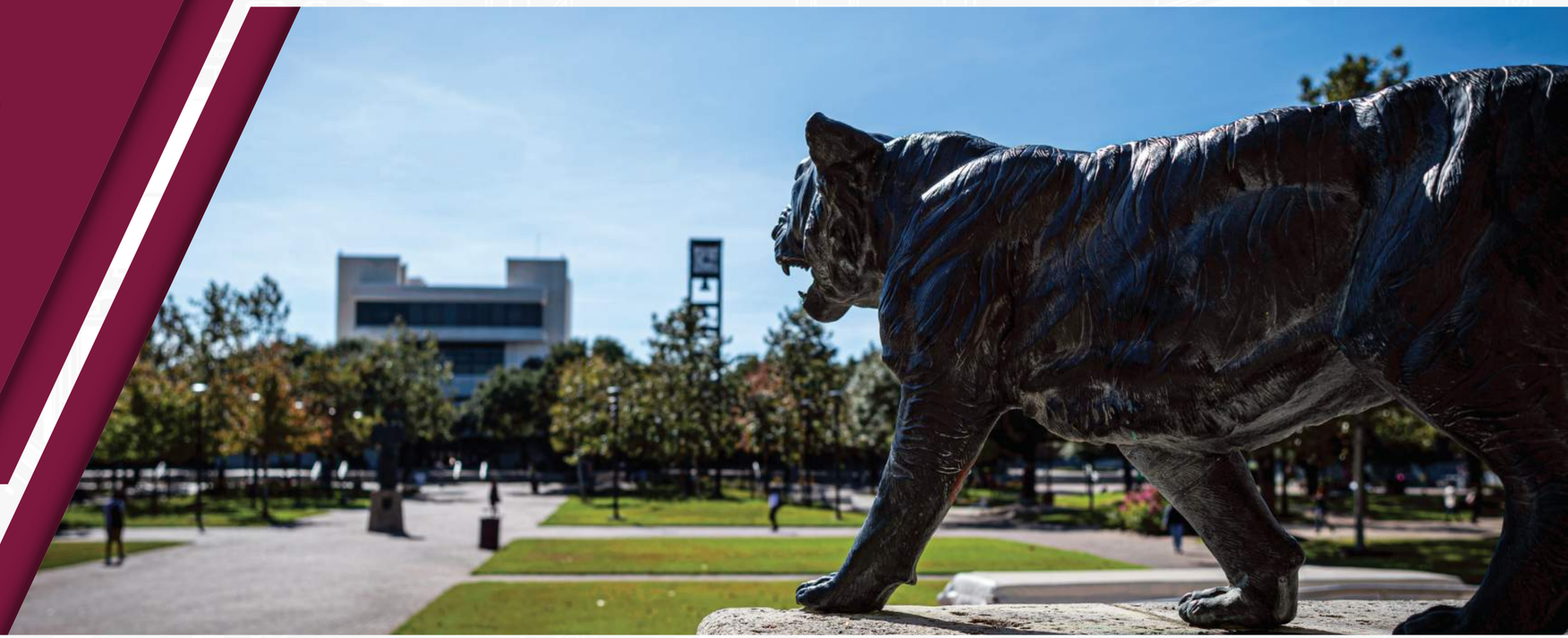
2025–2035
CAMPUS MASTER PLAN

TEXAS SOUTHERN UNIVERSITY



TSU

TEXAS SOUTHERN UNIVERSITY

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01

Introduction

Forward by TSU President

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INTRODUCTION

Forward by President



Vice Admiral James W. Crawford III
14th President of Texas Southern University

To the Texas Southern University Community and Our Valued Alumni, Partners, and Friends,

As Texas Southern University approaches its centennial, we stand at a pivotal moment—one that calls for thoughtful stewardship of our legacy and disciplined planning for our future. It is in this spirit that I am pleased to present the Texas Southern University Comprehensive Campus Master Plan, a long-term vision for the physical evolution of our campus and the environments in which our mission comes to life.

This Master Plan is the spatial and physical expression of our broader institutional ambitions. Aligned with *Ascend 2030*, the University's Strategic Plan, it advances our core commitments to Renew, Enhance, and Expand; not through programs or policies, but through the places where teaching, learning, research, and community unfold each day.

Developed through extensive engagement with students, faculty, staff, alumni, and partners and informed by rigorous analysis of our facilities, infrastructure, and land use, this plan provides a clear, practical framework to guide campus investment over the next decade. It balances vision with feasibility, ambition with stewardship, and growth with intentional design.

At its core, the Comprehensive Campus Master Plan envisions a campus that is more connected, student-centered, and future-ready. It strengthens the academic core by modernizing learning environments and creating flexibility to support evolving disciplines and workforce needs, including STEM and STEAM fields, aviation, the arts, public health, law, and other areas central to the future of Houston, Texas, and the nation.

This plan also elevates the student experience by organizing the campus around a more vibrant and intuitive center of activity. A reimagined Student Center, enhanced student services, and a dedicated Student Success Center will work together to support engagement, persistence, and outcomes ensuring that the physical campus actively contributes to student achievement.

A defining feature of this vision is the creation of a more welcoming and recognizable campus identity. The Master Plan introduces a new and iconic front door for Texas Southern University and extends the Tiger Walk as a unifying pedestrian spine connecting academic, residential, wellness, and community spaces into a cohesive and walkable campus environment that reflects the pride, history, and aspirations of our institution.

The plan outlines a series of bold, carefully sequenced initiatives that will shape the next era of campus development, including a Welcome and Visitor Center; a new Recreation Center located near the housing core; the transformation of the existing Recreation Center into an Athletics Support facility; the relocation and expansion of the football stadium; and the long-term vision for a new, world-class Law School facility. Together, these projects are designed to strengthen campus life, support recruitment and retention, and elevate Texas Southern University's presence and impact.

Over the next ten years, twenty priority projects have been identified and phased to maximize impact, operational efficiency, and fiscal responsibility. Collectively, they represent a deliberate investment in spaces that support academic excellence, foster community, enhance mobility and safety, and position Texas Southern University for sustained growth.

Our Path Forward
This Comprehensive Campus Master Plan is more than a physical blueprint, it is a mission-aligned commitment to the long-term vitality of Texas Southern University. Its success will depend not only on design and construction, but on shared leadership, sustained partnership, and collective resolve.

I am deeply grateful to all who contributed their insight and vision to this effort, and to the Board of Regents for their continued guidance and stewardship. With unity, accountability, and Tiger Pride, we will translate this vision into a campus that honors our past, serves our present, and is fully prepared for the future we are building together.

With Pride and Purpose,

J. W. Crawford III
Vice Admiral, JAGC, U.S. Navy (Retired)
President, Texas Southern University

Guiding Vision and Goals of the Master Plan

Beyond Our Walls

GUIDING VISION

The vision of this master plan is to support Texas Southern University in shaping a vibrant, inclusive, and resilient campus that places students at the heart of its mission, honors its physical and cultural heritage, and fosters meaningful connections across disciplines and communities—advancing sustainability, equity, and academic excellence for generations to come.

GOALS

ACADEMIC EXCELLENCE AND INNOVATION

STUDENT EXPERIENCE AND SUCCESS

SUSTAINABILITY AND RESILIENCE

COMMUNITY AND PARTNERSHIP

OPERATIONAL EFFICIENCY AND STEWARDSHIP



ACADEMIC EXCELLENCE AND INNOVATION

- Align physical spaces with evolving pedagogical models and research priorities.
- Enhance learning environments that foster creativity, critical thinking, and academic exploration across all disciplines.
- Design spaces to be flexible and multi-functional, allowing them to adapt to changing academic, social, and operational demands.



STUDENT EXPERIENCE AND SUCCESS

- Improve residential, recreational, and wellness facilities to support holistic student development.
- Enhance accessibility, safety, and inclusivity across campus.
- Create vibrant, student-centered hubs that foster engagement and belonging.



SUSTAINABILITY AND RESILIENCE

- Integrate green building practices and renewable energy systems into new developments.
- Design landscapes and infrastructure systems that are scalable, adaptable, and integrated with campus-wide sustainability goals.
- Prioritize green spaces, native landscaping, and stormwater management systems that support ecological health.



COMMUNITY AND PARTNERSHIP

- Strengthen connections with local communities through shared spaces and collaborative initiatives.
- Support economic development and cultural enrichment in the surrounding region.
- Foster a welcoming environment for alumni, visitors, and partners.



OPERATIONAL EFFICIENCY AND STEWARDSHIP

- Prioritize deferred maintenance to preserve the integrity, safety, and functionality of existing buildings.
- Extend the life and utility of campus assets through proactive maintenance and renovation.
- Ensure long-term financial sustainability through phased implementation and cost-effective design.

Mission of Texas Southern University

From Purpose to Place

Texas Southern University is a student-centered, comprehensive doctoral institution dedicated to fostering academic excellence, equity, and innovation. Rooted in its urban identity and historical legacy, TSU is committed to providing accessible, high-quality education that meets the evolving needs of a diverse student population.

In alignment with the university's mission and core values, TSU cultivates a dynamic learning environment that promotes critical thinking, creativity, and lifelong learning. Through interdisciplinary programs and research initiatives, the university prepares students to become ethical, informed, and engaged citizens who embody the principles of integrity, inclusiveness, and social responsibility.

Texas Southern University actively collaborates with local, national, and global partners to address societal challenges, promote social justice, and drive sustainable development. By integrating service learning, civic responsibility, and experiential opportunities into the academic experience, TSU empowers students to make meaningful contributions to their communities and beyond, reflecting the university's enduring commitment to leadership and impact.

This Master Plan is designed to support and amplify the transformative mission of Texas Southern University. It aligns the physical development of the campus with the institution's academic priorities and community-driven goals, ensuring that every initiative reinforces TSU's core values and strategic vision. Through these efforts, TSU aspires to be a transformative force in higher education by developing leaders equipped to shape a more equitable and inclusive future.

INSTITUTIONAL MISSION

At Texas Southern University, our mission is to serve as a student-centered, comprehensive doctoral university, dedicated to promoting equality and fostering inclusive excellence. We provide innovative programs tailored to meet the dynamic needs of an urban environment, empowering diverse students to evolve into lifelong learners, engaged citizens, and visionary leaders who make a global impact.

TEXAS SOUTHERN UNIVERSITY AT A GLANCE

Founded in 1927, Texas Southern University is one of the nation's largest historically Black universities and a comprehensive metropolitan institution located in the heart of Houston, Texas. Situated on a 150-acre campus, TSU serves a diverse student population and is committed to academic excellence, innovation, and leadership development.

TSU offers more than 100 undergraduate and graduate degree programs across ten colleges and schools. The university fosters a vibrant campus community supported by over 80 registered student organizations and a dedicated faculty and staff committed to student success.

Known for producing influential leaders across a wide range of industries, TSU's distinguished alumni include U.S. Congresswoman Barbara Jordan, U.S. Congressman George "Mickey" Leland, television personality and former NFL athlete Michael Strahan, and Grammy Award-winning artist Megan Thee Stallion.

As a longstanding leader in higher education, TSU has played a significant role in expanding access to post-secondary and advanced degrees for underrepresented communities while continuing to cultivate a diverse and inclusive academic environment.

Facts:

- President: Vice Admiral J. W. Crawford III
- Founded: 1927
- Location: Houston, Texas
- Campus Size: 150 Acres
- Enrollment: 8,600+ Students
- Undergraduate Programs: 100+
- Employees: 1,400 Faculty and Staff
- Registered Student Organizations: 80+
- Colleges & Schools: 10
- Mascot: Tigers
- Colors: Maroon and Gray

Texas Southern University History

Becoming Texas Southern University

Texas Southern University (TSU) began in 1927 as a junior college under the Houston Public School Board, operating on a tuition-based model with an initial loan of $2,800. In its first summer session, 300 students enrolled. The college was created to expand higher education opportunities for African Americans and quickly gained recognition, earning membership in the Association of Colleges and Secondary Schools by 1931.

In 1934, the junior college became a four-year institution named Houston College for Negroes, graduating its first class of 63 students in 1936. A graduate program was added in 1943, and by 1945 the college was governed by a separate Board of Regents, independent of the Houston Public School Board.

By 1946, enrollment had grown to 1,400 students, and the college operated from Yates High School. With support from donors and a local philanthropist, the college acquired a 53-acre property in Houston's Third Ward, constructing its first dedicated campus building, the T.M. Fairchild Building, in the fall of 1946. This building continues to operate today.

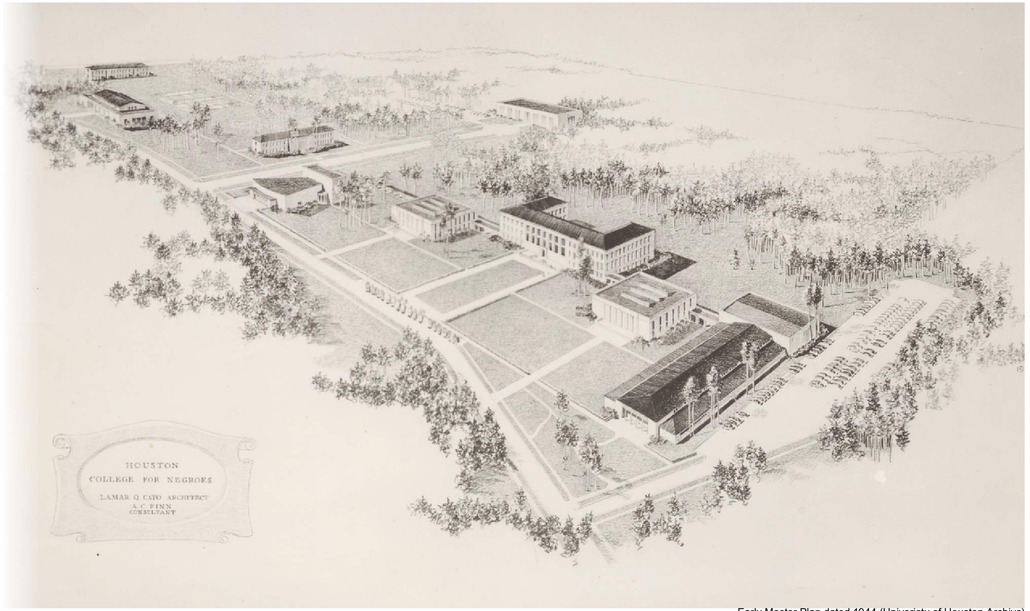
Students petitioned to remove "for Negroes" from the college's name, and on June 1, 1951, it officially became Texas Southern University. Since then, TSU has expanded tremendously, now offering bachelor's, master's, and doctoral programs across several academic schools, staffed by approximately 1,000 faculty and serving more than 8,700 students from diverse backgrounds.

TSU was formally established in 1947 during the post-World War II period amid the civil rights movement, initially as Texas State University for Negroes (TSUN). The university inherited the 53-acre site and Thornton M. Fairchild Hall from Houston College for Negroes. Early campus master plans by Lamar Q. Cato and Alfred C. Finn oriented buildings toward Cleburne Street, reflecting connections to the surrounding community and public transportation. Key early buildings included Hannah Hall, Sawyer Auditorium, and Fairchild Hall, finished in Texas shell limestone.

The postwar period saw rapid growth and scientific focus, influenced by the GI Bill and national priorities such as the space race. Buildings such as Nabrit Science Building and the Pharmacy Building were constructed, along with Terry Library, dormitories, and faculty housing. Many 1950s additions, designed by Cato, Evans & Austin, and Wyatt C. Hendrick, reflected the International Style with light reddish-orange brick and horizontal ribbon windows. TSU also expanded westward, acquiring city blocks and integrating facilities such as Rhinehart Auditorium for the music school.

During the 1960s, TSU broadened its academic focus to include social sciences and humanities, responding to the civil rights movement and national trends. Notable additions included Bigger Art Center, the Child Development Laboratory, and the Martin Luther King Humanities Center. Campus planning accommodated automobile access, creating surface parking, while the Main Quad remained partially incomplete. By 1972, TSU presented a campus master plan emphasizing neighborhood integration and expansion. Subsequent developments, including the Student Life Center and Education Building by John Chase, finally defined the Main Quad and created a pedestrian-friendly campus.

Over the following decades, TSU continued to expand and adapt, including the transformation of Wheeler Avenue into Tiger Walk, integration of Fine Arts facilities, and replacement of older buildings. Recent developments reflect individual architectural firm preferences, but ongoing growth highlights the importance of preserving TSU's historic resources. Careful planning ensures that the campus maintains its unique character, honors its heritage, and supports future generations of students.



Early Master Plan dated 1944 (Univeristy of Houston Archive)

Alignment with Strategic Plan

A Visionary Approach

The 2025 Master Plan is closely aligned with Texas Southern University's Strategic Plan, serving as a physical blueprint to advance academic excellence, student success, and institutional growth. Through targeted investments in modern learning environments, expanded research and innovation capacity, and enhanced accessibility, the Master Plan translates institutional priorities into a cohesive and future-ready campus framework. Emphasis is placed on creating flexible, adaptable spaces that support evolving pedagogical models, interdisciplinary collaboration, and a culture of discovery, ensuring that the physical environment keeps pace with the university's academic mission.

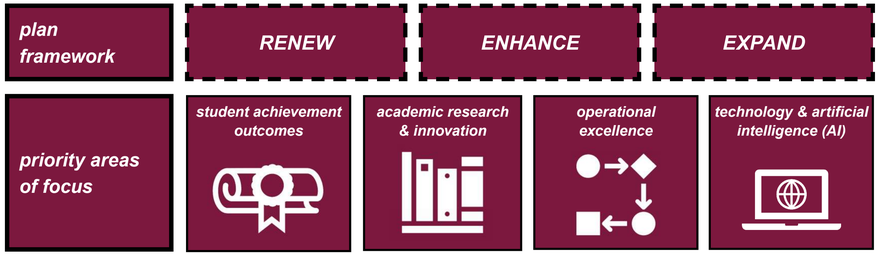
Equally central to the plan is a commitment to elevating the student experience. The Master Plan envisions a campus that fosters connection, well-being, and a strong sense of belonging through thoughtfully designed residential, recreational, and student-focused spaces. Improvements to campus connectivity, safety, and accessibility support a more seamless and inclusive daily experience, while the creation of vibrant gathering places encourages engagement both inside and outside the classroom. These strategies reinforce the understanding that student success is shaped not only by academics, but by the quality of the overall campus environment.

Sustainability and resilience are embedded as guiding principles throughout the plan, informing both building design and campus systems. The Master Plan promotes responsible resource use, long-term operational efficiency, and the integration of green infrastructure to support environmental stewardship. Landscapes and open spaces are envisioned as essential components of the campus experience, enhancing ecological health, supporting wellness, and contributing to a distinctive campus identity. At the same time, the plan prioritizes the renewal and maintenance of existing assets, ensuring that growth is balanced responsibly and that investments deliver lasting value.

The plan also reflects a strong commitment to community and partnership, positioning the campus as an asset and a welcoming environment for collaboration, cultural exchange, and civic engagement. By strengthening connections to surrounding neighborhoods and regional partners, TSU extends its impact beyond its physical boundaries and reinforces its role as a catalyst for opportunity and advancement.

The Master Plan is both visionary and pragmatic, structured to guide phased implementation while remaining adaptable to changing needs and opportunities. By aligning physical development with institutional values of equity, inclusion, and excellence, it establishes a resilient foundation for the future. In doing so, the plan ensures that the campus environment not only supports today's goals but also anticipates tomorrow's possibilities, positioning Texas Southern University for continued leadership and distinction as a premier urban-serving institution.

MISSION, VISION STATEMENT, CORE VALUES



This diagram illustrates the foundational components of the university's strategic plan, providing a structured framework for prioritizing key areas of focus. Guided by three core principles—Renew, Enhance, and Expand—the plan centers on four primary domains: student achievement and outcomes, academic research and innovation, operational excellence, and technology and artificial intelligence.

Master Plan Process and Schedule

Building Through Engagement

The process of developing a master plan for Texas Southern University has been a comprehensive and strategic process that has involved gathering, analyzing, and synthesizing a wide range of data to guide the long-term physical development of campus. While aligning with the campus's Strategic Planning efforts, the goal is to align the physical infrastructure with TSU's mission, vision, and future growth.

Stakeholder collaboration brings diverse perspectives to the table. Faculty members, can provide insights into evolving academic needs, research priorities, and space requirements for teaching. Students, as primary users of campus facilities, offer valuable feedback on housing, transportation, accessibility, and campus life. Administrative staff contribute operational knowledge, while alumni and community members can highlight long-term institutional values and external partnerships. Stakeholder involvement ensures that the plan is not only technically sound but also socially and academically relevant.

Engaging stakeholders fosters transparency and trust. When people feel heard and see their input reflected in the plan, they are more likely to support and champion its implementation. This collaborative approach helps identify potential conflicts early, build consensus, and ensure that the final plan aligns with the university's mission and the lived experiences of its community.

Moreover, collaboration enhances the adaptability and resilience of the master plan. As higher education continues to evolve—through shifts in technology, pedagogy, and demographics—a plan grounded in broad input is better equipped to respond to change. It becomes a living document that reflects a shared vision, rather than a top-down directive.





TSU
Texas Southern University

January 2024 - March 2024

PART 1 - PROJECT SET UP & VISION

- A Project Set-up, Research, and Preparations
- B Kick-Off - Scope, Schedule & Communications - **Meeting #1**
  1. Engage Steering Committee / Review scope & process
  2. Tour Facilities
  3. Review information from Surveys - Identify gaps
  4. Establish objectives / elements of success
- C Strategic Prioritization and Criteria Setting - **Meeting #2**
  1. Stakeholder meetings (review / utilize existing data)
  2. Confirm objectives, fill gaps
- D Confirm Goals and Guiding Principles - **Meeting #3**
  1. Review & confirm
- E Record and Document

April 2024 - August 2024

PART 2 - INVESTIGATION & EVALUATION

- A Existing buildings and site documentation
- B Master Plan re-alignment study
  1. Review, assess changes & document
- C Review current studies' goals & needs assessments
  1. Review, cross evaluate & document
  2. Identify initial program needs from studies
- D Site analysis and data collection
  1. Pedestrian, vehicular, utility, topography, etc.
- E Evaluation of assessment data - **Meeting #4**
  1. Review with each department / stakeholder group
- F *Market analysis / demand analysis (if needed)*
- G High level program of spaces
- H Design, systems & sustainability strategies defined
- I Initial cost & quality model
  1. Cost by defining quality guidelines
- J Evaluation data and basic program results - **Meeting #5**
  1. Review assessments of each study
- K Revisions and refinements
- L Evaluation of data and program needs - **Meeting #6**
  1. Consolidation of all data, analysis, etc.
- M Record and document

September 2024 - December 2024

PART 3 - CONCEPTUALIZATION / RECOMMENDATIONS

- A Campus utilization studies / initial concept scenarios
- B Charrette Prep
  1. Draft materials
  2. Communication strategies
- C One week charrette - **Meetings #7, 8, 9**
  1. Conceptual scenario development
  2. High level programs, design strategies, etc.
  3. High level cost
- D Planning concepts - refinements
- E Review master plan progress - **Meeting #10**
- F Planning concepts - refinements
- G Campus master plan - graphics visualization
- H Review of facilities and initial master plan - **Meeting #11**
- I Submit DRAFT of plan for review
  1. Facilities master plan document
     a. Vision: Goals and guiding principles
     b. Observations and data collection
     c. Elements of the plan (New & MP Alignment)
     d. Cost & project sequencing
- J Review draft facilities master plan - **Meeting #12**
- K Final revisions to document
  1. Make any revisions
  2. Submit final facilities and program plan

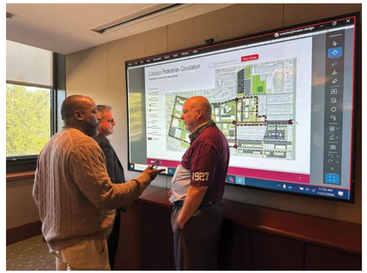
Stakeholder Engagement Sessions

Interactive, Shared Ownership

Following a series of workshops with diverse university stakeholder groups, a rich tapestry of insights has emerged to inform the future of campus planning. These sessions engaged faculty, students, staff, administrators, and community partners in meaningful dialogue about the evolving needs of the university. Each group contributed perspectives shaped by their daily experiences and long-term aspirations, resulting in a comprehensive understanding of how the campus environment can better support academic excellence, student life, and institutional growth.

Recurring themes from the workshops included the need for more flexible learning spaces, enhanced sustainability measures, improved accessibility, and stronger integration of technology. Faculty emphasized the importance of adaptable classrooms and collaborative research environments, while students advocated for inclusive spaces that promote well-being and community. Staff and administrators highlighted operational efficiencies and the importance of aligning physical infrastructure with strategic goals. These insights were not only shared but actively explored through interactive exercises and scenario planning, fostering a sense of shared ownership in the campus vision.

The outcomes of these engagements now serve as a foundation for the next phase of planning. With stakeholder input clearly documented and synthesized, the university is well-positioned to develop a planning framework that reflects its values and priorities. This collaborative process has ensured that future developments will be responsive to the lived experiences of the campus community, while also positioning the institution to thrive in a rapidly changing educational landscape.



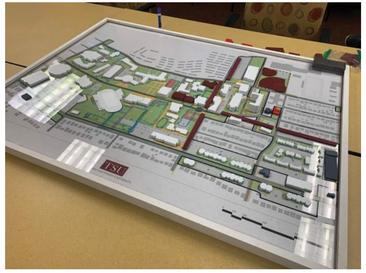














Balancing Diverse Needs

Survey Responses

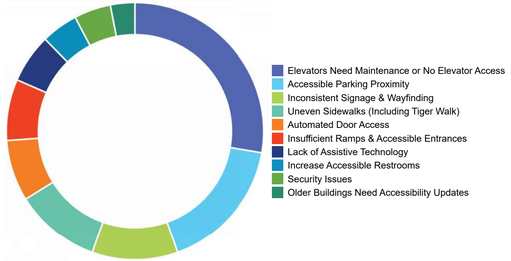
Survey data provided a helpful layer of context in the development of the university master plan, offering a snapshot of campus-wide perceptions and preferences. While not central to the planning process, the survey results helped validate and expand upon themes that had already emerged through stakeholder workshops and other engagement efforts. The data offered a broader view of how different groups experience campus life, and where they see opportunities for improvement.

Responses touched on a range of topics, including space utilization, mobility, sustainability, and campus amenities. For instance, many participants expressed interest in more collaborative learning environments, improved pedestrian pathways, and expanded green spaces. These findings helped reinforce priorities already identified through qualitative feedback and provided additional nuance to guide planning decisions.

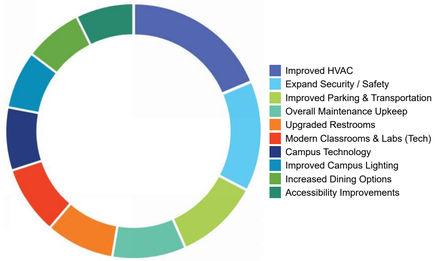
The survey also revealed subtle differences in priorities across stakeholder groups, which helped committee members consider how to balance competing needs. While the data was not the primary driver of the master plan, it served as a useful supplement—supporting a more inclusive and well-rounded understanding of the campus community's aspirations. This integration of survey feedback reflects the university's commitment to transparency and responsiveness throughout the planning process.

111 SURVEY RESPONSES

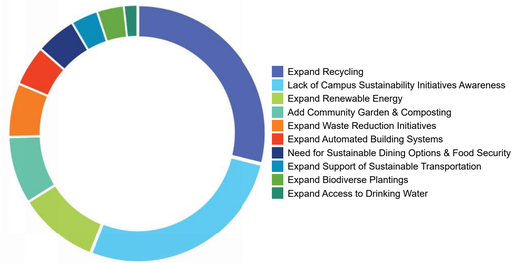
OVERALL SENSE OF CAMPUS ACCESSIBILITY CHALLENGES



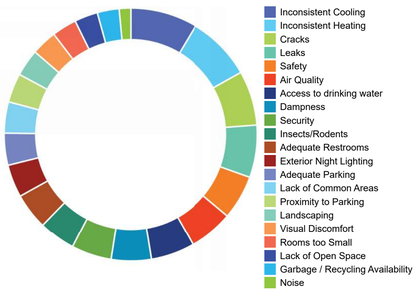
TOP 10 MOST REQUESTED IMPROVEMENTS



OVERALL SENSE OF CAMPUS SUSTAINABILITY ISSUES



RESPONDENT IDENTIFIED BUILDING RELATED CHALLENGES



Balancing Diverse Needs

Survey Responses

UPDATED TECHNOLOGY - DIGITAL INFORMATION BOARDS

ENHANCED LIGHTING (INTERIOR & EXTERIOR)

ENHANCED DINING OPTIONS & LATE NIGHT FOOD AVAILABILITY

UPDATED RESTROOMS ACROSS CAMPUS

IMPROVED HEATING & COOLING SYSTEMS

MODERN RECREATION CENTER

TOP REQUESTED CAMPUS AMENITIES

MORE WATER FOUNTAINS

UPKEEP OF LANDSCAPING & OUTDOOR BEAUTIFICATION

WELLNESS & RELAXATION SPACES

WORKING ELEVATORS ACROSS CAMPUS

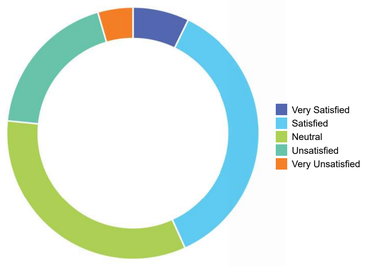
STUDENT LOUNGES & STUDY SPACES

WELCOMING OUTDOOR SPACE

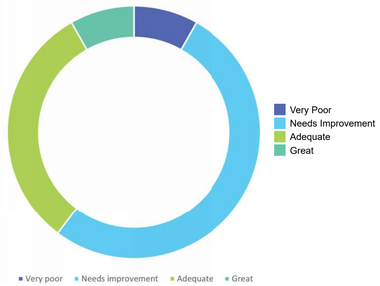
MORE CAMPUS HOUSING

BIKE LANES & STORAGE

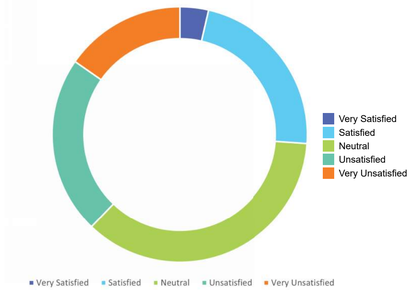
SATISFACTION WITH OVERALL CAMPUS WALKABILITY



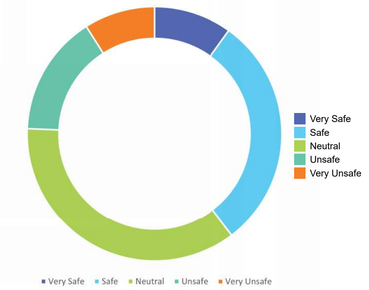
OVERALL SENSE OF CAMPUS RESILIENCY



SATISFACTION IN BUILDING MODERNIZATION



SATISFACTION WITH OVERALL CAMPUS SAFETY & SECURITY



Acknowledging our Visionaries

Texas Southern University Steering Committee

We extend our sincere gratitude to everyone who dedicated their time, expertise, and passion to shaping this bold vision for the future of Texas Southern University's campus.

