

UNIVERSITY OF CENTRAL FLORIDA
2015 CAMPUS MASTER PLAN PUBLIC HEARING

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12676 GEMINI BOULEVARD NORTH
ORLANDO, FLORIDA 32816
REPORTED BY: LAURA A. GREEN, RPR, CRR

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21
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25

1	C O N T E N T S	
2		
3	TRANSCRIPT OF PROCEEDINGS	PAGE 4
4	CERTIFICATE OF REPORTER	91
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

1 PROCEEDINGS

2

3 UNIDENTIFIED SPEAKER: Good afternoon,
4 everyone. I'd like to call this meeting to order.
5 (Inaudible) and President Hitt are unable to attend
6 today's board meeting, because they are traveling to
7 Phoenix with other representatives from the
8 university system, to study the Arizona State
9 downtown campus.

10 We are delighted that vice president,
11 Bill Merck, is able to represent President Hitt for
12 this meeting. This meeting, as you-all know, is
13 covered by the Florida Sunshine Law, and members of
14 the public and press are invited to attend.

15 Please make sure your cell phones are muted.
16 And if you want to speak to someone in your party,
17 please go outside. Dr. Schell, will you please call
18 the roll?

19 DR. SCHELL: Chair Calvet?

20 MS. CALVET: Here.

21 DR. SCHELL: Vice Chair Sprouls? Trustee
22 Atchison? Trustee Day (ph)?

23 MR. DAY: Here.

24 DR. SCHELL: Trustee Brown?

25 DR. BROWN: Here.

1 DR. SCHELL: Trustee White?

2 MR. WHITE: Here.

3 DR. SCHELL: Trustee Boyd (ph)? Trustee Garvy?

4 MR. GARVY: Present.

5 DR. SCHELL: Trustee Gilley?

6 MR. GILLEY: Here.

7 DR. SCHELL: Trustee Marchena?

8 MR. MARCHENA: Here.

9 DR. SCHELL: Trustee Martins?

10 MR. MARTINS: Here.

11 DR. SCHELL: Trustee Oetjen?

12 MR. OETJEN: Here.

13 DR. SCHELL: Trustee Seay?

14 MS. SEAY: Here.

15 DR. SCHELL: You have a quorum.

16 UNIDENTIFIED SPEAKER: Thank you very much.

17 The minutes of the last meeting of September 25th
18 were mailed to you. If there are no corrections,
19 those minutes will stand approved, as presented.

20 Now, Bill Merck is going to present some
21 remarks and introductions. He is taking over for
22 Dr. Hitt today.

23 MR. MERCK: Thank you. On behalf of Dr. Hitt,
24 I've got some comments he wanted me to pass on. He
25 wanted me to let you know that in football news, UCF

1 student athletes are graduating at a higher rate
2 than any other NCAA Division 1 football program in
3 the nation. And based on data released by the NCAA,
4 UCF has a graduation success rate of 95 percent
5 which I think is highly commendable.

6 That percentage ties the Knights with Boston
7 College for fifth best in NCAA Division 1, trailing
8 only private institutions Notre Dame, Stanford,
9 Duke, and Northwestern. It was a clean sweep for
10 the Knights. After UCF's 31 to 24 overtime win over
11 BYU, the American Athletic Conference honored
12 sophomore quarterback, Justin Holman; senior
13 linebacker, Terrance Plummer; and senior wide
14 receiver and punt returner, J.J. Worton, with
15 offensive, defensive, and special teams weekly
16 honors, Monday. It was the first time in UCF
17 history that the Knights swept the league's weekly
18 awards.

19 In the same BYU game, middle linebacker,
20 Terrance Plummer, was named the national defensive
21 player of the week by the Walter Camp Football
22 Foundation, another first for our football team.

23 MS. SEAY: I think it would be good for us to
24 note that we are really happy with those results.
25 Because we always consider our student-athletes

1 students first, and athletes second. And I think it
2 is commendable for the university to have achieved
3 those results.

4 For comparison purposes, our football team's
5 graduation rate is 90 percent. FSU's graduation
6 rate is 65 percent. So that shows you the
7 commitment that this university has made to higher
8 learning.

9 MR. MERCK: Before the meeting, we were talking
10 for a minute, and Trustee Calvet mentioned the
11 culture of the university.

12 I think it is pretty clear that some of the
13 things that helped those successes occur was the
14 attitude, and the board -- the standards that you
15 set as a board; the administration, Dr. Hitt,
16 Provost -- and I think that filters down to the
17 coaches and the athletic administration, as well. I
18 wanted to thank you, too, for your assistance in
19 creating a culture that allows these kinds of good
20 things to happen.

21 Now we've got some introductions. First one up
22 is Dr. Deborah German, vice president for medical
23 affairs, and founding dean of the UCF College of
24 Medicine. She was honored October 22nd as a
25 renaissance woman in medicine, receiving the

1 national Alma Dea Morani M.D. award from the
2 Foundation for the History of Women in Medicine.
3 This award honors an outstanding woman physician or
4 scientist who has furthered the practice and
5 understanding of medicine, exemplifies humanism, and
6 challenges the status quo, with a passion for
7 learning. So congratulations, Dr. German.

8 Dr. Mark Schafer, from political science,
9 received nearly \$2 million from the Defense
10 Intelligence Agency to establish a center for
11 intelligence and security studies. UCF will become
12 only a handful of universities, nationwide, to house
13 an intelligence community center of academic
14 excellence. Congratulations, Dr. Schafer.

15 Now this gives me personal pleasure in
16 particular to state that -- with 37 years in law
17 enforcement under his belt, it is unusual for a
18 University of Central Florida police chief,
19 Richard Beary, to experience firsts. But last
20 month, he was front and center for an historical
21 occasion.

22 On October 28th, Beary was sworn in as
23 president of the International Association of Chiefs
24 of Police, marking the first time the chief of a
25 university or college law enforcement agency has

1 held this position, in the 122-year history of that
2 organization. So congratulations.

3 MS. CALVET: We're going to move along now to
4 reports. Dr. Beth Lawrence, UCF's liaison to the
5 University Innovation Alliance, spoke to you briefly
6 at a recent trustee's workshop about this national
7 consortium of 11 public research universities which
8 are collaborating on an innovation cluster.

9 We are pleased to have with us today
10 Bridget Burns, the executive director of the
11 Alliance. She is a former chief of staff of the
12 Oregon University System, and winner of the Edward
13 Crawford award for innovation in government
14 relations.

15 As a 2013, 2014 American counsel education
16 fellow at Arizona State University, she was
17 instrumental in the development of the University
18 Innovation Alliance, and is here today to share with
19 us the university's latest developments. Welcome.
20 We're glad to have you here.

21 MS. BURNS: Thank you so much. I've spent the
22 last year investigating innovation around the
23 country, and I've become a big fan of UCF. I've
24 learned so much from working with your team.

25 So first, we are going to begin by showing you

1 a little bit of a video snippet to summarize exactly
2 what the University Innovation Alliance is, and what
3 we're aiming to accomplish.

4 (Video shown.)

5 MS. BURNS: That gives you kind of a general
6 sense of what the University Innovation Alliance
7 aims to accomplish. So I want to walk you through
8 some of the thinking that led to this consortium,
9 what we're planning on accomplishing together, and
10 what this means for you, as a member of the board.

11 So we have significant gaps that we need to
12 overcome in this country, as you saw in the video.
13 We know we're not producing enough college graduates
14 to meet the economy's needs in the future. There is
15 going to be sizable gaps. And 16 million is the low
16 estimate for the shortage of college graduates that
17 we're going to be providing for the economy.

18 The other piece is we know low-income students
19 are not graduating at the rates of high-income
20 students. We see the demographics of our country
21 are shifting dramatically. And for the first time
22 in U.S. history, younger adults are less
23 well-educated than older adults.

24 What this means is we need different types of
25 strategies and behaviors to address this. The way

1 we have done business in the past simply isn't going
2 to prepare us for the future we want.

3 So I spent the last year going around from
4 campus to campus, investigating innovation, trying
5 to understand, how do you know if you are an
6 innovative campus, what is innovation, and what is
7 the process of sharing and spreading ideas?

8 What I found was campuses seem to fall into
9 three categories. There's the group that you ask
10 them to show you something innovative, and they will
11 point to something like performance-based funding;
12 or they will point to something that is not really
13 necessarily innovative. In fact, many other people
14 are doing the same thing. Or you will go to a
15 campus in another category -- they won't realize
16 what they are doing is innovative. It is just part
17 of their culture.

18 But I would say there is probably less than 30
19 universities in the country who are actively
20 engaging in experimentation, and tinkering and
21 trying to figure out, how can we better serve
22 low-income students, and what kinds of interventions
23 have we done in the past that simply aren't living
24 up to what we thought they would? And UCF is one of
25 those.

1 There are 11 of those innovative institutions
2 that have decided that the way that we share ideas,
3 and the way that we spread them, hasn't been working
4 for a long time. And it is time for us to figure
5 out a way to work together.

6 So what we've done is come together and created
7 a national consortium of institutions that we
8 believe, by sharing ideas, by -- instead of elbows
9 out, we're going to link elbows, and see if we can
10 work together to march toward a common goal.

11 One of the most significant challenges facing
12 high ed is that we don't have an effective way to
13 share and spread ideas. The way that we share ideas
14 in higher ed is that you go to a conference, you
15 hear an idea on the stage, and then you go home and
16 tinker in the dark. And usually, there are other
17 people who are duplicating the same tinkering. And
18 they are doing it in silos, and you don't ever
19 communicate with them. And many times when we make
20 mistakes or we discover something doesn't work,
21 there is not really a place for you to share that
22 learning with other institutions.

23 If you think about it, there are 4,634 colleges
24 and universities in this country, 700 of which are
25 public universities that are four-year institutions.

1 We have so many of us doing experiments, trying to
2 figure out how to better serve students. And if we
3 can't figure out this diffusion problem of sharing
4 ideas, of working and partnering together, if we
5 can't find a meaningful way to make collaboration a
6 positive experience, then we are going to be facing
7 a cliff in the next few years. Because we simply
8 have to find a new way to serve students.

9 So this group has decided to address that. We
10 have formed the University Innovation Alliance. Our
11 intention is to work together to innovate, scale,
12 and diffuse new interventions to serve low-income
13 students. Because we know that the interventions we
14 use for low-income students typically help all
15 students. But we know that right now, a lot of the
16 practices in higher ed are set up in a way that
17 there are just more obstacles along the way for
18 low-income students. And if we want to be effective
19 for our future and for our economy, we have to
20 figure out how to do this better.

21 So this group is going to work together. This
22 is the University Innovation Alliance. It is
23 Arizona State, Georgia State, Iowa, Michigan, Ohio,
24 Oregon State, Purdue, UC Riverside, Central Florida,
25 University of Kansas, and UT Austin.

1 What you should know about that group is that
2 one of the genesis moments was -- you know, the Next
3 Generation University's report came out a couple
4 years ago. And they identified that there were six
5 universities in the country who were exhibiting
6 behavior that was unusual. They were not choosing
7 to be exclusive. They were, instead, trying to be
8 excellent and large. And UCF was one of those
9 institutions. Arizona State was another. UC
10 Riverside was another, and Georgia State was
11 another.

