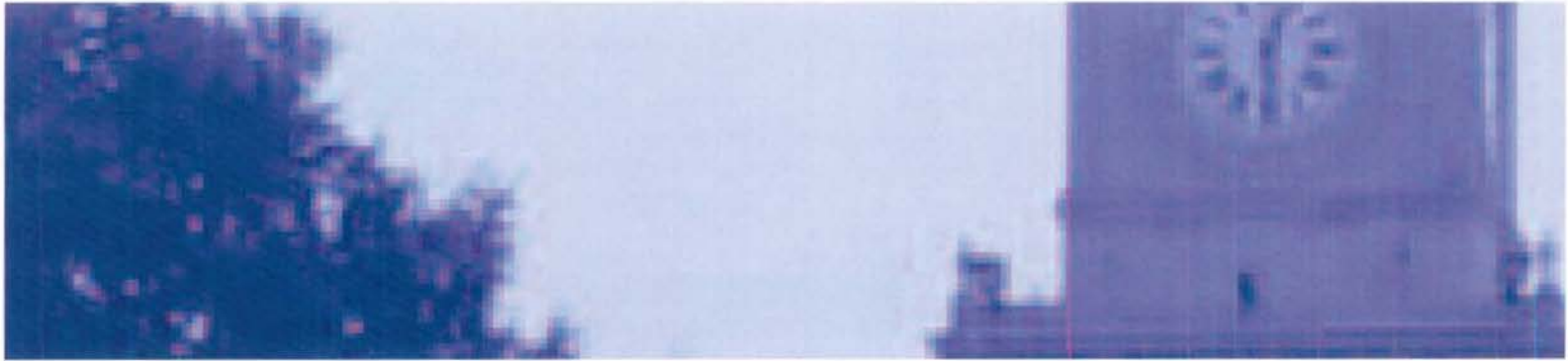


CAMPUS FACILITIES AND SPACE UTILIZATION



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

CAMPUS FACILITIES ANALYSIS

This chapter includes information related to academic and support spaces, housing, athletic and recreational facilities. The analysis included a review of existing documentation, the collection of new data, and input from Howard University stakeholders.

Rickes Associates (RA) conducted the Instructional Space Utilization Analysis (ISUA) for both Central Campus and the West Campus. (Note: West Campus findings are included in a separate report.) RA analyzed an estimated 223 general-purpose classrooms and 82 specialized instructional spaces based on Fall 2010 data.

Howard University stakeholders were identified and interviewed to gather additional information regarding space use and future needs. Using all of these sources an updated inventory of existing space on Campus was developed. The course data and the space inventory are the primary data for the instructional utilization analysis.

The findings from this analysis help to inform the planning and prioritization of capital improvements for the University. The preliminary findings of this study were first presented in a Master Plan Workshop with Howard University in December 2010 and are finalized in this chapter.

DATA COLLECTION AND ASSESSMENT

Existing documentation and information gathered included:

- Building inventory
- Building floor plans
- Existing space utilization data
- Existing staffing plan
- Existing enrollment and future targets
- Existing curriculum
- Course scheduling data
- Previous master plan documents
- Studies and reports related to facility conditions and requests
- Capital projects list
- Information technology information

SPACE CLASSIFICATION

Space categorization in this study is based on information from Postsecondary Education Facilities Inventory and Classification Manual (FICM): 2006 Edition, published by the Institute of Education Sciences National Center for Educational Statistics (INCESS). This document serves as the standard for space inventories for institutions of higher education.

Per FICM guidelines, all assignable space at Howard University is classified into one of ten major assignable use categories or one of three major nonassignable use categories. Each of these major categories encompasses subcategories of more specialized uses.

- 100 Series – Classrooms
- 200 Series – Laboratory Facilities
- 300 Series – Office Facilities
- 400 Series – Study Facilities
- 500 Series – Special Use Facilities
- 600 Series – General Use Facilities
- 700 Series – Support Facilities
- 800 Series – Health Care Facilities
- 900 Series – Student Housing Facilities
- 000 Series – Unclassified Facilities
- WWW Series – Circulation Area
- XXX Series – Building Service Area
- YYY Series – Mechanical Area

This study focuses on the assignable use categories (FICM series 100 through 000).

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

EXISTING FACILITIES

On its four Campuses, Howard University has over six and a half million square feet of space spread amongst 122 buildings.

Of this inventory, over 81 buildings are located on the Central Campus including Howard University Hospital. The West Campus (School of Law), East Campus (School of Divinity) and Beltsville Campus were excluded from this study.

The focus of this report is on the academic, research, student activity, residence life, athletics, recreation and administration/support facilities. Apartments and "other" buildings, including other University-owned properties that are not used for University purposes were excluded from this study.

Academic facilities include those that directly support the schools and colleges. Administration/Support facilities include all facilities dedicated to administrative functions, student services (such as the Blackburn Center and Student Health Center), and University-wide support groups such as Physical Facilities Management. Research facilities include those dedicated to research, such as the Cancer Center and HU Research Building #1 (located on Seventh Street, NW).

Table 5-1: Gross Square Footage by Campus

Campus	No. of Bldgs	GSF
Central Campus	81	5,709,995
Off Campus	29	445,438
Beltsville Campus	4	15,200
East Campus	2	165,339
West Campus	6	289,942
Grand Total	122	6,625,914

*Hospital excludes parking garage space.

** Vacant lots and parking lots are not included in GSF calculations.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-2: Gross Square Footage by Function, Central Campus

Location/Function	No. of Bldgs	GSF	
Central Campus			
Academic	26	1,679,470	
Academic/Research	1	36,730	1
Library	3	298,830	
Administration/Support	16	677,693	
Hospital	11	872,871	2
Research/Hospital	1	64,985	
Mixed Use	4	322,657	
Athletics	2	372,131	
Residence Halls	10	1,187,426	3
Other	1	39,433	
Proposed HTC	2	67,169	
Vacant	4	90,600	
Off Campus			
Research	1	50,025	4
Administration/Support	2	10,030	5
Residence Halls	3	334,794	
Apartments	8	25,200	
Other	15	25,389	
Beltsville Campus	4	15,200	
East Campus	2	165,339	
West Campus	6	289,942	
Grand Total	122	6,625,914	

1 Includes: Old PFM & ISAS

2 Includes: Cancer Research Center

3 Includes: Middle School

4 Includes: Carver, Meridian Hill and Slowe

5 Includes: 2133-2135 9th St., 2137-2143 9th St., 2142 8th St., 2144-2146 8th St., 2331 9th St., 2313 Sherman Ave., 326 T St., 408-410 T St., 907 Florida Ave., 909 Florida Ave., 999-997 Florida Ave., CVS Pharmacy, Chaplain's House, Enterprise Rental Car, and Old School of Divinity

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-3: Total Assignable Square Footage : Central Campus

Category	ASF
Classroom	164,207
Class Lab	116,919
Open Lab	117,757
Research	65,041
Office Facilities	747,980
Study Facilities	198,894
Special Use Facilities	136,755
General Use Facilities	179,812
Support Facilities	145,910
Health Care Facilities	644,589
Residential Facilities	900,644
Vacant	74,230
Non-Assignable	813,211
Grand Total	4,305,949

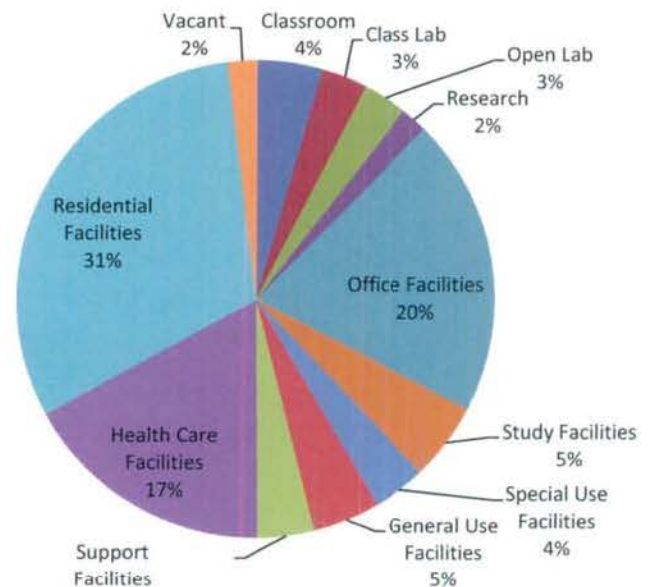


Table 5-4: Assignable Square Feet by School/College

School/College	ASF
College of Arts & Sciences	121,270
Biology - Arts & Sciences	75,713
Chemistry - Arts & Sciences	76,705
Fine Arts - Arts & Sciences	88,535
Physics - Arts & Sciences	30,225
College of Engineering, Architecture and Computer Sciences	179,409
School of Education	38,699
School of Social Work	35,140
School of Business	123,691
School of Communications	140,610
College of Medicine	302,726
College of Dentistry	179,326
College of Pharmacy, Nursing, and Allied Health Sciences	104,996
Graduate School	40,588
Grand Total	1,537,633

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

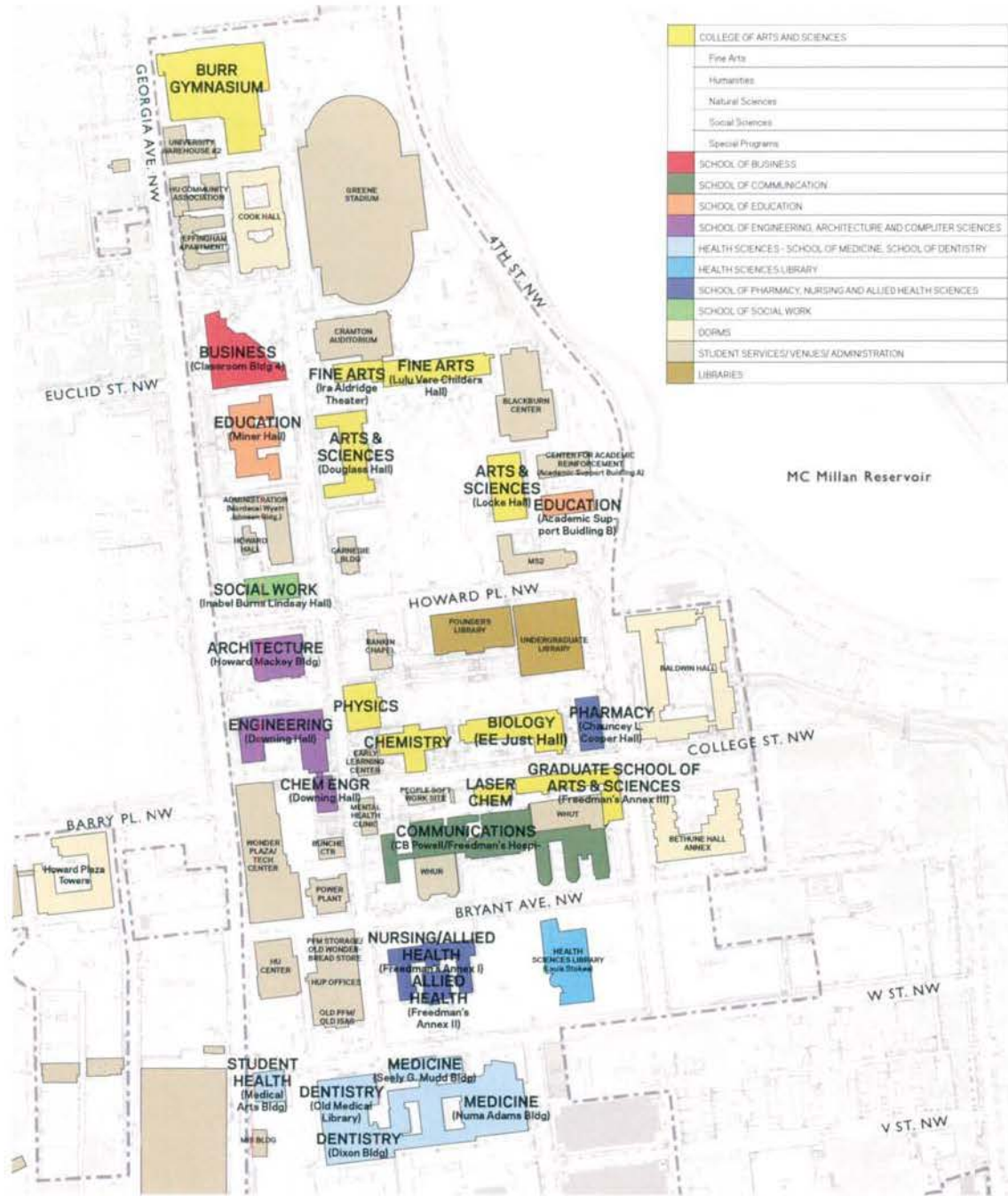


Figure 5-1: Building Use by Academic Program

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ACADEMIC PROGRAMS & FACILITIES

The University's 12 schools and colleges support 58 categories of degree offerings and a total of 171 majors (2010 Facts). Over the past ten years, 51 academic programs have been accredited. One program has not been reviewed, one program closed, and one program is seeking first-time accreditation. At the time of the Howard University Self Study Report, 29 programs in eight schools/colleges were undergoing self-studies and external reviews for reaccreditation.

COLLEGE OF ARTS AND SCIENCES (COAS)

The College of Arts and Sciences is Howard University's oldest and largest school, founded in 1867. COAS is divided into four divisions: fine arts, humanities, natural sciences, and social sciences. The honors program enrolls approximately 200 students by invitation only.

The Division of Fine Arts includes the Department of Art, Department of Music, and Department of Theatre Arts. The Department of Art is an accredited institutional member of the National Association of Schools of Art Design and offers the following degrees:

- Bachelor of Arts – BA (Art History, Art Management, Fashion Merchandising, Interior Design)
- Bachelor of Fine Arts – BFA (Painting, Design, Printmaking, Photography, Ceramics, Sculpture, Electronic Studio, Experimental Studio)
- Master of Arts – MA (Art History)
- Master of Fine Arts – MFA (Studio Arts)
- The Department of Music offers the following programs of study:

The Department of Music offers the following programs of study:

- Bachelor of Music (Music with Electives in Business, Composition, Music History, Jazz Studies, Performance, Music Therapy)
- Bachelor of Music Education
- Master of Music (Performance or Jazz Studies)
- Master of Music Education



Photo 5-1: View of Fine Arts Building



Photo 5-2: View of Ira Aldridge Theater

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

The Department of Theatre Arts offers a BFA in Theatre Arts, as well as minors in theatre arts, dance arts, and technical theater.

Howard University's Division of Humanities includes the Departments of Classics; English; World Languages and Cultures; and Philosophy.

The Department of Classics provides BA degrees in Ancient Languages (Greek or Latin) and in Classical Civilization.

The Department of English offers BA degrees in English with a focus on critical reading, analytical thinking, focused research, and precise writing skills.

The Department of World Languages and Cultures offers BA degrees in French, German, Spanish, Russian and an undergraduate program leading to secondary teacher education certification in French and Spanish.

The Department of Philosophy offers a BA degree.

The Division of Natural Sciences includes the Departments of Biology; Chemistry; Physics, Comprehensive Sciences; Health, Human Performance and Leisure.

The Biology Department has the largest enrollment of undergraduate majors in COAS. While not a degree program, the Comprehensive Sciences Program provides a series of basic science courses critical to the core general education curriculum requirements for students enrolled in University baccalaureate degree-granting programs. The Center for Preprofessional Education organizes and directs programs that strengthen the motivation and preparation of undergraduate and graduate students for success in the curricula for the health professions.

The Division of Social Sciences offers BA degrees in the Departments of African Studies; Afro-American Studies; Air Force ROTC; Army ROTC; Economics; History; Political Science; and Sociology and Anthropology.

COAS is accredited by the following agencies:

- American Alliance for Health, Physical Education, and Dance
- National Council for Accreditation of Teacher Education



Photo 5-3: View of Douglass Hall

- American Chemical Society
- American Psychological Association
- Middle States Association of Colleges and Schools
- National Association for Sport and Physical Education
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of Schools of Theatre

The College of Arts and Sciences currently occupies space in nine buildings on the Central Campus. The aging buildings do not allow for flexibility and also constrain scheduling for various programs. Specific needs include additional lecture halls with updated A/V and acoustics, studio space for the Department of Fine Arts, an observation room for Psychology, improved laboratory space for the hard sciences, and improved technology for labs and classroom spaces. Additionally, the Math and Economics departments are housed in a building that was designed to be temporary and does not meet ADA requirements.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

COLLEGE OF ENGINEERING, ARCHITECTURE, AND COMPUTER SCIENCES (CEACS)

The College of Engineering, Architecture and Computer Sciences is home to the Departments of Architecture; Chemical Engineering; Civil Engineering; Electrical and Computer Engineering; Mechanical Engineering; and Systems and Computer Science. The vision of CEACS is to become a recognized leader in research and the creation of learning environments conducive to the solution of problems which transcend the boundaries of discipline and profession.

