

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK



UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

INTRODUCTION

Howard University's institutional profile and the strategic initiatives used to guide the development of the campus master plan are presented in this chapter.

UNIVERSITY PROFILE

Founded in 1867, Howard University is a comprehensive, research-oriented, private coeducational institution offering a full array of undergraduate, graduate and professional programs. A premiere Historically Black College and University (HBCU), Howard University combines the best elements of a liberal arts and sciences-based undergraduate core curriculum, with selected graduate and professional programs. Since its founding, Howard has awarded more than 100,000 diplomas in the professions, the arts, sciences and the humanities.

Howard University is unique in many ways that anchor it as an institution of distinction among its peers. As one of only two non-military colleges or universities chartered by the United States Congress, the role the University plays in expanding access to the broadest array of undergraduate, graduate and professional programs to African Americans is given special national significance within the overall higher education community. Howard is also the nation's most comprehensive HBCU, and is a leader within this community in science, technology, engineering and mathematics (STEM)-focused research disciplines.

In 2009, HU was approved for reaccreditation by the Middle States Commission on Higher Education (MSCHE). Among the benchmarks for reaccreditation are: compliance with federal requirements, compliance with accreditation standards, institutional resources, leadership and governance, administration, integrity, institutional assessment, student admission and retention, student support services, faculty and educational offerings. The report cited Howard University for many distinctions and recognized the important legacy of the University.¹

¹ Ribeau, Ph.D., Sidney A. 2009 Self-Study Report to the Middle States Association of Colleges and Schools Commission on Higher Education (Howard University, September 2009).

"Howard University occupies a unique niche in higher education both in terms of its remarkable legacy and future potential. It is quite literally a national treasure as the foremost research university ensuring the education of African American leaders for the nation and the world."

-Middle States Commission on Higher Education

There are 12 schools and colleges at Howard University: College of Arts and Sciences, College of Engineering, Architecture, and Computer Sciences, School of Education, School of Social Work, School of Business, School of Communications, College of Medicine, College of Dentistry, College of Pharmacy, Nursing, and Allied Health Sciences, The Graduate School of Arts and Sciences, School of Divinity and the School of Law. The 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.

In addition to the MSCHE reaccreditation, all of the University's schools, colleges and their respective programs are accredited. The Self Study revealed, however, that they all required improved physical infrastructure, services, administrative and management systems and the ability to attract, recruit and retain talented faculty in order to preserve and enhance the academic integrity they have achieved.

The Campus Master Plan, as a direct outgrowth of the University's self-reflection process, is designed to reshape the University's physical environment to facilitate, advance and promote its academic aspirations.

Students come to Howard University from virtually every state of the union, the District of Columbia, and 108 countries. As of 2010, the University's enrollment was 11,000, with an estimated 67 percent comprised of undergraduate students. Howard University foresees a stable total enrollment with the potential to accommodate approximately 12,000 students. Coming, as they do from across the nation and around the world, the quality of life that students experience upon reaching campus is of primary importance to their academic performance, safety, level of comfort and enjoyment. The Campus Master Plan's building program places a high priority on quality of life improvements.

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

Howard University produces the largest pool of African American students in the nation who go on to pursue a Ph.D. in the STEM fields. The MSCHE report also recognizes the rich legacy in the arts and cultural studies that opens the eyes of the world to the contributions of African Americans and the African Diaspora to global culture.

To advance the University's capacity to expand its already impressive brain trust of African American scientists, artists and professionals in the many program disciplines offered, the campus master plan proposes new research, teaching and learning facilities and widespread renovations of existing buildings. These investments are intended to improve the physical academic setting, encourage scholarship, attract new researchers and deepen the experiential growth required of a prominent research institution.



Photo 3-1: View of Frederick Douglass Hall and the Main Quad

Howard University's employee base is currently comprised of 5,330 individuals (full and part time, not including students): 1,276 faculty and 4,054 staff. The total staff number includes hospital staff. University staff is approximately 2,000.

The existing number of full-time faculty (960) results in a faculty to student ratio of 1:9. This is a reduction in the faculty to student ratio from years past, but is still high. For example, the faculty to student ratio at Stanford is 1:6; University of California at Berkeley is 1:15; and Pennsylvania State University is 1:17.

