UNIVERSITY OF CENTRAL FLORIDA

College of Nursing Facility

UCF Academic Health Sciences Campus

Lake Nona, Florida

Academic Program Statement

April 12, 2021

Contents

Core Planning Committee

We, the Core Planning Committee, publish this document with great appreciation for the many others who participated in planning meetings and contributed their time and effort.

College of Nursing (CON) Leadership

Mary Lou Sole	*Dean of the College of Nursing, Orlando Health Endowed Chair in Nursing*
Norma E. Conner	*Associate Dean for Academic Excellence, Associate Professor*
Maureen M. Covelli	*Chair for Department of Nursing Practice, Associate Professor*
Joellen Edwards	*Chair for Department of Nursing Systems, Hugh F. and Jeannette G. McKean Endowed Chair in Nursing, Professor*
Carmen Giurgescu	*Chatlos Foundation Endowed Chair in Nursing, Associate Dean of Research, Professor*

Office of the Vice President for Administration and Finance

Misty Shepherd	*Interim Vice President and Chief Operating Officer*
Duane Siemen	*Interim Associate Vice President for Administrative Affairs*

Facilities Planning & Construction

Bill Martin	*Director, Facilities Planning and Construction*
Susan Hutson	*Manager of Planning*

Approvals

I approve the assigned space quantities and space uses proposed in this Academic Program Statement, for the College of Nursing Facility on the UCF Lake Nona Campus:

Mary Lou Sole — Mary Lou Sole — Digitally signed by Mary Lou Sole Date: 2021.04.12 20:56:05 -04'00'

Dean of the College of Nursing

Deborah C. German — Deborah C. German — Digitally signed by Deborah C. German Date: 2021.04.13 21:13:46 -04'00'

Vice President of Medical Affairs, and Dean of the College of Medicine

Michael Johnson — Michael Johnson — Digitally signed by Michael Johnson Date: 2021.04.14 07:52:20 -04'00'

Provost and Vice President for Teaching and Learning

Introduction

The College of Nursing at Lake Nona will need approximately 60,000 assignable square feet (ASF) of space for academic functions. Using State Grossing Factors, the building will be approximately 90,000 gross square feet (GSF), and will include:

Classrooms

Instructional Media

Study Facilities

- Student Collaboratory
- Meeting Space (Study Rooms / Office Hours Rooms)

Laboratory Facilities

- Teaching Labs
- Research Labs

Office Facilities

- Meeting Space
- Office Space

Building Program

For more information on this facility, see the College of Nursing Building Program.
The Building Program provides a broad project overview including the history of the project, proposed site, utility analyses; services to the site, roads/parking/transit, building codes, and budget information. It also indicates how the project complies with the university's campus master plan (CMP), educational plant survey (EPS), strategic plan, capital improvement plan (CIP), and academic plan.

Reuse of existing CON Furnishings and Equipment

During the Design phase, the College will prepare a list, for/with the Architect and Interior Designer, of Furniture and Equipment that will be relocated from University Tower to the new facility.

Typically, new buildings get a new complement of new furniture and equipment; however, the College has a clear idea about equipment that is not overused, which could be relocated to keep costs down.

Academic Space Program Overview

The following ACADEMIC SPACE PROGRAM has been assembled after many hours of deliberation and consultation to determine exactly how UCF will utilize the space in the proposed facility.

Its intent is to capture and disseminate our cooperative philosophy, and the direction we'd like to follow in commencing design.

This work is intended as a starting place, and is in no way intended to be considered a Design. We do not envision that this will hamper our consultants from bringing their own ideas to the table, and designing a remarkable facility on our behalf.

The ACADEMIC SPACE PROGRAM is comprised of the following components:

- SPACE NARRATIVES that describe every room.

  Ideas gleaned during early planning

  Concepts and spaces we have found work well

  Direction from our academic and facilities staff

- SUMMARY OF REQUIRED SPACES listing every academic program space in the building.

  Each room has been stated by area.

  It may be assumed that the areas stated are the recommendations of the planners for funding purposes.

  Further, we understand that these areas may fluctuate somewhat during design.

SPACE NARRATIVES

Classrooms

Classroom General Requirements

All classrooms serve as study or meeting space when not otherwise scheduled. Consideration should be given to design features that will enhance the welcoming character of classrooms directly adjacent to programmed STUDY space. The use of acoustic glass walls is recommended to allow views into classrooms. Provide user-controlled shades or other devices, on the inside, to support the occasional need for privacy.

Plan the proportions of each room to support multiple furniture layouts and provide planning sketches to permit informed decisions about furnishing and technology. Flexibility and future adaptability to alternative furnishings and arrangement is a driving factor in the design.

Site and Spatial Relationships

Place large Classrooms on the first or second floors of the building to facilitate students getting to class quickly and efficiently.

Study spaces should be located around and near classrooms and teaching labs, when feasible (see STUDY SPACE).

Learning Spaces should be separated from noise-generating activities inside and outside of the building. Provide sound isolation from plazas, loading docks, trash-pickup areas, mechanical rooms, vending areas, entrances, elevators, and any feature where extraneous noise might be disruptive.

Approaching and Leaving Classrooms

Generous corridors are required to allow for students waiting, arriving, and leaving Classrooms and Teaching Labs. An allowance of "Assigned Circulation" has been added to the Summary of Required Spaces to bridge the gap between corridors needed for code compliant egress and the wider corridors needed for queueing for classes or for fidelity in a hospital-like environment. Areas for approaching and leaving learning spaces must bear the comings and goings of large peak loads.

Loading the approaches to Learning Spaces with collaborative areas must not impede the flow of traffic into and out of the Learning Spaces. Provide benches, fixed seating, or alcoves to assure that furniture does not obstruct egress. Take into consideration the high volume of traffic – twice the total station count – moving in opposite directions during short class breaks. Adequate power must be provided in these circulation spaces for high volumes of students who need to charge their mobile devices.

Study space near learning spaces should have whiteboards to allow teams to assemble before a presentation, or support an instructor meeting with several students after class, without delaying the start of the next class.

Sight Lines

Maintain excellent sight lines from seating areas in classrooms to projected content. Some rooms may require multiple projection screens or flat panel displays.

- Rooms with Projected images – No student should be closer to a projected image than 2 times the image height, or farther than 7 times the image height. In rooms with projected images, all students should be seated within a viewing triangle that is a 90° arc from the center of the projection screen(s).

- Rooms with flat panel displays – while flat panels are alleged to have a very wide field of view, not all have a great capacity for the side view – maintain a more comfortable side view from the centerline of the display to the closest off-angle viewer; or buy more costly TVs (OLED screens).

ADA Accommodations

Comply with all requirements of the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG).

- The Architect of Record will provide accessibility drawings for each classroom, indicating how students and instructor get from the entrance(s) to their stations.

Provide Assistive Listening Systems (ALS) consistent with code and UCF standards.

Classroom Technology

Multimedia spaces, equipment, and control design shall be approved through the UCF Office of Instructional Resources (OIR). Refer to the OIR website for additional Standards and equipment specification information related to OIR items.

The Consulting Architects shall use the latest version of the OIR Standards:

https://oir.ucf.edu/services/multimedia-systems/standards/

Some examples of technology may include:

- Projection system(s) and Projection Screens where applicable – Either wall-mounted projection or motorized projection screens, as directed during design
- Large flat panel display(s)
- Lectern or "control location"
- Mobile height-adjustable lectern
- Instructor's stool, also mobile and height-adjustable
- AV Rack – standard equipment rack in wall recess or cabinet
- Distance Teaching & Learning Equipment
- Student Response Systems
- Assistive Listening Systems (ALS)

Floor Materials

Carpet may be used for General Purpose Classrooms. Carpet color and pattern should disguise or conceal spills and gum until they can be removed.

Teaching Labs will require washable floors.

Walls

Sound Transmission Class (STC)

The walls separating classrooms from other spaces – such as other classrooms and corridors – should be high *Sound Transmission Class (STC),* and avoid both airborne noise and structure borne noise (impact and vibration). STC is dependent on the construction partitions between spaces and can be improved by adding mass, air space or sound absorptive material within

the partition. STC rated walls should go above ceiling all the way to the structural deck, with all penetrations appropriately sealed.

Glazing

During design, discuss the use of some glass walls to allow visibility into and out of classrooms is encouraged. Glazing will allow casual observation of active learning in progress and may be important for recruitment and assessment. Glass is especially desirable for classrooms likely to be utilized as study space in the evenings.

Provide glazing with acoustical level of at least 35 STC (laminated or doubled glazed) Provide a user-controlled option for visual privacy and security through the use of window shades or translucent glass treatments.

Operable Partitions

Some classrooms may require operable partitions to create large spaces for other activities. Operable partitions must have a minimum Sound Transmission Coefficient (STC) rating of 52, and be motorized. There will be no staff to move these operable walls between classes, so they must be operable by the faculty without danger to the students.

Upward-acting mobile walls (Skyfold, etc.)avoid the need to relocate furniture to raise or lower the partition; but may be cost-prohibitive.

Acoustical Panels

If needed, fabric-covered, sound-absorbing panels should be applied to classroom walls above the level where they can be touched or damaged by students.

Wall Protection

Chair-rails or rub-strips should be used in learning spaces where tables and chairs are mobile and can damage the walls.

Wall bumpers should be used in the STIM Labs and corridors to protect walls from hospital beds.

Provide corner guards on any outside corners of walls or pilasters within classrooms and teaching labs, and along approaches to classrooms and teaching labs. See UCF Design, Construction, and Renovation Standards (current version).

Paint

Learning Spaces should be cheerful and light colored.

- Field paint, in a white-neutral, should be used for 3 classroom walls – one color throughout the building for ease of maintenance.
- Classrooms may have an accent wall; but those should also be selected from a limited palette.

