

The UWF 2021-2031 Campus Master Plan Update was adopted by unanimous vote of the UWF Board of Trustees on December 15, 2022

Administrative Update:
February 22, 2023



UNIVERSITY *of*
WEST FLORIDA

NOVEMBER 30, 2022 (FINAL ISSUANCE)

COMPREHENSIVE CAMPUS MASTER PLAN 2021 - 2031

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UNIVERSITY OF WEST FLORIDA
2031 COMPREHENSIVE CAMPUS MASTER PLAN

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EXECUTIVE SUMMARY



“The master planning process currently underway at UWF is happening at a most opportune time. Our world has changed a great deal since the last time we updated the plan and opportunities abound for us to hone a clear vision for the university we can be. It’s important work that will benefit our university for years to come.”

DR. MARTHA D. SAUNDERS | **PRESIDENT**

CAMPUS MASTER PLAN COMMITTEES

PRESIDENT'S CABINET

- Dr. Martha D. Saunders**, President of the University of West Florida
- Dr. George Ellenberg**, Provost and Senior Vice President
- Dr. Gregory Tomso**, Vice President of Academic Engagement and Student Affairs and Chief Diversity Officer
- Howard J. Reddy**, Vice President for University Advancement
- Betsy Bowers**, Vice President for Finance and Administration
- Dr. Ed Ranelli**, Associate Vice President for External Affairs
- Jamie Sprague**, Associate Vice President of Human Resources
- Dave Scott**, Director of Intercollegiate Athletics
- Susan A Woolf**, General Counsel
- Rachel Witbracht**, Director for Government Relations

CAMPUS MASTER PLAN STEERING COMMITTEE

INTERNAL CORE TEAM

- Dr. Melinda Bowers**, Dean, Emerald Coast Campus
- Bob Dugan**, Special Assistant to the Provost and Dean Emeritus, University Libraries
- Mel Manor**, Interim AVP Facilities Management
- Adam Pitts**, FP&C Project Manager

ADDITIONAL STEERING COMMITTEE MEMBERS

- EJ Foster**, Student - Alpha Phi Alpha, CAB Executive, Recreation Dept. Employee
- Daniel Lucas**, Chief Financial Officer of the UWF Foundation, Inc. and Associate Vice President of University Advancement
- Anamarie Mixson**, Director, President's Office
- Dr. Karen Molek**, Chair of Chemistry Department, Associate Professor of Chemistry, Administrative Fellow for Competitive Grants, MARC & Chemistry Scholars Programs Director
- Tony Nguyen**, Senior Associate Athletic Director/Operations
- Dr. Ed Ranelli**, Associate Vice President for External Affairs CEO, UWF Business Enterprise, Inc. (BEI), DSO Dean Emeritus of the UWF College of Business
- Myles Sampson**, Interim Director, Facilities, Planning and Construction and Space Management
- Dr. Sherry Schneider**, Faculty Senate President, Assistant Professor of Psychology, Faculty Representative for Board of Trustees
- Dr. Matthew Schwartz**, Professor and Associate Vice President of Research Administration
- Dr. Benjamin Stubbs**, Director of Student Engagement and Interim Director of University Commons and Event Services
- Dr. Michelle Williams**, Vice Provost

CAMPUS MASTER PLAN SUBGROUPS:

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- Stephanie Clark**, Dean, University Libraries
- Dr. William Crawley**, Dean, College of Education & Professional Studies
- Dr. Daniel Drost**, Assistant Dean, Usha Kundu MD College of Health, and faculty member Movement Sciences and Health
- Dr. Jocelyn Evans**, Interim Director Kugelman Honors Program, Professor Reubin O'D. Askew Department of Government
- Dr. Richard M. Fountain**, Dean, College of Business
- Dr. Jaromy Kuhl**, Dean, Hal Marcus College of Science & Engineering (HMCSE)
- Suzanne Lewis**, Board of Trustee Chair
- Dr. Kuiyuan Li**, Dean, Graduate School
- Rob Overton, Jr.**, Executive Director UWF Historic Trust
- Ross Pristera**, Historic Preservationist

STUDENT LIFE FOCUS GROUP

- Sara Akerman**, Student
- Dr. Mary Anderson**, Associate Vice President & Dean of Students
- Darby Drapeau**, Student
- Alycia Grieco**, Director of Compliance & Staff Senate President
- April Harvey**, Assistant Director - Employment, Workers' Compensation and ADA Coordinator
- Abbie Hopper**, Student
- Lori Milkeris**, Director, Military & Veterans Resource Center (MVRC)
- Leigh Prouty**, Director of Housing and Residence Life
- Steven Wiktorski**, Student, SGA Senator, Student Affairs Committee Chair

**AT UWF, WE ARE LAUNCHING THE
NEXT GENERATION OF BIG THINKERS
WHO WILL CHANGE THE WORLD.
EXPECT BIG THINGS FROM US.
WE WILL DELIVER.**

- President Martha D. Saunders



ABOUT UWF

At the University of West Florida (UWF), there is the belief that the power of higher education can drive change. We see that impact on campus, within the region, across the state, and around the world. Our students confront challenges head-on, working collaboratively to solve them. Our faculty give students the tools to navigate choppy waters and the courage to seek new horizons, continuing to help the next generation of voyagers find their way.

OUR MISSION

UWF delivers a comprehensive university education that enables students to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

PRESIDENT'S VISION

“A fully engaged university recognized for the strength of our graduates, responsiveness to the needs of the state, and an unrelenting competitive spirit.” (Martha Saunders, 6th president)

VALUES

Integrity - UWF operates with fairness, respect, and integrity in all matters: Doing the right thing for the right reason.

Innovation - UWF expands learning as well as knowledge through creating and embracing opportunities for transformational change.

Caring - UWF is student-centered, crafting a safe, healthy, sustainable, dynamic learning and working environment that fosters individual potential.

Engaging - UWF promotes a culture of collaboration, cooperation, communication, commitment, and engagement to accomplish shared goals.

Equity - UWF is committed to providing accessible resources and opportunities for all individuals from different social, economic, and ethnic backgrounds.

Diversity - UWF is inclusive, appreciative, and respectful of the diversity among all people and their ideas.

UWF STRATEGIC GOALS AND DIRECTIONS

The University of West Florida's (UWF) 2022-2027 Strategic Plan builds upon the solid foundation of student success, academic achievement, research collaboration, and service established since the University's establishment in 1967. To align the Campus Master Plan with the strategic values of UWF, a focus was placed on the strategic directions and priorities for transformation and growth.

Strategic Direction 1: Student Centered and Focused

- 1.1 Provide high impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in their careers and lives.
- 1.2 Student recruitment and retention programming aligned with the University's Strategic Enrollment Plan.
- 1.3 Adequate physical or virtual learning support opportunities for earning degrees and related credentials, including post-graduation.
- 1.4 Student awareness of available resources for support.

Strategic Direction 2: Employees' Success

- 2.1 Recruit and retain capable employees who support UWF's mission, values, and strategic directions of service to the institution and the community.
- 2.2 Provide adequate workforce flexibility to address market needs and demands.

Strategic Direction 3: Exceptional Academic Programming and Scholarship Aligned with State Needs

- 3.1 Ensure excellent academic programs in areas of strategic importance to the university, region, and state.
- 3.2 Enhanced student-faculty engagement.

Strategic Direction 4: Community and Economic Engagement

- 4.1 Enhance the region's educational opportunities, economic development, health, and environmental sustainability.
- 4.2 Provide specific workforce needs/credentials for regional and state businesses.
- 4.3 Ensure mutually beneficial, highly-visible cultural, entertainment, and recreational events.

Strategic Direction 5: Infrastructure

- 5.1 Safe, effective, efficient use of physical plant.
- 5.2 Maintain up-to-date technology.
- 5.3 Establish UWF as desirable destination for educational, cultural, recreational, and professional events for the community.
- 5.4 Manage UWF's natural resources to improve utilization, resilience, and environmental sustainability.

Strategic Direction 6: Operational Excellence

- 6.1 Effective and timely business and operational services informed by best practices.
- 6.2 Ensure student and employee safety and continuity of operations from natural disasters or catastrophic events.
- 6.3 Assure accountability of operations and outcomes to appropriate internal and external stakeholders.

Strategic Direction 7: Culture of Inclusion and Civility

- 7.1 Maintain a welcoming, inclusive, equitable, and respectful environment for employees, students, visitors, and service partners.
- 7.2 Ensure a commitment to open-minded and tolerant civil discourse.

“A fully engaged university recognized for the strength of our graduates, responsiveness to the needs of the state, and an unrelenting competitive spirit.”

*- University of West Florida Vision
Martha Saunders, 6th president*

A large, white, rectangular sign with a flat top, mounted on a concrete base. The sign features the text "University of West Florida" in a black serif font. The sign is surrounded by a bed of red and pink flowers and green foliage. In the background, there are lush green trees and a paved road.

University of
West Florida

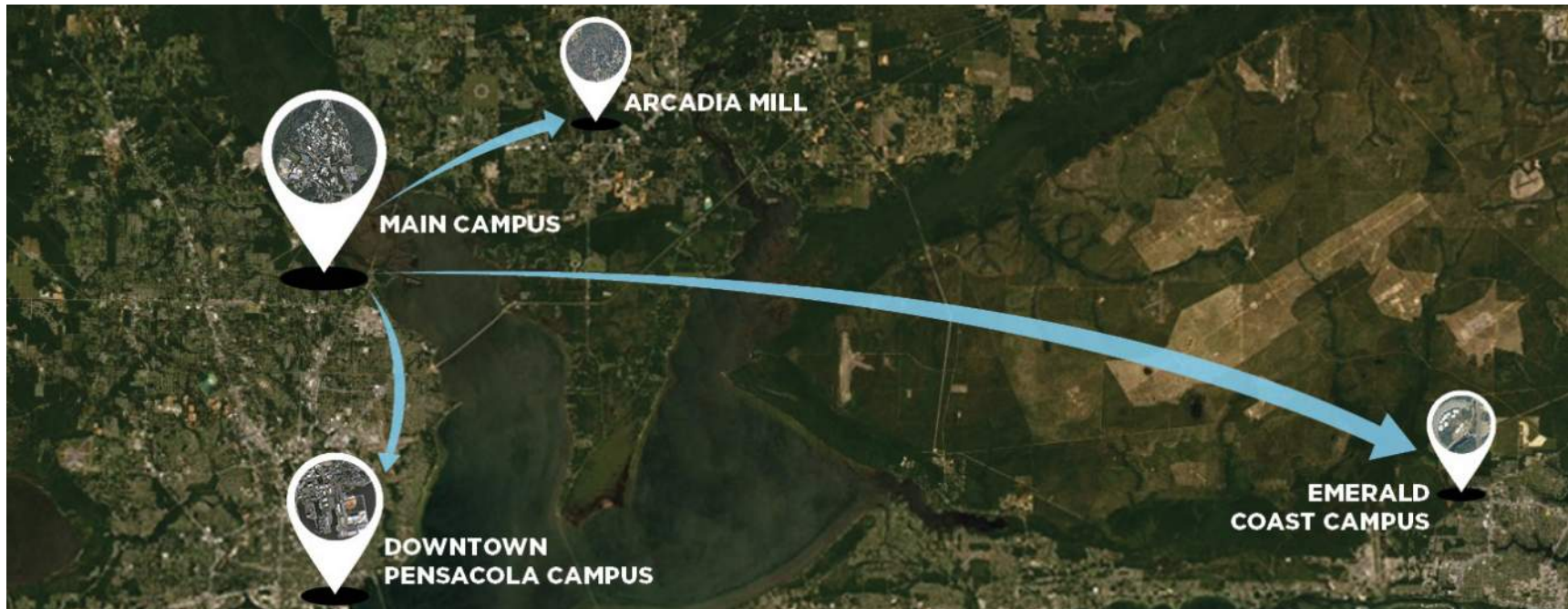


HISTORY

WHEN THE DOORS TO THE UNIVERSITY OF WEST FLORIDA OPENED IN THE FALL OF 1967, IT DIDN'T JUST MARK THE BEGINNING OF CLASSES. IT MARKED THE BEGINNING OF A STORY—THE UWF STORY. THIS TIMELINE DETAILS THE UNIVERSITY'S HISTORY OVER THE PAST FIVE DECADES, CHARACTERIZED BY VISION, HOPE, AND STRATEGIC GROWTH. WHERE WE'VE BEEN IS ONLY THE BEGINNING—OUR FOUNDATION FOR THE FUTURE.

Photo Date: University of West Florida, 1967

INSTITUTIONAL EVOLUTION



PENSACOLA MAIN CAMPUS

The land where the Pensacola Campus is located was originally inhabited by several Native American peoples, including the Choctaw, Apalachee, and Pensacola. Europeans arrived in the 1500s. Escambia County purchased the forested land for the University after the state legislature voted to create UWF in 1963. The groundbreaking occurred in 1965, with significant expansions including the library in 1968, CFPA in 1991, and the Science and Engineering Building in 2010.

WEST CAMPUS

There are 746 undeveloped acres that lie west of Thompson Bayou, which make up the “West Campus.” To its north is the Gulf Power plant facility. To the west is a developing single family residential area and Chemstrand Road. The areas to the south of the West Campus are single family residential developments in a remnant pine forest environment. The West Campus property is subdivided by a private access road to Gulf Power, Pate Street, and several power transmission

easements located within the property boundary. The West Campus has limited access from the west via Ten Mile Road/ Greenbrier Boulevard and Pate Street. These connect to county arterials, including Chemstrand Road, Nine Mile Road, and State Road 29. Running east-to-west through this district is Nine Mile Road, a rapidly developing retail/commercial corridor.

The West Campus is currently undeveloped, although it remains a critical asset to the University for future teaching, research, environmental conservation, and program-related growth. Ownership of the West Campus property is held by both the State Land Trust and the UWF Foundation. It has several significant encumbrances, including the existing Pate Street and an existing power transmission line. The significant slope across the property, which represents an approximate 70+ foot change in vertical elevation, is an additional challenge to its development. However, wetland presence is limited, base on the National Wetlands Inventory.

DOWNTOWN

The University's Downtown Campus is located in the heart of the Downtown Pensacola Historic District. This district exists within a rich urban context, subdivided by a public street grid and intermingled with public and private facilities, which incorporate a wide variety of shops, restaurants, offices, governmental buildings, museums, theaters, performance and arts venues, archaeological sites, residential housing, and public parks. Immediately to the south of the Downtown Campus is the Port of Pensacola and the Pensacola Bay; to the southeast is the Palafox Pier development and Maritime Park.

The origin of the Downtown Campus began as the "Historic Village" almost 35 years prior to UWF's involvement.

In 1967, an agency was created by the Historic Pensacola Preservation Board Charter to preserve local resources. At that time, the agency was independent from state government; however, as multiple independent agencies of this nature grew across the state, the State Legislature determined a need to create a central control to foster all state-wide historic preservation. Accordingly, in 1990, a "sunsetting" of independent agencies came into effect, and as a result, the local preservation boards were abolished. In 2001, "West Florida Historic Pensacola Preservation, Inc." was created as a Direct Support Organization (DSO) to UWF. The transferred holdings included 22 acres and the associated downtown buildings, which largely operate as a "living history museum." It includes several museums, historic homes, the historic Old Christ Church, a gift store, an administration building, and several living history exhibits. The buildings are now owned by the Internal Development Trust Fund, and there is an agreement with UWF to provide stewardship of these properties.

Beyond its historic buildings, the Downtown Campus property itself is historic. The campus occupies land that was previously the location of a Spanish fort (and later a British fort), occupied between 1752 and 1821. Within and adjacent to the property are several exposed excavations of previous foundations. There remains an on-going archaeological exploration to uncover original foundations and artifacts of this period, and any proposed new construction will need to respect these historical treasures. Several years ago, the University of West Florida, West Florida Historic Preservation, Inc., and the City of Pensacola joined together to commission Urban Design Associates to prepare a Pensacola Historic District Master Plan, which was published in March, 2004. The plan provided a framework for the entire Historic District, including the properties owned by UWF. Additional master planning has been completed for the "Historic Village" in recent years, including the Interpretive Master Plan by Haley Sharpe, October 2015 and the Museum Plaza Master Plan by Marquis, Latimer and Halback, April 2017.

As the Downtown Campus is further developed, precautions must be taken with the archaeological treasure that lies below. All regulations regarding the protection and discovery of potential artifacts must be maintained throughout all areas of growth. Overall, this campus is considered a "jewel in the crown" of the University of West Florida. The Historic Village is a unique asset that requires a stronger academic program connection to the University.

EMERALD COAST

The Emerald Coast Campus is a unique manifestation of the University of West Florida, in that it cannot be defined as a singular place, but rather as a range of locations and modalities that serve an ever-changing demand in the greater Florida Panhandle, and the counties located between Pensacola and Tallahassee. In terms of a current physical presence, the most significant location is currently at the Fort Walton Beach campus, located within the Northwest Florida State College campus. A majority of the educational delivery is accomplished through distance learning programs; however, there is an additional physical presence at the Niceville Campus of Northwest Florida State College.

The future of the Emerald Coast Campus is largely centered on technology-based delivery. It is anticipated that its distance learning program will continue to expand and thrive as the desire for higher education exceeds the available acceptance level at traditional universities. Given the ever-changing and dynamic nature of this delivery method, it is also anticipated that the Emerald Coast Campus will continue to seek public partners and institutions to collaborate with and share facilities, thereby remaining sufficiently flexible to meet the need directly where it exists.

ARCADIA MILL

Arcadia Mill Archaeological Site is the Milton, FL campus of the UWF Historic Trust. Arcadia Mill offers visitors an historical experience as well as the opportunity to visit a unique wetland ecosystem. This 19th century water-powered industrial complex included two lumber mills, a textile mill, bucket and pail factory, shingle mill, one of Florida's first railroads, and an ethnically diverse village. Today, Arcadia Mill functions as an archaeological site that is interpreted for the public through indoor and outdoor exhibits and archaeological remains visible throughout the site.

CAMPUS MASTER PLAN PURPOSE AND PRINCIPLES

Roadmap for the Next Decade

This document is the road map for current and future leaders as they look to grow and develop the physical facilities of the campus, including improving aging facilities in order to fulfill the UWF mission of “a comprehensive university education that enables students to meet their career and life goals.”

The purpose of The Campus Master Plan is to:

- Craft a vision for the future that aligns with the strategic direction of the University.
- Create a guide for physical development over time.
- Establish a basis for informed decision-making going forward.
- Strengthen relationships across the campus and within the community.
- Provide a road map and tools for implementation.

The Campus Master Plan Role

The Campus Master Plan defines and sets the direction for the ongoing development of the campus environment in a way that supports the mission, core values, and heritage of the institution. This plan offers a holistic, long-range approach that supports President Saunders’ Strategic Plan and vision for the campus, a tool for informing key decisions, providing a sustainable framework for development, and maximizing opportunities for funding.

The Campus Master Plan relies upon the University’s Strategic Plan, Enrollment and Student Success Plan, Landscape Master Plan, Diversity Plan, and the broader context of current and evolving partnerships, demographic changes, environmental assessments, and multi-year capital plans. This plan builds on an evaluation of the previous Master Plan to understand those designs that were effective as well as the concepts that were less successful. It is built on the understanding of how UWF has evolved over time and incorporates recently implemented projects to provide an up-to-date foundation for planning decisions.

Guiding Principles

University President Martha Saunders' vision to create “a community of learners and big thinkers who will change the world” is a critical north star for determining the guiding principles of the UWF Campus Master Plan.

Additionally, keeping in mind UWF's institutional values, the master plan is aligned with being caring, collaborative, creative, entrepreneurial, inclusive, and innovative.

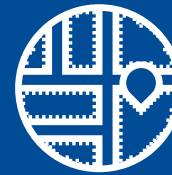
At the beginning of the planning process, the planning team met with university leadership and the steering committee to outline goals and objectives for the overall Campus Master Plan. Using targeted questions and mapping exercises, participants had the chance to highlight the current strengths, weaknesses, and opportunities of the physical campus. In alignment with the institutional mission, several planning principles were developed to guide the process from start to finish, helping to formulate physical aspirations for the campus.

This plan reflects UWF's goals, objectives, and vision

Engagement informed the themes, goals, and principles. The concepts strive to embody these.

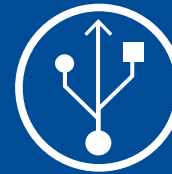
The survey informed and reinforced many of the needs, ideas, visions for the campus.

The big ideas sessions informed the concepts directly, so participants recognize many of the ideas!



GUIDING PRINCIPLE 1

Improve sense of place on campus focusing on accessibility, placemaking, and conservation



GUIDING PRINCIPLE 2

Provide more flexibility, collaboration, and improved technology within facilities



GUIDING PRINCIPLE 3

Develop more opportunities to integrate regional and local partnerships



GUIDING PRINCIPLE 4

Address how to better utilize current space on campus



GUIDING PRINCIPLE 5

Explore how to better support and engage students, including non-traditional students



GUIDING PRINCIPLE 6

Grow community presence and cohesion on campus

PHYSICAL PLANNING ALIGNMENT

A Campus Master Plan responds to the policy directions set by the University of West Florida (UWF) and the changing needs of the students and faculty within their respective physical environment. The University's Strategic Plan, among other initiatives and planning efforts, was used to guide this Campus Master Plan. The UWF Campus Master Plan serves as a blueprint for feasible building expansions and site improvements that preserve and renew existing facilities and reinforce the positive aspects of the campus.

CAMPUS DEVELOPMENT SINCE 2011

The 2011 master plan proposed a vision for the Main Campus that has carried forward an intention to accommodate significant changes over the last decade. With the impacts of a global pandemic, as well as political and socioeconomic changes, capital development planning has considerably shifted to support campus needs, away from a focus on growth and towards strategic investments in existing facilities and redevelopment. For example, the 2011 master plan recommended the re-routing of Campus Drive to an outer loop road and the creation of a University Commons to serve as the heart of campus life. While this project has not been implemented, the vision carries forward the desire to consider district-specific development that cultivates a student-serving environment and promotes a safe and welcoming campus.

LANDSCAPE MASTER PLAN

Completion of the campus-wide Landscape Master Plan ahead of the Campus Master Plan set the tone for the future strategies regarding open space, outdoor programming, and pedestrian circulation throughout UWF's campus. This Campus Master Plan identifies additional and impactful ways to leverage the Landscape Master Plan's priority projects by embracing UWF's natural environment, conserving valuable open space, expanding access, and suggesting new building sites that create a variety of gathering spaces while building social interaction for the entire

campus community. Further updates to the Landscape Master Plan may be appropriate to reflect the additional master planning efforts contained within this document.

EDUCATIONAL PLANT SURVEY

The State University System requires that at least every five years UWF report on their existing space and their projected need based on Education and General (E & G) space within a five year timeline for three general classifications of space: institutional, academic support, and institutional support. The data collected supports and informs strategic alignment in this Campus Master Plan, including recommended remodeling, renovation, new construction, demolition, and site, and utility infrastructure improvements.

UNIVERSITY PARKING AND TRANSPORTATION STUDY

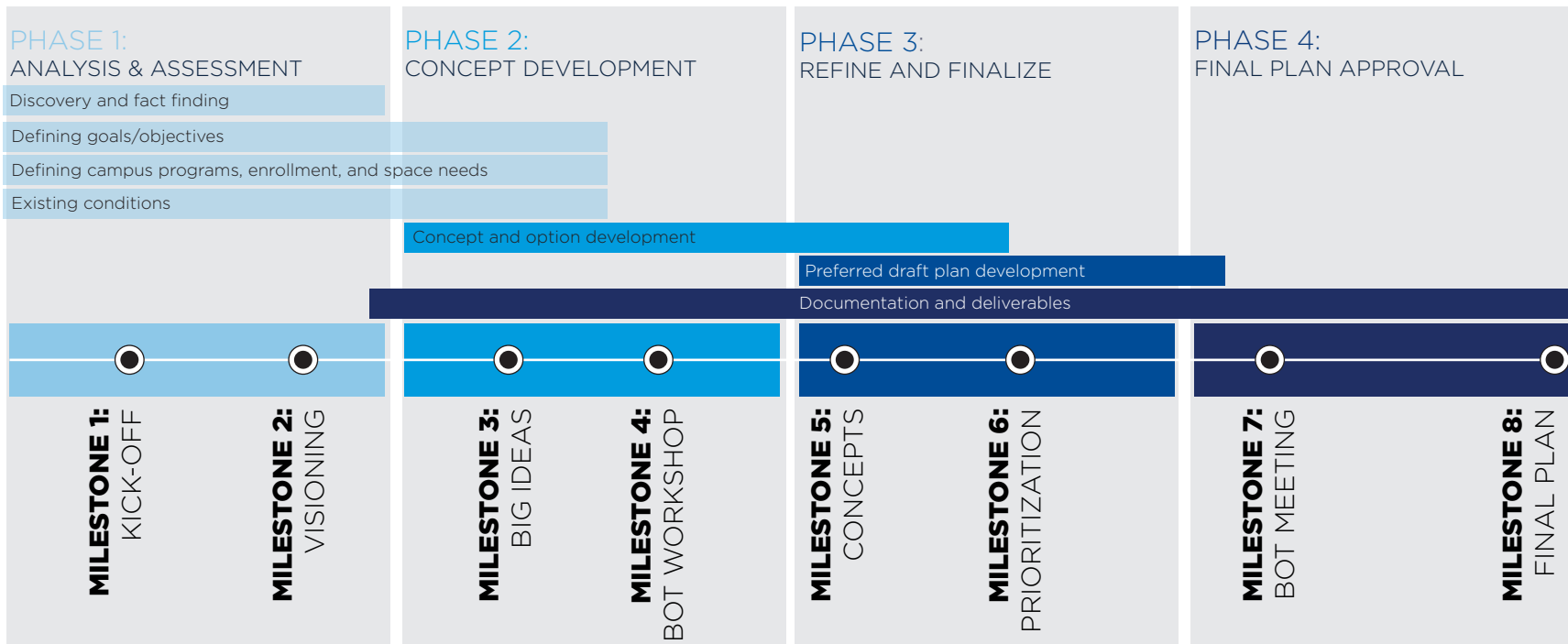
The University of West Florida commissioned an invitation to negotiate regarding Parking and Transportation Consulting Services in the summer of 2018. The stated goals of these services were to identify current and future demand for parking, generate a list of recommendations to address the future conditions, and to analyze the campus transportation system. This report is the culmination of several months of intense study, and evolving conversations about the nature of parking and commuting at UWF and in the Pensacola area, generally.

PROCESS

A successful plan is built with critical input from students, faculty, staff, administrators, and community members. Through an extensive engagement strategy, the planning team met with the campus and community throughout the planning process. In 2021 and 2022, on-campus and virtual workshops were held for input from the Campus Master Plan Committees, the campus community, and the broader community. The goals of the workshops were to receive input, feedback, and direction to inform the planning process. Stakeholders included students, staff, faculty, administrators, partner organizations, and neighbors of the campus. The following pages describe the engagement process and approaches taken in more detail.

The Florida Board of Governors (BOG) Regulations detail the requirements of university campus master plans. The University prepares and the Board of Trustees must adopt a Campus Master Plan at least every 10 years.

The BOG coordinates and supports the efforts of higher education institutions in the State of Florida. The Campus Master Plan requires coordination between universities and the local governments and includes the following elements: future land use, intergovernmental coordination, capital improvements, recreation and open space, general infrastructure, transportation, housing, and conservation. The Campus Master Plan may contain optional elements such as academic mission, academic program, utilities, and urban design.



PLANNING ENGAGEMENT

Planning efforts are more likely to be successful when paired with broad-based and personal engagement occurs through each phase of the project. Through a series of workshops and touchstone process meetings, a consistent review of findings and outcomes ensured stakeholder input was not in conflict with the University's goals, objectives, and policies before being integrated into the planning concepts and strategies.

University President's Cabinet: Selected by the President, the senior leadership team (known as the President's Cabinet) provided counsel on key planning issues and played a vital role in final decisions relating to the Campus Master Plan.

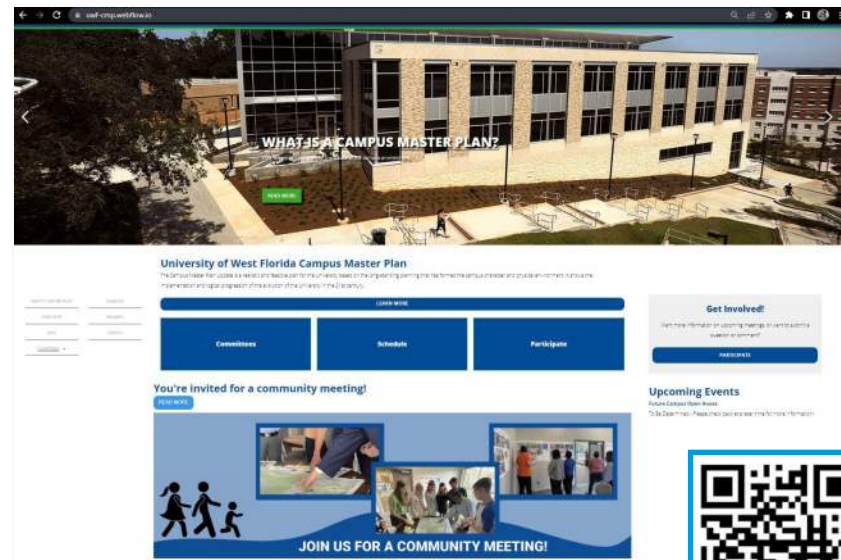
Steering Committee: The Campus Master Plan Steering Committee was a university-approved group of stakeholders that provided a broad representation of university constituents and participated in active planning and brainstorming sessions throughout the planning process with the campus planning team.

FOCUS GROUP COMMITTEES

Input during the planning process was provided by two committees selected to represent stakeholder needs from across UWF. Engagement included workshops, focused discussions, and external outreach. Focused subgroups were tailored to inform planning considerations for **Student Experience** (focused primarily on student life and success) and **Academic Experience** (focused primarily on academic strategic goals and future growth). These 9-10 member committees each contributed to the generation of ideas and advocacy for the future vision.



SWOT Analysis Mapping Exercise During Workshop with UWF's Steering Committee



UWF Campus Master Plan Project Microsite

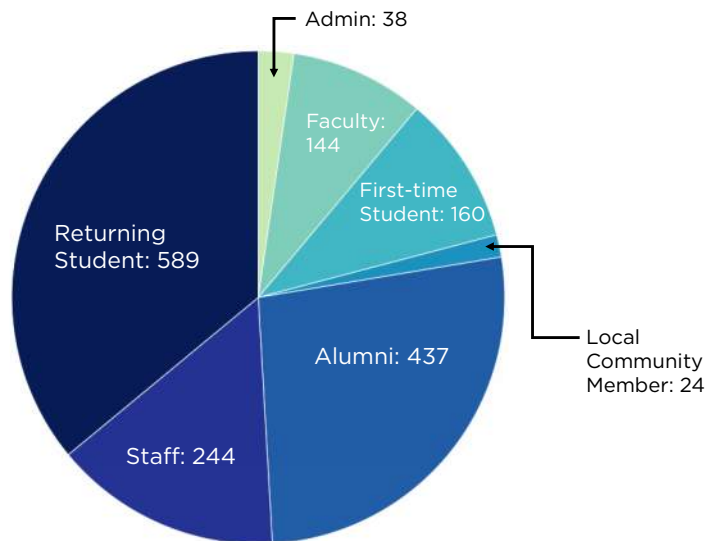
UWF CAMPUS MASTER PLAN MICROSITE

The Campus Master Plan microsite was a dynamic online tool and living website that tracked the activities, outreach, evolving decision-making, and outcomes of the Campus Master Plan from start to finish. Throughout the planning process, the microsite charted the project schedule and progress and provided a platform for information-sharing between the campus and the community. It ensured that stakeholders for all UWF campuses were informed, were provided the opportunity to participate, had a platform to contribute ideas, and understood final decisions.

<https://uwf-cmp.webflow.io/>

CAMPUS MASTER PLAN SURVEY

Over the course of two months, campus stakeholders had the opportunity to participate in a Campus Master Plan survey, accessible through the microsite. Participants included first-year and returning students, faculty, staff, administration, alumni, and local community members. The 1,636 respondents provided input on how amenities and physical aspects of the campus could be improved to benefit the overall campus environment.



Workshop with UWF students during Student Life Experience Focus Group



Workshop with Academic Experience Focus Group

SPACE NEEDS ASSESSMENT

KEY PLANNING ASSUMPTIONS

To estimate future needs for a variety of types of academic and non-academic spaces, enrollment growth assumptions were established. Enrollment is assumed to grow 5% between 2020 and 2025 in alignment with the University’s 2021 Accountability Plan. By 2031, enrollment is assumed to grow to 10% above 2020 numbers. These growth rates were applied to every college and division of the University to project future needs.

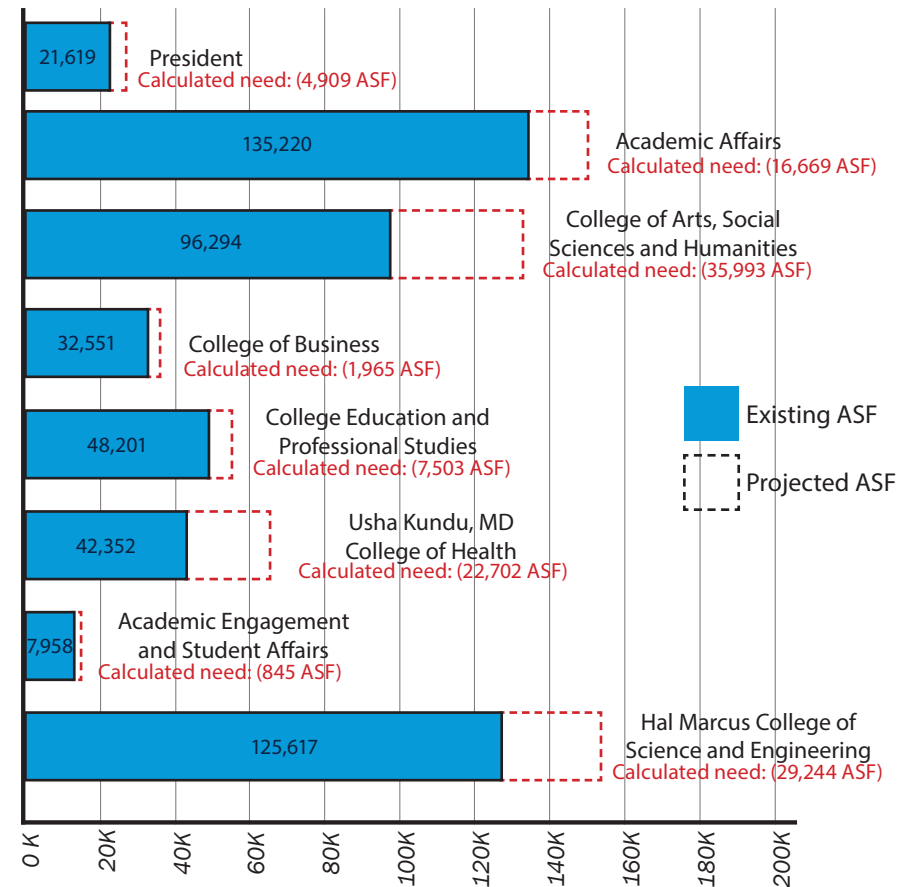
Space needs were then determined for the Pensacola and Emerald Coast campuses based on metrics for each space type and college/subdivision and benchmarked against the existing space inventory to identify needs and surpluses. They helped determine facilities needs and priorities during the Campus Master Planning process, and are also useful for space management.

Fall 2019 course data was used to determine academic space needs since it provides the best snapshot of conditions prior to the pandemic. The number of on-campus full-time equivalent (FTE) students, faculty, and staff was also used as the basis for determining the quantities of other types of space required.

To determine the needs for research space, a student engagement research component was assumed in addition to the typical lab-based research needs, in order to quantify the need for a more flexible collaboration-type space for STEM and non-lab-based disciplines.

To accommodate future enrollment growth, an additional 250-bed apartment-style housing facility was included within the space needs, given that housing is currently at 95% capacity.

SPACE NEEDS BY DIVISION OR COLLEGE



SPACE NEEDS BY SPACE TYPE

FICM Room Type Code	Space Type	Existing ASF ⁽¹⁾	Current		10-Year Projected	
			Calculated ASF Need	Difference From Existing Surplus (Deficit)	Calculated ASF Need	Difference From Existing Surplus (Deficit)
100	Classrooms	66,322	73,968	(7,646)	83,191	(16,869)
210/220	Instructional Laboratories	115,909	135,211	(19,302)	143,837	(27,928)
250	Research Laboratories	48,661	104,155	(55,494)	113,594	(64,933)
300	Offices	285,792	256,413	29,379	266,844	18,948
400	Library/Study Space	104,794	116,931	(12,137)	125,077	(20,283)
500	Special Use Facilities	29,232	29,164	68	29,604	(372)
520	Athletic/Student Recreation	158,089	138,820	19,269	143,663	14,426
600	Other General Use Space	8,768	8,768	0	8,768	0
610	Assembly Facilities	34,966	34,494	472	35,032	(66)
620	Exhibition Space	7,894	4,538	3,356	4,807	3,087
630	Food Facilities	30,246	24,888	5,358	27,259	2,987
650	Lounge Space	13,407	13,442	(35)	14,787	(1,380)
660	Merchandising Space	18,534	6,971	11,563	7,644	10,890
670	Recreation	5,096	5,377	(281)	5,915	(819)
680	Meeting Rooms	29,900	27,798	2,102	28,543	1,357
700	Support Facilities	52,751	48,788	3,963	51,130	1,621
800	Health Care Facilities	4,295	3,802	493	3,937	358
900	Residential Space	342,484	350,584	(8,100)	431,834	(89,350)
000	Unused/Inactive	2,061	0	2,061	0	2,061
Totals - By Space Type		1,359,201	1,384,112	(24,911)	1,525,466	(166,265)
Totals - Deficits				(102,455)		(222,000)
Gross Square Feet Conversion (Deficit)				(170,758)		(370,000)

(1) Does not include 46,617 ASF of inactive space located in the Southside residence halls.



FRAMEWORK FOR THE FUTURE

The UWF Campus Master Plan is a framework for transformational change. Together with the Strategic Plan, the Campus Master Plan identifies common goals and provides a shared vision for development to guide the physical campus environment.

A framework plan is designed to anticipate change. Grounded by the previously mentioned six guiding principles developed during the engagement process, the Campus Master Plan provides the flexibility and implementation strategies to grow UWF over the next ten years. In addition to the themes listed below, the final plan focuses on facilities, academic programming, open space, and circulation. In addition, the plan is guided by the State of Florida University System guidelines by complying with the Florida Board of Governors Regulations, Chapter 21, and Florida Statutes, Chapter 1013. Holistically, the Campus Master Plan links the UWF’s strategic planning, facilities planning, and capital appropriation requests.

UWF CAMPUS MASTER PLAN THEMES:

DEVELOP PROMINENT
COMMUNITY CONNECTION
& REGIONAL RECOGNITION

IMPROVE PEDESTRIAN/
BICYCLE CONNECTIVITY
AND SAFETY

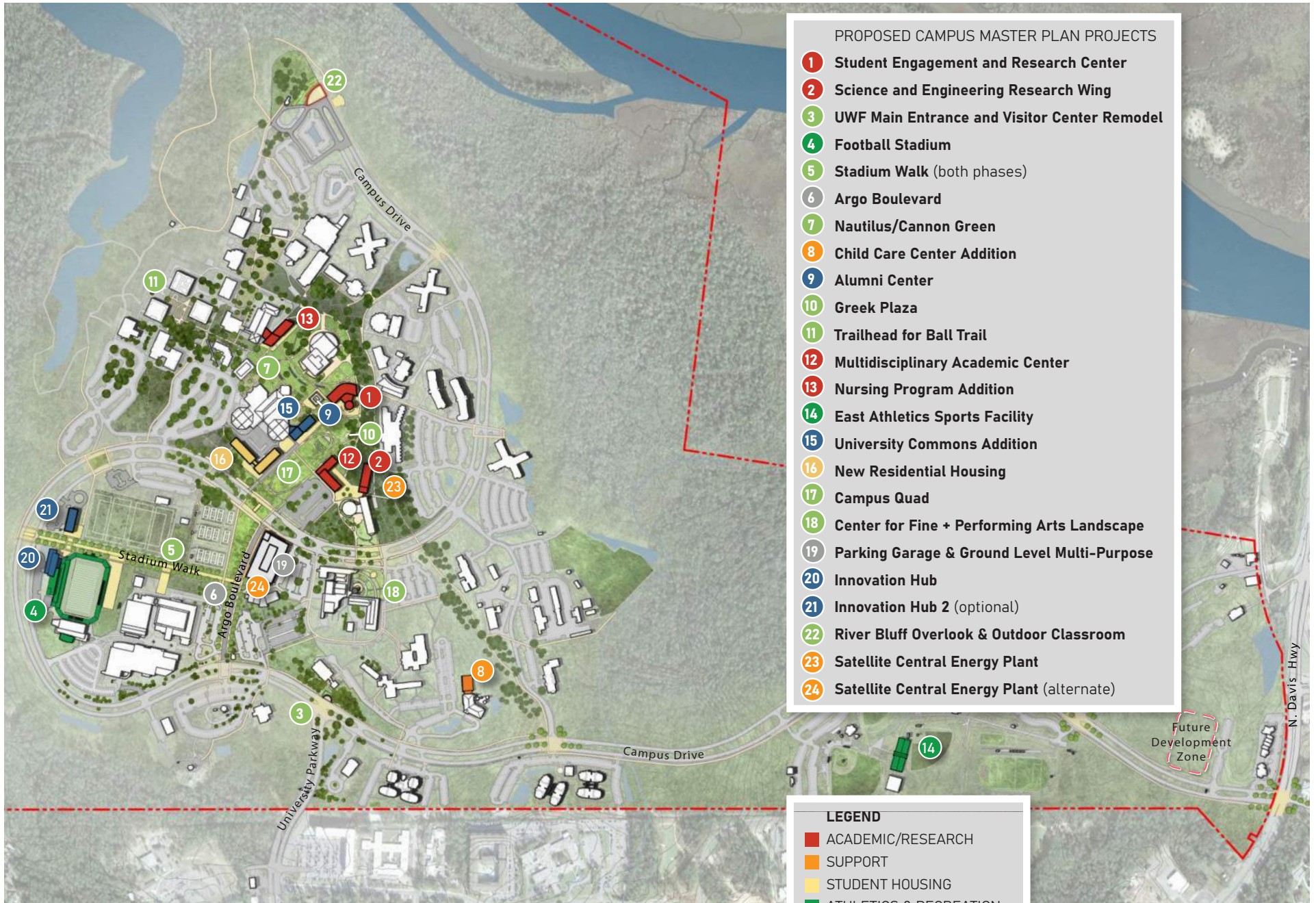
IMPROVE SENSE OF PLACE
ON CAMPUS, INCLUDING
SIGNAGE AND WAYFINDING

ADDRESS SOUTHSIDE AND
THE IMPROVEMENT OF
CAMPUS CORE

EXPAND UPON
OPPORTUNITIES FOR
GROWTH IN ACADEMIC
PROGRAMS

PRIORITIZE FLEXIBLE
COLLABORATION SPACES

As UWF continues to expand its partnerships, the Campus Master Plan makes recommendations for investments that will allow the University to support its mission and vision to be a recognized university of distinction.



- PROPOSED CAMPUS MASTER PLAN PROJECTS
- 1 Student Engagement and Research Center
 - 2 Science and Engineering Research Wing
 - 3 UWF Main Entrance and Visitor Center Remodel
 - 4 Football Stadium
 - 5 Stadium Walk (both phases)
 - 6 Argo Boulevard
 - 7 Nautilus/Cannon Green
 - 8 Child Care Center Addition
 - 9 Alumni Center
 - 10 Greek Plaza
 - 11 Trailhead for Ball Trail
 - 12 Multidisciplinary Academic Center
 - 13 Nursing Program Addition
 - 14 East Athletics Sports Facility
 - 15 University Commons Addition
 - 16 New Residential Housing
 - 17 Campus Quad
 - 18 Center for Fine + Performing Arts Landscape
 - 19 Parking Garage & Ground Level Multi-Purpose
 - 20 Innovation Hub
 - 21 Innovation Hub 2 (optional)
 - 22 River Bluff Overlook & Outdoor Classroom
 - 23 Satellite Central Energy Plant
 - 24 Satellite Central Energy Plant (alternate)

- LEGEND
- ACADEMIC/RESEARCH
 - SUPPORT
 - STUDENT HOUSING
 - ATHLETICS & RECREATION
 - MULTI-PURPOSE
 - LANDSCAPE
 - CIRCULATION & PARKING
 - EXISTING

UWF 2031 VISION PLAN

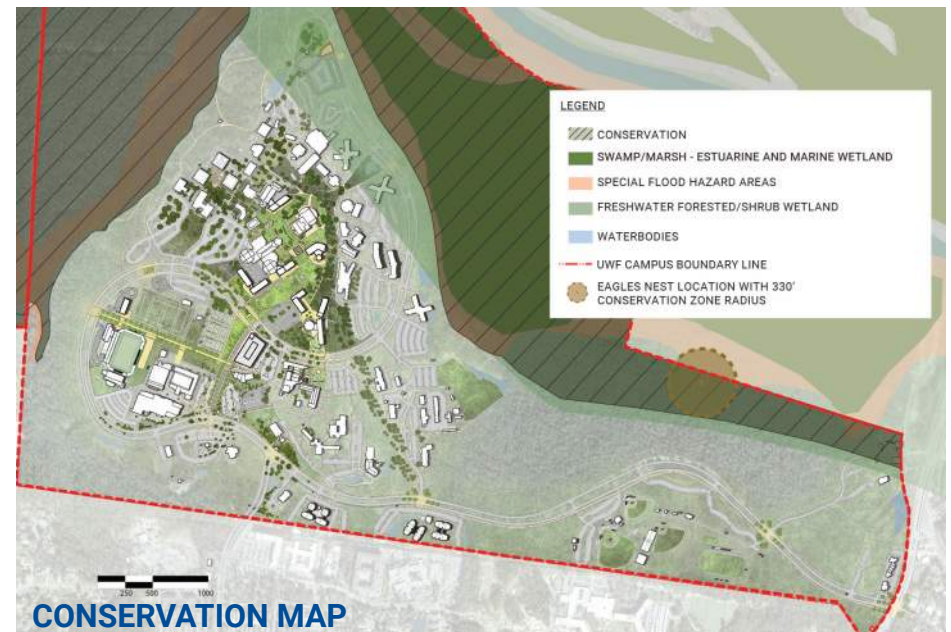
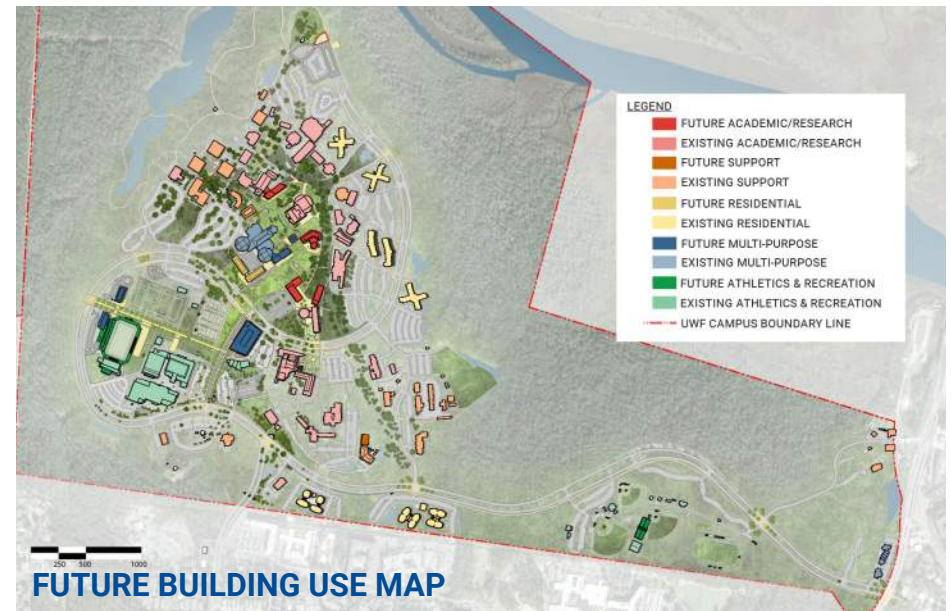
FUTURE DEVELOPMENT AND LAND USE

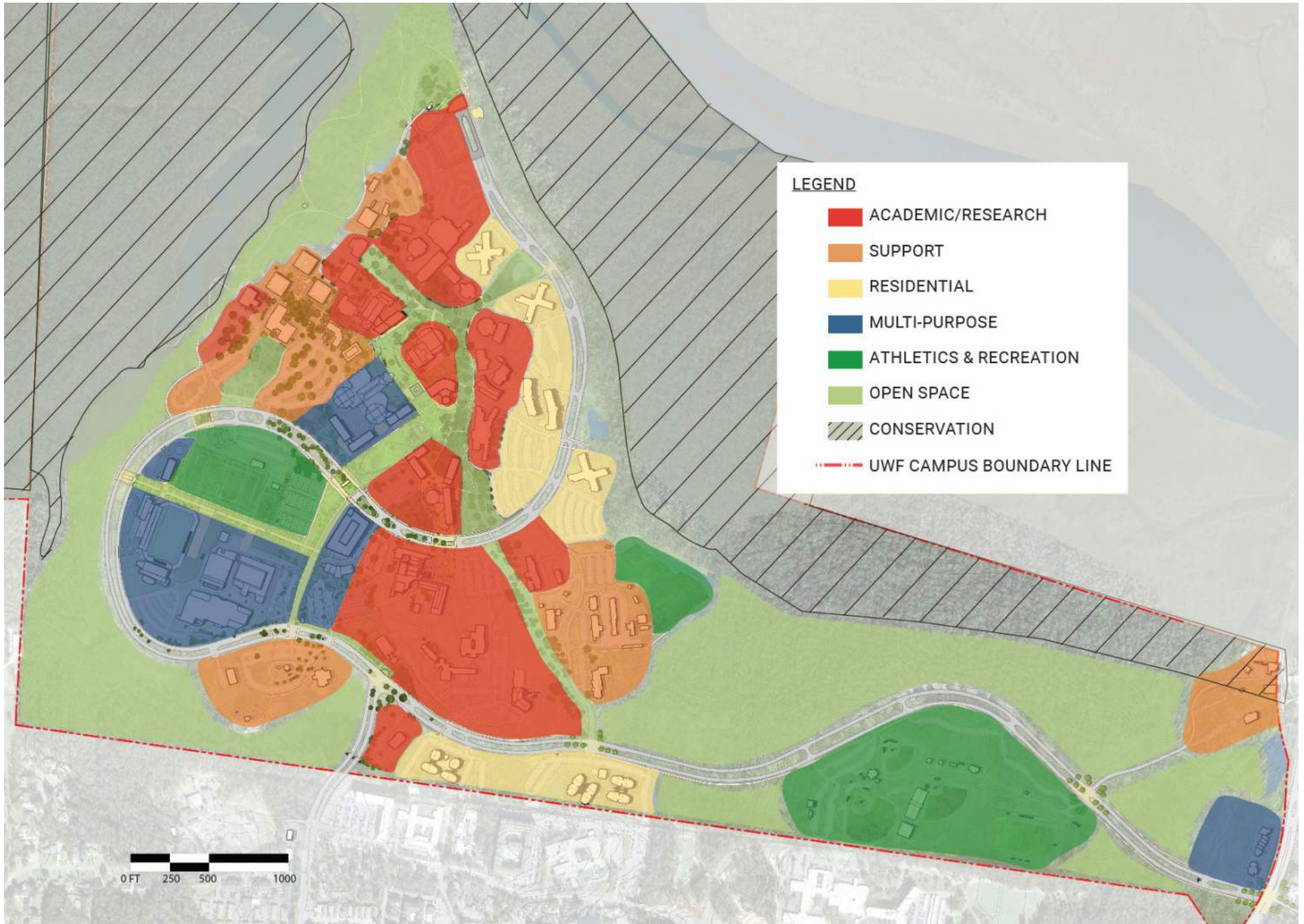
Based on the campus analysis and assessment, and keeping in alignment with the Campus Master Plan's goals, several key elements became a key focus in the development of the 10-year vision. The Campus Master Plan reflects the total assumed need for full build-out. To ensure development is equitably distributed across campus with a desirable mix of buildings and open space, while affording UWF some flexibility, the campus has been divided into focus areas distributed across campus, including the Academic Core, Athletics and Innovation District, and Argo Boulevard and Central Campus Quad within the southern portion of campus. UWF will manage the land use on each campus in a manner that facilitates the academic mission, conserves land for future needs, protects valuable natural resources, coordinates with land use policies of the local communities, and addresses climate change impacts within the region.

CONSERVATION AREAS

UWF has also committed to the protection of their campus resources and ecosystems, both natural and man-made environments, by ensuring future campus development conserves valuable land surrounding the campus. This commitment includes the coordination of future development with appropriate topographical and soil conditions, including surface waters and wetland resource protection.

The bird's-eye views on the following pages illustrate in greater detail the long-term campus vision. For this purpose, the campus is divided into three focus areas, to help explain and clarify the campus vision: facilities, open space, and circulation.





FUTURE LAND USE MAP

FUTURE FACILITY DEVELOPMENT

The Campus Master Plan recommends facility expansions to meet the identified needs for increased academic and student life spaces. The increased capacity is distributed throughout campus in the focused areas. This development aligns with the goal, vision, and guiding principles of the Campus Master Plan.

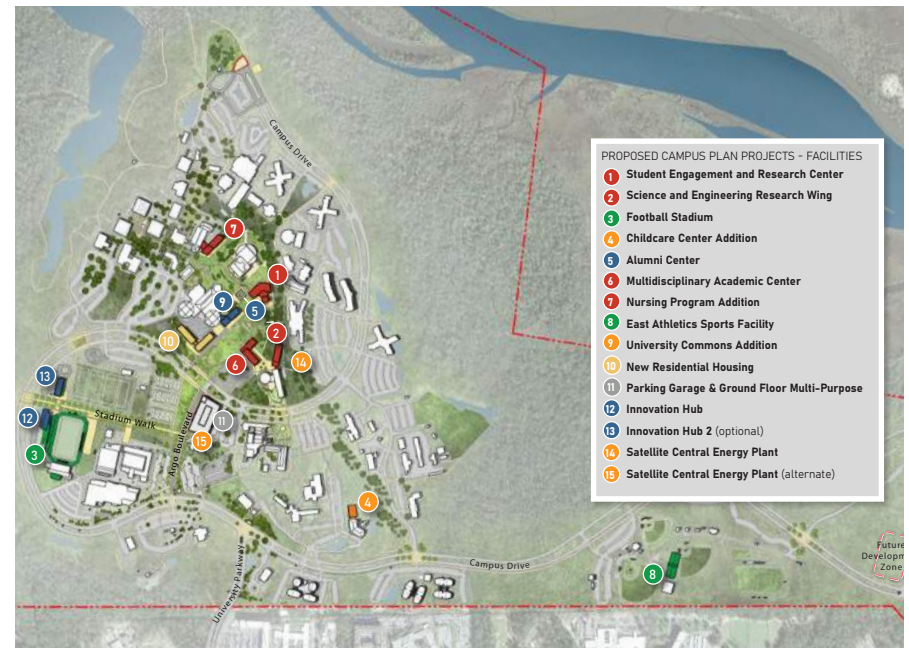
The Campus Master Plan includes an assessment of the existing built environment, with consideration of how the Campus Master Plan reflects and reinforces the underlying principles that support the campus identity and character.

PLANNING PRINCIPLES FOR FACILITIES AND PROGRAMS:

- Create authentic third-spaces and activate building edges through programming and transparency
- Create an incremental framework for future development and growth (new programs and partnerships)

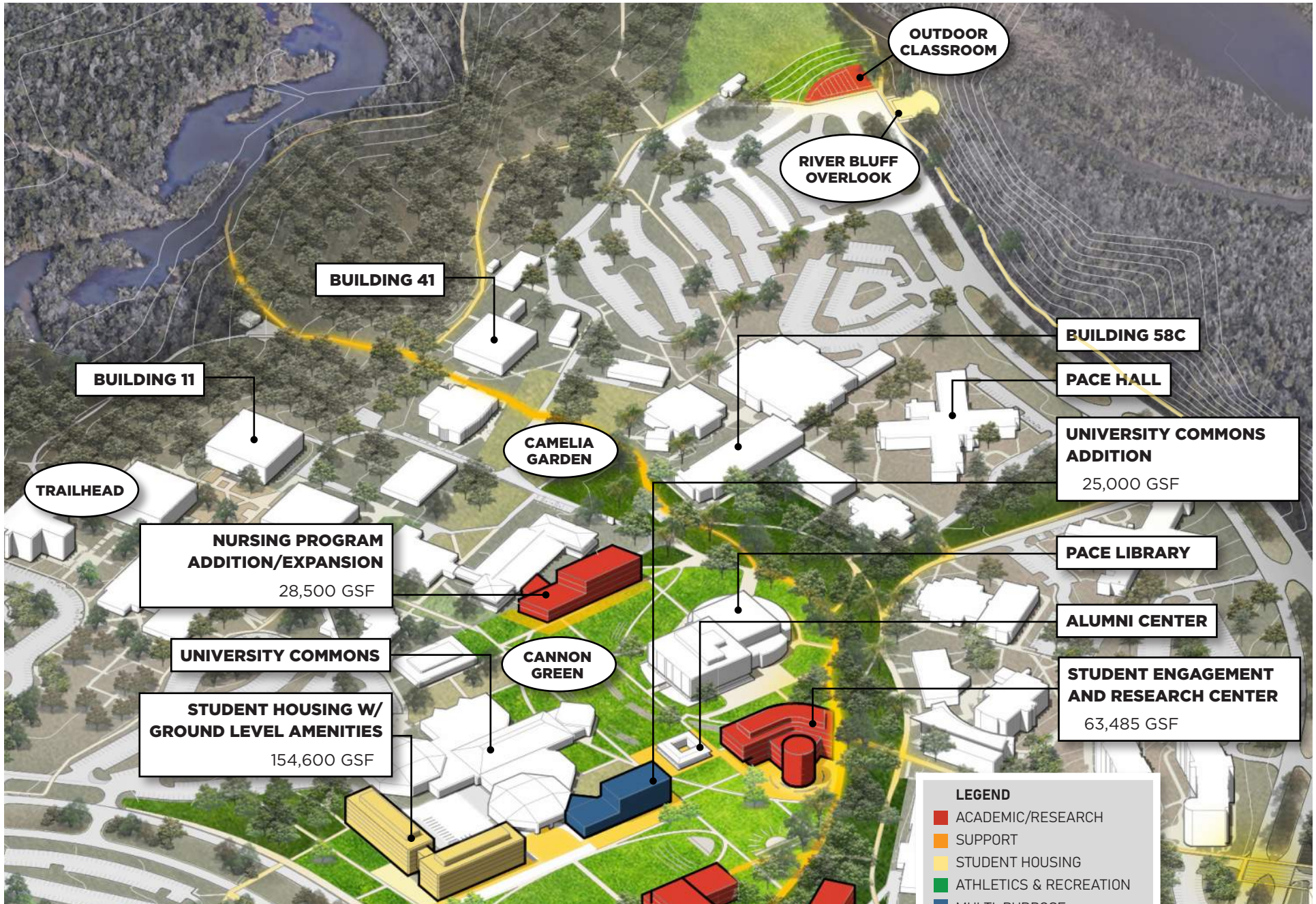
PLANNING GAPS:

- Flexible gathering and social spaces
- Football Stadium
- ADA accessible buildings
- Retail and dining options
- Focus on deferred maintenance projects and capitalize on site improvements
- Collaborative and flexible classrooms
- Student Housing
- Utilization of University Commons
- Heating and Cooling Capacity



Top Priority Projects:

- Student Engagement and Research Center
 - Identified as top priority project on Capital Improvement List
- Science and Engineering Research Wing
- Darrel Gooden Center Addition
- Multidisciplinary Academic Center
- Nursing Program Addition
- Football Stadium
- University Commons Addition
- New Residential Housing (250-bed facility)
- Alumni Center
- Modular Satellite Central Heating and Cooling Plant



UWF 2031 VISION PLAN - ACADEMIC CORE

LEGEND

- ACADEMIC/RESEARCH
- SUPPORT
- STUDENT HOUSING
- ATHLETICS & RECREATION
- MULTI-PURPOSE
- LANDSCAPE
- CIRCULATION & PARKING



FUTURE OPEN SPACE IMPROVEMENTS

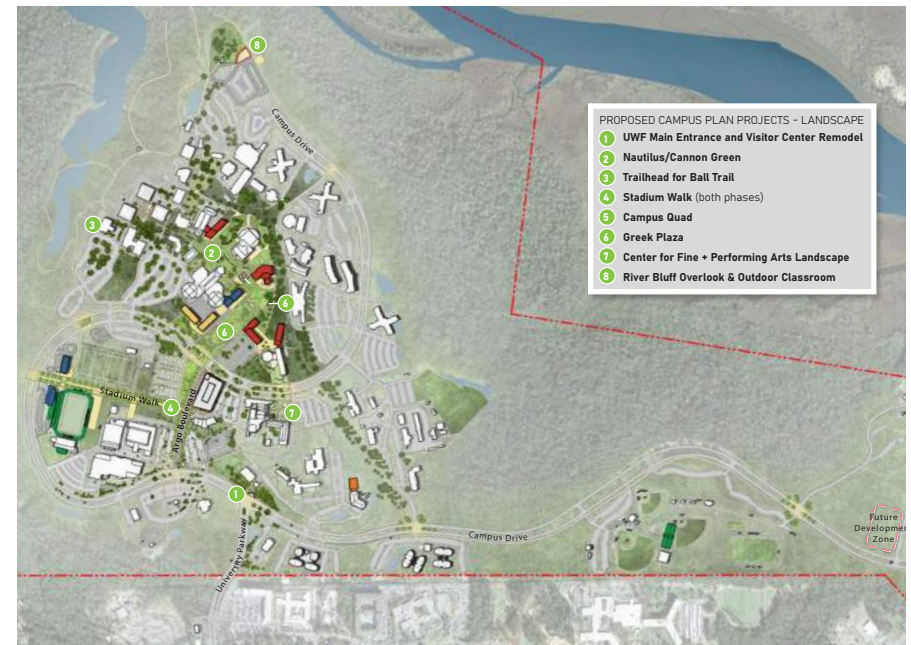
The environment of campus is instrumental in establishing a vibrant and welcoming campus experience, deeply rooted in a sense of place, and celebrating the unique Pensacola setting.

PLANNING PRINCIPLES FOR PASSIVE AND ACTIVE OPEN SPACE:

- Develop identifiable open spaces with their own identity for accommodating a variety of outdoor programs and activities
- Emphasize placemaking, sense of campus, and campus community
- Focus on view corridors, landmarks, landscape, and outdoor pavilions for activation

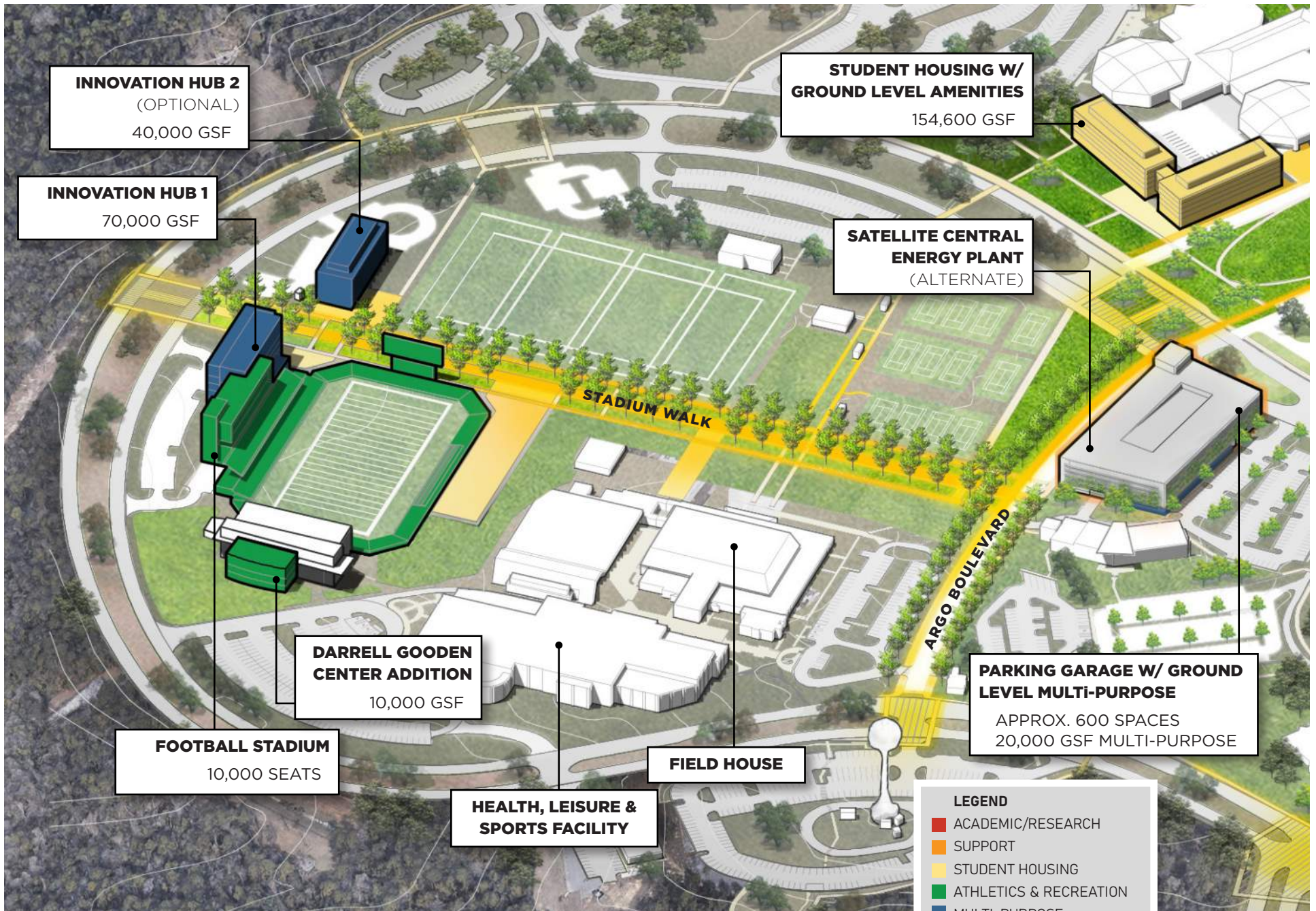
PLANNING GAPS:

- Wayfinding and Signage (pedestrian and automotive)
- Campus gateway(s)
- Large gathering space to draw in the local community
- Reimagining the campus core by eliminating most, if not all the Southsides
- Improving safety and connectivity of campus open space throughout the entire campus



Top Priority Projects:

- Main Entrance and Welcome Center Renovation
 - Top priority and is already in process with identified funding
 - Benefits include improved safety, wayfinding, and providing iconic focal point for campus
- Nautilus / Cannon Green improvements
 - Important to the core of campus and needs more programming, shade, seating, and Greek Plaza.
 - Can be integrated with the open space hook concept, connecting to southern portion of campus
 - Center for Fine and Performing Arts Arrival Landscape
- Trailhead at Ball Trail
- Stadium Walk
- New Campus Quad
 - Connects north and south portion of campus
- Escambia River Bluff Overlook w/ outdoor learning classroom and programming



UWF 2031 VISION PLAN - ATHLETICS AND INNOVATION DISTRICT

FUTURE CIRCULATION AND PARKING

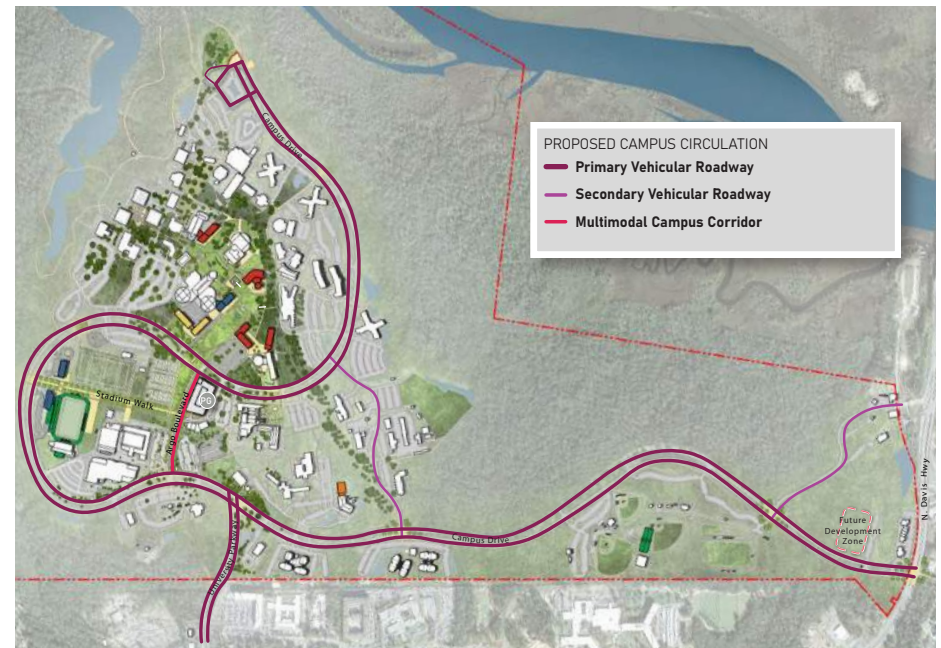
Future campus circulation focuses on a pedestrian-oriented central network, and maintains vehicular routes which strengthen navigability and hierarchy among routes.

PLANNING PRINCIPLES FOR MULTIMODAL CIRCULATION AND PARKING:

- Leverage existing streets, parking, and circulation network to increase connectivity to the campus core
- Increase walkability and expand the pedestrian campus network by creating new visible pedestrian thoroughfares and connect existing activity nodes with views
- Create safe and well-lit pathways from parking facilities

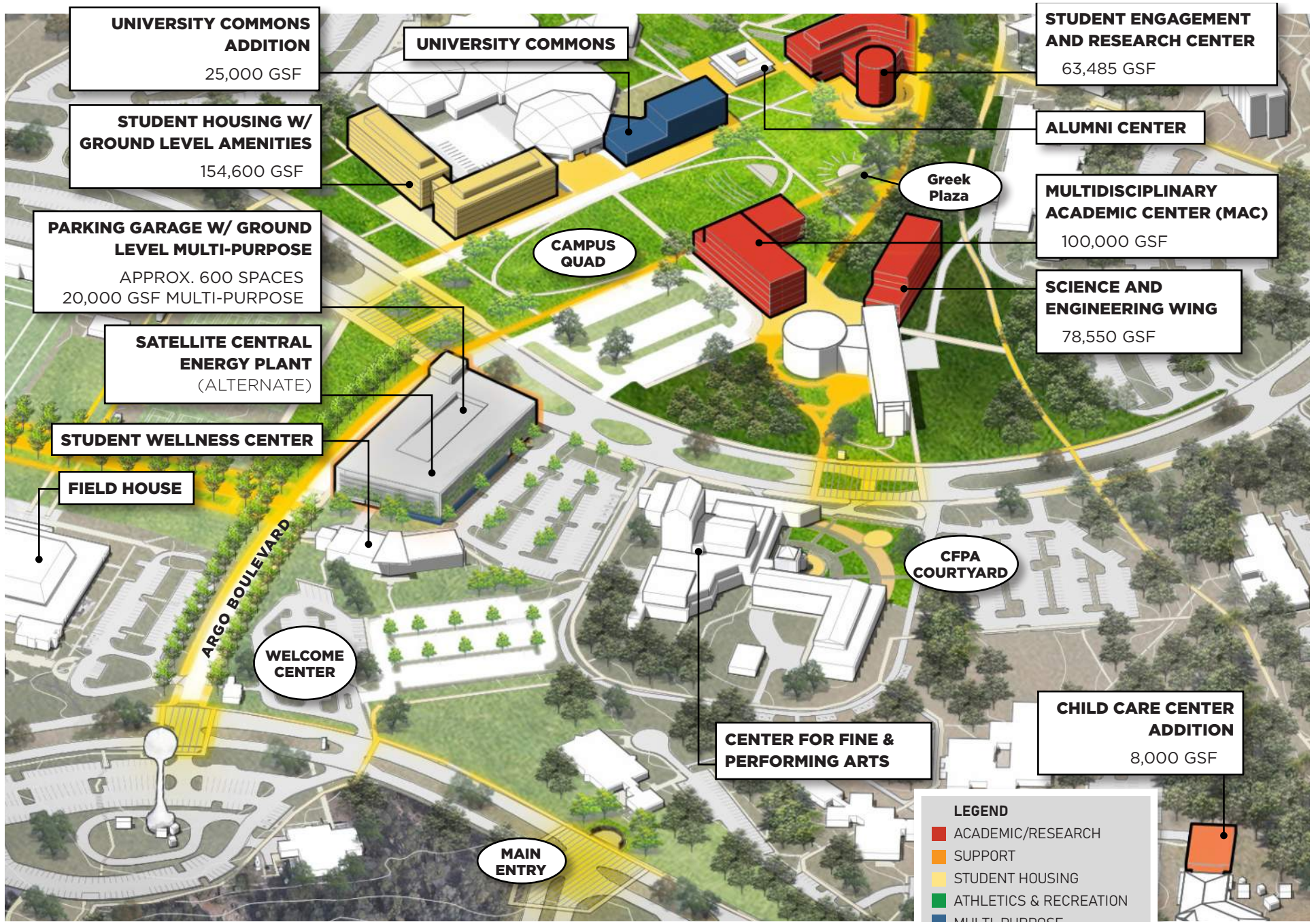
PLANNING GAPS:

- Design distinct, safe, and continuous pedestrian pathways
- Well-distributed parking near accessible pathways to motivate people to drive less
- Accessibility across campus
- Continuous traffic circulation and emergency vehicle access
- Options for inclement weather e.g., covered pathways and refuge locations
- Clear separation between vehicular, bicycle, and pedestrian pathways



Top Priority Projects:

- New campus boulevard connection - Argo Boulevard
 - Help provide access to parking facilities for campus visitors
 - Improve ingress and egress traffic on game days and special events
 - Connect the northern campus core with southern portion of campus
- University Commons Entry Loop Road
- Improve pedestrian crosswalks along Campus Drive, particularly connecting open space, campus activity nodes, and parking facilities
- Improve campus signage and wayfinding



UWF 2031 VISION PLAN - ARGO BOULEVARD GATEWAY AND CENTRAL CAMPUS QUAD

IMPLEMENTATION PLAN SHORT TERM (1-5 YEARS)

The Campus Master Plan includes phased development and implementation planning that identifies projects assumed to be completed in the specified time frames, as funding and functional needs allow. The anticipated planning and development to be completed within the next five years includes:

****"Remodeling" refers to the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.*

****"Renovation" refers to the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term "materials" does not include instructional materials.*

****"New construction" refers to any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square*

Type of Project	Project Recommendations	Key	Notes
Demolish	Southside Residence Hall 28	28	
Demolish	Southside Residence Hall 29	29	
Demolish	Southside Residence Hall 30	30	
Demolish	Southside Residence Hall 31	31	
Demolish	Southside Residence Hall 33	33	
Demolish	Southside Residence Hall 34	34	
Demolish	Southside Residence Hall 35	35	
Demolish	Southside Residence Hall 26	26	
Demolish	Southside Residence Hall 27	27	
Demolish	Southside Residence Hall 14	14	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 15	15	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 16	16	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 23	23	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 24	24	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 25	25	From Educational Plant Survey (5-year plan) - demolition 5.1
Renovation**	Building 81 Welcome Center Renovation	81	Part of the Landscape Master Plan Priority Project #1
Renovation**	Building 50	50	From Educational Plant Survey (5-year plan)
Renovation**	Building 54	54	From Educational Plant Survey (5-year plan)
Renovation**	Building 77	77	From Educational Plant Survey (5-year plan)
Renovation**	Building 78	78	From Educational Plant Survey (5-year plan)
Renovation**	Building 82 - Center for Fine and Performing Arts	82	From Educational Plant Survey (5-year plan)
Remodel*	Building 50	50	From Educational Plant Survey (5-year plan)
Remodel*	Building 54	54	From Educational Plant Survey (5-year plan)
Remodel*	Building 80	80	From Educational Plant Survey (5-year plan)
New Construction***	Student Engagement and Research Center	SERC	From Educational Plant Survey (5-year plan) - new construction 3.1
New Construction***	Science and Engineering Research Wing	004A	From Educational Plant Survey (5-year plan) - new construction 3.2
New Construction***	Football Stadium - Phase 1	FS1	
New Construction***	Darrell Gooden Center Addition	DG	
New Construction***	ERCDD - Building 99 Addition	99	Expansion of childcare facility; Based on stakeholder engagement
Open Space Improvement	Landscape MP Priority Project #1: UWF Main Entrance	LA1	From Landscape Master Plan
Open Space Improvement	Landscape MP Priority Project #2: Nautilus/Cannon Green	LA2	From Landscape Master Plan
Open Space Improvement	Landscape MP Priority Project #5: Trailhead for the Ball Trail	LA3	From Landscape Master Plan
Open Space Improvement	Phase 1: Stadium Walk	LA4	Corresponding project with the development of stadium
Circulation Improvements	Argo Boulevard - new north/south connection	AB	Corresponding project with the development of stadium
Circulation Improvements	Improved pedestrian crosswalks along Campus Drive	PZ1, PZ2	

University of West Florida Campus Master Plan Phasing & Implementation Plan

Short-term Phase: 1-5 Years

Facilities

Demolition

Southside Residence Halls:

- 14
- 15
- 16
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 33
- 34
- 35

Renovation

- 81 Welcome Center Building
- 50 Building
- 54 Building
- 77 Building
- 78 Building
- 82 Building

Remodel

- 50 Building
- 54 Building
- 80 Building

New Construction

- SERC Student Engagement & Research Center
- 004A Science and Engineering Research Wing
- FS1 Football Stadium - Phase 1
- DG Darrell Gooden Center Addition
- 99 ERCCD Building 99 Addition
- EP Central Satellite Energy Plant

Evaluate For Renovation/Replacement

- 77 Building
- 78 Building

Landscape Improvements

Open Space

- OS1 University Park Field reconfiguration

Proposed Landscape Projects:

- LA1 UWF Main Entrance
- LA2 Nautilus/Cannon Green
- LA3 Trailhead for the Ball Trail
- LA4 Stadium Walk Green Space (Phase 1)
- Improved Campus Gateway

Circulation Improvements

Proposed Argo Boulevard

Major Pedestrian Pathways

- MP1 Stadium Walk (Phase 1)

Pedestrian Trails

Pedestrian Zones

Parking Lot Reconfiguration

- P1 Reconfigured IM Field Parking
- P2 Reconfigured Welcome Center Parking



IMPLEMENTATION PLAN MID TERM (6-10 YEARS)

The Campus Master Plan includes phased development and implementation planning that identifies projects assumed to be completed in the specified time frames as funding and functional needs allow. Anticipated development to be considered in six to ten years include:

Type of Project	Project Recommendations	Key	Notes
Demolish	Building 77	77	College of Professional Studies; future Multidisciplinary Academic Center
Demolish	Building 78	78	College of Professional Studies; future Multidisciplinary Academic Center
Renovation**	Building 74	74	Based on stakeholder engagement
Renovation**	Building 37	37	Existing Nursing Program Building - tied to addition
New Construction***	Alumni Center	AC	Design replication of one of the Southside Residence Halls
New Construction***	Multidisciplinary Academic Center	MAC	Replacement of Buildings 77 and 78
New Construction***	Nursing Program Addition	NPA	
New Construction***	East Athletics Sports Facility	AFH	
New Construction***	University Commons Addition	UCA	
Open Space Improvement	Campus Quad	CQ1	
Open Space Improvement	Landscape MP Priority Project #3: Center for Fine & Performing Arts Arrival Landscape	LA5	From Landscape Master Plan
Open Space Improvement	Greek Plaza	OS2	Greek life monument placement
Open Space Improvement	Outdoor event space/amphitheater	OS3	In combination with Multidisciplinary Academic Center
Circulation Improvements	Improved pedestrian crosswalks along Campus Drive	PZ3	
Circulation Improvements	University Commons Entry Loop Road	C2	

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***"Renovation" means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term "materials" does not include instructional materials.*

****"New construction" means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.*

University of West Florida Campus Master Plan Phasing & Implementation Plan

Mid-term Phase: 6-10 Years

Facilities

Demolition

- 77 Building
- 78 Building

Renovation

- 74 Building

New Construction

- AC Alumni Center
- MAC Multidisciplinary Academic Center
- NPA Nursing Program Addition
- UCA University Commons Addition
- AFH East Athletics Field House

Landscape Improvements

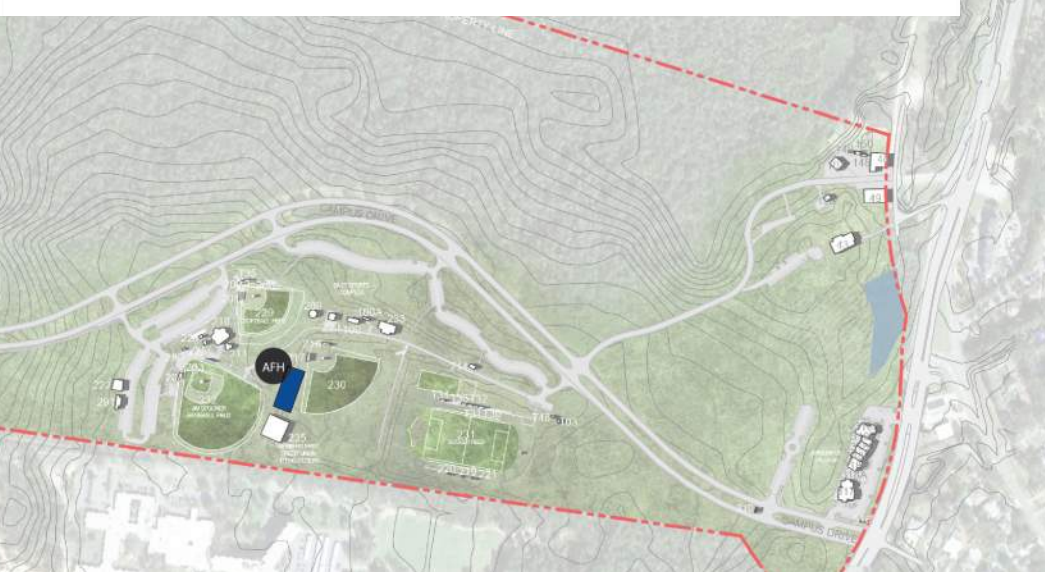
- Proposed Campus Quad
 - CQ1 UWF Quad
- Open Space
 - OS2 Greek Plaza
 - OS3 Outdoor event space
- Proposed Landscape Master Plan Projects
 - LA5 Center for Fine + Performing Arts Arrival Landscape

Circulation Improvements

- C2 Drop off Loop at University Commons
- Major Pedestrian Pathway
 - MP2 Campus Walk
- Pedestrian Trails
- ▨ Pedestrian Zone PZ3
- ▭ Parking Lot Reconfiguration
 - P3 MAC Building Parking
 - New Parking Lot
 - P4 Welcome Center Parking

Completed Projects

- Phase 1 Building Projects
- Phase 1 Landscape and Circulation Projects



IMPLEMENTATION PLAN LONG TERM (10+ YEARS)

The Campus Master Plan includes phased development and implementation planning that identifies projects assumed to be completed in the specified time frames, as funding and functional needs allow. The anticipated planning and development to be completed within the next ten years includes:

Type of Project	Project Recommendations	Key	Notes
Demolish	Building 20E	20E	Current Cashier - HR - Financial Services
Demolish	Building 20W	20W	Current Aux Services - Int Auditing - Parking and Transportation Services
New Construction***	Football Stadium - Phase 2	FS2	
New Construction***	New Student Housing	SH	250-bed facility
New Construction***	Parking Garage w/ Mixed Use Facilities on Bottom Floor	PG	
New Construction***	Innovation and Partnership Hub - Building 1	IPH1	
New Construction***	Innovation and Partnership Hub - Building 2 Option	IPH2	
Open Space Improvement	Phase 2: Stadium Walk	LA6	Corresponding project with development of stadium & innovation hub(s)
Open Space Improvement	Landscape MP Priority Project #4: Escambia River Bluff Overlook	LA7	From Landscape Master Plan
Open Space Improvement	Outdoor classroom	LA8	At deterrent of Campus Drive near Escambia River Bluff Overlook
Open Space Improvement	President's Arrival Courtyard & President's Walk	LA9	Phase 2 Landscape Master Plan Project
Open Space Improvement	Landscape modifications between Bldg 19 and Bldg 21	LA10	Phase 2 Landscape Master Plan Project
Open Space Improvement	Community Garden	LA11	Phase 2 Landscape Master Plan Project
Circulation Improvements	University Commons Service Drive	C4	
Circulation Improvements	Improved pedestrian crosswalks along Campus Drive	PZ4, PZ5	

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*****"New construction" means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.*

University of West Florida Campus Master Plan Phasing & Implementation Plan

Long-term Phase: 10+ Years

Facilities

- Demolition**
 - 20W Building
 - 20E Building
- New Construction**
 - FS2 Football Stadium - Phase 2
 - SH New Student Housing
 - PG Parking Garage with Mixed Use Space
 - IPH1 Innovation + Partnership Hub 1
 - IPH2 Innovation + Partnership Hub 2
 - EP Satellite Central Energy Plant
(Alternate - must be provided during 1-5 years)

Landscape Improvements

- Proposed Open Space
 - OS4 Pathway to New Open Space
- Proposed Landscape Master Plan Projects
 - LA6 Stadium Walk (Phase 2)
 - LA7 Escambia River Bluff Overlook + Outdoor Classroom
 - LA8 Outdoor Classroom
 - LA9 President's Arrival Courtyard + Walk
 - LA10 Landscape Modification Between Buildings 19 + 21
 - LA11 Community Garden
 - Improved Campus Gateways

Circulation Improvements

- C4 University Commons Service Drive
- Major Pedestrian Pathways
 - Stadium Walk (Phase 2)
- Pedestrian Trails
- Pedestrian Zones PZ4 PZ5
- Parking Lot Reconfiguration
 - P5 University Commons West
 - P6 Garage Lot
 - P7 Lookout Lot Campus Drive Termination
 - New Parking Lot
 - P8 20W Building Site
 - P9 Innovation + Partnership Hub 1 Lot
 - P10 Innovation + Partnership Hub 1

Completed Projects

- Phase 1 Facility Projects
- Phase 2 Facility Projects
- Phase 1 & 2 Landscape and Circulation Projects



10 YEAR VISION

The illustrative plan shown on page 38 represents the long-term campus vision for the Main Campus of University of West Florida.

The Campus Master Plan focuses development at the campus core while seeking to stitch together the physical and functional environments, strategically leveraging the development capacity and potential of campus property to strengthen connections and enhance the campus experience. The development generally follows campus topography, emphasizing equitable access for all campus users in a wide range of pedestrian and transportation modes.

The ten-year Campus Master Plan establishes objectives and policies for new development illustrated through a series of frameworks relative to the built environment, open space, infrastructure, and circulation. These priorities evolve from, reinforce, and support the guiding principles discussed on page 14.

Throughout the Campus Master Plan's life, long-term vision graphics are for illustrative purposes only. UWF recognizes that a myriad of factors and conditions influencing campus development will change significantly over time.

The Campus Master Plan identifies and reflects a current understanding of factors and conditions essential to current and future students of UWF and the faculty, staff, alumni, and community members who utilize the campus. Beyond the qualitative data captured, the future campus development will follow the goals, objectives, and policies in the report and will continue to evolve based on funding and partnership opportunities within the next ten years. The long-term campus vision sets the tone for aspirational growth and explores feasible and implementable future development that will benefit the University of West Florida for generations to come.



LEGEND

- ACADEMIC/RESEARCH
- SUPPORT
- STUDENT HOUSING
- ATHLETICS & RECREATION
- MULTI-PURPOSE
- LANDSCAPE
- CIRCULATION & PARKING

UWF 2031 VISION PLAN



02

DATA AND
ANALYSIS

2.1 ACADEMIC MISSION

DATA REQUIREMENTS

VISION

A spirited community of learners, launching the next generation of big thinkers who will change the world.

MISSION

UWF delivers a comprehensive university education that enables students to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

VALUES

Our institutional values—shared by students, faculty and staff—make UWF a great place to learn and to work. UWF maintains policies and practices and pursues initiatives congruent with our values.

INTEGRITY

UWF operates with fairness, respect, and integrity in all matters: Doing the right thing for the right reason.

INNOVATION

UWF expands learning as well as knowledge through creating and embracing opportunities for transformational change.

CARING

UWF is student-centered, crafting a safe, healthy, sustainable, dynamic learning and working environment that fosters individual potential.

ENGAGING

UWF promotes a culture of collaboration, cooperation, communication, commitment, and engagement to accomplish shared goals.

EQUITY

UWF is committed to providing accessible resources and opportunities for all individuals from different social, economic, and ethnic backgrounds.

DIVERSITY

UWF is inclusive, appreciative, and respectful of the diversity among all people and their ideas.

SUPPLEMENTAL POLICIES

The President and Board of Trustees maintain supplemental policies defining the University's mission. Those policies are categorized as follows, and can be accessed online (<https://uwf.edu/offices/board-of-trustees/policies/>)

***"A fully engaged university
recognized for the strength of our
graduates, responsiveness to the
needs of the state, and an unrelenting
competitive spirit."***

- President Martha Saunder's Vision



UWF STRATEGIC PLAN GOALS AND DIRECTIONS

Approved by the UWF Board of Trustees in June 2022, The University of West Florida's 2022-2027 Strategic Plan builds upon the solid foundation of student success, academic achievement, research collaboration, and service established since the University's establishment in 1967. To align the Campus Master Plan with the strategic values of UWF, a focus was placed on the strategic directions and priorities for transformation and growth.

STRATEGIC DIRECTION 1: STUDENT CENTERED AND FOCUSED

- 1.1 Provide high impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in their careers and lives.
- 1.2 Student recruitment and retention programming aligned with the University's Strategic Enrollment Plan.
- 1.3 Adequate physical or virtual learning support opportunities for earning degrees and related credentials, including post-graduation.
- 1.4 Student awareness of available resources for support.

STRATEGIC DIRECTION 2: EMPLOYEES' SUCCESS

- 2.1 Recruit and retain capable employees who support UWF's mission, values, and strategic directions of service to the institution and the community.
- 2.2 Provide adequate workforce flexibility to address market needs and demands.

STRATEGIC DIRECTION 3: EXCEPTIONAL ACADEMIC PROGRAMMING AND SCHOLARSHIP ALIGNED WITH STATE NEEDS

- 3.1 Ensure excellent academic programs in areas of strategic importance to the university, region, and state.
- 3.2 Enhanced student-faculty engagement.

STRATEGIC DIRECTION 4: COMMUNITY AND ECONOMIC ENGAGEMENT

- 4.1 Enhance the region's educational opportunities, economic development, health, and environmental sustainability.
- 4.2 Provide specific workforce needs/credentials for regional and state businesses.
- 4.3 Ensure mutually beneficial, highly-visible cultural, entertainment, and recreational events.

STRATEGIC DIRECTION 5: INFRASTRUCTURE

- 5.1 Safe, effective, efficient use of physical plant.
- 5.2 Maintain up-to-date technology.
- 5.3 Establish UWF as desirable destination for educational, cultural, recreational, and professional events for the community.
- 5.4 Manage UWF's natural resources to improve utilization, resilience, and environmental sustainability.

STRATEGIC DIRECTION 6: OPERATIONAL EXCELLENCE

- 6.1 Effective and timely business and operational services informed by best practices.
- 6.2 Ensure student and employee safety and continuity of operations from natural disasters or catastrophic events.
- 6.3 Assure accountability of operations and outcomes to appropriate internal and external stakeholders.

STRATEGIC DIRECTION 7: CULTURE OF INCLUSION AND CIVILITY

- 7.1 Maintain a welcoming, inclusive, equitable, and respectful environment for employees, students, visitors, and service partners.
- 7.2 Ensure a commitment to open-minded and tolerant civil discourse.

PHYSICAL PLANNING ALIGNMENT

A Campus Master Plan responds to the policy directions set by the University of West Florida and the changing needs of the students and faculty in their educational environment. The University's Strategic Plan, amongst other initiatives and planning efforts, were used to guide this Campus Master Plan. The UWF Campus Master Plan serves as a blueprint for feasible building expansions and site improvements that preserve and renew existing facilities and reinforce the positive aspects of the campus.

