

**PERKINS  
 + WILL**

**Meeting Minutes**

By:	Perkins+Will - GK	Date:	11/30/2012
Meeting Date:	10/2/2012	Project Name:	BT-857 FIU-Campus Master Plan Update 2010-2020
Meeting Time:	9:30am-11:30pm	Project No.:	810369.000
Meeting Location:	FIU CSC Rm 1123	Attendees:	<i>Steering Committee Members:</i> -Javier Marques, FIU -Andres Gill, FIU -Jeff Gonzalez, FIU -Sandra Gonzelez-Levy, FIU -Delano Gray, FIU -Kenneth Jessell, FIU -Larry Lunsford, FIU -Howard Lipman, FIU -Amir Mirmiran, FIU -Steven Moll, FIU -Stephen Sauls, FIU -Pablo Haspel, FIU -Laura Farinas, FIU  -Bob Griffith, FIU -Stuart Grant, FIU  -Krisan Osterby, P+W -Pat Bosch, P+W -Leo Alvarez, P+W -Gene Kluesner, P+W -Mike Kroll, ML
Next Meeting Date:	December 3, 2012		

The attached are meeting notes for **Work Session #2 – Inventory and Analysis Review with Steering Committee**

Item No.	Description
2.1	<b>Data/Schedule/Meetings confirmation:</b> additional data requests for Inventory and Analysis report, project schedule, and upcoming meetings were confirmed with committee.

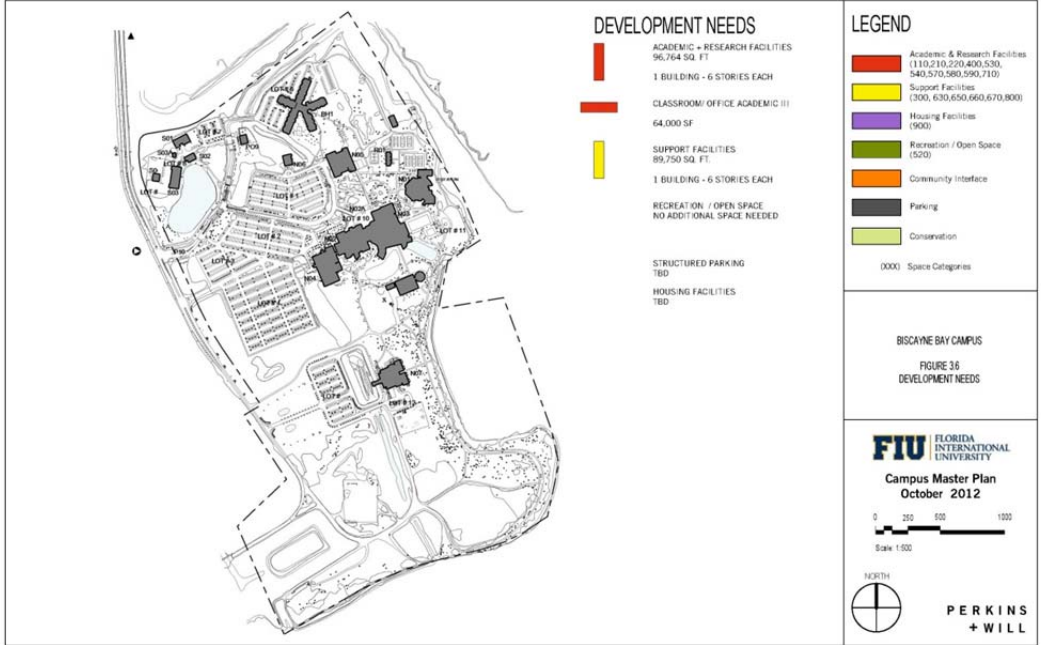
Item No.	Description
2.2	<p><b>Public Workshops:</b> Inventory and Analysis Summary and Workshop are planned for two locations (at MMC and BBC) in early December.</p>
2.3	<p><b>Review Focus Group discussions and homework summaries; FIU strengths, weaknesses, and best practices:</b></p> <p><b><u>Focus Group #1: Planning Precedents / Best Practices</u></b></p> <ul style="list-style-type: none"> <li>- Arizona State University: distinct campus identities at four locations:</li> <li>- Creating an Environmental or Sustainable Campus at BBC?</li> <li>- Moving the College of Education to BBC?</li> <li>- Expanding the AHC at MMC?</li> <li>- Maintaining core facilities and faculty at MMC?</li> <li>- Maintaining Engineering at EC?</li> <li>- Major State emphasis on STEM and increasing e-learning.</li> <li>- Major FIU themes for academic program growth: arts, environment, globalization, and health.</li> <li>- New academic program growth areas: Workforce needs, STEM, Cyber Security, Computer Sciences/Bioinformatics, Sustainability/Environmental Studies, Marine Sciences and Health Sciences.</li> <li>- Revenue generating facilities and partnerships:             <ul style="list-style-type: none"> <li>• RCCL/FIU joint use training/housing facilities at BBC</li> <li>• SEED at BBC</li> <li>• MSM and Pier Project at BBC</li> <li>• Hotel/Faculty/Staff/Grad housing developments at BBC.</li> <li>• Outpatient Clinical/Translational Health Research at MMC and BBC</li> <li>• Lease/Sale to developer at EC</li> </ul> </li> </ul> <p><b><u>Focus Group #2: Planning Precedents / Best Practices</u></b></p> <ul style="list-style-type: none"> <li>- Public liberal arts schools: potential model for BBC</li> <li>- UniverCity mixed use development: Simon Fraser University in Vancouver BC</li> <li>- Model multi-campus system:             <ul style="list-style-type: none"> <li>• VCU: main campus and Medical School Campus.</li> <li>• Penn State: main campus with branch learning</li> </ul> </li> <li>- Place making / Special branded areas on campus:             <ul style="list-style-type: none"> <li>• Model open space: Duke, Vanderbilt, U of Miami, and UF</li> <li>• Ohio State University Oval</li> <li>• UVA quad</li> <li>• Fountains, bamboo gardens, lakes, “kissing bridges”, hammocks, swinging benches, and butterfly gardens,</li> <li>• AHC corner quad that visually welcomes outsiders into FIU campus.</li> </ul> </li> <li>- Model comprehensive planning with sustainability:             <ul style="list-style-type: none"> <li>• HUD Sustainability Principles – e.g. livability, walkability</li> <li>• Intentional and Measurable</li> </ul> </li> <li>- Oasis in the City: USC and UCLA</li> </ul>