Ceilings

High ceilings are preferred in all learning spaces.

- Ceilings in small rooms should allow the bottom of a projection screen to be lowered to no closer than five feet above the floor.
- Ceilings in large rooms may have a projection screen above the white boards (bottom at seven feet above the floor).

Ceilings should have a high light-reflective finish. Absorptive fiberglass backed ceiling pads with a high noise reduction coefficient (NRC) have been found to be effective in active learning classrooms.

Lighting

Meet all lighting standards set by the University. All classrooms should have motion-activated occupancy sensors.

- Large classrooms may have scene-lighting systems that can be controlled from the classroom control system.
- Small classroom/debriefing rooms may have simple lighting controls that provide only on, off, and dimming.

Always make it possible to dim or turn off lights directly in front of projected content.

Furniture and Fixtures

Tables and chairs

Follow UCF recommendations for General Purpose Classroom furniture.

Chairs

- Best: Chairs in classrooms with tables should be task-based, swivel chairs with casters and no arms. Swivel chairs improve student engagement.
- Acceptable: If budget will not support "Best" chairs, 4-leg chairs with casters are an option.

Tables

- All loose tables should have PVC or hardwood edges – no impact-installed edge.
- Do not provide modesty panels on mobile classroom tables.
- No classroom table should have a stretcher that will be a "knee-knocker" when the table is used in a collaborative setting. A stretcher close to the tabletop is advised to prevent tables from breaking when misused (students standing on them).
- Rectangular tables should have casters on two of the 4 legs, so they may be moved easily but not scoot away when bumped.

Do not plan for a person to sit at the end of a rectangular table without verifying that there is sufficient space between the legs for the selected chairs.

Writing boards

- Do not place visual alarms or other permanent devices below 7'4" in the center of broad expanses of wall – there will probably be a marker board there!
- Classrooms should have a minimum 16' long x 4' high writing board for the instructor.
- All other walls should have multiple 4' wide 5' high teaming boards. These tall boards are easier to use from a wheelchair.
- Only white marker boards are permitted.
    - Best: Glass boards
    - Excellent: Ceramic Steel with a lifetime warranty (PolyVision e3 CeramicSteel)
    - Never use laminate marker board, markerboard paint or marker board wallcovering in a Classroom or student space. These products stain and ghost.
- The bottom edge of all projection screens should be at least 5' above the floor to prevent the heads of students in the front rows from intruding into the view by those in back rows

- Faculty prefer that projection screens not lower in front of writing boards, when feasible.

Miscellaneous classroom fixtures

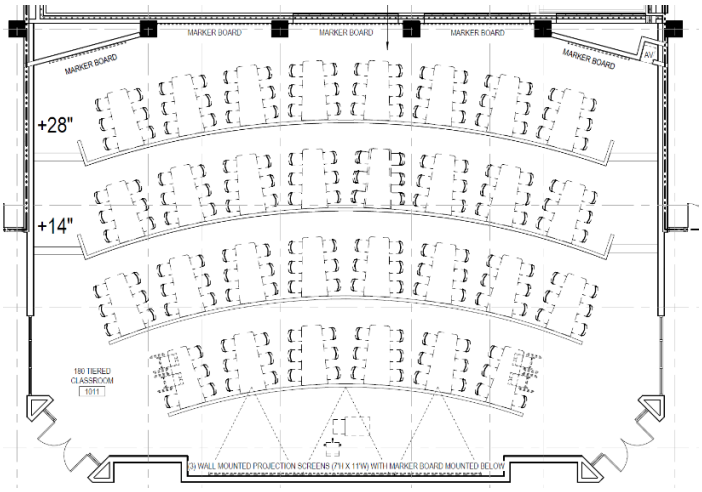
- Recycling and Waste containers – designate space near all entrances and exits of learning spaces for waste and recycling containers.
- If feasible, synchronized clocks should be located in all scheduled learning spaces, as well as in Study space and large meeting rooms.
- Occupancy of classrooms and teaching labs should be posted in dual format.
  - Maximum Occupancy per code, based on the most stringent occupancy classification (classroom or banquet hall).
  - Classroom Capacity, as furnished and as recorded by the Registrar.
- Power outlets should be provided for student use:
  - At all classroom tables
  - Near classrooms in study areas.
- Charging stations and charging lockers should be provided in Study areas near classrooms.

General Purpose Classrooms

This facility will have several large classrooms. Ideally all will be located on the main floor to support events.

Active Learning Lecture Halls

In the tiered Lecture Hall model proposed, the students are always seated in teams of six at tables on the main level or on broad tiers. The students turn 90 degrees, as one would in a conference room, to view lecture and presentation materials. Teaming is supported by the use of personal and wall mounted marker boards. Power outlets should be made available at every tabletop.



Wilmuth Active Learning Center, Purdue University

Typically a room of this type would have several tensioned screens above the white boards to assure every table has an excellent view. Verify projection screen sizes, types and locations with OIR. It is not recommended that white boards be used regularly in classrooms where text is not legible to the student at the farthest seat, as in this room. The depth of this room suggests that the use of a whiteboard be only or for teaming, homework assignments and test timing. Confidence monitors, mounted on the front knee wall, may be an advantage to the Instructor. Projection and sound systems shall be as directed by OIR.

Divisible Active Learning Classroom – 243 stations divisible into 3 rooms

This will be the largest classroom in the facility. The room will have operable walls between the three areas of the classroom, to enhance its utilization by creating larger spaces for larger

courses, or after-hours activities. The operable wall could demand hourly use, and must be powered (See Classroom General Requirements, Walls, Operable Partitions).

It seems prudent that this classroom be modeled after one of the active learning models that use round tables suitably sized for evening social events (banquets).

SCALE–UP This model was developed at MIT, North Carolina State, and the University of Minnesota. It would have 84″ diameter round tables seating nine students, working in teams of three. Provide tabletop power at every table by means of floor boxes and mobile "power towers."

Based on facility layout, some flexibility must be considered during design regarding how this large room will divided – such as:

- Three rooms for 81 students (9 tables each)
- Two rooms for 72 students (8 tables each) and one for 99 students (11 tables)

Provide teaming whiteboards on all walls.

Audio-visual equipment as directed by OIR.

Debriefing Classroom – 30 stations

The Debriefing Classroom could follow any of the above active learning models, or follow a unique model such as the *Experiential Classroom.*

More like a café or living room, Experiential classrooms offer many seating options, including tables and chairs, mobile tablet chairs, booths, lounges, etc.

Using the *Experiential Model* would make the Debriefing Classroom more amenable to group and individual study when not being used for debriefing.

Locate the Debriefing Classroom near the STIM labs for breakout and discussion. The debriefing rooms may also serve the Healthcare Actors for scenarios planning and debriefing.

Classroom Service

Office Hours Rooms

Study Rooms will be used for Office Hours – see STUDY FACILITIES.

Assigned Circulation

Large corridors are needed near scheduled learning spaces to serve hundreds of students coming and going every hour. To assure sufficient space, the program provides an allotment of "assigned circulation," over and above the grossing factor, to assure that corridors near

learning spaces are wide enough to serve large crowds.

Some of the Assignable Circulation space should be used for waiting and study before and after class (queueing and breakout). Provide small-form, fixed furniture that cannot be moved into egress paths (built-in benches, booths, tables, chairs, and whiteboards).

Event Support (Catering Kitchen)

The facility will not require a large catering kitchen; food may be brought in from remote kitchens in electric warming carts either in bulk or already plated. The catering kitchen will be used for last minute prep and to get the food out to the guests.

Locate the room centrally – close to the most probable "dining rooms," i.e., the Divisible Active Learning Classroom and the 126-seat Active Learning Lecture Halls. It should also be near some Student Collaboration Space and convenient to the loading dock.

The consulting architect should work with the end-user to determine what will be needed. Examples are:

Sanitation:

- 3-compartment sink
- Food prep sink
- Hand sink
- Floor level mop sink

Prep area:

- Stainless steel prep tables
- Microwave ovens (at least 2)
- Outlets for mixers, food processors etc.

Refrigeration/freezing/storage

- Reach in fridge
- Reach in freezer
- Racks for dry storage

Cook line

- Exhaust hood w/ fire suppression system
- Double stacked convection ovens
- 6-burner range/oven
- Optional: salamander broiler, gas grill, griddle, fryer, broiler

Loose-ware

- Provide a 6' tall locking cabinet for any loose-ware that UCF elects to provide.
- Caterers should bring their own "loose-ware" – pots and pans, utensils, knives, bowls, cutting boards, small appliances, etc. Such highly portable items will not be provided by UCF.

Office Hours Rooms

See STUDY FACILITIES for quantity and sizes.

Student Study Spaces

See STUDY FACILITIES for quantity and sizes

Instructional Media Production Studio

See INSTRUCTIONAL MEDIA

Study Facilities

Student Collaboratory "The Collab"

Open Study Space will probably be divided between floors with a higher proportion on the first floor to support evening events.

Provide comfortable study furniture such as tables & chairs, media-sharing stations, booths, sofas, tablet-arm chairs, sound-absorbing work lounges, counter height tables with counter stools.

Provide power to, or within arms-length of, a large percentage of collaboration furniture.

Study Cafés (included in Collaboration space allotment)

Self-serve beverage and vending facility intended to energize the Collaboration Space.

Provide a prominent open space for a beverage center with a single-serve coffee/drink vending machine and pod vending machine. Provide less conspicuous space for:

- a small counter, sink, and microwave ovens (2), and a residential refrigerator.
- 2-3 vending machines Use vending machines that don't clunk or hum.
- Space for waste and recycling containers.

Collocate café-like furniture with the Study Café, such as booths and a bar with counter stools.