Vice Admiral James W. Crawford III	President
Dr. Carl B. Goodman	Provost and Senior Vice President for Academic Affairs
Ms. Melanie S. Jackson	Senior Associate Vice President of Facilities and Operations
Mr. John Pittman	Interim Chief Financial Officer
Dr. Michelle John	Vice President for Research and Innovation
Dr. Raijanel S. Crockem	Senior Associate Vice President University Planning and Analytics
Mr. Charlie W. Coleman III	Senior Associate Vice President Development and Alumni Engagement
Mr. Bobby A. Brown	Chief of Police and Executive Director of Emergency Management
Ms. Kia J. Harper	Chief of Staff
Mr. Charlie Nhan	General Counsel
Dr. Jennifer Stephens	Vice President Marketing and Communications
Dr. Cynthia Buckley	Senior Associate Vice President of Human Resources and Payroll Services
Mr. Benjamin Green	Interim Chief Information Officer

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02

Executive Summary

Executive Summary

The Campus Master Plan establishes a forward-looking framework to guide the physical development of the university over the next decade and beyond. Rooted in the institution's mission and values, the plan aligns academic priorities, student experience, and community engagement with a sustainable and adaptable campus environment. It is not a static blueprint, but a flexible roadmap designed to respond to evolving needs while preserving the character and identity that define our campus.

This executive summary provides an overview of the plan's key strategies, including enhancements to academic spaces, improvements to mobility and connectivity, and investments in open spaces that foster collaboration and well-being. Central to the plan is a commitment to academic excellence and innovation, with new and renovated facilities such as the Aviation and Engineering Building, the Catalyst for Urban Transformation and Nabrit Science Center, and the New Academic Building designed to support evolving curricula, interdisciplinary research, and flexible learning environments. Renovations to existing assets, including Fairchild Hall, further reinforce this commitment by modernizing spaces to meet current and future academic needs.

Equally important is the emphasis on student experience and success. Projects such as the Student Center Expansion, Student Success Center, new Student Housing developments, and Health and Wellness Center are envisioned as vibrant, student-centered hubs that promote engagement, accessibility, and a strong sense of belonging. Enhancements to recreational and athletic facilities including the Student Recreation Center, Locker Room Addition, and Football Field and Track, support student development and campus life.

The plan also advances sustainability and resilience through the integration of green building strategies, efficient infrastructure, and ecologically responsive landscapes. Investments such as the Supplemental Utility Plant and thoughtfully designed open spaces will support long-term environmental goals while ensuring that campus systems remain adaptable and scalable. These efforts are complemented by a focus on operational efficiency and stewardship, prioritizing the renovation and maintenance of existing facilities alongside strategic new development to maximize the value and longevity of campus assets.

A strong commitment to community and partnership is reflected in projects like the University Museum Expansion, Event and Conference Center, and Community Advocacy Archives and Business School Expansion, which create opportunities for engagement, cultural enrichment, and collaboration with local and regional partners. Gateway elements such as the New Visitor Center and Front Entry Drive, along with strategically located parking resources like the Central Parking Garage, enhance access and create a welcoming arrival experience for visitors, alumni, and the broader community.

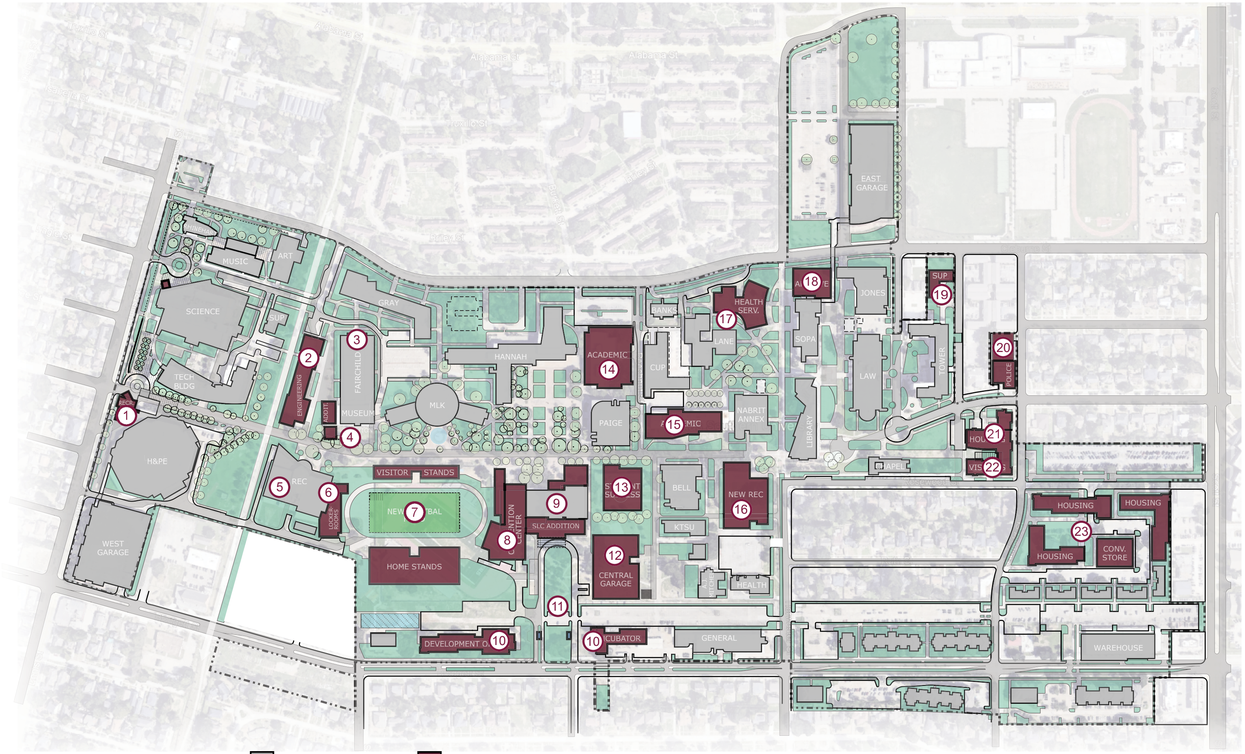
Together, these initiatives create a cohesive and dynamic campus environment that supports innovation, inclusivity, and resilience. By aligning physical development with institutional priorities, the Campus Master Plan ensures that the university's built environment not only meets current demands but also anticipates future opportunities, ultimately reflecting and amplifying the university's long-term aspirations.



Campus Plan - Priority Projects

1. New Athletics Visitor / Recruitment Center
2. New Aviation and Engineering Building
3. Renovate Fairchild Hall
4. University Museum Expansion
5. Student Recreation Center Conversion
6. Locker Room Addition
7. Football Field and Track
8. New Event / Conference Center
9. Student Center Expansion
10. New Development Buildings
11. New Front Entry Drive
12. New Central Parking Garage
13. New Student Success Center
14. New Academic Building
15. New Catalyst for Urban Transformation & Nabrit Science Center*
16. New Student Recreation Center
17. New Health and Wellness Center*
18. New Community Advocacy Archives and Business School Expansion
19. New Supplemental Utility Plant
20. New Campus Police Building
21. New Student Housing
22. New Visitor Center
23. New Student Housing and Amenities

*Construction begins in 2026



Existing Building Proposed New Building

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03

Overall Campus Assessment

Assessment Methodology

Infrastructure Assessment

Facility Condition Index

Fiber & Technology Assessment

Utilization of Spaces

Resiliency & Critical Systems

Sustainability & Energy Usage Analysis

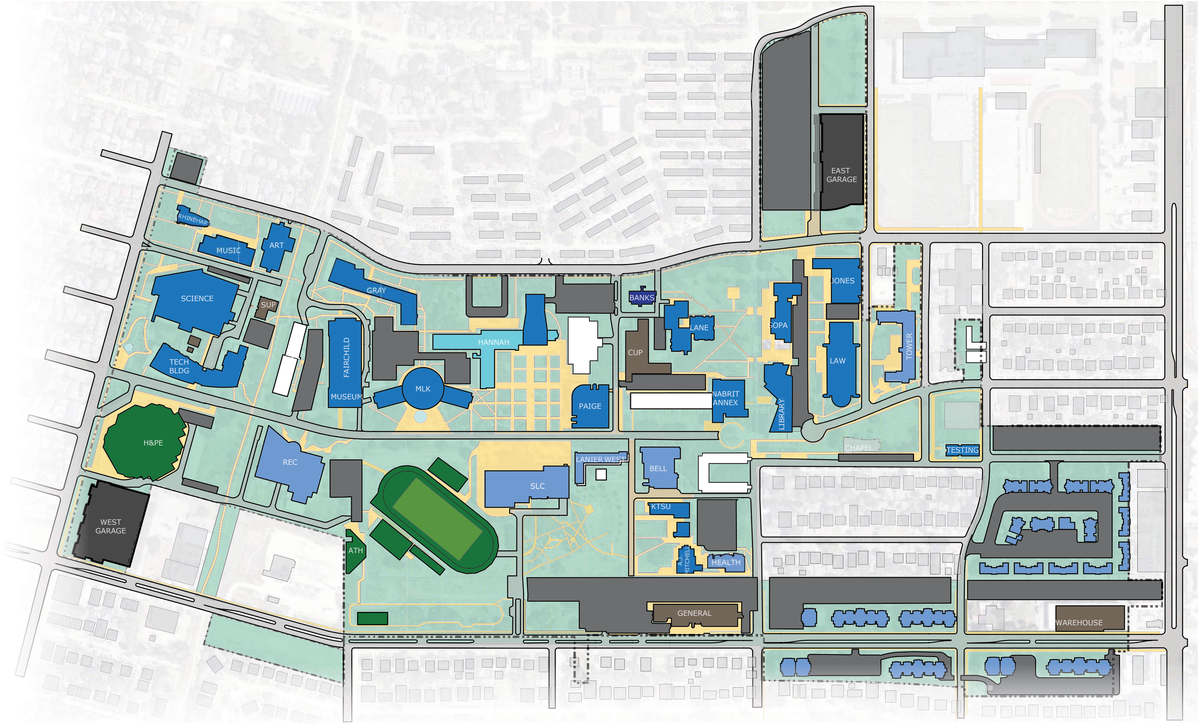
Safety & Security

Accessibility Assessment

ASSESSMENT METHODOLOGY

The assessment methodology focused on understanding current conditions and preparing for future growth. The planning team began by conducting a detailed analysis of existing buildings, campus-wide infrastructure, outdoor spaces, and campus circulation. Tools such as Matterport laser scanning, 3D modeling software, GIS mapping, and space utilization studies were employed to visualize current capacities and identify patterns of use, underutilization, and opportunities.

Equally integral to the assessment methodology was an inclusive stakeholder engagement process. The planning team conducted interviews, facilitated workshops, and surveys with students, faculty, staff, and administrators to gather a deeper understanding of current challenges and future aspirations of the university. This input was essential in aligning spatial strategies with institutional priorities such as academic innovation, student life, equity, and sustainable long-term growth. The result is a multi-layered assessment that not only documents existing conditions but also provides a strategic foundation for informed decision-making and the development of a responsive, future-ready master plan.



INFRASTRUCTURE ASSESSMENT: THERMAL SUMMARY

The Central Plant underwent recent upgrades and is now comprised of four chillers and six boilers. There are two 2000-ton chillers, one 1920-ton chiller, and one 1400-ton chiller, allowing for a maximum of 7,320 tons of cooling capacity. Additionally, the six boilers are rated at 5 MMBtuh each. For central plant system, it is best for the plant to have capacity to meet the campus loads with the largest single piece of equipment down for service which can be referred to as “firm capacity”. The firm capacities of the Central Plant are 5,320 tons cooling and 25 MMBtuh heating.

The peak cooling load on the central plant is estimated to be 4,000 tons, and 1,300 tons of capacity is available for future growth; however, the significant distribution system restrictions and issues causing uncontrolled flow currently preclude adding additional load. The deficiencies in the chilled water system at various buildings must be corrected to improve the chilled water distribution and plant operations.

The peak heating load on the central plant is estimated to be 29 MMBtuh, and no additional capacity is available. The sizing of the plant pumps and the distribution system restrictions likely prevent the system from meeting the peak heating loads.

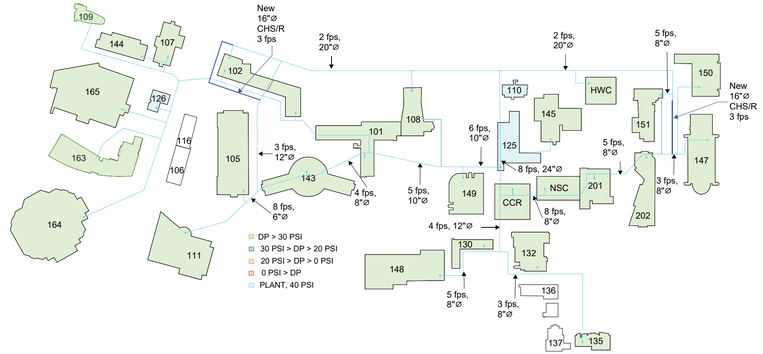
The Satellite plant currently has two 750-ton chillers and two 10 MMBtuh boilers. The estimated cooling load on the plant is 1,000 tons, and the estimated heating load is 15 MMBtuh. The current loads exceed the firm capacity of the plant, and new buildings on the west side of campus will require additional capacity be added.s.

The distribution system is too restrictive to effectively deliver chilled water to many buildings. The restrictions are in the piping between the Central Plant and the MLK Humanities Center and in the area of Nabrit.

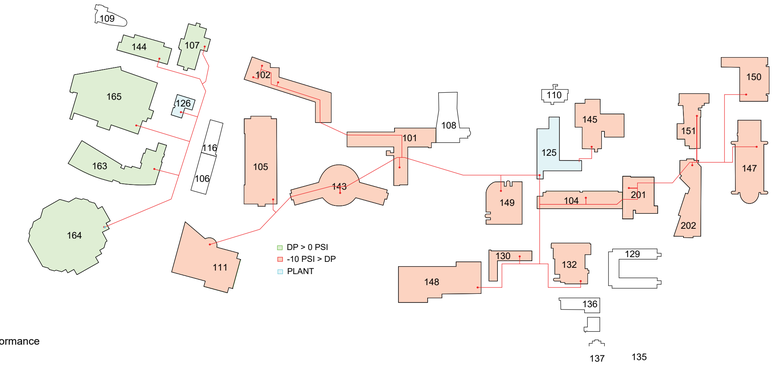
Additional 20 inch piping has been installed on the north side of campus along Cleburne Street; however, the piping has not been fully connected to buildings to improve distribution. The recommended improvements include connecting the new 20-inch distribution piping to the existing system near the Marshall School of Law building and near Gray Hall as shown.

Although the capacity of the Central Plant heating water system is similar to that of the steam system it replaced, the system is limited to less available capacity due to pump and piping sizing in the distribution system. The system is designed for a temperature change (delta T) which is higher than how most of the buildings were designed, and the buildings require more heating water flow than can be delivered. The distribution pipe size needs to be increased, and plant pump capacity needs to be increased. The specific scope can be determined based on building operating conditions. New buildings need to be equipped with stand-alone heating capacity or to be served by increased plant and distribution capacity.

The Satellite Plant heating water distribution system is sized appropriately to deliver the heating required of the buildings. The demands on the system exceed the capacity of one boiler, so there is no longer redundant capacity for the system. The buried ductile iron piping from the Satellite Plant is leaking significantly. The piping has reached the end of its useful life and needs to be replaced.



Chilled Water Distribution System Performance



Heating Water Distribution System Performance

DP > 0 PSI | 0 PSI > DP > .5 PSI | -5 PSI > DP > -10 PSI | -10 PSI > DP | Plant

INFRASTRUCTURE ASSESSMENT: ELECTRICAL SUMMARY

The campus is served from Centerpoint Energy overhead service along Blodgett Street. The campus electrical infrastructure consists of a main-tie-main type MV switchgear to distribute power to multiple campus buildings via a utility corridor that runs around campus. Each feeder consists of 3-1 C, #4/0 MV cables in conduit running in the utility corridor. Each building is served from two separate feeders via a 2-way selector switch for redundancy.

Existing assessments indicate that portions of the campus electrical distribution system are aging and in need of repairs or replacement. Per the assessments, the following issues were identified:

General Services Building - The MV switch enclosure and the transformer enclosure are badly rusted and need to be replaced.

Student Health Center / Allee J Mitchell - Transformer appears to be leaking oil and the MV cables inside are energized and not connect to the transformers.

Education Building - MV cables in transformer appear to have voltage discharge and need to be replaced.

KTSU Building - MV cables in transformer appear to hace coltage discharge and need to be replaced.

EO Bell - MV cables in transformer are not installed properly and must replaced.

Fairchild Building - MV switch is rusted and needs to be replaced.

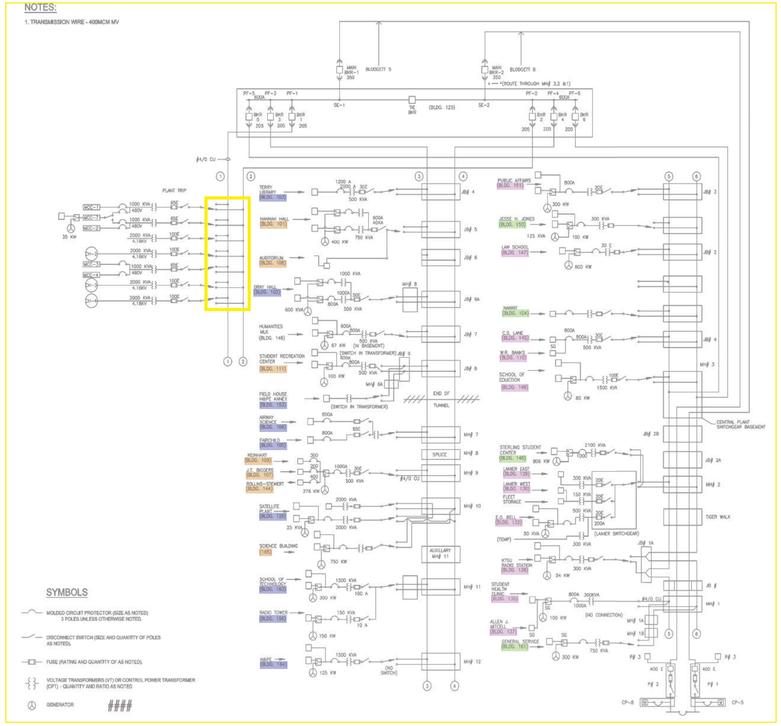
CS Lane Building - MV cables in transformer are not installed properly and must be replaced.

Tunnel Tap Boxes - JB#2 and JB#3 cables are not installed properly and there are signs of corrosion on the boxes.

Law School Building - MV cables in tranformer are not installed properly and must be replaced.

Temporary Transformer - MV cables in transformer are not installed properly and must be replaced.

Capacity Constraints: The current MV system capacity is adequate for the existing electrical loads but does not have sufficient capacity to support all proposed future buildings outline in the masterplan.



GENERATOR ATS TRANSFORMER MV GEAR SWITCHGEAR

INFRASTRUCTURE ASSESSMENT: WATER SUMMARY

The water infrastructure serving TSU is part of a broader municipal water distribution system managed by the City of Houston. As a critical component of the university's operations, the water supply supports both daily needs and emergency services, including potable water distribution, fire protection, and irrigation.

The City of Houston's Geographic Information Management System (GIMS) map provides a comprehensive, detailed view of the water distribution network that supplies TSU. This map includes data on the location and routing of water mains, service lines, and associated infrastructure that feeds the campus from the city's municipal system. It also marks the locations of key water meters, valves, hydrants, and connection points.

The water distribution system for TSU campus is an intricate network of various pipe sizes strategically laid out to ensure that water reaches different sections of the university for consumption, fire protection, and other essential services. The system is primarily composed of a combination of 8-inch and 16-inch PVC pipes, which are spread across the campus's four sides and key internal areas.

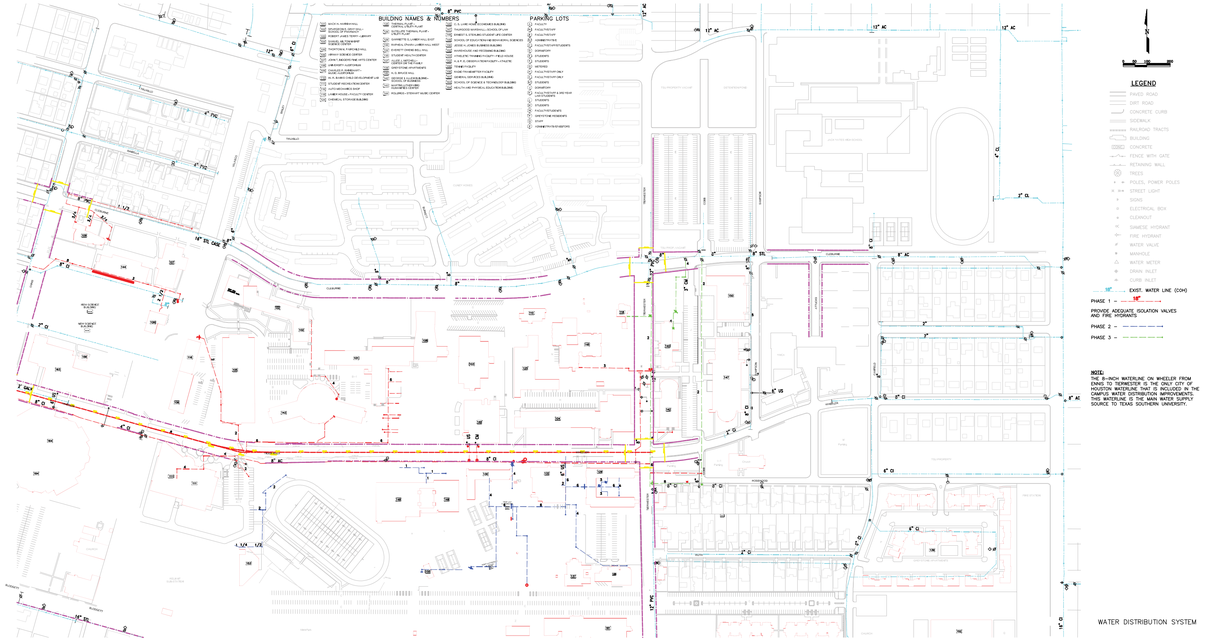
On the north side of the TSU campus, the water distribution system is connected via an 8- inch PVC pipe along Cleburne Street. To the west, the campus is similarly served by an 8- inch PVC line that runs along Ennis Street. On the southern perimeter of the campus, an important 16-inch PVC pipe runs along Blodgett Street. To the east of the campus, a 16-inch PVC line runs along Scott Street. In the middle of the TSU campus, parallel to the prominent Tiger Walk, an 8-inch PVC water line runs through the center of the university. In addition to the main distribution lines along the perimeter of the campus, multiple water lines extend to and towards the east of Tierwester Street. These lines further support the internal distribution network, feeding water to a range of buildings and facilities located on this side of the campus.

One of the key concerns regarding TSU's water distribution system is the positioning of fire hydrants. The majority of the fire hydrants around the campus are located on the opposite sides of the roads that border the university. This positioning presents a significant challenge when it comes to fire protection. Specifically, many of the buildings on the TSU campus lack adequate fire coverage, as the fire hydrants are positioned across the street from these structures. The result is that the maximum fire hose lay lengths from the Fire Department Connections (FDC) to the fire hydrants often do not meet the minimum requirements set by fire safety codes. This deficiency in coverage can delay firefighting efforts and compromise the safety of the buildings. Even though state-owned properties aren't required to follow local codes and ordinances, fire safety is a useful exception. Since the City of Houston Fire Department is the one to respond during emergencies, it's important that new or renovated buildings meet the International Fire Code as amended by the City of Houston. This ensures firefighters can act quickly and without obstacles, keeping everyone safe when accidents happen. It is our understanding that the state fire marshal's office has the ultimate jurisdiction over fire safety for the campus.

In older buildings, the fire protection systems rely on standpipes located inside the structure rather than the more modern approach of Fire Department Connections (FDC) placed outside. These standpipes, typically are vertical pipes running through the core of the building, allowing firefighters to connect hoses on various floors, ensuring water can be delivered to high-rise areas during a fire emergency.



GIMS Map - Water



INFRASTRUCTURE ASSESSMENT: SANITARY SUMMARY

The sanitary system for TSU incorporates both gravity-fed and pressurized components, depending on topography and building locations. Key elements include sanitary sewer lines, lift stations, manholes, and connections to the municipal wastewater network, designed to handle typical waste loads from academic buildings, housing, dining, and support facilities.

The sanitary sewer system within the TSU campus and surrounding areas consists of varying pipe sizes, materials, and ages, some of which require upgrades. The system serves campus buildings and adjacent streets, but aging infrastructure and inconsistent capacities present challenges for future growth. An 8" sanitary sewer line runs along Ennis Street, while Blodgett Street includes 6", 8", and 10" lines, along with an abandoned 12" force main. Additional 8", 10", and 12" lines run along Scott Street, and 8" and 10" lines run along Tierwester Street. A 10" sanitary sewer line parallel to Tiger Walk connects to the Wheeler Street network but is not shown on the Houston Public Works Sanitary GIMS map, and its ownership remains undefined.

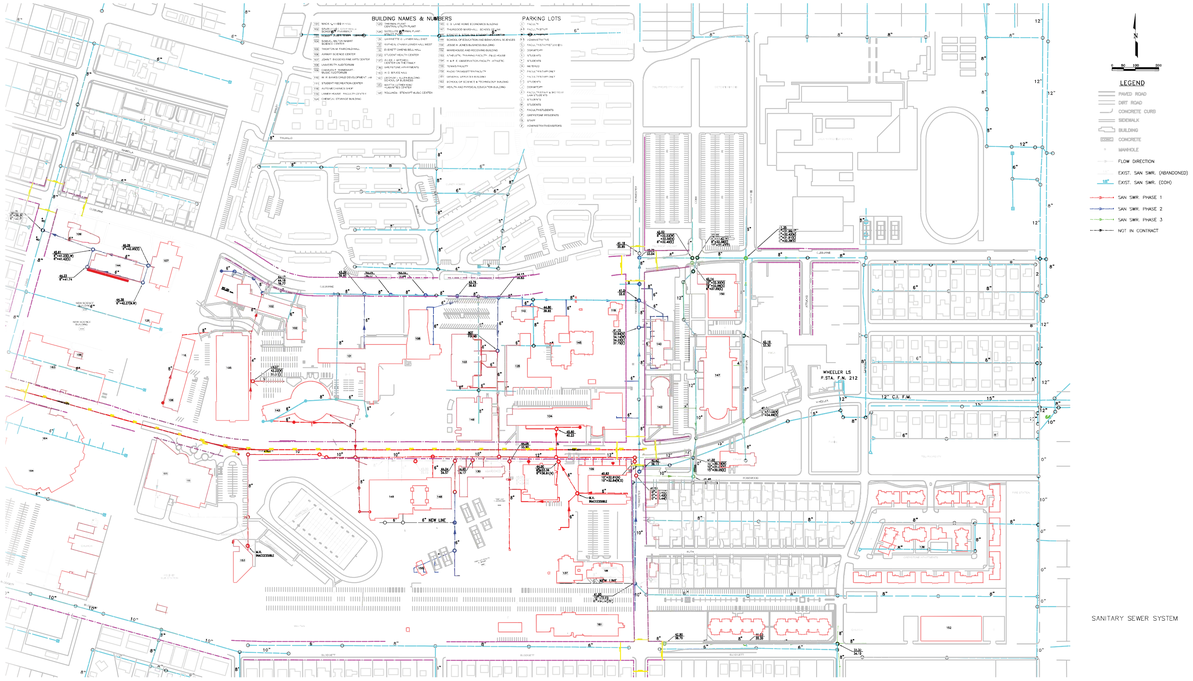
A significant portion of the system is conveyed to a lift station at Canfield Street and Wheeler Street, which manages flows from the east of Tierwester Street and west of Scott Street. The lift station includes a 21-inch influent pipe and a 12-inch force main, which currently has adequate capacity for projected development. However, further evaluation of the lift station and pumps is recommended during expansion planning, as increased wastewater volumes may strain the system and require pump upgrades to maintain reliable performance.

Planned campus developments will require additional sewer infrastructure, including a new 8" sanitary line to serve proposed student housing near the lift station. Expansion of the practice field into a stadium will require two new 8" lines: one connecting north to the Tiger Walk network and one south to the Blodgett Street system.

One of the major concerns with the TSU sanitary sewer system is the age and condition of the existing pipes, see Appendix 04 and 07. Nearly 90% of the sanitary sewer lines around and within the university are over 40 years old. Furthermore, the materials used in these pipes no longer meet current standards or criteria. The existing pipes, composed of outdated materials such as Ductile Iron Pipe (DIP) and clay, may pose risks of failure, leaks, and inefficiency, especially as the university expands and the system is put under increased demand. Ductile Iron Pipe, while durable when first installed, is prone to corrosion over time due to its susceptibility to environmental factors. Clay pipes, commonly used in the older sections of the system, are naturally brittle and vulnerable to cracking under shifting soil conditions or ground movement. The combination of these aging materials, their degradation over time, and the increasing demands placed on the system make it important to upgrade and replace these pipes with more resilient and long-lasting alternatives. The condition and material composition of these pipes are detailed in Appendix 04 - Overall Campus Utility Assessment Report, reinforcing the need for a comprehensive system upgrade.



