



## **2016 EDUCATIONAL PLANT SURVEY**

**FACILITIES INVENTORY VALIDATION: OCTOBER 5, 2016**

**SPACE NEEDS ASSESSMENT: NOVEMBER 4, 2016**

**EFFECTIVE JULY 1, 2017 – JUNE 30, 2022**

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## EDUCATIONAL PLANT SURVEY TEAM

Survey team members participating in the 2016 Educational Plant Survey at Florida Polytechnic University are as follows:

### **Facilities Inventory Validation**

October 5, 2016

#### **Survey Leader**

Lori Pinkerton, Space Management Analyst  
Florida State University

#### **Team Members**

Tamera Baughman, Coordinator  
Construction Projects  
Florida Gulf Coast University

Brittany Farrior, Budget Analyst  
Florida Board of Governors

Taylor Jones, Facilities Planner  
Florida Board of Governors

Ken Ogletree, Senior Project Architect  
Florida Board of Governors

Shacarra Sigler, Capital Programs and  
Finance Specialist  
Florida Board of Governors

#### **Inventory Validation Facilitators**

Dr. Randy Avent, University President

David Calhoun, Director Campus Development and  
Facilities

Kevin Calkins, Director Office of Institutional Research

Ray Galleno, Executive Director of Business &  
Auxiliary Services

Heather Howell, University Registrar

Jhojana Infante, Assistant Director Office of  
Institutional Research

Dr. Kathryn Miller, Vice President Academic Support  
Services

Rick Maxey, Director of Government Affairs

John White, Campus Architect/Project Manager

Lauren Willison, Director of Admissions

### **Space Needs Assessment**

November 4, 2016

#### **Survey Leader**

Lori Pinkerton, Space Management Analyst  
Florida State University

#### **Team Members**

Tamera Baughman, Coordinator  
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Brittany Farrior, Budget Analyst  
Florida Board of Governors

Taylor Jones, Facilities Planner  
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Ken Ogletree, Senior Project Architect  
Florida Board of Governors

Shacarra Sigler, Capital Programs and  
Finance Specialist  
Florida Board of Governors

#### **Needs Assessments Facilitators**

David Calhoun, Director Campus Development  
and Facilities

Kevin Calkins, Director Office of Institutional  
Research

Jhojana Infante, Assistant Director Office of  
Institutional Research

Rick Maxey, Director of Government Affairs

Mark Mroczkowski, Chief Financial Officer

Dr. Terry Parker, Provost & Executive Vice  
President

## I. INTRODUCTION

An Educational Plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years.

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

An Educational Plant Survey is defined in s.1013.01 (8) Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE's approved by the Florida Board Governors.

The term "educational plant" is defined in s.101301(7) F.S., as those areas comprised of the educational facilities, sites, and site improvements, necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term "ancillary plant" is defined in s. 1013.01(1) F.S., as an area comprised of the buildings, sites, and improvements necessary to provide such facilities as vehicle maintenance, warehouse, maintenance, or administrative buildings necessary to provide support to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31 (1) F.S. In addition, 1013.64(4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16) Florida Statute, a PECO Funded Project is any "site acquisition, site improvement, renovation, remodeling, construction project, funded through this source of revenue and all buildings, equipment, other structures, and educational use area that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University's Board of Trustees".

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

## **II. OVERVIEW OF SURVEY PROCESS**

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

The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

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

The following nine categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Gymnasium, and Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification manual, dated May 2006. The need for merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

### **The Survey Process**

The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university's sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. [Table 1](#) identifies the main Survey activities and lead responsibilities.

**Table 1**

**Educational Plant Survey Activities**

Activity	Responsibility		
	University	Board of Governors	Survey Team
Establish schedule	✓	✓	
Letter to president		✓	
Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation	✓		
Identification of existing/proposed “ineligible” space	✓		
Prepare facilities inventory reports (site/building/room reports)	✓		
Coordinate logistics for validation field work	✓		
Perform validation (on-site field work)	✓		✓
Update inventory based on validation	✓		
Provide established enrollment projections		✓	
Perform formula space needs analysis	✓		
Develop proposed projects & justification	✓		
Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications	✓		
Develop comments regarding degree program facility needs	✓		
Develop comments regarding proposed projects (CIP & Master Plan)	✓		
Coordinate logistics for needs assessment field work	✓		
Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory, and any special justification	✓		✓
Exit meeting	✓		✓
Prepare initial summary of survey recommendations			✓
Prepare final summary of survey recommendations	✓		
Prepare written report	✓		
Validate survey		✓	

### **III. FACILITIES INVENTORY VALIDATION**

#### **Purpose of Validation**

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

#### **Sampling Technique**

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings, and rooms. Every academic semester, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed and acquired by Florida Polytechnic University since its establishment in 2012 (see [Table 2](#)).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

#### **Functions of Survey Team during Validation**

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

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

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



# FLORIDA POLYTECHNIC UNIVERSITY

**Table 2**  
**Buildings Included in Inventory Validation**

Building Number	Building Name	GSF
	<u>Site 0010 – Florida Polytechnic South – PSC (Joint Use)</u>	
8700	Lakeland Academic Center (not surveyed)	23,439
8701	Lakeland Learning Center (not surveyed)	28,728
8702	Lakeland ITFS Tower Shelter (not surveyed)	160
8712	Lakeland Technology Building*	56,225
	<u>Site 0012 – JD Alexander Florida Polytechnic Main Campus</u>	
1200	Innovation Science and Technology	
1201	Technology and Admissions Center	
1202	Campus Control Center	
1203	Student Wellness Center	
	<u>Site 0012 – Florida Industrial and Phosphate Research Institute (not surveyed)</u>	
8400	F.I.P.R – Administration BLDG	8,236
8401	F.I.P.R – Biological Lab	2,837
8402	F.I.P.R – Metallurgical Lab	3,856
8403	F.I.P.R – Radon BLDG II	375
8404	F.I.P.R – Radon BLDG I	375
8405	F.I.P.R – Storage BLDG	100
8406	F.I.P.R – Covered Walkway	430
8407	F.I.P.R – Educations BLDG	5,301
*Surveyed for the purposes of assessing office areas and confirm no instructional space is used by Florida Polytechnic University at Polk State College campus.		