Office Hours Rooms aka Study Rooms

Adjuncts and Graduate Teaching Assistants will have workstations in areas where meeting with students may be impractical. Therefore, Study Rooms can be *reserved* for use as Office Hours Rooms, at times when the GTAs and Adjuncts have scheduled office hours. Each room will support 50 or more hours a week of scheduled office hours.

When not in use for office hours, the rooms will be available for meeting and study.

Furniture and Equipment:

- Provide glass walls to the corridor to assure the safety of students and Teaching Assistants. The glass may be partially frosted or etched for privacy, using appliques.
- Scheduling device beside the door to each reservable room.
- Two (2) walls of whiteboards for teaming.
- A flat panel display to work with a user's device (BYOD).
    - End-users may work with OIR re: preparation needed for other audio-visual equipment beyond of the scope of the project.
- Options for Study Room furniture:
    - Large-form mobile tablet-armchairs
    - Central table and small-form task chairs with casters
    - Media-sharing table abutting the flat panel, and small-form task chairs with casters
    - Comfortable soft seating and accent tables (see images)

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Teaching Labs

Teaching Labs

The facility will include Teaching Labs to serve the College of Nursing. The Teaching Lab advisory committee included:

Kelly Allred	*Associate Professor*
Mindi Anderson	*Professor*
Desiree Diaz	*Associate Professor*
Donna Breit	*Instructor*
Laura Gonzalez	*Associate Professor; Director of the STIM Center*
Syretta Spears	*Assistant Director, Clinical Skills and Simulation*
Gregory Welch	*Professor*

HEALTH ASSESSMENT TEACHING LABS

See the College of Nursing's current Health Assessment Labs, *aka* the Andersen Assessment Lab[1], in University Tower in the Central Florida Research Park.

Health Assessment Laboratory

This area will be used for teaching, practice, and evaluation of undergraduate and graduate nursing students, particularly health assessment techniques. For the graduate students (Nurse Practitioner), rooms must be equipped to be used with healthcare actors (Standardized Patients [SPs], Physical Examination Teaching Associates [PETAs], and Gynecological Teaching Associates [GTAS]), as well as low fidelity mannequins.

Students in both undergraduate and graduate programs will be practicing health assessment techniques (head-to-toe physical examination) on healthy peers and part-task trainers for specific skills, such as eye examination.

All teaching labs need to have hospital doors for the passage of Hill-Rom or equal hospital beds with no disassembly required.

Health Assessment Learning Space

Central to the Exam cubicles, provide a large area for teaching activity. Include mobile tables & chairs for 24 students, wall-mounted and mobile marker boards, and large flat panel displays.
The College of Nursing and the Consulting Architect will work with OIR on the configuration and placement of teaching technology.

Health Assessment Exam Cubicles (10 such)

Each Exam Cubicle will have an exam table equal to Midmark Ritter 204 Manual Exam Tables, a Teaching Headwall, high quality lighting, and privacy curtains.

[1] Created thanks to the generous support of the Martin Andersen-Gracia Andersen Foundation.

Health Assessment Exam Rooms (2)

Provide a Hospital Bed, Teaching Headwall, bedside table, charting station, etc. The Exam Room(s) will include a low-fidelity manikin, equal to Cardionics SAM II Student Auscultation Manikin, used in teaching and learning heart, lung, and bowel sounds.
Provide a hospital door for the passage of the hospital bed with no disassembly required.

Health Assessment Lab Service

Charting stations

Freestanding charting stations adjacent to each exam cubicle may work best in this scenario. Discuss during design, including sharing.

Cabinets & sinks

Provide extensive cabinets (overhead and base) and deep sinks

Med Prep Area

Medications must be prepared in a designated clean medication area to teach medication preparation skills in an area that is not adjacent to areas where potentially contaminated items would be placed in a clinic ample cabinetry and counter space. Items to be stored in this space include "simulated medications" and diluents; 50, 100, 250 ml IV fluid bags for medication administrations; various syringes, and needles; reference materials. Space for workstation on wheels (WOW) and a Medication Administration Solution such as a "pyxis" must also be available.

Hand Sinks

Provide two hand sinks with hands-free faucets, soap dispensers, and towel dispensers.

Storage Room(s)

Conveniently located for Health Assessment linens, consumables, etc. This storage space allotment can be in one room or in several smaller rooms (TBD during design).

See also GENERAL TEACHING LAB SERVICE for HPS Control Rooms, Debriefing Rooms, Assigned Circulation, Healthcare Actors Space, Laundry, Showers and Lockers, General Storage, etc.

CLINICAL SKILLS TEACHING LABS

It looks like a hospital, but it is a hands-on "classroom" for undergraduate students to bridge from nursing theory learning in the classroom to real-world practice taking care of 'patients'.

Here, through instructor guidance and independent, self-directed practice, students learn skills such as basic care and mobility, principles of sterile technique, principles of medication administration, urinary catheter insertion, sterile practice and maintenance of catheters, and more.

The Clinical Skills Lab, or the essentials lab, features all of the vital equipment and low-fidelity simulation tools needed for skills building and practice.

The Clinical Skills Teaching Lab will be divided into Lab 1 and Lab 2, which will be identical and adjoining.

Learning Space
Provide a generous area for teaching activity that can be combined or separated by a mobile partition. Include for each Lab:

- mobile tilt top tables & chairs for 12 students (total of 24)
- wall-mounted and mobile marker boards
- large Flat Panel Displays, on walls or mobile carts

CON will work with OIR on the configuration and placement of teaching technology.

Privacy Cubicles (10)
Each Lab will have five (5) Privacy Cubicles.
Each Cubicle shall have:

- Hospital bed or exam table and low-fidelity HPS
- Teaching Headwall
- Privacy curtains
- Charting Station

Hospital Rooms (2)
Each Lab will have one Hospital Room:

- Hospital bed and HPS
- Teaching Headwall
- Bedside Table
- Patient Room marker board
- Observation Space (standing room for several observers)
- Hospital Rooms and the Labs shall have hospital-width doors (~ 51" wide) for the passage of hospital beds (~44" wide)

Clinical Skills Teaching Lab Service
Charting stations

- Freestanding charting stations adjacent to each exam cubicle may work best in this scenario. Discuss during design.

Cabinets & sinks

- Provide extensive cabinets (overhead and base) and deep sinks.

Med Prep Area

- Medications must be prepared in a designated clean medication area to teach med prep skills in an area that is not adjacent to areas where potentially contaminated items would be placed in a clinic environment.

Hand Sink

- Provide one or more hand sinks with hands-free faucets, soap dispensers, and towel dispensers.

Storage Room(s)

- Linen, Storage, etc. Allotted storage space may be divided into several smaller rooms as driven by the design.

See also GENERAL TEACHING LAB SERVICE for Human Patient Simulators (HPS) Control Rooms, Debriefing Rooms, Assigned Circulation, Healthcare Actors Space, Laundry, Showers and Lockers, General Storage, etc.

SIMULATION TEACHING LABS

UCF will teach basic and advanced nursing skills using Human Patient Simulators (low and high-fidelity mannequins or Human Patient Simulators [HPSs]), as well as part-task trainers. Space should be available in each room for actors (SPs, embedded participants) to play roles within simulated scenarios. All teaching labs need to have hospital doors for the passage of Hill-Rom or equal hospital beds with no disassembly required.

UCF uses simulation as a teaching pedagogy across the curriculum. The Simulation, Technology, and Modeling (STIM) suite represents a hospital or clinical environment with at least 8 rooms. The rooms will have doors that are wide enough for patient care beds, and that allow for easy configuration. Students participate in simulation throughout the curriculum.

This is a high traffic area that requires secure doors with passcodes. It should have a considerably high level of fidelity – which means it should like look a clinical environment, since it is being used as a clinical substitute (on campus clinical replacement).

The students arrive for SBE (simulation-based experience) and require a place to gather and store their belongings (backpacks, computers, lunch etc.) – see Locker Bay. Then they attend a pre-brief, followed by the SBE which occurs on average at a ratio of 3-4 students: 1 facilitator.

Following the SBE the student goes to the debrief area. Typically, a room with a round table and chairs to debrief. This is a private area away from the SBE. If multiple SBE are occurring simultaneously there should be enough rooms to facilitate debriefing.

The STIM Center has a control room with ample space to house an equal number of computers per sim room. In addition, there needs to be space for the facilitators and sim technicians that assist with the technical needs of SBE. Because of the nature of the SBE and the need to maintain a certain level of fidelity, many consumable supplies are used. Therefore, space for storage of simulation materials, prop equipment (i.e., infusion pumps, ventilators, etc.) is necessary.

Provide eight (8) highly interchangeable Hospital Rooms that can be adapted to serve Acute Care, Adults, Pediatrics, and Nurseries. The rooms will be similar, except for equipment and ambiance. All Hospital Rooms shall have Hospital Doors.

Simulation Hospital Rooms

When set up as Adult care rooms (6 such), the features may include

- Two (2) Hospital Beds, with HPS
- Two (2) Teaching Headwalls – wall mounted
- Privacy curtains
- Patient Room marker boards
- Observation Space (standing room for several observers)
- If feasible:
    - Sliding glass entrance wall, allowing observation from the Corridor
    - Direct Observation of each 2 rooms from 1 HPS Control Room

When set up for Pediatrics or Nursery (2 such) the features may include

- 2 or more Patient locations furnished, as directed during design, with any of the following: pediatric cribs, radiant warmers, bassinets, neonatal ICU cribs, incubators
- Teaching Headwalls – Consider 1 built-in plus 1 or 2 mobile.
- Privacy curtains
- Patient Room marker boards
- Ambiance: Use press-on vinyl artwork (decals) to provide a changeable family-friendly environment.
- Observation Space (standing room for several observers)
- If feasible:
  - Sliding glass entrance wall, allowing observation from the Corridor
  - Direct Observation of each 2 rooms from 1 HPS Control Room

Simulation Lab Service

Charting stations

- Freestanding charting stations adjacent to each exam cubicle may work best in this scenario. Discuss during design.

