



# FLORIDA BOARD OF GOVERNORS

325 West Gaines Street – Suite 1614 – Tallahassee, Florida – 32399-0400

(850) 245-0466 – [www.flbog.org](http://www.flbog.org)

November 29, 2007

Mr. Robert Griffith  
Director Facilities Planning  
Florida International University  
University Park  
Facilities Planning  
Campus Support Complex Room 142  
Miami, Florida 33199

Re: Amendment to the 2006 Florida International University Educational Plant Survey

Dear Bob:

The amendment with supporting documentation to the 2006 Florida International University Educational Plant Survey has been received. The review has been completed and the amendment to the survey is approved, pursuant to Section 1013.31, Florida Statutes.

If you have questions or require further information, please contact Stanley Goldstein, Board of Governors, State University System of Florida, at (850) 245-9255.

Sincerely,

Chris Kinsley  
Director Finance and Facilities

cc: Charles Scurr  
Nancy McKee, Vice Chancellor, Planning and Budgeting  
Stanley Goldstein, Architect  
Spessard Boatright, Director, Office of Educational Facilities, DOE



July 31, 2007

Chris Kinsley  
Director, Finance & Facilities  
State University System of Florida  
Board of Governors  
325 West Gaines Street, Suite 1633  
Tallahassee, Florida 32399

Re: FIU Educational Plant Survey – Supplemental Survey

Dear Chris:

Attached for your review and verification are revisions to the Educational Plant Survey approved by the FIU Board of Trustees on June 28, 2007. The current survey was approved on March 21, 2006 and this report is to revise and supplement the current survey.

**Site Improvements Recommendations:**

No new recommendations.

**Remodeling/Renovation/Addition Recommendations:**

No new recommendations.

**New Construction/Expansion Recommendations:**

Three new projects have been added to the previous recommendations:

- The Student Academic Support Center - This project will provide a new building with space to serve as a "one stop" facility for all major student academic services. Functions currently housed in the first and second floors of the Charles Perry / Primera Casa building such as Admissions, Cashier's Office, Registration & Records, Undergraduate Advising and Financial Aid will relocate and expand into the new building. Other student academic support and study functions will be provided to serve as a student learning and welcome center. Spaces will also include lecture halls, flexible classrooms, computer study rooms, and offices for student counseling and tutoring. The construction of the new Student Academic Support Center will free up approximately 49,000 Gross Square Feet (GSF) in the Charles Perry/Primera Casa Building. This space will be able to be reprogrammed for other essential educational priorities and functions.
- Department of Health/FIU Public Health – The University is embarking on an exciting and innovative collaboration venture with the Miami-Dade County Health Department (the Miami-Dade County Health Department is the State of Florida Agency responsible for public health programs in Miami-Dade County). The plan is to co-locate the Florida International University Robert Stempel School of Public Health and the Health Department as part of the Academic Health Sciences Center at the University Park Campus. The Miami-Dade County Health Department will consolidate and centralize all of its administrative and research functions at the new Center. This partnership will involve the relocation of approximately 500 Health Department employees into the new facility.

The benefits of co-location of these public health programs are very significant. This collaborative venture will place FIU at the forefront of public health research and practice both nationally and internationally. The opportunities for student education, clinical experience and collaborative research will be phenomenal. The competitiveness of the new venture in competing for research funding will be significantly enhanced and position FIU to make a major contribution in addressing the most pressing public health issues confronting our society. Miami's geographic location as an international gateway city with the full range of public health issues only strengthens the need for this new program.

The Public Health Center will total approximately 133,000 GSF with the FIU component being approximately 39,000 GSF and the County portion approximately 94,000 GSF. The PECO funding will only be used for the University (PECO eligible) portion. The State/County portion will be separately financed and funded from payments by the Health Department.

- Social Sciences – Phase II - This project is a continuation of the Social Sciences/International Studies building currently funded for construction. The program anticipates a need exceeding available funds for the current project and calls for an additional phase. The original 2001 survey for the Social Science project recommended approximately 60,000 NASF but the current project is funded for approximately 30,000 NASF. The 2006 survey reports the maximum space of 35,070 for Phase I in section 2) "Projects Funded for Construction thru 2005." The space recommended for phase II will complete all space needs for academic programs to be housed in the facility.

#### **Standard University-Wide Recommendations:**

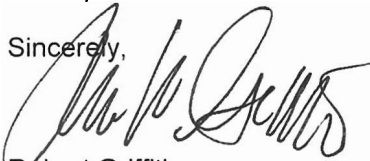
No new recommendations.

#### **Notes:**

- These new projects and all recommended projects have been incorporated into the Master Plan Update as amended and adopted by the FIU Board of Trustees on June 28, 2007.
- These revisions do not exceed 100% utilization in any of the ten (10) space categories.

Thank you for your assistance in verifying and completing this supplemental survey. Should you have questions or need further information, please let us know.

Sincerely,




Robert Griffith  
Director, Facilities Planning

cc. Stanley Goldstein  
Charles Scurr  
Ivonne Carrasco



To: Mitch Maidique  
President

Date: July 24, 2007

From: Charles Scurr   
Associate Vice President

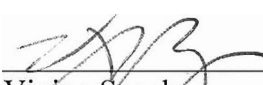
Re: Technical Revisions to the  
Educational Plant Survey

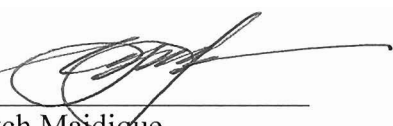
The purpose of this memorandum is to request your approval of several technical revisions to the Educational Plant Survey. In June 2007 the BOT approved a resolution pertaining to the Educational Plant Survey that authorizes the President to make technical adjustments to the survey.

Following an informal review with BOG staff, we were instructed to separate the BBC projects as in the original survey. They also indicated that although the Graduate Classroom building and the Hurricane Center are fully funded and no longer on our PECO request, that we include them on the space needs tracking spreadsheet, (Form B).

There are no substantive changes in any of the projects. All of the projects approved by the Board of Trustees continue to be in the Survey in the order approved by the Board.

Your approval is recommended.

Concur:   
Vivian Sanchez  
Senior Vice President & CFO

Approved:   
Mitch Maidique  
President

Attachments: Analysis of Space Needs by Category – Form B  
Main Campus and Biscayne Bay Campus  
Revised 07/23/07



	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
<b>Space Needs by Space Type 2010-11*</b>	314,454	358,447	456,584	257,186	960,023	78,093	29,415	15,619	150,199	131,001	2,751,021

## Less:

## 1) Current Inventory as of October 2005

A) Satisfactory Space	139,417	230,204	182,123	204,128	530,405	96,323	15,712	4,108	62,896	78,248	1,543,564
B) Unsatisfactory Space to be Remodeled											0
C) Unsatisfactory Space to be Demolished/Terminated											0
D) Total Under Construction	6,035	22,173	40,325	0	29,700	10,600	150	4,204	0	6,630	119,817
Art Museum (FECG)	700	0	0	0	7,165	10,600	0	1,300	0	5,500	25,265
Central Utilities Plant Sub Station	0	0	0	0	400	0	0	0	0	0	400
College of Law	5,335	22,173	40,325	0	22,135	0	150	2,904	0	1,130	94,152
<b>Total Current Inventory</b>	<b>145,452</b>	<b>252,377</b>	<b>222,448</b>	<b>204,128</b>	<b>560,105</b>	<b>106,923</b>	<b>15,862</b>	<b>8,312</b>	<b>62,896</b>	<b>84,878</b>	<b>1,663,381</b>

## 2) Projects Funded for Construction thru 2005

Office/Classroom (Graduate School of Business)	24,775	0	4,680	0	22,760	0	0	0	0	2,490	54,705
Social Sciences	17,500	0	0	0	15,570	0	500	0	0	1,500	35,070
Nursing & Health Science (Molecular Biology)	0	23,784	0	0	10,880	0	0	0	0	0	34,664
<b>Total Funded Construction</b>	<b>42,275</b>	<b>23,784</b>	<b>4,680</b>	<b>0</b>	<b>49,210</b>	<b>0</b>	<b>500</b>	<b>0</b>	<b>0</b>	<b>3,990</b>	<b>124,439</b>

<b>Plus: Planned Demolition</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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<b>Net Space Needs</b>	<b>126,727</b>	<b>82,286</b>	<b>229,456</b>	<b>53,058</b>	<b>350,708</b>	<b>(28,830)</b>	<b>13,053</b>	<b>7,307</b>	<b>87,303</b>	<b>42,133</b>	<b>963,201</b>
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Percent of:

Current Inventory and Funded Projects  
Minus Demolition  
Space Needs

60% 77% 50% 79% 63% 137% 56% 53% 42% 68% 65%

NOTES: Funded projects consisting of space that is not eligible for fixed capital outlay budgeting are not shown.

\* 2010-11 Space Needs based on 2000-01 NASF/FTE factors and projected FTE of 26,031

**FLORIDA INTERNATIONAL UNIVERSITY**  
**Biscayne Bay Campus**  
**Analysis of Space Needs by Category - Form B**  
Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
<b>Based on FTE 4681</b>											
<b>Space Needs by Space Type 2010-11</b>	<b>55,423</b>	<b>45,546</b>	<b>77,283</b>	<b>61,227</b>	<b>136,123</b>	<b>14,043</b>	<b>2,341</b>	<b>2,809</b>	<b>0</b>	<b>19,740</b>	<b>414,535</b>
<b>Less:</b>											
1) <b>Current Inventory as October 2005</b>											
A) Satisfactory Space	46,689	67,553	31,174	14,240	92,798	6,449	1,529	0	0	21,872	282,304
B) Unsatisfactory Space to be Remodeled	0	0	0	0	0	0	0	0	0	0	0
C) Unsatisfactory Space to be Demolished/Terminate	0	0	0	0	0	0	0	0	0	0	0
D) Total Under Construction	0	0	0	0	952	0	0	0	0	0	952
Wolfe University Center Addition	0	0	0	0	952	0	0	0	0	0	952
											0
											0
											0
											0
Total Current Inventory	46,689	67,553	31,174	14,240	93,750	6,449	1,529	0	0	21,872	283,256
2) <b>Projects Funded for Construction thru 2005</b>											
											0
											0
Total Funded Construction	0	0	0	0	0	0	0	0	0	0	0
<b>Plus: Planned Demolition</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Net Space Needs</b>	<b>8,734</b>	<b>(22,007)</b>	<b>46,109</b>	<b>46,987</b>	<b>42,373</b>	<b>7,594</b>	<b>812</b>	<b>2,809</b>	<b>0</b>	<b>(2,132)</b>	<b>131,279</b>
Percent of:											
Current Inventory and Funded Projects Minus Demolition											
Space Needs	84%	148%	40%	23%	69%	46%	65%	0%	0%	111%	68%

NOTES: Funded projects consisting of space that is ineligible for fixed capital outlay budgeting are not shown. Space needs factors have been adjusted.

## X – RECOMMENDATIONS

Projects modified or added from previous Educational Plant Survey 2006-2011. This is a supplemental survey approved by BOT (Board of Trustees) on June 28, 2007.

### Recommended Site Improvements:

1. **Utilities/Infrastructure Improvements** - to include utilities/infrastructure improvements consisting of items in the categories of: chilled water and controls, electrical distribution, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, and steam equipment and distribution and landscaping/site improvements. The project consists of improvements, landscaping, extensions, modifications, and additions to the major utility systems and site improvements consistent with the adopted Campus Master Plan.
3. **Satellite Chiller Plant, UP** – construct new facility to include office facilities and service, use codes 310, 315 – 500 NASF; total 500 NASF; 12,000 GSF.

### Recommended Remodeling/Renovation:

10. All projects requiring renovations to space vacated in conjunction with construction of new facilities that require no significant changes in space categories are recommended.

### Recommended New Construction/Expansion:

2. **Science/Classroom Complex, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 25,000 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 30,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 12,750 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 12,000 NASF ; Open Lab facilities and services areas, use codes 220, 225 – 1,000 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,000 NASF; total 81,750 NASF; 143,600 GSF.
- 3a. **Graduate Classroom Building, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 7,500 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 5,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 10,500 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 10,000 NASF; Open Lab facilities and services areas, use codes 220, 225 – 750 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,200 NASF; total 34,950 NASF; 59,120 GSF.
4. **Health-Sciences Laboratory Clinic, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 14,860 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 10,710 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 –

510 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 13,420 NASF; total 39,500 NASF; 63,200 GSF.

5. **Student Academic Support Center, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 6,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 10,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 32,400 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,600 NASF; total 50,000 NASF; 80,000 GSF.

6. **Department of Health/FIU Public Health, UP** - construct new facility to include Teaching Lab facilities and service areas, room use codes 210, 215 – 5,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 26,000 NASF; total 31,000 NASF; 49,600 GSF.

7. **Public Safety Building, UP** - construct new facility to include Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 12,000 NASF; and campus support services facilities and service areas, room use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 – 3,000 NASF; total 15,000 NASF; 24,485 GSF.

8. **Humanities Center/Arts & Sciences Offices, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 4,000 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 15,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 4,000 NASF; Research Lab facilities and service areas, room use codes 250, 255 – 5,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 15,500 NASF; total 43,500 NASF; 77,600 GSF.

9. **Science Laboratory Complex, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 16,300 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 4,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 34,700 NASF; Research Lab and services areas, room use codes 250, 255 – 28,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 20,000 NASF; Open Lab facilities and services areas, use codes 220, 225 – 2,000 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,000 NASF; total 106,000 NASF; 172,800 GSF.

9a. **International Hurricane Center, UP** - construct new facility to include Teaching Lab facilities and service areas, room use codes 210, 215 – 1,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 3,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 12,000 NASF; Open Lab facilities and services areas, use codes 220, 225 – 1,000 NASF; total 17,000 NASF; 31,760 GSF.

11. **Classroom/Office, BBC** – construct facility to include Classroom facilities and service areas, room use codes 110, 115 – 8,000 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 6,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 8,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 16,800 NASF; Open Lab

facilities and services areas, use codes 220, 225 – 800 NASF; total 39,600 NASF; 64,000 GSF.

12. **Construction Management Building, EC (UP)** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 6,500 NASF; Teaching laboratory facilities and service areas, room use codes 210, 215, 220, 225 – 7,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 7,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 5,000 NASF; Student academic support facilities and service areas, room use codes 690, 695 – 2,000 NASF; total 27,500 NASF; 52,000 GSF.

13. **Training Complex, (Human Resources), UP** - construct facility to include Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 14,420 NASF; Campus Support Services areas, room use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 -10,000 NASF; total 24,420 NASF; 40,432 GSF.

14. **Honors College, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 10,500 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 3,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 3,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 9,500 NASF; total 26,000 NASF; 44,800 GSF.

15. **Graduate School of Business Phase II, UP** - construct facility to include Classroom facilities and service areas, room use codes 110, 115 – 20,600 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 3,410 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 12,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 40,740 NASF; total 76,750 NASF; 125,568 GSF.

16. **Social Science, Phase II, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 9,000 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 3,200 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 16,878 NASF; Open Lab facilities and service areas, room use codes 220, 225 – 1,000 NASF; Campus Support Services areas, room use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 -5,000 NASF total 35,078 NASF; 56,125 GSF.

17. **Theatre, BBC** - construct new facility to include Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 2,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 1,200 NASF; Auditorium/Exhibition facilities and service area, room use codes 610, 615, 620, 625 – 2,500 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,000 NASF; total 6,700 NASF; 11,520 GSF.

#### **Standard University-wide Recommendations:**

SR.1 All recommendations for new facilities include spaces necessary for custodial services and sanitation facilities.

SR.2 All projects for safety corrections are recommended.

SR.3 All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR.4 Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR.5 Expansion, replacement, and upgrading of existing utilities/infrastructure systems are recommended to support the educational plant, as expanded or modified by the recommended projects.

## FLORIDA INTERNATIONAL UNIVERSITY 2006-07 CIP

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
<b>Space Needs by Space Type 2010-11</b>	314,454	358,447	456,584	257,186	960,023	78,093	29,415	15,619	150,199	131,001	2,751,021
<b>Net Space Needs from Form B</b>	126,727	82,286	229,456	53,058	350,708	(28,830)	13,053	7,307	87,303	42,133	963,201
<b>Percent of Space Needs</b>	<b>60%</b>	<b>77%</b>	<b>50%</b>	<b>79%</b>	<b>63%</b>	<b>137%</b>	<b>56%</b>	<b>53%</b>	<b>42%</b>	<b>68%</b>	<b>65%</b>
3) Projects Funded for Planning thru 2005-2006	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	126,727	82,286	229,456	53,058	350,708	(28,830)	13,053	7,307	87,303	42,133	963,201
Sub Total Percent	60%	77%	50%	79%	63%	137%	56%	53%	42%	68%	65%
4) 2006-07 CIP Projects											
Proj 1) Facilities Infrastructure/Capital Renewal	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	126,727	82,286	229,456	53,058	350,708	(28,830)	13,053	7,307	87,303	42,133	963,201
Sub Total Percent	60%	77%	50%	79%	63%	137%	56%	53%	42%	68%	65%
Proj 2) Science/Classroom Complex-UP	25,000	30,000	12,750	0	12,000	0	1,000	1,000	0	0	81,750
Sub Total Net Space Needs	101,727	52,286	216,706	53,058	338,708	(28,830)	12,053	6,307	87,303	42,133	881,451
Sub Total Percent	68%	85%	53%	79%	65%	137%	59%	60%	42%	68%	68%
Proj 3) Satellite Chiller Plant	0	0	0	0	500	0	0	0	0	0	500
Sub Total Net Space Needs	101,727	52,286	216,706	53,058	338,208	(28,830)	12,053	6,307	87,303	42,133	880,951
Sub Total Percent	68%	85%	53%	79%	65%	137%	59%	60%	42%	68%	68%
Proj 3a) Graduate Classroom Building, UP	7,500	0	5,000	10,500	10,000	0	750	1,200	0	0	34,950
Sub Total Net Space Needs	94,227	52,286	211,706	42,558	328,708	(28,830)	11,303	5,107	87,303	42,133	846,501
Sub Total Percent	70%	85%	54%	83%	68%	137%	59%	60%	42%	68%	69%
Proj 4) Health-Science Lab Clinic, UP	14,860	10,710	510	0	13,420	0	0	0	0	0	39,500
Sub Total Net Space Needs	79,367	41,576	211,196	42,558	315,288	(28,830)	11,303	5,107	87,303	42,133	807,001
Sub Total Percent	75%	88%	54%	83%	69%	137%	59%	60%	42%	68%	71%
Proj 5) Student Academic Support Center, UP	6,000	0	10,000	0	32,400	0	0	1,600	0	0	50,000
Sub Total Net Space Needs	73,367	41,576	201,196	42,558	282,888	(28,830)	11,303	3,507	87,303	42,133	757,001
Sub Total Percent	77%	88%	56%	83%	73%	137%	59%	70%	42%	68%	72%
Proj 6) Department of Health/FIU Public Health, UP	0	5,000	0	0	26,000	0	0	0	0	0	31,000
Sub Total Net Space Needs	73,367	36,576	201,196	42,558	256,888	(28,830)	11,303	3,507	87,303	42,133	726,001
Sub Total Percent	77%	90%	56%	83%	76%	137%	59%	70%	42%	68%	74%
Proj 7) Public Safety Building, Up	0	0	0	0	12,000	0	0	0	0	3,000	15,000
Sub Total Net Space Needs	73,367	36,576	201,196	42,558	244,888	(28,830)	11,303	3,507	87,303	39,133	711,001
Sub Total Percent	77%	90%	56%	83%	77%	137%	59%	70%	42%	70%	74%
Proj 8) Humanities Center/Arts & Sciences Offices, UP	4000	15,000	4,000	5,000	15,500	0	0	0	0	0	43,500
Sub Total Net Space Needs	69,367	21,576	197,196	37,558	229,388	(28,830)	11,303	3,507	87,303	39,133	667,501
Sub Total Percent	78%	94%	57%	85%	78%	137%	59%	70%	42%	70%	76%
Proj 9) Science Laboratory Complex, UP	16,300	4,000	34,700	28,000	20,000	0	2,000	1,000	0	0	106,000
Sub Total Net Space Needs	53,067	17,576	162,496	9,558	209,388	(28,830)	9,303	2,507	87,303	39,133	561,501
Sub Total Percent	83%	95%	65%	96%	80%	137%	66%	77%	42%	70%	80%
Proj 9a) International Hurricane Center, UP	0	1,000	0	3,000	12,000	0	1,000	0	0	0	17,000
Sub Total Net Space Needs	53,067	16,576	162,496	6,558	197,388	(28,830)	8,303	2,507	87,303	39,133	544,501
Sub Total Percent	83%	95%	65%	96%	84%	137%	66%	77%	42%	70%	80%
Proj 10) Remodeling/Renovation of Existing Space	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	53,067	16,576	162,496	6,558	197,388	(28,830)	8,303	2,507	87,303	39,133	544,501
Sub Total Percent	83%	95%	65%	96%	84%	137%	66%	77%	42%	70%	80%
Proj 12) Construction Management & Engineering Expansion, EC	6,500	7,000	7,000	0	5,000	0	0	2,000	0	0	27,500
Sub Total Net Space Needs	46,567	9,576	155,496	6,558	192,388	(28,830)	8,303	507	87,303	39,133	517,001
Sub Total Percent	85%	97%	66%	96%	85%	137%	66%	89%	42%	70%	81%

## FLORIDA INTERNATIONAL UNIVERSITY 2006-07 CIP

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Proj 13) Training Complex, (Human Resources), UP	0	0	0	0	14,420	0	0	0	0	10,000	24,420
Sub Total Net Space Needs	46,567	9,576	155,496	6,558	177,968	(28,830)	8,303	507	87,303	29,133	492,581
Sub Total Percent	85%	97%	66%	96%	86%	137%	66%	89%	42%	78%	82%
Proj 14) Honors College, UP	10,500	0	3,000	3,000	9,500	0	0	0	0	0	26,000
Sub Total Net Space Needs	36,067	9,576	152,496	3,558	168,468	(28,830)	8,303	507	87,303	29,133	466,581
Sub Total Percent	89%	97%	67%	98%	87%	137%	66%	89%	42%	78%	83%
Proj 15) Graduate School Business Phase II, UP	20,600	3,410	12,000	0	40,740	0	0	0	0	0	76,750
Sub Total Net Space Needs	15,467	6,166	140,496	3,558	127,728	(28,830)	8,303	507	87,303	29,133	389,831
Sub Total Percent	95%	98%	70%	98%	92%	137%	66%	89%	42%	78%	86%
Proj 16) Social Science, Phase II - UP	9,000	0	3,200	0	16,878	0	1,000	0	0	5,000	35,078
Sub Total Net Space Needs	6,467	6,166	137,296	3,558	110,850	(28,830)	7,303	507	87,303	24,133	354,753
Sub Total Percent	98%	98%	70%	98%	93%	137%	70%	89%	42%	82%	87%



REVISED 07/23/2007

## Analysis of Facilities Inventory Impact of Survey Recommended Survey

## FLORIDA INTERNATIONAL UNIVERSITY - BISCAYNE BAY CAMPUS

	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium Exhibition	Instructional Media	Student Academic Support	Gymnasium	Campus Support services	Total NASF
<b>Space Needs by Space Type 2010-11</b>	55,423	45,546	77,283	61,227	136,123	14,043	2,341	2,809	0	19,740	414,535
<b>Net Space Needs from Form B</b>	8,734	(22,007)	46,109	46,987	42,373	7,594	812	2,809	0	(2,132)	131,279
<b>Percent of Space Needs</b>	<b>84%</b>	<b>148%</b>	<b>40%</b>	<b>23%</b>	<b>69%</b>	<b>46%</b>	<b>65%</b>	<b>0%</b>	<b>0%</b>	<b>111%</b>	<b>68%</b>
3) Projects Funded for Planning thru 2005-2006	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	8,734	(22,007)	46,109	46,987	42,373	7,594	812	2,809	0	(2,132)	131,279
Sub Total Percent	84%	148%	40%	23%	69%	46%	65%	0%	0%	111%	68%
4) 2010-11 CIP Projects											
Proj 11) Classroom/Office, BBC (P,C,E)	8,000	0	6,000	8,000	16,800	0	800	0	0	0	39,600
Sub Total Net Space Needs	734	(22,007)	40,109	38,987	25,573	7,594	12	2,809	0	(2,132)	91,679
Sub Total Percent	99%	148%	48%	36%	81%	46%	99%	0%	0%	111%	78%
Proj 17) Theater. BBC (P,C,E)	0	0	2,000	0	1,200	2,500	0	1,000	0	0	6,700
Sub Total Net Space Needs	734	(22,007)	38,109	38,987	24,373	5,094	12	1,809	0	(2,132)	84,979
Sub Total Percent	99%	148%	51%	36%	82%	64%	99%	36%	0%	111%	80%
Total Net Space Needs	734	(22,007)	38,109	38,987	24,373	5,094	12	1,809	0	(2,132)	84,979
Total Percent of Net Space Needs	99%	148%	51%	36%	82%	64%	99%	36%	0%	111%	80%



# FLORIDA BOARD OF GOVERNORS

325 West Gaines Street - Suite 1614 - Tallahassee, Florida 32399-0400  
(850) 245-0466 - www.flbog.org

September 11, 2006

Dr. Modesto A. Maidique  
President  
Florida International University  
11200 S.W. 8<sup>th</sup> Street, PC 528  
Miami, Florida 33199

Dear Dr. Maidique:

The Florida International University 2006 Educational Plant Survey has been received. The review has been completed and the survey is approved, pursuant to Section 1013.31, Florida Statutes.

If you have questions or require further information, please contact Stanley Goldstein, Board of Governors, State University System of Florida staff, at (850) 245-9255.

Sincerely,

Mark B. Rosenberg  
Chancellor

MR/sg

cc: Nancy McKee, Vice Chancellor, Planning and Budgeting  
Chris Kinsley, Director, Finance and Facilities  
Stanley Goldstein, Architect  
Spessard Boatright, Director, Office of Educational Facilities, DOE  
Victor Citarella, Associate Vice President, Facilities Management, FIU  
Robert Griffith, Director of Planning, FIU

University of Florida • Florida State University • Florida A&M University • University of South Florida • Florida Atlantic University • University of West Florida  
Gainesville Tallahassee Tallahassee Tampa Boca Raton Pensacola

University of Central Florida • Florida International University • University of North Florida • Florida Gulf Coast University • New College of Florida  
Orlando Miami Jacksonville Fort Myers Sarasota



# Florida International University

Office of the President

February 17, 2006

Mark B. Rosenberg, Ph.D.  
Chancellor  
State University System of Florida  
Board of Governors  
325 West Gaines Street, Suite 1614  
Tallahassee, Florida 32399

Re: FIU Educational Plant Survey

Dear Mark:

The Needs Assessment portion of the Florida International University Educational Plant Survey was conducted on February 16-17, 2006. This letter reports the University understanding of the recommendations of the Survey Team.

**Site Improvements Recommendations:**

1.1 Landscaping/site improvements are continued for each campus consistent with its adopted Campus Master Plan.

1.2 Satellite Utilities Chiller Plant is recommended.

**Remodeling/Renovation/Addition Recommendations:**

2.1 All projects requiring renovations to space vacated in conjunction with construction of new facilities that require no significant changes in space categories are recommended.

**New Construction/Expansion Recommendations:**

3.1 International Hurricane Center is recommended

3.2 Public Safety is recommended.

3.3 Classroom/Office at BBC is recommended.

- 3.4 Theatre at BBC is recommended.
- 3.5 Honors College is recommended.
- 3.6 Graduate Classroom is recommended.
- 3.7 Science/Classroom Complex Phase I and II are recommended.
- 3.8 Graduate School of Business Phase II is recommended.
- 3.9 Humanities Center/Offices is recommended.
- 3.10 Construction Management Building at EC is recommended.
- 3.11 Training Complex is recommended.
- 3.12 Health-Sciences Laboratory Clinic is recommended.

**Standard University-Wide Recommendations:**

SR1. All recommendations for new facilities include spaces necessary for custodial services and sanitation facilities.

SR2. All projects for safety corrections are recommended.

