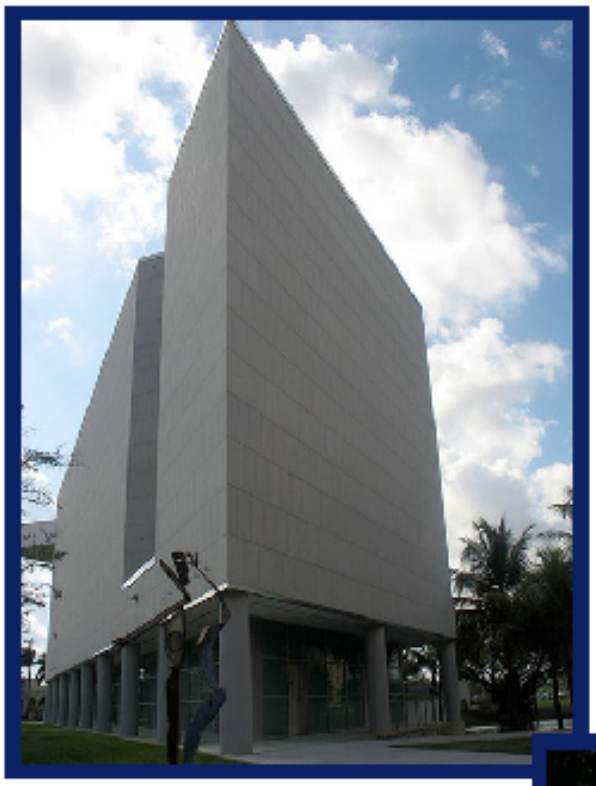
# Educational Plant Survey 2010



The Patricia & Phillip Frost Museum

Academic Health Center 3

Art Studio

College of Business Complex

Rafael Diaz-Balart Hall

Central Utilities Expansion

FIU | FLORIDA INTERNATIONAL UNIVERSITY

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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:*** | ***SPACE NEEDS ASSESSMENT:*** |
|---|---|
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**SURVEY FACILITATOR:**

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# EDUCATIONAL PLANT SURVEY 2010

## I - INTRODUCTION

The Educational Plant Survey process is required by Florida Statutes of all public educational entities. For the State University System it is a requirement that at a minimum of every five (5) years, each university report on the use of its existing facilities and project its future facility needs five (5) years out. This projection must be based on an examination of data on its existing facilities and a projection of future needs based on anticipated university growth1 (The procedures, as approved by the Board of Governors, are included as Appendix A).

### 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 Board of Governors. 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 of each plant. 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 Board of Governor'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 Board of Governors 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, "Public education capital outlay (PECO) funded projects" means site acquisition, renovation, remodeling, construction projects, and site improvements necessary to accommodate buildings, equipment, other structures, and special educational use areas that are built, installed, or established to serve primarily the educational instructional program of the district school board, community college board of trustees, or university 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 Executive Summary of the Master Plan is attached for reference under Appendix C.

### 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 May 2006. 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 Governors 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 responsible for each activity.

**Table 1**
**EDUCATIONAL PLANT SURVEY ACTIVITIES**

| ACTIVITY | RESPONSIBILITY | | |
|---|---|---|---|
| | UNIVERSITY | DEPARTMENT OF EDUCATION | SURVEY TEAM |
| Establish Schedule | X | X | |
| Letter to President | | X | |
| Dates, Procedures, Responsibilities, Designation of Univ. Rep. Determine Inventory Sample for Validation | X | | |
| Identification of Existing Proposed "Ineligible" Space | X | X | |
| Prepare Facilities Inventory Reports (Site/Building/Room Reports) | X | | |
| Coordinate Logistics for Validation Field Work | X | X | |
| Perform Validation (on-site field work) | X | X | X |
| Update Inventory Based on Validation | X | | |
| Provide Established Enrollment Projections | | X | |
| Prepare Formula Space Needs Analysis | X | | |
| Develop Proposed Projects & Justification | X | | |
| Develop Survey Workbook (schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications). | X | | |
| Develop Comments regarding Degree Program Facility Needs | | X | |
| Develop Comments Regarding Proposed Projects (CIP & Master Plan) | | X | |
| Coordinate Logistics for Needs Assessment Field Work | X | X | |
| Perform Needs Assessment (on-site field work) Review proposed projects in relation to programs, space needs, data, current inventory, and any special justification) | | X | X |
| Exit Meeting with University Administration | | X | X |
| Prepare Initial Summary of Survey Recommendations | | X | X |
| Prepare Final Letter of Survey Recommendations | X | | |
| Prepare Written Report | X | | |

## 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 this report.

## Table 2
## BUILDINGS INCLUDED IN THE INVENTORY VALIDATION

| NEW CONSTRUCTION | | | | | | |
|---|---|---|---|---|---|---|
| **SITE #** | **ABBR** | **BUILDING #** | **BUILDING NAME** | **ABBR** | **OCCUPANCY YR** | **GSF** |
| 1 | MMC | 27 | RAFAEL DIAZ-BALART HALL | RDB | 2006 | 153,768 |
| 1 | MMC | 29 | THE PATRICIA & PHILLIP FROST MUSEU | PPFAM | 2007 | 46,874 |
| 1 | MMC | 30 | COLLEGE OF BUSINESS COMPLEX | CBC | 2007 | 80,765 |
| 1 | MMC | 31 | CENTRAL UTILITIES EXPANSION | CU | 2007 | 14,500 |
| 1 | MMC | 39 | ACADEMIC HEALTH CENTER 3 | AHC3 | 2009 | 114,929 |
| 1 | MMC | 47 | ART STUDIO | AS | 2007 | 3,834 |
| | | | | | **TOTAL:** | **414,670** |
| **RENOVATIONS** | | | | | | |
| **SITE #** | **ABBR** | **BUILDING #** | **BUILDING NAME** | **ABBR** | **RENOVATION YR** | **NSF** |
| 1 | MMC | 1 | CHARLES E. PERRY PRIMERA CASA - OLD FROST RENOVATIONS | PC | 2009 | 4,558 |
| 1 | MMC | 21 | ACADEMIC HEALTH CENTER 1 - CENTER FOR CHILDREN AND FAMILIES | AHC1 | 2009 | 11,672 |
| 1 | MMC | 22 | CSCS PANTHERSOFT RENOVATIONS | CSCS | 2010 | 3,888 |
| 2 | BBC | N02 | ACADEMIC ONE - NEIGHBORHOOD HELP SUITE 234 RENOVATIONS | AC1 | 2010 | 2,920 |
| 2 | BBC | N02 | ACADEMIC ONE - SCHOOL OF ENVIRONMENT AND SOCIETY SUITE 300 RENOVATIONS | AC1 | 2010 | 3,760 |
| 1 | MMC | W06 | W06 PANTHERSOFT RENOVATIONS | W06 | 2010 | 2,137 |
| | | | | | **TOTAL:** | **28,935** |
| **BUILDING SYSTEMS ASSESSMENT** | | | | | | |
| **SITE #** | **ABBR** | **BUILDING #** | **BUILDING NAME** | **ABBR** | **OCCUPANCY YR** | **GSF** |
| 8 | MB03 | MB03 | MIAMI BEACH WOMEN'S CLUB | MBWC | 2009 | 6,586 |
| 3 | EC | 101 | ENGINEERING CENTER | EC | 1996 | 479,212 |
| 3 | EC | 102 | OPERATIONS/UTILITY | OU | 1996 | 32,582 |
| 1 | MMC | C05 | DUPLICATING CENTER | DC | 1981 | 6,972 |
| 1 | MMC | W06A | DUGOUT 3 | W06A | 1982 | 224 |
| 1 | MMC | W06B | DUGOUT 4 | W06B | 1982 | 224 |
| 1 | MMC | W01B | WEST 1 B | W01B | 1985 | 600 |
| 2 | BBC | S01 | CENTRAL RECEIVING | S01 | 1982 | 6,419 |
| 2 | BBC | S02 | PUBLIC SAFETY | S02 | 1982 | 2,560 |
| 2 | BBC | S03 | PHYSICAL PLANT | S03 | 1982 | 15,407 |
| 2 | BBC | N04 | ACADEMIC TWO | AC2 | 1983 | 101,800 |
| 2 | BBC | N01A | AQUATIC CENTER | AQ/RC | 1985 | 1,607 |
| | | | | | **TOTAL:** | **654,193** |

## 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 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. 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 | Academic Support | Institutional Support |
|---|---|---|
| Classroom | Study | Student Academic Supports |
| Teaching Laboratory | Instructional Media | Office/Computer |
| Research Laboratory | Auditorium/Exhibition | Campus Support |
| | Teaching Gymnasium | |

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 this report.

## V - OVERVIEW OF THE UNIVERSITY

### 1. Introduction

Florida International University is a multi-campus public research university offering a broad array of undergraduate, graduate, and professional programs. The university has two main campuses, the 344-acre Modesto Maidique Campus (Site 1) in western Miami-Dade County, and the 200-acre Biscayne Bay Campus (Site 2) in northeast Miami-Dade County. Through eleven colleges and schools, FIU offers more than 175 bachelor's, master's, and doctoral degree programs and conducts basic and applied research. Interdisciplinary centers and institutes conduct collaborative research to seek innovative solutions to economic, technological, and social problems. With more than 42,000 students, 814 full-time instructional faculty, and over 8,000 degrees awarded annually, FIU is the largest university in South Florida.

Chartered by the Florida Legislature in 1965, Florida International University opened its doors in 1972 to the largest opening-day enrollment in the history of American higher education. Initially a two-year, upper-division school with limited graduate programs; FIU added lower-division classes in 1981 and received authority to begin offering degree programs at the doctoral level in 1984. Ninety-seven percent of our full-time tenured or tenure-track instructional faculty holds doctorates or the highest degree attainable in their fields. FIU is the only urban public university in the state to be a member of Phi Beta Kappa, the nation's oldest scholarly honorary society. The Carnegie Foundation for the Advancement of Teaching classifies FIU as a Research University/High Research Activity. Our annual research expenditures exceed $100 million.

Committed to both high quality and access, FIU meets the educational needs of full-time and part-time undergraduate and graduate students, and lifelong learners. Reflecting the vibrant ethnic diversity of South Florida, 77 percent of FIU students are Hispanic, black, or other minorities. We take pride in the impact our graduates make upon the nation and the world.

### 2. University mission

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

### 3. University vision

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

### 4. University values

Florida International University is committed to the following core values:

- Truth—in the pursuit, generation, dissemination, and application of knowledge
- Freedom—of thought and expression
- Respect—for diversity and the dignity of the individual
- Responsibility—as stewards of the environment and as citizens of the world
- Excellence—in intellectual, personal, and operational endeavor.

## 5. University goals

**Our goals are:**

1. To educate undergraduate students
   - who become critical thinkers empowered to learn and to integrate their understanding in a variety of areas of knowledge, creativity, entrepreneurship, and accomplishment;
   - who possess the intellectual and personal competencies needed to excel in their fields throughout the world;
   - who understand their culture and the cultures of others and appreciate the complexities and diversity of our global society;
   - who understand and commit to their civic responsibilities.
2. To educate graduate and professional students
   - who demonstrate an ability to synthesize knowledge and practice in ways that produce new insights;
   - who add to the existing body of knowledge in their disciplines;
   - who understand the obligation of the holders of advanced degrees to apply their knowledge and critical intellectual abilities in an ethical manner.

3. To build a distinguished faculty and staff
   - who create a learning environment for students and each other;
   - who give students a foundation of knowledge and understanding that will lead to success in their chosen fields and their lives;
   - who give students the habits of mind of life-long learning and responsible global citizenship;
   - who generate research results and creative contributions recognized both nationally and internationally;
   - who collaborate with each other and with community leaders to explore creative solutions to local, regional, national, and global problems;
   - who pursue research activities and provide additional federal and corporate research funding to the university.

4. To build an excellent student support system
   - that provides academic, personal, and financial support;
   - that adopts best practices across all services;
   - that creates a culture of clear and consistent communication across all internal constituencies.

5. To build an excellent financial base
   - that maximizes impact by carefully stewarding and enhancing resources;
   - that applies information technology to enhance and streamline operations;
   - that encourages external contracts and grants funding;
   - that benefits from alumni and community support;
   - that increases the university endowment.

6. To build an excellent physical and technological infrastructure
   - that is student-centered and conducive to learning;
   - that is appropriate to FIU's size and aspirations to research excellence;
   - that is accessible and sustainable;
   - that applies technology efficiently to conserve resources.

7. To build collaborative university/community relationships
   - that employ the intellectual capital of the university to solve community problems;
   - that encourage alumni to continue their association with and contribution to the university;
   - that create university affinity and social well-being through cultural programming and athletic events;
   - that enhance the intellectual development of the community through life-long learning opportunities

## 6. Strategic plan for 2010-2015 – *Worlds Ahead*

The second decade of the twenty-first century ushers in major challenges for institutions of higher education in the United States. In the midst of significant levels of unemployment, political debate over the appropriate role for government, and a growing concern for educational competitiveness at all levels, public universities are being called upon to foster greater levels of innovation, job creation, and economic development. Florida International University is poised to make a substantive contribution to address the challenges ahead. Our leadership, research and creative expertise, and sense of urgency give us the opportunity and responsibility to engage locally and globally in the development of high-quality education, ethical and well-prepared global citizens, healthy living environments, and enhanced economic and social well-being. FIU embraces our role as an anchor institution in Greater Miami and the Caribbean Basin.

As Florida International University launches our 2010-2015 ***Worlds Ahead*** strategic plan, we have much to build on, and much to build. As South Florida's only public research university, we are proud of our record of service to the South Florida community and to our students. In the next five years, we will continue to graduate more Hispanic students than any other university in the nation. We will build on our faculty's research and creative energies to form a strong foundation for competitiveness in the twenty-first century knowledge economy, and will engage with local and global communities in collaborative problem solving.

In the past decade FIU has added two major professional schools—a law school and a medical school—and expanded enrollment by 28 percent. In the next five years we will continue to provide a full range of degree programs for regional, national, and international students. During this period, we plan to increase enrollment by 25 percent and research expenditures by 36 percent. These striking increases will require us to rethink every aspect of our academic enterprise: our approaches to teaching, learning, and research; our student support services; and the size and configuration of our physical and technological infrastructure.

To solidify our position as worlds ahead, in the next five years FIU will mobilize our strengths in key collaborative content areas. Our arts facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. Our cross-disciplinary strength in environmental fields positions our faculty to propose innovative solutions to local and global environmental problems. Our founding commitment to foster international understanding takes on new meaning as global networks of communication and trade create unprecedented integration of economies, societies, and cultures. The Robert Stempel College of Public Health and Social Work, the College of Nursing and Health Sciences, and the new Herbert Wertheim College of Medicine form the core of an academic health center that will facilitate interdisciplinary approaches to solving health care problems in the region and the nation.

As we launch our strategic plan, we must respond to new realities. The financial crisis that began in 2007 had its strongest impact on regions—including South Florida—that had been experiencing the most explosive growth. As a public institution, FIU has not been immune from the forces of change, but we must be a leader in our regional recovery. In the next five years, as we transition from a state-supported to a state-assisted institution, we will have an even greater imperative to seek efficiencies and diversify funding beyond traditional state sources. Our strategic plan will provide us with guidelines to make the difficult choices that lie ahead.

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 21st century, FIU's strategic themes necessarily involve engagement at both the local and global level.

## 7. The strategic planning process

The current cycle of strategic planning at Florida International University began with the installation of FIU's fifth president, Mark B. Rosenberg, in August 2009. His initial statement of guiding principles, Hit the Ground Running, laid the foundation for a series of conversations on the strategic direction of the university, followed by a formal strategic planning process.
The provost commissioned four committees charged with identifying major issues and beginning a dialogue with the university community. The committees examined the three components of FIU's mission (teaching, research, and engagement), and our operational and financial base.

Each committee produced a white paper that defined FIU's current position and described the opportunities that lay ahead. During fall 2009 the president took those white papers to university town halls, and held conversations with members of the local community and community leaders.

In late fall 2009 the president charged the provost with the formal implementation of the strategic planning process. The provost formed seven committees with representation from faculty, staff, students and community members. Three committees focused on foundations for success at FIU: Finance, Infrastructure, and Student Success. Four committees focused on collaborative content areas in which FIU has strategic strengths: Arts, Environment, Globalization, and Health.

In the late summer 2010, each of these committees submitted a draft report to the provost, who was then charged with creating an institutional strategic plan based on the work of the seven committees.

## 8. 2010 - 2015 Strategic Plan - a five-year plan to pursue FIU's mission and goals

During the next five years, Florida International University will pursue specific initiatives to achieve our mission and goals.

1. Achieve enhanced student learning and academic excellence.
    - Expand minority pre-college programs to ensure readiness for FIU.
    - Improve access by increasing enrollment by 2,000 academically qualified students per year.
    - Define and communicate expectations for students at each level of their academic progress.
    - Encourage interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning.
    - Develop the curriculum and curricular offerings to produce degree programs that reflect the strategic direction of the university and prepare graduates for success in the twenty-first century.
    - Enhance learning opportunities through undergraduate research, study abroad, service learning, and student internships.
    - Raise the six-year graduation rate with special emphasis on sustained enrollment and early identification of appropriate major.
    - Develop and expand student-support services, programs, and activities that enhance student achievement.
    -
2. Enhance the quality, quantity and impact of research and creative initiatives.
    - Retain and recruit a world-class faculty.
    - Increase and expand research funding in fields where FIU has strategic assets and... competitive advantages.
    - Establish and enhance multidisciplinary and multi-college research centers focused on emerging issues.
    - Facilitate commercialization of FIU-initiated research.
    - Link research to local economic development and problem-solving.

3. Engage with the community in collaborative problem solving.
    - Tie instructional and creative initiatives to local needs and community priorities.
    - Collaborate with major educational, environmental, arts, health, and community organizations.

- Partner in the creation of a public-private high-tech corridor focused on biomedical advances and sustainability.
- Facilitate life-long learning and professional development opportunities.

4. Revitalize and expand FIU's infrastructure and financial base
   - Build and improve the physical and technological infrastructure.
     Improve efficiency, accountability, and compliance and take advantage of shared services.
   - Launch a four-front funding offensive: private, state, federal, and local.
   - Energize, grow, and focus the alumni network around fund-raising and student placement.
   - Expand need-based financial aid to ensure affordability, access, and graduation.
   - Recruit and retain outstanding staff.
   - Enhance student spirit and alumni affinity through cultural programming and athletics.

## 9. **Applying the plan to collaborative content areas**

In pursuit of our mission and goals, Florida International University will leverage our strengths in four collaborative content areas. Each of these areas has a relation to our mission, has the potential for significant and sustained growth, and involves engagement at the local and global levels.

### *THE ARTS*

The Arts are essential to Florida International University's life of the mind. They inform the way we think, create, discern, solve problems, and adapt to a rapidly changing world. The creative and academic activities of FIU's faculty, curatorial staff, and students in our colleges, schools, and museums support our quest for excellence and are an important strategic asset.

FIU's location in the vibrant, cosmopolitan South Florida region creates opportunities for the FIU community to explore and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. Concerts, exhibitions, performances, and public lectures enrich the cultural life of FIU's students, faculty, staff, and the South Florida community. FIU's two museums, the Frost Art Museum and The Wolfsonian-FIU, and our outstanding academic programs in music, art, and theater offer unique academic and professional experiences.

To leverage FIU's strength in the arts, in the next five years FIU will make strategic investments in the following initiatives:

1. Maximize local, national, and international opportunities to showcase FIU through the arts.
2. Develop and strengthen partnerships with local theaters and musical organizations, national venues, and international organizations for the performing arts.
3. Develop partnerships to strengthen the role of the arts in the Miami-Dade public schools.
4. Encourage research in the arts and creative work produced across the disciplines.
5. Create new degree programs to attract new students and ensure competitiveness of graduates in arts fields.
6. Provide financial resources for the arts through the Capital Campaign and continuing Annual Campaigns funding.
7. Strengthen the synergy of the arts and allied disciplines across the university by establishing a humanities center.

***ENVIRONMENT***

Florida International University has a history of excellence in research, education, and engagement in environmental fields. FIU's location in Miami, one of the largest cities in the country, positions us to take a leadership position in urban environmental research. Miami's location between the ocean and the Everglades provides opportunities for further development of our research strengths in wetlands, estuarine, and coastal ecology. Our location at the gateway to Latin America has led to our prominence in new world tropical ecological research.

Our faculty and staff expertise is a strategic asset that enhances our reputation and generates substantial research funding. Development of our strength in environmental studies will ensure that our students are trained for jobs in the new green economy, and will establish FIU as a leader in explaining the dynamics of environmental systems and in developing solutions to environmental challenges locally, nationally, and around the world.