Cabinets & sinks

- Provide extensive cabinets (overhead and base) and deep sinks.

Med Prep Areas

- Medications must be prepared in a designated clean medication area to teach med prep skills in an area that is not adjacent to areas where potentially contaminated items would be placed in a clinic environment.

Hand Sinks

- Provide one or more hand sinks with hands-free faucets, soap dispensers, and towel dispensers.

Storage Room(s)

- Linen, Storage, etc. Allotted storage space may be divided into several smaller rooms as driven by the design.

See also GENERAL TEACHING LAB SERVICE for HPS Control Rooms, Debriefing Rooms, Assigned Circulation, Healthcare Actors Space, Laundry, Showers and Lockers, General Storage, etc.

HEALTHCARE VIRTUAL REALITY TEACHING LAB

The Virtual Reality (VR) Lab is comprised of two rooms: the Healthcare Virtual Reality Lab and an associated Workroom. Together these rooms will support the research, development, and use of VR, Augmented Reality (AR), and other advanced technology alone or mixed with conventional physical simulation and training systems, for both research and teaching purposes. Beyond simulation and training, this lab will also support the research and development of advanced technology associated with patient care, e.g., computer vision and AR systems aimed at the prevention of infection.

The Healthcare Virtual Reality Teaching Lab will be made up of two rooms, one is the Cave Automatic Virtual Environment (CAVE) and the other is a Workroom. The VR Lab will need to be as close as possible to some of the simulation space.

In addition, another 500-700sf VR environment will be provided in the Flexible Faculty Research lab to facilitate development of new VR/AR paradigms – activities currently taking place in labs at UCF's School of Modeling, Simulation and Training (IST) in Partnership III at the Central Florida Research Park.

Healthcare Virtual Reality Lab

This space will support VR, AR, and other advanced technology research and teaching related to healthcare simulation, training, and practice. In particular, it will include and support an approximately 15' x 15' projector-based surround visualization and multi-person interaction space akin to a "Cave Automatic Virtual Environment" (CAVE), and a separate similarly-sized space for interactive experiences using VR or AR head-mounted displays (HMDs).

The interaction spaces will be used for at least two purposes. First, the space will be used for teaching and training. The VR Lab should be attached/adjoined to the Simulation Teaching Labs space, so that teaching, simulation, and training activities and patient-related equipment (e.g., stretchers and IV pumps) can seamlessly transition/move between the VR Lab and the physical Simulation Teaching Labs space. For example, students might teach/train in a trauma suite simulated in the CAVE space, then move the simulated patient (on a stretcher) to a patient room in the Simulation Teaching Labs space.

Second, the space will be used for research-related studies of new techniques and technologies. For example, a study could be carried out to assess the effectiveness of a new patient simulator technology, comparted to conventional manikins. Additional space will be used for purposes such as people/equipment for controlling the VR/AR systems, secluded completion of pre/post questionnaires associated with user studies, in situ debriefing associated with both education activities and user studies, and classroom (student) observation of stimulation/training by groups of up to 15 students for education purposes. These purposes will require the use of some computer racks, working surfaces/tables, nested/stacked chairs, and other support furniture.

To facilitate use of, and routine access to, the expected projection, camera, and user tracking equipment the ceilings in this lab should be as high/raised as possible/practical, e.g., there should be no suspended "false" ceilings. High ceilings will allow projectors and optical sensors to "see" the entire space yet remain out of view/way. Open ceilings will allow access for experimentation, reconfiguration, and maintenance.

Collocate with the Simulation Labs to facilitate the seamless transition of stretchers, manikins, and other teaching/research related equipment between the VR Lab and the adjoining physical Simulation Teaching Labs space.

Workroom

This workroom will be used to develop, set up, stage, repair, and calibrate simulation equipment that will be used in the VR Lab and the Simulation Teaching Labs, including both commercial systems such as patient simulator manikins or task trainers, and experimental systems developed by researchers. In general, the room requires space for multiple researchers to carry out both physical activities and computer programming. In particular, the room requires space for items such as computer work surfaces, chairs, computers, tool cabinets, tool/work benches, equipment staging, open storage shelves, and secure storage cabinets as directed during design.

Given the critical role the workroom will serve in support of the VR Lab and the adjoining physical Simulation Teaching Labs space, the workroom should be attached to both spaces. Furthermore, the workroom should include wide doors (e.g., double doors without a mullion in the middle) to the VR Lab and the adjoining physical Simulation Teaching Labs space, to accommodate the movement of beds, stretchers, and other large equipment between the three spaces (the Workroom, the VR Lab, and the Simulation Teaching Labs).

HOME CARE SUITE

An Assisted Care Studio Apartment will facilitate teaching students the unique skills required to care for a patient in their own home.

Entrance

The entrance must have a hospital door for easy movement of a hospital bed.

Living Area

Sofa, occasional table with lamp, floor lamp. small dining table with 2 chairs. TV with wall mount – visible from Living and Sleeping areas.

Kitchen – Open to the Living Area.

Base and overhead cabinets with 50% of all shelf space accessible

A 30” wide section of unobstructed counterspace – Roll under or side-approach (clear floor space of 30”×48”)

ADA compliant sink with Pipe Trap Wrap Forward access (roll under)

Microwave with ADA accessible controls. (clear floor space of 30”×48”)

Residential refrigerator

Optional dishwasher

Waste can shall be located so as to not disrupt accessibility

A range will not be provided, as it will trigger significant code issues

Sleeping Area

Hospital bed (provide power), bedside table, privacy curtain, and multi-level lighting. Allow space for a mobile teaching headwall, patient room marker board.

As a studio apartment, the sleeping area will not have a wall and door between it and the living are.

Provide optional chest of drawers or closet for storage and for fidelity.

Bathroom

36” ADA compliant entrance door.

ADA compliant Wall-hung sink with Pipe Trap Wrap Stainless steel sundries shelf and soap dispenser. Wall mirror.

ADA compliant shower, large enough for a roll-in shower chair. Include fold-down shower seat and grab bars. Provide height-adjustable hand-held shower device.

Toilet with bedpan washer. ADA grab bars. TP holder.

Nurse call button with string (operable or decorative?).

OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) SUITE

UCF will be able to standardize the evaluation of the clinical skills of student nurses by using Standardized Patients in a space modeled on the OSCE (Ahs- key) suites typical of medical schools.

OSCE Exam Rooms – Large

- Exam Table w/ Teaching Headwall, Cabinets/sink, Observation Space within the room.

OSCE Exam Rooms – Standard

- Exam Table w/ Teaching Headwall, Cabinets/sink, Observation Space within the room.

OSCE Charting Spaces

- Provide Charting stations. Options for discussion during design:
  - Wall-mounted charting stations for laptops or PC's outside of each room.
  - A mobile charting station 'parked' in or near each room.
  - Charting alcoves with simple counters and stools for several students.

Discuss Fidelity during design: Are shadow corridors and separate entrances to exam rooms necessary and desirable to maintain fidelity?

GENERAL TEACHING LAB SERVICE

HPS Control Room(s)

Discuss during design. Consultants and CON Faculty shall revisit direct view vs. remote view.

Multiple Control Rooms with direct view.

If staffing permits, Consider multiple small rooms with direct view of 2 Hospital Rooms through one-way glass and no more than two operators.

Larger Control Room(s) with multiple operators

Staff in this room or rooms oversee and control the Human Patient Simulators (HPS) remotely. Acoustical overlap between operators will become an issue unless dealt with during design.

Operators in this room or these rooms oversee and control the Human Patient Simulators (HPS). During design, discuss means to prevent voice overlap between operators.

Telemedicine Control Room

Staff in this room oversee and control the Telehealth Robots. Provide "parking" space and recharging for 3 robots, and 3 operator workstations. During design, discuss means to prevent voice overlap between operators.

Bed Storage Alcove(s)

Providing parking for 4 hospital beds (Hill-Rom = 40" x 90" OA) along the Teaching Lab corridors. Space may be distributed in multiple locations for convenience.

Storage Room(s)

Distribute as needed for Linen, General Storage, Sim parts, Refrigerator for Consumables, etc.

Debriefing Rooms

Locate Debriefing Rooms near the STIM Teaching Labs along public corridors so they may be used for after-hours study.

Healthcare Provider Station(s)

During design, discuss whether Healthcare Provider Stations[2] are required, and if so, what approach will be used. Healthcare Provider Stations may improve fidelity.

Options

- a concierge approach that includes several small stations or
- a more traditional central station.

In either model allow space behind the desk for materials to which access is limited (files, medicines, small equipment, refrigerator).

STIM Breakroom/Workroom (See Office Space)

The STIM faculty and staff have requested that their allotment of Collaborative Workspace be enclosed into a Breakroom/Workroom.

Lounge

Lounge Area should have table & chairs, soft seating, etc. This space could be collocated with the Healthcare Actors breakroom.

Kitchenette

Provide overhead cabinets, base cabinets with counter and single bowl sink and space for a coffee maker, microwave, full-size refrigerator (not the one that consumables are retained in), and waste can. Assure ADA compliance. Vending nearby.

Workroom

Provide counters and locking base and overhead cabinets for office supplies. Provide mailboxes for STIM faculty and staff.

Healthcare Actors Space

Healthcare Actors (Standardized Patients [SPs], Physical Examination Teaching Associates [PETAs], and Gynecological Teaching Associates [GTAS]) are healthy individuals trained to act as a real "patient" in order to simulate a set of symptoms or problems.