12 And so those four decided to come together.
13 And they also brought with them this full
14 collection. And so represented, you have four
15 next-generation universities, you have five
16 land-grant institutions, which have a very central
17 mission to addressing the challenges of our country.
18 And you have two flagship institutions, Kansas and
19 UT Austin. So we really kind of represent the
20 breadth of public research universities.

21 It is our goal to figure out, how can we share
22 what we know with each other? How can we work
23 together to do stuff that we wouldn't typically have
24 the opportunity to? One of the beautiful things
25 about this group is it is a perfect constellation of

1 institutions that are strong at different things,
2 but none of them are doing the same thing.

3 So for instance, DirectConnect has already been
4 duplicated. Arizona State came here and looked at
5 what you have done with DirectConnect, and they have
6 already tried to borrow your idea. And they created
7 something called the Pathways Initiative in Arizona.
8 And then when I have had conversations with folks at
9 Purdue, they are trying to figure out how to work
10 closely with their community colleges, so I pointed
11 them to DirectConnect.

12 So you-all are a fantastic mentor, or a lead
13 institution, in terms of partnership. And I would
14 say that you are slightly unusual, because most of
15 the time, collaboration between universities is not
16 a positive experience. But here at UCF, it is a
17 part of your DNA, and that is unusual.

18 We're trying to figure out how we can take what
19 you-all have learned, and build upon it so that we
20 can find a way for all these institutions to work
21 together. Because unfortunately, the practices and
22 interventions to serve low-income students are
23 pretty much only as good as one university can
24 figure out. Because we haven't found a way to share
25 and to partner, and to engage in these broader

1 experiments. So it is our goal to work together,
2 and to find new ways to share ideas, and to scale
3 them up from place to place.

4 So the core of this group, the why of what is
5 driving us, is that we think every child deserves
6 the opportunity to be educated. The what is that
7 universities need strategies and tools to serve more
8 low-income students. And how we're going to do it
9 is through collaboration. So it is fairly
10 simplistic in our driving approach, but it is
11 actually slightly complicated when you get to the
12 actual work.

13 So the work we're going to do is three separate
14 kind of categories: innovation, scale, diffusion.
15 Innovation is, do we have a shared problem amongst
16 all of us? Can we try and figure it out together?
17 Can we borrow ideas from other places? And can we
18 see if we can copy and cut-and-paste, or adapt and
19 change what has worked elsewhere, and see if we can
20 solve our own problems?

21 The bulk of our work that is being funded most
22 significantly is scale. What we know is that the
23 private sector and other industries, they would come
24 to us. They would come to higher ed, and ask us to
25 figure this out. So it is kind of baffling that we

1 haven't figured this out, right? We're literally
2 the smart people. We haven't figured out a method
3 to scale ideas in higher education.

4 Unlike the private sector where you have Sigma
5 or Lean or a total design method, we don't have
6 anything like that. We have conferences you go to,
7 and you try and go home and see what you remember.
8 And that is just simply an inefficient way. We are
9 wasting time and energy and money in the process.

10 So we are going to take fairly large
11 initiatives, and scale them up within the Alliance.
12 The first is predictive analytics, where each campus
13 that -- we have three campuses that have already got
14 it working on their campus, and we are seeing
15 significant results. We're going to take what they
16 have learned, and each other campus is going to
17 develop their own predictive analytic system, or
18 work to advance it on their own. And then we're
19 going to figure out how we can work together to test
20 and pilot different interventions to serve students.

21 So you know how to work closely. If you have a
22 student who is off track, who is a 36-year-old
23 single mother, that is great. I have that same type
24 of student. I tried these three different
25 approaches, and this one worked. That is a much

1 easier way for us to get to the problem than
2 everyone just trying from the whiteboard again, from
3 scratch. So we're figuring out how can we build on
4 what already exists, instead of working in silos.

5 The third is diffusion, which is -- of
6 everything that I have talked to you about thus far,
7 this is the most significant gap. We have not
8 figured out how to share ideas. Most of the time
9 when I interview campus leaders, I say, you know,
10 Tell me about the experience of innovation on your
11 campus. What are you doing that you think is
12 interesting and innovative?

13 And then the key question I ask them is, Tell
14 me about campus-wide. Tell me something about what
15 they are doing. What do you know about what they
16 are doing? And very rarely does anyone have an
17 accurate sense of what is going on, on the ground,
18 in a different campus. And that is the problem. We
19 don't know how to share this stuff.

20 There is a lot of talking points spread around.
21 There is a lot of inside baseball. But ultimately,
22 we are all struggling with the exact same things.
23 And we have to find a way to come up with a
24 meaningful way to share those ideas. Maybe it is
25 visits. Maybe it is videos. Maybe it is something

1 new and dynamic. But this group is going to get at
2 this issue. Because if these 11 can figure it out,
3 we believe that we can fundamentally change the
4 future of higher education. Because those 4,634
5 colleges, they absolutely need us to figure this
6 out.

7 So this is the work that we're going to engage
8 in over the next few years, and I would say there is
9 a lot of support for it. We raised \$5.7 million in
10 the last year. Three million of that is from the
11 Bill & Melinda Gates Foundation. We also have five
12 other partner foundations. We have the Markle
13 Foundation, the Kresge Foundation, the Lumina
14 Foundation, USA Funds, and the Ford Foundation.

15 This work is so intriguing that we're hearing a
16 lot of interest. For instance, I believe this
17 morning, President Hitt was invited to the White
18 House Summit on higher education. We will be
19 featured at the White House Summit. In fact, the
20 White House held this event last year, where they
21 looked for a potential hundred universities they
22 were going to invite, who were willing to make a big
23 commitment to completion, and to come up with a new
24 way to help serve students.

25 About a month ago, we actually started working

1 with the White House, to design the form that they
2 were going to solicit those commitments from. They
3 were doing it based on the work of the Alliance,
4 because they are so excited about this work. We've
5 been to the White House a few times to connect with
6 them, and so we know that that is happening, and
7 that there is a lot of interest. We know that
8 members of Congress are very excited about this
9 work, and obviously, the foundations as well. So it
10 seems that there is a hearty appetite for
11 universities working together, and this group is
12 really stepping into a unique moment in time.

13 So the other piece I would share with you is we
14 have actually made some commitments together. We
15 have decided that we are going to -- right now,
16 we're going to educate more than 860,000 students
17 over the next ten years, this group. But we have
18 agreed that in addition to what we are all on track
19 to achieve -- and we already have our own internal
20 stretch goals.

21 These 11 have decided that we're going to have
22 an extra stretch goal on top of that. We believe
23 that by working together, we can graduate 68,000
24 more students than we are currently on track to in
25 the next ten years; and that at least half of these

1 are going to be low-income students. So we know
2 that we're going to make a significant impact in the
3 country. The three largest universities in the
4 country are part of this consortium.

5 So this is just a visual. You don't need to
6 know the details of it, but this is a visual idea of
7 all the different work streams that we are doing
8 together right now. Beth Lawrence and I just
9 returned from a workshop with the Carnegie
10 Foundation for Teaching and Learning, to figure out
11 how to use improvement plans, so there's actually
12 empirical science behind everything that we do. And
13 we are going to measure it, and be able to know that
14 we are making a significant impact.

15 We are also doing the Predictive Analytics
16 Project. We are going to hiring fellows, and we are
17 going to have a University Innovation fellow that is
18 coming from the funding that we've raised, to help
19 with this, and help with thinking through the idea
20 spreading. We're also going to form innovation
21 clusters, where different folks at each institution
22 are going to be working with folks of similar space
23 in the university, at the other universities. And
24 they are going to be working together on shared
25 problems.

1 So this is just the sense that ongoing, there
2 are multiple different projects we're working on
3 together. And we are relentless in pursuing this
4 goal. We believe that we can fundamentally shift
5 the future of higher education, and that with this
6 kind of work, we actually stand a chance to close
7 the achievement gap.

8 So this is what the University Innovation
9 Alliance is about. You-all should be incredibly
10 proud that UCF is a charter member. And it is only
11 because of the great work that you and your
12 institutions have been doing for the past few
13 decades; that you are in this group, and this is
14 only going to draw more attention to the fantastic
15 work that is underway here.

16 I'm happy to answer any additional questions
17 that you might have about the Alliance. Thank you
18 for the opportunity to speak with you.

19 MS. CALVET: Thank you for being here today.
20 If everyone else that is working on this committee
21 was as energetic, I'm sure there would be no problem
22 getting all these issues resolved.

23 This is an exciting project, I think, not just
24 for our university, but for the entire country. I,
25 for one, am super excited. Just think of what you

1 could accomplish sharing ideas. What a concept,
2 right, that we could share ideas, instead of working
3 against one another? Does anybody have any
4 questions?

5 UNIDENTIFIED SPEAKER: The predictive analytic
6 aspect of this -- we've had some presentations about
7 that in the past, identifying students that are
8 having difficulties, and helping them get through.
9 Can you talk about that a little bit, as being part
10 of this program, and how important that is?

11 MS. BURNS: I would say that UCF is not in this
12 category. But there are many institutions around
13 the country where it would be embarrassing to admit
14 that our data, while we have a lot of it, is
15 actually not useful. In many cases, there are
16 campuses where it is effectively like there are
17 seven old boxes in the basement that have all these
18 different categories of data, and none of it has
19 ever been connected, and none of it has ever been
20 developed in a way that is useful, by the folks who
21 are on the ground to deploy it, and be able to
22 impact the life of students.

23 So predictive analytics -- the first thing I
24 would tell you -- you know, there is a million
25 different definitions for it. And it depends on who

1 you are talking to, and what you're talking about.
2 So there are all kinds of vendors and -- you know,
3 predictive analytics could mean -- you know, we all
4 eat food in the dining hall. It could be anything.

5 What we're talking about is making sure our
6 data is really useful, and making sure it is
7 something that we can use to target our advising.
8 When students are off track, we want to be able to
9 deploy an intervention immediately. So there are a
10 few different ways to use it, and I can talk to you
11 more extensively about two examples.

12 So at Georgia State, they have -- they work
13 with the Education Advisory Board. That is just the
14 platform. But what we know is it doesn't really
15 matter what the platform is. It is what you do
16 around it. It is not the technology. It is what
17 you do around it. That is what is going to make the
18 difference.

19 So at Georgia State, every Monday, they get a
20 printout of every student that is off track, and the
21 reason why they are off track. So you either didn't
22 register for classes, or you missed an advising
23 appointment, you -- why did you sign up for this
24 class? There is no reason you will be successful in
25 that class. You missed this, or you didn't fill out

1 your Visa application, or who knows? Any range of
2 characteristics.

3 And that week, Georgia State deploys 3,000
4 advising helpers, instantly, to get students off
5 track, on track. And if you think about your
6 experience in college -- I don't know when you met
7 with your advisor. But if I had had this when I was
8 at Oregon State, it wouldn't have taken me six years
9 to get my bachelors degree. We went through an
10 advising (inaudible) with faculty members. The only
11 time I ever saw one was maybe once a year, to make
12 sure I wasn't completely off track, which I was.

13 So I would say that this will make the
14 difference in terms of excess credits. So at
15 Georgia State, they have been able to eliminate half
16 a semester of excess credits for their students, and
17 they have saved them millions of dollars, as a
18 result, in tuition. That is saving money for the
19 state, and it's also increasing their graduation
20 rates dramatically.

