

**the birth of a
university...
and
plans for its development**

GREENLEAF / TELESCA
planners engineers architects

1451 Brickell Avenue

Miami, Florida 33131



THE STATE BOARD OF EDUCATION

Claude R. Kirk, Jr., President.....Governor
Tom Adams.....Secretary of State
Earl Faircloth.....Attorney General
Fred O. Dickinson.....Comptroller
Broward Williams.....State Treasurer
Floyd T. Christian, Secretary.....Commissioner of
Education
Doyle Conner.....Commissioner of Agriculture

THE FLORIDA BOARD OF REGENTS

D. Burke Kibler, III, Chairman.....Lakeland
Louis C. Murray, Vice Chairman.....Orlando
Chester H. Ferguson.....Tampa
E. W. Hopkins, Jr.....Pensacola
Elizabeth A. Kovachevich.....St. Petersburg
Henry D. Kramer.....Jacksonville
Julius F. Parker, Jr.....Tallahassee
Mrs. E. D. Pearce.....Miami
Milton N. Weir, Jr.....Boca Raton

STATE UNIVERSITY SYSTEM OF FLORIDA

Robert B. Mautz.....Chancellor
Phillip F. Ashler, Vice-Chancellor for Administration
Kenneth E. Penrod, Vice-Chancellor for Medical and
Health Services
Allan Tucker...Vice-Chancellor for Academic Affairs

FLORIDA
INTERNATIONAL
UNIVERSITY
PLANNING OFFICE



Message from the President

It is a major task to give birth to a university. And it is a task no single individual could hope to accomplish alone. When Florida International University begins its service to the Greater Miami, South Florida, and International Communities, it will have been brought to life by the combined efforts and dedication of a great number of people.

With diverse backgrounds and qualifications, what these individuals all had in common was the desire and willingness to contribute to the creation of a new institution of higher learning with new thrusts and new directions to meet the fantastic demands of the future.

The institution that is described in the following pages of *The Birth of a University . . . And Plans for Its Development* has taken shape over the past year. Its planning headquarters has been the control tower of an abandoned airport a few miles to the west of the City of Miami. The 344 acres of that airport will be its Tamiami Campus. On runways where once planes took off, there will be buildings from which ideas will take off for the service of man.

This document represents Florida International's response to the incredible challenges involved in creating a new university at this time and in this place. Complete as it may appear, it is only a beginning, a blueprint, a guideline. Neither rigid in concept nor fixed in application, it has been deliberately shaped to be receptive to change, for in the world of which Florida International will be a part, change will perhaps be the most constant element of all.

New universities may be lacking in old traditions—but, by the same token, they are not shackled by them either. At Florida International, we intend to make the most of

newness by seeking out new ways in which to serve the community, the state, the nation, and, yes, even the world as well. The measure of the imprint we shall leave upon the future will also be the measure of how well we have advanced to meet the goals and objectives we have set out for this University.

Florida International intends to define both the character and the scope of this new institution by emphasizing two major areas of learning, of research, and of service: *Environmental and Urban Affairs* and *International Affairs*. The first will bring every facet of the University into an interacting relationship with the critical areas in which the future of life in this nation and this world is being shaped. The second will utilize the diverse talents and strengths of the University to contribute on an effective and continuing basis to the better understanding that must emerge among nations and peoples in a world where all of us must survive together — or perish together.

Two of the basic challenges we encountered in planning Florida International—and to which we have attempted to respond in this planning document—were in setting *new standards of success*, in terms of how success may be honestly and meaningfully measured, and in finding *new ways in which to do the jobs* that must be done if this kind of success is to be truly achieved.

Historically, universities have judged success by the scholarship represented by their faculties; by the aptitude scores, and thereby the hoped-for scholarship, of their entering classes; and by the affluence and position achieved by their alumni. In much the same unquestioning way, universities have tended to assume that the faculty, because it was a faculty, alone knew best what students

should study, and by studying, learn; that administration and faculty together knew best how students should act and where their action should take place. Whether these standards and assumptions were ever either really valid or appropriate is now widely open to question. What is more to the point, in planning a new university there is a very serious doubt that they will be valid or appropriate (or even workable assumptions) in the future.

At Florida International, we shall attempt *to set new standards for measuring the success of a university*. We shall regard the faculty, students, and administration, not as separated from each other or as superiors dealing with inferiors, but instead, as individuals in an academic community who share in common the responsibility for the success of the University's mission.

By doing these things, and by adapting to the purposes of higher education those new management techniques which will best allow us to put to maximum use our limited human and physical resources, Florida International will attempt to be of maximum usefulness to all the communities that we serve.

Even though we have listed elsewhere (pp. 136-37) all those individuals who labored so hard in the development of this document, it is essential that we pay special appreciation here to the Planning, Engineering, and Architectural firm of Greenleaf/Telesca. They toiled under great (and sometimes excessive) pressure from the institution's president. However, their excellent job for the University shall always be appreciated. In addition, a most sincere thanks must be extended to the small but mighty Florida International staff that "burned the midnight oil" (without the first complaint) to make

certain that the birth of this University was on schedule and the "newborn babe" was in the "very best of health."

In these pages of *The Birth of a University . . . And Plans for Its Development*, we have charted the beginning course for Florida International. How wisely we have planned and how well we shall implement these plans will be measured by those who will later come to judge us. Undoubtedly we shall alter our plans from time to time as we proceed, but the direction for this newly born institution has become clear. Only history will prove if we have chosen the correct route—we think we have.

Charles E. Perry
September, 1970

Introduction

To answer the steadily increasing need for public higher education opportunities to serve the Greater Miami and South Florida areas, the Florida Legislature in 1965 authorized the establishment of a new state university in that area and charged it with providing baccalaureate and graduate programs. Named Florida International University by the Board of Regents, this new institution will open in the Fall of 1972 with an enrollment of approximately 4,250 students. By 1980, Florida International is expected to enroll 20,000 students.

It is the purpose of *The Birth of a University . . . And Plans for Its Development* to provide a framework within which the projected growth of this new university may be planned and within which guidelines for decision-making and for resource allocation may be established. Although complete in its present form, this planning document represents only the beginning of what will be an ongoing planning and implementation process for the academic and physical development of Florida International.

There is no more urgent need for higher education than to be genuinely responsive to the rapid and almost continuous change that confronts all of our institutions. Nowhere is this more evident than in a dynamic and complex area of metropolitan growth which the urban area of Greater Miami and its periphery, which reaches out across all South Florida, typifies. To create an institution of higher learning that will be responsive to these imperatives of change challenges the adequacy and scope of the entire planning process. This document includes the responses of those to whom the responsibility for the initial planning of Florida International has been entrusted.

The Birth of a University . . . And Plans for Its Development has been prepared in three parts, each of which relates to all of the others in many ways.

The Academic and Organization Plan defines the goals and objectives of Florida International as an institution of higher learning and the programs and organization which have been planned to achieve them.

The Resource Requirements Plan translates the educational programs into the physical facilities and faculty and staff needs that will be required for the development of the University.

The Campus Plan describes the campus buildings and the supporting structure of roads, utilities, parking areas, and service facilities planned for the Tamiami Campus of the University.

Throughout this document, the interrelated and interdependent functions of teaching, learning, research, administration, and public service will be identified. The resources required to provide the University's intellectual environment will be detailed. The basis will be created for undertaking new academic programs and evaluating them in terms of their effect on University goals. Guidelines for future development and for capital improvement programs will be able to be taken from these pages and form their revision and updating which are planned on an annual basis.

But before any institution—and especially an institution dedicated to teaching and learning—can evolve for itself even a beginning plan, it must attempt to evolve a philosophy; a foundation on which all that follows may be

built with some degree of assurance that the planning will be sound and the structure solid. Because this is so, you will find that *The Birth of a University . . . And Plans for Its Development* really begins with a brief exposition of the philosophy and basic thinking that has guided us in this most exciting and rewarding work.

The words we have used to explain the philosophical position on which we have proceeded will, we hope, summarize our thinking as clearly and as concisely as a document of this sort can hope to do. Beyond these few pages, however, lie weeks and months of searching and exploring; of discussions that began in daylight and ended long after dark; of positions taken, held, altered, and finally hammered out in the give-and-take of the free debate for which a university is intended to be a natural forum.

We believe we have developed a good and sound approach to our task and one that is applicable to carrying out the goals we have assumed for the University. The premises for this approach and our philosophy underlie the academic and physical planning of Florida International. They have served as the testing ground on which all else we have done has been measured, judged, and included in this document.

TABLE OF CONTENTS

Part One

The Academic and Organizational Plan

- I Philosophy
- II Goals and Objectives
- III Governance
- IV Academic Organization and Programs
- V The Faculty
- VI The Students
- VII Management of Resources
- VIII Community and Public Affairs

Part Two

The Resource Requirements Plan

- I Policies and Projections Affecting Space and Staff Requirements
- II Staff and Faculty Requirements
- III Space Requirement

Part Three

The Campus Plan

- I Campus Planning Goals and Objectives
- II The Tamiami Campus Site
- III The Tamiami Campus Plan
- IV Growth of The Tamiami Campus

PART ONE
the academic and organization plan

Part One – The Academic and Organization Plan

I Philosophy

II Goals and Objectives

III Governance

IV Academic Organization and Programs

College of Arts and Sciences

Program-Oriented Schools

- School of Education
- School of Business and Organizational Sciences
- School of Technology
- School of Health and Social Services
- School of Hotel, Food, and Travel Services

Special Academic Units

- The Center for Environmental and Urban Affairs
- The Center for International Affairs
- The Division of University Services and Continuing Education
- The Multi-Campus Concept
- Research

V The Faculty

Selection Criteria

Organization

Classroom and Laboratory Assignments

Teaching Requirements

Institutional Responsibilities

VI The Students

Undergraduate Admissions

Graduate Admissions

Qualifying and Advanced Placement Examinations

Counseling

Financial Aid, Work Programs, Career Planning, and Placement

Athletics and Recreation

Student Services and Activities

VII Management of Resources

Organization

Planning and Budgeting

Computation Resource Management

VIII Community and Public Affairs

Alumni Affairs

College and High School Relations

Development

Information Services

Publications

I Philosophy

Changes accompanying the great growth of higher education during the past quarter century have led to the development of many kinds of institutions, each playing different but similar roles. Florida International is committed to making a distinctive contribution, responsive both to the traditions of higher education and to the world of which the University is a part.

As a public institution, Florida International University shares in the land grant tradition with responsibilities for service as well as for education and research. As a new public institution, the University has both the opportunity and the obligation to be a prototype for new and old universities in meeting the changing needs of a world increasingly urban in character and international in substance. Accordingly, Florida International will create standards for measuring success which are compatible with both its intellectual and its social responsibilities. The University will be innovative in building on the traditions of the past without being constrained by them. It will attempt to be responsive to diverse and rapidly changing requirements of society without losing its integrity or attenuating its efforts. Florida International will also concentrate its resources on goals to which it can make the greatest contribution, together with the other institutions of society, in creating a higher and better quality of life.

No public institution charged with meeting the needs of a growing society ever has "adequate" resources, so that a premium will be placed on management methods which provide for a continuous review of program effectiveness and resource allocation in achieving priority goals. The requirements of rapid growth and the competing needs of other parts of the public sector will mean that Florida International must develop administrative and organizational structures which ensure the best use of the resources available.

The Florida Legislature, upon recommendation of the Board of Regents, authorized Florida International University in response to demands created by the rapid and complex growth of the state. The number of college-age men and women in Florida doubled during the 1960-70 decade, and student enrollment tripled in public institutions. In the Miami-Dade and Broward community colleges, enrollment increased from 2,115 to 35,267 during the 1960's. All indications are that a similar growth pattern will continue for the foreseeable future.

Florida International will serve the Greater Miami and South Florida area as an integral part of The State University System by initially building a program of baccalaureate and graduate instruction based substantially upon the two-year preparation now offered by the various community colleges. The Board of Regents may authorize the University to implement its planning option to establish a lower division (freshman and sophomore level programs) if it becomes educationally feasible to move in that direction. Florida International University's programs will also be related appropriately to those of other public and private post-high school institutions in the South Florida area and to those of the other units of The State University System. In addition to serving the traditional student age groups, the University is also committed to provide educational programs for adults and other special groups.

The primary educational emphasis at Florida International will be placed upon the growth and self-development of each student in terms of his own needs and those of the larger society of which he is a part. A major motivation for many students will be to improve their economic and social status through higher education. Florida International must provide educational programs appropriately responsive to these motivations. Further,

the admission policies of the University must not be based on academic background alone, but also on potential for individual development.

All aspects of the educational environment, including both the academic program and physical layout, must be planned to help the student increase his scholarly, vocational, and professional abilities while preparing him to assume the broader obligations of leadership and citizenship. Recognizing that some of a student's most valuable experience will come not in the classroom nor even on the campus, but rather on the job and in the community, the University will develop calendars and curricula to enable the student to learn and to test his competencies outside the traditional academic environment. Such policies in no way should denigrate the quality of the academic program that the University envisages, the research and service functions performed, or the kinds of faculty drawn to the institution. Rather, such policies will be consistent with the University's desire to measure its success in terms different from most knowledge-oriented institutions, in terms relevant to its own constituencies.

Initially, therefore, Florida International University will emphasize action-oriented educational philosophies expressed pragmatically in the service orientation of the institution and theoretically in the relevance of the total program to the students the University serves. William James said, "The intellectual life of man consists almost wholly in his substitution of a conceptual order for the perceptual order in which his experiences originally come." The conceptual order in Southeast Florida is service and technological, urban and international, and the programs of the institution must necessarily reflect this order. To be relevant, these educational programs must provide conceptual orders and

modes of thought which reflect adequately the realities of the world which the student perceives.

The relationship of the University to the adjacent community should be harmonious, physically and culturally. Ideally the campus should be the center of a large "University City," with the off-campus areas providing ancillary facilities needed to serve both the campus and the community. Florida International has the opportunity to create such a surrounding community or at least to contribute strongly to its creation, and to provide an example of the kind of living-working complex which represents the best in our urban society.

The history of education has amply demonstrated that what is taught as skill training is very quickly obsolete and that education must free men to enable them to deal successfully with a continuously changing environment. Education must not lock men into predetermined structures which limit their creative adaptation to change. The widespread incidence of student unrest is one evidence of the failure of the educational system to take adequate account of change and to teach students how to deal responsibly with change and conflict. The University is committed to giving its students the "tools" to meet the challenges of today's world.

Florida International will build into its organizational structure—both academic and administrative—mechanisms for re-evaluation, criticism, and transformation so that academic programs can be responsive as conceptual orders change and as knowledge of student and community needs is better understood. The programs of the University must be subject to periodic evaluation by qualified persons and groups within both the academic community and the constituencies it serves. Through such evaluative

mechanisms, Florida International will seek to avoid the rigidifying qualities inherent in institutional organization and to respond to community, state, national, and international needs in ways which ensure that educational dollars are productively spent for the satisfaction of top priority educational needs and requirements.

Bureaucratized university structures have proved increasingly inadequate—both administratively and educationally. In structuring its decision-making organization, Florida International will build on the best knowledge of the behavioral sciences to ensure that all parts of the institution participate responsibly in decisions affecting them, so that the organization is, in fact, a part of the educational process itself.

Contrast, competition, conflict, and change are critical to human existence now and will increasingly be so in the future. In the last part of the Twentieth Century the management and resolution of these vital issues within our society will be the most demanding intellectual, spiritual, and physical quest facing human beings. These activities should take place within the institutional framework of any relevant or purposeful university. Florida International University wishes to generate from the turmoil and social turbulence of our time and of the future a productive and relevant educational experience that will produce individuals capable of transcending today's divisive forces to a new and deeper human consciousness.

II Goals and Objectives

Goals

Florida International University has three basic goals to achieve:

- **Education of Students**

To provide a university education for qualified students which (a) prepares them for useful careers in education, social service, business, industry, and the professions; (b) furnishes them with the opportunity to become effective members of the society; and (c) offers them an appreciation of their relation to their cultural, aesthetic, and technological environments.

- **Service to the Community**

To serve the greater community, with a primary emphasis on serving the Greater Miami and South Florida area, in a manner which enhances the metropolitan area's capability to meet the ecological, cultural, social, and urban challenges which it faces.

- **Greater International Understanding**

To become a major international education center with a primary emphasis on creating greater mutual understanding among the Americas and throughout the world.

Objectives

Achieving each of the major goals of Florida International will mean that a number of more specific objectives must also be met. Since the objectives and the strategies for achieving them must, by definition, evolve in part through more intensive formulation by those who will be responsible for their implementation, these statements of objectives are general in nature and used as

guidelines and starting points for future work. However, they all suggest more detailed, underlying criteria by which the achievement of these objectives might be evaluated.

- **Education of Students**

The first goal of Florida International is the *Education of Students* regardless of age, sex, race, or religion. It is the philosophy of the University to go about its educational task in ways which contribute to some of the major needs of the society and which stimulate all aspects of the student's development.

In achieving the goal of *Education of Students*, the University will pursue these objectives:

- An academic structure—for both faculty and curriculum—building on the classic academic disciplines but adding the emphasis of educational programs, service and research centers, and continuing education experiences designed to meet the needs of all the students of the University.
- A style and framework for administration and governance which serves as an integral part of the student's educational process as well as an effective mechanism for decision-making.
- Opportunities for students and faculty to strengthen their educational experience in directed and related on-campus and off-campus "real world" situations.
- An admissions policy which ensures that students are selected and retained both on the basis of their past academic accomplishments and their potential for learning and for contributing both to the University and to

the larger community.

- Programs which are based in the academic disciplines but which will also enable students to improve their social and economic status by increasing their intellectual, professional and career-related abilities.
- Close working relationships with the community colleges from which many students will come as well as with other institutions which can also contribute to the student's education.
- Academic programs for students which call upon and combine the relevant competencies of the University and discourage arbitrary structural constraints within the varied academic units.
- Opportunities for research which enable faculty and students to do creative, original work in the context of meeting the needs of society and the challenges of their academic areas of expertise.
- A vital educational environment with student and faculty involvement in the development of University academic facilities, laboratories, and library resources.
- A range of educational experiences which stimulate the cultural, social, and environmental sensitivities of the students, the staff, the faculty, and the community.

- **Service to the Community**

There are other needs of the Greater Miami and South Florida area that the University must respond to in specific educationally related program activities which strive to develop fresh approaches for relating the University and the Community in a manner acceptable and

beneficial to both. In so doing Florida International will have the following objectives in meeting the goal of *Service to the Community*.

- Furnishing leadership in identification and evaluation of the major educational, social, technological, and environmental issues and their interrelationships in the urban ecology of Greater Miami and South Florida.
- Acting as a resource for local, regional, state, and federal governments and other community groups in the solution of public problems.
- Serving as a focal point and information source for various segments of the community as they seek to deal with specific problems.
- Providing cultural and educational opportunities for members of the community who have no formal association with the University.
- Providing special educational programs which will permit units of government to offer a higher level of service in response to public need.
- **Greater International Understanding**
Recognizing the almost unique position and potential which Greater Miami and South Florida hold as international, cultural, and economic centers, Florida International will develop special programs and capabilities to serve the citizens and governments of the Americas and of the world. To meet the goal of *Greater International Understanding*, the University will pursue the following objectives:
 - Develop special instructional programs in such areas as

international relations, comparative history, comparative cultures, and contemporary institutions to impart deeper understanding of distinguishing features of peoples of the world, and their common interests.

- Establish research and service programs in conjunction with universities of other countries, in carefully selected areas of mutual interest, to build the research and service potential and the educational programs of both institutions.
- Attract to Florida International students from throughout the Americas and the world who are particularly well-qualified to contribute to and benefit from the University's international programs.
- Share faculty expertise with public and private organizations which need assistance in areas of the University's international competency.
- Act as a center for information on pressing problems of Inter-American and international significance such as urbanization and human environment.

• **Achieving the Goals**

To achieve the three basic goals of the University, Florida International will develop the planning, evaluation, and governance processes in a manner which allocates the human, fiscal, and physical resources of the University so as to optimize their contribution to the successful execution of the basic mission of the institution in educating its students, in serving the greater community, and in contributing to international understanding.

The inability to recognize and organize all available resources effectively causes most organizations to fall short of their potential. Florida International will

adopt policies and practices to optimize the value of the resources available to it. The University's administration, in order to be prepared to meet the three basic goals of the institution, will:

- Develop an organizational structure sufficiently flexible and open to new information and insights that can respond effectively to changes in the environment which affect the University.
- Establish a system of planning and program budgeting which functions as a means of communication as well as a means of allocating resources to best meet the goals of the University.
- Involve the entire academic community in the processes of institutional decision-making and governance, especially in a manner that allows operating decisions to be influenced by those most directly affected.
- Maintain a continuous process of evaluation of all programs, utilizing the best available measures and personnel from within and from outside the University.
- Make full use of modern, humanistic management knowledge at all levels of University administration.
- Develop an effective communications program, both internally and externally, in order for the University to maintain its commitment to academic freedom and its total concern for truth and understanding.

III Governance

Florida International University is committed to a plan of governance, within the Board of Regents' guidelines, that is responsive to the concept of evolutionary change within the institution. Governance has been described as the process by which students, teachers, administrators, and trustees (or regents) establish and carry out the rules and regulations that minimize conflict, facilitate collaboration, and preserve essential individual freedoms.

The philosophy and the goals and objectives of Florida International University make it clear that the system of governance must provide for flexibility and responsiveness to change, for legitimate participation for all parts of the University community, for true learning experiences for students, and for effective management of resources.

The inherent limitation on the decision-making power of administrators is a significant factor in the governance of the academic community. Administrative power is often regarded by faculty and students as alien to the "real" purposes of the University, because of a lack of understanding (communication) of the administration and partly because of a confusion of roles. To attempt to solve this organizational problem, Florida International University is committed to a pattern of governance which will give all members of the academic community an opportunity to be a part of the decision-making process.

The concept of shared decision-making is not only realistic academic management, but it is also good education. It is good management in that it recognizes the realities of decision-making in the academic community, providing, of course, that shared decisions do not become a cloak for a governance based only on counting heads. It is good education in that it gives all members of the academic community experience in the process of

allocating scarce resources, of effecting change, of evaluating programs and people, and of motivating collective action.

The concept of shared decision-making at Florida International will require a high degree of patience, understanding, and maturity on the part of all parties, together with a clear recognition of and appreciation for the role of the President and his ultimate responsibility for decisions. Decisions involving the University community will be openly and responsibly made, and they will be based on the best available information. Decisions will be subject to subsequent review, evaluation and modification if appropriate. When the President is placed in the position of final arbiter or decider, there should be confidence that his action was based on the best counsel available. In the cases when full and customary discussion regarding decisions may not be possible, the academic community must accept that reality and understand that actions taken are subject to open review and possible modification.

The governance structure will center around a University Council made up of faculty, students, and staff as fully participating members. The University Council will have broad legislative power within the guidelines set by the Board of Regents in its Policy Manual. In addition, the Council will have complete freedom to make recommendations to the President on all institutional matters.

Members of the University Council will be selected by faculty and students through their own constituent organizations, and they will have the responsibility of ensuring that each group is properly represented. Staff members will be selected by the President in consultation with his principal administrative officers.

Each member of the Council will have an equal voice in deliberations and an equal vote. In order to place proper emphasis on the role of the President as "first among equals" in the University, he will be the chairman of the Council.

The faculty at Florida International will have an opportunity, if they elect to do so, to have a faculty senate for their own self-government and to advise on matters of University policy. With or without a formal faculty senate, the members of the faculty will be strongly encouraged to:

- Develop decision-making procedures which involve those members of the teaching staff customarily excluded, namely teaching assistants, lecturers, research personnel, library employees, and part-time instructional personnel.
- Become involved in the planning and budgeting process.
- Enable students to share in departmental and program level decision-making.

Students will also have the opportunity to have a student governmental organization which can provide for effective student participation in the governance of Florida International University. Students will be appointed as voting and fully participating members of all established committees of the University. On-campus social activities which are conducive to creating a congenial and pleasant living-learning environment will be a responsibility of the students to the extent feasible. Students will be expected to give assurance that their membership on institutional committees and councils includes all significant elements in the student body. Students will also be asked to participate in the evaluation of University programs through the planning and budgeting process.



Making the proposed system of governance work at Florida International University will require several important programs including:

- Training programs to assist all members of the faculty and staff to understand their individual and collective responsibilities, to articulate the aims and goals of the University, and to understand the reasons for existing policies and procedures.
- A well-defined and understood planning and evaluation program for the University which develops long- and short-range plans and which provides the necessary data for setting institutional policies, developing viable alternatives, and presenting adequate projections on costs and enrollments.
- A unified program of communications for all parts of the University constituency which involves the University's various publics and responds to them in their particular area of concern and interest.

The proposed pattern of governance at Florida International University is not designed to minimize any of the inherent prerogatives of the faculty, students, or staff. It does propose, however, to create an environment of trust which allows each group to deal with its own special responsibilities of teaching, learning, and administering, and to contribute effectively to issues relating to the entire academic community.

IV Academic Organization and Programs

Florida International University's academic programs will be organized around one college, five schools, two centers for study and instruction in major societal issues, and a division for continuing education and other special services. The College of Arts and Sciences and the five Schools: Education; Business and Organizational Sciences; Technology; Health and Social Services; and Hotel, Food, and Travel Services will be the focal points for degree-granting academic programs while the Center for Environmental and Urban Affairs and the Center for International Affairs will serve as learning, research, and service arms of the University. The Division of University Services and Continuing Education will be responsible for off-campus degree programs and all non-degree educational activities.

Clearly, not all of the programs described in this section of *The Birth of a University . . . And Plans for Its Development* will begin in 1972. The extent of student demands for a program, the availability of funding, the ability to recruit staff, the availability of buildings and equipment, and the relationship to other courses and programs will determine the sequencing of the various programs.

Responsibility for the administration and coordination of the academic program, including the University libraries and student services, will be vested in a Vice President for Academic Affairs. Directors of the centers and deans of the schools and college will report to the Vice President. The Dean of the Division of University Services and Continuing Education will report to the President, but the programs in that division will be closely coordinated with the various other academic programs of the University.

It is appropriate at this stage of the development of

Florida International for the organizational units to be described in somewhat general terms since their specific content will be determined subsequently by faculty members and academic administrators. The College of Arts and Sciences, the School of Education, and the School of Business and Organizational Sciences are projected to attract the largest number of students initially and will tend to account for the bulk of enrollment for the foreseeable future. It will be the policy of the University, without failing to meet the legitimate needs in these areas, to encourage the balanced growth of all parts of the institution so that the influence of any one or two sectors does not dominate the interests of the rest and especially the interest of the University as a whole as it pursues its goals. The organizational scheme is intended to offer fluidity and flexibility while at the same time maintaining stability and restraint in order to permit planned change within well-defined areas of responsibility.

College of Arts and Sciences

The College of Arts and Sciences will be organized around the classic academic disciplines, both to meet the needs of students seeking a liberal education and the professional needs of faculty members with interests and commitments in their respective disciplines.

The College of Arts and Sciences will play three key basic roles in the University:

- Offer a baccalaureate degree to students preparing for graduate or professional study and the academic program for a master's degree to secondary school teachers in the fields of their specialization.

- Provide instruction in the Schools and Centers.
- Serve as a theoretical base for action-oriented teaching and research activities in the Schools and Centers, and for scholarly activity in the disciplines.

The College is projected to have sixteen disciplines in a departmental structure, (although there may not be the need for each to be a separate department initially):

Biology
 Chemistry
 Economics
 English, Speech and Journalism
 Fine Arts (Music, Art, Drama)
 Foreign Languages
 Geography, Geology, and Meteorology
 Government and Political Science
 History and American Studies
 International Relations
 Library Science
 Mathematics and Statistics
 Philosophy and Religion
 Physics
 Psychology
 Sociology and Anthropology

Program-Oriented Schools

Each of the five program-oriented schools will respond directly to the needs of students for preparation for careers in education, health and social service, government, business, and industry. These include Education; Business and Organizational Sciences; Technology; Hotel, Food, and Travel Services; and Health

and Social Services — fields judged to be of first priority for students in Greater Miami and South Florida. Each school will have its own core faculty and will draw on faculty capabilities in the College of Arts and Sciences wherever possible, on the faculty of other schools, and center personnel. Excessive specialization will be minimized, and broadened experiences will be emphasized for both students and faculty.

The program-oriented schools will enable Florida International to be mission-directed rather than discipline-directed, as is the case in much of higher education. The need to supplement the core faculty in each school — both from the college and other schools — will create a mutual interdependence which will foster interdisciplinary efforts by the faculty and will tend to give students a greatly broadened background. Each school will have a role in promoting a synthesis of knowledge relevant to students' needs from the entire academic community. Programs and approaches can be developed and continuously re-evaluated with fewer structural constraints because of the flexibility of the faculty within the organization of the University.

• School of Education

The School of Education will have the critical responsibility for educating students who intend to enter the teaching profession. The need for teachers in Florida is great and will continue to grow as the population increases. Special emphasis will be placed on meeting requirements for teaching in the urban community.

The Florida Legislature has recently required that local school systems and the Department of Education assume a greater degree of responsibility for staff development in the public school systems. Florida International

anticipates that county school systems will need significant assistance in designing, implementing, and evaluating local programs for administration, staff, and curriculum development. The emerging pattern for staff development of educational personnel calls for close, coordinated, and cooperative effort among the University and various state and local education officials.

The present pattern for certification in Florida at the bachelor's degree level (Rank III) includes requirements for professional preparation, general preparation, and preparation for specialization. The School of Education will have full responsibility for professional preparation, providing a minimum of 30 quarter hours in professional work that would include an internship.

Preparation for specialization is similar to that required for a college major in a particular discipline. In most cases, specialization requirements may be satisfied by a bachelor's degree with a major in the specialization sought.

- Undergraduate Programs

The School of Education has been planned initially to have the following seven undergraduate programs, or some combination of them:

Business Education

Childhood Education (Early Childhood and Elementary)

Exceptional Child Education

Health, Physical Education, and Recreation

International Education

Occupational, Technical, and Vocational Education

Secondary Education (in conjunction with the College of Arts and Sciences)

The undergraduate program for the pre-service education

of teachers will prepare students to become elementary or secondary school teachers. Primary emphasis will be placed on programs for younger and older children with interdisciplinary opportunities in conjunction with the College of Arts and Sciences for child development, sociology, psychology, English, history, art, music, science, and other disciplines. The Division of University Services and Continuing Education in conjunction with the School of Education will concern itself with the education of para-professionals for employment in the public and private schools.