#### **IV. THE SPACE NEEDS ASSESSMENT**

##### **Objective**

The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:

- 1- Projects proposed by the university.
- 2- The results of applying a quantitative space needs model.
- 3- Any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

##### **Types of Recommendations**

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

##### **Space Needs Formula**

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

<u>Instructional/Research</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classrooms	Study Facilities	Office/Computer
Teaching Laboratories	Instructional Media	Campus Support
Research Laboratories	Auditorium/Exhibition	
	Teaching Gymnasium	

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered.

Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a research and office facility, these type of spaces are regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs. The results of applying the formula for the Florida Polytechnic University survey are identified within Section IX of this report.

## **V. OVERVIEW OF FLORIDA POLYTECHNIC UNIVERSITY**

### **President**

Randy K. Avent, Ph.D.

### **Accreditation**

Florida Polytechnic University was granted the status of candidacy by the Southern Association of Colleges and Schools Commission on Colleges on June 17, 2016 to award baccalaureate, masters degrees.

### **Degree Programs**

- 6 undergraduate degree programs
- 2 graduate degree programs

### **Colleges**

- College of Innovation and Technology
- College of Engineering

### **Students**

- Number of students: 1,281 undergraduate, 31 graduate
- 95% of new students are coming from within Florida counties. The top 3 counties include: Polk, Hillsborough and Broward.
- Average SAT score for new students is 1,672, average ACT score is 26.
- 46% of students live on-campus

### **Campus Sites**

Site 0012 – JD Alexander Florida Polytechnic Main Campus

- 170 acres
- 6 completed buildings (including housing), 3 modulars, and a recreation field

Site 0010 – Florida Polytechnic South – PSC

- Joint-use facility with Polk State College
- Office and computer support space

Site 0047 – Florida Industrial and Phosphate Institute

- 8 acres
- 7 completed buildings and a covered walkway

### **University's Mission**

The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research and collaborative local, regional and global partnerships.

### **University's Vision**

Florida Polytechnic University will be a world-renowned “University of Innovation” for producing dynamic pool of info-tech talent with real-world solutions and capacity to lead global high-tech industries through customized STEM-enriched academic curriculum, operating space and facilities, entrepreneurial research, and interactive business industry partnerships.

### **University's Guiding Principles**

Florida Polytechnic University is the 12th and newest member of the State University System of Florida with an exclusive focus on STEM disciplines and hands-on learning and research. It is Florida Polytechnic University's belief that a university entirely focused on innovation and building close industry partnerships will be more than an institution of higher learning, it will be a powerful economic engine for the community, the state and the nation.

Florida Polytechnic University is committed to responding to the State's growing need for STEM talent and to helping drive Florida's high-tech economy forward. Students are immersed in a cutting-edge polytechnic environment, rich in applied research. Florida Polytechnic University's degree programs and concentrations are industry-engaged, providing graduates with job-ready skills and experience. Thus, the University's unique mission, curriculum, and relationship with industry align the University with the State University System of Florida Board of Governors' primary areas of focus:

1. Teaching and Learning
2. Scholarship, Research and Innovation
3. Community and Business Engagement

In response to the State University System of Florida Board of Governors' goal to increase the number of STEM degrees awarded in state to meet economic and workforce needs, Florida Polytechnic University is committed to placing students in high-tech jobs through a cutting-edge curriculum dedicated to applied research in science, technology, engineering, and mathematics.

Florida Polytechnic University builds strategic partnerships directly with high-tech businesses and industry leaders, giving them the opportunity to help shape the skills and knowledge of future innovators and potential employees by participating in advisory board activities, internship programs, product development, job placement programs, joint research and joint teaching endeavors.

### **University's Historical Perspective**

Florida Polytechnic University was established in 2012 as the state's only public university dedicated exclusively to applied research and learning in the fields of science, technology, engineering and mathematics (STEM).

Its home is a 170-acre campus in Lakeland that's anchored by the Innovation, Science and Technology (IST) Building designed by Spanish architect Dr. Santiago Calatrava. Florida Poly opened for classes in

# FLORIDA POLYTECHNIC UNIVERSITY

August 2014 with an inaugural class of 554. The university started its third year of classes in 2017 with more than 1,300 students, and will graduate its first class in January.

Florida Polytechnic South, also known as Poly South, is a temporary joint-use facility with Polk State College per Senate Bill 1994 signed into law on April 20, 2012. As space becomes available at Florida Polytechnic University staff moves to the main campus, it will transfer the space that it vacates to Polk State College. The FIPR site is located at 1855 W Main Street Bartow, Florida 33830. It consists of seven buildings primarily used for the institute's administration, phosphate and metallurgical research, and community/public service purposes.

The university's campus has grown since its founding to include a new dormitory, and a new Wellness Center is projected for opening in fall 2017. A partnership with the Florida Department of Transportation also opened up an expansion opportunity in the form of a future test track for autonomous vehicles and tolling technology.

## Organization

Florida Polytechnic University was awarded "Candidacy for Accreditation" status by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in June 2016, and the university will have its official accreditation visit by the SACSCOC committee in February 2017.

## Campuses and Other Locations

### JD Alexander Florida Polytechnic Main Campus (Site 0012)

Florida Polytechnic University is located in Central Florida and part of what is known as the I-4 Corridor of Florida. The University's was established in 2012 on a 531 acres, 170 on main campus with two additional parcels of 176 and 184 acres. The main campus consist of four (4) constructed buildings, three (3) leased modulars, a recreation field, and two (2) dormitories acquired under a public-private-partnership. The campus is located at 4700 Research Way, Lakeland, Florida 33805. All instruction, research, and general activities conducted by students, faculty and staff take place at the main campus. A description of each building at this site is a follows:

- *Innovation, Science & Technology (IST)*: It is considered the main building on the main campus, located at the north end. Currently all instruction and research activities conducted by faculty and staff take place at this building. Square footage is separated between classrooms, research labs, teaching labs, library, office space for faculty and staff, study areas, and terrace space.
- *Campus Control Center*: Contains the network operations center, the computer mainframe, chiller room, and main electrical room.
- *Technology & Admissions Center*: It was the first building completed on campus and provides administrative office space and auditorium for Enrollment Services (Office of Admissions and Office of Financial Aid).