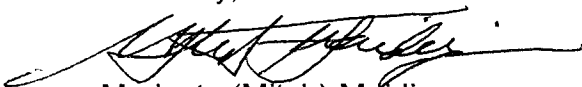
SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR5. Expansion, replacement and upgrading of existing utilities/infrastructure systems are recommended to support the educational plant, as expanded or modified by the recommended projects.

Upon completion of backup documentation and FIU Board of Trustees' approval, our staff will forward a final copy for your records.

Sincerely,



Modesto (Mitch) Maidique  
President

c: Stanley Goldstein



# **FLORIDA INTERNATIONAL UNIVERSITY**



## **EDUCATIONAL PLANT SURVEY**

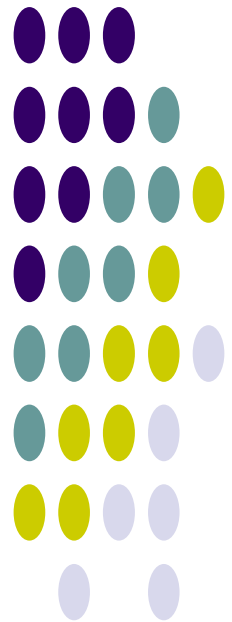
**FACILITIES INVENTORY VALIDATION  
OCTOBER 17-20, 2005**

**SPACE NEEDS ASSESSMENT  
FEBRUARY 16-17, 2006**

**FLORIDA BOARD OF GOVERNORS  
TALLAHASSEE, FLORIDA 32399**

**MARK B. ROSENBERG, PH.D.**

**CHANCELLOR**



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## EDUCATIONAL PLANT SURVEY TEAM

Survey team members participating in the Educational Plant Survey for Florida International University are as follows:

### FACILITIES INVENTORY VALIDATION:

October 17-20, 2005

#### SURVEY LEADER:

Lorilyne Pinkerton  
Facilities Planning & Space  
Management  
Florida State University

#### TEAM MEMBERS:

Elizabeth Jones  
Facilities Planning  
University of North Florida

Dave Heather  
CRD Facilities Plan 2  
University of Florida

Stanley Goldstein  
Senior Project Architect  
Florida Board of Governors

Kenneth Ogletree  
Senior Project Architect  
Florida Board of Governors

Denna Laster  
Department of Education

### SPACE NEEDS ASSESSMENT:

February 16-17, 2006

#### SURVEY LEADER:

Lorilyne Pinkerton  
Facilities Planning & Space  
Management  
Florida State University

#### TEAM MEMBERS:

Elizabeth Jones  
Facilities Planning  
University of North Florida

Dave Heather  
CRD Facilities Plan 2  
University of Florida

Stanley Goldstein  
Senior Project Architect  
Florida Board of Governors

Kenneth Ogletree  
Senior Project Architect  
Florida Board of Governors

### SURVEY FACILITATOR:

Ivonne Carrasco  
Senior Project Manager  
Facilities Planning  
Division of Business & Finance  
Florida International University



## I - INTRODUCTION

The Department of Education, Office of Educational Facilities (OEF), conducted Surveys for each of the universities before July 1, 1995. The 1995 Legislature, through amendment of s. 235.014 and 235.15, Florida Statutes, eliminated the conducting of Surveys from the functions of the Department of Education and gave this responsibility to the Board of Regents (BOR). The Board of Regents was then given the choice to accomplish Surveys with support staff or arrange for them to be conducted by an outside agency. The Board of Regents executive committee meeting on October 6, 1995, established the procedures for conducting university Surveys. During the Legislative Session of 2000, the Florida Board of Education was formed replacing the Department of Education. Under this new structure the Division of Colleges and Universities was formed, and the BOR Office of Facilities became the DCU Office of Facilities, taking with it the responsibility for accomplishing Surveys. The Board of Regents devolved and ceased on January 7, 2003, and several responsibilities again shifted. The DCU Office of Facilities was absorbed into the Florida Board of Education's Office of Educational Facilities; the responsibility for accomplishing Surveys became that of the newly created Universities' Board of Trustees; and the FBOE Office of Educational Facilities became responsible for review of Surveys and for recommending approvals to the Commissioner of Education. The restructuring of the Department of Education also essentially eliminated Chapters 235 and 240 of the Florida Statutes and, except for the reference above to Chapter 235, the remaining references to Florida Statutes within this document will cite Title XLVIII K-20 Educational Code, Chapters 1000 – 1013 F.S.

### **Definitions and Requirements for The Educational Plant Survey**

An Educational Plant Survey is defined in s. 1013.01(8), Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by DCU. The term "Educational plant" is defined in s. 1013.01(7), F. S., as those areas comprised of the educational facilities, site, and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program. The term "Ancillary plant" is defined in s. 1013.01(1), F. S., as an area comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program. A Survey is required at least every five years pursuant to s. 1013.31(1) F.S. In addition, s. 1013.64(4)(a), F.S., requires that each remodeling and renovation project included in the Department of Education's 3-year PECO Project Priority List (s.1013.65 (1), (2)(a) F.S.) be recommended in a Survey and, that the educational specifications for new construction be approved by the Commissioner before appearing in the first year of this list. PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16), Florida Statutes, a PECO Funded Project is any "site acquisition, renovation, remodeling, construction project, or site improvement funded through this source of revenue and all buildings, equipment, other structures, and special educational use areas that are built, installed, or established must be necessary to accommodate and serve the primary educational instructional program of a University's Board of Trustees."

Surveys may be amended if conditions warrant a change in the construction program. Each revised Educational Plant Survey and each new Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the board or commissioner (s. 1013.31(1)(a), F. S.). Recommendations contained in a Survey Report are null and void when a new Survey is completed.



## **II - OVERVIEW OF SURVEY PROCESS**

### **The Purpose of The Educational Plant Survey**

The purpose of a survey is to aid in the formulation of five-year plans to house the educational program and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the master plan for the long-term physical development of the university, the shorter-term five-year capital improvement program, and the development of specific building programs before submitting a request for funding. An overview of the Master Plan for the Main Campus can be found in Appendix A.

### **Types of Facilities Addressed in The Survey**

The following ten categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Research Laboratory, Study, Instructional Media, Auditorium/Exhibit, Teaching Gymnasium, Student Academic Support, Office/Computer and Campus Support Services. These categories are included within the nationally recognized space classification, as identified within the Postsecondary Educational Facilities Inventory and Classification Manual, dated November 1992. The need for merchandising facilities, residential facilities, and special-purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed in this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

### **The Survey Process**

The survey process is comprised of two main components: the facilities inventory validation component and the needs assessment component. The fieldwork portion of the processes is carried out by a survey team, which is directed by the Survey Leader from one of the University's Sister Institutions. Other survey team members include a professional architect from the Florida Board of Education and professional staff from other universities. A Survey Facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, ordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. Table 1 identifies the main Survey activities and lead responsibilities for each, as per October 17-20, 2005.

**TABLE 1**  
**EDUCATIONAL PLANT SURVEY ACTIVITIES**

**LEGEND**

O- Tasks previously by DCU staff.

X - Group responsible for task.

X - Tasks previously performed jointly by University and BOG staff, and now solely by University.

ACTIVITY	RESPONSIBILITY						
	BOG						SURVEY TEAM
	UNIV	FACILITIES PLANNING	ACADEMIC AND STUDENT AFFAIRS	PLANNING, BUDGETING & POLICY ANALYSIS	IRM	CAPITAL BUDGETS	
1. Establish Schedule	<u>X</u>	O					
2. Letter to President		X					
3. Dates, Procedures, Responsibilities, Designation of Univ. Rep. Determine Inventory Sample for Validation	<u>X</u>	O					
4. Identification of Existing/Proposed "Ineligible" Space	<u>X</u>	O					
5. Prepare Facilities Inventory Reports (Site/Building/Room Reports)	X	O			X		
6. Coordinate Logistics for Validation Field Work	X	O					
7. Perform Validation (on site field work)	X	O					X
8. Update Inventory Based on Validation	X	O			X		
9. Compile and Verify Enrollment Projections	<u>X</u>	O		X			
10. Prepare Formula Space Needs Analysis	<u>X</u>	O					
11. Develop Proposed Projects & Justification	X						
12. Develop Survey Workbook (Schedule, mission, statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications).	X						
13. Develop Comments regarding Degree Program Facility Needs	X		X				
14. Develop Comments regarding Proposed Projects (CIP & Master Plan)*.(Initial review by university level personnel).		X*	*	*		*	X
15. Coordinate Logistics for Needs Assessment Field Work	<u>X</u>	O					
16. Perform Needs Assessment (on-site field work) (Review proposed projects in relation to programs, space needs, data, current inventory, and any special justification).							X
17. Exit Meeting.	X						X
18. Prepare Initial Summary of Survey Recommendation.	X	O					
19. Prepare written report.	X	O					
20. Review Draft Report		X					
21. Publish Final Report	X	O					
22. Submit Report to DOE		X					

\*Each University is responsible for completion of tasks as indicated.

### **III - FACILITIES INVENTORY VALIDATION**

#### **Purpose of Validation**

The main purpose of the validation component is to ensure that the facilities inventory data used in the subsequent space needs assessment component fairly presents the existing facilities available to support educational programs.

#### **Sampling Technique**

The validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms is selected from the Physical Facilities Space File, a mainframe-based inventory system that contains data for sites, buildings, and rooms. Annually, changes in the Physical Facilities Space File are reconciled to specific project activity. The buildings selected for validation include all buildings constructed since the last Survey, all buildings affected by major renovation, remodeling, or expansion, all buildings the University desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories. An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major remodeling are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room detail and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

#### **Function of Survey Team During Validation**

The main function of the Team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classification are the objectives of the Team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. All variances identified during this validation process were corrected prior to the needs assessment portion of the survey process.

#### **Resulting Adjusted Inventory Data**

The resulting inventory file, with any required adjustments, enables preparation of reports used in the needs assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.



TABLE 2

**BUILDINGS INCLUDED IN INVENTORY VALIDATION**

Site	Building Number	Building Abbreviation	Building Name	GSF	Occupancy Year	Expansion or Major Remodeling Year (after 2001)
------	-----------------	-----------------------	---------------	-----	----------------	-------------------------------------------------

**New Buildings Since 2001 Survey:**

0001-UP	12	UHSC	UNIVERSITY HEALTH SERVICES COMPLEX	17,735	2004	
0001-UP	21	HL&S	HEALTH LIFE & SCIENCES	117,682	2002	
0001-UP	21A	HL&S-II	HEALTH LIFE & SCIENCES II	100,029	2005	
0001-UP	24	PCA	PAUL CEJAS ARCHITECTURE BUILDING	124,870	2003	
0001-UP	28	UH	UNIVERSITY HOUSE	35,200	2001	
0001-UP	33	REC	RECREATION CENTER	45,330	2005	
0001-UP	40	WSTC	WOMEN'S SOFTBALL TENNIS COMPLEX	3,150	2003	
0001-UP	PG2	PG2	PARKING GARAGE II - GOLD	1,500	2002	
0001-UP	PG3	PG3	PARKING GARAGE III - PANTHER	1,500	2004	
0001-UP	PG4	PG4	PARKING GARAGE IV - RED	1,500	2004	
0001-UP	C05	C05	DUPLICATING CENTER ADDITION	3,000	2005	
0001-UP	W10B	W10B	ADMINISTRATIVE SYSTEMS I	6,232	2002	
0001-UP	W10C	W10C	ADMINISTRATIVE SYSTEMS II	5,467	2003	
0002-BBC	N08	EL	ECOLOGY LAB	3,872	2000	
0002-BBC	N13	MB	MARINE BIOLOGY	55,100	2005	
0002-BBC	PDC	PDC	PDC ADMINISTRATION	3,850	2002	
0005-FMC	FMC	FMC	FLORIDA MEMORIAL COLLEGE	37,473	2003	

**Buildings with Major Remodeling Since 2001 Survey:**

0001-UP	01	PC	CHARLES E. PERRY - PRIMERA CASA 1st FL.	20,784	1972	2004
0001-UP	01	PC	CHARLES E. PERRY - PRIMERA CASA 2nd FL.	7,353	1972	2004
0001-UP	03	GC	ERNEST R. GRAHAM UNIVERSITY CENTER	36,100	1973	2004
0003-EC	101	EC	ENGINEERING CENTER	11,005	1997	2004

**Buildings 25 Years Old or Older**

0001 - UP	06	OE	OWA EHAN	117,306	1977	
0001 - UP	TC30	TC30	TRAILER 30	1,536	1978	
0001 - UP	TC31	TC31	TRAILER 31	1,536	1978	
0001 - UP	W10A	W10A	WEST 10A	5,900	1977	

**Buildings listed on the inventory for validation which were under construction:**

0001 - UP	27	COL	COLLEGE OF LAW	153,768	2006	
0001 - UP	29	FAM	FROST ART MUSEUM	46,874	2006	
0001 - UP	30	SOB	GRADUATE SCHOOL OF BUSINESS	87,824	2006	

## IV - SPACE NEEDS ASSESSMENT

### Objective

The objective of the Survey Team during the space needs assessment component is to develop specific project recommendations consistent with approved programs and/or the Capital Improvement Program (CIP) 5-Year Legislative Project Request and with the University's the Campus Master Plan. The space needs assessment activity includes an evaluation of the following elements: projects proposed by the University, the results of applying a quantitative space needs model, and any special justification presented by the University. The Team Facilitator provides University supporting information for the proposed projects to the Survey Team in the form of a Survey Workbook and University administrators and officials give presentation the projects.

### Types of Recommendations

The projects proposed by the University include site acquisition, site improvements, renovation, remodeling, expansion, and new construction. The projects are presented as part of an overall development plan that includes identification of proposed uses of spaces to be vacated as a result of occupying new buildings and remodeling and/or expansion of existing buildings.

### Space Needs Formula

The space needs model applied is the State University System Space Needs Generation Formula (Formula). The Formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the Formula is provided as Appendix B. The most important measure in the Formula is student full-time-equivalent enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the Formula:

#### Instructional

Classroom  
Teaching Laboratory  
Research Laboratory

#### Academic Support

Study  
Instructional Media  
Auditorium/Exhibition  
Teaching Gymnasium

#### Institutional Support

Student Academic Support  
Office/Computer  
Campus Support Services

Application of the Formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the Formula does not support a proposed project, the justification provided by the University is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the Formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the Formula. This type of space is regarded as ineligible to meet the space needs generated by the Formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that Formula space needs are compared to facilities designed to meet those needs. The results of applying the Formula for the subject Survey are identified within Section IX of this report.

## V - OVERVIEW OF THE UNIVERSITY

### SECTION I

#### MISSION AND VISION

##### 1. UNIVERSITY MISSION

Florida International University (FIU) is an urban, multi campus, doctoral-granting institution located in Miami, Florida's largest population center, with campuses at University Park and North Miami, selected programs offered in Pine Crest, and off-campus continuing education programs. The mission of this state University is to serve the people of Southeast Florida, the state, the nation and the international community by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research and fostering creativity.

FIU was established by the Florida Legislature in 1965, the University opened its doors in September 1972, with 5,667 students the largest opening day enrollment in America higher education history. With strong undergraduate programs centered on a rigorous liberal arts core curriculum, FIU now offers more than 200 baccalaureate, masters, and doctoral degree programs through its many Colleges and Schools: Arts and Sciences, Business Administration, Urban and Public Affairs, Education, Engineering, Architecture, Health, Hospitality Management, Journalism and Mass Communication, and Nursing. The University's increasingly prominent art museum, its libraries, and specialized centers and institutes enhance these programs. The University continues to balance its programs for full- and part-time degree-seeking students and to address the special needs of lifelong learners, traditionally and through distance learning. Campus life fosters a sense of community, which provides for the intellectual, aesthetic, social, emotional, physical and moral development of students while providing opportunities for leadership training, awareness of cultural diversity, and sensitivity to social issues and concerns.

Southeast Florida and FIU are alike in their explosive growth, rich ethnic and cultural diversity, and quest for excellence. FIU is a leading institution in one of the most dynamic, artistically expressive, and cosmopolitan cities in the United States, the gateway for Latin America and the Caribbean. The continued globalization of the world's economic, social and political systems adds to the importance of FIU's mission, and combines with our subtropical environment, and our strategic location to strengthen Southeast Florida's role as an information and transportation center.

From this unique setting we have derived five key strategic themes that guide the University's development: International, Environmental, Urban, Health, and Information. We focus on these themes with a commitment to quality management and cultural diversity. To summarize the University priorities: first, to graduate a well educated, ethnically diverse student body by continuing to enhance our teaching and by broadening our graduate and professional programs; second, to promote research and creative activities by nurturing strategically selected disciplines which contribute to the social, artistic, cultural, economic, environmental and technological foundations for the 21st century; and third, to solve critical health, social, educational, and environmental problems through applied research and service. These strategic themes and priorities guide our pursuit of recognition as one of America's top 25 urban public research universities by the end of this century.

##### 2. UNIVERSITY VISION

#### TOP \* PUBLIC \* URBAN \* RESEARCH \* UNIVERSITY

These five words summarize FIU's vision:



**TOP:** Recognized as one of the top 10% of the 250 urban public universities, the top half of the 43 Urban Public Research Universities, and a leading academic institution for programs that emphasize the five academic strategic themes.

**PUBLIC:** Known for its breadth a quality of academic programs, publicly assisted, offering affordable tuition, and partnership with local communities, industries, and governments.

**URBAN:** Addresses metropolitan and community problems. Students, faculty and staff reflect the diversity of the urban region. Student body is predominantly non-residential and older than students at traditional Universities.

**RESEARCH:** Faculty recognized as contributing to the invention, reinterpretation or innovative application of knowledge and technique. Annually awards 700 or more doctoral degrees.

**UNIVERSITY:** "Magistorum et scholarium:" dedicated to teaching, scholarship and service. Offers a full range of programs from bachelor's to doctorate, with professional schools, and programs for professional development and life-long learning.

The University envisions that in the first years of the 21st century it will be the principal educational, intellectual, and cultural institution in Southeast Florida, serving the people of the region, the state, the nation and the international community by imparting knowledge through excellent teaching, creating new knowledge and solving problems through research, and fostering creativity and its expression in a broad range of disciplines. Future trends are expected to impact upon our attainment of this vision, namely less state support per student, more competition, more accountability and continued student demand and enrollments. Added to these trends are our geographical and historical contexts: Miami and South Florida are in the throes of change. The concept of the university in a post-industrialized society is changing, and the very definition and meaning of knowledge itself is changing. Even though FIU is Miami's public University, and dedication to the local community must be stressed, the rapidly expanding telecommunications technology makes it possible for FIU to be a University without walls, thus capable of reaching distant students throughout the world.

Given our vision, and these external trends, by the Fall of the year 2005, some 250 baccalaureate, master's and doctoral programs will be offered through our many colleges and schools. These programs will address the needs of full- and part-time degree-seeking students and the special needs of lifelong learners, both in the traditional classroom and through distance learning. We will continue to provide strong undergraduate programs centered on a rigorous liberal arts curriculum, while also serving the needs of students in advanced professional and graduate programs. Our libraries, art museum, specialized centers and institutes, and student activities will foster a sense of community by providing for the intellectual, aesthetic, social, emotional, physical and moral development of students while affording opportunities for leadership training, awareness of cultural diversity, and sensitivity to social issues. FIU's robust arts program and is considered a world-class university art museum. The museum has offered 200 exhibitions since late 1970's, attracting audiences from throughout the world and generating mayor acclaim nationally. The museum is one of the few to have formal affiliation with the Smithsonian Institution, and enjoys a large, loyal following of arts lovers locally and nationally. The museum received accreditation from the American Association of Museum (AAM) in 1999 and has earned the accolade "Miami's Best Museum" (South Florida's New Times, 1996, 1994, 1993).

Our offices and personnel will be known for their effectiveness, user-friendly services, and humane and fair relations.

By the Fall and Spring of 2004, the University will reach 35,060 headcount enrollments, with 2,057 faculties. In that year, 200 baccalaureate, masters and doctoral programs will be offered, and FIU awarded 94,271 baccalaureate, 25,372 masters, 265 Specialist and 751 doctoral degrees. Grants and contracts will total \$70 millions annually, and the libraries will contain 1.8 million volumes, 40,854 Current Serials, 3.9 Microform Units and 154,604 Audio Visual Units. The Florida International University Libraries

support the University's mission of teaching, research, and service by providing the means for the discovery and the pursuit of knowledge. The library is the institution's information resource centerpiece through both real and virtual means. It plays a key role in advancing the institution's vision as a top urban public research university. In Biscayne Bay Campus the Bay Vista housing and in University Park the residence halls and apartments that are home to 2,425 students. Lakeview hall is our newest facility. It will be home to 825 students in Fall 2006.

Florida International University is also entering a new stage in its life cycle. In the past we have focused on growth in the number of students we serve, the academic degree programs offered, and the services provided to our community. Because of these efforts, we enter the new millennium with a "Doctoral/Research Extensive" Carnegie classification. We must now devote our major emphasis to quality and effectiveness and emerge from the first decade of the new millennium as a well-established research university with a strong faculty-driven culture.

Overall, the University's vision includes six major goals: to graduate a well educated, technologically sophisticated, and ethnically diverse student body, who can think critically about a changing world; and to continue to enhance undergraduate teaching while broadening graduate and professional programs; to promote research and creative activities which contribute to the social, artistic, cultural, economic, environmental, scientific, and technological foundations of the 21st century; to solve critical social, educational, environmental, health and transportation problems through applied research and service; to be recognized as a leading institution for teaching and research in the areas of International, Environmental, Urban, Health, and Information; to be recognized as one of the nation's top urban public research universities, while maintaining the highest quality of undergraduate programs; and to achieve Carnegie Foundation Research II status by the year 2001, and Research I status by the year 2008.

This vision is possible because FIU is an integral part of Southeast Florida, one of the most dynamic, artistically expressive, and cosmopolitan regions in the United States, the gateway for Latin America and the Caribbean. Given its subtropical environment, diverse population, and strategic location in a time of globalizes economic, social and political systems, FIU is destined to become not only one of America's top urban teaching and research universities, but also one of the leading institutions of higher learning in the Western hemisphere and the world.

## SECTION II

### UNIVERSITY PLANNING

This document focuses on where FIU is in 2005/06 and where it will be in 2011. To achieve the University's vision we must identify strengths and assess the opportunities and challenges facing it during the remainder of the 21th Century, and take actions to address them.

In the early 1970s the University's founders put forth their vision of the University in The Birth of a University and Plans for its Development. These plans built the foundation upon which the University is built. Systematic and organized planning gained momentum at FIU with President Modesto Maidique's initiatives as a new president in 1986, and was reinforced by the self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) on December 5, 2000. The self-study culminated with recommendations for on-going planning and evaluation, and the President's appointment of the Strategic Planning Advisory Committee. Each year the annual planning cycle has further refined the operational and long-range goals of the University's divisions. FIU has a major goal to pursue accreditation for the entire degrees program for which there are accrediting agencies. This is the information for the specialized accreditation of FIU programs listed by College and School, then Museums. Dates indicate the year in which the program will seek reaffirmation of accreditation.\*

**SCHOOL OF ARCHITECTURE**

Architecture

National Architectural Accrediting Board (NAAB) 2008

Landscape Architecture

Landscape Architecture Accreditation Board (LAAB) of the American Society of Landscape Architecture (ASLA) 2006

**ARTS AND SCIENCES**

Computer Science

Computer Science Accreditation Commission Board 2005

Music

National Association of Schools of Music 2006

**COLLEGE OF BUSINESS**

Business Administration, Accounting

International Association for Management Education (AACSB) 2008

**COLLEGE OF EDUCATION**

Education

National Council for Accreditation of Teacher Education (NCATE) 2006

Parks and Recreation Management

National Recreation & Park Association Council on Accreditation (NRPA/AALR) 2005

**COLLEGE OF ENGINEERING**

Engineering

Accreditation Board for Engineering and Technology (ABET)

**COLLEGE OF HEALTH AND URBAN AFFAIRS**

Dietetics and Nutrition

American Dietetics Association

BS Coordinated Program 2006

MS Dietetic Internship 2006

Health Information Management

American Health Information Management Association (AHIMA) 2005

Nursing

Florida Board of Nursing

State approval of Nursing Programs

National League for Nursing 2008

Occupational Therapy

American Occupational Therapy Association (AOTA) 2006

Social Work

Council on Social Work Education Spring 2008

**SCHOOL OF JOURNALISM AND MASS COMMUNICATIONS**

Journalism and Mass Communications

Accrediting Council on Education in Journalism and Mass Communications 2008

**MUSEUMS**

Art Museum

American Association of Museums 2007

This is in pursuit of the University goal to maintain the quality of all educational programs and the University's philosophy "Quality Management". FIU's image of its future with a focus on the University's vision and strategic themes, as well as obstacles that must be overcome as FIU reaches for the top.

## S E C T I O N III

### Strategic Themes

Five academic themes focus the development of our educational and research programs, while two basic management philosophies focus the University's operation. Strategic themes are areas of activity (academic programs, research, and service) that offer opportunities for development and the potential to achieve strategic advantages in higher education. Given rapid globalization in the 21<sup>st</sup> century, FIU's strategic themes necessarily involve engagement at both the local and global level.

#### 1. ACADEMIC THEMES

##### A. INTERNATIONAL THEME

Florida International University was chartered with a mission to promote international understanding and has successfully addressed that charter through excellence in teaching, research and service by means of curriculum development, scholarship, and policy-related, applied and cultural activities in the community and abroad. Each year more than 400 FIU students study abroad in dozens of different nations. In turn, an average of 3,800 international students and scholars from more than 100 countries select FIU as their academic destination. The University will continue its efforts to develop demonstrable, interactive strengths in European, Asian and African studies over the next twenty years, as exemplified by the launching of the African New World Studies Program, while expanding its expertise in the study of interdisciplinary issues which cut across area studies boundaries. The University has assembled a faculty with professional expertise in fields that are international in content and application, and with personal ties abroad. FIU has established a distinguished international reputation in the study of the Latin American and Caribbean region, and now has a strong "comparative advantage" in both the intellectual and applied sense. Southeast Florida, which provides the population base and principal context for the University, is itself uniquely tied to ethnic communities, art institutions, business and economic interests, national security, and concerns for human well-being abroad.

The world has entered a period of great change that provides exciting new opportunities and challenges in teaching, research, and service. Indications of such change in the region, particularly in Cuba and Haiti, will certainly have implications for Greater Miami and the University. Our efforts in the international sphere are supported by our geographic location; the cultural and ethnic diversity of the South Florida community; the continued globalization of the Florida and national economies; and the State's desire to be a global leader in economic development in the 21<sup>st</sup> Century. These conditions provide a unique opportunity for FIU to be a major connecting point between nations and their citizens.

##### B. URBAN THEME

The mission statement of Florida International University defines the University as an "urban institution" with a mission to serve, first of all, the people of Southeast Florida. The University is located in Florida's largest population center, a dynamic metropolitan region recognized as being in the forefront in its ethnic diversity and growth; a metropolitan region that is at the crossroads of the United States and its neighbors; and a region presenting in the 21st century many of the challenges and opportunities that urban America. Urban universities are increasingly facing the problems of their immediate communities, seeking to apply their intellectual resources to those problems through research, teaching, and service that are relevant to an understanding and amelioration of those problems. The faculty of Florida



International University has already established a significant record of research, teaching, service applied to the problems, opportunities, and challenges presented by our urban environment.

Florida International University is in a strong position, because of location, intellectual resources, and capacity, to assume a leadership position, not only within the State University System, but indeed, among US urban public universities in shaping and developing the relationship of the urban university and its community. Fostering strong programs of research, teaching, and service relevant to the local urban community is not inconsistent with, but indeed contributes to, the development of the University's reputation and capabilities in basic research and strong undergraduate education.

The movement of people and materials by means of an efficient transportation system is critical for any metropolitan city or nation to survive in an increasingly competitive international market. Traffic congestion, inefficient land use, and skyrocketing highway construction costs all point to the need for faculty research focused on an integrated intermodal transportation system.