GIMS Map - Sanitary



INFRASTRUCTURE ASSESSMENT: STORM SUMMARY

The drainage infrastructure is in overall good condition. Unlike water and sewer infrastructure, storm sewer infrastructure tends to consist of reinforced concrete pipe (RCP) for pipe diameters 12-inches and larger and occasionally ductile iron pipe (DIP) for pipes under 12-inches in older buildings. In newer facilities, PVC is often used for pipe diameters under 12-inches and occasionally HDPE is used instead of RCP for pipes in between 12-inch diameter and 36-inch diameter. These products do not have as long as useful life as RCP. Due to the occasional use of these facilities, evaluation for replacement should be on a forty- year basis, unless obvious issues arise. See Appendix 04 - Overall Campus Utility Assessment Report for an overview of all storm facilities.

A drainage area map based on the amount of impervious ground coverage was also compiled to guide future development of the University. Since TSU is owned by the state of Texas, it does not have to comply with the requirements of detention as required by the City of Houston. However, the land surrounding the university is also developed. The amount of runoff cannot increase after subsequent re-development of buildings. To accomplish this goal, the amount of impervious area as the campus exists now will allow future engineers a basis of comparison to determine if a proposed building and related improvements will require detention.

Upon observation of the drainage facilities inlets on site visits that took place in both October 2024 and February 2025, very few problems were noted. This is due to the high standard of maintenance at Texas Southern University. Many of the drainage issues experienced by TSU are caused by subsidence that the region experiences due to groundwater depletion of aquifers.

The following problems were noted by site visits and input from maintenance personnel:

-Stormwater infiltration of building at Rhinehart Music Auditorium.

-Issues with inlets at the visitor parking lot adjacent to the Graville M Sawyer Auditorium.

-Settlement of paver walking surface and negative drainage on the west side of Jesse H Jones Building.

-Settlement of walking surface at Sawyer Auditorium.

-Flatness of grade on Tiger Walk.

-Inlet, pavement, and retaining wall failure at University Student Center's loading dock.

-Park area between student center and the services building.

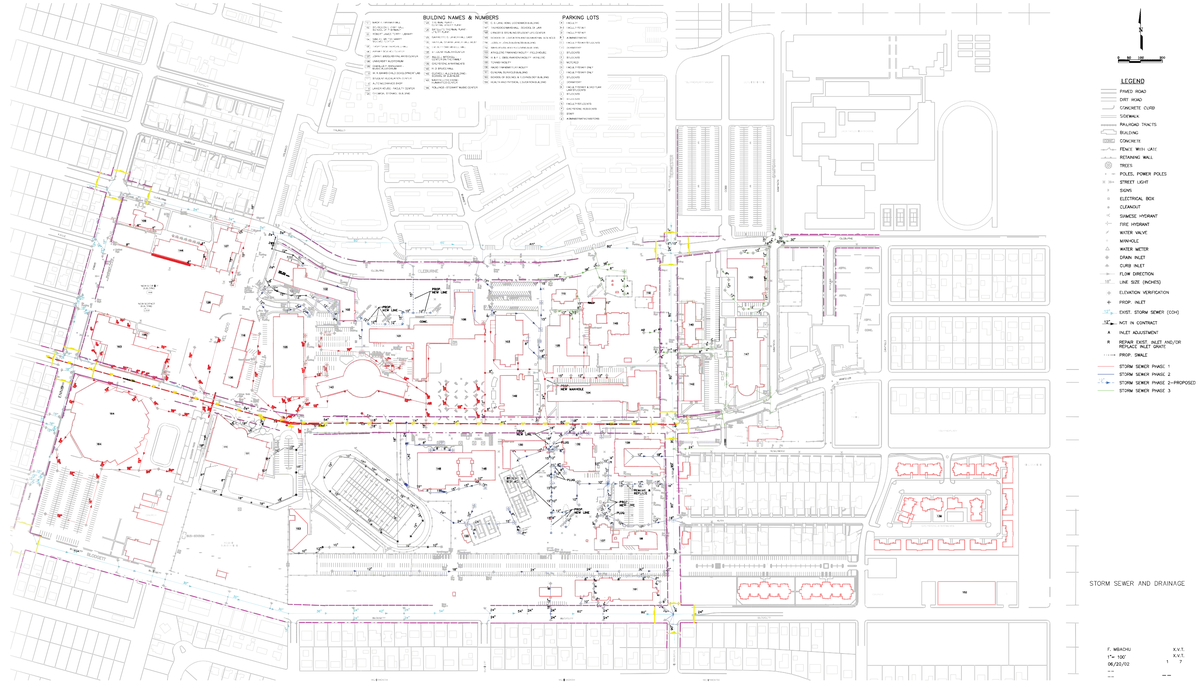
-Drainage issues at long jump practice areas.

-Entrance of Fairchild Building from Tiger Walk shows signs of prior flooding.

-Absence of headwalls for culverts along Columbia Tap Trail north of Tiger Walk.

-Detention basin south of stadium shows excessive debris left over from prior rainfall events.

Overall recommendation, establish minimum civil engineering design standards that all future consultants must follow in establishing finished floor elevations, minimum cross slope for all pavements including sidewalks, minimum longitudinal slopes for all pavements including sidewalks, minimum finished grade difference between finished floor and ground level by buildings, and minimum paving design standards. Area drains adjacent to all buildings should be 24-inches below the finished floor elevations on average. The minimum acceptable difference is 18-inches for small areas adjacent to the building.



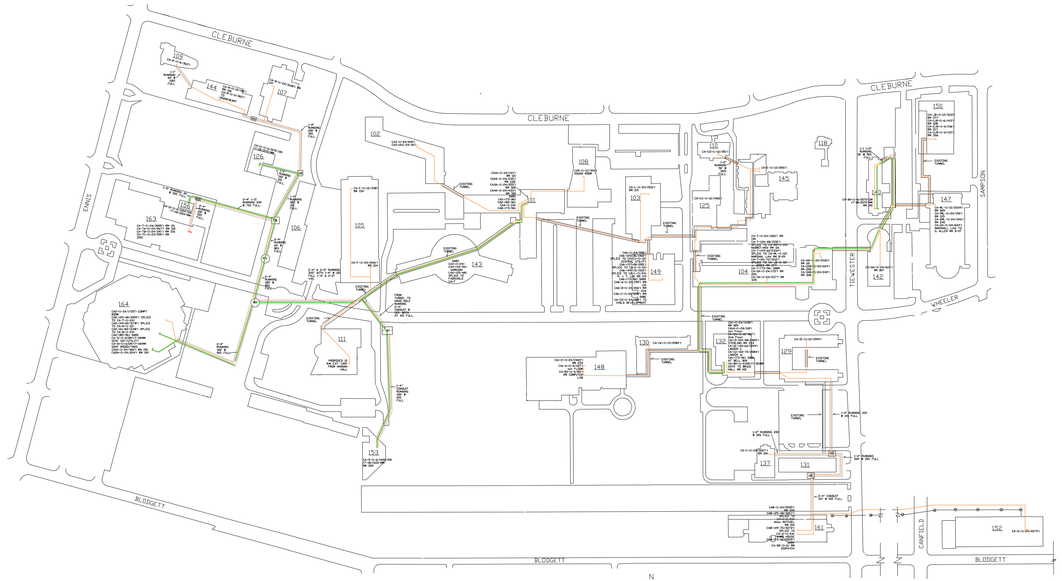
INFRASTRUCTURE ASSESSMENT: FIBER AND TECHNOLOGY

Texas Southern University's fiber and technology infrastructure forms the backbone of campus operations, supporting instructional technology, research, communications, security systems, building controls, and administrative functions. As academic delivery methods continue to evolve and reliance on digital connectivity increases, the performance, reliability, and scalability of these systems are critical to both daily operations and long-term institutional success.

A comprehensive assessment of the campus's fiber backbone, telecommunications pathways, and supporting technology spaces was conducted to evaluate existing conditions, system capacity, and readiness for future growth. The review considered network distribution, redundancy, pathway organization, and the ability of current infrastructure to accommodate expanding bandwidth demands and emerging technologies. The accompanying plan illustrates the primary fiber routes across campus, providing a visual overview of the existing network backbone and key connections between facilities.

The assessment identified opportunities to modernize legacy infrastructure, improve resiliency through increased redundancy, and standardize technology pathways and equipment across campus. Coordinating fiber and technology upgrades with planned renovations, new construction, and site improvements will help reduce disruption, improve efficiency, and ensure consistent service levels throughout the campus.

Overall, the findings reinforce the importance of strategic, phased investment in fiber and technology systems to create a reliable, secure, and scalable digital environment that supports teaching, learning, research, and campus operations. These recommendations inform the Master Plan's broader infrastructure strategy and position the University to adapt to future technological needs.



Building Legend

101	Mack H. Hannah Hall	132	Everett Deens Bell Hall
102	Spurgion E. Gray Hall	137	Allen Mitchel Center on the Family
103	Robert James Terry Library	140	H. D. Bruce Hall
104	Samuel Milton Nabrit Science Center	142	George L. Allen Building
105	Thorton M. Fairchild Hall	143	Martin Luther King Humanities Center
106	Industrial Education Shop Building	144	Rolline Stewart Music Center
107	John T. Biggers Art Center	145	C. S. Lane Hone Economics Building
108	University Auditorium	147	Thurgood Marshall Law School Building
109	Charles P. Rhinehesrt Music Auditorium	148	Ernest S. Sterling Student Life Center
110	W. R. Banks Child Development Laboratory	149	School of Education and Behavioral Sciences
111	Student Recreation Center	150	Jesse H. Jones Business Building

M.I.S.
MultiMedia Integrated Systems, Inc.
4888 Langfield Road Suite 600
Houston Texas 77040
Office: 713-460-5410
Fax: 713-329-9628

LEGEND:
- Multi-Mode
- Composite (6sm,12mm)
- Tunnel
- Conduit
- MH Man Hole
- HH Hand Hole

2020 FACILITY CONDITION INDEX

The Facility Condition Assessment completed in 2020 by PBK provides a foundational understanding of the overall condition of Texas Southern University's buildings and infrastructure. The campus includes a wide range of facilities from recently constructed buildings to structures that are several decades old. More than half of TSU's facilities are over 30 years old, and many are now approaching or beyond the typical life cycle of major building systems. While some buildings have benefited from regular upkeep and selective renovations, others exhibit growing deferred maintenance needs that will require significant reinvestment in the coming years.

The Facility Condition Index (FCI) offers a consistent and objective way to evaluate building condition. FCI compares the cost of correcting identified deficiencies in a building's primary systems (such as HVAC, electrical, plumbing, roofing, and envelope components) to the cost of replacing the facility entirely. Lower FCI values indicate facilities in better condition, while higher values reflect buildings that may require major renovation or potential replacement.

To support planning and decision-making, the 2020 assessment categorizes buildings using the following condition levels. These categories are reflected in the diagrams:

Capital Upkeep – Facilities in generally good condition requiring routine capital maintenance to preserve performance and extend system life.

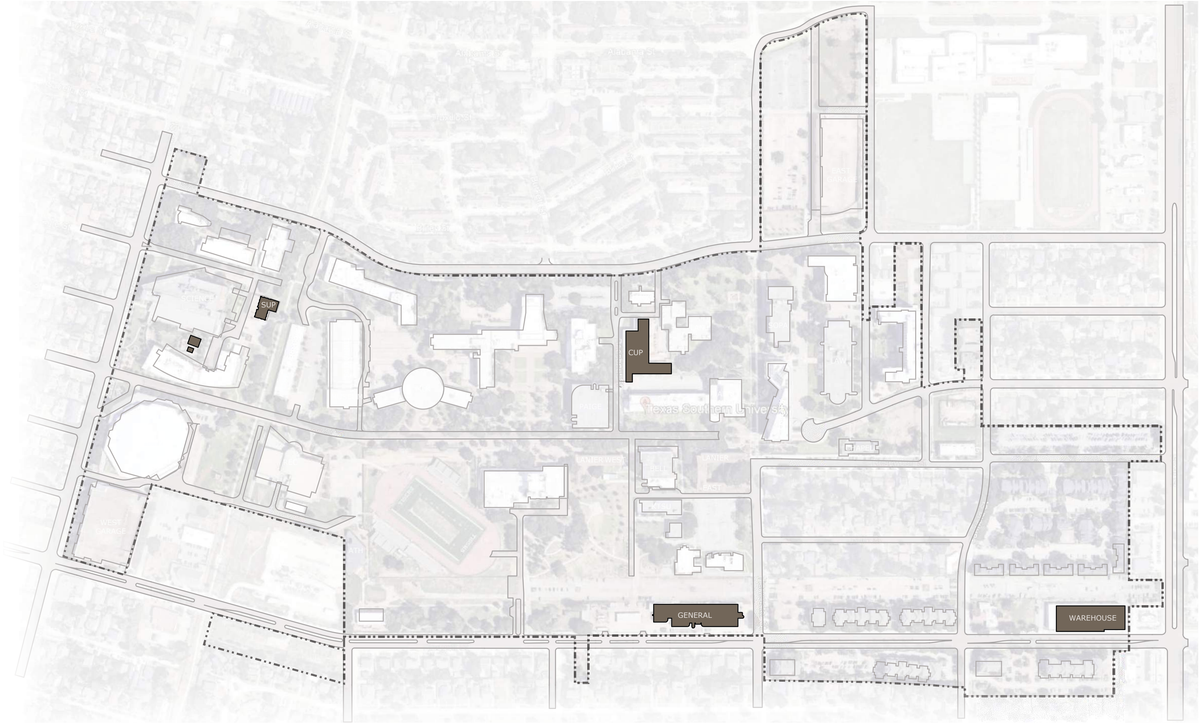
Repair & Maintain – Facilities with moderate deficiencies that can be addressed through targeted repairs and short-term system replacements.

Major Renovation – Facilities with significant system deficiencies that require comprehensive renovation to restore performance and extend service life.

Systemic Renovation – Facilities requiring coordinated replacement of multiple building systems, often approaching the cost or scale of partial reconstruction.

Transitional – Facilities in poor or end-of-life condition where continued reinvestment may be impractical, and long-term planning should consider replacement or repurposing.

These standardized condition levels help align reinvestment strategies, prioritize capital improvements, and ensure that future funding supports the most critical needs across the campus.



UPDATED 2020 FACILITY CONDITION INDEX FOR 2025

Since the completion of the 2020 Facility Condition Assessment, several notable changes have occurred across campus. The Athletic Strength and Conditioning Facility was added to the campus inventory in 2024. Multiple facilities underwent extensive interior renovation including the Charles P. Rhinehart Music Auditorium and the W.R. Banks Child Devleopment Laboratory with completion dates in 2025. Samuel Milton Nabrit building was demolished in 2025, while the Terry Library and Lanier Hall East is scheduled for demolition in 2026. As part of the 2025 Master Plan update, these changes reflect ongoing reinvestment efforts and have slightly shifted the overall distribution of building conditions from what was captured in the 2020 assessment.

These updates were incorporated into the current analysis to ensure that the Facility Condition Index (FCI) classifications and reinvestment priorities accurately reflect the campus as it exists today.

Capital Upkeep:
- Charles P. Rhinehart Music Auditorium
- L.H.O. Spearman Technology Building
- W.R. Banks Child Development Laboratory
- Library Learning Center
- Tierwester Oaks 1

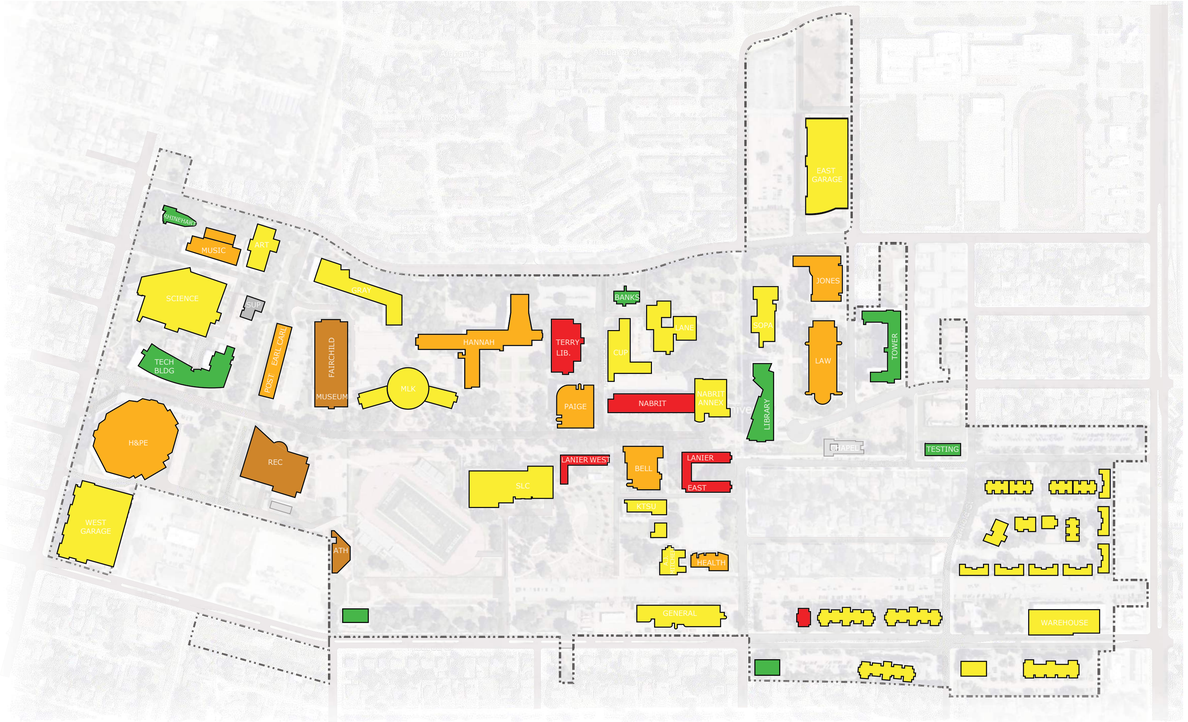
Repair & Maintain
- West Garage
- Science Building
- John T. Biggers Art Center
- Post Office / Earl Carl Institute
- Spurgeon E. Gray Hall College of Pharmacy
- Martin Luther King Humanities Center
- Central Thermal Plant
- KTSU Radio Station
- Allee J. Mitchell Center on the Family

Repair & Maintain (cont.)
- General Services Building
- East Garage
- Barbara Jordan-Mickey Leland School of Public Affairs
- University Courtyard 2
- University Courtyard 3
- Tierwester Oaks 2

Major Renovation
- Health & Physical Education Building
- Rollings - Stewart Music Center
- Thornton M. Fairchild Hall
- Mack H. Hannah Hall
- Ernest S. Sterling Student Life Center
- Roderick R. Paige Education Building
- Everett Owens Bell Hall
- University Health Center
- Samuel Milton Nabrit Science Center Annex
- Thurgood Marshall School of Law
- Jesse H. Jones School of Business
- University Towers
- University Academic Learning Center
- C.S. Lane Home Economics Center

Systemic Renovation
- Student Recreation Center
- Athletic Training Facility Field House

Transitional
- Robert James Terry Library
- Samuel Milton Nabrit Building
- Garriette G. Lanier Hall East
- Raphael O'Hara Lanier Hall West
- University Courtyard 1



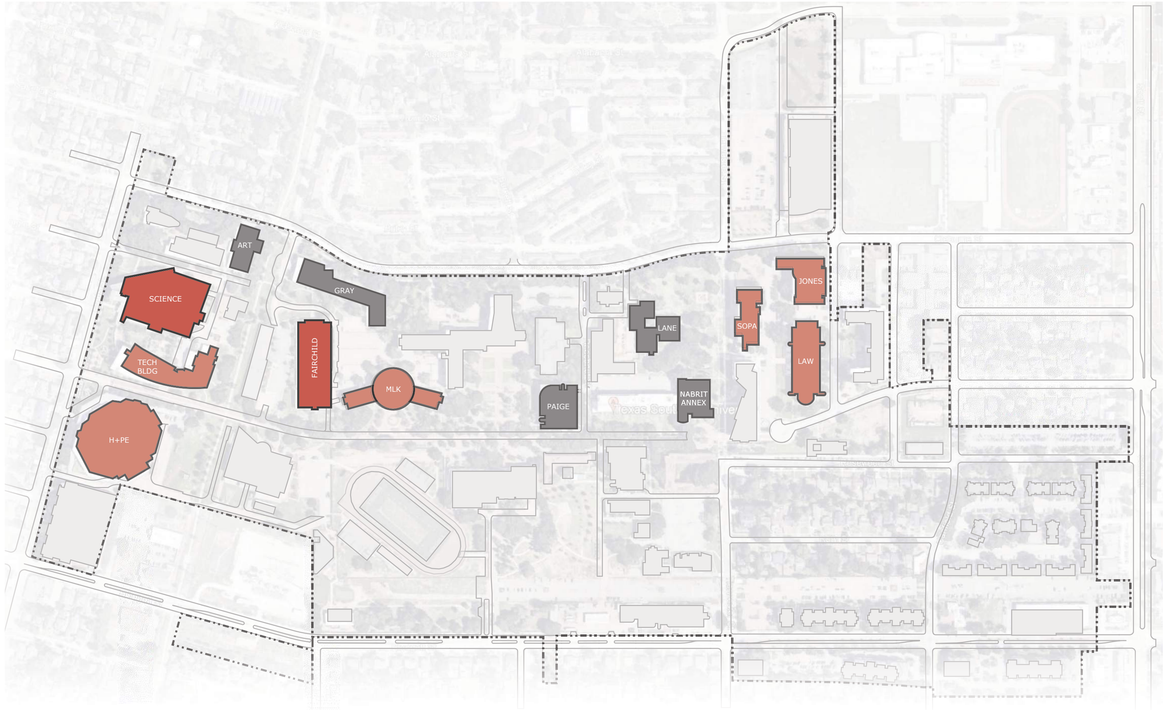
UTILIZATION OF SPACES

To support ongoing campus planning efforts, Texas Southern University commissioned a comprehensive utilization study of instructional spaces. This study provides a data-driven framework for decision-making and long-term facilities planning. Facility Programming and Consulting was engaged to evaluate the utilization of general-purpose classrooms and laboratories on the main campus, examining scheduling intensity, section fill, and overall utilization levels.

The analysis was conducted using Fall 2024 course scheduling data provided by TSU benchmarked against utilization standards established by the Texas Higher Education Coordinating Board. Each instructional space was individually assessed, allowing a detailed understanding of how intensely classrooms and laboratories are currently being used.

The findings presented in this report highlight Fall 2024 utilization trends and identify opportunities to enhance efficiency, improve scheduling practices, and repurpose underutilized spaces. These opportunities will help TSU optimize utilization of existing facilities while ensuring instructional capabilities continue to support student success and academic growth.

“Classroom utilization” measures the hours per week that sections are scheduled. “Classroom Fill” measures the student enrollment of scheduled sections that are assigned to rooms as a percent of the available capacity. The resulting data is then compared to established targets as “percent fill at hours per week” to designate the overall utilization. The two buildings in red exceed the target fill rate. Grey buildings have either low fill and/or limited hours per week of scheduling.



RESILIENCY AND CRITICAL SYSTEMS

The assessment of campus resiliency and critical systems evaluates the ability of existing infrastructure to withstand, respond to, and recover from disruptive events. The review focused on power supply and distribution, emergency generation, data infrastructure, water and sewer systems, and life-safety systems to identify vulnerabilities and opportunities for improved reliability.

Overall, the campus demonstrates a stable foundation of critical infrastructure but faces challenges typical of aging systems and decentralized maintenance practices. Power redundancy and emergency backup capacity vary significantly by building, with limited central monitoring or load management. Mechanical and electrical systems across several facilities are nearing the end of their service life, posing risks to operational continuity during outages or extreme weather events.

Resiliency planning should prioritize modernizing electrical and mechanical systems, expanding emergency power coverage, and integrating smart controls for real-time performance monitoring. Additional focus on water conservation, stormwater management, and cybersecurity resilience will further strengthen the campus's ability to maintain safe and continuous operations during disruptions.

Strategic investments in these areas will enhance operational reliability, reduce downtime, and align the campus with best practices in sustainable and resilient campus planning.

The heating system at the Central Plant and the cooling and heating systems of the Satellite Plant on the west end of campus do not have redundant capacity. Meeting the campus loads during peak season relies on all the equipment in the plant operating, and equipment downtime due to maintenance or failures results in unmet cooling and heating demands.

Additionally, the resiliency of the cooling capacity of the Central Plant is degraded by inoperable equipment. The capacities cired in the assessment report assume that installed equipment is maintained in an operable state.As described in the infrastructure assessment by Shah Smith, repairs to the electrical system are needed to improve reliability and repair of failed chilled water and heating water components throughout the campus is needed to provide cooling functionality and reliability.

Maintenance of chilled water piping insulation in the tunnel and mechanical rooms is needed to avoid rapid deterioration of the piping due to corrosion, and tunnel sump pumps need to be maintained to allow maintenance access to the tunnel.

The direct buried heating water on the west end of campus has reached the end of its useful life and leaks signficantly.

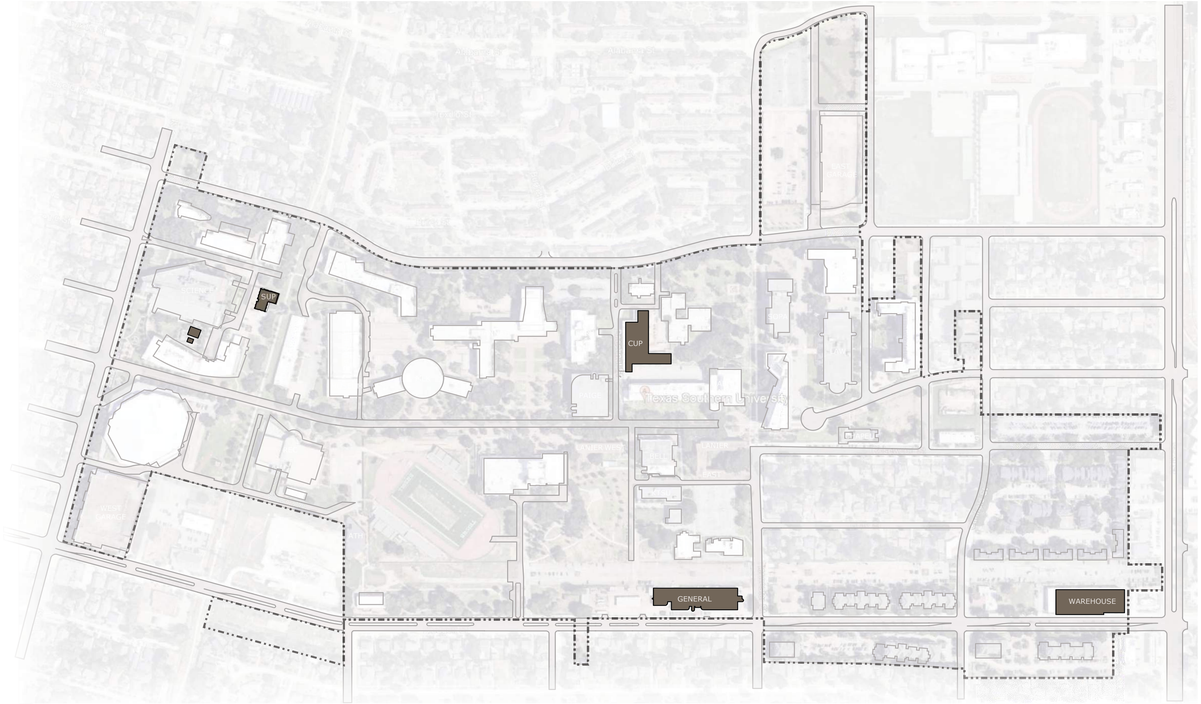
Organization and updates are needed for record drawings of the campus utilities so the TSU can have the information available to reference and share.

The following items are needed to increase the resiliency of the electrical and thermal utility systems:

Electrical system repairs throughout campus are identified and prioritized in the infrastructure assessment. "Priority 1" repairs identified in the assessment are critical items affecting safety and the continued operation of the electrical systems.

Failed equipment at the central plant reduces the available capacity and operation resiliency.

Failures of equipment at buildings reduce the functionality and efficiency of the HVAC systems. Maintenance and repairs are needed to maintain the HVAC equipment in the buildings in an operable condition.



SUSTAINABILITY AND ENERGY USAGE ANALYSIS

The assessment of campus sustainability and energy usage analyzes current performance across building operations, utilities, and resource consumption to identify opportunities for greater efficiency and alignment with Texas Southern University's sustainability goals. The assessment considered building energy data, HVAC and lighting systems, renewable energy potential, water use, and waste management practices.

The campus thermal utility and HVAC systems have numerous opportunities for functional and efficiency improvements which are discussed in the infrastructure assessment report. Failures in equipment currently impact the performance and efficiency of the systems.