[2] aka Nurses' Stations

Standardized Patient Waiting

Similar to the STIM Breakroom/Workroom shown above. These rooms may even abut.

Standardized Patient Dressing Rms

Private Dressing Rooms will not be gender specific. Each will have 6 small lockers (2 high) for short-term storage of SP clothing, a full-length mirror, and a bench.
A dirty linen hamper may be located outside of the rooms.

Student Locker Bay

A central locker area will serve all students in the building. Locate near the Shower/Dressing Rooms. The locker area is not intended as a dressing room, will serve all genders, and will not have benches. The lockers will be small, 2 or 3 high. It may be assumed that some portion are day lockers to be used on a first-come-first-served basis.

Student/Faculty Showers

Private, but not Gender Specific. Collocate near Public Restrooms and locker area. Each Shower/Dressing Room will have a full-length mirror, dressing bench, wall hooks, and shower with shower curtain. At least one Shower Room must meet ADA requirements with wheelchair turn-radius and roll-in shower with fold-down seat.

Laundry

The Laundry will have large capacity, residential quality, front-loading washers (1) and dryers (2) on raised bases. Provide a folding table with overhead cabinets or shelves. Provide a tall Storage Cabinet for storage of heavy laundry products (detergent, softener, bleach etc.). Vent the room well to prevent mold and mildew and to improve user comfort.

General Storage

General Storage can be anywhere in the building (or can be offsite) – This space will be used to store the original HPS shipping containers in case of returns, etc. The room can have minimal finishes and utility lighting. Discuss shelving options during design.

Research Labs & Instructional Media

Research Labs & Instructional Media

Multipurpose Wet Lab

The College of Nursing has stated a need for a Multipurpose Wet Lab. The availability of this laboratory could be crucial to successful recruitment and retention of future key faculty.

The lab should be configured to allow two or more researchers to perform research simultaneously.

OPEN BENCH MODULES

Lab Module will provide open bench space.

The perimeter of the Lab typically should have built-in casework, sinks, fume hoods and utility services, including power, emergency power, and data in wall-mounted raceways, as well as vacuum, pressurized air and gasses as needed.

The center of the Lab Module should remain flexible, furnished with mobile, modular lab benches with quick-connectivity to utilities. The center of each lab block would be supplied with power, emergency power, data, vacuum, pressurized air, and gasses from overhead utility carriers or drops.

Lab Equipment

Equipment may include vented biological laminar flow hood, chemical hoods, tissue culture incubators, autoclave, centrifuge, refrigerator, ultra-low freezer, etc.

Lab Utilities & Services

Water: Sinks and glass-wash stations should be served by hot, cold and RO water. Protect UCF's water supply by point-of-use backflow preventers or as directed during design.

Utilities: 110V and 240V Power is provided to the perimeter of the lab and to the overhead utility carriers or drops. Backup Power may be provided from the building generator.

Gasses: gasses, vacuum and pressurized air will be point-of-use from portable tanks and equipment.

Data: Wireless internet access will be available throughout the facility, in addition to hard wired data access as needed.

LAB SUPPORT MODULES (SMALL LABS)

Provide two (2) small, enclosed labs for microbiology (tissue/sputum/blood). Equipment in the Lab Support Modules may include a biosafety cabinet, vented laminar flow hood, tissue culture incubators, liquid nitrogen tissue culture storage capability, microscopy, etc. as directed during design.

Focus Group Room

This Focus Group Room doubles as a Conference Room when not reserved for research activities.

Locate this room to facilitate direct observation from the adjoining Control/Observation Room.

AV: Flat panel on wall mount at end of the room. Audio and Video recording.

- End-Users will work with OIR to determine AV needs.

FF&E: Marker Boards, Single central table, 10 Comfortable task chairs. Additional small-form chairs around the perimeter would be useful.

Control/Observation Room

Provide one-way glass (OWG) view window into Focus Group Room, Work desk, Rack for recording equipment.

Consultation Rooms

AV: Audio and Video recording and flat panel display on wall mount, adjacent to table.

FF&E: Marker Boards, Small table, 3 comfortable chairs.

Flexible Faculty Research Lab (Dry)

Large, carpeted room. Furnish and equip with tables and chairs. Provide power to every tabletop.

There may be Graduate Research Assistant workstations in this room.

Collocate the Flex Lab with a Healthcare Virtual Reality Research Lab and one or more Storage Rooms.

Healthcare Virtual Reality Research Lab

This space will support VR, AR, and other advanced technology *research* related to healthcare simulation, training, and practice. In particular, it will include and support an approximately 15' x 15' projector-based surround visualization and multi-person interaction space akin to a "Cave Automatic Virtual Environment" (CAVE), and a separate similarly-sized space for interactive experiences using VR or AR head-mounted displays (HMDs).

This space will be used for research-related studies of new techniques and technologies. This will free up the Teaching Lab VR suite for greater use by students.

Collocate this studio with the FLEXIBLE FACULTY RESEARCH LAB.

Contact for this space is: Dr. Gregory Welch

Instructional Media Recording Studio

The Instructional Media Studio may be collocated with the Research Labs.

The "one-button studio" is designed to be simple to use with little to no additional help in its basic form. The user is able to turn the entire system on by plugging in a USB thumb drive. Depending upon the usage, a user can push one button, record a presentation, press the button again and leave with a video on their thumb drive.

Collocate this studio with the FLEXIBLE FACULTY RESEARCH LAB.

The space should be big enough to record two (2) people sitting in chairs doing an interview using two cameras.

With additional equipment and set-up time, much more elaborate productions can be recorded.

Similar to DPAC 150D

Contacts for this space:

Deaw Jayanama, IT Manager College of Nursing

Michael Reaves, Director, Systems Engineering, UCF College of Medicine

Don Merritt, Director of the Office of Instructional Resources (OIR)

Technology:

The following equipment is recommended for the studio

- Two computers with computer monitors. One, a Mac for the one-button studio app to run on and the other either a Mac or PC for projecting PowerPoints or other computer content
- Two video cameras
- a video switcher and broadcast panel with monitor
- two microphones
- audio mixer
- studio lights
- video projector
- two video monitors
- dry erase board
- projector screen
- Reflecmedia green screen system

Ideally, there should be two electrical circuits for the studio to automate the start-up of equipment using Indigo software and Insteon on/off modules.

- On one circuit would be outlets mounted in the ceiling for studio lighting as well as outlets appropriately placed around the studio for equipment being controlled by the Indigo software.
- A second circuit would power all other equipment that didn't need to be activated by the Insteon software.

Future: A light-board can be added to the system to allow for additional presentation options. This piece equipment is highly customizable and would need to be built from the ground up. It contains LED light strips, power supplies, dimmer switches, starfire glass, 80/20 metal framing and wheels, rear projection holographic film, and custom-made LED light strip holders.

Audio recording and video editing labs should be provided in the FLEXIBLE FACULTY RESEARCH LAB. See DPAC 158 and 159.

Audio Recording Booth

An audio recording booth should be large enough to seat two (2) people side-by-side. It should be soundproof. This will not eliminate, but will minimally reduce, sound from

outside of the room. Additionally, sound dampening material should be attached to the walls.

Technology:

Equipment in the room consists of two (2) microphones, a multi-channel audio mixer, two (2) sets of headphones, speakers, audio capture software, computer, computer monitor, and all appropriate cables, microphone stands, adaptors. Furnish with two chairs and a table. Locating the computer remotely from the audio recording space will help eliminate fan noise from any recording.

Video Editing Booth

The Video Editing Booth needs to accommodate at least two (2) people side-by-side, with space for notes and media materials.

Technology:

The Editing Booth should contain a computer, two computer monitors, one video monitor, speakers, microphone, and video editing software. Depending upon the use, a video encoder card may be necessary and video and audio input devices. Also, all appropriate cables, microphone stands, and adaptors. This room would not need to be soundproof for its purposes but sound could emanate from this room and disturb adjacent spaces so sound abatement might be desired.

Office Facilities

Office Facilities

The following spaces will be created for use by the College of Nursing.

We Space

Large Conference Room (40 stations)

For faculty meetings, presentations, and other large meetings.

AV: End-Users will work with OIR to determine audio-visual equipment needs, such as large flat panel displays at both ends of the room (provide ADA detectable element as needed). Audio and Video recording. Control console.

FF&E: Marker Boards, 10 mobile 2-person tables, 20 Comfortable task chairs at the table, plus 20 4-leg or sled-base chairs around the perimeter.

Deans Conference Room (16 stations)

This large conference room will be located within the Administrative suite.

AV: Flat panel on wall mount at both ends of the room. End-Users will work with OIR to determine audio-visual equipment needs. Provide video and audio-conferencing equipment.

FF&E: Marker Boards on one or two walls. Provide a single large table, rather than multiple tables The center of the table provides a place for power outlets and audio-conferencing equipment. Provide a small profile computer console in the room. Provide 16 comfortable task chairs at the table. Additional matching nesting chairs should be provided around the perimeter, if feasible.

Medium Conference Rooms (12 stations)

Five such conference rooms will be located within the larger suites.

AV: Flat panel on wall mount at end of the room. End-Users will work with OIR to determine audio-visual equipment needs. Provide video and audio-conferencing equipment.

FF&E: Marker Boards on one or two walls. Provide a single large table, rather than multiple tables. The center of the table provides a place for power outlets and audio-conferencing equipment. Provide a small profile computer console in the room. Provide 12 comfortable task chairs at the table. Additional matching nesting chairs may be provided around the perimeter, if feasible.

Small Conference Rooms (8 stations)

Distribute near offices

AV: Flat panel on wall mount at end of the room. End-Users will work with OIR to determine audio-visual equipment needs.

