



FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

Wednesday, December 9, 2015
11:00 a.m. **approximate start time*
Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

Cesar L. Alvarez, *Chair*; Claudia Puig, *Vice Chair*; Jose J. Armas; Alexis Calatayud; Mayi de la Vega; Michael G. Joseph; Natasha Lowell; Kathleen L. Wilson

Liaison:

Carlos B. Castillo, *Foundation Board of Directors*

AGENDA

- | | |
|--|--------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Action Items | |
| AP1. Tenure as a Condition of Employment Nomination | Kenneth G. Furton |
| AP2. Approval of the Educational Plant Survey 2015 | Kenneth G. Furton |
| AP3. New Program Proposal: Bachelor of Science in Biochemistry | Elizabeth M. Bejar |
| AP4. New Program Proposal: Juris Master | Elizabeth M. Bejar |
| AP5. Limited Access Status for the Bachelor of Fine Arts | Elizabeth M. Bejar |
| 4. Information/Discussion Items <i>(No Action Required)</i> | |
| 4.1 Academic Affairs Regular Reports | |
| ▪ FIU <i>Beyond Possible 2020</i> | Nicole Kaufman |
| ▪ Student Success | Elizabeth M. Bejar |
| ▪ Graduate Education | Lakshmi N. Reddi |
| ▪ Enrollment Management and Services | Luisa M. Havens |

4. Information/Discussion Items *(Continued...)*

4.1 Academic Affairs Regular Reports *(Continued...)*

- Information Technology **Robert Grillo**
- Research and Economic Development **Andres G. Gil**
- Student Affairs **Larry Lunsford**

4.2 Academic Affairs Special Report

- Transcranial Magnetic Stimulation: Brain Mapping and Curative Protocols in Neurological Disorders **Malek Adjouadi**

5. New Business *(If Any)* **Cesar L. Alvarez**

6. Concluding Remarks and Adjournment **Cesar L. Alvarez**

The next Academic Policy and Student Affairs Committee Meeting is scheduled for Thursday, March 10, 2016

Approval of Minutes

Academic Policy and Student Affairs Committee Meeting

Date: December 9, 2015

Subject: Approval of Minutes of Meeting held September 10, 2015

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, September 10, 2015 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, September 10, 2015 at the Modesto A. Maidique Campus, Graham Center Ballrooms



**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
SEPTEMBER 10, 2015**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Vice Chair Claudia Puig at 11:03 a.m. on Thursday, September 10, 2015, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present

Claudia Puig, *Vice Chair*
Jose J. Armas
Alexis Calatayud
Mayi de la Vega (*Via telephone*)
Michael G. Joseph
Natasha Lowell
Kathleen L. Wilson

Excused

Cesar L. Alvarez, *Chair*

Trustees Jorge L. Arrizurieta, Leonard Boord and Justo L. Pozo, and University President Mark B. Rosenberg were also in attendance.

Committee Vice Chair Claudia Puig noted that Committee Chair Cesar L. Alvarez sent his regrets as he could not be in attendance.

She welcomed all Trustees, University faculty and staff. She introduced newly appointed Trustees Michael G. Joseph and Leonard Boord.

She announced that Dr. Tomás R. Guilarte, was appointed Dean for the Robert Stempel College of Public Health and Social Work, effective January 1, 2016. She noted that as Dean of the Stempel College, Dr. Guilarte will focus on initiatives to engage faculty and expand research opportunities and will lead improvements in student success as Stempel works toward its goal of enrolling 200 doctoral students by 2020.

2. Approval of Minutes

Committee Vice Chair Puig asked that the Committee approve the minutes of the meeting held on June 3, 2015. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 3, 2015 at the FIU, Modesto A. Maidique Patricia & Phillip Frost Art Museum, room 105-107.

Committee Vice Chair Puig asked that the Committee approve the minutes of the meetings held on May 1, 2015. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Friday, May 1, 2015 via conference call.

3. Action Items

AP1. 2016-2017 Legislative Budget Requests

Provost and Executive Vice President Kenneth G. Furton presented the four (4) 2015-16 Legislative Budget Requests (LBRs) for Committee review, noting that once approved by the Board of Trustees, the LBRs will be submitted for Board of Governors and Legislature approval. He noted that the LBRs reflects system goals, as well as institutional goals and initiatives and provided an overview on the four critical initiatives that FIU identified to be considered by the Legislature for funding.

Trustee Board inquired about the criteria for determining LBRs and the appropriations process and recommended that the University consider including an additional approval for expenditures of funds obtained after Board of Governors and Legislature authorization. Senior Vice President for Finance and Administration and Chief Financial Officer Kenneth A. Jessell explained that funds are approved as a part of the annual operating budget process, and these funding requests will be presented to the Board of Trustees for their consideration and approval. Committee Vice Chair Puig requested that Trustees receive a report for the LBR approval process.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the four (4) 2016-2017 Legislative Budget Requests:

Shared System Resources:

- Florida Consortium of Metropolitan Research Universities

Unique University Issues:

- FIU Startup
- FIU UPLIFT
- Royal Caribbean Cruise Lines Hazardous Substance Mitigation

AP2. Tenure as a Condition of Employment Nominations

Provost Furton presented the Tenure as a Condition of Employment (TACOE) Nominations for Committee review, noting that the nominees had tenure at their previous institutions and have been selected to receive TACOE based on the caliber of their work.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve five (5) candidates for Tenure as a Condition of Employment, as specified in the Board materials.

4. Information/Discussion Items *(No Action Required)*

4.1 Academic Affairs Regular Reports

Committee Vice Chair Puig thanked the Deans and Vice Presidents who provided academic affairs updates and reports. Committee Vice Chair Puig asked if there were any questions or comments.

Hearing no questions or comments. She requested that the Academic Affairs Regular Reports be accepted as written. There were no objections.

4.2 Academic Affairs Special Reports

Vice President for Academic Affairs Elizabeth M. Bejar introduced Daniella Bernal, noting that Ms. Bernal is a Senior in the College of Engineering and Computing and expects to graduate with a Bachelors of Science in Mechanical Engineering and a Professional Certificate in Aerospace Engineering in December of 2016.

Ms. Bernal described her student experience at FIU, stating that she was a homeschooled student who began attending the University at the age of 16. She noted that she is currently serving as Communications Chair and Design Team Member for the FIU Aerospace Engineering Club (AEC) Events Coordinator and Launch Team Leader for the American Society of Mechanical Engineers, amongst other engineering roles.

VP Bejar also introduced Executive Director of Career Services Fernando Figueredo. Dr. Figueredo provided an overview on the work of FIU Career Services, noting that the focus on student professional development is critical to equipping students with the tools and resources to develop and manage their careers within a global workforce. He presented an example of how FIU career services helped alumnus, Mohales Deis, a first generation Haitian-American student successfully transitioned into the workforce upon graduation. Dr. Figueredo added that the Career Planning and Development Team interacted directly with 12,037 students during 2014-15 academic year and conducted 5,217 online resume reviews.

Trustees inquired as to when the career fairs were scheduled. Dr. Figueredo stated that there were two cycles of fairs, one in the Fall semester and one in the Spring Semester.

5. New Business

No new business was raised.

6. Concluding Remarks and Adjournment

With no other business, Committee Vice Chair Claudia Puig adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, September 10, 2015 at 11:44 am.

<i>Trustee Request</i>	<i>Follow-up</i>	<i>Completion Date</i>
<i>Committee Vice Chair Puig requested that Trustees receive a timeline for the LBR requests approval process.</i>	<i>VP of Governmental Relations Michelle Palacio</i>	<i>Fall 2015</i>

Academic Policy and Student Affairs Committee

Date: December 9, 2015

Subject: Tenure as a Condition of Employment Nomination

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of one (1) candidate for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to, tenure.

The TACOE nominee had tenure at his previous institutions and has been selected to receive TACOE based on the caliber of his work.

Florida International University
2015-2016 Tenure (as a Condition of Employment) Nomination

Name	College	Department	Proposed Rank
Tomás R. Guilarte	Robert Stempel College of Public Health and Social Work	Environmental and Occupational Health	Professor

Tomás R. Guilarte, PhD

Department of Environmental and Occupational Health

Tomás R. Guilarte received his PhD from the department of Environmental Health Sciences (EHS) at the Johns Hopkins University School of Hygiene and Public Health. In 1994, he achieved Full Professor with tenure and remained in the department until 2010. During this time, he had joint appointments in the divisions of Toxicological Sciences and Radiation Health Sciences with a second appointment in the Division of Human Nutrition in the Department of International Health. In EHS, he was director of the Neurotoxicology Program and Molecular Imaging Program and served in many departmental, school, and university committees. In 2010, he joined the Department of Environmental Health Sciences, Mailman School of Public Health at Columbia University as the Inaugural Leon Hess Professor & Chairman. The goal of his research and teaching has been to gain and disseminate new knowledge on the public health impact of exposure(s) to environmental pollutants on neurological and mental health. He has performed seminal studies and is internationally recognized for elucidating molecular and cellular mechanisms by which exposure to environmental toxins such as lead and manganese alter the central nervous system to induce disease. His laboratory was the first to show that environmental enrichment reverses the learning and molecular deficits induced by early life lead exposure. Dr. Guilarte's laboratory has also pioneered and validated a biomarker of brain injury and inflammation that is being used in clinical and preclinical studies in many laboratories in the U.S. and throughout the world.

Dr. Guilarte is highly published with over 140 peer-reviewed publications. He has a Web of Science H-index of 40 with publications cited over 5160 times and a Google Scholar H-index of 44 with publications cited over 6690 times. He is highly sought after by his peers and has given over 120 invited seminars and presentations. He has been a frequent reviewer for over 65 journals in a variety of scientific areas. Dr. Guilarte has also served in different capacities in a number of review and advisory panels at the National Institute of Health (NIH) and other government agencies in the U.S. and abroad. He is currently a member of the Advisory Council for the National Institute of Environmental Health Sciences (NIEHS). He is also an active member of several scientific organizations. Dr. Guilarte has been extremely successful in receiving research grants from NIH and other government agencies during his career. He currently has 4 R01s from NIEHS that have been active for 21, 18, 11, and 4 years with a total dollar amount of over \$7.5 million dollars. He has received well over \$30 million dollars in grant awards. He is currently the director of the doctoral student NIEHS training grant and the Deputy Director of the NIEHS P30 Center for Environmental Health in Northern Manhattan. He has trained over 50 masters, doctoral students, and fellows and many have won awards at national and international scientific meetings. Dr. Guilarte is highly dedicated to the training of students and fellows and maintains high standards in order for them to achieve their goals.

Dr. Guilarte has been appointed Dean of the Robert Stempel College of Public Health and Social Work effective January 2016.

Academic Policy and Student Affairs Committee

Date: December 9, 2015

Subject: Approval of the Educational Plant Survey 2015

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the Educational Plant Survey 2015.

Background Information:

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 purpose of the 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.

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 growth.