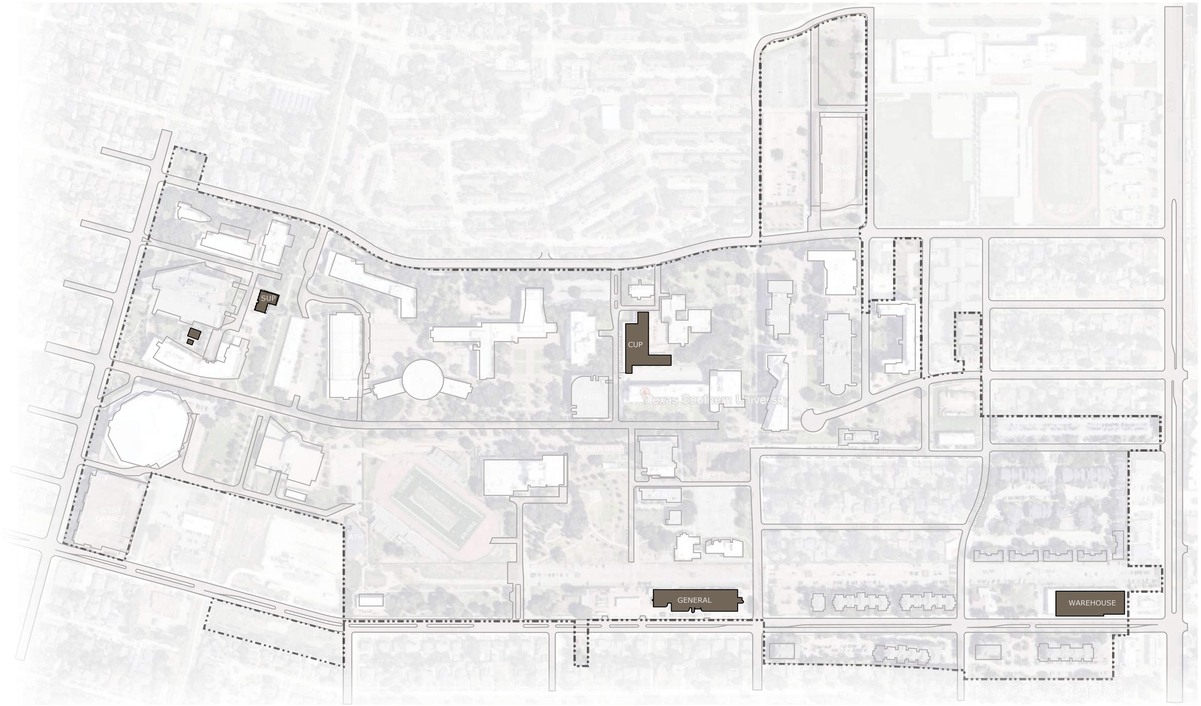
Various control systems are installed throughout the campus. Central monitoring of the control systems can be an effective way to identify equipment failures and monitor the utility consumption for facilities. The control systems on campus need work to provide automatic control and fault detection reporting to a common reporting point.

Overall, the campus demonstrates a growing commitment to sustainability but lacks a comprehensive, data-driven approach to managing energy and resource use. Energy performance varies widely across facilities, with newer buildings generally meeting higher efficiency standards while older structures rely on legacy systems with limited controls and outdated equipment. Benchmarking data indicates opportunities for energy savings through improved building automation, LED lighting retrofits, HVAC optimization, and more consistent monitoring of consumption trends.

Renewable energy integration, such as solar photovoltaic systems or geothermal applications, presents a viable long-term strategy for reducing reliance on the power grid and lowering greenhouse gas emissions. Implementing initiatives such as green building design standards, campus-wide sustainability education, and improved waste diversion can further advance progress toward carbon reduction targets.

Strengthening energy management practices, investing in efficiency upgrades, and formalizing sustainability policies enhances the university's reputation and appeal. Positioning Texas Southern University as a leader in environmental stewardship and operational efficiency while lowering long-term utility costs.

By systematically evaluating how energy is consumed across buildings, transportation, and infrastructure, TSU can identify inefficiencies and implement targeted improvements. This not only reduces greenhouse gas emissions and operational costs but also enhances the overall resilience of campus systems. Fostering a culture of environmental responsibility, Texas Southern University will encourage students, faculty, and staff to adopt more sustainable behaviors in their daily lives.



SAFETY AND SECURITY

Assessing campus safety and security is a critical responsibility for universities, as it directly impacts the well-being of students, faculty, staff, and visitors. A comprehensive safety assessment evaluates physical infrastructure, emergency preparedness, crime prevention strategies, and the effectiveness of campus security personnel. This process helps institutions identify vulnerabilities, prioritize improvements, and ensure compliance with legal and regulatory standards, such as the Clery Act in the United States.

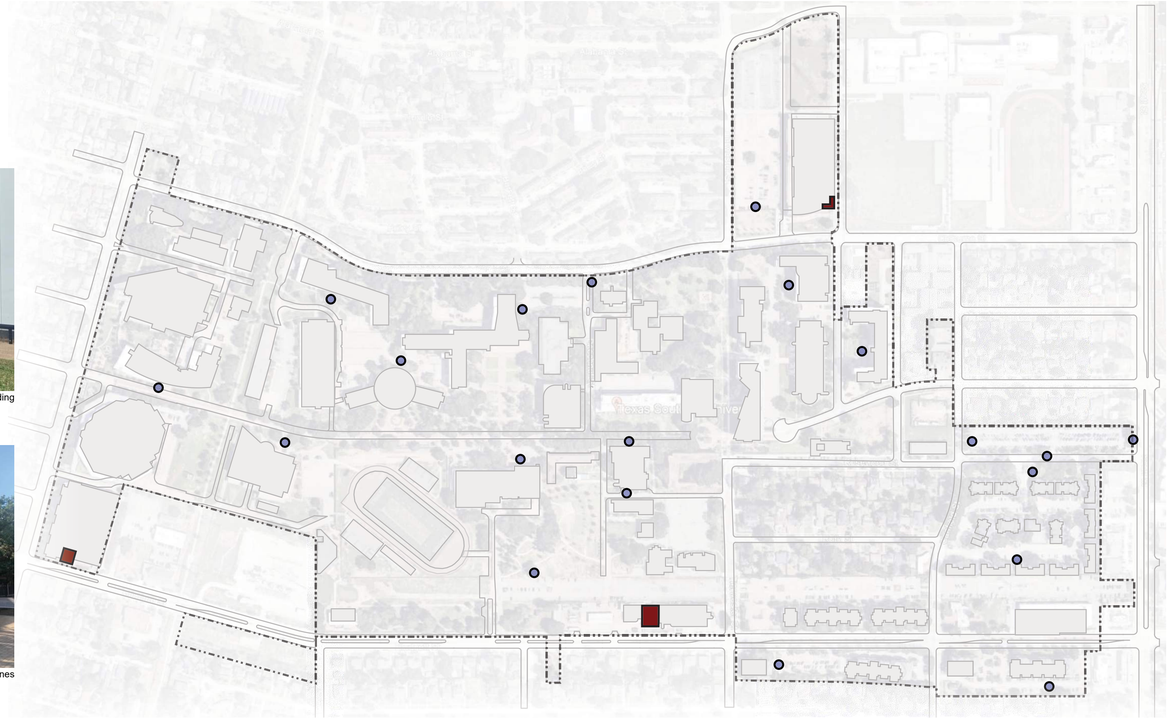
A key component of campus safety assessment is analyzing physical security measures. This includes evaluating outdoor lighting, the placement and functionality of surveillance cameras, access control systems for buildings, and emergency communication tools such as blue light phones. The accompanying diagram highlights the location of campus police offices in the East and West parking garages and the General Services Building, as well as the placement of emergency call boxes throughout campus.

Physical infrastructure plays a critical role in campus safety, guiding how buildings, pathways, and parking areas are designed and monitored. Key elements include outdoor lighting, surveillance cameras, access control systems, emergency communication tools, and strategically placed signage and wayfinding to support rapid response by emergency personnel. The accompanying image highlights the location of campus police offices in the parking garages and the General Services Building, as well as the placement of emergency call boxes throughout campus. Thoughtful design and regular audits ensure these systems are operational, integrated into the campus environment, and effective in deterring crime and facilitating emergency response.



TSU Department of Public Safety Building


Emergency Blue Phones



ACCESSIBILITY ASSESSMENT

In 2020, a comprehensive Accessibility Assessment was completed by PBK, evaluating all campus buildings and exterior routes for compliance with the Americans with Disabilities Act (ADA) Standards for Accessible Design and the Texas Accessibility Standards (TAS). This Master Plan builds on that earlier work, confirming existing conditions and identifying additional areas where accessibility barriers remain.

The purpose of these assessments is to identify architectural and site-related obstacles that limit equitable access for students, faculty, staff, and visitors, and to guide future improvements that meet federal and state requirements. Under Title II of the ADA, public institutions must provide “program access,” ensuring that all services and activities are accessible regardless of a facility’s age. While many older buildings were constructed before the adoption of current standards, they are still subject to reasonable barrier removal and accessibility upgrades as renovations occur.

Since 1994, all new or substantially renovated TSU facilities with construction costs over $50,000 have undergone state-required plan reviews and inspections for TAS compliance. As a result, newer buildings generally meet accessibility requirements, while older facilities vary significantly and will require targeted improvements, particularly along paths of travel, building entrances, and restrooms serving primary program areas.

Field observations conducted for this Master Plan confirm several campuswide concerns, including excessive walkway slopes, abrupt level changes, missing or inadequate curb ramps, and discontinuous pedestrian routes that hinder accessible movement between various destinations on campus. Each building was also reviewed for essential accessibility features such as accessible parking, entrances, interior circulation, restrooms, and drinking fountains.

The accompanying images highlight representative areas that do not meet current accessibility requirements and will need to be addressed as part of future capital improvements. While not every barrier must be corrected immediately, this assessment provides a framework for prioritizing modifications and ensuring that accessibility and universal design principles are fully integrated into upcoming renovation and construction efforts. Emphasizing universal design principles in future planning will enhance campus inclusivity, user comfort, and compliance with ADA and TAS standards.



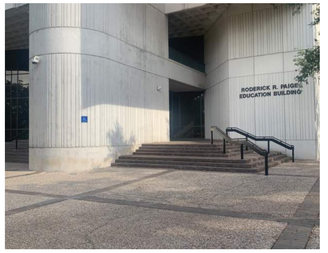














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04

Building and Site Analysis

Overview

Monument / Gate Signage

Traffic & Parking Study

Pedestrian Pathways & Walking Radius

Welcome Center

Tiger Walk

Outdoor Space - Opportunities for Activation

Public Art & Events

Campus Building Types

Food Options

Campus Facilities / Maintenance

BUILDING & SITE ANALYSIS

Overview

Texas Southern University is composed of an array of building types that support the academic, administrative, residential, and recreational functions of the University. Academic buildings are primarily clustered near the campus core, providing proximity to classrooms, laboratories, and faculty offices. Administrative buildings are interspersed throughout the campus, often adjacent to academic zones for accessibility. Residential facilities are located on the periphery, with several large residence halls anchoring student housing. Recreational amenities, including athletic fields and student centers, are strategically placed to serve both residential and commuter populations. The campus also includes a mix of parking garages and surface lots, which are essential for vehicular access but occupy valuable land that could be repurposed. Some older buildings have been identified for demolition, offering opportunities for redevelopment that aligns with future campus goals.

Pedestrian circulation across the campus reveals a network of formal and informal pathways that reflect both planned routes and organic movement patterns. While many areas support safe and efficient pedestrian flow, there are notable zones where conflicts between pedestrians and vehicles occur, particularly near major intersections and parking lot entrances. These areas require targeted interventions such as raised crosswalks, traffic calming measures, or rerouted pathways. Conversely, some pedestrian zones—such as central quads and courtyards—successfully foster social interaction and community engagement. These spaces can serve as models for underutilized areas where social activity is desired but currently lacking. Enhancing these zones with seating, shade, and interactive elements could encourage spontaneous gatherings and collaborative use.

Understanding walkability is crucial to improving campus connectivity and student experience. A walkability analysis was conducted using 5-, 10-, and 15-minute walking radii from both the most centralized and the most remote residence halls. This analysis highlights which academic, dining, and recreational facilities are easily accessible and which are underutilized due to distance. The findings suggest that certain amenities may be better located closer to residential zones or along primary pedestrian corridors. Additionally, this data can inform decisions about where to place future services, ensuring equitable access for all students regardless of their housing location.

Campus signage and wayfinding is currently under review as part of a broader initiative to enhance TSU's visibility and navigability. Strategically placed signage not only reinforces TSU's brand identity but also plays a critical role in orienting new and prospective students, faculty, and visitors. Effective signage contributes to a sense of safety and well-being, guiding individuals during emergencies, daily navigation, and celebratory events. As the campus evolves, a cohesive signage system will be essential in unifying the physical environment and strengthening TSU's presence within the greater Houston community.

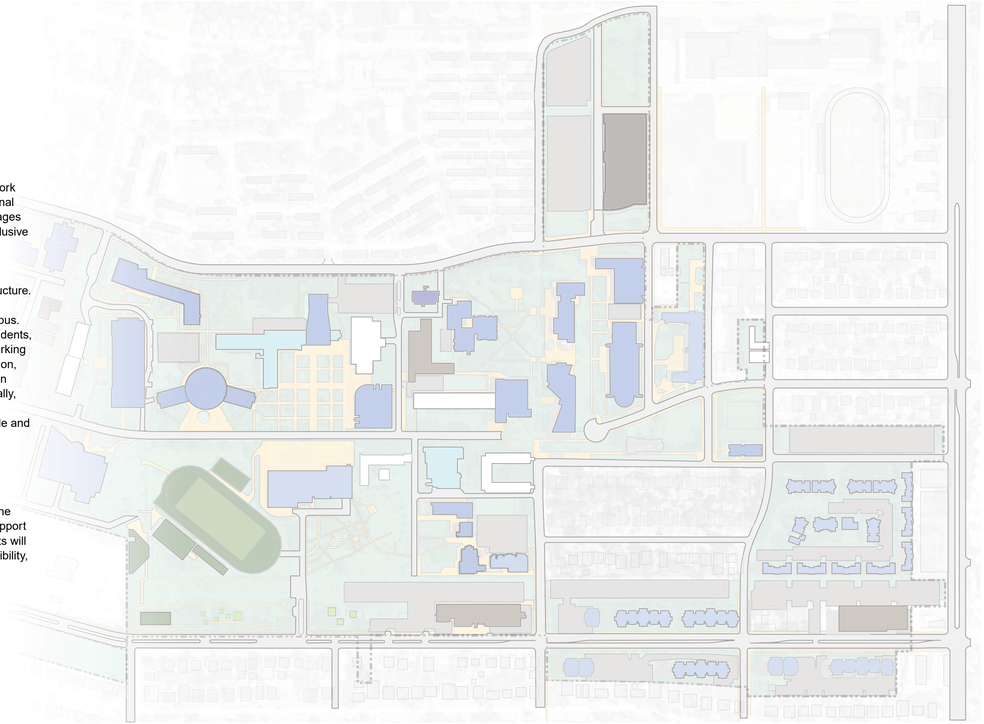
A proposed Welcome Center will serve as the University's "front door," offering a centralized, welcoming space for prospective students, families, and visitors. As the first point of contact, the Welcome Center will reflect TSU's culture and values, providing essential information, maps, and guidance. It will also serve as the hub for campus tours—an important tool for showcasing academic programs, student life, and facilities. Beyond its functional role, the Welcome Center represents an opportunity to bridge the campus with the surrounding community, fostering a sense of openness and engagement.

Activated outdoor spaces are another key component of a vibrant, healthy campus. Well-designed green spaces enhance the visual appeal of the campus while promoting physical activity, relaxation, and social interaction. These areas can serve as extensions of indoor environments, supporting informal gatherings, study sessions, and even academic instruction. Integrating more green space into the campus fabric not only improves mental and physical well-being but also strengthens the sense of community and connection among students, faculty, and staff.

Campus housing plays a significant role in shaping the student experience. On-campus housing supports students as they transition into college life, offering a built-in community and opportunities for social engagement. Residence halls often include amenity spaces that provide academic support, such as study lounges, tutoring centers, and collaborative work areas. The proximity of housing to libraries, dining facilities, recreational centers, and academic buildings enhances convenience and encourages student involvement. Furthermore, campus housing can foster an inclusive and secure environment, accommodating diverse student needs and offering peace of mind to students and their families.

On-campus parking is another critical component of campus infrastructure. TSU currently maintains two parking garages located at the campus perimeter, along with several surface lots distributed throughout campus. While these facilities support accessibility for visitors, prospective students, and off-campus commuters, there is an opportunity to consolidate parking into more strategic locations. Doing so can reduce vehicular congestion, promote alternative transportation, and free up valuable land for green spaces, pedestrian pathways, and outdoor gathering areas. Additionally, reducing the footprint of parking infrastructure can lower long-term maintenance and operational costs, contributing to a more sustainable and aesthetically pleasing campus environment.

In summary, the existing site analysis provides a comprehensive understanding of how the campus currently functions and where improvements can be made. By examining building types, circulation patterns, walkability, signage, housing, parking, and outdoor space, the University can make informed decisions that enhance student life, support academic excellence, and promote sustainable growth. These insights will serve as a foundation for future planning efforts that prioritize accessibility, community, and long-term resilience.



BUILDING & SITE ANALYSIS

Monument and Gate Signage

Texas Southern University is campus signage and wayfinding project. Campus signage and wayfinding systems play a vital role in shaping the overall experience of students, faculty, staff, and visitors at the university. Clear, consistent, and strategically placed signage helps individuals navigate the campus efficiently, reducing confusion and stress, especially for first-time visitors or new students. Whether it's directing people to academic buildings, residence halls, parking areas, or emergency exits, effective wayfinding contributes to a more welcoming and accessible environment.

Beyond navigation, signage also reinforces a university's brand identity and communicates important information about campus culture, values, and safety protocols. Thoughtfully designed signage can enhance the aesthetic appeal of the campus, promote sustainability initiatives, and support inclusivity by incorporating multilingual or ADA-compliant features. In emergencies, well-placed and easily understandable signage can be critical for guiding people to safety, making it an essential component of campus risk management and public safety planning.

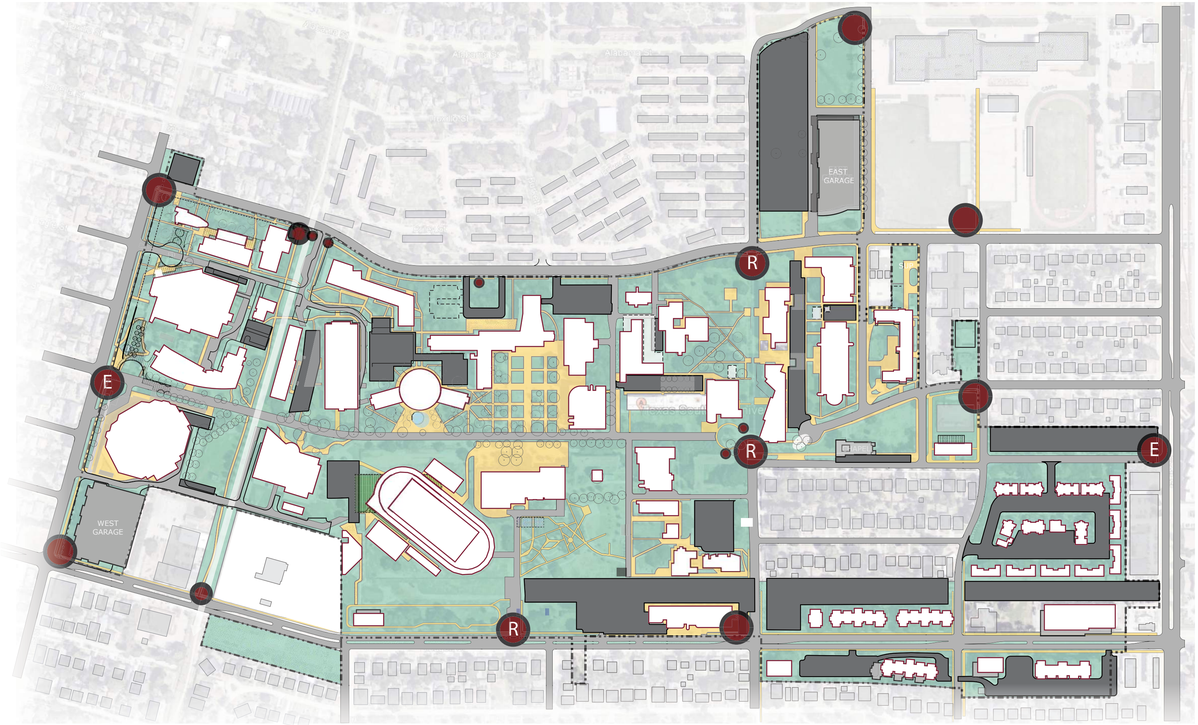
In addition to guiding movement and enhancing campus accessibility, signage and wayfinding systems play a strategic role in strengthening TSU's presence within the broader Houston community. Well-designed signage at campus entrances, along public roads, and near community-facing facilities such as museums, theaters, or athletic centers helps establish a clear and inviting identity. It signals openness and engagement, making the campus feel like an integrated part of the surrounding city. Furthermore, wayfinding systems that extend to public transit stops, shared-use paths, and nearby neighborhoods encourage community members to visit and participate in campus events, services, and programs. This fosters stronger community relationships and supports local economic and cultural development. By making the campus more navigable and welcoming to non-affiliated visitors.











BUILDING & SITE ANALYSIS

Traffic and Parking Study

Strategic placement of parking is essential for supporting visitors, prospective students and their families, and increasing accessibility for students living off-campus. Well-located parking areas can improve campus usability and encourage attendance at events, tours, and academic activities. However, parking design should balance convenience with sustainability and campus aesthetics.

Currently, TSU has two parking garages strategically placed at the campus perimeter, along with several surface parking lots scattered across campus. While this provides flexibility, consolidating parking into strategic perimeter locations can offer significant benefits. By reducing the number of surface lots within the core campus, TSU can reclaim valuable land for green spaces, outdoor social and dining areas, and pedestrian pathways. This approach enhances walkability, creating a safer and more inviting environment for students and visitors while promoting a vibrant campus life.

Encouraging walkability and alternative transportation options such as biking, shuttles, and public transit reduces reliance on personal vehicles, lowering carbon emissions and improving air quality. A walkable campus also fosters community interaction, supports health and wellness, and strengthens the sense of place. Additionally, maintaining large parking areas is costly; by reducing the need for extensive parking infrastructure, Texas Southern University can save on maintenance and operational expenses while reinvesting in sustainable mobility solutions.

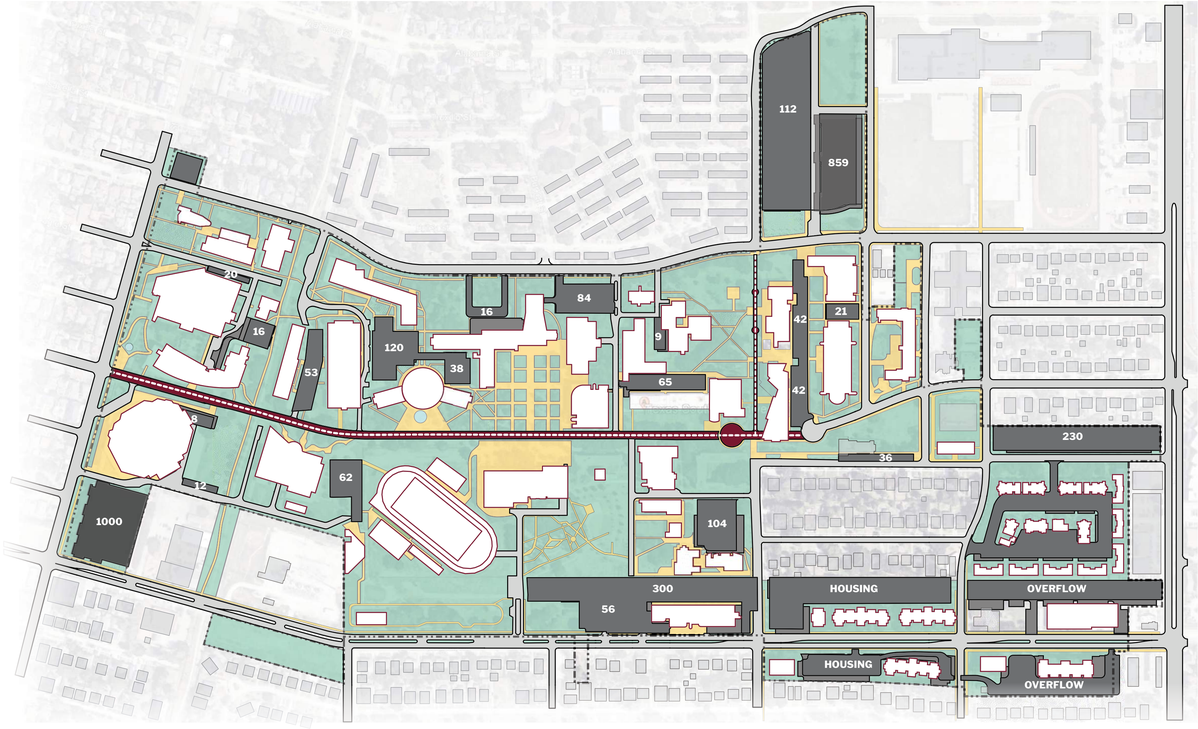




TSU Owned Buildings
Vehicle Circulation
Parking Garage
Surface Parking Lot
Non-TSU Property
Tiger Walk

Campus Parking Counts

+/- 1,460	Existing Surface Parking Spaces
+/- 1,859	Existing Garage Parking Spaces
+/- 3,319	Total Campus Parking Spaces



BUILDING & SITE ANALYSIS

Pedestrian Pathways & Walking Radius

Existing Pedestrian Pathways

Analyzing existing pedestrian circulation is essential to understanding how current pathways, both planned and informal, support campus goals and daily movement patterns. This evaluation helps determine whether the network promotes accessibility, safety, and engagement across the university.

A key step in this process is identifying areas where pedestrian and vehicular conflicts occur. These locations should be studied in detail to uncover underlying issues and inform a range of design solutions that prioritize safety and efficiency. Enhancing these intersections can significantly improve the overall campus experience.

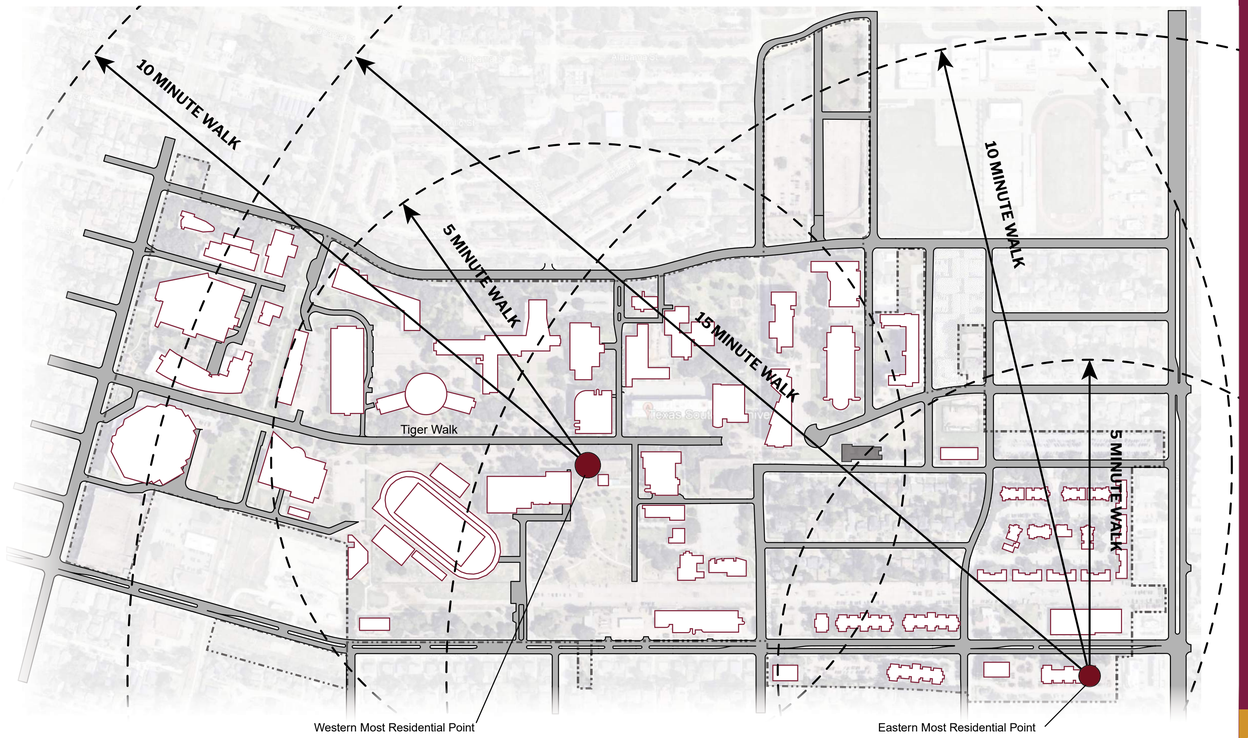
Additionally, it is important to assess existing pedestrian zones that successfully foster social interaction and community building. Equally critical is recognizing areas where such engagement is lacking but desired. By introducing design concepts that encourage spontaneous meetings and collaborative activities such as shaded seating areas, outdoor study spaces, and interactive landscapes campuses can create vibrant, walkable environments that strengthen connections among students, faculty, and visitors.

Walking Radius from Existing Student Housing

Understanding the time it takes students to navigate from their residence halls to various areas of campus is essential for planning future amenities and services. This analysis provides insight into where new facilities should be located and can reveal underutilized resources that may need better positioning or improved accessibility. By mapping walking times, TSU can make data-driven decisions that enhance convenience and student satisfaction.

This plan illustrates walking time in 5, 10, and 15-minute increments from the furthest residence hall, Tierwester Oaks, and the most centralized residence hall, Lanier Hall West. These benchmarks help identify gaps in access to dining, academic buildings, recreation centers, and student services. When amenities are located beyond a reasonable walking distance, students may be less likely to use them, leading to inefficiencies and missed engagement opportunities.

Improving walkability and reducing travel time can be achieved through several strategies. Consolidating parking to the campus perimeter frees up central space for pedestrian pathways, green areas, and outdoor social zones. Adding shaded walkways, bike lanes, and micro-mobility options like scooters or campus shuttles can further shorten perceived travel time. Additionally, clustering high-demand amenities such as dining halls, study lounges, and fitness centers near residence halls or along major pedestrian corridors ensures that students have convenient access to essential services. These improvements not only enhance campus life but also promote sustainability, health, and a stronger sense of community.



