

FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

CAMPUS DESIGN: LOCATING A NEW CENTER OF INTERNATIONAL STUDIES

A thesis submitted in partial fulfillment of the

requirements for the degree of

MASTER OF ARCHITECTURE

by

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1999

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This thesis, written by David Aguilera-Mayorga, and entitled CAMPUS DESIGN: LOCATING A NEW CENTER OF INTERNATIONAL STUDIES, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this thesis and recommend that it be approved.

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Florida International University, 1999

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## DEDICATION

To my parents and brothers whose never ending love, dedication, belief and guidance have given me the strength and courage to fulfill my goals. Also, to all my friends that without their support, patience, and understanding the completion of my schooling would not have been possible.

## ACKNOWLEDGMENTS

I wish to thank the members of my committee for their help and guidance. A special thanks to my major professor, Allan T. Shulman, whose support, patience, guidance and understanding have been present throughout my work.

ABSTRACT OF THE THESIS

CAMPUS DESIGN: LOCATING A NEW CENTER OF INTERNATIONAL STUDIES

by

David Aguilera-Mayorga

Florida International University, 1999

Miami, Florida

Professor Allan T. Shulman, Major Professor

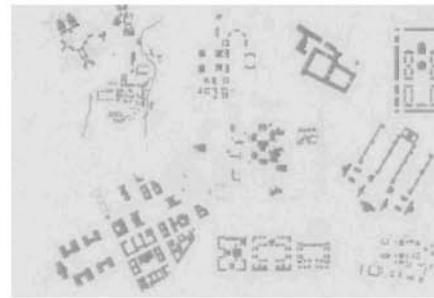
FIU's campus master plan should portray an overall concept of the University's vision. Its design should represent a distinctive sense of institutional purpose. Its architecture should support the campus design in the realization of an ideal academic environment.

The present master plan of Florida International University (FIU) offers neither a clear typology of architectural elements nor adequate relationships and connections between buildings. FIU needs to enhance its master plan with an architectural and urban vocabulary that creates a better environment. This thesis will examine FIU's present master plan, explaining the history of its development. Further, it will critically examine the quality of the campus, highlighting the success and failure of its various parts. The unrealized potential of the campus' original vision will be juxtaposed to the built reality. In addition, FIU's planning strategies will be parallel with the planning of several master plans of American universities. Finally, this thesis will propose a set of criteria for the inclusion of a new building in the campus master plan. The Center of International Study will be the catalyst that would bring into focus the university's vision. As a means to prove the validity of these criteria, a new location for the center of international studies will be selected, and a schematic architectural proposal will be made.

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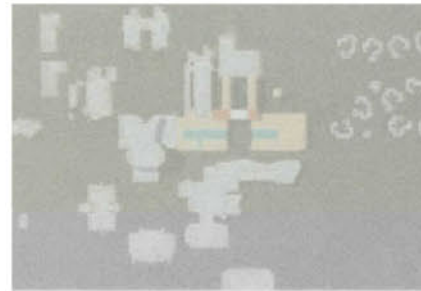
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## A-GENERAL OVERVIEW

- A.1 Introduction
- A.2 Research Problem
- A.3 Research Purpose

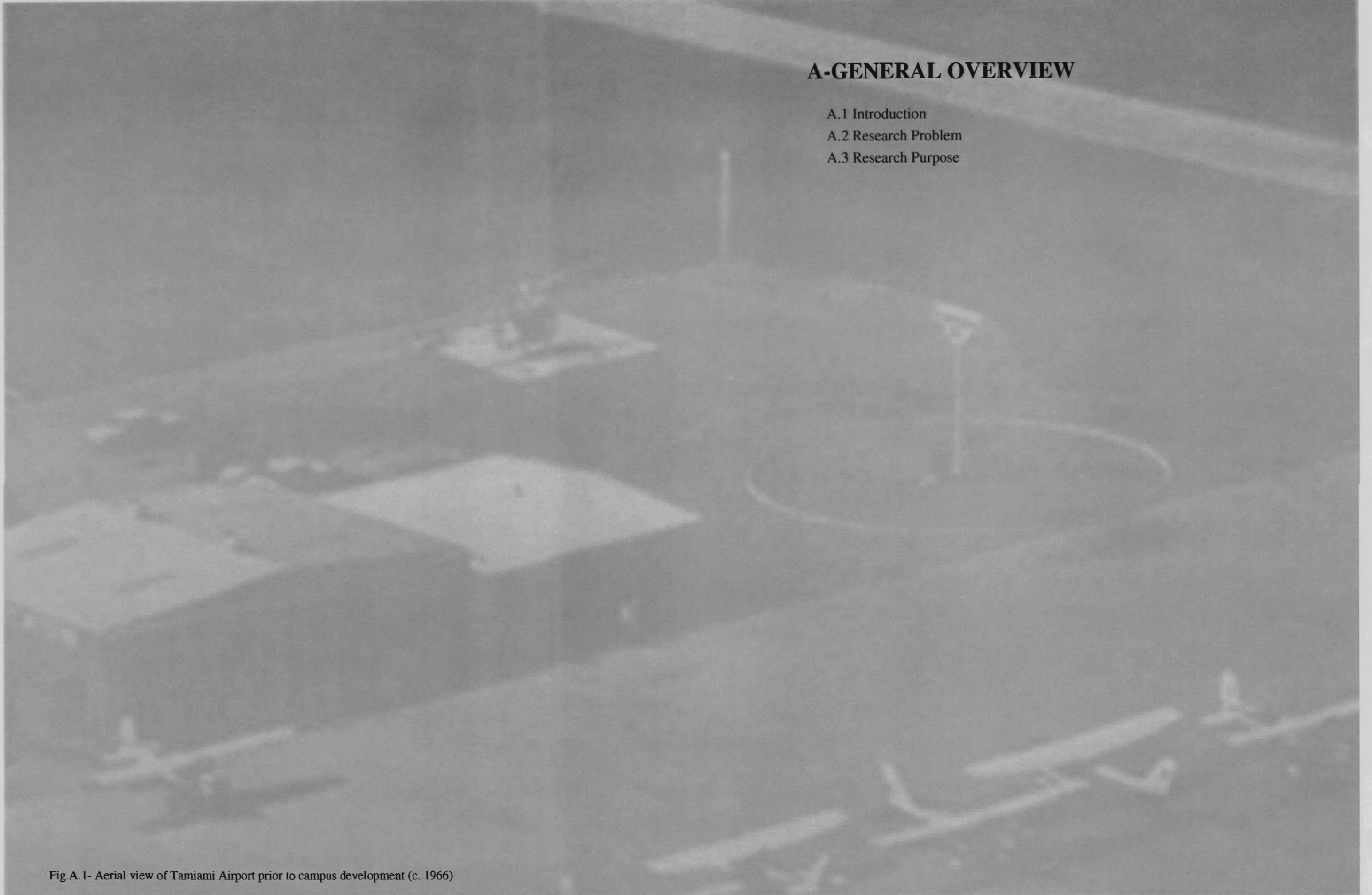


Fig.A.1- Aerial view of Tamiami Airport prior to campus development (c. 1966)

**Introduction**

In 1998 the Provost of Florida International University, identified the need for a new center for International Studies at FIU. It was during the process of locating a site for this important center that it became apparent to the University that it lacked a coherent master plan. Further, the campus offers few opportunities for locating an important building. In short, the campus is not well prepared for the addition of a major new academic center.

**Research Problem**

The present campus master plan of Florida International University (FIU) offers neither a clear typology of architectural elements nor adequate relationships and connections between buildings. To be an internationally oriented, research level university, FIU needs to reconsider its' master plan, giving emphasis to an architectural and urban vocabulary that communicates a vision as FIU is moving into the 21<sup>st</sup> Century. Critical campus design issues will be explored, and a set of objectives for future development proposed. Further, the role one major building can serve, as a catalyst for future developments will be investigated. Specifically, a location for a Center of International Studies will be selected, and a schematic architectural proposal will be made who's aim is to tie together elements of the campus in a way that has previously not materialized.

**Research Purpose**

The research component of this thesis will explore architectural and urban issues related to campus planning, both at FIU and in other major American universities.

## B- DEVELOPMENT OF THE UNVERSITY PARK CAMPUS

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  - B.3.5 Phase IV -The University, 1994-1998

Fig.B.1- Aerial view of Florida International University, University Park campus

*"It was summer of 1969, and four young men gathered at an abandoned airport on the edge of the Everglades in southwest Miami-Dade County. The meeting was filled with the ambition, determination, and love of these four visionaries. It was a historic moment. In the desolate site the four men would create Florida International University, today one of the fastest growing universities in the United States. It was a dream that would require the hard work and sacrifice of thousands. But it happen."* (Riley, 1998)

**B.1 Mission of FIU**

The mission of FIU, as stated in the University's 1998-1999 Catalog, is "to serve the people of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering creativity and its expression."<sup>[1]</sup>

**B.2 History**

The University Park Campus of Florida International University was built on the old Tamiami Airport site, located in a suburbanized area of western Miami-Dade County Florida. The Campus is surrounded by medium-density housing and large commercial development areas to the north and east respectively. The Dade County Youth Fair Grounds and Tamiami Park share the original airport grounds and form the southern edge of the university. The Florida Turnpike defines the campus' western edge.

Florida International University (FIU) is a member of the State University System of Florida. The Florida legislature chartered the university on June 22, 1965 and the University opened on September 19, 1972 to the largest entering class in United States collegiate history. The University began by offering upper

division undergraduate programs in Liberal Arts and did not offer lower division classes until 1981. In 1984 the University was authorized to begin offering degree programs at the doctoral level. In 1986 the University received accreditation from the Southern Association of Colleges and Schools. The University has been served by four presidents: Charles E. Perry, the first president, served from 1976 to 1979; Harold Brian Crosby, from 1976 to 1979, Gregory Baker Wolfe, from 1979 to 1986 and currently, Modesto Maidique, from 1986 to the present. FIU now offers more than 200 baccalaureate, Master's and doctoral degree programs. In addition to the University Park campus, FIU maintains campus on Biscayne Bay in North Miami Beach and two educational sites in Broward County. The sites in Broward County are operated at Broward Community College in Davie and the University Tower in of Ft. Lauderdale.

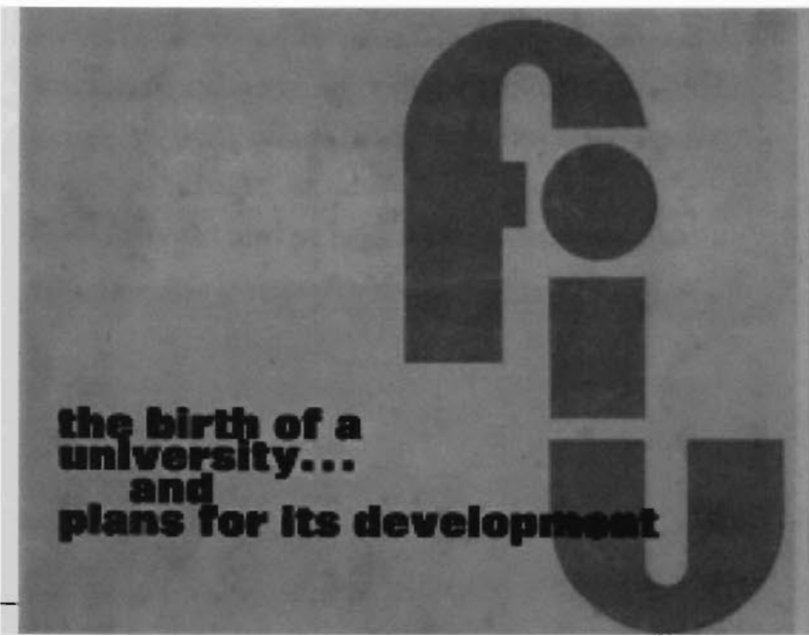


Fig.B.2- In spring 1970, the basic plan for the new university was developed: a 138-page document titled "The birth of a University and Plans for its Development."



Fig.B.3- FIU's first logo emphasized the institution's international theme.



Fig.B.4- FIU's great seal



Fig.B.5- 1969 Aerial view of FIU. The aerial illustrates the abandonment of Tamiami Airport.

### B.3 Campus Development

Prior to its development as a university, the University Park campus was the site of an airport. After closure, in 1967, 340 acres of the site were donated to the State of Florida for the construction of FIU. The remaining 300 acres were retained for development of Tamiami Park and the Dade County Youth Fair. FIU's architecture and planning reflect the growth of the university in three distinct periods:

- Phase I      The Birth of a University, 1972-1975
- Phase II     Early Growth, 1976-1985
- Phase III    The Boom Year, 1986-1993
- Phase IV    Recent Developments, 1994-1998

#### B.3.1 Airport

It was during World War II Dade County purchased a 640-acre parcel located some 11 miles west of the Miami city limits for the development of an airport intended for student instruction and general (noncommercial carrier) aviation. Built with three runways in 1947, by 1958 there were 1100 to 1300 flight operations per day, requiring the placement of a control tower, relocated from Miami International and placed in service in 1959. By 1960, Tamiami Airport ranked as the third busiest in the nation, behind O'Hare and Miami International. This very high level of (mostly student pilot) flight activity created conflicts with Miami International air traffic. This led to the closure of the airport and its relocation to Southwest Dade County.

### B.3.2 Phase I- The Birth of a University, 1972 – 1975

The Florida Board of Regents appointed Charles E. Perry as the first president of FIU in 1969. Perry directed the development of the first Master Plan by the architectural firm of GREENLEAF / TELESKA on September 1970. This master plan called “the birth of a university...and plans for its development” was followed until the late 80’s.

#### B.3.2.1 General Concept

The original campus concept was to loosely organize functionally diverse buildings around landscaped courtyards. The courtyard setting was to create open and inviting, visually exciting, and conveniently laid out. Courtyards were to provide a visual focus through covered walkways that defined the campus core. The sense of overhead shelter was to become a basic theme of the campus. It was to have continued under the buildings, around the courts, and forming links between buildings. (Florida International University Master Plan, 1970)

Between 1972 and 1975 four buildings were completed using the concept of courtyards. The first court was realized with these four building which compromised Primera Casa (PC), Deuxieme Maison (DM), Graham Center (GC) and Athenaum (Library).

Parking areas were remote to the campus core, “The parking areas were arranged to surround the building core complex in order to minimize walking distances between buildings and parking and to isolate the building complex as an island of

pedestrian circulation.” (The birth of a university...and plans for its development, Master Plan, 1970).

The gym was to be linked through a major covered walkway to the Campus Core, which was never realized and was subsequently dropped from the master plan.

One major item that “the birth of a university...and plans for its development” master plan of 1972 ignored was the airport. The plan foresaw the complete elimination of its buildings and runways. In short, no elements of its geometry, infrastructure or Buildings were considered to be used.

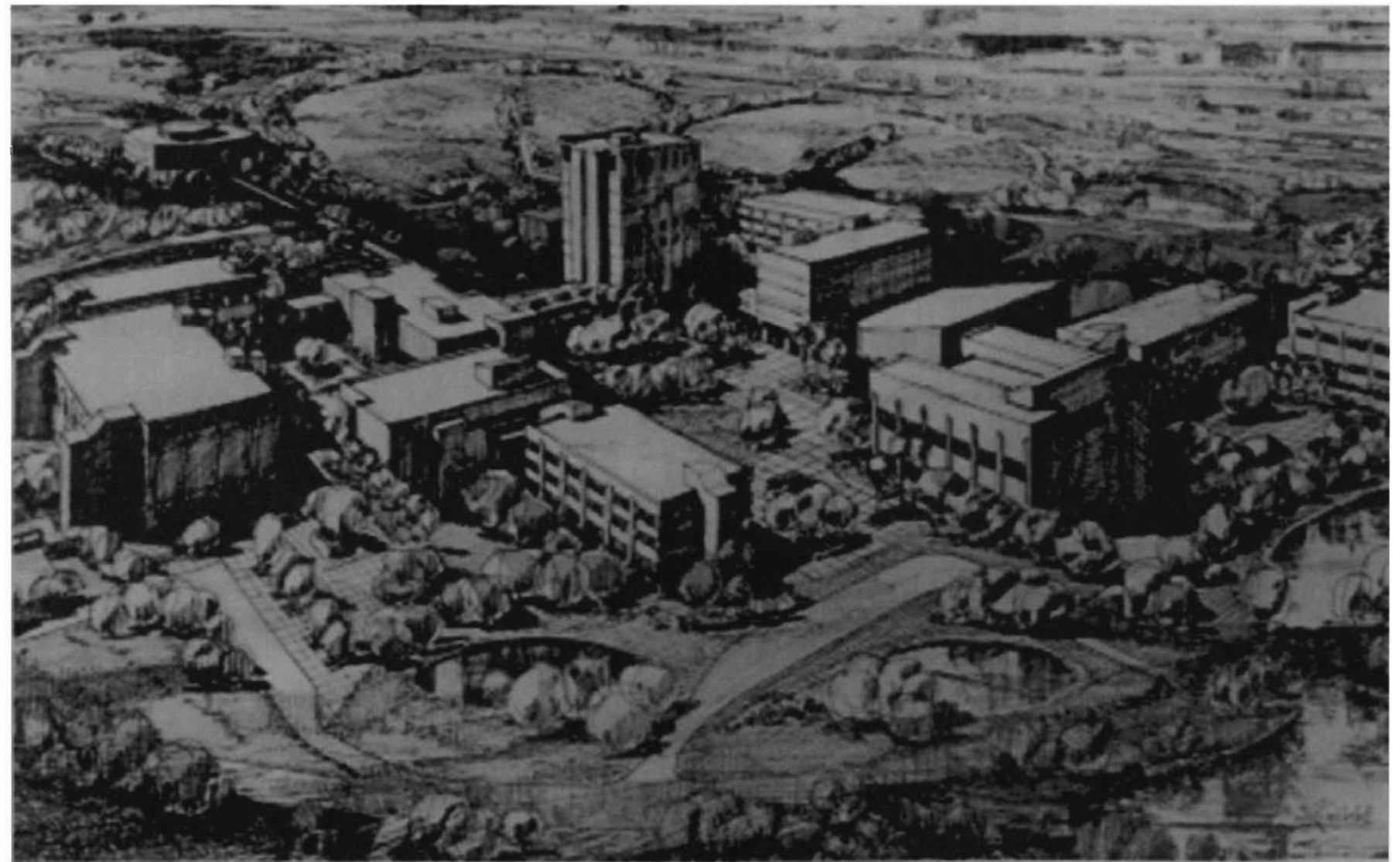


Fig.B.6- An early rendering of how University Park (then Tamiami Campus) was projected to look in 1980; this was the goal of the university planners.

### B.3.2.2 The Courts

The main concept of the 1970 master plan was the primacy of the “courts”. The courts were to play an important role in the structuring and development of the campus. Courts would unify the campus visually by organizing the various buildings around a coherent space. The ground floors of buildings were going to be recessed along their court facades to create pedestrian arcades and would employ large areas of glass to affect a spatial and visual link between building interior and the court areas. Coherence and unity would have been achieved by subordinating architectural expressionism to the desired spatial character of the courts and through the use of compatible colors, textures, and materials throughout the campus. Courts also would suggest important connections between buildings. They formed a modular organizational device that would be applied throughout the campus achieving a cohesive and integrating environment. Courtyards were formed by the arrangement of buildings, and in some cases by covered walkways, which created defining edges.

The building core was originally developed as a linear checkerboard pattern of buildings and courts that would allow the phasing and construction of independent courts without significant interference. The first master comprised three instructional courtyards around a central courtyard (Fig.B.9). Buildings were to be grouped to create spatially contained court areas and to facilitate efficient pedestrian movement between all parts of the campus.

Another idea was to interconnect buildings with covered walkways (Fig.B.7). The idea of checkerboard development of the building core permitted direct exterior exposure of buildings to roads and parking areas (for direct access) and to provide for future building expansion. In addition, the staggered arrangement of buildings created a dynamic architectural image from all vantage points in the surrounding area (Fig.B.8). (The birth of a university...and plans for its development, Master Plan, 1970)



Fig.B.7- Elevation of proposed covered walkways from the original Master Plan.

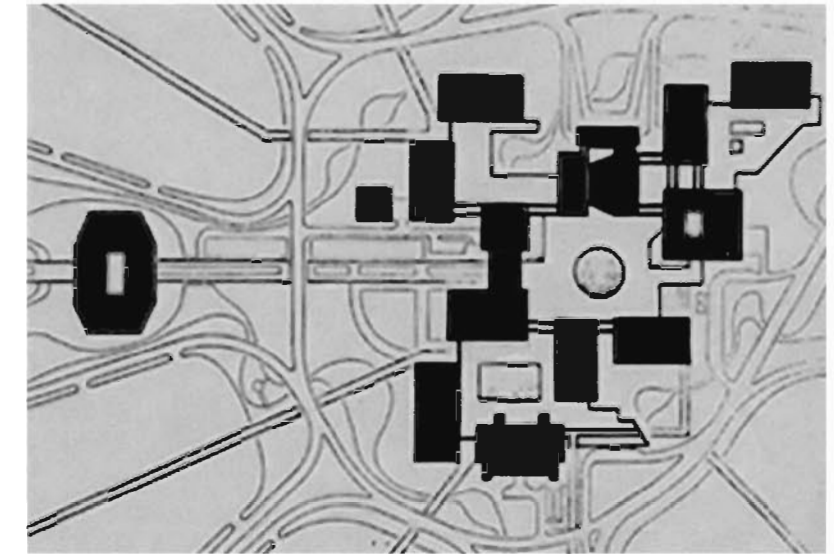


Fig.B.8- General view of the first Master Plan proposal.

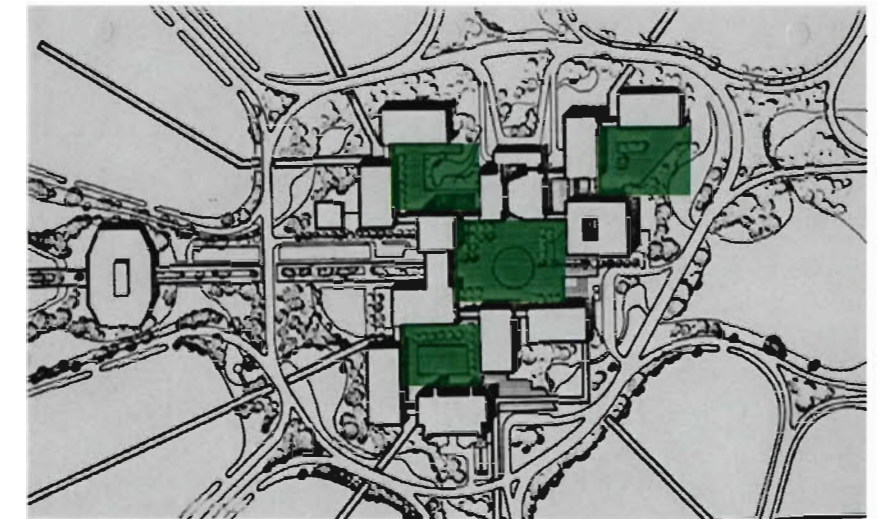


Fig.B.9- Master Plan illustrating central courtyard and instructional courtyards plans.

### B.3.2.3 Buildings

The oldest structure on the University Park is the airport control tower, a survivor of the site's previous use. The four-story tower became the first office of the university until its opening in 1972 (Ulrich, 1987). The old airport control tower today currently houses the offices of Campus Security.

The first University buildings were constructed between 1970 and 1975. As intended in the original master plan of 1970, they were grouped to create spatially contained court areas and to facilitate efficient pedestrian movement between all parts of the campus. They were built around the area called the Core Quadrangle.

The 1970s master plan identified two basic classifications of buildings to best serve the academic and space programs of the university: Multi-functional instructional and specialized buildings.

Multi-functional instructional buildings were to house classrooms, laboratories, and academic and staff offices. The initial role of these multi-function buildings was to accommodate different activities and programs. They were to provide a high degree of flexibility and be able to serve the changing needs of the university during its continuing construction stages (The birth of a university...and plans for its development, Master Plan, 1970)

The first Multi-functional building, Primera Casa (PC), was a bold and simple box structure, an expression of the flexibility and functionalism demanded by its role as the first major structure on the campus (Fig.B.11). Primera Casa, designed by Greenleaf/Telesca was occupied in 1972, and comprised 221,394 square feet. It housed the library, a media center, food services, a bookstore, academic advising, registration, financial aid, and athletic programs, among other services (Riley, 1998).

The second campus structure was Deuxieme Maison (DM), located northwest of Primera Casa. This building design by Grove/Haack & Associates was occupied in 1973 and comprised 140,807 square feet. It contains classrooms, and offices for the College of Arts and Science. This is the first building to contain an internal courtyard.



Fig.B.10- View of Airport Tower at Tamiami Airport. Last remaining building of the old airport (c. 1968).

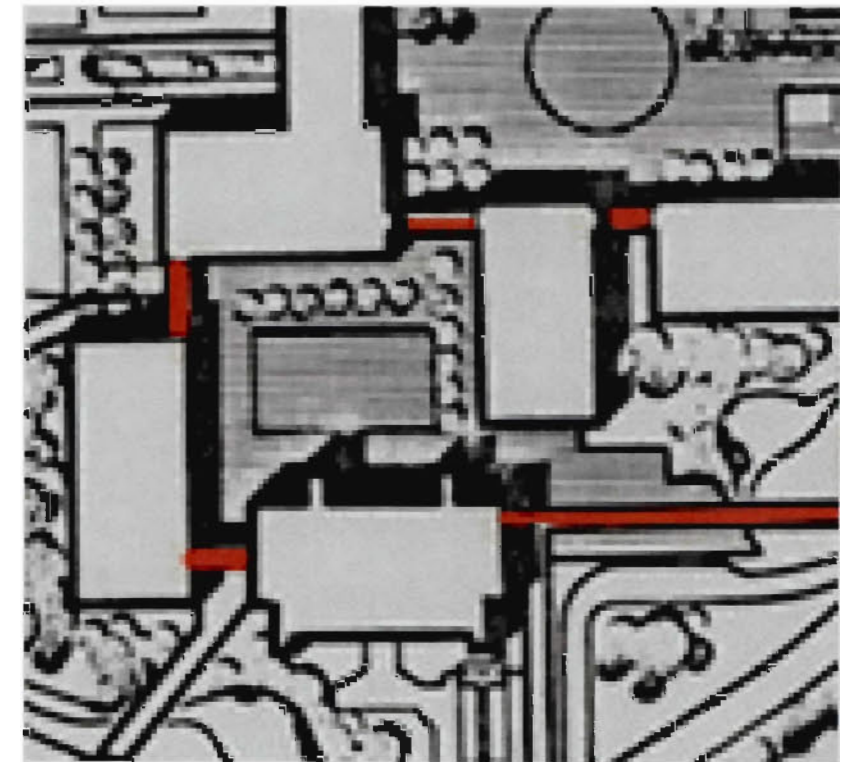


Fig.B.11- Plan shows path connecting campus buildings.

The third building was the Graham Center located northeast of Primera Casa. This building design by Greenleaf / Telesca was occupied in 1974. The Graham Center was the student activities center on campus where student union was located.

The last multifunctional building in this phase was the Viertes Haus (VH), located northwest of the library. This building design by Dalton/Dalton/Little/Newport was built in 1975 and comprised 69,567 square feet.

Unlike the multi-functional instructional buildings, there were inherently specialized facilities such as the Athenaum (library) (Fig.B.13). The library was the last building to be placed on the central core located north of Primera Casa and was occupied in 1975 and comprised 357,181 square feet.

The buildings are primarily large-mass architectural concrete structures typical of the modern brutalist architecture. Brutalist architecture feature monumental sculptural shapes and raw, unfinished, molded concrete. The Brutalist style brings forth an exposure of materials, structure, and function which normally concealed or seen an aspect. FIU's brutalist buildings form collectively one of the state's largest aggregations of brutalist architecture.



Fig.B.12-View of the construction of Primera Casa. The first instructional campus building at Florida International University (c. 1972).



Fig.B.13- Deuxieme Maison (DM) building, overlooking construction site in 1973.



Fig.B.14- Aerial view of the old library building built in 1975 (c. 1988).

B.3.2.4 Central Core Quadrangle



Fig.B.15- View of Primera Casa (PC) from library.



Fig.B.16- View of Deuxieme Maison (DM) from central campus courtyard



Fig.B.17- View of the original library from central core (tower behind)



Fig.B.18-View of the West Elevation of the Graham Center built 1974

### B.3.2.5 Vehicular Circulation

Because of the large size of the county and the remoteness of the University the predominant means of arrival to the campus was by automobile (fig.B.20).

Parking lots on the campus follow a strategy similar to shopping center layout with ring road, large bubble-shaped lots outside the ring road. These parking lots are link to buildings with connecting walkways.

### B.3.2.6 Pedestrian Circulation

The pedestrian circulation system was designed in conjunction with the vehicular circulation system. Both have been planned to function for existing means of transportation (the car)(fig.B.19). Most of the pedestrian circulation activity was to occur within the building core area, and along pedestrian routes which link the building core to parking areas. The courts were to be designed to accommodate direct unsheltered pedestrian movement between buildings and adjacent courts. Buildings were to be designed with a recessed ground pedestrian arcade between all parts of the building core area. The covered walkway system was going to extend beyond the building core to parking areas and to the center of the campus. These walkways were to be open and well lighted, and their scale with its treatment was to reflect the casualness and intimacy of the buffer zone area.