FF&E: Marker Boards on one or two walls. Provide a single large table, rather than multiple tables. The center of the table provides a place for power outlets and audio-conferencing equipment. Provide a small profile computer console in the room. Provide 8 comfortable task chairs at the table.

Nursing Archive

Locate the existing Nursing Archive in lockable mobile shelving, inside of a lockable room.

Secure Storage

Locate a secure storage room at Receiving (the Loading Dock) for the temporary storage of costly incoming Human Patient Simulators (HPS), PCs, supplies, etc.

ME SPACE Office Facilities

See the Summary of Required Spaces (SRS) for more information on the quantities and sizes of Office spaces.

It could be assumed, unless noted otherwise, that the College of Nursing Offices will be on the upper floors. Offices in the College of Nursing facility will be organized into secure office suites. The suite concept will allow the facility to support a 24/7 student presence in the remainder of the building. The Students' use of the building as a "cultural home" is important for recruitment and retention.

Faculty and staff will each have an office or workstation, as well as a component of Collaborative Workspace. Collaborative Workspace will be combined to provide areas for meeting, media sharing, lounging, eating, filing, and storage.

Each suite will have a prominent "front door" with signage opportunities and some type of reception/waiting area (staffed or unstaffed). Each suite will also have at least one private, unmarked "back door" to assure code compliance and a convenient route to stairs and restrooms.

ME SPACE includes private and shared offices, cubicles (as directed during design), and growth space. Offices will be standard sizes, as follows:

Office Size (ASF)	CON Personnel
300 (1 station)	Dean
125 (1 station)	Associate and Assistant Deans
90 (1 station)	FTE: Sr. Directors, Directors, Assoc./Asst. Directors, Faculty, Staff
125 (2 stations)	Part-time Employees and Hoteling – Each of these offices will have two distinct stations. Occupants include Satellite CON Faculty, Part Time Employees, Visitors, Graduate Student Employees, Emeritas faculty
30 (1 station)	Undergraduate Student Employees In cubicles in the Collabs. Undergrad employees are often only quarter-time employees, so two can share a station.

WE SPACE, aka Collaborative Workspace (Collab)

The Collabs will be developed from an allowance of 25 square feet of additional space per FTE. Part-time employees and student employees do not generate an allowance of Collaborative Workspace.

The Collab is typically a large centrally-located open workroom/lounge with soft seating, media sharing stations, tables and chairs, lockable filing, undergrad employee workstations, and a generous kitchenette.

- The assignable area of Collab, as stated in the Summary of Required Spaces, does not include any egress paths or circulation required to serve private offices or corridors that open directly into the Collab – circulation space must be added to the stated ASF from the gross multiplier.
- In suites where large quantities of students regularly intermingle with faculty/staff, and could end up appropriating the faculty/staff Collab, the Collabs may be repurposed as closed Breakroom/Workrooms. Such is the case only in the Student Services Suite and the STIM Suite. Adequate study space has been programmed to serve the students.
- Conference Rooms dedicated to a suite will have only one door, opening into the suite. The consultant shall not provide doors opening into the suite *and* into the corridor – it presents too much opportunity for a security breach.

For more detail on the quantities and sizes of office spaces described here, see the Summary of Required Spaces (SRS) under Offices.

OFFICE SUITES

Administrative Office Suite

This suite will likely be located on the top floor of the facility, in full view of the elevators.

We Space

- Dean's Conference Room (seats 16 at table)
- Collaborative Workspace @ 25sf per FTE

Me Space (Offices and Cubicles)

- The Dean' Office (includes a table for 6)
- Associate and Assistant Deans
- Department Chairs
- Administrative Support Personnel
- Finance and Human Resources Personnel
- Facilities Scheduler
- Growth Office Space

Marketing, Media, Events, Development & Alumni Office Suite

This small suite should be conveniently located near the Administrative Suite, if feasible.

We Space

- Marketing Conference Room
- Collaborative Workspace @ 25sf per FTE

Me Space (Offices and Cubicles)

- Senior Director, Advancement
- Director, Marketing Communications I
- Asst Director Alumni Engagement/ Annual Giving
- Event Coordinator
- Shared Office – 2 Stations
    - Foundation Support
    - TBD

Student Services Office Suite

This suite serves both undergrad and graduate students and should be in a high-profile location near Student Collaboration Space.

We Space

- Student Services Conference Room
- Collaborative Workspace @ 25sf per FTE.

  The Student Services faculty and staff have requested that their component of Collaborative Workspace be located in a closed Breakroom/Workroom.

Me Space (Offices and Cubicles)

- Assoc Dean Academic Excellence[3]
- Administrative Assistant to AD Academic Excellence (collocate with AD listed above)
- Asst Dean of Students
- Advising Directors (Undergraduate and Graduate)
- Advising and Admissions personnel
- Growth Office Space

STIM Office Suite

Collocate this suite of offices with the STIM Teaching Labs.

We Space

- Conference Room – This suite will not have a dedicated conference room; because of the availability of multiple STIM Debriefing Rooms for small meetings.
- Collaborative Workspace @ 25sf per FTE.
  The STIM directors and faculty have requested that their Collaborative Workspace be used to create a closed Breakroom/Workroom.

Me Space (Offices and Cubicles)

- Directors (2), Healthcare Simulation Program and Collegewide Simulation
- Asst Director, Clinical Skills & Simulation Center
- Laboratory Coordinator
- Faculty and other personnel
- Office Assistant (for simulation endowed chair)

[3] Verify during design whether AD for Academic Excellence and her admin are to be collocated with Student Services or in the Administrative Suite.

- Growth Space

Nursing Practice Office Suite

This large faculty suite should be on an upper floor.

We Space

- Nursing Practice Conference Room
- Collaborative Workspace @ 25sf per FTE

Me Space (Offices and Cubicles)

- Nursing Practice Faculty
- NP personnel
- Growth

Nursing Systems Office Suite

This large faculty suite should be on an upper floor.

We Space

- Nursing Systems Conference Room
- Collaborative Workspace @ 25sf per FTE

Me Space (Offices and Cubicles)

- Nursing Systems Faculty
- NS personnel
- Growth

Research Office Suite

This small Research Office Suite should be collocated with the Research Labs

We Space

- Conference Room – This suite will not have a dedicated conference room due to the availability of the **Focus Group Room** at most hours of the day, and the **Faculty Flex Lab** at others.
- Collaborative Workspace @ 25sf per FTE

Me Space (Offices and Cubicles)

- Associate Dean Research
- Manager, Contracts and Grants
- Contracts and Grants Specialist II
- Grant writer or other technical support
- IT Manager
- IT Analyst
- Librarian
- Shared Office – 2 Stations
    - Statistician
    - GRA with Stat
- Growth

Non-Assignable Space

There are lots of other spaces in a facility in addition to those that are "assignable" or assigned to academic departments.

600 GENERAL USE FACILITIES

660 MERCHANDISING – Allow Vending Areas of about 600sf distributed on all floors. These spaces are not assigned to CON.

700 SUPPORT FACILITIES

720 SHOP – Maintenance Facility per UCF standards

750 CENTRAL SERVICE – Mail Room per UCF standards

CIRCULATION

Elevator shafts, Loading Dock, Lobbies and Elevator Lobbies, Public Corridors, Student Gathering, Stairways

BUILDING SERVICE

Lactation Room, Primary and Secondary Housekeeping Closets, Restrooms (Men's, Women's, and All-Gender), Trash and Recycle Room

MECHANICAL AREA

Main Distribution Frame (MDF) and Intermediate Distribution Frame (IDF), Mechanical Equipment Rooms, Boiler Rooms, Solar Panel Switch Rooms, Electrical Equipment Rooms, Generator Rooms, Elevator Equipment Rooms

SUMMARY OF REQUIRED SPACES

In addition to be included herein, the Summary of Required Spaces (SRS) for this Facility is attached separately for improved legibility.