Most of FIU's academic programs have some perspective related to urban issues, including all colleges and schools. Doctoral programs with an urban interest are those in Public Administration, Social Welfare, Education, Economics and Comparative Sociology. Within the College of Arts and Sciences the departments of Visual Arts, Theatre and Dance, Music, Creative Writing, Religious Studies, Philosophy, and Modern Languages promote an appreciation of the culture of metropolitan South Florida. Most of FIU's disciplines and centers contribute to its urban mission. Centers with on-going urban activities include the Joint Center for Environmental and Urban Problems, the Institute for Public Opinion Research, the Institute for Public Policy and Citizenship Studies, the Center for Labor Research and Studies, the Southeast Florida Center on Aging, the Women's Studies Center, the Institute of Government, the Small Business Development Center, the Center for Banking and Financial Institutions, and the National Center on Nutrition and Aging.

### C. ENVIRONMENT THEME

Understanding the relationships and interactions of our natural and man-made environments is necessary for their continued viability. Causes of environmental problems are diverse. Environmental knowledge relies on all disciplines, from the humanities, which clarify our values and attitudes toward our environment, to the basic and applied sciences, which teach us how the external world works and how we can influence it.

Population growth and careless exploitation of natural resources have created local and global environmental problems that will worsen in the next ten years. Because Miami is an expanding urban center adjacent to fragile and unique marine, freshwater, and terrestrial ecosystems, FIU is challenged by problems of the urban environment, the natural ecosystems, human health, transportation, aesthetics, and the conflicts and interdependencies between them. Our subtropical climate and multiethnic community insure that our solutions to environmental problems will be relevant to developing countries -- especially in the Western hemisphere -- which have some of today's most severe environmental problems. In addition, our ready access to tropical environments and familiarity with tropical cultures will enable us to successfully apply our knowledge to threatened tropical ecosystems.

The University's academic programs in Biological Sciences, Civil and Environmental Engineering, Chemistry, Environmental Studies, Geology, Landscape Architecture, Mechanical Engineering, and Environmental and Urban Systems lead the thrust in environmental research and training, with more faculties in other departments. The Department of Environmental Studies, the only such unit in the State University System, focuses on the interdisciplinary nature of environmental problems. The premier research program, in Biological Sciences, specializes in tropical plant biology and ecology. College of Business research focuses on social and technological issues in the environment, including environmental ethics. The Drinking Water Research Center brings together efforts of chemists, geologists, biologists and environmental engineers. The Joint Center for Environmental and Urban

Problems join the work of social and policy scientists, and Engineering programs work on waste management and reduction.

The presence of the federally supported Cooperative Park Studies Unit at University Park will boost environmental research, training and service activities. The Southeast Environmental Research Program (SERP), established in the College of Arts and Sciences in 1993, will serve as a coordinating office for environmental research. The location of the National Hurricane Center at University Park in 1995 will support the development of the International Center for Hurricane Damage Research and Mitigation at the University. The potential presence at University Park of other federal agencies, such as the US Geological Survey, will strengthen academic programs with an environmental emphasis.

#### D. HEALTH THEME

Based on the University's mission to solve critical health, social, educational and environmental problems through education, research and service, FIU's health emphasis is on wellness, rehabilitation, environmental health, and disease prevention, and with a focus on training health professionals to serve urban and international health needs.

FIU has established a role as a provider of health professionals – nurses, physical therapists, biologists – and researchers dedicated to addressing the health needs of the local community. The University intends to continue its engagement with the health care needs of the community and to expand its engagement as the needs of the community grow and evolve. Our involvement in these efforts will help meet the needs of the local community and provide us with the experience needed to develop health care services and techniques that have application beyond the local community.

The health and general well being of its people are a priority for every nation. Access to quality health care is a critical issue for all Americans. FIU is positioned to contribute significantly to the health issues faced by Americans today. We train health professionals to provide culturally appropriate care, disease prevention, health and nutrition education, and to influence the design, implementation and evaluation of efficient health care delivery systems, and health insurance programs.

We know far more now about how to keep people alive with the technological advances of modern medicine. We must now expand our knowledge beyond the technological, biological and physiological bases of health. Future practitioners must possess a broad understanding of all the determinants of health, such as the environment, socioeconomic conditions, and the cultural, psychological, physical and behavioral dimensions of health. Medical education must place more emphasis on the health care needs of populations and the ways to promote wellness through lifestyle modifications in the context of the family, community, and environment.

With more people living longer we now encounter more of the degenerative and chronic diseases. This has cost implications, which pose major challenges between the American ideal of providing comprehensive health care and the harsh reality of prioritizing and rationing services. The current trends in health management, with the conglomeration of health industries, insurance companies and providers, provide major challenges for FIU to train 21st century health professionals practicing in home, community-based, ambulatory, managed care and other long-term care settings.

Over 150 existing faculty staff the University's health programs in the basic medical sciences: anatomy, genetic, cellular biology, biochemistry, microbiology, nutrition, physiology, psychology, biomedical engineering and the related health fields of dietetics, public health, nursing, gerontology, health services administration, physical therapy, medical laboratory sciences/clinical pathology, health information management, occupational therapy, social work, and medical sociology/ anthropology. Doctoral degrees are currently offered in Biology, Psychology, Social Welfare, Dietetics and Nutrition; within Public Administration, a specialization in Health Services Administration; and within Comparative Sociology, a specialization in Medical Sociology/Antropology. In recognition of the increasing multi-disciplinary nature

of health care, FIU encourages multi-disciplinary instructional and research activities in the new two installations located in University Park (Health Life & Sciences and Health Life & Sciences II)

In building upon these disciplines FIU can take advantage of the surrounding urban community to prepare the next generation of health care professionals and primary care physicians for practice in diverse community settings. With the national de-emphasis on highly technical specialty training, and reemphasis on prevention and primary care at the community level, FIU has the opportunity to be a unique innovator of curricula and interdisciplinary programs which groom health professionals and physicians to focus on the general health and primary care needs of people, especially those in the under-served urban community. In addressing this trend, rather than adopting a traditional model of a teaching hospital, FIU has the opportunity to develop clinical training through a network of hospitals and other community-based settings.

FIU is located in a diverse multicultural community comprised of persons of a variety of ethnic backgrounds and countries of origin. This rare mixture presents an incredible array of health challenges not seen in other areas of Florida, an opportunity not available at other SUS institutions. Training culturally responsive health care professionals for the under served through a state-funded medical school would allow economically disadvantaged minorities to attain medical degrees without accumulating very large amounts of debt.

In Southeast Florida health care issues are shaped by the challenge of delivering independent, dignified, healthy environments for the growing elderly population, and the legal and ethical health issues concerning immigrants landing on South Florida shores. FIU enjoys a particular advantage of being situated where it can serve the international community (i.e., Latin America and the Caribbean) as a center for training health professionals, as a source of health education programs (nutrition, fitness, etc.) and as a collaborator in health-related research projects (sanitation, water purification, transportation, environmental population, disease prevention, etc.).

FIU is ideally positioned to study and monitor the effect on health and well being of pollution brought on by urban expansion into environmentally fragile areas. The health programs join in the University's thrust to specialize in disaster studies by focusing on the impact of natural disasters, particularly hurricanes, on the health of individuals, on health-related businesses and industry, and health-care systems, including communication, transportation, and evacuation of the sick and elderly.

By training health professionals who are prepared to meet these challenges, FIU is positioned to uniquely address the health issues faced by America in the 21<sup>st</sup> century.

## E. INFORMATION THEME

FIU must fully utilize information technology as a revolutionary tool for enhancing the scholarly environment for its faculty, students, and staff. Satellite communications, personal computers, fiber optic information superhighways, the Internet, interactive cable television, facsimile machines, cellular phones and other wireless communications make it possible for ideas, information, materials, and services to move across state, national, and international boundaries at dazzling speeds.

Computers and communication systems are changing the structure and operation of organizations. People working in offices or at home, in cars, airplanes, and even at community multimedia kiosks will exchange information by plugging their personal computer terminals into an international high-speed data network. Computers are sorting, organizing, and condensing massive amounts of information so information can be more readily and easily understood. When "ubiquitous computing" arrives, we will be limited, not by the quantity of information but by its quality, and our ability to retrieve, manipulate and analyze it.

Classroom instruction is being revolutionized by these information technologies. The classroom is no longer limited to a physical location. Interactive multimedia learning experiences are creating "virtual"



classrooms at locations far from the campus. Asynchronous learning technologies are linking faculty and students who are remote from each other -- across the room, across the hall, across campus, across town, across the state, across the nation, and around the globe -- thus providing education and training experiences more convenient for the consumer/learner. One inescapable by-product of technology-mediated instruction is that it will expand the definition of the classroom and create new possibilities in teaching.

Explore alternatives to current digital reserve services including the feasibility of integrating services and resources into WEBCT and other similar tools for customizable Web access as appropriate.

Technology will inevitably modify the service area and demographics of the University. As State policies change, technology will be an equalizing factor, allowing the University to deliver exemplary programs beyond its traditional service area, not only in Florida, but also in the Caribbean and beyond.

To remain in the forefront, the University must utilize the dramatic developments in information technologies to improve learning through new modes of instruction and new forms of management and administration. Ways of accessing, processing, and transmitting information will change every discipline's methodology, and all faculty and students must be encouraged to explore these new techniques and approaches.

The unprecedented growth of the information technologies, especially via the Internet, has had and will continue to have great impact on the delivery and application of research findings. These changes present the University with many new venues for academic and student support expansion. The increasing centrality of the Internet will supplement the multiple information sources provided by the University and especially by the libraries, which have a tradition of services that stress individual information needs. Four vital challenges faced by the libraries will be: (1) ownership of key information resources; (2) authentication of information; (3) training of users to access information in a non-traditional way, and (4) access to information that is owned by others. The library's role will expand as ombudsman for the increasingly complex world of information access.

Research on information systems poses an exciting challenge for the University, a challenge motivated by the important technological, commercial, governmental, and ethical problems in telecommunications and data management. All of the University's Colleges and Schools will seek to be innovators in the use of these technologies for education and research. The doctoral programs in Computer Science, Electrical Engineering and the Decision Sciences/Information Systems track in the Business doctoral degree will pursue excellence in computer information systems research.

Understanding the new ways in which students learn and the optimal learning style of the individual student will enhance the value of the higher education product. Quality should be the driving force for everything that is done in higher education -- both in instruction and in the delivery of support services. The issue of quality is important for institutional survival because distance learning via technology-mediated instruction is increasing the reality of competition between institutions of higher education on a global scale. This means that students will have the potential access to the best instruction regardless of where they are located. University Outreach, working in conjunction with the Academic Units, will expand the delivery of courses and programs via distance learning and other instructional technologies. Distance learning also provides the University with the opportunity to exploit its exemplary programs and faculty well beyond its traditional campus community.



## 2. MANAGEMENT PHILOSOPHIES

### A. QUALITY MANAGEMENT

Excellence is an institutional imperative at Florida International University, which strives to employ concepts and methodologies that foster a systematic and institution-wide method of continuously improving the effective and efficient provision of services and the achievement of constituent satisfaction. Information-based decisions made within long-range plans and a strategic vision of the University is the foundation of effective leadership. To these ends, FIU pursues excellence in teaching, research, and service, as expressed in the University's six major goals.

The University will analyze and redesign its systems and processes to foster efficient use of resources and new technologies and to promote timeliness, reliability, dependability, courtesy, and convenience. The latest technologies will be sought to provide accurate and timely information to decision-makers regarding goal attainment, as well as changes in internal and external strengths and weaknesses. FIU will do this to respond to the needs and directives of its constituencies--students and their families, Florida residents, the Florida Department of Education, the FIU Board of Trustees, accrediting bodies, research Foundations--and those on whom it relies for its students, supplies and services, including secondary schools, community colleges, and contractors. Training, education and teamwork will be the primary tools used to facilitate quality improvement. FIU will encourage University-wide learning to create new patterns of management and leadership, and to enable quality-driven and empowered employees to accomplish their aims efficiently and effectively.

### B. DIVERSITY, ART AND CULTURE

South Florida and FIU have diverse populations that create opportunities to understand and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. One of the most pressing challenges facing institutions of higher education over the next decade is how to respond effectively to an increasingly diverse student population. These students will need the support of racially, culturally and gender sensitive faculty and staff. This problem is even more acute for the nation's urban public institutions, which must recruit and retain Hispanic and African-American faculty and students. Among public universities, FIU is unique because of its location --Southeast Florida--, which gives it access to a multiethnic pool of highly talented students. An important part of the University's mission is not only to guarantee access, but also to ensure that the student body, faculty, staff and administration reflect the composition of their community. The University will develop programs that explore and engender an appreciation of the differences among men and women of different ages, economic backgrounds, races, ethnic groups, creeds, philosophies, cultures, preferences, as well as those with varying mental and physical abilities. Special efforts will be continuously undertaken to create a campus environment that is inviting and to create curricula and pedagogy that are responsive to our diverse constituencies.

FIU's two museums, The Frost Museum actually in construction, the Art Museum (to be relocated in the new building) and The Wolfsonian FIU, and outstanding programs in Music, Art, Theatre, Dance and Film offer students unique academic and professional experiences. These facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. FIU will continue its leadership in these areas and in providing learning opportunities to meet the needs of diverse populations.

## S E C T I O N IV

### Strengths

The campus at University Park occupies 342.2 acres ten miles west of downtown Miami. It has thirty three major buildings, apartments for 2,200 students, and an athletic arena. Engineering Center with 36 acres

have two buildings. About 30 miles away, in northeast Dade County, the North Campus occupies 195 acres on Biscayne Bay. It has fifteen buildings, an Olympic-sized aquatic center and housing accommodations for 550 students. FIU also collaborates to provide a select number of University programs and services in Pine Center site in Broward County.

Nine strengths of the region and University form the foundations upon which the University's future will be built. Resulting from comprehensive analysis and broad discussions, these can be summarized as:

1. **Youth of Institution:** A relatively young university, not limited by a large stock of aged programs or facilities; it can develop new academic programs, and design new buildings to meet present and future needs.
2. **Regional Needs for Higher Education:** Southeast Florida is a large metropolitan area with expanding higher education needs, and yet comparatively few major colleges and universities.
3. **Regional Growth:** The University's primary service area of Dade, Broward and Monroe counties has experienced consistent economic and population growth with continued increase in high school graduates. The increase in high school graduates is expected to continue beyond the year 2011.
4. **Good Feeder Schools:** Most of the students are graduates of the Dade County Public School System, one of the largest in the country. Recognized for their high quality, Miami-Dade Community College and Broward Community College provide the majority of upper-division transfer students.
5. **International Hub:** South Florida is one of the few major metropolitan areas with both major air and sea ports; thus, it is one of the key international nodes for the movement of people, information, capital, and cargo, similar to New York, San Francisco, and Los Angeles. With world globalization of economic and political relations, the University's faculty has easy access to other regions of the world.
6. **Diversity:** The region's international and ethnically diverse population provides the University access to a large multiethnic pool of students, and staff, which, together with its international flavor, serves as a magnet for faculty interested in a diverse environment. The University has successfully recruited a faculty, staff and administration with positive attitudes toward developing programs and curricula designed to value and fully utilize the talents and capabilities of a diverse campus population.
7. **Outstanding Faculty:** Our outstanding faculty has developed professional expertise and significant records of teaching, research, and service applied to the international, urban, and environmental themes. Faculty has an international reputation and comparative advantage in the study of the Latin American and Caribbean region. Over 90 percent of the faculty has terminal degrees.
8. **Pleasant Climate:** The campus environment and public spaces are enhanced by the sub-tropical climate and vegetation.
9. **Sufficient Land:** The three campuses have many acres of land to construct new facilities.

## S E C T I O N V

### Institutional Goals

In pursuit of our vision of being a **Top, Urban, Public, Research University**, FIU has established the following goals:

1. To educate undergraduate students:

- To become critical thinkers empowered to learn how to learn and to integrate their understanding in a variety of areas of knowledge, creativity, and accomplishment
  - To possess the intellectual and personal competencies needed to excel in their fields throughout the world.
  - To understand their culture and the cultures of others and appreciate the complexities and diversity of our global society.
  - To understand and commit to their civic responsibilities.
2. To educate graduate and professional students:
    - To demonstrate an ability to synthesize knowledge and practice in ways that produce new insights.
    - To add to the existing body of knowledge in a discipline area.
    - To understand the obligation of the holders of advanced degrees to apply their knowledge and critical intellectual abilities in an ethical manner to issues important to society.
  3. To generate research results and creative contributions that achieve national and international recognition and to have at least five academic programs ranked among the top twenty-five in the United States while fostering quality in all of our programs.
  4. To be a leading university in engagement by developing and implementing effective programs that addresses educational, economic, social, cultural, and environmental needs through lifelong learning opportunities, research, service, and creative endeavors.
  5. To be a leader in developing information technology alliances and in the effective application of selected information technology to the teaching-learning process, research activities, institutional administration, and global engagement.
  6. To enhance the financial infrastructure of the University by achieving funding equity within the university system, increasing the proportion of external contracts & grants funding, and expanding significantly the University endowment.

## CAMPUS SITES

### Site 0001 – University Park (Main Campus)

Street: Tamiami Trail (8<sup>th</sup> Street) and 107<sup>th</sup> Avenue

City: Miami

Area: 342.2 acres

Parking: 8,311 spaces

Owned

Year of Acquisition: 1968

Total Number of Buildings: 86

Total Building Area: 5,038,756 GSF

### Site 0002 – Biscayne Bay Campus (Branch Campus)

Street: Bay Vista Boulevard at NE 151<sup>st</sup> Street

City: North Miami

Area: 195.0 acres

Parking: 2,510 spaces

Owned

Year of Acquisition: 1973

Total Number of Buildings: 26

Total Building Area: 904,219 GSF

Site 0003 – Engineering Center (part of Main Campus)

Street: West Flagler Street and NW 107<sup>th</sup> Avenue

City: Miami

Area: 36.0 acres

Parking: 478 spaces

Owned

Year of Acquisition: 1997

Total Number of Buildings: 2

Total Building Area: 511,794 GSF

Site 0004 – Pines Center

17195 Sheridan Street

Pembroke Pines

Site Not Owned

Site 0005 – Florida Memorial College

15800 N.W. Le Jeune

Site Not Owned

Site 0006 – FIU Wolfsonian Museum - Miami Beach (part of Main Campus)

Street: 1001 Washington Avenue

City: Miami Beach

Area: .1 acre

Parking: 10 spaces

Owned

Year of Acquisition: 1998

Total Number of Buildings: 1

Total Building Area: 64,654 GSF

Site 0007 – FIU Wolfsonian Annex - Miami Beach (part of Main Campus)

Street: 1538 Lennox Avenue

City: Miami Beach

Area: .1 acre

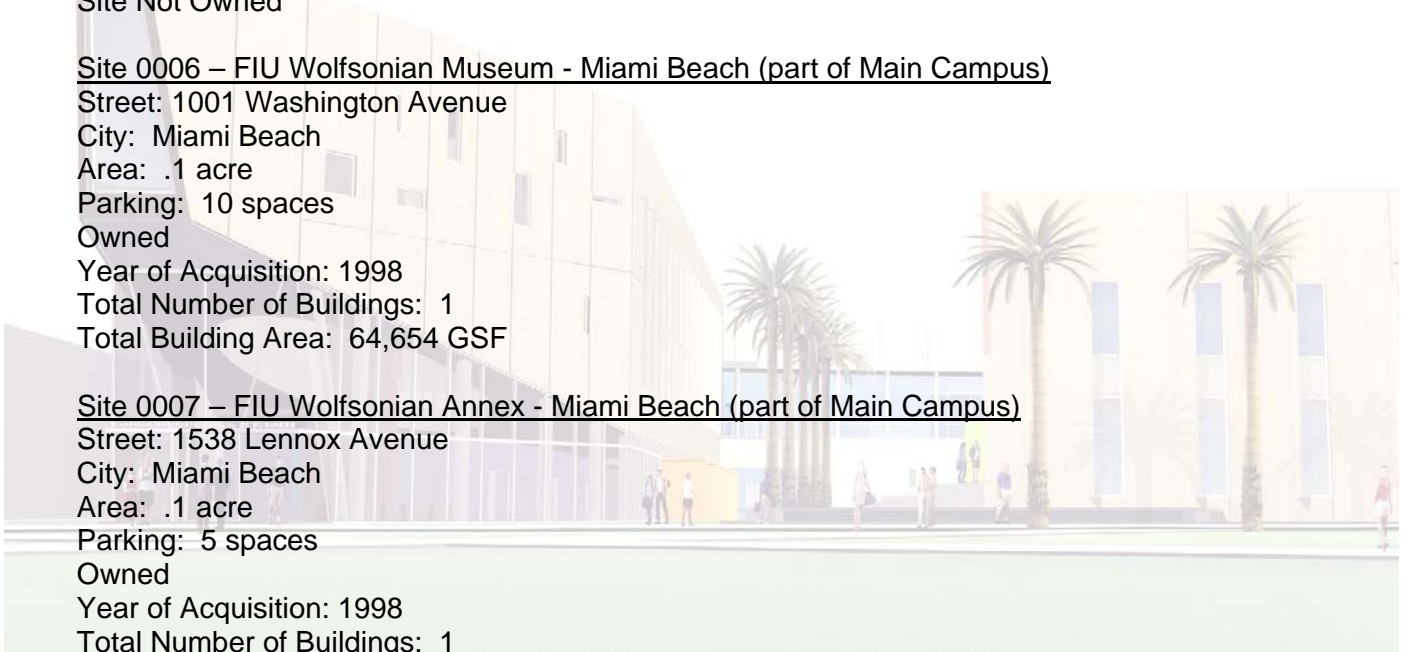
Parking: 5 spaces

Owned

Year of Acquisition: 1998

Total Number of Buildings: 1

Total Building Area: 38,139 GSF



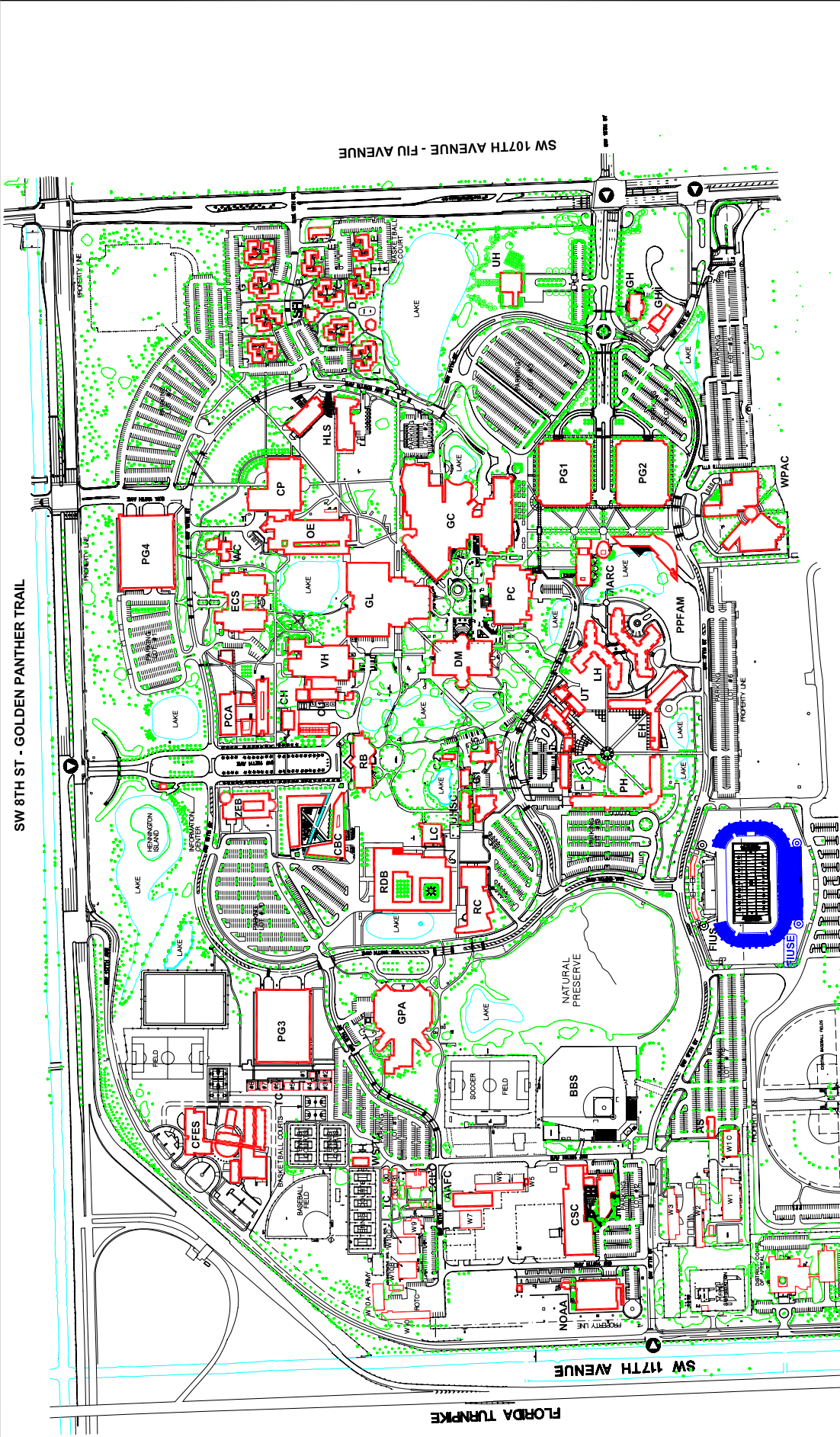


SW 8TH ST - GOLDEN PANTHER TRAIL

SW 107TH AVENUE - FIU AVENUE

FLORIDA TURNPIKE

SW 117TH AVENUE



AAFC	ATHLETICS FITNESS CENTER	CU	CENTRAL UTILITIES	MARC	MANAGEMENT and ADVANCED RESEARCH CENTER	PPFAM	THE PATRICIA & PHILLIP FROST ART MUSEUM	WC	WERTHEIM CONSERVATORY
AS	ARTIST STUDIO	DM	DEUXIEME MAISON	MM	MALL MODULAR	RB	RYDER BUSINESS BUILDING	WPAC	HERBERT and NICOLE WERTHEIM PERFORMING ARTS CENTER
BBS	BASEBALL STADIUM	ECS	ENGINEERING & COMPUTER SCIENCE	NOAA	NATIONAL HURRICANE CENTER	RDB	RAFAEL DIAZ-BALART HALL	ZEB	SANFORD and DOLORES ZIFF EDUCATION BUILDING
C1	TOWER	EH	EVERGLADES HALL	OE	OWA EHRAN	RC	RECREATION COMPLEX	WS/TC	WOMEN'S SOFTBALL/ TENNIS CENTER
C2	PUBLIC SAFETY TRAILER	HLS	HEALTH LIFE SCIENCES	PCA	PAUL CEJAS ARCHITECTURE	SH	STUDENT HOUSING	W1-10C	SUPPORT
C5	COLLEGE OF BUSINESS COMPLEX	FIUS	FIU COMMUNITY STADIUM	PC	CHARLES E. PERRY	TC	TRAILER COMPLEX	<b>FIUSE</b>	<b>FIU COMMUNITY STADIUM EXPANSION</b>
CBC	COLLEGE OF BUSINESS CENTER	GC	ERNEST R. GRAHAM CENTER	PG1	GOLD PARKING GARAGE	UHSC	UNIVERSITY HEALTH SERVICES COMPLEX		
CCLC	CHILDREN'S CREATIVE CENTER	GH	GREEK HOUSING	PG2	BLUE PARKING GARAGE	UH	UNIVERSITY HOUSE		
CFES	CARLOS FINLAY ELEM. SCHOOL	GL	STEVE and DOROTHEA GREEN LIBRARY	PG3	PANTHER PARKING GARAGE	UT	UNIVERSITY TOWERS		
CH	COLLEGE OF HEALTH	GPA	PHARMED ARENA	PG4	RED PARKING GARAGE	VH	VIERTES HAUS		
CP	CHEMISTRY & PHYSICS	LC	LABOR CENTER	PH	PANTHER RESIDENCE HALL				
CSC	CAMPUS SUPPORT COMPLEX	LH	LAKEVIEW HOUSING						

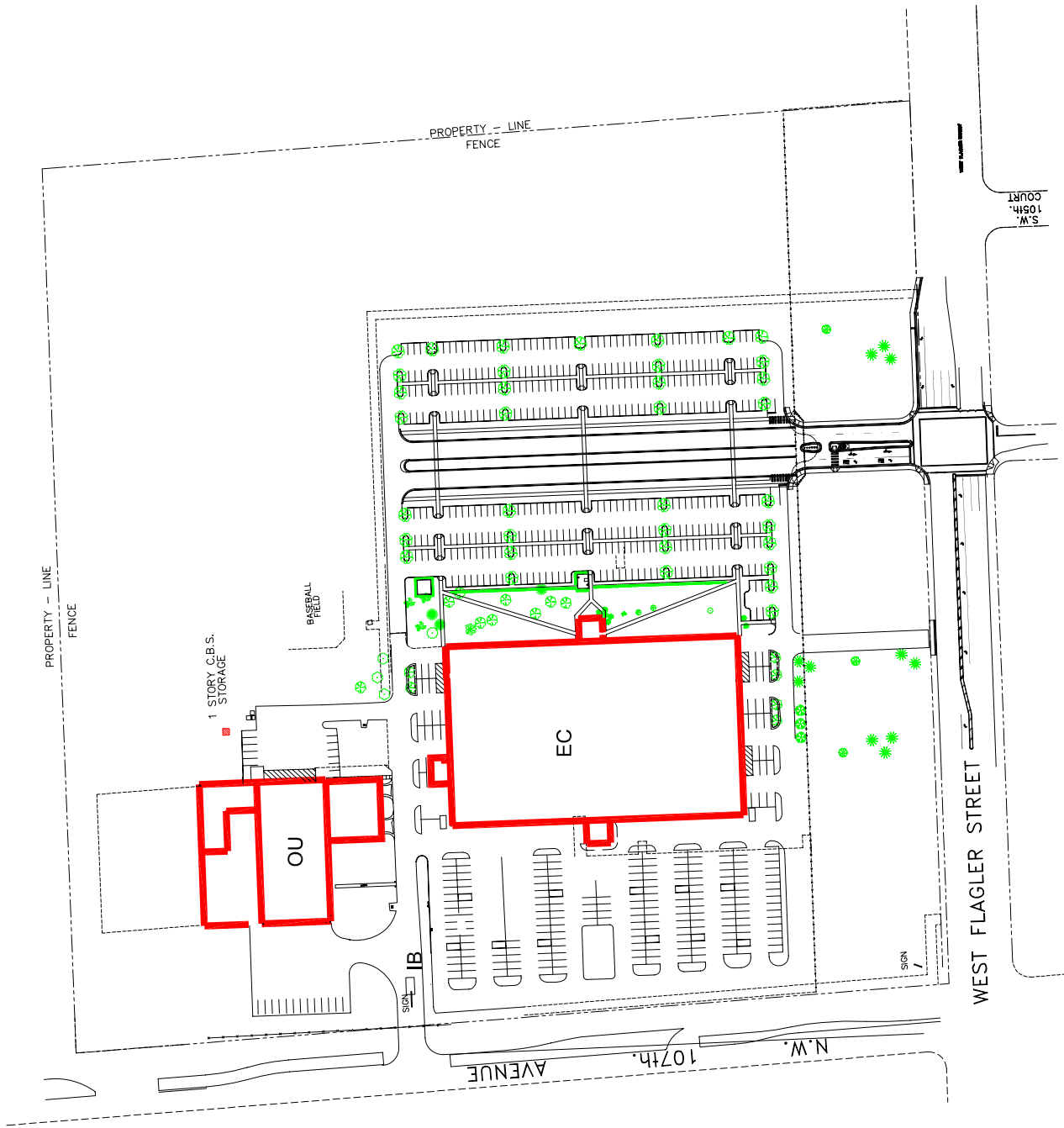




JUNE 11, 2003

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FLORIDA INTERNATIONAL UNIVERSITY  
ENGINEERING CENTER



## VI - ACADEMIC PROGRAMS OF THE UNIVERSITY

The academic degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The approved programs for the University are identified within Table 3.





