

MASTER PLAN 2012-2018







Department of Housing & Residence Education | MASTER PLAN 2010-2016

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EXECUTIVE SUMMARY

Norbert W. Dunkel Associate Vice President for Student Affairs

The University of Florida Housing Master Plan 2012 - 2018 provides a strategic approach to meet the financial, physical, and programmatic needs of the Department of Housing and Residence Education. The mission of the Department of Housing and Residence Education is to provide well-maintained, community-oriented facilities where residents and staff are empowered to learn, innovate, and succeed. In addition to meeting the needs of students and student families, the Department of Housing and Residence Education provides accommodations for faculty, staff, summer conferences, sports camps, University of Florida Preview, and other special groups as space permits. These purposes are consistent with and support the Division of Student Affairs and the University of Florida mission statements.

The University of Florida continues to attract large numbers of undergraduate applicants for admission. The entering freshman class has stabilized to 6,400 while the graduate and professional student enrollment is projected to increase about 300 students per year for several years. The Department of Housing and Residence Education has designed the Housing Master Plan 2012 - 2018 to support the University of Florida enrollment plan.

The Master Plan identifies several guiding principles that serve as the foundation for decisions made within the Department of Housing and Residence Education:

- > An environment for academic success
- Residentially-based academic communities
- Technologies that enhance learning
- A diverse environment
- Educational and social programming
- Demand for undergraduate student, graduate and professional student, faculty, and staff housing
- Assessment, evaluation, and benchmarking
- Supportive and friendly service
- Value-added facilities to support varying lifestyles

and budgets

Leadership opportunities

The Housing Master Plan was developed by Department of Housing and Residence Education staff. Staff used several existing documents from a variety of sources to develop the Housing Master Plan including the Housing Master Plan 2005 – 2012, 2012 – 2018, the 2014 Vision Story, enrollment projections, demographic data, occupancy data, the MGT of America Graduate Assessment Report, and academic initiative information.

The Housing Master Plan 2012 - 2018 includes an intentional approach to provide for annual and strategic initiative expenses as well as capital expenses of major renovation and construction projects. Several challenges are discussed including enrollment management, the off-campus market, deferred maintenance, and the overall financial needs to fulfill the plan.

The past seven years have brought excellent progress in our renovation efforts, the signing of an agreement with Provident Resources Group and Capstone Management for additional accommodations, integration of world-class technology and online applications, increased relationships with various campus agencies, and the development of nationally recognized academic initiative and learning communities. The Housing Master Plan 2012 - 2018 updates and revises the third Housing Master Plan 2012 - 2018 and projects an additional six years.

Norbert W. Dunkel

Associate Vice President for Student Affairs June 2012

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KEY PRINCIPLES

- An environment for academic success
- Residentially-based academic communities
- Technologies that enhance learning
- A diverse environment
- Educational and social programming
- Demand for undergraduate student, graduate and professional student, faculty, and staff space
- Assessment, evaluation, and benchmarking
- Supportive and friendly service
- Value-added facilities to support varying lifestyles and budgets
- Leadership opportunities

The Department of Housing and Residence Education has identified the following guiding principles that are cornerstones in the management of the department and in the development of the Master Plan.

An Environment for **Academic Success**

Providing an engaging living environment is important to enable residents to succeed in the classroom and to grow and develop as individuals. Building a sense of community within the housing facilities assists with establishing peer support groups among residents. The combination of peer support groups on campus and support from family and friends significantly increases resident adjustment and success rates at college. Staff and student leaders build community by providing opportunities for residents to meet and interact with others. Types of activities include cultural activities. educational activities such as programs on health, wellness, safety and security, and recreational activities such as intramural sports, social activities. When residents demonstrate pride in their communities, there is less damage to facilities, and residents have the greatest opportunity to reach their personal and educational goals.

Department of Housing and Residence Education staff assists in providing a structured living environment through the development of rules and regulations in coordination with residence hall student leaders. Rules and regulations address such topics as residents' use of alcohol and other drugs, noise, vandalism, posting policies, and computer use to name a few. Residents in violation of rules and regulations participate in an educative judicial process.

Encouraging successful roommate relationships is an integral part of building a supportive environment for academic success in residence halls. Residence hall roommates participate in the Gator-to-Gator program that assists them in discussing issues important in the development of successful roommate relationships.

Encouraging community development is also an integral part of building a supportive environment for academic success in Graduate and Family Housing. The Graduate and Family Housing Residence Life staff schedules monthly resident meetings to share community updates including event calendars. Monthly resident meetings also provide a forum for resident input. Other community development programming includes children's hours with crafts and story time; large group programs like bowling nights, breakfasts, and holiday dinners, game nights, and Celebrate Family Week.

The commitment to the ongoing



deferred and routine maintenance of facilities augments an environment for academic success. The Department of Housing and Residence Education provides an online work order request system (*iServiceDesk*) for residents to submit and track specific work orders related to having items fixed in their room, pest control, and other building services or maintenance requests. The maintenance staff is able to complete 90% of the *iServiceDesk* work requests within 24 hours which allows residents to concentrate on academic interests. Building Services provides daily cleaning service to bathrooms, common spaces, and lounges in traditional halls and weekly cleaning service for bathrooms located in suites and apartments. Maintenance and Building Services staff consistently receive high satisfaction ratings from students in customer service surveys.

Residentially-Based Academic Communities

Housing and Residence Education is committed to integrating the academic community into the residential experience. Current residentially-based academic communities include the Honors Residential College at Hume Hall, an academically rigorous program; the Weaver International House, a living-learning center for cultural exchange; the Career Exploration Community at Graham Hall; the East Hall Engineering Community; the Fine Arts Living Learning Community at Reid Hall; the Global Living Learning Community at Yulee Hall; the Leader Scholar Program at Trusler Hall for first year student leaders; the Pre-Health Living Learning Community in North Hall; the Returning Gators Program in Murphree Hall specifically for sophomore students from the Leader Scholar Program; the ROTC Living Learning Community in Tolbert Hall, and Innovation Academy in Beaty Towers East. GatorWell Health Promotion Services are located in Jennings Hall and the Springs Residential Complex. Faculty-in-Residence reside in Broward Hall, Tolbert Hall, Lakeside Residential Complex, the Honors Residential College at Hume Hall and Tanglewood Village. An Officer-in-Residence resides in Tolbert Hall. Facilities housing academic communities typically include high technology classrooms/conference rooms, faculty offices, academic advising space and support, small group study/tutorial spaces and programs, multipurpose rooms, common area kitchens, and student organization spaces and programs. Housing and Residence

Education determines future residentially-based academic communities through assessment of current programs, resident satisfaction surveys and requests, national and international trends, and best practices shared through the Association of College and University Housing Officers-International (ACUHO-I).

Technologies That Enhance Learning

Increased emphasis is on expanding technological services to students while securing administrative and student computer networks. The utilization of new and emerging technologies is a priority in order to improve communication and enhance the educational mission of the department. DHNet provides both wired (Ethernet) and wireless Internet connectivity. Wired access is provided in all Housing residence hall rooms and Graduate and Family Housing apartments. Wireless access is a value-added service to the wired access and is available in all of the residence hall common areas such as hallways, laundry rooms and lounges and in Maguire and University Village South apartments. Ongoing infrastructure improvements are scheduled to keep current with the technology and demands of Internet services.

A Diverse Environment

Society is strengthened from the diversity of people and ideas. It is increasingly important that students are exposed to national and global experiences and perspectives. Housing and Residence Education is committed to strengthening the relationships among diverse people. Staff is committed to maintaining the diversity of the campus community as a reflection of the UF community and the State of Florida. This is accomplished in part through supporting a diverse and representative population of residents. Graduate and Family Housing is represented by international students from over 85 different countries who make up 82% of the Graduate and Family Housing population. Ninety-seven percent of these Graduate and Family Housing residents are graduate students. Of the over 7,724 single students in residence halls, 57.5% are White, 16% are Hispanic/Latino, 11.8% are Black, and 9.8% are Asian.

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A performance at Lakeside Culture Clash.

Educational and Social Programming

The Department of Housing and Residence Education supports the educational mission of the University of Florida. In addition to providing well-maintained facilities, the department is committed to providing out-ofclassroom and classroom-enhancing learning

opportunities, leadership training, communitybuilding experiences, and developmental transition assistance. Throughout the year, residents and staff actively develop, facilitate, and coordinate a wide variety of programs

in Graduate and Family Housing and the residence halls.

In Graduate and Family Housing during 2011–12, there were over 370 programs for residents and their families including pageants, mother-daughter forums, egg hunts, coffee houses, and art exhibits, bi-monthly women's social groups, monthly town hall meetings, weekly children's hours, weekly exercise programs, English classes, monthly beautification programs, monthly field trips, and weekly crafts and scrapbooking programs.

In the residence halls during 2011–12, staff scheduled over 916 programs for residents including topics like diversity, alcohol and drug education, health education, fire safety, personal safety, sexual assault education, Internet awareness, security information, and ethics.

Demand for Residence Hall and **Graduate and Family Housing Space**

The following policies serve to guide the offer of campus housing to eligible students and the philosophical future direction of the campus housing program:

> By 2015, campus housing will be available for approximately 24% of the enrolled Gainesville campus student population. This percentage factors in the addition of bed space in the Continuum project. Campus housing includes all residence facilities under the direction of the University of Florida Department of Housing and Residence Education as

In the residence halls

during 2011–12, staff

scheduled over 1,169

programs for residents.

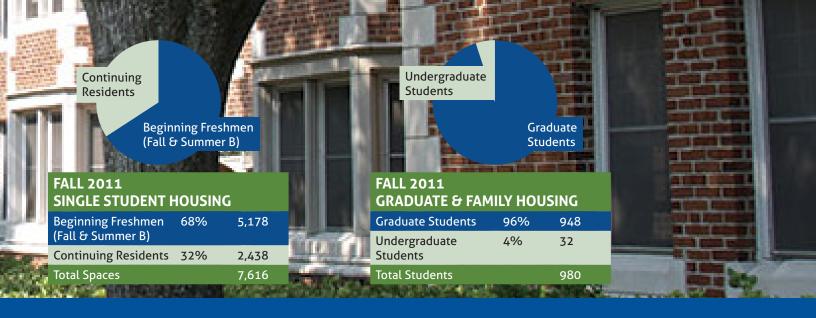
well as those fraternity and sorority houses administered by the University of Florida Division of Student Affairs. Only full-time registered students are eligible to live in residence halls and Graduate and Family

Housing. Only registered students are eligible to live in fraternities and sororities.