CAMPUS DEVELOPMENT SINCE 2011

The 2011 plan proposed a vision of the campus that has varied greatly over the last decade. With the impacts of a global pandemic, including political and socioeconomic factors, the planning horizon has significantly shifted from growth-oriented to strategic investments in existing facilities and redevelopment to support growing programs. For example, two significant elements of the 2011 plan included (1) the re-routing of Campus Drive to an outer loop road carried over from the 2006 Campus Master Plan, and (2) a University Commons serving as the heart of campus life. While this vision was not implemented over the life of the prior plan, the desire to consider district-specific development that cultivates a student-serving environment and promotes a safe and welcoming atmosphere are certainly carried forward in this plan.

LANDSCAPE MASTER PLAN

Completion of the campus-wide Landscape Master Plan ahead of the Campus Master Plan set the tone for the future strategies of open space, outdoor programming, and pedestrian circulation throughout UWF's campus. The Master Plan identifies additional and impactful ways to embrace the landscape master plan's priority projects by embracing UWF's natural environment, conserving valuable open space, expanding access, and suggesting new building sites that create a variety of gathering spaces while building social interaction for the entire campus community.

EDUCATIONAL PLANT SURVEY

The State University System requires that, at a minimum of every five years, UWF report on existing campus improvements to accommodate educational activities and project its future facilities needs for the next five years. The data collected supports and informs strategic alignment herein, including recommended remodeling, renovation, new construction, demolition, site, and utility infrastructure improvements.

UNIVERSITY PARKING AND TRANSPORTATION STUDY

The University of West Florida commissioned an invitation to negotiate regarding Parking and Transportation Consulting Services in the summer of 2018. The stated goals of these services were to identify current and future demand for parking, generate a list of recommendations to address the future conditions, and to analyze the campus transportation system. This report is the culmination of several months of intense study, and evolving conversations about the nature of parking and commuting at UWF and in the Pensacola area, generally.

ANALYSIS REQUIREMENTS

In 1963, the Florida Legislature authorized a new public university in Pensacola, the University of West Florida. Dr. Harold Bryan Crosby became the first president of UWF when he was appointed in July 1964, and ground was broken on the 1000-acre site the following year. The first student body of 1,422 students enrolled in the fall of 1967, and the first graduation ceremony was held in June 1968. Since then, UWF has expanded our academic mission through additional locations in the region and an ever-growing global online presence. We've awarded more than 100,000 degrees from 110+ undergraduate, graduate and doctoral programs.

Our alumni network is more than 90,000 Argos strong. We lead the Gulf South Conference in all-time championships and all-sports trophies. We're a major driver of economic impact in Northwest Florida and beyond, generating approximately \$1 billion in total annual sales across the Florida economy.

CHANGE IN THE UNIVERSITY MISSION SINCE THE LAST MASTER PLAN WAS PREPARED

While the University's core identity remains the same, its mission has been updated since the 2017 Strategic Plan to emphasize a holistic focus on students, community relations and the impact on the region, and the need to provide opportunities for students from diverse backgrounds.

UWF GOVERNANCE STRUCTURE

In 2002, legislation transformed the hierarchy of governance of the State University System. The Board of Regents was replaced by the Florida Board of Governors and a local Board of Trustees for each institution.

Under the leadership of Dr. Martha Saunders since 2017, the University has been guided by the Board of Governors, and State University System of Florida Strategic Plan as part of the Florida Board of Education

FLORIDA BOARD OF GOVERNORS

The Board of Governors is comprised of 17 members, 14 of whom are appointed by the Florida Governor and confirmed by the Florida Senate for a term of seven years. The remaining members include the Chair of the Advisory Council of Faculty Senates, the Commissioner of Education, and the Chair of the Florida Student Association. The Board oversees the operation and management of the Florida public university system's 12 institutions

UWF BOARD OF TRUSTEES

The UWF Board of Trustees is the 13-member governing body for the institution. The Governor of Florida appoints six of the members, who serve five-year terms and the Board of Governors appoints five of the members who serve five-year terms. All of these must be approved by the Senate. The president of the Faculty Senate holds one of those places. The final member is the president of the Student Government Association.



“UWF is more than a university. It’s a symbol of success, commitment to lifelong learning and boundless potential.”

2.2 ACADEMIC PROGRAM ELEMENT DATA REQUIREMENTS

For more detailed information regarding the enrollment and space needs, please see the appendices following the Master Plan Report.

CURRENT ENROLLMENT

The University of West Florida provides a wide array of educational opportunities for the 12,584 students enrolled as of Fall 2019. Most of these students take classes at the Main Campus, though the Emerald Coast campus and historic downtown Pensacola location offers additional programs for students. See Table 2.2.1 for the existing 2019 enrollment, including headcount and full time equivalent (FTE).

Basic data used in the study were provided by Facilities Management (space inventory), Human Resources (Fall 2019 personnel), Registrar (class schedule and credit hour data) and collections data from the University Libraries. Fall term 2019 was used as the instructional baseline.

The space assessment is limited to the Main Campus in Pensacola and the Emerald Coast Campus.

Building support facilities (e.g., mechanical rooms, corridors, etc.,) parking structures, and non-university operations and leased space are not part of the scope.

**The Fall 2020 term was not used as a baseline for the space analysis because this term was a historical anomaly due to the pandemic, which skewed the mix between on ground and online enrollments and was deemed unsuitable to be used for future planning purposes.*

Table 2.2.1 Full Time Equivalent and Headcount for Fall 2019 by Campus

CAMPUS	FALL 2019				
	2019 HEADCOUNT	UNDERGRADUATE CREDIT HOURS	GRADUATE CREDIT HOURS	TOTAL SCHEDULED CREDIT HOURS	2019 FULL TIME EQUIVALENT
MAIN CAMPUS	8,634	76,461	3,353	79,814	5,377
EMERALD COAST	301	1,553	3	1,556	104
LOCAL HOSPITALS	N/A	1,035	0	1,035	69
ONLINE	3,705	31,518	13,360	45,073	3,214
OFF CAMPUS	245	40	54	94	0
TOTAL	12,584	110,607	16,770	127,572	8,763

INVENTORY OF COLLEGES

The University is made up of the following five colleges:

College of Arts, Social Sciences and Humanities:

- Undergraduate: 27 areas of study – between Main Campus, Emerald Coast, Online
- Graduate: 6 areas of study - Main Campus, Online
- Certificate: 5 programs – Main Campus, Online

College of Business

- Undergraduate: 14 areas of study – between Main Campus, Emerald Coast, Online
- Graduate: 2 Areas of Study – Main Campus, Online
- Certificate: 13 programs – Main Campus, Online

College Education and Professional Studies

- Undergraduate: 19 areas of study - between Main Campus, Emerald Coast, Online
- Graduate: 12 areas of study – Main Campus, Online
- Certificate: 8 programs – Main Campus, Online

Hal Marcus College of Science and Engineering

- Undergraduate: 28 areas of study – Main Campus and Emerald Coast
- Graduate: 10 areas of study – Main Campus, Online
- Certificate: 7 programs – Main Campus, Online

Usha Kundu, MD College of Health.

- Undergraduate: 16 areas of study – Main Campus, Online
- Graduate: 9 areas of study – Main Campus, Online
- Certificate: 8 programs – Main Campus, Online

Table 2.2.2 Programs and Enrollment by College at Main Campus (Fall 2019)

ENROLLMENT TOTAL - MAIN CAMPUS	HC	FTE
TOTAL MAIN CAMPUS	8,634	5,377
<i>UNDERGRADUATE/CAMPUS</i>	7,858	5,097
<i>GRADUATE/CAMPUS</i>	776	279
COLLEGE OF ARTS, SOCIAL SCIENCES, & HUMANITIES	1,493	1,304
<i>UNDERGRADUATE/CAMPUS</i>	1,314	1,185
<i>GRADUATE/CAMPUS</i>	179	119
COLLEGE OF BUSINESS	1,375	693
<i>UNDERGRADUATE/CAMPUS</i>	1,252	676
<i>GRADUATE/CAMPUS</i>	123	17
COLLEGE OF EDUCATION & PROFESSIONAL STUDIES	1,120	502
<i>UNDERGRADUATE/CAMPUS</i>	936	432
<i>GRADUATE/CAMPUS</i>	184	69
HAL MARCUS COLLEGE OF SCIENCE & ENGINEERING	2,650	2,274
<i>UNDERGRADUATE/CAMPUS</i>	2,537	2,225
<i>GRADUATE/CAMPUS</i>	113	50
USHA KUNDU MD COLLEGE OF HEALTH	1,539	557
<i>UNDERGRADUATE/CAMPUS</i>	1,439	532
<i>GRADUATE/CAMPUS</i>	100	25
UNDECLARED	457	
<i>UNDERGRADUATE/CAMPUS</i>	380	
<i>GRADUATE/CAMPUS</i>	77	

INVENTORY OF ALL DEGREE PROGRAMS

By College (Fall 2019)

There are more than 70 undergraduate degree programs, master's degrees in 32 programs, a specialist degree and doctoral degrees in three programs. Majors are fields of study with areas of concentration, tracks, or sequences. Authorized degree programs may have more than one major in a degree program.

List of all Graduate Programs

The University is organized into colleges offering the following disciplines of study:

College of Arts, Social Sciences, and Humanities

College of Business

College of Education and Professional Studies

Usha Kundu, MD College of Health

Hal Marcus College of Science and Engineering

College of Arts, Social Sciences and Humanities

- Anthropology/Historical Archaeology (M.A.)
- English - Literature or Creative Writing specialization (M.A.)
- History (M.A.)
 - Early American Studies
 - Public History
 - Traditional History
- Political Science (M.A.)
- Strategic Communication & Leadership (M.A.)

College of Business

- Accountancy (M.Acc) - online
- Business Administration (MBA)
- Certificate programs
 - Accounting and Finance – Financial Institutions Certificate (Level 1 & 2)
 - Management and MIS – Business Intelligence, Human Resources Management, Information Security Management, Management Development, Small Business Management/ Entrepreneurship
 - Marketing and Economics – Digital Marketing, Supply Chain Logistics
 - MBA – Graduate Business Analytics, Graduate Business Foundations, Graduate Entrepreneurship, Graduate Hospitality and Tourism Leadership, Graduate Human Resources Management, Graduate Information Security Management, Graduate Supply Chain Logistics Management
 - Navy Federal Certificates – Management Development, Human Resources Management, Financial Institutions (Level 1 & 2), Graduate Business Foundation

College of Education and Professional Studies

- College Student Affairs Administration (M.Ed.)
 - Criminal Justice (M.S.)
 - Curriculum & Instruction Education (M.Ed.) – online
 - Elementary Education Comprehensive
 - Middle Level Education Comprehensive
 - Secondary Education Comprehensive
 - Educational Leadership (M.Ed.) – online
 - Exceptional Student Education (M.A.) – online
 - Instructional Design and Technology (M.Ed.)
 - Public Administration (M.S.A.) – online
 - Social Work (M.S.W.)
 - Reading Education (M.Ed.) – online
 - Education Specialist in Curriculum & Instruction (Ed.S.)
 - Doctor of Education in Curriculum & Instruction (Ed.D.) – online
 - Doctor of Education in Instructional Design and Technology (Ed.D.) – online
- Usha Kundu MD College of Health
- Athletic Training (MSAT)
 - Health, Leisure, and Exercise Science (M.S.)
 - Exercise Science Specialization (M.S.)
 - Physical Education and Human Performance Master's Specialization (M.S.)
 - Health Promotion & Worksite Wellness (M.S.)
 - Healthcare Administration (MHA)

- Nursing (M.S.N.) - online
 - Family Nurse Practitioner
 - Nurse Executive
 - Nursing Education
 - Public Health (M.P.H.)
 - Psychology (M.A.)
 - Counseling Concentration – Licensed Mental Health Counselor
 - Industrial-Organizational Program
 - Health and Physical Activity (Ed.D.) – Doctor of Education
- Hal Marcus College of Science and Engineering
- Biology (M.S.)
 - Computer Science (M.S.)
 - Cybersecurity (M.S.)
 - Data Science (M.S.)
 - Engineering (M.S.)
 - Environmental Science (M.S.)
 - Geographic Information Science [GIS] Administration (M.S.) – online
 - Information Technology (M.S.) - online
 - Mathematical Sciences (M.S.)
 - Doctor of Intelligent Systems & Robotics Ph.D.
 - Certificate programs
 - Geographic Information Science

B.A. - Bachelor of Arts	• Communication, B.A.	• Health Promotion, B.S.	Engineering Physics
B.F.A. - Bachelor of Fine Arts	• Computer Engineering, B.S.C.E.	• Health Sciences, B.S.	Physics
B.G.S. - Bachelor of General Studies	• Computer Science, B.S.	Health Care Administration	Physics Teaching
B.M. - Bachelor of Music	• Construction Management, B.S.	Public Health	• Political Science, B.A.
B.M.E. - Bachelor of Music Education	• Criminal Justice, B.A.**	• History, B.A.	Political Science
B.S. - Bachelor of Science	• Cybersecurity, B.S.	• Humanities, Interdisciplinary, B.A.	Pre-Law
B.S.B.A.- Bachelor of Science in Business Administration	• Economics, B.A.	Arts Administration	• Public Health, B.S.
B.S.C.E. - Bachelor of Science in Computer Engineering	• Economics (Business), B.S.B.A.	Women's, Gender, and Sexuality Studies	• Psychology, B.A. & Psychology, B.S.
B.S.E.E. - Bachelor of Science in Electrical Engineering	Comprehensive Economics	• Information Technology, B.S.	• Sciences, Interdisciplinary, B.S.
B.S.M.E. - Bachelor of in Mechanical Engineering	Global Economics	• International Studies, B.A.	Interdisciplinary Sciences
B.S.N. - Bachelor of Science in Nursing*	• Education, Elementary, B.A.	• Instructional Design and Technology, B.S.	Zoo Science
B.S.W. - Bachelor of Social Work	Elementary Education Certification	• Legal Studies, B.A.	• Social Sciences, Interdisciplinary, B.A.
	• Education, Exceptional Student and Elementary, B.A.	• Management, B.S.B.A.	Children and Society
	• Exceptional Student and Elementary Education Certification	Human Resources Management	Community Education
• Accounting, B.S.B.A.	• Education, Music, B.M.E.	Management	• Social Work, B.S.W.
• Anthropology, B.A.	• Electrical Engineering, B.S.E.E.	• Management Information Systems, B.S.B.A.	• Software Design & Development, B.S.
• Art, B.A.	• Engineering Technology, B.S.	• Marine Biology, B.S.**	• Sport Management, B.S.
Art History	• English, B.A.	• Maritime Studies, B.A.	• Supply Chain Logistics Management, B.S.B.A.
Studio Art	English/Liberal Arts	• Marketing, B.S.B.A.	• Theatre, B.A. & Theatre, B.F.A.*
• Arts, Fine, B.F.A.	English/Writing	Comprehensive Marketing	Musical Theatre
Art	• Environmental Science Teaching, B.A.	Global Marketing	Acting
Digital Art	• Environmental Science, B.S.	Sales Management	Design and Technology
Graphic Design	Environmental Management**	• Mathematics, B.S.	
• Biology Teaching, B.A.	Natural Science**	• Mathematics Teaching, B.A.	
• Biology, B.S.	• Exercise Science, B.S.	• Mechanical Engineering, B.S.M.E.	
General Biology**	• Finance, B.S.B.A.	• Music, B.M.	
• Biomedical Sciences, B.S.**	• General Studies, B.G.S.	Music Performance	
• Business, General B.S.B.A.	• Global Hospitality and Tourism, B.S.B.A.	• Music and an Outside Field, B.A.	
• Chemistry, B.A. & Chemistry, B.S.	• Global Hospitality and Tourism, B.S.	• Nursing, B.S.N.*	
Chemistry	• Health and Physical Education, B.S.	B.S.N.**	
Chemistry/Biochemistry	• Fitness and Sport Coaching	R.N./B.S.N.	
Chemistry Teaching	• Physical Education	• Philosophy, B.A.	
• Clinical Laboratory Sciences, B.S.*	• Physical Education/Teacher Education	• Physics, B.S. & Physics, B.A.	
MLT to MLS			

DISTRIBUTION OF FACULTY AND STAFF

The following tables (2.2.3, 2.2.4, and 2.2.5) summarize the current (Fall 2019) and projected (2031) personnel on the Main Campus, Emerald Coast Campus, and Downtown and Satellite locations.

Table 2.2.3 Full Time Equivalent and Headcount of Main Campus Faculty & Staff

POSITION DESCRIPTION	FTE		HEADCOUNT		
	CURRENT	PROJECTED	CURRENT	PROJECTED	DIFFERENCE
PRESIDENT	1.0	1.0	1	1	0
VICE PRESIDENT	4.0	4.0	4	4	0
DEAN	7.0	7.0	7	7	0
ASSOCIATE/ASSISTANT VP or DEAN	19.0	19.0	19	19	0
ADMINISTRATIVE DIRECTOR	84.0	84.0	85	85	0
ACADEMIC CHAIR	32.0	32.0	32	32	0
ASSISTANT DIRECTOR	95.0	95.0	95	95	0
HEAD COACH	13.0	13.0	13	13	0
EMERITUS PRESIDENT	1.0	1.0	1	1	0
FACULTY	235.1	257.2	236	264	(28)
INSTRUCTORS, LECTURERS, VISITING FACULTY	95.3	104.3	102	107	(5)
ADJUNCT FACULTY	54.9	60.2	172	185	(13)
ADMINISTRATIVE STAFF	552.9	575.1	602	624	(22)
RESEARCH STAFF	21.9	22.1	37	37	0
ASSISTANT HEAD COACH	16.2	16.2	21	21	0
CLERICAL/TECHNICAL STAFF	48.0	50.0	57	58	(1)
PART TIME CLERICAL/ TECHNICAL STAFF	0.8	0.8	6	6	0
GRADUATE ASSISTANTS	55.9	59.1	146	155	(9)
GRADUATE RESEARCH ASSISTANTS	6.5	6.7	22	22	0
STUDENT WORKER	127.5	127.5	458	458	0
TOTALS - MAIN CAMPUS	1,471.0	1,536.1	2,116	2,194	(78)

Table 2.2.4 Full Time Equivalent and Headcount of Emerald Coast Campus Faculty and Staff

POSITION DESCRIPTION	FTE		HEADCOUNT	
	CURRENT	PROJECTED	CURRENT	PROJECTED
ASSOCIATE/ASSISTANT - VP/DEAN	1.0	1.0	1	1
ASSISTANT DIRECTOR	2.0	2.0	2	2
FACULTY	4.0	4.4	4	4
INSTRUCTORS, LECTURERS, VISITING FACULTY	2.0	2.2	2	2
ADJUNCT FACULTY	0.0	0.0	0	0
ADMINISTRATIVE STAFF	14.8	16.2	16	18
CLERICAL/TECHNICAL STAFF	1.2	1.3	2	2
TOTALS	24.9	27.1	27.0	29.0

Table 2.2.5 Full Time Equivalent and Headcount of Downtown and Satellite Locations Faculty and Staff

POSITION DESCRIPTION	LEASED BUILDINGS - CAMPUS 0004		DOWNTOWN PENSACOLA - CAMPUS 0007	
	CURRENT FTE	CURRENT HEADCOUNT	CURRENT FTE	CURRENT HEADCOUNT
ASSOCIATE/ASSISTANT - VP/DEAN	5	5	3	3
ASSISTANT DIRECTOR	5	5	4	4
FACULTY	1	1	0	0
ADMINISTRATIVE STAFF	16.94	19	20.78	26
RESEARCH STAFF	0	0	2.6	3
CLERICAL/TECHNICAL STAFF	1	1	3	3
POST DOCS	0	0	1	1
TOTALS	28.94	31	34.38	40

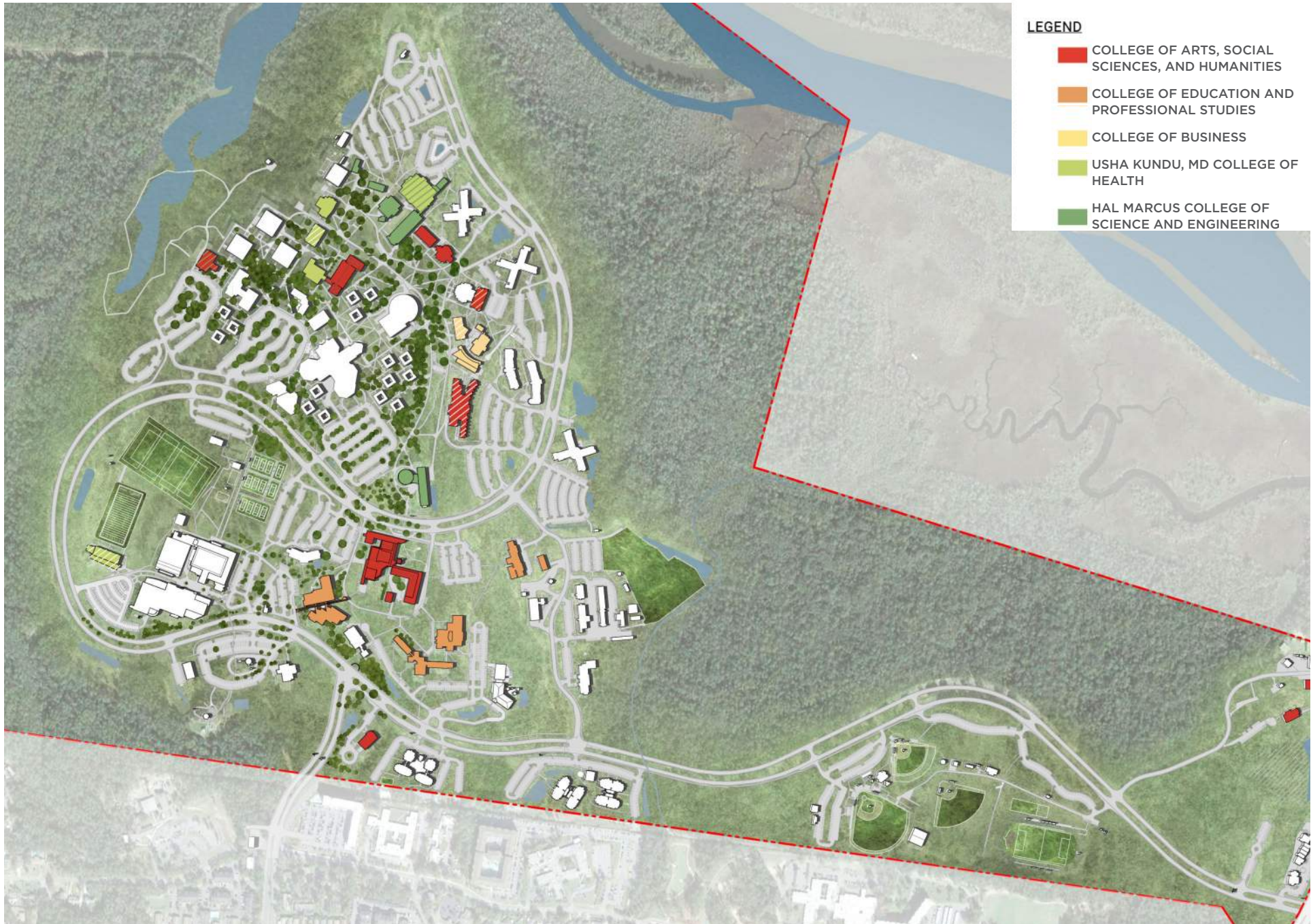


FIGURE 2.2.1: EXISTING FACILITY BY COLLEGE MAP - MAIN CAMPUS

ANALYSIS REQUIREMENTS

FUTURE ENROLLMENT PROJECTIONS

The Fall 2019 term served as the base year for student enrollments to estimate the space needs in ten years. The University's 2021 Accountability Plan identifies a five-year enrollment projection that equates to a 5% growth rate until the year 2025 and has been used for developing a five-year planning scenario. To estimate the space needs at ten years it is assumed a similar growth rate will occur for a total enrollment growth rate of 10% by the tenth year. These growth rates have been applied across all divisions. Table 2.2.6 and 2.2.7 (below) provides a summary of the 10-year projections based on FTE calculations using credit hours and headcount.

Table 2.2.6 Full Time Equivalent of Current and Projected Student Enrollment by Campus or Location

CAMPUS	FALL 2019				FALL 2031			
	UNDERGRADUATE CREDIT HOURS	GRADUATE CREDIT HOURS	TOTAL SCHEDULED CREDIT HOURS	2019 FULL TIME EQUIVALENT (FTE)	UNDERGRADUATE CREDIT HOURS	GRADUATE CREDIT HOURS	TOTAL SCHEDULED CREDIT HOURS	2031 FULL TIME EQUIVALENT (FTE)
MAIN CAMPUS	76,461	3,353	79,814	5,377	84,107	3,688	87,795	5,914
EMERALD COAST	1,553	3	1,556	104	1,708	3	1,712	114
LOCAL HOSPITALS	1,035	0	1,035	69	1,139	0	1,139	76
ONLINE	31,518	13,360	45,073	3,214	34,670	14,696	49,366	3,536
OFF CAMPUS	40	54	94	0	44	59	103	8
TOTAL	110,607	16,770	127,572	8,763	121,668	18,447	140,115	9,648

Table 2.2.7 Student Enrollment at Main Campus

CAMPUS	FALL 2019		FALL 2031	
	HC	FTE	HC	FTE
MAIN CAMPUS	8,634	5,377	9,497	5,915
UNDERGRADUATE	7,858	5,097	8,644	5,607
GRADUATE	776	279	854	307

NEW PROGRAM INITIATIVES

Several approved undergraduate, graduate and support programs were identified by the University that will have a positive impact on enrollment recruitment and retention. Where a new program has additional space implications, the estimated space need is reflected in Table 2.2.7.

Table 2.2.8 New Program Initiatives Summary

COLLEGE / DEPARTMENT / PROGRAM INITIATIVE	ENROLLMENT	FACULTY GROWTH	STAFF GROWTH	FUTURE SPACE NEEDS (ASF)			
				OFFICES	CLASS LABS	RESEARCH LABS	TOTAL
COLLEGE OF BUSINESS - BUSINESS ADMINISTRATION							
HUMAN RESOURCES MGMT. - UNDERGRADUATE	100	0	0	0	0	0	0
HUMAN RESOURCES MGMT. - GRADUATE	40	0	0	0	0	0	0
USHA KUNDU, MD COLLEGE OF HEALTH - NURSING							
NURSING PRACTICE ⁽¹⁾	30	4	0	0	0	0	0

(1) It is assumed the space needs for the department, including this program expansion, have been addressed in the University's internal space needs analysis that have been incorporated into this assessment.

SPACE METHODOLOGIES

The UWF campus master planning process presents contrasting methodologies for generating space needs estimates that may not align but compliment. The University has recently completed its latest Educational Plant Survey (EPS) analysis which uses a broader, campus wide approach to estimate the space needs based on Florida State University System (SUS) prescribed net assignable square feet per student FTE space factors for nine categories of space as follows:

Table 2.2.9 Space Type Factor Differentiators

SPACE TYPE	SUS ASF/FTE SPACE FACTOR	MASTER PLAN ASF/FTE EQUIV.
CLASSROOMS	9.00	14.83
INSTRUCTIONAL LABS	11.25	25.64
RESEARCH LABS	13.50	11.65
LIBRARY / STUDY	18.75	10.58
STUDY	2.25	7.10
RESEARCH LABS	3.00	0.66
AUDITORIUM	22.50	24.85
INSTRUCTIONAL MEDIA	4.50	25.61
OFFICES	4.24	4.76
GYMNASIUM	4.50	25.61
CAMPUS SUPPORT SERVICE	4.24	4.76

These factors represent systemwide averages that are applied to the University of West Florida's reported student FTE enrollment to generate a square foot need by space type. The results are compared with the University's existing space inventory to determine if there is a calculated surplus or deficit of space. This process provides a measure of how UWF's existing space resources compare with the system's average space profile and is a useful benchmark for rating the competing needs among the SUS institutions and in identifying capital investment recommendations. The EPS process therefore identifies broad space resource gaps that may be addressed through a more detailed assessment conducted as part of the campus master plan.

The UWF master plan space analysis presents an alternative space needs modeling option that provides program specific information to be applied in defining capital project solutions. The process also provides additional information beyond the parameters of the EPS process for consideration by the University for addressing other future planning needs. This alternative approach builds the space needs calculations from the department/program level and the results are then aggregated to the subdivision, college or division level. This granular approach recognizes program specific data such as pedagogical requirements and therefore provides more specific space needs estimates for developing future capital project proposals. The modeling process is also based on a blending of several planning methodologies including many of the guideline criteria in the State Requirements for Educational Facilities issued in 2014 by the Florida Department of Education, (i.e., teaching lab modules, open labs space factor); adaptation of innovative space planning approaches (University of West Florida student engagement research space initiative); application of accepted conventional space formulas and guidelines that have been tested and refined by the master planning team over time; and creation of formulas and criteria by the consultants for space types not addressed by conventional approaches (i.e., calculations for tutoring, testing and archival space).

An example of the different outcomes using these two methods is illustrated in the teaching lab needs. The calculated needs using the SUS space factor yields 74,655 ASF while the results from the program-based master planning process is a future need of 143,837 ASF.

The alternative analysis applies these other planning factors and guidelines to estimate needs for many space types not addressed through the EPS methodology such as food services, student lounge, meeting rooms and residential space. The master plan space model therefore provides the University with a more comprehensive process covering all space categories.

SUMMARY OF SPACE NEEDS BY DIVISION OR COLLEGE

Table 2.2.10 below shows space needs by academic division, including instructional labs, offices and office support space, and study space. Classrooms are not included in these numbers since they are considered a shared resources that is not division- or college-specific.

Table 2.2.10 Existing and Projected Space Needs - Main Campus by Academic Division/College

DIVISION/SUBDIVISION OR COLLEGE	EXISTING ASF	FALL 2019		PROJECTED - 2031	
		CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)	CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)
ACADEMIC AFFAIRS	135,220	145,134	(9,914)	151,889	(16,669)
COLLEGE OF ARTS, SOCIAL SCIENCES AND HUMANITIES	96,294	128,280	(31,986)	132,287	(35,993)
COLLEGE OF BUSINESS	32,551	33,278	(727)	34,516	(1,965)
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES	48,201	52,958	(4,757)	55,704	(7,503)
USHA KUNDU, MD. COLLEGE OF HEALTH	42,352	49,780	(7,428)	65,054	(22,702)
ENROLLMENT MANAGEMENT SERVICES	7,958	8,270	(312)	8,803	(845)
MARCUS COLLEGE OF SCIENCE AND ENGINEERING	125,617	148,082	(22,465)	154,861	(29,244)
INFORMATION TECHNOLOGY SERVICES	14,051	9,915	4,137	10,088	3,963
TOTALS DEFICITS - ACADEMIC AFFAIRS	502,244	575,695	(77,589)	613,202	(114,921)
TOTALS			4,137		3,963

Table 2.2.11 Existing and Projected Space Needs (ASF) Campus-wide - Nonacademic Space

DIVISION/SUBDIVISION OR COLLEGE	EXISTING ASF	FALL 2019		PROJECTED - 2031	
		CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)	CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)
PRESIDENT'S OFFICE	21,619	26,528	(4,909)	26,528	(4,909)
VICE PRESIDENT ACADEMIC ENGAGEMENT & STUDENT AFFAIRS	419,677	420,746	(1,069)	504,629	(84,952)
VICE PRESIDENT FINANCE AND ADMINISTRATION					
BUSINESS AND AUXILIARY SERVICES	8,407	6,693	1,714	6,693	1,714
FACILITIES MANAGEMENT	12,807	8,876	3,931	8,876	3,931
FINANCE AND ADMINISTRATION	13,661	10,491	3,170	10,491	3,170
TOTALS - FINANCE AND ADMINISTRATION	34,875	26,060	8,815	26,060	8,815
VICE PRESIDENT UNIVERSITY ADVANCEMENT	11,975	12,451	(476)	12,451	(476)
CAMPUS WIDE	368,811	322,633	46,178	342,596	26,215

For the full list of projected space needs, refer to the Space Utilization and Needs Analysis Final Report in the Appendix.

SUMMARY OF SPACE NEEDS BY SPACE TYPE

Table 2.2.12 (below) summarizes the current and future calculated space need compared to the existing space inventory by room type category for the Main Campus. Assessments of these room type categories are presented in the Space Needs by Major Space Type section of the report. These numbers were used as a guide the proposed projects highlighted in the 10-year vision plan.

In addition to that and all existing space, Table 2.2.12 identifies the current and future calculated space need compared to the existing space. Out of the University's Main Campus' existing total of 1.359 million assignable square feet, the projected calculated guideline space needs indicate a net deficit of 166,265 ASF. Within the projected need, 110,958 ASF is within Academic Affairs shown below. For reference to the UWF Educational Plant Survey versus Campus Master Plan Space Methodology please see page 37.

Table 2.2.12 Main Campus Summary of Space Needs by Space Type

FICM ROOM TYPE CODE	SPACE TYPE	EXISTING ASF ⁽¹⁾	FALL 2019		2031	
			CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)	CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)
100	CLASSROOMS	66,322	73,968	(7,646)	83,191	(16,869)
210/220	INSTRUCTIONAL LABORATORIES	115,909	135,211	(19,302)	143,837	(27,928)
250	RESEARCH LABORATORIES	48,661	104,155	(55,494)	113,594	(64,933)
300	OFFICES	285,792	256,413	29,379	266,844	18,948
400	LIBRARY/STUDY SPACE	104,794	116,931	(12,137)	125,077	(20,283)
500	SPECIAL USE FACILITIES	29,232	29,164	68	29,604	(372)
520	ATHLETIC/STUDENT RECREATION	158,089	138,820	19,269	143,663	14,426
600	OTHER GENERAL USE SPACE	8,768	8,768	0	8,768	0
610	ASSEMBLY FACILITIES	34,966	34,494	472	35,032	(66)
620	EXHIBITION SPACE	7,894	4,538	3,356	4,807	3,087
630	FOOD FACILITIES	30,246	24,888	5,358	27,259	2,987
650	LOUNGE SPACE	13,407	13,442	(35)	14,787	(1,380)
660	MERCHANDISING SPACE	18,534	6,971	11,563	7,644	10,890
670	RECREATION	5,096	5,377	(281)	5,915	(819)
680	MEETING ROOMS	29,900	27,798	2,102	28,543	1,357
700	SUPPORT FACILITIES	52,751	48,788	3,963	51,130	1,621
800	HEALTH CARE FACILITIES	4,295	3,802	493	3,937	358
900	RESIDENTIAL SPACE	342,484	350,584	(8,100)	431,834	(89,350)
000	UNUSED/INACTIVE	2,061	0	2,061	0	2,061
TOTALS - BY SPACE TYPE		1,359,201	1,384,112	(24,911)	1,525,466	(166,265)
TOTALS - DEFICITS				(102,455)		(222,000)
GROSS SQUARE FEET CONVERSION (DEFICIT)				(170,758)		(370,000)

(1) Does not include 46,617 ASF of inactive space located in the Southside residence halls.

2.3 EXISTING LAND USE

DATA AND ANALYSIS REQUIREMENTS

The Campus Master Plan examines land use for the University of West Florida programs and services that are hosted at three major locations: the Main Campus (or Pensacola campus) located in northern Escambia County, UWF Emerald Coast (located in Okaloosa County), and Historic Pensacola (comprised of the historical sites and properties located in downtown Pensacola and managed by the UWF Historic Trust).

This section contains inventory and assessment of existing and projected space and building needs, existing land uses and developments on university property, and land use as defined by the University's own land use categories, inventory approximate acreage and general range of uses of structures.

This analysis was used to inform the need for future buildings shown in this plan. These building footprints based on the needed assignable square feet and an appropriate grossing factor based on best national higher education practices, see space needs outlined in Table 2.3.1. These footprints were also scaled to reflect appropriate building depths and lengths to maximize efficiency and best accommodate the uses in ways that reflect national best practices and allow appropriate daylight. These footprints then informed the final proposed buildings shown in the plan.

Currently, the University of West Florida's Main Campus is located in northern Escambia County. The East Campus is bounded by the Escambia River to the northeast, residential development to the south and Gulf Power Company to the northwest. The primary development of this campus has been the central ridge, which consists of approximately 350 acres. The land to the northeast of this ridge falls off sharply toward the Escambia River, and consists of wetlands and flood plains. The eastern most end of the campus has been developed with athletic fields to the south of Campus Drive, and is designated "growth/developable property" to the north of Campus Drive. The western part of the campus is subdivided by Thompson Bayou and wetlands; the area to the west of this Bayou contains approximately 96 acres of growth/developable property, but is currently inaccessible.

The West Campus contains approximately 746 acres of undeveloped property, and is contiguous, and located directly adjacent to the Central Campus. This property is bounded by Gulf Power Company to the north, Thompson Bayou area and the Central Campus to the east, with residential development abutting the remaining boundaries. This property is subdivided by Pate Street, which is a private road and right of way (250 feet wide), owned by Gulf Power Company. There is also a 250-foot easement for a Gulf Power primary power transmission line, which further subdivides the property. There is a minimal number of designated wetlands within the West Campus property, and the majority of land is identified as growth/developable property. Until such time as Thompson Bayou is bridged, there is no direct vehicular connection to the Central Campus. Approximately 82.01 acres located within the West Campus is owned by the University Foundation, and the remainder is owned by the State Land Trust.

The Main Campus has multiple types of land use, as well as the potential for new and expanding uses. The East Campus is where most development for the University has taken place, even though the overall density of the facilities are very low amongst the variety of open space and recreational green space that provides the "park-like" characteristic of the campus. The goal of the 2031 vision plan is to not only keep the majority of the open space undeveloped for the next ten years, but also enhance those land uses with more outdoor programmatic pieces and preservation to the land. There is also a high percentage of surface parking throughout the campus which was assessed during the campus planning process and addressed in ways to make the campus more walkable and pedestrian friendly. Refer to Table 2.7.2 for the approximate acreage allocated to each land use on the Main Campus in Pensacola.

OVERALL INVENTORY AND PROJECTED SPACE BY SPACE TYPE

Table 2.3.1 Main Campus Overall Inventory and Projected Space by Space Type

FICM ROOM TYPE CODE	SPACE TYPE	EXISTING SPACE NASF	CURRENT		PROJECTED	
			CALCULATED NASF NEED	DIFFERENCE FROM EXISTING	CALCULATED NASF NEED	DIFFERENCE FROM EXISTING
100	CLASSROOMS	66,322	73,938	(7,646)	83,191	(16,869)
210/220	INSTRUCTIONAL LABORATORIES	115,909	135,211	(19,302)	143,837	(27,928)
250	RESEARCH LABORATORIES	48,661	104,155	(55,494)	113,594	(64,933)
300	OFFICES	285,792	256,413	29,379	266,844	18,948
400	LIBRARY / STUDY SPACE	104,794	116,931	(12,137)	125,077	(20,283)
500	SPECIAL USE FACILITIES	29,232	29,164	68	29,604	(372)
520	ATHLETIC / STUDENT RECREATION	158,089	138,820	19,269	143,663	14,426
600	OTHER GENERAL USE SPACE	8,768	8,768	0	8,768	0
610	ASSEMBLY FACILITIES	34,966	34,494	472	35,032	(66)
620	EXIHBITION SPACE	7,894	4,538	3,356	4,807	3,087
630	FOOD FACILITIES	30,246	24,888	5,358	27,259	2,987
650	LOUNGE SPACE	13,407	13,442	(35)	14,787	(1,380)
660	MERCHANDISING SPACE	18,534	6,971	11,563	7,644	10,890
670	RECREATION	5,096	5,377	(281)	5,915	(819)
680	MEETING ROOMS	29,900	27,798	2,102	28,543	1,357
700	SUPPORT FACILITIES	52,751	48,788	3,963	51,130	1,621
800	HEALTH CARE FACILITIES	4,295	3,802	493	3,937	358
900	RESIDENTIAL SPACE	342,484	350,582	(8,100)	431,834	(89,350)
000	UNUSED	2,061	0	2,061	0	2,061
	TOTALS - BY SPACE TYPE	1,359,201	1,384,112	(24,911)	1,525,466	(166,265)
	TOTALS - SURPLUSES			77,544		55,735
	TOTALS - DEFICITS			(102,455)		(222,000)

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LAND USE AS DEFINED BY UWF'S CATEGORIES

ACADEMIC AND RESEARCH USE

This land use designation identifies areas on campus which include buildings with classrooms, faculty and offices, assembly space, exhibit spaces, and library spaces, where academic activities take place.

Indoor Research: This refers to areas designated for research, including laboratories, offices, assembly spaces, exhibit spaces, and library spaces.

Outdoor Research: This land use designation identifies outdoor areas that are used for environmental studies and any research related to outdoor plants and wildlife.

SUPPORT USE

This land use designation identifies areas where non-academic administrative offices, student services, and physical plant spaces are concentrated.

HOUSING

This land use designation identifies areas that include student housing.

OPEN SPACE USES

This land use designation identifies areas that are for active and passive recreation. Active recreation includes sports, athletics, organized sporting events, gymnasiums, and workout facilities. Passive recreation refers to plazas, courtyards, pedestrian malls, and other open areas for the passive enjoyment of nature.

CONSERVATION AREAS

This land use designation identifies areas that are preserved and managed to protect natural features including topography, soil conditions, archaeological sites, plant and animal species, wildlife habitats, heritage trees and wetlands.

PARKING

These designated areas are identified within each land use category stated previously.

LAND USE DESIGNATIONS BY CAMPUS

1. UWF Main Campus – Public (PUB)
2. West Campus – No Zoning
3. Downtown property – Historic Commercial (HC2)
4. Beach Property – No Zoning
5. 8800 N. 9th Ave. Property – Medium Density Residential
6. Arcadia Mill – Single Family Residential & Rural Residential Single Family (R1 & RR1)
7. Anna Simpson Property – Single Family Residential (R1)
8. Robinson Hall Farm – Agriculture (AG)

PENSACOLA CAMPUS

MAIN CAMPUS

The land where the Pensacola Campus is located was originally inhabited by several Native American peoples, including the Choctaw, Apalachee, and Pensacola. Europeans arrived in the 1500s.

Escambia County purchased the forested land for the University after the state legislature voted to create UWF in 1963. The groundbreaking occurred in 1965, occupation in 1967 and significant expansions including the library in 1968, CFPA in 1991, and the Science and Engineering Building and Heritage Hall in 2010. In 2011, the Student Wellness Center and Military and Veterans Resource Center were both opened, 2012 opened the College of Business Education Center and Presidents Hall. In 2014, the UWF Center for Cybersecurity was launched, 2016 brought UWF ownership of the Pensacola Museum of Art, in 2018 came Building 234, 2019 Lab Sciences, and in 2021, the late Dr. Herman and Valerie Rolf made a historic gift to the Dr. Grier Williams School of Music. Totalling around 1,600 total acres, the land is bordered by Escambia River to the north and residential to the south.

The Main Campus has multiple types of land use, as well as the potential for new and expanding uses.

EAST CAMPUS (ACADEMIC CORE)

The East Campus (Academic Core) is where most development for the University has taken place, even though the overall density of the facilities are very low amongst the variety of open space and recreational green space that provides the “park-like” characteristic of the campus. The goal of the 2031 vision plan is to not only keep the majority of the open space undeveloped for the next ten years, but also enhance those land uses with more outdoor programmatic pieces and preservation to the land. There is also a high percentage of surface parking throughout the campus which was assessed during the campus planning process and addressed in ways to make the campus more walkable and pedestrian friendly.

WEST CAMPUS

There are 746 undeveloped acres that lie west of Thompson Bayou, To the west is a developing single-family residential area and Chemstrand Road. The areas to the south of the West Campus are single family residential developments in a remnant pine forest environment. The West Campus property is subdivided by a private access road to Gulf Power, Pate Street, and several power transmission easements located within the property boundary. The West Campus has limited access from the west via Ten Mile Road/ Greenbrier Boulevard and Pate Street. These connect to county arterials, including Chemstrand Road, Nine Mile Road, and State Road 29. Running east-to-west through this district is Nine Mile Road, a rapidly developing retail/commercial corridor.

The West Campus is currently undeveloped, although it remains a critical asset to the University for future teaching, research, environmental conservation, and program-related growth. Ownership of the West Campus property is held by both the State Land Trust and the UWF Foundation. It has several significant encumbrances, including the existing Pate Street and an existing power transmission line. The significant slope across the property, which represents an approximate 70+ foot change in vertical elevation, is an additional challenge to its development.

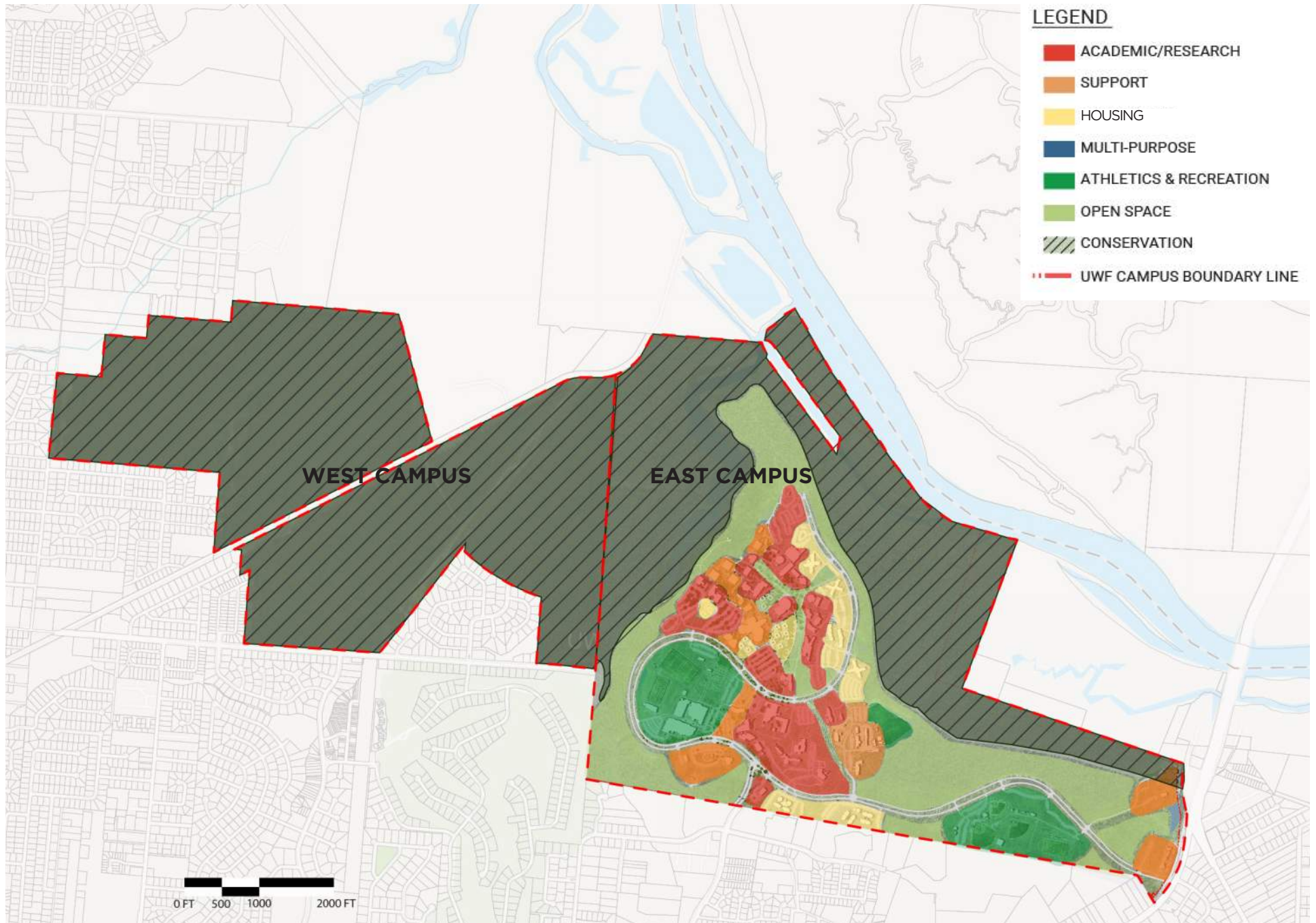


FIGURE 2.3.1: EXISTING LAND USE MAP - MAIN CAMPUS

DOWNTOWN

In 1967, an agency was created by the Historic Pensacola Preservation Board Charter to preserve local resources. At that time, the agency was independent from state government; however, as multiple independent agencies of this nature grew across the state, the State Legislature determined a need to create a central control to foster all state-wide historic preservation. Accordingly, in 1990, a “sunsetting” of independent agencies came into effect, and as a result, the local preservation boards were abolished. In 2001, “West Florida Historic Pensacola Preservation, Inc.” was created as a Direct Support Organization (DSO) to UWF. The transferred holdings included 22 acres and the associated downtown buildings, which largely operate as a “living history museum.” It includes several museums, historic homes, the historic Old Christ Church, a gift store, an administration building, and several living history exhibits. The buildings are now owned by the Internal Development Trust Fund, and there is an agreement with UWF to provide stewardship of these properties.

Beyond its historical buildings, the Downtown Campus property itself is historical. The campus occupies land that was previously the location of

a Spanish fort (and later a British fort), occupied between 1752 and 1821. Within and adjacent to the property are several exposed excavations of previous foundations. There remains an on-going archaeological exploration to uncover original foundations and artifacts of this period, and any proposed new construction will need to respect these historical treasures. All regulations regarding the protection and discovery of potential artifacts must be maintained throughout all areas of growth. Prior to the last Campus Master Plan, the University of West Florida, West Florida Historic Preservation, Inc., and the City of Pensacola joined together to commission Urban Design Associates to prepare a Pensacola Historic District Master Plan, which was published in March, 2004. The plan provided a framework for the entire Historic District, including the properties owned by UWF.

There are no academic program courses scheduled in any of these spaces as reported through the classes file tied to credit hours, but there are several designated demonstration spaces that are utilized by the University on a variety of levels. There is also some office space and research lab space assigned to Florida Public Archeology Centers Network with offices and some exhibition space.





EMERALD COAST CAMPUS

Located in Fort Walton Beach, the Emerald Coast Campus is a unique manifestation of the University of West Florida, in that it cannot be defined as a singular place, but rather as a range of locations and modalities that serve an ever-changing demand in the greater Florida Panhandle, and the counties located between Pensacola and Tallahassee. In terms of a current physical presence outside of the Pensacola Main Campus is currently at the Fort Walton Beach campus, located within the Northwest Florida State College campus within the unincorporated area of Okaloosa County on the Niceville Campus of Northwest Florida State College. Measuring around 80 acres total, the majority of the educational delivery is accomplished through distance learning programs amongst 11 undergraduate degree programs.

The future of the Emerald Coast Campus is largely centered on technology-based delivery. It is anticipated that its distance learning program will continue to expand and thrive as the desire for higher education exceeds the available acceptance level at traditional universities. Given the ever-changing and dynamic nature of this delivery method, it is also anticipated that the Emerald Coast Campus will continue to seek public partners and institutions to collaborate with and share facilities, thereby remaining sufficiently flexible to meet the need directly where it exists.

ARCADIA MILL

Arcadia Mill Archaeological Site is the Milton, FL campus of the UWF Historic Trust. Arcadia Mill offers visitors an historical experience as well as the opportunity to visit a unique wetland ecosystem. This 19th century water-powered industrial complex included two lumber mills, a textile mill, bucket and pail factory, shingle mill, one of Florida's first railroads, and an ethnically diverse village. Today, Arcadia Mill functions as an archaeological site that is interpreted for the public through indoor and outdoor exhibits and archaeological remains visible throughout the site.

LEASED SPACES

UWF has several leased spaces throughout the region used to expand their academic mission and programs. Facilities such as the Florida Public Archaeology Network (FPAN) North Central Region Office at Gilliam Cottage, Intelligent Systems and Robotics, Port of Pensacola Warehouse 8 for Mechanical Engineering, Synovus Bank Ft. Walton for Small Business Development Center (SBDC) for the Small Business Administration (SBA), and the Studer Community Institute for the Center for Cybersecurity are all apart of the continued effort from the University to integrate partnerships and expand their accessibility.

EXISTING NATURAL, ARCHEOLOGICAL OR HISTORIC RESOURCES

The East and West Campus have significant areas, comprising hundreds of acres each, that are naturally vegetated. The University would like to continue to preserve these resources as Conservation Area. This land is adjacent to additional conservation area within Escambia County, which represents the most valuable natural feature within proximity of UWF. Refer to figure 2.3.4 for the location of the Conservation area that are either designated as conservation future land use per Escambia County or part of the 100-year floodplain, particularly within the West Campus land parcels. To continue to provide effective sustainable efforts on campus, the process of developing new land and adding new facilities shall either require or consider an evaluation of flora and fauna, as well as any threatened and endangered species. Per each site, future campus expansion will consider retention of the most sensitive portions of the preserve for conservation and botanical study.

Potential impacts for surface waters, wildlife habitat, utility requirements and easements and stormwater management all must be considered for all future campus expansion. There are no areas on University-controlled land identified by the host community comprehensive plan to be developed for a particular land use.

There are several wetland areas on site. Potential wetland areas include special flood hazard areas, marshland, low lawn areas and a portion of the Conservation Area. No jurisdictional determination has been done for the campus. Campus expansion without a jurisdictional determination might result in need for mitigation or restoration.

There are several areas with sensitive vegetation that must not be disturbed by planned campus expansion.

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2.4 HOUSING

DATA AND ANALYSIS REQUIREMENTS

The Office of Housing and Residential Life at the University of West Florida is an integral part of the University’s mission whose primary purpose is to assist the on-going educational and developmental process of each individual resident. The mission for Housing and Residence Life (HRL) states:

“UWF Housing and Residence Life is committed to providing residents a culture of care through services that engage them in an inclusive community while fostering academic success and developmental growth.”

In fulfilling this mission, HRL strives to provide well-maintained, community-oriented facilities where residents and staff are empowered to learn, innovate, and succeed. HRL also provides accommodations for students enrolled in summer classes, summer conferences, sports camps, orientation, and other special groups as space permits.

UNIVERSITY-CONTROLLED FACILITIES

The University has 1,487 residential beds on campus. Guidelines for residential facilities involve two factors: the number or percent of students living in campus facilities and the type of rooms (single, double, or suite) required. The following general guidelines are used in estimating the amount of residential space required:

To accommodate the planned enrollment growth an additional apartment-style 250 beds will be added to the on-campus housing inventory.

Singles	225 ASF per bed
Doubles	200 ASF per bed
Suites	280 ASF per bed
Apartments	325 ASF per bed

Table 2.4.1 serves as an inventory and assessment the number of undergrad, graduate, and married/family students to be housed in the university-controlled facilities on-campus.

Table 2.4.1 Classification of Students in On-Campus Housing

CLASSIFICATION	TOTAL # STUDENTS	% OF TOTAL
First-year	567	37.88%
Sophomore	339	22.65%
Junior	285	19.04%
Senior	249	16.63%
Graduate	30	2.00%
Married/Family	0	0%
Other/Not Decided	27	1.80%

Table 2.4.2 Overall Inventory of UWF Housing

BLDG #	LOCATION	YEAR BUILT	YEAR RENO	HOUSING TYPE
Residence Halls				
930	Pace Hall	2001	2008	Semi-Suites, Honor Hall
925	Argo Hall	2004		Semi-Suites
921	Heritage Hall	2010		Full-Suites
922	Presidents Hall	2012		Full-Suites
920	Martin Hall	2000	2010	Semi-Suites
Apartments				
910E-H	Village East Apartments	1997	2009	Apartments
901A-D	Village West Apartments	1998	2008	Apartments

As indicated in Table 2.4.2, the current inventory of student housing includes five residential halls and two apartment-style facilities. Table 2.4.3 outlines the current total number of bed spaces at UWF equates to one thousand four hundred and eighty-seven.

Table 2.4.3 provides a full inventory of room types, including the number of handicap-accessible rooms in each facility.

Table 2.4.3 Existing On-campus University Controlled Housing Inventory and Bed Counts

LOCATION	EXISTING TOTAL	TYPE OF STUDENT
Residence Halls		
Pace Hall	151	Undergraduate (Freshman, Soph, Junior, Senior), Graduate
<i>Efficiency Single</i>	35	
<i>1-Bedroom Double</i>	116	
<i>ADA/Accessible Rms</i>	8	Number included in room type counts
Argo Hall	147	Undergraduate (Freshman, Soph, Junior, Senior), Graduate
<i>Efficiency Single</i>	41	
<i>1-Bedroom Double</i>	106	
<i>ADA/Accessible Rms</i>	8	Number included in room type counts
Heritage Hall	250	Undergraduate (Freshman, Soph, Junior, Senior), Graduate
<i>2-Bedroom Single</i>	166	
<i>3-Bedroom Single</i>	84	
<i>ADA/Accessible Rms</i>	5	Number included in room type counts
Presidents Hall	248	Undergraduate (Freshman, Soph, Junior, Senior), Graduate
<i>2-Bedroom Single</i>	70	
<i>3-Bedroom Single</i>	178	
<i>ADA/Accessible Rms</i>	5	Number included in room type counts
Martin Hall	235	Undergraduate (Freshman, Soph, Junior, Senior), Graduate
<i>Efficiency Single</i>	41	
<i>1-Bedroom Double</i>	194	
<i>ADA/Accessible Rms</i>	12	Number included in room type counts
Apartments		
Village East Apartments	276	Undergraduate (Freshman, Soph, Junior, Senior), Graduate
<i>2-Bedroom Single</i>	86	
<i>4-Bedroom Single</i>	190	
<i>ADA/Accessible Rms</i>	12	Number included in room type counts
Village West Apartments	180	Undergraduate (Freshman, Soph, Junior, Senior), Graduate
<i>2-Bedroom Single</i>	52	
<i>4-Bedroom Single</i>	128	
<i>ADA/Accessible Rms</i>	8	Number included in room type counts
TOTAL	1,487	

The University of West Florida does not have any University-controlled housing facilities off-campus.

UWF does not have any housing on campus that is non-university controlled. No specific beds or apartments are set aside for fraternities and sororities. No facilities are currently contemplated for fraternity/sorority housing.

On the Main Campus there are several options for housing off-campus, especially within walkable proximity, however they are not within the planning study area. Neighborhoods such as University Station and Woodbridge to the South have several multi-family housing options for students, faculty and staff.

HISTORICALLY SIGNIFICANT HOUSING

According to 2019 student enrollment numbers, there are 8,634 students by head count (HC) or 5,377 full-time equivalent (FTE) students on the Main Campus. With the projected student enrollment growth estimated to be around 9,497 in headcount and 5,915 FTE and with housing currently at 95 percent capacity, additional housing will need to be developed on the campus to compensate. Because there is no data available concerning the number of students living off-campus, assumptions have been made to compensate purely for on-campus housing per enrollment projections.

As originally part of the on-campus housing, the Southside Village (Pizza Huts) residential halls first began as 15 individual facilities. These buildings were originally built and occupied in 1967 and served UWF for nearly 50 years. They are now unoccupied since their closure in 2017. It is anticipated that within five years, demolition will be required to provide more programmatic open space opportunities and strategic campus growth. To pay historic homage, the intent is to replicate one of the “Pizza Hut” Dorms as an Alumni Center.

UWF neither maintains nor owns any historically significant housing, either on or off-campus, however, there are graduate students living in houses downtown that date back to the late 1800’s.

INVENTORY AND ASSESS POTENTIAL ON-CAMPUS SITES ADDITIONAL ON-CAMPUS HOUSING FACILITIES

The residential space category indicates a calculated current space shortage of 8,100 ASF, the largest current space shortage. Although the current number of beds is adequate, the estimated need addresses a shortfall in support/service space for the existing traditional housing supply. A significant increase is reflected in the projected need which provides new housing for an additional 250 beds in suite/apartment style to accommodate the planned enrollment growth.

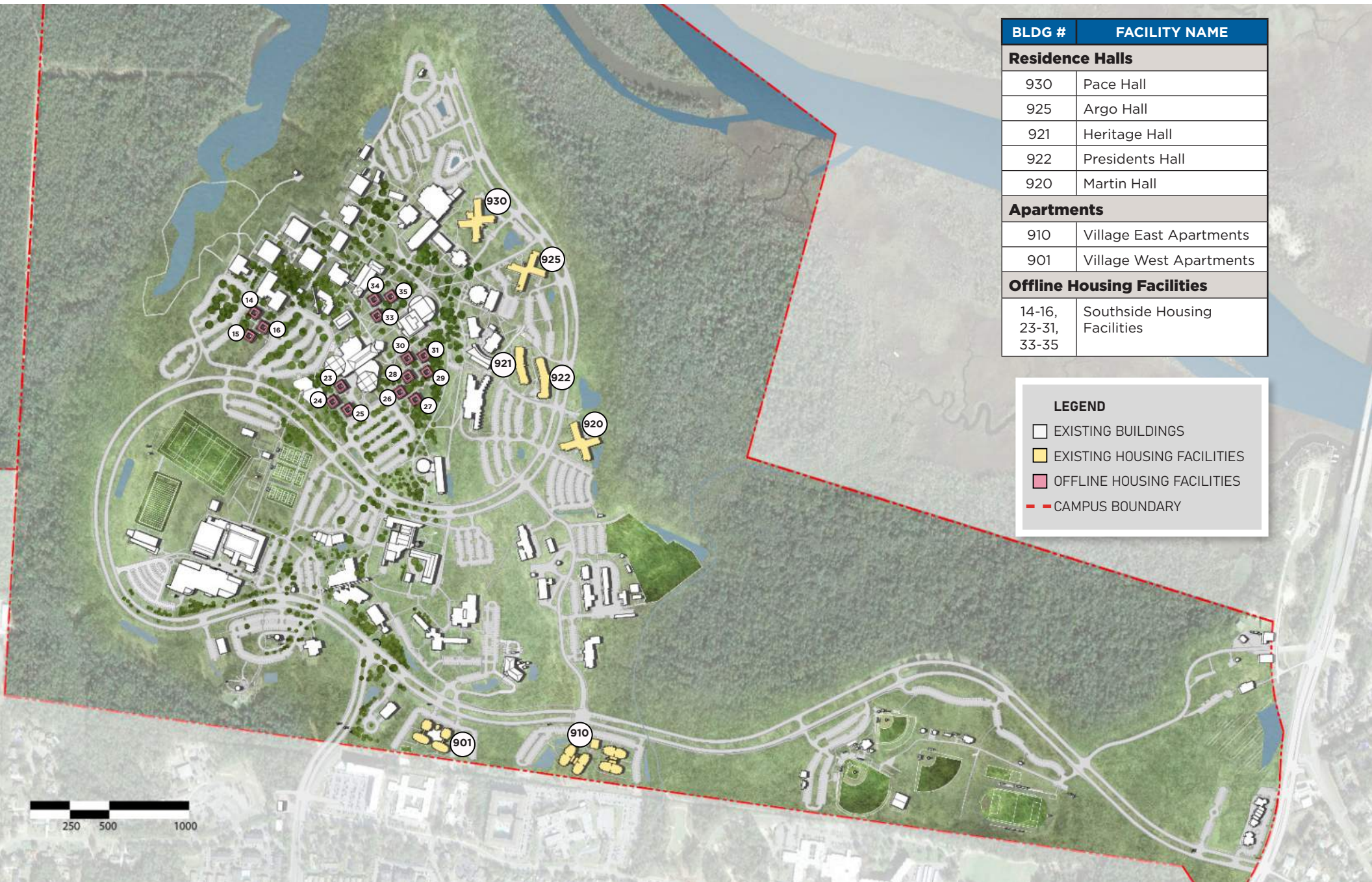


FIGURE 2.4.1: EXISTING HOUSING FACILITIES - MAIN CAMPUS

PROPOSED HOUSING IMPROVEMENTS

Based on the student enrollment projections and space assessment noted below, the total impact results in 250-bed net need on the Main Campus to meet the housing goals relative to the projected enrollment for the next ten years. The New Housing Facility noted in Figure 2.4.2 near the campus core is intended, to promote more student life and improve access and walkability for students. Based on the space needs by space type, the new student housing facility also includes a certain percentage of student lounge and study space on the first-floor to help improve student life on campus, especially near the campus core.

FICM ROOM TYPE CODE	SPACE TYPE	EXISTING ASF ⁽¹⁾	CURRENT		10-YEAR PROJECTED	
			CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)	CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)
400	Library/Study Space	104,794	116,931	(12,137)	125,077	(20,283)
650	Lounge Space	13,407	13,442	(35)	14,787	(1,380)
900	Residential Space	342,484	350,584	(8,100)	431,834	(89,350)

(1) Does not include 46,617 ASF of inactive space located in the Southside residence halls.

Table 2.4.4

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2.5 RECREATION AND OPEN SPACE

DATA AND ANALYSIS REQUIREMENTS

This element includes information related to outdoor areas used for athletic activities, social gathering, and recreation.

Like the goals of the 2011 Master Plan, maintaining the existing open space and “park-like” character of the University, the desire to maintain recreation space, the development of campus green space, continue to develop systematic trail systems, miscellaneous repairs and upgrades to existing facilities, and a policy to coordinate University activities with the local community for achievement of these goals remain as future goals for the next ten years.

Recreation programs can be seen as an opportunity to improve and enhance life on campus, thus making the University a more inviting place for prospective students, faculty, and staff. The desire to maintain natural and undisturbed areas provides for a unique campus environment and preserves an educational asset. The development of maintained, landscaped outdoor spaces on campus encourages student interaction and provides structure and beauty to the campus.

Support Facility Spaces, which fall under the category of the recreation and open space element, are defined by their FICM categories as described below.

The Special Use Support Facilities FICM category 520 - Teaching Gymnasium is defined as a space which is used for athletic or physical education but can also be used for recreation. Specific room types include athletic and physical education indoor spaces (520), athletic indoor seating (523), and athletic and physical education indoor service (525). Typical Spaces included in this category are courts for basketball, squash, racquetball, handball, and similar activities; wrestling rooms; indoor swimming pools, indoor track, and weight training rooms.

The General Use Support Facilities FICM category 670 - Recreation space is defined as billiard rooms, bowling alleys, game and arcade rooms, table game rooms, common area lounges within housing, general exercise and fitness areas, and TV and music listening rooms if not part of an instructional program.

Athletic/recreation space needs are estimated using a base square foot amount to provide activity space plus a 9 ASF allowance per FTE student plus 2 ASF for residential students. The calculation assumes this type of space is shared and accommodates the activities of both intercollegiate athletic and student recreation needs. For intercollegiate space, which may include lockers and storage, a supplemental base need is included plus an additional square foot allowance for student athletes involved in intercollegiate athletics.

EXISTING UNIVERSITY-OWNED OR MANAGED RECREATIONAL SITES

The recreation and open space element relate to outdoor areas used for recreation, social gathering, and athletic activities, ensuring the provision of sufficient and accessible facilities and open space to meet the future needs of the University. Also included in this element are intercollegiate athletic facilities (fields, courts, and specialty facilities).

Open space and recreation provide an inviting place on campus for both current and prospective students, faculty, and staff to enjoy their time at the University. Cultivating the campus environment with pristine trails, undisturbed natural areas, provide an educational tool for the University and set it apart from other campuses. Developing and keeping maintained landscaped areas, plazas, and gardens provides structure for the campus as well.

The reported full time equivalent (FTE) in 2019 at the Main Campus was 5,377 and total enrollment FTE was 8,763. There are currently 163,185 square feet of athletic and recreation space dedicated on campus. The future “recreation” (and athletic) space need must consider growth beyond the 2031 academic year even though the University currently meets all related space needs for FICM code groups 520, including athletic or physical education space types, including recreation. As new student growth is realized, future facilities will need to be considered to continue to grow the recreation and athletic space needs, but should also be designed so as to create meaningful indoor and outdoor spaces, and to create a sense of place on campus.

The recreation and athletic space on campus meets the current need, however, as enrollment continues to grow in the next five to 10 years and per the Landscape Master Plan priority projects, new recreation and passive and active spaces should be considered and implemented to satisfy this new growth and provide amenities for students living on campus. The West Campus will continue to be conservation land and undeveloped. The East Campus facilities are integrated on a stepped terrace conforming to the landscape and buildable acres where possible, giving the Athletics Complex its unique shape.

Table 2.5.1 Inventory of Existing and Projected Need for Recreation Facilities

FICM Room Type Code	Space Type	Existing Space	Current		Projected (2031)	
			Calculated ASF Need Today	Difference From Existing	Calculated ASF Need in 2031	Difference From Existing
520	Athletic/Student Recreation	158,089	138,820	19,269	143,663	14,426
670	Recreation	5,096	5,377	(281)	5,915	(819)

OFFICIAL BLDG NO.	DESCRIPTION	YEAR OCCUPIED	# FLOORS	NET ASSIGN-ABLE SQ. FT. (NASF)	GROSS SQ.FT. (GSF)
21	Student Services	1990		5,852	10,487
54	Field House	1970			76,607
72	Health, Leisure, and Sports	2005			157,194
73	Aquatic Center	1977	1	30,003	36,571
100	Landscape Services Equip Storage	2005	1		832
113	Recreation - Green Storage	2001	1	226	248
200	Softball Field 1 Home Dugout	1982	1	210	377
201	Softball Field 1 Visitor Dugout	1982	1	192	335
202	Softball Field 1 Press Box	1982	1	112	150
203	Baseball Home Dugout	1982	1	206	370
204	Baseball Visitor Dugout	1982	1	192	337
205	Baseball Press Box	1983	1	127	144
209	Outdoor Adventures Center/ Bicycle Shop	1984	1	3220	3920
210	Baseball Locker Room	1983	1	2510	3313
213	Tennis Clubhouse	1989	1	741	1,328
214	Track Restroom	1997	1	0	247
216	Sports Complex Middle Tier Home Dugout	1986	1	192	346
217	Sports Complex Middle Tier Visitor Dugout	1986	1	186	335
218	Pavilion at Multi-Purpose Field	2003	1	0	661
219	Soccer Field Press Box	2004	2	258	324
220	Soccer Field Home Dugout	2004	1	196	320
221	Soccer Field Visitor Dugout	2004	1	196	320
223	Athletic Equipment Storage Facility	2007	1	823	900
224	Sports Complex Ticket Booth	2004	1	361	400
225	Sports Complex Satellite Training Facility	2004	1	361	400
233	Soccer Locker Rooms	2006	1	2,235	2,650
234	Darrell Gooden Center	2018	2	32,634	32,634
235	Members First Credit Union Hitting Facility	2015	1	9,146	9,146
281	Athletic Cross Country	1983	1	1,052	1,344
291	Athletic Baseball Offices	1988	1	650	861
537	Football Offices	2015	1	3,502	4,320
94A	Landscape Services Shade House	1996	1		3,690
94B	Landscape Services Greenhouse	1996	1		2,000
960	Student Wellness Center	2011		8,683	20,885
T02	Intramural Field - Brown Storage	2003	1	145	162
T03	Track Storage	2003	1	183	203
T05	Intramural Field - Blue Storage	2003	1	223	246
T06	Housing Landscape Shed	2008	1	353	364
T11	Softball Field 1 Storage	2003	1	88	0

The majority of the University's existing recreation facilities are located within the north and south cores of the Main Campus. The University is currently reporting the recreation (and athletic) facilities in Table 2.5.2.

Table 2.5.2 Inventory of University-owned Recreational and Athletic Facilities



FIGURE 2.5.1: EXISTING RECREATION AND OPEN SPACE MAP - MAIN CAMPUS

The majority of the University's existing recreation facilities are located within the north and south cores of the Central Campus, and below are the list of athletic and recreational programs at UWF:

ATHLETICS

The University offers the following competitive NCAA athletic programs:

- Football
- Baseball
- Softball
- Men's and Women's Cross Country
- Men's and Women's Basketball
- Men's and Women's Golf
- Men's and Women's Soccer
- Men's and Women's Tennis
- Women's Volleyball
- Women's Swimming + Diving

INTRAMURAL PROGRAMS

The University offers the following organized intramural programs:

- Flag Football
- Basketball
- Volleyball
- Softball
- Floor Hockey
- Indoor Soccer
- Outdoor Soccer

UWF RECOGNIZED CLUB SPORTS

The University offers the following organized intramural programs:

- Dance
- Fencing
- Scuba
- CHAARG (Changing Health, Attitudes, and Actions to Recreate Girls)
- ESports
- Ultimate Frisbee
- Surf + Paddle

UWF PROVISIONAL CLUB SPORTS

The University offers the following organized intramural programs:

- Disc Golf
- Ju-Jitsu
- Handball/Racquetball Courts

OUTDOOR SPACES

There are many outdoor spaces on campus that vary in type and function, both passive and active. The most prominent space is the existing Cannon Green located between the Commons Building and the Library.

There is clearly a need for more open and discernible green space to support a variety of uses and spontaneous activities. As the campus grows and expands, the design of new facilities should become a partner in this endeavor to create and form outdoor space. Furthermore, as facilities are located, respect should be given to existing outdoor space, and the protection thereof.

BIKE TRAILS

Situated mainly in the wooded areas on campus there are extensive off-road biking trails within the UWF Nature Trails in southeast campus north of University Drive from the ball fields and on northeast campus beyond Ball Trailhead. These are used by both the campus and community. The mountain bike trails total around 34 miles of trail with around 23 different routes ranging from beginner to intermediate.

While the existing bike trails are not officially protected in any formal manner, they remain a vibrant part of University and student life. Many trails are located in or near designated wetlands and conservation areas, which should protect their future longevity and viability. For any future development, there needs to be recognition of these trails and areas of protection for them, including options to connect them across campus.

WALKING TRAILS

Walking trails both formal and informal have had a long history on the campus and allow visitors to enjoy the natural scenery of campus and ecological diversity.

- The University of West Florida Edward Ball Nature Trail, adopted as part of the Great Florida Birding Trail by the Florida Fish + Wildlife Conservation Commission in 2006, extends over the Thompson Bayou with a boardwalk north of Campus Drive, accessible behind Crosby Hall (Building 10) and Building 11.
- The UWF Staff LEAD program members of 2014 – 2015 chose to create a LEAD trail (1.6 miles) with entry and exit points located at the WUWF Radio Station and the Center for Fine and Performing Arts.

- Runners and walkers also have access to four cross country trails which wind through the Baars-Firestone Wildlife Sanctuary that border Campus Drive and Campus Lane on two sides and are adjacent to Martin Hall and the Multipurpose Fields.
- The heart of Main Campus has three scenic walking routes of varied distances and degrees of difficulty.

Within the West Campus, located on the westernmost 600 acres of campus, these diverse and challenging Biking and Hiking Trails are enjoyed by hikers, cyclists, geocache, and equestrian enthusiasts. Trail etiquette necessitates those on foot yield to horses while cyclists yield to foot traffic and equestrians. Motorcycles and off-road vehicles are not permitted on campus trails. The UWF Cycling Club hosts orientation rides touring the 20+ miles of trails on campus.

ASSESSMENT OF UNIVERSITY-OWNED PASSIVE RECREATIONAL OPEN SPACE SITES

In addition to the Main Campus, the UWF Beach Property consists of 152 acres which extends from Gulf to Sound, with approximately 9/10ths of a mile of frontage on Florida State Road S-399. The property is located immediately west of the Gulf Islands National Seashore Navarre day use area.

A seashore hiking trail that goes across Santa Rosa Island, extends through the dunes across the UWF property (a section of The Florida National Scenic Trail, which is a 1300 mile hiking trail extending from Fort Pickens in Gulf Islands National Seashore to Big Cypress Nature Preserve in South Florida.)

ESTABLISHED LEVELS OF SERVICE STANDARDS FOR PLAY/ OPEN SPACE

Table 2.5.2 provides the minimum level of service standard for recreation and open space for the host community near the UWF Main Campus.

The recommended level of service standard for UWF is listed. This LOS is consistent with the standards of the host communities.

Table 2.5.2 Level of Service Standards of Host Communities

CAMPUS LOCATION	HOST COMMUNITIES	LEVEL OF SERVICE STANDARD
Main Campus (Pensacola)	Escambia County City of Pensacola	The master plan meets the requirements of the Escambia County Comprehensive Plan 2030 1 acre per 1,000 persons for open space .5 acres/1000 persons for mini-parks (0.25 mile radius) 2 acres/1000 persons for neighborhood parks (0.5 mile radius) 1.5 acres per 1,000 persons for community parks (city-wide radius)

EXISTING PRIVATELY-OWNED, STATE OWNED, OR LOCAL GOVERNMENT-OWNED RECREATIONAL FACILITIES AND OPEN SPACES

There are no privately-owned park and recreation areas within the context area. The recreation facilities located at the UWF Main Campus are completely maintained by the University.

Within a short distance from the Main Campus or Downtown Pensacola Campus, there are 89 acres of park and recreation space providing a variety of athletic facilities. Most of these facilities are owned and operated by Escambia County or the City of Pensacola.

- John Jones Park (Escambia County; 4.8 miles from Main Campus center): 63 acres
- Vince J. Whibbs Sr. Community Maritime Park (City of Pensacola; 0.8 miles from Downtown Pensacola Campus): 26 acres

PLANNED FUTURE RECREATION AND OPEN SPACE FACILITIES, BOTH ON-CAMPUS AND OFF-CAMPUS

The existing athletic and student recreation space is adequate but the Intercollegiate Athletic department has the largest space shortage. Approximately 50% of their deficit is in office and office support space with the remaining need for meeting room space.

As for the open space facilities on campus, this is largely defined by the adopted Landscape Master Plan dated October 2019. There are four main design tenets identified within the master plan, including:

1. OPEN SPACE DESIGN TENET 1 - UNIVERSITY AS “STATE PARK”:

The tree canopy, trails, topography, earthen material choices, low slung “prairie style” architecture, and striking views of the Escambia River create an organic, “state park” aesthetic. The Landscape Master Plan recommends maintaining such a look and feel by enhancing the use of local, Florida based materials.

2. OPEN SPACE DESIGN TENET 2 - UTILIZE LANDSCAPE AS

WAYFINDING: The current campus is composed of some strong organizational elements, including the orthogonal arrangement of the original campus (President’s Walk; central axis between the Commons and Pace Library) and the natural curves of the more recent expansions on the north. The landscape, including both the tree canopy and the pathways, can help to provide wayfinding by accenting primary pedestrian linkages. The inclusion of a north-south campus quad on the east of the Commons supports the basis first identified in the Landscape Master Plan.

3. OPEN SPACE DESIGN TENET 3 - CREATE A BEAUTIFUL VIEW FROM EVERY WINDOW:

The original landscape architect, John Jarvis, believed that there should be a beautiful view from every window on the campus. In the original portion of campus, parking lots are cut into the natural topography, small garden spaces are incorporated into the architecture, and views to natural areas are maximized.

In the newer portions of campus, some of these original approaches have not been maintained, such as around the athletics complex and the Center for Fine and Performing Arts. The Landscape Master Plan and this master plan looks to reintegrate the natural landscape and gardens with the built environment.

4. OPEN SPACE DESIGN TENET 4 - LANDSCAPE TO CREATE COMMUNITY: During the Landscape Master Planning process, students and faculty both noted that the exterior spaces are, in many respects, where community and memories are formed. Student quads, including the famed Harvard Yard, are integral and defining to each institution. At the University of West Florida, there are also opportunities to include the entire family, as the student body is slightly older than peer institutions, especially given the military background of many students.

As student enrollment increases, so does the demand to ensure recreation fields and open space – whether for intercollegiate, intramural activities, or student leisure, these amenities help ground the University. Open space and athletic recreation plans have been developed to be an integral part of the overall design of the campus plan. Providing space surrounding these elements is crucial in order to preserve natural resources on campus and improve the outdoor environment.

PLANNED FUTURE RECREATION AND OPEN SPACE FACILITIES

The environment of campus is instrumental in establishing a vibrant and welcoming campus experience, deeply rooted in a sense of place, and celebrating the unique Pensacola setting. The future of the recreation, athletics, and open space must consider growth from the ten percent FTE enrollment growth between 2021 and into 2031 and beyond, even from the amenities point of view. Future facilities and outdoor spaces should be considered alongside enrollment growth and designed to meet these needs. Creating a meaningful sense of place on the campus includes renovated main entry to the campus, Nautilus / Cannon Green, new campus quad (north-south), the proposed Argo Boulevard addition, Stadium walkway, River Bluff Overlook and addition of a parking garage within the campus core. These additions will also encourage pedestrian movement for the campus.

PLANNING PRINCIPLES FOR PASSIVE AND ACTIVE OPEN SPACE:

- Develop identifiable open spaces with their own identity for accommodating a variety of outdoor programs and activities
- Emphasize placemaking, sense of campus, and campus community
- Focus on view corridors, landmarks, landscape, and outdoor pavilions for activation

PLANNING GAPS:

- Wayfinding and Signage (pedestrian and automotive)
- Campus gateway(s)
- Large gathering space to draw in the local community
- Re-imagining the campus core by eliminating most, if not all the Southsides
- Improving safety and connectivity of campus open space throughout the entire campus

Top Priority Projects:

- Main Entrance and Welcome Center Renovation
 - Top priority and is already in process with identified funding
 - Benefits include improved safety, wayfinding, and providing iconic focal point for campus
- Nautilus / Cannon Green improvements
 - Important to the core of campus and needs more programming, shade, seating, and Greek Plaza.
 - Can be integrated with the open space hook concept, connecting to southern portion of campus
 - Center for Fine and Performing Arts Arrival Landscape
- Trailhead at Ball Trail
- Stadium Walk
- New Campus Quad
 - Connects north and south portion of campus
- Escambia River Bluff Overlook w/ outdoor learning classroom and programming

Internal intramural and casual athletic facilities ASF needs are typically determined by the “NIRSA Standards for Recreational Spaces” as well as calculations figuring space needed for academically dedicated Category 520 Teaching Gymnasium. Recreational facilities can affect recruitment, retention, personal well-being, recreation, etc.

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2.6 GENERAL INFRASTRUCTURE

STORMWATER MANAGEMENT DATA AND ANALYSIS REQUIREMENTS

STORMWATER MANAGEMENT

FACILITY CAPACITY ANALYSIS

The Main Campus is comprised of a stormwater management system that includes numerous site-specific facilities designed to serve the facility or project for which it was constructed. Most stormwater management facilities were constructed to accommodate stormwater run-off generated from a particular facility or related project. These facilities, in recent years, have been designed and constructed in accordance with Florida Department of Environmental Protection (FDEP) standards for stormwater treatment. UWF is regulated by Phase II of the National Pollutant Discharge Elimination System (NPDES), which was developed by the U.S. Environmental Protection Agency and delegated by Environmental Health and Safety Department (EH&S) to enforce requirements. Phase II has 6 requirements:

1. Public education and outreach
2. Public involvement/participation
3. Illicit discharge detection and elimination
4. Construction site stormwater runoff control
5. Post-construction stormwater management
6. Pollution prevention/good housekeeping

Stormwater management on UWF campus is a challenge due to the surrounding wetlands, numerous structures, meandering walkways and, in some areas, excessive slopes. The previous Campus Master Plan called for regional retention ponds and upgraded and increased size of stormwater conveyance. The only significant improvement to the system was a dedicated retention pond for the University Park Project for the football field and for Building 234, increasing the size of an existing pond serving B58C and improvements to the East Sports Complex with an enlarged retention pond. The existing original Main Campus storm systems are generally undersized and do not outflow to a retention area.

These systems fail and cause minor building flooding during significant rain events. The older original stormwater outfalls do not have retention and either flow directly into Thompson Bayou or Escambia River.

There have been no significant stormwater retention facilities constructed on the East Campus since in the last master plan, other than the most recent ponds near the football field and Building 234. These facilities were required due to new State stormwater regulations for flood control and treatment of stormwater runoff. For all future facilities, the campus stormwater system should be carefully evaluated to ensure adequate water management. Dependent on the topography and elevation of each site, proper infrastructure including piping and discharge facilities will need to be assessed, whether on or near the site or within close proximity to prevent future rehabilitation.

Future development at UWF shall be based on the provisions that optimizes the use of UWF's existing utility infrastructure and utility generation assets. Conserving UWF's precious water resources through on-going collaborative and integrated planning will avoid technical and financial risks, and capacity constraints associated with overburdening the University's generation, distribution, and transmission systems.

ANALYZING GENERAL PERFORMANCE AND ADEQUACY

Stormwater is of concern for two main issues: the volume and timing of runoff, as well as stormwater discharge that contains potential contaminants and high nutrient content within the water. Stormwater management is intended for flood prevention and water quality, and for managing water through efficient infrastructure and low-impact strategies. It is recommended that the campus stormwater system be inventoried, evaluated and analyzed to determine inefficiencies or inadequate capacities. The current stormwater management facilities' capacity is deemed adequate, but as the University continues to add facilities to the campus, further assessments are recommended to mitigate the concerns noted in this section.

FACILITIES SHARED WITH LOCAL GOVERNMENT

The stormwater management facilities on campus are operated and maintained by the University, entirely independent from any host community. Any future stormwater management systems will most likely remain independent from the surrounding community.

Many areas of the campus were developed prior to the enactment of FDEP standards in 1982, and were most likely designed and built in accordance with acceptable practices at the time. To prevent flooding of facilities, it is likely that little consideration was given to the treatment of stormwater run-off. All future facilities and projects undertaken on the campus will be required to be designed and constructed in accordance with current, applicable State standards. It is anticipated that the regulation of stormwater run-off and its management would be transferred to the Northwest Florida Water Management District (NFWFMD) in the future.

GENERAL PERFORMANCE OF NATURAL STORMWATER MANAGEMENT AND FEATURES

University of West Florida has a variety of streams, rivers, and wetlands that are used for recreational enjoyment, sustaining ecosystems, filtering, storing, controlling stormwater, and recharging groundwater. Most of the surface waters are replenished by stormwater, which is an excellent solvent that picks up, dissolves, and carries a wide variety of materials including heavy metals, solvents, soaps, sewage, pesticides, herbicides, waste oils, and large amounts of suspended solids commonly called turbidity. These contaminants, along with improperly controlled development, degrade water quality, diminish recreational use, pose risks to human, plant, and animal populations, and cause flooding. The control of pollution in stormwater discharge is critical to protecting the quality of surface waters, and is of growing concern as our developed areas increase. In populated areas, stormwater flows along yards and paved surfaces to a man-made system of ditches, curbs, pipes, and retention ponds eventually discharging into natural surface waters.

MANAGEMENT FACILITY EXPANSION OR REPLACEMENT

Per UWF's 2019 Stormwater Compliance Program, UWF requires land development projects to comply with the minimum standards established by the State of Florida. Besides a UWF permit, there are multiple permits and requirements for projects controlled by the state. The FDEP has a Generic Permit for Stormwater Discharges from Construction Activities (CGP). There are also Environmental Resource Permits (ERPs) and Dewatering Permits which are given by the FDEP. The Northwest Florida Water Management District in Crestview, FDEP in Tallahassee, or UWF EH&S is the point of contact for questions and concerns.

Future development on campus is proposed to provide the necessary stormwater management facilities to manage stormwater run-off in accordance with FDEP and Northwest Florida Water Management District requirements when implemented. The use of techniques such as bioswales and other best management practices (BMP) for stormwater treatment should be considered when stormwater retention ponds are not practical for the development being proposed.

The use of BMPs for stormwater control and treatment can reduce infrastructure and maintenance costs, as well as reduce the number of storm water management facilities in the north and south cores of campus. Accurate and current topographic maps, site surveys, and as-built construction plans should be used to identify individual drainage basins within the north and south cores of the existing campus.

Wet ponds may be used for aesthetic purposes, but should be properly planted with wetland-appropriate species to allow proper treatment of the storm water run-off. Wet ponds may also be considered for recreational uses, though this is not encouraged. However, wet ponds take up considerable site area and are not feasible in locations with steep slopes

Considering the available topographic and drainage basin information, future planning and site work design can minimize construction costs, maximize areas for development, and help define development phasing.

In addition to the stormwater requirements and process of approval, the University of West Florida's stormwater program provides educational information and ways to report concerns to EH&S about surface runoff that may affect campus streams or waterbodies. The specific concern focuses on illicit discharge, which is any discharge to roadway, drainage ditch, street, gutters, or storm drain that is not comprised of stormwater treatment. Examples of illicit discharges are liter, yard clippings, pet waste, oil and grease from automobiles, pesticides and fertilizers, sand and dirt from erosion. The program provides tip and tricks on how individuals can prevent illicit discharges and report issues.

PROGRAMS WHICH GOVERN LAND USE AND DEVELOPMENT OF NATURAL DRAINAGE FEATURES

Pre-1982 stormwater management facilities did not require stormwater treatment. All facilities constructed after 1982 have met the state standards for stormwater management facility design and construction. Conditions of current stormwater infrastructure, specifically piping and discharge facilities, have reached the end of their "service life." Several stormwater management facilities and their associated infrastructure will need to be assessed for rehabilitation in the future. The the failing condition of the stormwater management facilities has caused excessive hillside erosion; however, the impact to adjacent natural resources has been minimal.

STATE OF FLORIDA ENVIRONMENTAL RESOURCE PERMITTING (ERP) PROGRAM

Any new structures or developments on the campus will require stormwater management and permitting through the State of Florida's Environmental Resource Permitting (ERP) program if the project area is of significant size, potentially impact off-site areas or the project results in an increase of impervious area.

EXISTING REGULATIONS AND PROGRAMS

WATER QUALITY ACT OF 1987

Federal legislation known as the "Water Quality Act of 1987" amended the Clean Water Act and provided federal provisions for the permitting of stormwater drainage. This results in all stormwater discharges to waters of the United States from construction activities which disturbs a total land area of 5.0 or more acres must be authorized by a National Pollution Discharge Elimination System (NPDES) permit from the United States Environmental Protection Agency.

FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA)

Federal Emergency Management Agency (FEMA) regularly updates and publishes Flood Insurance Rate Maps (FIRM) to establish eligibility for federal flood insurance.

U.S. ARMY CORPS OF ENGINEERS AND THE STATE OF FLORIDA DEPARTMENT OF ENVIRONMENTAL PROTECTION

The U.S. Army Corps of Engineers and the State of Florida Department of Environmental Protection have overlapping dredge and fill permitting criteria concerning the protection of wetland habitats and function.

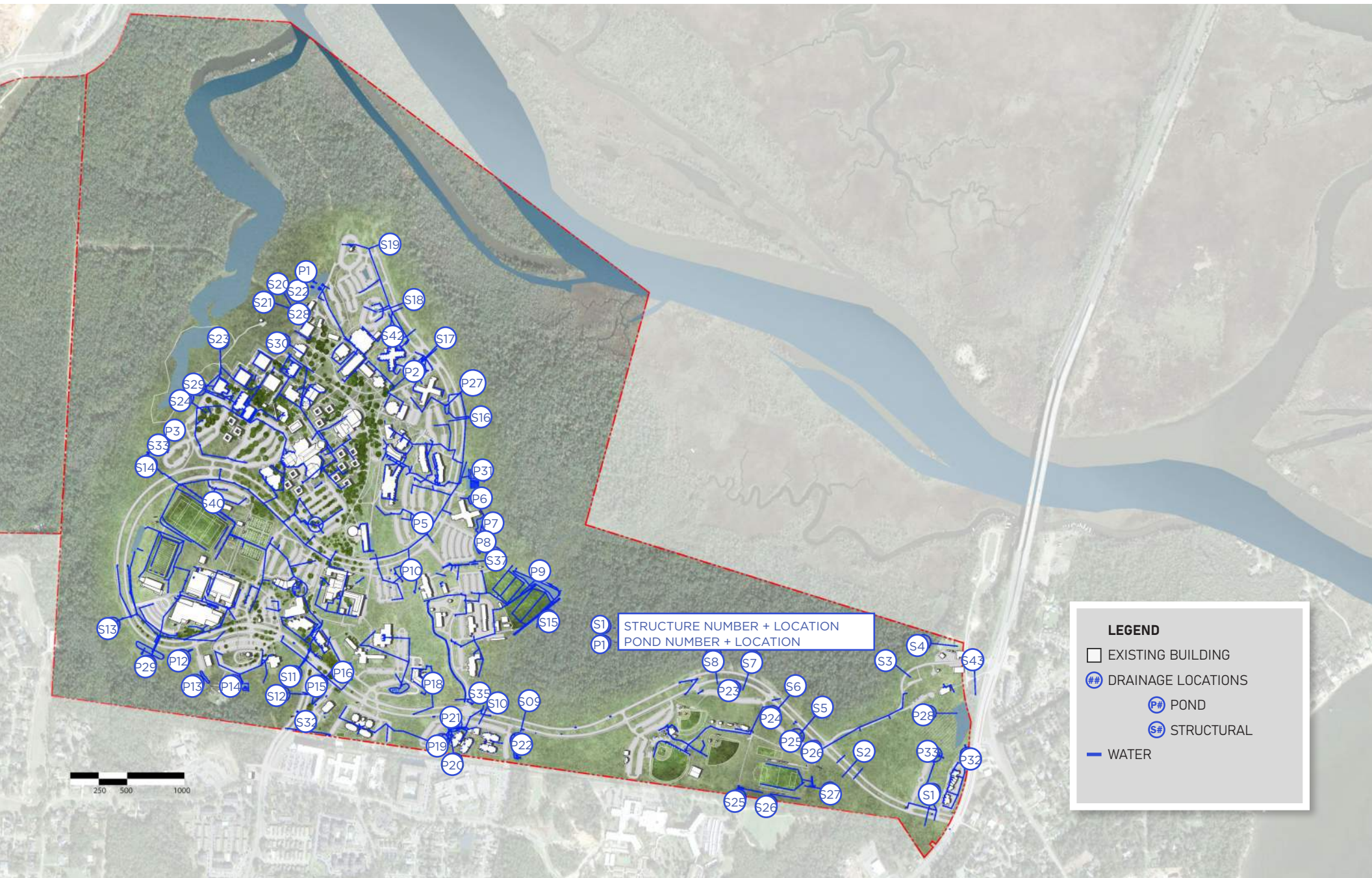


FIGURE 2.6.1: EXISTING STORMWATER MANAGEMENT MAP - MAIN CAMPUS

POTABLE WATER DATA AND ANALYSIS REQUIREMENTS

POTABLE WATER FACILITY INVENTORY

The Main Campus is located within the Emerald Coast Utilities Authority (ECUA) water service area. However, the University owns, operates, and maintains a private potable water distribution system. Building 44, located at the northwest corner of campus, is a well complete with pump and water treatment facilities. The water drawn up at this site is distributed throughout the campus by a network of water mains and service lines which serve the University. The water mains and service lines are a mixture of PVC and Cast /Ductile Iron pipes. Campus wide irrigation systems are also served by the UWF water distribution system. Emergency water service is available by connections to ECUA owned water mains located the east side of the campus (Davis Highway) and the south side of the campus (University Parkway).

