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FLORIDA INTERNATIONAL UNIVERSITY

# CAMPUS MASTER PLAN UPDATE 2010-2020

Focus Group 3: Meeting #1

30 AUGUST 2012

PERKINS+WILL



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# INTRODUCTION

# Focus Group 3

## Group 3 Urban, Architectural & Landscape Design Guidelines

### Kenneth Jessell, Steering Committee Advocate

- John Stuart (Architectural Design)
- Adam Drisin (Urban Design)
- Roberto Rovira (Landscape Design)
- Mark Salemi (Landscape Maintenance)
- Marilys Nepomechie (Architecture)
- Oscar Irigoyen (Construction/Architecture)
- Alex Casas (FIU Police Department)
- Marsha McDonald (FIU Student-Architecture)
- Chris Cabeza (FIU Student Landscape Architecture)
- FIU Museum Board Member

# Focus Group 3

## Group 3 Urban, Architectural & Landscape Design Guidelines

### Today's Agenda

- Welcome Introductions
- Overview of Master Plan Process
- Review of Latest Master Plan (2010-2015)
- EAR Comments – Open Discussion
- Best Practices Presentation – What are other universities doing?
- Open Discussion of Key Issues that FIU faces in this arena
- Closing Remarks and Homework Assignment!



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# Schedule/ Process

# Master Planning Schedule

|   |                      |
|---|----------------------|
| <b>Inventory &amp; Analysis</b>         | <b>July-Oct 2012</b> |
| <b>Preliminary Alternative Concepts</b> | <b>Nov-Dec 2012</b>  |
| <b>Concept Plan Development</b>         | <b>Jan 2013</b>      |
| <b>Draft Comprehensive Master Plan</b>  | <b>Feb-July 2013</b> |
| <b>Final Comprehensive Master Plan</b>  | <b>Aug-Dec 2013</b>  |
| <b>BOT Approval of Master Plan</b>      | <b>Dec 2013</b>      |

# University-Wide Campus Master Plan Elements



# Major Planning Challenges

- Develop a Sustainable Campus Environment
- Develop better options with Transportation and Access
- Establish better Connectivity with Neighboring Communities
- Meeting Increased Enrollment-Housing, Academic & Research
- Land Use Constraints at MMC, EC, and BBC



# Major Issues: 2012 Evaluation / Appraisal Report

- **Overcrowding at Modesto Maidique Campus**
- **Accountability Measures to Exceptions to the Campus Master Plan**
- **Parking Availability / Accessibility & Transportation Options**
- **Traffic Congestion / Roadway Capacity**
- **Student Housing Demand**
- **Recreation & Open Space Preservation**
- **Land Use Constraints**
- **Future of Biscayne Bay Campus & Engineering Center**
- **Campus Identity: Architecture and Landscaping**
- **Improved Relations with Host Communities**

# 2005-2015 PLANS

# FIU 2005-2015 Campus Guiding Principles

- Develop a **sustainable** campus environment.
- Develop forward looking, **innovative and interdisciplinary** learning and research environments.
- **Reinforce FIU's identity** through the articulation of landmarks, precincts, edges, buildings, and open spaces.
- Create a more **compact urban environment**.
- Develop comprehensive **multi-modal solutions to transportation & infrastructure**.
- Establish better **connectivity with neighboring communities**.
- Create a safe, connected, **pedestrian-friendly campus**.
- Site core academic programs along **main axes**.
- Develop **student life mixed use communities**.
- Foster learning through **multipurpose open space**.

# FIU 2005-2015 Urban Design Element

## URBAN DESIGN GOAL:

Florida International University shall create high quality, memorable campus environments suited to education and a sense of collegiality, comprising a compact formal development pattern within a rich outdoor subtropical environment.

- 1.1 Regulating Axis
- 1.2 Campus Spaces
- 1.3 Campus Streets
- 1.4 Campus Edges
- 1.5 Functional Linkages
- 1.6 Service and Loading
- 1.7 Energy Efficiency
- 1.8 Compliance
- 1.9 Implementation

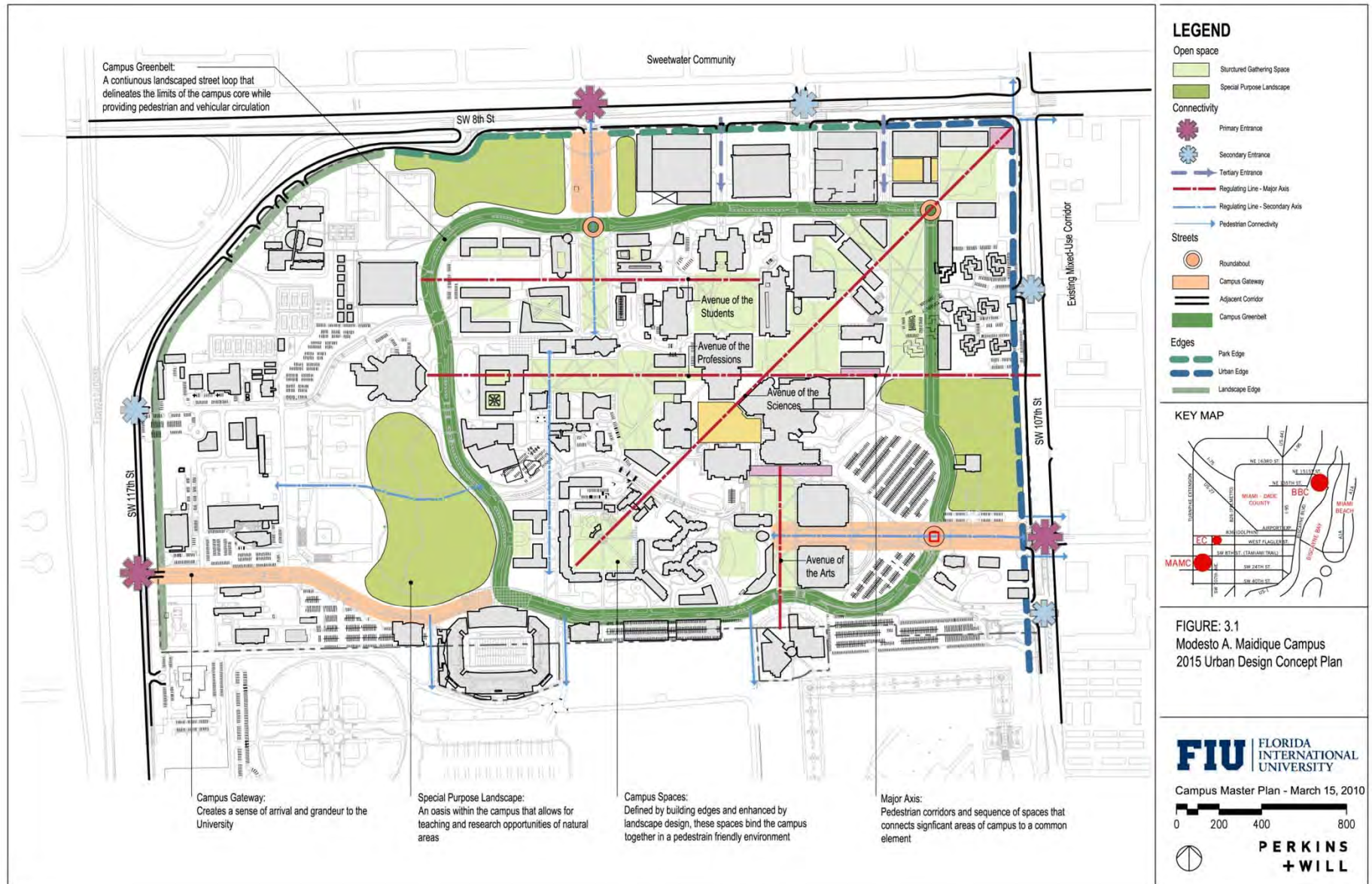
# Modesto Maidique Campus

## 2015 Urban Design Concept Plan



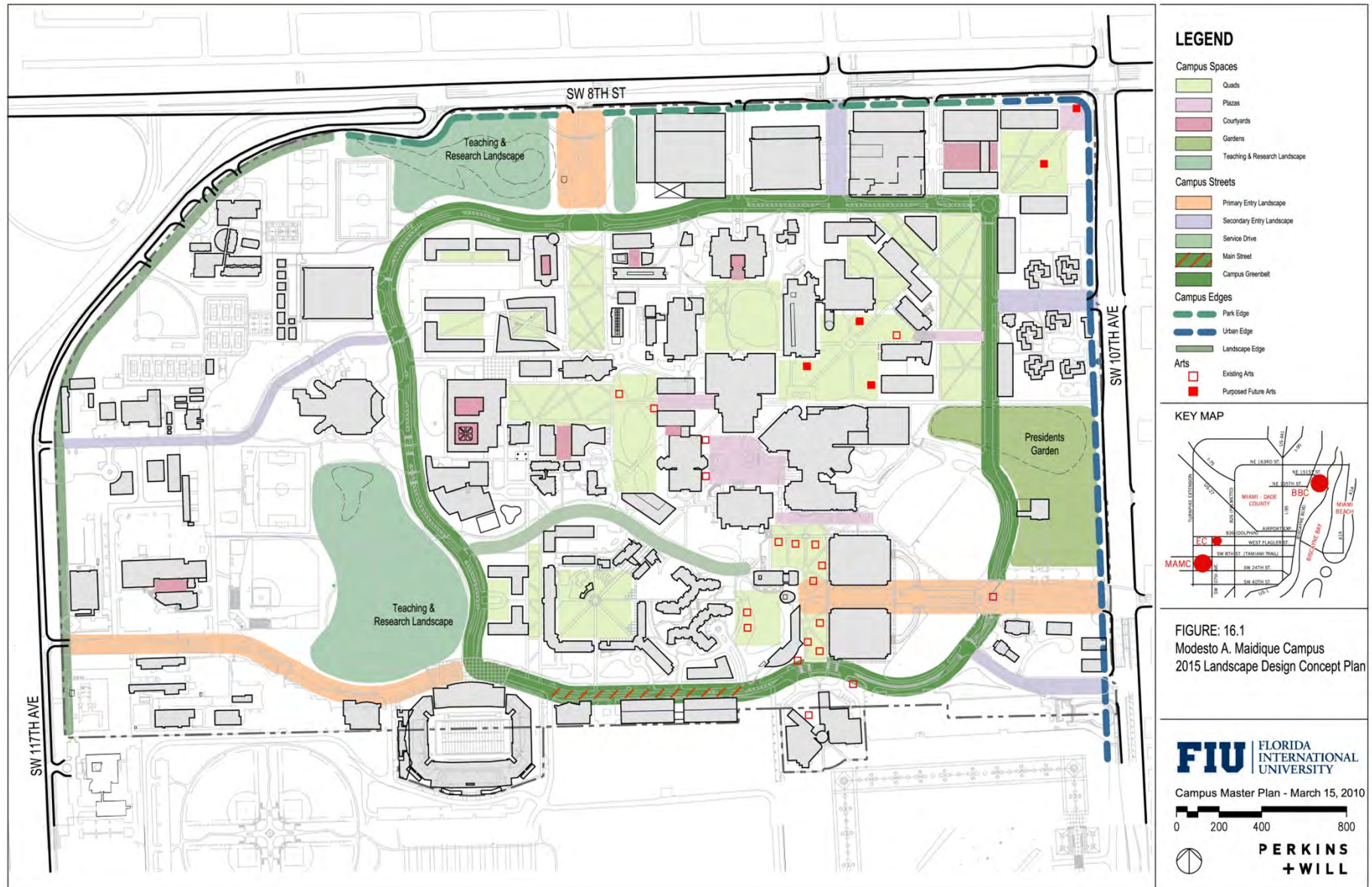
# Modesto Maidique Campus

## 2015 Urban Design Concept Plan



# Modesto Maidique Campus

## 2015 Landscape Design Concept Plan



# Modesto Maidique Campus

## Vision Plan



KEY MAP

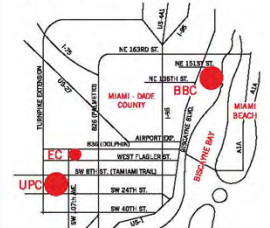


FIGURE:  
University Park  
VISION PLAN

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Campus Master Plan - June 3, 2009



