# Educational Plant Survey

**July 1, 2016 – June 30, 2021**

STEVEN J. GREEN SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS

PARKING GARAGE 6

FIU ARENA EXPANSION

MANAGEMENT AND NEW GROWTH OPPORTUNITIES BUILDING


HOSPITALITY MANAGEMENT EXPANSION

STOCKER ASTROSCIENCE CENTER

ACADEMIC HEALTH CENTER 5

AMBULATORY CARE CENTER

ACADEMIC HEALTH CENTER 4

FIU @ FIFTY 1965 2015

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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:***
June 2 - 4, 2015

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***SPACE NEEDS ASSESSMENT:***
November 3, 2015

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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, 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 University 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 And Justification | X | | |
| Develop Survey Workbook (Schedule, Mission Statement, Site Data, Academic Programs, Enrollment, Space Needs, Inventory Data, Project Summaries And Justifications) | X | | |
| Develop Comments Regarding Degree Program Facility Needs | | X | |
| Develop Comments Regarding Proposed Projects (CIP And 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 NAME** | **NUMBER** | **NAME** | **GSF** |
| BISCAYNE BAY CAMPUS | N08A | ECOLOGY LAB MODULE | 1,366 |
| FIU AT I-75 | I751 | FIU AT I-75 | 41,374 |
| JEWISH MUSEUM | MB05 | JEWISH MUSEUM OF FLORIDA-FIU | 25,140 |
| MODESTO A. MAIDIQUE CAMPUS | 36 | STEVEN J. GREEN SCHOOL INTER. AND PUBLIC AFFAIRS | 58,238 |
| MODESTO A. MAIDIQUE CAMPUS | 38 | STOCKER ASTROSCIENCE CENTER | 11,688 |
| MODESTO A. MAIDIQUE CAMPUS | 42 | ACADEMIC HEALTH CENTER 4 | 136,076 |
| MODESTO A. MAIDIQUE CAMPUS | 43 | ACADEMIC HEALTH CENTER 5 | 159,384 |
| MODESTO A. MAIDIQUE CAMPUS | 44 | AMBULATORY CARE CENTER | 42,286 |
| MODESTO A. MAIDIQUE CAMPUS | 52 | MGMT AND NEW GROWTH OPPORTUNITIES | 113,051 |
| MODESTO A. MAIDIQUE CAMPUS | 105, 105A, 105C | WALL OF WIND RESEARCH FACILITIES | 12,356 |
| MODESTO A. MAIDIQUE CAMPUS | 31A | SATELLITE CHILLER PLANT | 14,112 |
| MODESTO A. MAIDIQUE CAMPUS | PG6 | PARKING GARAGE 6 | 8,296 |
| MODESTO A. MAIDIQUE CAMPUS | SH | SOLAR HOUSE | 2,541 |
| WOLFSONIAN DOWNTOWN | MB06 | WOLFSONIAN DOWNTOWN | 16,373 |
| | | **TOTAL:** | **642,281** |
| | | | |
| **RENOVATIONS** | | | |
| **SITE NAME** | **NUMBER** | **NAME** | **GSF** |
| BISCAYNE BAY CAMPUS | N01 | HOSPITALITY MANAGEMENT RENOV. | 19,033 |
| MODESTO A. MAIDIQUE CAMPUS | 7 | FIU ARENA EXPANSION | 13,056 |
| MODESTO A. MAIDIQUE CAMPUS | 21A | ACADEMIC HEALTH CENTER 2 | 25,956 |
| | | **TOTAL:** | **58,045** |
| | | | |
| **BUILDING SYSTEMS ASSESSMENT** | | | |
| **SITE NAME** | **NUMBER** | **NAME** | **GSF** |
| BISCAYNE BAY CAMPUS | CW3N | CW1N/CW2N COVERED WALKWAY | 1,725 |
| BISCAYNE BAY CAMPUS | N05 | GLENN HUBERT LIBRARY | 100,087 |
| BISCAYNE BAY CAMPUS | R01 | OUTDOOR RECREATION | 1,803 |
| BISCAYNE BAY CAMPUS | S04 | GROUNDS | 3,250 |
| JEWISH MUSEUM | MB05 | JEWISH MUSEUM OF FLORIDA-FIU | 25,140 |
| MODESTO A. MAIDIQUE CAMPUS | 8 | ENGINEERING AND COMPUTER SCIENCE | 112,754 |
| MODESTO A. MAIDIQUE CAMPUS | 9 | CHEMISTRY AND PHYSICS | 130,857 |
| MODESTO A. MAIDIQUE CAMPUS | 10 | BUILDING TEN | 9,398 |

| BUILDING SYSTEMS ASSESSMENT (Continued) | | | |
|---|---|---|---|
| **SITE NAME** | **NUMBER** | **NAME** | **GSF** |
| MODESTO A. MAIDIQUE CAMPUS | 11 | RYDER BUSINESS BUILDING | 58,782 |
| MODESTO A. MAIDIQUE CAMPUS | 06A | WERTHEIM CONSERVATORY | 8,323 |
| MODESTO A. MAIDIQUE CAMPUS | W01C | CERAMICS | 4,532 |
| | | **TOTAL:** | **456,651** |

## 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 | Office/Computer |
| Teaching Laboratory | Instructional Media | Campus Support |
| Research Laboratory | Auditorium/Exhibition | |
| | 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 – FIUBeyondPossible2020

### Executive Summary

Higher education is in the midst of a profound transformation. Every facet of education – what is delivered, how it is delivered, to whom and at what cost – is under scrutiny and impacting change within and throughout every university. This has opened up unprecedented opportunities for universities to rethink how best to educate the next generation of thought leaders. Florida International University (FIU) recognizes the opportunity this paradigm shift presents. With a forward-facing approach, we will continually assess our environment and make adjustments, strengthening our foundation and upholding our mission and sacred obligation to our students, faculty, staff and community. This obligation is based on our certainty that we provide hope and opportunity to thousands of hard-working students and their families who know that a university education can make a clear difference in the quality of their lives.

*Ever Forward*
Today FIU offers more than 190 bachelor's, master's and doctoral degrees. Our enrollment of more than 54,000 students places us fifth among the largest public universities in the United States. But size itself is less important than scale to leverage institutional priorities in a context of a dynamically growing community with a high percentage of foreign-born residents, English-language learners, first generation students and place-bound learners. FIU serves a diverse community with a student body that represents the future of American public universities. We are a federally designated minority serving institution. More than half of our undergraduate students qualify for Pell grants and are the first in their families to graduate from college.

*Where We Are*
Today, FIU has two Miami-Dade County campuses (Modesto A. Maidique [MMC] and Biscayne Bay [BBC]) in addition to academic centers in South Beach, Brickell, Coconut Grove, the Florida Keys and Broward County. Our Marriott-Tianjin China Program recently celebrated its tenth anniversary. Although we are faced with an aging infrastructure at both MMC and BBC and the likelihood that we will exhaust our physical footprint in the next decade, we have not abandoned our commitment to our students and the community. In fact, we are on the cusp of doing even greater things. Our proposed expansion onto land adjacent to MMC will enhance our ability to create new jobs for the South Florida economy and produce greater student talent in engineering, the sciences and entrepreneurship – areas that are state priorities and keys to economic development. We are excited to build upon our vision for a more livable, connected and technological community both in and around the FIU campuses and the South Florida region. University City, a catalytic project of national significance, will integrate FIU into its surrounding neighborhoods, including the City of Sweetwater, with enhanced access to transportation, housing, shopping and community life that will provide an economic boost to the region. For FIU, our geography and our demography are our destiny, inextricably linked to our location in a hemispheric and global transportation, communications and cultural arts center. We see ourselves as a 21st century urban public research university that is a solutions center for our community and reflects the dynamism and diversity of our immigrant community.

*Student Success*
We will offer our students an intense, rigorous learning experience in a supportive academic community, celebrating the intellectual energy that flows from our diverse student population. As part of their university experience, FIU students will gain the critical-thinking skills necessary to meet the challenges of the 21st century. They will learn from world-class faculty who are leading scholars in their fields and who are also well versed in the latest evidence-based teaching practices. Students will work shoulder-to-shoulder with faculty on meaningful research inside and outside the classroom and engage in service learning that impacts our community, our nation and our world.

*Preeminent Programs*
Building preeminent programs and teams will strengthen FIU's capacity to provide high-quality teaching, engage in state-of-the-art research and creative activity, and collaborate with our local and global communities. We will design and chart our best future as a university by identifying and leveraging those FIU programs that will help us become a leading urban public research university in the 21st century.

*Carnegie Very High Research Designation*
Knowledge creation is the cornerstone of the academy. FIU will continue to build its research reputation and develop an infrastructure to support its growing research enterprise. We will support the scholarly work of our faculty as they expand the frontiers of innovation, technology and creativity in the sciences, humanities and arts. Striving for Very High Research designation acknowledges FIU's mission and vision as a public research university. FIU will continue to drive economic growth and job creation by increasing patent production, technology transfer and industry collaboration. We recognize that a research-enriched environment leads to a culture of transformative learning that promotes student success and produces graduates who are ready to be leaders in their chosen professions. Outstanding faculty will attract outstanding graduate students who will add to the fabric of knowledge and innovation while inspiring undergraduates to achieve excellence in scholarship and attain a terminal degree.

*Financial Base/Efficiency*
FIUBeyondPossible2020 is FIU's roadmap for the future. To truly realize its promise, the University must be resilient in the way it responds to external challenges. The legislative funding gap will vary depending upon factors not in our control, and FIU must be prepared to manage those fluctuations and adapt as necessary. We must change our own internal funding model to direct new resources and to ensure existing resources are strategically invested in the units making the greatest impact on improving student success and research. New sources of revenue must be generated while ensuring our current base funding remains intact. To do that, we must strive to exceed Florida State University System of Florida Board of Governors performance standards every year.

## The FIU Effect

In the 50 years since its founding and 43 years since accepting its first class of students in 1972, FIU has had a deep impact on the lives of people in this community. We are the only urban public university in Florida with the honor to have been invited to join the prestigious Phi Beta Kappa Society. We have already become the No. 1 producer of Hispanic degrees in the United States. We have achieved a *Washington Monthly* top 25 national ranking among universities that contribute the most to the public good. We have attained a *Times Higher Education* ranking of 73 among all the universities in the world that have been educating students for less than 50 years. We are nationally recognized for our leadership in STEM (science, technology, engineering and math) education for minority students. We have received accolades for online education and community collaborations and made discoveries that are restoring the environment. Our international and area studies programs are top ranked. Our College of Business has excelled in key subject areas vital to our economic competitiveness and our hospitality management programs are globally recognized. We have created a health and medical education paradigm that directly improves the well-being of underserved communities. We have highly ranked professional schools including Architecture, Law, Medicine and Nursing. We are on pace to graduate more than 130,000 students in the next decade. And still, we know we can do more.

## The Strategic Plan: A Collaborative Effort

We recognize that student success is everyone's responsibility. Through this strategic plan, we will nurture a culture of continuously improving student success for all faculty, of service excellence for all staff, and of collaboration among units and individuals. With this approach, we will move forward as one to make FIUBeyondPossible2020 a reality.

FIUBeyondPossible2020 is FIU's roadmap to turn ideas into action and action into impact. We must draw our strength from each other and give our students and community our very best, leveraging the Worlds Ahead brand attributes that define FIU: Vibrant. Community focused. Entrepreneurial. Global. Accessible. Ideally located.

Development of this plan was a collaborative effort in which students, faculty, staff, alumni and community leaders offered their feedback through their participation on one of the four strategic plan focus committees, their attendance at town hall meetings or their anonymous feedback. The process focused on four key areas: Student Success, Preeminent Programs, Carnegie Very High Research Designation and Financial Base/Efficiency.

The plan's name, FIUBeyondPossible2020, reflects the fact that these are precedent-setting goals. We plan to be the first public, majority-minority research institution to achieve these goals because in achieving these goals, FIU will better serve our students, faculty, staff and community.

## Implementation

FIUBeyondPossible2020 proposes great advances and innovations for FIU in the next five years. While the plan includes concrete goals and strategies, it does not include implementation details. These details will be developed; a standing strategic plan steering committee will be formed and meet on at least a quarterly basis with the task of assessing and reviewing status reports from each of the implementation committees and recommending course modification as necessary. Updates on the progress toward achieving the strategic plan's goals will be communicated to the University community annually. As we begin the next phase of FIUBeyondPossible2020 – implementation – we call upon all of the University's stakeholders, including faculty, staff, students, alumni, our political leaders, the Board of Governors, the business and philanthropic communities and others to join us in creating a future worthy of our great University – a future that is truly Worlds Ahead.

## Vision

Higher education is in the midst of a profound transformation. Every facet of education – what is delivered, how it is delivered, to whom and at what cost – is under scrutiny and impacting change within and throughout every university. This has opened up unprecedented opportunities for universities to rethink how best to educate the next generation of thought leaders. The globalization and democratization of knowledge has given students more choices regarding where and how they get their education. Technology innovation has created pressure to adopt new forms of pedagogy. The value of a college education is now met with measures like time to degree, ability to get jobs at competitive salaries and student debt upon graduation. Ultimately, these factors have led to changes in how universities are funded. FIU recognizes the opportunity this paradigm shift presents. Our own history tells us that necessary change has been the road to growth, to transformation and to advancement. We are prepared to meet these 21st century challenges. With a forward-facing approach, we will continually assess our environment and make adjustments, strengthening our foundation and upholding our mission and sacred obligation to our students, faculty, staff and community. This obligation is based on our certainty that we provide hope and opportunity to thousands of hard-working students and their families who know that a university education can make a clear difference in the quality of their lives. The road ahead, our future, is FIUBeyondPossible2020.

## Worlds Ahead

The University closes the chapter on our Worlds Ahead Strategic Plan (2010-2015) having achieved significant institutional gains during a time when dramatic changes in higher education were afoot. Technological advances, shifting public perceptions, consequential disruptions to state and federal funding for research and education, and increasing oversight and accountability were just some of the issues we encountered early into the implementation of our Worlds Ahead strategic plan.

## Years in the Making

Through self-examination and an abiding belief that great challenges beget great opportunities, we initiated in May 2013 a process to create this new strategic plan through the integrating Research, Engagement, Assessment and Learning (iREAL) Commission. The commission was appointed by FIU President Mark B. Rosenberg and chaired by then-Dean of the College of Arts and Sciences Kenneth G. Furton. Since then, more than 150 students, faculty, staff, alumni and community leaders have analyzed numerous challenges and opportunities to develop a path forward for the next five years, laying the foundation for FIUBeyondPossible2020.

This is a plan of action, one that when fulfilled will ensure that our University and students continue to thrive. This plan is consistent with who we are – an urban public research university proudly committed to providing a state-

of-the-art education for traditional and non-traditional learners – locally and globally; a university that understands its role as an anchor institution in one of the most dynamic and energized cities in the world, Miami.

The plan's key measurable goals include:

- Improving the first-to-second-year retention rate of our first-time-in-college (FTIC) students from 76 to 90 percent
- Boosting our six-year graduation rate among FTIC students from 53 to 70 percent
- Improving our four-year graduation rate of state college (AA) transfer students from 64 to 70 percent
- Strategically increasing our enrollment to 65,000 students and increasingly using digital technologies to enhance face-to-face and distance learning
- Expanding experiential learning opportunities for our students, with special attention to growing available student internships from 4,637 to more than 6,000 annually
- Raising research expenditures from $130 million annually to $200 million annually
- Increasing by 30 percent the number of Ph.D. degrees granted to more than 200 annually
- Nurturing an expansion in patents and startups from an average of two per year to 20 annually
- Growing our philanthropic giving to achieve the Next Horizon capital campaign goal of $750 million

Florida's public university system, like nearly 30 other states, recently adopted a Performance Funding Model, marking a definitive move toward increased accountability and efficiency. This new approach to funding is output based. The BOG Performance Funding Model has nine metrics on undergraduate student success outcomes and one metric on percentage of graduate degrees in strategic emphasis. Universities are ranked and can potentially receive (or lose) funding based on their score using the BOG model.

FIUBeyondPossible2020 clarifies the road ahead for FIU. It creates a pathway for our University to succeed and excel during this new era in higher education. It ensures that the University stays laser-focused on the critical goals that will allow us to forge ahead with our mission.

## Where we are

For FIU, our geography and our demography are our destiny, inextricably linked to our location in a hemispheric and global transportation, communications and cultural arts center. Early goals of the University spoke to the need to educate students, provide service to the community and foster greater international understanding. Today, FIU has two Miami-Dade County campuses in addition to academic centers in South Beach, Brickell, Coconut Grove, the Florida Keys and Broward County. Our Marriott-Tianjin China Program recently celebrated its tenth anniversary. Although we are faced with an aging infrastructure at both MMC and BBC (Appendix 3) and the likelihood that we will exhaust our physical footprint in the next decade, we have not abandoned our commitment to our students and the community. In fact, we are on the cusp of doing even greater things. Our proposed expansion onto land adjacent to MMC will enhance our ability to create new jobs for the South Florida economy and produce greater student talent in engineering, the sciences and entrepreneurship – areas that are state priorities and keys to economic development. We are excited to build upon our vision for a more livable, connected and technological community both in and around the FIU campuses and South Florida region. UniversityCity, a catalytic project of national significance, will integrate FIU into its surrounding neighborhoods, including the City of Sweetwater, with enhanced access to transportation, housing, shopping and community life that will provide an economic boost to the region. Along with its partners – the City of Sweetwater, Miami-Dade Expressway Authority, the State of Florida, IBM and Miami-Dade County – the alliance will also pursue deployment of Intelligent Transportation Systems to improve congestion in the entire region. Our forward momentum relies on an organizational culture that keeps us on course in pursuit of our mission and goals. With FIUBeyondPossible2020 we are reaffirming the collaborative content areas that were identify in our Worlds Ahead strategic plan. Each of these areas is related 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 a major driver of the South Florida economy and critical to the life of the mind at FIU. They inform the way we think, create, discern, solve problems and adapt to our rapidly changing world. The creative and

academic activities of FIU's faculty, curatorial staff and students in our colleges, schools and three accredited museums – The Patricia and Phillip Frost Art Museum on MMC and The Wolfsonian-FIU and The Jewish Museum of Florida-FIU on Miami Beach – support our quest for excellence and enrich the regional arts scene in our community. Our Miami Beach Urban Studios on Lincoln Road is located in one of the country's most dynamic cultural and entertainment centers. It is an innovative and collaborative hub, bringing together students and professionals in the creative and performing arts.

**Environment**

The fragile South Florida ecosystem is a major national point of research, study and concern. FIU enjoys unique opportunities to leverage our tropical location for learning and research that focuses on environmental issues. With the Florida Everglades in our backyard, FIU scientists at the Southeast Environmental Research Center have been at the forefront of Florida Everglades research for more than two decades and have made great strides to restore and build resiliency for this vital ecosystem. Additionally, our academic centers include the International Center for Tropical Botany at The Kampong (the only garden of the National Tropical Botanical Garden outside Hawaii) in Coconut Grove, the Aquarius Reef Base in the Florida Keys, the Wall of Wind at the Engineering Center and the Batchelor Environmental Center (in collaboration with the Patricia and Phillip Frost Museum of Science) at BBC. These initiatives will play an important role moving forward in the development of our preeminent programs and in helping our community enhance community sustainability.

**Globalization**

Miami sits at the crossroads of the Americas and is a global destination city. As a university, we have long capitalized on our diverse population and location in a city that serves as a gateway to the Americas. Miami is a community where the local and the global collide seamlessly, offering unprecedented opportunities and obligations for teaching, research and policy application. Our global learning initiatives and our other international and area studies programs at MMC serve as the backbone for the "I" in FIU. Our researchers have helped to restore democracy in Latin America and have traveled to the Amazon rainforest, Sub-Saharan Africa and Antarctica, among other exotic locales, to better understand and explain the world in which we live. Our multidisciplinary faculty have also coalesced around our School of International and Public Affairs, which is seeking to become the first school in Florida to receive full membership in the Association of Professional Schools of International Affairs (APSIA), a select group of the most elite schools of international and public affairs in the world.

**Health**

The quality, cost and availability of health care remain a major challenge for most people living in the United States. Gaps in access to health care lead to health care disparities, which lead to opportunity gaps for many who reside in our community. Miami is at the epicenter of some of the nation's most critical health issues and changing health economy. Our community is burdened by chronic illness, maternal and child health issues, and established and emerging infectious diseases. FIU's health infrastructure has been in evolution since the late 1990s. We are uniquely positioned to provide solutions while training our community's future health care providers. We are also collaborating with clinical and payer affiliates to address these challenges with innovation and scholarship. FIU's academic health collaborative faculty take a cross disciplinary approach to health. Our exemplary programs include the Center for Research on U.S. Latino HIV/AIDS and Drug Abuse, which addresses the escalating twin epidemics of substance abuse and HIV/AIDS affecting Latino communities throughout South Florida; the Benjamín León, Jr. Family Center for Geriatric Research and Education; and the Green Family Neighborhood HELP, which deploys primary care into neighborhoods whose residents do not traditionally seek medical care. These initiatives and many others send a strong message that FIU is willing to take responsibility for the health and wellbeing of our community, becoming a national model in collaborative, sustainable and culturally sensitive solutions for health care.

## Ever Forward

Since the day we opened for classes in 1972 as an upper-division institution offering 42 degree programs, FIU has been exceeding expectations. Our opening-day enrollment of 5,667 set a higher education record – and sent a clear message that FIU could and would fill a critical public education void in South Florida. In the decades since, we have continued to strive to meet the needs of our community and exceed expectations. We remain Miami's only public research university.

Today we offer 196 bachelors, masters and doctoral degrees. Our enrollment of more than 54,000 students places us fifth among the largest public universities in the United States. But size itself is less important than scale to leverage institutional priorities in a context of a dynamically growing community with a high percentage of foreign-born residents, English-language learners, first-generation students and place-bound learners.

FIU serves a diverse community with a student body that represents the future of American public universities. We are a federally designated minority-serving institution. More than half of our undergraduate students qualify for Pell grants and are the first in their families to graduate from college. We see ourselves as a 21st century urban public research university that is a solutions center for our community and reflects the dynamism and diversity of our immigrant community.

## The FIU Effect

In the 50 years since FIU's founding and 43 years since accepting our first class of students in 1972, we have had a deep impact on the lives of people in this community. We are the only urban public university in Florida with the honor to have been invited to join the prestigious Phi Beta Kappa Society. We have already become the No. 1 producer of Hispanic degrees in the United States. We have achieved a *Washington Monthly* top 25 national ranking among universities that contribute the most to the public good. We have attained a *Times Higher Education* ranking of 73 among all the universities in the world that have been educating students for less than 50 years. We are nationally recognized for our leadership in STEM (science, technology, engineering and math) education for minority students. We have received accolades for online education and community collaborations and made discoveries that are restoring the environment. Our international and area studies programs are top ranked. Our College of Business has excelled in key subject areas vital to our economic competitiveness and our hospitality management programs are globally recognized. We have created a health and medical education paradigm that directly improves the wellbeing of underserved communities. We have highly ranked professional schools including Architecture, Law, Medicine and Nursing. We are on pace to graduate more than 130,000 students in the next decade. And still, we know we can do more.

In addition to building on these distinctive academic strengths, FIUBeyondPossible2020 charges us to recognize new areas of opportunity and societal need. This mandate necessitates breaking through traditional boundaries. The Florida Consortium of Metropolitan Research Universities (Appendix 4) partnership is one such example of this innovative thinking. Recognizing that our state's metropolitan universities collectively serve nearly half of the students in the SUS, FIU has joined with the University of Central Florida and University of South Florida in a national model of collaboration rather than competition to effect positive economic and social change and improve all students' access and success. Initiatives such as these are informing our efforts to be a leading American urban public research university of the 21st century.

## Mission, Values and Vision

All elements of the strategic plan are infused with FIU's mission, values and vision:

Institutional Mission Statement: FIU 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.

- **Core Values**: As an institution of higher learning, FIU is committed to the following:
- **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 steward of the environment and as citizens of the world
- **Excellence** – in intellectual, personal and operational endeavors

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

**FIUBeyondPossible2020 Strategic Priorities**

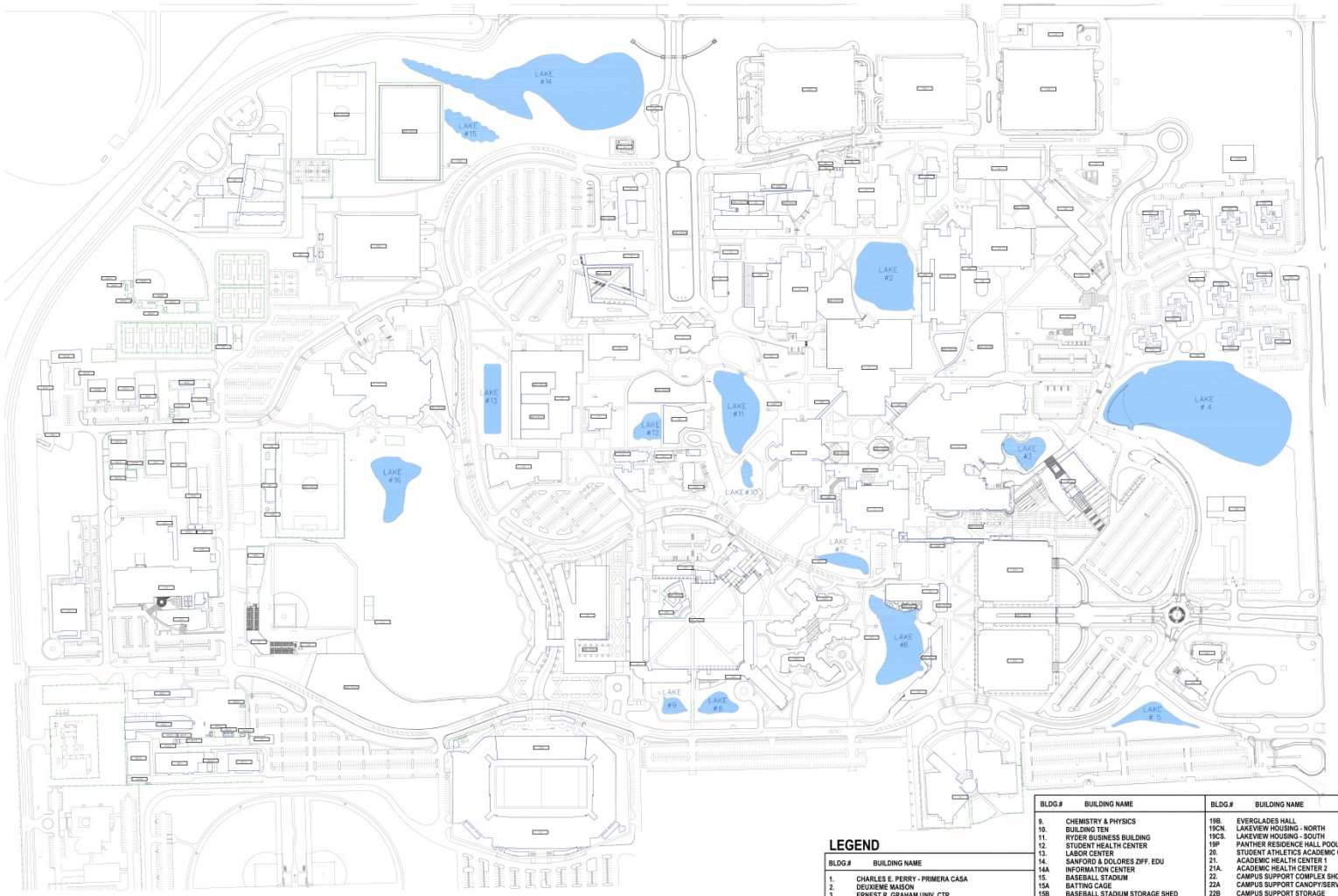
We recognize that student success is everyone's responsibility. Through this strategic plan, we will nurture a culture of continuously improving student success for all faculty, of service excellence for all staff, and of collaboration among units and individuals. With this approach, we will move forward as one to make FIUBeyondPossible2020 a reality.