The current UWF potable water system consists of two (2) 500 GPM (gallons per minute) wells constructed within the sand and gravel aquifer, one (1) 200,000 gallon elevated water tank, and a pipe network to provide potable water, fire protection and irrigation water serving within all campus buildings. The system is stand-alone, with no supplemental supply from outside sources. Water well # 2 (600 GPM) undergoing replacement in 2022. Well # 4 (1000 GPM) was constructed in 2010 designed to provide space for an additional water tank (300,000 Gallons).

Additional water storage will be required in the future to meet Main Campus water use and provide additional storage capacity for fire protection requirements. designed to provide space for an additional water tank (300,000 Gallons).

Potable water distribution ranges in age from a few years to over 52 years in age. This older piping will either need to be replaced or renewed if feasible with an applicable internal coating to extend its useful life.

An eight inch emergency interconnection with the Escambia County Utilities Authority (ECUA) system is available for emergency use only.

POTABLE WATER FACILITY EXPANSION OR REPLACEMENT

GENERAL PERFORMANCE, CONDITION AND EXPECTED LIFE OF FACILITIES

Based on the Campus Utility maps, PVC and Cast/Ductile iron pipes are predominant throughout the system. Occasional bacterial testing and investigation/examination of these water mains could help determine the conditions of the pipes and identify areas that may need attention and/or replacement.

REGULATIONS AND PROGRAMS WHICH GOVERN LAND USE AND DEVELOPMENT OF POTABLE WATER FACILITIES

The Main Campus's underground hydrology is acceptable for future development of additional potable water wells. The regulatory requirements of both the FDEP and the NFWFMD would have to be met as these two entities collectively govern the development of new potable water wells. The regulations of these two agencies will ensure proper development and acceptable impact/use of the aquifer as a resource.

The FDEP also governs the new construction of potable water mains and storage facilities. These regulations will be required to be met for all new facilities.

If any land outside of the Main Campus campus core is developed, it will have to be done with its own potable water supply and storage facilities. The University may bear the responsibility of the construction costs of potable water lines. A detailed study of the infrastructure and projected potable water costs should be performed in order to determine the best approach from which to proceed. The policy of using wells to provide irrigation should be maintained as a cost effective approach to irrigation along with the option of reuse water when it becomes available from the ECUA.

Existing Regulations and Programs

Federal Regulations: The Federal Safe Drinking Water Act (Public Law 93-523) establishes operating standards and quality controls for the protection of public water supplies. As directed by this Act, the Environmental Protection Agency (EPA) has established minimum drinking water standards, to which every public water supply system must conform. Included are "primary" standards required for public health, and "secondary" standards which are recommended to attain a higher aesthetic quality of water.

State Regulations: In accordance with federal guidelines, the Florida Safe Drinking Water Act (Sections 403.850 -403.864, F.S.) has been adopted, which designates the Florida Department of Environmental Protection (DEP) as the state agency responsible for the regulation of drinking water. The DEP has

therefore promulgated rules classifying and regulating public water systems, including mandatory water treatment criteria (62-550 F.A.C.). The DEP enforces both the primary and secondary water quality standards for public water supplies in Florida.

In addition to the Florida Statutes discussed above, in 2005 the Florida Legislature passed Senate Bill 360. This legislation requires all jurisdictions to amend their comprehensive plans to include the following provisions:

- Require adequate water supplies no later than certificate of occupancy.
- Provide for alternative water supply development funding, more comprehensive regional water supply plans and enhanced consumptive use permitting, as per SB 444, an act relating to water resource protection and sustainability. Municipalities must identify alternative water supply projects within 18 months after the regional water supply plan is updated.
- Coordinate local government water supply plans with water management districts' regional water supply plans. Requires consultation on population projections, timing of development, annexation, and any issue that may impact water supply.

RECLAIMED WATER

SYSTEM ANALYSIS AND RECOMMENDATIONS

Recent studies indicate the potable water systems on the existing Main Campus are inadequate but will require upgrades and additions within the next ten years. Upgrades proposed include additional storage tanks and assessment of piping.

In order to determine the future potable water supply needs for the campus, the design standards adopted by the FDEP and the Ten States Standards: Recommended Standards for Water Works must be considered. For well pumping capacity production, the Ten States Standards recommends that the total developed groundwater source capacity shall equal or exceed the designed maximum daily demand and equal, or exceed, the designed average daily demand with the largest producing well out of service.

Continued computer modeling that includes projected growth and construction of new facilities is recommended to determine adequacy of the existing water mains and recommendations for new water mains required to serve new developments.

The water reports reveal that the maximum pumping capacity for one well is 720,000 GPD, thus is presently adequate to meet the current maximum daily demand. It is estimated that the annual average daily flow (AADF) will meet the supply capacity until recently, hence for the needed upgrade, based on the assumption that the potable water demand and irrigation demand will remain constant with growth.

In order to determine future potable water storage for the campus, the Ten States Standards must again be considered. For finished water storage, storage capacity for systems not providing fire protection shall be equal to the average daily consumption; however, this may be reduced when the supply wells have sufficient capacity with standby power (emergency generators) to supplement peak demands of the system. Additionally, fire flow requirements established by the State of Florida Insurance Services Office should be satisfied where fire protection is provided; however, excessive storage capacity should be avoided

where water quality deterioration may occur.

Therefore, a total of 500,000 gallons of finished storage should be provided to meet the minimum standards outlined in the Ten States Standards for domestic potable water and irrigation needs. This would include constructing an additional 300,000 gallons of storage to go along with the existing 200,000 gallons of storage. The policy of using potable water wells to provide irrigation should be maintained as a cost-effective approach to irrigation until such time that dedicated irrigation wells can be installed. As reuse water becomes available from the ECUA, this alternative should be considered to replace potable water as a source for irrigation. The use of reused water is a real possibility within the next five to 10 years as the ECUA previously approved the construction of a new wastewater treatment plant just to the north of the University which has been constructed and is in operation today. This new plant will have reuse-type effluent and could satisfy the University's irrigation needs, if cost-effective.

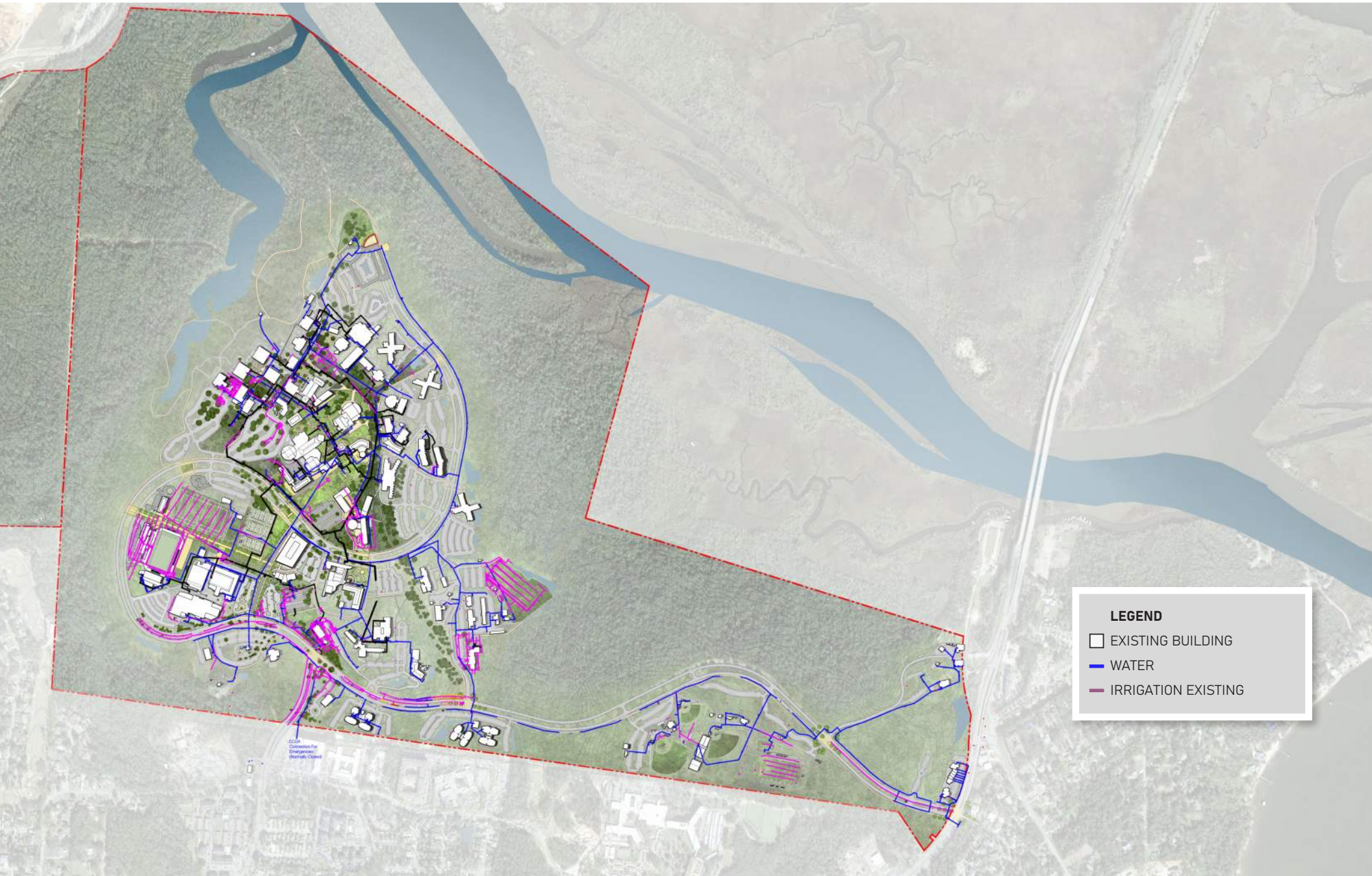


FIGURE 2.6.2: EXISTING POTABLE WATER MAP - MAIN CAMPUS

SANITARY SEWER DATA AND ANALYSIS REQUIREMENTS

The existing Main Campus waste water system consists of gravity collection lines, manholes, a 320 GPM lift station, and a master 500 GPM lift station. The system pumps domestic waste water generated on campus into the existing ECUA waste water collection/transmission system for transmission, treatment and disposal of effluent by the ECUA Waste Water Treatment Facility (WWTF). The original and subsequent additions in the 1970's and 1980's sewer pipe are 6 feet segments of clay pipe. The majority of this clay pipe was either lined with CIPP, pipe burst with new plastic pipe or trench and replace with PVC sewer pipe where feasible. CIPP and pipe bursting were completed between 2010-2015, to upgrade undersized and deteriorated lines. The system is a combination of gravity flow and wastewater lift stations. There currently are a total of 16 lifts stations serving campus.

The University has several septic tank systems in operation, the buildings on Old Ferry Pass Road. These on-site systems were replaced with pumping systems in order to transfer the waste to the ECUA system. The proposed future development on the existing Main Campus properties will require installation of new gravity sewer lines, manholes, lift stations, and force mains, in addition to odor control facilities.

When expansion occurs to build out around the Football Field and any additional structures that are built in this area, they will require a lift station as this elevation is too low to feed into the existing gravity sewer system.

EXISTING REGULATIONS AND PROGRAMS

Federal Regulations: The Federal Pollution Control Act (PL 92-500) is the controlling national legislation relating to the provision of sanitary sewer service. The goal of this act is the restoration and/or maintenance of the chemical, physical and biological integrity of the nation's waters. The act established the national policy aimed at implementing area-wide waste treatment and management programs to ensure adequate control of pollutant sources.

State Regulations: At the State level, the Florida Department of Environmental Protection (DEP) is responsible for compliance with federal and state regulations within Florida. Florida's Safe Drinking Water Act provides for the regulation of public water systems. The act is administered under Chapter 62-550.200 F.A.C. which contains State standards for potable water.

As with stormwater collection and retention systems, existing topography and drainage basins must be taken into account to determine the lowest possible elevation within each developable drainage basin to locate wastewater lift stations. Locating the lift stations at the lowest possible elevations minimizes the total number of lift stations required for build-out of the existing campus and the West Campus property by serving all areas to be developed with gravity sewer lines, transporting wastewater flow to the lift stations. It is a University goal to eventually remove all septic tanks; only two septic tanks still remain in service.

Future development will impact existing waste water facilities, both on campus and off-site, leading to the treatment facilities provided by the ECUA. Campus lift stations, force mains, and gravity sewer lines must be upgraded to accommodate existing and future peak flows generated on campus. It is anticipated that existing ECUA lift stations, force mains, and gravity lines will also need to be upgraded.

The University's existing master lift station can presently accommodate 720,000 GPD, which is adequate for the existing wastewater flows generated. The master pump station should be upgraded to serve all development within the drainage basin it serves. New lift stations have been constructed at

locations taking maximum advantage of knowledge of existing topography and development plans. A sanitary sewer hydraulic analysis has been conducted to determine the capacity of existing gravity sewer lines and force mains to determine the magnitude of upgrades required for the collection/transmission system. The ECUA-owned lift stations off-site must also be analyzed to determine the need for upgrade. Odor control systems may also be required for the existing University and ECUA wastewater systems. In addition to proposed upgrades, it is also noted that many of the existing older systems are in need of upgrade and repair. Pipes are old and tree root intrusion continues to be a problem. The University is currently involved in a program of retrofitting deteriorated gravity lines and manholes and upgrading undersized facilities. Facilities are typically designed with a service life of 50 years for collection and 20 years for transmission facility pumps.

The current capacity for collection, transmission and treatment of wastewater generated by the University is adequate. Treatment and disposal capacities are projected to be met by the ECUA facilities. All wastewater facilities are governed by the FDEP, and are therefore, permitted through this agency. These regulations are deemed adequate for future development.



FIGURE 2.6.3: EXISTING SANITARY SEWER MAP - MAIN CAMPUS

SOLID WASTE DATA AND ANALYSIS REQUIREMENTS

SOLID WASTE COLLECTION, STORAGE AND DISPOSAL SERVICES

The contractor for the University of West Florida is Waste Pro. Services provided include trash pick-up, recycle pick-up, and other special services.

Recycling permitted on the campus include only paper products and cardboard. Solid waste items not accepted for recycling include styrofoam, plastic shopping bags, large plastic items, glass, wire coat hangers, pizza boxes, food waste, garbage, and large metal items. More information below outlines the additional services provided on at the University.

Trash: Trash is collected from buildings and public dumpster locations by a private vendor. Solid Waste is typically transported to the Perdido Landfill.

Paper Recycling: The University provides desk-side recycling containers in all offices, and large recycling totes in all buildings on campus. Toters are wheeled to the curb once a week by campus custodial staff for haul/pick-ups. Loose and shredded paper must be bagged when placed in the recycle carts.

Metal Recycling: A 20-yard container for the Universities metal recycling needs is provided by Southern Recycle.

Cardboard: Cardboard is currently collected in and hauled one to two times per week.

Toner Cartridges & Batteries: Toner cartridges and batteries are brought to a central location. Pallets and/or boxes of these items are shipped off when full.

Plastics & Cans: Plastics and cans are collected in multi-port containers in buildings and/or one of the two Escambia County drop-off recycling units on campus.

SOLID WASTE FACILITY EXPANSION OR REPLACEMENT

The current contracting system for solid waste removal appears to be an appropriate response to this need. As the Main Campus continues to develop, additional service routes, and dumpster locations may be required. Appropriate collection receptacle placement and screening should be utilized at all exterior locations to minimize the impact on the natural and visual environment. Current recycling programs should continue and be enhanced to encourage greater participation and ease of use.

SOLID WASTE

Solid waste collection and disposal is accomplished through a combination of utilizing University staff, private contractors, and public entities. Following is a description of the solid waste collection and disposal methods used by type of material.

Table 2.6.8 Main Campus Solid Waste Generation 2020 - 2021

CAMPUS	TONS/YEAR	TONS/DAY
WASTE	649.01	1.78
RECYCLING	129.29	0.35

ANALYSIS

In the use of the current system during the school year of 2020 – 2021, there was a total of 649.01 tons of solid waste and 129.29 tons of recycling produced by the UWF Main Campus. The Frontload solid waste collection was responsible for 571.50 tons, Building 22 compactor site produced 43.93 tons, and the Heritage Hall tonnage for the year was 33.58. Over the course of this year, the Frontload Recycling produced 60.33 tons, the OCC Compactor in Building 22 produced 11.42 tons, and the Carts Recycling that was collected on Wednesdays generated 31.00 tons of recycling. Overall, there was a diversion rate of 17% with the recycling program. There was also a cost avoidance through recycling of over \$5,800.

The current contracting system for solid waste removal appears to be an appropriate response to this need. As the Main Campus continues to develop, additional service routes, and dumpster locations may be required. Appropriate collection receptacle placement and screening should be utilized at all exterior locations to minimize the impact on the natural and visual environment. Current recycling programs should continue and be enhanced to encourage greater participation and ease of use.

ADDITIONAL RECYCLING OPPORTUNITIES

There has historically on campus been a RecycleMania program that has taken place that has contributed over 21.13 tons of recycling in 10 weeks from January through March in 2020. The rates were anywhere from 5% - 19% over the average recycling for the weeks it took place, and while this program has not taken place every year, it shows that there was a higher rate of recycling during these times, and could be reimplemented.

EXISTING REGULATIONS AND PROGRAMS

Federal Regulations: The federal government regulates solid waste to minimize the potential for environmental impacts, and to encourage resource recovery. The U.S. Environmental Protection Agency (EPA) reviews solid waste management facilities for air and water quality impacts. The U. S. Army Corps of Engineers, along with the Florida Department of Environmental Protection (DEP), regulate filling activities in wetlands. The 1976 Federal Resource Conservation and Recovery Act (PL 94-580) removed the regulatory constraints that impeded resource recovery to encourage states to conserve materials and energy.

The Resource Conservation and Recovery Act also addresses the regulation of hazardous wastes. Pursuant to this Act, EPA has set forth guidelines and standards for the handling of hazardous wastes, and directs state agencies, including Florida's DEP, to regulate hazardous waste management. To aid in hazardous waste management financing, the EPA "Superfund" Program was established by the Comprehensive Emergency Response and Compensation Liability Act of 1980. This Act provided EPA with the funds to respond to sites requiring clean-up and emergency mitigation and allows local governments to apply for funding of their hazardous waste management projects.

State Regulations: The environmental impacts of solid waste are regulated at the state level by the Florida Department of Environmental Protection (DEP). The DEP follows the solid waste management guidelines set forth in Rule 62-701 F.A.C. when permitting solid waste facilities. Specifically, the DEP has established

evaluation criteria for the construction, operation, closure, and long-term care of landfills. The agency also regulates the handling, classification, and disposal of wastes, as well as resource recovery operations.

The 1974 Florida Resource Recovery and Management Act (Chapter 403.705, F.S.) required each county to prepare a Solid Waste Management Plan. In 1988 this Act was amended by the Solid Waste Management Act to establish state goals, regulations, and programs for a host of solid waste activities. A central focus of the amendment is recycling. It mandates that counties recycle thirty percent of their total municipal solid waste by December 1994 and requires counties and municipalities to have initiated recycling programs by July 1, 1989. No more than half of the 30% can be met with yard trash, white goods, construction debris and tires. It requires that, at minimum, a majority of newspaper, aluminum cans, glass and plastic must be separated from the solid waste stream and offered for recycling. The State imposes deadlines for the separate handling of various special wastes, including construction and demolition debris, yard waste, white goods and used batteries and oil, to divert their disposal away from the landfills. Composting of other mechanically treated solid waste and yard trash is also encouraged.

Additionally, the new law requires municipalities to determine the full cost of solid waste management, to update it annually, and to provide this cost information to consumers. Other changes include the establishment of a Solid Waste Management Trust Fund to encourage innovative solutions to solid waste management and recycling, and encouragement of the use of enterprise funds to operate solid waste services.

2.7 TRANSPORTATION

DATA AND ANALYSIS REQUIREMENTS

PARKING LOCATED ON CAMPUS AND OFF-CAMPUS

The parking system on Main Campus is currently operated by the University's parking service. It consists of 39 parking lots serving the entire Main Campus, with a total parking count of 5,692 spaces. Of the 5,692 spaces, 4,941 are in the northern and southern core portions of campus.

The 39 parking lots on the Main Campus are designated with a letter name and is available to specific user groups. Signs are posted at the entrance to each lot indicating the user designation(s). Parking spaces are marked with signs within the lot for specific user groups. For example, Lot Y is designated for resident students, marked with blue signs and is located close to Martin Hall. There is no parking off-campus that is controlled by the University.

UWF user groups and inventory of total spaces at the Main Campus are designated as follows:

Space Type	Permit Type	Inventory
COMMUTER	GREEN	1,380
FACULTY/STAFF	YELLOW; BLUE AND GREEN (SENIOR ADMIN)	1,010
RESIDENT	BLUE, BLACK	587
OPEN	NONE	2,375
VISITOR	TEMPORARY PERMIT	43
RESERVE	PURPLE	76
ADA	STANDARD HANDICAP PERMIT	134
SERVICE VEHICLE		16
SPECIAL		34
MOTORCYCLE	BROWN	37
TOTAL		5,692

Table 2.7.1 depicts the classification and capacity of parking lots available on campus and Figure 2.7.1 illustrates existing campus traffic circulation and parking. For the full inventory of parking, including number of ADA and handicap spaces, see Table 2.7.2.

Table 2.7.1 Existing Main Campus General Parking Inventory

CAMPUS GENERAL PARKING INVENTORY			
LOT #	ZONE	LOT DESIGNATION	CAPACITY
A	South Core	Faculty, Staff, Visitors	186
AA	South Core - Archaeology Institute	Faculty, Staff	33
AV1	Argonaut Village Overflow	Open - No Permit Required	54
B	South Core	Commuter, Visitors	256
BB	South Core	Faculty, Staff	51
C	South Core	Commuter	29
CC	South Core	Faculty, Staff	54
DD	South Core	Commuter	44
DC1	Old Ferry Pass Rd	Faculty, Staff	21
E	South Core	Commuter	178
EE	South Core	Commuter	135
F	North Core	Commuter	100
FF	South Core	Commuter	18
G	North Core	Commuter, Faculty, Staff, Visitors	307
GG	South Core	Residents	191
H	North Core	Commuter, Faculty, Staff, Residents	420
HH	South Core	Residents	283
I	South Core	Commuter, Faculty, Staff	152
J	South Core	Commuter	194
K	North Core	Commuter, Faculty, Staff, Residents, Visitors	318
L	South Core	Commuter, Faculty, Staff	186
M	South Core	Commuter, Faculty, Staff	166
O	North Core	Commuter	127
P	North Core	Faculty, Staff, Residents	213
Q	North Core	Commuter, Visitors, Residents	143
R	North Core	Residents, Faculty, Staff	79
S	North Core	Residents	36
S1	University Services	Services, Faculty, Staff, Visitors	40
S2	University Services	Services, Faculty, Staff, Visitors	49
S3	University Services	Services, Faculty, Staff	12
SP1	East Sports Complex	Commuter	234
SP2	East Sports Complex	Commuter	265
T	North Core	Residents	16
U	North Core	Residents	156
V	North Core	Faculty, Staff	126
W	North Core	Commuter, Faculty, Staff	280
X	North Core	Faculty, Staff	143
Y	North Core	Commuter, Residents	243
Z	North Core	Commuter	124
TOTAL NO. OF PARKING SPACES (including all parking zones - the "ENTIRE MAIN CAMPUS")			5,692

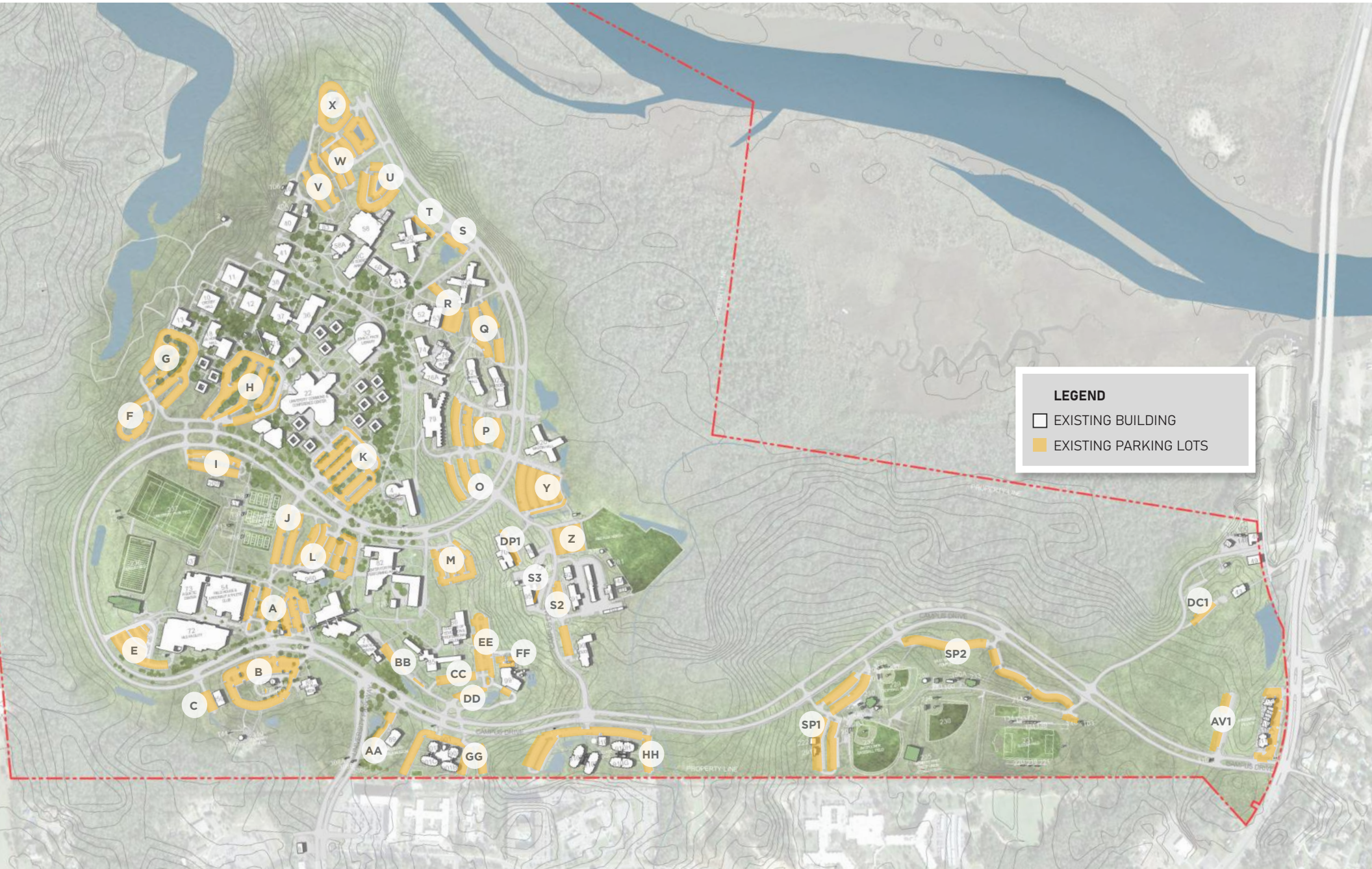


FIGURE 2.7.1: EXISTING TRANSPORTATION / PARKING MAP - MAIN CAMPUS

ACCESSIBLE PARKING

Accessible parking has been provided throughout the existing parking system and appears to be adequate to meet regulatory requirements.

Space Type	Inventory
PERMIT	2,977
OPEN	2,375
ADA	134
OTHER	206
TOTAL	5,692

CAMPUS PARKING DEMAND

Analysis of parking spaces is based on the number of users and the available parking spaces. Users include students, faculty, and staff who have parking permits. The number of parking permits is the quantity issued to students, faculty, staff, and others, which were obtained from the UWF Department of Parking Services. Table 2.7.2 summarizes number of users, number of spaces and ratio of users to spaces.

The equation used for calculating parking spaces is based on the number of full-time enrollees (FTE) and the number of FTE living in campus housing.

Table 2.7.2 UWF Main Campus Existing Parking Ratios (2019)

TYPE OF USER	COUNT	NUMBER OF SPACES	RATIO OF USERS/ SPACES
Students (FTE)	5,377	1,967 ¹	2.73
Faculty/Staff (FTE)	1,471	1,086 ²	1.35

¹ Student spaces include commuter and resident parking types.

² Faculty and staff spaces include faculty and reserve parking types.

One (1) parking space is provided for every 2.73 students and one (1) parking space is provided for every 1.35 faculty and staff personnel. Since future parking needs are based on FTE, it is important to take into account future enrollment data and estimate the need based on all user types.

The 2019 Parking Needs Analysis and Planning Services Report, there was an occupancy counts that were conducted and validated to review the concurrent campus demand. Since this report was conducted prior to the pandemic, it can be assumed that with the resumed in-person schedules, even if hybrid learning continues, parking demands will ultimately be the same at peak days and hours. Noted within the report, there was a heat map developed to showcase visual representation of campus demand. Figure 2.7.2

and Figure 2.7.3 depicts the peak demand utilization. During the assessment of four counts, Tuesdays at 2:00 pm reflected the highest overall demand. The map displays not only the variances in occupancy during the observed peak, but also points out entire facilities that have extremely low occupancy. The least occupied facilities during the observed peak include Lot SP2 (2%), Lot SP1 (11%), Lot Z (15%), and Lot DP1 (28%). These are all located in less-desirable locations, but are still available for users.

Overall, the report noted that the entire Main Campus (including ADA, visitor, and specialty assigned spaces) was 69% occupied. For permit holders, occupancy percentages varied slightly between user groups: 87% for commuter, 81% for resident, and 78% faculty/staff. The undesignated or open parking was only 58% occupied during the peak count. This is likely due to the underutilization of the more remote facilities.

Consider demand management strategies included:

- Introduce carpooling permits, which could be issued to groups of two or more. Each member of the group would turn in an individual permit or would be ineligible to purchase an individual permit.
- Introduce vanpooling through engagement with the County's vanpool program; they will do much of the work to establish, promote, communicate, and manage the program.
- Incorporate bicycle and pedestrian improvements into campus projects
- Invest in transit. Specifically, this would mean working with ECAT to allow students to use their campus IDs to ride transit and extending the ECAT program to employees as well.

Table 2.7.3 Existing Main Campus Complete Parking Inventory

CAMPUS GENERAL PARKING INVENTORY											
LOT #	COMMUTER	FACULTY	RESIDENT	OPEN	VISITOR	RESERVE	ADA	SERVICE VEHICLE	SPECIAL	MOTORCYCLE	TOTAL
A	20	135			10	2	8	1		10	186
AA	0			31			2				33
AV1	0			54							54
B	0	6		245	3		2				256
BB	0	49					2				51
C	24	2					3				29
CAMPUS DR	30										30
CC	0	52					2				54
DD	0			44							44
DP1	0	18					3				21
E	158					17	3				178
EE	0			131			2			2	135
F	100										100
FF	0			18							18
G	94	167		8	2	14	6	1	8	7	307
GG	0			183			8				191
H	182	47		148	16	6	10	4	7		420
HH	0	2		274			7				283
I	111	38				3					152
J	0			184			2		8		194
K	80	66		136	4	10	18		1	3	318
L	0	10		162			9		5		186
M	0	12		146			4			4	166
O	121							4		2	127
P	0	66	139		2		5			1	213
Q	0		136		2				5		143
R	0	54				23	2				79
S	0		36								36
S1	0	36			2		2				40
S2	0	45								4	49
S3	0	10					2				12
SP1	0			225			9				234
SP2	0			262			3				265
T	0	7	5				4				16
U	0	42	97		1	1	5	6		4	156
V	0	68			1		1				126
W	254	22					4				280
X	143										143
Y	63		174				6				243
Z	0			124							124
TOTAL NO. OF PARKING SPACES (including all parking zones - the "ENTIRE MAIN CAMPUS")											5,692

SOURCE: PARKING NEEDS ANALYSIS AND OPERATIONAL REVIEW, WALKER CONSULTANTS

PARKING DEMAND FOR SPECIAL EVENTS, AS APPLICABLE

Parking needs for existing athletic events are met at adjacent paved and unpaved lots. Parking demand associated with University's athletic events and special events has not exceeded parking capacity. With the continued development of the Football Stadium and major athletic events, Lots A, B, E, I, J, and L are in close proximity to the southern core of the Main Campus, but require either a parking pass or payment options. Lot F, G, and H is overflow parking and will require a parking fee. Lot K is generally free all day and first-come, first-serve.

Whether it's a small or large event, UWF Parking Services works to allocate the best available parking that is most convenient for guests. For non-athletic events, a UWF event coordinator completes the Event Parking Permit Form. Event permits are electronic and are assigned to vehicle license plates.

Event permits may not be issued to UWF employees or students, i.e. Event Permits may not be issued to vehicles registered to a current University of West Florida parking permit.

Single-day events with less than 5 attendees, and occurring during regular business hours Monday through Friday, should have guests stop at the Visitors Center to obtain a Visitor Hangtag.

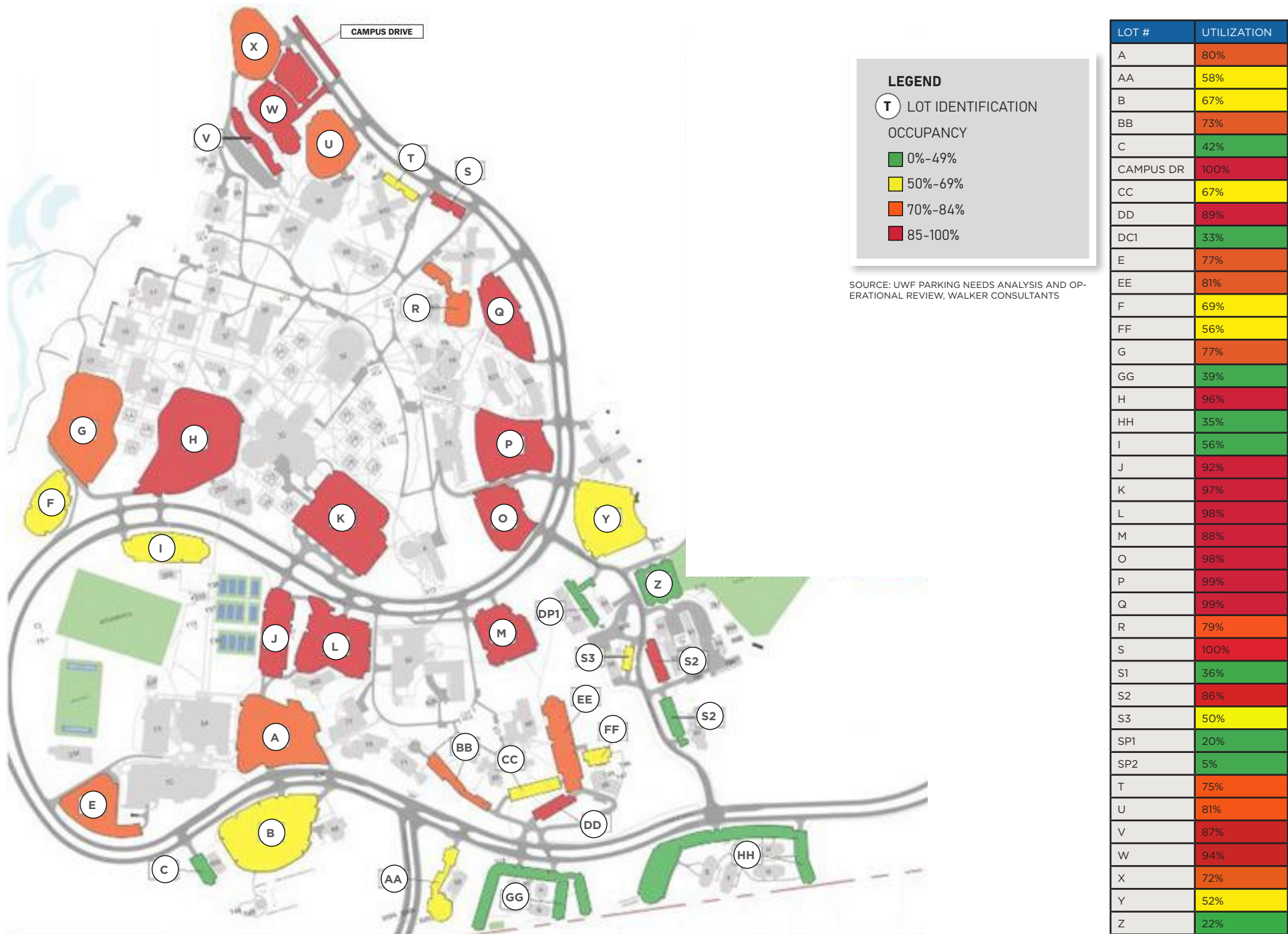


FIGURE 2.7.2: MAIN CAMPUS (ACADEMIC CORE) PEAK DEMAND UTILIZATION



FIGURE 2.7.3: MAIN CAMPUS (EAST SPORTS) PEAK DEMAND UTILIZATION

LEGEND

T LOT IDENTIFICATION

OCCUPANCY

- 0%-49%
- 50%-69%
- 70%-84%
- 85-100%

SOURCE: UWF PARKING NEEDS ANALYSIS AND OPERATIONAL REVIEW, WALKER CONSULTANTS

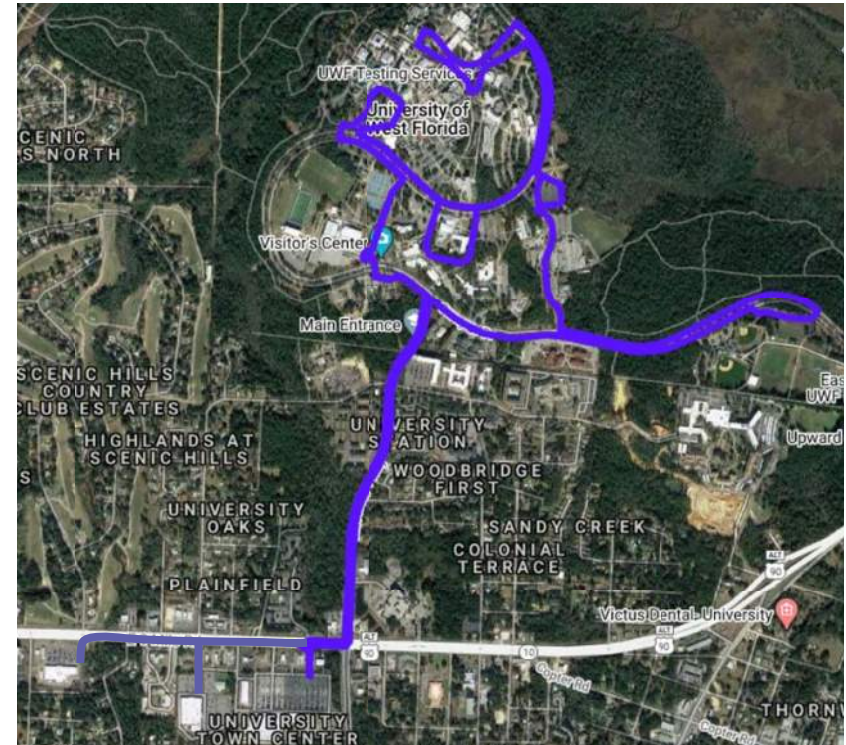
TRANSIT FACILITIES AND SERVICES

In Pensacola, Escambia County Area Transit (ECAT) provides bus service to the UWF Main Campus from Route 43. UWF provides an option for a daily pass, valid on all ECAT routes. The majority of commuters do not use transit, and the data indicate that the routes, schedules, and trip durations do not meet their needs or preferences. To a lesser degree, respondents indicated that they lack information about transit routes and schedules. A small percentage of the employee population, these commuters might be unaware of how close they are to the route that goes directly to campus without a transfer. Route and schedule information should be regularly marketed and easily available to the campus community. Using mass transportation also leaves a smaller carbon footprint on the planet.

The ECAT bus stops at three locations on campus: Village West Apartments (Bldg. 901); School of Science & Engineering (Bldg. 4); and WUWF Public Media (Bldg. 88).

ECAT also operates a route fixed schedule service on the University's Main Campus properties, known as the "Trolley." Anyone on campus may ride the trolley as often as they like. There are 20+ official trolley stops but the trolley will generally stop when hailed. Four trolleys service the UWF campus during the Fall and Spring semesters. Monday through Friday, three circulate on campus and the Express Trolley circulates to Neighborhood Shopping Centers, Remote Lot and Argonaut Village. On Saturdays, one trolley serves the campus. Trolley service is not provided on Sundays, during the breaks between semesters, or on holidays. During the summer, only the express trolley services the campus.

Figure 2.7.4 UWF Main Campus Trolley Route



Since the UWF Trolley is operated under contract with ECAT. In the event that a Tornado Warning is issued for Escambia County, the UWF trolley service, as well as other county vehicles, will be stopped until the Tornado Warning is lifted or severe weather has passed.

VANPOOLING

A vanpool program supports the needs gap between carpooling and public transportation. Vanpooling is most frequently a contracted service, with a vanpool company such as the rideOn program with ECAT and the West Florida Regional Planning Council (WFRPC). The WFRPC and ECAT have teamed up to promote the rideOn vanpool option, among other transit options, during student orientation. The group of commuters, usually facilitated by the provider, gathers as a carpool would. The van is driven by one of the members of the group. The cost for the van, which can range from minivan to full-size (based upon the size of the group, ranging from four to 15), depends upon several factors: the size of the van, the type of van, the number of members, distance traveled, and whether or not fuel is included in the price. The vanpool company provides the vehicle lease, insurance, maintenance, and repairs. There are often funds available to subsidize the full cost of vanpools from metropolitan planning organizations (MPOs), councils of governments, or air quality management districts. An employer can also provide some subsidy to its employees.

Vanpools function somewhat like transit, the member of the group who is the driver (there are usually secondary and tertiary drivers as well), picks up the balance of the passengers. This can happen home-by-home, but more commonly groups meet at park-and-ride locations (formal or informal). The driver often receives some level of benefit, sometimes they travel with no fare, or they do not pitch in for fuel. They may also be allowed personal use of the vanpool vehicle on evenings and weekends, up to a certain number of miles per month. Any or all of these benefits may vary by vanpool provider or group norms. The driver or some other member of the vanpool may be responsible for a small amount of monthly paperwork.

Among the costs of parking permits, gas, oil, maintenance, tires, wear-and-tear, and depreciation, commuting via vanpool is a substantial savings when compared to the cost of individual commutes. Essentially, vanpooling works best and is most cost effective when it operates like transit in situations in which transit does not otherwise work. Vanpools are generally most cost effective for roundtrip commutes of 20 miles or more.

CARPOOLING

UWF does not currently have a carpooling program. Through a mapping study within the Parking Needs Analysis and Operational Review report, and the use of an online system, a suggestion was provided that the University could strategically incentivize long-term carpooling commitments in order to reduce further the number of SOVs arriving on campus each day. The members of a “committed” carpool typically are only eligible to purchase one parking permit (e.g., semester or annual) for the group; usually, this permit can be switched among members’ cars.

A carpool can have as few as two members, but in this way, each carpool can effectively remove at least one car from campus. Carpool benefits are generally provided as preferential parking, discounted parking, or both.

Carpooling may be able to serve the large number of UWF community members who live outside of the areas most densely served by public transit, particularly those in perhaps a six- to the ten-mile radius, in which the population density may remain conducive to people finding carpooling partners. Or, in more distant communities with pockets of UWF faculty and staff, such as Milton, Niceville, Crestview, Destin, or Mobile, AL.

BICYCLING AND WALKING

The University campus offers 20+ miles of biking and hiking trails. Several pedestrian and bicycle infrastructure and program improvements have happened since the completion of the last Campus Master Plan. Outlined below are the existing conditions of the campus, along with several suggested improvements provided from campus stakeholder engagement, campus analysis, the implementation of the 10-year vision plan, and the 2019 Parking Need Analysis and Operational Review report.

ESTABLISHED PEDESTRIAN FACILITIES

The Main Campus provides a number of trails that can be used for both leisure pedestrian activity or advanced mountain biking. The Edward Ball Nature Trail is a leisurely half-mile boardwalk through Thompson's Bayou, a beautiful hardwood swamp. Accessible behind Crosby Hall (Building 10) and Building 11, this trail is only accessible by pedestrians. Along the trail, there is often a variety of songbirds and water fowl at this Great Florida Birding Trail site established by the Florida Fish and Wildlife Conservation Commission.

Located opposite the Sports Complex, runners and walkers may access four Cross Country Trails which wind through the Baars-Firestone Wildlife Area exploring sandhill, hammock and wetlands habitat. Offering varied terrain, the trails are bordered by Campus Drive and Campus Lane on two sides and are adjacent to Martin Hall and the Multipurpose Fields. Parking is available at the Sports Complex or between the Building 90 Complex and Martin Hall.

Additional trails on campus include a variety of scenic walking routes that vary distances and degrees of difficulty, based on topography and distance. One additional trail developed by UWF's LEAD (Leadership, Enhancement, Activities & Development) Program is a 1.6 mile run/walk trail LEAD group's provided to the University to promote physical and mental health on campus. The two starting points (or ending points) are located at the WUWF Radio Station and the Center for Fine and Performing Arts.

BICYCLE FACILITIES

UWF has and will continue to advocate for more bicycle usage throughout campus, either through mountain biking trails or their bike rental program. One of the goals of is to continue to improve bicycle infrastructure throughout the campus for the adventurous cyclist, and the leisurely or commuter bicyclist who is looking for alternative modes of transportation or exercise.

Step off the Nature Trail to access over 20 miles of novice through advanced mountain bike trails, taking advantage of the hilly terrain this 1600 acre wildlife refuge has to offer. To promote the bike trails, mountain bike clinics are free for students, faculty and staff. Participants will learn information ranging from basic proper body positioning and braking to advanced corner and climbing. The clinic consists of a 30 minutes instruction/skill review followed by a trail ride and skills practice. Riders of all skill levels are welcome.

In addition, all ECAT buses are equipped with a bike rack. Each bike rack can accommodate two bicycles and are available on a first come, first served basis, providing accessibility for students, faculty, staff, or community members who want to bring their bicycle to campus to use the infrastructure already in place at UWF's Main Campus.

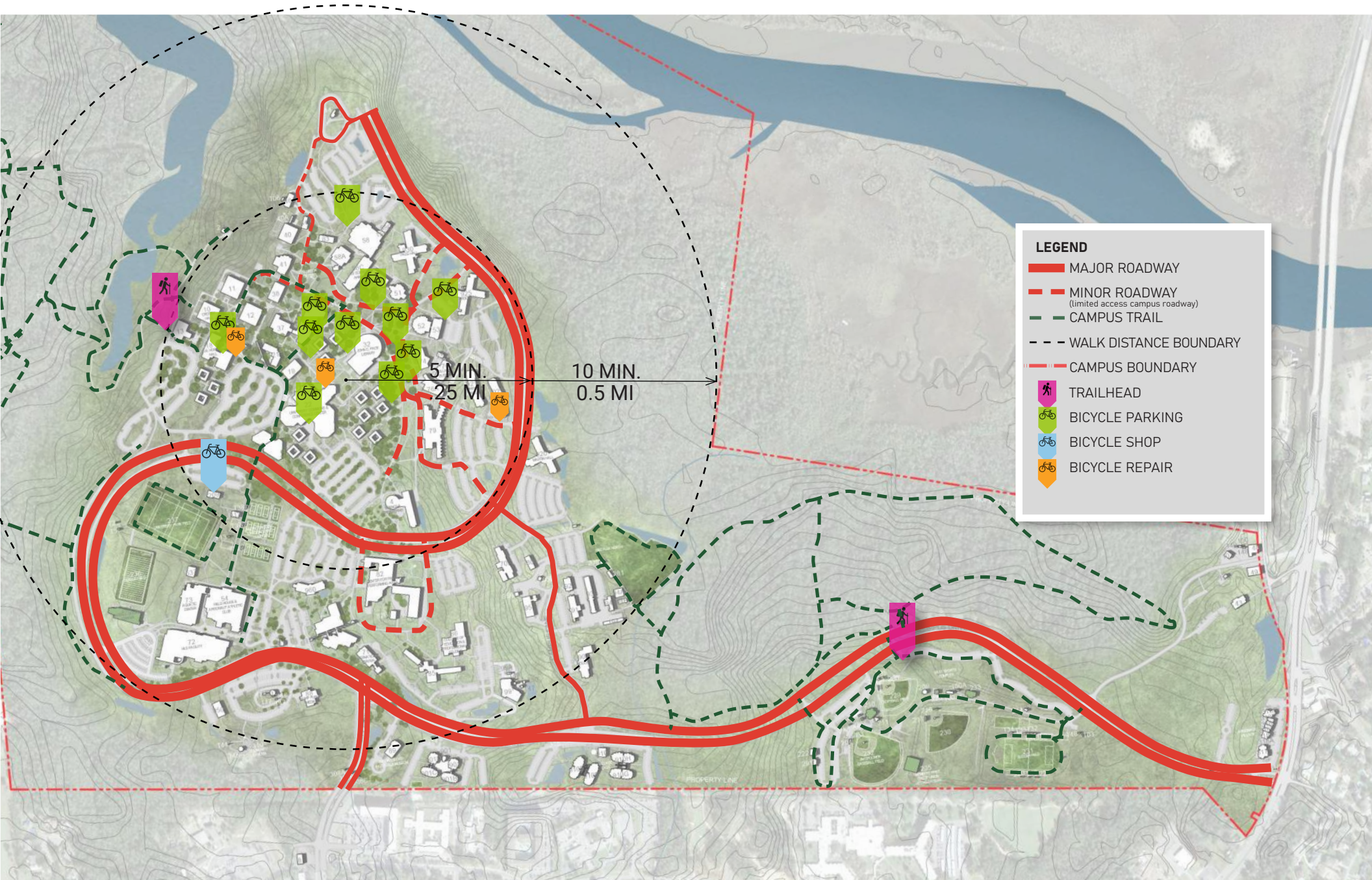


FIGURE 2.7.5 EXISTING BIKE AND WALKING CIRCULATION - MAIN CAMPUS

PEDESTRIAN AND BICYCLE DEMAND

Pedestrian and cycling improvements support parking and demand management strategies in several ways. A welcoming and safe walking/cycling environment can provide a viable alternative for those living in proximity the University, encouraging them to not utilize their vehicles at all to travel to and from the campus.

As part of the long-term planning efforts ongoing at the University, there should be a recognition of a shift in generational trends away from driving/car ownership and towards multi-modal transportation; and, of the increase in private housing options adjacent to campus. Therefore, various means of pedestrian and cyclist improvements should be considered throughout the campus. These improvements can include wider sidewalks, better-defined bike routes/paths, changing/shower facilities, and secure bike storage. Overall, long-range planning efforts for the University should keep in mind the objective to de-emphasize the reliance on single-occupancy vehicles and to highlight multi-modal choices.

For those for whom walking and cycling do or can work as commuting modes, their efforts can be assisted by the support services that also make transit, carpooling, and vanpooling more accessible to more people. Some of these TDM “support services” are discussed in further detail later in this section.

TRANSPORTATION DEMAND MANAGEMENT (TDM) STRATEGIES

Per the 2019 UWF Parking Needs Analysis Report, TDM programs tend to work best when they are accompanied by support services or TDM option services which can act as additional safety for commuters who leave their personal vehicles at home. These can include a guaranteed ride home (GRH) program, park-and-ride lots, commuter ride matching, one-day parking permits for alternative commuters, a bike-share program, and carshare vehicles available on campus. While the TDM programs themselves reduce single-occupancy vehicle presence, the support services help attract and retain program participants. It is this sense of security that keeps some people driving every day, even if they know that transit, carpooling, vanpooling, or cycling can work perfectly well for them—even if they know that changing commuting modes could save them hundreds or even thousands of dollars per year.

In addition to those programs, multi-modal transportation improvements that include safe and visible infrastructure for all roadway users can often be the driving force to change. Implementing protected bicycle lanes on Campus Drive will promote a wider range of bicycle usage amongst a variety of cyclists with different levels of comfortability, especially since the campus is challenged with topography. Aside from improving on-campus mass transit as well as strategic parking policies, this could also provide additional options for park-and-ride lots, providing a way to better utilize the parking lots that are located outside the campus core. Additionally, widening sidewalks, providing more refuge areas for pedestrians and bicyclists, and providing more bike parking are just a few additional demand management items that will help to improve the current campus transit challenges and demands for the future.

SAFETY OF THE ON-CAMPUS TRANSPORTATION SYSTEM USERS.

There is an existing sidewalk system established throughout the Main Campus; however, in many locations, roads and parking lots must serve the pedestrian needs, as very few designated walkways exist. This is particularly true in the residential housing locations around the perimeter of the Main (West) Campus. Campus Drive, the primary organizing path, has no parallel walkways provided. In other locations, there are “cow-paths” (worn pathways) which have been worn in response to desired lines of travel where no walkways exist. As previously mentioned, several serious vehicle/pedestrian conflicts exist on Campus Drive, which separates the north and south core of campus.

TRAFFIC CRASH DATA FOR BICYCLES, PEDESTRIANS, AND MOTOR VEHICLES

Per the Florida Department of Transportation (FDOT) Alert Today, Alive Tomorrow Safety Initiative Program, UWF is aware the statistics and need in order to improved pedestrian, bicyclist, and moter vehicle safety on campus. Statistically, Florida has twice the National Average of pedestrian fatalities considering pedestrian crashes account for 3% of all traffic crashes but result in 20% of traffic fatalities.

LIGHTING ASSESSMENT FOR BICYCLE AND PEDESTRIAN FACILITIES

Per the 2021 UWF Parking Lot Photometric Study, there was an evaluation done to review the light levels at each campus parking lot, which included recommendations to improve the overall parking lot illumination to meet the University standard light levels. The parking lots included within the scope of this study are divided between Residence Hall Parking Lots and General Service Parking Lots.

The University of West Florida Building Design and Construction Standards (June 2016), Division 26, Lighting, Paragraph P.27 requires a two Foot-

Candle minimum for exterior parking lot and security lighting. The Illuminating Engineering Society of North America (IESNA) recommends that parking lot illumination should not exceed a uniformity ratio 15:1. Both parameters have been considered in the proposed solutions and ROM costs contained within the 2021 report.

Where existing LED lighting is insufficient, consideration was given to replacing the existing LED fixtures in lieu of supplementing the parking lots with additional poles. These considerations have been incorporated into the rough orders of magnitude costs.

A sample of 10 parking lots were modeled using AGI32 lighting analysis software to determine the site lighting modifications necessary to increase the overall parking lot light levels to two Foot-Candle minimum. The sample lots are identified in the list below and were selected to be a representative sample of the existing conditions present in the campus parking lots. The models utilize existing pole locations with new one-for-one replacement LED fixtures. Additional poles and fixtures were added where required to bring the overall light levels into compliance with the campus standards. The data gathered from these models were extrapolated to the other parking lots on campus to generate ROM costs for upgrading the campus parking lots to the required minimum light levels. The input parameters for these models were obtained from site surveys and field measured data.

- Lot B
- Lot E
- Lot EE
- Lot G
- Lot HH
- Lot L
- Lot O
- Lot P
- Lot U
- Lot SP1

In additional to case-by-case evaluation of any additional lighting locations, tree trimming and addtional fixtures will be required to increase the overall light levels in each parking lot to the minimum standard. Further analysis, mapping, and recommendations are outlined in the 2021 UWF Parking Lot Photometric Study.

IDENTIFICATION OF HIGH TRAFFIC CRASH LOCATIONS AND OTHER SAFETY CONCERNS ON CAMPUS

Per State of Florida data, there has been approximately 500 total crashes in the last ten years noted from the UWF Police Department. Six of those crashes noted as serious and no fatalities. Emphasis areas for the crashes includes lane departures, motorcyclists and motor scooter riders, intersections, teen drivers, pedestrians and bicyclists, occupant protection, and speeding and aggressive driving. The most common was the lane departures, in which the crashes occurred at an intersection where at least one vehicle involved has left its lane of travel. Most physical locations of the crashes within the Main Campus were noted in parking lots, with only a few happened along Campus Drive, particularly near the University Parkway entrance.

In addition to the parking lot lighting study and several program efforts from the UWF Police Department, there has been efforts made to provide safety tips for students, faculty, staff, and visitors. From providing blue light locations for emergency call stations for pedestrians walking the campus during the evening and any additional safety alerts and notices, the University will need to continue to provide means of roadway improvements to promote pedestrian and bicycle activity throughout the campus. This will include safety and education for all roadway users. Based on any increase community, sporting, or evening events, ample improvements will need to be made to be proactive to any potential hazards that are already a concern for the University's Police Department.

PLANNED NEW ROADS, ROAD MODIFICATIONS, AND OTHER PLANNED TRANSPORTATION SYSTEM MODIFICATIONS

There are no plans for transit, bicycle, and pedestrian modifications or improvements identified from any local government comprehensive plans at the University.

ROADWAYS

The Main Campus is served from the south by University Parkway as its major point of arrival with access from North Davis Highway and Interstates-10 and 110. A second entrance to the far eastern end of the Central and East Campuses provides access from North Davis Highway (also known as US Hwy 90).

The Main Campus have a developed urban infrastructure, which includes two entry points and Campus Drive as the primary roadway providing internal vehicular circulation. Campus Drive was constructed as a divided four-lane urban roadway. Care was taken to integrate the roadway in with the landform and landscape as it winds and ascends the hillside, ultimately running north and south toward Thompson Bayou.

The Main Campus property is sub-divided by a private access road to Gulf Power, Pate Street, as well as several power transmission easements located within the property boundary. The West Campus has limited access from the west via Ten Mile Road/Greenbrier Boulevard and Pate Street. These connect to county arterials, including Chemstrand Road, Nine Mile Road, and US Hwy 29. Running east-to-west through this district is Nine Mile Road, a rapidly developing retail/ commercial corridor.

PAVEMENT CONDITION

Within the Parking Needs Analysis Report, there was a large volume of comments regarding the pricing for parking being expensive despite poor road and parking lot conditions, which included potholes and faded striping. Several comments note how the pavement conditions have made driving conditions even more dangerous. Over the next ten years, the University will have to address roadway condition, in terms of pavement condition and infrastructure, in order to sustain any future development and increase in roadway capacity.

ROADWAY DESIGNATIONS

A component of the 2011 Plan Update was the evaluation of proposed growth, particularly as it relates to vehicular activity, and the identification of transportation impacts to the context area. As part of the previous 2001 Master Plan, a study of projected growth resulted in a significant increase in traffic in the context area. As such, an associated Campus Development Agreement between Escambia County and the University was executed and a fair share payment for transportation mitigation was established.

As part of the previous 2006 Master Plan, the realization of stabilized growth resulted in a methodology arrangement with FDOT and County agencies to compare the previous 2001 Master Plan's forecasted trip generation to the 2006 Master Plan's planned development activity. As a result of that comparison, the forecasted 2006 trip generation at that time was estimated to be lower than that of the 2001 Master Plan estimate. Previously paid transportation mitigation served as credit against the University's future growth.

The Campus Master Plan Update, realizes with new growth will require a new methodology arrangement with FDOT and County agencies be established.

ROADWAY CAPACITY

As an outline of past assessments of the prior Campus Master Plans, vehicular activity has always played an important role to the future of the University's proposed growth, as well as the identification of transportation impacts to the context area. As part of the previous 2001 Master Plan, a study of projected growth resulted in a significant increase in traffic in the context area. As such, an associated Campus Development Agreement between Escambia County and the University was executed and a fair share payment for transportation mitigation was established.

As part of the 2006 Master Plan, the realization of stabilized growth resulted in a methodology arrangement with FDOT and County agencies to compare the previous 2001 Master Plan's forecasted trip generation to the 2006 Master Plan's planned development activity. As a result of that comparison, the forecasted 2006 trip generation at that time was estimated to be lower than that of the 2001 Master Plan estimate.

The 2011-2021 Campus Master Plan Update, attempted to suggest a new methodology arrangement with FDOT and County agencies be established, to promote much substantial growth throughout both the East and West Pensacola Campus, with a forecasted trip generation estimated to exceed that of the 2001 Master Plan estimate.

Per the recommendations provided throughout the engagement process with the University stakeholders, the 2021-2031 Campus Master Plan aims to be implementable and feasible, while also aiming to protect the natural environment that surrounds the existing Main Campus, and promote a more viable and connected campus. In addition, the forecasted trip generation will be based on the future vision plan that includes facilities like the football stadium and student academic and research center, as well as improved open space projects and Argo Boulevard. Taking into account all of those elements will provide an estimated assessment to prepare the University for realistic growth capacities.

FUTURE CONDITIONS FOR ENROLLMENT, BUILDING PROGRAM AND PARKING FACILITIES

Per the 2021-2031 Campus Master Plan space assessment, engagement, and goals and objectives, the future vision includes growth for student, faculty, and staff enrollment, inclusion of future building programs, and parking facilities to help offset not only future development, but also assistance in improving campus connectivity and space for open space improvements. The inventory of the future proposed parking is included in Table 2.7.6, as well as Figure 2.7.6 to showcase where those improvements are taking place. This includes accessible and safe paths to be provided to all areas on campus to promote walking as a viable form of transportation while maintaining convenience and safety.

MODE SPLIT

No current data is available regarding the mode split for the UWF campus.

TRANSPORTATION DEMAND MANAGEMENT STRATEGIES

Per the Parking Needs Analysis Report, there was provided a list of demand management strategies outlined below.

- Invest in transit. Specifically, this would mean working with ECAT to allow students to use their campus IDs to ride transit and extending the ECAT program to employees as well.
 - Making the process easier should increase ridership, decrease administrative burden, and generate numbers that will help ECAT build upon current successes.
- Introduce carpooling
 - Carpool permits would be issued to groups of two or more. Each member of the group would turn in an individual permit or would be ineligible to purchase an individual permit.
 - A carpool can have as few as two members, but in this way, each carpool can effectively remove at least one car from campus on

Table 2.7.6 Future/Proposed Main Campus Parking Inventory

LOT #	ZONE	LOT DESIGNATION	CAPACITY	MODIFICATION	PROPOSED
A	South Core	Faculty, Staff, Visitors	186	-40	146
AA	South Core - Archaeology Institute	Faculty, Staff	33		33
AV1	Argonaut Village Overflow	Open - No Permit Required	54		54
B	South Core	Commuter, Visitors	256		256
BB	South Core	Faculty, Staff	51		51
C	South Core	Commuter	29		29
CAMPUS DR			30		30
CC	South Core	Faculty, Staff	54		54
DD	South Core	Commuter	44		44
DC1	Old Ferry Pass Rd	Faculty, Staff	21		21
E	South Core	Commuter	178		178
EE	South Core	Commuter	135		135
F	North Core	Commuter	100		100
FF	South Core	Commuter	18		18
G	North Core	Commuter, Faculty, Staff, Visitors	307		307
GG	South Core	Residents	191		191
H	North Core	Commuter, Faculty, Staff, Residents	420		420
HH	South Core	Residents	283		283
I	South Core	Commuter, Faculty, Staff	152		152
J	South Core	Commuter	194	-194	0
K	North Core	Commuter, Faculty, Staff, Residents, Visitors	318	-190	128
L	South Core	Commuter, Faculty, Staff	186	-44	142
M	South Core	Commuter, Faculty, Staff	166		166
O	North Core	Commuter	127		127
P	North Core	Faculty, Staff, Residents	213		215
Q	North Core	Commuter, Visitors, Residents	143		145
R	North Core	Residents, Faculty, Staff	79		79
S	North Core	Residents	36		36
S1	University Services	Services, Faculty, Staff, Visitors	40		40
S2	University Services	Services, Faculty, Staff, Visitors	49		49
S3	University Services	Services, Faculty, Staff	12		12
SP1	East Sports Complex	Commuter	234		234
SP2	East Sports Complex	Commuter	265		265
T	North Core	Residents	16		16
U	North Core	Residents	156		157
V	North Core	Faculty, Staff	126		126
W	North Core	Commuter, Faculty, Staff	280		280
X	North Core	Faculty, Staff	143	-92	51
Y	North Core	Commuter, Residents	243		243
Z	North Core	Commuter	124		124
NEW LOTS					340
NEW PARKING GARAGE					600
TOTAL NO. OF PARKING SPACES			5,692	-560	6,072 (+380)

a longer-term basis. Carpool benefits are generally provided as preferential parking, discounted parking, or both.

- Market rideOn as a tool to help people form carpools with fellow UWF community members that are not necessarily directly adjacent co-workers or neighbors.
- Introduce vanpooling
 - Engage with the County's vanpool program; they will do much of the work to establish, promote, communicate, and manage the program.
 - Use the techniques described in Section 6: TDM Strategies
 - Enhance vanpooling with park-and-ride lots and support services (as described in Section 6: TDM Strategies)
- Incorporate bicycle and pedestrian improvements into campus projects
 - Widen sidewalks
 - Add bike racks
 - Improve bike paths/routes
 - Add bike lockers, bike cages, and/or covered bike parking
 - Provide more access to shower and locker facilities
 - Add bike-share locations as demand/popularity dictates
- Introduce and enhance TDM support services
 - Guaranteed Ride Home
 - This program is described in the TDM Strategies section of this report and is critical to success.
 - It can be provided using campus staff in university vehicles, carshare cars, Lyft/Uber, or taxicabs.
 - Intended for unanticipated events and emergencies (e.g., called to pick up a sick child)
 - Carshare
 - Contract with an outside provider to place carshare cars on campus both Zipcar and Enterprise have campus-partnership programs.
 - Carshare is scalable. As demand grows, the third-party provider will likely add cars.
 - The more vehicles there are, the more people use it (as confidence grows that a vehicle will be available as they need it).

- Encourage departments to set up accounts for business use. This reduces the number of people who feel they need to commute alone because they need their cars for work. People that departments sign up also get personal accounts.
- One-day parking permits
 - Provide a limited number of complimentary one-day parking permits to transit riders and carpoolers, who have given up or decline individual parking permits. For occasional days that people need to come to campus alone.
 - Intended for anticipated events (e.g., medical appointments during the workday).
- Ridematching
 - Promote the use of rideOn by faculty, staff, and students
 - Educate consumers that they don't need to share a work address or even a neighborhood to share the ride—all they need is to share one of the few corridors that come to Pensacola
- Bikeshare
 - Gotcha Bikes is an example of a bike-share program where a partnership could be formed with the University of West Florida, as was done with the City of Pensacola and the Downtown Improvement Board (DIB).
 - The DIB's program could be expanded upon to include UWF.
 - Bikeshare can provide daytime mobility within the campus or between campus and City locations. This helps support people who come to campus without personal vehicles.
 - Bikeshares can help enhance a community's bike culture, by introducing more people to bicycle use, and can make drivers more accustomed to sharing the road with cyclists.

TRIP GENERATION AND ROADWAY CAPACITY ASSESSMENT

In order to provide accurate and sustainable roadway capacity assessment, the University will need to conduct a transportation study to calculate trip generation, mode splits, and further transportation demand management strategies.

The last Campus Master Plan calculated trip generation based on student headcount, number of faculty/staff, on-campus housing, and visitors to the campus. Based on future facilities and new programs on the Main (East) Campus changing, especially the addition of the football stadium, further transportation and transit studies will need to be conducted to provide a calculated roadway capacity and trip generation.



FIGURE 2.7.6: PROPOSED PARKING MAP - MAIN CAMPUS

2.8 INTERGOVERNMENTAL COORDINATION

DATA AND ANALYSIS REQUIREMENTS

This element promotes proper communication and coordination between the University and affected state and local governments.

To continue UWF's future development, conservation efforts, and infrastructure coordination with the host community and other governmental bodies will be vital to effectively meet future needs.

Per Florida Statute 1013.30: The host and any affected local governments include:

- Escambia County (Host Local Government)
- City of Pensacola (Affected Local Government)

Other governmental bodies include:

- NFWFMD–Northwest Florida Water Management District
- USACE–US Army Corps of Engineers
- FWC -Florida Fish and Wildlife Conservation Commission
- FDOT–Florida Department of Transportation
- FDEP –Florida Department of Environmental Protection
- COP–City of Pensacola
- EC–Escambia County
- ECUA–Emerald Coast Utilities Authority
- ECAT–Escambia County Area Transit Authority (Local Buses)
- SHPO-State Historic Preservation Office
- FPL-Florida Power and Light
- SRC-Santa Rosa County
- ECRC-Emerald Coast Regional Council

The overall goal of intergovernmental coordination is using joint processes for collaborative planning, decision making, and development review by governmental agencies. The purpose of this intergovernmental coordination element is to establish mechanisms, processes, and procedures to achieve the goals, objectives and policies of the Campus Master Plan. When provisions in the Campus Master Plan conflict with provisions in the Comprehensive Plans of host and affected local governments, these intergovernmental coordination mechanisms shall be used to resolve the conflict while working toward achieving the goals, objectives, and policies.

Before University facilities may be expanded or new facilities constructed, the University must submit an application and a proposed plan of development to the Escambia County Planning Department. All development shown within this Campus Master Plan will be considered approved after the review and adoption process of the Campus Master Plan is executed. The County reviews the proposed development for consistency with its adopted comprehensive plan and assesses the impacts of the proposed development according to its concurrency management system.

Based on student enrollment, the eight service counties are: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, and Gulf. The service area represents 69% of UWF-enrolled Florida residents.

HOST AND AFFECTED LOCAL GOVERNMENTS

The City of Pensacola and Escambia County are required to prepare and adopt comprehensive plans to guide growth and development within their respective jurisdictions. The University is also required to prepare and adopt a Campus Master Plan to guide growth and development on campus. The University, as a state agency managing lands owned by the Board of Trustees of the Internal Improvement Trust Fund, is also required to prepare a Five-Year Land Management Plan. Coordination of these plans is necessary to address those problems that cross jurisdictional boundaries. The University of West Florida Main Campus is located in Escambia County; the Historic Downtown Campus is located in the City of Pensacola.

Under the terms of the Development Agreement between the University and Escambia County, the University provides information to the County regarding its planning and construction projects, and agrees to abide by the County's growth management and environmental management plans, ordinances, and regulations. The County reviews this information with the University, and jointly assesses the impacts of University development on local public facilities and services.

Secondary Coordinating Entities

- Department of Community Affairs
- Department of Agriculture and Consumer Services
- Office of the Secretary of State
- Department of Education
- Board of Trustees of the Internal Improvement Trust Fund
- City of Pensacola Planning and Community Design Department
- Florida Department of Transportation
- West Florida Regional Planning Council
- Pensacola Metropolitan Planning Organization

EXISTING COORDINATION MECHANISMS

ISSUE 1: COORDINATION OF COMPREHENSIVE PLANS DESCRIPTION

The City of Pensacola and Escambia County are required to prepare and adopt comprehensive plans to guide growth and development within their respective jurisdictions. The University is also required to prepare and adopt a Campus Master Plan to guide growth and development on campus. The University, as a state agency managing lands owned by the Board of Trustees of the Internal Improvement Trust Fund, is also required to prepare a Five-Year Land Management Plan. Coordination of these plans is necessary to address those problems that cross jurisdictional boundaries. The University of West Florida Main Campus is located in Escambia County; the Historic Downtown Campus is located in the City of Pensacola.

ISSUE 2: COORDINATION MECHANISMS

Although informal coordination has been on-going since the University's inception, at present, there is no formal coordination mechanism for the reciprocal review of comprehensive plans by the University and the host and affected local governments. The University is required, pursuant to Florida Statute 1013.30, to send copies of its draft Campus Master Plan to Escambia County for review prior to adoption by the Board of Trustees. Any amendment to the adopted plan that exceeds the thresholds established in Florida Statute 1013.30, will also be sent to Escambia County for review. Amendments to the adopted plan that do not exceed these thresholds are not sent to the County for review prior to adoption by the Board of Trustees.

The City of Pensacola and Escambia County have adopted their comprehensive plans consistent with the requirements of Florida Statute Chapter 163, Part II. Proposed amendments to these plans are noticed in the local newspaper of general paid circulation. Two public hearings are conducted on these amendments before they are adopted, and as previously mentioned, the

University then is required to submit its Five-Year Land Management Plan to the Division of State Lands and the Land Management Advisory Council (LMAC) for review, and the LMAC comments are forwarded to the Board of Trustees of the Internal Improvement Trust Fund to approve or reject the plans

USE OF UNIVERSITY RESOURCES AND FACILITIES DURING HURRICANES AND OTHER DISASTERS

Primary Coordinating Entities:

- University Campus Police Department
- University Facilities Planning and Construction
- Escambia County Emergency Management (ECEM)
- University Environmental, Health and Safety

Secondary Coordinating Entities:

- Escambia County Sheriff's Department

Coordination Mechanisms:

Escambia County Emergency Management is responsible for determining shelter or evacuation procedures and requirements. The University Police Department will maintain communications with the County and enforce directions and advice received from the County.

TRANSPORTATION: ROADWAY NETWORK

The University is currently served by a network of roads in the adjacent context area. Some segments of these roads are at or near unacceptable levels of service. As the University expands its student, faculty, and staff populations, the increase in vehicular traffic may impact roads in the context area and their level of service.

Primary Coordinating Entities:

- University Facilities Planning and Construction
- Escambia County Metropolitan Planning Organization (MPO)
- Escambia County Engineering Department
- University Environmental, Health and Safety

Secondary Coordinating Entities

- Florida Department of Transportation (FDOT)

TRANSPORTATION: BIKEWAYS

The University is not currently served with bikeways from the context area, nor does the University provide bikeways along University Parkway or Campus Drive though on-campus paths may be utilized for bicycle traffic, current use is very low and campus access from the context area is non-existent. Consideration should be given to improving bicycle access to the campus as a means of encouraging use of the bike as another mode of travel to, from and within the campus.

Primary Coordinating Entities:

- University Facilities Planning and Construction
- Escambia County Metropolitan Planning Organization (MPO)
- Escambia County Growth Management
- University Environmental, Health and Safety Secondary Coordinating Entities
- Florida Department of Transportation (FDOT)

STORM WATER MANAGEMENT FACILITIES

Storm water facilities on the University campus are not shared with the host community. Accordingly, the University has operational responsibility for all storm water facilities serving the campus. There is no reason to believe that the campus's storm water management facilities, its infrastructure, or any of its drainage structures will ever be shared with the host community. Future campus growth will result in the need for additional storm water collection and treatment facilities. Any additions to the storm water management system will be governed by the Florida Administrative Code (FAC) and regulated by the Florida Department of Environmental Protection (FDEP) and the Northwest Florida Water Management District.

Primary Coordinating Entities:

- University Facilities Planning and Construction
- University Environmental, Health and Safety

Secondary Coordinating Entities:

- Florida Department of Environmental Protection (FDEP)
- Northwest Florida Water Management District (NWFWMMD)

Coordination Mechanisms:

Best management practices shall be employed for any on-campus storm water management facilities required to serve the University's planned development activity. Discussions with FDEP and/or the NWFWMMD shall take place and the appropriate permit applications shall be prepared by the University for submission to the FDEP and the NWFWMMD. Once this mapping is complete, any revisions to the Land Use, Conservation, Recreation and Open Space Elements, or any other element necessitated by this mapping, should be submitted to the Board of Trustees in the form of a plan amendment.

2.9 CONSERVATION

DATA AND ANALYSIS REQUIREMENTS

EXISTING NATURAL AND ENVIRONMENTAL RESOURCES

The UWF Main Campus contains significant natural resource areas, many of which are protected from future development per the combination of wetlands, conservation, and flood hazard areas. Natural areas not only provide substantial habitat for diverse and abundant plant and wildlife populations, but also offer attractive campus assets for connection with nature and recreational opportunities. The preservation of both the quantity and quality of these resources is vital to the continued ecological function of these resources as well as the quality and character of the UWF Main Campus.

The University exists among a diverse setting that includes four different recognized ecosystems. This results in the potential for the campus, its students, faculty, staff and visitors to have a rich and strong connection with the surrounding natural world. The University recognizes the significance of the entire site and has dedicated particular areas on campus as “conservation areas,” and intends for future development to be sensitive to the natural environment.

As the University continues to develop and expand the infrastructure of the Main Campus, there is a need to understand and mitigate the effects that this continued growth will have on the adjacent ecosystems.

The University works closely with environmental agencies and other partners to ensure all new development is built according to code, and that the environmental footprint is managed responsibly. The following information provides an inventory and description of the ecosystems, plant communities, and related native, wildlife as it relates to areas in and around the campus. These are the natural elements that must be taken into account as the campus continues to grow.

WATERWAYS

The Main Campus borders both the Escambia River at the northern edge of campus and the Thompson Bayou, which is contained within the campus boundary and flows to the river.

WETLANDS

Wetlands have been identified by the U.S. Department of Fish and Wildlife Service under the National Wetlands Inventory Program. The main type of wetland are from the forested marsh system, characterized by deciduous, broadleaf, seasonal vegetation, or palustrine. Also, emergent wetlands from palustrine and estuarine are within the boundary of campus and found in the systems. It is critical to consider the importance of the freshwater hydrologic cycle within these wetland areas and their large diversity in flora and fauna.

While the actual extent of the wetlands identified on the inventory map may vary in the field, it is crucial to consider the impacts that adjacent development can have on the integrity and health of the wetlands. These wetland areas are important elements of the freshwater hydrologic cycle, and they typically contain a large diversity of flora and fauna. The wetlands should be conserved and protected while providing for at least some limited recreation and educational uses.

FLOODPLAINS AND BOTTOMLANDS

Floodplains and Bottomlands, which can generally be attributed to low-lying areas along the Escambia River, adjoin the northern boundary of the campus. While these both have a low impact on the development of the future campus, bottomlands specifically can be developed as a natural resource enhancing educational and recreational activities.

GEOLOGICAL FEATURES

Escambia County is within the Coastal Plain Province, a major physiographic division of the country. The Coastal Plain Province consists of unconsolidated sands, silts and clays. There are two topographic divisions in Escambia County: The Coastal Lowland and Western Highlands, with the campus lying in the Coastal Lowland. This area which consists of a series of broad, nearly level, marine terraces that extend inward several miles from the coast. These marine terraces merge with narrow terraces along the Escambia River, with elevations more than 100 feet. The campus has elevations reaching 120 feet and is characterized by significant topographic relief throughout.

VEGETATIVE COMMUNITIES

Information pertaining to the vegetative communities found on the campus was derived from the previous Campus Master Plan. In addition, the University hired a certified arborist from the International Society of Arboriculture to conduct a Tree Inventory Report in January 2015 for the University Park project. That report is an effort to provide the scope of the environmental footprint of the project and analyze the possible implications and can be continued for all future projects.

There are four predominant types of vegetation found on the campus; these include sandhill, hammock, swamp forest and marsh. Sandhill vegetation is the most prevalent vegetation type in Escambia County. The soils associated with this type of vegetation are high, well drained and sandy. The long leaf pine is most prevalent followed by the turkey oak. While the long leaf pine and turkey oak dominate, bluejack oak, post oak and southern red oak are also typical of sandhill vegetation. Laurel oak and live oak may also be encountered, but do not generally thrive in the sandhill environment. Other associated vegetation includes the wild persimmon, Pensacola Hawthorn, bracken fern, and the saw palmetto.

Hammocks are found in transitional areas between the sandhill and swamp

forest habitats. The soils are neither too wet nor too dry. These moderate conditions coupled with rather fertile soils yield an unusual diversity of species, more so than any of the other vegetative types. The hammock is dominated by hardwood trees, including oaks and hickories, with the live oak, laurel oak, mockernut hickory and pignut hickory dominating. The live oaks are particularly impressive with massive, spreading, gnarled branches. In addition to the oaks and hickories, two of the South's outstanding flowering trees occur in the hammock forest: the flowering dogwood and the large, flowered magnolia. Florida law protects the flowering dogwood. Other significant species include the sweatleaf, silky camellia, hop hornbloom, hollies and the spruce pine. The spruce pine is shade tolerant and is an excellent indicator species of hammock formations.

Swamp forest vegetation is generally restricted to the mixed alluvial, hydric soils of the floodplains. These soils are undifferentiated, rich and moist and are commonly referred to as bottomlands. The predominant vegetation is hydrophilic and quite tolerant of flooding conditions with many species found only in these low moist areas. The Escambia River and Thompson Bayou support swamp forest vegetation along and within the campus confines. Hardwood trees predominate though conifers such as slash pine, loblolly pine, Atlantic white cedar, the bald cypress and the pond cypress. The Atlantic white cedar and the bald cypress are the most common of the conifers. Indicator species include the black gum, Atlantic white cedar, sweetbay magnolia, swamp cypress, buckwheat titi, tulip tree and red maple. The marsh vegetation is associated with the Escambia River system and is freshwater in nature. Marsh vegetation is usually found adjacent to riverine swamp forest formations with the primary difference being that the soils are mucky and generally inundated. These formations are typically absent of any arborescent vegetation and are characterized by a predominance of small herbaceous plants. Grasses, sedges and rushes comprise the majority of species found. Species diversity is not great, even though relatively large areas may be involved. Sawgrass and black needle rush are abundant as are several smaller closely related sedges.

HABITATS

There are four basic habitats located on or near to the campus. These habitats include the sandhill, hammock, swamp forest and marsh vegetative systems. Information regarding threatened or endangered species on the campus area was gathered from the Florida Fish and Wildlife Conservation Commission Rare, Endangered or Threatened Species Report, dated December 2021. A review of this data indicated that threatened or endangered species may exist within the identified vegetative systems found on campus. The known animal associations include fishes, amphibians, reptiles, birds, mammals, and invertebrates.

ANIMAL COMMUNITIES

A Threatened and Endangered Species Survey includes visual inspection, community and habitat assessment and identification of listed species or potential presence of listed species by walking appropriately spaced transects in accordance with habitat types and conditions. The University hired Edmisten & Associates to conduct a Threatened and Endangered Species Survey in December 2014. This report found that no endangered species inhabit the area.

Maintaining the campus's sandhill and hammock vegetative communities, which are composed primarily of hardwoods and conifers, would have little effect, if any, on maintaining the regional animal species. Large portions of Escambia County, Florida are still relatively undeveloped and provide significant sandhill and hammock habitats. The swamp forest and marsh vegetative communities, however, are more sensitive ecosystems that are limited in location to rivers and estuaries. The west end of the Central Campus is traversed from the southwest corner to the north by Thompson Bayou and bordered to the north by Escambia River. This type of vegetative habitat is less abundant and plays a substantial role in population maintenance of animals dependent on these specific and limited habitats. Efforts should be undertaken to prevent any further negative impacts to the marsh or wetland environments.

COMMON NAME	SCIENTIFIC NAME	STATUS
FISH		
Gulf sturgeon	Acipenser oxyrinchus [=oxyrhynchus] desotoi	FT
Harlequin darter	Etheostoma histrio	SSC
Saltmarsh topminnow	Fundulus jenkinsi	SSC
American alligator	Alligator mississippiensis	FT (S/A)
Gopher frog	Lithobates capito	SSC
Gopher tortoise	Gopherus polyphemus	ST
Little blue heron	Egretta caerulea	SSC
Reddish egret	Egretta rufescens	SSC
Snowy egret	Egretta thula	SSC
Tricolored heron	Egretta tricolor	SSC
White ibis	Eudocimus albus	SSC
Eastern chipmunk	Tamias striatus	SSC

Status Abbreviations:

FT = Federally-designated Threatened

FT (S/A) = Federally-designated Threatened Species Due to Similarity of Appearance

ST = State-designated Threatened

SSC = State Species of Special Concern

OPPORTUNITIES AND TECHNOLOGIES TO MINIMIZE POLLUTION OR ITS IMPACTS

SUSTAINABLE BUILDING PRACTICES

LEED, or Leadership in Energy & Environmental Design, is a green building certification program that recognizes best-in-class building strategies and practices. To receive LEED certification, building projects satisfy prerequisites and earn points to achieve different levels of certification. Prerequisites and credits differ for each rating system, and teams choose the best fit for their project. The US Green Building Council (USGBC) maintains an online directory of U.S. LEED-certified projects and can provide further detail in LEED construction requirements.

Several UWF facilities have received the U.S. Green Building Council LEED certification status. The rating scale includes “Certified, Silver, Gold and Platinum” in order of lower to higher designation.

UWF LEED CERTIFIED BUILDINGS

LEED Gold Certification:

- College of Business Education Center (Bldg. 76A) - 2012
- President’s Hall (Bldg. 922) - 2012
- Heritage Hall (Bldg. 921) - 2010
- Student Wellness Center (Bldg. 960) - 2011
- Science and Engineering Building (Bldg. 4) - 2009
- Applied Science and Technology Renovation (Bldg. 70) - 2010
- College of Arts, Social Sciences and Humanities - CUTLA, Mktg., and Econ. Renovation (Bldg. 53) - 2016
- Darrell Gooden Center (University Park) (Bldg. 234) - 2020

LEED Silver Certification:

- College of Business, Pat Dodson - Renovation (Bldg. 76) - 2014
- Laboratory Sciences Annex (Bldg. 58C) - 2020

LEED Certified Certification:

- Educational Research Center for Child Development (Bldg. 99) - 2008

In partnership with the U.S. Green Building Council, The Princeton Review produced “The Princeton Review’s Guide to 322 Green Colleges: 2013 Edition” and recognized The University of West Florida as “one of the most environmentally responsible colleges in the USA and Canada.” On April 20, 2013, this guidebook profiled 322 higher education institutions in the U.S. and Canada. This was UWF’s third time being recognized.

Utilities, Energy & Sustainability manages the sustainability program goals to assure program alignment with the American College & University Presidents’ Climate Commitment. A number of advances have been made recently in the building industry that recognizes the environmental impacts of constructing and operating buildings. As the campus continues to grow and evolve the nature of the development should begin to follow a sustainable approach that takes into account the various environmental impacts for the site, the energy resources allocated through the life of the building, and the health of the occupants. There are a couple of organizations that are guiding the way in mainstreaming more environmentally-friendly building practices. The U.S Green Building Council (USGBC) is perhaps the most recognized of these organizations. The following statements from the USGBC reference guide sums up the overriding purpose of the green building movement. “Green building practices can substantially reduce or eliminate negative environmental impacts and improve existing unsustainable design, construction, and operational practices. As an added benefit, green design measures reduce operating costs, enhance building marketability, increase worker productivity, and reduce potential liability resulting from indoor air quality problems.”

The USGBC has developed the Leadership in Energy and Environmental Design (LEED) Green Building Rating System™. It is the nationally accepted benchmark for the design, construction, and operation of high performance green buildings. LEED gives building owners and operators the tools they need to have an immediate and measurable impact on their building's performance. LEED promotes a whole-building approach to sustainability by recognizing performance in five key areas of human and environmental health: sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

As the development and/or redevelopment on campus begins to take a more holistic approach in regards to the impacts that development inflicts upon the surrounding ecosystems, a more unified and environmentally friendly design will result. By taking care of how the University builds, manages, and lives locally will have a broader impact regionally and ultimately globally.

The campus eventually has a goal to be a net zero energy user. One of the first steps to accomplish this is to evaluate and make improvements to existing buildings and building systems to operate as efficiently as possible. This will require a significant investment. It may not be feasible to improve some existing buildings to the desired extent necessary, so demolition and rebuilding may be an option or a total internal gut and rebuild from the outside in. Many campus buildings are smaller single story structures. Future renovation or new construction should consider multi-story buildings to reduce green space footprint as well as to operate at a lower energy cost per square foot.

ARCHAEOLOGY

In addition to the conservation of the local natural resources, care needs to be taken so that development can remain sensitive to its archeological past as well. As stated in the previous Campus Master Plan and the Archaeological Survey and Management Plan UWF Campus report, some areas of potential archeological importance likely exist on the University property. The study indicates that numerous areas of the campus need to be studied prior to

development in order to ensure avoidance of disturbing archaeologically significant sites. Areas likely to contain early settlements include the new West Campus property. All areas planned for development should be studied early in the planning process to allow for archaeological investigations and to avoid development delay. In some cases, long-term preservation of the significant site could be valuable in order to use it as teaching aid, depending on significance and location.