BUILDING & SITE ANALYSIS

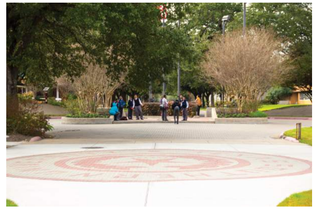
Tiger Walk

Tiger Walk serves as the central spine of the campus, functioning as the primary pedestrian corridor that connects key academic and social destinations. The main east-west axis of Tiger Walk currently extends from Ennis Street through the heart of campus, terminating at the Library Learning Center on Wheeler Street. This pathway is not only a circulation route but also a defining feature of campus identity and student life.

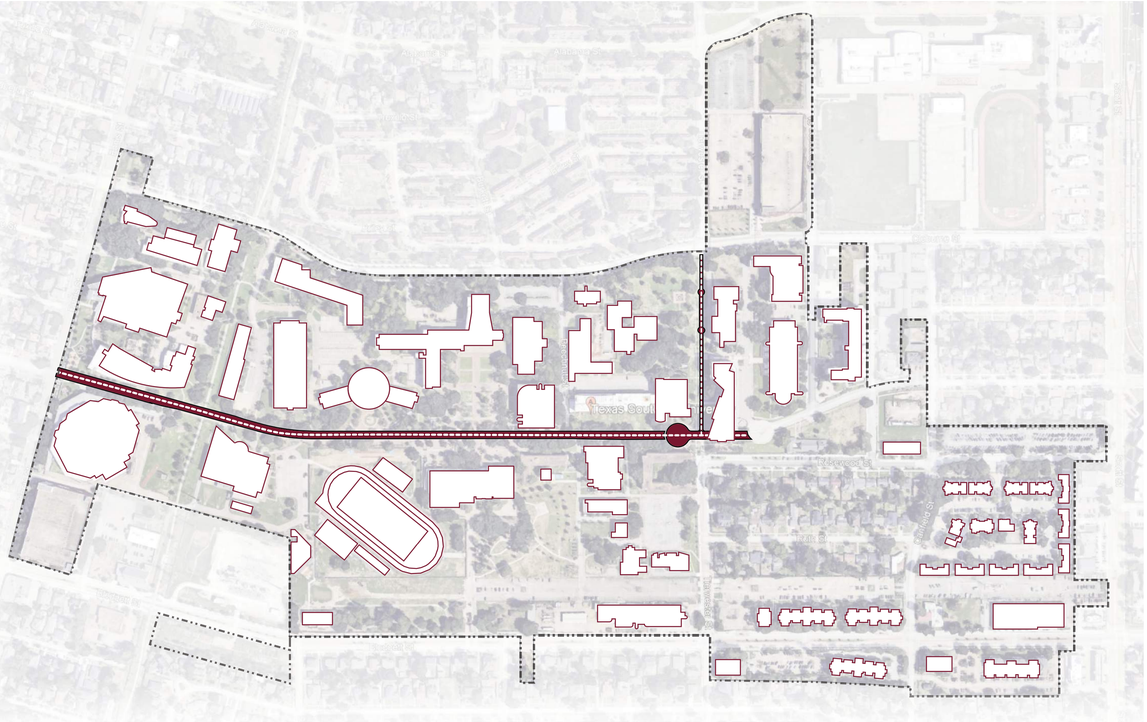
Complementing this is a secondary north-south connection that links Cleburne Street to the main Tiger Walk, creating an important cross-axis for movement. While smaller in scale, this secondary path plays a critical role in connecting residential areas and academic zones, supporting the overall pedestrian network.

Prioritizing and expanding these pedestrian corridors through thoughtful planning will advance TSU's vision of a truly walkable campus. By extending Tiger Walk and reinforcing its role as a dual spine, the university can create a cohesive, interconnected environment where all major buildings and amenities are easily accessible. These enhancements will transform Tiger Walk into a vibrant promenade—a central gathering space that fosters social interaction, encourages outdoor activity, and strengthens the sense of community for students, faculty, staff, and visitors.









BUILDING & SITE ANALYSIS

Outdoor Space: Opportunities for Activation

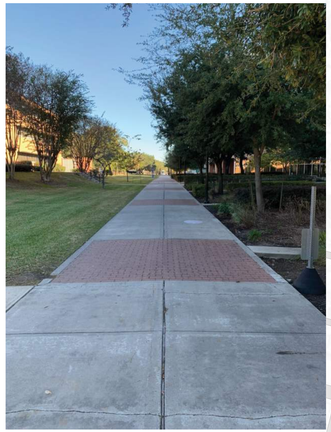
Well-designed green spaces are essential to creating a vibrant and engaging campus environment. Thoughtfully integrated landscapes not only enhance visual appeal but also contribute to the overall quality of campus life. These spaces provide a sense of openness and connection, reinforcing the university's commitment to sustainability and wellness.

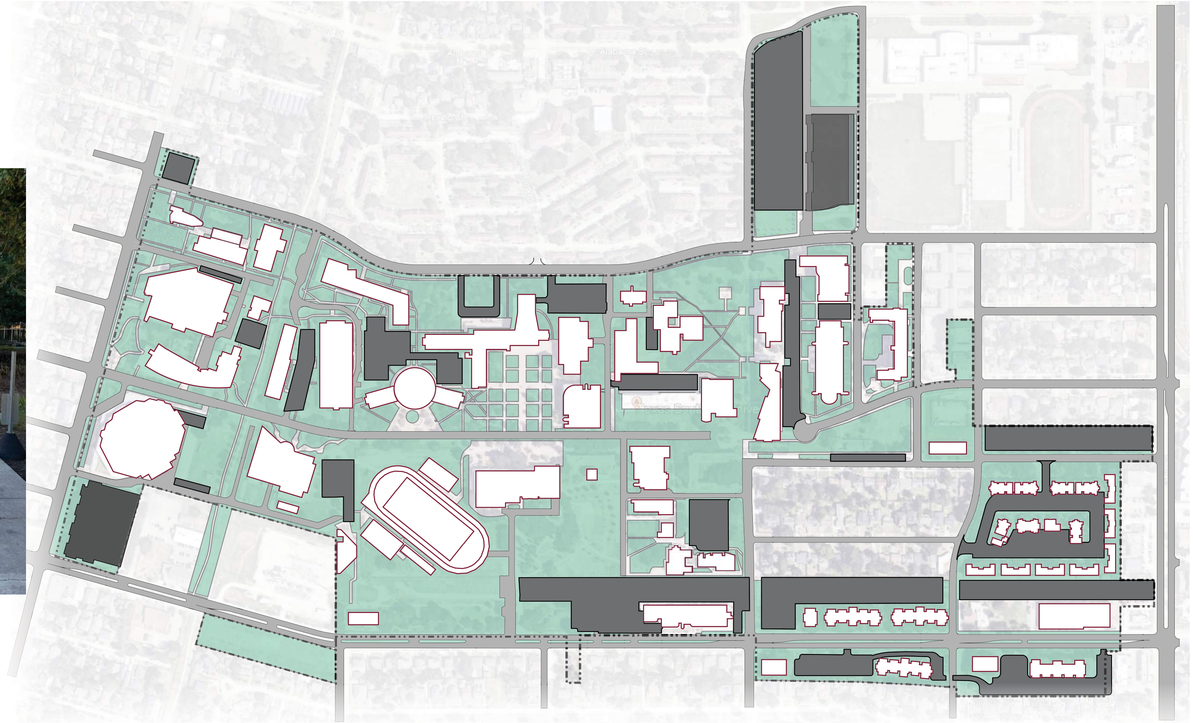
Green spaces offer numerous benefits beyond aesthetics. Research shows that spending time outdoors improves attention, cognitive function, and overall mental health. These areas encourage physical activity, promote relaxation, and serve as natural gathering points for social interaction. When designed as extensions of interior spaces, they can accommodate a variety of uses such as study sessions, informal meetings, community events, and even academic activities creating a dynamic campus that supports collaboration and engagement. Ultimately, a network of accessible, inviting green spaces fosters a healthier, more connected campus community.

Studying opportunities to activate green spaces is critical to maximizing their potential. This involves analyzing underutilized areas and identifying locations where landscaping and amenities can transform passive lawns into active, multifunctional environments. Incorporating features such as shaded seating, outdoor classrooms, Wi-Fi access, and flexible event spaces can encourage spontaneous interaction and academic engagement. By strategically activating these spaces, universities can create a campus that not only looks beautiful but also functions as a hub for learning, wellness, and community life.









BUILDING & SITE ANALYSIS

Public Arts & Events

Public art and campus events are essential in cultivating school spirit, celebrating cultural expression, and strengthening community engagement. Signature traditions such as Homecoming tailgate concerts, Spring Fest performances, pep rallies, and outdoor gatherings along Tiger Walk and in front of the Student Center activate key public spaces and showcase the vibrancy of student life at TSU. These events transform the campus into a dynamic hub of activity, reinforcing a sense of belonging and pride.

TSU also boasts a rich collection of public art that reflects the university's history and commitment to cultural excellence. However, opportunities remain to enhance visibility, accessibility, and integration of these installations and events into the daily campus experience. Strategic improvements such as upgraded exterior lighting, clear signage and wayfinding, and thoughtfully designed outdoor gathering areas will strengthen the campus's ability to host large-scale events safely and inclusively. A more coordinated approach to public art and event planning will ensure these experiences remain central to TSU's identity, creating a campus environment that is vibrant, welcoming, and deeply connected to its cultural roots.

Future planning can also explore integrating art directly into pedestrian walkways and high-traffic corridors. Embedding murals, sculptures, and interactive installations along Tiger Walk and other key paths would create a continuous cultural experience, making art an everyday part of campus life rather than a destination. Enhanced lighting and strategic placement will improve visibility and encourage engagement, while blending art with circulation routes reinforces TSU's vision of a campus that is both walkable and expressive. These interventions can transform ordinary movement into an inspiring journey, strengthening the connection between campus identity and student experience.



Murals at Hannah Hall



Murals at Hannah Hall



Univeralty Museum



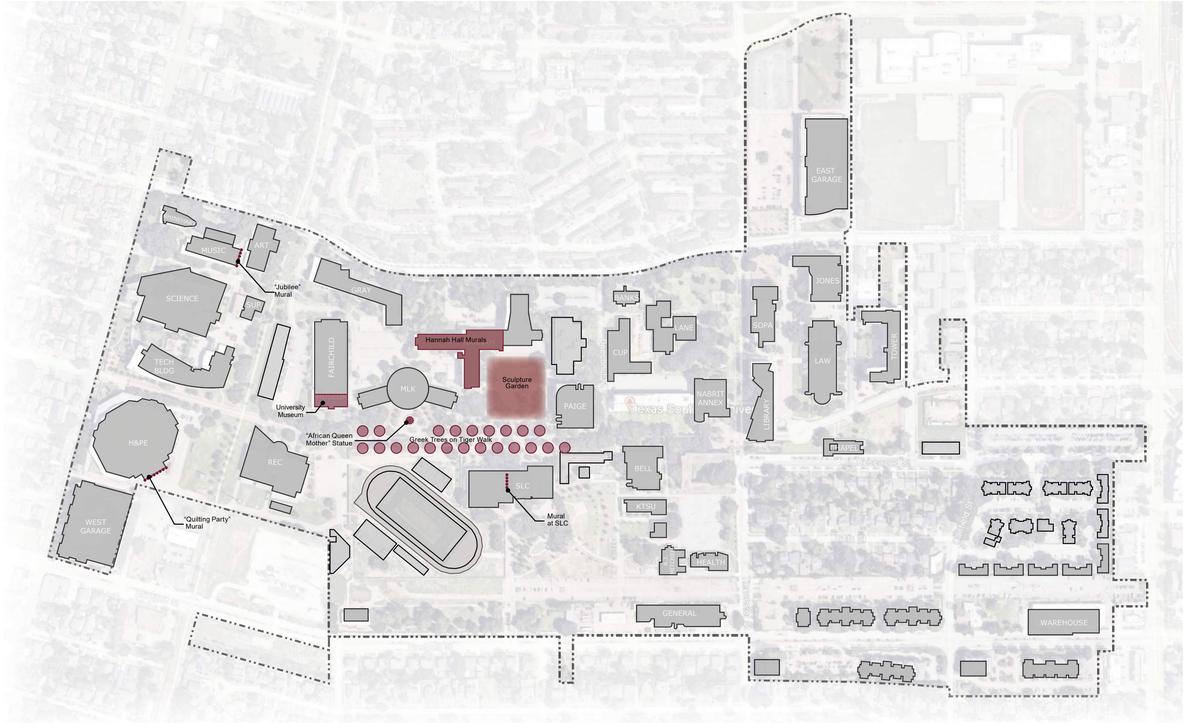
Univeralty Museum



Trees on Tiger Walk



Exterior Mural at R.S. Music Building



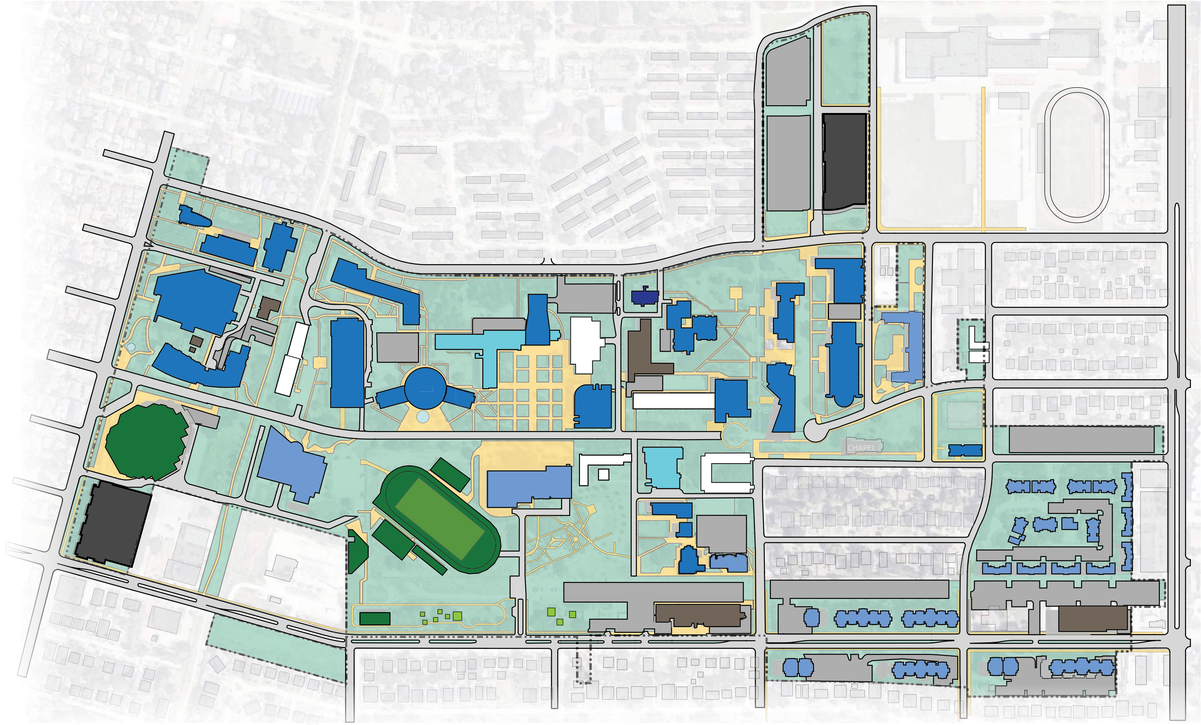
BUILDING & SITE ANALYSIS

Campus Building Types

This plan provides a comprehensive inventory of building types across the Texas Southern University campus, encompassing academic, administrative, residential, and recreational facilities. In addition to cataloging these structures, the plan highlights critical infrastructure elements such as parking garages and surface lots, pedestrian and vehicular circulation patterns, and buildings identified for future demolition. By mapping these components, the plan establishes a clear understanding of how the campus currently functions and where opportunities for improvement exist.

Analyzing existing site utilization and building typologies is essential for guiding future development. This assessment helps university stakeholders understand current capacities and identify gaps in space allocation, accessibility, and connectivity. It also provides insight into how land use decisions impact campus life, mobility, and sustainability. Through this analysis, the university can prioritize investments that align with long-term goals, ensuring that future projects support academic excellence, student engagement, and operational efficiency.

Ultimately, this evaluation serves as a foundation for strategic campus planning. By understanding the relationship between building types, circulation networks, and open spaces, TSU can create a more cohesive, walkable, and vibrant environment. These insights will inform decisions about where to locate new facilities, how to enhance existing infrastructure, and how to integrate green spaces and social areas into the campus fabric. The result is a forward-thinking plan that promotes connectivity, sustainability, and a strong sense of place for students, faculty, staff, and visitors.



BUILDING & SITE ANALYSIS

Campus Building Types: Academics

Academic buildings form the core of any university campus, serving as hubs for teaching, research, and collaboration. These facilities typically include classrooms, lecture halls, laboratories, faculty offices, and specialized learning environments. Their design and placement within the campus fabric should prioritize accessibility, functionality, and flexibility to accommodate evolving academic needs. A well-planned academic zone creates a strong sense of identity and fosters intellectual engagement by clustering related disciplines and providing spaces that encourage interaction among students and faculty.

Locating academic buildings strategically is essential for promoting connectivity and convenience. Ideally, these facilities should be positioned near student housing, dining areas, and transit stops to minimize travel time and support a walkable campus. Proximity to libraries, technology centers, and collaborative spaces enhances academic productivity by creating an integrated learning ecosystem. Additionally, placing academic buildings along major pedestrian corridors such as a central campus spine ensures visibility and easy access, reinforcing their role as focal points of campus life.

Beyond adjacency to amenities, academic buildings should be integrated with outdoor spaces that support informal learning and social interaction. Courtyards, shaded seating areas, and green spaces adjacent to academic zones provide opportunities for relaxation, study, and spontaneous collaboration. These outdoor extensions of learning environments contribute to a vibrant campus atmosphere and encourage interdisciplinary engagement. By combining thoughtful placement with strong connections to amenities and public spaces, universities can create academic districts that are functional, inspiring, and central to the campus experience.

Academic Buildings:

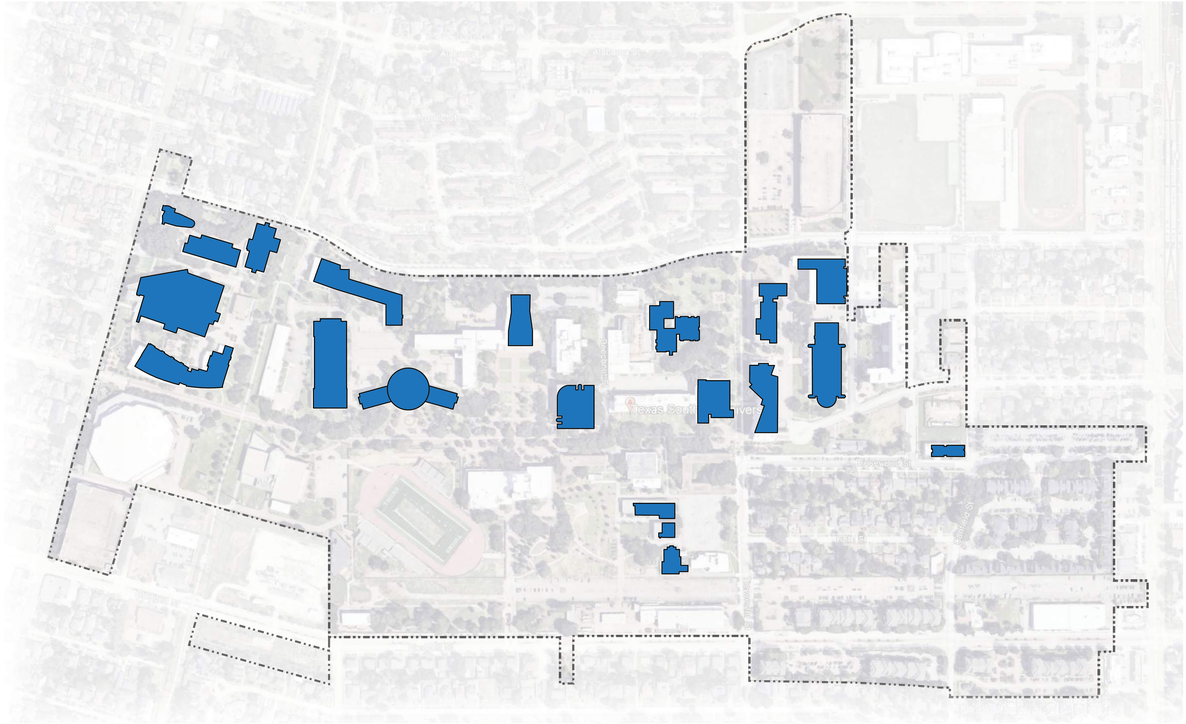
Spurgeon E. Gray Hall College of Pharmacy
Thornton M. Fairchild Hall
John T. Biggers Art Center
Granville M. Sawyer Auditorium
Charles P. Rhinehart Music Auditorium
Earl Carl Institute
KTSU Radio Station
Allee J. Mitchell Center On The Family
Martin Luther King Humanities Center
Rollings-Stewart Music Center
C.S. Lane Home Economics Center
Roderick R. Paige Building (College of Education)
Jesse H. Jones School of Business
Barbara Jordan-Mickey Leland School of Public Affairs
L.H.O. Spearman Technology Building
Science Building
University Academic Learning Center
Samuel Milton Nabrit Science Center Annex
Library Learning Center



Martin Luther King Humanities Center



Roderick R. Paige Building



BUILDING & SITE ANALYSIS

Campus Building Types: Administration

Administrative buildings serve as the operational backbone of a university, housing essential offices such as admissions, financial aid, registrar, human resources, and executive leadership. These facilities are critical for managing academic programs, student services, and institutional governance. Their design should prioritize accessibility, transparency, and efficiency, ensuring that students, faculty, and visitors can easily navigate administrative processes. Incorporating welcoming lobbies, clear signage, and service-oriented layouts reinforces the university's commitment to providing a positive experience for all campus constituents.

Strategic placement of administrative buildings within the campus fabric is key to supporting connectivity and convenience. Ideally, these facilities should be located near major campus entry points and adjacent to visitor parking to accommodate prospective students, families, and community partners. Proximity to student service hubs such as advising centers, career services, and financial offices creates a centralized zone for academic and administrative support. Positioning administrative buildings along prominent pedestrian corridors also enhances visibility and accessibility, signaling their importance within the campus hierarchy.

Beyond functionality, administrative buildings should integrate with surrounding amenities and public spaces to foster engagement and collaboration. Incorporating outdoor plazas, shaded seating areas, and landscaped courtyards adjacent to these facilities creates opportunities for informal interaction and community events. When combined with sustainable design strategies and strong connections to transit and walkways, administrative zones can become vibrant, approachable destinations rather than isolated offices. This approach aligns with a campus vision that values openness, connectivity, and a seamless student experience.

Administration Buildings:

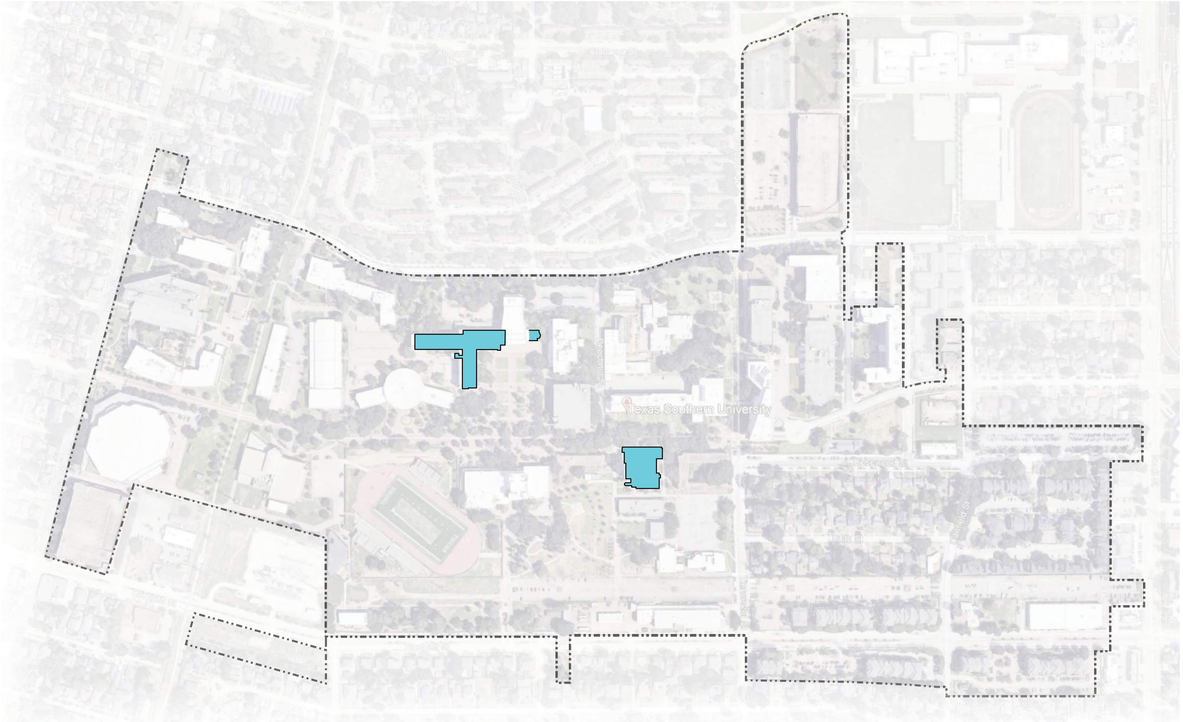
Mack Hannah Hall
Everett Owens Bell Hall



Mack H. Hannah Hall



Everett Owens Bell Hall



BUILDING & SITE ANALYSIS

Campus Building Types: Athletics Facilities

Athletics play a vital role in shaping the identity and culture of a university, serving as a source of pride, community engagement, and student development. Athletic facilities must be designed not only for competition but also for academic and personal support. Providing dedicated spaces for tutoring, study lounges, and technology access ensures that student-athletes can balance rigorous training schedules with academic success. These resources reinforce the university's commitment to holistic development, emphasizing that athletic achievement and academic excellence go hand in hand.

In addition to academic support, addressing the nutritional and housing needs of student-athletes is critical. Modern athletic programs often include training tables, nutrition centers, and wellness facilities to promote health and performance. Safe, secure housing located near athletic complexes reduces travel time and fosters a supportive environment where athletes can thrive. These amenities contribute to a positive student experience and help universities attract and retain top talent, while ensuring compliance with NCAA standards and best practices for student well-being.

Athletics also enrich the overall campus experience by creating opportunities for community celebration and school spirit. Events such as homecoming festivities, pep rallies, and game-day traditions activate public spaces and strengthen connections between students, alumni, and the surrounding community. Well-designed athletic venues and adjacent gathering areas can serve as focal points for these celebrations, reinforcing the campus as a vibrant, inclusive environment. By integrating athletics into the broader campus fabric through thoughtful planning and strong connections to academic, residential, and social spaces universities can create a dynamic campus culture that values both competition and community.

Athletics Buildings:

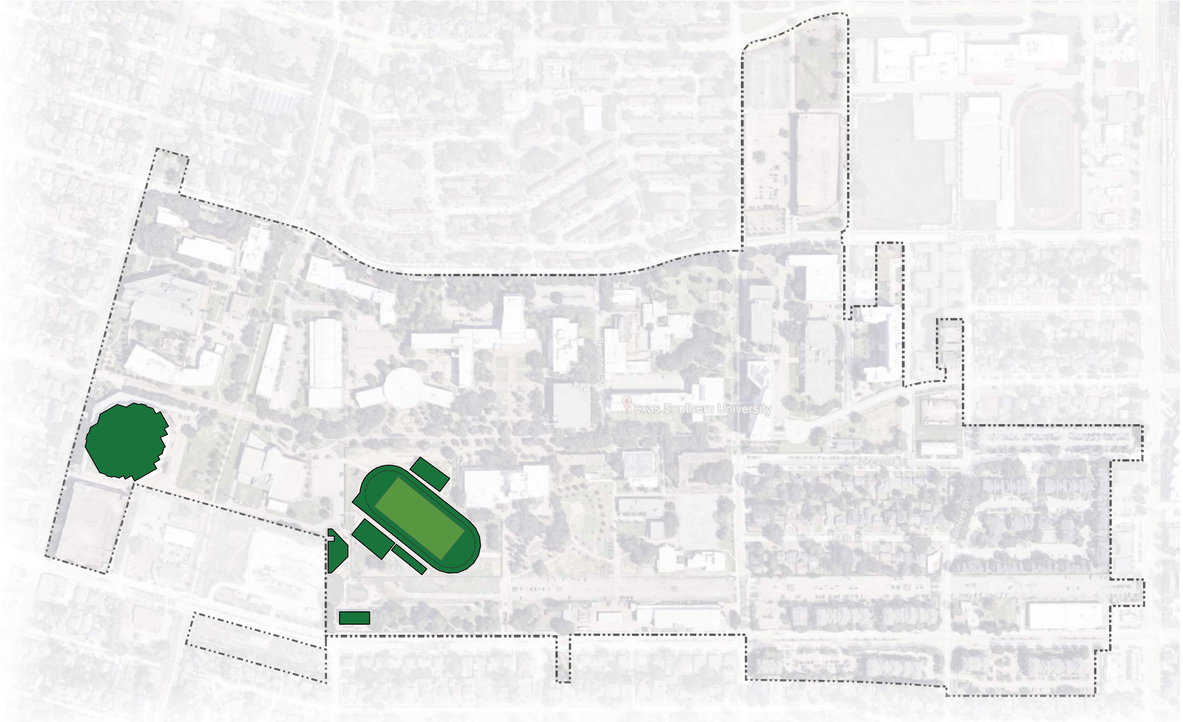
Athletic Training Facility Field House
Track & Field Observation Facility
Health & Physical Education Building
Strength and Conditioning Building



Alexander Durley Stadium



Alexander Durley Stadium



BUILDING & SITE ANALYSIS

Campus Building Types: Student Services

Student services buildings are essential for supporting the academic, personal, and social success of students. These facilities typically house offices for advising, counseling, career development, financial aid, and student organizations. Their design should prioritize accessibility, comfort, and inclusivity, creating welcoming environments where students can easily access resources and receive support. Incorporating flexible spaces for workshops, peer mentoring, and collaborative activities ensures these buildings serve as dynamic hubs for student engagement and success.