Howard's faculty is diverse and accomplished: 53% are male; 47% are female; 29% are Caucasian (non-Hispanic), Asian, Native American, Hispanic and other ethnicities; and 71% are African American (non-Hispanic). Ninety-three percent of Howard's faculty members have degrees from national research universities, and numerous faculty have been recipients of distinguished awards from well-recognized professional academies and institutes.

Table 3-1 : Faculty and Staff

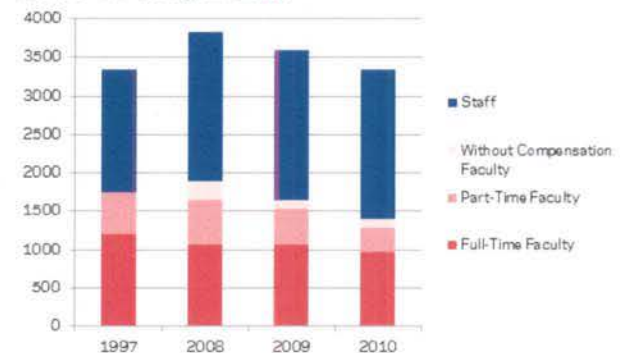
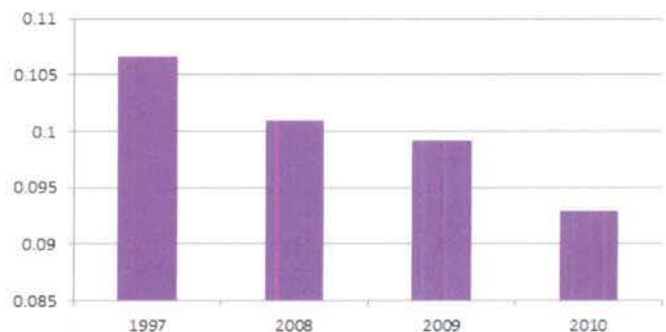


Table 3-2 : Faculty to Student Ratio



UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

Table 3-3 : Enrollment at a glance at HU

ACADEMIC UNIT	F/T LOAD	FULL-TIME			PART-TIME			F.T.E.			TOTAL		
		M	F	T	M	F	T	M	F	T	M	F	T
UNDERGRADUATES													
Arts and Sciences	12 Hrs.	917	2,139	3,056	215	396	611	989	2,271	3,260	1,132	2,536	3,667
Business	12 Hrs.	447	634	1,081	109	97	206	483	667	1,150	556	731	1,287
Communications	12 Hrs.	244	686	930	46	116	162	259	725	984	290	802	1,092
Education	12 Hrs.	10	53	63	3	28	31	11	62	73	13	81	94
Engineering/Arch/Comp Sci	12 Hrs.	281	176	457	71	30	101	305	186	491	352	206	558
Pharmacy/Nursing/AHS	12 Hrs.	112	365	477	36	142	178	124	412	536	148	507	655
Dental Hygiene	12 Hrs.	3	21	24	0	1	1	3	21	24	3	22	22
Exchange Program	12 Hrs.	0	0	0	3	9	12	1	3	4	3	9	12
Continuing Education	12 Hrs.	0	0	0	2	13	15	1	4	5	2	13	15
TOTAL UNDERGRADUATE		2,014	4,074	6,088	485	832	1,317	2,176	4,351	6,527	2,499	4,906	7,405
GRADUATE & PROFESSIONAL													
Graduate School	9 Hrs.	201	392	593	184	309	493	262	495	757	385	701	1,086
Medicine	9 Hrs.	204	239	443	7	2	9	206	240	446	211	241	452
Dentistry	9 Hrs.	157	174	331	14	4	18	162	175	337	171	178	349
* Law	9 Hrs.	182	274	456	7	18	25	184	280	464	189	292	481
Arts and Sciences	9 Hrs.	13	14	27	8	4	12	16	15	31	21	18	39
Business	9 Hrs.	44	48	92	22	14	36	51	53	104	66	62	128
Communications	9 Hrs.	7	5	12	6	15	21	9	10	19	19	20	33
** Divinity	9 Hrs.	43	41	84	51	61	112	60	61	121	94	102	196
Education	9 Hrs.	16	47	63	39	68	107	29	70	99	55	115	170
Pharmacy/Nursing/AHS	9 Hrs.	132	203	335	24	47	71	140	219	359	156	250	406
Social Work	9 Hrs.	40	148	188	11	69	80	44	171	215	51	217	268
Continuing Education	9 Hrs.	0	0	0	11	13	24	4	4	8	8	8	24
TOTAL GRAD. & PROF.		1,039	1,585	2,624	384	624	1,008	1,167	1,793	2,960	1,423	2,209	3,632
GRAND TOTAL		3,053	5,659	8,712	869	1,456	2,325	3,343	6,144	9,487	3,922	7,115	11,037

