CAMPUS FRAMEWORK PLAN

University of Florida

UF UNIVERSITY of FLORIDA

CAMPUS FRAMEWORK PLAN

University of Florida

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Executive Summary

EXECUTIVE SUMMARY

The University of Florida has been steadily advancing its goal of increased preeminence, rising from #14 in the 2016 *US News & World Report* Top Public National Universities rankings to #8 in 2019. With its ambitions to rank among the top five, the University engaged the consultant team of Elkus Manfredi Architects and DumontJanks to build upon components of UF's 2016 Strategic Development Plan, which synthesized four initiatives to guide the transformation of the campus and Gainesville into an exceptional place for learning, living, working, and playing.

The Campus Framework Plan is a guide to the University's on-campus physical development over the next 15 years that identifies priority projects, ties future decision-making to the University's unique physical environment, synthesizes the work of complementary studies, and guides updates to the University's official master plan. It is intended to reinforce the fifty-year outlook of the SDP and likewise seeks to benefit not only the institution's students, faculty, and staff, but also the City of Gainesville, Alachua County, and Florida as a whole.

PROCESS OVERVIEW

The consultant team commenced the year-long process in June of 2018, organizing the study into three phases: analysis, scenarios, and implementation. Through the course of the study, the team primarily met with two groups, a project Steering Committee and a larger Working Group, both consisting of senior UF leadership, deans, and department and unit leaders representing interests across the University.

The starting point for the study was the initial question, "Are we One UF?" The SDP had begun to explore a key policy and spatial response to this question in the formulation of the "Red Box" strategy, particularly the recommendation to concentrate development energies in the eastern portion of campus using increased proximity to promote greater engagement, belonging, and collaboration.

In order to develop a more thorough understanding of campus priorities, the team interviewed UF deans as well as leaders in Student Life, Recreation, Athletics, the Cultural Plaza, Human Resources, Dining, the University of Florida Foundation, Research, Campus Planning and UF Health Campus, and associated members of the community. The University provided additional raw data for analysis. The team also reviewed and integrated the work of three recent or concurrent master plans on housing, transportation and parking, and landscape. Campus-wide tours of existing conditions informed an understanding of the general state of existing facilities. As ideas began to coalesce, three Task Teams were established — Biomedical and Life Sciences Collaboration, the Future of Learning, and Health and Wellness — to discuss topics at length across departments and to provide important input regarding the developing scenarios.

The study developed five key themes critical for the University to consider as it pursues its goal of expanded excellence:

- Open Space and Infrastructure
- Interdisciplinary Research
- The Future of Learning
- The Student Experience
- Academic Regeneration.

Collectively, the themes provide a framework for University's decision-making over the next 15 years. Applying this decision framework, the consultant team collaborated with the stakeholders on a list of capital projects that together address the themes, categorizing them as near-, medium-, and long-term priorities.

DATA AND OBSERVATIONS

Data and observations are organized into three groups. First, the consultant team compiled various metrics from across the University, such as enrollment and faculty history, space distribution and use, student life, building age distribution, and collaboration patterns into a series of reference charts. Some of these were then mapped against peer institutions for comparison. Space utilization related information and associated analysis is included in a white paper in the appendix.

Secondly, the team studied recently initiated landscape, transportation, and housing master plans. Internal UF utilities planning was also integrated. The team looked for common goals and offered further expansion of some of the contained planning ideas in a manner that would promote the greater campus.

Finally, information from the extensive interviews with deans and others allowed for the formulation of initial ideas to begin the scenarios process and garner critical feedback.

At these early stages, four idea groups emerged: improvements to Lake Alice as a campus organizer, unique natural resource, and compelling symbol of identity; connecting the breadth of campus more clearly and easily; the transformation of residential life to create a more intentional environment for academic and social interaction as well as promoting a culture of living/learning; improving facilities and interweaving program to support state-of-the-art learning and research as well as collaboration among departments necessary to pursue solutions to some of the world's most significant issues.

With the initiation of the Task Teams and ongoing input and fact-finding, these preliminary ideas transformed into the Framework's Themes.

FRAMEWORK THEMES

Five "buckets" or areas of focus make up the themes critical to the Framework and the University's future success:

Open Space and Infrastructure. The University of Florida campus landscape must be welcoming and provide clear connections between different campus regions, disciplines, and partners.

Interdisciplinary Research. The world's problems are complex and not neatly confined within traditional departmental boundaries. New interdisciplinary buildings will allow diverse teams to collaborate to investigate these challenges.

The Future of Learning. The University has committed to the total reinvention of its classrooms and the creation of new centralized learning buildings that provide flexible spaces in which every student can participate and establish a national model for the future of learning.

The Student Experience. The University of Florida has a bold plan to reposition its entire residential life portfolio, including the construction of a major new Honors Residential Complex and other new on-campus housing opportunities for undergraduates and student athletes.

Academic Regeneration. Like many of its land-grant peers, the University of Florida has aging facilities in its campus core. To protect its future, the University must dedicate significant resources to regenerating older facilities for a number of colleges and departments.

THEMES APPLIED

In addition to the guiding themes above, the plan determined a number of strategies in order to promote the goals of the themes and then developed five specific sets of capital projects from that Framework. One of the strongest and most encompassing strategies is that of the Academic Walk. This walk would organize and connect current and new academic buildings, civic squares, and potential new living/learning centers from the north edge of the historic campus core to the south edge of the UF Health Campus.

While the capital projects will of course overlap in terms of the themes they support, the following list is organized by those as listed on the previous page.

In coordination with the Landscape Master Plan and the Strategic Development Plan, improvements in the design of specific campus civic squares and Lake Alice would promote clarity in wayfinding through campus as well as expand access to a network of comfortable open spaces and a healthier natural environment.

A center for Data Science with Neuroscience and Genetics would serve key interdisciplinary initiatives, including some of UF's recent "Moonshots."

Further intensifying that center, introduce a nearby central and flexible Biology Teaching Lab facility.

Improve and expand student recreation fields to the west to help form a greater cultural and recreation campus gateway center near the new Honors College student resident village and provide a new student recreation center for those in the eastern "Red Box." Unite Counseling and Wellness into one location with overlapping and centrally located resources for students.

There are numerous campus buildings of a critical age. However, those requiring the most immediate attention are Math, Engineering, Music, Architecture, and Dentistry. IFAS, currently housed across an exceptional number of low-scale, dispersed, and outdated buildings, would be served by consolidation to promote proximity within its departments as well as with its partners in the 'Red Box'.

CONCLUSION

Throughout the process, UF's Trustees were kept apprised of the progress and invited to comment. On June 7, 2019, the University's Board of Trustees unanimously endorsed the Campus Framework Plan. An illustrative summary book and one-page brochure were created to enable the University to deliver their enhanced vision to a greater audience.

The Campus Framework Plan is a lasting plan, designed to be flexible enough to accommodate the unexpected and insightful enough to remain relevant.

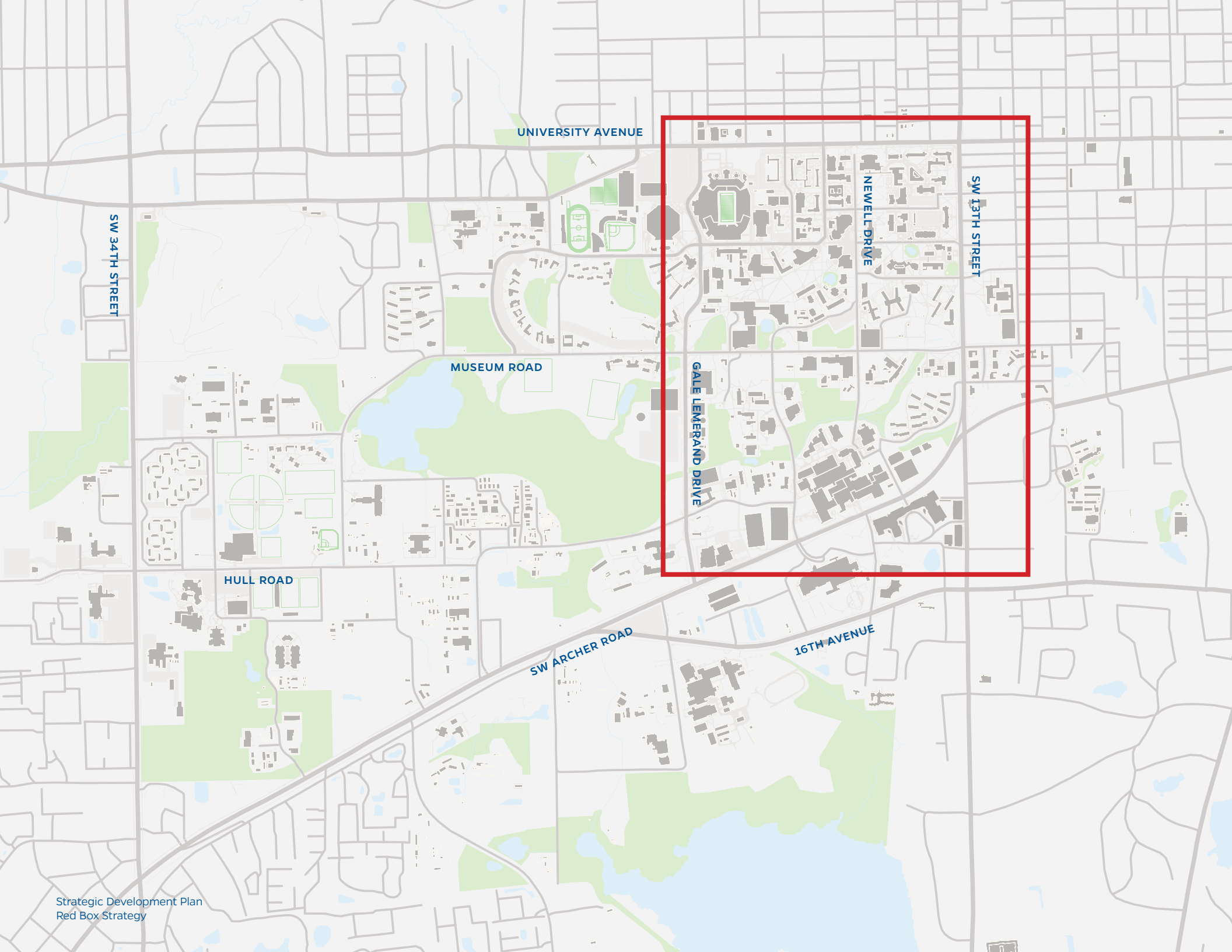
Process Overview

Contents


PUGH HALL

PROCESS OVERVIEW

This report documents the purpose, process, observations, and outcomes of the 12-month Campus Framework Plan study commissioned to guide the University's 15-year construction planning and beyond. The directive for the project was to focus on applying the transformative principles and initiatives of the 2016 Strategic Development Plan directly on campus and with specific attention to the eastern "Red Box" in order to support the growth of the University's preeminence.



Strategic Development Plan
Red Box Strategy

Process Overview

Context and Purpose

In December 2016, the University of Florida published its Strategic Development Plan, an unprecedented collaborative vision that seeks to transform the City of Gainesville, Alachua County, and the University through a series of joint initiatives addressing urban form, ecological stewardship, and community prosperity. The central tenet of the SDP is to advance the University of Florida, a preeminent public university in the United States. Since 2016, UF has risen in the *US News & World Report* Top Public University rankings from fourteenth to eighth in 2019. With the University's progression into the top ten, UF has ambitiously revised its goal to taking its place in the top five.

With the commissioning of the Campus Framework Plan, the University began to pursue some of the SDP's recommendations in greater depth, focusing a lens on issues internal to campus.

The 2019 Campus Framework Plan is a guide to the University's physical development that identifies priority projects, ties future decision-making to the University's unique physical environment, synthesizes the work of complementary studies, and guides updates to the University's official master plan.

Building on the University's commitment to the SDP Initiatives, UF recently pledged to hire five hundred new faculty to achieve its vision of expanded excellence. To support this one commitment alone required new teaching and research space, new staff and student support services, and attention to amenities attractive to today's talent and young professionals.

UF has also laid out an ambitious list of "Moonshots" to harness the University expertise to solve some of the Florida's and the world's most pressing problems. These exciting initiatives will require significant and strategic coordination in decision-making across multiple disciplines and capital project planning.

Recommendations stemming from the SDP that have also been implemented by the University include master plans for landscape, transportation and parking, and housing. The intent of this Campus Framework Plan is to provide an framework by which these potentially disparate ideas and initiatives can be evaluated, unified to the greatest extent possible, prioritized, and implemented.

UNIVERSITY OF FLORIDA'S MOONSHOTS

In October 2018, UF announced an initiative to tackle eight of society's most pressing problems, redefining the role of a land-grant university for the 21st Century. The University committed more than $17 million to tackling these difficult and complex problems over a period of four years, urging collaboration among colleagues from across the University.

Trust in Media and Technology

Recent surveys reveal that the public's trust in media is declining quickly, and technology is playing a major role in the erosion of trust. UF is rallying a cross-disciplinary team of scholars, media advocates, engineers and computer scientists to develop products and systems to aid in media and data literacy, verification and other technology factors that make consumers vulnerable to misinformation, manipulation, identity theft and invasion of privacy.

Scientists in Schools

As new information about our changing environment becomes available, UF wants to speed its delivery to a specific audience: the 2.6 million K-12 students in Florida who are among the future stewards of our planet. In person or through virtual connections, UF scientists will present updates on topics such as sea-level rise, red tides and tropical storms.

Leading the Nation in Digital Literacy and Precision Learning

UF aspires to be the most digitally literate and responsible public university in the nation by developing and applying tools such as virtual reality, the Internet of Things and big data to education and research endeavors. UF's iClassroom will enable education and engineering faculty to collaborate on new instructional technologies that provide precision, optimized learning experiences for learners of all ages. Faculty in the social sciences, communications and law will address how society deals with issues such as privacy, security, bias and accessibility.

Migration Redefined

Florida's large, entrepreneurial immigrant population and economically important arts and culture sector offers a unique opportunity for UF to connect artists and creatives with experts in innovation, entrepreneurship, economics, policy, science and technology, social justice and more through a new Center for Diaspora Arts and Entrepreneurship.

Creating the Healthiest Generation

UF is focusing some of its medical research on two facets of general health in order to reverse the downward trend of life expectancy for Americans. First, UF seeks to eliminate healthcare disparities – the gaps or differences in access to doctors and medical treatments between various populations. UF also seeks to improve the treatment of numerous brain, neuromuscular and mental health conditions, from brain tumors and Parkinson's disease to addiction and autism.

Maximizing the Potential of Every Child

The first 2,000 days of a child's life are the most critical, with behaviors, learning methods and reactions shaped during this short window. The Anita Zucker Center for Excellence in Early Childhood Studies will leverage strong partnerships across campus and with networks of leaders, practitioners and policymakers at local, state, national and international levels to develop an innovative, multifaceted communications hub to help guide early childhood practice and policy.

Engineering Cancer Cures

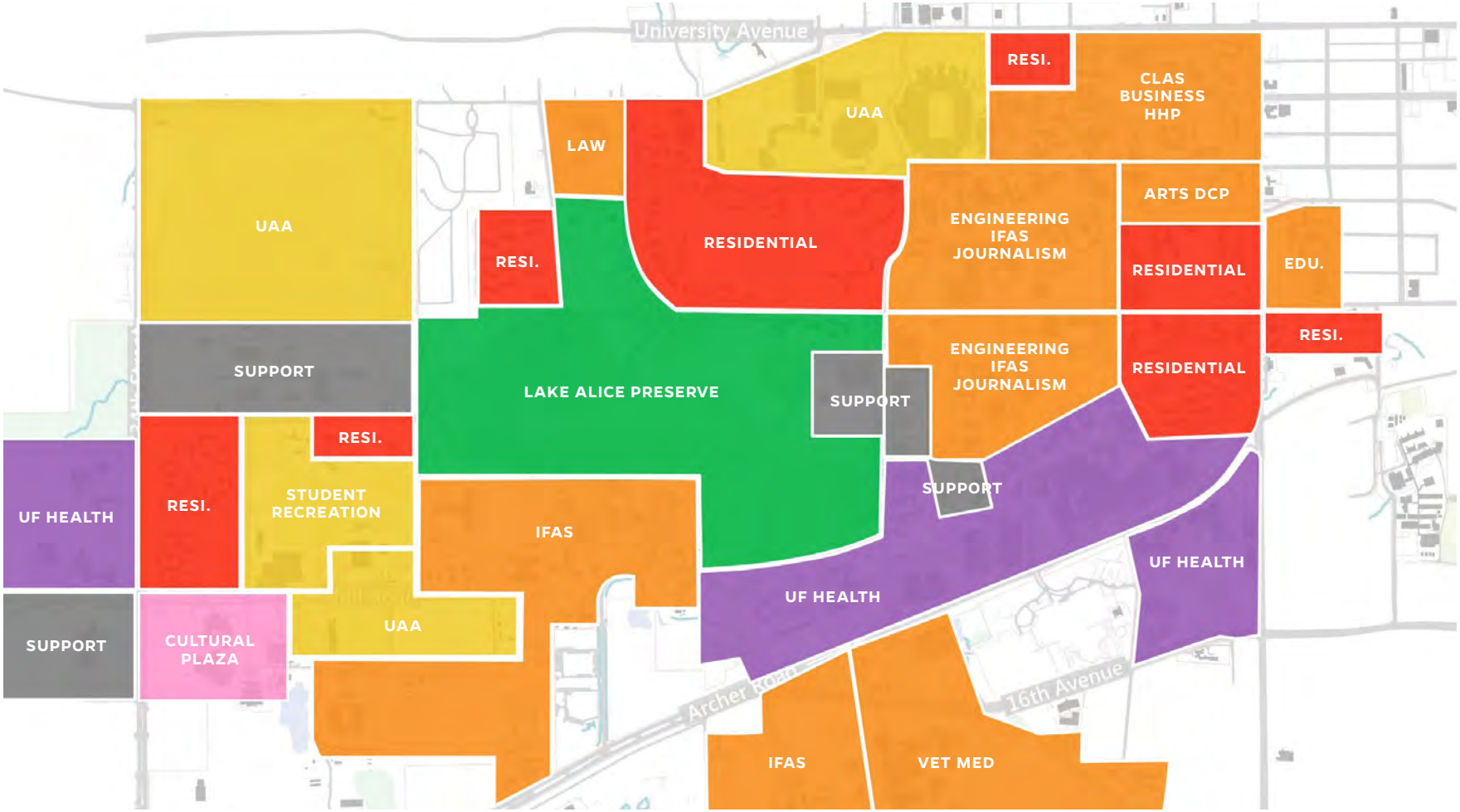
One of the single biggest challenges to brain cancer research has been the lack of human tumors to study and test. But now, a UF team of engineers and doctors has developed two game changers: a way to 3-D print soft human tissues, including cancerous tumors, and a new type of research lab that will help scientists accelerate investigations into potential cancer cures.

Coastal Monitoring Network

The Herbert Wertheim College of Engineering and the Whitney Laboratory for Marine Bioscience will pilot a project that could serve as a model for collecting data on coastlines globally and on Florida's own 1,350 miles of coastline in particular. Using advanced sensors, including new technology in development at UF, a multidisciplinary team will gather data and develop a database that provides a picture of the health of coastal infrastructure – bridges and piers – and biological systems, from mangroves to aquatic creatures. The sensors will detect early signs of infrastructure failure, contaminant release, and environmental and physiological change, and the data generated will allow real-time management of threats.

Source: https://www.uff.ufl.edu/your-impact/uf-next/

ARE WE “ONE UF?”


University Avenue
UAA
RESI.
CLAS
BUSINESS
HHP
LAW
UAA
RESIDENTIAL
ENGINEERING
IFAS
JOURNALISM
ARTS DCP
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EDU.
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SUPPORT
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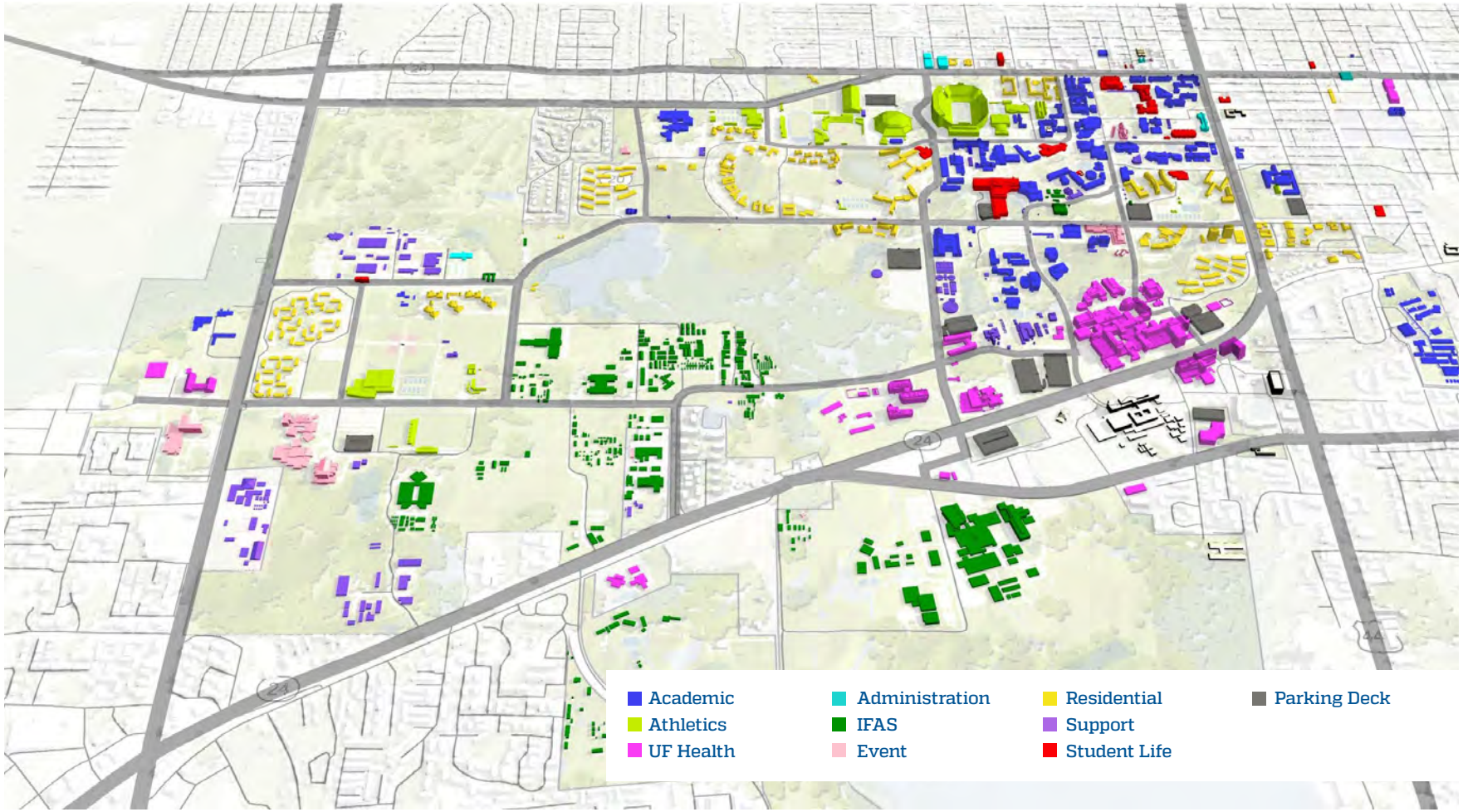
VET MED

ARE WE “ONE UF?”


Academic
Athletics
UF Health
Administration
IFAS
Event
Residential
Support
Student Life
Parking Deck

Process Overview

The Process

The University of Flordida engaged the consultant team of Elkus Manfredi Architects and DumontJanks, authors of the Strategic Develpment Plan, to begin a new task in June of 2018: development of a Campus Framework Plan. During the twelve months of the project, the team met with a large Working Group drawn from across the University, a dedicated Steering Committee of University senior executives, as well as academic and supporting leadership, to discuss and debate the future.

The process kicked off with a more linear project plan than was eventually followed. The schedule indicated three distinct phases: Analysis, Scenarios, and Implementation. As the team began to absorb and analyze data, visions, goals, weaknesses and opportunities, and suggestions from a wide range of participants, it became clear that multiple sessions with varying groups of stakeholders and master plan consultants would be the most effective way to work through many of the emerging commonalities and developing scenarios. What began with one-on-one interviews and traditional data collection evolved into networked teams studying multiple iterations of scenarios.

The Analysis included: gaining an understanding of academic priorities and trends, reviewing information on the condition of existing facilities, promoting coordination and strong connections between the medical center and the core campus, integrating considerations of student life including the concurrent Housing Master Plan, collaborating with the University Athletic Association and Recreational Sports, understanding and strategizing for IFAS's significant landholdings and teaching and field research needs, collaborating with the

diverse arts and culture venues on campus, and integrating with companion studies relative to mobility, landscape, and infrastructure.

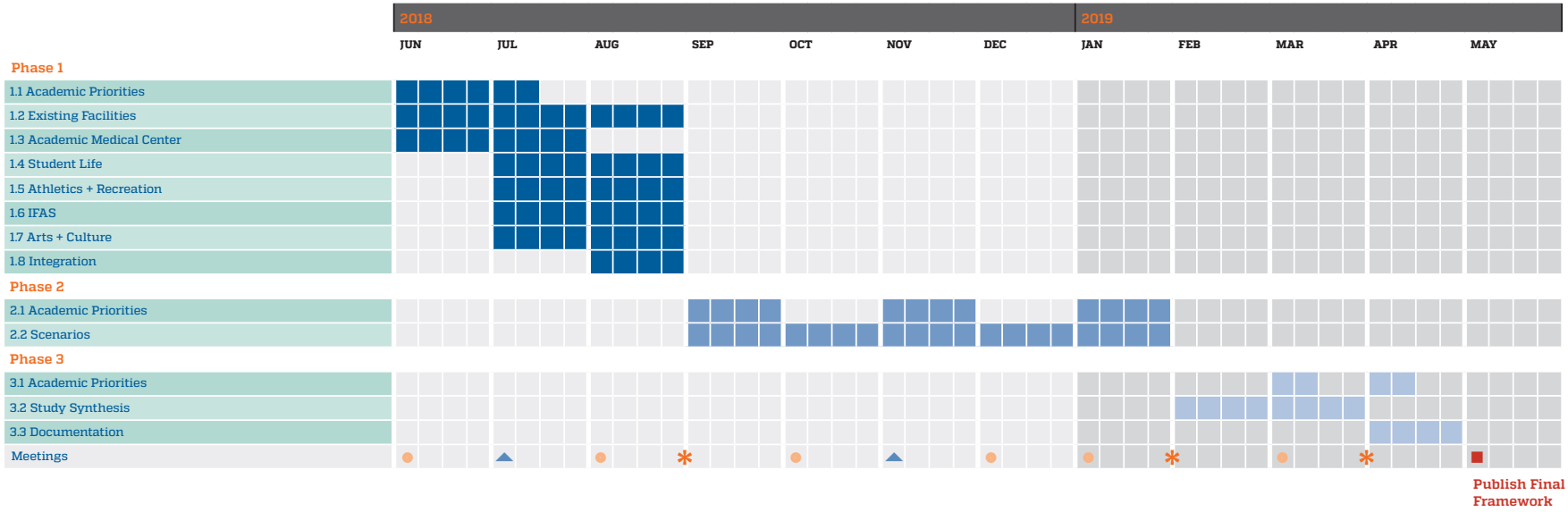
Interviews with campus leadership and deans in particular conducted to evaluate academic priorities to aid in creating scenarios for campus development, led to the creation of three Task Teams. These groups were established based on identified intersections and points of convergence from interests, ideas, and resource needs that were repeated in one way or another across departments and colleges. In addition to academic aspirations, these teams discussed a wide range of topics from the enhancement of student life, more coordinated decision making, “ownership” and flexibility of interdisciplinary facilities, and financial planning considerations and strategies. The Biomedical and Life Sciences Collaboration Team, the Future of Learning Team, and the Health and Wellness Team were assembled for group discussions as well as to gain integrated and iterative feedback on the emerging scenarios.

For the last working meeting, all three Task Teams convened to review the penultimate iteration.

Implementation took the form of five themes with associated prioritized physical projects, refined during the Scenarios Phase and summarized in an illustrative book and one-page brochure that was created to enable the University to deliver their enhanced vision to a greater audience. These themes and the associated strategies developed as part of the Implementation Phase make up the Campus Framework Plan, a lasting plan designed to be flexible enough to accommodate the unexpected and insightful enough to remain relevant.

The consultant team met with the Steering Committee and the Working Group each four times throughout the process and presented the project to the Board of Trustees midway through at their meeting on December 6, 2018, and for unanimous endorsement at their meeting on June 7, 2019.

PLANNED SCHEDULE



Process Overview

Contributors

Over 110 people contributed expertise and input during the year-long process, not including members of the consultant teams for the three other concurrent master planning projects or UF's Board of Trustees. Most stakeholders represented interests across all University departments; however, members from the community and City of Gainesville also participated. Many participants attended multiple sessions.

Steering Committee

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David Nelson

David Norton

Jack Payne

Tom Mitchell

Win Phillips

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Carrie Bush

Abdol Chini

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Margaret Fields

Cheryl Gater

Mark Helms

Craig Hill

Chip Howard

Laura Huntley

Charlie Lane

Jeanna Mastrodicasa

Mike McKee

Lee Nelson

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Curtis Reynolds

David Richardson

Trevor Schneider

Elaine Turner

Laird Veatch

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Business Affairs Technical Services

Institutional Research

University of Florida Foundation

Cultural Plaza

Facilities Services

Animal Care Services

University Athletic Association

UF Health

Deans of each of the Colleges, Libraries, and IFAS Extension

Student Life

Business Services

UF Dining

Undergraduate Students

City of Gainesville

Human Resources and Baby Gator

Recreational Sports

The College of Design, Construction & Planning

Lake Alice

Institute of Food and Agricultural Sciences

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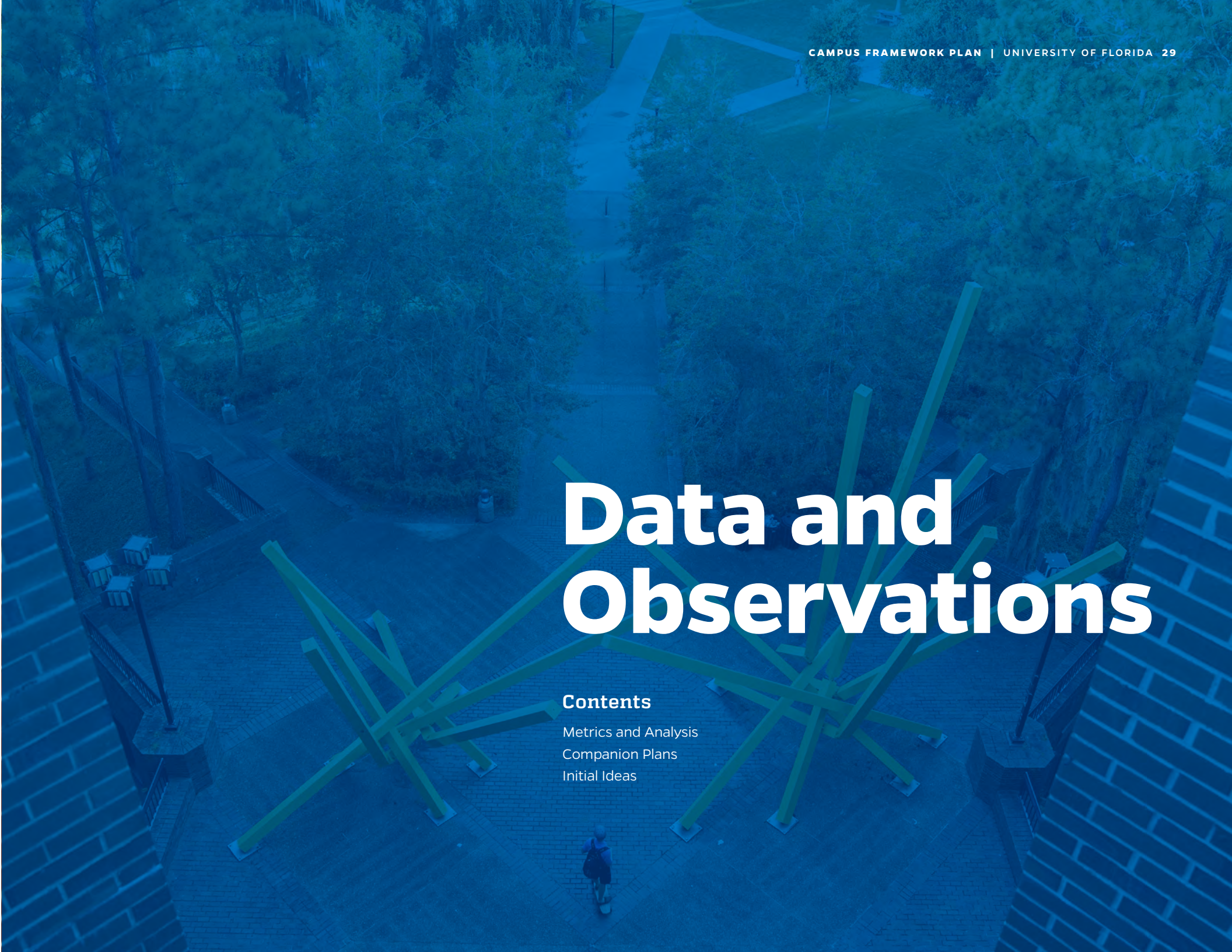


Data and Observations

Contents

DATA AND OBSERVATIONS

The consultant team's observations are categorized into three groups in this report in order to make the information more easily accessible: Metrics and Analysis, Companion Plans, and Initial Ideas. However, because of the iterative nature of the Framework Plan process, these separately organized categories do not suggest a chronological or isolated exploration.

Ideas were inspired not only from analysis of relevant data and coordination and workshopping with concurrent master plan efforts, but also from extensive interviews with University leadership, and particularly Deans, as well as from the Task Team's multiple discussions.

A white paper with insights gained from the University's space utilization data, including needed stewardship of existing facilities, along with summaries of the deans' interviews may be found in the report appendix.


EXIT

Data and Observations

Metrics and Analysis

A significant topic of information reviewed by the consultant team involved space utilization. In order to identify potential priority projects, we considered three primary factors: strategic impact, need, and stewardship obligation (a key tenet of the Strategic Development Plan). To inform our understanding of need, we undertook a high-level analysis of space utilization across UF's Gainesville campus. This analysis was not at the level of a detailed college-by-college space study, but rather an investigation of macro trends from a strategic vantage. To make capital renewal recommendations, we reviewed available building condition information, and undertook walkthroughs of the buildings which most need capital investment decisions.

The in-depth paper on this exploration is included in the report appendix; however, a few highlights are included in this section.

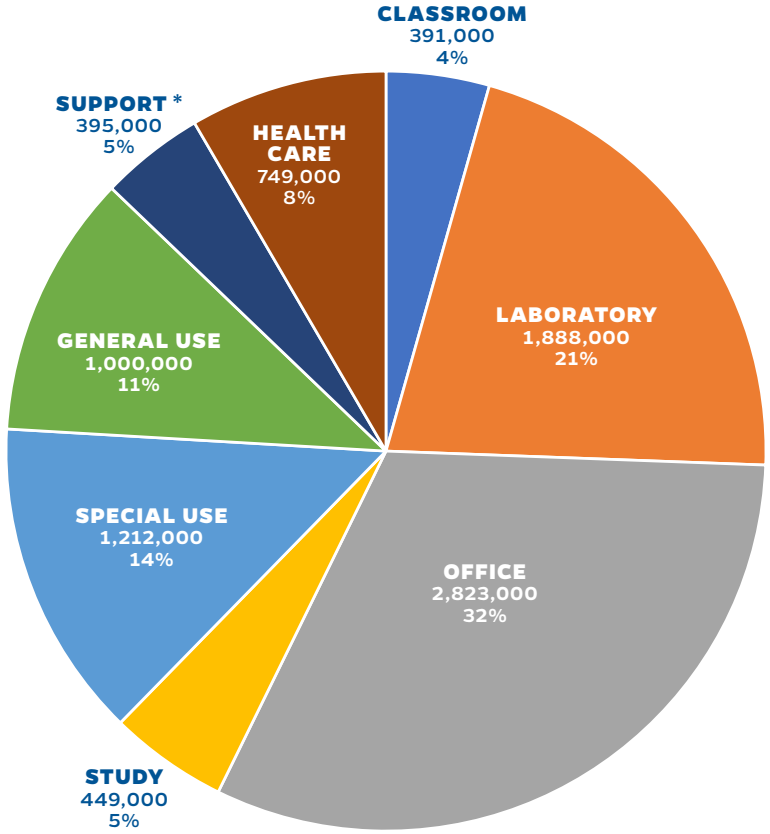
In addition to space utilization the paper addresses, at a high level, the idea of stewardship and recommendations for buildings in its portfolio that should be prioritized for renovation or demolition. In order to make these recommendations, we used the condition data provided to identify which buildings were in most urgent need. We then toured each of these buildings and considered factors including architectural quality, ease of adaptability, density and use of site, location, and cost of renovation. Based on these factors, we then discussed each building with UF's Planning, Design, and Construction team to determine a building-by-building renovation vs. demolition recommendation.

In order to gain a spatial understanding of some of the data and land use, the team then mapped certain information onto to the main campus plan.

The last few slides of this section are social network graphs, drawn based on data from UF's Academic Analytics package that describes faculty collaboration patterns. They indicate how some of the most current pressing issues are being studied simultaneously across numerous departments, and therefore the potential value of encouraging faculty and student interdisciplinary scholarship and research.

SPACE ANALYTICS – 8.9 MILLION ASF

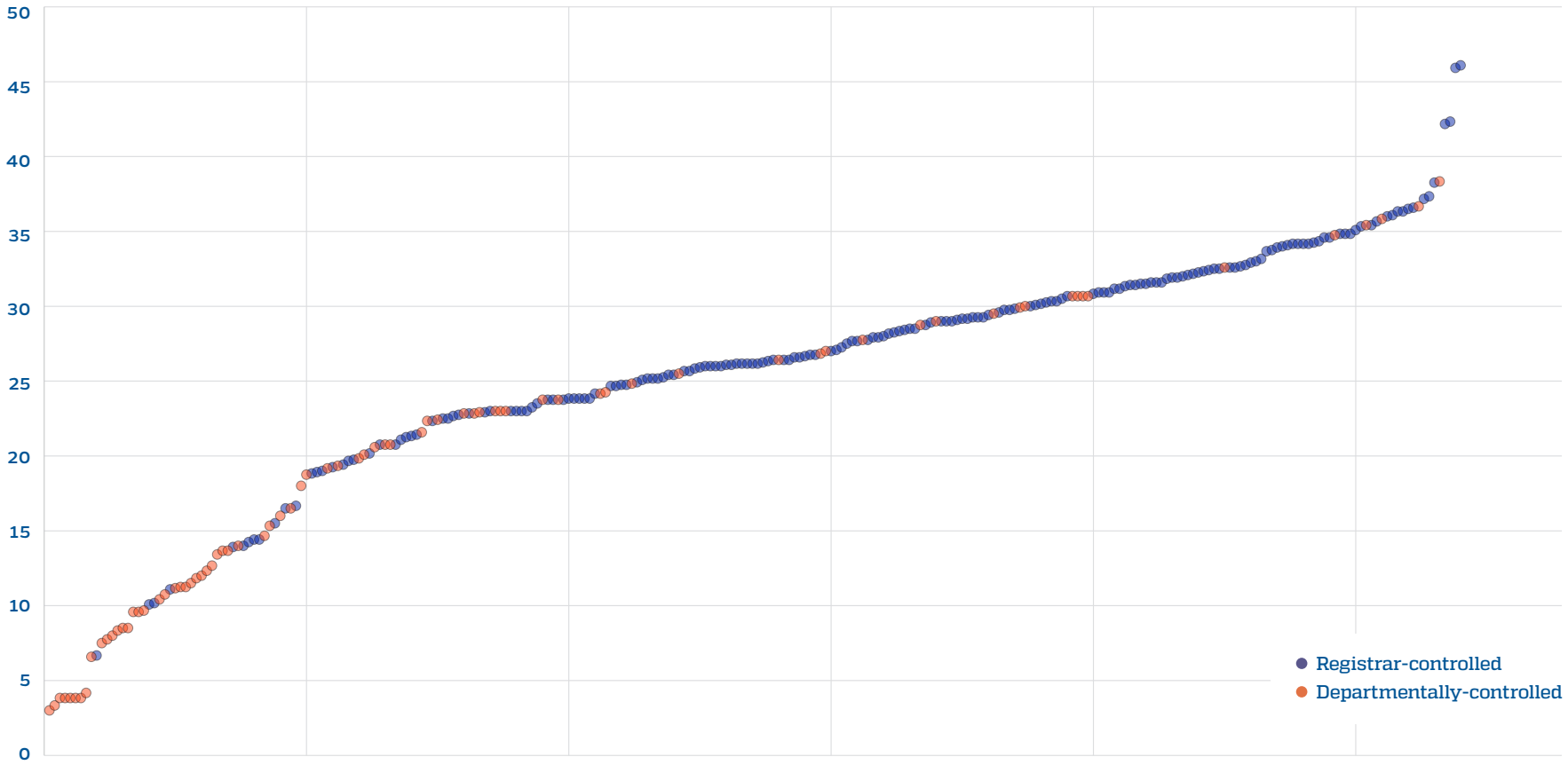
Assignable Square Feet by Space Type (Non-residential)
*** Support excludes 2,728,000 ASF of parking.**



The primary finding of the utilization analysis was that, at the big picture level, the University's space utilization profile generally shows reasonable, but not excessive use across the major space categories; and that strategic and renewal impacts of potential projects should therefore be the determining factors in prioritization decisions.

CLASSROOM UTILIZATION

Classroom Weekly Room Hours of Instruction, Registrar vs. Departmental

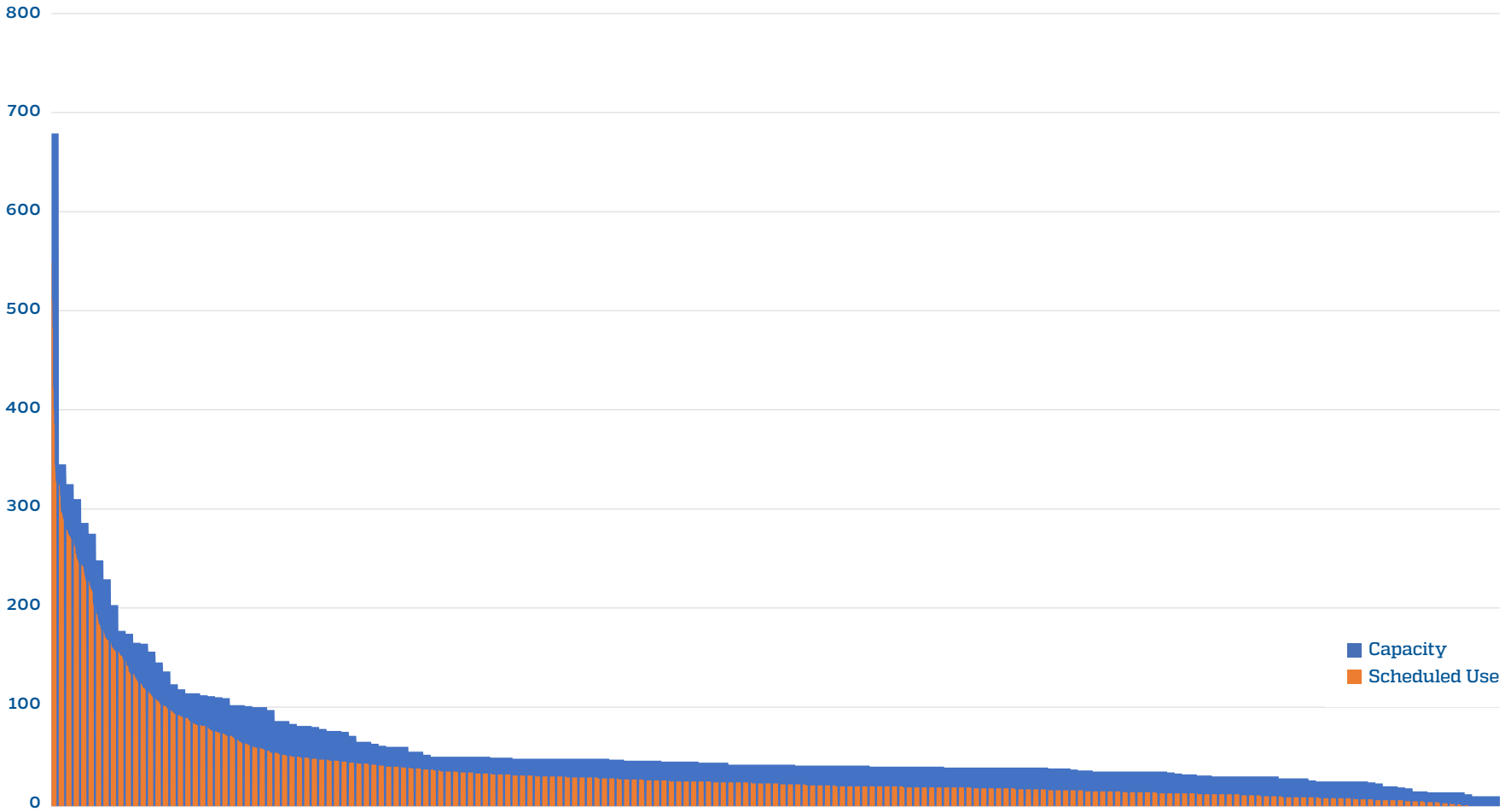


The use of departmentally-controlled classrooms is very different, as illustrated in the accompanying diagram. While giving departments control of some classrooms may be reasonable (or at least inevitable) so as to facilitate seminars and other departmental activity, UF should closely monitor these designations, and where appropriate, reassign department rooms for registrar control. In general, UF has a strong culture of space "ownership", which to some extent limits the institution's overall ability to improve its space management practices, and in several cases, hampers its ability to maintain centralized actionable data on relevant space use.

CLASSROOM METRICS

Fall 2017 – Registrar Controlled Rooms – Score: 0.437

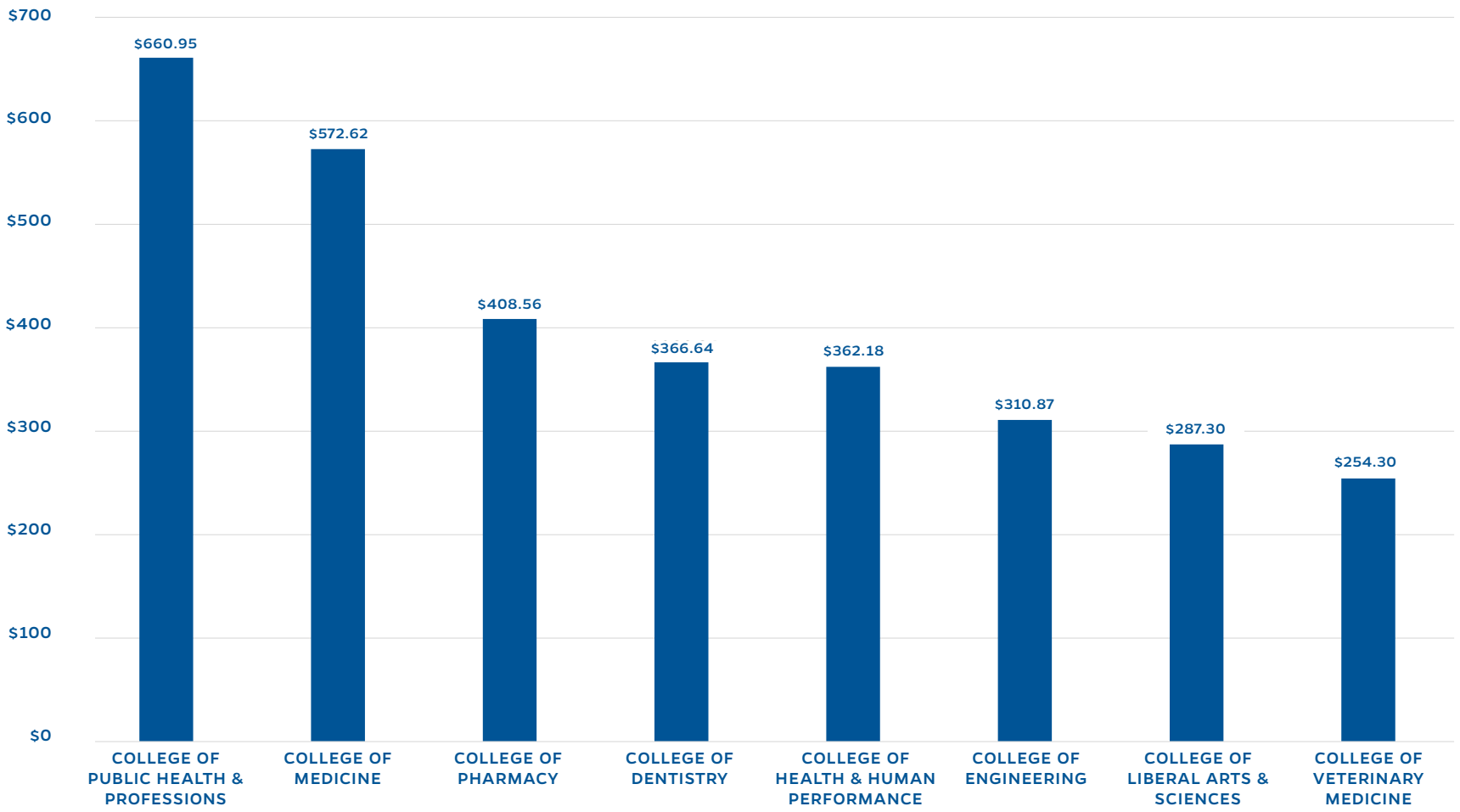
***Normal Hall excluded due to construction**



While benchmark data suggests UF is relatively light in classroom square footage by student, the more detailed exploration indicates that the University should likely explore improved space management practices, both in terms of when classrooms are scheduled and who controls them, before prioritizing additive classroom construction. There is an important caveat to this recommendation. The analysis described above is purely quantitative in nature. The University must also consider qualitative considerations, particularly as it continues to emphasize new active learning models – models for which the existing classroom portfolio may not be well-suited or easily adapted.

RESEARCH UTILIZATION

Three Year Average Expenditure/Research SF



Research labs are the most expensive space a university builds. Because of this, ensuring their efficient allocation and use represents a high value proposition. At UF, research space is typically controlled at the college and department level. In keeping with our high-level strategic approach, we examined several key indicators to inform a sense of relative prioritization. A more detailed research space study may be of value to the University, one that might examine group size and density measures, lab configurations, core facilities, interdisciplinary incentives, and more accurate metrics.

TEACHING LABORATORY UTILIZATION

Fall 2017 - Teaching Lab Weekly Room Hours - Science & Engineering (54 Total)

COLLEGE OF AGRICULTURAL & LIFE SCIENCES								
Animal Sciences	30	14	13	10				
Entomology & Nematology	10							
Environmental Horticulture	18							
Food Science & Human Nutrition	6	5						
Forest Resources & Conservation	28							
Horticultural Sciences	15							
Microbiology & Cell Science	45	39						
Plant Pathology	19							
Soil & Water Sciences	8							
COLLEGE OF ENGINEERING								
Biomedical Engineering	13							
Civil & Coastal Engineering	8							
Computer & Information Science & Engineering	29	27	18	3				
Electrical & Computer Engineering	42							
Materials Science & Engineering	16							
COLLEGE OF HEALTH & HUMAN PERFORMANCE								
Applied Physiology & Kinesiology	19							
COLLEGE OF LIBERAL ARTS & SCIENCES								
Biological Sciences	54	54	51	51	45	30	30	22
Botany	20	12						
Chemistry	54	39	36	21	21			
Geology	23	15	7	6	4			
Physics	46	45	45	41	35	18	12	6
Zoology	23	21	12					

It is not unusual for some labs, particularly core science labs, to exceed target usage hours. This is certainly the case at UF where biology, chemistry, and physics labs see heavy use. Also note that some programs require a specialized space, though the time requirement for the lab may be relatively small. This partially explains some of the "green tails" (i.e. underutilized labs) in the diagrams, although the University should closely monitor these assignments to ensure these labs are indeed specialized-use cases with an active need. Where possible, the University should consider more flexible arrangements so that the lab can support multiple programs.

TEACHING LABORATORY UTILIZATION

Fall 2017 - Teaching Lab Weekly Room Hours - Non-science & Engineering (65 Total)

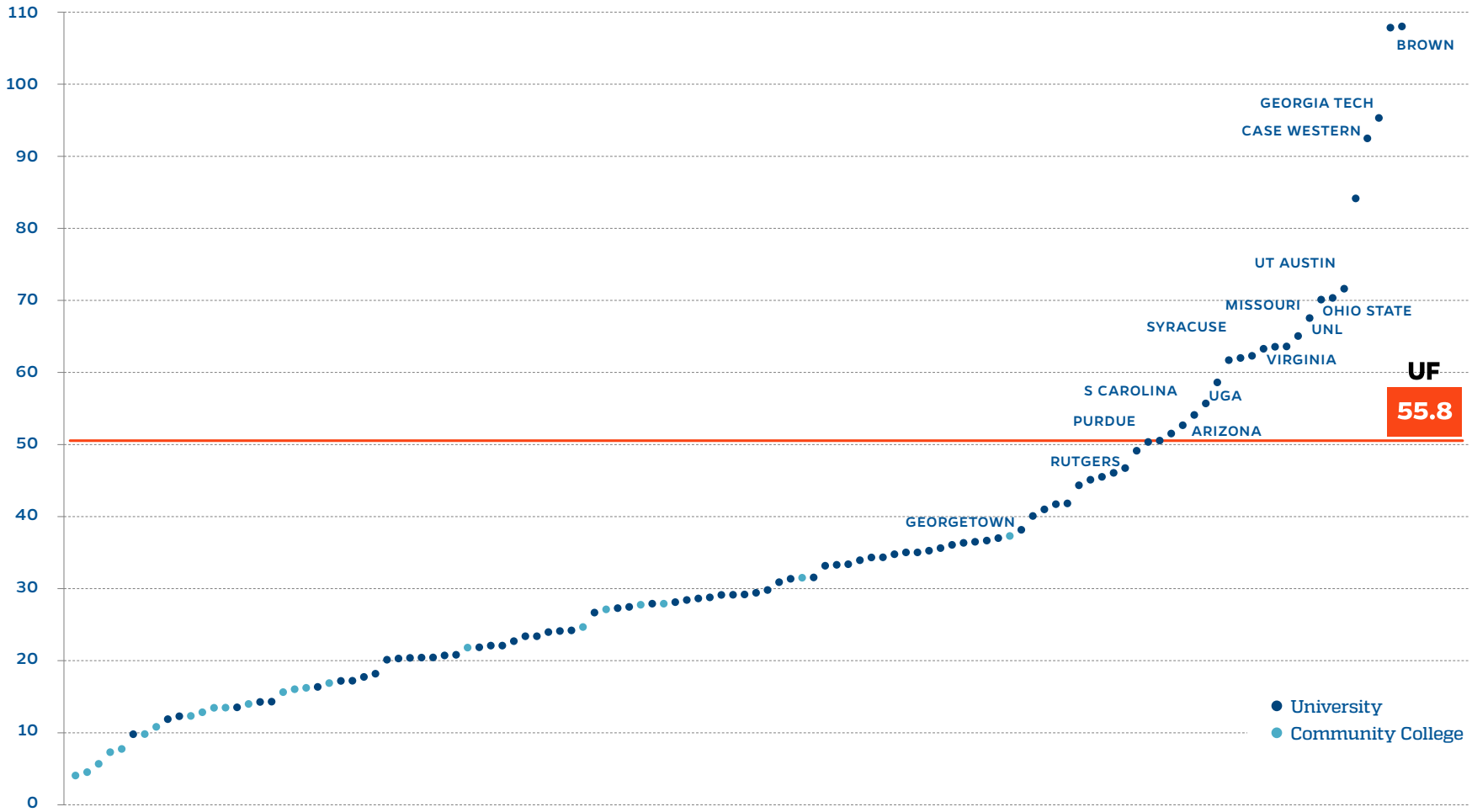
COLLEGE OF AGRICULTURAL & LIFE SCIENCES														
Agricultural Education & Communication	28													
COLLEGE OF BUSINESS														
Business Administration	2													
COLLEGE OF DESIGN, CONSTRUCTION, & PLANNING														
Architecture	28	12	10	10	8	8	8	8	6	6	3			
Construction Management	21	14	8	3										
Interior Design	7	7												
Landscape Architecture	21	18	9											
Urban & Regional Planning	6													
COLLEGE OF EDUCATION														
School of Teaching & Learning	33	14												
COLLEGE OF JOURNALISM & COMMUNICATIONS														
Journalism	15													
Public Relations	10													
Telecommunications	15													
COLLEGE OF LIBERAL ARTS & SCIENCES														
Anthropology	9	8												
Dial Center for Written & Oral Communication	25													
Psychology	4													
Statistics	25													
COLLEGE OF THE ARTS														
Art	39	30	25	24	18	15	15	12	12	12	12	6	6	6
Music	31	25	19	12	6	4								
Theatre	39	36	32	28	25	24	23	22	20	20	20	12		

WRH

30

OFFICE BENCHMARKING

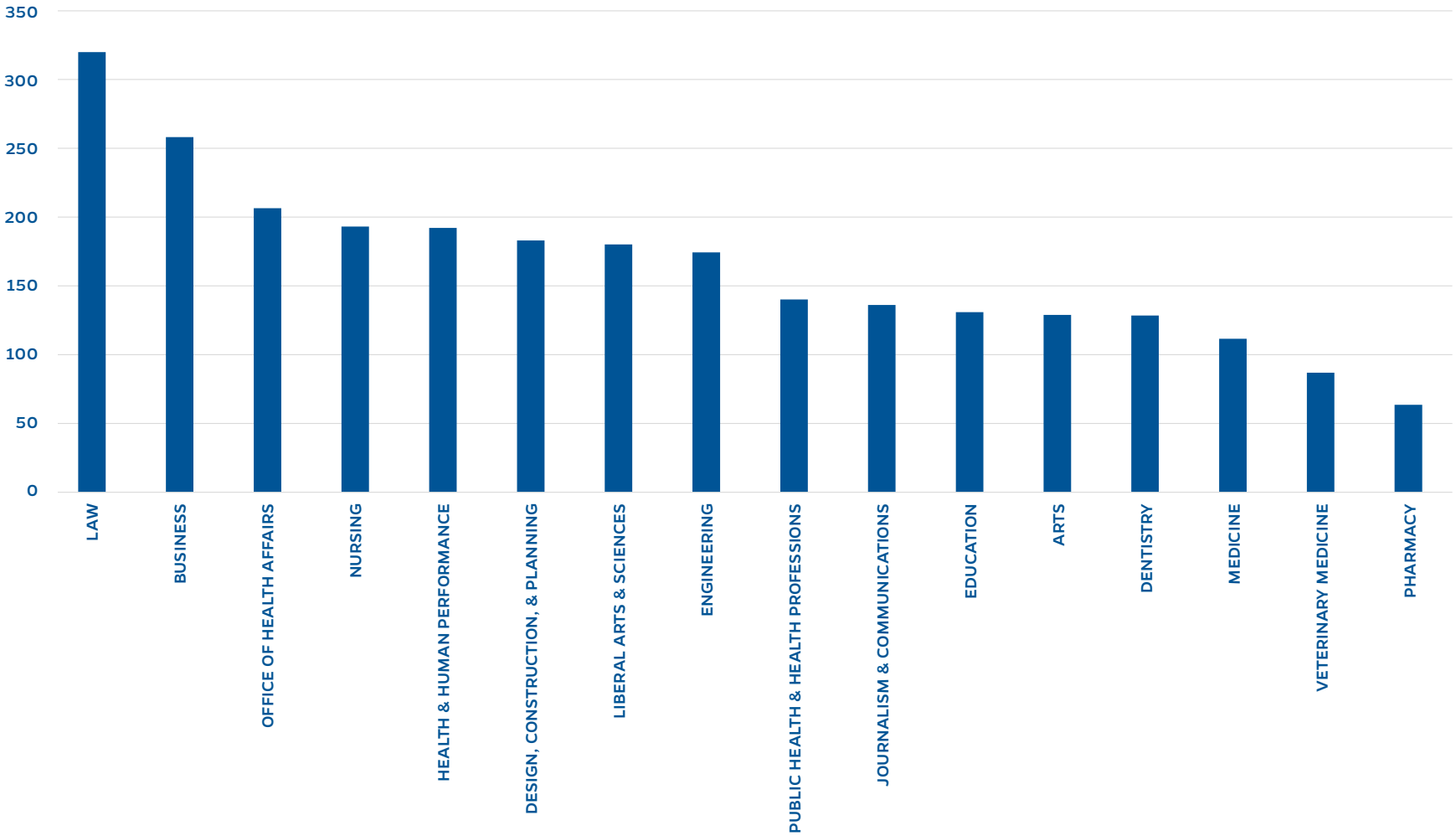
Office ASF/Student FTE



The office category is the largest category we examined by total number of square feet. As such, effective management and exploration of innovative workplace strategies represent a high-value opportunity for UF. While open office and collaborative designs will not be appropriate for everyone, these concepts are beginning to influence the academy, even for faculty at prestigious institutions. This is particularly true for UF as the benchmarking data suggest the University has a reasonable supply of office space. Keep in mind that UF does not track station count (the number of desks in a given room designated as an office). This may be the single highest-value dataset the University could generate and maintain.

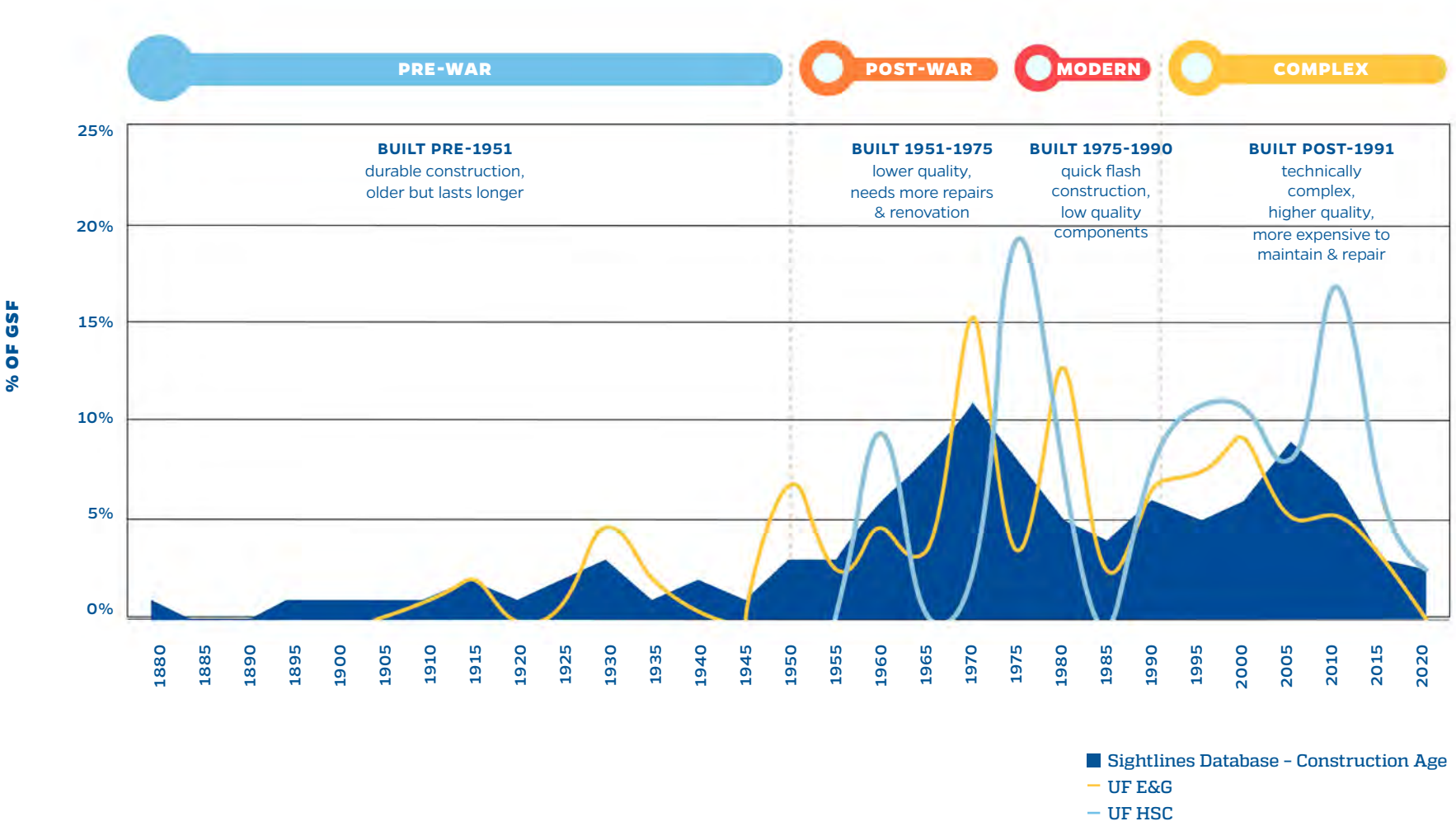
AVERAGE OFFICE SIZE BY COLLEGE

Office ASF/FTE



The numbers regarding relative office allocations by college are certainly influenced by the age of the various colleges' buildings (older buildings tend to have larger offices which are harder to reconfigure). As the University considers future capital projects, both new construction and major renovation, it may benefit from a move toward equity in office allocations.