- *Student Wellness Center*: Primarily used by Auxiliary and Student Services to provide students, faculty and staff with dining and food services, fitness center, health clinic, postal and copy services, bookstore, and Bursar's office.
- *Housing PH1*: First housing building under a Public-Private Partnership (P3); it has a residential bed count of 219 with suite-residential style.
- *Housing PH2*: Completed in summer 2016, it is the second housing building under a Public-Private Partnership. It provides suite-residential style living and 539 beds.
- *Modulars*: Three temporary, modular-style buildings located next to the Campus Control

#### **Florida Polytechnic South – PSC (Site 0010)**

It is a joint-use facility Polk State College provided by Senate Bill 1994 signed into law on April 20, 2012. Includes three (3) buildings and an ITFS tower, currently it is temporarily used by the University's business offices and computing support. The site is located at 3433 Winter Lake Road, Lakeland, Florida 33803.

#### **Florida Industrial and Phosphate Institute (Site 0047)**

The Florida Industrial and Phosphate Research Institute (FIPR Institute) is a legislatively created state research unit within Florida Polytechnic University. This site consists of seven (7) buildings with a covered walkway used by FIPR Institute administration, research, and community education/public service outreach. The FIPR Institute is focused on phosphate-related research, but since 2010 has also broadened its research program into non-phosphate topics such as energy and the mining and processing of minerals other than phosphate.

## VI. ACADEMIC DEGREE PROGRAMS

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

**Table 3**  
**Academic Degree Programs**

CIP	CIP TITLE	PROGRAMS TITLE	FLORIDA POLY DEGREE
11.0802	Data Modeling/Warehousing and Database Administration	Advanced Technology	B
11.0899	Computer Software and Media Applications, Other	Computer Science & Information Technology; Innovation & Technology	BM
14.0101	Engineering, General	Engineering	M
14.0901	Computer Engineering, General	Computer Engineering	B
14.1001	Electrical and Electronics Engineering	Electrical Engineering	B
14.1901	Mechanical Engineering	Mechanical & Industrial Engineering	B
52.0203	Logistics, Materials, and Supply Chain Management	Science & Technology Management	B

Legend: B-Bachelors; M-Masters; A-Advanced Master; E-Engineering; S-Specialist; P-Professional Doctorate; R-Research Doctorate

*From State University System of Florida Academic Program Inventory*

## VII. ANALYSIS OF STUDENT ENROLLMENT

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for academic year 2016-2017.

The University's Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. [Table 4](#) identifies the Statutorily Required Enrollment Plan (based on State-Fundable Florida FTE), taken from Page 10 of the [2016 Work Plan](#).

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**Table 4**

## Enrollment Plan

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>RESIDENT</b>									
LOWER	448	779	946	887	906	912	914	927	-0.4%
UPPER	24	52	202	249	254	228	229	233	2.9%
GRAD I	15	19	35	47	48	60	60	61	11.5%
GRAD II	0	0	0	0	0	0	0	0	0.0%
<b>TOTAL</b>	<b>487</b>	<b>850</b>	<b>1,183</b>	<b>1,183</b>	<b>1,208</b>	<b>1,200</b>	<b>1,203</b>	<b>1,180</b>	<b>0.6%</b>
<b>NON RESIDENT</b>									
LOWER	24	28	49	66	68	90	90	91	13.2%
UPPER	3	2	10	18	19	22	22	22	17.1%
GRAD I	4	4	2	4	4	6	6	6	26.4%
GRAD II	0	0	0	0	0	0	0	0	0.0%
<b>TOTAL</b>	<b>31</b>	<b>33</b>	<b>61</b>	<b>88</b>	<b>91</b>	<b>118</b>	<b>156</b>	<b>160</b>	<b>14.4%</b>
<b>TOTAL</b>									
LOWER	472	807	995	953	973	1,002	1,004	1,018	0.5%
UPPER	27	54	212	267	273	250	251	255	3.8%
GRAD I	19	23	37	51	52	66	66	67	12.4%
GRAD II	0	0	0	0	0	0	0	0	0.0%
<b>TOTAL</b>	<b>518</b>	<b>883</b>	<b>1,244</b>	<b>1,271</b>	<b>1,298</b>	<b>1,318</b>	<b>1,321</b>	<b>1,340</b>	<b>1.8%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	1	1	1	1	1	1	1	2	5.6%
UPPER	0	0	0	0	1	1	1	1	18.1%
GRAD I	0	1	1	1	1	1	1	1	0.0%
GRAD II	0	0	0	0	0	0	0	0	0.0%
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5.2%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note\*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



## VIII. INVENTORY OF EXISTING SITES AND BUILDINGS

The overview of the university includes a general description of the sites where educational program activity is carried out by the university. This section provides information about buildings located at the sites.

The building information provided in Table 5 includes Status, Condition, Assignable Square Feet (ASF), and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition/space condition identifies whether space is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the university and concurred with by the survey team. Space considered satisfactory is suitable for continued use. Unsatisfactory space is space that does not meet the university’s standards or requirements for effectiveness. Space considered unsatisfactory can be classified by the university as either space in need of renovation or remodeling, space to be terminated for use, space scheduled for demolition which includes all modular and portable structures, or space for which there is currently no requested action and is scheduled for continued use as is. If the sum of all unsatisfactory categories exceeds 20% of the total existing space inventory, survey requests for actions on some of these projects must take a higher priority than any new construction.

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

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

**Instructional/Research**

Classrooms  
Teaching Laboratories  
Research Laboratories

**Academic Support**

Study Facilities  
Instructional Media  
Auditorium/Exhibition  
Teaching Gymnasium

**Institutional Support**

Office/Computer  
Campus Support

Table 6 identifies the amount of satisfactory eligible space, by space type, for each building which supports the above-stated functions. As stated within the Space Needs Assessment section, eligible space refers to whether the space meets a need identified as a formula-generated space need. The buildings included within these tables are only those located on land the university leases from the State of Florida, owns, or land leased for a long term to the university on which buildings have been constructed by the university. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.