The success of FIUBeyondPossible2020 will require breaking down silos and synergizing efforts in pursuit of these strategic priorities:

1. **FIU will be united for student success and nurture a culture with values centered on effective teaching and enhanced learning in support of continuously improving student success.**
2. **FIU will prepare graduates at all levels for seamless career integration.**
3. **FIU will grow student enrollment strategically to 65,000.**
4. **FIU will drive its growth and academic excellence through a focus on preeminent programs.**
5. **FIU will strive for the highest Carnegie-related classification of research.**
6. **FIU will achieve an accelerated and impactful performance in research as indicated by research expenditures, Ph.D. productivity, research faculty growth and technology transfer growth.**
7. **FIU will foster a campus culture where innovation thrives and contributes to real-world solutions for real-world issues, in the process making a significant, positive impact on Miami's and Florida's economies.**
8. **FIU will make continuous improvement to streamline activities throughout all units and operations.**
9. **FIU will open new opportunities for students, faculty and staff and diversify its revenue by raising private dollars and collaborating with public and private institutions in win-win partnerships that leverage new grant opportunities.**
10. **FIU will develop an incentive-based funding model driven by strategic initiatives that strengthen our university.**
11. **FIU will institute a focused university branding campaign.**

## CRITICAL PERFORMANCE INDICATOR GOALS

| 2014 | Performance Indicator | 2020 |
|---|---|---|
| 79% | FTIC 2-year retention with GPA above 2.0 | 90% |
| 53% | FTIC 6-year graduation rate | 70% |
| 64% | AA transfer 4-year graduation rate | 70% |
| 68% | Percent bachelor's degrees without excess hours | 80% |
| 77% | Percent of bachelor's graduates employed full-time or in continuing education | 80% |
| 46% | Bachelor's degrees in strategic areas | 50% |
| 52% | Graduate degrees in strategic areas | 60% |
| $26K | Average cost per bachelor's degree | $20K |
| $36K | Median wage of bachelor's graduates | $40K |
| 6,219 | Bachelor's degrees awarded to minorities | 7,200 |
| 1,982 | Number of First Gen graduates | 2,300 |
| 4,737 | Number of students participating in internships | 6,000 |
| 159 | Research doctoral degrees per year | 200 |
| 83 | Research staff/post-doctoral Fellows | 129 |
| 2 | Number of patents per year | 20 |
| 2:8 | Number of startups-AUTM:SBDC definitions | 5:20 |
| $176M<br>$53M | Private gifts – overall endowment<br>Private gifts – annual gifts | $300M<br>$70M |
| $197M<br>$20M | Auxiliary revenue per year<br>Auxiliary operating income | $240M<br>$25M |
| $133M<br>$107M | Research expenditures<br>SandE expenditures | $200M<br>$165M |
| 54,000<br>67:8:25 | Total number of FIU students enrolled<br>Mode of delivery (face-to-face:hybrid:online) | 65,000<br>30:30:40 |




| BLDG.# | BUILDING NAME |
|---|---|
| 33. | WELLNESS & RECREATION CENTER |
| 36. | SCHOOL OF INTER & PUBLIC AFFAIRS |
| 38. | STOCKER ASTROSCIENCE CENTER |
| 39. | ACADEMIC HEALTH CENTER 3 |
| 40. | WOMEN'S SOFTBALL/TENNIS CX |
| 41. | HURRICANE CENTER |
| 42. | ACADEMIC HEALTH CENTER 4 |
| 43. | ACADEMIC HEALTH CENTER 5 |
| 44. | AMBULATORY CARE CENTER |
| 45 | STUDENT ACADEMIC SUPPORT CENTER |
| 47 | ART STUDIO |
| 52. | MANGO |
| 55. | PARKVIEW HOUSING |
| C01. | TOWER |
| C05. | DUPLICATING CENTER |
| CW1. | PC/DM COVERD WALKWAY |
| CW2. | DM/GL COVERD WALKWAY |
| CW3. | PCA COVERD WALKWAY |
| CW4. | GL/GC COVERD WALKWAY |
| CW5. | OE/CP COVERD WALKWAY |
| CW7. | PG1/PC COVERD WALKWAY |
| E01. | EAST ONE |
| GHI. | GREEK HOUSING I |
| GHII. | GREEK HOUSING II |
| GZ1. | GAZEBO 1 |
| GZ2. | GAZEBO 2 |
| GZ3. | GAZEBO 3 |
| GZ5. | GAZEBO 5 |
| GZ6. | GAZEBO 6 |
| GZ7. | GAZEBO 7 |
| GZ8. | GAZEBO 8 |
| M01. | RECREATION TRAILER |
| M05. | CCLC TRAILER |
| PG1. | PARKING GARAGE 1 GOLD |
| PG2. | PARKING GARAGE 2 BLUE |
| PG3. | PANTHER PARKING GARAGE |
| PG4. | RED PARKING GARAGE |
| PG5. | PG5 MARKET STATION |
| PG6. | PARKING GARAGE 6 |
| SH. | SOLAR HOUSE |
| THA. | A UNIVERSITY APARTMENTS |
| THB. | B UNIVERSITY APARTMENTS |
| THC. | C UNIVERSITY APARTMENTS |
| THD. | D UNIVERSITY APARTMENTS |
| THE. | E UNIVERSITY APARTMENTS |
| THF. | F UNIVERSITY APARTMENTS |
| THG. | G UNIVERSITY APARTMENTS |
| THH. | H UNIVERSITY APARTMENTS |
| THJ. | J UNIVERSITY APARTMENTS |
| THK. | K UNIVERSITY APARTMENTS |
| THL. | L UNIVERSITY APARTMENTS |
| W01. | WEST 1 |
| W01A. | WEST 1A |
| W01B. | WEST 1B |
| W01C. | CERAMICS |
| W01D. | GREEN HOUSE |
| W02. | WEST 2 |
| W02A. | HAZARDOUS WASTE SHED |
| W02B. | CHEMICAL STORAGE |
| W02C. | DIESEL/GASOLINE PUMP |
| W02D. | CARGO CONTAINER 1 |
| W02E. | CARGO CONTAINER 2 |
| W02F. | CARGO CONTAINER 3 |
| W02G. | CARGO CONTAINER 4 |
| W02H. | CARGO CONTAINER 5 |
| W03. | WEST 3 |
| W05. | WEST 5 |
| W05A. | WEST 5A |
| W06. | WEST 6 |
| W06A. | DUGOUT 3 |
| W06B. | DUGOUT 4 |
| W06C. | PRESS BOX & DUGOUT |
| W06D. | SOFTBALL BATTING CAGE |
| W06E. | SOFTBALL SHED 1 |
| W06G. | SOFTBALL SHED 2 |
| W07. | WEST 7 |
| W07A. | WEST 7A CANOPY |
| W07. | WEST 7B SHED |
| W07. | WEST 7C SHED |
| W07. | WEST 7D SHED |
| W09. | WEST 9 |
| W10. | WEST 10 |
| W10A. | WEST 10A |
| W10B. | ADMINISTRATIVE SYSTEM I |
| W10C. | ASMINISTRATIVE SYSTEM II |
| W10T. | WEST 10 TRAILER |

## LEGEND

| BLDG.# | BUILDING NAME |
|---|---|
| 1. | CHARLES E. PERRY - PRIMERA CASA |
| 2. | DEUXIEME MAISON |
| 3. | ERNEST R. GRAHAM UNIV. CTR |
| 4. | VIERTES HAUS |
| 04A | CENTRAL UTILITIES ONE |
| 5. | STEVEN & DOROTHEA GREEN LIB. |
| 6. | OWA EHAN |
| 06A | WERTHEIN CONSERVATORY |
| 7. | FIU ARENA |
| 8. | ENGINEERING & COMPUTER SCIENCE |
| 8A | ECS STORAGE SHED A |
| 8B | ECS STORAGE SHED B |
| 8C | ECS STORAGE SHED C |

| BLDG.# | BUILDING NAME |
|---|---|
| 9. | CHEMISTRY & PHYSICS |
| 10. | BUILDING TEN |
| 11. | RYDER BUSINESS BUILDING |
| 12. | STUDENT HEALTH CENTER |
| 13. | LABOR CENTER |
| 14. | SANFORD & DOLORES ZIFF. EDU |
| 14A | INFORMATION CENTER |
| 15. | BASEBALL STADIUM |
| 15A | BATTING CAGE |
| 15B | BASEBALL STADIUM STORAGE SHED |
| 15C | NATURE PRESERVE |
| 16. | HERBERT & NICOLE WERTHEIM CTR. |
| 17. | CHILDREN'S CREATIVE LEARNING CENTER |
| 17A | CCLC SHED A |
| 17B | CCLC SHED B |
| 18. | FIU SOCCER STADIUM |
| 18A | SOCCER STADIUM MOBILE STORAGE A |
| 18B | SOCCER STADIUM STORAGE B |
| 19. | PANTHER RESIDENCE HALL |
| 19A. | UNIVERSITY PARK TOWER |

| BLDG.# | BUILDING NAME |
|---|---|
| 19B. | EVERGLADES HALL |
| 19CN. | LAKEVIEW HOUSING - NORTH |
| 19CS. | LAKEVIEW HOUSING - SOUTH |
| 19P | PANTHER RESIDENCE HALL POOL |
| 20. | STUDENT ATHLETICS ACADEMIC CTR. |
| 21. | ACADEMIC HEALTH CENTER 1 |
| 21A. | ACADEMIC HEALTH CENTER 2 |
| 22. | CAMPUS SUPPORT COMPLEX SHOPS |
| 22A | CAMPUS SUPPORT CANOPY/SERV. |
| 22B | CAMPUS SUPPORT STORAGE |
| 23. | CAMPUS SUPPORT COMPLEX ADMIN. |
| 24. | PAUL CEJAS ARCHITECTURE |
| 25. | MANAGEMENT & ADVANCED RESEARCH |
| 27. | RAFAEL DIAZ-BALART HALL |
| 28. | RONALD W. REGAN PRES. HOUSE |
| 29. | PATRICIA & PHILLIP FROST MUSEUM |
| 30. | COLLEGE OF BUSINESS COMPLEX |
| 31. | CENTRAL UTILITIES TWO |
| 31A. | SATELLITE CHILLER PLANT |
| 32 | FIU COMMUNITY STADIUM |

FIU
ACADEMIC SPACE MANAGEMENT

SITE 1:
MODESTO A. MAIDIQUE CAMPUS
11200 SW 8TH STREET MIAMI, FLORIDA 33199



10/8/2015 5:11:41 PM

FIU ACADEMIC SPACE MANAGEMENT

ALL UNIVERSITY SITE PLANS ARE CONFIDENTIAL AND SHOULD NOT BE SHARED WITH ANYONE WITHOUT PROPER AUTHORIZATION

3000 NE 151 STREET NORTH MIAMI, FL 33181

BISCAYNE BAY CAMPUS

SITE 2:

ISSUE DATE: 10/8/2015 3:29:56 PM

SCALE: 0, 125', 250', 500'

LEGEND

| BLDG # | BUILDING NAME |
|---|---|
| BH1 | BAY VISTA HOUSING |
| BHS1 | BAY HOUSING SHED 1 |
| BHS2 | BAY HOUSING SHED 2 |
| BHS3 | BAY HOUSING SHED 3 |
| N01 | HOSPITALITY MANAGEMENT |
| N01A | AQUATIC RECREATION CENTER |
| N02 | ACADEMIC ONE |
| N02A | BBC CENTRAL UTILITIES |
| N03 | GREGORY B. WOLFE UNIV. CTR. |
| N04 | ACADEMIC TWO |
| N04A | ACADEMIC TWO STORAGE |
| N05 | GLENN HUBERT LIBRARY |
| N06 | STUDENT HEALTH SERVICES |
| N07 | BISCAYNE BAY CONFERENCE CTR. |
| N08 | ECOLOGY LABORATORY |
| N08A | ECOLOGY LAB MODULE |
| N08B | ECOLOGY LAB SHED 1 |
| N08C | ECOLOGY LAB SHED 2 |
| N08D | ECOLOGY LAB SHED 3 |
| N08E | ECOLOGY LAB METAL CANOPY 1 |
| N08F | ECOLOGY LAB METAL CANOPY 2 |
| N08G | ECOLOGY LAB COLD ROOM |
| N08H | ECOLOGY LAB SHED 4 |
| N11 | MARINE SCIENCES |
| N13 | UNIVERSITY HOUSING |
| N09 | RCCL TRAINING FACILITY |
| N09Z1 | BBC GAZEBO # 1 |
| N09Z2 | BBC GAZEBO # 2 |
| P10 | INFORMANTION CENTER |
| R01 | OUTDOOR RECREATION |
| BBC-RSV01 | ACADEMIC 1 COURTYARD |
| BBC-RSV02 | ACADEMIC 2 COURTYARD |
| BBC-RSV03 | FLAGPOLE QUAD |
| BBC-RSV04 | BBC DOCK |
| BBC-RSV05 | BBC KAYAK KAYAK LAUNCH |
| BBC-RSV06 | BBC NATURE TRAIL |
| BBC-RSV07 | BBC TRAC |
| BBC-RSV08 | RCCL COURTYARD |
| BBC-RSV09 | TENNIS COURTS |
| BBC-RSV10 | BASKETBALL COURT |
| BBC-RSV11 | SOCCER FIELD |
| BBC-RSV12 | MARINE BIOLOGY LAWN |
| S01 | CENTRAL RECEIVING |
| S02 | PUBLIC SAFETY |
| S02A | PUBLIC SAFETY ANNEX |
| S03A | PLANT SUPPORT |
| S04 | GROUNDS |
| TRAC | TRAC SHED |

FIU
ACADEMIC SPACE MANAGEMENT
SCALE:
0'
50'
100'
150'
SITE 3:
ENGINEERING CENTER
10555 WEST FLAGLER ST. MIAMI, FLORIDA 33174
ALL UNIVERSITY SITE PLANS ARE CONFIDENTIAL AND SHOULD NOT BE SHARED WITH ANYONE WITHOUT PROPER AUTHORIZATION.
ISSUE DATE:
10/8/2015 3:30:56 PM
LEGEND
BLDG.# BUILDING NAME
101. ENGINEERING CENTER
102. OPERATION UTILITIES
102A EC WOOD STORAGE
102B EC STORAGE SHED 2
102C EC STORAGE SHED 3
102H ARC RESEARCH LAB # 1
102I ARC RESEARCH LAB # 2
102J ARC RESEARCH LAB # 3
102K ARC RESEARCH LAB # 4
102L EC STORAGE SHED 4
102M STORAGE 102M
102P STORAGE 102P
102Q STORAGE 102Q
103. INFORMATION BOOTH 1
103A INFORMATION BOOTH 2
104 SOLAR HOUSE
105 WALL OF WIND
105A WALL OF WIND TRAILER
105B WOW SHED
105C WALL OF WIND SHOP
EC-RSV01 EC EAST LAWN
EG21 EC GAZEBO # 1
EG22 EC GAZEBO # 2
0 25' 50' 100' 200'
SCALE
PROPERTY – LINE
PROPERTY – LINE
WEST FLAGLER STREET
WEST FLAGLER STREET
105th CT
105th PL
N.W. 107th AVENUE

**Table 3**
**INSTITUTIONAL SITES**

| SITE NUMBER | SITE NAME | SITE TYPE | SITE OWNERSHIP | YEAR OF ACQUISITION | ACREAGE | SITE NUMBER OF OWNED BUILDINGS | SITE OWNED BUILDING AREA |
|---|---|---|---|---|---|---|---|
| 1 | MODESTO A. MAIDIQUE CAMPUS<br>11200 SW 8TH STREET<br>MIAMI, FL 33199 | MAIN CAMPUS | STATE OWNED | 1968 | 342.2 | 123 | 8,345,303 |
| 2 | BISCAYNE BAY CAMPUS<br>3000 NE 151ST STREET<br>NORTH MIAMI, FL 33181 | TYPE I CAMPUS | STATE OWNED | 1973 | 195 | 34 | 935,281 |
| 3 | ENGINEERING CTR<br>10555 W FLAGLER ST<br>MIAMI, FL 33175 | MAIN CAMPUS | STATE OWNED | 1997 | 36 | 22 | 528,108 |
| 4 | FIU AT I-75<br>1930 SW 145TH AVE<br>MIRAMAR, FL 33027 | TYPE III CAMPUS | LEASED | 2014 | 0 | 0 | 0 |
| 5 | FL MEMORIAL COL<br>15800 N.W. LEJEUNE<br>MIAMI, FL 33054 | OTHER | STATE OWNED - TITLE VESTED IN STATE | 1999 | 1 | 1 | 43,371 |
| 6 | WOLFSONIAN - FIU<br>1001 WASHINGTON AVE<br>MIAMI BEACH, FL 33139 | SPECIAL PURPOSE CENTER | STATE OWNED | 1998 | 0.4 | 1 | 79,854 |
| 7 | FIU ANNEX<br>1538 LENOX AVE<br>MIAMI BEACH, FL 33139 | OTHER | STATE OWNED | 1998 | 0.3 | 1 | 38,139 |
| 9 | SOUTH WAREHOUSE<br>12302 SW 128 CT,#106<br>MIAMI, FL 33186 | OTHER | LEASED | 2010 | 0 | 0 | 0 |
| 14 | MB URBAN STUDIOS<br>420 LINCOLN ROAD<br>MIAMI BEACH, FL 33139 | INSTRUCTIONAL SITE | LEASED | 2011 | 0 | 0 | 0 |
| 15 | FIU DOWNTOWN<br>1101 BRICKELL AVENUE<br>MIAMI BEACH, FL 33131 | INSTRUCTIONAL SITE | LEASED | 2011 | 0 | 0 | 0 |

**Table 3 - INSTITUTIONAL SITES (Continued)**

| SITE NUMBER | SITE NAME | SITE TYPE | SITE OWNERSHIP | YEAR OF ACQUISITION | ACREAGE | SITE NUMBER OF OWNED BUILDINGS | SITE OWNED BUILDING AREA |
|---|---|---|---|---|---|---|---|
| 17 | JEWISH MUSEUM OF FLORIDA - FIU<br>301 WASHINGTON AVE<br>MIAMI BEACH, FL 33139 | SPECIAL PURPOSE CENTER | STATE OWNED | 2012 | 0.5 | 1 | 25,140 |
| 18 | WOLFSONIAN DOWNTOWN<br>100 E FLAGLER STREET<br>MIAMI, FL33131 | SPECIAL PURPOSE SITE | STATE OWNED | 2013 | 0.1 | 0 | 0 |
| 25 | TROPICAL BOTANY<br>4013 DOUGLAS ROAD<br>MIAMI, FL 33133 | SPECIAL PURPOSE CENTER | STATE OWNED | 2014 | 1.5 | 0 | 0 |
| 26 | AQUARIUS<br>85932 OVERSEAS HWY<br>ISLAMORADA, FL 33036 | OTHER | STATE OWNED | 2014 | 0.4 | 1 | 4,210 |
| 28 | CG PLAYHOUSE<br>3500 MAIN HWY<br>CORAL CABLES, FL 33133 | OTHER | OTHER | 2013 | 2.3 | 0 | 0 |

## 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**
**(Last updated on 09/28/2015)**

| CIP | TITLE | BA | MA | SPECIALIST | PROFESSIONAL DOCTORATE | RESEARCH DOCTORATE |
|---|---|---|---|---|---|---|
| 03.0103 | ENVIRONMENTAL STUDIES | B | M | | | |
| 03.0201 | NATURAL RESOURCES MANAGEMENT AND POLICY | | M | | | |
| 04.0201 | ARCHITECTURE | B | M | | | |
| 04.0501 | INTERIOR ARCHITECTURE | | M | | | |
| 04.0601 | LANDSCAPE ARCHITECTURE | B | M | | | |
| 05.0103 | ASIAN STUDIES/CIVILIZATION | B | M | | | |
| 05.0107 | LATIN AMERICAN STUDIES | | M | | | |
| 05.0201 | AFRICAN-AMERICAN/BLACK STUDIES | | M | | | |
| 05.0207 | WOMEN'S STUDIES | B | | | | |
| 09.0101 | SPEECH COMMUNICATION AND RHETORIC | B | | | | |
| 09.0102 | MASS COMMUNICATION/MEDIA STUDIES | B | M | | | |
| 11.0101 | COMPUTER AND INFORMATION SCIENCES, GENERAL | B | M | | | R |
| 11.0103 | INFORMATION TECHNOLOGY | B | M | | | |
| 11.0501 | COMPUTER SYSTEMS ANALYSIS/ANALYST | | M | | | |
| 11.1003 | COMPUTER AND INFORMATION SYSTEMS SECURITY/INFORMATION ASSURANCE | | M | | | |
| 13.0301 | CURRICULUM AND INSTRUCTION | | M | S | | R |
| 13.0401 | EDUCATIONAL LEADERSHIP AND ADMINISTRATION, GENERAL | | M | S | | R |
| 13.0406 | HIGHER EDUCATION/HIGHER EDUCATION ADMINISTRATION | | M | | | R |
| 13.0410 | URBAN EDUCATION AND LEADERSHIP | | M | | | |
| 13.0701 | INTERNATIONAL AND COMPARATIVE EDUCATION | | M | | | |
| 13.1001 | SPECIAL EDUCATION AND TEACHING, GENERAL | B | M | | | R |
| 13.1101 | COUNSELOR EDUCATION/SCHOOL COUNSELING AND GUIDANCE SERVICES | | M | | | |
| 13.1201 | ADULT AND CONTINUING EDUCATION AND TEACHING | | M | | | R |

| CIP | TITLE | BA | MA | SPECIALIST | PROFESSIONAL DOCTORATE | RESEARCH DOCTORATE |
|---|---|---|---|---|---|---|
| 13.1202 | ELEMENTARY EDUCATION AND TEACHING | B | | | | |
| 13.1210 | EARLY CHILDHOOD EDUCATION AND TEACHING | B | M | | | |
| 13.1302 | ART TEACHER EDUCATION | B | M | | | |
| 13.1306 | FOREIGN LANGUAGE TEACHER EDUCATION | | M | | | |
| 13.1312 | MUSIC TEACHER EDUCATION | | M | | | |
| 13.1314 | PHYSICAL EDUCATION TEACHING AND COACHING | B | M | | | |
| 13.1315 | READING TEACHER EDUCATION | | M | | | |
| 14.0501 | BIOENGINEERING AND BIOMEDICAL ENGINEERING | B | M | | | R |
| 14.0801 | CIVIL ENGINEERING, GENERAL | B | M | | | R |
| 14.0901 | COMPUTER ENGINEERING, GENERAL | B | M | | | |
| 14.1001 | ELECTRICAL AND ELECTRONICS ENGINEERING | B | M | | | R |
| 14.1004 | TELECOMMUNICATIONS ENGINEERING | | M | | | |
| 14.1401 | ENVIRONMENTAL/ENVIRONMENTAL HEALTH ENGINEERING | B | M | | | |
| 14.1801 | MATERIALS ENGINEERING | | M | | | R |
| 14.1901 | MECHANICAL ENGINEERING | B | M | | | R |
| 14.3502 | ENGINEERING MANAGEMENT | | M | | | |
| 15.1001 | CONSTRUCTION ENGINEERING TECHNOLOGY/TECHNICIAN | B | M | | | |
| 50.0408 | INTERIOR DESIGN | B | | | | |
| 50.0501 | DRAMA AND DRAMATICS/THEATRE ARTS, GENERAL | B | | | | |
| 50.0701 | ART/ART STUDIES, GENERAL | B | | | | |
| 50.0702 | FINE/STUDIO ARTS, GENERAL | B | M | | | |
| 50.0703 | ART HISTORY, CRITICISM AND CONSERVATION | B | | | | |
| 50.0901 | MUSIC, GENERAL | B | M | | | |
| 51.0204 | AUDIOLOGY/AUDIOLOGIST AND SPEECH-LANGUAGE PATHOLOGY/PATHOLOGIST | | M | | | |
| 51.0701 | HEALTH/HEALTH CARE ADMINISTRATION/MANAGEMENT | B | M | | | |
| 51.0912 | PHYSICIAN ASSISTANT | | M | | | |
| 51.0913 | ATHLETIC TRAINING/TRAINER | | M | | | |
| 51.1201 | MEDICINE | | | | P | |
| 51.2201 | PUBLIC HEALTH, GENERAL | | M | | | R |

| CIP | TITLE | BA | MA | SPECIALIST | PROFESSIONAL DOCTORATE | RESEARCH DOCTORATE |
|---|---|---|---|---|---|---|
| 51.2306 | OCCUPATIONAL THERAPY/THERAPIST | | M | | | |
| 51.2308 | PHYSICAL THERAPY/THERAPIST | | | | P | |
| 51.3101 | DIETETICS/DIETITIAN | B | M | | | R |
| 51.3801 | REGISTERED NURSING/REGISTERED NURSE | B | M | | | |
| 51.3803 | ADULT HEALTH NURSE/NURSING | | M | | | |
| 51.3804 | NURSE ANESTHETIST | | M | | | |
| 51.3805 | FAMILY PRACTICE NURSE/NURSING | | M | | | |
| 51.3808 | NURSING SCIENCE | | | | | R |
| 51.3809 | PEDIATRIC NURSE/NURSING | | M | | | |
| 51.3810 | PSYCHIATRIC/MENTAL HEALTH NURSE/NURSING | | M | | | |
| 51.3818 | NURSING PRACTICE | | | | P | |
| 52.0201 | BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL | B | M | | | R |
| 52.0301 | ACCOUNTING | B | M | | | |
| 52.0801 | FINANCE, GENERAL | B | M | | | |
| 52.0901 | HOSPITALITY ADMINISTRATION/MANAGEMENT, GENERAL | B | M | | | |
| 52.1001 | HUMAN RESOURCES MANAGEMENT/PERSONNEL ADMINISTRATION, GENERAL | B | M | | | |
| 52.1101 | INTERNATIONAL BUSINESS/TRADE/COMMERCE | B | M | | | |
| 52.1201 | MANAGEMENT INFORMATION SYSTEMS, GENERAL | B | | | | |
| 52.1206 | INFORMATION RESOURCES MANAGEMENT | | M | | | |
| 52.1401 | MARKETING/MARKETING MANAGEMENT, GENERAL | B | M | | | |
| 52.1501 | REAL ESTATE | B | | | | |
| 52.1502 | INTERNATIONAL REAL ESTATE | | M | | | |
| 54.0101 | HISTORY, GENERAL | B | M | | | R |
| 16.0102 | LINGUISTICS | | M | | | |
| 16.0901 | FRENCH LANGUAGE AND LITERATURE | B | | | | |
| 16.0902 | ITALIAN LANGUAGE AND LITERATURE | B | | | | |
| 16.0904 | PORTUGUESE LANGUAGE AND LITERATURE | B | | | | |
| 16.0905 | SPANISH LANGUAGE AND LITERATURE | B | M | | | R |
| 22.0101 | LAW | | | | P | |
| 22.0202 | PROGRAMS FOR FOREIGN LAWYERS | | M | | | |

| CIP | TITLE | BA | MA | SPECIALIST | PROFESSIONAL DOCTORATE | RESEARCH DOCTORATE |
|---|---|---|---|---|---|---|
| 23.0101 | ENGLISH LANGUAGE AND LITERATURE, GENERAL | B | M | | | |
| 23.1302 | CREATIVE WRITING | | M | | | |
| 24.0101 | LIBERAL ARTS AND SCIENCES/LIBERAL STUDIES | B | M | | | |
| 26.0101 | BIOLOGY/BIOLOGICAL SCIENCES, GENERAL | B | M | | | R |
| 26.0102 | BIOMEDICAL SCIENCES, GENERAL | | | | | R |
| 26.0202 | BIOCHEMISTRY | | | | | R |
| 26.1302 | MARINE BIOLOGY AND BIOLOGICAL OCEANOGRAPHY | B | | | | |
| 27.0101 | MATHEMATICS, GENERAL | B | | | | |
| 27.0301 | APPLIED MATHEMATICS, GENERAL | | M | | | |
| 27.0501 | STATISTICS, GENERAL | B | M | | | |
| 30.2001 | INTERNATIONAL/GLOBAL STUDIES | | M | | | |
| 30.9999 | MULTI-/INTERDISCIPLINARY STUDIES, OTHER | B | | | | |
| 31.0301 | PARKS, RECREATION AND LEISURE FACILITIES MANAGEMENT, GENERAL | B | M | | | |
| 38.0101 | PHILOSOPHY | B | | | | |
| 38.0201 | RELIGION/RELIGIOUS STUDIES | B | M | | | |
| 40.0501 | CHEMISTRY, GENERAL | B | M | | | R |
| 40.0601 | GEOLOGY/EARTH SCIENCE, GENERAL | B | M | | | R |
| 40.0801 | PHYSICS, GENERAL | B | M | | | R |
| 42.0101 | PSYCHOLOGY, GENERAL | B | M | | | R |
| 42.2805 | SCHOOL PSYCHOLOGY | | | S | | |
| 43.0104 | CRIMINAL JUSTICE/SAFETY STUDIES | B | M | | | R |
| 43.0106 | FORENSIC SCIENCE AND TECHNOLOGY | | M | | | |
| 43.0302 | CRISIS/EMERGENCY/DISASTER MANAGEMENT | | M | | | |
| 44.0401 | PUBLIC ADMINISTRATION | B | M | | | R |
| 44.0701 | SOCIAL WORK | B | M | | | R |
| 45.0601 | ECONOMICS, GENERAL | B | M | | | R |
| 45.0701 | GEOGRAPHY | B | | | | |
| 45.0901 | INTERNATIONAL RELATIONS AND AFFAIRS | B | M | | | R |
| 45.1001 | POLITICAL SCIENCE AND GOVERNMENT, GENERAL | B | M | | | R |
| 45.1101 | SOCIOLOGY | B | M | | | R |