**TABLE 3**  
**Academic Degree Programs**

Academic Program	Bachelor	Masters	Doctorate	Other	See Other Program
Accounting	X	X			
Adult & Continuing Teacher Ed.		X	X		
Advertising	X	X			Mass Communications
African-American New World Studies		X			Certificate
Anthropology	X				Sociology
Applied Math/Math Science	X	X			
Architecture M and Architectural Studies	X	X			
Art	X				
Art History & Appreciation	X				
Art Teacher Education	X	X			
Asian Studies	X				Certificate
Biology, General	X	X	X		
Biomedical Engineering	X	X	X		
Botany	X				Biology
Business Administration & Management	X	X	X		
Chemical Engineering	X				
Chemistry	X	X	X		
Civil & Environmental Engineering	X	X	X		
Communication (Mass)	X	X			
Community College Teaching			X		
Computer & Information Science	X	X	X		
Computer Engineering	X	X			
Construction/Build Tech	X	X			
Counselor Education/Student Counseling/Guidance		X			
Creative Writing		X			
Criminal Justice Studies	X				
Criminal Justice/Law Enforcement Admin.		X			
Curriculum & Instruction			X	X	Specialist
Dance	X				
Design in Architecture Studies	X				
Dietetics/Nutritional Services	X	X	X		
Dramatic Arts	X				
Early Childhood Teacher Education		X			
Earth Science	X				
Economics	X	X	X		
Education Admin./Leadership, General		X	X	X	Specialist
Education of Specific Learning Disabled	X				
Education of the Emotionally Handicapped	X				
Education of the Mentally Handicapped	X				

**TABLE 3**  
**Academic Degree Programs**

Academic Program	Bachelor	Masters	Doctorate	Other	See Other Program
Electrical, Electronics Engineering	X	X	X		
Elementary Teacher Education	X	X			
Emotional Disturbance	X				
Engineering					Under Specialization
Engineering Management		X			
English	X	X			
English Teacher Education	X	X			
Environmental & Urban Systems	X	X			
Environmental Health Engineering		X			
Environmental Sciences	X	X			
European Studies					Certificate
Exceptional Student Education			X		
Exercise Sci/Physiology/Movement Studies	X	X			
Finance, General	X	X			
Foreign Languages Teacher Education	X	X			
Forensic Science		X			
French	X				
French Education	X	X			
Geography	X				
Geology	X	X	X		
German	X				
Gerontology					Certificate
Guidance/Counselor Education/Student Counseling		X			
Health Information Management	X				
Health Occupations Education	X				
Health Science	X				
Health Services Administration	X	X			
Higher Education Instruction and Administration			X		
History	X	X	X		
History Education	X				
Home Economics Teacher Education (Voc.)	X	X			
Hospitality Administration/Management	X	X			
Human Resources Management	X				
Humanities	X				
Industrial & Systems Engineering	X	X	X		
Industrial/Manufacturing Engineering		X			
Information Technology	X				
Interior Design	X				
International & Comparative Education		X			

**TABLE 3**  
**Academic Degree Programs**

Academic Program	Bachelor	Masters	Doctorate	Other	See Other Program
International Business & Management	X	X			
International Relations	X	X	X		
Insurance & Risk Mgmt.	X				
Italian	X				
Jewish/Judaic Studies Center					Certificate
Journalism	X	X			Mass Communications
Labor Studies					Certificate
Landscape Architecture		X			
Latin American Studies		X			Certificate
Law					Professional Degree
Law, Ethics and Society					Certificate
Legal Assistant					Certificate
Liberal Arts & Studies	X	X			
Linguistics		X			
Logistics & Materials Management	X				
Management Info Systems/Busi Data Proc.	X	X			
Management	X	X			
Marine/Aquatic Biology	X				
Marketing Management	X				
Mass Communication	X	X			
Materials Engineering		X			
Mathematics, General	X				
Mathematics Teacher Education	X	X			
Mechanical Engineering	X	X	X		
Media Management					Certificate
Mental Retardation	X				
Military Science					Electives
Modern Language Education	X				
Music, General	X	X			
Music Teacher Education	X	X			
Nursing/Registered Nurse	X	X	X		
Occupational Therapy	X	X			
Orthotics/Prosthetics	X				
Parks and Recreational Management	X	X			
Philosophy	X				
Physical Education Teaching & Coaching	X	X			
Physical Therapy		X			
Physics	X	X	X		
Political Science & Government	X	X	X		

**TABLE 3**  
**Academic Degree Programs**

Academic Program	Bachelor	Masters	Doctorate	Other	See Other Program
Portuguese	X				
Pre-Elementary/Early Childhood Teacher Education	X	X			
Psychology, General	X	X	X	X	Specialist
Public Administration	X	X	X		
Public Health		X			
Public Relations	X				Mass Communications
Recreation, Leisure Services	X	X			
Religious Studies	X	X			
Science Teacher Education	X	X			
Social Sciences Teacher Education	X	X			
Social Work, General	X	X	X		
Sociology	X	X	X		
Spanish	X	X	X		
Spanish Education	X	X			
Spanish Language Journalism (Mass Comm)					Certificate
Special Education, General		X	X		
Specific Learning Disabled	X				
Speech Pathology & Audiology		X			
Statistics	X	X			
Student Counseling/Guidance/Counselor Education		X			
Studio/Fine Art	X	X			
Taxation		X			
Teaching English as a Second Language	X	X			TESOL
Technology Education	X	X			
Technology Management		X			
Telecommunications/Networking		X			
Television Production and Management	X				Mass Communications
Theatre	X				
Tourism Studies		X			
Trade & Industrial Teacher Education (Voc.)	X	X			
Transportation Management	X				
Travel & Tourism Management	X	X			
Urban Education		X			
Visual Arts		X			* in Fine Arts
Vocational Education (Home Economics Teacher Ed)	X	X			
Women Studies	X				

## VII - ANALYSIS OF STUDENT ENROLLMENT

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time-equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollments not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for Survey purposes is the level for the fifth year beyond the year the Survey is conducted. For this Survey, the projected enrollment used is for academic year 2010-11. Table 4 identifies the anticipated changes in enrollment. Table 5 identifies the BOG approved current five-year planned enrollments for the university at the time of the survey. Table 6 identifies the 2005-2006 actual and 2010-11 projected enrollment by level and discipline. The BOT Office of Planning, Budgeting and Policy Analysis approved the enrollments by site and discipline.

**TABLE 4**

### Analysis of Planned Enrollment Change 2006-2007 to 2010-2011

Revised February 16, 2006

	Lower Level Undergraduate	Upper Level Undergraduate	Law	Beginning Graduate	Advanced Graduate	Total FTE
<b><u>Site 1: Main Campus</u></b>						
<i>Includes FTE Enrollment: OTHERS</i>						
Base Year: 2006-2007	7,033.00	8,777.00	308.00	2,077.00	482.00	18,677.00
Outyear: 2010-2011	8,879.00	11,081.00	389.00	2,622.00	608.00	23,579.00
Numerical Change	1,846.00	2,304.00	81.00	545.00	126.00	4,902.00
Percentage Change	26%	26%	26%	26%	26%	26%
<b><u>Site 2: Biscayne Bay Campus</u></b>						
<i>Includes FTE Enrollment: BROWARD</i>						
Base Year: 2006-2007	1,103.00	2,258.00		339.00	8.00	3,708.00
Outyear: 2010-2011	1,392.00	2,850.00		428.00	11.00	4,681.00
Numerical Change	289.00	592.00		89.00	3.00	973.00
Percentage Change	26%	26%		26%	38%	26%

TABLE 5  
Planned Enrollment Growth - Florida International University 2005-06 through 2010-11

	Actual	Actual	Actual	Actual	Actual Sum Fall Prel Spr	Planned					
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
University Park - Main											
Lower FTEs	5,450	5,641	5,869	6,108	6,449	6,763	7,033	7,455	7,903	8,377	8,879
Upper FTEs	7,284	7,501	7,631	7,633	7,820	8,440	8,777	9,304	9,862	10,454	11,081
Law FTEs		0	82	161	239	296	308	326	346	367	389
Grad I FTEs	1,815	1,931	2,041	1,918	1,795	1,997	2,077	2,202	2,334	2,474	2,622
Grad II FTEs	278	332	370	398	442	463	482	511	541	574	608
Bis											
Lower FTEs	980	1,024	1,060	1,030	1,011	1,061	1,103	1,169	1,239	1,314	1,392
Upper FTEs	1,978	2,179	2,261	2,239	2,011	2,171	2,258	2,393	2,537	2,689	2,850
Grad I FTEs	473	512	473	348	293	326	339	359	381	404	428
Grad II FTEs	21	18	15	8	8	8	8	9	9	10	11
Broward											
Lower FTEs	0	1	2	18	37	39	41	43	46	48	51
Upper FTEs	101	61	28	133	197	213	221	235	249	264	280
Grad I FTEs	122	139	131	152	159	177	184	195	207	219	233
Grad II FTEs	41	27	46	37	36	38	40	42	45	47	50
Off											
Lower FTEs	154	184	171	154	322	338	351	372	395	418	443
Upper FTEs	146	281	386	516	768	828	862	913	968	1,026	1,088
Grad I FTEs	145	173	208	195	205	228	237	251	266	282	299
Grad II FTEs	4	5	3	5	5	5	6	6	6	7	7
FIU											
Lower FTEs	6,584	6,850	7,101	7,310	7,819	8,200	8,528	9,040	9,582	10,157	10,766
Upper FTEs	9,508	10,022	10,306	10,520	10,796	11,652	12,118	12,845	13,616	14,433	15,299
Law FTEs1	0	0	82	161	239	296	308	326	346	367	389
Grad I FTEs	2,555	2,755	2,853	2,613	2,452	2,728	2,837	3,007	3,188	3,379	3,582
Grad II FTEs	344	382	434	448	491	515	536	568	602	638	676
Total	18,991	20,008	20,776	21,052	21,797	23,391	24,327	25,786	27,333	28,973	30,712

Source: Office of Planning & Institutional Effectiveness. DOE approved enrollment



**TABLE 6**  
**FTE ENROLLMENT**  
**Base (Actual) Year and Planned Outyear**  
**By Discipline and Level, for Each Site**

Revised April 4, 2006

Discipline Category	Base (Actual) 2005-2006					Planned 2010-2011				
	Lower Level Undergraduate	Upper Level Undergraduate	Beginning Graduate	Advanced Graduate	Total FTE	Lower Level Undergraduate	Upper Level Undergraduate	Beginning Graduate	Advanced Graduate	Total FTE
<b>Site 01: Main Campus</b> <i>Includes FTE enrollment : OTHERS</i>										
01 Agribusiness & Agric. Production	0.0	11.4	0.0	0.0	11.4	0.0	15.0	0.0	0.0	15.0
02 Agricultural Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
03 Renewable Natural Resources	110.9	83.1	18.0	0.6	212.5	145.8	109.2	23.7	0.7	279.4
04 Architecture & Environ. Design	111.0	113.1	80.3	0.0	304.3	145.9	148.7	105.6	0.0	400.1
05 Area, Ethnic & Cultural Studies		10.6	1.5	0.1	12.2	0.0	13.9	2.0	0.1	16.0
09 Communications	0.0	13.4	4.5	0.0	17.9	0.0	17.7	5.9	0.0	23.6
11 Computer & Information Science	280.5	549.0	105.5	29.2	964.2	368.7	721.9	138.7	38.3	1,267.7
13 Education	158.8	728.5	402.6	116.9	1,406.8	208.8	957.9	529.3	153.8	1,849.8
14 Engineering	128.8	642.7	162.9	86.5	1,020.9	169.4	845.0	214.2	113.7	1,342.3
15 Engineering Technology	40.3	121.0	60.2	0.0	221.5	53.0	159.1	79.1	0.0	291.2
16 Foreign Languages & Literature	382.2	321.2	48.5	12.9	764.8	502.5	422.3	63.8	17.0	1,005.6
19 Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
22 Law & Legal Studies	0.0	0.0	273.8	0.0	273.8	0.0	0.0	360.0	0.0	360.0
23 English Language & Lit/Letters	882.5	255.5	18.3	0.5	1,156.8	1,160.3	335.9	24.1	0.6	1,520.9
24 Liberal Arts & Sci., Gen. Studies	203.4	104.8	12.9	0.8	321.9	267.5	137.8	17.0	1.1	423.4
26 Life Sciences	412.5	308.6	40.3	30.9	792.3	542.4	405.8	52.9	40.6	1,041.7
27 Mathematics	1,427.3	178.1	26.4	6.4	1,638.2	1,876.6	234.2	34.7	8.4	2,153.8
30 Multi/Interdisciplinary Study	0.1	0.0	3.1	0.0	3.2	0.1	0.0	4.1	0.0	4.2
31 Parks, Recreation, Leisure, Fitness	9.8	38.2	3.7	0.0	51.7	12.9	50.2	4.8	0.0	68.0
38 Philosophy and Religion	239.3	215.8	16.0	0.0	471.1	314.6	283.7	21.0	0.0	619.3
40 Physical Sciences	990.5	150.2	46.4	42.1	1,229.2	1,302.3	197.5	61.0	55.3	1,616.0
42 Psychology	235.1	666.0	91.7	34.0	1,026.8	309.0	875.7	120.6	44.7	1,350.0
43 Protective Services	0.0	311.7	23.3	0.0	335.0	0.0	409.8	30.7	0.0	440.5
44 Public Administration	0.0	333.2	286.8	17.2	637.2	0.0	438.0	377.0	22.6	837.7
45 Social Sciences and History	719.0	1,079.2	71.5	47.9	1,917.6	945.3	1,418.9	94.1	63.0	2,521.3
50 Visual and Performing Arts	574.6	500.9	40.3	0.0	1,115.8	755.5	658.6	53.0	0.0	1,467.1
51 Health Professions & Rel. Sci.	90.2	780.1	482.1	20.1	1,372.5	118.5	1,025.7	633.9	26.4	1,804.5
52 Business Mgt. & Admin. Services	104.2	1,924.4	470.3	0.2	2,499.1	137.0	2,530.3	618.4	0.2	3,285.9
54 History	332.6	95.6	24.5	7.9	460.6	437.2	125.7	32.3	10.4	605.6
<b>TOTAL</b>	<b>7,433.2</b>	<b>9,536.1</b>	<b>2,815.3</b>	<b>454.1</b>	<b>20,238.7</b>	<b>9,773.3</b>	<b>12,538.3</b>	<b>3,701.6</b>	<b>597.1</b>	<b>26,610.2</b>

Source: Planning Institutional Effectiveness



**TABLE 6**  
**FTE ENROLLMENT**  
**Base (Actual) Year and Planned Outyear**  
**By Discipline and Level, for Each Site**

Revised April 4, 2006

Discipline Category	Base (Actual) 2005-2006					Planned 2010-2011				
	Lower Level Undergraduate	Upper Level Undergraduate	Beginning Graduate	Advanced Graduate	Total FTE	Lower Level Undergraduate	Upper Level Undergraduate	Beginning Graduate	Advanced Graduate	Total FTE
<b>Site 02: Biscayne Bay Campus</b>										
<i>Includes FTE enrollment : BROWARD</i>										
01 Agribusiness & Agric. Production	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
02 Agricultural Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
03 Renewable Natural Resources	22.3	9.0	0.0	0.0	31.4	29.4	11.9	0.0	0.0	41.2
04 Architecture & Environ. Design	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
05 Area, Ethnic & Cultural Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
09 Communications	0.0	378.2	45.2	0.4	423.7	0.0	497.2	59.4	0.5	557.1
11 Computer & Information Science	39.2	39.1	0.0	0.0	78.3	51.5	51.4	0.0	0.0	102.9
13 Education	14.6	20.0	2.2	0.1	36.9	19.2	26.3	2.8	0.1	48.5
14 Engineering	2.2	1.2	0.0	0.0	3.4	2.9	1.5	0.0	0.0	4.4
15 Engineering Technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
16 Foreign Languages & Literature	70.0	34.3	0.0	0.0	104.3	92.0	45.0	0.0	0.0	137.1
19 Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
22 Law & Legal Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
23 English Language & Lit/Letters	141.8	61.3	24.3	0.0	227.4	186.5	80.6	32.0	0.0	299.0
24 Liberal Arts & Sci., Gen. Studies	24.7	40.7	3.0	0.3	68.7	32.5	53.5	3.9	0.4	90.3
26 Life Sciences	96.4	8.6	2.2	3.3	110.5	126.7	11.3	2.9	4.4	145.3
27 Mathematics	227.2	14.2	0.0	0.0	241.4	298.7	18.7	0.0	0.0	317.4
30 Multi/Interdisciplinary Study	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
31 Parks, Recreation, Leisure, Fitness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
38 Philosophy and Religion	40.8	12.2	0.8	0.0	53.8	53.6	16.0	1.1	0.0	70.8
40 Physical Sciences	140.0	10.0	0.0	0.0	150.0	184.1	13.2	0.0	0.0	197.3
42 Psychology	59.1	166.4	3.9	2.3	231.6	77.7	218.7	5.1	3.0	304.5
43 Protective Services	0.0	75.3	0.0	0.0	75.3	0.0	99.0	0.0	0.0	99.0
44 Public Administration	0.0	58.8	9.1	0.0	67.9	0.0	77.3	12.0	0.0	89.3
45 Social Sciences and History	96.9	135.4	0.6	0.2	233.0	127.4	178.0	0.7	0.2	306.4
50 Visual and Performing Arts	103.9	62.4	2.7	0.0	169.0	136.6	82.0	3.5	0.0	222.2
51 Health Professions & Rel. Sci.	17.0	42.1	0.0	0.0	42.1	22.3	55.3	0.0	0.0	77.6
52 Business Mgt. & Admin. Services	14.6	525.7	105.0	0.0	645.3	19.2	691.1	138.1	0.0	848.4
54 History	81.9	25.9	0.8	0.4	108.9	107.7	34.0	1.0	0.5	143.2
<b>TOTAL</b>	<b>1,192.6</b>	<b>1,720.5</b>	<b>199.7</b>	<b>6.9</b>	<b>3,119.7</b>	<b>1,568.0</b>	<b>2,262.1</b>	<b>262.6</b>	<b>9.1</b>	<b>4,101.8</b>

Source: Planning Institutional Effectiveness

## VIII - INVENTORY OF EXISTING SITES AND BUILDINGS

The Overview of the University includes a general description of the sites where the University carries out educational program activity. This section provides information about buildings located at the sites.

The building information provided in Table 6 includes Status, Condition, Net Square Feet (NSF) and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the University and concurred with by the Survey Team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as those to be terminated for use or scheduled for demolition.

The size of building spaces is provided as NSF or GSF. Building NSF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant, and the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas, which have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the University. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classroom	Study	Student Academic Support
Teaching Laboratory	Instructional Media	Office/Computer
Research Laboratory	Auditorium/Exhibition	Campus Support Services
	Teaching Gymnasium	

Table 7 identifies the amount of satisfactory eligible (net assignable square feet – NASF) space, by space type, for each building which supports the above stated functions. As stated within the Space Needs Assessment section, eligible space refers to whether the space meets a need identified as a Formula generated space need. The buildings included within these tables are only those owned buildings located on land the University leases from the State of Florida or land leased for a long term to the University on which the University has constructed buildings. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.

**TABLE 7**  
**Inventory of All Owned Buildings**

Number	ID	Name	Status	Condition	NASF	GSF
<b>SITE: 0001 - University Park</b>						
01	PC	Charles E. Perry Primera Casa Building	Permanent	Satisfactory	212,369	224,229
02	DM	Deuxieme Maison	Permanent	Satisfactory	136,135	140,807
03	GC	Ernest R. Graham University Center	Permanent	Satisfactory	242,460	303,840
04	VH	Viertes Haus	Permanent	Satisfactory	65,523	69,567
04A	CU	Central Utilities	Permanent	Satisfactory	19,857	23,100
05	GL	Steven and Dorothea Green Library (Athenaeum)	Permanent	Satisfactory	324,153	357,181
06	OE	Owa Ehan	Permanent	Satisfactory	98,979	117,306
06A	WC	Wertheim Conservatory/Biological Greenhouse	Permanent	Satisfactory	6,281	6,770
07	GPA	Pharmed Arena	Permanent	Satisfactory	114,028	121,158
08	ECS	Engineering & Computer Science	Permanent	Satisfactory	101,132	112,754
09	CP	Chemistry & Physics	Permanent	Satisfactory	114,564	130,857
10	CH	College of Health	Permanent	Satisfactory	8,328	9,398
11	BA	Ryder Business Building (Business Administration)	Permanent	Satisfactory	54,074	58,782
12	UHSC	University Health Services Complex	Permanent	Satisfactory	22,022	27,167
13	LC	Labor Center	Permanent	Satisfactory	22,513	25,059
14	ZEB	Sanford and Dolores Ziff and Family Education Building	Permanent	Satisfactory	53,372	57,456
14A	UPI	University Park Information Center	Permanent	Satisfactory	552	600
15	BBS	Baseball Stadium	Permanent	Satisfactory	24,277	34,125
16	WPAC	Herbert and Nicole Wertheim Performing Arts Center	Permanent	Satisfactory	67,764	74,052
17	CCLC	Children's Creative Learning Center	Permanent	Satisfactory	6,258	6,228
19	PH	Panther Residence Hall	Permanent	Satisfactory	4,902	111,266
19A	UT	University Tower	Permanent	Satisfactory	149,640	205,007
19B	EH	Everglades Hall	Permanent	Satisfactory	116,813	147,475
20	AAFC	Athletics Academic Fitness Center	Permanent	Satisfactory	10,094	10,818
21	HLS	Health & Life Sciences Phase I	Permanent	Satisfactory	107,238	117,682
21A	HLS	Health & Life Sciences Phase II	Permanent	Satisfactory	94,613	103,208
22	CSC-S	Campus Support Complex - Shops	Permanent	Satisfactory	45,797	53,500
23	CSC-A	Campus Support Complex - Administration	Permanent	Satisfactory	39,816	45,400
24	PCA	Paul Cejas Architecture Building	Permanent	Satisfactory	99,245	124,870
28	UH	University House (PR&EC)	Permanent	Satisfactory	31,267	35,200
33	RC	Recreation Center	Permanent	Satisfactory	36,883	50,765
40	WSTC	Women's Softball Tennis Complex	Permanent	Satisfactory	2,685	3,150
CW1	CW1	PC/DM Covered Walkway	Covered Walkway	Satisfactory	2,860	2,860
CW2	CW2	DM/AT Covered Walkway	Covered Walkway	Satisfactory	1,925	1,925
CW3	CW3	VH/AT Covered Walkway	Covered Walkway	Satisfactory	1,035	1,035
CW4	CW4	AT/UH Covered Walkway	Covered Walkway	Satisfactory	1,290	1,290
CW5	CW5	OE/AT Covered Walkway	Covered Walkway	Satisfactory	2,226	2,226
CW7	CW7	PG1/PC Covered Walkway	Covered Walkway	Satisfactory	3,569	3,569
C01	C01	Tower	Permanent	Satisfactory	3,466	3,820
C05	C05	Duplicating Center	Permanent	Satisfactory	3,618	4,008
E01	E01	East 1	Temporary Non-Relocatable	Termination	2,856	2,946
GZ1	GZ1	Gazebo 1	Temporary Non-Relocatable	Satisfactory	72	80
GZ2	GZ2	Gazebo 2	Temporary Non-Relocatable	Satisfactory	72	80
GZ3	GZ3	Gazebo 3	Temporary Non-Relocatable	Satisfactory	72	80
GZ4	GZ4	Gazebo 4	Temporary Non-Relocatable	Satisfactory	72	80
GZ5	GZ5	Gazebo 5	Temporary Non-Relocatable	Satisfactory	72	80
GZ6	GZ6	Gazebo 6	Temporary Non-Relocatable	Satisfactory	72	80
M05	M05	Tam Trailer 5 (Child Care)	Temporary Relocatable	Termination	1,316	1,350
PG1	PG1	Parking Garage 1 Gold	Permanent	Satisfactory	260,165	360,000
PG2	PG2	Parking Garage 2 Blue	Permanent	Satisfactory	260,188	360,000
PG3	PG3	Parking Garage 3 Panther	Permanent	Satisfactory	394,996	470,441
PG4	PG4	Parking Garage 4 Red	Permanent	Satisfactory	394,996	470,441
TC30	TC30	Trailer 30	Temporary Relocatable	Termination	1,390	1,536
TC31	TC31	Trailer 31	Temporary Relocatable	Termination	1,379	1,536
TC35	TC35	Trailer 35	Temporary Relocatable	Termination	624	678
TC36	TC36	Trailer 36	Temporary Relocatable	Termination	1,466	1,600
TC37	TC37	Trailer 37	Temporary Relocatable	Termination	1,276	1,318
TC45	TC45	Trailer 45	Temporary Relocatable	Termination	1,586	1,660
THA	THA	Bldg A Housing Office/Rec	Permanent	Satisfactory	1,998	2,500
THB	THB	Bldg B Tamiami Housing	Permanent	Satisfactory	10,098	10,855
THC	THC	Bldg C Tamiami Housing	Permanent	Satisfactory	12,846	13,655
THD	THD	Bldg D Tamiami Housing	Permanent	Satisfactory	13,181	14,218
THE	THE	Bldg E Tamiami Housing	Permanent	Satisfactory	10,098	10,855
THF	THF	Bldg F Tamiami Housing	Permanent	Satisfactory	13,141	14,132
THG	THG	Bldg G Tamiami Housing	Permanent	Satisfactory	13,594	13,650
THH	THH	Bldg H Tamiami Housing	Permanent	Satisfactory	13,462	14,418
THJ	THJ	Bldg J Tamiami Housing	Permanent	Satisfactory	13,146	14,132
THK	THK	Bldg K Tamiami Housing	Permanent	Satisfactory	13,146	14,132