21 While it is the technology, it is really the
22 advisors. It is giving them the tools they need to
23 know what the characteristics are, what
24 interventions have historically worked for those
25 types of students, how you can deploy them, and be

1 able to create a space where we actually know what
2 is happening with our students, and we're able to
3 share that information more broadly.

4 So at Arizona State, they get that same
5 printout, but they have something called eAdvisor,
6 where the students actually kind of advise
7 themselves. It is a system that will guide you
8 through the process. So virtually, this takes
9 place. It is just a different approach. They have
10 been able to -- the first year they had eAdvisor,
11 they improved their retention rates by ten percent.
12 So they have seen sizable improvement. But they are
13 also thinking about emulating or learning from what
14 Georgia State is doing.

15 So you are going to see campuses that, while
16 they might be a mentor or a leader, they are also
17 going to be picking up tips and tools from others.
18 So that is -- the analytics project is about making
19 our data useful, so that people who are the
20 front-line practitioners on the ground can actually
21 have what they need to be able to do what we think
22 they already want to do. They just haven't been
23 given the tools to do it.

24 So you guys are moving forward. You already
25 have a technology platform you have identified. You

1 are well on your way. You are a bit further ahead
2 than some campuses. So this year, what we're going
3 to do is share, create a feedback group amongst
4 these 11, where we say we tried this, it actually
5 ended up feeling a bit more like this, this was the
6 real cost, they told us -- you know, we're starting
7 to get a sense of what the narrative is. What is
8 the story that people experience as they are doing
9 this?

10 And we just want to document that, and come up
11 with a sense of what is the reality here, and figure
12 out how we're going to share that with other
13 campuses. Because there is kind of a national
14 movement around predictive analytics right now. And
15 part of it is -- again, for a long time -- it might
16 be a little embarrassing to admit that the people
17 who give out Ph.D.s in statistics, that our data is
18 not very good. We are the smart people. But a lot
19 of it is because these jobs are just so big.
20 Typically, the way that -- the structures of
21 universities don't allow for a lot of sharing.

22 So I would say that generally, what I have
23 learned is everyone's heart is in the right place.
24 It really is about us creating the practices to
25 surround their experience, to allow them to be

1 successful. And I think that predictive analytics
2 is going to be one of the key pieces. So this is
3 the first project. But next year, we'll probably do
4 something else, probably more in the advising realm,
5 or even adaptive learning. We've got a whole
6 science behind how we're going to be making those
7 decisions.

8 But we know as a baseline, these campuses need
9 to have this data locked in, so that everything we
10 do in the future will actually get realtime
11 feedback.

12 MS. CALVET: Anyone else have a question?
13 Thank you very much for being here today. We really
14 appreciate you taking the time to be here.

15 MS. BURNS: Thank you.

16 MS. CALVET: Thank you. The president
17 (inaudible) September 23rd. I know some of you were
18 there for that day. Dr. Hitt announced that UCF
19 will be (inaudible) in downtown Orlando. For
20 several months, our staff, assisted by consultants,
21 has investigated the visibility, and the process of
22 how best to bring our university's program to the
23 urban core.

24 Giving an update on that planning process is
25 Paul Lartonoix, along with Fred Kittinger, assistant

1 vice president (inaudible), who has been working
2 with our provosts, deans, and other university and
3 community leaders in supporting this effort. I'm
4 dying to hear all about it. I'm very excited about
5 this project, as well.

6 MR. LARTONOIX: I'm going to try to do my best
7 without Fred. What I'm going to try to do is give
8 you an update. Many of you have already heard much
9 of what is going on with our project, UCF downtown,
10 and the idea of taking a campus down to where it
11 currently is the Amway -- the previous Amway. I'm
12 going to show you some slides that will help us walk
13 through this. I'm going to give you kind of a
14 pre-today and a post, of what we're doing in the
15 project.

16 Initially, in about June, we put together the
17 consultants, Cannon Design as well as Duke Reiter
18 from ASU. Duke Reiter did special projects, the ASU
19 president. And he did their growth project that
20 mimics -- that we are mimicking, and changing quite
21 a bit, actually.

22 But so in June, we got them on board, and they
23 came and started to talk to us, Cannon. And their
24 task was look forward, and to determine if this
25 project was viable, to look at -- somewhere in the

1 September-October range, to make a decision -- make
2 recommendations to the president that this was a
3 good idea, a mediocre idea but we needed specific
4 things to happen, or a bad idea.

5 It became pretty evident pretty quickly that we
6 were going to see some very positive things coming
7 out of this. So the focus practice that happened in
8 the end of September was the tipping point from,
9 should we do this, to, we are going to do this.

10 So we moved forward to -- now we're at the pace
11 we've got -- the consultants that we had previously
12 have created a final report, which you should have.
13 And that final report is their recommendations to us
14 as far as going down there; if we were to go down
15 there, what we would take down there; different
16 things as far as square footages -- it is a pretty
17 thorough look at top level -- 70,000 look at this.

18 As we started to look further into it, we see
19 we're putting together some ideas that will -- this
20 project will allow us to look at education in a bit
21 of a different way. We'll be taking -- since we'll
22 be starting completely fresh, we won't be trying to
23 modify. The idea is not to take a school or college
24 or department from here, and plunk it down there.
25 It is to look at synergies that are happening with

1 what is downtown; the lawyers that are downtown, and
2 those that work with our criminal justice; and the
3 public affairs, and how does that work with all the
4 needs that are down there in the Parramore area, and
5 other areas around it, Jones, Evans.

6 So we've been looking at all of that, how it
7 works with our current academic situation, and
8 trying to decide what is a proper next step? And in
9 this whole process, we're looking at -- we
10 determined there was about a mark of 7,000 students
11 to make this a viable option. And in multiple
12 scenarios that we put together with the consultants,
13 it was clear that 7,000 was not going to be a
14 problem. We were looking at a 10,000 number, and it
15 could even be in the 13,000 range.

16 Our partner, Valencia, is more than likely
17 going to participate from the very start. They will
18 be bringing down as many as 2,000 students. And
19 their potential to help us, depending on what
20 students we take, when we decide -- if we decide
21 we're going to take mostly juniors and seniors, then
22 Valencia might be able to help us with some of the
23 classes for freshman and sophomores that we need to
24 pick up, so that we wouldn't have to support that
25 completely downtown. So the 2,000 of theirs with

1 our 10,000 -- conceivably, there could be 13,000,
2 and even plus.

3 I wanted to show you this. This is the look at
4 the downtown area. The Amway theater used to be
5 right here. This is our current center for our
6 emerging media, which the (unintelligible) and
7 entertainment arts. That is about 100,000 square
8 feet right there.

9 And the idea here is that Livingston, which is
10 this road, currently sways down this way, and comes
11 down. We're going to straighten that road out.
12 That's up to the developers, Creative Village, LLC.

13 So that Livingston road would be straightened
14 out. So then there's roughly 20 acres right here
15 that is being determined that it is going to be
16 education. We are earmarked to be that education.

17 So we're going to start to look at FIEA, which
18 is the -- and I heard Jose Fernandez talk about that
19 earlier today; Number 2 in the country for gaming,
20 graduate gaming. Capitalizing on that, with what
21 the Creative Village group is planning to put on the
22 other side of Livingston, which is high-tech, kind
23 of Microsoft, Google, Apple kind of people, tied in
24 with the gaming world as well as simulation,
25 animation, all of the high-tech technologies.

1 Well, if we were to look at that road right
2 there, and then -- these are just blocks. They are
3 not really determined buildings, or anything like
4 that. It is just to give you an idea of the amount
5 of space being used. The bus system, LYNX, is right
6 over here. I'm helping you get acclimated to where
7 we are. Hopefully that helps everybody get a feel
8 for where we are.

9 We talked about the high-energy technology
10 society that is currently downtown, and that we're
11 trying to capitalize on that. I think you are going
12 to see some of the ideas that the consultants looked
13 at are very similar, probably, to what you have been
14 hearing. Nothing has been decided about what is
15 going to be downtown yet. But their recommendations
16 are pretty solid. And I think when we start looking
17 at it, you will see that the College of Arts and
18 Humanities, the visual arts are very strong, and --
19 along with the performing arts.

20 But the visual arts are very strong with
21 digital technology. There's 3,000 students in that
22 school of visual arts, all by itself. And a good
23 percentage of them are in digital media, animation,
24 gaming. That is the undergraduate programs. Then
25 in addition to that, we've got the FIEA connection.

1 The two of those with the arts -- studio arts is a
2 very strong first impression.

3 And in the College of Science Communications,
4 WUCF, radio television -- you have probably heard
5 about that, as well. That would be an outstanding
6 connection to put right into that area there, the
7 downtown campus.

8 So then the health and public affairs -- as I
9 said earlier, the connection into downtown and with
10 Parramore and with Evans and Jones -- and there's so
11 many more. It would take all day to tell you the
12 140 different partners that they have directly in
13 that area. Education is tied in with the K through
14 8 school that is going to be right next to us.

15 So when we're down in this location, the K
16 through 8 school, which may have 800 students in it,
17 will be looking across the street, and seeing
18 Valencia and UCF. And the idea is that they will
19 see that as a goal, and it will be an obtainable
20 goal. It is in their backyard. It is not going to
21 be such a scary thing, that there's doctors and
22 professors, and that scares them with their degrees,
23 and they are nervous to do that. They are going to
24 become very comfortable with the idea. And with our
25 participation, through our public affairs, into the

1 Evans and Jones school, it is going to just connect
2 that link even stronger.

3 So when we're looking at the -- that is kind of
4 to give you an idea of where we were. And what
5 we're doing right now is we're taking the
6 consultants' report, which took us six months --
7 that six months seems like a long time to some
8 people, but it was like a snap of the fingers to me.
9 That time went very fast. We want to take all the
10 information that they brought to us. We want to
11 have all of our groups -- and I will show you a
12 chart later of those groups. I think you have that,
13 as well.

14 We're going to have our groups analyze that
15 now. We're going to say where were the consultants
16 right, and where were they wrong? What makes the
17 most sense about moving forward, and what doesn't?
18 If they are 100 percent right, then great. We have
19 a map already.

20 The idea is that there are probably going to be
21 some things in there we see that are some strengths
22 that need to be kept on campus. There are some that
23 need to be moved down there that they haven't
24 thought about. Then we're going to nudge and move
25 and ease into that, so that we get a consultants'

1 report with some substance. And then we're going to
2 start throwing our own information into it from our
3 own deans and directors and department heads.

4 We hope to have that done -- if you are looking
5 at the document up here, we hope to have the very
6 first look at the consultants' report done in
7 December. We'd like all of our people to look at
8 it, and acknowledge that it is strong or not, and
9 where the strengths are. We'll move forward from
10 that in -- from January through April. Through that
11 time, we'll either substantiate that report and
12 state how to move forward with it, or modify that,
13 and make the changes that we need in order to move
14 forward with the changes.

15 So by the end of April, we're hoping to have a
16 good, solid indication of what programs we want to
17 have go downtown. It would be great if the
18 consultants' report was accurate, and we already
19 knew that. But without having it run through all
20 our people on campus, it would be premature to
21 assume it is correct.

22 So hopefully, by the end of April, we'll have a
23 good, solid, academic (inaudible) of what's going
24 downtown. And at that point, we'll start looking at
25 hiring architect s for master planning of what that

1 space is going to actually look like. The drawings
2 that you saw came from Creative Village, LLC. So
3 that was their long look at it from many months ago,
4 just an idea where blocks might go.