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# Biscayne Bay Campus

## 2015 Urban Design Concept Plan



# Biscayne Bay Campus

## 2015 Landscape Design Concept Plan



# Biscayne Bay Campus

## Vision Plan



KEY MAP

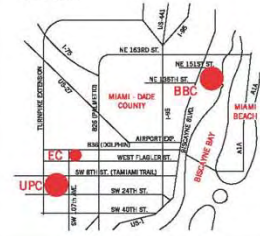


FIGURE:  
Biscayne Bay  
VISION PLAN

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Campus Master Plan - June 3, 2009

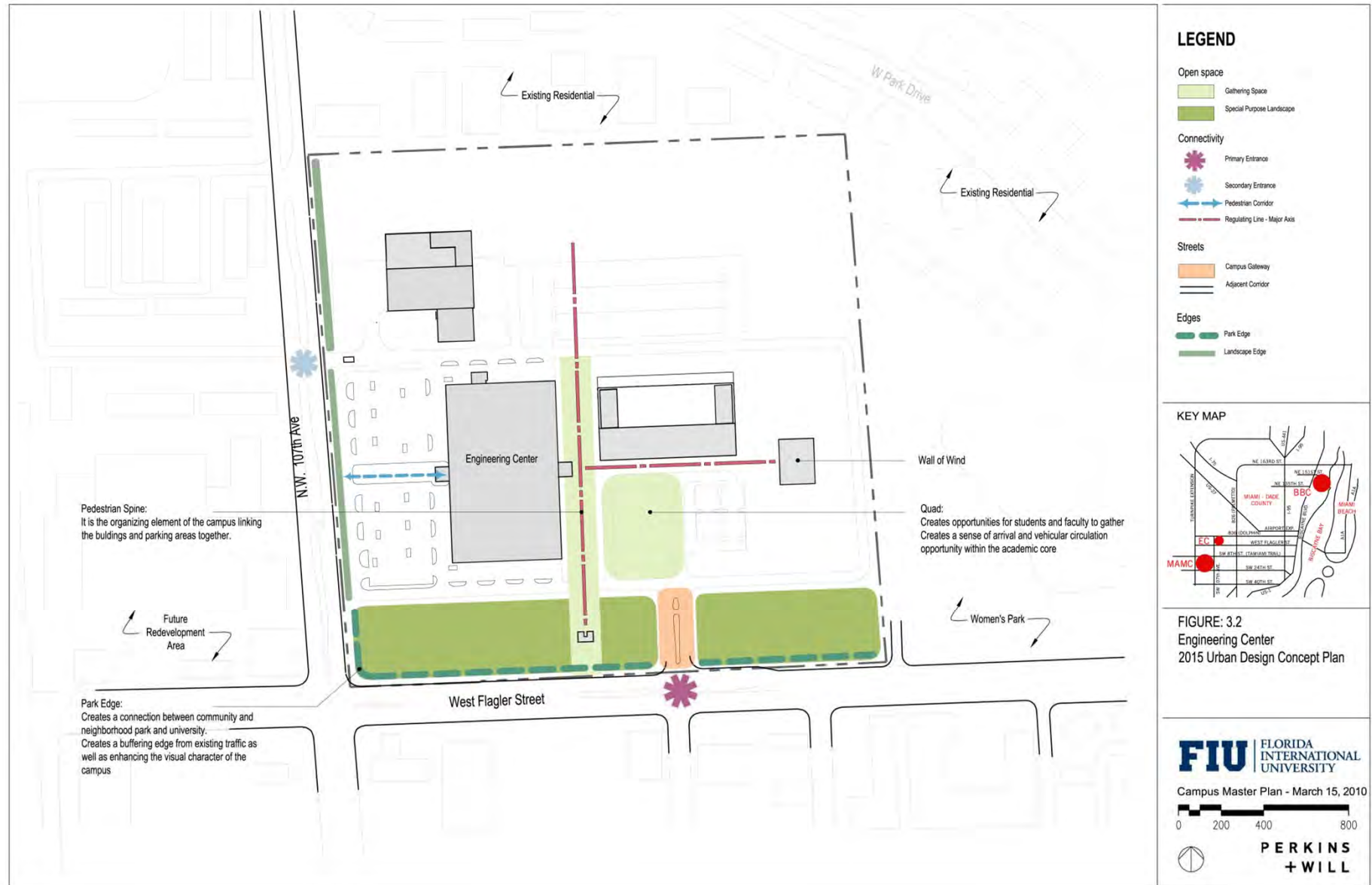
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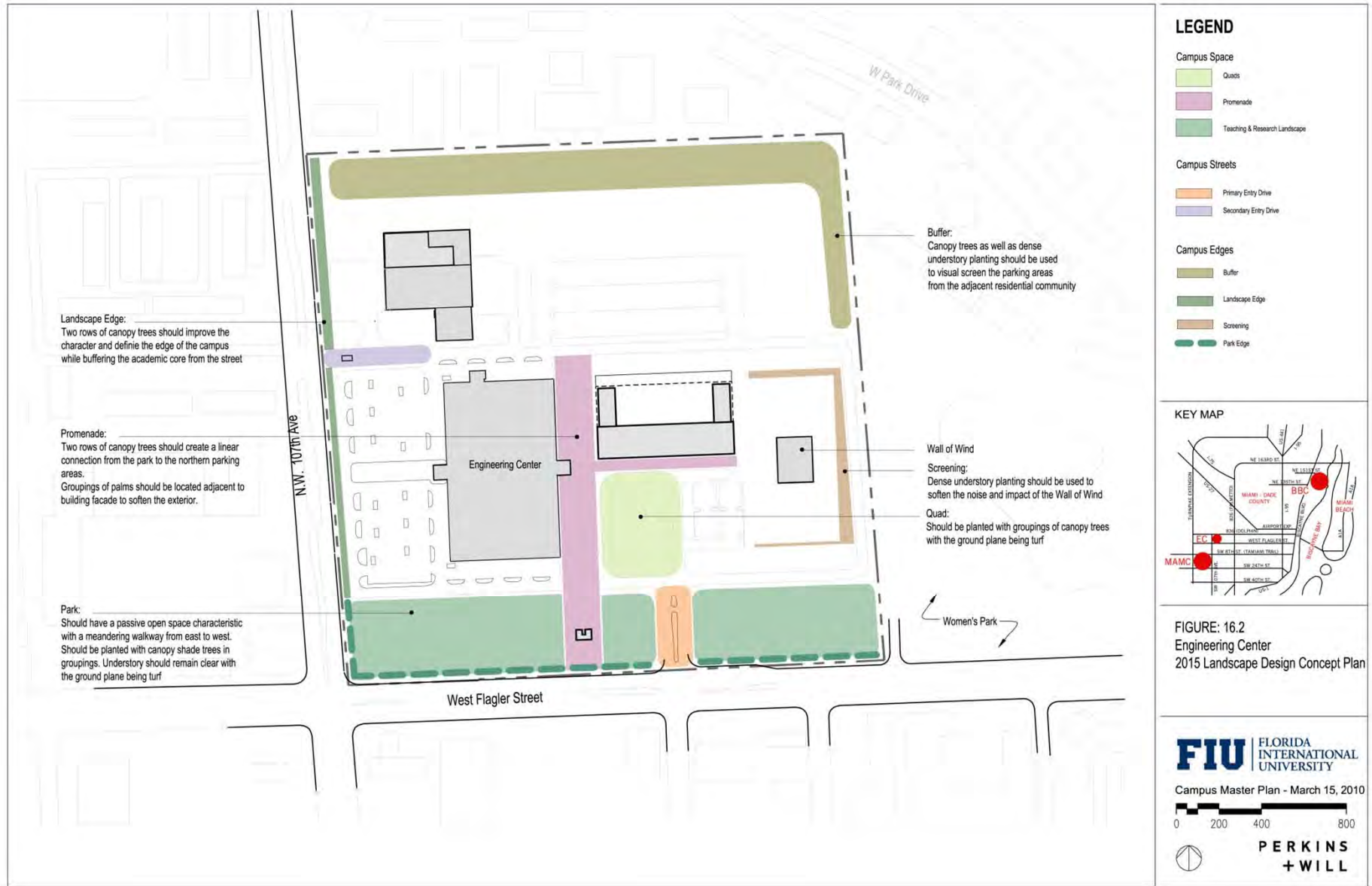
# Engineering Center

## 2015 Urban Design Concept Plan



# Engineering Center

## 2015 Landscape Design Concept Plan



# Engineering Center

## Vision Plan



KEY MAP

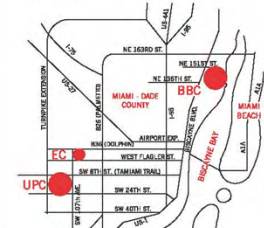
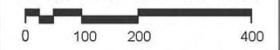


FIGURE:  
Engineering Campus  
VISION PLAN

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Campus Master Plan - June 3, 2009



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# FIU 2005-2015 Architecture Design Element

## GOAL: UPDATE

Florida International University shall create contextual and sustainable buildings that represent the institution's guiding principles and vision for an innovative, diverse, learning community serving locally and globally. The character and identity of all buildings shall represent FIU's commitment to student Life, formal and informal learning, promoting collaboration, integration and multidisciplinary education.