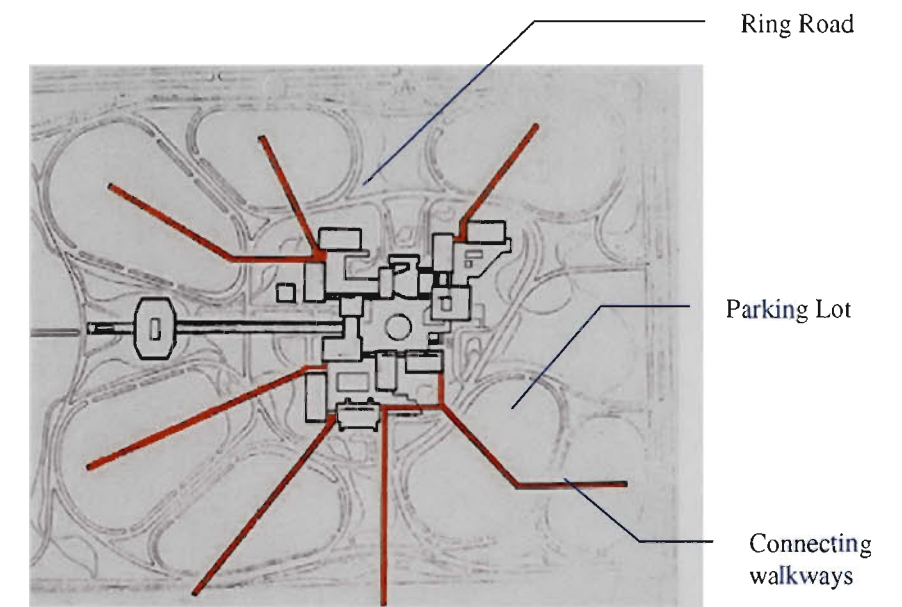


Fig.B.19- Plan shows connections between parking facilities and campus from the 1970s Master Plan.

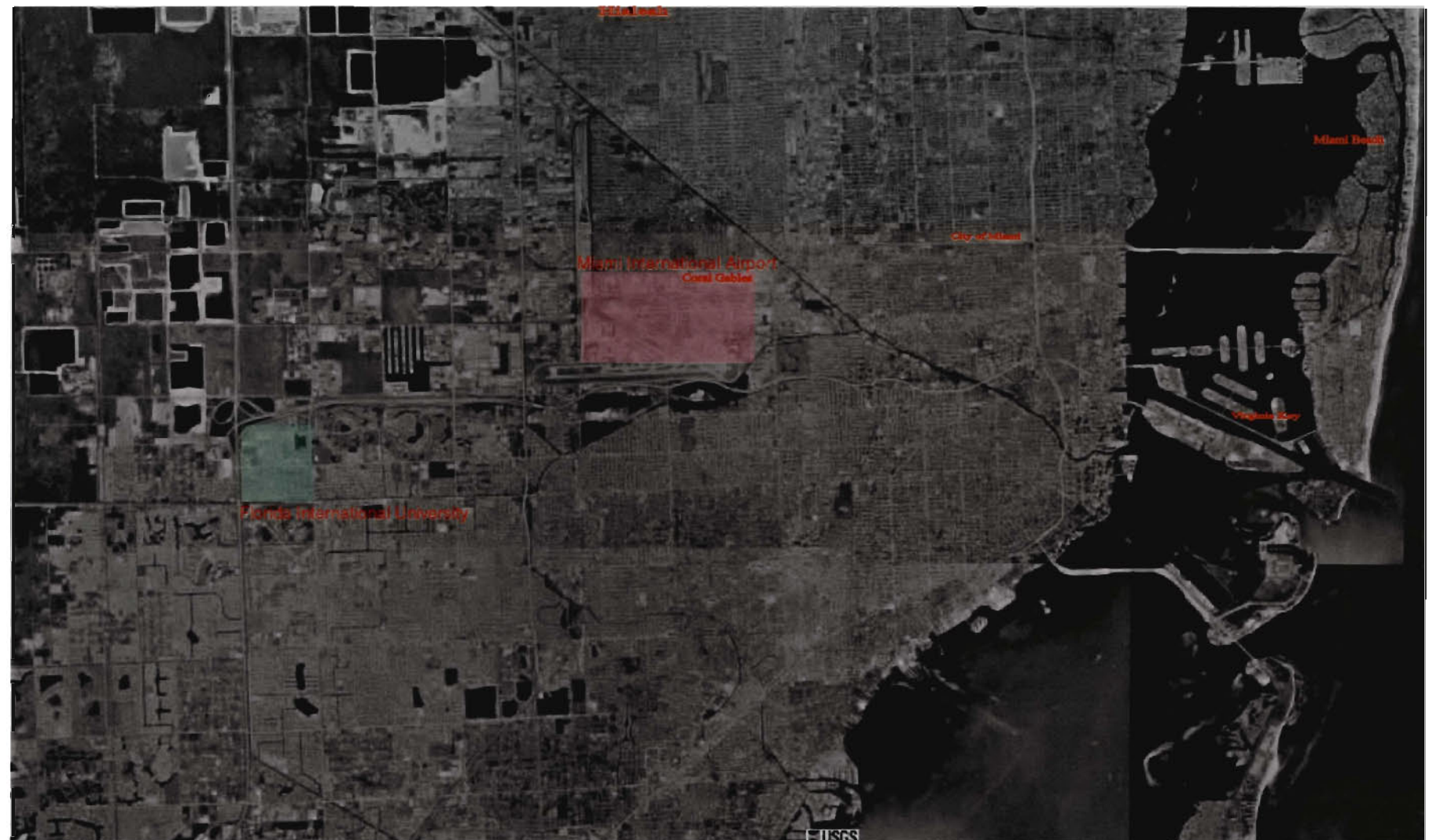


Fig.B.20- 1995 Miami-Dade County map showing relations of the airport to FIU.

### B.3.3 Phase II- Early Growth, 1976 – 1985

In 1981, FIU added freshmen and sophomore classes, becoming a four-year institution. In 1982, the enrollment greater 13,500, and is an increase of 13.5 per cent from the year before (Stein, 1982). Harold B. Crosby the second president of FIU succeeded Charles E. Perry in January 1976. Gregory B. Wolfe was named the third president in February 1979.

During this second phase, FIU begun offering of upper division

classes to undergraduate programs in Liberal Arts and in 1984 Doctoral Level studies were the growth that was translated into a major University.

In this phase, campus growth achieved a new level. Initially a commuter university, FIU moved to formalize its campus as a residential campus' by adding dorms in 1985 and sports facilities in 1986 (Fig.B.21 and Fig.B.22).

The Sunblazer Arena (Gym, now called Panther Arena) and was

constructed by Greenleaf / Telesca, inc. and comprised 121,158 square feet. It followed the 1975 master plan update.

Also constructed in this phase was the Owa Ehan (OE) building in 1977, which is located, northeast of the library. Its architects the Russell Partnership, Inc. and comprised 117,306. It designed the first loggia facing the lake, with a interior courtyard and a breezeway facing the east.



Fig.B.21- Aerial view of dorms along S.W. 107<sup>th</sup> Street. Dormitories built in 1985 (c.1994).



Fig.B.22- View of Arena, facing southeast, built at the terminus of the old airport runway. Built in 1986 (c. 1988).

**B.3.4 Phase III- The Boom Years, 1986–1993**

In 1986 university received accreditation from the Southern Association of Colleges and Schools. Modesto A. Maidique, the fourth and current president, was appointed to his position in August 1986. In 1987, an update of the master plan was developed by Collaborative Inc., a Boston architectural firm that would cover the growth from 1986 to 2001. This same firm made a second update in July of 1991 that covered the period 1991 to 2006.

In the 1987 master plan it was first introduced the mall (Tamiami Mall) and the diagonal corridor that would run from northeast to southwest through the campus.

In the 1991 update the campus tried to change its strategy on the

campus planning by formalizing the spaces into Districts. It also tried to reinforce the campus by creating new axis and spaces. The diagonal approach in this scheme is stronger and connects it to the central core.

There were five buildings built during the Boom Years. In 1989 Lemuel Ramos & Associates designed the Engineering & Computer Science (ECS) and comprised 112,754 square feet. The ECS was the first building to abandon the multi-function use. This building introduced the first formal entrance for a building with an axial organization. It also broke the building pattern of enclosed and brutalist architecture.

The second structure to go up was the College of Health (CH) in

1989 and comprised 9,398 square feet. The architect of this building was Sasaki Associates, Inc. The third building was the Chemistry & Physics building (CP) that was occupied in 1991 and comprised 130,857. The architect was Bellon, Perez & Perez, it introduces an axial approach by having its circulation of the campus going through the building, that it would also help connect to the OE building.

The fourth building was the Business Administration building (BA) in 1992 and comprised 56,782 square feet. The architect of this building was Borelli & Associates, Inc. And the last building to go up in this phase was the Student Health & Wellness Center (HWA) in 1993 and comprised 9,432 square feet. The architect was the Miami Collaborative, Inc.

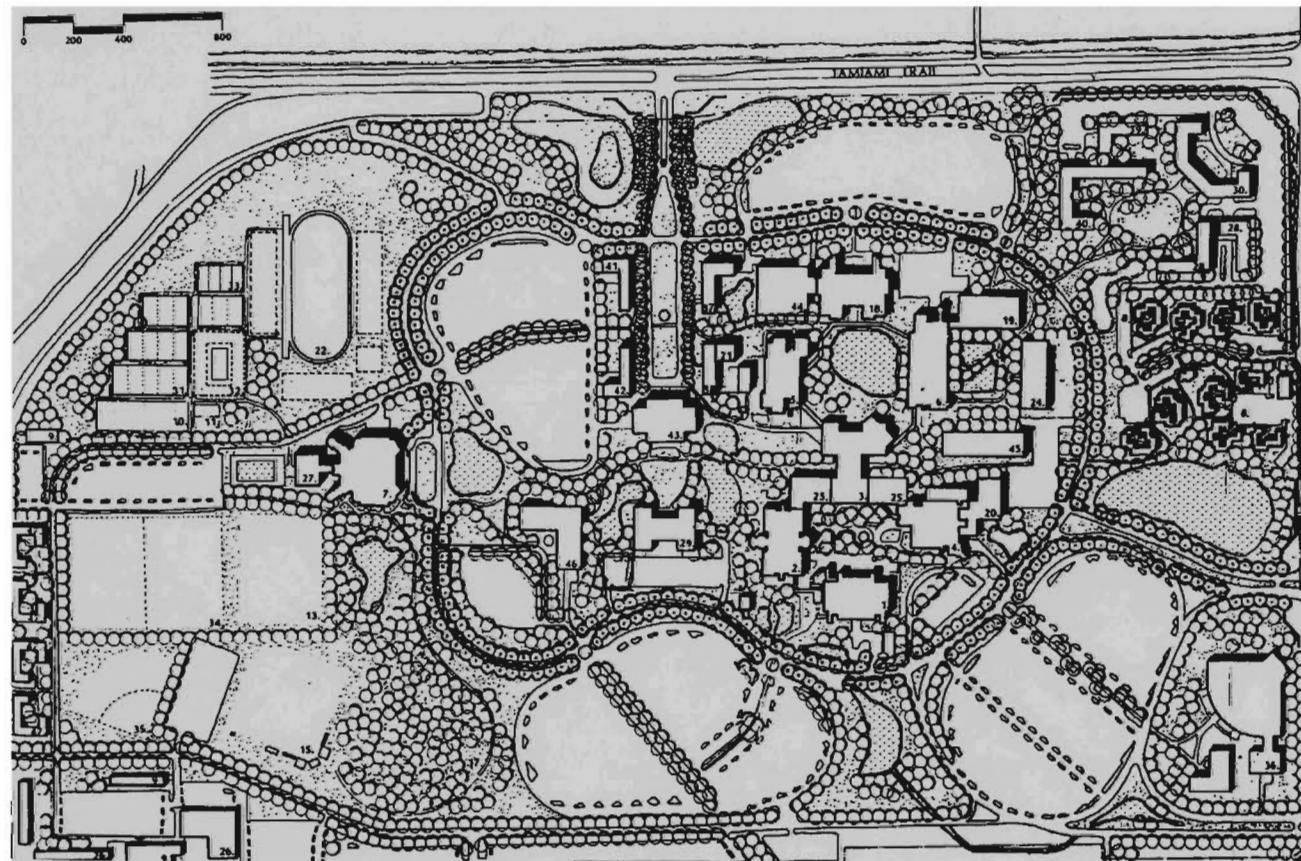


Fig.B.23- 1985 Proposed by Collaborative Inc. Master Plan 1986-2001

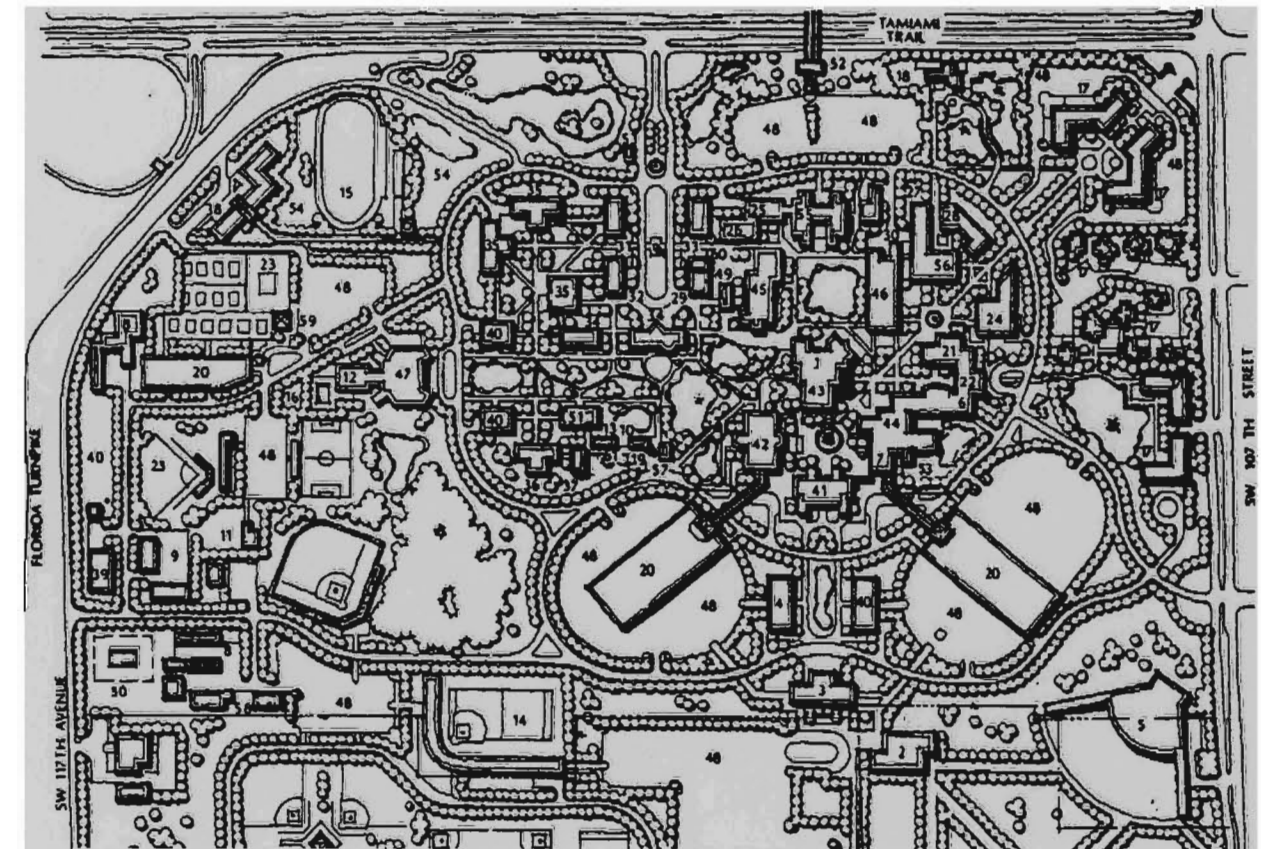


Fig.B.24- 1991 by Collaborative Inc Proposed Master Plan 1991-2006

B3.4.1 Lake Quadrangle



Fig.B.25- Facing northeast toward OE building, built in 1977



Fig.B.26- Facing north toward ECS building. Building built in 1989



Fig.B.27- Aerial view facing south, of the Lake Quadrangle in 1986 (c. 1986).

B.3.4.2 Tamiami Mall



Fig.B.28- View of College of Health Building, built in 1989



Fig.B.30-Aerial view facing southeast of Tamiami Mall.



Fig.B.29- View of Business Building, built in 1992.

B.3.4.3 Other Buildings



Fig.B.31- College of Health (CH) West Elevation



Fig.B.32- Student Health & Wellness Center (CH) North Elevation



Fig.B.33- Chemistry & Physics building (CP) South Elevation

**B.3.5. Phase IV- Recent Development, 1994–1998**

In May of 1995 the last master plan for the FIU campus was developed by the firm of Wallace, Roberts & Todd (1994-2004) and Zyscovich as one of the consultants. It gave firm directions to develop districts on the campus.

In this master plan there are a couple major additions. The addition that is the most noticeable is six parking garages, in an informal organization. The other additions are the new cloister of residential apartment, a new formal entrance, frat houses, and the president's house. One concept that was brought from the 1991 master plan was the diagonal axis in which is enfolded more by the residential apartments.

In 1994, FIU named its first building, Primera Casa, after its first president Charles Perry (CP). (Jack, 1999). Graham Center came along in 1974 and was renovated in 1996. The addition was designed by the Russell Partnership and comprised 207,730 square feet. The Library went through major renovations in 1996. It was renovated with an expansion of 640,000 square feet ending with a new state-of-the-art eight-story Library and rename it to Steve and Dorothea Green Library (GL). The architect for this project was MC. Harry and Associates.

There were four buildings in this phase. In 1994 the Labor Center (LC) design by the firm of Forbes comprised 25,059 square feet. The second structure to go up was the Baseball Stadium (BBS) in 1996. The third building was the Wertheim

Performing Arts Complex I (WPAC) in 1996 comprised 74,052. The fourth building was the Residence Hall (RH) in 1996. The last building to go up in this phase was the College of Education (COE) in 1997 design by Zyscovich, Inc comprised 57,456 sq.ft.

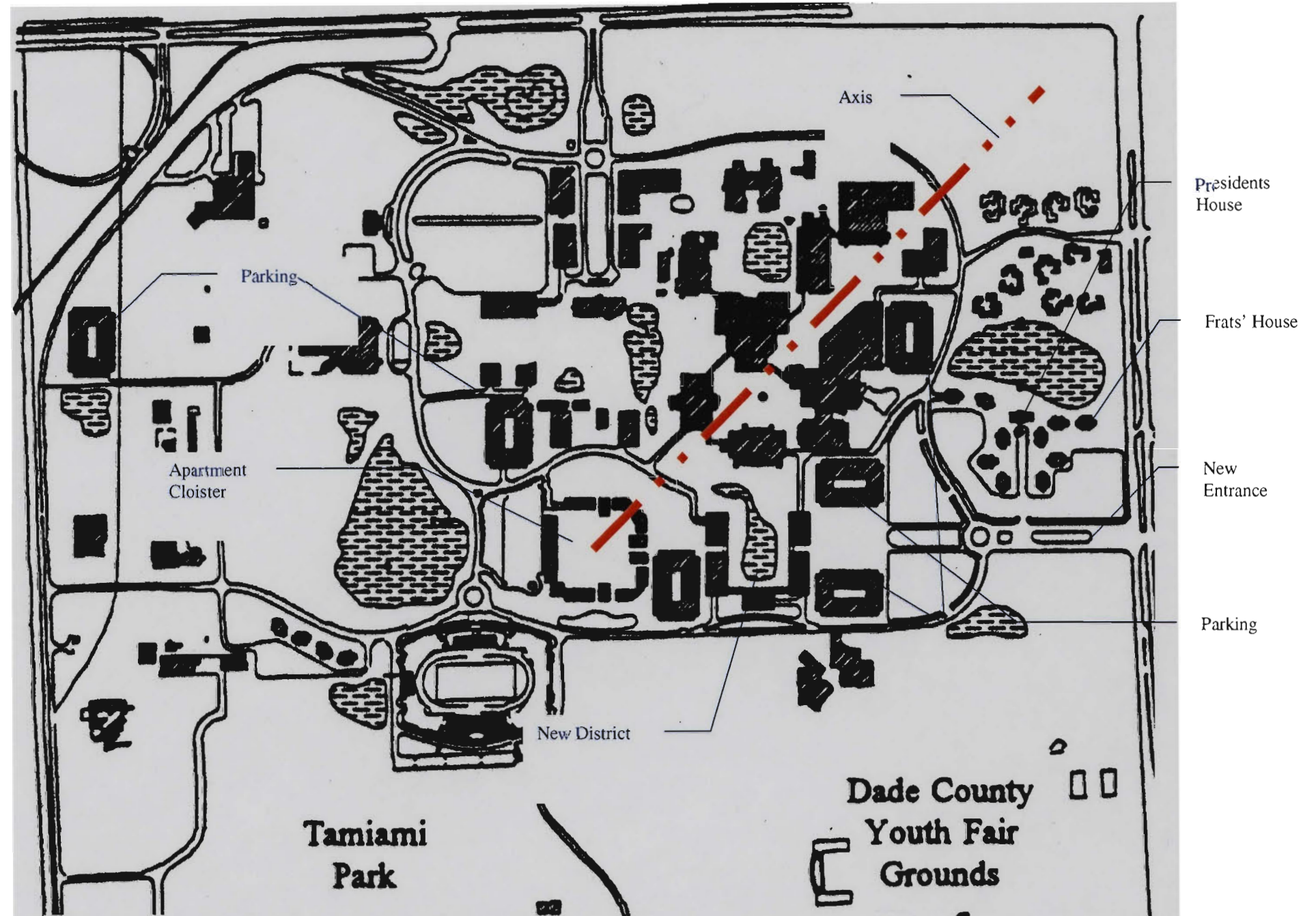


Fig.B.34- 1995 Proposed WRT's Master Plan for 1994-2004



Fig.B.35- Drawings showing the different phases on Florida International University, University Park campus.



Fig.B.36- Aerials of Florida International University from 1969 to 1996

## C- CRITICAL ANALYSIS

### C.1 Introduction

C.1.1 The Campus

C.1.2 Climate

C.1.3 Site

C.1.4 Campus Edge

C.2 Central Core

C.3 Lake Quadrangle

C.4 Tamiami Mall

C.5 Engineering & Computer Science Building (ECS)

C.6 Analysis

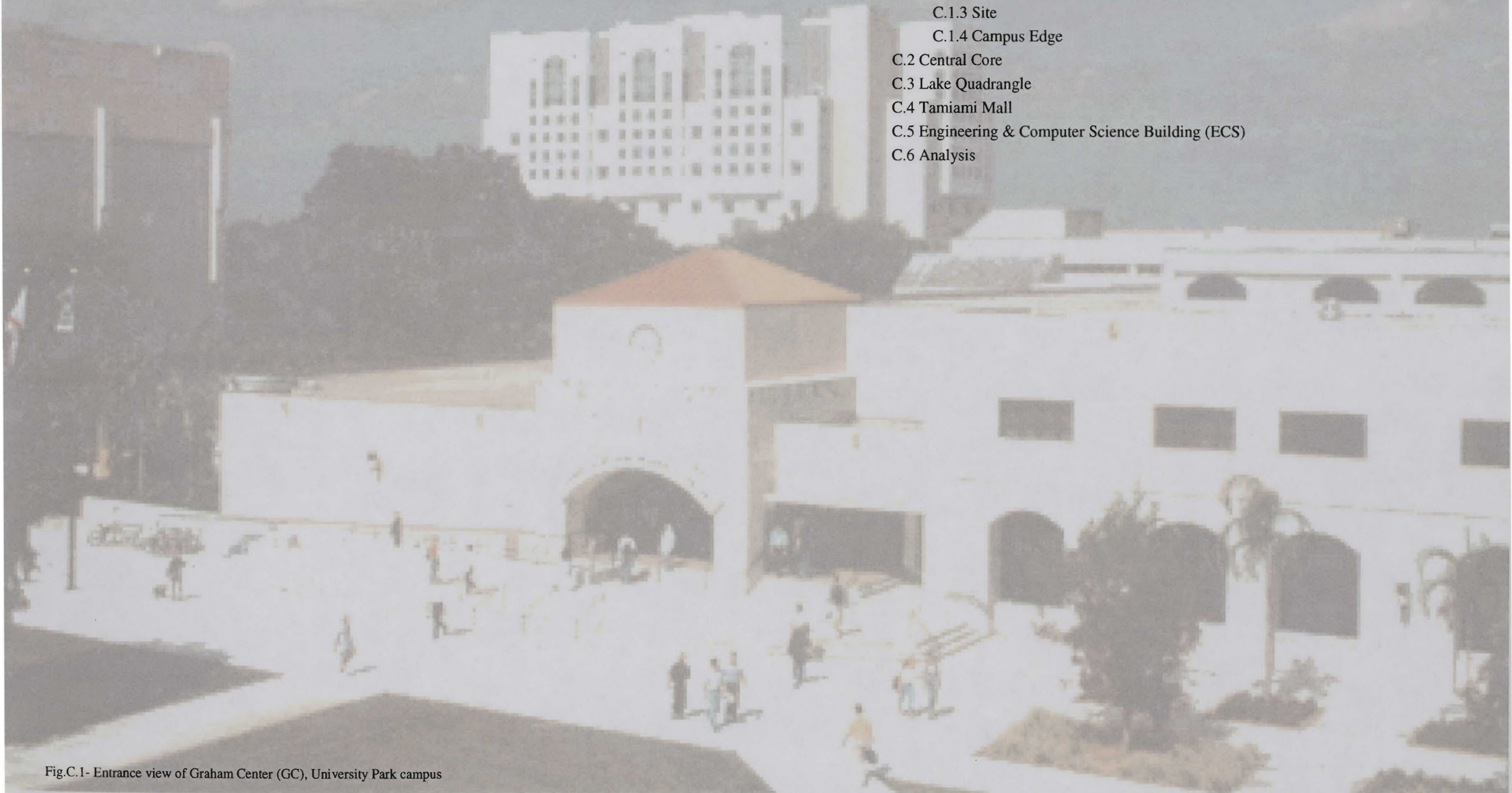


Fig.C.1- Entrance view of Graham Center (GC), University Park campus

## C.1 Introduction

The introduction to the campus presents us with an opportunity to study the critical issues that comprises the polemic of campus planning. With an emphasis on the FIU campus, the development of the planning start with a building and expand uncontrollably and unfortunately without regards to sensible planning issues such as connection, arrival. This introduction will investigate current planning issues and will synthesize their purposes and eventual results.

### C.1.1 The Campus

The original campus buildings are characterized as brutal and monolithic. It was an architecture that imposed the buildings in the center core of the campus with no humanistic scale and no connection to the landscape. These buildings were not necessarily arranged in a pattern were they related to one another. These buildings were design to be viewed isolated from the larger space in a monolithic fashion, to be admired as separate units.

The original buildings are large masses with little fenestration, designed as objects in space. This was the predominant architectural expression on campus.

### C.1.2 Climate

The FIU campus lack the appropriate response to the hot and humid climate of South Florida with architecture has not addresses the need for weather protection and shade. Architectural elements such as breezeways, arcades, shaded

courtyards and covered connections between buildings, have not been encouraged. It also lacks of the proper placement of vegetation that should encourage outdoor shade and to screen solar gain at buildings.

### C.1.3 Site

The character of the site is primarily man made. Throughout the growth of the University it has remained a commuter-oriented environment with a network of pedestrian circulation. These pedestrian circulations are not well maintained as to focus is function as such and to help define spaces through the campus.

### C.1.4 Campus Edge

The edge of the campus is well defined as a highway around the campus, in which there is little regard for the university. The campus it has poor connection to the street it extends to the pedestrian.

Its edge limits the university from expanding so it has to re-evaluate its resources to better use and manage them.

### C.1.5 Brutalist Architecture

This otherwise unpleasant quality of design alienates the structures from the public as it creates an absence of connecting to its “brutal” qualities. FIU’s Brutalist caustics provide just that and create a polemic, which is the struggle between aesthetics and pragmatism. The Brutalist style leaves itself open for a lot of second-guessing with its cold and gruesome qualities.

### C.1.6 The Demise of the “Court Concept”

It is curious that although the arrangement of the first generation of buildings roughly followed the court concept, they abandoned physically and philosophically the original objective of court design. Building were designed to ignore the courts which they faced, often with walls

### C.1.7 The Parking Issue

This would off been appropriated for retail stores or even a factory setting that one could go to work or shop, but not for a major university. The access to the campus and the approach to its buildings were of no great significance due to the lack of hierarchical approach to the campus and its spaces.

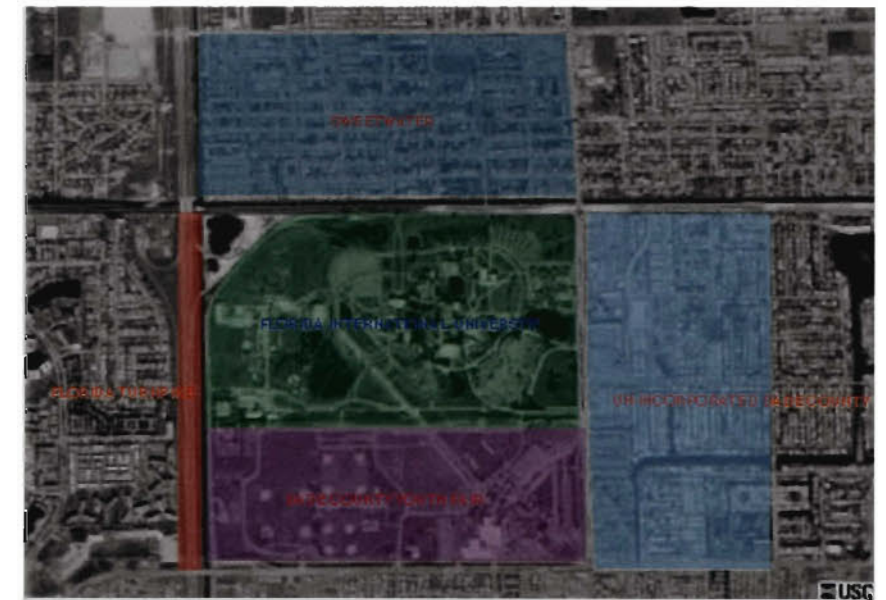


Fig.C.2- View of Florida International University campus edge.