Environmental knowledge is intrinsically interdisciplinary. It relies on basic and applied sciences and engineering to explain the dynamics of environmental processes; technology, planning, and management disciplines to develop and implement effective and efficient improvement strategies; and the humanities to clarify values and attitudes toward the environment. FIU is committed to providing the intellectual leadership needed to create a sustainable future for the South Florida region, and to make significant contributions in the environmental arena globally.

To leverage FIU's strength in environmental fields, in the next five years FIU will make strategic investments in the following initiatives:

1. Consolidate and expand environmental research and teaching and infrastructure at our Biscayne Bay Campus Site 2 to serve as a focus for the School of Environment, Arts and Society and for interdisciplinary environmental research.
2. Enhance interactions with management agencies, K-12 institutions, and the public.
3. Modify the First Year Experience course to ensure that undergraduate students have a basic understanding of local and global environmental issues.
4. Create new undergraduate degree programs to ensure competitiveness of graduates in environmental fields.
5. Develop new interdisciplinary graduate degrees in environmental science, policy, and management to enhance interdisciplinary graduate training and research in environmental fields.
6. Enhance FIU's environmental stewardship and develop plans to adapt to the impacts of climate change on our campuses and throughout our local and global communities.

***GLOBALIZATION***

Florida International University's founding mission to foster international understanding takes on new meaning in the twenty-first century age of globalization, as networks of communication and trade foster unprecedented integration of economies, societies, and cultures. FIU's 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 regional and national economies; and Florida's desire to be a global leader in economic development in the twenty-first century. Our commitment to fostering an interdisciplinary, global perspective is a strategic asset that will ensure that our students will be prepared for jobs in the global economy.

FIU's focus on global awareness prompted the choice of Global Learning for Global Citizenship as the topic of our 2010 quality enhancement plan (QEP), which was prepared as a condition of reaffirmation of accreditation by the Southern Association of Colleges and Schools. Beginning in fall 2011, global learning courses will be a graduation requirement for every FIU undergraduate.

To leverage FIU's strength in interdisciplinary global study and research, in the next five years FIU will make strategic investments in the following initiatives:

1. Enhance and create interdisciplinary and regional areas studies programs with a global focus.
2. Support and strengthen the QEP, Global Learning for Global Citizenship.
3. Enroll more international students.

4. Encourage interdisciplinary research on global issues such as disaster mitigation, security, and governance.
5. Hire faculty with a global focus.
6. Expand collaborative research with universities around the globe.
7. Seek global partnerships to expand the financial base.

***HEALTH***

As Miami's only public research university, Florida International University is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.

FIU's strength in health fields is a strategic asset that provides invaluable service to the South Florida region, and makes us a national and international model in integrated health care education. Health research is a fertile area for federally funded research and clinical trials which will bolster FIU's financial standing and increase our national visibility.

To leverage FIU's strength in health care instruction and research, FIU will make strategic investments in the following initiatives:

1. Develop an Academic Health Center to encourage interdisciplinary approaches to teaching and research.
2. Invest in faculty hires in health fields in which FIU has existing strengths such as HIV/AIDS; child-adolescent and family behavioral health; and substance use, abuse, and dependence.
3. Modify undergraduate, graduate, and professional curricula to enhance interdisciplinary teaching, research, and engagement opportunities for students, creating a new approach to health-related education.
4. Create new degree programs to attract new students and ensure competitiveness of graduates in health fields.
5. Enhance both the amount and visibility of health-related research.
6. Increase involvement of students, faculty and staff in community engagement focused on health needs.
7. Strengthen partnerships with local and global community and governmental agencies, public entities, hospitals, and health care and social service agencies/providers.
8. Develop training opportunities in health for local and international professionals.

## 10. Applying the plan to FIU's infrastructure

Florida International University's infrastructure includes physical facilities; a technological infrastructure; and a diverse set of programs, services, and activities that support teaching and learning, student life, and interactions between the university and the South Florida community.

As of 2010, FIU operates and maintains 120 permanent buildings encompassing over 7 million gross square feet on five sites in Miami-Dade County. Projects to be completed within the next five years will add 0.4 million gross square feet. The growth of our physical infrastructure is guided by the BOT-approved FIU master plan, which is updated every five years through a process that includes input from the diverse constituents of the university. Most of FIU's facility expansions are approved and funded by the state's Public Education Capital Outlay program. The university also solicits private donations and is allowed to issue bonds to finance the construction of new buildings.

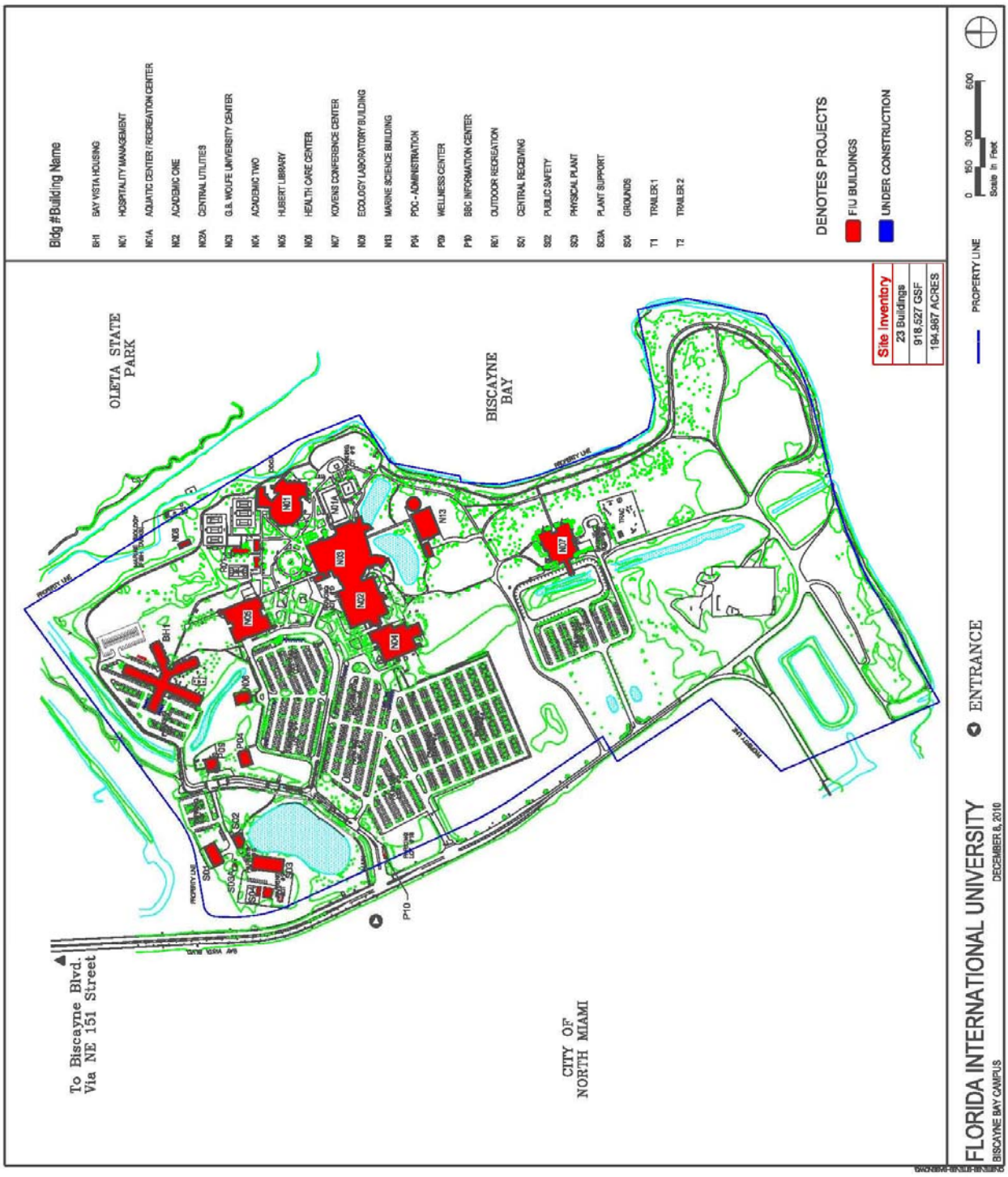
FIU's infrastructure promotes campus life by supporting student housing facilities, dining facilities, retail outlets, two student health and wellness centers, a learning center, two student unions, two recreation centers, outdoor recreation facilities, athletic facilities (including an indoor arena and a football stadium), an aquatics center (BBC), and parking garages with over 4,800 spaces.

Despite limited financial resources, FIU's infrastructure must grow to provide services for FIU's changing and growing student population, especially in regard to residential life, public safety, disability resources, and international student services, health care, counseling, and childcare. To accomplish this, we must streamline internal processes to increase efficiency, and remove obstacles that impede operations—especially in areas that directly impact faculty research productivity and creative activity and student learning.

To ensure that the quality of learning and the student experience are maintained as FIU grows, over the next five years we will revitalize, revamp, and strategically expand our physical and technological infrastructure and enhance our student-support services by making strategic investments in the following initiatives:

1. Expand housing and student-service facilities to accommodate enrollment growth and foster student success.
2. Design and develop an adaptable classroom infrastructure aligned with teaching methods.
3. Design and develop flexible spaces for students to congregate, study, practice, exhibit, and perform.
4. Increase library space.
5. Increase flexible research space through redesign and new construction.
6. Develop a central communication strategy to deliver key messages and announce events to the campus community and beyond.
7. Promote a user-driven service approach for all administrative processes.
8. Integrate technology into every facet of FIU's operational structure.
9. Establish a comprehensive approach to risk mitigation.
10. Develop parking, transportation, and sustainable access solutions.
11. Encourage pedestrian traffic by building protected walkways, installing benches, and improving signage.
12. Adopt flexible and sustainable design criteria to minimize capital improvements and maintenance.
13. Support campus expansion efforts through the exploration of land acquisition opportunities.

SW 8TH ST - GOLDEN PANTHER TRAIL
SW 107TH AVENUE - FIU AVENUE
SW 117TH AVENUE
FLORIDA TURNPIKE
NATURAL PRESERVE
Site Inventory
85 Buildings
5,698,220 GSF
344.239 ACRES
DENOTES PROJECTS
FIU BUILDINGS
UNDER CONSTRUCTION
ON-SITE LEASED BLDG'S
ENTRANCE
PROPERTY LINE
Scale in Feet
0 250 500 1000
FLORIDA INTERNATIONAL UNIVERSITY
MODESTO A. MAIDIQUE CAMPUS
APRIL 18, 2011
Bldg # Building Name
1 Charles E. Perry Primera Casa
2 Deuxieme Maison
3 R. Graham Univ. Ctr.
4 Viera House
5 Steve & Dorothea Green Lib.
6 Owa Ehan
7 U.S. Century Bank Arena
8 Engineering & Computer Science
9 Chemistry & Physics
10 College Of Health
11 Ryder Business Building
12 University Health Svc Complex
13 Labor Center
14 Sandford & Dolores Ziff Edu.
15 Baseball Stadium
16 Herbert & Nicole Wertheim Ctr.
17 Childrens Creative Learning Center
19 Panther Athletic & Academic Center
20 Student Recreation & Fitness Center
21 Academic Health Center 1
22 Campus Support Complex Shops
23 Campus Support Complex Admin.
24 Paul Cejas Architecture
25 Management & Advanced Research
26 Carlos Finlay Elementary School
27 Rafael Diaz-Balart Hall
28 Ronald W. Regan Presidential House
29 The Patricia & Phillip Frost Museum
30 College Of Business Complex
31 Central Utilities Expansion
32 Fiu Community Stadium
33 Recreation Center
34 Public Safety
36 School of International and Public Affairs
39 Academic Health Center 3
40 Women's Softball/Tennis Complex
41 Hurricane Center
47 Art Studio
04A Central Utilities
06A Wertheim Conservatory
14A Up Information Center
19A University Park Towers
19B Everglades Hall
19CN Lakeview Housing - North
19CS Lakeview Housing - South
21A Academic Health Center 2
C01 Tower
C05 Duplicating Center
E01 East 1
GHI Greek Housing I
GHII Greek Housing II
M05 Tam Trailer 5
PG1 Parking Garage 1 Gold
PG2 Parking Garage 2 Blue
PG3 Panther Parking Garage
PG4 Red Parking Garage
PG5 Parking Garage 5
R1 Retail One
THA A Housing Office/Rec
THB B Tam Housing
THC C Tam Housing
THD D Tam Housing
THE E Tam Housing
THF F Tam Housing
THG G Tam Housing
THH H Tam Housing
THJ J Tam Housing
THK K Tam Housing
THL L Tam Housing
W01 West 1
W01A West 1 A
W01B West 1 B
W01C Ceramics
W02 West 2
W03 West 3
W05 West 5
W06 West 6
W06A Dugout 3
W06B Dugout 4
W06C Press Box Dugout
W07 West 7
W09 West 9
W10 West 10
W10A West 10 A
W10B Administrative Systems I
W10C Administrative Systems II
W10T West 10 Trailer


FLORIDA INTERNATIONAL UNIVERSITY
BISCAYNE BAY CAMPUS
DECEMBER 8, 2010
ENTRANCE
PROPERTY LINE
0 150 300 600
Scale In Feet
DENOTES PROJECTS
FIU BUILDINGS
UNDER CONSTRUCTION
Site Inventory
23 Buildings
918,527 GSF
194.987 ACRES
Bldg # Building Name
BH1 BAY VISTA HOUSING
NC1 HOSPITALITY MANAGEMENT
NC1A AQUATIC CENTER / RECREATION CENTER
NC2 ACADEMIC ONE
NC2A CENTRAL UTILITIES
NC3 G.L. WOLFE UNIVERSITY CENTER
NC4 ACADEMIC TWO
NC5 HUBERT LIBRARY
NC6 HEALTH CARE CENTER
NC7 KOVENS CONFERENCE CENTER
NC8 ECOLOGY LABORATORY BUILDING
N13 MARINE SCIENCE BUILDING
P04 PDC - ADMINISTRATION
P09 WELLNESS CENTER
P10 BBC INFORMATION CENTER
RC1 OUTDOOR RECREATION
SC1 CENTRAL RECEIVING
SC2 PUBLIC SAFETY
SC3 PHYSICAL PLANT
SC3A PLANT SUPPORT
SC4 GROUNDS
T1 TRAILER 1
T2 TRAILER 2
OLETA STATE PARK
BISCAYNE BAY
CITY OF NORTH MIAMI
To Biscayne Blvd.
Via NE 151 Street
PROPERTY LINE
BAY VISTA BLVD
NE 151 ST

Site Inventory
6 Buildings
520,776 GSF
36 ACRES
PROPERTY LINE
101
102
103A
104
105
101 - EC ENGINEERING CENTER BUILDING
102 - OU OPERATIONS/UTILITY
103 - IB I INFORMATION BOOTH
103A - IB II INFORMATION BOOTH
104 - SDH SOLAR DECATHLON HOUSE
105 - WWRF WALL OF WIND RESEARCH FACILITY
DENOTES PROJECTS UNDER CONSTRUCTION
PROPERTY LINE
0 75 150 300
Scale In Feet
FLORIDA INTERNATIONAL UNIVERSITY
ENGINEERING CENTER
SEPTEMBER 20, 2010
c:\DRAWINGS\SITE\EC\EC BASE-N

**Table 3**
**INSTITUTIONAL (CAMPUS) SITES**

| SITE | NAME | ADDRESS | CITY | ZIPCODE | COUNTY | AREA | ACQUISITION | OWNERSHIP | TOTAL # BLDG | TOTAL GSF |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | MAIDIQUE CAMPUS | 11200 SW 8TH STREET | MIAMI | 33199 | MIAMI-DADE | 342.2 | 1968 | State Owned | 93 | 6,350,512 |
| 2 | BISCAYNE BAY | 3000 NE 151ST STREET | NORTH MIAMI | 33181 | MIAMI-DADE | 195 | 1973 | State Owned | 26 | 923,061 |
| 3 | ENGINEERING CTR | 10555 WEST FLAGLER STREET | MIAMI | 33175 | MIAMI-DADE | 36 | 1997 | State Owned | 6 | 520,774 |
| 4 | THE PINES CENTER | 17195 SHERIDAN ST | FORT LAUDERDALE | 33331 | BROWARD | 0 | 1998 | Leased | 1 | 0 |
| 5 | FL MEMORIAL COL | 15800 N.W. LEJEUNE | MIAMI | 33054 | MIAMI-DADE | 1 | 1999 | Title Vested in State | 1 | 43,371 |
| 6 | FIU WOLFSONIAN | 1001 WASHINGTON AVE | MIAMI BEACH | 33139 | MIAMI-DADE | 0.4 | 1998 | State Owned | 1 | 64,654 |
| 7 | FIU ANNEX | 1538 LENOX AVE | MIAMI BEACH | 33139 | MIAMI-DADE | 0.3 | 1998 | State Owned | 1 | 38,139 |
| 8 | MB WOMEN'S CLUB | 2401 PINETREE DRIVE | MIAMI BEACH | 33139 | MIAMI-DADE | 0.8 | 2009 | State Owned | 1 | 6,586 |

## 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 Tables 4a and 4b.

**Table 4a**
**ACADEMIC DEGREE PROGRAMS**

| CIP | Title | Bachelor's | Master's | Specialist | Research Doctorates | Professional Doctorates |
|---|---|---|---|---|---|---|
| '52.0301 | Accounting | B | M | | | |
| '13.1201 | Adult and Continuing Education and Teaching | | M | | R | |
| '05.0201 | African-American/Black Studies | | M | | | |
| '27.0301 | Applied Mathematics | | M | | | |
| '04.0201 | Architecture (BArch, BA/BS, MArch, MA/MS, PhD) | B | M | | | |
| '50.0703 | Art History, Criticism and Conservation | B | | | | |
| '13.1302 | Art Teacher Education | B | M | | | |
| '50.0701 | Art/Art Studies, General | B | | | | |
| '05.0103 | Asian Studies/Civilization | B | M | | | |
| '51.0913 | Athletic Training/Trainer | | M | | | |
| '51.0204 | Audiology/Audiologist Speech-Language Pathology/Pathologist | | M | | | |
| '26.0202 | Biochemistry | | | | R | |
| '26.0101 | Biology/Biological Sciences, General | B | M | | R | |
| '14.0501 | Biomedical/Medical Engineering | B | M | | R | |
| '52.0201 | Business Administration and Management, General | B | M | | R | |
| '40.0501 | Chemistry, General | B | M | | R | |
| '14.0801 | Civil Engineering, General | B | M | | R | |
| '11.0101 | Computer and Information Sciences, General | B | M | | R | |
| '14.0901 | Computer Engineering, General | B | M | | | |
| '15.1001 | Construction Engineering Technology/Technician | B | M | | | |
| '13.1101 | Counselor Education/School Counseling and Guidance Services | | M | | | |
| '23.1302 | Creative Writing | | M | | | |
| '43.0104 | Criminal Justice/Safety Studies | B | M | | | |
| '13.0301 | Curriculum and Instruction | | M | S | R | |
| '51.3101 | Dietetics/Dietitian (RD) | B | M | | R | |
| '50.0501 | Drama and Dramatics/Theatre Arts, General | B | | | | |
| '13.1210 | Early Childhood Education and Teaching | B | M | | | |
| '45.0601 | Economics, General | B | M | | R | |
| '13.0401 | Educational Leadership and Administration, General | | M | S | R | |

| CIP | Title | Bachelor's | Master's | Specialist | Research Doctorates | Professional Doctorates |
|---|---|---|---|---|---|---|
| '14.1001 | Electrical, Electronics and Communications Engineering | B | M | | R | |
| '13.1202 | Elementary Education and Teaching | B | | | | |
| '14.3502 | Engineering Management | | M | | | |
| '14.9999 | Engineering, Other | | M | | | |
| '23.0101 | English Language and Literature, General | B | M | | | |
| '03.0103 | Environmental Studies | B | M | | | |
| '14.1401 | Environmental/Environmental Health Engineering | B | M | | | |
| '52.0801 | Finance, General | B | M | | | |
| '50.0702 | Fine/Studio Arts, General | B | M | | | |
| '13.1306 | Foreign Language Teacher  Education | | M | | | |
| '43.0106 | Forensic Science and Technology | | M | | | |
| '16.0901 | French Language and Literature | B | | | | |
| '45.0701 | Geography | B | | | | |
| '40.0601 | Geology/Earth Science, General | B | M | | R | |
| '51.0701 | Health/Health Care Administration/Management | B | M | | | |
| '13.0406 | Higher Education/Higher Education Administration | | M | | R | |
| '54.0101 | History, General | B | M | | R | |
| '52.0901 | Hospitality Administration/Management, General | B | M | | | |
| '52.1001 | Human Resources Management/Personnel Administration | B | M | | | |
| '11.0103 | Information Technology | B | M | | | |
| '50.0408 | Interior Design | B | M | | | |
| '13.0701 | International and Comparative Education | | M | | | |
| '52.1101 | International Business/Trade/Commerce | B | M | | | |
| '52.1502 | International Real Estate | | M | | | |
| '45.0901 | International Relations and Affairs | B | M | | R | |
| '30.2001 | International/Global Studies | | M | | | |
| '16.0902 | Italian Language and Literature | B | | | | |
| '04.0601 | Landscape Architecture (BS, BSLA, BLA, MSLA, MLA, PhD) | B | M | | | |
| '05.0107 | Latin American Studies | | M | | | |
| '22.0101 | Law (LL | | | | | P |
| '24.0101 | Liberal Arts and Sciences/Liberal Studies | B | M | | | |
| '16.0102 | Linguistics | | M | | | |
| '52.1201 | Management Information Systems, General | B | M | | | |
| '26.1302 | Marine Biology and Biological Oceanography | B | | | | |
| '52.1401 | Marketing/Marketing Management, General | B | | | | |
| '09.0102 | Mass Communication/Media Studies | B | M | | | |
| '14.1801 | Materials Engineering | | M | | R | |
| '27.0101 | Mathematics, General | B | | | | |
| '14.1901 | Mechanical Engineering | B | M | | R | |