For training of teachers at the secondary school level, special interdisciplinary programs will prepare teachers for English, social studies, natural and physical sciences, mathematics, industrial arts vocational and technical education, business education, adult education, and home economics education. At the elementary or secondary levels the teachers' educational program will include provisions for training school librarians, guidance counselors, school social workers, and teachers of art, music, physical education, and exceptional children. Additional undergraduate areas of specialization in the School of Education will be developed in the future as the need arises.

- Graduate Programs

The area serviced by Florida International will require—in addition to classroom teachers—growing numbers of guidance counselors, principals, supervisors, curriculum specialists and junior college teachers. Since all of these are required to hold master's degrees, the University will develop appropriate degree programs in response to the need.

The graduate program at the master's degree level in the

School of Education will include:

Administration and Supervision
Adult and Continuing Education
Counseling and Guidance
Higher Education
International Education (In conjunction with the Center for
International Affairs)

Graduate degrees for secondary school teachers and
community college instructors in their areas of
specialization will be awarded by the School of Education
with programs carefully coordinated with the College
of Arts and Sciences.

• **School of Business and Organizational Sciences**

• Undergraduate Programs

Florida International recognizes the need of the business
community and the various governmental agencies
for trained and highly skilled management graduates.
Opportunities for men and women with degrees
in administration, business, management, and various
other organizational sciences will continue to increase.
Consequently, the University will develop appropriate
programs to meet this need.

Admission to the School of Business and Organizational
Sciences will be flexible but will assume a background
of elementary accounting, economics, and finance.

A major in the School will be designed to offer a general
background in the core courses of accounting, statistics,
marketing, finance, advertising, management, and
business law. Opportunities for specialization will also
include systems and organization, business
communications, personnel practices, and cost analysis.

The School is scheduled to have the following
undergraduate programs in the initial stages:

Accounting and Control
Advertising and Marketing
Banking, Finance, and Real Estate
Industrial and Personnel Relations
Insurance
International Business (In conjunction with the Center for
International Affairs)
Management
Transportation

• Graduate Programs

The graduate program at the master's degree level in the
School of Business and Organizational Sciences will
initially include:

Business Administration
Public Administration (In conjunction with the Center for
Environmental and Urban Affairs)

Students in all areas of undergraduate and graduate study
will be introduced to the role of electronic data
processing, to the new communications technology, and
to the international aspects of the business and
industrial community. Opportunity for more intensive
courses in these areas will be available through the School
of Technology and the Center for International Affairs.

Florida International University believes it essential to
arrange with government, business, and industry a program
that will enable students to have an effective work
experience, both because many of them will need to do
so and because work experiences can reinforce and
enlarge learning opportunities. In one sense, the business

and governmental community can become part of the campus—to the benefit of the student, the participating firm or agency, and the University.

The School of Business and Organizational Sciences will have the responsibility to participate in many other programs of the University and can be expected in turn to draw heavily on the resources of the College of Arts and Sciences (in the behavioral sciences, for example) as well as the School of Technology and the other schools. It will also have close working relationships with the Center for Environmental and Urban Affairs and the Center for International Affairs, where there will be opportunities to develop joint programs in many areas.

• **School of Technology**

The pervasive influence of technology—for both good and ill—upon the economy and the society of the world has been well-documented by scholar and political figure alike. The emphasis in most American higher education has been, and to a large degree continues to be, upon scientific inquiry and the discovery of knowledge. Such activities, including support of new educational technology programs, have received major support from the federal government for the past decade. The value of and need for basic scientific education and inquiry in higher education, therefore, holds a significant place in the planning for Florida International University.

In assessing the needs of the community and of potential students, however, Florida International believes that the role it can fill is not so much in traditional scientific curricula as it is in programs which emphasize the economic, ecological, and social applications of scientific and technical knowledge. While emphasis will be on technical skills and understanding, all programs in

the School of Technology will also emphasize the larger man-machine relationship, the interaction of technology and man's total physical and social environment. As in the case of the School of Business and Organizational Sciences, the University also believes it is essential for each student's academic program to include working experience which is related to his on-campus education.

Because of the non-traditional nature of the School of Technology, it is expected that its internal structure will evolve over time as experience provides guidelines for further development. Appropriately, it will be one of the most flexible parts of the University as it responds to the changing needs of the community, to the students, and to the environment. For example, new technologies are already evolving in the areas of urban and ecological planning and management. Certain aspects of transportation also carry strong overtones of technological training with which the School of Technology may wish to become directly involved. Initially, however, there are five areas of technology which appear to warrant the design of specific programs. They are Building Technology, Communications Technology, Computer Technology, Engineering Technology, and Environmental Technology.

Courses in computer technology and—to a lesser degree—in communications technology will be developed first because of their importance to the other Schools and Centers. In addition, the Division of University Services and Continuing Education and the Centers will initiate and carry out programs in technology which may serve to guide the further direction of the over-all technology curriculum. For example, the leisure industry and the construction industry in South Florida will have many needs to which the School should respond, and those needs may be initially identified through the Center for

Environmental and Urban Affairs and the Division of University Services and Continuing Education. Other programs related to the central environmental, urban, and international goals of the University will develop in response to demonstrated need and to the leadership brought to the School of Technology.

Because of the importance of the food, housing, and related service activities to the geographical area served by Florida International University, including Latin America, a special program in Hotel, Food, and Travel Services will be established. This program is described subsequently; however, in many respects this program could be conceived as the core for an evolving technology which might well become an early reality in the developing leisure time industry.

The initial five undergraduate programs in the School of Technology are described briefly below:

- Building Technology

The importance of the construction industry in a rapidly growing urban area requires that meeting its needs have a place in a true urban university. The industry is important not only from an economic viewpoint, but also because of its major role in shaping the environment. The professions of engineering, architecture, and management are key elements of this industry, and the program at Florida International University will attempt to synthesize parts of all three without duplicating the role of any one. The program will include an understanding of the systems approach to construction and an understanding of the architect's function including an interpretation of his work to the contractor.

Students in the program will have completed some

related courses in their community colleges and will study a broad range of courses in technology, management, social sciences, and the natural and the behavioral sciences at the University.

- Communications Technology

The development of technological products and processes—many of them electronic—have profoundly altered man's ability to communicate; they have created, and continue to create, a capability to touch every level of human life in ways not understood or even known. Men and women entering the communications field will require a range of capabilities which will require participation of faculty from many parts of the University. The techniques, problems, and responsibilities of mass media must be understood along with the practical knowledge of the individual skills of communications found in courses in speech, editing, public relations, advertising, statistics, critical analysis, technical writing, research techniques, and the behavioral sciences. Opportunities for emphases in urban and international communications will be developed through the Centers and through appropriate work-study programs.

- Computer Technology

The computer field has become the classical growth industry of the Twentieth Century and has touched every aspect of the average citizen's life in countless ways. In spite of its present impact, the computer can be expected to have a growing influence, limited largely by the intellectual and practical capability to make use of it. The program at the University will deal with the scientific and commercial aspects of computer technology. Graduates of the program will have received a background in both the hardware systems and in the software systems which give the equipment its utility.



As in the case of the other technology programs, students will take courses in most other areas of the University. While they will have the opportunity to specialize to some degree and will possess basic skills, the students will graduate with a broad total knowledge of computer technology, capable of holding management level responsibility for electronic data processing operations in a wide range of organizations.

Another major role of the program of computer technology will be to afford opportunities for students from other academic programs of the University to become adequately familiar with technology for their own needs.

- **Engineering Technology**

As engineering curricula at many engineering schools have become increasingly oriented to research and graduate work, the need for programs in engineering technology has increased. An increasingly technological economy requires practicing engineers who can provide an adequate liaison between research and management.

The curriculum in this program will, in many ways, resemble the traditional engineering curriculum with mathematics through advanced calculus, heat, power, electricity, strength of materials, machine shop, graphics, and physics. It will also include, however, courses dealing with the computer, management, systems, and the "environmental" sciences. Appropriate field experience will be a key part of this program in the School of Technology.

- **Environmental Technology**

There is widespread belief that man's rapid alteration of his biological environment not only affects the quality of his life today but also threatens his long-term survival

unless it is monitored far more closely. Continuing emphasis must be placed on restoring and maintaining a balance in our ecological system. The program of Environmental Technology will be directed toward all life forms in our environment and their inter-actions with that environment, both on a short-term and long-term basis. Students will have a broad range of studies designed to acquaint them with all problem areas of the environment, including air pollution, water pollution, solid waste disposal, noise pollution, land control, use of pesticides, and other similar areas. Opportunities for study beyond the baccalaureate degree and research in ways to develop a more advanced technology that is compatible with our environment will be developed through the Center for Environmental and Urban Affairs in conjunction with the School of Technology.

- **School of Health and Social Services**

As an urban institution of higher education, Florida International plans to stimulate student and faculty interest in urban service careers. The University is committed to the development and, when necessary, assistance for rehabilitation, of all the human resources of the community. While each area of the University is involved in meeting those needs, it is important that one major academic segment of the institution be charged with the responsibility for specific programs. Accordingly, the School of Health and Social Services will ultimately offer programs for students seeking career opportunities in the following fields:

Criminology and Corrections
Family Services
Home Economics
Medical Technology
Mental Health

Nursing
Optometry
Physical and Vocational Therapy
Social Welfare

Tremendous shortages exist in all these career fields both because of the great social demand and because of the relative dearth of appropriate educational opportunities. There is a clear need and opportunity for field work as part of the educational program, both in the urban areas of this nation and throughout the world. The School can contribute in important ways to the other academic and service programs of the University.

The School of Health and Social Services will work very closely with the Division of University Services and Continuing Education in developing programs responsive to community, regional, state, national, and international needs. For example, government at all levels could be served by intern-like programs in which the University—through the Division and the School—would train both existing employees as well as students desiring to enter the various public service fields. The School of Health and Social Services and the Division of University Services and Continuing Education will also concern themselves with the education of para-professionals in these fields with extensive off-campus degree programs.

• **School of Hotel, Food, and Travel Services**

The "leisure industry" in South Florida is a continuing source of economic strength to the area and to the state. Adequately trained personnel to meet the growing demands of the industry are essential for Florida to continue to compete successfully with other resort areas and for the business and discretionary income which supports the industry. The growing complexity of the

business in terms of services and facilities required and its labor-intensive nature mean that the industry will require increasingly efficient and sophisticated management.

The program in the School of Hotel, Food, and Travel Services will train students for over-all management of hotels and resorts, for food service management; for tourism and travel planning, and for the administration and supervision of hotel facilities. (While the program is described here in terms of hotels, it would have considerable relevance to other travel and leisure-related organizations.) Students will study management, accounting, communication arts, food production, social psychology, transportation, logistics and distribution, dietetics, purchasing, safety control and equipment, and other related programs. Practical experience will be an integral part of the program, and work-study arrangements will be made with area hotels, resorts, and other travel or tourism organizations.

Special Academic Units

Three units to serve the entire University and the community with access to the physical and human resources of Florida International are the Center for Environmental and Urban Affairs, the Center for International Affairs, and the Division of University Services and Continuing Education. The Centers will serve as learning, research, and service arms for the College and the five Schools. Working with and through the Division of University Services and Continuing Education, the Centers will have responsibility for special conferences, for development of various action programs, and for the continuing review of academic offerings in the environmental, international, and urban fields. Their

review will be to ensure that relevant needs are being met and that broad field experience is being fed back into academic programs.

Since much of the graduate work at the University will be project- or goal-oriented, the Centers are logical organizational units for students and faculty interested in pursuing cross-discipline, mission-directed research and study. To the extent feasible, much of the University's graduate work will be channeled through the Centers.

Under proper leadership and with understanding support from faculty and students, the Centers can have a great and positive impact on the University's educational programs. In part, this impact will come through the influence which the Centers will bring on all parts of the University community to be true to the goals of the institution. Secondly, the impact will develop through the interdisciplinary and experimental viewpoint required for all who expect to contribute significantly to work in environmental and urban studies and in international understanding.

• **The Center for Environmental and Urban Affairs**

One of the basic missions of Florida International University is to make a major contribution to the human and environmental quality of life in the South Florida area. The University believes that such a mission can be best accomplished through an organizational unit which holds such a responsibility on behalf of the University. The Center for Environmental and Urban Affairs will carry out this responsibility by focusing and coordinating the educational resources of the University through the extension of various academic programs, by the development of significant current research, by the accumulation of a library which emphasizes information

and data not readily available elsewhere, and by acting generally as a catalyst within the applied and liberal disciplines of the University to encourage productive and composite involvement in the resolution of pressing social problems facing our society. The Center will assist governmental agencies, business organizations, civic groups, and individuals as they work to improve the quality of urban life and our environment.

The Greater Miami and South Florida areas provide almost unique locations to study the impact of urban growth on their ecosystems. The situation is not as critical as in the case of many larger and older urban areas, and the mix of economic activity includes agriculture, industry, transportation, and leisure. The physical environment includes both highly developed and essentially primitive states. Virtually all academic segments of the University will find this a "natural laboratory" for their social and scholarly interests and concerns.

The Center will channel requests for information and services to appropriate organizations inside and outside the University. It will seek funds for programs and research from state and federal agencies and from foundations and other sources. The Center will convene faculty and students from all areas of the University concerned with environmental and urban issues. While the primary focal point of the Center will be the South Florida area, its work and its findings will be relevant to other urban areas and to other scholars with similar interests. It will serve both the practical needs of its primary community and the broader intellectual needs of the nation and of the world.

• **The Center for International Affairs**

The University's Center for International Affairs will have

as its basic mission the broadening of the understanding and productive relationships between the two hemispheres and the world in social, economic, cultural, and educational affairs. The Center will carry the primary responsibility for University programs which deal with international affairs and for developing and conducting joint research and study programs which will enrich and strengthen relationships between and among the Americas and the world. The nature of those relationships is changing continuously as the individual nations change and as the world's economy becomes increasingly interdependent.

Florida International University recognizes that many institutions have programs which have similarities with that proposed for this Center, and it has no intention of having undue duplication of those programs. However, the unique situation of Greater Miami as a natural gateway between North America and Latin America makes it imperative that the University, especially as a public institution, develop programs which make unique contributions in this most important area. Greater Miami now has over thirty major international corporations with Latin American branch offices, and that number continues to increase; only Greater New York has more such firms. The Center, in cooperation with the appropriate local and state authorities, will support and facilitate these and other international companies on both continents as they seek to develop their international activities. Seminars and special conferences will be held for the employees of these firms as a basic component of the Center's program.

Initially, a principle aim of the Center for International Affairs will be to gather information from Latin American research and study efforts and provide some

focus for what has historically been a somewhat uncoordinated effort. The Center will also provide a base for an international depository of the research, studies, and programming that have been accomplished or are being done on Latin America. Emphasis will be placed on the positive role that the United States can play, particularly in the economic and development fields, but social, health, scientific, educational, political, and cultural implications will also be articulated. Teaching of language and cultural courses will be directed toward bridging the various gaps which now exist between the two Americas. Specialized courses for Latin Americans coming north and North Americans going south will also be developed, and they should be especially productive.

Research in international affairs will involve staff members of the Center and faculty and graduate students from the College and the Schools. Opportunities for academic programs and research studies are almost limitless. The Center for International Affairs will publish extensively as the results of its research, service, and action programs are available.

The University expects to participate in international exchange programs in two ways. First, through exchange programs of its own; and, second, through assisting and cooperating with other institutions in effecting better exchange programs. Special emphasis will be placed on developing programs that will provide a better understanding of the various changes occurring throughout the world in all professional, social, political, educational, and economic areas.

Other institutions in the state and nation will be invited to participate in the programs at Florida International which will provide their students and faculty with relevant

knowledge about the aspects of life in Latin America and the world which are often neglected, yet which are crucial to the successful acculturation process. Students and faculty will be encouraged to enter these programs at periodic intervals throughout the year.

The Center will have a key responsibility in fulfilling the University's goal to be a major international education center. Programs will be developed to acquaint a large number of people from the United States and from other nations of the world with significant knowledge and information that will benefit all concerned. The Center will also work very closely with the Division of University Services and Continuing Education in an effort to make the continuing education process an international, as well as a local and regional thrust of the University.

The long-range programs of Florida International logically point toward activities requiring facilities elsewhere in the world. These Centers would receive students from the United States and from other nations under the general direction of the University, in close coordination with the university in the host nation.

• **The Division of University Services and Continuing Education**

As evidenced throughout *The Birth of a University . . . and Plans for Its Development*, Florida International University considers the extension of its resources to the community and the varied adult audiences of the community, as one of its highest priorities. The concept of community service and life-long learning for all adults is intended to permeate every operating component of the University.

Recognizing the fact that continuing education is the

responsibility of all members of the university community, but that such responsibility must be coordinated and administered by a central unit, Florida International has established the Division of University Services and Continuing Education which will assume the responsibility for effective delivery and coordination of the resources of the University to audiences other than those involved in full-time, on-campus matriculation. The Division will be headed by a Dean reporting directly to the President. (This Division will sponsor seminars, conferences, and other non-degree educational activities as early as the fall of 1970.)

The Centers for Environmental and Urban Affairs and International Affairs and the College and Schools will work closely with the Division in the development of all educational programs which are provided by the Division of University Services and Continuing Education. Florida International will utilize every possible means for extending educational opportunities to all who can benefit from such experiences. The University is fully cognizant that despite the existence, at all levels, of sizeable numbers of institutions which provide rewarding environments for many groups pursuing educational opportunities, there remain large segments of our population who have not been included in the pattern. Florida International is committed to these individuals wishing to take advantage of new opportunities for education, as well as to those individuals who constitute the traditional audience of the University.

The knowledge explosion and the ensuing time-lag between discovery and application of knowledge has allowed a situation in which the professional has an extremely short period living comfortably with knowledge learned through regular university matriculation. Florida

International will provide professional and para-professional personnel with opportunities to return for intensive short-term and long-term credit and non-credit educational experiences that will allow them to keep abreast of the latest developments in their professions.

The problems of urban blight and pollution, equal educational opportunities, human interaction, lack of international understanding, poor housing and health conditions, crime and delinquency to name only a few, have provided a mandate to the University that it extend its special expertise in working with the total community in assisting it to structure solutions to the problems confronting all of us. Florida International will provide educational experiences and programs in concert with the community that will, hopefully, lead to the amelioration of such problems. To provide this "extended arm" of the University, the Division of University Services and Continuing Education will:

- Provide and coordinate the structured educational experiences offered for those students not involved in the full-time on-campus matriculation process.
- Provide educational opportunities for college and university graduates who wish to continue credit study but who for various reasons cannot participate as on-campus matriculating students.
- Provide educational opportunities for those adults who have some college or university work and who wish to continue their study but cannot do so in existing University programs.
- Provide courses for young adults who at the time are not qualified for admission under the regular University

admission procedures but who might be accepted if able to prove themselves in parallel programs as potential college material.

- Provide non-credit educational experiences designed to assist adult audiences with information on professional skills, social issues, problem-solving techniques, or any demonstrated need for which University resources might be relevant.
- Provide relevant educational experiences to the full-time matriculating University student in credit or non-credit format as requested by the various academic deans or the Dean of Student Services.
- Provide, in concert with other University resources, programs in research, training, consultation, and counseling for persons engaged in broad areas of concern such as agriculture, labor, business, industry, engineering, public affairs, and health and social services.
- Provide assistance to the various communities and community institutions—local, regional, state, national, and international—to identify the research and teaching resources of the University and the human and material resources of the community.

Florida International University, as a member institution of The State University System of Florida, will coordinate its service and continuing education activities with its sister institutions whenever such a blending of resources appears to be appropriate. The University will also attempt to coordinate its offerings with the existing public and private institutions of higher learning within the geographic area of Greater Miami and South Florida.

The Division of University Services and Continuing Education at Florida International will be structured to provide services in the following areas:

Community Development and Urban Extension (in cooperation with the Center for Environmental and Urban Affairs)

Continuing Education Centers

Educational Media (ETV - Radio - Blackboard by Wire)

Independent Study (Correspondence Study, Programmed Instruction)

International Affairs (in cooperation with the Center for International Affairs)

Labor and Management Seminars (in cooperation with the School of Business and Organizational Sciences)

Off-Campus Credit Activities

Professional and Developmental Activities (Non-credit)

School Services (in cooperation with the School of Education)

• **Multi-Campus Concept**

As the University responds to the needs of the Greater Miami and South Florida community, Florida International will not be limited to programs on the Tamiami Campus, nor will it be constrained by traditional or conventional educational settings. While the Tamiami Campus is well located, access will be a problem for some students. To the

extent feasible, the University must be able to take its programs to its potential students.

Just as the traditional land grant university considered that "the state is the campus," the entire Greater Miami and South Florida metropolitan area must be the campus for Florida International University for teaching, research, and service activities. The work of the Division of University Services and Continuing Education, the Center for Environmental and Urban Affairs, and the Center for International Affairs may well require various activities and physical facilities off the Tamiami campus, perhaps in more than one location. All of these locations should be chosen for their functional value and should be coordinated with future campus developments.

As Florida International's enrollment grows and as experience provides a better understanding of need patterns than is possible at this time, it may be determined through various feasibility studies that additional campus sites will be required to enable the University to fulfill its mission more effectively. Such campuses may be specialized or general purpose. In any event, all activities geographically separate from the Tamiami Campus will be responsible to the central administration and will be fully participating components of the larger academic community. Such separated units will have sufficient autonomy to deal with their own local problems, but in a way which is compatible with the governance and the academic programs of the entire University.

• **The Interama Campus**

The 1970 Session of the Florida Legislature allocated 400 acres of land at the Interama tract in north Dade County for the use of the Board of Regents as a campus of Florida International University (Florida Statutes,



Chapter 554.29). Once planning funds become available, development of the Interama Campus of Florida International will begin at the Interama site.

The Interama Campus of Florida International University would be the focus of the international programs and activities planned by the University. The proposed Center for International Affairs and other specialized international programs would be located at the Interama Campus.

- **Research**

The ideal interaction in university research activity occurs when students and faculty define a problem and venture together in gathering data, organizing, analyzing, and drawing a hypothesis. Whether a faculty member sets aside a portion of his time from teaching or whether a faculty member will be released periodically for full-time research is an administrative decision which must be made under changing conditions, needs, and circumstances. In all instances, however, the research carried on at Florida International will be an integral part of the instructional and service programs of the University.

Research at the University will provide opportunities for faculty, staff, and students to develop competencies, to discover new knowledge, and to develop new understanding of the application of knowledge to urban, environmental, international, and other intellectual and social issues. The design of the various Schools, Centers, and the College is action-oriented and the collection, organization, and analysis of research data on current problems using a composite of disciplines will enable the University to approach any related areas of research.

It is essential that the University provide for periodic assessments of research efforts and needs by inviting

comments and active participation from faculty, students, staff, and the business and professional community in order to determine the critical issues and unresolved problems that are in need for on-going specialized research. This review and analysis will also enable Florida International's research efforts to be relevant to the goals and objectives of the University.

V The Faculty

Faculty members make unique contributions to the total quality of a university. As a composite of experts, their influence sets the tone of an academic institution, establishes the learning environment of a campus, and portrays either more or less adequately a quantitative and qualitative emphasis on teaching and learning for the students, for the greater community, and for higher education in general. Florida International University is committed to having an outstanding faculty dedicated to teaching, service, and relevant research.

Selection Criteria

In recruiting faculty members, Florida International will apply the usual criteria of academic background, research and teaching experience, professional or scholarly contributions, and general personal characteristics. The University, however, will also apply additional criteria to make certain that candidates are suited as potential faculty to help fulfill the goals and objectives of Florida International. Because of the structure of the academic program, several very crucial characteristics are immediately apparent. There will be, for instance, many joint appointments—a procedure which will necessitate a clear understanding of evaluative criteria for promotion and tenure as joint, multiple activities entered into by all those units of the University directly affected by the individual faculty member's teaching, service, and research efforts. These kinds of decisions must reflect the relationship of individual faculty members to the total mission of the University, and new faculty members must be aware that promotion, tenure, and budget decisions are all-university in many instances, and not limited as they usually are to a "strictly departmental" provenience.

Faculty members at Florida International must be willing to and, hopefully, have demonstrated their abilities to work across disciplinary boundaries in dealing with issues central to the environmental, urban, and international missions of the University. Faculty members should also have a strong student orientation and an accompanying desire to enter into a composite learning-teaching-research experience. In short, the faculty will be challenged to be experimental, and to respond to the structure and mission of the University with an openness and awareness of its innovative nature. They will be expected to work toward their own professional development in the application of knowledge to current problems as well as in traditional scholarly research and publication. Primary consideration will favor faculty members with a strong commitment to teaching and counseling with students. Priority will also be given to those with a demonstrated ability to practice their art or science whether in sculpture or electronics. Indeed, many faculty members will be drawn from the "real world" to serve as adjunct professors in their areas of expertise. The adjunct appointment will be considered as a part of basic staffing strategy, and not as a stop-gap measure.

Organization

The faculty at Florida International will be organized, as indicated earlier, around appropriate departments and programs in the College, the Schools, and the Centers. They will be expected, however, not to be constrained by such organizational or structural assignments, but rather to use the departmental or program base as a point of departure in a broadening configuration of disciplines. Administratively, each department and program will be organized under a chairman or director.

Classroom and Laboratory Assignments

Classroom and laboratory facilities will be assigned by the Office of Administrative Affairs in conjunction with a special space committee composed of faculty, students, and staff, and in coordination with the Office of Planning and Analysis. Departmental and program concentrations within each instructional area will be given top-priority in space utilization.

Teaching Requirements

Interdisciplinary approaches to learning will be encouraged with mixed teaching assignments for lecture, seminar, and laboratory. Class sizes will be determined on the basis of both good teaching and good use of resources, and no premium *per se* will be placed on class size or student-teacher ratio. "Normal" academic loads will depend on course level, number of preparations, and student contact hours.

Faculty members are expected to experiment with new media and new methods. They will be encouraged to exercise individual initiative and responsibility. Faculty members are also responsible for curricular development, professional growth advising and counseling students, and recommendations for institutional improvement. Applied "action-oriented" learning methods are encouraged to prepare students for careers and to help them with testing likes and dislikes before internships and practicums. Supervision of off-campus experiences may be a requirement for a number of faculty members.

The experience of virtually all urban universities is that a

significant portion of their programs must be offered at other than "normal" hours, and they usually have major evening programs. To meet the needs of the students, it is reasonable to expect that classes will be offered from 7:00 a.m. until 10:00 p.m. Monday through Friday. Schedules of both classes and teachers must be arranged to accommodate the student not able to attend during "normal" hours.

The requirements for evening classes will produce demands on both faculty and staff not found in most non-urban institutions. The need and desire for higher education—on a credit or non-credit basis—on the part of people over 25 years of age has grown steadily during the recent past, and it is a growth that is expected to continue. The development of Florida International University will accelerate that demand in this area. To the extent feasible, these programs related to continuing education will be integrated with the degree programs of the University.

Institutional Responsibilities

Faculty members will be encouraged to participate in the governance of the University including the developing of a program of planning, budgeting, and evaluating systems for teaching, new programs, course offerings, staffing, and student or class loads within budget constraints. Establishing a unique representative system for the governance of the institution is a primary concern at Florida International, and this point cannot be over-emphasized to prospective faculty members.

Although Florida Statutes and the policies of the Board of Regents specify the terms of appointment, procedure for

test the appropriate knowledge, skills, and other objectives of a particular course. Those who meet an adequate level of performance can be given credit for the course and advised to register for another. Others not reaching that level will take the course, each cognizant of his weaknesses and strengths. Credit by proficiency and advanced placement will be limited only when the total resources of the University, i.e., library, faculty, and staff are not sufficient to perform this program with the highest possible benefit to students.

Counseling

Good counseling is essential to the success of most programs in higher education, and at Florida International University, it will be a major component of the academic program. In addition to assigning faculty responsibilities for counseling, the University will also employ special counselors to assist students. Counseling at Florida International will attempt to help students to avoid academic failure and to broaden their understanding of educational opportunities. Other forms of academic and personal counseling will be available to students upon request.

Financial Aid, Work Programs, Career Planning, and Placement

Since many students will be employed during their academic career, and since many of them will take permanent employment immediately after completion of their academic program, placement and related career counseling will be especially important at Florida International. The University will assist all students in

finding appropriate working experiences which will augment their academic program at the University as well as providing necessary income. In addition, the University will maintain an active career planning and placement office to assist students in finding appropriate employment.

Florida International believes that the student should pay for as much of the cost of his education as possible. Because the University has an implicit obligation to help educate all qualified persons who seek admission, there will be financial aid programs which, together with work-study programs, will provide the means for students to supplement their own resources. Assistance in the form of grants and loans will be provided for students when the need has been established. Student employment opportunities will also be included in both the cooperative education program and the work-study programs that will be developed.

Athletics and Recreation

An organized program of intramural activities, recreation, and intercollegiate athletics will be offered to all students. Activities stressing both team and individual development will be pursued. The team sport of football will be the only major intercollegiate activity that will not be a part of Florida International's athletic program.

The athletic and recreation program at the University will emphasize "carry-over" sports—tennis, golf, swimming, etc.—and will attempt to have all students, faculty, and staff involved in some phase of the recreation program.

Because of the University's geographic and climatic environment, outdoor recreation activities can be pursued

year-round. This favorable condition will enable Florida International to utilize to the fullest outdoor facilities for recreation and athletics.

Student Services and Activities

As a non-residential institution, Florida International will provide activity, service, and study facilities that are needed by the students since they are not living on the campus. Students will be able to study in shaded areas outdoors, small and large group lounge areas conveniently planned in buildings throughout the campus, and in classrooms scheduled for study purposes. The library will also be reserved for reference work and research. Various other student service and activity areas will be made available throughout the campus.

Emergency health services at the University's Health Clinic will be available. The University's medical staff will coordinate Florida International's professional medical services with area hospitals in order to give students the best possible health care when that need arises. A student health insurance program will be available for all students.

Active student organizations will be encouraged not only as a means of involving students meaningfully in the various activities of the academic community, but also in the governance and decision-making processes of the University. This active role for students will also be the vehicle for meeting many of their own social needs in addition to providing responsible self-expression. The various student organizations at Florida International will determine appropriate student activities, the funding of most extracurricular activities, the establishment and operation of student communication channels, and the

recreational, cultural, and social programs for the student body.

A broad spectrum of activities will be available to all students at Florida International. Cultural traditions of the past and contemporary expressions of man's creative endeavors will merge into a balanced program presenting an intellectual challenge to students. Planning these activities should reflect both the force of social sanction and tradition and the dynamic of cultural change and creativity.