CAMPUS BUILDING AGES IN CONTEXT

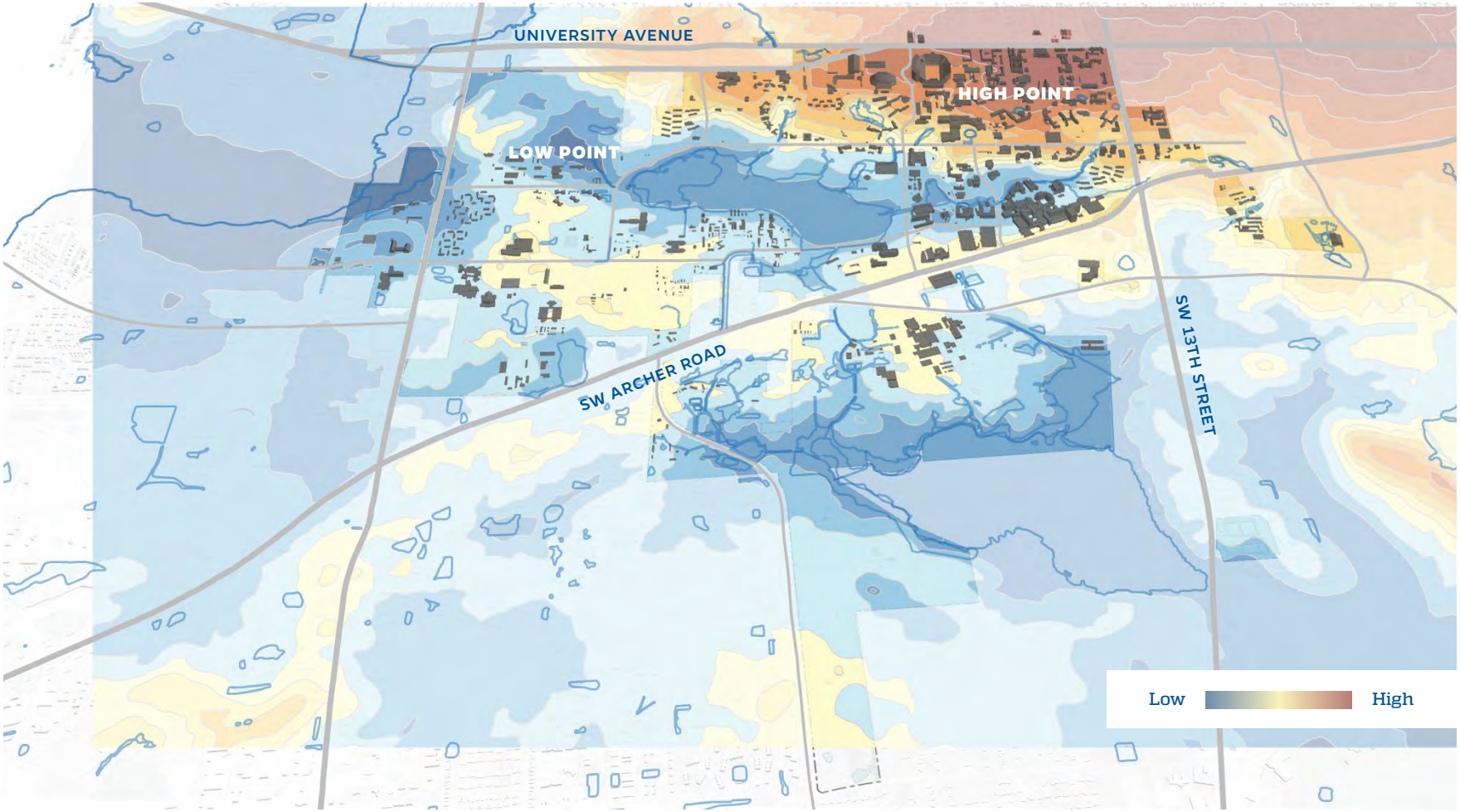


Majority of space falls in post-war, modern eras

*Source: University of Florida, FY17 Facilities Benchmarking & Analysis - Sightlines

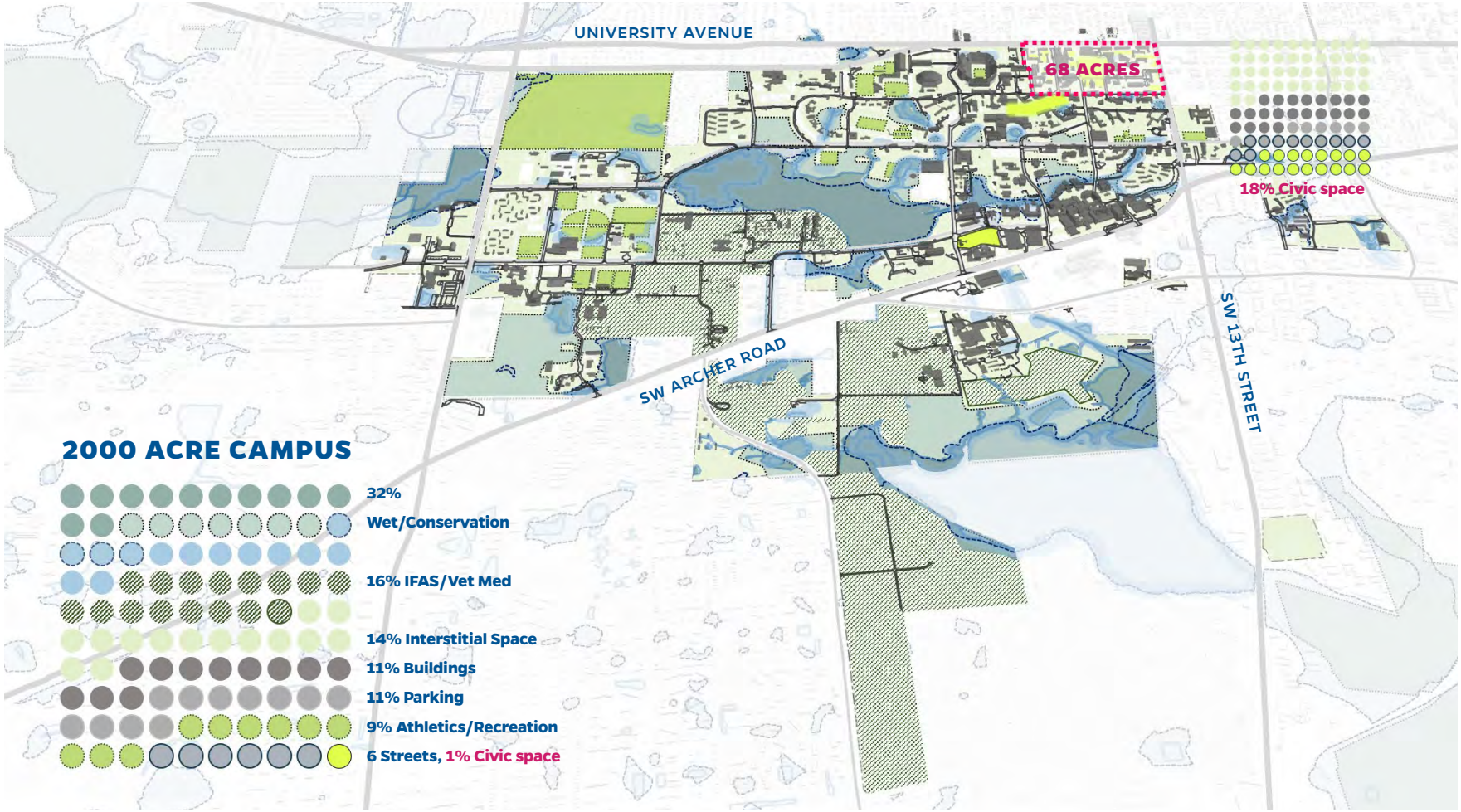
CAMPUS BUILDING AGES IN CONTEXT

TOPOGRAPHY



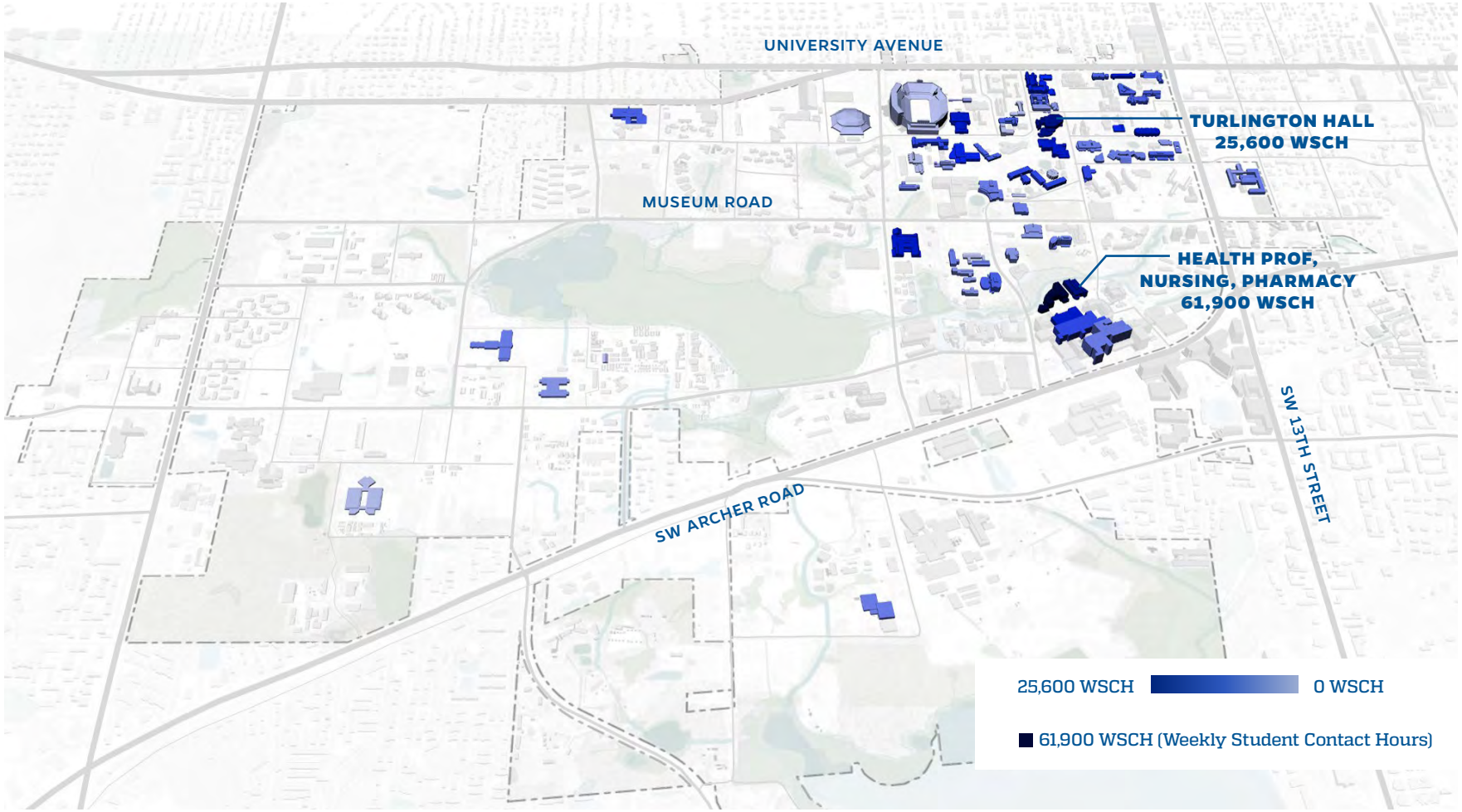
The historic district and the northeast areas of campus are located on the campus's highest ground. UF Health also occupies a higher zone along Archer Road. Lake Alice Conservation Area with its lake and wetlands occupy the lowest grades of campus, along with much of the IFAS holdings to the south and west.

LAND USE



When taken across the full campus, the percentage of purposeful outdoor civic space is very low. On the other hand, the percentage of civic space in the very walkable historic district is much higher. Because natural systems are a large part of the campus environment, certain areas of Lake Alice might be improved to both serve their ecosystem as well as important connecting outdoor spaces.

HEAT MAP OF SCHEDULED INSTRUCTIONAL ACTIVITY



Most scheduled instructional activity occurs inside the “Red Box” and within that the central northeast and south locations, those with the most dark blue, indicate areas of particularly high academic use.

DATA

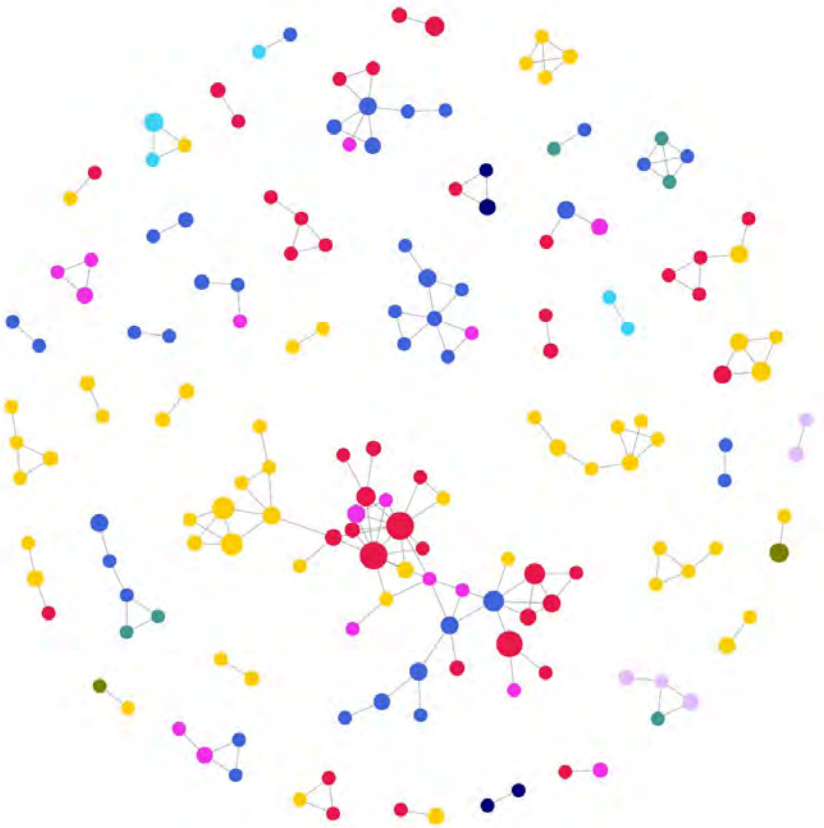
- College of Liberal Arts and Sciences
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health and Health Professionals
- College of Dentistry
- College of Health and Human Performance
- College of Veterinary Medicine
- Institute of Food and Agricultural Sciences
- Herbert Wertheim College of Engineering
- Warrington College of Business
- College of Design, Construction, and Planning
- College of Education
- Others

The following four pages present social network graphs, drawn based on data from faculty collaboration patterns. They indicate how some of the most current pressing issues are being studied simultaneously across numerous departments.

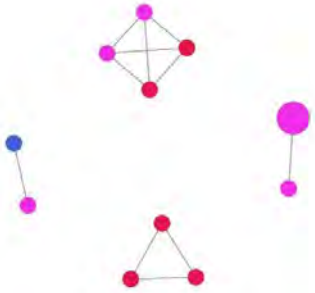
BRAIN

- College of Liberal Arts and Sciences
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health and Health Professionals
- College of Dentistry
- College of Health and Human Performance
- College of Veterinary Medicine
- Institute of Food and Agricultural Sciences
- Herbert Wertheim College of Engineering
- College of Education

BIOLOGY

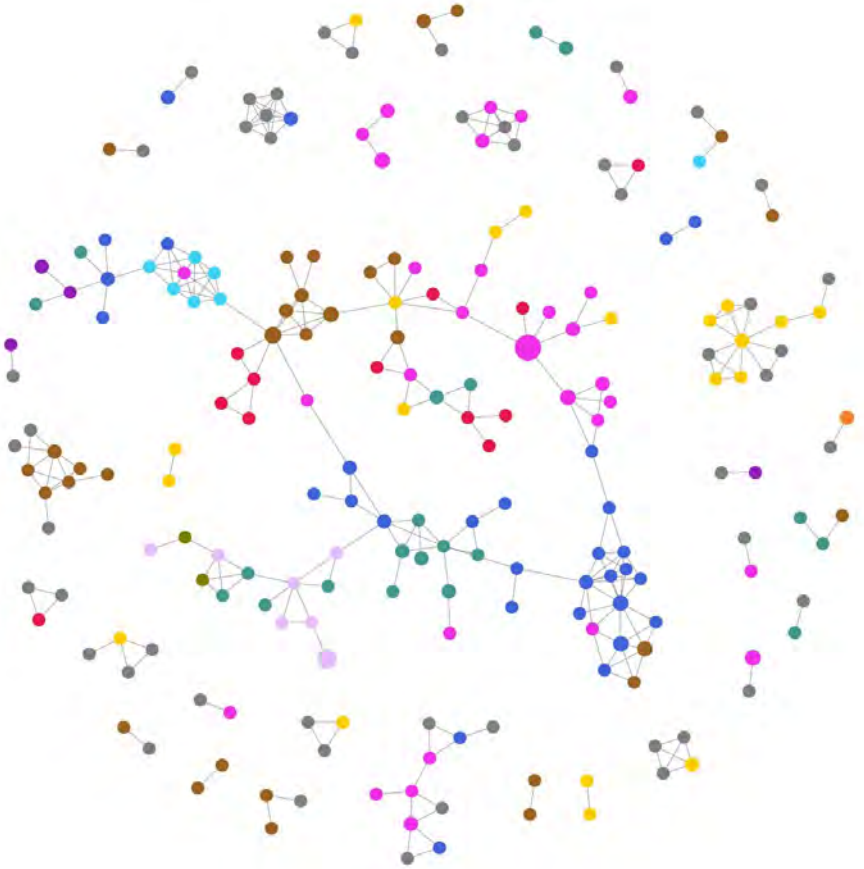


BIOMEDICAL ENGINEERING

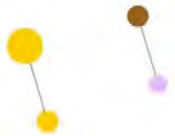


- College of Liberal Arts and Sciences
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health and Health Professionals
- College of Dentistry
- College of Health and Human Performance
- College of Veterinary Medicine
- Institute of Food and Agricultural Sciences
- Herbert Wertheim College of Engineering

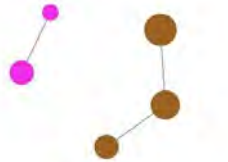
LEARNING



TEACHING METHODS



EDUCATION TECHNOLOGY



- College of Liberal Arts and Sciences
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health and Health Professionals
- College of Health and Human Performance
- College of Veterinary Medicine
- Institute of Food and Agricultural Sciences
- Herbert Wertheim College of Engineering
- College of Education
- College of Journalism and Communications


UF UNIVERSITY of FLORIDA
Computer Sciences
and
Engineering
NO PARKING
BICYCLES

Data and Observations

Companion Plans

Following recommendations in the 2016 Strategic Development Plan, the University engaged consultants for three specific master plans before and concurrent with the Campus Framework Plan.

The Landscape Master Plan and the Transportation and Parking Strategic Plan overlapped, allowing those teams to discuss ideas, particularly those ideas that pertained to potential pedestrian zones and transportation hubs and throughways that might be featured in both plans.

The Housing Master Plan followed a later schedule that more closely paralleled the Campus Framework Plan so that discussions and work sessions were undertaken between those consultant teams and UF Planning representatives. The team also worked with UF's Facilities department to understand the overall scope of planned campus utilities infrastructure projects, including those potentially provided by utility companies.

The team then worked to homogenize the graphic representation of the information presented in the various planning studies so that components of each plan could be more easily compared and assessed alongside one another.

Landscape Master Plan

The University of Florida engaged the consultant team of CRJA-IBI Group (now IBI Placemaking), GAI Community Solutions Group, and DRMP, Inc, to conduct their Landscape Master Plan, completed in October of 2018.

“The landscape vision addresses five key components of the campus — its edges, its core, its roadways, its natural systems, and its landscape elements — and expands upon the best examples of these components present on campus today.”

A Welcoming Campus. Greet Gainesville with a more welcoming and integrated urban and civic experience.

A Strengthened Campus Core. Design for and manage modes of campus travel to unite the campus’s signature spaces and strengthen campus identity.

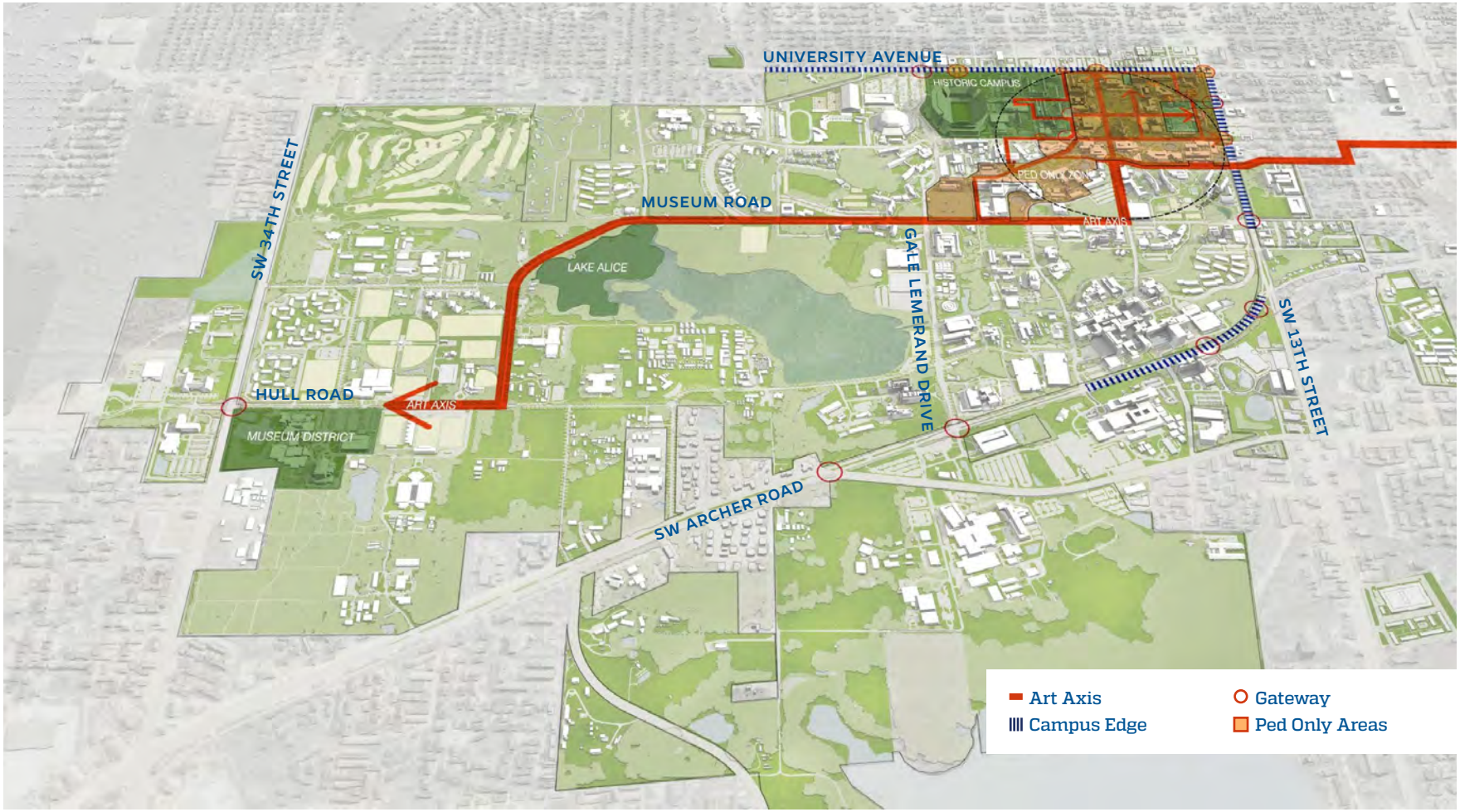
An Interconnected Campus. Integrate all new campus projects into a connected campus fabric, advancing pedestrian and bike corridors, as well as campus open spaces.

A Campus Connected to Its Natural Systems. Celebrate the unique ecological setting of campus, embracing sustainable goals and Low-Impact Development practices.

A Cohesive Campus Image. Reinforce UF identity and values in a cohesive campus through comprehensive standards for hardscape, furnishings, and planting.

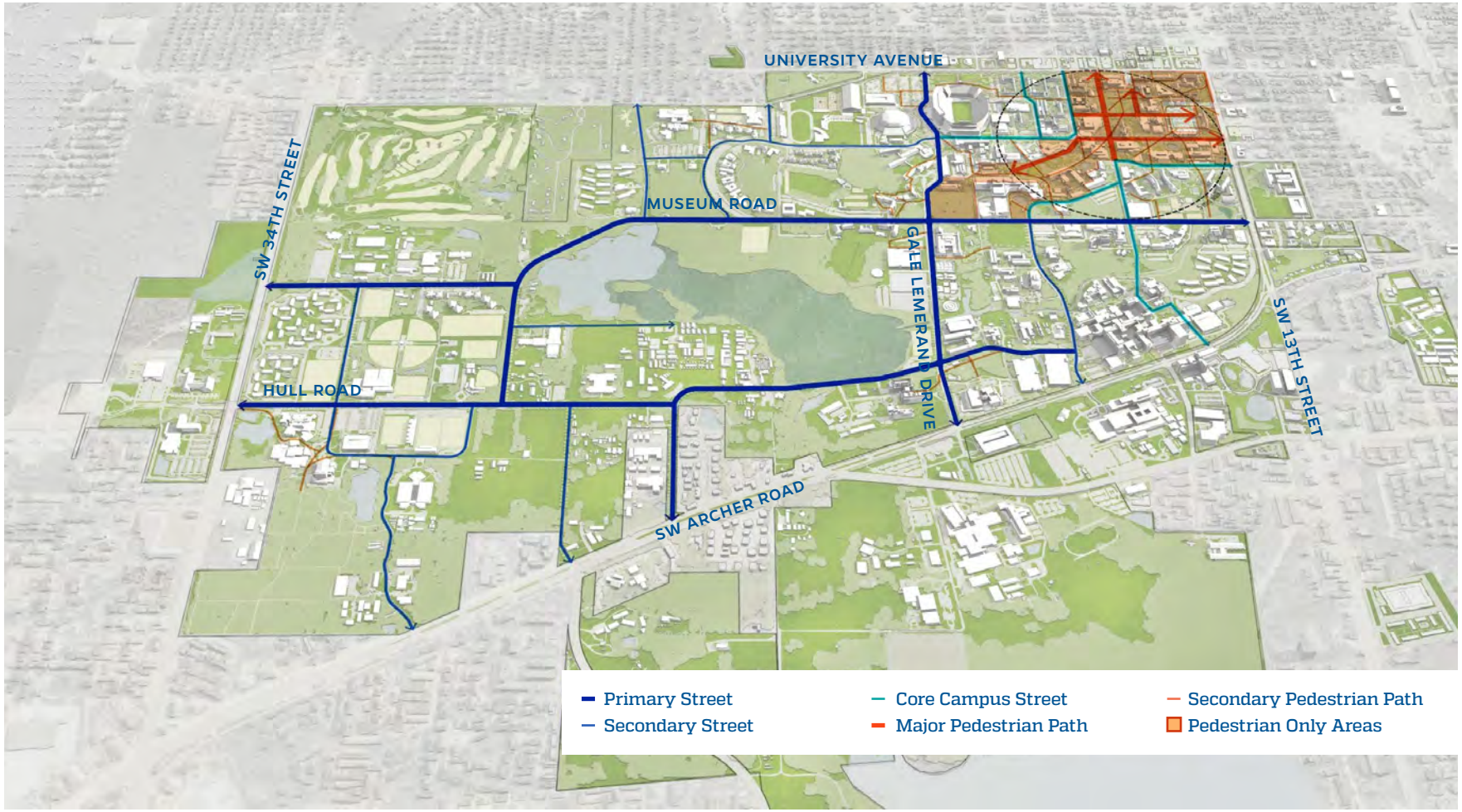

UNIVERSITY AVENUE
SW 34TH STREET
SW 13TH STREET
MUSEUM ROAD
GALE LEMERAND DRIVE
SW ARCHER ROAD

A WELCOMING CAMPUS



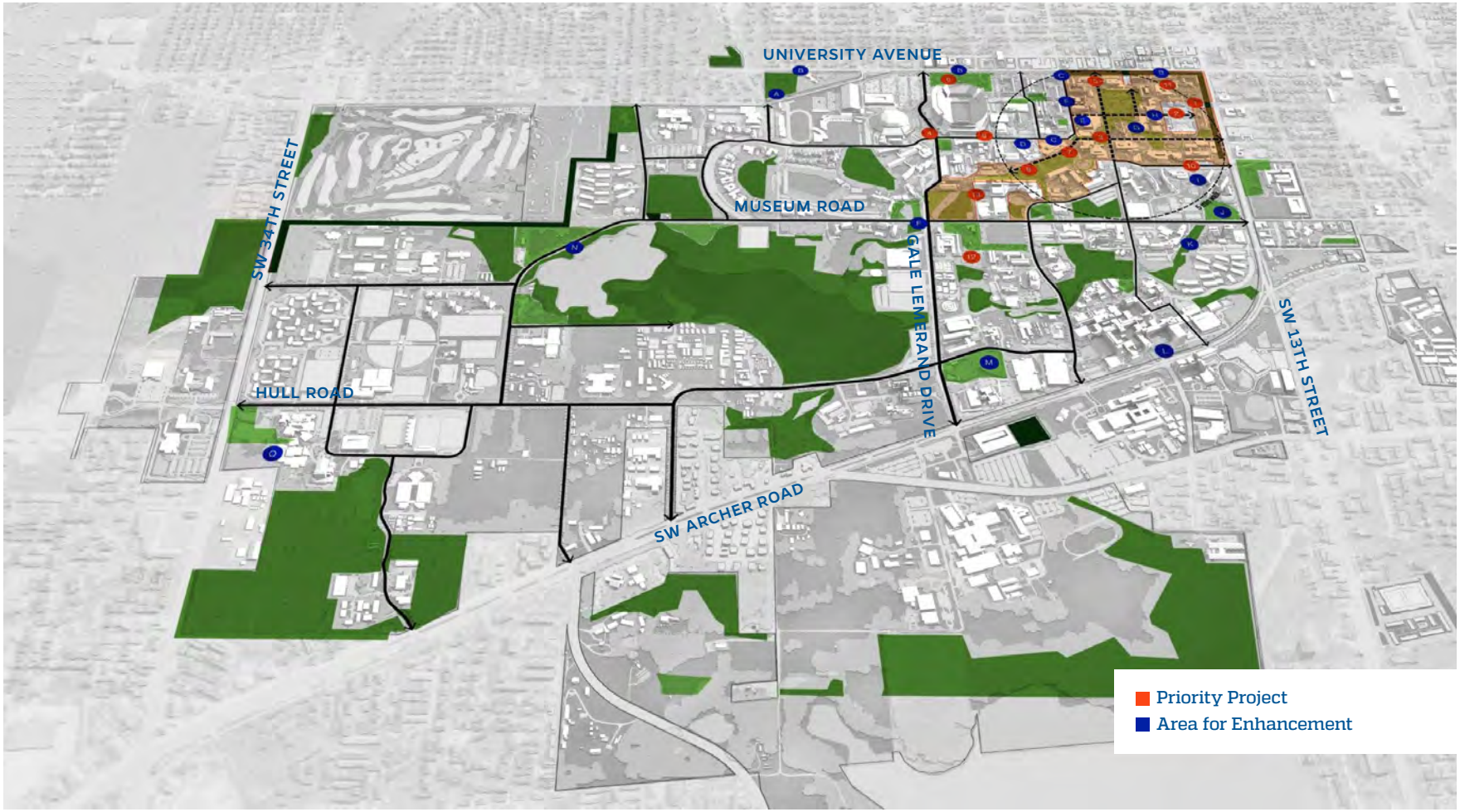
Greet Gainesville with a more welcoming and integrated urban and civic experience. Connect to the city's planned artwalk. Create identifiable gateways.

A STRENGTHENED CAMPUS CORE



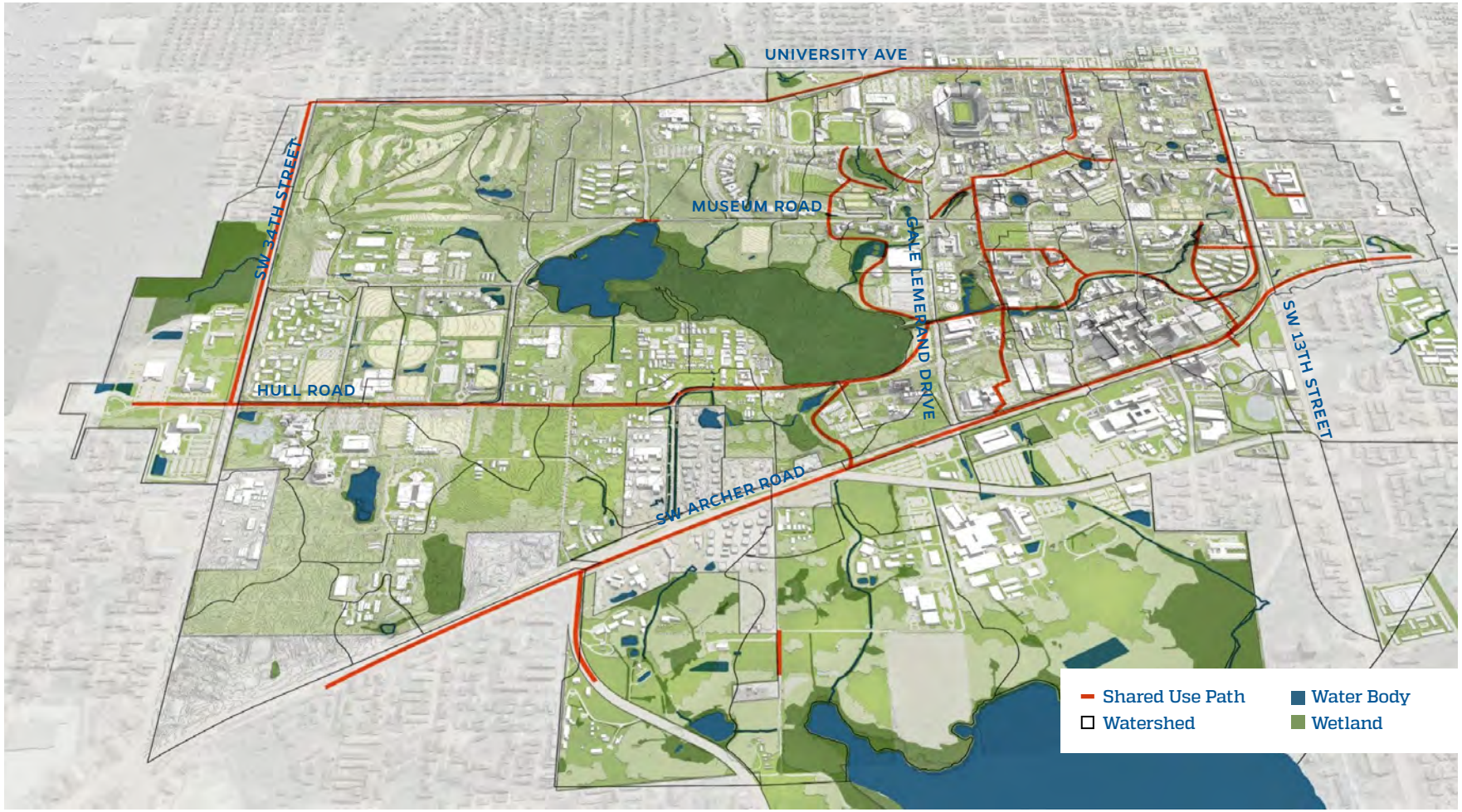
Design for and manage modes of campus travel to unite the campu's signature spaces and strengthen campus identity. Expand the pedestrian friendly quality of the historic core.

AN INTERCONNECTED CAMPUS



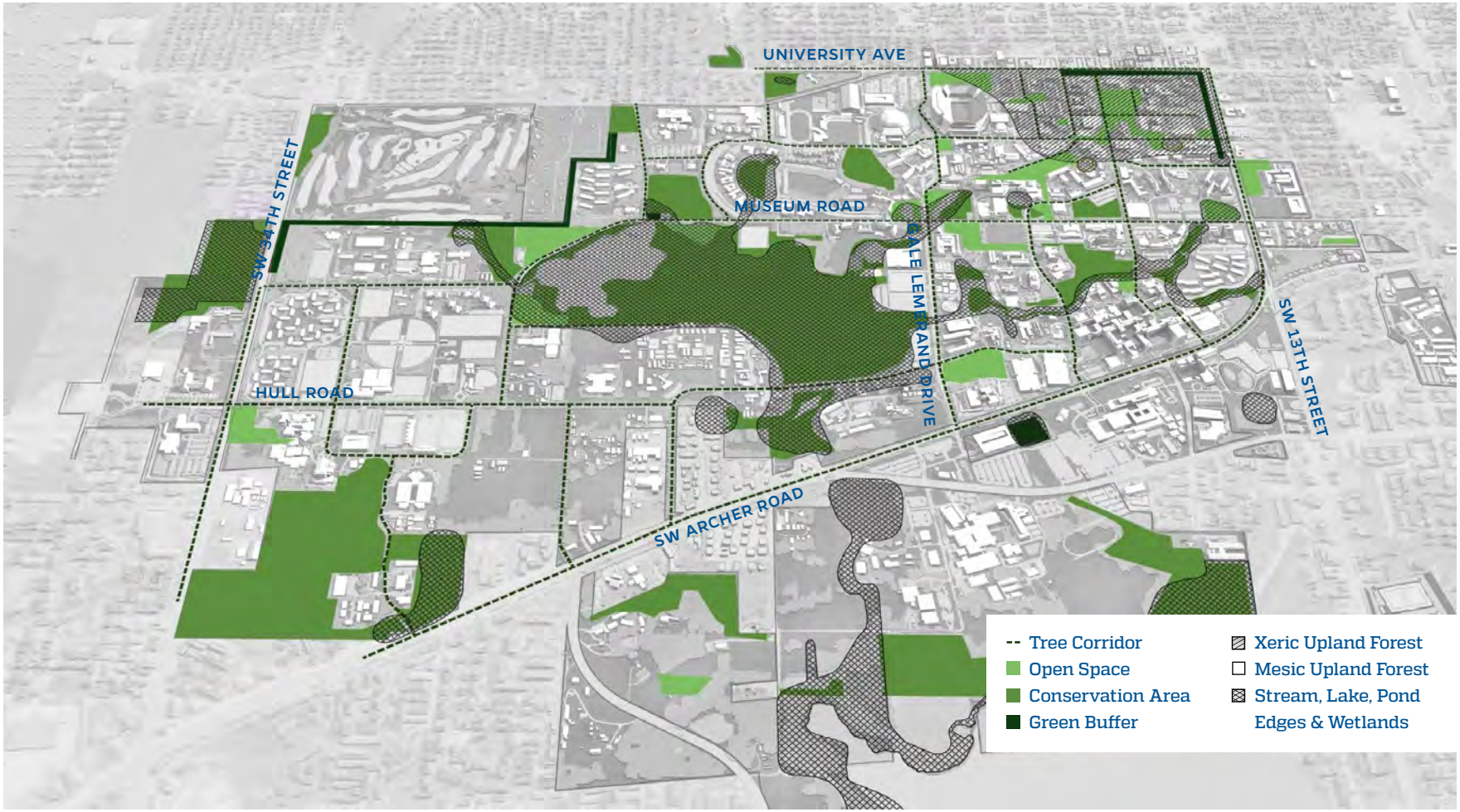
Integrate all new campus projects into a connected campus fabric, advancing pedestrian and bike corridors as well as campus open spaces. Connect paths with campus gateways and important new and existing outdoor civic spaces.

A CAMPUS CONNECTED TO ITS NATURAL SYSTEMS



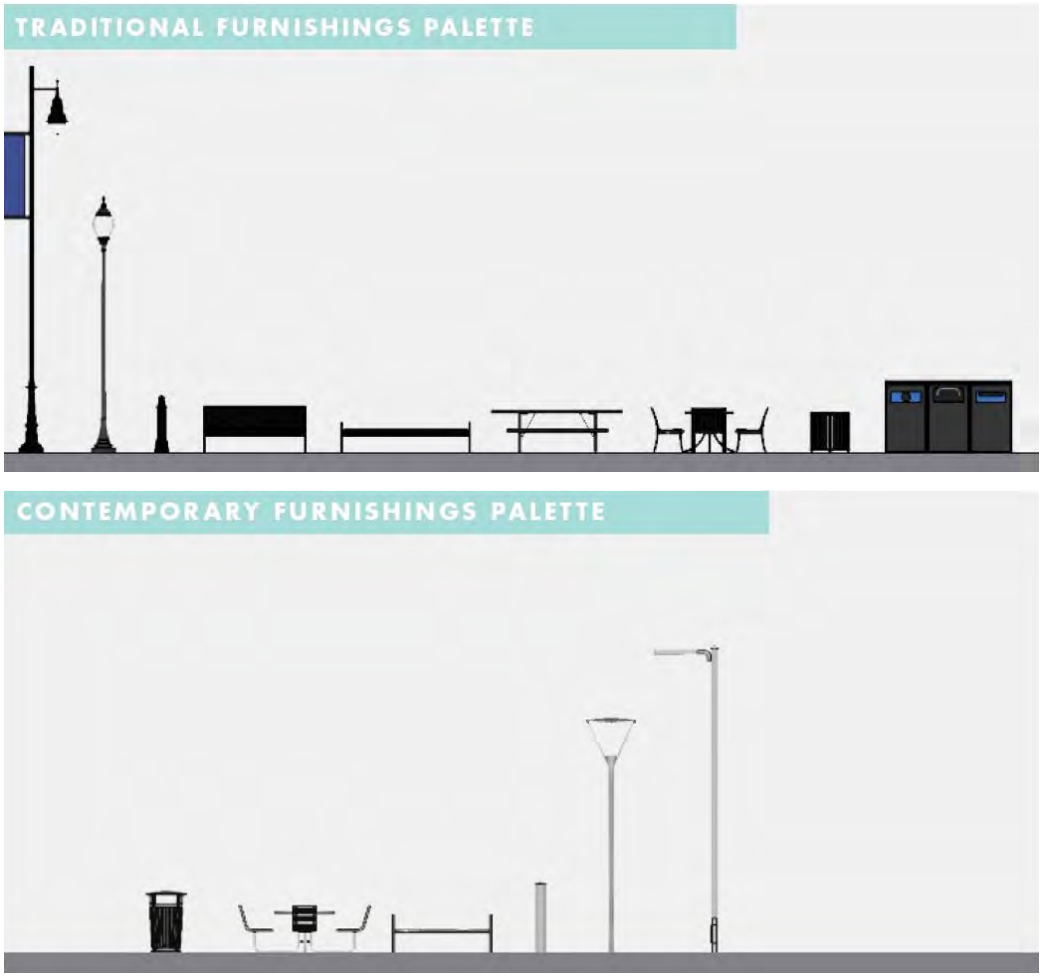
Celebrate the unique ecological setting of campus, embracing sustainable goals and Low Impact Development practices. Protect, restore, and enhance access to these great campus assets.

A COHESIVE CAMPUS IMAGE



Reinforce UF identity and values in a cohesive campus through comprehensive standards for hardscape, furnishings, and planting.

A COHESIVE CAMPUS IMAGE



Transportation and Parking Strategic Plan

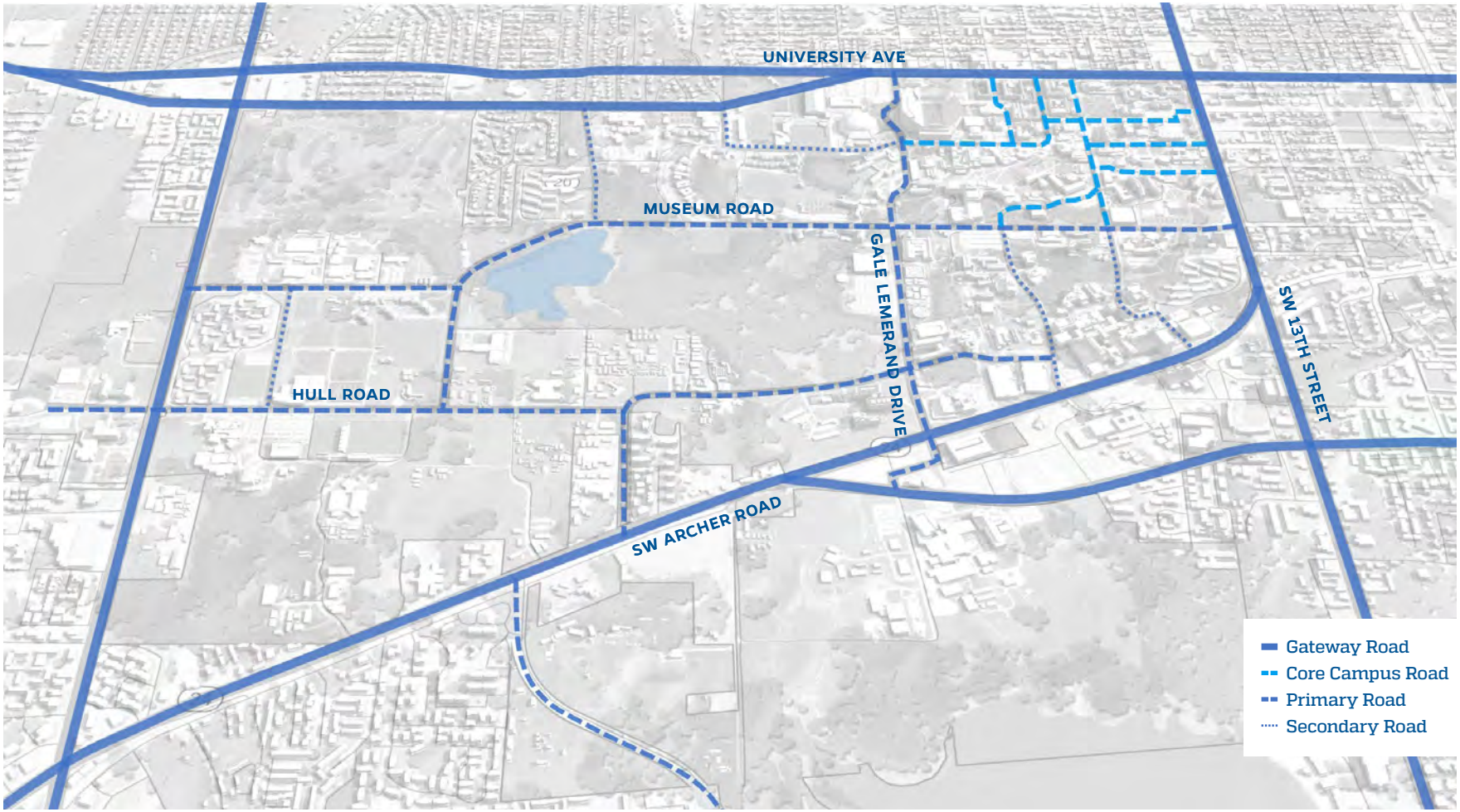
The University of Florida engaged the consultant team of VHB to conduct their Transportation and Parking Strategic Plan, completed in November of 2018.

"The Transportation and Parking Strategic Plan (TPSP) provides context and direction for the development of the University of Florida's transportation network and supporting infrastructure over the next 10 years and beyond. The TPSP is strongly informed by previous and ongoing plans, including the Strategic Development Plan (SDP), Campus Master Plan (CMP) and Landscape Master Plan (LMP), to provide an integrated future campus vision."

Overarching Goals:

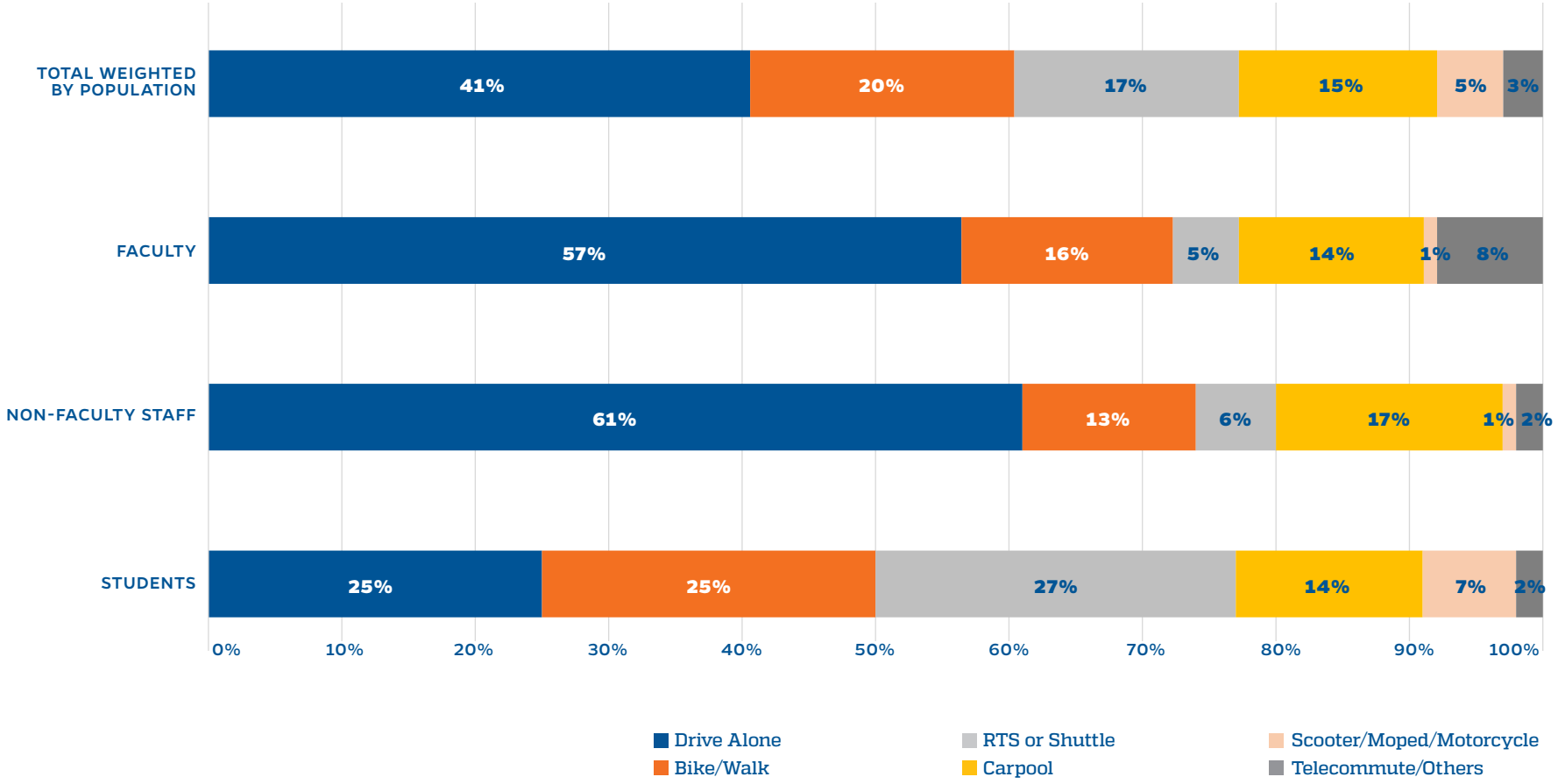
1. Strengthen the vision of the SDP by focusing on the 'Red Box', connecting to the greater community, and promoting social, personal, economic, and ecological health.
2. Promote safe and convenient multi-modal mobility
3. Promote a more efficient and affordable transportation system, reducing the number of single-occupant drivers
4. Enhance campus gateways, both internal and at the edges
5. Use technology and creativity to reduce peak hour traffic, efficiently manage parking demand, reach carbon neutrality targets, and enhance safety at major intersections

CAMPUS ROADS



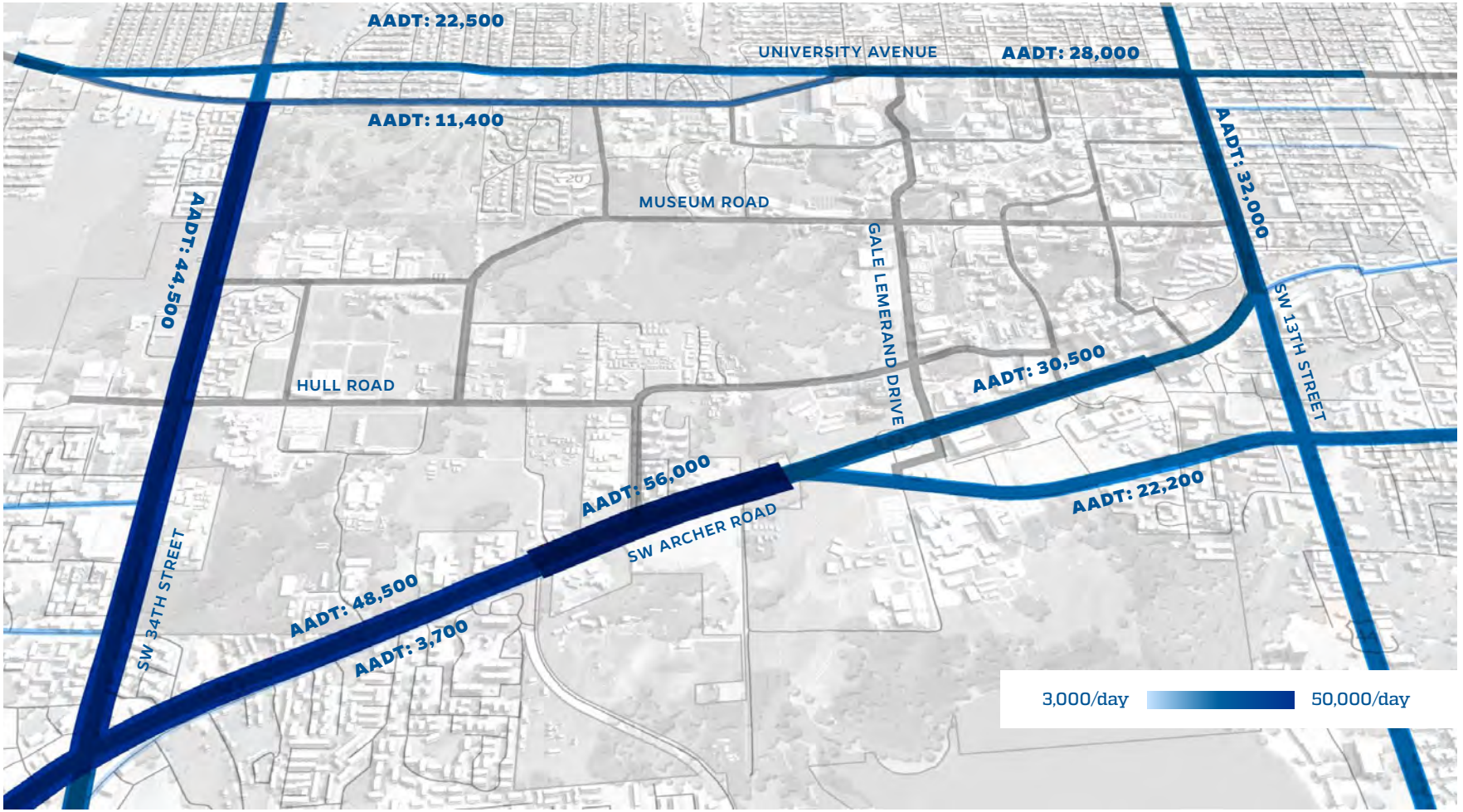
*Data Source: The University of Florida Campus Master Plan, 2015-2016

CAMPUS MODE SPLIT (2017)



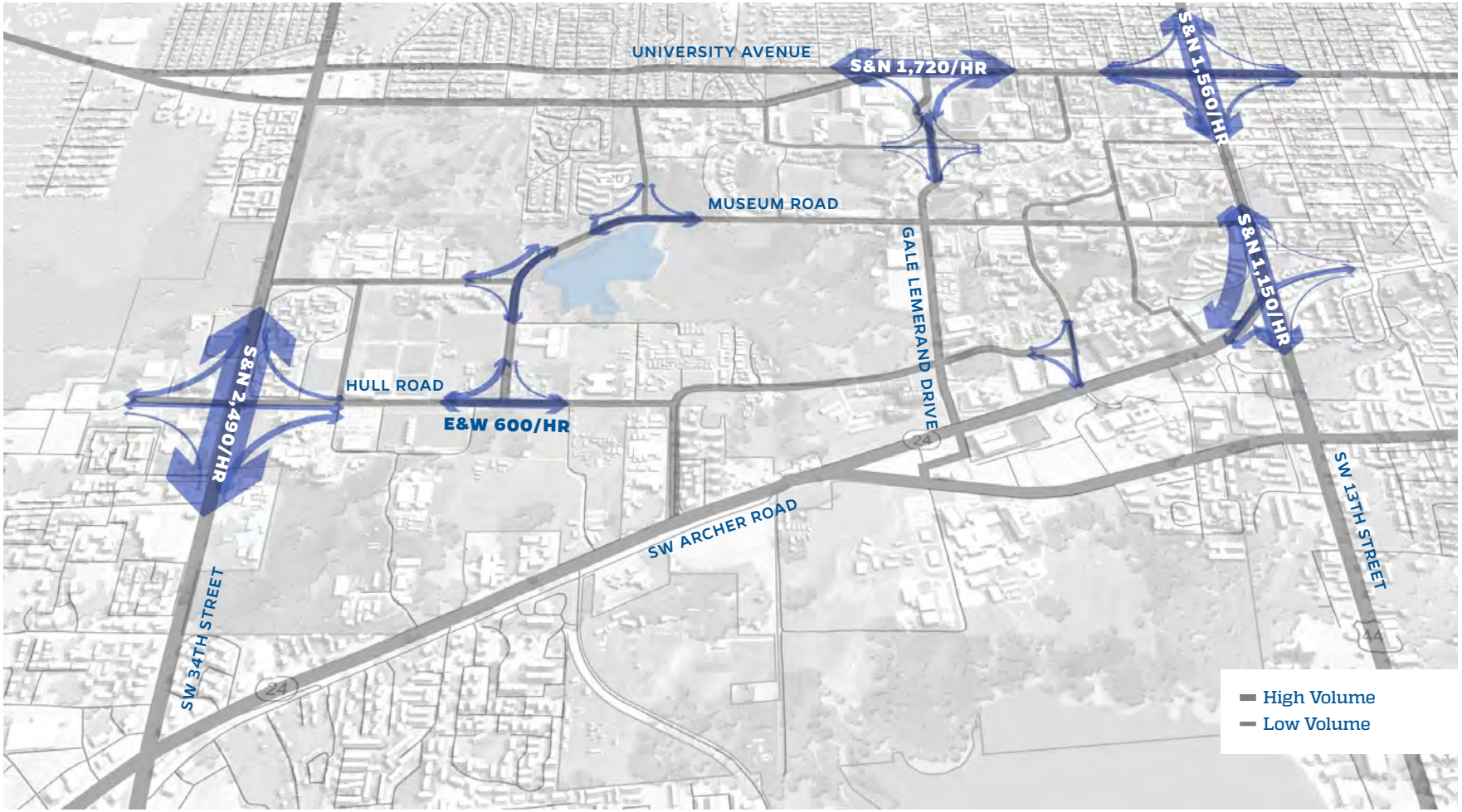
"The mode split shows that students split their travel choice almost evenly between transit, single occupancy driving, and active transportation modes (walking/biking).... When size of each campus population group is accounted for, the most prevalent number of trips taken is still single occupancy driving."