| CIP | Title | Bachelor's | Master's | Specialist | Research Doctorates | Professional Doctorates |
|---|---|---|---|---|---|---|
| '51.1201 | Medicine (MD) | | | | | P |
| '13.1312 | Music Teacher Education | | M | | | |
| '50.0901 | Music, General | B | M | | | |
| '51.3818 | Nursing Practice | | | | | P |
| '51.3808 | Nursing Science (MS, PhD) | | | | R | |
| '51.3801 | Nursing/Registered Nurse (RN, ASN, BSN, MSN) | B | M | | | |
| '51.2306 | Occupational Therapy/Therapist | | M | | | |
| '31.0301 | Parks, Recreation and Leisure Facilities Management | B | M | | | |
| '38.0101 | Philosophy | B | | | | |
| '13.1314 | Physical Education Teaching and Coaching | B | M | | | |
| '51.2308 | Physical Therapy/Therapist | | | | | P |
| '40.0801 | Physics, General | B | M | | R | |
| '45.1001 | Political Science and Government, General | B | M | | R | |
| '16.0904 | Portuguese Language and Literature | B | | | | |
| '42.0101 | Psychology, General | B | M | | R | |
| '44.0401 | Public Administration | B | M | | R | |
| '51.2201 | Public Health, General (MPH, DPH) | | M | | R | |
| '13.1315 | Reading Teacher Education | | M | | | |
| '52.1501 | Real Estate | B | M | | | |
| '38.0201 | Religion/Religious Studies | B | M | | | |
| '42.2805 | School Psychology | | | S | | |
| '44.0701 | Social Work | B | M | | R | |
| '45.1101 | Sociology | B | M | | R | |
| '16.0905 | Spanish Language and Literature | B | M | | R | |
| '13.1001 | Special Education and Teaching, General | B | M | | R | |
| '27.0501 | Statistics, General | B | M | | | |
| '52.1601 | Taxation | | M | | | |
| '13.0410 | Urban Education and Leadership | | M | | | |
| '05.0207 | Women's Studies | B | | | | |

**Table 4b CERTIFICATE PROGRAMS**

| CERTIFICATE PROGRAM | ACADEMIC | PROFESSIONAL | GRADUATE |
|---|---|---|---|
| Accounting | | | x |
| Actuarial Studies | x | | |
| Additions | | | x |
| African & African Diaspora Studies | x | | |
| African and African Diaspora Studies | | | x |
| Agroecology | x | | |
| American Studies | x | | |
| Ancient Mediterranean Civilization | x | | |
| Asian Globalization | | | x |
| Asian Globalization and Latin America | x | | |
| Asian Studies | x | | |
| Asian Studies | | | x |
| Athletic Training | | x | |
| Banking | x | | x |
| Business Intelligence | x | | |
| Child Welfare Services | | x | |
| Chinese Studies | x | | |
| Coastal and Marine Affairs | x | | |
| Community Development | | | x |
| Comparative Immunology | x | | |
| Conflict Resolution and Consensus Building | | | x |
| Construction Engineering and Management | | | x |
| Cuban and Cuban American Studies | x | | |
| Culturally Competent Nursing Education | | | x |
| Educational Leadership | | | x |
| Electric Power Engineering and Management | | | x |
| Entrepreneurship | x | | |
| Entrepreneurship | | | x |
| Environmental Health | | | x |
| Environmental Studies | x | | |
| Environmental Studies | | | x |
| Epidemiology | | | x |
| Ethnic Studies | x | | |
| Event and Meeting Planning | | x | |
| Exile Studies | x | | |

| CERTIFICATE PROGRAM | ACADEMIC | PROFESSIONAL | GRADUATE |
|---|---|---|---|
| Export-Import Management | x | | |
| Export-Import Marketing Management | | | x |
| Family-Focused Health Care Across Cultures | | x | |
| Film Studies | x | | |
| Financial Risk Management | | | x |
| Forensic Science | x | | |
| Foundations of Accounting and Auditing | | | x |
| Furniture Design | | | x |
| Geographic Information Systems | | | x |
| Gerontological Studies | x | | |
| Gerontology | | | x |
| Health Promotions | | | x |
| Heating, Ventilating and Air Conditioning Design | | x | |
| History and Theory of Architecture | x | | |
| History and Theory of Architecture | | | x |
| Homeland Security and Emergency Management | | | x |
| Hospitality Administration | | x | |
| Hospitality Management | | | x |
| Hospitality Studies | | x | |
| Hotel/Lodging Management | | x | |
| Human Resource Decision Making | | | x |
| Human Resource Management | | | x |
| Human Resources Policy and Management | | | x |
| Information Technology in Civil Engineering | | | x |
| Integrated Communications: Advertising and Public Relations | | | x |
| Integrated Marketing Communications: Latin American Certificate | | | x |
| Integrated Marketing Communications: Latin American Certification | | | x |
| International Bank Management | x | | x |
| International Business | | | x |
| International Real Estate | | | x |
| Investments | | | x |
| Japanese Studies | x | | |
| Judaic Studies | x | | |
| Labor Studies | x | | |
| Landscape Architecture | x | | |
| Landscape Architecture | | | x |

| CERTIFICATE PROGRAM | ACADEMIC | PROFESSIONAL | GRADUATE |
|---|---|---|---|
| Latin American and Caribbean Studies | x | | |
| Latin American and Caribbean Studies | | | x |
| Law, Ethics and Society | x | | |
| Legal Translation and Court Interpreting | | x | |
| Linguistics Studies | x | | |
| Management in Social Work | | | x |
| Management Information Systems | | | x |
| Mass Communication | | x | |
| Materials Engineering | | x | |
| Mechanical Engineering | | | x |
| Media Management | | x | |
| Middle East and Central Asian Studies | x | | |
| Museum Studies | | | x |
| National Security Studies | x | | x |
| Nurse Executive | | | x |
| Occupational -Based Injuries | | | x |
| Occupational Therapy Prerequisite | | x | |
| Physical Therapy | | x | |
| Portuguese Interpretation Studies | | x | |
| Portuguese Language and Brazilian Culture Studies | | x | |
| Portuguese Translation Studies | | x | |
| Post Master's Certificate in Nursing Education | | | x |
| Post-baccalaureate Undergraduate Premedical | x | | |
| Post-Master's Nurse Practitioner | | | x |
| Post-MSW Certificate in Clinical | | | x |
| Pre-Modern Cultures | x | | |
| Professional Language | | x | |
| Professional Leadership Studies | | x | |
| Project Management | x | | |
| Public Health Foundations | | | x |
| Public Management | | | x |
| Public Policy Studies | x | | |
| Recreation Management | | x | |
| Religious Studies | | | x |
| Restaurant/Foodservice Management | | x | |
| Retail Management | x | | |

| CERTIFICATE PROGRAM | ACADEMIC | PROFESSIONAL | GRADUATE |
|---|---|---|---|
| Retail Management | x | | |
| Retail Marketing and Management | x | | |
| Robotics Engineering | | x | |
| Sales and Customer Relationship Management | x | | |
| Sales and Customer Relationship Management | | | x |
| European Studies | x | | |
| Social Work Practice with the Elderly | | | x |
| South and Southeast Asia Area Studies | x | | |
| Spanish Language Journalism | | | x |
| Speech-Language Pathology | | x | |
| Student Media Advising | | | x |
| Study of Sephardic and Oriental Jewry | x | | |
| Study of Spirituality | x | | |
| Sustainable Communities | | | x |
| Sustainable Construction | | x | |
| Sustainable Construction | | x | |
| Taxation | | | x |
| TESOL (Teaching English to Speakers of Other Languages) | | | x |
| Tourism Marketing Communications | | x | |
| Tourism Marketing Communications | | x | |
| Translation Studies | | x | |
| Transnational and Regional Studies | | | x |
| Travel and Tourism Administration | | x | |
| Travel and Tourism Management | | x | |
| Urban Affairs | | x | |
| Water, Environment and Development Studies | | | x |
| Wine and Beverage Management | | x | |
| Women's Studies | x | | |
| Women's 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 5 identifies the BOG approved current five-year planned enrollments for the university. Table 6 provides the approved current five year enrollment by sites, at the time of the survey. COFTE by projected enrollment by level and discipline category within level of student for the survey out year 2015 is available through our Office of Planning Institutional Research. The 2010 University Work Plan/Proposal is attached for reference in Appendix D.

## Table 5
## BOG APPROVED CURRENT FIVE YEAR PLAN ENROLLMENT

**2010 University Work Plan (Enrollment Plan Proposal)**

| *For entire institution* | Funded | Estimated | Funded | Estimated | Estimated | Estimated | Estimated | 5-Year Projected Average Annual Growth Rate |
|---|---|---|---|---|---|---|---|---|
| **FTE** | **2009-10** | **2009-10** | **2010-11** | **2010-11** | **2011-12** | **2013-14** | **2015-16** | |
| **FL Resident Lower** | 7,860 | 7,860 | | 8,176 | 8,502 | 9,372 | 10,531 | 5% |
| **FL Resident Upper** | 11,682 | 11,682 | | 12,032 | 12,273 | 12,769 | 13,547 | 2% |
| **FL Resident Grad I** | 3,095 | 2,588 | | 2,717 | 2,853 | 3,176 | 3,602 | 6% |
| **FL Resident Grad II** | 311 | 818 | | 842 | 865 | 923 | 998 | 3% |
| **Total FL Resident** | 22,948 | 22,948 | | 23,767 | 24,493 | 26,240 | 28,678 | 4% |
| **Non-Res. Lower** | | 483 | | 503 | 522 | 575 | 646 | 5% |
| **Non-Res. Upper** | | 705 | | 726 | 741 | 771 | 818 | 2% |
| **Non-Res. Grad I** | | 665 | | 698 | 733 | 816 | 926 | 6% |
| **Non-Res. Grad II** | | 285 | | 300 | 317 | 359 | 414 | 7% |
| **Total Non-Res.** | | 2,138 | | 2,227 | 2,313 | 2,521 | 2,804 | 5% |
| **Total Lower** | | 8,343 | | 8,679 | 9,024 | 9,947 | 11,177 | 5% |
| **Total Upper** | | 12,387 | | 12,758 | 13,014 | 13,540 | 14,365 | 2% |
| **Total Grad I** | | 3,253 | | 3,415 | 3,586 | 3,992 | 4,528 | 6% |
| **Total Grad II** | | 1,103 | | 1,142 | 1,182 | 1,282 | 1,412 | 4% |
| **Total FTE** | | 25,086 | | 25,994 | 26,806 | 28,761 | 31,482 | 4% |

| 2010 University Work Plan (Enrollment Plan Proposal) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ***For entire institution*** | **Funded** | **Estimated** | **Funded** | **Estimated** | **Estimated** | **Estimated** | **Estimated** | **5-Year Projected Average Annual Growth Rate** |
| **FTE** | **2009-10** | **2009-10** | **2010-11** | **2010-11** | **2011-12** | **2013-14** | **2015-16** | |
| **FL Resident Medical Headcount (Medical, Dentistry, Vet.)** | 40 | 42 | 80 | 76 | 150 | 326 | 424 | 35.6% |
| **Non-Res. Medical Headcount (Medical, Dentistry, Vet.)** | | 0 | | 7 | 16 | 44 | 66 | 56.6% |
| **Total Medical Headcount (Medical, Dentistry, Vet.)** | 40 | 42 | 80 | 83 | 166 | 370 | 490 | 42.6% |

**Table 6**
**BOG APPROVED CURRENT FIVE YEAR PLAN ENROLLMENT BY SITE**

***For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE***

**SITE: MODESTO MAIDIQUE CAMPUS**

| | | Estimated | | Estimated | Estimated | Estimated | Estimated | 5-Year Projected Average Annual Growth Rate |
|---|---|---|---|---|---|---|---|---|
| **FTE** | | **2009-10** | | **2010-11** | **2011-12** | **2013-14** | **2015-16** | |
| **Lower** | | 6,374 | | 6,632 | 6,894 | 7,599 | 8,539 | 5% |
| **Upper** | | 8,502 | | 8,756 | 8,932 | 9,294 | 9,860 | 2% |
| **Grad I** | | 2,510 | | 2,634 | 2,766 | 3,080 | 3,494 | 6% |
| **Grad II** | | 1,025 | | 1,061 | 1,099 | 1,192 | 1,312 | 4% |
| **Total** | | 18,411 | | 19,083 | 19,691 | 21,165 | 23,205 | 4% |

**SITE: BISCAYNE BAY CAMPUS**

| | | Estimated | | Estimated | Estimated | Estimated | Estimated | 5-Year Projected Average Annual Growth Rate |
|---|---|---|---|---|---|---|---|---|
| **FTE** | | **2009-10** | | **2010-11** | **2011-12** | **2013-14** | **2015-16** | |
| **Lower** | | 976 | | 1,015 | 1,056 | 1,164 | 1,307 | 5% |
| **Upper** | | 1,893 | | 1,950 | 1,989 | 2,069 | 2,195 | 2% |
| **Grad I** | | 187 | | 196 | 206 | 229 | 260 | 6% |
| **Grad II** | | 11 | | 12 | 12 | 13 | 15 | 4% |
| **Total** | | 3,607 | | 3,173 | 3,263 | 3,475 | 3,777 | 4% |

| SITE: PINES CENTER | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| FTE | | Estimated 2009-10 | | Estimated 2010-11 | Estimated 2011-12 | Estimated 2013-14 | Estimated 2015-16 | 5-Year Projected Average Annual Growth Rate |
| Lower | | 51 | | 53 | 55 | 61 | 69 | 5% |
| Upper | | 304 | | 313 | 319 | 332 | 352 | 2% |
| Grad I | | 212 | | 223 | 234 | 260 | 295 | 6% |
| Grad II | | 57 | | 59 | 61 | 66 | 73 | 4% |
| Total | | 624 | | 648 | 669 | 719 | 789 | 4% |

| SITE: OTHER SITES (Online, Macy's Building, Government Center, Largo Medical Center, Miami Ad School, Tianjin (China), Santo Domingo (Dominican Republic), Kingston (Jamaica), Mexico City (Mexico), Panama City (Panama)). | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| FTE | | Estimated 2009-10 | | Estimated 2010-11 | Estimated 2011-12 | Estimated 2013-14 | Estimated 2015-16 | 5-Year Projected Average Annual Growth Rate |
| Lower | | 942 | | 979 | 1,019 | 1,123 | 1,262 | 5% |
| Upper | | 1,688 | | 1,739 | 1,774 | 1,845 | 1,958 | 2% |
| Grad I | | 344 | | 362 | 380 | 423 | 479 | 6% |
| Grad II | | 10 | | 10 | 10 | 11 | 12 | 4% |
| Total | | 2,984 | | 3,090 | 3,183 | 3,402 | 3,711 | 4% |

## 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:

| Instructional | Academic Support | Institutional Support |
|---|---|---|
| Classroom | Study | Student Academic Supports |
| Teaching Laboratory | Instructional Media | Office/Computer |
| Research Laboratory | Auditorium/Exhibition | Campus Support |
| | 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**

| MODESTO MAIDIQUE SITE | | | | | | | |
|---|---|---|---|---|---|---|---|
| **SITE #** | **BUILDING** | **NAME** | **CONDITION** | **STATUS** | **NASF** | **NON-ASF** | **GSF** |
| 1 | THA | A UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 1,908 | 90 | 2,500 |
| 1 | 21 | ACADEMIC HEALTH CENTER 1 | SATISFACTORY | PERMANENT | 54,263 | 33,238 | 117,682 |
| 1 | 21A | ACADEMIC HEALTH CENTER 2 | SATISFACTORY | PERMANENT | 65,018 | 31,829 | 119,899 |
| 1 | 39 | ACADEMIC HEALTH CENTER 3 | SATISFACTORY | PERMANENT | 59,581 | 47,352 | 114,929 |
| 1 | W10B | ADMINISTRATIVE SYSTEMS I | SATISFACTORY | TEMPORARY RELOCATABLE | 4,575 | 1,219 | 6,232 |
| 1 | W10C | ADMINISTRATIVE SYSTEMS II | SATISFACTORY | TEMPORARY RELOCATABLE | 3,777 | 1,251 | 5,467 |
| 1 | 47 | ART STUDIO | SATISFACTORY | PERMANENT | 2,146 | 1,651 | 3,834 |
| 1 | THB | B UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 10,052 | 46 | 10,855 |
| 1 | 15 | BASEBALL STADIUM | SATISFACTORY | PERMANENT | 22,815 | 6,731 | 34,125 |
| 1 | 10 | BUILDING TEN | SATISFACTORY | PERMANENT | 5,562 | 2,574 | 9,398 |
| 1 | THC | C UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,800 | 46 | 13,655 |
| 1 | 23 | CAMPUS SUPPORT COMPLEX ADMIN | SATISFACTORY | PERMANENT | 27,236 | 16,535 | 45,400 |
| 1 | 22 | CAMPUS SUPPORT COMPLEX SHOPS | SATISFACTORY | PERMANENT | 34,964 | 16,205 | 53,500 |
| 1 | 04A | CENTRAL UTILITIES ONE | SATISFACTORY | PERMANENT | 0 | 17,586 | 23,100 |
| 1 | 31 | CENTRAL UTILITIES TWO | SATISFACTORY | PERMANENT | 204 | 14,003 | 14,500 |
| 1 | W01C | CERAMICS | SATISFACTORY | PERMANENT | 3,306 | 399 | 4,532 |
| 1 | 1 | CHARLES E. PERRY PRIMERA CASA | SATISFACTORY | PERMANENT | 118,938 | 92,077 | 224,229 |
| 1 | 9 | CHEMISTRY & PHYSICS | SATISFACTORY | PERMANENT | 65,342 | 50,415 | 130,857 |
| 1 | 17 | CHILDREN'S CREATIVE LEARNING | SATISFACTORY | PERMANENT | 5,161 | 1,100 | 6,228 |
| 1 | 30 | COLLEGE OF BUSINESS COMPLEX | SATISFACTORY | PERMANENT | 50,293 | 38,281 | 80,765 |
| 1 | THD | D UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 13,135 | 46 | 14,218 |
| 1 | 2 | DEUXIEME MAISON | SATISFACTORY | PERMANENT | 62,950 | 65,392 | 140,807 |
| 1 | CW2 | DM/GL COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 1,925 | 1,925 |

| SITE # | BUILDING | NAME | CONDITION | STATUS | NASF | NON-ASF | GSF |
|---|---|---|---|---|---|---|---|
| 1 | W06A | DUGOUT 3 | SATISFACTORY | PERMANENT | 174 | 0 | 224 |
| 1 | W06B | DUGOUT 4 | SATISFACTORY | PERMANENT | 174 | 0 | 224 |
| 1 | C05 | DUPLICATING CENTER | SATISFACTORY | PERMANENT | 4,931 | 1,141 | 6,972 |
| 1 | THE | E UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 10,052 | 46 | 10,855 |
| 1 | E01 | EAST 1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 2,948 | 0 | 3,100 |
| 1 | 8 | ENGINEERING & COMPUTER SCIENCE | SATISFACTORY | PERMANENT | 63,035 | 40,749 | 112,754 |
| 1 | 3 | ERNEST R. GRAHAM UNIV. CTR. | SATISFACTORY | PERMANENT | 156,796 | 83,887 | 303,840 |
| 1 | 19B | EVERGLADES HALL | SATISFACTORY | PERMANENT | 95,247 | 30,615 | 147,475 |
| 1 | THF | F UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 13,095 | 46 | 14,132 |
| 1 | 32 | FIU COMMUNITY STADIUM | SATISFACTORY | PERMANENT | 51,527 | 34,662 | 92,305 |
| 1 | THG | G UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,109 | 1,194 | 13,650 |
| 1 | GZ1 | GAZEBO #1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 72 | 80 |
| 1 | GZ2 | GAZEBO #2 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 72 | 80 |
| 1 | GZ3 | GAZEBO #3 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 72 | 80 |
| 1 | GZ4 | GAZEBO #4 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 72 | 80 |
| 1 | GZ5 | GAZEBO #5 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 72 | 80 |
| 1 | GZ6 | GAZEBO #6 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 72 | 80 |
| 1 | CW4 | GL/GC COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 1,290 | 1,290 |
| 1 | THH | H UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 13,366 | 96 | 14,418 |
| 1 | 16 | HERBERT & NICOLE WERTHEIM CTR. | SATISFACTORY | PERMANENT | 39,849 | 27,915 | 74,052 |
| 1 | THJ | J UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 13,100 | 46 | 14,132 |
| 1 | THK | K UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 13,100 | 46 | 14,132 |
| 1 | THL | L UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 13,100 | 46 | 14,132 |