- Project Responsibility Checklist
- Sustainable design Guidelines
- Integrated Design Process
- Bldg. Guidelines and Components
- Regulatory Groups and organizational process/structure

# FIU 2005-2015 Landscape Design Element

**GOAL: Create high quality, environmentally sound campus landscape settings which afford outdoor comfort, security, and a rich visual quality, exemplifying the uniqueness and diversity of South Florida's subtropical environments while creating a unifying character that binds the campuses together.**

- Landscape Framework: Implement the Landscape Framework for the Modesto A. Maidique Campus, Engineering Center and Biscayne Bay Campus
- Plant Materials: Modify and adopt a revised plant materials list upon Master Plan adoption, eliminating use of invasive exotic species and those which necessitate excessive maintenance; and adding species appropriate to traditional college campus settings.
- Furnishings, Lighting and Graphics: Adopt standards for furnishings, lighting fixtures and signage depicted
- Retention/Storm water Elements: Adopt standards for landscape edge treatments surrounding ponds, lakes and storm water features.
- Phasing: Implement landscape improvements in three phases, consistent with the scheduling of new academic, housing, recreation and support buildings to which landscape improvement components will be allocated.



# Campus Landscape Framework

## 2015 Landscape Design Concept Plan



Quad framed by buildings on three sides



**Campus Spaces**

Quad  
Promenade  
Courtyard  
Plaza  
Special Purpose Landscape

**KEY MAP**




**FIGURE 16.0 A1**  
Landscape Framework  
Quad

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Campus Master Plan - March 2010


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**Description:**  
A quadrangle is a green space usually square or rectangular in plan, the sides of which are entirely or mainly defined by buildings and reinforced by the landscape design. The single most important aspect of a quadrangle is clear spatial definition. The specific qualities of each quad vary with scale, purpose and content but all are primarily informal spaces, characterized by open usable green space with a combination of shade trees planted in asymmetrical groups and paths configured to provide direct pedestrian access to key buildings and spaces beyond. Quads should have significant areas shaded and protected from rain by structures. These should be used for individual and group interaction and study.

**Elements:**  
Hardscape: Sidewalks are generally limited to the edges of the quad, adjacent to the buildings for access as well to define the quad's edges. Additional hardscape is minimal beyond the edges of the quad. Sidewalks shall cross the quads to allow direct connections for pedestrians between building entrances as well as at significant quad entrances.  
Plant Materials: Canopy, primarily hardwood trees should be planted to maximize shade within the quad. Trees including palms should line the edges to further define the space while allowing for open areas within the quads for passive recreation and gatherings. For some quads, canopy trees shall be grouped together to expand the tree canopy to provide shade. A clear understory should be maintained with the ground plane being predominantly lawn.  
Site Furnishings: Benches and trash receptacles shall be primarily located on the edges of the quad adjacent to the pedestrian walkways.  
Lighting: Appropriate, free standing light standards further define the edges of the quad and enhances the pedestrian character of the space. Lights shall be spaced to provide for a consistent and continuous coverage at a pedestrian scale while minimizing night sky pollution.  
Special Features: Existing water bodies should remain and become integral parts of the visual character of the quad. Sidewalks should provide access to the water edge as well as a continuous path around the edge to further define the water as an amenity within the quad. The incorporation of future art installations should be strategically located to maximize views.




Promenade is a linear significant public space



**Campus Spaces**

Quad  
Promenade  
Courtyard  
Plaza  
Special Purpose Landscape

**KEY MAP**




**FIGURE 16.0 A2**  
Landscape Framework  
Promenade

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Campus Master Plan - March 2010


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**Description:**  
A promenade is a pathway for learning. It is a public place for walking that directly connects one point to another. More than just a wide sidewalk or trail, a promenade is of significant importance with differing hardscape materials and more formal canopy plantings. Promenades may define one edge or bisect a larger space. The space is characterized by pedestrian-friendly features and a clearly defined architectural volume that can allow for congregation as well as settings for small group study areas. Promenades should have continuous areas shaded and protected from the rain by structures.

**Elements:**  
Hardscape: Hardscape areas will incorporate modern urban furniture and lighting elements with clean lines and will be paved with unit pavers in dynamic patterns.  
Plant Materials: Palm trees shall be the dominant canopy planting, used to reinforce the linearity of the space.  
Site Furnishings: Benches and trash receptacles shall be located along the edges of the promenade at regularly spaced intervals to provide a sense of repetition and various opportunities for resting and interaction.  
Lighting: Appropriate, free standing light standards shall be located along the edges of the promenade at regularly spaced intervals to provide a sense of repetition that further the linearity of the space. Lights shall be spaced to provide for a consistent and continuous coverage at pedestrian scale while minimizing night sky pollution.




Plan of Proposed Typical Three-Lane Campus Greenbelt at Modesto A. Madique Campus



Section of Proposed Typical Three-Lane Campus Greenbelt at Modesto A. Madique Campus



Plan of Proposed Typical Two-Lane Campus Greenbelt at Modesto A. Madique Campus




Section of Proposed Typical Two-Lane Campus Greenbelt at Modesto A. Madique Campus

**Campus Streets**

Campus Greenbelt  
(Modesto A. Madique Campus)  
Main Street  
(Modesto A. Madique Campus)  
Green Spine  
(Biscayne Bay Campus)  
Entry Drive  
Service Street  
(Modesto A. Madique Campus)

**KEY MAP**



**FIGURE 16.0 B1**  
Landscape Framework  
Campus Greenbelt

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Campus Master Plan - March 2010

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**Description:**  
The Modesto A. Madique Campus loop road provides an opportunity to create a continuous, "greenbelt" that incorporates both pedestrian and vehicular movement. This proposed Greenbelt defines the limits of inner campus core while binding important existing and proposed open spaces, that are adjacent to the loop, together.  
The design leads to a separation of vehicle from pedestrian traffic by wide planting zone. The Greenbelt takes on the character of a parkway with wide sidewalks, bike lanes and canopy trees varying in areas from a more open and green density to that of a specific urban form. Special Purpose Landscapes such as the teaching and research area east of the baseball stadium and the President's Garden north of 16th St entrance are key spaces that will be connected to the Greenbelt. Currently the loop is partially planted with Live Oaks creating some areas with pleasant zones that serve as a green relief from the existing surface parking lots, garages and university buildings.

**Elements:**  
Hardscape: Wide sidewalks on both sides of the street are necessary to bind the Greenbelt together as a circulation as well as recreation corridor within the campus. Materials to follow University standards.  
Plant Materials: Linear rows of canopy trees will continue to be planted parallel to the loop road to define the corridor and provide a "safe zone" for pedestrians to access other parts of campus.  
Bike Lanes: Bike lanes are recommended on both sides of the loop road. Bike racks should be installed close to building entrances along the bike path. Design and materials should follow University Standards.



Special Purpose Landscapes offer opportunities for teaching and research as well as passive recreation



**Campus Spaces**

Quad  
Promenade  
Courtyard + Square  
Plaza  
Special Purpose Landscape

**KEY MAP**



**FIGURE 16.0 A3**  
Landscape Framework  
Special Purpose Landscape

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**Description:**  
Special Purpose Landscapes provide opportunities for teaching and research or passive and active recreation opportunities. The type of space is determined by the landscape materials, structure and use. Areas may include a vast grove of trees that promote active and passive recreation. They might also include wetlands or woodlands that lend themselves to educational opportunities. A third type of landscape is a garden, characterized by clearly defined edges, variety in plant and hardscape material bound together to create a space with a common element or interest, and Special Landscape areas are different than quads in that they are larger spaces and their edges are not necessarily defined by buildings. They also provide a picturesque, natural backdrop to the more urban fabric of the campus.

**Elements:**  
Hardscape: Hardscape materials and location are determined based on the type of space. Existing wetlands and woodlands should use pervious material or raised boardwalks to allow for pedestrian movement with the space. Sidewalks are generally limited to the edges of the of larger open spaces or to create direct connections between heavy pedestrian traffic routes. Gardens allow for a variety of pervious and impervious materials.  
Plant Materials: Plant materials and location are determined based on the type of space.

# Campus Landscape Framework

## 2015 Landscape Design Concept Plan

| Landscape Type         | Campus Green                                   | Campus Street                                  | Campus Edge                                    | Other  |
|------------------------|--|--|--|--|
| <b>TREES</b>           | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub |
| <b>FLOWERING TREES</b> | Flowering Tree<br>Palm<br>Shrub                | Flowering Tree<br>Palm<br>Shrub                | Flowering Tree<br>Palm<br>Shrub                | Flowering Tree<br>Palm<br>Shrub                |
| <b>PALMS</b>           | Palm<br>Shrub                                  | Palm<br>Shrub                                  | Palm<br>Shrub                                  | Palm<br>Shrub                                  |
| <b>SHRUBS</b>          | Shrub<br>Groundcover<br>Vine                   | Shrub<br>Groundcover<br>Vine                   | Shrub<br>Groundcover<br>Vine                   | Shrub<br>Groundcover<br>Vine                   |

**FIGURE 16.6 C1**  
Landscape Framework  
Plants Palette Matrix

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Campus Master Plan - March 2010

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| Landscape Type         | Campus Green                                   | Campus Street                                  | Campus Edge                                    | Other  |
|------------------------|--|--|--|--|
| <b>TREES</b>           | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub |
| <b>FLOWERING TREES</b> | Flowering Tree<br>Palm<br>Shrub                | Flowering Tree<br>Palm<br>Shrub                | Flowering Tree<br>Palm<br>Shrub                | Flowering Tree<br>Palm<br>Shrub                |
| <b>PALMS</b>           | Palm<br>Shrub                                  | Palm<br>Shrub                                  | Palm<br>Shrub                                  | Palm<br>Shrub                                  |
| <b>SHRUBS</b>          | Shrub<br>Groundcover<br>Vine                   | Shrub<br>Groundcover<br>Vine                   | Shrub<br>Groundcover<br>Vine                   | Shrub<br>Groundcover<br>Vine                   |

**FIGURE 16.6 C2**  
Landscape Framework  
Plants Palette Matrix

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CANOPY TREE

FLOWERING TREE

PALMS

1. Live Oak 2. Gumbo Limbo 3. Wild Tamarind 4. Swietenia mahogany  
5. Royal Palm 6. Montgomery Palm 7. Thrinax Palm 8. Alexander Palm

**FIGURE 16.6 C3**  
Landscape Framework Imagery  
Plants

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Campus Master Plan - March 2010