VII Management of Resources

"We need a framework to recruit and utilize the very highest quality of skilled administrators; to erect machinery that is specifically geared to introducing deliberate change into the academic apparatus; and to allocate the facilities that are essential to plan and evaluate changes. For many decades we have witnessed an enormous expansion of our educational apparatus. But much of this expansion has simply transpired within existing frameworks that are now showing signs of weakening at the seams. It is time for the pendulum to swing, and for us to turn toward the creation of leaders—and a structure for leadership—that can introduce the qualitative changes in higher education that correspond in magnitude to the quantitative revolution we have witnessed in the past quarter of a century." Robert Heyns, Chancellor, University of California.

Organization

To meet its goals and objectives, Florida International University will make several significant changes in the typical administrative organizational framework of institutions of higher education. The University will, by design, keep the administrative hierarchy from being top-heavy. In doing so, the University will be committed to what is sometimes called, for lack of a better designation, a "team approach" to the total administrative effort.

As chief executive officer of the University, the President will have over-all responsibility for the affairs of the institution, for determining that the operating policies of the University are consistent with its goals, and for providing necessary liaison with the Florida Legislature, the State Board of Education, the Board of Regents, all other institutions of higher education, and other major related governmental and educational agencies. Many of

the President's responsibilities have been established by the Board of Regents; additional areas are set forth elsewhere in *The Birth of a University . . . And Plans for Its Development* and in other official documents of the State of Florida and Florida International University.

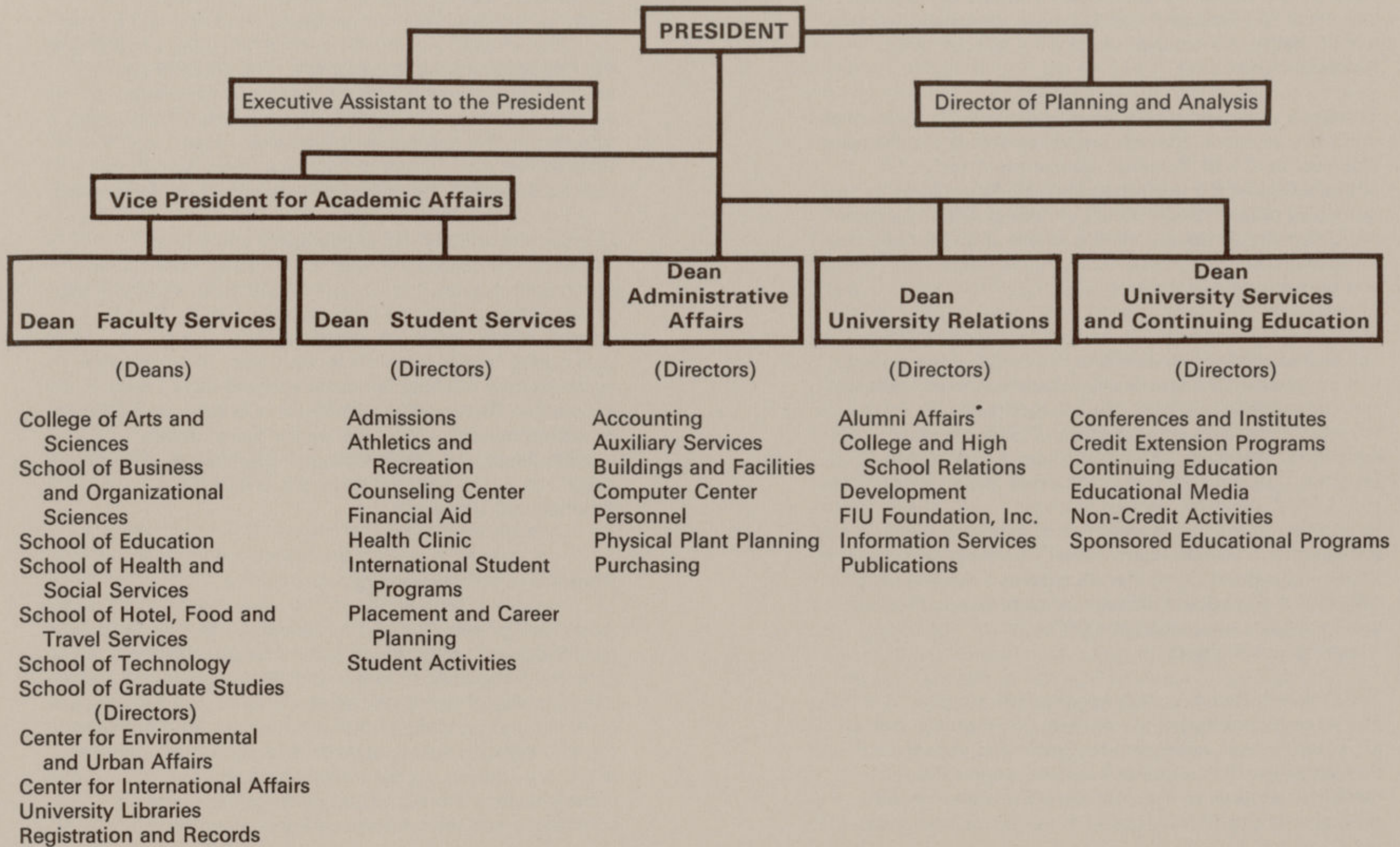
The basic supervision for the academic programs and student services at Florida International University will be the responsibility of the Vice President for Academic Affairs. The position of Vice President for Academic Affairs will be the only vice presidential position at the University for the immediate future. The Vice President will be the second-ranking officer of the University and will have the responsibility for developing both academic and student programs. The Dean of Faculty Services and the Dean of Student Services will report directly to the Vice President for Academic Affairs. This coordinated effort is an attempt to consolidate the student service and academic affairs areas into a combined program to assist the students in the pursuit of their academic programs.

The Dean of Faculty Services will be the head of the faculty affairs division of the University. This person will be directly responsible to the Vice President for Academic Affairs and will be the Vice President's major officer in the faculty affairs division of the institution.

The Dean of Student Services will be the head of the student services division of the University. This person will report to the Vice President for Academic Affairs and will be responsible for all student service and activity programs at Florida International.

The Dean of Administrative Affairs will head the University's division of administrative affairs. This individual will be the chief administrative officer in the institution

**FLORIDA INTERNATIONAL UNIVERSITY
Tentative Organizational Chart**



with basic responsibility for financial and administrative matters. The Dean of Administrative Affairs will report directly to the President and will have the usual business-administrative-financial-physical plant offices under his direct supervision.

The Dean of University Relations will head the division of university relations and will report directly to the President. This person will be the chief development and public affairs officer of the institution and will have reporting to him those offices related to the various public activities of the University, including alumni affairs, development, foundation, information services, publications, and college and high school relations.

The Dean of University Services and Continuing Education will be the administrative officer in charge of the division that supervises those programs related to the off-campus activities of the University. He will report directly to the President, and his responsibilities will include adult education, extension, educational media, non-credit programs, branch campuses, and other related areas.

In addition to the above divisions of administrative specialization, Florida International University will develop a unique program for staff work reporting directly to the Office of the President. Initially, at least one staff office will be utilized, that being the Office of Planning and Analysis.

The Office of Planning and Analysis will provide continuing University-wide analysis of programs and activities in terms relating to the goals and objectives of the institution. The office will also be responsible for devising measures to evaluate the effectiveness of all programs of the University and the progress made toward

the achievement of their goals. The Director of the Office of Planning and Analysis will serve as coordinator for short- and long-range budget preparation and will be the executive secretary of the long-range planning council and the institutional budget committee. The Director will maintain close liaison with the Dean of Administrative Affairs in matters relating to budgeting and management information. He will also maintain a close working relationship with the appropriate academic deans in all matters related to the academic program of the University.

Florida International will encourage a continuous evaluation of its existing programs. To stimulate the flow of innovative ideas, the University will make extensive use of consulting assistance from several sources. These consultants will assist all segments of the academic community, and will assist the University in its effort to establish new methods of making proper use of such assistance. There will be a need for outside contributions on a continuing basis to deal with specific issues, to provide necessary information and guidance, and to play a major role in the total development of Florida International University.

Planning and Budgeting

A long-range planning and budgeting system as an integral part of the administration at Florida International is essential if the institution is to achieve its goals and make optimum use of the resources available to it. An effective planning and budgeting system is a necessary framework for the decision-making style envisioned for the University, and it provides an excellent basis for adequate communication among all segments of the academic community and with its various constituencies.

Operating budgets for the various institutions in The State University System of Florida are presented and evaluated on a formula basis. This formula approach made order out of what had been described by some as "individualized chaos" because each institution developed its own budget to meet its particular goals and objectives and presented the results individually to the legislature. Contrary, however, to the original purpose of the formula, which was to serve as an evaluative tool, the formula has become a device for generating legislative appropriations. Moreover, it is leading The State University System of Florida to a position of parity of institutions and programs, allowing little conscious acknowledgement of institutional differences.

Because of this concern, a movement away from the formula approach toward program budgeting is now developing. The 1967 session of the Florida Legislature required a six-year plan for all government agencies. It is against this historical context that Florida International must justify its needs for dollars through a comprehensive planning, programming, budgeting system.

Florida International University will have a program-oriented institutional budget responsive to the diverse fiscal needs of its various academic programs. The University's system must be consistent with the State system; at the same time it must serve the institution's own needs for control and information. Program demands must be translated into quantitative terms for faculty, staff, supplies, equipment, and space. These needs, when categorized and totalled, constitute, at one level, the "University Plan" and at another level, the aggregate of needs comprising the "State Plan."

To be consistent with the University's objectives to have

effective communications and shared decision-making, the budgetary process must give maximum visibility to those decisions which are made by other governmental or educational agencies without the involvement of the academic community. After these decisions are made clear, the faculty, staff, and students will be given an opportunity to participate in both the planning and budgetary process as they relate to Florida International.

More important and more difficult than the calculation of program cost is the development of output measurements. Regents, legislators, and academic administrators responsible for providing and allocating funds have long showed concern over the lack of meaningful output measurements in most educational institutions. Research in this area and the spreading use of program planning and budgeting are resulting in some first steps toward adequate measures. Florida International will make full use of information developed elsewhere while developing its own system for measurement of its programs. Until adequate objective measures have been generated, it will be necessary to use standardized testing, student evaluation, community reaction, expert judgment, and other subjective means, as indications of effectiveness.

The concept of comparison of cost to goal achievement combines the elements of cost effectiveness analysis with opportunity cost analysis. In other words, each funding decision must be viewed in terms of its effect on the total University and also in terms of what such funds might provide if used for other programs. Although higher education has not yet adopted cost effectiveness (or cost benefit) analysis as an academic decision-making tool, the concepts inherent in such analysis will prove valuable in evaluating requests for the funding of new programs or the expansion of programs at Florida International.

The Office of Planning and Analysis will, serving in a staff relationship to the President, be responsible for the development of the resource allocation and performance evaluation procedures. As a result of this decision, the planning process and day-to-day operations will be separated, although the Office of Planning and Analysis must be dialectically engaged with all of the academic and administrative areas of the University. In this way, the planning function can be a catalyst for evaluation and change, a formal agitator for administrative debate, and a focal point for objective decision-making information.

The Office of Planning and Analysis will have the authority to periodically evaluate program demands, resource allocation methods, and the effectiveness of programs with respect to needs and the established goals of the programs. This office will also be responsible for evaluating, on an objective basis, the effectiveness of the administrative and academic programs of the University.

A key element of the planning process will be directed by the Office of Physical Plant Planning which will be included as an integral part of the Division of Administrative Affairs, but will work very closely with the Office of Planning and Analysis. In developing facilities and landscaping, planning has a particularly important role to play if contrast, competition, conflict, and change—thematic of the University—are to be captured appropriately. Thus these values may be expressed architecturally by outright dissimilarity and even dissonance in space, level, style, light, scale, and materials. On the other hand, since these forces in themselves are chaotic and disorganized, the University in its architecture may wish to express a sense of rhythm which can integrate, through structural, visual or physical impressions, the dissonance of its parts.

The design and structures of Florida International University should reflect its philosophy of change and adaptation rather than emphasize a preconceived scheme of symmetry or conclusiveness. The buildings (or their components) must be identifiable by their functional use (i.e., classroom, library building) rather than their organizational use (i.e., College, School).

Computation Resource Management

University resources allocated to provide computing capabilities will be pooled into a Center for Computer Services. Although the Director of the Center will report to the Dean of Administrative Affairs, the Center will be charged with providing instructional, research, and administrative computing support to the entire University.

One of the prime objectives of the Center for Computer Services will be to provide continuous access to students and faculty for support of instructional, faculty research, and graduate research efforts. This will be achieved by use of current technology computing equipment and the scheduling of routine administrative processing during off-hours. In addition to the normal operating staff, the Center for Computer Services will be staffed to provide automated systems development, working closely with the management information systems effort of the Board of Regent's staff.

The Director of the Center for Computer Services will work in cooperation with a Computer Advisory Committee. The two primary functions of this committee will be to advise the director about the computing needs of the University community and to assist in the allocation of precious

computer time when such is required. The committee will be composed of the Dean of Administrative Affairs, Director of Planning and Analysis, Director of Registration and Records, Director of University Libraries, and a student and a faculty representative from each School and the College.

The Center for Computer Services will be a tool, much as the library is a tool, for faculty and students. The staff will provide training and short courses for specific hardware and software, and will consult with faculty during their planning for computer use in individual courses. It is anticipated that the computer will be a valuable student problem-solving tool in many courses as well as a primary tool in the computer technology curriculum.

VIII Community and Public Affairs

This section of *The Birth of a University . . . And Plans for Its Development* is based on Florida International University's recognition of the need for its involvement in the Greater Miami and South Florida community not only as an educational facility but also in various cultural, social, recreation, athletic, and service activities. The major responsibility for the University's interface with the community will reside in the Division of University Relations.

The Division of University Relations will be headed by a dean who will report directly to the President and will have responsibility for alumni affairs, development, the University foundation, information services, publications, and college and high school relations. In establishing this division, Florida International is recognizing as a primary mission, the importance of serving both the University community and the many special constituencies of the University.

The University's Division of University Relations will counsel all segments of the academic community on what constitutes acceptable public performance, what influences public opinion by communicating results of the performance back to the segment involved, and what makes and shapes "public opinion." None of this can be accomplished without carefully planned efforts, and this division will be deeply involved in the total advancement of Florida International University as a public institution of higher education.

The term "university relations" means "people and service." News stories, feature articles, publications, radio and TV programs, speeches, special events, film strips, and many other communications techniques are all tools for implementing a quality university relations program. But, in themselves, they do not constitute the total effort because university relations must also emphasize service.

Florida International accepts as an institutional definition of university relations, "the planned effort to reach and affect public opinion through acceptable performance and two-way communication." This definition recognizes that the University will assume the responsibility of serving its community in a constructive and beneficial fashion, and it will maintain close communication and relationship with all of its constituencies. The mission of Florida International's Division of University Relations will be to interpret the University and its work to the various publics, and to interpret the public needs and desires to the institution. To accomplish this mission, the Division of University Relations will have the following programs:

Alumni Affairs

Through its Office of Alumni Affairs the University will involve future alumni, while they are still students, in many important programs on behalf of Florida International. The program will grow rapidly as the numbers of Florida International graduates grow and will provide an important base of advisory, financial, and service support to the University.

Alumni should serve their colleges and universities as generators of ideas and as interpreters and multipliers of good ideas in a world of change. Florida International plans to involve its alumni to a much greater extent than merely providing financial support. A university is a family of several components, all important to its effective functioning. Faculty, students, administration, regents, etc., are all parts of the family who are closely related on a day-to-day or week-to-week basis. Alumni must become part of the family in fact—not just "on paper." Alumni of an institution move and work and live at every level of society, and many of them possess special expertise in many

areas of life and business, which they are usually pleased to share with their alma mater. Florida International will encourage their assistance.

Beginning a new university will afford Florida International's faculty and staff a rare opportunity to educate its alumni as effective representatives of the institution while they are still students—skills and involvement they will take with them when they leave the University. This also gives the institution an unusual chance to avoid many traditional pitfalls of alumni administration. With careful planning and cultivation, Florida International's alumni can become a new breed in higher education dedicated to helping the University to achieve its basic goals.

College and High School Relations

Florida International University's relationship with the colleges and high schools must be of the highest professional order. The high school and college students of today will be the Florida International students of tomorrow. To understand them, and to be responsive to their future educational needs, Florida International will have an Office of College and High School Relations. This office will work closely with high school and college administrators, counselors, teachers, and student groups, interpreting Florida International and its programs to them, and interpreting their present and future educational needs to the University.

The Office of College and High School Relations will coordinate its activities very closely with the Dean of Student Services and the various academic deans to properly tell Florida International's story to potential students of the University. This office will strive to develop a close relationship with the high schools and colleges,



with the goal of assisting students to choose a program which will be most compatible with their individual talents, academic interests, and personal goals in living and working.

Development

No great university can be built with tax support alone, for the cost of education escalates sharply each year. Public funds traditionally lend adequate support to the basic programs of state universities in their role of providing teaching, research for the public good, and other public service. But those funds which provide the "extraordinary" high-quality programs in special research, scholarships and financial aid, and specialized education—the programs which might be called a "margin for excellence"—must come from private sources.

Even though private funds are essential, Florida International endorses the concept that "friend-raising is more important than fund-raising." This philosophy will become more and more apparent as the University develops unique and innovative programs in education and public service. And with this philosophy will come the friends of the University who will ultimately make the contributions of time and dollars to support the various programs of Florida International. The top priority of Florida International's Office of Development will be "friend-raising" geared to enlisting the active participation of intelligent, influential, volunteer leadership to serve as the backbone for the University's development program.

Perhaps public institutions of higher education have not been innovative enough or creative enough in the approach to developing private support for public higher

education. Hopefully, gifts of time and dollars to Florida International will be made as investments in future generations of students, not as a "lost cause" going to support programs that have divorced themselves from the needs of our society.

Florida International recognizes that to obtain private financial support it must present its case to foundations, corporations, and individuals who can contribute, and this it proposes to do. The University intends to do so only by attempting to match the interest of prospective donors with specific needs of the University, not by having a typical campaign for funds. In taking this approach to development, Florida International feels deeply that any activity it generates among prospective donors will help other Florida colleges and universities, both public and private, in attracting gifts. The University is confident that it will not take away gifts from other institutions, but instead will help develop a new group of donors which all institutions of higher education will ultimately share.

And of greatest importance, Florida International will seek to demonstrate from the very beginning that it merits private investments. With this objective in mind, the University has established a non-profit foundation and has received approval from the Internal Revenue Service so that gifts to it will be tax-deductible.

Information Services

Of vital importance to the University's role in serving the community is "two-way communication" with the many publics and constituencies of the institution. An Office of Information Services will be responsible for informing the various publics through news stories, feature stories,

special articles, and audio-visual presentations, thus interpreting the University's programs through the public media. The office will also issue a weekly University News and Information Bulletin.

Florida International's Office of Information Services will go beyond the familiar pattern of university "news bureaus," by working closely with all levels of local, state, national, and international media, both printed and electronic, to determine the best ways to serve the public and the press through the dissemination of information. The office will develop close relationships with media representatives, and evaluate and interpret their needs to the University community. The office will also help evaluate public reaction to the University by using techniques of opinion research, which will gauge Florida International's effectiveness in meeting its stated goals.

Publications

Publications provide a vital link in communicating with and serving the inside and outside publics of the University. The Office of Publications will develop a program which will recognize that Florida International is a "different" kind of institution, situated on the frontier of today's and tomorrow's teaching, research, environmental, urban, and international progress through service. The office will develop a continuity of image for Florida International through the coordinated appearance of all publications and will produce informative, attractive, and easy-to-read publications that will serve the academic community and other special publics of the University.

PART TWO
the resource requirements plan

Introduction

The principal purpose of this section of *The Birth of a University . . . And Plans for Its Development* is to establish and describe the process for determining Florida International University's faculty, staff, and facility needs. A secondary purpose is to illustrate this process by developing tentative projections of personnel and space needs for the period 1972-73 to 1980-81.

The projections presented in this section of the document are based on data provided primarily by the staff of the Florida Board of Regents. However, by utilizing the process described later in this section, revised projections of personnel and space needs will be developed as new data and more complete information becomes available.

Undergirding the projections made in this section are certain basic assumptions derived from Part One, The Academic and Organization Plan. They are:

- *Florida International University will open as an Upper Division and Graduate Institution.* An upper-division, graduate institution normally requires a low student-faculty ratio, small classrooms, and extensive laboratory, research, and library space.
- *Florida International University will open as a non-residential institution.* Every effort will be made to encourage the development of private housing near the Tamiami Campus and other campuses of the University as they develop. The decision not to provide on-campus student housing will have a marked effect on the physical campus as space must be provided for human interaction.
- *Florida International University's educational process will emphasize an interdisciplinary approach.* This process will affect both the intermix of staff and the physical arrangement of facilities.

- *Florida International University will be a multi-campus University.* At the present time, only the Tamiami Campus is being planned, and, in addition to instructional and research facilities, this campus will house the University's basic administrative staff and primary service functions.

- *Florida International University will have two major Centers, the Center for Environmental and Urban Affairs, and the Center for International Affairs, and a Division of University Services and Continuing Education.* These academic, research, and service units will make unusual demands for staff and facilities.

Part Two – The Resource Requirements Plan

I Policies and Projections Affecting Space and Staff Requirements

II Staff and Faculty Requirements

III Space Requirement

General Purpose Classroom and
Teaching Laboratories

Learning Resources

Library and Study Facilities

Research Laboratories

Office Space

Auditorium and Theatre

Teaching Gymnasium

Student Services

I Policies and Projections Affecting Space and Staff Requirements

To project the resource requirements of Florida International University one must consider the nature of the academic program identified in Part One of *The Birth of a University . . . And Plans for Its Development*, specific policies of the Legislature, Board of Regents and the University, and the estimated number of students, both head count and full-time equivalent, to be served. From the projections derived one may, at any given time, calculate approximate fiscal requirements by using the current cost factors such as average faculty salary, average cost per square foot for buildings, and other similar items.

The preceding pages have attempted to identify certain of the basic criteria which must be considered in developing the plan for resource requirements. This section will discuss in detail the policies of the various levels of University coordination and control and the projection of student enrollments.

Operational policies which well can be identified at this time as affecting the planning of facilities and staff are:

- The State University System, including Florida International University, will operate on a quarter academic calendar with increasing emphasis on equating the summer quarter with the other three.
- To the extent possible, admission to Florida International will be open to all those meeting the criteria established. While students from other nations will be encouraged to attend, a definite control will be maintained on out-of-state students.
- Class size will, of course, vary with the academic program, but wherever possible the use of large lecture sessions with small discussion groups will be encouraged.

Prudent use of large lecture sessions, contrary to the traditional small class approach for upper-level and graduate higher education will free faculty resources for more attention to the specific needs of individual students.

- The determination of projected space and staff demands will be the responsibility of the Office of Planning and Analysis, using the most appropriate analytical methods in conjunction with historical records and projected program demands furnished by the faculty and administrative staff.
- General assignments and control of existing space will be a function of the Office of Administrative Affairs, working in concert with the Office of Planning and Analysis and the advice and counsel of the University Space Committee comprised of faculty, staff, and students.
- Wherever possible, and especially in the early years of development, there will be very little classroom, office or laboratory space designated for a particular program. During the initial development phases of the Tamiami Campus, buildings will not be designated exclusively for any college, school, or academic program, but will be considered as a part of the total University physical plant to be assigned each term as requirements develop and change. As particular programs require special purpose space, consideration will be given to the construction or designation of space for that program, but even then, the University will maintain the responsibility for scheduling time and space.
- The University will schedule classes from 7:00 a.m. and continuing through 10:00 p.m., Monday through Friday. Although this will be the policy and every effort will be made to achieve full utilization of

all facilities at all available hours, it should be understood that students and faculty adaptability will not readily achieve the optimum. Special course sequences will be developed to accommodate students who are unable to attend classes during the traditional 8:00 a.m. to 5:00 p.m. day. Faculty members will be recruited with the understanding that the requirements of students' schedules are of utmost importance. In the utilization of space during the projected 15-hour day, extensive use of the computer will be applied to match first the requirements of the total student body, with the availability of faculty, and then the availability of suitable classroom or laboratory space. This procedure will reverse the traditional concept of registration which normally begins with the publication of a class schedule into which the student must either fit his course work or re-arrange his academic program.

- To maximize the utilization of available space, University facilities will be planned to be as multi-purpose as possible in nature. Classrooms will be designed to serve as many similar program functions as is feasible and will be convertible to certain quasi-laboratory functions. Laboratories, too, will be to the extent possible multi-purpose, and those programs requiring special purpose laboratories will be carefully reviewed to determine if they can be combined with other program demands.
- The emphasis on individual research and study will make it mandatory that the University provide space for this activity. Classrooms will be reserved for individual study on a regularly scheduled basis and students must be aware of the availability of study space. Space will also be reserved for small study or discussion groups on both a scheduled and unscheduled basis.

- The selected use of qualifying examinations for advanced placement of students will also place unusual demands on space requirements. Areas must be reserved for student counseling prior to finalizing schedules; and, when warranted, there must be space reserved for group testing and evaluation.

Another major set of ingredients for projecting space and staff needs at Florida International is the data on student enrollment and program mix. Projections detailed in this section of *The Birth of a University . . . And Plans for Its Development* were developed using the best information available and are greatly influenced by studies conducted by the Board of Regents staff during the preparation of the original planning document for Florida International.

Of prime importance is the projection of total number of students to be served, that is, the "head-count" enrollment. Schedule I details the projected number of students anticipated by level through the fall of 1980.

The "head-count" enrollment must be converted, for the development and planning of certain resources, to a full-time equivalent (FTE) student. This calculation is achieved by calculating the total number of student credit hours taken by the "head-count" enrollment and dividing the total undergraduate hours by a normal 15-hour academic load and the graduate hours by a 12-hour academic load. While the majority of the resource formula factors are based upon the FTE student, specific attention must be directed in an urban institution to the "head-count" enrollment totals. As the University develops more precise measures of the effect of a higher head-count/FTE ratio, requests for changes in certain budget standards will be made. Schedule II presents the anticipated Full-Time

SCHEDULE I

Head-Count Enrollment — Fall Quarter

Year	Under-graduate	Beginning Graduate	Advanced Graduate	Total
1972	3,900	350		4,250
1973	5,400	790		6,190
1974	6,900	1,230		8,130
1975	8,410	1,670		10,080
1976	9,920	2,110	20	12,050
1977	11,440	2,550	40	14,030
1978	12,960	2,990	60	16,010
1979	14,480	3,430	90	18,000
1980	16,000	3,880	120	20,000

Equivalent (FTE) enrollment for the period through the fall of 1980.

The influence of the move toward an equalization of enrollment over the three quarters has required the calculation of projected enrollment on a three-quarter average for the calculation of both personnel and space needs. This policy, adopted by the Florida Legislature, recognizes the overcrowding of facilities in the first quarter and possibly in the second quarter. Conversion to a three-quarter average is accomplished through the application of a factor of .974 to the fall quarter upper-level under-graduate enrollment and 1.01 to the graduate enrollment. The factors noted demonstrate that Florida International's enrollment will be relatively stable over the academic year. This calculation produces, for utilization in this section, the enrollments detailed in Schedule III.

Although empirical evidence exists for these projections, any distribution of students by program or any determination of cross-involvement is more difficult. In the spirit that this section of the document is designed to establish the planning techniques and understanding the necessity of periodic updates of the data contained herein, Schedule IV projects enrollment by college and school by level. It should be understood that this enrollment projection shows desired growth by individual programs and is not linear. Schedule V reflects the same information as Schedule IV, except that it is by percentage of the total rather than actual enrollment. It also shows more clearly the anticipated program emphasis within the University.

The assumptions inherent in Schedules IV and V are consistent with the current academic planning for Florida International and indicate a desired mix of students and

SCHEDULE II

Full-Time Equivalent Enrollment (Fall Quarter)

	FTE Under- graduate	FTE Beginning Graduate	FTE Advanced Graduate	Total
1972	3,512	154		3,666
1973	5,026	364		5,390
1974	6,550	590		7,140
1975	8,160	802		8,962
1976	9,598	1,011	15	10,624
1977	11,000	1,224	30	12,254
1978	12,563	1,434	46	14,043
1979	14,019	1,644	68	15,731
1980	15,515	1,862	91	17,468

programs rather than any historical information which could be derived from existing institutions. As the University develops, changes in these projections will be made and translated into more concrete space and staff demands.

SCHEDULE III

**Full-Time Equivalent Enrollment on Three
Quarter Average**

	FTE Under- graduate	FTE Beginning Graduate	FTE Advanced Graduate	Total
1972	3,421	155		3,576
1973	4,895	367		5,262
1974	6,379	596		6,975
1975	7,948	810		8,758
1976	9,348	1,021	15	10,384
1977	10,714	1,237	30	11,981
1978	12,236	1,449	46	13,731
1979	13,655	1,660	69	15,384
1980	15,112	1,881	92	17,085

SCHEDULE IV

Enrollments By Major*

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Undergraduate:									
Arts & Sciences—Humanities	855	1,224	1,531	1,908	1,963	2,250	2,447	2,731	3,022
—Science	239	343	447	556	654	750	857	956	1,058
Education	1,026	1,469	1,850	2,305	2,711	3,107	3,426	3,823	4,080
Business & Organizational Sciences	684	979	1,276	1,590	1,963	2,250	2,570	2,868	3,174
Technology	342	490	702	874	1,123	1,286	1,590	1,775	1,965
Hotel, Food & Travel Services	103	146	190	238	280	321	367	410	453
Health & Social Services	172	244	383	477	654	750	979	1,092	1,360
Total Undergraduate	<u>3,421</u>	<u>4,895</u>	<u>6,379</u>	<u>7,948</u>	<u>9,348</u>	<u>10,714</u>	<u>12,236</u>	<u>13,655</u>	<u>15,112</u>
Graduate:									
Arts & Sciences—Humanities	—	—	—	—	—	38	60	86	99
—Science	—	—	—	—	—	—	—	—	39
Education	93	220	328	429	518	608	718	779	848
Business & Organizational Sciences	62	147	238	308	363	418	478	553	592
Technology	—	—	—	—	52	76	90	138	158
Hotel, Food & Travel Services	—	—	—	—	—	—	—	—	—
Health & Social Services	—	—	30	73	103	127	149	173	237
Total Graduate	<u>155</u>	<u>367</u>	<u>596</u>	<u>810</u>	<u>1,036</u>	<u>1,267</u>	<u>1,495</u>	<u>1,729</u>	<u>1,973</u>
TOTAL ENROLLMENT	<u><u>3,576</u></u>	<u><u>5,262</u></u>	<u><u>6,975</u></u>	<u><u>8,758</u></u>	<u><u>10,384</u></u>	<u><u>11,981</u></u>	<u><u>13,731</u></u>	<u><u>15,384</u></u>	<u><u>17,085</u></u>

* Reduced to three Quarter average

SCHEDULE V

Per Cent of Majors By College/School

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Undergraduate:									
Arts & Sciences—Humanities	25%	25%	24%	24%	21%	21%	20%	20%	20%
—Science	7	7	7	7	7	7	7	7	7
Education	30	30	29	29	29	29	28	28	27
Business & Organizational Sciences	20	20	20	20	21	21	21	21	21
Technology	10	10	11	11	12	12	13	13	13
Hotel, Food & Travel Services	3	3	3	3	3	3	3	3	3
Health & Social Services	5	5	6	6	7	7	8	8	9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Graduate:									
Arts & Sciences—Humanities	—	—	—	—	—	3%	4%	5%	5%
—Science	—	—	—	—	—	—	—	—	2
Education	60%	60%	55%	53%	50%	48	48	45	43
Business & Organizational Sciences	40	40	40	38	35	33	32	32	30
Technology	—	—	—	—	5	6	6	8	8
Hotel, Food & Travel Services	—	—	—	—	—	—	—	—	—
Health & Social Services	—	—	5	9	10	10	10	10	12
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

II Staff and Faculty Requirements

Without a complete understanding of each instructional, research, public service, or administrative program at Florida International, it is extremely difficult to develop a meaningful projection for faculty and staff. For many years, The State University System, in conjunction with the State Bureau of the Budget, has used a formula to develop certain portions of the faculty and staff needs. Although Florida is currently developing a program-oriented budget approach, it appears that over-all university requests will continue to be measured against the established formula factors.