- In recent years, despite ever-changing enrollment figures, the Department of Housing and Residence Education has been able to offer summer and fall housing contracts to most first year students who requested to live on campus.
- ➤ The demand for campus space in Graduate and Family Housing remains stable throughout the year for 980 apartments. Staff has implemented an online and walk-in application process. To be eligible to live in Graduate and Family Housing, a student must meet specific qualifications.

Assessment, Evaluation, and Benchmarking

The Department of Housing and Residence Education staff is committed to the continued growth and development of staff and the housing program. Ongoing assessment, evaluation, and benchmarking instruments are administered to staff and residents to determine progress toward intentional goals. Department of Housing and Residence Education staff utilizes data from



satisfaction and performance-based research to create or revise programs that provide enhanced service to residents. The Coordinator of Research Programs and Services relays results of assessment, evaluation, and benchmarking instruments to internal and external stakeholders.

Supportive and Friendly Service

The Department of Housing and Residence Education has a strong commitment to providing quality customer service. To meet this commitment, every full-time employee has attended customer service training. As new employees are hired, they attend customer service training within 90 days of employment. Customer service training includes demographic information about residents, expectations related to the mission statement and professional demeanor, and interpersonal skills training. A variety of ongoing staff programs are coordinated and planned through the Department of Housing and Residence Education Learning and Development Office.

Value-Added Facilities to Support Varying Budgets and Lifestyles

The Department of Housing and Residence Education is committed to providing a wide range of facility types and programs to meet the varying needs of residents. In single student housing, these types of rooms are available: singles, doubles, triples, apartments, and suites. Special interest housing is available to address the following areas: honors, leadership/scholarship, wellness, career exploration, global including sustainability, pre-health, fine arts, engineering, the freshman and sophomore experience, international living-learning, and ROTC. Also, faculty-in-residence live in four residence areas and one Graduate and Family Housing area. In Graduate and Family Housing, these types of apartments are available: efficiencies, furnished and unfurnished apartments, one bedroom apartments, two bedroom apartments, and townhouse apartments. Rooms and apartments are in facilities that range in age from the historic Murphree Area residences (Buckman and Thomas Halls, 1906) through the facilities constructed in the 1950s and 1960s as well as facilities constructed in 1991 (Keys Residential Complex), 1995 (Springs Residential Complex), 2000 (Lakeside Residential Complex), and 2002 (Honors Residential College). Rental rates vary in residence halls. They range from the lowest rates in non-air conditioned rooms to air conditioned apartments or suites in the newest facilities.

Leadership Opportunities

Department of Housing and Residence Education staff support and provide numerous opportunities for student leadership development. Through voluntary and paid opportunities, students are better able to develop skills in communication, problem solving, decision making, teamwork, time management, and conflict management. Pascarella and Terenzini¹, have indicated how living on campus is an increased benefit to the student experience through involvement in leadership development.

Volunteer opportunities within the Department of Housing and Residence Education include membership in several organizations such as the Inter-Residence Hall Association, National Residence Hall Honorary, Mayor's Council, National Association for College and University Residence Halls, International Honorary of Leaders in University Apartment Communities, and area governments and councils. Leadership opportunities within these groups include election or selection as executive board members, hall presidents, and Mayor's Council members.

The Department of Housing and Residence Education provides paid leadership opportunities to over 400 students. These positions include Graduate Hall Directors, Crisis Intervention Consultants, Resident Assistants, Residential College Advisers, Resident Managers, Desk Assistants, Desk Managers, DHNet Help Desk Assistants, Lifeguards, Furniture Movers, Student Office Assistants, and Security Assistants.

(1) Pascarella, E.T., & Terenzini, P.T. (2005). How college affects students: A third decade of research, Volume Z. San Francisco: Jossey-Bass.

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FALL 2010 STUDENTS LIVING ON CAMPUS Moving on campus Transfer from off campus 1% <1% Continuing Residents 32% **New Freshmen**

SPRING TURNOVER

2011	250
2010	376
2009	320
2008	225

SUMMER B OCCUPANCY

2011	2,540
2010	2,565
2009	2,575
2008	2,286

OCCUPANCY MANAGEMENT

Residence Halls

Revenue within the Department of Housing and Residence Education is driven by occupancy. Occupancy challenges are different for residence halls than Graduate and Family Housing. Residence hall occupancy patterns depend on academic year or semester contracts while Graduate and Family Housing contracts are accepted year-round on a rolling basis with a 60-day Notice of Intent to Vacate clause.

Approximately two-thirds of Fall residence hall spaces are occupied by incoming freshmen. Incoming freshmen are defined as any student entering college for the first time regardless of pre-existing credit hours. The other one-third of Fall residence hall spaces is allocated to continuing students.

The development of the myHousing portal and the implementation of e-invoices have allowed residents access to self-service functionality. These developments allow residents to apply for housing, sign up for contracts, sign up for rooms, pay for housing, and request deferments online.

Despite the fact that occupancy in Gainesville off-campus apartment complexes currently hovers around 70%, the Department of Housing and Residence Education continues to maintain waiting lists and over flow housing.

Fall Semester

Due to recent changes in room assignment procedures (online self-selection), staff made adjustments to occupancy management for the Fall semester. Occupancy management for the Fall semester continues to involve the accurate estimation of cancellations in order to ensure a 100% occupancy rate for residence halls. Additionally, staff tracks data such as enrollment status and Preview Orientation

attendance to best manage occupancy.

Spring Semester

The occupancy/enrollment management challenges for the Spring semester are different than for the Fall semester. For the Spring semester, first priority for available spaces is given to Innovation Academy and transfer students. Offers of housing are made to virtually all applicants for spring who apply to and are admitted to UF in a timely manner.

On average, 200–400 beds turn over between Fall and Spring semesters as a result of graduations, transfers to other universities, and participation in study abroad programs. The Spring waiting list is necessary to allow enough time for final admission decisions for new admit students, to process Spring cancellations for eligible continuing residents, and to offer priority assignments for continuing residents returning to campus housing from internships or other similar academic experiences.

Summer Terms

Residence hall housing for the summer terms is split between students and camps and conferences with some facilities closed for renovation. Approximately 600 to 700 students are housed on campus during Summer A. Most Summer A residents are continuing students. Summer B residents include 2,500 to 3,000 students, mostly newly admitted freshmen. There is sufficient space to meet student and camps and conferences demand in the summer.

OCCUP	OCCUPANCY STATISTICS FOR FALL OPENING DAY 2007 - 2010 BY ENROLLMENT STATUS												
Beginning Freshmen			Continu	ing Reside	nt	Freshn	Freshmen AIM			Freshmen Transfer			
	F	М	Total	F	М	Total	F	М	Total	F	М	Total	
2008	1,801	1,298	3,099	1,305	1,029	2,334	185	77	262	24	14	38	
2009	1,703	1,257	2,960	1,465	1,069	2,534	163	76	239	8	5	13	
2010	1,802	1,451	3,253	1,322	992	2,314	138	64	202	14	10	24	
2011	2,127	1,571	3,698	1,359	1,004	2,363	115	85	200	16	11	27	
From Of	f Campus			Resider	nt Assistan	t	Summer/Fall Freshman			Transf	er		
	F	М	Total	F	М	Total	F	М	Total	F	М	Total	
2008	40	41	81	102	81	183	802	604	1,406	8	5	13	
2009	46	42	88	103	80	183	807	613	1,420	26	22	48	
2010	52	48	100	109	76	185	887	576	1,463	29	39	68	
2011	44	32	76	112	82	194	638	472	1,110	70	51	121	



Tanglewood Village, a Graduate and Family Housing facility, is located just south of the main campus.

Graduate & Family Housing

Gainesville apartment complexes and the overall local rental market are facing a time of transition and upheaval. On an ongoing basis, Graduate and Family Housing staff monitor and constantly adjust policies and procedures to stay competitive in this market.

Department of Housing and Residence Education staff strive on an ongoing basis to meet these six goals in Graduate and Family Housing:

- Improve rental process management through a more transparent online rental system.
- Modify and evolve the rental rate structure taking into account supply and demand.
- Provide continued transparency in the rental processes with effective marketing, communication, and information.
- Continue to reduce paperwork through improved processes and document imaging procedures.
- Forecast occupancy and utilize budget based on realistic market fluctuations.
- Target apartment refurbishment in consideration of supply and demand.

These goals are designed to increase satisfaction and attract more residents in order to continue to achieve a high occupancy rate for all Graduate and Family Housing facilities.





Students take a break on the bridge in Beaty Woods.

STUDENT DEMOGRAPHICS: GLOBAL IMPACTS



Currently 82% of UF

Graduate and Family

Housing residents are

international students.

The global impact of international graduate student enrollment is the single most important occupancy management consideration for the Department of Housing and Residence Education in Graduate and Family Housing. Currently 82% of UF Graduate and Family Housing residents are international students Following the events of September 11, 2001, enrollment of international students at American universities (including UF)

plummeted. According to a November 10, 2009, article in the Chronicle of Higher Education, enrollment of international graduate students at American universities has risen slowly since 2001 and appears to be plateauing. Factors

affecting fluctuating international graduate student enrollment cited in this article include the global recession, budget cuts at universities resulting in fewer available graduate assistantships, and growing competition for graduate students from other countries including the home countries of students representing over one-half of all American international graduate students: India, China, and South Korea. These factors have present and future impacts on UF's ability to attract international students and to ultimately house those students. Housing staff monitors international student enrollment data at UF and nationwide on an ongoing basis.

Global impacts on undergraduate housing are

minimal but increasing. Study abroad programs in undergraduate housing are supported by providing housing for up to 70 international exchange students in the International House at Weaver Hall with some overflow in the Global Living Learning Community at Yulee Hall. International study abroad students are usually housed for one or two semesters. Demand from undergraduate international exchange students for campus housing is growing. This

has resulted in International Center staff requesting additional spaces committed to this program in the future. The department is planning for a 30% increase in demand from international exchange students by 2016. Housing and Residence Education

staff supports American students wishing to study abroad by offering releases from contractual obligations during study abroad experiences in the spring. Furthermore the department ensures eligibility and provides communication regarding opportunities for future campus housing contracts, upon their return

Most undergraduate residents are Americans representing a greater diversity than University of Florida undergraduate enrollment demographics. Housing staff monitors the demand for campus housing from all categories of students on an ongoing basis. Most newly admitted students wishing to live on-campus are offered housing contracts.