### C.2 Central Core-

The Graham Center has expanded to become the student activities center on campus. It contains a computer store, bookstore, copy center, Lorraine Travel, ATMs, the University Credit Union, Gracie's Grill, Miami Espresso, Pollo Tropical, Burger King, Pizza Hut and Subway outlets, a cafeteria, classrooms, offices, a movie theatre and auditorium.

In 1996, after its renovation the Library became a state-of-the-art building (Fig.C.7). This is one of the few buildings on campus that encourage and use a major axis of the campus to have a connection to the building and gives a space for gathering and distribution. It also serves as an icon in the landscape because of its volume and importance for the university.

### Observation

The buildings on the Central Core are buildings on different languages. They are all university buildings no doubt, but with no specific discipline. On this quadrangle, Primera Casa is the only building that respects the plaza every other building gives their back to it (Fig.B.11).



Fig.C.3- View from the northwest of central courtyard next to Deuxieme Maison



Fig.C.4- View of Interior Courtyard of Deuxieme Maison



Fig.C.5- Interior View of Graham Center



Fig. C.6- View of Library Breezeway

### C.3 Lake Quadrangle

#### Observation

Every building with the exception of the library and ECS building is a multipurpose building. They are built with different architectural languages. They are all university buildings but with no specific discipline. On this quadrangle the Library is the only building that respects the lake, by providing a circulation breezeway facing the lake (Fig.C.8). The ECS building was given an opportunity to open up to the lake but it was misused by installing stairs that prevent the interior courtyard from opening up to the lake (Fig.C.10).



Fig.C.7- North view of Library facing lake



Fig.C.8- View of Lake Quadrangle looking at Owa Ehan Building (OE) and Library



Fig.C.9- View of library breezeway facing lake



Fig.C.10- View of the Engineering & Computer Building (ECS) facing lake area

#### C.4 Engineering & Computer Science Building (ECS)

##### Observation

The ECS building was given the chance to be the first academic building to express the identity of its use. It also is the first building that had a formal entrance (Fig.C.12). Unfortunately it did not take advantage of its potential. This building does not respond to the lake and because of a lack of good transition of spaces it does not encourage people to move through it. It is too narrow (Fig.C.13), dark and does not provide handicap accessibility from the main entrance to the interior courtyard (Fig.C.13 and C.15). This discourages people from moving through this space. The ECS building was given an opportunity to open up to the lake but it was misused by installing stairs that block the interior courtyard. The building ends up turning away from the lake, instead of embracing it.



Fig.C.11- View of formal Entrance to the Engineering & Computer Science Building (ECS)



Fig.C.12- View of main entrance to interior courtyard of ECS



Fig.C.13- View of south elevation of ECS building facing lake area



Fig.C.14- View of interior Courtyard

### C.5 Tamiami Mall

#### Observation

The Mall area is where the university has its' formal entrance and it serves as the first oriented and defined area on the campus. The mall is too short and too wide. The buildings in this mall are not in scale with size of mall. Landscaping is formal and attractive but not friendly for pedestrian.



Fig.C.16- Aerial view of Tamiami Mall



Fig.C.15- view of Business Building (BA) facing the mall



Fig.C.17- View of east elevation of the Education Building (COE) facing mall



Fig.C.18- View of College of Health (CH)

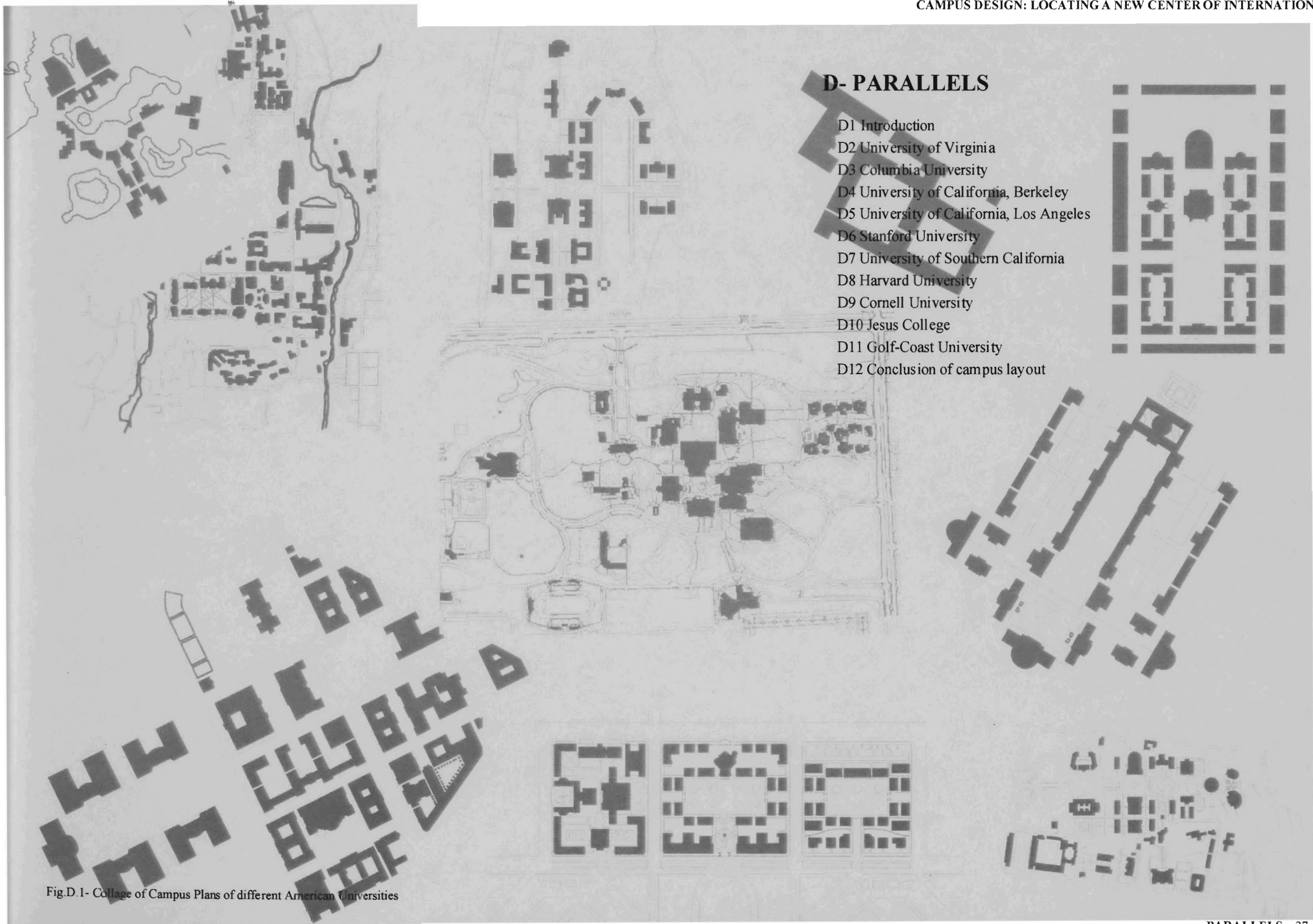
### C.6 Analysis

In Dober's survey of American Campus, the realization of campus design portraits to a sensible respect for intellectual stimulation on aesthetics or lack thereof. Conversely the existing situation reveals otherwise as *"The enemy of a well-designed campus in the United States is the lack of aesthetic tradition that pervades even the civilized halls of the academy. (Students can always study music appreciation, but how often are they offered a course in visual taste?) This is why our colleges' produce educated but uncultured citizens –historians who lack visual appreciation, mathematicians who do not go to museums, biologists who live in unlovely homes.*

In contrast to the general lack of aesthetic, he presents Wesleyan's "curriculum results from the conviction that things intellectual should be partnered by things emotional and physical". Dober concludes with a rhetorical question about the importance of cultural values in academia. "But what about things cultural? The truth is that much of America is artistically brain dead" (Dober, 1996). In many ways, FIU's original campus vision has been distanced or simply abandoned; however, the main default in creating a sense of place, an academic environment may lie in the sense of an aesthetic tradition, values, and principle functionalism.

The first attempt to unify the campus with courtyards was never materialized. The first buildings rather stand alone, glorifying themselves, while ignoring their surrounding space. The campus had no clear grid of interconnected quadrangles that could provide a plan for subsequent construction. Each building lacked the sense of the whole by not carefully linking the spaces and by not clearly framing the quadrangles. By 1998 the essential form and character of the main quadrangles is still not articulated.

The lack of aesthetics of the campus can be attributed on the individual expression obtain from the original buildings that in some ways has transcend to other buildings. As FIU matures into the future, it will need a campus infrastructure that is both practical and aesthetic. FIU's campus should speak of its mission. There should be a sense of connection between the physical space and the intellectual space of the campus. The campus should communicate a sense of meaning concerning the University's mission. To be a place of scholarly excellence, the landscape, the architecture and the buildings in relation to each other should work together in a way that inspires one's sense of place at a world-class university.



## D- PARALLELS

- D1 Introduction
- D2 University of Virginia
- D3 Columbia University
- D4 University of California, Berkeley
- D5 University of California, Los Angeles
- D6 Stanford University
- D7 University of Southern California
- D8 Harvard University
- D9 Cornell University
- D10 Jesus College
- D11 Golf-Coast University
- D12 Conclusion of campus layout

Fig.D.1- Collage of Campus Plans of different American Universities

### D.1- Introduction

The modern **university** evolved from the medieval schools known as *studia generalia* (singular, *studium generale*); they were generally recognized places of study open to students from all parts of *Europe*. The earliest *studia* arose out of efforts to educate clerks and monks beyond the level of the cathedral and monastic schools. The inclusion of scholars from foreign countries constituted the primary difference between the *studia* and the schools from which they grew.

"university" *Encyclopædia Britannica Online*.  
 <<http://search.eb.com/bol/topic?eu=76310&sctn=1>>  
 [Accessed November 5 1999].

It is of great importance to investigate parallels in relation to successful American campuses. This will help establish a rational or framework to work.

The method chosen is particularly important to provide a crosscheck design for campuses design. It was chosen a parallel comparison on successful American campuses to establish precedents under which the analysis can produce an understanding of how they work and in the same criteria it would give a chance to understand FIU campus better. Using this methodology it will show some attributes, which can make suitable rational to recommend and inform a better strategy to follow.



Fig.D.2- Collage of Campus Plans

## D.2- University of Virginia

### Observation

The plan of the University of Virginia is perhaps the most renowned of all campus plans. It provides a clear model, with its extensive rectilinear lawn flanked by arcades and pavilions, crowned by central pavilion along its major axis, the arcades unite a series of disparate structures. The plan lacks the ability to accommodate the complex needs of more recent campuses. Yet it provides an exemplary and visionary precedent to campus architecture as it presents the simplicity and effectiveness of the classical plan. The Jeffersonian effects on institutionalized mechanism predict a campus plan that is pretentiously rational while deliberating a conceptual diatribe. As a precedent the University of Virginia model is probably most useful in demonstrating the organizing potential of a large open space when it is clearly delineated. More ambitious than Harvard aimed at the effect of a closed forum laid out as a forecourt to the Rotund (Library). Connected by colonnades framing court, and outer frame was created for the gardens, which represent subsidiary formal units parallel to the main campus.

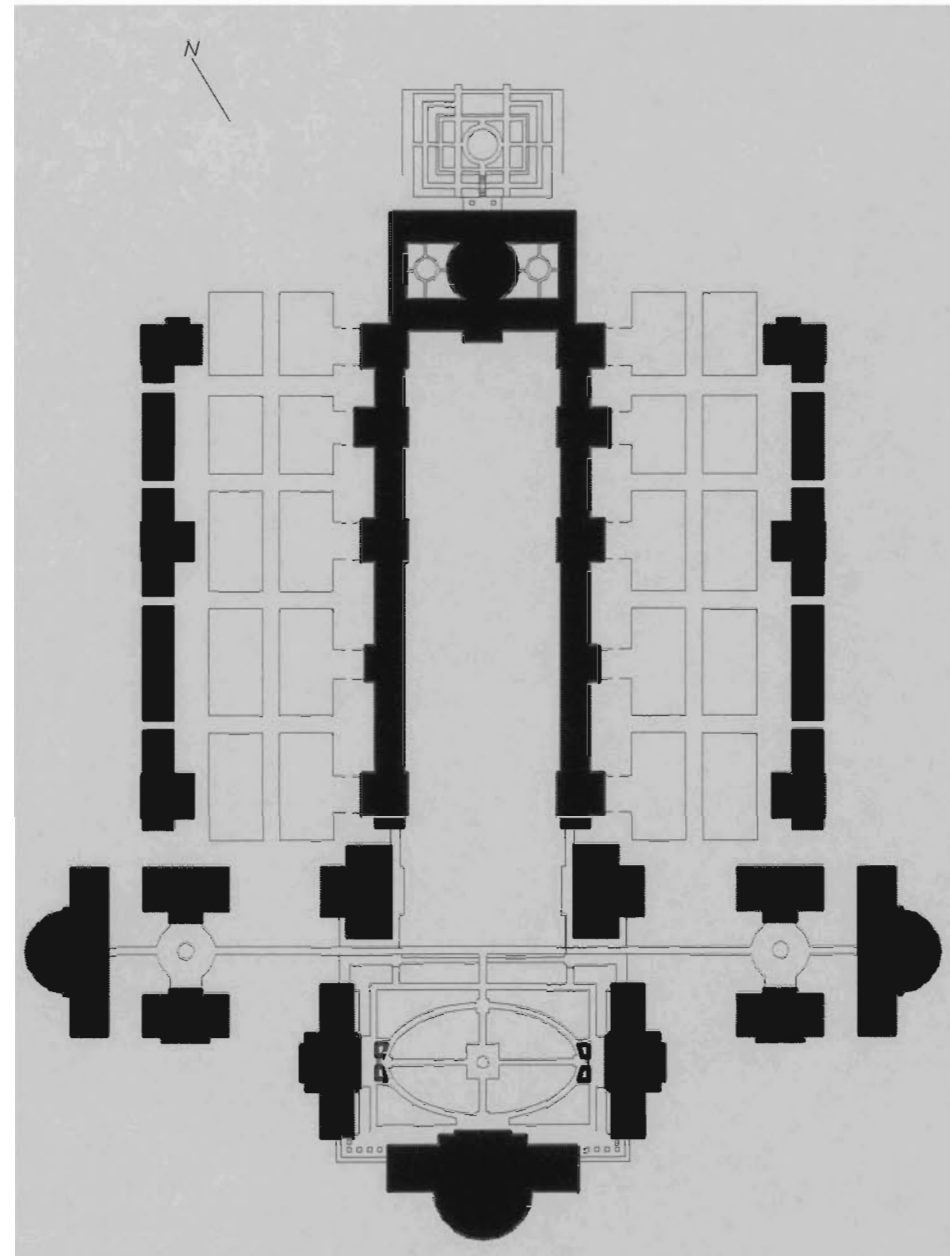


Fig.D.3- Plan of University of Virginia 1888

### D.3- Columbia University

#### Observation

The main composition of this campus was the urban approach in which it was organized around an axis of entry-intersected nearly at the middle to a secondary cross axis. It has a clear hierarchy between the spaces and its approach to bring people to the heart of the campus (Library).

This example brings the great benefits on the approach of hierarchy of spaces and approach to campus planning that is well define and are interconnected through secondary axis.

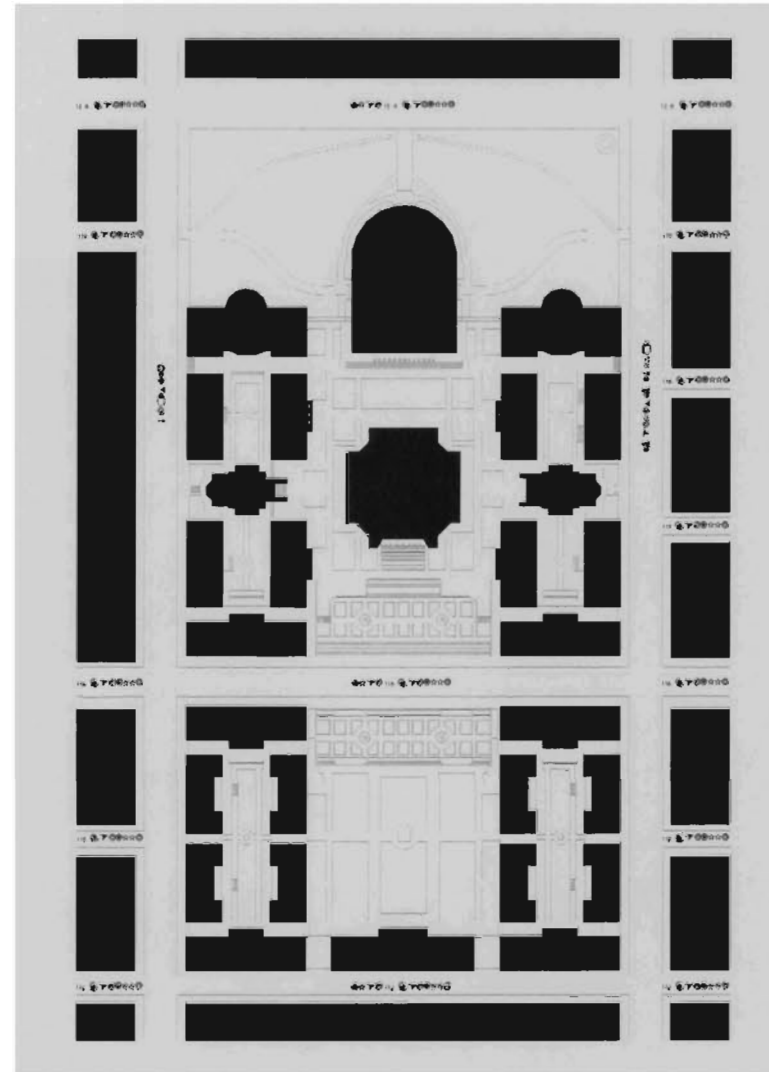


Fig.D.4- Plan of Columbia University 1896

#### D.4- University of California, Berkeley

##### Observation

The idea of this campus was a grouping of buildings along a mall with a formality in the setting of buildings, but an informal design to them. The idea was to capture and adopt a picturesque rather than a formal and perfectly symmetrical arrangement of a typical campus; this was greatly influenced by the landscape. Detached structures are grouped upon a strong system axis. Ties or unity of these detached buildings are to be found in the general similarity of style, material, and color, and mainly in the foliage.

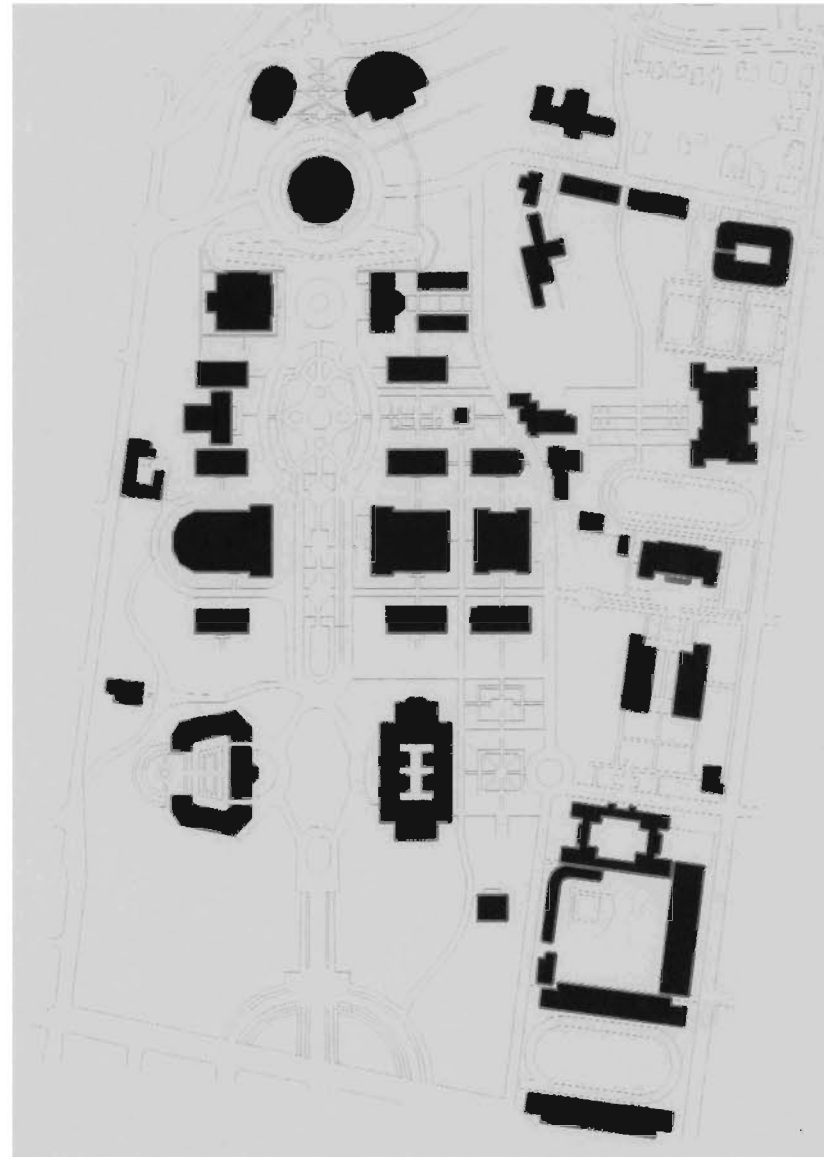


Fig.D.5- Plan of University of California, Berkeley 1914

### D.5- University of California, Los Angeles (UCLA)

#### Observation

The philosophy of this campus is on the principal of the axis. The formality of sequence of spaces, alternating between flat quads and natural arroyos and combining architectural elements with the found qualities of the natural landscape was further strengthened by the marked absences of a cross axis. The composition of the buildings were a sequence of linear formats, but not axial.

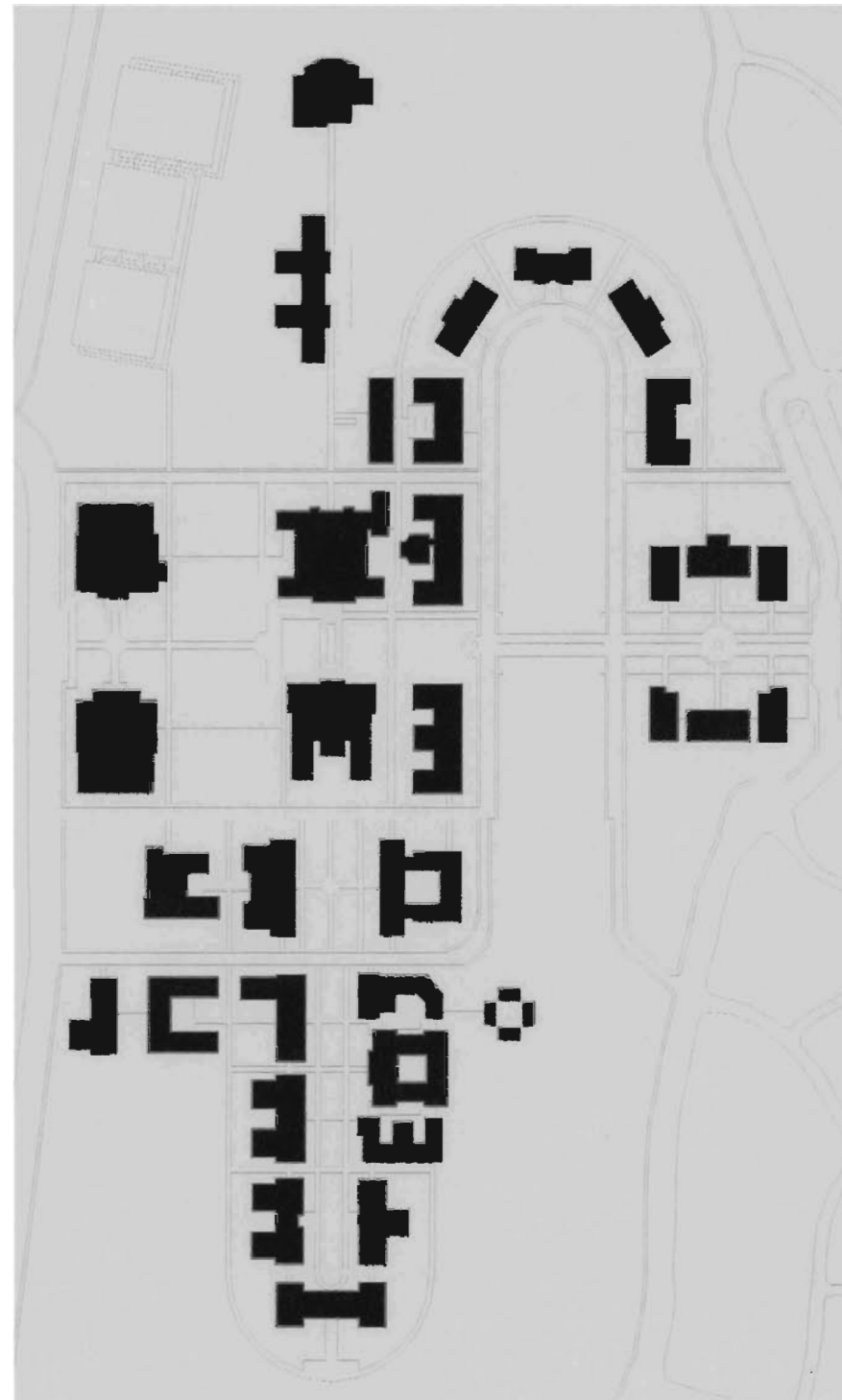


Fig.D.6- plan of UCLA 1926

### D.6- Stanford University

#### Observation

The Stanford University campus has significantly influenced the campus planning movement. It is approached from a mile entrance road, which culminates in a memorial arch. The grand procession extends through a sequence of spaces terminating in the memorial church. A major cross axis is defined by a main quadrangle with buildings linked by a series of open arcades, used as an ordering and circulation device throughout the campus. This particular model is most significant as a precedent in its thoroughly planned procession, dramatic approach, clearly defined point of entry, series of internal spaces, and hierarchy of building types.

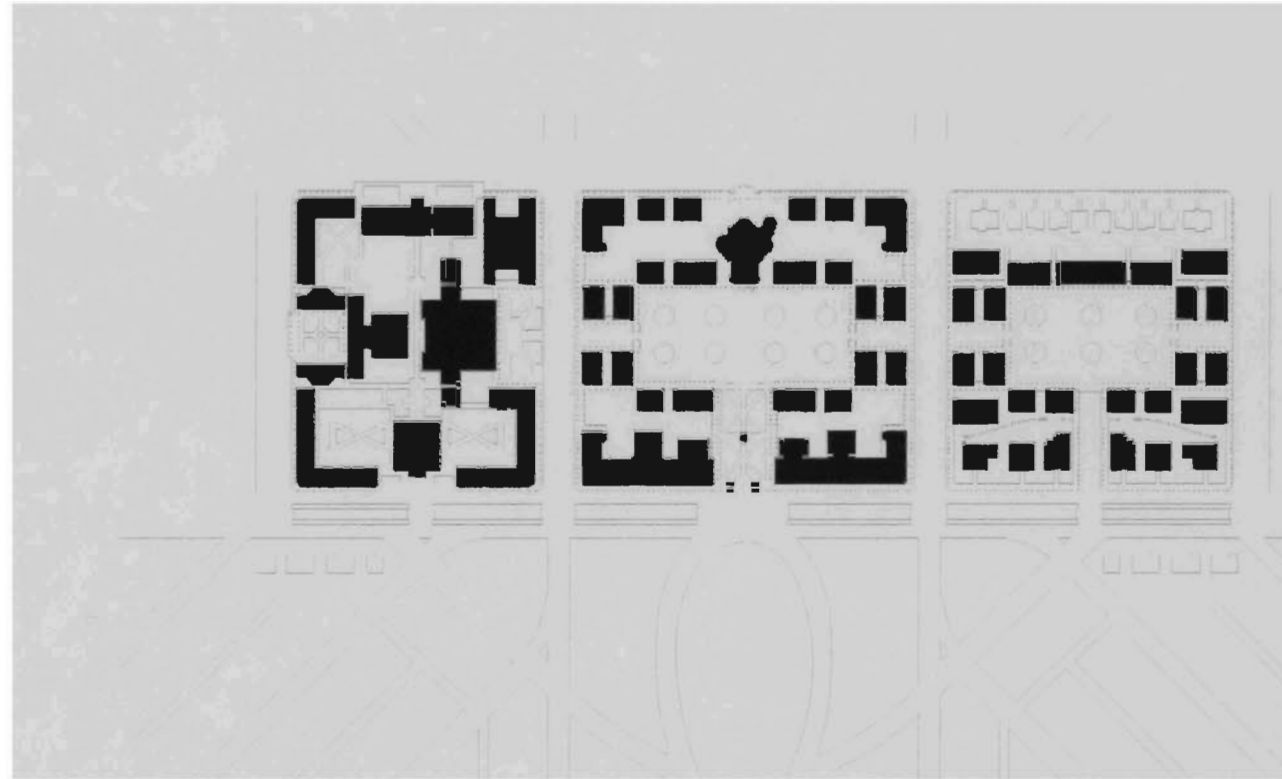


Fig.D.7- Plan of Stanford University 1888

### D.7- University of Southern California (USC)

#### Observation

The university was born completely integrated into the urban grid of an expanding city of Los Angeles and very close to its center. Unity and monumentality help establish its presence in the city.

