

**4.**  
**SUPPORT / CLINICAL FACILITIES**  
**DATA & ANALYSIS**

**I. Space Inventory**

**A. *Relationship to Campus Master Plan Future Land Uses***

In the University of Florida Educational Plant Survey, the analysis of indoor academic space is based on a calculation of net assignable square feet (NASF) of facilities that provide academic functions. According to the Educational Plant Survey, the Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. The most important measure in the formula is full-time-equivalent student enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

<b><u>Instructional</u></b>	<b><u>Academic Support</u></b>	<b><u>Institutional Support</u></b>
Classroom Facilities	Study Facilities	Student Academic Support
Teaching Laboratory Facilities	Instructional Media Facilities	Office/Computer Facilities
Research Laboratory Facilities	Auditorium/Exhibition Facilities	Campus Support Facilities
	Teaching Gymnasium Facilities	

In relation to the Campus Master Plan future land use categories, these indoor support space types are somewhat problematic because the space types are typically present in buildings along with other use types. A facility within the Academic/Research land use category will have a preponderance of Instructional space; however, Academic Support and Institutional Support space will typically be in the same building. Similarly, the auditorium/exhibition space type is typically identified within the Cultural land use classification and also within buildings in the Academic/Research land use classification. In prior campus planning efforts, recreation facilities have also been considered within the Support Element because Teaching Gymnasiums fall within the Space Files definition of support. However, those facilities are now exclusively addressed in the Recreation and Open Space Element of the Campus Master Plan for 2015-2025 because teaching gymnasiums on the University of Florida campus are also made available for casual student recreation. Within the Space Files, libraries are included as study facilities and instructional media that are classified within the Academic Support space type. However, the Campus Master Plan allocates libraries within the Academic/Research Land Use classification due to their direct role in teaching and investigation.

Specifically, support space includes a variety of campus facilities such as computer laboratories, physical plant operations and maintenance facilities, mail and documents services, administrative offices, storage facilities, dining halls, child day care facilities, academic advising, student services and student health centers. In terms of the campus master plan land use classifications, facilities with a preponderance of Academic Support, Institutional Support, or “other” space are placed in the Support/Clinical land use classification. Additionally, support spaces such as research animal care facilities, medical clinics and the P.K. Yonge Developmental Research School are also placed in the Support/Clinical land use classification because they support teaching and investigation, but are not purely academic or research. Most facilities placed in the Support/Clinical land use classification are typified by a service-oriented purpose providing a

service to students, faculty, staff or the general public. These are just a sampling of the array of university activities that support academic functions and are consistent with the support space type and land use classification. They are critical to the university's mission and cover a broad spectrum of functions, and therefore, include a significant amount of the campus' physical facilities.

**B. Support Space Definitions**

The State University System of Florida Space Needs Formula provides definitions for each university space type to be used in the analysis of space need and capital project justification. As described above, these space definitions do not directly translate to campus master plan land use classifications. These definitions are at the level of individual facilities, floor plans and room assignments. However, understanding these definitions and the formula assessment of need is important to understanding the ten-year capital projects list of the campus master plan.

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

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

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

Carrels: The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

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

<u>Non-Law Stacks:</u>	<u>Law Stacks</u>
0.10 NASF/volume for the first 150,000 volumes	0.14 NASF/volume for the first 150,000 volumes
0.09 NASF/volume for the second 150,000 volumes	0.12 NASF/volume for the second 150,000 volumes
0.08 NASF/volume for the next 300,000 volumes	0.10 NASF/volume for the next 300,000 volumes
0.07 NASF/volume for all volumes above 600,000	0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas: The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

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

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

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

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

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

**Student Academic Support Facilities.** A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

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

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

**Campus Support Facilities.** Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service

areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

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

***C. Support Space Needs in the Educational Plant Survey***

Based upon space definitions and formulas in the Educational Plant Survey, additional space is needed in a variety of Support/Clinical and Cultural land use categories during a five-year period to 2019. These spaces serve various administrative, academic support and exhibition space. Specifically, the Educational Plant Survey identified an unmet space need for 357,330 NASF of Office/Computer, an unmet need for 76,284 NASF of Campus Support Services, 33,518 NASF of Auditorium/Exhibition, 76,548 NASF of Teaching Gymnasium, and 526,459 NASF of Study and Instructional Media facilities. These space needs are only through the year 2019. Much of the academic support need identified in the Educational Plant Survey falls under the category of “study” and identifies shortages in library resources that will also be addressed in the Academic Facilities Element. The space need identified in the following table accounts for funded projects under construction in 2014 including Heavener Hall and the Chemistry Chemical Biology Building. The space need reported in the table below is in addition to the space that is provided by these funded projects. However, the identified space need does not account for support functions unique to the University of Florida such as medical clinics, teaching hospital, state museums, P. K. Yonge Developmental Research School and extension activities. These unique functions require additional support space to serve specific functions not necessarily related to the Full Time Equivalency enrollment factors in the space needs formula.