The Howard University Science, Engineering, and Mathematics Program (HUSEM) is a multidisciplinary program involving nine departments in CEACS and the College of Arts and Sciences. The goal of the HUSEM program is to promote academic achievement as well as increase the numbers of underrepresented minorities who receive baccalaureate and graduate degrees in STEM disciplines.

Ideally all departments and colleges in the HUSEM program should be co-located in a facility conducive to cutting-edge research and collaboration.

- CEACS is accredited by the following agencies:
- Accreditation Board for Engineering and Technology, Inc.
- Computer Science Accreditation Board
- National Architectural Accrediting Board, Inc.

The College of Engineering, Architecture, and Computer Science space needs are related to Howard University's increased emphasis on science, technology, engineering, and mathematics (STEM) disciplines.

CEACS requires flexible classrooms with updated technology, as well as large studio spaces for the architecture program.



Photo 5-4: View of Downing Hall

CEACS is housed in three buildings on the west side of the Campus: Chemical Engineering, Downing Hall and the Howard Mackey Building. These three buildings face onto both Georgia Avenue and 6th Street.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SCHOOL OF EDUCATION (HUSOE)

Howard University School of Education (HUSOE) offers degree and certification programs through its three departments: Curriculum and Instruction; Educational Administration and Policy; and Human Development and Psychoeducational Studies.

HUSOE offers four doctoral, 20 masters, and seven certificates of advanced studies programs, and one undergraduate degree: BS in Human Development with certification in early childhood education.

The mission of Howard University's School of Education is to prepare teachers, administrators, researchers, program evaluators, and human development professionals for leadership in urban and diverse educational settings; significantly influence the national education agenda for African American children; conduct and disseminate research that supports the belief that all students can learn; and provide a research-based blueprint for developing professionals who are capable of creating environments that evoke the abilities and talents of all students.

The School of Education is accredited by National Council for the Accreditation of Teacher Education and the National Association of State Directors of Teachers Education and Certification. The PhD program in counseling psychology is accredited by the American Psychological Association.

The majority of the spaces used by the School of Education are currently housed in a "temporary" building that is past its useful life. (Academic Support Building B)

Recent renovation of Miner Hall has provided five classrooms that meet the needs of the School of Education; renovation of the remainder of the building would allow the School of Education to move out of Academic Support Building B and into space that is more appropriately designed for the School.

HUSOE requires new space for research and teaching assistants, a curriculum library, observation rooms, and additional faculty offices. All School of Education space should be located in a single facility.

SCHOOL OF SOCIAL WORK (SSW)

The goals and objectives of the School of Social Work emphasize preparation of advanced level Masters of Social Work (MSW) professionals to practice at the local, national and international levels for the solution of human problems and to become leaders in their communities. SSW doctoral graduates are prepared for the professoriate, research and leadership. The School of Social Work is accredited by the Council on Social Work Education.

The SSW's facility needs updated technology, a more defined main entrance, and additional storage space. The existing facility is inadequate in size and configuration for SSW to increase its research capability in the future.



Photo 5-5: View of Academic Support Building School of Education



Photo 5-6: View of Inabel Burns Lindsay Hall/School of Social Work

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SCHOOL OF BUSINESS

The Howard University School of Business was founded in 1970 and has grown to prominence over the years. In 2006, its Master of Business Administration (MBA) programs were recognized by the Princeton Review as number one for "Greatest Opportunities for Minority Students", and number five for "Most Competitive Students."

The School of Business offers the following undergraduate degrees, as well as MBA programs:

- Accounting
- Hospitality Management Program Finance International Business and insurance
- Information Systems and Decision Sciences
- Hospitality
- Marketing
- Management and Hospitality Management
- Supply Chain Management
- Executive Leadership Honors Program
- Twenty-First Century Advantage Program

The School of Business is accredited by the Association of Advanced Collegiate Schools of Business International.

Existing space in classroom space was determined to be largely adequate for the School of Business; however, there is need for additional space to accommodate additional space needs such as seminar rooms and informal gathering space. All space used by the School of Business needs additional technology and security to protect investments.

SCHOOL OF COMMUNICATIONS

The School of Communications (SOC) offers four departments: Radio, Television and Film; Journalism; Communication and Culture; and Communication Sciences and Disorders.

SOC offers an MFA in Film program; traditional scholarly programs are housed within the Graduate School.



Photo 5-7: View of Classroom Building 4/School of Business



Photo 5-8: View of C.B. Powell Building

SOC is accredited by the Accrediting Council on Education in Journalism and Mass Communications and the American Speech, Language and Hearing Association.

The current located in the C.B. Powell Building (formerly Freedman's Hospital) is undesirable due to the physical facility conditions, as well as the building layout. The many wings of the facility result in compartmentalization of the school, thereby limiting collaboration. Three Centers of Excellence are not physically located with the school, which is undesirable.

SOC has worked extensively to plan a new facility, which would include state-of-the-art technology, additional production studios and screening rooms, an auditorium, and opportunities for partnership with external groups.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

COLLEGE OF MEDICINE (HUCM)

The College of Medicine was founded in 1868, and has a long history of providing excellent research and training programs, preparing students to deliver patient care in communities that have a shortage of physicians and public health professionals.

HUCM is part of the Howard University Health Sciences Center, which includes the Howard University Hospital (HUH); the College of Dentistry; the College of Pharmacy, Nursing and Allied Health Sciences; the Louis Stokes Health Sciences Library; and the Student Health Center. HUCM offers an MD degree, as well as a Master of Public Health. Additionally, HUCM students may earn dual degrees with the Graduate School (MD/PhD) and the College of Arts & Sciences (BS/MD).

The College includes the following departments:

- Basic Sciences
- Anatomy
- Biochemistry and Molecular Biology
- Microbiology
- Pathology
- Pharmacology
- Physiology and Biophysics
- Research Centers and Institutes
- Cancer Center
- Center for Infectious Diseases Management and Research
- Center for Sickle Cell Disease
- Collaborative Alcohol Research Center
- General Clinical Research Center
- Laboratory of Evolutionary Biology
- National Human Genome Center
- National Minority AIDS Education Training Center
- Research Centers in Minority Institutions
- Specialized Neuroscience Research Program
- Women's Health Institute
- Clinical Scienc



Photo 5-9: View of HU College of Medicine

- Anesthesiology
- Cardiology
- Community and Family Medicine
- Dermatology
- Emergency Medicine
- Medicine, Internal
- Neurology
- Neurosurgery
- Obstetrics and Gynecology
- Ophthalmology
- Orthopedic Surgery
- Pathology
- Pediatrics and Child Health
- Physical Medicine and Rehabilitation
- Psychiatry and Behavioral Sciences
- Radiation Oncology
- Radiology/Imaging Services
- Surgery

The College of Medicine is accredited by the Liaison Committee on Medical Education Representing the American Medical Association and the Association of American Medical Colleges.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

The key issue impacting HUCM is the condition of the existing facilities. The three buildings - Cancer Center, Numa Adams Building and Seeley G. Mudd- are all over 50 years old and do not include appropriate space for modern teaching and learning techniques. Specific problems cited include need for small group meeting spaces, improvements to lecture hall technology, need for state-of-the-art laboratory spaces, and additional office space to accommodate growth. Additionally, the existing building configuration does not encourage collaboration between scientists.

COLLEGE OF DENTISTRY

Established in 1881, the College of Dentistry is the fifth oldest dental school in the United States. The College includes the following departments:

- Clinical Dentistry
- Restorative Services
- Preventive Services
- Diagnostic Services Endontics
- Oral and Maxillofacial Surgery
- Pediatric Dentistry
- Orthodontics

Degrees offered include the Doctorate of Dental Science (DDS) as well as postdoctoral programs in Oral and Maxillofacial Surgery, Orthodontics, Pediatric Density, Advanced Education in General Dentistry, and General Practice Residency.

The College of Dentistry is accredited by the Commission on Dental Accreditation of the American Dental Association.

The College of Dentistry noted the need for increased technology in teaching spaces and the Old Medical Library facility.

Some research space is provided in the the building.



Photo 5-10: View of College of Dentistry Building

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

COLLEGE OF PHARMACY, NURSING, AND ALLIED HEALTH SCIENCES (CPNAHS)

The College is divided into the School of Pharmacy, the Division of Nursing, and the Division of Allied Health Sciences.

The School of Pharmacy offers the Doctor of Pharmacy degree; a distance-learning based, non-traditional Doctor of Pharmacy degree program; and MS and PhD degrees in Pharmaceutical Sciences (Pharmaceutics, Medicinal Chemistry and Pharmacy Administration) in conjunction with the Graduate School.

The Division of Nursing offers Baccalaureate and Master's degrees in Nursing, and a Post-Master's Certificate in Nursing (Family Nurse Practitioner).

The Division of Allied Health Sciences offers Baccalaureate degrees in Clinical Laboratory Science, Nutritional Sciences, Radiation Therapy and Health Management and Certificate in Primary Care Physician Assistant; Masters Degrees in Occupational Therapy and Physical Therapy; and the Master's and Doctoral degrees in Nutritional Sciences in conjunction with the Graduate School.

The College of Pharmacy, Nursing, and Allied Health Sciences is accredited by the following agencies:

- Accreditation Council for Occupational Therapy Education
- Accreditation Council for Pharmacy Education
- Accreditation Review Commission on Education for the Physician Assistant, Inc.
- American Occupational Therapy Association, Inc.
- Association of University Programs in Health Administration Commission on Accreditation for Dietetics Education
- Commission on Accreditation in Physical Therapy Education
- Joint Review Committee on Education in Radiologic Technology
- National Accrediting Agency for Clinical Laboratory Sciences
- Commission on Collegiate Nursing Education



Photo 5-11: View of Division of Allied Health Sciences and Nursing



Photo 5-12: View of Chauncey L. Cooper Hall/College of Pharmacy

The College of Pharmacy, Nursing, and Allied Health Sciences is located in three separate facilities across Central Campus. The three facilities are Annex I, Annex II and Chauncey Cooper. Annex II was intended to be a temporary facility. These facilities are largely in need of significant upgrades to address deferred maintenance issues. Ideally, all departments within the College would be co-located in a single facility with state-of-the-art laboratory spaces. The existing space occupied by the Department of Physical Therapy was noted to have been recently renovated and meeting the departments' needs.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

GRADUATE SCHOOL

The Graduate School offers extensive programs in a number of fields, with 18 masters degrees (63 major fields of study), three PhD degrees (29 major fields of study), and as well as the five first professional degree programs.

Graduate Programs:

- African Studies – MA, PhD
- Anatomy – MS, PhD, MD/PhD
- Art History – MA
- Atmospheric Sciences – MS, PhD
- Biochemistry and Molecular Biology – MS, PhD, MD/PhD
- Biology – MS, PhD, MD/PhD
- Chemical Engineering – MS
- Chemistry – MS, PhD, MD/PhD
- Civil Engineering – MS
- Communication and Culture – MA, PhD
- Communication Sciences and Disorders – MS
- Education – MA, MS, PhD
- Economics – MA, PhD
- Electrical Engineering – MEng, PhD
- English – MA, PhD
- Genetics and Human Genetics – MS, PhD, MD/PhD
- Health, Human Performance and Leisure Studies – MS
- History – MA, PhD
- Mass Communication and Media Studies – MA, PhD
- Materials Science and Engineering – PhD
- Mathematics – MS, PhD
- Mechanical Engineering – MEng, PhD
- Modern Languages and Literatures – MA
- Nutritional Science – MS, PhD
- Pharmacology – MS, PhD, MD/PhD
- Pharmaceutical Sciences – MS, PhD



Photo 5-13: View of Annex 3/Graduate School of Arts and Sciences

- Philosophy – MA
- Physics and Astronomy – MS, PhD
- Physiology and Biophysics, PhD, MD/PhD
- Political Science – MA, MAPA, PhD
- Psychology – MS, PhD
- Social Work – MSW, PhD
- Sociology and Anthropology – MA, PhD
- Systems and Computer Science – MCS

Certificate Programs:

- College and University Faculty Preparation
- Computer Security
- International Studies
- Women's Studies

The Graduate School is accredited by the Middle States Association of Colleges and Schools.

The Graduate School is located in Annex III. Ideally, the Graduate School would have strong adjacency to the College of Arts and Sciences and the College of Engineering, Architecture, and Computer Science, as well as Howard University's professional schools.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

HOWARD UNIVERSITY HOSPITAL

Located immediately south of Howard University's academic facilities, the Howard University Hospital (HUH) is a Level One Trauma Center. Its origins in the historic Freedmen's Hospital (now the C.B. Powell Building). HUH has become one of the most comprehensive health care facilities in the Washington, D.C. metropolitan area. In April 2007, HUH ranked number one among selected area hospitals on 19 quality measures published by the U.S. Department of Health and Human Services (HHS). HUH is the nation's only teaching hospital located on the Campus of an HBCU.

HUH operations are integrated with the academics of the University, particularly those of the schools and colleges focused on health sciences. The hospital offers students a superior learning environment and opportunities to observe or participate in ground-breaking clinical and research work. Approximately 300-350 beds for targeted patient types, such as hypertension, certain types of cancer, organ transplantation (kidneys), orthopedic surgery, and podiatry are provided.

HUH operations are integrated with the academics of the University, particularly those of the schools and colleges focused on health sciences. The hospital offers students a superior learning environment and opportunities to observe or participate in ground-breaking clinical and research work with professionals who are changing the face of health care.

Howard University Hospital facilities include:

- Main hospital building
- Tower building
- Cancer Center (shared with the University)
- Medical Arts Building (shared with the University)
- Mental Health Clinic
- Two parking structures along Fifth Street NW, which are operated by a separate management company



Photo 5-14: View of Howard University Hospital

This Campus Master Plan did not include a full analysis of the Hospital's programmatic needs. This must take place within the context of a separate specialized master plan for the hospital. The Health Science Enterprise is conducting a Strategic Planning exercise that will form the basis for such a plan.

During the course of interviews, some of the suggestions noted for HUH included the following:

- Approximately 300-350 beds for targeted patient types, such as hypertension, certain types of cancer, organ transplantation (kidneys), orthopedic surgery, and podiatry with a training program.
- Comprehensive approach to deferred maintenance liabilities.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ACADEMIC SUPPORT

Howard University has a number of organizations that support its academic mission, but are separate from the University's schools and colleges.

RALPH J. BUNCHE INTERNATIONAL AFFAIRS CENTER

The Bunche Center was established in 1993 to serve as a focal point for the University's international activities and interests. Substantial financial support was provided by the W.K. Kellogg Foundation.

There is no school of international affairs at Howard University; related programs are run through traditional programs such as political science, history, economics, communications, and African studies. The Graduate School also has an extensive array of international affairs programs. Growing interest in international affairs has led to the formation of a student-run Foreign Affairs Society. Proposals for graduate and undergraduate degree programs in international affairs are pending.

In addition to supporting international affairs-related programs at the University, the Bunche Center offers lectures, symposiums, and workshops. The Center houses the Patricia Roberts Harris Public Affairs Program, which features an annual lecture, visiting fellows, and extensive internships for Howard University students in federal, state and local government offices.

The Center serves as Howard University's point of contact for a range of inquiries from entities outside the University: foreign embassies, governments, universities and corporations, as well as U.S. government agencies. As lecturers, the Center hosts heads of state and government; Cabinet officers; and a broad range of scholars and officials involved in international affairs.

The Bunche Center is located in a small building off Sixth Street. This facility includes office and research space, as well as a conference room that is modeled after the UN (capacity of 75-100 with translation equipment).

This space is used for a variety of functions including speaking events and a few University courses are taught here.

The Center has outgrown the existing building and uses assigned space in other buildings.

CENTER FOR EXCELLENCE IN TEACHING, LEARNING, AND ASSESSMENT (CETLA)

This organization is dedicated to developing a cadre of faculty who will produce distinguished and compassionate leaders to serve the nation and the global community. Through faculty training, instructional technology, interdisciplinary collaboration, classroom assessment, and educational research, CETLA strives to ensure that students gain an educational experience of exceptional quality.

CETLA's goals are designed to:

- Empower the faculty to teach more effectively, especially through the reflective use of technology.
- Create a culture of assessment that is designed, above all, to improve teaching and learning.
- Establish CETLA as a national resource for teaching, learning, and assessment.

CETLA is housed in Wonder Plaza/Tech Center adjacent to the iLab.

PROFESSIONAL DEVELOPMENT LEADERSHIP ACADEMY (PDLA)

PDLA has been in existence since 1997, and is responsible for serving as an in-house corporate University for workforce training. In addition to internal training, PDLA is expanding their existing external clientele. There is a standard curriculum offered, as well as special projects that are offered based on demand. These range from strategic planning to the Students' First Campaign (problem solving/process improvement efforts) and communication development. Most of the specialized training is for a specific unit's staff development goals.