Strategic placement of student services buildings within the campus fabric is critical to their effectiveness. Ideally, these facilities should be located near high-traffic areas such as student centers, dining halls, and residence halls to maximize visibility and convenience. Proximity to academic buildings and transit stops further enhances accessibility, allowing students to integrate support services into their daily routines. Positioning these buildings along major pedestrian corridors also reinforces their role as central destinations for student life, ensuring that resources are easy to find and use.

Beyond functionality, student services buildings should be integrated with outdoor spaces and amenities that encourage community interaction. Adjacent plazas, shaded seating areas, and landscaped courtyards can provide informal gathering spots for students before or after appointments, fostering a sense of belonging and connection. Incorporating sustainable design elements and technology-enabled spaces further enhances the student experience, creating an environment that is modern, approachable, and aligned with the university's vision for holistic student development.

Student Services Buildings:

Thornton M. Fairchild Hall
Everett Owens Bell Hall
Student Recreation Center
University Health Center
Ernest S. Sterling Student Life Center
Library Learning Center



Student Recreation Center



Ernest S. Sterling Student Life Center



BUILDING & SITE ANALYSIS

Campus Building Types: Housing & Residential Life

Campus housing plays a pivotal role in shaping the college experience, particularly for first-year students transitioning from home to university life. Residence halls provide a supportive environment that eases this adjustment, offering a sense of security and belonging during a period of significant change. Living on campus fosters community, encourages independence, and creates opportunities for social engagement and relationship building. These spaces serve as more than just housing, they are gateways to campus culture, helping students feel connected and integrated from their very first semester.

Modern residential life extends beyond providing a place to live; it creates an ecosystem that supports academic success and personal growth. Amenities such as study lounges, tutoring centers, and technology-equipped spaces within residence halls make learning accessible outside the classroom. Proximity to key campus resources such as libraries, dining facilities, recreation centers, and faculty offices further enhances student success by reducing travel time and encouraging participation in campus activities. For first-year students, this integration of living and learning environments is especially critical, as it helps them establish routines, build confidence, and engage fully in university life.

Developing a comprehensive Residential Life plan ensures housing strategies align with institutional goals and student needs. Such planning evaluates current housing stock, identifies gaps, and prioritizes inclusivity, safety, and accessibility for diverse populations. By creating secure, well-designed, and community-oriented housing, universities can support academic achievement while fostering social connections and wellness. For first-year students, these initiatives provide a strong foundation for their transition, setting the stage for success throughout their college journey. Ultimately, housing is a cornerstone of campus planning by advancing programs that enrich the student experience and reflect the university's long-term vision.

Housing & Residential Buildings:

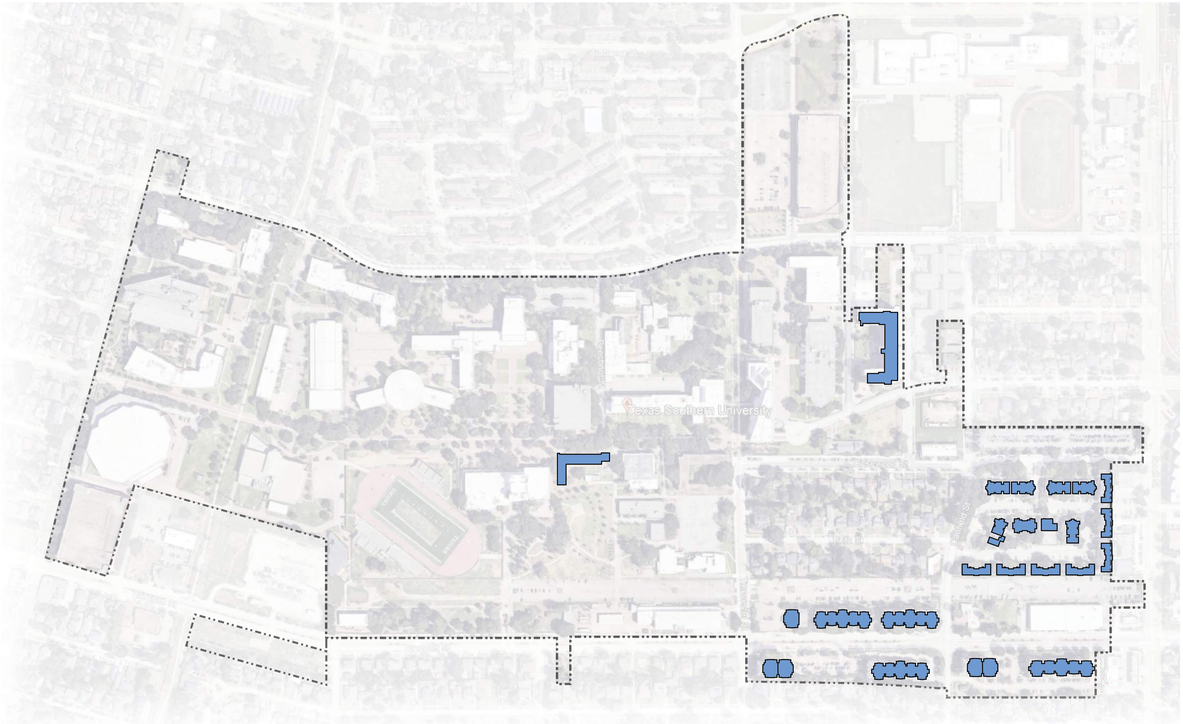
Raphael O'Hara Lanier Hall West
University Courtyard 1
University Courtyard 2
University Courtyard 3
Tierwester Oaks 1
Tierwester Oaks 2
Tierwester Oaks 3
Tierwester Oaks 4
Transformation Village
University Tower I
University Tower II



Student Housing



Student Housing



BUILDING & SITE ANALYSIS

Campus Building Types: Community Buildings

Community buildings are essential for fostering meaningful connections between the university and the surrounding community. These facilities—such as student centers, multipurpose halls, health and wellness centers, cultural centers, and event venues serve as gateways for collaboration, cultural exchange, and shared experiences. Their design should prioritize flexibility, inclusivity, and accessibility, enabling a wide range of uses from student organization meetings and leadership programs to public lectures, cultural festivals, and community celebrations. By creating spaces that welcome both campus members and local residents, universities strengthen their role as civic partners and cultural anchors within the region.

Strategic placement of community buildings is critical to maximizing engagement. Ideally, these facilities should be located near campus edges or along major pedestrian corridors that connect to surrounding neighborhoods, making them easily accessible to visitors. Proximity to plazas, green spaces, and transit stops further enhances convenience and encourages participation in campus events. When integrated with outdoor social areas, shaded seating, and event lawns, these buildings become vibrant destinations for both planned activities and spontaneous interactions, reinforcing the campus as an open and inviting environment for the broader community.

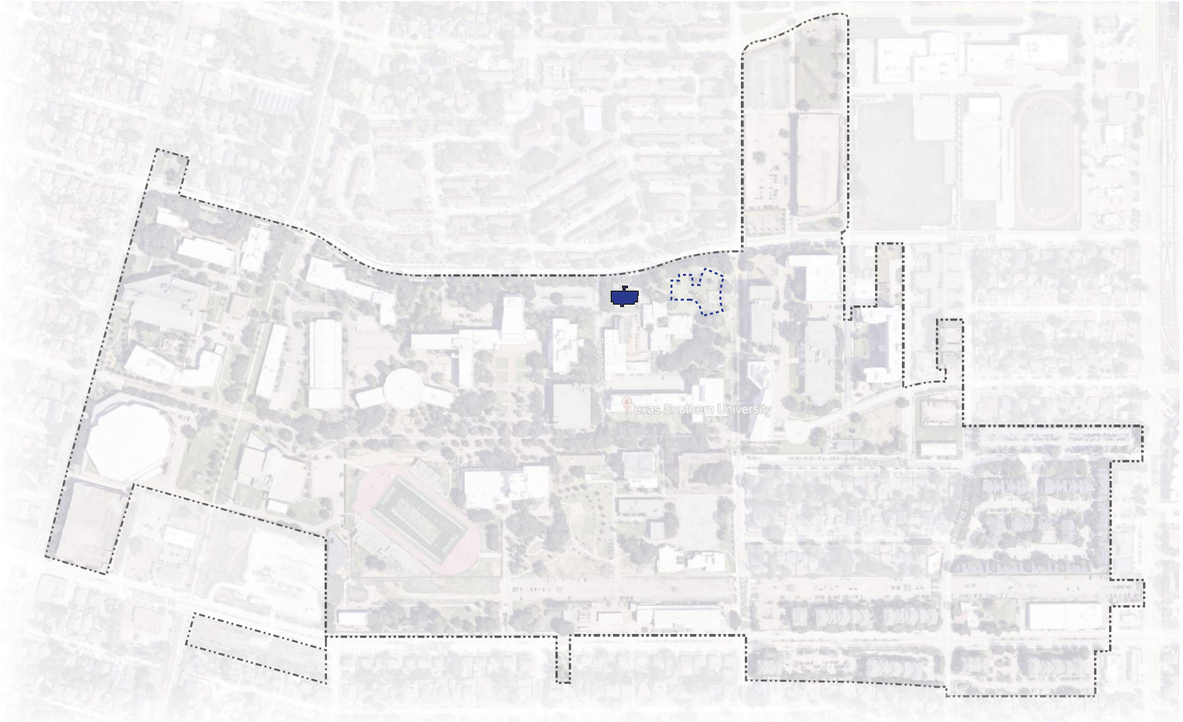
Beyond their functional role, community buildings serve as platforms for cultural expression, wellness initiatives, and signature traditions such as homecoming festivities, alumni gatherings, and public art exhibitions. Incorporating technology-equipped meeting rooms, performance venues, and flexible event spaces ensures these facilities can adapt to diverse needs from academic conferences to neighborhood celebrations. By embracing a design philosophy that prioritizes openness and collaboration, universities can transform community buildings into bridges that connect campus life with the cultural and social fabric of the city, creating a shared sense of identity and belonging.

Community Buildings:

W.R. Banks Child Development Laboratory



W.R. Banks Child Development Laboratory



BUILDING & SITE ANALYSIS

Campus Building Types: Support Buildings

Support buildings are essential to the operational efficiency and overall functionality of a university campus. These facilities typically include maintenance shops, storage areas, utility plants, and service hubs that keep academic and residential buildings running smoothly. While they often operate behind the scenes, their role in providing heating, cooling, water, and electrical systems is critical to sustaining campus life. Without well-planned support infrastructure, the reliability and safety of campus operations can be compromised, affecting everything from classroom technology to student housing comfort.

The General Services Building, located along Blodgett Street on the south side of campus, serves as the primary hub for TSU's operational support services. This facility houses essential functions including Grounds, Maintenance, Construction, Environmental Health & Safety (EH&S), and the Department of Public Safety (DPS)/Police. Nearby, the Central Warehouse, also situated on Blodgett Street near Scott Street, provides additional capacity for storage and logistics. Both facilities include dedicated parking and a mix of indoor and outdoor storage areas. As the campus continues to grow, some of these functions may require relocation or consolidation into new or existing buildings to optimize space and improve efficiency.

To ensure comprehensive campus safety and security coverage, DPS/Parking also maintains supplemental space within both the East and West Parking Garages. These strategically located facilities support rapid response and operational flexibility, reinforcing TSU's commitment to a secure and accessible campus environment.

The campus utility infrastructure is anchored by the Central Utility Plant (CUP), located in the core of campus just north of the Nabrit Building. The CUP serves the majority of campus through underground utilities, most of which run within a tunnel system. A Satellite Utility Plant (SUP) on the west end of campus provides additional heating and cooling capacity, though utilities in this area are not housed within tunnels. Currently, there is sufficient room to expand capacity without significantly increasing the CUP or SUP footprints. However, anticipated growth on the east end of campus, particularly for new housing, may necessitate the development of a second SUP to maintain reliable service and support future expansion.

Strategic placement of support buildings within the campus fabric is key to minimizing disruption while ensuring accessibility for maintenance and service vehicles. Ideally, these facilities should be located on the campus perimeter or in discreet areas that allow for efficient operations without detracting from the aesthetic and pedestrian-friendly character of academic and residential zones. Thoughtful integration of landscaping and architectural design can help these buildings blend into the campus environment, reducing visual impact while maintaining functionality.

Beyond basic utilities, modern support facilities can incorporate sustainability initiatives such as energy-efficient systems, recycling centers, and stormwater management solutions. These enhancements not only reduce operational costs but also align with the university's commitment to environmental stewardship. By investing in well-designed, strategically located support buildings, universities can create a campus that is resilient, sustainable, and capable of meeting the evolving needs of students, faculty, and staff ensuring that the campus experience remains seamless and vibrant.

Support Buildings:

Central Thermal Plant
Satellite Thermal Plant
Warehouse and Receiving Building
General Services Building
KTSU Radio Tower



General Services Building



BUILDING & SITE ANALYSIS

Food Service

The adjacent diagram illustrates existing food options both on and near campus. While some of these venues are currently unavailable, others operate on limited schedules that do not fully meet the needs of the campus community. Expanding availability and aligning hours of operation with student demand will be essential to creating a more convenient and supportive dining experience for all.

As part of the existing conditions assessment, Ricca Design Studios conducted a comprehensive review of all active and inactive dining venues across Texas Southern University's campus. This evaluation encompassed major dining facilities, retail outlets, support kitchens, and banquet service areas. The primary objective was to assess infrastructure integrity, equipment functionality, layout efficiency, food safety compliance, and overall operational viability within each food service location.

While many spaces were well-organized and supported by dedicated staff, the assessment revealed widespread challenges. Nearly all venues exhibited signs of aging infrastructure, undersized layouts relative to current demand, and significant deficiencies in mechanical, electrical, and plumbing (MEP) systems. Critical areas such as the main kitchen and warewashing zones require immediate attention due to visible deterioration, health and safety concerns, and operational inefficiencies. Across the board, storage capacity, dishwashing systems, and food service equipment emerged as priority areas for modernization and investment.

Vacant facilities, including the Tower Dining Hall, represent untapped potential for future campus dining strategies. However, bringing these spaces back into service will require substantial capital reinvestment and thoughtful planning to align with evolving student needs and institutional goals. Addressing these challenges through a phased approach will not only improve operational performance but also enhance the overall dining experience, reinforcing TSU's commitment to quality, safety, and student satisfaction.

Food Service Buildings:

Learning Library Center
- Starbucks

Science Building
- Einstein Bros. Bagels

Thurgood Marshall School of Law
- FOODA Cafe

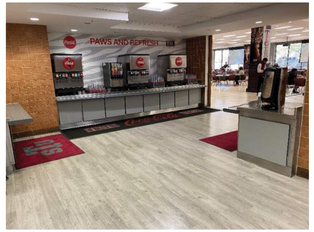
Student Recreation Center
- That Stuff Nutrition

Sterling Center Student Center
- Chick-fil-A
- Sterling Student Center Cafe
- Tiger Lair
- Bengal Burgers
- Third Floor Banquet Room

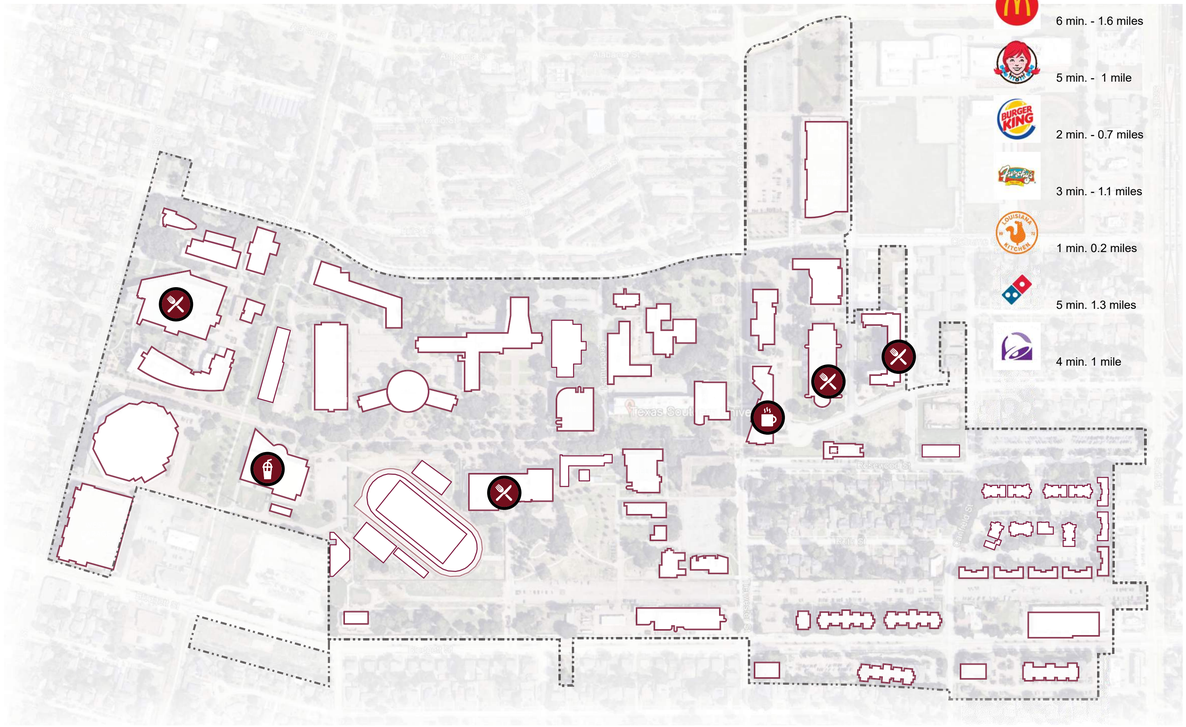
University Towers
- Tower Dining Hall



Chick-Fil-A



Dining Hall



BUILDING & SITE ANALYSIS

Short Drive Food Options

The historic Third Ward surrounding Texas Southern University has long experienced limited access to healthy and diverse food options, a condition commonly described as a food desert. While the neighborhood is rich in cultural history and community identity, residents and students often rely on a relatively small number of nearby fast-food restaurants, convenience stores, and scattered local eateries for daily meals. Full-service grocery stores and fresh food options are less prevalent within walking distance of campus, creating challenges for students without cars and for longtime residents alike.

The map illustrates how even within a 5–10 minute drive of campus, dining options remain comparatively sparse and unevenly distributed. Many of the closest destinations are chain fast-food establishments rather than full-service restaurants or fresh-food markets. In recent years, community organizations, local businesses, and redevelopment efforts have worked to improve access to healthier and more diverse food choices, but gaps in availability and convenience remain an ongoing concern for the neighborhood and university community.



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05

Historic Building Analysis

Campus Development

Identification and Evaluation of Historic Resources

Treatment Guidelines for Historic Campus Resources

Historic Building Analysis

Campus Development

Established in 1947, Texas Southern University (TSU) represents the growth and aspirations of the community it serves. As TSU continues to grow and expand to fulfill its mission, the campus will need to evolve to meet the needs of the institution. This chapter has been developed to assist the university in planning for redevelopment with infill buildings, additions to existing buildings, and the repair and maintenance of historic resources. Careful consideration of the preservation of the campus historic resources is critical in maintaining the sense of place and unique character of the TSU campus. Preservation planning involves the identification and evaluation of historic resources, and the development of a framework to accommodate change. The intent is to develop preservation ethics and pride for TSU's historic built environment. To understand the evolution of the campus, preliminary research was conducted to document the physical growth and expansion of TSU. Historic documentation of the campus-built heritage environment is limited. To promote the campus heritage additional research and documentation should be conducted.

TSU was established in 1947 during the post-World War II period amidst the early civil rights movement to address emerging issues related to education associated with Sweatt case. The university was "quickly" setup in 1947 by purchasing the 53-acre site and buildings from the Houston College of the Negroes (HCN). After functioning at Jack Yates High School since 1934, HCN purchased the 53-acres site and completed its first building in 1947, the Thornton M. Fairchild Hall designed by Lamar Q. Cato. An early master plan from 1944, developed for the HCN by Lamar Q. Cato in collaboration with the architect Afred. C. Finn, indicates most of the planned buildings were oriented towards Cleburne Street. The Cuney Homes, a social housing project from the late 1930s was located to the north of Cleburne Street, and was accessed by a bus route that ran along Cleburne Street. The master plan probably reflected the connection to the community it served and public transportation.

Hannah Hall and Sawyer Auditorium, designed by Lamar Q. Cato (Cato) following the Fairchild building, were the first major buildings constructed for TSU. These early buildings by Cato finished with Texas shell limestone were a regional and restrained variation of the Moderne style. Hannah Hall was the center of activity as it housed the administrative offices, the law school, the law library, the post office, departmental offices, school of business, audio visual lab, and classrooms. The positioning of the Sawyer Auditorium with the T-shaped plan of Hannah Hall adjacent to it, indicates an intent to create a monumental quadrangle (Main Quad) at the heart of the campus. This was not completely realized until later phases in the development of the campus as the Main Quad was used as a parking lot for several decades.

The timing of the establishment of the University coincided with the end of World War II and the Servicemen's Readjustment Act of 1944, which created educational opportunities for many returning war veterans. This increased the enrollment at the University and the need for more programs. The university's program and campus development was focused on scientific research that aligned with the nationwide focus on the arms and space race during the 1950s. This was reflected in the Science Building (Nabrit Science Building, demolished 2025) constructed along the north of Wheeler Avenue, and the Pharmacy building constructed to the north of the Fairchild Building. The Terry Library designed by John Sanders Chase was located to the east of Sawyer Auditorium and was a critical step towards enclosing the Main Quadrangle. TSU also provided on- campus faculty housing and student dorms. The Bell Building (Student Union Building in the 1950s), and the Lanier Hall East and West were constructed along the South of Wheeler Avenue, which had become a vehicular thoroughfare connecting cutting through the heart of the TSU campus. The part of the campus behind the Bell Building became the setting for more dorms as the campus developed.



Early Master Plan dated 1944 (University of Houston Archive)



Aerial View from 1957 Year Book
(African American History Research Center at the Gregory School)

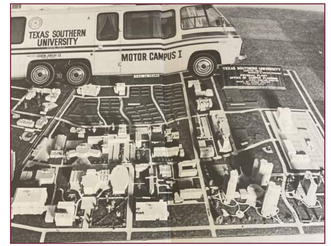
The buildings added to the campus during the 1950s were built in the international style, with several designed by Cato, Evans & Austin, and Wyatt C. Hendrick. They were finished with a light reddish orange brick and had projecting overhangs with ribbon windows that emphasized the horizontal. During this period TSU began acquiring city blocks surrounding it. The campus expanded to the west beyond the railway line (now the Columbia Tap Trail) to Ennis Street. The Rhinehart Auditorium, a Moderne style Jewish Synagogue, was acquired in the process and the music school was located there.

The 1960s was a period where university education across the country was broadening its perspective to include the social sciences, which could be correlated to the awareness of the civil rights movement. In alignment with the nation-wide shift in focus towards humanities and social sciences, TSU saw the addition of Bigger Art Center, the Child Development Laboratory, and the Martin Luther King Humanities Center to its campus. The buildings added during this decade could broadly be grouped together under the International Style or New Formalism. The campus expansion through the 1960s was spread out with a focus on the automobile creating open surface lots for parking. TSU celebrated its 25 years in 1972 with a model of the master plan for its campus. The intent indicated in the model was to expand into the neighborhood by acquiring neighborhood blocks while maintaining connection to the community. The 1970s saw several changes on campus, and the extent to which the 1972 model was implemented is not clear. Wheeler avenue was closed to vehicular traffic and became pedestrian. John Chase in collaboration with Caudil Rowlett Scott (CRS) developed a master plan for the campus. It apparently emphasized defining the Main Quad and Wheeler Avenue. With the completion of the Student Life Center and the Education Building designed by John Chase the Main Quad was finally defined, and completed what was begun with the placement of Terry Library in the late 1950s. Parking was also removed from the Main Quad making it a pedestrian plaza. The buildings designed by John Chase during the 1970s were mostly constructed with exposed concrete in the Late Modern Style.

TSU campus physically expanded through the next several decades. Wheeler Avenue eventually became Tiger Walk with the Greek fraternity claiming trees for their meetings by painting their letters on them. The removal of the Railway tracks integrated the Fine Arts programs with the main campus. Several buildings from the 1960s and 1970s were demolished in the 2000s and replaced with new ones. Wheeler Avenue was closed on the east with the new Library building, and the campus became more pedestrian friendly. While the campus was getting more connected within, it also started isolating itself from the neighborhood with fencing installed around the perimeter. The buildings added in recent years follow individual preferences of the firm designing them. As TSU continues to expand it is important to identify, maintain, and sensitively adapt its heritage which is critical for the identity of the institute and for the future generation of students.



Bell Building and Tiger Walk from 1961 Year Book
(African American History Research Center at the Gregory School)



Model of the Master Plan for the 25 Year Celebration at TSU from 1975 Year Book (African American History Research Center at the Gregory School)

Historic Building Analysis

Identification and Evaluation of Historic Resources

The purpose of the Historic Resource Survey is to identify historic resources that contribute to the campus heritage. This effort enables planners to prevent insensitive alterations or unintentional destruction of these resources. Preservation professionals across the country utilize the Secretary of the Interior Standards developed by the National Park Service (NPS) while working with historic resources. These standards provide a framework for establishing consistent practices to evaluate and care for historic resources. Additionally, they are the basis for state and local governments ordinances, evaluations and treatments of historic resources. These same national standards were utilized in the evaluation of the historic resources on the Texas Southern University campus.

Historic resources are evaluated based on age, integrity and significance.

Age – A resource must be old enough to be associated with broader historic patterns, as sufficient time should have elapsed to give clarity for its place in history. The NPS has established 50 years as a primary criteria for a resource to be considered historic. State and local governments also follow the 50-year mark when determining if a resource is eligible. For the purposes of this master plan, the team has followed the 50-year mark as well as buildings constructed within 40 years of the beginning of the master planning process, since master plans are anticipated to last 10 years. To enable this master plan to guide the successful stewardship of campus resources beyond the initial publication of the master plan, buildings constructed between 1975 and 1985 will be evaluated for eligibility as a historic resource.

Integrity - Resources change over time, and it does not need to retain all of its original features but it must “retain the essential physical features or characteristics that enable it to convey its historic identity.” The NPS states that “integrity is conveyed through a place’s location, setting, design, materials, workmanship, feeling, and association.” For this survey we typically consider a property to have integrity if four of these seven criteria are satisfied.

Significance – A resource can have cultural significance, architectural significance, or both. Significance could be local, state or national. The NPS identifies the significance of a resource by its association with important events, individuals, or design and construction. Cultural significance is attributed to resources associated with important historic events or individuals who have helped shape important aspects of our history. Architectural significance are those resources that have distinctive physical and spatial characteristics, embody high artistic value, craftsmanship, or represent a construction technique.

The methodology of the Historic Resource Survey:

1. Gather information from previous historic surveys, planning documents and lists of historic and culturally significant building and campus locations. For this study, we reviewed facility assessments previously prepared for TSU and a 1988 campus survey performed by John Chase. Archival research consists of the review of historic photographs, drawings and other related documents. Published books and journal articles also provided information on the development of TSU.

2. Identify historic resources constructed prior to 1985.

3. Conduct windshield survey of campus buildings constructed prior to 1985, and outdoor spaces to observe existing physical characteristics. The survey is a key step in determining the integrity of the buildings.

4. Map data from campus survey.

5. Analyze the integrity of buildings and their cultural or architectural significance.

6. Define eligible historic resource categories. Analyze research and survey data to make initial classification of historic resources.



North Quad from 1975 Year Book
(African American History Research Center at the Gregory School)

Historic Building Analysis

Treatment Guidelines for Historic Campus Resources:

Given the cultural and architectural background of TSU, several campus resources are eligible historic resources that contribute to the heritage and character of the campus. As good stewards of public resources, TSU shall strive to preserve and maintain historic resources throughout campus. However, it is not always practical to maintain and preserve every building to the same level. To support TSU in planning the campus environment a tiered classification system was created to assist in developing meaningful strategies for future redevelopment and to enable specific treatment of the most significant resources.

Historic Resource Categories

Change is inevitable; therefore, a tiered classification enables a consistent approach to the management of historic resources by providing a framework to accommodate future alterations and redevelopment.

As a state institution, the Antiquities Code of Texas is applicable. The following language is quoted from the code:

Antiquities Code of Texas, Section 191.098 Notification of Alteration or Demolition of Possible Landmark

A state agency may not alter, renovate, or demolish a building possessed by the state that was constructed at least 50 years before the alteration, renovation, or demolition and that has not been designated a landmark by the committee, without notifying the committee of the proposed alteration, renovation, or demolition not later than the 60th day before the day on which the agency begins the alteration, renovation, or demolition.

After receipt of the notice the committee may waive the waiting period; however, if the committee institutes proceedings to determine whether the building is a state archaeological landmark under Section 191.092 of the code not later than the 60th day after the day on which the notice is received by the committee, the agency shall obtain a permit from the committee before beginning an alteration, renovation, or demolition of the building during the time that the committee's proceedings are pending.

Should the committee fail to provide a substantive response withing 60 days to request for review of project plans, application for permit, draft report review, or other business required under the Antiquities Code, the applicant may proceed without further reference to the committee.

Define eligible historic resource categories. Analize research and survey data to make initial classification of historic resources.



Main Quad from 1958 Year Book
(African American History Research Center at the Gregory School)



Historic Building Analysis

Treatment Guidelines for Historic Campus Resources: Tier 1 Historic Buildings

Tier 1 buildings are those structures with exceptional architectural and cultural significance, maintain an uncommon level of integrity, and contribute to the overall character of the campus. Typically, these structures retain the majority of their original exteriors, interiors, and other unique architectural features in reasonable or repairable condition, significantly contributing to the campus's development and history. Because Tier 1 buildings are exceptional historic resources, TSU is committed to permanently maintaining and preserving the character-defining features of these structures.