RESIDENCE LIFE AND EDUCATION

Residence Life and Education is inclusive of Graduate and Family Housing, Student Learning and Engagement, East and West Campus residence halls, and Conduct and Community Standards. Currently, the Residence Life and Education staff is updating their vision and organizational structure to meet the needs of an everchanging residential population. An assessment of Residence Life and Education core services is conducted annually with graduate and professional staff members.

The Residence Life and Education staff is committed to providing an intellectually and socially enriched

residential experience. This is accomplished through developing core values within residential communities that encourage inclusivity, respect and caring for others, love of learning, and engagement in the residential and campus communities. These core values provide the framework by which decisions are made that shape the residential experience.

Role/Philosophy of Live-in Staff

Residence Life and Education is committed to providing programs and services that enhance student learning and engagement as well as promote global understanding and diversity. The Residence Life

and Education staff is responsible for the creation, execution and assessment of the academic support, educational, cultural and social programs for residents in the undergraduate and Graduate and Family Housing areas. Each of the residential communities is supervised by full-time, live-in staff members who provide oversight to the management and operation of the residential facilities. In addition, these staff members supervise the undergraduate and graduate staff that live in the facilities.

Staff Recruitment and Training

Residence Life and Education staff receives specialized training in the areas of communication, resource referral, crisis management, conflict management, community standards, programming, community development, and academic support. A comprehensive approach to the development of staff is achieved through continued learning opportunities and practical application of new information. All levels of staff are involved in the recruitment and selection processes for undergraduate,

graduate and professional level residence life positions.

Student Leadership and Governance

Student involvement and participation in determining community lifestyle is a vital part of the undergraduate residential program. Self-governance through elected Area Governments and the Inter-Residence Hall Association offers students the opportunity to help establish guidelines for group living, to assist in determining area improvements, and to plan and implement social and educational activities.

In Graduate and Family Housing, the Mayors' Council is recognized by

Student Government as the representative voice of the students and families living in the village communities. The Mayors' Council plans and implements a wide variety of social and educational activities for the most globally diverse representative populations on campus, along with providing valuable insight to the Department of Housing and Residence Education into the unique needs of the residents.

RESIDENCE LIFE

AND EDUCATION

CORE VALUES

- Community
- > Inclusivity
- Respect
- Care
- Learning
- Engagement

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Two students pose for a quick picture in Murphree Area.

RESIDENCE LIFE AND EDUCATION

Conduct and Community Standards

Community Standards for all residential facilities have been established in the best interest of the residence community and taking into consideration other university regulations and local, state, and federal laws. The department also seeks annual input from student leaders and residents concerning revisions to the Community Standards. The Assistant Director of Housing for Conduct and Community Standards monitors national trends and approaches judicial action with an educational philosophy that supports students in distress, coaches staff in resolution of roommate conflicts, and provides documentation of student follow-up care.

Graduate and Family Housing

The Residence Life and Education staff and Faculty-in-Residence in Graduate and Family Housing works to provide a comfortable living environment that serves the needs of a diverse population including single students, families, international students, local students, short-term renters, and longterm renters. The department is committed to providing programs that practically and academically support the needs of residents and their families. This includes initiatives such as English classes, creative arts, transition support related to living in the United States, and sustainability programs.

Student Learning and Engagement

The mission of the Office of Student Learning and Engagement is to provide resources and opportunities for all residents to learn and develop as successful students, leaders, team players, and effective citizens of their respective communities. This is accomplished

through the creation of residential communities that nurture and support resident academic success, through providing opportunities for students to assume leadership positions in the residence halls, and through providing the training and development needed to be successful. Academic classes are developed for residents living in specific living-learning communities as well as for residents interested in becoming Resident Assistants. These classes are designed to link the curricular and residential experiences in ways that create opportunities for deeper understanding and integration of classroom material in everyday

Crisis Management

The Department of Housing and Residence Education has developed procedures and protocols to respond to a wide variety of campus and residential crisis situations. These protocols include campus and residential responses to environmental, facility, and human crisis situations. The department adopted the Crisis Matrix Model (Zdziarski, Dunkel, Rollo) as a framework for crisis planning and decision making.

Crisis Intervention Consultants, clinically supervised by Counseling and Wellness Center faculty and supervised by a Housing and Residence Education administrator, provide after-hours crisis stabilization for campus residents and consultation for staff. The Director of Residence Life and Education serves on the University's Behavioral Consultation Team and the Crisis Response Team and is responsible for the development of the departmental comprehensive crisis management plans.

A synthesis of over 20 years of empirical research suggests that when compared to **Faculty-in-Residence Program** students who live off campus, students who live on campus: Faculty-in-Residence are currently New Residential Learning Communities located in the following residence areas: Have a better chance of graduating in four years; Lakeside Residential Complex Have higher GPAs; Honors Residential College at Hume Get more involved with clubs, organizations, and other campus activities; Hall Get to know university faculty and staff members better (Blimling, 1993). **Broward Hall Tolbert Hall** Blimling, G. S. (1993). The influence of college residence halls on students. In J. Smart (Ed.), Higher education: **Graduate and Family Housing** Handbook of theory and research (Vol. 9, pp. 248-307) New York: Agathon Press.

Community and Connection

In 2011, the Department of Housing and Residence Education adopted a residential curriculum model. This model is unique in that it was conceptualized as a department-wide effort as opposed to a residential education only effort. The educational priorities of community and connection were carefully chosen using assessment results and current literature to be applicable to anyone working in the department. All employees in some way, at some level, can help students to "Live in Community and Learn through Connection."

Community is further broken down into the areas of membership, relationships, influence/reciprocity, and purpose/cooperation (McMillan and Chavis, 1986). More simply, the Department of Housing and Residence Education wants residents:

- ➤ to feel like they belong in the residence halls and at the University of Florida,
- ➤ to have positive interactions with each other and with Housing staff members,
- ➤ to have a voice in their community and to use it appropriately,
 - ➤ to be academically and socially successful.

Connection becomes more tangible by focusing on these areas:

- connection to each other,
- > connection to UF,
- connection to resources/opportunities,
- > connection to care,
- connection to academics,
- ➤ the ability to see the connection between actions and consequences both locally and globally.

All functional areas in the department were asked to complete a worksheet that illustrated the ways in which the area was already contributing to community and connection in their work, and ways in which they could focus their efforts in this direction with minor

adjustments. As emphasized to the staff, it is more of a change in thinking about the way they work and the way they interact with students as opposed to changing their actual work duties.

The flexibility of the educational priorities is important in traditional residence life roles as well. Responding to staff requesting more autonomy in their programmatic efforts, the guiding principles of the curriculum model were used to create 22 different implementation models for the residence areas. All models share the same framework; however, each is customized to incorporate the special needs of the residence areas resulting from differences in student population, building design, area identity, and living-learning community involvement.

McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. Journal of Community Psychology, 14, pp. 6-18.

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LIVING LEARNING COMMUNITIES

The Department of Housing and Residence Education is committed to supporting the academic mission of the University of Florida. One way to accomplish this is by integrating academics into the residential experience through living-learning communities and various other academic initiatives. Since Fall 2002, the Department of Housing and Residence Education has implemented a number of living learning communities that are directly linked to university administrative or academic units:

- Honors Residential College at Hume Hall University Honors Program
- International House at Weaver Hall **UF** International Center
- Career Exploration Community at Graham Hall Career Resource Center
- ➤ East Hall Engineering UF College of Engineering
- Fine Arts Living Learning Community at Reid Hall UF College of Fine Arts
- Global Living Learning Community at Yulee Hall
- Division of Student Affairs, Broward Area Faculty-in-Residence

One living-learning community created and implemented by Department of Housing and Residence Education staff in the 1990s in response to trends in higher education is also well established in a residence hall:

Leader Scholar Program at Trusler Hall—First Year Experience

In 2009, the following program opened for "graduates" of the Leader Scholar Program who wanted to continue participating in a living-learning community, focusing on the sophomore year experience:

Returning Gators Program in Murphree Hall

GatorWell Health Promotion Services currently co-sponsors two initiatives with the Department of Housing and Residence Education which serve to

enhance the residence hall and Graduate and Family Housing environment for students and their families:

- GatorWell at the Springs Residential Complex and Jennings Hall
- Satellite clinic at Corry Village

The Faculty-in-Residence Program promotes interaction between students and faculty through out-of-classroom experiences. Faculty-in-Residence live in specially designed apartments within or adjacent to residential areas so that the faculty members and their families can share the residence hall living experience with students. Faculty-in-Residence plan and implement educational, recreational, social and cultural programs while serving as role models, advisers, mentors, teachers, and leaders in residential communities.

The ROTC Living Learning Community at Tolbert Hall will house its first residents Fall 2012. All branches of service will be included -- Air Force, Army, Marine, and Navy. Tolbert Hall was chosen as the location for this living learning community due to the proximity to Van Fleet Hall, the UF ROTC headquarters. Tolbert Hall will be staffed by Resident Assistants, Peer Mentors, a Graduate Hall Director, and an Officer-in-Residence. A Maritime Skills Simulator Classroom will be located on the ground floor of Tolbert Hall. This will also be the site for social gathering/programmatic space, study space, and the Peer Mentor Office and Academic Watch hours for residents participating in ROTC. Campus partners for this community include all branches of service housed in Van Fleet Hall.

The East Tower in the Beaty complex will house the first students who choose to live on campus while participating in UF's Innovation Academy, the spring/ summer new freshmen admit cohort. Because of the unique nature of this program, Innovation Academy will be recognized as a living learning community. Residents will have the opportunity to take a section of SLS 1102: First Year Florida in the residence area that

RESIDENT SATISFACTION Residents told Housing and 4 Residence Education the 3 extent to which they agreed with regarding their residence hall experience. 0 Living in a residence The residence hall staff in Living in a residence hall has influenced Living in a residence hall Living in a residence hall has eased my transition to UF and my classroom an orderly and safe

Average —

Location relative to classes.

program offered

here (ex: Honors,

LSP, Fine Arts).

Style of Hall (Apartment,

suite, etc).

This hall was

not one of my

A special

will be dedicated specifically to Innovation Academy students. Programs and support services will initially focus on student transition and success. Future plans for this community include the addition of Peer Mentors and potentially a full-time residence life staff member dedicated to the program.