Item No.	Description
	<p><b><u>Focus Group #3: Planning Precedents / Best Practices</u></b></p> <ul style="list-style-type: none"> <li>-High Quality URBAN DESIGN:               <ul style="list-style-type: none"> <li>• Memorable</li> <li>• Suited to education and a sense of collegiality</li> <li>• Compact formal development pattern within a</li> <li>• Rich outdoor subtropical environment</li> </ul> </li> <li>-High Quality LANDSCAPE DESIGN : MDC, UM, UNF, USF, and UF               <ul style="list-style-type: none"> <li>• Environmentally sound</li> <li>• Outdoor comfort and security,</li> <li>• Rich visual quality : exemplify uniqueness / diversity of South Florida's subtropical environments</li> <li>• Unifying character that binds the campuses together</li> </ul> </li> <li>-High quality ARCHITECTURAL DESIGN:               <ul style="list-style-type: none"> <li>• Contextual and sustainable</li> <li>• Represent FIU vision for an innovative, diverse, learning community serving locally and globally</li> <li>• Represent FIU commitment to student life, formal and informal learning, collaboration, integration and multidisciplinary education</li> </ul> </li> <li>-Model sustainability: USF, Georgia Tech</li> <li>-Institute a design Review Process: UF</li> </ul> <p><b><u>Focus Group #4: Planning Precedents / Best Practices</u></b></p> <ul style="list-style-type: none"> <li>-Club and intramural courts and fields increase to meet demand:               <ul style="list-style-type: none"> <li>• Basketball / Softball</li> <li>• Tennis</li> <li>• Lacrosse / Rugby</li> <li>• Soccer</li> </ul> </li> <li>-Rec. Center facilities and “play space” expand simultaneously with on-campus housing growth:               <ul style="list-style-type: none"> <li>• First-floor gym space?</li> <li>• Roof-top court/field space?</li> <li>New housing models: mixed use with classrooms, retail, dining, recreation and/or parking amenities</li> <li>• Parkview Housing with connections to Stadium/Arena and the Preserve</li> <li>• Eco-housing / Environmental studies and research?</li> <li>• Co-curricular centers and theming?</li> <li>• Living-Learning centers and cohort housing?</li> </ul> </li> <li>-New partnerships with providers for off-campus housing: Sweetwater and North Miami development               <ul style="list-style-type: none"> <li>• Faculty, grad/research students, married students and South Florida students.</li> </ul> </li> <li>-New Greek Housing Models: Duplex models or residential hall solutions               <ul style="list-style-type: none"> <li>• Troy, USF, U of Pittsburgh, Georgia, Arizona, GWU</li> </ul> </li> </ul>