**Table 5**  
**Building Inventory Report**

	Site	Bldg. Status	Bldg. Condition	GSF	NASF
<b>SITE 0012 – JD ALEXANDER FLORIDA POLYTECHNIC MAIN CAMPUS</b>					
1200 Innovation Science and Technology	0012	1	1	186,736	77,978
1201 Technology and Admissions Center	0012	2	1	5,095	3,905
1202 Campus Control Center	0012	2	1	4,896	1,170
1203 Student Wellness Center	0012	2	1	26,727	1,828
1204 Housing PH 1	0012	-	0	-	-
1205 Housing PH 2	0012	-	0	-	-
12M1 University Police Modular	0012	3	0	-	-
12M2 Campus Development & Facilities Modular	0012	3	0	-	-
12M3 Personal Development & Accessibility Svcs Modular	0012	3	0	-	-
<b>SITE 0010 – FLORIDA POLYTECHNIC SOUTH – PSC (TEMPORARY JOINT-USE)</b>					
8700 Lakeland Academic Center	0010	2	0	23,439	-
8701 Lakeland Learning Center	0010	2	0	28,728	-
8702 Lakeland ITFS Tower Shelter	0010	2	0	160	-
8712 Lakeland Technology Building	0010	2	0	56,225	-
<b>SITE 0047 – FLORIDA INDUSTRIAL AND PHOSPHATE INSTITUTE</b>					
8400 F.I.P.R – Administration BLDG	0047	1	0	8,236	-
8401 F.I.P.R – Biological Lab	0047	1	0	2,837	-
8402 F.I.P.R – Metallurgical Lab	0047	1	0	3,856	-
8403 F.I.P.R – Radon BLDG II	0047	1	0	375	-
8404 F.I.P.R – Radon BLDG I	0047	1	0	375	-
8405 F.I.P.R – Storage BLDG	0047	1	0	100	-
8406 F.I.P.R – Covered Walkway	0047	7	0	430	-
8407 F.I.P.R – Education BLDG	0047	1	0	5,301	-

Legend:

Building Status: 1 = Permanent, 2 = Temporary Non-Relocatable, 3 = Temporary Relocatable, 4 = Under Construction, 7 = Covered Walkway

Building Condition: 0 = Building not surveyed, 1 = Satisfactory, 6 = Termination

# FLORIDA POLYTECHNIC UNIVERSITY

**Table 6**  
**Building Inventory Report**

	Class	Teach Lab	Study	Res Lab	Ofc	Aud Exh	Inst Media	Stu Acad Supp	Gym	Campus Sup Service	Res & Other	Total
<b>Site 0012 – Main Campus</b>	12,096	15,120	18,636	13,469	12,007	2,499	0	0	0	5,750	0	84,881

Note: Sites 0010 and 0047 are not reflected, as there is no eligible assigned squared footage included at those locations.

## X. QUANTITATIVE (FORMULA) SPACE NEEDS

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel, and services, is the Fixed Capital Outlay Space Needs Generation Formula. The Space Needs Formula (formula) provides the three general classifications of space: instructional, academic support, and institutional support. Within these classifications, nine categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, office, and campus support services. While the FTE enrollment projection acts as primary generator, the formula recognizes variation in space requirements derived from discipline grouping, course levels, research programs, and library holdings, as well as faculty, staff, and contract and grant positions. The outcome of running the formula is a campus-wide aggregate of the ten categories of space, based on each individual university's make of students, programs, faculty and staff.

Table 7 reports the results of comparing the generated space needs to the existing eligible satisfactory and unsatisfactory facilities inventory for the main campus.

Table 8, also known as the "Form B", shows the details of these comparison results.

**Table 7**

**Formula Generated Net Assignable Square Feet by Category**

Space Category	Space Needs By Space Type	Satisfactory Space Inventory	Total Unsatisfactory Space Inventory	Unmet Need
<b><u>Instructional</u></b>				
Classroom	12,096	6,088		6,088
Teaching Laboratory	15,120	26,432		(11,312)
Research Laboratory	25,200	13,469		11,731
<b><u>Academic Support</u></b>				
Study	18,144	18,636		(492)
Instructional Media	4,032	0		4,032
Auditorium/Exhibition	3,024	2,499		525
Teaching Gymnasium	6,048	0		6,048
<b><u>Institutional Support</u></b>				
Student Academic Support	0	0		0
Office/Computer	25,200	12,007		13,193
Campus Support Services	5,443	5,750		(307)
<b>Total</b>	<b>114,307</b>	<b>84,881</b>		<b>29,426</b>

**Table 8**  
**ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B**

Florida Polytechnic University  
Main Campus

Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting  
Prepared 07-Dec-16

\*TOTAL FTE= 1,008  
On-Line FTE= 0  
Total Less On Line FTE= 1,008

		Class- room**	Teaching Lab	Study	Research Lab	Office	Audi/ Exhib.	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type:	2021-2022	12,096	15,120	18,144	25,200	25,200	3,024	4,032	0	6,048	5,443	114,307
1) Current Inventory as of:	1-Dec-16											
A)	Satisfactory Space	6,088	26,432	18,636	13,469	12,007	2,499				5,750	84,881
B)	Unsatisfactory Space to be Remodeled	0	0	0	0	0	0	0	0	0	0	0
C)	Unsatisfactory Space to be Demolished/Terminated	0	0	0	0	0	0	0	0	0	0	0
D)	Total Under Construction	0	0	0	0	0	0	0	0	0	0	0
												0
												0
												0
												0
												0
<b>TOTAL CURRENT INVENTORY:</b>		6,088	26,432	18,636	13,469	12,007	2,499	0	0	0	5,750	84,881
2) Projects Funded for Construction thru:	1-Dec-16											
												0
												0
												0
												0
												0
												0
<b>Total Funded Construction:</b>		0	0	0	0	0	0	0	0	0	0	0
<b>Plus: Total Planned Demolition</b>		0	0	0	0	0	0	0	0	0	0	0
<b>Net Space Needs</b>		6,008	(11,312)	(492)	11,731	13,193	525	4,032	0	6,048	(307)	29,426
Percent of:	Current Inventory and Funded Projects Minus Demolition Space Needs	50%	175%	103%	53%	48%	83%	0%	#DIV/0!	0%	106%	74%

(\*Based on 2016 FPU Work Plan 2021-22 FTE enrollment projections)  
(\*\*Online FTE excluded from Classroom, Teaching Lab, Audi/Exhib. and Gym needs.)