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**Selected Plants Imagery**

Canopy Tree  
Flowering Tree  
Palms  
Shrubs  
Groundcovers  
Vines

**KEY MAP**

**FIGURE 16.6 C3**  
Landscape Framework Imagery  
Plants

FIU FLORIDA INTERNATIONAL UNIVERSITY  
Campus Master Plan - March 2010

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| Landscape Type          | Campus Green   | Campus Street  | Campus Edge  | Other  |
|-------------------------|--|--|--|--|
| <b>Elements</b>         | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub                       | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub                       | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub                       | Canopy Tree<br>Flowering Tree<br>Palm<br>Shrub                       |
| <b>Site Furnishings</b> | Bench<br>Trash Receptacles<br>Wayfinding<br>Bicycle Racks<br>Railing | Bench<br>Trash Receptacles<br>Wayfinding<br>Bicycle Racks<br>Railing | Bench<br>Trash Receptacles<br>Wayfinding<br>Bicycle Racks<br>Railing | Bench<br>Trash Receptacles<br>Wayfinding<br>Bicycle Racks<br>Railing |
| <b>Lighting</b>         | Path Light<br>Vandal Light<br>Slide Light                            | Path Light<br>Vandal Light<br>Slide Light                            | Path Light<br>Vandal Light<br>Slide Light                            | Path Light<br>Vandal Light<br>Slide Light                            |
| <b>Special Features</b> | Art<br>Special Features  | Art<br>Special Features  | Art<br>Special Features  | Art<br>Special Features  |

**FIGURE 16.6 C5**  
Landscape Framework  
Design Elements Matrix

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Campus Master Plan - March 2010

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**KEY MAP**

**FIGURE 16.6 C5**  
Landscape Framework  
Design Elements Matrix

FIU FLORIDA INTERNATIONAL UNIVERSITY  
Campus Master Plan - March 2010

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# UPDATES SINCE 2010

# Modesto Maidique Campus

## UPDATES SINCE 2010



| LEGEND  |  |
|---------|--|
| BLDG. # | BUILDING NAME                                    |
| 01      | CHARLES E. FERRY PRIMERIA CASA                   |
| 02      | DELUXE MARSON                                    |
| 03      | ERNEST R. GRAHAM UNIV. CTRL                      |
| 03A     | ERNEST R. GRAHAM UNIV. CTRL. EXPANSION           |
| 04      | VERTICES HAUS                                    |
| 04A     | CENTRAL UTILITIES ONE                            |
| 05      | STEVEN & DORTHEA GREEN LIB.                      |
| 05A     | GREEN LIBRARY ADDITION                           |
| 06      | OWA EBAN   |
| 06A     | WERTHEIM CONSERVATORY / BLD. GREENHOUSE          |
| 07      | U.S. CENTURY BANK ARENA                          |
| 07B     | FITNESS CENTER ADDITION                          |
| 08      | ENGINEERING & COMPUTER SCIENCE                   |
| 09      | CHEMISTRY & PHYSICS                              |
| 10      | COLLEGE OF HEALTH                                |
| 11      | RYDER BUSINESS BUILDING                          |
| 12      | UNIVERSITY HEALTH SVC.COMPLEX                    |
| 13      | LABOR CENTER                                     |
| 14      | SANFORD & DOL. CRES ZIFF EDU. INFORMATION CENTER |
| 14A     | INFORMATION CENTER                               |
| 15      | BASEBALL STADIUM                                 |
| 16      | HERBERT & NICOLE WERTHEIM CTR.                   |
| 17      | CHILDREN'S CREATIVE LEARNING                     |
| 19      | PANTHER RESIDENCE HALL                           |
| 19A     | UNIVERSITY PARK TOWERS                           |
| 19B     | EVERGLADES HALL                                  |
| 19C     | LAKEVIEW HOUSING - NORTH                         |
| 19CS    | LAKEVIEW HOUSING - SOUTH                         |
| 19E     | GRADUATE STUDENT HOUSING                         |
| 20      | ATHLETICS ACADEMIC FITNESS CENTER                |
| 21      | ACADEMIC HEALTH CENTER 1                         |
| 21A     | ACADEMIC HEALTH CENTER 2                         |
| 22      | CAMPUS SUPPORT COMPLEX SHOPS                     |
| 23      | CAMPUS SUPPORT COMPLEX ADMIN                     |
| 24      | PAUL CEJAS ARCHITECTURE                          |
| 25      | MANAGEMENT & ADVANCED RESEARCH                   |
| 26      | CARLOS FINLAY ELEMENTARY SCHOOL                  |
| 27      | RAFAEL DIAZ-SALART HALL                          |
| 28      | RONALD W. REGAN PRES. HOUSE                      |
| 29      | PATRICK/PHILLIP FROST MUSEUM                     |
| 30      | COLLEGE OF BUSINESS COMPLEX                      |
| 30      | COLLEGE OF BUSINESS COMPLEX - PHASE TWO          |
| 31      | CENTRAL UTILITIES TWO                            |
| 31A     | SATELLITE CHILLER PLANT                          |
| 32      | FIU COMMUNITY STADIUM                            |
| 32A     | FIU COMMUNITY STADIUM EXPANSION                  |
| 32B     | STADIUM UPPER BOWL EXPANSION                     |
| 33      | RECREATION CENTER                                |
| 33A     | RECREATION CENTER-EXPANSION                      |
| BLDG. # | BUILDING NAME                                    |
| 35      | HUMANITIES CENTER/OFFICE                         |
| 36      | SCHOOL INTER. & PUBLIC AFFAIRS                   |
| 36A     | SIPA - PHASE TWO                                 |
| 37      | TRAINING COMPLEX                                 |
| 38      | STOCKER ASTROSCIENCE CTR.                        |
| 39      | ACADEMIC HEALTH CENTER 3                         |
| 40      | WOMEN'S SOFTBALL/TENNIS CX                       |
| 41      | HURRICANE CENTER (NOVA)                          |
| 42      | ACADEMIC HEALTH CENTER 4                         |
| 43      | ACADEMIC HEALTH CENTER 5                         |
| 44      | AMBULATORY CORE CENTER                           |
| 45      | MEDICAL ARTS PAVILION 1                          |
| 46      | MEDICAL ARTS PAVILION 2                          |
| 47      | ACADEMIC HEALTH CENTER 6                         |
| 48      | RESEARCH 1 & 2                                   |
| 49      | MEDICAL ARTS PAVILION 3                          |
| 50      | ART STUDIO                                       |
| 51      | CAREER SERVICES BUILDING                         |
| 52      | MIXED-USE COLLEGE OF BUSINESS BUILDING           |
| 53      | A.D. FUTURE DEVELOPMENT                          |
| 54      | HONORS COLLEGE                                   |
| 55      | STUDENT ACADEMIC SUPPORT CENTER                  |
| 56      | PARKVIEW HOUSING 2013                            |
| 57      | STUDENT HOUSING 2015                             |
| 58      | ALUMNI CENTER                                    |
| 59      | ACADEMIC HEALTH CENTER 8                         |
| 60      | PRESIDENT PARK PAVILION                          |
| 60A     | C FUTURE DEVELOPMENT                             |
| 61      | CONFERENCE CENTER/HOTEL                          |
| C01     | TOWER  |
| C05     | DUPLICATING CENTER                               |
| G1-66   | GREEK HOUSING                                    |
| PG1     | PARKING GARAGE 1 GOLD                            |
| PG2     | PARKING GARAGE 2 BLUE                            |
| PG3     | PANTHER PARKING GARAGE                           |
| PG4     | RED PARKING GARAGE                               |
| PG5     | PG5 MARKET STATION                               |
| PG6     | PARKING GARAGE SIX                               |
| PG7     | PARKING GARAGE SEVEN                             |
| PG8     | PARKING GARAGE EIGHT                             |
| RT-R3   | RETAIL   |
| RF1-4F4 | RECREATION FIELDS                                |
| SH      | SOLAR HOUSE                                      |
| THA-TH  | UNIVERSITY APARTMENTS                            |
| W01     | WEST 1   |
| W01A    | WEST 1A  |
| W01B    | WEST 1B  |
| W01C    | CERAMICS   |
| W01D    | GREEN HOUSE                                      |
| W02     | WEST 2   |
| W03     | WEST 3   |
| W05     | WEST 5   |
| W06     | WEST 6   |
| W08     | WEST 8   |
| W08A    | DUGOUT 3   |
| W08B    | DUGOUT 4   |
| W08C    | PRESS BOX & DUGOUT                               |
| W07     | WEST 7   |
| W09     | WEST 9 (PART)                                    |
| W10     | WEST 10  |
| W10A    | WEST 10A (ROTC)                                  |
| W10T    | WEST 10 TRAILER                                  |

EXISTING BUILDINGS    IN CONSTRUCTION OR STARTING 2012    FUNDED OR LIKELY FUNDED    FUTURE DEVELOPMENT

\*SEE: <http://facilities.fiu.edu/Documents/Construction/FacilitiesProjectMasterList.pdf>

### FLORIDA INTERNATIONAL UNIVERSITY

#### DRAFT- 2010-2020 MASTER PLAN UPDATE

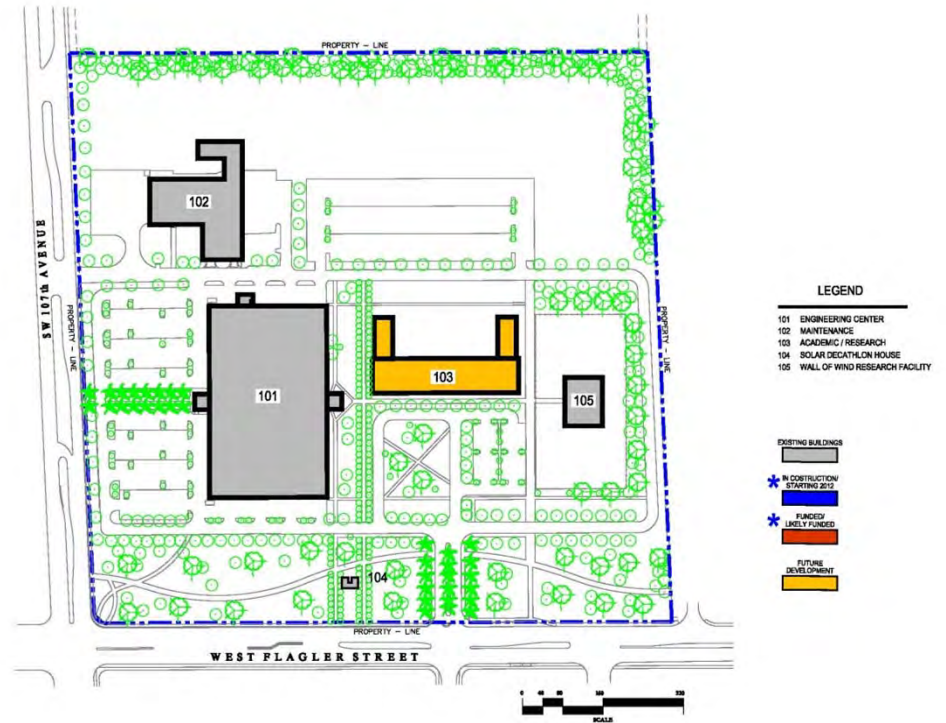
#### - MODESTO A. MAIDIQUE CAMPUS -



NORTH  
AUGUST 3, 2012

# Biscayne Bay Campus / Engineering Center

## UPDATES SINCE 2010





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# E.A.R. SUMMARY

# E.A.R Summary

## Group 3 Urban, Architectural & Landscape Design Guidelines- EAR

### Agenda Items:

#### Urban Design

- Define a better green space framework on both campuses (MMC and BBC)
- Establish greater connectivity and integration with the host communities
- Incorporate new pedestrian walkways and bicycle lanes along roads; enhance and improve the existing pedestrian walkways and bike lanes to facilitate more direct and efficient movement through campus
- Incorporate the waterways surrounding BBC into the campus design; including proposals for designated dock space at BBC
- Consider building “upward” rather than “outward” when constructing academic buildings in such a manner that preserves the overall design of the campuses