Item No.	Description
	<p><b><u>Focus Group #5: Planning Precedents / Best Practices</u></b></p> <ul style="list-style-type: none"> <li>-Create Utility Use index by building: Update building standards for mechanical, electrical, water use</li> <li>-Reduce energy consumption by 10% per year: look at per student and per facilities classifications?</li> <li>-Consider alternate sources of energy: all strategies must have a payback</li> <li>-Increase wireless IT capacity throughout campus</li> <li>-Create utility / infrastructure / open space corridors as no-build zones: building locations are flexible within approved development zones.</li> <li>-Brand each campus for storm water management solutions.</li> <li>-Address FIU Greenhouse Gas Inventory: student commuting is increasing emissions                             <ul style="list-style-type: none"> <li>• Bike and car share</li> <li>• More public transportation access</li> <li>• Inter- campus shuttles</li> <li>• Electric charging vehicles</li> <li>• Near/ on-campus student housing</li> </ul> </li> <li>-Address capacity constraints with potential redevelopment of the County Fair property.</li> </ul> <p><b><u>Focus Group #6: Planning Precedents / Best Practices</u></b></p> <ul style="list-style-type: none"> <li>-Plan for Bus Rapid Transit (BRT)</li> <li>-Coordinate Regionally: Sweetwater, Doral, North Miami, Miami-Dade County</li> <li>-Utilize host city “Circulators”</li> <li>-Consider incentives and disincentives to increase a mode shift to bicycle, public transit and carpool</li> <li>-Utilize Transportation Demand Strategies:                             <ul style="list-style-type: none"> <li>• Inter-campus coordination: bus schedule and meal times</li> <li>• Staggered class schedules</li> <li>• Hertz on-demand cars</li> <li>• Mixed-use / multi-modal transit parking structures</li> <li>• Reliable shuttle services</li> <li>• Park &amp; ride zones</li> </ul> </li> <li>-Improve BBC Access:                             <ul style="list-style-type: none"> <li>• secondary access</li> <li>• connecting City of North Miami bike path</li> <li>• emergency vehicle access on BBC.</li> </ul> </li> </ul> <p><b><u>Focus Group #7: Planning Precedents / Best Practices</u></b></p> <ul style="list-style-type: none"> <li>-Important community FIU roles and functions:                             <ul style="list-style-type: none"> <li>• Anchor Institution / Economic Driver</li> <li>• Fulfill a social need</li> <li>• Cultural and recreational resource</li> <li>• Access to Medical School clinics and doctor’s offices</li> <li>• Access to problem-solving, applied learning, institutes and research activities on campus</li> </ul> </li> </ul>