Educational Plant Survey

July 1, 2016 – June 30, 2021



STEVEN J. GREEN SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS



PARKING GARAGE 6



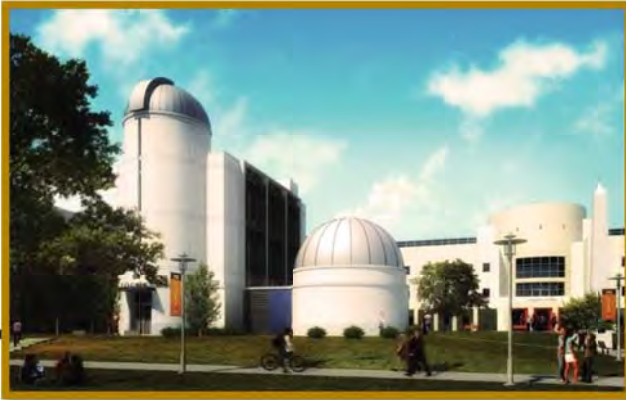
FIU ARENA EXPANSION



MANAGEMENT AND NEW GROWTH OPPORTUNITIES BUILDING



HOSPITALITY MANAGEMENT EXPANSION



STOCKER ASTROSCIENCE CENTER



ACADEMIC HEALTH CENTER 5



ACADEMIC HEALTH CENTER 4



AMBULATORY CARE CENTER



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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

TEAM LEADER:

Robin Anderson
Facilities Planning and Construction
University of West Florida

TEAM MEMBERS:

Ashley E. Orr
Facilities Management
University of Florida

Craig A. Talton
Facilities Management
Florida Agriculture and
Mechanical University

John White
Facilities Management
Florida Polytechnic University

Kenneth Ogletree
Office of Finance and Facilities
Florida Board of Governors

Teira E. Farley
Office of Finance and Facilities
Florida Board of Governors

Kristen Connors
Office of Finance and Facilities
Florida Board of Governor

SPACE NEEDS ASSESSMENT:

November 3, 2015

TEAM LEADER:

Robin Anderson
Facilities Planning and Construction
University of West Florida

TEAM MEMBERS:

Ashley E. Orr
Facilities Management
University of Florida

Craig A. Talton
Facilities Management
Florida Agriculture and
Mechanical University

John White
Facilities Management
Florida Polytechnic University

Kenneth Ogletree
Office of Finance and Facilities
Florida Board of Governors

Teira E. Farley
Office of Finance and Facilities
Florida Board of Governors

SURVEY FACILITATOR:

Gloria Jacomino
Director
Academic Space Management
Florida International University

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:

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
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	Private gifts – overall endowment	\$300M
\$53M	Private gifts – annual gifts	\$70M
\$197M	Auxiliary revenue per year	\$240M
\$20M	Auxiliary operating income	\$25M
\$133M	Research expenditures	\$200M
\$107M	SandE expenditures	\$165M
54,000	Total number of FIU students enrolled	65,000
67:8:25	Mode of delivery (face-to-face:hybrid:online)	30:30:40



FIU
 MANAGEMENT
 MANAGEMENT

SITE 1:
 MODESTO A. MADRIGAL CAMPUS
 1200 SW 8TH STREET MIAMI, FLORIDA 33199
 ALL UNIVERSITY SITE PLANS ARE CONFIDENTIAL AND SHOULD NOT BE SHARED WITH ANYONE WITHOUT PROPER AUTHORIZATION.

LEGEND

BUILD#	BUILDING NAME
1	CHARLES F. PERRY - PRIMEIRA CASA
2	VERTICES HALL
3	ERNEST R. SOLAMANI UNIV. CTR
4	STEVEN A. DOROTHEA GREEN LIB
5	WRITERS CONSERVATORY
6	WRITERS CONSERVATORY
7	ENGINEERING & COMPUTER SCIENCE
8A	ECG STORAGE SHED A
8B	ECG STORAGE SHED B
8C	ECG STORAGE SHED C

BUILD#	BUILDING NAME
9	CHEMISTRY & PHYSICS
10	RYDER BUSINESS BUILDING
11	RYDER BUSINESS CENTER
12	LABOR CENTER
13	LABOR CENTER
14	SAHAWAD J. DOLGERS ZIFF, EDU
15	BASEBALL STADIUM
16	BASEBALL STADIUM
17	NEBERT F. NICOLE MERTHEIM CTR.
18	CHILDREN'S CREATIVE LEARNING CENTER
19	COLLEGE OF BUSINESS
20	COLLEGE OF BUSINESS
21	ROBERTS STADIUM MOBILE STORAGE A
22	ROBERTS STADIUM MOBILE STORAGE B
23	ROBERTS STADIUM MOBILE STORAGE C
24	UNIVERSITY PARK TOWER
25	UNIVERSITY PARK TOWER
26	UNIVERSITY PARK TOWER
27	UNIVERSITY PARK TOWER
28	UNIVERSITY PARK TOWER
29	UNIVERSITY PARK TOWER
30	UNIVERSITY PARK TOWER
31	UNIVERSITY PARK TOWER
32	UNIVERSITY PARK TOWER

BUILD#	BUILDING NAME
19B	EVERGLADES HALL
19C	LANEVIEW HOUSING - SOUTH
20	STUDENT ATHLETIC ACADEMIC CTR.
21A	ACADEMIC HEALTH CENTER 1
21B	ACADEMIC HEALTH CENTER 2
22	CAMPUS SUPPORT COMPLEX SHOPS
23	CAMPUS SUPPORT COMPLEX SHOPS
24	CAMPUS SUPPORT STORAGE
25	CAMPUS SUPPORT STORAGE
26	PAUL CEASAR ARCHITECTURE ADMIN.
27	MANAGEMENT & ADVANCED RESEARCH
28	RONALD W. BEGAN PRESS. HOUSE
29	COLLEGE OF BUSINESS COMPLEX
30	COLLEGE OF BUSINESS COMPLEX
31A	SENTRIAL UTILITIES TWO
31B	SENTRIAL UTILITIES TWO
32	FIU COMMUNITY STADIUM

BUILD#	BUILDING NAME
33	WELLNESS & RECREATION CENTER
34	SCHOOL OF INTER. LANG. CENTERS
35	ACADEMIC HEALTH CENTER 3
36	ACADEMIC HEALTH CENTER 4
37	ACADEMIC HEALTH CENTER 5
38	ACADEMIC HEALTH CENTER 6
39	ACADEMIC HEALTH CENTER 7
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131	ACADEMIC HEALTH CENTER 99
132	ACADEMIC HEALTH CENTER 100

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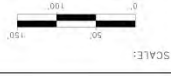


SCALE:

LEGEND

BUILDING	BUILDING NAME
BH1	BAY W/TA HOUSING
BH2	BAY HOUSING SHED 2
BH3	BAY HOUSING SHED 3
NH1A	WATER QUALITY MANAGEMENT
NH1B	AQUATIC RECREATION CENTER
NH2A	BSC CENTRAL UTILITIES
NH3	GREGORY B. WOLFE UNIV. CTR.
NH4	ACADEMIC TWO STORAGE
NH5	ACADEMIC THREE STORAGE
NH6	STUDENT HEALTH SERVICES
NH7	ROZALAC WISEN CONFERENCE CTR.
NH8	ECOLOGIST LAB SHED 1
NH9	ECOLOGIST LAB SHED 2
NH10	ECOLOGIST LAB SHED 3
NH11	ECOLOGIST LAB METAL CANOPY 1
NH12	ECOLOGIST LAB METAL CANOPY 2
NH13	ECOLOGIST LAB COLD ROOM
NH14	MARINE SCIENCES 4
NH15	MARINE SCIENCES 5
NH16	RCCL TRAINING FACILITY
NH17	BSC GAZEBO #1
NH18	INFORMATION CENTER
NH19	OUTDOOR RECREATION
NH20	ACADEMIC 2 COURTYARD
NH21	ACADEMIC 2 COURT
NH22	BSC DOCK
NH23	BAY W/TA & KAYAK LAUNCH
NH24	TECH CENTER
NH25	TECH CENTRAL
NH26	BASKETBALL COURT
NH27	MARINE EMPLOYE LAWN
NH28	CENTRAL RECEIVING
NH29	PHYSICAL PLANT
NH30	PHYSICAL PLANT SUPPORT
NH31	COURT
NH32	TRAC SHED



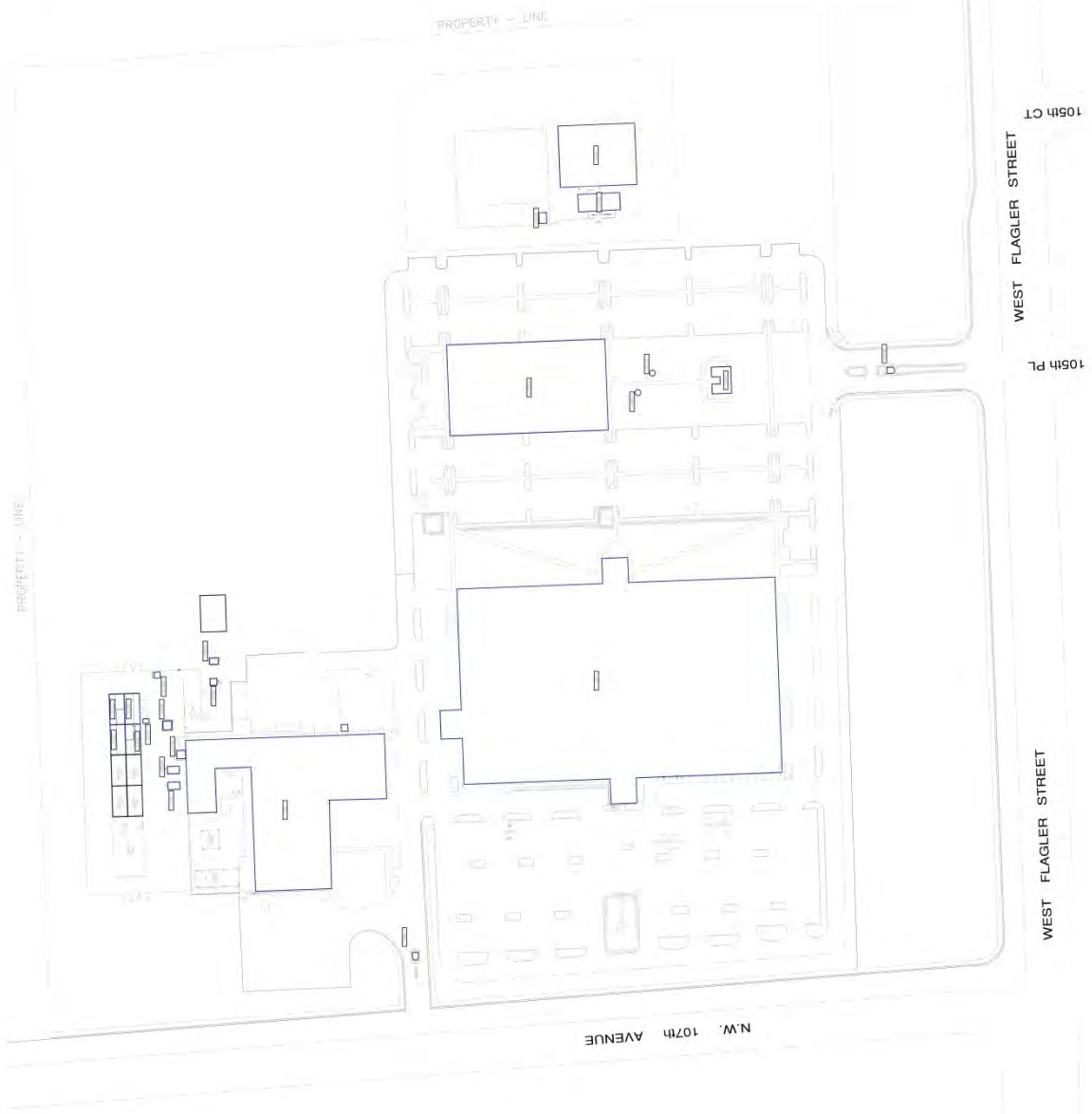
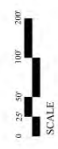


SITE 3:
ENGINEERING CENTER
10555 WEST FLAGLER ST MIAMI, FLORIDA 33174
ALL UNIVERSITY SITE PLANS ARE CONFIDENTIAL AND SHOULD NOT BE SHARED WITH ANYONE WITHOUT PROPER AUTHORIZATION.