#### 2010 Master Plan

+

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#### Architecture Design/ Landscaping Design

- Provide strategies to increase the amount of shaded walkways and outdoor gathering spaces through landscaping, covered connectors and outdoor furnishings
- Foster learning about the physical environment by creating opportunities and guidelines for design features and instructional signage that provide information on natural and structural features

+/-

+/-

# Best Practices / Precedents



# Best Practices / Precedents

## Best Practices from Other Universities or Communities

### Physical Design

#### 1. Identity & Character

Unified architectural style, landscape character or unified spatial structure

#### 2. Sustainability

Understanding campus systems - stormwater management

#### 3. Pedestrian Connectivity

Responding to the context conditions and issues

### Project Process

#### 1. Design Team

Ensuring the right people / integrated design teams are engaged in projects

#### 2. Design Review

Reviewing projects based on compliance with the Master Plan and its goals

#### 3. Budgeting

Allocating funds for both buildings + infrastructure

### Program

#### 1. Research + Teaching Integration

Incorporating research and teaching opportunities into the campus environment

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# Best Practices / Precedents

## Physical Design Identity & Character

### Harvard University

Unified spatial structure with varying architectural style and high quality



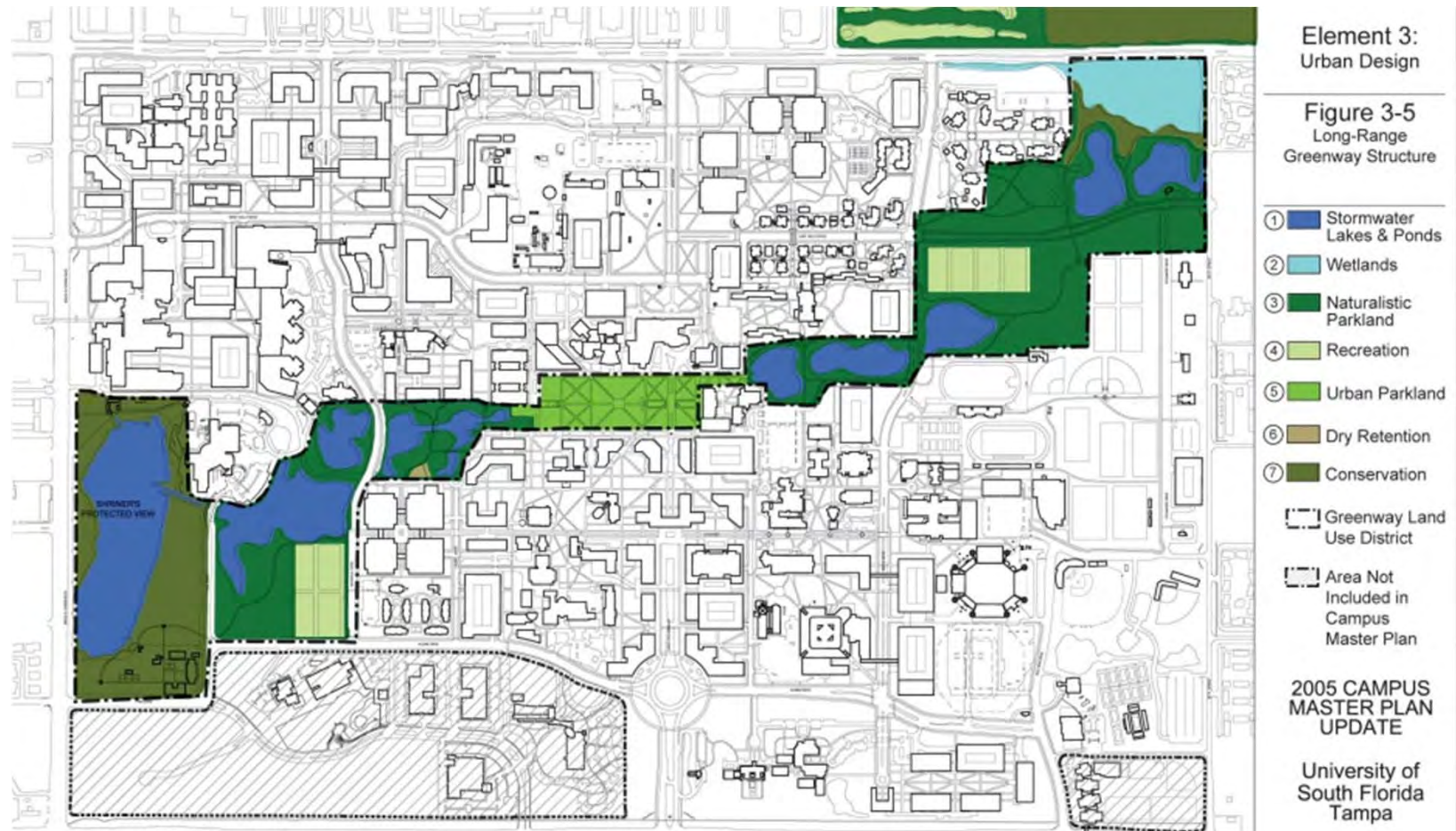
### Stanford University

Unified architectural style with high quality



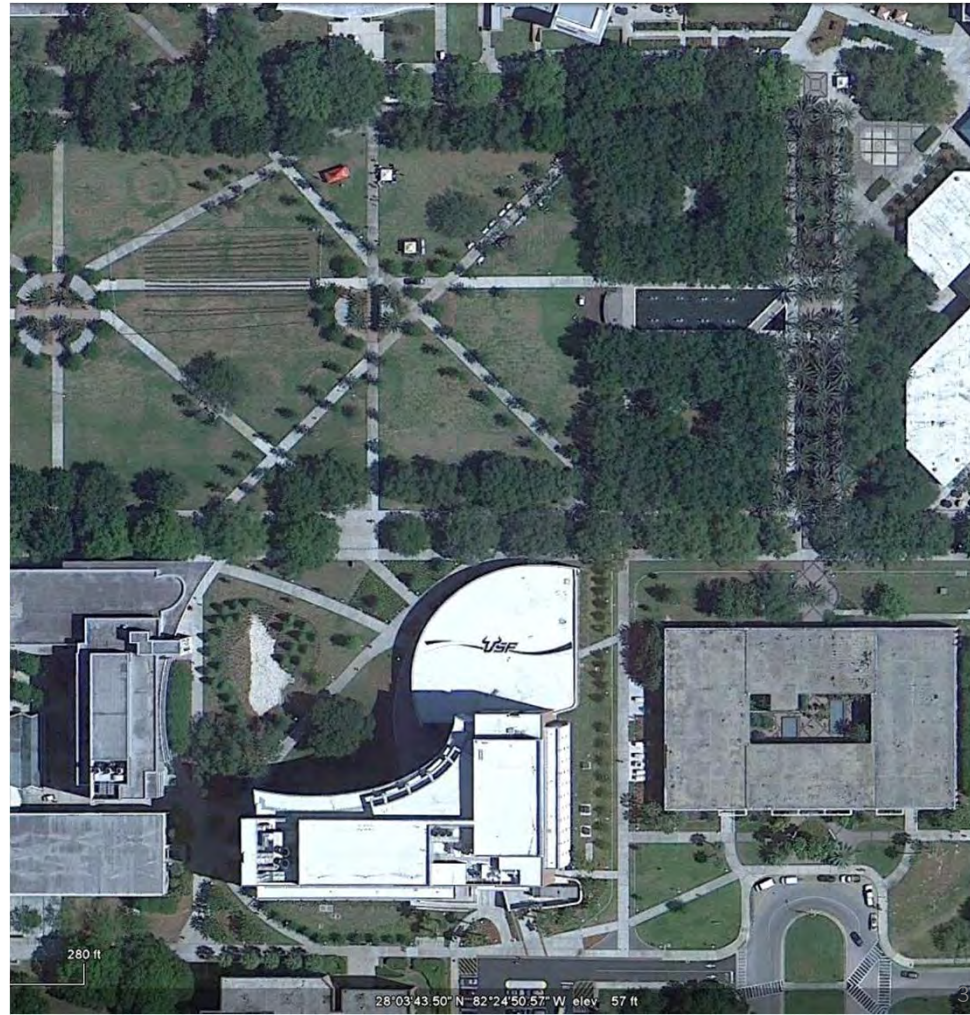
# Best Practices / Precedents

## Physical Design Sustainability - USF



# Best Practices / Precedents

## Physical Design Sustainability – USF (Greenway Structure)



# Best Practices / Precedents

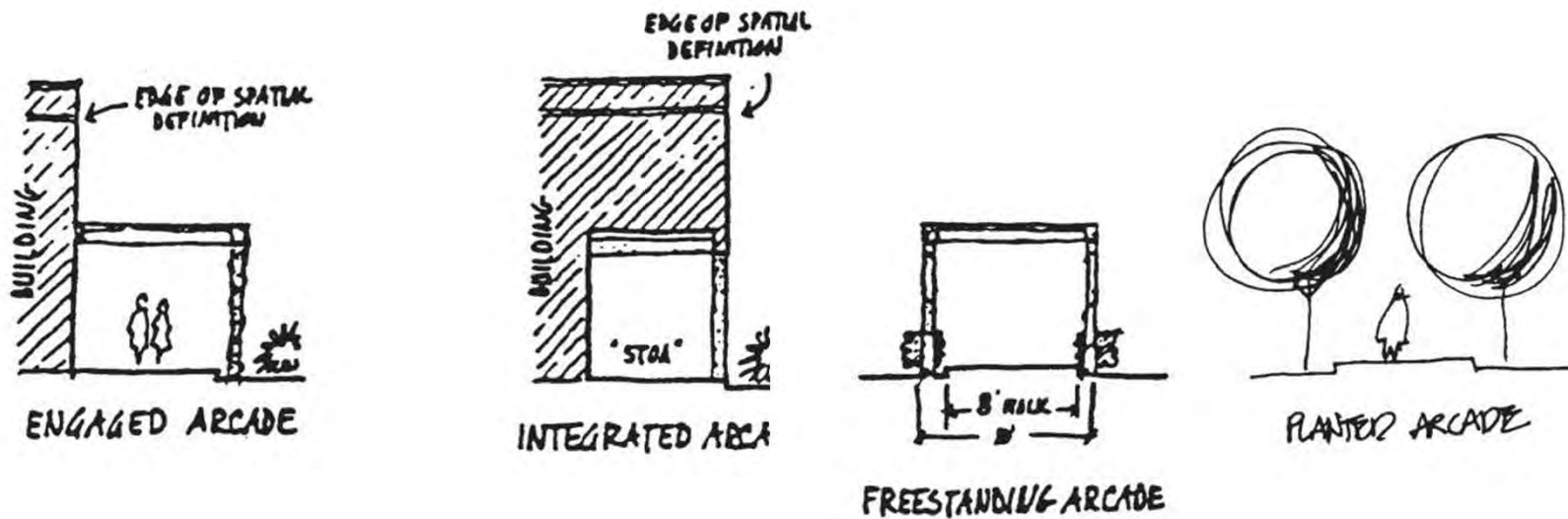
## Physical Design Sustainability – Georgia Tech