ANNUAL AVERAGE DAILY TRAFFIC

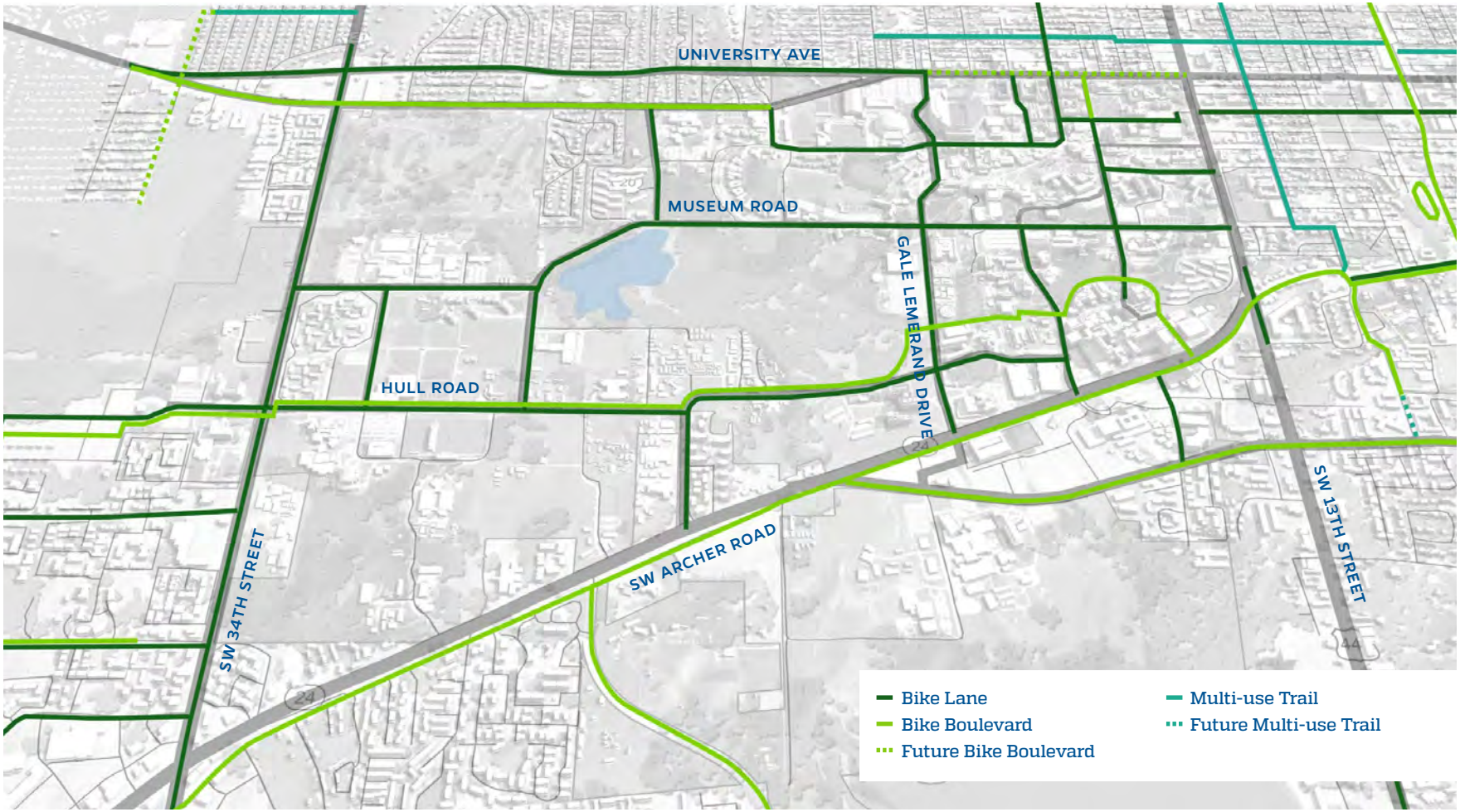


*Data Source: Florida Department of Transportation, Florida Traffic Online (2017)

PEAK HOUR VEHICLE COUNTS

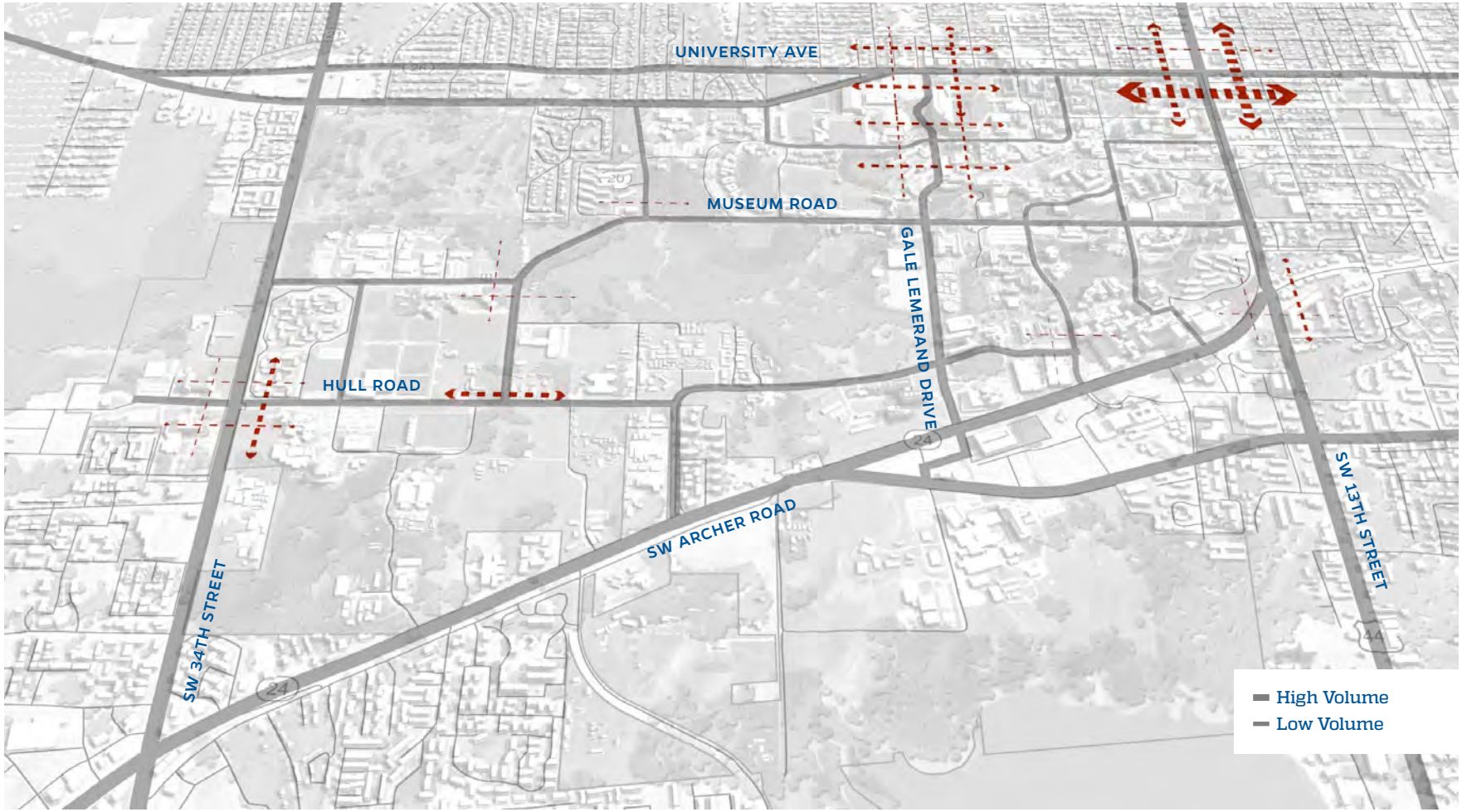


BICYCLE ROUTES

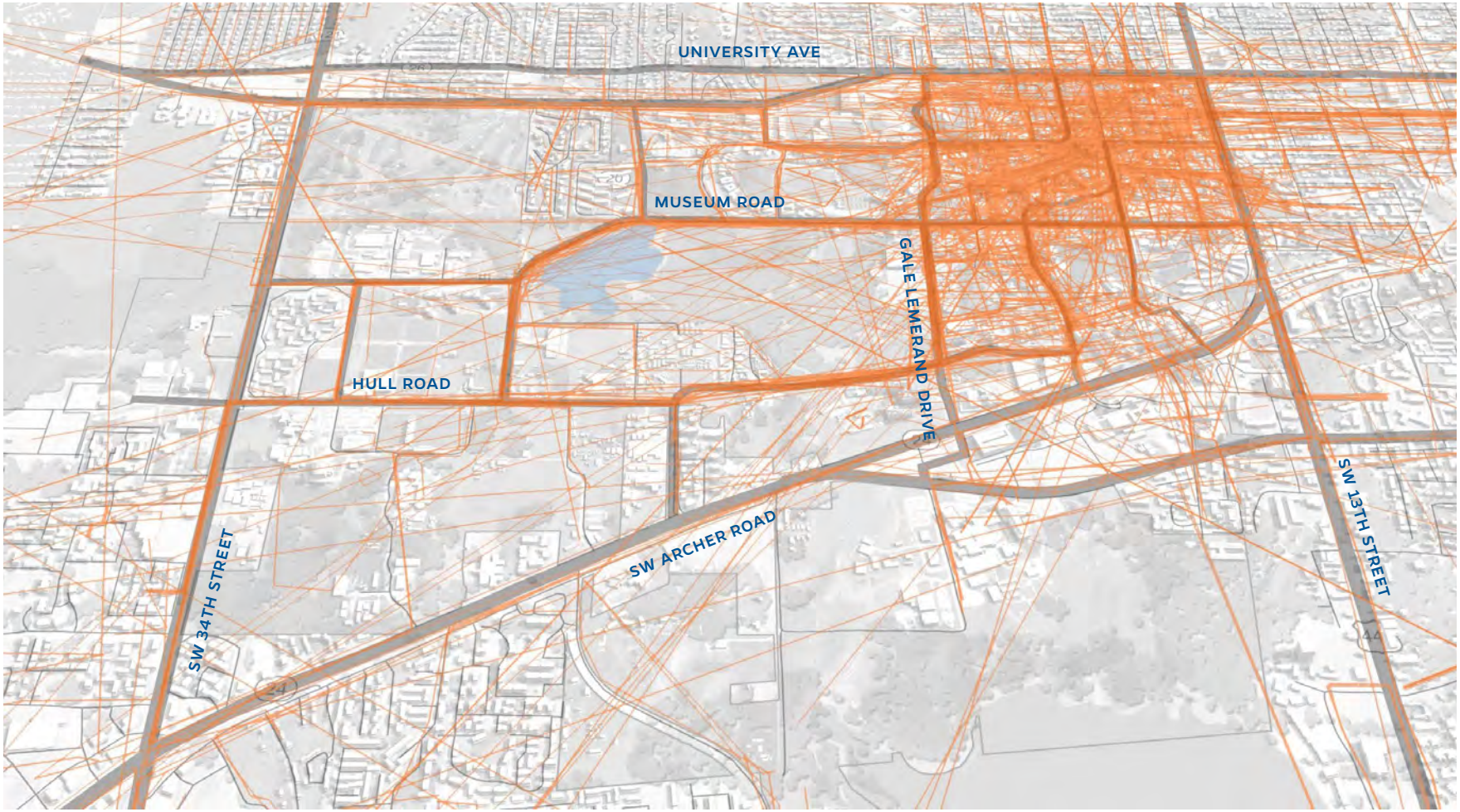


*Data Source: City of Gainesville, Online Bike Map (2018)

BICYCLE COUNTS

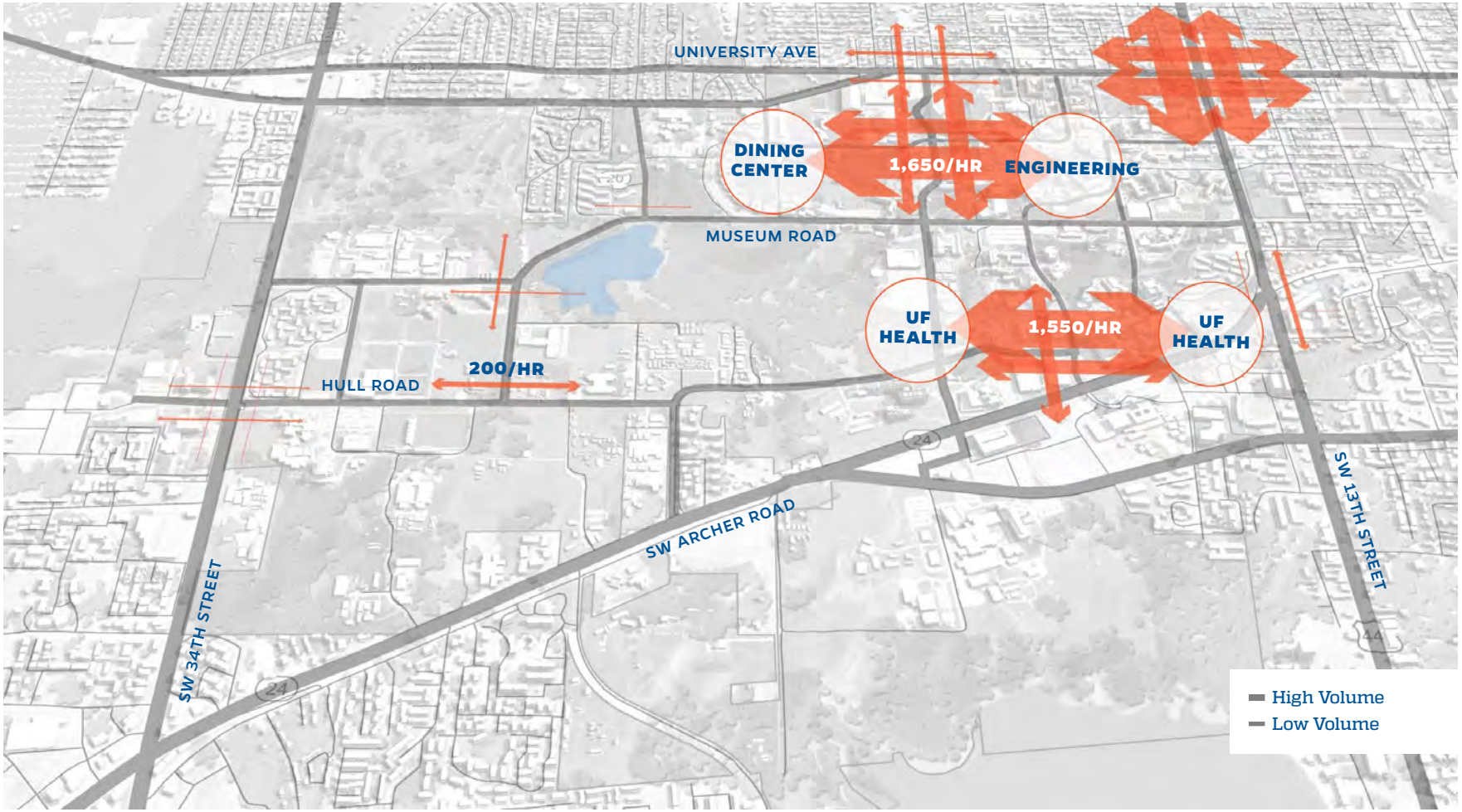


PEDESTRIAN ROUTES

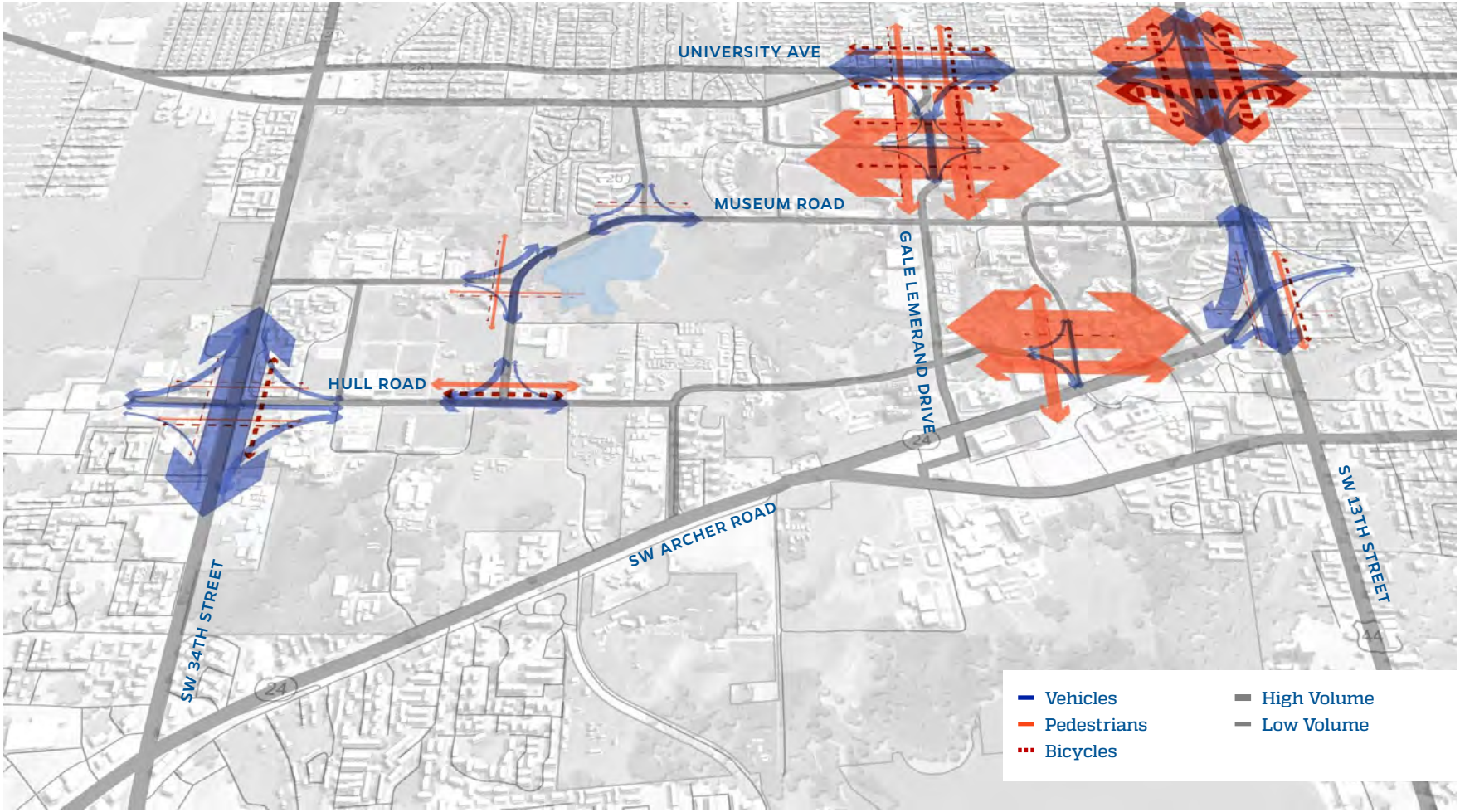


Orange lines indicate pedestrian routes mapped by respondents to the 2016 Strategic Development Plan CoMap Survey

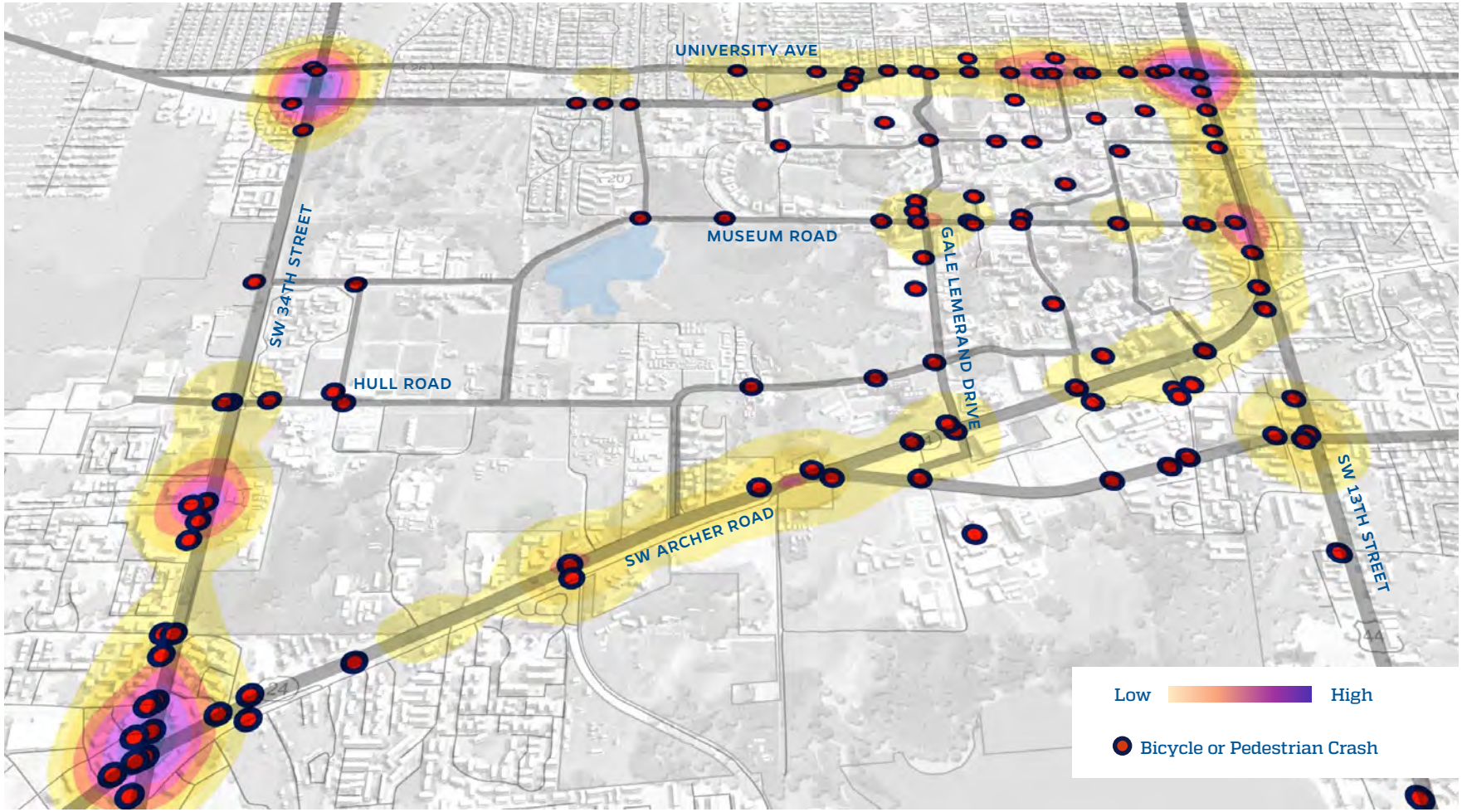
PEDESTRIAN COUNTS



MODE SYNTHESIS

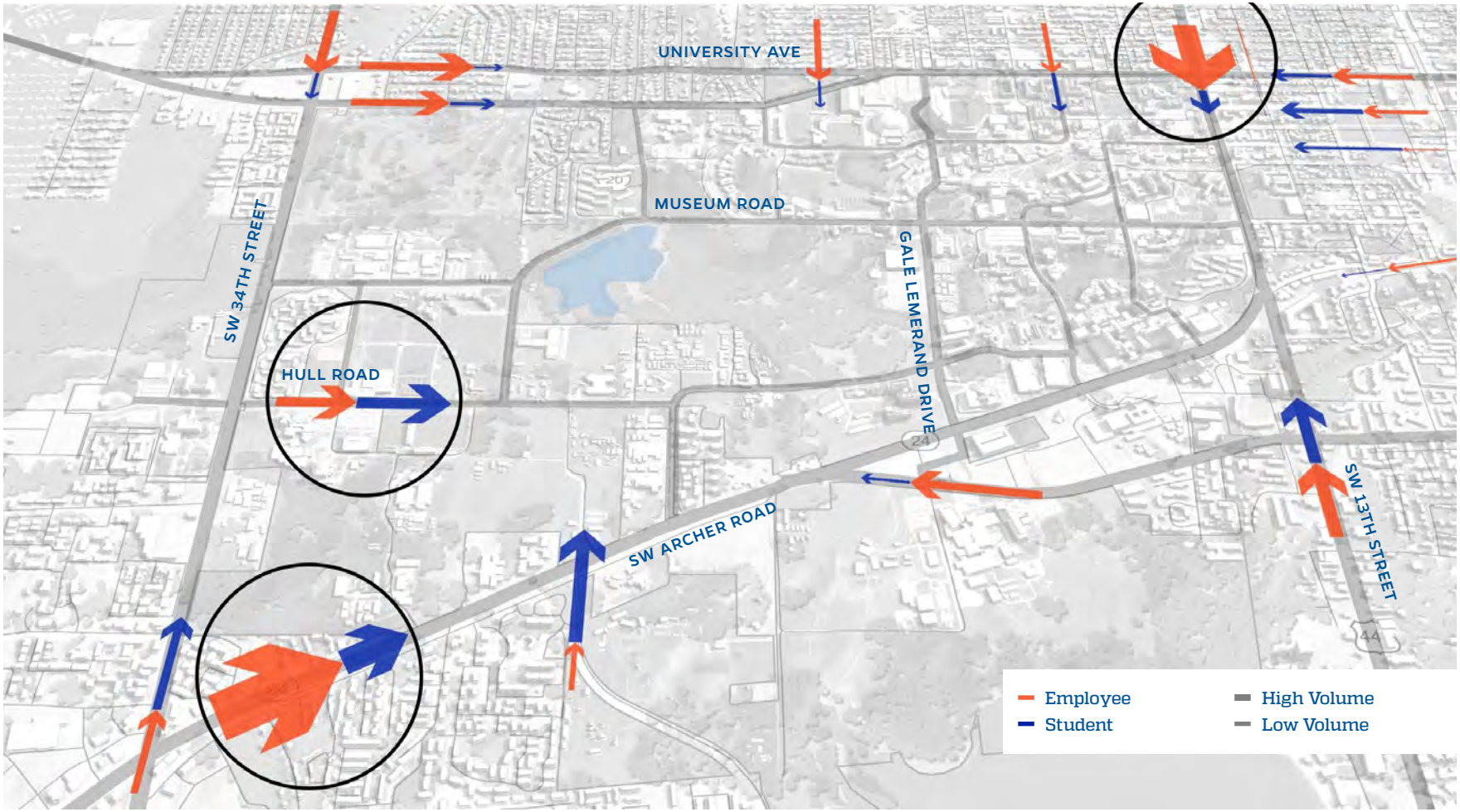


CRASH DENSITY 2014-2017



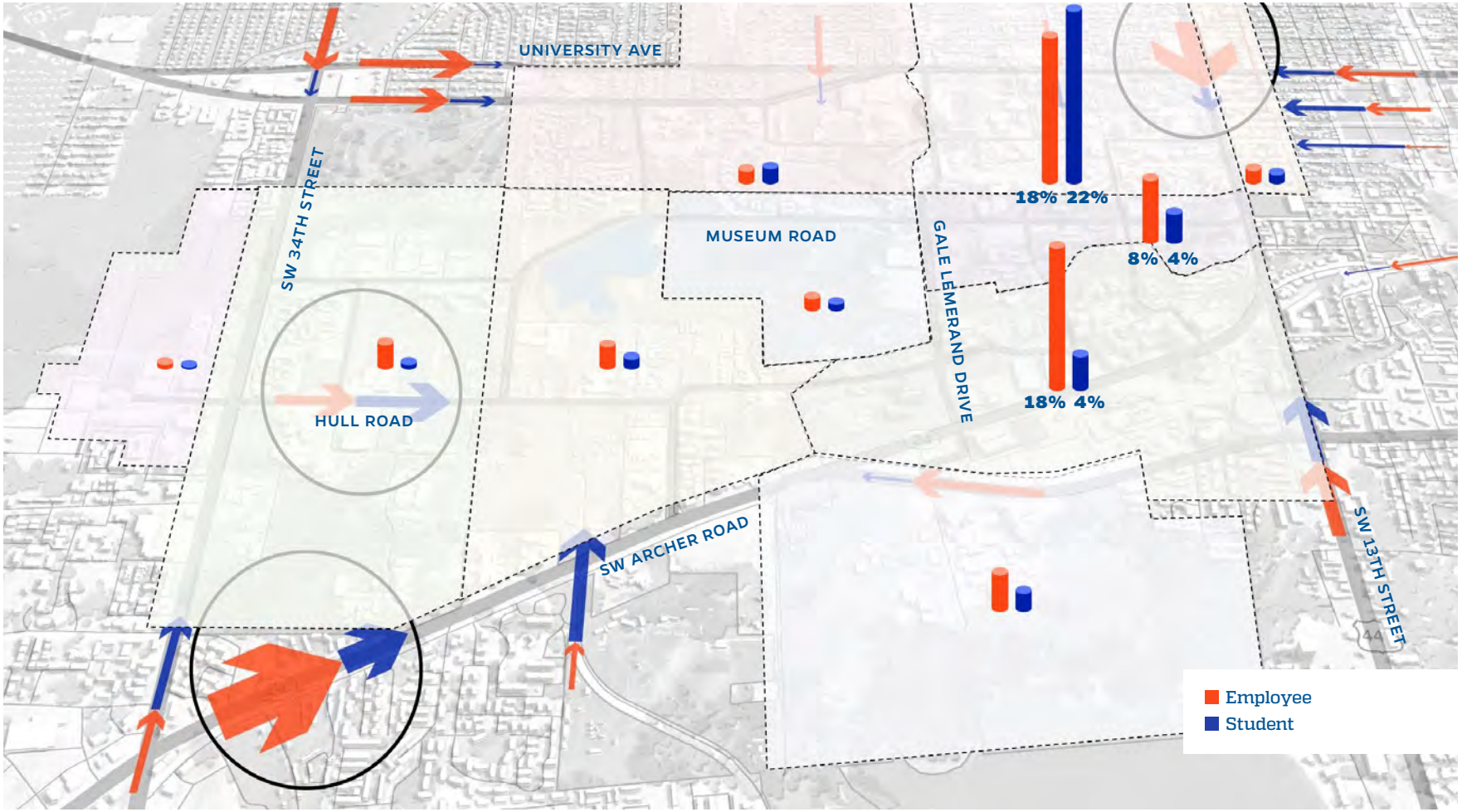
Of the 4,418 crashes near campus, 806 occurred on campus (as reported by UPD.)

ENTRANCE SURVEY



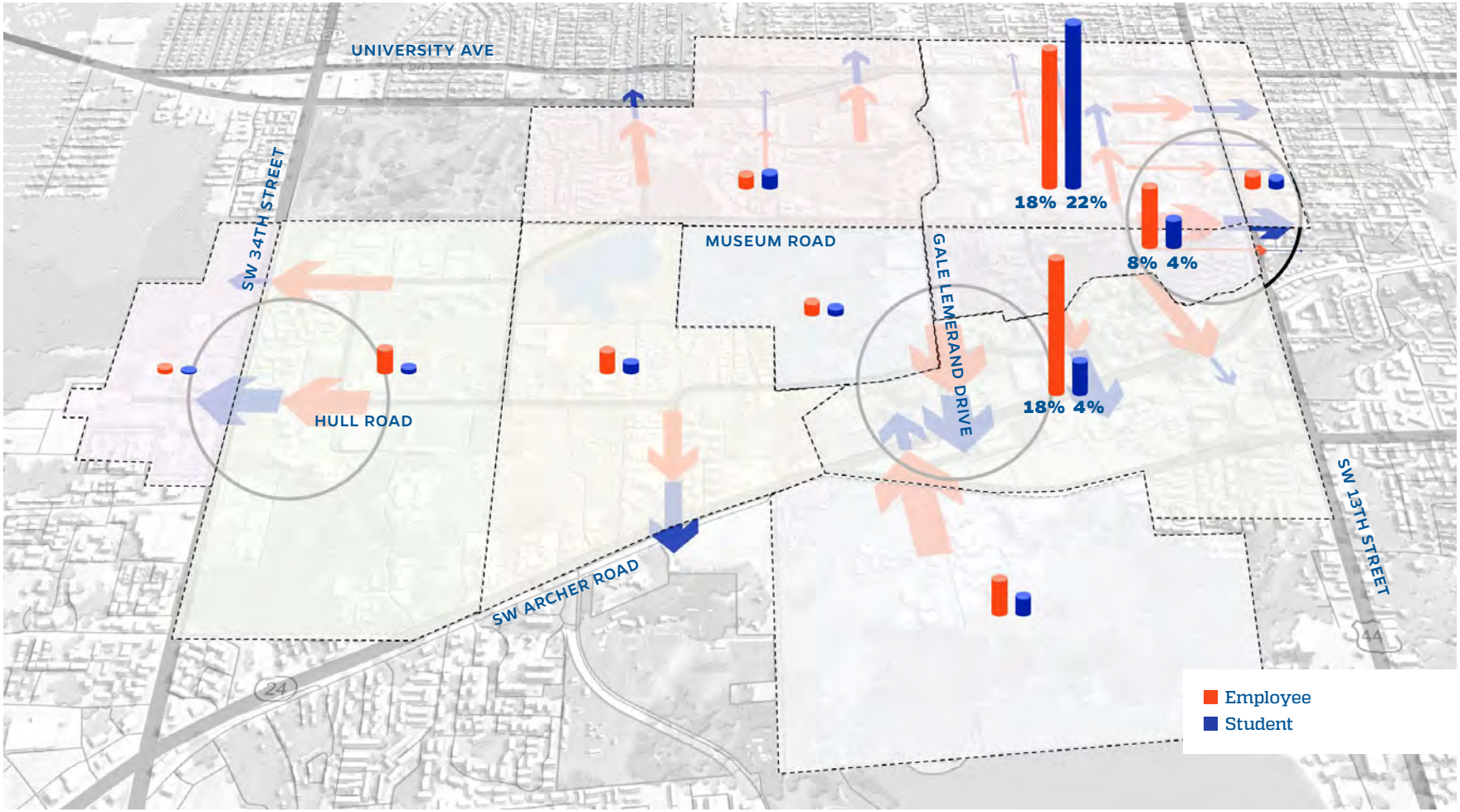
Surve Question: How do you typically approach an entrance to campus, using your primary transportation mode?

DESTINATION SURVEY



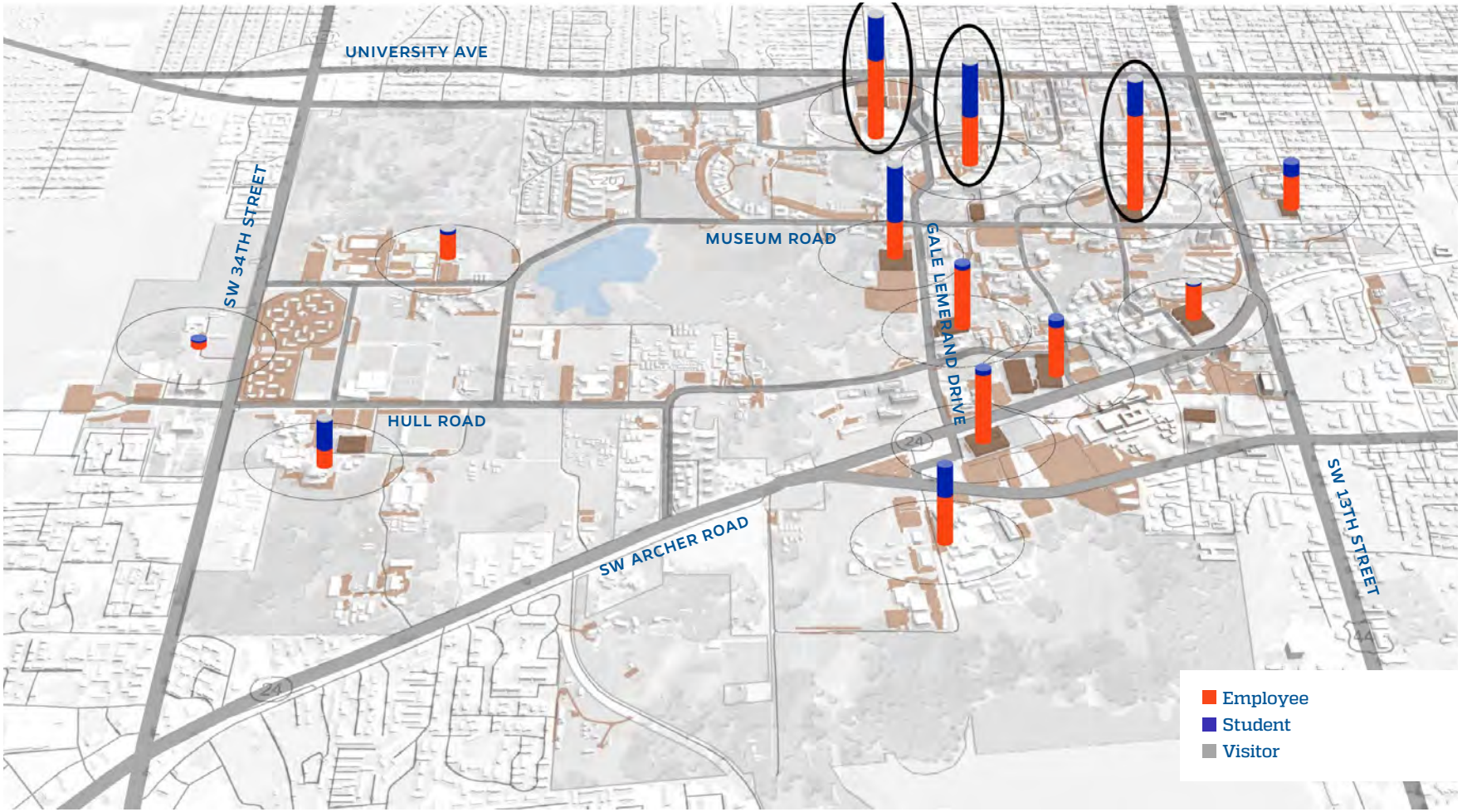
Survey Question: When you travel to campus, which is your most frequent building destination?

EXIT SURVEY



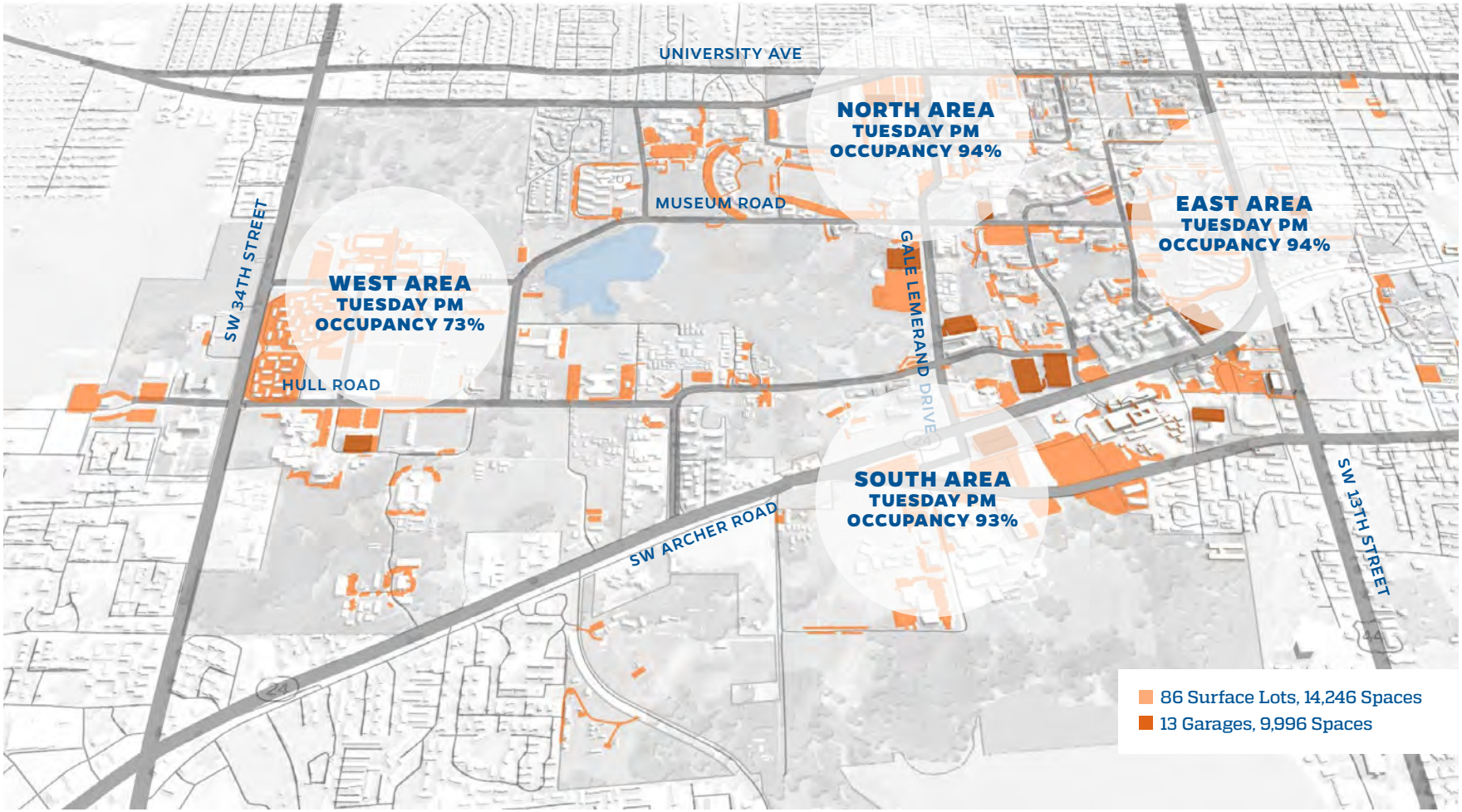
Survey Question: Which road to you typically use to exit the campus using your primary transportation mode?

PARKING SURVEY

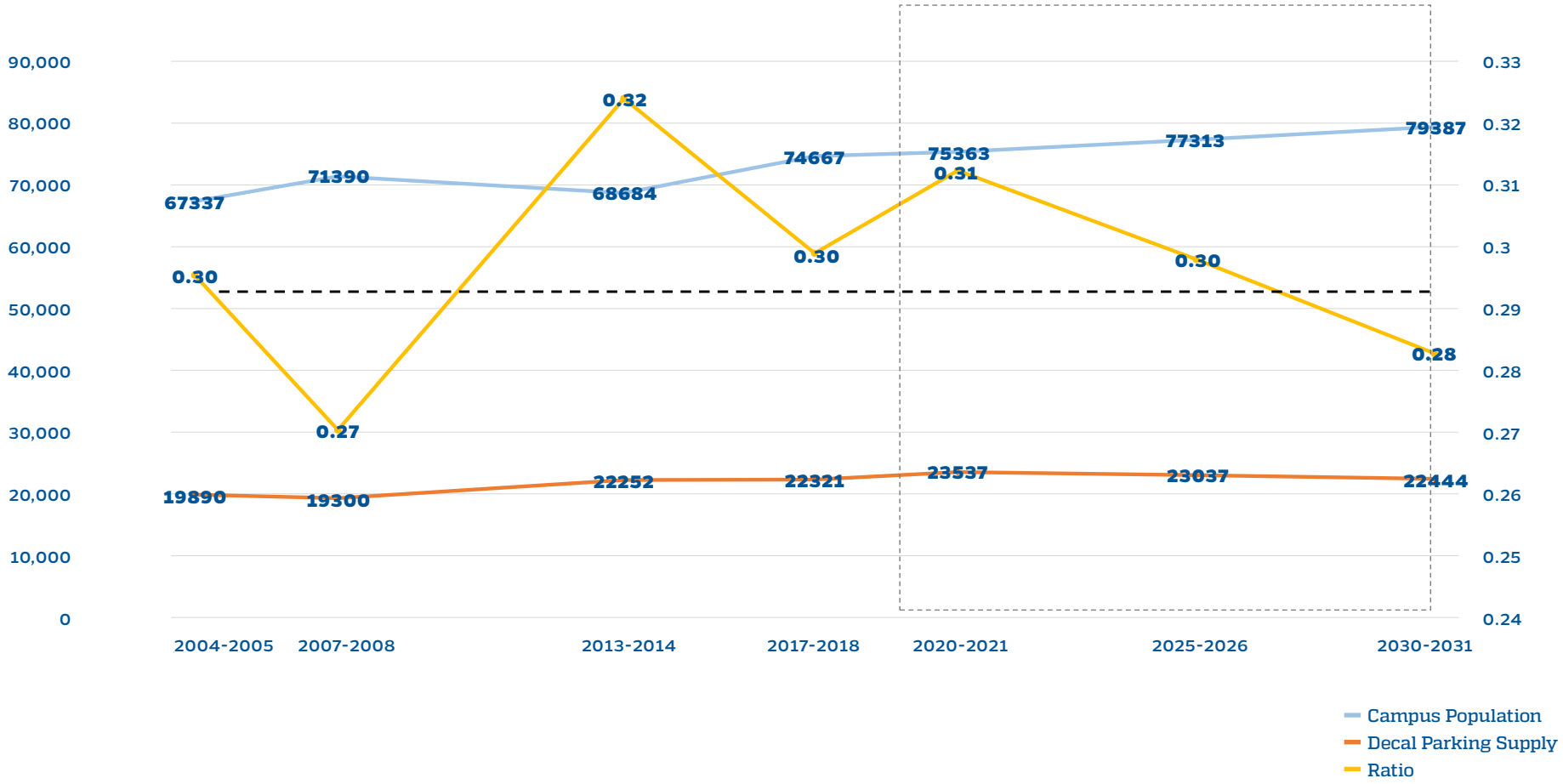


Survey Question: If you drive a motor vehicle to campus, which of the following is closest to where you park most often?

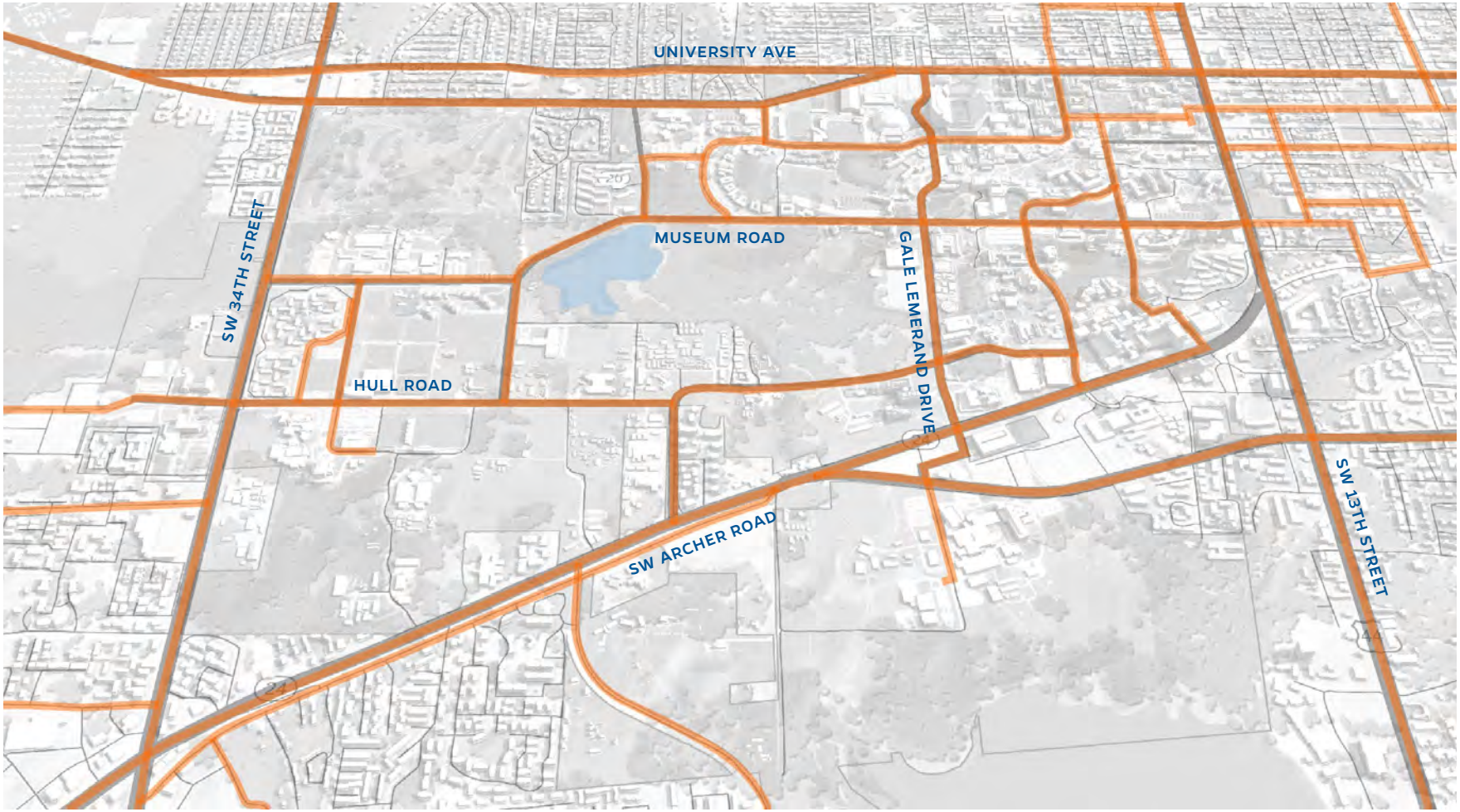
PARKING – 24,242 TOTAL SPACES & 41,215 DECAL SALES



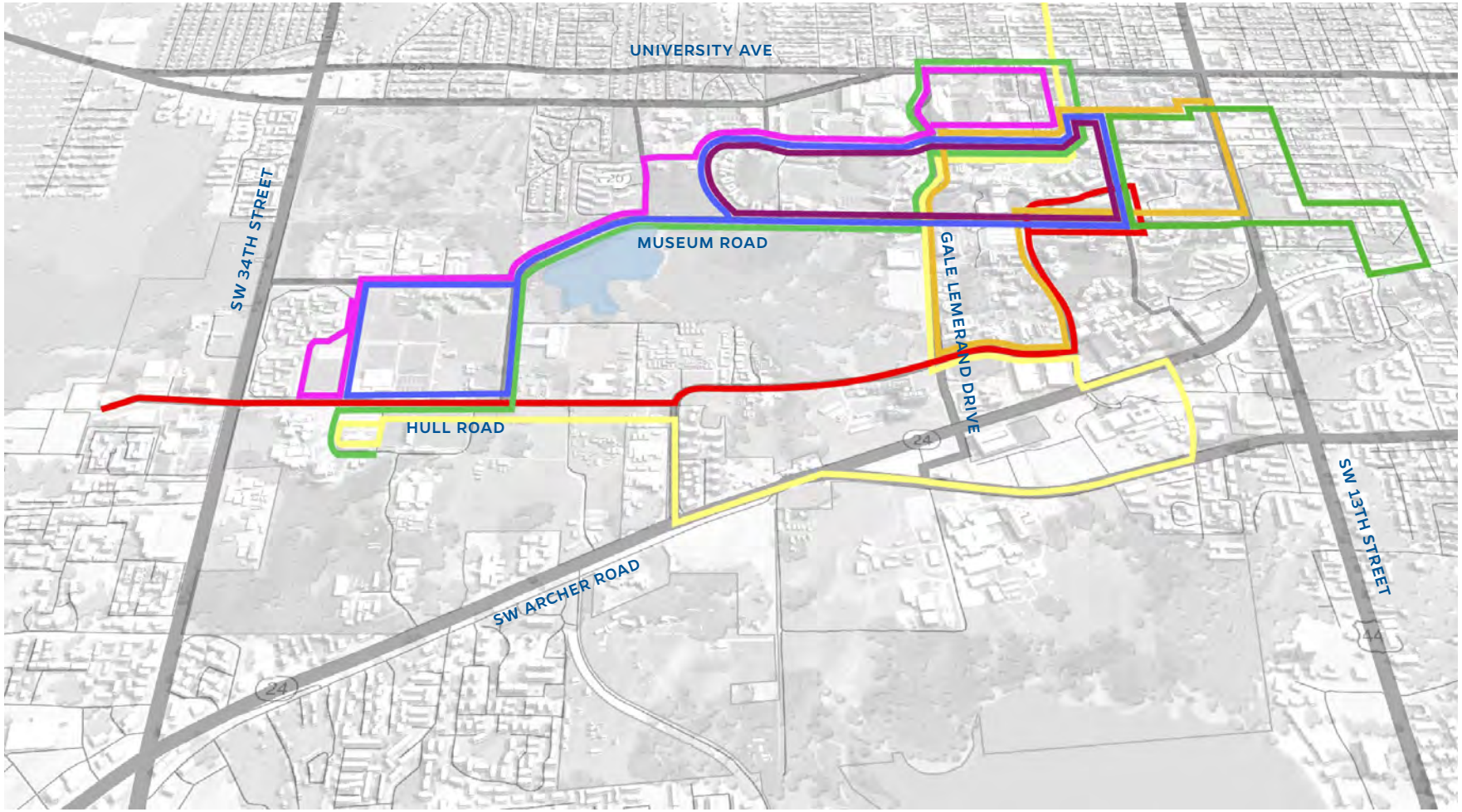
PARKING SUPPLY BY ON-CAMPUS POPULATION, 2004-2025



RTS ROUTES

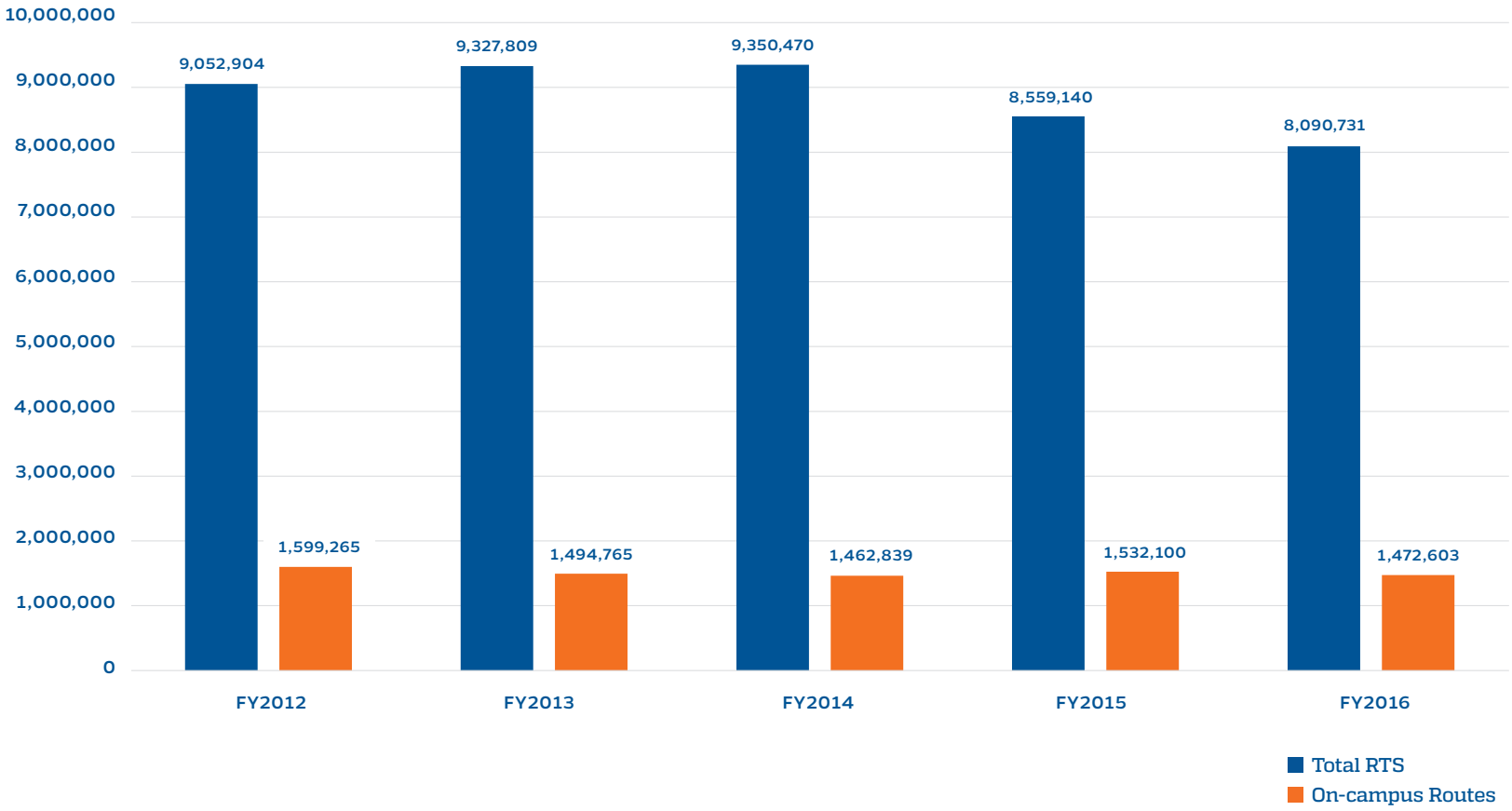

UNIVERSITY AVE
MUSEUM ROAD
SW 34TH STREET
GALE LEMERAND DRIVE
HULL ROAD
SW ARCHER ROAD
SW 13TH STREET

RTS ON-CAMPUS ROUTES




DO NOT ENTER
DO NOT ENTER
POLICE

TOTAL ANNUAL SYSTEM RIDERSHIP, FY2012–FY2016



Housing Master Plan

The University of Florida engaged the consultant team of VMDO along with Brailsford & Dunlavey to conduct their Housing Master Plan, completed in April of 2019.

Key Questions:

"How does the current inventory support UF's strategic priorities for on-campus housing?

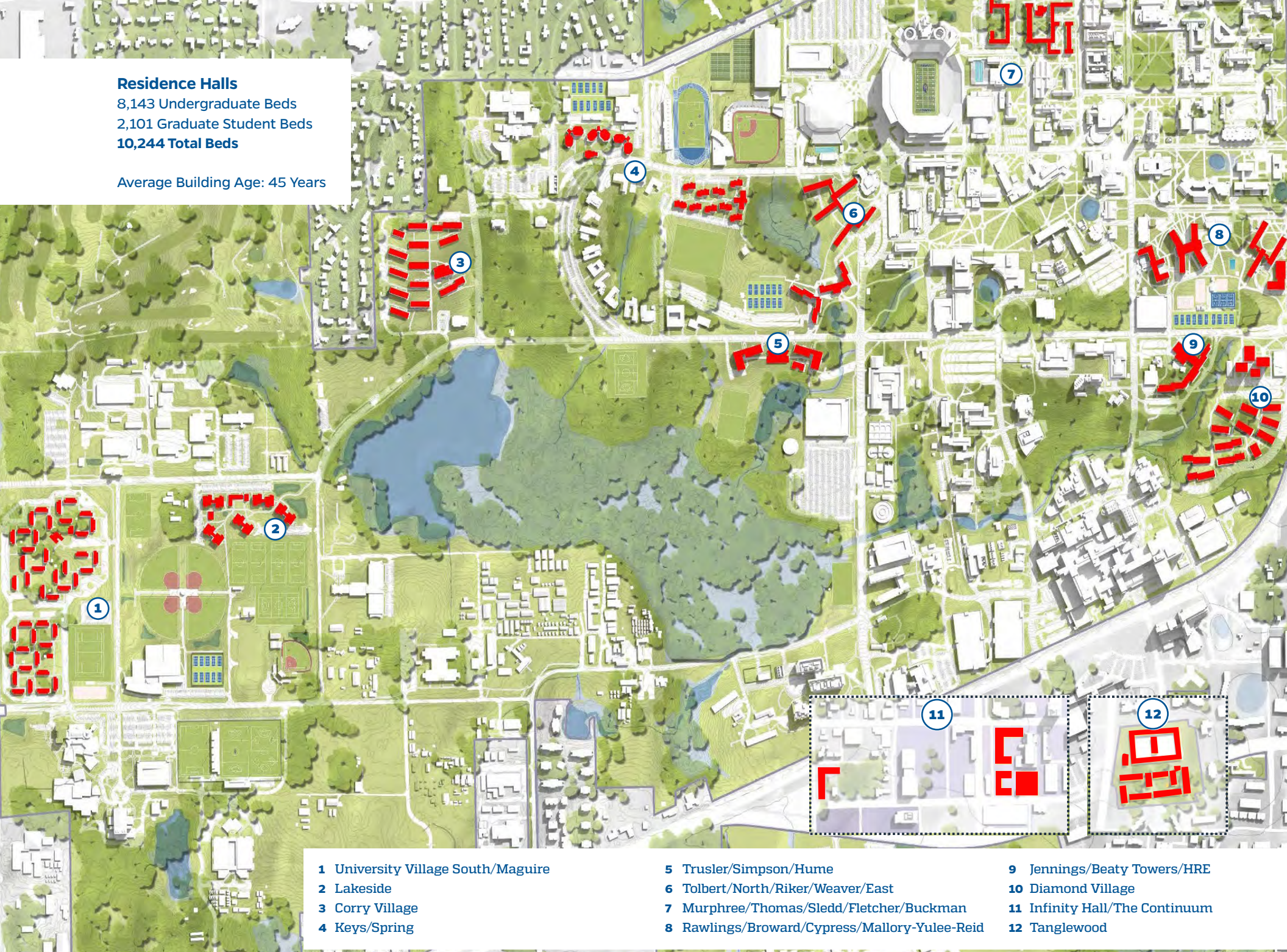
Does UF's current inventory support student demand (bed count / unit alignment / residential experience)?

What is the ideal implementation strategy to address physical needs in a financially responsible manner?"

Goals:

- Support student success
- Avoid major disparities in on-campus experience
- Compete with peers and off-campus offerings
- Provide needed reinvestment
- Strengthen neighborhoods in support of a powerful UF signature experience.

The schedule for the HMP ran concurrent with the Framework Plan. As part of their process, the HMP consultant team delved into research on the tie between student success and students residing on campus rather than off, particularly in their early class years. This success was also interwoven with the availability of diverse living/learning programs. The Framework Plan's consultant team strongly recommended pursing this with vision and commitment and including the potential to expand to a more mixed-use type of offering for residential life in the longer-term (See the Future of Learning Theme).



Residence Halls
8,143 Undergraduate Beds
2,101 Graduate Student Beds
10,244 Total Beds

Average Building Age: 45 Years

1 University Village South/Maguire
2 Lakeside
3 Corry Village
4 Keys/Spring
5 Trusler/Simpson/Hume
6 Tolbert/North/Riker/Weaver/East
7 Murphree/Thomas/Sledd/Fletcher/Buckman
8 Rawlings/Broward/Cypress/Mallory-Yulee-Reid
9 Jennings/Beaty Towers/HRE
10 Diamond Village
11 Infinity Hall/The Continuum
12 Tanglewood

NEEDED REINVESTMENT – UNDERGRADUATE STUDENT HOUSING

MID CENTURY BUILDINGS: 4461 BEDS




	PARTIAL RENO	FULL RENO	MEP/FP GRADE
BROWARD	$35.5M	$44.1M	C
JENNINGS	$35.1M	$23.1M	D
GRAHAM	$14.3M	$16.4M	C
SIMPSON-TRUSLER	$25.8M	$30.2M	D
YULEE-MALLORY-REID	$43.5M	$50.6M	D
RAWLINGS	$26.3M	$31.1M	F
BEATY	$51.7M	$51.7M	F
TOLBERT	$17.9M	$20.9M	C
EAST	$14.8M	$17.2M	C
WEAVER	$1.6M	$18.1M	C
RIKER	$1.3M	$15.8M	C
NORTH	$12.4M	$14.4M	C
TOTAL	**$280.2M**	**$333.6M**	

HISTORIC DISTRICT: 1031 BEDS




	PARTIAL RENO	FULL RENO	MEP/FP GRADE
MURPHREE	$17.6M	$22.9M	B
SLEDD	$13.9M	$16.3M	C
FLETCHER	$16.2M	$19.0M	C
THOMAS	$6.8M	$8.7M	B
BUCKMAN	$5.6M	$7.2M	B
TOTAL	**$60.1M**	**$74.1M**	

	PARTIAL RENO	FULL RENO
GRAND TOTAL	**$340.3M**	**$407.7M**

NEEDED REINVESTMENT – GRADUATE STUDENT HOUSING


MAGUIRE VILLAGE


UNIVERSITY VILLAGE SOUTH


DIAMOND VILLAGE


CORRY VILLAGE


TANGLEWOOD VILLAGE

	MEP/FP GRADE	MEP/FP DEFERRED MAINTENANCE SYSTEM REPLACEMENT COST, NOT TOTAL PROJECT COST
MAGUIRE	F	$21,840,034 (0-5 YEARS)
UVS	F	$12,603,172 (0-5 YEARS)
DIAMOND	D	$15,689,326 (0-5 YEARS)
TANGLEWOOD	C	$20,515,099 (0-5 YEARS)
CORRY	B	$3,483,380 (0-5 YEARS) $1,854,772 (11-15 YEARS)

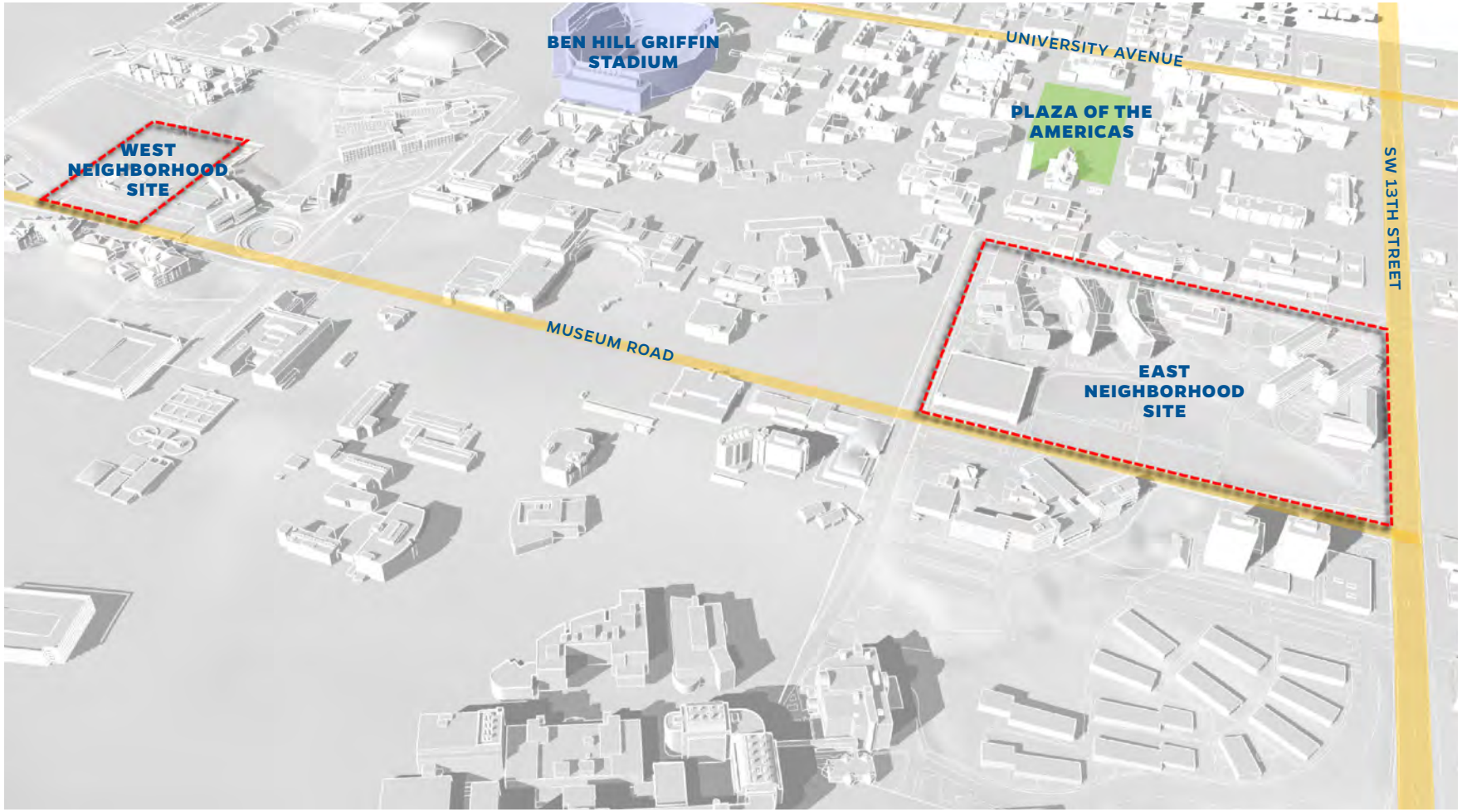
VMDO BRAILSFORD & DUNLAVEY

SUPPORT STUDENT SUCCESS

Residence halls as the conduit for enhancing student effort + involvement in beneficial academic + social college experiences

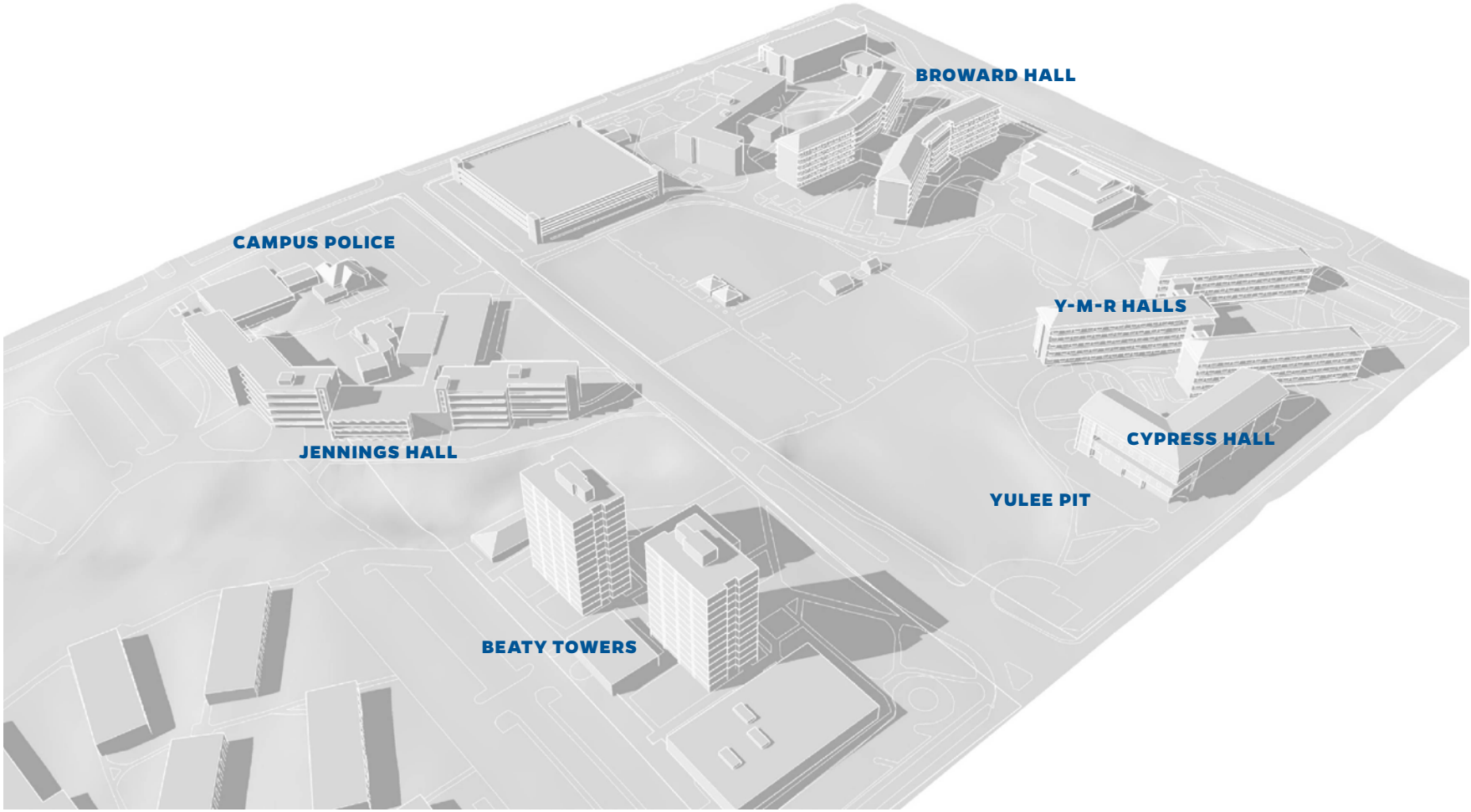
From Dr. Karen Inkelas's Literature Review

CAMPUS CONTEXT

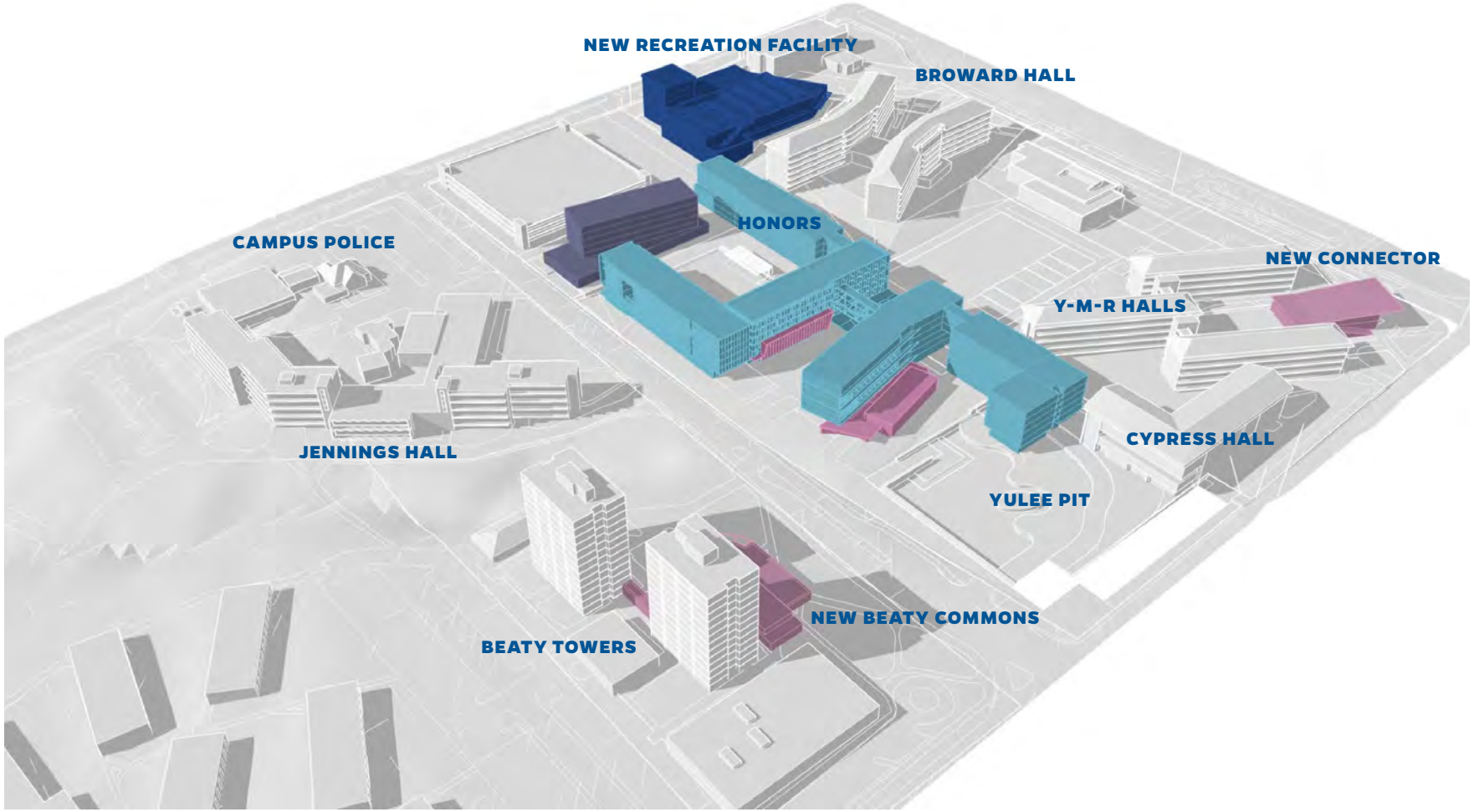


Two key locations were identified and studied to further development and densify existing student housing locations in and very near the "Red Box": one to the east around the Broward housing group, and one to the west near the Graham housing group.