| SITE # | BUILDING | NAME | CONDITION | STATUS | NASF | NON-ASF | GSF |
|---|---|---|---|---|---|---|---|
| 1 | 13 | LABOR CENTER | SATISFACTORY | PERMANENT | 13,352 | 9,158 | 25,059 |
| 1 | 19CN | LAKEVIEW HOUSING - NORTH | SATISFACTORY | PERMANENT | 77,542 | 26,174 | 126,162 |
| 1 | 19CS | LAKEVIEW HOUSING - SOUTH | SATISFACTORY | PERMANENT | 92,782 | 29,458 | 126,162 |
| 1 | 14A | MMC INFORMATION CENTER | SATISFACTORY | PERMANENT | 552 | 0 | 600 |
| 1 | CW5 | OE/CP COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 350 | 350 |
| 1 | 6 | OWA EHAN | SATISFACTORY | PERMANENT | 58,319 | 42,101 | 117,306 |
| 1 | PG3 | PANTHER PARKING GARAGE | SATISFACTORY | PERMANENT | 444,210 | 12,035 | 470,441 |
| 1 | 19 | PANTHER RESIDENCE HALL | SATISFACTORY | PERMANENT | 69,485 | 25,066 | 111,266 |
| 1 | PG1 | PARKING GARAGE 1 GOLD | SATISFACTORY | PERMANENT | 315,753 | 18,162 | 360,220 |
| 1 | PG2 | PARKING GARAGE 2 BLUE | SATISFACTORY | PERMANENT | 324,169 | 17,332 | 360,220 |
| 1 | 29 | PATRICIA&PHILLIP FROST MUSEUM | SATISFACTORY | PERMANENT | 25,820 | 20,738 | 46,874 |
| 1 | 24 | PAUL CEJAS ARCHITECTURE | SATISFACTORY | PERMANENT | 60,822 | 35,589 | 124,870 |
| 1 | CW1 | PC/DM COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 2,860 | 2,860 |
| 1 | CW3 | PCA COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 1,635 | 1,635 |
| 1 | CW7 | PG1/PC COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 3,569 | 3,569 |
| 1 | PG5 | PG5 MARKET STATION | NOT SURVEYED | PERMANENT | 735,069 | 38,490 | 689,350 |
| 1 | W06C | PRESS BOX & DUGOUT | SATISFACTORY | PERMANENT | 122 | 0 | 152 |
| 1 | 27 | RAFAEL DIAZ-BALART HALL | 2 - SATISFACTORY | PERMANENT | 88,451 | 64,414 | 153,768 |
| 1 | 33 | RECREATION CENTER | SATISFACTORY | PERMANENT | 36,726 | 12,815 | 50,765 |
| 1 | M05 | RECREATION TRAILER 5 | SATISFACTORY | TEMPORARY RELOCATABLE | 1,312 | 0 | 1,350 |
| 1 | PG4 | RED PARKING GARAGE | SATISFACTORY | PERMANENT | 442,055 | 12,051 | 470,441 |
| 1 | 28 | RONALD W. REGAN PRES. HOUSE | SATISFACTORY | PERMANENT | 16,091 | 10,554 | 35,200 |
| 1 | 11 | RYDER BUSINESS BUILDING | SATISFACTORY | PERMANENT | 31,062 | 22,483 | 58,782 |
| 1 | 14 | SANDFORD & DOLORES ZIFF EDU. | SATISFACTORY | PERMANENT | 32,242 | 21,042 | 57,456 |
| 1 | 36 | SCHOOL INTER. & PUBLIC AFFAIRS | NOT SURVEYED | PERMANENT | 30,343 | 21,140 | 58,238 |
| 1 | 5 | STEVEN & DOROTHEA GREEN LIB. | SATISFACTORY | PERMANENT | 209,174 | 118,934 | 357,181 |

| SITE # | BUILDING | NAME | CONDITION | STATUS | NASF | NON-ASF | GSF |
|---|---|---|---|---|---|---|---|
| 1 | 20 | STUDENT ATHLETIC ACADEMIC CTR. | SATISFACTORY | PERMANENT | 7,710 | 1,976 | 10,818 |
| 1 | C01 | TOWER | SATISFACTORY | PERMANENT | 2,241 | 1,330 | 3,820 |
| 1 | 7 | U.S. CENTURY BANK ARENA | SATISFACTORY | PERMANENT | 68,838 | 45,597 | 121,158 |
| 1 | 12 | UNIVERSITY HEALTH SVC. COMPLEX | SATISFACTORY | PERMANENT | 14,778 | 8,034 | 27,167 |
| 1 | 19A | UNIVERSITY PARK TOWERS | SATISFACTORY | PERMANENT | 136,436 | 47,698 | 218,157 |
| 1 | 4 | VIERTES HAUS | SATISFACTORY | PERMANENT | 42,505 | 21,687 | 69,567 |
| 1 | 06A | WERTHEIM CONSERVATORY | SATISFACTORY | PERMANENT | 5,605 | 665 | 6,770 |
| 1 | W01 | WEST 1 | SATISFACTORY | PERMANENT | 10,129 | 1,397 | 12,100 |
| 1 | W01A | WEST 1 A | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 550 | 0 | 600 |
| 1 | W01B | WEST 1 B | SATISFACTORY | PERMANENT | 440 | 0 | 500 |
| 1 | W10 | WEST 10 | SATISFACTORY | PERMANENT | 6,039 | 179 | 6,808 |
| 1 | W10T | WEST 10 TRAILER | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 1,239 | 73 | 1,500 |
| 1 | W10A | WEST 10A | SATISFACTORY | PERMANENT | 4,202 | 228 | 5,900 |
| 1 | W02 | WEST 2 | SATISFACTORY | PERMANENT | 6,135 | 605 | 7,975 |
| 1 | W03 | WEST 3 | SATISFACTORY | PERMANENT | 5,421 | 475 | 6,555 |
| 1 | W05 | WEST 5 | SATISFACTORY | PERMANENT | 352 | 0 | 400 |
| 1 | W06 | WEST 6 | SATISFACTORY | PERMANENT | 5,284 | 944 | 6,825 |
| 1 | W07 | WEST 7 | SATISFACTORY | PERMANENT | 7,641 | 0 | 8,350 |
| 1 | W09 | WEST 9 | SATISFACTORY | PERMANENT | 4,255 | 645 | 5,311 |
| 1 | 40 | WOMEN'S SOFTBALL/TENNIS CX | SATISFACTORY | PERMANENT | 2,042 | 544 | 3,150 |
| **BISCAYNE BAY SITE** | | | | | | | |
| **SITE #** | **BUILDING** | **NAME** | **CONDITION** | **STATUS** | **NASF** | **NON-ASF** | **GSF** |
| 2 | N02 | ACADEMIC ONE | SATISFACTORY | PERMANENT | 63,173 | 56,199 | 145,911 |
| 2 | N04 | ACADEMIC TWO | SATISFACTORY | PERMANENT | 48,029 | 35,859 | 101,800 |
| 2 | N01A | AQUATIC RECREATION CENTER | SATISFACTORY | PERMANENT | 35,746 | 1,547 | 1,607 |
| 2 | BH1 | BAY VISTA HOUSING | SATISFACTORY | PERMANENT | 81,471 | 0 | 146,353 |

| SITE # | BUILDING | NAME | CONDITION | STATUS | NASF | NON-ASF | GSF |
|---|---|---|---|---|---|---|---|
| 2 | N02A | BBC CENTRAL UTILITIES | SATISFACTORY | PERMANENT | 693 | 12,546 | 16,733 |
| 2 | P10 | BBC INFORMATION CENTER | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 26 | 0 | 46 |
| 2 | P09 | BBC WELLNESS CENTER | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 1,402 | 1,187 | 3,774 |
| 2 | S01 | CENTRAL RECEIVING | SATISFACTORY | PERMANENT | 5,666 | 437 | 6,419 |
| 2 | N08 | ECOLOGY LABORATORY | SATISFACTORY | PERMANENT | 2,248 | 1,393 | 3,872 |
| 2 | N05 | GLENN HUBERT LIBRARY | SATISFACTORY | PERMANENT | 52,923 | 40,969 | 100,087 |
| 2 | N03 | GREGORY B. WOLFE UNIV. CTR | SATISFACTORY | PERMANENT | 63,598 | 57,592 | 145,012 |
| 2 | S04 | GROUNDS | SATISFACTORY | PERMANENT | 2,981 | 0 | 3,250 |
| 2 | N06 | HEALTH CARE CENTER | SATISFACTORY | PERMANENT | 2,310 | 1,432 | 4,203 |
| 2 | CW3N | HL/WUC COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 1,725 | 1,725 |
| 2 | CW1N | HM/HL COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 3,860 | 3,860 |
| 2 | N01 | HOSPITALITY MANAGEMENT | SATISFACTORY | PERMANENT | 45,021 | 32,700 | 96,863 |
| 2 | N13 | MARINE SCIENCES | SATISFACTORY | PERMANENT | 35,539 | 22,559 | 57,475 |
| 2 | R01 | OUTDOOR RECREATION | SATISFACTORY | PERMANENT | 1,222 | 202 | 1,803 |
| 2 | S03 | PHYSICAL PLANT | SATISFACTORY | PERMANENT | 8,801 | 3,593 | 15,407 |
| 2 | S03A | PLANT SUPPORT | SATISFACTORY | PERMANENT | 269 | 0 | 320 |
| 2 | S02 | PUBLIC SAFETY | SATISFACTORY | PERMANENT | 1,858 | 405 | 2,560 |
| 2 | N07 | ROZ&CAL KOVENS CONFERENCE CTR. | SATISFACTORY | PERMANENT | 25,747 | 28,688 | 57,604 |
| 2 | CW2N | WUC/HL COVERED WALKWAY | SATISFACTORY | COVERED WALKWAY | 0 | 3,550 | 3,550 |
| | | | | | | | |
| **ENGINEERING CENTER SITE** | | | | | | | |
| **SITE #** | **BUILDING** | **NAME** | **CONDITION** | **STATUS** | **NASF** | **NON-ASF** | **GSF** |
| 3 | 101 | ENGINEERING CENTER | SATISFACTORY | PERMANENT | 165,397 | 105,529 | 479,212 |
| 3 | 103 | INFORMATION BOOTH 1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 46 | 28 | 73 |
| 3 | 103A | INFORMATION BOOTH 2 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 44 | 0 | 73 |

| SITE # | BUILDING | NAME | CONDITION | STATUS | NASF | NON-ASF | GSF |
|---|---|---|---|---|---|---|---|
| 3 | 102 | OPERATIONS/UTILITY | SATISFACTORY | PERMANENT | 17,652 | 12,555 | 32,582 |
| 3 | 104 | SOLAR DECATHLON HOUSE | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 487 | 169 | 785 |
| 3 | 105 | WALL OF WIND RESEARCH FACILITY | SATISFACTORY | PERMANENT - PERMAN | 7,919 | 0 | 8,049 |
| | | | | | | | |
| **FIU WOLFSONIAN SITE** | | | | | | | |
| **SITE #** | **BUILDING** | **NAME** | **CONDITION** | **STATUS** | **NASF** | **NON-ASF** | **GSF** |
| 6 | MB01 | WOLFSONIAN MUSEUM | SATISFACTORY | PERMANENT | 31,800 | 15,244 | 64,654 |
| | | | | | | | |
| **FIU ANNEX SITE** | | | | | | | |
| **SITE #** | **BUILDING** | **NAME** | **CONDITION** | **STATUS** | **NASF** | **NON-ASF** | **GSF** |
| 7 | MB02 | WOLFSONIAN ANNEX | SATISFACTORY | PERMANENT | 25,640 | 6,708 | 38,139 |
| | | | | | | | |
| **MB WOMEN'S CLUB SITE** | | | | | | | |
| **SITE #** | **BUILDING** | **NAME** | **CONDITION** | **STATUS** | **NASF** | **NON-ASF** | **GSF** |
| 8 | MB03 | MIAMI BEACH WOMENS'S CLUB | REMODELING | PERMANENT | 4,640 | 2,481 | 6,586 |

‘

## Table 8
## ELIGIBLE ASSIGNABLE SQUARE FOOTAGE OF SATISFACTORY SPACE BY CATEGORY BY BUILIDNG

**SITE 1: MODESTO MAIDIQUE CAMPUS**

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| THA | A UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | ACADEMIC HEALTH CENTER 1 | 0 | 0 | 0 | 30,627 | 18,707 | 0 | 0 | 0 | 0 | 0 |
| 21A | ACADEMIC HEALTH CENTER 2 | 2,098 | 29,630 | 3,217 | 1,909 | 27,792 | 0 | 0 | 0 | 0 | 0 |
| 39 | ACADEMIC HEALTH CENTER 3 | 8,659 | 18,460 | 0 | 8,666 | 20,159 | 0 | 237 | 2,797 | 0 | 0 |
| W10B | ADMINISTRATIVE SYSTEMS I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W10C | ADMINISTRATIVE SYSTEMS II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 47 | ART STUDIO | 0 | 2,008 | 0 | 0 | 138 | 0 | 0 | 0 | 0 | 0 |
| THB | B UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 | BASEBALL STADIUM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | BUILDING TEN | 0 | 0 | 0 | 0 | 5,562 | 0 | 0 | 0 | 0 | 0 |
| THC | C UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 23 | CAMPUS SUPPORT COMPLEX ADMIN | 0 | 0 | 0 | 0 | 27,442 | 0 | 0 | 0 | 0 | 0 |
| 22 | CAMPUS SUPPORT COMPLEX SHOPS | 0 | 1,322 | 0 | 0 | 15,924 | 0 | 0 | 0 | 0 | 17,718 |
| 04A | CENTRAL UTILITIES ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 31 | CENTRAL UTILITIES TWO | 0 | 0 | 0 | 0 | 204 | 0 | 0 | 0 | 0 | 0 |
| W01C | CERAMICS | 0 | 3,051 | 0 | 255 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | CHARLES E. PERRY PRIMERA CASA | 14,232 | 14,200 | 807 | 8,022 | 81,226 | 0 | 0 | 0 | 0 | 198 |
| 9 | CHEMISTRY & PHYSICS | 9,226 | 20,722 | 0 | 24,734 | 10,303 | 0 | 193 | 0 | 0 | 118 |
| 17 | CHILDREN'S CREATIVE LEARNING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 30 | COLLEGE OF BUSINESS COMPLEX | 12,063 | 3,764 | 3,384 | 0 | 20,470 | 0 | 534 | 561 | 0 | 734 |
| THD | D UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | DEUXIEME MAISON | 6,409 | 6,048 | 0 | 7,215 | 42,321 | 0 | 97 | 0 | 0 | 783 |
| CW2 | DM/GL COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06A | DUGOUT 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06B | DUGOUT 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| C05 | DUPLICATING CENTER | 0 | 0 | 0 | 0 | 4,227 | 0 | 0 | 0 | 0 | 704 |
| THE | E UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| E01 | EAST 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | ENGINEERING & COMPUTER SCIENCE | 4,495 | 7,853 | 0 | 29,255 | 21,313 | 0 | 0 | 0 | 0 | 81 |
| 3 | ERNEST R. GRAHAM UNIV. CTR. | 13,397 | 0 | 0 | 0 | 814 | 0 | 287 | 0 | 0 | 615 |
| 19B | EVERGLADES HALL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THF | F UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 32 | FIU COMMUNITY STADIUM | 0 | 16,999 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THG | G UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| GZ1 | GAZEBO #1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ2 | GAZEBO #2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ3 | GAZEBO #3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ4 | GAZEBO #4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ5 | GAZEBO #5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ6 | GAZEBO #6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CW4 | GL/GC COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THH | H UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | HERBERT & NICOLE WERTHEIM CTR. | 0 | 7,257 | 533 | 0 | 5,108 | 26,951 | 0 | 0 | 0 | 0 |
| THJ | J UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THK | K UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THL | L UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | LABOR CENTER | 0 | 1,844 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19CN | LAKEVIEW HOUSING - NORTH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19CS | LAKEVIEW HOUSING - SOUTH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 14A | MMC INFORMATION CENTER | 0 | 0 | 0 | 0 | 552 | 0 | 0 | 0 | 0 | 0 |
| CW5 | OE/CP COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | OWA EHAN | 3,929 | 10,875 | 0 | 30,133 | 12,934 | 0 | 0 | 0 | 0 | 243 |
| PG3 | PANTHER PARKING GARAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | PANTHER RESIDENCE HALL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG1 | PARKING GARAGE 1 GOLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG2 | PARKING GARAGE 2 BLUE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 29 | PATRICIA&PHILLIP FROST MUSEUM | 0 | 0 | 0 | 0 | 6,008 | 17,592 | 0 | 0 | 0 | 0 |
| 24 | PAUL CEJAS ARCHITECTURE | 7,069 | 29,738 | 0 | 0 | 16,423 | 2,224 | 174 | 0 | 0 | 2,071 |
| CW1 | PC/DM COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CW3 | PCA COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CW7 | PG1/PC COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG5 | PG5 MARKET STATION | 8,089 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06C | PRESS BOX & DUGOUT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 27 | RAFAEL DIAZ-BALART HALL | 14,816 | 11,328 | 37,334 | 0 | 21,489 | 0 | 468 | 0 | 0 | 0 |
| 33 | RECREATION CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M05 | RECREATION TRAILER 5 | 0 | 0 | 0 | 0 | 109 | 0 | 0 | 0 | 0 | 0 |
| PG4 | RED PARKING GARAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 28 | RONALD W. REGAN PRES. HOUSE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | RYDER BUSINESS BUILDING | 5,667 | 2,648 | 0 | 1,124 | 20,249 | 0 | 357 | 0 | 0 | 885 |
| 14 | SANDFORD & DOLORES ZIFF EDU. | 3,923 | 7,479 | 0 | 356 | 20,150 | 0 | 334 | 0 | 0 | 0 |
| 5 | STEVEN & DOROTHEA GREEN LIB. | 13,229 | 18,793 | 126,601 | 3,136 | 38,454 | 1,252 | 5,838 | 0 | 0 | 0 |
| 20 | STUDENT ATHLETIC ACADEMIC CTR. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| C01 | TOWER | 0 | 0 | 0 | 0 | 2,048 | 0 | 0 | 0 | 0 | 0 |

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | U.S. CENTURY BANK ARENA | 2,475 | 2,851 | 0 | 0 | 9,095 | 0 | 0 | 0 | 48,690 | 101 |
| 12 | UNIVERSITY HEALTH SVC. COMPLEX | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19A | UNIVERSITY PARK TOWERS | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | VIERTES HAUS | 2,197 | 6,470 | 0 | 16,135 | 12,860 | 4,843 | 0 | 0 | 0 | 0 |
| 06A | WERTHEIM CONSERVATORY | 0 | 0 | 0 | 4,201 | 0 | 0 | 0 | 0 | 0 | 52 |
| W01 | WEST 1 | 0 | 7,966 | 0 | 1,285 | 99 | 0 | 779 | 0 | 0 | 0 |
| W01A | WEST 1 A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 550 |
| W01B | WEST 1 B | 0 | 440 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W10 | WEST 10 | 0 | 5,939 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 |
| W10T | WEST 10 TRAILER | 0 | 0 | 0 | 0 | 1,141 | 0 | 0 | 0 | 0 | 96 |
| W10A | WEST 10A | 0 | 0 | 0 | 0 | 596 | 0 | 0 | 0 | 0 | 4,675 |
| W02 | WEST 2 | 0 | 0 | 0 | 0 | 1,915 | 0 | 0 | 0 | 0 | 4,986 |
| W03 | WEST 3 | 0 | 0 | 0 | 0 | 1,298 | 0 | 0 | 0 | 0 | 4,266 |
| W05 | WEST 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 352 |
| W06 | WEST 6 | 0 | 941 | 0 | 0 | 234 | 2,080 | 0 | 0 | 0 | 0 |
| W07 | WEST 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7,641 |
| W09 | WEST 9 | 0 | 3,611 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40 | WOMEN'S SOFTBALL/TENNIS CX | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**SITE 2: BISCAYNE BAY CAMPUS**