# Best Practices / Precedents

## Physical Design Pedestrian Connectivity

- Provide strategies to increase the amount of shaded walkways and outdoor gathering spaces through landscaping, covered connectors and outdoor furnishings



# Best Practices / Precedents

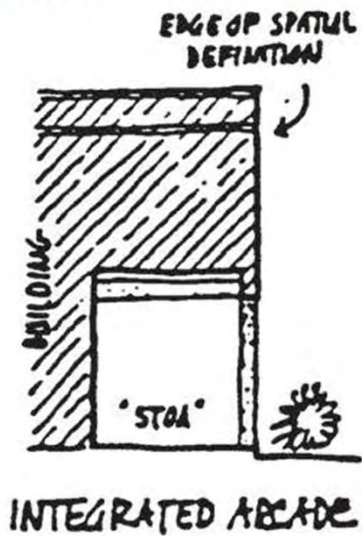
## Physical Design Pedestrian Connectivity





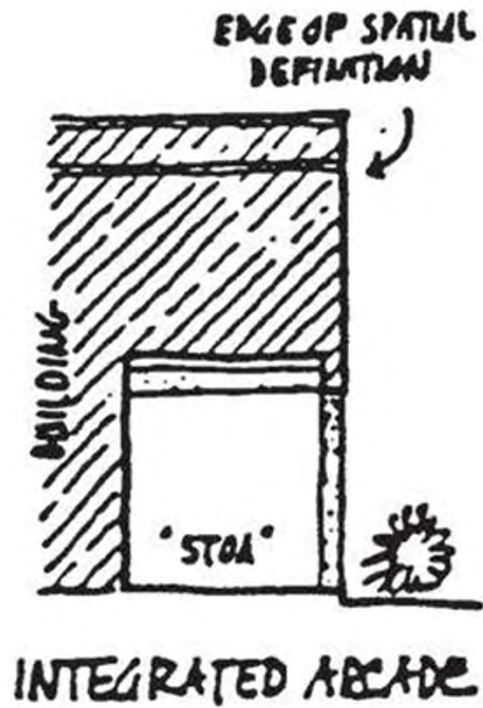
# Best Practices / Precedents

## Physical Design Pedestrian Connectivity



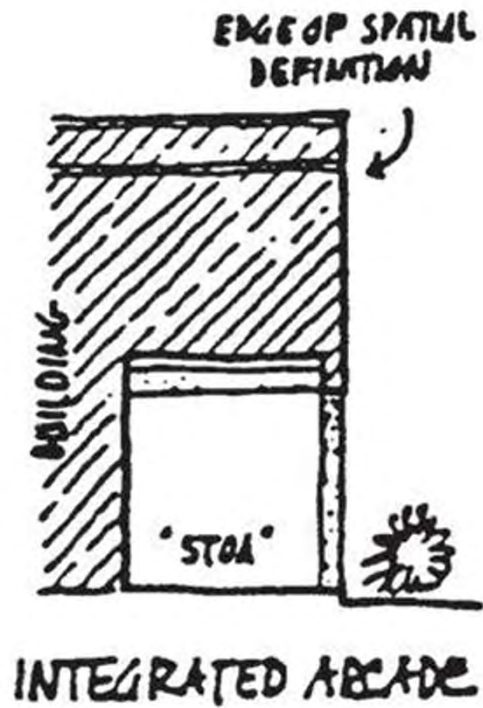
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## Physical Design Pedestrian Connectivity



# Best Practices / Precedents

## Physical Design Pedestrian Connectivity



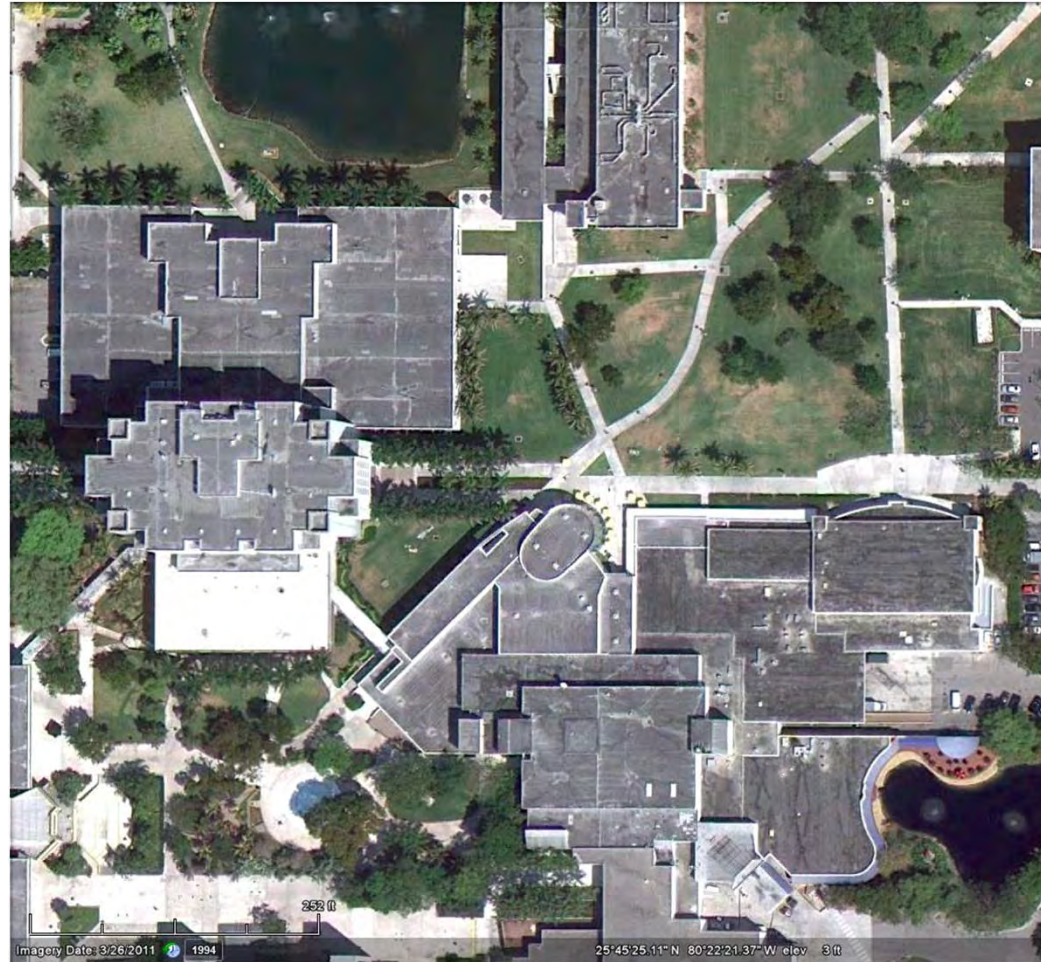
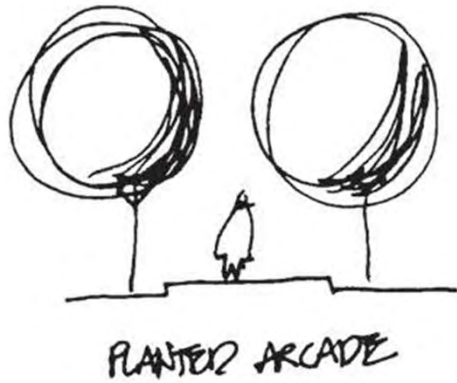
# Best Practices / Precedents

## Physical Design Pedestrian Connectivity



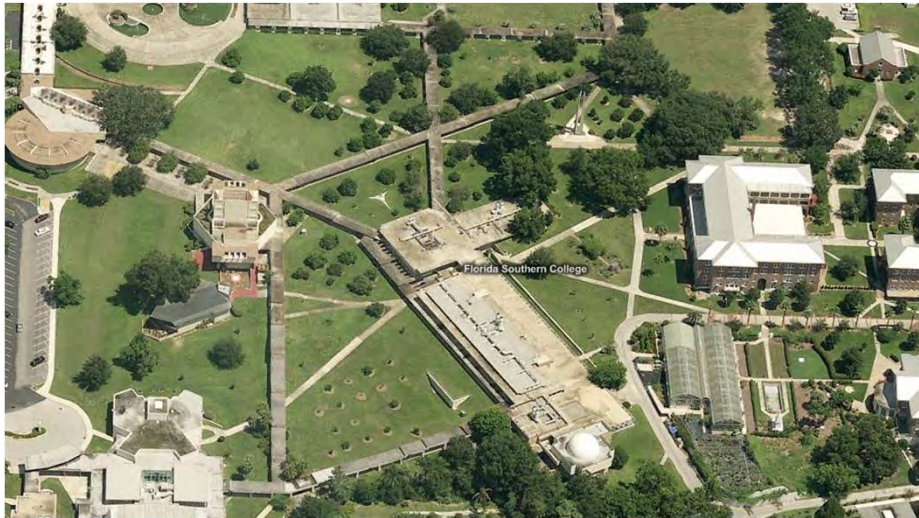
# Best Practices / Precedents

## Physical Design Pedestrian Connectivity



# Best Practices / Precedents

## Physical Design Pedestrian Connectivity



30 AUGUST 2012

Florida Southern College



University of Miami

# Best Practices / Precedents

## Best Practices from Other Universities or Communities

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# Best Practices / Precedents

## Project Process

### Purpose

- To monitor and ensure that all design projects comply with the intent of the Campus Master Plan