Item No.	Description																																																																																																																																																																										
	<p>-“University City” Alliance for MMC/EC: extend prototype to BBC</p> <ul style="list-style-type: none"> <li>• mutual aid agreements</li> <li>• joint planning efforts</li> <li>• mutually beneficial development</li> <li>• TIGER grants</li> </ul> <p>-Research Park Best Practices:</p> <ul style="list-style-type: none"> <li>• University of Akron</li> <li>• Innovation Square/UF: converted old hospital site into mixed use, housing, research, retail</li> <li>• UCF/Lake Nona, Orlando</li> <li>• Baylor University, Texas: converted old tire manufacturing plant into Engineering Research facility</li> <li>• NC State-Centennial Campus: converted golf course into housing, academic, research</li> <li>• USF, Tampa</li> <li>• UM/Life Science Park</li> </ul>																																																																																																																																																																										
2.4	<p><b>Overall Enrollment Projections were reviewed:</b></p> <table border="1"> <thead> <tr> <th rowspan="2">University Enrollment By Campus</th> <th colspan="2">CURRENT (2011)</th> <th colspan="2">2015</th> <th colspan="2">2020</th> <th colspan="2">2035 (Strategic plan)</th> </tr> <tr> <th>HC</th> <th>FTE</th> <th>HC</th> <th>FTE</th> <th>HC</th> <th>FTE</th> <th>HC</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td><b>MMC-Total</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td><i>Enrollment</i></td> <td><b>33,199</b></td><td><b>19,417</b></td> <td><b>36,084</b></td><td><b>22,139</b></td> <td><b>37,719</b></td><td><b>24,650</b></td> <td><b>48,750</b></td><td><b>34,339</b></td> </tr> <tr> <td><i>Undergraduate</i></td> <td>27,662</td><td>15,412</td> <td>29,816</td><td>17,461</td> <td>31,004</td><td>19,489</td> <td>40,078</td><td>27,726</td> </tr> <tr> <td><i>Graduate</i></td> <td>5,537</td><td>4,005</td> <td>6,268</td><td>4,678</td> <td>6,715</td><td>5,161</td> <td>8,672</td><td>6,613</td> </tr> <tr> <td><b>BBC- Total</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td><i>Enrollment</i></td> <td><b>7,273</b></td><td><b>2,895</b></td> <td><b>7,838</b></td><td><b>3,267</b></td> <td><b>9,055</b></td><td><b>3,906</b></td> <td><b>16,000</b></td><td><b>5,238</b></td> </tr> <tr> <td><i>Undergraduate</i></td> <td>6,713</td><td>2,606</td> <td>7,236</td><td>2,950</td> <td>8,359</td><td>3,526</td> <td>14,769</td><td>4,743</td> </tr> <tr> <td><i>Graduate</i></td> <td>560</td><td>289</td> <td>602</td><td>317</td> <td>696</td><td>380</td> <td>1,231</td><td>495</td> </tr> <tr> <td><b>EEC Total</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td><i>Enrollment</i></td> <td><b>2,456</b></td><td><b>1,055</b></td> <td><b>2,647</b></td><td><b>1,188</b></td> <td><b>2,918</b></td><td><b>1,379</b></td> <td><b>3,552</b></td><td><b>1,894</b></td> </tr> <tr> <td><i>Undergraduate</i></td> <td>1,942</td><td>864</td> <td>2,093</td><td>979</td> <td>2,302</td><td>1,137</td> <td>2,799</td><td>1,569</td> </tr> <tr> <td><i>Graduate</i></td> <td>514</td><td>191</td> <td>554</td><td>209</td> <td>616</td><td>242</td> <td>753</td><td>325</td> </tr> <tr> <td><b>On-Line Total</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td><i>Enrollment</i></td> <td><b>14,998</b></td><td><b>5,985</b></td> <td><b>16,166</b></td><td><b>6,742</b></td> <td><b>22,707</b></td><td><b>9,742</b></td> <td><b>31,318</b></td><td><b>11,326</b></td> </tr> <tr> <td><i>Undergraduate</i></td> <td>13,202</td><td>4,997</td> <td>14,230</td><td>5,663</td> <td>19,996</td><td>8,182</td> <td>27,582</td><td>9,516</td> </tr> <tr> <td><i>Graduate</i></td> <td>1,796</td><td>988</td> <td>1,936</td><td>1,079</td> <td>2,711</td><td>1,560</td> <td>3,736</td><td>1,810</td> </tr> <tr> <td><b>University Total</b></td> <td><b>57,926</b></td><td><b>29,352</b></td> <td><b>62,735</b></td><td><b>33,336</b></td> <td><b>72,399</b></td><td><b>39,677</b></td> <td><b>99,620</b></td><td><b>52,797</b></td> </tr> </tbody> </table> <p>-Enrollment needs by college were also reviewed. See presentation for details.</p>	University Enrollment By Campus	CURRENT (2011)		2015		2020		2035 (Strategic plan)		HC	FTE	HC	FTE	HC	FTE	HC	FTE	<b>MMC-Total</b>									<i>Enrollment</i>	<b>33,199</b>	<b>19,417</b>	<b>36,084</b>	<b>22,139</b>	<b>37,719</b>	<b>24,650</b>	<b>48,750</b>	<b>34,339</b>	<i>Undergraduate</i>	27,662	15,412	29,816	17,461	31,004	19,489	40,078	27,726	<i>Graduate</i>	5,537	4,005	6,268	4,678	6,715	5,161	8,672	6,613	<b>BBC- Total</b>									<i>Enrollment</i>	<b>7,273</b>	<b>2,895</b>	<b>7,838</b>	<b>3,267</b>	<b>9,055</b>	<b>3,906</b>	<b>16,000</b>	<b>5,238</b>	<i>Undergraduate</i>	6,713	2,606	7,236	2,950	8,359	3,526	14,769	4,743	<i>Graduate</i>	560	289	602	317	696	380	1,231	495	<b>EEC Total</b>									<i>Enrollment</i>	<b>2,456</b>	<b>1,055</b>	<b>2,647</b>	<b>1,188</b>	<b>2,918</b>	<b>1,379</b>	<b>3,552</b>	<b>1,894</b>	<i>Undergraduate</i>	1,942	864	2,093	979	2,302	1,137	2,799	1,569	<i>Graduate</i>	514	191	554	209	616	242	753	325	<b>On-Line Total</b>									<i>Enrollment</i>	<b>14,998</b>	<b>5,985</b>	<b>16,166</b>	<b>6,742</b>	<b>22,707</b>	<b>9,742</b>	<b>31,318</b>	<b>11,326</b>	<i>Undergraduate</i>	13,202	4,997	14,230	5,663	19,996	8,182	27,582	9,516	<i>Graduate</i>	1,796	988	1,936	1,079	2,711	1,560	3,736	1,810	<b>University Total</b>	<b>57,926</b>	<b>29,352</b>	<b>62,735</b>	<b>33,336</b>	<b>72,399</b>	<b>39,677</b>	<b>99,620</b>	<b>52,797</b>