Location & Transportation Issues Include:

- Land Protection
- Surrounding Density
- Access to Quality Transit
- Bicycle Facilities
- Reduced Parking Footprint
- Electric Vehicles

Sustainable Sites Issues Include:

- Protect or Restore Habitat
- Open Space
- Rainwater Management
- Heat Island Reduction
- Light Pollution Reduction

Indoor Environmental Quality Issues Include:

- Indoor Air Quality
- Environmental Tobacco Smoke Control
- Low-Emitting Materials
- Thermal Comfort
- Interior Lighting
- Daylight
- Quality Views
- Acoustic Performance

Water Efficiency Issues Include:

- Outdoor Water Reduction
- Indoor Water Reduction
- Optimize Process Water Use
- Water Metering

Materials & Resources Issues Include:

- Storage and Collection of Recyclables
- Construction and Demolition Waste Management
- Building Life-Cycle Impact Reduction
- Environmental Product Declarations
- Sourcing of Raw Materials
- Material Ingredients

Energy & Atmosphere Issues Include:

- Commissioning
- Building Level Metering
- Refrigerant Management
- Optimize Energy Performance
- Grid Harmonization
- Renewable Energy

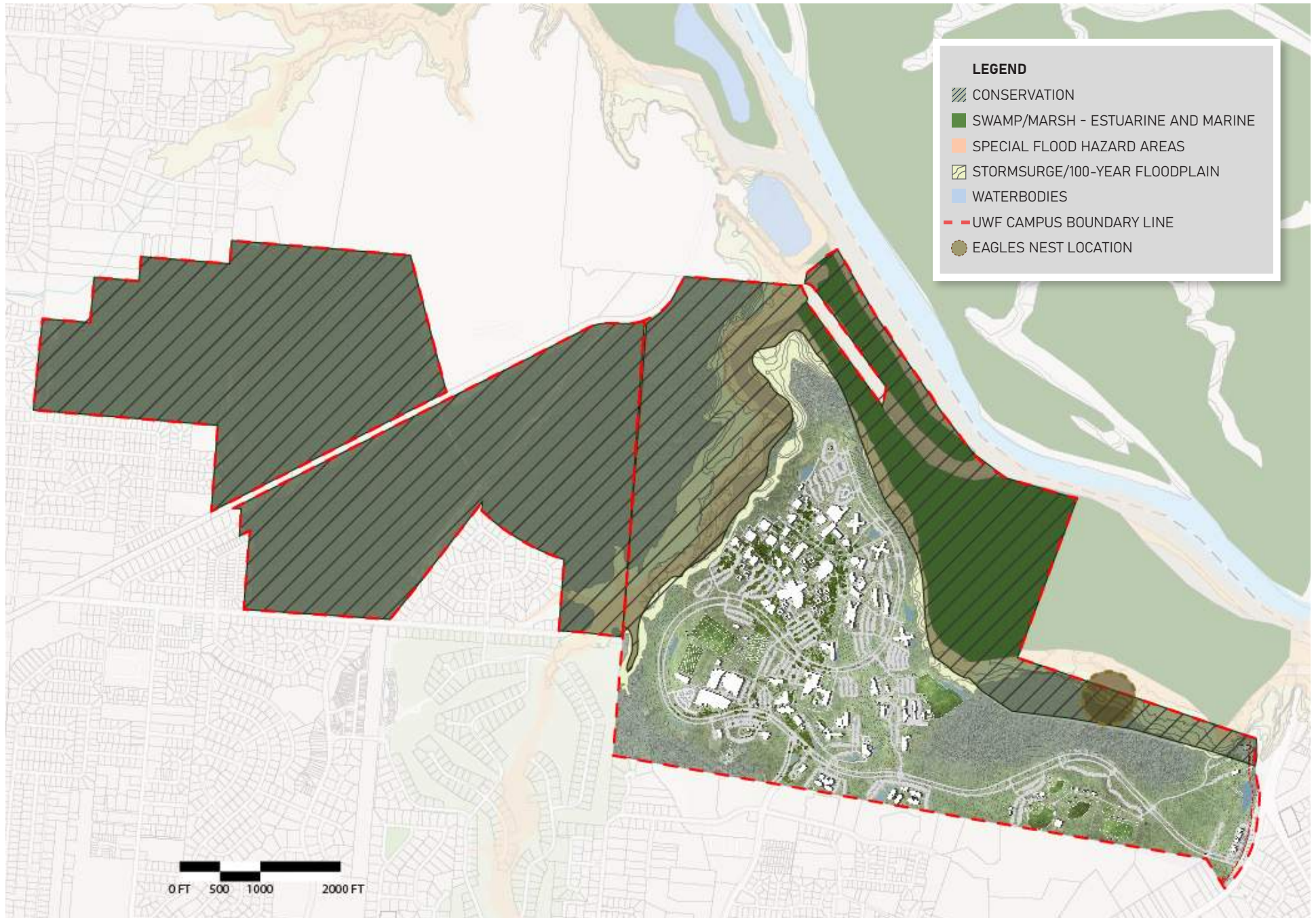


FIGURE 2.9.1: EXISTING CONSERVATION MAP - PENSACOLA CAMPUS

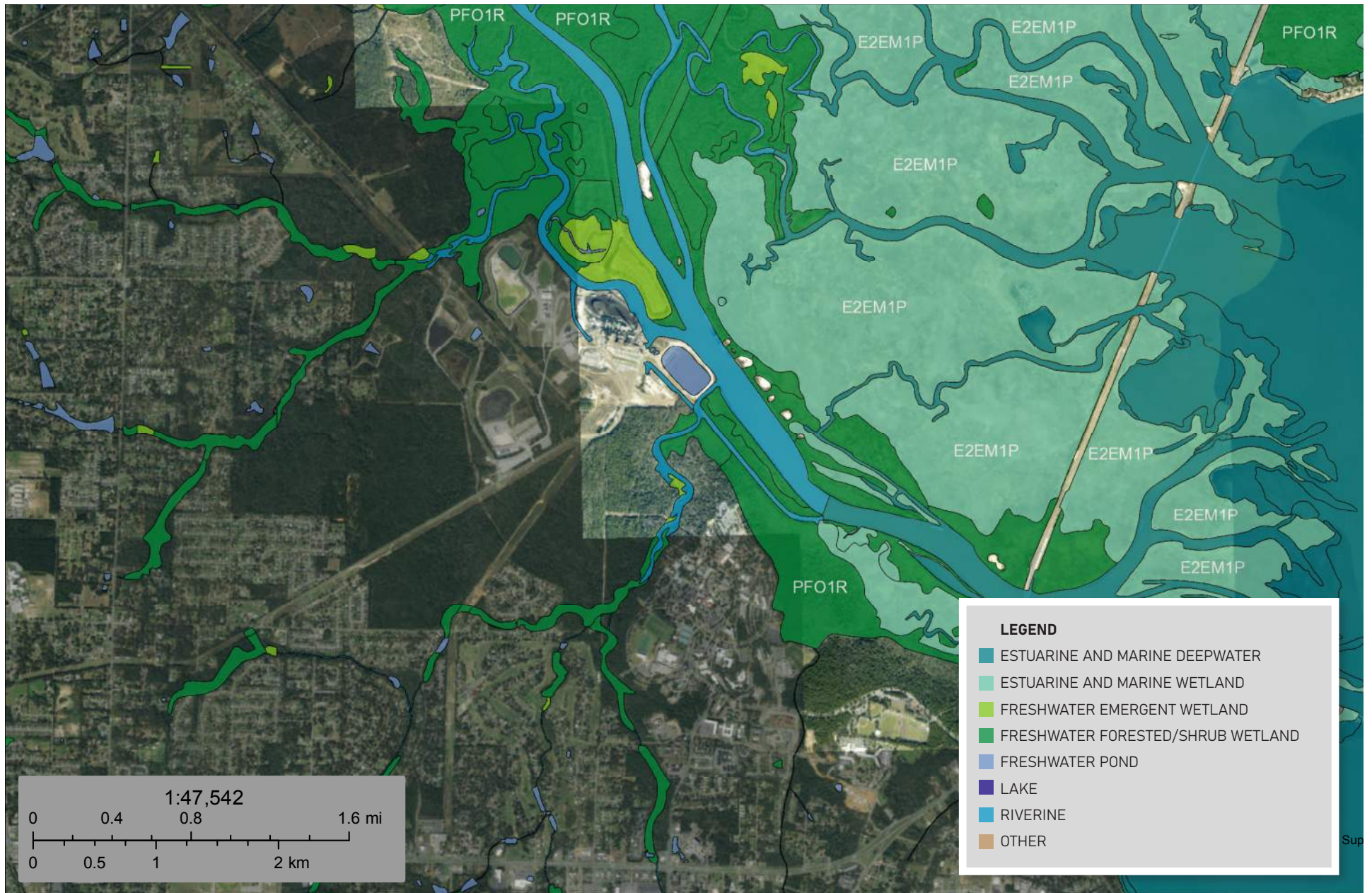


FIGURE 2.9.2: WETLANDS CONSERVATION MAP - PENSACOLA MAIN CAMPUS



FIGURE 2.9.3: EXISTING CONSERVATION MAP - EMERALD COAST CAMPUS

2.10 CAPITAL IMPROVEMENTS DATA AND ANALYSIS REQUIREMENTS

This element shall be based on the following data and analysis requirements, pursuant to subsection 21.202(2). The element shall be based on the facility needs as identified in the other elements and shall support the future needs as identified in the future land use element; however, all capital improvements identified in this section shall be considered contingent on funding becoming available.

REVENUE SOURCES AND FUNDING MECHANISMS AVAILABLE FOR CAPITAL IMPROVEMENT FINANCING

Funding for Capital Improvements Programs for Florida's State University System (SUS) institutions may be accomplished through several avenues detailed below, including:

- PECO funds (Public Education Capital Outlay funds)
- Capital Improvement/Building Fees
- Revenue Bonds
- Facilities Enhancement Challenge Grants
- Grants and Donations
- Auxiliary Enterprises
- General Revenue & Lottery Funds

PUBLIC EDUCATION CAPITAL OUTLAY FUNDS (PECO)

PECO, the primary source of funding for university capital improvements, is money received from a tax on gross utility receipts. This fund is available for and used by all levels of public education. To receive funds, the Board of Governors submits an annual fixed capital outlay request, based on a five-year priority list of candidate projects compiled from the priority lists of all the state universities.

CAPITAL IMPROVEMENT/BUILDING FEES

The Capital Improvement/Building Fees funds, typically referred to as the Capital Improvement Trust Fund (CITF), are provided by fees that each state university collects. These fees, paid by each student, include:

- Matriculation fee
- Out-of-State fee (as applicable)
- Academic operations fee
- Capital improvement fee
- Building fee

The capital improvement and building fees collected from students are pledged to debt service on bonds, which provide the funds for capital improvements. The funds are in turn distributed to each university in proportion to their share of original contributions. CITF funds are normally appropriated on an annual basis.

REVENUE BONDS

Revenue bonds can be used by universities to fund capital improvement projects, provided the projects are approved by the State Legislature. These bonds are backed by revenue from auxiliary services, and are therefore, used to fund improvements to facilities such as housing, bookstores, parking garages, etc.

FACILITIES ENHANCEMENT CHALLENGE GRANTS

This is a program that encourages gifts from private sources for specific projects that the University can justify as "instructional" or "research-related." The state provides matching funds from general revenue or lottery funds. Grants and Donations Either the Board of Governors or individual universities may receive grants and donations from third party sources.

AUXILIARY ENTERPRISES

These funds are received by a university from the operation of self-supporting enterprises that support or provide goods and services to the campus community. Potential sources of auxiliary funds are:

- Bookstores
- Parking fees
- Student Health fees
- Food Service
- Student Housing
- Computer Services
- Other

GENERAL REVENUE & LOTTERY FUNDS

These are funds that must be appropriated by the Legislature for a specific project.

Other Options Several: other options that could be sources of funds for university capital improvements might be considered, but are dependent upon the actions of local or federal governments. Federal grants for research and other activities is one such source.

FOUNDATION GIFTS AND DONATIONS

Private donations and grants are another source of revenue authorized by Florida Statute. Legislative approval is not required for the use of these funds. Some projects are funded through the University Foundation.

MAIN CAMPUS

The Florida Legislature appropriates general revenue, lottery funds, student fees and other trust funds to support the state's 28 public community colleges and 12 universities, not including the Major Gift Matching Program. Florida currently subsidizes the cost per credit hour for every student equally, regardless

of financial need or their program of study. (Source: Office of Program Policy Analysis and Government Accountability, an office of the Florida Legislature, Report No. 04-54)

The Florida Board of Education is the chief implementing and coordinating body of public education in Florida. In addition, Florida public universities are overseen by boards of trustees at each institution, with statewide oversight provided by the Florida Board of Governors.

The majority of the funding for the University is derived from State appropriations, determined by the Governor and the Legislature through the Board of Governors. Once these funds are appropriated, it is the responsibility and duty of the University to allocate and maximize the use of those resources to meet the mission and goals of the institution.

COST OF FUTURE CAPITAL IMPROVEMENTS

The following is a description of planning documents submitted to the BOG or the State to inventory and assess capital improvements.

FIVE YEAR CAPITAL IMPROVEMENT PLAN

The CIP includes a prioritized list of the University's current and future capital project for a five-year period.

- The CIP will identify variables such as priority, project cost, funding request, and proposed timing.
- The CIP will be revisited annually, allowing variable factors to be adjusted based on circumstances such as emerging strategies, changes in priorities, cost or scheduling, or new funding opportunities

In June 2022, the UWF Board of Trustees approved and submitted a 5-Year Capital Improvement Plan (CIP) for projects during the funding cycle 2023-24 through 2027-28. This included a requested total appropriation of \$106,646,073 from the Legislature across the five-year period.

Table 2.10.1 PECO Eligible Project Requests

PRIORITY NO.	PROJECT TITLE	TOTAL SUPPLEMENTAL (NON PECO FUNDING)	TOTAL PRIOR PECO FUNDING	PROJECTED ANNUAL PECO FUNDING REQUESTED					PROGRAMS TO BENEFIT FROM PROJECT	NET ASSIGNABLE SQ. FT. (NASF)	GROSS SQ. FT. (GSF)	TOTAL PROJECT COST	PROJECT COST PER GSF	EPS RECOMMENDATION DATE & REC
				FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28						
1	Student Engagement and Research Center (SERC)			\$1,969,300	\$20,786,912	\$13,062,802			Academic	37,550	63,485	\$35,819,014	\$564.21	Mar 2022 3.1
2	Science and Engineering Research Wing			\$4,325,625	\$24,608,843	\$16,315,347			Academic	46,700	78,550	\$45,249,455	\$576.06	Mar 2022 3.2
3	Capital Renewal Infrastructure			\$2,449,645	\$7,560,674	\$10,587,500	\$16,826,965	\$16,141,400	Campus Support	N/A	N/A	\$53,566,184	N/A	Mar 2022 6.2
4	Building 77 and 78 - Formerly Multidisciplinary Academic Center					\$458,000	\$4,069,498	\$198,000	Academic	11,406	17,109	\$4,705,498	\$275.03	Mar 2022 2.3 & 2.4
5	Building 50 Teach Lab					\$340,777	\$2,845,270	\$118,410	Academic	8,678	13,041	\$3,304,457	\$253.39	Mar 2022 1.1 & 2.1

Table 2.10.2 CITF Eligible Project Requests

PROJECT TITLE	TOTAL PRIOR PECO FUNDING	PROJECTED ANNUAL PECO FUNDING REQUESTED					PROGRAMS TO BENEFIT FROM PROJECT	NET ASSIGNABLE SQ. FT. (NASF)	GROSS SQ. FT. (GSF)	PROJECT COST	PROJECT COST PER GSF
		FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28					
Entrance and Visitor Center Redesign	\$753,888.00	\$246,112	\$1,000,000						\$3,611,541	*See note below	
East Sports Complex - Locker Room Facilities				\$15,603,657					\$15,603,657		
East Sports Complex - Soccer Stadium/Soccer Field						\$25,375,610			\$25,375,610		

*Supplemental funding of \$1,611,541 not included in "Project Cost" above.

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2.11 ACADEMIC AND RESEARCH FACILITIES

DATA REQUIREMENTS

EXISTING SPACE TYPES FOR ACADEMIC AND RESEARCH FACILITIES

Academic and research spaces are defined by their FICM categories as described below. The 100 Series are the classroom spaces; these include rooms used for scheduled classes that are not limited in their use to a specific subject or discipline, by instructional aids or equipment, or room configuration. The 110 category spaces are university controlled by the office of classroom management. The 115 category spaces are college or departmentally controlled and are not scheduled by the office of classroom management. Included in these classifications are general purpose classrooms, lecture halls and seminar rooms and include support spaces.

The 200 series are the Laboratory spaces; these include classroom Laboratories and Open laboratories. Class Laboratories (210) are used primarily for scheduled instruction. Class laboratories (215) are used as service space for the 210 instructional spaces. Open laboratories (220) are not generally formally scheduled, with open space laboratories service space (225) as added space.

Outside of the academic laboratory space, research laboratories (250) are used for research, experimentation or creative activity and are not scheduled. Those spaces include research laboratories service (255) and core service space (257). Additional research space includes research office (312) and the research office service (317) space.

The 400 series are the study spaces; those include study rooms (410), computer study (412), computer study room service (415), stack (420), open stack study room (430), processing room (440), and study service (455).

Tables, 2.11.1 and 2.11.2: Show the inventory of existing academic spaces at the Main Campus and the other campus sites.

Table 2.11.1 Main Campus Existing Academic Space Inventory

SPACE TYPE	ROOM USE CODES (FICM)	ASSIGNABLE SQUARE FEET (ASF)
CLASSROOMS	110, 115	66,322
INSTRUCTIONAL LABS	210, 215, 220, 225	115,909
RESEARCH LABS	250, 255	48,661
LIBRARY / STUDY	410, 412, 415, 420	104,794

Table 2.11.2 Other UWF Sites Existing Academic Space Inventory

CAMPUS								
SPACE TYPE	ARCADIA MILL	DOWNTOWN PENSACOLA	EMERALD COAST	LEASED BUILDINGS	MARINE SERVICES CTR	MULTIPURPOSE	NAVAL FEDERAL CU	TOTALS ALL LOCATIONS (ASF)
CLASSROOMS	0	0	7,071	0	0	0	185	7,256
INSTRUCTIONAL LABS	0	0	5,442	4,471	469	0	0	10,382
RESEARCH LABS	0	840	0	255	0	443	0	1,538
LIBRARY / STUDY	0	0	2,979	0	0	0	0	2,979

SPACE METHODOLOGIES

The UWF campus master planning process presents contrasting methodologies for generating space needs estimates that may not align but compliment. The University has recently completed its latest Educational Plant Survey (EPS) analysis which uses a broader, campus wide approach to estimate the space needs based on SUS prescribed net assignable square feet per student FTE space factors for nine categories of space as follows:

SPACE TYPE	SUS ASF/FTE SPACE FACTOR	MASTER PLAN ASF/FTE EQUIV.
CLASSROOMS	9.00	14.83
INSTRUCTIONAL LABS	11.25	25.64
RESEARCH LABS	13.50	11.65
LIBRARY / STUDY	18.75	10.58
STUDY	2.25	7.10
RESEARCH LABS	3.00	0.66
AUDITORIUM	22.50	24.85
INSTRUCTIONAL MEDIA	4.50	25.61
OFFICES	4.24	4.76
GYMNASIUM	4.50	25.61
CAMPUS SUPPORT SERVICE	4.24	4.76

These factors represent systemwide averages that are applied to the University of West Florida's reported student FTE enrollment to generate a square foot need by space type. The results are compared with the University's existing space inventory to determine if there is a calculated surplus or deficit of space. This process provides a measure of how UWF's existing space resources compare with the system's average space profile and is a useful benchmark for rating the competing needs among the SUS institutions and in identifying capital investment recommendations. The EPS process therefore identifies broad space resource gaps that may be addressed through a more detailed assessment conducted as part of the campus master plan.

The UWF master plan space analysis presents an alternative space needs modeling option that provides program specific information to be applied in defining capital project solutions. The process also provides additional information beyond the parameters of the EPS process for consideration by the University for addressing other future planning needs. This alternative approach builds the space needs calculations from the department/program level and the results are then aggregated to the subdivision, college or division level. This granular approach recognizes program specific data such as pedagogical requirements and therefore provides more specific space needs estimates for developing future capital project proposals. The modeling process is also based on a blending of several planning methodologies including many of the guideline criteria in the State Requirements for Educational Facilities issued in 2014 by the Florida Department of Education, (i.e., teaching lab modules, open labs space factor); adaptation of innovative space planning approaches (University of West Florida student engagement research space initiative); application of accepted conventional space formulas and guidelines that have been tested and refined by the master planning team over time; and creation of formulas and criteria by the consultants for space types not addressed by conventional approaches (i.e., calculations for tutoring, testing and archival space).

An example of the different outcomes using these two methods is illustrated in the teaching lab needs. The calculated needs using the SUS space factor yields 74,655 ASF while the results from the program-based master planning process is a future need of 143,837 ASF.

The alternative analysis applies these other planning factors and guidelines to estimate needs for many space types not addressed through the EPS methodology such as food services, student lounge, meeting rooms and residential space. The master plan space model therefore provides the University with a more comprehensive process covering all space categories.

KEY PLANNING ASSUMPTIONS/CRITERIA

The methodology to quantify and measure space needs applies a formula-based modeling process that utilizes the following data: facilities space inventory, personnel, class schedule, credit hours, library collections and current mix of on campus housing. The space needs are based on blending space planning guidelines from the State Requirements of Educational Facilities, Educational Plant Survey and the consultant's experience for classrooms, labs and library/study space. Planning assumptions provided the direction for student enrollment, personnel changes, and potential new programs. Key planning assumptions used in the calculation of the academic and research space needs are summarized below.

1. The University's 2021 Accountability Plan identifies a five year enrollment projection that equates to a 5% growth rate until the year 2025 and has been used for developing a five year planning scenario. To estimate the space needs at ten years it is assumed a similar rate of growth will occur for a total enrollment growth rate of 10% at ten years. These growth rates have been applied across-the-board.
2. Classroom space is assumed by definition to be general purpose and can be shared or used by any academic discipline. For planning purposes a Weekly Room Hour Goal of 26.2, a station occupancy rate of 68% and station square foot size of 24 have been used for estimating classroom needs. A companion utilization scenario using the State of Florida classroom utilization factors was also developed.
3. The calculation of the instructional laboratory space was based on utilization factors and square foot lab modules appropriate for each discipline. The teaching lab utilization goal used in the analysis was the Florida expectation of 24 weekly room hours (WRH) of scheduled use for undergraduate labs and 20 WRH for graduate labs and, when in use, 80% of the stations are occupied for a daytime utilization period from 8:00 AM until 5:00 PM. An open lab calculation was also included that allocates five (5) square feet per student FTE.
4. Research space needs were determined through a two-step process to estimate needs for lab-based research and student engagement research:
 - Departments engaged in lab-based research are provided an allocation of space for each tenure track faculty.
 - UWF is a regional university that has a key focus/objective of providing opportunities for student engagement particularly in research-related activities. To recognize this need, a collaboration space needs factor is applied to accommodate student engagement research activities.
5. Library/ study space needs were calculated for the following related space types:
 - Stack space was based on the reported collections that are converted to bound volume equivalents. It was assumed no growth in the library collection during this planning period.
 - The calculation for study space assumes 25% of the on-campus FTE students may require seating at any one time. A station size of 25 ASF as prescribed by the Florida Department of Education has been applied in calculating the reading/study space needs.
 - An allocation of 12.5% of the aggregated calculated need for reading/ study and stack spaces is used to determine the technical services space needs.

Table 2.11.3 Summary of 10-Year Enrollment Projections

CAMPUS		FALL 2019				FALL 2031			
		UG SCH	GRAD SCH	TOTAL SCH	2019 FTE	UG SCH	GRAD SCH	TOTAL SCH	PROJECTED FTE
0001	MAIN CAMPUS	76,461	3,353	79,814	5,377	84,107	3,688	87,795	5,914
0008	EMERALD COAST	1,553	3	1,556	104	1,708	3	1,712	114
00017	LOCAL HOSPITALS	1,035	0	1,035	69	1,139	0	1,139	76
0091	ONLINE	31,518	13,360	45,073	3,214	34,670	14,969	49,366	3,536
0092	OFF CAMPUS	40	54	94	0	44	59	103	8
	TOTAL	110,607	16,770	127,572	8,763	121,668	18,447	140,115	9,648

UTILIZATION

Space utilization for each space type was analyzed based on the following metrics:

- a. Weekly Room Use (WRH): reviews the number of hours classrooms and labs are being utilized vs. the number of hours available for use during a typical week.
- b. Seat Utilization Rate (SO%): a percentage of utilization by comparing the number of seats available in a class to the number of seats being used by a student.
- c. Weekly Student Contact Hours (WSCH): WSCH, or instructional demand, is the scheduled face time a student spends in class multiplied by the number of students enrolled in the class.
- d. Assignable Square Feet per Seat (ASF/Seat): This guideline is an average that allows for a variety of seating configurations that typically requires fewer square feet per station.
- e. Growth Potential: Percent of additional enrollments the room could support if it was scheduled at the prescribed utilization guidelines.

Table 2.11.4 UWF Existing Classroom Space Utilization

CAMPUS	TERM	ROOMS	DAYTIME: 8:00AM - 5:30PM				ALL HOURS			
			WEEKLY RM. HOURS	AVG. WEEKLY RM. HOURS	STATION OCCUPANCY %	WEEKLY STUDENT CONTACT HOURS	WEEKLY RM. HOURS	AVG. WEEKLY RM. HOURS	STATION OCCUPANCY %	WEEKLY STUDENT CONTACT HOURS
Main Campus	Fall 2019	64	1,607.6	25.1	63.7%	53,269.4	1,844.7	28.8	60.4%	58,002.6
	Spring 2020	64	1,395.6	21.8	60.5%	43,920.9	1,646.8	25.7	56.8%	48,717.1
EMERALD COAST CAMPUS										
Emerald Coast Campus	Fall 2019	7	112.0	16.0	23.9%	840.3	153.2	21.9	29.4%	1,415.2
	Spring 2020	7	101.4	14.5	20.8%	663.2	133.9	19.1	25.3%	1,065.7
GOALS										
	GOAL			26.2	67.0%			36.0	60.0%	

ACADEMIC AND RESEARCH SPACE NEEDS ANALYSIS

The UWF campus master plan space analysis presents an alternative guideline criteria modeling option for consideration by UWF for future planning. This alternative approach builds the space needs calculations from the department/program level and the results are then aggregated to the subdivision, college or division level on the Main Campus. This granular approach therefore provides more specific space needs estimates for developing future capital project proposals. The modeling process is also based on a blending of several planning methodologies including many of the guideline criteria in the State Requirements for Educational Facilities issued in 2014 by the Florida Department of Education, (i.e., teaching lab modules, open labs space factor); adaptation of innovative space planning approaches (University of West Florida student engagement research space); application of accepted conventional space formulas and guidelines that have been tested and refined by the consultants over time; and creation of formulas and criteria by the consultants for space types not addressed by conventional approaches (i.e., calculations for tutoring, testing and archival space).

The alternative analysis applies other planning factors and guidelines to estimate needs for many of the non- E & G spaces such as food services, student lounge, meeting rooms and residential space. This model presents the University with a more comprehensive process covering all space categories.

To provide a contrast to the master plan’s space analysis results for academic and research space, summarized in the following tables, the UWF 2022 Educational Plant Survey calculations are included below. The EPS estimates are based on student FTE and are campus wide and do not drill down to the department/program level. For additional information regarding the UWF Educational Plant Survey versus Campus Master Plan Space Methodology please see page 37.

Additional summary tables are presented below that provide additional detailed about the four space categories.

Table 2.11.5 Future Academic Space Need Projections - Main Campus

FICM ROOM TYPE CODE	SPACE TYPE	EXISTING SPACE	MASTER PLAN 10-YEAR PROJECTED	
			CALCULATED NEED	SURPLUS (DEFICIT)
100	Classrooms	66,322	83,191	(16,869)
210/220	Instructional Laboratories	115,909	143,837	(27,928)
250	Research Laboratories	48,661	113,594	(64,933)
400	Library/Study Space	104,794	125,077	(20,283)

2022 EPS CALCULATED SPACE NEEDS		
ASF FACTOR PER STUDENT FTE	ASF NEEDS	SURPLUS (DEFICIT)
9.00	59,724	6,598
11.25	74,655	41,254
13.50	201,375	(152,714)
18.75	144,990	(40,196)

CLASSROOM NEEDS

Classroom space is assumed by definition to be general purpose and can be shared or used by any academic discipline. Classrooms determined to be assigned to a specific department because of scheduling requirements or location are not considered as general use and re-classified as departmental rooms. Tables 2.11.6 and 2.11.7 provide an overview of classroom needs for the Main Campus and Emerald Coast Campus.

An average station size of 20-25 assignable square feet was used as compared with the current average of 19.5 assignable square feet per student station on the main campus. It was assumed the larger station size provides more flexibility in the learning environment and is more suitable to modern instructional practices. These factors are modeling averages that may vary as related to existing usage patterns and conditions.

Table 2.11.6 Classroom Needs Summary - Main Campus

CAMPUS	ENROLL GROWTH %	WEEKLY ROOM HOURS	WEEKLY STUDENT CONTACT HOURS	CLASSROOM NEEDS			FACTORS USED		
				ROOMS	SEATS	ASF	AVG WRH	SO%	ASF/SEAT
CURRENT		1,608	53,269	64.0	3,331	63,735	25.1	63.7%	19.1
CALCULATED NEED	0.0%			61.4	3,035	72,830	26.2	67.0%	24.0
POTENTIAL GROWTH	9.0%	1,665	58,064	63.6	3,308	79,385	26.2	67.0%	24.0
ENROLLMENT GROWTH 5 YR.	5.0%	1,640	55,933	62.6	3,186	76,472	26.2	67.0%	24.0
ENROLLMENT GROWTH 10 YR.	10.0%	1,672	58,596	63.8	3,338	80,113	26.2	67.0%	24.0

Table 2.11.7 Classroom Needs Summary - Emerald Coast Campus

CAMPUS	ENROLL GROWTH %	WRH	WSCH	CLASSROOM NEEDS			FACTORS USED		
				ROOMS	SEATS	ASF	AVG WRH	SO%	ASF/SEAT
CURRENT		41	575	7.0	220	5,440	5.9	44.4%	24.7
CALCULATED NEED	0.0%			4.9	102	2,452	8.4	67.0%	24.0
POTENTIAL GROWTH	75.0%	54	1,006	6.4	179	4,290	8.4	67.0%	24.0
ENROLLMENT GROWTH 10 YR.	10.0%	43	632	5.1	112	2,697	8.4	67.0%	24.0

INSTRUCTIONAL LAB NEEDS

Instructional laboratory needs are included for individual academic programs as required. Lab calculations/formulas are modified to reflect the current instructional requirements by program area. Programs that do not generate sufficient weekly student contact hours to calculate a functional lab are provided a minimum square foot allowance as it is assumed delivery of the instructional program requires the provision of a sufficient space.

The calculation of the laboratory space is based on utilization factors and square foot lab modules appropriate for each discipline. The teaching lab utilization goal used in the analysis was the Florida expectation of 24 weekly room hours (WRH) of scheduled use for undergraduate labs and 20 WRH for graduate labs and, when in use, 80% of the stations are

occupied for a daytime utilization period from 8:00 AM until 5:00 PM. The weekly room hour scheduled use goal assumes other unscheduled hours may be required for non-class activities such as project work or lab setup. The WRH utilization factors used are prescribed in the Educational Plant Survey criteria.

The square foot per student station varies depending on the discipline and type of laboratory. Station sizes are applied where applicable along with a related lab service space factor and included in the calculated need. The station size space factors prescribed in the State Requirements for Educational Facilities-2014 have been used in developing the square foot lab needs, since the Educational Plant Survey does not identify station sizes.

Table 2.11.8 Instructional Lab Needs Summary by College

COLLEGE	EXISTING INVENTORY					PROJECTED SPACE NEED				
	LAB COUNT	ASF	CAPACITY	MAXIMUM SECTION SIZE LIMIT	STATION SIZE ASF	NO. OF SCHEDULED LABS - EXISTING	NO. OF TEACHING LABS NEEDED	CALCULATED ASF NEED - FUTURE	RECOMMENDED NEED	CURRENT ASF - RECOMMENDED NEED
College of Arts, Social Sciences and Humanities	59	30,941	542	346	89.4	17	24	44,459	43,693	(12,752)
College of Business	6	5,311	133	135	39.3	3	4	7,662	6,361	(1,050)
College of Education and Professional Studies	17	10,817	318	215	50.3	6	7	10,667	11,417	(600)
College of Health	29	11,444	351	149	78.8	6	12	20,115	19,470	(8,026)
Hal Marcus College of Science and Engineering	82	53,289	1,204	960	53.3	35	40	69,925	58,789	(5,500)
Totals Instructional Labs Main Campus	200	115,909	2,655	1,805	63.2	67	87	156,935	143,837	(27,928)

RESEARCH LAB SPACE NEEDS

Research space needs were determined through a two-step process to estimate needs for lab-based research and student engagement research:

Departments engaged in lab-based research are provided an allocation of space for each tenure track faculty (identified as a principal investigator). The recommended assignable square feet (ASF) space allowances are shown in Table 2.11.9 below and are applied to estimate a discipline-specific research lab space allocation. This allocation is based on a team concept where the space requirements of all research personnel that may be associated with a Principal Investigator (PI), including research staff, graduate research assistants and undergraduates, are accommodated by this allowance.

Table 2.11.9 Research Lab Needs Summary by College

COLLEGE / RESEARCH SPACE TYPE	EXISTING SPACE	PROJECTED	
		CALCULATED NEED	SURPLUS (DEFICIT)
College of Arts, Social Sciences and Humanities			
Research Labs	9,108	9,164	(56)
Student Engagement Research	0	13,680	(13,680)
College of Arts, Social Sciences and Humanities Subtotal	9,108	22,844	(13,736)
College of Business			
Student Engagement Research	0	9,360	(9,360)
College of Education and Professional Studies			
Student Engagement Research	0	11,520	(11,520)
Usha Kundu College of Health			
Research Labs	5,631	7,205	(1,574)
Student Engagement Research	0	10,000	(10,000)
Usha Kundu College of Health Subtotals	5,631	17,205	(11,574)
Hal Marcus College of Science and Engineering			
Research Labs	33,923	37,265	(3,342)
Student Engagement Research	0	15,400	(15,400)
Hal Marcus College of Science and Engineering Subtotal	33,923	52,665	(18,742)
Research Space Totals	48,662	113,594	(64,932)

UWF is a regional university that has a key focus/objective of providing opportunities for student engagement particularly in research-related activities. To recognize this need, a collaboration space needs factor is applied to accommodate student engagement research activities. To estimate this need the following factors have been used:

- Each tenure-track faculty will be involved in student engagement research,
- Each tenure-track faculty will have five undergraduate researchers associated with them to form a team of six researchers: and
- A space factor of 40 assignable square feet (ASF) per researcher is used to estimate the square foot need for this type of space.

Table 2.11.9 outlines the research lab space needs by College, per the discipline-specific need or the integrated student engagement research addition.

LIBRARY/STUDY SPACE NEEDS

Library stack space is based on the reported collections that are converted to bound volume equivalents. It is assumed no growth in the library collection during this planning period. However, a 25% growth factor for the archives collections is included.

The calculation for study space assumes 25% of the on-campus FTE students may require seating at any one time. A station size of 25 ASF as prescribed by the Florida Department of Education has been applied in calculating the reading/study space needs.

An allocation of 12.5% of the aggregated calculated need for reading/

study and stack spaces is used to determine the technical services space needs. Office space needs for the Library are calculated based on the number of staff requiring office space. Further, it is assumed that work stations for Technical Services staff are accommodated through the Technical Services formula criteria and a separate office calculation has not been included for these positions.

Library criteria used by the Educational Plant Survey and prescribed in the State Requirements for Educational Facilities-2014 have been applied for calculating the library/study needs

Table 2.11.10 Library/Study Needs Summary by College

SPACE TYPE	EXISTING SPACE	PROJECTED	
		CALCULATED NEED	SURPLUS (DEFICIT)
Stack Space	85,670	60,719	24,951
Reading/Study Space	6,876	37,636	(30,760)
Technical Service Space	12,248	12,677	(429)
Lounge/Café	0	900	(900)
Archives	0	11,059	(11,059)
Totals - University Libraries	104,794	122,992	(18,198)

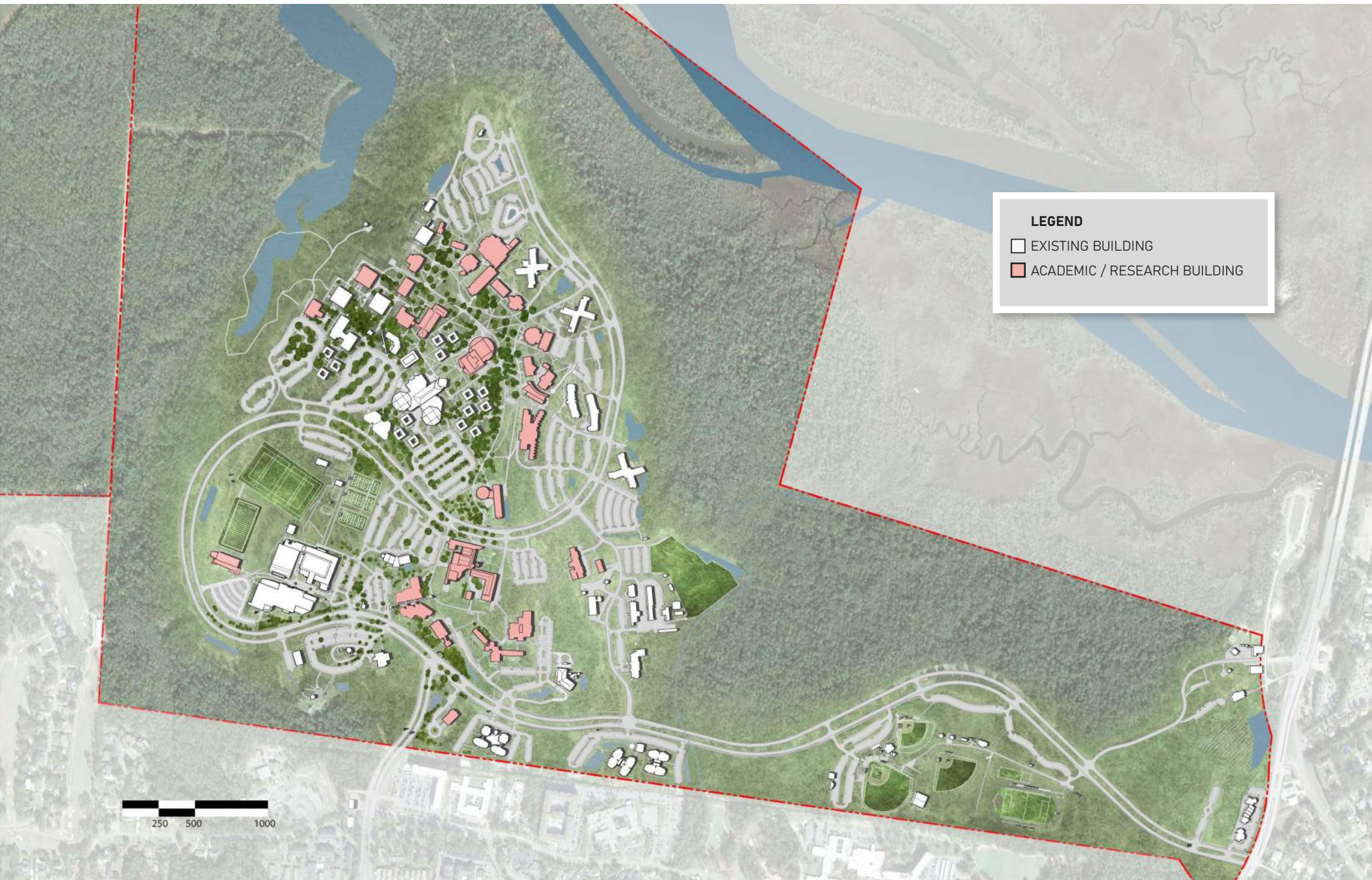


FIGURE 2.11.1: EXISTING ACADEMIC FACILITIES MAP - MAIN CAMPUS

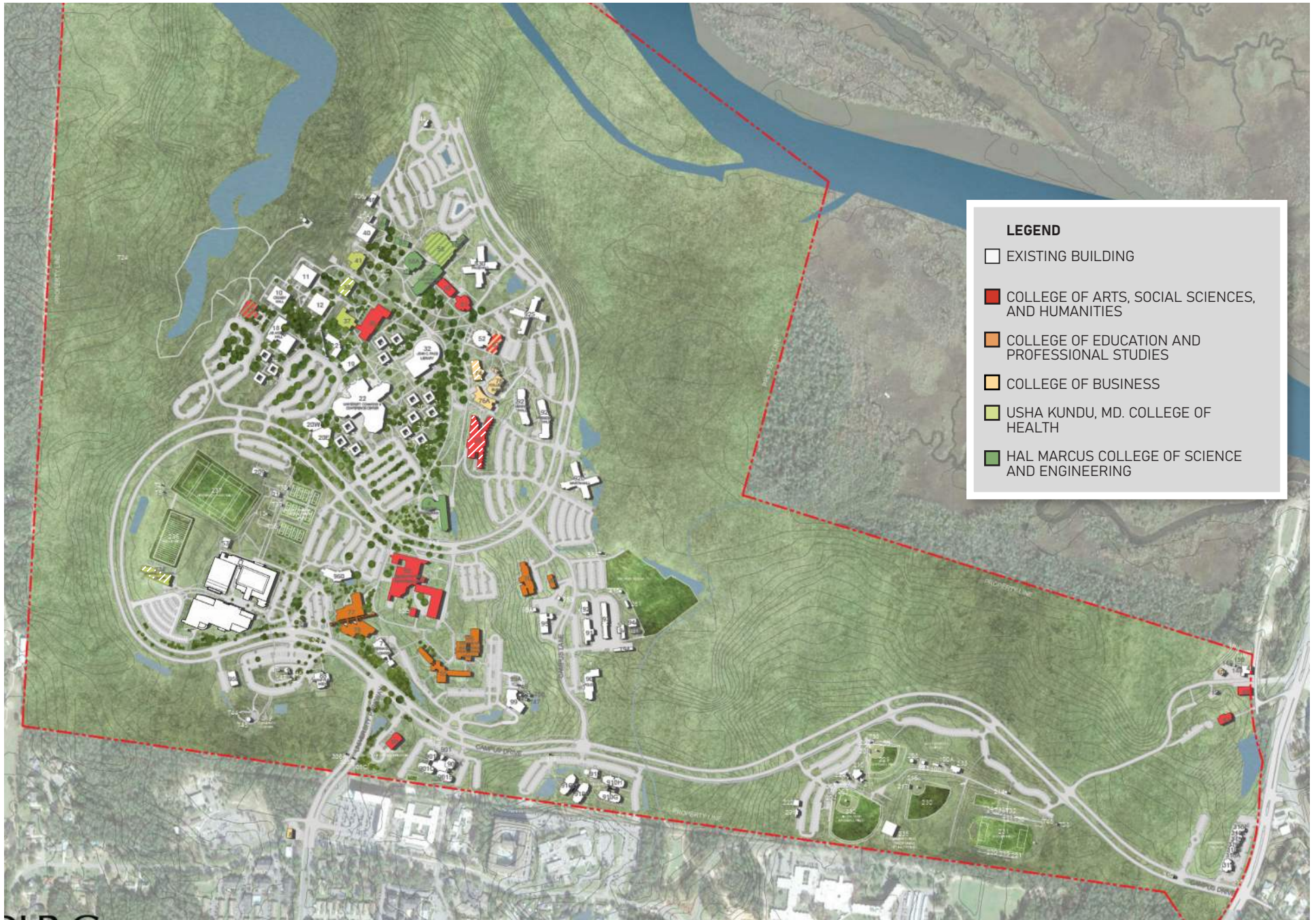


FIGURE 2.11.2: EXISTING ACADEMIC FACILITIES BY COLLEGE - MAIN CAMPUS

2.12 SUPPORT FACILITIES

DATA REQUIREMENTS

EXISTING SPACES ACADEMIC AND RESEARCH FACILITIES

UWF provides for faculty, staff, and student success through facilities ranging in functional types including workspace, food service, recreation, and clinical and patient care services.

- Existing facility data is summarized on tables 2.12.1 and 2.12.2. Important and unique features on the UWF campuses include:
- The 300 Series are the Office Facilities; these include individual office (310) or service space for research offices (315), specifically assigned to a person in the various functional areas of an institution. These office spaces require service and support spaces including allowances for reception, waiting, storage, work and copy rooms, internal lounges, conference rooms (350), and conference room service space (355). This also includes studio and practice space (318).
- The 500 Series are Special Use that are sufficiently specialized in their primary activity or function to merit their own room use code. They often provide a service to other room types and typically serve only a small number of people. Spaces included media production (530), media production service (535), demonstration (550), demonstration service (555), animal quarters (570), animal quarters service (575), greenhouse (580), greenhouse service (585), and other (590) room types used as additional academic and research space. This also includes 540 and 545 room types which are non-health clinics.
- The 600 Series are the General Use Support Facilities; these facilities provide a general service to the institution as a whole and to the greater

community. Spaces included in the 600 series would be Assembly (610 and 615), Exhibition (620 and 625), Food service (630 and 635), Student Lounge (650 and 655), Merchandising (660 and 665), Recreation (670 and 675), and Meeting Rooms (680 and 685).

- The 700 Series are Facilities Support Spaces; these spaces provide continuous indirect services to the institution and its community from a centralized location. Examples of support facilities include central computer rooms (710, 715), shop space (720, 725), central storage (730, 735), central service (750), and hazardous material storage.
- Lastly, the 800 series is focused on clinical and patient care space, which includes patient bedroom (810) and service space (815), nurse station (830) and service space (835), surgery (840) and service space (845), treatment/examination (850) and service space (855), central supplies (870), and public waiting (880).

For all inventory and analysis sections for university owned or managed intercollegiate athletic facilities, intramural athletic facilities, and recreation facilities, including FICM Sections 520, 523 and 525- Physical Education and Section 670- Recreation refer to Recreation and Open Space Element.

KEY PLANNING ASSUMPTIONS

The methodology to quantify and measure space needs applies a formula-based modeling process that utilizes the following data: facilities space inventory, personnel, class schedule, credit hours, library collections and current mix of on campus housing. The space needs are based on space planning guidelines from the State Requirements of Educational Facilities, Educational Plant Survey and the consultant's experience for classrooms, labs, offices, library, athletic space, assembly, food/dining, lounge, merchandising, meeting rooms, recreation, support facilities, student health care and housing. Planning assumptions provided the direction for student enrollment, personnel changes, and potential new programs. Interviews with the Deans and selective department heads were conducted to review results, verify data, discuss space use, and provide program related data used to refine the modeling process.

Figures 2.12.1 and 2.12.2: Support Facilities depict typical support facilities at the Main Campus and other sites containing inventory of existing support spaces by function for each campus.

Table 2.12.1 Main Campus Existing Support Space Inventory

FICM NUMBER	FICM NAME	ASF
310, 312, 315, 317, 318, 350, 355	OFFICE (E&G FUNDED)	285,792
530	INSTRUCTIONAL MEDIA	6,816
542, 547	CLINIC	0
550, 555, 570, 575 580, 585, 590	SPECIAL USE	29,232
650, 655, 660, 665, 680, 682, 685	GENERAL USE (NORMALLY DAY CARE)	148,811
610, 611, 615, 620, 625, 694	ASSEMBLY AND EXHIBITION	42,860
650, 655	LOUNGE (ADDED TO GEN USE)	13,407
660, 665	MERCHANDISING (ADDED TO GEN USE)	18,534
710, 715, 720, 725, 730, 735, 750, 760, 765	SUPPORT	52,751
810, 815, 830, 835, 840, 845, 850, 855, 870, 880	HEALTH CARE	4,295

Table 2.12.2 Other UWF Sites Existing Support Space Inventory

SPACE TYPE	CAMPUS					TOTALS ALL LOCATIONS (ASF)
	ARCADIA MILL	DOWNTOWN PENSACOLA	EMERALD COAST	LEASED BUILDINGS	MARINE SERVICES CTR	
OFFICES	0	16,423	8,263	13,004	301	7,256
SPECIAL USE	0	143	1,658	502	0	10,382
GENERAL USE	0	3,181	1,987	1,880	0	1,538
ASSEMBLY	0	145	0	0	0	2,979
EXHIBITION	2,968	60,596	0	0	0	7,256
LOUNGE	0	0	2,563	0	0	10,382
MERCHANDISING	0	761	294	0	0	1,538
SUPPORT	0	3,676	0	0	2,969	2,979
HEALTH CARE						

SUPPORT SPACE TYPES

Offices: Category includes the office and work areas for academic and administrative personnel along with office service space (conference, files/copy, lounge waiting, storage).

Special Use: This category includes several space use categories that are sufficiently specialized in their primary activity or function to merit a unique space code. Area and rooms for athletic activity, media production, non-health clinical activities, demonstration, and animal and plant shelters are included. Also includes interview rooms, counseling, tutoring and testing rooms.

General Use: This category is characterized by a broader availability to faculty, students, staff or the public. General Use facilities comprise a campus' general service or functional support system (e.g., assembly, exhibition, dining, relaxation, merchandising, recreation, general meetings and day care).

Support Facilities: The support space category includes facilities which provide centralized space for various auxiliary support systems and services of a campus and help keep all institutional programs and activities operational. Included are centralized areas for computer-based data processing, shop services, general storage and supply, vehicle storage, and other central services such as shipping and receiving and duplication services.

Health Care: Category includes rooms to provide patient care.

Table 2.12.3 Existing Support Space Type Inventory

FICM NUMBER	FICM NAME	EXISTING ASF
310, 312, 315, 317, 318, 350, 355	OFFICE (E&G FUNDED)	285,792
530	INSTRUCTIONAL MEDIA	6,816
550, 555, 570, 575 580, 585, 590	SPECIAL USE	29,232
650, 655, 660, 665, 680, 682, 685	GENERAL USE (NORMALLY DAY CARE)	148,811
610, 611, 615, 620, 625, 694	ASSEMBLY AND EXHIBITION	42,860
650, 655	LOUNGE (ADDED TO GEN USE)	13,407
660, 665	MERCHANDISING (ADDED TO GEN USE)	18,534
710, 715, 720, 725, 730, 735, 750, 760, 765	SUPPORT	52,751
810, 815, 830, 835, 840, 845, 850, 855, 870, 880	HEALTH CARE	4,295

SPACE STANDARDS

Office space needs were developed by identifying all personnel requiring office space, private or shared. The station size space factors prescribed in the State Requirements for Educational Facilities-2014 have been used in developing the square feet office needs for each appropriate position type.

Athletic/recreation space needs are estimated using a base square foot amount to provide activity space plus a 9 ASF allowance per FTE student plus 2 ASF for residential students. The calculation assumes this type of space is shared and accommodates the activities of both intercollegiate athletic and student recreation needs.

The Food Facilities category includes dining halls, cafeterias, and snack bars which directly serve students, faculty and staff as part of the Dining Services operations. The factors used to calculate these needs include using 60% of the FTE students and 15% of the faculty and staff and a space factor of 12 ASF.

Student lounge space is calculated assuming it is shared space. A space factor of 2 ASF per Student FTE factor is used for calculating the needs for this space type. It is assumed that each student contributes to a student lounge need that would be distributed throughout the campus.

Several other categories typically grouped as general use space are included in the modeled space needs including: assembly, merchandising, and meeting rooms. A square foot per student FTE factor has been applied to generate these needs.

The Campus Support Space category provides space for various centralized support operations and services for the campus (such as shops, storage, central services like a central mail room, and telecommunications areas). The need for this type of space is determined as a percentage of the calculated need for the entire campus.

SUPPORT SPACE NEEDS ANALYSIS

As the academic and research programs of the University grow, UWF must provide sufficient support facilities to maximize capacity needs for students and staff. Critical needs for support facilities include office space, special use support (including support spaces to address the growing e-learning programs) and general use support spaces.

The support space will consider the primary space use it is supporting. Many space guidelines (individual universities, CEFPI and other independent guidelines) already include additional support ASF within the Space Category Type but should still be reviewed for appropriateness of use for the primary space it supports.

Table 2.12.3 Existing Support Space Type Inventory

FICM NUMBER	FICM NAME	EXISTING ASF	BOG FACTOR ASF/FTE	RECOMMENDED ASF
310, 312, 315, 317, 318, 350, 355	OFFICE (E&G FUNDED)	285,792	22.50	266,844
530	INSTRUCTIONAL MEDIA	6,816	3.00	6,816
550, 555, 570, 575 580, 585, 590	SPECIAL USE	29,232		29,232
650, 655, 660, 665, 680, 682, 685	GENERAL USE	148,811		148,811
610, 611, 615, 620, 625, 694	ASSEMBLY AND EXHIBITION	42,860	2.25	42,860
650, 655	LOUNGE (ADDED TO GEN USE)	13,407		13,407
660, 665	MERCHANDISING (ADDED TO GEN USE)	18,534		18,534
710, 715, 720, 725, 730, 735, 750, 760, 765	SUPPORT	52,751	4.40	52,751
810, 815, 830, 835, 840, 845, 850, 855, 870, 880	HEALTH CARE	4,295		4,295

UTILIZATION

As the academic and research programs of the University grow, UWF must provide sufficient support facilities to maximize capacity needs for students and staff. Critical needs for support facilities include office space, special use support (including support spaces to address the growing e-learning programs) and general use support spaces.

Future space utilization needs will be based on enrollment projections (both HC and FTE basis) from data provided by UWF. The support space will consider the primary space use it is supporting. Many space guidelines (individual universities, CEFPI and other independent guidelines) already include additional support ASF within the Space Category Type but should still be reviewed for appropriateness of use for the primary space it supports.



FIGURE 2.12.1: EXISTING SUPPORT FACILITIES MAP - MAIN CAMPUS

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2.13 URBAN DESIGN

DATA AND ANALYSIS REQUIREMENTS

The purpose of this element is to assess the overall physical form of development within university property and its relationship to the surrounding community. Organizational principles are provided for the future development of the campus based on this understanding.

PENSACOLA CAMPUS

The University of West Florida (UWF) was founded in 1967 in Northwest Florida within Escambia County. The Main (East) Campus is located on a 1,000-acre property in northern Pensacola, along the Escambia River. Since its inception, the University has added a 746-acre property adjacent and to the west of the Main Campus. The additional acreage, divided by Thompson Bayou, comprises the East and West campuses. Convenient to both I-10 and I-65, the University's Main Campus in Pensacola is only three hours from Tallahassee, less than four hours to New Orleans, and approximately five hours to Atlanta.

Main (East) Campus

The Main Campus in Pensacola operates on the original 1000-acre tract of land. The campus is bounded on three sides by environmental features, including the Escambia River, the access canal, Thompson Bayou, and extensive wetlands and flood plains. The University has protected additional lands for conservation and environmental purposes. The Main Campus also possesses significant forested uplands, which are unusual in the Florida coastal plain. Immediately south of the Main Campus is an increasing assortment of healthcare and residential care institutions that serve the region.

The Main Campus has a developed urban infrastructure which includes two entry points. Campus Drive is the primary roadway providing internal vehicular circulation. Constructed as a divided four-lane urban roadway, the drive winds through and ascends the various levels of elevation within the campus, running north and south towards the Escambia River. The academic core is north of Campus Drive, while an Athletics Complex and university housing have been developed on the south. The significant slope across the property, which

represents an approximate 70+ foot change in vertical elevation, is one of the few challenges to its development.

Facilities in the academic core are integrated on a stepped terrace that conforms to the landscape and provides buildable acreage.

The Main Campus is served from the south by University Boulevard, with access from North Davis Highway and Interstates 10 and 110. A second entrance on the east side of the campus provides access from North Davis Highway (also known as US Hwy 90).

The eastern and northern portions of the Main Campus are currently undeveloped and are primarily designated for conservation. The southwest portion of the Main Campus is developed for instruction, research, student services, housing, recreation, and athletics. It is proximate to the West Campus, which is primarily designated as conservation land by Escambia County. The 2011 Master Plan proposed the extension of Main Campus circulation corridors to advance restricted West Campus' development, similar to but less invasive than 2006 campus planning strategies. The 2031 Campus Master Plan assessment recommends reversing this strategy and focusing future development within the Main Campus, providing a variety of high- and low-density growth options.

West Campus

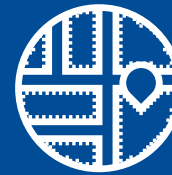
The West Campus is currently 746 acres of undeveloped land west of Thompson Bayou. It remains a critical asset to the University and the community and contains conservation land, UWF bike trails, and the Yellow Loop Trail. Ownership of the West Campus property is held by the University and the UWF Foundation. To its north is the Gulf Power plant facility. To the west is a single-family residential area and Chemstrand Road. The areas to the south of the West Campus are single-family residential developments, Scenic Hills Country Club, and Greenbrier Boulevard.

The West Campus is sub-divided by a private access road to Gulf Power, Pate Street, and several power transmission easements within the property boundary. The West Campus has limited access from the west via Ten Mile Road/ Greenbrier Boulevard and Pate Street. These connect to county arterials, including Chemstrand Road, Nine Mile Road, and US Hwy 29. Running east-to-west through this area of Pensacola is Nine Mile Road, a rapidly developing retail/commercial corridor.

GUIDING PRINCIPLES

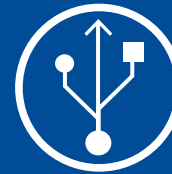
The assessment and guiding principles of campus urban design within the UWF Campus Master Plan are aligned with University President Martha Saunders' vision to create "a community of learners and big thinkers who will change the world." The guiding principles also keep in mind UWF's institutional values. The physical development and urban design framework of the Main Campus is intended to manifest and promote a campus community that is caring, collaborative, creative, entrepreneurial, inclusive, and innovative.

At the beginning of the planning process, the planning team met with UWF leadership and the Steering Committee to outline goals and objectives for the overall Campus Master Plan. Using targeted questions and mapping exercises, participants had the chance to highlight the current strengths, weaknesses, and opportunities of the physical campus. In alignment with the institutional mission, guiding principles were developed to frame campus development assessment and filter planning recommendations from start to finish, helping to formulate physical aspirations for the campus that were integrated with campus programs and a distinct sense of place.



GUIDING PRINCIPLE 1

Improve sense of place on campus focusing on accessibility, placemaking, and conservation



GUIDING PRINCIPLE 2

Provide more flexibility, collaboration, and improved technology within facilities



GUIDING PRINCIPLE 3

Develop more opportunities to integrate regional and local partnerships



GUIDING PRINCIPLE 4

Address how to better utilize current space on campus



GUIDING PRINCIPLE 5

Explore how to better support and engage students, including non-traditional students



GUIDING PRINCIPLE 6

Grow community presence and cohesion on campus

2.14 UTILITIES

CHILLED WATER DATA AND ANALYSIS REQUIREMENTS

Future additions and renovations to the campus facilities must have sufficient utility capacity to meet current and additional requirements without compromising functionality, cost, maintainability, reliability, and the ability to be adapted and upgraded without substantial rework for a phased implementation of additional venues over the next decade.

1. Ensure provision of adequate electric power supply and other fuels to meet Future University needs.
2. Ensure provision of adequate supplies of natural gas or other fuels to meet future University needs; and
3. Ensure provision of adequate supply and distribution facilities for telecommunication systems required to meet future University needs.
4. Ensure provision of adequate supply and distribution facilities for access control and security systems required to meet future University needs.
5. Ensure provision of adequate supply and distribution facilities for access control and security systems required to meet future University needs.

Central Plant

The UWF Central Plant consists of one multi-component heating and cooling plant connected to a common piping distribution loop Serving the majority of the University of West Florida Main Campus. The main campus chiller plant and associated equipment is in building 40.

Table 2.14.1 Plant #1 – Main Chilled Water Plant Chillers

Designation	Manufacturer	Capacity	Current Status
Chiller #1	Trane	1200	Operational
Chiller #2	Trane	1200	Operational
Chiller #3	Trane	1200	Operational
Chiller #4	Trane	1200	Operational
Current Main Chiller Plant Capacity		3600*	
Available Future Capacity			
Full Build-Out Capacity of Plant		3600	

The following notes describe the condition of the existing Central Plant:

- One chiller is backup, 3 primary, N+1 for a total available capacity of 3600 tons.
- The existing chillers manufactured by the Trane company are 20 plus years old with an expected service life of an additional 10 to 15 years if maintained properly.
- The chiller plant does not have space or pumping capacity for additional chillers.
- The existing chiller plant is at capacity with N+1 requirements as mandated by science facilities.
- The chilled water plant piping and pumps are set up in a primary secondary arrangement due to the chillers requiring almost constant flow, very little turn down for flow.
- The chiller plant has an 18-inch insulated chilled water supply and return that splits to two 16 inch insulated chilled water supplies for distribution outside the plant.
- 80% of the chilled water loop piping was replaced in 2000-2004.
- The primary and secondary chilled water pumps are 20 years old, are beyond service life and should be replaced.
- The chiller plant is controlled through a Trane Building Automation System, BAS with unit mounted chiller controls, distributed pump controls, and operator interface. The chiller plant interfaces and passes points to the Campus BAS Siemens Zeego central operators' terminal.
- The existing chiller plant is at maximum delivered capacity to existing buildings.
- The existing chiller plant does not have space or utility infrastructure to allow future capacity increase without changing out chiller for larger capacity chillers. Note increased chiller capacity would require new larger pumps and would push the existing chilled water piping beyond the recommended capacity.

Table 2.14.2 Plant BLD, 40 – Main Heating Water Plant Boilers and Capacity

Designation	Manufacturer	Capacity	Current Status
Boiler #1	Lochinvar	5	Operational
Boiler #2	Lochinvar	5	Operational
Boiler #3	Lochinvar	5	Operational
Boiler #4	Lochinvar	5	Operational
Boiler #5	Lochinvar	5	Operational
Boiler #6	Lochinvar	5	Operational
Boiler #7	Lochinvar	5	Operational
Current Main Chiller Plant Capacity		35	
Available Future Capacity			Boilers
Full Build-Out Capacity of Plant		50	

- Boilers are condensing type high efficiency, installed 3 years ago.
- The existing boiler plant can accommodate three additional condensing boilers.
- The boiler flow rate is approximated at 1750 GPM total with temperatures of 140 leaving and 100 entering.
- The existing boiler piping is a pre-insulated 6-inch in the boiler plant.
- The Heating water plant piping and pumps are set up in a primary secondary arrangement. Each boiler has a circulation pump.
- 80% of the heating hot water loop piping was replaced in 2000 – 2004 and is in good condition.
- The secondary heating hot water pumps are 20 years old, are beyond service life and should be replaced.
- The heating plant is controlled through a Trane Building Automation System, BAS with unit mounted chiller controls, distributed pump controls, and operator interface. The chiller plant interfaces and passes points to the Campus BAS Siemens Zeego central operators’ terminal.

Table 2.14.3 Existing Facilities and Associated Cooling and Heating Systems

UNIVERSITY OF WEST FLORIDA				
Building Number	Building Name	Central Plant Chilled Water	Central Plant Hot Water	Notes
4	SCIENCE AND ENGINEERING	Yes	Yes	
10	CROSBY HALL	Yes	Yes	
11	ACADEMIC AND STUDENT AFFAIRS	Yes	Yes	
12	ADVANCEMENT SERVICES	Yes	Yes	
13	ANTHROPOLOGY	Yes	Yes	
18	J.B. HOPKINS HALL	Yes	Yes	
20E	CASHIER	Yes	Yes	
20W	W BUSINESS AND AUXILIARY SERVICES	Yes	Yes	
21	CENTER FOR ACADEMIC SUCCESS	Yes	Yes	
22	UNIVERSITY COMMONS / CONFERENCE CENTER	Yes	Yes	
32	JOHN C. PACE LIBRARY	Yes	Yes	
36	COMMUNICATIONS	Yes	Yes	
37	SCHOOL OF NURSING	Yes	Yes	
38	MVRC	Yes	Yes	
40	CUP - MEZZANINE OFFICES 2ND FLOOR	Yes	Yes	
41	CENTER FOR APPLIED SCIENCE	Yes	Yes	
50	DEPARTMENT OF HISTORY AND PHILOSOPHY	Yes	Yes	
51	HUMANITIES AND SCIENCE CLASSROOM	Yes	Yes	
52	CLASSROOM BUILDING	Yes	Yes	
53	OFFICE BUILDING	Yes	Yes	
54	FIELD HOUSE	Yes	Yes	
58	SCIENCE LAB	Yes	Yes	
58A	SCIENCE LECTURE LAB	Yes	Yes	
58C	LAB SCIENCE ANNEX	Yes	Yes	
71	INTERNATIONAL CENTER	Yes	No	Electric Reheat
72	HSL FACILITY	Yes	Yes	
73	AQUATIC CENTER	No	Yes	DX Cooling, Pool Heat (shell & tube)
74	COB CLASSROOMS	Yes	Yes	
76	COLLEGE OF BUSINESS	Yes	Yes	
76A	COLLEGE OF BUSINESS	Yes	Yes	
77	AEROSPACE STUDIES - ARMY ROTC	Yes	Yes	
78	DIVISION CONTINUING STUDIES, AIR FORCE ROTC	Yes	Yes	
79	INFORMATION TECHNOLOGY SERVICE ITS	Yes	Yes	
82	CENTER FOR FINE AND PERFORMING ARTS	Yes	Yes	
83	WETLAND RESEARCH LABORATORY WRL	Yes	Yes	
85	COLLEGE EDUCATION - OFFICES	Yes	No	Satellite HW Boiler
86	COLLEGE EDUCATION - CLASSROOMS	Yes	No	Satellite HW Boiler
234	DARRELL GODDEN CENTER	Yes	Yes	
960	WELLNESS CENTER	Yes	Yes	

The University of West Florida facilities department has operational responsibility for all campus heating and cooling plants.

Table 2.14.3 indicates each campus building and the heating and cooling type used. The central plant serves all buildings indicated with a yes in the central plant column.

THE DESIGN CAPACITY OF THE CURRENT CENTRAL HEATING AND COOLING PLANTS

The current cooling capacity of the chilled water central plant system is at capacity with no room for expansion.

The current heating hot water plant has room for an additional (3) 5 MBTU condensing Lochinvar boilers.

HEATING AND COOLING PLANT ANALYSIS AND RECOMMENDATIONS

Energy Plant

The following notes describe the condition of the existing Central Plant:

1. The existing cooling plant is at capacity
 2. The existing heating plant has additional capacity for (3) 5 MBTU condensing boiler to be added.
 3. Replace existing 20-year-old pumps heating and cooling plant pumps.
 4. Provide a new Heating and cooling plant on the south side of the campus as new buildings are added or existing buildings are renovated and connected to the Heating and cooling chilled water system which are currently not served by the existing central plant. Note the University of West Florida project team shall determine if a new building or renovated building is to be connected to the central heating and cooling system.
 - Provide centrifugal high efficiency water cooled chillers with variable chilled water flow capacity down to 30% of maximum capacity with IPLV below .45. Suggested chiller size to be 1200 tons each chiller and tower
 - Provide draw through water cooling towers with primary variable flow pumps.
 - Each cooling tower capacity shall match chiller capacity.
 - Provide vertical end suction pumps with variable frequency drives having full bypass panel for primary variable flow.
 - Provide new pre-insulated chilled water loop and heating water loop piping sized for a maximum of 4 feet water gage, pressure drop per 100 equivalent length of pipe and 8 feet per second maximum velocity.
- New heating and cooling plant heating hot water and cooling water piping shall be connected to the existing campus loops in a manner to allow either system to supply most of the campus. The connections and piping shall be set up to have water moving in one direction from each plant if practical. It is suggested the chilled water main piping be minimum 18 inches, heating hot water piping main piping be minimum 8 inches and cooling tower main header piping be 24 inches.
 - Internal chilled water piping to have PVC all service jacket.
 - External chilled water piping to have HDPE fully sealed all service jacket.
 - All Equipment to be connected to the existing Siemens Zeego operator interface through distributed panels in the chiller plant.
 - It is recommended that the new plant be designed to be increased in size and capacity in a cost-effective manner without major disruption to existing operation such as utilization of pre-insulated panelized wall section and roof with concrete floor slab. Plant to be modular to allow expansion as new chillers are needed.
 - A 25-life year life cycle cost analysis shall be performed for all new and existing to be renovated facilities to allow the project team to have information to make informed decisions on all proposed systems.
 - Local Utilities energy incentives shall be analyzed for each new facility and each renovated facility and include in a 25-year life cycle cost analysis.

POTABLE WATER DATA AND ANALYSIS REQUIREMENTS

EXISTING POTABLE WATER SYSTEMS

The existing potable water system ranges in age from several years to over 52 years.

The existing potable water systems consist of two wells fields, #2 and #4.

- Well field #2 provides 600 gpm with water storage capacity of 200,000 gallons, in service for over 50 years.
- Well field #4 provides 1000 gpm, constructed in 2010, with space for an additional 300,000 gallons of water storage.

RECOMMENDATIONS

The following is a list of recommended system improvements:

The existing potable water systems consisting of two wells fields, #2 and #4 appears to be adequately sized.

Every new or renovated building project shall have a comprehensive analysis of the existing potable water system from the proposed site through the closest water plant and shall include analysis and recommendations for the project team to determine what should be replaced, slip lined or is adequate.

An additional irrigation well field should be provided for the sports fields which is the highest water user on campus.

New underground piping should be HDPE.

New potable water piping in facilities shall be CPVC, HDPE or Copper. UWF project staff shall decide which piping material shall be used.

Add 300,000-gallon water storage to well field #4 when analysis indicates capacity is required for potable water or wet pipe fire sprinkler system piping.

Existing Plumbing Fixtures

During Capital improvement projects, the UWF project team shall provide a list of acceptable fixtures and associated devices or all space types.

Potable Water Piping

New potable water piping in facilities shall be CPVC, HDPE or Copper. UWF project staff shall decide which piping material shall be used.

Sanitary Systems

There are 16 lift stations and gravity systems that drain to the existing main manhole / lift station building 56.

Every new or renovated building project shall have a comprehensive analysis of the existing sanitary system from the proposed site through the main manhole / collection basin at building 56 and shall include analysis and recommendations for the project team to determine what should be upgraded or is adequate.

Wet Pipe Fire Sprinkler

Wet Pipe fire sprinklers currently utilize the existing potable water loop, well field #2, well field #4, and existing water storage tank at well field #2 of 200,000 gallons.

Every new or renovated building project shall have a comprehensive analysis of the existing potable water system, associated piping and water storage system from the proposed site through the potable water site supply main piping, potable water storage tank at well field #2 and well field #4 and shall include analysis and recommendations for the project team to determine what should be upgraded or is adequate.

Once the capacity of the existing potable water well fields, potable water storage tank 200,000-gallon capacity and well field #4 simultaneous flow and capacity an additional water storage tank appropriately sized shall be added to the well field 4 site.

Natural Gas System

The existing gas piping appear to be in good working condition. The existing natural gas piping system ranges in age from several years to over 52 years. The older natural gas piping is coated steel. The installed in 1990 or later is polyethylene.

Every new or renovated building project shall have a comprehensive analysis of the existing natural gas piping system, from the proposed site through the gas piping connection to the local utility owned main and shall include analysis and recommendations for the project team to determine what should be replaced or is adequate.

FACILITIES

Comprehensive Facilities Utilities Analysis

A Complete Facilities utility analysis shall be completed for every new facility or renovated facility to determine if the existing infrastructure is adequate or needs to be upgraded and to what extent the systems need to be upgraded to include Central plant, piping, potable water, sanitary, gas piping and fire sprinkler water and storage capacity.

Computer Maintenance Management System

All new mechanical, electrical, plumbing, fire sprinkler and information technology systems shall be add to and the maintenance managed through the existing TMA Computer Maintenance Management System, CMMS.

BUILDING AUTOMATION AND CONTROLS SYSTEM, BAS.

Existing Siemens Zeego system

All new and renovated building, and associated equipment, and utility infrastructure upgrades shall be added to the existing Siemens Zeego Central Building Automation System, BAS, with true BACnet hardware and programming.

ELECTRICAL POWER DATA AND ANALYSIS REQUIREMENTS

POWER SUPPLY DISTRIBUTION SYSTEM

Power is distributed across the Main Campus at a medium utility-voltage (MV) of 12.47kV. The University owns a portion of the MV distribution. The main power feed into the campus enters from the west side near the Central Plant building. A single primary meter exists at this point allowing for primary meter rates. Multiple radial feeds extend from the main MV distribution gear with several feeds dedicated to the Central Plant. A previous masterplan outlined an intent to create a primary loop within the campus which would increase reliability by reducing downtimes for maintenance events. Part, but not all, of this plan has been implemented.

Some buildings on the south end of the Main Campus are fed from other utility sources with metering localized at transformers.

FUEL STORAGE OR DISTRIBUTIONS FACILITIES

There are several emergency and optional standby generators located on the Main Campus (each one with a diesel fuel tank) that back up the electrical system in the event of a blackout.

The primary meter and customer-owned distribution shall remain. As new buildings are added to the campus steps shall be taken to extend and complete the primary loop. Demand data available indicate about 40% spare capacity on the system. To ensure the loop can function as intended, it is likely segments of the existing distribution will need to be upgraded due to capacity (as well as age).

Site Lighting

Existing Conditions:

A good portion of the existing exterior lighting on the Main Campus has been upgraded to LED fixtures. Lighting control is accomplished with photocells for dusk to dawn operation. This method of control is preferred by the University staff for safety and security.

Recommendations:

Replacement of the existing stock of non-LED lighting shall continue. New construction projects shall include LED lighting exclusively targeting enhanced light levels and uniformity. Lighting controls for new construction projects shall be compliant with the current energy codes. The dusk to dawn operation may continue however fixtures shall have the capability to dim down to a reduced light level at a designated time, i.e. after normal business hours. Fixtures shall also be equipped with motion sensors so that when operating in the dimmed state and motion is detected, light levels can be restored to full brightness.

Site Low-Voltage Infrastructure

Existing Conditions

A network of ducts and conduits exist across the campus to provide pathways for low-voltage fiber optic and copper communications cabling.

Recommendations

The fiber optic pathway system noted above shall be extended as part of new construction projects. Fiber optic cabling (and copper cabling if required) meeting the current standard set by the University IT department shall be provided from existing distribution nodes to new buildings.

Emergency / Back-up Power

Existing Conditions:

There is a mix of back-up power systems for the existing buildings. Some buildings are equipped with standby generators for emergency egress lighting and fire pumps (where applicable). Other buildings utilize battery systems for emergency egress lighting. Uninterruptable power systems are used for network equipment. Main IT equipment and some of the critical lab spaces have generator back-up as well.

Recommendations:

Provide generators for select loads at each new building. Provide distribution for emergency and standby loads. Emergency loads shall include emergency loads as required by code, i.e. egress lighting and exit signs. Standby loads shall include security equipment and IT equipment. UPS's will be required for electronic equipment with battery sized to ride through the generator start-up time.

Interior Lighting

All new light fixtures shall utilize LED's as the light source.

Lighting controls shall meet the requirements of the current energy code. Lighting in instructional spaces shall have a lighting control station with presets for ON, OFF, and AV mode as well as either full range or pre-set dimming levels.

General performance of existing electrical power and other fuel facilities

An assessment of opportunities or available and practical technologies to reduce University energy consumption. Investigation of emerging technologies to address this issue is encouraged.

Electrical power distribution system should be extended to all long-term program improvements through the above master electrical feed systems. Specific routing and sizing should be evaluated when more details are known about these long-term program improvements.

TELECOMMUNICATIONS DATA AND ANALYSIS REQUIREMENTS

EXISTING TELECOMMUNICATIONS SYSTEM(S) SERVING THE CAMPUS

Existing Conditions:

Siemens fire alarm systems are the University standard and are installed in most existing building. Some systems use speakers and some use horns for alarm annunciation. Existing systems report to the Campus Police.

Recommendations:

New buildings shall be equipped with a networkable Siemens fire alarm / emergency communications systems with speakers for voice messaging. Messaging shall be accomplished with prerecorded messages for multiple emergency events to include Fire, Severe Weather, Intruder Alerts and other events as requested by the Owner. The system shall also allow for live messaging from a local operator's console within the building and from the Campus Police Facility.

Systems in renovated buildings shall be upgraded to provide the functionality described above if not already in place.

The fire alarm systems in all buildings shall be networked together for reporting to and messaging from the Campus Police Facility.

Mass Notification Systems

Existing Conditions:

The campus is equipped with four large exterior speakers for mass notification with coverage across the campus.

Recommendations:

As new buildings are planned, the coverage of the existing notification system shall be evaluated and modified as required to maintain coverage of the exterior spaces on campus.

The mass notification system shall be tied into the networked fire alarm system so live messages can be delivered to the entire campus from one location.

Text Message Alerts

The University currently uses the Rave Guardian system to communicate with students and staff.

Security Systems

Video surveillance: Currently video surveillance is limited to housing and select parking areas only. Video surveillance is monitored by the Campus Police. New construction projects shall expand video surveillance to general parking.

Access Control: Currently building access is via keys in most buildings. Some buildings are equipped with electronic access control with proximity cards used for access. Access control system coverage shall be expanded to exterior doors and select interior doors (such as IT rooms) for all new and renovated buildings.

Blue Light Stations

The campus currently has a number of blue light phones available for students to call for emergency assistance. Existing equipment utilizes batteries in conjunction with solar for charging. Towers use a radio signal to communicate to Campus Police. New projects shall evaluate the layout of the existing phones and add or relocate phones as necessary to maintain visibility and access to the blue light devices. New blue light towers shall be hardwired to a power source with back-up power in lieu of matching the current battery system.

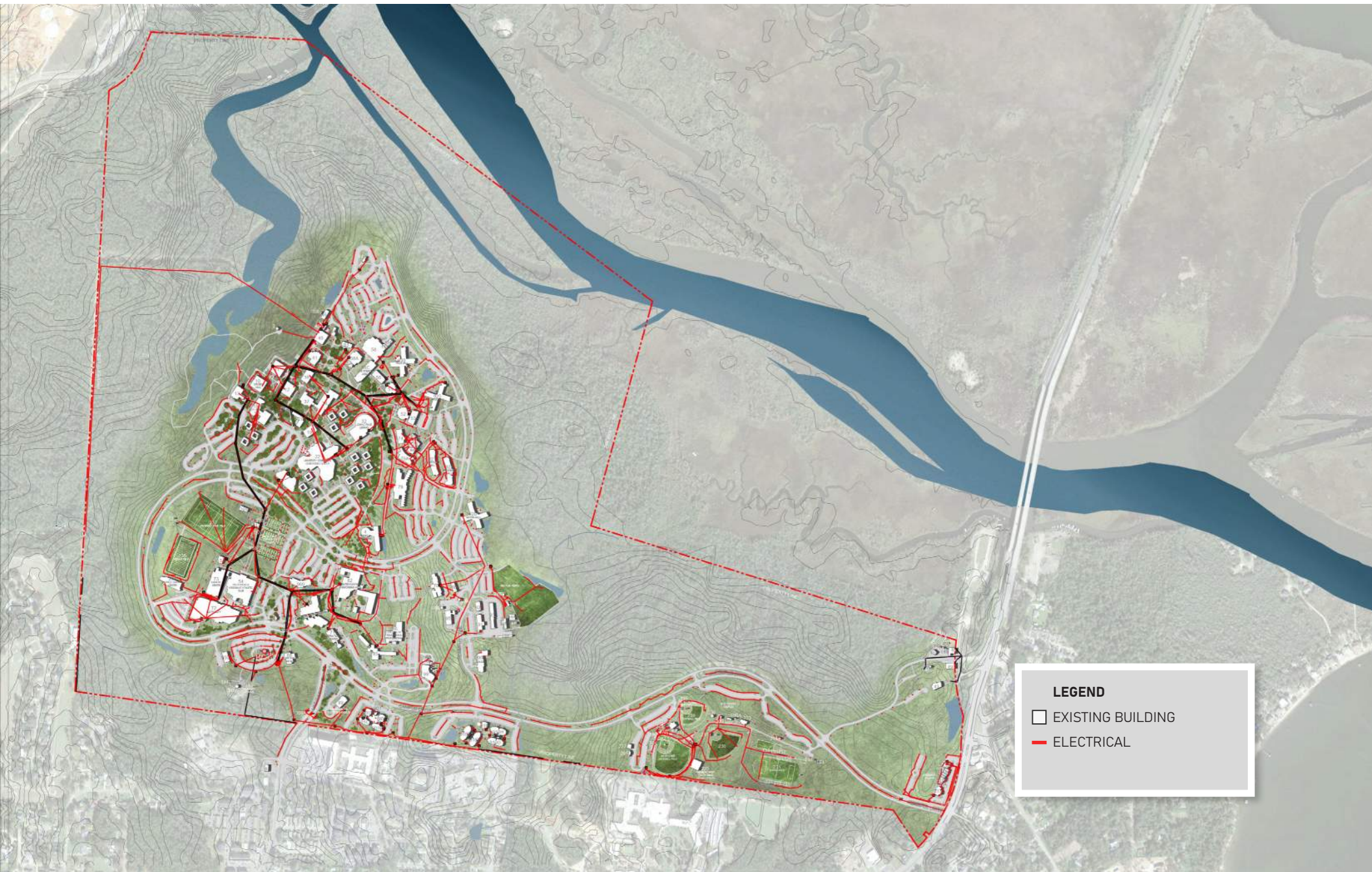


FIGURE 2.14.1: EXISTING ELECTRICAL MAP - MAIN CAMPUS



FIGURE 2.14.2: EXISTING GAS MAP - MAIN CAMPUS



LEGEND

- EXISTING BUILDING
- TELECOMMUNICATION

FIGURE 2.14.3: EXISTING TELECOMMUNICATIONS MAP - MAIN CAMPUS



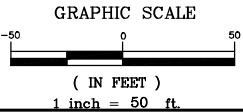
Bore = 4942 ft
 FOC = 7642 ft
 Hand Hole = 12
 Man Hole set ups = 6
 Pull Through Existing Pipe = 2250 ft

SCOPE OF WORK

We will use campus conduit path from Bldg 4 to corner of Campus Dr. and Campus Ln. We will pull 48ct OSP fiber through 2300' of conduit from demarc to HH. We will then bore west along North side of Campus Dr out to Davis Hwy and Set HH in ROW. We have 3 HH locations customer has requested for future builds. We will also need to place HH ever 500' for pull points. Install 2-1.25" HDPE conduit. Pull 48ct fiber 5500' from ROW of Davis Hwy to campus conduit system. Uniti will need 2 weeks for construction UF contractor will need to pull an additional pull string through existing conduit. UF will notify property at least 24 hours prior to construction. Ground conditions will be restored to existing or better conditions. Tracer wire must be placed when cable is pulled, if not UF will request reason why wire is not placed at time of installation. Tracer wire must be placed by contractor.

THERE IS TO BE NO INSTALLATION WITHIN DOT RIGHT-OF-WAY WITHOUT APPROVED PERMIT IN HAND.

UNITI HH WILL BE PLACED WITHIN THE BACK 3' OF ROW.



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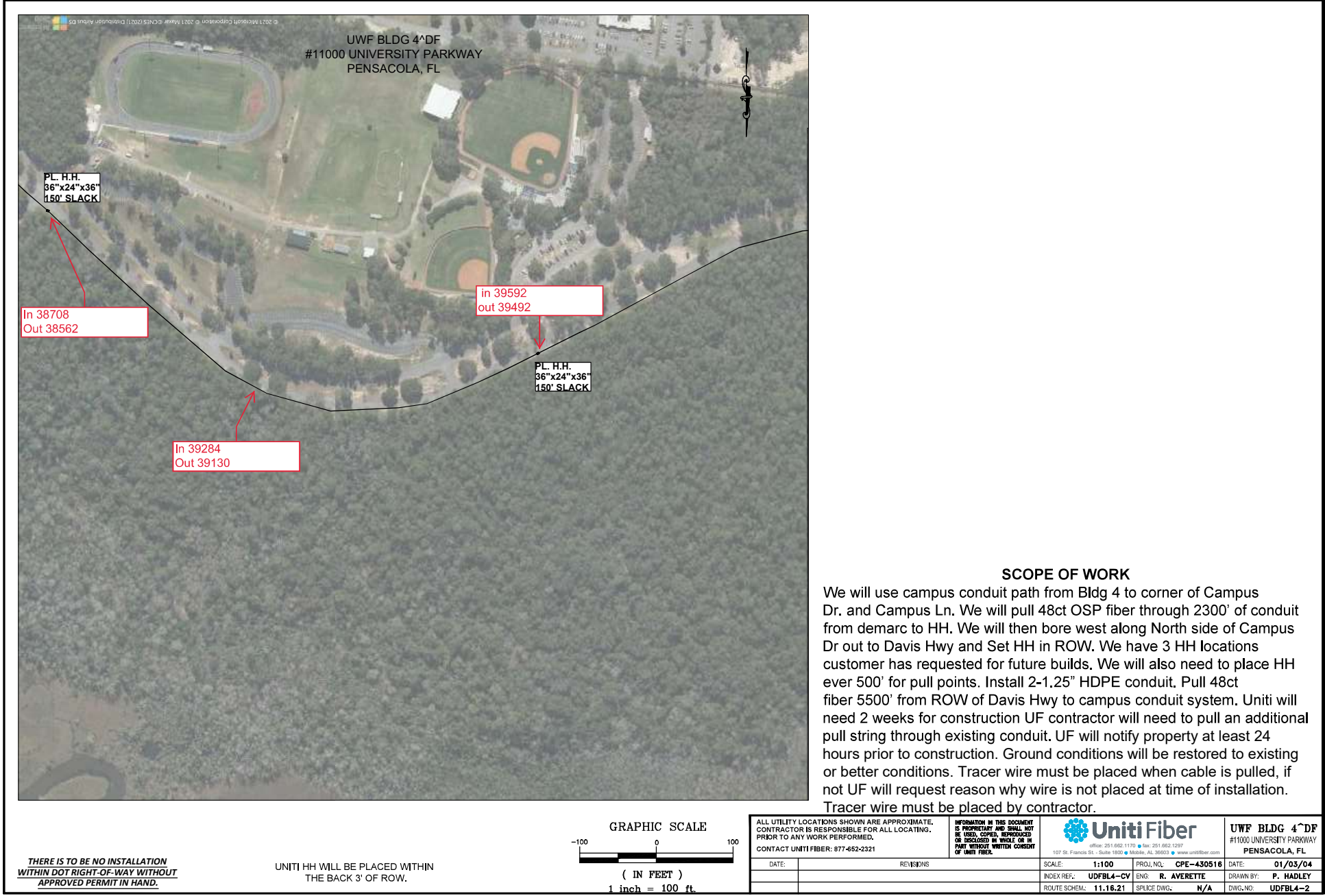
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 #11000 UNIVERSITY PARKWAY
 PENSACOLA, FL

DATE:	REVISIONS:	SCALE: 1:50	PROJ. NO. CPE-430516	DATE: 01/03/04
		INDEX REF: UDFBL4-CV	ENG: R. AVERETTE	DRAWN BY: P. HADLEY
		ROUTE SCHEM: 11.16.21	SPLICE DWG: N/A	DWG. NO: UDFBL4-1

FIGURE 2.14.4: UTILITIES MAP - MAIN CAMPUS - ARGONAUT VILLAGE

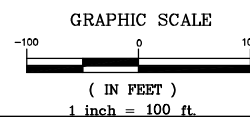


SCOPE OF WORK

We will use campus conduit path from Bldg 4 to corner of Campus Dr. and Campus Ln. We will pull 48ct OSP fiber through 2300' of conduit from demarc to HH. We will then bore west along North side of Campus Dr out to Davis Hwy and Set HH in ROW. We have 3 HH locations customer has requested for future builds. We will also need to place HH ever 500' for pull points. Install 2-1.25" HDPE conduit. Pull 48ct fiber 5500' from ROW of Davis Hwy to campus conduit system. Uniti will need 2 weeks for construction UF contractor will need to pull an additional pull string through existing conduit. UF will notify property at least 24 hours prior to construction. Ground conditions will be restored to existing or better conditions. Tracer wire must be placed when cable is pulled, if not UF will request reason why wire is not placed at time of installation. Tracer wire must be placed by contractor.

THERE IS TO BE NO INSTALLATION WITHIN DOT RIGHT-OF-WAY WITHOUT APPROVED PERMIT IN HAND.

UNITI HH WILL BE PLACED WITHIN THE BACK 3' OF ROW.



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		INDEX REF.:	UDFBL4-CV	ENG.:	R. AVERETTE	DRAWN BY: P. HADLEY	
		ROUTE SCHEM.:	11.16.21	SPLICE DWG.:	N/A	DWG. NO. UDFBL4-2	

FIGURE 2.14.5: UTILITIES MAP - MAIN CAMPUS - EAST SPORTS COMPLEX

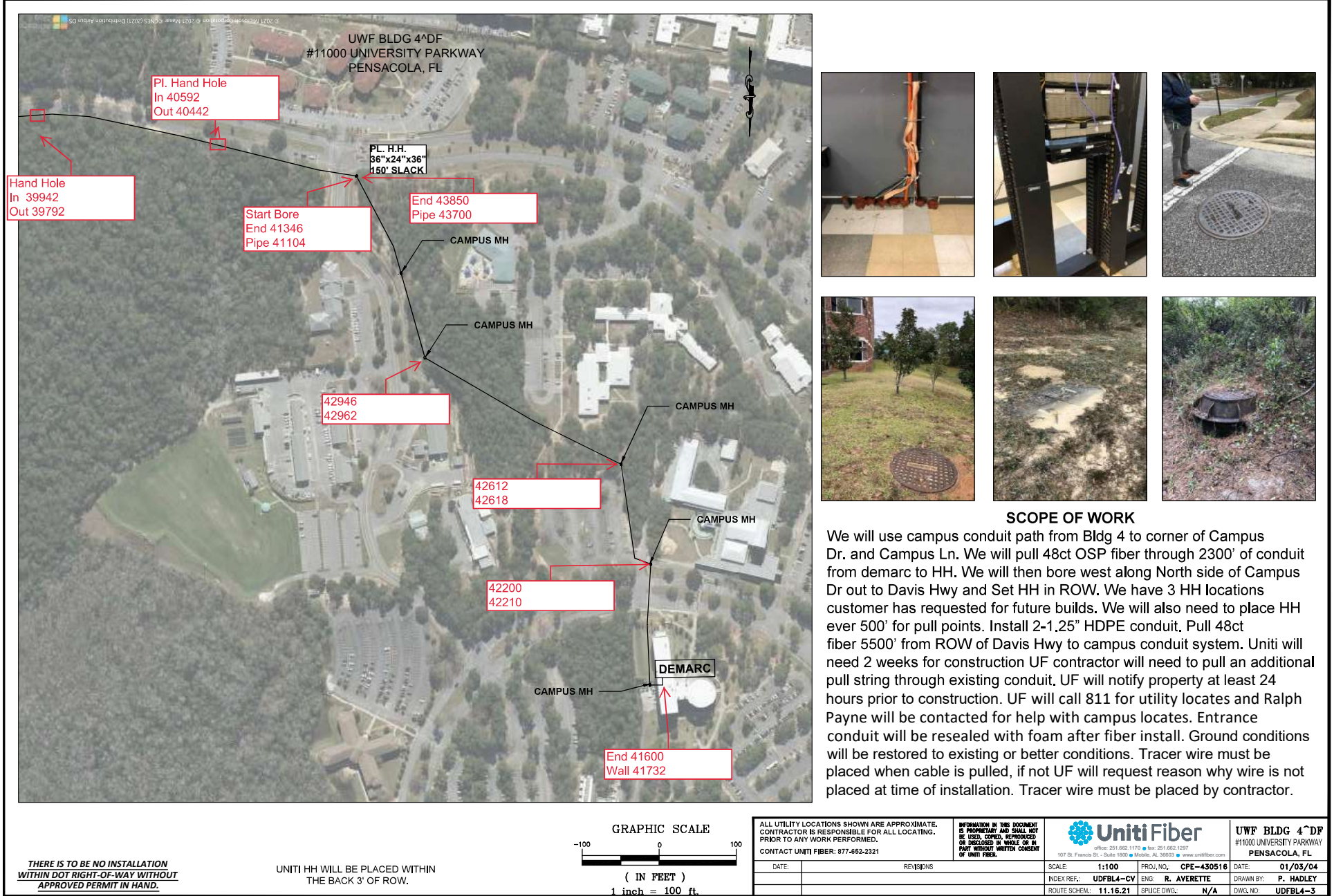
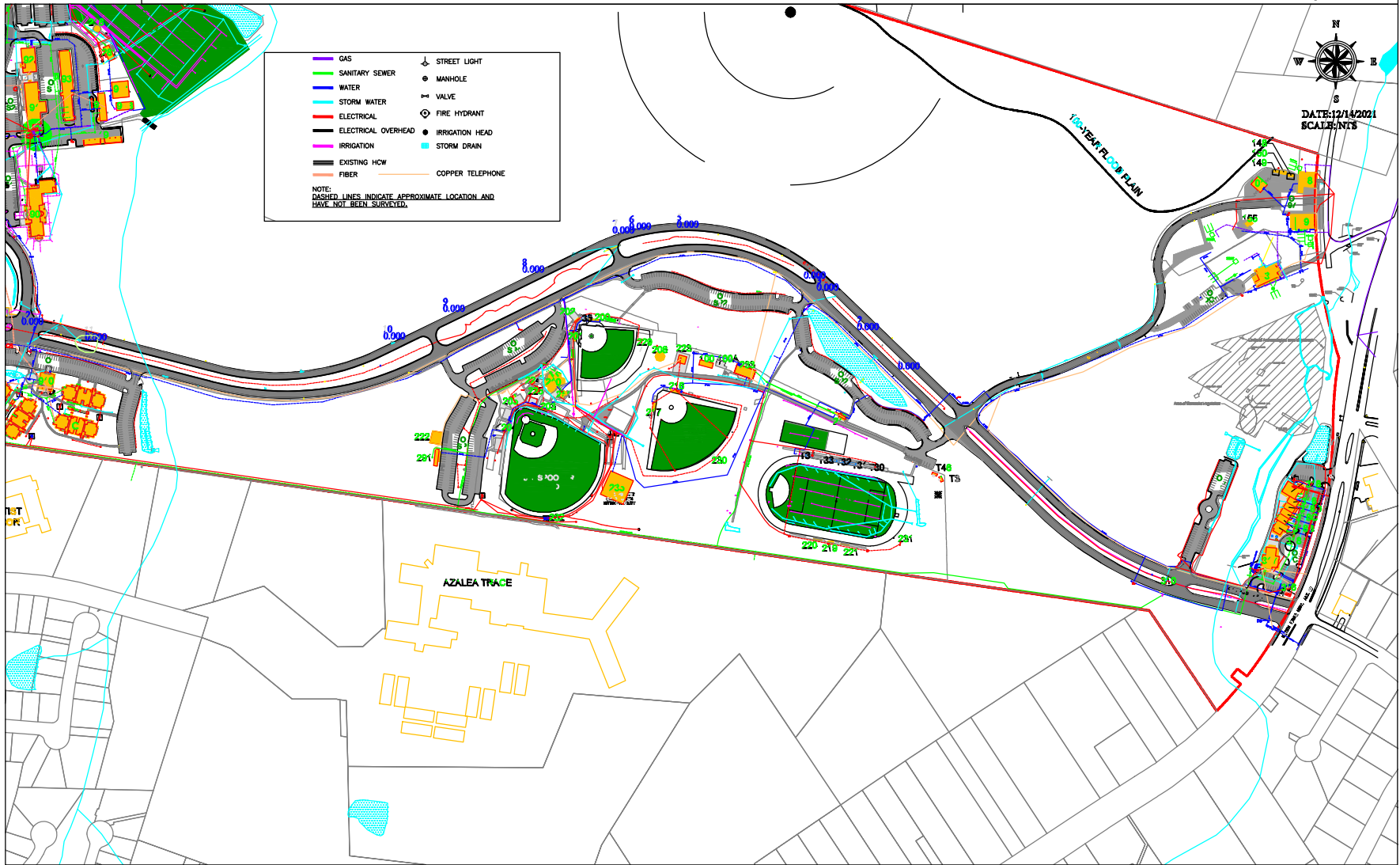


FIGURE 2.14.6: UTILITIES MAP - MAIN CAMPUS - SOUTH CAMPUS CORE



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DATE:	REVISIONS:	SCALE:	NTS	PROJ. NO.:	CPE-430516	DATE:	01/03/04
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		ROUTE SCHEM.:	11.16.21	SPLICE DWG.:	N/A	DWG. NO.:	UDFBL4-4

FIGURE 2.14.7: UTILITIES MAP - MAIN CAMPUS - CAMPUS DRIVE

03

GOALS,
OBJECTIVES AND
POLICIES

3.1 ACADEMIC MISSION

As a member of the State University System (SUS) of Florida, UWF is a regional university offering a diverse selection of undergraduate, graduate and professional programs. Through its 5 colleges and schools, UWF offers more than 70 undergraduate degree programs, 32 masters programs, specialist degree in one program, and doctoral degrees in three programs.