PDLA's clientele is primarily faculty and staff, but the organization works with students, particularly through special requests for organized student functions, such as training the resident assistants. External clients are both private for-profit and not-for-profit and government (both federal and local). PDLA would like to increase the quantity of external training sessions.

PDLA is housed in the Howard Center Building.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

INSTITUTE FOR ENTREPRENEURSHIP, LEADERSHIP, AND INNOVATION (ELI)

The main goal of ELI is to create the mindset and thought process that results in entrepreneurship by teaching students a new way of thinking.

In December 2003, Howard University was one of eight institutions selected by the Ewing Marion Kauffman Foundation in a nationwide competition to receive a multi-million dollar grant as part of its Kauffman Campuses Initiative (KCI) to develop an entrepreneurial climate across Campus. Of these institutions, Howard University was the only HBCU. KCI seeks to transform the way entrepreneurship is taught and experienced so that any student, regardless of their field of study, will have the opportunity to participate.

ELI has a presence (although not physically) in every school and college at Howard University. Entrepreneurship is offered as a minor at Howard University and can be combined with any other major within the University. ELI is striving to nurture its relationship with all of the schools and not just the School of Business which is typical at other universities. In addition to the curriculum for undergraduate and graduate students, there are also special programs for the Howard University faculty, including a certificate program.

ELI is located in Howard University Research Building #1. Ideally it would be located in a more central area of the Campus, in close proximity to academic functions as well as to retail space.

ELI would like to have space large enough to house research centers and storefront space so students could set up a franchise operation.

RESEARCH

Howard University is the country's top-ranked historically black college or University, and is one of the leading comprehensive research-oriented, private universities in the nation. Until 2006, the University held the Carnegie Foundation's designation as a "Doctoral/Research University-Extensive," one of only 151 such universities in the nation and the only HBCU in the top tier.

Changes in the categorization system and reevaluation of schools based on 2003-04 data has placed the University in the "RU/H: Research University (High Research Activity)" category. This is the second tier of research universities, behind "RU/VH: Research University (Very High Research Activity)." Howard University is one of 103 RU/H universities and one of four RU/H HBCUs.

Howard University aspires to be one of the highest ranked comprehensive universities in the nation (inclusive of HBCUs and traditionally white institutions). As such, the University has benchmarked itself against peer and aspirational peer universities. At present, the University's research funding (\$20 to \$40 million annually in Federal funds) places Howard University in the lowest tier of its peer universities.

Examples of Howard University's existing Central Campus Research Centers include:

- African American Hereditary Prostate Cancer Study Network
- Center for Drug and Alcohol Research Center for Drug Abuse Research
- Center for Urban Progress
- E. Franklin Frazier Center for Social Work Research
- Mid-Atlantic AIDS Education and Training Center
- Moorland-Spingarn Research Center

Key goals for research include:

- Expanding research, particularly in STEM areas
- Funding/sponsoring more graduate assistants
- Increasing partnerships both with new partners and

CAMPUS FACILITIES AND SPACE UTILIZATION

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expanded roles with existing partners such as NSF, NASA, and NOAA

- Promoting and developing early education programs
- Expanding and promoting interdisciplinary research

The limitations of existing facilities restrict the amount and type of grant funding the University is able to pursue.

Facilities of particular concern include the E.E. Just (Biology), Chemistry, and Wilbur Thirkield Hall (Physics) buildings. Annex Buildings I and II (CPNAHS) are inadequate structures and older buildings that need to be refurbished or replaced; Annex II is temporary. Parts of the College of Dentistry (Dixon Building), School of Pharmacy (Chauncey Cooper Hall), and the College of Medicine (Numa Adams Building) are also in poor condition.

Current research labs, examination spaces, and additional facilities are not adequate to properly perform the desired level of research in both quality and quantity.

Despite the challenges of existing facilities, there are research areas with excellent standards, such as the Materials Science Research Center of Excellence, the CREST Nanotechnology labs, and the High Energy Electrical Engineering labs in CEACS. Howard University also has two Collaborative Core Units (CCUs), the Special Neurosciences Research Program (Physiology Department) and the Howard Hughes Collaborative Core Lab (Biology). CCUs are designed to provide instrumentation not available in stand-alone research labs and in this high tech equipment is manned and managed by specially trained technicians.

Table 5-5: Peer and Aspirational Peer Universities

School	Research Classification
Case Western Reserve University	RU/VH
Emory University	RU/H
George Washington University	RU/H
Georgetown University	RU/H
St. Louis University	RU/H
Tufts University	RU/H
Vanderbilt University	RU/VH
University of Miami	RU/H
Washington University of St. Louis	RU/VH



Photo 5-15: View of EE Just Hall



Photo 5-16: View of Thirkield Hall

CAMPUS FACILITIES AND SPACE UTILIZATION

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LIBRARIES

The Howard University library system is comprised of a number of general and specialty libraries across the three Campuses. The central library complex is located at the south end of the Yard and includes Founders Library and the attached Undergraduate Library. Branch libraries include the Architecture Library (Howard Mackey Building), the Business Library (Classroom Building Four/School of Business), and the Social Work Library (Inabel Burns Lindsay Hall). The Louis Stokes Health Sciences Library is located at the southern end of Central Campus and serves the Health Sciences complex.

A small library is located at the School of Divinity's East Campus location, and the Law Library is located on the West Campus.

The University is considering closing the Social Work Library and the Architecture Library because these facilities are too small to be sustainable, have duplicate materials, and are costly to operate. Collections would be moved to the central library Campus (Founders/Undergraduate Library).

Special collections space includes:

- Moorland-Spingarn Research Center – The Moorland-Spingarn Research Center is one of the world's largest and most comprehensive repositories for the documentation of the history and culture of people of African descent in Africa, the Americas, and other parts of the world. This center is located within Founders Library.
- Channing Pollock Theatre Collection – The Channing Pollock Collection contains the playwright's published works, manuscripts, and personal correspondence with celebrities of his day; as well as clippings, photographs, programs, broadsides, and sheet music representing different phases of the theatrical and entertainment world. This collection is located in Founders Library.
- Afro-American Studies Resource Center – The Center houses one of the premier collections of literary and social science publications on the black experience in America. This collection is located in Founders Library.
- Ralph J. Bunche International Affairs Center Reading Room – This is a collection of about 1,000 books and



Photo 5-17: View of Founders Library

current periodicals on various subjects in international affairs, including foreign policy, international law, diplomacy, politics, international trade, conflict resolution, economic development, strategic studies, military affairs, and international organizations. This collection is located at the Bunche Center.

Founders Library was opened in 1938 (designed by Albert Irvin Cassell) and is home to the following uses:

- Browsing room
- Moorland-Spingarn Research Center
- Afro-American Resource Center
- Digital Learning Classroom
- Channing Pollock Theater Collection
- Howard University Museum
- Reference Room
- Interlibrary Loan Services
- Stacks

The Undergraduate Library was opened in 1983 and is contiguous with Founders Library. This building houses study space, as well as stacks/collections storage.

CAMPUS FACILITIES AND SPACE UTILIZATION

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The Howard University Library System has more than 2.5 million volumes; 16,600 current journal subscriptions; 4.2 million microform pieces; 18,000 manuscripts; and thousands of audio-visual items.

With the exception of the collections listed on the previous page, the University's libraries do not house any special collections and do not have special temperature and humidity requirements. The most valuable collections are stored off-site in remote storage.

The University is a member of the Association of Research Libraries and the Chesapeake Information and Research Library Alliance (CIRLA). CIRLA offers faculty and graduate students direct reciprocal borrowing privileges at member libraries, which include George Washington, Georgetown, University of Maryland, Johns Hopkins, and the University of Delaware.

SPIRITUAL LIFE

The Andrew Rankin Memorial Chapel serves as a center for cultural and religious activities of the University, and is dedicated to fulfilling the spiritual and religious needs of the students, faculty and administration. Besides traditional Sunday services which are broadcast on WHUR, the Chapel also hosts on-Campus events and serves as a quasi-student affairs group (i.e., hosting alternative spring break to New Orleans).

Built during the presidency of Jeremiah Rankin (1890-1903), Andrew Rankin Memorial Chapel was constructed in 1894-95 and was dedicated in 1896. Designated as a National Historic Landmark, Rankin Chapel has been served by four deans. Additionally, chaplains from a variety of denominations and ministries, the Friends of Chapel, the Chapel Assistants, the Chapel Ushers, and the Chapel Choir all support the ministry of Rankin Chapel. The Chapel Choir, which is noted for its excellence and inspiring music, is composed of members of the various University choirs, the alumni, and individuals from the wider community.

Andrew Rankin Memorial Chapel is 90 feet long and 50 feet wide, not including the tower. The Chapel has two floors: the first story was once used as the Howard University Art Gallery and was remodeled in 1948 into a Religious Activities Center; the auditorium, on the upper floor, is the sanctuary.



Photo 5-18: View of Rankin Chapel East Elevation



Photo 5-19: View of Rankin Chapel West Elevation

The Chapel holds about 500-600 people, but chapel services are nearly triple that at times, and nearly always double. These services are currently held in Cramton Auditorium. Additional Dean of the Chapel space (offices/administration) is located next to the Chapel in the Carnegie Building. Other events held in the chapel include weddings, funerals, and some revenue-generating functions. There are also regular programs by both the Dean of the Chapel's office and student organizations.

The Rankin Chapel is identified as a national chapel, but it does not have the space required to serve this function.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Separate from the School of Communications, Howard University has its own radio and television stations. These stations operate independently and contribute to the culture of the entire metropolitan Washington, DC area.

WHUT

Howard University Television went on the air November 17, 1980 as WHMM. The station is the first and only Public Broadcasting Station (PBS) member station licensed to and operated by a predominantly African American institution.

WHUT's signal reaches over two million households in the greater Washington metro area. In fall 2007, WHUT also began a digital simulcast to this viewing area.

WHUT is staffed by professionals, but also trains students in the broadcast television profession.

Programming includes PBS series such as NOVA, The American Experience, Sesame Street, and WHUT's own original productions on local and national topics. Specials also highlight events and renowned speakers at Howard University, such as Cornel West, Toni Morrison and Nobel Laureate Ivar Giaever. Additionally, the station hosts public events such as screenings, receptions, community meetings, live taping, and tours (particularly to school groups). WHUT is exploring instant connectivity, including sending out tweets and other information electronically to viewers on television screens. Additionally, the station is looking into opportunities for two-way communication and storage of programming through the internet.

WHUT airs more than 3,500 hours of public affairs and educational programming each year, and has won 13 Emmys, and numerous other awards such as the Telly, Aurora, and Cine Golden Eagle. Some funding is received through grants to create original programming, as well as through revenue generating activities such as rental of the studios and doing "production for hire."

Currently transmissions are sent across the city via fiber optics and are transmitted from a non-University transmission site. There is no need for a broadcast tower on site.



Photo 5-20: View of WHUT



Photo 5-21: View of WHUR 96.3 Radio Station Sign

WHUR

WHUR 96.3 FM – Howard University is Washington, DC's only stand-alone radio station and one of the few University-owned commercial radio stations in America. Broadcasting since 1971 to nearly a half million listeners daily in five states, WHUR can also be heard on the internet at whur.com. Since 1985, WHUR has been a profit center for the University.

The first radio station in the Washington area to broadcast in HD, WHUR is the recipient of numerous awards, including the prestigious NAB Marconi for Best Urban Station of the Year and NAB Crystal Radio Award for Excellence in Community Service.

WHUR is separate from the student radio station and the School of Communications, but supports and educates

CAMPUS FACILITIES AND UTILIZATION

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STUDENT LIFE FACILITIES

STUDENT HOUSING

Howard's Residence Life system is currently capable of housing 45% of the total University enrollment. This is an acceptable percentage for many universities. However, within the Washington D.C. context, rental housing is either high priced or of low quality, and such a capacity indicates the potential for a significant housing shortage.

The University's peers within D.C. provide housing for 60% to 70% of their students. This factor combined with the relative lack of appropriate rental housing in the immediately surrounding neighborhood, means that Howard University's housing shortfall could be considered acute. The students expect to live on Campus, which further contributes to the perception that Campus housing options are not sufficient to meet demand. The housing system provides a mix of unit types distributed across the hall locations that currently does not align with student preferences.

SYSTEM CAPACITY AND ENROLLMENT MANAGEMENT

The housing system is first understood by comparing capacity with enrollment. An overview of supply and demand reveals patterns and policies that relate to the operating systems and the overall housing strategy as it relates to the academic mission.

- Howard University's Residence Life system has 4,600 beds and is comprised of approximately 1.5 million gross square feet in 13 residence halls. Units vary by type, size, configuration, occupancy, amenity, and proximity to Campus.
- Inventory is unevenly distributed amongst the halls. A critical mass of beds occurs at the Howard Plaza Towers East and West, which collectively account for almost 40% of the total system inventory.
- Over 76% of residence halls in the system exceed 50 years in age. This figure accounts for over 50% of all beds. Although building finishes, furniture, and equipment have been maintained and upgraded to varying degrees, the age of the respective halls suggests that the majority of beds are operated in facilities nearing obsolescence.

Table 5-6: Housing Inventory, Gross Square Footage, and Building Age Calculations by Residence Hall

RESIDENCE HALL	Beds	% Total	Gross SqFt	GSF/Bed	% GSF	Built	Age
Bethune Annex (BX)	557	12.09%	225,000	403.9	14.78%	1994	16
Carver Hall (CA)	173	3.75%	58,567	338.5	3.85%	1942	68
Cook Hall (CO)	200	4.34%	83,444	417.2	5.48%	1937	73
Drew Hall (DR)	332	7.20%	88,979	268.0	5.85%	1957	53
Howard Plaza Towers East (HPE)	893	19.38%	286,844	321.2	18.84%	1989	21
Howard Plaza Towers West (HPW)	837	18.16%	286,843	342.7	18.84%	1989	21
Meridian Hill Hall (ME)	649	14.08%	182,516	281.2	11.99%	1941	69
Slowe Hall (SL)	299	6.49%	93,711	313.4	6.16%	1942	68
Tubman Quadrangle*	669	14.52%	216,319	323.3	14.21%	1937	73
Baldwin Hall (BA)	124	2.69%	50,625	408.3	3.33%	1948	62
Crandall Hall (CR)	141	3.06%	36,150	256.4	2.37%	1929	81
Frazier Hall (FR)	127	2.76%	42,769	336.8	2.81%	1929	81
Truth Hall (TR)	150	3.25%	36,150	241.0	2.37%	1929	81
Wheatley Hall (WH)	127	2.76%	50,625	398.6	3.33%	1948	62
TOTAL	4,609		1,522,223	330.3	average GSF/Bed		

CAMPUS FACILITIES AND UTILIZATION

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- The system averages 330 gross square feet per bed, with greatest efficiency achieved at Meridian Hill Hall, and lowest efficiency achieved at Cook Hall.
- The Residence Life system is currently capable of housing approximately 46% of its 10,000 student enrollment.¹ Over 77% of those enrolled are full-time students, making them eligible for University housing. Residence Life is capable of housing over 59% of all eligible students.
- Typically, four-year private institutions house 40% of all students. When this institutional type is located in a dense urban environment, these figures increase on average by at least 20%. In Washington, D.C. this inflationary factor is as much as 30% higher than the baseline, as is evidenced by American University (61%), Georgetown University (71%), and George Washington University (66%).

UNIT TYPE DISTRIBUTION

In order to achieve optimal system performance and advance Residence Life's mission, the mix of unit types in the inventory must align with student preferences and designated market segments. Typically, traditional units are most appropriate for freshmen, suites are best for sophomores and juniors, and apartments are more suited for seniors and graduate students.

- The University's traditionally-styled rooms comprise over 38% of the total inventory, and are capable of housing almost 77% of the freshman market segment.
- Suite-style units comprise over 23% of the total inventory, and can house almost 36% of the sophomore and junior market segments.
- Apartments comprise over 38% of the total inventory, and are capable of housing over 37% of the senior and graduate student market segments.

The existing unit type distribution produces two major outcomes: 1.) housing is available to approximately 98% of freshman students upon enrollment; and 2.) housing availability for returning students drops by over 30% after freshman year, causing sophomores and juniors to seek off-Campus housing, or an on-Campus unit assignment that may not be appropriately aligned with demand.

Table 5-7: Enrollment Distribution by Classification

CLASSIFICATION DISTRIBUTION	Students	% Total
Freshman	2,329	23.26%
Sophomore	1,614	16.12%
Junior	1,352	13.50%
Senior	1,635	16.33%
Graduate/Professional	3,063	30.58%
Other / Not Listed	22	0.22%
Full Time*	7,735	77.2%
Part Time	2,280	22.8%
TOTAL	10,015	

¹ Demographic data used for the analysis of existing housing conditions was provided in the 2008-09 academic year.

