Browerville Center Expansion

A project analysis report (PAR) request was submitted to the North Slope Borough's Capital Improvement Project Management (CIPM) process. The request was for an engineer report on the feasibility of expanding the second-floor of the Browerville Center to create more classroom space. This request was approved and Iļisaġvik is currently working with the North Slope Borough on the PAR.

- PAR has been implemented by the North Slope Borough.
- First meeting with North Slope Borough CIPM and UMIAQ has occurred
 - Estimated conclusion of feasibility study is approximate 6 to 8 months

New Campus Facilities

The North Slope Borough provides funding for Iḷisaḡvik's operating budget. As a result, they have a vested interest in the future of Iḷisaḡvik College. Due to the various issues that arise from leasing all the building in which Iḷisaḡvik operates, there are several compelling reasons for the NSB to fund a Project Analysis Report for a future campus. A new campus would:

1. Enable the College to increase its capacity to educate the youth and workforce of the entire North Slope using modern facilities, technologies and practices,
2. Reduce expenses associated with rent, maintenance, and transportation,
3. Consolidate the educational and training needs of the community into one, easily accessible location,
4. Improve the quality of life and sense of community on the North Slope.

The Existing Conditions Committee of the Long-Term Facilities Master Plan Committee has identified over a million dollars' worth of maintenance and renovation needs for the existing college campus. Any upgrades that are undertaken enhance the property; only serve as temporary solutions to major structural concerns.

The NSB has a vested interest in assisting Iḷisaḡvik in constructing a new campus. They can help discover properties suitable for long-term development. The PAR can establish the minimum land requirements for current operations of the College and allow for future growth. The PAR will estimate costs of land acquisition and establish site development and building plans with cost estimates and a timeline. It will help develop an initial "cut-over" plan so the college continues to operate while transition to the new site. It will also establish a plan to fully occupy the new site and assure the termination of the existing lease to the satisfaction of all parties.

As noted in the Long-Term Facility Master Plan Program Needs Analysis, careful consideration for the future campus has been documented. Classroom and administrative space is estimated at 111,259 ft.² with an additional 29,368 ft.² for housing, both student and staff. The college's current facilities of 83,000 ft.² include all aspects of the college.

There are three factors to be taken into consideration when comparing Iḷisaḡvik's existing facilities with a future campus:

1. The current campus consists of 13, aging buildings scattered throughout NARL and Browerville, with no public transit, the college spends approximately \$50,000/year in fuel to operate a shuttle service. Many consider the NARL campus inconvenient and too far away.
2. None of the buildings housing Iḷisaḡvik's programs were built to be used as an instructional space. They were built by the military, for the military.
3. The college currently spends over \$250,000/year in rent to area landlords in order to house college faculty and staff.

Other Long-Term Proposed Projects

Village Support

Instructional programming in the villages relies heavily on distance delivered courses in addition to a few, largely short-term, Workforce Development courses that are delivered on-site by itinerant staff. The College's on-site staff help students take placement tests, order textbooks, provide computer support; facilitate communication between Iḷisaḡvik faculty and staff. However, they are not professionals capable of offering academic support. The College does not own any facilities; instead uses the Teleconference Centers operated by the North Slope Borough, local school facilities, and/or community facilities as needed.

There are many requests for the college to increase its presence in the villages. A long-term goal would be to establish a facility in each village. Ideally the structure would include a classroom, an office, and itinerant quarters for faculty/staff housing.

Space	Description	Qty	Size	Area	Net Area	Remarks
Village Facility						
1	General Classroom	1	30x20	600	600	Ground floor
2	Instructor/staff office	1	10x14	140	140	Ground floor
3	Itinerant Housing (Two-Bedroom)	1				Second floor
Total: Village Facility					740	

Residence Hall/Housing

Housing in Barrow is at a premium. Iḷisaḡvik has worked hard to secure housing units throughout town in order to have housing for the faculty and staff. Working with individual landlords creates a unique set of concerns. The college is at the mercy of homeowners. There is no rent control, utilities control, or assurance that the lease will be honored. In addition, these rent agreements result in the college maintaining facilities in which they do not have site control.

The program needs analysis outlines the housing needs for faculty staff and students. The current facility consists of 30 dorm rooms—24 for students and six for faculty/staff. Ideally, student housing would consist of 50, 2-bed, dormitory-style rooms and apartment-style housing for student families.

Space	Description	Qty	Size	Area	Net Area	Remarks
Student Housing						
1	Dorm Rooms	50	12x18	216	10,800	25 female and 25 male rooms; 2 beds per room
2	Restrooms>Showers	2	18x18	324	648	(3) Separate shower stalls with small dressing area
3	Laundry Room	2	12x12	144	288	(3) Washers, (3) Dryers, folding area
4	Computer Room	1	12x18	216	216	6 – 10 cubicles
5	Quiet Study Area	1	12x18	216	216	6 cubicles, sofa, chairs
6	Common Lounge	1	20x20	400	400	Centrally located space with sofas, chairs, tables, T.V., vending
Total: Student Housing					12,568	

Space	Description	Qty	Size	Area	Net Area	Remarks
Staff Housing						
1	Three Bedroom Unit	5	20x30	1,200	6,000	2-story units
2	Two Bedroom Unit	5	20x25	1,000	5,000	2-story units
Total: Staff Housing					11,000	

Infrastructure Upgrades

Iñisuk support services consist of the Information Services (IS) and Maintenance and Operations (M&O.) IS is working closely with the City of Barrow on the Quintillion project that projects high-speed Internet will be available to residents of Barrow by spring 2017. The need for high-speed Internet is demonstrated multitude of ways:

- Financial aid forms cannot be submitted without the Federal website timing out,
- Distance education courses disconnect during class time,
- The inability for faculty and students to utilize common teaching tools such as YouTube or other video programs.