SUMMARY OF REQUIRED SPACES - College of Nursing

60,000 ASF | State Grossing Factor | 89,300 GSF

Space Use Category / Space Name	Remarks	Qty Stations/Seats			Qty Like Spaces		Assignable Square Feet (ASF)				
CLASSROOMS							ASF			15,725	1.5	23,588
Classrooms									13,125			
Active Learning Lecture Hall (tiered)	Teaming tables for 6	126 sta @	25	sf	2	@	3,150	=	**6,300**			
Divisible Active Learning Classroom	Verify mix of sections. Identical (shown below)? Other?	243 sta @	25	sf	1	@	6,075	=	**6,075**			
Classroom A	9 tables for 9 students	81 sta										
Classroom B	9 tables for 9 students	81 sta										
Classroom C	9 tables for 9 students	81 sta										
Debriefing Classroom	Locate along public corridor near STIM Labs	30 sta @	25	sf	1	@	750	=	**750**			
Classroom Service									2,600			
Assigned Circulation - in addition to egress width provided by Grossing Factor					Allow		2,000	=	**2,000**			
~ Use to create wider corridors near classrooms for queueing and breakout. STUDY space to be distributed near learning spaces.												
Event Support	Catering Kitchen				1	@	600	=	**600**			
TEACHING LABORATORIES - Simulation, Technology, Innovation & Modeling (STIM)										15,945	1.5	23,918
Simulation Teaching Laboratory									5,100			
Patient Rooms (Hospital Rooms)	Interchangeable as Adult, Acute Care, Peds, Nursery, Obstetrics, ED, etc.				8	@	275	=	**2,200**			
Operations Control Room					1	@	400	=	**400**			
Storage Room(s)	Consumables/Disposables, Linens, etc	4-5 rms @	100-125	sf	Allow		500	=	**500**			
Assigned Circulation - in addition to egress width provided by Grossing Factor					Allow		2,000	=	**2,000**			
~ Use to create Hospital-width Corridors, Nurses Station(s), Bed Alcoves												
Health Assessment Teaching Laboratory									2,680			
Classroom Space	Classrm space provides circulation path to exam cubicles	24 sta @	25	sf	1	@	600	=	**600**			
Perimeter Service Space	Cabinets w/ sink, Med Prep, Hand sink				Add		200	=	**200**			
Exam Cubicles	2 Students gather around Exam Room Table - Provide curtains for fidelity.				12	@	100	=	**1,200**			
Charting Stations	Discuss Charting Stations during design.				12	@	15	=	**180**			
Storage Room(s)	Consumables/Disposables, Linens, etc	4-5 rms @	100-125	sf	Allow		500	=	**500**			
Essential Skills Teaching Laboratory									2,920			
Classroom Space	Classrm space provides circulation path to exam cubicles	24 sta @	25	sf	1	@	600	=	**600**			
Perimeter Service Space	Cabinets w/ sink, Med Prep, Hand sink				Add		200	=	**200**			
Exam Cubicles	2 Students gather around a Hospital Bed - Provide curtains for fidelity.				12	@	120	=	**1,440**			
Charting Stations	Discuss Charting Stations during design.				12	@	15	=	**180**			
Storage Room(s)	Consumables/Disposables, Linens, etc	4-5 rms @	100-125	sf	Allow		500	=	**500**			
Virtual Reality Teaching Laboratory									1,400			
Healthcare Virtual Reality Lab	See also Research CAVE				1	@	700	=	**700**			
VR Workroom					1	@	700	=	**700**			
Home Care Teaching Laboratory									380			
Assisted Care Studio Apartment	Living/Sleeping Room, Charting, Kitchenette, ADA Bathroom, Hospital Doors				1	@	380	=	**380**			
Objective Structured Clinical Examination Suite (OSCE)	For esting Clinical Competence, typically using Standardized Patients (live recruits)								1,125			
Exam Room - Large					2	@	140	=	**280**			
Exam Room - Standard					6	@	120	=	**720**			
Storage Room	Consumables/Disposables, Linens, etc				1	@	125	=	**125**			
See Assigned Circulation - in addition to egress width provided by Grossing Factor												
Teaching Lab Service									2,340			
Assigned Circulation - in addition to egress width provided by Grossing Factor					Allow		2,000	=	**2,000**			
~ Use to create Hospital-width Corridors, Nurses Station(s), Bed Alcoves												
~ Use in OSCE to create Wider Corridors and Charting Stations. Discuss Fidelity and Shadow Corridors during design.												
Debriefing Rooms	Locate on public corridor near T-Labs	10 sta @	25	sf	5	@	250	=	**1,250**			
~ See also Debriefing Classroom collocated with STIM Labs												
Telemedicine Control Room					1	@	200	=	**200**			
Healthcare Actors Space	Healthcare actors, aka "Standardized Patients"							=	**300**			
Green Room	Waiting, breakroom, kitchenette, debriefing				1	@	200	= 200				
Dressing Rms	All Gender Pvt. Rooms w/ lockers, mirror, bench, hamper (no showers)				2	@	50	= 100				
Student Space								=	**440**			
Locker Bay	All-Gender, not for use as a dressing room.				1	@	300	= 300				
Shower/Dressing Rms - ADA	All-Gender, collocate with All-Gender Public Restrooms. Near Locker bay				2	@	70	= 140				
Laundry	Washer, Dryer, Folding table with overhead cabinets, Tall storage cabinet				1	@	150	=	**150**			
Sim Box Storage	Discuss shelving and sizes of boxes during design.				1	@	300	=	**300**			
RESEARCH LABORATORIES & INSTRUCTIONAL MEDIA	**Discuss in-depth during design.**									4,250	1.5	6,375
Wet Lab									1,200			
Open Lab	Casework (fixed and mobile), sinks, fume hood, large equipment, OH utilities.				1	@	825	=	**825**			
Lab Support Rooms	Specialty Labs: Bloodborne pathogen, Tissue Culture, Microscopy , etc.				3	@	125	=	**375**			
Dry Labs									2,600			
Flexible Faculty Research Lab	Computer Lab, VR Research CAVE, Storage Room(s)				1	@	2,000	=	**2,000**			
Focus Group Meeting Room	Small Conf Rm with audio/video recording	12 sta @	25	sf	1	@	300	=	**300**			
Control / Observation Room	Observes Focus Group Rm				1	@	75	=	**75**			
Consultation Rooms		3 sta @	25	sf	3	@	75	=	**225**			
Instructional Media Studios	Colocate with Research Labs						ASF		450			
Instructional Media & Photography Studio	Sim. to DPAC 150D				1	@	300	=	**300**			
Video/Audio Editing Booth	Sim. to DPAC 148/149				1	@	70	=	**70**			
Instructional Media Storage Room					1	@	80	=	**80**			

SUMMARY OF REQUIRED SPACES - College of Nursing

60,000 ASF | State Grossing Factor | 89,300 GSF

Space Use Category / Space Name	Remarks	Qty	Stations/Seats				Qty Like Spaces		Assignable Square Feet (ASF)
OFFICE FACILITIES									**17,080** 1.5 **25,620**
COLLEGEWIDE OFFICE SPACE									**2,470**
We Space									
Department Conference Room Seats 20 at table & 20 at perimeter		1		@	1450	=	1450		
Small Conference Rooms		4		@	180	=	720		
See also dedicated Conference Rooms (5) located within some Office Suites									
Nursing Archive		1		@	300	=	300		
ADMINISTRATIVE OFFICE SUITE									**2,890**
We Space									
Reception and Waiting Area		1		@	300	=	300		
Deans Conference Room - seats 16 - within this suite		1		@	480	=	480		
Collaborative Workspace (25sf per FTE)		20	FTE @ 25asf	@	25	=	500		
Student Employees		2	Students in cubicles in Collaborative Workspace						
Me Space									
CON Leadership						=	550		
Dean		1	FTE	@	300			Mary Lou Sole	UTWR 319
Chair Nursing Systems		1	FTE	@	125			Joellen Edwards	UTWR 326
Chair Nursing Practice		1	FTE	@	125			Maureen Covelli	UTWR 320
Assoc Dean Academics	See Research Suite	1	FTE	@				Norma Conner	UTWR 324-A
Assoc Dean Research	See Student Services Suite	1	FTE	@				Carmen Giurgescu	UTWR 323
Asst Dean of Students	See Student Services Suite	1	FTE	@				Jessica Simmons	UTWR 300
Adminstrative Support						=	540		
Admin Assistant I (Offc. Mgr), CON Main Office		1	FTE	@	90			Jessica Morris	UTWR 300
Executive Assistant II to Dr Sole		1	FTE	@	90			Debra Urban	UTWR 300
Admin Asst II to Chair Edwards		1	FTE	@	90			Deanna Williams	UTWR 300
Admin Asst II to Chair Covelli		1	FTE	@	90			Carey Ann Morales	UTWR 300
Internship Experiences Coordinator II		1	FTE	@	90			Kate Dorminy	UTWR 300
Administrative Assistant II	See Student Services Suite	1	FTE	@				Sharon Martin	UTWR 300
Administrative Coordinator I	See Nursing Practice Suite	1	FTE	@				Anjelica Rechsteiner	UTWR 300
Facilities Scheduler		1	FTE	@	90			Open Position	
Finance & Human Resources						=	270		
Budget Director I		1	FTE	@	90			Sunny Heyl	UTWR 300
Accountant I		1	FTE	@	90			Tonya LaPrarie	UTWR 300
Human Resources Generalist I		1	FTE	@	90			Danielle Malcolm	UTWR 300
Hotelling and Growth						=	125		
AD Office (1 station)		1	FTE	@	125			TBD	
Private Office		1	FTE	@	90			TBD	
Shared Office - 2 Stations		1		@	125	=	125		
Station 1			PT					TBD	
Station 2			PT					TBD	
MARKETING, MEDIA, EVENTS, DEVELOPMENT & ALUMNI RELATIONS	Locate near Dean								**1,125**
We Space									
Marketing Conference Room		1		@	300	=	300		
Collaborative Workspace (25sf per FTE)		5	FTE	@	25	=	125		
Me Space									
Senior Director, Advancement		1	FTE	@	90	=	90	Katie Korkosz	UTWR 300
Director, Marketing Communications I		1	FTE	@	90	=	90	Carolyn Petagno	UTWR 300
Asst Director Alumni Engagement/ Annual Giving		1	FTE	@	90	=	90	Christina Gonzalez	UTWR 300
Event Coordinator		1	FTE	@	90	=	90	Lisa Goldblatt	UTWR 300
Shared Office - 2 Stations		1		@	125	=	125		
Foundation Support		1	PT					Katie	
TBD		1	PT						
Hotelling and Growth									
Private Office		1	FTE	@	90	=	90	TBD	
Shared Office - 2 Stations		1		@	125	=	125		
Station 1			PT					TBD	
Station 2			PT					TBD	
STUDENT SERVICES OFFICE SUITE									**2,380**
We Space									
Reception and Waiting Area		1		@	300	=	300		
Student Services Conference Room - seats 12		1		@	300	=	300		
Collaborative Workspace (25sf per FTE)		14	FTE @ 25asf			=	325		
Me Space									
Asst Dean of Students		1	FTE	@	125	=	125	Jessica Simmons	UTWR 300
Assoc Dean Academic Excellence		1	FTE	@	125	=	125	Norma Conner	UTWR 324-A
Administrative Assistant II to AD Academic Excellence		1	FTE	@	90	=	90	Sharon Martin	UTWR 300
Director, UGrad Academic Advising		1	FTE	@	90	=	90	Lucas Noboa	UTWR 300
Director, Grad Academic Advising		1	FTE	@	90	=	90	Ayanna Lopez	UTWR 300
Asst Director Acad Advising		1	FTE	@	90	=	90	Jessica Fasano	UTWR 300
Academic Advisor III		1	FTE	@	90	=	90	Jacob Lawhon	UTWR 306
Academic Advisor III		1	FTE	@	90	=	90	Donna Mercado	UTWR 300
Admissions Specialist II		1	FTE	@	90	=	90	Kristell Padel	UTWR 300
Admissions Specialist II		1	FTE	@	90	=	90	Judy Rechsteiner	UTWR 300
Academic Advisor III, Graduate Programs		1	FTE	@	90	=	90	Alfredo Brizuela	UTWR 302
Admissions Specialist I, Graduate Programs		1	FTE	@	90	=	90	Elizabeth La Torre	UTWR 300
Admissions Specialist II, Grad Programs (new)		1	FTE	@	90	=	90	TBD	
Hotelling and Growth									
Private Office		1	FTE	@	90	=	90	TBD	
Shared Office - 2 Stations		1		@	125	=	125		
Station 1			PT					TBD	
Station 2			PT					TBD	
STIM OFFICE SUITE									**1,390**
We Space									
No Conference Room - STIM T-Lab Suite will use Debriefing rooms for meetings.									
Collaborative Workspace (25sf per FTE)		11	FTE @ 25asf			=	275		
Me Space									
Private Offices or Cubicles									
Director, Healthcare Simulation Program		1	FTE	@	90	=	90	Mindi Anderson	UTWR 455
Director, Collegewide Simulation		1	FTE	@	90	=	90	Laura Gonzalez	UTWR 420
Laboratory Coordinator II, STIM Center		1	FTE	@	90	=	90	Nickeisha Hutchinsor	UTWR 300
Asst Director, Clinical Skills & Simulation Center		1	FTE	@	90	=	90	Syretta Spears	UTWR 300
Professor		1	FTE	@	90	=	90	Gregory Welch	UTWR 612
Assist Professor		1	FTE	@	90	=	90	Desiree Diaz	UTWR 472
Lecturer		1	FTE	@	90	=	90	Erica Hoyt	UTWR 447
Instructor		1	FTE	@	90	=	90	Donna Breit	UTWR 435
Instructor		1	FTE	@	90	=	90	vice Joyce DeGenna	UTWR 458
Office Assistant for Dr. Gregory Welch		1	FTE	@	90	=	90	Barbara Lee	UTWR 300
Hotelling and Growth									
Private Office		1	FTE	@	90	=	90	TBD	
Shared Office - 2 Stations		1		@	125	=	125		
Station 1			PT					TBD	
Station 2			PT					TBD	