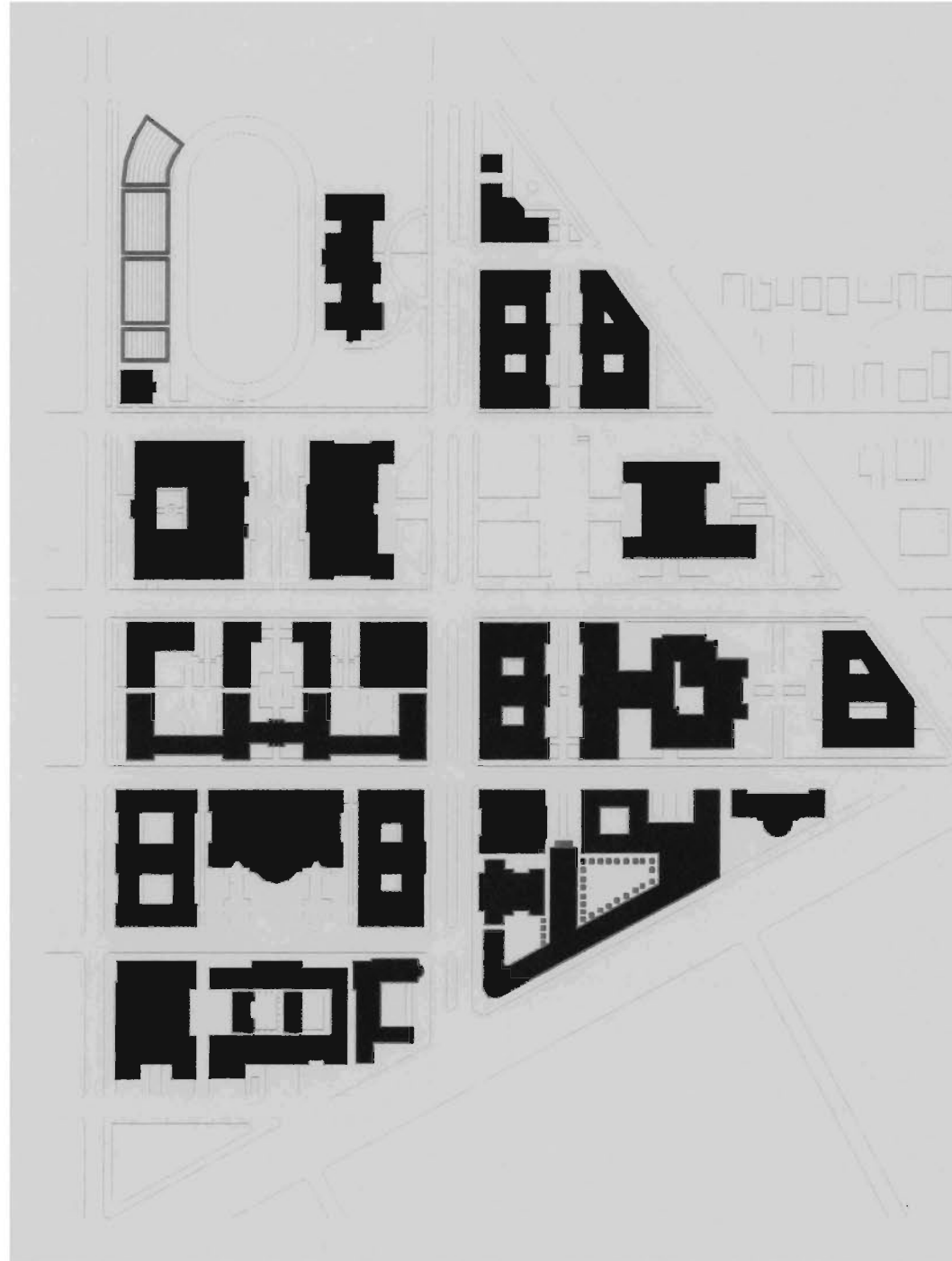


Fig.D.8- Plan of USC 1919

## D.8- Harvard University

### Observation

The philosophy of this model is to frame the space. The orderly lining up of these buildings brought character and charm to the campus.

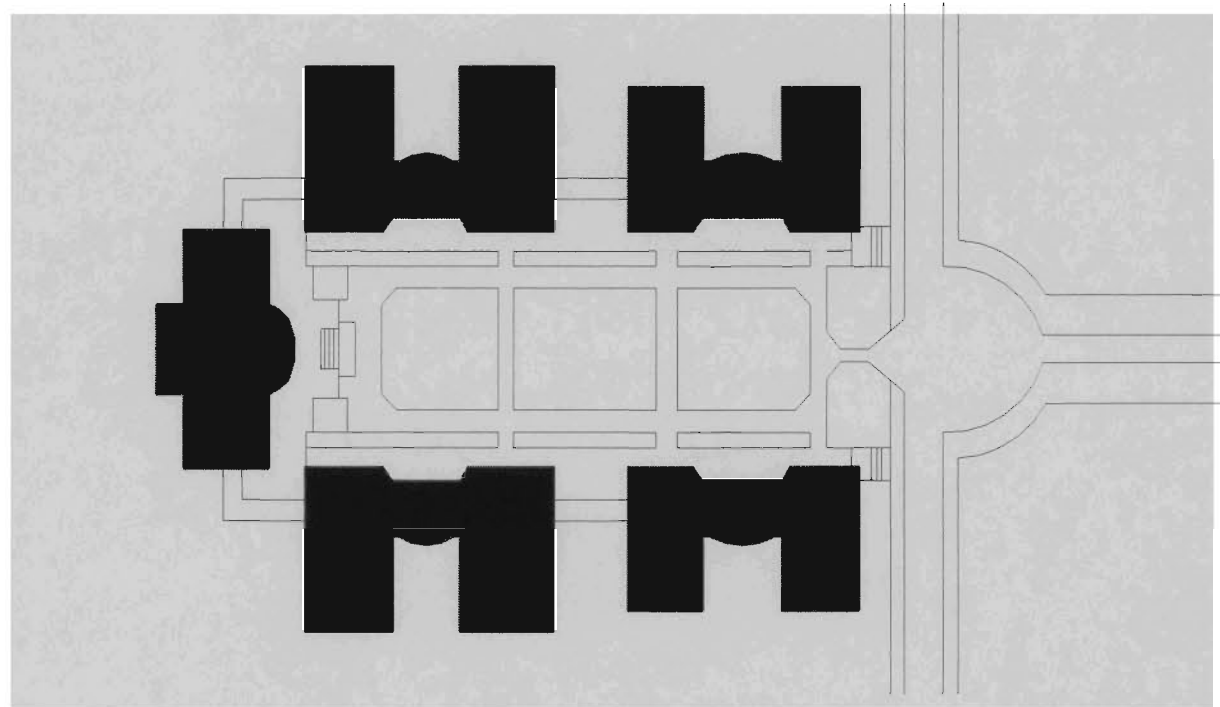


Fig.-D.9- Plan of Harvard Medical Yard 1639

**D.9- Cornell University**

Observation

The philosophy of this campus is the same as the Harvard yard of framing the space but it allows flexibility and diversity.

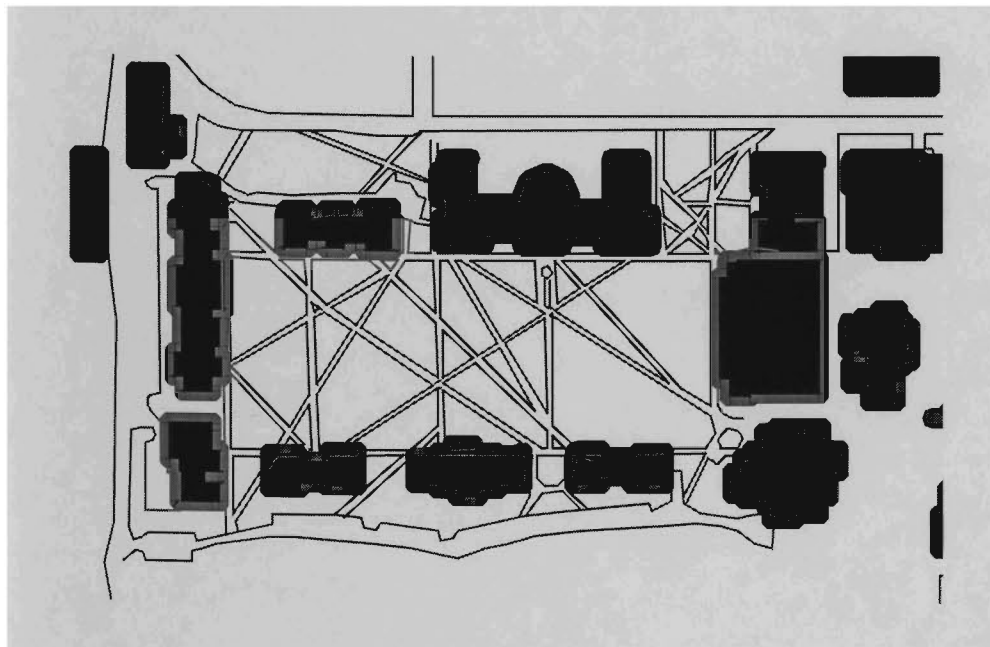


Fig.-D.10- Plan of the Arts Quad

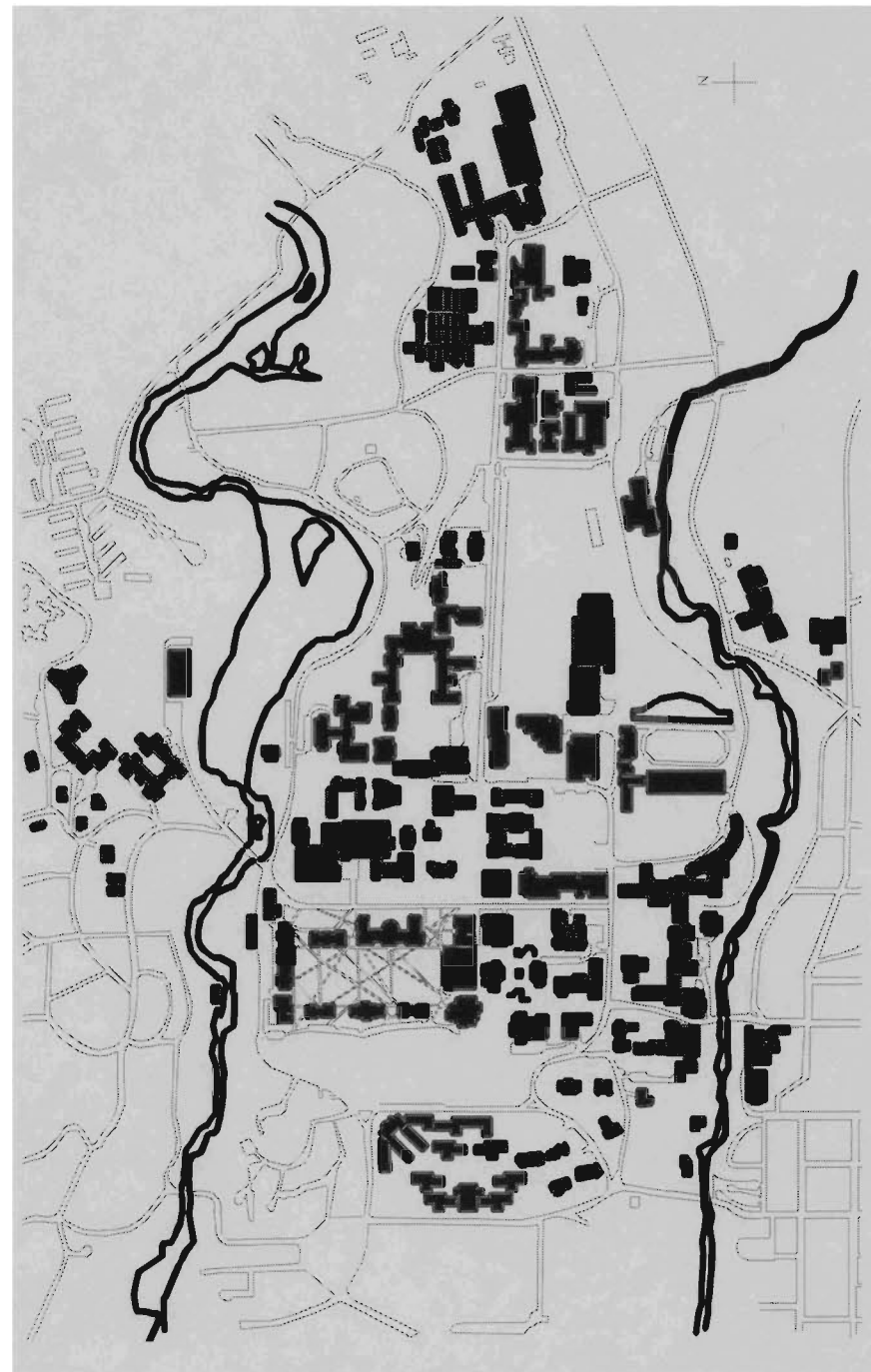


Fig.D.11- Plan of Cornell University 1868

**D.10- Jesus College**

## Observation

The approach of this model is the quadrangle. The building becomes secondary to the quadrangle. The quadrangle derived from the traditions of monasteries and of great house and it is the vital element in the architecture of Oxford.

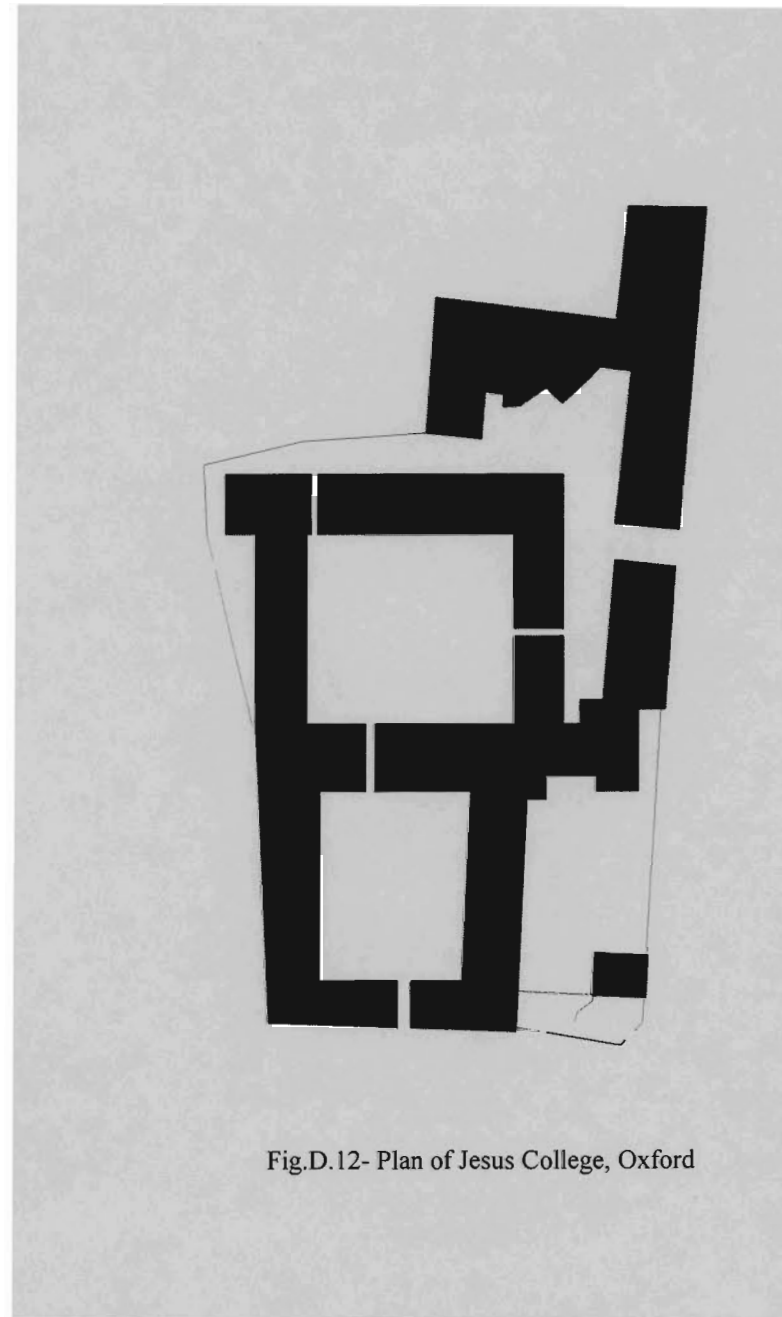


Fig.D.12- Plan of Jesus College, Oxford

### D.11- Golf-Coast University

#### Observation

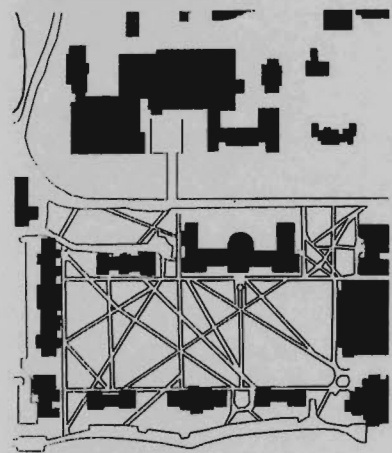
Formal in its approach, it is successful in bringing its hierarchy to a center that also helps to interconnect the campus. The axis becomes the feature of this plan by pulling together the campus.



Fig D.13- Plan of Golf-Coast University 1995

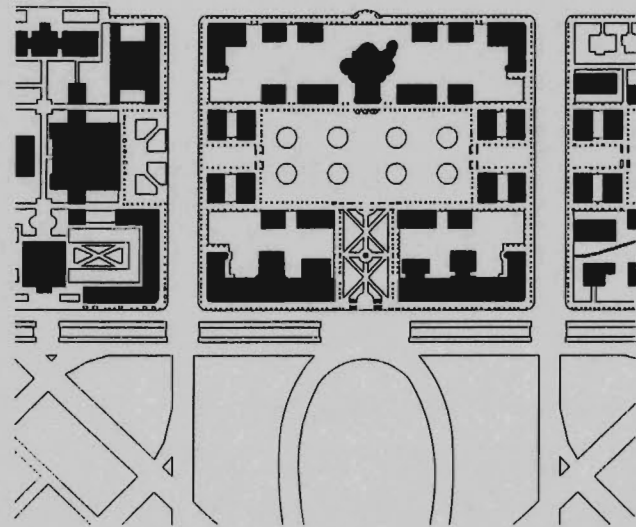
**D.12- Conclusion of campus layout**

In summary, looking at different campus planning models suggest the importance of a clear planning strategy for building groups such as these. In the comprehensively planned was achieved by the orderly arrangement of buildings about a clear circulation system, which usually took the form of a procession through a sequence of spaces formed by building groupings and smaller architectural elements such as arcades, pavilions, and gates. Landscaping and existing natural features such as ponds and topographical variations usually enhanced such efforts. The campus plans were particularly informative precedents because they demonstrated how significant transformations could result from relatively simple intervention such as the addition and or removal of several buildings or building pieces. This has indicated on the direction of which the new location of the Center of International Studies would be place. This location would bring logic back to the campus by placing a building that creates a sense of place and pride to the campus in becoming the center of activities and interaction among students, faculty/staff and the community.



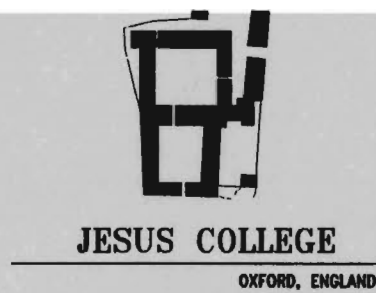
CORNELL UNIVERSITY

1888 Ithaca, NY



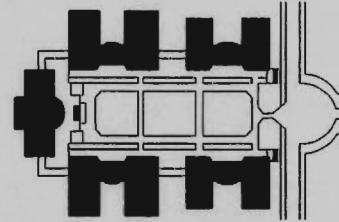
STANFORD UNIVERSITY

1888 Palo Alto, CA



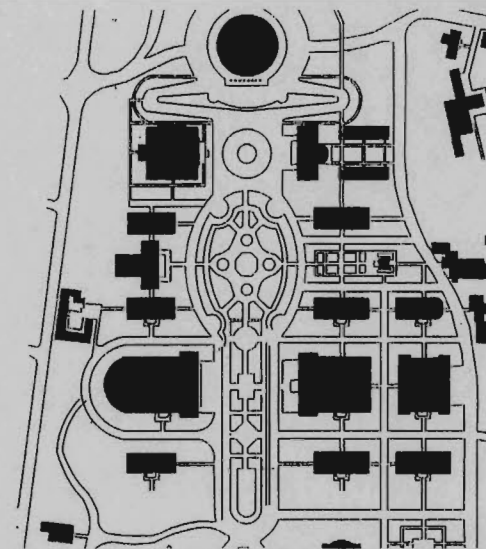
JESUS COLLEGE

OXFORD, ENGLAND



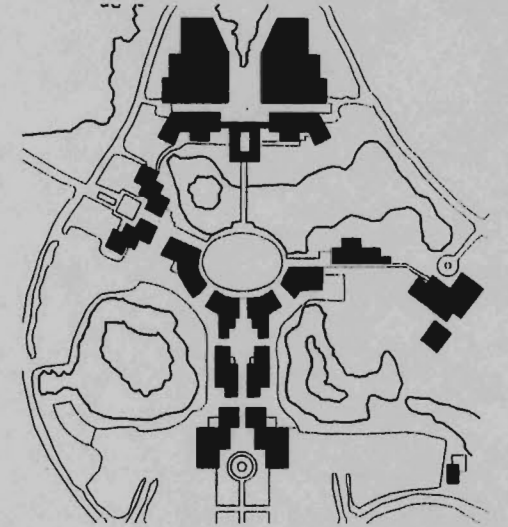
HARVARD M. YARD

1639 Cambridge, MA



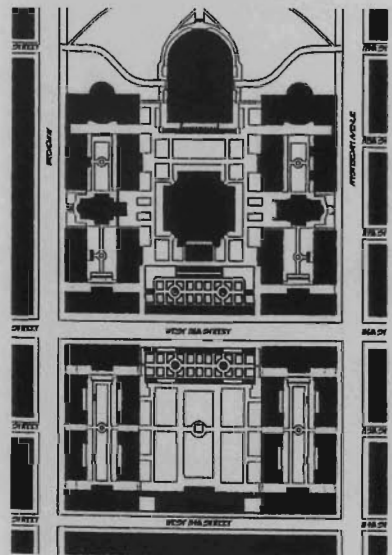
UNIVERSITY OF CALIFORNIA BERKELEY

1914 Berkeley, CA



GULF-COAST UNIVERSITY

1995 Ft. Myers, FL



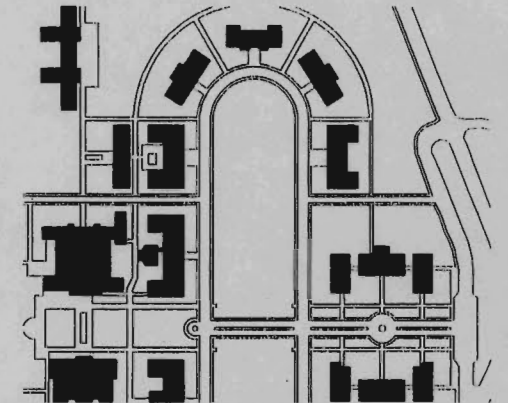
COLUMBIA UNIVERSITY

1896 New York, NY



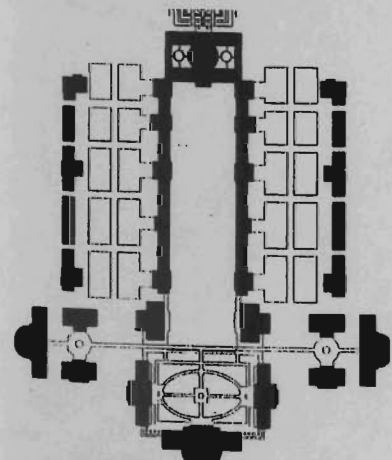
FLORIDA INTERNATIONAL UNIVERSITY

1999 Miami, FL



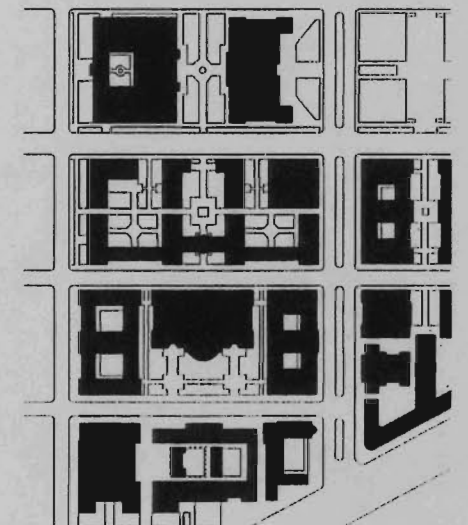
UNIVERSITY OF CALIFORNIA LOS ANGELES

1926 Los Angeles, CA



UNIVERSITY OF VIRGINIA

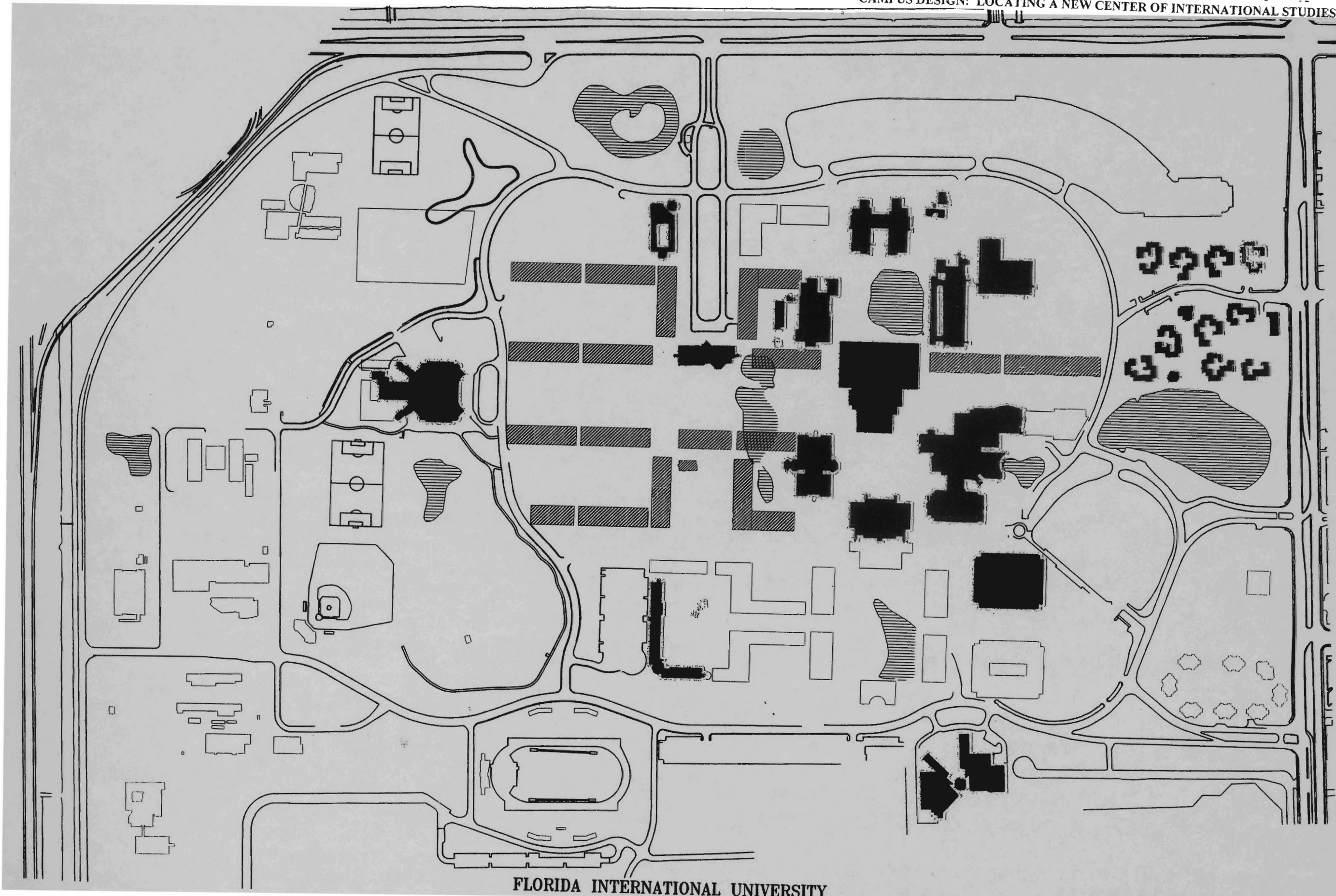
1888 Charlottesville, VA



UNIVERSITY OF SOUTHERN CALIFORNIA

1919 Los Angeles, CA

Fig.D.14- Plan.