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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-RS/V01	EC EAST LAWN
EGZ1	EC GAZERO # 1
EGZ2	EC GAZERO # 2



**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 11200 SW 8TH STREET MIAMI, FL 33199	MAIN CAMPUS	STATE OWNED	1968	342.2	123	8,345,303
2	BISCAYNE BAY CAMPUS 3000 NE 151ST STREET NORTH MIAMI, FL 33181	TYPE I CAMPUS	STATE OWNED	1973	195	34	935,281
3	ENGINEERING CTR 10555 W FLAGLER ST MIAMI, FL 33175	MAIN CAMPUS	STATE OWNED	1997	36	22	528,108
4	FIU AT I-75 1930 SW 145TH AVE MIRAMAR, FL 33027	TYPE III CAMPUS	LEASED	2014	0	0	0
5	FL MEMORIAL COL 15800 N.W. LEJEUNE MIAMI, FL 33054	OTHER	STATE OWNED - TITLE VESTED IN STATE	1999	1	1	43,371
6	WOLFSONIAN - FIU 1001 WASHINGTON AVE MIAMI BEACH, FL 33139	SPECIAL PURPOSE CENTER	STATE OWNED	1998	0.4	1	79,854
7	FIU ANNEX 1538 LENOX AVE MIAMI BEACH, FL 33139	OTHER	STATE OWNED	1998	0.3	1	38,139
9	SOUTH WAREHOUSE 12302 SW 128 CT,#106 MIAMI, FL 33186	OTHER	LEASED	2010	0	0	0
14	MB URBAN STUDIOS 420 LINCOLN ROAD MIAMI BEACH, FL 33139	INSTRUCTIONAL SITE	LEASED	2011	0	0	0
15	FIU DOWNTOWN 1101 BRICKELL AVENUE 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 301 WASHINGTON AVE MIAMI BEACH, FL 33139	SPECIAL PURPOSE CENTER	STATE OWNED	2012	0.5	1	25,140
18	WOLFSONIAN DOWNTOWN 100 E FLAGLER STREET MIAMI, FL33131	SPECIAL PURPOSE SITE	STATE OWNED	2013	0.1	0	0
25	TROPICAL BOTANY 4013 DOUGLAS ROAD MIAMI, FL 33133	SPECIAL PURPOSE CENTER	STATE OWNED	2014	1.5	0	0
26	AQUARIUS 85932 OVERSEAS HWY ISLAMORADA, FL 33036	OTHER	STATE OWNED	2014	0.4	1	4,210
28	CG PLAYHOUSE 3500 MAIN HWY 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									
<i>Florida Resident</i>									
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%
<i>Non- Resident</i>									
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
<i>Medical Doctorate Headcounts</i>									
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%
<i>Dentistry Headcounts</i>									
RESIDENT									
NON- RESIDENT									
TOTAL									
<i>Veterinary Headcounts</i>									
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:

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
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	NONNASF	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 BUILDING
(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*	
<u>Instructional</u>	
Classroom	308,236
Teaching Laboratory	541,305
Research Laboratory	728,236
<u>Academic Support</u>	
Study	654,618
Instructional Media	72,174
Auditorium/Exhibition	108,261
Teaching Gymnasium	159,505
<u>Institutional Support</u>	
Office/Computer	963,415
Campus Support Services	183,028
<u>Site Total</u>	3,718,778
* Includes All Sites	

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

<i>Space Category</i>	<i>Generated Need</i>	<i>Existing Space *</i>	<i>Unmet Need</i>
<i>FIU Main Campus</i>			
<u><i>Instructional</i></u>			
Classroom	308,236	219,684	88,552
Teaching Laboratory	541,305	376,157	165,148
Research Laboratory	728,236	352,797	375,439
<u><i>Academic Support</i></u>			
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
<u><i>Institutional Support</i></u>			
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	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	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 acquire 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					
882 882	STUDENT ACADEMIC SUPPORT BUILDING FROM 2010 STUDENT ACADEMIC SUPPORT CENTER	C,E	PECO PECO	\$17,646,976 -\$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 detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

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

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classroom	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:

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

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

Teaching Laboratory Facilities

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

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

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

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

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

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

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

Graduate Students: Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the

number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

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

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

Study Facilities

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

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

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

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

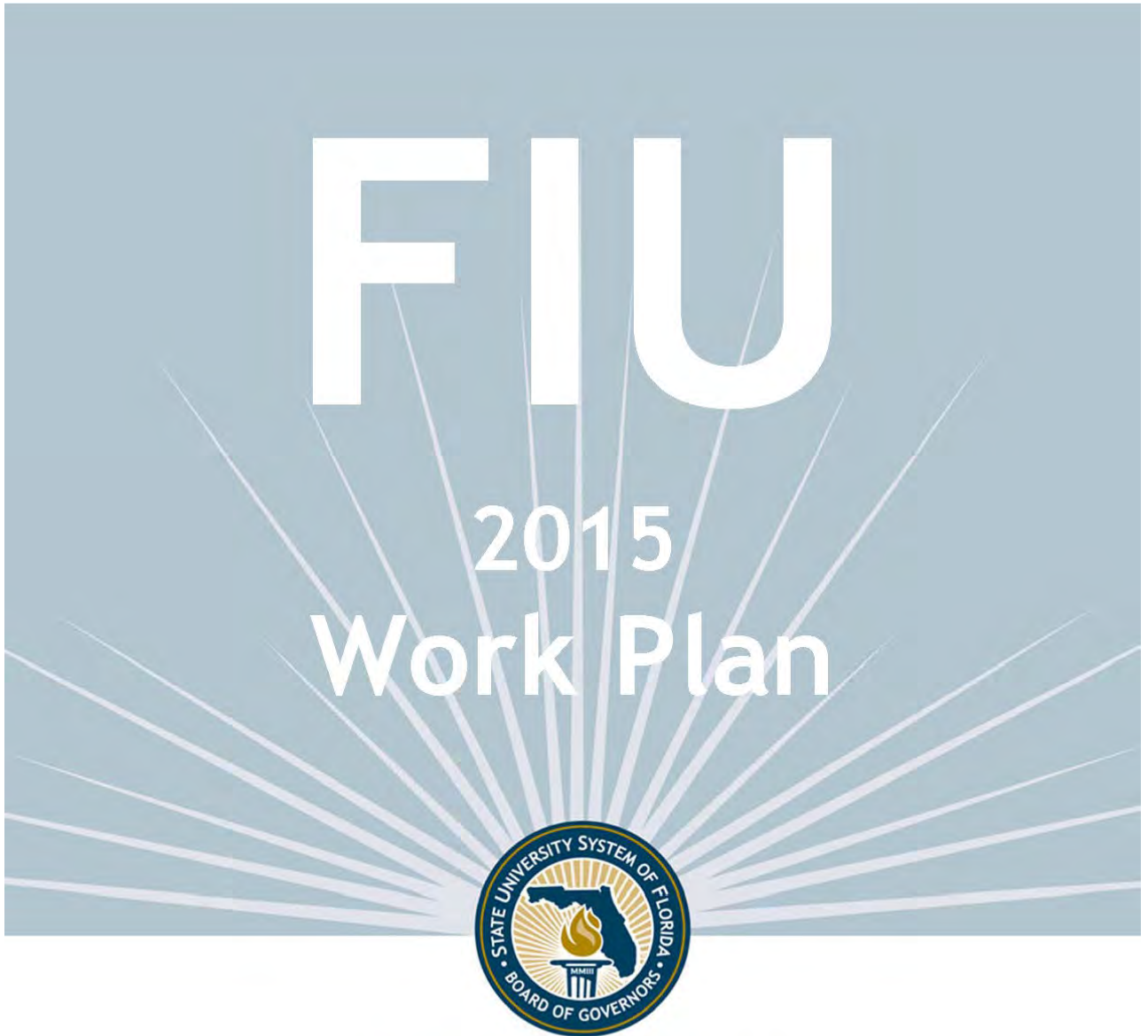
SITE	NUMBER	BUILDING NAME	CONSTRUCTION YEAR	ENVELOPE CONDITION	ROOF CONDITION	MECHANICAL CONDITION	ELECTRICAL CONDITION	PLUMBING CONDITION
JEWISH MUSEUM	MB05	JEWISH MUSEUM OF FLORIDA-FIU	1929	4	2	3	4	3
BISCAYNE BAY CAMPUS	CW3N	CW1N/CW2N COVERED WALKWAY	1986	2	3	3	3	3
BISCAYNE BAY CAMPUS	N05	GLENN HUBERT 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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5. DEFINITIONS



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.fiboq.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 *Beyond Possible 2020* Strategic Plan calls for transforming the mode of instruction by increasing hybrid and online education.

	6% (Online)	21% (Online)	25% (Online)	29% (Online)	32% (Online)	36% (Online)
Metric: Increase Percent of Student Credits Hours on Hybrid and Online Education	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 *Beyond Possible 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
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*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
<p>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.</p>		
OTHER BUDGET ENTITIES		
Auxiliary Enterprises		
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		
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		
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		
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 Fees¹	\$1,746	\$1,772	\$1,772	\$1,832	\$1,832
TOTAL TUITION AND FEES	\$6,414	\$6,493	\$6,493	\$6,552	\$6,552

Note¹: 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 <i>for Bachelor's who have graduated with debt</i>	\$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**

<u>Undergraduate Students</u>	-----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 ⁶	\$2.29	\$2.29	\$2.29	\$2.29	\$2.29	\$2.29	\$2.29
Total Base Tuition & Differential per Credit Hour	\$105.61	\$107.36	\$107.36	\$107.36	\$107.36	\$107.36	\$107.36
% 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 ³	\$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/Dining⁴	\$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		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	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 38.10%		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									
<i>Florida Resident</i>									
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%
<i>Non-Resident</i>									
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 <i>in 5th year</i>	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 <i>in 5th year</i>	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. 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. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
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. 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. Source: State University Database System (SUDS).