Office Space continued on page 46

SUMMARY OF REQUIRED SPACES - College of Nursing

60,000 ASF	State Grossing Factor	89,300 GSF

Space Use Category / Space Name	Remarks	Qty	Stations/Seats				Qty Like Spaces		Assignable Square Feet (ASF)
NURSING PRACTICE SUITE									**2,965**
We Space									
NP Conference Room - seats 12			1	@ 300	=	**300**			
Collaborative Workspace (25sf per FTE)		**21**	FTE @ 25asf		=	**525**			
Me Space									
Private Offices									
Administrative Coordinator I		1	FTE @ 25asf	@ 90	=	**90**	Anjelica Rechsteiner	UTWR 300	
Clinical Associate Professor		1	FTE @ 25asf	@ 90	=	**90**	Kelly Allred	UTWR 315	
Assoc Professor		1	FTE @ 25asf	@ 90	=	**90**	Christopher Blackwel	UTWR 453	
Lecturer		1	FTE @ 25asf	@ 90	=	**90**	Michele Butts	UTWR 462	
Professor		1	FTE @ 25asf	@ 90	=	**90**	vice Susan Chase	UTWR 465	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Jean Davis	UTWR 467	
Lecturer		1	FTE @ 25asf	@ 90	=	**90**	Jon Decker	UTWR 448	
Assoc Lecturer		1	FTE @ 25asf	@ 90	=	**90**	vice Paul Desmarais	UTWR 444	
Assoc Instructor		1	FTE @ 25asf	@ 90	=	**90**	Kimberly Dever	UTWR 463	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Dawn Eckhoff	UTWR 427	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Francisco Guido-San	UTWR 425	
Director, Family Nurse Pract & Adult-Gerontology, Asst Prof		1	FTE @ 25asf	@ 90	=	**90**	vice Melanie Keiffer	UTWR 419	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Jacqueline LaManna	UTWR 471	
Assoc Professor		1	FTE @ 25asf	@ 90	=	**90**	Victoria Loerzel	UTWR 432	
Clinical Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Valerie Martinez	UTWR 459	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Vicki Montoya	UTWR 461	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Brian Peach	UTWR 469	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Michael Valenti	UTWR 487	
Hotelling and Growth									
Private Offices		3	FTE @ 25asf	@ 90	=	**270**	TBD		
Shared Office - 2 Stations		1		@ 125	=	**125**			
Station 1 - Instructor Nursing Practice, Cocoa			PT on this campus				Nancy D Cocoa		
Station 2 - Assoc Lecturer Nursing Practice, Daytona			PT on this campus				Leslee D Daytona		
Shared Office - 2 Stations		1		@ 125	=	**125**			
Station 1			PT				TBD		
Station 2			PT				TBD		
NURSING SYSTEMS SUITE									**2,745**
We Space									
NS Conference Room - seats 12			**1**	**@ 300**	=	**300**			
Collaborative Workspace (25sf per FTE)		**18**	**FTE @ 25asf**		=	**450**			
Me Space									
Private Offices									
Assoc Professor		1	FTE @ 25asf	@ 90	=	**90**	vice Diane Andrews	UTWR 464	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Annette Bourgault	UTWR 489	
Assoc Professor		1	FTE @ 25asf	@ 90	=	**90**	Christa Cook	UTWR 434	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Veronia Decker	UTWR 427	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Sandra Galura	UTWR 470	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Elizabeth Kinchen	UTWR 426	
Assoc Professor		1	FTE @ 25asf	@ 90	=	**90**	Jascinth Lindo	UTWR 454	
Director of Nursing PhD Program, Professor		1	FTE @ 25asf	@ 90	=	**90**	Donna Felber Neff	UTWR 488	
Director of the Nurse Ed Prog, Assoc Prof		1	FTE @ 25asf	@ 90	=	**90**	Susan Quelly	UTWR 428	
Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Ladda Thiamwong	UTWR 433	
Clinical Assist Professor		1	FTE @ 25asf	@ 90	=	**90**	Steven Talbert	UTWR 431	
Professor		1	FTE @ 25asf	@ 90	=	**90**	vice Michele Upvall	UTWR 475	
Director Leadrshp & Mgmt MSN Prog, Prof		1	FTE @ 25asf	@ 90	=	**90**	Nora Warshawsky	UTWR 473	
Healthcare Economist, Asst Professor		1	FTE @ 25asf	@ 90	=	**90**	Boon Peng Ng	UTWR 483	
Coord Community Nursing Coalitions, Instr		1	FTE @ 25asf	@ 90	=	**90**	Geraldine Luzincourt	UTWR 436	
Hotelling and Growth									
Private Offices		3	FTE @ 25asf	@ 90	=	**270**			
Shared Office - 2 Stations		1		@ 125	=	**125**			
Station 1 - Dir. RN>BSN, BSN Programs, Assoc Lecturer			PT on this campus				Stephen Heglund	UTWR 312 & UCF Palm Bay	
Station 2 TBD			PT				TBD		
Shared Office - 2 Stations		1		@ 125	=	**125**			
Station 1 - Site Coordinator for Valencia/UCF			PT on this campus				Dawn Turnage	UCF Valencia	
Station 2 - Lecturer Valencia/UCF			PT on this campus				Rajanee Tiwari	UCF Valencia	
Shared Office - 2 Stations		1		@ 125	=	**125**			
Station 1 - Site Coordinator for SSC/UCF, Instructor			PT on this campus				Christine Deatrick	UTWR 445 & SSC/UCF	
Station 2 TBD			PT				TBD		
Research, Instructional Media, Library, and IT Office Suite									**1,115**
We Space									
No Conference Room - Research groups can use Research Flocus Room and Flex Lab for most meetings									
Collaborative Workspace (25sf per FTE)		**8**	**FTE**	**@ 25**	=	**200**			
Student Intern, cubicle in Collaborative Wrokspace		1	Locate students in cubicles in the Collaborative Workspace						
Me Space									
Research, Library & IT									
Assoc Dean Research		1	FTE	@ 125	=	**125**	Carmen Giurgescu	UTWR 323	
Manager, Contracts and Grants		1	FTE	@ 90	=	**90**	Jennifer Parker	UTWR 300	
Contracts and Grants Specialist II		1	FTE	@ 90	=	**90**	Marieliz Negron	UTWR 300	
Grant writer or other technical support		1	FTE	@ 90			Future staff		
Librarian		1	FTE	@ 90	=	**90**	Andrew Todd	UTWR 300	
Manager, IT II		1	FTE	@ 90	=	**90**	Deaw Jayanama	UTWR 300	
IT Analyst I		1	FTE	@ 90	=	**90**	Christopher Upchurcl	UTWR 300	
Hotelling and Growth									
Private Office		1	FTE	@ 90	=	**90**	TBD		
Shared Research Office - 2 Stations		1		@ 125	=	**125**			
Station 1 - Statistician			PT					UTWR floor 4	
Station 2 - GRA with Stat			PT						
Shared Office - 2 Stations		1		@ 125	=	**125**			
Station 1			PT				TBD		
Station 2			PT				TBD		