The Entrepreneurship Living Learning Community is scheduled to open its doors in Fall 2014 and will be located in Gainesville's downtown Innovation District. The ELLC will provide students with a unique experience where aspiring entrepreneurs can cultivate their creativity while enhancing their knowledge and skills to become successful in the rapidly changing global environment. This will be accomplished through interdisciplinary coursework, faculty and community guests, local business leaders, and on-site entrepreneurs in a "think-tank" environment. Campus partners for this endeavor include the Center for Entrepreneurship and Innovation in the Warrington College of Business Administration and the Innovation Academy.

Services offered directly to students from the Office of Student Learning and Engagement in support of UF's academic mission include:

- ➤ Weekly on-site academic and career advising
- > Study Buddy program in which residents can connect to others

taking similar classes in their residence halls

- Campus Resource Fair for new residents and staff
- Three large academic advising sessions in residence areas each semester
- Exam week breakfast and study breaks
- Academic support for underperforming residents
- Recognition for residents with 3.75+ semester GPA
- Financial and programmatic support for residence hall programs directly related to student success and academic enhancement.

Future living-learning communities and academic success programs/services will be determined through

assessment of current programs, resident satisfaction surveys and requests, national and international trends, and best practices shared through ACUHO-I. The key to enhancing and expanding academic initiatives in residence facilities is maintaining existing and building new relationships with faculty, administrators, and staff. Collaboration and cooperation are essential elements in accomplishing these tasks. The Department of Housing and Residence Education remains committed to supporting the academic mission of the University of Florida by integrating academics into the residential experience.

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RESEARCH AND ASSESSMENT

The Department of Housing and Residence Education research area was established in 2001 in response to increased demand nationwide for greater accountability in higher education from various publics including national and state governments, university governing bodies, upper level university administrators, parents, and students. Prior to 2001, a variety of administrative staff shared the responsibility for assessment programs. Creating the research area ensured that a full-time researcher was coordinating, monitoring, and conducting a focused assessment program.

The Department of Housing and Residence Education student assessment program is based on student development theory, Council for the Advancement of Standards in Higher Education (CAS) Standards, Association of College and University Housing Officers – International (ACUHO-I) Standards, and best practices in student affairs. Students are actively and intentionally surveyed to assess the impact of programs and services and to plan for program improvement. The department assesses student learning, needs and expectations, satisfaction with living experience as well as business interactions and climate.

The Department of Housing and Residence Education staff assessment program is based on business theory including human resources standards and best practices. Staff is surveyed to assess satisfaction and to seek input on program direction.

A variety of assessment tools, services, and strategies are utilized. National assessments include Educational Benchmarking, Inc. (EBI) instruments, NASPA Residence Life Survey, and Student Experience in the Research University Survey (SERU). Staff also utilizes SurveyMonkey, Campus Labs, interviews and focus groups for internally created studies.

The Department of Housing and Residence Education is committed to sharing and utilizing data from assessment projects that document the level of satisfaction with services and that document learning outcomes. The department believes that by combining assessment with accountability, the Department of Housing and Residence Education can more successfully support UF's educational mission.

ACUHO-I/EBI Benchmarking Studies

The Department of Housing and Residence Education participates in ACUHO-I/EBI Resident Assessment, Apartment Assessment, and Student Staff Assessment. These EBI projects provide threefold assessment: Self-Assessment, Comparative Assessment, and Continuous Assessment.

Priorities are identified by measuring the impact of programs and services on overall resident satisfaction and program effectiveness. This information can be used for resource allocation. Longitudinal trends analysis is conducted by comparing data over years. Performance is benchmarked with peer institutions, all participating Carnegie Research I institutions, and all participating institutions. Data from these studies are utilized to develop policies, strategies, programs, and services to better serve residents in campus housing.

ACUHO-I/EBI Resident Assessment

The ACUHO-I/EBI Resident Assessment examines resident satisfaction with living on campus and student learning outcomes in residence halls. It measures resident satisfaction with: student staff, hall and apartment environment, dining services, climate, community, learning outcomes, diverse interactions, and overall satisfaction. Trends are analyzed by comparing data against previous years. Data is benchmarked against other institutions nationally.

ACUHO-I/EBI Apartment Assessment

The ACUHO-I/EBI Apartment Assessment examines resident satisfaction with programs and services offered in Graduate and Family Housing. It measures apartment selection criteria and resident satisfaction with apartment facilities/environment, apartment conditions, apartment services, apartment life, fellow apartment residents, safety and security, and overall satisfaction. Trends are analyzed by comparing data against previous years. Data is benchmarked against other institutions nationally.

ACUHO-I/EBI Student Staff Assessment



The ACUHO-I/EBI Student Staff Assessment provides an understanding of how student staff (Graduate Hall Directors and Resident Assistants) evaluate, think, and feel about their work experience within the Department of Housing and Residence Education. Trends are analyzed by comparing data against previous years. Data is benchmarked against other institutions nationally.

NASPA Residence Life Survey

The NASPA Residence Life Survey is a benchmarking study that examines resident experience and learning in campus housing. Specifically it assesses: importance of housing factors on students' decisions to attend the institution; extent of participation in residence life programming (e.g., attend events, plan events); outcomes of participation in residence life programming; and outcomes of experience as a resident assistant. Data was analyzed by reporting means and percentages. Data from the University of Florida is benchmarked against the average of all participating institutions and some subgroups, i.e. Southern Association of Colleges and Schools (SACS) and Large and Public Institutions based on Carnegie Classification.

Student Experience in the Research University SERU

SERU is an online survey to understand and benchmark student experience and learning at research institutions. Department of Housing and Residence Education collaborates with the Office of Institutional Research and Planning to examine student learning outcomes in university housing by comparing campus students to off campus students and by comparing students in living learning communities to students in standard residence halls.

Department of Housing and Residence Education Local Assessments

Department of Housing and Residence Education staff is encouraged to develop their own assessments when needed. This is often done to assess Living Learning Community learning outcomes and to assess specific issues which are not included in larger studies or to improve service in a time sensitive manner. Staff in the Research and Assessment area provides encouragement, support, and technical expertise to other staff members in the creation, administration, and utilization of results regarding their assessment efforts.

Global Student Experiences and Learning

Global understanding is a key strategic area within the department. Staff conducts studies to explore and examine student learning and development in other countries in comparison to student experiences and learning in the U.S. Staff has presented articles on this topic at national and international conferences.

International Student Adjustment

The Department of Housing and Residence Education houses more than 1,000 international students. The department develops programs and services to help international student adjustment and development on campus. Collaborations exist with faculty in academic departments, the UF International Center, and the UF Counseling and Wellness Center to examine issues and concerns of international students. Staff has copresented and co-authored in this area with faculty and administrators from other departments.

Faculty Research and Graduate Student Research Support

Research and Assessment staff collaborates with faculty in academic departments, facilitates research and grant projects related to students who live on campus, and supports relevant graduate student research projects. Some examples include:

- ➤ Yulee Area Sustainability Project Assessment (Department of Interior Design)
- ➤ Graduate and Family Housing IPM Project (Department of Entomology and Nematology)
- ➤ Milk Preferences Study (Food and Resource Economics Department)
 - Living Green (Department of Interior Design)
- Personality and Group Fitness Study (Department of Psychology)

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SUSTAINABILITY

The Department of Housing and Residence Education is committed to incorporating sustainable products and practices into business operations and providing educational programs for residents and staff.

History of Sustainability Programs

Prior to 1989, the Department of Housing and Residence Education routinely piloted new products and services. The focus was on reliability, cost effectiveness, and resident satisfaction. Recycling programs and other sustainability education programs were occurring at a grass roots level depending on the interests of a particular community or

In 1989, the UF Physical Plant Division asked the Department of Housing and Residence Education to increase recycling programs and education in residence facilities in response to provisions in the Florida Solid Waste Management Act of 1988. All county and state university solid waste management programs were mandated to achieve a 30% reduction in the weight of solid waste being sent to landfills by December 31, 1994. To reach this goal, it was necessary to both reduce generated waste and divert recyclables from the solid waste being sent to landfills. Section 21(5) of the Act required that the Department of Education develop, distribute and encourage guidelines for the collection

of recyclable materials and for the reduction of solid waste in the state education system. The Department of Housing and Residence Education Recycling Committee was formed thereafter. Among the committee's first tasks was to develop guidelines for recycling programs

within UF residence facilities including describing staff responsibilities in support of recycling programs. In 1990, UF President Lombardi signed the Talloires

Graduate and Family herb

garden planting during

Sustainability Week.



Declaration, a university-wide commitment to environmental education and research. In 2006, UF established the Office of Sustainability to coordinate and support sustainability programs campus-wide. In 2006, UF President Machen was the first president to sign the American College and University Presidents' Climate Commitments (ACUPCC) and set 2025 as the target date for UF Climate Neutrality. The Department of Housing and Residence Education Recycling Committee changed its name to the Department of Housing and Residence Education Green Team/Recycling/Sustainability Committee to more accurately describe its expanding role.

Today, sustainability practices, procedures, and products are routinely incorporated in day-to-day operations. The following are examples of Department of Housing and Residence Education sustainability programs:

Administrative Services

The following processes are examples of web-based services which have eliminated most printing and postage costs: application for housing, contracting for housing, room sign-up for continuing residents, and billing.

Facilities: Maintenance and Building Services

All renovation and construction projects include specifications for sustainable products and include procedures related to the disposal of construction debris. High-profile projects include low-flow shower heads, low flush or dual flush toilets, energy efficient lighting, infrared lighting controls and faucets, and window replacements. Summer 2011, Department of Housing and Residence Education staff began installing Variable Refrigerant Flow (VRF) systems during renovations in select locations. These energy efficient systems move hot gasses to areas calling for heat and cold gasses to areas needing to be cooled using a single condensing system. VRF systems have significantly reduced energy consumption.

Building Services

Building Services staff is testing green cleaning products on an ongoing basis toward the goal of using 100% green cleaning products. Boost machines that strip

floors without using chemicals are now routinely used. Building Services staff has drastically reduced chemical and pesticide use within student living areas, public areas, and staff offices. In February 2011, Housing and Residence Education became the first university program in the US to receive the Integrated Pest Management (IPM) Institute of North America Inc., Green Shield Certification.

Residential Facilities and the Green Team/ Recycling/Sustainability Committee

The Green Team/Recycling/Sustainability Committee coordinates or sponsors a variety of sustainability education programs for residents and staff.