Academic Progress Rate
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). Source: State University Database System (SUDS).

University Access Rate
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. 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). 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). Source: State University Database System (SUDS).



Freshmen in Top 10% of High School Class 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. 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. 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). 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. 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 FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Bachelor's Degrees Awarded to Minorities 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. Source: State University Database System (SUDS).
National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News 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. Source: US News and World Report's annual National University rankings.



Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
Number of Bachelor Degrees Awarded Annually 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. Source: State University Database System (SUDS).
Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of Course Sections Offered via Distance and Blended Learning 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. Source: State University Database System (SUDS).
Number of Postdoctoral Appointees 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. 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 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. 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)	<p>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 <u>not</u> 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.fiboa.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf</p>
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/yyyymdd->yyyymdd 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 <u>not</u> 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 <u>same</u> institution in the following fall term as reported in the annual Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) 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 <u>same</u> 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 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 <u>same</u> 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. 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 <i>based on US News & World Report</i>	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. 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. 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 _____
Date

Florida International University, President

Chair, Board of Trustees

Date

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.

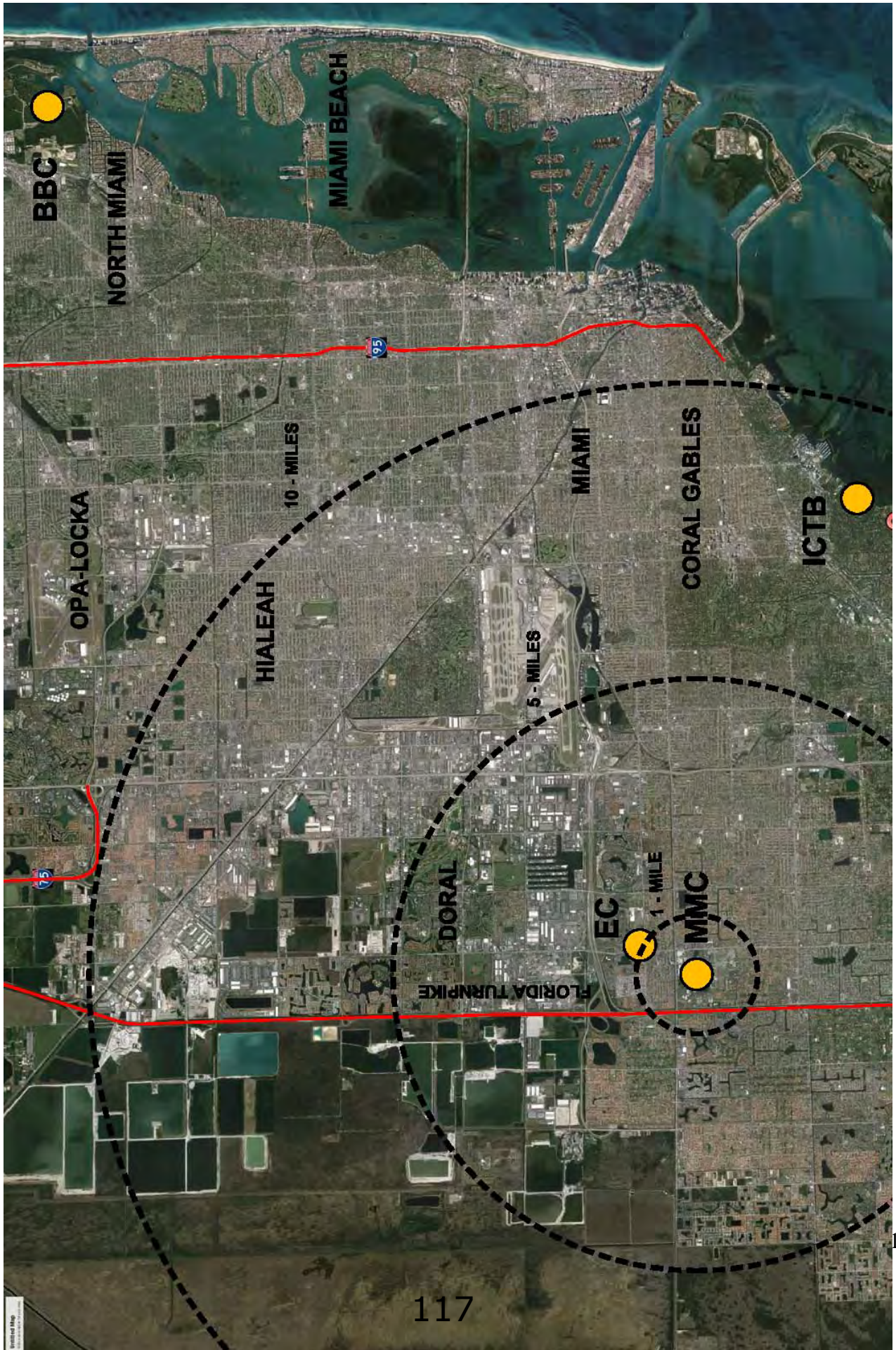
The 2010-2020 Campus Master Plan Update for Florida International University will be prepared in two documents: a Supporting Inventory and Analysis document and a Final Campus Master Plan Goals, Objectives and Policies document. The Supporting Inventory and Analysis document will contain an analysis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

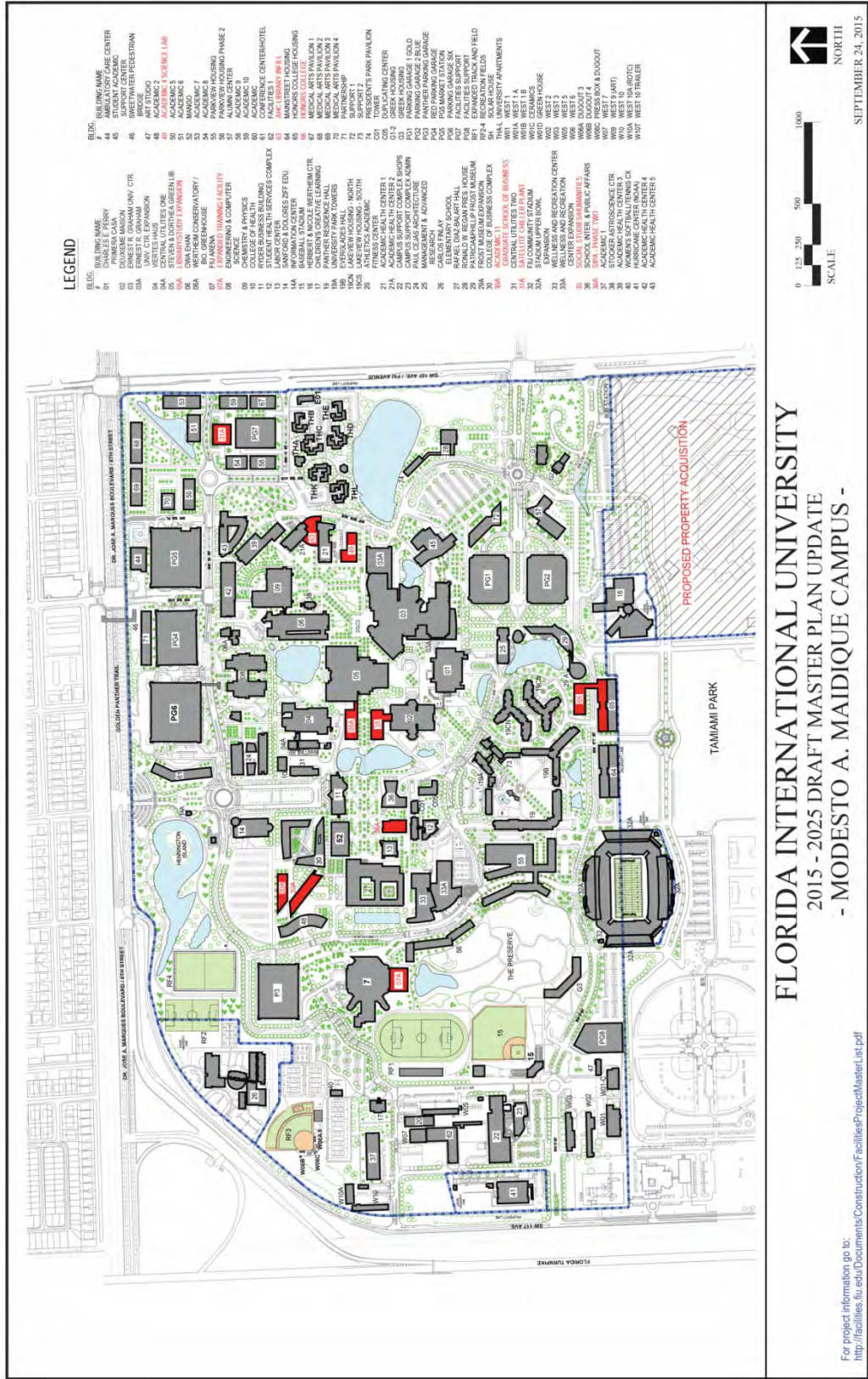
The Goals, Objectives and Policies which follow will be the primary mechanism for the implementation of the Campus Master Plan through the 2020 planning horizon. Requirements for Capital Improvements Implementation will be contained in the Capital Improvements Element. Procedures for monitoring, evaluation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