EAST NEIGHBORHOOD SITE – EXISTING

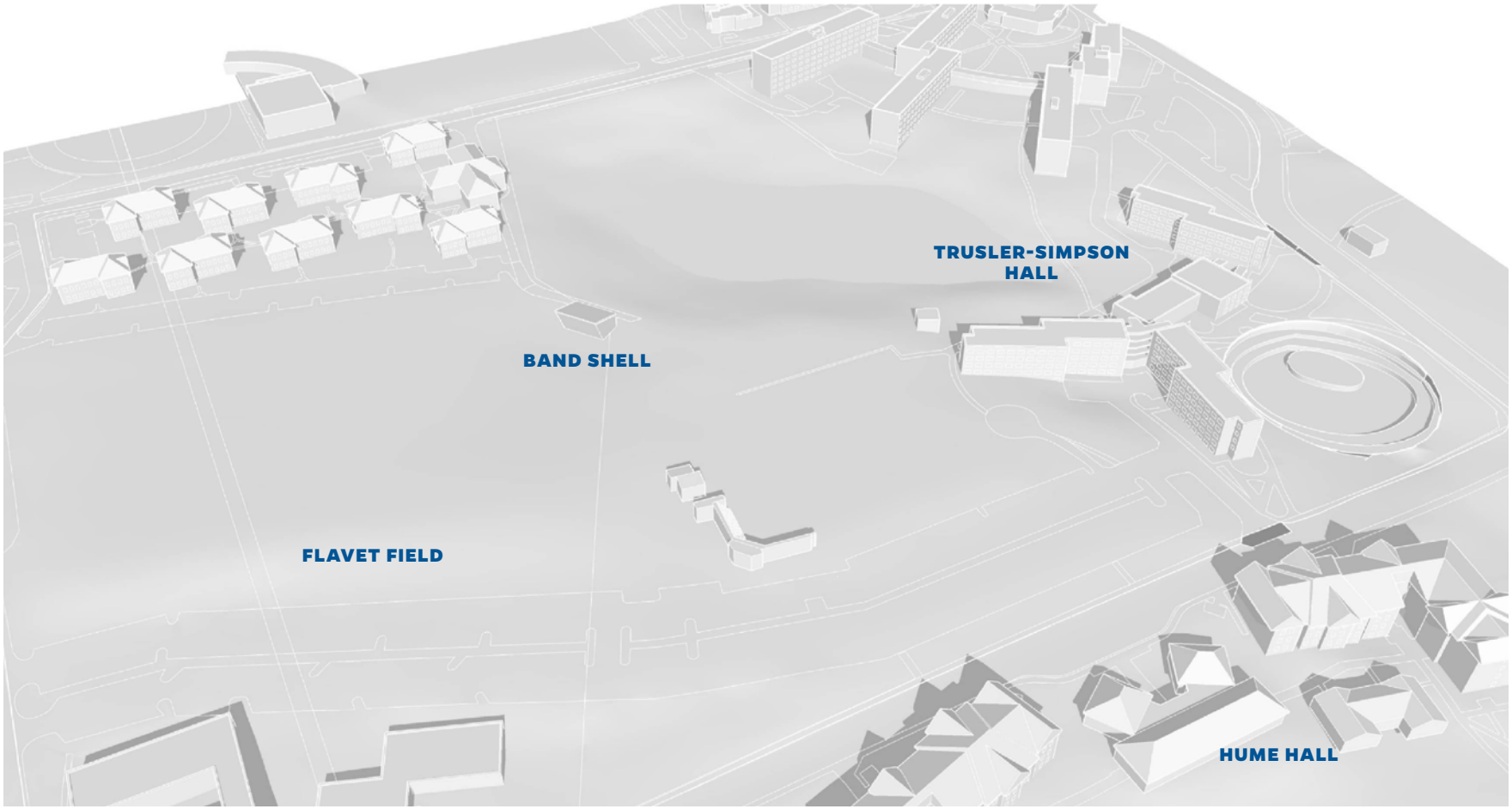


EAST NEIGHBORHOOD SITE – 1,400-BED HONORS COLLEGE

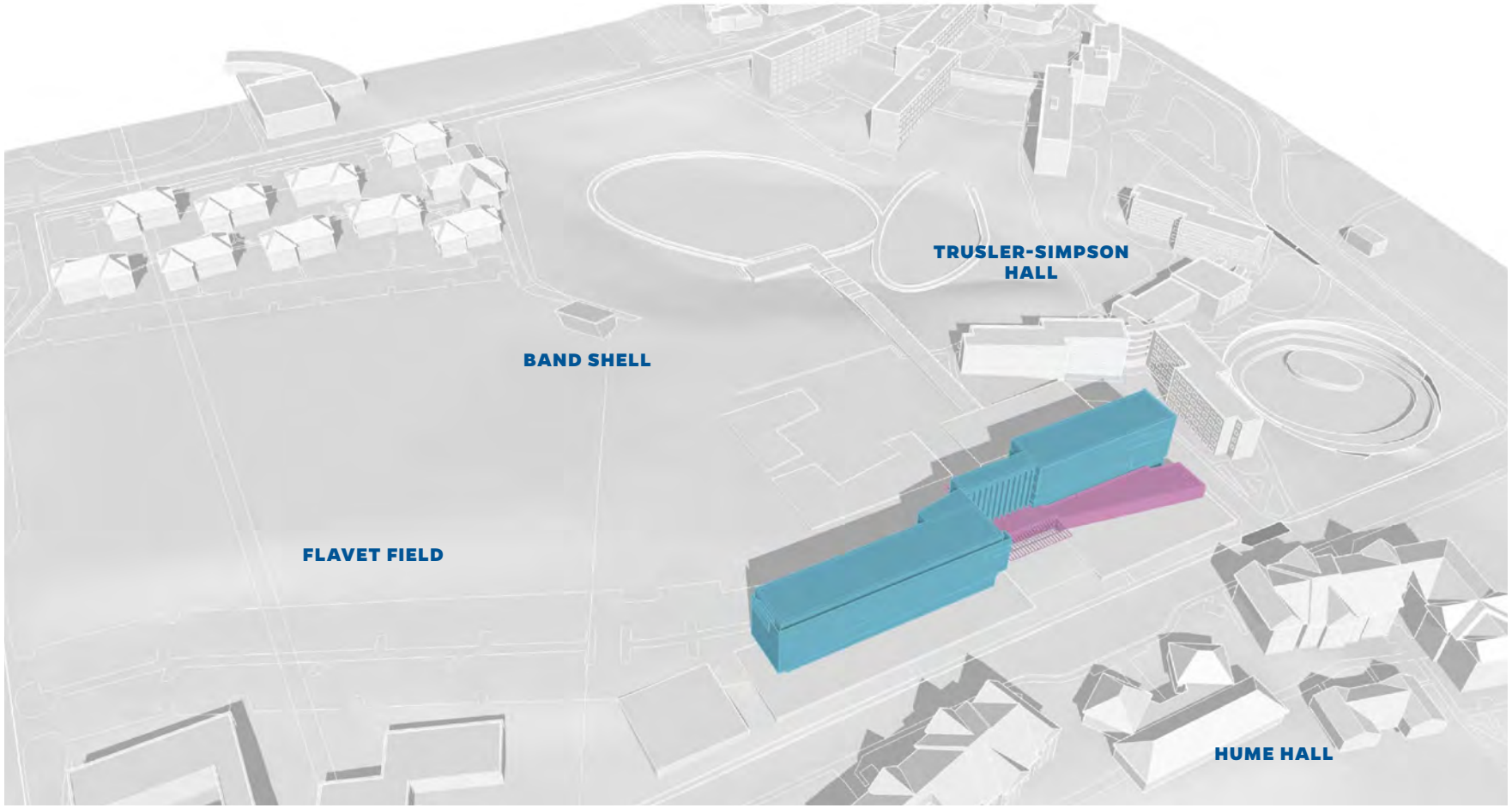


This east student village was studied for the potential to add a 1,400-bed Honors College along with much needed eastern recreational facilities and the potential for colocated health and wellness services.

WEST NEIGHBORHOOD SITE – EXISTING



WEST NEIGHBORHOOD SITE – 500-BED DEVELOPMENT

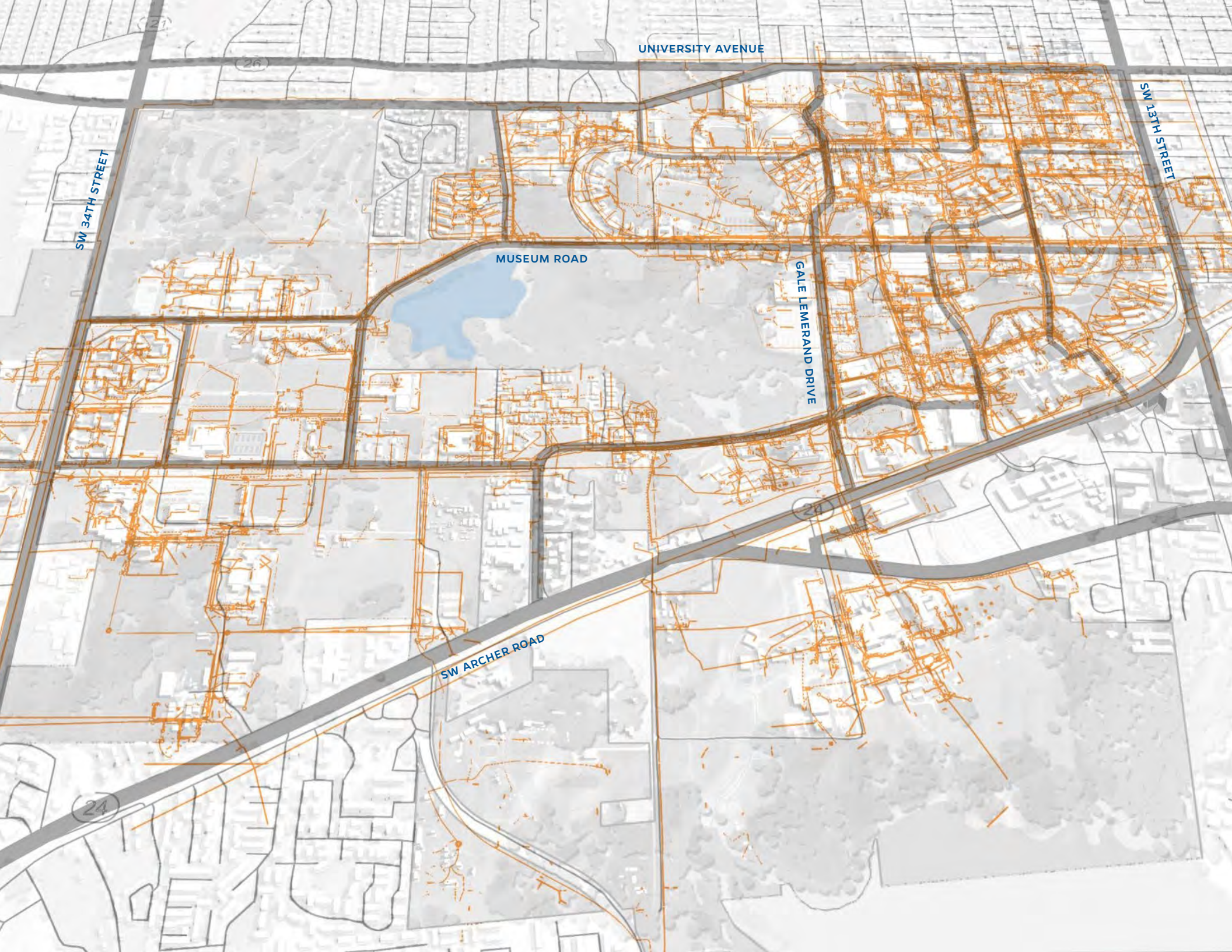


This western expansion for 550 beds near Lake Alice and the Student Union is a great location for student athletes and may signal the beginning of a more mixed-use living learning trend for this area.

Utilities Planning

The Framework Plan consultant team coordinated with UF's Facilities Services to understand the overall scope of current and planned utility projects and campus goals.

We received summaries of utility projects planned in different zones of campus. The team discussed UF's key goals for the campus that include upgrading and/or consolidating chiller plants and other large key facilities and their relationship to potential future capital projects, as well as the many connecting utility corridor projects typically collocated with roadways and open space that extend through all parts of campus.


UNIVERSITY AVENUE
SW 34TH STREET
SW 13TH STREET
MUSEUM ROAD
GALE LEMERAND DRIVE
SW ARCHER ROAD
26
24
24


UF

Data and Observations

Initial Ideas

In addition to metrics and the work of the companion master plans, the consultant team identified intersections and overlaps from among the stakeholder interviews. Out of this information emerged four initial ideas:

Center Campus Around Lake Alice

Connect the Campus

Transform Residential Life

Diversify, Blend, and Renew Program

Idea One

Center Campus around Lake Alice

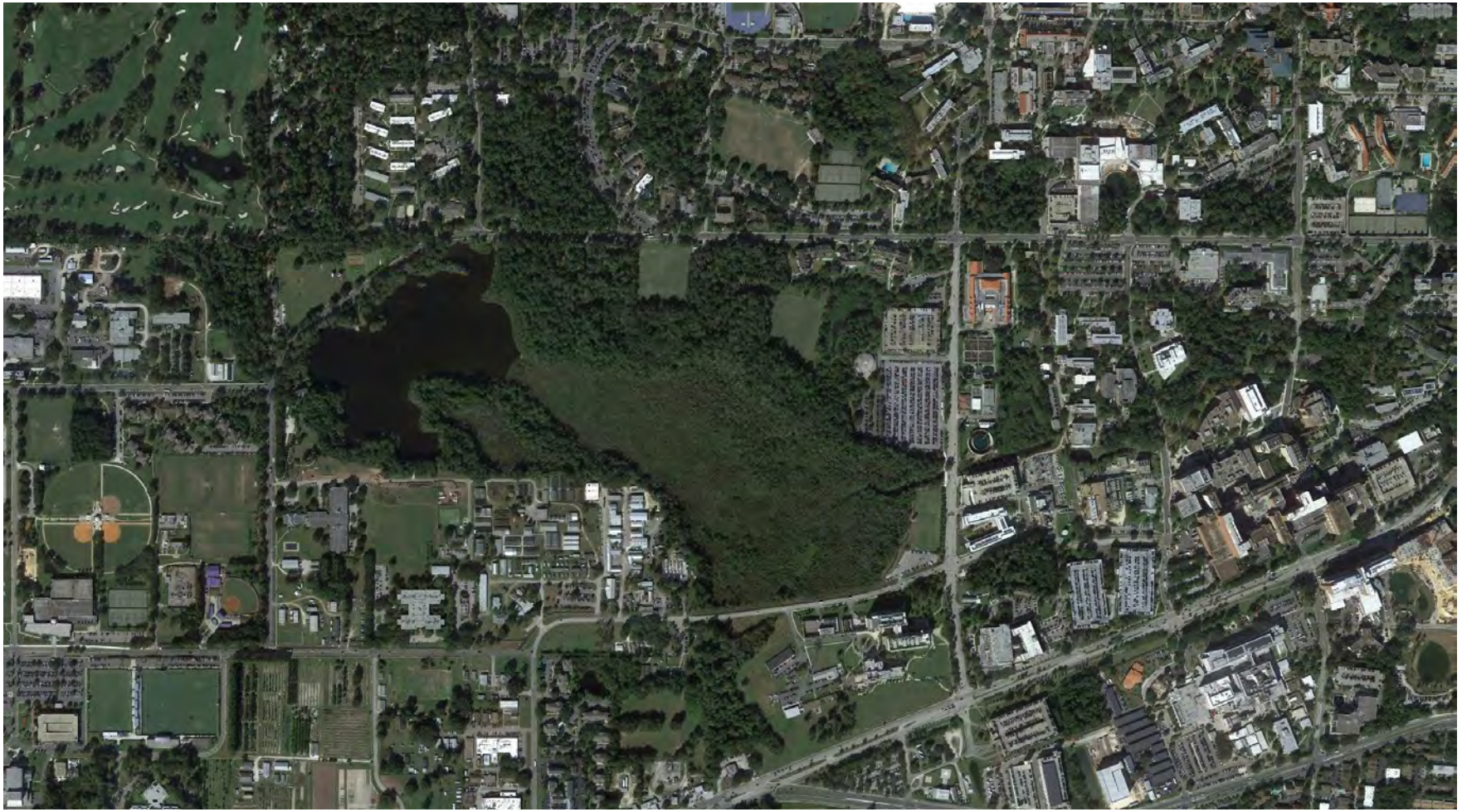
Lake Alice is at once the primary icon of campus identity and a mostly untapped resource. Not only is it the metaphorical heart of campus, it is located at its physical center. What if the Lake Alice Conservation Area became a feature that purposefully connected now remote parts of campus together around a great natural resource rather than incidentally deliniating east, west, north, and south zones from one another?

That the campus has an entire conservation area within its borders is incredibly unique. It is also a symbol of the culture and spirit of UF, a land-grant university, and the type of natural environment that can only be experienced in Florida, alligators and all. It connects students and faculty to the outdoors, teaching to the real world, and is an active player in the local watershed and ecosystems.

The series of slides describing a variety of potential opportunities to improve the Lake Alice area in such a way as to aid wayfinding and campus connections, provide greater opportunities for health and recreation, enhance hands-on learning, and serve as an example of environmental resilience were discussed in a session specifically regarding the Conservation Area as well as with individual deans and during meetings with the Task Teams.

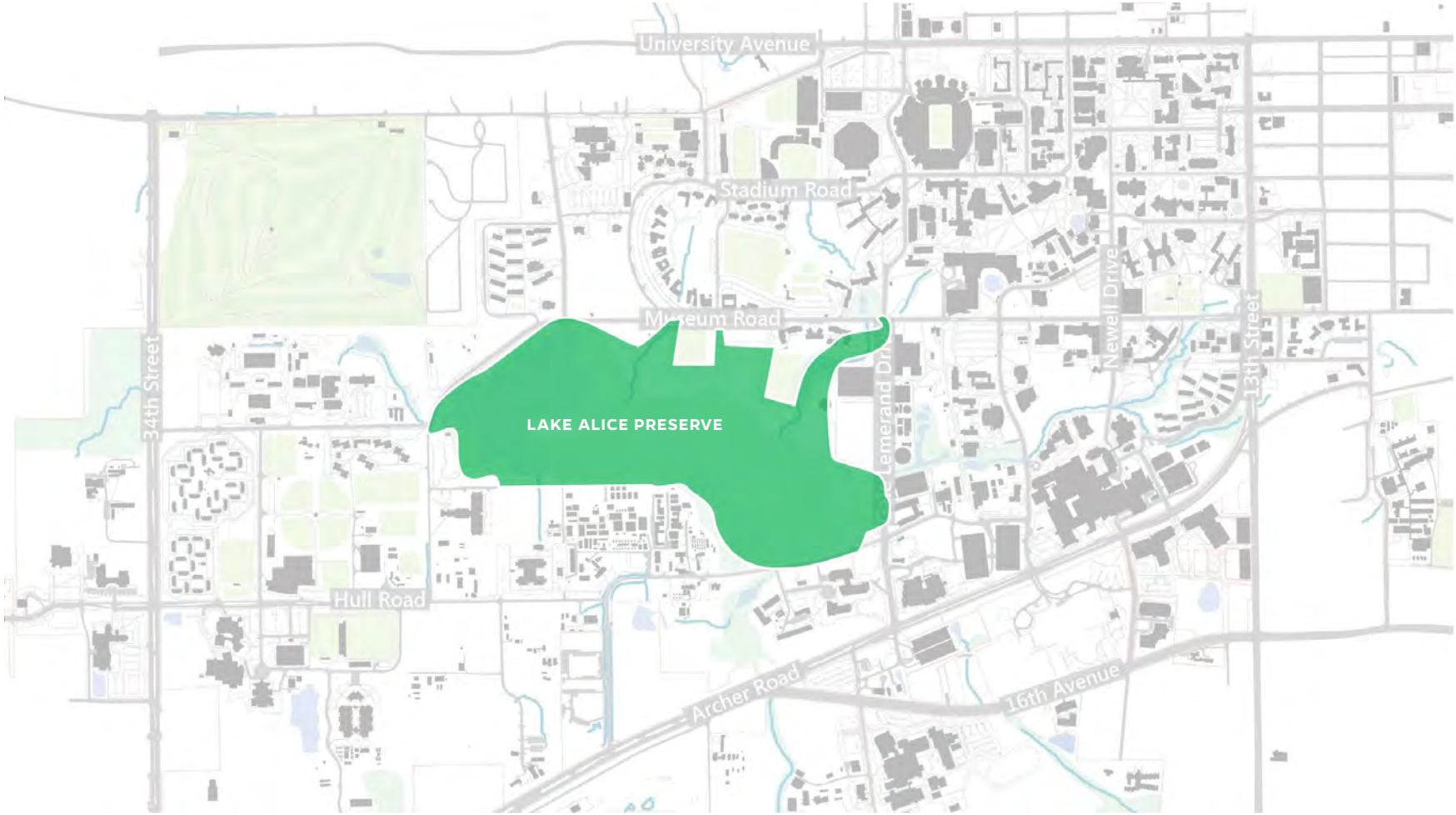
Idea One: Center Campus around Lake Alice

LAKE ALICE



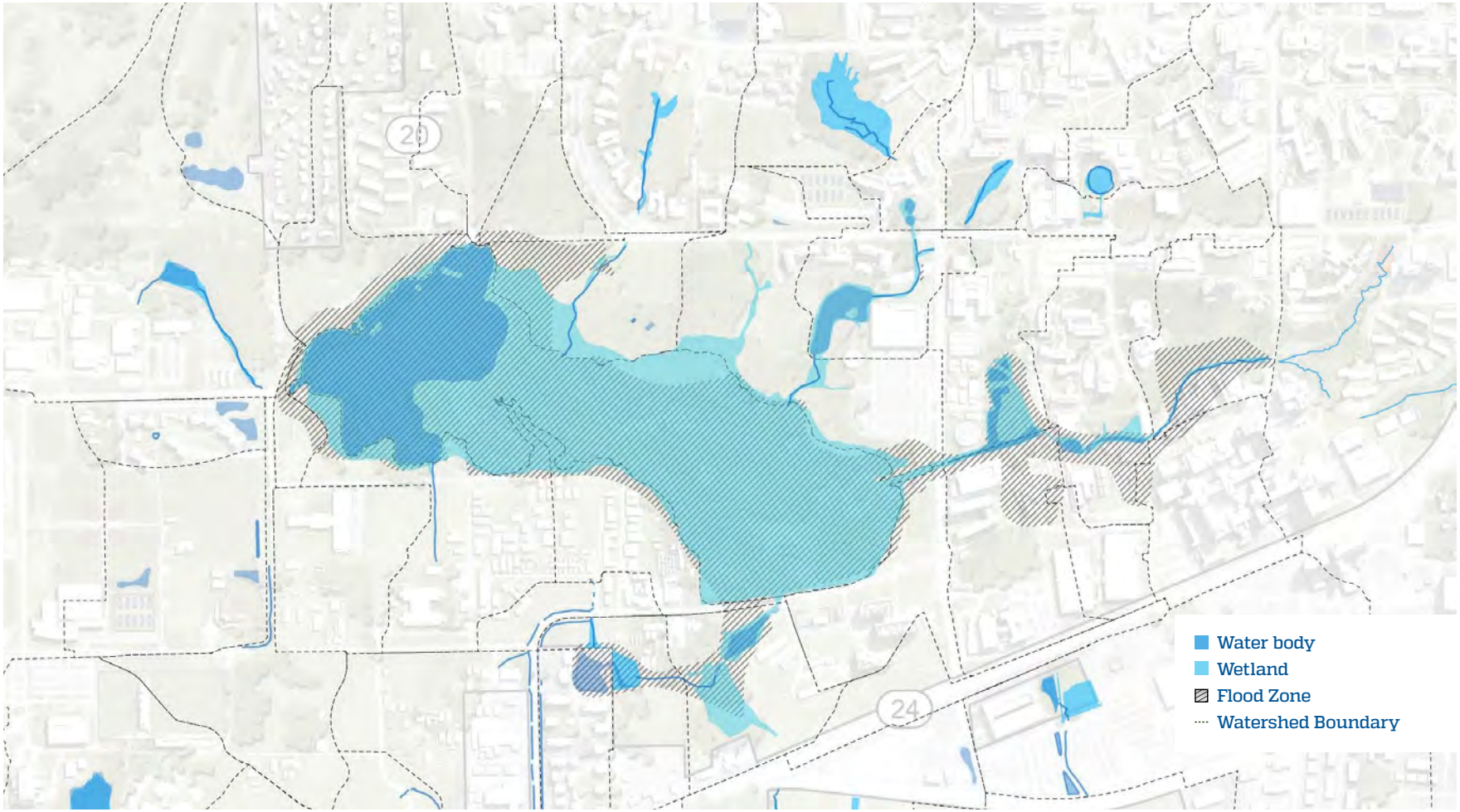
Idea One: Center Campus around Lake Alice

LAKE ALICE AT THE HEART OF CAMPUS



Idea One: Center Campus around Lake Alice

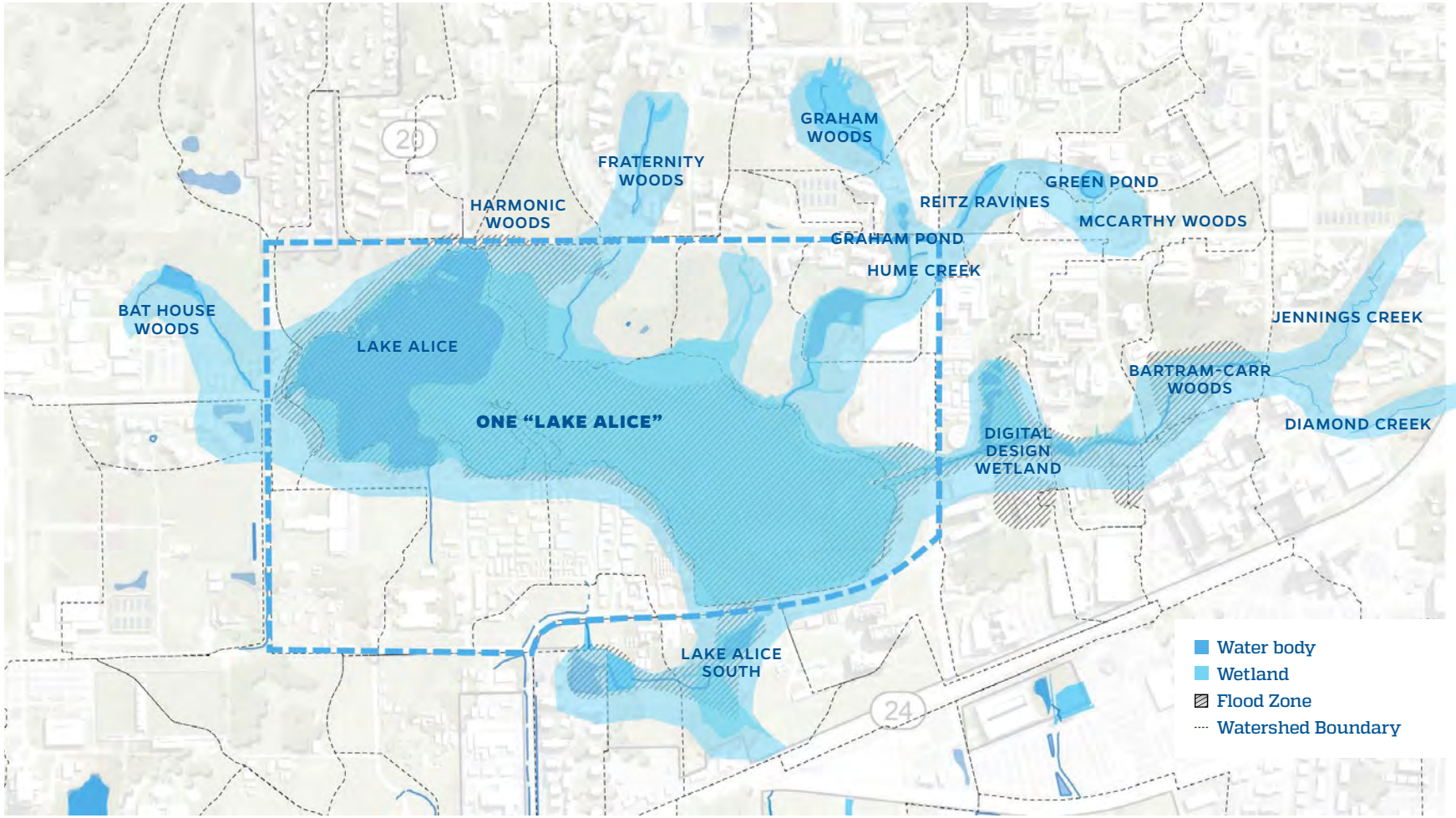
WATER SYSTEM



Occupying the low points of its surrounding topography, The Lake Alice Conservation Area is an important player in the area's watershed resources.

Idea One: Center Campus around Lake Alice

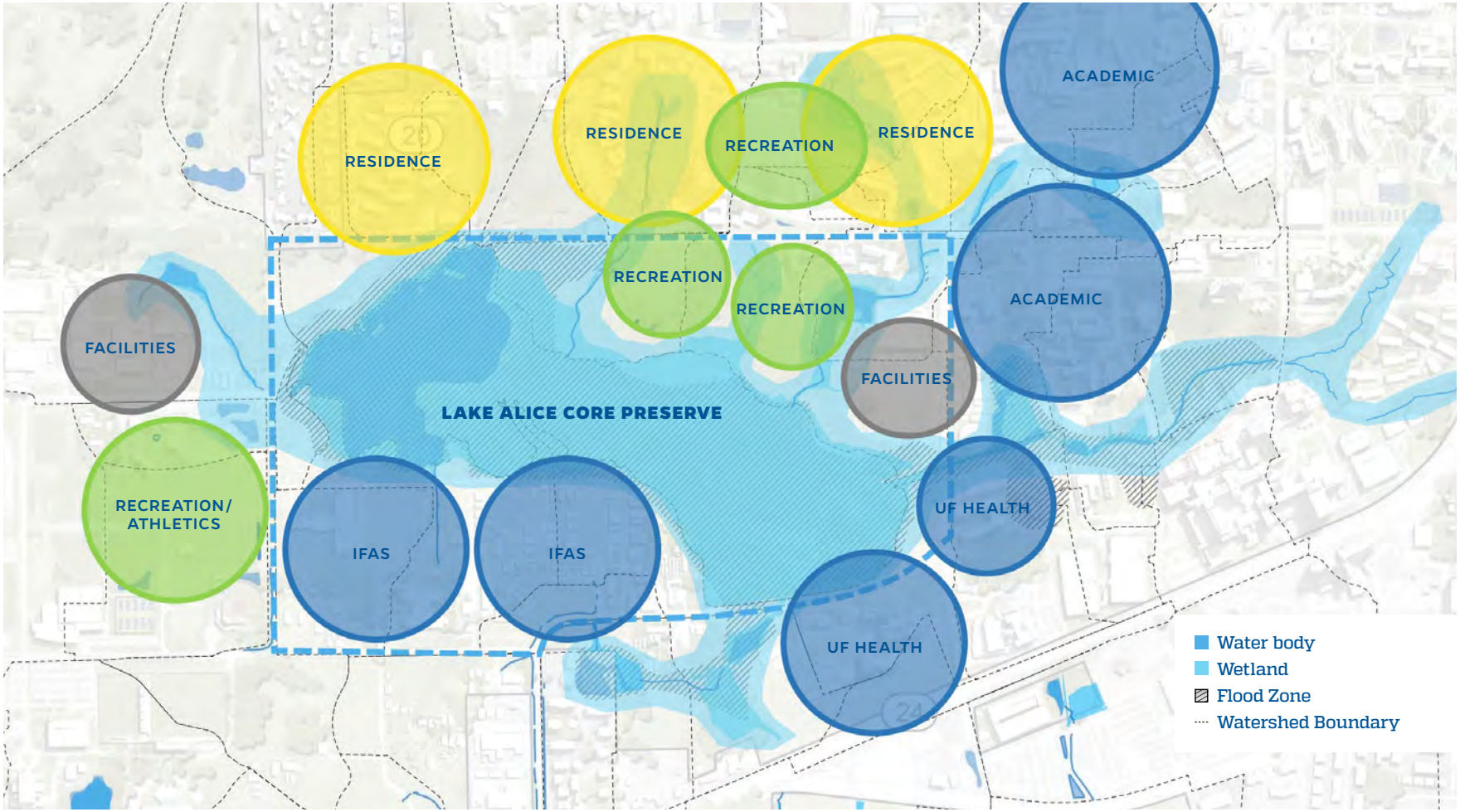
WATER SYSTEM



Restoration and Expansion of these systems would not only improve drainage conditions, but help organize and unite the 'blue' and 'green' campus corridors.

Idea One: Center Campus around Lake Alice

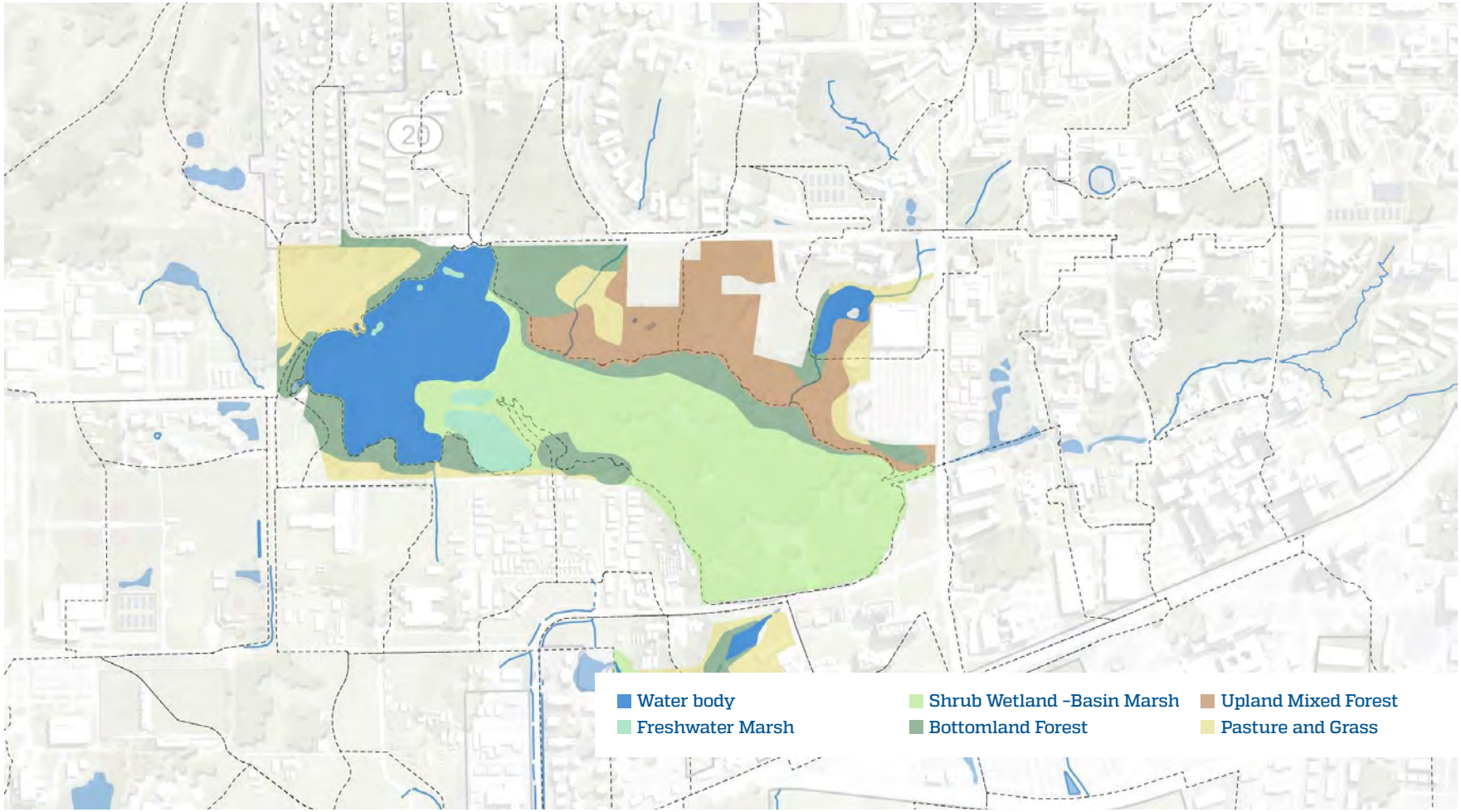
PROGRAM CONTEXT



With these improvements connections between programs, existing and new, and particularly those clustered near the lake, will become evident.

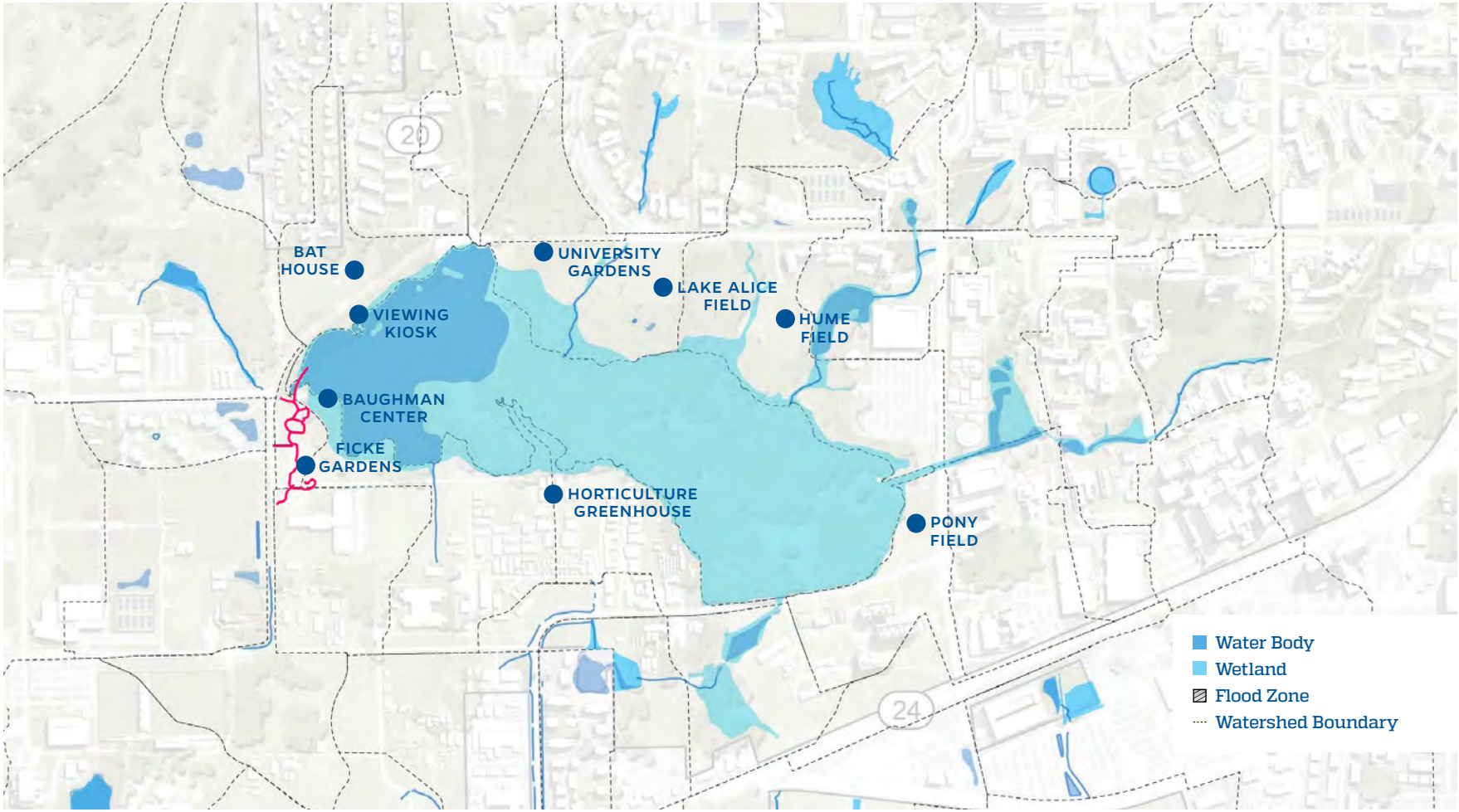
Idea One: Center Campus around Lake Alice

ECOSYSTEM



Idea One: Center Campus around Lake Alice

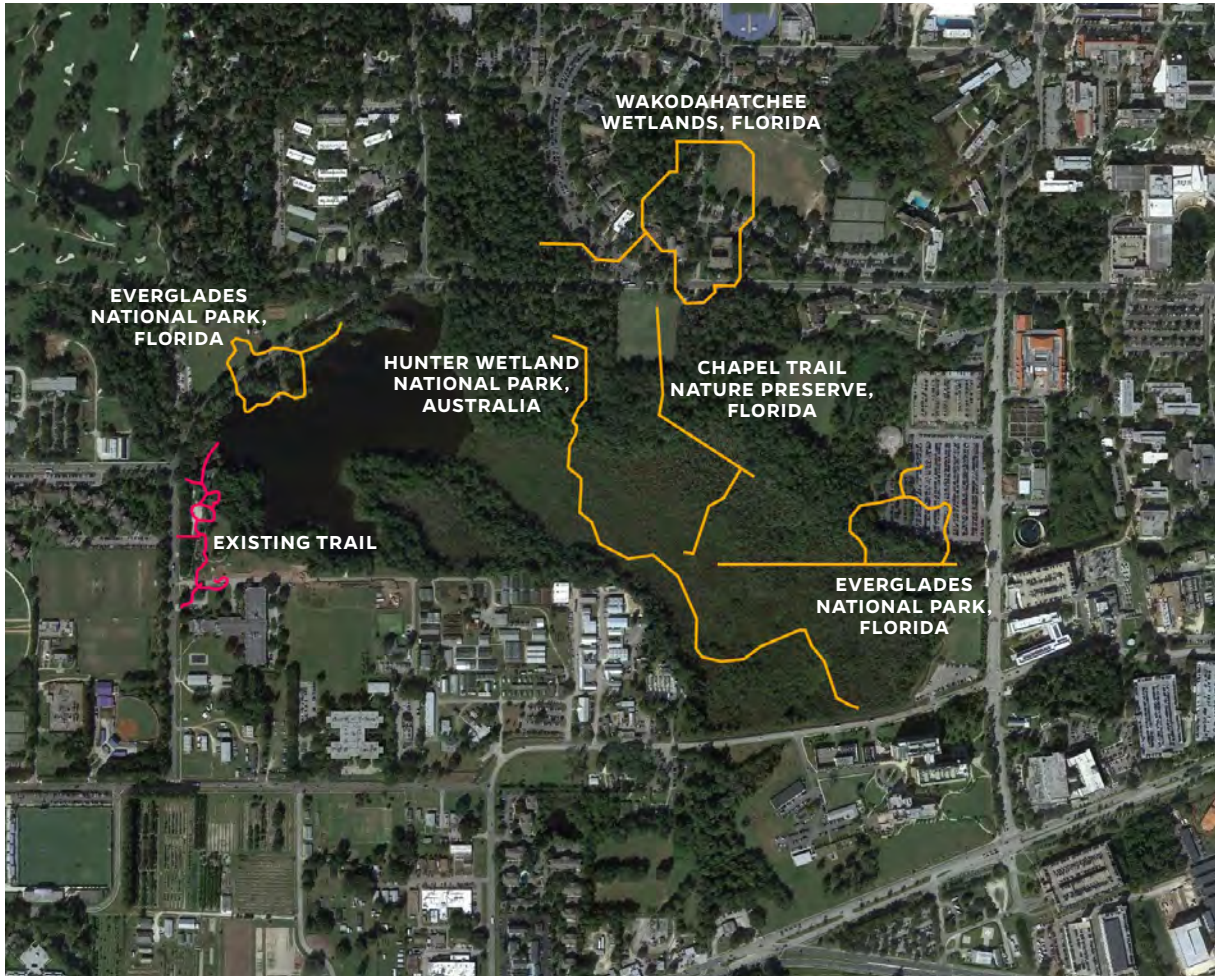
EXISTING TRAIL

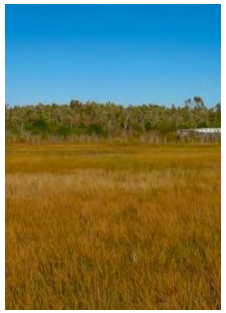


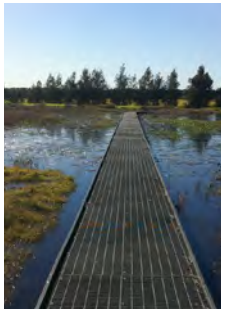
Today there is limited direct visitor experience with the Conservation Area's natural diverse ecosystems.

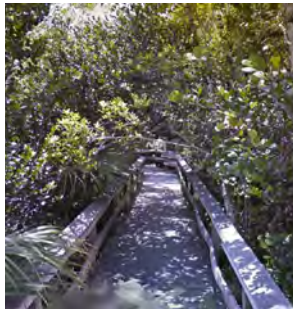
Idea One: Center Campus around Lake Alice

COMPARISON OF TRAIL PRECEDENTS









Trails offering similar potential experiences are shown at the same scale as the existing trail to provide a sense of scale and diversity of what Lake Alice may offer.

Idea One: Center Campus around Lake Alice

LAKE ALICE POTENTIAL

With an eye on preserving the current teaching and research activities in the Conservation Area, improvements to perimeter roads and added trails would promote targeted access; further ecological restoration would expand the environmental effectiveness and teaching resources of the area; and increased density of academic, residential, and clinical facilities nearby would reduce the need to encroach on Lake Alice while locating students and faculty near this central iconic resource.


DODGEBALL

Idea Two

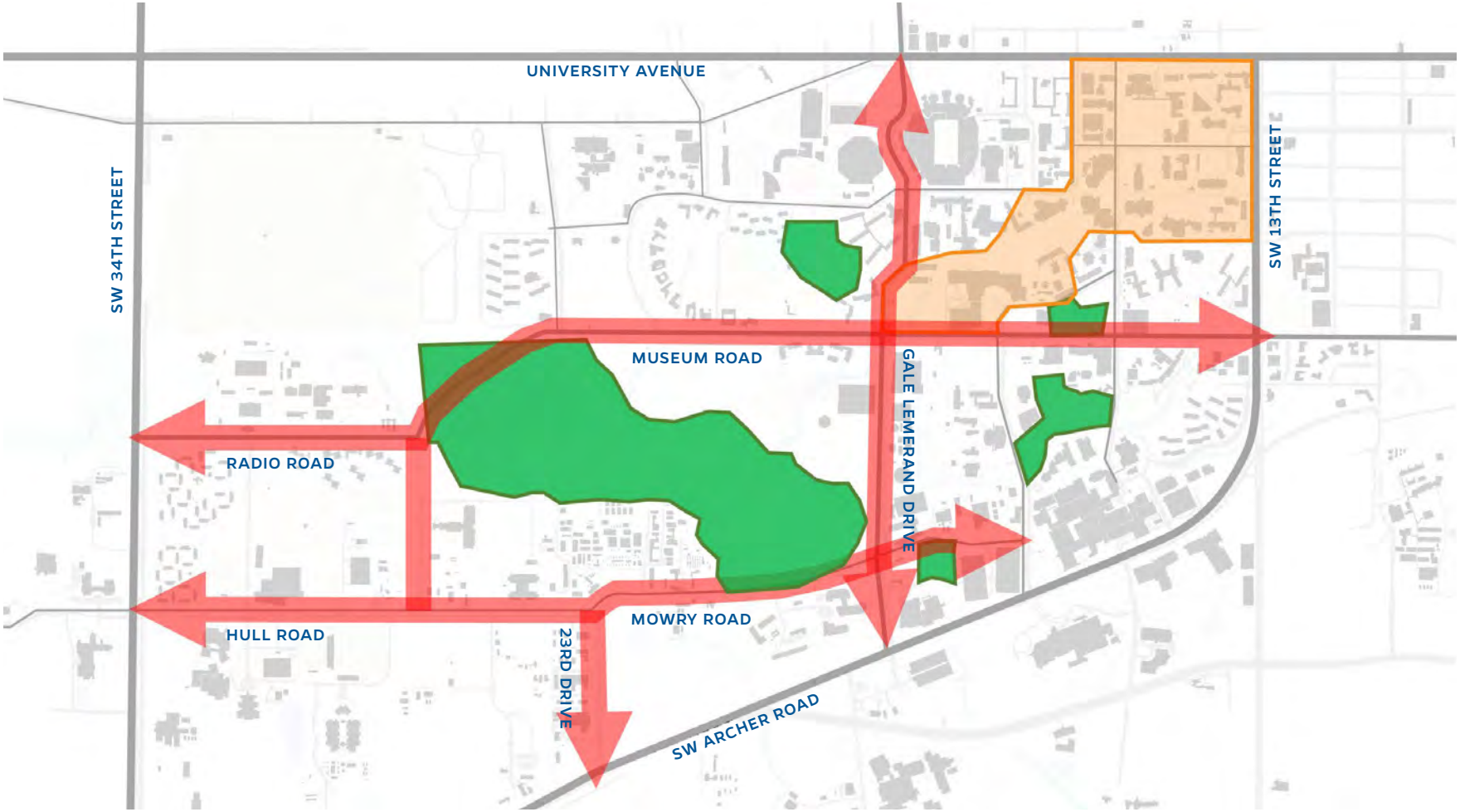
Connect the Campus

Pedestrian, multi-modal, landscaped, and visual connections between major zones of campus as well as with the greater community require clarity, ease of use, and a sense of welcome and scale. Uniting the various areas such as the academic core to the east, athletics and housing to the north, culture and agriculture to the west, and health to the south is critical to establishing “One UF.”

The team posited the notion of creating clearer, more direct major through-campus linkages while also promoting the idea of providing smaller-scale street networks, for example near the Cultural Plaza, to capture the type of walkability found in the historic academic core. This walkability would be further enhanced by improving green corridor paths that naturally connect important campus areas.

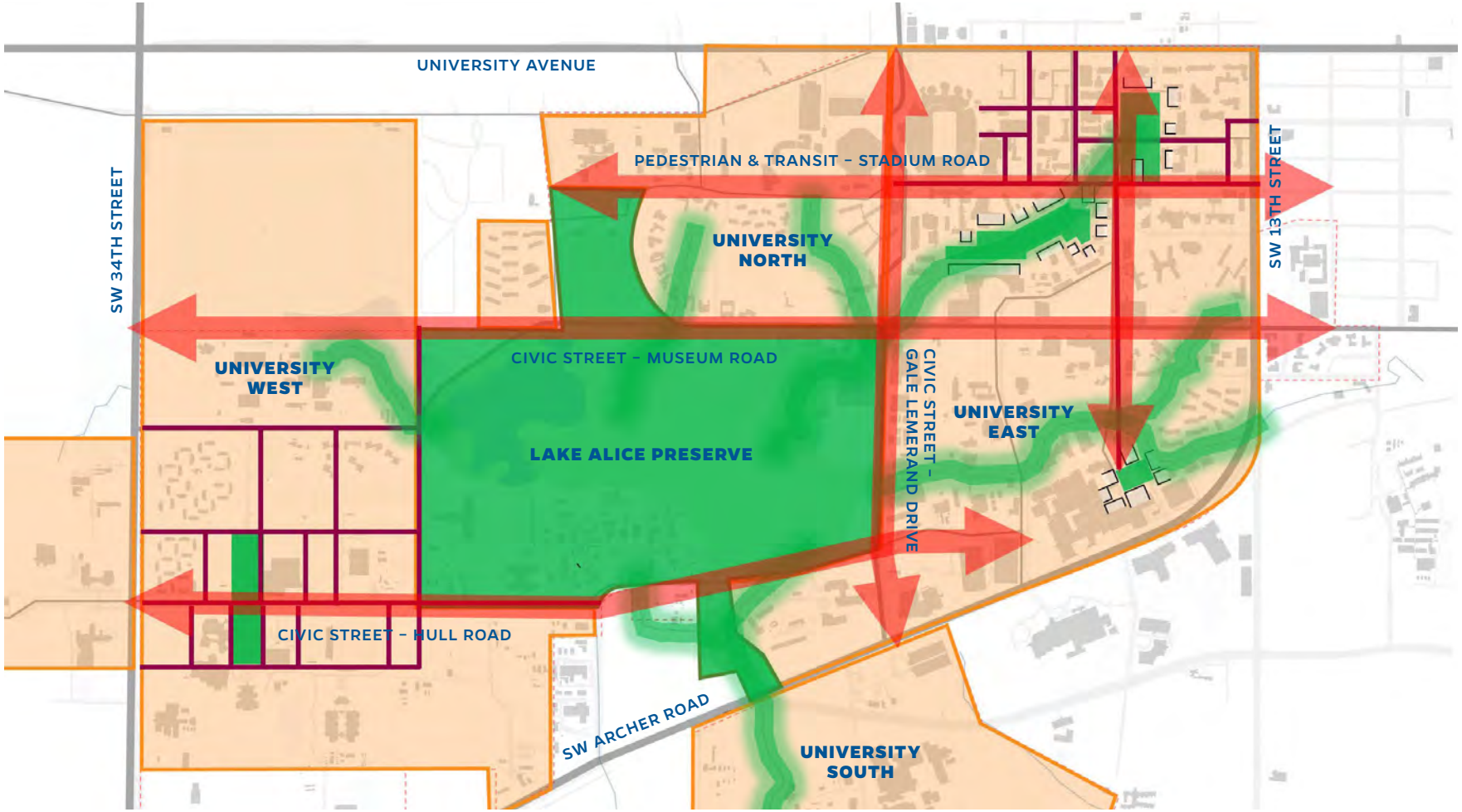
Idea Two: Connect the Campus

EXISTING MAJOR CONNECTING CAMPUS ROUTES



Idea Two: Connect the Campus

POTENTIAL CAMPUS (INTER)CONNECTIONS



Providing more straightforward paths through campus that connect to its edges at welcoming gateways will unite the east, west, north, and south zones of campus that currently are experienced as separate and distant.

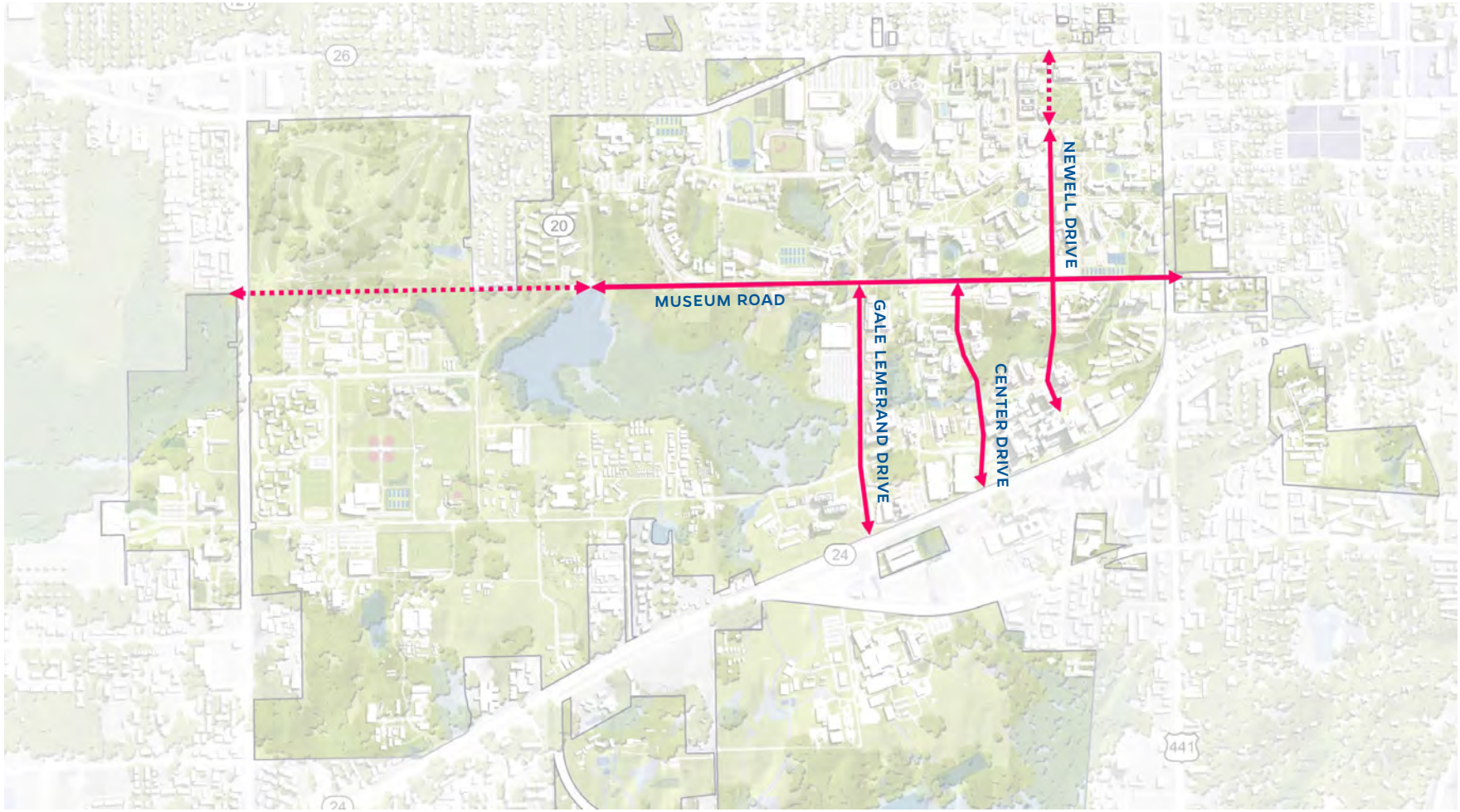
Layering onto that framework a streetgrid, particularly in the oversized western areas, that is reminiscent of the scale of the campus's historic district will improve walkability and the visitor experience.

Idea Two: Connect the Campus

HISTORIC STREETS – 1937

Idea Two: Connect the Campus

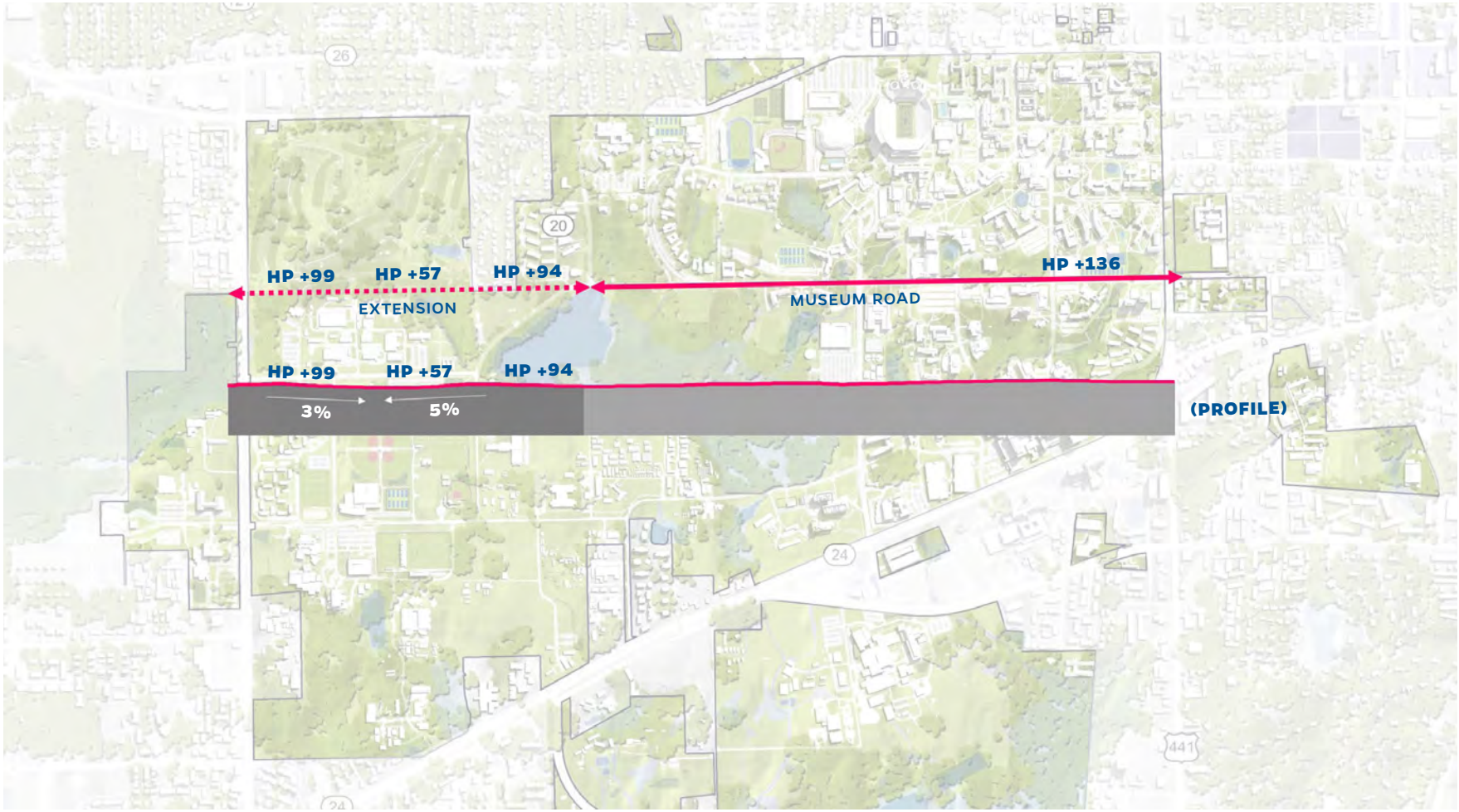
PROFILE STUDIES



One factor in the difficulty of traversing some of UF's major roads is the grade change. Understanding that perceived impact is key toward promoting multi-modal connections.