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N02 | ACADEMIC ONE | 15,160 | 5,203 | 1,883 | 2,474 | 35,631 | 0 | 803 | 0 | 0 | 901 |
| N04 | ACADEMIC TWO | 4,149 | 27,162 | 0 | 1,593 | 13,569 | 0 | 426 | 0 | 0 | 867 |
| N01A | AQUATIC RECREATION CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BH1 | BAY VISTA HOUSING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N02A | BBC CENTRAL UTILITIES | 0 | 0 | 0 | 0 | 427 | 0 | 0 | 0 | 0 | 266 |
| P10 | BBC INFORMATION CENTER | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 0 | 0 | 0 |
| P09 | BBC WELLNESS CENTER | 0 | 0 | 0 | 0 | 1,386 | 0 | 0 | 0 | 0 | 0 |
| S01 | CENTRAL RECEIVING | 0 | 0 | 0 | 0 | 529 | 0 | 0 | 0 | 0 | 5,137 |
| N08 | ECOLOGY LABORATORY | 0 | 0 | 0 | 2,120 | 129 | 0 | 0 | 0 | 0 | 0 |
| N05 | GLENN HUBERT LIBRARY | 6,750 | 2,558 | 30,824 | 0 | 11,380 | 0 | 727 | 0 | 0 | 156 |
| N03 | GREGORY B. WOLFE UNIV. CTR | 0 | 0 | 0 | 0 | 2,694 | 0 | 0 | 0 | 0 | 0 |
| S04 | GROUNDS | 0 | 0 | 0 | 0 | 305 | 0 | 0 | 0 | 0 | 2,723 |
| N06 | HEALTH CARE CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CW3N | HL/WUC COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CW1N | HM/HL COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N01 | HOSPITALITY MANAGEMENT | 7,775 | 23,907 | 1,113 | 0 | 12,226 | 0 | 0 | 0 | 0 | 0 |
| N13 | MARINE SCIENCES | 4,690 | 5,216 | 990 | 19,368 | 3,927 | 0 | 0 | 0 | 0 | 1,145 |
| R01 | OUTDOOR RECREATION | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S03 | PHYSICAL PLANT | 0 | 0 | 0 | 0 | 2,324 | 0 | 0 | 0 | 0 | 6,613 |
| S03A | PLANT SUPPORT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 269 |
| S02 | PUBLIC SAFETY | 0 | 0 | 0 | 0 | 1,301 | 0 | 0 | 0 | 0 | 508 |
| N07 | ROZ&CAL KOVENS CONFERENCE CTR. | 0 | 0 | 0 | 0 | 4,758 | 0 | 0 | 0 | 0 | 0 |
| T1 | TRAILER 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| T2 | TRAILER 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CW2N | WUC/HL COVERED WALKWAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**SITE 3: ENGINEERING CENTER**

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 101 | ENGINEERING CENTER | 12,022 | 19,819 | 987 | 57,459 | 63,161 | 0 | 0 | 0 | 0 | 3,309 |
| 103 | INFORMATION BOOTH 1 | 0 | 0 | 0 | 0 | 46 | 0 | 0 | 0 | 0 | 0 |
| 103A | INFORMATION BOOTH 2 | 0 | 0 | 0 | 0 | 44 | 0 | 0 | 0 | 0 | 0 |
| 102 | OPERATIONS/UTILITY | 0 | 958 | 0 | 13,056 | 3,410 | 0 | 0 | 0 | 0 | 0 |
| 104 | SOLAR DECATHLON HOUSE | 0 | 0 | 0 | 0 | 75 | 0 | 0 | 0 | 0 | 0 |
| 105 | WALL OF WIND RESEARCH FACILITY | 0 | 0 | 0 | 7,919 | 0 | 0 | 0 | 0 | 0 | 0 |

**SITE 6: FIU WOLFSONIAN**

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| MB01 | WOLFSONIAN MUSEUM | 0 | 1,376 | 0 | 0 | 8,825 | 14,382 | 0 | 0 | 0 | 3,199 |

**SITE 7: FIU ANNEX**

| BUILDING NUMBER | BLDG NAME | CLASSROOM | TEACHING LABORATORY | STUDY | RESEARCH LABORATORY | OFFICE | AUD EXHIB | INSTRUCTIONAL MEDIA | STUDENT ACADEMIC SUPPORT | GYM | CAMPUS SUPPORT SERVICE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| MB02 | WOLFSONIAN ANNEX | 0 | 0 | 0 | 0 | 152 | 25,488 | 0 | 0 | 0 | 0 |

## 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 9a identifies the space factors used for the Modesto Maidique Campus (Site 1) and the Biscayne Bay Campus (Site 2). Tables 10 through 12 reports the results of applying the space needs formula to the Modesto Maidique Campus (Site 1) and the Biscayne Bay Campus (Site 2), and then compare the needs to the existing satisfactory and eligible facilities inventory.

**Table 9a**

**SUS SPACE FACTORS 2010 (10/18/10)**

| Univ. | | Classroom | Teach Lab | Study | Res. Lab | Office | Aud/ Exhib | Inst. Media | Stud. Acad. Support | Gym | Campus Support |
|---|---|---|---|---|---|---|---|---|---|---|---|
| UF | Old | 11.48 | 15.74 | 26.40 | 49.27 | 60.25 | 3.00 | 0.77 | 0.60 | 3.72 | 8.56 |
| | New | 11.30 | 15.46 | 26.40 | 52.64 | 54.04 | 3.00 | 0.73 | 0.60 | 4.01 | 7.36 |
| | | | | | | | | | | | |
| FSU | Old | 11.62 | 16.25 | 21.07 | 20.20 | 48.15 | 3.00 | 0.91 | 0.60 | 4.81 | 6.33 |
| | New | 11.60 | 15.40 | 21.07 | 29.99 | 36.77 | 3.00 | 0.79 | 0.60 | 4.26 | 5.45 |
| | | | | | | | | | | | |
| FAMU | Old | 11.97 | 15.16 | 18.37 | 10.69 | 55.85 | 3.48 | 1.61 | 0.60 | 7.87 | 6.28 |
| | New | 11.62 | 14.36 | 18.37 | 25.70 | 36.60 | 3.01 | 1.46 | 0.60 | 7.22 | 5.37 |
| | | | | | | | | | | | |
| USF | Old | 11.81 | 20.08 | 17.37 | 33.83 | 64.67 | 3.00 | 0.99 | 0.60 | 4.96 | 7.87 |
| | New | 11.66 | 14.02 | 17.37 | 31.99 | 39.63 | 3.00 | 0.79 | 0.60 | 4.26 | 5.59 |
| | | | | | | | | | | | |
| FAU | Old | 12.14 | 13.93 | 21.39 | 10.30 | 62.98 | 3.39 | 1.59 | 0.60 | 7.75 | 6.70 |
| | New | 11.78 | 16.35 | 21.39 | 22.65 | 29.67 | 3.00 | 1.04 | 0.60 | 5.37 | 4.85 |
| | | | | | | | | | | | |
| UWF | Old | 12.02 | 12.35 | 23.86 | 4.39 | 44.88 | 6.11 | 2.46 | 0.60 | 12.22 | 5.94 |
| | New | 11.78 | 12.68 | 23.86 | 14.45 | 29.91 | 4.21 | 1.85 | 0.60 | 8.89 | 4.54 |
| | | | | | | | | | | | |
| UCF | Old | 11.87 | 13.46 | 15.95 | 13.87 | 38.64 | 3.00 | 1.04 | 0.60 | 5.36 | 5.19 |
| | New | 11.70 | 14.41 | 15.95 | 22.59 | 24.15 | 3.00 | 0.77 | 0.60 | 4.17 | 4.42 |
| | | | | | | | | | | | |
| FIU | Old | 12.08 | 13.77 | 17.54 | 9.88 | 36.88 | 3.00 | 1.13 | 0.60 | 5.77 | 5.03 |
| | New | 11.91 | 14.98 | 17.54 | 20.18 | 26.70 | 3.00 | 0.83 | 0.60 | 4.42 | 4.48 |
| | | | | | | | | | | | |
| UNF | Old | 11.89 | 12.85 | 19.47 | 2.82 | 40.70 | 3.97 | 1.77 | 0.60 | 8.56 | 5.13 |
| | New | 11.97 | 13.77 | 19.47 | 14.25 | 26.38 | 3.00 | 1.29 | 0.60 | 6.45 | 4.22 |
| | | | | | | | | | | | |
| FGCU | Old | 11.89 | 12.85 | 19.47 | 2.82 | 40.70 | 5.93 | 1.77 | 0.60 | 11.86 | 5.39 |
| | New | 12.02 | 9.79 | 19.47 | 29.94 | 28.14 | 4.98 | 2.09 | 0.60 | 9.97 | 5.20 |
| | | | | | | | | | | | |
| NEW C | Old | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | New | 10.49 | 0.00 | 9.40 | 10.17 | 63.14 | 39.75 | 15.90 | 0.60 | 79.49 | 11.16 |

**Table 9b**

**SPACE STANDARDS USED IN FIXED CAPITAL OUTLAY**
**TEN SPACE CATEGORY NEEDS GENERATION FORMULA**

**Site 1: Modesto Maidique Campus**

| Space Type by Category | Space Standard | Resulting NASF/FTE |
|---|---|---|
| Classroom | | 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 | |
| Teaching Laboratory | | 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 | |
| Research Laboratory | | 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 | |
| Study | | 17.54 |
| Study Area | | |
| 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 | |
| Stack Area | 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 | |
| Service Area | 5 percent of total ASF for study and stack areas | |
| Instructional Media | 10,000 ASF plus 0.50 ASF per FTE over 4,000 | 1.13 |
| Auditorium/Exhibition | 3.00 ASF per FTE, with 25,000 ASF minimum | 3.00 |
| Teaching Gymnasium | 50,000 ASF minimum, plus 3.00 ASF per FTE for all FTE over 5,000 | 5.77 |
| Student Academic Support | 0.60 ASF per FTE | 0.60 |
| Office/Computer | 145.00 ASF per FTE position | 36.88 |
| Faculty/Staff Lounge Space | 3.00 ASF per FTE position | |
| Campus Support Services | 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 9c**

**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 |
|---|---|---|
| Classroom | | 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 | |
| Teaching Laboratory | | 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 | |
| Research Laboratory | | 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 | |
| Study | | 16.51 |
| Study Area | | |
| 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 | |
| Stack Area | 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 | |
| Service Area | 5 percent of total ASF for study and stack areas | |
| Instructional Media | 0.50 ASF per FTE | 0.50 |
| Auditorium/Exhibition | 3.00 ASF per FTE | 3.00 |
| Teaching Gymnasium | No generation for branch campuses | 0.00 |
| Student Academic Support | 0.60 ASF per FTE | 0.60 |
| Office/Computer | 145.00 ASF per FTE position | 29.08 |
| Faculty/Staff Lounge Space | 3.00 ASF per FTE position | |
| Campus Support Services | 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 |
|---|---|
| **Site 1: Modesto Maidique Campus*** | |
| Instructional | |
| Classroom | 329,697 |
| Teaching Laboratory | 415,021 |
| Research Laboratory | 559,087 |
| Academic Support | |
| Study | 485,946 |
| Instructional Media | 22,995 |
| Auditorium/Exhibition | 83,115 |
| Teaching Gymnasium | 122,456 |
| Institutional Support | |
| Student Academic Support | 16,623 |
| Office/Computer | 739,724 |
| Campus Support Services | 124,118 |
| Site Total | 2,899,052 |

* includes Site 3 - EC

| | |
|---|---|
| **Site 2: Biscayne Bay Campus** | |
| Instructional | |
| Classroom | 44,984 |
| Teaching Laboratory | 56,579 |
| Research Laboratory | 76,220 |
| Academic Support | |
| Study | 66,249 |
| Instructional Media | 3,135 |
| Auditorium/Exhibition | 11,331 |
| Teaching Gymnasium | 16,694 |
| Institutional Support | |
| Student Academic Support | 2,266 |
| Office/Computer | 100,846 |
| Campus Support Services | 16,921 |
| Site Total | 395,225 |

**Table 11**
***COMPARISON OF EXISTING SATISFACTORY SPACE WITH FORMULA GENERATED SQUARE FOOTAGE NEEDS BY CATEGORY***

| Space Category | Generated Need | Existing Space * | Unmet Need |
|---|---|---|---|
| ***SITE 1: MODESTO MAIDIQUE CAMPUS*** | | | |
| *Instructional* | | | |
| *Classroom* | *329,697* | *152,963* | *138,504* |
| *Teaching Laboratory* | *415,021* | *266,802* | *115,164* |
| *Research Laboratory* | *559,087* | *245,487* | *298,840* |
| *Academic Support* | | | |
| *Study* | *485,946* | *173,076* | *284,940* |
| *Instructional Media* | *22,995* | *9,298* | *10,471* |
| *Auditorium/Exhibition* | *83,115* | *94,812* | *(11,697)* |
| *Teaching Gymnasium* | *122,456* | *48,690* | *73,766* |
| *Institutional Support* | | | |
| *Student Academic Support* | *16,623* | *3,358* | *9,465* |
| *Office/Computer* | *739,724* | *565,480* | *106,471* |
| *Campus Support Services* | *124,118* | *53,377* | *70,741* |
| ***Total: Main Campus*** | ***2,899,052*** | ***1,613,343*** | ***1,096,665*** |
| ***SITE 2: BISCAYNE BAY CAMPUS*** | | | |
| *Instructional* | | | |
| *Classroom* | *44,984* | *38,524* | *6,460* |
| *Teaching Laboratory* | *56,579* | *64,046* | *(7,467)* |
| *Research Laboratory* | *76,220* | *25,555* | *50,665* |
| *Academic Support* | | | |
| *Study* | *66,249* | *34,810* | *31,439* |
| *Instructional Media* | *3,135* | *1,956* | *1,179* |
| *Auditorium/Exhibition* | *11,331* | *0* | *11,331* |
| *Teaching Gymnasium* | *16,694* | *0* | *16,694* |
| *Institutional Support* | | | |
| *Student Academic Support* | *2,266* | *0* | *2,266* |
| *Office/Computer* | *100,846* | *90,612* | *10,234* |
| *Campus Support Services* | *16,694* | *18,585* | *(1,664)* |
| ***Total: Biscayne Bay Campus*** | ***395,225*** | ***274,088*** | ***121,137*** |

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

# Table 12
# ANALYSIS OF SPACE NEEDS CATEGORY

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B - MMC - 6/30/2010

**FLORIDA INTERNATIONAL UNIVERSITY**
MODESTO MAIDIQUE 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Space Needs by Space Type 2015-16*** | 329,967 | 415,021 | 485,946 | 559,087 | 739,724 | 83,115 | 22,995 | 16,623 | 122,456 | 124,118 | 2,899,052 |
| **Less:** | | | | | | | | | | | |
| 1) **Current Inventory as of December 2010** | | | | | | | | | | | |
| A) Satisfactory Space | 144,063 | 264,390 | 172,863 | 245,487 | 543,177 | 94,812 | 9,298 | 3,358 | 48,690 | 53,377 | **1,579,515** |
| B) Unsatisfactory Space to be Remodeled | 0 | 0 | 0 | 0 | 686 | 0 | 0 | 0 | 0 | 0 | 686 |
| C) Unsatisfactory Space to be Demolished/Terminated | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| D) Total Under Construction | 8,900 | 2,412 | 213 | 0 | 21,617 | 0 | 0 | 0 | 0 | 0 | 33,142 |
| Police Station | 0 | 0 | 0 | 0 | 6,635 | 0 | 0 | 0 | 0 | 0 | 6,635 |
| School Inter. & Public Affairs | 8,900 | 2,412 | 213 | 0 | 14,982 | 0 | 0 | 0 | 0 | 0 | 26,507 |
| Total Current Inventory | 152,963 | 266,802 | 173,076 | 245,487 | 565,480 | 94,812 | 9,298 | 3,358 | 48,690 | 53,377 | 1,613,343 |
| 2) **Projects Funded for Construction thru 2010** | | | | | | | | | | | |
| Science/Classroom Complex | 25,000 | 30,000 | 12,750 | 0 | 12,000 | 0 | 1,000 | 1,000 | 0 | 0 | 81,750 |
| Student Academic Support | 6,000 | 0 | 10,000 | 0 | 32,400 | 0 | 0 | 1,600 | 0 | 0 | 50,000 |
| International Hurricane Center | 0 | 1,000 | 0 | 3,000 | 12,000 | 0 | 1,000 | 0 | 0 | 0 | 17,000 |
| Graduate Classroom Building\STEMPEL | 7,500 | 0 | 5,000 | 10,500 | 10,000 | 0 | 750 | 1,200 | 0 | 0 | 34,950 |
| Stocker AstroScience Center | 0 | 2,055 | 180 | 1,260 | 873 | 0 | 476 | 0 | 0 | 0 | 4,844 |
| Satellite Chiller Plant | 0 | 0 | 0 | 0 | 500 | 0 | 0 | 0 | 0 | 0 | 500 |
| Total Funded Construction | 38,500 | 33,055 | 27,930 | 14,760 | 67,773 | 0 | 3,226 | 3,800 | 0 | 0 | 189,044 |
| **Plus: Planned Demolition** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Net Space Needs** | **138,504** | **115,164** | **284,940** | **298,840** | **106,471** | **(11,697)** | **10,471** | **9,465** | **73,766** | **70,741** | **1,096,665** |
| Percent of: Current Inventory and Funded Projects Minus Demolition / Space Needs | 58% | 72% | 41% | 47% | 86% | 114% | 54% | 43% | 40% | 43% | 62% |

NOTES: Funded projects consisting of space that is not eligible for fixed capital outlay budgeting are not shown.
* 2015-16 Space Needs based on 2010-11 NASF/FTE factors and projected FTE of 27705 and based on new space factors adopted by the BOG on December 8, 2010

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B - BBC

**FLORIDA INTERNATIONAL UNIVERSITY**
BISCAYNE BAY 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Space Needs by Space Type 2015-16*** | 44,984 | 56,579 | 66,249 | 76,220 | 100,846 | 11,331 | 3,135 | 2,266 | 16,694 | 16,921 | 395,225 |
| **Less:** | | | | | | | | | | | |
| 1) **Current Inventory as of December 2010** | | | | | | | | | | | |
| A) Satisfactory Space | 38,524 | 64,046 | 34,810 | 25,555 | 90,612 | 0 | 1,956 | 0 | 0 | 18,585 | **274,088** |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Current Inventory | 38,524 | 64,046 | 34,810 | 25,555 | 90,612 | 0 | 1,956 | 0 | 0 | 18,585 | 274,088 |
| 2) **Projects Funded for Construction thru 2010** | | | | | | | | | | | |
| None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Funded Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Plus: Planned Demolition** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Net Space Needs** | **6,460** | **(7,467)** | **31,439** | **50,665** | **10,234** | **11,331** | **1,179** | **2,266** | **16,694** | **(1,664)** | **121,137** |
| Percent of: Current Inventory and Funded Projects Minus Demolition / Space Needs | 86% | 113% | 53% | 34% | 90% | 0% | 62% | 0% | 0% | 110% | 69% |

NOTES: Funded projects consisting of space that is not eligible for fixed capital outlay budgeting are not shown.
* 2015-16 Space Needs based on 2010-11 NASF/FTE factors and projected FTE of 3,777

## 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 (Modesto Maidique, Site 1) and Biscayne Bay Campus Site 2 are included within Table 13, Analysis of Facilities Inventory Impact of Survey Recommended Projects.

**Site Improvements Recommendations:**

1.1 Land Acquisition (Project 2 in Form B)– This recommendation allows the university to continue purchasing properties surrounding the Main Campus as identified in the Campus Master Plan.

1.2 Utilities Infrastructure Improvements to include 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. The project consists of improvements, extensions, modifications, and additions to the major utility systems.

1.3 Landscaping and Site Improvements – This is a general recommendation to continue landscaping, road and site improvements consistent with the adopted Campus Master Plan.

**Remodeling & Renovation Recommendation:**

2.1 **Academic Data Center** (Project 8 in Form B): Remodeling/Renovation of the current Data Center is outdated and at capacity. This project will improve current deficiencies and implement new technologies.

**New Construction Recommendations:**

3.1 **Satellite Chiller Plant** (Project 3 in Form B): Redundancy for the Satellite Chiller Plant with back-up generator, isolation valving and expanded capacity.

3.2 **Humanities Center** (Project 4 in Form B): 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 code 250, 255, 570, 575, Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 15,500 NASF ; total 43,500 NASF.