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 RESEARCH FIELD
- R2 RESEARCH FIELD
- RF1 RECREATION FIELDS

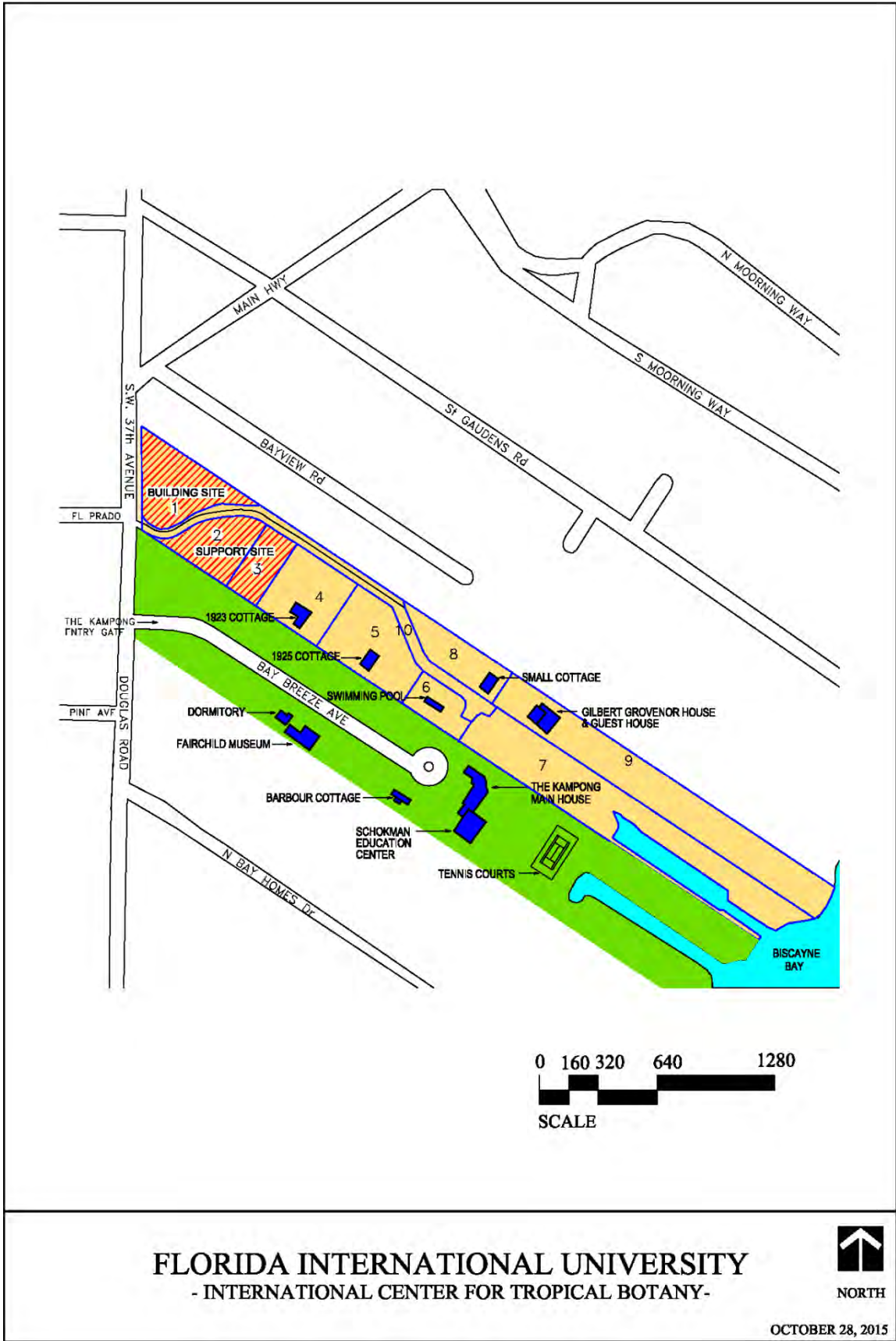


FLORIDA INTERNATIONAL UNIVERSITY
 2015-2025 DRAFT MASTER PLAN UPDATE
 - ENGINEERING CENTER -



AUGUST 25, 2015

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



APPENDIX G

BOT AGENDA ITEM (TO BE ADDED AFTER BOT MEETING)

Academic Policy and Student Affairs Committee

Date: December 9, 2015

Subject: New Program Proposal: Bachelor of Science in Biochemistry

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Bachelor of Science in Biochemistry (CIP 26.0202) new program proposal.

Background Information:

The College of Arts and Sciences is proposing to offer a Bachelor of Science in Biochemistry. The proposed program would award degrees in an area of strategic emphasis, as identified by the State University System of Florida Board of Governors (BOG).

Implementation of the B.S. in Biochemistry supports the BOG's critical goals for 2025: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. Since biochemistry is a STEM field, this major will increase the number of degrees in an area of strategic emphasis.

The Bachelor of Science in Biochemistry degree would support the University's mission to increase undergraduate research opportunities. The proposed program would prepare students to obtain positions in the expanding biotechnology hub in South Florida, would allow students to attain better scores in the revised Medical College Admission Test and would provide talented students for Biochemistry Ph.D. programs, including our own.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

New Program Proposal: Bachelor of Science in Biochemistry (CIP 26.0202)
Department of Chemistry and Biochemistry
School of Integrated Sciences and Humanity
Florida International University

EXECUTIVE SUMMARY

The proposed Bachelor of Science in Biochemistry would award degrees in an area of strategic emphasis, as identified by the State University System of Florida Board of Governors (BOG).

Our surveys suggest that as many as 160 students per year would “very likely” pursue a Biochemistry B.S. degree. Conservatively, however, enrollment of just one tenth of that number, 10-15 students per year, would provide a steady state of approximately 75 students (assuming five years to degree). The proposed program would prepare students to obtain positions in the expanding biotechnology hub in South Florida, would allow students to attain better scores in the revised Medical College Admission Test (which will emphasize Biochemistry starting in 2015), and would provide talented students for Biochemistry Ph.D. programs, including our own. The proposed degree would also support the University’s mission to increase undergraduate research opportunities.

The coursework is designed to provide a firm foundation in the theory and techniques of biochemistry. At the lower division level, students will be required to complete two semesters each of general biology, general chemistry, organic chemistry, and physics with calculus, all of which have corresponding laboratory classes, and two semesters of calculus. At the upper division, students will take courses in analytical chemistry, biochemistry, genetics, microbiology, and physical chemistry, most of which also have a corresponding laboratory class. Students will pursue academic research and present their research work in a capstone course, in front of their peers and faculty. The total number of credit hours required for the proposed program is 120. The proposed curriculum will provide training, specifically targeted at future biochemists, that fully integrates its two core disciplines, chemistry and biology.

Implementation of the B.S. in Biochemistry supports the BOG’s critical goals for 2025: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. The Chemistry and Biochemistry Department already has a strong record of excellence in undergraduate teaching and student learning as evidenced by the rising number of B.S. and B.A. degrees in Chemistry and our outstanding graduates. Offering the B.S. degree in Biochemistry is a natural progression for our department and will increase the opportunities available for our students thereby increasing productivity in a field which directly supports the Strategic Priorities for a Knowledge Based economy. It is our goal to have at least 89 majors at the end of the first five-year period. These students will be required to participate in research programs and obtain valuable research experience. Since biochemistry is a STEM field these majors will increase the number of degrees in

an area of Strategic Emphasis. This will enhance FIU's reputation as our Biochemistry B.S. majors will be very well prepared to obtain jobs, establish businesses and become leaders in the emerging biotechnology companies which will have strong presence in the Florida economy for years to come.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	40	27.1	\$5,759	\$156,060			\$156,060
Year 2	53	35.66					
Year 3	62	41.65					
Year 4	75	50.13					
Year 5	89	59.26	\$4,876	\$288,971			\$288,971

Academic Policy and Student Affairs Committee

Date: December 9, 2015

Subject: New Program Proposal: Juris Master

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Juris Master degree (CIP 22.0201) new program proposal.

Background Information:

The College of Law is proposing to offer a Juris Master. The proposed program will offer non-lawyers a rigorous one-year graduate education focused on the skills demanded by today's business and legal environments.

The Juris Master degree is designed for professionals whose careers would benefit from increased legal knowledge, expertise and know-how, but who neither want nor need a law degree. Training in the laws and rules regarding compliance expands job opportunities and furthers employers' need to increase the efficiencies of compliance offices.

The Florida Bar has opined on the increased role for para-professionals here in Florida, and therefore the demand for professional training such as the J.M. program will increase. Since the development of the J.M. degree will be self-supporting and thus without impact to university funding sources, it will enable the College to reallocate resources by spreading expenses over a broader student body. J.M. programming will thus indirectly support the University toward the achievement of its performance goals within the areas of State University System of Florida Board of Governors Programs of Strategic Emphasis.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

New Degree Proposal: Juris Master in Law (CIP 22.0201)
College of Law
Executive Summary

The Juris Master (Master of Laws) is a one-year program for non-lawyers that will provide a rigorous graduate education focused on training non-J.D. candidates with the skills relevant to, and demanded by, today's business and legal environments.

The J.M. degree is designed for non-lawyers whose careers would benefit from increased legal knowledge, expertise and know-how, but who neither want nor need a law degree. The applicant pool will include both mid-career professionals in non-legal fields, and students with an undergraduate degree who seek a higher degree to enhance their job market prospects in highly regulated fields where legal skills and knowledge would be beneficial to the prospective employer. Initially, the main source of candidates for the J.M. degree will be the law school's Legal Studies Institute, a feeder program that offers a paralegal certificate. The J.M. will offer candidates of that program who possess an undergraduate degree the option of obtaining a master's degree instead of a paralegal certificate.

In many professions within the current global economy, the regulatory regimes have expanded. Health care, banking, education and human resources are examples of professions where compliance with exacting rules has generated high demand for compliance officers. Training in the laws and rules regarding compliance in each of these fields expands job opportunities and furthers employers' need to increase the efficiencies of compliance offices. Similarly, law firms increasingly turn to trained professionals to manage litigation and other regulatory matters. Knowledge of advanced legal skills, such as litigation management and e-discovery, are in high demand. Indeed, the Florida Bar has opined on the increased role for para-professionals here in Florida, and therefore the demand for professional training such as the J.M. program will increase.

FIU's new "Beyond Possible 2020" Strategic Plan notes, "All elements of the strategic plan are infused with FIU's mission, values and vision." The new degree program at the College of Law aligns with the university's mission and strategic plan since it provides a "unique learning opportunity," it pioneers a new form of "engagement" with the community, and it "expands the financial base" of the College and the university (p.35). The strategic plan also notes that, "In addition to building on [the university's] distinctive academic strengths, FIU *Beyond Possible 2020* charges us to recognize new areas of opportunity and societal need. This mandate necessitates breaking through traditional boundaries" (p.14). The J.M. responds directly to this mandate by "creating a new degree

program to attract new students and ensure competitiveness in graduates” of FIU, in the words of the university’s previous strategic plan (FIU 2010-2015 World’s Ahead Strategic Plan).

Finally, since the development of the J.M. degree will be self-supporting and thus without impact to University funding sources, it will enable the College to reallocate resources by spreading expenses over a broader student body. J.M. programming will thus indirectly support the university toward the achievement of its performance goals within the areas of BOG Strategic Emphasis.

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	15	14.06
Year 2	25	23.48
Year 3	30	28.13
Year 4	35	32.81
Year 5	40	37.50

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
0	0	0	\$318,861	\$318,861
0	0	0	\$857,174	\$857,174

Academic Policy and Student Affairs Committee

Date: December 9, 2015

Subject: Limited Access Status for the Bachelor of Fine Arts

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of Limited Access Status for the Bachelor of Fine Arts (CIP 50.0702)

Background Information:

The College of Architecture + the Arts is proposing to assign Limited Access Status to all tracks within the Bachelor of Fine Arts (BFA). Currently the BFA program is the only one in the College that is a professional level program that is not limited access.