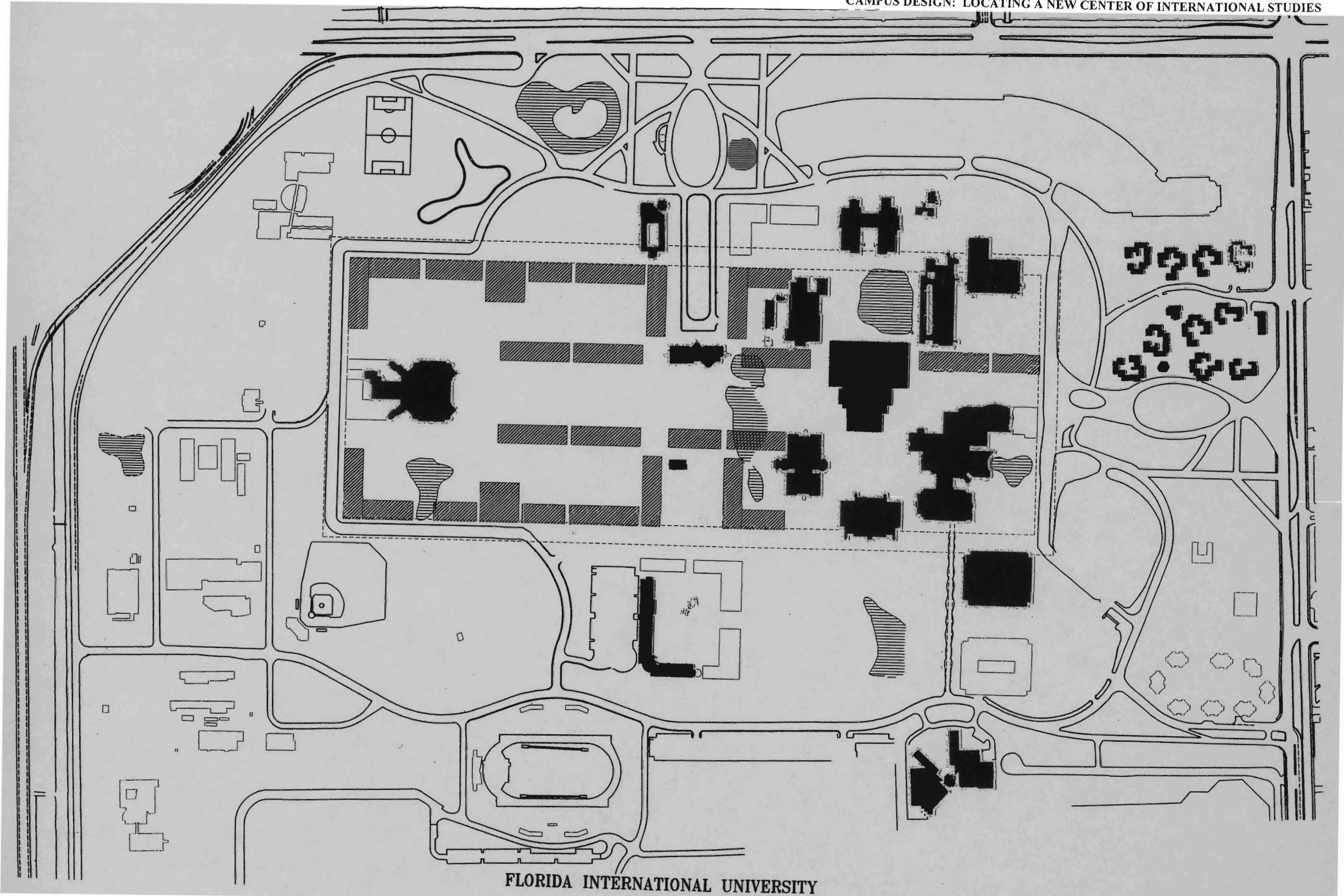


FLORIDA INTERNATIONAL UNIVERSITY

STUDY MODEL 1

SCALE: 1" = 400'-0"

Fig.D.15- Plan.

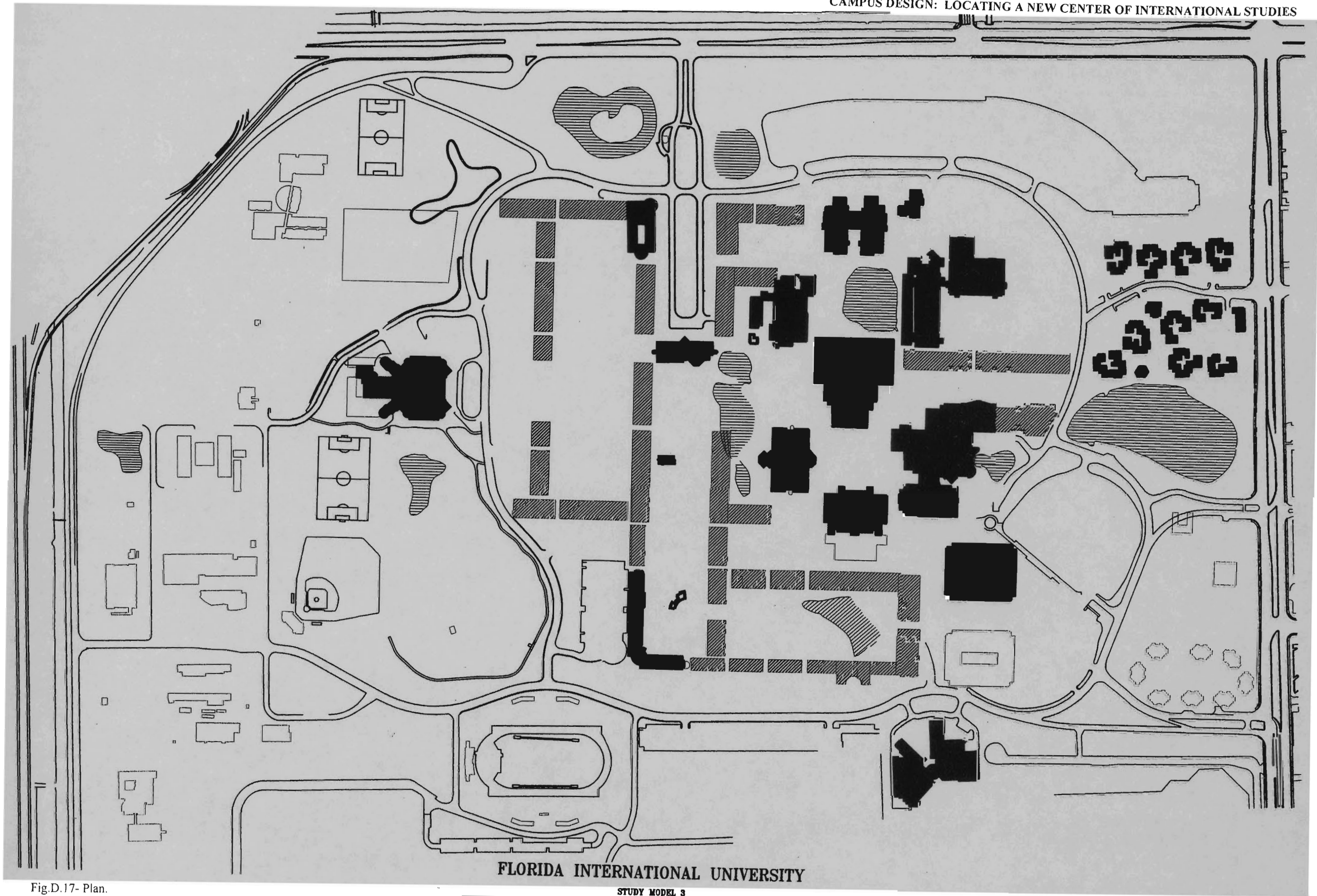


FLORIDA INTERNATIONAL UNIVERSITY

STUDY MODEL 2

SCALE: 1" = 400'-0"

Fig.D.16- Plan.

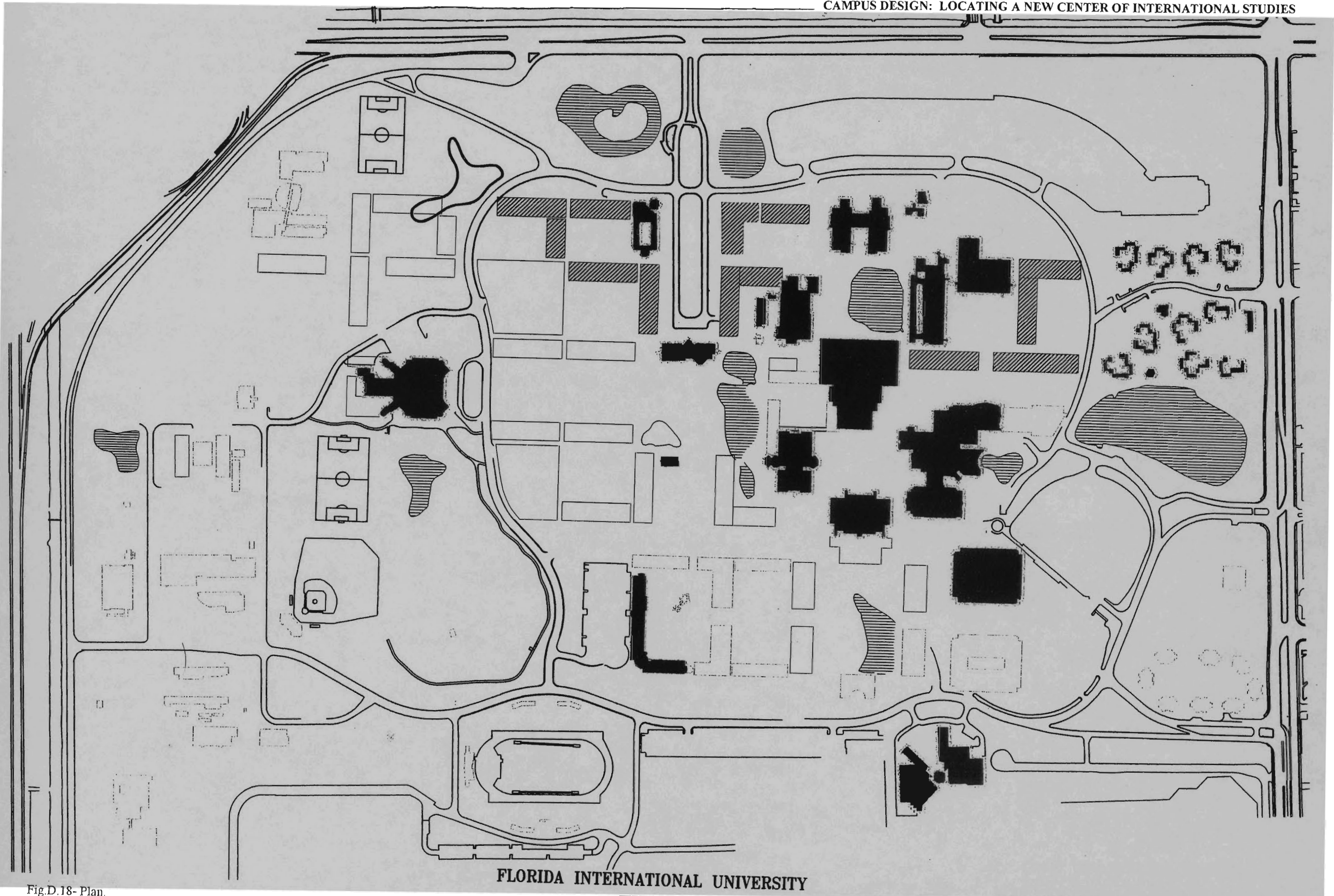


FLORIDA INTERNATIONAL UNIVERSITY

STUDY MODEL 3

SCALE: 1" = 400'-0"

Fig.D.17- Plan.



FLORIDA INTERNATIONAL UNIVERSITY

STUDY MODEL 4

SCALE: 1" = 400'-0"

Fig.D.18- Plan.

### E- PLANNING OBJECTIVES

- E.1 General Objective
- E.2 Goal
- E.3 Planning Principles
- E.4 Defining Characteristics for the Campus
- E.5 Climatic Response
- E.6 Site Response
- E.7 Building Siting
- E.8 Building Forms
- E.9 Scale Proportion and Massing
- E.10 Accessibility
- E.11 Campus Edge
- E.12 Entrances
- E.13 Access Improving
- E.14 Axial Relationships
- E.15 Campus Image
- E.16 Focal Points
- E.17 Quadrangles
  - E.17.1 Introduction
  - E.17.2 Quadrangles as a framework
  - E.17.3 Central Core Quadrangle
  - E.17.4 Lake Quadrangle
  - E.17.5 Tamiami Mall Quadrangle
  - E.17.6 South Prairie Quadrangle
  - E.17.7 Body and Mind Quadrangle
  - E.17.8 Center of International Studies Court
- E.18 Summary

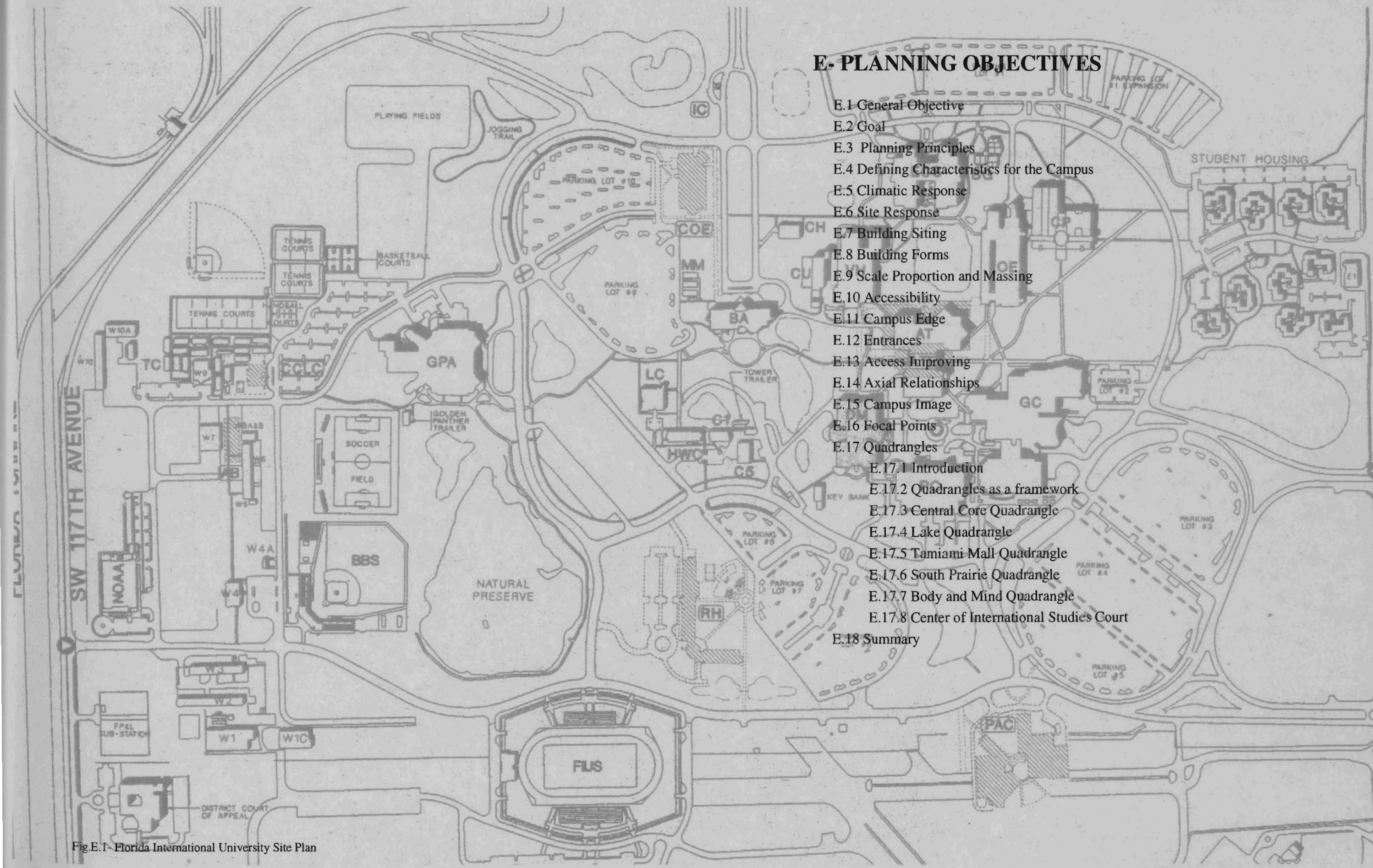


Fig.E.1- Florida International University Site Plan

**E.1- General Objective**

General objectives should be considered as rules to achieve a sense of coherence throughout the campus and to maintain a quality standard in the relationship between architecture and campus spaces.

One of the essential values of the University's Academic environment is the vitality that comes with academic functions being integrated with the social, recreational and residential life of the institution in a compact, walkable setting. To that end, future space planning on campus should indicate and accommodate multiple uses. The greater goal is to enhance the presence of University life and to provide flexible, useful and meaningful spaces on the campus.

**E.2- Goal**

Florida International University's goal is to ensure that future buildings adhere to the highest standard of architectural design with emphasis on environmental sensitivity and the establishment of character defining architectural principles of the campus and its' institutional purpose. The goal of this thesis is to provide a solution for making the campus communicate the vision of the University. Other goals are to build a suggested framework for how the University might develop a plan for its future growth.

**E.3- Planning Principles**

There are five effective principles FIU needs to address when considering campus planning. The campus needs to have a strong

"Sense of Place", a unified campus with pedestrian dominance, accessibility and a feeling of safety. It needs to address its climate and most importantly, it must communicate a sense of pride. To have a strong "Sense of Place" it needs to have a distinctive and memorable environment. In addition to having a "Sense of Place," FIU needs to have a campus that is unified and has a clear and expressive vocabulary throughout the campus. This would greatly enhance the pedestrian dominance and would help to create a visual and functional connection within the campus. Furthermore, campus planning should address its' local climate, because with careful and sensitive design of buildings and landscape, FIU could serve as a model for other's in similar climates. Lastly, FIU must use the campus to communicate a sense of pride. It has to visually and functionally communicate this sense of importance that the students, faculty/staff and the community at large share in this institution.

**E.4- Defining Characteristics for the Campus**

Respond to the similarities and differences on the campus in order to establish a defining overall character for it. The campus should develop an architectural language and vocabulary that takes advantage of its natural and man-made setting. It should present a new typology of architectural elements to have adequate relationships and connections between buildings.

**E.5- Climatic response**

The campus should respond to the hot and humid climate of South Florida with an architecture that addresses the need for

weather protection and shade. Architectural elements such as breezeways, arcades, shaded courtyards; covered connections between buildings should be encouraged. Placement of vegetation should also be encouraged to provide outdoor shade and to screen solar gain at buildings (Florida International University Master Plan, 1995).

**E.6- Site Response**

The character of the FIU site is primarily man made. The original buildings are large masses with little fenestration, designed as objects in space. Newer buildings on campus should adhere to classical principles of architecture, of scale and massing.

Throughout FIU's architectural history the growth of the University has maintained a commuter-oriented approach with a network of pedestrian circulation. Character definition at this campus should be provided with the creation of space defining buildings that reinforce the open network of malls, quadrangles and courtyards. New buildings should reinforce the classical organization of planning with buildings that are fenestrated and proportioned according to classical principles.

Building Site, Forms and Proportions at FIU should locate future buildings to preserve the series of open malls, quadrangles, and courtyard throughout the campus. The siting and design of new buildings should frame views, never obstruct them, and have connectivity among the structures. This may be through buildings, landscape or hardscape.

### E.7- Building Siting

The siting of future buildings should take into account the open space configuration that results from the building massing. Building should be sited to avoid unusable open space, except where it is necessary to allow for future building additions. The intention is not that every open space must have a use; rather, building should be designed with consideration of their roles as part of the whole fabric for the campus.

Furthermore, new buildings and additions should be sited to maintain the spatial definition of the open malls, quadrangles and courtyard of the campus. Building façade lines are a means of establishing the locations of building facades, and therefore defining public space, without being specific about the nature of the rest of the building. These uniform setbacks are intended to provide maximum definition of public space while allowing flexibility in the building programs (Master Plan, 1995).

### E.8- Building Forms

Florida International University should strive to create buildings that are simple and direct and should use building forms that are compatible with classical principles. Or, they should be considered as special buildings that are “monumental” or as objects in space. “Monumental buildings should be planned and coordinated so that their siting and building design are appropriate to the distinguished purpose they are to provide. Fabric buildings should be sited and designed to be harmonious and contributing to a greater whole. Fabric buildings should be

considered as deriving from classical types. Fabric buildings can be “bar” buildings, courtyard buildings, “L” shaped, “U” shaped or “H” shaped, but should have forms that are easily discernible and contribute a space defining character.” (Florida International University Master Plan, 1995).

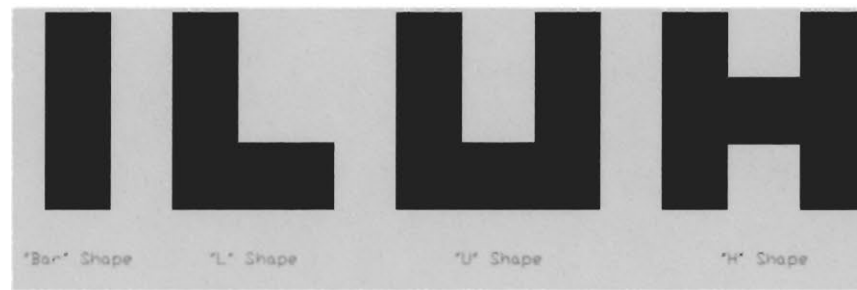


Fig.E.2- Building Shapes

### E.9- Scale Proportion and Massing

The design of individual buildings will need to reinforce this urban character in scale, massing and relationship to the quadrangle. The strength of the architectural edge to pathways and open spaces will be based on the spatial framing of open spaces to reinforce the civic structure and to reinforce the identity and unity of the quad within the overall campus.

A hierarchy must be established between the building program and the site factors to be accommodated. Judgments must be made regarding the relative emphasis that should be placed on the building's general responsibility to the public realm and to the expression of individual aspects of the building's program and symbolism. The goal is to have a positive contribution to the

public environment that it is difficult to imagine the campus without it.

New Construction should encourage the use of space defining buildings to reinforce the open space networks of malls, quadrangles and courtyards. Buildings that define spaces should be of similar scale and massing. Space defining buildings should be low in height (3-4 floors) oriented to the pedestrian. Ground floors should be open to the adjacent open space, walkways and courtyards. In general, buildings with flat roofs are encouraged although rooftop features designating important architectural building features are encouraged at axial locations or important buildings, buildings that together compose an open space shall consistently utilize the same architectural elements that would contribute to the whole. New construction shall produce human scale buildings by providing articulation of adequate window and door openings. Architectural elements such as arcades and connectors should be utilized to encourage comfortable pedestrian movement within and between buildings (Master Plan, 1995).

### E.10- Accessibility

New buildings shall provide accessibility to the physically disabled. Accessibility shall be incorporated into the architecture such that ramps are an integral component of the building (Master Plan, 1995).

**E.11- The campus edge**

The University Park Campus is located in an urbanized area of western Dade County Florida. The Campus is surrounded by low-density housing and large commercial development areas to the north and east respectively. Dade County Youth Fair Grounds and Tamiami Park share the southern edge with the university, the western edge is defined by the Florida Turnpike.

**E.12- Entrances**

Large-scale landscape and signage improvements are needed at major entrances. Major points of entry should be recognized by consistent treatment of gateway walls and integrated signage identifying them as such. Several entries into the campus buildings need to address having the quality and character of an entry point. These entry points should be consistent and inviting for pedestrians.

**E.13- Access Improvement**

It is proposed to enhance the pedestrian walkways. These walkways will connect the quadrangles with the surrounding parking, and they will also weave through planted areas with strolling gardens in the side panels. The intent is to transform the campus into what it was initially intended to be, a beautiful campus that links through courtyards and walkways.

**E.14- Axial Relationships**

The main campus axis should be the spine of the campus. Secondary axis should act as vestiges. The primary axis on the campus is from east to west. This axis has the potential to be very strong, yet it lacks any reinforcement from or connections to other axis and spaces. Reinforcing the secondary, north-south axis would help to formalize and strengthen connections between buildings.

**E.15- Campus Image**

Create a strong and compelling campus image that is distinctive, inviting and characteristic of a world-class institution of higher education.

The campus needs to have a unique character and a quality of space in which can be define gathering places. It needs to establish a grid pattern, providing a strong sense of order with human scale buildings and open areas.

**E.16- Focal Points**

The University should work to preserve, protect and reinforce historic buildings like the Tower. Other buildings that should be reinforced are the Library and the Gym by creating a park setting between them. Buildings will frame this park and it will be enhanced by the activities connecting them to the rest of the campus (fig.E.4)



Fig.E.3- Area of emphasis on campus

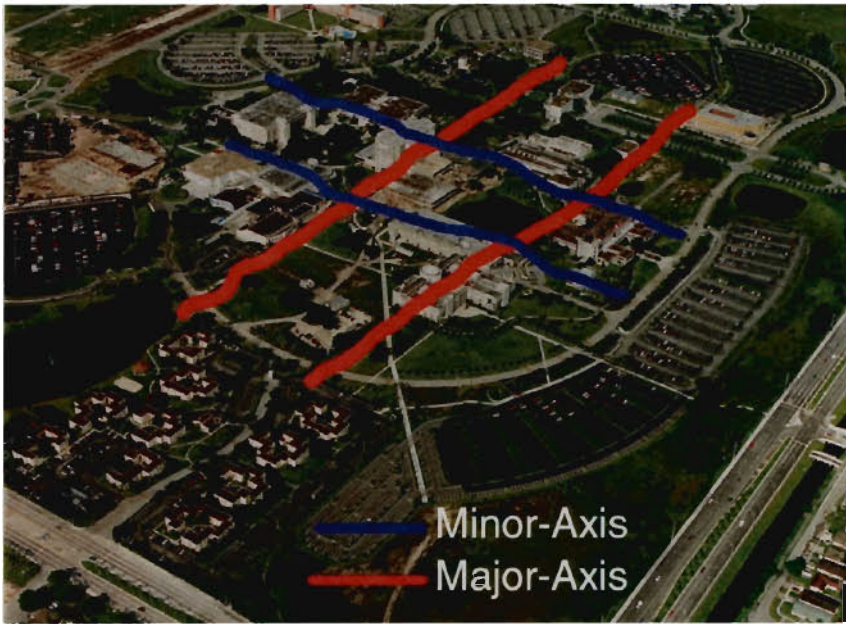


Fig.E.4- Image showing FIU pedestrian circulation on campus.

## E.17- Quadrangles

*“The best buildings are designed to encourage people to circulate through the interior spaces so as to see the ongoing activities and choose to participate.” (Dober, 1996)*

### E.17.1- Introduction

A good or memorable space is a place that one can easily be identified with. This could be for many reasons such as the unique character of the space. Other reasons might be that the space provides comfort and shelter; or it lends itself to gatherings. Strong elements that contribute to wanting to spend time in semi-outdoor spaces are defined by making use of the connections between adjacent buildings. At this moment there are very few places on the campus that can be utilized as a gathering space or an open space. Two of these places are the Graham Center, next to the cafeteria and at the Library breezeway. Any other space is inside the buildings, which does not help to contribute to the use of open space and does not encourage the connectivity between buildings and/or quadrangles. A memorable space in the university environment would not only serve as an example for other spaces around campus, but would help convey the University’s mission.

It is important to create a sense of order and direction on the campus. This could be achieved through connecting these spaces through a strong axial plan for integrated circulation, creating long views and clear pathways, building covered walkways and arcades. Courtyards created to unite buildings around a common

focus could help to reinforce connections among different campus areas and building complexes. The articulation of building front doors towards open space should be embraced and the first floors to allow movement between buildings.

Community is a state of mind, but it’s intimately tied to public place. The sense of community flourishes when the place provokes pride and identity. (Anderson, 1997)

According to Anderson, what makes a memorable built environment is the sentiment it evokes years later as one reflects upon past experience. This shared memory about a place; Anderson defines as “place memory.” Anderson suggests that this place memory might somehow be connected with the collective unconscious that evolves around a space.

As noted in the Ohio State University master plan objectives:

*There is remarkable agreement among lay persons and professional architects regarding the world’s best campuses and the characteristics that contribute to this ranking. These characteristics, from which the conceptual guidelines were derived, fall generally into categories that (1) reinforce the sense of academic community; (2) support the process of learning; and (3) enhance the sense of heritage and tradition. (Internet document)*

### E.17.2- Quadrangle as a framework

Florida International University should organize and develop contextual standards where applicable for the design of buildings specific to certain areas of the campus. These steps would help to inform and reinforce the institution’s purpose and agenda by providing a sense of spatial order that reflects the University’s

greater purpose. The quadrangles will embody a well-composed open space. The success of these spaces comes from careful planning and execution in vertical and horizontal planes, i.e., the relation between the vertical height of the building and the horizontal breadth and width of the open spaces.

Regularity and efficiency of movement are needed to establish axial alignment of building entries across major quadrangle spaces with the intent to heighten feelings of high purpose and the dignity of learning. Added drama will be developed with the entryways into buildings through the use of arched doorways, pediments, and steps. The intent is to have a framework for campus design and development that will unify the campus as an academic community. The Quad will define the capacity and limits for future development. The civic structure of the quad creates new, memorable, open spaces and enhances existing important spaces.

### E.17.3- The Central Core Quadrangle

This quad should be reinforced with activities by providing places to gather around. This could be accomplished with fenestration that would provide shade.

### E.17.4- The Lake Quadrangle

This quad should be reinforced with activities by providing places to gather around. This could be accomplished with fenestration that would provide shade.

**E.17.5- The Tamiami Mall**

This mall should reinforce the two main axis of the campus and should provide breezeway connecting the buildings along the mall.

**E.17.6- The Body and Mind Quadrangle**

The function of this quad as the nucleus for much of the day-to-day athletic activities on the campus is not well define. Presently, this area is not well organized in terms of the relationship between buildings, parking and roads. There is no sense of identity or quality of place.

The vision for the Body – Mind Quad is to serve as a unifying element that both visually and functionally links the Academic Core and the athletic part of the campus.