**TABLE 7**  
**Inventory of All Owned Buildings**

Number	ID	Name	Status	Condition	NASF	GSF
<b>SITE: 0001 - University Park</b>						
THL	THL	Bldg L Tamiami Housing	Permanent	Satisfactory	13,146	14,132
W01	W01	West 1	Temporary Non-Relocatable	Termination	11,053	12,000
W01A	W01A	West 1A	Temporary Non-Relocatable	Termination	400	450
W01B	W01B	West 1B (part of West 1)	Temporary Non-Relocatable	Termination	480	500
W01C	W01C	Ceramics	Permanent	Satisfactory	3,703	4,532
W02	W02	West 2	Temporary Non-Relocatable	Satisfactory	7,506	7,975
W02A	W02A	Hazardous Waste Shed	Temporary Relocatable	Termination	126	180
W02B	W02B	Grounds Chemical Storage	Temporary Relocatable	Satisfactory	75	80
W03	W03	West 3	Temporary Non-Relocatable	Termination	6,117	6,555
W05	W05	West 5	Temporary Non-Relocatable	Termination	351	400
W05A	W05A	West 5A	Temporary Non-Relocatable	Termination	144	178
W06	W06	West 6	Temporary Non-Relocatable	Termination	6,095	6,825
W06A	W06A	Dugout 3	Temporary Non-Relocatable	Satisfactory	242	309
W06B	W06B	Dugout 4	Temporary Non-Relocatable	Satisfactory	242	309
W07	W07	West 7	Temporary Non-Relocatable	Termination	7,250	8,018
W09	W09	West 9	Temporary Non-Relocatable	Termination	4,769	5,311
W10	W10	West 10	Temporary Non-Relocatable	Termination	6,420	6,808
W10A	W10A	West 10A	Permanent	Termination	5,394	5,760
W10B	W10B	Administrative Systems Modular I	Temporary Non-Relocatable	Satisfactory	5,794	6,232
W10C	W10C	Administrative Systems Modular II	Temporary Non-Relocatable	Satisfactory	4,999	5,467
W10T	W10T	W10 Trailer	Temporary Relocatable	Termination	1,301	1,500
					<u>3,976,610</u>	<u>4,819,564</u>
<b>SITE: 0002 - Biscayne Bay Campus</b>						
BH1	BH1	Bay Vista Housing	Permanent	Satisfactory	79,687	146,353
CW1N	CW1N	HM/LIB Covered Walkway	Covered Walkway	Satisfactory	3,860	3,860
CW2N	CW2N	SC/LIB Covered Walkway	Covered Walkway	Satisfactory	3,550	3,550
CW3N	CW3N	LIB/SC Covered Walkway	Covered Walkway	Satisfactory	1,725	1,725
T1	T1	Trailer 1	Temporary Relocatable	Termination	1,231	1,350
T2	T2	Trailer 2	Temporary Relocatable	Termination	1,248	1,316
T3	T3	Trailer 3	Temporary Relocatable	Termination	1,224	1,224
M07N	M07N	Trailer 7	Temporary Relocatable	Termination	1,755	1,755
N01	HM	Hospitality Management	Permanent	Satisfactory	70,563	96,863
N01A	AQ	Aquatic Center	Permanent	Satisfactory	1,547	1,607
N02	AC1	Academic One	Permanent	Satisfactory	122,166	145,911
N02A	CU	Central Utilities NC	Permanent	Satisfactory	11,892	16,733
N03	WUC	Gregory Baker Wolfe University Center	Permanent	Satisfactory	110,053	123,500
N04	AC2	Academic Two	Permanent	Satisfactory	84,355	101,800
N05	LIB	The Library	Permanent	Satisfactory	87,059	100,087
N06	SHC	Student Health & Wellness Center NC	Permanent	Satisfactory	3,742	4,203
N07	KCC	Roz and Cal Kovens Conference Center	Permanent	Satisfactory	51,951	57,604
N08	N08	Ecology Lab	Permanent	Satisfactory	3,642	3,872
N13	MB	Marine Biology	Permanent	Satisfactory	54,528	55,100
P04	PDC	PDC Administration	Temporary Non-Relocatable	Satisfactory	3,489	3,850
P09	CLC	Children's Creative Learning Center NC	Temporary Non-Relocatable	Satisfactory	2,573	2,755
P10	NCI	Biscayne Bay Information Booth	Temporary Non-Relocatable	Satisfactory	26	46
R01	OR	Outdoor Recreation	Permanent	Satisfactory	1,424	1,803
S01	S01	Central Receiving	Permanent	Satisfactory	6,103	6,419
S02	S02	Public Safety	Permanent	Satisfactory	2,263	2,560
S03	S03	Physical Plant	Permanent	Satisfactory	12,526	15,407
S03A	S03A	Plant Support	Permanent	Satisfactory	269	320
S04	S04	Grounds	Temporary Non-Relocatable	Satisfactory	3,028	3,250
					<u>727,479</u>	<u>904,823</u>
<b>SITE: 0003 - Engineering Center(University Park)</b>						
101	EAS	Engineering & Applied Sciences	Permanent	Satisfactory	280,029	382,700
102	OU	Operations/Utility	Permanent	Satisfactory	29,982	32,582
					<u>310,011</u>	<u>415,282</u>
<b>SITE: 0006 - Wolfsonian(University Park)</b>						
MB01	MB01	FIU Wolfsonian Museum	Permanent	Satisfactory	58,053	64,654
					<u>58,053</u>	<u>64,654</u>
<b>SITE: 0007 - Wolfsonian Annex(University Park)</b>						
MB02	MB02	FIU Annex	Permanent	Satisfactory	34,572	38,139
					<u>34,572</u>	<u>38,139</u>



**TABLE 8**  
**Eligible Assignable Square Footage**  
**Satisfactory Space by Category by Building (Excludes Facilities Under Construction)**

	Classrooms	Teaching Laboratory	Study	Research Laboratory	Office Computer	Auditorium Exhibit	Instructional Media	Student Acad. Services	Gymnasium	Campus Support Services	Total NASF
<b>SITE: 0001 UNIVERSITY PARK</b>											
Charles E. Perry Building - 01	15,910	16,458	1,564	6,666	75,711	3,684	0	0	0	765	120,758
Deuxieme Maison - 02	8,647	6,890	0	4,802	42,311	0	97	0	0	898	63,645
E.R.Graham Univ. Center - 03	13,397	2,881	0	0	24,211	16,540	674	0	0	1,348	59,051
Viertes Haus - 04	3,129	4,445	1,049	18,293	11,509	4,927	0	0	0	119	43,471
Central Utilities - 04A	0	0	0	0	200	0	0	0	0	600	800
Green Library - 05	14,333	9,759	134,492	1,683	33,380	1,561	13,109	0	0	226	208,543
Owa Ehan - 06	3,929	19,991	0	23,260	11,524	0	0	0	0	459	59,163
Wertheim Conservatory-Green House - 06A	0	0	0	4,201	0	0	0	0	0	52	4,253
Pharmed Arena - 07	4,990	336	0	0	3,348	0	0	0	54,549	885	64,108
Engineering & Comp. Sci. - 08	4,495	14,764	0	25,069	18,865	0	0	0	0	659	63,852
Chemistry & Physics - 09	10,589	19,812	0	24,911	10,081	0	193	0	0	118	65,704
College of Health - 10	0	0	0	0	5,548	0	0	0	0	0	5,548
Business Administration - 11	5,667	0	2,648	1,124	21,161	0	0	0	0	885	31,485
University Health Services Complex - 12	0	0	0	0	7,241	0	0	0	0	0	7,241
Labor Center - 13	3,711	1,666	356	0	5,532	0	201	0	0	332	11,798
Ziff & Family Education Building - 14	6,179	6,072	0	0	18,848	0	334	698	0	202	32,333
University Park Information Center - 14A	0	0	0	0	552	0	0	0	0	0	552
Baseball Stadium - 15	0	0	0	0	196	0	0	0	8,347	517	9,060
Wertheim Performing Arts Center - 16	0	7,426	533	0	4,939	26,951	0	0	0	0	39,849
Children Creative Learning Center - 17	0	0	0	0	0	0	0	0	0	0	0
Panther Residence Hall - 19	0	0	0	0	1,291	0	0	0	0	0	1,291
University Tower - 19A	0	0	0	0	3,471	274	0	0	0	0	3,745
Everglades Hall - 19B	0	0	0	0	0	0	0	0	0	0	0
Athletics Academic Fitness Center - 20	0	0	30	0	0	0	0	0	0	0	30
Health & Life Sciences - 21	565	5,058	509	29,729	18,423	0	0	0	0	1,088	55,372
Health & Life Sciences - 21A	8,018	24,766	0	787	30,018	0	0	510	0	0	64,099
Campus Support Complex-Shops - 22	0	0	0	0	12,640	0	0	0	0	25,199	37,839
Campus Support Complex-Adm. - 23	0	0	0	0	27,448	0	0	0	0	0	27,448
Paul Cejas Architecture Building -24	11,742	23,808	942	0	17,493	2,224	175	0	0	2,071	58,455
University House - 28	0	0	0	0	647	0	0	0	0	0	647
Recreation Center - 33	0	0	0	0	1,958	0	0	0	0	113	2,071
Women's Softball/Tennis Complex - 40	0	0	0	0	0	0	0	0	0	0	0
Parking Garage 1 - PG1-Gold	0	0	0	0	0	0	0	0	0	0	0
Parking Garage 1 - PG2 - Blue	0	0	0	0	0	0	0	0	0	0	0
Parking Garage 1 - PG3-Panther	0	0	0	0	0	0	0	0	0	0	0
Parking Garage 1 - PG4-Red	0	0	0	0	0	0	0	0	0	0	0
Bldg A Housing Office/Rec. - THA	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THB	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THC	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THD	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THE	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THF	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THG	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THH	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THJ	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THK	0	0	0	0	0	0	0	0	0	0	0
Bldg B Tamiami Housing - THL	0	0	0	0	0	0	0	0	0	0	0
Tower -C01	0	0	0	0	2,043	0	0	0	0	193	2,236
Duplicating Center - C05	0	0	0	0	2,336	0	0	0	0	2,516	4,852
West 1 - W01	0	7,975	0	1,285	99	0	779	0	0	0	10,138
West 1A - W01A	0	0	0	0	0	0	0	0	0	550	550
West 1B - W01B	0	440	0	0	0	0	0	0	0	0	440
Ceramics - W01C	0	3,051	0	255	0	0	0	0	0	0	3,306
West 2 - W02	0	0	0	0	1,915	0	0	0	0	4,986	6,901
West 2A - W02A	0	0	0	0	0	0	0	0	0	179	179
Chemical Storage - W02B	0	0	0	0	0	0	0	0	0	94	94

**TABLE 8**  
**Eligible Assignable Square Footage**  
**Satisfactory Space by Category by Building (Excludes Facilities Under Construction)**

Classrooms	Teaching Laboratory	Study	Research Laboratory	Office Computer	Auditorium Exhibit	Instructional Media	Student Acad. Services	Gymnasium	Campus Support Services	Total NASF
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**SITE: 0001 UNIVERSITY PARK**

West 3 - W03	0	0	0	0	1,298	0	0	0	4,266	5,564
West 5 - W05	0	0	0	0	0	0	0	0	352	352
West 6 - W06	0	1,940	0	0	0	2,393	0	0	0	4,333
West 06A - W06A	0	0	0	0	0	0	0	0	0	0
West 06B - W06B	0	0	0	0	0	0	0	0	0	0
West 7 - W07	0	0	0	0	0	0	0	0	7,641	7,641
West 9 - W09	0	2,806	0	0	674	0	0	0	0	3,480
West 10 - W10	587	3,011	0	0	2,492	0	0	0	73	6,163
West 10A - W10A	0	0	0	0	596	0	0	0	4,675	5,271
West 10 Trailer	0	0	0	0	1,141	0	0	0	96	1,237
<b>TOTAL CAMPUS:</b>	<b>115,888</b>	<b>183,355</b>	<b>142,123</b>	<b>142,065</b>	<b>421,140</b>	<b>58,554</b>	<b>15,562</b>	<b>1,208</b>	<b>62,896</b>	<b>1,204,948</b>

Classrooms	Teaching Laboratory	Study	Research Laboratory	Office Computer	Auditorium Exhibit	Instructional Media	Student Acad. Services	Gymnasium	Campus Support Services	Total NASF
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**SITE: 0002 BISCAYNE BAY CAMPUS**

N.C. Student Housing - BH1	0	0	0	0	0	0	0	0	0	0
Hospitality Management - N01	7,749	23,154	0	0	11,952	0	0	0	0	42,855
Academic I - N02	17,213	5,811	1,882	258	34,752	0	803	0	938	61,657
Central Utilities NC - N02A	0	0	0	0	427	0	0	0	266	693
Wolfe University Center - N03	0	0	0	0	6,948	6,023	0	0	0	12,971
Academic II - N04	7,315	25,739	0	330	13,664	109	0	0	764	47,921
The Library - N05	8,473	2,110	28,302	0	9,953	0	726	0	156	49,720
Health Care Center - N06	0	0	0	0	713	0	0	0	129	842
Kovens Conference Center - N07	0	0	0	0	4,367	317	0	0	2,388	7,072
Ecology Lab - N08	0	0	0	2,120	129	0	0	0	0	0
Marine Biology Building - N13	4,690	10,739	990	11,532	5,076	0	0	0	1,981	35,008
PDC Administration - P04	0	0	0	0	0	0	0	0	0	0
Wellness Center - P09	0	0	0	0	0	0	0	0	0	0
BBC Information Center - P10	0	0	0	0	26	0	0	0	0	26
Outdoor Recreation - R01	0	0	0	0	332	0	0	0	0	332
Central Receiving - S01	0	0	0	0	529	0	0	0	5,137	5,666
Public Safety - S02	0	0	0	0	1,301	0	0	0	508	1,809
Physical Plant - S03	0	0	0	0	2,234	0	0	0	6,613	8,847
Plant Support - S03A	0	0	0	0	0	0	0	0	269	269
Grounds - S04	0	0	0	0	305	0	0	0	2,723	3,028
<b>TOTAL CAMPUS:</b>	<b>45,440</b>	<b>67,553</b>	<b>31,174</b>	<b>14,240</b>	<b>92,708</b>	<b>6,449</b>	<b>1,529</b>	<b>0</b>	<b>21,872</b>	<b>278,716</b>

Classrooms	Teaching Laboratory	Study	Research Laboratory	Office Computer	Auditorium Exhibit	Instructional Media	Student Acad. Services	Gymnasium	Campus Support Services	Total NASF
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**SITE: 0003 (EC) ENGINEERING CENTER**

Engineering Center - 101	16,293	23,869	0	49,007	66,350	0	0	0	3,221	158,740
Operation Utilities -102	0	958	0	13,056	3,410	0	0	0	0	17,424
<b>TOTAL CAMPUS:</b>	<b>16,293</b>	<b>24,827</b>	<b>0</b>	<b>62,063</b>	<b>69,760</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,221</b>	<b>176,164</b>

Classrooms	Teaching Laboratory	Study	Research Laboratory	Office Computer	Auditorium Exhibit	Instructional Media	Student Acad. Services	Gymnasium	Campus Support Services	Total NASF
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**SITE: 0006 FIU WOLFSONIAN**

Wolfsonian Museum - MB01	0	0	0	0	8,830	27,169	0	0	4,046	40,045
<b>TOTAL CAMPUS:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8,830</b>	<b>27,169</b>	<b>0</b>	<b>0</b>	<b>4,046</b>	<b>40,045</b>

**SITE: 0007 FIU ANNEX**

Wolfsonian Museum - MB02	0	0	0	0	100	24,856	0	0	2,194	27,150
<b>TOTAL CAMPUS:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>24,856</b>	<b>0</b>	<b>0</b>	<b>2,194</b>	<b>27,150</b>



## IX – QUANTITATIVE (FORMULA) SPACE NEEDS

The space needs formula (Formula) applied as a quantitative tool to measure space needs of the University is explained in detail within Appendix B. The Formula includes basic room and station utilization assumptions for classrooms and teaching laboratory facilities. Table 8 identifies the space factors used for the Main Campus (University Park) and the Biscayne Bay Campus. Tables 9 through 11 reports the results of applying the space needs formula to the Main Campus (University Park) and the Biscayne Bay Campus, and then compare the needs to the existing satisfactory and eligible facilities inventory.



**TABLE 9**  
**Space Standards Used in Fixed Capital Outlay**  
**Ten Space Category Needs Generation Formula**

**Site 1: Main Campus**

Space Type by Category	Space Standard	Resulting NASF/FTE
<u>Classroom</u>		12.08
Lower Level Undergraduate	12.74 ASF per FTE	
Upper Level Undergraduate	12.52 ASF per FTE	
Beginning Level Graduate	8.94 ASF per FTE	
Advanced Level Graduate	8.28 ASF per FTE	
<u>Teaching Laboratory</u>		13.77
Lower Level Undergraduate	13.72 ASF per FTE	
Upper Level Undergraduate	16.48 ASF per FTE	
Beginning Level Graduate	9.73 ASF per FTE	
Advanced Level Graduate	8.08 ASF per FTE with 50,000 ASF Minimum	
<u>Research Laboratory</u>		9.88
Beginning Level Graduate	33.58 ASF per FTE	
Advanced Level Graduate	164.68 ASF per FTE	
Educational & General Research Faculty	225.36 ASF per FTE	
Contracts & Grants Research Faculty	271.67 ASF per FTE	
<u>Study</u>		17.54
<u>Study Area</u>		
Undergraduate Level Reading Room	6.25 ASF per FTE	
Computer Study Rooms	2.00 ASF per FTE	
Beginning Level Graduate Carrel	7.50 ASF per FTE	
Advanced Level Graduate Carrel	14.04 ASF per FTE	
Faculty Carrel	4.03 ASF per FTE	
<u>Stack Area</u>	Total of .10 ASF per volume for first 150,000 volume equivalent material, plus 0.09 ASF per volume for second 150,000 volume equivalent material, plus 0.08 ASF per volume for next 300,000 volume equivalent material, plus 0.07 ASF per volume for volumes above 600,000 equivalent material	
<u>Service Area</u>	5 percent of total ASF for study and stack areas	
<u>Instructional Media</u>	10,000 ASF plus 0.50 ASF per FTE over 4,000	1.13
<u>Auditorium/Exhibition</u>	3.00 ASF per FTE, with 25,000 ASF minimum	3.00
<u>Teaching Gymnasium</u>	50,000 ASF minimum, plus 3.00 ASF per FTE for all FTE over 5,000	5.77
<u>Student Academic Support</u>	0.60 ASF per FTE	0.60
<u>Office/Computer</u>	145.00 ASF per FTE position	36.88
Faculty/Staff Lounge Space	3.00 ASF per FTE position	
<u>Campus Support Services</u>	5 percent of total ASF generated by formula plus 5 percent of other existing space requiring support services	7.08

SOURCE: Florida, Board of Governors, Office of Budgets, "Space Standards Used in Fixed Capital Outlay Ten Space Category Needs Generation Formula", Florida International University, "Main Campus," Workload measures based on Actual 1993-94 base year data

**TABLE 9**  
**Space Standards Used in Fixed Capital Outlay**  
**Ten Space Category Needs Generation Formula**

**Site 2: Biscayne Bay Campus**

Space Type by Category	Space Standard	Resulting NASF/FTE
<u>Classroom</u>		11.84
Lower Level Undergraduate	12.74 ASF per FTE	
Upper Level Undergraduate	12.52 ASF per FTE	
Beginning Level Graduate	8.94 ASF per FTE	
Advanced Level Graduate	8.28 ASF per FTE	
<u>Teaching Laboratory</u>		9.73
Lower Level Undergraduate	13.72 ASF per FTE	
Upper Level Undergraduate	16.48 ASF per FTE	
Beginning Level Graduate	9.73 ASF per FTE	
Advanced Level Graduate	8.08 ASF per FTE	
<u>Research Laboratory</u>		13.08
Beginning Level Graduate	33.58 ASF per FTE	
Advanced Level Graduate	164.68 ASF per FTE	
Educational & General Research Faculty	225.36 ASF per FTE	
Contracts & Grants Research Faculty	271.67 ASF per FTE	
<u>Study</u>		16.51
<u>Study Area</u>		
Undergraduate Level Reading Room	6.25 ASF per FTE	
Computer Study Rooms	2.00 ASF per FTE	
Beginning Level Graduate Carrel	7.50 ASF per FTE	
Advanced Level Graduate Carrel	14.35 ASF per FTE	
Faculty Carrel	4.41 ASF per FTE	
<u>Stack Area</u>	Total of .10 ASF per volume for first 150,000 volume equivalent material, plus 0.09 ASF per volume for second 150,000 volume equivalent material, plus 0.08 ASF per volume for next 300,000 volume equivalent material, plus 0.07 ASF per volume for volumes above 600,000 equivalent material	
<u>Service Area</u>	5 percent of total ASF for study and stack areas	
<u>Instructional Media</u>	0.50 ASF per FTE	0.50
<u>Auditorium/Exhibition</u>	3.00 ASF per FTE	3.00
<u>Teaching Gymnasium</u>	No generation for branch campuses	0.00
<u>Student Academic Support</u>	0.60 ASF per FTE	0.60
<u>Office/Computer</u>	145.00 ASF per FTE position	29.08
Faculty/Staff Lounge Space	3.00 ASF per FTE position	
<u>Campus Support Services</u>	5 percent of total ASF generated by formula plus 5 percent of other existing space requiring support services	7.08

SOURCE: Florida, Board of Governors, Office of Budgets, "Space Standards Used in Fixed Capital Outlay Ten Space Category Needs Generation Formula", Florida International University, "Main Campus," Workload measures based on Actual 1993-94 base year dat

TABLE 10

**Formula Generated Net Assignable Square Feet  
By Space Category and Site**

Space Category	NASF
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**Site 1: Main Campus\***

Instructional

Classroom	314,454
Teaching Laboratory	358,447
Research Laboratory	257,186

Academic Support

Study	456,584
Instructional Media	29,415
Auditorium/Exhibition	78,093
Teaching Gymnasium	150,199

Institutional Support

Student Academic Support	15,619
Office/Computer	960,023
Campus Support Services	131,001

Site Total

2,751,021

\* includes Site 3 - EC

**Site 2: Biscayne Bay Campus**

Instructional

Classroom	55,423
Teaching Laboratory	45,546
Research Laboratory	61,227

Academic Support

Study	77,283
Instructional Media	2,341
Auditorium/Exhibition	14,043
Teaching Gymnasium	0

Institutional Support

Student Academic Support	2,809
Office/Computer	136,123
Campus Support Services	19,740

Site Total

414,535

TABLE 11

**Comparison of Existing Satisfactory Space with  
Formula Generated Square Footage Needs by Category**

Space Category	Generated Need	Existing Space *	Unmet Need
<b>SITE 1: MAIN CAMPUS (includes EC space)</b>			
<u>Instructional</u>			
Classroom	314,454	187,727	126,727
Teaching Laboratory	358,447	252,377	106,070
Research Laboratory	257,186	227,828	29,358
<u>Academic Support</u>			
Study	456,584	227,128	229,456
Instructional Media	29,415	16,362	13,053
Auditorium/Exhibition	78,093	106,923	(28,830)
Teaching Gymnasium	150,199	62,896	87,303
<u>Institutional Support</u>			
Student Academic Support	15,619	8,312	7,307
Office/Computer	960,023	601,085	358,938
Campus Support Services	131,001	90,368	40,633
<b>Total: Main Campus</b>	<b>2,751,021</b>	<b>1,781,006</b>	<b>970,015</b>
<b>SITE 2: BISCAYNE BAY CAMPUS</b>			
<u>Instructional</u>			
Classroom	55,423	46,689	8,734
Teaching Laboratory	45,546	67,553	(22,007)
Research Laboratory	61,227	14,240	46,987
<u>Academic Support</u>			
Study	77,283	31,174	46,109
Instructional Media	2,341	1,529	812
Auditorium/Exhibition	14,043	6,449	7,594
Teaching Gymnasium	0	0	0
<u>Institutional Support</u>			
Student Academic Support	2,809	0	2,809
Office/Computer	136,123	93,750	42,373
Campus Support Services	19,740	21,872	(2,132)
<b>Total: Biscayne Bay Campus</b>	<b>414,535</b>	<b>283,256</b>	<b>131,279</b>

\* All projects under construction and/or funded through construction are included.

TABLE 12

## FLORIDA INTERNATIONAL UNIVERSITY

Main Campus

Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
<b>Space Needs by Space Type 2010-11*</b>	314,454	358,447	456,584	257,186	960,023	78,093	29,415	15,619	150,199	131,001	2,751,021
<b>Less:</b>											
1) <b>Current Inventory as of October 2005</b>											
A) Satisfactory Space	139,417	230,204	182,123	204,128	530,405	96,323	15,712	4,108	62,896	78,248	1,543,564
B) Unsatisfactory Space to be Remodeled											0
C) Unsatisfactory Space to be Demolished/Terminated											0
D) Total Under Construction	6,035	22,173	40,325	0	29,700	10,600	150	4,204	0	6,630	119,817
Art Museum (FECG)	700	0	0	0	7,165	10,600	0	1,300	0	5,500	25,265
Central Utilities Plant Sub Station	0	0	0	0	400	0	0	0	0	0	400
College of Law	5,335	22,173	40,325	0	22,135	0	150	2,904	0	1,130	94,152
<b>Total Current Inventory</b>	<b>145,452</b>	<b>252,377</b>	<b>222,448</b>	<b>204,128</b>	<b>560,105</b>	<b>106,923</b>	<b>15,862</b>	<b>8,312</b>	<b>62,896</b>	<b>84,878</b>	<b>1,663,381</b>
2) <b>Projects Funded for Construction thru 2005</b>											
Office/Classroom (Graduate School of Business)	24,775	0	4,680	0	22,760	0	0	0	0	2,490	54,705
Social Sciences	17,500	0	0	0	15,570	0	500	0	0	1,500	35,070
Molecular Biology	0	0	0	23,700	2,650	0	0	0	0	1,500	27,850
<b>Total Funded Construction</b>	<b>42,275</b>	<b>0</b>	<b>4,680</b>	<b>23,700</b>	<b>40,980</b>	<b>0</b>	<b>500</b>	<b>0</b>	<b>0</b>	<b>5,490</b>	<b>117,625</b>
<b>Plus: Planned Demolition</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Space Needs</b>	<b>126,727</b>	<b>106,070</b>	<b>229,456</b>	<b>29,358</b>	<b>358,938</b>	<b>(28,830)</b>	<b>13,053</b>	<b>7,307</b>	<b>87,303</b>	<b>40,633</b>	<b>970,015</b>
Percent of:											
Current Inventory and Funded Projects Minus Demolition Space Needs	60%	70%	50%	89%	63%	137%	56%	53%	42%	69%	65%

NOTES: Funded projects consisting of space that is not eligible for fixed capital outlay budgeting are not shown.  
 \* 2010-11 Space Needs based on 2000-01 NASF/FTE factors and projected FTE of 26.031



**TABLE 12**  
**FLORIDA INTERNATIONAL UNIVERSITY**  
**Biscayne Bay Campus**

**Analysis of Space Needs by Category - Form B**  
Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

Based on FTE 4681	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
<b>Space Needs by Space Type 2010-11</b>	<b>55,423</b>	<b>45,546</b>	<b>77,283</b>	<b>61,227</b>	<b>136,123</b>	<b>14,043</b>	<b>2,341</b>	<b>2,809</b>	<b>0</b>	<b>19,740</b>	<b>414,535</b>
<b>Less:</b>											
1) <b>Current Inventory as October 2005</b>											
A) Satisfactory Space	46,689	67,553	31,174	14,240	92,798	6,449	1,529	0	0	21,872	282,304
B) Unsatisfactory Space to be Remodeled	0	0	0	0	0	0	0	0	0	0	0
C) Unsatisfactory Space to be Demolished/Terminated	0	0	0	0	0	0	0	0	0	0	0
D) Total Under Construction	0	0	0	0	952	0	0	0	0	0	952
Wolfe University Center Addition	0	0	0	0	952	0	0	0	0	0	952
											0
											0
											0
											0
<b>Total Current Inventory</b>	<b>46,689</b>	<b>67,553</b>	<b>31,174</b>	<b>14,240</b>	<b>93,750</b>	<b>6,449</b>	<b>1,529</b>	<b>0</b>	<b>0</b>	<b>21,872</b>	<b>283,256</b>
2) <b>Projects Funded for Construction thru 2005</b>											
											0
											0
<b>Total Funded Construction</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Plus: Planned Demolition</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Space Needs</b>	<b>8,734</b>	<b>(22,007)</b>	<b>46,109</b>	<b>46,987</b>	<b>42,373</b>	<b>7,594</b>	<b>812</b>	<b>2,809</b>	<b>0</b>	<b>(2,132)</b>	<b>131,279</b>

Percent of:

Current Inventory and Funded Projects  
Minus Demolition  
Space Needs

84%    148%    40%    23%    69%    46%    65%    0%    111%    68%

**NOTES:** Funded projects consisting of space that is ineligible for fixed capital outlay budgeting are not shown. Space needs factors have been adjusted.