CAMPUS FACILITIES AND UTILIZATION

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- The high percentage of single rooms favors student demand for this unit type. Tripling is infrequent (less than 10% of occupancy) although it occurs most often in the Tubman Quadrangle in units with a two-person design capacity.
- The bedroom occupancy by unit type is evenly split between traditional and suite units. Appropriately, the majority of apartment units have single occupancy bedrooms.
- Unit type distribution by gender is aligned with Residence Life and University policies.
- Howard's average gross square footage allocation per bed is high across all unit types, particularly so for traditional units. There may be room to improve system-wide efficiency by reconfiguring the space to increase occupancy.

Table 5-8: Unit Type Capacity Allocated by Market Segment

UNIT TYPE	Avg GSF/Bed	Planning Average	Variance
Traditional*	310.8	205.0	151.6%
Suite	367.5	265.0	138.7%
Apartment	332.0	320.0	103.7%
Average	330.3	262.6	125.8%

UNIT TYPE	Beds	% Total	Classification	Head Count	% Total	Capacity
Traditional	1,790	38.8%	Freshman	2,329	23.3%	76.9%
Suites (Jr & Full)	1,064	23.1%	Sophomore	1,614	16.1%	35.9%
Apartments	1,755	38.1%	Junior	1,352	13.5%	37.2%
			Senior	1,635	16.3%	
			Graduate	3,085	30.8%	
TOTALS	4,609	beds		10,015	students	

Unit Type	Location			Unit Type			
	Core	Edge	Off	Location	Traditional	Suite	Apartment
Traditional	669	320	801	Core	669	732	25
	46.9%	15.5%	71.5%		37.4%	68.8%	1.4%
Suite	732	12	320	Edge	320	12	1,730
	51.3%	0.6%	28.5%		17.9%	1.1%	98.6%
Apartment	25	1730	0	Off	801	320	0
	1.8%	83.9%	0.0%		44.7%	30.1%	0.0%
	1,426	2,062	1,121		1,790	1,064	1,755

Average GSF by Unit Type and Variance from Planning Averages

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(CONTINUED)

Table 5-9: Bedroom Occupancy by Unit Type

Occupancy Type	Bed Count	% Total	Unit Type	Bed Count	% Total
Single	2,847	61.8%	Traditional	1,790	38.8%
<i>Traditional</i>	874	30.7%	<i>Single</i>	874	48.8%
<i>Suite</i>	450	15.8%	<i>Double</i>	604	33.7%
<i>Apartment</i>	1,523	53.5%	<i>Triple</i>	312	17.4%
Double	1,450	31.5%	Suite	1,064	23.1%
<i>Traditional</i>	604	41.7%	<i>Single</i>	450	42.3%
<i>Suite</i>	614	42.3%	<i>Double</i>	614	57.7%
<i>Apartment</i>	232	16.0%	<i>Triple</i>	0	0.0%
Triple	312	6.8%	Apartment	1,755	38.1%
<i>Traditional</i>	312	100.0%	<i>Single</i>	1,523	86.8%
<i>Suite</i>	0	0.0%	<i>Double</i>	232	13.2%
<i>Apartment</i>	0	0.0%	<i>Triple</i>	0	0.0%
TOTAL	4,609			4,609	

Table 5-10: Unit Type and Classification Distribution by Gender

UNIT TYPES	Beds	% Total	Market Segment		
Traditional	1,790	38.8%	Freshmen	2,329	
<i>Men's</i>	493	27.5%	<i>Male</i>	811	34.8%
<i>Women's</i>	669	37.4%	<i>Female</i>	1,518	65.2%
<i>Coed</i>	628	35.1%			
Suite	1,064	23.1%	Sophomores & Juniors	2,966	
<i>Men's</i>	12	1.1%	<i>Male</i>	1,007	34.0%
<i>Women's</i>	532	50.0%	<i>Female</i>	1,959	66.0%
<i>Coed</i>	520	48.9%			
Apartment	1,755	38.1%	Seniors & Graduate	4,720	
<i>Men's</i>	0	0.0%	<i>Male</i>	1,772	37.5%
<i>Women's</i>	25	1.4%	<i>Female</i>	2,948	62.5%
<i>Coed</i>	1,730	98.6%			
TOTAL	4,609				

CAMPUS FACILITIES AND UTILIZATION

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LOCATION ANALYSIS

Residence hall location impacts all aspects of the resident experience, and contributes to the creation of neighborhood zones that create the larger Campus community.

Residence hall location is classified in three main categories based upon proximity to Campus assets:

- Campus core properties are adjacent to primary academic programs. Core properties are prime locations for residence halls of any type, but are ideally suited to traditional units with a moderate mix of suites.
- Campus edge properties are proximate to primary academic programs, and are best utilized for apartment units and a heavy mix of suites.
- Off-Campus properties are isolated from primary academic functions, and are best suited only to apartment units.
- Nearly half of the housing inventory is located at the Campus edge. The remaining inventory is almost evenly split across Campus core and off-Campus locations. These conditions, along with an imbalance in unit mix distribution, pose challenges for an appropriate student housing continuum.
- Over 85% of traditional freshman housing stock is located off Campus (71.5%) or at the Campus edge (15.5%). This is inconsistent with typical student housing strategies for colleges and universities fitting Howard's institutional profile.
- Suites are too heavily concentrated in off-campus locations. Apartments are well suited for such locations but none currently exist there.

Beds By Location

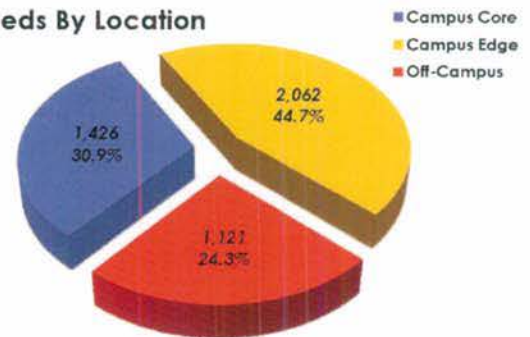


Figure 5-2: Beds by Location

BUILDING-SPECIFIC ANALYSES

Each residence hall has unique character traits that define the nature of resident interaction with peer groups, the greater Campus culture, and the surrounding community. These characteristics can be explored through a series of expanding spatial relationships influenced by quantitative factors such as unit type configuration and hall size, and qualitative factors such as housing policy and student preferences.

CAMPUS FACILITIES AND UTILIZATION

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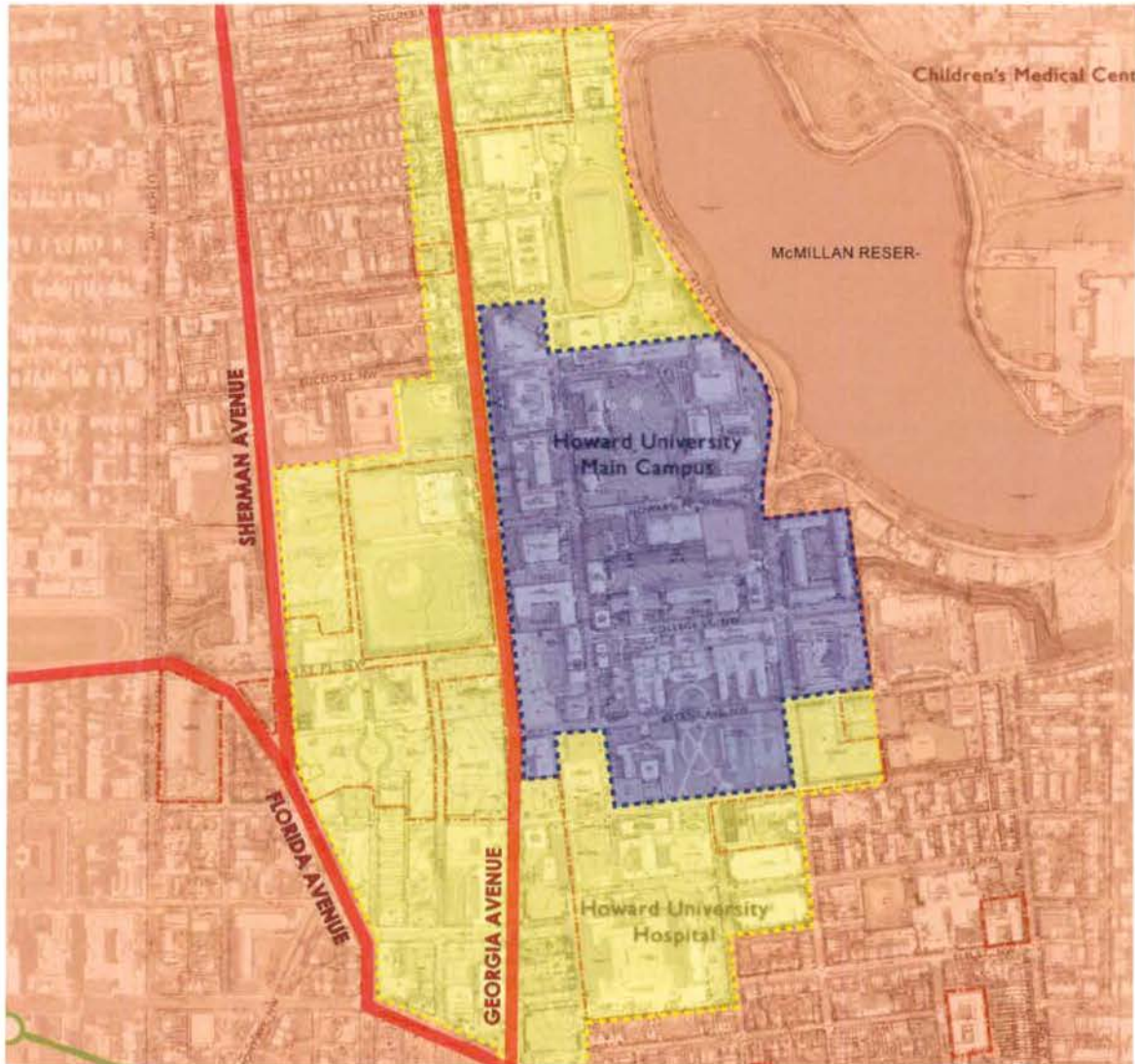


Figure 5-3: Current Housing Zone Map

LEGEND

-  Campus Core
-  Campus Edge
-  Off Campus

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

Mary M. Bethune Annex (BX) – 557 total beds (532 suites, 25 apartment)

The sole residence hall to offer full service in-building dining, BX is the most recently constructed women's hall on Howard's Campus. BX is configured in two main wings situated above underground parking. The wings are connected by a large central lobby that allows access to the dining hall, convenience store, and a medium-sized event space. The main lobby and dining function maintain an adjacency to a large paved central courtyard that experiences regular use for casual student interaction and planned events. The majority of suites in BX are configured with three double occupancy bedrooms served by one bathroom and a large vestibule space. Temperature controls are operable in every room, and a small proportion of units (<5%) are equipped with kitchenettes.

George W. Carver Hall (CA) – 173 traditional beds

CA is the only residence hall in the system that does not have a fully functional elevator, making the bulk of its rooms inaccessible to the disabled. Although many residents purchase a meal plan, they are not required to do so, as there are two large kitchens located in the east and west wings, respectively. A large community room occupies the majority of the entry level, which is used by a variety of on-Campus groups. The building temperature is maintained by a two-pipe boiler/chiller system with individual on/off unit controls in each room. CA shares a shuttle route with nearby Slowe Hall, which also services the Shaw/Howard MetroRail Station.

George W. Cook Hall (CO) – 200 suite beds

Amongst the first residence halls built on the Campus, CO's proximity to and integration of the University's athletic facilities makes it a popular housing assignment for student athletes. A portion of CO's ground level houses administrative space for teams and coaches, and the strength and conditioning room occupies a significant portion of the building's basement. CO's adjacency to the Schools of Business and Fine Arts and its co-ed mix, also contribute to its popularity.

Charles R. Drew Hall (DR) – 332 total beds (320 traditional, 12 suites)

Synonymous with Howard University's freshman male housing experience, DR remains one of the few halls lacking air-conditioning, and is run on a centrally regulated boiler-only system. The basement level of DR houses a large study/event space and a small stand-alone fitness room. The entry level contains a small wing of suites originally designed for staff that is now used for students with disabilities. The main lobby is adjacent to a large paved courtyard that experiences regular use for casual student interaction.

Howard Plaza Towers West (HPW) – 837 apartment beds

HPW currently houses a mix of mostly junior and senior students, and is the only apartment housing option in the system available to undergraduates who are not honors students. HPW contains all of the additional spaces as HPE, with the addition of a central mail room, large computer lab, and the Hilltop office.

Howard Plaza Towers East (HPE) – 893 apartment beds

Originally intended as a dedicated graduate residence hall, HPE currently houses a mix of graduate, professional, undergraduate honors, and international students. Given its original intended use, HPE is the only hall in the system that maintains a 24-hour visitation policy. HPE has a fitness room, a large community room that is heavily programmed, underground parking, numerous study rooms, and laundry facilities on every floor. Bedrooms have individual temperature controls for heating and cooling.

Meridian Hill Hall (ME) – 649 total beds (329 traditional, 320 suite)

ME's off-Campus location necessitates the inclusion of a small convenience store adjacent to the main lobby and a dedicated University shuttle route. ME is one of the few co-ed residence halls available to underclassmen. ME is equipped with common kitchens and laundry rooms that alternate from floor-to-floor.

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

A mix of suites and traditional rooms are co-mingled on every floor, with individual showers located off the hallway at regular intervals, and group restrooms stacked vertically at the intersection of main corridors. Some traditional rooms in ME are frequently designated for freshman overflow if required by seasonal demand.

Gender is alternated by floor, which makes ME a popular housing assignment amongst underclassmen if other co-ed housing is unavailable. The building temperature is maintained by a two-pipe boiler/chiller system with operable unit controls in each room.

Lucy Diggs Slowe Hall (SL) – 299 traditional beds

Located just off of Ledroit Park Circle, SL is a rectangular facility surrounding two small, insular courtyards that are not widely used. SL shares a shuttle route with nearby CA, which also services the Shaw/Howard MetroRail Station. The first level of SL is reserved as a men's floor and the remaining two occupied levels are women's floors. Each floor has one communal kitchen. No mandatory meal plan is required. SL also has a moderately-sized social/study lounge that is frequently used by various Campus organizations.

Harriet Tubman Quadrangle (BA, CR, FR, TR, WH) – 669 traditional beds

Amongst the first residence halls constructed on Campus, the Tubman Quad is comprised of five conjoined facilities: Baldwin (BA), Crandall (CR), Frazier (FR), Truth (TR), and Wheatley Halls (WH). Truth and Crandall Halls underwent a major renovation in 1999-2000. The complex surrounds a large central courtyard and is accessed through a single controlled point of entry. Each hall contains a large gathering space. Freshman female students reside in the Quad, which also houses the administrative offices of Residence Life on the basement level. Over 96% of triple occupancy units are located in CR and TR.

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

INTERCOLLEGIATE ATHLETICS AND RECREATION

Howard University's intercollegiate athletics and recreation programs operate in shared facilities that are inadequate and functionally obsolete. These facilities contribute to low levels of recreation participation by students and poor performance by athletic teams.

RECREATIONAL SPORTS

Howard University does not offer its students a dedicated recreational sports facility. According to the Campus recreation student survey, approximately 28% of students exercise for less than 1 ½ hours per week and another 22% do not exercise at all.

Recreational sports share activity space with intercollegiate athletics, open fitness, and academics in Burr Gymnasium and Greene Stadium, which results in overscheduled facilities and recreation participation that is not commensurate with Howard's enrollment or typical activity levels for college-aged students.

National standards call for 8.5 to 10.5 square feet of dedicated indoor recreation space per student, plus additional square footage to meet the needs of faculty, staff, alumni, and other user groups that might be considered as part of the broader University community.

Based upon these standards, the space currently allocated to recreational sports within the Burr Gymnasium would not meet more than 10% to 15% of the national target.

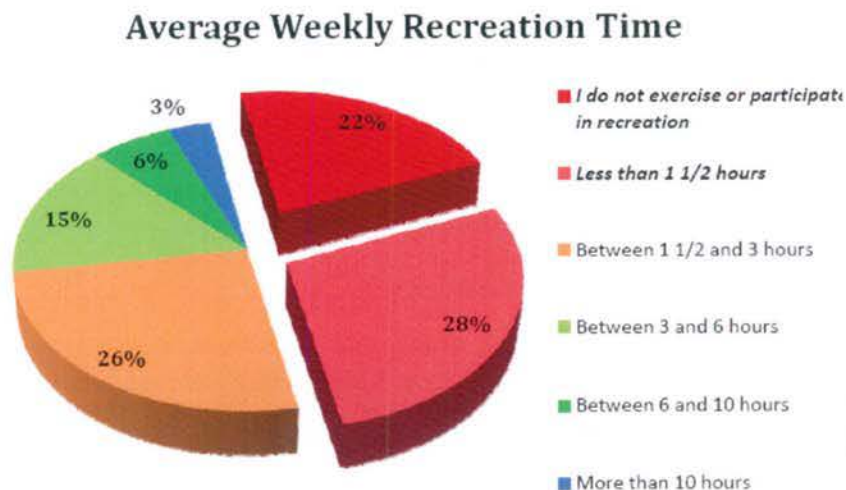


Figure 5-4: Average Weekly Recreation Time
(from Campus Recreation Student Survey)

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

INTERCOLLEGIATE ATHLETICS

Howard University is a National Collegiate Athletic Association (NCAA) Division I program and participates at the Division I-AA football. The Bison sponsor 16 varsity athletic programs, including seven in which both women and men participate.