* THIS SCHOOL IS LOCATED ON WEST CAMPUS

Source: Howard University Annual Report 2010

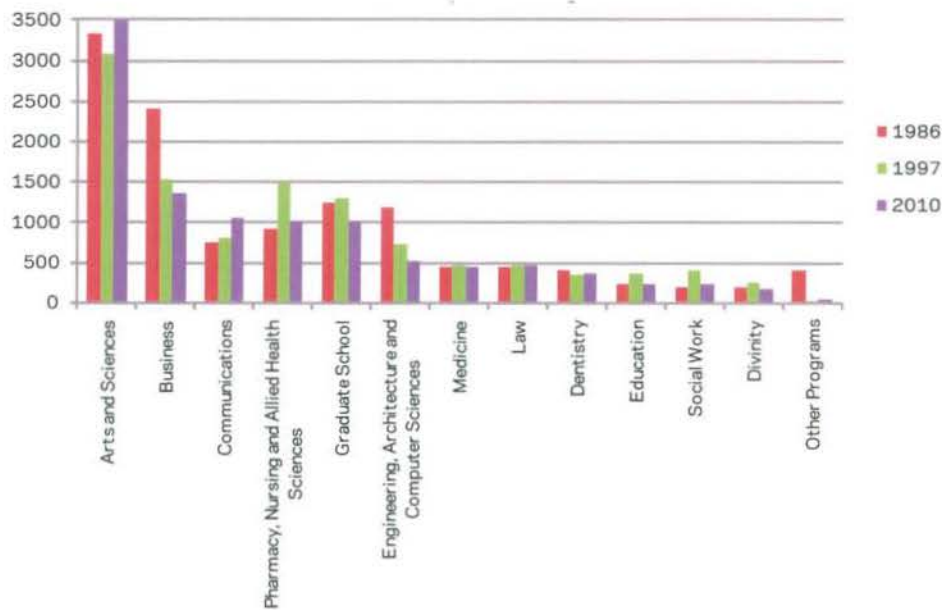
** THIS SCHOOL IS LOCATED ON EAST CAMPUS

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

Howard will continue to focus on providing its predominantly African American population (students, faculty and staff) with outstanding educational opportunities. The focus for academics and research includes issue areas where minority populations are disproportionately impacted, particularly those related to the African Diaspora.

Table 3-4 : Change in Enrollment of Schools and Colleges at HU, 1985-2010



UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

PRESIDENT'S VISION

The vision for Howard in the 21st Century is to create a setting conducive to academic excellence, with growth in research, technology and innovation. A second and equally important goal is the responsibility of the University to create positive zones of engagement, influence and revitalization.

The Campus Master Plan will support these strategic initiatives. The competition and choices for students and faculty are at an unprecedented level at this time in Howard's history, making the quality of the campus environment and its surroundings important factors for recruitment. This trend and other contributing factors such as rising costs, technological advances and new approaches to learning also influence strategic planning.

President Ribeau's vision emphasizes the following:

- Reinforcing an environment of academic freedom;
- Sharpening academic offerings and quality;
- Increasing attention to graduate programs;
- Developing a more robust research agenda with increased productivity;
- Expanding service to the nation and the world;
- Achieving a national ranking for international affairs;
- Improving the gender balance in enrollment, retention, and graduation;
- Increasing internationalization of academic and research activity;
- Diversifying and strengthening academic, public, and private sector partnerships;
- Maintaining existing high-standing in social work, History, English, and African studies (Moorland-Spingarn Research Center is a premiere research center for African American culture);
- Continuing focus on Law and Medicine; and
- Establishing and bringing to prominence Centers of Excellence.



Photo 3-2: President Sidney Ribeau

In 2009, Howard University was involved in the Middle States re-accreditation process and the completion of a Self Study Report. The University selected the comprehensive model as its approach and examined all aspects of the University's programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals. To supplement the 14 Middle States Standards, a section on Research was added to highlight its strategic importance to the University.