### Precedents

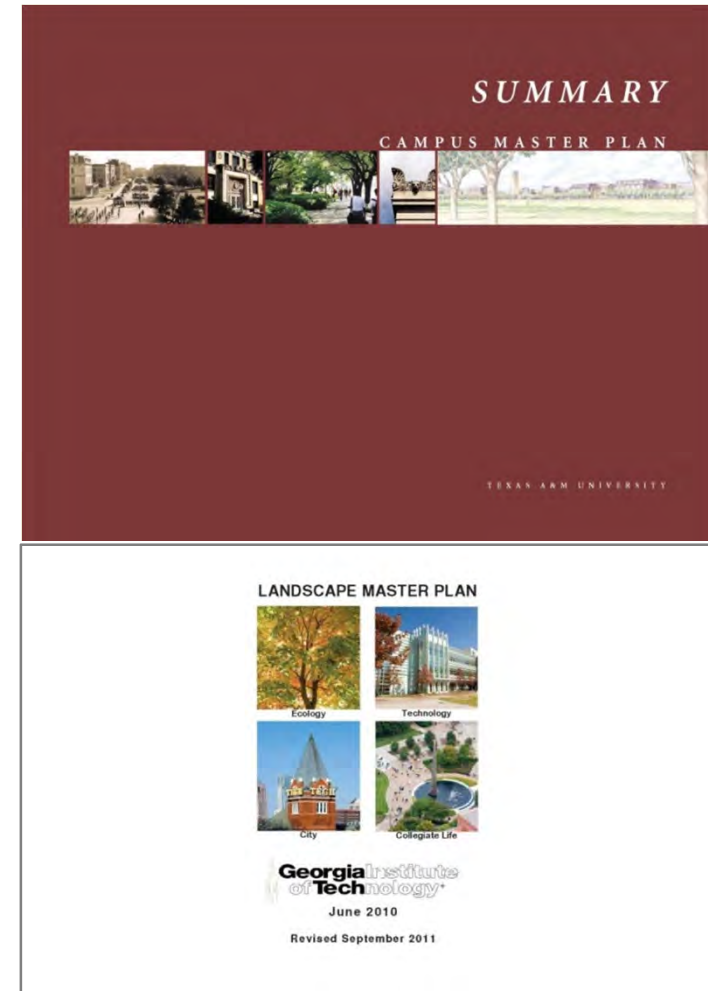
- University of Florida, Georgia Tech, University of Arkansas, Texas A&M University, University of Washington, University of North Texas

### Committee Structure

- Generally (includes design faculty, practicing design professionals, at large faculty, administration and physical plant representation)

### Committee Types

- Architectural
- Landscape
- Land Use + Facilities
- Transportation





# Best Practices / Precedents

## Project Process

### Design Team Structure

- Ensure interdisciplinary approach

### Review Periods

- Initial Meeting: Project + Master Plan review
- Concept Plan
- Preliminary Design
- Detailed Design
- Post Construction Assessment

### Tools

- Instructions to Design Team Presenters
- Instructions to Committee Members
- Campus Master Plan Checklist
- Architectural Guidelines / Checklist
- Landscape Guidelines / Checklist

### Budget

- Buildings + Infrastructure

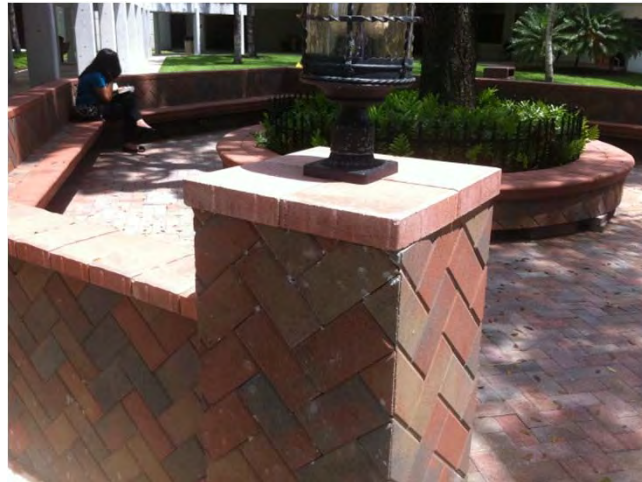


| Campus Master Plan Checklist  |                                |    |    |                                 |    |  |                    |    |    |  |  |
|---|--------------------------------|----|----|---------------------------------|----|--|--------------------|----|----|--|--|
| To: <u>ULUFPC, LVLC, PHBSC, P&amp;TC</u>  |                                |    |    | DATE: _____                     |    | PROJECT: <u>Project # / Name</u>   |                    |    |    |  |  |
| Prepared by: <u>UF Planner (Programming) OR A/E</u>   |                                |    |    | FROM: <u>UF Project Manager</u> |    | This form is to be completed for the applicable phase at the time that the project is reviewed by committees. Do not mark shaded cells in the columns because they do not apply to the review at the specified phase. Checklists should be cumulative so that projects presented at Design Development have all phase columns completed. Design-build projects may omit the Schematic Design phase column. These checklist criteria apply to development on the main campus and, as applicable, on Satellite Properties in Alachua County. |                    |    |    |  |  |
| EVALUATION CRITERIA   | PROGRAMMING AND SITE SELECTION |    |    | SCHEMATIC DESIGN                |    |  | DESIGN DEVELOPMENT |    |    |  |  |
|   | YES                            | NO | NA | YES                             | NO | NA   | YES                | NO | NA |  |  |
| <b>UNIVERSITY LAND USE AND FACILITIES PLANNING COMMITTEE (ULUFPC)</b>   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| 1) The project appears in the Capital Improvements Element, Table 13-1 (Ten-Year Capital Projects List) and Figure 13-1 (Future Building Sites)   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| <input type="checkbox"/> As presented in the adopted Campus Master Plan   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| <input type="checkbox"/> With edits to Table 13-1 to modify the project GSF or description  |                                |    |    |                                 |    |  |                    |    |    |  |  |
| <input type="checkbox"/> With edits to Figure 13-1 to modify or assign the project site   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| a) If "no" or with edits: The addition or modification of the project in the CMP can be accomplished as a Minor Amendment (per UF Operating Memorandum) and without changing the Campus Development Agreement   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| 2) The project is consistent with the Future Land Use designation and definition (Figure 2-1, Future Land Use and Policies 1.1.2 and 1.1.8)   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| a) If "no", the necessary modification to Figure 2-1 (Future Land Use) can be accomplished as a Minor Amendment (per UF Operating Memorandum) and without changing the Campus Development Agreement   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| 3) The project location is consistent with policies that direct the location of specific uses (i.e. academic facilities, support/clinical facilities, housing, recreation/open space & parking) (Academic Facilities, Policy 1.2.3; Support/Clinical Policies 1.1.3, 1.1.4 and 1.1.6; Housing, Policy 1.3.1; Recreation/Open Space, Policies 1.3.1 and 1.3.3; Transportation Policy 2.5.4 and 2.5.6)  |                                |    |    |                                 |    |  |                    |    |    |  |  |
| 4) <input type="checkbox"/> The project is not a temporary building; OR   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| <input type="checkbox"/> The temporary building is located in the Surge Area, Energy Park, Physical Plant Division complex, Academic/Research-Outdoor Future Land Use, or the temporary building supports construction activity (Capital Improvements, Policy 1.1.15)   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| 5) The project considers life-cycle costing, pursues principles of sustainable design and/or seeks LEED certification (Capital Improvements, Policy 1.1.14)   |                                |    |    |                                 |    |  |                    |    |    |  |  |
| 6) The building footprint, orientation and setback comply with Policy 1.3.1, Urban Design Element because the project is located with road frontage along Stadium Rd (Gale Lemerand Dr to Buckman Dr), University Ave (Gale Lemerand Dr to SW 13 <sup>th</sup> St), SW 13 <sup>th</sup> St, Center Drive, Museum Rd (west of Center Dr. to SW 13 <sup>th</sup> St), Archer Rd/SW 16 <sup>th</sup> Ave, or Radio Rd; or within new centers of development (i.e. near Orthopaedics & Sports Med, Cultural Plaza, Southwest Recreation, and near Fifield Hall) |                                |    |    |                                 |    |  |                    |    |    |  |  |

# Best Practices / Precedents

## Project Process FIU Precedents

“The accumulation of small projects can add up to serious degradation of the physical environment”. Texas A & M



# Best Practices / Precedents

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# Best Practices / Precedents

## Program Teaching + Research Integration

### FIU Strengths

- Tree Campus USA
- Nature Preserve (MAMC)
- Hennington Island
- Sculpture Park at FIU
- Others

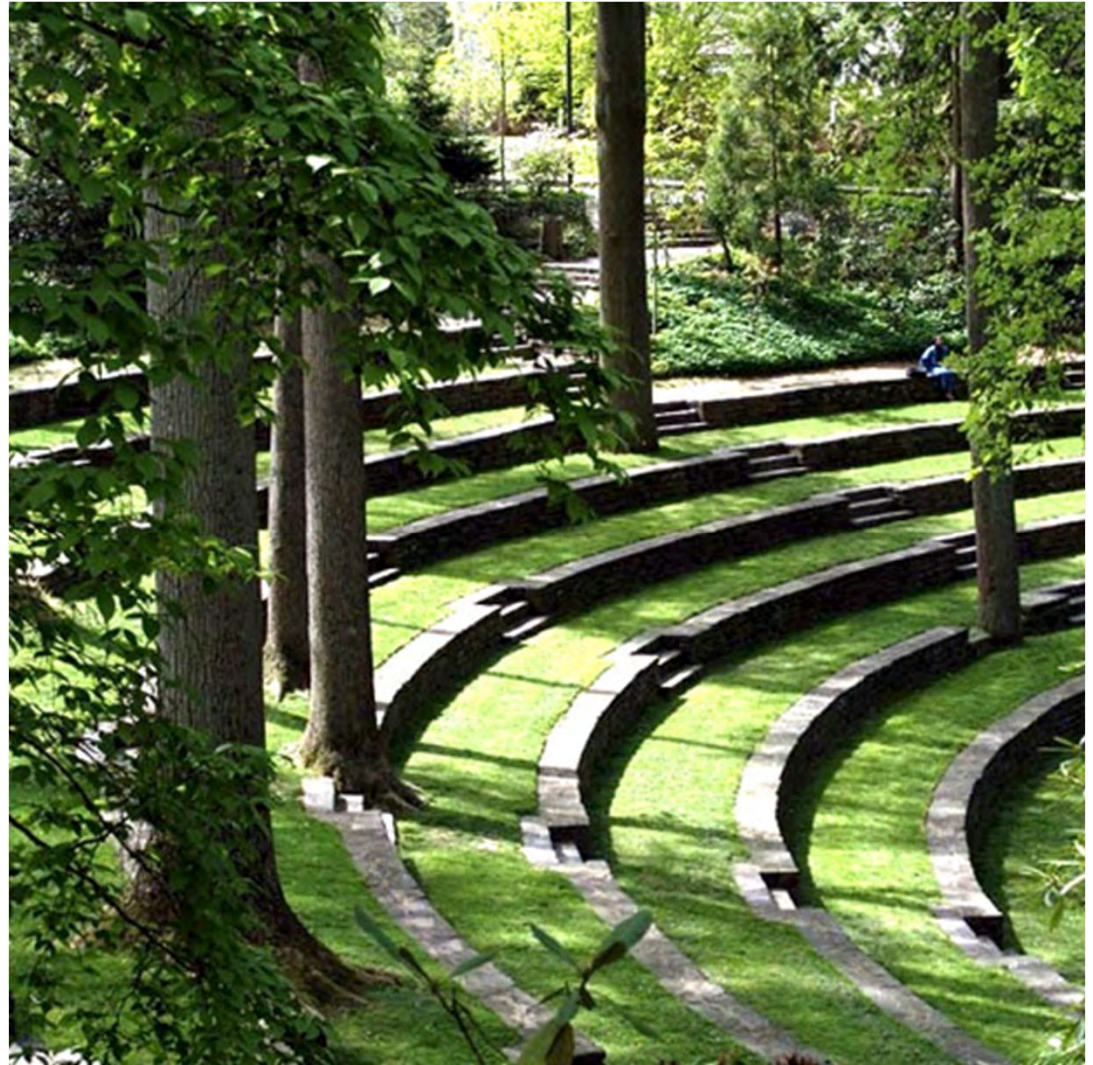


# Best Practices / Precedents

## Program Teaching + Research Integration

### FIU Opportunities

- Ongoing Research / Test Plots
- Outdoor Classrooms
- Galleries – Art, Architecture
- Outdoor Performance Spaces
- Active Interpretive Learning