3.3 **Library Addition** (Project 5 in Form B): construct an addition on top of the existing Library building which was designed and constructed to support additional floors, to include Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455; total 88,000 NASF.

3.4 **Graduate School of Business Phase II** (Project 6 in Form B): construct facility to include Classroom facilities and service areas, room use codes 110, 115 - 25,700 NASF; Teaching Lab facilities and service areas, room use codes 210, 215 - 10,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 - 800 NASF; Research facilities and service areas, room use code 250, 255 - 850 NASF; Office facilities and service areas, use codes 310, 315, 350, 355,710, 715 - 20,000 NASF; Instructional Media facilities and service areas, room use codes 530, 535 - 1,300 NASF; Student Academic Support facilities and service areas, room use codes 690, 695 - 6,200 NASF; total 64,850 NASF.

3.5 **Science Laboratory Complex** (Project 7 in Form B): 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, 220, 225 – 21,700 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 455 – 17,000 NASF; Research facilities and service areas, room use code 250, 255, 570, 575, 580, 585 – 28,000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 20,000 NASF; Instructional Media facilities and services areas, use codes 530, 535 – 2,000 NASF; Student Academic Support and services area, room use codes 690, 695 – 1,000 NASF; total 106,000 NASF.

3.6 **Engineering Building Two** (Project 9 in Form B): 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.

3.7 **Training Center** (Project 10 in Form B): 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.

3.8 **Honors College** (Project 11 in Form B): - 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.

3.9 **Social Science Phase II** (Project 12 in Form B): - construct new facility to include Classroom facilities and service areas, room use codes 110, 115 – 9,000 NASF; Study facilities and service areas, room use codes 410, 412, 415, 420, 430, 440, 455 – 3,2000 NASF; Office facilities and service areas, use codes 310, 315, 350, 355, 710, 715 – 16,878 NASF; Instructional Media facilities and services areas, use codes 530, 535 – 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.

**Special Purpose Center Recommendations:**

4.1 N/A

**Projects Based on Exception Procedure** [i]**:**

5.1 **Classroom & Office Building (BBC)** [ii] (Project 1 in Form B for 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; Instructional Media facilities and services areas, use codes 530, 535 – 800 NASF; total 39,600 NASF.

**Demolition Recommendations:**

6.1 N/A

**Standard University-wide Recommendations:**

SR1. All recommendations for new facilities to 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 to support the educational plant (as expanded or modified by the recommended projects) are recommended.

SR6. All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

**Notes:**
University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
The Survey Team requires that projects recommended for approval must be included in the Master Plan.
The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

1. Re-verify classification /utilization
2. Delete project or space utilization category
3. Reduce space utilization category
4. Trade with other space category within the project
5. Shift project priorities
6. Provide sufficient data to support any overage (See endnotes)

Note: Supplemental surveys can be conducted later, should project scope change in the future.

i Applies to the Biscayne Bay Campus, Site 2 (BBC)
ii Survey Team is recommending this project utilizing the exception procedure. This will allow the University to meet projected increases in student enrollment and expanded program offerings for the Biscayne Bay Campus Site 2 (BBC), as a branch.

## Table 13
## ANAYSIS OF FACILTIES INVENTORY IMPACT OF SURVEY RECOMMENDED PROJECTS

| FLORIDA INTERNATIONAL UNIVERSITY 2010-11 CIP<br>MODESTO MAIDIQUE CAMPUS | Class-room | Teaching Lab | Study | Research Lab | Office | Aud/ Exhibition | Instruct. Media | Student Academic Support | Gym | Campus Support Services | Total NASF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Space Needs by Space Type 2015-16** | 329,967 | 415,021 | 485,946 | 559,087 | 739,724 | 83,115 | 22,995 | 16,623 | 122,456 | 124,118 | 2,899,052 |
| **Net Space Needs from Form B** | 138,504 | 115,164 | 284,940 | 298,840 | 106,471 | (11,697) | 10,471 | 9,465 | 73,766 | 70,741 | 1,096,665 |
| **Percent of Space Needs** | **58%** | **72%** | **41%** | **47%** | **86%** | **114%** | **54%** | **43%** | **40%** | **43%** | **62%** |
| 3) Projects Funded for Planning thru 2010-2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total Net Space Needs | 138,504 | 115,164 | 284,940 | 298,840 | 106,471 | (11,697) | 10,471 | 9,465 | 73,766 | 70,741 | 1,096,665 |
| Sub Total Percent | 58% | 72% | 41% | 47% | 86% | 114% | 54% | 43% | 40% | 43% | 62% |
| 4) 2010-11 CIP Projects | | | | | | | | | | | |
| Proj 1) FACILITIES INFRASTRUCTURE - ALL CAMPUSES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total Net Space Needs | 138,504 | 115,164 | 284,940 | 298,840 | 106,471 | (11,697) | 10,471 | 9,465 | 73,766 | 70,741 | 1,096,665 |
| Sub Total Percent | 58% | 72% | 41% | 47% | 86% | 114% | 54% | 43% | 40% | 43% | 62% |
| Proj 2) STRATEGIC LAND ACQUISITION | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total Net Space Needs | 138,504 | 115,164 | 284,940 | 298,840 | 106,471 | (11,697) | 10,471 | 9,465 | 73,766 | 70,741 | 1,096,665 |
| Sub Total Percent | 58% | 72% | 41% | 47% | 86% | 114% | 54% | 43% | 40% | 43% | 62% |
| Proj 3) SATELLITE CHILLER PLANT EXPANSION - MMC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total Net Space Needs | 138,504 | 115,164 | 284,940 | 298,840 | 106,471 | (11,697) | 10,471 | 9,465 | 73,766 | 70,741 | 1,096,665 |
| Sub Total Percent | 58% | 72% | 41% | 47% | 86% | 114% | 54% | 43% | 40% | 43% | 62% |
| Proj 4) HUMANITIES CENTER - MMC | 4000 | 15,000 | 4,000 | 5,000 | 15,500 | 0 | 0 | 0 | 0 | 0 | 43,500 |
| Sub Total Net Space Needs | 134,504 | 100,164 | 280,940 | 293,840 | 90,971 | (11,697) | 10,471 | 9,465 | 73,766 | 70,741 | 1,053,165 |
| Sub Total Percent | 59% | 76% | 42% | 47% | 88% | 114% | 54% | 43% | 40% | 43% | 64% |
| Proj 5) LIBRARY ADDITION - MMC | 0 | 0 | 88,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 88,000 |
| Sub Total Net Space Needs | 134,504 | 100,164 | 192,940 | 293,840 | 90,971 | (11,697) | 10,471 | 9,465 | 73,766 | 70,741 | 965,165 |
| Sub Total Percent | 59% | 76% | 60% | 47% | 88% | 114% | 54% | 43% | 40% | 43% | 67% |
| Proj 6) GRADUATE SCHOOL OF BUSINESS PHASE II - MMC | 25,700 | 10,000 | 800 | 850 | 20,000 | 0 | 1,300 | 6,200 | 0 | 0 | 64,850 |
| Sub Total Net Space Needs | 108,804 | 90,164 | 192,140 | 292,990 | 70,971 | (11,697) | 9,171 | 3,265 | 73,766 | 70,741 | 900,315 |
| Sub Total Percent | 67% | 78% | 60% | 48% | 90% | 114% | 60% | 80% | 40% | 43% | 69% |
| Proj 7) SCIENCE LABORATORY COMPLEX - MMC | 16,300 | 21,700 | 17,000 | 28,000 | 20,000 | 0 | 2,000 | 1,000 | 0 | 0 | 106,000 |
| Sub Total Net Space Needs | 92,504 | 68,464 | 175,140 | 264,990 | 50,971 | (11,697) | 7,171 | 2,265 | 73,766 | 70,741 | 794,315 |
| Sub Total Percent | 72% | 84% | 64% | 53% | 93% | 114% | 69% | 86% | 40% | 43% | 73% |
| Proj 8) REMODEL./RENOV. OF ACADEMIC DATA CENTER - MMC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total Net Space Needs | 92,504 | 68,464 | 175,140 | 264,990 | 50,971 | (11,697) | 7,171 | 2,265 | 73,766 | 70,741 | 794,315 |
| Sub Total Percent | 72% | 84% | 64% | 53% | 93% | 114% | 69% | 86% | 40% | 43% | 73% |
| Proj 9) ENGINEERING BUILDING TWO- MMC | 6,500 | 7,000 | 7,000 | 0 | 5,000 | 0 | 0 | 2,000 | 0 | 0 | 27,500 |
| Sub Total Net Space Needs | 86,004 | 61,464 | 168,140 | 264,990 | 45,971 | (11,697) | 7,171 | 265 | 73,766 | 70,741 | 766,815 |
| Sub Total Percent | 74% | 85% | 65% | 53% | 94% | 114% | 69% | 98% | 40% | 43% | 74% |
| Proj 10 TRAINING CENTER - MMC | 0 | 0 | 0 | 0 | 14,420 | 0 | 0 | 0 | 0 | 10,000 | 24,420 |
| Sub Total Net Space Needs | 86,004 | 61,464 | 168,140 | 264,990 | 31,551 | (11,697) | 7,171 | 265 | 73,766 | 60,741 | 742,395 |
| Sub Total Percent | 74% | 85% | 65% | 53% | 96% | 114% | 69% | 98% | 40% | 51% | 74% |
| Pro 11 HONORS COLLEGE - MMC | 10,500 | 0 | 3,000 | 3,000 | 9,500 | 0 | 0 | 0 | 0 | 0 | 26,000 |
| Sub Total Net Space Needs | 75,504 | 61,464 | 165,140 | 261,990 | 22,051 | (11,697) | 7,171 | 265 | 73,766 | 60,741 | 716,395 |
| Sub Total Percent | 77% | 85% | 66% | 53% | 97% | 114% | 69% | 98% | 40% | 51% | 73% |
| Pro 12 SOCIAL SCIENCE PHASE II - MMC | 9,000 | 0 | 3,200 | 0 | 16,878 | 0 | 1,000 | 0 | 0 | 5,000 | 35,078 |
| Sub Total Net Space Needs | 66,504 | 61,464 | 161,940 | 261,990 | 5,173 | (11,697) | 6,171 | 265 | 73,766 | 55,741 | 681,317 |
| Sub Total Percent | 80% | 85% | 67% | 53% | 99% | 114% | 73% | 98% | 40% | 55% | 75% |

| FLORIDA INTERNATIONAL UNIVERSITY 2010-11 CIP<br>BISCAYNE BAY CAMPUS | Class-room | Teaching Lab | Study | Research Lab | Office | Aud/ Exhibition | Instruct. Media | Student Academic Support | Gym | Campus Support Services | Total NASF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Space Needs by Space Type 2015-16** | 44,984 | 56,579 | 66,249 | 76,220 | 100,846 | 11,331 | 3,135 | 2,266 | 16,694 | 16,921 | 395,225 |
| **Net Space Needs from Form B** | 6,460 | (7,467) | 31,439 | 50,665 | 10,234 | 11,331 | 1,179 | 2,266 | 16,694 | (1,664) | 121,137 |
| **Percent of Space Needs** | **86%** | **113%** | **53%** | **34%** | **90%** | **0%** | **62%** | **0%** | **0%** | **110%** | **69%** |
| 3) Projects Funded for Planning thru 2010-2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total Net Space Needs | 6,460 | (7,467) | 31,439 | 50,665 | 10,234 | 11,331 | 1,179 | 2,266 | 16,694 | (1,664) | 121,137 |
| Sub Total Percent | 86% | 113% | 53% | 34% | 90% | 0% | 62% | 0% | 0% | 110% | 69% |
| 4) 2010-11 CIP Projects | | | | | | | | | | | |
| Proj 1) CLASSROOMS/OFFICE - BBC | 8,000 | 0 | 6,000 | 8,000 | 16,800 | 0 | 800 | 0 | 0 | 0 | 39,600 |
| Sub Total Net Space Needs | (1,540) | (7,467) | 25,439 | 42,665 | (6,566) | 11,331 | 379 | 2,266 | 16,694 | (1,664) | 81,537 |
| Sub Total Percent | 103% | 113% | 62% | 44% | 107% | 0% | 88% | 0% | 0% | 110% | 79% |

## 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 1013.64(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, and maintenance, repair, and site improvements for existing satisfactory facilities. The Board of Governors 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 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 Governors, 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 Governors for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program, established pursuant to Section 1013.79, 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 1013.74, 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. Source for Table 14: Finance and Facilities Management, Fixed Capital Outlay Appropriations/Allocations.

1 Phases include Site Acquisition (S), Planning (P), Construction (C), and Equipment (E).
2 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.

**Table 14**
**FIXED CAPITAL OUTLAY ALLOCATIONS OF STATE APPROPRIATIONS**
**FOR FISCAL YEARS 2005-2006 THROUGH 2010-2011**

| Project | Project Name | Phase | Source | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|---|---|---|---|---|---|
| 866 | MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING & SITE IMPROVEMENT | P,C | PECO | $2,061,419 | | | | | |
| 833 | MOLECULAR BIOLOGY | P,C | PECO | $8,418,634 | | | | | |
| 835 | SOCIAL SCIENCE - ( INTERNATIONAL STUDIES ) | P,C | PECO | $13,466,710 | | | | | |
| 867 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C,E | PECO | $5,000,000 | | | | | |
| 831 | HOSPITALITY MANAGEMENT | C,E | GR / SM | $200,000 | | | | | |
| 832 | COLLEGE OF LAW | C,E | GR / SM | $164,725 | | | | | |
| 839 | ART MUSEUM | C,E | GR / SM | $1,062,056 | | | | | |
| 856 | GRADUATE SCHOOL OF BUSINESS | C,E | GR / SM | $1,890,500 | | | | | |
| 845 | RESIDENT STUDENT DINING FACILITY | | CIF | $3,050,000 | | | | | |
| 846 | GRAHAM CENTER CONFERENCE ADDITION | | CIF | $6,713,527 | | | | | |
| n/a | AUXILIARY TRUST FUND LOAN REPAYMENT | | CIF | $2,800,000 | | | | | |
| 833 | MOLECULAR BIOLOGY | C,E | PECO | | $2,912,000 | | | | |
| 835 | SOCIAL SCIENCE - ( INTERNATIONAL STUDIES ) | C,E | PECO | | $4,383,261 | | | | |
| 871 | MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING | P,C | PECO | | $2,422,671 | | | | |
| 872 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C,E | PECO | | $7,000,000 | | | | |
| 875 | PUBLIC SAFETY BUILDING, UP | P,C,E | PECO | | $3,131,025 | | | | |
| 876 | SCIENCE CLASSROOM COMPLEX, UP | P,C | PECO | | $9,000,000 | | | | |
| 877 | GRADUATE CLASSROOM BUILDING, UP | P,C | PECO | | $18,619,835 | | | | |
| 832 | SCHOOL OF LAW | | PECO | | $5,353,244 | | | | |
| 856 | GRADUATE SCHOOL OF BUSINESS | | PECO | | $1,812,414 | | | | |
| 888 | MARINE BIOLOGY NORTH CAMPUS SCIENCE CLASSROOM BLDG. | | PECO | | $600,000 | | | | |
| 839 | ART MUSEUM | C,E | GR / SM | | $1,271,157 | | | | |
| 832 | COLLEGE OF LAW | C,E | GR / SM | | $260,054 | | | | |
| 856 | GRADUATE SCHOOL OF BUSINESS PHASE I | C,E | GR / SM | | $2,013,998 | | | | |

| Project | Project Name | Phase | Source | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|---|---|---|---|---|---|
| 845 | RESIDENT STUDENT DINING FACILITY - $3,050,000 RE-APPROPRIATED-SEE 847-896 | | CIF | | $0 | | | | |
| 846 | GRAHAM CENTER CONFERENCE ADDITION - $6,713,527 RE-APPROPRIATED-SEE 847-896 | | CIF | | $0 | | | | |
| 847 | FIU TRAINING ROOM | | CIF | | $1,563,527 | | | | |
| 842 | FOOTBALL STADIUM EXPANSION | | CIF | | $6,675,000 | | | | |
| 842 | COACHES OFFICES | | CIF | | $1,425,000 | | | | |
| 896 | ATHLETICS ACADEMIC SUPPORT CENTER | | CIF | | $100,000 | | | | |
| 816 | MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING | P,C | PECO | | | $3,135,023 | | | |
| 817 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C | PECO | | | $7,000,000 | | | |
| 833 | HEALTH SCIENCE LAB CLINIC (To be developed within the Nursing & Allied Health Bldg) | N/A | PECO | | | $19,000,000 | | | |
| 834 | SATELLITE CHILLER PLANT UP(Part of future Med School) | N/A | PECO | | | $1,110,000 | | | |
| 876 | SCIENCE CLASSROOM COMPLEX, UP | P,C | PECO | | | $29,000,000 | | | |
| 877 | GRADUATE CLASSROOM BUILDING, UP | C,E | PECO | | | $4,680,165 | | | |
| 895 | INTERNATIONAL HURRICANE CENTER UP | N/A | PECO | | | $15,000,000 | | | |
| 832 | COLLEGE OF LAW | N/A | GR / SM | | | $212,901 | | | |
| 839 | FROST ART MUSEUM | C,E | GR / SM | | | $363,500 | | | |
| 853 | HOSPITALITY & TOURISM BISCAYNE BAY | N/A | GR / SM | | | $300,000 | | | |
| 856 | GRADUATE SCHOOL OF BUSINESS PHASE I | N/A | GR / SM | | | $1,109,388 | | | |
| 881 | IHRC WALL OF WIND | P,C | GR / SM | | | $608,063 | | | |
| 864 | ENGINEERING CENTER LAB | P,C,E | GR / SM | | | $55,000 | | | |
| 802 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C,E | PECO | | | | $10,500,000 | | |
| 804 | MAINTENANCE, REPAIRS, RENOVATIONS AND REMODELING | P,C,E | PECO | | | | $2,037,718 | | |
| 833 | HEALTH SCIENCE LAB CLINIC (To be developed within the Nursing & Allied Health Bldg) | C,E | PECO | | | | $7,000,000 | | |
| 834 | SATELLITE CHILLER PLANT UP(Part of future Med School) | C,E | PECO | | | | $6,000,000 | | |
| 876 | SCIENCE CLASSROOM COMPLEX, UP | C,E | PECO | | | | $12,000,000 | | |
| 882 | STUDENT ACADEMIC SUPPORT CENTER, UP | P,C | PECO | | | | $2,500,000 | | |

| Project | Project Name | Phase | Source | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|---|---|---|---|---|---|
| 833 | COLLEGE OF NURSING & HEALTH SCIENCES LABORATORY | E | GR / SM | | | | $400,000 | | |
| 839 | FROST ART MUSEUM | C,E | GR / SM | | | | $866,000 | | |
| 856 | GRADUATE SCHOOL OF BUSINESS PHASE II | P,C,E | GR / SM | | | | $1,146,308 | | |
| 881 | IHRC WALL OF WIND TEST FAC, PH II | P,C,E | GR / SM | | | | $164,600 | | |
| 864 | ENGINEERING CENTER LAB | P,C,E | GR / SM | | | | $20,000 | | |
| 837 | EXP & REN OF EAST WING/LOBBY, RECEPTION, RESTROOMS - PHARMED | | CIF | | | | $5,000,000 | | |
| 819 | BBC IMPROVEMENTS/WOLFE UNIV CENTER, PLAY FIELDS, COURTS | | CIF | | | | $1,500,000 | | |
| 859 | GRAHAM CENTER EXPANSION | | CIF | | | | $703,456 | | |
| 843 | STADIUM/STUDENT MEETING ROOMS | | CIF | | | | $5,500,000 | | |
| 851 | MAINTENANCE,REPAIRS,RENOVATIONS & REMODELING | P,C,E | PECO | | | | | $1,933,300 | |
| 852 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C,E | PECO | | | | | $5,142,603 | |
| 882 | STUDENT ACADEMIC SUPPORT CENTER - UP | C,E | PECO | | | | | $1,686,722 | |
| 884 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C,E | PECO | | | | | | $6,221,914 |
| 885 | REMODELING/RENOVATIONS/MAINTENANCE/REPAIRS & SITE IMPROVEMENTS | P,C,E | PECO | | | | | | $3,804,242 |
| 875 | PUBLIC SAFETY BUILDING SUPPLEMENT | P,C,E | PECO | | | | | | $1,272,772 |
| 835 | SOCIAL SCIENCES - PH I COMPLETION - UP | P,C,E | PECO | | | | | | $4,150,000 |
| 876 | SCIENCE/CLASSROOM COMPLEX - UP | C,E | PECO | | | | | | $3,982,942 |
| 814 | STOCKER ASTROPHYSICS CENTER, MAM BT 814 (Astronomy Observatory Bldg) | P,C,E | PECO | | | | | | $1,600,000 |
| 882 | STUDENT ACADEMIC SUPPORT BUILDING | C,E | PECO | | | | | | $17,646,976 |
| 882 | FROM 2010 STUDENT ACADEMIC SUPPORT CENTER | | PECO | | | | | | -$1,686,722 |
| 876 | TO 2011 SCIENCE/CLASSROOM COMPLEX | | PECO | | | | | | $1,686,722 |
| | **TOTALS** | | | **$44,827,571** | **$68,543,186** | **$81,574,040** | **$55,338,082** | **$8,762,625** | **$38,678,846** |

# APPENDICES

**APPENDIX A**

**EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW**
BOARD OF GOVERNORS
Office of Finance & Facilities
Chris Kinsley, Director

FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA
*Revised: January 25, 2011*

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

1. Designation of Responsibility

The University to be surveyed (the "University") appoints the **Survey Team Coordinator**. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors (the "Board") staff during the survey process. It is recommended in order to expedite the overall process and to maintain consistency and quality that the coordinator be a staff person from the Board.