5 Now we're actually going to start looking at
6 what the actual square footage is, how many students
7 are going to go down there. Are there going to be
8 juniors and seniors, and how does that affect
9 housing? How many housing spaces do we need to
10 have? How many parking spots do we need to have?
11 There is a lot of work between what the consultants'
12 group -- edits from the last week, and what actually
13 is going to be turning into bricks and mortar
14 downtown.

15 So hopefully, we'll take a year with that. And
16 we'll plan out the whole plan for not just the first
17 building that is going to go down, not just the
18 first phase, but all four phases, and maybe even
19 multiple phases, depending on how we break it up,
20 and what comes out of the information we get from
21 our deans in the next four months.

22 So the idea will be that if everything were to
23 go perfectly -- and it will, of course -- we're
24 going to put shovels in the ground in June of 2016,
25 and try to create the first two phases of this

1 project -- to start and end those first two phases
2 in the next 12 to 18 months after that. At that
3 point, we'll have a good indication of where we're
4 going to be, and have a good outline, with all the
5 projects, how it is going to work out. The whole
6 project will be designed at that point.

7 So this is the chart I was talking about. You
8 can't read it, but you have a copy in front of you.
9 It is impressive just to look at the chart on that
10 screen, as large as that screen is, and see how many
11 people are involved. I looked at the makeup this
12 morning. It was 148 faculty staff, and there's --
13 also tied in with Valencia's faculty. And there's
14 administrators on here. And some of you have even
15 been gracious enough to sit on some of these
16 committees.

17 These committees are the groups I'm talking
18 about, that we'll start with right now, making an
19 evaluation of the consultants' report. And then in
20 January, the same committees will be looking at, are
21 we making the right moves, and making a plan of
22 action to put into place?

23 And then after that process, then they will be
24 staying on there, as we work through many of the
25 innovative learning and teaching processes. There's

1 quite a few committees on there, helping us to look
2 to the future so that we're not building a bunch of
3 square boxes. We're not recreating what we already
4 have. We're looking for something innovative, and
5 what is the next thing in teaching, learning? That
6 will give you an idea of where we are.

7 I have talked to most of you about this project
8 a couple times. I'm happy to entertain any
9 questions you might have. And Dan is, too, I think.

10 MS. CALVET: Any questions or comments?

11 UNIDENTIFIED SPEAKER: What is involved in
12 Phase 1?

13 MR. LARTONNOIX: The idea is Phase 1 -- we'll
14 know by the time Phase 1 starts that we'll have
15 money for Phase 1 and 2. Let me clarify that first,
16 because it is important.

17 Phase 1 will support all of our student
18 services, admissions, all of the advising, all the
19 things that we need to support our students. Then
20 it will also carry the Valencia part of that
21 partnership.

22 Phase 2, or Building 2 -- and we'll have some
23 academics in there, but it will be small. Phase 1,
24 we'll have already planned the garages and the
25 housing. Then Phase 2 -- and if we're looking at it

1 that way, Phase 2 is the second building. That is
2 all our academic -- and currently, it is looking at
3 FIEA as kind of a lynchpin, or a link to everything
4 else that will happen. That is where we'll look at
5 the school of arts and design, animation, graphic
6 design, gaming. It is a higher technology and a
7 higher way of looking at it.

8 So currently, we're looking at that would be
9 the status -- but it is hard to say. Because you
10 are asking me where we are, based on what we've done
11 in the last six months. I have a feeling we might
12 have some modifications between now and April.

13 That is the idea, is that we'll take down all
14 the mechanics that we need, in order to sustain a
15 student population, as well as Valencia, in Building
16 1; and then an academic in Building 2; and Building
17 1 and Building 2 both go in the ground at the same
18 time, and come out of the ground and finish at the
19 same time.

20 MS. CALVET: Any other questions?

21 UNIDENTIFIED SPEAKER: Will the programs that
22 Valencia brings downtown be done in concert with the
23 programs we would intend to bring downtown, or would
24 they be mutually exclusive?

25 MR. LARTONOIX: They will be in concert. As a

1 matter of fact, they are even on some of our
2 committees to help with that. But right now, we're
3 not sure exactly what they are going to bring down.
4 But we know graphic design will already work with
5 what we're going to be doing. We're going to be
6 bringing our graphic design. We're already talking
7 about how we can get the synergies to work, so we're
8 not duplicating -- we don't want them to have a
9 graphic design space, and us to have one, and we're
10 duplicating high-cost printers, 3D printers, things
11 like that.

12 So we're already working with them before we
13 even know this is going to be finished -- if this
14 were to happen, what would that mean to
15 collaboration? And we've done this with Valencia at
16 Valencia West, in our architecture program. So we
17 have a very good map to follow.

18 And in our architecture program, our first two
19 years of the program is Valencia. The last two
20 years is ours. And we are overlapping all kinds of
21 rooms, the design rooms, the 3D printers that are
22 very expensive, much of that is -- we're paying in
23 double.

24 We don't have to have twice as much cost. That
25 is exactly the kind of synergies we're looking for

1 all across the board. And Valencia has been a great
2 partner with us in doing that.

3 UNIDENTIFIED SPEAKER: Similarly, how much work
4 will be done in advance with some of the firms
5 downtown to determine which of those programs will
6 take? Like for example, will we do focus groups
7 with law firms? Or will we tap into the public
8 administration facilities downtown to determine
9 exactly which programs will go down there?

10 MR. LARTONNOIX: We will be doing that. We've
11 already started that with the community schools, and
12 all the neighborhood type -- we have not started. I
13 think we're ready to start that, even though we
14 don't have the academic groups locked in. Some of
15 us are pretty strong, and we believe we can
16 (inaudible) those conversations.

17 MS. CALVET: Any other questions?

18 UNIDENTIFIED SPEAKER: In the graphic, you show
19 the area from Livingston over to -- towards
20 Colonial.

21 MR. LARTONNOIX: Do you want me to bring that
22 back up?

23 UNIDENTIFIED SPEAKER: Yes. The two buildings
24 at the bottom are UCF buildings.

25 MR. LARTONNOIX: I was hoping you wouldn't get

1 too trapped into what those buildings are. It is
2 more the square footage, or this acreage right here.
3 Those buildings -- the only one that exists -- or
4 that is locked in is the Center for Emerging Media,
5 because that already exists. But the rest of it is
6 placeholders for where the roads are going to be,
7 and what this would look like. I don't want to say
8 that that building right there will be this.

9 UNIDENTIFIED SPEAKER: What is everything from
10 Livingston over towards Colonial?

11 MR. LARTONOIX: Some of this is housing. We're
12 going to see some mixed housing. We're going to be
13 looking at -- what they are trying to bring in
14 are -- that group I was talking about, which is the
15 higher technology -- our downtown area right now is
16 spattered with a lot of high-technology startups.
17 We're hoping that that spattering all through the
18 downtown area, you might find a focus here, and
19 synergies from working with each other.

20 But what we're looking at is there is going to
21 be mixed housing. There's going to be businesses in
22 there. We're going to be looking at those. And of
23 course, there's some amenities we're talking about,
24 coffee shops and restaurants, and a park right in
25 the middle of the space.

1 UNIDENTIFIED SPEAKER: Where is the financing
2 coming from for all this stuff.

3 UNIDENTIFIED SPEAKER: Much of it from the
4 largess of legislature, of course?

5 MR. MERCK: From the legislature, we're looking
6 for help from the academic and administrative piece
7 of it that Paul was talking about. And then some of
8 the other pieces we might get involved in, like
9 housing -- and Paul mentioned that we can probably
10 work through this, with upper-division students,
11 probably primarily juniors and seniors -- what would
12 they want for living space? Then Valencia is
13 looking at the potential for living space, so we've
14 got to work through that.

15 But that would either be some kind of a revenue
16 bond project that we would work on, or it could be
17 something a developer does that we lease back.
18 There is a number of vehicles for delivery of that
19 that we'll work through. But the legislature for
20 the academic and administrative part -- everything
21 outside of that that supports it would be funded
22 through the private sector, or through the
23 university, through revenue-generating projects.

24 MR. GARVY: It is important to note that the
25 land, as well, is given to us. So we're not at the

1 high expense of the downtown -- you know, millions
2 of dollars per acre. That is a starting place, too.

3 MR. LARTONOIX: You know, if I might add -- and
4 this is in answer to your question, Trustee Garvy.
5 Phase 1, which is a joint-use facility with
6 Valencia, has an estimated value, based on the
7 square footage of \$57 million. So that is in our
8 request, through the Board of Governors now, and
9 will go to the legislature as a request for Phase 1,
10 to construct that facility.

11 I might just mention a little bit of
12 background. This idea, I think it would be safe to
13 say, came from our experience in visiting Arizona
14 State, and seeing their downtown campus; and then
15 President Hitt inviting Mayor Dyer to go back out to
16 Phoenix, to take a look at the facility. And
17 Mayor Dyer, needless to say, was extremely excited
18 and interested in seeing a project like that in
19 downtown with us.

20 That led to conversations with other leaders,
21 other elected officials. And the response has been,
22 I would have to say, in my experience in working
23 with these groups -- we've not run into pushback at
24 all. It has been great enthusiasm.

25 We understand it is a lot of money, but we

1 think that we have the support of the leadership in
2 the legislative delegation to accomplish this in
3 some way, shape, or form, over a period of four to
4 six years.

5 UNIDENTIFIED SPEAKER: So the whole buildout is
6 anticipated in four to six years, or just the first
7 two phases?

8 MR. LARTONNOIX: I think our plan is a four- to
9 six-year buildout. It does not represent anything
10 else. Now, I might add that if you look at the
11 Steering Committee, the composition of the Steering
12 Committee that has been put together, you will see
13 that Mayor Dyer is there, Senator Gardiner is there,
14 Craig Hessler (ph), the developer, is there.

15 So this started from the very first day, with
16 all those elements involved, and we've been keeping
17 each party informed. Paul and Fred Kittinger have
18 involved those folks in numerous meetings. So we
19 feel like this is something, from a political and
20 from a community-relations standpoint, that has been
21 done correct from the very beginning, in the sense
22 that those parties have been involved.

23 Now, it is a complex, very large project.
24 There are some groups, Trustee Martins, that you
25 have indicated that -- we just haven't gotten to

1 them yet. But all that is in the planning process.

2 UNIDENTIFIED SPEAKER: Clearly, we can benefit
3 from all of the businesses that are downtown.

4 Obviously, as we determine which of our programs
5 should be downtown, the focus should be on the
6 strength of the businesses that are there, right?
7 Whether it is job placement after our students are
8 complete, or internship opportunities in that close
9 proximity -- these are all opportunities for a
10 downtown campus.

11 My other question was going to be,
12 understanding that we focus on the positive aspects
13 of what a downtown campus could mean to both us and
14 to the community, have we done -- and also
15 understanding that we haven't determined which
16 programs we'd move downtown, have we determined what
17 impacts the movement of potential programs downtown
18 would have on the main campus?

19 MR. LARTONNOIX: I don't think you are going to
20 see that there's going to be a negative impact.
21 What is happening right now is, as you can imagine,
22 there is -- I think I heard Dean Johnson say there
23 are three faculty members in one office. So I think
24 a lot of people going downtown, or not yet downtown
25 themselves, are probably going to be pleased with

1 the fact they might end up with an office.