## X – RECOMMENDATIONS OF SURVEY TEAM

The recommendations of the Survey Team for new construction and other projects that impact the facilities inventory (by space category) for Main Campus (University Park) and Biscayne Bay Campus are included within Table 12, Impact of Survey Recommended Projects on Facilities Inventory.

### Recommended Site Improvements:

1. **Utilities/Infrastructure Improvements** - to include utilities/infrastructure improvements consisting of items in the categories of: chilled water and controls, electrical distribution, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, and steam equipment and distribution and landscaping/site improvements. The project consists of improvements, landscaping, extensions, modifications, and additions to the major utility systems and site improvements consistent with the adopted Campus Master Plan.

5. **Satellite Chiller Plant, UP** – construct new facility to include office facilities and service, use codes 310, 315 – 500 NASF; total 500 NASF; 12,000 GSF.

### Recommended Remodeling/Renovation:

16. All projects requiring renovations to space vacated in conjunction with construction of new facilities that require no significant changes in space categories are recommended.

### Recommended New Construction/Expansion:

2. **Public Safety Building, UP** - construct new facility to include office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 12,000 NASF; and campus support services facilities and service areas, room use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 – 3,000 NASF; and other assignable facilities and service areas, use codes 680, 685 – 303 NASF; total 15,000 NASF; 24,485 GSF.

3. **Science/Classroom Complex Phase I** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 25,000 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 30,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 12,750 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 12,000 NASF ; Open Lab facilities and services areas, use codes 220, 225 – 1,000 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,000 NASF; total 81,750 NASF; 143,600 GSF.

4. **Graduate Classroom Building, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 7,500 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 5,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 10,500 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 10,000 NASF; Open Lab facilities and services areas, use codes 220, 225 – 750 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,200 NASF; total 34,950 NASF; 59,120 GSF.

6. **Health-Sciences Laboratory Clinic, UP** - construct new facility to include Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 1,500 NASF;

Research Lab facilities and service area, room use codes 250, 255 – 10,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 8,000 NASF; total 19,500 NASF; 63,200 GSF.

7. **Humanities Center/Offices, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 4,000 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 30,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 4,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 5,500 NASF ; total 43,500 NASF; 77,600 GSF.

8. **Classroom/Office, BBC** – construct facility to include Classroom facilities and service areas, room use codes 110, 115 – 8,000 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 6,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 8,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 16,800 NASF; Open Lab facilities and services areas, use codes 220, 225 – 800 NASF; total 39,600 NASF; 64,000 GSF.

9. **International Hurricane Center, UP** - construct new facility to include Teaching Lab facilities and service areas, room use codes 210, 215 – 1,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 3,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 12,000 NASF; Open Lab facilities and services areas, use codes 220, 225 – 1,000 NASF; total 17,000 NASF; 31,760 GSF.

10. **Training Complex, UP** - construct facility to include Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 14,420 NASF; Campus Support Services areas, room use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 -10,000 NASF; total 24,420 NASF; 40,432 GSF.

11. **Honors College, UP** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 10,500 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 3,000 NASF; Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 3,000 NASF; Research Lab facilities and service area, room use codes 250, 255 – 3,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 6,500 NASF; total 26,000 NASF; 44,800 GSF.

12. **Construction Management Building, EC (UP)** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 6,500 NASF; Teaching laboratory facilities and service areas, room use codes 210, 215, 220, 225 – 13,050 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 2,000 NASF; Research Laboratory facilities and service areas, room use codes 250, 255, 570, 575, 580, 585 – 3,000 NASF; office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 5,000 NASF; Student academic support facilities and service areas, room use codes 690, 695 – 2,000 NASF; total 27,500 NASF; 52,000 GSF.

13. **Theatre, BBC** - construct new facility to include Study facilities and services area, room use codes 410, 412, 415, 420, 430, 440, 455 – 2,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 1,200 NASF; Auditorium/Exhibition facilities and service area, room use codes 610, 615, 620, 625 – 2,500 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,000 NASF; total 6,700 NASF; 11,520 GSF.

14. **Graduate School of Business Phase II, UP** - construct facility to include Classroom facilities and service areas, room use codes 110, 115 – 26,600 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 3,410 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 6,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 40,740 NASF; total 76,750 NASF; 125,568 GSF.

15. **Science/Classroom Complex Phase II** - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 40,000 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 – 15,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 30,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 20,000 NASF; Open Lab facilities and services areas, use codes 220, 225 – 2,000 NASF; Student Academic Support and services area, room use codes 650, 655, 690, 695 – 1,000 NASF; total 108,000 NASF; 172,800 GSF.

#### **Standard University-wide Recommendations:**

SR.1 All recommendations for new facilities include spaces necessary for custodial services and sanitation facilities.

SR.2 All projects for safety corrections are recommended.

SR.3 All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR.4 Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR.5 Expansion, replacement, and upgrading of existing utilities/infrastructure systems are recommended to support the educational plant, as expanded or modified by the recommended projects.



TABLE 13

## ANALYSIS OF FACILITIES INVENTORY IMPACT OF SURVEY RECOMMENDED SURVEY

FLORIDA INTERNATIONAL UNIVERSITY 2006-07 CIP

	Class- room	Teaching Lab	Study Lab	Research Lab	Office Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
<b>Space Needs by Space Type 2010-11</b>	314,454	358,447	456,584	257,186	960,023	78,093	29,415	150,199	131,001	2,751,021
<b>Net Space Needs from Form B</b>	126,727	106,070	229,456	29,358	358,938	(28,830)	13,053	87,303	40,633	970,015
<b>Percent of Space Needs</b>	60%	70%	50%	89%	63%	137%	56%	42%	69%	65%
3) Projects Funded for Planning thru 2005-2006										
Sub Total Net Space Needs	0	0	0	0	0	0	0	0	0	0
Sub Total Percent	60%	70%	50%	89%	63%	137%	56%	42%	69%	65%
4) 2006-07 CIP Projects										
Proj 1) Facilities Infrastructure/Capital Renewal										
Sub Total Net Space Needs	126,727	106,070	229,456	29,358	358,938	(28,830)	13,053	87,303	40,633	970,015
Sub Total Percent	60%	70%	50%	89%	63%	137%	56%	42%	69%	65%
Proj 2) Public Safety										
Sub Total Net Space Needs	126,727	106,070	229,456	29,358	358,938	(28,830)	13,053	87,303	40,633	970,015
Sub Total Percent	60%	70%	50%	89%	64%	137%	56%	42%	71%	65%
Proj 3) Science/Classroom Complex-UP (P,C)(C)(C,E)										
Sub Total Net Space Needs	25,000	30,000	12,750	0	12,000	0	1,000	1,000	0	81,750
Sub Total Percent	101,727	76,070	216,706	29,358	346,938	(28,830)	12,053	87,303	40,633	873,265
Proj 4) Graduate Classroom Building -UP (P,C)(E)										
Sub Total Net Space Needs	7,500	0	5,000	10,500	10,000	0	750	1,200	0	34,950
Sub Total Percent	94,227	76,070	211,706	18,858	336,938	(28,830)	11,303	87,303	40,633	838,315
Proj 5) Satellite Chiller Plant										
Sub Total Net Space Needs	94,227	76,070	211,706	18,858	336,438	(28,830)	11,303	87,303	40,633	837,815
Sub Total Percent	70%	79%	54%	93%	65%	137%	62%	42%	69%	69%
Proj 6) Health-Science Lab Clinic UP(P,P,C,E)(E)										
Sub Total Net Space Needs	94,227	76,070	210,206	8,858	328,438	(28,830)	11,303	87,303	40,633	818,315
Sub Total Percent	70%	79%	54%	97%	66%	137%	62%	42%	69%	70%
Proj 7) Humanities Center/Offices-UP(P,C)(C)(C,E)										
Sub Total Net Space Needs	400	30,000	4,000	0	5,500	0	0	0	0	43,500
Sub Total Percent	90,227	46,070	206,206	8,858	322,938	(28,830)	11,303	87,303	40,633	774,815
Proj 9) International Hurricane Center, UP (P)(P,C,E)										
Sub Total Net Space Needs	90,227	45,070	206,206	5,858	310,938	(28,830)	10,303	87,303	40,633	757,815
Sub Total Percent	71%	87%	55%	98%	68%	137%	65%	42%	69%	72%
Proj 10) Training Complex, UP (P)(P,C,E)										
Sub Total Net Space Needs	90,227	45,070	206,206	5,858	296,518	(28,830)	10,303	87,303	30,633	733,395
Sub Total Percent	71%	87%	55%	98%	69%	137%	65%	42%	77%	73%
Proj 11) Honors College, UP (P,C)(C,E)										
Sub Total Net Space Needs	10,500	3,000	3,000	3,000	6,500	0	0	0	0	26,000
Sub Total Percent	79,727	43,070	203,206	5,858	316,438	(28,830)	11,303	87,303	40,633	707,395
Proj 12) Construction Management Bldg, EC(P,C)(C,E)										
Sub Total Net Space Needs	6,500	9,000	2,000	3,000	5,000	0	0	0	0	27,500
Sub Total Percent	73,227	34,070	201,206	2,858	311,438	(28,830)	11,303	87,303	40,633	679,895
Proj 14) Graduate School Business Phase II										
Sub Total Net Space Needs	26,600	3,410	6,000	0	40,740	0	0	0	0	76,750
Sub Total Percent	46,627	30,660	195,206	2,858	270,698	(28,830)	11,303	87,303	40,633	603,145
Proj 15) Science/Classroom Complex-UP Phase II (P,C)(C)(C,E)										
Sub Total Net Space Needs	40,000	15,000	30,000	0	20,000	0	2,000	1,000	0	108,000
Sub Total Percent	6,627	15,660	165,206	2,858	250,698	(28,830)	9,303	2,107	87,303	495,145
Proj 16) Renovation of Existing Space										
Sub Total Net Space Needs	0	0	0	0	0	0	0	0	0	0
Sub Total Percent	6,627	15,660	165,206	2,858	250,698	(28,830)	9,303	2,107	87,303	495,145
Sub Total Percent	98%	96%	64%	100%	77%	137%	72%	42%	77%	80%

TABLE 13  
Analysis of Facilities Inventory Impact of Survey Recommended Survey

FLORIDA INTERNATIONAL UNIVERSITY - BISCAYNE BAY CAMPUS

	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium Exhibition	Instructional Media	Student Academic Support	Gymnasium	Campus Support services	Total NASF
Space Needs by Space Type 2010-11	55,423	45,546	77,283	61,227	136,123	14,043	2,341	2,809	0	19,740	414,535
Net Space Needs from Form B	8,734	(22,007)	46,109	46,987	42,373	7,594	812	2,809	0	(2,132)	131,279
Percent of Space Needs	84%	148%	40%	23%	69%	46%	65%	0%	0%	111%	68%
3) Projects Funded for Planning thru 2005-2006											
Sub Total Net Space Needs	0	0	0	0	0	0	0	0	0	0	0
Sub Total Percent	84%	(22,007)	46,109	46,987	42,373	7,594	812	2,809	0	(2,132)	131,279
4) 2010-11 CIP Projects											
Proj 8) Classroom/Office, BBC (P.C.E)	8,000	0	6,000	8,000	16,800	0	800	0	0	0	39,600
Sub Total Net Space Needs	734	(22,007)	40,109	38,987	25,573	7,594	12	2,809	0	(2,132)	91,679
Sub Total Percent	99%	148%	48%	36%	81%	46%	99%	0%	0%	111%	78%
Proj 13) Theater, BBC (P.C.E)	0	0	2,000	0	1,200	2,500	0	1,000	0	0	6,700
Sub Total Net Space Needs	734	(22,007)	38,109	38,987	24,373	5,094	12	1,809	0	(2,132)	84,979
Sub Total Percent	99%	148%	51%	36%	82%	64%	99%	36%	0%	111%	80%
Total Net Space Needs	734	(22,007)	38,109	38,987	24,373	5,094	12	1,809	0	(2,132)	84,979
Total Percent of Net Space Needs	99%	148%	51%	36%	82%	64%	99%	36%	0%	111%	80%



## XI – FUNDING OF CAPITAL PROJECTS

The projects recommended by the Survey Team may be funded based on the availability of funds authorized for such purposes. The primary source available to the University is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Section 9(a) (2), Article XII of the State Constitution, as amended. These funds are appropriated to the State University System pursuant to Section 235.435(4), Florida Statutes, which provides that a list of projects is submitted by the Board of Trustees to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. The Board of Regents to the universities then allocates this lump sum appropriation. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees for a total of \$4.76 per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. Pursuant to policy of the Board of Regents, the projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Board of Regents for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program, established pursuant to Section 240.2601, Florida Statutes, provides for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 240.295, Florida Statutes, provides authority to accomplish capital projects from grants and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds have been appropriated for university capital projects.

Table 14 identifies the specific project appropriations made available to the University over the last five years.

TABLE 14

**Florida International University**  
**Fixed Capital Outlay Allocations of State Appropriations**  
**For Fiscal Years 2001-2002 Through 2005-2006**

Project #	Project	Phase1	Source2	\$	2001-2002	\$	2002-2003	\$	2003-2004	\$	2004-2005	\$	2005-2006	\$	Total
821	HEALTH & LIFE SCIENCES EXPANSION/REMODELING/RENOVATION	C,E	PECO		6,484,330										6,484,330
832	LAW SCHOOL BUILDING	P	PECO		4,331,551										4,331,551
854	UTILITIES/INFRASTRUCTURE/SITE DEVELOPMENT	P,C	PECO		2,750,000										2,750,000
856	OFFICE/CLASSROOM BUILDING - GRADUATE SCHOOL OF BUSINESS	P	PECO		800,000										800,000
880	CRITICAL DEFERRED MAINTENANCE	P,C,E	PECO		1,446,609										1,446,609
888	NORTH CAMPUS SCIENCE/CLASSROOM - MARINE BIOLOGY	P	PECO		750,000										750,000
890	LIFE SAFETY, ADA CORRECTIONS & CAPITAL RENEWAL	P,C	PECO		1,660,544										1,660,544
890	MAINTENANCE, REPAIRS, RENOVATIONS & REMODELING	P,C	PECO		711,662										711,662
861	WUC RENOVATIONS & ADDITION (RE-APPROPRIATION)	P,C,E	CIF		1,700,000										1,700,000
873	RECREATION CENTER - PHASE I	P,C,E	CIF		8,983,721										8,983,721
893	WOMEN'S SHOWER LOCKER FACILITY (RE-APPROPRIATION FROM STUDENT	P,C,E	CIF		200,000										200,000
	ALUMNI HOUSE BR 870)														-
839	ART MUSEUM	C,E	EE		725,772										725,772
801	LIFE SAFETY, ADA CORRECTIONS & CAPITAL RENEWAL	P,C	PECO			1,942,214									
832	LAW SCHOOL BUILDING	C,E	PECO			10,000,000									10,000,000
856	OFFICE/CLASSROOM BUILDING - GRADUATE SCHOOL OF BUSINESS	C,E	PECO			14,315,000									14,315,000
888	NORTH CAMPUS SCIENCE/CLASSROOM - MARINE BIOLOGY	P,C	PECO			11,000,000									11,000,000
830	MARINE ANIMAL RESCUE PROGRAM/BBC	P,C,E	EE			50,000									50,000
839	ART MUSEUM	P,C,E	EE			1,135,200									1,135,200
848	WOLFSONIAN MUSEUM ANNEX	P,C,E	EE			120,075									120,075
856	OFFICE/CLASSROOM BUILDING - GRADUATE SCHOOL OF BUSINESS	P,C,E	EE			815,000									815,000
856	GRADUATE SCHOOL OF BUSINESS (DUPLICATED APPROPRIATION)	-	GRANT			815,000									815,000
812	UTILITIES/INFRASTRUCTURE/SITE DEVELOPMENT	P,C	PECO					5,000,000							5,000,000
822	CENTRAL UTILITY PLANT SUB-STATION	P,C,E	PECO					3,134,555							3,134,555
828	MAINTENANCE, REPAIRS, RENOVATIONS, REMODELING & SITE IMPROVEMENTS	P,C	PECO					1,795,000							1,795,000
832	LAW SCHOOL BUILDING	C,E	PECO					17,042,561							17,042,561
856	OFFICE/CLASSROOM BUILDING - GRADUATE SCHOOL OF BUSINESS	C,E	PECO					1,000,000							1,000,000
888	NORTH CAMPUS SCIENCE/CLASSROOM - MARINE BIOLOGY	C,E	PECO					1,350,000							1,350,000
821	HEALTH & LIFE SCIENCES EXPANSION/REMODELING/RENOVATION	E	EE					450,000							450,000
830	MARINE ANIMAL RESCUE PROGRAM/BBC	P,C,E	EE					25,000							25,000
831	HOSPITALITY MANAGEMENT BBC	P,C,E	EE					100,000							100,000
832	LAW SCHOOL BUILDING	-	EE					59,150							59,150
839	ART MUSEUM	P,C,E	EE					240,000							240,000
856	OFFICE/CLASSROOM BUILDING - GRADUATE SCHOOL OF BUSINESS	-	EE					89,825							89,825

**TABLE 14**  
**Florida International University**  
**Fixed Capital Outlay Allocations of State Appropriations**  
**For Fiscal Years 2001-2002 Through 2005-2006**

Project #	Project	Phase1	Source2	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total
832	LAW SCHOOL BUILDING	E	GRANT	\$	\$	400,000	\$	\$	\$ 400,000
829	MAINTENANCE, REPAIRS, RENOVATIONS, REMODELING & SITE IMPROVEMENTS	P, C	PECO				2,222,483		2,222,483
833	MOLECULAR BIOLOGY	P, C	PECO				9,137,609		9,137,609
835	SOCIAL SCIENCE (INTERNATIONAL STUDIES)	P, C	PECO				5,000,000		5,000,000
838	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P, C	PECO				5,000,000		5,000,000
821	HEALTH & LIFE SCIENCES EXPANSION/REMODELING/RENOVATION	E	EE				100,000		100,000
832	LAW SCHOOL BUILDING	C, E	EE				32,660		32,660
839	ART MUSEUM	C, E	EE				85,211		85,211
856	OFFICE/CLASSROOM BUILDING - GRADUATE SCHOOL OF BUSINESS	E	EE				200,000		200,000
833	MOLECULAR BIOLOGY	P, C	PECO					8,418,634	8,418,634
835	SOCIAL SCIENCE (INTERNATIONAL STUDIES)	P, C	PECO					13,466,710	13,466,710
866	MAINTENANCE, REPAIRS, RENOVATIONS, REMODELING & SITE IMPROVEMENTS	P, C	PECO					2,061,419	2,061,419
867	UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	P, C, E	PECO					5,000,000	5,000,000
845	RESIDENT STUDENT DINING FACILITY	-	CIF					3,050,000	3,050,000
846	GRAHAM CENTER CONFERENCE ADDITION	-	CIF					6,713,527	6,713,527
N/A	AUXILIARY TRUST FUND LOANS REIMBURSEMENT	-	CIF					2,800,000	2,800,000
831	HOSPITALITY MANAGEMENT BBC	C, E	EE					200,000	200,000
832	LAW SCHOOL BUILDING	C, E	EE					164,725	164,725
839	ART MUSEUM	C, E	EE					1,062,056	1,062,056
856	OFFICE/CLASSROOM BUILDING - GRADUATE SCHOOL OF BUSINESS	C, E	EE					1,890,500	1,890,500
				\$ 30,544,189	\$ 40,192,489	\$ 30,686,091	\$ 21,777,963	\$ 44,827,571	\$ 166,086,089

Source: Florida Board of Trustees, Office of Capital Budgets, Fixed Capital Outlay Appropriations/Allocations.

<sup>1</sup> Phases include Site Acquisition (S), Insurance (INS), Planning (P), Construction (C), and Equipment (E).

<sup>2</sup> Fund sources include Public Education Capital Outlay (PECO) funds for academic and supporting spaces, Capital Improvement Fees (CIF) for student related facilities such as student unions and recreational facilities, General Revenue (GR) funds, Educational Enhancement (EE) or Lottery funds, and State Matching (SM) funds in those cases where special trust fund revenues are used as the state match for the Facilities Enhancement Challenge Grant (FECG) Program. The CIF source includes Student Building Fee and Capital Improvement Fee revenues available after debt service requirements and proceeds from the sale of University System Improvement Revenue Bonds. The bonds are issued with a pledge of net Student Building Fee and Capital Improvement Fee revenues as the source for payment of debt service.

# APPENDICES



**APPENDIX A****OVERVIEW OF THE EDUCATIONAL PLANT SURVEY PROCESS  
AS CONDUCTED BY THE OFFICE OF EDUCATIONAL FACILITIES  
FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA**

Section 1013.31, Florida Statutes, requires that, at least once every five years, each Board shall arrange for an educational plant survey to aid in housing physical facilities necessary to house its programs, students, faculty, staff, and services during the next five-year period.

**1. Designation of Responsibility**

The Office of Educational Facilities appoints the Survey Team Coordinator. The Survey Team Coordinator remains available to provide information and confer with the Survey Team Leader and the University during the survey process.

The Survey Team Leader is requested by OEF from a university not being surveyed in the survey year and coordinates the OEF staff, as well as the other universities that serve on the survey team. The Survey Team Leader maintains contact with the OEF Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process. The Survey Team Leader will lead the survey team for the entire process conducted at another university.

The University President appoints the Survey Team Facilitator for the University to be surveyed. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates university personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the university activities for the team during the survey process at the university.

Survey Team Members are members of the survey team that will consist of staff from other universities not being surveyed that year, and OEF staff. A representative from a University to be surveyed in the next fiscal year should be asked to participate.

**2. Student Enrollment Projections**

The survey uses capital outlay full-time-equivalent student enrollment projections provided to the university to be surveyed from the DCU Office of Planning,

Budgeting and Policy Analysis based on university projections approved by the DCU. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.



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The projection out-year for the survey is the fifth year beyond the fiscal year in which the survey is conducted. For example, for surveys conducted during 1995-96, the out-year is 2000-01.

### 3. Educational Programs and Services

The survey uses projections for programs approved by the State Board of Education through the academic program review process for the State University System.

The University to be surveyed staff prepare a list of programs for the survey, indicating which existing ones the University wishes to continue, expand, and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula. The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, and faculty, staff, and contract and grant positions, as well as minimum space allowances. Thus, the Formula results in aggregate space generations for ten standard space categories based on the combination of students, programs, faculty, and staff unique to the University.

### 4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three to four months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, as well as building schematics.

University to be surveyed staff and validation team members visit all sites and selected buildings. The buildings to be visited for inventory validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, University staffs provide reports of Space File data and building schematic drawings for the buildings designated to be included in the Validation.



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An important part of the Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the SUS Space Needs Generation Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The University to be surveyed reimburses travel costs and pays standard per Diem for members of the Inventory Validation team.

### 5. University Identification of Needs

University to be surveyed administrators and staff prepare lists for each site of needs identified by the University for Site Acquisition, development, and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at

the beginning of a new five-year survey, the lists of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the SUS Space Needs Generation Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categoric square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula approach, the Survey Team Coordinator ensures the preparation of space needs analyses by the university to be surveyed for each site showing categoric space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University to be surveyed staff develop requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

## OVERVIEW OF EDUCATIONAL PLANT SURVEY PROCESS

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The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, University staff prepares written explanations along with quantitative displays which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the University for Site Acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the University should not include requests related to these needs.

### 6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by a current University catalog as well as available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

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### 7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

### 8. Needs Assessment Segment of Survey

The Survey Team Leader and the University to be surveyed make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with University administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The University to be surveyed reimburses travel costs and pays standard state per diem for members of the needs assessment team.

### 9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach and the exception procedure, cost estimates for recommendations, and the university wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been recommended by the State Board of Education, and authorized by the Legislature.

### 10. Written Survey Reports

The University to be surveyed prepares the draft and the final written report of the findings and recommendations of the survey team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the UBOT's submits the official copy of the report to the Commissioner of Education.

**APPENDIX B**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
EXPLANATION OF THE SPACE NEEDS GENERATION FORMULA**

The space needs generation formula uses three types of information to determine unmet space needs:

1. Workload measures such as enrollment, positions, and library materials
2. Space standards including station sizes and utilization levels
3. Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

#### FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

#### Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classroom Facilities	Study Facilities	Student Academic Supports
Teaching Laboratory Facilities	Instructional Media Facilities	Facilities
Research Laboratory Facilities	Auditorium/Exhibition Facilities	Office/Computer Facilities
Teaching Gymnasium Facilities	Campus Support Facilities	

#### **Classroom Facilities**

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths, preparation rooms, closets; storage areas, etc. are included in this category if they serve classrooms.



The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

$$.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours Per FTE)} = 13.8 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \quad \text{or} \quad \frac{22}{40 \times .60} = .92 \text{ NASF}$$

### Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily for group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

$$7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours Per FTE)} = 39.05 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \quad \text{or} \quad \frac{125}{20 \times .80} = 7.81 \text{ NASF}$$

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

### Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this

category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

### **Study Facilities**

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.



Non-Law Stacks

0.10 NASF/volume for the first 150,000 volumes

0.09 NASF/volume for the second 150,000 volumes

0.08 NASF/volume for the next 300,000 volumes

0.07 NASF/volume for all volumes above 600,000

Law Stacks

0.14 NASF/volume for the first 150,000 volumes

0.12 NASF/volume for the second 150,000 volumes

0.10 NASF/volume for the next 300,000 Volumes

0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

**Instructional Media Facilities**

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

**Auditorium/Exhibition Facilities**

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

**Teaching Gymnasium Facilities**

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollments, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

### **Student Academic Support Facilities**

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

### **Office/Computer Facilities**

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

### **Campus Support Facilities**

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

### **Existing Facilities Inventory**

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 1992, published by the U. S. Department of Education, National Center for Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent,

temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.

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**APPENDIX C**

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The two principal campuses of Florida International University (FIU) lie within Miami-Dade County. The largest campus, University Park, occupies approximately 342 acres at the southeast quadrant of the intersection of the Homestead Extension of the Florida Turnpike (SR 821) and Tamiami Trail (US 41) in west central Miami-Dade County. Biscayne Bay Campus occupies approximately 195 acres on Biscayne Bay within the City of North Miami in northeast Miami-Dade County. An additional campus site, Engineering Center, is located north of University Park at the northeast intersection of SW 107<sup>th</sup> Avenue and West Flagler Street.