**Table 4b**
**CERTIFICATE PROGRAMS**

| PROGRAM TITLE | LISTING | DEGREE SEEKING | NON DEGREE SEEKING | ACADEMIC/ PROFESSIONAL |
|---|---|---|---|---|
| ACADEMIC ADVISING | GRADUATE | | X | A |
| ACTUARIAL STUDIES | UNDERGRADUATE | X | X | A |
| ADDICTIONS | GRADUATE | X | | A |
| AFRICAN AND AFRICAN DIASPORA STUDIES GRADUATE | GRADUATE | X | | A |
| AFRICAN STUDIES | UNDERGRADUATE | X | | A |
| AFRO-LATIN AMERICAN STUDIES | GRADUATE | X | | A |
| AFRO-LATIN AMERICAN STUDIES | UNDERGRADUATE | X | | A |
| AGROECOLOGY | UNDERGRADUATE | X | | A |
| ANCIENT MEDITERRANEAN CIVILIZATION | UNDERGRADUATE | X | | A |
| ASIAN GLOBALIZATION | GRADUATE | X | | A |
| ASIAN GLOBALIZATION | UNDERGRADUATE | X | | A |
| ASIAN STUDIES | GRADUATE | X | | A |
| ASIAN STUDIES | UNDERGRADUATE | X | | A |
| BANKING | UNDERGRADUATE | X | | A |
| BIODIVERSITY CONSERVATION AND MANAGEMENT | GRADUATE | X | | A |
| BIODIVERSITY CONSERVATION AND MANAGEMENT | UNDERGRADUATE | X | | A |
| BUSINESS ANALYTICS | UNDERGRADUATE | X | | A |
| CHINESE STUDIES | UNDERGRADUATE | X | | A |
| COGNITIVE NEUROSCIENCE | GRADUATE | X | | A |
| COMMUNICATION SCIENCES AND DISORDERS | GRADUATE | | X | A |
| COMMUNITY DEVELOPMENT | GRADUATE | X | X | A |
| COMPARATIVE IMMUNOLOGY | UNDERGRADUATE | X | | A |
| CONFLICT AND DISPUTE RESOLUTION | UNDERGRADUATE | X | X | A |
| CONFLICT RESOLUTION AND CONSENSUS BUILDING | GRADUATE | X | X | A |
| CONSTRUCTION ENGINEERING AND MANAGEMENT | GRADUATE | | X | A |
| CORE CLINICAL CLERKSHIP | GRADUATE | | X | A |
| COSTAL AND MARINE AFFAIRS | UNDERGRADUATE | X | | A |
| CRUISE SHIP AND SUPER YACHT DESIGN | GRADUATE | X | | A |

| PROGRAM TITLE | LISTING | DEGREE SEEKING | NON DEGREE SEEKING | ACADEMIC/ PROFESSIONAL |
|---|---|---|---|---|
| CUBAN AND CUBAN-AMERICAN STUDIES | UNDERGRADUATE | X | | A |
| CULTURALLY COMPETENT NURSING EDUCATION | GRADUATE | X | | A |
| EDUCATIONAL LEADERSHIP | GRADUATE | | X | A |
| ELECTRIC POWER ENGINEERING AND MANAGEMENT | GRADUATE | X | X | A |
| ENGINEERING MANAGEMENT | GRADUATE | X | X | A |
| ENTERPRISE SYSTEMS | GRADUATE | X | X | A |
| ENTREPRENEURSHIP | UNDERGRADUATE | X | | A |
| ENVIRONMENTAL HEALTH | GRADUATE | | X | A |
| ENVIRONMENTAL STUDIES | GRADUATE | X | | A |
| ENVIRONMENTAL STUDIES | UNDERGRADUATE | X | | A |
| EPIDEMIOLOGY | GRADUATE | | X | A |
| EUROPEAN STUDIES | GRADUATE | X | | A |
| EUROPEAN STUDIES | UNDERGRADUATE | X | X | A |
| EXILE STUDIES | UNDERGRADUATE | X | | A |
| FILM STUDIES | UNDERGRADUATE | X | | A |
| FORENSIC SCIENCE | UNDERGRADUATE | X | X | A |
| FURNITURE DESIGN | GRADUATE | X | | A |
| GEOGRAPHIC INFORMATION SYSTEMS | GRADUATE | X | | A |
| GERMAN LANGUAGE AND CULTURE | UNDERGRADUATE | X | | A |
| GERONTOLOGY | GRADUATE | X | X | A |
| GLOBAL BLACK STUDIES | UNDERGRADUATE | X | | A |
| GLOBAL STRATEGIC COMMUNICATIONS | GRADUATE | | X | A |
| GRADES 6-8 MATHEMATICS TEACHING | GRADUATE | | X | A |
| GRADES 6-8 SCIENCE TEACHING | GRADUATE | | X | A |
| GRADES K-5 MATHEMATICS TEACHING | GRADUATE | | X | A |
| GRADES K-5 SCIENCE TEACHING | GRADUATE | | X | A |
| HAITIAN STUDIES | UNDERGRADUATE | X | X | A |
| HEALTH AND FITNESS MARKETING | UNDERGRADUATE | X | X | A |
| HEALTH PROMOTION | GRADUATE | | X | A |
| HEALTHCARE MANAGEMENT (COMBINED MPH) | GRADUATE | X | | A |

| PROGRAM TITLE | LISTING | DEGREE SEEKING | NON DEGREE SEEKING | ACADEMIC/ PROFESSIONAL |
|---|---|---|---|---|
| HISTORY AND THEORY OF ARCHITECTURE | UNDERGRADUATE | X | | A |
| HISTORY, THEORY AND CRITICISM OF ARCHITECTURE | GRADUATE | X | | A |
| HOMELAND SECURITY AND EMERGENCY MANAGEMENT | GRADUATE | X | X | A |
| HUMAN RESOURCE POLICY AND MANAGEMENT | GRADUATE | X | X | A |
| HUMAN RIGHTS AND POLITICAL TRANSITIONS | UNDERGRADUATE | X | | A |
| IBERIAN STUDIES | GRADUATE | X | | A |
| IMPORT-EXPORT AND SUPPLY CHAIN MANAGEMENT | UNDERGRADUATE | | X | A |
| INFORMATION TECHNOLOGY IN CIVIL ENGINEERING | GRADUATE | | X | A |
| INTEGRATED MARKETING COMMUNICATIONS: LATIN AMERICAN | GRADUATE | | X | A |
| INTELLECTUAL PROPERTY | GRADUATE | X | | A |
| INTERNATIONAL AND COMPARATIVE PUBLIC ADMINISTRATION | GRADUATE | X | X | A |
| INTERNATIONAL BANK MANAGEMENT | UNDERGRADUATE | X | | A |
| INTERNATIONAL TRADE AND INVESTMENT | UNDERGRADUATE | X | | A |
| JAIN STUDIES | UNDERGRADUATE | X | X | A |
| JAPANESE STUDIES | GRADUATE | X | | A |
| JAPANESE STUDIES | UNDERGRADUATE | X | | A |
| JEWISH STUDIES | UNDERGRADUATE | X | X | A |
| JOINT CERTIFICATE IN INTEGRATED MARKETING COMMUNICATIONS: LATIN AMERICAN | GRADUATE | X | | A |
| LABOR STUDIES | UNDERGRADUATE | X | X | A |
| LANDSCAPE ARCHITECTURE | GRADUATE | X | | A |
| LANDSCAPE ARCHITECTURE | UNDERGRADUATE | X | | A |
| LANGUAGES AND CULTURES OF NORTH AFRICA | UNDERGRADUATE | X | | A |
| LATIN AMERICAN AND CARIBBEAN STUDIES | GRADUATE | X | X | A |
| LATIN AMERICAN AND CARIBBEAN STUDIES | UNDERGRADUATE | X | | A |
| LAW, ETHICS AND SOCIETY | UNDERGRADUATE | X | | A |
| LEADERSHIP STUDIES | UNDERGRADUATE | X | | A |
| LEGAL TRANSLATION AND COURT INTERPRETING | UNDERGRADUATE | X | X | P |
| LINGUISTICS STUDIES | UNDERGRADUATE | X | X | A |
| MANAGEMENT IN SOCIAL WORK | GRADUATE | X | | A |
| MARKETING RESEARCH AND ANALYSIS | UNDERGRADUATE | | X | A |

| PROGRAM TITLE | LISTING | DEGREE SEEKING | NON DEGREE SEEKING | ACADEMIC/ PROFESSIONAL |
|---|---|---|---|---|
| MARRIAGE AND FAMILY THERAPY | GRADUATE | X | X | A |
| MATHEMATICS | GRADUATE | X | X | A |
| MECHANICAL ENGINEERING | GRADUATE | X | X | A |
| MIDDLE EAST AND CENTRAL ASIAN STUDIES | GRADUATE | X | | A |
| MIDDLE EAST AND CENTRAL ASIAN STUDIES | UNDERGRADUATE | X | | A |
| MUSEUM STUDIES | GRADUATE | X | X | A |
| NATIONAL SECURITY STUDIES | GRADUATE | X | X | A |
| NORTH AMERICAN STUDIES | UNDERGRADUATE | X | | A |
| NURSE EXECUTIVE | GRADUATE | | X | A |
| OCCUPATION-BASED INJURIES | GRADUATE | X | X | A |
| PORTUGUESE LANGUAGE AND BRAZILIAN CULTURE STUDIES | UNDERGRADUATE | X | | P |
| POST-BACCALAUREATE UNDERGRADUATE PREMEDICAL | UNDERGRADUATE | X | | A |
| POST-MASTER'S CERTIFICATE IN NURSING EDUCATION | GRADUATE | | X | A |
| POST-MSW CERTIFICATE IN CLINICAL PRACTICE | GRADUATE | X | | A |
| PRE-LAW SKILLS AND PROFESSIONAL VALUES | UNDERGRADUATE | X | | A |
| PRE-MODERN CULTURES | UNDERGRADUATE | X | | A |
| PROFESSIONAL AND PUBLIC WRITING | UNDERGRADUATE | X | | A |
| PROFESSIONAL CERTIFICATE IN AEROSPACE ENGINEERING | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN ATHLETIC TRAINING PREREQUISITE | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN CHILD WELFARE SERVICES | UNDERGRADUATE | X | | P |
| PROFESSIONAL CERTIFICATE IN FAMILY-FOCUSED HEALTH CARE ACROSS CULTURES | GRADUATE | | X | P |
| PROFESSIONAL CERTIFICATE IN GLOBAL MEDIA COMMUNICATION | UNDERGRADUATE | X | | P |
| PROFESSIONAL CERTIFICATE IN HEATING, VENTILATING AND AIR CONDITIONING DESIGN | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN MATERIALS ENGINEERING | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN MEDIA MANAGEMENT | UNDERGRADUATE | X | | P |
| PROFESSIONAL CERTIFICATE IN OCCUPATIONAL THERAPY PREREQUISITE | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN PHYSICAL THERAPY PREREQUISITE | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN RECREATION MANAGEMENT | UNDERGRADUATE | | X | P |

| PROGRAM TITLE | LISTING | DEGREE SEEKING | NON DEGREE SEEKING | ACADEMIC/ PROFESSIONAL |
|---|---|---|---|---|
| PROFESSIONAL CERTIFICATE IN ROBOTICS ENGINEERING | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN SPANISH/ENGLISH BILINGUAL EDUCATION | GRADUATE | | X | P |
| PROFESSIONAL CERTIFICATE IN SPEECH-LANGUAGE PATHOLOGY | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN SUSTAINABLE CONSTRUCTION | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN SUSTAINABLE CONSTRUCTION | UNDERGRADUATE | X | X | P |
| PROFESSIONAL CERTIFICATE IN TOURISM MARKETING COMMUNICATIONS | UNDERGRADUATE | | | P |
| PROFESSIONAL LANGUAGE | UNDERGRADUATE | X | | P |
| PROJECT MANAGEMENT | UNDERGRADUATE | X | | A |
| PUBLIC HEALTH FOUNDATIONS | GRADUATE | | X | A |
| PUBLIC MANAGEMENT | GRADUATE | X | X | A |
| PUBLIC POLICY STUDIES | UNDERGRADUATE | X | | A |
| QUEER STUDIES | UNDERGRADUATE | X | | A |
| RELIGIOUS STUDIES | GRADUATE | X | | A |
| RETAIL MARKETING AND MANAGEMENT | UNDERGRADUATE | | X | A |
| SALES AND CUSTOMER RELATIONSHIP MANAGEMENT | UNDERGRADUATE | | X | A |
| SOCIAL MEDIA AND E-MARKETING ANALYTICS | UNDERGRADUATE | | X | A |
| SOCIAL WORK PRACTICE WITH THE ELDERLY | GRADUATE | X | | A |
| SOUTH AND SOUTHEAST ASIA AREA STUDIES | UNDERGRADUATE | X | | A |
| SPANISH-LANGUAGE JOURNALISM | GRADUATE | | X | A |
| STUDENT MEDIA ADVISING | GRADUATE | X | X | A |
| STUDY OF SPIRITUALITY | UNDERGRADUATE | X | X | A |
| SUSTAINABLE COMMUNITIES | GRADUATE | X | | A |
| TEAM MANAGEMENT | UNDERGRADUATE | X | | A |
| TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) | GRADUATE | | X | A |
| TRANSLATION STUDIES | UNDERGRADUATE | X | X | P |
| TRANSNATIONAL AND REGIONAL STUDIES | GRADUATE | X | | A |
| WATER, ENVIRONMENT AND DEVELOPMENT STUDIES | GRADUATE | X | | A |
| WOMEN AND GENDER STUDIES | UNDERGRADUATE | X | | A |
| WOMEN'S STUDIES | GRADUATE | X | X | A |

## 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 2020-21. This table provides the approved current five year enrollment at the time of the survey. COFTE by projected enrollment by level and discipline category within level of student for the survey out year 2020 is available through our Office of Planning Institutional Research. The 2015 University Work Plan/Proposal is attached for reference in Appendix D.

**Table 5:**
**Planned Enrollment Plan by Residency and Student Level (Florida FTE)**

| | Estimated Actual 2014-15 | Funded 2015-16 | Planned 2015-16 | Planned 2016-17 | Planned 2017-18 | Planned 2018-19 | Planned 2019-20 | Planned 2020-21 | Planned Annual Growth Rate |
|---|---|---|---|---|---|---|---|---|---|
| **STATE FUNDABLE** | | | | | | | | | |
| ***Florida Resident*** | | | | | | | | | |
| LOWER | 9,200 | n/a | 9,742 | 9,670 | 9,660 | 9,679 | 9,642 | 9,978 | 0.5% |
| UPPER | 15,178 | n/a | 15,540 | 16,028 | 16,714 | 17,503 | 18,494 | 19,221 | 4.3% |
| GRAD I | 2,152 | n/a | 2,139 | 2,203 | 2,249 | 2,304 | 2,369 | 2,442 | 2.7% |
| GRAD II | 928 | n/a | 951 | 970 | 983 | 997 | 1,011 | 1,027 | 1.5% |
| TOTAL | 27,458 | n/a | 28,372 | 28,871 | 29,607 | 30,483 | 31,517 | 32,668 | 2.9% |
| ***Non- Resident*** | | | | | | | | | |
| LOWER | 733 | n/a | 799 | 834 | 835 | 860 | 903 | 936 | 3.2% |
| UPPER | 997 | n/a | 1,065 | 1,109 | 1,112 | 1,146 | 1,203 | 1,247 | 3.2% |
| GRAD I | 608 | n/a | 596 | 606 | 621 | 638 | 625 | 648 | 1.7% |
| GRAD II | 501 | n/a | 509 | 518 | 531 | 546 | 568 | 588 | 2.9% |
| TOTAL | 2,839 | n/a | 2,969 | 3,067 | 3,098 | 3,190 | 3,298 | 3,419 | 2.8% |
| **TOTAL** | | | | | | | | | |
| LOWER | 9,933 | 8,435 | 10,541 | 10,504 | 10,495 | 10,539 | 10,545 | 10,914 | 0.7% |
| UPPER | 16,175 | 12,592 | 16,605 | 17,137 | 17,826 | 18,649 | 19,697 | 20,468 | 4.3% |
| GRAD I | 2,760 | 2,800 | 2,735 | 2,809 | 2,870 | 2,942 | 2,994 | 3,090 | 2.5% |
| GRAD II | 1,429 | 1,259 | 1,460 | 1,488 | 1,514 | 1,543 | 1,579 | 1,615 | 2.0% |
| **TOTAL** | **30,297** | **25,086** | **31,341** | **31,938** | **32,705** | **33,673** | **34,815** | **36,087** | **2.9%** |
| **NOT STATE FUNDABLE** | | | | | | | | | |
| LOWER | 416 | n/a | 416 | 416 | 416 | 416 | 416 | 416 | 0% |
| UPPER | 549 | n/a | 549 | 549 | 549 | 549 | 549 | 549 | 0% |
| GRAD I | 1,791 | n/a | 1,844 | 1,844 | 1,844 | 1,844 | 1,844 | 1,844 | 0% |
| GRAD II | 13 | n/a | 13 | 13 | 13 | 13 | 13 | 13 | 0% |
| **TOTAL** | **2,769** | **n/a** | **2,863** | **2,863** | **2,863** | **2,863** | **2,863** | **2,863** | **0%** |

**Table 6:**
**Medial Student Headcount Enrollments**

| | Estimated Actual 2014-15 | Funded 2015-16 | Planned 2015-16 | Planned 2016-17 | Planned 2017-18 | Planned 2018-19 | Planned 2019-20 | Planned 2020-21 | Planned Annual Growth Rate |
|---|---|---|---|---|---|---|---|---|---|
| ***Medical Doctorate Headcounts*** | | | | | | | | | |
| RESIDENT | 362 | 395 | 395 | 395 | 395 | 395 | 395 | 395 | 0% |
| NON-RESIDENT | 78 | 85 | 85 | 85 | 85 | 85 | 85 | 85 | 0% |
| **TOTAL** | **440** | **480** | **480** | **480** | **480** | **480** | **480** | **480** | 0% |
| ***Dentistry Headcounts*** | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| NON-RESIDENT | | | | | | | | | |
| **TOTAL** | | | | | | | | | |
| ***Veterinary Headcounts*** | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| NON-RESIDENT | | | | | | | | | |
| **TOTAL** | | | | | | | | | |

## 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 | Office/Computer |
| Teaching Laboratory | Instructional Media | Campus Support |
| Research Laboratory | Auditorium/Exhibition | |
| | 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 A. MAIDIQUE CAMPUS | | | | | | |
|---|---|---|---|---|---|---|
| **BUILDING** | **NAME** | **BUILDING CONDITION** | **STATUS** | **NASF** | **NONASF** | **GSF** |
| 04A | CENTRAL UTILITIES ONE | SATISFACTORY | PERMANENT | 0 | 19,818 | 23,100 |
| 06A | WERTHEIM CONSERVATORY | SATISFACTORY | PERMANENT | 6,995 | 784 | 8323 |
| 1 | CHARLES E. PERRY PRIMERA CASA | SATISFACTORY | PERMANENT | 117,385 | 93,910 | 224,229 |
| 10 | BUILDING TEN | SATISFACTORY | PERMANENT | 5,562 | 2,796 | 9,398 |
| 11 | RYDER BUSINESS BUILDING | SATISFACTORY | PERMANENT | 32,261 | 21,028 | 58,782 |
| 12 | STUDENT HEALTH CENTER | SATISFACTORY | PERMANENT | 14,013 | 8,567 | 27,167 |
| 13 | LABOR CENTER | SATISFACTORY | PERMANENT | 13,380 | 9,123 | 25,059 |
| 14 | SANFORD AND DOLORES ZIFF EDU. | SATISFACTORY | PERMANENT | 32,193 | 21,033 | 57,456 |
| 14A | INFORMATION CENTER | SATISFACTORY | PERMANENT | 464 | 48 | 600 |
| 15 | BASEBALL STADIUM | SATISFACTORY | PERMANENT | 22,473 | 7,637 | 34,125 |
| 15A | BATTING CAGE | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 8,976 | 0 | 4,488 |
| 15B | BASEBALL STADIUM STORAGE SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 107 | 0 | 121 |
| 15C | NATURE PRESERVE - GREEN HOUSE | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 1,640 | 4,322 | 5,978 |
| 16 | HERBERT AND NICOLE WERTHEIM CTR. | SATISFACTORY | PERMANENT | 37,636 | 26,683 | 74,052 |
| 17 | CHILDREN'S CREATIVE LEARNING | SATISFACTORY | PERMANENT | 5,161 | 779 | 6,228 |
| 17A | CCLC SHED A | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 126 |
| 17B | CCLC SHED B | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 126 |
| 18 | FIU SOCCER STADIUM | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 6,862 | 1,915 | 6,154 |
| 18B | SOCCER STADIUM STORAGE B | SATISFACTORY | TEMPORARY RELOCATABLE | 108 | 0 | 108 |
| 19 | PANTHER RESIDENCE HALL | SATISFACTORY | PERMANENT | 74,051 | 28,461 | 111,266 |
| 19A | UNIVERSITY PARK TOWERS | SATISFACTORY | PERMANENT | 135,698 | 50,697 | 218,157 |
| 19B | EVERGLADES HALL | SATISFACTORY | PERMANENT | 95,247 | 38,368 | 147,475 |
| 19CN | LAKEVIEW HOUSING - NORTH | SATISFACTORY | PERMANENT | 77,542 | 26,174 | 126,162 |
| 19CS | LAKEVIEW HOUSING - SOUTH | SATISFACTORY | PERMANENT | 92,782 | 29,458 | 126,162 |
| 19P | PANTHER RESIDENCE HALL POOL | SATISFACTORY | PERMANENT | 600 | 2,131 | 3,049 |
| 2 | DEUXIEME MAISON | SATISFACTORY | PERMANENT | 63,743 | 65,029 | 140,807 |
| 20 | STUDENT ATHLETIC ACADEMIC CTR. | SATISFACTORY | PERMANENT | 8,049 | 1,972 | 10,818 |
| 21 | ACADEMIC HEALTH CENTER 1 | SATISFACTORY | PERMANENT | 54,985 | 36,233 | 117,682 |
| 21A | ACADEMIC HEALTH CENTER 2 | SATISFACTORY | PERMANENT | 62,642 | 32,003 | 119,899 |
| 22 | CAMPUS SUPPORT COMPLEX SHOPS | SATISFACTORY | PERMANENT | 40,154 | 16,120 | 64,100 |