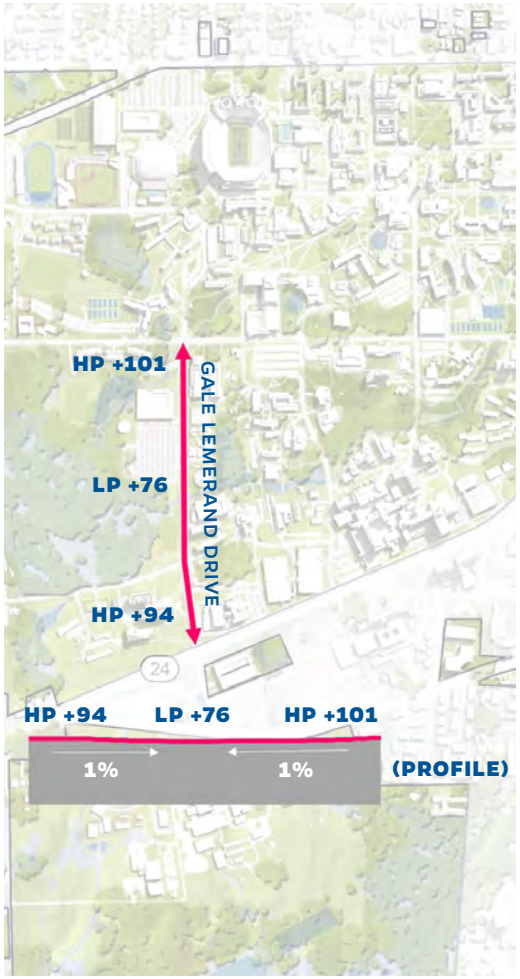
Idea Two: Connect the Campus

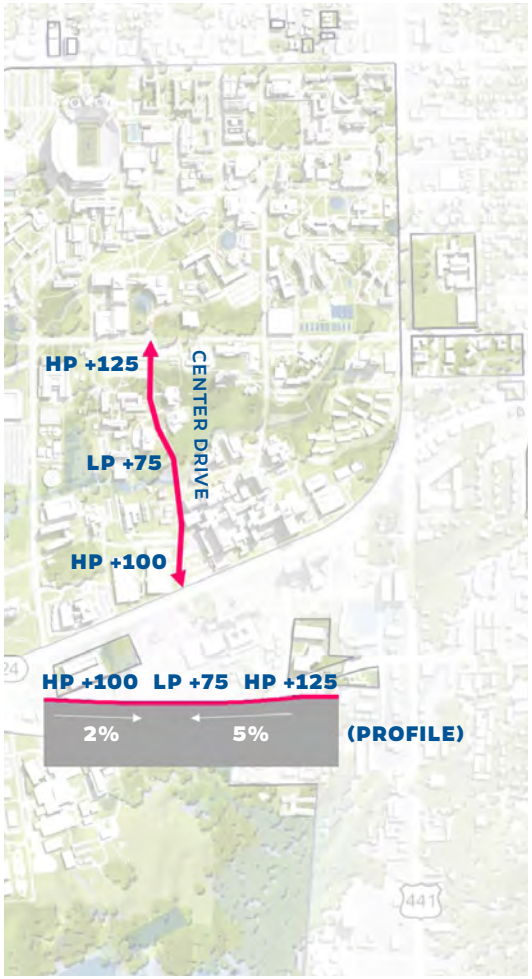
MUSEUM ROAD

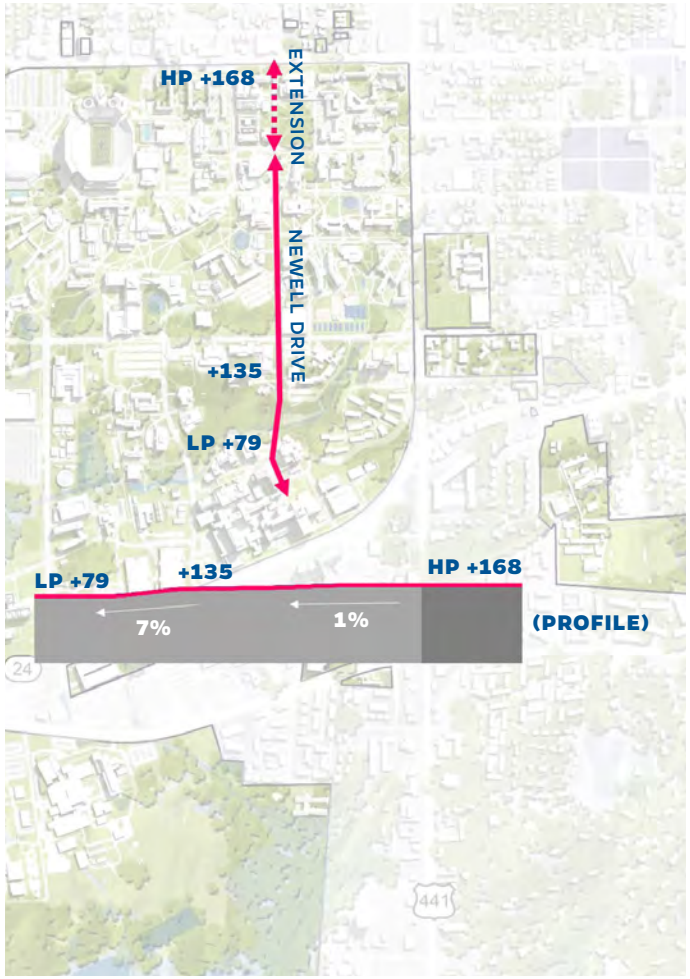


Idea Two: Connect the Campus

ADDITIONAL ROADS







Idea Three

Transform Residential Life

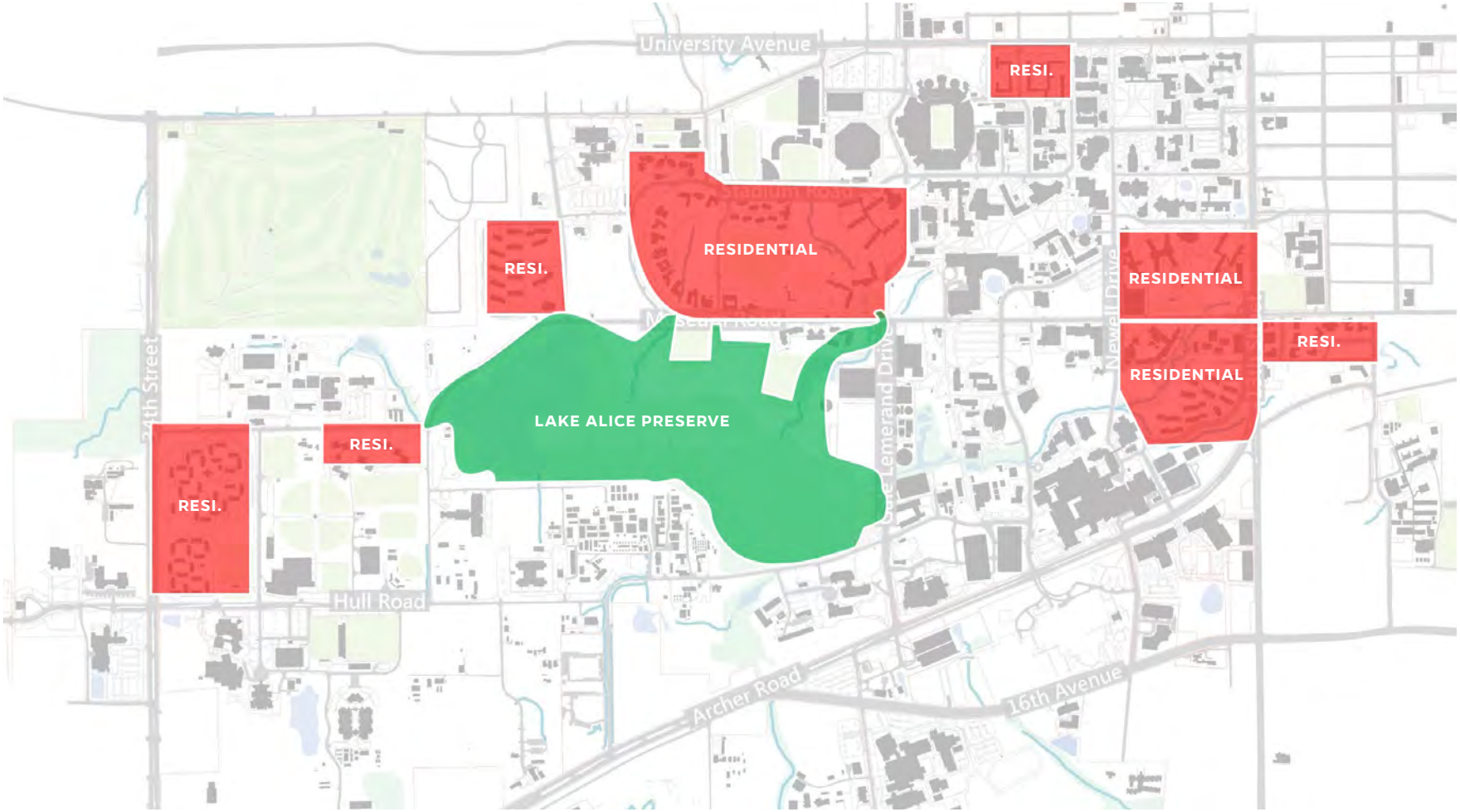
Student housing, like much of the campus growth, has been spread out across the two thousand acre campus, and therefore often remote from classes, amenities, or support services. Newer housing options are limited. Trends toward Living/Learning centers as well as denser, more vibrant communities where students study, play, and socialize in spaces that are not specifically designated for only one of those activities have not yet become the norm for UF's campus housing. Enhancing a student's experience and involvement in on-campus residential life has been shown to support student success.

While the Housing Master Plan initially addressed some greater aggregation of housing in the Graham and Broward areas, their mandate came from a lens assuming smaller incremental changes. The Framework team proposed the idea of releasing the oldest, least dense, and most remote housing to other purposes in favor of new housing that would create denser residential 'villages' in or very near to the 'Red Box'. These communities would offer a way of living that attracts talented students: housing close to or even integrated with recreation, classes, dining, and student services in a setting similar to how they might live as the young professionals they'll become when they graduate.


INFINITY HALL

Idea Three: Transform Residential Life

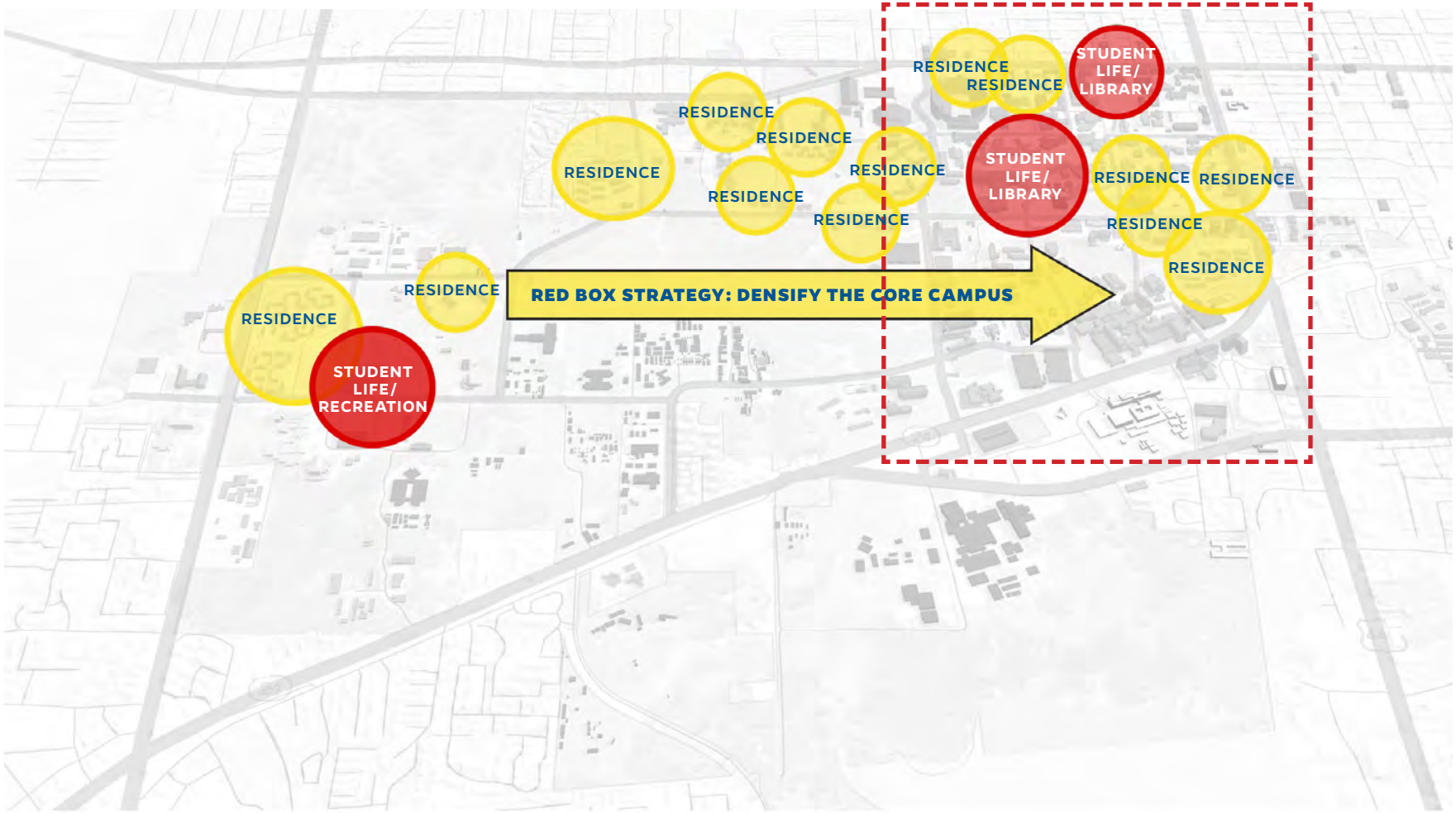
EXISTING MAIN CAMPUS
STUDENT RESIDENCE LOCATIONS



Student residences are widely dispersed across campus. Many are low scale and remote from classes and student amenities and services.

Idea Three: Transform Residential Life

RED BOX STRATEGY – DENSIFY THE CORE AND TRANSFORM RESIDENTIAL DISTRICTS



Consolidating residential life in or near the 'Red Box' would encourage the development of vibrant, mixed-use "village" type campus neighborhoods. These would also be closer to academic programs and foster a greater living/learning experience.

Idea Three: Transform Residential Life

RESIDENTIAL PRECINCTS AT PEER UNIVERSITIES

University of Southern California

Idea Three: Transform Residential Life

RESIDENTIAL PRECINCTS AT PEER UNIVERSITIES

UNIVERSITY OF SOUTHERN CALIFORNIA UNIVERSITY VILLAGE

2,500 beds

15 acres

45,000 sf of Retail primary tenants: Target, Trader Joe's, Amazon, Starbucks

30,000-sf Fitness Center

Restaurants

CORNELL UNIVERSITY NORTH CAMPUS RESIDENTIAL EXPANSION

2,000 beds in process

75 beds for staff, RAs, faculty-in-residence

25.6 acres on 2 sites

1,200-seat, 66,000-sf Dining Hall

Amenities include Café, Kitchens, Lounges, Study Rooms, Seminar Rooms, Outdoor Amphitheatre

UNIVERSITY OF MICHIGAN

3,450 beds planned

~59 acres

1,250-seat Dining Hall

45,000 sf of Amenities, Flex, Study

~40,000 sf of Retail, Restaurants, Maker Space

UNIVERSITY OF MIAMI STUDENT HOUSING VILLAGE

1,115 beds in process

540,000 sf on 12 acres

21,600+ sf of Indoor Amenities including Exhibition Center, 200-seat Auditorium, Multi-use Pavilion

33,700 sf of Outdoor Amenities including Fitness and Recreation

Idea Four

Diversify, Blend, and Renew Program

"Are we One UF?" is a key question when discussing how academic departments and other campus units currently tend to silo both geographically and operationally. While many of the college deans listed several substantial interdisciplinary partnerships, they also complained of finding proximate space and resources and of an institutional administration that is not structured to promote problem based interdisciplinary research and scholarship. That said, noted successes in this regard came in the form of the campus's issue specific Institutes.

This question also applies to areas other than academics and research. Housing, discussed specifically in Idea Three, is also a program component that adds 24/7 vitality to the mix. But student, staff, and faculty amenities important to quality of life and key to attracting talent such as health and wellness services, security, indoor and outdoor recreation, dining options, and childcare also work to create a mixed-use environment that will support all aspects of the campus population's daily lives and aspirations.

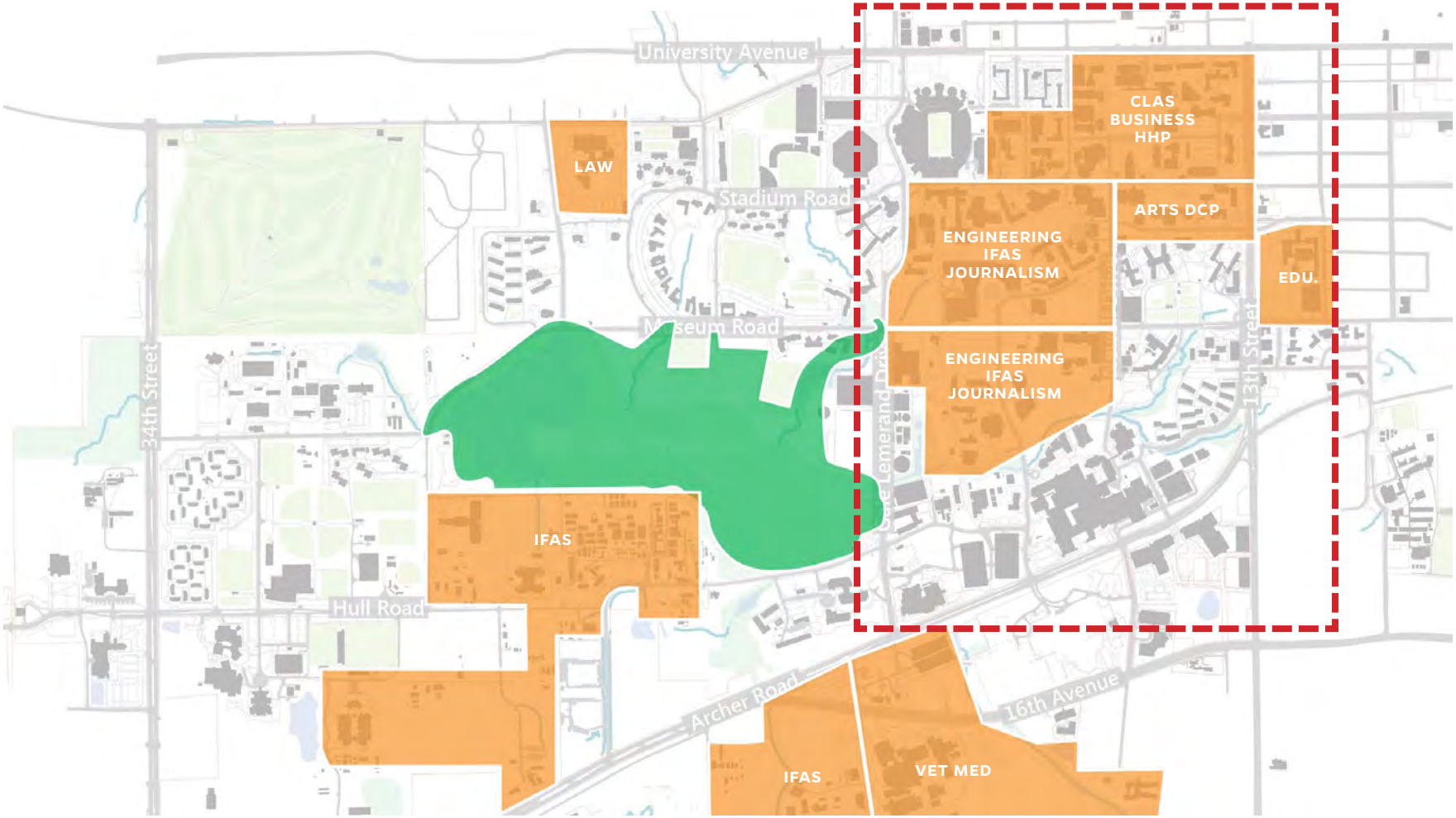
Another recurring topic that surfaced is the need to address deferred maintenance across the campus portfolio, but stakeholders also noted a few specific departments' buildings had reached a critical point requiring prioritization for significant renovations and/or reconstruction. Understanding the status of UF's main campus existing facilities and developing a strategy for future improvements should also be guided by the "Red Box" outlined in the Strategic Development Plan. This is another opportunity for the University to embrace prioritizing denser, larger-scale or aggregated projects in key areas while maintaining reasonable sites for potential future growth by providing oversight to reduce the number of low-scale buildings dispersed across campus.

Similar to student housing, IFAS is a large program component that should be considered specifically. IFAS currently administers large areas of campus real estate and more buildings by far than other departments. To remedy this dispersion, stakeholders discussed different options for consolidating their program.


VOICE

Idea Four: Diversify, Blend, and Renew Program

EXISTING PROGRAM ORGANIZED AROUND DEPARTMENTS



Are we “One UF”?

Idea Four: Diversify, Blend, and Renew Program

INTERDISCIPLINARY BUILDINGS AT PEER UNIVERSITIES

UC BERKELEY

Li Ka Shing Center, Energy Bioscience Building, Sutardja Dai Hall, Center for Computational Biology, Center for New Media

UC IRVINE CONVERGENT SCIENCE BUILDING

$30M gift, $40M university, $50M state

HARVARD LABORATORY FOR INTEGRATED SCIENCE AND ENGINEERING (LISE)

Integrated sciences with revenue-generating core facilities

VANDERBILT ENGINEERING AND SCIENCE BUILDING

Based on neighborhoods

UNIVERSITY OF WISCONSIN-MADISON, WISCONSIN INSTITUTES FOR DISCOVERY

“Town Center” approach

USC DR. VERNA AND PETER DAUTERIVE HALL

No space reserved for a single school

UMASS AMHERST LIFE SCIENCE LABORATORY

Charismatic leader model, includes lab spaces for industry/university partnerships

CORNELL TECH BLOOMBERG CENTER

No private offices, inspired by Pixar

GEORGIA TECH INSTITUTE FOR BIOENGINEERING AND BIOSCIENCE

Collaboration specialist and building-based shared services

CODA AT TECH SQUARE

Mixed-used with Tech as project sponsor + anchor tenant using private developer, 755k sf

Idea Four: Diversify, Blend, and Renew Program

INTERDISCIPLINARY BUILDINGS AT OTHER UNIVERSITIES

MASSACHUSETTS INSTITUTE OF TECHNOLOGY MEDIA LAB

Fundamentally interdisciplinary, but rigidly siloed

Reserved for departments within School of Architecture and Planning – only its students, faculty, staff, and affiliated companies have access

Attracts faculty from diverse backgrounds

“Legacy of academia is alive and well” (emphasis put on individual offices for faculty)

Idea Four: Diversify, Blend, and Renew Program

INTERDISCIPLINARY BUILDINGS AT PEER UNIVERSITIES

DUKE UNIVERSITY
GROSS HALL

Houses the Center for Interdisciplinary Studies (completed 2013)

Groups are organized around research topics with 3–5 years in the building

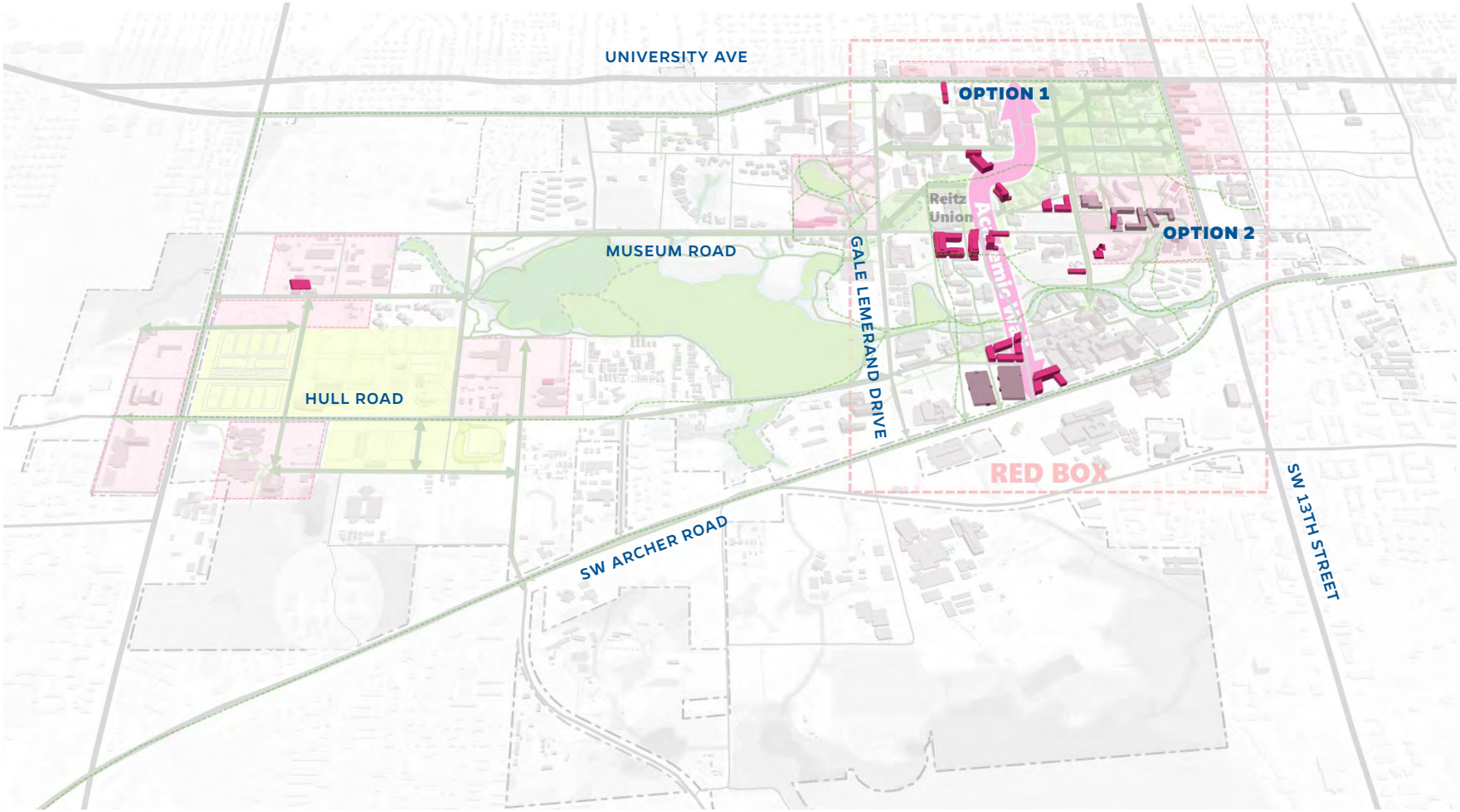
General-use classrooms, offices, dry and wet labs, and collision spaces organized around intellectual neighborhoods

Financed using Provost funds (a funding source which is no longer available)

The building was extremely well-received and Duke is considering expanding the program into adjacent facilities

Idea Four: Diversify, Blend, and Renew Program

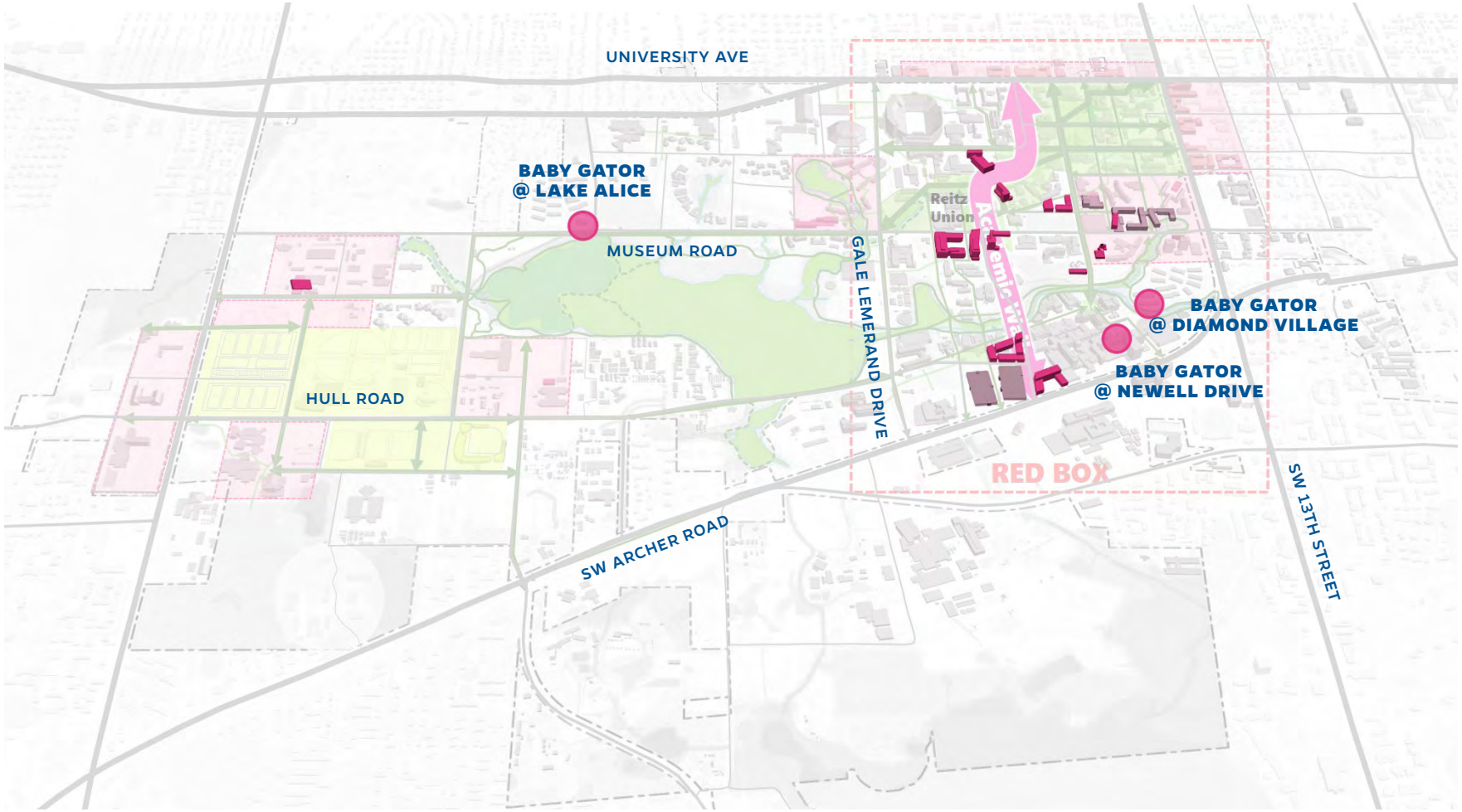
HEALTH AND WELLNESS – UNITE COUNSELING/INFIRMARY



Uniting health and wellness services within the Red Box close to students and faculty is also a priority in order to enrich its available program mix.

Idea Four: Diversify, Blend, and Renew Program

HEALTH AND WELLNESS – CHILD CARE



Access to childcare is a recurring request. The consultant team heard this from accross departments as critical for attracting faculty. Discussions with Baby Gator revealed a wait list that demands twice their current supply. While there can be operational efficiencies from consolidating locations, departments envisioned facilites within walking distance for their faculty.

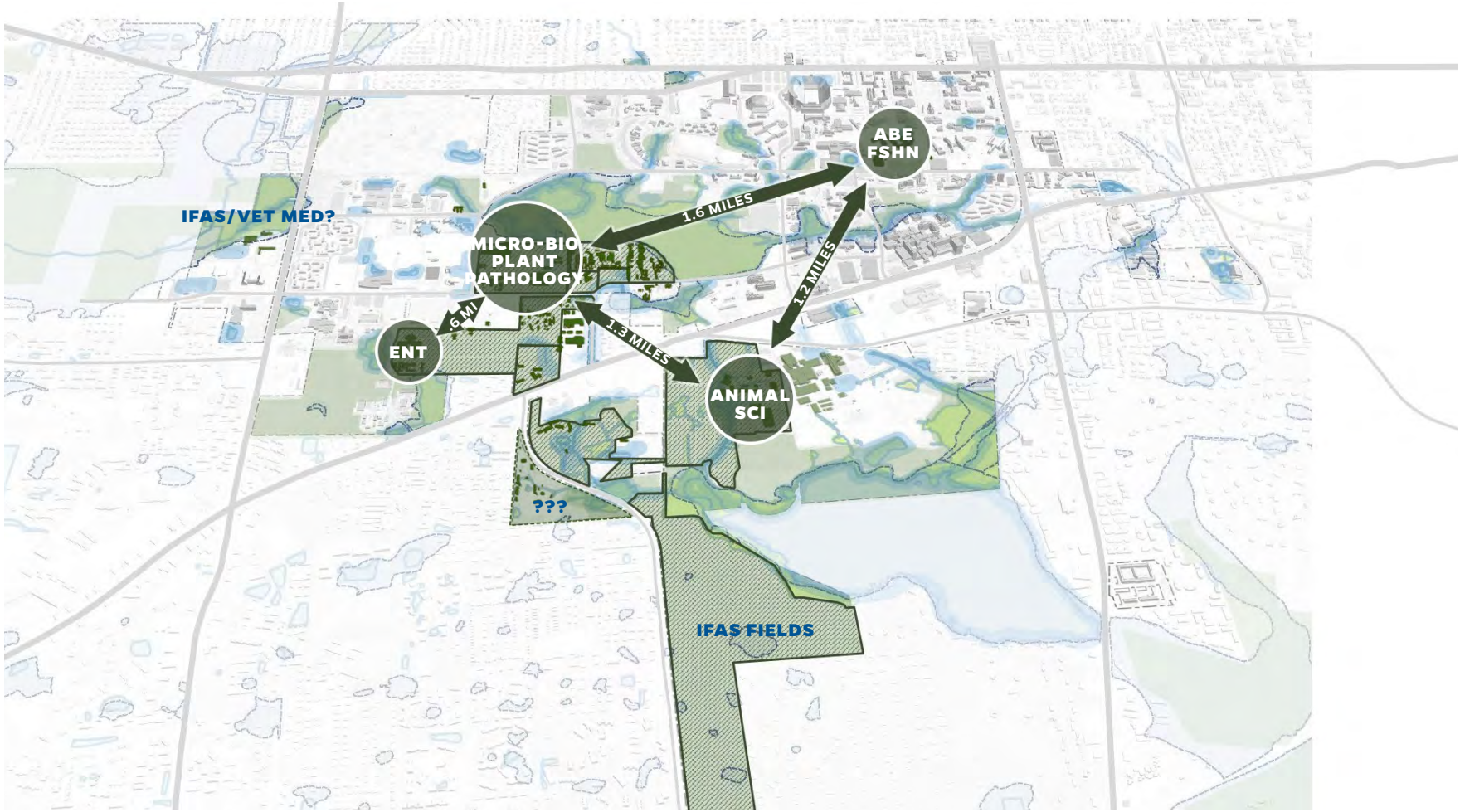
IFAS is a large program component that should be considered specifically. With their roots in the history of the UF as a land-grant university, IFAS holds large areas of the campus real estate and more buildings by far than other departments. However, these buildings are outdated, small, and not located in concert with each other or their collaborators and most are distant from campus amenities.

The consultant team offered for discussion two scenarios for consolidation of IFAS facilities.

The first focused out west, consolidating facilities in the vicinity of Fifield Hall. This strategy expands on the College's moves from the twentieth century by staying close to diminishing research lands while reducing critical connections and partnership opportunities with others and risking being out-of-sight/out-of-mind." The second focused on teaching, and locating in the "Red Box" near other potential partners, activity, talent, and amenities. The IFAS representatives endorsed the idea of focusing teaching in the "Red Box," but remained torn on the best use of resources to the south and west, including Lake Alice. The consultant team suggested that it may be helpful for IFAS to conduct an internal (programming) master plan in order to understand how it currently uses all of its resources and what an ideal set of resources might be.

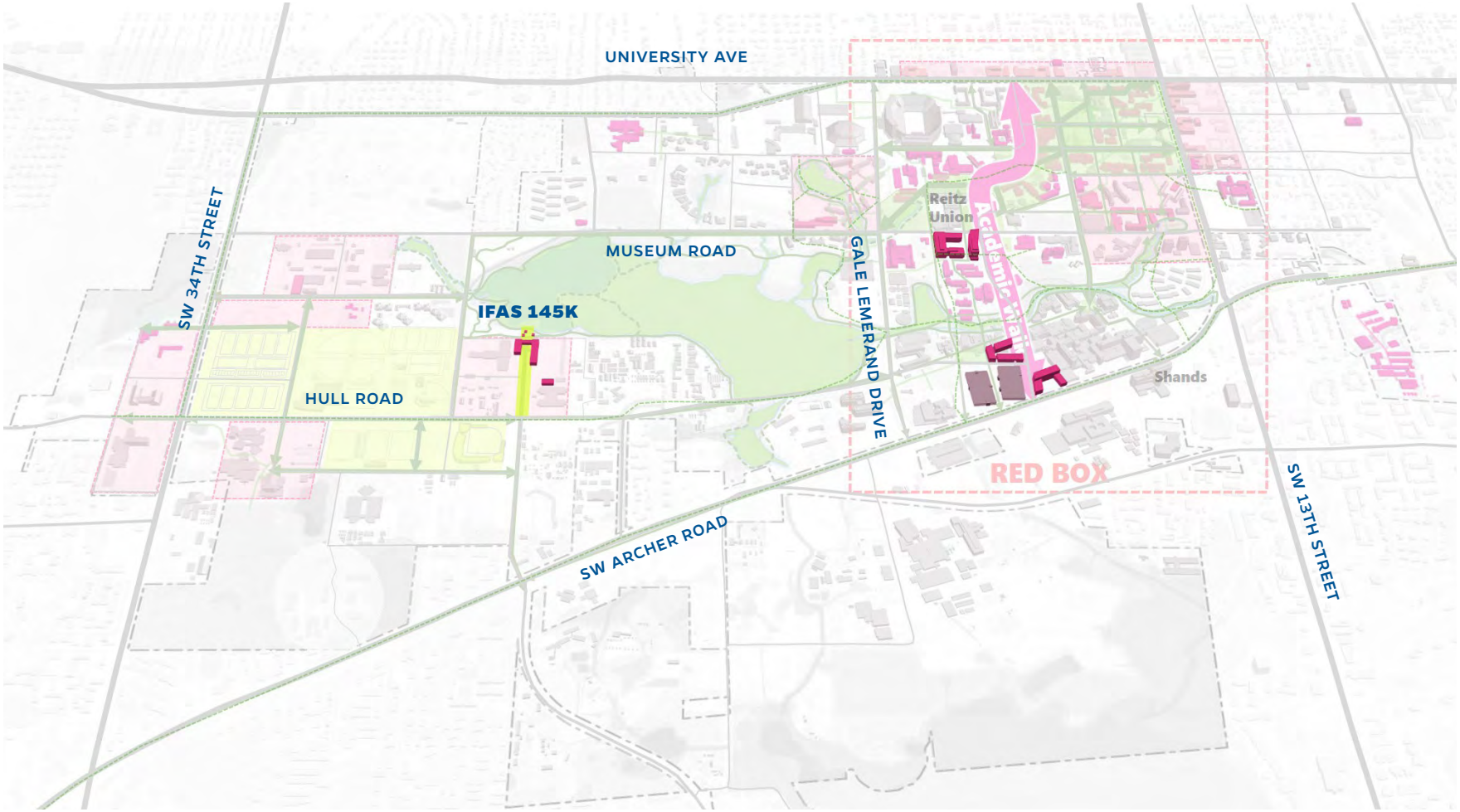
Idea Four: Diversify, Blend, and Renew Program

IFAS – EXISTING



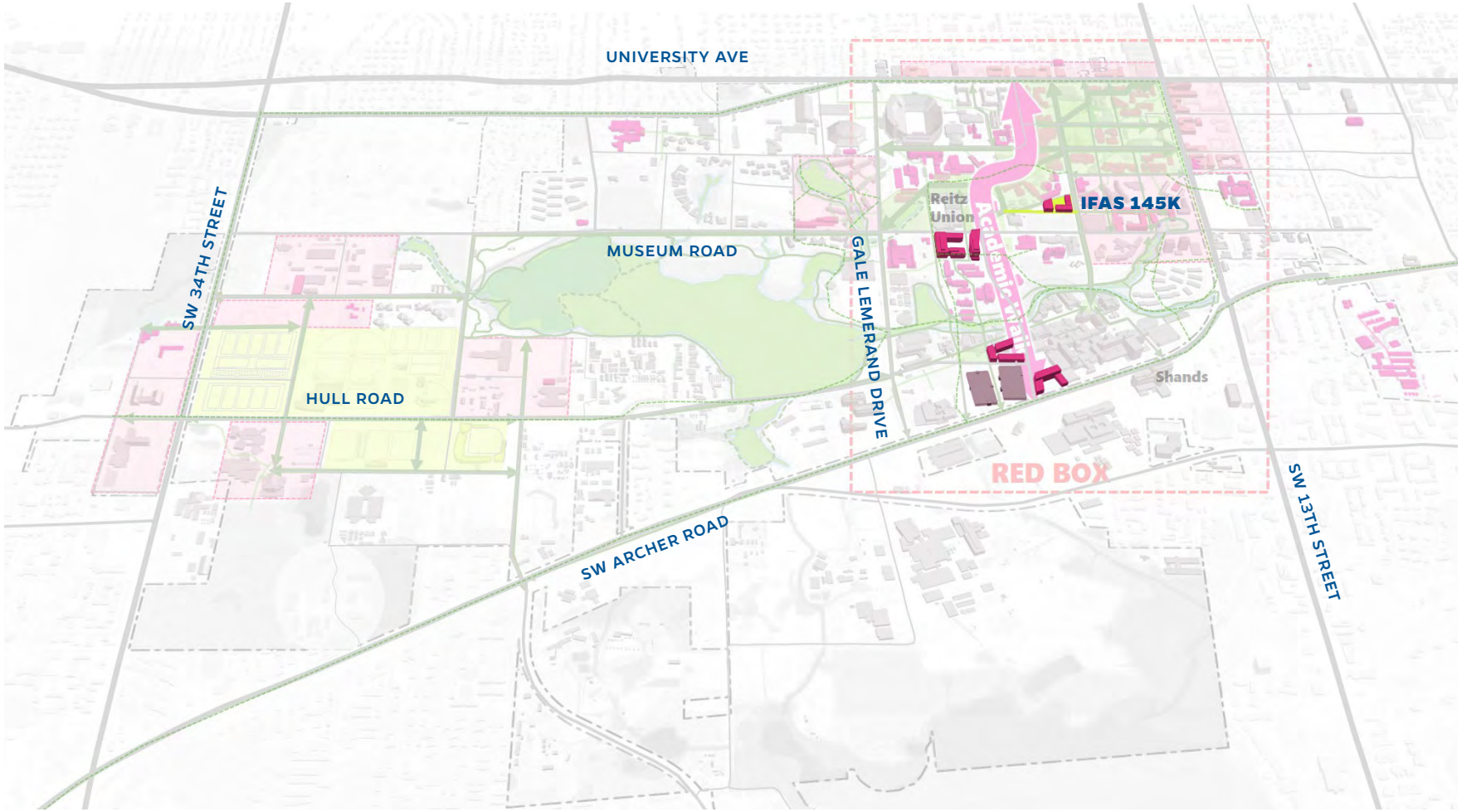
Idea Four: Diversify, Blend, and Renew Program

IFAS OPTION 1 – CONSOLIDATION IN THE WEST



Idea Four: Diversify, Blend, and Renew Program

IFAS OPTION 2 – CONSOLIDATION IN THE RED BOX



Idea Four: Diversify, Blend, and Renew Program

INITIAL PROGRAM IDEAS

In order to help UF achieve some of the ideas noted on the previous pages, the consultant team proposed two initial lists of potential program projects for review by the Working Group and Task Teams: an aspirational list designed to transform teaching, research, and the campus experience, and a needs based list intended to protect the future of the University.

TRANSFORMATION BASED

Life sciences & animal research facilities

Reinvent the classroom at UF

Integrated with a residential idea

School of Information and Learning Technologies

Gainesville

NEEDS BASED

Design, Construction, and Planning

IFAS

UF Music Building

Infrastructure

Small scale (eg. Nursing simulation lab, HVAC in Education, etc.)

Idea Four: Diversify, Blend, and Renew Program

FUNDING STRATEGIES

Philanthropy

State funds

University funds (e.g., university priority, strategic fund, subvention, etc.)

Debt (sometimes with innovative issuances like “shelf-like,” etc.)

Foundations

Single-use with industry partner

Mixed-use with private developer

University as developer (e.g., MITIMCo, University of Chicago, University of British Columbia)

Revenue generating core facilities

Pledged revenue streams (e.g., Garamendi bonds at UC, “magnet” star-PI, etc.)

Hybrid models

Framework Themes

Contents

FRAMEWORK THEMES

The initial ideas were the focus of in-depth discussions by the Working Group, the Steering Committee, and the three Task Teams — Biomedical and Life Sciences Collaboration, the Future of Learning, and Health and Wellness — along with other key representative leadership. Out of these discussions arose five themes for campus development that are intended to support the University's quest for preeminence:

Open Space and Infrastructure

Interdisciplinary Research

The Future of Learning

The Student Experience

Academic Regeneration

Over the next 15 years, these themes will guide the evaluation and execution of new projects in order to achieve greater campus cohesion and alignment with the University's goals.

Theme

Open Space and Infrastructure

The University of Florida convenes students, faculty, staff, and visitors across its 2,000 acres. Organizing this large geography is core to the University's mission and to its partnership role with the City of Gainesville and Alachua County. The campus landscape must be welcoming and provide clear connections among different campus regions, disciplines, and partners. The framework therefore prioritizes investment in civic squares that provide entry portals into the campus, in a bold connective network including a new Academic Walk that will foster synergies between the University's colleges and the academic medical center, and in Lake Alice, a unique natural resource in the geographic center of the campus. Similarly, the University must invest in the infrastructure needed to enable all of its work.

Theme

Interdisciplinary Research

The world's problems are complex and not neatly confined within traditional disciplinary boundaries. Solutions to these problems require collaborative teams that draw on diverse knowledge and experiences. As the University of Florida seeks to become the world's preeminent public university, it must embrace this dynamic. The new Data Science and Information Technology initiative, for example, will be a game-changer that can be further leveraged through the construction of complementary, problem-based research facilities. In these new interdisciplinary buildings, diverse teams will investigate challenges related to neuroscience and genetics, and, over time, other critical fields such as robotics, the ethics of technology, climate change, virtual and augmented reality, and drug discovery.

Theme

The Future of Learning

The University of Florida must provide its students with the best possible classroom experience. This is a time of great change in academic delivery. Traditional sage-on-the-stage models have been disrupted, and high-impact practices involving active and engaged learning methods, flipped classrooms, and project-based learning must touch every student's experience. But more change is coming as pedagogical innovation accelerates and augmented and virtual reality transform what is possible. The University therefore commits to the total reinvention of its classrooms and the creation of new centralized learning buildings that provide flexible spaces in which every student can participate, supporting the University of Florida as it establishes a national model for the future of learning.

Theme

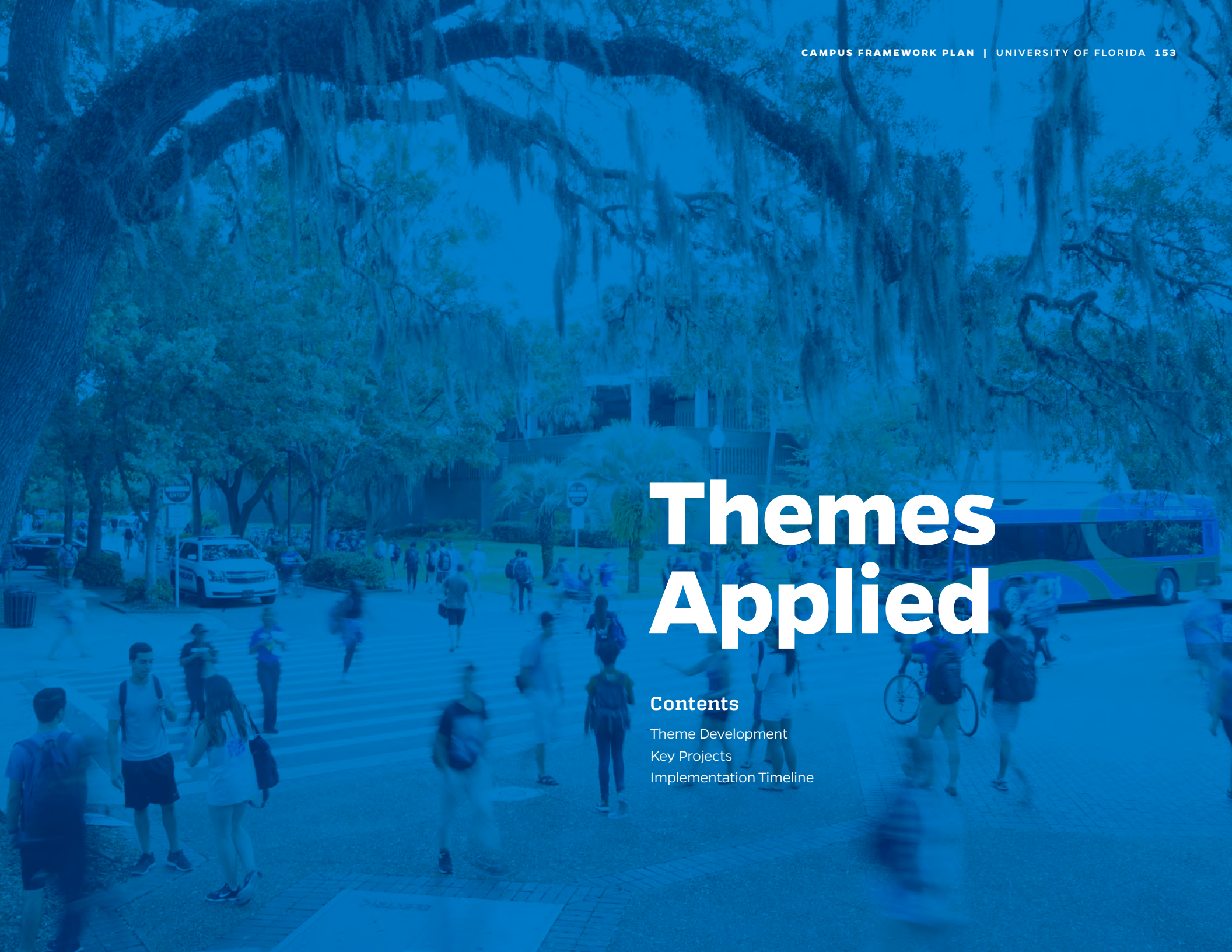
The Student Experience

Students' success is determined not only by what happens inside the classroom, but by the totality of their experience. Residential life and student services are therefore critical components of a preeminent University. The University of Florida has a bold plan to reposition its entire residential life portfolio. The plan's first steps include the construction of a major new Honors College residential complex and other new on-campus housing opportunities for undergraduates and student athletes. The University will also build new facilities to promote student health and wellness, including a new infirmary, in addition to major new indoor and outdoor recreation facilities.

Theme

Academic Regeneration

Like many of its land-grant peers, the University of Florida has aging facilities in its campus core, and these buildings are the day-to-day home of a large number of students, faculty, and staff. Everyone at the University deserves a healthy and vibrant workplace in which they can do their best work and contribute to the University's preeminence. To protect its future, UF must therefore dedicate significant resources to regenerating and/or replacing older facilities and dramatically improving conditions for a number of colleges and departments, including architecture, dentistry, IFAS, math, music, and several other programs.



Themes Applied

Contents

Themes Applied

Theme Development

In addition to meeting the needs of the University of Florida's ambitious future aspirations, the campus also must address current issues. Two ways in which the campus has evolved are causes for much of the reinvestment that is now required. First, UF has a history of piecemeal expansions initiated by decentralized departments including the colleges, but also housing, athletics, and auxiliary services resulting in multiple smaller buildings spread evenly over the 2,000-acre campus. Secondly, the campus has a great number of buildings and infrastructure that are aging simultaneously and suffer from noticeable deferred maintenance, some to the point requiring demolition or substantial reconstruction.

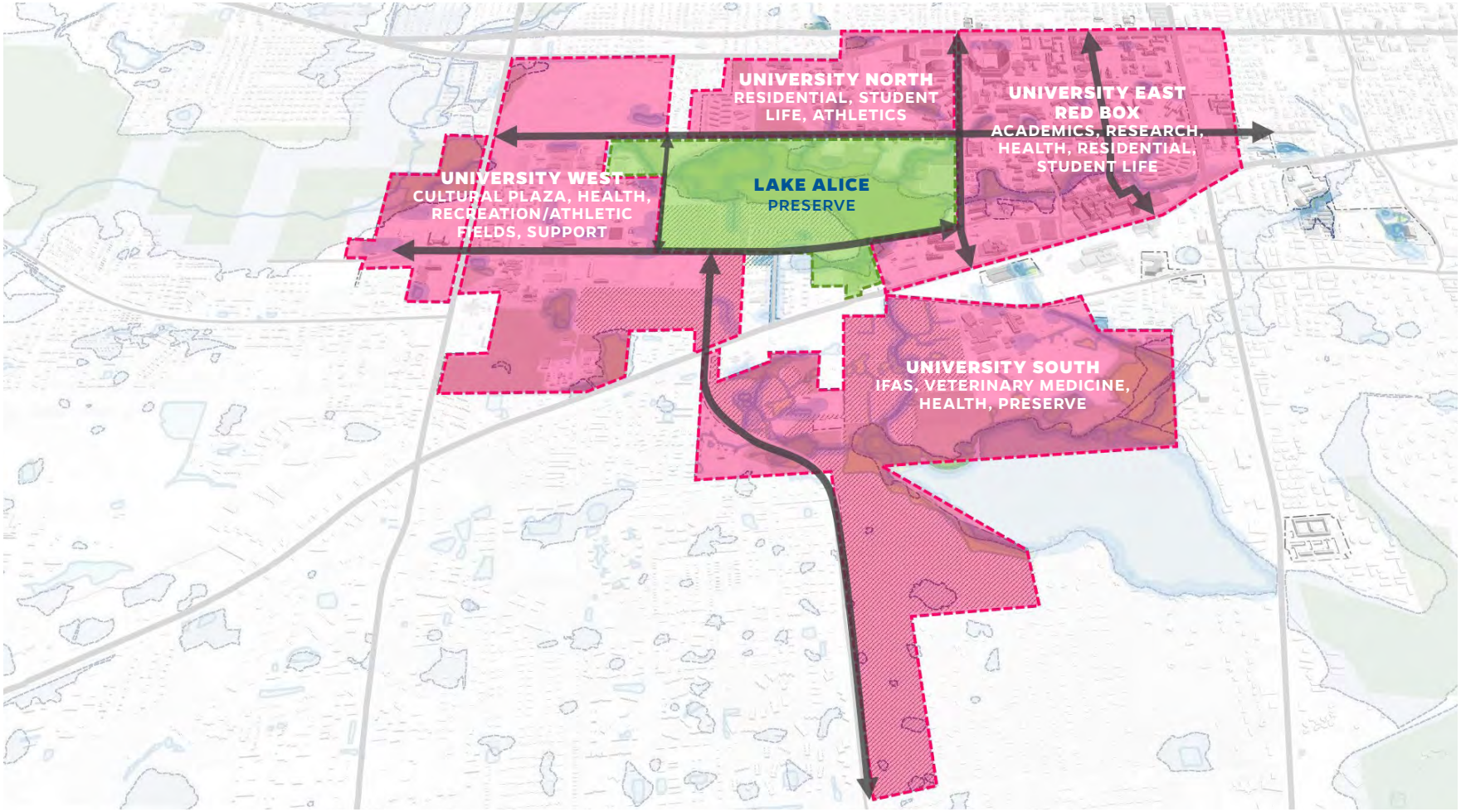
The campus is home to unique assets that, with purposeful improvement, should be leveraged to build identity, connection, and pride of place, most notably Lake Alice and the Historic District.

Street networks suffer from a lack of clarity, and utilities need improvements for efficiency and capacity. Campus perimeters and gateways need attention including potential partnerships with adjacent neighbors to promote quality edges and supporting programs. Finally, in addition to remediating facilities of poor quality, the University must design for pedagogic flexibility and diversify its portfolio of building assets.

New work and capital improvements will be guided by the Themes of the Campus Framework Plan. Two emerging strategies that will help locate and link potential capital projects across all five Themes are an expanded network of routes for all modes of traffic to make wayfinding and access to all of campus clear and inviting and the introduction of an Academic Walk within the eastern "Red Box" to bring a density, vitality, and connection between core campus buildings and civic spaces from University Avenue to the UF Health medical campus.

Building upon these strategies and in support of the five Themes, a prioritized list of important capital projects for the University of Florida emerged from the Framework.

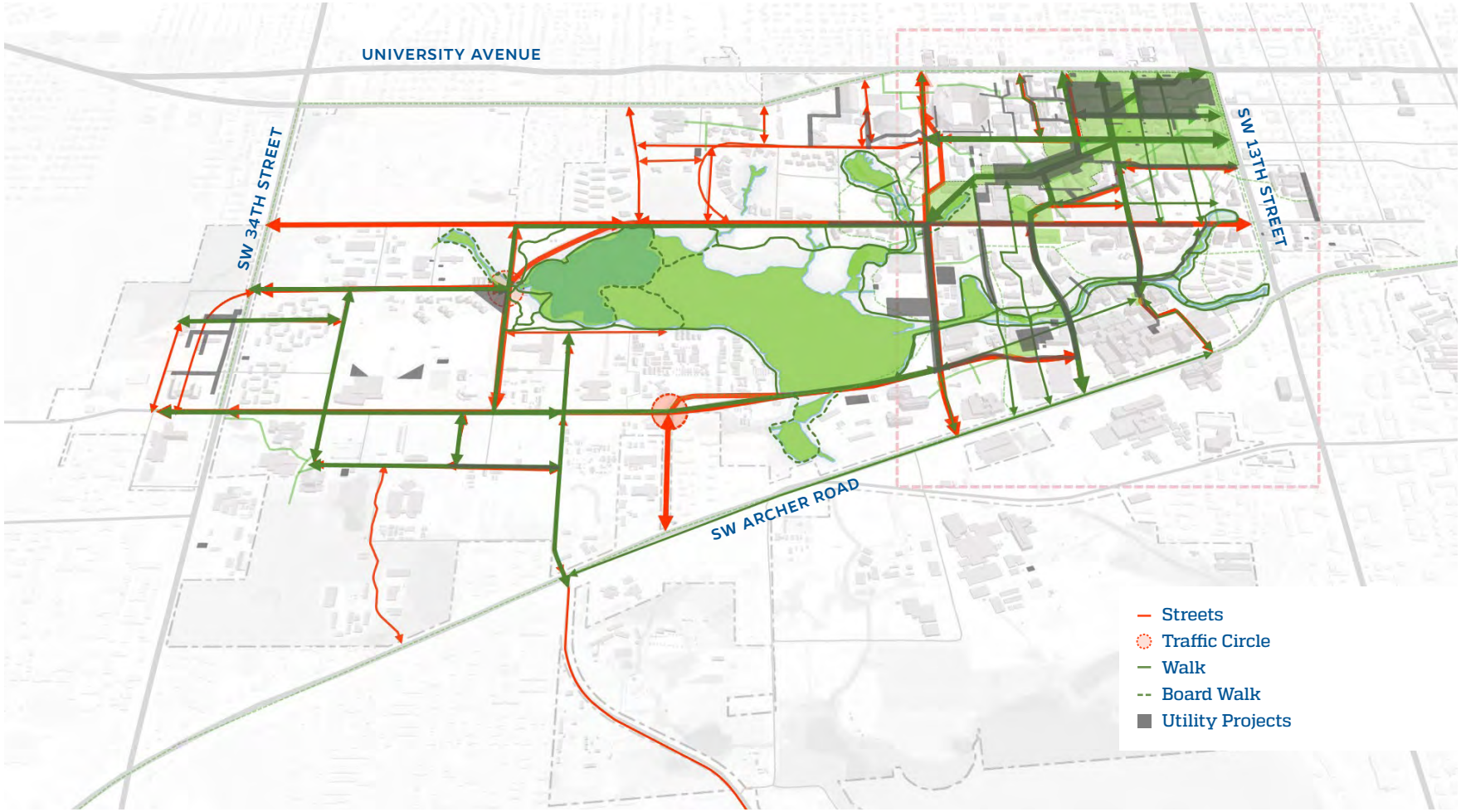
PLAN FOR CIVIC CONNECTIONS



This planning strategy spanning the breadth of UF's main campus seeks to organize and clarify access, circulation, and land use for the whole of UF's two thousand acres.