JOHN BURR GYMNASIUM BUILDING

Burr Gymnasium was built in 1964. Its 134,356 gross square feet serves multiple functions, including: intercollegiate athletics and recreational sports, health and fitness-related academic programs, and open fitness activities.

The building houses offices and classroom space for the Department of Health, Human Performance, and Leisure Studies, which is the entity responsible for scheduling in Burr. The Athletic Department's administrative offices also are located in Burr, along with offices for select coaching staff members.

Burr Gymnasium is the main indoor competition venue, hosting all competitive home games for basketball and volleyball. Other functions such as mandatory physical education courses and ROTC also make use of this space and the concrete circulation space surrounding it, which is used as an ad hoc running track in inclement weather.

The swimming pool is original to the building. Aside from team practice and competition, the pool is used to accommodate swimming courses, which are a physical education requirement for the 1,345 students in the School of Business.

Both public and athletic team locker rooms fall short of contemporary standards. Most athletic teams do not have dedicated team rooms, and many varsity athletes use the public locker rooms during their respective athletic seasons.

Indoor teams such as basketball and volleyball use their competition venue to conduct practice. There is no relief space to account for overlapping practice times except for the intramural courts, which are already heavily programmed by academics, intramurals, and club sports.



Photo 5-22: View of Burr Gymnasium



Photo 5-23: View of Greene Stadium

General weight and fitness space in Burr is undersized for the Campus population. Equipment is out of date and the space is poorly ventilated, which discourages broader use amongst students, faculty, and staff.

GREENE STADIUM

This stadium has the only athletic field on Howard University property. Pending regular maintenance, Greene's artificial turf surface is expected to require upgrades in approximately 12 years.

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

Aluminum bleacher seating on the east and west of the field is well maintained. The press box is ill-placed and ill-equipped. For large events such as the homecoming game, additional temporary seating is erected on the north and south sides.

OTHER FACILITIES

There are no tennis courts or softball fields on Central Campus. Softball and tennis teams once used facilities at Banneker Park that are under the purview of the D.C. Department of Parks and Recreation. However, the availability of these facilities has become more restricted as neighborhood demand has increased.

Several coaches' offices, academic support, and strength and conditioning functions are housed in Cook Hall, which is proximate to Burr.

Coaches not given offices in Burr or Cook are accommodated in a bullpen-style office space in the basement of the Burr Annex building adjacent to Burr.

TITLE IX COMPLIANCE

Howard University does not appear to have any Title IX violations.

The Howard University Division I-A athletic program includes the following:

- Seven (7) men's teams, with approximately 129 student athletes representing about 6% of the male student population.
- Nine (9) women's teams, with approximately 120 student athletes representing about 3% of the female student population.
- Approximately 249 student athletes represent about 4% of the student population. The average among the Mid-Eastern Athletic Conference is 5%.

COMPETITIVE PRESSURE

NCAA policy regulates the amount of time athletes spend being coached. The University's practice facilities are not sized or outfitted to take full advantage of contact hours. Activity spaces are neither numerous enough nor properly oriented to simultaneously run multiple drills. The existing facilities do not maximize efficiency or increase the effectiveness of coaching contact hours.

Athletic training and rehabilitation are integral to the health and safety of student athletes, while also providing hands-on experience to specific academic majors. The Athletic Training area is not appropriately sized to efficiently handle treatment of all athletes, which adversely affects the efficiency of team practice schedules. This results in injured athletes, particularly football players, missing more games than their peers due to longer than necessary recovery times. The program also has limited ability to cover emergency medical needs for concurrent competition games.

Academic support space is located in the basement level of Cook Hall. It is significantly undersized, poorly equipped, and understaffed for the 249 student athletes served.

Image and Standards for the Recruitment & Retention of Athletes & Coaches

Burr Gymnasium is the primary varsity athletics facility at Howard University. Its age, poor condition, and awkward configuration of spaces do not convey an institutional commitment to excellence to potential student athletes or coaches. The University does not have a methodical touring and courting process for student athletes or athletic staff. This can be attributed to the noticeable shortcomings of the facilities, which do not merit the development of a facility-based recruitment strategy. In order to recruit top athletic talent, the University must consider facility "arms race" factors within the conference and region.

The University does not have enough administrative space for coaching staffs. Many coaches are part time and share whatever space is available. When coupled with insufficient competition, practice, and training spaces, this administrative environment makes it difficult for coaches to achieve their goals, putting the University at serious risk of losing quality staff.

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

Table 5-11: Assessment of Existing Facility Components by Team and Reconciliation with Targeted Performance Levels

TEAM	Locker Rooms / Team Rooms	Practice Facilities	Competition Venue	Spectator Accommodations	Administration	Athletic Training & Rehab	Strength & Conditioning	Museum / Hall of Fame	Academic Support	Iconography	Average	Target Average	% of Target	Weighted Average	Weighted Target	% of Target
Men's Teams																
Basketball	2	3	3	3	2	1	1	1	2	2	2.0	3.5	57.1%	1.9	3.6	54.0%
Cross Country	1	2	1	3	2	1	1	1	2	1	1.5	3.3	45.5%	1.5	3.4	43.8%
Football	3	2	3	3	2	2	1	2	2	3	2.3	3.6	63.9%	2.1	3.7	57.7%
Soccer	1	2	2	3	2	1	1	3	2	1	1.8	3.4	52.9%	1.7	3.5	49.0%
Swimming & Diving	1	2	2	1	2	1	1	1	2	1	1.4	3.2	43.8%	1.4	3.4	42.6%
Tennis	1	2	3	1	2	1	1	1	2	1	1.5	3.3	45.5%	1.5	3.4	43.8%
Track & Field	1	1	1	3	2	1	1	2	2	1	1.5	3.3	45.5%	1.4	3.4	41.7%
Women's Teams																
Basketball	2	3	3	3	2	1	1	1	2	2	2.0	3.5	57.1%	1.8	3.6	50.6%
Bowling	1	3	3	1	2	1	1	2	2	1	1.7	3.2	53.1%	1.5	3.4	46.0%
Cross Country	1	2	1	1	2	1	1	1	2	1	1.3	3.3	39.4%	1.4	3.4	40.8%
Lacrosse	1	2	3	3	2	1	1	1	2	1	1.7	3.3	51.5%	1.7	3.4	48.2%
Soccer	1	2	2	3	2	1	1	1	2	1	1.6	3.3	48.5%	1.6	3.4	47.8%
Softball	1	1	1	2	2	1	1	2	2	1	1.4	3.3	42.4%	1.6	3.4	47.0%
Swimming & Diving	1	2	2	1	2	1	1	1	2	1	1.4	3.2	43.8%	1.4	3.4	41.8%
Track & Field	1	2	1	3	2	1	1	1	2	1	1.5	3.3	45.5%	1.6	3.4	47.4%
Volleyball	1	3	3	3	2	1	1	1	2	1	1.8	3.4	52.9%	1.7	3.5	47.8%

Scoring Legend:

1. Facilities are among the worst in the conference due to functional problems that place teams at a clear competitive disadvantage.
2. Facilities are clearly lacking, creating a competitive disadvantage, negatively impacting performance, recruitment, and retention.
3. Facilities are functionally sufficient for intended purposes, and are not an encumbrance to an extraordinary coaching staff.
4. Facilities are sufficient to provide a clear competitive advantage amongst local or conference leaders.
5. Facilities are comparable with those of the national leaders in Division I intercollegiate athletics, providing the highest possible competitive advantage.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

STUDENT SUPPORT SERVICES

Howard University provides a continuum of preventive, developmental, remedial, and support services and

ACADEMIC SERVICES

Academic student services include:

- Academic Advisement
- Center for Academic Reinforcement
- Student Academic Computing

DINING

The University offers dining options at two dining halls (Blackburn University Center and Bethune Annex Residence Hall). Blackburn University Center's dining includes a traditional dining hall, a small buffet-style restaurant, and a food court-type option known as the Punch Out. In addition to the meal plans, all students can purchase "dining dollars," which is a declining debit account that can be applied to purchases at all dining facilities.

STUDENT HEALTH

The University's Student Health Center provides full- and part-time students with access to care for acute sickness and injuries, chronic disease management, specialty referrals, health promotion, and disease prevention education.

The Student Health Center is separate from both Howard University Hospital and the health sciences schools and colleges at the University. The future of the Student Health Center is largely dependent upon the insurance plan adopted by the University. This could range from a full-service facility providing primary care along with numerous other services to an urgent care-only facility.

Howard University Student Health Center is committed to providing all students with health care that is of high quality, safe, confidential and respectful. Its ideal location would be one with an adjacency to the HUH and the Health and Wellness Center.

The co-location with intercollegiate athletics and dining would help educate students on the importance of diet and fitness as part of their overall wellness and would impress upon them importance of holistic wellness, disease prevention, and care for chronic conditions.

STUDENT AFFAIRS

The Division of Student Affairs includes Special Student Services, Student Life and Activities, Student Activities, International Student Services, Blackburn University Center, Central Scheduling and Information, Counseling and Career Services, Residence Life, Intercollegiate athletics and Intramurals and Recreation.

The Division of Student Affairs is committed to providing from orientation through graduation, an exceptional co-curricular experience, supportive of academic programs and reflective of the University's core values.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ARMOUR J. BLACKBURN UNIVERSITY CENTER

The Armour Blackburn Center provides programs and activities, cultural programs, fine arts programs, intellectual exchanges through book signings, lecture series, film series, theatrical programs and serves as a laboratory where social interaction and cultural exchanges can occur outside the classroom.

Located on the historic Central Quadrangle, the Armour J. Blackburn University Center is the only student center facility at Howard's central Campus. As its name implies, the facility is intended to serve the entire University community, including local residents, and is primarily governed and scheduled by the University administration. Aside from being the primary food service location for the Campus, the facility also accommodates large assembly events, meeting and conferencing activities, and a sizable passive recreation center.

The Center is a 145,000 GSF facility that was completed in 1979 and named for the head of the Division of Student Affairs at that time. The facility was designed as a "Campus / University Center," which focuses more on serving the needs of the broader institutional community than catering specifically to students. Remaining consistent with this model, the facility is governed by the University administration, as opposed to a governance model that places an emphasis on heavy student involvement or strong revenue-generating criteria.

Programmatic uses of the building include:

- Blackburn Student Restaurant
- Blackburn Faculty Restaurant
- The PunchOut
- Ballroom Facilities
- Conference Meeting Rooms
- Retain Services
- Recreation/Entertainment
- Lounge Spaces
- Student Organizations
- Administrative & Student Services
- Special / Greek Life / Miscellaneous Components



Photo 5-24: View of Blackburn University Center on the Main Quad



Photo 5-25: View of Alpha Kappa Alpha Sign

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Although the building is centrally located in a high traffic area of Campus, the architectural treatment of both the interior and exterior of the facility generally fails to create the "see-and-be-seen" spaces that are characteristic of this facility type. The facility's most pressing spatial deficiencies are its lack of general purpose and kitchen storage, limited variety of meeting spaces, and cramped office space for administrators and student organizations.

Recent renovations include: the PunchOut (summer 2010); the main entry corridors and Reading Lounge (2010); the bowling alley and Recreational Center (2-3 years ago); and the Student Restaurant (3-4 years ago). Plans are currently underway to add a business center function to the lowest level of the facility.

Architecturally, the building generally fails to capitalize on its unique placement between the Yard and the McMillan Reservoir through its lack of openings to either of these important bounding features.



Photo 5-26: View of Faculty Lounge

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

PERFORMING ARTS

In addition to the performance arts from the College of Arts and Sciences/School of Fine Arts, Howard University promotes performances at Cramton Auditorium. This 1,500 seat auditorium opened in 1961. Cramton presents a unique blend of innovative performing arts programs, special events, and educational programming. The dynamic interaction of performance and education augments classroom learning as well as provides hands-on experience, preparation, and training for students in the fine arts and communication fields. Addressing the current needs and issues of the cultural and political climate, Cramton Auditorium provides a forum for world leaders, key political figures, and commemorative events.

The adjusted capacity of the theater is about 1,300 seats (stage extension). Cramton Auditorium has a full orchestra pit, a lower lounge, two dressing rooms and chorus room downstairs, a green room at stage level, and two loading docks. One of the loading docks goes directly to Ira Aldridge Theater. Cramton has the second largest stage in Washington, DC (56' by 32') and includes a full orchestra pit with a hydraulic lift, competing in the leisure and entertainment market.

Chapel services are broadcast live from Cramton on Sundays; Cramton also hosts local high school graduations and theatrical shows, as well as convocation and various University events that take place at average one per month. Use by the University limits the number of external shows Cramton can host. Major University events include:

- Orientation – August
- Convocation – September
- Homecoming – October



Photo 5-27: View of Cramton Auditorium

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SERVICE AND SUPPORT FUNCTIONS

In order to keep the University running smoothly, there is an extensive network of service and support functions, ranging from facilities services to human resources and public safety. These functions are spread across the university, with major concentrations at the Howard University Service Center on Tenth Street, NW (east of Central Campus) and the Howard Center facility (bookstore building), which is located on the southern end of the Central Campus.

OFFICE OF THE CHIEF OPERATING OFFICER

- Enterprise Technology Services

ETS is responsible for providing information technology resources-equipment, software, services, and staffing ubiquitously and in a timely fashion to facilitate educational experiences of exceptional quality to Howard University students, and extend the capability of faculty and staff to engage creatively in teaching, research, and community service. ETS is responsible for applications systems for financial reporting, and human resources. ETS manages University data and provides support for various functions.

The primary data center is located in Technology Plaza (Wonder Plaza) and contains about 4,000 SF of blade servers.

- Enrollment Management

The Enrollment Management group is responsible for admissions (first time in college and former students returning), as well as records. The records function includes class lists, student ID cards, student local and billing addresses, course overrides, transcripts, academic records, and student reference manuals.

- Strategic Sourcing and Asset Management (SSAM)

Purchases all supplies, equipment and contracted services for the University. Transfers personal property among departments and disposes of obsolete property.

- Auxiliary Enterprises

Coordinates activities of the campus bookstore; post office; parking and shuttle buses; graphics and printing; trademark licensing; vending and antenna leasing. Manages contract for food service and convenience stores in Blackburn, Meridian Hill, and Bethune.

The bookstore is generally sufficient in terms of space; however, there is a need for storage space for records (not merchandise). Sales at the bookstore have improved since it moved to the Georgia Avenue location.

The graphics and printing function has two locations: in the Service Building on 10th Street and in the College of Arts and Sciences. This group provides large volume printing for campus-wide needs and for the individual schools and colleges. Some student organizations also use its services, but it does not have a fee-based copy shop element.

University dining is provided by Sodexo and is served in two primary locations: Blackburn Center and the Bethune Annex, serving approximately 2,300 students. The Bethune dining hall serves only residents of the Bethune complex. There is an additional Sodexo-run dining hall at the West Campus that serves 200 additional students. The number of students served is limited by the size of the existing facilities. In addition to the dining halls, university dining includes the Punch Out (fast-food court-type space in Blackburn, three vendors), food kiosks in the Administration Building and the School of Medicine, and convenience stores in Blackburn, Meridian Hill, and Bethune.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

- Public Safety

Provides protection to persons and also property under the control of the University and Hospital. The public safety group is split into two major groups: the University and the hospital. The University Division reports to roll call in the Services Building; the Hospital Division has its own roll call room in the hospital.

The University Division supports the east and west campuses, as well as the central campus. Public safety is also responsible for parking enforcement. There are 15 posts on the university side and 11 at the hospital. Some posts are fixed (such as inside buildings or in guard booths); others are mobile (foot/bicycle/segway).

- Capital Assets Division

Implements/manages projects for new facility construction and renovation.

- Physical Facilities Management

Maintains and operates the University's building plant and infrastructure

- Real Estate and Asset Management.

Generates income through strategic disposition, acquisition and leasing the real estate assets on a portfolio basis. Influences land use decisions in the community through sound investment decisions, comprehensive planning, design excellence, and thoughtful development of the portfolio.

FINANCIAL SERVICES

This group is comprised of a number of subgroups including:

- Senior Vice President and Chief Financial Officer-Treasurer

Administers, manages and coordinates all business, accounting, finance, budgeting, investment, and treasury functions.

- Assistant Treasurer

Manages the trust and operating fund, the cash receipt function, including paperless draw-downs of funds. Distributes payment instructions and manages the University's cash flow.

- Financial Analysis and Budget

Develops, modifies, and executes the University's operating budget, and performs financial analyses.