The nature of much of the studio instruction in the fields of both visual art and design is such that it requires a small class environment. Students must have adequate space and time in which to pursue their work. The number of students in studio classes must be limited to the number that the faculty can reasonably support. Students also require a great deal of one-on-one work for proper development.

We recommend the institution of an entry portfolio review which will allow a formation of the freshmen cohorts strictly monitored by our faculty through the initial BFA foundation studies. This practice will ameliorate the attrition rates of the less committed students who fail to meet the rigorous expectations of the program.

State University System of Florida Board of Governors Regulation 8.013 – Limited Access states in relevant part:

(1) The Board of Governors may declare certain degree programs as limited access programs, upon request by university board of trustees. University degree programs may be approved as limited access programs for the following reasons: (a) The number of students who have met all the requirements for admission to the university and to the program in excess of available resources (examples are: space, equipment or other instructional facilities; clinical facilities; adequate faculty to meet acceptable student-faculty ratios; fiscal or other resource limitations). In the case of such programs, selection for admissions shall be competitive. The selection criteria may vary from term to term depending on the number of student spaces available and the quality of the applicant pool. The selection criteria shall be published in the university catalogue along with the standards used for admissions decisions at the time the catalogue is published. (b) The program is of such nature (normally in the fine or performing arts) that applicants must demonstrate through an audition or submission of a portfolio that they already have the minimum skills necessary for them to benefit from the program.

STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC

University: Florida International University
Degree(s) offered: Bachelor of Fine Arts in ART
Program: Bachelor of Fine Arts in ART (all tracks)
Six digit CIP code: 50.0702

1. Will the entire program be limited access or only a specific track?

The entire BFA program will be limited access.

2. If only a track is limited access, please specify the name of the track

All Tracks including: Art Studio (ART/PGY), Graphic Design (GRA),
Video/Animation/Digital Arts (ART/PGY)

3. How many students will the program plan to accommodate?

Academic Year Total: currently 227 BFAs

4. When do you propose to initiate limited access?

AY 2016/17

5. What is the justification for limiting access?

The BFA in Studio Art is a 120 credit degree that is the initial professional degree in the field of art and design. The BFA program has a concentrated focus on the conceptual and critical thinking development in conjunction with the fundamental art making skills acquisition. The degree is designed to develop the student's consciousness of aesthetic and theoretical aspects of art and its relationship to creative processes. As art making and its associated technologies continue to evolve and grow, studio practice and experiences are of prime importance in the preparation of BFA students for professional lives in the visual arts and design.

The BFA at FIU requires a commitment to the program of study and an intensity of focus on a high level of creative output. The nature of much of the studio instruction in the fields of both visual art and design is such that it requires a small class environment. The National Association of Schools of Art and Design recommends the following:

“Classes in creative work generally should not exceed 25 students. Experience indicates that a class size of 20 or fewer is educationally more effective. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 15.”

NASAD Handbook 2014-15, page 61

The studio and design side of the program also requires special considerations. Students must have adequate space and time in which to pursue their work. The number of students in the studio classes must be limited to the number that the faculty can reasonably support. Students also require a great deal of one-on-one work for proper development. There is also the matter of safety. In certain of the technical (sculpture, digital fabrication, small metals/jewelry etc.) studio classes students are required to handle power tools and hand tools that have the potential to cause injury if their use is not adequately supervised. In these kinds of situations it is essential that class size is small enough to insure that all safety measures are being followed.

The ART/PGY studio classes are limited in size because they are based on the studio model of instruction as well as on space restrictions. Students follow a sequential course of study to successfully graduate from the program. In-class critiques are an essential part of all of the specialized courses.

Furthermore the BFA is the usual degree conduit to the terminal level Master of Fine Arts (MFA) degree. MFA is considered by the College Art Association (CAA), the National Association of Schools of Art and Design (NASAD), and the vast majority of institutions in higher education in the United States to be equivalent to terminal degrees in other fields, such as the PhD or EdD.

Outside of the academic path, professional opportunities consist of a wide array of creative industries including jobs such as artists, designers, consultants, media specialists, teachers, 3D fabricators, imagists and other jobs that entails the use of imagination, critical thinking and the production of visual materials. Many of our alumni successfully contribute nationally and globally as well as to the South Florida economy driven by the arts and design.

A BFA degree program has been in existence at Florida International University since the university's founding in 1972. Over the years it has evolved from a very small program to a comprehensive multi-track BFA in studio, video/animation/digital arts and graphic design. From its inception the program has always required a student artwork review to secure his/her entry into a sequence of capstone courses leading into a BFA thesis exhibition.

After an ample data analysis, to ensure the most sustainable rates of retention and timely graduation of students entering our BFA program, we propose the conversion of the BFA into a limited access program such as we have with music and theater. Currently our BFA program is the only one in the College that is a professional level program that is not limited access.

The institution of the entry portfolio review will allow a formation of the freshmen cohorts strictly monitored by our faculty thorough the initial BFA foundation studies. This practice will ameliorate the attrition rates of the less committed students who fail to meet the rigorous expectations of the program.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida College System Associate of Arts degree graduates in the competition for available space in the program.

LIMITED ACCESS PROGRAM ADMISSION:

BFA in Art

An entry portfolio review will be required for consideration to be admitted to the BFA. The MFA currently utilizes a web portal (Get Accepted) which will additionally process BFA application portfolios. The portfolio will include a two-paragraph written statement and 10-15 digital images of a selection of best recent work. Work presented can be in any medium, in finished or sketch form, including journal/sketchbook entries. Students should include an inventory noting - medium, size, and date of completion. Planned February 1st annual deadline for fall applications. Faculty committee review and rankings based on formal resolution of work (technique, composition) and conceptual basis of the work. Not all candidates for the BFA will be accepted.

Transfer students' portfolios will be reviewed by a departmental committee to grant additions to the BFA program. Current enrollment patterns reflect well-qualified AA transfers, often taught by FIU art alumni working in the Florida College System.

Students deemed not adequately prepared to enter the BFA program have the option of entering the BA in Art Program as specified below. Florida College System students have equal access to the limited access program as any other student applying to the program.

BA in Art

BA candidates will not be required to submit art portfolios. This degree program will remain open to all of the applicants meeting the appropriate university requirements.

BA students upon the completion of the foundation courses may elect to submit a portfolio in order to enter the BFA program.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program.

The Art + Art History Department embraces and welcomes a diverse pool of qualified applicants.

The program has presented to local area high schools and has invited schools to visit our facilities to view our productions, meet faculty and students and tour our facilities. The majority of our applicants come from area high schools and Florida College System schools which have culturally diverse populations. Please refer to Appendix A for a breakdown of the student population.

It is not anticipated that the limited access admissions will significantly alter our current diverse enrollment. It will allow those highly qualified local students to achieve positive success and allow those less motivated to choose other degree options.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with a low marked demand.

Among our BFA graduates are numerous recipients of prestigious awards including: The MacArthur Fellowship, J. S. Guggenheim Fellowship, Cintas, Pollock-Krasner, and South Florida Cultural Consortium among many. Several alumni after completion of their terminal degrees have risen into successful academic careers developing a very ambitious research and creative activities portfolios. As South Florida has become a significant global, national, and regional hub for arts and design our alumni have benefited greatly from being in the epicenter of this creative environment and its economy.

The main justification for limited access is to correctly place only "qualified applicants" into a program that requires dedication, creativity, and motivation for success. Using a portfolio application process will encourage potential students to self-select this more demanding degree or enter the BA in Art. Certainly, faculty review of portfolio applications provides for a mechanism of finalization in choosing students with the potential to benefit from the BFA degree program. The concomitant value of limited access will create more stable enrollment, retention, and graduation which benefits from the small studio class sizes.

Request Initiated by:

Vice President for Academic Affairs

EEO Officer's Signature:

EEO Office

Provost Signature:

Provost and Executive Vice President

Send the completed form to:

Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Appendix A

**CIP 50.0702 VISUAL AND PERFORMING ARTS (BFA)
UNDERGRADUATE HEADCOUNT BY GENDER AND ETHNICITY
(Excluding Non-Resident Aliens)**

STUDENT LEVEL UNDERGRADUATE
STU_PROGRAM_CAT 500702
DISCP_DESCR VISUAL AND PERFORMING ARTS

TERM_DESC	ACAD_PLAN	GENDER2	American Indian or Alaska Native	Asian	Hispanic/Latino	White	Black or African American	Not Reported	Grand Total
Fall 2012	ART:BFA	MEN	N/A	2	50	11	7	2	72
		FEMALE	N/A	1	64	17	8	1	91
	ART:BFA Total		N/A	3	114	28	15	3	163
Fall 2012 Total			N/A	3	114	28	15	3	163
Fall 2013	ART:BFA	MEN	N/A	N/A	50	10	6	1	67
		FEMALE	1	4	75	14	10	2	106
	ART:BFA Total		1	4	125	24	16	3	173
Fall 2013 Total			1	4	125	24	16	3	173
Fall 2014	ART:BFA	MEN	N/A	3	56	8	8	2	77
		FEMALE	N/A	7	87	14	7	1	116
	ART:BFA Total		N/A	10	143	22	15	3	193
Fall 2014 Total			N/A	10	143	22	15	3	193
Fall 2015	ART:BFA	MEN	1	2	62	7	7	3	82
		FEMALE	N/A	4	98	22	9	1	134
	ART:BFA Total		1	6	160	29	16	4	216
Fall 2015 Total			1	6	160	29	16	4	216

**Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
December 2015
Academic Affairs Report**

A. Unit Reports

- I. *FIUBeyondPossible2020***
- II. Student Success**
- III. Graduate Education**
- IV. Engagement**
- V. Enrollment Management and Services**
- VI. Information Technology**
- VII. Research and Economic Development**
- VIII. Student Affairs**

I. FIUBEYONDPOSSIBLE2020

The six *FIUBeyondPossible2020* implementation committees and thirteen sub-workgroups were charged this Fall with reviewing the recommended strategies outlined in the strategic plan and developing project overviews defining details including purpose, deliverables, milestones, required resources, space, equipment and impact on the 20 at 2020 critical performance indicator goals. During November, external consultants supported the deep analysis of return on investment and feasibility to inform a recommendation for project prioritization and decision-making. Simultaneously our newly established Analysis and Information Management (AIM) team is developing new dashboards to support Deans and Chairs in understanding college, school and departmental performance and their respective indicators and drive new levels of data-driven decision-making to support student success and research productivity. Further, we are building a culture of shared accountability by aligning the vice presidents' goals and strengths with the needs and opportunities of the deans within the College.