The quad will be a linear park, predominantly "natural" in character, bordered by large trees and natural edge growth. It will be enhanced by pedestrian and bicycle paths for east/west circulation and access to the Reserve edge, and by a pedestrian bridge connecting to the Library. The corridor is to be upgraded as a passive recreation amenity for the University and the community.

As the extension of a major natural feature through the campus and park setting, it will provide a connection to outdoor recreational opportunities. This quad will provide habitat for a variety of plants and animals, particularly in the Reserve area located southeast of the Gym.

The position in the hierarchy of open spaces on the campus provides the opportunity to link the Reserve of the campus to a regional open space network, and to link the campus to the larger community as well as to continue to provide educational opportunities to all.

This quadrangle will help define and strengthen the campus' institutional purpose by developing a bridge between the physical areas of the athletic area and the science area. It should be a space one walks through rather than across. No building should interfere with the mile-long quadrangle.

**E.17.7- The International Quadrangle**

The CIS buildings that have an international agenda compose this quad. This quad will invigorate campus life. The effect of these buildings is to create a new quadrangle that will, for the first time, bring the core campus into spatial and architectural harmony with the rest of the campus. The new structures will protect and set off the CIS buildings, and promote the tranquility and intimacy that only a harmonized architecture can bring. Moreover, the CIS building will frame a new campus Quad and will supply it with events and activities.

The CIS Quad will be one of the most important pedestrian spaces on campus. Moreover, the Quad will feature conferences, lectures, workshops, exhibits, and perhaps activities facing into the quad. These activities, located on the ground floor of the CIS will call into being a vibrant outdoor space humming with activity.

The intent of this quadrangle is to facilitate the development of a strong icon that represents the center of the University. It will also serve as a model for the development of open spaces on campus.

The quad will also provide the opportunity to create better quadrangles for the rest of the campus. It will become a gathering space for students, faculty and the greater community. The plaza will serve as a crossroads for pedestrians traveling to other campus destinations; it will also re-size the existing space and clarify pedestrian pathways.

The new International Quadrangle will serve to draw together all disciplines, centers, programs and activities of international importance. Proposed programs are:

- Latin American and Caribbean Center (LACC)
- Department of International Studies
- Office of International Studies
- International Organizations
- Related Departments/Centers/Institutes/Colleges/Schools with international agenda
- Plazas within the buildings

In summary this is the first quadrangle that brings order to the campus and puts its vision into focus with its architecture, programs and activities. By developing this quad and keeping it close to the core of the campus, it is hoped that it will help to create a more articulate edge while also strengthening the axis from east to west and from north to south.

**E.17.8- The South Prairie Quadrangle**

The buildings south of the Central Core Quadrangle are not yet identified. It was proposed in the 1991 master plan on the location immediately South of the Primera Casa (administration Building). The following building is the Art Complex II.

**Observation**

This area is distant from the core of the campus, but it gives room to add another formal mall of buildings south of what we know as the Central Core of the University.

In the campus master plan of 1991 it was also proposed a diagonal axial approach to the campus cutting through the campus going southwest to northeast on the idea of creating a corridor that would connect its quadrangles. The idea of axial connection through the campus it would have been a good idea of connecting the campus from one end to the other, but this would of kill the concept of the quadrangle or better yet the goal of having spaces that would enhance the campus as spaces to be. Serving as corridor for the campus could be good if there are spaces around the campus that serves as gathering spaces but no just as connection to districts. (Fig.E.5)

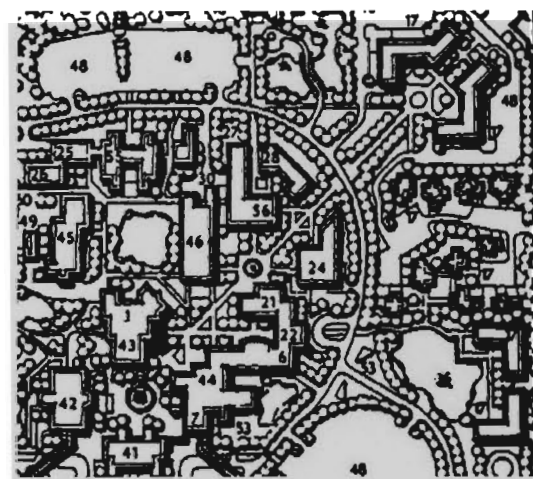
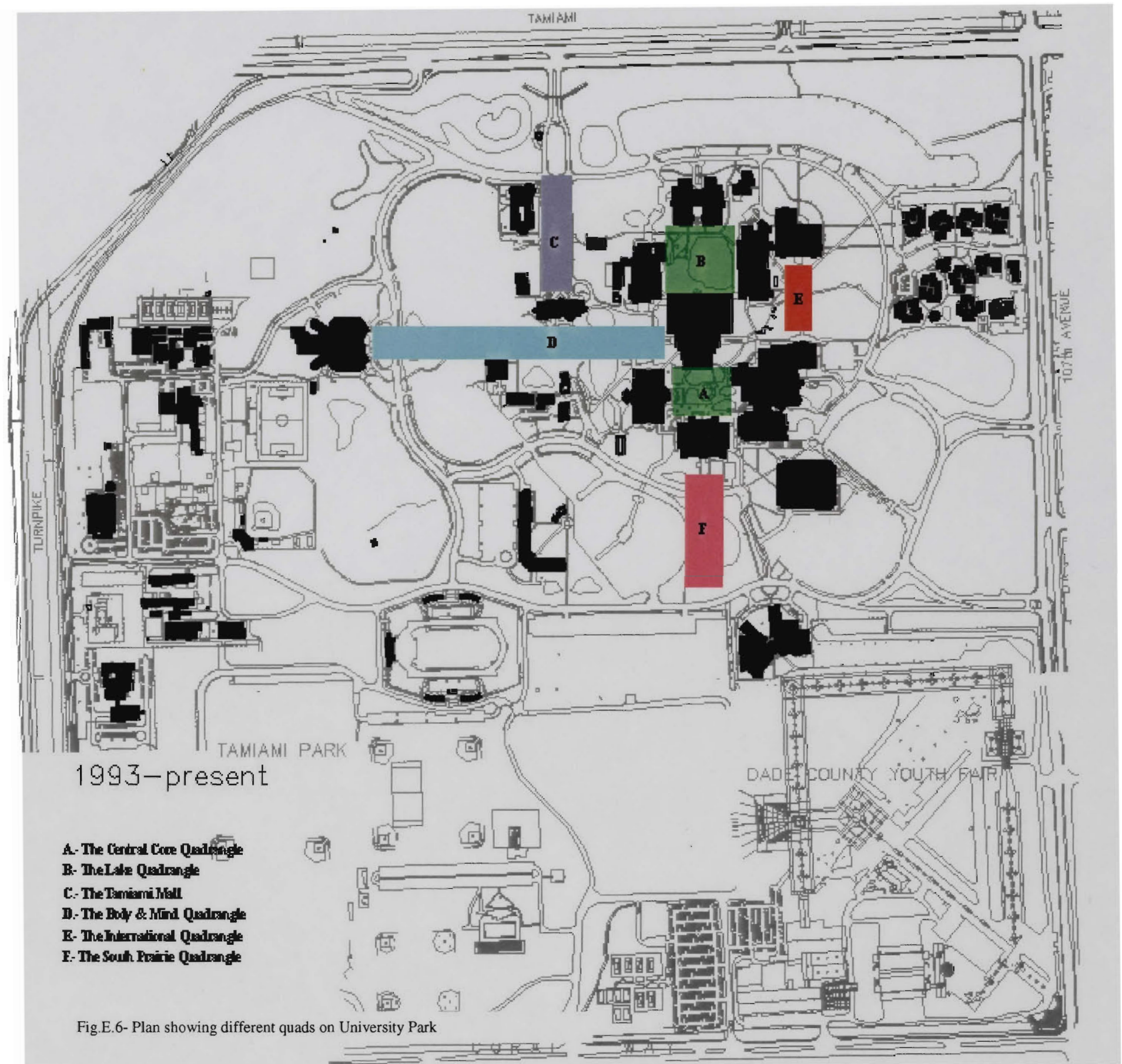


Fig.E.5- Plan showing proposed 1991 master plan diagonal approach



1993-present

- A- The Central Core Quadrangle
- B- The Lake Quadrangle
- C- The Tamiami Mall
- D- The Body & Mind Quadrangle
- E- The International Quadrangle
- F- The South Prairie Quadrangle

Fig.E.6- Plan showing different quads on University Park

### E.18- Summary

In conclusion, the campus should have relationships with form, function and patterns of campus activity to conform to. The relationships of form in the plan for the University Park Campus is intended to bring coherence and completeness to the look and feel of the entire campus. The new location for the CIS will create an opportunity for an outstanding building design along a main corridor, already on a major axis on the campus. Construction of a new quad within the campus will reinforce an organizing framework of the campus and enhance paths as pedestrian networks, and will visually interconnect the campus. The Plan will define a new campus quadrangle that would help create a coherent facade for the University buildings for the first time throughout the campus. The arrangement of the new Campus buildings also will define new open spaces that replicate the type and function of the future of the campus open spaces. The new CIS Quadrangle that will bring life and activity to the campus by providing a center for the university. The sense of community and common purpose will be greatly enhanced.

In addition, the relationship of function on new buildings is to add to the character of the campus. The idea is to ensure this by making pedestrian traffic more convenient and more attractive. The new quadrangles should be especially inviting. Within the campus, the creation of strolling gardens, recreation fields, and courtyards will clearly establish the campus as an attractive, functional open space for the campus. The CIS will stand at the center of university. It will serve as a literal bridge between the community and the university. Symbolically as well as physically, the CIS Building will also bridge the gap between the Library and the residential area. Perhaps most exciting, CIS will put the heart of campus in the one area that would symbolize the vision and mission of the university. For the first time in two decades, a space will redefine the core university community.

The CIS building will tie the campus together. Pedestrian traffic will grow not only along CIS, but also across the new Quad. The Quad will be transformed into an area that has a destination for

pedestrians and an attractive pedestrian crossing between the north and south of the campus.

With the CIS's location on the Main Quadrangle of FIU it will become a more vibrant pedestrian artery as students and faculty move between each destination. The University Park Campus Plan will create new pedestrian spaces and centers of activity. Not only will students, faculty, staff, and visitors find themselves visiting the Quad at night and on weekend afternoons, they will use these CIS building and their open spaces as a part of their daily lives.

## **F- PROGRAM**

F1 Introduction

F2 History

F3 Miami

F4 AIRPORT

F5 SEAPORT

F6 Florida International University

F7 International Relations Studies at other Florida Universities

F8 International Relations Programs at other Universities

F6 Methodology

F10 Point of View

F11 Mission of CIS

F12 Vision of CIS

F13 Program

Fig.F.1- Program Facilities List for the Center of International Studies

## F1- Introduction

As an international city considered a gateway to Latin America and the Caribbean, Miami is in need of a Center of International Studies. Because of its mission as a public and international institution of higher education, Florida International University, located in west Miami-Dade County would be an excellent place to host such a center. A center for international relations would go a long way toward contributing to economic, political and social stability within the Western Hemisphere.

The age of information and technology is helping to shape the paradigm of the “global village.” The world is now recognizing that what one does in one’s backyard has planetary consequences. The world is rapidly moving toward economies of a global scale. While foreign trade has always existed, the extent has never been as pervasive as today. North American and South American countries are now doing business at a brisk pace. Trade agreements such as the 1995 North American Free Trade Agreement have done much to lesson trade barriers and improve relations with neighboring countries. As President Clinton stated in a speech on the 1994 Miami Summit of the Americas, the Summit is based on “our shared values, common interests, and joint mission to pursue a true partnership for hemispheric peace and prosperity.”<sup>1</sup>

While countries are identifying ways to build on common principles, interests and goals, the challenge remains to ensure

<sup>1</sup> [www.americas.fiu.edu](http://www.americas.fiu.edu)

that differences over specific issues do not harm areas of broader agreement. In addition, much work needs to be done in overcoming cultural conflicts and divergent business practices, if relations are to make progress. For example, North Americans have very specific ideas on how certain problems might be solved and, instead of pressuring their Latin American counterparts to adapt their way, they need to consider what works for North Americans, might not be a solution for South Americans.<sup>2</sup>

Understanding Latin American perspectives, values and customs, while helping Latin Americans understand North American perspectives, values and customs would go along way toward helping concerned parties achieve successful relationships and negotiations while minimizing cultural conflicts. According to Dr. William A. Naughton, in his book “Working Successfully With Latin Americans,” “There is a need to understand and accept, or at least tolerate, the values and perspectives of the people with whom you are working and be able to deal positively and in the most effective way with both shared and divergent values. Fortunately, people, with open minds can recognize and appreciate the benefits of cultural diversity.”<sup>3</sup>

While Miami is often called the “gateway” to Latin America and the Caribbean, it might also be compared to an ecotone, a fuzzy boundary where two forces meet. Because of its cultural diversity, Miami is the perfect setting to learn about and come to terms with cultural differences. Miami is, in many ways, a large cultural laboratory and a Center of International Studies would

<sup>2</sup> Dr. William A. Naughton

<sup>3</sup> Dr. William A. Naughton, “Working Successfully With Latin Americans” c. 1998.

provide people a “living laboratory” in which to develop cross-cultural understanding and communication effectiveness. Florida International University (FIU) and the University of Miami (UM) are two universities in the South Florida region with important centers for Latin American and Caribbean studies. The Dante B. Fascell North/South Center at the University of Miami has been studying inter-American issues for at least ten years. It regularly collaborates and consults with FIU faculty.

The Latin American and Caribbean Center at FIU has been operating for nearly two decades. Authorized by the Florida Legislature, it is now recognized by the U.S. Congress as an official site for information on the Summit of the Americas and the monitoring of agreements reached at the Summit. The Latin American and Caribbean Center maintains an award winning web site with up to date information on the progress of the summit accords. While the case could be made for developing a large Center of International Studies at either FIU or UM, the fact that FIU is a state university (and its library is a federal government document depository) supports the idea that it is more accessible to the public. Its very nature as a state agency monitoring federal-international agreements supports the idea that it is in a position to host activities with other governmental bodies.

## F2- History

Since the arrival of the Spaniards in the 1500’s, Florida has been shaped by Iberian influences. As with the rest of America, lands had been wrested from most native populations by the early to mid 1800s. By the end of the third Seminole War of 1858 much

of South Florida was on its way to being developed or speculated. The decision of Henry Flagler, in 1895, to bring his railroad all the way from Palm Beach to Miami would open the way for the South Florida land boom of the 1920's. By 1920, Miami's population reached 29,571. The 1926 hurricane would kill one hundred of those people, destroy millions of dollars in property and signal the end of the land boom. The roaring 20's and the early 30's did much to popularize the image of South Florida as the nation's winter playground. The redevelopment of the urban coastal corridor during the mid to late 30's signaled another land boom of sorts –the country was in a depression- and some 200 Art Deco style hotels sprang up along Miami Beach. One significant achievement during this time was the 1927 inception of Pan Am and the Miami airport. In 1935, Pan Am was flying to many locations in central and South American and making connections to New York and Chicago. With the end of WWII and the Depression Era, Miami would enjoy yet another boom in construction, tourism, aviation and industry. State and national parks such as Everglades National Park were also established. In the 1960's, the playground image of Miami was changed forever with the influx of Cuban refugees. The development of a bicultural city would have a huge impact on Dade County's economy. Cubans developed successful businesses and were significant contributors to the local economy. This is, perhaps, one of the reasons why their resistance to enculturation was so tolerated. Miami has always been about new arrivals.

While other immigrant groups made their impact on Miami, none of them have made as lasting an impact, both culturally and economically as the Latin Americans.<sup>4</sup>

### **F3- Miami**

Florida is a land of immigrants. Much of Florida's modern history can be characterized by waves of immigration, particularly in South Florida. "As a consequence of varied migrations over many decades, Florida has become a multicultural state of vast diversity, a pattern that intensified dramatically after 1960.

Miami's international population is reflected in its diverse cultural activities. Miami continues to attract great talent in music, dance, theatre and other arts.

### **F4- Airport**

Miami International Airport (MIA) is clearly one of the largest airports in the world. According to Airports Council International, in 1996, Miami was the second largest international airport (14.9 million passengers) next to New York's Kennedy Airport (17.3 million passengers). For international freight, Miami is ranked number one in the U.S. and number three in the world for total freight. The airport's economic impact on the county is almost \$13.2 billion annually. American Airlines is the County's largest employer with 9,000 employees.<sup>5</sup> The airport is adept at handling large quantities of cargo rapidly. The cargo

<sup>4</sup> Historical Museum of Southern Florida

clearance center employs approximately 400 inspectors from such agencies as U.S. Customs, USDA, Fish and Wildlife Service and the FDA. The clearance center operates 24 hours a day. According to Airports Council International, the growth rate in international cargo between MIA and Latin America doubles in volume every five or six years. The majority of MIA's trade with Latin America includes perishables such as: fresh flowers, fruit, vegetables and seafood. Export cargo to Latin America includes computer equipment, medical equipment, telecommunications, clothing and agricultural machinery.<sup>6</sup>

### **F5- Seaport**

The history of Miami's seaport began in 1896 with the development of and connection to the East Coast Railway. Soon after, passenger cruises began service to the Bahamas and to other islands. Between 1915 and 1920, channel deepening and site development projects were under way to improve the overall infrastructure of the port. By the late 1920s the port had become the primary hub for all shipping to South Florida. By 1930, passenger service was available to New York, Baltimore and Havana, Cuba. During World War II (WWII) the U.S. Navy had assumed control of the port (and much of the rest of Miami Beach). German U-boats had sunk several cargo ships just outside the port. The Navy presence in Miami Beach during the War did much to develop local infrastructure, i.e., bridges and waterways while contributing to the overall local war time

<sup>5</sup> The Beacon Council

<sup>6</sup> Airports Council International [www.airports.org](http://www.airports.org)

economy. In 1960, the City of Miami had transferred the administration of the port to the County. Three years later, the County had moved the port off the mainland and on to Dodge Island. In 1976 the port became “the first port in history to record more than 1 million passengers in one year.”<sup>7</sup> By 1980, the Port of Miami could rightly be called the “cruise passenger capitol of the world” with over 1.5 million passengers sailing from the port. In 1981 the port turned its attention to cargo and installed two gantry cranes on Lummus Island. In four short years the port had become the most modern and efficient port in the United States. Trade offices were opened in Hong Kong and Valparaiso, Chile with port expansion again in 1995, the Miami port ranked third in the world for international freight (under Hong Kong and Tokyo), contributing substantially to the 1996 record of \$30 million in regional trade with Latin American and Caribbean countries. While only the eighth largest container port in the U.S., Miami is first in handling cargo from Latin America and the Caribbean. Miami has clearly established itself as a gateway to Latin America and the Caribbean.<sup>8</sup>

#### **F6- Florida International University**

As stated in the University’s 1998-1999 Catalog, the mission of the University is “to serve the people of Southeast Florida, the state, the nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering creativity and its expression.”<sup>9</sup>

<sup>7</sup> co.miami-dade.fl-us

<sup>8</sup> co.miami-dade.fl-us

<sup>9</sup> 1998-1999 Florida International University Graduate Catalog

FIU’s Latin American and Caribbean Center is vital to realizing the University’s mission as an international research institution. FIU’s Latin American and Caribbean Center (LACC) began in 1979. The center consists of approximately 30 faculty/staff members who oversee a variety of smaller organizations within the center. The center is primarily funded through private sector companies, private foundation grants, the State of Florida and members of LACC’s Americas Advisory Board. LACC’s program has three primary objectives; to offer quality programs to students that gives them opportunities to become involved with people and issues of a particular region; to support professional opportunities for faculty; and to offer the public information, training and other activities that improve the understanding of critical issues affecting Latin America and the Caribbean.

There are several large projects, or institutes under the auspices of LACC. The Summit of the Americas Center, created in June of 1995 by the authority of the Florida legislature, is mandated to research, analyze and monitor the accords of the December 1994 Summit of the Americas. In addition, there is a special focus on Florida’s role in hemispheric integration.

The Cuban Research Institute, established in 1991 is focused on promoting awareness of Cuba and Cuban American issues. The Florida-Mexico Institute began in 1993 to identify and develop commercial, cultural and educational exchange between Florida and Mexico. The oldest institute at LACC, the Florida Caribbean Institute was created in 1986 by the Florida Legislature to promote relations between Florida and the various Caribbean countries.

LACC is international and interdisciplinary. A certification program is available to degree and non-degree seeking students. For degree seeking students the program is a 15-18 credit hour adjunct to their regular course of studies. Study abroad is encouraged and the program has strong connections in Mexico, Costa Rica, Barbados, Grenada, St. Lucia, Jamaica, and Trinidad and Tobago. Courses with an international element are available in such fields as: Anthropology, Business, Economics, Education, Geology, History, International Relations, Modern Languages, Music, Philosophy and Religion, Political Science, Psychology, Sociology, Visual Arts and Theatre and Dance. The intercultural Dance and Music Institute (INDAMI) is one example of a strong connection between the Latin American and Caribbean Center and FIU’s Department of Theatre and Dance and the Department of Music. The Theatre and Dance Department’s program emphasizes research and study of world dance cultures with special emphasis in Latin American and Caribbean dance forms. The Department of music’s program in Jazz and Latin American music has strong components. A wealth of resources is also available in the Greater Miami area and its musical culture.<sup>10</sup>

#### **F7- International Relations Studies at other Florida Universities**

Other state universities with Latin American and Caribbean studies centers include: the University of Florida, the University of South Florida and Florida State University’s Center for Music

<sup>10</sup> FIU Latin American and Caribbean Center [www.lacc.fiu.edu](http://www.lacc.fiu.edu)

of the Americas. The University of Florida, the nation's fourth largest state university, has a strong program in Latin American studies that began in 1931. Annual conferences in Latin American studies have attracted scholars and policy makers from around the world. The University of South Florida's Latin American and Caribbean Studies program is part of the University's mission to become more international in its vision. The program supports student exchange and study abroad programs and works closely with the University's History and Anthropology departments. Florida State University's Center for Music of the Americas began in 1985. Well developed programs in Ethnomusicology and Historical Musicology with a focus on Latin America and the Caribbean have developed. Doctoral degrees have been conferred in a number of specialized music disciplines. Other state universities that have international exchange programs include Florida State University and the University of North Florida. By far the strongest programs in Florida's state university system are at the University of Florida and at Florida International University.

#### **F8- International Relations Programs at other Universities**

Other U.S. universities maintaining Latin American and Caribbean Studies Programs are plentiful. Each, program specializes on a unique them or geographical area of study and all offer broader degree and or certificate programs. Some of the larger, more well known programs in the U.S. include: Harvard University's David Rockefeller Center for Latin American Studies, Stanford University's Center for International Security

and Cooperation, the University of Michigan's Latin American and Caribbean Studies Program. The University of Texas at Austin's Institute of Latin American Studies provides an excellent example of specialization in Latin American Studies with their Brazil Center and the Mexican Center. The Brazil Center is the home of the largest Brazilian Institutes of higher education. The Mexican Center "has one of the largest research and teaching groups on Mexico and bilateral U.S. -Mexico relations outside Mexico."<sup>11</sup> While many universities have strong programs in Latin American and Caribbean studies, none of them has a center design to house them and host large conferences, meetings, and seminars. None of them have strong physical connections to Miami.

#### **F9- Methodology**

The literature search conducted included books and magazine articles on topics relating to campus architecture and educational facilities. An Internet search was also conducted and revealed much information about other centers and institutions with an international agenda.

A need assessment survey was developed. The target audience included key players on the campus involved in international studies, including students. The survey involved twenty-four questions that relate to the function, purpose and advantages of having a Center of International Studies. The survey provided

<sup>11</sup> University of Texas Institute of Latin American Studies  
[www.lanic.utexas.edu/](http://www.lanic.utexas.edu/)

people the flexibility to answer the questions quickly and to offer their opinions. People generally agreed that the University would greatly benefit from having a Center of International Studies and that it would augment the University's mission.

Staff members at the Office of International Studies also provided valuable information.

Possible alternative location beside of Florida International University it might be near the airport because the airport represents the connection that Miami has to the rest of the world. Downtown Miami, which represents the business world, might also be considered. Lastly, because it also symbolizes an international connection, the Miami International Seaport might also be considered.

#### **F10- Point of View**

A center usually denotes a physical place, a building or location. It can be a place where people with similar ideas meet and focus their energies to achieve a common objective or goal. It can serve to gather, filter and centralize information, people and/or things for a specific purpose or direction. A Center of International Studies at FIU will facilitate all of these things according to an interview with Giselle DeBruno Jamison, Assistant Director of the FIU Office of International Studies. "A center for international studies will serve as a unifying element among the different international programs. Its primary goal is to facilitate cooperation among the various programs...at times it

looks like each of them are going in their own direction... many times two center could be working on the same or similar projects and having them in the same building –they could benefit from each other’s resources.”<sup>12</sup> By housing many of the different institutes with international missions within the same building, each group could help the others to develop and expand their respective visions.

#### **F11- Mission of CIS**

The mission of the Center for International Studies is to promote excellence in education, training and practice in disciplines with an international focus; to nurture an appreciation for the study of international relations and to foster the spirit of collaboration in the global community.

#### **F12- Vision of CIS**

The Center for International Studies’ vision is to be a source of up to date information on international issues, to be at the forefront of international studies education, to utilize the latest advances in computer technology and telecommunications, to host international conferences and to provide mediation and conflict resolution services.

A key component in the University’s mission is to respond to international issues, at this time, focusing primarily on Latin America and the Caribbean. Indeed, the University works hard to recruit students from these regions and approximately seven

percent of its enrollment is comprised of international students. A diverse student body, fifty percent of the students are Hispanic, fourteen percent are African American and three and one half percent are Asian.<sup>13</sup> FIU has a variety of programs in Latin American and Caribbean studies and the Latin American and Caribbean Center (LACC) is internationally acclaimed. The Latin American and Caribbean Center is an umbrella organization for a variety of institutes conducting research in these areas. Included in these groups are: the Cuban Research Institute, the Summit of the Americas Center, the Florida-Mexico Institute, the Intercultural Dance and Music Institute and the Florida-Caribbean Institute. Related centers at FIU include: the Hemispheric Center for Environmental Technology, the Center for the Administration of Justice, the International Hurricane Center, and the Institute of Public Management and Community Service. Other international organizations at FIU include: Office of International Studies, Office of Multicultural Programs and Services and the Center for Labor Research and Studies. The University offers degree programs in the following: the Master of Arts in Latin American and Caribbean Studies, Master’s and Ph.D. programs in International Relations and an International Baccalaureate program.<sup>14</sup>

In the twenty-six years of its existence, FIU has made great strides in its mission to embrace a global agenda. With so much focus on the Americas it would seem that, in this information age,

FIU would benefit from having a vehicle from which to coordinate the diversity of its efforts and to synthesize and disseminate the variety of its information sources. A center for international studies might serve to strengthen and focus the University’s global mission. Miami and FIU in particular would be an excellent place to develop such a center, especially if FIU is to assume some leadership capacity within South Florida.

For a Center of International Studies at FIU to be successful, an argument can be made that the architecture for this center should help to express the mission and vision of the Center and the University. This will define architectural vocabulary would clearly define a link between the students, the university and the communities they serve. Currently, there is no building at University Park (FIU’s main campus) that informs its function through the architecture.

<sup>12</sup> Interview with Giselle DeBruno Jamison, Assistant Director of the FIU

Office of International Studies (9/20/98)

<sup>13</sup> www.diu.edu

<sup>14</sup> 1998-1999 Florida International University Graduate Catalog

**F.13 PROGRAM FACILITIES LIST**

CODE	FLOOR	SPACE DESCRIPTION	AMOUNT	1	2	3	4
				Floor NSF	Floor NSF	Floor NSF	Floor NSF
	1	Gallery	1	3500			
	1	Atrium-A	1	14500			
	1	Atrium-B	1	7400			
	1	Auditorium / Lecture Hall	1	15300			
1	1	Case Study Classrooms	6	1350			
1B	1	Classrooms (regular)	2	740			
1C	1	Special Rooms - @ 350sq.ft. ea.	3	1050			
2	1 2 3 4	Conference Room	6	2300	4760	2500	900
3A	1	Job Placement & Career Center	1	350			
3B	1	Student Service	1	350			
4	1 2 3	Snack Area	2	760	760	760	
5	1 3 4	Ballroom	5	14200		24500	24500
5B	3 4	Lounge	2			1450	1450
6	3 4	Lounge (with Kitchen)	1	2200			
7	1	Support Area	1	8500			
8	1 2 3 4	Mechanical / Electrical	2	1200	1000	420	420
9	1 3	Meditation Park	1	123000			
10	2 3	Directors / Chairpersons	28		3080	3080	
11	2 3	Faculty/Staff/Grad. & Research Offices	36		2430	2430	
12	2 3	Open Clerical @ 990sq.ft. ea.	4		1980	1980	
13	2 3	Faculty/Staff Lounge @ 360sq.ft. ea.	4		720	720	
14	4	Lobby/Waiting Area @ 350sq.ft ea.	2				700
15	4	Apartments @ 390sq.ft ea.	14				1560
16	1	Bookstore	1	5150			
17	1	Internet Area	1	6700			
18	1	A/V Support Area	1	9600			
19	1 2	Language & Translation Area	1	6000	1790		
20	1	Translation Rooms		150			
21	1	Video Conference	2	3200			
22	2	Recording Studios / Support	1	14500	5360		
23	2	Computer Lab / Internet	1	7400	8700		
24	2	Library / Study Area	1	15300	7000		
25	1 2 3 4	Bathrooms		400	400		
26	4	Common / Recreation Area	1				5500
27	1 2 3 4	Receptionist area and information Kiosk	4	100	100	100	100

Sub-Total 265200 38080 37940 35130

**Total sq. ft. 376,350**

**Case Study Classrooms**

6 case study classrooms @ 1,500 sq. ft. each = 9,000 sq. ft.