For the purposes of this document, the current budget formula has been used where appropriate, and Schedule VI was developed to exhibit anticipated levels of faculty and staff through 1980. The formula, which basically uses FTE student or total student credit hours as its base and then develops relationships for teaching productivity, research, counseling, and administrative ratios, has been adjusted slightly to permit a lower productivity during the first three years to allow faculty members limited additional time to develop programs, courses, and counseling policies, in addition to being actively involved in the recruiting process. This adjustment is consistent with the level of support given to the emerging universities in The State University System.

SCHEDULE VI

Projected Staffing 1972-1980

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
FTE Students:									
Upper	3,421	4,895	6,379	7,948	9,348	10,714	12,236	13,655	15,112
Beginning Graduate	155	367	596	810	1,021	1,237	1,449	1,660	1,881
Advanced Graduate					15	30	46	69	92
Total	<u>3,576</u>	<u>5,262</u>	<u>6,975</u>	<u>8,758</u>	<u>10,384</u>	<u>11,981</u>	<u>13,731</u>	<u>15,384</u>	<u>17,085</u>
Student Credit Hours:									
Upper	51,315	73,425	95,685	119,220	140,220	160,710	183,540	204,825	226,680
Beginning Graduate	1,860	4,404	7,152	9,720	12,252	14,844	17,388	19,920	22,572
Advanced Graduate					180	360	552	828	1,104
SCH per Teaching Position:									
Upper	250	250	250	250	250	250	250	250	250
Beginning Graduate	220	220	220	220	220	220	220	220	220
Advanced Graduate					84	84	84	84	84
FTE Teaching Positions:									
Upper	205.3	293.7	382.7	476.8	560.8	642.8	734.2	819.3	906.7
Beginning Graduate	8.4	20.0	32.5	44.1	55.7	67.5	79.0	90.5	102.6
Advanced Graduate					2.1	4.2	6.5	9.9	13.1
Total	<u>213.7</u>	<u>313.7</u>	<u>415.2</u>	<u>520.9</u>	<u>618.6</u>	<u>714.5</u>	<u>819.7</u>	<u>919.7</u>	<u>1,022.4</u>
Research Ratio*:									
Upper	12	12	12	12	12	12	12	12	12
Beginning Graduate	4	4	4	4	4	4	4	4	4
Advanced Graduate	2	2	2	2	2	2	2	2	2
FTE Research Positions:									
Upper	17.1	24.5	31.9	39.7	46.7	53.6	61.2	68.3	75.6
Beginning Graduate	2.1	5.0	8.1	11.0	13.9	16.9	19.8	22.6	25.7
Advanced Graduate					1.0	2.1	3.2	5.0	6.6
Total	<u>19.2</u>	<u>29.5</u>	<u>40.0</u>	<u>50.7</u>	<u>61.6</u>	<u>72.6</u>	<u>84.2</u>	<u>95.9</u>	<u>107.9</u>

* One Research Position for each "X" Teaching Positions

SCHEDULE VI

Projected Staffing 1972-1980 (Continuation)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Professional Service Ratio*	50	50	50	50	50	50	50	50	50
FTE Professional Service Positions	4.3	6.3	8.3	10.4	12.4	14.3	16.3	18.4	20.4
Students/Counselor Ratio	250	250	250	250	250	250	250	250	250
FTE Counseling Positions	14.3	21.0	27.9	35.0	41.5	47.9	54.9	61.5	68.3
Total Instructional Positions	<u>251.5</u>	<u>370.5</u>	<u>491.4</u>	<u>617.0</u>	<u>734.1</u>	<u>849.3</u>	<u>975.1</u>	<u>1,095.5</u>	<u>1,219.0</u>
Administrative Ratio**	13	13	13	13	13	13	13	13	13
Administrative Positions	19.3	28.5	37.8	47.5	56.5	65.3	75.0	84.3	93.8
Initial Staffing Increment	50.0	30.0	20.0	—	—	—	—	—	—
TOTAL FTE Academic Positions	<u>320.8</u>	<u>429.0</u>	<u>549.2</u>	<u>664.5</u>	<u>790.6</u>	<u>914.6</u>	<u>1,050.1</u>	<u>1,179.8</u>	<u>1,312.8</u>
Non-Academic Ratio***	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
Non-Academic Positions	<u>84.6</u>	<u>124.7</u>	<u>165.4</u>	<u>207.7</u>	<u>247.1</u>	<u>285.8</u>	<u>328.2</u>	<u>368.7</u>	<u>410.3</u>
TOTAL Positions-Instruction & Research	<u>405.4</u>	<u>553.7</u>	<u>714.6</u>	<u>872.2</u>	<u>1,037.7</u>	<u>1,200.4</u>	<u>1,378.3</u>	<u>1,548.5</u>	<u>1,723.1</u>
Administrative Positions									
Adm-Prof/Clerical									
President's Office	2/5	2/5	2/5	2/5	3/6	3/6	3/6	5/8	5/8
University Relations & Development	2/2	2/4	3/6	3/8	3/8	3/10	4/10	4/12	4/13
Administrative Affairs	1/1	2/2	2/3	2/3	2/3	2/3	2/3	2/3	2/3
Business Functions (Includes Audit)	5/27	5/40	6/43	6/45	7/48	7/50	7/55	7/59	8/65
Registrar & Admissions	2/18	2/28	3/33	3/40	4/43	4/48	4/53	5/55	5/60
Student Affairs	3/12	4/14	5/16	6/18	7/20	8/22	9/24	10/26	11/29
Computer	5/13	5/20	5/25	5/30	6/33	6/40	6/42	7/43	7/44
Physical Planning	1/1	1/2	1/3	1/3	1/4	1/4	1/5	1/5	1/5
Planning & Analysis	1/1	1/2	1/3	1/3	1/4	1/4	1/5	1/5	1/5
TOTAL Administrative Positions	<u>22/80</u>	<u>24/117</u>	<u>28/137</u>	<u>29/155</u>	<u>34/169</u>	<u>35/187</u>	<u>37/203</u>	<u>42/216</u>	<u>44/232</u>

* One Professional Service Position for each "X" Teaching Positions

** One Administrative Position for each "X" Faculty Positions

*** One Non-Academic Position for each "X" Faculty Positions (excluding initial staffing increment)

SCHEDULE VI

Projected Staffing 1972-1980 (Continuation)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Library Positions (Adm/Clerical)	<u>12/46</u>	<u>15/48</u>	<u>20/50</u>	<u>25/52</u>	<u>30/54</u>	<u>33/56</u>	<u>35/58</u>	<u>38/60</u>	<u>40/62</u>
Physical Plant (Adm/Non-professional)	<u>5/105</u>	<u>7/124</u>	<u>9/162</u>	<u>10/201</u>	<u>12/231</u>	<u>12/279</u>	<u>12/320</u>	<u>13/358</u>	<u>15/395</u>
<hr/>									
Total Positions (Recap)									
Faculty	<u>320.8</u>	<u>429.0</u>	<u>549.2</u>	<u>664.5</u>	<u>790.6</u>	<u>914.6</u>	<u>1,050.1</u>	<u>1,179.8</u>	<u>1,312.8</u>
Professional Administrators	22.0	24.0	28.0	29.0	34.0	35.0	37.0	42.0	44.0
Professional Librarians	12.0	15.0	20.0	25.0	30.0	33.0	35.0	38.0	40.0
Physical Plant Administrators	5.0	7.0	9.0	10.0	12.0	12.0	12.0	13.0	15.0
Total Professional Staff	<u>39.0</u>	<u>46.0</u>	<u>57.0</u>	<u>64.0</u>	<u>76.0</u>	<u>80.0</u>	<u>84.0</u>	<u>93.0</u>	<u>99.0</u>
Non-Academic:									
Instruction & Research	84.6	124.7	165.4	207.7	247.1	285.8	328.2	368.7	410.3
Clerical-Administrative	80.0	117.0	137.0	155.0	169.0	187.0	203.0	216.0	232.0
Clerical-Library	46.0	48.0	50.0	52.0	54.0	56.0	58.0	60.0	62.0
Physical Plant—Non-professional	<u>105.0</u>	<u>124.0</u>	<u>162.0</u>	<u>201.0</u>	<u>231.0</u>	<u>279.0</u>	<u>320.0</u>	<u>358.0</u>	<u>395.0</u>
GRAND TOTAL POSITIONS	<u><u>675.4</u></u>	<u><u>888.7</u></u>	<u><u>1,120.6</u></u>	<u><u>1,344.2</u></u>	<u><u>1,567.7</u></u>	<u><u>1,802.4</u></u>	<u><u>2,043.3</u></u>	<u><u>2,275.5</u></u>	<u><u>2,511.1</u></u>

III Space Requirement

There has been, perhaps, more acceptance in the last ten years of the formula approach to university space projection than in any other area of resource planning. Many states have developed relationships between number of students, faculty, and programs to make long-range predictions of needed facilities. In 1967, The State University System of Florida, in conjunction with the State Budget Commission and various members of the Florida Legislature, developed a system-wide formula which prompted the Budget Commission to comment in its recommendations:

The Board of Regents has developed its Capital Outlay request for Buildings and Improvements in the University System this biennium in a totally different fashion and has presented that request in a totally different format. In response to suggestions from the Budget Commission and from legislative appropriation committee members that capital outlay planning and proposals be demonstrably related to the number of students to be served and other workload projections, the Board has developed an orderly conceptual structure for doing just that. The request for the 1967-69 biennium (with the exception of the portions for the Health Center and the Institute of Food and Agricultural Sciences) has been built using that structure, and this analysis attempts to present the method in its entirety. Although one can fault the estimates and the standards and the factors and the unit cost figures that 'fill in the blanks,' and the purpose is to focus attention on those figures, the Board staff is to be commended on the development of and this first use of the approach. It offers great potential for effectively analyzing and evaluating the reported needs of the University System, particularly in contrast to the project-by-project listings submitted in the past.

The procedure described above was the beginning of a formula approach to facility planning in The State University System of Florida, and this approach continues in use, although there is periodic revision of the formula elements. The policy for the determination of system-wide space requirements at the present time follows:

System-Wide Space Requirement Policy

There are certain types of space that are assigned on a scheduled basis. With these spaces, a station size, hours of use, and percent of stations occupied when room in use establishes the utilization standards recommended by the subcommittee.

<i>Space Description</i>	<i>Student Station Size (NASF)*</i>	<i>Periods of Use</i>	<i>Percent of Occupancy</i>
<i>Classrooms</i>	15	36	60%
<i>Teaching Labs</i>	57	24	80%
<i>Teaching Gyms</i>	100	10	100%

Using the above factors in combination with the enrollment projections and hours a week of use per FTE, the total need for each type of space is calculated. In the case of teaching gymnasium space, this is built by state funds to fill the needs for the undergraduate physical education requirements. The above formula would fund the construction of enough space to run the entire program

** NASF means Net Assignable Square Feet.*

indoors. Because of Florida's good weather, it is felt that much of the program should be conducted outdoors. Therefore, only 50% of the amount calculated by the above formula for teaching gyms is funded.

There are other types of space that are not used on a scheduled basis so the above approach cannot be used. In the following types of space, a station size and percent of using group seated at one time constitute the standard.

Space Description	Station Size (NASF)	Percent Seated At One Time
<i>Libraries</i>		
(a) Reading Rooms (undergraduate students)	25	15%
<i>(b) Carrels</i>		
(1) Beginning graduate, advanced science graduate, non-science faculty	20	25%
(2) Science faculty	20	5%
(3) Advanced non-science graduate	20	50%

There are other types of space where the standard consists of so many square feet per the relevant measure, students, faculty, or other group.

Space Description	NASF Allotment	Space For Each
Offices	145	FTE* position of staff or faculty requiring office
Auditoriums, museums, and theatres	3	FTE student
<i>Library</i>		
(a) Service area	145	FTE technical staff position
<i>(b) Stack Space</i>		
(1) 1-150,000 volumes	0.1	Volume
(2) 150,001-300,000	0.09	Volume
(3) 300,001-600,000	0.08	Volume
(4) 600,001-up	0.07	Volume
<i>Research Space</i>		
<i>(a) Beginning graduate, teaching faculty</i>		
(1) Life Sciences & Engineering (LS&E)	90	FTE student & faculty
(2) Physical & Behavioral Sciences (P&BS)	75	FTE student & faculty
(3) Social Science and other (SS)	3	FTE student & faculty

* FTE means Full-Time Equivalent and is prepared by adding all part-time schedules of students or faculty members.

<i>(b) Advanced graduate, graduate research for LS&E</i>	450	<i>FTE student & faculty</i>
<i>P&BS</i>	375	<i>FTE student & faculty</i>
<i>SS</i>	75	<i>FTE student & faculty</i>

The standards for five categories of space are funded by the state in terms of a percentage of other types of space.

Learning Resources Space 5% of NASF in general purpose classrooms and teaching labs.

Physical Plant Service Space 3.5% of NASF in all other academic space (i.e. of space discussed above)

Using the projection of student enrollment and faculty and staff growth for Florida International through 1980, the State Formula described above would produce the amounts of space by type and by year presented in Schedule VII.

Although the State Formula approach has gained wide acceptance as a means of projecting total system space demands, it must be emphasized that it does not develop space requirements tailored to the programs of a particular university. Each university is responsible for determining its own priorities and emphases, and must

develop its own building program based upon its own unique location and academic requirements. Differences between the State Formula projections and actual building requests must be explained, if they deviate greatly, but nothing in the State Formula approach should be considered as being a constraint to orderly institutional development.

To develop space requirements for Florida International University, the basic fundamentals of the State Formula have been adapted and adjusted, to the extent possible, for the University's programs. The following will detail how the State Formula has been adjusted to calculate the space needs of Florida International University as displayed on Schedule VIII:

- **General Purpose Classroom and Teaching Laboratories**

Florida International University seeks, as a goal, maximum use of general purpose classrooms. Three planning factors control the success of accomplishing this goal: (1) central control and assignment of instructional spaces for classes; (2) utilizing convertible partitioning systems and other special designs for varying the size of instructional spaces; and (3) scheduling of classes, to the extent possible, for a full 15-hour day.

The scheduling of classroom and laboratory space will rest with the Office of the Registrar who will work closely with the Offices of Planning and Analysis and Administrative Affairs. Each quarter classes will be scheduled after determining student preference and faculty availability, and classes will be assigned to the particular

SCHEDULE VII

Square Foot Space Requirements—State Formula

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
General Purpose Classroom	35,510	52,013	68,756	86,227	102,105	117,685	134,790	150,934	167,531
Teaching Laboratories	<u>31,862</u>	<u>46,883</u>	<u>62,146</u>	<u>78,034</u>	<u>92,522</u>	<u>104,692</u>	<u>120,312</u>	<u>134,986</u>	<u>150,053</u>
Total Classroom and Laboratories	67,372	98,896	130,902	164,261	194,627	222,377	255,102	285,920	317,584
Learning Resources	3,368	4,944	6,545	8,213	9,731	11,119	12,755	14,296	15,879
Library & Study Facilities	36,375	48,422	60,851	73,582	85,778	97,573	109,835	121,921	134,018
Research Laboratories	46,200	68,025	100,000	113,175	135,975	157,950	182,550	205,950	230,550
Office Space	67,135	97,440	125,860	154,280	181,685	209,525	236,785	263,610	292,030
Auditorium & Theatre	10,728	15,786	20,925	26,274	31,152	35,943	41,193	46,152	51,255
Teaching Gymnasium	<u>26,000*</u>	<u>26,000*</u>	<u>26,000*</u>	<u>26,000*</u>	<u>26,000*</u>	<u>26,000*</u>	<u>26,000*</u>	<u>26,000*</u>	<u>26,000*</u>
Subtotal	257,178	359,513	471,083	565,785	664,948	760,487	864,220	963,849	1,067,316
Physical Plant	<u>9,001</u>	<u>12,583</u>	<u>16,488</u>	<u>19,802</u>	<u>23,273</u>	<u>26,617</u>	<u>30,248</u>	<u>33,735</u>	<u>37,356</u>
TOTAL—NET ASSIGNABLE SQUARE FEET	266,179	372,096	487,571	585,587	688,221	787,104	894,468	997,584	1,104,672
X 1.67 for Gross Square Feet	<u><u>444,518</u></u>	<u><u>621,400</u></u>	<u><u>814,244</u></u>	<u><u>977,930</u></u>	<u><u>1,149,329</u></u>	<u><u>1,314,463</u></u>	<u><u>1,493,762</u></u>	<u><u>1,665,965</u></u>	<u><u>1,844,802</u></u>

*Minimum size for teaching gymnasium.

SCHEDULE VIII

Space Requirements—Florida International University

(In Square Feet)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
General Purpose Classroom	29,696	43,653	57,864	69,451	82,335	92,086	100,511	108,857	116,724
Teaching Laboratories	<u>37,762</u>	<u>55,567</u>	<u>73,656</u>	<u>92,484</u>	<u>109,655</u>	<u>124,123</u>	<u>142,253</u>	<u>159,378</u>	<u>170,850</u>
Total Classroom and Laboratories	67,458	99,220	131,520	161,935	191,990	216,209	242,764	268,235	287,574
Learning Resources	3,372	4,961	6,576	8,097	9,600	10,810	12,138	13,412	14,378
Library & Study Facilities	36,375	48,422	60,851	73,582	85,778	97,573	109,835	121,921	134,018
Research Laboratories	34,650	51,019	75,000	84,881	101,981	118,463	136,913	154,463	172,912
Office Space	67,135	97,440	125,860	154,280	181,685	209,525	236,785	263,610	292,030
Auditorium & Theatre	10,728	15,786	20,925	26,274	31,152	35,943	41,193	46,152	51,225
Teaching Gymnasium	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000
Student Services	<u>28,608</u>	<u>42,096</u>	<u>55,800</u>	<u>70,064</u>	<u>83,072</u>	<u>95,848</u>	<u>109,848</u>	<u>123,072</u>	<u>136,680</u>
Subtotal	274,326	384,944	502,532	605,113	711,258	810,371	915,476	1,016,865	1,114,817
Physical Plant	<u>9,601</u>	<u>13,473</u>	<u>17,588</u>	<u>21,179</u>	<u>24,894</u>	<u>28,363</u>	<u>32,042</u>	<u>35,590</u>	<u>39,018</u>
TOTAL NET ASSIGNABLE SQUARE FEET	<u>283,927</u>	<u>398,417</u>	<u>520,120</u>	<u>626,292</u>	<u>736,152</u>	<u>838,734</u>	<u>947,518</u>	<u>1,052,455</u>	<u>1,153,835</u>
Gross Square Feet*	<u>474,158</u>	<u>665,356</u>	<u>868,600</u>	<u>1,045,908</u>	<u>1,229,374</u>	<u>1,400,686</u>	<u>1,582,355</u>	<u>1,757,600</u>	<u>1,926,904</u>

*Net Assignable X 1.67

area most nearly fitting its size and program. Unused classrooms, at various periods, will be publicized and made available for particular scheduled or unscheduled groups or individual study sessions.

To the extent possible buildings will be constructed to provide maximum flexibility, within economic restraints, to allow conversion from small to large areas with a minimum of inconvenience. The flexibility should also allow conversion of functions from classroom to office or from office to classroom, or the alteration of the size of the rooms.

Laboratory experiments will be conducted wherever possible in multi-function laboratory spaces. Programs with similar laboratory requirements, regardless of their

origin, will be scheduled in the same laboratories with adequate time for setup allowed. The success of this effort for flexibility will, to a large extent, rest on the ability to schedule laboratory classes to best utilize the facilities of the University.

The space necessary to meet the classroom-laboratory needs of Florida International University was calculated in the following manner:

1. The mix of student majors by college and school developed in Schedules IV and V were used to develop an "average" student in terms of his classroom and laboratory needs. This was accomplished by reviewing the experience of other upper-level institutions and calculating the number of hours a student in each academic area

SCHEDULE IX

Distribution of Student Class Hours by College or Schools

College or School	Total Hours	Class-room	Laboratory	Intern	Index
A & S: Humanities	16	14.3	1.6	0.1	.23
Sciences	20	9.9	10.0	0.1	.07
Education	16	12.8	1.6	1.6	.28
Business & Organizational Sciences	17	12.8	2.5	1.7	.21
Technology	21	7.4	11.5	2.1	.11
Hotel, Food, & Travel Services	18	12.6	3.6	1.8	.03
Health & Social Sciences	19	9.5	7.6	1.9	.07
"Average" Student	17.4	12.2	4.0	1.2	

SCHEDULE X

Classroom Scheduling Goals

Year	Periods of Use	Percent of Occupancy	Student Station Size (NASA)
1972-73	40	55	15
1973-74	40	55	15
1974-75	40	55	15
1975-76	41	56	15
1976-77	41	56	15
1977-78	42	57	15
1978-79	43	58	15
1979-80	44	59	15
1980-81	45	60	15

might spend, on the average, in the classroom, laboratory, or in some internship experience as well as the total number of contact hours for each. The demands of the College and each School were then weighted by the percentage of students in each and a calculation exhibited in Schedule IX was developed to determine the "average student."

2. Calculation of the net assignable square feet per student station hour for general classrooms in the State Formula recognizes the need for 15 square feet per station, and that each station will be in use 60 percent of the time when scheduled for a 36-hour week. The nature of the program at Florida International will permit the University to exceed the number of hours that rooms are scheduled; but when considering the need to

schedule rooms for individual study and small informal group discussions, it is not anticipated that the average utilization for formal classroom needs could exceed 40 hours during the first few years, although reaching a goal of 45 hours by 1980 has been established. The percent of student occupancy will initially be slightly lower than the "State Norm" (or 55 percent) due to the diversity of offerings for the number of students enrolled. This percentage will be increased to 60 percent by 1980. Using these variables, the classroom scheduling goals (comparable to those on page 73) are presented in Schedule X.

3. Calculation of the net assignable square feet for laboratories in the State Formula recognizes a station size of 57 square feet used 24 hours per week with an occupancy of 80 percent. Initially, the additional hours of scheduling should allow the University to increase the hours used per week to 27 and after 1976-77, when special purpose laboratories might be available, this utilization should rise slightly due to greater experience in the scheduling of the multi-purpose laboratory concept. By 1980 laboratories should be scheduled for 30 hours per week and an occupancy of 80 percent is held constant. Schedule XI has been developed by using this concept.

The increase in station size reflects the movement toward special use facilities and moves toward the station size needed for technology and para-medical programs.

Learning Resources

Space for audio-visual equipment, equipment repair, and other learning resources, must be provided at the University. Without a detailed understanding at this time

SCHEDULE XI

Laboratory Scheduling Goals

Year	Periods of Use	Percent of Occupancy	Student Station Size (NASA)
1972-73	27	80	57
1973-74	27	80	57
1974-75	27	80	57
1975-76	27	80	57
1976-77	27	80	57
1977-78	28	80	58
1978-79	28	80	58
1979-80	29	80	60
1980-81	30	80	60

of the teaching methodology that will develop, a long-range projection of learning resource space needs is extremely difficult. Therefore, the State Formula element of five (5) percent of general classroom and laboratory space is used.

Library and Study Facilities

The non-residential nature of Florida International will require adequate study space for students not in class. This requirement has been partially met by providing vacant classrooms and other areas for study and will further be provided through the anticipated distribution of students on campus at any given time. Studies of other non-residential institutions indicate that the University should be in a position to accommodate a minimum of twenty (20) percent of the undergraduate student population at any given time. By accommodating five (5) percent in vacant classrooms and student service locations, the State Formula for library study space might be adequate for Florida International. Further study will be made and adjustments requested if it is found that a larger percentage must be accommodated. Other standards in the State Formula for library facilities appear adequate for book stacks, faculty, and graduate student study and are used in the University's projection.

Research Laboratories

Throughout this document, Florida International University's emphasis on instruction, public service, and action-oriented research is repeated. Consequently, areas must be provided for faculty and student research throughout the University and especially in the Center for Environmental

and Urban Affairs and in the Center for International Affairs. In addition to areas assigned for research, however, it should be noted that much of the research program at the University will be conducted in the community. An analysis of the various elements of the State Formula and a comparison to the programs of Florida International would indicate that seventy-five (75) percent of the space provided under the State Formula should provide adequate space for the research program as it is currently foreseen.

Office Space

Included in this category is space for faculty members to prepare materials, counsel students and advise them about courses, programs and careers; space for administrative staff to carry out their role in the coordination and management of the University, and space for clerical staff to assist students, faculty and administrative staff. The State Formula for this category is considered minimal and is used for Florida International's projections even though experience might prove that faculty office space is not sufficient due to the heavy use of adjunct and visiting faculty.

Auditorium and Theatre

Students and faculty need adequate space for performing arts, musical programs, important speeches, panels, assemblies of large audiences, and other similar events. The auditorium and theatre provide unique opportunities to correlate the performing arts with history, crafts, technology, sociological development and other academic programs of the University. Opportunities for bringing to

life the creative expressions of the past and developing modern drama and music are essential to the University and the community. In keeping with its goal of service to the community, Florida International will encourage and permit various citizen groups to use the auditorium when it is not required for the educational purposes of the University. The community will also be encouraged to attend University programs held in the theatre.

In the absence of more definitive data the State Formula is used while considering the non-residential nature of the student body which should result in an even distribution of students on campus at any given time.

Teaching Gymnasium

To provide instructional space for the Health, Physical Education, and Recreation Program, and to insure adequate indoor facilities for the projected intramural and inter-collegiate athletic activities, a teaching gymnasium is planned. For the purposes of this section of the document, the standard 26,000 square-foot gymnasium authorized for upper-level universities is included. The space generated for a Teaching Gymnasium will be included in a community-oriented facility of significant size, but the funding above the level indicated here will be from other than University sources.

Student Services

Although the State Formula does not provide for student service space, it would be unrealistic to ignore this critical area in the development of space requirements. Student service space is not included in the State Formula

because this type of space is not traditionally funded from state revenue. The nature of the students and the programs at Florida International, however, will dictate the provision of adequate space for students, faculty, and staff to interact. This space for interaction will serve to offset the lack of the residential facilities for students and corresponding facilities for faculty members. A minimum of 8 square feet per FTE student is needed for this activity, and is included in the total space requirements.

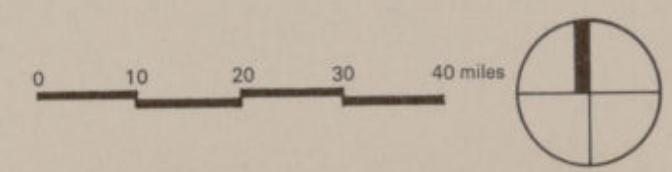
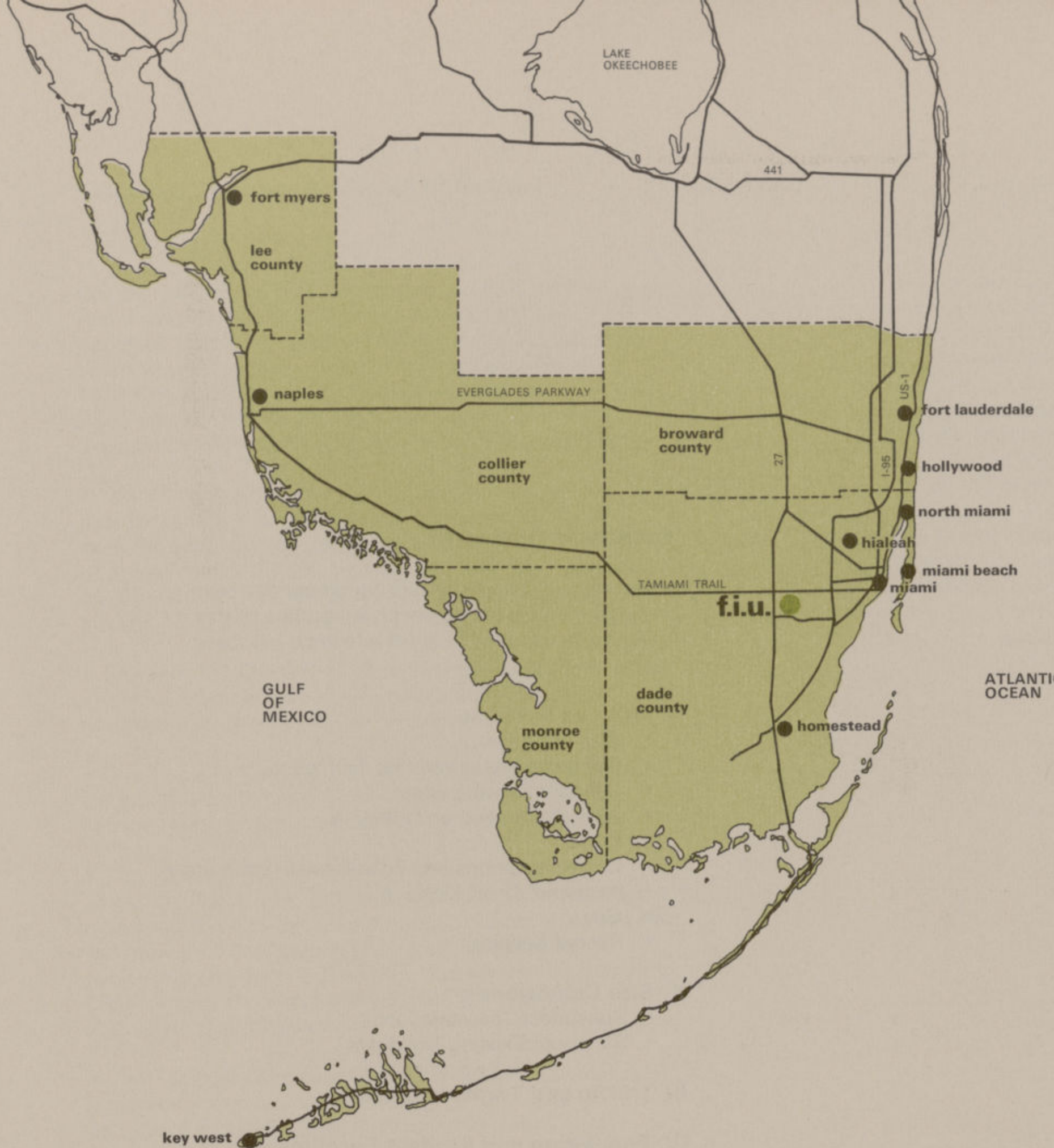
The quantification of resources for a major university is always difficult, but when the task is the development, planning, and opening of a new institution which will be among the fastest growing in the nation, the problems multiply geometrically. This section of *The Birth of a University . . . And Plans for Its Development*, through a close review of the projected academic programs and the demands which will be placed upon Florida International, has attempted to make rational estimates of the requirements and to make the process of determining these resources requirements visible. The actual figures developed in this section of the document will be used in Part Three to project the physical plan. It is important, however, to remember that constant updating of these estimates will be an integral part of the University's planning process, and adjustments will be made in emphasis and quantities as the academic program of Florida International develops.