University Enrollment By Campus	CURRENT (2011)		2015		2020		2035 (Strategic plan)																																																																																																																																																																				
	HC	FTE	HC	FTE	HC	FTE	HC	FTE																																																																																																																																																																			
<b>MMC-Total</b>																																																																																																																																																																											
<i>Enrollment</i>	<b>33,199</b>	<b>19,417</b>	<b>36,084</b>	<b>22,139</b>	<b>37,719</b>	<b>24,650</b>	<b>48,750</b>	<b>34,339</b>																																																																																																																																																																			
<i>Undergraduate</i>	27,662	15,412	29,816	17,461	31,004	19,489	40,078	27,726																																																																																																																																																																			
<i>Graduate</i>	5,537	4,005	6,268	4,678	6,715	5,161	8,672	6,613																																																																																																																																																																			
<b>BBC- Total</b>																																																																																																																																																																											
<i>Enrollment</i>	<b>7,273</b>	<b>2,895</b>	<b>7,838</b>	<b>3,267</b>	<b>9,055</b>	<b>3,906</b>	<b>16,000</b>	<b>5,238</b>																																																																																																																																																																			
<i>Undergraduate</i>	6,713	2,606	7,236	2,950	8,359	3,526	14,769	4,743																																																																																																																																																																			
<i>Graduate</i>	560	289	602	317	696	380	1,231	495																																																																																																																																																																			
<b>EEC Total</b>																																																																																																																																																																											
<i>Enrollment</i>	<b>2,456</b>	<b>1,055</b>	<b>2,647</b>	<b>1,188</b>	<b>2,918</b>	<b>1,379</b>	<b>3,552</b>	<b>1,894</b>																																																																																																																																																																			
<i>Undergraduate</i>	1,942	864	2,093	979	2,302	1,137	2,799	1,569																																																																																																																																																																			
<i>Graduate</i>	514	191	554	209	616	242	753	325																																																																																																																																																																			
<b>On-Line Total</b>																																																																																																																																																																											
<i>Enrollment</i>	<b>14,998</b>	<b>5,985</b>	<b>16,166</b>	<b>6,742</b>	<b>22,707</b>	<b>9,742</b>	<b>31,318</b>	<b>11,326</b>																																																																																																																																																																			
<i>Undergraduate</i>	13,202	4,997	14,230	5,663	19,996	8,182	27,582	9,516																																																																																																																																																																			
<i>Graduate</i>	1,796	988	1,936	1,079	2,711	1,560	3,736	1,810																																																																																																																																																																			
<b>University Total</b>	<b>57,926</b>	<b>29,352</b>	<b>62,735</b>	<b>33,336</b>	<b>72,399</b>	<b>39,677</b>	<b>99,620</b>	<b>52,797</b>																																																																																																																																																																			
2.5	<p><b>Existing Space Utilization was reviewed by campus:</b></p> <ul style="list-style-type: none"> <li>- Classroom Daily Use Rate</li> <li>- Classroom Station Utilization Rate</li> <li>- Classroom Weekly Use Rate</li> <li>- Classroom Capacity vs. Enrollment</li> <li>- Teaching Lab Weekly Use rate</li> <li>- Teaching Lab Station Utilization Rate</li> </ul>																																																																																																																																																																										
2.6	<p><b>Future Space needs anticipated by campus: MMC</b></p>																																																																																																																																																																										