It is recommended that the **Survey Team Leader** be requested from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All team members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process.

The University President appoints the **Survey Team Facilitator** for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates 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.

For continuity and consistency of the final report, **Survey Team Members** will consist of staff from universities not being surveyed that year and should include a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year. Board staff should also be included.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. 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.

3. Educational Programs and Services

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

Staff of the University prepare a list of programs for the survey, indicating which existing programs 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"). 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, faculty, staff, contract & grant positions, as well as, minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) 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 (3) to four (4) 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, (the "Space File") as well as building schematics.

Staff of the University and validation team members visits 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 staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the validation.

An important part of the Inventory Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the 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 Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.

5. University Identification of Needs

Administrators and staff of the University undergoing the survey 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 list 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 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 categorical 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, the Survey Team Coordinator ensures the preparation of space needs analyses by the University for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University staff develops 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.

In conjunction with the Formula, Space Factors (the “Factors”), have been developed as part of the process and are used to expedite the use of the Formula in determining university space needs. The Factors are periodically reviewed and revised by the Board Office of Finance and Facilities. Each university at the time of its survey, after the Inventory Validation and prior to the Needs Assessment, may make a presentation and request a recommendation from the survey team to revise one or all of their Factors as a result of data or policy actions taken by its Board of Trustees and its university. The presentation should include, at a minimum, data based on the projected space needs using existing factors, a presentation on changes at the University that make the current factors inappropriate (i.e. the policy action by its Trustees or University), and documentation of what the space impact of the requested revised factors would be. In addition, a comparison against the other universities in the System should be included.

The survey team will review the data and make a recommendation to modify or leave the factors unchanged as part of their survey recommendations. The team will evaluate the request for consistency with other universities in the system and comparison for similar issues.

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 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 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.

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 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 Board of Governors will reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

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, modification of Factors 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 and authorized by the Legislature.

10. Written Survey Reports

The University 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 university must submit the official copy of the report to the Chancellor, State University System of Florida.

## 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 detain 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:

| Instructional | Academic Support | Institutional Support |
|---|---|---|
| Classroom | Study | Student Academic Supports |
| Teaching Laboratory | Instructional Media | Office/Computer |
| Research Laboratory | Auditorium/Exhibition | Campus Support |
| | Teaching Gymnasium | |

### 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 (Space Factor) X 15.0 (Weekly Student Hours Per FTE) = 13.8 NASF Per FTE

where Space Factor = $\frac{\text{Station Size}}{\text{Hours Per Week X Occupancy Rate}}$ or $\frac{22}{40 \text{ X } .60}$ = .92 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 or 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 (Space Factor) X 5.0 (Weekly Student Hours Per FTE) = 39.05 NASF Per FTE

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

Carrel: 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.

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, 2006, 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.

## APPENDIX C

## BUILDING CONDITION ASSESSMENT

| SITE | BUILDING NUMBER | BUILDING NAME | ENVELOPE CONDITION | ROOF CONDITION | MECHANICAL CONDITION | ELECTRICAL CONDITION | PLUMBING CONDITION |
|---|---|---|---|---|---|---|---|
| 8 | MB03 | MIAMI BEACH WOMENS'S CLUB | 5 | 5 | 5 | 5 | 5 |
| 3 | 101 | ENGINEERING CENTER | 1 | 1 | 4 | 3 | 3 |
| 3 | 102 | OPERATIONS/UTILITY | 2 | 2 | 1 | 3 | 2 |
| 1 | C05 | DUPLICATING CENTER | 1 | 1 | 1 | 1 | 1 |
| 1 | W06A | DUGOUT 3 | 2 | 2 | 2 | 2 | 2 |
| 1 | W06B | DUGOUT 4 | 2 | 2 | 2 | 2 | 2 |
| 1 | W01B | WEST 1 B | 5 | 5 | 5 | 5 | 5 |
| 2 | S01 | CENTRAL RECEIVING | 1 | 1 | 1 | 1 | 1 |
| 2 | S02 | PUBLIC SAFETY | 1 | 1 | 1 | 1 | 1 |
| 2 | S03 | PHYSICAL PLANT | 1 | 2 | 1 | 1 | 1 |
| 2 | N04 | ACADEMIC TWO | 2 | 1 | 2 | 2 | 2 |
| 2 | N01A | AQUATIC RECREATION CENTER | 1 | 1 | 1 | 1 | 2 |

LEGEND

1 - SATISFACTORY SYSTEM IN ACCEPTABLE CONDITION

2 - RENEWAL A NEEDS MIN CAP RENEWAL IF COST IS < 25% OF REPLACEMENT

3 - RENEWAL B NEEDS MORE THAN MIN RENEWAL AND COST IS BETWEEN 25 AND 50% OF REPLACEMENT

4 - RENEWAL C MAJOR CAP RENEWAL COST IS > 50 OF REPLACEMENT COST

5 - REPLACEMENT

**APPENDIX D**
**2010 FLORIDA INTERNATIONAL UNIVERSITY WORK PLAN**

## 2010 University Work Plan / Proposal

Florida International University
**(University)**

**Strategic Plan**

[Please provide a link to the latest version of the institution's strategic plan. If the latest strategic plan is not current, or the institution is in the process of developing or updating its strategic plan, please indicate at what stage the institution is in that process.]

The current Millennium Strategic Plan runs through the end of 2010 and can be viewed at: http://stratplan.fiu.edu/docs/msp.pdf

The arrival of FIU's fifth president coincided with the need to update the strategic plan. The President's *Hit the Ground Running* primer outlines four areas of focus for the University's new strategic plan, *Worlds Ahead*. The core commitment of our previous strategic plans remains: FIU aspires to be a leading urban public research university. This core is now enhanced by a renewed commitment to being student centered and engaging in community problem solving. *Hit the Ground Running* identified the following points of action:

1. ***Revitalize and expand*** **the financial base**
2. ***Achieve results-oriented*** **student-centered academic excellence**
3. ***Enhance quality and impact*** **of research and creative initiatives**
4. ***Engage*** **the community locally and globally**

Seven committees with membership including members of the Board of Trustees, faculty, students, staff, and community representatives are developing the strategic plan. There are three foundation committees: finance, infrastructure, and student success and four thematic committees: arts, environment, global and health. University forums were conducted in April to generate ideas. These committees will present the initial draft of the strategic plan in September 2010. After extensive University input, the final strategic plan will be presented to the Board of Trustees in December 2010.

The link for the *Worlds Ahead Strategic Plan* is: **stratplan.fiu.edu**

**Mission Statement**

Florida International University is an urban, public, multi-campus research university serving South Florida, the state, the nation, and the international community. Our mission is to impart knowledge through excellent teaching, promote public service, discover new knowledge, solve problems through research, and foster creativity.

## Overview of Core Institutional Strengths, Special Assets, and Niche Contributions

FIU prides itself on the special contributions it brings to the SUS in terms of diversity, service to the state's Hispanic population, international programs, niche programs, online offerings, museums, elementary and secondary education, and research clusters. Each of these is described briefly below.

**Diversity:** FIU's most defining feature is the diversity of its students, faculty, and staff. Over 77% of our students belong to minority groups. Students come from 179 other countries. The faculty and staff of the university represent a similar diversity of race, ethnicity, and culture. Our students see themselves reflected in the faces and languages of our faculty and staff, and in this rich mix of perspectives and experiences, we teach our students to be tomorrow's leaders. The university is the largest producer of minority Bachelor degrees in the country.

**Hispanic Serving:** As a Hispanic serving Institution, FIU has the further advantage and opportunity to play a significant role in the education of the growing Hispanic community. Working within its south Florida community, FIU is foremost in the nation in preparing Hispanic students to lead— in the workforce, in civic and social engagement, and in research. The FIU College of Law has the largest percentage of Hispanic students in the country. The FIU College of Engineering and Computing awards more Hispanic bachelor and master's engineering degrees than any other university in the continental United States. FIU ranks third in the nation in the number of undergraduate degrees awarded to underrepresented minorities in the natural sciences, sixth in biology and thirteenth in mathematics. FIU ranks third in the nation in the number of undergraduate degrees awarded to Hispanics in communication.

**International:** International education and research are strengths of FIU. International education will be further enhanced through our new curricular requirement for each undergraduate student to take at least two Global Learning identified courses prior to graduation. The creation of the School of International and Public Affairs (SIPA) builds upon the strong tradition of international and global studies at the University such as the Latin American and Caribbean Center. The international business programs in our College of Business Administration are ranked twelfth for undergraduate education and in the top 25 for graduate programs. The College of Business is also home to the Center for International Business Education and Research which is one of only 38 such federally funded centers.

FIU is home to AMPATH the high-bandwidth interconnection between U.S. and international research and education networks that extends participation to universities in Latin America and the Caribbean.

**Niche Programs:** The University's degree programs in Hospitality Management, Spanish Language Journalism, Bi-lingual Speech Language Pathology, and Nursing for Foreign-educated Physicians address both local and global community needs. The creation of the College of Medicine's NeighborhoodHELP™ program takes the University's community engagement efforts into family homes.

**Online Programs:** The recent SACS reaffirmation of accreditation visit identified the FIU Online faculty support and course development activity the strongest they had encountered at any university. Currently 14% of our instruction is offered fully online.

**Museums:** The University is home to two accredited museums: the Frost Museum on the Modesto Maidique Campus and the Wolfsonian Museum on Miami Beach. These museums along with the College of Architecture and The Arts enrich the cultural diversity of South Florida.

**Elementary and Secondary Education:** Over half of all teachers hired in the Miami-Dade Public School System are FIU College of Education graduates and the majority of recipients of Teacher of the Year award are FIU graduates.

**Research Clusters:** The University has developed interdisciplinary clusters focused on problem solving research in the community. Examples are:

1. Latino Health Disparities in HIV/AIDS and Substance Abuse
2. Child and Family Psychology and Clinical Psychology
3. Disaster Research and Mitigation
4. Nanotechnology
5. Transportation
6. Environment and Sustainability
7. Minority Science Training Programs
8. Math-Science Teacher Education Programs

**Current Peer Institutions- Criteria- Public, Part-time greater than 10%, Urban, Carnegie High Research or Very High Research with comparable levels of research expenditures and doctoral degree production**

George Mason University
University of Louisville
Georgia State University
University of Houston – University Park

## Institutional Vision and Strategic Directions for the Next 5 – 10 Years

Florida International University is committed to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement. As an anchor university in South Florida, our vision is to be a leading student-centered urban public research university that is locally and globally engaged.

We expect to enroll an additional 2,000 students per year over the next five years while maintaining a 27:1 student:faculty ratio and achieving a 300:1 student:advisor ratio. This represents a compounded annual growth rate of 4.6% compared to the compounded annual growth rate of 2.9% we have experienced in the past five years. Over much of that time, we have constrained growth because of reductions in funding. Graduate enrollment will grow somewhat faster than undergraduate enrollment so that graduate enrollment will increase from 17.4% of total enrollment to 18.9%.

The *Worlds Ahead Strategic Plan*, currently under development, has identified the arts, environment, global and health as the four strategic themes for the next decade. We recognize that meeting goals in these themes will require building a robust financial base; a strong infrastructure to support teaching, research and engagement; and student support services—physical, electronic, and personnel—to assure every student is successful.

Integral to our health initiative is the creation of an Academic Health Center integrating the Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, the Robert Stempel College of Public Health and Social Work, the Department of Biomedical Engineering in the College of Engineering and Computing, and the select departments in the College of Arts & Sciences. Such internal university integration would complement the collaboration between our public health academic programs and the State Department of Health through the location of the Miami-Dade Health Department facility adjacent to the planned academic public health building. Our innovative NeighborhoodHELP™ program will promote collaborative interactions among students and faculty in nursing, health sciences, public health, social work, psychology and medicine to provide the full complement of health services for individual families.

The newly formed School of Environment and Society, headquartered at the Biscayne Bay Campus, will integrate teaching and research in environmental issues with particular relevance to South Florida such as water, climate change, hurricanes, and coastal environment. The development of an Environmental Science Management and Policy Center is being considered by the strategic planning committee dealing with the environment.

The School of International and Public Affairs is developing the academic programs and infrastructure necessary to obtain accreditation by the Association of Professional Schools of International Affairs (APSIA). During the next five years we will have graduated our first undergraduate class that will have met our new exit requirement of having taken at least two courses validated as Global Learning Initiative courses.

The College of Architecture and The Arts will expand beyond the university to engage the South Florida community in the process of creating, producing, presenting, promoting, appreciating, and exploring the visual and performing arts. Additional initiatives are looking at ways to integrate arts design and culture with technology, science, and the humanities. The development of a Humanities Center within the College of Arts & Sciences to encourage interdisciplinary cooperation in the arts and humanities is being considered by the strategic planning committee dealing with the arts.

The University intends to increase its six-year graduation rate to 48% through a variety of measures including partnering with both Miami Dade College and the Miami Dade County Public Schools for early intervention. In fall 2009, the University established the Academy for Advanced Academics with the Miami Dade County Public School system, where high school students attend dual enrollment classes in the morning and advanced placement classes in the afternoon, all on the FIU campus. Faculty from Miami Dade College who are teaching courses that have been identified as indicator courses for successful completion of a bachelor's degree are meeting with FIU faculty counterparts to design intervention strategies for student success in these courses.

The University takes a special interest in economic development of South Florida and is pursuing partnerships with private sector and other institutions of higher education to establish a high-tech corridor for life sciences spanning the tri-county area. The University is planning a major innovation center to help expand its research and development enterprise.

**Aspirational Peer Institutions** (aspire and plan to be comparable to in the next 5 – 10 years)

**All aspirational peer institutions are urban, public research universities in the Carnegie Very High Research Classification**

Arizona State University
Wayne State University
University of Cincinnati
University of New Mexico (Hispanic Serving Institution)

| Projected Institutional Contributions to System-Level Goals | | | | | |
|---|---|---|---|---|---|
| **NUMERIC TARGETS** | | | | | |
| **Dashboard Metric** | **Date** | **Actual Value** | | **Date** | **Projected Value** |
| Baccalaureate Degrees Awarded | 2008-09 | **5,663** | | 2012-13 | **6,555** |
| Master's Degrees Awarded (includes specialists degrees) | 2008-09 | **2,255** | | 2012-13 | **2,570** |
| Research and Professional Doctorates Awarded | 2008-09 | **250** | | 2012-13 | **353** |
| Federal Academic Research and Development Expenditures *(in thousands)* | 2007-08 | **$60,045** | | 2011-12 | **$70,000** |
| Total Academic Research and Development Expenditure *(in thousands)* | 2007-08 | **$107,025** | | 2011-12 | **$121,000** |
| FTIC*** Six-Year Retention and Graduate Rates from the Same IHE | 2003-09 FTIC Cohort | Graduated **44.8%** | | 2007-13 FTIC Cohort | Graduated **46.6%** |
| | | Still Enrolled **15.6%** | | | Still Enrolled **15.0%** |
| AA Transfer*** Four-Year Retention and Graduation Rates from the Same IHE | 2005-09 AAT Cohort | Graduated **60.7%** | | 2009-13 AAT Cohort | Graduated **62.7%** |
| | | Still Enrolled **13.3%** | | | Still Enrolled **14.3%** |
| **DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]** | | | | | |
| **Dashboard Metric** | **Date** | **Actual Value** | | **Date** | **Projected Direction**** |
| Baccalaureate Degrees Awarded to Black, Non-Hispanics | 2008-09 | # | %* | 2012-13 | # I M D / %* I **M** D |
| | | **682** | **12.8** | | |
| Baccalaureate Degrees Awarded to Hispanics | 2008-09 | # | %* | 2012-13 | # I M D / %* I M D |
| | | **3,555** | **66.5** | | |
| Baccalaureate Degrees Awarded to Pell Recipients | 2008-09 | # | %* | 2012-13 | # I M D / %* I M D |
| | | **2,555** | **47.5** | | |
| Degrees Awarded in Specified STEM Fields | 2008-09 | **Bacc.** | **Grad.** | 2012-13 | **Bacc.** I M D / **Grad.** I M D |
| | | **934** | **597** | | |
| Degrees Awarded in Specified Health Profession Critical Need Areas | 2008-09 | **Bacc.** | **Grad.** | 2012-13 | **Bacc.** / **Grad.** |
| | | **211** | **285** | | I **M** D / I M D |
| Degrees Awarded in Specified Education Critical Need Areas | 2008-09 | **Bacc.** | **Grad.** | 2012-13 | **Bacc.** / **Grad.** |
| | | **41** | **113** | | I **M** D / I **M** D |
| NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program | 2008 | **89%** | | 2012 | I M D |
| Licensing Income | 2007-08 | **$9,423** | | 2011-12 | I M D |
| Licenses and Options Executed | 2007-08 | **0** | | 2011-12 | I M D |
| Other Transfer*** Five-Year Retention and Graduation Rates from the Same IHE | 2004-09 Other Cohort | Graduated **53.5%** | | 2008-13 Cohort | Graduated I M D |
| | | Still Enrolled **9.1%** | | | Still Enrolled I M D |

"Actual Value" should equal related value in 2009 Annual Report.
* Percentage of Total Baccalaureates Awarded That Were Awarded to Specific Group.
** Projected Direction = INCREASE, MAINTAIN, or DECREASE.
*** Include full-time and part-time students in the cohorts,

**Additional Primary Institutional Goals/Metrics for the Next One to Three Years** (In the context of the institutional strategic plan and vision, as well as System priorities, present a minimum of three additional goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the metrics by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.)

All goals are continuing goals. Goals (1) and (2) and (3) (a) are based on the following assumptions:

a. Recurring base funding decreases 2% in 2010-11, is flat in 2011-12, increases 2% in 2012-13
b. Tuition increases 15% in 2010-11, 15% in 2011-12 and 13% in 2012-13 (base increase of 8% in 2010-11, 6% in 2011-12, 6% in 2012-13)
c. Enrollment targets are met

1. Support strategic priorities in teaching (maintain 27:1 student:faculty ratio) and research (increase funding and doctoral production)

    Metrics:

    A. New faculty hires
        i. 31 (2010-11); 38 (2011-12); 44 (2012-13)
    B. Research funding
        i. 121 million for 2011/2012
    C. Doctoral production
        i. Research 150 by 2013
        ii. Professional 200 by 2013

2. Improve Academic Success (six year graduation rate to 46.6% for 2007 cohort)

    Metrics:

    A. Advisor/student Ratio
        i. 400/1 by 2012/2013
        ii. New advisor hires 11 per year 2010-2013
    B. Conversion of adjuncts to Instructors 10 in 2010-11; 5 in 2011-12; 5 in 2012-13
    C. Classroom modernization
        i. 12 per year 2010-2013

3. Expand Community Partnerships

    Metrics:

    A. Establish Office of Engagement (2010-11)
        i Hire Vice President for Engagement
        ii Develop funded partnerships two external community agencies per year
        iii Increase internships 10% per year
    B. Expand NeighborhoodHELP™ (2011-12)
        i Contingent upon external funding to expand into Little Haiti
        ii Expand this program into 40 homes in Little Haiti
    C. Create partnership with MDC Health Department
        i Contingent upon overcoming legal challenges of using future Department of Health (DOH) lease payments to securitize construction bonds (2010-11)
        ii Construct DOH building (2011-13)
        iii Create 5 DOH intern partnerships (2012-13)
        iv Obtain funding for 3 joint research projects (2012-13)
    D. Establish a Faculty Practice Plan
        i Establishment of an operational Faculty Practice Plan (2010-11)

| New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.) | | | | |
|---|---|---|---|---|
| **Proposed Date of Submission to University Board of Trustees** | **Program Level** | **6-Digit CIP Code** | **Program Title** | **Comments (Including Proposed Implementation Date)** |
| 6/4/10 | MS | 11.0103 | Information Technology | Fall 2010 |
| 6/4/10 | MA | 45.1001 | Global Governance | Fall 2011 |
| 6/4/10 | Ph.D. | 26.0202 | Biochemistry | Fall 2011 |
| Sep/10 | DNP | 51.3818 | Doctor of Nursing Practice | Spring 2011 |
| Sep/10 | Ph.D. | 03.0104 | Environmental. Science and Policy | Fall 2011 |
| Sept/10 | BA | 45.0201 | Anthropology | Fall 2011 |
| Sep /10 | BA | 09.0101 | Communication Arts | Fall 2011 |
| Jan/11 | MS | 51.0706 | Health Information Systems Management | Fall 2011 |
| Jan/11 | MS | 52.0701 | Entrepreneurship | Fall 2011 |
| Jan/11 | MS | 52.1401 | Brand Management | Fall 2011 |
| Jan/11 | MS | 52.1401 | Product Innovation Management | Fall 2011 |
| Jan/11 | Ph.D. | 26.0102 | Biomedical Sciences | Fall 2012 |
| Sep/11 | BS | 03.0201 | Sustainability | Fall 2012 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Windows of Opportunity/Unique Challenges**
(If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during this year, those opportunities should be presented here. Additionally, if the university expects to face a unique challenge in the coming year(s), that should be noted.)