PART THREE
the campus plan

Introduction

The Academic Plan and the Resource Requirements Plan preceding this section of *The Birth of a University . . . And Plans for Its Development* have presented the goals and objectives of Florida International University and have quantified the resources necessary to achieve these goals and objectives. The dynamic nature of the academic program, the rapid rate of growth projected, and the realization that funds will be limited, make the transformation of students, faculty, staff, and facilities into a vital institution of higher education a living exercise in the planning process. An integral part of this process is the development of a physical plan which defines the land use patterns, building locations, utility systems, pedestrian and vehicle networks, and other facilities for the University's first campus.

The purpose of this section is to establish the physical concepts for the development of the Tamiami Campus and to describe in general terms an orderly plan for physical growth. Just as certain decisions concerning the academic program must be deferred until programs are more completely defined, so must many of the facility and land use decisions await constraints yet to be developed by the academic program. The Campus Plan is not a rigid blueprint, but is a distillation of known opportunities and constraints into a physical form which is capable of adjusting to changing demands as new parameters are defined. While Florida International will ultimately develop as a multi-campus University, the Campus Plan described in the following pages deals only with the Tamiami Campus.



the south florida region

Part Three — The Campus Plan

I Campus Planning Goals and Objectives

II The Tamiami Campus Site

The Environment
The Site

III The Tamiami Campus Plan

General Description

The Buildings

- Multi-Functional Instructional Buildings
- The Special-Purpose Buildings

The Courts

Vehicular Circulation

Pedestrian Circulation

The Buffer Zone

Landscaping

The Campus Image

Utilities

- Site Drainage
- Water and Fire Protection
- Sanitary Sewer
- Air Conditioning
- Heating
- Electric Power
- Communications
- Educational Technology
- Area and Street Lighting
- Gas

IV Growth of the Tamiami Campus

Technical Appendix

A Technical Appendix to this document has been prepared under separate cover. An outline of this Appendix is included here for reference purposes.

Utilities Systems

- Site Drainage
- Domestic Water and Fire Protection
- Sanitary Sewer System
- Air Conditioning and Heating
- Power
- Communications and Educational Technology
- Area and Street Lighting
- Gas
- Record Keeping

II Site Conditions

- Subsurface Investigations
- Survey of Existing Buildings

III Traffic and Transportation

IV Population and Student Enrollments

I Campus Planning Goals and Objectives

Certain specific goals and objectives must be detailed prior to the description of the Tamiami Campus and the proposed plan for its physical development. The planning objectives stated here were derived from analysis of Parts One and Two of *The Birth of a University . . . And Plans for Its Development* and constitute the basis for the development of the Tamiami Campus Plan.

- The Tamiami Campus must be planned to begin operations in the fall of 1972 for approximately 4,250 students and expand incrementally to a student population of approximately 20,000 by the year 1980. The Campus Plan must also be capable of accommodating expansion beyond 1980 projected needs.
- The Tamiami Campus must be planned to accommodate an urban-oriented, non-residential, upper-level, and graduate institution of higher education.
- The Tamiami Campus must be developed to fully utilize the South Florida subtropical climate and to provide outdoor areas which complement the indoor activities.
- The Tamiami Campus must be planned to relate physically and functionally with the community in which it is located through the development of community-oriented facilities, the encouragement of private enterprise to provide certain auxiliary facilities, and the planning of joint projects with the Tamiami Regional Park located immediately to the south.
- The Tamiami Campus must be planned to accommodate a high degree of unforeseen change in the academic and space programs without severe economic or aesthetic penalty.
- The Tamiami Campus must be planned to accommodate rational growth and expansion of all campus facilities without significant disruption to ongoing University operations.
- The Tamiami Campus must be developed so that various University functions and disciplines can be located to encourage student, faculty, and staff interaction through common utilization of facilities.
- The Tamiami Campus must be developed to combine aesthetics with economy in both construction and operations.

II The Tamiami Campus Site

The Environment

The Tamiami Campus is located ten miles west of downtown Miami on the historical Tamiami Trail. The present and proposed transportation system for the South Florida region offers the Tamiami Campus excellent accessibility to all sections of the major urban area, the region's educational institutions, the Miami International Airport, the international seaports of Dodge Island (Miami) and Port Everglades (Fort Lauderdale), and to other vital locations in Greater Miami and South Florida.

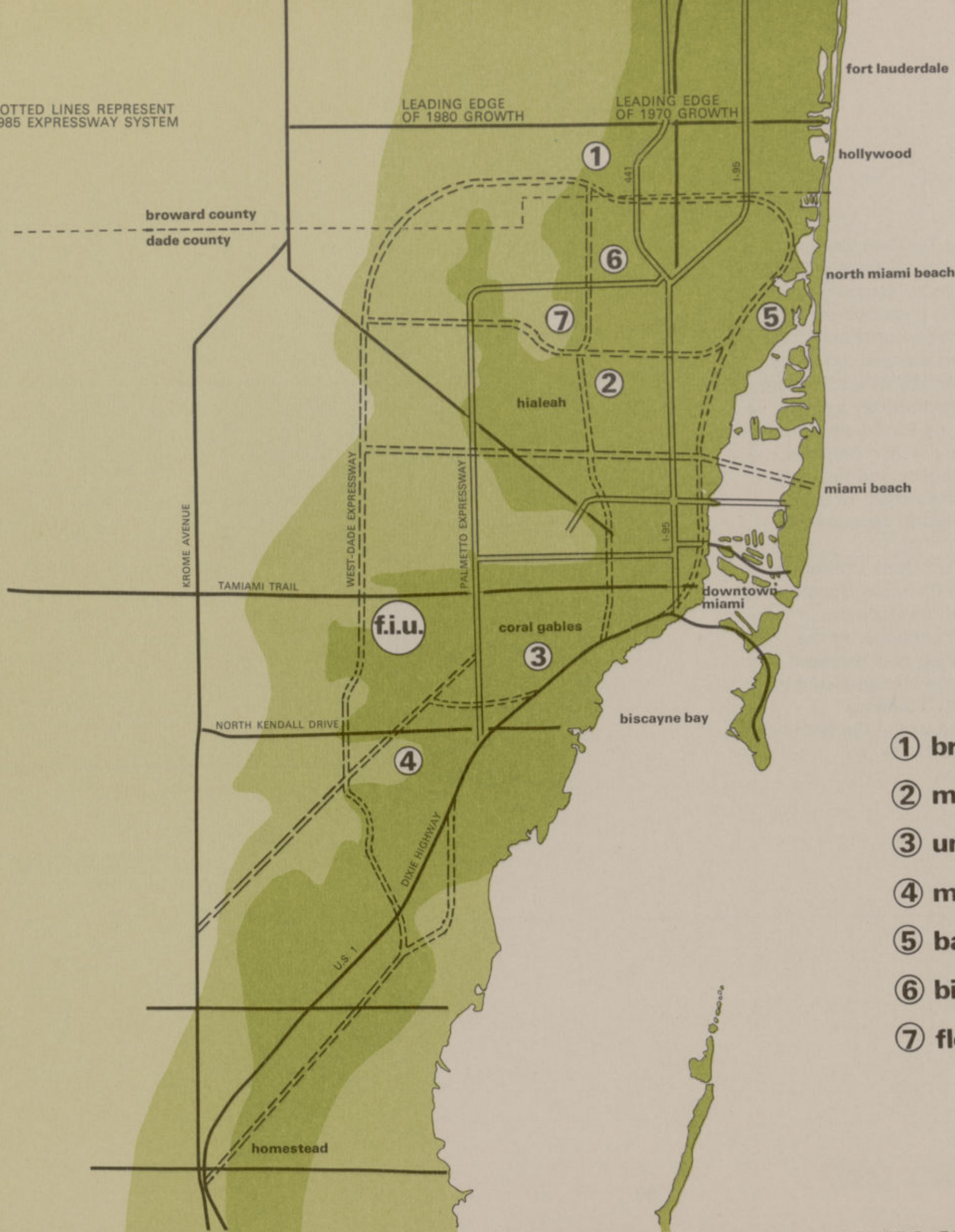
The region to be served by Florida International University is comprised of the population concentrations of Dade and South Broward Counties (Miami-Fort Lauderdale area) to the east and north; in the west by Collier and Lee Counties (Naples-Fort Meyers area); and to the south Monroe County which includes the Florida Keys. For the past two decades, South Florida has experienced a rapid and steady increase of population and economic activity. The population of Dade and Broward Counties has tripled from 589,500 in 1950 to an estimated 1,720,700 in 1970. It is anticipated that this regional population will grow another twenty-five (25) per cent by 1980 to 2,191,300.

The region's higher educational facilities are predominantly located in the Miami-Fort Lauderdale metropolitan area. The two-year public community colleges, which will generate a majority of the potential students for Florida International, are Miami-Dade and Broward, whose combined enrollment exceeds 35,000 students. There are no private two-year accredited community colleges in the area. The nearest state university is Florida Atlantic University, located approximately sixty miles north of Miami in Boca Raton. The major private four-year

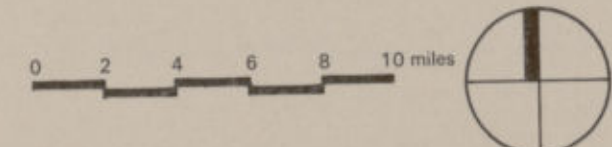
institutions of higher education in the region include the University of Miami, Florida Memorial College, Biscayne College, and Barry College.

The transportation system which interconnects the region is shown on the regional map. The Tamiami Trail (Route 41), on which the Tamiami Campus is located, and Alligator Alley, serve the major east-west access within the region. The Florida Turnpike, which is proposed by 1975 to extend to Homestead, Interstate 95, and the Dixie Highway (Route 1), provide major north-south access in the more populated eastern portion of the region. The site is bordered on the north by the Tamiami Trail, which is proposed as a future six-lane thoroughfare to downtown Miami. The Homestead extension of the West Dade Turnpike planned for construction in 1973 on the western boundary of the site along 117th Avenue, will provide direct north and south access to the entire region. The south border of the site is contiguous with the Tamiami Regional Park on Coral Way, a route which is proposed to be ultimately a six-lane, east-west thoroughfare.

DOTTED LINES REPRESENT
1985 EXPRESSWAY SYSTEM



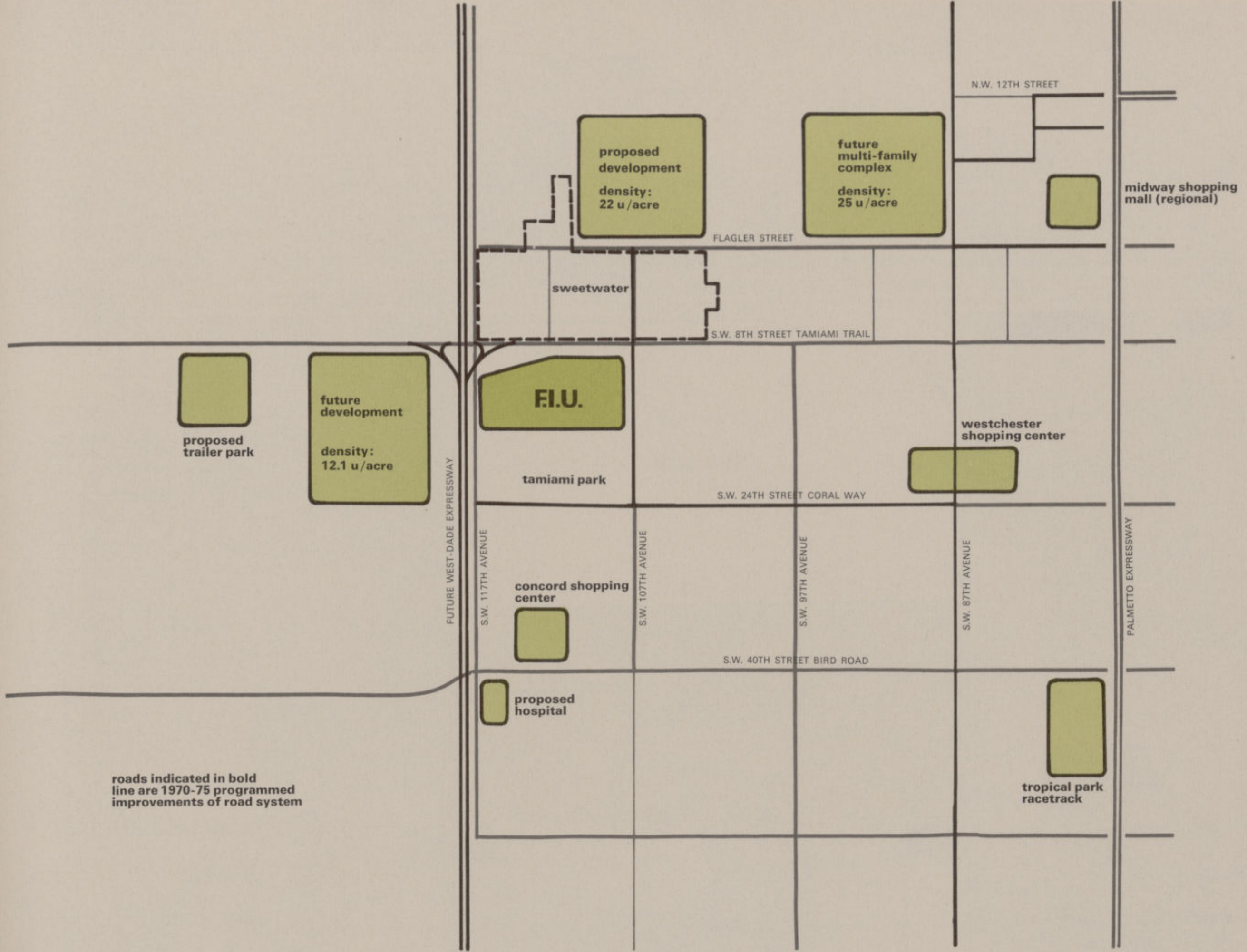
- ① broward jr. college
- ② miami dade jr. college north
- ③ university of miami
- ④ miami dade jr. college south
- ⑤ barry college
- ⑥ biscayne college
- ⑦ florida memorial college



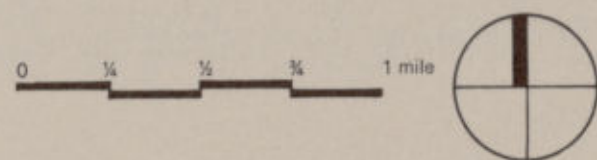
the region

At present, the land surrounding the Tamiami Campus is either vacant or devoted to low density usage, affording an unusual opportunity for the University to cooperate with the community in planning jointly the development of the land surrounding the campus. Development should include housing areas, commercial areas, service-oriented areas, and other support facilities. The proximity of the Tamiami Regional Park affords an excellent opportunity to plan jointly with Metropolitan Dade County for the development and sharing of indoor and outdoor recreation facilities. The combined resources of the University and the Regional Park can accomplish, for the benefit of both, what neither might be able to accomplish separately.

The General Land Use Master Plan for Dade County for 1985, prepared by the Dade County Planning Department, indicates that low density residential development in the vicinity of the Tamiami Campus will continue. At the time the General Land Use Master Plan was prepared, however, Florida International was not contemplated in its present location. The Dade County Planning Department is currently studying land use in the vicinity of the University and is preparing a plan for the development of this part of the region.



roads indicated in bold line are 1970-75 programmed improvements of road system








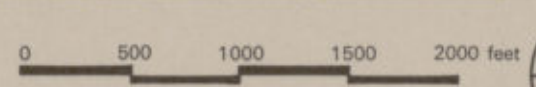
the campus environs



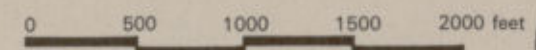
f.i.u. site

park site

-  residential
-  agricultural
-  interim
-  business
-  industrial



existing zoning



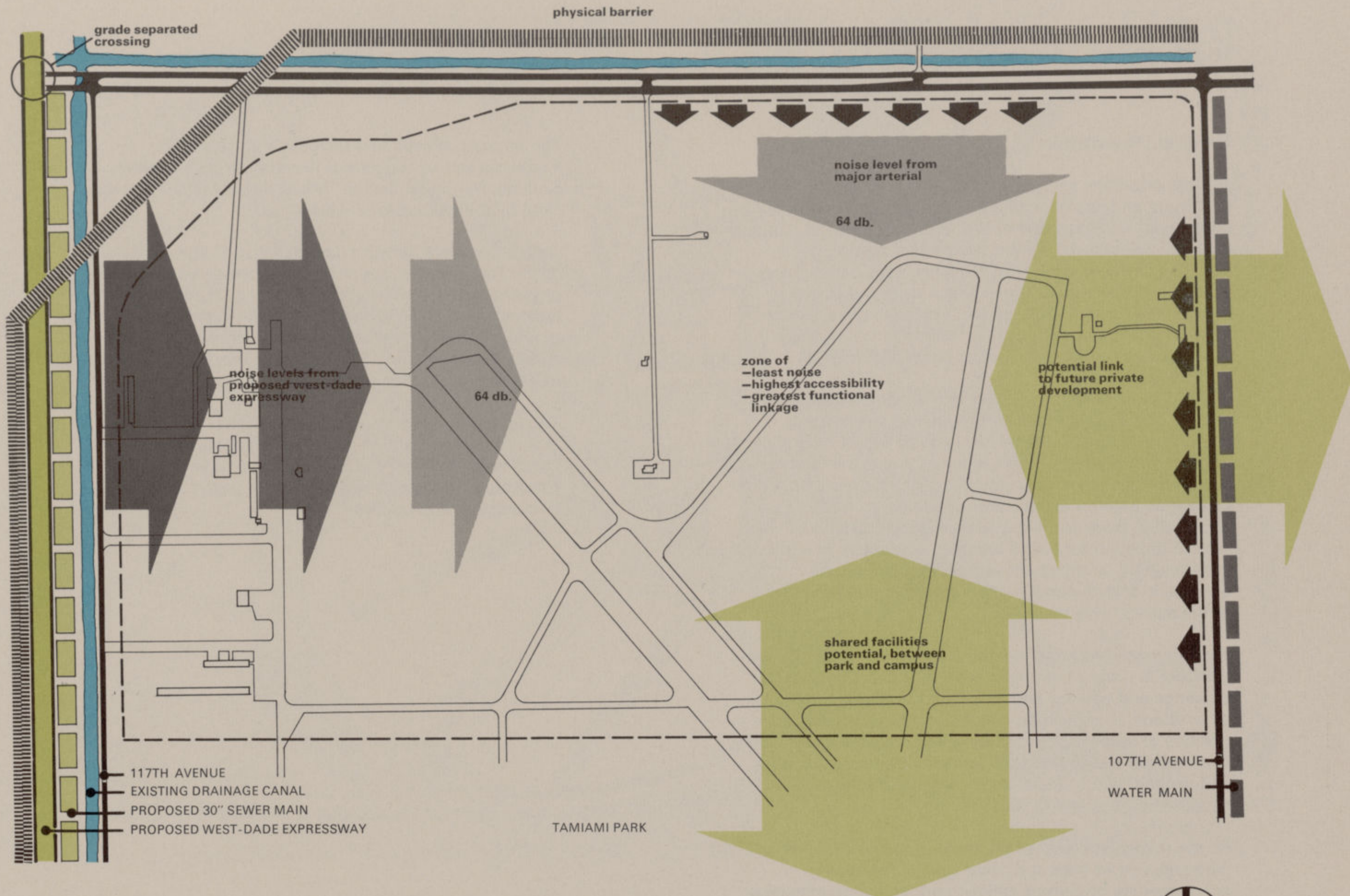
land development status

The Site

The Tamiami Campus site is a 344-acre level plain characteristic of the South Florida region with typical tropical shrub and tree growth. Under normal weather conditions the site is well drained, but the elevation of the site is slightly below flood criteria and will require an average of one to two feet of earth fill to meet local flood criteria. Subsurface investigations reveal a medium sand and lime-rock material to a depth of twelve feet with a bed of hard limerock below this strata. A pocket of soft material is located on the east boundary of the site, but its size and location will not cause a problem to campus development. Although each facility planning cycle will include an investigation of subsurface conditions, it would appear that short, medium capacity piles would provide support for the average four- to five-story building.

Utility service to the Tamiami Campus site includes an existing 12-inch water main along the eastern boundary and a proposed sanitary sewer to be completed by 1972, along the western boundary. Electrical and telephone services are readily available, and a natural gas line extends along the north border of the site. Drainage canals to the west and north of the site provide storm water run-off for the area.

Anticipated traffic noise levels generated from the proposed West Dade Turnpike and the Tamiami Trail will render the west and extreme north portions of the site undesirable for facilities requiring low noise levels, such as instructional and meeting areas. Major opportunities for the development of functional ties between the University and surrounding areas are to the east for future private commercial and residential development and to the south for cooperative programs with the Regional Park. The site is accessible by automobile from the east along 107th Avenue, from the west via 117th Avenue, and to a limited degree from the north along the Tamiami Trail.



grade separated crossing

physical barrier

noise level from major arterial

64 db.

noise levels from proposed west-dade expressway

64 db.

zone of
-least noise
-highest accessibility
-greatest functional linkage

potential link to future private development

shared facilities potential, between park and campus

- 117TH AVENUE
- EXISTING DRAINAGE CANAL
- PROPOSED 30" SEWER MAIN
- PROPOSED WEST-DADE EXPRESSWAY

TAMIAMI PARK

- 107TH AVENUE
- WATER MAIN

0 200 400 600 800 1000 feet



the site

III The Tamiami Campus Plan

General Description

The opportunities and constraints presented by the analysis of the site and its immediate district, indicate that the complex of buildings and courts, referred to as the building core area, be located toward the eastern portion of the site. The building core area, together with parking and landscaped open space areas which surround it, will occupy the easterly 70% of the site leaving the noisier western area for athletic and recreation areas, nursery, physical plant areas, and special project facilities.

The building core is developed as a linear checkerboard pattern of buildings and courts to permit the phasing and construction of independent courts without significant interference to parts of the Tamiami Campus already in operation. The linear development of the building core also permits an exterior exposure of buildings to roads and parking areas for direct service access, and to the land reserve provided for future building expansion. In addition, the staggered arrangement of buildings promises a dramatic architectural image from all vantage points of the surrounding area.

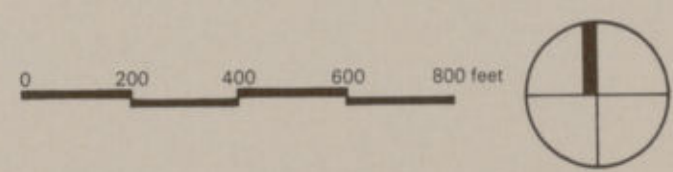
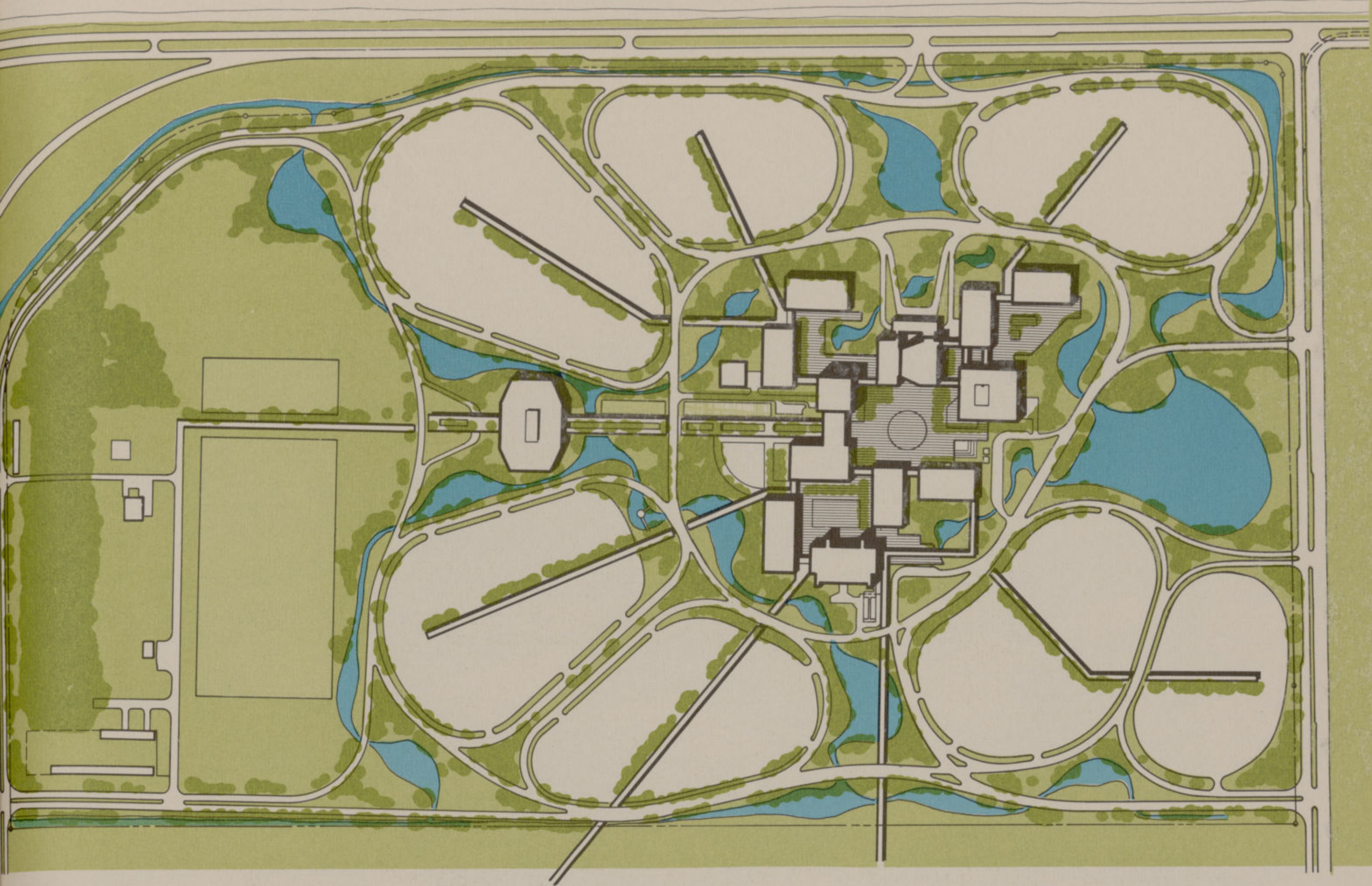
Parking areas are arranged to surround the building core complex in order to minimize walking distances between buildings and parking and to isolate the building complex as an island of pedestrian circulation. Parking areas are planned in sections, divided by green areas to screen and interrupt the visual effect of the vast area of automobiles and asphalt, and to facilitate an orderly phased construction of parking facilities.

To the immediate west of the parking areas, 22 acres will be developed as field and other special facilities to accommodate organized athletic and recreation activities.

The outdoor athletic and recreation areas will be supplemented by the indoor facilities of the University-Community Center and are linked directly to the Campus Core by a major covered walkway.

Certain buildings which currently exist on the west border of the Tamiami Campus site will be preserved to serve as physical plant, storage, and special project facilities. These buildings will be screened from 117th Avenue by a nursery of approximately 20 acres which will provide a reserve and development area for plant materials to be transplanted to developing portions of the Campus.

The following sections describe the Tamiami Campus Plan in terms of the major elements which comprise it. These elements include buildings, courts, vehicular circulation, pedestrian circulation, the buffer zone, landscaping, and utilities.



the tamiami campus plan - 1980

FLORIDA INTERNATIONAL UNIVERSITY / GREENLEAF • TELESKA PLANNERS ENGINEERS AND ARCHITECTS



The Buildings

The buildings on the Tamiami Campus were conceived as discrete implementation units by which to accommodate the expansion of Florida International University to 1980. The number, size, and massing of buildings on the Tamiami Campus is a response to projected space requirements set forth in Part Two of *The Birth of a University . . . And Plans for Its Development* which defines the amounts of space for each category that will be needed between 1972 and 1980. The Tamiami Campus Plan translates these space requirements into a program for growth which recognizes construction economics, vertical circulation limitations and the environmental goals established for the Tamiami Campus.

The buildings are grouped to create spatially contained court areas and to facilitate efficient pedestrian movement between all parts of the campus. Buildings on the Tamiami Campus are interconnected with covered walkways at the ground level, and are located so that bridges or overhead walkways can be constructed to link adjacent buildings at upper levels. The first floors of the buildings are generally reserved for large-group activities, or activities requiring heavy service and accessibility. The ground floors of buildings are recessed along their court façades to create pedestrian arcades and will employ large areas of glass to effect a spatial and visual link between building interior and the court areas. Building entrances will be designed to relate to an intermediate court level of pedestrian circulation to facilitate movement to both first and second floors.

The architecture of the Tamiami Campus will be the result of the functional influences and symbolic importance which shape each particular building. Coherence and unity



pedestrian circulation levels

will be achieved by subordinating architectural expressionism to the desired spatial character of the courts, and through the use of compatible colors, textures, and materials throughout the Tamiami Campus.