UWF MISSION

UWF delivers a comprehensive university education that enables students to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

GOAL 1

Enhance the educational experience to meet student career and life goals.

OBJECTIVE 1.1

Promote reasonable and sustainable growth.

POLICY 1.1.1 – Develop and implement a campus-wide retention plan, serving the strategic plan goals to:

- increase enrollment headcount
- increase first-to-second year and second-to-third year persistence rates

OBJECTIVE 1.2

Improve visibility of university through academic programs and achievements.

POLICY 1.2.1 – Promote and distribute the Academic Plan, Strategic Plan, Diversity Plan, and other materials created by the University to celebrate and share the academic mission of UWF.

POLICY 1.2.2 – Strengthen the marketing efforts related to academic programs and facilities.

POLICY 1.2.3 - Communicate with internal University stakeholders.

POLICY 1.2.4 - Integrate research and partnerships of the University.

UWF STRATEGIC PLAN MISSION

UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

GOAL 2

Enhance the prosperity of the region.

OBJECTIVE 2.1

Support, Sustain, and reward academics.

POLICY 2.1.1 – Invest in programs that distinguish the University of West Florida as a premier institution.

POLICY 2.1.2 – Recruit, retain, support, and develop faculty and staff that align with the University’s mission.

POLICY 2.1.3 – Support University infrastructure and facilities that reinforce academic success.

OBJECTIVE 2.2

Continually improve and strengthen diversity at the institution wide level.

POLICY 2.2.1 – Improve recruitment, retention, and graduation rates for students of underrepresented populations

- Sustain a culture where everyone is supported and included in academic and University affairs
- Enhance diversity competency for students, faculty, staff, and University stakeholders

STRATEGIC DIRECTION 1: STUDENT CENTERED AND FOCUSED

STRATEGIC DIRECTION 2: EMPLOYEE SUCCESS

STRATEGIC DIRECTION 3: EXCEPTIONAL ACADEMIC PROGRAMMING AND SCHOLARSHIP ALIGNED WITH STATE NEEDS

STRATEGIC DIRECTION 4: COMMUNITY AND ECONOMIC ENGAGEMENT

STRATEGIC DIRECTION 5: INFRASTRUCTURE

STRATEGIC DIRECTION 6: OPERATIONAL EXCELLENCE

STRATEGIC DIRECTION 7: CULTURE OF INCLUSION AND CIVILITY

STRATEGIC GOALS

Refer to Section 2.1 for the detailed Strategic Goals in alignment with the Academic Mission and Values.



3.2 ACADEMIC PROGRAM ELEMENT

With more than 70 undergraduate degree programs, master's degrees in 32 programs, specialist degree in one program and doctoral degrees in three programs, the University of West Florida offers a vast variety of educational opportunities within the region. The addition of the programs within the College of Business and Usha Kundu MD College of Health will not only promote student enrollment, but will be at the forefront of the next ten years as the University continues to grow.

GOAL 1

UWF shall develop and maintain academic programs reflecting and implementing the Missions of the University and individual schools and colleges.

OBJECTIVE 1.1

Enrollment and Program Growth and Distributions: UWF shall plan for and support student enrollments of 9,648 FTE, 5,914 FTE projected for the Main Campus alone by the end of the 2031.

POLICY 1.1.1 – Incremental enrollment projections shall be as shown on Table 3.2.1.

OBJECTIVE 1.2

Planned and Proposed Academic Programs: UWF shall establish, locate, and support academic programs necessary to support the academic mission at projected levels of enrollment through 2031.

POLICY 1.2.1 – UWF shall provide and locate academic programs of the following colleges and schools through 2031. The enrollment at each UWF site shall be reviewed annually to assure that the university is meeting its enrollment goals for each location. Refer to Table 3.2.1 for the new program initiatives included within the Campus Master Plan.

POLICY 1.2.2 – UWF shall continue to offer off-campus and on-line programs based on market demand and shall monitor the number of programs that are created.

Table 3.2.1 New Program Initiatives

NEW PROGRAM INITIATIVES
COLLEGE OF BUSINESS - BUSINESS ADMINISTRATION
HUMAN RESOURCES MGMT. - UNDERGRADUATE
HUMAN RESOURCES MGMT. - GRADUATE
USHA KUNDU MD COLLEGE OF HEALTH - NURSING
NURSING PRACTICE

Table 3.2.2 Future Full Time Equivalent and Headcount Totals by College

MAIN CAMPUS	ON GROUND			
	FALL 2019		FALL 2031	
COLLEGE	HC	FTE	HC	FTE
TOTAL MAIN CAMPUS	8,634	5,377	9,497	5,915
UNDERGRADUATE	7,858	5,097	8,644	5,607
GRADUATE	776	279	854	307
COLLEGE OF ARTS, SOCIAL SCIENCES, & HUMANITIES	1,493	1,304	1,642	1,435
UNDERGRADUATE	1,314	1,185	1,445	1,304
GRADUATE	179	119	197	131
COLLEGE OF BUSINESS	1,375	693	1,513	762
UNDERGRADUATE	1,252	676	1,377	744
GRADUATE	123	17	135	19
COLLEGE OF EDUCATION & PROFESSIONAL STUDIES	1,120	502	1,232	552
UNDERGRADUATE	936	432	1,030	475
GRADUATE	184	69	202	76
HAL MARCUS COLLEGE OF SCIENCE & ENGINEERING	2,650	2,274	2,915	2,502
UNDERGRADUATE	2,537	2,225	2,791	2,447
GRADUATE	113	50	124	54
USHA KUNDU MD COLLEGE OF HEALTH	1,539	557	1,693	613
UNDERGRADUATE	1,439	532	1,583	586
GRADUATE	100	25	110	27
STUDENT AFFAIRS	0	47	0	52
UNDERGRADUATE	0	47	0	52
GRADUATE	0	0	0	0
UNDECLARED	457		503	
UNDERGRADUATE	380		418	
GRADUATE	77		85	

FUTURE ENROLLMENT AND SPACE PROJECTIONS

Fall 2019 semester was used for the baseline instructional data for the Campus Master Plan. On-campus full-time equivalent (FTE) enrollment, courses taught, and faculty and staff were used as a basis to establish the relative quantities of space required at the base year. The amount of space required is compared to the existing space inventory to identify a surplus or deficit of space by room type and assignment.

Table 3.2.3 Main Campus Summary of Space Needs by Space Type

FICM ROOM TYPE CODE	SPACE TYPE	EXISTING ASF ⁽¹⁾	FALL 2019		2031	
			CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)	CALCULATED ASF NEED	DIFFERENCE FROM EXISTING SURPLUS (DEFICIT)
100	CLASSROOMS	66,322	73,968	(7,646)	83,191	(16,869)
210/220	INSTRUCTIONAL LABORATORIES	115,909	135,211	(19,302)	143,837	(27,928)
250	RESEARCH LABORATORIES	48,661	104,155	(55,494)	113,594	(64,933)
300	OFFICES	285,792	256,413	29,379	266,844	18,948
400	LIBRARY/STUDY SPACE	104,794	116,931	(12,137)	125,077	(20,283)
500	SPECIAL USE FACILITIES	29,232	29,164	68	29,604	(372)
520	ATHLETIC/STUDENT RECREATION	158,089	138,820	19,269	143,663	14,426
600	OTHER GENERAL USE SPACE	8,768	8,768	0	8,768	0
610	ASSEMBLY FACILITIES	34,966	34,494	472	35,032	(66)
620	EXHIBITION SPACE	7,894	4,538	3,356	4,807	3,087
630	FOOD FACILITIES	30,246	24,888	5,358	27,259	2,987
650	LOUNGE SPACE	13,407	13,442	(35)	14,787	(1,380)
660	MERCHANDISING SPACE	18,534	6,971	11,563	7,644	10,890
670	RECREATION	5,096	5,377	(281)	5,915	(819)
680	MEETING ROOMS	29,900	27,798	2,102	28,543	1,357
700	SUPPORT FACILITIES	52,751	48,788	3,963	51,130	1,621
800	HEALTH CARE FACILITIES	4,295	3,802	493	3,937	358
900	RESIDENTIAL SPACE	342,484	350,584	(8,100)	431,834	(89,350)
000	UNUSED/INACTIVE	2,061	0	2,061	0	2,061
TOTALS - BY SPACE TYPE		1,359,201	1,384,112	(24,911)	1,525,466	(166,265)
TOTALS - DEFICITS				(102,455)		(222,000)
GROSS SQUARE FEET CONVERSION (DEFICIT)				(170,758)		(370,000)

(1) Does not include 46,617 ASF of inactive space located in the Southside residence halls.

*Refer to the Space Utilization and Needs Analysis Report in the Appendix for further information.

3.3 FUTURE LAND USE

As shown in the proposed future land use map, the main campus has been divided into seven main land use types. These types include the following, which are further described below: Academic and Research, Support, Housing, Open Space, Conservation Areas, Multi-Purpose, and Parking. The largest change, other than in the configuration of space use on campus from existing is the addition of the Multi-Purpose Space element which incorporates multiple facility types with multiple uses. The reason for adding Multi-Purpose Land Use, is to provide flexibility in future development and to promote primary locations for partnerships and elements that can integrate the community.

GOAL 1

Manage the land use on the campuses in a manner which facilitates the academic mission, conserves land for future needs, protects valuable natural resources, coordinates with land use policies of the local communities, and addresses climate change impacts within the region.

OBJECTIVE 1.1

Coordinate future land uses with the availability of facilities and services

POLICY 1.1.1 – Approval of construction of projects that propose increases to infrastructure, utilities, facilities, or services only if facilities address utility, facility, infrastructure, or service needs.

POLICY 1.1.2 – Prioritization of coordinating land uses by the University to be appropriate for facilities and services in effort to: maintain existing system as seen capable of fulfilling needs, eliminating of system deficiencies preventing future development, and expansion of systems to accommodate campus needs.

POLICY 1.1.3 – Increase in demand of solid waste collection and disposal on campus development shall be approved by the University after review.

POLICY 1.1.4 – Development impacting impervious surface area increase on campus shall be approved and reviewed in accordance with the Northwest Florida Water Management District and campus stormwater policies.

GOAL 2

Commitment of campus ecosystems protection of resources and natural and man-made environments on campus.

OBJECTIVE 2.1

Protection of natural resources by ensuring future campus development conserves valuable natural resources consistent with Federal, State, and County regulations.

POLICY 2.1.1 – Prepare and maintain information documenting limitations of development including but not limited to habitats of threatened or endangered species or jurisdictional wetlands.

POLICY 2.1.2 – Establishment of an internal review process of land management to ensure compliance for future development of campus lands with environmental and regulatory constraints.

POLICY 2.1.3 – Establish an environmental stewardship program for the University to follow

OBJECTIVE 2.2

Coordinate future development with appropriate topographical and soil conditions, ensuring the future development limitations imposed

POLICY 2.2.1 – Maintain information of existing topographic and soil conditions, updated with as built and survey data developed for future construction projects.

POLICY 2.2.2 – Apply topographic, soil and hydrologic data in the siting and design of all future construction projects and review consistency with such factors as part of the design and construction process.

POLICY 2.2.3 – The University shall not plan development within the FEMA (Federal Emergency Management Agency) 100-year flood zone.

POLICY 2.2.4 – Future Campus development will avoid the alteration of the topographical features, erosion, and surface water run-off patterns existing on campus.

POLICY 2.2.5 – Review of future construction projects by the University for existing topographic and soil data consistency with policies set by UWF and State agencies.

POLICY 2.2.6 – Appropriate methods of soil erosion and sedimentation control are to be used during site development to minimize destruction of soil resources. Some Methods include:

- Minimizing land clearing
- Limitation and phasing vegetation removal
- Bare soil exposure limitation
- Consideration to vegetative cover on high soil erosion areas including steep slopes, waterways, etc.

OBJECTIVE 2.3

Protect Natural Resources, including surface waters and wetlands

POLICY 2.3.1 – The University shall review costs of mitigation before construction is authorized and a plan of development is approved, if review indicates that designated conservation areas are the only development option, UWF shall pursue all reasonable efforts to minimize any unavoidable impacts to these areas.

POLICY 2.3.2 – Should mitigation be required, appropriate UWF departments shall work in coordination with federal, state, regional and local agencies for permitting.

10-YEAR VISION PLAN FUTURE LAND USE

Based on the campus analysis and assessment, and keeping in alignment with the Campus Master Plan’s goals, several key elements became a key focus in the development of the 10-year vision. The Campus Master Plan reflects the total assumed need for full build-out of the space needs. To ensure development is equitably distributed across campus with a desirable mix of buildings and open space, while affording UWF some flexibility, the campus has been divided into focus areas distributed across campus, including the Academic Core, Athletics and Innovation District, and Argo Boulevard and Central Campus Quad within the southern portion of campus. UWF will manage the land use on each campus in a manner that facilitates the academic mission, conserves land for future needs, protects valuable natural resources, coordinates with land use policies of the local communities, and addresses climate change impacts within the region.

FUTURE LAND USE

ACADEMIC AND RESEARCH

This land use designation identifies areas on each campus including buildings with classrooms, faculty and offices, assembly space, exhibit spaces, and library spaces, where academic activities take place.

Indoor Research: This refers to areas designated for research, including laboratories, offices, assembly spaces, exhibit spaces, and library spaces.

Outdoor Research: This land use designation identifies outdoor areas that are used for environmental studies and any research related to outdoor plant and wildlife.

SUPPORT

This land use designation identifies areas where non-academic administrative offices, student services, and physical plant spaces are concentrated.

HOUSING

This land use designation identifies areas that include student housing.

OPEN SPACE

This land use designation identifies areas that are for active and passive recreation. Active recreation includes sports, athletics, organized sporting events, gymnasiums, and workout facilities. Passive recreation refers to plazas, courtyards, pedestrian malls, and other open areas for the passive enjoyment of nature.

CONSERVATION AREAS

This land use designation identifies areas that are preserved and managed to protect natural features including topography, soil conditions, archaeological sites, plant and animal species, wildlife habitats, heritage trees and wetlands.

MULTI-PURPOSE

Multi-purpose has been added as a land use designation. This category identifies precincts within campus that incorporate multiple facility types, as well as facilities that include more than one use. Examples include facilities and districts that mix academic, research and support space; housing neighborhoods that include support facilities; sports districts that include academics and housing; structured parking with retail and other occupied spaces; and open space with ancillary functions.

Nationally and locally, these types of facilities and campus precincts are used to both provide opportunities for partnerships as well as meet multiple needs within an era of constrained public funding. They are a hallmark of urbanizing campuses, where developable land has a premium value and facilities are developed to a higher density and taller massing. UWF anticipates that the “multi-purpose” designation will be used increasingly as a designation at each campus.

PARKING

These designated areas are identified within each land use category stated previously.

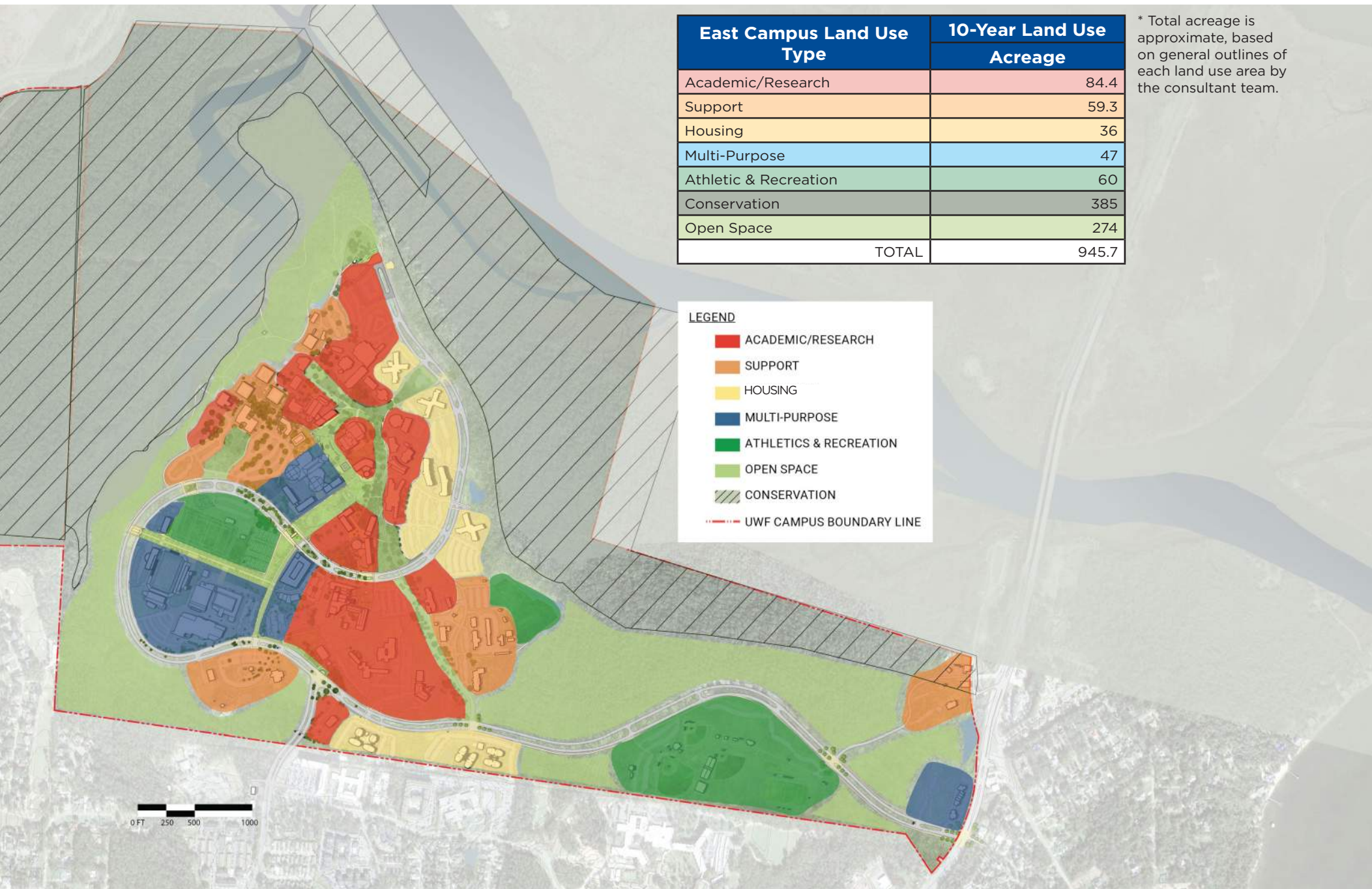


FIGURE 3.3.1: PROPOSED LAND USE MAP - MAIN CAMPUS

3.4 HOUSING

To meet the housing goal for the University, the proposed new housing facility on the UWF Main Campus is located near the campus core, further developing student life and a culture of walkability. Based on the stakeholder engagement during the planning process, students, faculty, and staff thought that there was an opportunity to develop facilities and open space that promote student social spaces in order to create a vibrant 24-hour campus. This facility will also include student lounge and study space. The total impact results in an additional 250-beds on campus to meet the housing goal, objectives, and policies relative to the projected student enrollment for the next ten years.

GOAL 1

Provide adequate student housing on and off-campus capacity to support the projected long-term enrollment.

OBJECTIVE 1.1

Respond to long-term housing needs by planning, designing and constructing new housing

POLICY 1.1.1 – Relocate and Consolidate Southside Housing to enable new development and open space improvements within the heart of Main Campus.

POLICY 1.1.2 – Capacity of campus housing should increase based on projected demand for 250 net new beds.

OBJECTIVE 1.2

Identify constraints and studies to be addressed for replacement to remain feasible.

POLICY 1.2.1 – Complete a financial feasibility study of proposed new construction and demolition of existing facilities in the context of the financial performance of the entire housing system.

OBJECTIVE 1.3

Provide adequate amount of family, veteran, and non-traditional housing

POLICY 1.3.1 – Complete study for proposed non-traditional student housing, understand projected amount needed

OBJECTIVE 1.4

Improve student life on-campus

POLICY 1.4.1 – Keep traditional campus life, but accommodate for growth of non-traditional students and activities



FIGURE 3.4.1: PROPOSED HOUSING FACILITIES - MAIN CAMPUS

3.5 RECREATION AND OPEN SPACE

Through engagement on campus with Campus Plan committees and focus groups, the planning team synthesized what was heard and developed themes as they pertain to the exterior environment. These themes include:

1. The landscape and physical infrastructure can create lasting memories and true identity to the University.
2. Embrace the natural surroundings and organic, “state park” aesthetic of the campus.
3. Improve wayfinding and signage with landscape.
4. Create a “beautiful view from every window.”
5. Develop gathering areas for students, their families, and the community to gather.

GOAL 1

Provide a variety of safe, enjoyable, and functional on-campus recreation and educational outdoor areas and open spaces on campus, promoting well-being and health of campus users.

OBJECTIVE 1.1

Ensure high quality outdoor spaces on campus by pursuing a variety of planning and facility development programs

POLICY 1.1.1 – Maintain and develop open spaces throughout campus and between buildings.

POLICY 1.1.2 – Planning and identifying priorities of improvements to open space and recreation facilities to adjust for existing deficiencies and meeting future demands shall take place through the University.

POLICY 1.1.3 – The sharing of facilities when feasible shall be coordinated between but not limited to recreation, intercollegiate athletics, and sports education programs.

POLICY 1.1.4 – Provide outdoor gathering space with flexibility in use for students, faculty, their families, and the community.

POLICY 1.1.5 – Provide more flexible teaching, learning, and recreational outdoor spaces

POLICY 1.1.6 – Design, install, and implement appealing and inspiring landmarks and other iconic “snapshot moments”

POLICY 1.1.7 – Promote growth of wayfinding in the outdoor environment to improve sense of place on campus. Utilize landscape along with traditional signage.

OBJECTIVE 1.2

Manage public access to campus recreation and open space areas and control or promote access where feasible.

POLICY 1.2.1 – Prioritize use of campus recreational facilities for UWF students, staff, and faculty. After these demands are met, non-campus users shall be accommodated as the University sees fit.

POLICY 1.2.2 – Campus open space areas shall be developed and maintained as areas of unrestricted public access wherever feasible. Such provisions for access include those special provisions or design criteria necessary under federal regulations to provide for people with disabilities. Access to certain areas of environmentally-sensitive habitat may be restricted (on occasion) or limited if it is determined necessary to protect animal and plant species.

POLICY 1.2.1 – Utilize the Center for Fine and Performing Arts and the football stadium to draw community to campus.

OBJECTIVE 1.3

Protect and enhance present open space resources

POLICY 1.3.1 – UWF will select sites for infrastructure and facilities to strengthen the viability and character of campus open space

POLICY 1.3.2 - University will seek to make connections between the natural areas and built portions of campus through trails, landscape connections, and vistas.

POLICY 1.3.3 - Utilize the trail system to interconnect throughout the campus.

POLICY 1.3.4 - Focus landscape maintenance into the core of the campus, allowing the classrooms and daily gathering areas to receive the most attention.

OBJECTIVE 1.4

Ensure that parks, recreational facilities, and open space are adequately and efficiently provided for projected enrollment needs

POLICY 1.4.1 – UWF will assess the student needs on campus for recreation fields, and displaced existing fields from new construction will be replaced or relocated

PROPOSED RECREATION AND OPEN SPACE IMPROVEMENTS

As student enrollment increases, so does the demand to ensure recreation fields and open space – whether for intercollegiate, intramural activities, or student leisure, these amenities help ground the University.

Open space and athletic recreation plans have been developed to be an integral part of the overall design of the campus plan. Providing space surrounding these elements is crucial in order to preserve natural resources on campus and improve the outdoor environment.

As shown on the proposed recreation and open space map on the following page, the main (east) campus has been divided into the sections of existing and proposed facilities and aspects of open space that encapsulate athletics, recreation, green space, conservation, and multi-use space. With the integration of the Landscape Master Plan, the ten-year vision for the Campus Master Plan was able to continue to build on the preservation of the campus’ open space and landscape improvements. The greatest areas of change include the football stadium site with the new Stadium Walk connecting the proposed Argo Boulevard, the proposed parking garage, and innovation hub buildings. The multi-purpose areas include the stadium, parking, and innovation buildings, while the proposed athletic and recreation areas continue to include the recreation field, tennis courts, and baseball/ softball areas including the proposed East Athletics Sports Facility. The northern portion of campus includes the trail system and new Ball Trail Head, the new proposed River Bluff Overlook and outdoor classroom, conservation areas, and some of the Landscape Master Plan priority projects. The goal of recreation and open space is to create a cohesive campus that thrives in the natural and built environment, preserving the nature on campus and benefiting all those who will use the space.

Table 3.5.1 Projected Space Needs

FICM Room Type Code	Space Type	Existing Space	Current		Projected (2031)	
			Calculated ASF Need Today	Difference From Existing	Calculated ASF Need in 2031	Difference From Existing
520	Athletic/Student Recreation	158,089	138,820	19,269	143,663	14,426
670	Recreation	5,096	5,377	(281)	5,915	(819)



FIGURE 3.5.1: PROPOSED RECREATION AND OPEN SPACE - MAIN CAMPUS

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3.6 GENERAL INFRASTRUCTURE

The general infrastructure plan proposes to provide for the management and prevent damage to facilities and the main campus as a whole. The proposed plan intends to follow best practices as set forth by the University. Further study is required to confirm adequate capacity to accommodate the proposed Stadium precinct development. Consider strategies to maintain consistent volume within impacted drainage basins. Increases in impervious areas will require increases to the volume capacity of the drainage basin.

GOAL 1

To provide adequate facilities and infrastructure, stormwater management facilities, and facilities to prevent damage from run-off to public and private property, and to protect the welfare of University stakeholders. UWF will provide water supply, storage, and distribution to meet current and future domestic, fire protection, and irrigation needs for the University following best practices.

OBJECTIVE 1.1

When deemed necessary, the University will update or upgrade the existing stormwater drainage system to follow standards required by the University.

POLICY 1.1.1 – The University will follow a service standard consistent with federal, state, and local regulations, and in compliance with the State of Florida water standards. The University will also follow North West Florida Stormwater Management criteria.

POLICY 1.1.2 – Prioritization and corrections of deficiencies, improvements, and future facility needs that have been identified in the Campus Master Plan.

POLICY 1.1.3 – Coordination of on-campus and off-campus drainage facilities with State of Florida standards prior to construction to ensure compliance.

POLICY 1.1.4 – Each capital project as identified in the University's 10-year Capital Improvement Plan shall include the necessary stormwater facilities required to comply with the University's Comprehensive Stormwater Master Plan.

OBJECTIVE 1.2

Provide adequate stormwater management facilities to ensure protection of all on-campus jurisdictional wetlands, natural stormwater management areas, and hydrological areas

POLICY 1.2.1 – Use environmentally safe-stormwater management systems to ensure protection of existing natural stormwater management and hydrological areas

POLICY 1.2.2 – Utilization of acceptable techniques, treatment processes, structures, and systems, etc. to ensure minimal pollutant discharge and compliance with all federal, state, and local regulations that govern discharge into local waters. Consider the protection of existing wetland areas and their buffers when designing any new stormwater facility. Additionally, the design must protect off-site areas (such as residential communities to the west) by ensuring there are no negative impacts.

OBJECTIVE 1.3

Where necessary provide updates, renovations, and reorganization of campus buildings.

POLICY 1.3.1 – Update HVAC and Telecom services in existing buildings where deemed necessary.

POLICY 1.3.2 – Reduce deferred maintenance on campus.

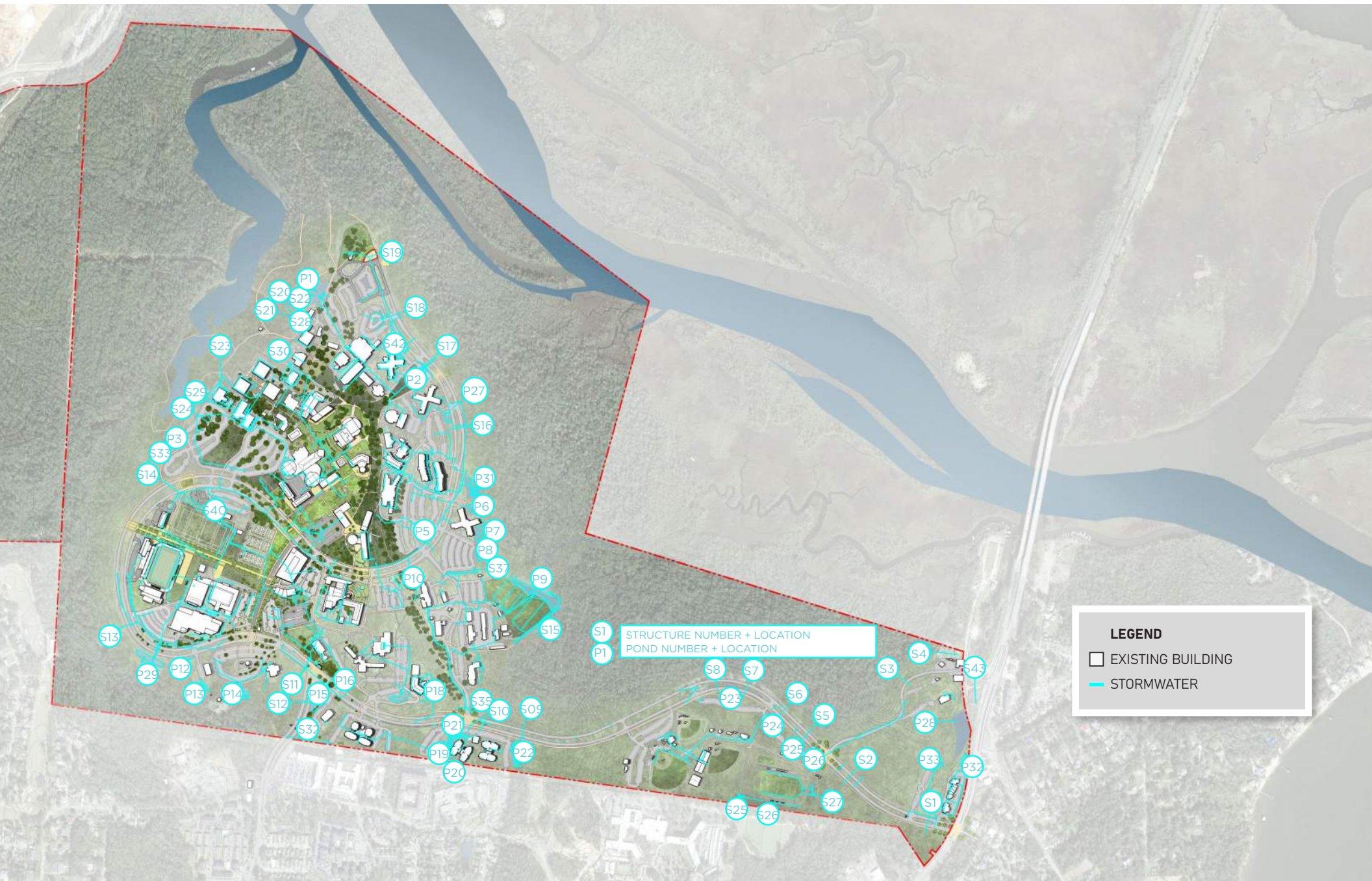


FIGURE 3.6.1: PROPOSED STORMWATER MAP - MAIN CAMPUS

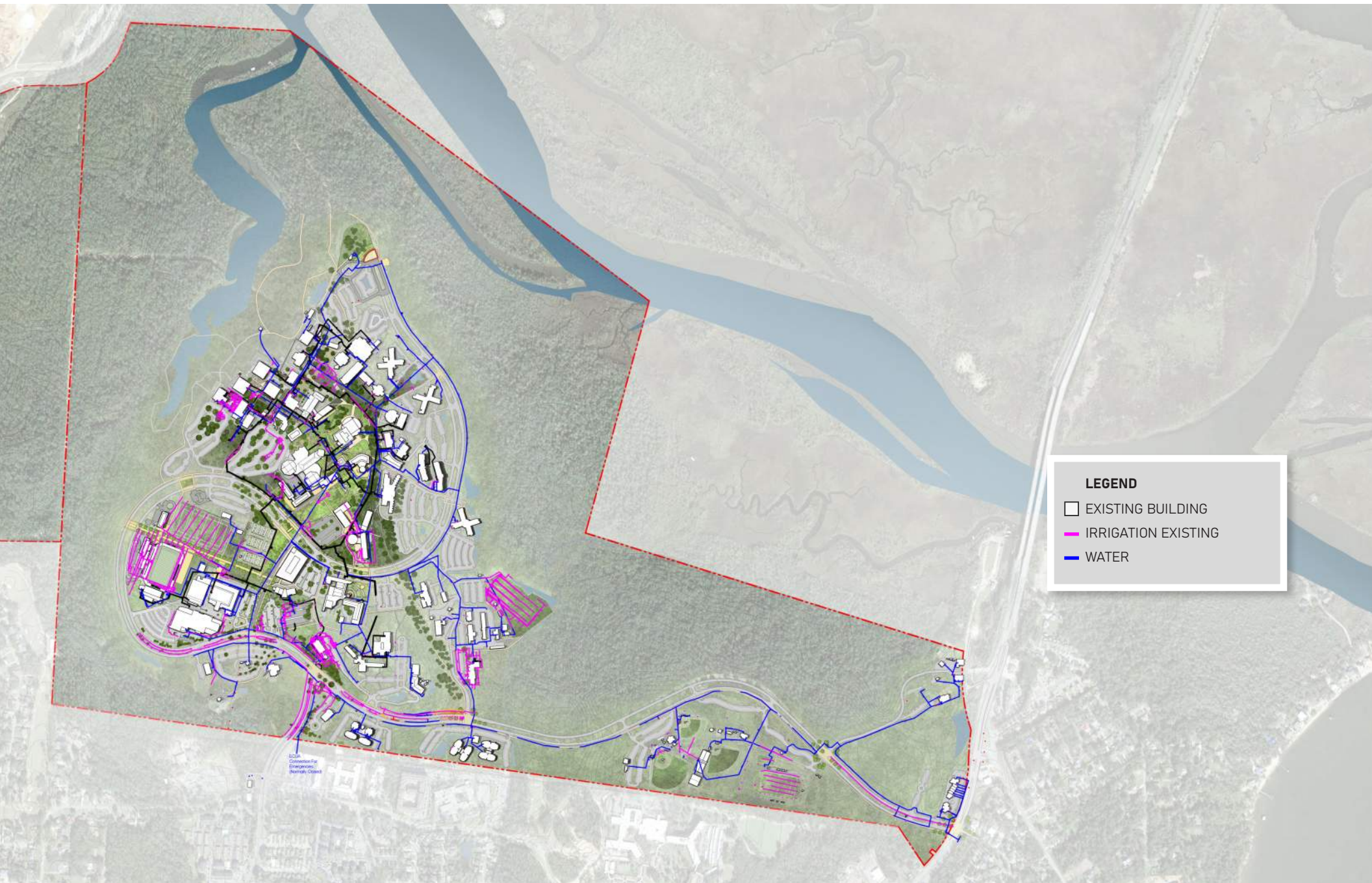


FIGURE 3.6.2: PROPOSED WATER MAP - MAIN CAMPUS



LEGEND

- EXISTING BUILDING
- SANITARY SEWER

FIGURE 3.6.3: PROPOSED SANITARY SEWER MAP - MAIN CAMPUS

3.7 TRANSPORTATION

Through engagement on campus with Campus Plan committees and focus groups, the planning team synthesized what was heard and developed themes as they pertain to the exterior environment. These themes include:

GOAL 1

Promote safe, efficient, and economical multimodal circulation systems on campus, enhancing mobility for all people and users, while reducing dependency on single occupancy vehicles.

OBJECTIVE 1.1

Create an environment supporting a pedestrian realm setting

POLICY 1.1.1 – Utilize the planned Stadium Walk path, green space, and new sidewalks to encourage pedestrian circulation throughout campus

POLICY 1.1.2 – Implement a parking structure on University Drive in mid-campus to provide parking and connectivity for further pedestrian use

POLICY 1.1.3 – Improve pedestrian safety through pedestrian zones implemented within the Master Plan document

OBJECTIVE 1.2

Build Argo Boulevard, a multimodal connector providing an alternate roadway, bike lanes and sidewalks through campus.

OBJECTIVE 1.3

Provide convenient pedestrian and bicycle ways within transportation program

POLICY 1.3.1 – Enhance pedestrian corridors and open space through following the Master Plan phasing design.

POLICY 1.3.2 – Provide more pedestrian zones along University Drive for safe crosswalks

POLICY 1.3.3 – Provide bike racks and storage areas in renovated and new facilities

OBJECTIVE 1.4

Encourage utilization of multi-modal transportation including public transit, bicycle, pedestrian, etc., to reduce dependency on single occupant vehicles.

POLICY 1.4.1 – Provide connection to public transit

POLICY 1.4.2 – Continue to provide convenient routes for the UWF trolley service and more opportunities for on-campus transit options

POLICY 1.4.3 – Develop partially enclosed or covered shelters at on-campus transit stops

POLICY 1.4.4 – Work with ECAT to continue to provide reduced public transit pass prices for campus users

OBJECTIVE 1.5

For new and renovated campus buildings, provide emergency travel routes and building identification systems

POLICY 1.5.1 – Design new buildings with NFPA1 (National Fire Protection Association – the Uniform Fire Code)

POLICY 1.5.2 – Improve emergency vehicular signage and wayfinding

POLICY 1.5.3 – Provide refuge locations for anyone on campus in case of emergency, specifically outdoors

OBJECTIVE 1.6

Improve visitor experience on campus

POLICY 1.6.1 – Increase and implement on-campus and off-campus wayfinding

POLICY 1.6.2 – Increase visitor experience with parking wayfinding, pedestrian wayfinding, and building maps

Table 3.7.1 Future/Proposed Main Campus Parking Inventory

LOT #	ZONE	LOT DESIGNATION	CAPACITY	MODIFICATION	PROPOSED
A	South Core	Faculty, Staff, Visitors	186	-40	146
AA	South Core - Archaeology Institute	Faculty, Staff	33		33
AV1	Argonaut Village Overflow	Open - No Permit Required	54		54
B	South Core	Commuter, Visitors	256		256
BB	South Core	Faculty, Staff	51		51
C	South Core	Commuter	29		29
CAMPUS DR			30		30
CC	South Core	Faculty, Staff	54		54
DD	South Core	Commuter	44		44
DC1	Old Ferry Pass Rd	Faculty, Staff	21		21
E	South Core	Commuter	178		178
EE	South Core	Commuter	135		135
F	North Core	Commuter	100		100
FF	South Core	Commuter	18		18
G	North Core	Commuter, Faculty, Staff, Visitors	307		307
GG	South Core	Residents	191		191
H	North Core	Commuter, Faculty, Staff, Residents	420		420
HH	South Core	Residents	283		283
I	South Core	Commuter, Faculty, Staff	152		152
J	South Core	Commuter	194	-194	0
K	North Core	Commuter, Faculty, Staff, Residents, Visitors	318	-190	128
L	South Core	Commuter, Faculty, Staff	186	-44	142
M	South Core	Commuter, Faculty, Staff	166		166
O	North Core	Commuter	127		127
P	North Core	Faculty, Staff, Residents	213		215
Q	North Core	Commuter, Visitors, Residents	143		145
R	North Core	Residents, Faculty, Staff	79		79
S	North Core	Residents	36		36
S1	University Services	Services, Faculty, Staff, Visitors	40		40
S2	University Services	Services, Faculty, Staff, Visitors	49		49
S3	University Services	Services, Faculty, Staff	12		12
SP1	East Sports Complex	Commuter	234		234
SP2	East Sports Complex	Commuter	265		265
T	North Core	Residents	16		16
U	North Core	Residents	156		157
V	North Core	Faculty, Staff	126		126
W	North Core	Commuter, Faculty, Staff	280		280
X	North Core	Faculty, Staff	143	-92	51
Y	North Core	Commuter, Residents	243		243
Z	North Core	Commuter	124		124
NEW LOTS					340
NEW PARKING GARAGE					600
TOTAL NO. OF PARKING SPACES			5,692	-560	6,072 (+380)

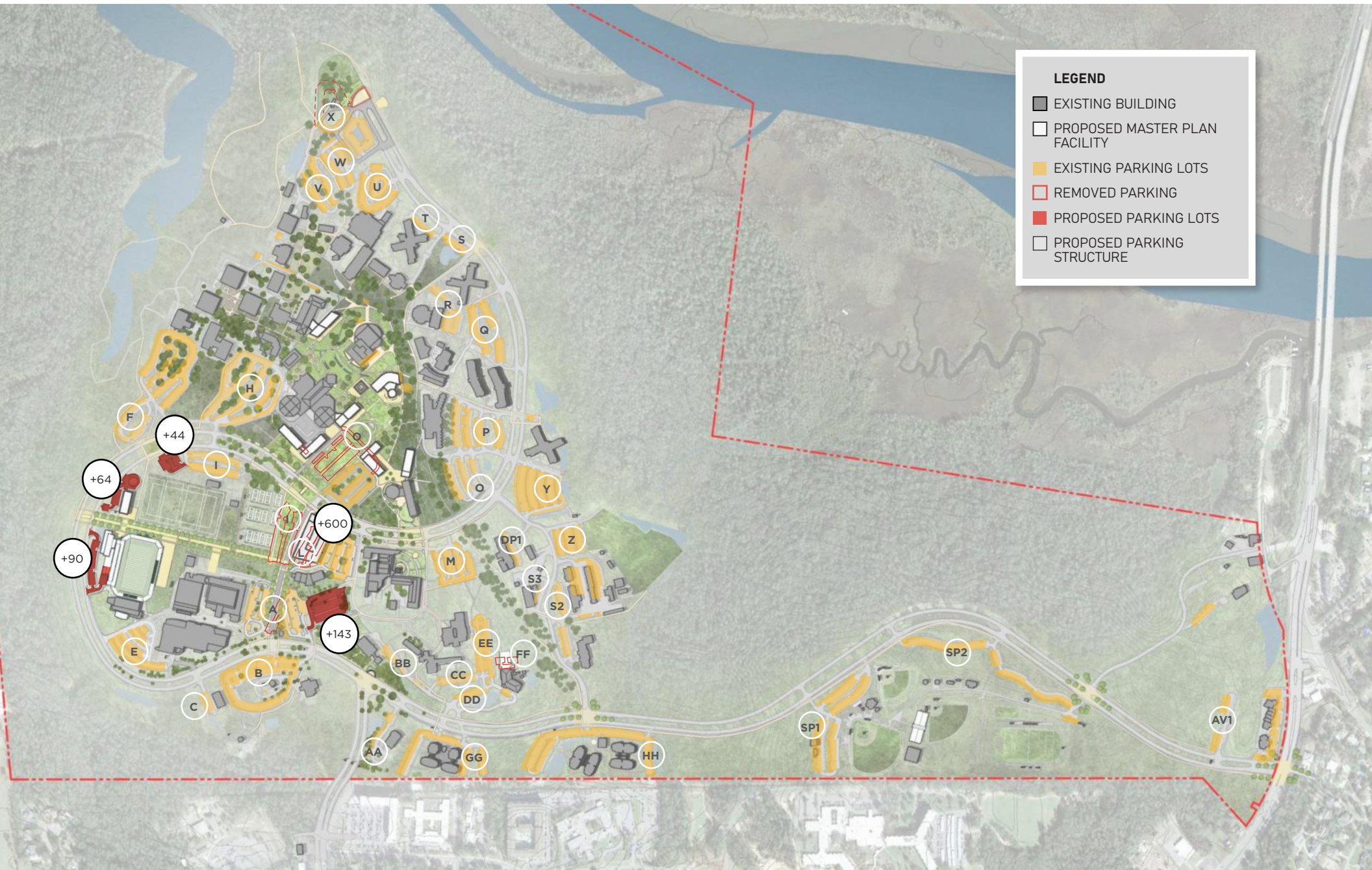
PROPOSED TRANSPORTATION IMPROVEMENTS

The proposed transportation plan map on the following page focuses on promoting safe, efficient, and economical multimodal circulation across the Main Campus. Creating an environment that supports not only cars but pedestrians and bicycles are benefited by keeping an appropriate amount of parking on campus, in crucial areas that allow walk times and distances to support those that are outside of vehicles.

Top Priority Projects:

- New campus boulevard connection - Argo Boulevard
 - Help provide access to parking facilities for campus visitors
 - Improve ingress and egress traffic on game days and special events
 - Connect the northern campus core with southern portion of campus
- University Commons Entry Loop Road
- Improve pedestrian crosswalks along Campus Drive, particularly connecting open space, campus activity nodes, and parking facilities
- Improve campus signage and wayfinding

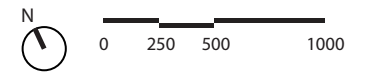
Refer to Section 2.7 for further information.



LEGEND

- EXISTING BUILDING
- PROPOSED MASTER PLAN FACILITY
- EXISTING PARKING LOTS
- REMOVED PARKING
- PROPOSED PARKING LOTS
- PROPOSED PARKING STRUCTURE

FIGURE 3.7.1: PROPOSED PARKING MAP - MAIN CAMPUS



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3.8 INTERGOVERNMENTAL COORDINATION

The purpose of this intergovernmental coordination element is to establish mechanisms, processes and procedures to achieve the goals, objectives and policies of the Campus Master Plan. When provisions in the Master Plan conflict with provisions in the Comprehensive Plans of host and affected local governments, these intergovernmental coordination mechanisms shall be used to resolve the conflict while working toward achieving the goals, objectives, and policies.

GOAL 1

Using joint processes for collaborative planning, decision making, and development review by governmental agencies to establish long-term relationships and coordination with surrounding governing bodies.

OBJECTIVE 1.1

Establish a process for the reciprocal review by The University and local government officials of growth management plans and plan amendments.

POLICY 1.1.1 – The University’s Facilities Planning and Construction and Facilities Management shall arrange a series of meetings with Escambia County planning officials for the purpose of negotiating the appropriate terms and conditions of this reciprocal review process.

POLICY 1.1.2 – It shall be the policy of the University that proposed amendments to local government comprehensive plans, which have the effect of changing land uses or policies that guide the development of land within the designated context area surrounding the University, affect the provision of local services, or that otherwise impact University facilities and resources, should be submitted to the University’s Facilities Planning and Construction and Facilities Management for review.

POLICY 1.1.3 – Proposed amendments to the adopted Campus Master Plan that exceed the thresholds established in Florida Statute 1013.30, shall be transmitted to the appropriate local, regional and state agencies for review in accordance with the Florida Board of Governors Regulation 21.210.

POLICY 1.1.4 – Proposed amendments to the adopted Campus Master Plan that do not exceed the thresholds established in Florida Statute 1013.30, and that have the effects, or potential effects, of altering the manner in which development on campus may occur or impacting off-site facilities, services, or natural resources shall be submitted to appropriate host and affected local governments for a courtesy review.

POLICY 1.1.5 – Every effort will be made to formalize the terms and conditions of the reciprocal plan review process through an inter-local agreement or memorandum of understanding.

POLICY 1.1.6 – University planning officials shall meet with officials from Escambia County on a regular annual basis, or as the need arises, for the purpose of coordinating planning activities. Other local, regional, state and federal agencies shall be invited to participate in these meetings as the need arises.

POLICY 1.1.7 – Until the Campus Master Plan and campus Development Agreement have been finalized, disputes between the University and a local government shall be resolved by the process established in Florida Statute 1013.30.

POLICY 1.1.8 – When it has been determined that proposed development within the designated context area would have an adverse impact on University facilities and resources, University officials will participate and cooperate with County officials in the identification of appropriate strategies to mitigate the impacts on University facilities and resources.

POLICY 1.1.9 – Any dispute between the University and any host or affected local government regarding the assessment or mitigation of impacts shall be resolved in accordance with the process established in Florida Statute 1013.30.

POLICY 1.1.10 – Within 270 days after adoption of the Campus Master Plan by the Board of Trustees, a draft Campus Development Agreement shall be transmitted to the appropriate host and affected local governments. This agreement must: 1. Identify the geographic area covered by the agreement; establish duration of the agreement (5-10 years) 2. Identify level of service standards for public services and facilities, the entity to provide these services and facilities, and any financial arrangements between the Board of Trustees and the service provider 3. Determine impact of proposed campus development on identified public services and facilities, and any deficiencies likely to occur as a result 4. Identify facility improvements to correct deficiencies 5. Identify the

State's "fair share" of the costs of needed improvements 6. Be consistent with the adopted Campus Master Plan and host local government Comprehensive Plan

POLICY 1.1.11 – The Board of Trustees and host local government shall execute the Campus Development Agreement within 180 days after receipt of the draft agreement.

POLICY 1.1.12 – Once the Campus Development Agreement is executed, all campus development may proceed without further review by the host local government if it is consistent with the Campus Development Agreement and the adopted Campus Master Plan.

POLICY 1.1.13 – Once the State pays its "fair share" for capital improvements, as identified in the Campus Development Agreement, all concurrency management responsibilities of the University and Board of Trustees are deemed to be fulfilled.

POLICY 1.1.14 – Any dispute between the University and host local government that arises from the implementation of the Campus Development Agreement shall be resolved in accordance with the process established in 1013.30 F.S.

OBJECTIVE 1.2

Establish procedures and mechanisms to be used in coordinating comprehensive plans with Escambia County, and the City of Pensacola.

POLICY 1.2.1 – The University shall continue to be represented on technical advisory committees, and provide coordination through input mechanisms with the community planning offices.

POLICY 1.2.2 – The University shall continue to be represented at public hearings where amendments to the local Comprehensive Plans are open for discussion and public input.

POLICY 1.2.3 – The University shall participate through committee meetings with the local planning agencies and the West Florida Regional Planning Council in the development of the Intergovernmental Coordination Element of local Comprehensive Plans that must be brought up to current standards as a result of recent legislative action and the latest Elms Committee recommendations.

OBJECTIVE 1.3

Establish procedures and mechanisms to be used in coordinating with Escambia County officials and private collection companies to meet the future demands for University solid waste disposal.

POLICY 1.3.1 – Communicate annually with Escambia County officials and the collection companies to determine disposal capacity, rates, tipping fees and the ability of each entity to meet projected solid waste characteristics by volume from the University.

OBJECTIVE 1.4

Establish procedures and mechanisms to be used in establishing level of service standards for public facilities with any state, regional or local entity having operational and/or maintenance responsibility for such facilities.

POLICY 1.4.1 – The University shall meet with state, regional and local entities annually, or as needed to determine level of service standards, or to review potential or proposed changes to such standards that may have an impact on the University, its operation and/or growth potential.

OBJECTIVE 1.5

Establish procedures and mechanisms to be used in coordinating the expansion of the water supply system to meet the needs of the University.

POLICY 1.5.1 – Officials of the University shall continue to serve as a member of the Northwest Florida Water Management District (NFWFMD) board and regularly attend their meetings to solicit cooperation with any expansion of the present well system and associated permitting, should it be required for future capacity.

POLICY 1.5.2 – The University shall solicit the cooperation of the Emerald Coast Utility Authority (ECUA) to determine the most cost effective way to meet current and future water supply demands of the University, and to determine the ECUA's ability to meet these demands over time.

POLICY 1.5.3 – The University shall expand its existing Utility Service Agreement with ECUA to include additional on-campus potable water supplies and ECUA tie-ins, as may be required by campus growth.

POLICY 1.5.4 – The University shall periodically review and update, if necessary, the Utility Service Agreement to reflect changes to the system, maintenance and operating procedures, or policies that may develop over time.

POLICY 1.5.5 – The University shall consult with the Florida Department of Environmental Protection (FDEP) to determine the University’s responsibility for any future system expansions or upgrading requirements, and to solicit FDEP’s cooperation with any permitting requirements.

OBJECTIVE 1.6

Establish procedures and mechanisms to be used in coordinating the expansion or upgrading of the wastewater treatment system to meet the needs of the University.

POLICY 1.6.1 – The University shall consult with the Emerald Coast Utility Authority (ECUA) regarding their ability to continue wastewater treatment and collection system maintenance and operation, and their ability to upgrade and expand the systems as required to fulfill the demands of growth by the University.

POLICY 1.6.2 – If it is determined that it would benefit the University for the Emerald Coast Utility Authority (ECUA) to maintain, operate and/or expand the waste water treatment and/or collection system, this shall be accomplished through a Utility Service Agreement with the ECUA.

POLICY 1.6.3 – The University shall cooperate with the Florida Department of Environmental Protection regarding the maintenance, operation, expansion and/or upgrading of the waste water collection and transmission system and the University’s obligations under any permitting requirements or conditions.

OBJECTIVE 1.7

Establish procedures and mechanisms to be used in coordinating the expansion of the electric power system to meet the needs of the University.

POLICY 1.7.1 – The University shall continue to consult with Gulf Power Company regarding a second supply-side electrical power feed to serve as a backup to the existing single electrical service.

POLICY 1.7.2 – The University shall continue to coordinate with Gulf Power Company in obtaining underground electrical power feeders for any future system expansion.

OBJECTIVE 1.8

Establish procedures and mechanisms to be used in coordinating the use of University facilities and resources in the event of a hurricane or other disaster.

POLICY 1.8.1 – The University shall continue to cooperate with Escambia County Emergency Management (ECEM) in the event of a severe storm or other disaster; however, the University is not equipped, nor does it expect to be equipped to provide safe shelter and other related services to the general public.

POLICY 1.8.2 – The University shall continue their communication efforts with Escambia County Emergency Management (ECEM) and perform specific functions as may be directed by ECEM during evacuation events or University student/faculty/staff sheltering.

OBJECTIVE 1.9

Establish procedures and mechanisms to be used in coordinating transportation improvements on campus and within the context area.

POLICY 1.9.1 – The University shall continue to have representatives serve on the Escambia County Metropolitan Planning Organization (MPO) task force and/or technical advisory committees.

POLICY 1.9.2 – The University shall continue to attend public hearings related to improvements to the context area roadways.

POLICY 1.9.3 – The University shall continue to coordinate with Escambia County officials and FDOT, and have representatives serve on technical advisory committees related to the I-110 connection north of Interstate Highway I-10.

OBJECTIVE 1.10

Establish procedures and mechanisms to be used in coordinating increased availability and use of public transit services.

POLICY 1.10.1 – The University shall continue to seek the cooperation of Escambia County Area Transit (ECAT) in promoting the use of public transit by students, faculty and staff, and regularly confer with ECAT on University and public transit issues.

POLICY 1.10.2 – The University shall seek the cooperation of Escambia County Area Transit (ECAT) in expanding (improving) the on-campus and context area system routing as a means of increasing ridership.

POLICY 1.10.3 – The University shall seek the cooperation of Escambia County Area Transit (ECAT) in providing special rates for University students.

POLICY 1.10.4 – The University shall seek the cooperation of Escambia County Area Transit (ECAT) in improving the level of service and scheduling.

3.9 CONSERVATION

To appropriately manage native ecological and vegetative communities and wildlife habitats, campus projects and expansion must be per local, state, and federal regulations and, when practicable, conform with various agency guidelines and policies. Efforts of landscape and outdoor improvements will utilize native vegetation, with avoidance or minimization of wetland impacts will be implemented where feasible. Unavoidable wetland impacts will be mitigated. The undeveloped habitat will be left in its' natural state when possible.

As shown in the proposed conservation map, the main (east) and west campuses encapsulate multiple layers of ecosystems surrounding the development areas at UWF. The West Campus parcels are designated within Escambia County's current and future land use as conservation. The Main (East) Campus location includes several different flood hazard and hydrology types along the northern and eastern portions of campus, including wetlands and floodplains, Escambia River, and the Thompson Bayou. The future vision of the Campus Master Plan has developed a conservation overlay that encompasses both wetlands and areas of concern or sensitivity to preserve the campus landscape and limit future development.

GOAL 1

Conserve and enhance existing natural resources and natural ecosystems, while minimizing resource utilization on campuses.

OBJECTIVE 1.1

Maintain, protect, and enhance natural resources existing on the UWF campuses today and in the future.

POLICY 1.1.1 – Implementation and management of natural resources through use of university faculty and staff, the University will review on a regular basis the state, regional, and local regulations and guidelines governing the designation and delineation of environmentally sensitive lands. Should changes in regulations or guidelines occurs on the campus property, the University shall modify existing policies, and/or develop new policies to protect sensitive land.

OBJECTIVE 1.2

Maintain and enhance existing wetland and aquatic natural resource values.

POLICY 1.2.1 – UWF shall prepare and implement a plan to enhance the ecological and aesthetic values of ponds and lakes on campus with native vegetation and minimizing the use of fertilizers to reduce eutrophication.

OBJECTIVE 1.3

Minimize impact on local air quality, pollution, and environmental impacts where feasible.

POLICY 1.3.1 – Limitation of negative impacts on soils, wetlands, hydrology activities, and the University shall review on a regular basis the existing and proposed activities for compliance with the water policies of the North West Florida Water Management District. Establish a program to maintain high air quality standards on campus both within and outside buildings.

- Continue to test stormwater runoff and groundwater quality for compliance with standards set by the State of Florida Department of Environmental Protection
- Regular monitoring of air quality as necessary
- Provide planning to encourage pedestrian and bicycle transport

OBJECTIVE 1.4

Substitute less hazardous materials where possible in future development and reduce the potential for environmental and hazardous waste while following Best Management Practices.

POLICY 1.4.1 – Establish measures that encourage solid waste recycling, encourage non-polluting transportation alternatives, minimize pollutants as possible.

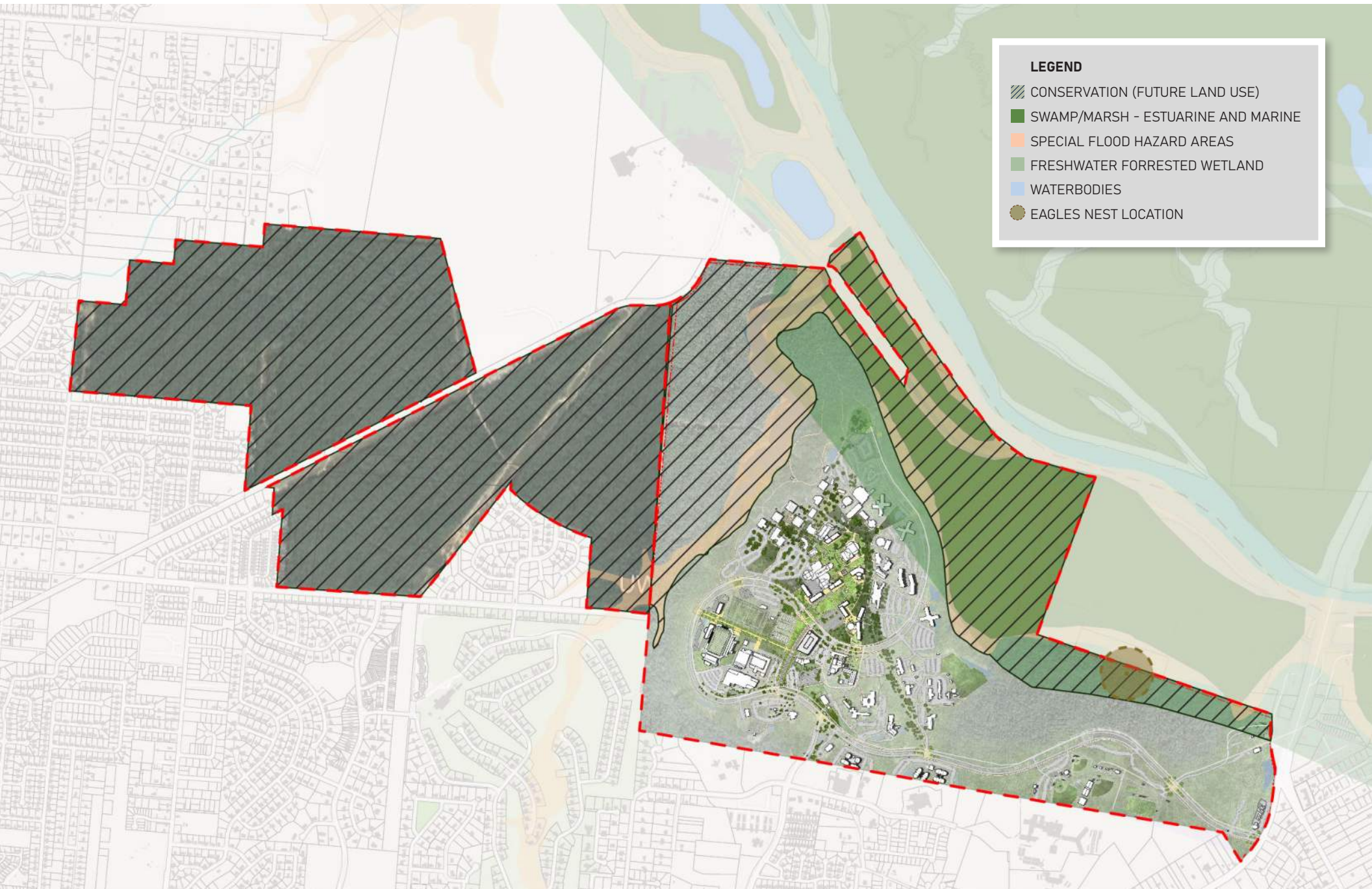


FIGURE 3.9.1: PROPOSED CONSERVATION MAP - MAIN CAMPUS

3.10 CAPITAL IMPROVEMENTS

GOAL 1

Provide facilities necessary to fulfill the University's mission in an efficient and timely manner.

OBJECTIVE 1.1

Coordination with a Schedule of Capital Improvements. Coordinate development activity on the campus and the available and requested fiscal resources of the University with the schedule (planning) of Capital Improvements incorporated as part of the Master Plan, so as to maintain level of service standards and meet existing and projected needs.

POLICY 1.1.1 – Identify in C.I.P. submissions those improvements and funding requests necessary to maintain the on-campus level of service standards for the following elements:

- Sanitary Sewer
- Potable Water
- Storm Drainage
- Traffic Circulation
- Solid Waste

POLICY 1.1.2 – Annually provide updated capital improvement projections for University development to Escambia County and off-campus service providers.

POLICY 1.1.3 – Modifications to the capital improvements schedule included with this element shall be described in the University's annual C.I.P. submission to the State University System Board of Governors.

OBJECTIVE 1.2

Funding Requests request sufficient funding to provide University facilities in accordance with the schedule of Capital Improvements.

POLICY 1.2.1 – Identify in C.I.P. submission the “critical path” improvements to sanitary sewer, potable water, traffic circulation, parking, and buildings necessary to achieve the long-range Campus Master Plan.

POLICY 1.2.2 – Annually monitor the utilization of building spaces, parking, and infrastructure systems. Based on the monitoring process, modify utilization practices to maintain optimum use of space and utilities.

POLICY 1.2.3 – Avoid installation of temporary facilities as a way to reduce cumulative costs of University development.

POLICY 1.2.4 – The University shall, as part of its annual C.I.P. submission, review the capital improvements schedule and budget request to ensure that they are consistent with the provisions of the Campus Development Agreement, and modify the capital improvements schedule and budget request as required to maintain compliance with the agreement.

POLICY 1.2.5 – The University shall adopt the Capital Improvements Program and budget, as amended annually by other policies of this element, as part of its overall University budget.

POLICY 1.2.6 – The University shall program future capital budget requests to include the costs of site improvements, utility extensions and associated easements, parking, traffic circulation and other improvements.

OBJECTIVE 1.3

Identification of Priorities Prioritize capital improvement projects in order to optimize use of funding and meet future needs of the University while balancing existing condition improvements.

POLICY 1.3.1 – The University shall, as part of its annual C.I.P. submission, identify priorities for capital improvements. The establishment of these priorities shall be based on the following criteria:

- University budget impact and financial feasibility.
- Vocational needs based on projected student enrollment increases.
- Accommodation of expansion and improvement demands.
- Plans of colleges, other entities, organizations, or agencies that provide facilities on the University campus.

Priority I Items: Basic infrastructure and buildings required for the University to fulfill its mission statement and meet enrollment goals.

Priority II Items: Support services required to adequately meet the needs of students, faculty and staff and maintain academic programs.

Priority III Items: Improvements required meeting the University's obligation for environmental restoration and mitigation.

Priority IV Items: Accommodation of ancillary functions on the University campus.

Priority V Items: Correcting deficiencies in previously constructed facilities.

OBJECTIVE 1.4

Seek alternative funding to traditional legislative appropriation.

POLICY 1.4.1 – Utilize the University Foundation as a means to generate funding to supplement State appropriations.

POLICY 1.4.2 – Identify and utilize appropriate alternative sources of revenue to meet University funding requirements such as user fees, facility rentals, etc.

POLICY 1.4.3 – Review current fee assessments for auxiliary services, such as parking, in comparison to rates assessed by peer institutions, with consideration of incremental increases to accommodate funding alternatives.

POLICY 1.4.4 – New residential housing construction should be financed through a combination of approval of new revenue bonds, savings from current operations, and possible donor funding.

OBJECTIVE 1.5

Consider highest and best use of land use and space when implementing new projects

POLICY 1.5.1 – Remove southsides for better land utilization in the campus core.

POLICY 1.5.2 – Provide space for university partnerships around academics and research on campus

POLICY 1.5.3 – Provide more multipurpose facilities on campus

IMPLEMENTATION PLAN SHORT TERM (1-5 YEARS)

The Campus Master Plan includes phased development and implementation planning that identifies projects assumed to be completed in the specified time frames, as funding and functional needs allow. The anticipated planning and development to be completed within the next five years includes:

**“Remodeling” means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.*

***“Renovation” means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term “materials” does not include instructional materials.*

****“New construction” means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.*

Type of Project	Project Recommendations	Key	Notes
Demolish	Southside Residence Hall 28	28	
Demolish	Southside Residence Hall 29	29	
Demolish	Southside Residence Hall 30	30	
Demolish	Southside Residence Hall 31	31	
Demolish	Southside Residence Hall 33	33	
Demolish	Southside Residence Hall 34	34	
Demolish	Southside Residence Hall 35	35	
Demolish	Southside Residence Hall 26	26	
Demolish	Southside Residence Hall 27	27	
Demolish	Southside Residence Hall 14	14	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 15	15	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 16	16	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 23	23	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 24	24	From Educational Plant Survey (5-year plan) - demolition 5.1
Demolish	Southside Residence Hall 25	25	From Educational Plant Survey (5-year plan) - demolition 5.1
Renovation**	Building 81 Welcome Center Renovation	81	Part of the Landscape Master Plan Priority Project #1
Renovation**	Building 50	50	From Educational Plant Survey (5-year plan)
Renovation**	Building 54	54	From Educational Plant Survey (5-year plan)
Renovation**	Building 77	77	From Educational Plant Survey (5-year plan)
Renovation**	Building 78	78	From Educational Plant Survey (5-year plan)
Renovation**	Building 82 - Center for Fine and Performing Arts	82	From Educational Plant Survey (5-year plan)
Remodel*	Building 50	50	From Educational Plant Survey (5-year plan)
Remodel*	Building 54	54	From Educational Plant Survey (5-year plan)
Remodel*	Building 80	80	From Educational Plant Survey (5-year plan)
New Construction***	Student Engagement and Research Center	SERC	From Educational Plant Survey (5-year plan) - new construction 3.1
New Construction***	Science and Engineering Research Wing	004A	From Educational Plant Survey (5-year plan) - new construction 3.2
New Construction***	Football Stadium - Phase 1	FS1	
New Construction***	Darrell Gooden Center Addition	DG	
New Construction***	ERCCD - Building 99 Addition	99	Expansion of childcare facility; Based on stakeholder engagement
Open Space Improvement	Landscape MP Priority Project #1: UWF Main Entrance	LA1	From Landscape Master Plan
Open Space Improvement	Landscape MP Priority Project #2: Nautilus/Cannon Green	LA2	From Landscape Master Plan
Open Space Improvement	Landscape MP Priority Project #5: Trailhead for the Ball Trail	LA3	From Landscape Master Plan
Open Space Improvement	Phase 1: Stadium Walk	LA4	Corresponding project with the development of stadium
Circulation Improvements	Argo Boulevard - new north/south connection	AB	Corresponding project with the development of stadium
Circulation Improvements	Improved pedestrian crosswalks along Campus Drive	PZ1, PZ2	

University of West Florida Campus Master Plan Phasing & Implementation Plan

Short-term Phase: 1-5 Years

Facilities

Demolition

Southside Residence Halls:

- 14
- 15
- 16
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 33
- 34
- 35

Renovation

- 81 Welcome Center Building
- 50 Building
- 54 Building
- 77 Building
- 78 Building
- 82 Building

Remodel

- 50 Building
- 54 Building
- 80 Building

New Construction

- SERC Student Engagement & Research Center
- 004A Science and Engineering Research Wing
- FS1 Football Stadium - Phase 1
- DG Darrell Gooden Center Addition
- 99 ERCCD Building 99 Addition
- EP Central Satellite Energy Plant

Evaluate For Renovation/Replacement

- 77 Building
- 78 Building

Landscape Improvements

Open Space

OS1 University Park Field reconfiguration

Proposed Landscape Projects:

- LA1 UWF Main Entrance
- LA2 Nautilus/Cannon Green
- LA3 Trailhead for the Ball Trail
- LA4 Stadium Walk Green Space (Phase 1)
- Improved Campus Gateway

Circulation Improvements

Proposed Argo Boulevard AB

Major Pedestrian Pathways

MP1 Stadium Walk (Phase 1)

Pedestrian Trails

Pedestrian Zones PZ1 PZ2

Parking Lot Reconfiguration

P1 Reconfigured IM Field Parking

P2 Reconfigured Welcome Center Parking



IMPLEMENTATION PLAN MID TERM (6-10 YEARS)

The Campus Master Plan includes phased development and implementation planning that identifies projects assumed to be completed in the specified time frames as funding and functional needs allow. Anticipated development to be considered in six to ten years include:

Type of Project	Project Recommendations	Key	Notes
Demolish	Building 77	77	College of Professional Studies; future Multidisciplinary Academic Center
Demolish	Building 78	78	College of Professional Studies; future Multidisciplinary Academic Center
Renovation**	Building 74	74	Based on stakeholder engagement
Renovation**	Building 37	37	Existing Nursing Program Building - tied to addition
New Construction***	Alumni Center	AC	Design replication of one of the Southside Residence Halls
New Construction***	Multidisciplinary Academic Center	MAC	Replacement of Buildings 77 and 78
New Construction***	Nursing Program Addition	NPA	
New Construction***	East Athletics Sports Facility	AFH	
New Construction***	University Commons Addition	UCA	
Open Space Improvement	Campus Quad	CQ1	
Open Space Improvement	Landscape MP Priority Project #3: Center for Fine & Performing Arts Arrival Landscape	LA5	From Landscape Master Plan
Open Space Improvement	Greek Plaza	OS2	Greek life monument placement
Open Space Improvement	Outdoor event space/amphitheater	OS3	In combination with Multidisciplinary Academic Center
Circulation Improvements	Improved pedestrian crosswalks along Campus Drive	PZ3	
Circulation Improvements	University Commons Entry Loop Road	C2	

*“Remodeling” means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

**“Renovation” means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term “materials” does not include instructional materials.

***“New construction” means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.

University of West Florida Campus Master Plan Phasing & Implementation Plan

Mid-term Phase: 6-10 Years

Facilities

- - - Demolition
 - 77 Building
 - 78 Building
- Renovation
 - 74 Building
- New Construction
 - AC Alumni Center
 - MAC Multidisciplinary Academic Center
 - NPA Nursing Program Addition
 - UCA University Commons Addition
 - AFH East Athletics Field House

Landscape Improvements

- Proposed Campus Quad
 - CQ1 UWF Quad
- Open Space
 - OS2 Greek Plaza
 - OS3 Outdoor event space
- Proposed Landscape Master Plan Projects
 - LA5 Center for Fine + Performing Arts Arrival Landscape

Circulation Improvements

- C2 Drop off Loop at University Commons
- Major Pedestrian Pathway
 - MP2 Campus Walk
- - - Pedestrian Trails
- Pedestrian Zone
 - PZ3
- Parking Lot Reconfiguration
 - P3 MAC Building Parking
- New Parking Lot
 - P4 Welcome Center Parking

Completed Projects

- Phase 1 Building Projects
- Phase 1 Landscape and Circulation Projects



IMPLEMENTATION PLAN LONG TERM (10+ YEARS)

The Campus Master Plan includes phased development and implementation planning that identifies projects assumed to be completed in the specified time frames, as funding and functional needs allow. The anticipated planning and development to be completed within the next ten years includes:

Type of Project	Project Recommendations	Key	Notes
Demolish	Building 20E	20E	Current Cashier - HR - Financial Services
Demolish	Building 20W	20W	Current Aux Services - Int Auditing - Parking and Transportation Services
New Construction***	Football Stadium - Phase 2	FS2	
New Construction***	New Student Housing	SH	250-bed facility
New Construction***	Parking Garage w/ Mixed Use Facilities on Bottom Floor	PG	
New Construction***	Innovation and Partnership Hub - Building 1	IPH1	
New Construction***	Innovation and Partnership Hub - Building 2 Option	IPH2	
Open Space Improvement	Phase 2: Stadium Walk	LA6	Corresponding project with development of stadium & innovation hub(s)
Open Space Improvement	Landscape MP Priority Project #4: Escambia River Bluff Overlook	LA7	From Landscape Master Plan
Open Space Improvement	Outdoor classroom	LA8	At deterrent of Campus Drive near Escambia River Bluff Overlook
Open Space Improvement	President's Arrival Courtyard & President's Walk	LA9	Phase 2 Landscape Master Plan Project
Open Space Improvement	Landscape modifications between Bldg 19 and Bldg 21	LA10	Phase 2 Landscape Master Plan Project
Open Space Improvement	Community Garden	LA11	Phase 2 Landscape Master Plan Project
Circulation Improvements	University Commons Service Drive	C4	
Circulation Improvements	Improved pedestrian crosswalks along Campus Drive	PZ4, PZ5	

*“Remodeling” means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

**“Renovation” means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term “materials” does not include instructional materials.

***“New construction” means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.

University of West Florida Campus Master Plan Phasing & Implementation Plan

Long-term Phase: 10+ Years

Facilities

- Demolition**
 - 20W Building
 - 20E Building
- New Construction**
 - FS2 Football Stadium - Phase 2
 - SH New Student Housing
 - PG Parking Garage with Mixed Use Space
 - IPH1 Innovation + Partnership Hub 1
 - IPH2 Innovation + Partnership Hub 2
 - EP Satellite Central Energy Plant
(Alternate - must be provided during 1-5 years)

Landscape Improvements

- Proposed Open Space
 - OS4 Pathway to New Open Space
- Proposed Landscape Master Plan Projects
 - LA6 Stadium Walk (Phase 2)
 - LA7 Escambia River Bluff Overlook + Outdoor Classroom
 - LA8 Outdoor Classroom
 - LA9 President's Arrival Courtyard + Walk
 - LA10 Landscape Modification Between Buildings 19 + 21
 - LA11 Community Garden
 - Improved Campus Gateways

Circulation Improvements

- C4 University Commons Service Drive
- Major Pedestrian Pathways
 - Stadium Walk (Phase 2)
- Pedestrian Trails
- Pedestrian Zones PZ4 PZ5
- Parking Lot Reconfiguration
 - P5 University Commons West
 - P6 Garage Lot
 - P7 Lookout Lot Campus Drive Termination
 - New Parking Lot
 - P8 20W Building Site
 - P9 Innovation + Partnership Hub 1 Lot
 - P10 Innovation + Partnership Hub 1

Completed Projects

- Phase 1 Facility Projects
- Phase 2 Facility Projects
- Phase 1 & 2 Landscape and Circulation Projects



3.11 ACADEMIC AND RESEARCH FACILITIES

The proposed academic and research facilities maps on the following pages include a new Multidisciplinary Academic Center (MAC), Student Engagement and Research Center, Science and Engineering Wing, Nursing Program Addition, and Childcare Center Addition. The proposed plans also include academic and research facilities by college, further defining needs for the campus. These proposed projects added to the main (east) campus set to support the goal of providing high-quality academic facilities as needed to support the UWF educational goals.

GOAL 1

Provide high quality academic facilities including classrooms, research facilities, and other academic spaces, as needed to support the UWF educational goals.

OBJECTIVE 1.1

Provide adequate academic facilities for both the current and project student population

POLICY 1.1.1 – The University should continue to monitor and assess future enrollment projections and seek funding to meet the facilities for academic needs

POLICY 1.1.2 – The Academic Affairs Department shall review planned new construction and renovation projects to ensure classroom sizes are designed to meet established goals and standards.

POLICY 1.1.3 – Continue to utilize the Capital Improvement Plan in reflection of projected enrollment and academic facility needs

POLICY 1.1.4 – Plan as early as possible to meet current five-year enrollment projections, reflecting the typical delay from initial facility request to completion of construction.

OBJECTIVE 1.2

Implement flexible use classrooms that are adaptable for technology

POLICY 1.2.1 – Update existing facilities and implement new facilities with information technologies to support current and future teaching and learning technology.

OBJECTIVE 1.3

Optimize utilization and accessibility of campus space for instruction. Remove barriers to scheduling, interdisciplinary use, and student/faculty success.

POLICY 1.3.1 – Make efficient use of current and future facilities

POLICY 1.3.2 – Strive to make all classrooms ADA accessible

POLICY 1.3.3 – Allocate scheduling of classes throughout the full week

POLICY 1.3.4 – Operate classrooms throughout the days

POLICY 1.3.5 – Review plans for classroom spaces in new construction to follow established goals and standards

POLICY 1.3.6 – Task responsibility to the Academic Affairs Department for efficient allocation and use of educational related spaces based on requests submitted by individual departments.

OBJECTIVE 1.4

Provide adequate remote learning centers and support hybrid learning in the classroom.

POLICY 1.4.1 – Create a plan for future hybrid teaching and learning environments that support academic success.

POLICY 1.4.2 – Provide remote learning centers as is required to meet academic mission's goals.

POLICY 1.4.3 – Utilize lessons learned in hybrid and distance learning and teaching to set up teachers and students success.

OBJECTIVE 1.5

Enhance the University environment and experience with new academic facilities

POLICY 1.6.1 – Continue to build a traditional collegiate environment for students to thrive both in academics and student life.

OBJECTIVE 1.6

Define and create outdoor spaces with new facilities

POLICY 1.6.1 – Develop proposed buildings in order to create new campus quads, walkways, plazas, and open space that enhance campus life and character.

OBJECTIVE 1.7

Create partnerships with community and private industry to improve local economic climate and provide academic opportunity and integration for the University

POLICY 1.7.1 – Identify partnership opportunities that support the University's mission

POLICY 1.7.2 – Work with local and regional businesses to target opportunities aligning with the academic missions of the University

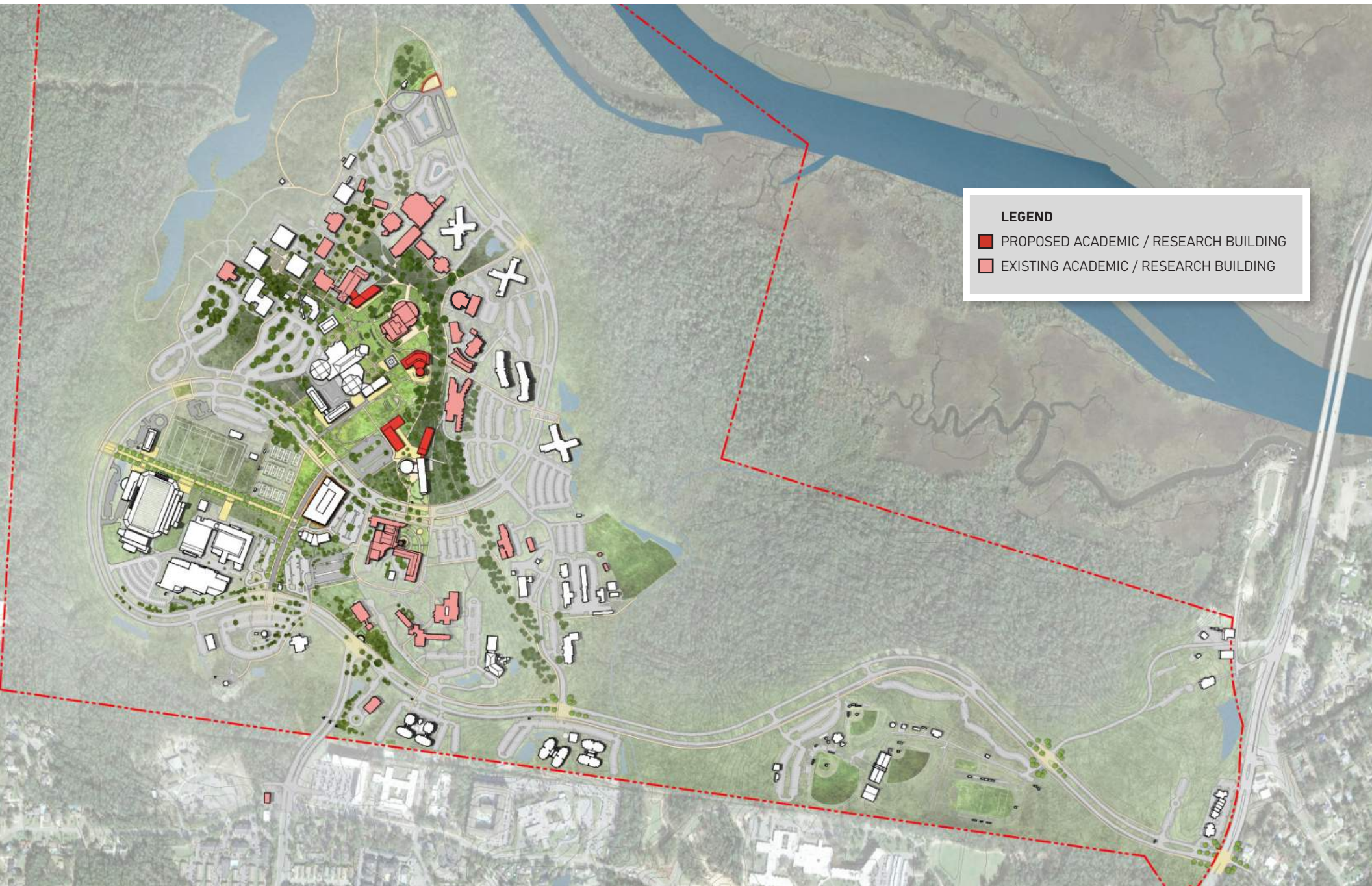


FIGURE 3.11.1: PROPOSED ACADEMIC / RESEARCH BUILDING MAP - MAIN CAMPUS



FIGURE 3.11.2: PROPOSED BUILDING BY COLLEGE MAP - MAIN CAMPUS

3.12 SUPPORT FACILITIES

GOAL 1

The University will develop and maintain a reliable, high quality, sustainable, physical facilities resource base to support the University's Strategic Plan, projected enrollment, and to be consistent with the Campus Master Plan. It should provide safe, reliable, effective, and efficient services at competitive cost to support the University service to the citizens of Florida. Further, the University should communicate regularly with Senior Administration, Academic Deans, Extended Cabinet members, and other campus leaders to discuss strategic topics of interest.

OBJECTIVE 1.1

Facilities Planning Committee to update the Five-Year PECO and Fixed Capital Outlay Plan through the University Planning Council.

POLICY 1.1.1 – The proposed Fixed Capital Outlay Plan will be presented to the Board of Trustees annually, requiring milestone deadlines, and completion prior to the academic year aligned with the University Planning Council's calendar.

OBJECTIVE 1.2

Complete the Fixed Capital Outlay (Major Capital) Plan documents following the required format with appropriate documentation.

POLICY 1.2.1 – Submit updated Plan to the Board of Governors Educational Facilities Office on decided date annually.

OBJECTIVE 1.3

Assure appropriate planning, design, and construction of funded projects is completed.

POLICY 1.1.1 – Assure the funds are expended as planned and within budget, and that modifications are made as determined necessary by the Chief Facilities Officer. Make sure they are communicated appropriately to impacted colleagues, within the appropriately prescribed timeline in which the funds area appropriated by the Legislature and released by the Board of Governor's Budget Office.

OBJECTIVE 1.4

Annually update the Five-Year PECO Formula Funded/Minor Projects Plan through the Facilities Planning Committee and University Planning Council.

POLICY 1.2.1 – Assure the planned projects and required modifications determined by the Chief Facilities Officer are communicated appropriately to impacted colleagues and are completed within budget.

OBJECTIVE 1.5

Maintain a Three-Year Capital Improvement Trust Fund (CITF) Plan. Partner with the Vice President for Student Affairs to assist with this division and staff to maintain a facility plan to utilize the cost per semester credit hour for the purpose of student-related non-instructional facility construction and/or renovation.

POLICY 1.5.1 – Assure the planned projects and required modifications determined by the Chief Facilities Officer are communicated appropriately to impacted colleagues and are completed within budget.

OBJECTIVE 1.6

Provide safe, reliable, effective, and efficient services at competitive cost to support the University's service to the citizens of Florida.

OBJECTIVE 1.7

Attract and retain experienced and motivated staff that provides essential customer service to support a sustainable physical resource environment.

POLICY 1.7.1 – Annually, or at a frequency required, review with the Human Resources Office to research market data on equitable wages and salaries for comparable Facilities Services Organization position responsibilities.

OBJECTIVE 1.8

Increase growth and development of technical and non-technical training opportunities for staff at all levels.

POLICY 1.8.1 – Provide effective expense and equipment resources to organization staff within the fiscal year operating or carry forward budget limits.

OBJECTIVE 1.9

Assure departments annually update the expense needs correlated with the Budget Council calendar and maintain a multiple year equipment replacement schedule of priorities and cost estimates.

POLICY 1.9.1 – Improve the perception of the Facilities Services Organization as a valuable resource and customer service team for campus users.

OBJECTIVE 1.10

Proactively communicate with various external stakeholders to discuss and resolve problems.

POLICY 1.10.1 – 1 Meet monthly, or as required, with the Vice President, other Division Vice Presidents, Academic Deans, and the Executive Vice President to discuss Facilities Services Organization topics requiring team strategy, communication, and guidance.

*Proposed Support Facilities on the UWF campus include the Childcare Center addition, the new welcome center, as well as all the existing support facilities like administrative, office, and other resource buildings.

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FIGURE 3.12.1: PROPOSED SUPPORT FACILITIES MAP - MAIN CAMPUS

3.13 URBAN DESIGN



CAMPUS DEVELOPMENT FRAMEWORK

The UWF Campus Master Plan is a framework for transformational change. Together with the Strategic Plan and the Campus Landscape Master Plan, the Campus Master Plan identifies common goals and provides a shared vision for development to improve the physical campus environment.

The Campus Master Plan framework is designed to anticipate change. Grounded by six guiding themes developed during the engagement process, the Campus Master Plan provides the flexibility and implementation strategies to grow and elevate UWF over the next ten years. To accomplish the themes listed below, the final plan integrates enhancements to facilities, academic programming, open space, circulation, and infrastructure. The plan is structured to meet or exceed State of Florida University System guidelines and complies with Florida Board of Governors Regulations, Chapter 21, and Florida Statutes, Chapter 1013. Holistically, the Campus Master Plan links UWF’s strategic planning, facilities planning, and capital appropriation requests.

In addition to capital requests for legislative funding, UWF continues to expand its public and private partnerships. The Campus Master Plan makes recommendations for donor and partner investments that will allow the University to both support its mission and attain its vision to be a recognized university of distinction.

UWF CAMPUS MASTER PLAN THEMES:

DEVELOP PROMINENT
COMMUNITY CONNECTION &
REGIONAL RECOGNITION

IMPROVE PEDESTRIAN/
BICYCLE CONNECTIVITY AND
SAFETY

IMPROVE SENSE OF PLACE ON
CAMPUS, INCLUDING SIGNAGE
AND WAYFINDING

ADDRESS THE VACANT
SOUTHSIDE AND IMPROVE THE
CAMPUS CORE

EXPAND UPON OPPORTUNITIES
FOR GROWTH IN
ACADEMIC PROGRAMS

PRIORITIZE FLEXIBLE
COLLABORATION SPACES

10-YEAR VISION PLAN

To achieve the Campus Master Plan recommendations, UWF will manage the land use within the Main (East) and West campuses in a manner that facilitates the academic mission, conserves land for future needs, protects valuable natural resources, coordinates with land use policies of the local community, and addresses regional climate change impacts. Urban Design recommendations primarily impact the Main (East) Campus. The illustrative plan represents the 2031 campus vision for the Main Campus of the University of West Florida.

Based on the campus analysis and assessment, several vital elements became a crucial focus in developing the 10-year vision for the Main Campus. The Campus Master Plan reflects the anticipated space needs for projected student enrollment as well as the faculty and staff to support campus programs and operations. Proposed development is equitably distributed across campus to logically serve existing programs, provide a desirable mix of buildings and open space, support wellness, ensure flexibility, and ensure the plan is actionable across all phases of campus improvements. Recommendations are focused in key development zones across campus, including the Academic Core, an emerging SPORTS and Innovation District, a proposed Argo Boulevard campus gateway area, and a redefined Central Campus Quad.

The Campus Master Plan recommends facility development sites at the Main (East) Campus that stitch together the various campus precincts shaped by construction era, program type, and physical environment. Proposed building infill and signature open space strategically leverage the development capacity and potential of campus property to strengthen connections and enhance the campus experience. The suggested locations for priority projects and campus improvements follow campus topography and emphasize equitable access for all campus users in a wide range of pedestrian and transportation modes.

The Campus Master Plan establishes objectives and policies for campus enhancement and expansion that are illustrated in a framework diagram for the built environment, open space, and circulation. Urban design and physical planning strategies and priorities evolve from, reinforce, and support the guiding principles established during the project initiation and campus assessment.

The 2031 campus vision graphics are for illustrative purposes only. The University recognizes that the myriad of factors and conditions that influence facility and open space programming and design – as well as funding sources and sequencing - may change over the next decade. The Campus Master Plan diagrams and illustrations reflect the present-day institutional understanding of factors and conditions essential to support current and future UWF students, faculty, staff, alumni, and community members who utilize the campus. In addition to integrating quantitative and qualitative data, the proposed campus development follows the goals, objectives, and policies set forth in the overall Campus Master Plan. The actual plan implementation will continue to evolve and refine the 2031 campus vision, based on the enrollment, instructional delivery, funding, and partnership opportunities that arise within the next ten years. The Campus Master Plan long-term vision sets the tone for aspirational growth and explores feasible and implementable future development that will benefit the University of West Florida and the Pensacola area for generations to come.

The urban design framework for the Main Campus should employ an infill development strategy that carefully embraces and integrates new construction with its natural setting. Highlights of the 2031 campus vision include the following:

- **Distinct and identifiable open spaces to create a sense of place and an inviting community.** The redevelopment of Cannon Green and the integration of the campus quad across Campus Drive will provide iconic places for events and gatherings throughout the year. They will be the defining outdoor community space for UWF. The University

Commons and the Stadium Walk are also proposed to create distinct spaces for the campus and larger Pensacola community to gather for events and activities. As an open space network, they provide a sense of place that connects the north and south sections of the Main Campus.

- **Focus on partnerships and research. It is recommended that UWF foster outreach,** entrepreneurship, partnership, and branded student life experiences in the development of a combined Sports and Innovation District. Doing so will help achieve broader UWF goals for enhancing student life and campus character, creating a more traditional collegiate environment, and providing a catalyst for future student enrollment and research growth.
- **Primary vehicular access for the private automobile and other traffic should be moved to the perimeter and integrated with wayfinding and traffic calming.** A significant transformational component of the 2031 campus vision is its focus on unifying the central campus core to create a more pedestrian-friendly environment and improved circulation. Key strategies include the proposed construction of Argo Boulevard and integrating open space and crosswalk improvements.
- **The central campus should be protected as a pedestrian environment intricately connected to its natural setting.** The north and south portions of the Main Campus, currently segmented by Campus Drive, are unified by building infill, and improved open space to improve pedestrian circulation, enhance safety and walkability, and create new campus nodes that enhance the campus environment.
- **Improved vehicular circulation and complete streets:** Argo Boulevard is proposed as a multi-modal vehicular, bicycle, and pedestrian path that links the north and south areas of campus.
- **Environmental stewardship:** While new growth is instrumental for increasing UWF's vitality, the stewardship and revitalization of existing facilities is also required. The campus heritage and culture include a strong environmental stewardship ethic, which has been adhered to throughout UWF's development. An understanding of the coastal ecology of the wetland, upland, and high sand hill should be embraced as part of the daily pedestrian experience. Defining the campus as a model of sustainable urban development, fully integrated with its natural environment, allows the campus to assert itself as an environmental teaching tool.
- **Flexible future development.** It is recommended that the University procure the services of a consultant team to determine viable future partnerships and development options available at Argo Village, the adjacent land surrounding the auxiliary parking lot, along Campus Drive, and where appropriate near campus research and outreach facilities. The study could identify future options beyond the scope of the Campus Master Plan, position the University for the flexibility required to reposition itself as opportunities present themselves, and take advantage of a wider variety of funding sources and partners.