This Master Plan Update provides growth opportunities for FIU for the next ten-year planning period (2000-2010). The 2000-2010 Master Plan Update is based on the following principles.

- Correct all existing program, facility, service and operational deficiencies by the end of the planning period. These deficiencies have been identified in various studies by the University as part of its continuing self-appraisal process conducted under the leadership of the Florida Board of Education, Division of Colleges and Universities.
- Anticipate and reasonably plan for programs, facilities, services and infrastructure required to meet the needs of a growing student population over the next ten (10) years in an increasingly urbanizing area of its host community.
- Continue with a plan for the development of the University. This will be accomplished by organizing future growth with land use zones, each of which serve separate but integral roles in creating a successful, enriching learning environment for FIU students, faculty and the general populace.

The Goals, Objectives and Policies, which follow, are the primary mechanism for the implementation of the Campus Master Plan through the ten year (2005-06) planning horizon. Requirements for Capital Improvements Implementation are contained in the Capital Improvements Element. Procedures for monitoring, evaluation and amendment of the campus master plan are contained in the various plan elements.

Goals, Objectives and Policies are presented for the following plan elements:

- 1.0 Academic Mission of the University
- 2.0 Academic Program Element
- 3.0 Urban Design Element
- 4.0 Land Use Element
- 5.0 Academic Facilities Element
- 6.0 Support Facilities Element
- 7.0 Housing Element
- 8.0 Recreation and Open Space Element
- 9.0 General Infrastructure Element

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- 10.0 Utilities Element
- 11.0 Transportation Element
- 12.0 Intergovernmental Coordination Element
- 13.0 Conservation Element
- 14.0 Capital Improvements Elements

The process of preparing the campus master plan consisted of the following four steps.

1. *An Inventory and Analysis of Existing Conditions and Trends* which evaluated present and likely future deficiencies and development constraints and opportunities.
2. *Alternative Concepts* which posed fundamental choices concerning the 10 year "futures" of both campuses.
3. *A Concept Plan*, including numerous refinements, representing a consensus for the pattern, quality and logistics for development of the campuses as they should exist in 2003-04.
4. *A Draft Campus Master Plan* describing in detail various elements of the plan including Goals, Objectives and Policies and the technical analyses on which they are based.

The process of preparing the campus master plan reflected and responded to an unprecedented level of input and interaction from various segments of the University Community.





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## **1.0 ACADEMIC MISSION OF THE UNIVERSITY ELEMENT**

Florida International University has been a part of the Florida Board of Education, Division of Colleges and Universities since 1965, hiring its founding staff members in September 1969. In 1972, FIU opened the doors for 6,000 students enrolled in upper division undergraduate and graduate. Nine years later, in 1981, lower division classes for freshmen and sophomore level students were added to the University. Soon after this, doctoral level degree programs were added.

FIU's most recent mission statement reads as follows;

"Florida International University (FIU) is an urban, multi campus, Research University serving Southeast Florida, the state, the nation and the international community by imparting knowledge through excellent undergraduate and graduate teaching, by creating new knowledge through research, and by promoting public service.

Five strategic themes guide the University's development: International, Environmental, Urban, Health and Transportation and Information Systems. We focus on these themes with a commitment to quality management and cultural diversity.

The University's priorities are to graduate a well educated, technologically sophisticated, ethnically diverse student body, who can think critically about a changing world; to continue to enhance undergraduate teaching while broadening graduate and professional programs; to promote research and creative activities which contribute to the social, artistic, cultural, economic, environmental, scientific and technological foundations for the 21<sup>st</sup> century; and to solve critical social, educational, environmental, health and transportation problems through applied research and service.

These strategic themes and priorities guide our pursuit of recognition as one of America's top 25 public urban research universities while maintaining the highest quality of undergraduate programs."

## **2.0 ACADEMIC PROGRAM ELEMENT**

Florida International University provides a vast and rapidly expanding array of academic programs to its burgeoning student population. This educational offering includes over 200 academic programs at the bachelor's, masters and doctorate degree levels with a number of new programs planned at each level. A continuing challenge will be to properly coordinate the academic offerings at each campus. While University Park will continue to offer the widest array of academic programs, Biscayne Bay Campus will continue to provide general programs in Arts and Sciences, Business Administration, Health and Education with a focal emphasis on Hospitality Management, Journalism and Mass Communication, Nursing, Public Affairs, the proposed Residential Honors Complex and outreach activities related to the Conference Center.

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### 3.0 URBAN DESIGN ELEMENT

#### **UNIVERSITY PARK**

From an urban design perspective, University Park has been well planned and implemented. There are three design precepts that form the basis of campus spatial organization that have directly affected the character of open spaces, and activity patterns. Traditionally, the guiding principles for urban design at University Park are axial planning, the development of quadrangles and courtyards, and continuity of design associations. The continuity of design associations is an important unifying element for campus development at University Park. A consistency in form, pattern, materials, texture, and color connects individual architectural and landscape architectural elements to form an overall fabric. The traditional campus desire of arranging buildings in a manner to create quads and courtyards on campus recognizes that exterior spaces are often as important to the well-being, learning and enjoyment of its users as academic endeavors. Quadrangles are primarily enclosed areas defined by the buildings that surround them. They serve to focus attention on the major facades, impel movement toward entrances and serve as a foreground for buildings. Through thoughtful planning, “quads” offer opportunities for social interaction and extra curricular activities.

Established themes on campus such as arched colonnades, sandstone finishes with tan, cream and pastel coral finishes, architectural accents of keystone coral, consistent site furnishings and lighting, and repetition of landscape patterns all contribute to the overall integrity of the campus. Another prominent design feature that accentuates the importance of outdoor spaces at University Park is its building courtyards. Building concepts are often organized around courtyards, and the courtyards express the personality of the facilities. A recent outstanding addition to the University’s courtyards is contained in the Campus Support Complex. It is a simple yet elegant design that features a colonnade, sculpture and fountain.

#### **ENGINEERING CENTER**

EC functions as part of University Park and is included in the curriculum of the campus. The location if its existing academic building will be incorporated into future development of arranging new buildings in a manner to create quads and courtyards consistent with other at University Park.

#### **BISCAYNE BAY CAMPUS**

A distinctive feature of Biscayne Bay Campus is that its bounded on three sides by undeveloped land. Biscayne Bay borders the remainder of campus edges. These campus perimeters provide the campus with a uniquely isolated setting even though it is located in an area that is otherwise fully developed, making it an untraditional campus. This location presents extraordinary opportunities to establish itself as a remarkable campus that will draw faculty and students.

Previous campus planning has not implemented proven campus planning principles; creating a strong, campus central core, defining quality outdoor spaces, developing a sense of community and offering site amenities.

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In addition to ineffectual spatial arrangements, the campus also needs to improve its pedestrian linkages and develop strong axes to serve as a framework for campus organization. Historically, the campus has an internal orientation and has failed to take advantage of views to Biscayne Bay.

Bay views should not be visually accessible and care should be taken to ensure that the siting of new buildings creates vistas of the bay. A view corridor could be established from the campus entrance to the bay utilizing proper vehicular and pedestrian circulation.

Biscayne Bay Campus is lacking in exemplary exterior spaces for relaxation and social interaction. The campus quads adjacent to The Library and Wolfe University Center are the primary hubs of activity on campus. Expansive plazas associated with Academic One and Academic Two need substantial site amenities and landscape enhancements to ensure additional quality exterior spaces

#### **4.0 LAND USE ELEMENT**

The Land Use Element represents existing and proposed development patterns within the campus boundaries to be coordinated and not conflict with the adjacent areas planned by the City of Miami, Sweetwater and North Miami.

##### **UNIVERSITY PARK**

There are some opportunities to consider the redevelopment of existing parking and open space uses for future campus development as part of an overall densification of the campus. Proposed parking structures are being located to the perimeter of campus and new facilities are being placed where appropriate to accommodate new and expanded academic programs. There is sufficient available land to accommodate projected expansion at University Park by creating a compact development pattern and increasing building heights. Sensitive placement of new facilities will occur to preserve and, in most cases, enhance plazas, building adjacencies and pedestrian linkages. Enhancements to the pedestrian axial corridors will strengthen the cohesive design throughout campus and integrate each of the academic core areas.

##### **ENGINEERING CENTER**

Many areas of this site are vacant and undeveloped thus giving multiple opportunities for future site expansion. The incorporation of recreation fields and open space at the Engineering Center will accommodate the needs of University Park for these land uses since future academic and support facility expansion at that campus will reduce this type of land use.

##### **BISCAYNE BAY CAMPUS**

There is multiple opportunities expansion at this campus. Future campus expansion will focus on creating a link between the campus core and Kovens Center with planned housing and the Marine

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Biology Building. There is substantial vacant land available for campus expansion beyond this planning period for future projected campus enrollment.

## **5.0 ACADEMIC FACILITIES ELEMENT**

The projected growth of students at FIU and the relative academic building deficiencies that already exist, mandate that space needs be addressed by the addition of new facilities and not the renovation of existing facilities. The following academic facilities have been planned for FIU for the 2000-2010 planning period.

### **UNIVERSITY PARK**

- Health and Life Sciences
- Graduate School of Business
- College of Law
- Social Sciences
- Molecular Biology
- Classroom/Office (EC)
- Arts Complex – Phase II
- Computer Services

### **BISCAYNE BAY CAMPUS**

The following academic facilities have been planned for Biscayne Bay Campus for the 2000-2010 planning period.

- Marine Biology Classroom
- Hospitality Management (Equipment/Remodeling)
- Classroom/Office

## **6.0 SUPPORT FACILITIES ELEMENT**

For planning purposes, four traditional support facility categories are recognized by the Florida Board of Education, Division of Colleges and Universities and include the following: 1) Office; 2) Student Services; 3) Support Services; and 4) Auditorium.

Table 6.1, identifies the four (4) support space categories listed above along with their anticipated space needs resulting from projected growth over the course of the ten (10)-year planning period. The program improvements needed to maintain, and in certain cases, improve upon existing conditions are included in this table and lend further support to these facility needs in cases where new academic programs at FIU are introduced and maintained.



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**Table 6.1 Projection of Future Support Facility Gross Building Area Needs**

<b>UNIVERSITY PARK</b>	<b>GROSS BUILDING AREA NEEDS</b>
Administrative Offices	966,092
Physical Plant	N/A
General Auxiliary	131,033
Student Support Services	11,105
<b>BISCAYNE BAY CAMPUS</b>	
Administrative Offices	199,508
Physical Plant	N/A
General Auxiliary	27,060
Student Support Services	2,293

Source: FIU, 2000

The projected growth of students at FIU and the relative support building deficiencies that already exist; mandate that space needs be addressed by the addition of new facilities and the renovation of existing facilities. Table 6.2 indicates support facilities planned for the 2000-2010 planning period.

**Table 6.2 Planned Support Facilities**

<b>UNIVERSITY PARK</b>		<b>BISCAYNE BAY CAMPUS</b>
Graham Center Renovation	Parking Garage Three	Kovens Center Enhance. – Phase I
Student Health Services Center	Parking Garage Four	Recreation
Stadium Expansion	Graham Center Exp – Phase II	Parking Lot Reconfiguration
Frost Museum	Lakeview Housing- Ph, II	Future Development
International Hurricane Center	Undergraduate Housing/ Greek Housing III	
Training Complex	Greek Housing IV	
Public Safety Building	Greek Housing V	
Recreation Center – Phase I	Parking Garage Five	
Lakeview Housing- Phase I	Parking Garage Six	
Greek Housing II	Recreation Center – Phase II	

## **7.0 HOUSING ELEMENT**

The University's current policy is to provide housing for at least 20 percent of its student body as projected by FIU's President. As of the Fall of 2000, only eleven (11) percent and one thousand five hundred (1,500) FTE students were housed in on-campus residences. The 20 percent goal



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would equate to two thousand seven hundred and thirty-eight (2,738) beds for the current FTE enrollment. This goal is considered according to University Park housing personnel as aggressive but achievable.

The University does not anticipate the need for any more traditional dormitory rooms. Current and projected trends for student housing in general call for more attention to privacy while still maintaining some degree of sharing (socialization) among students. At this time, the University anticipates a future need for suite and apartment-style residences only. Future trends in student housing may change these anticipated needs and should be weighed accordingly in future decisions regarding the construction of housing residences at FIU.

## **8.0 RECREATION AND OPEN SPACE ELEMENT**

As student enrollment increases, not only is there an increased demand to ensure adequate housing but to provide enough recreation fields and open space. Whether for intercollegiate or intramural activities, students need these amenities to remain connected to the University. Due to the increased pressure at University Park to use its available land for academic facilities, recreational activities are limited to the western edge of campus, which is experiencing yet further constraints due to the construction of additional support facilities. This has forced the University to limit its long-range growth in on-campus recreation and look for off-campus joint use facilities. Negotiations with Miami-Dade County for possible purchase or control of management of Tamiami Park should remain as a constant tool to use for additional recreational facilities.

Due to the developable lands to the north and east of the academic facility at Engineering Center, these areas could be utilized as overflow recreational facilities and fields to support those displaced by new construction at University Park. Biscayne Bay Campus, unlike University Park, has an abundance of land availability to accommodate a growing student population and athletic programs to support the existing facilities. As additional housing is completed, the need for more recreational fields and facilities will be adequately provided for.

### Short Term Needs (2000-2005)

1. Student Recreation Center – Phase I
2. Additional recreational fields

### Long Term Needs (2006-2010)

1. Student Recreation Center - Phase II
2. Upgraded Student Fitness Center
3. Additional tennis courts
4. Gymnasium
5. General recreational facilities

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## 9.0 GENERAL INFRASTRUCTURE ELEMENT

The purpose of this element is to ensure adequate provision of public facilities and services required to meet the future needs of the University.

**STORMWATER MANAGEMENT:** The capacities of the existing swale, exfiltration trench and lake system for University Park, Engineering Center and Biscayne Bay Campus are sufficient for present development, however, all water bodies should eventually be interconnected whenever possible to eliminate isolated sub basins and minimize the possibility of one sub basin being overburdened and another underutilized. Once these sub basins are connected, some compensation on runoff exceedances can be distributed.

With an increase in projected enrollment projected within the ten-year planning period, future campus development will require additional or increased exfiltration trench and/or lake outfall systems. The completion of a master drainage plan is recommended based on proposed development. Implementation should be ahead of development to ensure appropriate flood control. Any new development must meet all of Miami-Dade County's drainage requirements to obtain surface water permits. The impact on flood protection by the removal of open space will be minimized by the implementation of a master drainage plan. Best Management Practices (BMP) should be incorporated into the drainage infrastructure design to minimize the impacts to ground and surface water quality.

**POTABLE WATER:** The water main distribution system for University Park connects to 30" and 36" water mains located on SW 8<sup>th</sup> Street and SW 117<sup>th</sup> Avenue. These water mains are owned and maintained by Miami-Dade County Water and Sewer Department (WASD). The water distribution system for the Engineering Center connects to a 30" water main located on SW 107<sup>th</sup> Avenue and is also owned and maintained by WASD. The water main distribution system for Biscayne Bay Campus connects to 16" and 30" water mains located on NW 151<sup>st</sup> Street and NW 135<sup>th</sup> Street. These primary transmission water mains are owned and maintained by the City of North Miami.

With the projected student enrollment increase in the ten-year planning period, University Park's onsite primary distribution system will need expansion for future development and missing links provided to provide a "looped" system. New secondary systems and elimination of dead end systems will be required. Biscayne Bay Campus's onsite primary distribution system is sufficient for future development; however, new secondary systems will be required. Also, some existing secondary systems are presently dead end and need to become a "looped" system.

**SANITARY SEWER:** University Park sanitary sewer system consists of gravity sewer lines, a series of sanitary lift stations, and two tie in connection points located at SW 8<sup>th</sup> Street and SW 117<sup>th</sup> Avenue. These two force mains are owned and maintained by WASD. Sewage treatment occurs at an offsite County facility. Biscayne Bay Campus sanitary sewer system consists of gravity sewer lines and a master pump station. The City of North Miami is contracted with WASD to provide treatment and disposal for this campus. Currently, the physical condition of all

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FIU sanitary sewer systems is good. Coordination between FIU, Miami-Dade County and the City of North Miami is critical in order to maintain adequate sewer collection, wastewater treatment and disposal.

**SOLID WASTE:** Solid Waste collection and disposal is accomplished at FIU through a combination of utilizing University staff, private contractors and public entities. A recycling policy is in place to reduce the solid waste volume and transport the material to local recycling centers.

## 10.0 UTILITIES ELEMENT

**HOT AND CHILLED WATER:** As recommended within the 2000-2010 Master Plan Update, an Existing Utility/Infrastructure Survey has been completed for University Park. The location of all infrastructure and utilities corridors was critical when placing new facilities and for the relocation of those lines in conflict with facility expansion. With the completion of the Phase II Central Plant Expansion at University Park the transport capacity is adequate for all facilities, with one pump redundant for standby. Beyond that no new major facilities should be added to the campus without serious considerations of expanding the existing central chilled water plant and distribution system, which could be interconnected to the existing facilities. At Biscayne Bay Campus, the Chiller Plant has approximately a 56% redundancy in capacity and a multiple distribution of chillers to provide safe operation.

**ELECTRICAL POWER AND OTHER FUELS:** The current electrical distribution system is adequate for the existing and short-term program improvements for University Park, Engineering Center and Biscayne Bay Campus. The threat of blackouts is minimized by incoming electrical power feeds from substations. Florida Power and Light provides services to FIU. Most of the electrical power distribution is underground and is the responsibility of FIU to operate and maintain. Future electrical power improvement projects will be limited to distribution extensions as necessary to meet future growth and repair/replacement activities.

**TELECOMMUNICATIONS:** University Park and Engineering Center voice communications system is serviced by the Bell South "ESSX" service. The cable plant, which provides the voice communications throughout the campus, is owned and maintained by Bell South, which provides it as part of the ESSX service rate. The voice communications system at Biscayne Bay Campus is served from a "Rolm CBX 9000" system. This cable plant, located at the Academic Two building, is owned, operated, maintained and managed by the University. The data communications system at University Park and Biscayne Bay Campus are comprised of two networks: the FIUnet and the Administration Network. The data communications system at the Engineering Center is comprised of two networks: FIUnet and EICnet. The operation, maintenance and management of these fiber networks are the responsibility of the University. Telecommunication extensions for planned building expansions will follow the established path of transmitting via fiber optic cables and distributing to end users via a copper based twisted pair network.

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## 11.0 TRANSPORTATION ELEMENT

FIU has experienced remarkable growth in student population and facility expansion within the past decade. This growth in the number of students has been accompanied, through necessity, by an increase in the numbers of faculty, staff and support personnel. With these increases comes a proportionate increase in the demands placed on the transportation network, internal and external to the FIU campuses.

**External Roadway Network:** A framework of principal and minor arterials surrounds the FIU campuses. The roadways in the context area for University Park are function as follows: Tamiami Trail (SW 8<sup>th</sup> Street) and SW 107<sup>th</sup> Avenue are classified as state principal arterials. The Homestead Extension of Florida's Turnpike (HEFT) is classified as a limited-access freeway. SW 107<sup>th</sup> Avenue and West Flagler Street are classified as state principal arterials within the context area of the Engineering Center. For Biscayne Bay Campus, the only major roadway in the context area is US 1 (Biscayne Boulevard), which is a state principal arterial.

**Internal Roadway Network:** The two-lane section of the internal campus roadway at University Park should be widened to provide left turn lanes into the existing as well as future parking facilities to avoid delays and queuing due to left turn movements. This improvement would make the campus loop road consistent throughout campus. At Biscayne Bay Campus, Bay Vista Boulevard could be widened to four lanes, approaching the proposed elementary school with turn lanes provided at the school entrances. In addition, school flashes, reduced speed limits signs, and advanced warning and regulatory signage should be provided on Bay Vista Boulevard.

### Future Parking Requirements:

**University Park:** If parking reduction strategies are not implemented, a total of 9,043 parking spaces will be required for all uses (students, faculty/staff, executive, administrators, disabled, visitors, loading). There will be approximately 1,000 surface parking spaces lost when the Graduate School of Business will be constructed. This will lower the number of existing parking spaces from 7,635 to 6,635; an additional 2,408 parking spaces will be required to satisfy the projected demand. Three (3)-parking decks are planned in the next five years for this campus. Parking Garage 3 will be six-level 1,200-space structure located north of the Golden Panther Area. The amount of land necessary to accommodate this structure will be approximately 13 acres. Parking Garage 4 is planned as a six-level 1,400 space structures Conservatory (WC) building. This location was selected for two primary reasons: (1) vehicular traffic could enter the building from SW 8<sup>th</sup> street, thus reducing the number of vehicles on campus roads (there will be a new access on SW 8<sup>th</sup> Street at SW 109<sup>th</sup> Avenue.); (2) the garage would provide additional parking to support the proposed development in the Northeast corner. Parking Garage 5 is a twin of parking garage 4. The proposed garage would be six level structure 1,400 spaces.

**Biscayne Bay Campus:** A total of 2,448 parking spaces will be required for all uses (students, faculty/staff, executive, administrators, disabled, visitors, loading) by the end of this planning



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period. Existing parking is 2,522; therefore, there will be no need to increase parking at this campus.

**Pedestrian and Non-Vehicular Circulation:** FIU will provide safe pedestrian walkways from the perimeter of campus by creating identifiable crosswalks, to be covered whenever feasible, at strategic locations from the parking garages and surface lots into the campus core. Vistas, pedestrian corridors and adequate lighting will be maintained and created throughout each campus, making way-finding easier and more efficient for all users.

## 12.0 INTERGOVERNMENTAL COORDINATION ELEMENT

In the traditional master planning process, the principle institution focuses primarily on itself as it charts a course for growth into the future. The comprehensive planning process, by contrast, is reflective of and responsive to the interaction between the principle institution and vital elements of the surrounding community and concerned jurisdictions and governmental agencies. The most important factors in successful comprehensive planning are cooperation, consideration, and coordination.

These basic principles of comprehensive planning are evident throughout this Comprehensive Master Plan:

**Cooperation:** The Comprehensive Master Plan recognizes the importance of the existing regulatory structure at the local, state and federal levels of government. Throughout the Comprehensive Master Plan, FIU states its intention to cooperate with the permitting, concurrency and other applicable code requirements of overseeing regulatory agencies and departments of local and state government.

The University has dedicated itself to being a responsive and responsible member of both the Miami-Dade County business and educational communities. The Academic Program at the University, the development of new areas of study and the creation of work-based learning opportunities for area businesses all rely on cooperation and communication between the University and the Miami-Dade County business and economic development agencies. Continuation of this highly successful relationship has been structured into relevant elements of the University's Master Plan.

**Consideration:** FIU recognizes that it is a large development within the community. Consequently, projects at the University have the potential to affect development patterns and surrounding land uses. Similarly, developments around the University have the potential to enhance or detract from the University's unique academic environment. These efforts are supported through the Intergovernmental Coordination Element.

**Coordination:** The goal of intergovernmental coordination is the joint process for collaborative planning, decision making, and development review by governmental agencies. The University Master Plan Update identifies issues, which because of their



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unique circumstances; require intergovernmental coordination above and beyond that which routinely occurs in the day-to-day university operations. Resolution of these issues requires mechanisms and procedures which facilitate coordination and communication between the University, local government and service providers. In addition, this element establishes procedures for the review of this master plan by local, county and state government and the service providers. When the provisions in the campus master plan conflicts with the provisions in the comprehensive plan of the local government, these intergovernmental coordination mechanisms will be used to resolve the conflicts while working toward achievement of the goals, objectives and policies.

### **13.0 CONSERVATION ELEMENT**

In order to appropriately manage native vegetative communities and wildlife habitats, campus expansion must be in accordance with local, state and federal regulations and when practicable, conform with various agency guidelines and policies. Development and landscaping efforts will be in accordance with the following;

- Utilize native vegetation wherever feasible.
- Avoidance or minimization of wetland impacts and the establishment of upland buffers adjacent to wetlands will be implemented where feasible. Unavoidable wetland impacts will be mitigated.
- The undeveloped upland habitat will be left in its natural state when possible.
- Adverse impacts to protected wildlife species will be mitigated in accordance with local, state and federal guidelines.

Natural resources occur at University Park, Engineering Center and Biscayne Bay Campus of Florida International University. Many of these resources are protected and will remain so throughout future development. There are parcels, however, which need to be assessed as to its viability for native species and vegetation as well as for its suitability for protection versus development. Therefore, a principal challenge of the master planning process is to allow sensitively planned development of these campuses while protecting and enhancing natural resources.

To minimize adverse impacts to local air quality and maintain existing good air quality conditions, FIU will manage its stationary sources of air discharges through an organized preventative maintenance and inspection program. Points of discharges such as boilers and laboratory flues will be inspected regularly to ensure their operations are within applicable regulatory standards. Implementation of preventative maintenance of stationary sources will reduce the probability of unexpected releases of air pollutants as well as establish a reliable management tool.

Where possible, less hazardous materials will be substituted for more hazardous materials. The purpose of such replacement will reduce the potential for more serious accidents affecting the environment, reduce the generation rate of hazardous waste on campus, and reduce the

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volume of hazardous wastes contributed by the University to landfills elsewhere. It is an objective of the University to minimize hazardous waste accumulation points on campus and implement a system of Best Management Practices to safely manage these locations.

#### **14.0 CAPITAL IMPROVEMENTS ELEMENT**

Florida International University faces a need for enormous expansion and development activity over the next decade, if facilities are to be made available to correct deficits and meet the needs of a rapidly expanding enrollment. The funding of capital improvements, which constitutes this Master Plan, is one of the most critical steps in the planning process. The implementation of this Master Plan is contingent upon the identification, application and efficient use of both State University System (SUS) monies and those made available to or by Florida International University. Table 14.1 identifies the Capital Improvement Plan outlined as of August 1, 2003.