**Comparison of Existing Satisfactory Space with Generated NASF Needs by Category, 2014-2019**

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

Space Category	Space Needs By Space Type	Satisfactory Space Inventory	Unmet Need
<b>Instructional</b>			
Classroom	366,692	363,150	3,543
Teaching Laboratory	562,406	390,730	171,677
Research Laboratory	1,914,945	1,169,814	745,566
<b>Academic Support</b>			
Study	960,383	433,924	526,459
Instructional Media	26,556	12,052	14,504
Auditorium/Exhibition	109,134	75,616	33,518
Teaching Gymnasium	145,876	69,328	76,548
<b>Instructional Support</b>			
Student Academic Support	Included in Study		
Office/Computer	1,965,874	1,612,289	357,330
Campus Support Services	267,743	194,043	76,284
<b>Total</b>	<b>6,319,609</b>	<b>4,320,944</b>	<b>2,005,427</b>

**II. P. K. Yonge Developmental Research School**

The P. K. Yonge Developmental Research School (PKY), a unit in the College of Education, was established in 1934 to be a center of educational innovation for students, K-12. The primary role of the school is to develop, evaluate and disseminate exemplary programs of education. As described in the Sidney Martin Developmental Research School Act, the mission of the school is to serve as a vehicle for research, demonstration and evaluation regarding teaching and learning while utilizing the resources available on a state university campus. The PKY school’s primary research goal is to enhance instruction in mathematics, science, computer science and foreign languages in a program that utilizes state of the art educational technology. As a K-12 public school, PKY is recognized by the State of Florida as its own school district and is eligible for Public Education Capital Outlay (PECO) monies beyond those available to the University of Florida. The school also is required to maintain an Educational Plant Survey consistent with the requirements of Chapter 1013.31, Florida Statutes. The school has recently engaged in an update of its Educational Plant Survey. The space on this K-12 campus is not evaluated in the University’s Educational Plant Survey; however, it is considered a Support/Clinical Land Use in the campus master plan. Because PKY is designated as a Florida public K-12 school, it is

subject to the class size constitutional amendment to reduce teacher-to-student ratios. This requirement will create additional space needs at the PKY campus in addition to need created by modest increases in enrollment that have occurred. The following table presents enrollment trends at PKY depicting a decrease and “leveling-off” since 2005.

**P. K. Yonge Development Research School Enrollment Trends, 1997-2013**

Academic Year (Fall Semester)	School Total	Elementary (K-5) Total	Middle School (6-8) Total	High School (9-12) Total
2013-14	1149	338	330	481
2012-13	1156	349	329	478
2011-12	1152	348	330	474
2010-11	1140	348	329	463
2009-10	1148	348	330	470
2008-09	1146	347	328	471
2007-08	1142	348	330	464
2006-07	1148	348	330	470
2005-06	1170	340	344	486
2004-05	1156	348	341	467
2003-04	1172	361	350	461
2002-03	1174	360	356	458
2001-02	1197	357	359	481
2000-01	1036	354	271	411
1999-00	1034	354	255	425
1999-00	1047	359	245	443
1998-99	1025	356	220	449
1998-99	1026	354	219	453
1997-98	967	350	191	426
1997-98	962	349	188	425

**III. Campus Master Plan**

The 2005-2015 Campus Master Plan defines the Support/Clinical Land Use classification as follows:

*The Support/Clinical land use classification identifies those areas on campus that are appropriate for support building development. Accessibility of the site to its customers (general public, students, etc.) is a primary location criterion for Support/Clinical land use. Allowable uses in Support/Clinical areas include administrative, student services, research support, medical clinics, office and similar non-instructional activities. Clinical, research support and office functions that require frequent visitor access are encouraged to locate on the campus perimeter or satellite properties. Ancillary uses associated with a support facility, such as utilities, service drives, user and disabled parking, and functional open space are allowed within the Support/Clinical land use classification. Development densities, heights and patterns in the Support/Clinical land use shall respect pedestrian connections, historic context (where applicable), adjacencies to other land uses and creation of functional open space while maximizing the efficient use of building footprints to the extent feasible within construction budgets and program requirements.*

The Future Land Use map for 2015-2025 identifies 176.8 acres in the Support/Clinical land use classification. This is an increase of 9.7 acres from that identified in the previous campus master plan. The amount of Cultural land use remained constant at 19.51 acres.

Based on the Campus Master Plan Future Land Use map, the university contained 4,197,974 gross square feet of building space in the Support/Clinical Land Use classification as of March 2014. At this time, there was also 298,938 gross square feet of space in the Cultural Land Use classification. The 10-year Capital Projects list includes approximately 515,000 gross square feet of net new space to be constructed within the Support/Clinical Land Use during in the 10-year plan horizon. Additionally, it projects another 197,000 gross square feet of net new space with the Cultural Land Use classification.