Blue bin recycling programs are in place in all residence areas and office locations. Ongoing recycling and sustainability education campaigns include: the Spring semester Eco-Challenge: Battle of the Halls energy contest, Sustainability Week held each May in Graduate and Family Housing, and the Spring Check-Out Recycling Project. This project is a program with local charitable agencies to collect nonperishable food, clothes, small appliances, and other household items as students leave at the end of the academic year. The Housing Green Team coordinated the purchase of a "Solar Dok" to be placed in Diamond Village. The Solar Dok is a covered picnic table structure that provides solar-powered standard electrical outlets and USB outlets.

Sustainability education campaigns for 2008 – 2016 focus on water and energy conservation. Water conservation messages include: take shorter and cooler showers, report leaking faucets/shower heads and running toilets, and turn off water while shaving and brushing teeth. Energy conservation messages encourage students to turn off lights and computers when not in use. The success of water conservation programs were boosted by the use of shower timers.

The Global Living Learning Community at Yulee Hall is the pilot location for sustainable programs in residence halls; Diamond Village is the pilot location for sustainable programs in Graduate and Family Housing areas. Today, as staff introduces new programs and products, the focus is on sustainability - then reliability, cost effectiveness, and resident satisfaction.

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Housing Management System

Integrated web-based management system allowing for easier access and use.



TECHNOLOGY

The Department of Housing and Residence Education has made significant strides in the field of technology. Increased emphasis has been placed on expanding services available to students and improved security. Staff has also made the utilization of new and emerging technologies a priority in order to improve communication and enhance the educational mission of the department.

Infrastructure

By investing in infrastructure, staff has expanded services while simultaneously making the network more reliable. Staff has created and implemented a BRP (backup recovery plan). This involves maintaining a separate Network Operations Center in the event of a campus crisis or situation that results in the main housing office going offline. The deployment of a SAN (Storage Area Network) has resulted in the ability for increased data growth and redundancy in the event of data corruption.

To meet students' demand and expectation for wireless access, staff has deployed a wireless network in the undergraduate residence halls and in Maguire Village and University Village South. In the residence halls, the wireless network is guaranteed for hallways, common areas, and lounges as a value added service. (In some cases, students may be able to access the wireless network in their rooms.) In Maguire Village and University Village South, wireless access is provided free of charge to all residents. Infrastructure improvements over the past four years to the Maguire and University Village South wireless network have resulted in increased reliability and performance.

In addition to wireless access, the department remains committed to providing high-speed wired access. All residence hall residents have access to a high-speed wired DHNet

port. The DHNet network has been upgraded to a Gigabit Ethernet network, providing speed and reliability that is unmatched in off-campus housing. In early 2010, Corry Village joined Diamond Village as a Graduate and Family Housing facility that offers high speed DHNet wired access. In 2011, University Village South received high speed access. In 2012, Tanglewood Villages was connected to DHNet's wired network.

From a server perspective, the department has adopted a virtualization model. Virtualization allows for a more efficient deployment of server resources as multiple virtual servers can run on a single physical server.

Staff will continue to make regular infrastructure improvements to servers, routers, switches, and wireless access points according to industry-established best practices.

Security

Security remains a top priority for the Department of Housing and Residence Education. Staff has augmented peer-to-peer (P2P) file sharing detection technology with additional software that decreases the potential for students to engage in illegal file sharing on DHNet. Over the past three years, increased focus has been on keeping student computers, administrative computers, and the network safe from malicious software (known as malware).



The department has installed a program called SafeConnect that ensures that each connected device over DHNet wired and DHNet wireless has an anti-virus program installed and running. Furthermore, it ensures that the computer has all patches applied. Staff expects to greatly reduce the number

Staff will focus on

utilizing new and

emerging technologies as

the utilization of Internet

technologies evolve

over the next decade.

of security incidents using this program. The SafeConnect and 802.1x security improvements to the DHNet network were so successful that in August 2012, the UF campus network as a whole has adopted these improvements after several months of collaboration with the department. This

allows for a seamless transition between the UF and DHNet network with no changes needing to be made by the user.

Improved Maintenance Systems

The Department of Housing and Residence Education has recently rolled out an application known as iServiceDesk. iServiceDesk allows for tight integration with TMA (the maintenance backend system). From an end user perspective, the new system is easier to use.

Portal and Housing Management Systems

Several housing-based functions have been transferred to the myHousing portal over the past five years. Staff is now able to view student information (including a customer service log) from the housing website. Students are able to sign-up for a room, complete a contract, and request a deferment from the online portal.

Over the next two years, the department

will decommission the green screen AS400-based system in favor of a comprehensive and integrated web-based housing management system (HMS). The new system will allow for easier access and use. In addition, reporting will be faster and allow administrators quick access to information.

The development of the HMS is progressing. Focus on the HMS is first on modernizing the Graduate and Family Housing system which heretofore has been mostly paper-based from an administrative perspective. Rollout of the GFH portion of the HMS will take place in 2013. Further development will take place to implement

the residence hall processes within the HMS.

Social Networking and Virtual Reality

Staff will focus on utilizing new and emerging technologies as the utilization of Internet technologies evolve over the next decade. Presently, the department has established a Facebook and Twitter account and is actively working on integrating these social networks into the daily lives of students and residents. Interest in the UF Housing and Residence Education Facebook page jumped when the department utilized the page for information on the room sign-up process for incoming residents.

Internally, the department has begun development within the Microsoft Sharepoint portal platform. Microsoft Sharepoint is a comprehensive platform that allows for increased collaboration and communication. Staff will be utilizing SharePoint as a way to and approve timecards, and work collaboratively on documents in libraries.

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PARTNERSHIPS

The Department of Housing and Residence Education actively works to develop new and continued key partnerships with several campus entities. These partnerships maximize collective resources while providing coordinated services or programs to students.

Office of Academic Technology

The Department of Housing and Residence Education leases space in Broward Hall to support the Office of Academic Technology (OAT). Over the past several years, the renovated space has expanded to include tutoring, offices, and studio space for OAT's expansion of services. Additionally, the Department of Housing and Residence Education provides OAT a dedicated television channel on a closed-circuit television system. Students watch live online tutoring, video class replays, and other academic support programming throughout the week.

University of Florida Police Department

The Department of Housing and Residence Education leases renovated space in the Jennings Annex to UFPD. This space supports the records division, the community services division, and includes a large classroom for instructing students and staff on topics related to personal property or public safety. Additionally, UFPD is providing a satellite office at the Corry Village Community Center to provide services and programs to Corry Village residents.

Wellness Programs

The Department of Housing and Residence Education provides renovated space in Springs Residential Complex and in Jennings Hall in support of the Living Wellness programs in Springs and Jennings. Students may utilize the services provided for stress reduction, time management, and other consulting services. Staffing is provided by GatorWell Health Promotion Services as part of the campus-wide GatorWell program.

Disability Resource Center in Reid Hall

The Department of Housing and Residence Education leases renovated space in Reid Hall for the University of Florida Disability Resource Center and Accommodated Testing Center in support of the Dean of Students Office. This space allows for all students who need assistance or accommodations for testing to go to a central, consolidated location. All Disability Resource Center staff is at this location.

University of Florida Honors Program

The Department of Housing and Residence Education provides accommodations in the Honors Residential College at Hume Hall for up to 608 students for the University of Florida Honors Program. Programming, study, and advising space along with a classroom is provided for the Honors Program staff to provide residents with academic assistance to ensure their success

Living and Learning Communities

The Department of Housing and Residence Education has worked closely with several academic colleges and departments to provide living and learning communities to students. The College of Engineering, College of Fine Arts, International Center, ROTC, and Career Resource Center are just a few units that have worked hard to incorporate services and programs to the individual living and learning communities.

Baby Gator

The Department of Housing and Residence Education leases space to Baby Gator Child Development and Research Center in Diamond Village 305 for up to 46 children. The Department of Housing and Residence Education provides leased space during the summer months in Diamond Village to host the Baby Gator summer camp. The department also has assisted in the coordination of several deferred maintenance projects in the various Baby Gator childcare facilities.



Gator Dining Services

The Department of Housing and Residence Education provides space to Gator Dining Services. The Graham Oasis and Beaty Market provide convenience store food and beverages to students during all hours of the day and into the evening. Additionally, the Department of Housing and Residence Education works closely with Gator Dining Services to provide programs in the Broward Fresh Food Company and Gator Corner dining facilities.



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CAPITAL PROJECTS PLAN

The Department of Housing and Residence Education maintains 33 administrative buildings encompassing 180,264 square feet, 44 residence halls encompassing 1,829,459 square feet of space housing 7,568 single students, and 87 buildings in Graduate and Family Housing encompassing 842,120 square feet of space housing 1,900 residents in 980 apartments. The oldest buildings are Buckman and Thomas Halls built in 1906, and the newest facility is the Honors Residential College at Hume Hall built in 2002. The overall average age of all facilities is 52.8 years.

The Department of Housing and Residence Education staff have conducted extensive assessments of all systems and components within each building and have selected specific projects to be included in the Master Plan 2012 2018 that provide increased safety and value added amenities. Example projects include: air conditioning systems replacements, electrical upgrades, window replacements, re-roofing, fire sprinkler installations, fire alarm system replacement, complete bathroom renovations with increased shower drains, and other contingent projects to maintain suitable housing facilities for residents. These projects provide needed basic upgrades, code compliance changes, and enhancements to achieve safe and acceptable environments while providing value added facilities which support varying student budgets and lifestyles.

The individual building renovations, schedules, and projected costs have been derived from the overall capital improvement needs for the Department of Housing and Residence Education and the individual building priorities established due to age, use, efficiency, deterioration, available capital, and future academic initiatives.

The scope of this plan includes interior renovations and exterior building envelope upgrades and protection. All renovations, upgrades, and projected costs are developed using standard engineering estimating practices, Means Square Foot Cost indexes, and local prevalent labor and material costs but do not reflect inflation. Applicable codes used for determination of requirements include but are not limited to, Americans with Disabilities Act, NFPA Life Safety Code, National Electrical Code, Florida

Building Code, Florida Mechanical Code, American Society of Heating, Refrigerating and Air Conditioning Engineers, Inc., Sheet Metal & Air Conditioning Contractors National Association, Inc., Florida Gas Code, and Florida Plumbing Code. In the 2001 - 2010 Housing Master Plan, staff selected a wide range of projects that represented a portion of the needed renovations within each facility. The development of the 2005 - 2012 Housing Master Plan was revised to focus on installation of fire sprinkler systems for sleeping units on campus in order to support the university's initiative to complete the installations as quickly as possible. In the 2010 - 2016 Housing Master Plan, staff continues to focus on fire sprinkler installation and plumbing systems and includes focus on various aging mechanical systems within the buildings. The 2012-2018 Master Plan encompasses all of the previous plans but also begins to include the expansion of the Variable Refrigerant Flow (VRF) technology into the historic buildings on east campus and provides for significant funds set aside for the infrastructure to support these installations. The projects summary table is, therefore, not inclusive of all the needs for the residential buildings within the purview of the Department of Housing and Residence Education. While completing designs for each project, staff will likely encounter unforeseeable issues that will need to be included in the projects.