- Controller

Provides an account of all University transactions. Ensures timely and accurate payments to employees and vendors and performs financial reporting, to include consolidation of Hospital financial results.

- Risk, Estate and Asset Management

Minimizes the possible adverse effects of financial risks/ losses via risk transfers. Coordinates testamentary gifts and bequests to the University and pays real estate taxes.

- Accounts Payable

Payment transactions to all vendors.

INTERNAL AUDITOR

The function of Howard University's Internal Auditor is to review University operations (both financial and existence of and compliance with policies and procedures). Internal Audit looks to see that there is a plan for compliance and monitors how well the University is following the plan. Internal Audit reports to the President and the Board that the University is or is not following the plan and if not, why not.

OFFICE OF UNIVERSITY COMMUNICATIONS (OUC)

OUC is responsible for both internal and external communication at the University. OUC partners with WHUT and WHUR, as well as numerous external partners, including advertising companies, media monitoring groups, and PR support, as well as project-specific partners.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

UNIVERSITY ADVANCEMENT

The goal of University Advancement is fund raising and alumni relations for the University. The group also serves to point prospective donors to areas within the University in need of funding. By communicating Howard University's initiatives and cultivating valuable relationships with alumni and friends, the Division of Development and Alumni Relations seeks to foster a network of support for Howard University. The Office of University Development oversees, manages, coordinates and records all philanthropic gifts to the University. University Events and Special Projects plans, coordinates and executes all events associated with fund raising. The Corporate and Foundation Relations department is responsible for developing long-lasting strategic relationships with organizations.

OFFICE OF HUMAN RESOURCES

The Office of Human Resources seeks to enhance overall organizational effectiveness through sustained superior performance in recruitment and compensation of premiere staff and faculty; creation of a fair and equitable environment that fosters personal and professional development; and, provision of essential customer services of exceptional quality. The Office of Human Resources is organized into the following groups: Benefits and Pension Administration, Compensation, Employee Relations, Equal Opportunity Employment and Diversity, Talent Acquisition, Human Resources Information Services, and Human Resources Information Systems, Payroll, Visa and Immigration Services and The Professional Development Leadership Academy.

HOWARD UNIVERSITY COMMUNITY ASSOCIATION

The Community Association is the primary administrative liaison between the University and the community that surrounds the Central Campus. Its staff facilitates community planning and development projects; places students in community service agencies and schools; acts as a clearinghouse for the community on university-sponsored programs, activities, and services for the public; and, directly engages community members by convening a Community Advisory Committee, attending civic association and Advisory Neighborhood Commission meetings, and representing the University in other public community forums. The Community Association is located in the ground floor of Howard Manor.



Photo 5-28: View of Johnson Administration Center

HOWARD UNIVERSITY ALUMNI ASSOCIATION

Howard University Alumni Association's (HUAA's) primary mission is to support fund raising, recruitment, and encourage alumni support worldwide. HUAA is driven by the continuous goal of Howard University improvement. Often improvement is initiated by identifying specific projects to get behind financially, as well as using the influence of the alumni. HUAA does not have dedicated facilities.

- The majority of Howard University's service and support functions are located in three buildings on Central Campus:
- Johnson Administration Building
- Howard Center (includes the Howard University Bookstore)
- Howard University Service Center

The facilities are spread across the campus and none are large enough to accommodate a consolidation of administrative and support services.

The Howard Center was originally a hotel and the layout makes for inefficient office space. The Service Center is located at the western edge of Campus and is inconvenient to access.

Ideally, support and administration services would be consolidated in a fairly central location with access to visitor parking.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ASSESSMENT OF SPACE NEEDS

The intent of this analysis was to provide Howard University with data and findings to be able to engage in appropriate discussion and decision-making about existing need, and to begin to formulate instructional space needs. It also brought to the forefront, inefficiencies in the current process in terms of course scheduling (de-centralized vs. centralized) as well as shortcomings of a physical space inventory.

Overall findings from the demand analysis indicate that Howard University has adequate instructional space, in general, to support existing (2010) needs. It does not take into account changes in enrollment, additions or removal of programs, or shifts in pedagogy.

Two kinds of instructional spaces are defined by the U.S. Department of Education's National Center for Education Statistics (NCES): general-purpose classrooms (GPCR) and specialized instructional (SI) spaces..

GPCR: (100 Series) These are instructional spaces not tied to a specific subject or discipline. The space can include some specialized equipment such as pianos or maps, as long as it does not render the space unsuitable/unusable by classes in other areas of study.

SI: (200 Series) These spaces are designed for or furnished with specialized equipment to serve the needs of a particular discipline for group instruction in formally or regularly scheduled classes. This special equipment normally limits or precludes the space's use by other disciplines. Examples of these include: life science labs, computer labs, painting and drawing studios, engineering labs, and nursing labs. .

A standardized detailed Instructional Space Utilization Analysis (ISUA) with consistent and appropriate data includes a review of three target measures:

1. seat or "station size in assignable square feet (ASF) per station
2. weekly room hour utilization rate
3. station occupancy rates

METHODOLOGY

The two prime sets of data necessary for a detailed ISUA are the course data and the space inventory. An effective ISUA is almost completely dependent on the accuracy and completeness of these data sets and their reconciliation.

1. Course data is typically provided by the institution's Registrar and comprise a complete list of all credit bearing courses offered in a given semester, along with additional data relevant to each course such as start and end time, location, enrollment and day of week scheduled.

2. The space inventory indicates key characteristics of each instructional space: the location, the ASF, the number of seats or stations, and the type of instructional space such as classroom, class-lab, studio, etc..

A revised methodology was used for Howard University due to the de-centralized course data, space inventory and registration systems that are in place.

As an alternative, Rickes Associates conducted a general demand analysis, which identified the existing number of instructional spaces required based on existing scheduled hours by course enrollments. From this, future estimated need was calculated using enrollment projections, presuming that course sizes would remain in roughly the same distribution in the future.

Inventory: General-Purpose Classrooms (GPCR)

The revised space inventory was reviewed to understand how the University accounted for the 291 GPCR listed as:

- Classrooms
- Seminar Rooms
- Lecture Halls
- Office/Classrooms

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Space identified as “Office/Classroom” was reviewed in more detail because of its hybrid nature. In other words, these were possibly spaces that were technically offices, but in which instruction could occur. All space identified as “Office/Classroom” with less than 250 ASF was reclassified because at that size they could not accommodate multi-student instruction. Of the 87 “Office/Classroom” spaces listed in the space inventory, 70 were smaller than 250 ASF.

All 70 spaces were deducted from the instructional inventory. Based on the best available data there was a balance of 221 spaces coded as GPCR. These spaces could not be cross-linked to the course data as room numbers, building names, etc. did not match.

INVENTORY: SPECIALIZED INSTRUCTIONAL SPACE (SIS)

Identification of types of SI space was derived from the course data and the University’s website. It was not available from the inventory due to conflicts in functional coding. Where possible, the inventory was used to determine ASF of a room. As a result of this review, sub-categories for SI space were developed to include the following:

- Science Labs
- Computer Labs
- Language Labs
- Art And Architecture Studio
- Music Rooms
- Dance Rooms
- Broadcast Studios
- Theatre Arts Spaces

Course Data and Weekly Room Hour Utilization

The data set analyzed shows a total of 4,838.17 hours of credit bearing instruction took place in Howard University instructional space.

The scheduling demarcation between day and evening courses is the first categorization. The second categorization is based on the type of instructional space; GPCR and SIS. As noted earlier, the metrics used to determine utilization for these two types of spaces are different. Daytime demand for instructional space was determined to be the driver instructional space; therefore, findings refer only to daytime use and are categorized by GPCR and SIS.

Table 5-12: Total Hours of Instruction Analyzed

Total Hours of Instruction Analyzed	No. of Courses	Hours
Day	1,546	4,164.84
<i>GPCR Day</i>	<i>1,240</i>	<i>3,169.17</i>
<i>SIS Day</i>	<i>306</i>	<i>995.67</i>
Evening	272	673.33
<i>GPCR Evening</i>	<i>232</i>	<i>552.00</i>
<i>SIS Evening</i>	<i>40</i>	<i>121.33</i>

GENERAL-PURPOSE CLASSROOMS

The space inventory listed 7,058 separate spaces totaling 1,957,151 ASF, of which 221 were coded and identified as GPCR, sub-totalling 169,101 ASF. The course data provided information on 223 GPCR. These two data sets could not be cross-walked or confirmed, although the counts appear close.

The planning guideline for classroom utilization of GPCR is that classes should be scheduled two-thirds (67%) of the available time, or approximately 26.8 hours of the available 40-hour scheduling window. This allows for ad-hoc use of the classroom during non-class time, and the flexibility to add course sections into a space as needed.

Course Distribution by Day

The distribution of courses by day of the week tells a great deal about how a Campus schedule courses. Table 5-14 displays the number and percent of daytime course meeting scheduled on a given day (or multiple times per week on a combination of days).

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

A total of 2,548 course meetings are distributed across the week. The busiest single day of the week on which courses are scheduled is Wednesday, with 578 course sessions or 23% of the total meetings. (This includes all courses that met only on Wednesday, as well as courses that met on a combination of weekdays such as MW, WR, WF, etc.)

Theoretically, if courses were distributed evenly across five days, 20% of all course meetings would occur on each day. The University's courses are roughly distributed across all five days with 22% on Monday and 16% on Friday. The lower use on Friday is not unusual as many Campuses either do not schedule on Friday or use that day for labs, special curricular events, or as discussion days.

Table 5-13: Distribution of Course Meetings held in GPCR, by Weekday

Days	Number of Course Meetings	Hours
Mondays (M)	88	174.33
Tuesdays (T)	95	183.17
Wednesdays (W)	99	196.50
Thursday (R)	72	141.50
Friday (F)	40	76.83
MWF	335	849.00
MW	127	356.33
MF	5	10.33
MR	2	9.33
MTRF	1	10.00
MTWF	6	20.00
MTWR	1	7.33
MWR	1	4.50
MTWRF	7	23.33
TR	405	1082.00
TF	2	6.00
WR	1	16.00
WF	1	2.67
Total	1,288	3,169.15

Table 5-13 displays the number of GPCR in use by day and time, which was determined by graphing the number of courses scheduled in each half-hour time block across the week. It depicts the peaks and valleys of the schedule by day of the week for GPCR from the entire set of course data, i.e. day and evening courses. The University's generally accepted daytime scheduling window is between 9:00 a.m. and 6:00 p.m.

As previously noted, the planning guideline for classroom utilization is 67%, although schools may schedule more intensively. It is important to note that there are no more than 114 course meetings or rooms scheduled at any one time during the 40-hour daytime scheduling window at Howard University. This means that, at the peak hour of instruction at the University on Tuesday at 11:10 AM – 11:45 PM, just 114 or 51% of the inventory of 223 GPCR is in use.

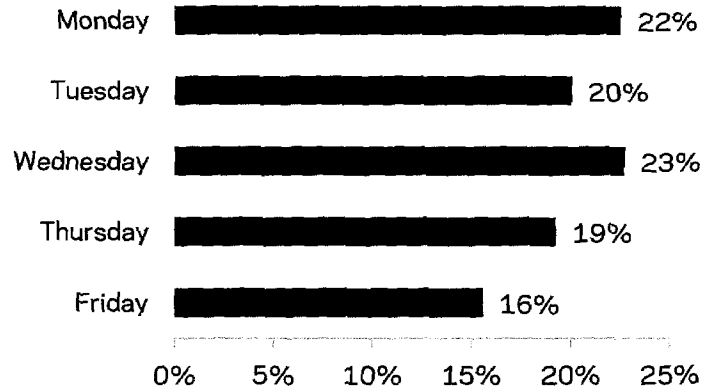
- ◆ The number of rooms in use during the day on Friday is significantly even less.
- ◆ Two-thirds of GPCR are scheduled less than 50% of the available time.
- ◆ Just 13% are scheduled at or over 70% of the available window.
- ◆ On a room-by-room basis, the percentage hours scheduled range from a low of 2% in Annex I, Numa Adams Building, and Lulu Vere Childers Hall, to a high of 98% in Alain Locke Hall.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-14: Sessions by Day of the Week

Day	Number of course sessions
Monday	573
Tuesday	510
Wednesday	578
Thursday	490
Friday	397
Total	2,548



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SCHEDULING PATTERNS BY COLLEGE

Howard University also requested RA to disaggregate the ISUA data by College. Generally, recommendations for GPCR are not proposed at the departmental level, as classrooms are Campus-wide commodities and should be available to be scheduled for all courses.

Table 5-15 indicates in tabular and graphic format the distribution of the instructional hours by College.

- ◆ Arts & Sciences is home to the majority of the courses on Campus and schedules half of the GPCR hours on Campus.
- ◆ The colleges with the fewest hours of on-Campus instruction are Social Work and the Divinity School.
- ◆ Although Friday is the day with the fewest scheduled courses, it is mainly scheduled by Education and Arts & Sciences for general courses. Social Work and the Divinity School do not schedule on Fridays.
- ◆ Social Work schedules the majority of its courses on Tuesday and Thursday with low use on Wednesday.
- ◆ Arts & Science as well as Education have a relatively even distribution of course meetings across the five days.

School or College	% of weekly instructional hours
College of Arts & Sciences (COAS)	50%
School of Divinity (HUSD)	2%
College of Engineering, Architecture & Computer Science (CEACS)	5%
School of Education (SOE)	4%
Graduate School (GS)	8%
College of Pharmacy, Nursing & Allied Health Science (CPNAHS)	9%
School of Business (HUSB)	11%
School of Communications (SOC)	9%
School of Social Work (SSW)	2%

SCHEDULING PATTERNS BY BUILDING

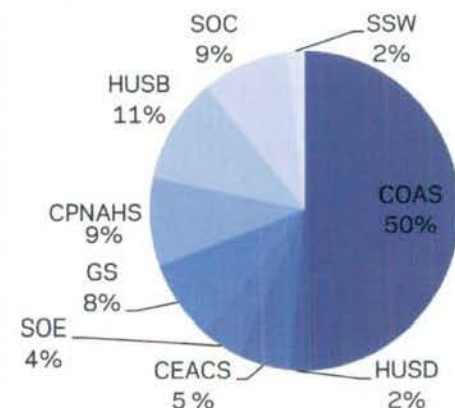
The University requested an overall review by building, based on best available data. Table 5-17 illustrates the utilization patterns by building, and shows the capacity for additional GPCR instruction within each building based on planning guidelines.

For example, the C.B. Powell Building was scheduled for 361.67 hours of credit bearing instruction in Fall 2010. The total available hours for instruction in the Powell Building are 1,120 (28 rooms x 40 hours per week). Guidelines recommend scheduling 67% of those hours, or 750.4 hours (67% of 1,120 hours). The remaining 388.73 hours (750.4 minus 361.67), represent the additional capacity for instruction for the building.

Alain Locke Hall is the only building exceeding the recommended levels of hourly utilization per week.

Table 5-15: Distribution of Course Sessions Across Weekday Scheduling Window, by College

*Note: Divinity School is not located on Central Campus



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-16: Distribution of Course Sessions Across Weekday Scheduling Window, by College

*Note: Divinity School is not located on Central Campus

<i>School or College</i>	<i>M</i>	<i>T</i>	<i>W</i>	<i>R</i>	<i>F</i>
College of Arts & Sciences (COAS)	22%	18%	22%	18%	20%
School of Divinity (HUSD)	23%	23%	39%	16%	0%
College of Engineering, Architecture & Computer Science (CEACS)	19%	25%	22%	27%	7%
School of Education (SOE)	21%	24%	21%	18%	15%
Graduate School (GS)	29%	17%	29%	11%	15%
College of Pharmacy, Nursing & Allied Health Science (CPNAHS)	26%	25%	22%	18%	10%
School of Business (HUSB)	23%	25%	23%	25%	4%
School of Communications (SOC)	24%	23%	24%	19%	10%
School of Social Work (SSW)	17%	31%	7%	45%	0%

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-17: GPRC Utilization by Building

*Note: School of Divinity not located on Central Campus

Building	# of Rooms	Actual Scheduled Hours (Fall 2010)	Recommended Hours (67% of 40 Hr Window)	Available Hours +/-
Annex 1	22	201.67	589.6	387.93
Annex 2	1	1.33	26.8	25.47
Annex 3	1	1.83	26.8	24.97
Academic Support Building A	6	45.67	160.8	115.13
Academic Support Building B	3	52.67	80.4	27.73
Burr Gymnasium	4	63.67	107.2	43.53
School of Business	19	343.17	509.2	166.03
C.B. Powell Building	28	361.67	750.4	388.73
Chauncey Cooper Hall	1	17	26.8	9.80
Chemistry Building	6	130.5	160.8	30.30
College of Dentistry	1	2.67	26.8	24.13
Douglass Hall	31	634.33	830.8	196.47
School of Divinity	6	54.33	160.8	106.47
Earnest Just Hall	9	90.33	241.2	150.87
Howard Center	3	26.67	80.4	53.73
Howard Mackey Building	5	79.67	134	54.33
Howard University Hospital	4	14.33	107.2	92.87
Inabel Burns Lindsay Hall	7	113.17	187.6	74.43
ISAS	3	35.83	80.4	44.57
Lewis K. Downing Building	14	199.83	375.2	175.37
Alaine Locke Hall	15	409	402	-7.00
Lulu Vere Childers Hall	15	151.17	402	250.83
Medical Arts Building	1	16	26.8	10.80
Miner Building	4	35	107.2	72.20
Numa Adams Building	2	15.17	53.6	38.43
Seeley Mudd Building	4	13.67	107.2	93.53
Thirfield Hall	5	48	134	86.00
WHUT TV Station	1	5.17	26.8	21.63
Undergraduate Library	1	2.67	26.8	24.13
Unknown Building*	1	3	26.8	23.8
Total	223	3169.17	5,976.4	2,807.21

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SPECIALIZED INSTRUCTIONAL SPACES (SI)

82 SI spaces were identified from course data and online course descriptions, and categorized by the following types:

- Broadcast Studios 5 spaces
- Computer Lab 11 spaces
- Dance Studios 2 spaces
- Language Labs 5 spaces
- Music Rooms 4 spaces
- Science Labs 29 spaces
- Art & Architecture Studios 21 spaces
- Theatre Arts Spaces 4 spaces

DISTRIBUTION BY DAY

The guideline for weekly room hour utilization rate is lower for SI space than for GPCR to allow adequate time for course set-up and break-down, and to provide open times for student self-directed study or research in these spaces.