- Utilize the Secretary of the Interior's Standards for the Treatment of Historic Properties.
- Use a preservation approach to treating the property with minimal changes to the exterior and interior. Ensure relationships with outdoo spaces are preserved.
- Enlist a qualified Preservation Architect prior to programming efforts to prepare a Historic Structures Report as described in National Park Service Brief 43 or similar report to identify the character defining features of the historic resource.
- Preserve or restore the character defining features of the exterior and interior of the historic resource where practical.
- Preserve and protect artwork associated with the interior and exterior during any construction work.
- Plan and program future uses of historic resources to have the least drastic changes to the exterior and interior fo the building.
- Use a qualified Preservation Architect and Preservation Contractor for the design and construction for alterations of the historic resource.
- Repair over replacement when addressing deterioration of historic features, when it is necessary to replace historic features, in-kind materials shall be used to the extent possible.
- Ensure the replacement of building systems shall not adversely affect the integrity of the historic resource.
- Ensure the planning for these buildings will include continued maintenance and preservation.



Charles P. Rhinehart Music Auditorium



Martin Luther King Humanities Center

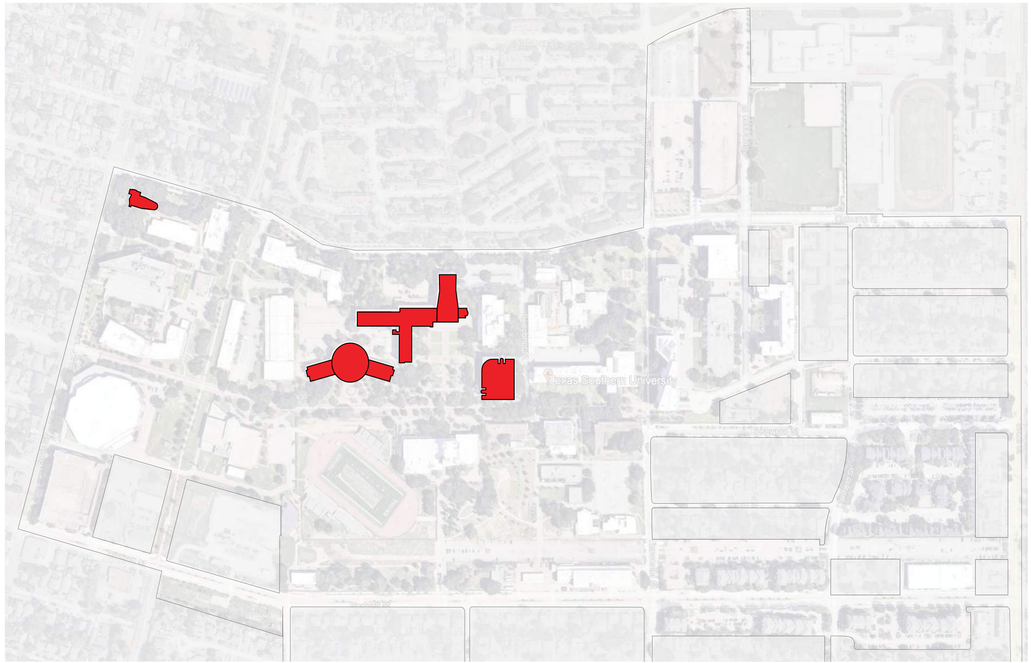
Tier 1 Historic Buildings	
Building Name	Construction Date
Charles P. Rhinehart Music Auditorium	1948
Mack H. Hannah Hall	1950
Granville M. Sawyer Auditorium	1950
Roderick R. Paige Education Building	1977
Martin Luther King Humanities Center	1968



Mack H. Hannah Hall and Granville M. Sawyer Auditorium



Roderick R. Paige Building



Tier 1 Buildings

Tier 2 Buildings

Outdoor Space

Historic Building Analysis

Treatment Guidelines for Historic Campus Resources: Tier 2 Historic Buildings

Tier 2 buildings are recognized as assets above their utilitarian value by either having one or more of the following but not all: Cultural significance, architectural significance, or integrity. A broad array of buildings that have varying levels of cultural or architectural significance, and design integrity are classified as Tier 2 buildings. While they are not classified as Tier 1 buildings, they contribute to the understanding of campus development and history. The University is committed to maintaining and preserving the character defining features of these structures unless there is a compelling reason to do otherwise.

- Utilize the Secretary of the Interior's Standards for the Treatment of Historic Properties.
- Use a rehabilitation approach where different alterations and additions are visually compatible. Ensure relationships with outdoor spaces are preserved.
- Preserve or restore the character defining features of the exterior and interior of the historic resource where practical.
- Preserve and protect artwork associated with the interior and exterior during any construction work.
- Reverse past alterations on the interior that are inappropriate to the historic resource when possible.
- Carefully consider proposed additions or alterations to the historic resource.
- Use a qualified Preservation Architect and Preservation Contractor for the design and construction for alterations of the historic resource.
- Repair over replacement when addressing deterioration of historic features, when it is necessary to replace historic features, in-kind materials shall be used to the extent possible.
- Ensure the planning for these buildings will include continued maintenance and preservation except where the building is found to be impractical for adaptive use, excessively costly to repair or where the removal of or part of the building substantially benefits the future development of the University.
- Develop a historic resource loss mitigation plan where demolition or moving is required. When demolition is required, identify materials or architectural elements to be salvaged. Identify an appropriate location to reincorporate on the main campus in a meaningful way. For the demolition or moving of a historic



Thornton M. Fairchild Hall



Everett Owens Bell Hall



General Services Building

Tier 2 Historic Buildings	
Building Name	Construction Date
Thornton M. Fairchild Hall	1947
Spurgeon E. Gray Hall College of Pharmacy	1952
Garriette G. Lanier Hall East	1953
Raphael O'Hara Lanier Hall West	1953
Everett Owens Bell Hall	1954
Robert James Terry Library	1957
John T. Biggers Art Center	1963
Rollings - Stewart Music Center	1970
C.S. Lane Home Economics Center	1970
Thurgood Marshall School of Law	1976
General Services Building	1983



Tier 1 Buildings Tier 2 Buildings Outdoor Space

Historic Building Analysis

Treatment Guidelines for Historic Campus Resources: Outdoor Spaces

Outdoor Spaces can be important architecturally or culturally and have a significant association with the university. They create a sense of place and contribute to the character of the campus. These spaces can be planned, formed over time through the development of campus or be native landscapes. The character of the built space is defined by the physical elements of location, specific buildings that enclose the space, and site features. Artwork, natural landscape, designed landscape features and the buildings enclosing the outdoor spaces define the character of these landscapes. They should be treated sensitively during any alteration work undertaken at the outdoor space or on the buildings enclosing them.

- Ensure the massing and scale of the buildings enclosing the spaces are not modified beyond recognition.
- Preserve and maintain exterior landscape elements that are an integral part of the landscape design.
- Preserve and maintain exterior landscape elements that are an integral part of buildings surrounding the space.
- Use a qualified Preservation Architect and landscape architect for the design of the alterations.
- Preserve and maintain artwork, historical markers, and character defining landscape features.
- Preserve and maintain the overall character of the landscape.

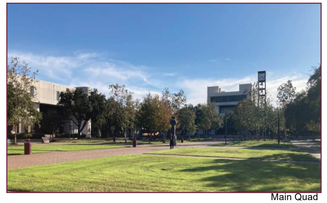


Arts Quad



Tiger Walk

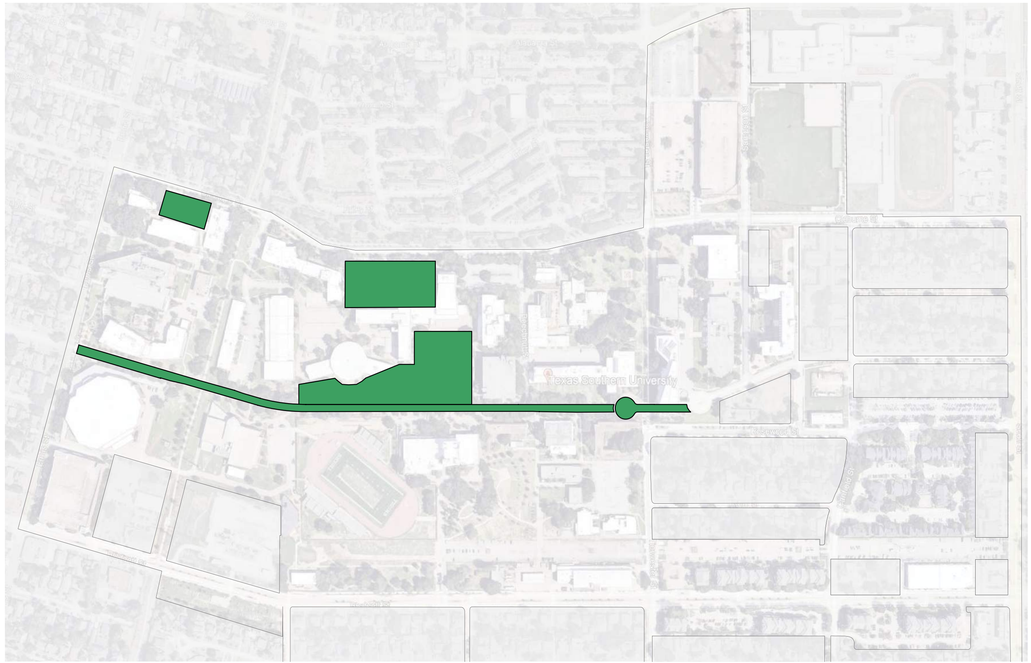
Outdoor Spaces	
North Quad	
Arts Quad	
Main Quad	
Tiger Walk	



Main Quad



North Quad



Tier 1 Buildings Tier 2 Buildings Outdoor Space

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06

Landscape & Campus Beautification

Overview

2021 Landscape & Campus Beautification Plan

Landscape Typologies

Hardscape Palette

Standard Furnishings

Specialty Furnishings

Recommended Plantings

Standard Maintenance Program

Planting Details

Landscape & Campus Beautification

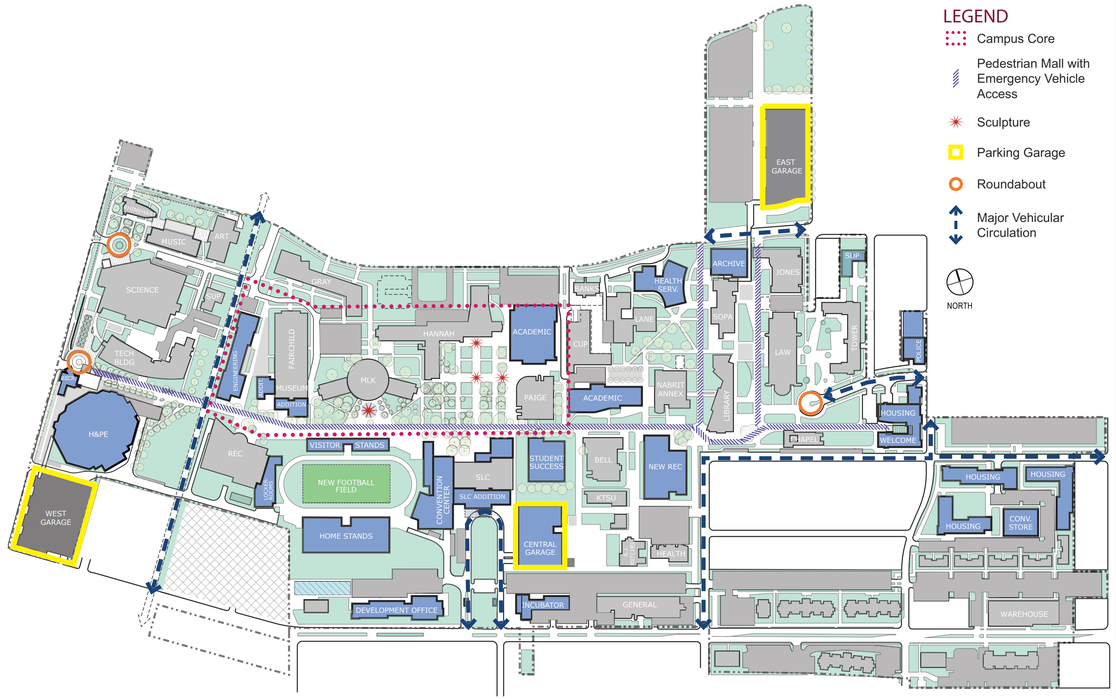
Overview

Landscape beautification plays a vital role in shaping the character and experience of a university campus. A well-designed landscape enhances visual appeal, creates inviting outdoor environments, and contributes to a cohesive campus identity. From tree-lined walkways and sculptural gardens to open lawns and seasonal plantings, these elements foster a sense of place and pride among students, faculty, and visitors. Thoughtful beautification not only improves aesthetics but also supports emotional well-being and encourages outdoor interaction. In addition to this, a well-designed landscape with ease-of-maintenance and sustainability mindsets tie the campus together and guarantees a longer life span for the projects.

Strategic use of landscape areas is equally important in maximizing the functionality and versatility of campus grounds. Outdoor spaces further described in this document can be designed to serve multiple purposes such as academic, recreational, social, and ceremonial. Amphitheaters, shaded study nooks, flexible event lawns, and pedestrian corridors and malls all contribute to a dynamic and engaging campus environment. By planning with intention, Texas Southern University (TSU) can ensure that every square foot of landscape supports student life and institutional goals.

Landscape planning also supports wayfinding and campus navigation. Clear visual cues, consistent design language, and purposeful placement of plantings and hardscape features help guide movement and create intuitive pathways. This is especially important on large or historic campuses where orientation can be challenging. Strategic landscaping can highlight key buildings, define gathering spaces, and create memorable landmarks that enhance the overall campus experience.

TSU also has a healthy framework of mature, existing trees that play a special role in the cultural legacy of the campus. When feasible, healthy, existing trees sould be preserved, especially when new construction takes place. While sustainability remains a valuable consideration, it can be integrated seamlessly into beautification efforts. Using native plants, efficient irrigation systems, and low-maintenance materials allows TSU to maintain their outdoor areas responsibly without compromising visual impact. These choices support long-term resilience and reduce operational costs, while still prioritizing the aesthetic and functional goals of the campus master plan.



CIRCULATION DIAGRAM

Landscape & Campus Beautification

2021 Landscape & Campus Beautification

The 2021 Campus Master Plan outlined a strategic approach to landscape utilization across the campus. These strategies remain relevant and actionable within the framework of the updated 2025 Master Plan.

The organization, development, and perception of campus exterior spaces have a lasting influence on students, faculty, staff, and visitors. These spaces should serve as functional extensions of interior environments, offer visual and physical relief from enclosed settings, enhance the overall aesthetic of the campus, and remain adaptable to local climate conditions

The following six recommendations from the previous master plan continue to be relevant goals for the campus landscape and beautification.

1. Utilize trees for specific, predetermined purposes, including shade, screening, assisting with pedestrian navigation and wayfinding, marking destinations, and defining space.

2. Focus on planting long-lived trees, ground covers, and shrubs throughout the campus. These types of plantings will contribute to the long-term visual quality of the campus and be sensitive to maintenance budgets.

3. Use a wide variety of plants around campus to readily be able to mitigate any potential pest infestations and protect the wider campus landscape.

4. Provide a variety of plant material to increase learning/ teaching opportunities, reinforcing the campus as a place for learning.

5. Remove existing plantings that require excessive maintenance, and are not considered as less contributive to the overall campus landscape.

6. Selectively prune existing trees and shrubs to enhance desirable views around campus.

Across campus, the updated 2025 Master Plan prioritizes the student experience, recognizing outdoor spaces as critical environments for learning, wellness, belonging, and social connection. The use of landscape typologies to engage students with each other and with the campus supports retention, student success, and alignment with TSU's evolving strategic plan initiatives. Landscape typologies mixed with carefully selected hardscape elements, site furnishings, and plantings can contribute positively to the overall campus beautification. Potential primary locations for strategic planting varieties include:

PRIMARY GATEWAY:
While gateways serve as arrival points for visitors, they are also daily transition spaces for students moving between campus and the surrounding community. The primary gateways to campus present opportunities for vibrant plantings that highlight color and texture, creating a welcoming atmosphere for visitors.

SECONDARY GATEWAY:
Secondary gateways to campus, though less frequently used, offer additional opportunities for plantings that emphasize color and texture. These areas should also convey a welcoming atmosphere, albeit at a more modest scale than the primary gateways.

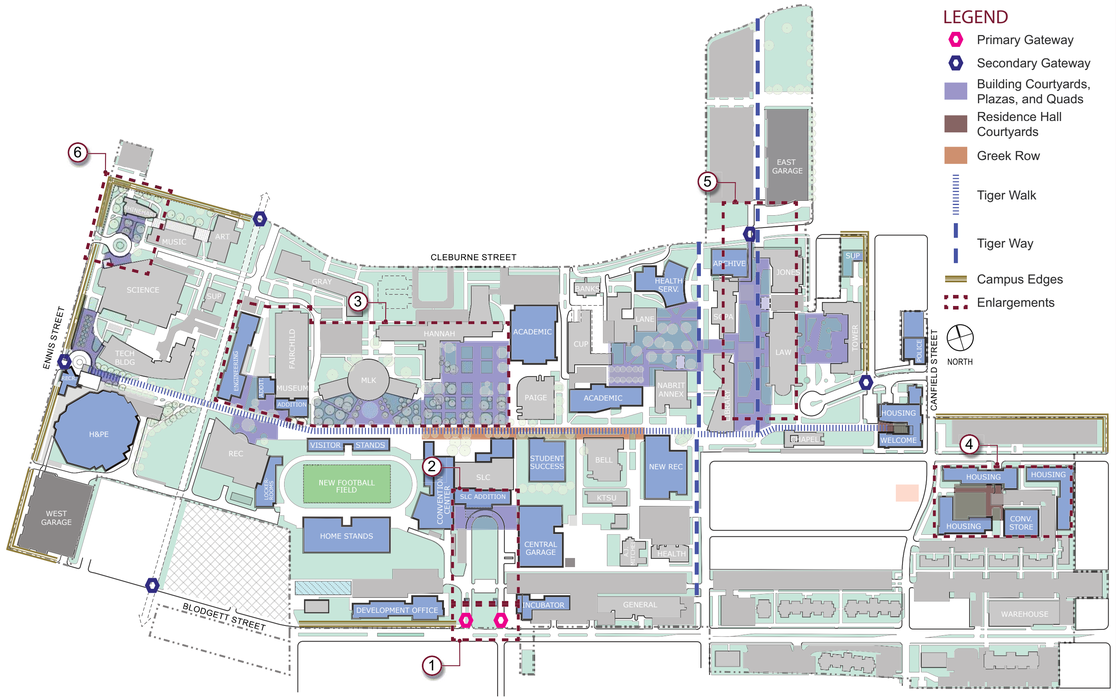
BUILDING COURTYARDS, PLAZAS, AND QUADS:
These spaces are central to the student experience, serving as highly visible outdoor environments with open lawns and plantings to enhance visual interest and comfort. By prioritizing shade, seating variety, and intuitive circulation, building courtyards, plazas, and quads are designed to keep students on campus throughout the day. Comfortable, well-defined outdoor rooms support studying, meeting with peers, attending events, or simply resting between classes.

RESIDENCE HALL COURTYARDS:
Residence hall courtyards are among the most critical landscapes for enhancing the student experience, as they directly support daily life, wellness, and community-building within the residential environment. The landscape design offers spaces for recreation, supports outdoor studying, and relaxation.

TIGER WALK AND TIGER WAY:
Tiger Walk serves as the historic central spine of campus, functioning as the primary shared space for daily pedestrian movement. The existing mature trees along Tiger Walk contribute significantly to the campus's character, offering both shade and a sense of place. Enhancing the landscape along its edges should complement these trees while introducing vibrant color, rich textures, and visual interest, creating an engaging and memorable experience for those traversing the path.

Tiger Way, on the other hand, becomes a more modern expansion of Tiger Walk, resembling its significance, but bringing a fresh perspective on pedestrian circulation, comfort, aesthetics, and repetition of hardscape elements.

CAMPUS EDGES:
The landscape palette should play a key role in defining the campus boundaries and clarifying the university's relationship to its surrounding context. Thoughtful landscaping can help campus users easily distinguish university property from adjacent areas, reinforcing a clear sense of place. In certain locations, strategic screening may be necessary to buffer the campus from neighboring properties, enhancing both privacy and visual cohesion.



LANDSCAPE TYPOLOGIES DIAGRAM

Landscape & Campus Beautification

Landscape Typology: Primary and Secondary Gateways

Primary and secondary gateways establish the first impression of Texas Southern University (TSU) and communicate its identity, history, and pride. The primary vehicular gateway serves as the signature entry, drawing direct inspiration from the existing TSU arch and reinforcing the university's traditional materials, geometry, and branding. This gateway uses red brick, precast accents, and integrated signage that responds to the scale of vehicles and high-volume traffic, while maintaining a clear sense of arrival into a distinct campus environment.

Secondary gateways replicate the architectural language of the primary gateway but at a scale appropriate for pedestrians and cyclists. These gateways extend the rhythm of brick columns, precast, and can include branded details such as a star, the Tiger emblem, or the TSU seal, while becoming more human-scaled and intimate. Their purpose is not only to delineate the campus boundary but also to create welcoming thresholds that blend seamlessly into the surrounding neighborhood fabric. Pedestrian secondary gateways will mostly be located along malls, such as Tiger Walk and Tiger Way.

The gateway typology includes opportunities to enhance accessibility, safety, and visibility through improved pedestrian crossings, lighting, and integrated wayfinding elements. These features are designed to support both vehicular and pedestrian movement while reinforcing a clear sense of orientation for campus users. Landscape elements such as shade and ornamental trees as well as shrubs and annual plants soften the structural components and provide ecological function. Together, these gateways form a coherent hierarchy that announces TSU's presence, strengthens campus identity, and offers a recognizable sense of arrival for all users.

The primary and secondary gateway concepts illustrated in the following pages draw inspiration from the existing primary entry gateways along Ennis Street, selectively adapting their architectural language through updated geometry, materials, and detailing. These options are conceptual in nature and serve as visual and spatial studies to support dialogue with TSU leadership and decision-makers, helping to evaluate scale, character, and design direction as the campus continues to evolve. This flexible approach allows the university to align gateway investments with funding availability, phasing strategies, and broader strategic plan initiatives, while maintaining a consistent and recognizable campus identity.

The first option draws directly from the design, materials, and aesthetics of the existing vehicular gateway. These elements are adapted into a scaled-down pedestrian version suitable for secondary gateways, maintaining visual continuity across campus entrances. This option also introduces a design variation by adding a secondary cast stone tower adjacent to each column. The masonry walls feature a star etched into the stone, symbolizing the Texas Lone Star.

The second option simplifies the existing vehicular gateway by removing the arched metal feature and emphasizing clarity and legibility. The university's name is displayed on a cast stone planter wall with bold black lettering. This approach creates a strong identity with fewer architectural components.

Lastly, the third option departs from the double-column and archway of the existing vehicular gateway and offers a more contemporary expression. A trapezoid-shaped brick wall displays the university's name using pin-mounted lettering, while a metal tower featuring the university seal is positioned behind the wall and offset to one side. This layered configuration introduces visual depth while maintaining a clear and recognizable campus marker.



EXISTING PRIMARY GATEWAY ALONG ENNIS STREET

Landscape & Campus Beautification

1- Landscape Typology: Primary and Secondary Gateways

PRIMARY GATEWAY & SECONDARY GATEWAY - OPTION 1



Option 1A - Primary Vehicular Gateway



Option 1A - Secondary Pedestrian Gateway

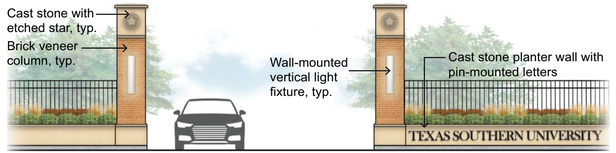


Option 1B -Primary Vehicular Gateway

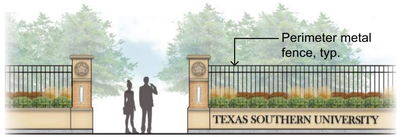


Option 1B - Secondary Pedestrian Gateway

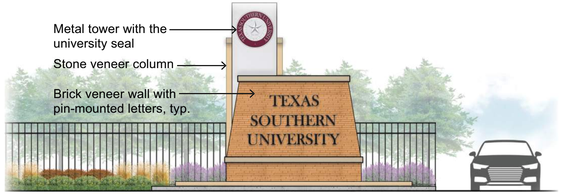
PRIMARY GATEWAY & SECONDARY GATEWAY - OPTION 2 & 3



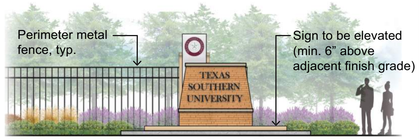
Option 2 - Primary Vehicular Gateway



Option 2 - Secondary Pedestrian Gateway



Option 3 - Primary Vehicular Gateway



Option 3 - Secondary Pedestrian Gateway

Landscape & Campus Beautification

2- Landscape Typology: New Entry Drive and Tiger Quad

The New Entry Drive and Tiger Quad are envisioned as a signature gathering space that strengthens campus life and celebrates TSU's athletic spirit, with a particular focus on football season and major campus events. It also serves as the front door of any prospective student and visitors when accessing the Central Garage adjacent to the Incubator, Student Success Center, and the Convention Center.

Designed as a flexible and highly visible campus destination, the Tiger Quad enhances the student experience by providing a large, open lawn that supports tailgating, alumni engagement, and informal social activities.
A generous paved zone bisects the central lawn, allowing food trucks to line the space during events while maintaining clear pedestrian circulation year-round. Removable bollards provide flexibility, allowing the area to transition between everyday campus use and large-scale event functions while prioritizing safety and accessibility. Overhead catenary lighting further supports evening use and creates an inviting atmosphere that extends activity into nighttime hours.

Rows of trees frame both sides of the open lawn, establishing a strong spatial structure while providing shade and comfort during warmer months. Trees and shrubs surrounding the Tiger Quad help define the space, soften adjacent buildings and circulation routes, and contribute to a cohesive campus character that balances openness with enclosure.

The New Entry Drive extends from Blodgett Avenue toward the Student Life Center (SLC) Addition and is designed to accommodate both pedestrian activity and vehicular access. Vehicular-rated paver bands visually reinforce arrival and guide vehicles toward the SLC Addition's porch and covered drop-off area, which is anchored by a large canopy that provides shade and weather protection.

Adjacent to the Central Garage, a smaller shaded gathering area with fixed furniture and seat walls provides an informal shelter for waiting, meeting, or brief social interactions, supporting everyday campus needs and offering relief during periods of extreme heat.

The New Entry Drive and Tiger Quad represent a forward-looking investment in campus life that aligns with TSU's strategic plan initiatives by prioritizing the student experience and leveraging the use of landscape to engage students, alumni, faculty, staff, and visitors through flexible, inclusive, and highly activated outdoor spaces.



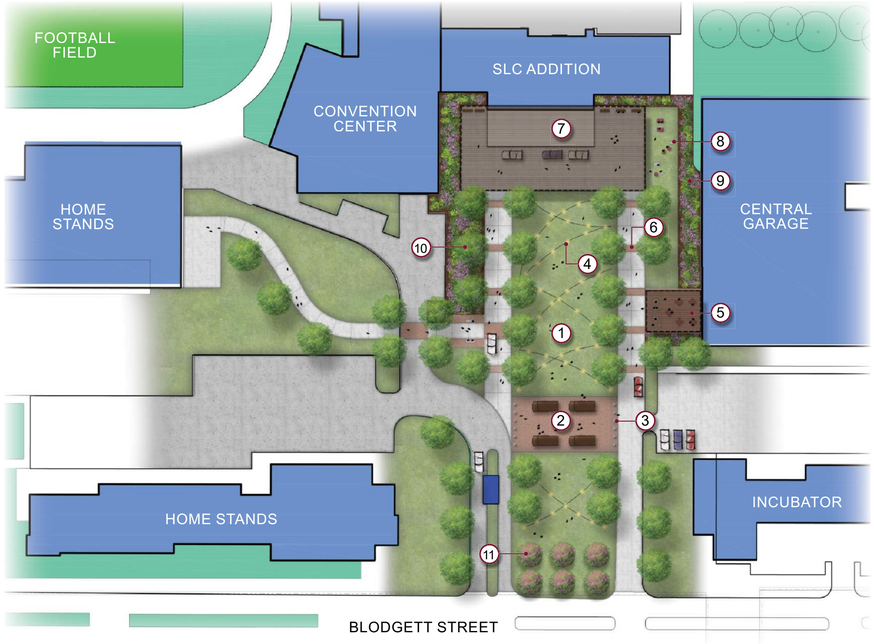
Igate tents lined up under tree canopies during athletic events



Metal shade structure for gathering adjacent to building and drop-off area



Flexible lawn with trees and food truck plaza



LEGEND

1. Event lawn
2. Food truck plaza
3. Removable bollards
4. Catenary lighting
5. Metal Shade structure with outdoor furniture
6. Vehicular-rated paver bands at driveway, typ.
7. Covered drop-off area
8. Lounge furniture
9. Landscape area, typ.
10. Proposed shade tree, typ.
11. Proposed ornamental tree, typ.

NORTH

Landscape & Campus Beautification

3- Landscape Typology: Museum Courtyard, MLK Plaza, and Hannah Hall Quad

Courtyards, plazas, and quads at TSU are framed by decades of campus growth, historic architecture, and mature canopy trees that define much of the existing spatial character. The updated master plan respects these historic elements and prioritizes design interventions that blend new construction with the established landscape, creating spaces that feel cohesive, contextual, and distinctly TSU. Any new planting reinforces existing patterns and anticipates long-term canopy succession. Additionally, improvements to circulation, paving materials, or site furnishings should complement the existing architectural palette while elevating the overall user experience.

These spaces function as prominent academic and cultural gathering areas that support daily campus life, ceremonial events, and informal interaction. New landscape enhancements in these spaces focus on flexibility, accessibility, and modern functionality. Seating areas are organized to support both informal study and programmed events. Seating options include fixed benches, seat walls, and café-style furnishings arranged to support both individual and group use. Integrated lighting, shade structures, and accessible routes ensure year-round usability. Planting strategies emphasize sustainability and ease of maintenance, incorporating climate-adapted shade trees, native shrub species, and simplified planting layouts that provide year-round interest. Layered planting around building edges and seating zones softens hardscape while maintaining clear views for safety. Stormwater strategies, such as bioswales, permeable paving, and rain gardens, can be selectively introduced to further support sustainability goals.