| MODESTO A. MAIDIQUE CAMPUS (Continued) | | | | | | |
|---|---|---|---|---|---|---|
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| 22A | CAMPUS SUPPORT CANOPY/SERV | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 3,510 | 0 | 3,510 |
| 22B | CAMPUS SUPPORT STORAGE | SATISFACTORY | PERMANENT | 575 | 0 | 642 |
| 23 | CAMPUS SUPPORT COMPLEX ADMIN | SATISFACTORY | PERMANENT | 27,448 | 16,340 | 45,400 |
| 24 | PAUL CEJAS ARCHITECTURE | SATISFACTORY | PERMANENT | 59,231 | 38,074 | 124,870 |
| 27 | RAFAEL DIAZ-BALART HALL | SATISFACTORY | PERMANENT | 87,936 | 66,145 | 153,768 |
| 28 | RONALD W. REGAN PRES. HOUSE | SATISFACTORY | PERMANENT | 6,615 | 10,554 | 19,640 |
| 29 | PATRICIA AND PHILLIP FROST MUSEUM | SATISFACTORY | PERMANENT | 25,820 | 20,295 | 46,874 |
| 3 | ERNEST R. GRAHAM UNIV. CTR. | SATISFACTORY | PERMANENT | 158,280 | 84,003 | 303,840 |
| 30 | COLLEGE OF BUSINESS COMPLEX | SATISFACTORY | PERMANENT | 47,908 | 40,832 | 103,000 |
| 31 | CENTRAL UTILITIES TWO | SATISFACTORY | PERMANENT | 204 | 14,003 | 14,500 |
| 31A | SATELLITE CHILLER PLANT | SATISFACTORY | PERMANENT | 0 | 13,986 | 14,112 |
| 32 | FIU COMMUNITY STADIUM | SATISFACTORY | PERMANENT | 51,961 | 35,303 | 101,437 |
| 33 | WELLNESS AND RECREATION CENTER | SATISFACTORY | PERMANENT | 36,726 | 15,568 | 50,765 |
| 36 | STEVEN J. GREEN SCHOOL INTER. AND PUBLIC AFFAIRS | SATISFACTORY | PERMANENT | 29,917 | 25,122 | 58,238 |
| 38 | STOCKER ASTROSCIENCE CENTER | SATISFACTORY | PERMANENT | 4,764 | 5,272 | 11,688 |
| 39 | ACADEMIC HEALTH CENTER 3 | SATISFACTORY | PERMANENT | 59,356 | 48,940 | 114,929 |
| 4 | VIERTES HAUS | SATISFACTORY | PERMANENT | 50,774 | 35,241 | 69,567 |
| 40 | WOMEN'S SOFTBALL/TENNIS C | SATISFACTORY | PERMANENT | 2,137 | 544 | 3,150 |
| 42 | ACADEMIC HEALTH CENTER 4 | SATISFACTORY | PERMANENT | 65,735 | 68,574 | 136,076 |
| 43 | ACADEMIC HEALTH CENTER 5 | SATISFACTORY | PERMANENT | 61,025 | 63,193 | 159,384 |
| 44 | AMBULATORY CARE CENTER | SATISFACTORY | PERMANENT | 16,083 | 22,170 | 42,286 |
| 45 | STUDENT ACADEMIC SUPPORT CENTER | BUILDING HAS NOT BEEN SURVEYED | UNDER CONSTRUCTION | 39,931 | 49,050 | 111,348 |
| 47 | ART STUDIO | SATISFACTORY | PERMANENT | 2,146 | 1,651 | 5,909 |
| 5 | STEVEN AND DOROTHEA GREEN LIB. | SATISFACTORY | PERMANENT | 209,104 | 118,583 | 357,181 |
| 52 | MGMT AND NEW GROWTH OPPORTUNITIES | SATISFACTORY | PERMANENT | 56,569 | 46,449 | 113,051 |
| 55 | PARKVIEW HOUSING | SATISFACTORY | PERMANENT | 248,935 | 109,485 | 411,766 |
| 6 | OWA EHAN | SATISFACTORY | PERMANENT | 58,147 | 43,852 | 117,306 |
| 7 | FIU ARENA | SATISFACTORY | PERMANENT | 70,966 | 52,446 | 133,179 |
| 8 | ENGINEERING AND COMPUTER SCIENCE | SATISFACTORY | PERMANENT | 62,920 | 41,775 | 112,754 |
| 8A | ECS STORAGE SHED 8A | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 142 |
| 8B | ECS STORAGE SHED 8B | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 142 |
| 9 | CHEMISTRY AND PHYSICS | SATISFACTORY | PERMANENT | 65,498 | 52,119 | 130,857 |

| MODESTO A. MAIDIQUE CAMPUS (Continued) | | | | | | |
|---|---|---|---|---|---|---|
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| C01 | TOWER | SATISFACTORY | PERMANENT | 1,958 | 1,527 | 3,820 |
| C05 | DUPLICATING CENTER | SATISFACTORY | PERMANENT | 4,931 | 1,141 | 6,972 |
| E01 | EAST 1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 2,928 | 0 | 3,100 |
| GH2 | GREEK HOUSING 2 | BUILDING HAS NOT BEEN SURVEYED | PERMANENT | 5,685 | 3,711 | 10,674 |
| GZ1 | MMC GAZEBO #1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 63 | 80 |
| GZ2 | MMC GAZEBO #2 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 62 | 80 |
| GZ3 | MMC GAZEBO #3 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 63 | 80 |
| GZ5 | MMC GAZEBO #5 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 54 | 80 |
| GZ6 | MMC GAZEBO #6 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 63 | 80 |
| GZ7 | MMC GAZEBO #7 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 63 | 63 |
| GZ8 | MMC GAZEBO #8 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 1,591 | 1,695 |
| M01 | RECREATION TRAILER | SATISFACTORY | TEMPORARY RELOCATABLE | 1,164 | 358 | 1,320 |
| M05 | CCLC TRAILER | SATISFACTORY | TEMPORARY RELOCATABLE | 1,312 | 0 | 1,350 |
| PG1 | PARKING GARAGE 1 GOLD | SATISFACTORY | PERMANENT | 315,860 | 17,730 | 360,220 |
| PG2 | PARKING GARAGE 2 BLUE | SATISFACTORY | PERMANENT | 324,404 | 17,115 | 360,220 |
| PG3 | PANTHER PARKING GARAGE | SATISFACTORY | PERMANENT | 444,210 | 12,186 | 470,441 |
| PG4 | RED PARKING GARAGE | SATISFACTORY | PERMANENT | 441,396 | 12,713 | 470,441 |
| PG5 | PG5 MARKET STATION | SATISFACTORY | PERMANENT | 736,634 | 40,984 | 798,119 |
| PG6 | PARKING GARAGE 6 | SATISFACTORY | PERMANENT | 693,788 | 62,553 | 800,949 |
| SH | SOLAR HOUSE | SATISFACTORY | UNDER CONSTRUCTION | 660 | 1,732 | 2,541 |
| THA | A UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 2,261 | 567 | 2,500 |
| THB | B UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 9,579 | 929 | 10,855 |
| THC | C UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,109 | 1,174 | 13,655 |
| THD | D UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,569 | 1,313 | 14,218 |
| THE | E UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 9,579 | 926 | 10,855 |
| THF | F UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,569 | 1,371 | 14,132 |
| THG | G UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,109 | 1,194 | 13,650 |
| THH | H UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,563 | 1,292 | 14,418 |
| THI | I UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,569 | 1,430 | 14,132 |

| MODESTO A. MAIDIQUE CAMPUS (Continued) | | | | | | |
|---|---|---|---|---|---|---|
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| THK | K UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,569 | 1,426 | 14,132 |
| THL | L UNIVERSITY APARTMENTS | SATISFACTORY | PERMANENT | 12,569 | 1,427 | 14,132 |
| W01 | WEST 1 | SATISFACTORY | PERMANENT | 12,481 | 3,304 | 12,100 |
| W01A | WEST 1A | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 414 | 0 | 600 |
| W01B | WEST 1B CANOPY | SATISFACTORY | PERMANENT | 609 | 1,753 | 500 |
| W01C | CERAMICS | SATISFACTORY | PERMANENT | 7,598 | 399 | 4,532 |
| W01D | GREEN HOUSE | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 9,804 | 1,977 | 11,926 |
| W02 | WEST 2 | SATISFACTORY | PERMANENT | 6,622 | 12,691 | 8,827 |
| W02A | HAZARDOUS WASTE SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 169 | 0 | 189 |
| W02B | CHEMICAL STORAGE | SATISFACTORY | TEMPORARY RELOCATABLE | 94 | 0 | 106 |
| W02C | DIESEL/GASOLINE PUMP | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 255 | 0 | 255 |
| W03 | WEST 3 | SATISFACTORY | PERMANENT | 6,099 | 475 | 7,106 |
| W05 | WEST 5 | SATISFACTORY | PERMANENT | 352 | 0 | 400 |
| W05A | WEST 5A | SATISFACTORY | PERMANENT | 115 | 0 | 149 |
| W06 | WEST 6 | SATISFACTORY | PERMANENT | 5,284 | 944 | 6,825 |
| W06A | DUGOUT 3 | SATISFACTORY | PERMANENT | 174 | 0 | 224 |
| W06B | DUGOUT 4 | SATISFACTORY | PERMANENT | 174 | 0 | 224 |
| W06C | PRESS BOX AND DUGOUT | SATISFACTORY | PERMANENT | 122 | 0 | 152 |
| W06D | SOFTBALL BATTING CAGE | SATISFACTORY | PERMANENT | 2,981 | 0 | 3,500 |
| W06E | SOFTBALL SHED 1 | SATISFACTORY | TEMPORARY RELOCATABLE | 191 | 0 | 207 |
| W06G | SOFTBALL SHED 2 | SATISFACTORY | TEMPORARY RELOCATABLE | 111 | 0 | 202 |
| W07 | WEST 7 | SATISFACTORY | PERMANENT | 7,641 | 0 | 8,350 |
| W07A | WEST 7A CANOPY | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 1,390 | 0 | 1,863 |
| W07B | WEST 7B SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 142 |
| W07C | WEST 7C SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 142 |
| W07D | WEST 7D SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 142 |
| W09 | WEST 9 | SATISFACTORY | PERMANENT | 4,236 | 878 | 5,311 |
| W10 | WEST 10 | SATISFACTORY | PERMANENT | 6,039 | 622 | 6,808 |
| W10A | WEST 10A | SATISFACTORY | PERMANENT | 4,870 | 525 | 5,900 |
| W10C | ADMINISTRATIVE SYSTEMS II | SATISFACTORY | TEMPORARY RELOCATABLE | 3,777 | 1,251 | 5,467 |
| W10T | WEST 10 TRAILER | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 1,239 | 73 | 1,500 |

| BISCAYNE BAY CAMPUS | | | | | | |
|---|---|---|---|---|---|---|
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| BH1 | BAY VISTA HOUSING | SATISFACTORY | PERMANENT | 84,117 | 45,755 | 146.353 |
| BHS1 | BAY HOUSING SHED 1 | SATISFACTORY | TEMPORARY RELOCATABLE | 239 | 0 | 239 |
| BHS2 | BAY HOUSING SHED 2 | SATISFACTORY | TEMPORARY RELOCATABLE | 239 | 0 | 239 |
| BHS3 | BAY HOUSING SHED 3 | SATISFACTORY | TEMPORARY RELOCATABLE | 239 | 0 | 239 |
| N01 | HOSPITALITY MANAGEMENT | SATISFACTORY | PERMANENT | 41,947 | 28,403 | 96.863 |
| N01A | AQUATIC RECREATION CENTER | SATISFACTORY | PERMANENT | 40,188 | 1,547 | 8.270 |
| N02 | ACADEMIC ONE | SATISFACTORY | PERMANENT | 64,129 | 55,842 | 145.911 |
| N02A | BBC CENTRAL UTILITIES | SATISFACTORY | PERMANENT | 452 | 12,787 | 16.733 |
| N03 | GREGORY B. WOLFE UNIV. CTR. | SATISFACTORY | PERMANENT | 65,683 | 60,435 | 153.420 |
| N04 | ACADEMIC TWO | SATISFACTORY | PERMANENT | 48,035 | 37,154 | 101800 |
| N04A | ACADEMIC 2 STORAGE | SATISFACTORY | PERMANENT | 137 | 0 | 171 |
| N05 | GLENN HUBERT LIBRARY | SATISFACTORY | PERMANENT | 55,973 | 38,765 | 100.087 |
| N06 | STUDENT HEALTH SERVICES | SATISFACTORY | PERMANENT | 2,310 | 1,194 | 4.203 |
| N07 | ROZ AND CAL KOVENS CONFERENCE CTR. | SATISFACTORY | PERMANENT | 25,754 | 28,699 | 57.604 |
| N08 | ECOLOGY LABORATORY | SATISFACTORY | PERMANENT | 2,248 | 1,393 | 3.872 |
| N08A | ECOLOGY LAB MODULE | SATISFACTORY | TEMPORARY RELOCATABLE | 1,182 | 24 | 1366 |
| N08B | ECOLOGY LAB SHED 1 | SATISFACTORY | TEMPORARY RELOCATABLE | 85 | 0 | 98 |
| N08C | ECOLOGY LAB SHED 2 | SATISFACTORY | TEMPORARY RELOCATABLE | 55 | 0 | 65 |
| N08E | ECOLOGY LAB METAL CANOPY 1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 3,801 | 0 | 3.801 |
| N08F | ECOLOGY LAB METAL CANOPY 2 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 2,402 | 0 | 2.402 |
| N08G | ECOLOGY LAB COLD ROOM | SATISFACTORY | TEMPORARY RELOCATABLE | 111 | 0 | 295 |
| N08H | ECOLOGY LAB SHED 4 | SATISFACTORY | TEMPORARY RELOCATABLE | 179 | 0 | 197 |
| N13 | MARINE SCIENCES | SATISFACTORY | PERMANENT | 38,657 | 24,907 | 60.478 |
| NGZ1 | BBC GAZEBO #1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 123 | 123 |
| NGZ2 | BBC GAZEBO #2 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 447 | 447 |
| P10 | BBC INFORMATION CENTER | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 26 | 0 | 46 |
| R01 | OUTDOOR RECREATION | SATISFACTORY | PERMANENT | 1,221 | 200 | 1.803 |
| S01 | CENTRAL RECEIVING | SATISFACTORY | PERMANENT | 5,666 | 437 | 6.419 |
| S02 | PUBLIC SAFETY | SATISFACTORY | PERMANENT | 2,088 | 175 | 2.560 |
| S03 | PHYSICAL PLANT | SATISFACTORY | PERMANENT | 9,034 | 3,791 | 15.407 |
| S03A | PLANT SUPPORT | SATISFACTORY | PERMANENT | 269 | 0 | 320 |

| BISCAYNE BAY CAMPUS (Continued) | | | | | | |
|---|---|---|---|---|---|---|
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| S04 | GROUNDS | SATISFACTORY | PERMANENT | 2,981 | 29 | 3.250 |
| TRAC | TRAC SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 119 | 0 | 135 |
| | | | | | | |
| **ENGINEERING CENTER** | | | | | | |
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| 101 | ENGINEERING CENTER | SATISFACTORY | PERMANENT | 216,184 | 127,645 | 479.212 |
| 102 | OPERATIONS/UTILITY | SATISFACTORY | PERMANENT | 19,538 | 12,725 | 32.582 |
| 102A | EC WOOD STORAGE SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 134 |
| 102B | EC STORAGE SHED 2 | SATISFACTORY | TEMPORARY RELOCATABLE | 139 | 0 | 160 |
| 102C | EC STORAGE SHED 3 | SATISFACTORY | TEMPORARY RELOCATABLE | 139 | 0 | 160 |
| 102H | ARC RESEARCH LAB #1 | SATISFACTORY | PERMANENT | 214 | 166 | 452 |
| 102I | ARC RESEARCH LAB #2 | SATISFACTORY | PERMANENT | 0 | 407 | 501 |
| 102J | ARC RESEARCH LAB #3 | SATISFACTORY | PERMANENT | 196 | 221 | 502 |
| 102K | ARC RESEARCH LAB #4 | SATISFACTORY | PERMANENT | 0 | 443 | 443 |
| 102L | EC STORAGE SHED 4 | SATISFACTORY | TEMPORARY RELOCATABLE | 39 | 0 | 39 |
| 102M | STORAGE 102M | SATISFACTORY | PERMANENT | 114 | 0 | 144 |
| 102P | STORAGE 102P | SATISFACTORY | PERMANENT | 67 | 0 | 90 |
| 102Q | STORAGE 102Q | SATISFACTORY | PERMANENT | 83 | 0 | 110 |
| 103 | INFORMATION BOOTH 1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 46 | 28 | 81 |
| 103A | INFORMATION BOOTH 2 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 44 | 0 | 73 |
| 104 | SOLAR DECATHLON HOUSE | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 487 | 169 | 785 |
| 105 | WALL OF WIND RESEARCH FACILITY | SATISFACTORY | PERMANENT | 8,003 | 0 | 8.049 |
| 105A | WALL OF WIND TRAILER | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 890 | 297 | 1.307 |
| 105B | WOW SHED | SATISFACTORY | TEMPORARY RELOCATABLE | 126 | 0 | 142 |
| 105C | WALL OF WIND SHOP | SATISFACTORY | PERMANENT | 2,838 | 0 | 3.000 |
| EGZ1 | EC GAZEBO #1 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 63 | 71 |
| EGZ2 | EC GAZEBO #2 | SATISFACTORY | TEMPORARY NON-RELOCATABLE | 0 | 63 | 71 |
| | | | | | | |
| **FLORIDA MEMORIAL COLLEGE** | | | | | | |
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| FMC | FIU/FLORIDA MEMORIAL COLLEGE | SATISFACTORY | PERMANENT | 24,841 | 15,063 | 43.371 |

| WOLFSONIAN - FIU | | | | | | |
|---|---|---|---|---|---|---|
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| MB01 | WOLFSONIAN -FIU | SATISFACTORY | PERMANENT | 41,872 | 16,389 | 79.854 |
| | | | | | | |
| **FIU ANNEX** | | | | | | |
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| MB02 | WOLFSONIAN ANNEX | SATISFACTORY | PERMANENT | 60,356 | 10,339 | 38.139 |
| | | | | | | |
| **JEWISH MUSEUM** | | | | | | |
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| MB05 | JEWISH MUSEUM OF FLORIDA-FIU | SATISFACTORY | PERMANENT | 10,334 | 6,991 | 25.140 |
| | | | | | | |
| **WOLFSONIAN DOWNTOWN** | | | | | | |
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| MB06 | WOLFSONIAN DOWNTOWN | SATISFACTORY | PERMANENT | 9,207 | 6,096 | 16.373 |
| | | | | | | |
| **AQUARIUS** | | | | | | |
| BUILDING | NAME | BUILDING CONDITION | STATUS | NASF | NONASF | GSF |
| K01 | MEDINA AQUARIUS CENTER | SATISFACTORY | PERMANENT | 1,880 | 2,265 | 4.210 |

**Table 8**

**ELIGIBLE ASSIGNABLE SQUARE FOOTAGE OF SATISFACTORY SPACE BY CATEGORY BY BUILIDNG**
***(Information extracted from FIU Space Management Software on October 2015)***

| MODESTO A. MAIDIQUE CAMPUS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| 04A | CENTRAL UTILITIES ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 06A | WERTHEIM CONSERVATORY | 0 | 0 | 0 | 5,577 | 0 | 0 | 0 | 0 | 52 |
| 1 | CHARLES E. PERRY PRIMERA CASA | 14,232 | 13,936 | 807 | 6,331 | 82,732 | 0 | 0 | 0 | 44 |
| 10 | BUILDING TEN | 0 | 0 | 0 | 0 | 5,562 | 0 | 0 | 0 | 0 |
| 11 | RYDER BUSINESS BUILDING | 5,688 | 2,529 | 0 | 0 | 22,300 | 0 | 357 | 0 | 885 |
| 12 | STUDENT HEALTH CENTER | 0 | 0 | 0 | 0 | 5,593 | 0 | 0 | 0 | 0 |
| 13 | LABOR CENTER | 604 | 3,628 | 356 | 0 | 7,056 | 0 | 201 | 0 | 285 |
| 14 | SANFORD AND DOLORES ZIFF EDU. | 3,923 | 7,827 | 0 | 203 | 19,906 | 0 | 334 | 0 | 0 |
| 14A | INFORMATION CENTER | 0 | 0 | 0 | 0 | 464 | 0 | 0 | 0 | 0 |
| 15 | BASEBALL STADIUM | 0 | 0 | 0 | 0 | 1,247 | 0 | 0 | 8,382 | 517 |
| 15A | BATTING CAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15B | BASEBALL STADIUM STORAGE SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15C | NATURE PRESERVE - GREEN HOUSE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | HERBERT AND NICOLE WERTHEIM CTR. | 0 | 7,349 | 0 | 0 | 5,482 | 24,805 | 0 | 0 | 0 |
| 17 | CHILDREN'S CREATIVE LEARNING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17A | CCLC SHED A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17B | CCLC SHED B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | FIU SOCCER STADIUM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18B | SOCCER STADIUM STORAGE B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | PANTHER RESIDENCE HALL | 0 | 0 | 0 | 0 | 994 | 0 | 0 | 0 | 0 |
| 19A | UNIVERSITY PARK TOWERS | 0 | 0 | 0 | 0 | 3,016 | 0 | 0 | 0 | 0 |
| 19B | EVERGLADES HALL | 0 | 0 | 0 | 0 | 2,514 | 0 | 0 | 0 | 108 |
| 19CN | LAKEVIEW HOUSING - NORTH | 0 | 0 | 0 | 0 | 503 | 0 | 0 | 0 | 0 |
| 19CS | LAKEVIEW HOUSING - SOUTH | 0 | 0 | 0 | 0 | 3,155 | 0 | 0 | 0 | 0 |
| 19P | PANTHER RESIDENCE HALL POOL | 0 | 0 | 0 | 0 | 250 | 0 | 0 | 0 | 0 |
| 2 | DEUXIEME MAISON | 6,853 | 5,940 | 0 | 7,224 | 42,843 | 0 | 97 | 0 | 786 |
| 20 | STUDENT ATHLETIC ACADEMIC | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |

| MODESTO A. MAIDIQUE CAMPUS (Continued) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| 21 | ACADEMIC HEALTH CENTER 1 | 0 | 0 | 348 | 31,287 | 18,217 | 0 | 0 | 0 | 0 |
| 21A | ACADEMIC HEALTH CENTER 2 | 0 | 31,345 | 5,309 | 3,383 | 23,608 | 0 | 0 | 0 | 0 |
| 22 | CAMPUS SUPPORT COMPLEX SHOPS | 0 | 1,322 | 0 | 0 | 16,114 | 0 | 0 | 0 | 22,718 |
| 22A | CAMPUS SUPPORT CANOPY/SERV | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22B | CAMPUS SUPPORT STORAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 575 |
| 23 | CAMPUS SUPPORT COMPLEX ADMIN | 0 | 0 | 0 | 0 | 27,448 | 0 | 0 | 0 | 0 |
| 24 | PAUL CEJAS ARCHITECTURE | 6,489 | 31,435 | 0 | 0 | 16,593 | 2,224 | 174 | 0 | 2,067 |
| 27 | RAFAEL DIAZ-BALART HALL | 14,816 | 12,499 | 32,187 | 0 | 24,950 | 0 | 468 | 0 | 0 |
| 28 | RONALD W. REGAN PRES. HOUSE | 0 | 0 | 0 | 0 | 647 | 0 | 0 | 0 | 0 |
| 29 | PATRICIA AND PHILLIP FROST MUSEUM | 0 | 0 | 0 | 0 | 6,008 | 17,592 | 0 | 0 | 0 |
| 3 | ERNEST R. GRAHAM UNIV. CTR. | 13,218 | 3,181 | 0 | 0 | 25,596 | 14,508 | 674 | 0 | 1,348 |
| 30 | COLLEGE OF BUSINESS COMPLEX | 10,721 | 5,971 | 3,389 | 866 | 18,861 | 0 | 534 | 0 | 0 |
| 31 | CENTRAL UTILITIES TWO | 0 | 0 | 0 | 0 | 204 | 0 | 0 | 0 | 0 |
| 31A | SATELLITE CHILLER PLANT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 32 | FIU COMMUNITY STADIUM | 0 | 14,460 | 0 | 0 | 5,712 | 0 | 254 | 11,389 | 0 |
| 33 | WELLNESS AND RECREATION CENTER | 0 | 0 | 0 | 0 | 1,958 | 0 | 0 | 0 | 113 |
| 36 | STEVEN J. GREEN SCHOOL INTER. AND PUBLIC AFFAIRS | 10,549 | 2,151 | 3,239 | 0 | 13,866 | 0 | 0 | 0 | 0 |
| 38 | STOCKER ASTROSCIENCE CENTER | 0 | 3,283 | 314 | 0 | 1,167 | 0 | 0 | 0 | 0 |
| 39 | ACADEMIC HEALTH CENTER 3 | 8,659 | 18,594 | 3,097 | 8,150 | 20,016 | 0 | 237 | 0 | 0 |
| 4 | VIERTES HAUS | 2,164 | 10,969 | 1,049 | 18,043 | 12,625 | 5,353 | 0 | 0 | 0 |
| 40 | WOMEN'S SOFTBALL/TENNIS CX | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 42 | ACADEMIC HEALTH CENTER 4 | 4,400 | 0 | 2,784 | 36,800 | 20,676 | 0 | 0 | 0 | 932 |
| 43 | ACADEMIC HEALTH CENTER 5 | 5,944 | 6,003 | 216 | 6,710 | 41,118 | 0 | 0 | 0 | 0 |
| 44 | AMBULATORY CARE CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45 | STUDENT ACADEMIC SUPPORT CENTER | 13,331 | 617 | 0 | 0 | 21,162 | 0 | 25 | 0 | 0 |
| 47 | ART STUDIO | 0 | 2,008 | 0 | 0 | 138 | 0 | 0 | 0 | 0 |
| 5 | STEVEN AND DOROTHEA GREEN LIB. | 12,293 | 13,434 | 128,234 | 0 | 43,044 | 885 | 9,333 | 0 | 0 |
| 52 | MGMT. AND NEW GROWTH OPPORTUNITY | 3,814 | 1,958 | 0 | 0 | 40,090 | 0 | 1,657 | 0 | 268 |