A metropolitan campus has few opportunities to expand beyond its established boundaries; however, there are a number of conversations taking place with respect to potential land acquisition that may come to fruition during 2010-11. These opportunities are being evaluated within the context of the University's strategic plan and master plan.

| Tuition Differential Proposal for 2010-2011 | |
|---|---|
| **University: Florida International University** | |
| **Effective Date** | |
| University Board of Trustees Approval Date: | **June 4, 2010** |
| Implementation Date (month/year): | **July 1, 2010** |
| **Purpose** | |
| Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve. | **To maintain/increase undergraduate faculty, maintain support level for undergraduate students, improve undergraduate advisors/tutoring services, and provide additional need based financial aid.** |
| **Campus or Center Location** | |
| Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.) | **Entire University** |
| **Undergraduate Course(s)** | |
| Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.) | **All undergraduate courses** |
| **Current Base Tuition and Tuition Differential Fee** | |
| Current (2010-11) Undergraduate Base Tuition per credit hour: | **FY 2010-11: $95.67 (proposed)**<br>**FY 2009-10: $88.59** |
| Current Undergraduate Tuition Differential per credit hour: | **FY 2010-11: $22.00 (proposed)**<br>**FY 2009-10: $13.74** |
| **Proposed Increase in the Tuition Differential Fee** | |
| Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential): | **7%** |
| $ Increase in tuition differential per credit hour: | **$8.26** |
| $ Increase in tuition differential for 30 credit hours: | **$247.80** |

| Projected Differential Revenue Generated and Intended Uses | |
|---|---|
| Incremental differential fee revenue generated in 2010-11 (projected): | **$5.1M** |
| Total differential fee revenue generated in 2010-11 (projected): | **$11.9M** |
| **Seventy percent (70%)** of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is **$8.3**M.<br><br>Describe in detail the initiative(s) and the estimated expenditure(s) for each:<br>1. Maintain/Increase Undergraduate Faculty $5.0M<br>2. Maintain/Increase Undergraduate Student Advisors $1.4M<br>3. Maintain/Increase the number of Undergraduate Scholarly Journals and Databases $1.0M<br>4. Improve Undergraduate Academic Support $0.6M<br>5. Maintain/Increase disability services for undergrad students $0.3 | |
| **Thirty percent (30%)** of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is $3.6M.<br>If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is $0.0.<br><br>Describe in detail the initiative(s) and the estimated expenditure(s) for each:<br>1. Increase FIU Tuition Differential Grants $3.6M<br>Annual Amount: Full Time $650, ¾ Time $487.50, ½ Time $325<br>EFC = 0 (Undergraduate Students Only) | |
| **Monitoring** | |
| Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed. | 1. Student /Faculty Ratio<br>2. Student/Advisor Ratio (undergrads)<br>3. Maintain Support Services<br>4. Maintain Summer Enrollment (undergrads |
| **Performance Measure Status** | |
| What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year. | 1. Student/Faculty Ratio<br>Fall 2009: 27 to 1<br>Goal: Maintain ratio 27 to 1<br><br>2. Student/Advisor Ratio<br>Fall 2009: 557 to 1<br>Goal: 2013/14 400 to 1<br><br>3. Maintain Support Services<br>$ 1.6 million provided to offset budget reduction impact<br><br>4. Maintain Summer Enrollment<br>Summer 2009: 20, 244<br>Goal: Summer 2010 20,244 |

| Tuition Differential Supplemental Information | |
|---|---|
| Provide the following information for the 2009-2010 academic year. | |
| **2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)** | **University Update on Each Initiative** |
| Undergraduate Faculty Hires | Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments |
| Undergraduate Advisors | Continue to improve advisor to student ratios |
| Undergraduate Journals | Continue to maintain subscriptions and offset increased costs |
| Undergraduate Academic Support | Continue to improve writing center, resources for disabled students and security |
| **Additional Detail, where applicable** | |
| Number of Faculty Hired or Retained (funded by tuition differential): | 24 |
| Number of Advisors Hired or Retained (funded by tuition differential): | 12 |
| | |
| **2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)** | **University Update on Each Initiative** |
| FIU Tuition Differential Grant | Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0 |
| | |
| **Additional Information (estimates as of April 30, 2010)** | |
| Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award: | 3,844 |
| $ Mean (per student receiving an award) of Tuition Differential-Funded Awards: | $545.04 |
| $ Minimum (per student receiving an award) of Tuition Differential-Funded Awards: | $121.87 |
| $ Maximum (per student receiving an award) of Tuition Differential-Funded Awards: | $650.00 |

| STATE UNIVERSITY SYSTEM OF FLORIDA<br>Tuition Differential Collections, Expenditures, and Available Balances | | |
|---|---|---|
| **University:** Florida International University | | |
| **Fiscal Year 2009-2010 and 2010-11** | | |
| **University Tuition Differential** | | |
| Budget Entity: 48900100 (Educational & General) | | |
| SF/Fund: 2 164xxx (Student and Other Fees Trust Fund) | | |
| | **Estimated Actual* 2009-10** | **Estimated 2010-11** |
| **Balance Forward from Prior Periods** | | |
| Balance Forward | $8,138 | $251,821 |
| Less: Prior-Year Encumbrances | | |
| Beginning Balance Available: | $8,138 | $251,821 |
| **Receipts / Revenues** | | |
| Tuition Differential Collections | $6,743,180 | $11,880,422 |
| Interest Revenue - Current Year | | |
| Interest Revenue - From Carryforward Balance | | |
| Total Receipts / Revenues: | $6,743,180 | $11,880,422 |
| **Expenditures** | | |
| Salaries & Benefits | $3,573,513 | $7,557,033 |
| Other Personal Services | | |
| Expenses | 903,030 | 1,011,083 |
| Operating Capital Outlay | | |
| Student Financial Assistance | 2,022,954 | 3,564,127 |
| Expended From Carryforward Balance | | |
| **Other Category Expenditures | | |
| Total Expenditures: | $6,499,497 | $12,132,243 |
| Ending Balance Available: | $251,821 | $0 |

*Since the 2009-10 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

| Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *For entire institution* | Funded | Estimated | Funded | Estimated | Estimated | Estimated | Estimated | 5-Year Projected Average Annual Growth Rate |
| FTE | 2009-10 | 2009-10 | 2010-11 | 2010-11 | 2011-12 | 2013-14 | 2015-16 | |
| FL Resident Lower | 7,860 | 7,860 | | 8,176 | 8,502 | 9,372 | 10,531 | 5% |
| FL Resident Upper | 11,682 | 11,682 | | 12,032 | 12,273 | 12,769 | 13,547 | 2% |
| FL Resident Grad I | 3,095 | 2,588 | | 2,717 | 2,853 | 3,176 | 3,602 | 6% |
| FL Resident Grad II | 311 | 818 | | 842 | 865 | 923 | 998 | 3% |
| Total FL Resident | 22,948 | 22,948 | | 23,767 | 24,493 | 26,240 | 28,678 | 4% |
| Non-Res. Lower | | 483 | | 503 | 522 | 575 | 646 | 5% |
| Non-Res. Upper | | 705 | | 726 | 741 | 771 | 818 | 2% |
| Non-Res. Grad I | | 665 | | 698 | 733 | 816 | 926 | 6% |
| Non-Res. Grad II | | 285 | | 300 | 317 | 359 | 414 | 7% |
| Total Non-Res. | | 2,138 | | 2,227 | 2,313 | 2,521 | 2,804 | 5% |
| Total Lower | | 8,343 | | 8,679 | 9,024 | 9,947 | 11,177 | 5% |
| Total Upper | | 12,387 | | 12,758 | 13,014 | 13,540 | 14,365 | 2% |
| Total Grad I | | 3,253 | | 3,415 | 3,586 | 3,992 | 4,528 | 6% |
| Total Grad II | | 1,103 | | 1,142 | 1,182 | 1,282 | 1,412 | 4% |
| Total FTE | | 25,086 | | 25,994 | 26,806 | 28,761 | 31,482 | 4% |

| Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *For entire institution* | Funded | Estimated | Funded | Estimated | Estimated | Estimated | Estimated | 5-Year Projected Average Annual Growth Rate |
| FTE | 2009-10 | 2009-10 | 2010-11 | 2010-11 | 2011-12 | 2013-14 | 2015-16 | |
| FL Resident Medical Headcount (Medical, Dentistry, Vet.) | 40 | 42 | 80 | 76 | 150 | 326 | 424 | 35.6% |
| Non-Res. Medical Headcount (Medical, Dentistry, Vet.) | | 0 | | 7 | 16 | 44 | 66 | 56.6% |
| Total Medical Headcount (Medical, Dentistry, Vet.) | 40 | 42 | 80 | 83 | 166 | 370 | 490 | 42.6% |

*For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE*

**SITE: MODESTO MAIDIQUE CAMPUS**

| FTE | Estimated 2009-10 | Estimated 2010-11 | Estimated 2011-12 | Estimated 2013-14 | Estimated 2015-16 | 5-Year Projected Average Annual Growth Rate |
|---|---|---|---|---|---|---|
| Lower | 6,374 | 6,632 | 6,894 | 7,599 | 8,539 | 5% |
| Upper | 8,502 | 8,756 | 8,932 | 9,294 | 9,860 | 2% |
| Grad I | 2,510 | 2,634 | 2,766 | 3,080 | 3,494 | 6% |
| Grad II | 1,025 | 1,061 | 1,099 | 1,192 | 1,312 | 4% |
| Total | 18,411 | 19,083 | 19,691 | 21,165 | 23,205 | 4% |

**SITE: BISCAYNE BAY CAMPUS**

| FTE | Estimated 2009-10 | Estimated 2010-11 | Estimated 2011-12 | Estimated 2013-14 | Estimated 2015-16 | 5-Year Projected Average Annual Growth Rate |
|---|---|---|---|---|---|---|
| Lower | 976 | 1,015 | 1,056 | 1,164 | 1,307 | 5% |
| Upper | 1,893 | 1,950 | 1,989 | 2,069 | 2,195 | 2% |
| Grad I | 187 | 196 | 206 | 229 | 260 | 6% |
| Grad II | 11 | 12 | 12 | 13 | 15 | 4% |
| Total | 3,607 | 3,173 | 3,263 | 3,475 | 3,777 | 4% |

| SITE: PINES CENTER | | | | | | |
|---|---|---|---|---|---|---|
| FTE | Estimated 2009-10 | Estimated 2010-11 | Estimated 2011-12 | Estimated 2013-14 | Estimated 2015-16 | 5-Year Projected Average Annual Growth Rate |
| Lower | 51 | 53 | 55 | 61 | 69 | 5% |
| Upper | 304 | 313 | 319 | 332 | 352 | 2% |
| Grad I | 212 | 223 | 234 | 260 | 295 | 6% |
| Grad II | 57 | 59 | 61 | 66 | 73 | 4% |
| Total | 624 | 648 | 669 | 719 | 789 | 4% |

| SITE: OTHER SITES | | | | | | |
|---|---|---|---|---|---|---|
| FTE | Estimated 2009-10 | Estimated 2010-11 | Estimated 2011-12 | Estimated 2013-14 | Estimated 2015-16 | 5-Year Projected Average Annual Growth Rate |
| Lower | 942 | 979 | 1,019 | 1,123 | 1,262 | 5% |
| Upper | 1,688 | 1,739 | 1,774 | 1,845 | 1,958 | 2% |
| Grad I | 344 | 362 | 380 | 423 | 479 | 6% |
| Grad II | 10 | 10 | 10 | 11 | 12 | 4% |
| Total | 2,984 | 3,090 | 3,183 | 3,402 | 3,711 | 4% |

## APPENDIX E

## STATE UNIVERSITY SYSTEM CHECKLIST FOR SUBMITTING EDUCATIONAL PLANT SURVEY REPORTS TO DEPARTMENT OF EDUCATION FOR REVIEW

This checklist is to be used by the university before submitting state university educational plant survey reports to the Board of Governors for the State university System of Florida for the Department of Education pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is "Yes;" an ex (×) beside a number indicates "No."

1. Name of university. Florida International University
2. Date of previous five-year survey. June 2005
3. Date of this survey. June 2010
4. New survey outyear. June 2015
5. Who conducted this survey?
   i. Inventory Validation Team Leader: Dave W. Heather, University of Florida
   ii. Space Needs Assessment Team Leader: Dave W. Heather, University of Florida
6. Copies of survey report submitted to the Office of Educational Facilities, Board of Governors State University System (OEF / BOG). ✓
   In addition, a copy of the Survey will be placed in Academic Space Management's web site at asm.fiu.edu
7. Did submission include a copy of this checklist signed by the University President or designee and the chairman of the University Board of Trustees? ✓
8. Was the survey conducted for official sites only? ✓
9. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? ✓
10. Throughout the report, are sites referred to by name and number? ✓
11. Is a copy of the current list of Institutional Sites by Type for the State University System attached? ✓
12. Is a copy of the current site inventory report for the university attached? ✓
13. Is a copy of the BOG approved current five-year planned enrollments for the university attached? ✓
14. Do COFTE figures used in the survey report match those in the five-year planned enrollments? ✓
15. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓
16. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? ×
    This information in this format is available through our Office of Planning and Institutional Research.

17. Have all space needs been generated correctly? ✓

18. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓

19. Is a copy of the current building inventory report for the university attached? ✓

20. Is a copy of a site plan showing building locations attached for each site? ✓

21. Is a copy of the current room inventory report for the university attached? ✓
    On file at the BOG as part of the annual Space File submission

22. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached? ✓

23. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓

24. Throughout the report, are buildings referred to by number and name? ✓

25. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓

26. Does the survey report contain recommendations for each site? ✓

27. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? ✓

28. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? ✓

29. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? ✓

30. Are the amounts of square feet planned the same as the amounts of square feet needed? ✓

The Educational Plant Survey for Florida International University was approved by the University Board of Trustees on June 21, 2011
Date

President, Florida International University

5/19/11
Date

Chair, Board of Trustees

6/21/11
Date

## APPENDIX F

## FLORIDA INTERNATIONAL UNIVERSITY
## SUMMARY OF 2005-2015 CAMPUS MASTER PLAN UPDATE

### Statutory and Regulatory Requirements

Florida Statutes contain special growth management provisions in recognition of the unique relationship between university campuses and the local governments in which they are located. While the campuses provide research and educational benefits of statewide and national importance, and further provide substantial educational, economic, and cultural benefits to their host local governments, they may also have an adverse impact on the public facilities and services and natural resources of host governments. The statutes state that universities should be considered as vital public facilities of the state and local governments.

Section 1013.30 addresses this unique relationship by providing for the preparation of campus master plans and associated campus development agreements. The statutes require that each university board of trustees prepare and adopt a campus master plan for the university and maintain a copy of the plan on the university's website. The master plan must identify general land uses and address the need for and plans for provision of roads, parking, public transportation, solid waste, drainage, sewer, potable water, and recreation and open space during the coming 10 to 20 years. The plans must contain elements relating to future land use, intergovernmental coordination, capital improvements, recreation and open space, general infrastructure, housing, and conservation. Each element must address compatibility with the surrounding community.

The master plan must identify general location of structures, densities and intensities of use, and contain standards for onsite development, site design, environmental management, and the preservation of historic and archaeological resources. The transportation element must address reasonable transportation demand management techniques to minimize offsite impacts where possible. Data and analyses on which the elements are based must include the characteristics of vacant lands; projected impacts of development on onsite and offsite infrastructure, public services, and natural resources; student enrollment projections; student housing needs; and the need for academic and support facilities. Master plans must be updated at least every 5 years.

In addition to statutory requirements, Chapter 21 of the Florida Board of Governors Regulations describes specific requirements for university comprehensive campus master plans. BOG Regulations include content requirements, data and analysis requirements, application of requirements, planning time frame, internal consistency, plan implementation requirements, and monitoring and evaluation requirements.

On July 26, 2004 BOT adopted the 2000-2010 master plan and two minor amendments to Element 4.0 Future Land Use, were approved by the BOT on June 20, 2007 and June 12, 2008. Amendment #1 revised land use categories to enable the construction of the FIU Stadium Expansion. Amendment #2 further revised land use to enable mixed use development in the Academic Health Center precinct of the Modesto A. Maidique Campus.

In Fall 2004, funds were allocated to each university from the State Concurrency Trust Fund by the Board of Governors to commission consultants for the 2005-2015 update. The FIU Metropolitan Center prepared an Evaluation and Appraisal Report and the FIU Lehman Center for Transportation Research was performed traffic engineering analyses at both campuses. Perkins & Will was selected to prepare the comprehensive plan update in Spring 2008.

In Fall 2008 funds were again allocated to each university from the State Concurrency Trust Fund by the Board of Governors to commission consultants for the 2010-2020 update. Once the university adopts the 2005-2015 plan, these funds can be used to begin planning the 2010-2020 comprehensive plan update.

Upon adoption of the campus master plan, the university will draft a proposed campus development agreement for each local government. The agreement will address the impact of existing and proposed campus development reasonably expected over the term of the campus development agreement on each service or facility and any deficiencies in such service or facility which the proposed campus development will

create or to which it will contribute. The university board of trustees' fair share of the cost of the measures identified, if any, must be stated in the campus development agreement.

**INTRODUCTION**

The two principal campuses of Florida International University (FIU) lie within Miami-Dade County. The largest campus, Modesto A. Maidique, 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. A branch campus, Engineering Center, is located north of Modesto A. Maidique at the northeast intersection of SW 107$^{th}$ Avenue and West Flagler Street.

This Master Plan Update provides growth opportunities for FIU for the next ten-year planning period (2005-2015). The 2005-2015 Campus Master Plan Update is based on the following principles:

- Correct existing program, facility, service and operational deficiencies.
- 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.
- Plan for the continued development of the University by organizing future growth with land use zones.

The full Campus Master Plans 2005-2015, adopted by BOT September 24, 2010, is hereby incorporated as part of this document and can be found through this link:

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans05_15/masterplan0515_update.pdf

KEY MAP
BBC
EC
MAMC
FIGURE: O.1a
Modesto A. Maidique Campus
2015 ILLUSTRATIVE PLAN
FLORIDA INTERNATIONAL UNIVERSITY
Campus Master Plan - June 2010
0 250 500 1000
PERKINS +WILL
SW 10TH AVENUE
SW 8TH STREET
821/DOLPHIN EXPRESSWAY
GRAHAM CENTER
GREEN LIBRARY
FIU ARENA
FIU COMMUNITY STADIUM

KEY MAP
BBC
MAMC
FIGURE: O.2a
Engineering Center
2015 ILLUSTRATIVE PLAN
FLORIDA INTERNATIONAL UNIVERSITY
Campus Master Plan - June 2010
0 100 200 400
PERKINS +WILL
WOMEN'S PARK
WALL OF WIND
ACADEMIC / RESEARCH
ENGINEERING CENTER
SUPPORT FACILITIES
WEST FLAGLER STREET
NW 107TH STREET

KEY MAP
BBC
MAAMC
FIGURE: 0.3a
Biscayne Bay Campus
2015 ILLUSTRATIVE PLAN
FLORIDA INTERNATIONAL UNIVERSITY
Campus Master Plan - June 2010
0
250
500
1000
PERKINS +WILL
OLETA RIVER STATE PARK
BISCAYNE BAY
BAY VISTA BOULEVARD
OLETA RIVER STATE PARK
OLETA RIVER STATE PARK
HOSPITALITY MANAGEMENT
MARINE SCIENCE
WOLFE UNIVERSITY CENTER
ACADEMIC 1
ACADEMIC 2
ACADEMIC 3
RESEARCH
LIBRARY
STUDENT SERVICES
STUDENT HOUSING
CONFERENCE CENTER
HOTEL
TOWNHOUSE / CONDOS
SUPPORT FACILITIES