Fire Sprinkler and Alarm Systems

Fire sprinkler and alarm system projects address the need to provide fire sprinklers in single student residence halls. In conjunction with sprinkler installations, fire alarm system upgrades are planned to support the sprinkler controls as well as to provide for the replacement of aging components.

Flooring Removal and Replacement

The Department of Housing and Residence Education staff is committed to removing and replacing all vinyl composition floor tiles in each building when major renovations are completed. Also, other projects are incorporated due to engineering standards reflecting "life expectancy" analysis of the components that are



impacted by renovations.

Electrical Replacements, Upgrades, and Support for Sprinkler Installations

Certain electrical services and distribution systems require upgrading in order to support the installation of fire sprinkler pumps and rooftop air handling units. With these renovations, staff requires engineers to plan for future electrical systems installations (e.g., individual electrical circuits for each student) so that the main electrical distribution panels have sufficient size and amperage capacity to handle future needs.

100% Air Conditioning and Outside Air Handler Unit Replacement

Air conditioning replacements for individual rooms and air handler unit replacement projects encompass a "behind the walls" replacement where most of the cost is in areas unseen by residents and staff. These projects include the complete replacement of existing units with energy efficient, Direct Digital Controls (DDC), self-contained units with minor piping upgrades, duct replacement, and possible roof repairs depending on locations. All units being replaced are original equipment, some in service for over forty years.

Bathroom Renovations

Bathroom renovation projects involve the complete demolition of walls, floor finishes, ceilings, piping, and ventilation equipment. The plumbing consists of increasing shower drains, replacing domestic water lines, replacing sanitary waste lines as well as the installation of new plumbing fixtures, doors and partitions to achieve ADA accessibility on each floor. All new fixtures are water economizers with infrared sensor valves.

Domestic Water Line Replacement

The existing domestic water mains currently feeding the buildings have become filled with mineral deposits to the extent that the water supplies are becoming insufficient for needs. This situation plus the continued construction of new buildings on campus have reduced the available water pressures to the extent that in some instances, flush valves will not function. These projects replace main water lines, add in-line mesh strainers to reduce the sediment flow to the low flow fixtures and valves, and, if needed, booster pumps are added to the building water systems.

Sustainability and LEED-EB Registration

The Department of Housing and Residence Education staff is committed to registering and certifying all renovated buildings as LEED-EB Silver. Staff is applying sustainability practices to every aspect of renovations from design to demolition to completed renovation. Sustainability practices incorporated in renovation projects include but are not limited to recycling, reuse, purchasing energy conservation high efficiency components, designing daylight lighting, using motion sensors, purchasing energy star rated appliances, and adding insulation to roofs. Staff has worked diligently with UF Facilities Planning and Construction to complete these certifications and continue to work toward adding more certified buildings in the future.

Window Removal and Replacement

Currently, the windows in residence facilities are casement style with single pane glass that have little or no weather stripping. Replacement parts are no longer available. This replacement project will provide new, single hung, aluminum frame windows with energy efficient insulated glass. The windows are designed to provide secondary means of egress in compliance with NFPA Life Safety Codes and provide energy efficiency and solar radiant heating and cooling reduction.

Five-Year Summary

Reviewing the total costs in reflects a small portion of the overall deferred maintenance needs for the Department of Housing and Residence Education facilities (see Figure 3.1). The specific projects contained in these totals do not include all special projects for each fiscal year which are proposed for completion using General Housing Operational and Reserve Funds collected from student rents.



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Summer 2010 renovations in the first floor Tolbert lounge and common area restored original, historic wood paneling.

CONSTRUCTION AND RENOVATION

There are few housing operations nationwide like the University of Florida Department of Housing and Residence Education, with new construction and aggressive renovations of residential facilities.

The Keys Residential Complex in 1991, the Springs Residential Complex in 1995, the Lakeside Residential Complex in 2000, and the 2002 Honors Residential College at Hume Hall were built in response to increasing undergraduate enrollment.

An aggressive renovation schedule was initiated in early 2000 with the completion of Diamond Village at a cost of \$6.2 million. In 2005, Murphree Hall (1939) was renovated. This \$8.2 million renovation brought air conditioning, new windows, remodeled bathrooms, new finishes, and landscaping to this historic structure.

Each year since 2005, two residence halls were taken off-line during the summer in order to install sprinkler systems, renovate bathrooms, replace windows, replace flooring, and complete finishes. Staff is making great progress at renovating old facilities with modern fixtures and finishes. Even with this aggressive renovation schedule, staff continues to restore the outside of facilities, replace roofs, and replace mechanical systems.

The 2012 - 2018 Master Plan will continue the aggressive renovation of the residence halls and the systematic renovation of Graduate and Family Housing apartments. A facility assessment of Corry Village was completed to determine the best approach for the renovation and/or replacement of the village. A decision was made to renovate the existing 13 residential buildings and replace the two commons facilities with one community center. A \$3.25 million site utilities project was completed in 2010,

providing new underground potable water, sanitary sewer, storm water, electrical, and telecommunications infrastructure throughout Corry Village. The routing and sizing of this infrastructure accounted for the new commons building and the phased upgrade/ renovation of all the apartment buildings. The renovation of building 281 and 289 completed with operational funds to determine actual costs prior to developing the overall financial plan for the remaining 11 buildings. The community center has also been completed with operational funds prior to the overall village renovation.

In 2010, a student housing agreement was signed with Provident Resources Group working with Capstone Development to finance, construct, and manage a new graduate and professional school student complex: the Continuum. Construction was partially completed in August 2011, and the Department of Housing and Residence Education collaborated with these partners to add these additional apartments as an option for graduate and professional students. The occupancy of the complex grew to over 85% by Fall 2012. Renovation of existing facilities is necessary to maintain high-quality accommodations for students. Construction of new facilities must be completed with sound intention and purpose in response to today's needs and the needs of future students.

The Department of Housing and Residence Education offers the largest selection of room types and rental rates of any institution in the United States. The department will work to maintain this selection and range to meet the needs of a diverse student population.



FINANCIAL PLAN

The \$85 million 2012 - 2018 Capital Projects Plan is an aggressive plan for the renovation of residence halls and Graduate and Family Housing apartment complexes. The six year plan includes fire sprinkler and alarm systems including electrical support, flooring removal and replacement, bathroom renovations, domestic water line replacement, and window removal and replacement.

The Department of Housing and Residence Education is a self-supporting auxiliary operation that generates income from student rents and receives no state funding. Therefore, it is essential to minimize the time periods that buildings are taken off-line for renovations in order to maximize the cash flow available from student rents. The Department of Housing and Residence Education maintenance staff and outside contractors must adhere to stringent schedules to accomplish projects without closing facilities for long periods of time. Closing residence facilities results in loss of revenues from student rents. Most major projects are completed during summer sessions when buildings are closed with no adverse impact to Department of Housing and Residence Education revenues. Some work may be performed within the utilities infrastructure and outside the buildings while the buildings are fully occupied by students.

Figure 3.1 — Capital Projects Summary summarizes the annual projects and associated costs for the six-year period 2012 - 2013 through 2017 - 2018.

Figure 3.1 — Capital Projects Funding Sources indicates the annual funds and the sources of the funds required to complete capital projects. To provide adequate cash to fund capital projects, beginning with fiscal year 2002 - 2003, a portion of the annual student rent increase was defined as Housing Facility

Improvement Funds to be assessed to all residents in their rent payments. The Housing Facility Improvement Fund rate will be \$250 per residence hall student for each of the Fall and Spring semesters, \$50 per residence hall student for each of the Summer A and B semesters, and \$50 per month for Graduate and Family Housing residents in the 2011-2012 fiscal year.

Housing Facility Improvement Funds rental increases are required to fund capital projects for both single student housing and Graduate and Family Housing. Additional rental rate increases are required to cover annual operational increases for salaries, utilities, repairs, materials and supplies, etc. In addition to capital projects, \$8 million is spent annually for general and special maintenance projects in all facilities, tools, service contracts, custodial tools and equipment, student room furnishings, staff apartment furnishings, and office furnishings.

In 2011, the Department of Housing and Residence Education will initiate a bond for Corry Village. The funds generated from the bond will be used for renovation within Corry Village (apartment modernization and upgrading). And Thomas and Buckman Halls window replacements and air conditioning.

The Department of Housing and Residence Education must keep campus rents competitive with the off-campus apartment market. The department continues to be sensitive to the aggressive, below cost marketing strategies employed by off-campus landlords actively seeking leases for their under-occupied facilities as campus housing rental rates are determined.

The Department of Housing and Residence Education is a self-supporting auxiliary operation that generates income from student rents and receives no state funding.

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The effective implementation of the Department of Housing and Residence Education Master Plan is contingent upon the ability to manage several ongoing challenges. The ability to maintain the schedule for the Master Plan will require Housing and Residence Education staff to work closely with several institutional departments and colleges. It will require the exchange of timely information and data in order for staff to make informed, datadriven decisions. The following challenges will necessitate attention.

Off-Campus Markets

The Department of Housing and Residence Education operates within a very intentional occupancy management plan. Undergraduate residence hall facilities and graduate and family housing must be at or close to 100% occupancy to fully realize the budget and to maximize space. The undergraduate enrollment is stabilizing with the addition of the Innovation Academy students. The department will be better able to forecast projections and develop models understanding the institution's enrollment management goals. Housing and Residence Education continues to work closely with institutional enrollment management to monitor the impact of enrollment decisions on the campus housing operation.

Over the past several years, the Department of Housing and Residence Education has aggressively renovated undergraduate residence halls while maintaining a consistent standard occupancy. Fall opening occupancy continues to average about 102%. The percentage of returning students, new students, and transfer students will be adjusted annually to ensure the occupancy remains high at the opening of all academic terms.