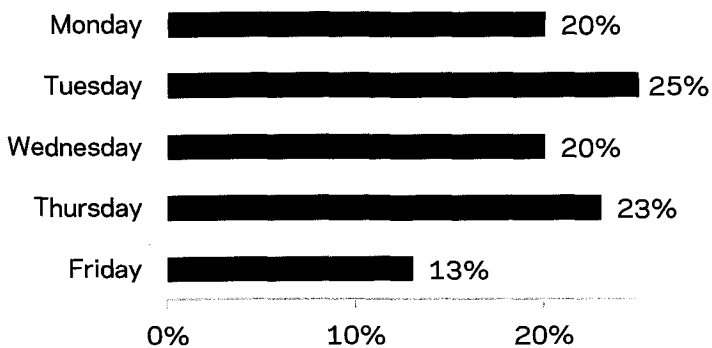
The planning guideline for SI space is to typically schedule 50% of the scheduling window, or 20 of the 40 weekly day hours. In the case of some individual SI spaces – and at Campuses with smaller enrollments – the 50% rate may be unattainable, since there may be not a high enough demand for some required but specialized courses.

Table 5-18: SI Space by Type

SIS Type	Number of Rooms	Day - Weekly Hours Scheduled	Evening - Weekly Hours Scheduled
Broadcast Studios	5	21.83	0.00
Computer Lab	11	72.33	10.50
Dance Studios	2	18.83	6.00
Language Labs	5	159.33	12.00
Music Rooms	4	40.00	9.17
Science Labs	30	362.00	47.33
Art & Architecture Studios	21	282.17	36.33
Theatre Arts	4	39.17	0.00
Total	82	995.66	121.33

Table 5-19: Course by Day

Day	Number of course sessions
Monday	107
Tuesday	135
Wednesday	109
Thursday	124
Friday	73
Total	548



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

There are 548 SI space course meetings distributed across the week. The busiest single day is Tuesday with 135 course sessions, or 25% of the meetings. (This includes all courses that met only on Tuesday, as well as courses that met on a combination of weekdays such as MT, TR, etc., if applicable.)

Theoretically, if courses were distributed evenly across five days, 20% of all course meetings would occur on each day. Howard's SI courses are roughly distributed across all five days, from 25% on Tuesday to 13% on Friday. As with GPCR, the lower SI space use on Friday is not unusual.

- ◆ Almost 80% of the SI spaces are scheduled 50% or less of the available time.
- ◆ Just 9% or 7 rooms are scheduled over 70% of the time, with only two over 90%.
- ◆ On a room-by-room basis, the percentage hours scheduled range from a low of 2% in CBP C-230 (one course) to a high of 96% in LKH 0304 (averaged across 15 courses).

Figure 10 indicates the rooms at or over 70% of the scheduling hours, which impinges on student access to the space for independent study as well as on time for set-up and break down of the space.

SCHEDULING BY SPACE TYPE

Utilization of SI space was determined by measuring course hours scheduled against the recommended planning guidelines of 50% hour utilization. Language Labs currently appear to exceed recommended utilization levels. Other types of SI space appear to have additional instructional capacity.

Utilization of these rooms is determined by scheduled course hours measured against recommended guidelines.

Music Rooms and Language Labs currently exceed recommended utilization levels. Other types of SIS have additional instructional capacity.

Table 5-20: Scheduled 70% of the window

Building	Room	% Hours
Alain Locke Hall	0359	72%
Lulu Vere Childers Hall	IRAT	73%
Annex 1	0302	78%
Alain Locke Hall	0340	81%
Alain Locke Hall	0300	84%
Founders Library	0172	94%
Alain Locke Hall	0304	96%

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-21: SI Space Capacity by Building

Building	# of Rooms	Actual Scheduled Hours (Fall 2010)	Recommended Hours (50% of 40 Hr Window)	Available Hours +/-
Annex 1	6	74.83	120	45.17
C.B. Powell Building	8	39.5	160	120.5
Chemistry Building	6	91	120	29
Earnest Just Hall	8	112.17	160	47.83
Howard Mackey Building	7	64.5	140	75.5
Founders Library	2	40.17	40	-0.17
Lewis K. Downing Building	7	47.33	140	92.67
Alaine Locke Hall	7	174	140	-34
Lulu Vere Childers Hall	23	293	460	167
Numa Adams Building	1	10	20	10
Seeley Mudd Building	1	10	20	10
Thirkield Hall	5	39.17	100	60.83
Total	81	995.67	1,620	624.33

Table 5-22: Utilization by Space Type

SIS Type	Number of Rooms	Total Available Hours (40 hrs x no. of rooms)	Total Scheduled Hours	% hours utilized
Broadcast Studios	5	200	21.83	11%
Computer Lab	11	440	72.33	16%
Dance Studios	2	80	18.83	24%
Language Labs	5	200	159.33	80%
Music Rooms	4	160	40	25%
Science Labs	30	1,200	362	30%
Art & Architecture Studios	21	840	282.17	34%
Theatre Arts	4	160	39.17	24%
Total	82	3,280	995.66	30%

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

The SI space was reviewed in terms of discipline and use. Percentage of use ranged from a low of 11% in the Broadcast Studios to a high of 80% in the Language Labs, where the scheduling exceeds the planning guidelines.

SCHEDULING BY BUILDING

Table 39 illustrates the SI space utilization patterns by building. The available scheduling time is indicated based on the 50% utilization guideline.

For example, the Lewis K. Downing Building currently supports 47.33 hours of credit bearing instruction in seven rooms, and a 40-hour daytime scheduling window. A total of 280 weekly hours are available for instruction (7 rooms x 40 hours per week), but applying the 50% scheduling guideline reduces that availability to 140 hours (50% x 280 hours). The remaining 92.67 hours (280 minus 47.33), represents the additional capacity for instruction for the Dowling Building.

The scheduling in Alain Locke Hall and Founders Library exceed these recommended levels of hourly utilization.

Table 5-23: Capacity by Building

Building	# of Rooms	Actual Scheduled Hours (Fall 2010)	Recommended Hours (50% of 40 Hr Window)	Available Hours +/-
Annex 1	6	74.83	120	45.17
C.B. Powell Building	8	39.5	160	120.5
Chemistry Building	6	91	120	29
Earnest Just Hall	8	112.17	160	47.83
Howard Mackey Building	7	64.5	140	75.5
Founders Library	2	40.17	40	-0.17
Lewis K. Downing Building	7	47.33	140	92.67
Alaine Locke Hall	7	174	140	-34
Lulu Vere Childers Hall	23	293	460	167
Numa Adams Building	1	10	20	10
Seeley Mudd Building	1	10	20	10
Thirkield Hall	5	39.17	100	60.83
Total	81	995.67	1,620	624.33

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

NON-INSTRUCTIONAL SPACE NEEDS

This section documents requirements for assignable, non-instructional space on the Howard University Central Campus. The non-instructional space utilization analysis provides the necessary data to inform facilities planning decisions and support the allocation of capital resources. The outcome of this analysis allows the University to make data-based decisions regarding non-instructional space needs.

Space on the Central Campus includes all of the assignable space categories as defined by the U.S. Department of Education's National Center for Education Statistics (NCES) in the Facilities Inventory and Classification Manual (FICM):

- **Laboratory facilities (200 Series):** Rooms or spaces characterized by special purpose equipment or a specific configuration that ties instructional or research activities to a particular discipline or a closely related group of disciplines. This category includes specialized instructional space as defined in the Instructional Space Needs section.
- **Office Facilities (300 Series):** Offices and conference rooms specifically assigned to each of the various academic, administrative, and service functions.
- **Study facilities (400 Series):** Study rooms, stacks, open-stack reading rooms, and library processing spaces.
- **Special use facilities (500 Series):** Military training rooms, athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, animal quarters, greenhouses, and other room categories that are sufficiently specialized in their primary activity or function to merit a unique room code.
- **General use facilities (600 Series):** Assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms, and other facilities that are characterized by a broader availability to faculty, students, staff, or the public than are special use areas.
- **Support facilities (700 Series):** Computing facilities, shops, central storage areas, vehicle storage areas, and central service space that provide centralized support for the activities of a Campus.

- **Health care facilities (800 Series):** Facilities used to provide patient care (human and animal).
- **Residential facilities (900 Series):** Housing facilities for students, faculty, staff, and visitors to the Campus.
- **Unclassified facilities (000 Series):** Inactive or unfinished areas, or areas in the process of conversion.

The majority of facilities on the Howard University Central Campus include a mixture of spaces falling into various space use codes. For example, Locke Hall, one of Howard University's primary classroom buildings, includes spaces categorized in the 100, 200, 300, 400, 600, and 700 Series, as does Douglass Hall. Burr Gymnasium includes spaces categorized in the 100, 200, 300, 500, and 600 Series.

The prime sets of data used in non-instructional space utilization analysis are the University's space inventory; student, faculty, and staff information from Enrollment Management, Human Capital Management, and the Howard University Facts book; information gathered through programming surveys, charrettes, and core team meetings; plans and studies previously commissioned by the University; and, additional information received through the Request for Information process. Analysis is based upon space and headcount data received in fall 2009 and 2010. Assumptions are based upon data received from the individual Schools and Colleges, PFM, and HCM, as well as information received in interviews and correspondence with numerous University stakeholders.

In addition to quantitative measures, qualitative factors also affect space use. Each of the issues detailed below has an impact on utilization of space and should be taken into consideration as decisions regarding non-instructional space needs are made:

- **Quality Issues:** Poor physical quality is frequently responsible for low utilization of a space. Poor or inadequate heating, cooling, acoustics, lighting, location, sightlines, or accessibility all can impact the desirability of a space.
- **Adjacency Issues:** While some spaces may be appropriately sized and of good quality, their location on the Campus may make them less desirable. For example, much of the space in the Howard University Service Center is appropriately sized and of good quality, but its distance from the core of Central Campus makes these less desirable spaces.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

NON-INSTRUCTIONAL FINDINGS

The following sections describe the existing condition of Howard University's space inventory and future programmatic need by series. See appendix for detailed tables documenting space by category for each of Howard University's facilities.

000 Series – Vacant Space

The Effingham Apartment buildings, located on Georgia Avenue are currently vacant, as is the HU Security Substation (Georgia Avenue, and the Student Health Center Annex Pharmacy/PeopleSoft Work Site (College Street). There is no existing or future programmatic need for these buildings.

200 Series –Laboratory Facilities

Laboratory Facilities include all rooms or spaces characterized by special purpose equipment or a specific configuration that ties instructional or research activities to a particular discipline or closely related group of disciplines.

Class Laboratories

As addressed in the instructional space analysis, Howard University's inventory (quantity) of instructional labs/classroom labs is sufficient with the exception of Music Rooms and Language Labs. All other specialized instructional spaces have the capacity to support additional instruction.

Open and Research Laboratories

Ideally, the Howard University's research laboratory square footage would be compared to benchmarks from Research-Very High institutions. Benchmark average Assignable Square Feet (ASF) per faculty is shown in Table 5-24 on opposite page.

The existing space database does not currently identify all research space in the University, nor does it tie research space to departments. In the absence of data, Open and Research laboratory space data was split by school or college (and department where possible), based on the building:

The data available is sufficient to point to a shortage of research space. For example, the Physics Department has 3,000 SF of research space listed in the database and 27 faculty performing research. This is an average of roughly 110 ASF/faculty, significantly less than the average benchmark for Research VH (1,820 ASF/faculty). Similarly, the Chemistry Department has 18 faculty members using 12,200 ASF of research space (675 ASF/faculty); this is significantly less than the average benchmark of 3,020 ASF/faculty.

In addition to the shortage of space for research, quality of available research space was noted to be an issue by many stakeholders.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-24: Average ASF for Research Space per Faculty for Peer Institutions

Type	Low (ASF)	Average (ASF)	High (ASF)
Architecture	1350	1950	3000
City Planning	630	660	700
Computer Science	870	1620	2020
Aerospace Engineering	1600	1930	3160
Chemical Engineering	1660	2820	3280
Civil/Environmental Engineering	1510	2280	4330
Electrical Engineering	1150	1590	2900
Industrial Systems Engineering	670	1080	1390
Materials Science Engineering	1240	2060	3000
Mechanical Engineering	1290	2160	3040
Biology	1530	2720	4700
Chemistry/Biochemistry	1560	3020	4960
Earth/Atmospheric Science	890	1750	3880
Health/Performance Science	670	2160	3460
Mathematics	260	510	920
Physics	1260	1820	2810
Psychology	680	1300	1900
Economics	410	620	1080
English/Literature	180	360	670
History	170	290	650
Management	290	930	1520
Modern Language	240	410	650
Public Policy	210	570	800

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-24: Average ASF for Research Space per Faculty for Peer Institutions
(continued)

School or College	FICM Category	Total Assignable Square Feet
General Arts & Sciences	220	800
	225	600
General Arts & Sciences Subtotal		1,400
Athletics	220	200
Athletics Subtotal		200
Biology - Arts & Sciences	220	2,600
	225	5,400
	250	6,000
	255	200
Biology - Arts & Sciences Subtotal		14,200
Business	220	600
	225	200
	250	600
Business Subtotal		1,400
CEACS	220	3,600
	225	800
	250	2,000
CEACS Subtotal		6,400
Chemistry - Arts & Sciences	220	1,600
	225	2,200
	250	8,400
Chemistry - Arts & Sciences Subtotal		12,200
Communications	220	1,800
	225	800
	250	200
Communications Subtotal		2,800
CPNAHS	220	1,200
	225	1,800
	250	400
	255	400
CPNAHS Subtotal		3,800
Dentistry	220	3,000
	225	1,800
	250	1,400
Dentistry Subtotal		6,200
Education	220	200
	250	400
Education Subtotal		600

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-24: Average ASF for Research Space per Faculty for Peer Institutions (continued)

School or College	FICM Category	Total Assignable Square Feet
Fine Arts - Arts & Sciences	220	200
	225	1,000
<i>Fine Arts - Arts & Sciences Subtotal</i>		1,200
Graduate School	250	200
<i>Graduate School Subtotal</i>		200
Library	220	200
<i>Library Subtotal</i>		200
Medicine	220	24,000
	225	14,600
	250	8,600
	255	4,200
<i>Medicine Subtotal</i>		51,400
Physics - Arts & Sciences	220	1,600
	225	800
	250	600
<i>Physics - Arts & Sciences Subtotal</i>		3,000
Research - Mixed	250	600
	255	5,000
<i>Research - Mixed Subtotal</i>		5,600
SSW	220	400
<i>SSW Subtotal</i>		400
NA		3,000
<i>NA Subtotal</i>		3,000
Grand Total		114,200

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

300 Series – Office Facilities

This set of space includes offices and conference rooms specifically assigned to each of the various academic, administrative, and service functions.

As the need for office facilities is largely driven by headcount, Howard University's faculty and staff headcounts were analyzed to determine future need.

Faculty Headcount

Howard University has expressed desire for limited enrollment growth. This is driven by the desire to maintain the feeling of an intimate learning environment. At the time of this report, the University's goal is to accommodate approximately 12,000 students. The 2010 student population was 10,360. The existing number of full time faculty (960) results in a faculty to student ratio of one to 10.79. This is a reduction in the faculty to student ratio from years past, but is still very high.