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

The Self Study Report identified the following challenges:

- Increased expectations and requirements to provide more documentation on student learning and institutional effectiveness;
- Increased competition for the best and brightest of African- American students at all levels;
- Aging of the professoriate;
- Increased tuition rates and simultaneously increasing need for financial aid; and
- Evolving priorities in research funding at the national level.

The following recommendations for meeting HU's challenges were identified:

- Review and assess the impact of planning, resource allocation, and institutional renewal initiatives on a periodic basis;
- Align the University's resources and budget with academic priorities resulting from program reviews and portfolio assessments;
- Establish a dedicated recruitment and retention fund to attract and retain additional nationally recognized scholars; improve the support for and retention of the strongest current faculty; and promote the development and retention of the University's young and promising faculty;
- Appoint a body of faculty, students, and staff to review the current Board-approved University-wide core competencies and recommend strategies to schools and colleges for revising, updating and assessing curriculae to implement the competencies;
- Appoint a University-wide task force to craft a more coherent set of learning outcomes for all Howard *undergraduates and a methodology for assessment*; and
- Revise the University's Faculty Handbook to reflect greater compatibility with current policies and practices, as well as trends governing faculty roles and responsibilities at research universities;

The Self Study Report provided relevant information about the current planning environment at Howard University.

Several of these initiatives are directly related to the physical expression of the Campus Master Plan and include:

STUDENTS FIRST

The vision for Howard University emphasizes "...sharpened academic offerings and quality, increased research productivity, enhanced student services, and expanded service to the nation and the world." An important early initiative to implement the vision is the launch of Students First Campaign "...designed to improve the student's experience at Howard. "

Key concerns are:

The campus will provide a physical setting that enhances the quality of life for students, faculty, staff, and visitors and must reflect the academic values of a strong Howard tradition.

The University will meet the needs of an increasingly diverse population of undergraduate and graduate students, faculty, and staff in innovative ways.

The University will work closely with representatives from the neighboring residential areas, as well as those from the District of Columbia and Federal governments for the purpose of enhancing the quality of life within the greater campus community.

PUBLIC REALM

The public realm is the backbone of a successful campus and provides the setting for the life of the University. This system of roads, walkways, entries, open space, circulation and vegetation - defines the University's public image and will receive prominent emphasis in both physical planning and future budgeting.

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

UNIVERSITY POLICY, BUDGETING AND OPERATIONS

Every dollar spent on Howard's physical plan will support its academic mission. This requires that all solutions to physical planning be comprehensive, with nothing considered in isolation. Issues of building maintenance, placement, traffic and parking, engineering systems, natural systems and aesthetics will work together to provide buildings and places that fulfill academic objectives and foster community.

- Comprehensive planning builds community and restores bridges within the University to areas which might be disconnected or marginalized. The implementation process for physical development can also promote and support the intellectual community in a collegial and unified way.
- Future decisions pertaining to the physical development of Central Campus will reflect the guiding principles and conceptual design which derive from the planning process. A clear and efficient framework of comprehensive decision-making will be established to ensure consistency over time. This will help to foster an ethic of sustained implementation which is understood and embraced by the entire Howard community.
- Future Capital Campaigns and projects will be formulated in support of strategic goals. Budgets will incorporate sufficient funds to preserve existing facilities as well as produce new buildings at a level of quality consistent with the academic mission.

SUSTAINABLE IMPLEMENTATION

As environmental awareness is growing globally, so too are the needs of institutions of higher education which must provide modern and well functioning facilities.

Howard University recognizes the opportunity to implement sustainable practices, as it meets the need for growth and attends to aging infrastructure.

Campus wide sustainable improvements benefit the entire community and will be made a part of every capital program, every site improvement and all annual maintenance budgets.

Howard University recognizes that sustainable design is not just about healthy, physical places and their longevity, it is about a mode of thinking and making decisions that consider the natural, cultural and built environments as an integrated whole.

The University has adopted a process for its administration and stewardship, and is establishing a design culture that embodies and advocates the aims of the Campus Master

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

CAMPUS STRATEGIC ASSET VALUE STORY

Brailsford & Dunlavey's "Strategic Asset Value" (SAV) Analysis is a process that is facilitated through discussion sessions with institutional senior leadership and is designed to identify the policies and priorities that will filter and guide the analyses of a planning exercise.