Two basic classifications of buildings are identified to best serve the academic and space programs of the University—*multi-functional instructional* and *specialized* buildings.

- **Multi-Functional Instructional Buildings**

The multi-functional instructional buildings will house classrooms, laboratories, and academic and staff offices. Since the annually expanding enrollments of Florida International will require varying amounts of these kinds of space, the multi-functional building provides a viable means of approximating actual needs without arbitrary classification. These multi-functional buildings will initially serve all the academic programs of the University without any exclusive assignment to disciplines or programs. This concept will promote interdisciplinary contact and high usage of facilities. Instructional buildings are shown as being somewhat uniform in dimension, but will vary in height from three to five floors. The exact size of each instructional building will be determined prior to its design when accurate program data is available.

The first multi-function building will be planned to house all University functions until the fall of 1972, when classes begin. At that time (if funds are made available) this facility will be supplemented by other multi-functional instructional buildings to carry on the instructional activities and programs of Florida International. Because the initial role of this first building demands a high degree of flexibility, it is conceived as permanently serving the changing needs of the University during the continuing construction stages of the Tamiami Campus. In this sense,

this first building is designed to “breathe”; that is, it can easily adapt to the transitory space needs of the operation of Florida International University.

- **The Special-Purpose Buildings**

The special-purpose buildings, unlike the multi-functional instructional buildings, are inherently specialized facilities and are located to serve the entire University. These specialized facilities include the library, student union, the performing arts building, and the university-community center.

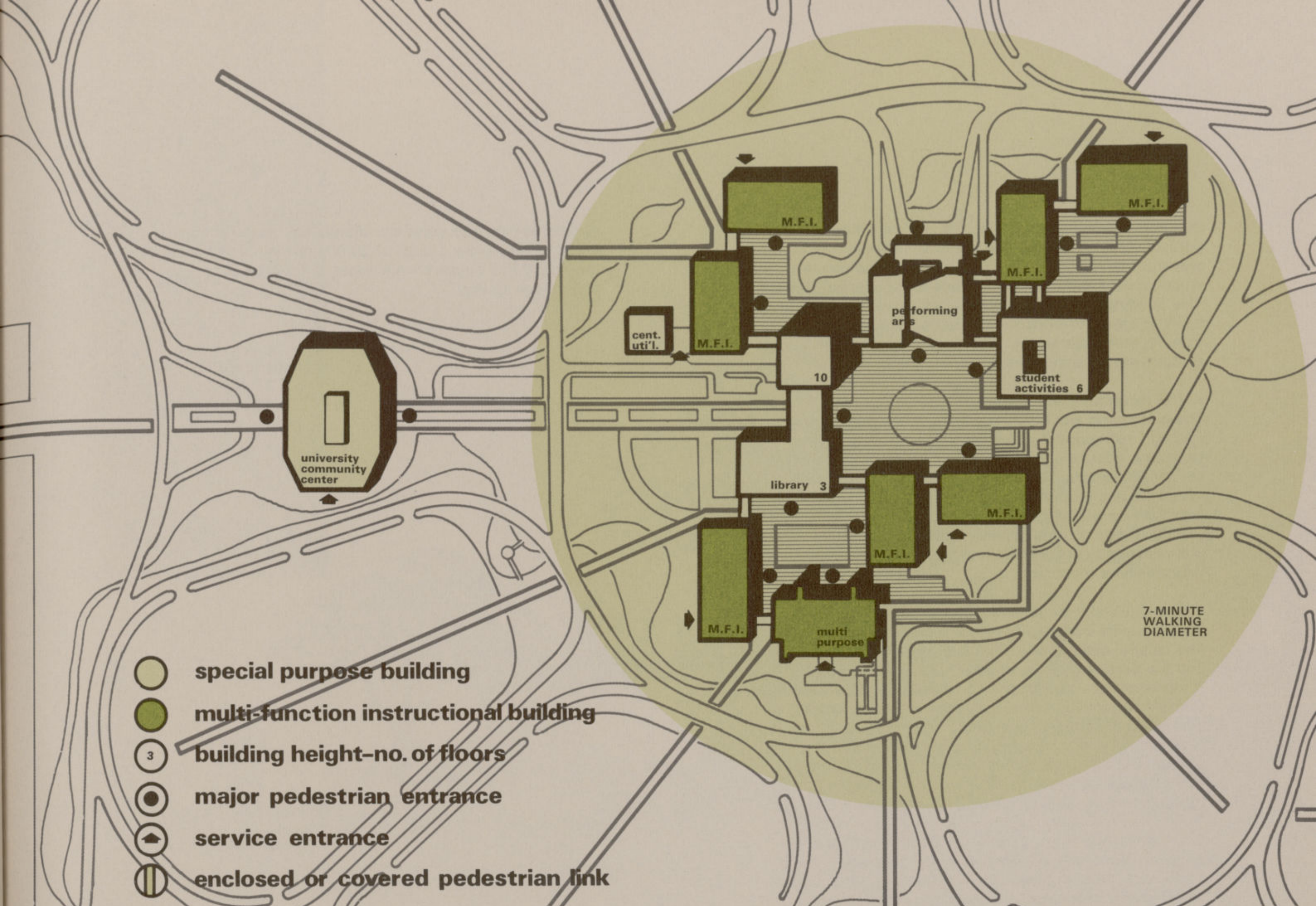
The nature and importance of these buildings warrant special attention to their location and character, since they will represent the focal points of the program activities of Florida International. Visually, these buildings will convey their importance because of their pronounced size and treatment in comparison with the less imposing multi-functional instructional buildings.







- **The Library**

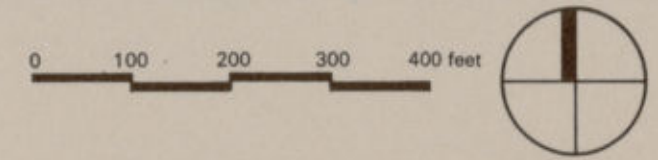
The first phase of the library is projected to be completed by the fall of 1975. The library is located on the central court and is planned as a combination three-story base element and tower. The lower levels will be strongly related to the court areas for study and check-out activities and the upper levels for study and research activities which require more isolation and privacy.

- **The Student Union**

The student union, projected for completion by the fall of 1977, will play a key role in student services. It is located on the central court in association with the library, thereby underlining the strong relationship between the academic programs and student services defined in the basic philosophy of the University.



-  special purpose building
-  multi-function instructional building
-  building height-no. of floors
-  major pedestrian entrance
-  service entrance
-  enclosed or covered pedestrian link



the buildings

In a non-residential university, the student union is a particularly important facility because it should constructively accommodate the unscheduled time for students who will not have on-campus residential facilities. This building will include study areas, work-conference facilities areas for student organizations, lounge areas, meeting areas, recreation, food service, and other student-related space needs.

- The Performing Arts Building

The performing arts building will be developed to provide for large instructional purposes, group lectures, theater programs, cultural arts programs, and various university-community events. The auditorium in the building will accommodate groups up to 4,500 persons. The performing arts building will be developed in coordination with the student union as a common area for various University and community activities that can best be served with this type of facility.

- The University-Community Center

The university-community center is a large-group athletic and cultural arts center for the joint use of the University and the Greater Miami and South Florida community. It represents the University's commitment on the Tamiami Campus to provide a common regional facility which the area presently lacks and urgently needs for major athletic and cultural events. The facility is located toward the western portion of the site in order to manage the large groups it will generate, but it is strongly tied to the campus core complex by a sheltered walkway.

This facility will be used for instructional health and physical education programs, intercollegiate and intramural indoor sports, student recreation and physical improvement programs, and community athletic and

cultural events. The university-community center is projected to handle groups of 20,000 or more and will be developed in a cooperative manner with both public and private sources.



building interface—outdoor study area

The Courts

The courts play a number of important roles in the structuring and development of the Tamiami Campus. They aid in structuring the growth of the campus, they unify the campus visually, they accommodate a variety of outdoor activities, and they provide pedestrian connection between buildings.

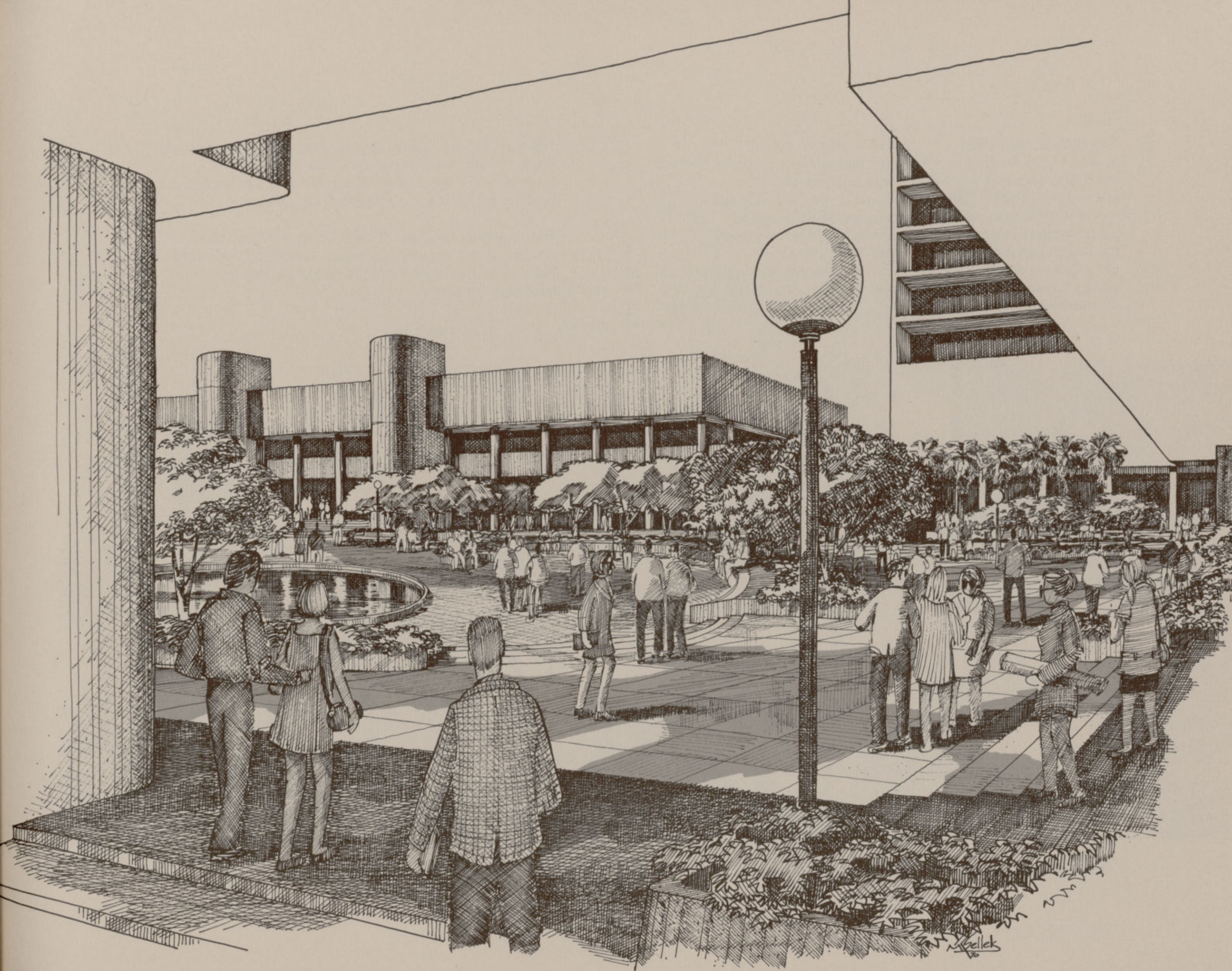
The Tamiami Campus will be phased by courts so that one court is essentially complete before another is begun. This paralleling of spatial module and growth module will contribute to a sense of completion and coherence from the early phases of the development of the Tamiami Campus of Florida International University.

The courts play an important role in the pedestrian arrival sequence to the campus. The scale, spatial containment, and architectonic treatment of the courts will contrast with the openness of the parking areas and buffer zone. As one enters the court through the narrow openings formed between buildings, he will sense arrival to the heart of the Tamiami Campus.

The courts unite the buildings and other activities which surround them, both visually and functionally. Design of courts will employ planting, surface texture, color, and changes in level to create a variety of spaces conducive to social and academic intercourse among students, faculty, and staff. Courts also serve as the pedestrian link between building entrances and offer a variety of routes both sheltered and open to all parts of the campus core. The court perimeters, referred to as the building interface, will be developed in close conjunction with the buildings which define it to accommodate sheltered pedestrian movement as well as areas for studying, outdoor classes, eating, and other activities which relate to the surrounding buildings.

The central area of each court is designated as a "commons," and will be designed to accommodate group activities, displays, and various other functions which are consistent with the character and functions of the adjacent buildings. The remaining area of each court separates the commons from the building interface areas. This portion of the court is raised approximately four feet above the required flood criteria elevation of the buffer zone and parking areas. Walkways extending from parking areas to the courts ramp up as they approach the court so that the pedestrian arrives at this raised level. The raising of this portion of the courts facilitates pedestrian access to both first and second floors of buildings, and defines through vertical separation the commons and building interface areas.

Two types of courts are proposed for the Tamiami Campus Plan—the *central court*, which is bounded by the library, the student union, and the performing arts center, and the *instructional courts*.



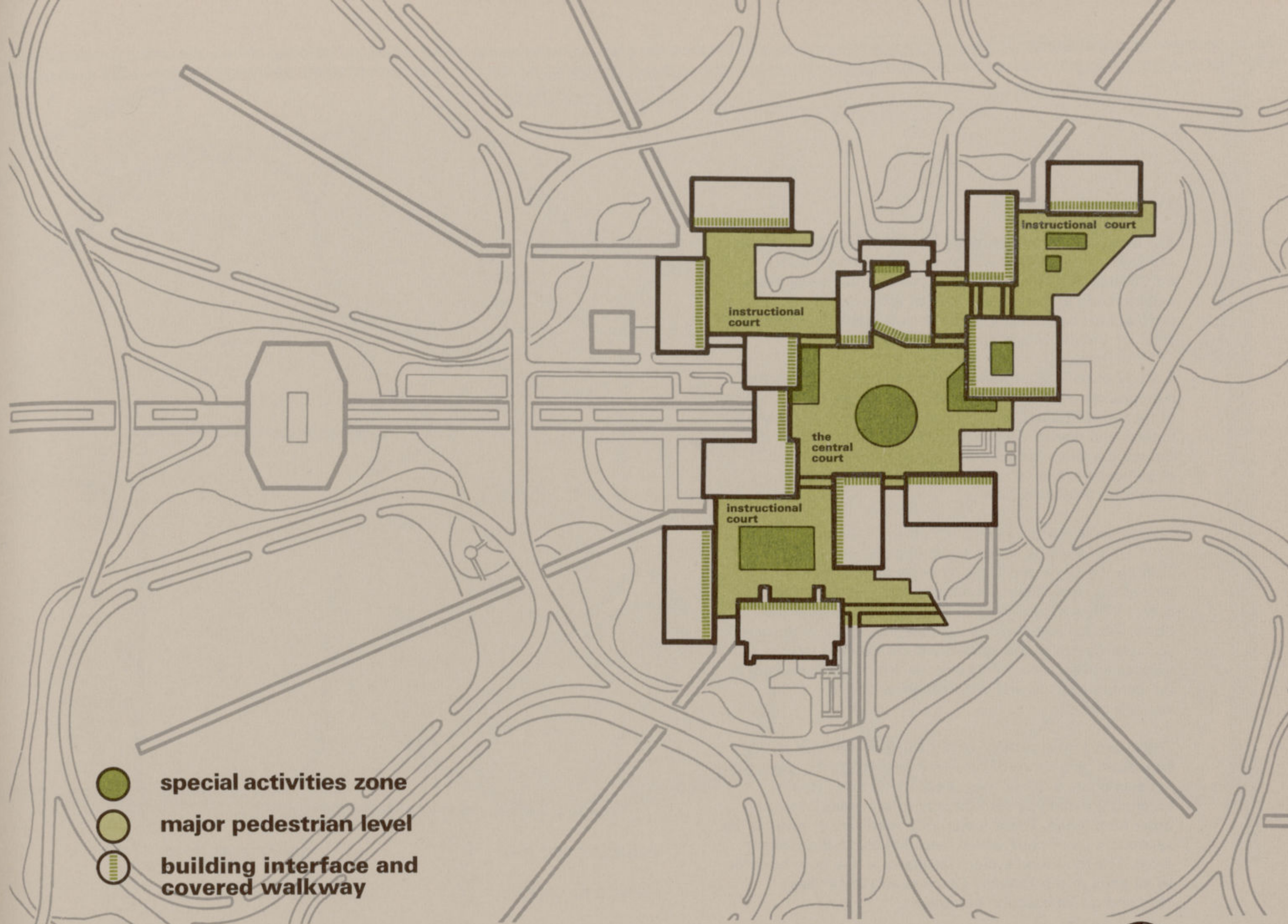
The central court will be a scene of high activity and movement, generated by the library and student union and the traffic between the central court and the adjacent instructional courts. The central court is the focal point of the campus and the design of this court is disposed to accommodate external traffic without movement through the instructional courts. The central court is also designed to remain in proximity to the adjacent instructional courts to permit easy access to the central facilities on the Tamiami Campus.




The instructional courts are generalized in their function. They connect the instructional buildings and will accommodate most of the academic and service activities held on the University's Tamiami Campus.

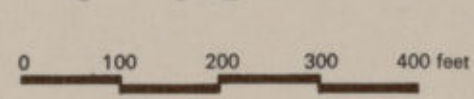
The particular location of each court and the activities contained in the buildings which surround it will influence the determination of a unique character and design treatment for each.



building interface—outdoor eating area



-  **special activities zone**
-  **major pedestrian level**
-  **building interface and covered walkway**



the courts

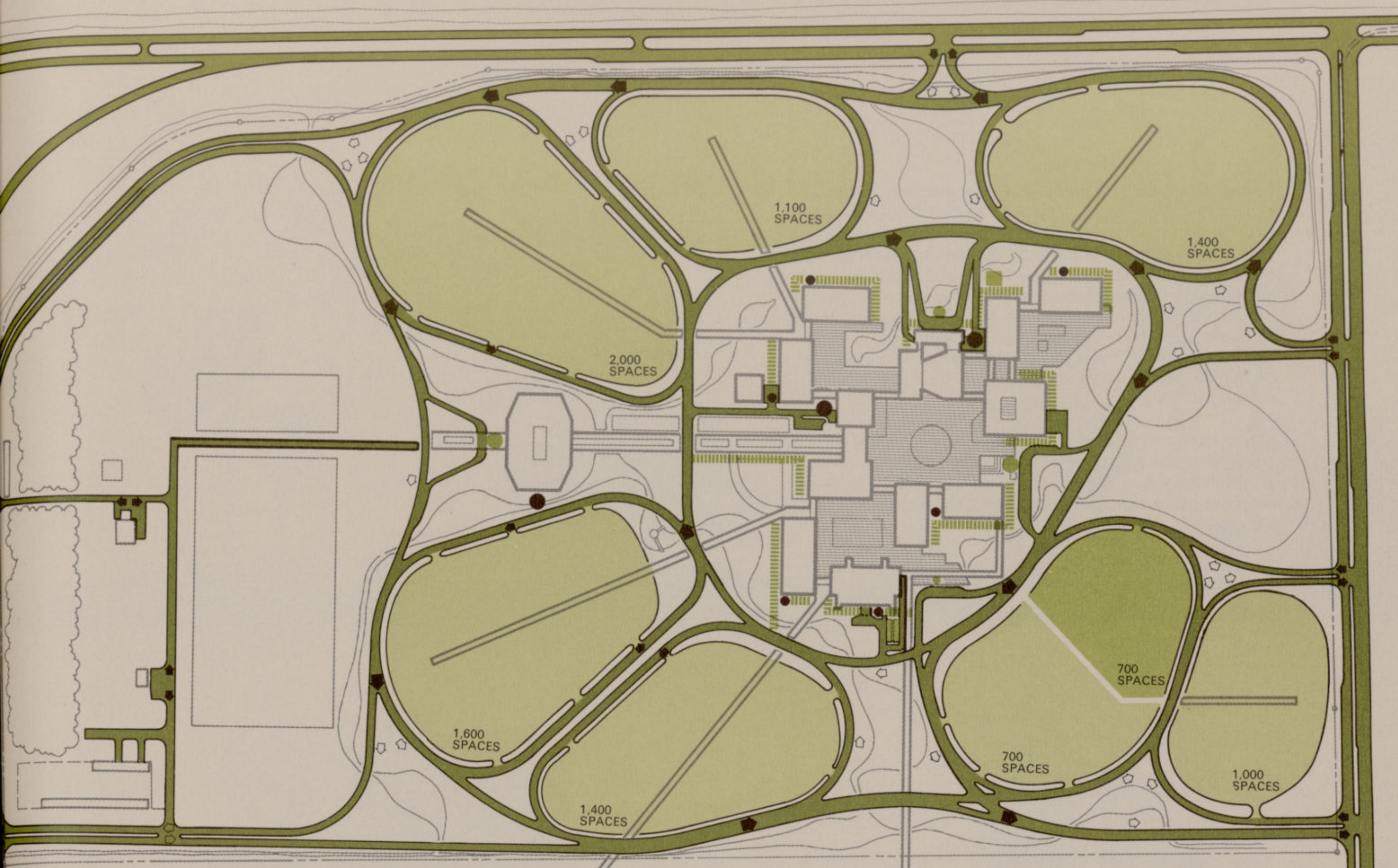
Vehicular Circulation

The predominant means of arrival to the Tamiami Campus of Florida International will be by automobile. Public transportation is not available at present, but every effort will be made to have some form of mass transit provided to the Tamiami Campus from the major population areas of Greater Miami and South Florida.

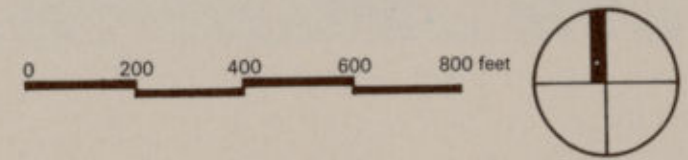
A study of peak hour traffic flows and conditions on the surrounding arterial road system lead to a set of recommendations to insure adequate capacity for site ingress and egress. This analysis (Appendix, Section III) formed the basis for the number and locations of vehicular entrances and exits as illustrated on the vehicular circulation plan.

The principal entrances to the Tamiami Campus are from S.W. 107th Avenue which feeds directly into the Tamiami Trail on the north and Coral Way on the south. More limited site accessibility is provided from the south via S.W. 117th Avenue and from the Tamiami Trail to the north. Visitors and persons who are unfamiliar with the Tamiami Campus road system will be directed to the visitor's entrance on 107th Avenue which leads directly to the central pick-up and drop-off areas and to visitor's parking.

The internal road system on the Tamiami Campus is conceived as a series of one-way loop roads designed to accommodate a 30-mile-an-hour traffic flow. Roads entering the campus feed directly to the major inner and outer loop roads. These major loop roads are connected by secondary loop roads which feed directly to the parking areas. The loop road system facilitates a free flow of traffic to all parts of the Tamiami Campus and minimizes stop and go intersection conditions.



- major service
- secondary service
- handicapped parking
- ⦶ emergency route
- visitor parking
- major dropoff
- secondary dropoff



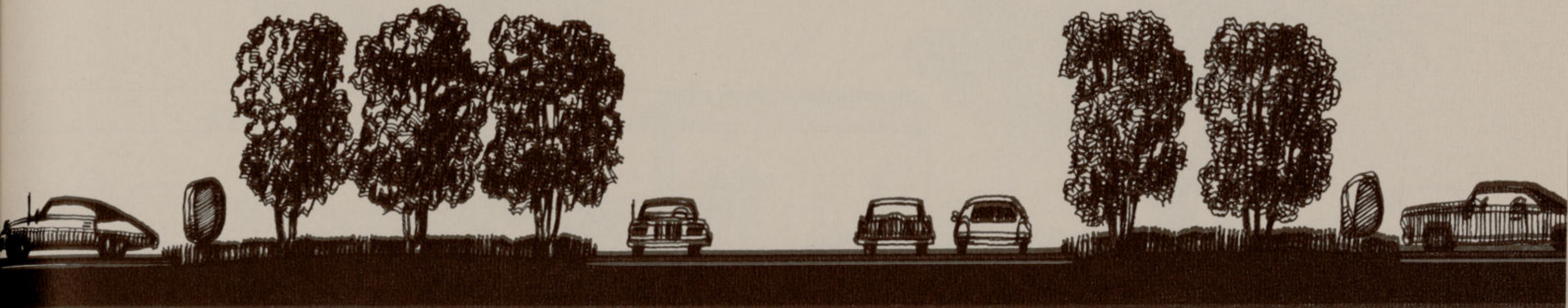
vehicular circulation

In addition to student traffic, the inner loop road provides access to service, emergency pick-up and drop-off roads, and handicapped parking areas. An unpaved right-of-way extending a distance of 22 feet from building facades will be reserved for access of ladder trucks and other emergency vehicles. Portions of these rights-of-way will serve as secondary service routes for instructional buildings requiring light and infrequent vehicular service. Two major service drives link the library, student union, performing arts building, and the central utilities building to the inner loop road.

Parking areas have been designed to accommodate a 1980 projected demand of approximately 9,800 automobiles. Three parking areas of limited capacity have been designated within the building core area for handicapped persons.



major entrance road



parking feeder road

Pedestrian Circulation

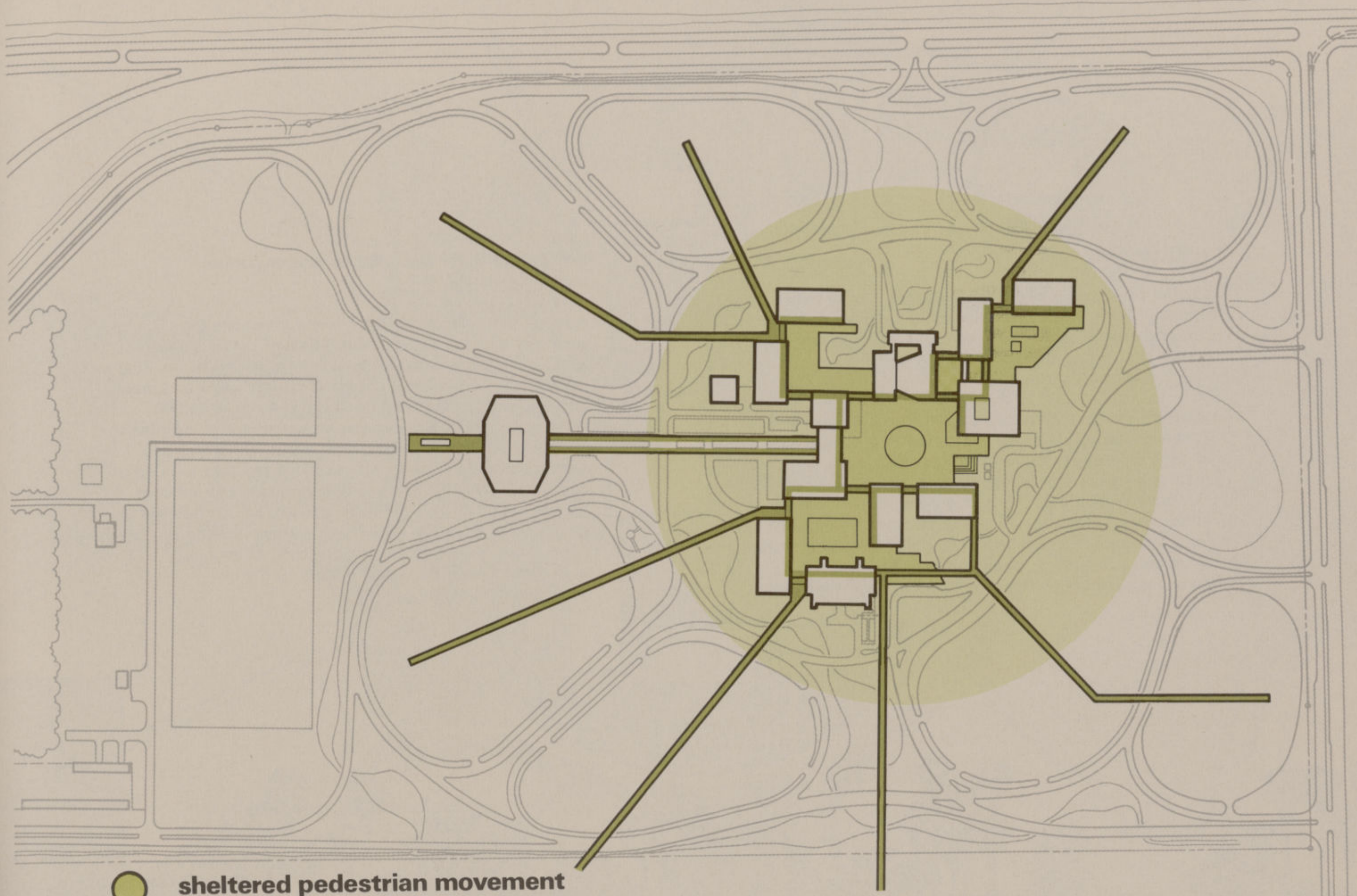
The pedestrian circulation system for the Tamiami Campus has been designed in conjunction with the vehicular circulation system. Both have been planned to function for existing and probable means of transportation, but with an ability to accommodate other potential means, such as shuttle cars and loop buses, which may be employed to supplement pedestrian movement on the Tamiami Campus in the future.



Most of the pedestrian circulation activity on the Tamiami Campus will occur within the building core area, and along pedestrian routes which link the building core to parking areas. Buildings will be designed with a recessed ground floor along their court façade to form a continuous pedestrian arcade between all parts of the building core

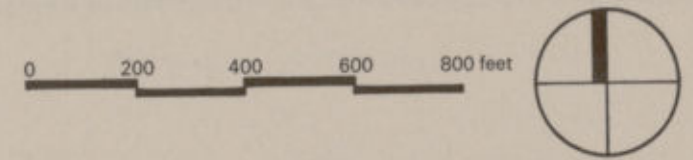
area. The central areas of the courts will be designed to accommodate direct unsheltered pedestrian movement between entrances to buildings and between adjacent courts. Buildings within the core area fall within a seven-minute walking diameter enabling students to move between classes within the normal 10-minute break period.