2 So we're crushed very tight right now. There's
3 uses that will allow us to grow, where we currently
4 are stagnant and can't grow. So I think you are
5 going to see growth on both -- Arizona actually saw
6 the same thing happen. They moved thousands of
7 students downtown. And what happened is the
8 thousands of students downtown grew, as well as
9 growth on campus. So I don't think you are going to
10 see a negative aspect of this on campus.

11 UNIDENTIFIED SPEAKER: If I might add, Madame
12 Chairman, in response to the question, to paraphrase
13 President Hitt, he made it clear in all of our
14 conversations that we're looking at programs where
15 moving them downtown will enhance the student
16 experience, and make the programs better. At the
17 same time, these are programs which will have a
18 cultural and economic impact on the location that
19 they are in.

20 And I might add one other thing. We did
21 briefings this week. Bill and I and Paul were in
22 Tallahassee yesterday briefing appropriate staff, at
23 the request of some of the members, on this project.
24 And I think the point that we made over and over is
25 that we're not seeking from the legislature a

1 building, and then filling it with programs.

2 What Paul and Fred and all these people on this
3 committee have done is look at the programs that
4 they think could meet the criteria I just said, and
5 then designing facilities that will properly support
6 those activities.

7 One other question we were asked yesterday by
8 legislative staff was that each one of your phases
9 that -- suppose year after next, the legislature
10 cannot fulfill that phase, much less the first one.
11 Then have we poured money down the drain, and is
12 this a failure? No. Because the design -- that is
13 taken into account, and the design that is going on.

14 I really think that Paul and his folks and the
15 deans have been extremely involved and cooperative,
16 from helping me and others on our team doing the
17 political part -- we have the answers to most of the
18 questions that will come up. And it is going to
19 wind up being a discretion of the business community
20 in terms of how much they help, how much the
21 legislature puts in it. But we feel like we're in a
22 very good position.

23 UNIDENTIFIED SPEAKER: Madame Chair, I'd just
24 add that for me, this is an incredibly exciting
25 project, for me, the university, the community,

1 downtown, our students, from my perspective. I
2 don't see any negative --

3 MS. CALVET: I see it as something that is
4 going to be very special for us in the downtown
5 area, which for years really has looked for
6 something to make it become vibrant again. Young
7 people are going to be living there, and this is
8 going to make a huge difference in the downtown
9 area. For those students that we will have there,
10 just having the ability -- let's suppose that they
11 go into law. They can walk down the street and go
12 to an internship. Or if they go into public
13 administration, the county buildings are there. The
14 city is there. So the synergy is going to be
15 amazing.

16 UNIDENTIFIED SPEAKER: Madame Chair, I have
17 enthusiasm, also. You did say 20 acres roughly,
18 right?

19 MR. LARTONOIX: Just short of 20 acres.

20 UNIDENTIFIED SPEAKER: And 13,000 students on
21 20 acres with --

22 MR. LARTONOIX: That's correct.

23 UNIDENTIFIED SPEAKER: They are donating most
24 of the land that we're getting. Is that going to be
25 adequate, and there is or is not other opportunities

1 to acquire?

2 MR. LARTONOIX: I think it is going to be
3 adequate. Let's start with that first. We've
4 looked at that, and looked at the density of the
5 living -- it won't be a two-story building,
6 obviously. It will be in downtown.

7 But at the same time, we've been talking
8 through this whole process the last six months about
9 other possibilities downtown, as well. So if we
10 were to expand past that, the mayor is already open
11 to the idea of that. On top of that, we talked to
12 the developers, the possibility that maybe we take
13 additional space on the other side of Livingston.
14 They have no problem with that. We might be able to
15 do a swap, if we want to link in -- let's say our
16 architecture firm wanted -- our architecture
17 academic group wanted to link in with a firm. The
18 firm might build a 12-story building, and one floor
19 of that building might be for us.

20 So there are opportunities like that that are
21 going to come to us. But let's start with the fact
22 that, is that enough acreage right now to do what we
23 need to do? I think it is.

24 MS. CALVET: You were the next.

25 UNIDENTIFIED SPEAKER: Thank you very much. I

1 think this is, like I said, a very exciting project,
2 one that I think we'll look back many years from now
3 and say what a wonderful move this was.

4 However, I guess we wouldn't be doing our jobs
5 as board members if we didn't ask some of these
6 questions. I'll take you back to a question that
7 Alex asked about the negative aspects of this. I
8 know we're all holding hands together, moving down
9 the street very happily right now on this project.
10 But I hope we are actually trying to focus on the
11 potential negative aspects, or negative impacts of
12 the project. Because as with any project, I'm sure
13 there are some. And we need to identify those, and
14 we need to make sure that we have looked at how to
15 mitigate those, and how to deal with those.

16 When you answered (inaudible), it reminded me
17 of the employment applicant who says he has no
18 weaknesses. So I hope we have some folks looking at
19 the potential negative aspects, whether it is
20 transportation, whether it is safety -- a multitude
21 of issues can come up from having a campus away from
22 our campus, in the middle of downtown. I hope we're
23 looking at that.

24 MR. LARTONOIX: We are doing exactly that.
25 We're trying to take lessons from what Arizona did,

1 the things that they did positively, some of the
2 things that they told us they didn't, and they had
3 to fix.

4 Specifically, the ones that you have mentioned
5 like transportation, they have an advantage over us,
6 because they have a light-rail that runs right
7 between two of them. But what they found out, which
8 is to our advantage, is that the buses became more
9 important to them. The students like to be on the
10 bus. The buses have WiFi as well, and they are
11 high-end buses. So when you get on the bus, you are
12 in, like, a library or Starbucks. You can be
13 working right there, and be communicating.

14 The idea was that they got on the buses, and
15 they transported back and forth, because it was a
16 direct line. The light-rail would have multiple
17 stops throughout the way. If you are getting on at
18 2:00 at night, that might be an issue. If you got
19 on the bus in Arizona and you went to the main
20 campus, you were with only the Arizona State
21 University students, and directly back and forth.
22 So you were safe.

23 And we're constantly looking at safety issues.
24 We've got our police department with Orlando, and
25 they are already set up to talk about how we're

1 going to do that. We're trying to take the lead
2 from Arizona, from how they did it, what they did
3 right and what they did wrong.

4 So we are absolutely looking for the negatives.
5 Right now, of course the positives far outweigh the
6 negatives, but ignoring the negatives would be a
7 mistake. We have a lot to look at in this. You saw
8 a lot of names on there, and a lot of different
9 groups that are looking at different things.

10 UNIDENTIFIED SPEAKER: My other question deals
11 with the involvement of various entities.
12 Obviously, I know that UCF and Valencia are
13 involved. I saw Dr. Jenkins, a superintendent of
14 OCPS, is on the leadership team. In looking at this
15 page, I don't see anybody else from OCPS. Does OCPS
16 play a role in this project?

17 MR. LARTONOIX: They do. Not only community
18 relations -- that is where they will end up being.
19 They will be playing those roles. And sometimes --
20 like, down your right side, you will notice the
21 student development role and services has leaders
22 with each of those. They have multiple people in
23 each one of those boxes that are not indicated. So
24 you are going to find we are not ignoring those
25 groups at all. Not at all.

1 UNIDENTIFIED SPEAKER: Thank you, Madame Chair.

2 MS. CALVET: Thank you. I know one of the
3 things that I first addressed with Dr. Hitt was the
4 issue of safety, you know, moving away from the main
5 campus. How safe are the students going to be, and
6 what safety issues we would have there to ensure
7 their safety? That is one of the things that they
8 are really taking a long, long look at.

9 MR. LARTONNOIX: One of the items that came up,
10 just because you said it that way -- one of our
11 goals is to have an open campus as much as possible.
12 And I think Bill, you kind of picked on this. It
13 was Mike Crumpton -- Dean Crumpton said that we have
14 to be of a community. So we have to make sure not
15 just there, but of them. We have to be part of
16 them.

17 So to do that, we will have a more open campus,
18 which, of course, causes more security issues.
19 We're not going to build a ten-foot wall around 22
20 acres, and have a campus inside there. It would be
21 counterproductive with what we're trying to do with
22 our outreach into the community. So of course that
23 is -- we are paying attention to that.

24 UNIDENTIFIED SPEAKER: I'll just add to that.
25 We -- I have had a lot of discussions with Chief

1 Beary and his deputy commanders about some of the
2 things that we want to look at as we design some of
3 the downtown, as well as our student development and
4 enrollment services folks, housing folks, parking
5 folks. What are the traffic patterns going to be of
6 the students going from where they are living,
7 wherever that may be, into the academic areas, into
8 the recreational areas, into the eating areas, that
9 sort of thing? And so it's thinking about those
10 pathways, where the people are going, and thinking
11 of it in terms of security and safety. So that is
12 going to be on our minds as we're laying out that
13 campus, eventually.

14 MS. CALVET: Thank you. Richard?

15 MR. CROTTY: It is obvious, from the
16 discussion, that we're talking about more than just
17 the downtown campus. We're talking about an urban
18 experience, and creating sort of a new urban
19 environment in downtown.

20 As of yesterday, we now have in place \$1.1
21 billion worth of venues. There is a fairly new law
22 school downtown. There is a fairly new federal
23 courthouse downtown. It is not a blank canvas. The
24 Magic are planning on, when the police station moves
25 to a new facility, an entertainment district there.

1 So I think in the context of urbanism and in
2 education, that we are so well positioned right now
3 to make this move. And the things that we, in the
4 region -- we, at UCF, do probably as well as anybody
5 in the country is partnerships. America's
6 Partnership University -- I mean, this really --
7 when you look at the school districts'
8 participation, when you look at Valencia's
9 participation, that sort of partnership, and what it
10 can mean to this institution, I think it is just
11 dynamite. As trustees, I think this is really an
12 awesome time to be a member of the board of
13 trustees.

14 And with that, I want to give a shout out to
15 Paul for the work that they have been doing. I have
16 seen some of it up close, and they are really doing
17 a great job. Paul, I'm glad you made the
18 presentation. If you could give us copies, that
19 would be awesome.

20 And Fred, who better than the guy who used to
21 be a chief of staff to the former city mayor, kind
22 of grew up in that process? So he is doing a great
23 job, as well. Way to go. I think as a board, we
24 really have something.

25 MR. LARTONOIX: I am humbled to be Fred today.

1 UNIDENTIFIED SPEAKER: You are no Fred
2 Kittinger.

3 MS. CALVET: Thank you very much. Very
4 exciting. Very exciting project.

5 Coming up, we're going to have a presentation
6 by Lee Kernek on our campus master plan update. But
7 prior to that, Dr. Schell is going to come up and
8 introduce us to -- introduce to us the process that
9 we're going to undertake.

10 DR. SCHELL: Thank you very much. The Florida
11 statute that addresses university campus master
12 plans and campus development agreements lays out
13 very clearly the process for campus master plan
14 adoption. We have met the initial requirements:
15 One, informal information sessions; two, the first
16 of two public hearings; three, advertising and
17 availability of all documents to reviewing agencies;
18 and four, a 90-day period for agency review and
19 comment. The statute states that, Following receipt
20 and consideration of all comments, and the
21 satisfaction of all the other requirements I just
22 mentioned, quote, University Board of Trustees shall
23 adopt the campus master plan, unquote.