Item No.	Description
	<p><b>LEGEND</b></p> <ul style="list-style-type: none"> <li>Academic &amp; Research Facilities (110,210,220,400,530, 540,570,580,590,710)</li> <li>Support Facilities (300, 630,650,660,670,800)</li> <li>Housing Facilities (900)</li> <li>Recreation / Open Space (520)</li> <li>Community Interface</li> <li>Parking</li> <li>Conservation</li> </ul> <p>(000) Space Categories</p> <p><b>MODESTO MAIDIQUE CAMPUS</b> FIGURE 16 DEVELOPMENT NEEDS</p> <p><b>FIU</b> FLORIDA INTERNATIONAL UNIVERSITY Campus Master Plan October 2012</p> <p>0 250 500 1000 Scale 1:500</p> <p><b>PERKINS + WILL</b></p> <p><b>DEVELOPMENT NEEDS</b></p> <ul style="list-style-type: none"> <li>ACADEMIC + RESEARCH FACILITIES 1,077,560 SQ. FT.</li> <li>8-4 BUILDINGS 6 STORIES EACH</li> <li>GREEN LIBRARY EXPANSION 25,000 SF</li> <li>SCIENCE LAB COMPLEX 127,200 SF</li> <li>HUMANITIES CENTER (ARTS &amp; SCIENCES) 77,600 SF</li> <li>GRADUATE SCHOOL OF BUSINESS 90,000 SF</li> <li>SOCIAL SCIENCE PHASE 2 57,000 SF</li> <li>HONORS COLLEGE 78,500 SF</li> <li>SUPPORT FACILITIES 1,007,740 SQ. FT.</li> <li>7-9 BUILDINGS - 6 STORIES EACH</li> <li>SATELLITE CHILLER PLANT EXPANSION</li> <li>STUDENT ACADEMIC SUPPORT CENTER 80,000 SF</li> <li>RECREATION / OPEN SPACE 70,045 SQ. FT.</li> <li>2 BUILDINGS - 2 STORIES EACH</li> <li>TRAINING COMPLEX 40,000 SF</li> <li>HOUSING FACILITIES TBD</li> <li>STRUCTURED PARKING TBD</li> </ul>
2.7	<p>Future Space needs anticipated by campus: EC</p> <p><b>LEGEND</b></p> <ul style="list-style-type: none"> <li>Academic &amp; Research Facilities (110,210,220,400,530, 540,570,580,590,710)</li> <li>Support Facilities (300, 630,650,660,670,800)</li> <li>Housing Facilities (900)</li> <li>Recreation / Open Space (520)</li> <li>Community Interface</li> <li>Parking</li> <li>Conservation</li> </ul> <p>(000) Space Categories</p> <p><b>ENGINEERING CENTER CAMPUS</b> FIGURE 23 DEVELOPMENT NEEDS</p> <p><b>FIU</b> FLORIDA INTERNATIONAL UNIVERSITY Campus Master Plan October 2012</p> <p>0 250 500 1000 Scale 1:500</p> <p><b>PERKINS + WILL</b></p> <p><b>DEVELOPMENT NEEDS</b></p> <ul style="list-style-type: none"> <li>ACADEMIC + RESEARCH FACILITIES NO ADDITIONAL SPACE NEEDED</li> <li>ENGINEERING BUILDING 27,940 SF</li> <li>SUPPORT FACILITIES 22,000 SQ. FT.</li> <li>0-2 BUILDINGS - 1 STORY</li> <li>RECREATION / OPEN SPACE 3,200 SQ. FT.</li> <li>0-1 BUILDING - 1 STORY</li> <li>HOUSING FACILITIES TBD</li> <li>STRUCTURED PARKING TBD</li> </ul>