The Gainesville and Alachua County student housing market was overbuilt for many years. Only until recently has the off campus student housing occupancy rates experienced an overall average increase. Many of the former

off campus incentives have been removed. The Department of Housing and Residence Education will continue to analyze the local market and will make adjustments where necessary to continue to attract students seeking the full collegiate experience when arriving at the University of Florida.

Campus Housing Demand

The Department of Housing and Residence Education has experienced in the past two years a significant increase in the demand to live in campus housing. New students, transfer students, students living off campus, and students living off campus who formerly lived on campus are increasingly expressing interest in living in campus housing. The Department of Housing and Residence Education has initiated discussions to construct additional undergraduate campus housing. This new campus housing would include additional amenities for student with disabilities.

Facilities Management

The Department of Housing and Residence Education manages facilities that range in age from the historic Murphree Area residences (Buckman and Thomas Halls, 1906) through the facilities constructed in the 1950s and 1960s as well as four facilities constructed in the past two decades (Keys Residential Complex, 1991; Springs Residential Complex, 1995; Lakeside Residential Complex, 2000; and the Honors Residential College at Hume Hall, 2001).



Maintaining aging facilities is a consistent priority and an increasingly expensive proposition. Capital projects include air handler and fan coil replacements, roof replacements, bathroom renovations, window replacements, floor abatement and replacement, and sprinkler system installations – projects that cost several million dollars per building.

The Department of Housing and Residence Education has been aggressively renovating residence halls and graduate and family housing apartments. Good progress on the renovation of facilities has occurred over the past several years; however, these renovation projects will remain a priority throughout the duration of this Master Plan.

Finances

The Department of Housing and Residence Education is a self-supporting auxiliary operation and does not receive state appropriated funds. The operation relies on revenue derived from student rent. The department must carefully analyze the annual expenses that drive rent costs. Operational expenses include utilities, salary and wages, general maintenance, furniture and appliance replacement, debt service, and other similar expenses. The department continually identifies means to increase efficiency and productivity by adjusting the organizational structure, using new technologies and

products, seeking additional summer conference housing, integrating sustainable elements into the operation, and developing new web-based applications. All these efforts reduce costs and increase revenues which result in lower rental rates.

Staff uses operational funds and reserve funds from prior year's net revenues to cover the cost of the annual renovation projects. More extensive renovations such as the Corry Village renovation, and Weaver, Thomas, and Buckman renovation projects are financed through the sale of a bond.

Summary

Students, staff, and faculty are actively involved in all aspects of strategic planning from serving on budget committees, coordinating committees, and development committees to serving on furniture selection committees, and paint/color selection committees. Priorities for the Department of Housing and Residence Education staff are to maintain communication among the various constituencies with campus housing interests as well as to maintain coordination among the many individuals involved in creating the Master Plan.

The University of Florida Department of Housing and Residence Education Master Plan 2012 – 2018 provides an aggressive approach to overcome historical and future obstacles confronting campus housing. The Department of Housing and Residence Education is capable and prepared to carry forward this Master Plan.

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CURRENT & FUTURE TRENDS

FIGURE 2.1 | FINAL HEADCOUNT ENROLLMENT BY LEVEL AND GENDER

Enrollr	mont				Level			Percent	
Enrotti	nent			M-4	Levet			Percent	Conducts Co
Year	Total	Male	Female	Not Reported	Undergrad	Professional	Graduate	Undergrad	Graduate & Professional
2002	48,184	23,132	24,832	220	34,790	3,434	9,960	69%	31%
2003	48,690	23,265	25,425	0	43,842	3,554	10,294	69%	31%
2004	48,765	23,116	25,649	0	34,581	3,793	10.391	69%	31%
2005	50,512	23,760	26,752	0	35,918	4,168	10,426	71%	29%
2006	51,520	24,322	27,195	3	36,163	4,529	10,828	70%	30%
2007	52,271	24,619	27,648	3	36,386	4,572	11,313	70%	30%
2008	52,112	24,352	27,756	4	35,898	4,458	11,756	69%	31%
2009	50,691	23,509	27,182	0	33,628	4,157	12,906	66%	34%
2010	49,827	23,150	26,670	0	32,660	3,986	13,181	66%	34%
2011	49,589	22,935	26,654	0	32,598	3,888	13,103	66%	34%

FIGURE 2.2 | PROJECTED OCCUPANCY/CAPACITY OF CAMPUS HOUSING

Fall	2010	2015	2020
Projected Expanded Capacity of Conventional Residence Halls			
Women	4,238	4,419	4,419
Men	3,330	3,197	3,197
TOTAL Capacity of Conventional Residence Halls (expanded capacity = standard capacity + ¹late application triples)	7,568	7,616	7,616
Projected Occupancy of Graduate and Family Housing			
Students	980	980	980
Spouses/Children	610	610	610
Subtotal	1,590	1,590	1,590
Projected Graduate and Family Housing Units	980	980	980
² Projected Occupancy of Continuum Housing (Students/Units)	0	612	612
Projected Capacity of Non-Greek UF Housing (expanded capacity of residence halls + grad/family housing units + Continuum)	8,548	9,208	9,208
Projected Occupancy of Greek UF Housing			
Sorority Capacity	780	780	780
Fraternity Capacity	870	870	870
Projected Capacity of Greek UF Housing	1,650	1,650	1,650
Projected Capacity of INSPIREation Hall		200	200
Projected Capacity of New Undergrad Residential Hall		250	250
Projected Capacity of All UF Housing	10,198	11,308	11,308
Projected Total UF Enrollment	49,600	49,600	49,600
³ Projected UF Enrollment — Gainesville Campus	45,500	45,500	45,500

¹Formerly referred to as "Temporary Triples," Late Application Triples are converted to double rooms with rate adjustment if residents move.

³An average of 6 – 10.5% of the total UF enrollment includes students who are not target populations for campus housing: Students who audit classes, students attending class at UF campuses outside of Gainesville, employees taking classes, etc. The UF Enrollment—Gainesville Campus figures represent students targeted for campus housing and are the figures used to determine percentage of students housed.

²The Continuum, a private housing complex affiliated with UF, opened August 2011. The Continuum housea graduate and professional students and is affiliated with the UF DOHRE.

FIGURE 2.3	LOCCU	PANCY	& CAP	ACITY (OF HOL	ISING F	ALL SE	MESTE	RS 200	2-11
Occupancy of Re	sidence H	alls								
	¹ 2002	2003	² 2004	2005	2006	2007	2008	2009	2010	2011
Women	4,202	4,310	4,055	4,225	4,156	4,230	4,291	4,377	4,262	4,285
Men	3,224	3,140	3,192	3,198	3,253	3,201	3,166	3,194	3,125	3,185
Subtotal	7,426	7,450	7,247	7,423	7,409	7,431	7,457	7,571	7,387	7,470
Expanded Capacity	7,551	7,558	7,346	7,552	7,544	7,567	7,553	7,554	7,545	7,813
(expanded capac	ity = stand	dard capad	ity + late	applicatio	n triples)					
Occupancy of Gra	aduate an	d Family H	lousing							
	¹ 2002	2003	² 2004	2005	2006	2007	2008	2009	2010	2011
Students	905	909	955	980	993	992	977	958	910	915
Spouses/ Children	852	856	855	895	817	867	809	702	679	599
Subtotal	1,757	1,765	810	1,875	1,810	1,859	1,786	1,660	1,589	1,514
Graduate and Family Housing Units	980	980	980	980	980	980	980	980	978	973
Capacity of Non-	Greek Ho	u sing (eyn	anded car	nacity of re	esidence h	alls + gra	d/family h	ousing un	its)	
capacity of Non-	¹ 2002	2003	² 2004	2005	2006	2007	2008	2009	2010	2011
	8,531	8,538	8,326	8,532	8,524	8,547	8,533	8,534	8,523	8,791
	0,551	0,550	0,320	0,332	0,524	0,547	0,555	0,554	0,525	0,791
Occupancy of Gr	eek Housi	ng								
	¹ 2002	2003	² 2004	2005	2006	2007	2008	2009	2010	2011
Sorority Capacity	692	692			670	700	543	639	764	757
Fraternity Capacity	800	800			800	710	653	697	848	825
Capacity of Greek Housing	1,492	1,492	³1,350	³ 1,401	1,370	1,410	1,196	1,336	1,612	1,582
Total Capacity of	[:] Universit	y of Floric	da Housin	g						
	¹ 2002	2003	² 2004	2005	2006	2007	2008	2009	2010	2011
	10,023	10,030	8,326	8,532	9,894	9,957	9,729	9,870	10,135	10,373
Enrollments & Po	ercentage	Housed								
	¹ 2002	2003	² 2004	2005	2006	2007	2008	2009	2010	2011
⁵Total UF Enrollment	48,184	48,690	48,765	50,512	51,520	52,271	52,112	50,691	49,827	49,589
⁶ UF Enrollment Gainesville Campus	43,125	42,878	43,645	45,209	46,110	46,783	46,640	45,368	44,506	44,29
% of Students Housed at Full Capacity	23%	23%	19%	19%	21%	21%	21%	22%	23%	23%
Conventional Residence Halls: In 2002, the Honors Residential College at Hume Hall came on line. Conventional Residence Halls: In 2004, part of Murphree Hall was closed for renovations. In 2004-05, two Greek houses were demolished and rebuilt. These are revised figures. Purple Students who audit classes, students attending class at UF campuses outside of Gainesville, employees taking classes, etc. The UF Enrollment—Gainesville Campus figures represent students targeted for campus housing and are the figures used to determine percents of students housed. *Includes Oak Brook Walk Housing Spaces* *Includes Oak Brook Walk Housing Spaces*										