Currently, there is no solution. The college currently spends over \$100,000/ year for connectivity.

Facility Upgrades

M&O faces a myriad of structural concerns daily. The buildings are old and they are in one of the harshest environments in the world. In addition to aging infrastructure, M&O has to maintain a fleet of vehicles. Warm storage is essential.

The Program Needs Analysis addresses the needs of both departments.

Space	Description	Qty	Size	Area	Net Area	Remarks
Information Technology						
1	IT Manager's Office	1	10x14	140	140	Space for work area and small conference area

2	IT Work Area	1	20x28	560	560	Space for 5 persons. Benches and shelving
3	Part Storage Room	1	20x20	400	400	Lockable cabinets, shelving, and mobile carts
4	Main Server Room	1	12x18	216	216	Space for expansion
5	IDF Closet	2	10x14	140	280	Independent Distribution Frame
6	Telephone Server Room	1	10x12	120	120	VOIP Phone Rm Adjacent to Server Rm
Total: Information Technology					1,716	

Space	Description	Qty	Size	Area	Net Area	Remarks
Maintenance & Operations						
1	Operations Manager's Office	1	10x14	140	140	Space for additional computer work station
2	Maintenance Shop	1	36x42	1,512	1,512	Vehicle/equipment maintenance
3	Tool Room/Storage	1	10x14	140	140	Adjacent to Workshop
4	Warm Storage	1	96x38	3,648	3,648	
5	Janitorial Closet	1	10x14	140	140	
Total: Maintenance & Operations					5,580	

Vocational Education Buildings

Vocational classroom and lab space is programmed to be shared by the various Vocational-Education programs offered by the College. The program includes three general multi-use classrooms utilized for training, testing, drivers' education, and other functions as needed. A large classroom dedicated to the Industrial Safety program is provided for Emergency Services training.

Vocational shop space is programmed for carpentry, plumbing, welding, pipe fitting, and CDL/heavy truck operations programs. Shops will be large open spaces with high ceilings and dedicated mechanical systems as needed. Vocational support spaces include instructor's offices, conference room, interior storage and a separate exterior storage warehouse.

Space	Description	Qty	Size	Area	Net Area	Remarks
Voc Education/Ind Safety						
1	Industrial Safety Classroom	1	30x36	1,080	1,080	CPR, PPE, Hazmat storage, 3-20 students
2	Group Instruction Classroom	1	30x36	1,080	1,080	Video Conferencing, training, testing, 25-30 students
3	Instructor Office	5	12x18	216	1,080	
4	Classroom	3	16x28	1,344	1,344	10-12 Students
5	Industrial Safety Shop	1	92x36	3,312	3,312	
6	Electrical Shop	1	92x36	3,312	3,312	

7	Carpentry/Plumbing Shop	1	92x36	3,312	3,312	High Spaces, 7-10 Students
8	Welding/Pipefitting Shop	1	92x36	3,312	3,312	
9	CDL/HEO	1	92x36	3,312	3,312	Hoist, pit, heavy truck simulators
10	Industrial Mechanics	1	92x36	3,312	3,312	
11	Conference Room	1	12x18	216	216	4-6 persons
12	Storage (Interior)	4	12x18	216	864	
13	Storage Warehouse (Exterior)	1	TBD	TBD	TBD	
Subtotal Vocational Education					25,536	

Tuzzy Library

Tuzzy Library has recently undergone a renovation but has quickly taken over the new space and could use more. The library is proposing a Learning Commons on site in the new facility, which would include comfortable chairs and seating at its base. Building on that, the space should have access to as many natural lighting as the season permits. Generally, higher ceilings should be employed to give a light, lofty, open and large feel to the space. Study rooms should be provided for individuals and group study. A central staffing area for resource professional will be needed. In many learning Commons, coffee bars are installed for reinforcements. Throughout the space, technology should be employed of the most recent and innovative type. Wi-Fi goes without saying but also smart boards, projectors and laptops for students use in collaborative projects and tutoring.

Central and critical to the Commons concept is the resource professional who can provide information on all kinds of technology and have the ability to share those skills with other library professionals and library patrons.

Parking

In order to meet North Slope Borough zoning codes, parking space is determined by calculating one parking space per 400 square feet of gross floor area. Since the College has transit service, the parking-to-square-foot ratio could increase depending on final design of the campus. See North Slope Borough ordinance 19.40.020.