The covered walkway system extends beyond the building core to parking areas and to the University-Community Center to the west. Walking times from the parking areas to the center of the building core area do not exceed seven minutes. Informal walkways and sitting areas will be developed in conjunction with the lakes and landscaped areas of the buffer zone. Although these walkways will be open and well-lighted, their scale and treatment will reflect the casualness and intimacy of the buffer zone area.





-  sheltered pedestrian movement
-  open pedestrian movement



pedestrian circulation

The Buffer Zone

The buffer zone serves as a transitional element between the parking areas and the campus building complex. It is a landscaped area of grass, trees, canals, lakes, and open space which encircle and penetrate the core of buildings and court areas.

The buffer zone extends outward from the core, between parking areas for visual relief, and serves as a common integrating element throughout the entire Tamiami Campus. It provides a natural setting for outdoor classes, study, social activities, recreation, relaxation, and other informal functions. The buffer zone will be landscaped in a variety of types and densities of foliage including tall vertical trees for wind and sun control, spreading trees for shade and intimate areas, shrubbery for visual and wind screens,

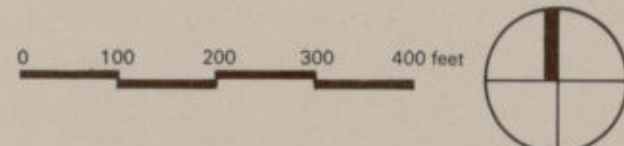
and ground-cover and grass for erosion control and maintenance.

A series of interconnected lakes will introduce the aesthetic effect of water to the Tamiami Campus and will serve as functional part of the site's drainage system. These lakes receive and hold the surface run-off water and drain into the canal at the west border of the site. They are created as borrow pits in order to acquire the fill needed to elevate the buildings, roads, and parking areas to flood criteria elevation. This fill will also be employed to build up portions of the site with small earth mounds to enhance the natural qualities, screen the parking lots, and relieve the flatness of the site. The lakes also provide the opportunity for recreation, boating, and other leisure and social activities which are important to the academic community.





- ① outdoor amphitheatre
- ② tennis courts
- ⦶ major pedestrian walkways



the buffer zone

Landscaping

Plant materials, earth forms, and other landscape elements will be used to reinforce and enrich the spaces and sequences of the Tamiami Campus, and to contribute to the clarity and variety of the campus image. Primary areas of concern include: (1) distinctive treatment of each entry onto the campus; (2) definition of the campus road system; (3) screening of parking areas with earth forms and ground cover; (4) breaking up of large expanses of parking areas; (5) selection of appropriate plant materials for the various spaces and activity areas of the buffer zone; (6) definition of functional areas within the courts, and enrichment of the courts with water, paving materials, sculptures, level changes, and plant materials. Landscape elements will be coordinated with lighting elements, signs, and other outdoor furnishings to create a coherent and satisfying environment for the Tamiami Campus.

Plant materials will be selected with a view to low maintenance, durability, and appropriateness to the South Florida climate. Temporary or movable elements will be used to provide appropriate screening during the construction period.

The unique characteristics of each type of plant material will govern how and where it is used. The basic categories are: (1) point elements: free-standing tall trees, appropriate to parking areas; (2) colonade elements: row of spaced tall trees, appropriate to entry drives; (3) canopy elements: zone of tall trees affording definite overhead shelter and enclosure appropriate to outdoor social and study areas; (4) wall elements: trees or tall shrubs that are dense from the ground up, appropriate for windbreaks, screens, and enclosing space; (5) enriching elements: low trees of especially attractive form, appropriate to enliven a

small court; (6) spot elements: low shrubs, appropriate to demark an entrance or intersection point, enrich the parking areas, or to enliven a corner of a space; and (7) surface elements: ground cover that may or may not be walked upon, appropriate to articulate space and movement patterns through demarcation of the ground plane.

The Campus Image

The visual impression conveyed by the Tamiami Campus will be a vital element in the total thrust of Florida International University. The campus image should be one that is open and inviting, visually exciting, and conveniently laid out.

In the approach sequence to the Tamiami Campus, the library tower will be the dominant landmark, visible from a distance and standing as a symbol for the Tamiami Campus of Florida International. As the observer approaches the campus, he will become aware of the over-all complex of buildings, sensing the division into major structures (student union, university-community center, etc.) and generalized instructional buildings. This complex of buildings will be seen above and between the earth mounds which screen the parking areas, the trees within the parking areas and buffer zone, and the bodies of water which surround the campus core. The dominant impression will be one of water, greenery, and earth forms providing a setting for the buildings, and subduing the impact of the large parking areas.

Entrances onto the road system of the Tamiami Campus are indicated by breaks in the earth forms, distinctive landscaping, and appropriate direction signs. The main visitors' entrance on 107th Avenue clearly predominates over the others in terms of openness and compelling views of the major buildings. The campus roads will be attractively lined with trees, and will provide direction signs and visual cues to lead one to the parking area nearest to his building destination. These parking areas will be landscaped with shrubbery and trees to make them less awesome in scale. The covered walkways will provide a visual focus and a sheltered path to the campus core. This

sense of overhead shelter will become a basic theme of the Tamiami Campus, leading one out of the parking area, through the water and greenery of the buffer zone, and into the courts of the campus core. This theme continues under the buildings, around the courts, and across the links between buildings.

The visitor will normally arrive directly at the central court. From there he will sense the over-all structure of the campus: the major specialized buildings at the center, and the subordinate courts and buildings linked directly to the central court.

Perhaps the most dominant view of the campus will be from the Tamiami Trail. To insure that this view will be a compelling one, the three instructional buildings along the northern edge of the campus core will be kept low enough in height to allow the library and student union to be seen above them.

Utilities

A summary of recommendations for each utility system on the Tamiami Campus is presented here accompanied by the 1980 Plan for each. Additional information including investigations of alternate systems, demand and cost projections, may be found in the Technical Appendix.

- **Site Drainage:** Surface run-off from the campus will discharge into interconnected ponds and watercourses ultimately reaching the Snapper Creek Canal to the west of the site.
- **Water and Fire Protection:** Domestic water and fire protection facilities will be provided by an on-campus looped system with connections to an existing 12-inch main along 107th Avenue, and to a proposed main along the Tamiami Trail. Domestic water consumption will be metered at centralized service points to groups of buildings. At least two fire hydrants are provided to serve each structure.
- **Sanitary Sewer:** A gravity collection system discharging into a variable speed lift station will deliver sewage to the proposed Dade County pressure system along 117th Avenue. To minimize initial costs, interim facilities will be provided which will later be incorporated into the ultimate system. These interim facilities will be adequate to service the projected 1973 campus population.
- **Air Conditioning:** This system incorporates a two-pipe central chilled water system with electrically driven centrifugal compressors, pumps, cooling towers and accessory equipment to be located in a central utilities building, which will also contain the central control. Direct buried lines will supply chilled water to all buildings, and will be used by the building design engineer to select the air handling equipment best suited for the building requirements.

- Heating: A unitary two-pipe hot water system will be provided in each building, and will include the electrically-fired hot water generator, pumps, and accessory equipment as required.

- Electric Power: The University will initially purchase secondary power from Florida Power and Light. The Tamiami Campus Plan provides for space to be made available for Florida Power and Light to install a complete underground distribution system, transformer vaults in buildings, and a power substation. Florida Power and Light should be completely responsible for maintenance, expansion, and modernization of the total primary system.


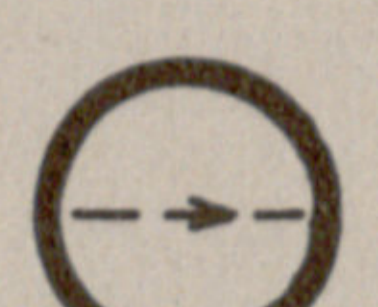
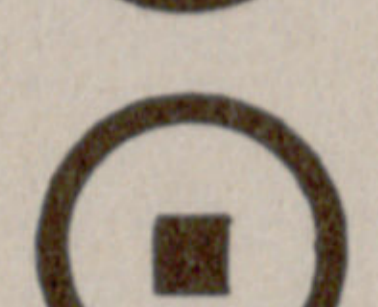

- Communications: Southern Bell Telephone Company will install a complete Centrex System to accommodate telephone service and campus intercommunications. An electronic master clock and program system will be installed to control all clocks, program bells, if required, night lights, and other timed functions. A pre-signal annunciator fire alarm system will be installed in each building and monitored at the central utilities building.

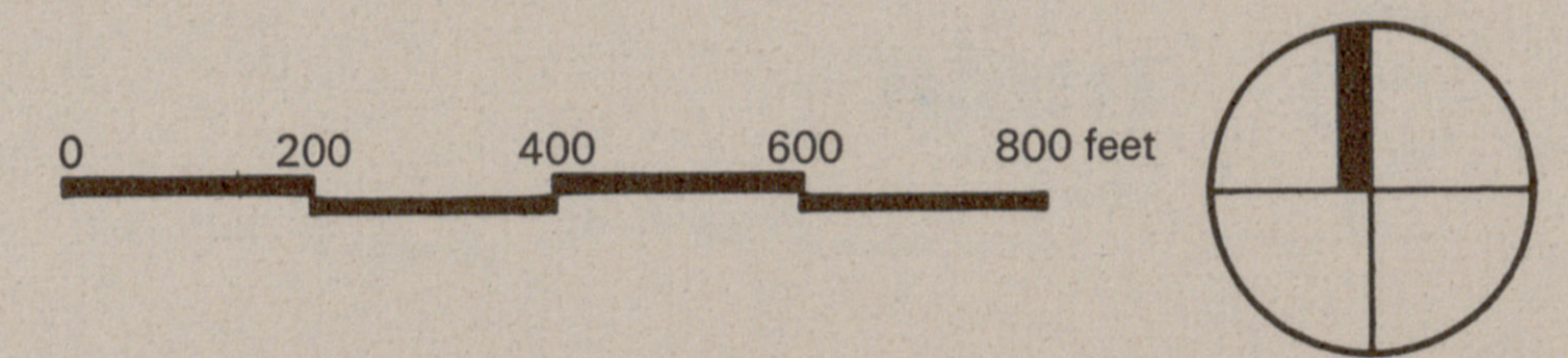
- Educational Technology: Spare ducts will be provided in the communication duct bank for future educational technology cables. The building design engineer should provide spare power capable of handling future educational requirements, including television, radio, and other specialized educational media and technology.

- Area and Street Lighting: Outdoor illumination will be accomplished through the use of mercury vapor luminaires, with either anodized aluminum or pre-cast concrete poles to fit the aesthetics of the campus. Walkways and area ways will use the same type of luminaires, but with lower-level poles to fit the aesthetics of the buildings and courts.

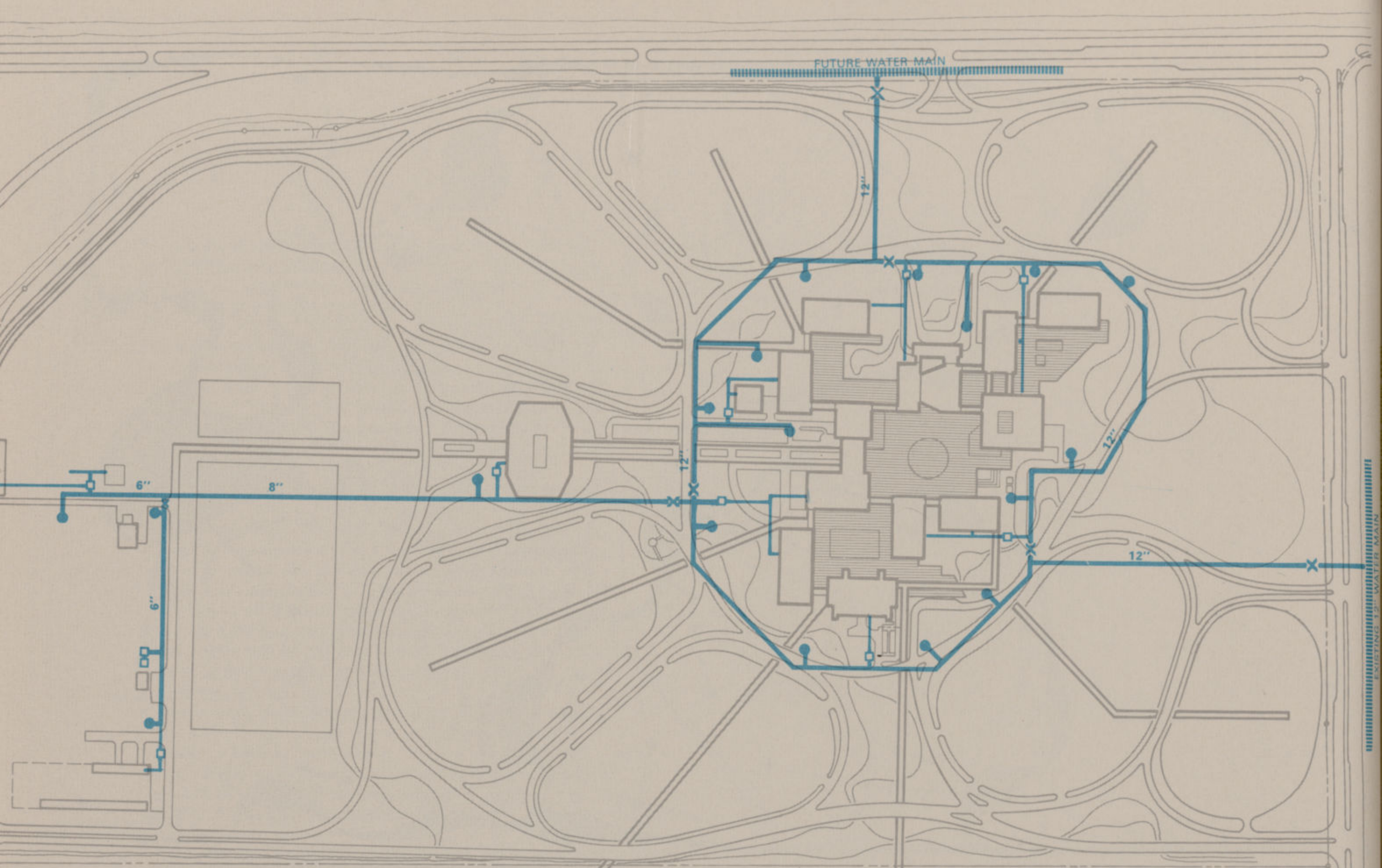
- Gas: The use of gas on the campus will be limited to laboratory requirements and major kitchen equipment where adequate ventilation is available.



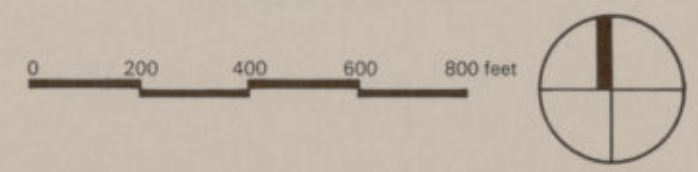
-  **culvert**
-  **sub-surface drain**
-  **catch basin**
-  **lakes and canals**



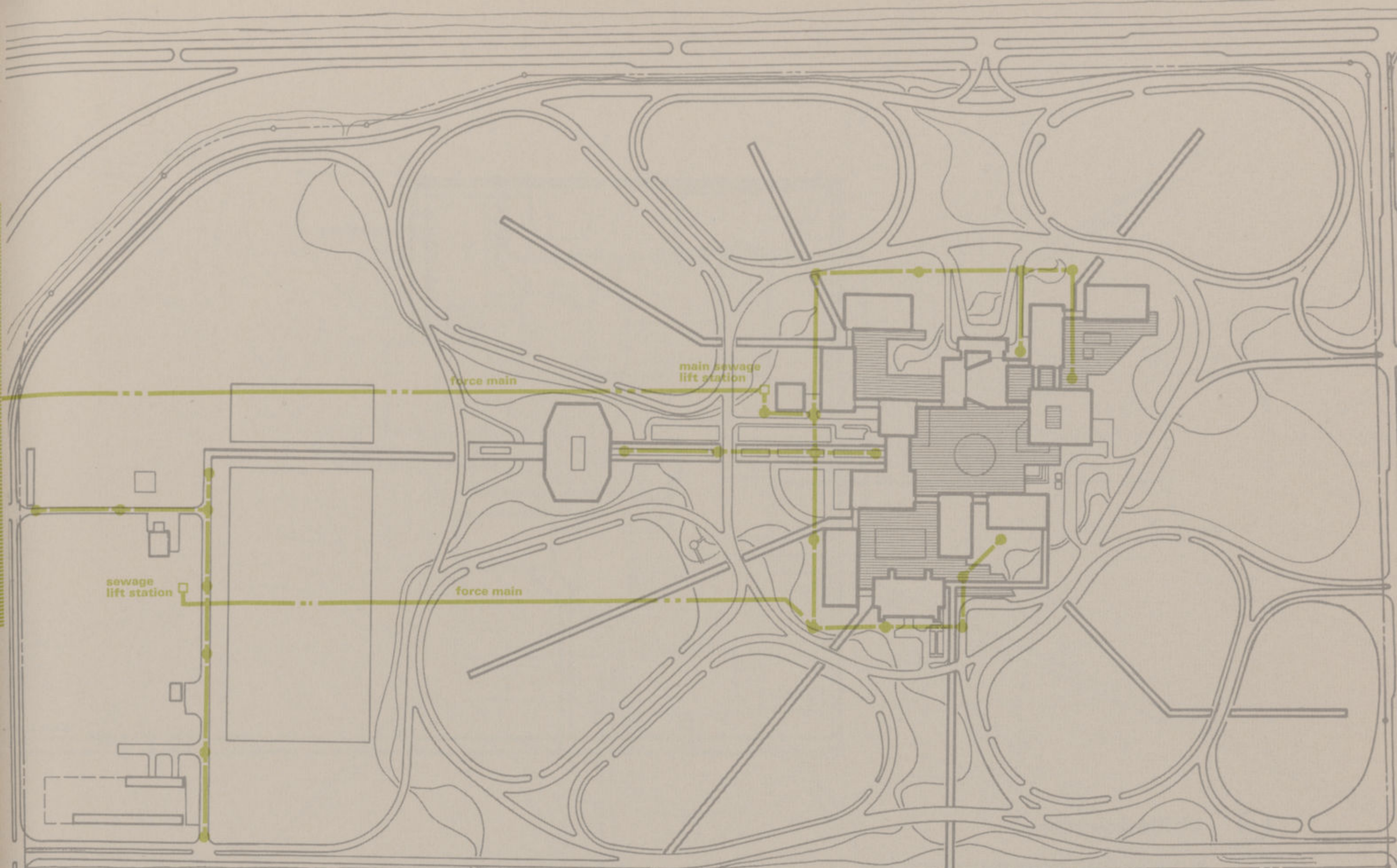
site drainage



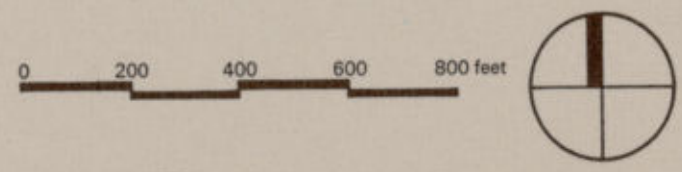
- | | | | |
|--|---------------------|--|--------------|
| | fire hydrant | | meter |
| | service | | valve |
| | main | | |



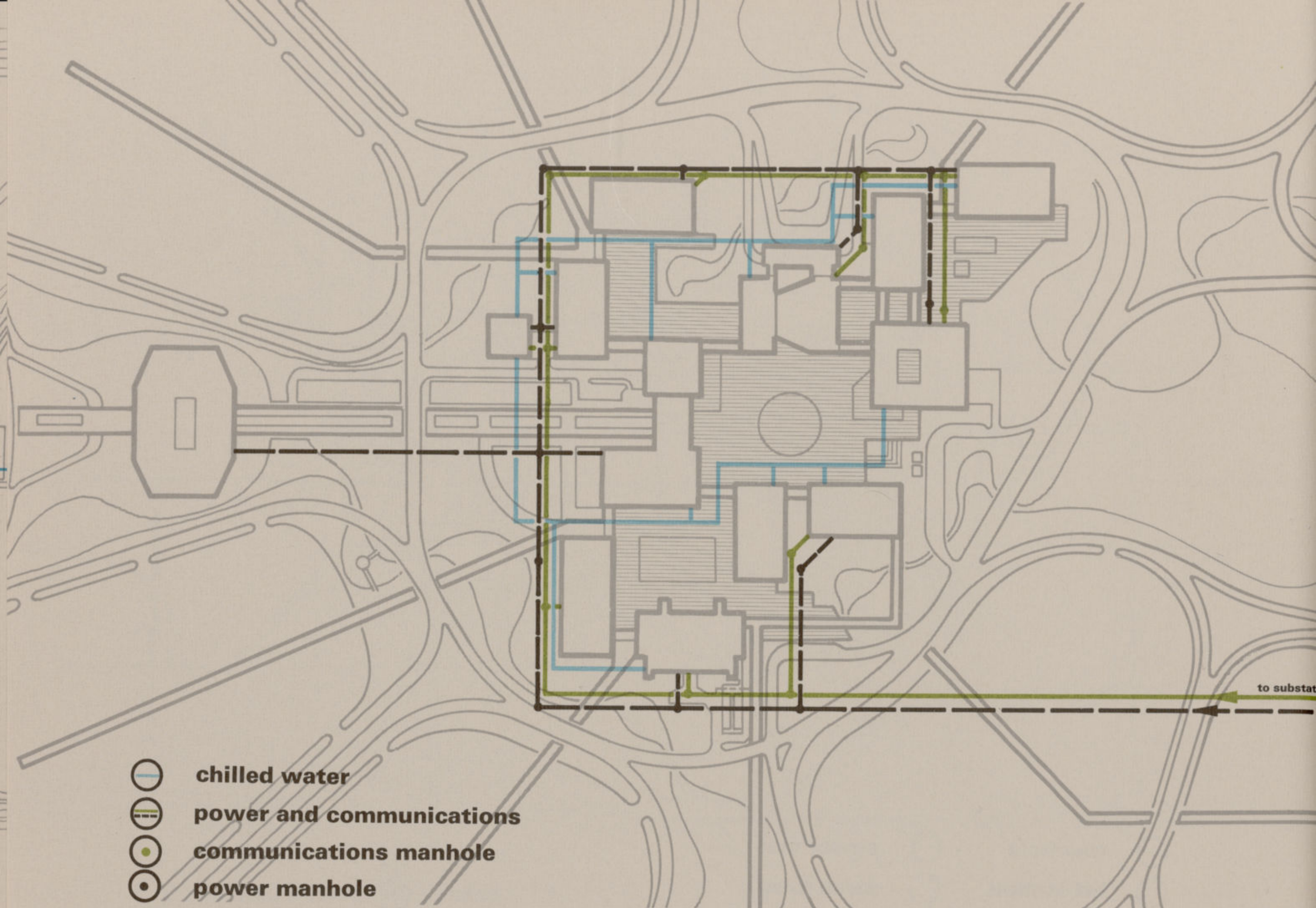
domestic water and fire protection







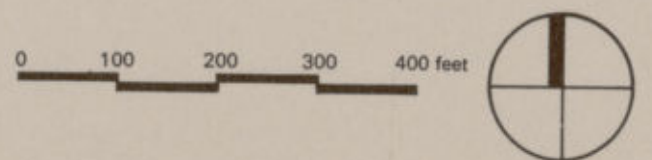
- manhole
- lift station
- sewer main
- - - force main



sanitary sewer



-  chilled water
-  power and communications
-  communications manhole
-  power manhole



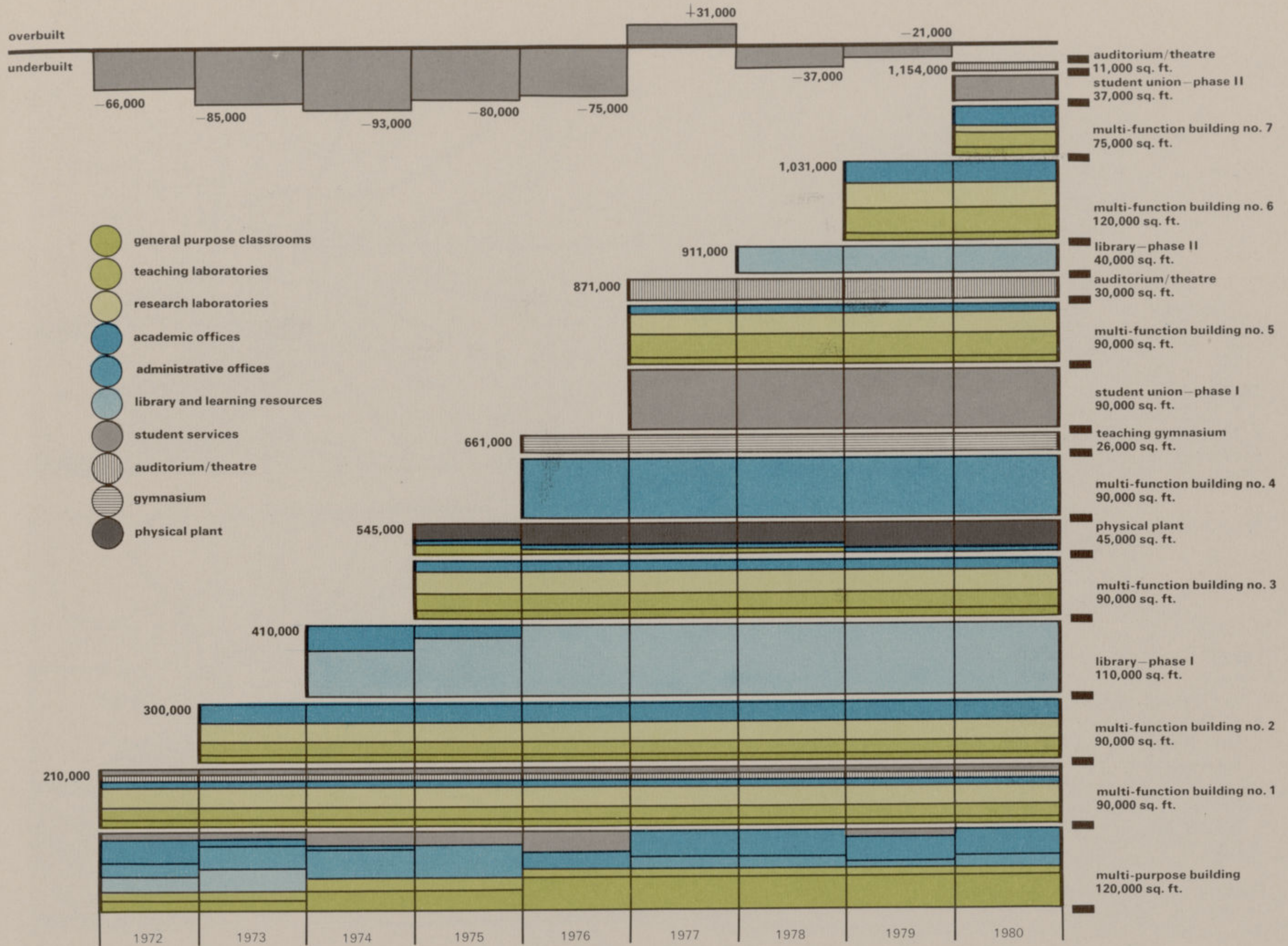
power, communications, and chilled water systems



IV Growth of the Tamiami Campus

The development of the Tamiami Campus will begin with the construction of the Multi-Purpose Building at the south end of the building core and will expand toward the north in a linear pattern until 1980 space demands are met. The linear expansion of the campus together with the successive completion of courts will minimize disruption of new construction to existing operations and maintain an aesthetically attractive and functionally efficient campus throughout the growth period. Two kinds of building growth are illustrated in the phasing of the Tamiami Campus. Instructional and office space will expand by the addition of complete building units which will vary in size to accommodate budget and space demands. Specialized buildings such as the Library and Student Union building will be built in stages and are strategically located to permit future expansion beyond the projected 1980 space needs. Expansion of instructional and office space beyond 1980 projected needs is accommodated by the addition of instructional buildings to form new courts and enclose existing ones.

The accompanying chart illustrates the projected phasing of space types by building increment while the drawings which follow show the phasing of major physical improvements on the Tamiami Campus. The phasing of the utilities system is discussed in the Technical Appendix.