CURRENT & FUTURE TRENDS

FIGURE 2.4 | SINGLE STUDENT HOUSING DEMOGRAPHICS 2007-2011

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Occupancy—num	bers				
Female	4,230	4,291	4,377	4,319	4,479
Male	3,201	3,166	3,194	3,185	3,310
Total	7,431	7,457	7,571	7,504	7,789
Gender —percent					
Female	57%	58%	58%	58%	58%
Male	43%	42%	42%	42%	42%
Classification —pe	ercent				
Freshman	66.60%	61.90%	57.70%	61.37%	58.25%
Female	38.30%	36.60%	33.70%	35.62%	33.89%
Male	28.20%	25.30%	24.00%	25.75%	24.36%
Sophomore	18.50%	21.40%	22.30%	17.43%	19.83%
Female	10.30%	11.70%	13.40%	10.23%	11.53%
Male	8.10%	9.70%	9.00%	7.20%	8.30%
Junior	10.10%	11.00%	13.10%	13.99%	14.34%
Female	5.70%	6.00%	6.90%	7.90%	8.02%
Male	4.40%	5.00%	6.20%	6.09%	6.32%
Senior	4.70%	5.60%	6.60%	6.41%	6.52%
Female	2.50%	3.20%	3.70%	3.51%	3.79%
Male	2.20%	2.40%	2.90%	2.90%	2.72%
Graduate	.20%	.10%	.20%	.08%	1.07%
Female	.10%	.10%	.10%	.03%	.30%
Male	.10%	.10%	.10%	.07%	.77%
Race—percent of	total				
White	58.20%	58.40%	57.10%	58.22%	57.49%
Female	31.90%	32.20%	32.30%	32.34%	31.93%
Male	26.30%	26.30%	24.00%	25.88%	25.56%
Black	16.80%	15.70%	14.30%	12.65%	11.99%
Female	10.90%	10.50%	9.80%	8.95%	7.97%
Male	5.90%	5.30%	4.50%	3.70%	4.02%
Hispanic/Latino	13.60%	14.00%	15.70%	14.87%	16.06%
Female	7.90%	8.40%	9.00%	8.67%	9.65%
Male	5.70%	5.60%	6.80%	6.21%	6.41%
Asian	7.90%	7.90%	8.10%	9.21%	9.89%
Female	3.60%	4.40%	4.30%	4.94%	5.46%
Male	4.40%	3.50%	3.50%	4.28%	4.43%
Other	.20%	.30%	.40%	5.04%	4.56%
Female	.10%	.20%	.20%	2.63%	2.50%
Male	.20%	.10%	.30%	2.41%	2.06%

FIGURE 2.5 | GRADUATE & FAMILY HOUSING DEMOGRAPHICS 2007-2011

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Families and Single Graduate Students—Percent					
U.S.	17.74%	18.73%	4.91%	18.35%	18.36%
International	82.26%	81.27%	94.15%	81.65%	81.64%
Total Students	992	977	958	910	915
Family Composition					
Single-Parent Families	2.72%	3.07%	2.40%	2.53%	2.08%
Couples with Children	17.84%	15.15%	12.42%	12.86%	11.58%
Couples without Children	35.69%	33.88%	29.85%	27.69%	25.36%
Single Graduate Students	42.64%	46.78%	54.07%	55.38%	59.02%
Residents—Percent					
U.S.	12.64%	15.62%	16.20%	17.56%	18.36%
International	87.36%	84.38%	83.80%	82.44%	81.64%
Total Residents	1,859	1,786	1,660	1,589	1,514
Average Age of Adults—Years					
U.S.	29.35	28.19	28.94	28.68	29.29
International	31.07	30.93	30.88	31.07	30.97
Overall Average	30.81	30.49	30.57	30.67	30.38
Average Age of Children—Percent					
Under 2	14.63%	8.14%	9.72%	10.05%	9.63%
2-5 Years	37.98%	47.67%	45.83%	50.24%	47.59%
6-10 Years	29.62%	27.52%	28.70%	24.40%	26.67%
Above 10 Years	17.77%	16.67%	15.74%	15.31%	17.11%
Average Age	6.04	5.97	5.90	5.88	5.96
Total Children	287	258	216	209	209
Students—Percent					
Undergraduate	6.05%	5.73%	4.91%	3.74%	3.59%
Graduate	92.94%	93.55%	94.15%	94.95%	94.43%
Post Baccalaureate	0.10%	0.00%	0.00%	0.00%	0.00%
Total Students	992	977	958	910	915
U.S.					
Undergraduate	19.42%	21.31%	21.56%	17.96%	15.12%
Graduate	78.16%	77.05%	77.25%	71.44%	83.72%
International					
Undergraduate	3.19%	2.14%	1.39%	.54%	.81%
Graduate	96.20%	97.36%	97.72%	97.98%	96.90%
Race - U.S. Residents—Percent of T	otal				
White	88.51%	89.67%	NA	NA	NA
Black	5.11%	7.89%	NA	NA	NA
Hispanic/Latino	3.83%	1.79%	NA	NA	NA
Asian	2.55%	0.36%	NA	NA	NA

THE MASTER PLAN

FIGURE 3.1 CAF	PITAL PROJ	ECTS SUMN	MARY			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Fire Sprinkler Installations: Fire Sprinklers, Fire Pump and outside service	\$1,000,415	\$789,650	\$244,000	\$564,800	\$564,800	\$138,000
Electrical Upgrades: Transformers, MDP's, fire alarm replacement and wiring to support fire pumps, lighting & mechanical upgrades	\$1,760,236	\$2,455,850	\$801,000	\$3,215,685	\$2,811,850	\$758,389
Bathroom Renovations: Drains, vents, hot and cold supplies, floors, walls, ceilings, exhaust air and fixtures	\$2,065,040	\$2,100,500	\$1,015,000	\$2,512,000	\$2,716,690	\$809,800
Exterior Envelope Upgrades: Roof replacement, window replacement, exterior pointing, sealing and expansion joints	\$902,600	\$1,255,650	\$2,218,650	\$1,156,000	\$1,698,500	\$2,674,782
Mechanical System Upgrades: Airhandlers, room units, piping, energy management controls	\$42,000	\$360,000	\$3,217,500	\$631,000	\$697,500	\$4,540,315
Corry Village Interior Renovations: Plumbing, electrical, A/C, windows, roofs, walls, floors, ceilings	\$6,594,931	\$10,114,592	\$8,948,133	\$695,000		
Housing Network: DHNet upgrades	\$670,000	\$360,000	\$360,000			\$1,390,000
Student Furniture Replacements		725,000	560,000	725,000	725,000	725,000
Total Funds Required	\$13,035,222	\$18,161,242	\$17,364,283	\$9,499,485	\$9,214,340	\$9,646,286
FUNDING SOURCES	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reserve and Replacement Fund	\$1,030,418	\$1,102,547	\$1,179,725	\$1,262,306	\$1,350,667	\$1,445,214
Capital Improvement Projects Fund	\$6,667,600	\$6,945,120	\$7,236,516	\$7,542,481	\$7,863,745	\$8,201,074
Bond Sale	\$6,594,931	\$10,114,592	\$8,948,133	\$694,700	\$0	\$0
Total Funds Available	\$14,292,949	\$18,162,259	\$17,364,374	\$9,499,487	\$9,214,412	\$9,646,288

FIGURE 7 3	LUQUEINE DATE COMPADICONE
FIGURE 3.2	HOUSING RATE COMPARISONS

Institution	A/C Double Room	A/C Double Suite	Graduate/ Family Apartment 1-Bedroom ¹	Graduate/ Family Apartment 2-Bedroom ¹	Graduate/ Family Apartment 3-Bedroom ¹	Increase Previous	
	Cost per Term		Cost per Month	ı		Halls	Apts
University of Florida ²	\$2,208-2,348	\$2,248-2,980	\$400 - 540	\$450-590	\$500-530	0%	0%
Duke University	\$3,692	N/A	N/A	\$842	N/A	4.00%	
Clemson University	\$1,955	\$2,245	N/A	N/A	N/A	5%	
Florida International University ²	N/A	\$2,458	\$766 (Undergrad)	\$825 (Undergrad)	N/A		
Florida State University	\$2,250	\$2,775	\$420	\$445-580	\$660	5.00%	3.00%
Georgia Institute of Technology	\$2,787	\$2,909	\$1,164	\$1,355	N/A		
Louisiana State University	\$2,750	\$2,915-3,205	\$633	\$578-663	\$658-718	5.82%	3.00%
N Carolina State University	\$2,540	N/A	\$640-710	\$735-835	N/A		
University of Alabama	\$2,800	N/A	N/A	N/A	N/A		
University of Central Florida	\$2,470-2,700	N/A	N/A	N/A	N/A	2.66- 4.44%	
University of Georgia ²	\$2,434	\$2,531-3,212	\$536-715	\$715-839	N/A	3.00%	3-5%
University of Kentucky ²	\$2,255	\$3,196	\$585	\$630	N/A	0%	0%
University of Maryland	\$2,959	\$2,959	N/A	N/A	N/A		
University of North Carolina— Chapel Hill ²	\$2,815	N/A	\$764	\$675	N/A	2.30%	
University of South Florida ²	\$2,272	\$2,136-2,512	N/A	N/A	N/A		
University of Tennessee	\$2,545	\$2,650	\$584-684	N/A	\$697-862	9%	
University of Texas—Austin	\$4,357	\$4,623	\$525-557	\$601-633	\$766		

¹Utilities not included in graduate/family apartment rates of University of Florida, Florida State University, University of Tennessee. Some utilities included in rates of Louisiana State, University of North Carolina-Chapel Hill, University of Georgia.

MASTER PLAN 2012-2018 Appendix B—The Master Plan

²Includes Cable TV.

³Includes mandatory Meal Plan.



The next several years will be incredibly important for the Housing and Residence Education operation. The demand for campus housing will continue to grow; the need to manage large, capital projects will be increasing; the ability to pay for capital projects and the day-to-day needs of the operation will be important; and the need to correctly position staff with new and engaging responsibilities is of most importance.

Over the past few years, the Department of Housing and Residence Education has been engaged in a number of new initiatives that have challenged and expanded the ways that we support our students. The Innovation Academy, higher than anticipated enrollment and an increase in demand for campus housing have led to ongoing wait lists for incoming students. To help in accommodating as many students as possible, the Department of Housing and Residence Education has increased capacity by adding overflow spaces, housing students in non-traditional spaces, and even contracting with off campus vendors to house students. Even with these efforts, demand continues to outweigh supply for the campus housing experience.

Living on campus at the University of Florida is an important component of the undergraduate experience. Students that live in the residence halls are more successful in the classroom and more likely to persist to graduation. As the Department of Housing and Residence Education strives to support our students and the academic mission of the university, there will be a sustained focus on housing as many students as possible. Considering the longstanding history of surplus demand for campus housing, construction of new residence hall capacity will be important for accommodating future students. A new residence will not only provide more students with an opportunity to reside in campus housing, it will provide a broader range of students with that opportunity. This will be an opportunity to provide an unprecedented level of accessibility and accommodation. A state of the art facility designed to meet the evolving needs of current and future generations will be highlight for the University of Florida.







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