The Case Study classrooms are to be located close to the existing academic area (CP), for ease transition of use. These classes are related to international agenda or classes that would help link this international agenda to other academic units to raise awareness of the importance of the international impact into our community and the rest of the world. Facility will be used for instruction. The classrooms will have at least 75 chairs. These classrooms will be wired for future computer usage that may include computer stations and teleconference hook-up.

Capacity Per Period:

Teacher –Student Ratio: 1:75

The front of the classroom will be equipped with a “teaching podium” which will house a computer/monitor, CD ROM, multimedia capability, electronic presentation stands and related peripherals.

**Furniture and Equipment (for each classroom)**

Quantity	Description
6	Teaching bunker with a PC, CD ROM, and related peripherals
1	Stool
450	Chairs, (75) for each of the classrooms
1	Wall clock, visible o instructor
2	Trash cans
4	Wall mounted telephone
1	Video projector, ceiling mounted
1	Presentation stand
1	Screen, wall mounted, front
1	Teleconference/Internet link-up

**Classrooms**

2 regular classrooms @ 750 sq. ft. each = 1,500 sq. ft.

The classrooms are to be located close to the existing academic area (CP), for ease transition of use. These classes are related to international agenda or classes that would help link this international agenda to other academic units to raise awareness of the importance of the international impact into our community and the rest of the world. Facility will be used for classroom instruction. The classrooms will have at least 30 tablet armchairs. These classrooms will be wired for future computer usage that may include computer stations.

Capacity Per Period: 31

Teacher –Student Ratio: 1:30

The front of the classroom will be equipped with a “teaching podium” which will house a computer/monitor, CD ROM, multimedia capability, electronic presentation stands and related peripherals.

**Furniture and Equipment (for each classroom)**

Quantity	Description
2	Teaching bunker with a PC, CD ROM, and related peripherals
1	Stool
60	Table Arm Chairs, (30) for each of the classrooms
1	Wall clock, visible o instructor
2	Trash cans
4	Wall mounted telephone
1	Video projector, ceiling mounted
1	Presentation stand
1	Screen, wall mounted, front

**Clerical Occupations (Translation/Interpretation)**

Facility will be used as a lab for students

1 lab @ approximately 1,180 nsf.

Facility will be used as an electronic classroom for students taking core courses in translation/interpretation. It will offer training and applications in these areas. The lab should have display racks, small lockable storage cabinets, a central cutoff switch, a teaching podium, telephones, (no chick-in counter is required), marker boards and a ceiling mounted video projector and screen.

This lab should include the following:

Foreign Language Interpretation- Include approximately 30 glass enclosed (sound proof) interpretation booths arranged in a “L” or “U” shape. A control panel to monitor the students in the booths, a teaching podium and a wall mounted TV/VCR combination (front of room) and one office cubicle, scanner, phone and printer table.

Capacity Per Period: 31

Teacher –Student Ratio: 1:30

This space must be adjacent to conference rooms, support and to the auditorium.

**Furniture and Equipment (for each classroom)**

Quantity	Description
1	Teaching bunker
1	Comparable stool
1	AM-FM receiver, cassette and CD player
2	Ceiling mounted speakers
1	30” TV/VCRs

1	Ceiling mounted video projector and screen
2	Trash cans
1	Wall clock
1	Desk with chair
3	5 drawer, lateral file cabinets
1	Electric pencil sharpener
	Storage cabinets and wall/display racks. Software and other equipment as required.

**Electronic Classrooms**

4 Large Electronic Classrooms @ 1000 nsf.

2 Smaller Electronic Classrooms @ 800 nsf.

Facility will be used as multimedia computer classrooms for students. There will be (5) rooms at approximately 1,000 nsf (with 2 cubicles for staff @ 50 nsf each) and (2) smaller electronic classrooms at approximately 800 nsf each. There should be approximately 35 computer stations (multimedia) and two cubicles (50 nsf each) for lab staff with standard cubicle layout (desk, chair and visitor’s chair) in the Larger Classrooms and 35 PC stations with no cubicles in the Small Classrooms. All classrooms should have display racks, small lockable storage cabinets, a central cutoff switch, computer desks with monitors below, a teaching podium, telephones in the cubicles, marker boards and a ceiling mounted video projector and wall screen.

Capacity Per Period: 40

Teacher –Student Ratio: 1:35

35 student stations, 2 administrators, 1 secretary

This space should be adjacent to the library and Internet area.

**Furniture and Equipment**

Quantity	Description
17	Teaching bunker with a PC, CD ROM, and related peripherals
1	Stool
544	Table Arm Chairs, (32) for each of the 17 classrooms
1	Wall clock, visible o instructor
2	Trash cans
4	Wall mounted telephone
1	Video projector, ceiling mounted
1	Presentation stand
1	Screen, wall mounted, front

**Faculty/Staff Lounge**

This will be a faculty/staff lounge for CIS

Approximately 220 nsf. each minimum

Facility will serve as a faculty/staff lounge for the CIS. Faculty and staff to eat, read, relax, lounge, hold small meetings/seminars, etc will use it. Part time faculty members can also use it for the same purpose.

Capacity Per Period: 10

Teacher –Student Ratio: N/A

**Furniture and Equipment**

Quantity	Description
1	Telephone
2	Sofas

2	Love seats
4	Lounge type chairs
2	Tables, round with 4 chairs each
2	Magazine racks
2	Trash cans
	Other furniture and equipment as required

**Audio/Visual “Head End” Room**

This will be the “head end” room for the Center. It is the equipment control room for the entire facility. All the A/V connections for the CIS will reside in this room. A network of raceways, conduits and cable trays are required. 1 enclosed rooms (within A/V) 450nsf. minimum.

All the A/V connections (and most of the equipment) will reside in this room. It is the control room for all the A/V (multimedia) requests for CIS. A/V equipment racks and shelves are required. The room should also have (2) workbenches for computer repair and (3) cubicles (50 nsf each) for the staff.

Capacity Per Period: 4

Teacher –Student Ratio: N/A

**Furniture and Equipment**

Quantity	Description
*	A/V equipment racks and shelves are required.
3	Desk with chairs
3	Visitor’s chairs
4	Telephones
4	PC’s with tables or stations

2	Work benches for computer repair (minimum)
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**Administrative and Faculty Offices**

This area will hold the administrative and faculty offices for CIS.

8,000 nsf. to 11,000 nsf.

Facility will be used for administrative use. The different Centers, Institutions, and Programs that composed the CIS will utilize this area.

**Furniture and Equipment**

Quantity	Description
28	Director/Chairperson's Offices @ 180 nsf
36	Faculty Offices @ 110 nsf
*	Clerical Area for each area
1	Faculty Lounge @ 220 nsf
1	Conference Room @ 300 nsf
*	Support

Capacity Per Period: -

Teacher -Student Ratio: N/A

**Furniture and Equipment**

Quantity	Description
80	PC's (multimedia)
80	Computer stations
80	Desk layouts with chairs and returns
80	Telephones
80	5 drawer lateral file cabinets
80	Laser printers
80	Scanners
-	Bookcase as required
-	Other furniture, equipment and software as required

4	Copier
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Conference Room

**Furniture and Equipment**

Quantity	Description
1	Oval conference table with 8 chairs
1	PC (multimedia)
1	Telephone / Internet connection
1	Bookcase
1	Other furniture, equipment

Work Area

**Furniture and Equipment**

Quantity	Description
1	Refrigerator
1	Sink
4	Worktables & chairs
2	5 drawer lateral file cabinets
	Other furniture, equipment as needed

Faculty/Staff Lounge

**Furniture and Equipment**

Quantity	Description
1	Refrigerator
1	Sink
1	Telephone
2	Love seats
2	Lounge chairs
2	Round table with 4 chairs each

**Clerical Areas**

There will be an open clerical area in the adjacent to directors, and faculty offices

Total 7,900 sq. ft.

There will be (4) open clerical areas for secretaries, student assistants and part timers.

Capacity Per Period: TBD

Teacher –Student Ratio: N/A

This space must be adjacent to conference rooms, support and to the auditorium.

The amount of equipment depends on the number of areas; each area should have the following:

**Furniture and Equipment**

Quantity	Description
	Desks
	Chairs
	PC's
	5 drawer lateral file cabinets (minimum)
	Storage cabinets
	Telephones
	Printer and faxes
	Wall clocks
	Storage cabinets
	Sofas, lounge chairs and visitor's chairs

**Work Area / Conference Room**

This will be a work area for faculty and staff.

1 enclosed area @ approximately 200 nsf.

Facility will be used as workroom for faculty and staff. It should have a sink and a refrigerator.

Capacity Per Period: 6

Teacher –Student Ratio: N/A

The Work Area should be near the Conference Room.

**Furniture and Equipment**

Quantity	Description
1	Refrigerator
1	Sink
4	Work tables and chairs
2	5 drawer lateral file cabinets
1	Telephone / Internet
1	Copier
1	Mail racks/sorters
*	Other furniture and equipment as required

**Conference Rooms**

There will be conference room for the faculty/staff area

There will be conference room for students

There will be conference rooms for general use. These rooms will be use for informal gathering among the faculty, staff, student, public and professionals with the general agenda that would have concern to the university and the CIS.

Facility will serve as conference room for the faculty office area and other part of CIS. It will be used to hold meetings, gatherings, and small conferences. It should have a wall mounted projection screen, and oval conference table (8 to 10 people), and a place to hold A/V equipment.

Capacity Per Period: 10-30

Teacher –Student Ratio: N/A

**Furniture and Equipment**

Quantity	Description
1	Oval conference table with 10 chairs
1	Wall mounted projection screen
1	Portable video projector
1	PC
1	TV/VCR combination
1	Telephone / Internet
1	Wall clock

**Multimedia Computer Classrooms**

Multimedia computer classrooms @ app. 1,000 sq. ft. each

Facility will be used for classroom instruction. The classrooms will have at least 30 computers.

Capacity Per Period: 31

Teacher –Student Ratio: 1:30

It will have data/video projection capability, ceiling mounted video projector, teaching podium, A/V infrared remote control system, and a wall mounted screen.

**Furniture and Equipment (for each classroom)**

Quantity	Description
2	Teaching bunker with a PC, CD ROM, and related peripherals
1	Stool
60	Table Arm Chairs, (30) for each of the classrooms
1	Wall clock, visible o instructor
2	Trash cans
4	Wall mounted telephone
1	Video projector, ceiling mounted
1	Presentation stand
1	Screen, wall mounted, front

**Foreign Language Lab**

2 regular classrooms @ 750 sq. ft. each = 1,500 sq. ft.

**Program activity:**

Facility will be used as a lab. It will offer training and applications in these areas and will work in close relations with the translation department.

It will include 30 PC stations (multimedia) with carrels and training software. Each station should have a TV/VCR combination with headsets. A separate language-training console is required for this area. All TV/VCR’s and computers should be networked with the consoles.

Capacity Per Period: 150

Teacher –Student Ratio: 1:35

The front of the classroom will be equipped with a “teaching podium” which will house a computer/monitor, CD ROM, multimedia capability, electronic presentation stands and related peripherals.

**Furniture and Equipment**

Quantity	Description
30	Student computer stations
30	Student chairs
150	PC's
4	Laser printer
120	Portable TV/VCR
4	Trash cans
2	Wall clocks
4	Desk with chairs
5	5 drawer, lateral file cabinets
1	Electric pencil sharpener
5	Telephones
120	Study carrels
1	Color printer
2	Scanners
	Storage cabinets and wall/display racks
	Software and other equipment as required.
15	Cassette players

**Computer Center**

This facility will be used as an interdisciplinary, computer center for CIS and as a support to the university

1 lab @ 1,500 sq. ft.

Facility will be an interdisciplinary, computer center lab that will serve as a practice facility for CIS and the following modalities: writing, English, journalism, translation/interpretation, business technology, office technology, computer studies, the natural and physical sciences, and others.

Capacity Per Period: 150

Teacher –Student Ratio: 1:60

**Furniture and Equipment**

Quantity	Description
	PC's with multimedia capability
	Comparable chairs
	AM-FM receivers with cassette and CD player
	Laser printers
	Speakers
	Public address system
	Ceiling mounted video projectors with screen
	Trash cans
	Pencil sharpeners
	Wall clocks
	Display racks
	Water fountains
	Other equipment as required

**Library/Study Area**

This will be the Library/Study Area for the CIS. It will be comprised of the following:

Bookshelf Area	3,000 sq. ft.
Study space for 70 students (Lounge, carrels and study stations)	1,500 sq. ft.
Counter space for the Circulation Desk	500 sq. ft.
Storage space for A/V and magazines	300 sq. ft.
Reading and shelving area	1,400 sq. ft.
(2) Staff offices @ 100 sf. Each	200 sq. ft.
(1) Open area (P/T & clerical)	100 sq. ft.
<b>TOTAL</b>	<b>7,000 sq. ft.</b>

Facility will be used to provide library services an instruction to all students and staff. It will also provide the following: access to library materials physically or electronically and will provide an area for the distribution and storage of library A/V equipment and materials the area should provide a study space for about 70 students.

Capacity Per Period: 80

Teacher –Student Ratio: N/A

**Furniture and Equipment**

Quantity	Description
	Lounge type seating spaces
	Study carrels
	Study tables

Computer stations with monitors
Printer
Comparable chairs
Book trucks
Work tables
Microfilm cabinets
Microfilm read printers
Typewriter
Telephones / Internet
Appropriate book shelving
Appropriate newspaper and periodical racks
Trash cans
Security alarm
Wall clocks

**Student Services**

This will be the coordinators’ office for access services for the students. It will coordinate and provide advisement, counseling, tutoring, diagnostics and other services to handicapped students.

**Student Service/Job Placement & Career transfer Center & Job Placement**

This will shared with other centers and institutions of the university. The Center will provide career/transfer information and job placement services for the students of the CIS and the university.

**Apartments**

These apartments are to be use by special guest of CIS that could be dignitary, guest faculty, researchers or others.

**Translator Area**

The Translator rooms are use for international conferences, providing service to ballroom and next to the Lecture Hall / Auditorium.

**Atrium**

The Atrium is central open area with table and chairs to provide support to Ballrooms and Lecture Hall / Auditorium as a transition space and a gathering space. It can also be use for informal/formal receptions.

## G- CENTER OF INTERNATIONAL STUDIES

G1 Location

G2 The Building (CIS)

Fig.G.1- Site Plan for the Center of International Studies

**G1 Location of CIS**

Florida International University (FIU), University Park campus, is located at SW 107<sup>th</sup> Avenue and 8<sup>th</sup> Street. The campus occupies 342 acres of land. Residence halls, the Golden Panther Sports Arena, the Library, an environmental preserve, Administrative/Educational buildings, and other athletic facilities contribute to a pleasant collegiate atmosphere. There are four possible sites for the new Center of International Studies. The first area is at the southwest side of the campus. This location is important because it brings great visibility from the street, but ignores the rest of the campus. Isolating itself from the rest of the university would not serve to integrate the university and the community. The second possible area is adjacent to the Library. This area is east of the library, which is a great location, not only because the library brings together all the students of the university, but also because it creates a great transition. The drawback of this location is that it does not have a real connection to the university. It only serves as a shadow to adjacent buildings and has only secondary access to it. The third location is south of Deuxieme Maison (DM) and east of Primera Casa (PC). This is the best location of the two previous, because it serves as a gateway between the university and the community (parking). It is easy to identify do to the fact that it is positioned on an axis of the campus that goes southwest to northeast. This site would create a fusion in the space, which takes advantage of linking the parking and the school, housing and the rest of the university. It creates a clean and unifying path between the school and students. The drawback of this site is that it would only create an

enhancement of this particular site but it would not help the campus as a whole. The FIU campus has a lot of opportunities and constraints, but through all the stages of its development, the one consistence thing that is seen and the one thing that has the greatest potential is starting to create some order through the axis that exists from east to west and that connects the student housing and the library. This would help to create a strong sense of destination in the campus.

This leads to one more area to consider in the campus. This fourth location it would help to anchor the building to where, within reason, it could establish what could be considered the heart of the campus. The present center of activities on the campus is gather on the student union at the Graham Center and the Library building on which it would help reinforce the axis of the student housing and the athletic area of the campus which is the Gym. This building would become the center of activity on the campus by not just been a building but a space that would reinforce a major axis of the campus and framing a quadrangle of which will be the focus of the university.



Fig.G3- FIU aerial showing proposed locations for CIS (c.1996)



Fig.G2- FIU plan existing site plan showing proposed locations for CIS.



Fig.G4- FIU plan showing proposed location for CIS

## G2 The CIS Building

The observation of different campus models has influenced the decision of placement and purpose of this new building. The formalization of space and the idea of creating an Academic Space and an Academic Building as the basic function of academia are the generators of siting it. One can look at the Harvard Medical Yard (Fig.D9) and one can relate about the space and not about any specific building. Another example is the Cornell campus in which the same applies. People do not talk about Sebli Hall, but they do talk about the Quad. All these examples are about the space and it is this type of space that is lacking Florida International University, University Park campus. There are plenty of spaces on campus but they do not have much meaning because they are not formalized enough to have any meaning. The configuration for the CIS building starts with the model of the campus. Creating a model Academic environment improving the quality of campus life. Simplifying and enhancing campus organization and establishing a clear, positive identity for each institution it will enhance the campus as overall.

The following concepts that it will be working on, is the context of architecture that will advocate a spear of learning. Some of these issues are the context of the university. It will be addressing the lack of appropriate planning on decisions for the campus' master plan, building vocabulary, and program. FIU has poor planning in context of having a clean vocabulary of its buildings. The campus was designed in a cluster system that has no transition or path to follow. This is a problem that consists on

programs that do not inform or address its function. It has no relation for others to follow or educate by precedence.

The intent of the Center of International studies is to educate the campus through its architecture. This is the architecture that will inform and transcend its function through its vocabulary. It will create a beacon that would centralize the effort of the university and community in filtering its resources to maximize its use. The Center will adapt to the existing forces to evoke a stairway of learning through an architectural vision. This vision is to educate its patrons of the importance of marrying its function and program through architecture.

The typologies introduce for the enhancement of this new major building and the campus as a whole are breezeways, arcade, gardens and courts. It was also explore the axial building relationships with continuous massing and spatial definition. Among other connections from the original concept it's the rebirth of covered (arcade) connections.

The CIS is divided into a north wing for Academic & Administration facing the Chemistry & Physics building, and a wide southern wing for community related activities. The general organization derives from the main axis of the campus. Formalizing the space and reinforcing the micro axis, which help define the space. The design encourages the increase of pedestrian and therefore of ideas, in its community-oriented interior and breezeways.

The building is highly visible for its strong axis and defining edge massing, in contrast as viewed against other standalone building around campus. The residential part of the scheme employs an east-west axis connection from the campus to the existing housing complex. This unit reacts through this important secondary axis forming a micro-axis to a courtyard that helps harmonize and emphasize this space.

The Gallery space contains an extraordinary quantity of natural light which enters through each side (north and South) and which enforces free circulation through the space. This space helps divide and make a distinction between the community and academic oriented side of the campus. The building creates a signature point of space on which everyone will come and go as a reference point.

The design not only will surpass by its program requirements, but by a successfully generating civic life and activity in what was a previously only a transitory space that could have been classified in the past as one more around the campus.

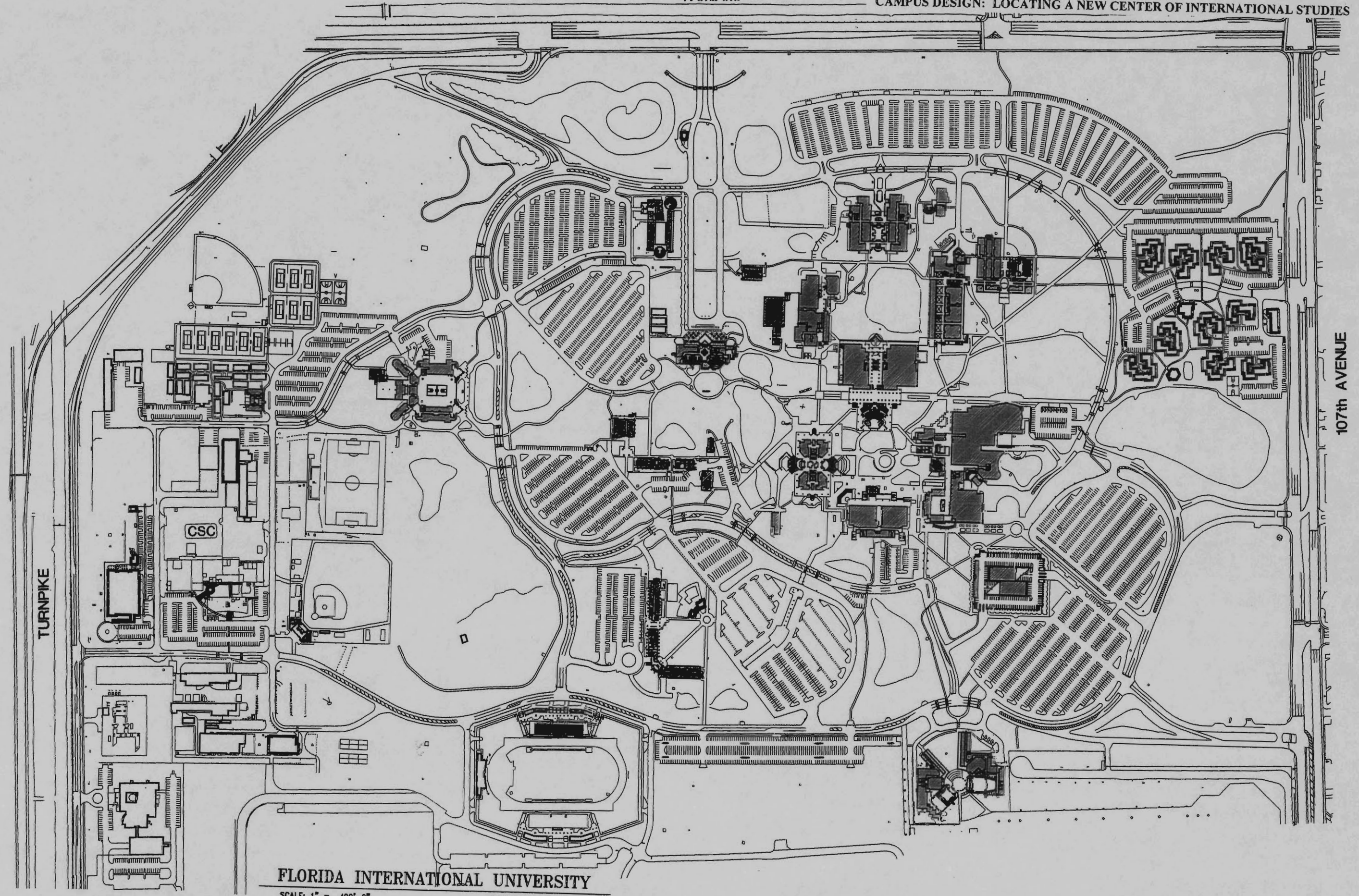
Through its architecture has created forms and guided pedestrian circulation in and around this new "heart" of the campus. The re-new sense of place on the plaza continues with the provision of public space within the building itself. The entry through courtyards from a major axis to a secondary axis and then to a micro-axis helps encourage visitors to go inside and experience a

variety of spaces (Atrium, Galleries, Auditorium, Ballroom/Multipurpose areas, etc.) that refers back to the exterior through framed view.

Following more than a decade of unsuccessful attempts at invigorating and harmonizing the spaces around campus, this new building demonstrate how design can focus on one specific area that completely metamorphosize the campus into its original intent. The intent is to bring the vision and institutional purpose of the university into focus by creating a sense of place, by catalyzing the gatherings in the sector.

The principal gathering and transitory space is the gallery, a large open space that has been designed to allow for both traveling exhibitions and the presentation of large works of art. The openness of the space and natural light flowing though a grill helps define and describe the space as an internal courtyard.

The CIS is generated from an interest in the direct relationship between form, place and purpose. In order to bring it into focus to a rapidly expanding campus, the building is organized and shaped to form a space and edge for civic dimension. The CIS has been designed as an intermediate experiential space that focuses on the axial relationship. This building renders the integration of its forms by giving definition of the place by giving special character of making a public urban space that conveys the purpose of the institution.



FLORIDA INTERNATIONAL UNIVERSITY  
 SCALE: 1" = 400'-0"  
 1999  
 NOLLI PLAN

Fig. G.5- Nolle Plan of FIU.

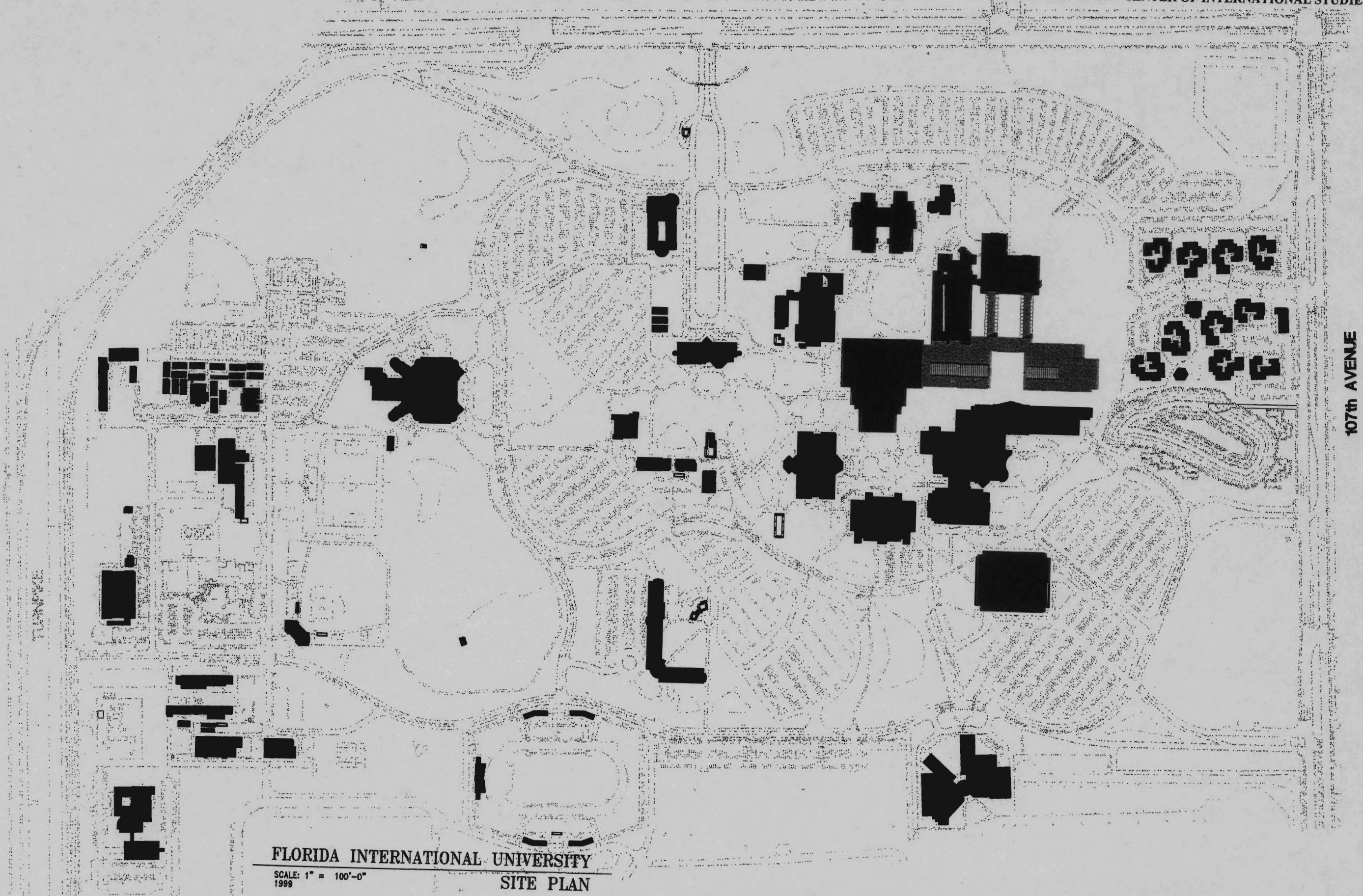
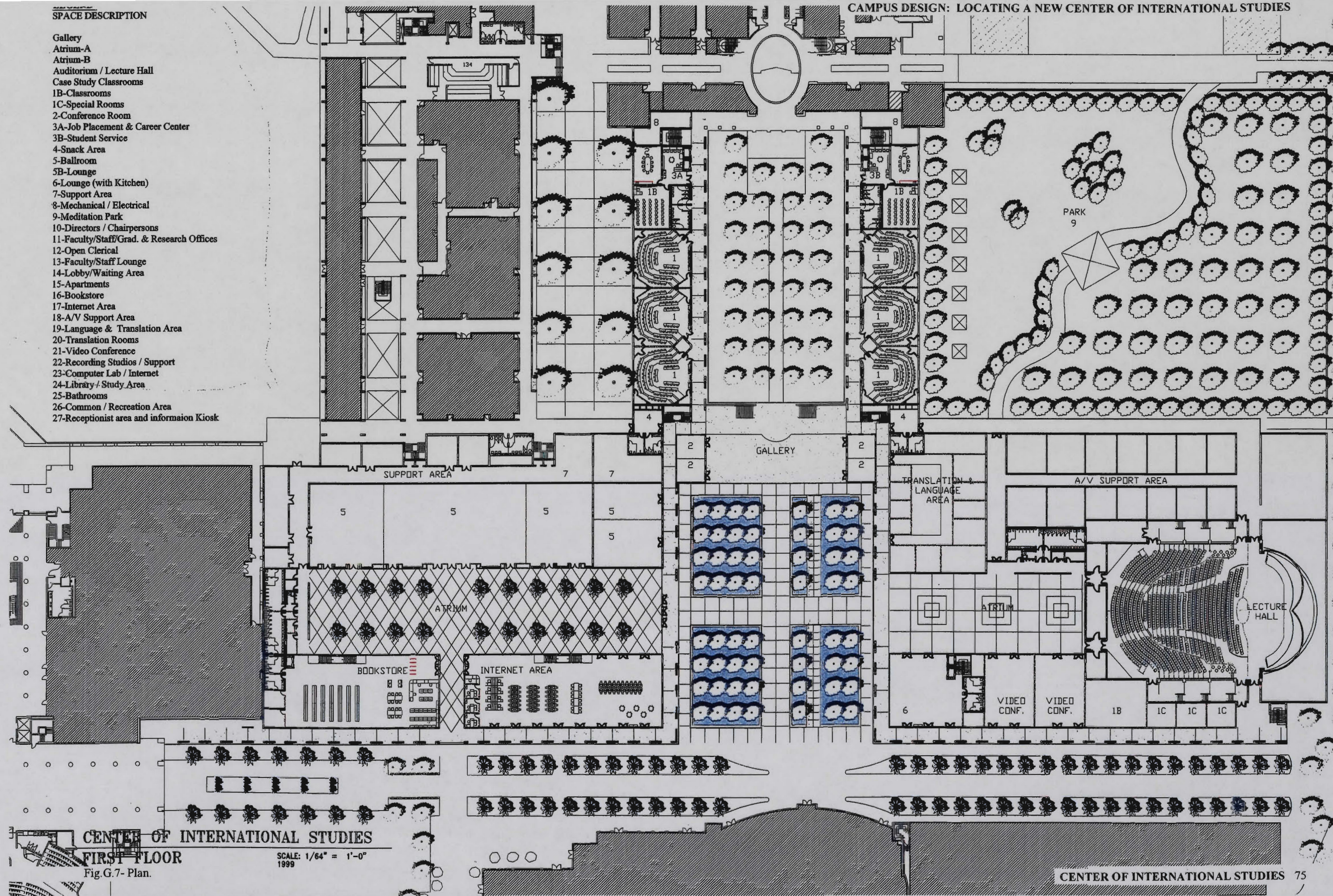


Fig.G.6- Site Plan of FIU.