Florida Polytechnic University  
2021-2022

		Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
<b>Space Needs by Space Type</b>	<b>2021-2022</b>	12,096	15,120	18,144	25,200	25,200	3,024	4,032	0	6,048	5,443	114,307
<b>Net Space Needs from Form B</b>		6,008	(11,312)	(492)	11,731	13,193	525	4,032	0	6,048	(307)	29,426
<b>Percent of Space Needs</b>		50.33%	174.81%	102.71%	53.45%	47.65%	82.64%	0.00%	0.00%	0.00%	105.64%	74.26%
<b>3) Projects Funded for Planning</b>												
Proj. 1)	Applied Research Center	0	7,000	0	32,000	21,500	0	0	0	0	286	60,786
	Sub Total Net Space	6,008	(18,312)	(492)	(20,269)	(8,307)	525	4,032	0	6,048	(593)	(31,360)
	Sub Total Percent	50.33%	221.11%	102.71%	180.43%	132.96%	82.64%	0.00%	0.00%	0.00%	110.89%	127.43%
Proj. 2)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	6,008	(18,312)	(492)	(20,269)	(8,307)	525	4,032	0	6,048	(593)	(31,360)
	Sub Total Percent	50.33%	221.11%	102.71%	180.43%	132.96%	82.64%	0.00%	0.00%	0.00%	110.89%	127.43%
Proj. 3)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	6,008	(18,312)	(492)	(20,269)	(8,307)	525	4,032	0	6,048	(593)	(31,360)
	Sub Total Percent	50.33%	221.11%	102.71%	180.43%	132.96%	82.64%	0.00%	0.00%	0.00%	110.89%	127.43%
<b>Total Net Space Needs</b>		6,008	(18,312)	(492)	(20,269)	(8,307)	525	4,032	0	6,048	(593)	(31,360)
<b>Total Adjusted Inventory</b>		6,088	33,432	18,636	45,469	33,507	2,499	0	0	0	6,036	145,667
<b>Total Percent of Net Space Needs</b>		50.33%	221.11%	102.71%	180.43%	132.96%	82.64%	0.00%	0.00%	0.00%	110.89%	127.43%



**SUS SPACE NEED FACTORS**

Factors acknowledge the need for increased space by basic space category per FTE. They are "Space Intensity Factors" which are based on the academic program requirements of each university by space type.

**Space Type \*As of 2014**

University	Class-room	Teaching Lab	Study	Research Lab	Office	Aud/Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services
UF	12	15	27	53	54	3	2	0	4	8
FSU	12	15	22	30	37	3	2	0	4	6
FAMU	12	15	19	26	37	3	2	0	7	6
USF	12	15	18	32	40	3	2	0	4	6
UCF	12	15	17	23	24	3	2	0	4	5
UWF	12	15	24	14	30	3	2	0	9	5
FAU	12	15	22	23	30	3	2	0	5	6
FIU	12	15	18	20	27	3	2	0	4	5
UNF	12	15	20	14	26	3	2	0	6	5
FGCU	12	15	20	30	28	3	2	0	10	6
NEWC**	12	15	16	10	63	3	2	0	3	6
<b>FPU</b>	<b>12</b>	<b>15</b>	<b>18</b>	<b>25</b>	<b>25</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>6</b>	<b>5</b>

\*Factors as provided to University Facilities Planners by Chris Kinsley on October 20, 2010

\*\*SUS Teaching Lab average factor inserted to eliminate 0, per Chris Kinsley November 25, 2013

## **X. RECOMMENDATIONS OF SURVEY TEAM – OCTOBER 5, 2016**

**Survey Team Members:** Lori Pinkerton, Team Leader (FSU), Tamera Baughman (FGCU), Kenneth Ogletree (BOG), Brittany Farior (BOG), Taylor Jones (BOG), Shacarra Sigler (BOG)

### **Site Improvements Recommendations:**

1.1 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

1.2 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

1.2a Expansion of the University’s existing chiller plant.

### **Remodeling/Renovation Recommendations:**

2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.

### **New Construction Recommendations:**

Projects Based on Exception Procedure:

The Survey Team recognizes that Florida Polytechnic University (FPU) is a new start-up university. The Survey Team is recommending the following project utilizing the exception procedure. In their needs presentation, FPU presented data demonstrating a need for space supporting a request that will provide additional research and associated spaces. FPU identified companies that have recently partnered with them to collaborate with faculty and students on research. FPU’s focus is on applied research on real world issues.

3.1 Applied Research Center

**Demolition Recommendations:** N/A

### **Special Purpose Center Recommendations:**

This is a general recommendation for all work necessary to maintain the following facility:

6.1 Florida Industrial Phosphate Research Institute



**Standard University-wide Recommendations:**

- SR1. Projects for safety corrections are recommended.
- SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR3. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.
- SR4. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

**Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
  - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
  - 2. Reduce square footage in space use categories exceeding 100%
  - 3. Delete a project or the space in a use category that exceeds 100%
  - 4. Substitute with other proposed space use categories within the same project
  - 5. Shift requested project priorities to stay below 100% threshold.
  - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

## **XI. FUNDING OF CAPITAL PROJECTS**

The projects recommended by the survey team may be funded based on the availability of funds authorized for such purposes. The primary source available to the university is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Art. XII, § 9(a) (2), Fla. Const., as amended. These funds are appropriated to the State University System pursuant to § 1013.64(4), Fla. Stat., which provides that a list of projects is submitted to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated to the universities. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

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

The Facilities Enhancement Challenge Grant "Courtelis Program" Program (CP), established pursuant to § 1013.79, Fla. Stat., provided for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 1013.74, Fla. Stat., provides authority to accomplish capital projects from grants, and private gifts (PF). In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects. Under special legislation, the university has been able to allocate Carry Forward funds (CFWD) for Capital Improvement Projects in its initial years.