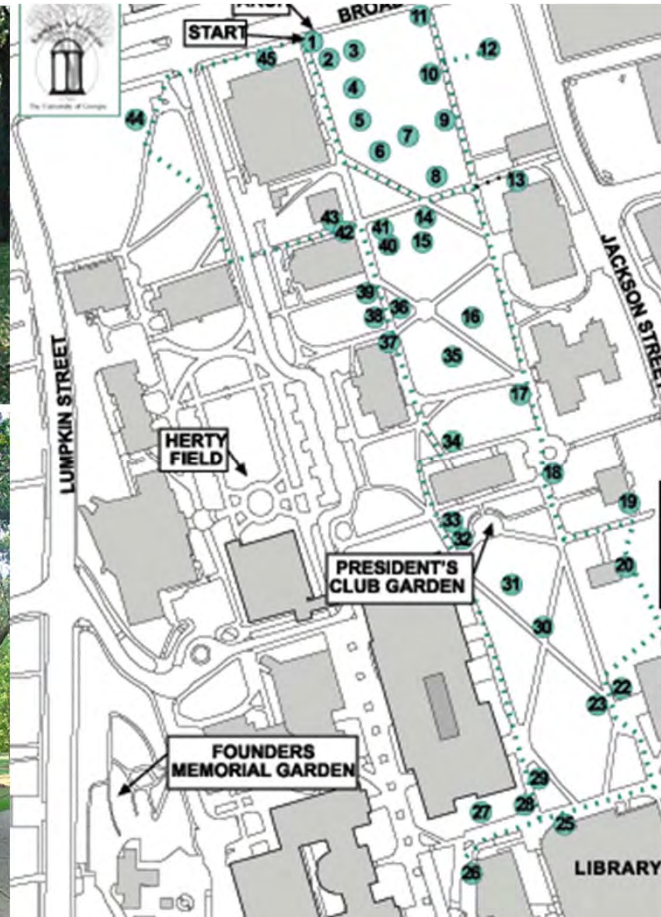
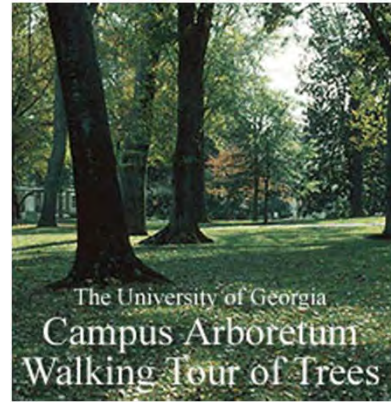
# Best Practices / Precedents

## Program

### Teaching + Research Integration – Campus Arboretum

#### University of Georgia

- Utilizes the campus as a natural extension of the classroom
- Serves classes in Botany, Forestry, Ecology, Horticulture and Landscape Architecture. Art and Photography
- Three distinct areas of the entire campus, North, Central, South,
- Organization focused on mapping, labeling and otherwise promoting the extant and future tree and shrub collections



# Best Practices / Precedents

## Program

### Teaching + Research Integration – Campus Arboretum

#### Harvard University

- 265 acre Arnold Arboretum is a unique blend of respected research institution and beloved public park in Boston's Emerald Necklace
- Founded as a public-private partnership between the City of Boston and Harvard University

#### University of Illinois

- 57 acre UI Arboretum is a living laboratory maintained by the University
- The plant collections and facilities support the teaching, research, and public service programs of several units throughout campus

#### University of Central Florida

- 80 acres

#### University of Wisconsin-Madison

- Site of historic research in ecological restoration
- The Arboretum includes the oldest and most varied collection of restored ecological communities in the world
- 1,200 acres and 513 acres in outlying properties are managed by scientists, students and volunteers

#### University of California Santa Cruz

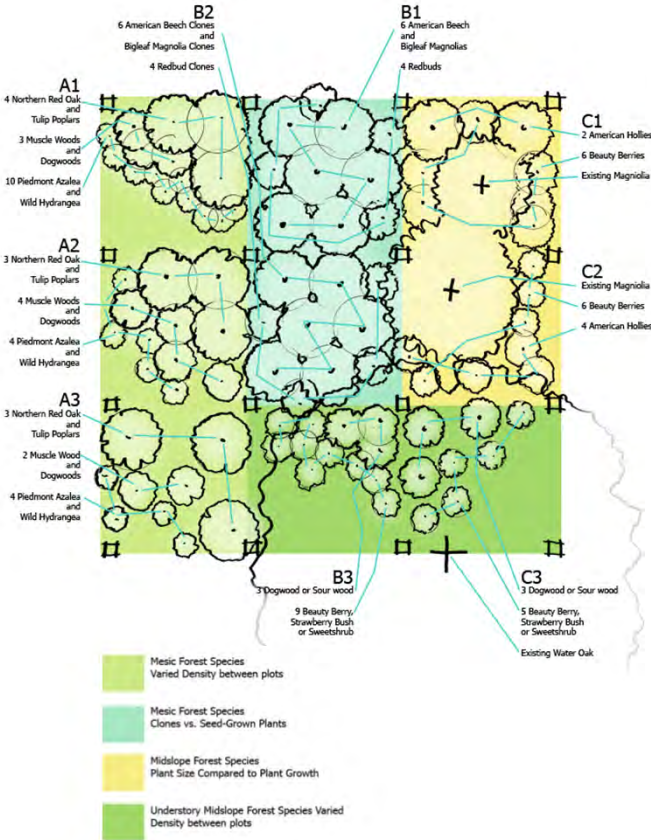
- Arboretum is a research and teaching facility committed to plant conservation
- Serves both the campus and the public

#### University of Miami

- Organized for teaching and research purposes, with interpretive signage as well as individual identification tags on each plant
- Managed by the Department of Biology and the Friends of the Gifford Arboretum Committee (faculty, students, administrators, and community members)

# Best Practices / Precedents

## Program Teaching + Research Integration Test Plots



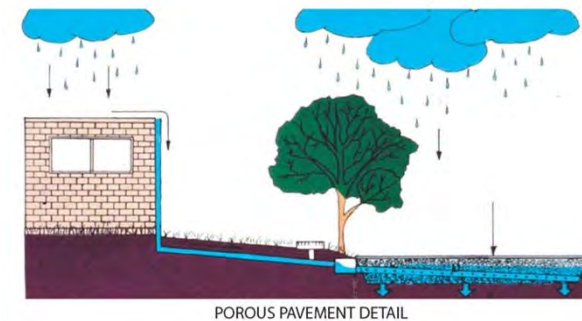
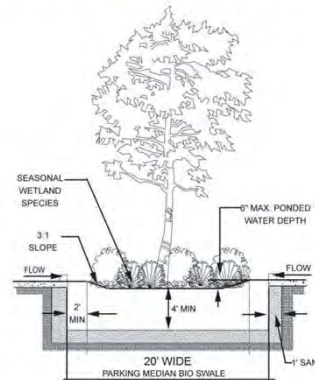
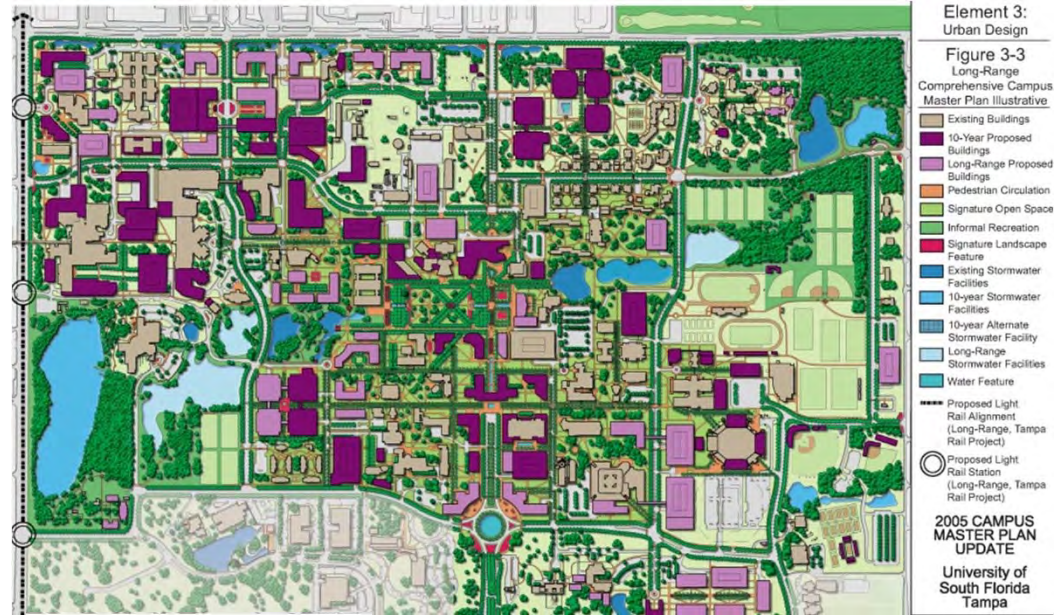


# Best Practices / Precedents

## Program Teaching + Research Integration – Campus Sustainability

### University of South Florida

- Patel School of Sustainability
- Ties campus initiatives to research and teaching
- Currently researching: A Methodology For University Campuses to Become More Sustainable
- Courses in: College of the Arts, College of Arts and Sciences, College of Business Administration, College of Engineering





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# Homework

# Focus Group 3

## Homework:

### Data Collection

- Photographs, Documentation (3-5 examples)
  - Identify precedents from other University's by element:
    - Physical Design
    - Project Process
    - Program
  - Identify Strengths & Weaknesses on FIU campuses
    - Physical Design

### University Standards Focus:

- Project Responsibility Checklist
  - Sustainable Design Guidelines
  - Integrated Design Process
  - Bldg. Guidelines and Components
  - Regulatory Groups and Organizational process/structure
- 
- Due: Two weeks

### Next Meeting

- First Week of October