**Table 14.1 Florida International University Capital Improvement Plan (2000-2010)**

<b>UNIVERSITY PARK/Engineering Center (YEAR 2000-2005)</b>	<b>GSF</b>	<b>Cost</b>
<u>Primary Elements – PECO-Eligible</u>		
Facilities Infrastructure/Capital Renewal	N/A	\$25,000,000
Health and Life Sciences	190,624	\$36,736,600
Central Utility Plant	10,000	\$ 9,300,000
Graduate School of Business – Building I	90,000	\$16,500,000
College of Law	150,000	\$25,000,000
Social Sciences	94,000	\$17,891,936
Molecular Biology	77,600	\$18,700,000
Classroom/Office (EC)	160,000	\$31,300,000
Arts Complex – Phase II	91,840	\$17,882,000
Computer Services	73,371	\$14,129,000
Classroom/Office, UP	<u>85,512</u>	<u>\$14,844,000</u>
<b>SUB-TOTAL</b>	<b>1,022,947</b>	<b>\$227,283,536</b>
<u>Supplemental Elements – Non-PECO Eligible</u>		
Graham Center Renovation	29,000	\$ 5,250,000
Student Health Services Center	20,000	\$ 3,000,000
Stadium Expansion	40,000	\$18,000,000
Frost Museum	40,000	\$12,300,000
International Hurricane Center	33,056	\$ 7,300,000
Training Complex	24,432	\$ 6,000,000
Public Safety Building	10,000	\$ 2,200,000
Recreation Center – Phase I	58,000	\$ 9,000,000
Lakeview Housing- Phase I	240,000	\$39,000,000
Greek Housing II	14,400	Note 1
Parking Garage Three	10,000	\$12,000,000
Parking Garage Four	<u>10,000</u>	<u>\$12,000,000</u>
<b>SUB-TOTAL</b>	<b>499,888</b>	<b>\$126,050,000</b>
<b>TOTAL</b>	<b>1,522,835</b>	<b>\$353,333,536</b>
 <b>BISCAYNE BAY CAMPUS (YEAR 2000-2005)</b>	 <b>GSF</b>	 <b>Cost</b>
<u>Primary Elements – PECO Eligible</u>		
Marine Biology Classroom	83,734	\$13,100,000
Hospitality Management (Equipment/Remodeling)	<u>N/A</u>	<u>\$550,000</u>

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	SUB-TOTAL	83,734	\$13,650,000
<u>Supplemental Elements – Non-PECO Eligible</u>			
Kovens Center Enhancement – Phase I		16,300	\$781,000
Recreation		N/A	\$5,000,000
Parking Lot Reconfiguration		N/A	\$500,000
	SUB-TOTAL	16,300	\$6,281,000
	TOTAL	100,034	\$19,931,000
<b>OTHER (YEAR 2000-2005)</b>			
<u>SUPPLEMENTAL ELEMENTS – NON-PECO ELIGIBLE</u>			
Wolfsonian Enhancement		N/A	\$852,000
	SUB-TOTAL		\$852,000

**UNIVERSITY PARK / Engineering Center (EC) (YEAR 2006-2010)      GSF      COST**

<u>Primary Elements – PECO Eligible</u>			
Classroom/Office (Future Development A)		360,000	\$9,500,000
Future Development B - D		170,000	\$24,120,000
	SUB-TOTAL	665,000	\$100,520,000
<u>Supplemental Elements – Non-PECO Eligible</u>			
Graham Center Expansion – Phase II		40,000	\$ 4,471,105
Lakeview Housing- Ph. II		240,000	\$40,000,000
Undergraduate Housing/ (Chapman Grad. School of Business) 240,000			\$40,000,000
Greek Housing III		14,400	Note 1
Greek Housing IV		14,400	Note 1
Greek Housing V		14,400	Note 1
Parking Garage Five		10,000	\$12,000,000
Parking Garage Six		10,000	\$12,000,000
Recreation Center – Phase II		95,831	\$12,340,157
Future Development E		40,000	\$ 8,000,000
	SUB-TOTAL	719,031	\$128,811,262
	TOTAL	1,384,031	\$229,331,262

**BISCAYNE BAY CAMPUS (YEAR 2006-2010)      GSF      COST**

<u>PRIMARY ELEMENTS – PECO ELIGIBLE</u>			
Academic Four Building		69,200	\$15,050,000
Future Development A		70,000	\$15,750,000
	SUB-TOTAL	139,200	\$30,800,000
<u>SUPPLEMENTAL ELEMENTS – NON-PECO ELIGIBLE</u>			
Future Development B		71,805	13,500,000
	SUB-TOTAL	71,805	13,500,000
	TOTAL	211,005	\$44,300,000

**CAPITAL ASSET MANAGEMENT SUPPLEMENT – UNIVERSITY WIDE (YEAR 2006-2010)      \$15,000,000**

**TOTAL COSTS (YEARS 2000-2010)**

<b>UNIVERSITY PARK / EC</b>	<b>(2000-2005)</b>	1,522,835	\$353,333,536
	<b>(2006-2010)</b>	1,384,031	\$229,331,262

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<b>BISCAYNE BAY CAMPUS</b>	<b>(2000-2005)</b>	100,034	\$19,931,000
	<b>(2006-2010)</b>	211,005	\$44,300,000
<b>OTHER (YEAR 2000-2006)</b>			\$ 852,000
<b>CAPITAL ASSET MANAGEMENT SUPPLEMENT – UNIVERSITY WIDE (YEAR 2000-2005)</b>			\$15,000,000
<b>CAPITAL ASSET MANAGEMENT SUPPLEMENT – UNIVERSITY WIDE (YEAR 2006-2010)</b>			\$15,000,000
<b>GRAND TOTAL</b>			<b>3,217,905</b>
			<b>\$677,747,798</b>

## **15.0 ARCHITECTURAL DESIGN GUIDELINES ELEMENT**

Excellent architectural design begins much earlier than the design process. The initial assessment of academic need is the first opportunity for Florida International University (FIU) to ensure a successful project. The University assesses future facility requirements to the best of its ability, and then applies a statistical matrix of budget and square footage factors to quantify those needs.

Once selected, the design professional's challenge is to deliver a facility within the budget and quality parameters identified during the needs assessment, with the hope that construction cost inflation will not be significant and that project requirements will not change. Therefore, the creation of an up-front, comprehensive project-specific program document is a critical step in preparing a project to become an "excellent design."

Once selected, the design professional must satisfy the program requirements as well as give consideration beyond the exterior walls of the project he/she has been commissioned to design. To assist the design process, FIU has established a set of Architectural Design Guidelines, which include a number of checkpoints. Each of these checkpoints preserves and enhance the image of higher education that has been the base concept for past design and has served as the foundation for development of FIU and this Master Plan.

- Site placement in response to adjacent structures and open campus green areas.
- Maintenance of desirable sight lines to and from the facility.
- Location of exterior service docks and refuses pick-up points out of view, screened and located, where practical, away from pedestrian areas.
- Adoption of passive solar design strategies for the exterior envelope to enhance the energy efficiency characteristics of the building's overall performance.
- Adherence to design requirements stipulated by the recently enacted Americans with Disabilities Act (ADA) as amended by the State of Florida.
- Design to deliver low maintenance/vandal-resistant interior finishes and building systems that are commonly available for necessary replacement.
- Base the design of mechanical, electrical and plumbing systems on simple, reliable components.
- Incorporation of SUS, Office of Capital Programs, Cost Containment Guidelines for the State University System of Florida.



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### **UNIVERSITY PARK**

A determination of the preferred mass and scale of new buildings for University Park will have a profound effect on how the campus is perceived. The architectural style of earlier campus development has been described as brutalism modern, having massive heavy concrete construction with minimal articulation of facades. More recent architecture has more of a Mediterranean style with pastel colors and increased building articulation. Typically it is easier to blend this architectural style with the buildings surroundings. Establishing Design Guidelines will encourage design creativity and ensure that every new building is not a monument unto itself. Typically architectural style of future buildings should be consistent with existing campus vernacular.

Appropriate building heights are another critical issue that must be resolved to establish campus identity for future growth. Due to the scarcity of developable land remaining at University Park, there is tremendous pressure to go vertical with new buildings. However, as observed in a couple of the taller monument buildings on campus, Green Library and University Towers, it is difficult to relate massive structures to the human scale. The scale of the original buildings is relatively massive and monolithic; the later buildings have departed from this approach and have reduced the Architectural scale. There is a need for creating more inviting people spaces to that will establish a better relation between buildings and people.

### **ENGINEERING CENTER**

The existing academic building is precast concrete with embedded aggregates, cast-in-place concrete, fluted block, split face block and stucco finishes. Glass is used in the form of storefront panels. Future development should be made to mirror or work with this style of architecture to create a fluid integration of buildings and adjacent plazas and open spaces.

### **BISCAYNE BAY CAMPUS**

The original buildings started to establish a blend between buildings by using similar exterior materials and a continuous internal connection between buildings. The architectural style of recent buildings have significantly departed from original styles, they incorporate elements very different that shift the newer buildings in a different architectural direction. Creating people spaces, in particular on the bay side, would help to encourage a better architectural scale

## **16.0 LANDSCAPE DESIGN GUIDELINES ELEMENT**

The purpose of Landscape Design Guidelines is to provide the campuses of Florida International University with a template for landscape as well as hardscape treatments to maintain a high level of quality to the design of new spaces and to the enhancement of existing landscaped areas. This also involves the embellishment of existing open space and gathering areas and the creation of new spaces. It is the intent of the Landscape Design Guideline Element to provide an overall landscape concept, which unifies each campus with its built environment and its unique natural environment.



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Hierarchy of spaces is identified and main circulation routes are reinforced with identifiable landscape treatments. New pedestrian corridors will be identified, linking unique academic cores within the campus, creating way-finding alternatives and new activity areas. The overall character of the FIU campus is transformed to a more traditional institutional landscape by defining various spaces with a developed plant palette, using the following guiding principles:

- Blending new development sites with the character of the mature campus landscapes and other natural areas by retaining islands of natural vegetation in new development areas and creating new and similar vegetative buffers which soften building facades and site facilities.
- Integrating and articulating architectural and site design in conjunction with landscape architectural design in the planning process to ensure that attractive settings and ample open spaces are provided for new facilities.
- Seeking to develop new significant landscape features in association with campus expansion, including campus greens; attractive, creatively designed retention ponds; and pedestrian plazas which support the concept of the "Avenue of the Arts" and "Avenue of the Professions", fundamental to the University's total Master Plan.
- Continuing the initial style and character of the original campus plantings with emphasis on transitioning and reflecting the natural formation of plantings.
- Maintaining a selective palette of indigenous and site-adaptive plant species that continue the tropical environment as well as those plants that promote Xeriscape principles.

Creating a sense of arrival at campus entrances and at the primary entrances to the Campus

- Core with accent plantings of subtropical plant species.

## 17.0 FACILITIES MAINTENANCE ELEMENT

Florida International University is in the process of establishing an integrated Facility Maintenance Program. FIU has on-going reviews of existing facilities by in-house and independent consultants to maintain updated status of maintenance requirements. At present priorities are assigned to address facility deficiencies based on explicit criteria and standards, with implementation limited by funding availability.

Due largely to the lack of sufficient funding to correct even all high priority deficiencies, the University lacks a deferred or preventative maintenance system with appropriate schedules and budgets for routine maintenance. The Goals, Objectives and Policies of the 2000-2010 Master Plan Update are aimed at documenting present procedures, while mandating an expansion of the facility maintenance program with an emphasis on long term scheduling of routine, preventive and deferred maintenance.

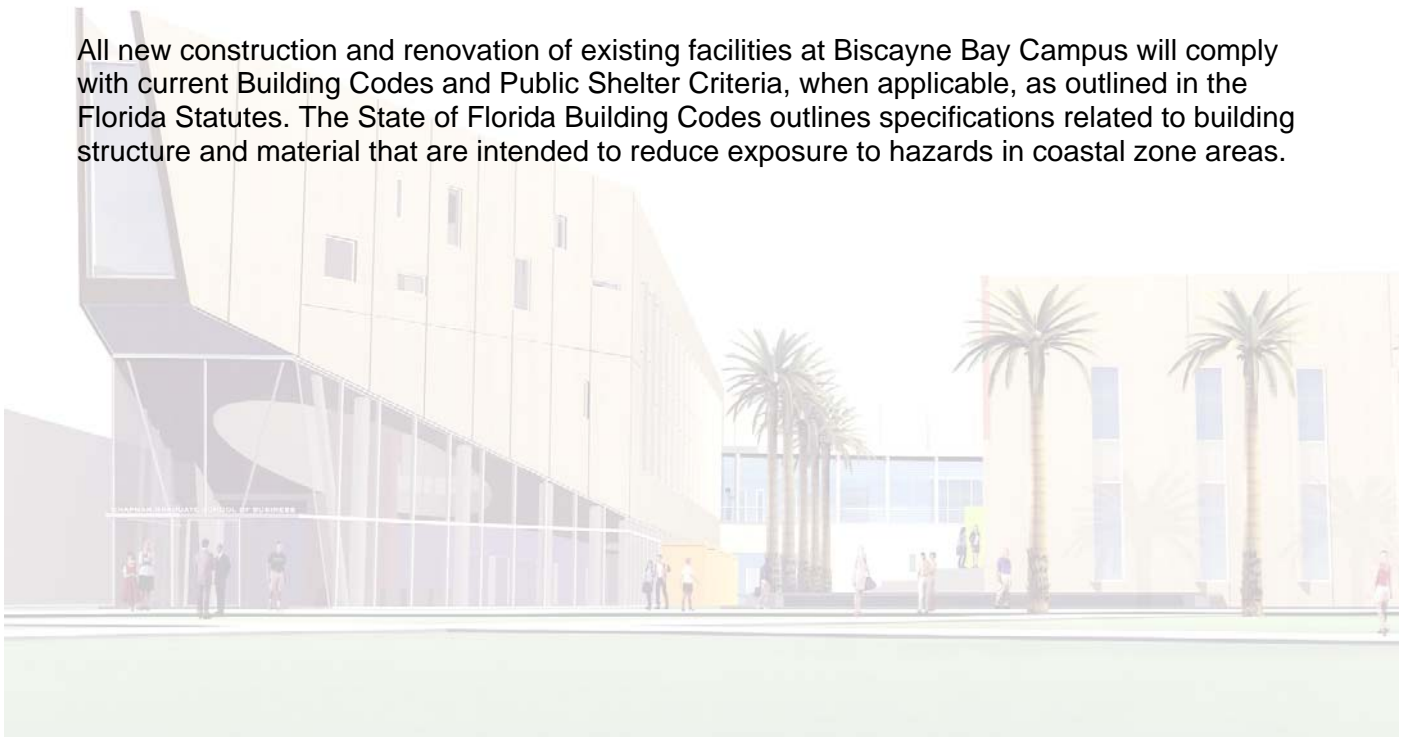
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## 18.0 COASTAL MANAGEMENT ELEMENT

FIU has the unique advantage of being located in a sub-tropic environment where a variety of native vegetation can be utilized and preserved in its natural state. This vegetation can be incorporated into open spaces and conserved as a natural buffer and also maintained as habitat for wildlife found at each campus.

Few university campuses nationwide have this advantage of being located in the type of sub-tropical, coastal setting in which Biscayne Bay Campus is found. The coastal environment, however, offers many challenges to the Master Planning process. The challenges include determining how one may take advantage of the amenities offered by the coastal setting, while limiting the vulnerability of the campus to hurricanes, tropical storms and flooding, and at the same time protecting and enhancing important natural resources

All new construction and renovation of existing facilities at Biscayne Bay Campus will comply with current Building Codes and Public Shelter Criteria, when applicable, as outlined in the Florida Statutes. The State of Florida Building Codes outlines specifications related to building structure and material that are intended to reduce exposure to hazards in coastal zone areas.



## APPENDIX D

**BUILDING SYSTEM CONDITION SURVEY**  
**STATE UNIVERSITY SYSTEM OF FLORIDA**

University Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Building Name: \_\_\_\_\_ Building No. \_\_\_\_\_  
 Building Occupancy Date: \_\_\_\_\_ Building Age: \_\_\_\_\_

**Building Envelope:** \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 (Data Element 10067)

Window/Glazing: \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Exterior Wall: \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Foundation: \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Exterior Doors \_\_\_\_\_ Condition Code: \_\_\_\_\_

**Building Roof System** (See CM-N-16 for components): \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 (Data Element 10068)

**Mechanical Systems:** \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 (Data Element 10069)

HVAC System: \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Elevator Systems: \_\_\_\_\_ Condition Code: \_\_\_\_\_

**Electrical System:** \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 (Data Element 10070)

Lighting \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Grounding \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Internal Distribution \_\_\_\_\_ Condition Code: \_\_\_\_\_

**Plumbing System:** \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 (Data Element 10071)

Fixtures \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Piping \_\_\_\_\_ Condition Code: \_\_\_\_\_

**Building Interior** \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 (No Data Element)

Doors \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Ceilings \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Floors \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Walls/Partitions \_\_\_\_\_ Condition Code: \_\_\_\_\_

**Life Safety Systems** \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 (No Data Element)

Fire Alarm \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Fire Suppression \_\_\_\_\_ Condition Code: \_\_\_\_\_  
 Emergency Generator \_\_\_\_\_ Condition Code: \_\_\_\_\_

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Completed By: \_\_\_\_\_

**Condition Codes:**

- 1 Satisfactory. Building component is suitable for continued use with normal maintenance.
- 2 Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
- 3 Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
- 4 Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
- 5 Replacement. Component should be replaced.

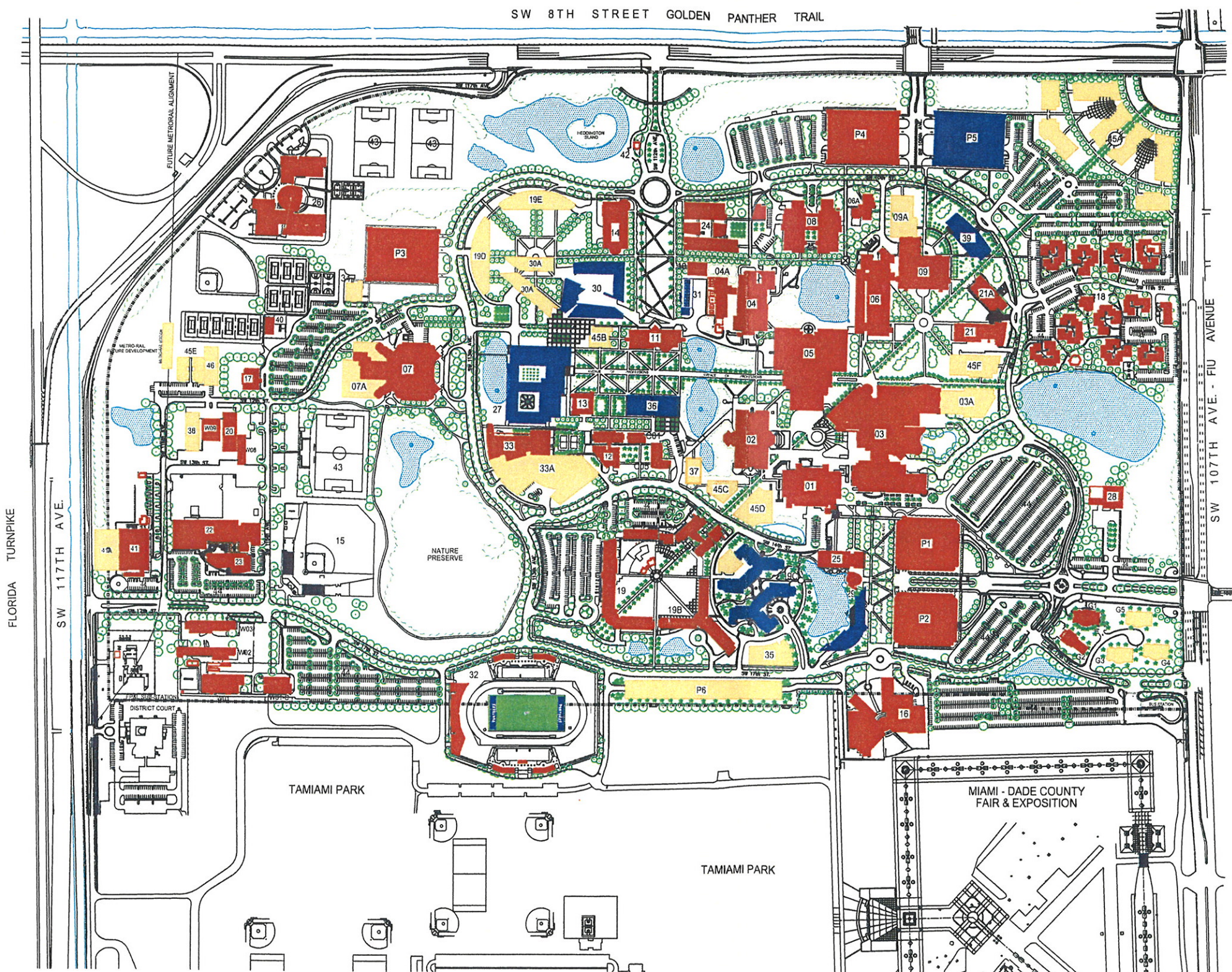
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**APPENDIX E**

**2000- 2010  
MASTER PLAN MAPS  
UNIVERSITY PARK  
BISCAYNE BAY  
ENGINEERING CENTER**







LEGEND	
BLDG #	BUILDING NAME
01	CHARLES E. PERRY PRIMERA CASA BUILDING
02	DEUXIEME MAISON
03	ERNEST R. GRAHAM UNIVERSITY CENTER
04	VIERTES HAUS
04A	CENTRAL UTILITIES
05	GREEN LIBRARY
06	OWA EHAN
06A	WERTHEIM CONSERVATORY/BIO. GREENHOUSE
07	PHARMED ARENA
07A	FITNESS CENTER ADDITION
08	ENGINEERING & COMPUTER SCIENCE
09	CHEMISTRY & PHYSICS
09A	CHEMISTRY & PHYSICS ADDITION
10	COLLEGE OF HEALTH
11	RYDER BUSINESS BUILDING
12	UNIVERSITY HEALTH SERVICES COMPLEX
13	LABOR CENTER
14	SANFORD AND DOLORES ZIFF EDUCATION BUILDING
15	BASEBALL STADIUM
16	HERBERT AND NICOLE WERTHEIM PERFORMING ARTS CENTER
17	CHILDREN'S CREATIVE LEARNING CENTER
18	STUDENT HOUSING
19	PANTHER RESIDENCE HALL
19 A	UNIVERSITY TOWER
19 B	EVERGLADES HALL
19 C - E	FUTURE HOUSING
20	ATHLETICS ACADEMIC FITNESS CENTER
21	HEALTH & LIFE SCIENCES
21 A	HEALTH & LIFE SCIENCES - PHASE TWO
22	CAMPUS SUPPORT COMPLEX - SHOPS
23	CAMPUS SUPPORT COMPLEX - ADMINISTRATION
24	SCHOOL OF ARCHITECTURE
25	MANAGEMENT AND ADVANCED RESEARCH CENTER
26	CARLOS FINLAY ELEMENTARY SCHOOL
27	COLLEGE OF LAW
28	UNIVERSITY HOUSE
29	THE PATRICIA & PHILLIP FROST ART MUSEUM
30	GRADUATE SCHOOL OF BUSINESS
30A	GRADUATE SCHOOL OF BUSINESS - PHASE TWO
31	CENTRAL UTILITIES EXPANSION
32	FIU COMMUNITY STADIUM
33	RECREATION COMPLEX
33A	RECREATION COMPLEX - PHASE TWO
34	PUBLIC SAFETY
35	HUMANITIES CENTER/OFFICES
36	SOCIAL SCIENCES
37	TRAINING CENTER
38	SUPPORT
39	MOLECULAR BIOLOGY
40	WOMEN'S SOFTBALL/TENNIS CENTER
41	HURRICANE CENTER (NOAA)
41A	INTERNATIONAL HURRICANE CENTER
42	UP INFORMATION CENTER
43	RECREATION FIELDS
44	SURFACE PARKING
45-A	FUTURE DEVELOPMENT - A
45-B	FUTURE DEVELOPMENT - B
45-C	FUTURE DEVELOPMENT - C
45-D	FUTURE DEVELOPMENT - D
45-E	FUTURE DEVELOPMENT - E
45-F	FUTURE DEVELOPMENT - F
46	COMPUTER SERVICES
CO1	TOWER
CO5	DUPLICATING CENTER
G1-G5	GREEK HOUSING
P1-P6	PARKING GARAGE
W01	SCULPTURE BUILDING
W01C	CERAMICS BUILDING
W02-9	EXIT. SUPPORT

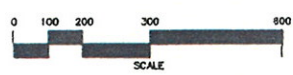
EXISTING BUILDINGS

BUILDINGS IN PLANNING AND CONSTRUCTION

FUTURE DEVELOPMENT



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# LEGEND

- 01 HOSPITALITY MANAGEMENT
- 01A AQUATIC CENTER
- 02 ACADEMIC ONE
- 03 WOLFE UNIVERSITY CENTER
- 03A WOLFE UNIVERSITY CENTER EXPANSION
- 04 ACADEMIC TWO
- 05 LIBRARY
- 06 STUDENT HEALTH CENTER
- 06A STUDENT HEALTH CENTER ADDITION
- 07 CONFERENCE CENTER
- 12 ACADEMIC FOUR
- 13 MARINE BIOLOGY (ACADEMIC THREE)
- 14 HOTEL
- 15 HOUSING
- 16 INFORMATION CENTER
- 20 PDC - HRIS ADMINISTRATION
- 21 WELLNESS CENTER
- 22 CENTRAL RECEIVING
- 23 PUBLIC SAFETY
- 24 PHYSICAL PLANT
- 25 GROUNDS
- 27 ECOLOGY LAB
- 29A FUTURE DEVELOPMENT - A
- 29B FUTURE DEVELOPMENT - B
- 43 RECREATION FIELDS
- 44 SURFACE PARKING
- H1 BAY VISTA HOUSING

EXISTING BUILDINGS



BUILDINGS IN PLANNING AND CONSTRUCTION



FUTURE DEVELOPMENT



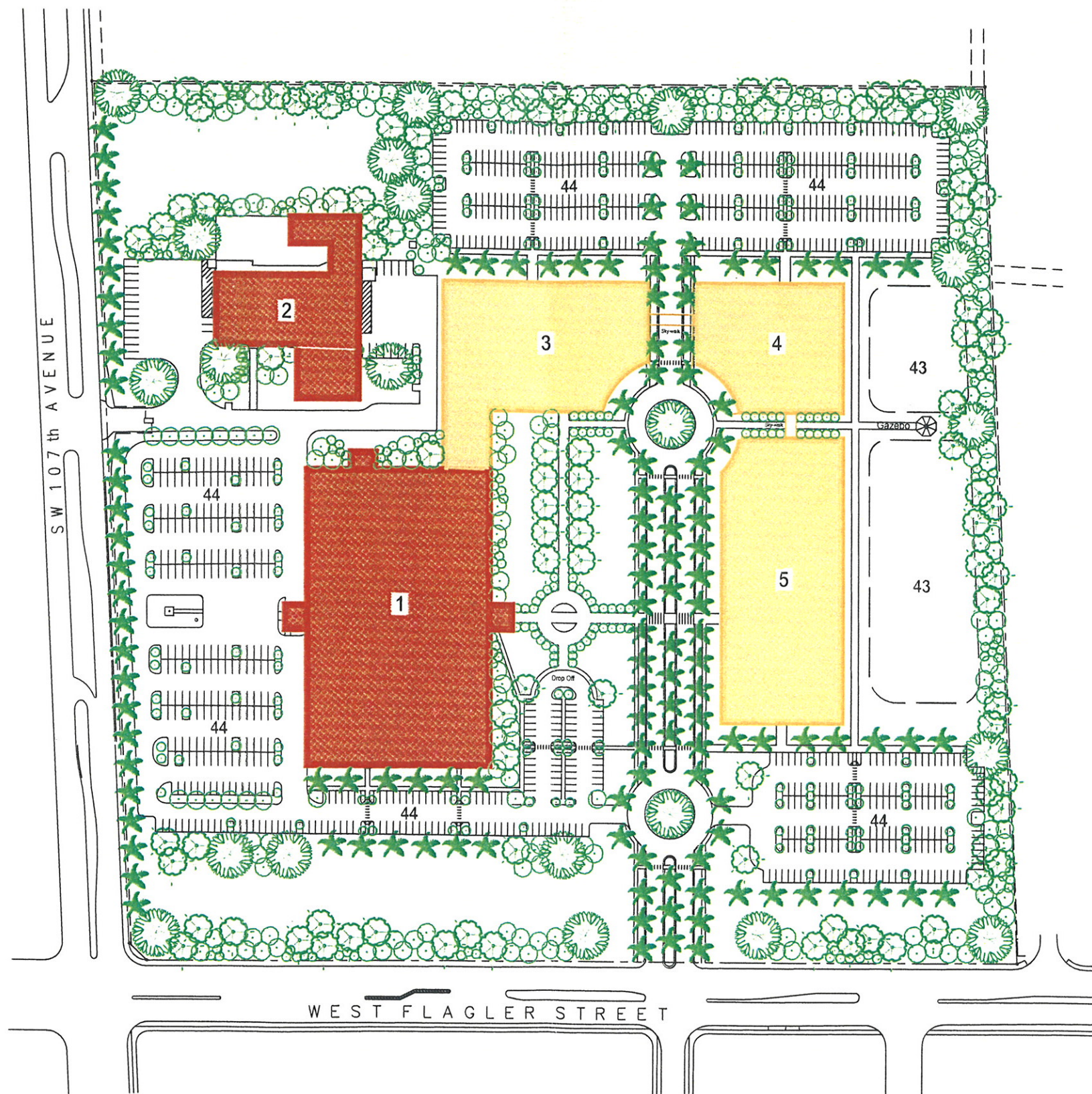
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# LEGEND

- 01 ENGINEERING CENTER
- 02 MAINTENANCE
- 03 PHASE 1 DEVELOPMENT
- 04 PHASE TWO DEVELOPMENT
- 05 PHASE THREE DEVELOPMENT
- 43 RECREATION FIELDS
- 44 SURFACE PARKING

- EXISTING BUILDINGS
- BUILDINGS IN PLANNING AND CONSTRUCTION
- FUTURE DEVELOPMENT



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