The first two housing projects on campus have been completed through a Public-Private Partnership with approval through the Board of Governors.

Table 9 identifies the specific project appropriations made available to the university over its first four years.

**Table 9**

**Capital Outlay Allocations**  
**State Appropriations**  
**From 2013-14 through 2016-17**

<b>Project</b>	<b>Location</b>	<b>Phase</b>	<b>Source *</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Total</b>
Technology Admissions Center	JDA Campus	P,C,E	CFWD	\$1,387,174				
Campus Control Center	JDA Campus	P,C,E	CFWD	\$3,950,000				
Site Development	JDA Campus	P,C,E	CFWD/CP		\$33,125,000			
Innovation, Science & Technology Building	JDA Campus	P,C,E	PECO/CP		\$77,150,000			
Wellness Center	JDA Campus	P,C,E	CFWD/CP		\$4,359,000			
Residence Hall 1	JDA Campus	P,C,E	PPP		\$12,000,000			
Recreation Fields	JDA Campus	P,C,E	CFWD/PF			\$1,070,000		
Cooling Tower 2	JDA Campus	P,C,E	CFWD			\$541,617		
Parking Lots 6 & 8	JDA Campus	P,C,E	CFWD			\$1,546,986		
Residence Hall 2	JDA Campus	P,C,E	PPP				\$27,000,000	
Wellness Expansion	JDA Campus	P,C,E	CFWD				\$2,275,000	
<b>TOTAL</b>				<b>\$5,337,174</b>	<b>\$126,634,000</b>	<b>\$3,158,603</b>	<b>\$29,275,000</b>	<b>\$164,604,777</b>

\*PECO Public/Education Capital Outlay; CP – Courelis Program; PF – Private Funding; CFWD – Carry Forward; PPP – Public Private Partnership

**APPENDICES**

## A. OVERVIEW OF EDUCATIONAL PLANT SURVEY PROCESS

### EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW

BOARD OF GOVERNORS  
Office of Finance & Facilities  
Chris Kinsley, Director  
FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA  
*Revised: January 25, 2011*

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

#### 1. Designation of Responsibility

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

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

The University President appoints the **Survey Team Facilitator** for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the University activities for the team during the survey process at the University.

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

#### 2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

### 3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System. Staff of the University prepare a list of programs for the survey, indicating which existing programs the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

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

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as, minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the University.

### 4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, (the “Space File”) as well as building schematics. The staff of the university and the validation team members visits all sites and selected buildings. The buildings to be visited for Inventory Validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

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

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

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.

## 5. University Identification of Needs

Administrators and staff of the University undergoing the survey prepare lists for each site of needs identified by the University for site acquisition, development and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the list of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

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

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

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

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

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

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

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

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

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

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

## 6. Survey Workbook

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

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

## 7. Financial Information

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



#### 8. Needs Assessment Segment of Survey

The Survey Team Leader and the University make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with university administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

#### 9. Survey Recommendations

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

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

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

#### 10. Written Survey Reports

The University prepares the draft and the final written report of the findings and recommendations of the Survey Team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the university must submit the official copy of the report to the Chancellor, State University System of Florida.

## **B. EXPLANATION OF THE SPACE NEEDS GENERATION FORMULA**

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

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

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

### **FTE Enrollment Projections**

Enrollment projections used for budgeting purposes are based on five-year projections of annual

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

### **Space Standards**

Nine space categories are recognized within the formula. The nine categories of assignable space include:

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

### **Classroom Facilities**

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

The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy.

These standards result in a space factor of 0.92 NASF per FTE enrolment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

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

$$0.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours per FTE)} = 13.8 \text{ NASF per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours per Week} \times \text{Occupancy Rate}}$$

$$\text{or } \frac{22}{40 \times 0.60} = 0.92 \text{ NASF}$$

### **Teaching Laboratory Facilities**

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

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels. The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

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

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours per Week} \times \text{Occupancy Rate}}$$

$$\text{or } \frac{125}{20 \times 0.80} = 7.81 \text{ NASF}$$

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

### **Research Laboratory Facilities**

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within

a specific program. Included in this category are labs used for experiments, testing or “dry runs” in support of instructional, research or public service activities. Nonclass public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

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

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the

E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

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

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions. Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

### **Study Facilities**

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The

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

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

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

Carrels The NASF needed for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE, and for 50% of the advanced

graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

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

Non-Law Stacks

Law Stacks

0.10 NASF/volume for the first 150,000 volumes

0.14 NASF/volume for the first 150,000 volumes

0.09 NASF/volume for the second 150,000 volumes

0.12 NASF/volume for the second 150,000 volumes

0.08 NASF/volume for the next 300,000 volumes

0.10 NASF/volume for the next 300,000 volumes

0.07 NASF/volume for all volumes above 600,000

0.09 NASF/volume for all volumes above 600,000

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

**Instructional Media Facilities**

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

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

**Office/Computer Facilities**

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

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Example of positions not requiring space includes maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students.

The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on a 3 NASF per position.

### **Campus Support Facilities**

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

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

### **Existing Facilities Inventory**

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

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

### **Auditorium/Exhibition Facilities**

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

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

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

### **Teaching Gymnasium Facilities**

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rings, indoor tracks, indoor stadium fields,



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and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

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

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

### C. EXECUTIVE SUMMARY OF THE CAMPUS MASTER PLAN

Florida Polytechnic University is the newest of the state’s 12 public universities and the only polytechnic institution in the State University System of Florida. The new Florida Polytechnic campus in Lakeland opened for instruction in August of 2014. To date, campus construction has included the iconic Innovation, Science & Technology (IST) building, the first two campus residence halls, and smaller buildings that currently serve as Admissions Office, Wellness Center and Campus Control Center. Future development will proceed in accordance with this plan, the *Florida Polytechnic University Campus Master Plan 2015-2025*, which updates the 2010-2020 Master Plan that provided a framework for Phase 1 construction on the campus.