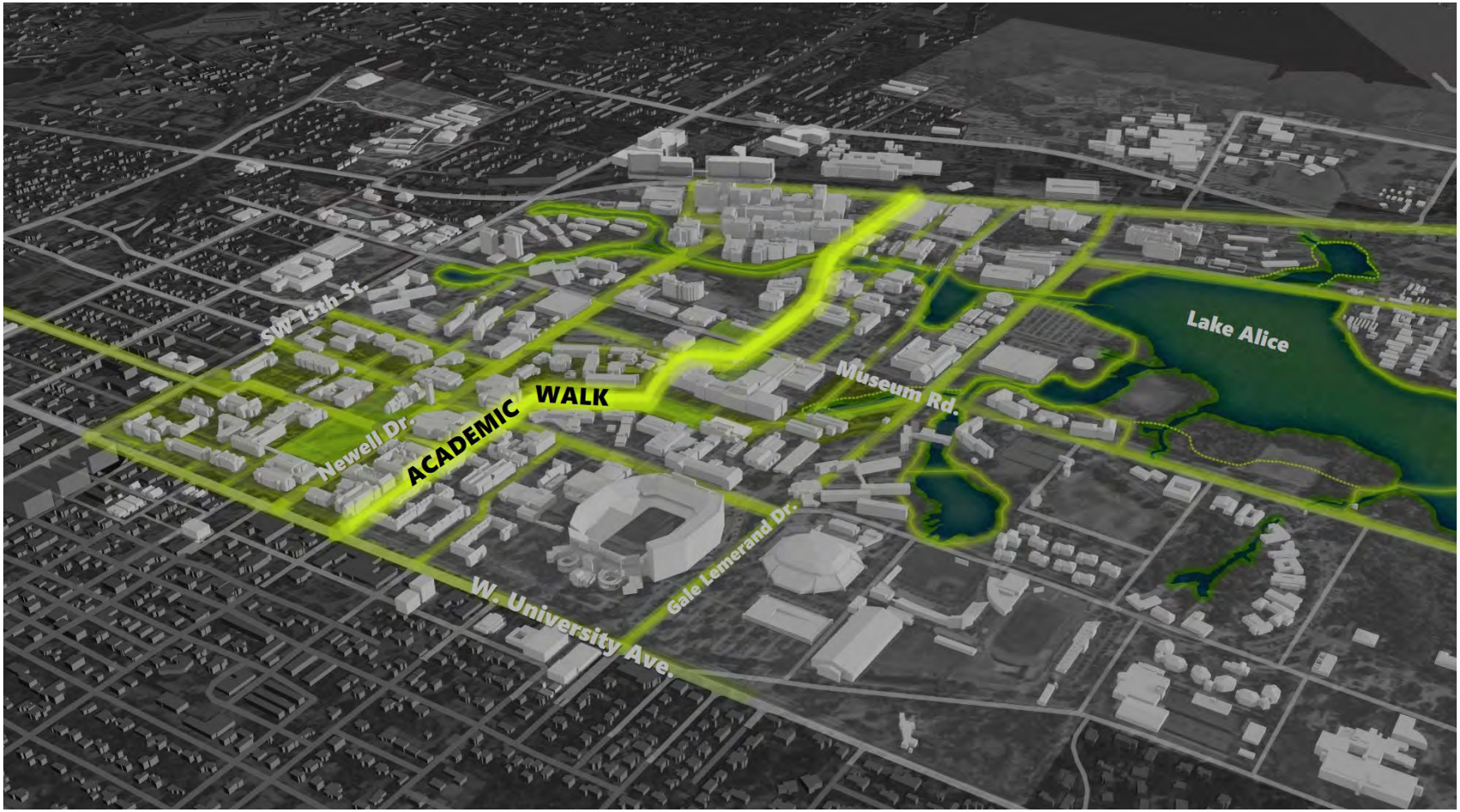
Theme

OPEN SPACE & INFRASTRUCTURE



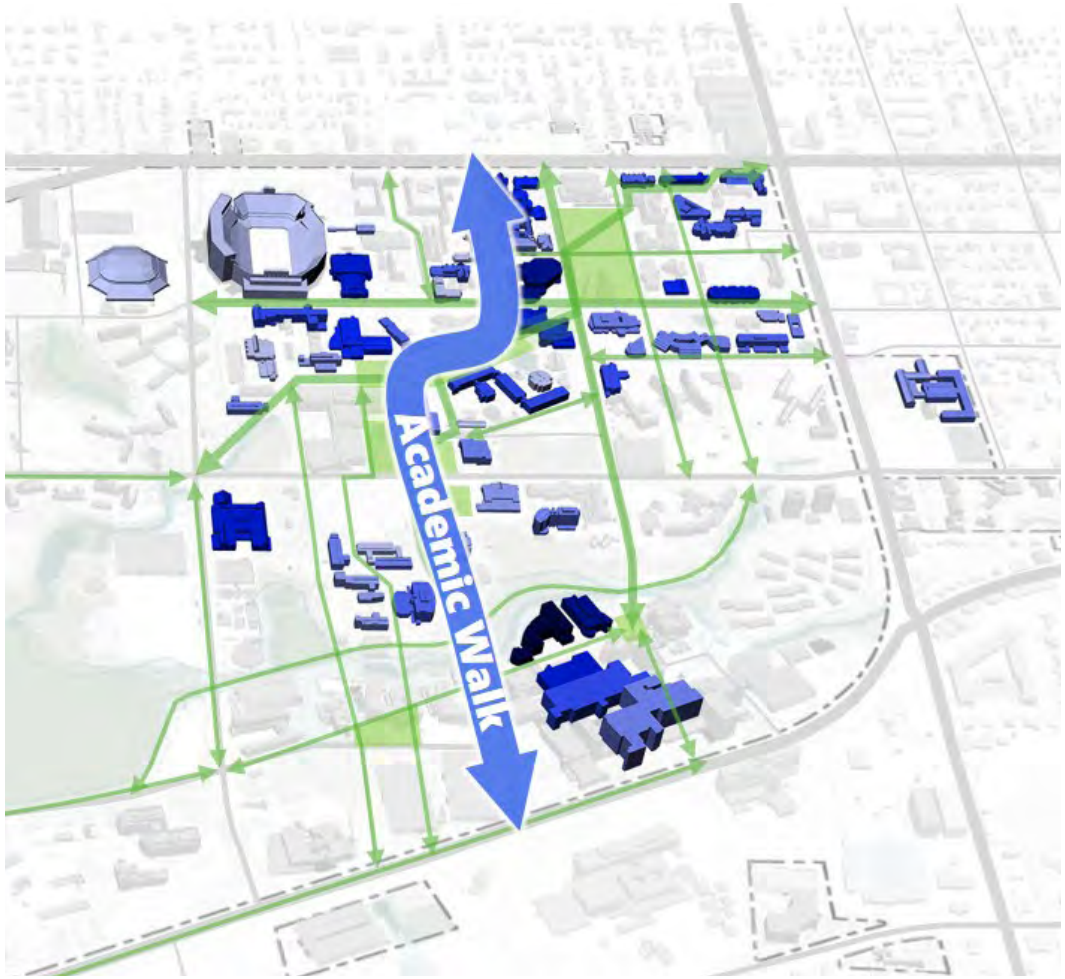
Priority projects to support a welcoming, well connected, and healthy campus include investment in Lake Alice, and in road and utility infrastructure.

PLAN FOR THE ACADEMIC WALK



This planning strategy creates a walkable, vibrant mixed-use academic spine for the University's eastern "Red Box" area and links its northern and southern edges.

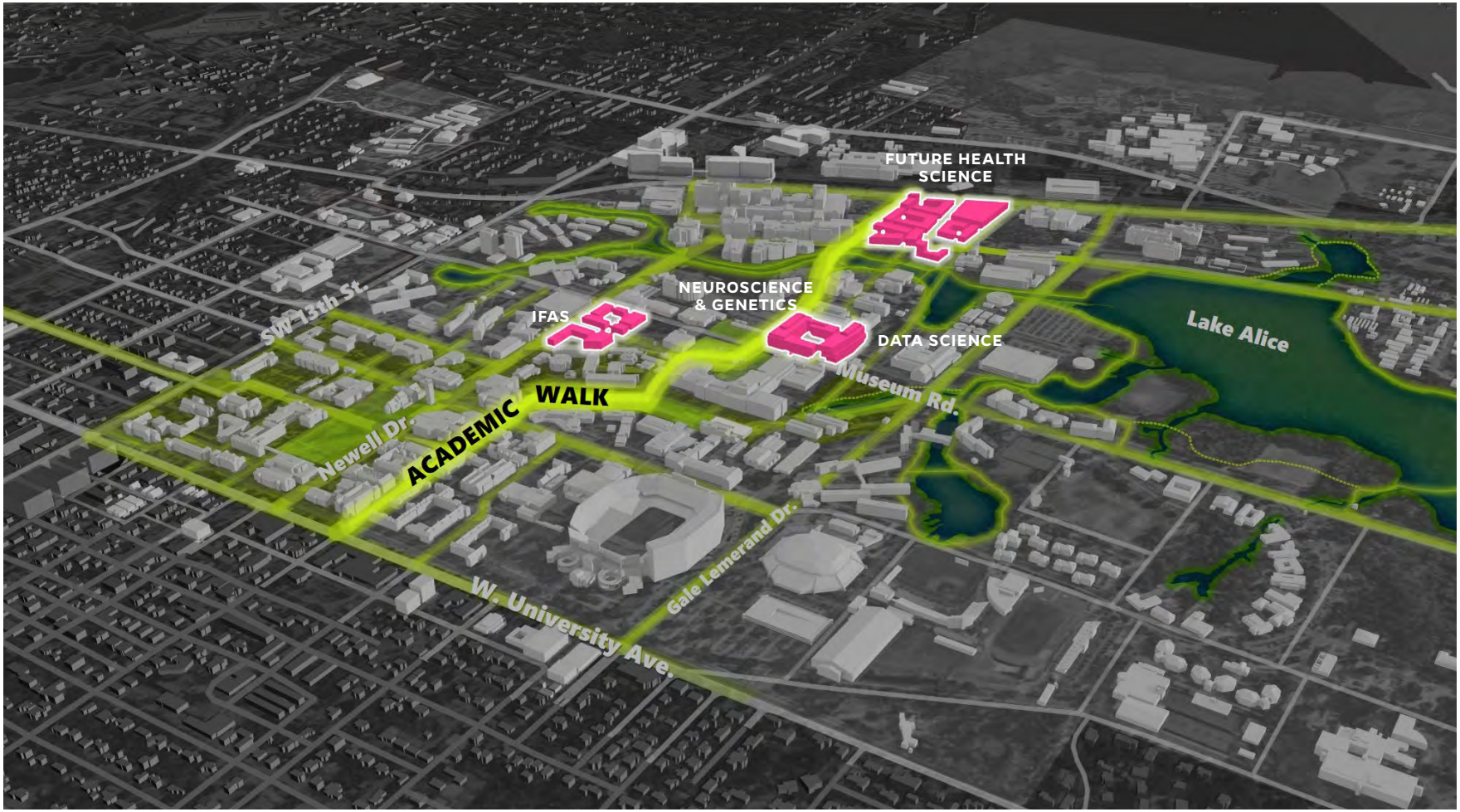
ACADEMIC WALK



The location of the Academic Walk was determined in large part by the existing locations of the greatest academic activity defined by the number of weekly student contact hours. The bold gesture of the Academic Walk will foster connections between UF's colleges and UF Health, and create an exciting center for all of the Framework's Themes in the campus's academic core.

Theme

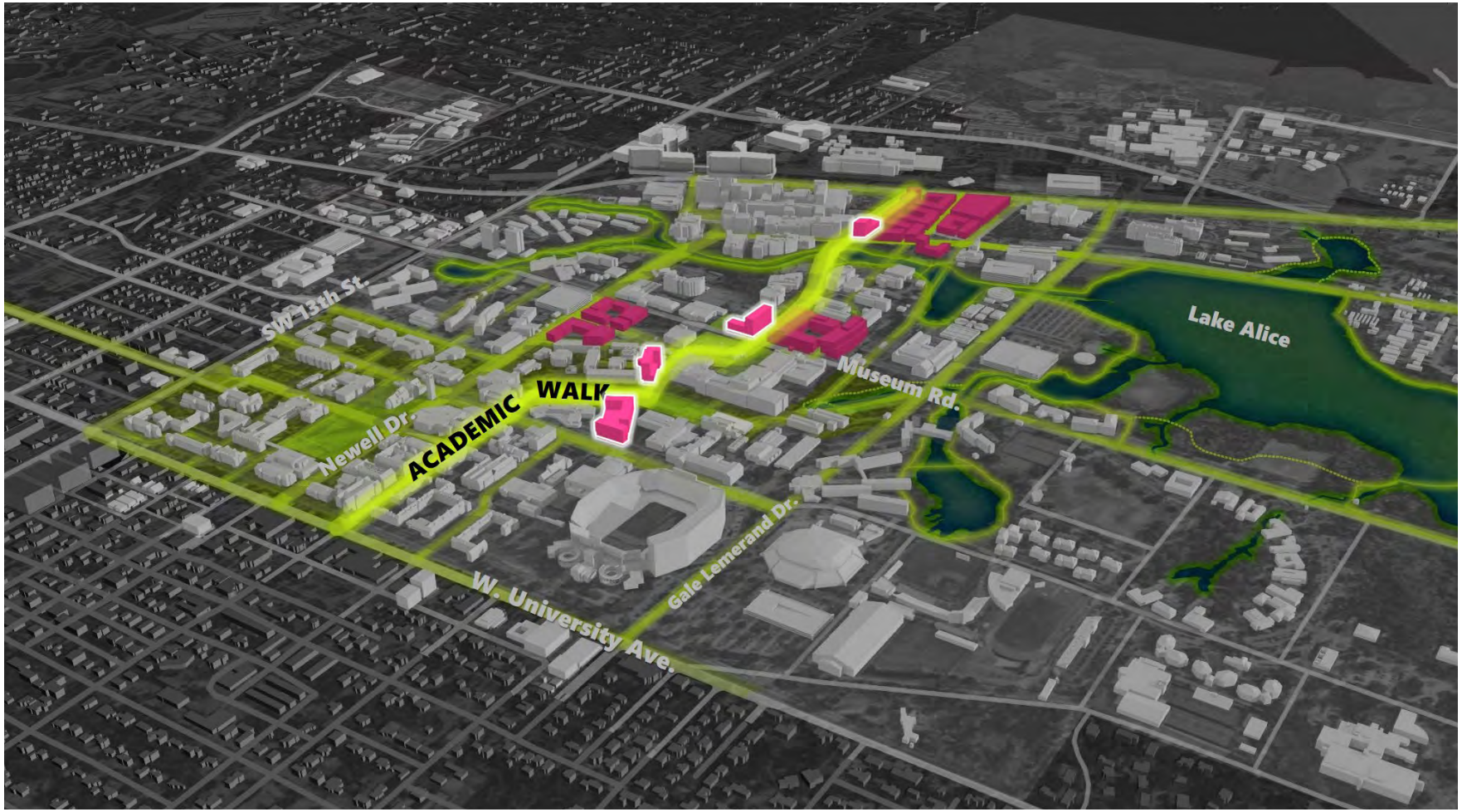
INTERDISCIPLINARY RESEARCH



Building upon the game changing initiative of the planned Data Science and Information Technology project, additional interdisciplinary buildings and centers located along the Academic Walk will support diverse teams researching complex problems.

Theme

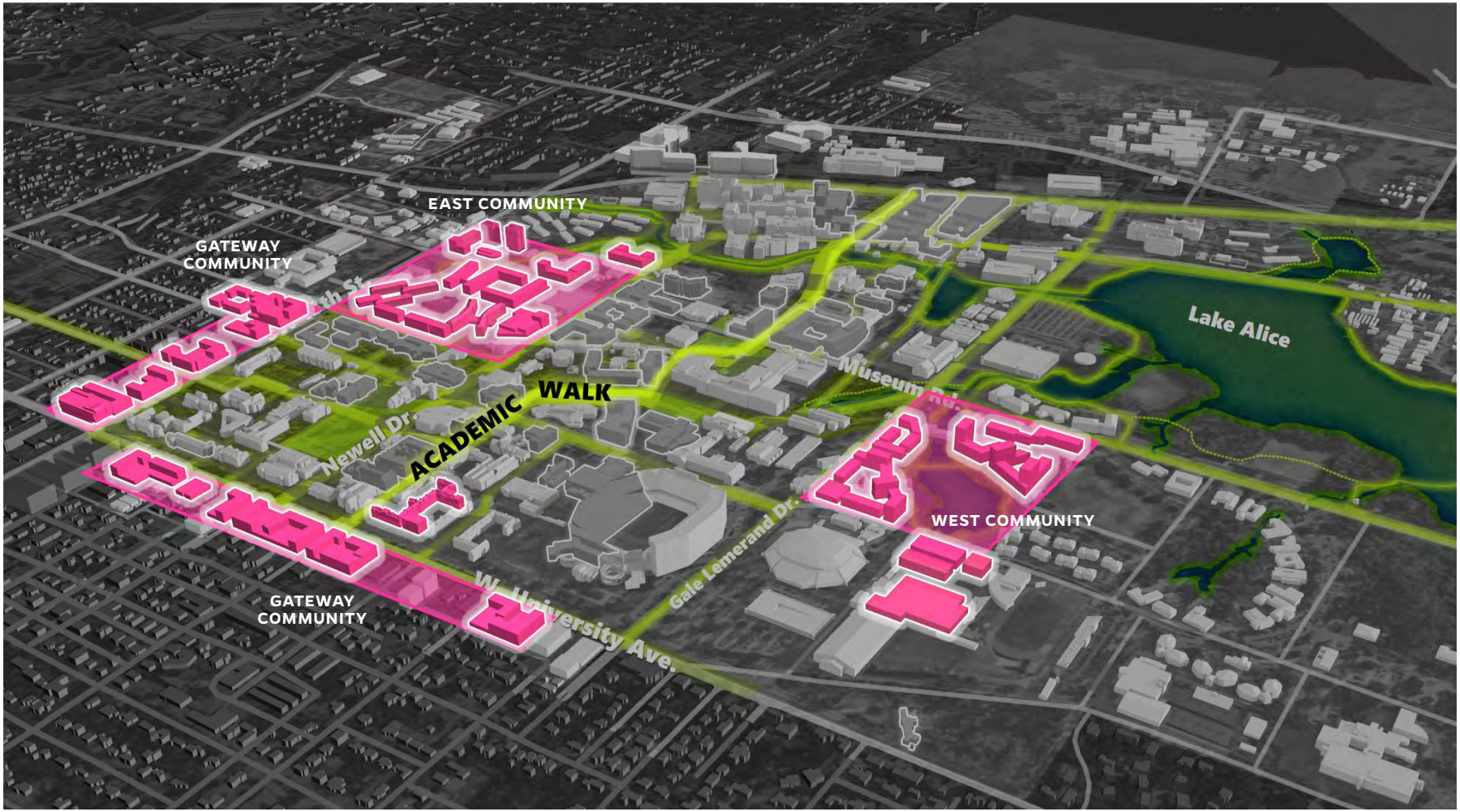
THE FUTURE OF LEARNING



Buildings for the Future of Learning are not only an opportunity to reinvent the classroom, but to build an enhanced culture of living and learning on campus. Flexible academic spaces might become the foundation for additional building programs where students live, play, and study fluidly together.

Theme

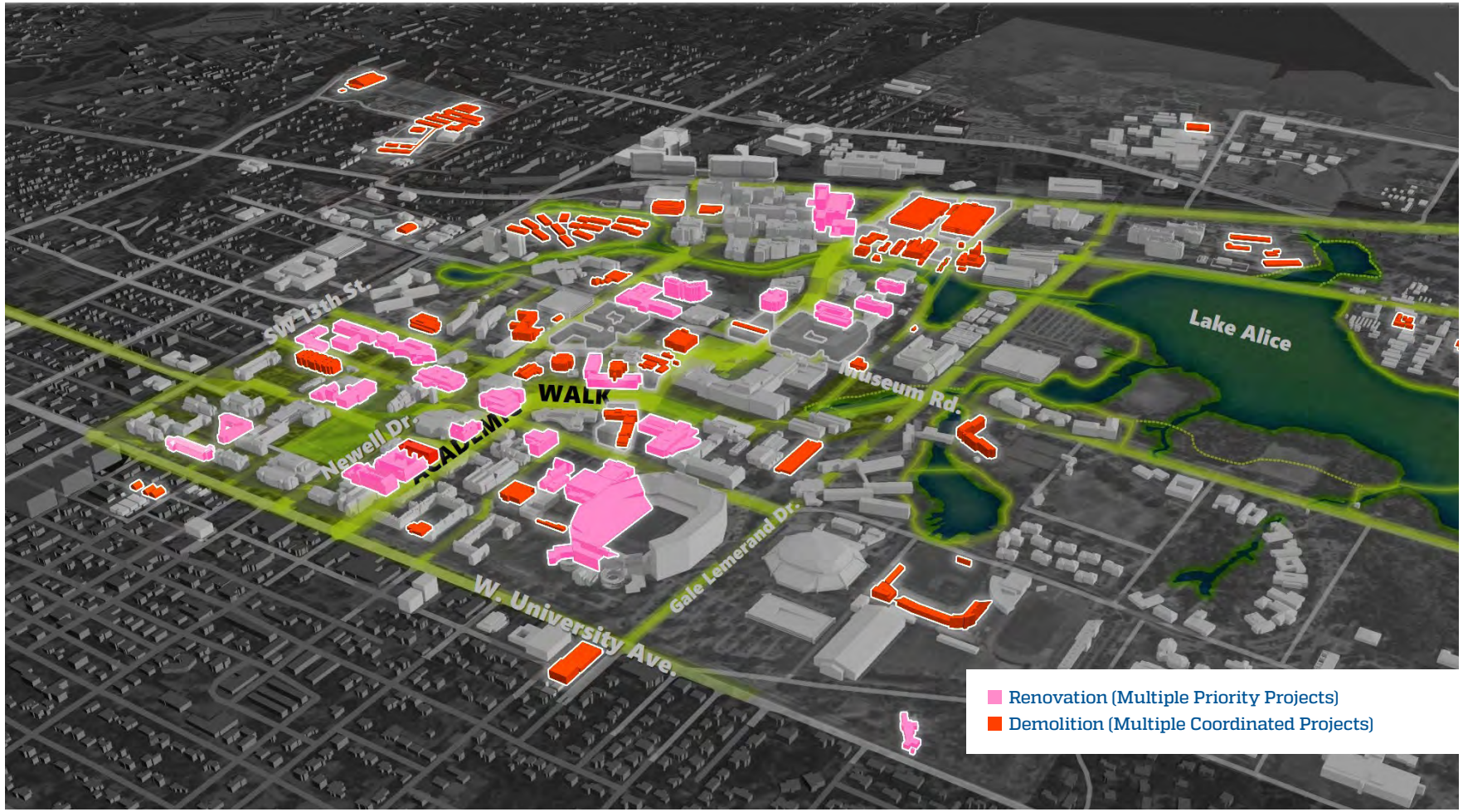
THE STUDENT EXPERIENCE



The University plans to reposition much of its residential portfolio. In particular plans to provide significant new projects to develop two denser neighborhoods (Near Broward and Graham) will also be served by new recreation and student health and wellness facilities. Partnering with neighbors on the North and East perimeters is needed to promote quality campus edges and housing diversity.

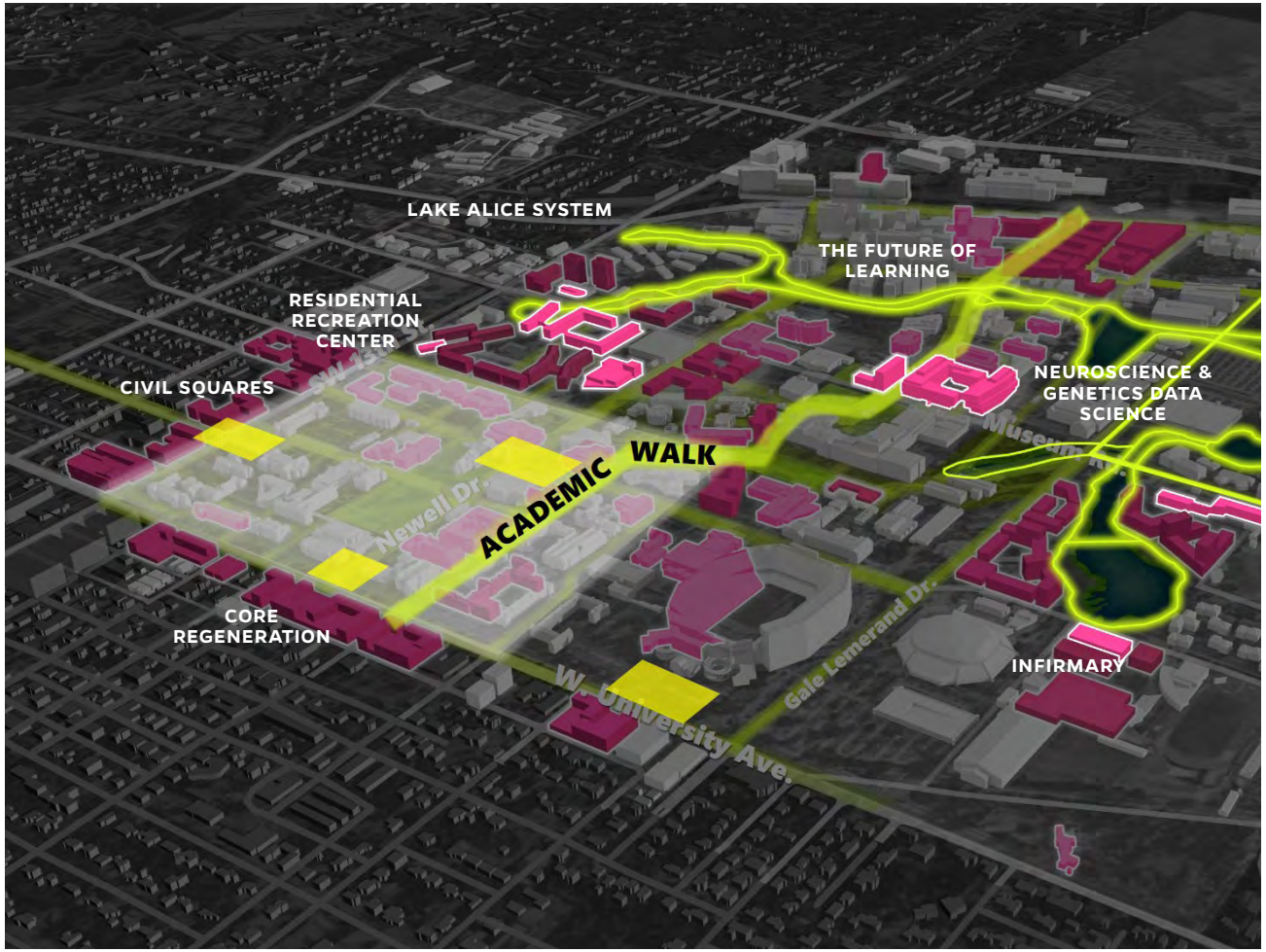
Theme

ACADEMIC REGENERATION



To protect its future, UF must dedicate significant resources to regenerating and/or replacing older facilities. Those that would benefit from dramatic improvement include architecture, music, dentistry, math, and IFAS.

FIVE KEY PROJECTS



Of the many projects identified as part of the Campus Framework Plan, these listed here represent the priority initiatives that will promote the greatest transformation for the University of Florida in the near term.

OPEN SPACE & INFRASTRUCTURE

Civic Squares & Lake Alice

INTERDISCIPLINARY RESEARCH

Neuroscience & Genetics

THE FUTURE OF LEARNING

Building with Biology Teaching Lab

ACADEMIC REGENERATION

(IFAS, Music, Architecture, Math, Engineering, Dentistry, etc.)

THE STUDENT EXPERIENCE

(Unite Counseling & Infirmary, Recreation Center, West Recreation Fields)

THEME DEVELOPMENT COMPOSITE

Themes Applied

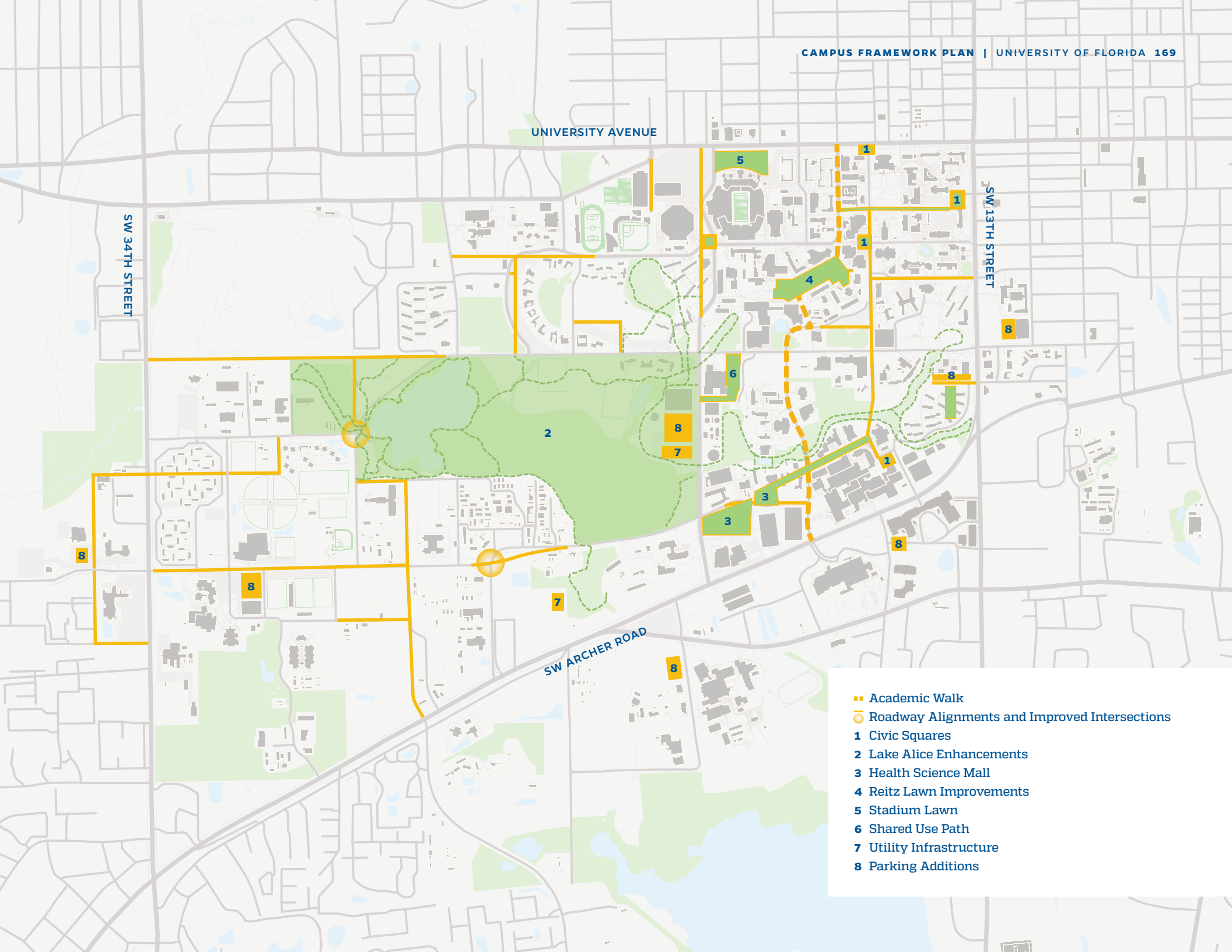
Key Projects

KEY PROJECTS

Theme

Open Space and Infrastructure

The University of Florida campus landscape must be welcoming and provide clear connections between different campus regions, disciplines, and partners.


UNIVERSITY AVENUE
SW 34TH STREET
SW 13TH STREET
SW ARCHER ROAD
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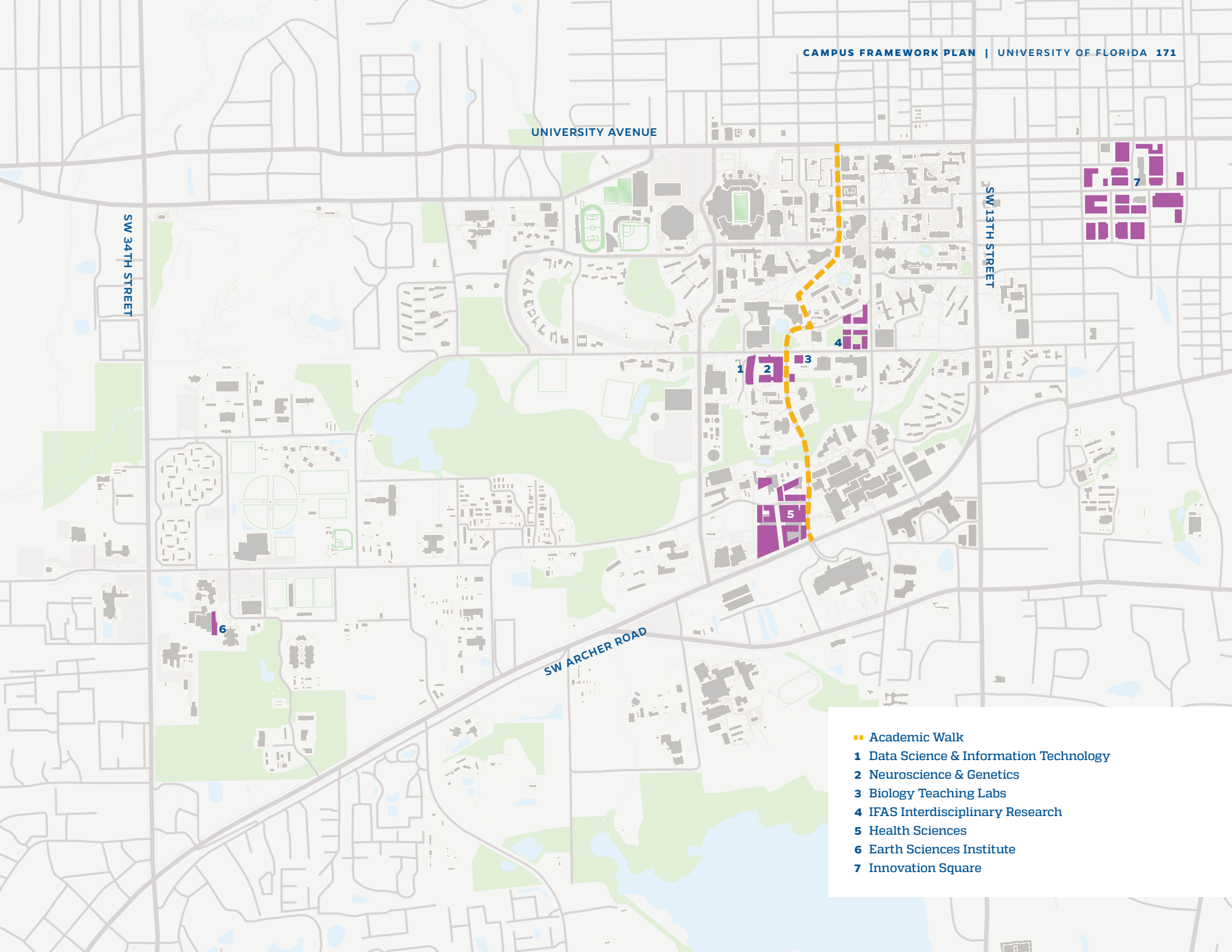
Academic Walk
Roadway Alignments and Improved Intersections
1 Civic Squares
2 Lake Alice Enhancements
3 Health Science Mall
4 Reitz Lawn Improvements
5 Stadium Lawn
6 Shared Use Path
7 Utility Infrastructure
8 Parking Additions

KEY PROJECTS

Theme
Interdisciplinary Research

The world's problems are complex and not neatly confined within traditional departmental boundaries. New interdisciplinary buildings will allow diverse teams to collaborate to investigate these challenges.

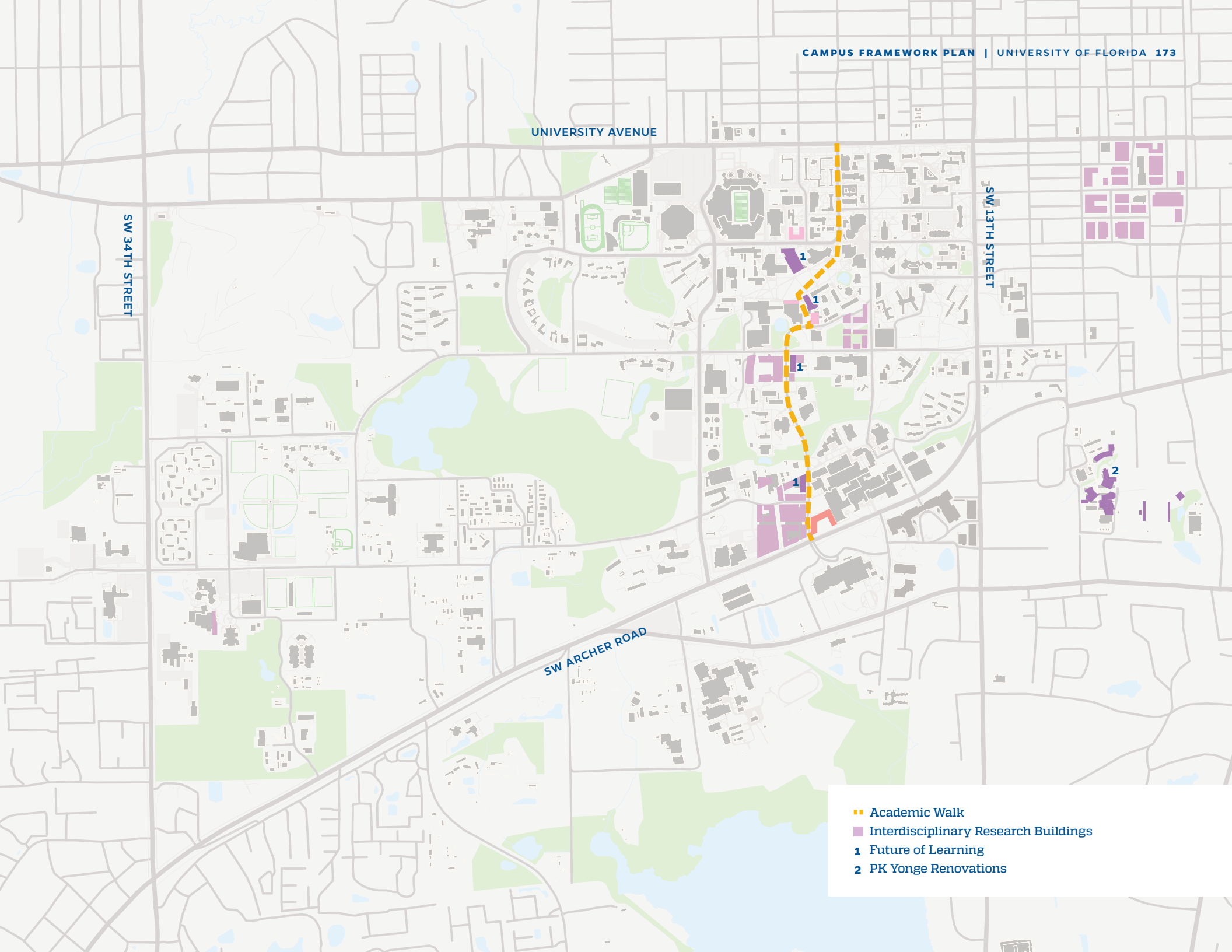


- Academic Walk
- 1 Data Science & Information Technology
- 2 Neuroscience & Genetics
- 3 Biology Teaching Labs
- 4 IFAS Interdisciplinary Research
- 5 Health Sciences
- 6 Earth Sciences Institute
- 7 Innovation Square

KEY PROJECTS

Theme
The Future of Learning

The University has committed to the total reinvention of its classrooms and the creation of new centralized learning buildings that provide flexible spaces in which every student can participate and establish a national model for the future of learning.


UNIVERSITY AVENUE
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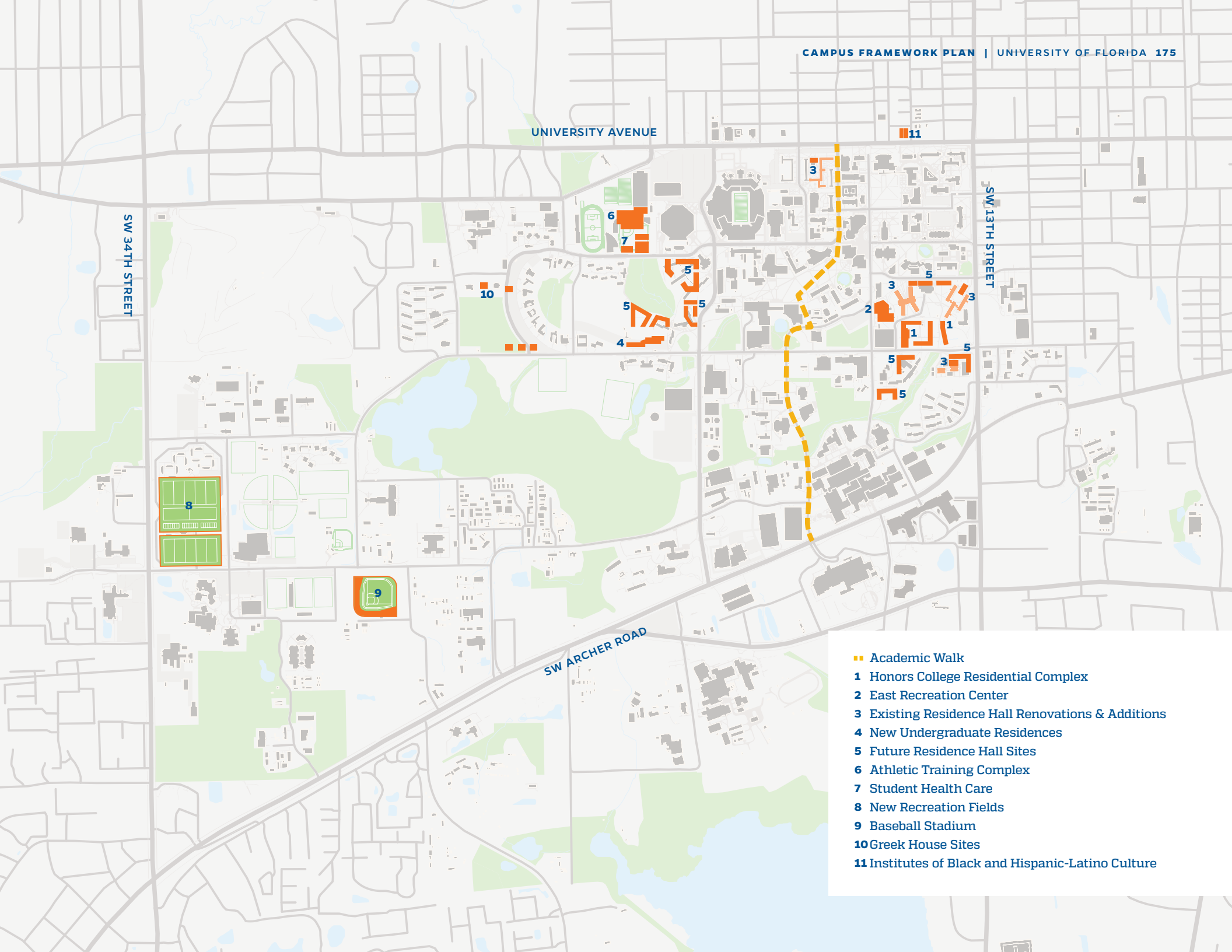
Academic Walk
Interdisciplinary Research Buildings
1 Future of Learning
2 PK Yonge Renovations

KEY PROJECTS

Theme
The Student Experience

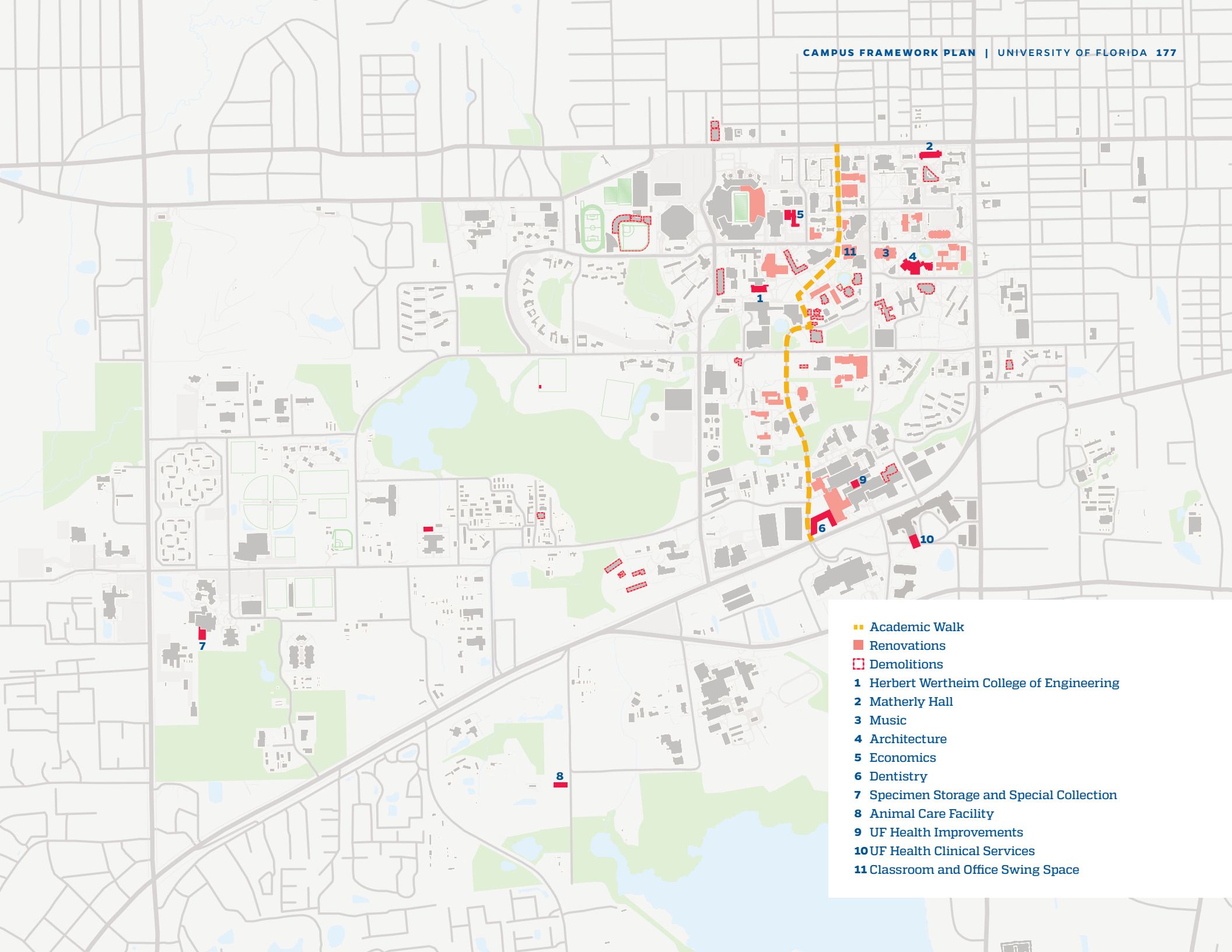
The University of Florida has a bold plan to reposition its entire residential life portfolio, including the construction of a major new Honors Residential Complex and other new on-campus housing opportunities for undergraduates and student athletes.


UNIVERSITY AVENUE
SW 34TH STREET
SW 13TH STREET
SW ARCHER ROAD
Academic Walk
1 Honors College Residential Complex
2 East Recreation Center
3 Existing Residence Hall Renovations & Additions
4 New Undergraduate Residences
5 Future Residence Hall Sites
6 Athletic Training Complex
7 Student Health Care
8 New Recreation Fields
9 Baseball Stadium
10 Greek House Sites
11 Institutes of Black and Hispanic-Latino Culture

KEY PROJECTS

Theme
Academic Regeneration

Like many of its land-grant peers, the University of Florida has aging facilities in its campus core. To protect its future, the University must dedicate significant resources to regenerating older facilities for a number of colleges and departments.


Academic Walk
Renovations
Demolitions
1 Herbert Wertheim College of Engineering
2 Matherly Hall
3 Music
4 Architecture
5 Economics
6 Dentistry
7 Specimen Storage and Special Collection
8 Animal Care Facility
9 UF Health Improvements
10 UF Health Clinical Services
11 Classroom and Office Swing Space


96 00 06 08
UF
UF
UF

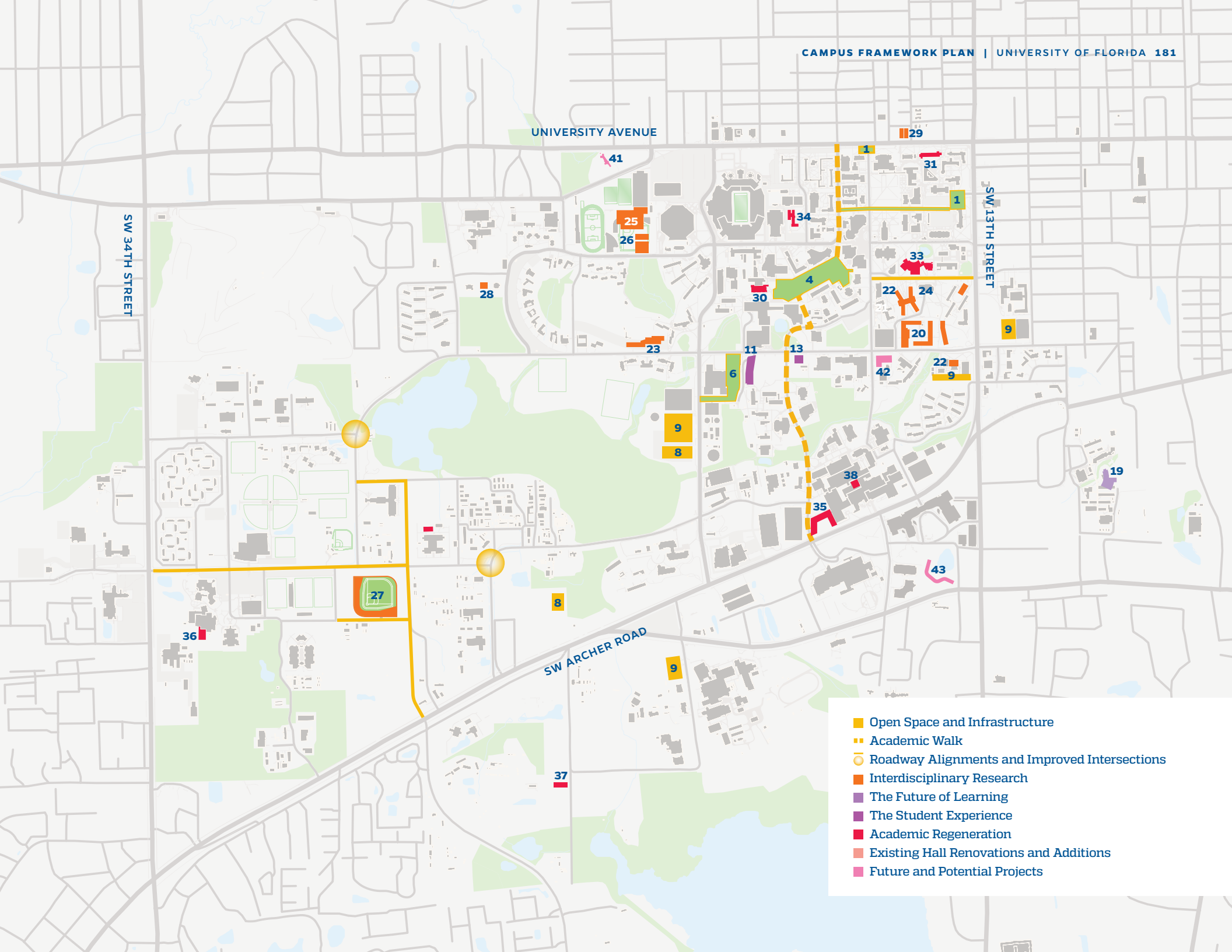
Themes Applied

Implementation Timeline

Implementation Timeline

Short-Term Projects

1. Civic Squares
2. Lake Alice Enhancements
3. Health Science Mall
4. Reitz Lawn Improvements
5. Stadium Lawn
6. Shared Use Path
7. New Recreation Fields
8. Utility Infrastructure
9. Parking Additions
10. Roadway Alignments & Improved Intersections
11. Data Science & Information Technology
12. Neuroscience & Genetics
13. Biology Teaching Labs
14. IFAS Interdisciplinary Research
15. Health Sciences
16. Earth Sciences Institute
17. Innovation Square
18. Future of Learning
19. PK Yonge Renovations
20. Honors College Residential Complex
21. East Recreation Center
22. Existing Residence Hall Renovations & Additions
23. New Undergraduate Residences
24. Residence Hall Sites
25. Athletic Training Complex
26. Student Health Care
27. Baseball Stadium
28. Greek House Sites
29. Institutes of Black and Hispanic-Latino Culture
30. Herbert Wertheim College of Engineering
31. Matherly Hall
32. Music
33. Architecture
34. Economics
35. Dentistry
36. Specimen Storage and Special Collections
37. Animal Care Facility
38. UF Health Improvements
39. UF Health Clinical Services
40. Classroom and Office Swing Space
41. Powell University House
42. University Police
43. Hotel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Open Space and Infrastructure
Academic Walk
Roadway Alignments and Improved Intersections
Interdisciplinary Research
The Future of Learning
The Student Experience
Academic Regeneration
Existing Hall Renovations and Additions
Future and Potential Projects

Implementation Timeline

Medium-Term Projects

1. Civic Squares
2. Lake Alice Enhancements
3. Health Science Mall
4. Reitz Lawn Improvements
5. Stadium Lawn
6. Shared Use Path
7. New Recreation Fields
8. Utility Infrastructure
9. Parking Additions
10. Roadway Alignments & Improved Intersections
11. Data Science & Information Technology
12. Neuroscience & Genetics
13. Biology Teaching Labs
14. IFAS Interdisciplinary Research
15. Health Sciences
16. Earth Sciences Institute
17. Innovation Square
18. Future of Learning
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20. Honors College Residential Complex
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30. Herbert Wertheim College of Engineering
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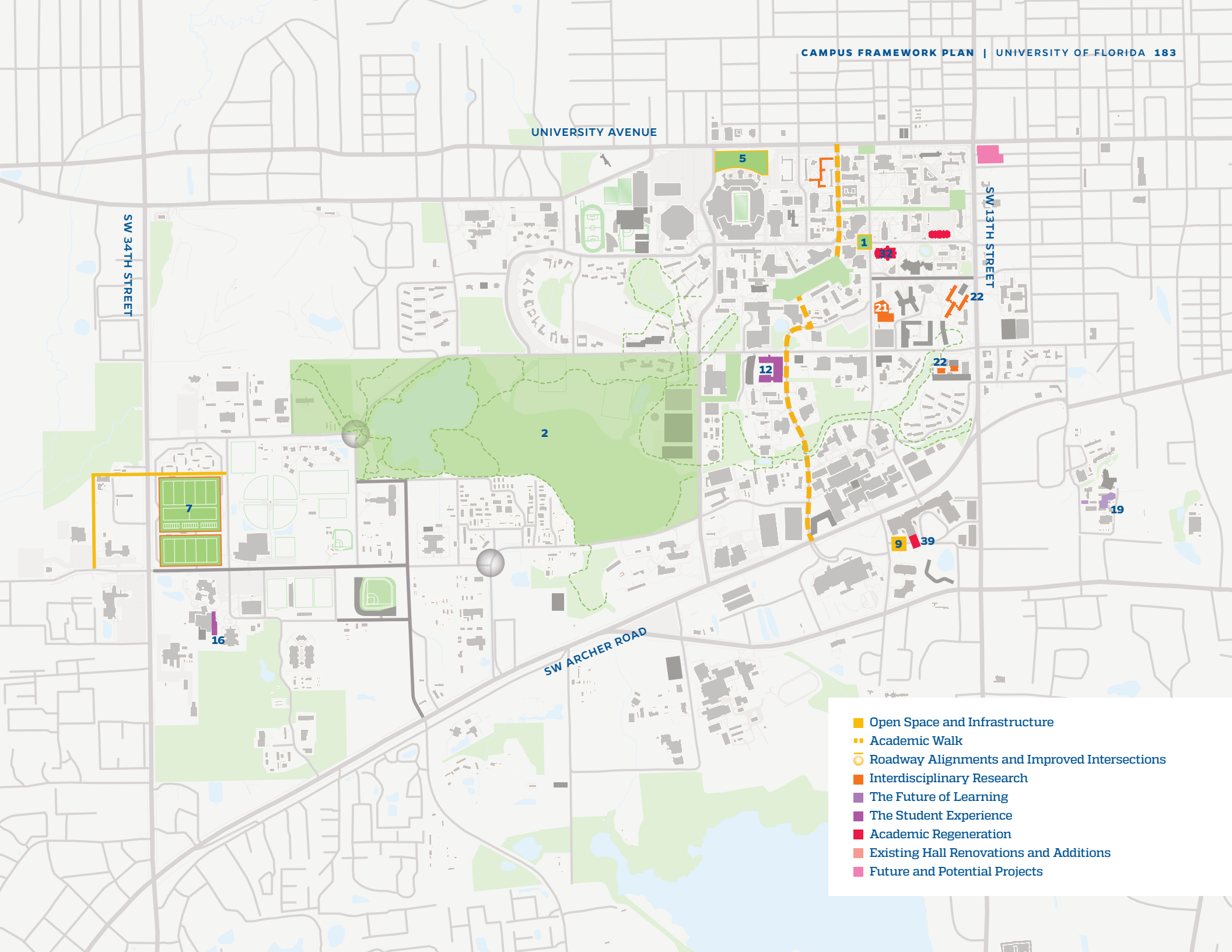
34. Economics
35. Dentistry
36. Specimen Storage and Special Collections
37. Animal Care Facility
38. UF Health Improvements
39. UF Health Clinical Services
40. Classroom and Office Swing Space
41. Powell University House
42. University Police
43. Hotel


UNIVERSITY AVENUE
SW 34TH STREET
SW 13TH STREET
SW ARCHER ROAD
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16
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22
39
Open Space and Infrastructure
Academic Walk
Roadway Alignments and Improved Intersections
Interdisciplinary Research
The Future of Learning
The Student Experience
Academic Regeneration
Existing Hall Renovations and Additions
Future and Potential Projects

Implementation Timeline

Long-Term Projects

1. Civic Squares
2. Lake Alice Enhancements
3. Health Science Mall
4. Reitz Lawn Improvements
5. Stadium Lawn
6. Shared Use Path
7. New Recreation Fields
8. Utility Infrastructure
9. Parking Additions
10. Roadway Alignments & Improved Intersections
11. Data Science & Information Technology
12. Neuroscience & Genetics
13. Biology Teaching Labs
14. IFAS Interdisciplinary Research
15. Health Sciences
16. Earth Sciences Institute
17. Innovation Square
18. Future of Learning
19. PK Yonge Renovations
20. Honors College Residential Complex
21. East Recreation Center
22. Existing Residence Hall Renovations & Additions
23. New Undergraduate Residences
24. Residence Hall Sites
25. Athletic Training Complex
26. Student Health Care
27. Baseball Stadium
28. Greek House Sites
29. Institutes of Black and Hispanic-Latino Culture
30. Herbert Wertheim College of Engineering
31. Matherly Hall
32. Music
33. Architecture
34. Economics
35. Dentistry
36. Specimen Storage and Special Collections
37. Animal Care Facility
38. UF Health Improvements
39. UF Health Clinical Services
40. Classroom and Office Swing Space
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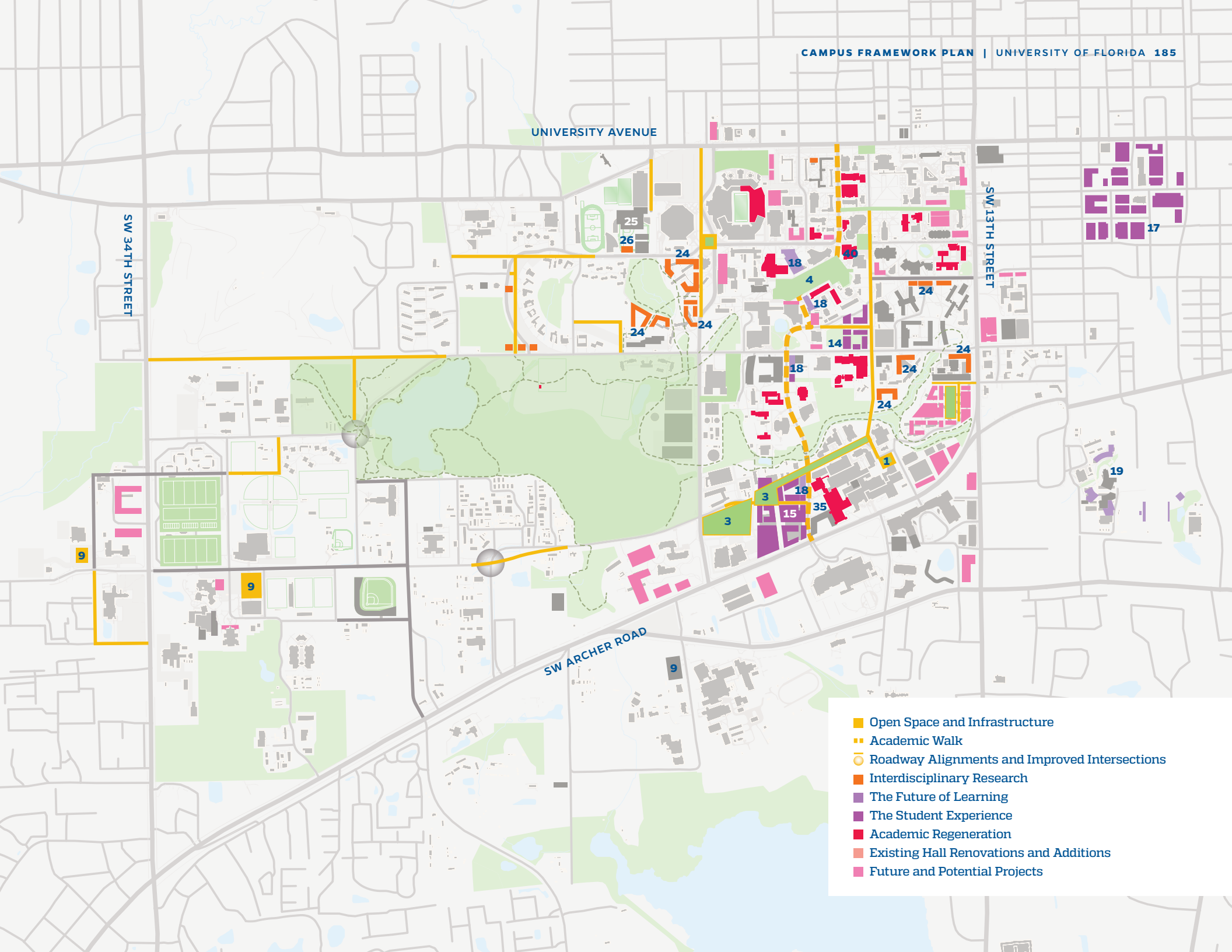
UNIVERSITY AVENUE
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SW 13TH STREET
SW ARCHER ROAD
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Open Space and Infrastructure
Academic Walk
Roadway Alignments and Improved Intersections
Interdisciplinary Research
The Future of Learning
The Student Experience
Academic Regeneration
Existing Hall Renovations and Additions
Future and Potential Projects

Implementation Timeline

All Projects

1. Civic Squares
2. Lake Alice Enhancements
3. Health Science Mall
4. Reitz Lawn Improvements
5. Stadium Lawn
6. Shared Use Path
7. New Recreation Fields
8. Utility Infrastructure
9. Parking Additions
10. Roadway Alignments & Improved Intersections
11. Data Science & Information Technology
12. Neuroscience & Genetics
13. Biology Teaching Labs
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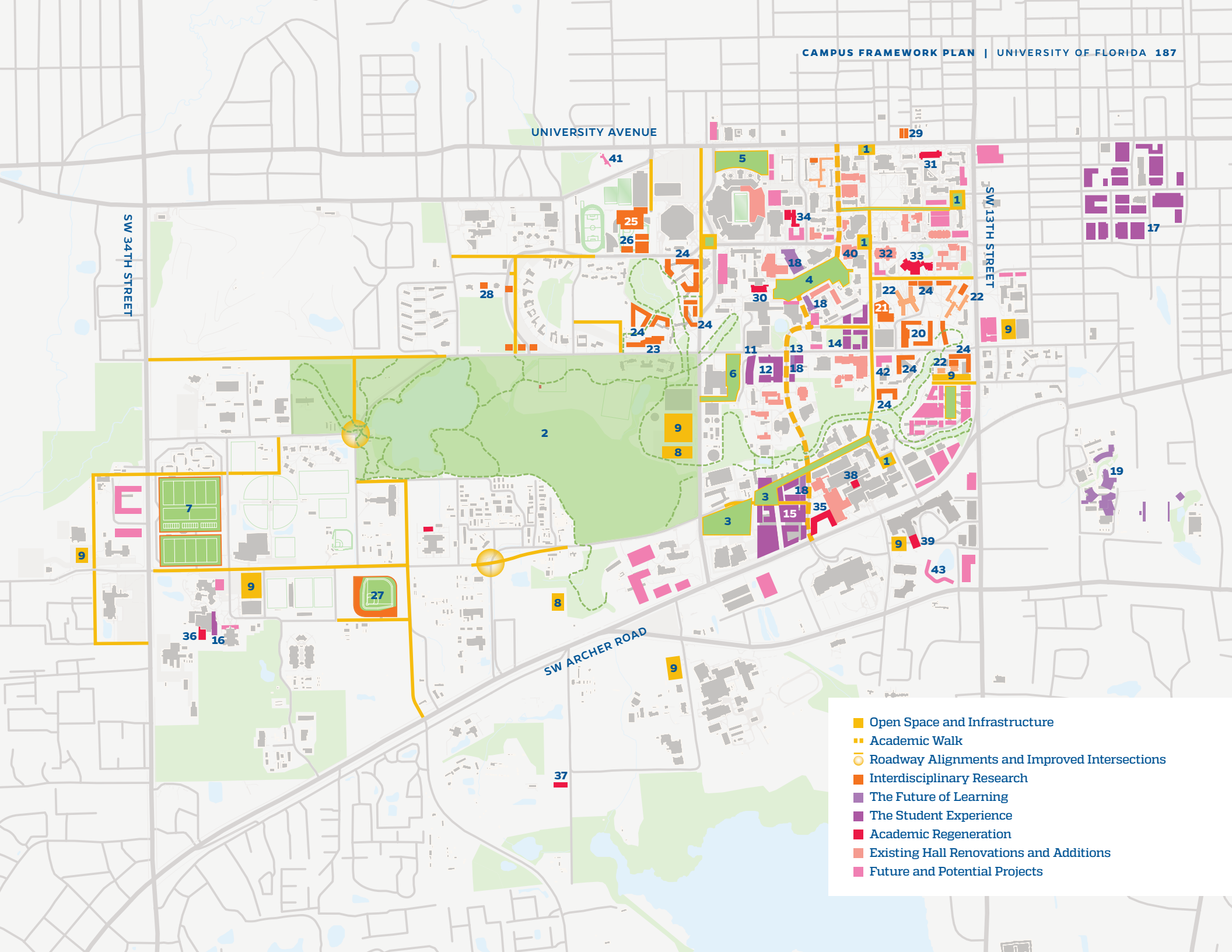
UNIVERSITY AVENUE
SW 34TH STREET
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Open Space and Infrastructure
Academic Walk
Roadway Alignments and Improved Intersections
Interdisciplinary Research
The Future of Learning
The Student Experience
Academic Regeneration
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Future and Potential Projects

Appendix

Contents


FLORID
FLORIDA

Appendix

Space Utilization White Paper

In December 2016, the University of Florida published its Strategic Development Plan, an unprecedented collaborative effort to transform the City of Gainesville and the university through a series of joint initiatives addressing urban form, ecological stewardship, and community prosperity. The plan's central tenet was to make UF the preeminent public university in the United States. The university now pursues this same goal through an internal lens. The 2019 Campus Framework Plan is a guide to the university's physical development that: identifies priority projects; provides a process for future decision making around the physical environment; synthesizes the work of complementary studies, including the Strategic Development Plan and master plans for transportation and parking, utilities, landscape, and housing; and governs updates to the university's official master plan.