24 The statute further states, quote, The second
25 public hearing shall be held in conjunction with the

1 adoption of the draft master plan by the University
2 Board of Trustees, unquote.

3 We are in receipt of the agency comments, and
4 we have considered their recommendations. Today, we
5 are holding the second public hearing, along with
6 the adoption of our trustees of the UCF Campus
7 Master Plan 2015-2025 update.

8 Lee Kernek, associate vice president, will be
9 giving the formal UCF Campus Master Plan 2015-2025
10 update in just a minute. After that presentation,
11 there will be a five-minute break, during which you
12 will have an opportunity, and the members of the
13 audience, to fill out a comment sheet if you intend
14 to comment in the public hearing that follows, and
15 if you have not already filled out that comment
16 sheet.

17 We will then open the floor for those public
18 comments. When everyone has had a chance to share
19 his or her opinion, the UCF Campus Master Plan
20 2015-2025 update will be presented formally to the
21 Board of Trustees for your discussion and approval.
22 Now Lee Kernek, Associate Vice President for
23 Academic Affairs, will continue this process. Thank
24 you.

25 MS. KERNEK: Thank you, Dr. Schell. Matthew,

1 if you would change our slides for us. On the
2 screen, you will see the agenda for today's meeting.
3 I'd like to welcome you-all to the adoption public
4 hearing for the UCF Campus Master Plan 2015-'25
5 update.

6 I would like to introduce you first to the team
7 who participated, the element group leaders for this
8 plan, and if they are present, have them stand so
9 that you can know who they are if you have questions
10 of them: The academic mission, academic program,
11 and academic facilities elements were completed by
12 Dr. Ed Neighbor; the housing element by Christi
13 Hartzler; capital improvements, Gina Seabrook and
14 myself; inner governmental coordination
15 Fred Kittinger, who is not here today; recreation
16 and open space, Jim Wilkening, Gary Cahen, and David
17 Hansen; facilities maintenance, Pete Newman; urban
18 design, future land use, support facilities, and
19 architectural design guidelines, Pete Newman and
20 Maria Yebra-Teimouri; general infrastructure, Curtis
21 Wade and Richard Lis of Harris Civil Engineers;
22 utilities, Curtis Wade and Michael Scruggs;
23 transportation, David Mulholland and Demont Casley
24 (ph) of GMB Engineers; conservation, Dr. Patrick
25 Bolen and Alaina Bernard; landscape design

1 guidelines, Dr. Patrick Bolen and Chris Kennedy; and
2 graphics and general document preparation
3 assistance, Matthew Green and Rafael Phillips.

4 The purpose of this public hearing is to take
5 public comment on the UCF Campus Master Plan
6 2015-'25 update. All oral testimony today will be
7 recorded by a stenographer, and will be transcribed
8 for our campus master plan archive.

9 While UCF is required, by statute, to accept
10 public comments, we want you to know that this is
11 not just a checkmark in the book for us. We're
12 interested in what you have to say, and do give
13 consideration to your comments. As an example, we
14 heard concerns expressed by homeowners in the
15 University Estates neighborhood about a proposed
16 band building location near the softball fields. We
17 performed further analysis and re-evaluated the band
18 location, and we revised the urban design capital
19 improvement maps to reflect a relocation of that
20 facility to the past and current practice area near
21 the intramural fields and away from neighborhoods
22 and residential developments.

23 The Campus Master Plan document is available
24 online at the website shown, and by request. Should
25 you request a document, we can make it available in

1 both CD and hard copy. Do understand that there
2 will be a nominal charge for both CDs and hard
3 copies.

4 We base the public comment period on the time
5 allotted to the reviewing agencies. Here is how it
6 works. By law, we have five business days from the
7 first public hearing to transmit the document to our
8 official reviewing agencies. The official reviewing
9 agencies are given 90 days from the receipt of the
10 document to submit their comments. The public
11 comment period is not set by statute, so we allow
12 the same amount of time that we allow at our
13 official reviewing agencies, to receive public
14 comment.

15 Because agency receipt dates are often
16 different, we want it to be somewhat flexible, while
17 still allowing time to consider your comments. So
18 we ask that those comments be received in our office
19 in the period of mid to late October. Today will be
20 your final opportunity to comment on the UCF Campus
21 Master Plan 2015-'25 update.

22 These rules of order are intended to ensure the
23 comment process flows smoothly, but even more
24 importantly, to ensure fairness to all participants.
25 If you intend to speak today, we need you to fill

1 out a comment sheet and print your name on the
2 speaker roster, prior to the end of the break.
3 Please print clearly. The roster will be used to
4 call you to the microphone.

5 We ask that each speaker identify him or
6 herself and any group, interest group, that he or
7 she represents before making comments.
8 Organizations, groups, and factions wishing to
9 address the board of trustees must designate a
10 single representative to speak on their behalf, to
11 ensure orderly presentation to our trustees.

12 Speakers will be timed, and each speaker will
13 be limited to three minutes. When you have finished
14 speaking, please turn in your comment sheet to
15 Maria Teimouri, who is seated here. All comments,
16 including oral comments, are noted in the campus
17 archive. Your oral comments will be recorded,
18 transcribed, and become part of that archive, which
19 is available for review on the facilities planning
20 website, www.fp.ucf.edu, forward slash, mc2015,
21 forward slash. We expect that there may be diverse
22 opinions expressed today, and we therefore ask that
23 all participants be treated with respect.

24 Next I'm going to give you a brief overview of
25 the UCF Campus Master Plan 2015-'25 update. First

1 I'll cover the plan components, then I'll talk about
2 the required elements, the reviewing agencies, the
3 schedule, and the context area. After that, I'll
4 show you maps related to the key elements, and talk
5 about what those elements cover. And I'll then give
6 you a summary of changes from the last update,
7 provide a summary of agency comments, and provide a
8 summary of the public comments that have been
9 received.

10 The University Master Plan is developed
11 pursuant to Florida Statute 1013.30. The plan must
12 be updated every five years, and reflects a ten-year
13 projection. Of the 17 elements, eight are required,
14 but UCF's plan addresses all 17 elements. The goals
15 and objectives related to each element, and the
16 policies we've put in place to meet them, are
17 reflected in the document narrative. Data and
18 analyses are included in the plan to support the
19 goals, objectives, and policies.

20 The maps are a graphic depiction of the land
21 use for each of the elements. This slide shows the
22 elements that are required in the campus master
23 plan. We've worked very hard to ensure that the
24 elements address compatibility with the surrounding
25 communities, and are consistent with Orange County's

1 comprehensive plan.

2 Within five business days of the first public
3 hearing, the draft plan was sent to the reviewing
4 agencies listed here. The first agency, Orange
5 County, is our host local government. The second,
6 third, and fourth are affected local governments,
7 and the others are either regional or state
8 reviewing agencies. All reviewing agency comments
9 have been documented in our archive, and are
10 available for review on our website. I do want to
11 note here that not all comments will be discussed
12 today, as some were not received at the time the
13 presentations were prepared, but all will be or have
14 been addressed at this point.

15 This is our schedule for the UCF Campus Master
16 Plan 2015-'25 update. The 90-day agency review
17 period and public comment period has been completed.
18 Additional public comments will be heard today at
19 the adoption hearing. Upon adoption, notice will be
20 sent within 45 days to any affected party who has
21 submitted comments. Those individuals will then
22 have 30 days to file petitions and objections.
23 Private petitioners may only address issues that
24 were previously raised in their comments, and your
25 petitions are to be submitted to this board of

1 trustees.

2 After the master plan process, the Campus
3 Development Agreement will delineate impacts to
4 facilities and services of the host local
5 government, and will identify agreed-upon
6 improvements to reduce or eliminate those impacts.

7 The context area is defined by the area of
8 transportation infrastructure impacted by the
9 university. Orange County is considered our host
10 government. You will note that just to our north is
11 Seminole County. This is a close-up aerial view of
12 the campus. The campus is 1,415 acres, and the
13 boundaries are Alafaya Boulevard to the west,
14 McCulloch to the north, University Estates, Regency
15 Park, and Bonnevillie neighborhoods to the east, and
16 Research Park to the south. Gemini Boulevard
17 provides our main vehicle circulation, and the most
18 used feeders are University Boulevard, Lakewood
19 Drive, and North Orion Boulevard.

20 The campus core is focused on academics and
21 research. And we have radius sidewalks at 400 feet,
22 800 feet, and 1,200 feet for pedestrian traffic.
23 Currently, you are here at the Fairwinds Alumni
24 Center. The next few slides will show the required
25 element maps. You will notice that there is no map

1 for intergovernmental coordination. This element
2 addresses coordination with local, regional, state,
3 and federal entities.

4 The feature land use map defines the land uses
5 on campus, by category. This is the umbrella for
6 all others. It provides a glimpse of all land uses
7 together, and shows their relationship. Of special
8 note, red reflects the academic core. The various
9 green on the map reflects conservation and
10 recreation and open-space areas. That color that is
11 sort of magenta is a mixed-use area. And you can
12 see that in the athletic note, along Alafaya in the
13 southeast parcel. And what that does is give us
14 flexibility to develop a number of land uses in that
15 area. An example is in the north of campus where
16 they have athletics, retail, housing, and parking.

17 The urban design capital improvements map shows
18 existing facilities, and the types of buildings
19 which may be constructed during the planning cycle,
20 and their generic locations. A full list of the
21 potential capital improvements is included in the
22 plan. The numbers reflected here match the numbers
23 on the capital improvement list. Now, it is very
24 difficult to see here, but you can look on the
25 website, and find those maps. The capital

1 improvement list shows approximate funding years,
2 and estimated project costs.

3 Now, I know it looks like a lot of numbers.
4 But that is because, as I've said, it includes any
5 building which may be constructed during the
6 planning cycle. We evaluate our capital improvement
7 plan at least yearly, and we reprioritize based not
8 only on needs, but also on the realities of money
9 and time.

10 The recreation and open space map reflects both
11 active space, such as intermural and intercollegiate
12 athletic playing fields, and passive, open space
13 such as buffers and gathering space. You will note
14 the potential for the Innovation Way Trail and East
15 Orange Trail to pass through the campus, connecting
16 bike routes in the Seminole and Orange Counties at a
17 future date.

18 UCF was the first university in the state to
19 have an approved stormwater plan. The stormwater
20 facilities map shows the stormwater basins and
21 subbasins, which are part of the plan. Each basin
22 has an allowable amount of impervious surface area,
23 on which the university can build. And we work very
24 closely with St. Johns River Water Management
25 District to make sure that we do not exceed that

1 amount.

2 This slide shows our existing and planned
3 on-campus housing. We currently have 6,457 beds on
4 campus, and our current projections and plans
5 include 300 beds adjacent to Academic Villages, and
6 special-interest housing, known as Greek Park Drive
7 II, which is 400 beds on approximately six acres in
8 the northwest. This was reflected in the UCF Campus
9 Master Plan 2005 update.

10 The conservation map shows those areas which
11 are being managed for conservation, to include those
12 under legal conservation easement, and managed
13 wetlands and managed uplands. We currently have
14 over 300 acres in conservation easements, and more
15 than 200 acres in managed uplands and wetlands,
16 including an arboretum, an upland preserve, a gopher
17 tortoise habitat to the north.