Florida Polytechnic University was formally established as Florida’s 12<sup>th</sup> public university on July 10, 2012. Prior to its establishment as an independent university, the institution was part of the University of South Florida and occupied a joint-use campus with Polk State College in Lakeland. This is the first campus master plan prepared for Florida Polytechnic as an independent university.

Florida Statute (§ 1013.30 Fla. Stat.) requires campus master plans to be updated every five years. The statute also requires that plans contain elements relating to future land use, transportation, housing, general infrastructure, conservation, recreation and open space, intergovernmental coordination, and capital improvements. Optional elements may also be addressed; the University’s academic mission and program is included in this plan but is not subject to review under the state requirements.

The Campus Master Plan includes goals, objectives and policies for each plan element. Each goal is preceded by a brief introduction and is followed by a series of objectives and policies. Overall, these goals, objectives and policies are intended to guide campus development for the 10 year planning horizon. Goals, objectives, policies and specific plan recommendations are based on supporting data as well as an evaluation of the goals, objectives and policies that were adopted in the 2010-2020 Master Plan (see Appendix 2: Data Collection and Analysis Report and Appendix 3: Evaluation and Appraisal Report for additional details). Illustrative master plan maps and graphics are included in Appendix 1 (Figures).

The plan outlines a progressive enrollment growth of the university over the next ten years. Student population data were provided by Florida Polytechnic University for the projected future enrollment over the 10-year master plan horizon. Faculty and staff employment is assumed to grow at a similar rate with the student population growth over the planning horizon. A summary of the existing and projected student enrollment at Florida Polytechnic University, by FTE and headcount (HC), for the 10-year planning period is shown in Table 1.

**Table 1: Existing and Projected Florida Polytechnic University Enrollment (FTE and Headcount)**

CATEGORY	2014/2015 ACADEMIC YEAR	2020/2021 ACADEMIC YEAR	2025/2026 ACADEMIC YEAR	PROJECTED GROWTH (2014/2015-2025/2026)
Student FTE*	383	1,302	1,713	347.3 %
Headcount	545	1,760	2,319	325.6 %

\* Florida Full Time Equivalent

Source: Florida Polytechnic University Office of Institutional Research & Effectiveness (OIRE), December 2015



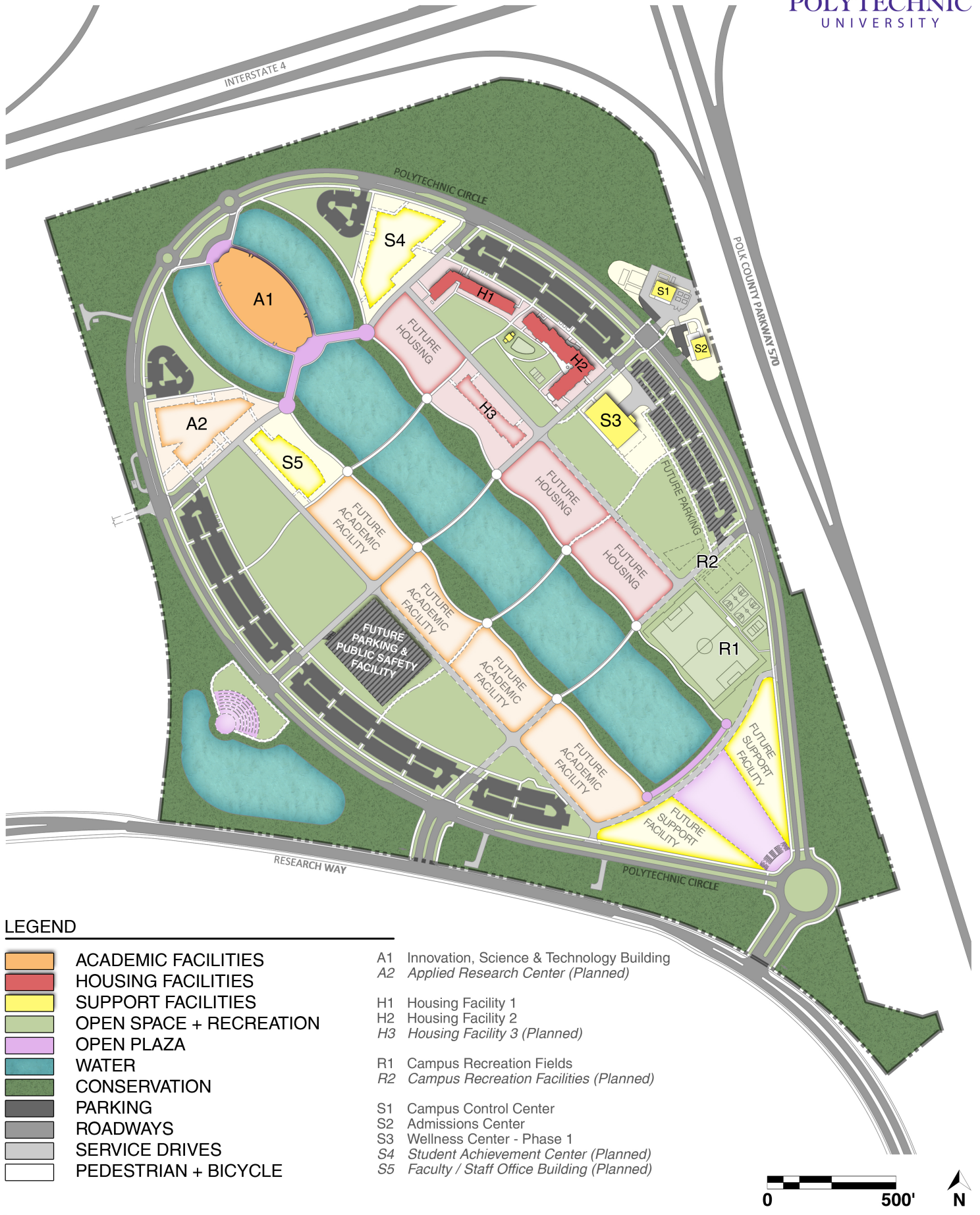
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This plan has been developed in accordance with the requirements of § 1013.30 Fla. Stat. and Chapter 21 of the Florida Board of Governors Regulations. It has also been designed to promote the five guiding principles of Florida Polytechnic – Continuous Innovation, Empowerment, Responsiveness, Collaboration and Courage. It is the hope of all involved with the preparation of the master plan that the Florida Polytechnic campus will promote the University’s mission to prepare students for a future where knowledge, innovation, adaptability and high-tech skills are needed to compete in a rapidly changing economy.