| MODESTO A. MAIDIQUE CAMPUS (Continued) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| 55 | PARKVIEW HOUSING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | OWA EHAN | 3,814 | 13,411 | 0 | 28,214 | 11,601 | 0 | 0 | 0 | 243 |
| 7 | FIU ARENA | 2,475 | 2,851 | 0 | 0 | 9,531 | 0 | 0 | 50,722 | 0 |
| 8 | ENGINEERING AND COMPUTER SCIENCE | 4,495 | 6,314 | 0 | 32,764 | 19,066 | 0 | 0 | 0 | 81 |
| 8A | ECS STORAGE SHED 8A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8B | ECS STORAGE SHED 8B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8C | ECS STORAGE SHED 8C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | CHEMISTRY AND PHYSICS | 9,226 | 22,638 | 0 | 21,878 | 11,399 | 0 | 193 | 0 | 118 |
| C01 | TOWER | 0 | 0 | 0 | 0 | 1,765 | 0 | 0 | 0 | 0 |
| C05 | DUPLICATING CENTER | 0 | 0 | 0 | 0 | 4,227 | 0 | 0 | 0 | 704 |
| E01 | EAST 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GH2 | GREEK HOUSING 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ1 | MMC GAZEBO #1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ2 | MMC GAZEBO #2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ3 | MMC GAZEBO #3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ5 | MMC GAZEBO #5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ6 | MMC GAZEBO #6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ7 | MMC GAZEBO #7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GZ8 | MMC GAZEBO #8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M01 | RECREATION TRAILER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M05 | CCLC TRAILER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG1 | PARKING GARAGE 1 GOLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG2 | PARKING GARAGE 2 BLUE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG3 | PANTHER PARKING GARAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG4 | RED PARKING GARAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG5 | PG5 MARKET STATION | 8,012 | 0 | 0 | 0 | 6,400 | 0 | 0 | 0 | 0 |
| PG6 | PARKING GARAGE 6 | 9,707 | 4,360 | 501 | 0 | 2,175 | 0 | 0 | 0 | 0 |
| SH | SOLAR HOUSE | 0 | 0 | 0 | 0 | 660 | 0 | 0 | 0 | 0 |
| THA | A UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| THB | B UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THC | C UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THD | D UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THE | E UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| MODESTO A. MAIDIQUE CAMPUS (Continued) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| THJ | J UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THK | K UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| THL | L UNIVERSITY APARTMENTS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W01 | WEST 1 | 0 | 10,318 | 0 | 1,285 | 99 | 0 | 779 | 0 | 0 |
| W01A | WEST 1A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W01B | WEST 1B CANOPY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W01C | CERAMICS | 0 | 7,343 | 0 | 255 | 0 | 0 | 0 | 0 | 0 |
| W01D | GREEN HOUSE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W02 | WEST 2 | 0 | 0 | 0 | 0 | 1,627 | 0 | 0 | 0 | 4,637 |
| W02A | HAZARDOUS WASTE SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W02B | CHEMICAL STORAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W02C | DIESEL/GASOLINE PUMP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W03 | WEST 3 | 0 | 0 | 0 | 532 | 1,305 | 0 | 0 | 0 | 4,262 |
| W05 | WEST 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 352 |
| W05A | WEST 5A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 115 |
| W06 | WEST 6 | 0 | 1,651 | 0 | 0 | 1,553 | 2,080 | 0 | 0 | 0 |
| W06A | DUGOUT 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06B | DUGOUT 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06C | PRESS BOX AND DUGOUT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06D | SOFTBALL BATTING CAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06E | SOFTBALL SHED 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W06G | SOFTBALL SHED 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W07 | WEST 7 | 0 | 0 | 0 | 0 | 317 | 0 | 0 | 0 | 7,324 |
| W07A | WEST 7A CANOPY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W07B | WEST 7B SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W07C | WEST 7C SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W07D | WEST 7D SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W09 | WEST 9 | 0 | 4,236 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W10 | WEST 10 | 0 | 5,939 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| W10A | WEST 10A | 0 | 0 | 0 | 0 | 4,870 | 0 | 0 | 0 | 0 |
| W10C | ADMINISTRATIVE SYSTEMS II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W10T | WEST 10 TRAILER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | |

| BISCAYNE BAY CAMPUS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| BH1 | BAY VISTA HOUSING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BHS1 | BAY HOUSING SHED 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BHS2 | BAY HOUSING SHED 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BHS3 | BAY HOUSING SHED 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N01 | HOSPITALITY MANAGEMENT | 7,800 | 20,629 | 0 | 0 | 10,492 | 0 | 0 | 0 | 0 |
| N01A | AQUATIC RECREATION CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,990 |
| N02 | ACADEMIC ONE | 9,817 | 6,212 | 2,340 | 1,610 | 36,215 | 0 | 803 | 0 | 901 |
| N02A | BBC CENTRAL UTILITIES | 0 | 0 | 0 | 0 | 186 | 0 | 0 | 0 | 266 |
| N03 | GREGORY B. WOLFE UNIV. CTR | 0 | 0 | 1,953 | 0 | 6,054 | 56 | 0 | 0 | 0 |
| N04 | ACADEMIC TWO | 3,502 | 26,193 | 837 | 2,735 | 13,212 | 0 | 426 | 0 | 867 |
| N04A | ACADEMIC 2 STORAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 137 |
| N05 | GLENN HUBERT LIBRARY | 6,750 | 1,844 | 34,852 | 0 | 11,017 | 0 | 250 | 0 | 0 |
| N06 | STUDENT HEALTH SERVICES | 0 | 0 | 0 | 0 | 711 | 0 | 0 | 0 | 104 |
| N07 | ROZ AND CAL KOVENS CONFERENCE CTR. | 0 | 0 | 0 | 0 | 4,937 | 0 | 0 | 0 | 0 |
| N08 | ECOLOGY LABORATORY | 0 | 0 | 0 | 2,119 | 129 | 0 | 0 | 0 | 0 |
| N08A | ECOLOGY LAB MODULE | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 0 | 0 |
| N08B | ECOLOGY LAB SHED 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N08C | ECOLOGY LAB SHED 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N08D | ECOLOGY LAB SHED 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N08E | ECOLOGY LAB METAL CANOPY 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N08F | ECOLOGY LAB METAL CANOPY 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N08G | ECOLOGY LAB COLD ROOM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N08H | ECOLOGY LAB SHED 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| N13 | MARINE SCIENCES | 4,620 | 2,165 | 0 | 25,518 | 4,077 | 0 | 0 | 0 | 1,145 |
| NGZ1 | BBC GAZEBO #1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NGZ2 | BBC GAZEBO #2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| P10 | BBC INFORMATION CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| R01 | OUTDOOR RECREATION | 0 | 0 | 0 | 0 | 332 | 0 | 0 | 0 | 0 |
| S01 | CENTRAL RECEIVING | 0 | 0 | 0 | 0 | 529 | 0 | 0 | 0 | 5,137 |
| S02 | PUBLIC SAFETY | 0 | 0 | 0 | 0 | 1,531 | 0 | 0 | 0 | 508 |
| S03 | PHYSICAL PLANT | 0 | 0 | 0 | 0 | 2,259 | 0 | 0 | 0 | 6,642 |
| S03A | PLANT SUPPORT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 269 |
| S04 | GROUNDS | 0 | 0 | 0 | 0 | 305 | 0 | 0 | 0 | 2,676 |

| BISCAYNE BAY CAMPUS (Continued) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| TRAC | TRAC SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | |
| **ENGINEERING CENTER** | | | | | | | | | | |
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| 101 | ENGINEERING CENTER | 11,787 | 23,468 | 1,289 | 55,181 | 64,620 | 0 | 0 | 0 | 51,989 |
| 102 | OPERATIONS/UTILITY | 0 | 4,543 | 0 | 12,416 | 1,913 | 0 | 0 | 0 | 666 |
| 102A | EC WOOD STORAGE SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 102B | EC STORAGE SHED 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 102C | EC STORAGE SHED 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 102H | ARC RESEARCH LAB #1 | 0 | 0 | 0 | 214 | 0 | 0 | 0 | 0 | 0 |
| 102I | ARC RESEARCH LAB #2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 102J | ARC RESEARCH LAB #3 | 0 | 0 | 0 | 196 | 0 | 0 | 0 | 0 | 0 |
| 102K | ARC RESEARCH LAB #4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 102L | EC STORAGE SHED 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 102M | STORAGE 102M | 0 | 0 | 0 | 114 | 0 | 0 | 0 | 0 | 0 |
| 102P | STORAGE 102P | 0 | 0 | 0 | 67 | 0 | 0 | 0 | 0 | 0 |
| 102Q | STORAGE 102Q | 0 | 0 | 0 | 83 | 0 | 0 | 0 | 0 | 0 |
| 103 | INFORMATION BOOTH 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 103A | INFORMATION BOOTH 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 104 | SOLAR DECATHLON HOUSE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 105 | WALL OF WIND RESEARCH FACILITY | 0 | 0 | 0 | 8,003 | 0 | 0 | 0 | 0 | 0 |
| 105A | WALL OF WIND TRAILER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 105B | WOW SHED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 105C | WALL OF WIND SHOP | 0 | 0 | 0 | 2,838 | 0 | 0 | 0 | 0 | 0 |
| EGZ1 | EC GAZEBO #1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EGZ2 | EC GAZEBO #2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | |
| **FLORIDA MEMORIAL COLLEGE** | | | | | | | | | | |
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| FMC | FIU/FLORIDA MEMORIAL COLLEGE | 0 | 13,116 | 0 | 0 | 8,197 | 0 | 0 | 0 | 0 |

| WOLFSONIAN – FIU | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| MB01 | WOLFSONIAN - FIU | 0 | 1,376 | 0 | 0 | 18,941 | 16,093 | 0 | 0 | 3,143 |
| | | | | | | | | | | |
| **FIU ANNEX** | | | | | | | | | | |
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| MB02 | WOLFSONIAN ANNEX | 0 | 0 | 0 | 0 | 152 | 58,272 | 0 | 0 | 408 |
| | | | | | | | | | | |
| **JEWISH MUSEUM** | | | | | | | | | | |
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| MB05 | JEWISH MUSEUM OF FLORIDA-FIU | 0 | 0 | 0 | 0 | 887 | 9,190 | 0 | 0 | 0 |
| | | | | | | | | | | |
| **WOLFSONIAN DOWNTOWN** | | | | | | | | | | |
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| MB06 | WOLFSONIAN DOWNTOWN | 0 | 0 | 0 | 0 | 2,653 | 6,554 | 0 | 0 | 0 |
| | | | | | | | | | | |
| **AQUARIUS** | | | | | | | | | | |
| BLDG. No. | NAME | CLASSROOM | TEACHING | STUDY | RESEARCH | OFFICE | AUD\EXHIB | INSTRUCTIONAL MEDIA | GYM | CAMPUS SUPPORT SERVICE |
| K01 | MEDINA AQUARIUS CENTER | 0 | 868 | 0 | 0 | 1,012 | 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 A. 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 A. 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 (7/1/14)**

| | | Classroom | Teaching Lab | Study | Research Lab | Office | Audit/ Exhib | Instruct. Media | Student Academic Support | Gym | Campus Support |
|---|---|---|---|---|---|---|---|---|---|---|---|
| UF | 2014 | 12 | 15 | 27 | 53 | 54 | 3 | 2 | 0 | 4 | 8 |
| | 2012 | 11.30 | 15.46 | 26.40 | 52.64 | 54.04 | 3.00 | 0.73 | 0.60 | 4.01 | 8.41 |
| | | | | | | | | | | | |
| FSU | 2014 | 12 | 15 | 22 | 30 | 37 | 3 | 2 | 0 | 4 | 6 |
| | 2012 | 11.60 | 15.40 | 21.07 | 29.99 | 36.77 | 3.00 | 0.79 | 0.60 | 4.26 | 6.17 |
| | | | | | | | | | | | |
| FAMU | 2014 | 12 | 15 | 19 | 26 | 37 | 3 | 2 | 0 | 7 | 6 |
| | 2012 | 11.62 | 14.36 | 18.37 | 25.70 | 36.60 | 3.01 | 1.46 | 0.60 | 7.22 | 5.95 |
| | | | | | | | | | | | |
| USF | 2014 | 12 | 15 | 18 | 32 | 40 | 3 | 2 | 0 | 4 | 6 |
| | 2012 | 11.66 | 14.02 | 17.37 | 31.99 | 39.63 | 3.00 | 0.79 | 0.60 | 4.26 | 6.17 |
| | | | | | | | | | | | |
| FAU | 2014 | 12 | 15 | 22 | 23 | 30 | 3 | 2 | 0 | 5 | 6 |
| | 2012 | 11.78 | 16.35 | 21.39 | 22.65 | 29.67 | 3.00 | 1.04 | 0.60 | 5.37 | 5.59 |
| | | | | | | | | | | | |
| UWF | 2014 | 12 | 15 | 24 | 14 | 30 | 3 | 2 | 0 | 9 | 5 |
| | 2012 | 11.78 | 12.68 | 23.86 | 14.45 | 29.91 | 4.21 | 1.85 | 0.60 | 8.89 | 5.41 |
| | | | | | | | | | | | |
| UCF | 2014 | 12 | 15 | 17 | 23 | 24 | 3 | 2 | 0 | 4 | 5 |
| | 2012 | 11.70 | 14.41 | 15.95 | 22.59 | 24.15 | 3.00 | 0.77 | 0.60 | 4.17 | 4.87 |
| | | | | | | | | | | | |
| FIU | 2014 | 12 | 15 | 18 | 20 | 27 | 3 | 2 | 0 | 4 | 5 |
| | 2012 | 11.91 | 14.98 | 17.54 | 20.18 | 26.70 | 3.00 | 0.83 | 0.60 | 4.42 | 5.01 |

***Table 9a continues next page***

| | | Classroom | Teaching Lab | Study | Research Lab | Office | Audit/ Exhib | Instruct. Media | Student Academic Support | Gym | Campus Support |
|---|---|---|---|---|---|---|---|---|---|---|---|
| UNF | 2014 | 12 | 15 | 20 | 14 | 26 | 3 | 2 | 0 | 6 | 5 |
| | 2012 | 11.97 | 13.77 | 19.47 | 14.25 | 26.38 | 3.00 | 1.29 | 0.60 | 6.45 | 4.86 |
| | | | | | | | | | | | |
| FGCU | 2014 | 12 | 15 | 20 | 30 | 28 | 3 | 2 | 0 | 10 | 6 |
| | 2012 | 12.02 | 9.79 | 19.47 | 29.94 | 28.14 | 4.98 | 2.09 | 0.60 | 9.97 | 5.85 |
| | | | | | | | | | | | |
| NCF | 2014 | 12 | 15 | 16 | 10 | 63 | 3 | 2 | 0 | 3 | 6 |
| | 2012 | 10.49 | 0.00 | 9.40 | 10.17 | 63.14 | 39.75 | 15.90 | 0.60 | 79.49 | 11.45 |
| | | | | | | | | | | | |
| | 2014 | 12 | 15 | 20 | 25 | 36 | 3 | 2 | 0 | 6 | 6 |
| AVG | 2012 | 11.62 | 12.84 | 19.12 | 24.96 | 35.92 | 6.63 | 2.50 | 0.60 | 12.59 | 6.34 |

**Table 10**

**FORMULA GENERATED NET ASSIGNABLE SQUARE FEET**
**BY SPACE CATEGORY AND SITE**

| Space Category | NASF |
|---|---|
| **FIU Main Campus*** | |
| Instructional | |
| Classroom | 308,236 |
| Teaching Laboratory | 541,305 |
| Research Laboratory | 728,236 |
| Academic Support | |
| Study | 654,618 |
| Instructional Media | 72,174 |
| Auditorium/Exhibition | 108,261 |
| Teaching Gymnasium | 159,505 |
| Institutional Support | |
| Office/Computer | 963,415 |
| Campus Support Services | 183,028 |
| Site Total | **3,718,778** |
| * Includes All Sites | |

**Table 11**

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

| Space Category | Generated Need | Existing Space * | Unmet Need |
|---|---|---|---|
| ***FIU Main Campus*** | | | |
| *Instructional* | | | |
| *Classroom* | *308,236* | *219,684* | *88,552* |
| *Teaching Laboratory* | *541,305* | *376,157* | *165,148* |
| *Research Laboratory* | *728,236* | *352,797* | *375,439* |
| *Academic Support* | | | |
| *Study* | *654,618* | *222,294* | *432,324* |
| *Instructional Media* | *72,174* | *18,866* | *55,308* |
| *Auditorium/Exhibition* | *108,261* | *127,670* | *(19,409)* |
| *Teaching Gymnasium* | *159,505* | *70,493* | *89,012* |
| *Institutional Support* | | | |
| *Office/Computer* | *963,415* | *844,023* | *119,392* |
| *Campus Support Services* | *183,028* | *135,555* | *47,473* |
| ***Total: Main Campus*** | ***3,718,778*** | ***2,365,539*** | ***1,355,239*** |

**Table 12**

**ANALYSIS OF SPACE NEEDS CATEGORY**

**ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B**

**Florida International University**

**Main Campus**

**Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting**
**Prepared 23-Sep-15**

**TOTAL FTE= 36,087**
**On-Line FTE= 10,401**
**Total Less On Line FTE= 25,686**

| | | | Classroom | Teaching Lab | Study | Research Lab | Office | Audi/ Exhib | Instruct Media | Gym | Campus Support Service | Total NASF |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Space Needs by Space Type*:** | **2020-2021** | | 308,236 | 541,305 | 654,618 | 728,236 | 963,415 | 108,261 | 72,174 | 159,505 | 183,028 | 3,718,778 |
| **1) Current Inventory as of:** | | **June-15** | | | | | | | | | | |
| | **A)** | Satisfactory Space | 206,372 | 375,540 | 222,294 | 352,797 | 822,047 | 127,670 | 16,841 | 70,493 | 135,555 | 2,329,609 |
| | **B)** | Unsatisfactory Space to be Remodeled | 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 |
| | **D)** | **Total Under Construction** | 13,312 | 617 | 0 | 0 | 21,976 | 0 | 25 | 0 | 0 | 35,930 |
| | | | 13,312 | 617 | | | 21,976 | 0 | 25 | | | 35,930 |
| **TOTAL CURRENT INVENTORY:** | | | 219,684 | 376,157 | 222,294 | 352,797 | 844,023 | 127,670 | 16,866 | 70,493 | 135,555 | 2,365,599 |

| | | Classroom | Teaching Lab | Study | Research Lab | Office | Audi/ Exhib | Instruct Media | Gym | Campus Support Service | Total NASF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2)** | **Projects Funded for Construction thru: June-15** | | | | | | | | | | |
| | **Total Funded Construction:** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | **Plus: Total Planned Demolition** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Net Space Needs** | | **88,552** | **165,148** | **432,324** | **375,439** | **119,392** | **(19,409)** | **55,308** | **89,012** | **47,473** | **1,353,239** |
| Percent of: | Current Inventory and Funded Projects Minus Demolition Space Needs | 71% | 69% | 34% | 48% | 88% | 118% | 23% | 44% | 74% | 64% |

## Table 13: ANALYSIS OF FACILITIES INVENTORY IMPACT OF SURVEY RECOMMENDED PROJECTS

| Florida International University 2020-2021 | | Classroom | Teaching Lab | Study | Research Lab | Office | Aud/ Exhibition | Instruct. Media | Gym | Campus Support Services | Total NASF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Space Needs by Space Type** | **2020-2021** | 308,236 | 541,305 | 654,618 | 728,236 | 963,415 | 108,261 | 72,174 | 159,505 | 183,028 | 3,718,778 |
| **Net Space Needs from Form B** | | 88,552 | 165,148 | 432,324 | 375,439 | 119,392 | (19,409) | 55,308 | 89,012 | 47,473 | 1,353,239 |
| **Percent of Space Needs** | | **71.27%** | **69.49%** | **33.96%** | **48.45%** | **87.61%** | **117.93%** | **23.37%** | **44.19%** | **74.06%** | **63.61%** |
| **3) Projects Funded for Planning** | | | | | | | | | | | |
| BATCHELOR ENVIRONMENTAL CENTER | 1) | 0 | 0 | 0 | 0 | 3,085 | 0 | 0 | 0 | 0 | 3,085 |
| | Sub Total Net Space Needs | 88,552 | 165,148 | 432,324 | 375,439 | 116,307 | (19,409) | 55,308 | 89,012 | 47,473 | 1,350,154 |
| | Sub Total Percent | 71.27% | 69.49% | 33.96% | 48.45% | 87.93% | 117.93% | 23.37% | 44.19% | 74.06% | 63.69% |
| INTERNATIONAL CENTER FOR TROPICAL BOTANY | 2) | 1,120 | 4,600 | 0 | 0 | 2,315 | 0 | 0 | 0 | 0 | 8,035 |
| | Sub Total Net Space Needs | 87,432 | 160,548 | 432,324 | 375,439 | 113,992 | (19,409) | 55,308 | 89,012 | 47,473 | 1,342,119 |
| | Sub Total Percent | 71.63% | 70.34% | 33.96% | 48.45% | 88.17% | 117.93% | 23.37% | 44.19% | 74.06% | 63.91% |
| **4) CIP Projects** | | | | | | | | | | | |
| FACILITIES INFRASTRUCTURE /CAPITAL RENEWAL - UW (P,C,E) | 1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sub Total Net Space Needs | 87,432 | 160,548 | 432,324 | 375,439 | 113,992 | (19,409) | 55,308 | 89,012 | 47,473 | 1,342,119 |
| | Sub Total Percent | 71.63% | 69.49% | 33.96% | 48.45% | 88.17% | 117.93% | 23.37% | 44.19% | 74.06% | 63.91% |
| STRATEGIC LAND ACQUISITION - UW (A) | 2) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sub Total Net Space Needs | 87,432 | 160,548 | 432,324 | 375,439 | 113,992 | (19,409) | 55,308 | 89,012 | 47,473 | 1,342,119 |
| | Sub Total Percent | 71.63% | 69.49% | 33.96% | 48.45% | 88.17% | 117.93% | 23.37% | 44.19% | 74.06% | 63.91% |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SATELLITE CHILLER PLANT EXPANSION - MMC (P,C,E) | 3) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sub Total Net Space Needs | 87,432 | 160,548 | 432,324 | 375,439 | 113,992 | (19,409) | 55,308 | 89,012 | 47,473 | 1,342,119 |
| | Sub Total Percent | 71.63% | 69.49% | 33.96% | 48.45% | 88.17% | 117.93% | 23.37% | 44.19% | 74.06% | 63.91% |
| SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS (SIPA), Phase II - MMC (P,C)(C,E) | 4) | 9,000 | 0 | 3,200 | 0 | 16,878 | 0 | 1,000 | 0 | 5,000 | 35,078 |
| | Sub Total Net Space Needs | 78,432 | 160,548 | 429,124 | 375,439 | 97,114 | (19,409) | 54,308 | 89,012 | 42,473 | 1,307,041 |
| | Sub Total Percent | 74.55% | 69.49% | 34.45% | 48.45% | 89.92% | 117.93% | 24.75% | 44.19% | 76.79% | 64.85% |
| REMODEL./RENOV. OF EXIST. EDUC. SPACE - MMC (P,C,E)(P,C,E) | 5) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sub Total Net Space Needs | 78,432 | 160,548 | 429,124 | 375,439 | 97,114 | (19,409) | 54,308 | 89,012 | 42,473 | 1,307,041 |
| | Sub Total Percent | 74.55% | 69.49% | 34.45% | 48.45% | 89.92% | 117.93% | 24.75% | 44.19% | 76.79% | 64.85% |
| GREEN LIBRARY ADDITION - MMC (P)(C)(E) | 6) | 0 | 0 | 88,000 | 0 | 0 | 0 | 0 | 0 | 0 | 88,000 |
| | Sub Total Net Space Needs | 78,432 | 160,548 | 341,124 | 375,439 | 97,114 | (19,409) | 54,308 | 89,012 | 42,473 | 1,219,041 |
| | Sub Total Percent | 74.55% | 69.49% | 47.89% | 48.45% | 89.92% | 117.93% | 24.75% | 44.19% | 76.79% | 67.22% |
| CLASSROOM/OFFICE, (ACADEMIC III) - BBC (P,C)(C,E) | 7) | 8,000 | 0 | 6,000 | 8,000 | 16,800 | 0 | 800 | 0 | 0 | 39,600 |
| | Sub Total Net Space Needs | 70,432 | 160,548 | 335,124 | 367,439 | 80,314 | (19,409) | 53,508 | 89,012 | 42,473 | 1,179,441 |
| | Sub Total Percent | 77.15% | 69.49% | 48.81% | 49.54% | 91.66% | 117.93% | 25.86% | 44.19% | 76.79% | 68.28% |
| GRADUATE SCHOOL OF BUSINESS, Phase II - MMC (P,C)(C,E)(C,E) | 8) | 9,900 | 11,410 | 5,800 | 5,000 | 20,740 | 0 | 2,000 | 0 | 0 | 54,850 |
| | Sub Total Net Space Needs | 60,532 | 149,138 | 329,324 | 362,439 | 59,574 | (19,409) | 51,508 | 89,012 | 42,473 | 1,124,591 |
| | Sub Total Percent | 80.36% | 71.60% | 49.69% | 50.23% | 93.82% | 117.93% | 28.63% | 44.19% | 76.79% | 69.76% |
| SCIENCE LABORATORY COMPLEX - MMC (P,C)(C )(C,E) | 9) | 7,500 | 4,000 | 18,000 | 28,000 | 20,000 | 0 | 2,000 | 0 | 0 | 79,500 |
| | Sub Total Net Space Needs | 53,032 | 145,138 | 311,324 | 334,439 | 39,574 | (19,409) | 49,508 | 89,012 | 42,473 | 1,045,091 |
| | Sub Total Percent | 82.80% | 72.34% | 52.44% | 54.08% | 95.89% | 117.93% | 31.40% | 44.19% | 76.79% | 71.90% |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| REMODEL./RENOV. OF STUDENT ACADEMIC SUPPORT - BBC (P,C,E)(P,C,E) | 10) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sub Total Net Space Needs | 53,032 | 145,138 | 311,324 | 334,439 | 39,574 | (19,409) | 49,508 | 89,012 | 42,473 | 1,045,091 |
| | Sub Total Percent | 82.80% | 72.34% | 52.44% | 54.08% | 95.89% | 117.93% | 31.40% | 44.19% | 76.79% | 71.90% |
| REMODEL./RENOV. OF ACADEMIC DATA CENTER - MMC (P,C,E)(P,C,E) | 11) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sub Total Net Space Needs | 53,032 | 145,138 | 311,324 | 334,439 | 39,574 | (19,409) | 49,508 | 89,012 | 42,473 | 1,045,091 |
| | Sub Total Percent | 82.80% | 72.34% | 52.44% | 54.08% | 95.89% | 117.93% | 31.40% | 44.19% | 76.79% | 71.90% |
| ENGINEERING BUILDING - EC (P,C)(C,E) | 12) | 3,960 | 6,000 | 0 | 0 | 4,400 | 0 | 0 | 0 | 0 | 14,360 |
| | Sub Total Net Space Needs | 49,072 | 139,138 | 311,324 | 334,439 | 35,174 | (19,409) | 49,508 | 89,012 | 42,473 | 1,030,731 |
| | Sub Total Percent | 84.08% | 73.45% | 52.44% | 54.08% | 96.35% | 117.93% | 31.40% | 44.19% | 76.79% | 72.28% |
| TRAINING COMPLEX - MMC (P,C)(P,C,E) | 13) | 0 | 0 | 0 | 0 | 9,020 | 0 | 5,400 | 0 | 10,000 | 24,420 |
| | Sub Total Net Space Needs | 49,072 | 139,138 | 311,324 | 334,439 | 26,154 | (19,409) | 44,108 | 89,012 | 32,473 | 1,006,311 |
| | Sub Total Percent | 84.08% | 73.45% | 52.44% | 54.08% | 97.29% | 117.93% | 38.89% | 44.19% | 82.26% | 72.94% |
| HONORS COLLEGE - MMC (P,C)(C,E) | 14) | 15,500 | 0 | 1,750 | 0 | 6,463 | 0 | 0 | 0 | 8,873 | 32,586 |
| | Sub Total Net Space Needs | 33,572 | 139,138 | 309,574 | 334,439 | 19,691 | (19,409) | 44,108 | 89,012 | 23,600 | 973,725 |
| | Sub Total Percent | 89.11% | 73.45% | 52.71% | 54.08% | 97.96% | 117.93% | 38.89% | 44.19% | 87.11% | 73.82% |
| HUMANITIES CTR., (SCIENCE, TECH., ENG., ARTS AND MATH.) - MMC (P,C)(C,E) | 15) | 4,000 | 15,000 | 5,272 | 5,000 | 14,228 | 0 | 0 | 0 | 0 | 43,500 |
| | Sub Total Net Space Needs | 29,572 | 124,138 | 304,302 | 329,439 | 5,463 | (19,409) | 44,108 | 89,012 | 23,600 | 930,225 |
| | Sub Total Percent | 90.41% | 76.22% | 53.51% | 54.76% | 99.43% | 117.93% | 38.89% | 44.19% | 87.11% | 74.99% |
| ACADEMIC HEALTH CENTER STUDY COMPLEX - MMC (P,C)(C,E) | 16) | 0 | 0 | 9,845 | 0 | 5,463 | 0 | 0 | 0 | 5,400 | 20,708 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sub Total Net Space Needs | 29,572 | 124,138 | 294,457 | 329,439 | 0 | (19,409) | 44,108 | 89,012 | 18,200 | 909,517 |
| Sub Total Percent | 90.41% | 76.22% | 55.02% | 54.76% | 100.00% | 117.93% | 38.89% | 44.19% | 90.06% | 75.54% |
| | | | | | | | | | | |
| Total Net Space Needs | 29,572 | 124,138 | 294,457 | 329,439 | 0 | (19,409) | 44,108 | 89,012 | 18,200 | 909,517 |
| Total Percent of Net Space Needs | 90.41% | 76.22% | 55.02% | 54.76% | 100.00% | 117.93% | 38.89% | 44.19% | 90.06% | 75.54% |

## X – RECOMMENDATIONS OF SURVEY TEAM

**RECOMMENDATIONS OF EDUCATIONAL PLANT SURVEY (EPS) TEAM**

**FLORIDA INTERNATIONAL UNIVERSITY**

**Validation Date:** June 2-4, 2015
**Needs Assessment Dates**: November 3, 2015

**Survey Team Members:** Robin Anderson, Team Leader (UWF), Kenneth Ogletree (BOG), Teira E. Farley (BOG), Ashley Orr (UF), Craig Talton (FAMU), John White (FPU)

**Site Improvements Recommendations:**

1.1 Land Acquisition – This is a general recommendation that allows the university to purchase properties in the adopted Campus Master Plan.
1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.
1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

**Remodeling/Renovation Recommendations:**

Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. As presented, remodeling/renovation recommendations yield no significant changes to existing space use categories. Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.