18 Of special note, a university student union was
19 built around the cypress strand. There are
20 additional cypress strands and buildings throughout
21 the managed lands, which naturally filter stormwater
22 for us.

23 The existing roadway network and daily traffic
24 volumes map shows which roads are currently
25 two-lane, four-lane, and six-lane. Our goal is to

1 have all of our gateways at four-lane. During this
2 cycle, we hope to widen Labor Drive, as noted in the
3 UCF Campus Master Plan 2010-'15 update.

4 The UCF Campus Master Plan 2015-'25 update has
5 few significant changes from the 2010-'20 update.
6 Of note, we have revised our capital improvements
7 plan to include any facilities which may be
8 constructed during this planning cycle. While it
9 would not be feasible, from a time or money
10 perspective, to construct all facilities listed, the
11 list allows the flexibility that we need to fulfill
12 our education, research, and service mission.

13 The 2015-'25 capital improvement list has
14 actually been reduced from 144 projects to 96
15 projects, through consolidation and reduction of
16 duplication.

17 Secondly, the enrollment projections have been
18 revised to reflect the current and planned economic
19 situation in the region, and throughout the state.
20 While the trend has historically been toward
21 dramatic growth, this change is due to distance
22 learning, economics , and technological initiatives.

23 Thirdly, we've tried to take an overall look at
24 the plan, to improve consistency in language and
25 format. And we are currently working with Orange

1 County to develop a new campus development
2 agreement, based on partnership projects, as opposed
3 to impact fees.

4 The next six slides show agency comments and
5 UCF responses. The UCF Campus Master Plan 2015-'25
6 update has had revisions made to eight of the 17
7 elements, with approximately 47 individual changes
8 to 28 pages of the master plan, based on public
9 agency review comments.

10 The Department of State's focus was on historic
11 significance, and we agreed to provide the
12 architectural design guidelines element. The
13 Florida Department of Economic Opportunity reviewed
14 the plan, but did not provide any comments. And no
15 comments were received from the City of Oviedo or
16 the City of Orlando.

17 Orange County's comments related to the
18 memorandum of understanding between Orange County
19 and the University of Central Florida, under which
20 we're currently operating. Linking the capital
21 improvements list to the capital improvements
22 element to make it easier to identify projects,
23 funds, and years; programs to prepare students for
24 traditional neighborhood living; innovative travel
25 demand strategies, such as Zimride and Whipcar;

1 potable water capacity, and parking. UCF addressed
2 all of those comments.

3 The East Central Regional Planning Council did
4 not comment. Florida Department of Environmental
5 Protection found no provision that, if adopted,
6 would result in adverse impacts to state resources.
7 And the Florida Department of Transportation did not
8 comment.

9 Seminole County's focus was on differentiating
10 the future from existing land uses, and making
11 changes for compatibility with their comprehensive
12 plan. UCF agreed, and has made those changes.

13 Florida Fish and Wildlife Conservation
14 Commission requested that we update language related
15 to endangered species, in consultation with them,
16 and we have agreed and done so.

17 St. Johns River Water Management District
18 recommended that Policy 1.4.5 be revised to
19 reference implementation of the water conservation
20 plan, to be used as a basis for issuing the
21 university's consumptive use permit. And they
22 recommended that the university obtain district
23 approval prior to conducting a prescribed fire
24 within conservation easements. UCF has agreed and
25 made changes to reflect that, those comments.

1 Seminole County Sheriff's Office recommended a
2 new element, which is actually outside of the state
3 statute regarding public safety. Rather than
4 creating a new element, we did address their
5 specific concerns in current elements.

6 The next two pages summarize the public
7 comments received during and since the July 15th
8 public hearing. A nearby resident asked how the
9 reviewing agencies would collaborate on their
10 comments regarding the master plan. UCF's response
11 is that all agencies may review one another's
12 comments and the university's responses, which gives
13 them the ability to collaborate with one another.
14 These can be found in the campus master plan archive
15 on the facilities planning and construction website,
16 at the address given to you earlier.

17 The resident also asked about jurisdictional
18 limits of the UCF Police Department. UCF's response
19 is that the UCF Police Department has jurisdiction
20 on campus, and has mutual-aid agreements with other
21 law enforcement agencies.

22 A University Estates resident questioned any
23 planned expansion of the Bright House Networks
24 Stadium. UCF's response: There are no changes to
25 the Bright House Networks expansion plans that were

1 previously reflected in prior master plan updates,
2 and the proposed expansions are not likely during
3 this planning period.

4 A second University Estates resident asked
5 about how many students will be on campus through
6 2025. UCF's response is that fall head count for
7 2025 is expected to be approximately 56,000
8 students.

9 A resident suggested extending Research Parkway
10 eastward, in order to improve access to campus.
11 This recommendation was actually not addressed as
12 part of the UCF Campus Master Plan transportation
13 element, since it involves off-campus roadways on
14 Research Park property.

15 Since the first public hearing, we've received
16 public comments expressing concern about the
17 location of the band building. As you heard earlier
18 in the presentation, we've already addressed this
19 concern. We've also received comments concerning
20 stadium expansion, Wayne Densch expansion, and new
21 parking decks. And we will carefully consider
22 these, and any other comments received today.

23 All written comments, I'm going to remind you
24 again, whether or not present ed orally at a public
25 hearing, become part of the campus master plan

1 record of comments, and will be included in our
2 archive.

3 That completes our formal presentation. We'll
4 now take a five-minute break for you to have time to
5 obtain and complete a comment sheet, print your name
6 on the speaker roster, if you have not already done
7 so, and plan to speak. I will call you back
8 together in five minutes, and then begin calling the
9 names of those who signed the roster.

10 I would remind you that when you present,
11 please state your name, address, and any affiliation
12 before commenting. You will have three minutes to
13 comment. And after you speak, you should give your
14 comment sheet to Maria Teimouri, here, for our
15 archives. I'll give you five minutes. Thank you.

16 (Brief recess.)

17 (Proceedings resumed without court reporter:)

18 MR. MUELLER: -- our biggest complaint is
19 probably rentals, which I know we're not here to
20 talk about today.

21 But I'm hearing noise. I know we talk about
22 noise a lot from the stadium. Now I'm hearing about
23 the -- the band practice, which I'm glad I heard it
24 was moved. But then somebody told me there is going
25 to be a tiki bar behind the stadium, or something

1 like that.

2 I guess what I'm saying is the farther you can
3 get that kind of noise and light pollution away from
4 our community would be wonderful. And just be aware
5 that there is a lot of people that aren't here
6 today, that complained to me. Because they have my
7 phone number, and they are calling me and saying,
8 Hey, R.J., you have got to do something about this.

9 So I'm here just telling you that we have some
10 issues out there, and we'd like you to be aware of
11 that. Thank you very much.

12 MR. MERCK: Thank you for your comment. The
13 next comment is from Mr. Ronald Brooke. Mr. Brooke?
14 Your three minutes will now begin.

15 MR. BROOKE: Thank you for not charging me for
16 walking up. As a disabled vet, I'm not real fast
17 anymore.

18 Ronald Brooke is my name, and I live right
19 across from UCF. You are my neighbor. So when you
20 talk in your master plan about having good
21 compatibility with your neighbors, I'm one of those.
22 And I have actually taken the opportunity to read
23 the entire change master plan. And I don't want to
24 say I doubt that anybody else here did, other than
25 the people who wrote it, but it is a very extensive

1 document.

2 And the presentations that were made today, as
3 I understand from the first public hearing, do not
4 actually, in fact, cover the changes that were made
5 to the master plan itself. My understanding of the
6 purpose of a public hearing is to actually discuss
7 the changes to the master plan. The master plan
8 changes were not presented here today, and were not
9 presented at the first public hearing. So I
10 maintain there has not yet been a single public
11 hearing of the changes to the master plan. So there
12 cannot be a vote on approving changes that have not
13 yet been presented.

14 So basically, what I said here is it appears to
15 me that the meeting failed to qualify as a public
16 hearing, and given the basic facts, the board of
17 trustees is not authorized by law to consider voting
18 for the adoption of this plan until such meeting is
19 actually held.

20 Then throughout the proposal on the current
21 master plan, the comments are that UCF will be a
22 good neighbor. First off, let me say thank you,
23 Lee, to whoever made the decision to move the band.
24 Because last night, you-all had an event right
25 outside here. And myself and a bunch of my

1 neighbors -- because like Rich, they started calling
2 me, because some of them had my number, too. And
3 they said, It is so loud, I can't go to sleep, and
4 I've got to get up in the morning. That went on
5 until about 11:45 apparently, some number like that.

6 I'm privileged. I get an oxygen generator and
7 a C pap machine going, and I don't hear anything out
8 of my bedroom. But when they called, referenced the
9 other comment about the police and jurisdiction,
10 they were told by your police that because it is a
11 sanctioned event, there was no actions you-all could
12 do to have that noise reduced.

13 Well, not only should it be a consideration
14 where you place things, but it should also be a
15 consideration of what is being placed, and what is
16 (inaudible) level of music, okay?

17 The rest of my notes, if you would like to hear
18 them, I'd be happy to tell you. They are very
19 substantive.

20 DR. SCHELL: We will take your written comment,
21 Mr. Brooke, and your three-minute time is now up.

22 MR. BROOKE: Thank you. I hope you-all do a
23 good, honest thing.

24 DR. SCHELL: The next comment is from Ms. Carol
25 Brooke-Williams. Ms. Brooke-Williams?

1 MS. BROOKE-WILLIAMS: Hello, everyone. I am
2 Carol Brooke-Williams, and I have lived in the
3 highest parts of University Estates.

4 Noise, of course, is a major issue for the
5 residents of the surrounding area. Only last night,
6 of course you've just heard, we had this large event
7 that we all could hear.

8 And even after the extensive investment in our
9 own home of double-paned, noise-insulating windows,
10 we could not stop -- it did not stop the constant
11 pounding of the bass from seeping through the
12 tightly-sealed windows. We're dressed like this,
13 because we're literally in the middle of a move,
14 moving back to the house after these renovations.

15 Even more disturbing to me, as a mother of
16 three teenage children who are potential students of
17 this university, is the inclusion in the update of a
18 tiki bar, to be held in the Wayne Densch Center,
19 that may only be frequented -- well, one of my
20 questions would be, why would you put a bar on a
21 university sports complex that can only be
22 frequented by less than half of your student
23 population? And if that is to be used by faculty
24 and alumni, why would you put it in an area that
25 would mostly be frequented by students?

1 So this is one of the things that I would be
2 most -- I'm sorry. You can read these from there.
3 It just felt like more encouragement, to me, for
4 underage drinking for children, and also for driving
5 under the influence. People drive up and go to the
6 bar, and they pass out. And I understand that this
7 bar would be open all the time, and not just during
8 school events. So that would be one of my
9 considerations. Thank you.

10 DR. SCHELL: Thank you, Ms. Brooke-Williams.
11 Is David Hansen here?

12 MR. HANSEN: Yes.

13 DR. SCHELL: David, would you like to address
14 Ms. Williams's issues about the tiki bar? There
15 seems to be, from what I can tell, a
16 misunderstanding.

17 MR. HANSEN: Thank you very much. I did hear
18 the comments about a tiki bar. Is there a tiki bar
19 listed in the master plan? The east club? I'm
20 sorry. I don't know if it was referred to as a tiki
21 bar. It is not a tiki bar.