In this particular instance, SAV methodology was applied to a campus-wide context to discern the strategic drivers behind various functions and the way that they are materialized in the built environment. The intent of the SAV is to ground the Central Campus Master Plan in permanent ideals to ensure a level of consistency is maintained throughout the implementation and further articulation of the Plan. SAV assessment categories are designed to supersede any departmental or functional biases in favor of global factors that are directly linked to the institutional mission, including:

- Educational Outcome Drivers
- Enrollment Management Drivers
- Campus Community Drivers
- Financial Performance Drivers

Feedback from subordinate categories to the assessment drivers are then synthesized into a narrative text (the "SAV Story") that is comprised of five chapters that compose a framework for the physical development of the central campus.

The information that follows is a bulleted synopsis of each of the five chapters:

CAMPUS ZONES & LOCATION RELATIONSHIPS

- Central Campus will be structured with discreet functional and experiential zones including (but not limited to): Undergraduate Academic; Medicine & Health Science; Fine and Performing Arts & Athletics (i.e. Events); and Research.
- The treatment and interaction of these zones will be managed to arrive at several beneficial outcomes, including spontaneous and deliberate collaboration, shared experience, visual & experiential harmony.



Photo 3-3: View of Bison sculpture and Founders Library

- A mixed-use area of overlapping zones should be integrated with student housing to animate core functions and promote constant activity.
- The campus core will include essential functions, leaving land at and outside of the "campus edge" for less essential functions and continued growth.
- The Long Walk and other dominant historical (and contemporary) pedestrian corridors, crossroads, gateways, and central gathering spaces must be emphasized as the connective tissue between zones.
- Parking will be situated at the perimeter of campus to enhance the pedestrian experience.

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)



Photo 3-4: Aerial view of Howard University



Photo 3-5: Historic Gates of Howard University

ARCHITECTURAL DRIVERS & BUILDING HIERARCHY

- Landmark facilities (with historic or functional significance) will be celebrated and restored with modern functionality.
- The design, placement, and orientation of facilities will convey a tangible hierarchy that conveys the University's priorities.
- Landscaping and way-finding on campus will be coordinated to convey this hierarchy, with a particular emphasis placed on historic areas such as the Upper Quadrangle ("The Yard").
- Visitors will feel welcomed, and the sense of campus hierarchy will be intuitive enough that functional zones will be self-evident.

PROGRAM IDENTITY & SPACE ASSIGNMENT POLICY

- Academic facilities will focus on "general use spaces" to promote interdisciplinary activities, as well as "ad hoc" informal spaces that allow for flexible instruction and experiential learning outcomes.
- Flagship academic facilities will be celebrated and enabled to function with sufficient depth, while other disciplines will be interwoven between flagships to reap residual benefits of academic breadth.
- Spatial allocation will promote an environment of consistency and reliability for campus constituents.

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

CAMPUS & COMMUNITY RELATIONS

- Campus will be oriented to provide a variety of opportunities ranging from private internal functions to public events.
- Key facilities will have extended hours of operation to increase their utility to campus constituents.
- Campus must engage the surrounding community to effectively integrate collegiate and “real world” experience.
- Campus must be maintained as a visibly and tangibly secure environment.
- The University will return to its original role within the surrounding community by providing services, enterprises, continuing education, and intellectual stimulation that reinforce the lives of campus constituents and community members alike.
- Alumni will have a deliberate common gathering place that is intended to encourage a continued connection and evolving dialogue with Howard University.

COMMUNITY DEVELOPMENT & REAL ESTATE RISK TOLERANCE

The University will have direct control of the campus edge to reflect the development of community interaction as an institutional priority.

- As opportunities expand beyond the campus edge, the University will transition from the role of influencer and catalyst to one that focuses on financial benefit and minimizing risk.
- Cooperative branding initiatives should extend Howard’s theme well beyond the campus edge and into the broader region.
- The link between Howard’s reputation, institutional profile, and appearance will be reconciled with that of the surrounding community to promote a consistent environment.
- Particular focus will be placed upon enhancing the economic strength of the neighborhood, as well as maintaining a safe, comfortable, intimate, and vibrant community that is compelling to all.