We have already accomplished a number of our goals we set out to achieve:

1. Expansion of Learning Assistant Program

FIUBeyondPossible2020 set forth the intention to expand our commitment to Learning Assistants. This Fall we committed an additional \$250,000 to support our growth to 130 undergraduate Learning Assistants (LAs) annually, and we also hired a Learning

Assistant Director. Expansion of the use of Learning Assistants is an essential mechanism for increasing student achievement and classroom success through active learning. Learning Assistants (LAs) are undergraduate students that facilitate the learning of their peers in classrooms and labs, effectively expanding the instructional development zone to the whole classroom. LAs are critical change agents in many courses, as they are the work force that makes active, evidence-based instructional practices possible across multiple modes of instruction. Their impact reaches beyond the classroom, as they foster improved faculty instructional practice that, in turn, changes the instructional stance of the institution. The LA program's significant success across FIU's teaching and research missions leads to increased national prominence for FIU. LAs are integrated into a number of the goals and strategies of the student success mission and directly contribute to eight of the 20 Critical Performance Indicator Goals as outlined in the *FIUBeyondPossible2020* strategic plan. FIU's LA program has grown to the largest in the nation with LAs now transforming instruction in 10 disciplines. A recent analysis showed an average increase of 16% in passing rates in six courses (not including physics or college algebra), four of which occurred over two semesters. The LA program has also been a lever in attracting significant external federal and foundation research funding (over \$7M in the past five years, including two HHMI science education grants). Research from these and other initiatives provide measures of effectiveness of the LA program. Key outcomes of this work include understanding mechanisms of fostering faculty and institutional change.

2. Hybrid Pilot

FIUBeyondPossible2020 set a bold goal to change our mode of delivery to significantly increase hybrid and online learning. This Fall we created a hybrid pilot professional development program incentivizing faculty to prepare courses for hybrid and online offerings. We expect to impact 2,000 faculty, 1,300 unique courses or sections, affecting approximately 11,000 students by 2020.

3. Washington Monthly Ranking

We also aimed to be ranked in the top 20 in *Washington Monthly* by 2020 and we have surpassed this goal in 2015. FIU placed 17th out of 279 higher education institutions, up from 24th last year. *Washington Monthly*'s rankings score universities on Social Mobility: recruiting and graduating low-income students; Research: producing cutting-edge scholarship and Ph.D. graduates; and Service: encouraging students to give something back to their country. This marks a steady climb since 2009 when the University ranked 177th.

4. Establishment of Analysis and Information Management

Finally, *FIU Beyond Possible 2020* defined a commitment to enhancing our infrastructure for analytics. This Fall we established the office of Analysis and Information Management (AIM) to support the University in its commitment to accountability and evidence based decision making. By bringing together the interrelated areas of data governance, institutional analysis, planning and reporting, and business intelligence, the office provides a comprehensive foundation for data collection, integration, analysis and reporting.

II. STUDENT SUCCESS REPORT

1. 2014 FTIC Retention

Several strategies were employed over the summer to reach out to all 2014-15 fulltime First-Time-In-College (FTIC) students who were not enrolled for the fall 2015 semester. These strategies included targeted advisor outreach and student success interventions related to fall nonpayment. The preliminary 2014-15 fulltime FTIC retention rate for students above a 2.0 GPA is 80.62%.

2. Collaboration with College and Schools

Student Success meetings are currently being held with each college and school to discuss both University -and college/school- wide efforts to enhance retention and graduation. Proactive strategies for the 2015-16 fulltime FTIC students will include appreciative and intrusive advising and communication such as following up with students who do not register during their enrollment window and informing advisors of any student that does not have above a 2.0 GPA after the fall semester, so that they can be given resources and ensure that their schedule is appropriate for the spring semester.

In addition to retention strategies, colleges and schools have also been provided information pertaining to their 6-year graduation rate for the 2010-11 and 2011-12 graduation cohorts. Colleges and schools have been charged with establishing discipline-centric outreach to students.

3. Transformational Planning Grant: Phase II

FIU was awarded Phase II of the Transformational Planning Grant (TPG) by the Association of Public and Land-grant Universities (APLU), Urban Serving Universities (USU) and the Bill and Melinda Gates Foundation (BMGF). The grant, a

total of \$640,000, will be used to implement the redesign process of 17 critical gateway courses. This process established for Phase I of this grant has involved integrating efforts both *vertically* (e.g., faculty and staff with direct service responsibilities for undergraduates and all levels of administrators up to the President) and *horizontally* (e.g., academic advising, teaching faculty, predictive analytics, technology, enrollment services, academic departments and colleges). This integration has helped the University in transforming itself to support undergraduate student success in a significantly more effective way. Phase II of this grant will build on the comprehensive University-wide set of innovations and interventions, which have helped to raise the 6-year graduation rate for (FTICs) by 15 points in its first four years; and the Mastery Math Lab, which has resulted in a reversal of the pass/fail ratio from 30%/70% to nearly 70%/30%.

4. Advance Student Success and Career Integration

The Advance Student Success and Career Integration workgroup of the strategic implementation committee has presented 19 project plans to the FIUBeyondPossible2020 steering committee. More than 60 faculty, staff, and students contributed to each of the plans. The initiatives and strategies represented in each plan demonstrate an overarching focus on student and faculty success. The core foundation of student success is demonstrated through a concerted effort to ensure that entering students are presented with the support and resources they need. This focus on the “First Year Experience” through targeted communication and engagement, in conjunction with increased attention to faculty development, will not only improve first-to-second year retention, but will also improve time to graduation. Additional project plans focus on improved internship and career service support; continued support for the Graduation Success Initiative (GSI); and a plan for Advisor development growth, among many others.

Historical FT FTICs Academic Progress Rate (Fulltime students only)

Note: 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).

Source: State University Database System (SUDS). Data source: Student Data File

COHORT YEAR	2ND YEAR RETENTION WITH GPA ABOVE 2.0
2009 - 2010	75.70%
2010 - 2011	74.28%
2011 - 2012	74.11%
2012 - 2013	76.45%
2013 - 2014	78.33%
2014 - 2015	80.62%*

*Notes: Estimated data is preliminary as of 9/15/2015 and is subject to change

Graduation Rate

Notes: Includes Full-Time and Part-Time students.

Tracking Year 2014-15 includes Fall 2014, Spring 2015, and Summer 2015.

Data is preliminary as of 11/03/2015

Cohort Year	Cohort Headcount	Graduated	Six-Year Graduation Rate	Six Year Cycle Ends
2007-2008	3505	1747	49.8%	2012-2013
2008-2009	3341	1776	53.2%	2013-2014
2009-2010	3127	1721	56.83%	2014-2015
2010-2011	3943	1652	<i>In progress</i>	2015-2016
2011-2012	4477	874	<i>In progress</i>	2016-2017

Data source: Student Data File

III. GRADUATE EDUCATION REPORT

1. First Cohort Completes AGILE Fellowship in Fall 2015

The Academy of Graduates for Integrative Learning Experiences (AGILE) completed its two-year cycle of activities with the first cohort of eight doctoral students. The students participated in workshops and seminars that focused on the themes of communication, writing, wellness, community engagement, professional branding and career paths. The Center for Leadership and Service provided development opportunities in a semester-long Academy of Leaders, which included enhancing self-awareness, exploring leadership styles, and understanding group dynamics and ethical dimensions of leadership. The students met one-on-one with outside experts including Dr.'s Debra Stewart, Laura Lunsford, and Peter Rogen, and engaged in semester readings that included "The Road to Character," "The Seven Habits of Highly Effective People," "On Writing Well," and "Wellbeing." The University Graduate School partnered with seven offices and centers on campus to coordinate these activities.

2. Increase in Doctoral Degrees Awarded to URM Students

A total of 159 research doctoral degrees were conferred during AY 2013-2014. The largest increase was noted in the doctoral degrees awarded to Hispanic students, up from 14.1% (22) of total degrees awarded in AY 2012-2013 to 19.5% (31) of total degrees awarded in AY 2013-2014. Black students represented 9.4% of the total doctoral degrees awarded in AY2013-2014, compared to 7.7% awarded in AY 2012-2013. To further its efforts with underrepresented minority (URM) doctoral students,

in 2014-2015 the FIU University Graduate School engaged in strategic retention initiatives to address the shortage of URM students in doctoral programs. One such initiative is a new partnership with the Southern Regional Education Board Doctoral Scholars (SREB) Program. As a result, two FIU URM doctoral students have joined the 2015-2016 cohort of SREB Scholars, who will receive financial assistance, academic/research funding, career counseling and job postings, scholar counseling and advocacy, and an invitation to the annual Institute on Teaching and Mentoring, for early career support.

3. Dissertation Advisor Status and Graduate Faculty Electronic Application Process

The UGS has developed a smart confidential electronic application and routing process which will replace the current hardcopy process for all Graduate Faculty (GF) and Dissertation Advisor Status (DAS) applications. The DAS and GF application processes were established to evaluate and appoint faculty to GF and DAS while ensuring quality control in graduate student advisement and mentoring. GF status allows faculty to serve as the major advisor for master of science students and to serve on thesis and dissertation committees. DAS is required for faculty members to serve as major advisors for doctoral students. The current GF and DAS processes require routing hardcopies of the applications and recommendations through the department, college, DASEC, UGS, and Provost levels. It is anticipated that the electronic GF and DAS application process will be piloted in Spring 2016.

IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

1. University Enrollment

Fall 2015:

- As of September 18, 2015, 2,819 new (FTIC) students enrolled in the fall semester. When adding the summer FTIC students; the total 2015 FTIC cohort for fall is 4,172. Their average GPA is a 3.9 and 2,990 of the students (72%) had a high school GPA greater than a 3.5. Also, FIU welcomed two National Merit Scholars and one National Hispanic Scholar.
- 5,055 new transfer students enrolled in the fall semester; this is a 3.8% (184 students) increase over the 4,871 student enrolled in the fall of 2014.
- As of October 24, 2015, 53,778 students have enrolled in courses for the fall 2015 term. This represents an 8% or 3,974 student increase as compared to fall 2014 enrollment of 49,804. In addition, full-time equivalent (FTE) has increased by 3.3% or 412.40, from 12,574.40 FTE in fall 2014 to 12,986.80 FTE in fall of 2015.

Spring 2016:

- As of October 23, 2015, 231 new FTIC and 2,225 new transfer students have been admitted to the spring term. Of those admitted, 106 new FTIC and 989 new transfer students have matriculated.
- Transfer orientation for spring began on November 10 and FTIC orientation for spring began on December 1. Applicants will continue to be reminded through phone calls and emails to complete their applications for admission. In addition, those who are admitted will receive a series of communications outlining the steps they need to take in order to successfully enroll in the spring term.

2. OneStop Reorganization

Fall 2015 was the first semester under the new comprehensive Enrollment Services customer service model. Resources from BBC and MMC were re-engineered so that staff were able to assist with student requests by phone and chat regardless of employee location; making more staff available to provide service to students. 6,194 students were assisted in-person at the MMC Onestop office and 1,336 at BBC Onestop between the fall start peak dates of August 17th – 29th.

3. Financial Aid

Final 2014-2015 financial aid disbursed totaled \$464.8 million to 39,943 students a 3% increase compared to \$453.8 million to 39,872 students in 2013-2014. Federal Pell grant recipients and dollars continue to grow. We awarded \$2.3 million more in Pell Grants for 2014-2015, as 22,081 students received \$85.6 million a 3% increase as compared to 21,513 students who received \$83.3 million for 2013-2014.