In order to identify potential priority projects, we considered three primary factors: strategic impact, need, and stewardship obligation (a key tenet of the Strategic Development Plan). We developed our understanding of strategic impacts through an extensive stakeholder engagement process that convened deans and other university leaders around the emerging themes of interdisciplinary research, the future of learning, and the student experience. To inform our understanding of need, we undertook a high-level analysis

Contents

of space utilization across the Gainesville campus. This analysis was not at the level of a detailed college-by-college space study, but rather an investigation of macro trends from a strategic vantage. To make capital renewal recommendations, we reviewed available building condition information, and undertook walkthroughs of the buildings which most need capital investment decisions.

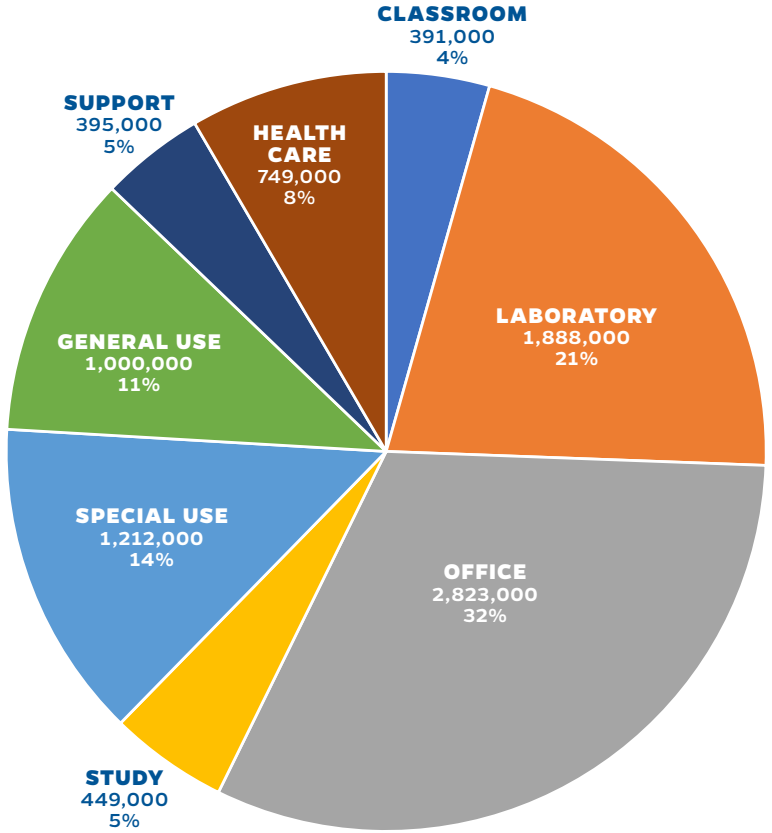
The primary finding of the utilization analysis was that, at the big picture level, the university's space utilization profile generally shows reasonable, but not excessive use across the major space categories; and that strategic and renewal impacts of potential projects should therefore be the determining factors in prioritization decisions. This white paper documents the reasoning behind this decision, and also documents the specific building-by-building renovation-vs.-demolition recommendations.

Overview of UF Space in Gainesville

The University of Florida operates approximately 8,900,000 assignable square feet of space on the Gainesville campus, excluding residence halls and structured parking. Following best practices, this space is categorized by its primary use: general purpose classrooms, laboratories (scheduled instructional teaching labs, open teaching labs, and research labs), offices (actual offices, conference rooms, and office support spaces like break rooms, copy rooms, etc.), study (library stacks and student study areas), special use (animal space, greenhouses, media rooms, etc.), general use (assembly, exhibition, dining, lounge, meeting, merchandise, etc.), support (storage, IT infrastructure, etc.), and health (clinics, exam rooms, etc.). UF's percentage breakdown of space across these categories is typical for a prestigious research-intensive public university, although some of the details may surprise anyone not familiar with this kind of data. For instance, only 4% of the university's space is in classrooms, and the single biggest space category on campus—almost one third of all space—is in offices! We emphasize that these numbers are appropriate for the university, and not a cause for concern, but they do illuminate, as the university continues to think about its space management practices, where the highest-leverage impacts can potentially be found.

SPACE ANALYTICS – 8.9 MILLION ASF

Assignable Square Feet by Space Type (Non-residential)

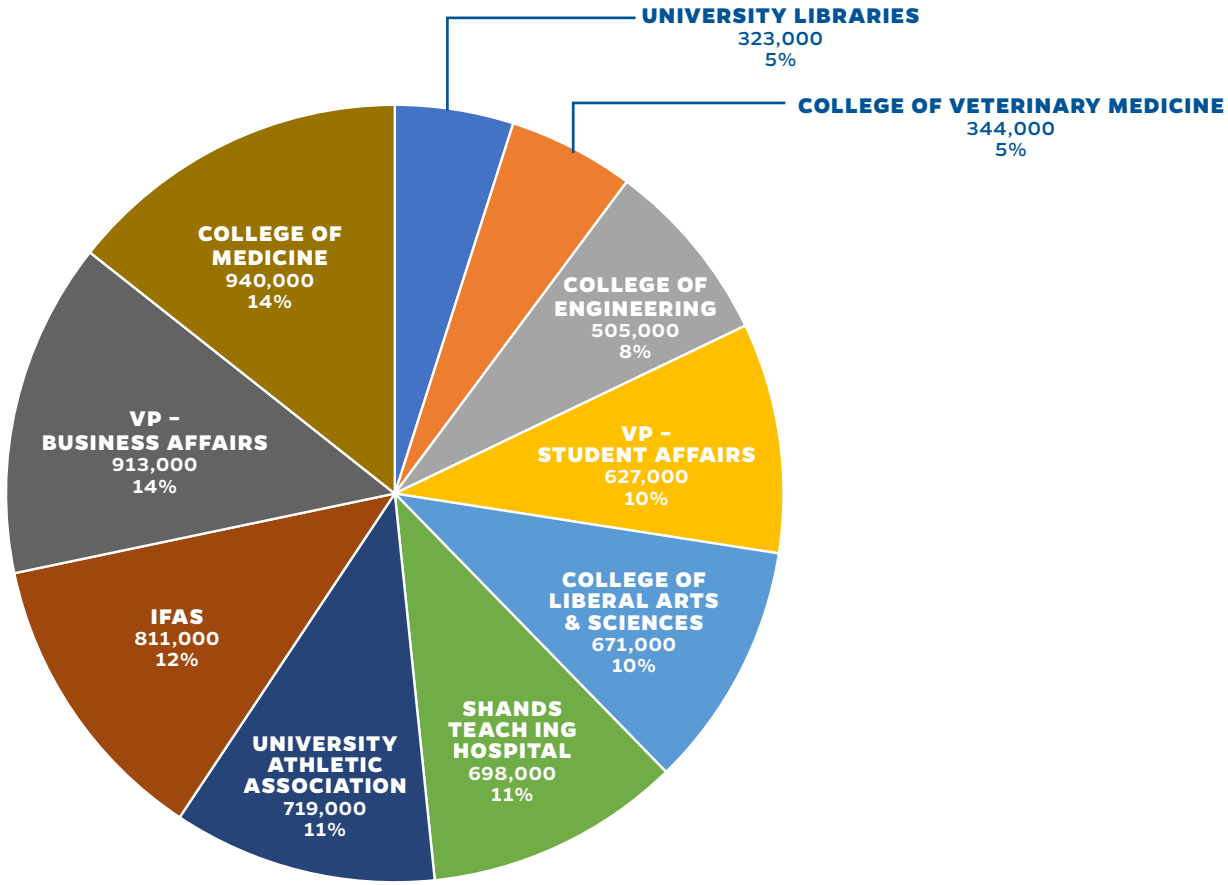


*Support excludes 2,728,000 ASF of parking

RIGHT. UF's operating model assigns space to the various colleges and administrative units. The top 10 controlling entities by square footage are illustrated in the accompanying diagram. UF has a strong culture of space "ownership," which to some extent limits the institution's overall ability to improve its space management practices, and in several cases, hampers its ability to maintain centralized actionable data on relevant space use (for a discussion on space management practices, see page 246).

WHO CONTROLS SPACE?

Assignable Square Feet by Top 10 Controlling Entities (Non-Residential)

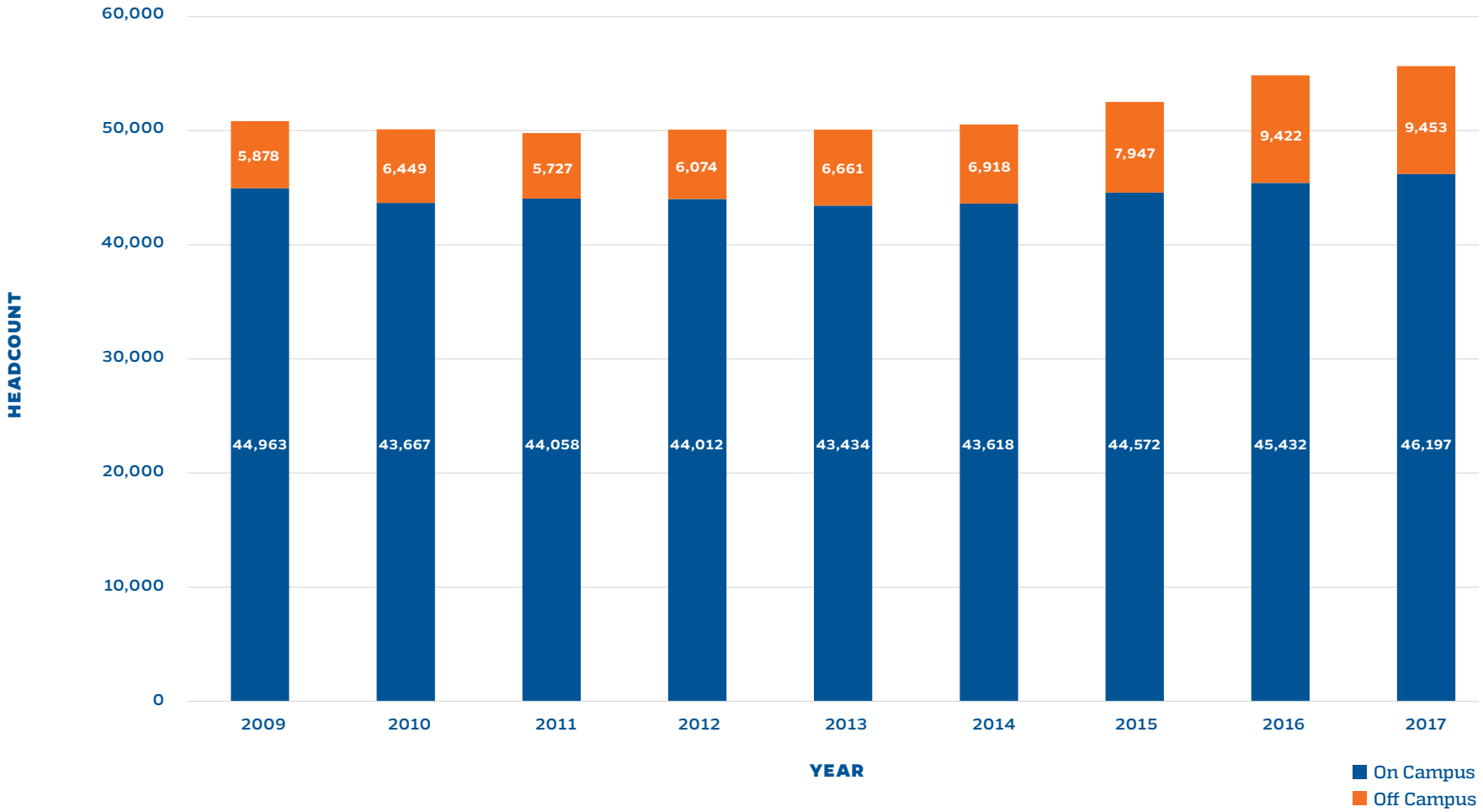


*Support excludes 2,728,000 ASF of parking

RIGHT. The university's enrollment headcount over the last nine years has grown by approximately 9.5%, or about 1% per year, with the majority of this growth (~74%) occurring online. The university projects that on-campus growth over the next 10 years should follow a similar pattern with a target annual growth rate of 0.5%. Enrollment growth is therefore not a significant factor in our space needs assessment, although if enrollment planning assumptions were to change, that would alter our recommendations. The faculty headcount has increased by almost 59% over the last 20 years. Significant continued faculty growth would likely affect space needs; see in particular our discussion on office space pages 224-231.

ENROLLMENT HISTORY

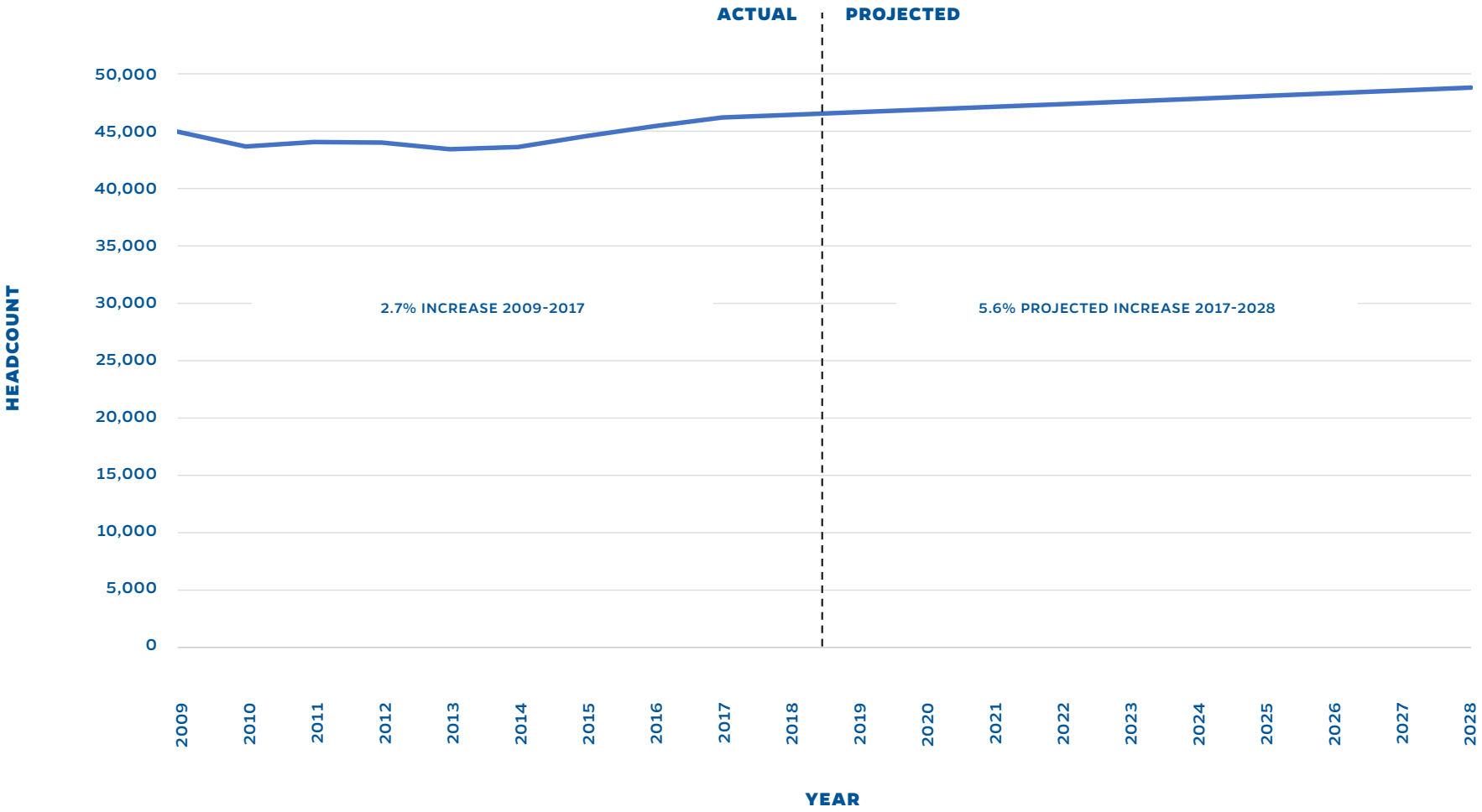
Headcount



Enrollment History Headcount

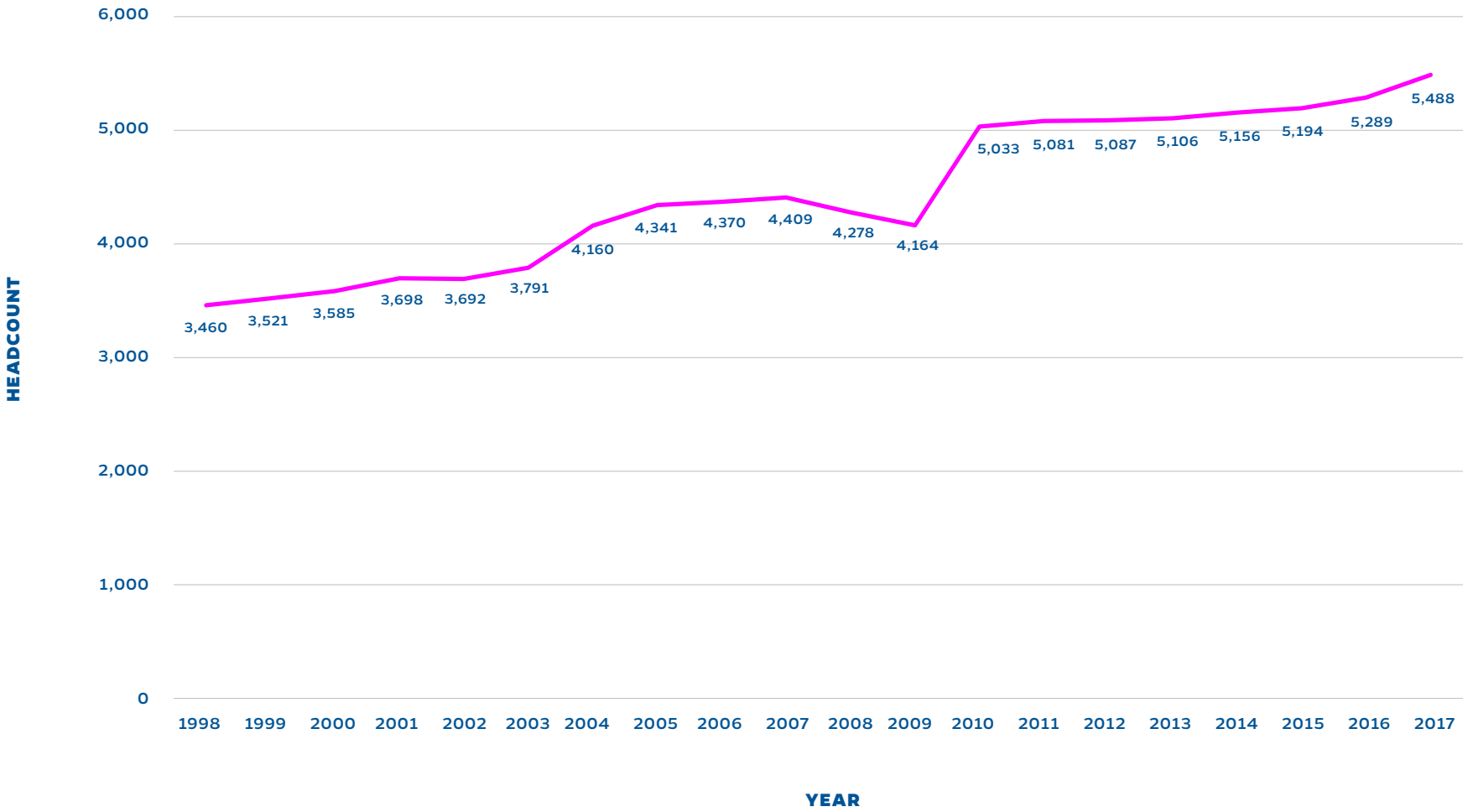
ENROLLMENT HISTORY AND PROJECTIONS

Headcount (on-campus)



FULL-TIME FACULTY HISTORY

Headcount

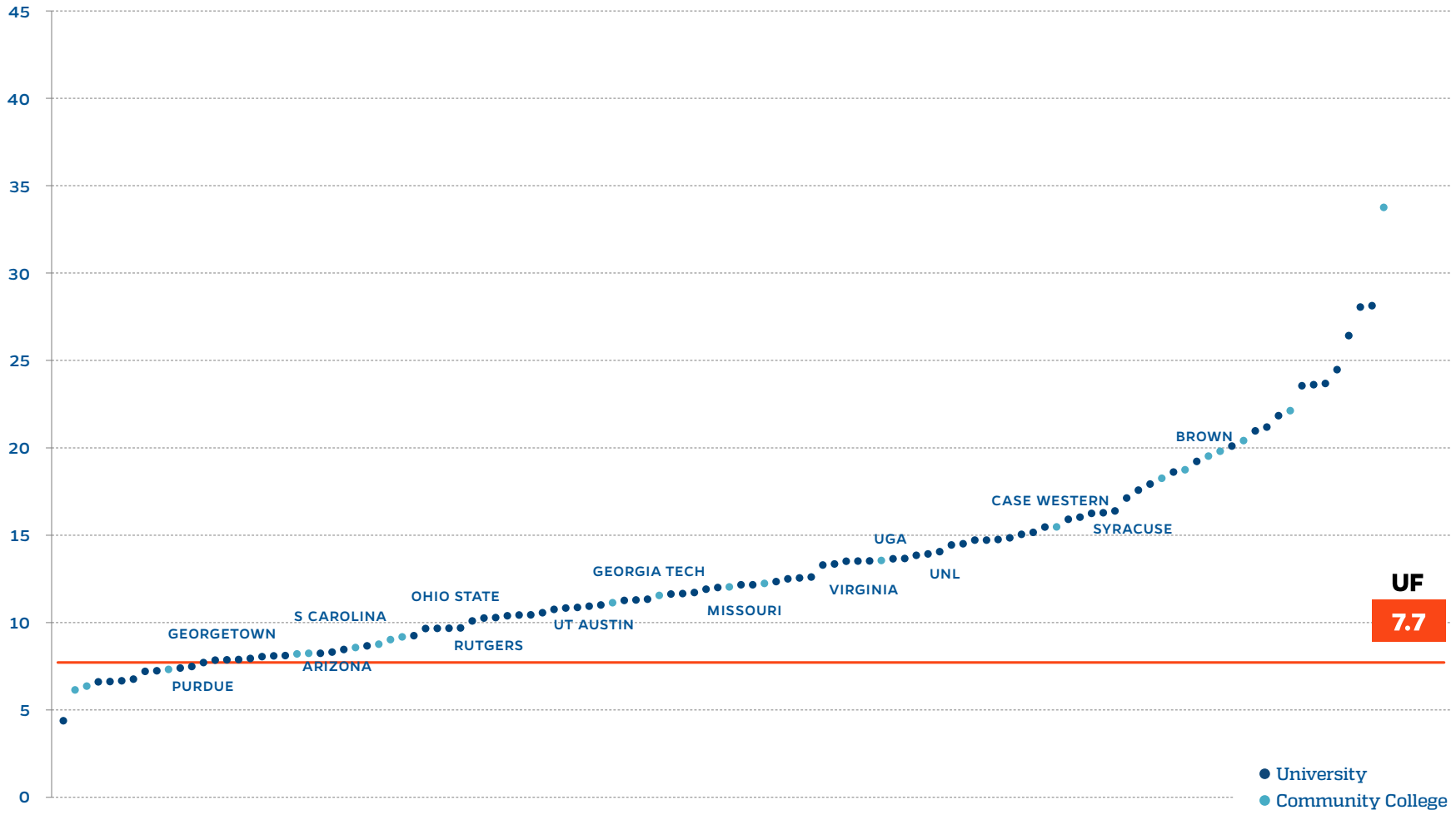


Classrooms

Traditional space guidelines assume that universities and colleges need a knowable amount of space and provide formulas for this calculation. Technical weaknesses in many of these formulas tend to inflate the resulting calculated space needs. Our data, collected from over 100 institutions, shows no discernible concentration of space per student in any space-type category. This calls into question the very notion of a calculable space need. Given this caveat, we use benchmarking comparisons as a starting point to inform potential focus areas. Compared to other institutions in our database (which contains a wide variety of institutional types, not all of whom are good comparators), UF is relatively light in classroom space at only 7.7 assignable square feet per student FTE. A more detailed investigation of UF classroom use is therefore warranted.

CLASSROOM BENCHMARKING

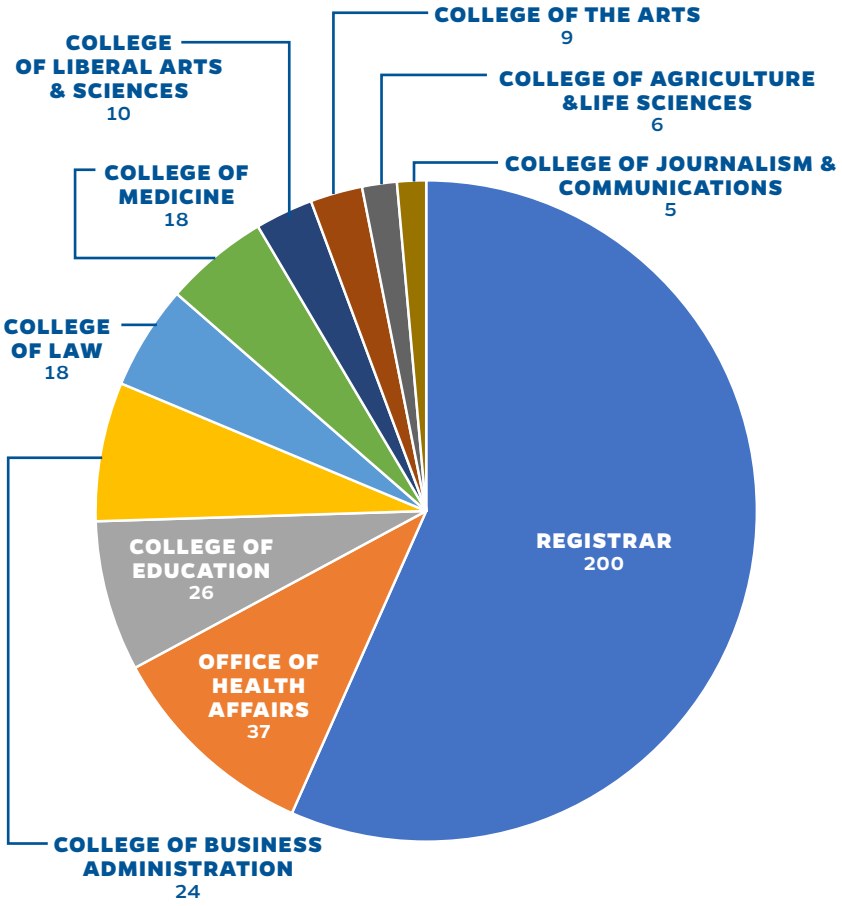
Classroom ASF/Student FTE



RIGHT. UF has 380 general-purpose classrooms in Gainesville. Of these, 200 are controlled centrally by the registrar, with the remainder assigned across the various colleges (we discuss differences in use patterns across centrally and departmentally controlled classrooms on page 208). By far, the largest generator of contact hours is the College of Liberal Arts and Sciences; with the College of Engineering and IFAS following a distant second and third respectively.

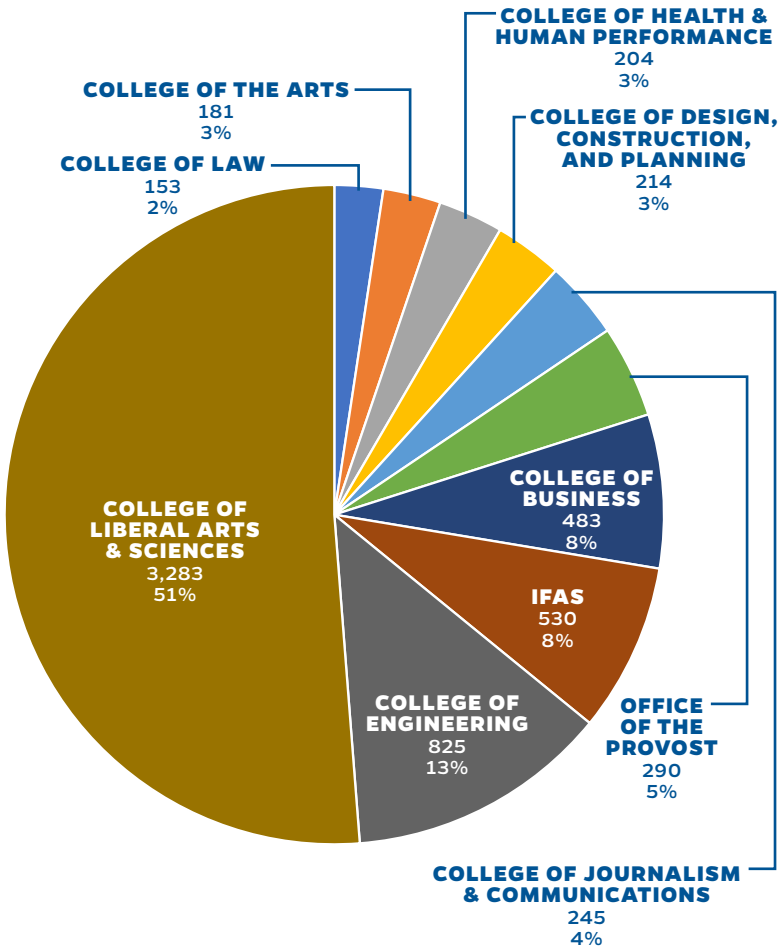
Note that we typically use the designation “WRH” or weekly room hours to mean hours of use for scheduled instruction during the week of the semester which has the highest volume of instructional activity.

CLASSROOMS



380 TOTAL CLASSROOMS

BY CONTROLLING ENTITY (TOP 10)



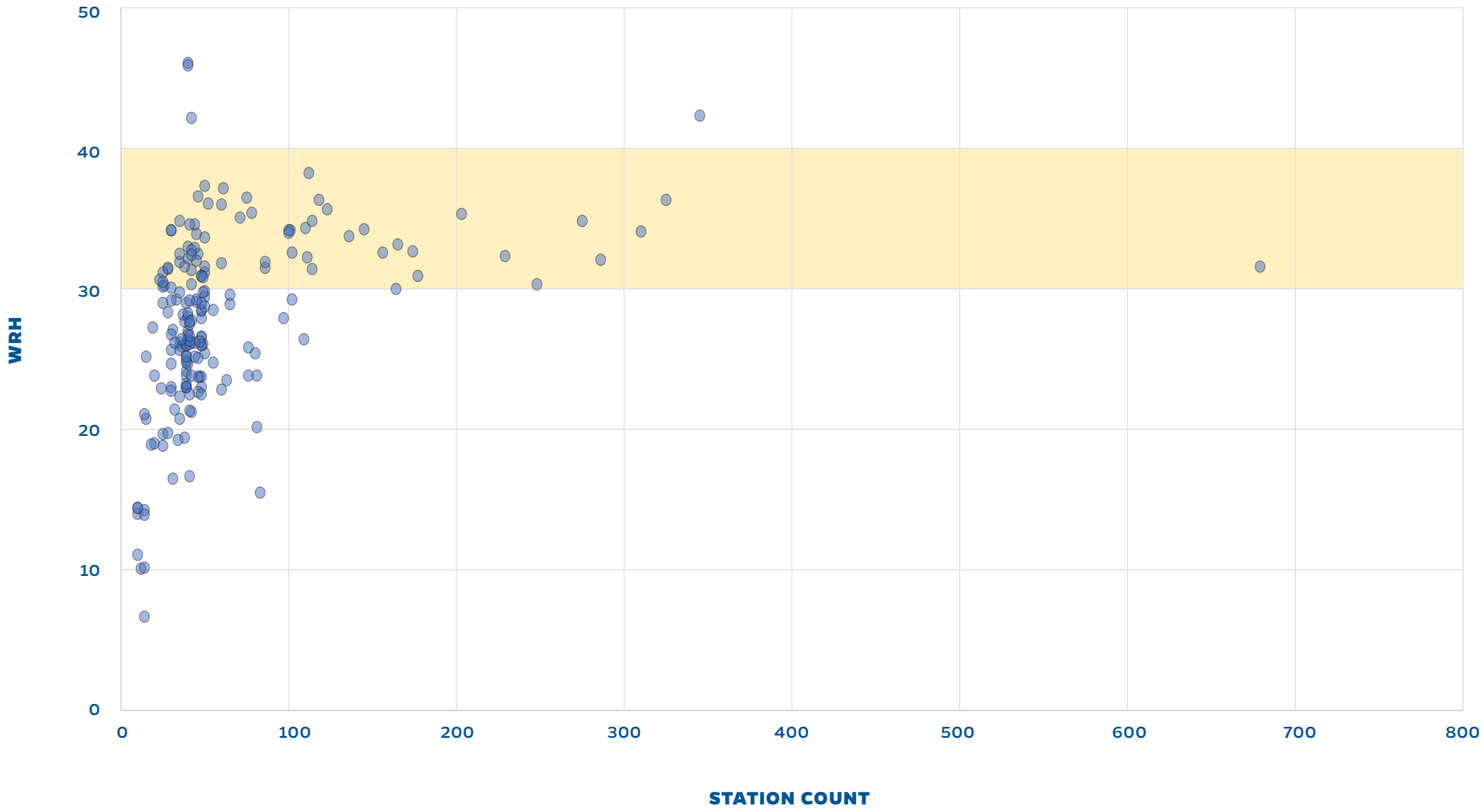
FALL 2017 CLASSROOM WEEKLY ROOM HOURS BY COLLEGE (TOP 10)

*no information for the College of Medicine

RIGHT. The most relevant metric for understanding classroom use is the number of hours in a week the room is used for scheduled instruction (in our case this number was calculated during the busiest week of the Fall 2017 semester). Each dot in the accompanying diagram represents a specific UF classroom; the dot's height is determined by the number of hours in the week the room was used for scheduled instruction; its horizontal placement is determined by how many seats the room contains (i.e. larger classrooms appear to the right). Historically, many states have targeted a minimum of 30 hours of weekly room use for scheduled instruction; more forward-thinking states have increased this minimum target to 40 hours. The State University System of Florida has a complicated space needs generation formula that does not provide an explicit guideline associated with expected weekly room hours of use, but it does contain an implicit reference to 40 "periods" of room use per week (the length of a period is not defined). At UF, many registrar-controlled classrooms fall into this 30-40 hour target range (particularly the larger rooms), but there is a significant number of smaller registrar controlled rooms whose utilization could comfortably increase.

CLASSROOM UTILIZATION

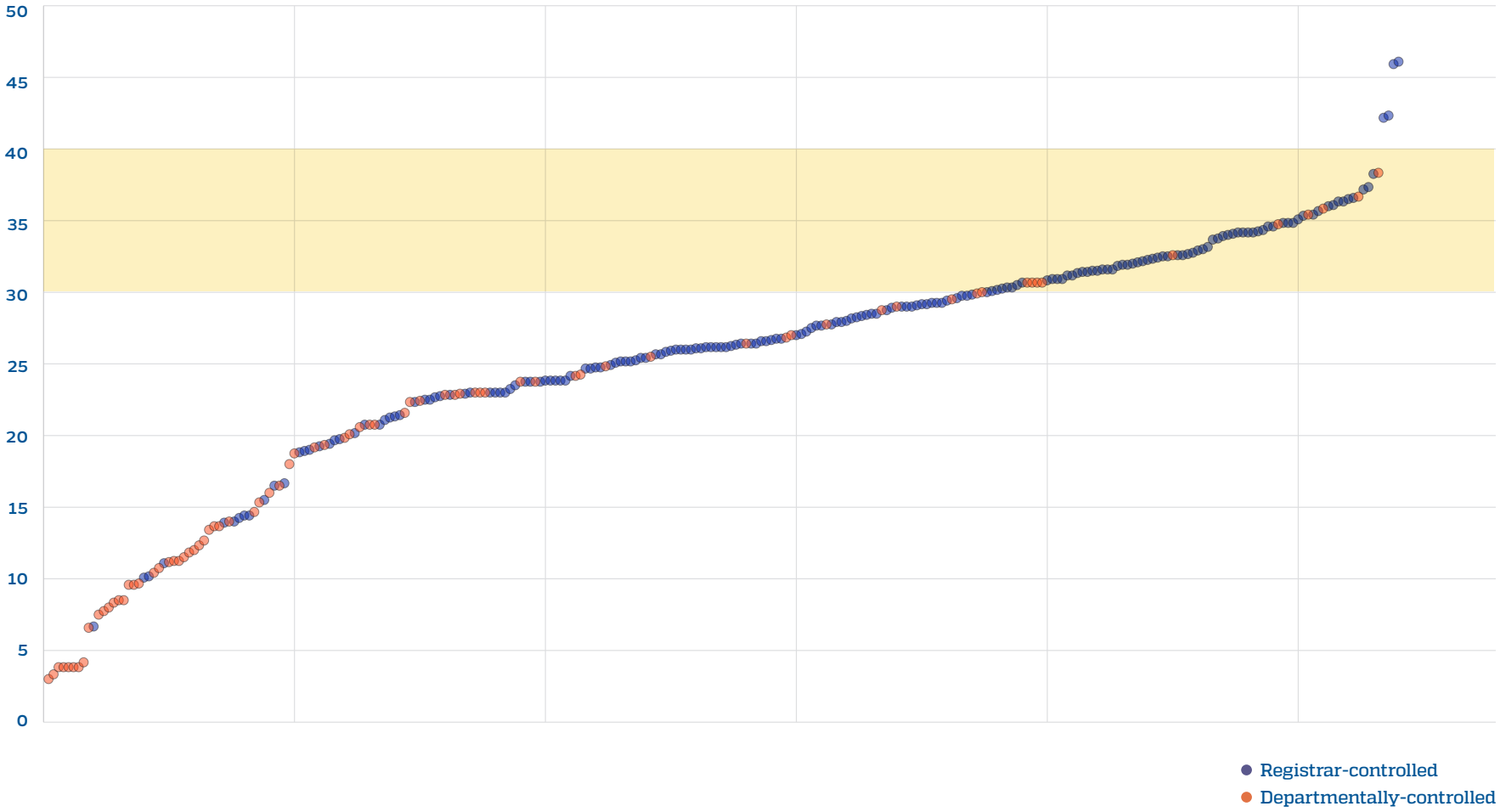
Classroom Station Count to Weekly Room Hours – Fall 2017 – Registrar Controlled Rooms



RIGHT. The use of departmentally-controlled classrooms is very different, as illustrated in the accompanying diagram. While giving departments control of some classrooms may be reasonable (or at least inevitable) so as to facilitate seminars and other departmental activity, UF should closely monitor these designations, and where appropriate, reassign departmental rooms for registrar control.

CLASSROOM UTILIZATION

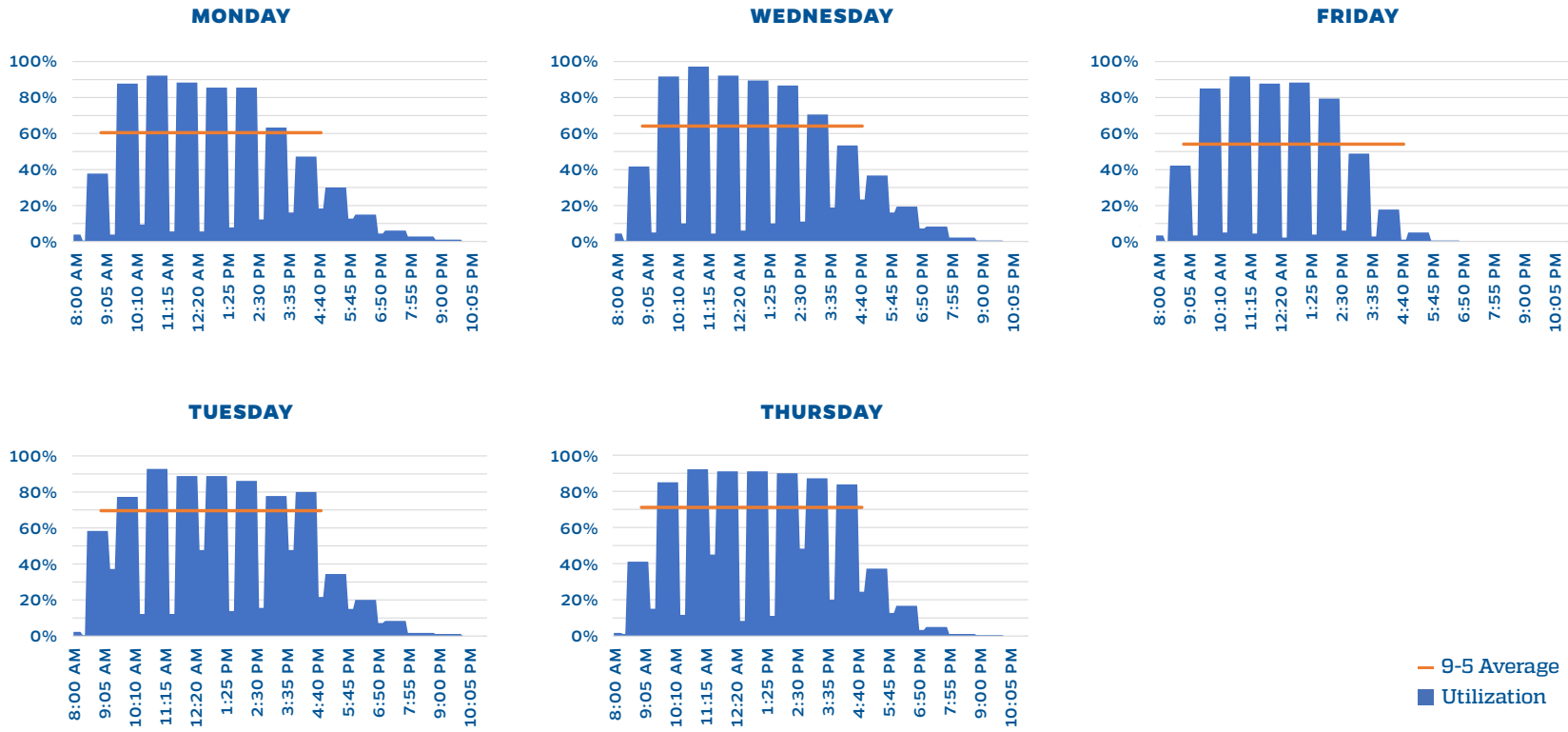
Classroom Weekly Room Hours of Instruction, Registrar vs. Departmental



RIGHT. The accompanying histograms show when UF's registrar-controlled classrooms are in use across the day and for each day of the week. In each diagram, the y-axis shows the percentage of all registrar-controlled rooms being used for scheduled instruction at any given point in time. During the peak, almost all rooms are in use, and this almost certainly contributes to any perceived notion of lack of classroom availability, but note that even within the registrar-controlled rooms there are opportunities for increased scheduling at the beginning of the day and in the late afternoon/evening. Improved management of departmentally-controlled rooms would also provide significant new scheduling opportunities.

CLASSROOM UTILIZATION

Percentage of Rooms with Scheduled Instructional Use – Fall 2017 – Registrar Controlled Rooms



*Normal Hall excluded due to construction

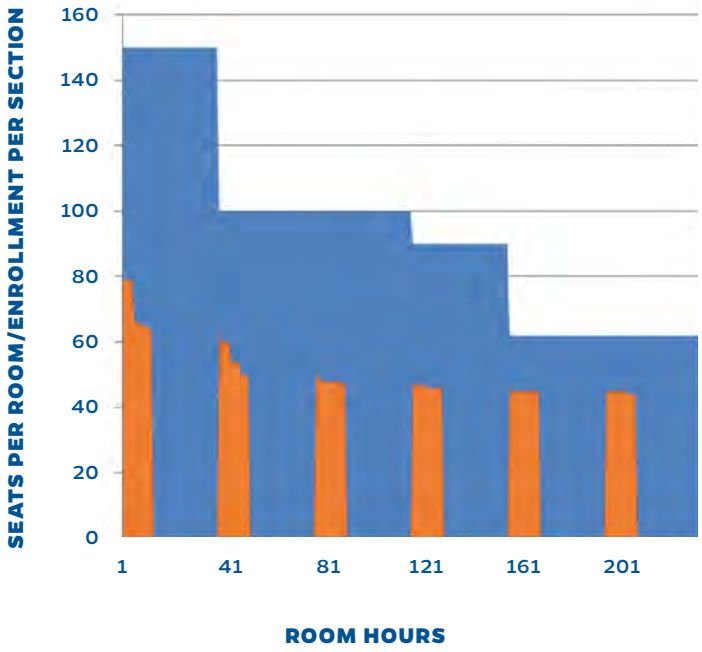
RIGHT. While hours of use is the most significant indicator for classroom utilization, it is not the only factor. The second most important consideration is the appropriateness of fit between the range of section sizes in the course schedule and the range of room sizes in the classroom inventory (the SUS needs generation formula tries to account for this factor by using an average seat fill variable, but this approach is technically weak). In an attempt to capture both hours of use and this sense of fit, we developed a new classroom metric while advising the University System of Georgia on its space use methods (the method has since been replicated and adapted for other state systems across the country). The metric has an important graphic representation: each classroom in the portfolio is represented by a blue rectangle, the height of which is determined by the station count (capacity) of the classroom. The width of the classroom block represents the total number of hours in a week the classroom should be used for scheduled instruction (in this case we use the 40-hour target discussed above). Classroom blocks are arranged from left to right in descending order by room station count. Then, using the Fall 2017 course schedule, scheduled instruction is overlaid (in orange). Scheduled instruction is distributed equally across the entire classroom portfolio; heights are determined by section enrollments. Note that scheduled instruction does not necessarily take place in the overlapping classroom. The graphic provides an idea of the overall fit of section durations and enrollments in the classroom portfolio; and the metric is calculated by taking the ratio of the orange area to the blue area. For reference, the statewide systems that have adopted this method typically set a target score between 0.400 and 0.700. The lower end of the range suggests some additional capacity while the higher end indicates there may be need for additional classroom space (typically institutions that score around .800 definitely need additional classroom space).

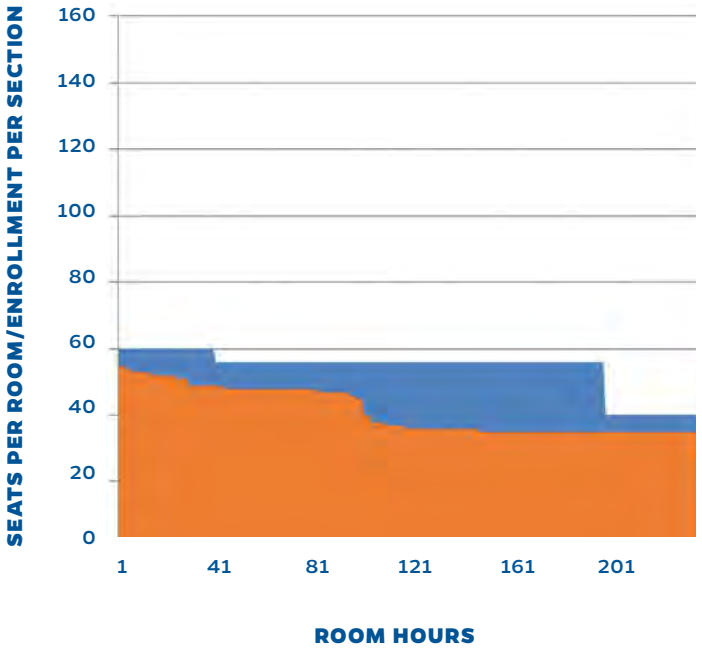
The accompanying diagrams show the potential for two kinds of opportunity. “Vertical” opportunity is any blue area that lies above an orange block, and “horizontal” opportunity is any blue area that lies between orange blocks. Vertical opportunity represents empty seats in a room while class is in session and captures notions that are traditionally resolved through use of an average seat occupancy factor—i.e., the capacity for larger section sizes or for renovations to create smaller rooms with lower station counts (obviously pedagogical considerations about academic delivery need to be the primary driver). Horizontal opportunity represents the capacity to schedule more sections—i.e., times when rooms are vacant and available for use.

The diagrams illustrate these two ideas with fragments from two example institutions (they do not show UF data!). The institution pictured on the left clearly has additional classroom capacity; the institution on the right is operating close to capacity.

CLASSROOM METRIC

Explanation – Exerpted Examples (Not from UF)





Explanation – excerpted examples (not from UF)

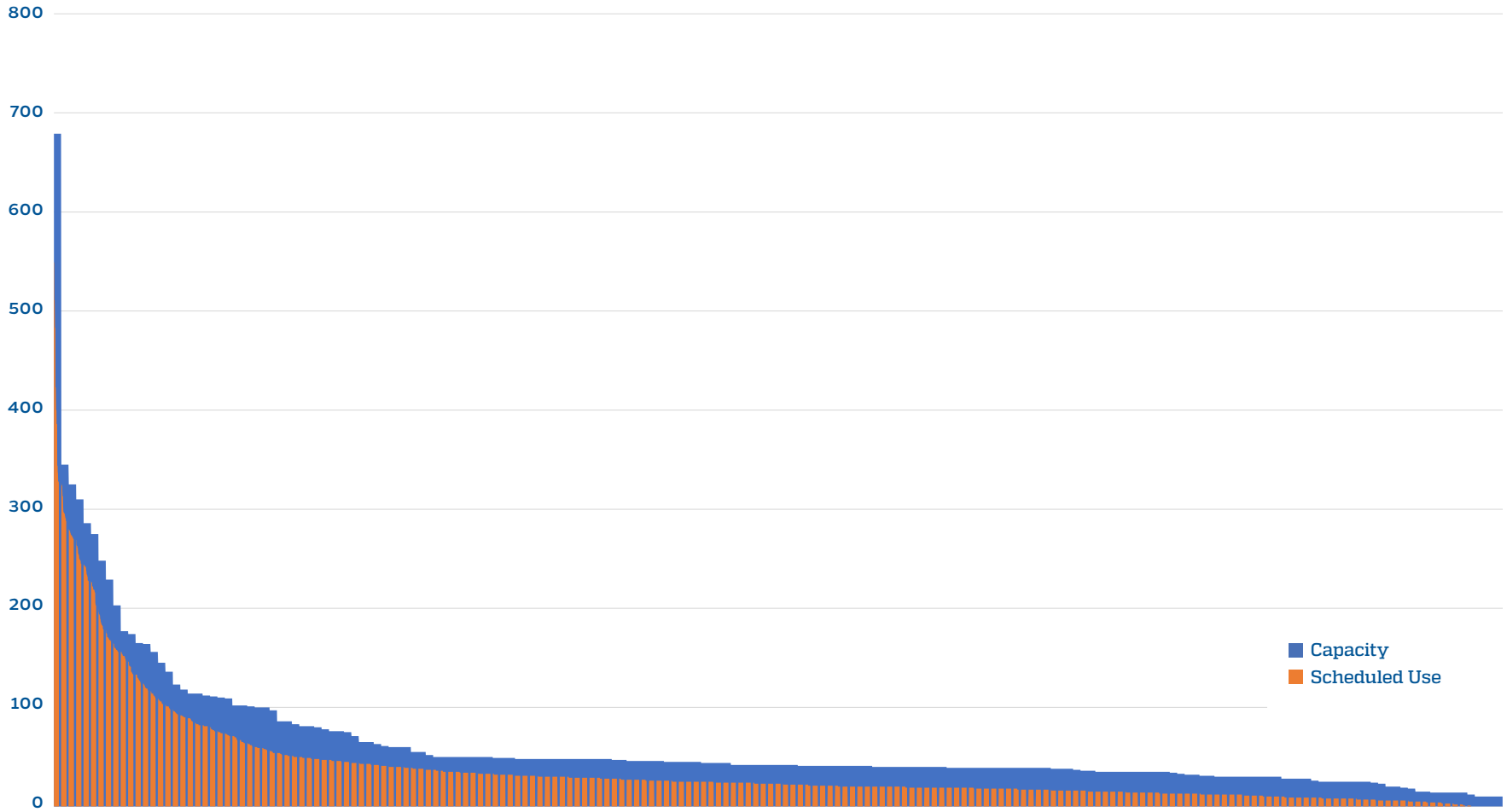
RIGHT. UF's score of 0.437 shows relatively strong performance for an institution of its profile (for example, fellow SEC school, the University of Georgia scored .307), but in absolute terms, suggests there is capacity for additional scheduled instruction.

In summary, while the benchmark data suggests UF is relatively light in classroom square footage by student, the more detailed exploration indicates that the university should likely explore improved space management practices, both in terms of when classrooms are scheduled and who controls them, before prioritizing additive classroom construction.

There is an important caveat to this recommendation. The analysis described above is purely quantitative in nature. The university must also consider qualitative considerations, particularly as it continues to emphasize new active learning models—models for which the existing classroom portfolio may not be well-suited or easily adapted.

CLASSROOM METRICS

Fall 2017 - Registrar Controlled Rooms - Score: 0.437



*Normal Hall excluded due to construction

Teaching Laboratories

We use a slightly different approach in evaluating the use of teaching labs (i.e. specialized instructional spaces that are formally scheduled). In the accompanying diagrams, we break labs down by college and department. Each colored block represents a specific lab. The number inside the block shows the total weekly room hours the lab is used for scheduled instruction; the block's color represents the room's relative intensity of use (red indicates heavier usage while green indicates lighter usage). We use a target of 20 weekly room hours of scheduled instruction for service-intensive labs (typically science and engineering); this lower target allows for project and set up time. We use a target of 30 weekly room hours for other labs (typically computer rooms or arts studios). These targets align with best practices, but differ slightly from the methods used in the SUS space needs generation formula where the assumption is 24 hours of use for lower level labs and 20 hours of use for upper level labs. As for classrooms, these targets should not be thought of as "maximums," and it is not unusual for some labs, particularly core science labs, to exceed them. This is certainly the case at UF where biology, chemistry, and physics labs see heavy use. Finally, we note that some programs require a specialized space in order for the program to exist, even though the time requirement for the lab may be relatively small. This partially explains some of the "green tails" (i.e. underutilized labs) in the diagrams, although the university should closely monitor these assignments to ensure these labs are indeed specialized-use cases and that the specialized need still exists. Where possible, the university should consider more flexible arrangements so that the lab can support multiple programs.

Finally, the university also maintains open labs—i.e. specialized spaces that are discipline specific, but not scheduled. These can be open computer labs, project rooms, skills-based rooms, etc. Our high-level review did not find any warning indicators with UF's designation of these rooms, but because their actual use can be hard to track (there is no scheduling data), we recommend the university continue to monitor rooms with these designations to ensure their continuing assignment represents the highest and best use for the University.

TEACHING LABORATORY UTILIZATION

Fall 2017 - Teaching Lab Weekly Room Hours

SCIENCE AND ENGINEERING (54 TOTAL)

COLLEGE OF AGRICULTURAL & LIFE SCIENCES	
Animal Sciences	30 14 13 10
Entomology & Nematology	10
Environmental Horticulture	18
Food Science & Human Nutrition	6 5
Forest Resources & Conservation	28
Horticultural Sciences	15
Microbiology & Cell Science	45 39
Plant Pathology	19
Soil & Water Sciences	8
COLLEGE OF ENGINEERING	
Biomedical Engineering	13
Civil & Coastal Engineering	8
Computer & Information Science & Engineering	29 27 18 3
Electrical & Computer Engineering	42
Materials Science & Engineering	16
COLLEGE OF HEALTH & HUMAN PERFORMANCE	
Applied Physiology & Kinesiology	19
COLLEGE OF LIBERAL ARTS & SCIENCES	
Biological Sciences	54 54 51 51 45 30 30 22
Botany	20 12
Chemistry	54 39 36 21 21
Geology	23 15 7 6 4
Physics	46 45 45 41 35 18 12 6
Zoology	23 21 12

WRH

20

NON-SCIENCE AND ENGINEERING (65 TOTAL)

COLLEGE OF AGRICULTURAL & LIFE SCIENCES	
Agricultural Education & Communication	28
COLLEGE OF BUSINESS	
Business Administration	2
COLLEGE OF DESIGN, CONSTRUCTION, & PLANNING	
Architecture	28 12 10 10 8 8 8 8 6 6 3
Construction Management	21 14 8 3
Interior Design	7 7
Landscape Architecture	21 18 9
Urban & Regional Planning	6
COLLEGE OF EDUCATION	
School of Teaching & Learning	33 14
COLLEGE OF JOURNALISM & COMMUNICATIONS	
Journalism	15
Public Relations	10
Telecommunications	15
COLLEGE OF LIBERAL ARTS & SCIENCES	
Anthropology	9 8
Dial Center for Written & Oral Communication	25
Psychology	4
Statistics	25
COLLEGE OF THE ARTS	
Art	39 30 25 24 18 15 15 12 12 12 12 6 6 6
Music	31 25 19 12 6 4
Theatre	39 36 32 28 25 24 23 22 20 20 20 12

WRH

30

Research Laboratories

Research labs are the most expensive space the university builds. Because of this, ensuring their efficient allocation and use represents a high value proposition. At UF, research space is typically controlled at the college and department level. In keeping with our high-level strategic approach, we examined several key indicators to inform a sense of relative prioritization. A more detailed research space study may be of value to the university; this could examine group size and density measures, lab configurations, core facilities, interdisciplinary incentives, and more accurate metrics.

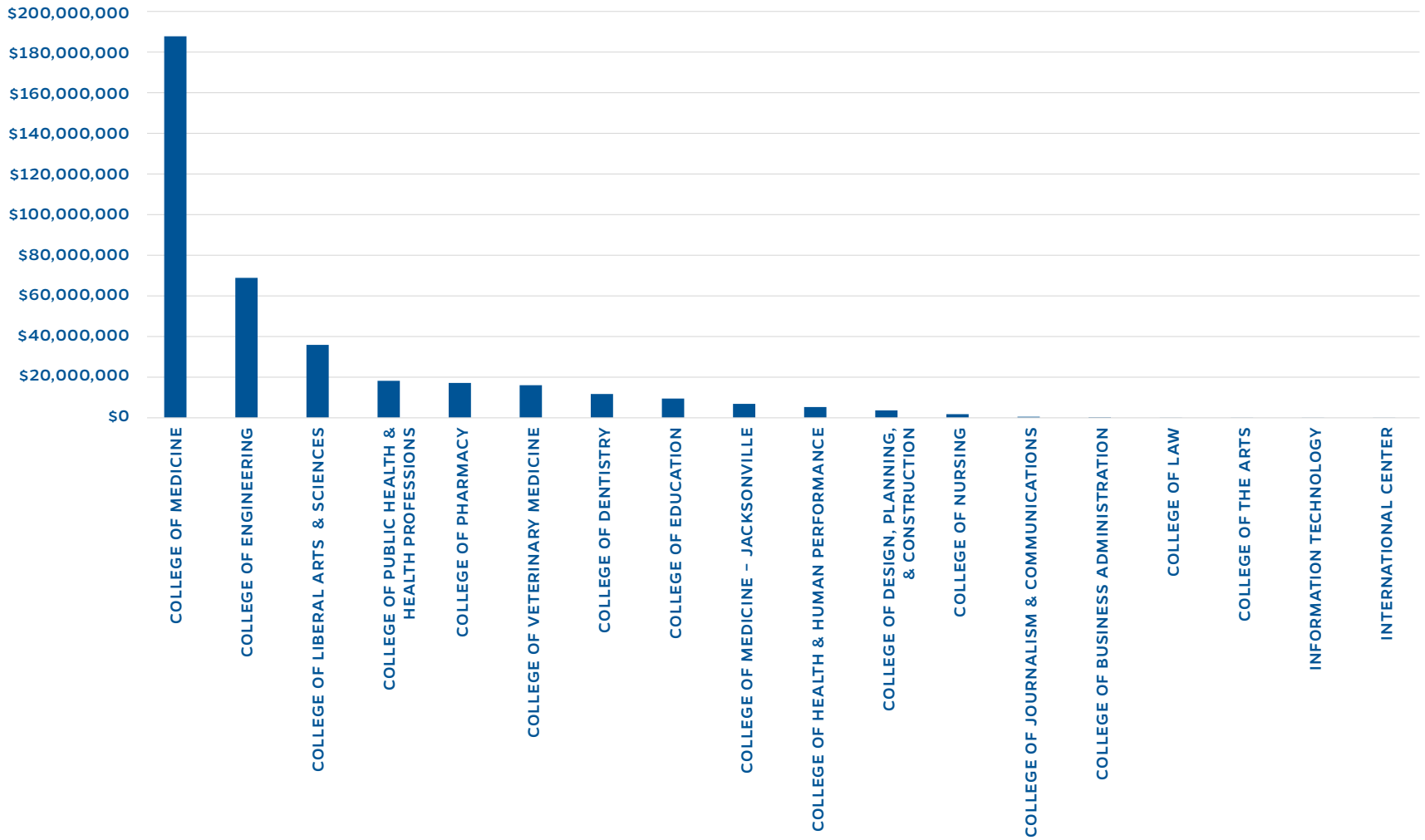
For our high-level review, we focused on sponsored research expenditures, which at UF are dominated in absolute terms by the College of Medicine (as is often the case for research universities with an academic medical center). The most relevant metric from a utilization perspective is expenditures on a per square foot basis. Our methodology here is crude: we simply divide a given college's total expenditures by its total research lab assignable square footage. While this is a reasonable indicator for our purposes, a more detailed study could work to identify which of those expenditures actually relate to lab-based activity (typically 35-45% of research expenditures relate to work in offices, not laboratories). The university likely has many of the pieces needed to perform this more detailed analysis (proration of activity across space types, for example, is needed for negotiations with the federal government over indirect cost rates), but it is distributed across multiple data set and administrative units. The crudity of our methods therefore likely somewhat inflates actual per square foot returns (adding office square footage would increase the denominator), but nonetheless, all units show reasonable to good performance when compared to standard high-level benchmarks. Typically, for an institution with UF's profile, the health sciences and engineering would show the highest per square feet returns, and the data suggests this is certainly true of the health sciences.

Finally, we consider a second metric: assignable square feet of research labs per faculty FTE for each college. Again, this is a crude measure. It would be far

better to identify the number of principal investigators in each college, and then to further identify which of those investigators undertake lab-based research (versus clinical or office-based activities). This would be a worthwhile follow-up activity. But again, even at this high-level, the data is informative, particularly when correlated against per square feet returns. Note that the per square feet allocation for the College of Liberal Arts and Sciences is probably the least useful figure in the diagram; it is artificially lowered by the college's size and diversity of programs. Perhaps the most surprising allocation is that of the College of Medicine; this may be due to a high number of clinical faculty, but certainly warrants more detailed investigation.