*Modesto A. Maidique Campus (MMC)*

2.1 Charles E. Perry, Primera Casa
2.2 Deuxieme Maison
2.3 Viertes Haus
2.4 Owa Ehan
2.5 Steven and Dorothea Green Library
2.6 Engineering and Computer Science
2.7 Chemistry and Physics
2.8 Health and Life Science I
2.9 Health and Life Science II
2.10 Engineering Center
2.11 Academic Data Center

*Biscayne Bay Campus*

2.12 Hospitality Management
2.13 Academic One
2.14 Academic II
2.15 Hubert Library

**New Construction Recommendations:**

New construction recommendations are in accordance with the presented net square footage and as described in the Form B.

*Modesto A. Maidique Campus (MMC)*

3.1 Satellite Chiller Plant Expansion
3.2 School of International and Public Affairs (SIPA), Phase II
3.3 Green Library Addition
3.4 Graduate School of Business, Phase II
3.5 Science Laboratory Complex
3.6 Engineering Building
3.7 Training Complex
3.8 Honors College
3.9 Humanities Center
3.10 Academic Health Center Study Complex

*Biscayne Bay Campus*

3.11 Academic III (Classroom/Office)

**Demolition Recommendations:**

Per Board Regulation 9.004, Razing of Buildings, demolition projects beneath the $1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected on the Form B. *(Please identify existing square footage for projects listed below in submission of final report.)*

4.1 N/A

**Projects Based on Exception Procedure:**

5.1 N/A

**Special Purpose Center Recommendations:**

6.1 N/A

***Additional Recommendations:**

7.1 Batchelor Environmental Center
7.2 International Center for Tropical Botany

*The Survey Team acknowledges these projects were presented for informational purposes only.

**Standard University-wide Recommendations:**

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act (ADA) are recommended.

SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

SR5. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

**Notes:**

A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.

B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).

C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the nine (9) 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

D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

## 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 2010-2011 THROUGH 2015-2016**

| Project | Project Name | Phase | Source | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|---|---|---|---|
| 884 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C,E | PECO | $6,221,914 | | | | | |
| 885 | REMODELING/RENOVATIONS/MAINTENANCE/REPAIR S AND 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<br>882 | STUDENT ACADEMIC SUPPORT BUILDING<br>FROM 2010 STUDENT ACADEMIC SUPPORT CENTER | C,E | PECO<br>PECO | $17,646,976<br>-$1,686,722 | | | | | |
| 876 | TO 2011 SCIENCE/CLASSROOM COMPLEX | | PECO | $1,686,722 | | | | | |
| 900 | UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS | P,C,E | PECO | | $1,676,584 | | | | |
| 901 | REMODELING/RENOVATIONS/MAINTENANCE/REPAIR S AND SITE IMPROVEMENTS | P,C,E | PECO | | $1,114,764 | | | | |
| 898 | REMODELING/RENOVATIONS/MAINTENANCE/REPAIR S AND SITE IMPROVEMENTS | P,C,E | PECO | | | $563,500 | | | |
| 882 | STUDENT ACADEMIC SUPPORT CENTER, UP | P,C | PECO | | | | $5,678,129 | | |
| 905 | REMODELING/RENOVATIONS/MAINTENANCE/REPAIR S AND SITE IMPROVEMENTS | P,C,E | PECO | | | | $3,603,832 | | |
| 903 | RECREATION CENTER EXPANSION (MMC) | | CIF | | | | $8,595,233 | | |
| 906 | WOLFE UNIVERSITY CENTER EXPANSION (BBC) | | CIF | | | | $1,108,352 | | |
| 882 | STUDENT ACADEMIC SUPPORT CENTER (MMC) | P,C | PECO | | | | | $6,800,000 | |
| 908 | STRATEGIC LAND ACQUISITION | S | PECO | | | | | $10,000,000 | |

***Table 14 continues below***

**FIXED CAPITAL OUTLAY ALLOCATIONS OF STATE APPROPRIATIONS FOR FISCAL YEARS 2010-2011 THROUGH 2015-2016**

| Project | Project Name | Phase | Source | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|---|---|---|---|
| 905 | REMODELING/RENOVATIONS/MAINTENANCE/REPAIRS AND SITE IMPROVEMENTS | P,C,E | PECO | | | | | $3,188,902 | |
| 910 | CRITICAL DEFERRED MAINTENANCE | | PECO | | | | | $1,992,811 | |
| 903 | RECREATION CENTER EXPANSION (MMC) | | CIF | | | | | $5,028,254 | |
| 906 | WOLFE UNIVERSITY CENTER LECTUTRE HALL RENOVATION (BBC) | | CIF | | | | | $1,000,000 | |
| 911 | WELLNESS TRACK (MMC) | | CIF | | | | | $1,000,000 | |
| 859 | GRAHAM CENTER RENOVATION (MMC) | | CIF | | | | | $300,000 | |
| 834 | SATELLITE CHILLER PLANT (MMC) | P,C | PECO | | | | | | $2,252,959 |
| 915 | REMODELING/RENOVATIONS/MAINTENANCE/REPAIRS AND SITE IMPROVEMENTS | P,C,E | PECO | | | | | | $2,725,005 |
| 903 | RECREATION CENTER EXPANSION (MMC) | | CIF | | | | | | $5,258,956 |
| | **TOTALS** | | | **$38,678,846** | **$2,791,348** | **$563,500** | **$18,985,546** | **$29,309,967** | **$10,236,920** |

## APPENDIX A

## EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW

BOARD OF GOVERNORS
Office of Finance and 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 and 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 | Office/Computer |
| Teaching Laboratory | Instructional Media | Campus Support |
| Research Laboratory | Auditorium/Exhibition | |
| | 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.

### 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**

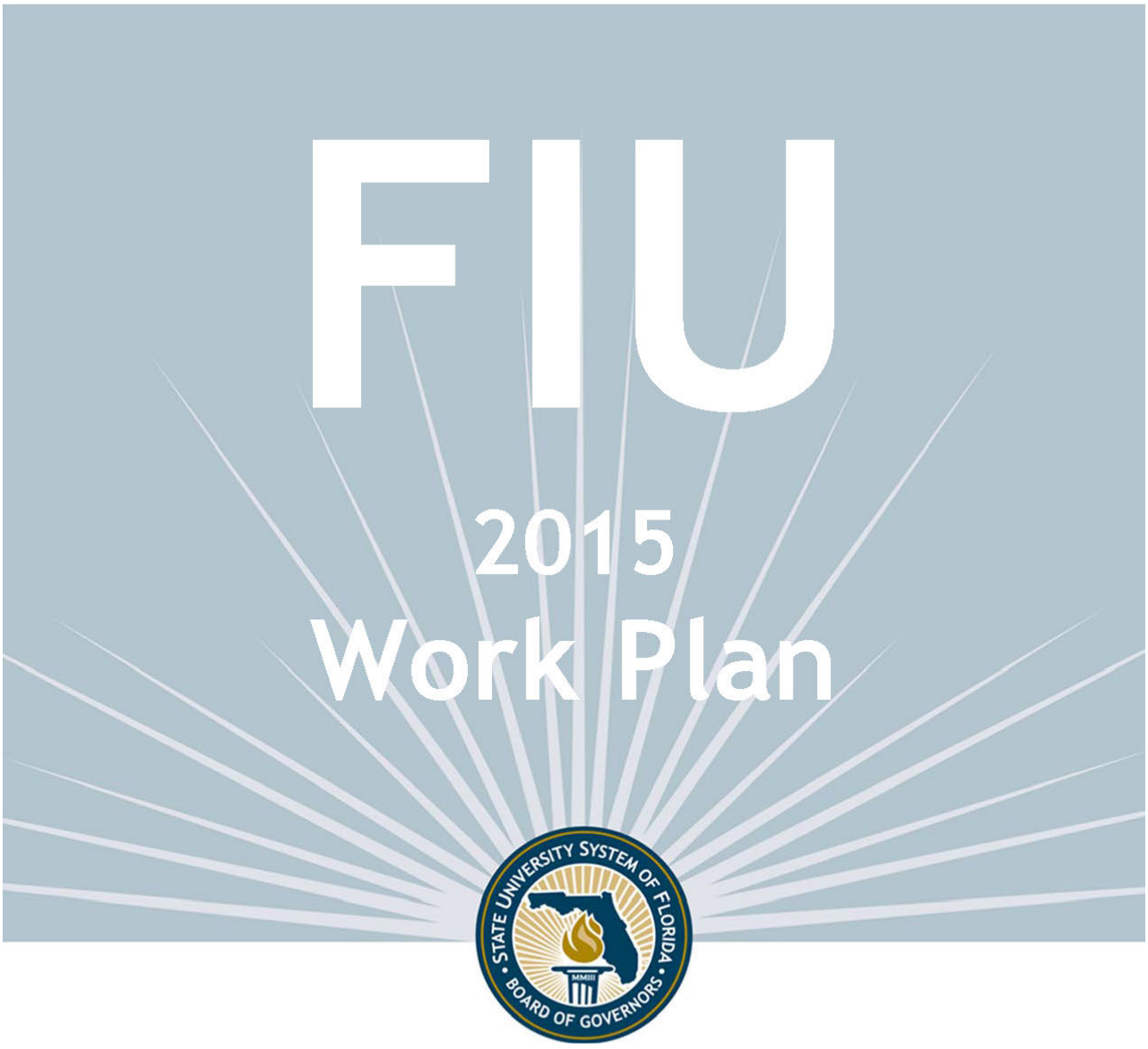
**BUILDING CONDITION ASSESSMENT**

| SITE | NUMBER | BUILDING NAME | CONSTRUCTION YEAR | ENVELOPE CONDITION | ROOF CONDITION | MECHANICAL CONDITION | ELECTRICAL CONDITION | PLUMBING CONDITION |
|---|---|---|---|---|---|---|---|---|
| JEWISH MUSEUM | MB05 | JEWISH MUSEUM OF FLORIDA-FIU | 1929 | 4 | 2 | 3 | 4 | 3 |
| BISCAYNE BAY CAMPUS | CW3N | CW1N/CW2N COVERED WALKWAY | 1986 | 2 | 3 | 3 | 3 | 3 |
| BISCAYNE BAY CAMPUS | N05 | GLENN HUBERT LIBRARY | 1986 | 1 | 2 | 2 | 2 | 2 |
| BISCAYNE BAY CAMPUS | S04 | GROUNDS | 1987 | 4 | 4 | 3 | 3 | 3 |
| BISCAYNE BAY CAMPUS | R01 | OUTDOOR RECREATION | 1988 | 3 | 5 | 3 | 3 | 3 |
| MODESTO A. MAIDIQUE CAMPUS | 8 | ENGINEERING AND COMPUTER SCIENCE | 1989 | 4 | 4 | 3 | 3 | 3 |
| MODESTO A. MAIDIQUE CAMPUS | W01C | CERAMICS | 1989 | 5 | 4 | 5 | 5 | 5 |
| MODESTO A. MAIDIQUE CAMPUS | 10 | BUILDING TEN | 1989 | 2 | 2 | 3 | 2 | 2 |
| MODESTO A. MAIDIQUE CAMPUS | 11 | RYDER BUSINESS BUILDING | 1990 | 2 | 4 | 3 | 3 | 3 |
| MODESTO A. MAIDIQUE CAMPUS | 6A | WERTHEIM CONSERVATORY | 1990 | 5 | 4 | 4 | 4 | 5 |
| MODESTO A. MAIDIQUE CAMPUS | 9 | CHEMISTRY AND PHYSICS | 1990 | 3 | 2 | 3 | 3 | 3 |

LEGEND
1 - SATISFACTORY SYSTEM IN ACCEPTABLE CONDITION
2 - RENEWAL A NEEDS MIN CAP RENEWAL IF COST IS **< 25%** OF REPLACEMENT COST
3 - RENEWAL B NEEDS MORE THAN MIN RENEWAL AND COST IS BETWEEN **25 AND 50%** OF REPLACEMENT COST
4 - RENEWAL C MAJOR CAP RENEWAL COST IS **> 50%** OF REPLACEMENT COST
5 - REPLACEMENT

**APPENDIX D**

**2015 Florida International University Work Plan**




**Florida International University**

*University Work Plan Presentation*

*for Board of Governors June 2015 Meeting*

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

1) *The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*
2) *The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
3) *Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*

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## MISSION STATEMENT (What is your purpose?)

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.

## VISION STATEMENT (What do you aspire to?)

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

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

FIU, as an anchor institution and one of the largest employers in South Florida, plays a leadership role in our community competing, succeeding and leading in the 21st century economy. We are the source of more Hispanic college graduates than any other university in the nation. We see ourselves as a solutions center for our community and as a catalyst for innovation and entrepreneurship in the region. We seek out win-win partnerships with industry and public partners alike.

FIU takes its responsibility to our community seriously and has reoriented efforts to be more effective and efficient, to support student success, job preparation and creation and economic development. FIU has accepted a leadership role in a number of community and industry initiatives that are pivotal to our collective future success.

FIU is a critical player in the Beacon Council's One Community One Goal (OCOG) strategic plan, an economic development initiative targeting growing industries and strengthening the local economy. This plan pivots around education as the foundation for Miami-Dade County's economic development. It calls for a new ecosystem of growth. We are responding with short- and long-term initiatives consistent with BOG planning in six targeted industry clusters identified as critical drivers of job creation in the community. President Mark B. Rosenberg chairs the Academic Leaders' Council (ALC) that is working collaboratively to ensure that county-wide higher education initiatives are directed towards job creation and entrepreneurship.

The creation of the Talent Development Network is an effort by academic and business leaders to create a regional internship program that will link university, college and high school students with opportunities in high-growth industries. We have identified internships as a key element in graduates' success in the job market and are doing everything we can to foster a culture that promotes and supports paid internships for all students in South Florida so that as a region we attract and retain valuable talent.

President Rosenberg is chair elect of the Greater Miami Chamber of Commerce, a position that signals the business community's trust and reliance on the work that FIU does in the community at every level.

We are working with two Miami-Dade County high schools through The Education Effect, a partnership supported by a $1 million investment from Chase. The goal of the partnership is to promote 100 percent graduation and ensure that students are college and career ready.

FIU and the Creative Class Group (CCG), founded by Richard Florida, have joined forces to launch the FIU-Miami Creative City Initiative, a project to harness creative and entrepreneurial forces that can help accelerate greater Miami's transformation into a creative economy.

For the second consecutive year, FIU is playing a central role at eMerge, a Miami-based, groundbreaking technology conference. We use this opportunity to showcase FIU talent and scientific innovations and look for opportunities to bring research to market.

Last November 65 percent of almost half a million voters supported our university's effort to expand into Miami-Dade County land currently leased to the Fair. This expansion means jobs and greater educational opportunities for ourselves and our children. It means $900 million in new construction and greater support for scientific research and entrepreneurship.

Today FIU offers over 190 bachelor's, master's and doctoral degrees. Our enrollment of more than 54,000 students places us fifth among the largest public universities in the United States. But size itself is less important than scale to leverage institutional priorities in a context of a dynamically growing community. FIU mirrors our community, with a student body that represents the future of American public universities.

## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

FIU's strength is its community responsiveness. We are entrepreneurial. The impact of our translational research is evident across South Florida and we are actively engaged in our communities. We are a beacon of hope and opportunity for our students and their families. We are a solutions center creating impact through groundbreaking research, win-win partnerships with other anchor institutions, and the high quality education we provide to our students.

Demographically, FIU is a mirror of its community – its residents and its students are truly global citizens. FIU also mirrors the entrepreneurial spirit of Miami so it is necessary not only to prepare students to enter companies but to also prepare them to start their own companies. The combination of a diverse student body, entrepreneurial thinking, and a global city gives FIU a unique advantage in developing what it means to be a 21st century workforce ready, college graduate.

We take pride in our faculty and their students' achievements: our graduates are leaders in their fields. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can co-exist: our FIU Panthers embody just this. Our graduates are among the best in the SUS in getting high-paying jobs after graduation. Our world-class faculty members are engaged in cutting-edge research, scholarships, and creative activity and are recognized nationally and internationally. We are ranked 24 by Washington Monthly for the university's contributions to the public good. We are ranked by Times Higher Education (London) as one of the top 100 universities globally under 50 years old.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. *Student Success* – This year the university in partnership with UCF and USF established The Florida Consortium of Metropolitan Research Universities which will drive economic development by creating synergies and efficiencies among the state's three largest metropolitan public research universities. We collectively serve nearly half of the students enrolled in the State University System. Our anticipated outcomes are 1) to fuel the state economy; 2) to increase the number of graduates in high-demand areas; 3) to increase the number of underrepresented and limited-income students graduating with the skills and credentials required by Florida employers; and 4) to emphasize career readiness and success for our graduates.

A university-wide planning process will result in a comprehensive multi-year plan to fundamentally reform pedagogy at the university in line with best practices in college teaching, particularly in gateway undergraduate courses that affect student success as measured by retention and on-time graduation.

We are building on FIU's national award winning Graduation Success Initiative (GSI) which has produced a 9 point increase in on-time graduation in just its first two years and will likely produce a 12 point increase in its first three years. GSI's conceptual framework is straightforward: (a) help students to identify their appropriate majors as soon as possible, preferably at admission; (b) provide a clear semester-by-semester path to achieving their goal, on-time graduation in their appropriate major; (c) provide students with immediate feedback if they get off track and help them to get back on track; (d) remove barriers in their paths and add supports; and (e) make sure that the courses on their semester-by-semester maps are available for them when they need them. Analysis by FIU's predictive analytics group suggests that ineffective pedagogy in gateway courses is a significant barrier to student success.

Ninety-one percent of FIU students live off campus, and the primary, guaranteed point of contact of FIU with its students is throughout its courses. Pedagogy is crucial for student success as measured by retention and on-time graduation. Good teaching is facilitating student learning not disseminating knowledge. The best teaching creates learning systems that facilitate student learning. These effective learning systems not only elevate student learning, they create important efficiencies and reduce instructional costs. We will support a process that will result in creating a critical mass of undergraduate curriculum administrators and teaching faculty who have a sophisticated understanding of best practices in college teaching. We will identify critical synergies and efficiencies across departments and colleges, and will build an infrastructure to support campus-wide pedagogical reform.

When implemented, we aim to improve significantly progress to degree in critical workforce areas while at the same time reducing instructional costs and increasing operational efficiencies. As a result of this investment, FIU's student performance should increase and multiply the resources available to invest further in student access and success.

We have identified the 17 gateway courses (17 courses with 41,113 total enrollments, 2012-2013). Gateway courses are high enrollment, foundational courses with either or both high failure and high impact.

As part of this faculty development and pedagogical reform, FIU will utilize state-of-the-art learning analytics and technologies to support course reform and instruction.

Florida International University will combine software and courseware to deliver a technology-based content solution to first year students, which is specifically designed to help ensure competency in select gateway courses. The objective is to leverage education technology to achieve increased outcomes in (1) pass rates in gateway courses; (2) retention rates after year one; and (3) on-time graduation rates. The program will combine content and curricula aligned to FIU course standards to deliver a customized learning solution to first year students enrolled in gateway courses. We will also assess student readiness in gateway courses, and provide targeted remediation for increased efficiency and efficacy.

The traditional classroom has been forever changed by the powerful changes in technology and digital communication modes available today. These changes are reshaping and redefining the classroom. Today, our classrooms must adapt to new teaching and learning modes such as active learning, flexible learning, immersive and interactive learning and distributed learning, just to name a few. These teaching and learning modes demand the redesign and renovation of the traditional face-to-face lecture classroom into a space that must be technology rich, flexible, adaptable and expandable. This will require one-time retrofit of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms. We will support and incentivize our faculty members in their efforts to adopt new pedagogical models and redesign courses. Additional training and technological support will be required to increase the percentage of online and hybrid courses.

2. *Enhancing STEM Success* - The STEM Transformation Institute continues to advance research and educational change through evidence-based practices that will ultimately increase the number of well-prepared STEM professionals, including teachers, graduating from FIU. The institute builds on multidisciplinary collaborations across the Colleges of Arts & Sciences, Education, and Engineering & Computing to engage all stakeholders in the community: students, faculty, administrators, local K-12 systems, local colleges, business and industry, foundations, and national education organizations. The Institute positions FIU as a living laboratory for developing future STEM professionals, especially those from statistically underrepresented groups, as a response to national calls for 100,000 new STEM teachers and an additional 1,000,000 STEM professionals by 2020.

The STEM Institute advances educational change by facilitating the adoption of evidence-based educational practices across campus. The Institute operates the undergraduate Learning Assistant (LA) and Faculty Scholar programs to foster implementation of active learning. The LA program provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom thus easing the transition to active learning. FIU hosts the nation's largest LA program, with 168 LAs serving in 98 course sections across eight STEM departments, impacting more than 6,300 enrollments in Fall 2014.

LAs also serve a vital role in the Math Mastery Lab, leading to improved student success in the College Algebra course by raising passing rates across College Algebra by more than 30 percentage points in three years. The Faculty Scholars program directly supports faculty adoption of evidence-based instructional methodologies, providing summer salary and dedicated time to transition to their preferred active learning paradigm. They also receive research support, dedicated LAs, and the opportunity to publish research results. Almost two dozen faculty have participated as Faculty Scholars, most seeing improved student learning outcomes while enjoying increased personal fulfillment.

The STEM Transformation Institute is a research center at its core, thus its research mission guides instructional practice on campus, builds our STEM education research scholarship, and advances FIU's

national prominence. Research primarily targets student outcomes but also includes development of faculty and the institution. Publications have reported improved learning, improved favorable attitudes and success for FIU students across multiple courses and departments. FIU's work has also been cited in prominent reports and publications, including those from the National Academy of Sciences. Faculty Scholars are developing manuscripts and publishing, furthering their scholarship and FIU's reputation. The Institute launched its Faculty Fellows program in 2015 with its induction of 70 Founding Faculty Fellows. The Fellows form the core membership that drives the institute's future, directly benefits from the Institute's activities, and amplifies the institute's mission. Evolving out of the Scholars program, Fellows have the opportunity to participate in STEM education research projects, develop and lead funding proposals, innovate their classroom instruction, and advocate for STEM education advancements at FIU and nationally.

3. *Preparing Students for the Workforce through Internships*: Experiential learning and maintenance of electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, etc.) is key to the future success of our students. FIU has a responsibility to prepare students to be professionally and personally successful in a century that is defined by rapid and unpredictable change. Employers are looking to FIU to develop students who are not only technically qualified but also critical thinkers, adaptable and multi-disciplinary. Since approximately 80% of FIU students remain in South Florida, FIU alumni are an essential part of the region's work force and a key resource for the state's future. Employers and alumni can be game changers by making investments of resources, time, and engagement to ensure industry integration for students.

FIU must go beyond traditional forms of engagement and gradually move corporations, the public sector, and alumni to a more holistic relationship with FIU – both for enhanced experiences for our students and researchers and for new investments. The engagement between employers and students must begin in year one and gradually progress to include concurrent internships and apprenticeship style experiences. Through various efforts we are enhancing private/public partnerships and therefore seamless integration with industry. We are enhancing the effectiveness and efficiency of dedicated career services and academic advising professionals, as well as utilizing state-of-the-art tools (for e.g., MOOCs) in areas such as entrepreneurship which will benefit our students' development and preparedness for professional life. We are also ever conscious that our efforts and demands on students should strive to minimize the impact of student loan debt.

Experiential learning continues to be a major focus of our efforts to professionally prepare our students. Recently completed agreements with the City of Miami Beach and the City of Doral will expand paid-internship opportunities in our Municipal Government Internship Program by 30 to 40 additional internships every semester. This program already includes a number of South Florida municipalities including Miami-Dade County and the City of Miami internship programs. Among others, we have expanded internship opportunities with Florida Power & Light (FPL) beyond the current on-campus FPL Call center program, raising the number to 113 part-time internship opportunities throughout its Florida network. FIU also continues to be a leader in the implementation of South Florida's Talent Development Network (TDN), which is the Beacon Council's One Community One Goal (OCOG) strategic plan focused on creating internship and job opportunities for students in seven strategic industries. The TDN is in the process of implementing a "soft-launch" in April 2015, and is projected to provide an initial 200 internship opportunities with major South Florida employers this summer.

## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2017 goals for approval.

| | ONE-YEAR TREND | 2015 ACTUAL | 2016 GOALS | 2017 GOALS | 2018 GOALS | 2019 GOALS |
|---|---|---|---|---|---|---|
| **Metrics Common To All Universities** | | | | | | |
| Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation | 5% | 77% (2012-13) | 77% (2013-14) | 78% (2014-15) | 79% (2015-16) | 80% (2016-17) |
| Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation | 3% | $36,200 (2012-13) | $36,500 (2013-14) | $37,000 (2014-15) | $37,500 (2015-16) | $39,000 (2016-17) |
| **Average Cost per Bachelor's Degree** [Instructional Costs to the University] | 0% | $25,580 (2010-14) | $24,385 (2011-15) | $23,190 (2012-16) | $21,995 (2013-17) | $20,800 (2014-18) |
| **FTIC 6 year Graduation Rate** [Includes full- and part-time students] | 3% | 53% (2008-14) | 56% (2009-15) | 60% (2010-16) | 63% (2011-17) | 67% (2012-18) |
| **Academic Progress Rate** [FTIC 2 year Retention Rate with GPA>2 ] | 4% | 79% (2013-14) | 81% (2014-15) | 83% (2015-16) | 86% (2016-17) | 88% (2017-18) |
| **University Access Rate** [Percent of Fall Undergraduates with a Pell grant] | 1% | 51% (Fall 2013) | 50% (Fall 2014) | 52% (Fall 2015) | 53% (Fall 2016) | 53% (Fall 2017) |
| **Bachelor's Degrees Awarded Within Programs of Strategic Emphasis** | 0% | 46% (2013-14) | 47% (2014-15) | 48% (2015-16) | 48% (2016-17) | 49% (2017-18) |
| **Graduate Degrees Awarded Within Programs of Strategic Emphasis** | 3% | 52% (2013-14) | 55% (2014-15) | 58% (2015-16) | 60% (2016-17) | 60% (2017-18) |
| **Freshmen in Top 10% of High School Graduating Class** [for NCF only] | n/a | n/a (Fall 2013) | n/a (Fall 2014) | n/a (Fall 2015) | n/a (Fall 2016) | n/a (Fall 2017) |
| **Board of Governors Choice Metric** | | | | | | |
| **Percent of Bachelor's Degrees Without Excess Hours** | 3% | 68% (2013-14) | 71% (2014-15) | 73% (2015-16) | 76% (2016-17) | 78% (2017-18) |
| **Number of Faculty Awards** [for FSU and UF only] | n/a | n/a (2012) | n/a (2013) | n/a (2014) | n/a (2015) | n/a (2016) |
| **Number of Top 50 Rankings in Select National Publications** [for NCF only] | n/a | n/a (2015) | n/a (2016) | n/a (2017) | n/a (2018) | n/a (2019) |
| **Board of Trustees Choice Metric** | | | | | | |
| **Bachelor's Awarded to Minorities** | 6% | 6,219 (2013-14) | 6,419 (2014-15) | 6,619 (2015-16) | 6,819 (2016-17) | 7,019 (2017-18) |

Note: Metrics are defined in appendix. For more information visit: http://www.flbog.edu/about/budget/performance_funding.php.

# KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'[1], which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

[1] The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see link.

## KEY PERFORMANCE INDICATORS

### Metrics Common to All Universities

| | FIVE YEAR TREND | 2015 ACTUAL | 2016 GOALS | 2017 GOALS | 2018 GOALS | 2019 GOALS |
|---|---|---|---|---|---|---|
| **Academic Quality** | | | | | | |
| National Rankings for University | n/a | 1 2015 | 1 2016 | 1 2017 | 1 2018 | 1 2019 |
| SAT Score* [for 3 subtests] | -1% | 1675 Fall 2014 | 1680 Fall 2015 | n/a | n/a | n/a |
| High School GPA | 6% | 3.9 Fall 2014 | 3.93 Fall 2015 | 3.96 Fall 2016 | 3.99 Fall 2017 | 4.0 Fall 2018 |
| Professional/Licensure Exam First-time Pass Rates[1] | n/a | 5 | 5 | 5 | 6 | 6 |
| Exams Above Benchmarks | n/a | 1 | 1 | 1 | 0 | 0 |
| Exams Below Benchmarks | | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| **Operational Efficiency** | | | | | | |
| Freshman Retention Rate | 1% | 84% 2013-14 | 86% 2014-15 | 88% 2015-16 | 89% 2016-17 | 91% 2017-18 |
| FTIC Graduation Rates | | | | | | |
| In 4 years (or less) | 6% | 24% 2010-14 | 24% 2011-15 | 28% 2012-16 | 31% 2013-17 | 33% 2014-18 |
| In 6 years (or less) | 9% | 53% 2008-14 | 56% 2009-15 | 60% 2010-16 | 63% 2011-17 | 67% 2012-18 |
| AA Transfer Graduation Rates In 2 years (or less) | 2% | 22% 2012-14 | 24% 2013-15 | 27% 2014-16 | 30% 2015-17 | 33% 2016-18 |
| FTIC Average Time to Degree (in years) | -0.2 | 4.6 2013-14 | 4.6 2014-15 | 4.5 2015-16 | 4.5 2016-17 | 4.4 2017-18 |
| **Return on Investment** | | | | | | |
| Bachelor's Degrees Awarded First Majors Only | 29% | 8,067 2013-14 | 8,400 2014-15 | 8,600 2015-16 | 8,900 2016-17 | 8,900 2017-18 |
| Percent of Bachelor's Degrees in STEM & Health | -2% | 22% 2013-14 | 23% 2014-15 | 24% 2015-16 | 25% 2016-17 | 25% 2017-18 |
| Graduate Degrees Awarded | 24% | 3,610 2013-14 | 3,392 2014-15 | 3,200 2015-16 | 3,400 2016-17 | 3,600 2017-18 |
| Percent of Graduate Degrees in STEM & Health | -2% | 31% 2013-14 | 32% 2014-15 | 33% 2015-16 | 34% 2016-17 | 34% 2017-18 |
| Annual Gifts Received ($Millions) | 39% | $24.71 2013-14 | $22.70 2014-15 | $26.03 2015-16 | $27.33 2016-17 | $28.70 2017-18 |
| Endowment ($Millions) | 114% | $176.50 2013-14 | $175.72 2014-15 | $225.0 2015-16 | $250.0 2016-17 | $275.0 2017-18 |

Note*: The College Board is revising the SAT test starting March 2016.

## KEY PERFORMANCE INDICATORS

### Metrics Specific to Research Universities

| | FIVE YEAR TREND | 2015 ACTUAL | 2016 GOALS | 2017 GOALS | 2018 GOALS | 2019 GOALS |
|---|---|---|---|---|---|---|
| **Academic Quality** | | | | | | |
| Faculty Awards | -1 | 8 2012 | 8 2013 | 8 2014 | 8 2015 | 8 2016 |
| National Academy Members | -1 | 1 2012 | 1 2013 | 1 2014 | 1 2015 | 1 2016 |
| Number of Post-Doctoral Appointees | 8 | 49 Fall 2013 | 64 Fall 2014 | 74 Fall 2015 | 80 Fall 2016 | 92 Fall 2017 |
| Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures | n/a | 2 of 8 2012-13 | 2 of 8 2013-14 | 2 of 8 2014-15 | 2 of 8 2015-16 | 3 of 8 2016-17 |
| **Return on Investment** | | | | | | |
| Total Research Expenditures ($M) [includes non-Science & Engineering disciplines] | 20.2% | $132.5 2013-14 | $136.5 2014-15 | $143.3 2015-16 | $150.5 2016-17 | $162.5 2017-18 |
| Science & Engineering Research Expenditures ($M) | 16.5% | $107.5 2013-14 | $109.2 2014-15 | $114.6 2015-16 | $120.4 2016-17 | $130 2017-18 |
| Science & Engineering R&D Expenditures in Non-Medical/Health Sciences ($M) | 13.0% | $101.4 2013-14 | $105.1 2014-15 | $110.3 2015-16 | $115.9 2016-17 | $125.2 2017-18 |
| Percent of Research Expenditures funded from External Sources | 21.1% | 64% 2013-14 | 66% 2014-15 | 66% 2015-16 | 66% 2016-17 | 66% 2017-18 |
| Patents Issued | 50% | 3 2014 | 2 2015 | 4 2016 | 5 2017 | 6 2018 |
| Licenses/Options Executed | 200% | 3 2012-13 | 3 2013-14 | 2 2014-15 | 3 2015-16 | 4 2016-17 |
| Licensing Income Received ($M) | -49.7% | $0.02 2012-13 | $0.03 2013-14 | $0.04 2014-15 | $0.05 2015-16 | $0.08 2016-17 |
| Number of Start-up Companies | 100% | 1 2012-13 | 2 2013-14 | 1 2014-15 | 2 2015-16 | 3 2016-17 |
| **National Rank is Higher than Predicted by the Financial Resources Ranking** [based on U.S. News & World Report] | n/a | National Rank Financial Rank 2015 | National Rank Financial Rank 2016 | National Rank Financial Rank 2017 | National Rank Financial Rank 2018 | National Rank Financial Rank 2019 |
| **Research Doctoral Degrees Awarded** | 39% | 159 2013-14 | 180 2014-15 | 183 2015-16 | 185 2016-17 | 187 2017-18 |
| **Professional Doctoral Degrees Awarded** | 45% | 255 2013-14 | 296 2014-15 | 314 2015-16 | 304 2016-17 | 340 2017-18 |
| **TOTAL NUMBER OF IMPROVING METRICS** | | **19** | **17** | **19** | **22** | **20** |

## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2017 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

| | FIVE YEAR TREND | 2015 ACTUAL | 2016 GOALS | 2017 GOALS | 2018 GOALS | 2019 GOALS |
|---|---|---|---|---|---|---|
| Metric #1 Bachelor's Degrees Awarded to Minorities | 34% | 6,219 2013-14 | 6,419 (2014-15) | 6,619 (2015-16) | 6,819 (2016-17) | 7,019 (2017-18) |
| Metric #2 Bachelor's Degrees in Areas of Strategic Emphasis | 23% | 4,015 2013-14 | 4,245 2014-15 | 4,439 2015-16 | 4,593 2016-17 | 4,689 2017-18 |
| Metric #3 Graduate Degrees in Areas of Strategic Emphasis | 24% | 1,893 2013-14 | 1,866 2014-15 | 1,856 2015-16 | 2,040 2016-17 | 2,160 2017-18 |

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** The FIU*BeyondPosible*2020 Strategic Plan calls for transforming the mode of instruction by increasing hybrid and online education.

| | | | | | | |
|---|---|---|---|---|---|---|
| Metric: Increase Percent of Student Credits Hours on Hybrid and Online Education | 6% (Online) | 21% (Online) | 25% (Online) | 29% (Online) | 32% (Online) | 36% (Online) |
| | 2% (Hybrid) | 8% (Hybrid) | 12% (Hybrid) | 17% (Hybrid) | 21% (Hybrid) | 26% (Hybrid) |
| | | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |

**Goal 2.** The FIU*BeyondPosible*2020 Strategic Plan calls for increasing internships to 6,000 by year 2020.

| | | | | | | |
|---|---|---|---|---|---|---|
| Metric: Expand Internships | 13%* | 4,737 2013-14 | 4,948 2014-15 | 5,158 2015-16 | 5,361 2016-17 | 5,579 2017-18 |

*3-year average

## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

| | 2014-15 Estimate | 2015-16 Appropriations |
|---|---|---|
| **Education & General – Main Operations** | | |
| State Funds | $ 214.5 | n/a |
| Tuition | $ 229.2 | n/a |
| **TOTAL MAIN OPERATIONS** | **$ 443.7** | n/a |
| **Education & General – Health-Science Center / Medical Schools** | | |
| State Funds | $ 30.9 | n/a |
| Tuition | $ 16.6 | n/a |
| **TOTAL HSC** | **$ 47.5** | n/a |
| **Education & General – Institute of Food & Agricultural Sciences (IFAS)** | | |
| State Funds | | n/a |
| Tuition | | n/a |
| **TOTAL IFAS** | | n/a |
| **EDUCATION & GENERAL TOTAL REVENUES** | **$ 491.2** | n/a |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

| OTHER BUDGET ENTITIES | | |
|---|---|---|
| **Auxiliary Enterprises**<br>Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. | | |
| Revenues | $ 208.5 | n/a |
| **Contracts & Grants**<br>Resources received from federal, state or private sources for the purposes of conducting research and public service activities. | | |
| Revenues | $ 124.0 | n/a |
| **Local Funds**<br>Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. | | |
| Revenues | $ 210.6 | n/a |
| **Faculty Practice Plans**<br>Revenues/receipts are funds generated from faculty practice plan activities. | | |
| Revenues | $ 5.6 | n/a |
| **OTHER BUDGET ENTITY TOTAL REVENUES** | **$ 548.7** | n/a |
| **UNIVERSITY REVENUES GRAND TOTAL** | **$ 1,039.9** | n/a |

## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

| | FY 2012-13 ACTUAL | FY 2013-14 ACTUAL | FY 2014-15 ACTUAL | FY 2015-16 REQUEST | FY 2016-17 PLANNED |
|---|---|---|---|---|---|
| **Base Tuition** | $3,100 | $3,152 | $3,152 | $3,152 | $3,152 |
| **Tuition Differential Fee** | $1,569 | $1,569 | $1,569 | $1,569 | $1,569 |
| **Percent Increase** | 15% | 1% | 0% | 0.0% | 0% |
| **Required Fees[1]** | $1,746 | $1,772 | $1,772 | $1,832 | $1,832 |
| **TOTAL TUITION AND FEES** | **$6,414** | **$6,493** | **$6,493** | **$6,552** | **$6,552** |

Note[1]: For more information regarding required fees see list of per credit hour fees and block fees on next page.

### Student Debt Summary

| | 2010-11 ACTUAL | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 GOAL |
|---|---|---|---|---|---|
| **Percent of Bachelor's Recipients with Debt** | 46.86% | 45.88% | 49.08% | 48.33% | 48% |
| **Average Amount of Debt** *for Bachelor's who have graduated with debt* | $17,256 | $17,705 | $17,893 | $18,519 | $18,000 |
| **NSLDS Cohort Year** | **2009** | **2010** | **2011** | **2012** | **2013** GOAL |
| **Student Loan Cohort Default Rate** (3rd Year) | 9.1% | 10.5% | 8.9% | *6.9% draft* | 6% |

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

| | TUITION & FEES | BOOKS & SUPPLIES | ROOM & BOARD | TRANSPORTATION | OTHER EXPENSES | TOTAL |
|---|---|---|---|---|---|---|
| **ON-CAMPUS** | $6,493 | $1,392 | $10,702 | $2,064 | $2,456 | **$23,107** |
| **AT HOME** | $6,493 | $1,392 | $3,810 | $2,898 | $2,284 | **$16,877** |

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

| FAMILY INCOME GROUPS | FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT | PERCENT | | AVG. NET COST OF ATTENDANCE | AVG. NET TUITION & FEES | AVG. GIFT AID AMOUNT | AVG. LOAN AMOUNT |
|---|---|---|---|---|---|---|---|
| Below $40,000 | 9,341 | 51% | | $12,748 | -$629.28 | $7,397 | $3,254 |
| $40,000-$59,999 | 1,760 | 10% | | $15,427 | $1,666 | $5,235 | $3,179 |
| $60,000-$79,999 | 1,072 | 6% | | $16,434 | $2,898 | $4,247 | $3,377 |
| $80,000-$99,999 | 713 | 4% | | $16,713 | $3,421 | $4,167 | $3,454 |
| $100,000 Above | 1,733 | 9% | | $16,359 | $3,150 | $4,510 | $2,806 |
| Missing* | 3670 | 20% | | n/a | $5,271 | $669 | $0.00 |
| **TOTAL** | **18,289** | **100%** | **AVERAGE** | **$14,494** | **$1,031** | **$6,424** | **$3,211** |

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2015. Please note that small changes to Spring 2014 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.

## FISCAL INFORMATION (continued)
## UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| *Undergraduate Students* | Actual | | | Projected | | | |
|---|---|---|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| **Tuition:** | | | | | | | |
| Base Tuition - (0% inc. for 2015-16 to 2018-19) | $103.32 | $105.07 | $105.07 | $105.07 | $105.07 | $105.07 | $105.07 |
| Tuition Differential[5] | 52.29 | $52.29 | $52.29 | $52.29 | $52.29 | $52.29 | $52.29 |
| **Total Base Tuition & Differential per Credit Hour** | $155.61 | $157.36 | $157.36 | $157.36 | $157.36 | $157.36 | $157.36 |
| % Change | | 1.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | |
| **Fees (per credit hour):** | | | | | | | |
| Student Financial Aid[1] | $5.16 | $5.25 | $5.25 | $5.25 | $5.25 | $5.25 | $5.25 |
| Capital Improvement[2] | $6.76 | $6.76 | $6.76 | $6.76 | $6.76 | $6.76 | $6.76 |
| Activity & Service | $12.87 | $12.87 | $12.87 | $14.85 | $14.85 | $14.85 | $14.85 |
| Health | | | | | | | |
| Athletic | $16.10 | $16.10 | $16.10 | $16.10 | $16.10 | $16.10 | $16.10 |
| Transportation Access | | | | | | | |
| Technology[1] | $5.16 | $5.25 | $5.25 | $5.25 | $5.25 | $5.25 | $5.25 |
| Green Fee (USF, NCF, UWF only) | | | | | | | |
| Student Life & Services Fee (UNF only) | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| | | | | | | | |
| **Total Fees** | $46.05 | $46.23 | $46.23 | $48.21 | $48.21 | $48.21 | $48.21 |
| | | | | | | | |
| **Total Tuition and Fees per Credit Hour** | $201.66 | $203.59 | $203.59 | $205.57 | $205.57 | $205.57 | $205.57 |
| % Change | | 1.0% | 0.0% | 1.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | |
| **Fees (block per term):** | | | | | | | |
| Activity & Service | | | | | | | |
| Health | $83.19 | $93.69 | $93.69 | $93.69 | $93.69 | $93.69 | $93.69 |
| Athletic | $10.00 | $10.00 | $10.00 | $10.00 | $10.00 | $10.00 | $10.00 |
| Transportation Access | $89.00 | $89.00 | $89.00 | $89.00 | $89.00 | $89.00 | $89.00 |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| **Total Block Fees per term** | $182.19 | $192.69 | $192.69 | $192.69 | $192.69 | $192.69 | $192.69 |
| % Change | | 5.8% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | |
| **Total Tuition for 30 Credit Hours** | **$4,668.30** | **$4,720.80** | **$4,720.80** | **$4,720.80** | **$4,720.80** | **$4,720.80** | **$4,720.80** |
| **Total Fees for 30 Credit Hours** | **$1,745.88** | **$1,772.28** | **$1,772.28** | **$1,831.68** | **$1,831.68** | **$1,831.68** | **$1,831.68** |
| **Total Tuition and Fees for 30 Credit Hours** | **$6,414.18** | **$6,493.08** | **$6,493.08** | **$6,552.48** | **$6,552.48** | **$6,552.48** | **$6,552.48** |
| **$ Change** | | **$78.90** | **$0.00** | **$59.40** | **$0.00** | **$0.00** | **$0.00** |
| **% Change** | | **1.2%** | **0.0%** | **0.9%** | **0.0%** | **0.0%** | **0.0%** |
| | | | | | | | |
| **Out-of-State Fees** | | | | | | | |
| Out-of-State Undergraduate Fee | $393.62 | $393.62 | $393.62 | $393.62 | $393.62 | $393.62 | $393.62 |
| Out-of-State Undergraduate Student Financial Aid[3] | $19.68 | $19.68 | $19.68 | $19.68 | $19.68 | $19.68 | $19.68 |
| Total per credit hour | $413.30 | $413.30 | $413.30 | $413.30 | $413.30 | $413.30 | $413.30 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | |
| **Total Tuition for 30 Credit Hours** | **$16,476.90** | **$16,529.40** | **$16,529.40** | **$16,529.40** | **$16,529.40** | **$16,529.40** | **$16,529.40** |
| **Total Fees for 30 Credit Hours** | **$2,336.31** | **$2,362.71** | **$2,362.71** | **$2,422.11** | **$2,422.11** | **$2,422.11** | **$2,422.11** |
| **Total Tuition and Fees for 30 Credit Hours** | **$18,813.21** | **$18,892.11** | **$18,892.11** | **$18,951.51** | **$18,951.51** | **$18,951.51** | **$18,951.51** |
| **$ Change** | | **$78.90** | **$0.00** | **$59.40** | **$0.00** | **$0.00** | **$0.00** |
| **% Change** | | **0.4%** | **0.0%** | **0.3%** | **0.0%** | **0.0%** | **0.0%** |
| | | | | | | | |
| **Housing/Dining[4]** | $10,304 | $10,663 | $10,706 | $10,800 | $11,048 | $11,048 | $11,302 |
| **$ Change** | | **$358.67** | **$43.36** | **$94.00** | **$248.00** | **$0.00** | **$254.00** |
| **% Change** | | **3.5%** | **0.4%** | **0.9%** | **2.3%** | **0.0%** | **2.3%** |

## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

| | 5 YEAR TREND (2009-14) | Fall 2014 ACTUAL HEADCOUNT | | Fall 2015 PLANNED HEADCOUNT | | Fall 2016 PLANNED HEADCOUNT | | Fall 2017 PLANNED HEADCOUNT | |
|---|---|---|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | | | | | | | | | |
| FTIC (Regular Admit) | 12.1% | 16,781 | 42.9% | 17,043 | 43.0% | 17,144 | 42.7% | 17,320 | 42.2% |
| FTIC (Profile Admit) | -74.6% | 72 | 0.2% | 73 | 0.2% | 74 | 0.2% | 75 | 0.2% |
| AA Transfers from FCS | 45.0% | 16,458 | 42.1% | 16,705 | 42.0% | 17,001 | 42.3% | 17,489 | 42.7% |
| Other Transfers | 32.1% | 5,770 | 14.8% | 5,857 | 14.8% | 5,953 | 14.8% | 6,112 | 14.9% |
| **Subtotal** | **24.9%** | **39,081** | *100%* | **39,678** | *100%* | **40,172** | *100%* | **40,996** | *100%* |
| **GRADUATE*** | | | | | | | | | |
| Master's | 6.0% | 5,903 | 70.6% | 5,886 | 70.1% | 6,214 | 70.8% | 6,622 | 71.7% |
| Research Doctoral | 35.7% | 1,349 | 16.1% | 1,349 | 16.0% | 1,382 | 15.7% | 1,422 | 15.4% |
| Professional Doctoral | 44.0% | 1,115 | 13.3% | 1,172 | 13.9% | 1,179 | 13.5% | 1,186 | 12.9% |
| **Subtotal** | **14.0%** | **8,367** | *100%* | **8,407** | *100%* | **8,775** | *100%* | **9,230** | *100%* |
| **UNCLASSIFIED** | | | | | | | | | |
| H.S. Dual Enrolled | 534.4% | 5,608 | 84.3% | 5,608 | 84.3% | 5,832 | 84.9% | 6,197 | 85.7% |
| Other | -17.2% | 1,043 | 15.7% | 1,043 | 15.7% | 1,037 | 15.1% | 1,037 | 14.3% |
| **Subtotal** | **210.4%** | **6,651** | *100%* | **6,651** | *100%* | **6,869** | *100%* | **7,234** | *100%* |
| **TOTAL** | **34%** | **54,099** | | **54,736** | | **55,816** | | **57,460** | |

Note*: Includes Medical students.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

| | 3 YEAR TREND (2010-11 to 2013-14) | 2013-14 ACTUAL FTE | % of TOTAL | 2014-15 PLANNED FTE | % of TOTAL | 2015-16 PLANNED FTE | % of TOTAL | 2016-17 PLANNED FTE | % of TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | | | | | | | | | |
| DISTANCE (>80%) | 59.1% | 6,187 | 24.0% | 6,748 | 25.8% | 7,748 | 28.5% | 8,748 | 31.6% |
| HYBRID (50%-79%) | 366.8% | 505 | 2.0% | 1,066 | 4.1% | 1,566 | 5.8% | 2,066 | 7.5% |
| TRADITIONAL (<50%) | 3.8% | 19,082 | 74.0% | 18,295 | 70.1% | 17,832 | 65.7% | 16,827 | 60.9% |
| TOTAL | **15.2%** | **25,774** | ***100%*** | **26,109** | ***100%*** | **27,146** | ***100%*** | **27,641** | ***100%*** |
| **GRADUATE** | | | | | | | | | |
| DISTANCE (80%) | 11.7% | 479 | 11.1% | 473 | 11.3% | 873 | 20.8% | 1,273 | 29.6% |
| HYBRID (50%-79%) | 22.3% | 44 | 1.0% | 13 | 0.3% | 213 | 5.1% | 413 | 9.6% |
| TRADITIONAL (<50%) | -14.2% | 3,811 | 3,810% | 3,703 | 88.4% | 3,110 | 74.1% | 2,611 | 60.8% |
| TOTAL | **-11.7%** | **4,334** | ***100%*** | **4,189** | ***100%*** | **4,195** | ***100%*** | **4,297** | ***100%*** |

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).

## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level *(Florida FTE)*

| | Estimated Actual 2014-15 | Funded 2015-16 | Planned 2015-16 | Planned 2016-17 | Planned 2017-18 | Planned 2018-19 | Planned 2019-20 | Planned 2020-21 | Planned Annual Growth Rate* |
|---|---|---|---|---|---|---|---|---|---|
| STATE FUNDABLE | | | | | | | | | |
| *Florida Resident* | | | | | | | | | |
| LOWER | 9,200 | n/a | 9,742 | 9,670 | 9,660 | 9,679 | 9,642 | 9,978 | 0.5% |
| UPPER | 15,178 | n/a | 15,540 | 16,028 | 16,714 | 17,503 | 18,494 | 19,221 | 4.3% |
| GRAD I | 2,152 | n/a | 2,139 | 2,203 | 2,249 | 2,304 | 2,369 | 2,442 | 2.7% |
| GRAD II | 928 | n/a | 951 | 970 | 983 | 997 | 1,011 | 1,027 | 1.5% |
| TOTAL | 27,458 | n/a | 28,372 | 28,871 | 29,607 | 30,483 | 31,517 | 32,668 | 2.9% |
| *Non- Resident* | | | | | | | | | |
| LOWER | 733 | n/a | 799 | 834 | 835 | 860 | 903 | 936 | 3.2% |
| UPPER | 997 | n/a | 1,065 | 1,109 | 1,112 | 1,146 | 1,203 | 1,247 | 3.2% |
| GRAD I | 608 | n/a | 596 | 606 | 621 | 638 | 625 | 648 | 1.7% |
| GRAD II | 501 | n/a | 509 | 518 | 531 | 546 | 568 | 588 | 2.9% |
| TOTAL | 2,839 | n/a | 2,969 | 3,067 | 3,098 | 3,190 | 3,298 | 3,419 | 2.8% |
| *TOTAL* | | | | | | | | | |
| LOWER | 9,933 | 8,435 | 10,541 | 10,504 | 10,495 | 10,539 | 10,545 | 10,914 | 0.7% |
| UPPER | 16,175 | 12,592 | 16,605 | 17,137 | 17,826 | 18,649 | 19,697 | 20,468 | 4.3% |
| GRAD I | 2,760 | 2,800 | 2,735 | 2,809 | 2,870 | 2,942 | 2,994 | 3,090 | 2.5% |
| GRAD II | 1,429 | 1,259 | 1,460 | 1,488 | 1,514 | 1,543 | 1,579 | 1,615 | 2.0% |
| TOTAL | 30,297 | 25,086 | 31,341 | 31,938 | 32,705 | 33,673 | 34,815 | 36,087 | 2.9% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 416 | n/a | 416 | 416 | 416 | 416 | 416 | 416 | 0% |
| UPPER | 549 | n/a | 549 | 549 | 549 | 549 | 549 | 549 | 0% |
| GRAD I | 1,791 | n/a | 1,844 | 1,844 | 1,844 | 1,844 | 1,844 | 1,844 | 0% |
| GRAD II | 13 | n/a | 13 | 13 | 13 | 13 | 13 | 13 | 0% |
| TOTAL | 2,769 | n/a | 2,863 | 2,863 | 2,863 | 2,863 | 2,863 | 2,863 | 0% |

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.