PLANNING AND URBAN DESIGN OBJECTIVES AND POLICIES

The UWF campus has a legacy as an academic village in the forest. As the campus has grown, the philosophical and emotional connection to this ideal has not diminished. A renewed, revitalized, and transformative vision is required to integrate this commitment with expanding enrollment, academic flexibility, and changing needs. As a regional, comprehensive, multi-campus university, UWF needs to sort programs, services, and delivery modalities amongst its physical and virtual places to the greatest effect.

The 2031 Campus Master Plan is implementable and realistic, providing quantitative and qualitative data that helped build the final vision. Feedback received from a large variety of stakeholders confirmed it is essential to preserve the natural setting of the existing Main Campus, while enhancing the “park-like” environment of its developed areas.

The 2031 campus vision and Campus Master Plan recommendations articulate the following planning and design objectives and related policies grouped into the following four primary objectives (1.1) Facilities and Program, (1.2) Multimodal Circulation and Parking, and (1.3) Parks, Open Space and Natural Environment (1.4) Utilities and Infrastructure

OBJECTIVE 1.1 - FACILITIES AND PROGRAMS

New development shall focus on infill development of the campus core. The Campus Master Plan recommends facility expansions to meet the identified needs for increased academic and student life spaces. The increased capacity is distributed throughout campus in the focused areas. The Campus Master Plan includes an assessment of the existing built environment, with consideration of how the Campus Master Plan reflects and reinforces the underlying principles that support the campus identity and character.

POLICY 1.1.1 - New Facilities and Renovations - Create authentic spaces and activate building edges through programming and transparency.

- Provide more flexibility, collaborative spaces, and improved technology within facilities.
- Buildings should be sited to reinforce public campus spaces.
- Buildings shall be placed and designed to facilitate transitions in grade, pedestrian movement, and pedestrian access.
- Building design should express sustainable design practices.

POLICY 1.1.2 - Building Height - The University should avoid low-rise, architecturally in-efficient facilities. New buildings should be a minimum of four, preferably six and a maximum of seven stories in height.

POLICY 1.1.3 - Future Development - Create an incremental framework for future development and growth in innovative programs and partnerships.

- Only uses with a direct relationship to the delivery of teaching, research, student services, and housing missions should be considered for future accommodation.
- Preserve and commit a significant reserve of adjacent and continuous land west of Thompson Bayou and east of the transmission right-of-way for conservation.

POLICY 1.1.4 - Partnerships - The University needs to consider expanding its impact on the region by realizing a campus expansion that allows for safety and security while positioning partnerships, affiliations, movement of intellectual capital, and outreach.

The University shall make vehicular and pedestrian connections in an efficient, financially feasible, and pedestrian-oriented manner.

OBJECTIVE 1.2 - PARKS, OPEN SPACE, AND NATURAL ENVIRONMENT

The campus environment is instrumental in establishing a vibrant and welcoming campus experience, deeply rooted in the UWF sense of place, and celebrating its unique Pensacola setting.

POLICY 1.2.1 - Distinct Open Spaces - Develop identifiable open spaces with their own identity for accommodating a variety of outdoor programs and activities.

- Preserve, plan, and improve the environmental and civic open space structure as an organizing principle of development.
- Emphasize placemaking, sense of campus, and campus community.
- Focus on view corridors, landmarks, landscape, and outdoor pavilions for activation.

POLICY 1.2.2 - Environmental Stewardship - The University shall express its commitment as a steward of the natural environment through best land management practices. The campus itself should be a teaching tool, revealing the uniqueness of its natural setting. A system of open space and conservation areas shall be respected and reinforced by future development.

- Recreation, biking, hiking, and exercising should be integral to the open space development.
- Existing topography, drainage, and wetlands should be recognized, integrated, and demonstrated as development is realized.
- The campus should be used as a teaching tool for sustainable development

POLICY 1.2.3 - Stormwater Management - Impervious development should be carefully designed to integrate with a stormwater retention and treatment strategy that is campus-wide and comprehensive. A Stormwater Master Plan shall be developed to coordinate with the objectives of the 2031 campus vision.

OBJECTIVE 1.3

The University shall express its commitment as a steward of the natural environment through best land management practices. The campus itself should be a teaching tool, revealing the uniqueness of its natural setting.

POLICY 1.3.1 – Existing Streets and Vehicular Circulation

- Leverage existing streets, parking, and circulation networks to improve connectivity within the campus core.
- Integrate existing and future campus circulation with the campus pedestrian network to provide multi-modal vehicular routes, strengthen navigability, and establish a clear hierarchy between circulation corridors.

POLICY 1.3.2 – Pedestrian Walkability

- Increase walkability connecting new and existing activity nodes.
- Increase connectivity within the campus. Provide a branded pedestrian network by creating visible pedestrian thoroughfares.
- Connect activity nodes with pedestrian views.
- Expand the pedestrian network to better connect campus facilities and amenities on the perimeter of the developed campus and in conservation areas.
- Establish the Main Campus as a primarily pedestrian realm to create a collegial setting for interaction.

POLICY 1.3.3 – Parking

- Fund, design, and implement a multi-purpose parking structure, located immediately adjacent to the east end of the proposed Multi-purpose Events Center on the south side of the Main Campus.
- Create safe and well-lit pathways from parking facilities to campus facilities and amenities.

POLICY 1.3.4 – Accessibility

- Vehicular/pedestrian access patterns shall be developed to facilitate equitable and sustainable future development.
- Accessible routes to entries need to be considered, and enhanced with principles of Universal Design
- New facilities should be sited and designed to provide elevator access from lower to upper areas on campus

OBJECTIVE 1.4

The University shall expand campus infrastructure and capacity in a sustainable, efficient, and financially feasible manner.

POLICY 1.4.1 – Utilities and Infrastructure Coordination

- Coordinate with the public utility authorities for the location and alignment of new and expanded utilities.
- Preserve and integrate development with the natural environment during project prioritization, planning, programming, design, and implementation.

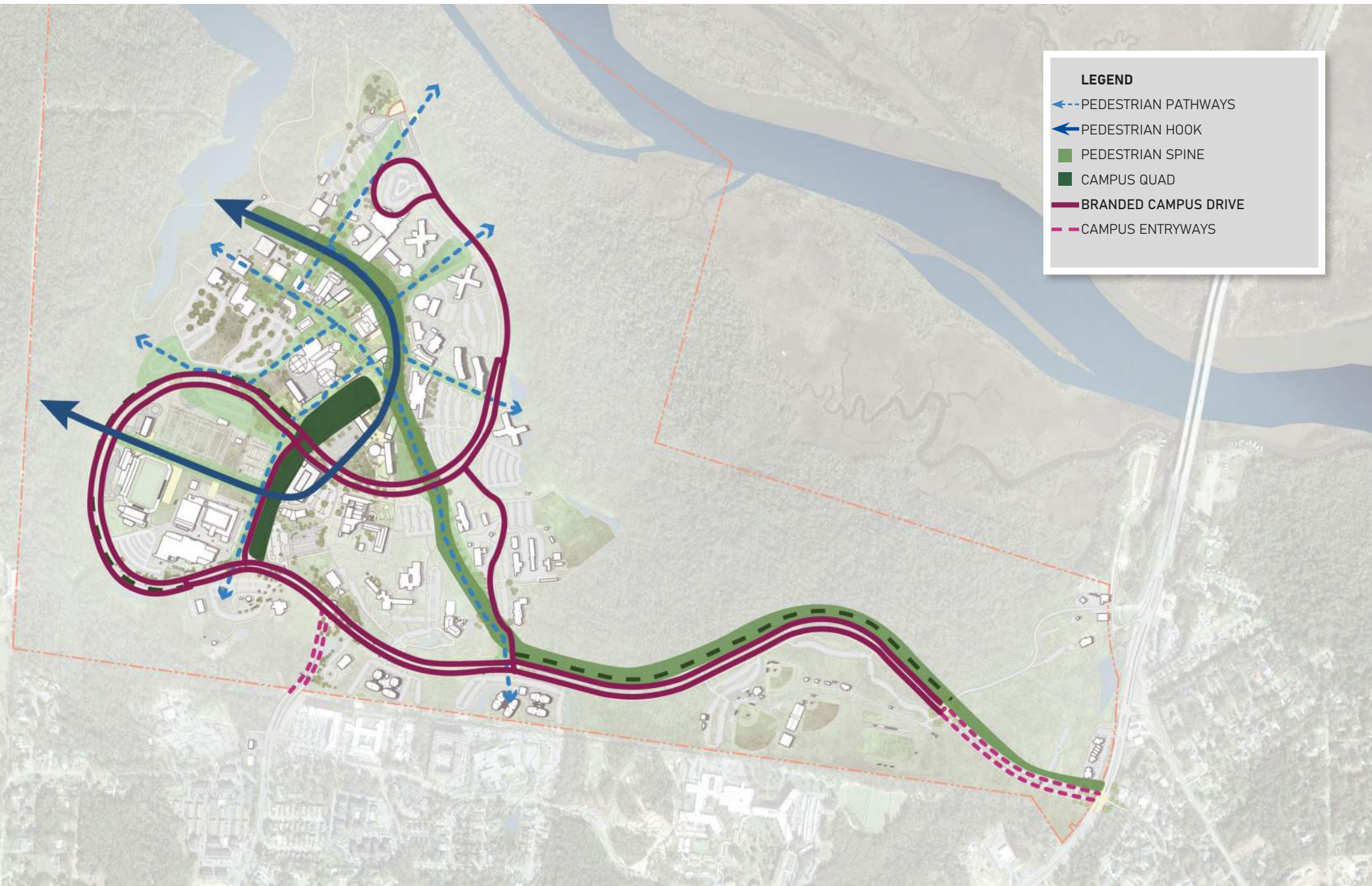


FIGURE 3.13.1: PROPOSED URBAN DESIGN MAP - MAIN CAMPUS

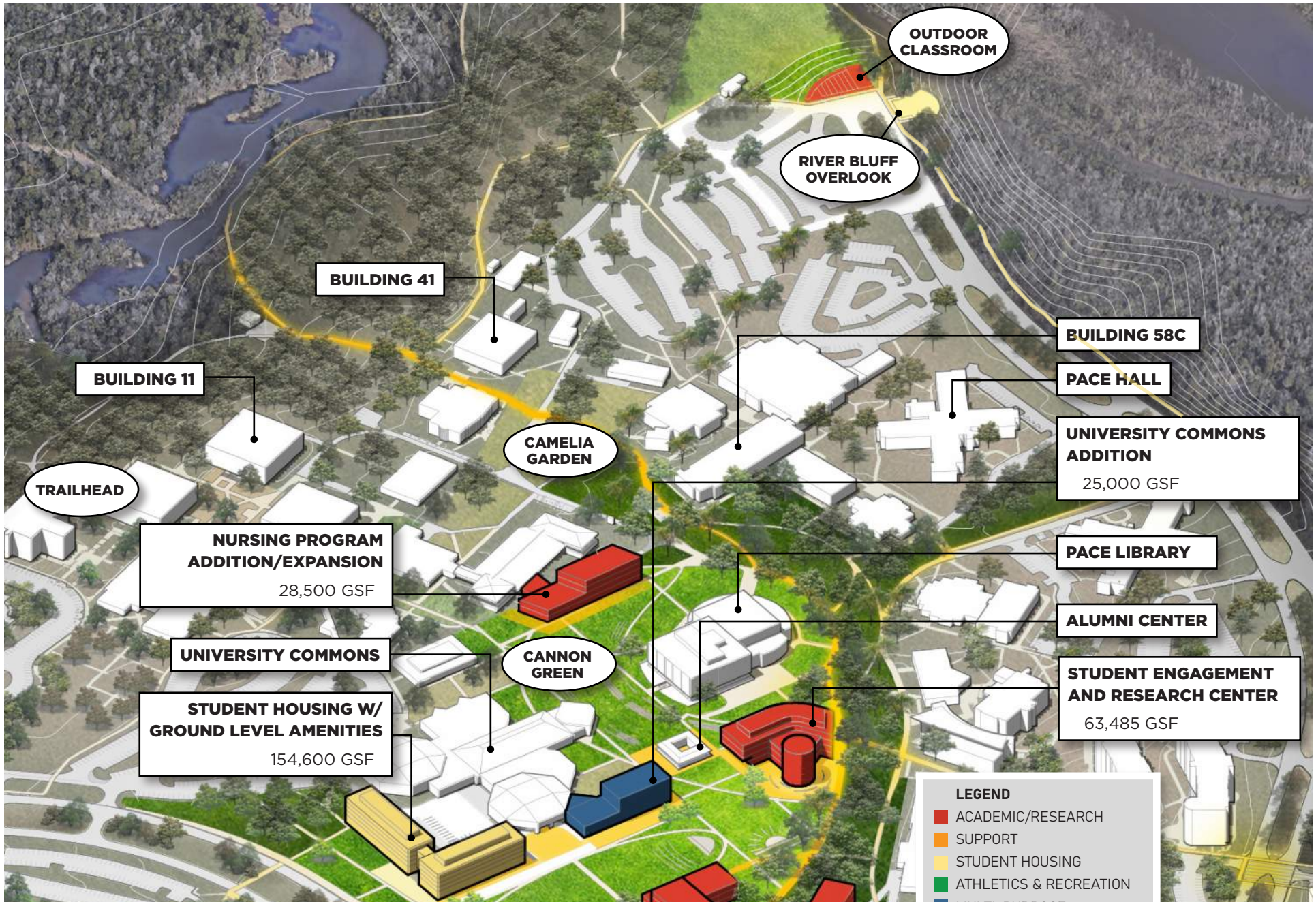


FIGURE 3.13.2 UWF 2031 VISION PLAN - ACADEMIC CORE

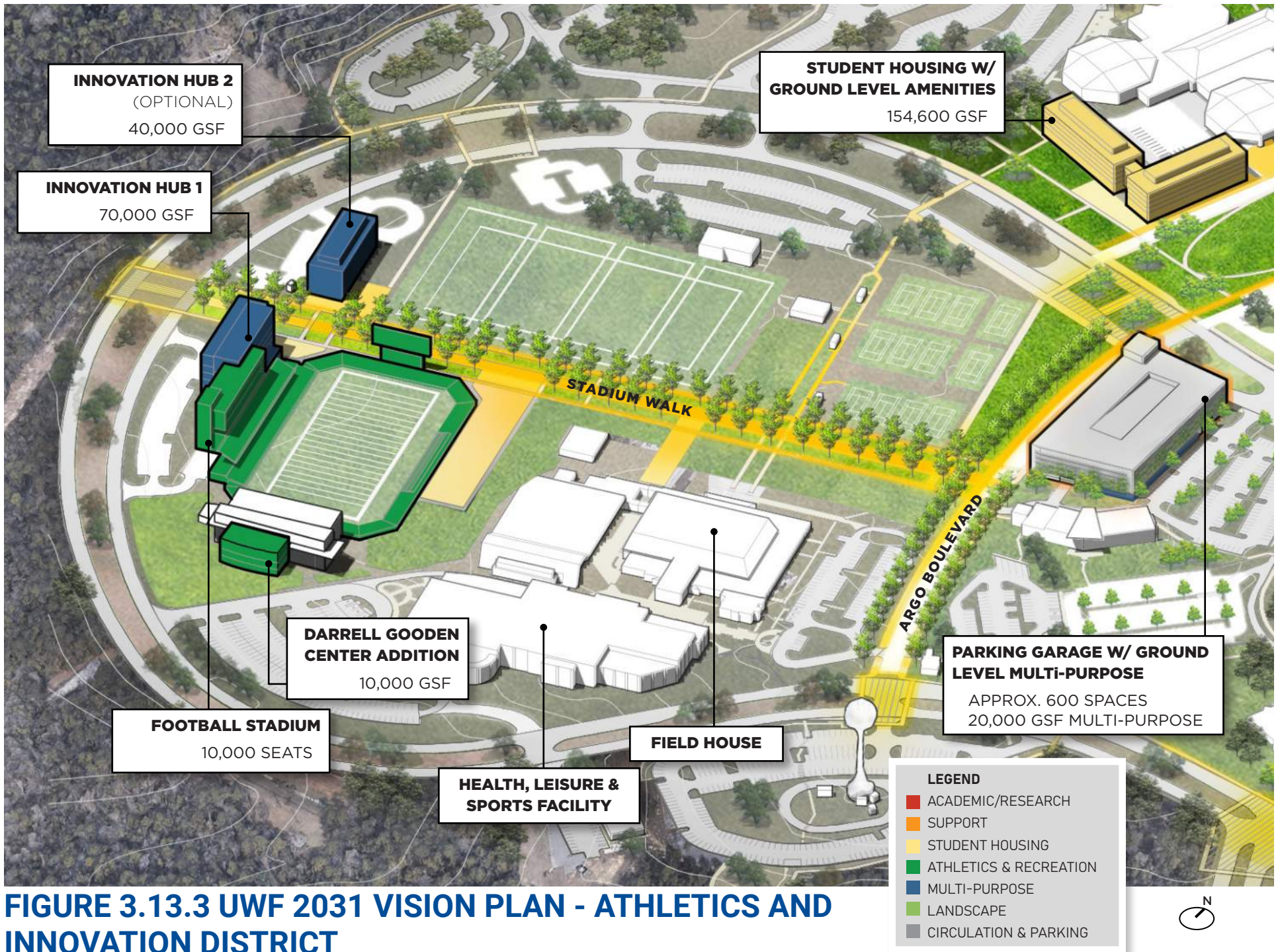


FIGURE 3.13.3 UWF 2031 VISION PLAN - ATHLETICS AND INNOVATION DISTRICT

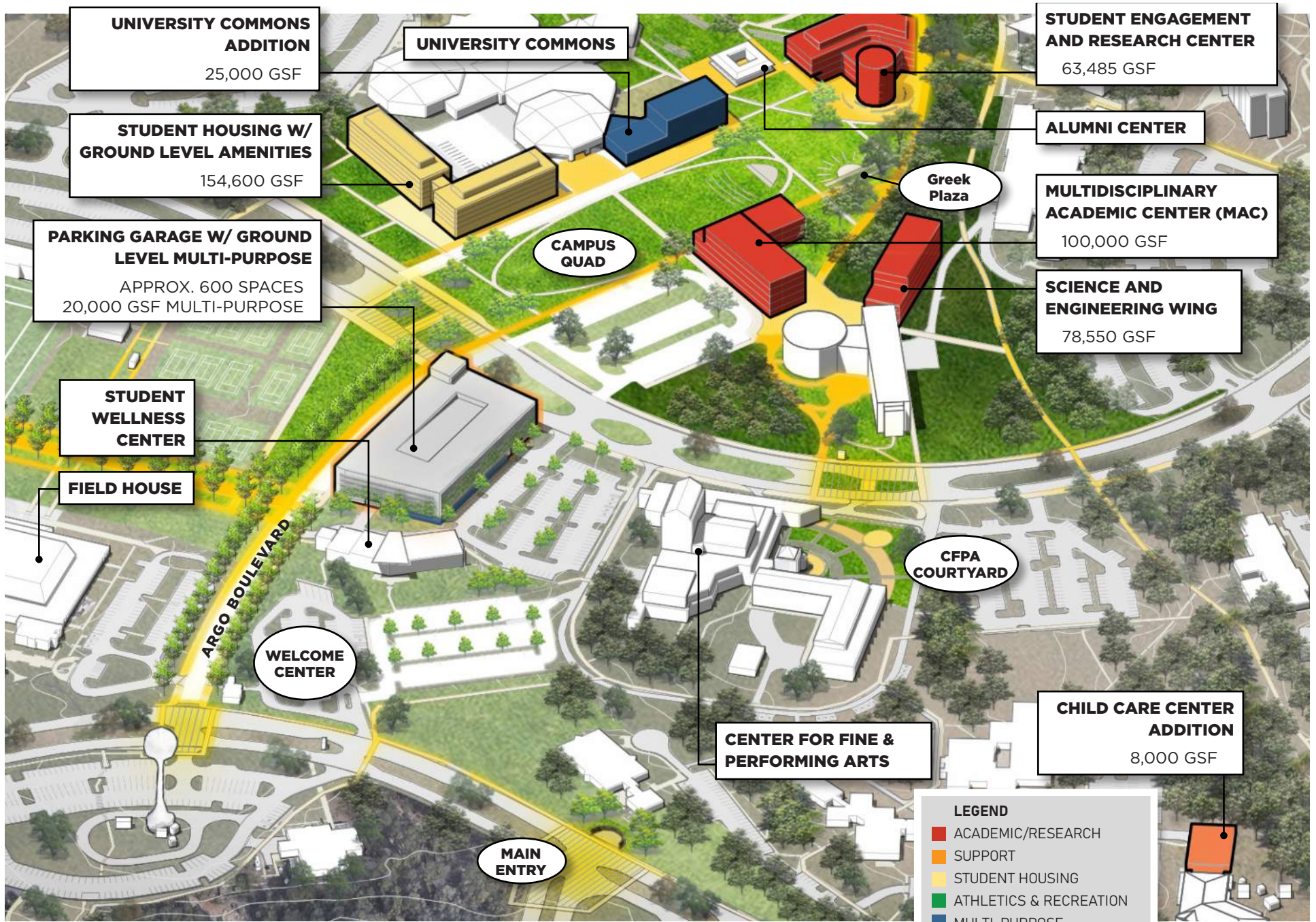


FIGURE 3.13.4 UWF 2031 VISION PLAN - ARGO BOULEVARD GATEWAY AND CENTRAL CAMPUS QUAD

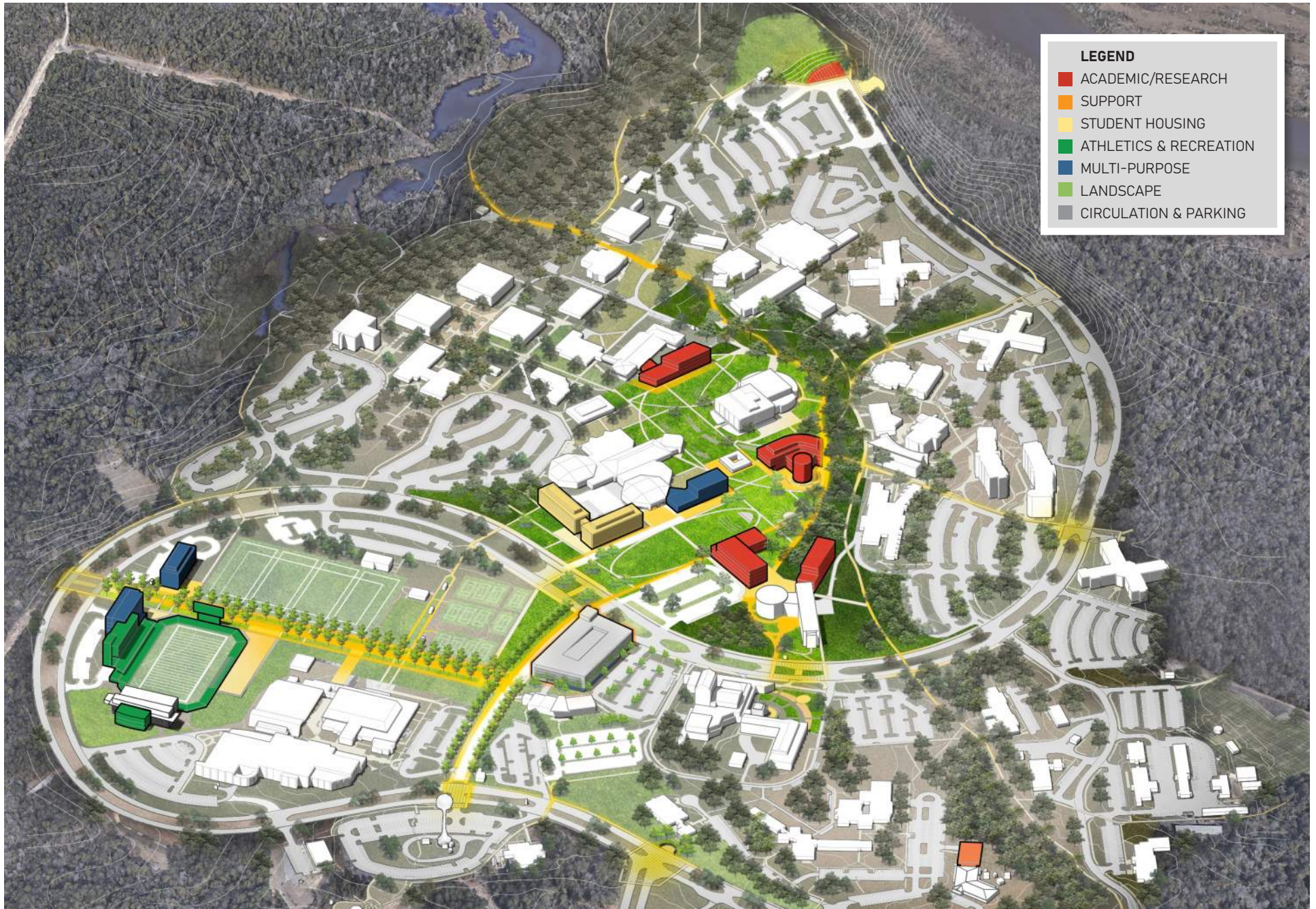


FIGURE 3.13.5 UWF 2031 VISION PLAN - NORTH AND SOUTH CAMPUS CORE



3.14 UTILITIES

GOAL 1

The University shall maintain a comprehensive hot and chilled water generation and distribution system throughout campus that meets all local, state, and federal requirements/ regulations, and that effectively and efficiently provides for all current and planned future needs.

Additionally, the University shall ensure the provision of adequate electric and gas energy supply to meet all current and planned future needs. Further, the University shall ensure adequate provision of telecommunications facilities and services necessary to meet all current and planned.

OBJECTIVE 1.1

Utilize a new hot and chilled water generating and distribution plan for all new construction, renovation, upgrades, etc.

POLICY 1.1.1 – Provide a new modular expandable chilled and heating hot water Central Energy Satellite Plant on the South Side of the existing campus.

POLICY 1.1.2 – The campus hot and chilled water plan should be evaluated annually to determine effectiveness and accuracy.

POLICY 1.1.3 – Updating of the water plan to meet changing conditions and regulatory requirements shall be completed as needed by the campus service engineers.

POLICY 1.1.4 – Annual reviews of the water plan will take place alongside the local governing bodies to ensure compliance with the local community.

POLICY 1.1.5 – Relocation of existing chilled and hot water piping shall be considered in avoiding conflicts with new construction on campus.

OBJECTIVE 1.2

Implementation of changes to the chilled and hot water system.

POLICY 1.2.1 – Annual funding will be sought as needed to make changes to the hot and chilled water system to ensure it remains effective and efficient in regulatory compliance.

OBJECTIVE 1.3

Establish a routine maintenance program that will ensure that the hot and chilled water system always remains structurally and operationally sound.

POLICY 1.3.1 – Set up routine inspection and documentation of all system components.

POLICY 1.3.1 – Minor repairs will be funded and performed through the Physical Plant Utilities Department on an as-needed basis.

POLICY 1.3.1 – Funding for major repairs and upgrades will be sought through minor project monies or other appropriate sources future needs.

OBJECTIVE 1.4

The University shall maintain the electrical distribution system to meet adopted level of service standard.

POLICY 1.4.1 – The University shall establish and adopt a level of service standard for electric energy usage demand of kW per gross square feet of building space as determined by the University standard.

POLICY 1.4.2 – The University shall develop a detailed Electrical Distribution Master Plan.

POLICY 1.4.3 – The University shall correct deficiencies in the campus electrical distribution system in accordance with the recommendations of the Electrical Distribution Master Plan.

POLICY 1.4.4 – The University shall provide electronic metering for all buildings to allow documentation of energy performance.

POLICY 1.4.5 – Master planning shall consider relocation of existing electric utilities to avoid conflicts with new buildings.

OBJECTIVE 1.5

The University shall maintain the electrical distribution system at the University to meet adopted level of service standard.

POLICY 1.5.1 – The University shall establish and adopt defined lighting level requirements along campus pedestrian walkways, parking areas and roadways.

POLICY 1.5.2 – The University shall provide and maintain campus emergency phones along pedestrian walkways.

OBJECTIVE 1.6

The University shall expand and upgrade the telecommunications facilities and services necessary to meet existing and future needs.

POLICY 1.6.1 – The University shall establish and adopt a level of service standard for telecommunications services that provide all needed features and capabilities to the campus users that allows fast, efficient transfer of all information both on campus and off.

POLICY 1.6.2 – The University shall maintain an up-to-date detailed Telecommunications Plan which shall include the following:

- Evaluation of the University’s telecommunications system against adopted level of service standards.
- Evaluation of existing telecommunications systems and infrastructure for deficiencies.
- Establish required corrective actions, determine associated costs, and prioritize required rehabilitation of deficiencies.
- Evaluate future capacity needs based on the University’s projected growth and its current Capital Improvement Plan.
- Amend as needed the adopted Campus Master Plan to incorporate the results of the Telecommunications Master Plan.

POLICY 1.6.3 – The University shall correct deficiencies in the campus telecommunication distribution system in accordance with recommendations of the Master Plan.

OBJECTIVE 1.7

The University shall ensure the adequate provision of telecommunications services to all future facilities in accordance with the University’s adopted level of service standards.

POLICY 1.7.1 – Future telecommunications system requirements shall be projected as a part of the Campus Master Plan, be consistent with the University’s adopted level of service standard, and parallel the University’s Capital Improvement Plan.

POLICY 1.7.2 – The University shall amend the Campus Master Plan as needed to incorporate future requirements as identified in the Campus Master Plan.

POLICY 1.7.3 – The University shall provide telecommunications services to all new and renovated facilities, as required to maintain the University’s adopted level of service standards.

POLICY 1.7.4 – The University shall coordinate and negotiate with telecommunications vendors to secure the most efficient and cost-effective services possible to the campus.

POLICY 1.7.5 – Master planning shall consider the relocation of existing telecommunication infrastructure to avoid conflicts with new buildings.

APPENDIX



UNIVERSITY *of*
WEST FLORIDA

Campus Master Plan
Space Utilization and Needs Analysis
Final Report

February 24, 2022

Comprehensive Facilities Planning, Inc.
www.cfp-planners.com

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Overview

Comprehensive Facilities Planning, Inc., in association with DLR Group, conducted a space utilization and needs analysis for the University of West Florida. The assessment addresses the space needs for the University's main campus in Pensacola and the Emerald Coast campus in Fort Walton Beach. The analysis identifies the current and future space needs by type and college/subdivision assignment as compared to existing facilities. The findings from the study will be used to manage current space, assist with the development of future capital projects and provide data to be used in developing an update of the campus master plan.

Because it provides the best snapshot of conditions pre-Covid-19, the Fall 2019 semester is being used for the baseline instructional data for the study. On-campus full-time equivalent (FTE) enrollment, courses taught, and faculty and staff were used as a basis to establish the relative quantities of space required at the base year. The amount of space required is compared to the existing space inventory to identify a surplus or deficit of space by room type and assignment.

Space Needs Calculation Methodology

The methodology to quantify and measure space needs applies a formula-based modeling process that utilizes the following data: facilities space inventory, personnel, class schedule, credit hours, library collections and current mix of on campus housing. The space needs are based on space planning guidelines from the *State Requirements of Educational Facilities*, Educational Plant Survey and the consultant's experience for classrooms, labs, offices, library, athletic space, assembly, food/dining, lounge, merchandising, meeting rooms, recreation, support facilities, student health care and housing. Planning assumptions provided the direction for student enrollment, personnel changes, and potential new programs. Interviews with the Deans and selective department heads were conducted to review results, verify data, discuss space use, and provide program related data used to refine the modeling process.

Key Tasks in the Assessment Process:

- Identify and confirm current space utilization patterns to establish a baseline reference;
- Apply appropriate space guidelines for each space type for the academic and administrative operations;
- Develop space needs by academic college and major subdivision based on current and projected enrollment; and
- Provide data to assist in developing informed decisions for the management of the University's space resources and as baseline information for the campus master plan.

The analysis includes square foot calculations for each room type and vary according to program requirements within specific disciplines. The calculated need incorporates various factors including the size and amount of equipment used, acceptable utilization factors (i.e., station area, station occupancy ratios, and room utilization rates), number of occupants of each space, etc. The analysis compares the existing inventory of assignable square feet (ASF) to the modeled need to identify possible gaps identified as a surplus or deficit of space by room type and assignment. These results may be used to develop future solutions through realignments, repurposing of existing space or new construction.

Limitations of the Study

This study is being developed through a data-driven modeling process based on a “snapshot in time” of conditions found and reported. Although conditions may change continuously during the study, this snapshot provides a reasonable baseline for conducting the assessment. The study is a quantitative analysis only; all usable space was included regardless of its condition or suitability.

The space needs assessment is a process for estimating the amount of space that is required for the delivery of services, addressing current conditions and long term goals of the University’s mission and vision. *Reliability of the findings depends on several factors including the quality and completeness of the base data and the appropriateness of the planning assumptions used in structuring the model.* The planning assumptions used in the study are presented in the following section. The study is being conducted to inform decisions for managing space and is not intended to replace any detailed facility programming assessments.

The findings in this report are presented in assignable square feet (ASF) which is defined as the area measured within the interior walls of a room and can be assigned to a specific function or use. Converting assignable square feet to gross square feet for determining the size of potential future facilities would need to be determined for a specific project.

Space Planning Assumptions

The following general planning assumptions form a framework to calculate and analyze the space needs for the University of West Florida. These assumptions provide guiding principles critical to developing the results of this study.

Data Sources

- Basic data used in the study were provided by Facilities Operations (space inventory), Human Resources (Fall 2019 personnel), Registrar (class schedule and credit hour data) and collections data from the University Libraries. Fall term 2019 was used as the instructional baseline for the study. *Note: Any changes in space, omissions, interpretive inaccuracies, or future construction projects will have a minimal effect on the study’s results.*
- This study is limited to space assigned to the academic and administrative departments located on the main campus in Pensacola and the regional campus in Fort Walton Beach (Emerald Coast). Building support facilities (e.g., mechanical rooms, corridors, etc.), parking structures, and non-university operations and leased space are not part of the scope of this study.

Space Guidelines

- The space needs are based on an assessment of space planning guidelines issued by the State of Florida and the applied experience of Comprehensive Facilities Planning. These guidelines may be modified further to fit the culture and operations of the University of West Florida and each academic department.

Planning Period

- The time frame for this study is ten years to the year 2030 with Fall 2019 as the baseline.

Personnel Assumptions and Projections:

- Personnel data used in the analysis includes all filled positions from the Fall 2019 term.
- Future staffing needs were identified by both academic stakeholders and through proportionate growth based on the planned enrollment growth for administrative departments sensitive to enrollment changes.
- This process yielded a net future increase of 78 positions with 33 new full-time faculty lines to address the planned enrollment growth.
- Non-enrollment driven changes in administrative personnel will be derived from stakeholder discussions.
- All personnel changes reviewed by the Core and Steering committees and are assumed to be realistic and achievable.

A summary of the main campus’ current and projected personnel included in this analysis is identified in Table 1.

A summary of the Emerald Coast Campus’ current and projected personnel included in this analysis are identified in Table 2.

Table 1: Personnel Summary – Main Campus (1)

Position Description	FTE		Headcount		
	Current	Projected	Current	Projected	Difference
President	1.0	1.0	1	1	0
Vice President	4.0	4.0	4	4	0
Dean	7.0	7.0	7	7	0
Associate/Assistant VP or Dean	19.0	19.0	19	19	0
Administrative Director	84.0	84.0	85	85	0
Academic Chair	32.0	32.0	32	32	0
Assistant Director	95.0	95.0	95	95	0
Head Coach	13.0	13.0	13	13	0
Emeritus President	1.0	1.0	1	1	0
Faculty	235.1	257.2	236	264	(28)
Instructors, Lecturers, Visiting Faculty	95.3	104.3	102	107	(5)
Adjunct Faculty	54.9	60.2	172	185	(13)
Administrative Staff	552.9	575.1	602	624	(22)
Research Staff	21.9	22.9	37	37	0
Assistant Head Coach	16.2	16.2	21	21	0
Clerical/Technical Staff	48.0	50.0	57	58	(1)
Part Time Clerical/Technical Staff	0.8	0.8	6	6	0

Graduate Assistants	55.9	59.1	146	155	(9)
Graduate Research Assistants	6.5	6.7	22	22	0
Student Worker	127.5	127.5	458	458	0
Totals-Main Campus (1)	1,471.0	1,536.1	2,116	2,194	(78)

(1) Excludes personnel not requiring office space (i.e., maintenance workers, police officers, etc.)

Table 2: Personnel Summary - Emerald Coast Campus

Position Description	FTE		Headcount	
	Current	Projected	Current	Projected
Associate/Assistant VP or Dean	1.0	1.0	1	1
Assistant Director	2.0	2.0	2	2
Faculty	4.0	4.4	4	4
Instructors, Lecturers, Visiting Faculty	2.0	2.2	2	2
Adjunct Faculty	0.0	0.0	0	0
Administrative Staff	14.8	16.2	16	18
Clerical/Technical Staff	1.2	1.3	2	2
Totals	24.9	27.1	27.0	29.0

Table 3 identifies the personnel housed at different satellite locations.

Table 3: Summary of Other Personnel

Position Description	Leased Buildings - Campus 0004		Downtown Pensacola - Campus 0007	
	Current FTE	Current Headcount	Current FTE	Current Headcount
Administrative Director	5	5	3	3
Assistant Director	5	5	4	4
Faculty	1	1	0	0
Administrative Staff	16.94	19	20.78	26
Research Staff	0	0	2.6	3
Clerical/Technical Staff	1	1	3	3
Post Docs	0	0	1	1
Totals	28.94	31	34.38	40

Enrollment Assumptions

The Fall 2019 term served as the base year for student enrollments. The University’s 2021 Accountability Plan identifies a five year enrollment projection that equates to a 5% growth rate until the year 2025 and will be used for developing a five year planning scenario. To estimate the space needs at ten years it is assumed a similar rate of growth will occur for a total enrollment growth rate of 10% at ten years. These growth rates have been applied across-the-board. A summary of the 10 year projections is presented in Table 4.

Table 4: Summary of 10 Year Enrollment Projections

Campus		Fall 2019				Fall 2031			
		UG SCH	Grad SCH	Total SCH	2019 FTE	UG SCH	Grad SCH	Total SCH	Projected FTE
0001	Main Campus	76,461	3,353	79,814	5,377	84,107	3,688	87,795	5,914
0008	Emerald Coast	1,553	3	1,556	104	1,708	3	1,712	114
0017	Local Hospitals	1,035	0	1,035	69	1,139	0	1,139	76
0091	Online	31,518	13,360	45,073	3,214	34,670	14,696	49,366	3,536
0092	Off Campus	40	54	94	0	44	59	103	8
	Total	110,607	16,770	127,572	8,763	121,668	18,447	140,115	9,648

See Appendix A for a detailed breakdown of the main campus enrollments by academic college and instructional mode.

New Program Initiatives

Several approved undergraduate, graduate and support programs were identified by the University that will have a positive impact on enrollment recruitment and retention. Where a new program has additional space implications, the estimated space need is reflected in Table 5.

It is assumed that the majority of the courses associated with these initiatives will be lecture based and would be taught in classrooms or on-line. However, where teaching or research laboratory needs are identified, an estimated square feet need is included. Office space requirements are based on the number of additional personnel identified by the University. These space needs are reflected in the future estimates.

Table 5: New Program Initiatives Summary

College / Department / Program Initiative	Enrollment	Faculty Growth	Staff Growth	Space Needs (ASF)			
				Offices	Class Labs	Research Labs	Total
College of Business							
Business Administration							
Human Resources Mgmt. - Undergraduate	100	0	0	0	0	0	0
Human Resources Mgmt. - Graduate	40	0	0	0	0	0	0
College of Health							
Nursing							
Nursing Practice (1)	30	4	0	0	0	0	0

(1) It is assumed the space needs for the department, including this program expansion, have been addressed in the University's internal space needs analysis that have been incorporated into this assessment.

Space Modeling Criteria

1. General

- a. The space needs calculations are based on the space planning guidelines and factors identified in the *State Requirements for Educational Facilities* issued in 2014 by the Florida Department of Education, the 2017 UWF Educational Plant Survey and the experience of the space planning consultants. Where appropriate, adjustments were made to the calculations to conform to the culture and practices of the University.
- b. For space planning purposes the full-time equivalent student counts were calculated using a conversion factor of 15 credit hours per undergraduate student and 12 credit hours per graduate student.
- c. The instructional day/week for the University is from 8:00 AM until 10:00 PM, Monday through Friday. The peak utilization occurs during the daytime hours of 8:00 AM to 5:30 PM. Therefore, the day timeframe is used in the analysis.

- d. Existing space allocations for certain types of space where formula-based criteria do not exist are assumed to be sufficient unless, after review on a case by case basis, a need for additional space has been identified.

2. Classrooms

- a. Classroom space is assumed by definition to be general purpose and can be shared or used by any academic discipline. Classrooms determined to be assigned to a specific department because of scheduling requirements or location are not considered as general use and re-classified as departmental rooms. *Note: classrooms are scheduled 8 AM to 5:30pm M-F (47.5) with Friday ending at 1pm (-4) and a 1/2 hour break at noon (-2.5). Therefore, classrooms needs are based on 41.0 hours available for scheduling classrooms during the daytime hours.*
- b. An average station size of 20-25 assignable square feet was used as compared with the current average of 19.5 assignable square feet per student station on the main campus. It was assumed the larger station size provides more flexibility in the learning environment and is more suitable to modern instructional practices. These factors are modeling averages that may vary as related to existing usage patterns and conditions.
- c. A companion utilization scenario using the State of Florida classroom utilization factors is included. The State University System of Florida's Board of Governors determines utilization as follows: Room Design Capacity (number of students) multiplied by a utilization expectation of 40 periods per week; then multiplied by 60% divided by the hours of room use. The same factors are cited in both the *State Requirements for Educational Facilities* issued in 2014 and the Educational Plant Survey

3. Instructional Laboratories

- a. Instructional laboratory needs are included for individual academic programs as required. Lab calculations/formulas are modified to reflect the current instructional requirements by program area. Programs that do not generate sufficient weekly student contact hours to calculate a functional lab are provided a minimum square foot allowance as it is assumed delivery of the instructional program requires the provision of a sufficient space.
- b. The calculation of the laboratory space is based on utilization factors and square foot lab modules appropriate for each discipline. The teaching lab utilization goal used in the analysis was the Florida expectation of 24 weekly room hours (WRH) of scheduled use for undergraduate labs and 20 WRH for graduate labs and, when in use, 80% of the stations are occupied for a daytime utilization period from 8:00 AM until 5:00 PM. The weekly room hour scheduled use goal assumes other unscheduled hours may be required for non-class activities such as project work or lab setup. The WRH utilization factors used are prescribed in the Educational Plant Survey criteria.
- c. The square foot per student station varies depending on the discipline and type of laboratory. Station sizes are applied where applicable along with a related lab service space factor and included in the calculated need. The station size space factors prescribed in the *State Requirements for Educational Facilities-2014* have been used in developing the square foot lab needs, since the Educational Plant Survey does not identify station sizes.
- d. An enrollment growth capacity estimate was developed for underutilized labs or those with scheduled use less than planning expectations.
- e. An open lab needs calculation is included that allocates five (5) square feet per student FTE. This aggregate need is assumed to establish an upper limit for open lab type space for the campus. This need is distributed to departments based on the following assumptions:
 - i. Open lab needs are not provided for units that do not currently have assigned open labs.
 - ii. For units with existing open labs an open lab allowance is provided of whichever is greater: the current square feet or the calculated need for the department.

4. Research Space

- a. For planning purposes, the following assumptions were used in the analysis for research space:
 - i. All tenure track faculty are assumed should be conducting research.
 - ii. Personnel conducting their research in offices were not provided any additional space above the typical office space needs calculation.
- b. Research space needs were determined through a two-step process to estimate needs for lab-based research and student engagement research:
 - i. Departments engaged in lab-based research are provided an allocation of space for each tenure track faculty (identified as a principal investigator). The recommended assignable square feet (ASF) space allowances are shown in Table 6 below and are applied to estimate a discipline-specific research lab space allocation. This allocation is based on a team concept where the space requirements of all research personnel that may be associated with a Principal Investigator (PI), including research staff, graduate research assistants and undergraduates, are accommodated by this allowance.
 - ii. UWF is a regional university that has a key focus/objective of providing opportunities for student engagement particularly in research-related activities. To recognize this need, a collaboration space needs factor is applied to accommodate student engagement research activities. To estimate this need the following factors have been used:
 - o Each tenure-track faculty will be involved in student engagement research,
 - o Each tenure-track faculty will have five undergraduate researchers associated with them to form a team of six researchers: and
 - o A space factor of 40 assignable square feet (ASF) per researcher is used to estimate the square foot need for this type of space.
- c. The research space planning factors applied are recommended by the consultants. State prescribed criteria appears to overstate the lab needs for UWF, and there are no factors available for estimating the student engagement space.
- d. Certain laboratory space is classified as “special use” labs that may not be assigned to a specific faculty or researcher. These are typically shared spaces that are functionally unique usually because of specialized equipment. Unless otherwise noted, these existing spaces are assumed to be sufficient.

Table 6: Lab-Based Research Space Allocations

Discipline	ASF Allowance per PI
Anthropology	360
Archaeology Institute	360
Center for Environmental Diagnostics & Bioremediation	750
Biology	750
Chemistry	750
Computer Science	200

Discipline	ASF Allowance per PI
Earth & Environmental Sciences	600
Electrical & Computer Engineering	500
Information Technology	200
Mathematics & Statistics	150
Mechanical Engineering	900
Medical Laboratory Sciences	650
Movement Sciences and Health	500
Physics	600
Psychology	300

5. Office Space

Office space needs were developed by identifying all personnel requiring office space, private or shared. The station size space factors prescribed in the *State Requirements for Educational Facilities-2014* have been used in developing the square feet office needs for each appropriate position type. The office space modules applied are identified in Table 7.

Table 7: Office Space Modules

Description	Office Space Allowance (ASF)
President	300
Vice President	225
Dean	225
Assoc./Asst. VP or Dean	175
Administrative Director	175
Academic Chair	175
Asst. Director	135
Head Coach	175
Emeritus President	160
Faculty	120
Instructors, Lecturers, Visiting Faculty	120
Adjunct Faculty	55
Studio Faculty	225 - 250

Description	Office Space Allowance (ASF)
Clinical Faculty	120
Administrative Staff	120
Research Staff	120
Assistant Head Coach	120
Part-Time Staff	55
Clerical/Technical Staff	110 - 120
Graduate Assistants	50
Graduate Research Assistants	50
Post Docs	120
Student Worker	25

- a. Faculty or staff with appointments 50% or greater require a full office module.
- b. It is assumed adjunct faculty share office space and no more than 33% of the adjuncts are on campus at any one time.
- c. Part-time staff positions are assumed to be on campus 25% time.
- d. Student workers are assumed to be working and on campus 25% time.
- e. Office space is provided for contract employees who have administrative duties.
- f. Conference room space is allocated at 20 - 25 square feet per full-time faculty and administrative staff.
- g. An office lounge space allocation of 11 square feet for all personnel is provided.
- h. Office service space (e.g., file rooms, workrooms) is allocated at 10%-20% of the total calculated office space for most departments. Certain offices may be provided a supplemental allocation for:
 - Reception and waiting space
 - Processing space
 - Additional departmental storage

6. Library/Study Space

- a. Library stack space is based on the reported collections that are converted to bound volume equivalents. It is assumed no growth in the library collection during this planning period. However, a 25% growth factor for the archives collections is included.
- b. The calculation for study space assumes 25% of the on-campus FTE students may require seating at any one time. A station size of 25 ASF as prescribed by the Florida Department of Education has been applied in calculating the reading/study space needs.
- c. An allocation of 12.5% of the aggregated calculated need for reading/study and stack spaces is used to determine the technical services space needs. Office space needs for the Library are calculated based on the number of staff requiring office space. Further, it is assumed that work

stations for Technical Services staff are accommodated through the Technical Services formula criteria and a separate office calculation has not been included for these positions.

- d. Library criteria used by the Educational Plant Survey and prescribed in the *State Requirements for Educational Facilities-2014* have been applied for calculating the library/study needs.
- e. Study rooms not assigned to University Libraries have been identified with a non-library room use code under the appropriate department assignment and are not included in the comparative inventory related to the main library calculation. Furthermore, these spaces are assumed to be adequate.

7. Athletic/Recreation

- a. Athletic/recreation space needs are estimated using a base square foot amount to provide activity space plus a 9 ASF allowance per FTE student plus 2 ASF for residential students. The calculation assumes this type of space is shared and accommodates the activities of both intercollegiate athletic and student recreation needs. For intercollegiate space, which may include lockers and storage, a supplemental base need is included plus an additional square foot allowance for student athletes involved in intercollegiate athletics.
- b. The current number of student athletes used in estimating this space category is 375. Two new future women's athletic programs are planned that will add up to 60 more student athletes.
- c. A separate calculation for other recreational space types is provided including facilities such as aerobics rooms, game rooms, TV areas, and social gathering areas that are typically found in a student center.

8. Food Facilities

- a. The Food Facilities category includes dining halls, cafeterias, and snack bars which directly serve students, faculty and staff as part of the Dining Services operations. The factors used to calculate these needs include using 60% of the FTE students and 15% of the faculty and staff and a space factor of 12 ASF.
- b. Food facilities that are part of a conference center or events operation are identified separately and are assumed to be sized appropriately for their function.

9. Student Lounge

- a. Student lounge space is calculated within the Campus Wide shared space category. A space factor of 2 ASF per Student FTE factor is used for calculating the needs for this space type. It is assumed that each student contributes to a student lounge need that would be distributed throughout the campus.
- b. Student lounges located in a residence hall have been classified as part of the Residential space room use category.

10. Other General Use Space

- a. Several other categories typically grouped as general use space are included in the modeled space needs including: assembly, merchandising, and meeting rooms. A square foot per student FTE factor has been applied to generate these needs.

- b. Meeting space facilities that are part of a conference center operation are identified separately and are assumed to be sized appropriately for their function. For meeting room space used by students a square foot per student FTE factor has been applied to generate these needs.
- c. Recreation space located in a residence hall has been classified as part of the residential space room use category.

11. Support Space

- a. The Support Space category provides space for various centralized support operations and services for the campus (such as shops, storage, central services like a central mail room, and telecommunications areas). The need for this type of space is determined as a percentage of the calculated need for the entire campus.

12. Residential Space

- a. The University has 1,487 residential beds on campus. Guidelines for residential facilities involve two factors: the number or percent of students living in campus facilities and the type of rooms (single, double, or suite) required. The following general guidelines are used in estimating the amount of residential space required:

Singles	225 ASF per bed
Doubles	200 ASF per bed
Suites	280 ASF per bed
Apartments	325 ASF per bed

To accommodate the planned enrollment growth an additional apartment-style 250 beds will be added to the on-campus housing inventory.

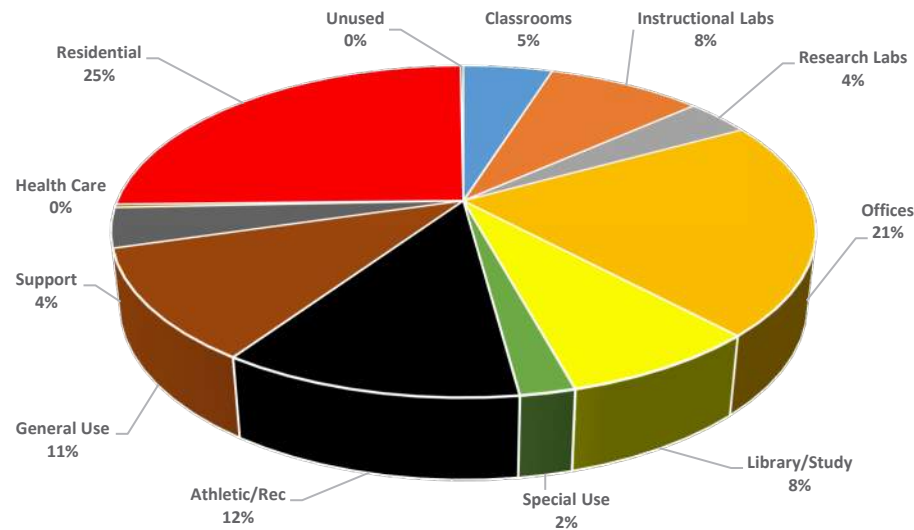
Existing Space

The facilities space inventory was provided by the Department of Facilities Management. The total assignable square feet (ASF) used in this study for the UWF main campus is 1.359 million summarized by room type in Table 8. The University’s main campus average ASF/FTE is 253. Table 9 summarizes the space located at other University sites.

Main Campus

Space Type	ASF
Classrooms	66,322
Instructional Labs	115,909
Research Labs	48,661
Offices	285,792
Library/Study	104,794
Special Use	29,232
Athletic/Rec	158,089
General Use	148,811
Support	52,751
Health Care	4,295
Residential	342,484
Unused/Inactive	2,061
Totals - Main Campus	1,359,201

Table 8: Summary of Existing Space - Main Campus



Other Sites

Table 9: Summary of Existing Space – Other Sites

Space Type	Campus							Totals all Locations
	Arcadia Mill	Downtown Pensacola	Emerald Coast	Leased Buildings	Marine Services Ctr	Multipurpose	Naval Federal CU	
Classrooms	0	0	7,071	0	0	0	185	7,256
Instructional Labs	0	0	5,442	4,471	469	0	0	10,382
Research Labs	0	840	0	255	0	443	0	1,538
Offices	0	16,423	8,263	13,004	301	0	0	37,991
Library/Study	0	0	2,979	0	0	0	0	2,979
Special Use	0	143	1,658	502	0	0	0	2,303
Athletic//Recreation	0	0	0	0	0	0	0	0
Other General Use	0	3,181	1,987	1,880	0	0	0	7,048
Assembly	0	145	0	0	0	0	0	145
Exhibition	2,968	60,596	0	0	0	0	0	63,564
Lounge	0	0	2,563	0	0	0	0	2,563
Merchandising	0	761	294	0	0	0	0	1,055
Support	0	3,676	0	0	2,969	0	0	6,645
Residential		1,200	0	0	0	1,130	0	2,330
Totals	2,968	86,965	30,257	20,112	3,739	1,573	185	145,799

Space Type Descriptions

Classrooms: Category includes all space used for scheduled non-laboratory instruction for all academic units (classrooms, seminar rooms, lecture halls) and also includes rooms allocated as classroom service/support space.

Instructional Laboratories: Category includes rooms characterized by special purpose equipment or special configuration that ties instruction to a particular discipline or closely related group of disciplines. Includes labs with scheduled use, open labs, and service space as an extension of the activities in the class labs.

Research Laboratories: Category includes laboratories and service space used for non-class research activities.

Offices: Category includes the office and work areas for academic and administrative personnel along with office service space (conference, files/copy, lounge waiting, storage).

Library/Study: Category includes the study, stack, processing, and archive spaces.

Special Use: This category includes several space use categories that are sufficiently specialized in their primary activity or function to merit a unique space code. Area and rooms for athletic activity, media production, non-health clinical activities, demonstration, and animal and plant shelters are included. Also includes interview rooms, counseling, tutoring and testing rooms.

General Use: This category is characterized by a broader availability to faculty, students, staff or the public. General Use facilities comprise a campus' general service or functional support system (e.g., assembly, exhibition, dining, relaxation, merchandising, recreation, general meetings and day care).

Support Facilities: This category includes facilities which provide centralized space for various auxiliary support systems and services of a campus and help keep all institutional programs and activities operational. Included are centralized areas for computer-based data processing, shop services, general storage and supply, vehicle storage, and other central services such as shipping and receiving and duplication services.

Health Care: Category includes rooms to provide patient care.

Residential: Category includes housing facilities for students.

Unused/Inactive Areas: Rooms available for assignment to an organizational unit or activity but unassigned at the time of the inventory.

Summary Space Needs by Division

Table 10 identifies the current and future calculated space need compared to the existing space by major division and college or subdivision. For purposes of this study a separate space grouping entitled Campus Wide Space is identified that includes spaces that are considered to be shared resources (classrooms, athletic/recreation, assembly, meeting room, exhibition, food/dining, lounge, merchandising and support facilities).

Table 10: Summary of Space Needs by Division/College

Division/Subdivision or College	Existing Space	Current		Projected	
		Calculated Need	Difference From Existing	Calculated Need	Difference From Existing
President	21,619	26,528	(4,909)	26,528	(4,909)
Provost and Senior VP Academic Affairs					
Academic Affairs	135,220	145,134	(9,914)	151,889	(16,669)
College of Arts, Social Sciences and Humanities	96,294	128,280	(31,986)	132,287	(35,993)
College of Business	32,551	33,278	(727)	34,516	(1,965)
College of Education and Professional Studies	48,201	52,958	(4,757)	55,704	(7,503)
College of Health	42,352	49,780	(7,428)	65,054	(22,702)
Enrollment Management Services	7,958	8,270	(312)	8,803	(845)
Information Technology Services	14,051	9,915	4,137	10,088	3,963
Marcus College of Science and Engineering	125,617	148,082	(22,465)	154,861	(29,244)
Totals - Academic Affairs	502,244	575,695	(73,451)	613,202	(110,958)
Vice President Academic Engagement & Student Affairs	419,677	420,746	(1,069)	504,629	(84,952)
Vice President Finance and Administration					
Business and Auxiliary Services	8,407	6,693	1,714	6,693	1,714
Facilities Management	12,807	8,876	3,931	8,876	3,931
Finance and Administration	13,661	10,491	3,170	10,491	3,170
Totals - Finance and Administration	34,875	26,060	8,815	26,060	8,815
Vice President University Advancement	11,975	12,451	(476)	12,451	(476)
Campus Wide	368,811	322,633	46,178	342,596	26,215
Totals - By Division	1,359,201	1,384,112	(24,911)	1,525,466	(166,265)

Summary Results

- The University's Main Campus' facilities used in this study consist of 1.359 million assignable square feet of space (ASF).

- The current calculated guideline space needs indicate a net aggregate deficit of 24,911 ASF or 1.8% more than existing. All of the academic colleges indicate a shortage with the College of Arts, Social Sciences and Humanities having the greatest need (deficit). The President’s Division and Academic Engagement and Student Affairs and have the largest deficits for the administrative areas.
- The projected calculated guideline space needs indicate a net deficit of 166,265 ASF or 12.2% more than existing. In the projected scenario, the Colleges of Arts, Social Sciences and Humanities and the Hal Marcus College of Science and Engineering will have the largest future space shortages. For administrative units, the greatest future space shortage will be in Academic Engagement and Student Affairs Division resulting from an expansion of student housing to address the planned enrollment growth.
- Results for the Emerald Coast Campus are presented separately later in this report.

Summary Space Needs by Space Type

Table 11 summarizes the current and future calculated space need compared to the existing space inventory by room type category for the Main Campus. Assessments of these room type categories are presented in the Space Needs by Major Space Type section of the report.

Table 11: Summary of Space Needs by Space Type-Main Campus

FICM Room Type Code	Space Type	Existing Space (1)	Current		Projected	
			Calculated ASF Need	Difference From Existing	Calculated ASF Need	Difference From Existing
100	Classrooms	66,322	73,968	(7,646)	83,191	(16,869)
210/220	Instructional Laboratories	115,909	135,211	(19,302)	143,837	(27,928)
250	Research Laboratories	48,661	104,155	(55,494)	113,594	(64,933)
300	Offices	285,792	256,413	29,379	266,844	18,948
400	Library/Study Space	104,794	116,931	(12,137)	125,077	(20,283)
500	Special Use Facilities	29,232	29,164	68	29,604	(372)
520	Athletic/Student Recreation	158,089	138,820	19,269	143,663	14,426
600	Other General Use Space	8,768	8,768	0	8,768	0
610	Assembly Facilities	34,966	34,494	472	35,032	(66)
620	Exhibition Space	7,894	4,538	3,356	4,807	3,087
630	Food Facilities	30,246	24,888	5,358	27,259	2,987
650	Lounge Space	13,407	13,442	(35)	14,787	(1,380)
660	Merchandising Space	18,534	6,971	11,563	7,644	10,890
670	Recreation	5,096	5,377	(281)	5,915	(819)
680	Meeting Rooms	29,900	27,798	2,102	28,543	1,357
700	Support Facilities	52,751	48,788	3,963	51,130	1,621

800	Health Care Facilities	4,295	3,802	493	3,937	358
900	Residential Space	342,484	350,584	(8,100)	431,834	(89,350)
000	Unused	2,061	0	2,061	0	2,061
	Totals - By Space Type	1,359,201	1,384,112	(24,911)	1,525,466	(166,265)
	Totals - Surpluses			77,544		55,735
	Totals - Deficits			(102,455)		(222,000)
	Gross Square Feet Conversion (Deficit)			(170,758)		(370,000)
(1) Comparative existing space does not include 46,617 ASF of inactive space located in the Southside residence halls.						

Summary Results

- The current calculated space needs for the Main Campus indicate a net deficit of 24,911 or 1.8% more than their existing space. The primary needs identified are in the instructional and research space categories which indicate shortages. With the exception of a calculated need for additional residential space, other student service related space is adequate. The projected space needs indicate a net deficit of 166,265 ASF or 12.2% more than existing space.
- The classroom space needs indicate the current supply of rooms should be sufficient to meet current and future enrollments; however, the average station size is less than 20 ASF/station which is significantly less than recommended for providing for more flexible learning environments. A larger recommended station size is therefore the reason for the space shortage shown.
- The University has 67 main campus scheduled teaching labs totaling 74,842 square feet. Sixty-five (65) of these labs were scheduled in the Fall 2019 term and 61 in Spring 2020. Based on Florida utilization guidelines, the labs have about a 40% enrollment growth capacity; however, fifteen are at or exceed the guidelines for at least one term and show a zero or negative growth capacity which could justify additional space. These additional labs result in the calculated current deficit of 19,302 ASF. The future space needs shortage increases to 27,928 ASF is a result of additional lab space being recognized for the existing Nursing, Music and Criminology and Criminal Justice programs. *Note: the total space recorded for instructional labs includes service space for the teaching labs and over 23,000 ASF of unscheduled or open labs.*
- The current calculated research space needs indicate a net deficit of 55,494 ASF or 114% more than existing, with a shortfall of about 1,250 ASF for lab-based research space only included in this estimate. This is slightly more than 2% of the overall deficit. The remaining need is for student engagement research space which is currently an unmet need. With the planned enrollment growth and commensurate increase in faculty, the research space need is estimated to grow to a deficit of approximately 64,900 ASF.
- The net office space needs indicate the existing inventory is sufficient to accommodate the University's needs. With an average office size of 160 ASF/FTE, part of the calculated surplus for office space is a result of the variance between the existing space and many of the planning modules used in this study which are smaller. There are also 1.7 workstations per FTE and 91 ASF per station indicating adequate office workspace for current personnel.

- The current calculated space needs for the library/study space indicate a net deficit of 12,137 ASF or 11.6% more than the existing space. Additional study and archives space are identified. With the planned enrollment growth and projected archive collections the future calculated space needs indicate a net deficit of 18,198 ASF or 17.4 % more than existing space. The remaining portion of the deficit is for study space for the Nursing program.
- Of the space types typically associated with supporting student activities the existing space is adequate for the current enrollment. Some additional student lounge and recreation space may be justified in the future.
- The calculated need for campus support space indicates the existing inventory is sufficient.
- The residential space category indicates a calculated current space shortage of 8,100 ASF. Although the current number of beds is adequate, the estimated need addresses a shortfall in support/service space for the existing traditional housing supply. A significant increase is reflected in the projected need which provides new housing for an additional 250 beds in suite/apartment style to accommodate the planned enrollment growth.
- The Unused/Inactive space is assigned to the CEPS Dean in Buildings 77 and 80 and Chemistry in Building 58.
- The total current calculated need (deficit) for all space type categories (without counting offsetting surpluses) is 102,455 ASF. When converted to gross square feet the estimated shortfall is 170,758. The cumulative projected need (deficit) is 222,000 ASF which converts to an estimated 370,000 gross square feet. *Note: the gross square foot conversion figures are presented to provide a contextual reference of the possible total build-out if additional space is developed to meet these needs.*

Departmental Space Needs by College – Main Campus

Academic Colleges

College of Arts, Social Sciences and Humanities

The College of Arts, Social Sciences and Humanities **occupies 96,294 assignable square feet located in 11 facilities:** Anthropology & Environmental Science (7,889 ASF); Archaeology Storage/Laboratory (5,183 ASF); Archaeology/Special Collection (1,581 ASF); Center for Fine & Perform Arts (48,818 ASF); CFPA Sculpture Lab (1,657 ASF); College of Arts, Social Sciences, & Humanities/CUTLA/Marketing, Supply Chain Logistics,& Economics (3,019 ASF); Communication (9,581 ASF); Huma & Social Sciences Classrooms (3,461 ASF); Humanities & Social Sciences Offices (8,676 ASF); Information Technology (769 ASF) and Margaret J Smith Archaeology Institute and Museum (5,660 ASF).

The division’s inventory also has 3,303 assignable square feet that includes exhibition space. For this study these spaces have been classified as a shared campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support, instructional and research lab, exhibition space, study space, multimedia space and performance space .**

The College consists of nine academic departments: Anthropology, Art and Design, Communication, English, Government, History, Music, Philosophy and Theatre. Academic support units include the Archaeology Institute and the CASSH Dean's Office. The College’s calculated space needs are summarized by department and space type in Tables 12 and 13.

Table 12: College of Arts, Social Sciences and Humanities: Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Anthropology	7,889	9,150	(1,261)	7,889	9,847	(1,958)
Archaeology Institute	12,424	13,636	(1,212)	12,424	13,636	(1,212)
Art and Design	18,094	29,024	(10,930)	18,094	29,565	(11,471)
CASSH Dean's Office	3,788	2,332	1,456	3,788	2,332	1,456
Communication	9,581	13,194	(3,613)	9,581	13,895	(4,314)
English	6,693	6,955	(262)	6,693	7,587	(894)
Government	1,955	3,486	(1,531)	1,955	3,726	(1,771)
History	2,146	4,414	(2,268)	2,146	4,875	(2,729)
Music	10,114	20,952	(10,838)	10,114	21,521	(11,407)
Philosophy	1,343	1,811	(468)	1,343	1,811	(468)
Theatre	22,267	23,327	(1,060)	22,267	23,493	(1,226)
Total Assignable Square Feet	96,294	128,280	(31,986)	96,294	132,287	(35,993)

Table 13: College of Arts, Social Sciences and Humanities: Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	21,188	23,665	(2,477)	21,188	25,247	(4,059)
Office Support	7,386	7,108	278	7,386	7,551	(165)
Instructional Labs	30,941	43,693	(12,752)	30,941	43,693	(12,752)
Research Labs	9,108	20,948	(11,840)	9,108	22,844	(13,736)
Departmental Exhibition Space	1,850	1,850	0	1,850	1,850	0
Marching Band Practice Facility	0	5,000	(5,000)	0	5,000	(5,000)
Multimedia	2,170	2,365	(195)	2,170	2,452	(282)
Non Library Study Room	701	701	0	701	701	0
Archeology Institute Special Collections	1,558	1,558	0	1,558	1,558	0
Performance Facility	21,392	21,392	0	21,392	21,392	0
Total Assignable Square Feet	96,294	128,280	(31,986)	96,294	132,287	(35,993)

Summary Results

- The current calculated space needs for the College of Arts, Social Sciences and Humanities indicate a net deficit of 31,986 ASF or 33.2% more than their existing space. All of the academic departments have space shortages. The Archaeology Institute and Dean’s Office space is adequate.
- The Art and Design and Music departments have the largest current shortages. A significant portion of the deficit for Art and Design is for instructional labs. Shortfalls in Music are for instructional labs and a need for a marching band practice facility.
- The greatest space type need (deficit) identified is for laboratory space, both instructional and research respectively.
- Seven departments have a calculated shortfall in office space with the Archaeology Institute having approximately one-half of this additional need.
- The College’s projected calculated space needs indicate a net deficit of 35,993 ASF or 37.3 % more than its existing space.

College of Business

The College of Business occupies **32,551 assignable square feet located in five buildings**: BEI Hillview Office Building (1,978 ASF); COB Education Center (14,568 ASF); College of Arts, Social Sciences, & Humanities/CUTLA/Marketing, Supply Chain Logistics, & Economics (4,317 ASF), College of Business (10,752 ASF) and Maygarden Center for Financial Literacy and Center for Entrepreneurship (936 ASF).

Also, the College's inventory has 3,847 assignable square feet that includes student lounge and vehicle storage space. For this study these spaces have been classified as a shared campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support, instructional and study space.**

The College consists of four academic units: Accounting & Finance, Business Administration, Commerce, and Global Hospitality & Tourism Management. The Dean's Office, Computer Resources, COB Advising, COB Marketing and Communications, Executive Mentor & Career Prep Program, MBA Coordination and Small Business Development Center are support departments.

The College's calculated space needs are summarized by department and space type in Tables 14 and 15.

Table 14: College of Business - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Accounting & Finance	5,506	6,835	(1,329)	5,506	7,261	(1,755)
Business Administration	4,152	5,550	(1,398)	4,152	5,956	(1,804)
Business Deans Office	12,063	8,454	3,609	12,063	8,454	3,609
Business-Computer Resources	1,211	980	231	1,211	980	231
COB Advising	1,173	897	276	1,173	897	276
COB Marketing and Communications	466	231	235	466	231	235
Commerce	4,317	6,685	(2,368)	4,317	7,092	(2,775)
Executive Mentor & Career Prep Program	142	420	(278)	142	420	(278)
MBA Coordination	790	719	71	790	719	71
SBDC-State Director's Office	2,731	2,506	225	2,731	2,506	225
Total Assignable Square Feet	32,551	33,278	(727)	32,551	34,516	(1,965)

Table 15: College of Business - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	16,418	11,686	4,732	16,418	12,064	4,354
Office Support	8,713	4,482	4,231	8,713	4,622	4,091
Instructional Labs	5,311	6,361	(1,050)	5,311	6,361	(1,050)
Research Labs	0	8,640	(8,640)	0	9,360	(9,360)
Non Library Study Room	2,109	2,109	0	2,109	2,109	0
Total Assignable Square Feet	32,551	33,278	(727)	32,551	34,516	(1,965)

Summary Results

- The current calculated space needs for the College of Business indicate a net deficit of 727 ASF or 2.2% more than their existing space. All of the academic departments have space shortages. The Archaeology Institute and Dean's Office space is adequate.
- The Commerce department has the largest current shortage.
- The greatest space type need (deficit) identified is for laboratory space, both instructional and research respectively. The instructional lab need is for an additional 30 station accounting lab. The research space need relates the student engagement research space.
- The Dean's Office has a significant surplus of office and office support space. The College has more offices than staff.
- The College's projected calculated space needs indicate a net deficit of 1,965 ASF or 6 % more than its existing space.

College of Education and Professional Studies

The College of Education Professional Studies **occupies 48,201 assignable square feet located in six facilities:** College of Education and Professional Studies (11,118 ASF), College of Professional Studies (14,326 ASF), Professional Studies Classroom (7,334 ASF), Professional Studies Offices (14,231 ASF), ROTC Rappelling Tower (1,048 ASF) and ROTC Shed (144 ASF).

Also, the College’s inventory has 2,819 assignable square feet that includes classroom service, exhibition and lounge spaces. For this study these spaces have been classified as shared campus wide resources and analyzed separately. Therefore, the existing space in the tables below reflect offices, office support, moot courtroom, instructional and research labs, armory and study space.

The College consists of nine academic units: Administration and Law, Army ROTC, Air Force ROTC, Criminology & Criminal Justice, Instructional Design and Technology, Educational Research and Administration, Instructional Design and Technology, Social Work and Teacher Education & Educational Leadership. The Dean’s Office, CEPS Advising Center, COB Advising, CEPS-Academic Excellence in Instructional Strategy and CEPS Doctoral Program are the College’s support departments.

The College’s calculated space needs are summarized by department and space type in Tables 16 and 17.

Table 16: College of Education Professional Studies - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Administration and Law	11,007	12,668	(1,661)	11,007	13,094	(2,087)
Air Force ROTC	1,825	1,630	195	1,825	1,630	195
Army ROTC	5,058	4,703	355	5,058	4,703	355
CEPS Advising Center	2,432	1,846	586	2,432	1,846	586
CEPS Doctoral Program	975	166	809	975	166	809
CEPS-Academic Excellence in Instr Strategy	745	457	288	745	457	288
CEPS-Dean	11,868	5,464	6,404	11,868	5,464	6,404
Criminology & Criminal Justice	2,125	3,278	(1,153)	2,125	4,359	(2,234)
Educational Research and Administration	2,059	3,218	(1,159)	2,059	3,273	(1,214)
Instructional Design and Technology	1,781	2,814	(1,033)	1,781	2,814	(1,033)
Social Work	2,198	4,242	(2,044)	2,198	4,668	(2,470)
Teacher Ed & Ed Leadership	6,128	12,473	(6,345)	6,128	13,231	(7,103)
Total Assignable Square Feet	48,201	52,958	(4,757)	48,201	55,704	(7,503)

Table 17: College of Education and Professional Studies - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	23,898	19,372	4,526	23,898	20,264	3,634
Office Support	6,691	6,988	(297)	6,691	7,282	(591)
Moot Courtroom	1,138	1,138	0	1,138	1,138	0
Instructional Labs	10,817	10,817	0	10,817	11,417	(600)
Research Labs	0	10,560	(10,560)	0	11,520	(11,520)
Armory	2,553	2,553	0	2,553	2,553	0
Non Library Study Room	1,530	1,530	0	1,530	1,530	0
Unused	1,574	0	1,574	1,574	0	1,574
Total Assignable Square Feet	48,201	52,958	(4,757)	48,201	55,704	(7,503)

Summary Results

- The current calculated space needs for the College of Education Professional Studies indicate a net deficit of 4,757 ASF or 9.9% more than their existing space. With the exception of the two ROTC programs, the other academic departments have space shortages. The various College support units and the Dean’s Office space is adequate.
- The Teacher Education & Education Leadership department has the largest current space shortage. Approximately 40% of their deficit is in office and office support space with the remaining need for research space.
- The greatest space type need (deficit) identified is for student engagement research space.
- Seven departments have a calculated shortfall in office space with the Archaeology Institute having approximately one-half of this additional need.
- The College’s projected calculated space needs indicate a net deficit of 7,503 ASF or 15.6 % more than its existing space.
- A future forensics teaching lab for the Criminology & Criminal Justice program of 600 ASF is included in the projected needs.

College of Health

The College of Health **occupies 42,352 assignable square feet located in seven facilities:** Darrell Gooden Center (5,518 ASF), Field House (1,528 ASF), Health, Leisure and Sports (10,519 ASF), Nursing (6,493 ASF), Psychological & Behavioral Sciences (11,469 AF), Public Health Clinical & Health Sciences/Military Veterans (3,372 ASF) and Sciences Laboratory (3,453 ASF).

Also, the College’s inventory has 605 assignable square feet that includes lounge and meeting room service space. For this study these spaces have been classified as a shared campus wide resource and analyzed separately. Therefore, the existing space in the tables below reflect offices, office support, instructional and research labs, clinics, meeting room and study space.

The College consists of six academic units: Health Sciences and Administration, Medical Laboratory Sciences, Movement Sciences and Health, Nursing, Psychology and Public Health. The Dean’s Office, COH Advising Support, and COH Computer Support are the College’s support departments.

The College’s calculated space needs are summarized by department and space type in Tables 18 and 19.

Table 18: College of Health - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
COH Advising Support	1,343	1,580	(237)	1,343	1,580	(237)
COH Computer Support	353	347	6	353	347	6
COH Dean's Office	5,518	1,936	3,582	5,518	1,936	3,582
Health Sciences and Administration	1,865	2,837	(972)	1,865	3,243	(1,378)
Medical Laboratory Sciences	3,453	3,148	305	3,453	3,213	240
Movement Sciences and Health	12,047	13,048	(1,001)	12,047	13,636	(1,589)
Nursing	7,565	11,415	(3,850)	7,565	24,677	(17,112)
Psychology	8,701	12,701	(4,000)	8,701	13,654	(4,953)
Public Health	1,507	2,768	(1,261)	1,507	2,768	(1,261)
Total Assignable Square Feet	42,352	49,780	(7,428)	42,352	65,054	(22,702)

Table 19: College of Health - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	15,973	15,178	795	15,973	16,496	(523)
Office Support	5,536	5,405	131	5,536	5,878	(342)
Classrooms-Departmental	0	0	0	0	1,940	(1,940)
Instructional Labs	11,444	11,444	0	11,444	19,470	(8,026)
Research Labs	5,631	15,910	(10,279)	5,631	17,205	(11,574)
Meeting Room	3,305	1,380	1,925	3,305	1,516	1,789
Non Library Study Room	463	463	0	463	463	0
Nursing Student Study Areas	0	0	0	0	2,085	(2,085)
Total Assignable Square Feet	42,352	49,780	(7,428)	42,352	65,054	(22,702)

Summary Results

- The current calculated space needs for the College of Health indicate a net deficit of 7,428 ASF or 17.5% more than their existing space.
- Five of the six academic departments indicate a current space shortage.
- The Psychology department has the largest current space shortage. Most of this need is related to student engagement research space with the remaining for research lab and office space. Some office and office support needs were identified for Nursing, Public Health and Advising departments.
- For the entire College the greatest space type need (deficit) identified is for student engagement research space.
- The College's projected calculated space needs indicate a net deficit of 22,702 ASF or 53.4 % more than its existing space.
- The significant increase in the projected need is to accommodate the space requirements for the Nursing Department.

Hal Marcus College of Science and Engineering

The Hal Marcus College of Science and Engineering **occupies 125,617 assignable square feet located in seven facilities:** Anthropology & Environmental Science (8,280 ASF); Laboratory Sciences Annex (22,228 ASF), Science & Engineering (40,407 ASF), Science Lecture Laboratory (9,309 ASF), Sciences Laboratory (39,618 ASF), Wetlands Research Exhibit (2,986 ASF) and Wetlands Research Facility (2,789 ASF).

*Also, the College's inventory has 5,546 assignable square feet that includes classroom service, central computer, shop, central storage, hazardous materials storage and hazardous waste storage space. For this study these spaces have been classified as shared campus wide resources and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support, instructional and research labs, clinics, meeting room and study space.***

The College consists of twelve academic units: Biology, Chemistry, Computer Science, and Center for Environmental Diagnostics & Bioremediation, Earth & Environmental Sciences, Electrical & Computer Engineering, GeoData Center, Information Technology, Intelligent Systems and Robotics, Mathematics & Statistics, Mechanical Engineering and Physics. The Dean's Office is the only support unit.

The College's calculated space needs are summarized by department and space type in Tables 20 and 21.

Note: These calculated needs do not reflect any proposed new program initiatives for the College at this point. The final report will include any additional space needs required for new programs.

Table 20: Hal Marcus College of Science and Engineering - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Biology	33,386	38,637	(5,251)	33,386	40,621	(7,235)
Chemistry	24,198	24,387	(189)	24,198	25,358	(1,160)
Computer Science	8,464	12,192	(3,728)	8,464	12,738	(4,274)
COSE Dean's Office	6,308	4,371	1,937	6,308	4,371	1,937
Ctr for Environ. Diagnostics & Bioremediation	11,556	8,795	2,761	11,556	8,795	2,761
Earth & Environmental Sciences	7,208	9,357	(2,149)	7,208	10,063	(2,855)
Electrical & Computer Engineering	9,727	11,903	(2,176)	9,727	12,098	(2,371)
GeoData Center	1,072	1,072	0	1,072	1,072	0
Information Technology	1,023	2,435	(1,412)	1,023	2,473	(1,450)
Intelligent Systems and Robotics	114	633	(519)	114	633	(519)
Mathematics & Statistics	5,011	9,265	(4,254)	5,011	10,042	(5,031)
Mechanical Engineering	9,641	14,448	(4,807)	9,641	15,304	(5,663)
Physics	7,909	10,586	(2,677)	7,909	11,292	(3,383)
Total Assignable Square Feet	125,617	148,082	(22,465)	125,617	154,861	(29,244)

Table 21: Hal Marcus College of Science and Engineering - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	22,914	21,408	1,506	22,914	22,538	376
Office Support	3,891	7,549	(3,658)	3,891	7,969	(4,078)
Instructional Labs	53,289	58,789	(5,500)	53,289	58,789	(5,500)
Research Labs	33,922	48,097	(14,175)	33,922	52,665	(18,743)
Animal Qtrs.	2,196	2,367	(171)	2,196	2,564	(368)
Greenhouses	2,408	1,974	434	2,408	2,131	277
Meeting Room	1,693	3,081	(1,388)	1,693	3,389	(1,696)
Multimedia	257	257	0	257	257	0
Non Library Study Room	3,969	3,969	0	3,969	3,969	0
Tutoring Room	591	591	0	591	591	0
Unused	487	0	487	487	0	487
Total Assignable Square Feet	125,617	148,082	(22,465)	125,617	154,861	(29,244)

Summary Results

- The current calculated space needs for the Hal Marcus College of Science and Engineering indicate a net deficit of 22,465 ASF or 17.9% more than their existing space.
- Ten of the twelve academic departments indicate a current space shortage.
- The Biology department has the largest current space shortage. This need consists of additional offices, office support, both research lab and student engagement research space and larger meeting room space.
- Some additional office support needs were identified for ten of the thirteen departments.
- Additional instructional labs are identified in the current needs for Biology, Computer Science, Electrical and Computer Engineering and Physics.
- For the entire College the greatest space type need (deficit) identified is for research space.
- The College's projected calculated space needs indicate a net deficit of 29,244 ASF or about 23% more than existing space.
- Part of the increase in the projected need relates to faculty growth that primarily impacts the research space need.
- The College leases space for the Mechanical Engineering department in the Port of Pensacola Warehouse 8 facility. Total space currently leased is 4,375 ASF which is used for student projects. If the future intent is to consolidate the department on the Main Campus, then a similar amount of open lab/project space will need to be provided. This space need is not currently reflected in the calculated estimates above. *Note: the student engagement research space needs identified will not address this type of space.*

Detailed Space Needs-Administrative & Academic Support Divisions

Finance and Administration Division

The Finance and Administration Division **occupies 34,875 assignable square feet located in fifteen facilities**. For purposes of this study the departments are organized into three subdivision groupings: Business and Auxiliary Services, Facilities Management and Finance and Administration. The data and results presented below are organized by these groups.

Business and Auxiliary Services

The Business and Auxiliary Services subdivision **occupies 8,407 assignable square feet located in five facilities**: Auxiliary Services - Internal Auditing – Procurement (4,313 ASF), Center for Fine & Performing Arts (225 ASF), John C Pace Library (275 ASF), Records Management (405 ASF) and University Commons – Conference Center (3,192 ASF)

The subdivision’s inventory also has 45,218 assignable square feet that includes food facilities, merchandising, central storage and student lounge space. For this study these spaces have been classified as shared campus wide resources and analyzed separately. ***Therefore, the existing space in the tables below reflect offices, office support, study and performance service space.***

The subdivision consists of four operational units: Bookstore, Business and Auxiliary Services, Dining Services and Records Management.

The calculated space needs are summarized by department and space type in Tables 22 and 23.

Table 22: Business and Auxiliary Services Subdivision - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Bookstore	1,705	2,257	(552)	1,705	2,257	(552)
Business and Auxiliary Services	5,446	3,394	2,052	5,446	3,394	2,052
Dining Services	851	868	(17)	851	868	(17)
Records Management	405	174	231	405	174	231
Total Assignable Square Feet	8,407	6,693	1,714	8,407	6,693	1,714

Table 23: Business and Auxiliary Services Subdivision - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	5,385	4,345	1,040	5,385	4,345	1,040
Office Support	2,527	1,853	674	2,527	1,853	674
Library	270	270	0	270	270	0
Performance Facility Service	225	225	0	225	225	0
Total Assignable Square Feet	8,407	6,693	1,714	8,407	6,693	1,714

Summary Results

- The existing space is adequate for the departments within Business and Auxiliary Services.

Facilities Management

The Facilities Management subdivision **occupies 12,807 assignable square feet located in seven facilities**: Building Services Storage/Work Control (299 ASF), Building Services (2,112 ASF), Central Receiving/EH&S (331 ASF), Facilities Services (4,822 ASF), Landscape Services Greenhouse (1,900 ASF), Maintenance (1,939 ASF) and Utility Plant (1,401 ASF).

The subdivision’s inventory has 30,020 assignable square feet that includes meeting room, shop, central storage vehicle storage and hazardous materials storage space. For this study these spaces have been classified as shared campus wide resources and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support, instructional labs, library, and media, testing and tutoring space.**

The subdivision consists of two operational units: Facilities Management and Facilities Planning & Construction. *Note: Building Services, Building and Grounds Maintenance, Maintenance and Construction, Facilities Maintenance, Grounds and Utility Operations have been consolidated under Facilities Management for this study.*

The calculated space needs are summarized by department and space type in Tables 24 and 25.

Table 24: Facilities Management - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Facilities Management	10,472	7,580	2,892	10,472	7,580	2,892
Facilities Planning & Construction	2,335	1,296	1,039	2,335	1,296	1,039
Total Assignable Square Feet	12,807	8,876	3,931	12,807	8,876	3,931

Table 25: Facilities Management - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	6,674	4,171	2,503	6,674	4,171	2,503
Office Support	2,927	1,499	1,428	2,927	1,499	1,428
Greenhouses	1,900	1,900	0	1,900	1,900	0
Meeting Room	1,306	1,306	0	1,306	1,306	0
Total Assignable Square Feet	12,807	8,876	3,931	12,807	8,876	3,931

Summary Results

- The existing space is adequate for the departments within Facilities Management.
- The calculated surpluses for both departments are the result of the existing office sizes exceeding the panning modules used in the analysis.

Finance and Administration

The Finance and Administration subdivision **occupies 13,661 assignable square feet located in seven facilities**: Auxiliary Services - Internal Auditing – Procurement (391 ASF), Building Services Storage /Work Control (792 ASF), Cashier - HR - Financial Services (6,840 ASF), Central Receiving/EH&S (822 ASF), Facilities Services (1,217 ASF), Harold Bryan Crosby Hall (1,972 ASF) and University Police (1,627 ASF).

The subdivision’s inventory has 1,171 assignable square feet that includes hazardous materials and waste storage space. For this study this space has been classified as a shared campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices and office support.**

The subdivision consists of five operational units: Environmental Health & Safety, Office of Finance & Administration, Office of University Budgets, Procurement and Contracts and University Police.

The calculated space needs are summarized by department and space type in Tables 26 and 27.

Table 26: Finance and Administration Subdivision - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Environmental Health & Safety	822	949	(127)	822	949	(127)
Office of Finance & Administration	1,972	930	1,042	1,972	930	1,042
Office of University Budgets	7,094	5,404	1,690	7,094	5,404	1,690
Procurement and Contracts	1,354	1,122	232	1,354	1,122	232
University Police	2,419	2,085	334	2,419	2,085	334
Total Assignable Square Feet	13,661	10,491	3,170	13,661	10,491	3,170

Table 27: Finance and Administration Subdivision - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	9,977	7,063	2,915	9,977	7,063	2,915
Office Support	3,684	3,428	256	3,684	3,428	256
Total Assignable Square Feet	13,661	10,491	3,170	13,661	10,491	3,170

Summary Results

- The departments within the Finance and Administration subdivision have a sufficient amount of space.

President’s Division

The President’s Division **occupies 21,619 assignable square feet located in ten facilities:** Aquatic Center (1,593 ASF), Athletic Baseball Offices (650 ASF), Auxiliary Services - Internal Auditing – Procurement (1,826 ASF), Cashier - HR - Financial Services (2,837 ASF), College of Arts, Social Sciences, & Humanities/CUTLA/Marketing, Supply Chain Logistics,& Economics (238 ASF), Darrell Gooden Center (263 ASF), Field House (6,915 ASF), Football Offices (2,804 ASF), Harold Bryan Crosby Hall (4,367 ASF) and Tennis Clubhouse (126 ASF).

The division’s inventory has 65,551 assignable square feet that includes athletic, food service, merchandising, meeting room and central storage space. For this study this space has been classified as shared campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support, open labs, meeting rooms and study space.**

The Division consists of eight operational units: Board of Trustees, Faculty Senate, General Counsel, Governmental Relations, Human Resources, Intercollegiate Athletics, Internal Auditing and the University President.

The calculated space needs are summarized by department and space type in Tables 28 and 29.

Table 28: President’s Division - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Board of Trustees	432	174	258	432	174	258
Faculty Senate	238	175	63	238	175	63
General Counsel	1,411	1,544	(133)	1,411	1,544	(133)
Governmental Relations	417	174	243	417	174	243
Human Resources	3,400	2,714	686	3,400	2,714	686
Intercollegiate Athletics	12,351	19,142	(6,791)	12,351	19,142	(6,791)
Internal Auditing	1,263	787	476	1,263	787	476
University President	2,107	1,819	288	2,107	1,819	288
Total Assignable Square Feet	21,619	26,528	(4,909)	21,619	26,528	(4,909)

Table 29: President’s Division - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	14,216	14,236	(20)	14,216	14,236	(20)
Office Support	3,956	5,531	(1,575)	3,956	5,531	(1,575)
Instructional Labs	1,140	1,140	0	1,140	1,140	0
Meeting Room	1,686	5,000	(3,314)	1,686	5,000	(3,314)
Non Library Study Room	621	621	0	621	621	0
Total Assignable Square Feet	21,619	26,528	(4,909)	21,619	26,528	(4,909)

Summary Results

- The calculated space needs for the President Division indicate a net deficit of 4,909 ASF or 22.7% more than their existing space. With the exception of Intercollegiate Athletics, existing space for the other units’ is adequate.
- The Intercollegiate Athletic department has the largest space shortage. Approximately 50% of their deficit is in office and office support space with the remaining need for meeting room space.

Provost and Academic Affairs Division

The Provost and Academic Affairs Division **occupies 157,229 assignable square feet located in eighteen facilities.** For purposes of this study the departments are organized into three subdivision groupings: Enrollment Management Services; Information Technology Services; and Academic Affairs. The data and results presented below are organized by these groups.

Enrollment Management Services

The Enrollment Management Services subdivision **occupies 7,958 assignable square feet located in three facilities:** College of Professional Studies (64 ASF), Information Technology (587 ASF) and J.B. Hopkins Hall (7,307 ASF).

The subdivision’s inventory has 63,802 assignable square feet that includes classroom space. For this study this space has been classified as a shared campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support, and study space.**

The subdivision consists of four operational units: Argo Central, Enrollment Management and Services, Financial Aid & Scholarships and the Office of the Registrar.

The calculated space needs are summarized by department and space type in Tables 30 and 31.

Table 30: Enrollment Management Services Subdivision - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Argo Central	167	0	167	167	0	167
Enrollment Management and Services	840	601	239	840	601	239
Financial Aid & Scholarships	1,504	2,731	(1,227)	1,504	2,905	(1,401)
Office of the Registrar	5,447	4,937	510	5,447	5,296	151
Total Assignable Square Feet	7,958	8,270	(312)	7,958	8,803	(845)

Table 31: Enrollment Management Services Subdivision - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	5,507	5,295	212	5,507	5,655	(148)
Office Support	1,864	2,388	(524)	1,864	2,561	(697)
Non-Library Study Room	587	587	0	587	587	0
Total Assignable Square Feet	7,958	8,270	(312)	7,958	8,803	(845)

Summary Results

- The calculated space needs for Enrollment Management Services indicate a net deficit of 312 ASF. With the exception of Financial Aid and Scholarships, existing space for the other units' is adequate.
- The Financial Aid and Scholarships department has the largest space shortage, with deficits in both office and office support space.

Information Technology Services

The Information Technology Services subdivision **occupies 14,051 assignable square feet located in three facilities:** College of Arts, Social Sciences, & Humanities/CUTLA/Marketing, Supply Chain Logistics, & Economics (126 ASF), College of Professional Studies (161 ASF) and Information Technology (13,764 ASF).

The subdivision's inventory has 5,908 assignable square feet that includes classroom and central computer space. For this study this space has been classified as a shared campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices and office support space.**

The subdivision consists of two operational units: Academic Technology Center and ITS General Administration (includes Networking & Telecommunications and Telephone Switch-Repl/Res.).

The calculated space needs are summarized by department and space type in Tables 32 and 33.