Item No.	Description
2.8	<p>Future Space needs anticipated by campus: BBC</p>  <p><b>DEVELOPMENT NEEDS</b></p> <ul style="list-style-type: none"> <li>ACADEMIC - RESEARCH FACILITIES 96,764 SQ. FT. 1 BUILDING - 6 STORIES EACH</li> <li>CLASSROOM/ OFFICE ACADEMIC III 64,000 SF</li> <li>SUPPORT FACILITIES 89,750 SQ. FT. 1 BUILDING - 6 STORIES EACH</li> <li>RECREATION / OPEN SPACE NO ADDITIONAL SPACE NEEDED</li> <li>STRUCTURED PARKING TBD</li> <li>HOUSING FACILITIES TBD</li> </ul> <p><b>LEGEND</b></p> <ul style="list-style-type: none"> <li>Academic &amp; Research Facilities (110,210,230,400,530, 540,570,580,590,710)</li> <li>Support Facilities (300, 630,650,660,670,800)</li> <li>Housing Facilities (900)</li> <li>Recreation / Open Space (520)</li> <li>Community Interface</li> <li>Parking</li> <li>Conservation</li> <li>(XXXX) Space Categories</li> </ul> <p>BISCAYNE BAY CAMPUS FIGURE 36 DEVELOPMENT NEEDS</p> <p><b>FIU</b> FLORIDA INTERNATIONAL UNIVERSITY Campus Master Plan October 2012</p> <p>0 250 500 1000 Scale 1:500</p> <p>NORTH PERKINS + WILL</p>
2.9	<p><b>Additional Assumptions required to be confirmed:</b></p> <ul style="list-style-type: none"> <li>- Faculty/Staff Assumptions</li> <li>- Research Assumptions</li> <li>- Clinical Assumptions</li> </ul>
2.10	<p><b>Preliminary Concept Plan Themes:</b></p> <ul style="list-style-type: none"> <li>- Maximize programs at Modesto Maidique Campus</li> <li>- Create “E” center at Biscayne Bay Campus for Education and Environmental Studies</li> <li>- Maximize perimeter partnerships</li> <li>- Other?</li> </ul>
2.11	<p><b>Next Steps:</b> Focus Group Meetings are scheduled for October 2-4, 2012</p>

**End of Work Session #2 Steering Committee Meeting Minutes**

The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.