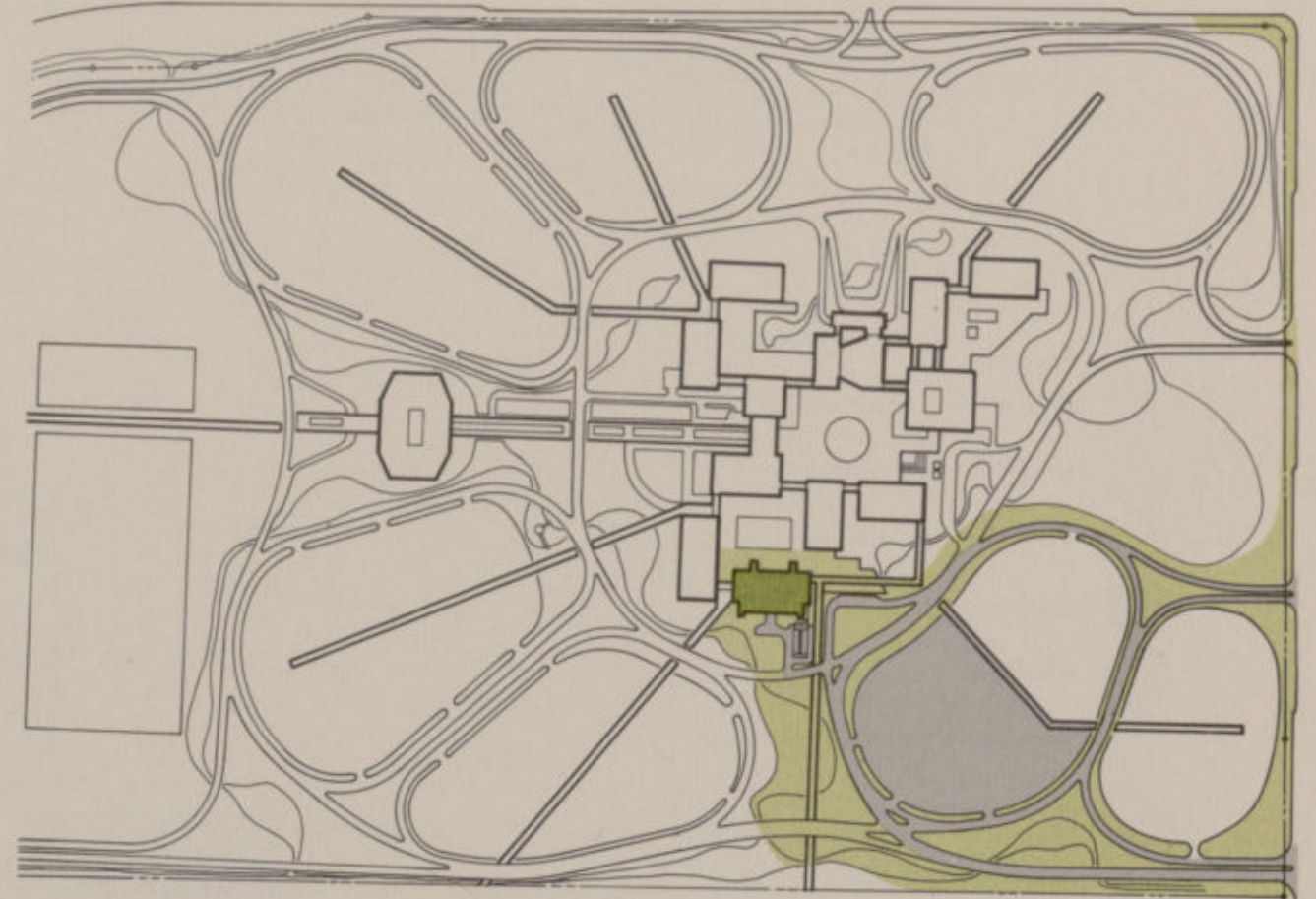


space phasing chart

1971

- Multi-Purpose Building
- Parking

120,000 sq. ft.*
700 spaces

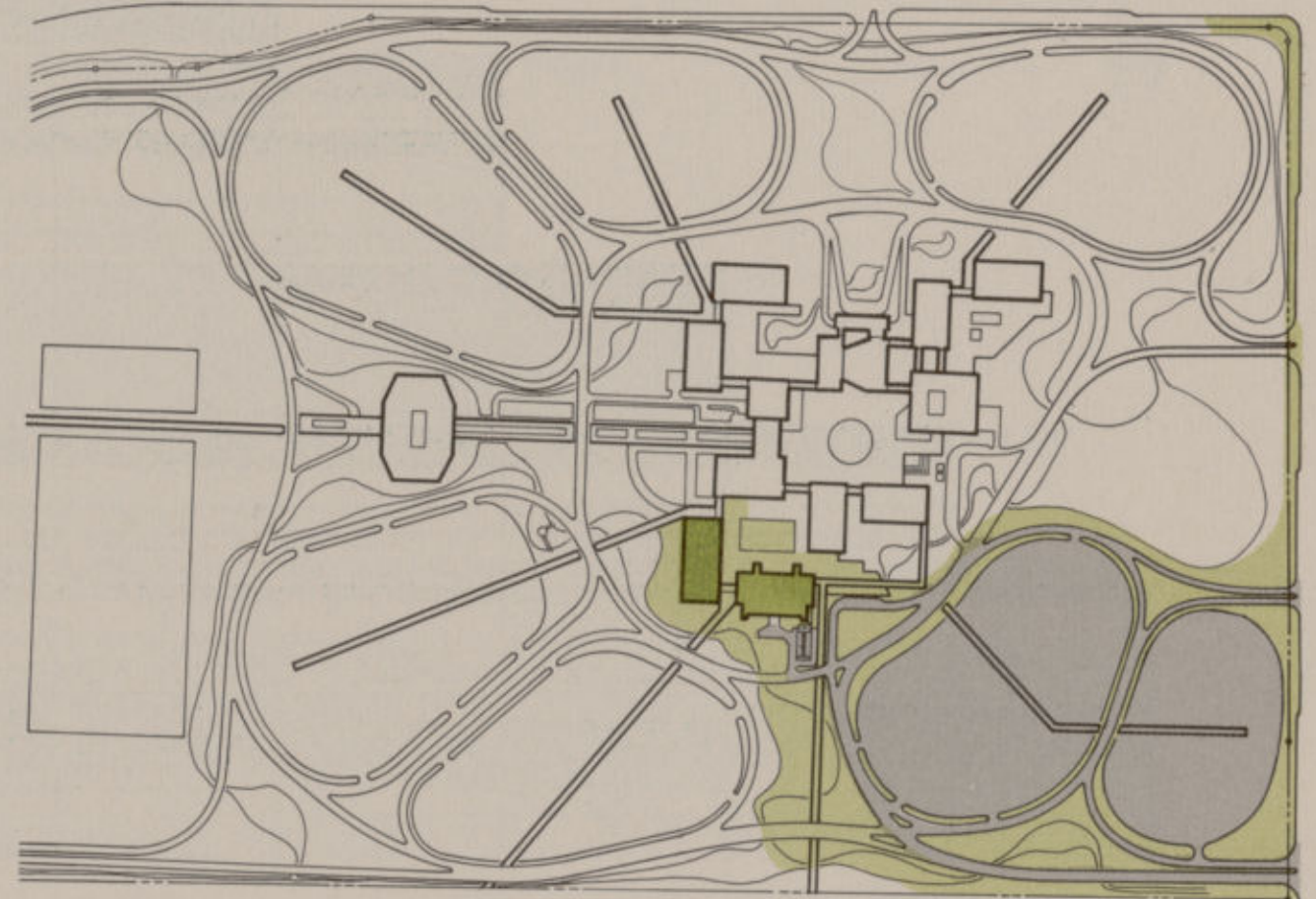


1972

- M.F.I. Building #1
- All Buildings
1972 Phase
Total
- Parking
1972 Phase
Total

90,000 sq. ft.
90,000 sq. ft.
210,000 sq. ft.

1,700 spaces
2,400 spaces



*Net square feet—to change to gross sq. ft.
multiply by 1.67.

1974

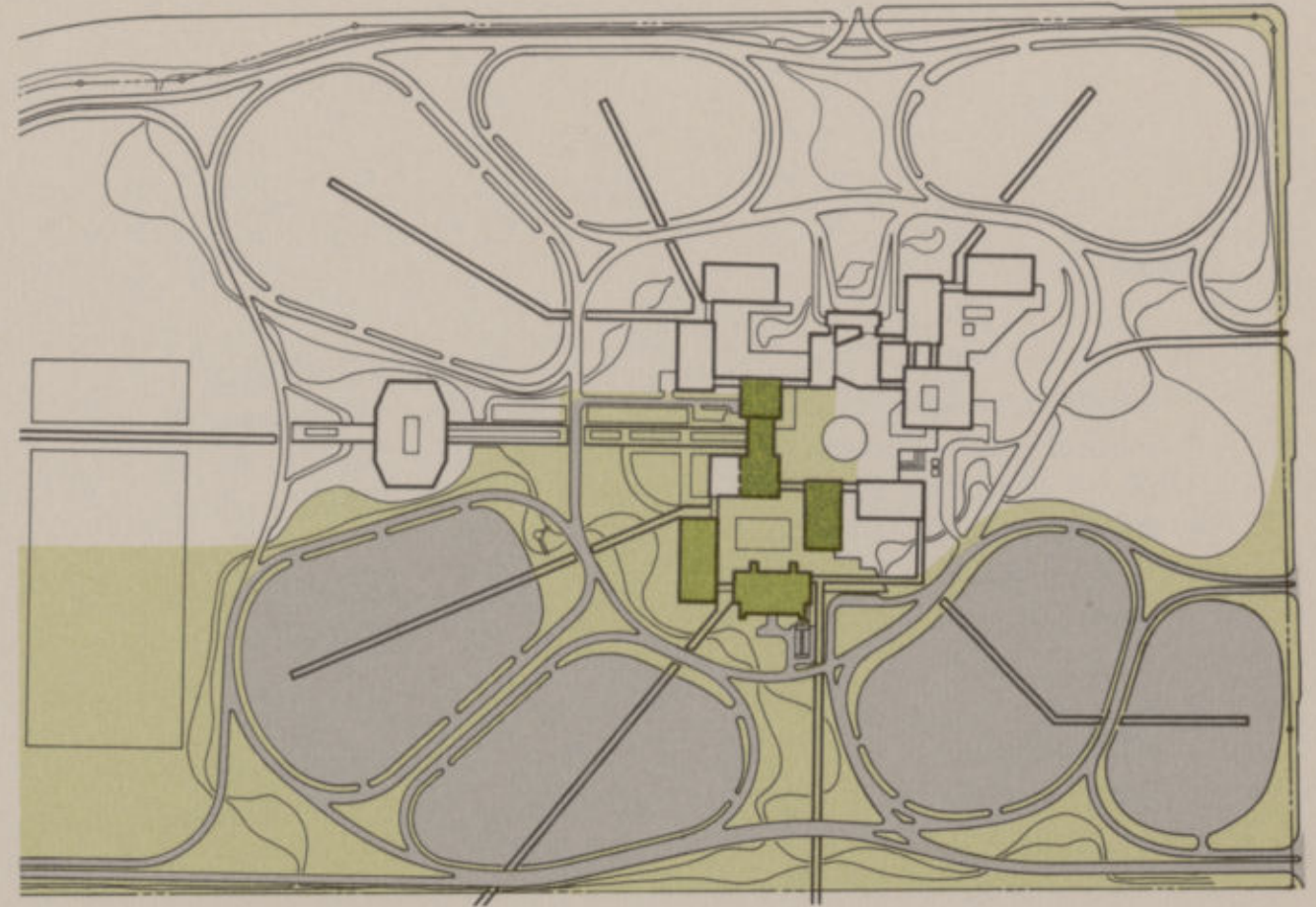
- Library—Phase 1
- M.F.I. Building #2
- Physical Plant
- All Buildings
1974 Phase
Total

110,000 sq. ft.
90,000 sq. ft.
45,000 sq. ft.

245,000 sq. ft.
455,000 sq. ft.

- Parking
1974 Phase
Total

3,000 spaces
5,400 spaces



1976

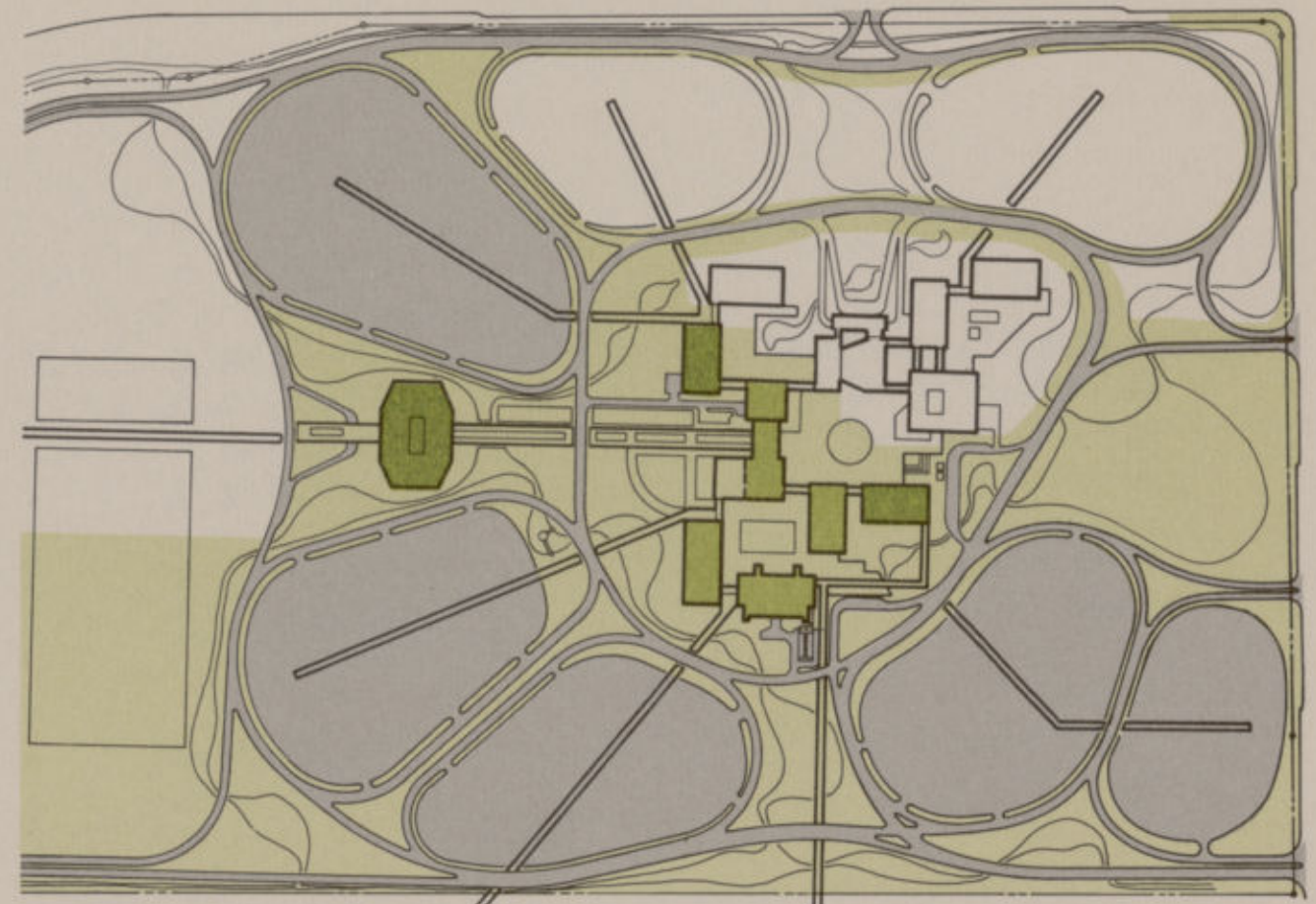
- M.F.I. Building #3
- M.F.I. Building #4
- Teaching Gymnasium
- All Buildings
1976 Phase
Total

90,000 sq. ft.
90,000 sq. ft.
26,000 sq. ft.

206,000 sq. ft.
661,000 sq. ft.

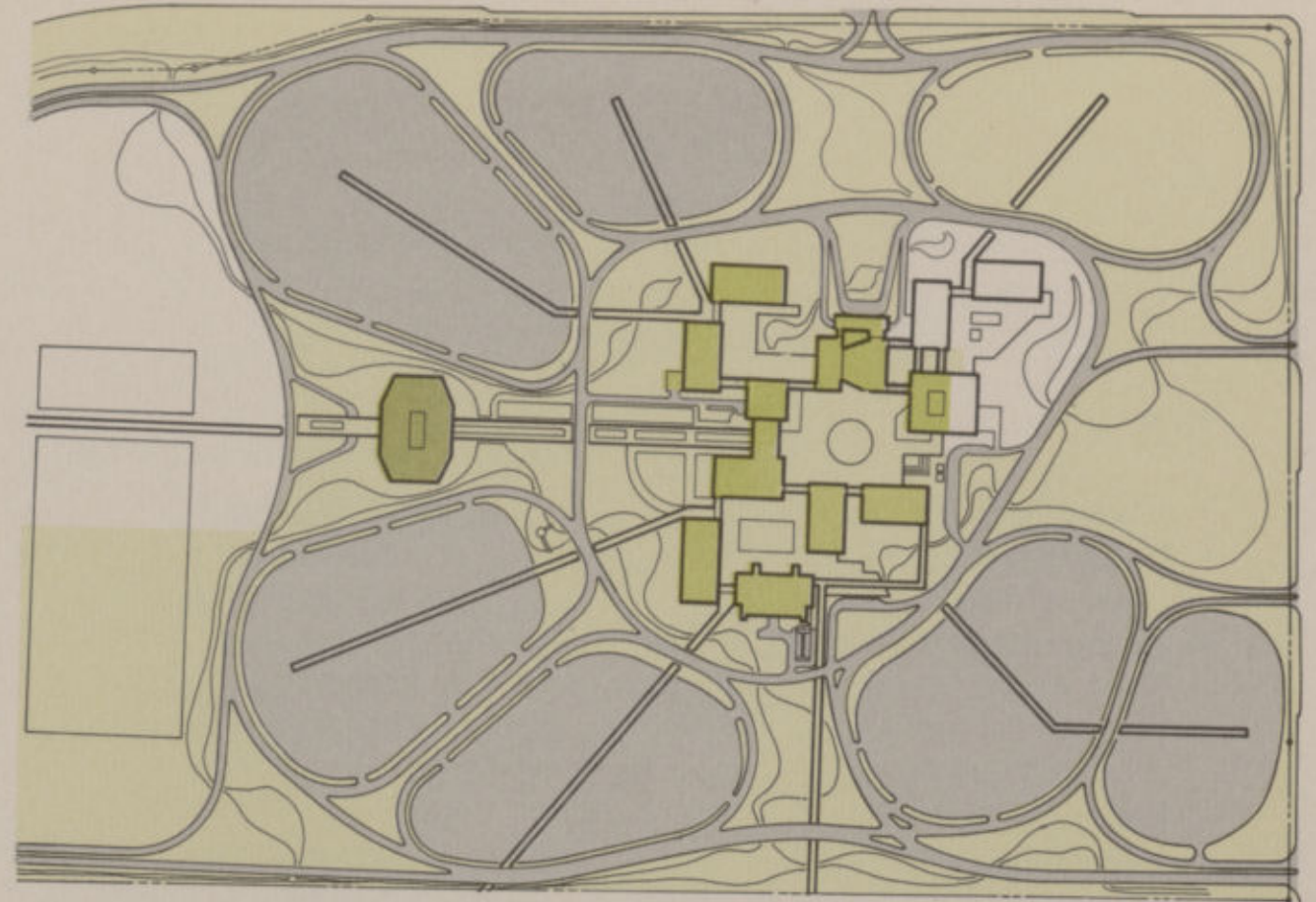
- Parking
1976 Phase
Total

2,000 spaces
7,400 spaces



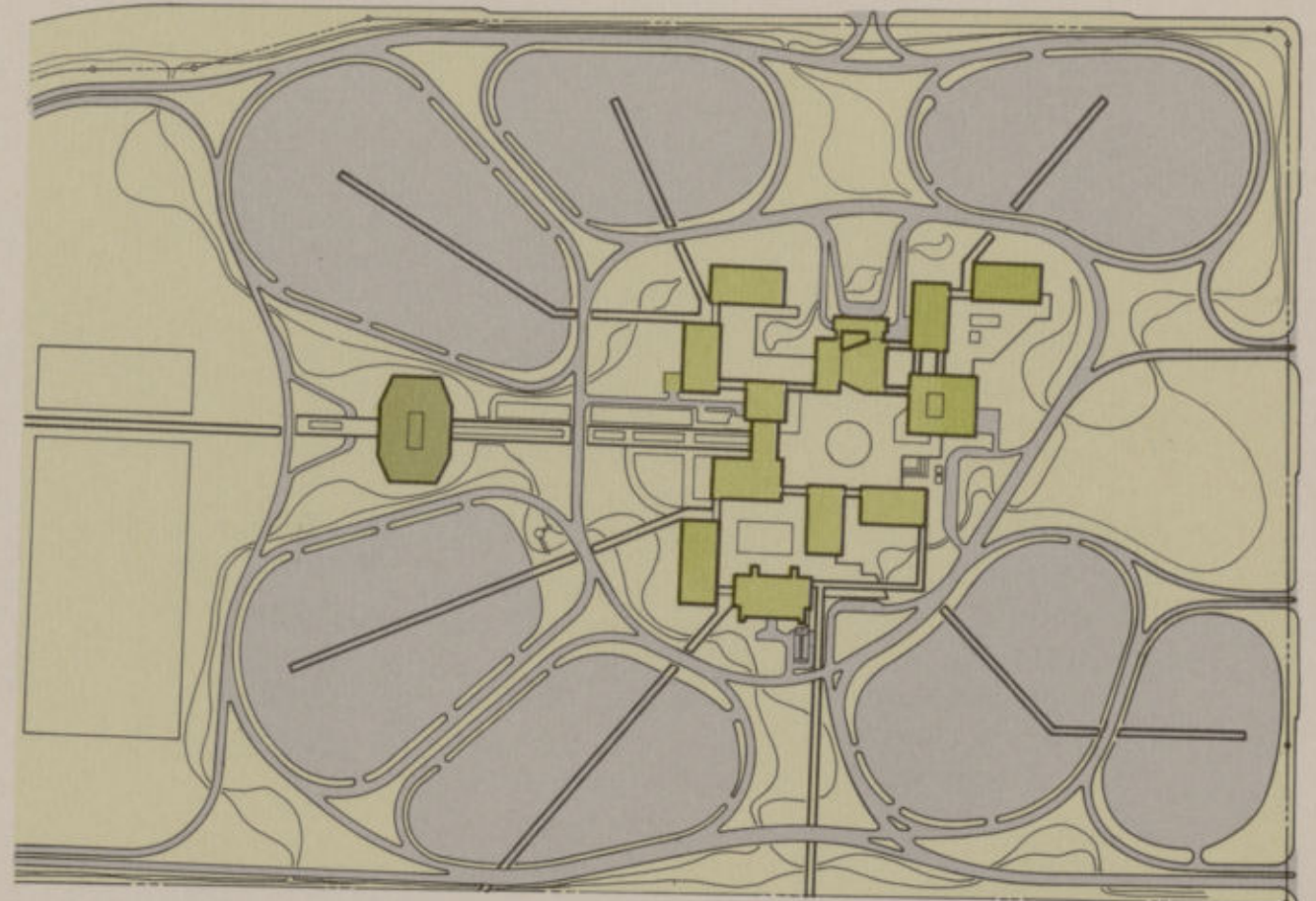
1978

• Library—Phase II	40,000 sq. ft.
• Student Union—Phase I	90,000 sq. ft.
• Auditorium—Theatre	30,000 sq. ft.
• M.F.I. Building #5	90,000 sq. ft.
• All Buildings 1978 Phase	250,000 sq. ft.
• Total	911,000 sq. ft.
• Parking	
• 1978 Phase	1,100 spaces
• Total	8,500 spaces



1980

• Student Union—Phase II	37,000 sq. ft.
• M.F.I. Building #6	120,000 sq. ft.
• M.F.I. Building #7	75,000 sq. ft.
• Auditorium—Lecture	11,000 sq. ft.
• All Buildings 1980 Phase	243,000 sq. ft.
• Total	1,154,000 sq. ft.
• Parking	
• 1980 Phase	1,400 spaces
• Total	9,900 spaces

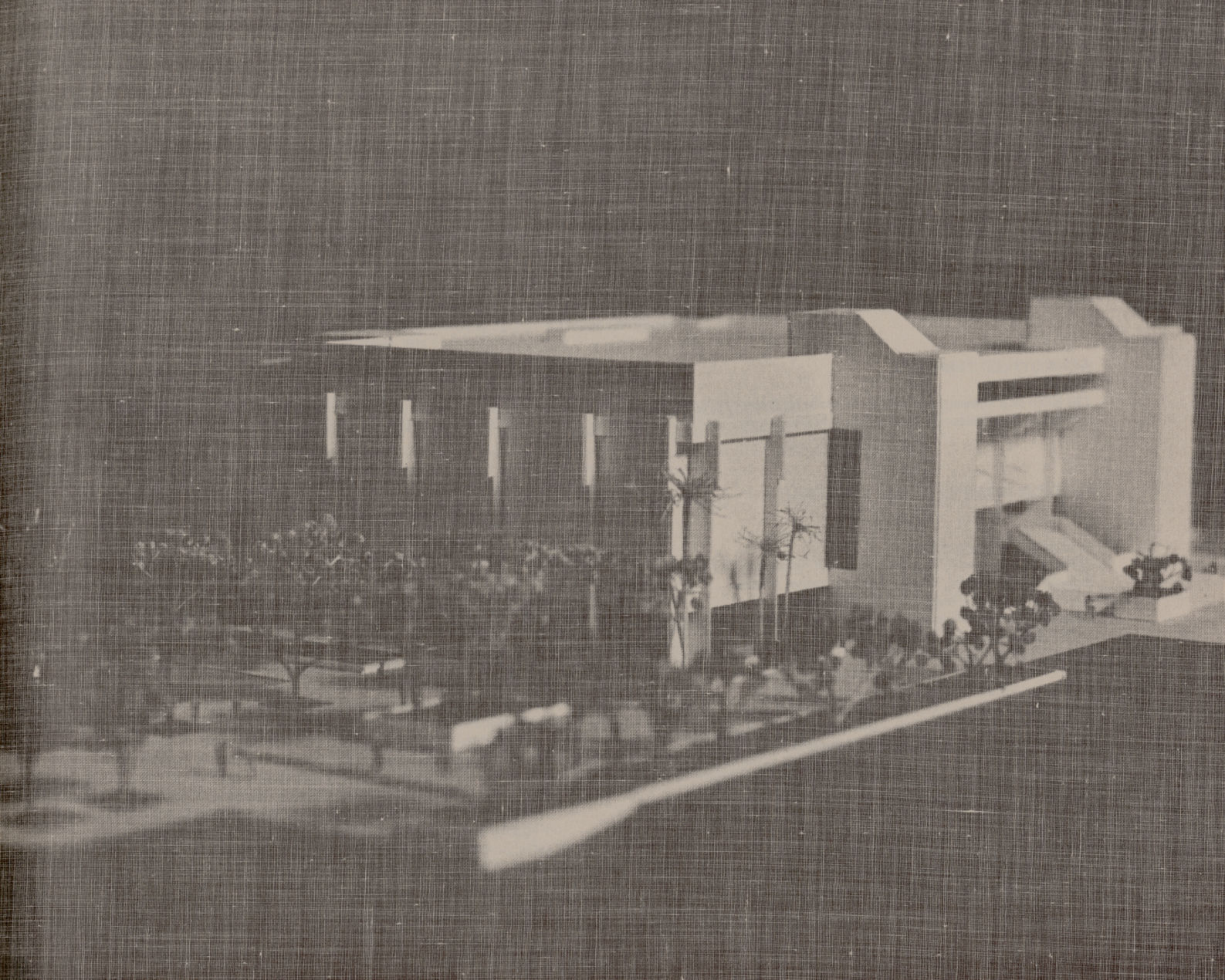




The First Multi-Function Building

The first Multi-Function Building is a bold and simple expression of the flexibility and visual appeal demanded by its role as the first major structure on the Tamiami Campus site.

The design of the building has recognized and incorporated the development of the Entrance Plaza to the east, the Buffer Zone to the south, and a segment of the Instructional Court to the north. The treatment of the building and its relationship to the Court, Entrance Plaza and Buffer Zone and the development of a building interface area to include a small outdoor amphitheater, sitting areas and sheltered pedestrian arcade, is consistent with the guidelines set forth in this document.



ACKNOWLEDGEMENTS

The Birth of a University . . . And Plans for Its Development was prepared as a joint effort of the Florida International University Planning Staff and Greenleaf/Telesca, Planners, Engineers and Architects who were retained by the Board of Regents as Planners for the project.

FLORIDA INTERNATIONAL UNIVERSITY

Charles E. Perry, President
William T. Jerome III, Vice President—Academic Affairs
Donald L. McDowell, Dean—Administrative Affairs
Nicholas G. Sileo, Dean—Student Services
Glenn A. Goerke, Dean—University Services and Continuing Education
B. G. Olson, Dean—University Relations
John E. Lewis, Dean—School of Business
and Organizational Sciences
G. Wesley Sowards, Dean—School of Education
Butler Waugh, Dean—College of Arts and Sciences
Howard W. Cordell, Director—University Libraries
E. A. Giordano, Associate Dean—University Services and
Continuing Education
Keith W. Trowbridge, Director—Planning and Analysis
Richard H. Konkel, Assistant to Vice President—Academic Affairs
Daniel P. D'Oliveira, Director—University Physical Planning
Edwin G. Edson, Director—Computer Center
Robert G. Folsom, Director—Information Services
Harry N. McCall, Director—Personnel Services
Dorothy M. Honea—Administrative Assistant to the President

GREENLEAF/TELESCA Planners, Engineers, Architects

Special Consultants to Greenleaf/Telesca

Barr Dunlop & Associates, Inc.
Transportation Consultants
Walter Taft Bradshaw & Associates, Inc.
Landscape Architects
W. B. Feild & Associates, Inc.
Educational Consultants
Heald Hobson & Associates, Inc.
Educational Consultants
Hufsey-Nicolaides Associates, Inc.
Consulting Engineers—Mechanical—Electrical
William Weaver
Consulting Engineers—Structural

In addition to the persons and organizations listed on the preceding page, the following individuals have made outstanding contributions to *The Birth of a University . . . And Plans for Its Development*.

James A. Alcott, Vice President, Heald, Hobson and Associates
Phillip F. Ashler, Vice-Chancellor for Administration, Florida Board of Regents
William Axford, Director of Libraries, Arizona State University
John W. Barr, President, Barr, Dunlop and Associates
Dennis Carter, Assistant to the County Manager, Metropolitan Dade County
George J. Collins, Senior Associate, Heald, Hobson and Associates
Charles L. Crumpton, Assistant Director, Planning Department, Metropolitan Dade County
John Diekhoff, Associate Provost and Professor of English, Case Western Reserve University
James I. Doi, Professor and Director, Center for the Study of Higher Education, The University of Michigan
H. Julian Eng, Account Executive, Advertising and Marketing, Inc.
Robert G. Garrigues, Research Associate, Florida Board of Regents
Joseph Grove, President, Student Government Association, Broward Junior College
Henry T. Heald, Chairman, Heald, Hobson and Associates
Jesse E. Hobson, President, Heald, Hobson and Associates
George Kaludis, Director, Vice-Chancellor, Vanderbilt University
Forrest M. Kelley, Jr., Architect, Florida Board of Regents
Martin J. Klotsche, Chancellor, University of Wisconsin—Milwaukee.
Michael Kram, Editor, *Falcon Times*, Miami-Dade Junior College, North
Kenneth E. Krouse, Executive Assistant to the President, Ohio State University
Donald C. Lelong, Director, Office of Institutional Research, The University of Michigan
Robert B. Mautz, Chancellor, Florida Board of Regents
E. Lee McLean, Acting Executive Vice-President, Northwestern University
Sam H. Moorer, Coordinator—Teacher Education, Florida Board of Regents
Arthur Peavy, Director, Department of Parks and Recreation, Metropolitan Dade County
Kenneth Penrod, Vice-Chancellor for Medical and Health Services, Florida Board of Regents
Marvin W. Peterson, Assistant Professor of Higher Education, The University of Michigan
James R. Pullar, Assistant Director, Planning and Evaluation, Florida Board of Regents
Joseph Registrato, Editor, *Phoenix*, Broward Junior College
John Ribes, Associate, Walter T. Bradshaw and Associates
Arthur H. Simons, President, Advertising and Marketing, Inc.
Allan Tucker, Vice-Chancellor for Academic Affairs, Florida Board of Regents
Reginald R. Walters, Director, Planning Department, Metropolitan Dade County

PRINTER

Best Graphic Arts Incorporated

TYPOGRAPHER

Graphic Composition Services, Inc.