The 2015-2025 Campus Master Plan was adopted by the Florida Polytechnic University Board of Trustees on September 7, 2016 and it is available at the following link:

[https://floridapolytechnic.org/wp-content/uploads/fpolytechnic\\_master\\_plan.pdf](https://floridapolytechnic.org/wp-content/uploads/fpolytechnic_master_plan.pdf)

Figure 1.3: FUTURE LAND USE MAP



LEGEND

- ACADEMIC FACILITIES
- HOUSING FACILITIES
- SUPPORT FACILITIES
- OPEN SPACE + RECREATION
- OPEN PLAZA
- WATER
- CONSERVATION
- PARKING
- ROADWAYS
- SERVICE DRIVES
- PEDESTRIAN + BICYCLE

- A1 Innovation, Science & Technology Building
- A2 Applied Research Center (Planned)
- H1 Housing Facility 1
- H2 Housing Facility 2
- H3 Housing Facility 3 (Planned)
- R1 Campus Recreation Fields
- R2 Campus Recreation Facilities (Planned)
- S1 Campus Control Center
- S2 Admissions Center
- S3 Wellness Center - Phase 1
- S4 Student Achievement Center (Planned)
- S5 Faculty / Staff Office Building (Planned)



**D. UNSATISFACTORY SPACE**

Not applicable for Florida Polytechnic University as there is no unsatisfactory space to be demolished/terminated per Form B (1C).

**E. FLORIDA POLYTECHNIC UNIVERSITY PRESIDENT ACKNOWLEDGEMENT OF  
THE EDUCATIONAL PLANT SURVEY RECOMMENDATIONS**

**RECOMMENDATIONS OF EDUCATIONAL PLANT SURVEY (EPS) TEAM  
FLORIDA POLYTECHNIC UNIVERSITY**

**Date:** January 25, 2017

**Validation Date:** October 5, 2016

**Needs Assessment Dates:** November 14, 2016

**Survey Team Members:** Lori Pinkerton, Team Leader (FSU), Tamera Baughman (FGCU), Kenneth Ogletree (BOG), Brittany Farior (BOG), Taylor Jones (BOG), Shacarra Sigler (BOG)

**Site Improvements Recommendations:**

- 1.1 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.
- 1.2 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.
  - 1.2a Expansion of the University’s existing chiller plant.

**Remodeling/Renovation Recommendations:**

- 2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.

## **New Construction Recommendations:**

### **Projects Based on Exception Procedure:**

The Survey Team recognizes that Florida Polytechnic University (FPU) is a new start-up university. The Survey Team is recommending the following project utilizing the exception procedure. In their needs presentation, FPU presented data demonstrating a need for space supporting a request that will provide additional research and associated spaces. FPU identified companies that have recently partnered with them to collaborate with faculty and students on research. FPU's focus is on applied research on real world issues.

#### 3.1 Applied Research Center

## **Demolition Recommendations: N/A**

### **Special Purpose Center Recommendations:**

This is a general recommendation for all work necessary to maintain the following facility:

#### 6.1 Florida Industrial Phosphate Research Institute

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

SR1. Projects for safety corrections are recommended.

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

SR3. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

SR4. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

**Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
  - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
  - 2. Reduce square footage in space use categories exceeding 100%
  - 3. Delete a project or the space in a use category that exceeds 100%
  - 4. Substitute with other proposed space use categories within the same project
  - 5. Shift requested project priorities to stay below 100% threshold.
  - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

Acknowledgement on January 25, 2017



President, Randy Avent

## **F. STATE UNIVERSITY CHECKLIST FOR SUBMITTING EDUCATIONAL PLANT SURVEY REPORTS TO FLORIDA BOARD OF GOVERNORS**

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

A checkmark (✓) beside an item number indicates the answer is “Yes;” an ex (X) beside a number indicates “No.”

1. Name of university: Florida Polytechnic University
2. Date of previous five-year survey: N/A
3. Date of this survey: October 5, 2016 and November 4, 2016
4. New survey out year: 2021-2022
5. Three copies of survey report submitted to the Board of Governors (BOG).
6. Was the survey report made available on the university web site?
7. Was the survey conducted for official sites only?
8. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains?
9. Throughout the report, are sites referred to by name and number?
10. Is a copy of the current list of Institutional Sites by Type for the State University System attached? N/A
11. Has a current site inventory report for the university been forwarded to the Board of Governors?
12. Is a copy of the approved current five-year planned enrollments for the university attached?
13. Do FTE figures used in the survey report match those in the five-year planned enrollments?
14. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey?
15. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year?
16. Have all space needs been generated correctly?
17. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site?
18. Is a copy of the current building inventory report for the university available?



19. Is a copy of a site plan showing building locations attached for each site?
20. Is a copy of the current room inventory report for the university available?
21. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached?
22. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet?
23. Throughout the report, are buildings referred to by number and name?
24. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site?
25. Does the survey report contain recommendations for each site?
26. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property?
27. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs?
28. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned?
29. Are the amounts of square feet planned the same as the amounts of square feet needed?

The Educational Plant Survey for Florida Polytechnic University was approved by the University Board of Trustees on \_\_\_\_\_.

Date

\_\_\_\_\_  
University President

\_\_\_\_\_  
Chair, Board of Trustees

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**G. BUILDING SYSTEM CONDITIONS SURVEY FORMS**

Not applicable for Florida Polytechnic University as no building was recommended by the Educational Plant Survey for extensive remodeling and/or demolition.