SPACE DESCRIPTION

- Gallery
- Atrium-A
- Atrium-B
- Auditorium / Lecture Hall
- Case Study Classrooms
- 1B-Classrooms
- 1C-Special Rooms
- 2-Conference Room
- 3A-Job Placement & Career Center
- 3B-Student Service
- 4-Snack Area
- 5-Ballroom
- 5B-Lounge
- 6-Lounge (with Kitchen)
- 7-Support Area
- 8-Mechanical / Electrical
- 9-Meditation Park
- 10-Directors / Chairpersons
- 11-Faculty/Staff/Grad. & Research Offices
- 12-Open Clerical
- 13-Faculty/Staff Lounge
- 14-Lobby/Waiting Area
- 15-Apartments
- 16-Bookstore
- 17-Internet Area
- 18-A/V Support Area
- 19-Language & Translation Area
- 20-Translation Rooms
- 21-Video Conference
- 22-Recording Studios / Support
- 23-Computer Lab / Internet
- 24-Library / Study Area
- 25-Bathrooms
- 26-Common / Recreation Area
- 27-Receptionist area and informaion Kiosk



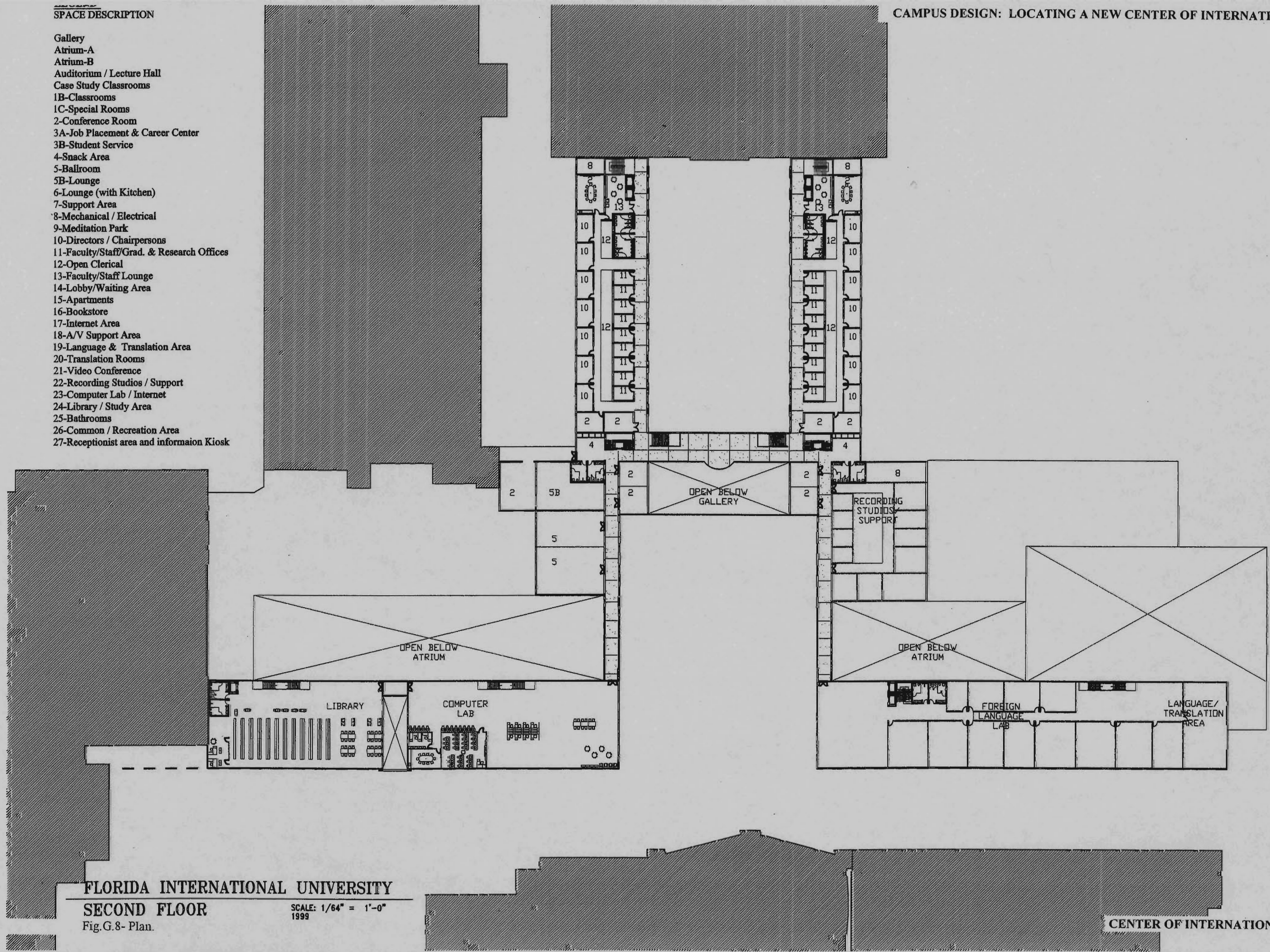
CENTER OF INTERNATIONAL STUDIES

FIRST FLOOR

Fig. G.7- Plan.

SCALE: 1/64" = 1'-0"  
1999

- Gallery
- Atrium-A
- Atrium-B
- Auditorium / Lecture Hall
- Case Study Classrooms
- 1B-Classrooms
- 1C-Special Rooms
- 2-Conference Room
- 3A-Job Placement & Career Center
- 3B-Student Service
- 4-Snack Area
- 5-Ballroom
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- 25-Bathrooms
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- 27-Receptionist area and informaion Kiosk



FLORIDA INTERNATIONAL UNIVERSITY

SECOND FLOOR

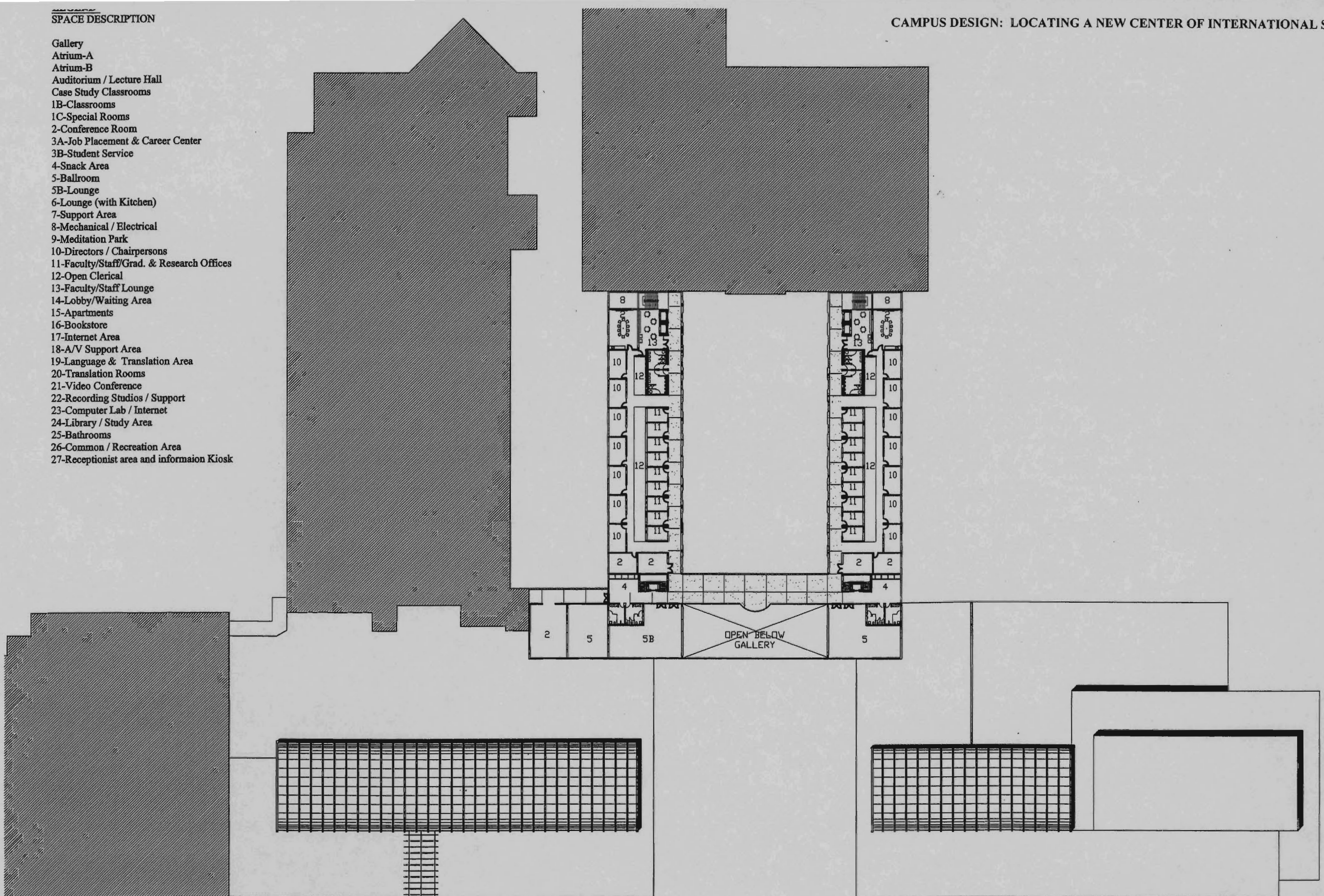
Fig.G.8- Plan.

SCALE: 1/64" = 1'-0"  
1999

SPACE DESCRIPTION

- Gallery
- Atrium-A
- Atrium-B
- Auditorium / Lecture Hall
- Case Study Classrooms
- 1B-Classrooms
- 1C-Special Rooms
- 2-Conference Room
- 3A-Job Placement & Career Center
- 3B-Student Service
- 4-Snack Area
- 5-Ballroom
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- 25-Bathrooms
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- 27-Receptionist area and informaion Kiosk

CAMPUS DESIGN: LOCATING A NEW CENTER OF INTERNATIONAL STUDIES



CENTER OF INTERNATIONAL STUDIES

THIRD FLOOR

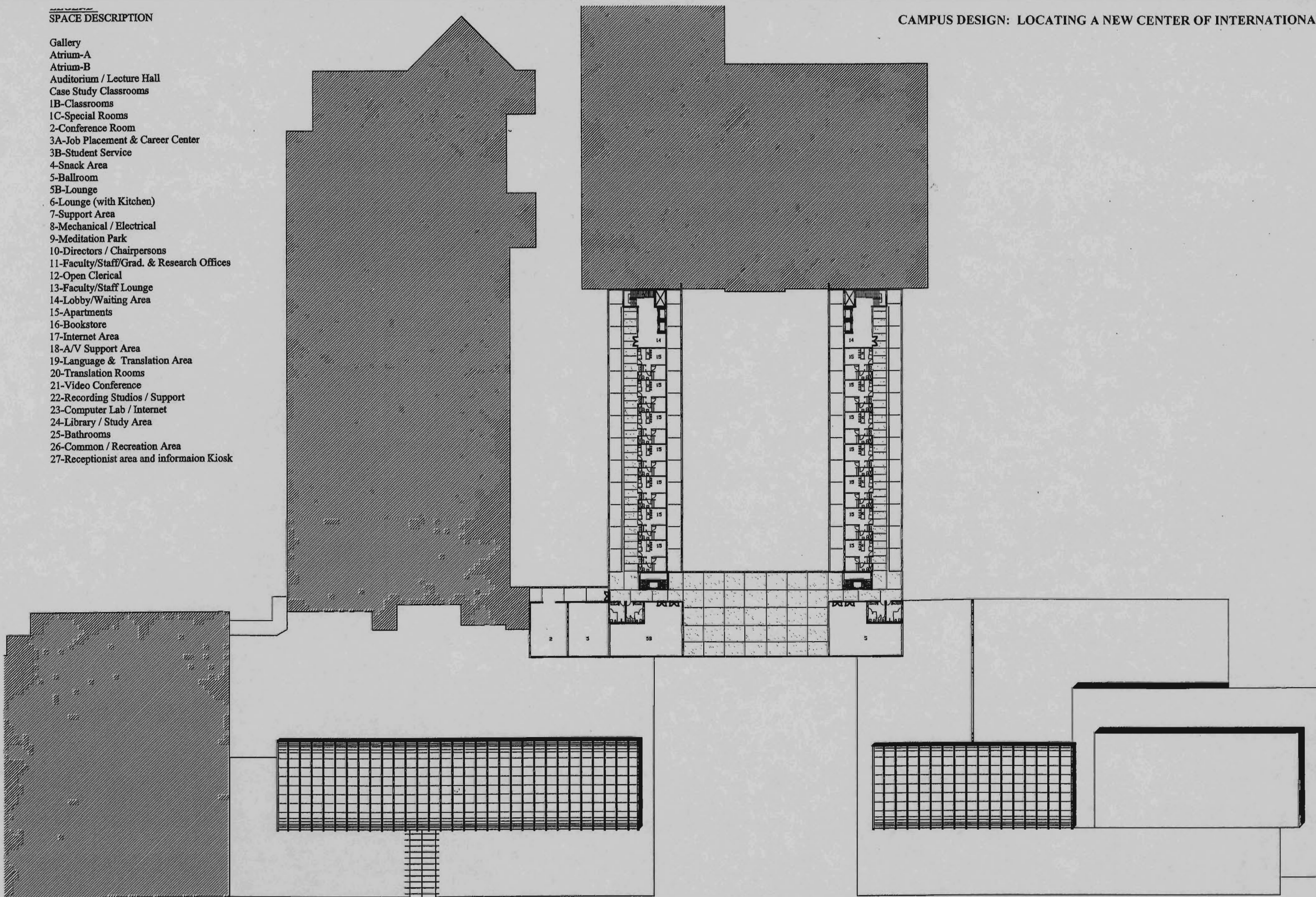
SCALE: 1/64" = 1'-0"  
1999

Fig.G.9- Plan.

SPACE DESCRIPTION

- Gallery
- Atrium-A
- Atrium-B
- Auditorium / Lecture Hall
- Case Study Classrooms
- 1B-Classrooms
- 1C-Special Rooms
- 2-Conference Room
- 3A-Job Placement & Career Center
- 3B-Student Service
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- 5-Ballroom
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- 23-Computer Lab / Internet
- 24-Library / Study Area
- 25-Bathrooms
- 26-Common / Recreation Area
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CAMPUS DESIGN: LOCATING A NEW CENTER OF INTERNATIONAL STUDIES

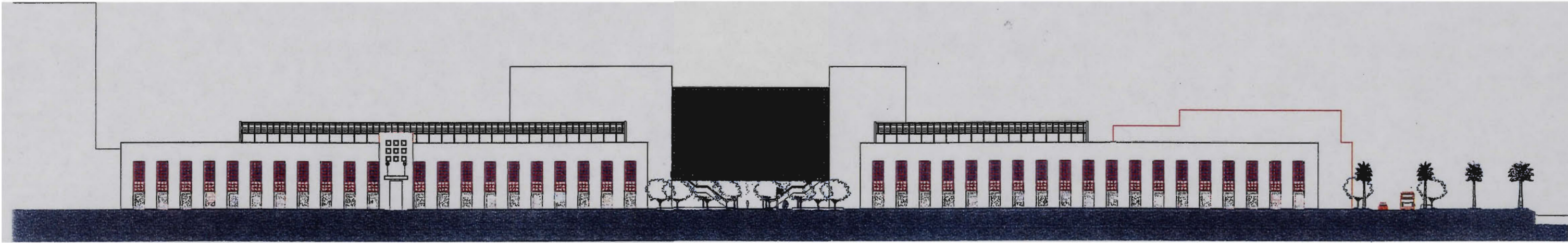


CENTER OF INTERNATIONAL STUDIES

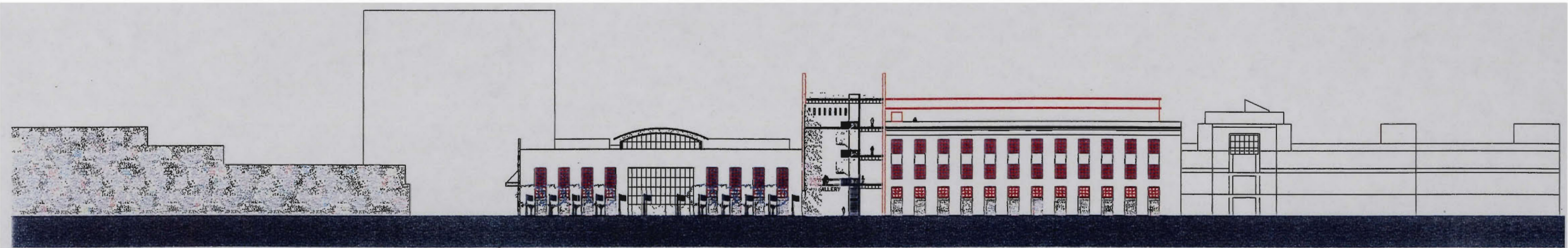
FOURTH FLOOR

SCALE: 1/64" = 1'-0"  
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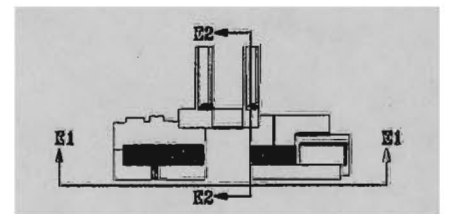
Fig. G.10- Plan.



SOUTH ELEVATION -E1



EAST ELEVATION-SECTION -E2

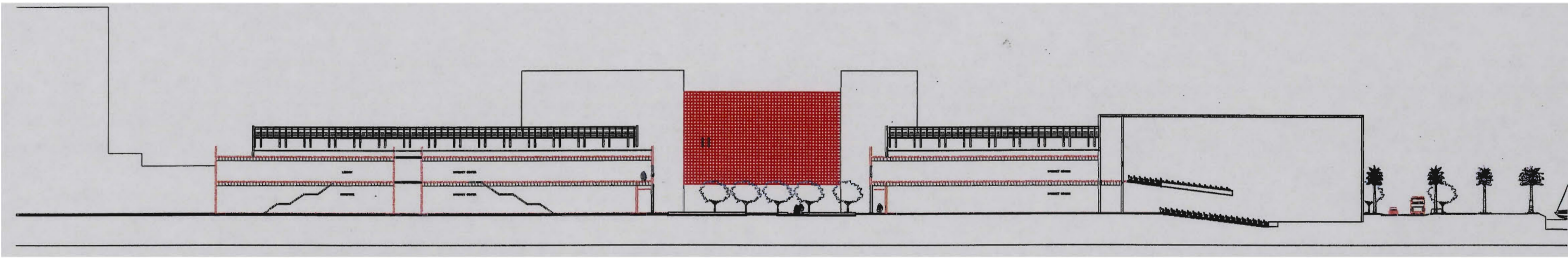


CENTER OF INTERNATIONAL STUDIES

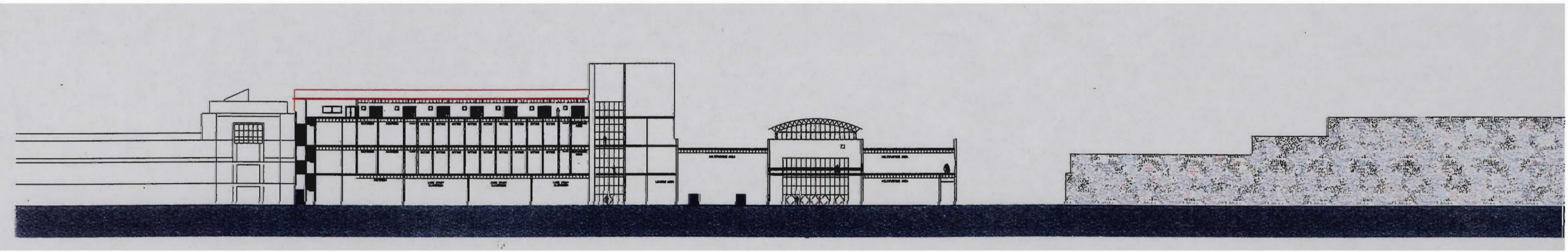
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ELEVATIONS

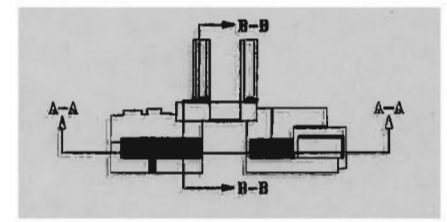
Fig.G.11- Elevation/Section.



SECTION A-A



SECTION B-B

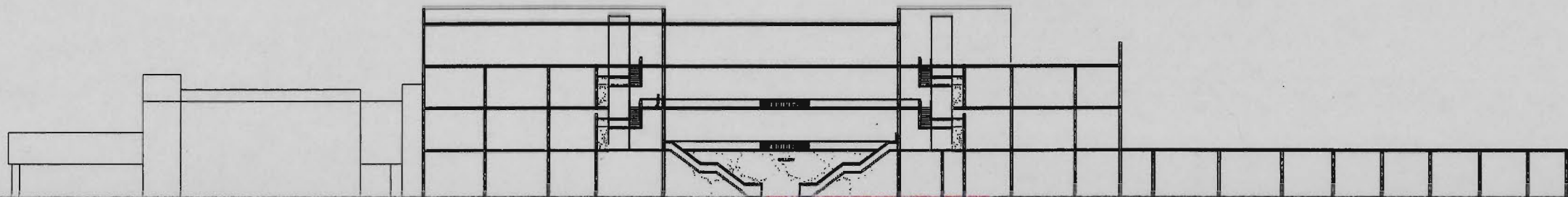


CENTER OF INTERNATIONAL STUDIES

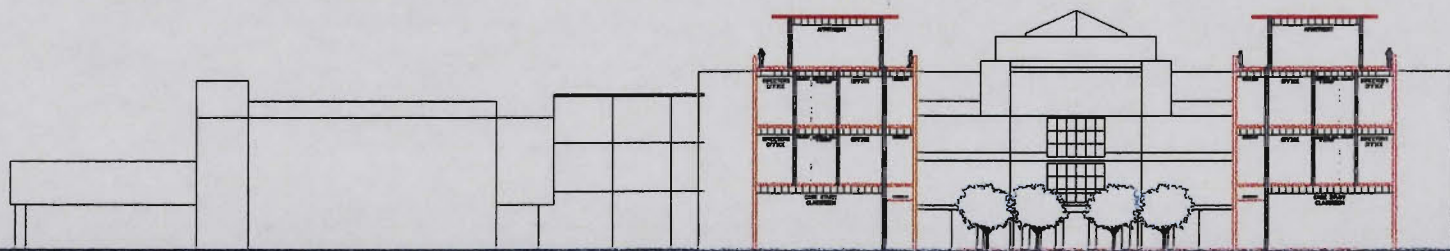
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1999

ELEVATIONS

Fig. G.12- Elevation/Section.



SECTION C-C



SECTION D-D

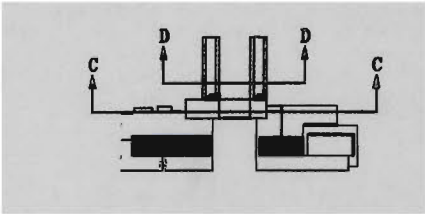




Fig.G.14- Computer Rendering

**SOUTH-EAST AXONOMETRIC**



Fig.G.15- Computer Rendering

**EAST PERSPECTIVE**



Fig.G.16- Computer Rendering

**SOUTH PERSPECTIVE**



Fig.G.17- Computer Rendering

**WEST PERSPECTIVE**



Fig.G.18- Computer Rendering

Fig.G.19- Computer Rendering

**SOUTH PERSPECTIVE**

**SOUTH PERSPECTIVE**

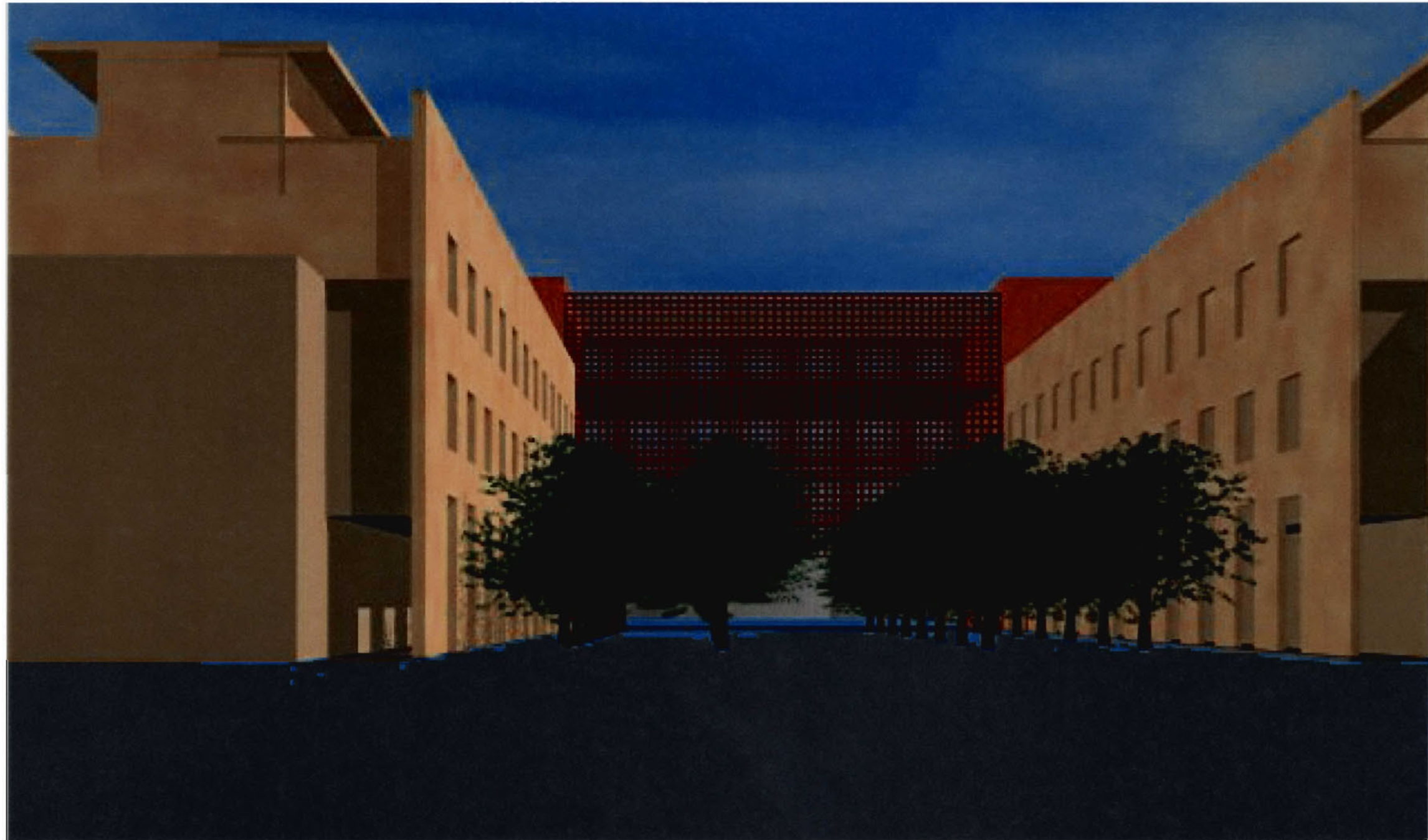


Fig.G.20- Computer Rendering

## NORTH PERSPECTIVE

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