Table 32: Information Technology Services - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Academic Technology Center	287	1,279	(992)	287	1,452	(1,165)
ITS General Administration	13,764	8,636	5,128	13,764	8,636	5,128
Total Assignable Square Feet	14,051	9,915	4,137	14,051	10,088	3,963

Table 33: Information Technology Services - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	7,884	6,476	1,408	7,884	6,596	1,288
Office Support	6,167	3,438	2,729	6,167	3,492	2,675
Total Assignable Square Feet	14,051	9,915	4,137	14,051	10,088	3,963

Summary Results

- The calculated space needs for Information Technology Services indicate the overall assigned space is adequate.
- The calculated deficit for the Academic Technology Center indicates shortages in both office and office support space.

Academic Affairs

The Academic Affairs subdivision **occupies 135,220 assignable square feet located in twelve facilities:** Argo Village Unit 1 (2,465 ASF), College of Arts, Social Sciences, & Humanities/CUTLA/Marketing, Supply Chain Logistics,& Economics (1,383 ASF), College of Professional Studies (4,859 ASF), Division of Academic Engagement/Graduate School/Research Administration & Engagement (1,390 ASF), Harold Bryan Crosby Hall (4,881 ASF), Information Technology (1,240 ASF), John C Pace Library (110,440 ASF), Professional Studies Classroom (2,258 ASF), Psychological & Behavioral Sciences (177 ASF), Public Health Clinical & Health Sciences/Military Veterans (1,978 ASF), Science & Engineering (449 ASF) and University Advancement (1,400 ASF).

The subdivision’s inventory also has 5,466 assignable square feet that includes student lounge, meeting rooms and central storage space. For this study this space has been classified as a shared campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support, instructional labs, performance, programming and residential space.**

The subdivision consists of twelve operational units: Academic Affairs VP, Center for Behavior Analysis, Conferences & Continuing Education, Center For University Teaching, Graduate School, Institutional Effectiveness, Institutional Research, Military Veterans Resource Center, Office of Undergraduate Resources, Research Administration & Engagement, UMC - Management & General, and University Libraries.

The calculated space needs are summarized by department and space type in Tables 34 and 35.

Table 34: Academic Affairs Subdivision - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Academic Affairs VP	4,182	3,083	1,099	4,182	3,083	1,099
Center for Behavior Analysis	2,554	2,125	429	2,554	2,125	429
Conferences & Continuing Education	4,770	4,109	661	4,770	4,109	661
Center For University Teaching	1,277	764	513	1,277	764	513
Graduate School	1,735	1,573	162	1,735	1,573	162
Institutional Effectiveness	508	601	(93)	508	601	(93)
Institutional Research	732	1,122	(390)	732	1,122	(390)
Military Veterans Resource Center	1,978	1,441	537	1,978	1,614	364
Office of Undergraduate Resources	449	584	(135)	449	584	(135)
Research Administration & Engagement	2,132	2,539	(407)	2,132	2,539	(407)

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
UMC - Management & General	2,205	3,537	(1,332)	2,205	3,537	(1,332)
University Libraries	112,698	123,655	(10,957)	112,698	130,237	(17,539)
Total Assignable Square Feet	135,220	145,134	(9,914)	135,220	151,889	(16,669)

Table 35: Academic Affairs Subdivision - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	20,204	18,456	1,748	20,204	18,936	1,268
Office Support	8,099	7,624	475	8,099	7,838	261
Instructional Labs	777	777	0	777	777	0
Library/Study	104,524	116,661	(12,137)	104,524	122,722	(18,198)
Meeting Room	985	985	0	985	985	0
Multimedia	469	469	0	469	469	0
Non-Library Study Room	162	162	0	162	162	0
Total Assignable Square Feet	135,220	145,134	(9,914)	135,220	151,889	(16,669)

Summary Results

- The current calculated space needs for the Academic Affairs subdivision indicate a net deficit of 9,914 ASF or 7.3% more than their existing space.
- Of the thirteen departments five indicate a current space shortage and one is at capacity.
- University Libraries has the largest space shortage. Most of this need is related to additional library/study and archives space.
- The calculated needs (deficits) for the other departments are for additional office and office support space.
- The subdivision’s projected calculated space needs indicate a net deficit of 16,669 ASF or 12.3 % more than its existing space.
- The increase in the projected need is to accommodate additional reading/study stations related to the planned enrollment growth and expected growth in the archives collections.

Academic Engagement and Student Affairs Division

The Academic Engagement and Student Affairs Division **occupies 419,677 assignable square feet located in 29 facilities**: Aquatic Center (1,181 ASF), Argo Hall (30,775 ASF), Career Services – Housing (5,925 ASF), Center for Child Development (8,864 ASF), Child Care Center Outdoor Storage (188 ASF), Classrooms/Offices (2,974 ASF), Division of Academic Engagement/Graduate School/Research Administration & Engagement (2,903 ASF), Health, Leisure and Sports (3,018 ASF), Heritage Hall (46,077 ASF), Housing Maintenance (736 ASF), J.B. Hopkins Hall (7,303 ASF), Japan House International Center (5,951 ASF), John G. Martin Hall (47,141 ASF), Pace Hall Honors Residence (31,591 ASF), President’s Hall (53,179 ASF), Student Services (6,333 ASF), Student Wellness Center (8,580 ASF), University Commons – Conference Center (19,552 ASF), Village East (76,412 ASF), Village West (60,345 ASF) and Visitors Center (649 ASF).

The Division’s inventory also has 129,557 assignable square feet that includes meeting rooms, athletic/recreation, assembly, exhibition, food facilities, student lounge, merchandising, meeting rooms, shop and central storage a space. For this study these spaces have been classified as shared campus wide resources and analyzed separately. ***Therefore, the existing space in the tables below reflect offices, office support, instructional labs, conference center, day care, meeting rooms, recreational, residential and tutoring space.***

The Division consists of twenty-two operational units: Academic Engagement, Career Development, Counseling Center & Health Education, Dean of Students, Education Research Center For Child Development, First Year Advising, Housing Residence Life, International Affairs, Kugelman Honors Program, Office of Design & Communications, Office of Equity & Diversity, Office of Undergraduate Admissions, Recreation Services, Student Accessibility Resources, Student Health Center, Technology, Testing Services, Title IX Programs, TRiO/Student Support Services, Tutoring & Learning Resources, University Commons & Events Services and the Visitor Center.

The calculated space needs are summarized by department and space type in Tables 36 and 37.

Table 36: Academic Engagement and Student Affairs Division - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Academic Engagement	2,903	1,929	974	2,903	1,929	974
Career Development	2,677	2,275	402	2,677	2,449	228
Counseling Ctr & Health Education	4,715	5,112	(397)	4,715	5,286	(571)
Dean of Students	2,660	1,289	1,371	2,660	1,289	1,371
Educ Research Ctr For Child Develop.	9,052	9,928	(876)	9,052	9,928	(876)
First Year Advising	2,904	1,610	1,294	2,904	1,777	1,128
Housing Residence Life	347,467	354,202	(6,735)	340,833	435,799	(94,966)
International Affairs	5,951	5,088	863	5,951	5,262	689
Kugelman Honors Program	388	1,154	(766)	388	1,154	(766)
Office of Design & Communications	499	642	(143)	499	642	(143)
Office of Equity & Diversity	1,145	1,163	(18)	1,145	1,163	(18)
Office of Undergraduate Admissions	4,430	5,039	(609)	4,430	5,387	(957)
Recreation Services	3,725	3,394	331	3,725	3,625	100
Student Accessibility Resources	1,774	833	941	1,774	833	941
Student Health Center	3,865	3,621	244	3,865	3,929	(64)
Technology	181	166	15	181	166	15
Testing Services	2,483	393	2,090	2,483	393	2,090
Title IX Programs	298	237	61	298	237	61
TRiO/Student Support Services	1,921	2,020	(99)	1,921	2,194	(273)
Tutoring & Learning Resources	1,158	1,782	(624)	1,158	1,782	(624)
Univ Commons & Events Services	18,832	18,219	613	18,832	18,757	75
Visitor Center	649	649	0	649	649	0
Total Assignable Square Feet	419,677	420,746	(1,069)	413,043	504,629	(91,586)

Table 37: Academic Engagement and Student Affairs Division - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	34,331	27,605	6,726	33,942	28,975	4,967
Office Support	11,727	11,634	93	11,356	12,224	(868)
Instructional Labs	2,190	2,190	0	2,190	2,190	0
Conference Center	9,495	9,495	0	9,495	9,495	0
Day Care	8,768	8,768	0	8,768	8,768	0
Meeting Room	223	223	0	223	223	0
Other	157	157	0	157	157	0
Recreation (Game rooms, arcades)	5,096	5,377	(281)	5,096	5,915	(819)
Residential	342,484	350,584	(8,100)	336,610	431,834	(95,224)
Treatment	4,295	3,802	493	4,295	3,937	358
Tutoring Room	911	911	0	911	911	0
Total Assignable Square Feet	419,677	420,746	(1,069)	413,043	504,629	(91,586)

Summary Results

- The current calculated space needs for the Academic Engagement and Student Affairs Division indicate a net deficit of 1,069 ASF.
- Of the twenty-two departments six indicate a current space shortage and two are at capacity.
- Housing Residence Life has the largest current space shortage. This deficit is to address a shortfall in support space for the existing traditional housing stock. The current number of beds is adequate.
- The additional space needs for the other departments are for offices and office support.
- The Division’s projected calculated space needs indicate a net deficit of 91,586 ASF or 21.9 % more than its existing space.
- The significant increase in the projected need is to accommodate new housing of 250 additional beds in suite/apartment style to address the planned enrollment growth.

University Advancement Division

The University Advancement Division occupies **11,975 assignable square feet located in three facilities**: University Advancement (4,963 ASF), WUWF Public Radio Station (6,905 ASF) and WUWF Transmitter Shack (107 ASF).

The division’s inventory has 866 assignable square feet that includes meeting room space. For this study this space has been classified as a campus wide resource and analyzed separately. **Therefore, the existing space in the tables below reflect offices, office support and, media space.**

The division consists of three operational units: VP University Advancement, UWF Foundation, and WUWF - Management & General.

The calculated space needs are summarized by department and space type in Tables 38 and 39.

Table 38: University Advancement - Summary of Space Needs by Department

Department	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
VP University Advancement.	2,678	4,093	(1,415)	2,678	4,093	(1,415)
UWF Foundation	2,285	1,168	1,117	2,285	1,168	1,117
WUWF - Management & General	7,012	7,189	(177)	7,012	7,189	(177)
Total Assignable Square Feet	11,975	12,451	(476)	11,975	12,451	(476)

Table 39: University Advancement - Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	5,516	6,010	(494)	5,516	6,010	(494)
Office Support	2,539	2,521	18	2,539	2,521	18
Multimedia	3,920	3,920	0	3,920	3,920	0
Total Assignable Square Feet	11,975	12,451	(476)	11,975	12,451	(476)

Summary Results

- The calculated space needs for the University Advancement Division indicate a net deficit of 476 ASF or 4% more than their existing space.
- The additional space need for the University Advancement VP department is for offices, while the WUWF - Mgmt. & General need is for more office support space. The UWF Foundation space is adequate.

Emerald Coast Campus

The Emerald Coast Campus occupies **30,257 assignable square feet located in six facilities**: NWFSC-UWF Administration (3,291 ASF), NWFSC-UWF Classrooms (2,376 ASF), NWFSC-UWF Computer Facility (6,115 ASF), NWFSC-UWF Offices (3,923 ASF), NWFSC-UWF Science Lab (1,328 ASF) and NWFSC-UWF Student Center (5,347 ASF).

The campus has the following academic departments offering courses: Accounting & Finance, Business Administration, Commerce, Communication, Computer Science, Criminology & Criminal Justice, Electrical & Computer Engineering and Mechanical Engineering. The Emerald Coast Center is the one support department.

The calculated space needs are summarized by space type in Table 40.

Table 40: Emerald Coast Campus- Summary of Space Needs by Space Type

Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
Offices	5,488	3,355	2,133	5,488	3,595	1,893
Office Support	2,775	1,627	1,148	2,775	1,750	1,025
Classrooms	7,071	2,452	4,619	7,071	2,697	4,374
Instructional Labs	5,442	5,442	0	5,442	7,442	(2,000)
Library	2,979	4,588	(1,609)	2,979	4,624	(1,645)
Meeting Room	1,987	1,987	0	1,987	1,987	0
Merchandising	294	294	0	294	294	0
Non Library Study Room	830	830	0	830	830	0
Student Lounge	2,563	1,800	763	2,563	1,800	763
Training Room	828	828	0	828	828	0
Total Assignable Square Feet	30,257	23,203	7,054	30,257	25,847	4,410

Summary Results

- The Emerald Coast Campus current has 30,257 assignable square feet in its inventory. Overall, the existing space is sufficient.
- Classroom space has the capacity to accommodate up to another 75% in enrollment.
- The current instructional labs have sufficient capacity; however, if civil engineering is introduced as a new program on the campus a minimal lab of 2,000 ASF may be required.
- Library/study space is the one space category that indicates a calculated shortage, both current and projected.

Downtown Pensacola Campus

The Downtown Pensacola Campus occupies **86,965 assignable square feet located in twenty-nine facilities**: Arbona Building (2,707 ASF); Barkley House (1,856 ASF); Barkley House Cook's House (305 ASF); Coulson House (800 ASF); Dorothy Walton Cottage (887 ASF); Dorr House (1,657 ASF); J. Earle Bowden Building (,812 ASF); John Pfeiffer House (156 ASF); Julee Cottage (405 ASF); L & N Marine Terminal (5,180 ASF); Lavelle Cook House (194 ASF); Lavelle House (840 ASF); Lear-Rocheblave House (2,358 ASF); Manuel Barrios House (480 ASF); McCullogh Building (4,260 ASF); McMillan House (313 ASF); McVoy House (1,200 ASF); Moreno Cottage (754 ASF); Museum of Commerce (14,927 ASF); Museum of Industry (5,582 ASF); Norman Simons Building (7,639 ASF); Old Christ Church (3,985 ASF); Old Christ Church Parish School House (1,819 ASF); Quina-Singh House (561 ASF); Romana Street Warehouse (2,444 ASF); Seale Engineering Building (1,947 ASF); T.T. Wentworth Jr. Florida State Museum (9,318 ASF); Tivoli High House (3,240 ASF); and Walsh Stevedoring (1,339 ASF).

The campus has the following units: Florida Public Archeology Centers Network and the UWF Historic Trust.

Table 41: Downtown Pensacola Campus Space Needs by Department and Space Type

Unit/Space Category	Fall 2019			Fall 2030		
	Existing ASF	Guideline ASF	Surplus (Deficit)	Existing ASF	Guideline ASF	Surplus (Deficit)
FL Public Archeology Centers Network						
Offices	1,031	1,070	(39)	1,031	1,070	(39)
Office Support	488	358	130	488	358	130
Research Labs	840	840	0	840	840	0
Exhibition	1,831	1,831	0	1,831	1,831	0
Meeting Room-Campus Wide	847	847	0	847	847	0
Non Library Study Room	143	143	0	143	143	0
Subtotals	5,180	5,089	91	5,180	5,089	91
UWF Historic Trust						
Offices	12,297	4,180	8,117	12,297	4,180	8,117
Office Support	2,607	1,751	856	2,607	1,751	856
Assembly	145	145	0	145	145	0
Exhibition	58,765	58,765	0	58,765	58,765	0
Meeting Room	2,334	2,334	0	2,334	2,334	0
Merchandising	761	761	0	761	761	0
Residential	1,200	1,200	0	1,200	1,200	0
Support Facilities	3,676	3,676	0	3,676	3,676	0
Subtotals	81,785	72,813	8,973	81,785	72,813	8,973
Total Assignable Square Feet	86,965	77,901	9,064	86,965	77,901	9,064

Summary Results:

- The existing space at the Downtown Pensacola Campus is adequate to meet current needs.

Space Needs by Major Space Type

Classroom Analysis

The focus of the classroom analysis was to examine the current utilization and determine the number and size of rooms needed to support the enrollment demand. Fall term 2019 served as the baseline for the analysis. Basic data collected included the Fall 2019 and Spring 2020 class schedules and the space inventory that identified the Building Name, Room Number, Number of Seats, and Square Foot amount for each room. This information was used to develop the utilization analysis and to establish the relative quantities of space needed to support the current and future demand for classrooms. The amount of classroom space required is compared to the current classroom supply to determine if the University has the correct number of classrooms, seats, and square footage to meet the instructional demand. Several key utilization goals and measurements used in the analysis are identified below.

Classroom Utilization Definitions and Metrics

Average Weekly Room Hours (Avg. WRH)

Weekly Room Hours (WRH) is the number of minutes a class meets each week, including class change time, converted to hours. The sum for all sections in a classroom is the WRH utilization for that room. WRH is calculated for a specific timeframe: i.e., WRH-Day is for the period 8 am to 5:30 pm, Monday through Friday. All Day includes evenings and weekends.

Guidelines suggest classrooms should be used 60%-70% of available hours with 70% considered maximum capacity. The actual Avg. WRH is compared to this guideline to measure how efficiently the rooms are currently scheduled and to determine the correct number of classrooms. *Sixty-four percent (64%) utilization of the available hours is recommended (e.g., a standard 8:00 am-5:00 pm, M-F is 45 available hours).*

Station Occupancy Percent (SO%)

Station Occupancy Percent (SO%) is the percentage of the number of seats or stations occupied when the room is in use divided by the teaching capacity of the classroom or laboratory as based on daytime instruction. Classroom guidelines suggest that on average 65%-75% of classroom seats should be filled. The actual SO% is compared to the SO% goal to get an overall picture of how well the seats are utilized.

Weekly Student Contact Hours (WSCH)

Weekly Student Contact Hours (WSCH), or instructional demand, is the scheduled face time a student spends in class multiplied by the number of students enrolled in the class. By using the total WSCH instructional demand and the utilization goals set for Avg. WRH and SO, the number of seats needed to fulfill instructional demand are computed.

Assignable Square Feet per Seat (ASF/Seat)

Classroom guidelines suggest 20-25 square feet should be allocated per student station or seat. This guideline is an average that allows for a variety of classroom seating configurations from a lecture hall, that typically requires fewer square feet per station, to a computer classroom or a collaborative learning classroom which typically require more square feet per station. An institution's total square footage need is therefore calculated by multiplying the number of seats required times the square foot per seat goal.

Utilization Assumptions

- Class schedule data in this report is from Fall 2019 and Spring 2020 terms. Classroom needs and primary statistics are based on Fall 2019.
- The findings presented in this report are based on the following recommended planning/utilization assumptions:
 - Average Weekly Room Hour Goal (Avg. WRH): 26.2 Daytime
 - Station Occupancy Goal (SO%): 67%
 - Assignable Square Feet per Seat (ASF/Seat): 24

Summary Results

Classroom Supply

- For Fall 2019 there were 64 classrooms, with 3,331 seats and 63,735 square feet that had scheduled use on the Main Campus. *Note: the total classroom supply includes service space and Room 145 in Building 78, the moot court room assigned to Administration and Law. These are not included with the scheduled rooms cited above. With these rooms the total inventory is 66,322 assignable square feet.*
- The Emerald Coast Campus used 7 classrooms, 220 seats and 5,440 square feet.
- The average square foot allocation per seat (ASF/Seat) of 19.1 on the Main Campus is below the 24 ASF/Seat guideline. The Emerald Coast Campus classrooms average is 24.7 ASF/Seat.

Time Spreading and Time Blocks

- The use of the 8:00 AM to 5:30 PM day timeframe on the Main Campus shows a normal curve with less hours at 8:00 AM and late afternoon. TR classes are well used throughout the entire day and are hitting capacity during several time periods. MWF classes are less popular in the morning creating an imbalance between TR and MWF in the morning hours. MW classes even out the imbalance in the afternoon.
- As a general rule, utilization goals can be achieved if 86% of classes meet in the standard scheduling time blocks (e.g., 8:00 AM-9:30 AM TR). Approximately 78% of classes met in the standard blocks on the Main Campus
- During the daytime hours, the Emerald Coast Campus peaks at 4 rooms out of the 7 available. The peak is on Monday and Tuesday 5:30 PM classes.

Classroom Utilization

- Main Campus:
 - A daytime calculation (8:00 am-5:30 pm with 6.5 hours removed for Friday afternoon and the noon break) yields 41 hours available to schedule during the daytime hours. A 64% utilization expectation of those available hours yields a recommended utilization rate of 26.2 Average Weekly

Room Hours (Avg. WRH). For Fall 2019 the 64 classrooms were utilized at 25.1 Avg. WRH which is only slightly below the recommended goal of 26.2.

- Five classrooms were identified that had less than 10 hours of use during the daytime hours. Many of the buildings had utilization rates above the recommended goal while the Professional Studies Classroom Building, with eleven classrooms, had utilization of only 16.9 Avg. WRH which is well below the 26.2 Avg. WRH goal.
- Station Occupancy (SO%) of 63.7% is only slightly below the 65%-75% goal. This indicates that classrooms were fairly well sized for the Fall 20219 class enrollments.
- Emerald Coast Campus:
 - Daytime utilization of 16.0 Avg. WRH and 23.9% Station Occupancy indicates excess capacity and seats.

Classroom Needs

- Main Campus:
 - Using the recommended daytime utilization rate of 26.2 Avg. WRH calculates an overall need for 62 classrooms, 3,035 seats, and 72,830 assignable square feet to support the instructional classroom activity compared to the current supply of 64 classrooms, 3,331 seats, and 63,735 ASF. The ASF difference is mainly contributed to using 24 ASF/Seat compared to the current average station size of 19.1.
 - The current total supply of classrooms can feasibly support a 9% enrollment growth. A 5% growth suggests 63 classrooms, 3,186 seats, and 76,472 ASF. The planned 10% enrollment growth yields 64 classrooms, 3,338 seats, and 80,113 ASF.
 - The Florida State University System (SUS) classroom calculation is included in this report. The State System multiplies Full Time Equivalent (FTE) students' times a space factor of 13.5 to derive a square foot allocation. This calculation computes 72,587 ASF.
- Emerald Coast Campus:
 - 5 classrooms, 102 seats, and 2,452 ASF were calculated for the Emerald Coast Campus compared to the 7 classrooms 220 seats and 5,440 ASF used in Fall 2019. The SUS formula calculated a classroom need of 1,401 ASF. Please note that with sample sizes as small as Emerald Coast the square foot calculations are suspect. The peak use at any given time during Fall 2019 was six classrooms.

A detailed assessment narrative of the classroom utilization/needs is presented in Appendix B.

Instructional Laboratory Analysis

Basic Definitions and Metrics

Utilization Measures

- Weekly Room Hours (WRH) is the number of minutes a class meets each week, including class change time, converted to hours. The sum for all sections in a classroom or laboratory is the WRH utilization for that room. WRH is calculated for a specific time frame:
 - WRH-Day is for the period 8 AM to 5 PM, Monday through Friday.

- Station Occupancy percentage (SO %) is the number of seats or stations occupied when the room is in use divided by the teaching capacity of the laboratory as based on daytime instruction.

Laboratory Utilization Goals

While Utilization Measures show how the laboratories are currently being utilized, the Utilization Goals state how they should be used and is critical in computing long term needs.

- Weekly Room Hour Utilization goals range between 15 – 30 hours per week depending on discipline, laboratory type and teaching level. Recommendations are set to provide a quality instructional program not necessarily to achieve peak facility use. Guidelines are set to:
 - Provide lab set up and take down time between classes as needed.
 - Provide time for nonscheduled or “open” laboratory time.
 - Provide studio or project time in certain disciplines.
 - Florida guideline utilization goals are 24 hours for lower level laboratories and 20 hours for upper level laboratories.
- Station Occupancy percentage goals are generally set at 80% for planning purposes. However, since most laboratories have teaching station capacity of less than 30, in practice actual utilization may often exceed 90% for high use laboratories. Therefore, good utilization suggests that station occupancy should range between 80 -90%. Florida standards set the station occupancy at 80%.
- Laboratory Module or Station Module – this is the room square feet divided by the number of teaching stations. The Laboratory Modules vary by discipline and type of equipment required for each teaching station.
- Laboratory Service Factor – is an allocation of space to account for service rooms (e.g., prep rooms) and other specialized facilities needed to support the teaching laboratory. Laboratory service factors can range from 0% to 30% of the total teaching laboratory space.

Open Laboratories

Most universities have a significant amount of space classified as open or unscheduled laboratory such as computer labs, writing labs, language labs, studios and informal student collaboration spaces. Generally, this space need is determined based on student FTE. A range of 4 to 5 square feet per FTE is acceptable. UWF is within this range.

Laboratory Room Utilization

Table 42 provides a summary by college and department. Utilization data is based on Fall 2019 and Spring 2020 terms. Room by room utilization details are provided in Appendix D.

Table Data Definitions

- **Current ASF:** Assignable Square Feet.
- **Stations:** Laboratory teaching stations based on section limits.

- **WRH-All:** Total number of hours each laboratory was scheduled during the week from 8 AM to 10 PM Monday thru Friday.
- **WRH-Day:** Number of hours each laboratory was scheduled during the week from 8 AM to 5 PM Monday thru Friday.
- **SO%:** Station Occupancy Percent
- **Growth Potential:** Percent of additional enrollments the laboratory could support if it was scheduled at the utilization guidelines. (i.e., 24 daytime hours with 80% station occupancy for lower division labs and 20 daytime hours with 80% station occupancy for upper division labs compared to how it was actually scheduled).

Table 42: Teaching Laboratory Utilization Summary

College / Department	Existing Inventory				Fall 2019				Spring 2020			
	Current ASF	Stations	ASF/Station	Teaching Lab Count	WRH-All	WRH-Day	SO%	Growth Potential	WRH-All	WRH-Day	SO%	Growth Potential
College of Arts, Social Sciences and Humanities												
Anthropology	1,816	41	44.3	2	9.5	8	62%	72%	12.3	12.3	92%	37%
Art and Design	10,151	168	60.4	9	20.7	17.5	83%	18%	22	18.8	89%	6%
Communication	1,282	40	32.1	2	21.5	12.3	86%	40%	22.5	18	91%	0%
Music	2,786	77	36.2	3	13.9	12.4	47%	70%	14	12.5	48%	69%
Theatre	2,777	20	138.9	1	22.8	22.8	80%	6%	20	20	91%	5%
Totals	18,812	346	54.4	17	19.6	16.1	73%	33%	19.8	17.2	80%	22%
College of Business												
College of Business	4,339	135	32.1	3	35	26	59%	13%	31	24	62%	15%
College of Education and Professional Studies												
Administration and Law	4,765	120	39.7	3	15.8	8.8	81%	63%	21	11	84%	52%
Army ROTC	728	25	29.1	1	5.3	5.3	106%	0%	0	0	0%	100%
CEPS-Dean	808	35	23.1	1	3	3	34%	94%	3	3	103%	81%
Teacher Ed & Ed Leadership	1,458	35	41.7	1	18	15	89%	16%	21	12	79%	41%
Totals	7,759	215	36.1	6	12.3	8.3	83%	61%	17.4	9.6	84%	54%
College of Health												
Medical Lab Sciences	1,045	20	52.3	1	18.5	18.5	82%	16%	23.7	20.6	77%	11%
Movement Sci. & Health	4,128	99	41.7	4	15.2	13.4	73%	39%	13.5	10.7	67%	55%
Psychology	1,113	30	37.1	1	12.5	12.5	84%	34%	9	9	83%	53%
Totals	6,286	149	69.9	6	13.2	12	76%	43%	13	10.6	72%	53%
Hal Marcus College of Science and Engineering												
Biology	11,418	264	43.3	11	19.7	16.5	83%	29%	17.3	14.1	84%	38%
Chemistry	8,876	182	48.8	8	12.7	9.4	90%	56%	11.6	9.3	80%	61%
Computer Science	3,690	120	0	3	32.8	24.2	76%	5%	26.5	22	82%	6%
Earth & Environ. Sciences	934	25	37.4	1	21	17	74%	34%	6	3	100%	84%
Electrical & Comp. Engineering	4,437	108	41.1	4	20.7	17.7	53%	42%	18.8	15.3	60%	43%
GeoData Center	1,072	30	35.7	1	9	4.5	67%	81%	12	9	64%	64%
Mechanical Engineering	5,177	135	38.3	5	14.2	13.4	67%	62%	18.1	16.1	73%	51%
Physics	2,042	48	42.5	2	24.3	18.4	78%	25%	29.6	24.6	65%	17%

Totals	37,646	912	41.3	35	19.9	16.2	76%	30%	19.3	15.5	76%	33%
Main Campus Totals	74,842	1,757	44.9	67	17.8	15.9	66%	40%	17.8	15.9	67%	39%
Emerald Coast Campus Totals	4,458	94	47.4	4	12.8	9.4	63%	69%	13	10.5	29%	84%

The University has 67 Main Campus teaching laboratories totaling 74,842 square feet and four on the Emerald Coast Campus.

- 65 of the laboratories were scheduled Fall term and 61 Spring term.
 - The laboratories for both terms were scheduled on average just under 16 hours during the day (8 AM to 5 PM daily) with 66% to 67% of the stations occupied. They were scheduled 1.9 hours in the evening on average.
 - Based on Florida utilization guidelines, the laboratories have about 40% enrollment growth capacity.

Appendix D presents the utilization data for all 67 Main Campus teaching laboratories and the Emerald Coast Campus labs. Fifteen of the laboratories are at or above Florida utilization guidelines for at least one term and show a zero or negative growth capacity and could justify additional space. These laboratories are identified in the next section.

Scheduled Laboratories Matching or Exceeding Florida Utilization Guidelines

Table 43 identifies the 15 instructional laboratories that exceed Florida utilization guidelines.

Table 43: Summary of Labs Matching or Exceeding State Guidelines

College/Department/Program	Existing Inventory				Fall 2019				Spring 2020				Future Need	
	Bldg. No.	Room	Current ASF	Teaching Capacity	WRH-All	WRH-Day	SO%	Growth Capacity	WRH-All	WRH-Day	SO%	Growth Capacity	Recommended Need	Surplus (Deficit)
College of Arts, Social Sciences and Humanities														
Art and Design														
Painting	0082	0241	1,331	20	23.3	23.3	88%	-6%	23.3	23.3	85%	-3%	2,831	(1,500)
Drawing	0082	0242	1,054	20	40.8	29.1	88%	-34%	35.0	23.3	101%	-23%	2,554	(1,500)
Graphic Design	0082	0262	924	20	35.0	23.3	98%	-18%	43.7	35.0	87%	-58%	2,424	(1,500)
Ceramics	0082	0268	2,158	16	23.3	23.3	94%	-37%	17.5	17.5	100%	-9%	3,358	(1,200)
2D Design	0082	0243	1,179	21	11.7	11.7	86%	38%	23.3	23.3	81%	-18%	2,679	(1,500)
3D Design	082B	0101	1,657	15	23.3	23.3	80%	-17%	17.5	17.5	96%	-4%	2,782	(1,125)
Communication														
Speech	0036	0151	641	20	16.1	6.5	75%	74%	27.0	21.0	99%	-9%	1,441	(800)

College of Business														
College of Business	0076	0101	2,144	60	45.0	33.0	60%	-3%	42.0	30.0	61%	5%	3,194	(1,050)
Hal Marcus College of Science and Engineering														
Biology, General	0058	0207	1,219	24	39.5	34.0	88%	-55%	15.0	12.5	67%	56%	2,419	(1,200)
Anatomy	0058C	0205	983	24	27.0	22.0	91%	-5%	24.0	16.5	92%	21%	983	0
General Chemistry	0058	0212	1,219	24	38.3	30.8	95%	-53%	42.5	30.8	94%	-50%	1,219	0
Computer Science	0004	0348	1,233	40	35.0	24.3	81%	-2%	27.0	21.0	89%	2%	2,133	(900)
Computer Science	0004	0349	1,233	40	36.3	27.3	71%	0%	25.5	24.0	79%	2%	2,133	(900)
Electrical & Computer Eng.	0004	0205	1,373	44	46.9	40.9	48%	22%	45.3	37.3	52%	-21%	2,673	(1,300)
Physics	0058	0122	1,051	24	30.3	23.5	89%	-8%	24.8	22.5	81%	5%	2,251	(1,200)
Totals			19,399	412	31.4	25.1	82%	-17%	28.9	23.7	84%	-13%	35,074	(15,675)

Because these laboratories exceed the calculated utilization capacity, an additional 13 laboratories could be justified totaling 15,675 square feet of space. *However, if instructional quality is not impacted by exceeding the Florida utilization guidelines, other scheduling strategies such as increasing section sizes and/or adding an additional section, may meet future needs without requiring additional space for several of these laboratories.*

Summary Results

Art and Design

- An additional 20 station painting laboratory at 1,500 ASF could be justified to meet future growth.
- An additional 20 station drawing laboratory at 1,500 ASF could be justified to meet future growth.
- An additional 20 station graphics design laboratory at 1,500 ASF could be justified to meet future growth.
- An additional 16 station ceramics design laboratory at 1,200 ASF could be justified to meet future growth.
- An additional 20 station 2D design laboratory at 1,500 ASF could be justified to meet future growth.
- An additional 20 station 3D design laboratory at 1,125 ASF could be justified to meet future growth.

Communications

- An additional 20 station speech laboratory at 800 ASF could be justified to meet future growth.

College of Business

- An additional 30 station accounting laboratory at 1,050 ASF could be justified to meet future growth.

Biology

- An additional 24 station general biology laboratory at 1,200 ASF could be justified to meet future growth.
- The Anatomy laboratory, Laboratory Sciences Annex|Room No. 0205 (Bldg. 0058C), is heavily scheduled however, there is a second anatomy laboratory, Laboratory Sciences Annex|Room No. 0201 (Bldg. 0058C), that has growth capacity to address future enrollment growth.

Chemistry

- While the general chemistry laboratory, Science Laboratory|Room No. 0212 (Bldg. 0058), is heavily scheduled, there are 3 other general chemistry labs that have growth capacity to address future enrollment growth. The 4 general chemistry labs were scheduled on average just over 18 hours during the day fall term.

Computer Science

- An additional 40 station computer science laboratory (or two 20 station labs) at 1,800 ASF could be justified to meet future growth.

Electrical & Computer Engineering

- An additional 20 station ECE laboratory at 1,300 ASF could be justified to meet future growth.

Physics

- An additional 20 station physics laboratory at 1,200 ASF could be justified to meet future growth.

Other Laboratory Needs

Several other additional lab needs were identified after receiving input from various stakeholders. These needs are summarized as follows.

Criminology and Criminal Justice requires a forensics lab. A lab of 600 ASF with 12 teaching stations is recommended.

Williams School of Music is required to meet the National Association of Schools of Music accreditation standards for teaching, rehearsal and performance spaces.

- The rehearsal space (CFPA Bldg. 0082, Room No. 140) is heavily used and as part of the long range plan is to add a full symphony orchestra, an opera program and graduate program.
 - Add a second 2,000 square foot rehearsal hall.
- The current piano laboratory (Room No. 209) is overcrowded with 10 digital pianos and was cited by NASM as a concern for student accessibility.
 - Increase size from 272 ASF to 650 ASF (10 stations at 65 ASF/Station)
- There is a need for more acoustically treated practice rooms for individual/duo/trio spaces.
 - Add two 360 ASF practice rooms.
- Based on the above additions would increase the laboratory space from 4,098 ASF to 7,725 ASF or an additional 3,627 ASF.

School of Nursing was originally located off campus with 7 faculty and now the program is on campus with 22 faculty and growing. The proposed new space totals 8,026 ASF.

- Instructional Classroom at 1,440 ASF
- 4 simulation laboratories at 2,040 ASF
- Skills laboratory at 1,700 ASF
- Service Space at 980 ASF
- Open laboratories at 1,866 ASF

Laboratory Space Needs

Table 44 summarizes the overall laboratory projected space needs for the Main Campus. The column entitled “Calculated ASF Need – Future” is the modeled space need based on the Utilization Goals defined above. Where the modeled laboratory calculations fall within an acceptable range, it is assumed that the existing space is sufficient unless an additional laboratory is needed that is reflected in the “Recommended Need” column. Appendix D provides additional details.

Table 44: Summary of Projected Instructional Laboratory Needs

College/Department	Existing Inventory					Projected Space Need				
	Lab count	ASF	Capacity	Maximum Section Size Limit	Station Size ASF	No. of Scheduled Labs - Existing	No. of Teaching Labs Needed	Calculated ASF Need - Future	Recommended Need	Current ASF - Recommended Need
College of Arts, Social Sciences and Humanities										
Anthropology	7	3,056	62	41	74.5	2	2	2,534	3,056	0
Art and Design	25	15,615	278	168	92.9	9	14	24,119	23,940	(8,325)
Communication	6	3,219	44	40	32.1	2	3	4,166	4,019	(800)
English	2	1,471						1,471	1,471	0
History	1	194						194	194	0
Music	14	4,098	128	77	53.2	3	4	7,725	7,725	(3,627)
Theatre	4	3,288	30	20	0.0	1	1	4,250	3,288	0
Totals	59	30,941	542	346	89.4	17	24	44,459	43,693	(12,752)
College of Business										
Totals	6	5,311	133	135	39.3	3	4	7,662	6,361	(1,050)
College of Education and Professional Studies										
Administration and Law	10	6,790	197	120	56.6	3	3	5,405	6,790	0
Army ROTC	1	728	25	25	29.1	1	1	1,000	728	0
CEPS-Dean	2	1,220	56	35	23.9	1	1	1,718	1,220	0
Criminology & Criminal Justice	0	0	0			0	1	600	600	(600)
Teacher Ed & Ed Leadership	3	1,815	40	35	51.9	1	1	1,680	1,815	0
Industrial Design and Tech	1	264						264	264	0
Totals	17	10,817	318	215	50.3	6	7	10,667	11,417	(600)
College of Health										
Medical Laboratory Sciences	2	1,267	30	20	63.4	1	1	1,260	1,267	0
Movement Sciences and Health	21	6,330	192	99	63.9	4	4	6,895	6,330	0
Nursing	5	2,734	99	0	0.0	0	6	10,760	10,760	(8,026)
Psychology	1	1,113	30	30	37.1	1	1	1,200	1,113	0
Totals	29	11,444	351	149	78.8	6	12	20,115	19,470	(8,026)
Hal Marcus College of Science and Engineering										
COSE Dean's Office	1	297	2				1	297	297	0
Biology	28	14,660	341	264	55.5	11	12	17,280	15,860	(1,200)
Chemistry	19	13,132	262	182	72.2	8	8	13,470	13,132	0
Computer Science	4	4,608	145	120	38.4	3	4	10,975	6,408	(1,800)

Ctr for Environ. Diagnostics & Bioremediation	5	447	6					447	447	0
Earth & Environmental Sciences	5	2,429	70	25	97.2	1	1	2,834	2,429	0
Electrical & Computer Engineering	5	5,336	118	108		4	5	10,779	6,636	(1,300)
GeoData Center	1	1,072	32	30	35.7	1	1	1,200	1,072	0
Mathematics & Statistics	1	924	24	48	19.3	0	0	837	924	0
Mechanical Engineering	7	6,496	154	135	48.1	5	5	7,006	6,496	0
Physics	6	3,888	50	48	81.0	2	3	4,800	5,088	(1,200)
Totals	82	53,289	1,204	960	53.3	35	40	69,925	58,789	(5,500)
Other Labs										
Intercollegiate Athletics	2	1,140	11					1,140	1,140	0
International Affairs	4	2,190	96					2,190	2,190	0
University Libraries	1	777	0					777	777	0
Totals	7	4,107	107					4,107	4,107	0
Totals Main Campus	200	115,909	2,655	1,805	63.2	67	87	156,935	143,837	(27,928)

Summary Results:

- Currently the Main Campus has 67 teaching laboratories totaling 89,733 ASF *including* service space. The recommended projected need is for 87 laboratories totaling 115,795 ASF for an increase of 26,062 ASF or 29% more than existing.
- With the planned future enrollment of 6,000 FTE, the ASF per FTE for teaching laboratories is 17.5 compared with the average SUS space factor of 15 or 90,000 ASF.
- The existing open lab inventory totals 26,176 ASF while the projected open laboratory need is 28,042 ASF. A deficit of 1,866 ASF.
- With the planned 6,000 FTE, the ASF per FTE for open laboratories is 4.3. This is within the expected range of 4 to 5 ASF/FTE for most universities.

Research Space

As a regional university research at UWF is pulled in two different directions: the University is known for engagement in undergraduate research activity plus they are involved in sponsored grant programs. Both directions require different types of focus and different types of space. The University currently has a total of 48,662 assignable square feet classified as research laboratories that focus on the needs of the sponsored grants programs.

The existing inventory also includes research support space including prep areas and special use rooms such as microscopy labs and collections. These spaces are primarily directed as faculty labs. However, the student engagement focus for undergraduate research is both high impact practice and workforce development with at least three benefits for students:

- Conducting of research
- Presentation of research (communication)
- Sharing research with external audiences

Space to provide students with this experience is limited or lacking in most academic departments. The need is for spaces that are functionally flexible and can enhance faculty and student team/collaborative learning. The dual research space calculation methodology described below is intended to address both University research focuses and identify the space requirements of each.

Departments engaged in laboratory-based research are provided an allocation of space for each tenure track faculty (identified as a principal investigator). The recommended assignable square feet (ASF) space allowances are presented in the Space Planning Assumptions and are applied to estimate a discipline-specific research laboratory space allocation. This allocation is based on a team concept where the space requirements of all research personnel that may be associated with a Principal Investigator (PI), including research staff, graduate research assistants and undergraduates, are accommodated by this allowance.

To recognize the need for student engagement research a collaboration space needs factor is applied to accommodate student engagement research activities. To estimate this need the following factors have been applied:

- Each tenure-track faculty will be involved in student engagement research,
- Each tenure-track faculty will have five undergraduate researchers associated with them to form a team of six researchers: and
- A space factor of 40 assignable square feet (ASF) per researcher is used to estimate the square foot need for this type of space.

Table 45 summarizes the calculated research space needs for faculty research labs and student engagement collaborative research space by academic college. Appendix E presents the calculated needs by department.

Table 45: Summary of Research Space Needs

College/Research Space Type	Existing Space	Current		Projected	
		Calculated Need	Surplus (Deficit)	Calculated Need	Surplus (Deficit)
College of Arts, Social Sciences and Humanities					
Research Labs	9,108	8,948	160	9,164	(56)
Student Engagement Research	0	12,000	(12,000)	13,680	(13,680)
College of Arts, Social Sciences and Humanities-Subtotal	9,108	20,948	(11,840)	22,844	(13,736)
College of Business					
Student Engagement Research	0	8,640	(8,640)	9,360	(9,360)
College of Education and Professional Studies					
Student Engagement Research	0	10,560	(10,560)	11,520	(11,520)
College of Health					
Research Labs	5,631	6,550	(919)	7,205	(1,574)
Student Engagement Research	0	9,360	(9,360)	10,000	(10,000)
College of Health-Subtotals	5,631	15,910	(10,279)	17,205	(11,574)
Hal Marcus College of Science and Engineering					
Research Labs	33,923	34,417	(494)	37,265	(3,342)
Student Engagement Research	0	13,680	(13,680)	15,400	(15,400)

Hal Marcus College of Science and Engineering-Subtotal	33,923	48,097	(14,174)	52,665	(18,742)
Research Space Totals	48,662	104,155	(55,493)	113,594	(64,932)

Summary Results

- The current calculated research space needs indicate a net deficit of 55,493 ASF or 114% more than existing. A shortfall of about 1,250 ASF for lab-based research space was identified. This is slightly more than 2% of the overall deficit with the remaining need being for student engagement research space which is currently not provided.
- With the planned enrollment growth and commensurate increase in faculty, the research space need is estimated to grow to a deficit of approximately 64,900 ASF, with additional lab-based space needs consisting of about 5,000 ASF.

Office Space

The office space need is calculated by multiplying the number of authorized positions by an office square foot module designated for that position. The office modules used in the analysis are identified in the planning assumptions. Also, for the purposes of the study, current personnel were grouped into position categories based on their job title or responsibilities. As with the other space needs presented in this study, the office space calculation is compared to the total assigned office space to determine either shortages or surpluses.

The Main Campus office inventory has 285,792 ASF and is summarized by space type in Table 46.

Table 46: Summary of Existing Office Space Inventory

Room Type Description	Number of Rooms	Existing Space	Stations	Avg. Room Size	Average Station Size
Office	1,335	210,085	2,301	157.4	91.3
Office Service Area	357	50,263	828	140.8	
Conference Room	78	24,775	1,056	317.6	23.5
Conference Room Service	10	486	9	48.6	54.0
Unit/Departmental Storage	1	183	0	183.0	
Total- Existing Office Space	1,781	285,792	4,194		

Table 47 summarizes the current and projected office and office support space needs by division and subdivision/college.

Table 47: Summary of Office Space Needs by Division

Division/College or Subdivision/Space Type	Existing Space	Current		Projected	
		Calculated Need	Difference From Existing	Calculated Need	Difference From Existing
President					
Offices	14,216	14,236	(20)	14,236	(20)
Office Support	3,956	5,531	(1,575)	5,531	(1,575)
President Total	18,172	19,767	(1,595)	19,767	(1,595)
Provost and Senior VP Academic Affairs					
Academic Affairs					
Offices	20,204	18,456	1,748	18,936	1,268
Office Support	8,099	7,624	475	7,838	261
Academic Affairs Total	28,303	26,080	2,223	26,774	1,529
College of Arts, Social Sciences and Humanities					
Offices	21,188	23,665	(2,477)	25,247	(4,059)
Office Support	7,386	7,108	278	7,551	(165)
College of Arts, Social Sciences and Humanities Total	28,574	30,772	(2,198)	32,797	(4,223)
College of Business					
Offices	16,418	11,686	4,732	12,064	4,354
Office Support	8,713	4,482	4,231	4,622	4,091
College of Business Total	25,131	16,168	8,963	16,686	8,445
College of Education and Professional Studies					
Offices	23,898	19,372	4,526	20,264	3,634
Office Support	6,691	6,988	(297)	7,282	(591)
College of Education and Professional Studies Total	30,589	26,360	4,230	27,546	3,043
College of Health					
Offices	15,973	15,178	795	16,496	(523)
Office Support	5,536	5,405	131	5,878	(342)
College of Health Total	21,509	20,583	926	22,374	(865)
Enrollment Management Services					
Offices	5,507	5,295	212	5,655	(148)
Office Support	1,864	2,388	(524)	2,561	(697)
Enrollment Management Services Total	7,371	7,683	(312)	8,216	(845)
Information Technology Services					
Offices	7,884	6,476	1,408	6,596	1,288
Office Support	6,167	3,438	2,729	3,492	2,675
Information Technology Services Total	14,051	9,915	4,137	10,088	3,963
Marcus College of Science and Engineering					
Offices	22,914	21,408	1,506	22,538	376
Office Support	3,891	7,549	(3,658)	7,969	(4,078)

Division/College or Subdivision/Space Type	Existing Space	Current		Projected	
		Calculated Need	Difference From Existing	Calculated Need	Difference From Existing
Marcus College of Science and Engineering Total	26,805	28,957	(2,152)	30,507	(3,702)
Provost and Senior VP Academic Affairs - Total	182,333	166,517	15,816	174,989	7,344
Vice President Academic Engagement and Student Affairs					
Offices	34,331	27,605	6,726	28,975	5,356
Office Support	11,727	11,634	93	12,224	(497)
Academic Engagement and Student Affairs-Total	46,058	39,239	6,819	41,199	4,859
Vice President Finance and Administration					
Business and Auxiliary Services					
Offices	5,385	4,345	1,040	4,345	1,040
Office Support	2,527	1,853	674	1,853	674
Business and Auxiliary Services Total	7,912	6,198	1,714	6,198	1,714
Facilities Management					
Offices	6,674	4,171	2,503	4,171	2,503
Office Support	2,927	1,499	1,428	1,499	1,428
Facilities Management Total	9,601	5,670	3,931	5,670	3,931
Finance and Administration					
Offices	9,977	7,063	2,915	7,063	2,915
Office Support	3,684	3,428	256	3,428	256
Finance and Administration Total	13,661	10,491	3,170	10,491	3,170
Vice President Finance and Administration Total	31,174	22,359	8,815	22,359	8,815
Vice President University Advancement					
Offices	5,516	6,010	(494)	6,010	(494)
Office Support	2,539	2,521	18	2,521	18
Vice President University Advancement Total	8,055	8,531	(476)	8,531	(476)
Total Offices - Main Campus	285,792	256,413	29,379	266,845	18,948

Summary Results

- The overall current guideline calculation for office space indicates a net surplus of 29,379 ASF.
- The calculated projected office space needs show the surplus is reduced to about 18,900 ASF.
- Intercollegiate Athletics and Teacher Education and Education Leadership have the largest projected office space deficit.

Although the aggregated calculated need indicates a surplus of space, there are a number of departments that have deficits identified. The ten units with the greatest projected office space needs are shown below.

Table 48: Departments with Greatest Future Office Space Needs

Department	Existing Space	Projected	
		Calculated Need	Surplus (Deficit)
Intercollegiate Athletics	8,904	12,381	(3,477)
Teacher Ed & Ed Leadership	4,313	7,576	(3,263)
Nursing	4,262	6,232	(1,970)
University Advancement-V.P.	2,678	4,093	(1,415)
Financial Aid & Scholarships	1,504	2,905	(1,401)
Mechanical Engineering	1,066	2,418	(1,352)
UMC - Management & General	2,205	3,537	(1,332)
Art and Design	2,479	3,705	(1,226)
Archaeology Institute	2,228	3,440	(1,212)
Chemistry	2,173	3,362	(1,189)

Library/Study Space

The calculated needs for the University Libraries space are based on the following factors:

Stack Space

The library stack area is determined by multiplying the number of volume equivalents by a space factor. We are using a factor of .10 ASF per volume for volumes for the first 150,000 volumes, .09 ASF for the next 150,000 volumes, etc. This includes space for aisles between stacks, aisles between range ends, and general access space for the stacks. These criteria accommodate approximately 8 volumes per lineal feet and an 85% fill rate.

Reading/Study Space

The reading/study space is determined by the percent of students that typically use the library at peak times during the day or evening to determine the number of persons requiring reading/study space. This normally ranges between 7.5 and 20 percent depending on the type and location of the institution. From information received from the University Libraries, modifications to the study use factor were incorporated. For this analysis a 20% student use FTE factor was applied. Five percent (5%) of the faculty were also included in developing the study calculation.

Technical/Processing Service Space

Processing room space needs that support the overall library operation are determined as a percent of the total calculated need for library space. A factor of 12.5% has been used.

Café

The calculation of café / lounge space applies a factor of 2 ASF times the number of student study stations is calculated for the reading / study space is used to determine the space with a maximum of 900 ASF.

The Table 49 summarizes the calculated space needs for the University Libraries.

Table 49: University Libraries -Summary of Library/Study Space Needs

Space Type	Existing Space	Current		Projected	
		Calculated Need	Surplus (Deficit)	Calculated Need	Surplus (Deficit)
Stack Space	85,670	60,719	24,951	60,719	24,951
Reading/Study Space	6,876	34,215	(27,339)	37,636	(30,760)
Technical Service Space	12,248	12,249	(1)	12,677	(429)
Lounge/Café	0	900	(900)	900	(900)
Archives	0	8,847	(8,847)	11,059	(11,059)
Totals – University Libraries	104,794	116,931	(12,137)	122,992	(18,198)

Summary Results

- The current calculated space needs for the University Libraries indicate a net deficit of 12,137 ASF or 11.6% more than the existing space.
- When subdivided into the various space categories the calculated needs compared to the existing space presents skewed results likely because of how the space is classified in the University’s inventory. However, additional study and archives space are identified but to what order of magnitude is undefined for each.
- With the planned enrollment growth and projected archive collections, the future calculated space needs indicate a net deficit of 18,198 ASF or 17.4 % more than its existing space.
- The future space needs for reading/study presented in Table 46 above does not include 2,085 ASF in additional space for the School of Nursing.

Other Space

Other major space type categories include spaces that are general purpose and, in many cases, shared resources for the University. Throughout this report much of this space has been referenced as being included in the modeling category identified as Campus Wide Space. With the exception of the Campus Support category, much of this space is related to student life/student service functions. A summary of this Other Space grouping calculated needs is identified in Table 50.

Table 50: Summary of Other Space Types

Space Type	Current			Projected	
	Existing Space	Calculated Need	Difference From Existing	Calculated Need	Difference From Existing
Athletic / Student Recreation	158,089	138,820	19,269	143,663	14,426
Assembly	13,349	7,877	5,472	8,415	4,934
Exhibition	6,044	2,688	3,356	2,957	3,087
Food/Dining	30,246	24,888	5,358	27,259	2,987
Student Lounge	13,407	13,442	(35)	14,787	(1,380)
Merchandising	18,534	6,971	11,563	7,644	10,891
Meeting Room	11,207	6,329	4,878	6,629	4,578
Support Facilities	52,751	48,788	3,963	51,130	1,621
Totals - Other Space	303,627	249,803	53,824	262,483	41,144

Summary Results

Athletic/Student Recreation

- The existing Athletic/Student Recreation space is adequate.

Assembly

- The space included in this category includes University Commons Room Nos 100, 100A and 102 and related support space. This space is sufficient for current and future operations.
- The space shown in this summary does not include other assembly/performance space that has been identified and assigned to the Music and Theatre programs totaling 21,615 assignable square feet.

Food/Dining

- The facilities included in the assessment of the University's food/dining space are those dedicated for servicing students, faculty and staff. Food preparation space reserved for meetings and events are not included. The dining services space in the University Commons and several small satellite operations are included in this category. The quantity of the existing space is adequate.

Student Lounge

- Space classified as student lounge is adequate for the current student enrollment. This is the one category that indicates a future deficit.

Merchandising

- The University's merchandising space is primarily located in the University Commons (Bookstore and Postal Services) and Argo Village Units 2-6 (Bookstore). The calculated need indicates the existing space is adequate.

Meeting Rooms

- The space in this category includes meeting room spaces typically available to any campus user and not dedicated for a particular department. These rooms are located in eight buildings. In addition, space used primarily for conference center events has been identified separately and assigned to University Commons & Events Services. The general meeting room space is sufficient.

Campus Support

- The calculated needs for campus support space indicates the existing space is sufficient.

Appendices

Appendix A: Enrollment Projections by College-Main Campus

Appendix B: Detailed Classroom Analysis

Appendix C: Classroom Listing

Appendix D: Teaching Laboratory Utilization

Appendix E: Instructional Laboratory Detailed Space Needs

Appendix F: Research Space Needs by Department

Appendix A: Enrollment Projections by College-Main Campus

College	On Ground				Online	
	2019		Projected		2019	Projected
	Headcount	FTE	Headcount	FTE	FTE	FTE
Total Main Campus	8,634	5,377	9,497	5,915	4,477	4,882
Undergraduate	7,858	5,097	8,644	5,607	2,834	3,117
Graduate	776	279	854	307	1,643	1,765
College of Arts, Social Sciences and Humanities	1,493	1,304	1,642	1,435	359	395
Undergraduate	1,314	1,185	1,445	1,304	353	388
Graduate	179	119	197	131	7	7
College of Business	1,375	693	1,513	762	979	1,077
Undergraduate	1,252	676	1,377	744	545	600
Graduate	123	17	135	19	434	477
College of Education and Professional Studies	1,120	502	1,232	552	992	1,091
Undergraduate	936	432	1,030	475	452	497
Graduate	184	69	202	76	541	595
College of Health	1,539	557	1,693	613	932	1,025
Undergraduate	1,439	532	1,583	586	800	880
Graduate	100	25	110	27	132	145
Hal Marcus College of Science and Engineering	2,650	2,274	2,915	2,502	516	567
Undergraduate	2,537	2,225	2,791	2,447	406	447
Graduate	113	50	124	54	109	120
Student Affairs	0	47	0	52		
Undergraduate	0	47	0	52		
Graduate	0	0	0	0		
Undeclared	457		503			
Undergraduate	380		418			
Graduate	77		85			
Unknown					699	727
Undergraduate					278	306
Graduate					421	421

Appendix B: Detailed Classroom Analysis

The focus of the classroom analysis was to examine the current utilization and determine the number and size of rooms needed to support the enrollment demand. Fall term 2019 served as the baseline for the analysis. Basic data collected included the Fall 2019 and Spring 2020 class schedules and the space inventory that identified the Building Name, Room Number, Number of Seats, and Square Foot amount for each room. This information was used to develop the utilization analysis and to establish the relative quantities of space needed to support the current and future demand for classrooms. The amount of classroom space required is compared to the current classroom supply to determine if the University has the correct number of classrooms, seats, and square footage to meet the instructional demand. Several key utilization goals and measurements used in the analysis are identified below.

Classroom Utilization Definitions and Metrics

Average Weekly Room Hours (Avg. WRH)

Weekly Room Hours (WRH) is the number of minutes a class meets each week, including class change time, converted to hours. The sum for all sections in a classroom is the WRH utilization for that room. WRH is calculated for a specific timeframe: i.e., WRH-Day is for the period 8 AM to 5:30 PM, Monday through Friday. All Day includes evenings and weekends.

Guidelines suggest classrooms should be used 60%-70% of available hours with 70% considered maximum capacity. The actual Avg. WRH is compared to this guideline to measure how efficiently the rooms are currently scheduled and to determine the correct number of classrooms. *Sixty-four percent (64%) utilization of the available hours is recommended (e.g., a standard 8:00 AM-5:00 PM, M-F is 45 available hours).*

Station Occupancy Percent (SO%)

Station Occupancy Percent (SO%) is the percentage of the number of seats or stations occupied when the room is in use divided by the teaching capacity of the classroom based on daytime instruction. Classroom guidelines suggest that on average 65%-75% of classroom seats should be filled. The actual SO% is compared to the SO% goal to get an overall picture of how well the seats are utilized.

Weekly Student Contact Hours (WSCH)

Weekly Student Contact Hours (WSCH) or instructional demand, is the scheduled face time a student spends in class multiplied by the number of students enrolled in the class. By using the total WSCH instructional demand and the utilization goals set for Avg. WRH and SO, the number of seats needed to fulfill instructional demand are computed.

Assignable Square Feet per Seat (ASF/Seat)

Classroom guidelines suggest 20-25 square feet should be allocated per student station or seat. This guideline is an average that allows for a variety of classroom seating configurations from a lecture hall, that typically requires fewer square feet per station, to a computer classroom or a collaborative learning classroom which typically require more square feet per station. An institution’s total square footage need is therefore calculated by multiplying the number of seats required times the square foot per seat goal.

Utilization Assumptions

- Class schedule data in this report is from Fall 2019 and Spring 2020 terms. Classroom needs and primary statistics are based on Fall 2019.
- The findings presented in this report are based on the following recommended planning/utilization assumptions:
 - Average Weekly Room Hour Goal (Avg. WRH): 26.2 Daytime
 - Station Occupancy Goal (SO%): 67%
 - Assignable Square Feet per Seat (ASF/Seat): 24

Classroom Supply

Table 51 presents a summary of all rooms identified in the room type category for classrooms.

Table 51: Summary of Classroom Supply – Fall 2021

Campus	In Use 2019	Room Type	Room Type Description	Rooms	Seats	ASF	ASF/Seat
Main	Yes	110	Classroom-General Use	64	3,331	63,735	19.1
			Total In Use	64	3,331	63,735	19.1
	No	115	Classroom Service	17	16	1,449	90.6
			Grand Total	81	3,347	65,184	19.5
Emerald Coast	Yes	110	Classroom-General Use	7	220	5,440	24.7
			Total In Use	7	220	5,440	24.7
	No	110	Classroom-General Use	14	446	10,372	23.3
	No	115	Classroom Service	1	1	105	105.0
			Grand Total	22	667	15,917	23.9

Summary Results

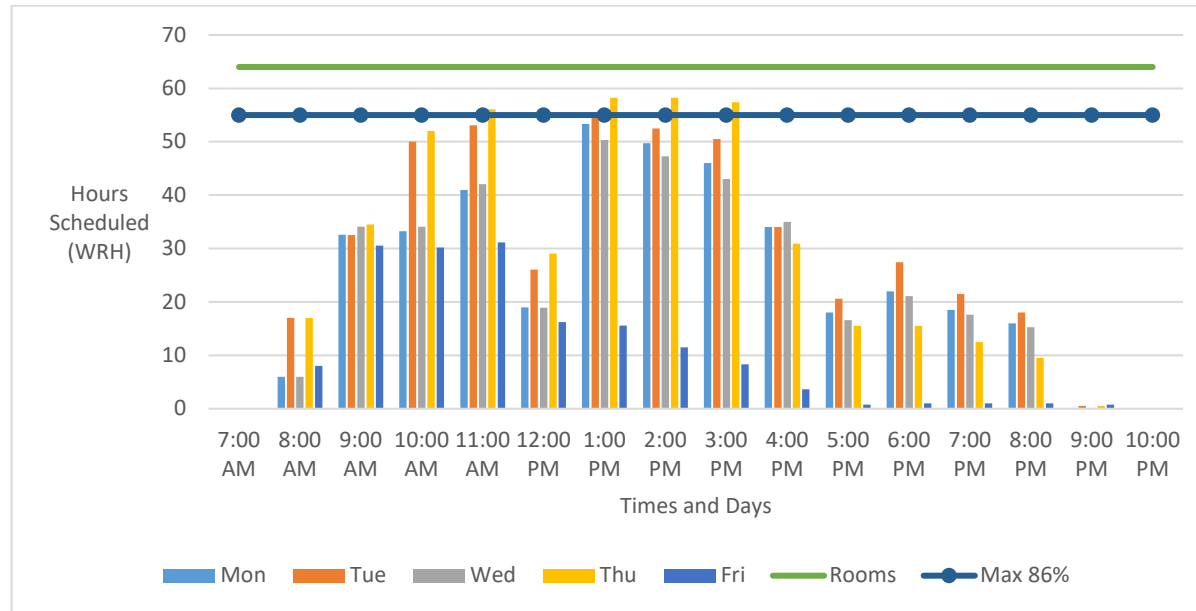
- Main Campus:
 - There were 64 classrooms, 3,331 seats, and 63,735 square feet (ASF) in use for Fall 2019.
 - For Fall 2019 the average ASF/Seat (square foot per student station) for the classrooms of 19.1 is below the recommended guideline of 24 square feet per station.
- Emerald Coast:
 - Seven (7) classrooms were in use at the Emerald Coast Campus. Fourteen (14) other classrooms were identified in the inventory but are not used by UWF.

Classroom Time by Day

The Time by Day chart (Table 52) shows how class hours are currently distributed across days and times. This section helps to identify the normal hours of operation to use for utilization and estimating classroom needs and to show how well classes are distributed through the hours and days to maximize utilization of the available rooms.

- The hours shown in the Time by Day tables are calculated by summing all individual class hours **including class change times**. Based on the beginning and end times the summarized hours for all classes are then distributed into the appropriate bars for the bar chart. For example, a class that meets TR from 8:00 AM to 9:15 AM will contribute 1 hour to 8:00 AM on TR and 30 minutes to 9:00 AM on TR (15 minutes are added for the class change time).
- The Max 86% line is 86% of the total rooms available. This typically represents the point where classroom demand exceeds the supply. Inefficiencies caused by variant class times, single day classes, undesirable classrooms, etc., are factors that impact why the Max 86% threshold is less than the available rooms. **Please note that this line only represents the potential peak scheduling capacity to handle prime times. The Average WRH goal (64% of available hours), which helps determine how many classrooms are needed, recognizes peak times and lower use times during the course of the day.**

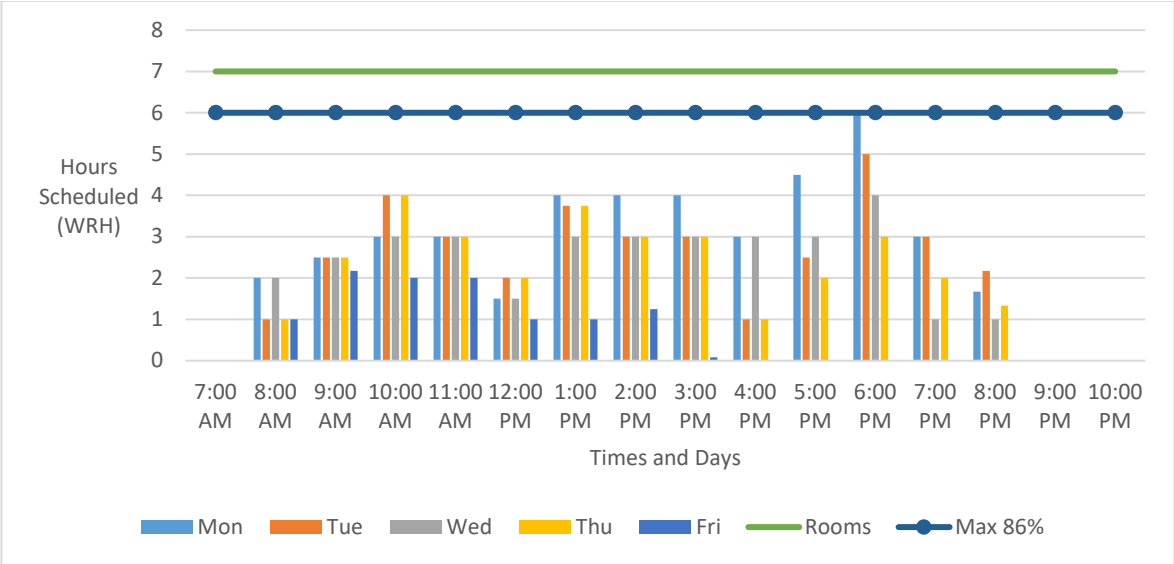
Table 52: Time by Day – Main Campus Fall 2019



Summary Results: Main Campus

- Daytime classes are scheduled 8 AM-5:30 PM with Friday essentially ending by 1pm (MWF replaced by MW classes) and there is a half hour break at noon. Therefore, daytime classroom needs are based on 41.0 hours available for scheduling. Sixty-four percent (64%) utilization of the available hours yields an expected Average Weekly Room Hour goal of 26.2 hours.
- Overall, there is a good spread of class hours throughout the day on TR. There is an imbalance of MWF/TR classes in the morning hours. MWF classes seem to be "unpopular" compared to TR and MW classes.

Table 52a: Time by Day – Emerald Coast Campus Fall 2019



Summary Results: Emerald Coast Campus

- Peak utilization has 4 rooms in use at any given time with the exception of Monday and Tuesday evening where 5:30 PM start times peak at 6 and 5 rooms in use respectively.

Classroom Time Blocks

The Time Blocks (Table 53) shows the number of class sections offered for each of the standard scheduling time blocks. Data is presented for the Fall 2019 study and Spring 2020 terms.

Table 53: Time Blocks

Time Block	Begin	End	Mon	Tue	Wed	Thu	Fri	Sections	
								Fall 2019	Spring 2020
Day-050 Min-MWF	8:00	8:50	M		W		F	3	4
Day-050 Min-MWF	9:00	9:50	M		W		F	17	12
Day-050 Min-MWF	10:00	10:50	M		W		F	10	12
Day-050 Min-MWF	11:00	11:50	M		W		F	14	11
Day-050 Min-MWF	12:00	12:50	M		W		F	4	3
Day-075 Min-MW	8:00	9:15	M		W			1	
Day-075 Min-MW	9:30	10:45	M		W			11	10
Day-075 Min-MW	11:00	12:15	M		W			18	19
Day-075 Min-MW	13:00	14:15	M		W			42	41
Day-075 Min-MW	14:30	15:45	M		W			37	29
Day-075 Min-MW	16:00	17:15	M		W			28	20
Day-075 Min-TR	8:00	9:15		T		R		16	12
Day-075 Min-TR	9:30	10:45		T		R		45	47
Day-075 Min-TR	11:00	12:15		T		R		47	51
Day-075 Min-TR	13:00	14:15		T		R		45	36
Day-075 Min-TR	14:30	15:45		T		R		45	31
Day-075 Min-TR	16:00	17:15		T		R		26	19

Note: The table only shows sections that met during the standard time blocks and does not include non-standard meeting times.

Summary Results

- MWF: The MWF classes, typical at most schools, essentially end by 1:00 PM. However, they are replaced by the MW classes which have good use through 5:30 PM.
- TR: The TR time blocks have excellent usage throughout most of the day.

Classroom Time Block Summary

Table 54 identifies the number of class sections that met in the standard time blocks and the non-standard time blocks by College.

Table 54: Time Block Summary – Sections by College

College	Total	Standard	Non-Standard	% Standard
ARTS	182	162	20	89.0%
BUS	56	55	1	98.2%
EDUC	52	29	23	55.8%
ENGIN	181	131	50	72.4%
HEALTH	60	39	21	65.0%
STAFF	13	6	7	46.2%
Total	544	422	122	77.6%

Summary Results

- 77.6% of the daytime sections scheduled for the classrooms met the standard time blocks. As a general rule, if 86% of classes meet in the standard blocks then utilization goals can be achieved. As the use of the standard blocks falls below 86% then the non-standard class meetings will start to significantly impact the ability to efficiently schedule classes.
- The Colleges of Arts, Social Sciences and Humanities and Business adhere to the standard time blocks very well while the other colleges drag the percent standard below the 86% goal.

Classroom Utilization

The utilization charts show the daytime and all hours of utilization (Avg. WRH) and Station Occupancy (SO%). The Average WRH and Station Occupancy (SO%) can be compared to the recommended utilization rates. For the daytime calculation a recommended utilization rate of 26.2 Avg. WRH represents 64% of the available daytime hours. The All Hours classroom expectation considers all hours scheduled with an expectation of 36 hours. This expectation assumes that the evening hours are available and therefore classes could be scheduled throughout the day and evening to achieve maximum capacity.

Table 55: Classroom Utilization Summary

Campus	Term	Rooms	Daytime: 8:00 am-5:30 pm				All Hours			
			WRH	Avg WRH	SO%	WSCH	WRH	Avg WRH	SO%	WSCH
Main Campus	Fall 2019	64	1,607.6	25.1	63.7%	53,269.4	1,844.7	28.8	60.4%	58,002.6
	Spring 2020	64	1,395.6	21.8	60.5%	43,920.9	1,646.8	25.7	56.8%	48,717.1
Emerald Coast	Fall 2019	7	112.0	16.0	23.9%	840.3	153.2	21.9	29.4%	1,415.2
	Spring 2020	7	101.4	14.5	20.8%	663.2	133.9	19.1	25.3%	1,065.7
	Goal			26.2	67.0%			36.0	60.0%	

Summary Results

- Main Campus:
 - WRH and WSCH: Weekly Room Hours (WRH) and Weekly Student Contact Hours (WSCH-hours times enrollments) show that Fall is the largest term and will be used to calculate classroom needs.
 - Average WRH: The Fall 2019 daytime Avg. WRH of 25.1 is only slightly below the suggested daytime rate of 26.2 Avg. WRH and indicates classrooms are fairly well used during the daytime hours. The all hours scheduled rate of 28.8 Avg. WRH is below the capacity of 36.0 hours indicating available capacity in classrooms but mostly in the evening hours.
 - Station Occupancy (SO%): The Fall 2019 daytime rate of 63.7% was only slightly below the recommended guideline of 65%-75% and indicated the distribution of classroom sizes (seats) fit well with the class sizes during Fall 2019.
- Emerald Coast Campus:
 - Average WRH: The Fall 2019 daytime Avg. WRH of 16.0 is well below the suggested daytime rate of 26.2 Avg. WRH and indicates classrooms have excess capacity during the daytime hours. The all hours scheduled rate of 21.9 Avg. WRH is below the capacity of 36.0 hours. However, Monday and Tuesday evenings utilize most of the 7 classrooms available.
 - Station Occupancy (SO%): The Fall 2019 daytime rate of only 23.9% indicates classrooms are oversized for the current enrollments.

Classroom Utilization by Building

Table 56 identifies the distribution of classrooms around the campus and how well each building was utilized.

Table 56: Utilization by Building - Fall 2019

Bldg. Num	Building	Rooms	Daytime 8 AM-5:30 PM			All Hours			Daytime Hrs. Avail 26.2	All Hours Hrs. Avail 36.0
			WRH	Avg WRH	SO%	WRH	Avg WRH	SO%		
0004	SCIENCEENG	6	195.6	32.6	63.1%	221.1	36.8	58.0%	(38.4)	(5.1)
0011	ACADENG	5	139.0	27.8	62.1%	142.0	28.4	62.3%	(8.0)	38.0
0013	ANTHRO	3	69.7	23.2	63.1%	77.7	25.9	59.3%	8.9	30.3
0036	COMMUN	4	106.7	26.7	52.6%	136.8	34.2	48.3%	(1.9)	7.2
0041	PSYCHBEHAV	3	79.8	26.6	66.0%	88.8	29.6	64.6%	(1.2)	19.2
0051	HUMACLASSRM	3	97.1	32.4	49.7%	115.1	38.4	48.0%	(18.5)	(7.1)
0052	CLASSOFF	4	123.5	30.9	57.8%	138.5	34.6	55.8%	(18.7)	5.5
0054	FIELDHSE	1	5.1	5.1	78.0%	5.1	5.1	78.0%	21.1	30.9
0071	JAPANHSE	2	36.8	18.4	66.8%	36.8	18.4	66.8%	15.6	35.2
0072	HEALTSPORTS	3	61.5	20.5	78.2%	64.5	21.5	76.1%	17.1	43.5
0074	BUSINESSCRMS	7	186.8	26.7	70.8%	226.3	32.3	68.6%	(3.4)	25.7
0077	COLPROSTUD	1	24.0	24.0	69.8%	24.0	24.0	69.8%	2.2	12.0

Bldg. Num	Building	Rooms	Daytime 8 AM-5:30 PM			All Hours			Daytime Hrs. Avail 26.2	All Hours Hrs. Avail 36.0
			WRH	Avg WRH	SO%	WRH	Avg WRH	SO%		
0078	COLPROSTUD2	1	12.5	12.5	53.5%	12.5	12.5	53.5%	13.7	23.5
0079	INFOTECH	3	54.3	18.1	85.6%	67.2	22.4	74.7%	24.4	40.8
0082	PERFORMARTS	1	39.6	39.6	56.1%	39.6	39.6	56.1%	(13.4)	(3.6)
0086	PROSTUDCRMS	11	185.7	16.9	68.0%	237.7	21.6	66.6%	102.5	158.3
058A	SCIENCELAB	4	127.1	31.8	51.2%	127.1	31.8	51.2%	(22.3)	16.9
076A	COBEDUC	2	63.0	31.5	60.6%	84.0	42.0	56.9%	(10.6)	(12.0)
	Total	64	1,607.6	25.1	63.7%	1,844.7	28.8	60.4%	69.2	459.3
	Goals			26.2	67.0%		36.0	60.0%		

Summary Results

- Many of the buildings have utilization rates above 30 hours per week. The Professional Studies Classroom Building (Building 86) has the most classrooms but a low utilization rate of only 16.9 daytime Avg. WRH.
- Hours Available Columns: These columns estimate a scheduling capacity for the building by multiplying the number of rooms times the recommended rate of 26.2 daytime and 36.0 all hours to calculate total hours available and then subtracting the current hours of use. Therefore, the columns reflect how many hours are still available if the building’s classrooms could be used at the recommended Avg. WRH rates. The calculation shows a total of about 69 hours are still available during the daytime hours and 459 hours overall.

Classroom Utilization by Size

Table 57 shows the distribution of rooms, weekly room hours, and utilization statistics by room seating capacity size range.

Table 57: Utilization by Room Size - Fall 2019 from 8:00 AM-5:30 PM

Size (Seats)	Rooms	WRH	Avg. WRH	SO%	Min WRH	Max WRH	Seats	ASF	ASF/Seat
1-19	1	9.0	9.0	54.2%	9.0	9.0	16	453	28.3
20-29	8	194.4	24.3	72.9%	8.5	34.2	203	3,809	18.8
30-39	16	301.8	18.9	67.6%	5.1	38.2	515	10,751	20.9
40-59	26	733.2	28.2	64.6%	15.2	39.6	1,260	26,729	21.2
60-79	2	58.0	29.0	58.8%	25.0	33.0	133	2,478	18.6
80-99	6	161.7	27.0	61.7%	12.5	34.0	544	9,824	18.1
100-149	3	84.0	28.0	42.2%	27.1	29.3	318	5,099	16.0
150-249	2	65.5	32.8	44.4%	31.8	33.8	342	4,592	13.4
>=250	0	-	-	0.0%	-	-	-	-	N/A
Total	64	1,607.6	25.1	63.7%	5.1	39.6	3,331	63,735	19.1

Summary Results

- The Utilization by Room Size table identifies the most utilized, or popular, sizes of classrooms. Classrooms with 1-19 seats have the lowest use. The sixteen classrooms with 30-39 have low utilization; however, eight of those rooms are in the Professional Studies Classroom Building.

Classroom Needs

The number of classrooms, seats, and square footage (ASF) are calculated based on utilization expectations (see Factors Used columns). Table 58 shows the Fall 2019 classroom supply and utilization statistics on the first line, the calculated classroom need assumes an Average WRH utilization of 26.2 shown on the second line with the potential growth with the current supply on line three. The fourth and fifth lines show enrollment growth for 5% and 10%.

Table 58: Classroom Needs Summary – Main Campus

Scenario	Enroll Growth %	WRH	WSCH	Classroom Needs			Factors Used		
				Rooms	Seats	ASF	Avg WRH	SO%	ASF/Seat
Current		1,608	53,269	64.0	3,331	63,735	25.1	63.7%	19.1
Calculated Need	0.0%			61.4	3,035	72,830	26.2	67.0%	24.0
Potential Growth	9.0%	1,665	58,064	63.6	3,308	79,385	26.2	67.0%	24.0
Enroll Growth 5 yr.	5.0%	1,640	55,933	62.6	3,186	76,472	26.2	67.0%	24.0
Enroll Growth 10 yr.	10.0%	1,672	58,596	63.8	3,338	80,113	26.2	67.0%	24.0

Summary Results: Main Campus

- **Calculated Need:** Using the recommended daytime guidelines calculates a need for 62 (61.4) classrooms, 3,035 seats and 72,830 ASF to support the instructional classroom activity compared to the Fall 2019 supply of 64 classrooms, 3,331 seats, and 63,735 ASF. The square foot difference is mostly contributed to using the recommended ASF/Seat of 24 compared to the current average of 19.1.
- **Potential Growth:** The Potential Growth line increases the enrollment percentage until either the number of rooms or seats needed matches the current supply. A possible 9% growth in enrollment is estimated with the current supply of classrooms.
- **Enrollment Growth:** A 5% growth computes 63 classrooms and a 10% growth calculates a need of 64 classrooms.

Table 59: Classroom Needs Summary – Emerald Coast Campus

	Enroll Growth %	WRH	WSCH	Classroom Needs			Factors Used		
				Rooms	Seats	ASF	Avg WRH	SO%	ASF/Seat
Current		41	575	7.0	220	5,440	5.9	44.4%	24.7
Calculated Need	0.0%			4.9	102	2,452	8.4	67.0%	24.0
Potential Growth	75.0%	54	1,006	6.4	179	4,290	8.4	67.0%	24.0
Enroll Growth 10 yr.	10.0%	43	632	5.1	112	2,697	8.4	67.0%	24.0

Summary Results: Emerald Coast Campus

- Calculated Need:** Examining the evening program, which has the highest usage, calculates a need for 5 (4.9) classrooms, 102 seats, and 2,452 ASF to support the instructional classroom activity compared to the Fall 2019 supply of 7 classrooms, 220 seats, and 5,440 ASF. *Please note that a sample size of only 7 classrooms with average section size of 13 students calculates a small number of seats and therefore a small square foot need.*

Table 60: Florida State University System (SUS) Classroom Calculation

Campus	Undergrad Credit Hours	Graduate Credit Hours	FTE	State Factor	ASF
Main Campus	76,461	3,353	5,376.8	13.5	72,587
Emerald Coast Campus	1,553	3	103.8	13.5	1,401

Summary Results

- SUS Calculated Need:** SUS calculates square foot of classroom need by multiplying Full-Time Equivalent (FTE) students by a factor of 13.5. The result is 72,587 ASF for Main Campus and 1,401 ASF for Emerald Coast. *Please note that the credit hours in this table are from the supplied credit hour data. FTE is derived using 15 for undergraduate and 12 for graduate.*

Classroom Needs by Size Range

The number of classrooms needed by size is calculated for both the actual enrollment and limit. The calculation summarizes the hours scheduled by the actual class enrollments and limits (i.e., not the size room the room where the class was scheduled) and divides by the expected Avg. WRH goal of 26.2 for the daytime hours to derive how many classrooms are needed in each of the size ranges. The Best Fit columns show how many rooms are needed with some flexibility built into the model.

Table 61: Classroom Needs by Size Range - Classrooms

Size (Seats)	Current Rooms	Current Need		10% Growth	
		Best Fit Rooms	Difference (Current-Best)	Best Fit Rooms	Difference (Current-Best)
1-19	1	1	0.00	1	0.00
20-29	8	13	(5.00)	14	(6.00)
30-39	16	17	(1.00)	17	(1.00)
40-59	26	19	7.00	20	6.00
60-79	2	5	(3.00)	5	(3.00)
80-99	6	4	2.00	4	2.00
100-149	3	2	1.00	1	2.00
150-249	2	1	1.00	2	0.00
>=250	0	0	0.00	0	0.00
Total	64	62	2.00	64	0.00

Summary Results

- Best Fit: The distribution of current classroom sizes fits well with the calculated Best Fit rooms. The Best Fit calculations suggest more rooms in the 20-29 seat range and less rooms of 40-59 seats. However, having the larger rooms does allow for enrollment growth and/or larger sections to be offered.

Classroom Needs by College/Unit

The Classroom Need by College/Unit calculates the classroom needs for each college by summing the class hours for each size range based on actual enrollments/limits and dividing by the Avg. WRH daytime goal of 26.2. Therefore, Table 62 shows approximately how many rooms each college needs by size range. This calculation does not do a "Best Fit" as shown in the Needs by Size Range analysis which allows for more flexibility to account for enrollment growth and class size changes.

Table 62: Current Classroom Needs by Size Range - By College/Unit

Classroom Needs by College Based on Enrollments										
College	1-19	20-29	30-39	40-59	60-79	80-99	100-149	150-249	>=250	Total
ARTS	5.52	10.82	3.14	1.15	0.59	0.11	0.00	0.00	0.00	21.33
BUS	1.05	1.03	1.72	2.63	0.00	0.00	0.00	0.00	0.00	6.43
EDUC	1.82	1.82	1.10	0.85	0.00	0.09	0.00	0.00	0.00	5.68
ENGIN	3.97	3.30	4.07	4.29	1.09	2.89	0.29	0.00	0.00	19.90
HEALTH	1.03	1.23	1.53	3.32	0.00	0.00	0.00	0.00	0.00	7.11
STAFF	0.50	0.29	0.00	0.00	0.00	0.00	0.11	0.00	0.00	0.90
Total	13.89	18.49	11.56	12.24	1.68	3.09	0.40	0.00	0.00	61.35

Classroom Needs by College Based on Limits										
College	1-19	20-29	30-39	40-59	60-79	80-99	100-149	150-249	>=250	Total
ARTS	1.33	12.57	4.42	1.97	0.59	0.46	0.00	0.00	0.00	21.34
BUS	0.00	0.00	1.03	5.17	0.23	0.00	0.00	0.00	0.00	6.43
EDUC	0.40	1.56	2.30	1.28	0.05	0.00	0.00	0.09	0.00	5.68
ENGIN	0.97	3.37	3.00	7.28	0.70	3.71	0.87	0.00	0.00	19.90
HEALTH	0.29	1.90	0.95	3.98	0.00	0.00	0.00	0.00	0.00	7.12
STAFF	0.34	0.00	0.33	0.11	0.00	0.00	0.00	0.11	0.00	0.89
Total	3.33	19.40	12.03	19.79	1.57	4.17	0.87	0.20	0.00	61.36

Supplemental Classroom Data

The Room Size Versus Class Size table shows class enrollment versus the scheduled room seat capacity. The cells are the percentage of class hours meeting in the rooms in a size range. As a rule of thumb class enrollments in the shaded cells and one cell to the left utilize the seats fairly well while class enrollments two cells or more to the left of the optimum shaded cell indicate an underutilization of the seats.

Table 63: Room Size versus Class Size – Classrooms

Size (Seats)	Rooms	Class Size								
		1-19	20-29	30-39	40-59	60-79	80-99	100-149	150-249	>=250
1-19	1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
20-29	8	35.4%	64.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
30-39	16	34.6%	51.9%	12.5%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%
40-59	26	20.2%	24.2%	30.2%	25.4%	0.0%	0.0%	0.0%	0.0%	0.0%
60-79	2	10.5%	15.8%	10.5%	63.2%	0.0%	0.0%	0.0%	0.0%	0.0%
80-99	6	13.6%	10.2%	10.2%	22.0%	16.9%	27.1%	0.0%	0.0%	0.0%
100-149	3	10.0%	33.3%	6.7%	30.0%	6.7%	13.3%	0.0%	0.0%	0.0%
150-249	2	0.0%	0.0%	4.5%	31.8%	13.6%	31.8%	18.2%	0.0%	0.0%
>=250	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Summary Results

- Approximately, 20% of the class hours meeting in the twenty six, 40 to 59 seat rooms had a class size of 1 to 19 students enrolled.

Table 64 identifies the number of rooms, average WRH for each building, and the total hours scheduled by each academic unit.

Table 64: Building by College/Unit - Fall 2019 (All Hours)

Building	Rooms	Avg. WRH	ARTS	BUS	EDUC	ENGIN	HEALTH	STAFF	Total
ACADENG	5	28.4	46.3		3.0	44.1	44.4	4.1	142.0
ANTHRO	3	25.9	25.0			52.7			77.7
BUSINESSCRMS	7	32.3	94.0	111.0		15.3	3.0	3.0	226.3
CLASSOFF	4	34.6	85.8	12.0		38.6		2.2	138.5
COBEDUC	2	42.0		84.0					84.0
COLPROSTUD	1	24.0	6.0		6.8	11.3			24.0
COLPROSTUD2	1	12.5	3.0		6.5			3.0	12.5
COMMUN	4	34.2	109.7	3.0		3.0	21.2		136.8
FIELDHSE	1	5.1	3.0			2.1			5.1
HEALTHSPORTS	3	21.5	6.3		3.3		55.0		64.5
HUMACLASSRM	3	38.4	94.5	6.0		6.0	5.3	3.2	115.1
INFOTECH	3	22.4	27.0	6.0		31.2	3.0		67.2
JAPANHSE	2	18.4	6.0	3.5	15.3	12.1			36.8
PERFORMARTS	1	39.6	36.6			3.0			39.6
PROSTUDCRMS	11	21.6	52.0	3.0	169.0	12.7		1.1	237.7
PSYCHBEHAV	3	29.6	18.5			9.0	60.3	1.1	88.8
SCIENCEENG	6	36.8	18.0			197.1	3.0	3.0	221.1
SCIENCELAB	4	31.8				117.8	6.3	3.0	127.1
Total	64	28.8	631.6	228.5	203.8	555.8	201.4	23.6	1,844.7

Summary Results

- Table 64 is included for reference and illustrates the distribution of the academic unit's classroom hours across the buildings.

Appendix C: Classroom Utilization by Building and Room

Note: Classrooms with less than 10 weekly room hours of use are shaded.