Howard University's faculty to student ratio is lower than all of the peer institutions identified by McKinsey and Company, with the exception of Georgetown University and Johns Hopkins University. Howard University's faculty to student ratio, and therefore faculty numbers will likely not change significantly within the planning period.

Staff Headcount

The number of staff at Howard University has steadily remained fairly steady over the past few years; the University is unlikely to significantly increase the number of staff.

Table 5-25: Faculty to Student Ratio

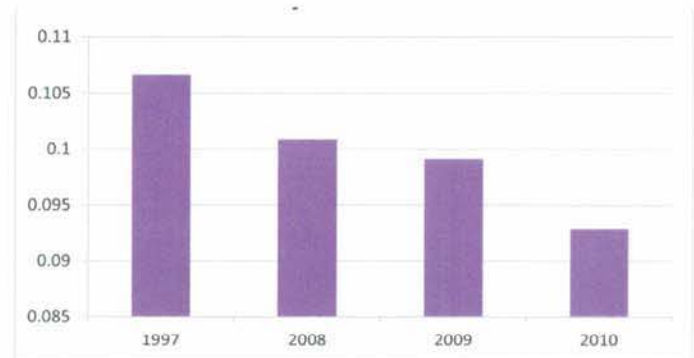


Table 5-26: Faculty and Staff

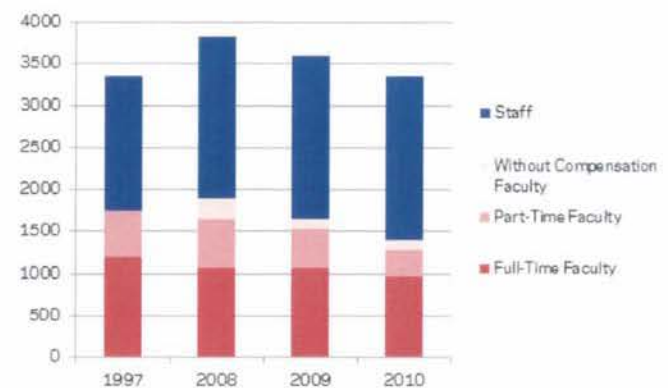


Table 5-27: Faculty to Student Ratios - Peer Institutions

School (McKinsey-identified peers)	Faculty:Student Ratio
Howard University	1:10.76
Drexel University	1:13
Georgetown University	1:10
Boston College	1:13
St. Louis University	1:12
Tulane University	1:11
University of Miami	1:13
Loyola University of Chicago	1:15
George Washington University	1:13
Johns Hopkins University	1:10
Baylor University	1:14

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Office Requirements

Space per person is currently determined based on the existing configuration of the facilities, resulting in a wide range of office sizes (from 13 SF to 3,184 ASF). The average office size 189 SF; median size is 162 ASF. The mode (highest number of occurrences) is 173 ASF; there are 26 offices of this size.

Per the space database, Howard University had 2,879 offices; however, due to the categorization of the database, it is not possible to determine whether these spaces are assigned to multiple individuals or, in the case of open plan work areas, how many desks are provided. Future office space should be planned based on the space standards identified in the appendix of this report.

Conference Space Requirements

The database indicates that the University has 126 conference and/or training rooms. Future programs should be developed with standards, for example: one small conference room for every 20 people, one medium conference room for every 50 people, and one large conference room for every 100 people. Using this standard, Howard University has a shortage of small conference rooms.

Table 5-28: Conference Room Size

Conference Room Size	Existing	Required
Small (less than 200 SF)	19	203
Medium (201-350 SF)	50	81
Large (351 SF or larger)	41	41
Total	126	325

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

As Howard University develops programs for new buildings and restacks existing buildings, attention should be paid to providing more small and medium-sized meeting rooms. In the short term, some of the very large conference spaces could be considered for subdivision. Additionally, excess office space could be converted to small conference facilities, and large offices could double as conference rooms when the occupant is not present.

400 Series – Study Facilities

The 400 Series encompasses all spaces such as study rooms, stacks, open-stack reading rooms, and library processing spaces.

Several issues were noted in regard to Howard University's study space:

- Need for a graduate library – this would be a space dedicated to graduate student study and workgroups;
- Need for more student work rooms – areas for group projects and study are in high demand across the Campus;
- Need for appropriate space for Moorland-Spingarn Research Center and special collections; and
- Space for group study rooms could be accommodated by reconfiguring underutilized stack and large study areas into smaller spaces, particularly in the Undergraduate Library.

500 Series – Special Use Facilities

Special Use Facilities include military training rooms, athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, animal quarters, greenhouses, and other room categories that are sufficiently specialized in their primary activity or function to merit a unique room code.

Media production space is currently inadequate. A new program for the School of Communications addresses the needs of the SOC, which include an additional screening room, dedicated rooms with TV/production studios (they currently use space at WHUT), and a speech/hearing clinic. WHUR and WHUT also need additional media production spaces. WHUR requires a digital recording studio and a performance studio;

WHUT requires additional space to support freelance staff. All three groups require upgrades to the condition of the existing spaces.

Howard University's Animal Facilities were recently renovated and are in good condition; however, Howard University would like to expand the vivarium as part of its health sciences research. This would require new or expanded facilities.

The greenhouse facility is adequate.

600 SERIES – GENERAL USE FACILITIES

This series includes all assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms, and other facilities that are characterized by a broader availability to faculty, students, staff, or the public than are special use areas.

Assembly space at Howard University is adequate for most functions; however, additional space is required for major events. This includes regular religious services (Rankin Chapel is not large enough for weekly services), as well as events such as homecoming. Cramton Auditorium serves much of the need for major events; however, the University feels there is potential for a larger venue to provide additional opportunities for revenue-generating events, as well as University programs.

Additionally, there is insufficient conference space. Blackburn University Center is the main provider of meeting spaces, and students and faculty compete for times to book this facility.

Throughout the University, there is a lack of exhibition space. Small galleries in Blackburn and Lulu Vere Childers Hall provide some space for display of the University's extensive art collections; however, much of the collection is currently in inadequate storage space. The Moorland-Spingarn Research Center also requires additional exhibition space.

The dining halls and small food facilities at Howard University are inadequate. Additionally, there are few off-Campus venues providing healthy food options for faculty, staff, and students.

CAMPUS FACILITIES AND SPACE UTILIZATION

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700 Series – Support Facilities Support Facilities are defined as computing facilities, shops, central storage areas, vehicle storage areas, and central service space that provide centralized support for the activities of a Campus.

In general, storage space at Howard University is sufficient; however, it is distributed and much is in poor condition.

800 Series – Health Care Facilities

The 800 Series includes any facilities used to provide patient care (*human and animal*).

900 Series – Student Housing Facilities

Student Housing Facilities include housing facilities for students, faculty, staff, and visitors to the Campus.

Impacts of Academic Program Strategy

Howard University is seeking to make strategic changes to its undergraduate, graduate, and professional programs. In order to do this, the University established the President's Commission on Academic Renewal (PCAR).

The commission used the following six evaluative criteria to assess each of the University's academic programs:

- Tie to mission
- Academic quality
- Research
- Academic centrality and necessity
- Student enrollment
- Sustainability

The PCAR's report presented academic models for the delivery of undergraduate, graduate and professional education and included recommendations for program mergers, consolidations and transformations; program eliminations; program additions; and other general program recommendations.

The majority of the recommendations involve reorganization or general recommendations for operational or organizational change to programs. The following list documents recommendations with potential spatial implications.

Proposed Program eliminations:

- Eliminate program in Modern Languages and Literature (MA)
- Eliminate Human Development and Psycho-educational Studies (MA)
- Eliminate Health Human Performance and Leisure Studies (MS)
- Eliminate Education doctoral programs (EdD)
- Eliminate Modern Languages and Literature (MA)
- Eliminate Human Development and Psychoeducational Studies (MA)

Proposed Program additions:

- Add doctoral degree in Africana studies
- Develop a Health Sciences Clinical Education Center to coordinate the patient-oriented clinical training of all students in the Health Sciences
- Develop a Health Sciences Faculty Practice
- Establish a Health Science Management Program for the MBA program in collaboration with Allied Health Sciences
- Revive the MS in Public Health Program that (currently in hiatus)
- Establish a comprehensive Pre-Health Professionals Office/Center
- Create an Interdepartmental Program in international, comparative and area studies

Proposed Program changes, consolidations, or reorganizations:

- Separate CPNAHS into three separate colleges
- Consolidate the Consolidate the Health Sciences Management Program and the Pre- Physical Therapy Program into a new Department of Health Sciences and Management

CAMPUS FACILITIES AND SPACE UTILIZATION

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- Consolidate the Radiation Therapy program in CPNAHS with the Radiation Therapy Department in the COM
- Architecture should develop a strategic plan for either 1) remaining in the CEACS with a more computational focus or 2) moving to the Division of Fine Arts with more focus on Design
- Hospitality Management (COAS) should be consolidated with the Management program in the SOB
- Consolidate World Languages and Cultures/Latin, Greek, German, Spanish, French, and Russian programs within the Department of World Languages and Cultures
- Consolidate Leisure Studies/Sport Management (COAS) program with the Management program in the SOB

While each of these eliminations, mergers, and creations has some spatial implication, the majority will have limited impact as they are small programs.

As Howard University builds new facilities and renovates existing buildings, these programmatic changes will be incorporated into restacks and new facility programs, rather than developing individual building programs around these changes.

FACILITY CONDITIONS

Primary concerns with the existing space are the facility conditions and technology. While some facilities are state-of-the-art, many Central Campus facilities are lacking in technological infrastructure such as consistent wireless internet access and technology. Deferred and preventative maintenance will be prioritized to improve the conditions of the existing facilities. A comprehensive facilities assessment has been conducted by external consultants, and the findings, combined with the University's academic priorities, will guide the renovation plan and its implementation.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

RIGHT-SIZING AND CONSOLIDATING

The majority of the existing buildings on the Central Campus were built many years ago (average year of construction is 1949 – meaning, the average building is over 60 years old; median year of construction is 1954, mode is 1960 – five buildings were built during this year).

The majority of these buildings have not been significantly renovated since their initial construction, meaning that their size and configuration do not necessarily lend themselves to the design of modern space. This applies not only to classrooms, as discussed in the instructional space analysis, but also to offices and support spaces.

As buildings are renovated, spaces will be evaluated and right-sized rather than reconstructed in their original configuration.

Table 5-29: Presumed Distribution Compared to 'Right-sized' Need

Seat Range	Current Distribution of instructional space (from inventory)			Right sized need of instructional space (from course data)		
	No. of Rooms	Number of seats	ASF per seat	No. of rooms	No. of Rooms - Shortage/ Excess	ASF Needed
1 to 20	94	1,346	22 ASF	48	+46	21,120
20 to 30	65	1,600		23	+42	15,180
30 to 40	18	621		16	+2	14,080
40 to 50	11	492		13	-2	14,300
50 to 60	9	493		8	+1	10,560
60 to 74	0	0		8	-8	10,800
75 to 100	4	368	18 ASF	2	+2	3,600
100 to 125	10	1,112		1	+9	2,250
125 to 150	5	682		1	+4	2,700
150 to 175	1	183		1	+1	3,150
175 to 200	0	0		0	0	0
200 to 250	2	465		0	+2	0
250 +	2	289	15 ASF	0	+2	0
Total	221	7,651	169,101	121	+100	97,740

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SUMMARY

SPACE INVENTORY

The space inventory provided by Howard University should undergo a substantial review for accuracy and consistency. The application of NCES coding, the use of consistent room naming conventions, the determination of seat or station counts for instructional spaces, and the allocation of departmental classrooms would assist the University in developing a space management system. An accurate and up-to-date space inventory is a critical tool for any long-range space planning that can be used in multiple ways across Howard University's administrative community, particularly in the Registrar's Office.

Several changes should be considered: adopt a centralized registration system; inventory and quantify work stations and seats per classroom; adopt a collaborative approach that allows facilities planning and registrar staff to work together.

INSTRUCTIONAL CAPACITY

Based on analysis of the best available data, the current GPCR have the capacity to support more instruction than is currently scheduled, by a substantial margin. With the exception of the Language Labs, the SI spaces also have the ability to support additional instruction.

Station counts were calculated for GPCR based on standard guidelines for ASF/station.

For example, if a GPCR were listed in the inventory as having 770 ASF, in the absence of an actual seat count, it was assumed to have 35 stations ($770 \text{ ASF} \div 22 \text{ ASF/station} = 35 \text{ stations}$).

The seat or station counts were compared to the distribution of rooms needed according to the course data analysis, based on enrollment data and the demand analysis. While these two data sets cannot be reconciled, the demand analysis indicates that Howard University currently has a substantial excess of instructional space (assuming the space inventory correctly identified all instructional spaces). The current number of 221 GPCR exceeds the University's current need by 100 rooms of various sizes totaling 71,360 ASF.

In the late 1980's, Howard University did reach the enrollment cap of 12,000 students, so it is no surprise that there is a current surplus of instructional space.

OTHER OBSERVATIONS/ISSUES FOR CONSIDERATION

Qualitative issues vary with each Campus and affect instructional space use, though their impact cannot be directly integrated into the quantitative analysis. Each of the issues detailed below has an impact on scheduling and utilization of space on Campus and should be taken into consideration as decisions regarding instructional space needs are made. These are general Campus issues identified across multiple studies and may not specifically apply to Howard. They are provided for informational purposes.

Contractual Issues:

The faculty contract may limit either credit-hour contact or the number of students that faculty may teach by course or discipline. These limitations can affect room capacity and assigned square footage.

Geographical/College & School Issues:

If an instructor teaches two back-to-back courses, he/she may request the assigned instructional spaces be proximately located. Faculty requests to schedule courses in proximity to their offices can also influence the demand for rooms in those areas on Campus close to faculty office buildings.

Another factor may be related to that of a College/School. More often than not, there is a propensity for a College/School to schedule within their building before venturing out into the general Campus pool. This can lead to "departmental" type spaces in which only courses related to that College/School are scheduled. This can lead to lower utilization of space, especially of GPCR.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Quality Issues:

Poor physical quality is frequently responsible for low utilization of a space. Poor or inadequate heating, cooling, acoustics, lighting, location, sightlines or accessibility all can impact the desirability of a classroom. Another reason for low utilization is the lack of appropriate teaching technology.

Capacity Issues:

The selective overriding of course capacity is standard at most institutions. Application of a 67% station occupancy rate provides the flexibility for such overages in enrollment in a room, assuming the course is assigned to an appropriately sized space. Of concern, however, is the extent to which course capacity is being overridden. When overriding becomes standard practice, it is important to identify a trigger for adding course sections to meet the demand.

Pedagogical Issues: The manner by which faculties teach and students learn is changing, to respond to new technologies and program objectives. Additionally, today's students have a predilection to socialize, study, and work in groups. Group-based learning models are increasing the need for different kinds of interaction spaces where students and faculty may gather informally. Spaces are also needed where students may work in small groups or independently.

Scheduling Issues:

The type of faculty and student mix influences scheduling. Part-time/adjunct faculty are often only available to teach when it fits into their personal or professional schedules, and part-time students must schedule around family and work needs. In contrast, a Campus with a higher proportion of full-time faculty and full-time (especially residential) students will support a more even distribution of scheduled courses. Reliance on adjuncts has a direct impact on creating an atypical and expansive scheduling window.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SUMMARY OF PROJECTED SPACE NEED

Table 5-30: Recommended Changes to Space Requirement by FICM Category:

FICM Category	Existing Supply (ASF)	Avg. Efficiency at HU	Existing Supply (GSF)*	Changes to Demand	New Construction Change (ASF)**	New Construction Change (GSF)*
000 Vacant Space	74,230	(NA - actual GSF shown)	93,144	Space no longer required	(74,230)	(93,144)
100 Classrooms	166,916	63%	264,946	There is excess of general purpose classroom space given existing pedagogy	--	--
200 Laboratory	303,939	64%	474,905	Specialized instructional space is sufficient in area; however, additional research space is required Provide space for interdisciplinary STEM center; computational and biomedical sciences, and nanotechnology	500,000	780,000
300 Office	769,674	65%	1,184,114	Office space is generally sufficient; new facilities and major renovations should use updated standards for allocation of office and support space	--	--
400 Study	198,894	67%	296,857	Add teaching and learning facility Reconfigure existing space	100,000	150,000
500 Special Use	136,855	62%	264,946	Replace/expand School of Communications Replace/expand Animal Facilities Replace/expand athletic facilities Provide recreation facilities	310,000	265,000
600 General Use	190,353	50%	380,706	Expand Blackburn University Center	65,100	105,000
700 Support	147,187	63%	233,630	No significant change	20,000	32,000
800 Health Care	646,767	70%	923,953	Replace/expand CPNAHS space Expand research space	200,000	285,000
900 Student Housing	1,173,519	63%	1,862,729	Provide additional housing for all levels of student	800,000	1,300,000
TOTAL	3,808,334		5,979,929		1,995,100	2,937,000

*Does not remove space to be replaced