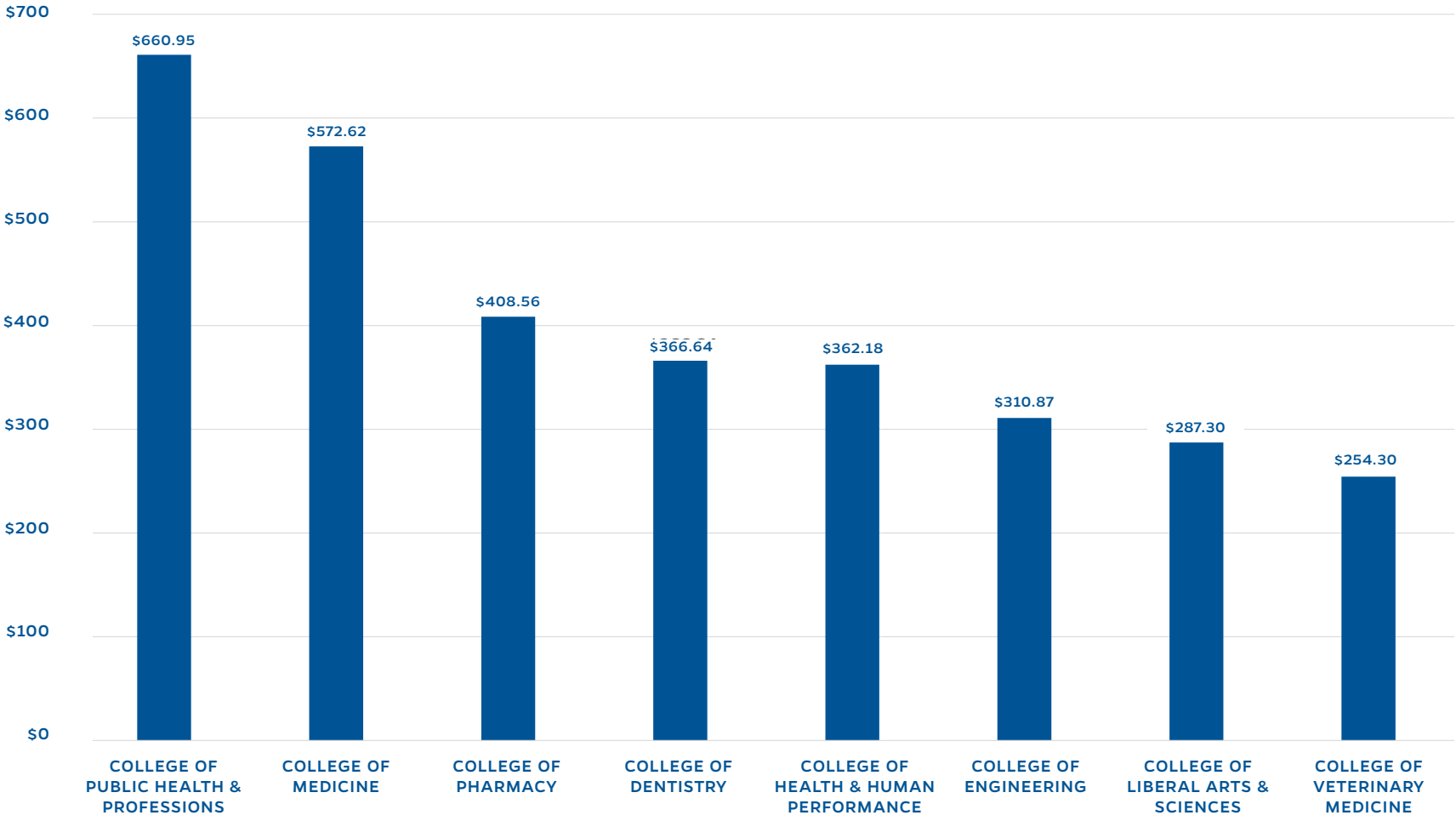
RESEARCH EXPENDITURES

Three Year Average Expenditure by College



RESEARCH UTILIZATION

Three Year Average Expenditure/Research SF

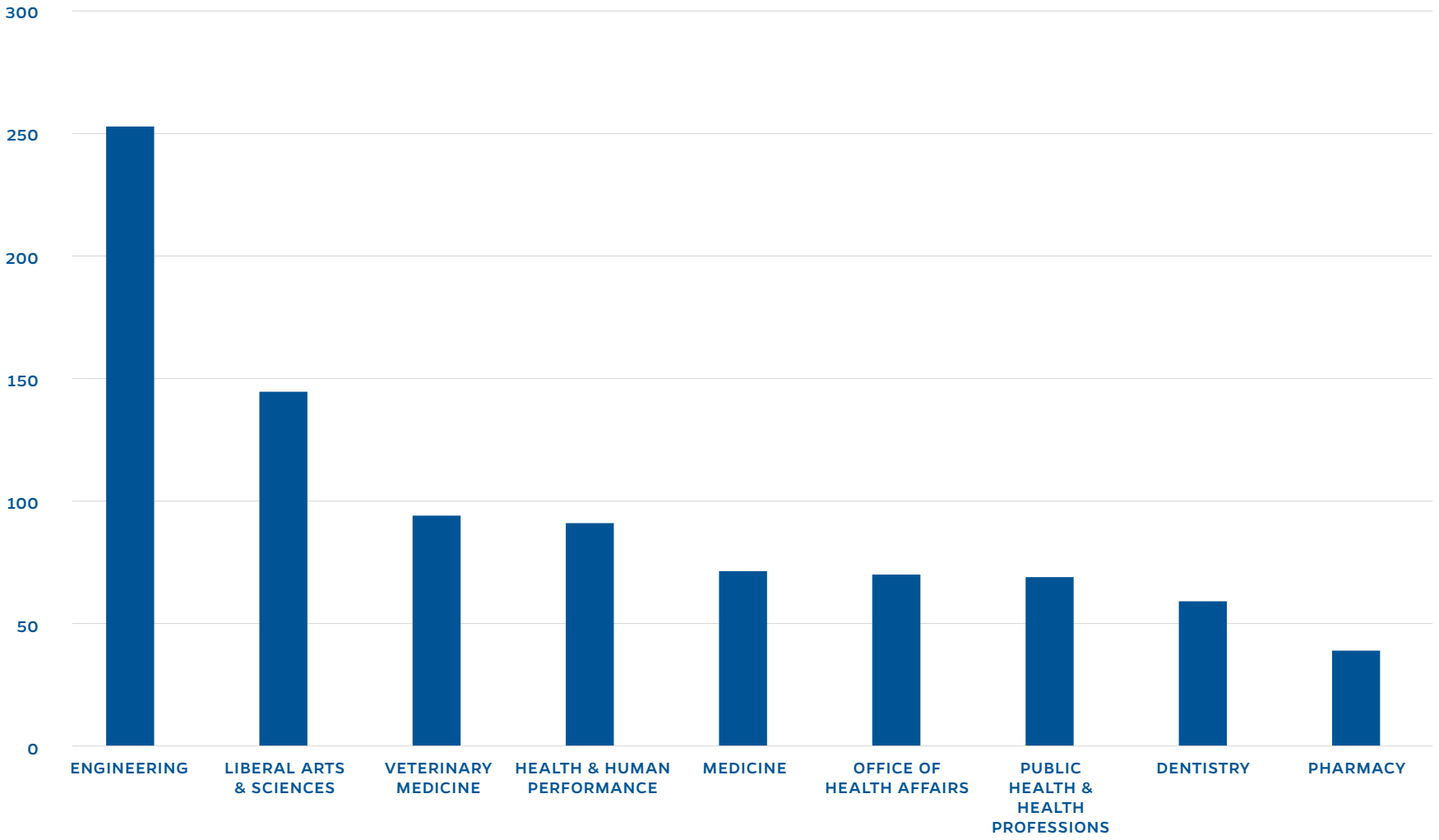


*IFAS data not available.

RIGHT. Finally, we consider a second metric: assignable square feet of research labs per faculty FTE for each college. Again, this is a crude measure. It would be far better to identify the number of principal investigators in each college, and then to further identify which of those investigators undertake lab-based research (versus clinical or office-based activities). This would be a worthwhile follow-up activity. But again, even at this high-level, the data is informative, particularly when correlated against per square feet returns. Note that the per square feet allocation for the College of Liberal Arts and Sciences is probably the least useful figure in the diagram; it is artificially lowered by the college's size and diversity of programs. Perhaps the most surprising allocation is that of the College of Medicine; this may be due to a high number of clinical faculty, but certainly warrants more detailed investigation.

RESEARCH SPACE

Research ASF/FTE

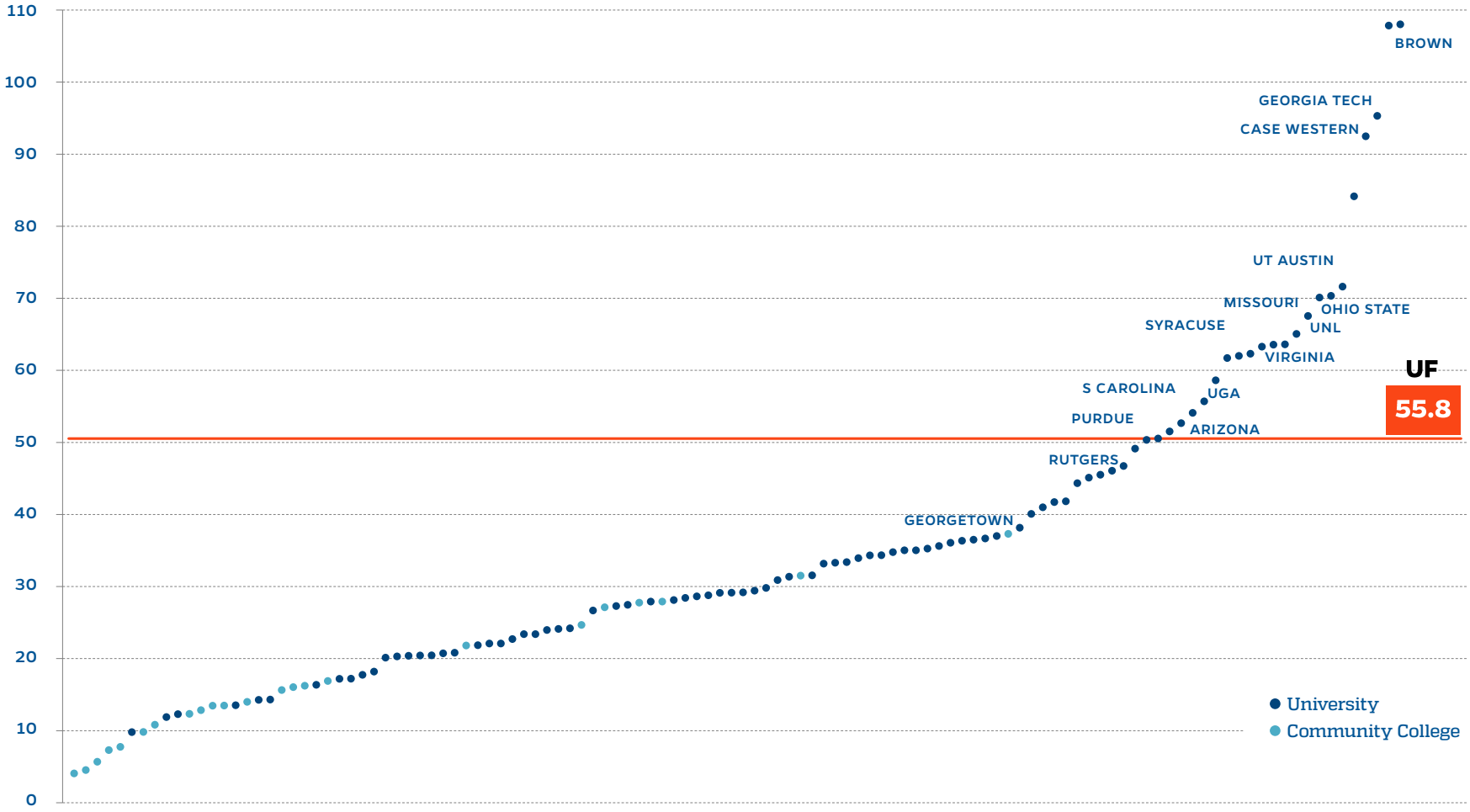


Offices

The office category is the largest category we examined by total number of square feet. As such, effective management and exploration of innovative workplace strategies represent a high-value opportunity for UF. While open office and collaborative designs will not be appropriate for everyone, these concepts are beginning to influence the academy, even for faculty at prestigious institutions (the College of Medicine at the University of Virginia, for example, recently agreed to explore open office configurations). This is particularly true for UF as the benchmarking data suggests the university has a reasonable supply of office space.

OFFICE BENCHMARKING

Office ASF/Student FTE



RIGHT. As with research space, comprehensive office space analytics requires an in-depth study beyond the scope of this investigation. Instead, we focused on several key high-level metrics. The most important is stations per employee FTE (i.e. number of seats divided by number of people). This is a crude measure as not all employees require office space (custodial, grounds staff, etc. A more detailed study could and should drill down in identifying which employees require an office, although fair warning: previous experience suggests this is considerably harder than it may at first appear). Unfortunately, UF does not track station count; i.e. the university does not know how many desks are in a given room that is designated as an office. **This may be the single highest-value dataset the university could generate and maintain.** Without this data, we are forced to speculate. At the level of crude heuristics, institutions with an overall station to employee FTE ratio between 0.5 and 0.75 are usually not in need of significant office space (although there may always be challenges for specific departments). UF falls in this range if we substitute offices for stations, but remember this is a significant overestimate of actual use, as the university's station count is significantly higher than its office (room) count.

The number of available stations is ultimately the determining factor in office supply, but it is also worth understanding how office space is configured. A detailed study would provide more insight, but this topic is likely also worthy of UF's attention given the university's average office size of 174 assignable square feet. Again, this is a crude measurement as the office count includes both private offices and bullpens, but nonetheless the figure is generous and highlights the importance of both a more detailed follow-up and the value of more innovative work place strategies.

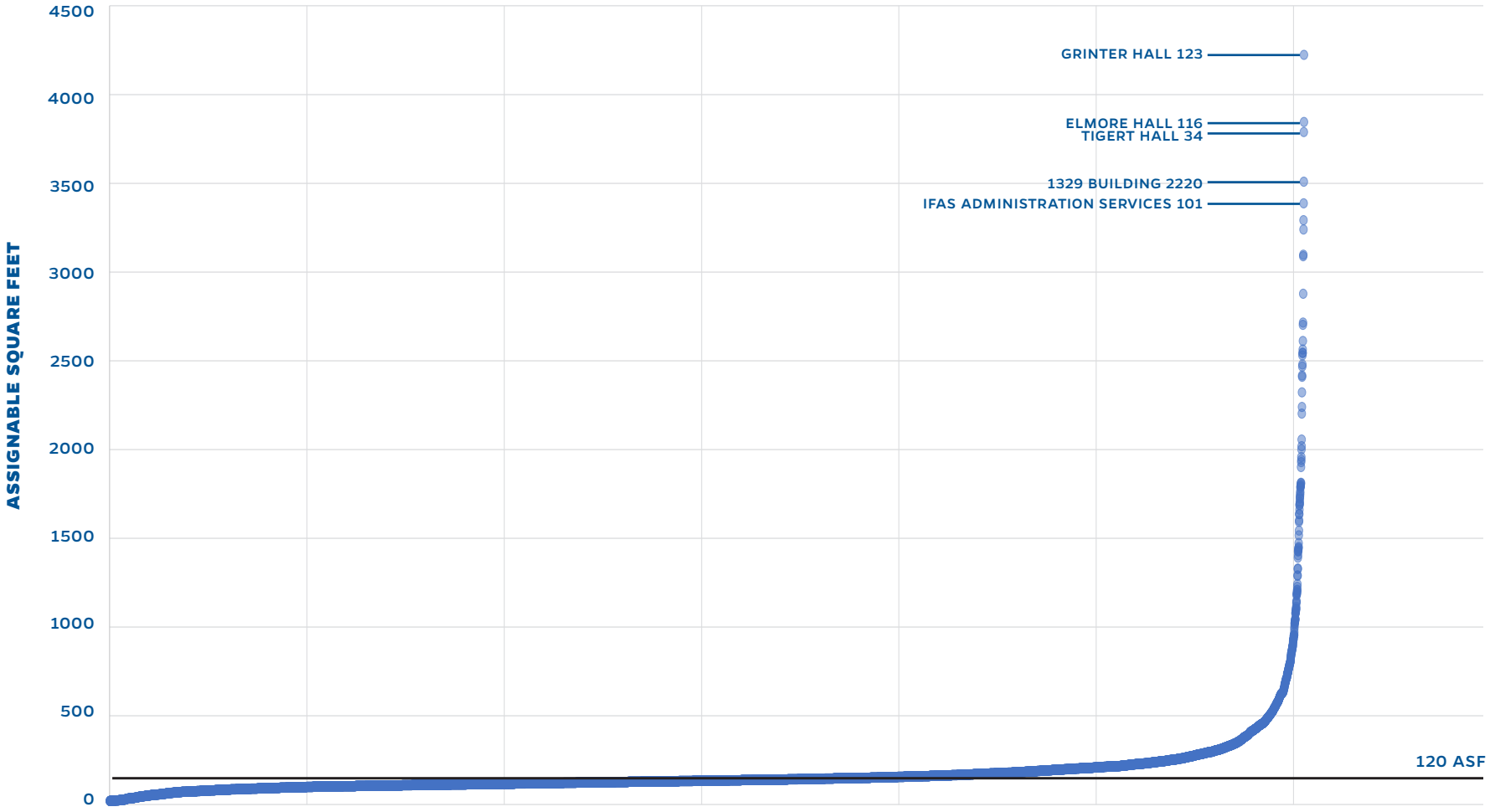
OFFICE METRICS

OFFICE COUNT	12,109
EMPLOYEE HEADCOUNT	31,063
EMPLOYEE FTE	23,819
OFFICES PER FTE	**0.51**
SQUARE FOOTAGE (FICM 310)	2,107,684
AVERAGE ASF/OFFICE	174
AVERAGE ASF/EMPLOYEE FTE	88

* 328 offices with < 20 ASF and 9 offices with > 4,500 ASF were excluded from analysis.

RIGHT. The associated diagram provides a sense of the distribution of office sizes at UF. Given some of these reported square footages, it may be valuable to verify the dataset's integrity, and then to ensure the larger spaces are optimally configured, and where appropriate, shared.

OFFICE SIZES

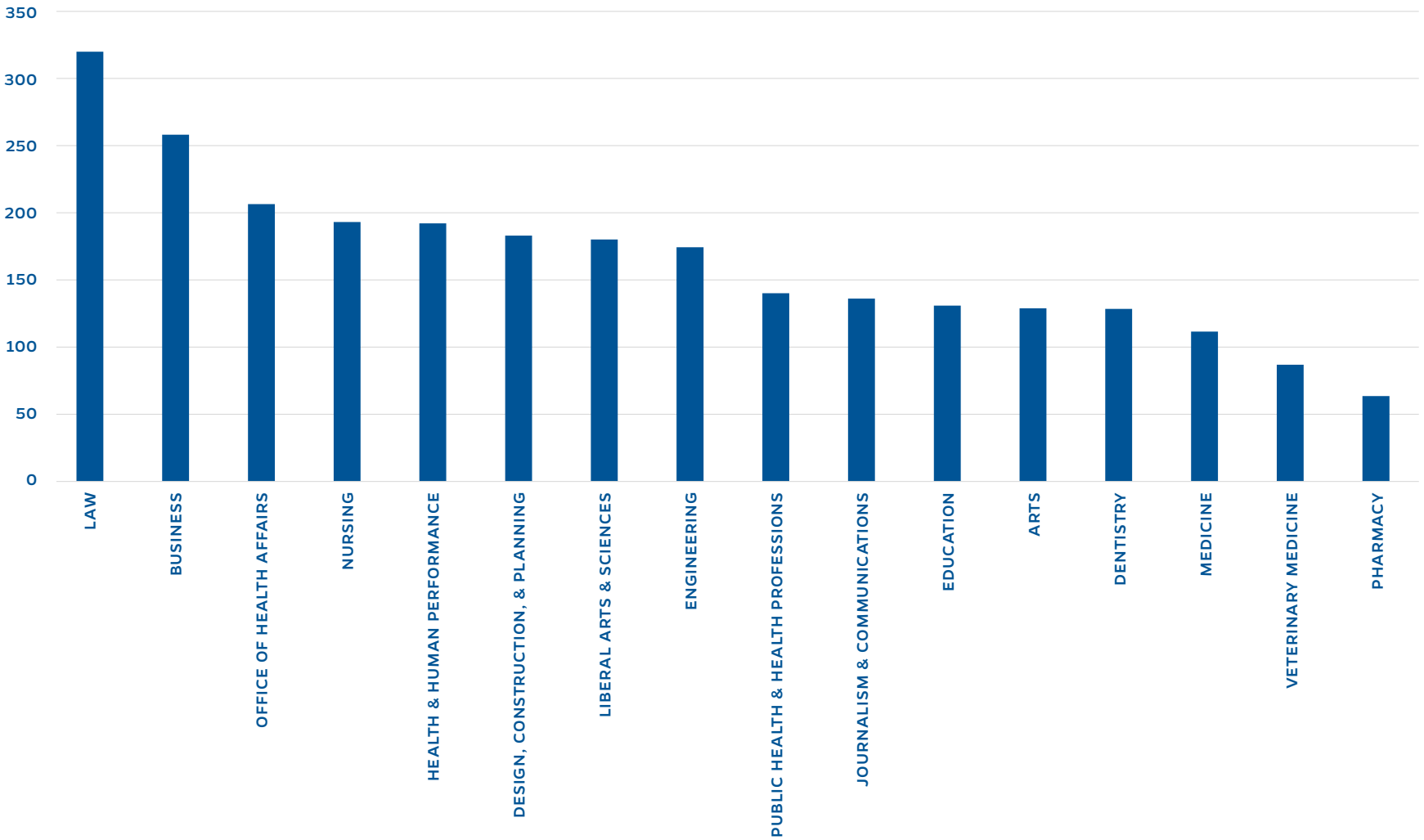


*328 offices with <20 ASF and 9 offices with >4,500 ASF were excluded from analysis

RIGHT. Finally, we report on relative office allocations by college. These numbers are certainly influenced by the age of the various colleges' buildings (older buildings tend to have larger offices which are harder to reconfigure). As the university considers future capital projects, both new construction and major renovation, it may benefit from a move toward equity in office allocations.

AVERAGE OFFICE SIZE BY COLLEGE

Office ASF/FTE

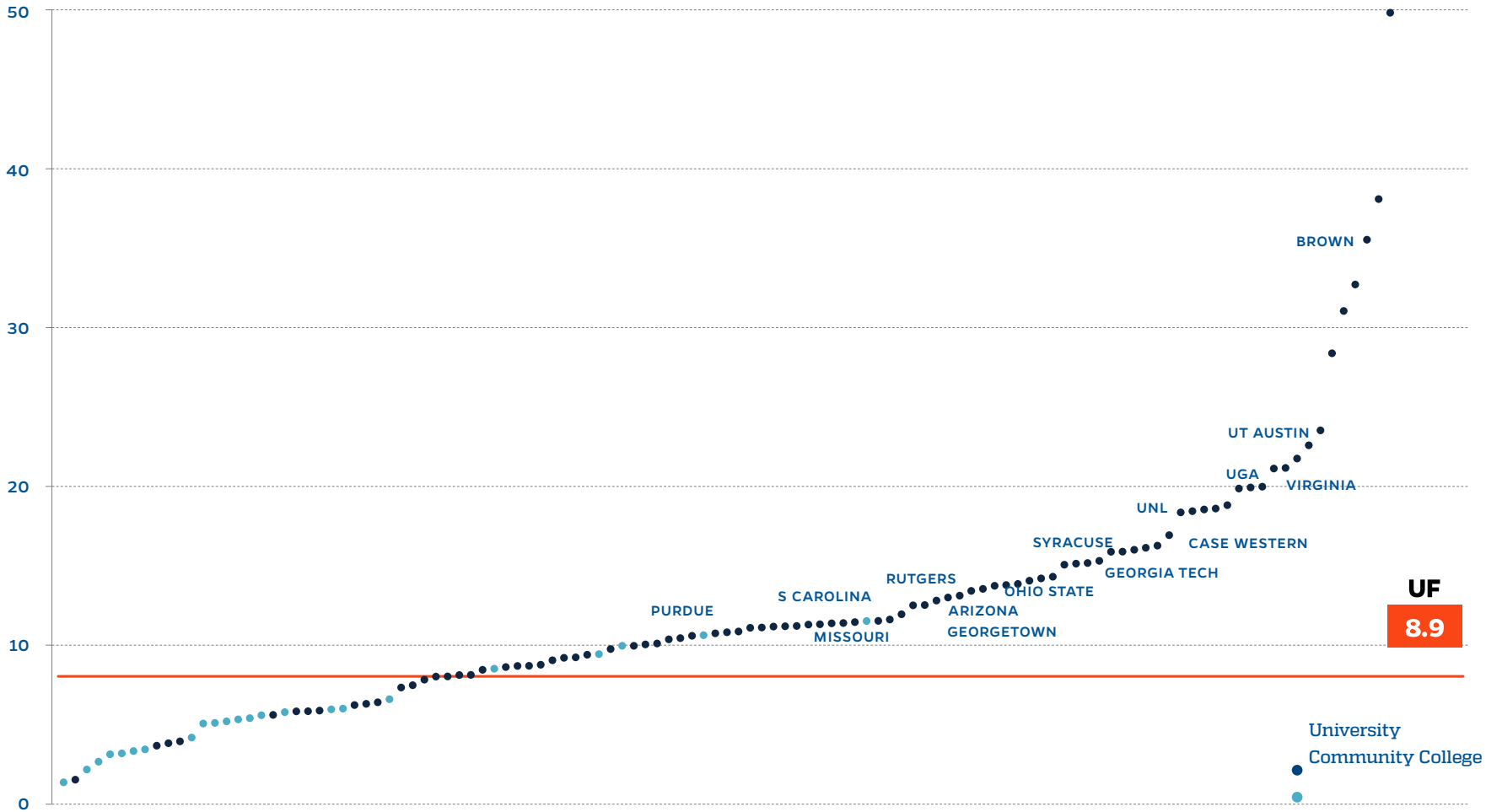


Study and General-Use Space

Traditional university space categories reflect the period in which they were developed. At that time, the library and the student union were typically viewed as very separate buildings with different kinds of activities. Today, those distinctions have blurred as studying, socializing, and collaboration become intertwined. We therefore recommend considering the general-use and study space categories together, and together, the benchmarking data shows that, while UF may be slightly on the lower side with respect to study space, the numbers are within a comfortable realm when considering the combined categories.

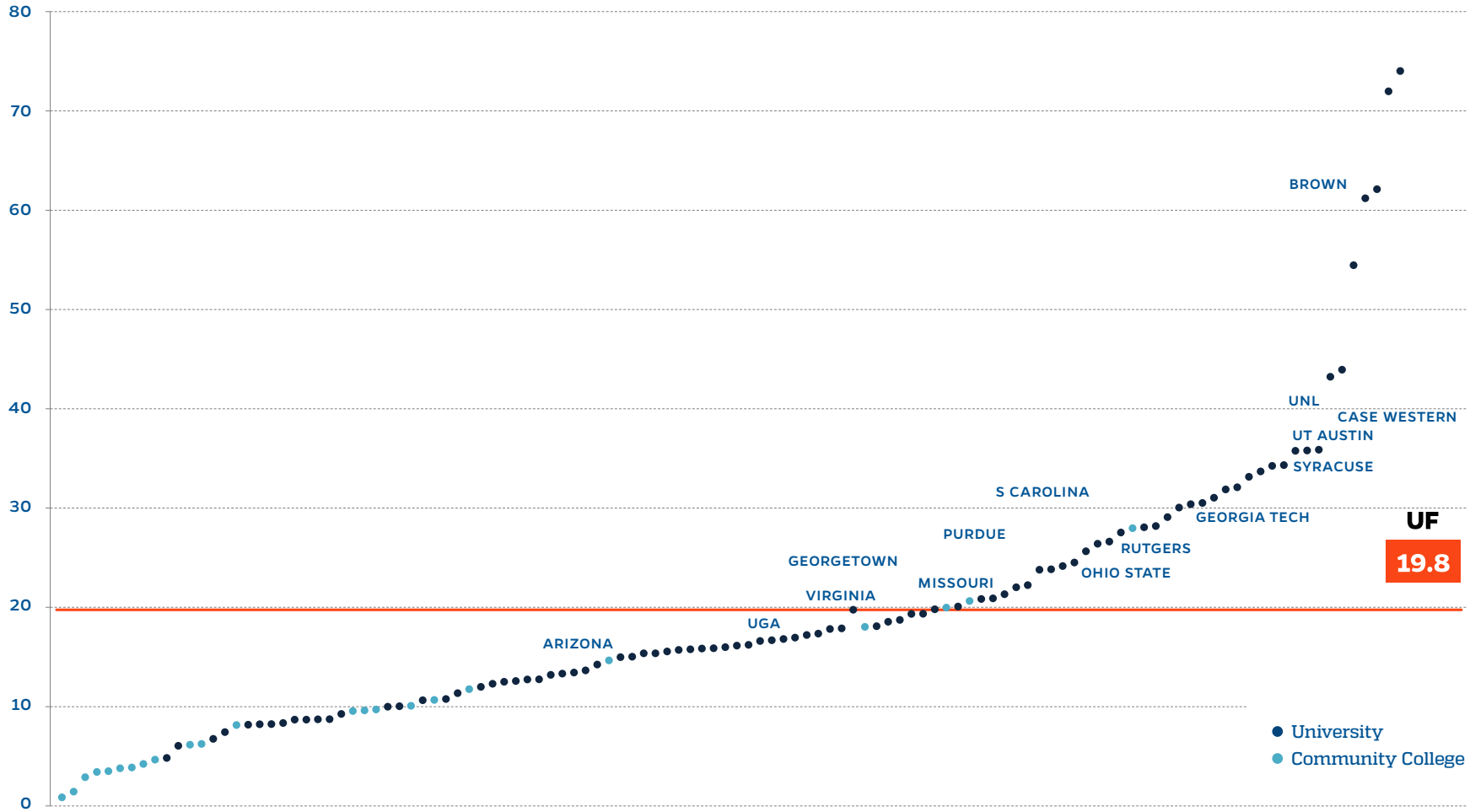
STUDENT LIFE BENCHMARKING

Study ASF/Student FTE



STUDENT LIFE BENCHMARKING

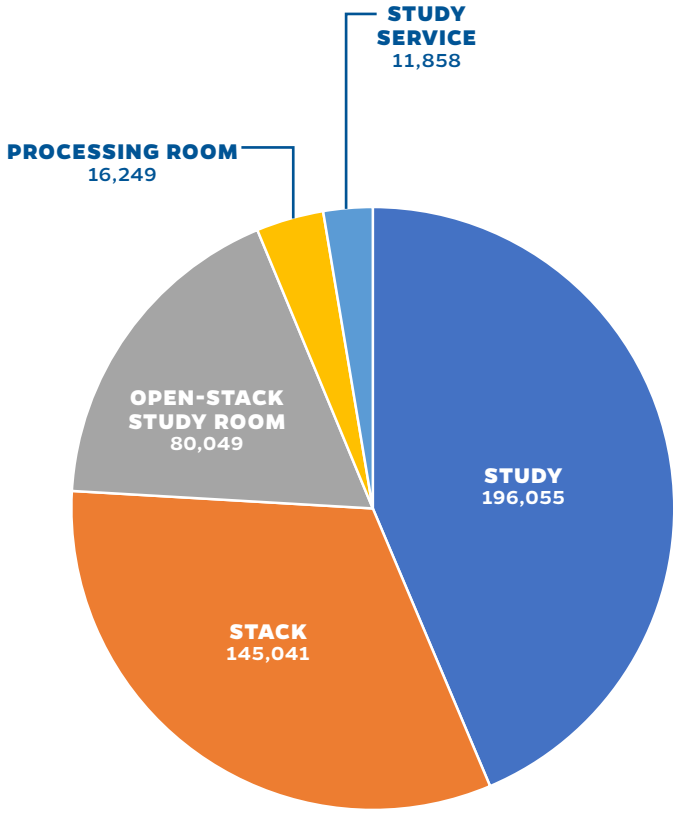
Study ASF/Student FTE



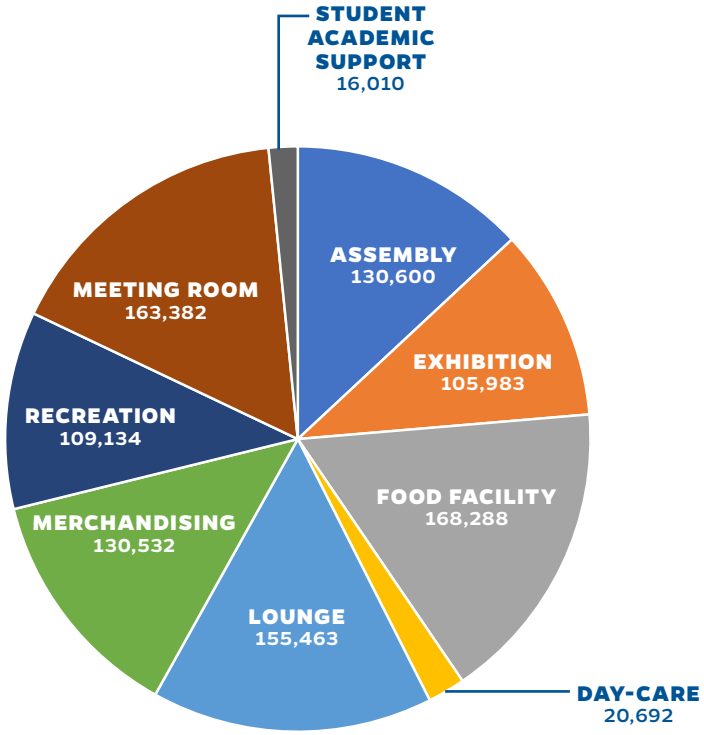
RIGHT. It is important to remember that the study and general use categories contain a diverse range of spaces. While actual use of these spaces is notoriously hard to measure, the university should continue to monitor these assignments, and as needed, reconfigure to better meet students' ever-evolving needs. Generally, this means prioritizing team and collaboration spaces, and providing good access to electrical power.

STUDENT LIFE

Assignable Square Feet by Space Type (Non-residential)



STUDY BREAKDOWN



GENERAL USE BREAKDOWN

Stewardship

The Strategic Development Plan memorialized stewardship as one of UF's key priorities. This is crucial. As with many of our country's great land-grant institutions, UF manages a large and diverse portfolio of older buildings, and the traditional funding sources for maintaining these buildings (in UF's case, state PECO funds) have significantly declined relative to requirements. This has unavoidable consequences. While the university should continue to identify needs that can only be met with new facilities, it must also formulate, prioritize, and execute a renovation and (where warranted) demolition/replacement strategy for its older buildings. This is more than a risk management issue (although it is certainly that); it is an equity issue. Every student and employee deserves a quality work environment, and today there are significant differences, usually determined by building age. Moreover, many of the university's worst buildings are in the historic core of campus (not surprising, given UF's historic development pattern). This is both the university's most valuable real estate and its most highly trafficked area. Addressing issues of space quality is therefore a financial, environmental, and moral imperative.

ISES-ASSESSED UF BUILDINGS

BUILDING NO.	ASSET NAME	USE	YEAR BUILT	GSF	CRV	NON-RECURRING COST	DEFERRED RENEWAL	REC. COMP. COST	10 YEAR TOTAL NEEDS	FCNI	FCI
0048	CWP1 WEIL COOLING TOWERS	Physical Plant / Utility	1986	7,964	$4,263,700	$230,705	$14,252	$3,131,655	$3,376,611	0.792	0.00
0295CW	SW CHILLED WATER PLANT (CWP4)	Physical Plant / Utility	1990	5,898	$6,828,350	$194,116	$3,243,130	$1,261,682	$4,698,928	0.688	0.47
0471	CTR FOR ENVIR AND HUMAN TOXICOLOGY	Laboratory	1955	10,542	$4,901,000	$336,864	$1,904,854	$945,955	$3,187,674	0.650	0.39
0049	CWP3 WALKER COOLING TOWERS	Physical Plant / Utility	1977	7,000	$4,225,400	$282,217	$1,978,475	$416,823	$2,677,514	0.634	0.47
0317CW	WEST CHILLED WATER PLANT (CWP6)	Physical Plant / Utility	1994	4,784	$5,051,400	$223,265	$24,772	$2,821,363	$3,069,401	0.608	0.00
0688	HARRY H. SISLER HALL	Laboratory	1967	55,655	$21,887,000	$473,456	$8,602,815	$3,238,596	$12,314,868	0.563	0.39
1054	CWP5 MCCARTY COOLING TOWERS	Physical Plant / Utility	1995	8,007	$5,115,900	$277,041	$2,500,281	$0	$2,777,322	0.543	0.49
0758CW	HOLLAND LAW CHILLED WATER PLANT (CWP7)	Physical Plant / Utility	1968	4,755	$6,965,875	$135,045	$1,997,116	$1,643,071	$3,775,232	0.542	0.29
0259	TREEO CENTER	Classroom / Academic	1978	27,441	$7,745,000	$80,468	$1,119,794	$2,969,406	$4,169,669	0.538	0.14
0101	JAMES W. NORMAN HALL	Office / Administrative	1932	90,266	$21,623,000	$4,089,586	$6,058,673	$1,149,136	$11,297,395	0.522	0.28
0724	ALVIN P. BLACK HALL	Laboratory	1967	37,307	$15,237,000	$377,025	$5,663,780	$1,780,370	$7,821,174	0.513	0.37
0723	CHEMICAL ENGINEERING	Laboratory	1967	53,532	$21,391,000	$369,810	$7,988,638	$2,372,545	$10,730,993	0.502	0.37
0003	COL. EDGAR S. WALKER HALL	Office / Administrative	1927	24,394	$6,816,000	$573,559	$773,377	$1,839,951	$3,186,886	0.468	0.11
0634	NUCLEAR SCIENCES	Laboratory	1964	71,299	$27,690,000	$524,849	$7,345,017	$4,683,468	$12,553,334	0.453	0.27
0832	H.S. NEWINS - E.A. ZEIGLER HALL	Classroom / Academic	1976	59,278	$15,608,000	$942,008	$2,266,750	$3,767,709	$6,976,466	0.447	0.15
0747	WILLIAM BARTRAM HALL	Laboratory	1968	55,505	$21,828,000	$584,926	$5,380,039	$3,364,539	$9,329,504	0.427	0.25
1053CW	MCCARTY CHILLED WATER PLANT (CWP5)	Physical Plant / Utility	1995	7,782	$10,178,400	$145,103	$20,461	$4,116,099	$4,281,663	0.421	0.00
0748	ARCHIE F. CARR HALL	Laboratory	1974	46,469	$18,568,000	$352,637	$2,107,909	$5,271,435	$7,731,980	0.416	0.11
0749	PSYCHOLOGY BUILDING	Classroom / Academic	1972	74,299	$19,320,000	$1,209,946	$1,387,047	$5,342,984	$7,939,978	0.411	0.07
0475	FOOD SCIENCE AND HUMAN NUTRITION	Laboratory	1969	44,399	$18,133,000	$847,838	$4,327,514	$2,257,525	$7,432,877	0.410	0.24
0117	MUSIC BUILDING	Office / Administrative	1971	69,646	$17,000,000	$1,091,812	$3,776,663	$2,060,148	$6,928,622	0.408	0.22
0038	T.W. BRYANT SPACE SCIENCE CENTER	Laboratory	1968	69,659	$27,053,000	$743,596	$7,421,692	$2,742,191	$10,907,479	0.403	0.27
0721	JOHN R. BENTON HALL	Laboratory	1967	25,878	$10,909,000	$217,401	$3,038,289	$1,006,105	$4,261,795	0.391	0.28
0831	WASTE MANAGEMENT FACILITY	Shops / Trade	1992	19,138	$4,739,000	$130,835	$288,480	$1,386,513	$1,805,828	0.381	0.06
1179	SUPPORT BUILDING	Shops / Trade	2004	3,147	$2,978,703	$0	$0	$1,113,105	$1,113,105	0.374	0.00
0093	FLORIDA OUTDOOR POOL	Gymnasium / Athletics	1930	12,330	$3,275,000	$42,174	$409,175	$759,922	$1,211,271	0.370	0.12
0181	JOSHUA C. DICKINSON HALL	Laboratory	1970	115,036	$43,068,000	$406,052	$9,062,493	$6,375,247	$15,843,791	0.368	0.21
0131	PERCY L. REED LABORATORY	Laboratory	1936	15,729	$6,993,000	$56,506	$1,510,339	$992,565	$2,559,410	0.366	0.22
0496	DAN MCCARTY HALL B	Laboratory	1956	44,695	$18,254,000	$834,042	$4,806,149	$984,295	$6,624,487	0.363	0.26
0158	YON HALL	Office / Administrative	1966	146,315	$33,999,000	$2,173,122	$8,369,426	$1,557,603	$12,100,152	0.356	0.25
0206	BASIC SCIENCE BUILDING	Laboratory	1977	84,420	$32,482,000	$153,497	$3,148,700	$8,251,313	$11,553,511	0.356	0.10
0009	TOWNES R. LEIGH HALL	Laboratory	1927	98,707	$37,372,000	$560,443	$10,890,593	$1,727,566	$13,178,602	0.353	0.29
0599	FINE ARTS C	Classroom / Academic	1964	75,239	$19,383,000	$591,993	$3,688,091	$2,528,800	$6,808,883	0.351	0.19
0002	LINTON E. GRINTER HALL	Office / Administrative	1971	56,432	$13,949,000	$1,043,919	$2,054,416	$1,714,468	$4,812,803	0.345	0.15

Sorted by FCNI, June 2017

ISES-ASSESSED UF BUILDINGS

BUILDING NO.	ASSET NAME	USE	YEAR BUILT	GSF	CRV	NON-RECURRING COST	DEFERRED RENEWAL	REC. COMP. COST	10 YEAR TOTAL NEEDS	FCNI	FCI
0497	DAN MCCARTY HALL C	Classroom / Academic	1956	32,079	$9,055,000	$590,382	$1,579,131	$881,152	$3,050,666	0.337	0.17
0103	JAMES W. NORMAN HALL ADDITION	Library	1979	133,904	$32,759,000	$1,639,024	$4,557,617	$4,699,072	$10,895,713	0.333	0.14
0029	DAVID STUZIN HALL	Office / Administrative	1981	59,799	$14,781,000	$601,707	$2,045,394	$2,257,808	$4,904,909	0.332	0.14
0100	ROBERT C. WILLIAMSON HALL	Laboratory	1958	75,279	$28,965,000	$1,051,643	$3,517,723	$4,873,962	$9,443,327	0.326	0.12
0030	RAE O. WEIMER HALL	Classroom / Academic	1980	162,807	$40,166,000	$320,639	$3,176,900	$9,586,666	$13,084,205	0.326	0.08
0025CW	WEIL CHILLED WATER PLANT (CWP1)	Physical Plant / Utility	1939	9,299	$7,713,000	$189,231	$0	$2,278,518	$2,467,749	0.320	0.00
0217	VET MED METABOLIC BUILDING	Laboratory	1977	18,378	$8,170,000	$127,109	$610,153	$1,839,914	$2,577,176	0.315	0.07
0003CW	WALKER HALL CHILLED WATER PLANT (CWP3)	Physical Plant / Utility	1977	7,058	$9,549,700	$40,329	$1,982,183	$962,545	$2,985,057	0.313	0.21
0655	WINSTON W. LITTLE HALL	Office / Administrative	1963	99,461	$23,669,000	$773,029	$3,991,706	$2,505,536	$7,270,271	0.307	0.17
0856	EARLE B. PHELPS LAB	Laboratory	1946	9,877	$4,592,000	$352,880	$994,908	$55,292	$1,403,080	0.306	0.22
0028	CHEMISTRY LABORATORY	Laboratory	1989	88,732	$33,818,000	$6,732,944	$2,135,695	$1,316,429	$10,185,068	0.301	0.06
0720	MECHANICAL AND AEROSPACE ENGINEERING B	Classroom / Academic	1967	36,533	$9,990,000	$669,795	$784,519	$1,533,422	$2,987,736	0.299	0.08
0215	VETERINARY CLINICAL SCIENCES	Laboratory	1977	126,467	$47,126,000	$426,793	$3,345,732	$10,238,384	$14,010,908	0.297	0.07
0445	STETSON MEDICAL SCIENCES	Laboratory	1956	421,506	$159,146,000	$141,514	$28,581,696	$18,289,234	$47,012,444	0.295	0.18
0725	MECHANICAL AND AEROSPACE ENGINEERING A	Laboratory	1967	40,167	$16,405,000	$650,985	$1,808,356	$2,286,703	$4,746,044	0.289	0.11
0267	TURLINGTON HALL	Classroom / Academic	1977	183,616	$48,473,000	$1,382,511	$2,676,940	$9,911,048	$13,970,499	0.288	0.06
0023	GENERAL JAMES A. VAN FLEET HALL	Office / Administrative	1952	20,081	$5,611,000	$118,302	$644,296	$850,182	$1,612,780	0.287	0.11
0495	DAN MCCARTY HALL A	Laboratory	1956	82,851	$31,879,000	$1,230,609	$6,884,922	$987,773	$9,103,304	0.286	0.22
0205	DENTAL SCIENCE	Medical / Clinic	1975	499,630	$127,136,000	$4,436,893	$13,066,076	$18,760,419	$36,263,388	0.285	0.10
0269	FINE ARTS D	Classroom / Academic	1979	29,508	$8,329,000	$431,470	$687,825	$1,214,234	$2,333,530	0.280	0.08
0722	MERWIN J. LARSEN HALL	Laboratory	1967	42,726	$11,684,000	$222,579	$1,657,127	$1,316,423	$3,196,128	0.274	0.14
0461	AQUATIC FOOD PRODUCTS LAB	Laboratory	1997	10,309	$4,793,000	$13,875	$274,900	$1,013,646	$1,302,420	0.272	0.06
0001	UNIVERSITY AUDITORIUM	Theater / Auditorium	1925	54,311	$14,971,000	$345,642	$2,798,286	$812,760	$3,956,688	0.264	0.19
0406	WALTER J. MATHERLY HALL	Classroom / Academic	1954	58,458	$15,393,000	$686,911	$2,295,439	$942,565	$3,924,915	0.255	0.15
0308	POWELL HALL (FLMNH)	Retail	1996	60,134	$8,815,000	$0	$2,006,208	$190,838	$2,197,046	0.249	0.23
0203	COMMUNICORE BUILDING	Office / Administrative	1975	336,591	$89,727,000	$250,301	$10,323,945	$11,681,127	$22,255,373	0.248	0.12
0010	B.H. GRIFFIN - W.L. FLOYD HALL	Office / Administrative	1912	22,912	$6,402,000	$93,124	$722,568	$766,890	$1,582,581	0.247	0.11
0026	JOHN J. TIGERT HALL	Office / Administrative	1951	83,343	$20,156,000	$258,375	$2,516,555	$2,117,188	$4,892,118	0.243	0.12
0757	SPESSARD L. HOLLAND CENTER	Classroom / Academic	1968	212,458	$52,252,000	$49,691	$4,595,090	$7,656,364	$12,301,146	0.235	0.09
0719	MATERIALS ENGINEERING	Classroom / Academic	1969	34,902	$9,851,000	$174,092	$321,047	$1,782,136	$2,277,275	0.231	0.03
0597	FINE ARTS A (WEAVER BUILDING)	Library	1964	30,353	$8,401,000	$359,381	$1,085,304	$493,596	$1,938,280	0.231	0.13
1056CW	SE CHILLED WATER PLANT (CWP9)	Physical Plant / Utility	1996	18,894	$10,998,500	$486,351	$154,871	$1,859,208	$2,500,430	0.227	0.01
0111	MANNING J. DAUER HALL	Laboratory	1932	71,129	$17,362,000	$1,264,611	$2,049,454	$611,356	$3,925,421	0.226	0.12
1041	SID MARTIN BIOTECHNOLOGY BUILDING	Laboratory	1995	39,912	$16,301,000	$46,823	$1,766,377	$1,870,775	$3,683,975	0.226	0.11

Sorted by FCNI, June 2017

ISES-ASSESSED UF BUILDINGS

BUILDING NO.	ASSET NAME	USE	YEAR BUILT	GSF	CRV	NON-RECURRING COST	DEFERRED RENEWAL	REC. COMP. COST	10 YEAR TOTAL NEEDS	FCNI	FCI
0454	HUMAN DEVELOPMENT CENTER	Office / Administrative	1967	63,302	$15,647,000	$24,810	$2,698,754	$654,255	$3,377,819	0.216	0.17
0132	CENTREX (UNIVERSITY POLICE)	Office / Administrative	1968	9,824	$2,871,000	$67,875	$78,170	$471,298	$617,343	0.215	0.03
0687	H. PHILIP CONSTANS THEATRE	Theater / Auditorium	1967	95,447	$26,584,000	$146,804	$2,473,691	$3,084,167	$5,704,662	0.215	0.09
0042	COMPUTER SCIENCES/ENGINEERING	Classroom / Academic	1986	119,961	$30,070,000	$545,962	$1,727,513	$4,175,427	$6,448,901	0.214	0.06
0268	ARCHITECTURE BUILDING	Classroom / Academic	1979	126,267	$31,503,000	$860,657	$811,725	$4,985,715	$6,658,098	0.211	0.03
0715	UF MAIL AND DOCUMENTS SERVICES	Shops / Trade	1967	13,672	$3,540,000	$89,815	$321,525	$323,553	$734,893	0.208	0.09
0025	WEIL CHILLED WATER PLANT (CWP1)	Shops / Trade	1939	9,299	$2,408,000	$133,602	$156,750	$208,173	$498,525	0.207	0.07
0759	BRUTON-GEER HALL	Office / Administrative	1984	47,839	$12,015,000	$39,252	$689,958	$1,742,888	$2,472,097	0.206	0.06
0043	MARSTON HALL	Library	1986	115,613	$28,417,000	$426,501	$1,440,751	$3,963,230	$5,830,481	0.205	0.05
0031	MARSHALL M. CRISER HALL	Office / Administrative	1991	64,934	$16,050,000	$630,821	$1,233,693	$1,410,981	$3,275,495	0.204	0.08
0005	GEORGE S. SMATHERS LIBRARY	Library	1927	97,786	$24,306,000	$263,358	$1,647,476	$2,912,844	$4,823,677	0.198	0.07
1040	BIOTECHNOLOGY #1	Laboratory	1991	43,223	$17,653,000	$548,904	$732,839	$2,221,432	$3,503,175	0.198	0.04
0465	ELMORE HALL FOR ADMINISTRATIVE SERVICES	Office / Administrative	1991	18,230	$5,094,000	$25,174	$175,924	$798,276	$999,375	0.196	0.03
0059	MCKNIGHT BRAIN INSTITUTE	Laboratory	1998	208,641	$76,640,000	$144,472	$2,180,838	$12,654,131	$14,979,441	0.195	0.03
0204	GENERAL SERVICES	Office / Administrative	1975	41,706	$9,487,000	$183,751	$339,919	$1,306,411	$1,830,081	0.193	0.04
0758	HOLLAND LAW CHILLED WATER PLANT	Shops / Trade	1968	4,755	$1,231,000	$49,577	$101,480	$84,486	$235,544	0.191	0.08
0024	JOSEPH WEIL HALL	Office / Administrative	1950	158,452	$36,697,000	$612,443	$414,103	$5,868,300	$6,894,845	0.188	0.01
0315	PHILLIPS CENTER FOR THE PERFORMING ARTS	Theater / Auditorium	1991	68,039	$18,228,000	$35,696	$1,281,465	$2,094,595	$3,411,756	0.187	0.07
1376	CANCER/GENETICS RESEARCH COMPLEX	Laboratory	2006	281,886	$148,850,000	$366,849	$0	$27,345,788	$27,712,637	0.186	0.00
0216	VET MED FOOD ANIMAL CLINIC	Medical / Clinic	1977	15,984	$4,922,000	$81,882	$196,070	$635,227	$913,179	0.186	0.04
0212	HEALTH PROF, NURSING, AND PHARMACY	Laboratory	2003	197,046	$72,381,000	$53,527	$0	$12,321,362	$12,374,889	0.171	0.00
1042	SPECIFIC PATHOGEN FREE ANIMAL	Laboratory	1997	6,598	$3,067,000	$25,592	$129,841	$368,502	$523,935	0.171	0.04
0006	NATHAN P. BRYAN HALL	Office / Administrative	1914	49,078	$12,326,000	$38,467	$921,192	$1,132,612	$2,092,272	0.170	0.07
0012	PETER ROLFS HALL	Classroom / Academic	1927	38,253	$10,460,000	$203,371	$606,702	$931,943	$1,742,016	0.167	0.06
0004	GEORGE PEABODY HALL	Office / Administrative	1913	35,139	$9,020,000	$105,311	$652,039	$743,780	$1,501,129	0.166	0.07
0021	FLORIDA GYMNASIUM	Gymnasium / Athletics	1949	167,550	$35,168,000	$151,421	$1,153,594	$4,542,304	$5,847,320	0.166	0.03
0157	BEN HILL GRIFFIN STADIUM	Office / Administrative	1930	122,797	$28,896,000	$16,564	$1,211,712	$3,494,662	$4,722,938	0.163	0.04
0473	LACY RABON CHILLED WATER PLANT	Shops / Trade	1956	34,772	$8,164,000	$161,144	$1,033,943	$137,841	$1,332,928	0.163	0.13
3381	HUMAN RESOURCES BUILDING	Office / Administrative	1967	29,842	$7,907,000	$1,245	$87,475	$1,181,696	$1,270,416	0.161	0.01
0201	ACADEMIC RESEARCH BUILDING	Laboratory	1989	274,907	$100,981,000	$86,140	$3,872,192	$11,890,366	$15,848,697	0.157	0.04
0498	DAN MCCARTY HALL D	Laboratory	1956	60,157	$24,833,000	$329,041	$2,252,250	$1,300,852	$3,882,143	0.156	0.09
0598	FINE ARTS B (UNIVERSITY GALLERY)	Classroom / Academic	1964	12,839	$3,996,000	$238,925	$220,213	$139,831	$598,969	0.150	0.06
0105	THE 105 CLASSROOM BUILDING	Office / Administrative	2001	33,873	$8,975,000	$8,651	$366,614	$968,013	$1,343,278	0.150	0.04
0183	MECHANICAL AND AEROSPACE ENGINEERING C	Laboratory	1948	26,322	$11,097,000	$403,195	$637,052	$609,269	$1,649,516	0.149	0.06

Sorted by FCNI, June 2017

ISES-ASSESSED UF BUILDINGS

BUILDING NO.	ASSET NAME	USE	YEAR BUILT	GSF	CRV	NON-RECURRING COST	DEFERRED RENEWAL	REC. COMP. COST	10 YEAR TOTAL NEEDS	FCNI	FCI
0127	UNIVERSITY HOUSE	Residential / Sgl. Family	1953	10,262	$2,577,000	$83,793	$42,723	$248,249	$374,765	0.145	0.02
1630	AUXILIARY LIBRARY FACILITY	Warehouse/Storage/Utility	1973	42,505	$11,397,000	$183,209	$240,106	$1,114,113	$1,537,428	0.135	0.02
0341	MCGUIRE CTR FOR LEPIDOPTERA RESEARCH	Laboratory	2004	55,731	$21,917,000	$0	$0	$2,891,109	$2,891,109	0.132	0.00
1603	UF ENTERPRISE SYSTEMS	Office / Administrative	1996	26,277	$6,963,000	$0	$381,237	$510,782	$892,019	0.128	0.05
0265	STUDENT RECREATION AND FITNESS CENTER	Gymnasium / Athletics	1991	56,820	$12,769,000	$114,936	$307,316	$1,157,921	$1,580,173	0.124	0.02
0007	JAMES N. ANDERSON HALL	Classroom / Academic	1913	47,628	$12,742,000	$11,926	$476,792	$1,087,268	$1,575,986	0.124	0.04
0261	EMERSON ALUMNI HALL	Office / Administrative	2002	62,129	$15,357,000	$7,480	$4,896	$1,874,225	$1,886,601	0.123	0.00
0102	JAMES W. NORMAN GYM	Office / Administrative	1932	18,059	$5,046,000	$44,921	$4,800	$564,712	$614,432	0.122	0.00
0120	AQUATIC FOOD PRODUCTION PILOT PLANT	Laboratory	1937	16,860	$7,495,000	$11,746	$47,361	$830,675	$889,781	0.119	0.01
0014	KATHRYN CHICONE USTLER HALL	Office / Administrative	1919	15,842	$4,427,000	$23,976	$363,865	$135,758	$523,599	0.118	0.08
0462	SHEPARD BROAD BUILDING	Office / Administrative	1994	13,095	$3,826,000	$11,124	$149,208	$288,093	$448,425	0.117	0.04
0689	LIBRARY WEST	Library	1967	177,923	$42,908,000	$720,805	$873,537	$3,362,947	$4,957,290	0.116	0.02
1017	VETERINARY ACADEMIC BUILDING	Laboratory	1996	147,368	$54,482,000	$159,710	$3,133,405	$2,981,444	$6,274,560	0.115	0.06
0309	SAMUEL P. HARN MUSEUM OF ART	Retail	1990	141,701	$34,523,000	$0	$248,536	$3,660,820	$3,909,356	0.113	0.01
0746	PARTICLE SCIENCE AND TECHNOLOGY	Laboratory	1998	29,535	$12,451,000	$14,359	$10,519	$1,373,649	$1,398,526	0.112	0.00
0228	SCHIEBLER CMS	Medical / Clinic	1991	46,182	$12,783,000	$133,033	$230,417	$1,058,277	$1,421,727	0.111	0.02
0272	M.E. RINKER HALL	Classroom / Academic	2002	55,267	$14,552,000	$46,844	$0	$1,549,917	$1,596,761	0.110	0.00
0179	EHS ADMINISTRATIVE OFFICES	Office / Administrative	1949	13,250	$3,872,000	$23,186	$941	$400,061	$424,188	0.110	0.00
0008	KEENE-FLINT HALL	Classroom / Academic	1910	58,774	$15,476,000	$36,483	$419,558	$1,226,942	$1,682,983	0.109	0.03
0184	FREDERICK N. RHINES HALL	Laboratory	1948	76,304	$29,360,000	$27,339	$299,877	$2,859,031	$3,186,248	0.109	0.01
0032	HUB	Office / Administrative	1950	71,427	$17,435,000	$134,637	$287,041	$1,429,067	$1,850,745	0.106	0.02
0474	FRAZIER ROGERS HALL	Laboratory	1955	62,470	$24,816,000	$12,788	$27,155	$2,523,005	$2,562,948	0.103	0.00
1628	EAST CAMPUS OFFICE BUILDING	Office / Administrative	2010	83,526	$20,200,000	$10,057	$0	$2,061,203	$2,071,260	0.103	0.00
0092	PHYSICS BUILDING	Laboratory	1998	270,572	$99,389,000	$276,766	$4,032,845	$5,845,999	$10,155,610	0.102	0.04
0033	ENGINEERING	Laboratory	1997	142,093	$52,730,000	$70,970	$2,307,182	$2,964,240	$5,342,392	0.101	0.04
1053	MCCARTY CHILLED WATER PLANT (CWP5)	Shops / Trade	1995	7,782	$2,015,000	$9,943	$99,136	$89,930	$199,009	0.099	0.05
0054	GERSON HALL	Classroom / Academic	2003	41,736	$11,413,000	$17,329	$0	$1,056,097	$1,073,426	0.094	0.00
0316	SOUTHWEST RECREATION CENTER	Gymnasium / Athletics	1994	138,912	$29,456,000	$0	$660,118	$2,071,541	$2,731,659	0.093	0.02
0295	SW CHILLED WATER PLANT	Shops / Trade	1990	5,898	$1,527,000	$12,713	$95,209	$24,959	$132,881	0.087	0.06
0022	WILLIAM G. CARLETON AUDITORIUM	Theater / Auditorium	1954	13,578	$4,354,000	$38,714	$168,354	$161,456	$368,524	0.085	0.04
1018	COURTELIS EQUINE TEACHING HOSPITAL	Medical / Clinic	1993	67,245	$27,584,000	$227,793	$875,133	$1,044,664	$2,147,590	0.078	0.03
0317	WEST CHILLED WATER PLANT	Shops / Trade	1994	4,784	$1,239,000	$7,848	$81,814	$1,503	$91,165	0.074	0.07
0557	NUCLEAR REACTOR	Laboratory	1958	15,941	$7,087,000	$72,283	$140,921	$283,596	$496,800	0.070	0.02
0081	COUNSELING AND WELLNESS CENTER	Office / Administrative	2010	23,635	$6,604,000	$0	$0	$461,041	$461,041	0.070	0.00
0110	STEINBRENNER BAND HALL	Theater / Auditorium	2008	17,032	$5,223,000	$0	$0	$341,421	$341,421	0.065	0.00

Sorted by FCNI, June 2017

ISES-ASSESSED UF BUILDINGS

BUILDING NO.	ASSET NAME	USE	YEAR BUILT	GSF	CRV	NON-RECURRING COST	DEFERRED RENEWAL	REC. COMP. COST	10 YEAR TOTAL NEEDS	FCNI	FCI
0072	JIM AND ALEXIS PUGH HALL	Classroom / Academic	2008	45,532	$12,182,000	$0	$0	$728,396	$728,396	0.060	0.00
1178	ORTHOPAEDICS AND SPORTS MEDICINE	Medical / Clinic	2004	137,714	$35,402,000	$18,613	$523,034	$1,492,756	$2,034,403	0.057	0.01
0764	MARTIN H. LEVIN ADVOCACY SERVICES	Classroom / Academic	2011	19,375	$5,767,000	$0	$0	$317,045	$317,045	0.055	0.00
0958	CHEMICAL ENGINEERING STUDENT CENTER	Office / Administrative	2011	11,789	$3,445,000	$51,266	$0	$125,353	$176,619	0.051	0.00
1056	SE CHILLED WATER PLANT	Shops / Trade	1996	18,894	$4,678,000	$2,707	$127,154	$84,715	$214,577	0.046	0.03
1061	U.F. SUBSTATION 11	Physical Plant / Utility	1994	9,880	$1,532,600	$0	$0	$55,013	$55,013	0.036	0.00
0070	NANOSCALE RESEARCH FACILITY	Laboratory	2008	53,648	$21,437,000	$6,459	$0	$688,117	$694,577	0.032	0.00
0221	VAB AUDITORIUM	Classroom / Academic	2011	7,976	$2,483,000	$5,873	$0	$62,607	$68,480	0.028	0.00
0075	VETERINARY SMALL ANIMAL HOSPITAL	Medical / Clinic	2010	110,244	$43,824,000	$0	$0	$956,636	$956,636	0.022	0.00
0213	BIOMEDICAL SCIENCES BUILDING	Laboratory	2009	162,097	$59,729,000	$18,278	$0	$1,237,898	$1,256,177	0.021	0.00
1374	U.F. SUBSTATION 14	Physical Plant / Utility	2009	1,500	$1,440,720	$0	$0	$28,300	$28,300	0.020	0.00
1377	EMERGING PATHOGENS INSTITUTE	Laboratory	2009	93,018	$68,870,000	$5,893	$0	$1,301,571	$1,307,463	0.019	0.00
1378	MOWRY CHILLED WATER PLANT (CWP10)	Shops / Trade	2009	26,313	$6,178,000	$7,776	$0	$66,058	$73,834	0.012	0.00
0868	U.F. SUBSTATION 9	Physical Plant / Utility	1982	2,480	$2,027,300	$0	$12,105	$0	$12,105	0.006	0.01
1635	UF DATA CENTER	Office / Administrative	2012	26,182	$14,775,012	$8,174	$0	$71,045	$79,219	0.005	0.00
1375	CLINICAL AND TRANSLATIONAL RESEARCH BLDG	Laboratory	2013	129,418	$48,582,000	$1,569	$0	$215,260	$216,828	0.004	0.00
1057	U.F. SUBSTATION 13	Physical Plant / Utility	1996	2,235	$2,524,975	$8,756	$0	$1,233	$9,989	0.004	0.00
0064	HOUGH HALL	Classroom / Academic	2010	72,724	$18,910,000	$0	$0	$36,832	$36,832	0.002	0.00
1378CW	MOWRY CHILLED WATER PLANT (CWP10)	Physical Plant / Utility	2009	26,313	$6,373,270	$10,781	$0	$0	$10,781	0.002	0.00
1055	U.F. SUBSTATION 12	Physical Plant / Utility	1995	2,781	$2,754,500	$2,810	$0	$0	$2,810	0.001	0.00
0065	JAMES W. HEAVENER HALL	Classroom / Academic	2014	60,216	$15,855,000	$2,163	$0	$1,315	$3,478	0.000	0.00
0984	U.F. SUBSTATION 10	Physical Plant / Utility	1990	3,179	$3,486,675	$0	$0	$747	$747	0.000	0.00
0275	JOSEPH HERNANDEZ HALL	Laboratory	2016	111,552	$41,984,000	$0	$0	$1,315	$1,316	0.000	0.00
0197	U.F. SUBSTATION 7	Physical Plant / Utility	1977	1,700	$2,298,300	$0	$0	$0	$0	0.000	0.00
	GRAND TOTALS & AVERAGES:		1975	10,655,347	$3,401,288,280	$56,254,032	$287,327,904	$387,729,455	$731,311,391	0.222	0.088

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RIGHT. In order to make recommendations as to which buildings should be renovated and which demolished, we used the condition data provided above to identify which buildings were in most urgent need. We then toured each of these buildings and considered factors like: architectural quality, ease of adaptability, density and use of site, location, and cost of renovation. Based on these factors, we then discussed each building with UF's Planning, Design, and Construction team to determine a building-by-building renovation vs. demolition recommendation. The accompanying diagram documents these recommendations, and provides insight into the scale of the university's challenge. The university's space inventory contains 20,800,000 gross square feet in Gainesville. The recommendations include 1,500,000 gross square feet of renovations (with the Dental Science Building at 400,000 GSF being the single largest component) and 1,900,000 gross square feet of demolition (with Parking Garages I, II, and III responsible for 700,000 of these gross square feet).

MAJOR PROPOSED DEMOLITIONS AND RENOVATIONS

Space Management

UF is a large, complex, and successful organization. In order to ensure continued success, and to best support the university's quest for preeminence, particularly in a climate of constrained resources, the university should reflect on its space management practices. Today, control of space ultimately rests with the relevant senior vice president (the provost, health affairs, agriculture and natural resources, and chief operating officer), but significant authority often devolves down to the unit level, particularly on the academic side of the house. While this management strategy may be appropriate, it is vital that relevant utilization information (particularly for research and office space) is consistently collected in a central office and broadly shared. Transparency is a vital step in achieving both equity and efficiency. To date, the university's Planning, Design, and Construction team has made preliminary efforts to calculate basic common utilization metrics, but without the strong support of senior leadership, these efforts have only met with sporadic success. Even so, preliminary indicators suggest this data has high value, and would significantly contribute to better space allocation decisions.

Here is a hypothetical back-of-the-envelope calculation that emphasizes the value of adopting this approach. This study reviewed approximately 9,000,000 assignable square feet of space. For argument's sake, let's assume a 60% efficiency factor to gross this space up, and pretend that a gross square foot of new construction has a project cost of $600. Under these assumptions, a 1% improvement in utilization represents a capital avoidance cost of $90,000,000—i.e. a reasonably sized building! We therefore strongly recommend the university commit to an improved data-informed space management practice.