On September 13, 2015 President of the United States of America Barack Obama signed an executive order to direct the U.S. Department of Education to use Prior Year Income data on the Free Application for Federal Student Aid (FAFSA). Although there are many unknowns this early on in the process, can identify see several benefits our current and prospective students may see from this change:

- The Free Application for Federal Student Aid (FAFSA) will be available much earlier (Oct 1 vs Jan 1) and now will coincide with our admissions timelines.
- Scholarship and financial aid awards for incoming students will be available much earlier, (December vs March), which indicates that admission to FIU and the means for funding enrollment will go hand in hand.

- Early determination of the effectiveness of our strategic aid awarding program will offer an opportunity to make adjustments if needed, to positively impact enrollment.

V. INFORMATION TECHNOLOGY REPORT

1. Institutional Business Intelligence and Analytics Implementation

The Division of Information Technology, along with multiple academic and administrative units, is in the planning and design stages of implementing an application to address institutional reporting, business intelligence and analytics. This implementation aims to provide institutional leaders with easy access to strategic reports while providing departmental users with the ability to create on-demand reports and analytics based on common data models, as well as providing them the functionality to integrate other sources of data in order to make effective operational and strategic data-driven decisions. The ability to retrieve the data, interpret the data, ask questions, receive answers and make decisions based on the information is the ultimate long-term goal. This project will focus initially on data associated with the Board of Governors' performance metrics and the FIU *Beyond Possible 2020* strategic plan. Additional phases will focus on implementing a more flexible method for units to complete reporting and analysis from a centralized data warehouse containing data from multiple source systems including Campus Solutions, Human Resources, Financials and other key data sources.

2. Lynda.com

The Division of Information Technology has finalized a University-wide license agreement for Lynda.com, one of the leading online learning companies offering thousands of video courses in business, software and creative skills. Lynda.com offers the most complete and academically-sound instructional videos available today. Funded through our Student Technology Fee, students will be able to use this resource for support outside of the classroom to improve on numerous skills through videos taught by industry experts. Additionally, FIU faculty can use Lynda.com to supplement their curriculum with high-quality content and is also available to staff who wish to improve on existing skills or acquire new ones. Lynda.com's extensive library offers videos on topics such as business, design, developer, education and eLearning, IT and many more. Students, faculty and staff will have unlimited access to the video library and will be able to access these videos from their computers, tablets, and mobile devices.

3. Human Resources 9.2 Upgrade

As part of the Division of Information Technology's and the University's continued strategy to maintain systems and processes up-to-date with the latest technologies, the Division of IT, along with the Division of Human Resources is leading the project to upgrade our current Human Resources application to the latest release. The new release will provide added features and functionalities to modules throughout the application (recruitment, time and labor, payroll, embedded analytics and development tools) that will make certain processes and procedures more efficient for all employees. This upgrade is scheduled to go-live in Spring of 2016.

VI. RESEARCH AND ECONOMIC DEVELOPMENT REPORT

1. External Grant Awards' Performance

Awards received by FIU researchers through September 2015 are 5% higher when compared with awards received through September 2014: \$32.28M vs \$30.77M. The effective facilities and administrative (F&A) rate for the period was 22.2%, compared to 18.1% for same period last fiscal year.

2. Technology Management and Commercialization

During the first quarter of this fiscal year, the Technology Management and Commercialization group received 17 disclosures, filed 18 patent applications, and was granted one patent. As part of new commercialization initiatives, StartUP FIU is in a ramping-up mode, was launched on November 19 (national Startup Day), and will progress toward being fully operational by fall 2016. It will be a resource in innovation and entrepreneurship for students, faculty and the community, in which FIU will provide space, expertise, programming and networking. The space in the MARC building will include 8,000 square feet for ideation and incubation of startups. Specific outcomes during the first quarter of the fiscal year include an FIU professor receiving a Small Business Technology Transfer (STTR) grant from the National Science Foundation (NSF) for his startup company and FIU to expand his technology. The startup company has subcontracted with FIU to further the research, optimize the design, and build prototypes. Additionally, a medical device company entered into a collaboration agreement with FIU. The company will be a StartUP FIU client and have a laboratory on campus that will allow them to connect with the University research community. Lastly, five (5) FIU technologies are currently being used as part of the Florida StartUp Quest program in Tallahassee, Broward and Orlando.

3. Research Accomplishments and Initiatives

Major awards received include:

- 1) The Wall of Wind's (WOW) \$4M award from the NSF and the NSF Natural Hazards Engineering Research Infrastructure (NHERI) designation (one of seven nationwide) to test engineering designs and materials against powerful storms and quakes (Dr. Arindam Chowdhury, International Hurricane Center, PI);
- 2) The National Institute of Health's (NIH) \$12.7M award to conduct a national landmark study on substance use/abuse and brain development in youths (FIU's award is one of 13 granted to research universities across the US to follow 10,000 children from age 9 or 10, through adolescence, and is the single largest NIH award ever received by FIU – Dr. Raul Gonzalez, Psychology, PI);
- 3) The Applied Research Center's (ARC) (Dr. Leo Lagos, PI) five-year, \$20M grant from the Department of Energy (DOE) focusing on nuclear environmental clean-up, remediation, and decommissioning, as well as the DOE-FIU Science and Technology Workforce Development Program—the latter builds a pipeline of minority scientists and engineers specifically trained and mentored to enter the DOE workforce in technical areas of need;
- 4) A \$6M major instrumentation development grant from NSF to develop brain imaging instruments to assist clinicians, which will provide support for many PhD students and support technical jobs (Dr. Malek Adjouadi, Electrical and Computer Engineering, PI);
- 5) A \$3M public health grant (Dr. Eric Wagner, Social Work, PI) focusing on HIV and drug use prevention in Miami-Dade Schools, and
- 6) A 5-year, \$5.4M NIH grant for an HIV and liver disease cohort study in Miami (Dr. Marianna Baum, Dietetics and Nutrition, PI).

4. Collaborations and Partnerships

FIU is part of a \$1.5M, NSF consortium of universities launching a study on water sustainability in the Sunbelt, with hopes of making policy recommendations on water resource management. In addition, FIU joined the Urban Water Innovation Network (UWIN), which is comprised of 14 academic institutions and key partners across the United States. The UWIN received a \$12M award from NSF, and focuses on addressing the challenges that threaten urban water systems throughout the nation and around the world. Researchers hope to create technological, institutional, and management solutions that will help communities increase the resilience of their water systems and enhance preparedness for responding to water crises. FIU's Sea

Level Solutions Center (SLSC) will serve as an outlet for much of the research, education and outreach involved. FIU's EMBRACE signed a Memorandum of Understanding (MOU) with The Dan Marino Foundation to explore the potential for mutually beneficial research and/or training opportunities for FIU faculty, staff and students to address the needs of adults with Autism Spectrum Disorder and other developmental disabilities.

VII. STUDENT AFFAIRS REPORT

1. Another Successful Homecoming

The Division of Student Affairs led the way in implementing a successful Homecoming week October 18 to 24. The events of the week brought together students, faculty, staff, alumni and community members in a celebration of FIU's 50th anniversary. The festivities began on the Biscayne Bay Campus with a Kickoff by the Bay followed by a Panthermonium concert at FIU Stadium, Panther Prowl Comedy Show, Caribbean Fest, Rory's Birthday Extravaganza, Panthers Got Talent, LXV Lounge, and game day celebration featuring a Parent and Family Weekend brunch, Homecoming parade, tailgating and the Panther's impressive 41-12 victory over Old Dominion.

2. Mary Ann Wolfe Theater Ribbon Cutting

President Mark B. Rosenberg, Vice President for Student Affairs Larry Lunsford, and President Emeritus Gregory Wolfe's son, Nelson Wolfe, joined students, faculty, and staff on October 9 to officially open the fully renovated Mary Ann Wolfe Theater in the Wolfe University Center (WUC) at the Biscayne Bay Campus (BBC). The event was the final piece in the major renovation of the WUC. Student Affairs led a coalition of stakeholders to finalize the three-year project that injected new energy and purpose to the BBC. This final project saw a \$2 million investment to completely renovate the theater. The new theater is patterned after the Aventura Arts and Cultural Center and offers fully modern technology and aesthetics. Each of the 300 seats in the theater is powered with a power plug and USB port. The room is BBC's largest classroom and multipurpose space and hosts academic classes, lectures, programs, and other student events.

3. Fall Career Fairs Set Record Numbers

Employer recruitment for on-campus visits is a critical function of Career Services, and this past year, the department was successful in executing several important employer initiatives. These included organizing and implementing career fairs at MMC and BBC, with 434 employers and 6,048 students participating. The number of

students and employers, most of which were large corporations and federal government agencies, were both new records for FIU. The overwhelming feedback from employers was that they were impressed with the turnout and quality of our students, and many of them expressed interest in returning for future fairs.

As part of the department's efforts to move students from "majors to career," Career Services strives to professionally develop students and expand employment opportunities. In 2014-15, the department interacted directly with 24,067 students through counseling sessions, professional workshops and career events. The Centralized Career Services Office is structured to provide student support under two different teams: Career Development and Management and Employer Relations.

B. Key Performance Indicators

		EXCELLENCE <i>(Achieving System Goals)</i>					IMPROVEMENT <i>(Recognizing Annual Improvement)</i>					
		FIU	5	4	3	2	1	5	4	3	2	1
Key Metrics Common to All Universities												
1	Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation	77%	80%	75%	70%	65%	60%	5%	4%	3%	2%	1%
2	Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation	36,200	\$40,000	\$35,000	\$30,000	\$25,000	\$20,000	5%	4%	3%	2%	1%
3	Average Cost per Undergraduate Degree to the Institution	25,580	\$20,600	\$23,175	\$25,750	\$28,325	\$30,900	5%	4%	3%	2%	1%
4	Six Year Graduation Rate <i>Full-time and Part-time FTIC</i>	53%	70%	67.5%	65%	62.5%	60%	5%	4%	3%	2%	1%
5	Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i>	79%	90%	87.5%	85%	82.5%	80%	5%	4%	3%	2%	1%
6	Bachelor's Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	46%	50%	45%	40%	35%	30%	5%	4%	3%	2%	1%
7	University Access Rate <i>Percent of Undergraduates with a Pell-grant</i>	51%	30%	27.5%	25%	22.5%	20%	5%	4%	3%	2%	1%
8	Graduate Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	52%	60%	55%	50%	45%	40%	5%	4%	3%	2%	1%
Institution-Specific Metrics												
9	BOG Choice - Percent of Bachelor's Degrees without Excess Hours	68%	80%	75%	70%	65%	60%	5%	4%	3%	2%	1%
10	BOT Choice - Bachelor's Degrees Awarded to Minorities	6,221	6,100	6,050	6,000	5,950	5,900	200	175	150	125	100