### Medical Student Headcount Enrollments

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Medical Doctorate Headcounts* | | | | | | | | | |
| RESIDENT | 362 | 395 | 395 | 395 | 395 | 395 | 395 | 395 | 0% |
| NON-RESIDENT | 78 | 85 | 85 | 85 | 85 | 85 | 85 | 85 | 0% |
| TOTAL | 440 | 480 | 480 | 480 | 480 | 480 | 480 | 480 | 0% |
| *Dentistry Headcounts* | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| NON-RESIDENT | | | | | | | | | |
| TOTAL | | | | | | | | | |
| *Veterinary Headcounts* | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| NON-RESIDENT | | | | | | | | | |
| TOTAL | | | | | | | | | |

## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2015-16

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2014-15 Work Plan list for programs under consideration for 2015-16.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT *in 5th year* | PROPOSED DATE OF SUBMISSION TO UBOT |
|---|---|---|---|---|---|---|
| **BACHELOR'S PROGRAMS** | | | | | | |
| Latin American Studies | 05.0107 | GLOBAL | UCF | | 75 | 6/2015 |
| Biochemistry | 26.0202 | STEM | FSU | | 400 | 1/2016 |
| Public Health | 51.2201 | HEALTH | USF | | 250 | 1/2016 |
| **MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS** | | | | | | |
| Logistics Engineering (PSM) | 14.2701 | STEM | UF | Y | 50 | 1/2016 |
| Law (Juris Master) | 22.0201 | | FSU | | 50 | 1/2016 |
| Marketing | 52.1401 | | UF, FSU, USF_T | | 45 | 6/2015 |
| **DOCTORAL PROGRAMS** | | | | | | |
| Linguistics | 16.0102 | GLOBAL | UF | | 15 | 1/2016 |
| Mathematical Science | 27.0101 | STEM | UF, FSU, FAU, USF_T | | 24 | 1/2016 |

### New Programs For Consideration by University in 2016-18

These programs will be used in the 2016 Work Plan list for programs under consideration for 2016-17.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT *in 5th year* | PROPOSED DATE OF SUBMISSION TO UBOT |
|---|---|---|---|---|---|---|
| **BACHELOR'S PROGRAMS** | | | | | | |
| Anthropology (BA) | 45.0201 | GLOBAL | FAU, FGCU, FSU, UF, UCF, USF_T, USF_SP, UNF | | 100 | 1/2017 |
| Digital Media (BA) | 09.0702 | STEM | FAU, FGCU, FSU | | 200 | 1/2017 |
| **MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS** | | | | | | |
| MA Marine Affairs | 26.1302 | STEM | FSU | | 30 | 1/2017 |
| **DOCTORAL PROGRAMS** | | | | | | |
| Pharmacy | 51.2001 | HEALTH | FAMU, UF, USF_T | | 400 | 8/2018 |

## DEFINITIONS

| Performance Based Funding | |
|---|---|
| **Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation** | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.<br>Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| **Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation** | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.<br>Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse. |
| **Average Cost per Bachelor's Degree**<br>*Instructional costs to the university* | For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.<br>Sources: State University Database System (SUDS), Expenditure Analysis: Report IV. |
| **Six Year FTIC Graduation Rate** | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.<br>Source: State University Database System (SUDS). |
| **Academic Progress Rate**<br>*2nd Year Retention with GPA Above 2.0* | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).<br>Source: State University Database System (SUDS). |
| **University Access Rate**<br>*Percent of Undergraduates with a Pell-grant* | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.<br>Source: State University Database System (SUDS). |
| **Bachelor's Degrees Awarded within Programs of Strategic Emphasis** (includes STEM) | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).<br>Source: State University Database System (SUDS). |
| **Graduate Degrees Awarded within Programs of Strategic Emphasis** (includes STEM) | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).<br>Source: State University Database System (SUDS). |

| | |
|---|---|
| **Freshmen in Top 10% of High School Class**<br>Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.<br>Source: New College of Florida. |
| **BOG Choice Metrics** | |
| **Percent of Bachelor's Degrees Without Excess Hours** | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.<br>Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).<br>Source: State University Database System (SUDS). |
| **Number of Faculty Awards** | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.<br>Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| **National Ranking for Institutional & Program Achievements** | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| **BOT Choice Metrics** | |
| **Percent of R&D Expenditures Funded from External Sources**<br>FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.<br>Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| **Bachelor's Degrees Awarded to Minorities**<br>FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.<br>Source: State University Database System (SUDS). |
| **National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**<br>FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.<br>Source: US News and World Report's annual National University rankings. |

| | |
|---|---|
| **Percent of Undergraduate Seniors Participating in a Research Course**<br>NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.<br>Source: New College of Florida. |
| **Number of Bachelor Degrees Awarded Annually**<br>UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once.<br>Source: State University Database System (SUDS). |
| **Total Research Expenditures**<br>UF | This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year.<br>Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| **Percent of Course Sections Offered via Distance and Blended Learning**<br>UNF | This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both.<br>Source: State University Database System (SUDS). |
| **Number of Postdoctoral Appointees**<br>USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar.<br>Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| **Percentage of Adult Undergraduates Enrolled**<br>UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified.<br>Source: State University Database System (SUDS). |

| **Preeminent Research University Funding Metrics** | |
|---|---|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |

| | |
|---|---|
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf. |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report. |
| Total Annual Research Expenditures ($M) (Science & Engineering only) | Total Science & Engineering Research Expenditures, including federal research expenditures, of $200 million or more, as reported annually by the National Science Foundation (NSF). |
| Total Annual Research Expenditures in Diversified Non-Medical Sciences ($M) (Science & Engineering only) | Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (over 3 year period) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size ($M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |

| Goals Common to All Universities | |
|---|---|
| **Academic Quality** | |
| Avg. SAT Score (for 3 subtests) | An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Avg. HS GPA | The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0. |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| **Operational Efficiency** | |
| Freshman Retention Rate | The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the annual Accountability report (table 4B) – see link. |
| FTIC Graduation Rates<br>In 4 years (or less)<br>In 6 years (or less) | As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| AA Transfer Graduation Rates<br>In 2 years (or less) | As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Median Average Time to Degree (for FTIC) | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| **Return on Investment** | |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (table 4G). |
| Percent of Bachelor's Degrees in STEM | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 4H). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (table 5B). |
| Percent of Graduate Degrees in STEM | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 5C). |
| Annual Gifts Received ($M) | As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. |
| Endowment ($M) | Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009). |

| Goals Specific to Research Universities | |
|---|---|
| **Academic Quality** | |
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html. |
| National Academy Members | The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html. |
| Number of Post-Doctoral appointees | As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see link. |
| Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures | The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link. |
| **Return on Investment** | |
| Total Research Expenditures ($M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Science & Engineering Research Expenditures in non-medical/health sciences | This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link, table 36 *minus* table 52), but now data must be queried via WebCASPAR. |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.<br>Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Patents Issued | Total utility patents awarded by the United States Patent and Trademark Office (USPTO) in a calendar year. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with the following query: AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1. |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Licensing Income Received ($M) | License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia. Data as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

| | |
|---|---|
| **National rank is higher than predicted by Financial Resources Ranking** *based on US News & World Report* | This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report. |
| **Research Doctoral Degrees Awarded** | The number of research doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B). |
| **Professional Doctoral Degrees Awarded** | The number of professional doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B). |

| **Student Debt Summary** | |
|---|---|
| **Percent of Bachelor's Recipients with Debt** | This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.<br>Source: Common Dataset (H4). |
| **Average Amount of Debt** for Bachelor's who have graduated with debt | This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.<br>Source: Common Dataset (H5). |
| **Student Loan Cohort Default Rate (3rd Year)** | Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html. |

| Three Year CDR | | | |
|---|---|---|---|
| **Cohort Fiscal Year** | **Year Published** | **Borrowers in the Numerator / Borrowers in the Denominator** | **3-Yr Time Period (Numerator) / 1-Yr Time Period (Denominator)** |
| **2009** | 2012 | Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 / Borrowers who entered repayment in 2009 | 10/01/2008 to 9/30/2011 / 10/01/2008 to 9/30/2009 |
| **2010** | 2013 | Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 / Borrowers who entered repayment in 2010 | 10/01/2009 to 9/30/2012 / 10/01/2009 to 9/30/2010 |
| **2011** | 2014* | Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 / Borrowers who entered repayment in 2011 | 10/01/2010 to 9/30/2013 / 10/01/2010 to 9/30/2011 |
| **2012** | 2015 | Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 / Borrowers who entered repayment in 2012 | 10/01/2011 to 9/30/2014 / 10/01/2011 to 9/30/2012 |
| **2013** | 2016 | Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 / Borrowers who entered repayment in 2013 | 10/01/2012 to 9/30/2015 / 10/01/2012 to 9/30/2013 |
| **2014** | 2017 | Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 / Borrowers who entered repayment in 2014 | 10/01/2013 to 9/30/2016 / 10/01/2013 to 9/30/2014 |
| **2015** | 2018 | Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 / Borrowers who entered repayment in 2015 | 10/01/2014 to 9/30/2017 / 10/01/2014 to 9/30/2015 |

## 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 2010

3. Date of this survey. June 2015

4. New survey out year. June 2021

5. Who conducted this survey?
   i. Inventory Validation Team Leader: Robin Anderson, University of West Florida
   ii. Space Needs Assessment Team Leader: Robin Anderson, University of West 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 the Academic Space Management's website 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 December 9, 2015
Date

Florida International University, President

12/17/15
Date

Chair, Board of Trustees

12/17/15
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.

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 107th Avenue and West Flagler Street.

The 2010-2020 Campus Master Plan Update for Florida International University will be prepared in two documents: a Supporting Inventory and Analysis document and a Final Campus Master Plan Goals, Objectives and Policies document. The Supporting Inventory and Analysis document will contain an analysis of existing conditions, while the Final Campus Master Plan document will contain maps required to depict planned future conditions.

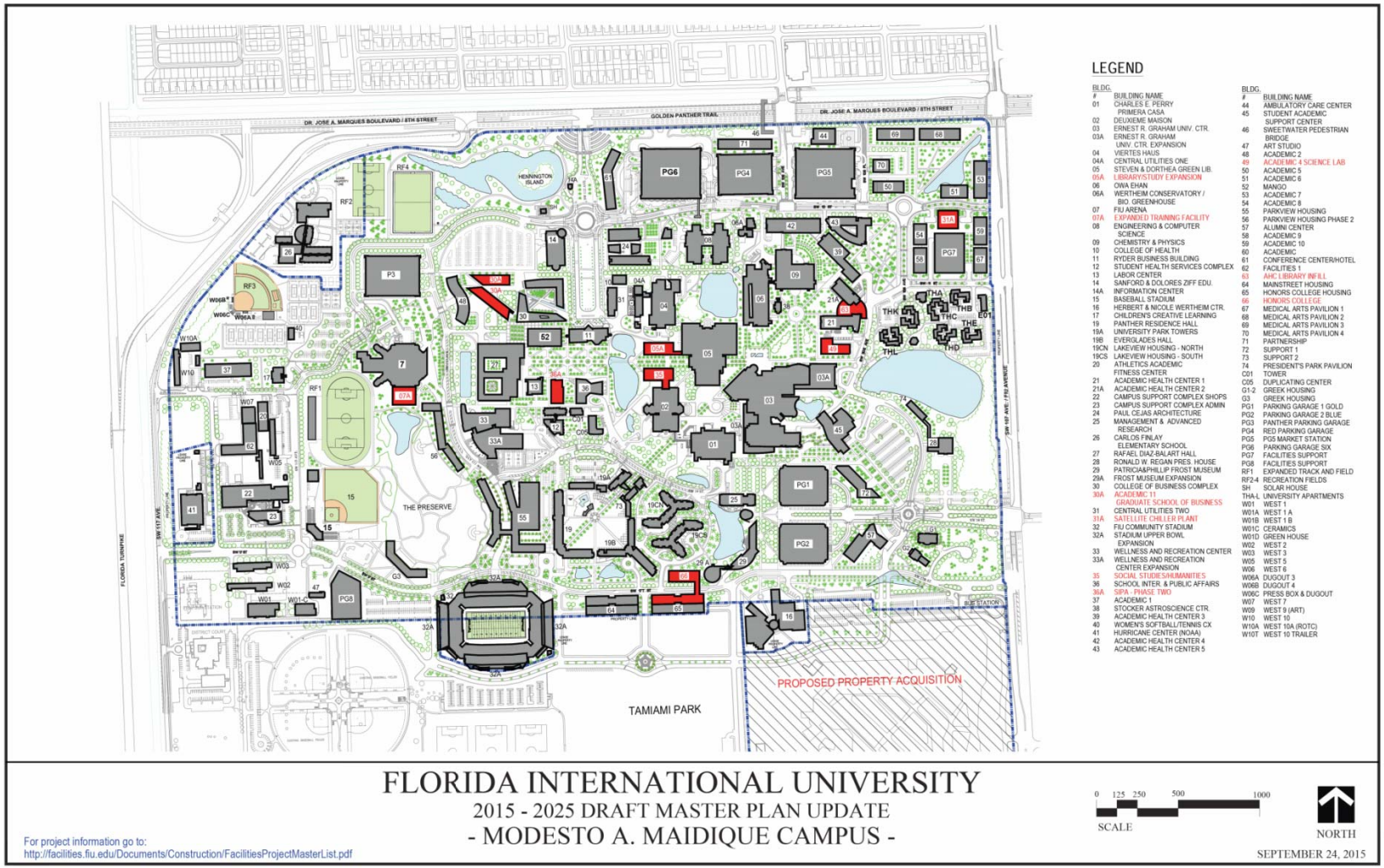
The Goals, Objectives and Policies which follow will be the primary mechanism for the implementation of the Campus Master Plan through the 2020 planning horizon. Requirements for Capital Improvements Implementation will be contained in the Capital Improvements Element. Procedures for monitoring, evaluation and amendment of the campus master plan will be contained in the various plan elements.

The process of preparing the campus master plan will reflect and respond to input and interaction from various segments of the University Community. Multiple meetings and workshops will be held at each stage of the planning process, culminating in the plans presentation to, and endorsement by, the University Board of Trustees.

The draft final master plan will be subject to a lengthy process of external review. The draft plan will be issued to Miami-Dade County, the City of North Miami, the Town of Sweetwater, the regional planning council and water management district, the State Land Management Advisory Council and a number of state agencies prior to adoption. The plan will be available for review by the general public and two duly noticed public hearings will be conducted to solicit public input on the draft plan.

http://facilities.fiu.edu/Documents/Planning/MasterPlans/MasterPlans10_20/CMP_Update_Docs_10_20/FIU_FINAL_APPROVED_CMP_2010_2020_COMPLETE.pdf

BBC
NORTH MIAMI
MIAMI BEACH
OPA-LOCKA
HIALEAH
10 - MILES
MIAMI
CORAL GABLES
ICTB
5 - MILES
DORAL
EC
1 - MILE
MMC
FLORIDA TURNPIKE
95
75




# FLORIDA INTERNATIONAL UNIVERSITY

## 2015 - 2025 DRAFT MASTER PLAN UPDATE

## - MODESTO A. MAIDIQUE CAMPUS -

For project information go to:
http://facilities.fiu.edu/Documents/Construction/FacilitiesProjectMasterList.pdf

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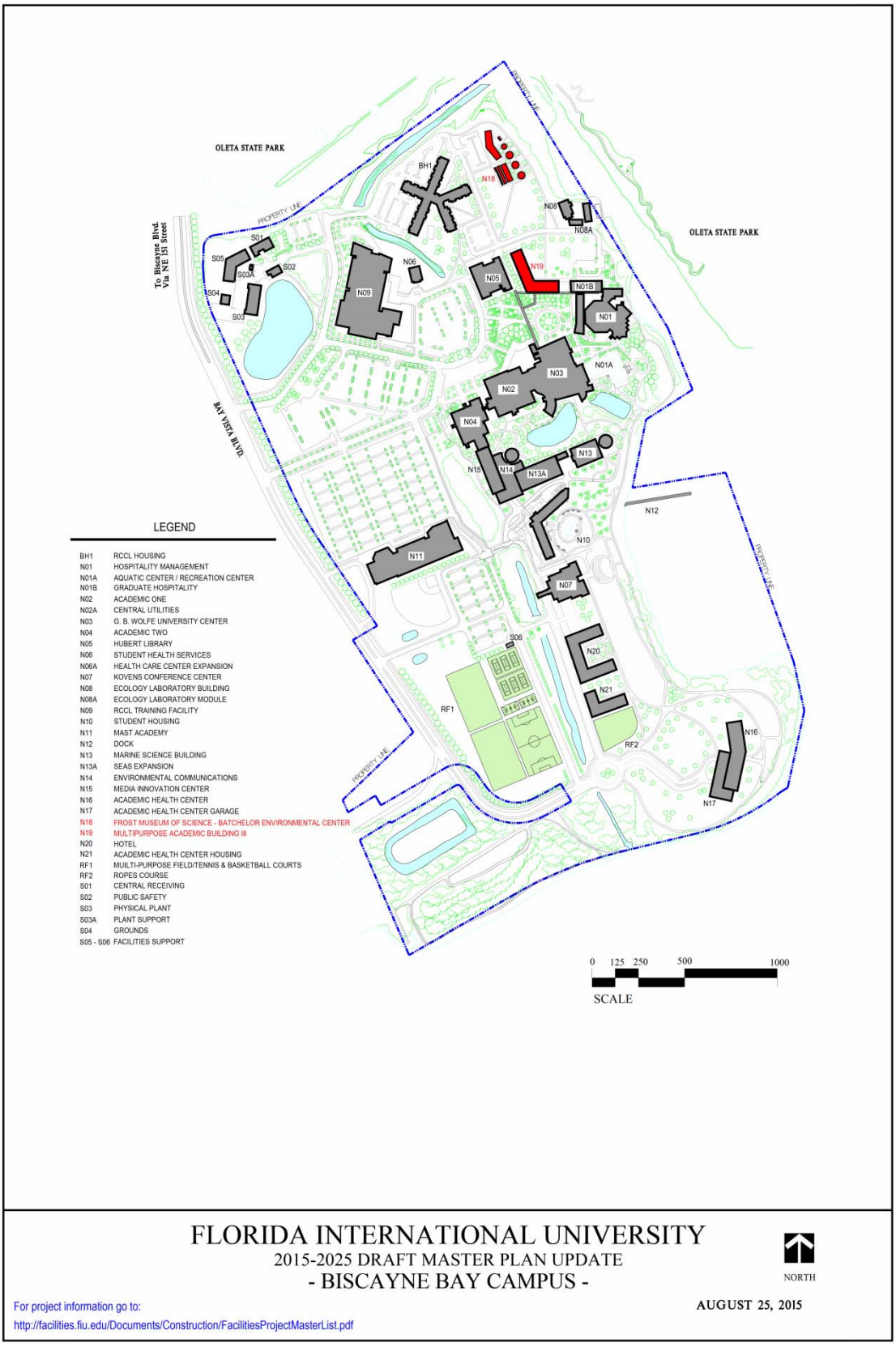
SCALE

NORTH

SEPTEMBER 24, 2015


OLETA STATE PARK
OLETA STATE PARK
To Biscayne Blvd. Via NE 151 Street
BAY VISTA BLVD
PROPERTY LINE
BH1
N18
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N13A
N12
N10
N11
N07
S06
N20
N21
RF1
RF2
N16
N17
S01
S02
S03A
S04
S05
S03
LEGEND
BH1 RCCL HOUSING
N01 HOSPITALITY MANAGEMENT
N01A AQUATIC CENTER / RECREATION CENTER
N01B GRADUATE HOSPITALITY
N02 ACADEMIC ONE
N02A CENTRAL UTILITIES
N03 G. B. WOLFE UNIVERSITY CENTER
N04 ACADEMIC TWO
N05 HUBERT LIBRARY
N06 STUDENT HEALTH SERVICES
N06A HEALTH CARE CENTER EXPANSION
N07 KOVENS CONFERENCE CENTER
N08 ECOLOGY LABORATORY BUILDING
N08A ECOLOGY LABORATORY MODULE
N09 RCCL TRAINING FACILITY
N10 STUDENT HOUSING
N11 MAST ACADEMY
N12 DOCK
N13 MARINE SCIENCE BUILDING
N13A SEAS EXPANSION
N14 ENVIRONMENTAL COMMUNICATIONS
N15 MEDIA INNOVATION CENTER
N16 ACADEMIC HEALTH CENTER
N17 ACADEMIC HEALTH CENTER GARAGE
N18 FROST MUSEUM OF SCIENCE - BATCHELOR ENVIRONMENTAL CENTER
N19 MULTIPURPOSE ACADEMIC BUILDING III
N20 HOTEL
N21 ACADEMIC HEALTH CENTER HOUSING
RF1 MUILTI-PURPOSE FIELD/TENNIS & BASKETBALL COURTS
RF2 ROPES COURSE
S01 CENTRAL RECEIVING
S02 PUBLIC SAFETY
S03 PHYSICAL PLANT
S03A PLANT SUPPORT
S04 GROUNDS
S05 - S06 FACILITIES SUPPORT
0 125 250 500 1000
SCALE
FLORIDA INTERNATIONAL UNIVERSITY
2015-2025 DRAFT MASTER PLAN UPDATE
- BISCAYNE BAY CAMPUS -
NORTH
AUGUST 25, 2015
For project information go to:
http://facilities.fiu.edu/Documents/Construction/FacilitiesProjectMasterList.pdf


LEGEND

| | |
|---|---|
| 101 | ENGINEERING CENTER / INFILL |
| 102 | MAINTENANCE |
| 103 | INFORMATION BOOTH 1 |
| 103A | INFORMATION BOOTH 2 |
| 104 | SOLAR DECATHLON HOUSE |
| 105 | WALL OF WIND RESEARCH FACILITY |
| 106 | ACADEMIC 1 |
| P1 | TRANSIT SHELTER |
| R1 | RESERCH FIELD |
| R2 | RESERCH FIELD |
| RF1 | RECREATION FIELDS |

# FLORIDA INTERNATIONAL UNIVERSITY

## 2015-2025 DRAFT MASTER PLAN UPDATE

## - ENGINEERING CENTER -

NORTH

For project information go to:
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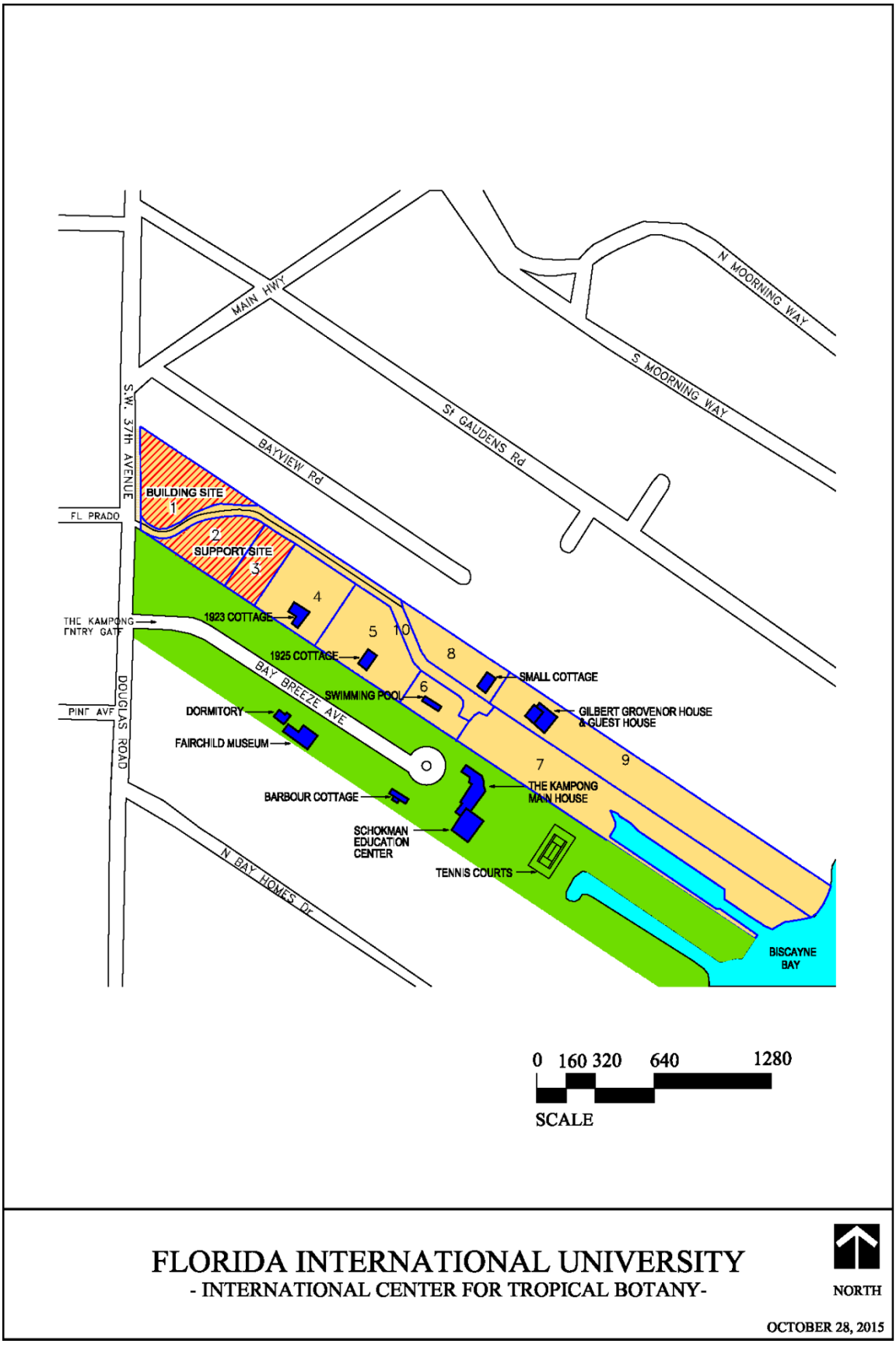
AUGUST 25, 2015


MAIN HWY
N MOORNING WAY
S MOORNING WAY
ST GAUDENS Rd
BAYVIEW Rd
S.W. 37th AVENUE
FL PRADO
BUILDING SITE
1
2
SUPPORT SITE
3
4
5
10
8
6
7
9
1923 COTTAGE
1925 COTTAGE
SMALL COTTAGE
SWIMMING POOL
GILBERT GROVENOR HOUSE & GUEST HOUSE
THE KAMPONG ENTRY GATE
BAY BREEZE AVE
DORMITORY
FAIRCHILD MUSEUM
DOUGLAS ROAD
PINE AVE
THE KAMPONG MAIN HOUSE
BARBOUR COTTAGE
SCHOKMAN EDUCATION CENTER
TENNIS COURTS
N BAY HOMES Dr
BISCAYNE BAY
0 160 320 640 1280
SCALE
FLORIDA INTERNATIONAL UNIVERSITY
- INTERNATIONAL CENTER FOR TROPICAL BOTANY-
NORTH
OCTOBER 28, 2015

**APPENDIX G**

**BOT AGENDA ITEM (TO BE ADDED AFTER BOT MEETING)**