22 There is some planned development of a club
23 space in the stadium. We have suite space now, and
24 club space currently, on the west side of the
25 stadium. We are planning on maybe a development on

1 the east side of an open-air club area, but it is
2 not a bar. It is not a tiki area. I'm not sure
3 where that came from. It would be something that
4 would be operated just during games. Thank you.

5 DR. SCHELL: For the clarification, it is not
6 in the master plan. It is proposed for the inside
7 of the stadium, on the east side of the stadium.
8 There is already a bar on the west side, and this
9 would be an expansion of that inside stadium
10 facility. The next comment from Mr. George Morris.
11 Mr. Morris?

12 MR. MORRIS: My name is George Morris. I live
13 in University Estates. I'm not here to represent
14 University Estates. I'm here to represent myself.

15 I did attend the 15 July meeting. I gave my
16 comments. I gave written comments, as well. And
17 basically, it was that the agenda, the script for
18 the presentation, lacked detail. One could not
19 determine what the construction and expansions were
20 going to be. I said this, and I also said I didn't
21 think that the UCF group had a real interest in
22 homeowners. Governmental agencies, et cetera? Yes.

23 And there are mission statements right now for
24 the go-between, between organizations. And I have
25 an example here, the one from University of Florida.

1 And I have one from UCF.

2 The University of Florida has a great deal
3 amount about compatibility with surrounding areas to
4 the university. UCF hardly mentions anything
5 concerning neighborhoods, housing residences, et
6 cetera.

7 I heard the comments back here of how the
8 comments from the first meeting weren't addressed.
9 Mine weren't. And since I submitted them on the day
10 of the meeting, I haven't heard anything from
11 anybody. I will give you my bias right now. This
12 is not the time to make a decision on the master
13 plan. I have a few points to make.

14 First of all, the master plan has gone through
15 an evolution last time, the current master plan,
16 because it was approved, and there was no mention of
17 a stadium in there. It was a whole month or so
18 later that the stadium came up. And with protest,
19 it went to the governor, and the cabinet at that
20 time, and it was finally postponed for one month
21 before you started construction.

22 Now, this is kind of one of those cases like
23 the affordable medical plan, Obamacare, that we've
24 just gone through. In other words, let's approve
25 it, and then we'll figure out what is in it. That

1 may be an extreme example. But anyway, I think it
2 is a fairly good contract. I have a couple of
3 points here. It is a red light.

4 DR. SCHELL: Mr. Morris, that is your three
5 minutes. We'll be happy to take those written
6 comments. We appreciate it.

7 MR. MORRIS: Very good. Thank you, sir.

8 DR. SCHELL: Next comment from Ms. Emily Lacy.
9 Ms. Lacy?

10 MS. LACY: Thank you. I'm Emily Lacy,
11 president of the HOA at Regency Park, which adjoins
12 your property. We have a little bit of conservation
13 between us, so a lot of the trustees are gone, so a
14 lot of the noise buffers are also gone.

15 I appreciate you letting me speak today
16 because -- first of all, let me thank you for moving
17 the band field and the practice. Because that --
18 and please make this permanent. We cannot tolerate
19 that noise. Last night, I had a resident call me,
20 and her husband had to get up at 5:00 a.m. And he
21 could not go to sleep because of the noise from a
22 venue on your property.

23 This has to be stopped. The football games --
24 we have nothing against football games. In fact, my
25 husband had a yearly pass to come over until his

1 health got really bad. But at this point, we turn
2 our TVs down, watch the screen so we see the game,
3 and we listen to the commentator from over the
4 field. That is how loud it is coming through to us
5 in Regency Park.

6 So I ask that you please consider, if you are
7 going to do more with this noise, to build a wall
8 between us and you, that would prevent some of the
9 noise. And we do have a lot of problems with the
10 students. And I know you are not here to hear that,
11 but those students make a lot of noise for all the
12 residents in Regency Park. So I appreciate you
13 having me here. Thank you very much.

14 DR. SCHELL: Ms. Lacy, thank you very much for
15 your comment. Our last comment comes from
16 Ms. Sigrid Paetzke -- and I hope I pronounced that
17 right -- Ms. Paetzke, who requested to be last.

18 MS. PAETZKE: Good afternoon. I am an angry
19 homeowner, and I will put it in a nutshell, with
20 what others have said already. I know I'm the
21 lonely voice in the meeting minutes, and I know
22 nothing will happen.

23 However, I will put it in a nutshell. My name
24 is Sigrid Paetzke, a homeowner at University
25 Estates, a few trustees and a lake away from your

1 football stadium.

2 Before building our home 22 years ago, we did
3 extensive research as to any plans involving the
4 northeast corner of the campus. Orange County
5 assured us that this specific area would remain as a
6 conservation area. Years later, Orange County gave
7 the go-ahead to build a 40,000-seat stadium, and
8 with it went the conservation area. No trustees
9 were replaced.

10 Now we are facing the prospect of getting more
11 buildings, a garage, an increase of seats,
12 additional sport fields, and to top it off, band
13 practice fields, as if we didn't have already enough
14 music blaring from your campus. The best example
15 was last night, when a rock band played until 11:30.

16 Your plans will result in more traffic, more
17 pollution, more noise, and a lot of lights at night.
18 You are in the process of changing the community's
19 lifestyle. We know we will not be able to sit, at
20 any time, on our porch during daytime, with the
21 noise, pollution and what's coming from your campus;
22 or at night, with the bright lights lighting up the
23 skies, and enduring blaring music.

24 Your plans give absolutely no consideration for
25 the surrounding communities. You just developed

1 into a bad neighbor. Your plans have absolutely
2 no -- excuse me. You have plenty of room to take
3 your plans south, around the water tower. Of
4 course, I don't think that would happen, knowing
5 what has happened in the past. The least you could
6 do is perhaps consider a high wall and lots of
7 trustees, to protect us from what is coming from
8 your side to our side.

9 I realize that President Hitt wants to become
10 the president of the largest university in the
11 United States. But sooner or later, the students
12 will realize that bigger does not mean better.
13 Thank you for your time.

14 DR. SCHELL: Ms. Paetzke, thank you very much
15 for your comments. That ends the public comment
16 section of our hearing today. I will turn the
17 rostrum back over to Lee Kernek.

18 MS. KERNEK: At this point, the public hearing
19 has been concluded. The board of trustees will be
20 asked to adopt the UCF Campus Master Plan 2015-'25
21 update.

22 Chair Calvet, the university is requesting that
23 the board of trustees adopt the UCF Campus Master
24 Plan 2015-'25 update at this time.

25 MS. CALVET: Thank you, Lee. And thank you to

1 all the neighbors for their comments. I will
2 entertain a motion for approval.

3 MR. MARCHENA: Madame Chairman, let me get to
4 that motion. Before I do that, if I could, just a
5 couple comments.

6 As she said, I want to thank the neighbors for
7 coming, and presenting their concerns in a very
8 proper way. Even the last lady, who admitted being
9 an angry homeowner, did it with grace. We
10 appreciate that. We try to be civil.

11 I guess, Ms. Chairman of the finance and
12 facilities committees, I would say that we do review
13 the master plans. The master plans are available
14 for the public to review, prior to us taking them
15 up. We do try to be considerate of our neighbors,
16 and ask staff that we continue to do that, as we
17 continue to review the master plan.

18 In my own life, I deal quite a bit with noise.
19 And I understand it is a very difficult issue,
20 because people have different perceptions about what
21 is an acceptable level of noise and what is
22 unacceptable, depending upon the circumstance they
23 are facing at that particular time.

24 So without belaboring the point too much, I
25 just want the neighbors to know that we hear them,

1 and we try to do the best that we can, and we'll
2 continue to do that.

3 So Madame Chairman, on behalf of the finance
4 and facilities committee, I would move approval of
5 the amended master plan.

6 MS. CALVET: Thank you, Trustee Marchena. Is
7 there a second?

8 UNIDENTIFIED SPEAKER: Second.

9 MS. CALVET: Thank you. Is there any further
10 discussion, any other questions?

11 UNIDENTIFIED SPEAKER: Madame Chair, I see that
12 general counsel is here. I wonder if he might
13 respond to one of the citizens' assertions that the
14 vote that we take today would be an illegal vote, as
15 the changes have not been thoroughly discussed.

16 MR. COLE: Yes, sir. The statute governing
17 master plans, 1013.30, requires that we have public
18 hearings. It does not describe the content of those
19 hearings, and how they are held, and what specific
20 information has to be presented.

21 So they are in full compliance with the
22 statute. And I should mention that the master plan
23 has been on the website since the initial process
24 began. And it is on the website in a form that has
25 the redlined additions and subtractions to the

1 current master plan. So it is very easy to go
2 through the master plan, and see exactly what the
3 changes have been from the last version of the
4 master plan. So I feel like the process has been
5 very transparent, as a practical matter.

6 UNIDENTIFIED SPEAKER: I have a question.
7 There was a recommendation about building a wall,
8 replacing trustees. Has that come before the
9 facilities committee?

10 MR. MARCHENA: No, sir, it has not. And while
11 I'm happy to have the committee review that, I will
12 tell you, based upon my knowledge, that while
13 intuitively, it seems to be a good solution, a wall
14 has a tendency to simply have noise bounce in front
15 of it, and go right up and over.

16 But I will be happy, if the staff thinks that
17 it is an appropriate consideration, for it to come
18 before our committee.

19 UNIDENTIFIED SPEAKER: I have seen them along
20 the highways a lot, to try to help reduce the noise
21 between the highway and the residences behind it.
22 Does anybody have experience with one of those? I
23 think it would be appropriate for our facilities
24 committee to look into that, and see if something
25 can be done about that.

1 MS. CALVET: Absolutely. Trustee Marchena, who
2 chairs that committee, is willing to study that. So
3 that is something we can easily accomplish.

4 UNIDENTIFIED SPEAKER: I don't want you to go
5 away here thinking I didn't answer the question,
6 when I was on the Expressway Authority as chairman.

7 Most times, the sound walls are on a raised
8 berm, and are very substantial. It wouldn't be like
9 having a PVC fence in your yard, or something like
10 that. They are pretty substantial, and costly. But
11 they do have some positive impact on noise. But as
12 I said, they are usually up over a berm, and pretty
13 extensive.

14 MS. CALVET: Obviously, none of us are experts.
15 So I think the best thing that we can do is have the
16 compliance and the facilities committee look at any
17 actions that --

18 UNIDENTIFIED SPEAKER: Absolutely. I didn't
19 say I was an expert. I said they were on berms.

20 MS. CALVET: Any other questions or comments in
21 regards to this matter? Otherwise, all in favor,
22 signify by saying "I."

23 BOARD PANEL: I.

24 MS. CALVET: Anyone opposed? Motion carries.

25 (Meeting concluded at 4:15 p.m.)

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CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF ORANGE)

I, Laura A. Green, Registered Professional Reporter and Certified Realtime Reporter, certify that I was authorized and did stenographically report the foregoing proceedings, and that Pages 1 through 90 are a true and complete record of my stenographic notes.

I further certify that I am not a relative, employee, attorney, or counsel of any of the parties, nor relative or employee of such attorney or counsel, nor financially interested in the foregoing action.

DATED this 15th day of December, 2014.



LAURA A. GREEN, RPR, CRR
Notary Public - State of Florida
My Commission No. FF047234
Expires: August 21, 2017