Table 65: Classroom Utilization by Building and Room

Bldg. #	Building	Room	ASF	Seats	ASF/Seat	Fall 2019			Spring 2020		
						Day WRH	SO%	All WRH	Day WRH	SO%	All WRH
0004	SCIENCEENG	0102	2,056	88	23.4	34.0	81.0%	37.0	28.6	87.0%	31.6
0004	SCIENCEENG	0210	1,113	46	24.2	34.5	40.0%	34.5	25.3	58.0%	28.3
0004	SCIENCEENG	0305	1,362	47	29.0	32.8	48.0%	37.3	27.0	45.0%	30.0
0004	SCIENCEENG	0310	1,112	50	22.2	31.4	56.0%	37.4	24.5	50.0%	30.5
0004	SCIENCEENG	0404	917	31	29.6	28.3	60.0%	34.3	27.4	58.0%	33.4
0004	SCIENCEENG	0406	1,116	49	22.8	34.6	70.0%	40.6	24.3	78.0%	30.3
0011	ACADENG	0121	907	59	15.4	25.2	49.0%	25.2	18.3	71.0%	18.3
0011	ACADENG	0122	905	65	13.9	25.0	59.0%	28.0	19.9	68.0%	19.9
0011	ACADENG	0201	834	52	16.0	27.8	74.0%	27.8	15.3	59.0%	15.3
0011	ACADENG	0217	719	48	15.0	30.3	72.0%	30.3	18.0	53.0%	18.0
0011	ACADENG	0223	658	43	15.3	30.7	61.0%	30.7	18.0	71.0%	18.0
0013	ANTHRO	0104A	540	37	14.6	10.7	49.0%	13.7	20.4	38.0%	23.4
0013	ANTHRO	0221	816	41	19.9	31.5	69.0%	33.5	39.4	58.0%	44.9
0013	ANTHRO	0230	1,745	108	16.2	27.5	55.0%	30.5	21.0	62.0%	21.0
0036	COMMUN	0108	826	46	18.0	27.5	55.0%	34.8	27.3	67.0%	27.3
0036	COMMUN	0174	466	29	16.1	31.0	81.0%	41.7	24.5	70.0%	30.5
0036	COMMUN	0175	407	26	15.7	21.0	59.0%	24.0	28.0	83.0%	37.6
0036	COMMUN	0191	1,893	110	17.2	27.1	40.0%	27.1	30.5	40.0%	30.5
0041	PSYCHBEHAV	0115	528	26	20.3	25.5	43.0%	27.0	18.6	56.0%	24.6
0041	PSYCHBEHAV	0134	950	55	17.3	30.1	74.0%	34.6	30.8	91.0%	33.8
0041	PSYCHBEHAV	0136	512	30	17.1	24.3	61.0%	27.3	22.3	54.0%	28.3
0051	HUMACLASSRM	0148	429	26	16.5	33.5	89.0%	39.5	41.8	82.0%	44.8
0051	HUMACLASSRM	0152	1,461	100	14.6	29.3	31.0%	35.3	22.5	37.0%	22.5
0051	HUMACLASSRM	0165	429	25	17.2	34.3	86.0%	40.3	31.7	94.0%	34.7
0052	CLASSOFF	0152	1,442	94	15.3	27.3	58.0%	33.3	29.1	50.0%	38.1
0052	CLASSOFF	0152A	1,442	95	15.2	26.3	50.0%	26.3	21.5	48.0%	24.5
0052	CLASSOFF	0162	619	32	19.3	38.2	80.0%	47.2	25.8	62.0%	32.3
0052	CLASSOFF	0163	429	25	17.2	31.7	85.0%	31.7	28.4	88.0%	28.4
0054	FIELDHSE	0137	638	31	20.6	5.1	78.0%	5.1	7.5	44.0%	7.5
0071	JAPANHSE	0133	890	48	18.5	16.3	77.0%	16.3	18.5	73.0%	23.1
0071	JAPANHSE	0136	890	48	18.5	20.6	59.0%	20.6	9.0	48.0%	12.0
0072	HEALTSPTS	0210	800	38	21.1	21.3	89.0%	24.3	18.0	74.0%	21.0
0072	HEALTSPTS	0211	800	42	19.0	15.3	71.0%	15.3	15.0	60.0%	24.5
0072	HEALTSPTS	0212	800	40	20.0	25.0	75.0%	25.0	19.0	68.0%	22.0
0074	BUSINESSCRMS	0101	984	54	18.2	30.5	55.0%	33.5	12.0	61.0%	21.0

Bldg. #	Building	Room	ASF	Seats	ASF/Seat	Fall 2019			Spring 2020		
						Day WRH	SO%	All WRH	Day WRH	SO%	All WRH
0074	BUSINESSCRMS	0102	984	54	18.2	24.3	77.0%	33.3	24.3	67.0%	33.3
0074	BUSINESSCRMS	0103	605	30	20.2	30.5	69.0%	36.5	21.3	72.0%	21.3
0074	BUSINESSCRMS	0104	605	30	20.2	26.1	75.0%	29.1	21.0	69.0%	27.0
0074	BUSINESSCRMS	0105	831	44	18.9	33.3	71.0%	42.8	19.1	56.0%	22.1
0074	BUSINESSCRMS	0107	831	44	18.9	33.8	66.0%	39.8	21.0	56.0%	24.0
0074	BUSINESSCRMS	0109	556	26	21.4	8.5	81.0%	11.5	24.5	77.0%	30.5
0077	COLPROSTUD	0121	1,143	47	24.3	24.0	70.0%	24.0	24.1	61.0%	24.1
0078	COLPROSTUD2	0103	2,150	94	22.9	12.5	53.0%	12.5	0.0	0.0%	0.0
0079	INFOTECH	0171	3,053	44	69.4	15.5	76.0%	16.4	9.6	61.0%	13.6
0079	INFOTECH	0174	565	20	28.2	9.0	58.0%	21.0	6.0	30.0%	18.0
0079	INFOTECH	0178	866	40	21.6	29.8	83.0%	29.8	23.0	72.0%	26.0
0082	PERFORMARTS	0206	730	47	15.5	39.6	56.0%	39.6	35.6	49.0%	35.6
0086	PROSTUDCRMS	0108	1,183	32	37.0	12.0	83.0%	21.0	14.3	57.0%	17.3
0086	PROSTUDCRMS	0116	600	31	19.4	19.0	62.0%	25.0	17.8	78.0%	25.0
0086	PROSTUDCRMS	0117	599	31	19.3	13.5	64.0%	19.5	23.1	45.0%	26.1
0086	PROSTUDCRMS	0121	687	36	19.1	15.0	62.0%	27.0	19.0	69.0%	25.0
0086	PROSTUDCRMS	0122	633	30	21.1	13.6	50.0%	16.6	20.1	63.0%	23.1
0086	PROSTUDCRMS	0125	501	30	16.7	9.1	69.0%	9.1	15.5	46.0%	21.5
0086	PROSTUDCRMS	0129	1,099	58	18.9	23.8	59.0%	27.8	25.5	59.0%	31.5
0086	PROSTUDCRMS	0130	1,105	58	19.1	35.5	55.0%	44.5	23.4	48.0%	26.4
0086	PROSTUDCRMS	0132	670	32	20.9	16.8	74.0%	16.8	11.1	60.0%	17.1
0086	PROSTUDCRMS	0134	642	34	18.9	18.6	59.0%	21.6	5.3	57.0%	8.3
0086	PROSTUDCRMS	0136	453	16	28.3	9.0	54.0%	9.0	8.8	61.0%	14.8
058A	SCIENCELAB	0101	2,296	171	13.4	31.8	44.0%	31.8	29.0	41.0%	29.0
058A	SCIENCELAB	0105	2,296	171	13.4	33.8	45.0%	33.8	29.0	50.0%	29.0
058A	SCIENCELAB	0106	1,367	84	16.3	32.0	63.0%	32.0	32.3	45.0%	35.3
058A	SCIENCELAB	0113	1,367	89	15.4	29.6	65.0%	29.6	29.5	43.0%	29.5
076A	COBEDUC	0102	1,310	56	23.4	30.0	63.0%	42.0	27.0	69.0%	39.0
076A	COBEDUC	0103	1,573	68	23.1	33.0	58.0%	42.0	27.0	53.0%	33.0

Appendix D: Teaching Laboratory Utilization by Building and Room

Table 66: Teaching Laboratory Utilization by Building and Room

College/Department/Program	Existing Inventory						Fall 2019				Spring 2020			
	Building	Room	ASF	Teaching Capacity	Module	Scheduled labs	WRH-All	WRH-Day	SO%	Growth Capacity	WRH-All	WRH-Day	SO%	Growth Capacity
Main Campus														
College of Arts, Social Sciences and Humanities														
Anthropology														
Anthropology	ANTHRO	0114	631	20	31.6	1	12.5	9.5	55%	73%	12.3	12.3	92%	42%
Anthropology	ANTHRO	0302	1,185	21	56.4	1	6.5	6.5	71%	71%	0.0	0.0	0%	100%
Anthropology Totals			1,816	41	44.3	2	9.5	8.0	62%	72%	12.3	12.3	92%	37%
Art and Design														
Painting	PERFORMARTS	0241	1,331	20	66.6	1	23.3	23.3	88%	-6%	23.3	23.3	85%	-3%
Drawing	PERFORMARTS	0242	1,054	20	52.7	1	40.8	29.1	88%	-34%	35.0	23.3	101%	-23%
Graphic Design	PERFORMARTS	0264	435	20	21.8	1	23.3	17.5	62%	44%	14.6	11.7	60%	64%
Graphic Design	PERFORMARTS	0262	924	20	46.2	1	35.0	23.3	98%	-18%	43.7	35.0	87%	-58%
Art History	PERFORMARTS	0260A	536	21	25.5	1	0.0	0.0	0%	0%	17.7	17.7	96%	6%
Sculpture	PERFORMARTS	0266	877	15	58.5	1	5.8	5.8	7%	98%	5.8	0.0	0%	100%
Ceramics	PERFORMARTS	0268	2,158	16	134.9	1	23.3	23.3	94%	-37%	17.5	17.5	100%	-9%
Design and Applied Arts	PERFORMARTS	0243	1,179	21	56.1	1	11.7	11.7	86%	38%	23.3	23.3	81%	-18%
Design and Applied Arts	CFPASCULPT	0101	1,657	15	110.5	1	23.3	23.3	80%	-17%	17.5	17.5	96%	-4%
Art and Design Totals			10,151	168	60.4	9	20.7	17.5	83%	18%	22.0	18.8	89%	6%
Communication														
Comm. Studies/Speech	COMMUN	0151	641	20	32.1	1	16.1	6.5	75%	74%	27.0	21.0	99%	-9%
Advertising	COMMUN	0152	641	20	32.1	1	27.0	18.0	89%	0%	18.0	15.0	79%	26%
Communication Totals			1,282	40	32.1	2	21.5	12.3	86%	40%	22.5	18.0	91%	0%
Music														
Music Performance	PERFORMARTS	0140	1,993	50	39.9	1	25.7	21.2	44%	41%	25.7	21.2	45%	41%
Piano and Organ	PERFORMARTS	0209	272	9	30.2	1	2.2	2.2	83%	91%	2.2	2.2	78%	91%
Music Theory	PERFORMARTS	0210C	521	18	28.9	1	13.9	13.9	56%	59%	14.1	14.1	59%	56%
Music Totals			2,786	77	36.2	3	13.9	12.4	47%	70%	14.0	12.5	48%	69%
Theatre														
Theatre Arts	PERFORMARTS	0299	2,777	20	138.9	1	22.8	22.8	80%	6%	20.0	20.0	91%	5%
College of Arts, Social Sciences and Humanities Totals			18,812	346	54.4	17	19.6	16.1	73%	33%	19.8	17.2	80%	22%
College of Business														
Hospitality Admin	COLBUSINESS	0105	1,260	40	31.5	1	27.0	21.0	57%	25%	24.0	21.0	72%	5%
Commerce	COLBUSINESS	0123	935	35	26.7	1	33.0	24.0	58%	13%	27.0	21.0	56%	26%

College/Department/Program	Existing Inventory						Fall 2019				Spring 2020			
	Building	Room	ASF	Teaching Capacity	Module	Scheduled labs	WRH-All	WRH-Day	SO%	Growth Capacity	WRH-All	WRH-Day	SO%	Growth Capacity
Business Admin	COBEDUC	0101	2,144	60	35.7	1	45.0	33.0	60%	-3%	42.0	30.0	61%	5%
College of Business Totals			4,339	135	32.1	3	35.0	26.0	59%	13%	31.0	24.0	62%	15%
College of Education and Professional Studies														
Administration and Law														
Construction Engr Tech	COLEUCATION	0115	1,592	40	39.8	1	12.0	6.0	93%	71%	21.0	12.0	102%	36%
Legal Assistant	COLEUCATION	0127	1,588	40	39.7	1	21.0	9.0	88%	59%	27.0	15.0	79%	38%
Sport & Fitness	COLEUCATION	0132	1,585	40	39.6	1	14.3	11.3	71%	59%	15.0	6.0	61%	81%
Administration and Law Totals			4,765	120	39.7	3	15.8	8.8	81%	63%	21.0	11.0	84%	52%
Army ROTC														
ROTC	COLPROSTUD	0160	728	25	29.1	1	5.3	5.3	106%	0%	0.0	0.0	0%	0%
CEPS-Dean														
Science Teacher Ed	PROSTUDCRMS	0111	808	35	23.1	1	3.0	3.0	34%	94%	3.0	3.0	103%	81%
Teacher Ed & Ed Leadership														
Science Teacher Ed	PROSTUDCRMS	0107	1,458	35	41.7	1	18.0	15.0	89%	16%	21.0	12.0	79%	41%
College of Education and Professional Studies Totals			7,759	215	36.1	6	12.3	8.3	83%	61%	17.4	9.6	84%	54%
College of Health														
Medical Laboratory Sciences														
Clinical Lab Tech	SCIENCELAB	0078	5,173	20	52.3	1	18.5	18.5	82%	16%	23.7	20.6	77%	11%
Movement Science. & Health														
Athletic Training	FIELDHSE	0147	1,260	27	46.7	1	16.8	13.0	67%	54%	20.3	16.5	75%	35%
Exercise Science	HEALTSPO RTS	0209	800	19	42.1	1	16.5	16.5	96%	1%	10.0	4.0	95%	76%
Exercise Science	HEALTSPO RTS	0213	1,152	18	64.0	1	5.7	2.0	108%	86%	6.0	6.0	96%	64%
Athletic Training	HEALTSPO RTS	0235	916	35	26.2	1	22.0	22.0	65%	11%	17.9	16.2	52%	48%
Movement Sciences and Health Totals			4,128	99	41.7	4	15.2	13.4	73%	39%	13.5	10.7	67%	55%
Psychology														
Psychology	PSYCHBEHAV	0139	1,113	30	37.1	1	12.5	12.5	84%	34%	9.0	9.0	83%	53%
College of Health Total			10,414	149	69.9	6	13.2	12.0	76%	43%	13.0	10.6	72%	53%
Hal Marcus College of Science and Engineering														
Biology														
Chemistry	SCIENCELAB	0067	1,029	24	42.9	1	1.1	1.1	37%	98%	0.0	0.0	0%	0%
Biology, General	SCIENCELAB	0201	1,219	24	50.8	1	24.3	19.3	66%	34%	34.0	22.5	85%	0%
Biology, General	SCIENCELAB	0207	1,219	24	50.8	1	39.5	34.0	88%	-55%	15.0	12.5	67%	56%
Microbiology	LABANNEX	0101	1,000	24	41.7	1	28.2	20.7	84%	10%	18.2	18.2	87%	18%
Genetics	LABANNEX	0105	1,000	24	41.7	1	18.0	13.0	95%	23%	18.0	13.0	100%	19%
Biochemistry	LABANNEX	0106	1,000	24	41.7	1	15.0	15.0	92%	14%	9.0	9.0	100%	44%

College/Department/Program	Existing Inventory						Fall 2019				Spring 2020			
	Building	Room	ASF	Teaching Capacity	Module	Scheduled labs	WRH-All	WRH-Day	SO%	Growth Capacity	WRH-All	WRH-Day	SO%	Growth Capacity
Cell Biology	LABANNEX	0111	1,000	24	41.7	1	12.0	12.0	93%	30%	16.1	16.1	96%	3%
Ecology	LABANNEX	0113	1,000	24	41.7	1	12.8	10.5	67%	56%	23.5	22.0	61%	17%
Animal Physiology	LABANNEX	0117	984	24	41.0	1	18.0	18.0	65%	39%	18.0	13.0	70%	52%
Anatomy	LABANNEX	0201	984	24	41.0	1	21.0	16.0	90%	25%	15.0	12.5	93%	39%
Anatomy	LABANNEX	0205	983	24	41.0	1	27.0	22.0	91%	-5%	24.0	16.5	92%	21%
Biology Totals			11,418	264	43.3	11	19.7	16.5	83%	29%	17.3	14.1	84%	38%
Chemistry														
General Chemistry	SCIENCELAB	0111	1,218	30	40.6	1	18.4	18.4	91%	13%	19.2	16.2	87%	27%
General Chemistry	SCIENCELAB	0134	1,229	20	61.5	1	14.3	14.3	72%	35%	0.0	0.0	0%	0%
General Chemistry	SCIENCELAB	0208	1,218	24	50.8	1	12.8	9.0	100%	44%	25.5	14.3	91%	19%
General Chemistry	SCIENCELAB	0212	1,219	24	50.8	1	38.3	30.8	95%	-53%	42.5	30.8	94%	-50%
General Chemistry	LABANNEX	0213	998	20	49.9	1	4.3	4.3	70%	81%	9.8	9.8	70%	57%
General Chemistry	LABANNEX	0217	998	24	41.6	1	29.8	22.3	86%	11%	14.7	14.7	50%	66%
Organic Chemistry	LABANNEX	0206	998	20	49.9	1	29.8	17.5	94%	15%	25.5	17.0	83%	27%
Organic Chemistry	LABANNEX	0211	998	20	49.9	1	17.0	13.3	90%	38%	21.3	17.5	68%	38%
Chemistry Totals			8,876	182	48.8	8	12.7	9.4	90%	56%	11.6	9.3	80%	61%
Computer Science														
Programming	SCIENCEENG	0248	1,224	40	30.6	1	27.0	21.0	76%	17%	27.0	21.0	78%	14%
Programming	SCIENCEENG	0348	1,233	40	30.8	1	35.0	24.3	81%	-2%	27.0	21.0	89%	2%
Programming	SCIENCEENG	0349	1,233	40	30.8	1	36.3	27.3	71%	0%	25.5	24.0	79%	2%
Computer Science Totals			3,690	120	0.0	3	32.8	24.2	76%	5%	26.5	22.0	82%	6%
Earth & Environmental Sciences														
Geography	ANTHRO	0214	934	25	37.4	1	21.0	17.0	74%	34%	6.0	3.0	100%	84%
Electrical & Computer Engineering														
ECE	SCIENCEENG	0205	1,373	44	31.2	1	46.9	40.9	48%	-22%	45.3	37.3	52%	-21%
ECE	SCIENCEENG	0246	915	20	45.8	1	21.0	18.0	73%	18%	18.0	15.0	84%	21%
ECE	SCIENCEENG	0249	922	20	46.1	1	3.0	3.0	105%	80%	3.0	3.0	70%	87%
ECE	SCIENCEENG	0347	1,227	24	51.1	1	12.0	9.0	46%	74%	9.0	6.0	94%	65%
Electrical & Computer Engineering Totals			4,437	108	41.1	4	20.7	17.7	53%	42%	18.8	15.3	60%	43%
Geo Data Center														
Cartography	ANTHRO	0311	1,072	30	35.7	1	9.0	4.5	67%	81%	12.0	9.0	64%	64%
Mechanical Engineering														
ME	SCIENCEENG	0402	1,133	42	27.0	1	38.4	35.4	71%	0%	39.3	33.3	72%	0%
ME	SCIENCEENG	0107	969	25	38.8	1	0.0	0.0	0%	0%	9.0	9.0	61%	0%
ME	SCIENCEENG	0147	917	24	38.2	1	6.0	6.0	108%	0%	0.0	0.0	0%	0%
ME	SCIENCEENG	0350	902	20	45.1	1	9.0	9.0	12%	0%	6.0	6.0	103%	0%
ME	SCIENCEENG	0448	1,256	24	52.3	1	3.3	3.3	46%	0%	0.0	0.0	0%	0%

College/Department/Program	Existing Inventory						Fall 2019				Spring 2020			
	Building	Room	ASF	Teaching Capacity	Module	Scheduled labs	WRH-All	WRH-Day	SO%	Growth Capacity	WRH-All	WRH-Day	SO%	Growth Capacity
Mechanical Engineering Totals			5,177	135	38.3	5	14.2	13.4	67%	62%	18.1	16.1	73%	51%
Physics														
Physics	SCIENCELAB	0118	991	24	41.3	1	18.3	13.3	59%	59%	34.5	26.8	51%	29%
Physics	SCIENCELAB	0122	1,051	24	43.8	1	30.3	23.5	89%	-8%	24.8	22.5	81%	5%
Physics Totals			2,042	48	42.5	2	24.3	18.4	78%	25%	29.6	24.6	65%	17%
Hal Marcus College of Science and Engineering Totals			37,646	912	41.3	35	19.9	16.2	76%	30%	19.3	15.5	76%	33%
Main Campus Totals			78,970	1,757	44.9	67	17.77	15.94	66%	40%	17.77	15.94	67%	39%
Total Labs Scheduled							65	65			61	61		
Emerald Coast Campus														
ECE	Computer	0750	1,234	25	49.4	1	12.0	9.0	51%	72%	12.0	7.5	36%	83%
ECE	Computer	0751	1,402	25	56.1	1	15.0	7.5	24%	89%	9.0	6.0	34%	87%
Programming	Offices	0462	494	20	24.7	1	18.0	15.0	18%	86%	15.0	15.0	17%	87%
Engineering, Gen		0601	1,328	24	55.3	1	6.3	6.3	0%	100%	3.0	3.0	46%	93%
Emerald Coast Campus Totals			4,458	94	47.4	4	12.8	9.4	63%	69%	13.0	10.5	29%	84%
Denotes labs with utilization exceeding state guidelines that may justify additional space.														

Appendix E: Instructional Laboratory Detailed Space Needs

Table 67: Instructional Laboratory Detailed Space Needs

College/Department	Existing Inventory						Projected Space Need				
	Lab Type / Total	Lab count	ASF	Capacity	Maximum Section Size Limit	Station Size ASF	No. of Scheduled Labs - Existing	No. of Teaching Lab Needed	Calculated ASF Need - Future	Recommended Need	Current ASF - Recommended Need
College of Arts, Social Sciences and Humanities											
Anthropology	Teaching Labs	2	1,816	62	41	44.3	2	2	1,640	1,816	0
	Service	1	42						164	42	0
	Open Lab	4	1,198						730	1,198	0
	Totals	7	3,056	62	41	74.5	2	2	2,534	3,056	0
Art and Design	Teaching Labs	9	10,151	278	168	60.4	9	14	18,495	18,476	(8,325)
	Service	12	4,426						4,624	4,426	0
	Open Lab	4	1,038						1,000	1,038	0
	Totals	25	15,615	278	168	92.9	9	14	24,119	23,940	(8,325)
Communication	Teaching Labs	2	1,282	44	40	32.1	2	3	2,560	2,082	(800)
	Service		0						256	0	0
	Open Lab	4	1,937						1,350	1,937	0
	Totals	6	3,219	44	40	32.1	2	3	4,166	4,019	(800)
English	Open labs	2	1,471						1,471	1,471	0
History	Open Lab	1	194						194	194	0
Music	Teaching Labs	3	2,786	128	77	36.2	3	4	5,693	5,693	(2,907)
	Srv/Open/Practice	11	1,312						2,032	2,032	(720)
	Totals	14	4,098	128	77	53.2	3	4	7,725	7,725	(3,627)
Theatre	Teaching Labs	1	2,777	30	20	138.9	1	1	3,000	2,777	0
	Service	1	41						0	41	0
	Open Lab	2	470						1,250	470	0
	Totals	4	3,288	30	20	0.0	1	1	4,250	3,288	0
Totals - College of Arts, Social Sciences and Humanities											
	Teaching Labs	17	18,812	542	346	54.4	17	24	31,388	30,844	(12,032)
	Service	25	5,821						7,076	6,541	(720)
	Open Labs	17	6,308						5,995	6,308	0
	Totals	59	30,941	542	346	89.4	17	24	44,459	43,693	(12,752)
College of Business											
College of Business	Teaching Labs	3	4,339	133	135	32.1	3	4	6,825	5,389	(1,050)
	Service	1	39						75	39	0

College/Department	Existing Inventory						Projected Space Need				
	Lab Type / Total	Lab count	ASF	Capacity	Maximum Section Size Limit	Station Size ASF	No. of Scheduled Labs - Existing	No. of Teaching Lab Needed	Calculated ASF Need - Future	Recommended Need	Current ASF - Recommended Need
	Open Lab	2	933						762	933	0
	Totals- College of Business	6	5,311	133	135	39.3	3	4	7,662	6,361	(1,050)
College of Education and Professional Studies											
Administration and Law	Teaching Labs	3	4,765	165	120	39.7	3	3	4,400	4,765	0
	Service	6	722						440	722	0
	Open Lab	1	1,303	32					565	1,303	0
	Totals	10	6,790	197	120	56.6	3	3	5,405	6,790	0
Army ROTC	Teaching Labs	1	728	25	25	29.1	1	1	1,000	728	0
CEPS-Dean	Teaching Labs	1	808	40	35	23.1	1	1	1,400	808	0
	Open lab	1	412	16					318	412	0
	Totals	2	1,220	56	35	23.9	1	1	1,718	1,220	0
Criminology & Criminal Justice	Teaching Labs	0	0	0			0	1	600	600	(600)
Teacher Ed & Ed Leadership	Teaching Labs	1	1,458	40	35	41.7	1	1	1,400	1,458	0
	Service	2	357						280	357	0
	Totals	3	1,815	40	35	51.9	1	1	1,680	1,815	0
Industrial Design and Tech	Service	1	264						264	264	0
Totals - College of Education and Professional Studies											
	Teaching Labs	6	7,759	270	215	36.1	6	7	8,800	8,359	(600)
	Service	9	1,343						984	1,343	0
	Open Labs	2	1,715	48					883	1,715	0
	Totals	17	10,817	318	215	50.3	6	7	10,667	11,417	(600)
College of Health											
Medical Laboratory Sciences	Teaching Labs	1	1,045	18	20	52.3	1	1	1,000	1,045	0
	Service	0	0						100	0	0
	Open Lab	1	222	12					160	222	0
	Totals	2	1,267	30	20	63.4	1	1	1,260	1,267	0
Movement Sciences & Health	Teaching Labs	4	4,128	142	99	41.7	4	4	4,900	4,128	0
	Service	7	578	8					980	578	0
	Open Lab	10	1,624	42					1,015	1,624	0
	Totals	21	6,330	192	99	63.9	4	4	6,895	6,330	0
Nursing	New Teach. Labs	0	0	0	0	0.0	0	6	5,180	5,180	(5,180)

College/Department	Existing Inventory						Projected Space Need				
	Lab Type / Total	Lab count	ASF	Capacity	Maximum Section Size Limit	Station Size ASF	No. of Scheduled Labs - Existing	No. of Teaching Lab Needed	Calculated ASF Need - Future	Recommended Need	Current ASF - Recommended Need
	New Service	0	0						980	980	(980)
	New Open	0	0						1,866	1,866	(1,866)
	Existing Open	5	2,734	99					2,734	2,734	0
	Totals	5	2,734	99	0	0.0	0	6	10,760	10,760	(8,026)
Psychology	Teaching Labs	1	1,113	30	30	37.1	1	1	1,200	1,113	0
Totals - College of Health											
	Teaching Labs	6	6,286	190	149	42.2	6	12	12,280	11,466	(5,180)
	Service	7	578	8	0		0	0	2,060	1,558	(980)
	Open Labs	16	4,580	153	0				5,775	6,446	(1,866)
	Totals	29	11,444	351	149	78.8	6	12	20,115	19,470	(8,026)
Hal Marcus College of Science and Engineering											
COSE Dean's Office	Teaching Labs	0	0	0				0	0	0	0
	Lab Service	1	297	2					297	297	0
	Totals	1	297	2				0	297	297	0
Biology	Teaching Labs	11	11,418	292	264	43.3	11	12	14,400	12,618	(1,200)
	Service	16	3,170	48					2,880	3,170	0
	Open Lab	1	72	1					0	72	0
	Totals	28	14,660	341	264	55.5	11	12	17,280	15,860	(1,200)
Chemistry	Teaching Labs	8	8,876	194	182	48.8	8	8	9,400	8,876	0
	Service	10	3,152	38					2,350	3,152	0
	Open Lab	1	1,104	30					1,720	1,104	0
	Totals	19	13,132	262	182	72.2	8	8	13,470	13,132	0
Computer Science	Teaching Labs	3	3,690	120	120	0.0	3	6	9,800	5,490	(1,800)
	Open Lab	1	918	25					1,175	918	0
	Totals	4	4,608	145	120	38.4	3	6	10,975	6,408	(1,800)
Ctr for Environ. Diag. & Bior.	Open Lab	5	447	6					447	447	0
Earth & Environ. Sciences	Teaching Labs	1	934	24	25	37.4	1	1	1,250	934	0
	Service	1	162	3					125	162	0
	Open Lab	2	614	13					740	614	0
	Computer Lab	1	719	30					719	719	0
	Totals	5	2,429	70	25	97.2	1	1	2,834	2,429	0

College/Department	Existing Inventory						Projected Space Need				
	Lab Type / Total	Lab count	ASF	Capacity	Maximum Section Size Limit	Station Size ASF	No. of Scheduled Labs - Existing	No. of Teaching Lab Needed	Calculated ASF Need - Future	Recommended Need	Current ASF - Recommended Need
Electrical & Computer Eng.	Teaching Labs	4	4,437	118	108	41.1	4	5	9,880	5,737	(1,300)
	Open Labs	1	899						899	899	0
	Totals	5	5,336	118	108		4	5	10,779	6,636	(1,300)
GeoData Center	Teaching Lab	1	1,072	32	30	35.7	1	1	1,200	1,072	0
Mathematics & Statistics	Open Lab	1	924	24	48	19.3	0	0	837	924	0
Mechanical Engineering	Teaching Labs	5	5,177	154	135	38.3	5	5	5,400	5,177	0
	Service	1	83						370	83	0
	Open Lab	1	1,236						1,236	1,236	0
	Totals	7	6,496	154	135	48.1	5	5	7,006	6,496	0
Physics	Teaching Labs	2	2,042	48	48	42.5	2	3	3,600	3,242	(1,200)
	Service	2	246	0					565	246	0
	Open Lab	2	1,600	2					635	1,600	0
	Totals	6	3,888	50	48	81.0	2	3	4,800	5,088	(1,200)
Total – Hal Marcus College of Science and Engineering											
	Teaching Labs	35	37,646	982	912	41.3	35	41	54,930	43,146	(5,500)
	Service	31	7,110	91			0	0	6,587	7,110	0
	Open Labs	16	8,533	131	48				8,408	8,533	0
	Totals	82	53,289	1,204	960	55.5	35	41	69,925	58,789	(5,500)
Other Labs											
Intercollegiate Athletics	Open Lab	2	1,140	11					1,140	1,140	0
International Affairs	Open Lab	4	2,190	96					2,190	2,190	0
University Libraries	Open Lab	1	777	0					777	777	0
Totals Main Campus											
	Teaching Labs	67	74,842	2,117	1,757	42.6	67	88	114,223	99,204	(24,362)
	Service	73	14,891	99					16,782	16,591	(1,700)
	Open Lab	60	26,176	439	48				25,930	28,042	(1,866)
	Totals	200	115,909	2,655	1,805	63.2	67	88	156,935	143,837	(27,928)

Appendix F: Research Space Needs by Department

Table 68: Research Space Needs by Department

College /Department	Research Type	Existing Space	Current		Projected	
			Calculated Need	Difference From Existing	Calculated Need	Difference From Existing
College of Arts, Social Sciences & Humanities						
Anthropology	Research Labs-Faculty	1,701	2,160	(459)	2,376	(675)
Anthropology	Student Engagement Research	0	1,440	(1,440)	1,680	(1,680)
Archaeology Institute	Research Labs-Faculty	6,788	6,788	0	6,788	0
Art and Design	Student Engagement Research	0	1,680	(1,680)	1,920	(1,920)
Communication	Student Engagement Research	0	1,920	(1,920)	2,160	(2,160)
English	Research Labs-Faculty	619	0	619	0	619
English	Student Engagement Research	0	1,440	(1,440)	1,680	(1,680)
Government	Student Engagement Research	0	1,200	(1,200)	1,440	(1,440)
History	Student Engagement Research	0	1,680	(1,680)	1,920	(1,920)
Music	Student Engagement Research	0	1,440	(1,440)	1,680	(1,680)
Philosophy	Student Engagement Research	0	720	(720)	720	(720)
Theatre	Student Engagement Research	0	480	(480)	480	(480)
Subtotal		9,108	20,948	(11,840)	22,844	(13,736)
College of Business						
Accounting & Finance	Student Engagement Research	0	3,120	(3,120)	3,360	(3,360)
Business Administration	Student Engagement Research	0	2,400	(2,400)	2,640	(2,640)
Commerce	Student Engagement Research	0	3,120	(3,120)	3,360	(3,360)
Subtotal		0	8,640	(8,640)	9,360	(9,360)
College of Education and Professional Studies						
Administration and Law	Student Engagement Research	0	2,160	(2,160)	2,400	(2,400)
Criminology & Criminal Justice	Student Engagement Research	0	1,200	(1,200)	1,440	(1,440)
Educational Research and Admin.	Student Engagement Research	0	960	(960)	960	(960)
Instructional Design and Technology	Student Engagement Research	0	1,200	(1,200)	1,200	(1,200)
Social Work	Student Engagement Research	0	1,440	(1,440)	1,680	(1,680)
Teacher Ed & Ed Leadership	Student Engagement Research	0	3,600	(3,600)	3,840	(3,840)
Subtotal		0	10,560	(10,560)	11,520	(11,520)
College of Health						
Health Sciences and Administration	Student Engagement Research	0	1,200	(1,200)	1,440	(1,440)
Medical Laboratory Sciences	Research Labs-Faculty	1,146	650	496	715	431
Medical Laboratory Sciences	Student Engagement Research	0	240	(240)	240	(240)
Movement Sciences and Health	Research Labs-Faculty	1,333	2,000	(667)	2,200	(867)
Movement Sciences and Health	Student Engagement Research	0	960	(960)	960	(960)
Nursing	Student Engagement Research	0	2,880	(2,880)	3,040	(3,040)

College /Department	Research Type	Existing Space	Current		Projected	
			Calculated Need	Difference From Existing	Calculated Need	Difference From Existing
Psychology	Research Labs-Faculty	3,152	3,900	(748)	4,290	(1,138)
Psychology	Student Engagement Research	0	3,120	(3,120)	3,360	(3,360)
Public Health	Student Engagement Research	0	960	(960)	960	(960)
Subtotal		5,631	15,910	(10,279)	17,205	(11,574)
Hal Marcus College of Science and Engineering						
Biology	Research Labs-Faculty	7,943	8,250	(307)	9,075	(1,132)
Biology	Student Engagement Research	0	2,640	(2,640)	2,920	(2,920)
Chemistry	Research Labs-Faculty	6,832	4,500	2,332	4,950	1,882
Chemistry	Student Engagement Research	0	1,680	(1,680)	1,920	(1,920)
Computer Science	Research Labs-Faculty	1,163	1,400	(237)	1,540	(377)
Computer Science	Student Engagement Research	0	1,680	(1,680)	1,920	(1,920)
COSE Dean's Office	Research Labs-Faculty	12	12	0	12	0
Ctr for Environ. Diag & Bioremediation	Research Labs-Faculty	9,353	5,855	3,498	5,855	3,498
Earth & Environmental Sciences	Research Labs-Faculty	1,519	3,000	(1,481)	3,300	(1,781)
Earth & Environmental Sciences	Student Engagement Research	0	1,200	(1,200)	1,440	(1,440)
Electrical & Computer Engineering	Research Labs-Faculty	1,785	2,000	(215)	2,195	(410)
Electrical & Computer Engineering	Student Engagement Research	0	960	(960)	960	(960)
Information Technology	Research Labs-Faculty	530	400	130	438	92
Information Technology	Student Engagement Research	0	480	(480)	480	(480)
Intelligent Systems and Robotics	Student Engagement Research	0	240	(240)	240	(240)
Mathematics & Statistics	Research Labs-Faculty	272	1,500	(1,228)	1,650	(1,378)
Mathematics & Statistics	Student Engagement Research	0	2,400	(2,400)	2,640	(2,640)
Mechanical Engineering	Research Labs-Faculty	2,079	4,500	(2,421)	4,950	(2,871)
Mechanical Engineering	Student Engagement Research	0	1,200	(1,200)	1,440	(1,440)
Physics	Research Labs-Faculty	2,434	3,000	(566)	3,300	(866)
Physics	Student Engagement Research	0	1,200	(1,200)	1,440	(1,440)
Subtotal		33,922	48,097	(14,175)	52,665	(18,743)
Totals-Research Space		48,661	104,155	(55,494)	113,594	(64,933)

University of West Florida

2021 - 2031 Campus Master Plan

Campus Engagement Report

Campus and Community Engagement

Why Engage?

Though guided by planners, architects, and consulting experts, The 2021-2031 Campus Master Plan is, at its core, is a community effort. **A successful plan is built with critical input from the people who experience the campus each day.** During the Fall 2021 and Spring 2022 semesters, the planning team conducted a series of workshops with the UWF community - including students, faculty, staff, partner organizations, and neighbors - on the campus. Through a series of workshops, interviews, tabling activities, and digital tools, the planning team gathered information, experiences, ideas, and feedback from the campus community. The holistic view that results from this level of engagement will inform the final deliverables and outcomes of the project. This engagement creates momentum and stakeholder buy-in that is critical for long-term success for implementing the campus master plan.

Engagement groups

Planning efforts are more successful when paired with broad-based and personal engagement across each phase of the project. Through a series of workshops and touchstone process meetings, a consistent review of findings and outcomes ensured stakeholder input was in alignment with the University's goals, objectives, and policies while also integrated into the planning concepts and strategies.

University President's Cabinet: Selected by the President, the senior leadership team (known as the President's Cabinet) provided counsel on key planning issues and played a vital role in final decisions relating to the Campus Master Plan.

Steering Committee: The Campus Master Plan Steering Committee was a university-approved group of stakeholders that provided a broad representation of university constituents and participated in active planning and brainstorming sessions throughout the planning process with the campus planning team.

Input during the planning process was provided by two committees selected to represent stakeholder needs from across UWF. Engagement included workshops, focused discussions, and external outreach. Focused subgroups were tailored to inform planning considerations for Student Experience (focused primarily on student life and success) and Academic Experience (focused primarily on academic strategic goals and future growth). These 9-10 member committees each contributed to the generation of ideas and advocacy for the future vision.

Engagement by the Numbers

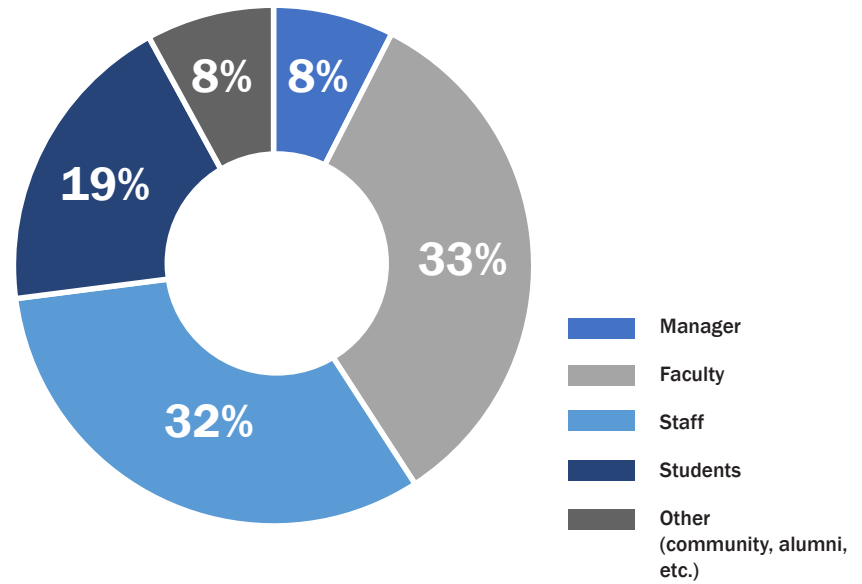
505
Faculty/Staff

109
Students

40
Community Members

20
Other (to be defined)

Participation by Population



Digital Outreach

2,000+
Total Website Views

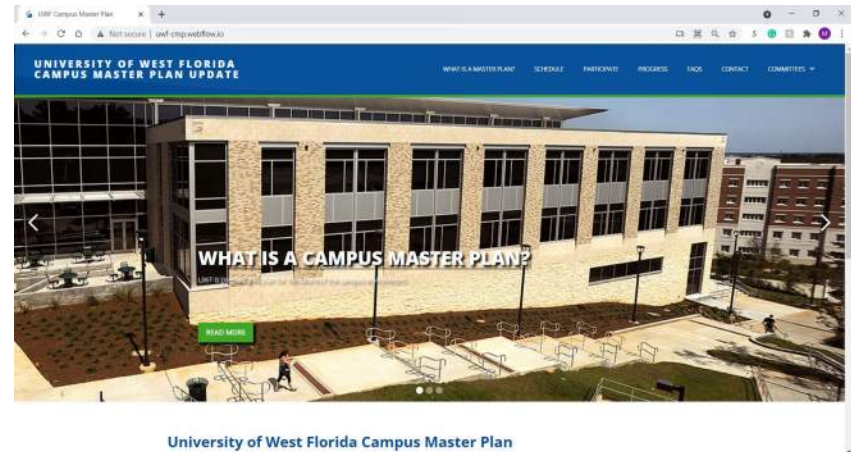
11
Online Forms Received

1,636
Online Survey Responses

Microsite

The planning team utilized an open website as an online communication tool and document repository throughout the project. The website charted the progress of the planning effort and provided a platform for information dissemination and input from the campus and community members alike.

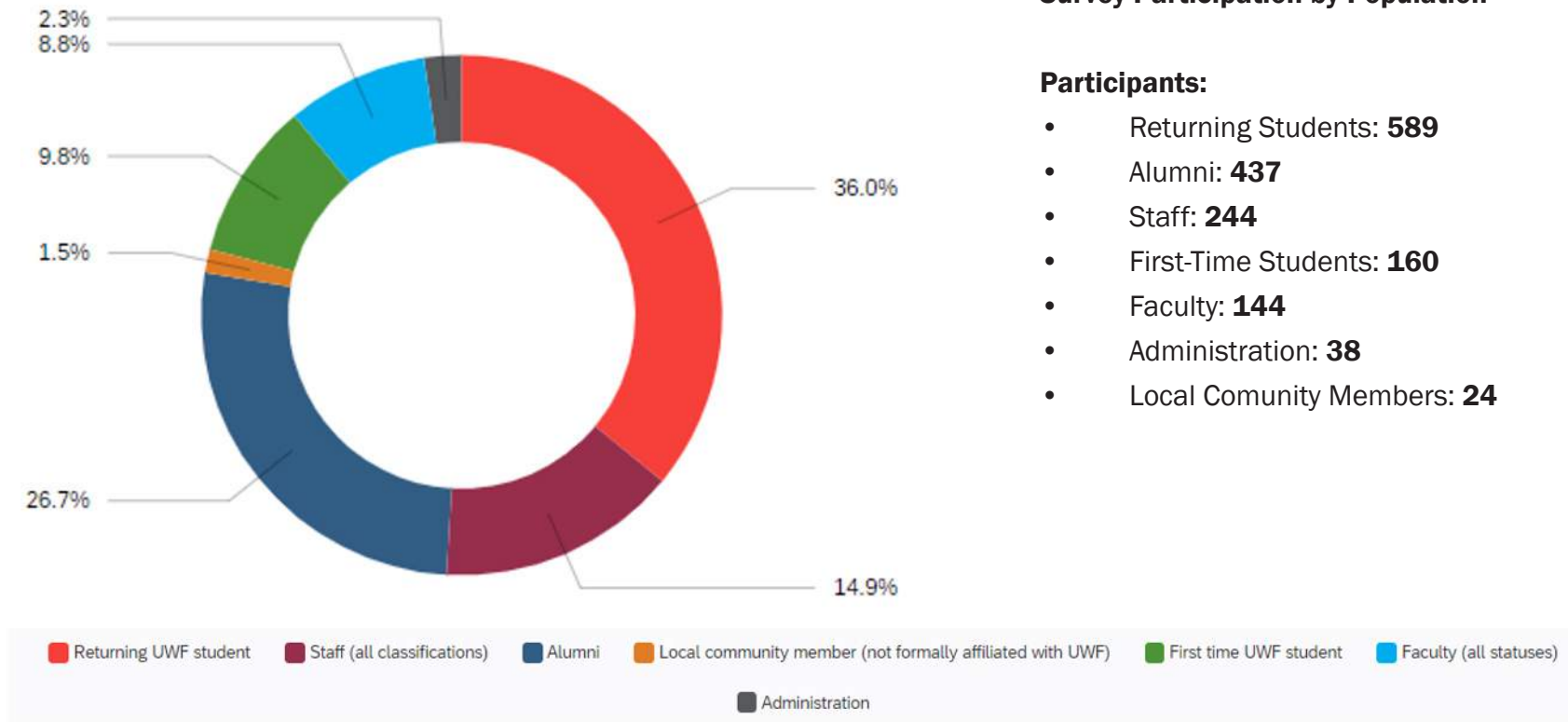
The website can be found at:
<http://uwf-cmp-microsite.webflow.io/>



Microsite Homepage

Digital Survey

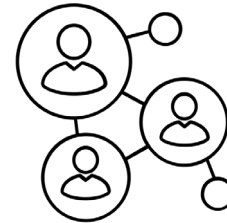
A digital survey was created to capture perceptions and experiences of campus users about the current physical environment as well as ideate for the future. The questions were aligned with those asked in on-campus workshops to create a larger sample size. The questions and results can be found on the following pages.



What physical resources and amenities would the UWF campus benefit from?



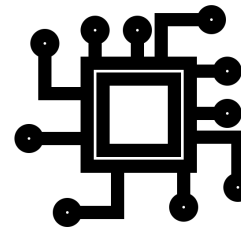
OUTDOOR WIFI



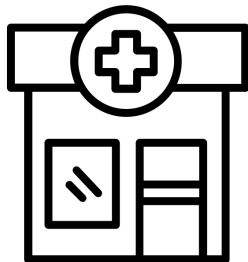
SOCIAL AND GATHERING SPACES



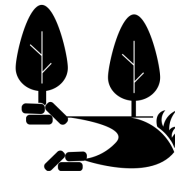
HEALTHY FOOD OPTIONS
GROCERY STORE
DISTRIBUTED FOOD ACROSS CAMPUS



TECHNOLOGY EQUIPPED
STUDY/COLLABORATION SPACES



RETAIL PHARMACY



NATIVE AND NATURAL LANDSCAPE

Reason for attending UWF?



Created by Muzumata Uta Toke

LOCATION



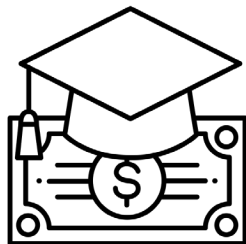
UNIVERSITY REPUTATION



ACADEMIC PROGRAMS AND RESEARCH OPPORTUNITIES



FRIENDS / FAMILY ATTENDED UWF



FINANCIAL AID AND SCHOLARSHIP OPPORTUNITIES



CAREER PATHWAYS



ICON MAP: Mapping your

Handwritten notes on the map: "Main office", "Kitchen", "Break room"



Workshops/Meetings

In the process of examining and assessing existing conditions of the campus, DLR Group workshops with targeted stakeholders that invited attendees to share personal experiences and targeted programmatic insight. These interactive sessions solicited input through active brainstorming and small group exercises.

Each exercise provide a lens for the planning team to understand campus perspectives, and establish planning principles, goals, objectives, guidelines, and metrics that will serve as a guidebook for the project.

Critical Questions

The process began with asking the campus and community a series of critical questions that define the present and future of University of West Florida.

UWF needs more...

Highlights:

- Wayfinding
- Flexible gathering spaces (indoor and outdoor)
- Parking or parking garage
- Accessibility across campus
- Football Stadium
- Improved paths that include better lighting for safety



UWF needs less...

Highlights:



Driving/parking on
sidewalks



Unused buildings

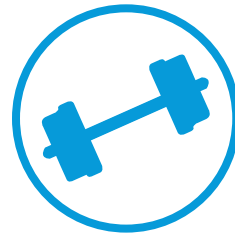
DRIVING
RESTRICTIONS
WASTED
SOUTHSIDES
UNUSED
SPACE
SIDEWALK
BUILDING
SPREAD

Strengths, Weaknesses, Opportunities Maps

During this workshop, a cross-section of stakeholders participated in determining how the physical campus can better support the mission and vision of University of West Florida. Through interactive activities both in person and virtually, participants provided feedback on existing strengths, weaknesses, and opportunities in the categories –Buildings and Facilities, Open Space, Sustainability, Pedestrian Circulation, and Vehicular Circulation.

Campus users placed dots on an existing campus map to indicate campus strengths (green), campus weaknesses (red), and opportunity areas (yellow). These categories create the SWOT analysis on the following pages.

President's Cabinet



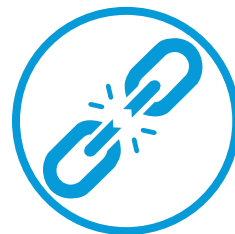
Strengths

- Library is collaborative and a campus anchor
- President's Hall and Village East/West



Opportunities

- Improve the Commons for further collaboration and flex space for students
- Preserve one Southside building for alumni



Weakness

- Signage, wayfinding, and parking visibility
- Lack of major pathways to move across campus
- No late night eating opportunities currently



Points of Interests

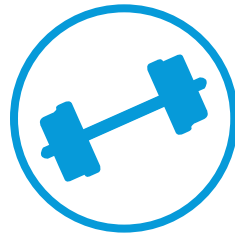
- Revenue opportunities for naming buildings/parking lots (currently numbers)



Collective SWOT MAP of President’s Cabinet meeting, created in a virtual session



Steering Committee



Strengths

- Pace Hall and Science Buildings and green space
- New football and sports area



Opportunities

- Park like campus, trails to bring in community
- Reutilization of Southsides area



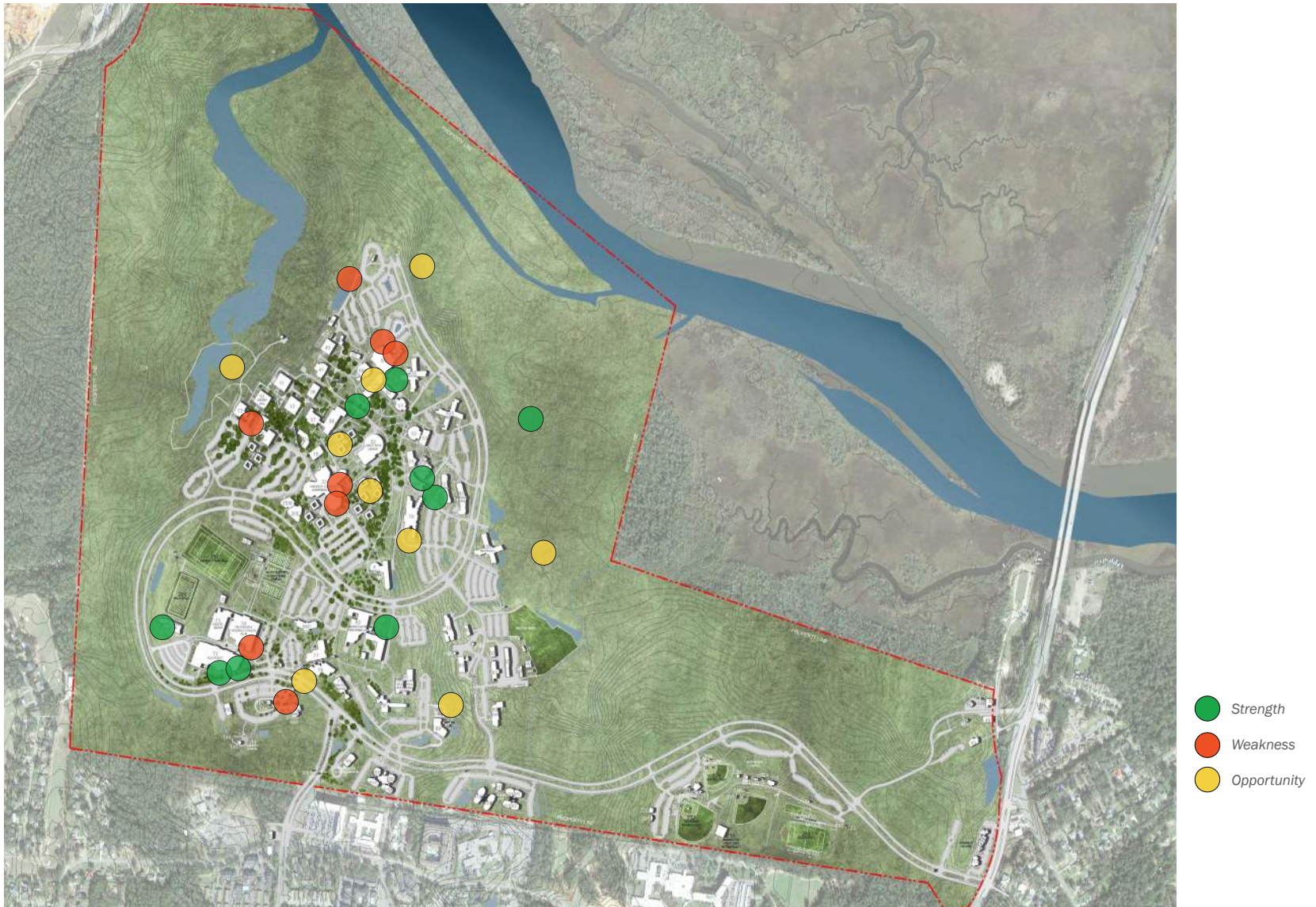
Weakness

- Circulation
- Commons building
- Lighting on pathways, especially outside of historic core



Points of Interests

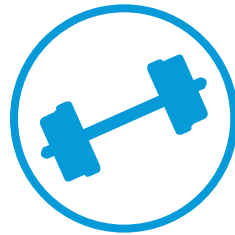
- Develop a lookout toward Bay at overlook
- Addition of campus gateway



Collective SWOT MAP from Steering Committee meeting



Academic Experience Focus Group



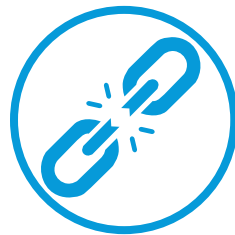
Strengths

- Natural and green campus setting
- Business building
- Trails and walkways



Opportunities

- Student run business concept
- Use football stadium as economic driver
- Covered walkways for rain and shade



Weakness

- Southsides/Pizza Hut buildings
- Parking - especially needed for library
- Lacking a central quad space and wide paths



Points of Interests

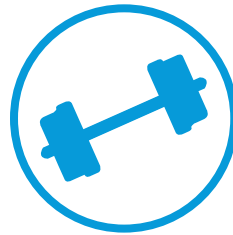
- Argo Village development areas with existing parking lot



Collective SWOT MAP from Academic Experience Focus Group meeting



Student Experience Focus Group



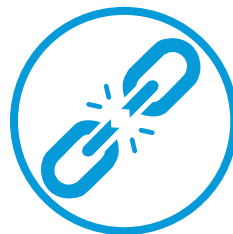
Strengths

- Library
- Newer housing - Presidents and Heritage Hall
- Natural and open feel of campus regarding open space



Opportunities

- Southsides demo or refurbish
- Greenhouse upgrades
- Military/veteran resource center at central campus



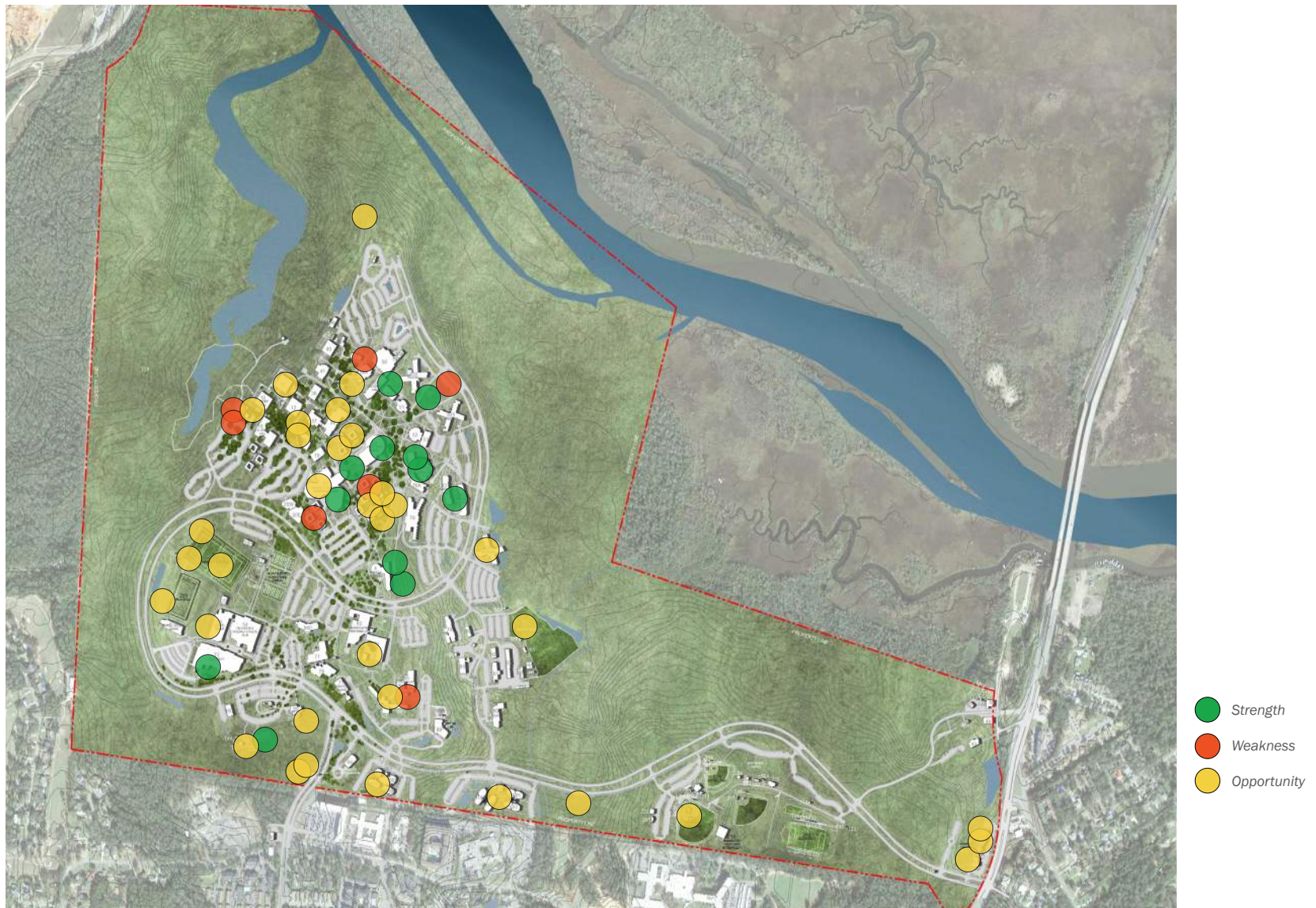
Weakness

- Housing and Career Center needs update
- Traffic Circulation and Emergency vehicle access
- Argo Village
- Student parking



Points of Interest

- Look out area at north end of campus



Collective SWOT MAP from Student Experience Focus Group meeting



Goals & Values

During the Goals and Values exercise, participants worked on prioritizing what they felt that the University needed to move forward in accordance with the current strategic plan, missions, goals, and objectives. The goals cards were provided and prioritized by the groups. Overall, the groups prioritized Community Connection, Access and Mobility, Culture and Identity, and Equitable Development.

Significant mentions included: making the campus feel connected for all visitors, connection of housing with illuminated paths, economic drivers on campus, implementation of community and student art into open spaces.

Finding your VALUES:

TOP VOTED
#1



Community Access
Community Partnerships
Neighborhood Vitality
Transparency
Decision-Making

COMMUNITY CONNECTOR

How can your project support its surrounding community, build community partnerships, and connect residents to shared resources?

#2



Decarbonization
Transportation
Multi-Modal Transportation
Walkability and Safety

ACCESS + MOBILITY

How can your project advocate and celebrate transit-oriented design, connections between transit hubs, and walkable communities?

#3



Beauty & Inspiration
Historical Context of Place
Inclusion
Individual vs. Collective Placemaking
Multi-Cultural Belonging
Operational Transformation

CULTURE + IDENTITY

How can your project celebrate its history and cultural context to develop a strong sense of place that speaks to the identities of occupants and surrounding communities?

#4



Climate Justice
Economic Development Programming
Equitable Development Siting
Equity
Land Use
Social Justice

EQUITABLE DEVELOPMENT

How can your project promote affordability, provide access to opportunity, and advocate for those in need?



Active Spaces
Bikeable
Evidence-Based Modeling
Individual Fulfillment
Recreation
Play

HEALTH + WELL-BEING


How can intentional design features actively promote users' emotional and physical well-being and encourage them to make healthier choices?



Building Ecology
Decarbonization
Sustainability
Ecosystem Services
Public Space
Site Ecology

OUTDOOR ENVIRONMENTAL QUALITY

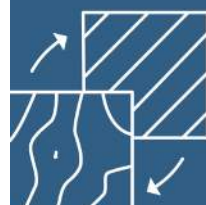
How can your project's outdoor spaces restore ecology, promote biodiversity, build community, and create a strong sense of place?



Acoustic Comfort
Air Quality
Thermal Comfort
Visual Comfort

INDOOR ENVIRONMENTAL QUALITY

How can your project support user comfort and productivity?



Circular Material Sourcing
Decarbonization
Materials
Design for Disassembly
Manufacturing
Purpose Over Surplus
Transparency
Material Ingredients

MATERIALS IMPACT

How do your materials choices support healthy ecology, communities, and economies?



Building Resiliency
Community Resiliency
Emergency Resiliency
Emergency Planning
Emotional Resiliency
Risk Adaptation & Mitigation

RESILIENCY

How can your project help its users and community adapt to and recover from unexpected situations?



Building Systems
Sustainable
Decarbonization Strategy
Decarbonized Energy Generation
Energy Decarbonization
Energy Heat Exchanges

ENERGY


How can changes in energy infrastructure support your broader mission, reduce costs, and build a healthier planet?



Construction Cleaning & Safety Goals & Supplies
Operational Optimization
Regulatory Partnerships
Safety & Security
Transparency: Building Performance
Waste

PROCUREMENT + OPERATIONS

How can procurement, building operations, and management practices support your broader project goals?



(Storm) Water Management
Hydrological Balance
Purifiable Water Quality
Water Context of Place
Water Self-Sufficiency

WATER

What connections to water are important to your users and neighboring communities?



Precedent Images

The Precedent Images exercise provides an outline of a conceptual future envisioned for the University. Here, students, faculty, and staff were asked to vote on the images that could be a good representation for the next ten years.

CLASSROOMS + INSTRUCTION SPACES



MOST
PREFERRED
#1



#2



#3



LEAST
PREFERRED

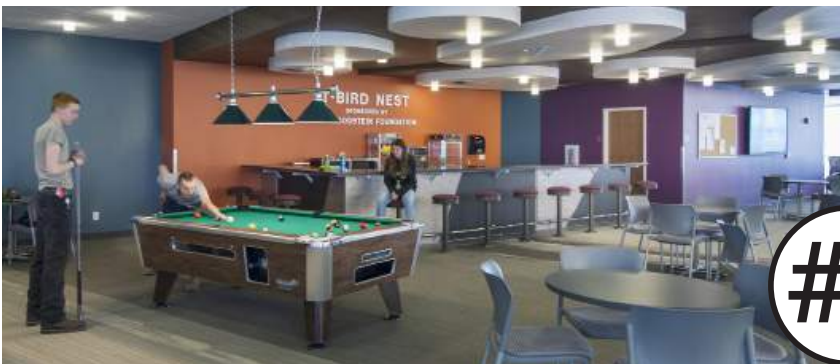
INTERIOR GATHERING SPACES + DINING



MOST
PREFERRED
#1



#2



#3



LEAST
PREFERRED

LIBRARY + STUDY SPACES



MOST
PREFERRED
#1



#2



#3



LEAST
PREFERRED

PARKING + TRANSPORTATION



MOST
PREFERRED
#1



#2



#3



LEAST
PREFERRED

EXTERIOR GATHING + SOCIAL SPACES



MOST PREFERRED
#1



#2



#3



LEAST PREFERRED

HYBRID LEARNING + TEACHING LABS



MOST
PREFERRED
#1



#2



#3



LEAST
PREFERRED

HOUSING



MOST
PREFERRED
#1



#2



#3



LEAST
PREFERRED

ATHLETICS + RECREATION



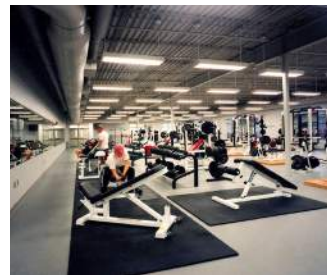
MOST
PREFERRED
#1



#2



#3



LEAST
PREFERRED



A1.3 ADMINISTRATIVE UPDATES

FEBRUARY 22, 2023

The following sections were changed to reflect accordance with Florida Statutes and Board of Governors regulations:

2.6	General Infrastructure	(pg 88, 91, 95-96)
2.8	Intergovernmental Coordination	(pg 115, 117)
2.9	Conservation	(pg 121)
3.8	Intergovernmental Coordination	(pg 193)

AGENCY REVIEWS

UWF received comment from the following statutory review agencies prior to final approval and issuance:

Escambia County Board of County Commissioners - Response received 12/8/2022

Florida Department of Environmental Protection-Bureau of Public Land Administration - Response received 9/13/2022

Florida Department of Environmental Protection—Northwest District - Response received 10/4/2022

Florida Department of Transportation - Response received 10/12/2022

Florida Department of State - Received a response from the Department of State, Division of Historical Resources, received 10/25/2022

Florida Fish and Wildlife Conservation Commission - Response received 11/16/2022

Emerald Coast Regional Council
Response received 11/16/2022

Florida Power & Light (previously d.b.a. Gulf Power)
Response received 11/29/2022

State Historic Preservation Office
Response from Department of State, Division of Historical Resources received 10/25/2022

Bureau of Community Planning and Growth
Florida Department of Economic Opportunity
Response received 11/10/2022

Agencies that were provided a draft and declined to provide comment included:

City of Pensacola
Santa Rosa Board of County Commissioners
Northwest Florida Water Management District
Escambia County Utilities Authority
US Army Corps of Engineers
Escambia County Area Transit Authority (ECAT)



BOARD OF COUNTY COMMISSIONERS ESCAMBIA COUNTY, FLORIDA

Development Services Department
3363 West Park Place
Pensacola, FL 32505
(850) 595-3475
(850) 595-3703
www.myescambia.com

Horace L. Jones, Director
Development Services

December 8, 2022

Ms. Betsy Bowers, Vice President
Division of Finance and Administration
University of West Florida
11000 University Parkway
Building 10 Room 123
Pensacola, Florida 32514

Dear Ms. Bowers:

The Development Services Department of Escambia County, Florida, is in receipt of the proposed update of the University of West Florida Campus Master Plan 2021-2031. In accordance with the applicable statutory and local regulations, the Escambia County Planning Board discussed and reviewed the Plan at its December 6, 2022, Meeting. There were no comments or objections raised by the Planning Board; therefore, the Development Services Department will review with Escambia County's Legal Department on the required action, as deemed necessary, for review and acceptance by the Escambia County Board of Commissioners as governed by all the applicable statutory provisions and processes relating to such action.

If you have any questions, please do not hesitate to contact me at (850) 554-8210.

Sincerely,


Horace L. Jones, Director
Development Services Department



FLORIDA DEPARTMENT OF Environmental Protection

Marjory Stoneman Douglas Building
3900 Commonwealth Boulevard
Tallahassee, FL 32399

Ron DeSantis
Governor

Jeanette Nuñez
Lt. Governor

Shawn Hamilton
Secretary

June 27, 2022

Les Wicker
11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

RE: Escambia CO. BOR- Lease No. 2772

Dear Mr. Wicker

The Division of State Lands, Bureau of Public Land Administration has received and reviewed the above-mentioned Land Use Plan and find that it complies with the applicable statutes and rules. Additional requirements per Section 253.034(5), Florida Statutes, include: a review by the department of all short-term goal accomplishments that shall be achieved within a 5-year planning period. Five years after the effective date of the lease, the Parent Lessee must submit an update on all short-term goal accomplishments to the Division of State Lands within 30 days of the five-year anniversary date which will be due April 16, 2027. The Land Use Plan update is due 10 years from the effective date of the parent lease and every 10 years thereafter. The next Land Use Plan update will be due April 16, 2032.

Acceptance of this Land Use plan does not waive the authority or jurisdiction of any governmental entity that may have an interest in this project. Implementation of any activities proposed by this plan may require a permit or other authorization from federal and state agencies having regulatory jurisdiction over those activities.

Sincerely,

A handwritten signature in blue ink, appearing to read "BRAD RICHARDSON", with a long horizontal flourish extending to the right.

Brad Richardson, Bureau Chief
Bureau of Public Land Administration
Division of State Lands

BR/RL



FLORIDA DEPARTMENT OF Environmental Protection

Marjory Stoneman Douglas Building
3900 Commonwealth Boulevard
Tallahassee, FL 32399

Ron DeSantis
Governor

Jeanette Nuñez
Lt. Governor

Shawn Hamilton
Secretary

June 27, 2022

Les Wicker
11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

RE: University of West Florida - Lease No. 2982

Dear Mr. Wicker,

The Division of State Lands, Bureau of Public Land Administration has received and reviewed the above-mentioned Land Use Plan and find that it complies with the applicable statutes and rules. Additional requirements per Section 253.034(5), Florida Statutes, include: a review by the department of all short-term goal accomplishments that shall be achieved within a 5-year planning period. Five years after the effective date of the lease, the Parent Lessee must submit an update on all short-term goal accomplishments to the Division of State Lands within 30 days of the five-year anniversary date which will be due April 16, 2027. The Land Use Plan update is due 10 years from the effective date of the parent lease and every 10 years thereafter. The next Land Use Plan update will be due April 16, 2032.

Acceptance of this Land Use plan does not waive the authority or jurisdiction of any governmental entity that may have an interest in this project. Implementation of any activities proposed by this plan may require a permit or other authorization from federal and state agencies having regulatory jurisdiction over those activities.

Sincerely,

A handwritten signature in blue ink, appearing to read "BRRL", is written over a horizontal line.

Brad Richardson, Bureau Chief
Bureau of Public Land Administration
Division of State Lands

BR/RL

Fwd: FW: UWF Campus Master Plan notice

Mel Manor <jmanor@uwf.edu>

Tue, Sep 13, 2022 at 2:00 PM

To: Mandy Redfearn <aredfearn@uwf.edu>

Cc: Myles Sampson <msampson1@uwf.edu>, Robin Anderson <robina@uwf.edu>, Adam Pitts <apitts1@uwf.edu>, Tiffany Nisewonger <tnisewonger@uwf.edu>

Mandy,
As we discussed:

Yesterday, Tiffany forwarded letters to a number of government entities for their review of the UWF Campus Master Plan. In the accompanying email thread, the Florida DEP has responded by sharing a copy of their previous approval letters dated June 27, 2022. They in effect state that these approval letters serve as their response.

By way of background:

- Previously on June 23, 2022, Les submitted the “UWF Campus Master Plan with Executive Summary” as the updated alternative Land Use Plan.
- This submission is required every 10 years and is for leases 2722 and 2982 (the 2022 update to prior submission of 2012).
- Subsequently the Division of State Lands, Bureau of Public Land Administration replied via the June 27, 2022 approval letters for lease numbers 2722 and 2982 and stated therein that they had received and reviewed the submission for the Land Use Plan and found that it complies with the applicable statutes and rules.
- I will share a copy of that prior message (will forward under separate cover).

Bottomline: The accompanying message is the response of the Florida Department of Environmental Protection, by Mr. Brad Richardson, Bureau Chief, Bureau of Public Land Administration, Division of State Lands. They have previously reviewed the CMP executive summary earlier this summer. With this response, by resending their previously shared approval letters they are saying they have no further comments.

Please retain the accompanying letters along with this email thread and place in a folder entitled *CMP 2031 – review by governmental agencies*. There will be more responses from other agencies that are pending and should follow.

One down and some 13 to go.

Thanks,
Mel

James (Mel) Manor, AIA
Interim Associate Vice President
Facilities Management
University of West Florida

11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

850.474.2007 *Office*
jmanor@uwf.edu
www.uwf.edu/facilities



Learn about prevention at uwf.edu/coronavirus.

Please note: Due to Florida's broad public records law, most written communication to or from University employees is considered a public record. Therefore, the contents of this email, including personal email addresses, may be subject to disclosure in the event a request is made.

----- Forwarded message -----

From: **Mandy Redfearn** <aredfearn@uwf.edu>

Date: Tue, Sep 13, 2022 at 1:12 PM

Subject: Fwd: FW: UWF Campus Master Plan notice

To: James Manor <jmanor@uwf.edu>, Myles Sampson <msampson1@uwf.edu>, Robin Anderson <Robina@uwf.edu>

All,

I just received this email. I am not quite sure what to do with this. This isn't something that Les and I were able to address.

Mandy Redfearn
Program Manager
Facilities Management
University of West Florida

11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

850.474.2007 *Office*
850.857.6076 *Fax*
aredfearn@uwf.edu
uwf.edu



----- Forwarded message -----

From: Michaelson, Raelene <Raelene.Michaelson@floridadep.gov>
Date: Tue, Sep 13, 2022 at 12:41 PM
Subject: FW: UWF Campus Master Plan notice
To: aredfearn@uwf.edu <aredfearn@uwf.edu>

From: Michaelson, Raelene
Sent: Tuesday, September 13, 2022 7:26 AM
To: finadim@uwf.edu
Subject: FW: UWF Campus Master Plan notice

From: Michaelson, Raelene
Sent: Monday, September 12, 2022 3:24 PM
To: finadim@uwf.edu
Cc: Richardson, Brad <Brad.Richardson@FloridaDEP.gov>; Stevens, Michele A <Michele.Stevens@FloridaDEP.gov>
Subject: FW: UWF Campus Master Plan notice

Division of Finance and Administration

Per our conversation attached are the approval letters for lease 2722 and 2982.

Please reach out if you have any other questions

Thank you

Raelene



Raelene Lenox

Government Operations Consultant III

Management Analyst

Division of State Lands

Department of Environmental Protection

3800 Commonwealth BLVD; MS 125

Tallahassee, Florida 32399

Raelene.Lenox@FloridaDEP.gov

Office: 850-245-2679

From: Richardson, Brad <Brad.Richardson@FloridaDEP.gov>
Sent: Monday, September 12, 2022 2:45 PM
To: Michaelson, Raelene <Raelene.Michaelson@FloridaDEP.gov>
Cc: Stevens, Michele A <Michele.Stevens@FloridaDEP.gov>
Subject: FW: UWF Campus Master Plan notice

Raelene,

Take a peek at UWF's master campus plan. Link to the plan is in the letter. Typically, the campus master plans serve as the "Land Use Plan". We can provide an approval letter as response.

B. Richardson

850-245-2563

From: [finadmin] Division of Finance and Administration <finadmin@uwf.edu>
Sent: Monday, September 12, 2022 2:43 PM
To: Richardson, Brad <Brad.Richardson@FloridaDEP.gov>
Subject: UWF Campus Master Plan notice

EXTERNAL MESSAGE

This email originated outside of DEP. Please use caution when opening attachments, clicking links, or responding to this email.

Mr. Richardson,

Please see attached letter re: UWF Campus Master Plan notice from Vice President Betsy Bowers.

Thank you.

--

Division of Finance and Administration


University of West Florida

11000 University Pkwy
Building 10 Room 123
Pensacola, FL 32514

850.474.2210 *Office*

850.474.2203 *Fax*

uwf.edu/finance-and-administration/

 University of West Florida logo



2 attachments

 **approval letter signed.pdf**
260K

 **approval letter signed.pdf**
252K

Land Use Plan Lease #2722 and #2982

3 messages

Les Wicker <lwicker@uwf.edu> Thu, Jun 23, 2022 at 7:05 AM
To: LUP_Submittals@floridadep.gov
Cc: Raelene.Lennox@floridadep.gov, James Manor <jmanor@uwf.edu>, Mandy Redfearn <aredfearn@uwf.edu>, Tiffany Nisewonger <tnisewonger@uwf.edu>

An updated alternative Land Use Plan (UWF Campus Master Plan with Executive Summary) is submitted in place of the original form. This format is in alignment with our previous submission of 2012 and accepted by you on April 16, 2012.

I apologize for the delay in submitting this information. If you have any additional questions or concerns please contact Mandy Redfearn at aredfearn@uwf.edu or 850-474-2007.

Thank you,
Les

Les Wicker
Program Manager
Facilities Management
University of West Florida

11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

850.474.2007 *Office*
lwicker@uwf.edu
uwf.edu/facilities



 **UWF DRAFT Campus Master Plan with Executive Summary - Abridged.pdf**
7976K

Les Wicker <lwicker@uwf.edu> Mon, Jun 27, 2022 at 12:45 PM
To: James Manor <jmanor@uwf.edu>

They are approved!

Les

----- Forwarded message -----
From: **Lenox, Raelene** <Raelene.Lennox@floridadep.gov>
Date: Mon, Jun 27, 2022, 12:03 PM
Subject: RE: Land Use Plan Lease #2722 and #2982
To: Les Wicker <lwicker@uwf.edu>

Mr. Wicker,

Attached you will find the approval letters for lease 2722 and 2982. Thank you for your quick response to this matter.

Have a wonderful day.

Respectfully,



Raelene Lenox

Government Operations Consultant III

Management Analyst

Division of State Lands

Department of Environmental Protection

3800 Commonwealth BLVD; MS 125

Tallahassee, Florida 32399

Raelene.Lenox@FloridaDEP.gov

Office: 850-245-2679

From: Les Wicker <lwicker@uwf.edu>

Sent: Thursday, June 23, 2022 8:06 AM

To: LUP_Submittals <LUP_Submittals@floridadep.gov>

Cc: Raelene.Lenox@floridadep.gov; James Manor <jmanor@uwf.edu>; Mandy Redfearn <redfearn@uwf.edu>; Tiffany Nisewonger <tnisewonger@uwf.edu>

Subject: Land Use Plan Lease #2722 and #2982

EXTERNAL MESSAGE

This email originated outside of DEP. Please use caution when opening attachments, clicking links, or responding to this email.

An updated alternative Land Use Plan (UWF Campus Master Plan with Executive Summary) is submitted in place of the original form. This format is in alignment with our previous submission of 2012 and accepted by you on April 16, 2012.

I apologize for the delay in submitting this information. If you have any additional questions or concerns please contact Mandy Redfearn at aredfearn@uwf.edu or 850-474-2007.

Thank you,

Les

Les Wicker

Program Manager
Facilities Management
University of West Florida

11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

850.474.2007 *Office*
lwicker@uwf.edu
uwf.edu/facilities

Image removed by sender. University of West Florida logo



5 attachments

~WRD0001.jpg
1K



image001.jpg
4K

~WRD0001.jpg
1K

 approval letter signed.pdf
260K

 approval letter signed.pdf
252K

Cc: Myles Sampson <msampson1@uwf.edu>, Robin Anderson <robina@uwf.edu>, Adam Pitts <apitts1@uwf.edu>, Tiffany Nisewonger <tnisewonger@uwf.edu>

FYI - prior correspondence

James (Mel) Manor, AIA

Interim Associate Vice President
Facilities Management
University of West Florida

11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

850.474.2007 *Office*
jmanor@uwf.edu
www.uwf.edu/facilities



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Please note: Due to Florida's broad public records law, most written communication to or from University employees is considered a public record. Therefore, the contents of this email, including personal email addresses, may be subject to disclosure in the event a request is made.

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5 attachments

~WRD0001.jpg
1K



image001.jpg
4K

~WRD0001.jpg
1K

 approval letter signed.pdf
260K

 approval letter signed.pdf
252K

Fwd: FW: UWF Campus Master Plan notice

2 messages

Tiffany Nisewonger <tnisewonger@uwf.edu>

Tue, Oct 4, 2022 at 2:57 PM

To: James Manor <jmanor@uwf.edu>

Cc: Mandy Redfearn <aredfearn@uwf.edu>, Robin Anderson <robina@uwf.edu>, Adam Pitts <apitts1@uwf.edu>, Myles Sampson <msampson1@uwf.edu>

Please see response from DEP re: CMP notice and file in your CMP 2031 - review by governmental agencies file.

Thanks,

Tiffany Nisewonger

Executive Assistant
Division of Finance and Administration
University of West Florida

11000 University Pkwy
Building 10 Room 117
Pensacola, FL 32514

850.474.2209 *Office*
tnisewonger@uwf.edu
uwf.edu



----- Forwarded message -----

From: **Glass, Arielle** <Arielle.Glass@floridadep.gov>

Date: Tue, Oct 4, 2022 at 2:34 PM

Subject: FW: UWF Campus Master Plan notice

To: finadmin@uwf.edu <finadmin@uwf.edu>

Cc: Scott, Brandy <Brandy.Scott@floridadep.gov>, Orr, Elizabeth <Elizabeth.Orr@dep.state.fl.us>

Good afternoon,

Attached please find the Department's review comments. Please do not hesitate to reach out if you have any questions.

Thank you,



Arielle Glass

Florida Department of Environmental
Protection

Northwest District

Planner I

Arielle.Glass@floridadep.gov

Office: 850-595-0661

Fax: 850-595-8417



From: Scott, Brandy <Brandy.Scott@FloridaDEP.gov>
Sent: Tuesday, October 4, 2022 12:42 PM
To: Glass, Arielle <Arielle.Glass@FloridaDEP.gov>
Cc: Allen, Kim <Kim.Allen@FloridaDEP.gov>
Subject: RE: UWF Campus Master Plan notice

Permitting comments attached.

From: Glass, Arielle <Arielle.Glass@FloridaDEP.gov>
Sent: Monday, September 12, 2022 2:15 PM
To: Ates, Katie L. <Katie.L.Ates@FloridaDEP.gov>; Cowen, Savannah <Savannah.Cowen@FloridaDEP.gov>; Sullivan, Russell <Russell.Sullivan@FloridaDEP.gov>; Templin, Dawn <Dawn.Templin@FloridaDEP.gov>; Waltrip, Jennifer <Jennifer.Waltrip@FloridaDEP.gov>; Webster, Alex <Alex.Webster@FloridaDEP.gov>
Cc: Scott, Brandy <Brandy.Scott@FloridaDEP.gov>; Allen, Kim <Kim.Allen@FloridaDEP.gov>
Subject: FW: UWF Campus Master Plan notice

Please send your review comments to Brandy Scott by 10/12.

Here's a link to the documents for your convenience: <https://uwf-cmp.webflow.io/>

From: Orr, Elizabeth <Elizabeth.Orr@dep.state.fl.us>
Sent: Monday, September 12, 2022 1:51 PM
To: Glass, Arielle <Arielle.Glass@FloridaDEP.gov>
Subject: FW: UWF Campus Master Plan notice

Please circulate for review.

Thank you!

Elizabeth

850 595 0630

From: [finadmin] Division of Finance and Administration <finadmin@uwf.edu>
Sent: Monday, September 12, 2022 1:44 PM
To: Orr, Elizabeth <Elizabeth.Orr@dep.state.fl.us>
Subject: UWF Campus Master Plan notice

EXTERNAL MESSAGE

This email originated outside of DEP. Please use caution when opening attachments, clicking links, or responding to this email.

Please see attached letter re: UWF Campus Master Plan notice from Vice President Betsy Bowers.

Thank you.

--

Division of Finance and Administration
University of West Florida

11000 University Pkwy
Building 10 Room 123
Pensacola, FL 32514

850.474.2210 *Office*
850.474.2203 *Fax*

uwf.edu/finance-and-administration/

 University of West Florida logo



 **UWF Campus Master Plan notice.docx**
579K

Adam Pitts <apitts1@uwf.edu>

Tue, Oct 4, 2022 at 3:11 PM

To: Tiffany Nisewonger <tnisewonger@uwf.edu>

Cc: James Manor <jmanor@uwf.edu>, Mandy Redfearn <aredfearn@uwf.edu>, Robin Anderson <robina@uwf.edu>, Myles Sampson <msampson1@uwf.edu>

Thanks Tiffany,

I'll put this in my files and make sure it gets to the DLR team.

Adam Pitts

Project Manager
Facilities Planning and Construction
University of West Florida

11000 University Pkwy
Building 90, Room 105
Pensacola, FL 32514

850.474.3240 *Office*
815.354.2079 *Cell*
apitts1@uwf.edu



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[Quoted text hidden]

UWF Campus Master Plan notice

<https://uwf-cmp.webflow.io/>



UWF CMP notice
FDEP NW.pdf

Air – If the project involves clearing of undeveloped and wooded area(s) there may be a large amount of vegetative debris generated. The vegetative debris may be disposed by open burning on-site if the burn meets the requirements of state and county regulations.

Best management practices should be applied for control of unconfined particulate matter from land-clearing, site grading and excavations.

Possible presence of asbestos piping or asbestos fiber in old concrete - surveys should be conducted and required management practices should be applied.

If relocatable crushers, concrete batch plants or asphalt plants are brought onsite as part of construction or demolition, they should be properly permitted and up to date on testing requirements.

Rule Applicability for reciprocating internal combustion engines: [Rule 62-210.300\(a\)\(35\).](#), [F.A.C.](#) allows an exemption from permitting for stationary reciprocating internal combustion engines. However, facilities claiming this exemption must maintain records which demonstrate that each engine meets, and will continue to meet on an ongoing basis, all the conditions that are required in paragraphs a. through h. of Rule 62-210.300(3)(a)35., F.A.C. Please note that stationary engines may also be required to meet federal rule requirements. Please access the following links for further information on federal regulations for stationary engines:

<https://www.epa.gov/stationary-engines> and <https://www.epa.gov/stationary-engines/guidance-and-tools-implementing-stationary-engine-requirements>.

Helpful Links:

Open burning:

<https://floridadep.gov/air/permitting-compliance/content/open-burning>

Asbestos:

<https://floridadep.gov/air/permitting-compliance/content/asbestos>

Nonmetallic Mineral Rock Crushers:

<https://floridadep.gov/air/permitting-compliance/content/nonmetallic-mineral-processing-plants-crushers>

Concrete Batch Plants:

<https://floridadep.gov/air/permitting-compliance/content/concrete-batching-plants>

Asphalt Plants:

<https://floridadep.gov/air/permitting-compliance/content/asphalt-concrete-plants>

Relocation Notification Info:

<https://floridadep.gov/air/permitting-compliance/forms/facility-relocation-notification>

Cleanup – No comment

ERP - An Environmental Resource Permit may be required if construction will take place in wetlands. In addition, a stormwater Individual ERP permit will be required, per 62-330.020, F.A.C., if the proposed projects include the addition of more than 4,000 sq. ft. of impervious surface subject to vehicular activity or 9,000 sq. ft. total. This includes areas where existing impervious surfaces are removed and replaced. Additionally, any modification to existing stormwater management systems will require a new ERP Individual Permit. For any future guidance for this project, please contact the Department.

Solid Waste – No comment

Water - For the potential 300,000 gallon storage, a permit will be required. Site plans will be needed upon submittal.

Any new addition or replacement of any water main, DEP should be notified with site plans attached for determination. Replacement of water main should qualify for notification, if the replacement main is within two pipe sizes, or it will need to be permitted if the replacement is greater than two pipe sizes.

A Chapter 62-604, F.A.C., Collection system construction permit will be required for proposed gravity systems with manholes, and depending on the scope of lift station and force main work, a permit may also be required. If the pipe diameters are under 12-inch nominal size, the permitting would be handled by ECUA.

The Plan mentions the use of reclaimed water on campus for irrigation from ECUA within the next 5-10 years. We received a permit revision application to convert from Part III to Part II and Part VII for ECUA Central WRF, DEP File No. FL0559351-024-DW1, so the use of reclaimed water for irrigation on campus may not be an option in 5-10 years.

Please reach out to permitting at epost.nwdwf@floridaDEP.gov and cc Mrs. Katie Ates, Katie.L.Ates@FloridaDEP.gov for permitting and notification requirements.

Same underlay image used for 'Proposed' water main and 'Existing' water main.



FIGURE 3.6.2: PROPOSED WATER MAP - MAIN CAMPUS



FIGURE 2.6.2: EXISTING POTABLE WATER MAP - MAIN CAMPUS



FIGURE 3.6.3: PROPOSED SANITARY SEWER MAP - MAIN CAMPUS



FIGURE 2.6.3: EXISTING SANITARY SEWER MAP - MAIN CAMPUS



FLORIDA DEPARTMENT *of* STATE

RON DESANTIS
Governor

CORD BYRD
Secretary of State

Ms. Betsy Bowers
University of West Florida
11000 University Parkway
Pensacola, FL 32514

October 25, 2022

RE: DHR Project File No.: 2022-6487
University of West Florida Master Plan 2021-2031

Dear Ms. Bowers:

In accordance with this agency's responsibilities under Sections 267.061 and 1013.30(6), *Florida Statutes*, we reviewed the referenced Campus Master Plan.

We note that Objective 2.3 of the Future Land Use Element addresses some historic resource conservation concerns, however UWF should also plan to evaluate and record buildings and other structures for eligibility for listing in the *National Register of Historic Places* as they turn 50 years of age. In addition, once they have reached this age, our office will need to be consulted for any proposed alterations, renovations, or demolitions. Also, due to the high probability of archaeological resources being present, our office will need to be consulted for any proposed projects on state lands involving ground disturbance. For information regarding consultation on undertakings on state-owned lands, please visit <https://dos.myflorida.com/historical/preservation/compliance-and-review/state-lands-review/>.

If I can be of any further help, or if you have any questions about this letter, please feel free to contact Jennifer Tobias at Jennifer.Tobias@dos.myflorida.com.

Sincerely,

Alissa S. Lotane
Director, Division of Historical Resources and State Historic Preservation Officer



Florida Department of Transportation

RON DESANTIS
GOVERNOR

1074 Highway 90
Chipley, FL 32428

JARED W. PERDUE, P.E.
SECRETARY

October 12, 2022

Ms. Betsy Bowers, Vice President
Division of Finance and Administration
The University of West Florida
11000 University Parkway
Pensacola, Florida, 32514

RE: University of West Florida 2022-2032 Campus Master Plan Update Notifications

Dear Ms. Bowers:

Pursuant to Section 1013, Florida Statutes (F.S.), the Florida Department of Transportation (FDOT) has reviewed the University of West Florida 2022-2032 Campus Master Plan.

As mentioned in Chapter 2, Existing Conditions, of the Campus Master Plan, significant growth can be expected because of the football stadium, future facilities, and new programs. Therefore, we anticipate impact to state transportation facilities, such as SR 10 (US 90), SR 291, and I-10. We understand there is intention to conduct a trip generation and roadway capacity analysis and are requesting a transmittal of that study upon completion.

Thank you for coordinating on the review of this master plan with FDOT. If you have any questions, please do not hesitate to contact me by email at jared.kirkland@dot.state.fl.us or (850) 330-1540.

Sincerely,

Jared Kirkland, FDOT D3
Planning Department

cc: Mark Brock, FDOT D3
Ben Naselius, FDOT Central Office, Office of Policy Planning
Ray Eubanks, DEO

Fwd: FWC's Comments on University of West Florida 2021-2031 Campus Master Plan

1 message

Mandy Redfearn <aredfearn@uwf.edu>

Wed, Nov 16, 2022 at 3:44 PM

To: James Manor <jmanor@uwf.edu>, Myles Sampson <msampson1@uwf.edu>, Adam Pitts <apitts1@uwf.edu>, Tiffany Nisewonger <tnisewonger@uwf.edu>

See email below from Florida FWC regarding CMP feedback.

Mandy Redfearn

Program Manager
Facilities Management
University of West Florida

11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

850.474.2007 *Office*
850.857.6076 *Fax*
aredfearn@uwf.edu
uwf.edu



----- Forwarded message -----

From: **Sempsrott, Michelle** <Michelle.Sempsrott@myfwc.com>

Date: Wed, Nov 16, 2022 at 3:18 PM

Subject: FWC's Comments on University of West Florida 2021-2031 Campus Master Plan

To: Mandy Redfearn <aredfearn@uwf.edu>

Cc: Conservation Planning Services <conservationplanningservices@myfwc.com>, Cucinella, Josh <Josh.Cucinella@myfwc.com>, Irving, Robert <Robert.Irving@myfwc.com>, DiGruttolo, Laura <Laura.DiGruttolo@myfwc.com>

Dear Ms. Redfearn:

Florida Fish and Wildlife Conservation Commission (FWC) staff has reviewed the Draft University of West Florida 2021-2031 Campus Master Plan in accordance with our authorities under Chapter 379, Florida Statutes and Chapter 1013.30(6), Florida Statutes. We have no comments, recommendations, or objections related to listed species and their habitat or other fish and wildlife resources to offer on this Campus Master Plan.

If you have specific technical questions, please contact Michelle Sempsrott at (407) 452-1995 or by email at Michelle.Sempsrott@myfwc.com. All other inquiries may be directed to our office by email at ConservationPlanningServices@MyFWC.com.

Sincerely,

Michelle Sempsrott

Florida Fish and Wildlife Conservation Commission

Office of Conservation Planning Services

(407) 572-9122

From: Mandy Redfearn <aredfearn@uwf.edu>
Sent: Tuesday, November 8, 2022 3:10 PM
To: Conservation Planning Services <conservationplanningservices@MyFWC.com>
Subject: The University of West Florida Campus Master Plan Feedback

[EXTERNAL SENDER] Use Caution opening links or attachments

Good Afternoon,

Please see attached letter requesting feedback from you for the University of West Florida's Campus Master Plan. We are having our second CMP Public Hearing on December 12, 2022 and would like to have your response for it. Please respond by Thursday, November 17, 2022. Please let me know if you have any questions.

Thank you,

Mandy Redfearn
Program Manager
Facilities Management
University of West Florida

11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

850.474.2007 *Office*
850.857.6076 *Fax*
aredfearn@uwf.edu
uwf.edu





November 16, 2022

Mandy Redfearn
Program Manager
Facilities Management
University of West Florida
11000 University Pkwy
Building 90, Room 112
Pensacola, FL 32514

Re: University of West Florida Campus Master Plan

Dear Ms. Redfearn:

The Council has no comments at this time. We wish the University much success in this new endeavor. Should you have any questions, please feel free to contact me at (850) 633-7198.

Sincerely,

Ada Clark

Ada Clark
Community and Economic Development Director

FW: UWF CMP - Get Involved Participation

Meagan Storm <mstorm@dlrgroup.com>

Tue, Nov 29, 2022 at 3:38 PM

To: Mel Manor <jmanor@uwf.edu>, Adam Pitts <apitts1@uwf.edu>

Cc: Krisan Osterby <kosterby@dlrgroup.com>, Jackie Eckhardt <jeckhardt@dlrgroup.com>

From: UWF Microsite Participant - Get Involved Webflow Forms <no-reply-forms@webflow.com>

Sent: Tuesday, November 29, 2022 1:11 PM

To: Meagan Storm <mstorm@dlrgroup.com>

Subject: UWF CMP - Get Involved Participation

You just got a form submission!

Form

Participation

Site

UWF Campus Master Plan

Submitted content

Name: Florida Power and Light

Campus Role: Business

Email: James.Kubik@fpl.com

Master Plan Topic: Future Facilities

Question Comment: Florida Power and Light Company (FPL) has reviewed the University of West Florida's (1-5 year and 6-10 year) Campus Master Plan. Based on the limited information available in the Plan, FPL does not have any questions or comments at this time, nor does the company foresee any electrical capacity concerns with serving the existing and/or future expansion plans. As with all new development opportunities, FPL requests that the company be provided all new electrical load information associated with additions and expansions as soon as it is available for system planning and engineering purposes. FPL looks forward to working with UWF as this Master Plan evolves.

Number of submissions received

1/1000 this month

November 1st – November 30th

Need more submissions?

Please contact your website administrator.

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||

Ron DeSantis
GOVERNOR



Meredith Ivey
ACTING SECRETARY

February 10, 2023

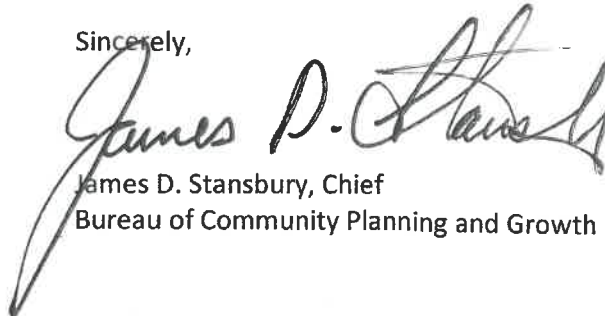
Ms. Betsy Bowers, Vice President
Division of Finance and Administration
University of West Florida
11000 University Parkway, Building 10
Room 123
Pensacola, Florida 32514

Dear Ms. Bowers:

The Department of Economic Opportunity (“Department”) has completed its review of the adopted update to the University of West Florida Campus Master Plan 2021-2031 as adopted by the University of West Florida Board of Trustees on December 15, 2022. The Department reviewed the update to the Campus Master Plan pursuant to Section 1013.30, Florida Statutes, and identified no provision that necessitates a challenge of the Campus Master Plan. The Department commends the University of West Florida for its commitment to creating a welcoming and accessible campus.

If you have any questions concerning this review, please contact Scott Rogers, Planning Analyst, by telephone at (850) 717-8510, or by email at scott.rogers@deo.myflorida.com.

Sincerely,



James D. Stansbury, Chief
Bureau of Community Planning and Growth

JDS/sr

cc: Horace L. Jones, Director, Escambia County Development Services
Cynthia Cannon, Manager, Planning and Zoning Division, City of Pensacola
Austin Mount, Executive Director, Emerald Coast Regional Council

Florida Department of Economic Opportunity | Caldwell Building | 107 E. Madison Street | Tallahassee, FL 32399
(850) 245.7105 | www.FloridaJobs.org | www.Twitter.com/FLDEO | www.Facebook.com/FLDEO

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