These courtyards, plazas, and quads serve as everyday gathering spaces and major campus connectors, and therefore must accommodate a range of activities. Clear pedestrian routes, integrated shade structures, and accessible outdoor rooms help create a comfortable and inclusive environment.

The Museum Courtyard is envisioned as an inviting, pedestrian-oriented landscape where students, faculty, staff, and visitors can stroll through a meandering garden under the protective canopy of mature shade trees. This courtyard functions as both a pause point and a destination, weaving art, landscape, and daily campus movement into a cohesive experience. Sculptural elements within the garden contribute to TSU's cultural identity, while adjacent gathering spaces support outdoor café seating, informal conversation, group study, and moments of respite. These gathering areas are intentionally scaled and programmed to support the student interaction, lingering, and engagement with the campus environment.

Moving east, the MLK plaza retains and celebrates key elements of its history by preserving the African Queen Mother sculpture and its fountain as the central feature. This historic artwork becomes the focal point and enhances both visibility and accessibility, particularly given its proximity to Tiger Walk immediately south of the space. The redesigned plaza includes shaded gathering areas and movable furniture at both the east and west ends of the fountain to support student interaction, social engagement, and informal performance or event space. Paver bands articulate circulation around the fountain while mature trees and new landscape areas frame the space, enhancing its comfort and visual cohesion.

Continuing east, the existing quad outside Hannah Hall is reimagined to become a more activated, community-oriented space that supports both everyday pedestrian movement and intentional gatherings. This quad functions as a major pedestrian corridor connecting existing and proposed academic buildings with Greek Row, Tiger Walk, and nearby athletics facilities. Not only does the new quad strengthens campus social life and daily interactions, but it also honors the university's history and legacy. Three significant sculptures in the plaza celebrate TSU's culture. The quad also provides prime views of the Clock Tower in the distance. This quad incorporates articuvlated paver bands, four metal shade structures, and flexible lawn areas that support gathering, studying, and informal events that can spill outward onto the lawn as needed. Existing geometry and mature trees within the quad are respected and preserved, while new planting, shade structures, seating, and lawn areas are introduced to activate the space and enhance student success.

An additional set of concepts for both the Hannah Hall quad and MLK plaza is provided in the Design Appendix to demonstrate multiple studies of the space, its functionalities, and potential design directions. These conceptual studies are presented as tools for discussion with TSU leadership and stakeholders as the campus continues to grow and evolve.

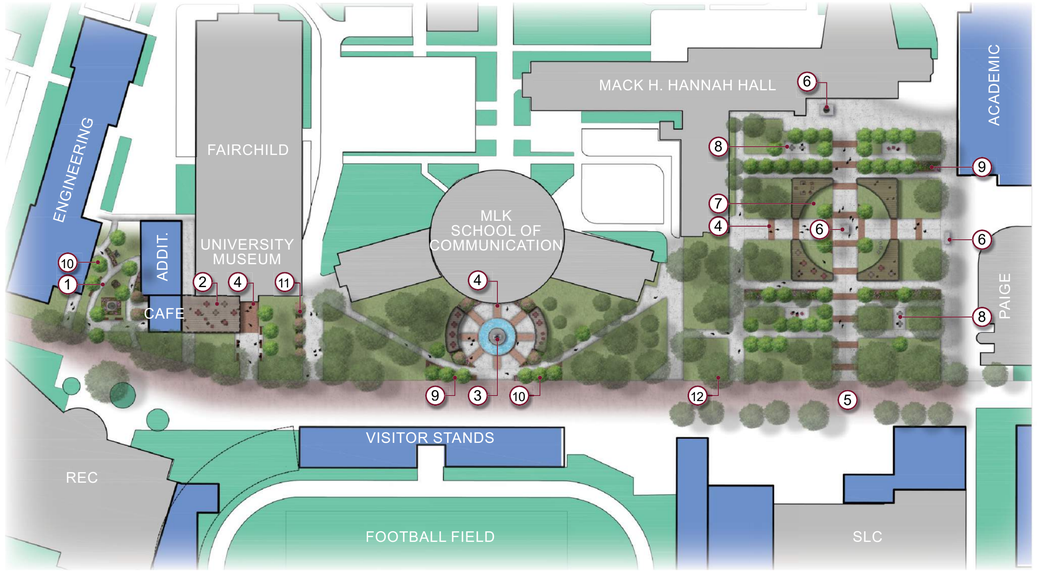


African Queen Mother Sculpture outside MLK Building

LEGEND

1. Meandering Sculpture Garden at the Museum
2. Metal Shade structure with outdoor furniture
3. African Queen Mother Sculpture and fountain
4. Paver bands, typ.
5. Greek Row
6. Existing Quad Sculptures, typ.
7. Flexible lawn areas, typ.
8. Seating Nooks, typ.
9. Landscape area, typ.
10. Proposed shade tree, typ.
11. Proposed ornamental tree, typ.
12. Existing tree, typ.

NORTH



Landscape & Campus Beautification

4- Landscape & Typology: Residence Hall Courtyard

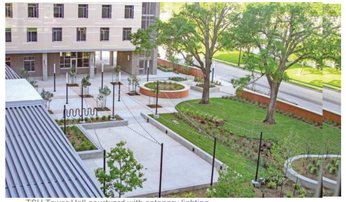
Residence hall courtyards function as semi-private outdoor extensions of student housing and are intended to support student life, wellness, and academic success. While new housing presents opportunities for comprehensive courtyard environments and brand-new programming, the master plan also recognizes the importance of incremental improvements at existing residence halls. It is necessary to implement smaller, near-term landscape interventions that can be realized as funding becomes available, even as larger residential projects remain in planning or development phases. These targeted enhancements allow the use of landscape to engage students now. Elements described in this section serve as guiding principles that can be strategically planned for future projects or integrated into the existing housing facilities to achieve the same goals.

Unlike academic courtyards, residence hall courtyards are enclosed for safety and accessible primarily to TSU students living on-campus. Because some courtyards sit between multiple residence buildings, they offer generous space to create distinct outdoor “rooms” that support a range of activities throughout the day, for example, transitioning from active social zones to study and relaxation areas.

Design recommendations focus on creating a tiered experience that transitions from active gathering spaces to quieter areas for retreat and reflection. Social zones may include flexible lawn areas supported by shade elements such as tree canopies or metal shade structures. Beneath these structures, amenities such as communal grilling areas, outdoor television screens, or “urban” porch swings provide opportunities for social interaction and after-school student events. Extending into adjacent lawn areas, movable tables and chairs, lawn game zones, catenary lighting, and flexible group seating create adaptable pockets of activity that can support different uses throughout the day.

Adjacent to academic or residential buildings, outdoor study areas may incorporate seating with integrated power outlets, café-style furniture, outdoor fans, and Wi-Fi connectivity, allowing students to work comfortably in an outdoor setting. More introspective spaces are defined by soft planting, benches, smaller seating niches, and shade trees, creating quiet pockets for relaxation, reflection, and decompression after class.

Native and low-maintenance planting palettes reinforce sustainability and reduce operational complexity, while durable materials such as fields of pavers or paver banding, stabilized granite paths, and metal furnishings support long-term performance. Residence hall courtyards ultimately strengthen the residential experience, offering safe, multi-functional environments that support community-building, physical activity, student wellness, and academic achievement.



TSU Tower Hall courtyard with catenary lighting



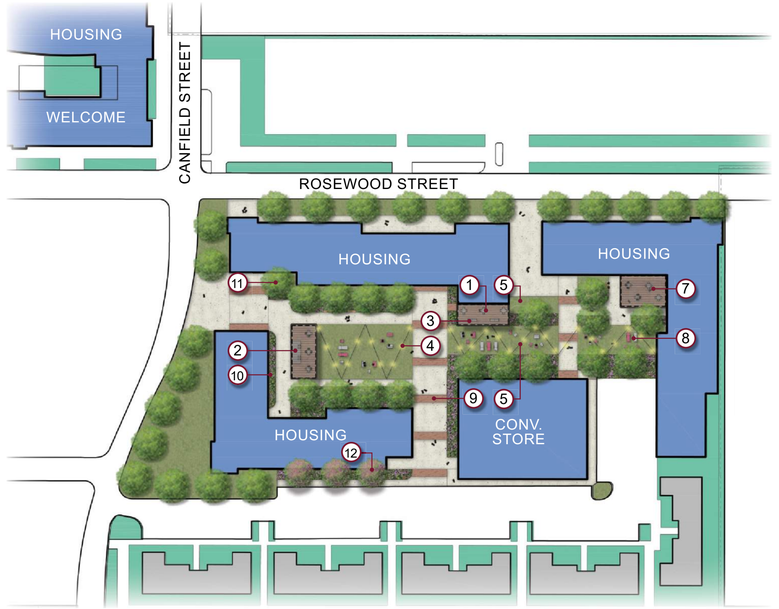
Community grilling area with movable furniture



game zone adjacent to café-style furniture



“Urban” porch swing



LEGEND

1. Metal Shade structure with outdoor furniture
2. Communal grilling area with furniture
3. “Urban” porch swings
4. Catenary lighting
5. Lawn game zone
6. Lounge seating, typ.
7. Outdoor study area
8. Lounge furniture
9. Paver bands, typ.
10. Landscape area, typ.
11. Proposed shade tree, typ.
12. Proposed ornamental tree, typ.

NORTH

Landscape & Campus Beautification

5- Landscape Typology: Tiger Walk Expansion & Tiger Way Corridor between SOPA, Jones, & Law

Tiger Walk is one of TSU's most iconic and historically significant pedestrian corridors, functioning as the primary east-west spine through campus. Defined by its 26-foot-wide expanse of maroon and gray pavers with a dedicated shuttle lane running through the middle, and mature canopy trees on either side, Tiger Walk anchors the campus experience and serves as a visible expression of university identity. The master plan prioritizes preservation of this character, ensuring that any future improvements respect historic materials, existing trees, and the established spatial rhythm of the corridor.

Enhancements along Tiger Walk focus on improving usability and comfort while maintaining its legacy. Selective tree care, refreshed shrub plantings, upgraded lighting, and ADA accommodations support long-term performance, accessibility, and safety. Seating additions, shade elements, and improved paving transitions may be introduced in a subtle manner that complements the existing design language. The master plan intends to maintain the corridor's red and gray paving pattern, reinforcing its visual continuity and symbolic meaning.

As the campus continues to grow, Tiger Walk extends laterally towards areas of new development near Attucks Street connecting major academic buildings with residence halls and student life destinations. These extensions are designed to remain consistent with the corridor's historic character while accommodating evolving campus needs.

On the north-south axis, Tiger Way functions as a contemporary counterpart to Tiger Walk, reinterpreting pedestrian movement through a more modern lens. While it draws inspiration from Tiger Walk's rhythm and structure, Tiger Way introduces updated materials, geometries, and amenities that reflect accessibility, flexibility, and current campus life. In addition to serving as a primary pedestrian route, Tiger Way also accommodates emergency and service access as a designated fire lane.

Paving along Tiger Way incorporates recurring paver bands at regular intervals, for example every 40 feet, to establish visual rhythm and reinforce a sense of progression. Every third bay of pavers expands to create seating nooks where users can pause, gather, or rest along the corridor. Unlike Tiger Walk's continuous maroon-and-gray pattern, Tiger Way uses a more varied paving language that supports modern aesthetics, materials, and reduces maintenance complexity. Pedestrian-scaled lighting, shade trees, and integrated seat walls help create comfortable and active zones along the corridor, inviting students to gather, relax, or study outdoors.

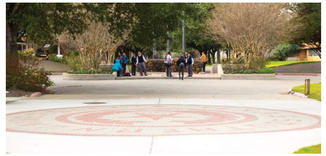
At key intersections, Tiger Way introduces a distinct rotunda-like geometry and embedded graphics on the pavement, such as the TSU seal, tiger paw prints, or other branded elements, to enhance wayfinding and reinforce campus identity. Seat walls framed by ornamental trees and landscape plantings further define these nodes, creating moments of pause and orientation along Tiger Way and adjacent walkways.



Pedestrian corridor with pavers, seat walls, and activation zones



Community grilling area with movable furniture



Rotunda-like walkway intersections with TSU seal



LEGEND

1. Pedestrian Crosswalk to East Garage
2. Secondary Pedestrian Gateway
3. Vehicular-rated paver bands, typ.
4. Third bay of pavers with seating nook
5. Metal Shade structure with outdoor furniture
6. Seat wall, typ.
7. Pedestrian light pole
8. Key intersection with paw print
9. Landscape area, typ.
10. Proposed shade tree, typ.
11. Proposed ornamental tree, typ.
12. Existing tree, typ.

NORTH

Landscape & Campus Beautification

6- Landscape Typology: Arts & Music / STEM Drop-off & Courtyard

The Charles P. Rhinehart Music Auditorium is located along the northwest edge of campus at the intersection of Cleburne Street and Ennis Street and serves as a key venue for performances, concerts, and cultural events. Framed by a canopy of mature, healthy trees, the auditorium is tucked in within a landscape that already conveys a strong sense of pride and history. This master plan reimagines the space immediately south of Rhinehart as a flexible outdoor area that functions as both an event-oriented drop-off area and as a courtyard, supporting daily campus use as well as peak activity during performances.

Preservation of the existing tree canopy is a primary design driver to ensure shade and comfort. Pedestrian circulation between the drop-off zone and the auditorium entrance is set to improve accessibility and ease of movement for all users. Seat walls and movable furniture are strategically placed beneath the tree canopy to support informal gatherings. Metal shade structures adjacent to buildings also provide opportunities for casual interactions, waiting, or seating outside. Paver bands are integrated into the hardscape elements of this courtyard to resemble the materials used at other quads and plazas throughout campus. Additional pedestrian pathways improve connectivity around the building and facilitate efficient movement between adjacent academic facilities.

The Arts & Music Courtyard also presents an opportunity to integrate art and sculptural elements that reflect TSU's artistic, musical, and academic identity. These features can serve as visual landmarks or to engage students through cultural expression and creative exploration.

The drop-off area is anchored by a small-scale roundabout that introduces a clear and legible arrival sequence. A TSU-branded entry sign is centrally located within the roundabout and complemented by seasonal plantings and ornamental trees that reinforce identity, visibility, and campus pride.

Together, these elements support strategic plan initiatives focused on student engagement, cultural expression, and campus vitality by using landscape to create welcoming, functional spaces that encourage participation in the arts and strengthen everyday campus life.


Seat walls and furniture at courtyard

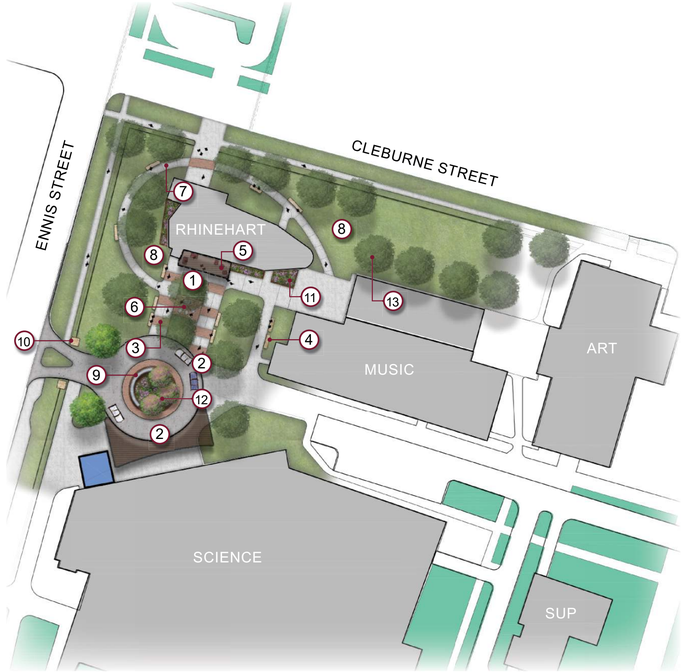

Shade structure adjacent to building



Entry roundabout with branded sign and landscape area


Opportunity for art near building entrances with enhanced paving and seat walls


Drop-off plaza with shade structure, seat walls, and lounge furniture



LEGEND

1. Rhinehart courtyard
2. Drop-off zone
3. Paver bands, typ.
4. Seat walls, typ.
5. Metal Shade structure with outdoor furniture
6. Lounge furniture under tree canopy
7. Pedestrian pathway
8. Opportunity for art and sculptural elements
9. Entry sign at roundabout
10. Vehicular gateway with perimeter metal fence
11. Landscape area, typ.
12. Proposed ornamental tree, typ.
13. Existing trees, typ.

NORTH

Landscape & Campus Beautification

Hardscape Palette

Maintaining consistency in ground-level materials is essential to reinforcing the visual and spatial coherence of the campus environment. Sudden transitions or mismatched paving elements can disrupt the flow of outdoor spaces, resulting in a fragmented and less intuitive experience for pedestrians. A unified approach to paving helps create a seamless, navigable landscape that supports both aesthetic and functional goals.

GENERAL RECOMMENDATIONS:
Pavers are highly recommended for high-traffic pedestrian zones, including primary and secondary circulation routes, building entrances, crosswalks, and plazas. Scored concrete and paver bands provide rhythm and visual interest while reducing long-term maintenance complexity. Their durability and visual appeal make them ideal for areas where both performance and design are critical.

Colored concrete can serve as an effective alternative to pavers, offering visual articulation and spatial definition in plazas and walkways. When used thoughtfully, it enhances the overall aesthetic while contributing to clarity in movement and space organization.

Paving materials should be selected with careful consideration of their context within the campus. Materials should promote visual cohesion and functional clarity, avoiding isolated patches of contrasting surfaces that interrupt the continuity of the landscape.

The unique character of the existing campus should guide thoughtful variations in hardscape design. For example, the distinctive pavers used in Tiger Walk can inform adjacent paving choices—echoing its color and texture to maintain harmony, while allowing for subtle differentiation that respects the site's identity.

The following locations are recommended for the most effective use of hardscape elements:

PRIMARY GATEWAY:
These areas serve as key entry points to the campus and should reflect its character through upgraded paving materials. Incorporating paver fields, paver bands, or colored concrete can create a welcoming and visually appealing first impression for visitors.

SECONDARY GATEWAY:
Like primary gateways, these areas play a critical role in shaping first impressions of TSU. The use of paver bands or colored concrete would be well-suited to enhance their visual appeal.

BUILDING COURTYARDS, PLAZAS, AND QUADS:
These areas serve as key focal points across campus and present ideal opportunities for the use of specialty paving. As previously noted, the selected pavers should compliment the surrounding context, while allowing for more distinctive and expressive design treatments in these spaces. Building nodes and plazas are typically located near entrances and often feature planting beds adjacent to the structures. To ensure durability and ease of upkeep, these areas should incorporate hardscape maintenance bands, either concrete or gravel, based on site conditions.

RESIDENCE HALL COURTYARDS:
Residence hall courtyards become a flexible space for gathering, socializing, and play. Therefore, these courtyards incorporate paver fields at gathering areas under metal shade structures, and broom-finish concrete with paver bands. Additionally, these courtyards can introduce artificial turf, decomposed granite, or lawns to allow for play. Catenary lighting and pedestrian light poles illuminate the space for after-hours use and safety.

TIGER WALK AND TIGER WAY:
Tiger Walk features uniquely shaped pavers in gray and maroon, creating a distinctive and recognizable design element on campus. To maintain visual continuity, any new projects adjacent to Tiger Walk should incorporate the same color palette in their paving design, ensuring a seamless and cohesive ground plane throughout the area.

Tiger Way strategically blends scored concrete with maroon paver bands. A seating nook with a field of pavers is located on one side of the walk. Additionally, shade trees are planted on both sides of Tiger Way with pedestrian light poles for safety.

BUILDING/RESIDENCE HALL COURTYARDS, PLAZAS, AND QUADS




Fields of Pavers at Plazas, Building Entrances, or under Overhead Canopies




Paver Bands delineating walkways

TIGER WALK



Campus Specialty Paving
Maroon and Gray Custom Branded Paving



Campus Accent Paving
Custom Branded Paving

Landscape & Campus Beautification

Hardscape Palette

TIGER WAY



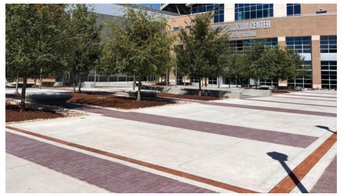
Campus Specialty Paving
Custom Branded Paving



Accent Paver Band Patterns
Maroon / Other Accent Colors



Accent Paver Buttons
Maroon / Other Accent Colors



Accent Paver Bands with Concrete
Maroon / Other Accent Colors

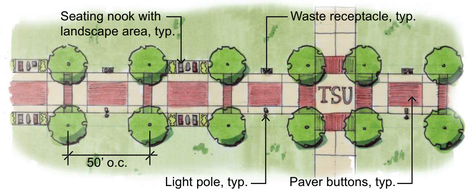


Paver Fields at Mall intersections
Maroon / Other Accent Colors

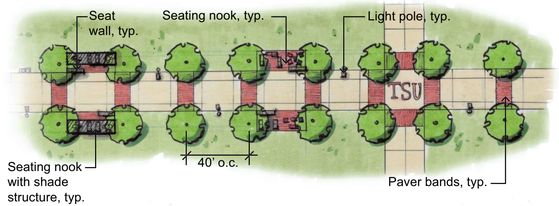


Paver Fields with Concrete bands
Maroon / Other Colors

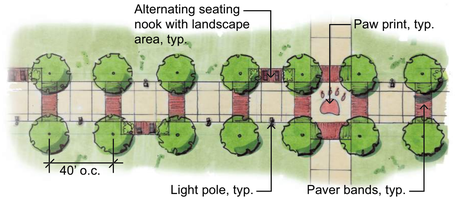
TIGER WAY - ACTIVATION



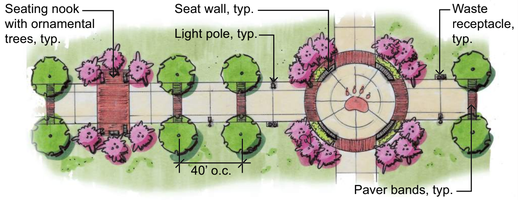
Seating Nooks with Paver Buttons



Seating Nooks with Metal Shade Structure (Every Third Bay)



Alternating Seating Nooks with Paver Bands



Seating Nooks (Every Third Bay) with "Rotunda-like" Plaza at Intersections

Landscape & Campus Beautification

Standard Furnishings

EXISTING FURNITURE TO REMAIN



Heavy-Duty Loop Bicycle Rack (as installed at University Towers), Color: Black



LED Pedestrian Light Pole with Solar Panel, Color: Black

NEW STANDARD FURNITURE



Landscape Forms: Scarborough Litter Receptacle Side Opening, Color: Silver



Landscape Forms: Scarborough Bench, Color: Silver

Specialty Furnishings

FURNITURE AT COURTYARDS



Loll Design: Lollygagger Chair, Color: Chili



Loll Design: Lollygagger Sofa, Color: Chili



Landscape Forms: Morrison Lounge Table,



Landscape Forms: Harpo Chaise Lounge, Color: Titanium Metallic & Ipe

Selection In Progress

FURNITURE AT PLAZAS OR QUADS



Landscape Forms: Harvest Standing Table w/ 4 Benches, Color: Driftwood Top & Titanium Base



Landscape Forms: Harvest Dining Table w/ 2 Benches, Color: Driftwood Top & Titanium Base



Landscape Forms: Carousel Standing Hoop, 4 seater & 3 seater , Color: Mercury Metallic



Landscape Forms: Parc Centre 30" Round Table and Parc Centre Armless Chair, Color: Mercury Metallic

Landscape & Campus Beautification

Recommended Plantings

RECOMMENDED SHADE TREES



Live Oak
Quercus virginiana
- Deciduous
- Exposure: Sun / Part Shade
- Water: Low
- Minimum Planting Size: 3” Caliper



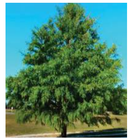
Shumard Oak
Quercus shumardii
- Deciduous
- Exposure: Full Sun
- Water: Low to Medium
- Minimum Planting Size: 3” Caliper



Monterrey Oak
Quercus polymorpha
- Semi-Evergreen
- Exposure: Full Sun
- Water: Low
- Minimum Planting Size: 3” Caliper



Bur Oak
Quercus macrocarpa
- Deciduous
- Exposure: Full Sun
- Water: Low to Medium
- Minimum Planting Size: 3” Caliper



Bald Cypress
Taxodium distichum
- Deciduous
- Exposure: Full Sun
- Water: Low to Medium
- Minimum Planting Size: 3” Caliper



Southern Magnolia
Magnolia grandiflora
- Evergreen
- Exposure: Part Shade to Shade
- Water: Medium
- Minimum Planting Size: 3” Caliper



Mexican Sycamore
Platanus mexicana
- Deciduous
- Exposure: Full Sun
- Water: Low
- Minimum Planting Size: 3” Caliper



Cedar Elm
Ulmus crassifolia
- Deciduous
- Exposure: Full Sun
- Water: Low
- Minimum Planting Size: 3” Caliper



Drake Elm
Ulmus parvifolia ‘Drake’
- Semi-Evergreen
- Exposure: Full Sun
- Water: Low
- Minimum Planting Size: 3” Caliper



Water Oak
Quercus nigra
- Deciduous
- Exposure: Full Sun
- Water: Medium to High
- Minimum Planting Size: 3” Caliper



River Birch
Betula nigra
- Deciduous
- Exposure: Full Sun / Part Shade
- Water: Medium
- Minimum Planting Size: 3” Caliper

RECOMMENDED ORNAMENTAL TREES



Possumhaw Holly
Ilex decidua
- Deciduous
- Exposure: Sun / Part Shade
- Water: Low
- Minimum Planting Size: 2” Caliper



Yaupon Holly
Ilex vomitoria
- Evergreen
- Exposure: Sun / Part Shade
- Water: Low
- Minimum Planting Size: 2” Caliper



Mexican Plum
Prunus mexicana
- Deciduous
- Exposure: Sun / Part Shade
- Water: Low to Medium
- Minimum Planting Size: 2” Caliper



Eastern Redbud
Cercis canadensis
- Deciduous
- Exposure: Sun / Part Shade
- Water: Low
- Minimum Planting Size: 2” Caliper



Crape Myrtle ‘Natchez’
Lagerstroemia indica x fauriei ‘Natchez’
- Deciduous
- Exposure: Full Sun
- Water: Low
- Minimum Planting Size: 2” Caliper



Southern Wax Myrtle
Myrica cerifera
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Minimum Planting Size: 2” Caliper



Desert Museum Palo Verde
Cercidium x ‘Desert Museum’
- Deciduous
- Exposure: Full Sun
- Water: Low
- Minimum Planting Size: 2” Caliper



Texas Mountain Laurel
Sophora secundiflora
- Evergreen
- Exposure: Full Sun
- Water: Medium
- Minimum Planting Size: 2” Caliper



Desert Willow
Chilopsis linearis
- Deciduous
- Exposure: Sun / Part Shade
- Water: Low
- Minimum Planting Size: 2” Caliper



Saucer Magnolia
Magnolia x soulangeana
- Deciduous
- Exposure: Full Sun
- Water: Medium
- Minimum Planting Size: 2” Caliper

Landscape & Campus Beautification

Recommended Plantings

RECOMMENDED SHRUBS



Flame Acanthus
Anisacanthus quadrifidus var. wrightii
- Deciduous
- Exposure: Sun / Part Shade
- Water: Low
- Interest: Red, Orange



Variegated Flax Lily
Dianella tasmanica 'Variegata'
- Deciduous
- Exposure: Full / Part Shade
- Water: Low
- Interest: Blue Berries



Dwarf Bottlebrush
Callistemon ' Little John'
- Evergreen
- Exposure: Full Sun
- Water: Low
- Interest: Red Flowers



Morea Iris
Dietes iridoides
- Evergreen
- Exposure: Sun / Part Shade
- Water: Low
- Interest: White, Yellow, Purple Flowers



Bicolor Iris
Dietes bicolor
- Evergreen
- Exposure: Sun / Part Shade
- Water: Low
- Interest: Yellow Flowers



Dwarf Yaupon
Ilex vomitoria 'Nana'
- Evergreen
- Exposure: Sun / Shade
- Water: Low - Medium
- Interest: Red Berries



Turk's Cap
Malvaviscus drummondii
- Semi-Evergreen
- Exposure: Sun / Shade
- Water: Low
- Interest: Red Flowers



Dwarf Wax Myrtle
Myrica pusilla
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Blue Berries



Indian Hawthorne
Raphiolepis indica
- Evergreen
- Exposure: Part / Full Sun
- Water: Low - Medium
- Interest: White, Pink Flowers



Dwarf Pittosporum
Pittosporum tobira 'Wheeler's Dwarf'
- Evergreen
- Exposure: Part / Full Sun
- Water: Medium
- Interest: White Flowers



Knockout Rose
Rosa x Radrazz
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Red, Pink Flowers



Variegated Ginger
Alpinia zerumbet 'Variegata'
- Evergreen
- Exposure: Part / Full Sun
- Water: Medium
- Interest: White Flowers

RECOMMENDED SHRUBS



Arrowood Elephant Ear
Colocasia esculenta 'Surf City'
- Semi-Evergreen
- Exposure: Shade
- Water: Medium
- Interest: Permeable leaves



Loropetalum 'Purple Diamond'
Loropetalum chinensis 'Shang-hi'
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Pink Flowers



Lindheimer's Senna
Cassia lindheimeriana
- Deciduous
- Exposure: Sun / Part Shade
- Water: Low
- Interest: Yellow Flowers



Italian Jasmine
Jasminum humile
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Yellow Flowers



Lily of the Nile
Agapanthus africanus
- Evergreen
- Exposure: Part / Full Sun
- Water: Medium
- Interest: Blue Flowers



Mahonia Soft Caress
Mahonia eurybracteata 'Soft Caress'
- Evergreen
- Exposure: Part Sun / Shade
- Water: Medium
- Interest: Bright Yellow Flowers



Dwarf Burford Holly
Ilex cornuta 'Dwarf Burford'
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Fragrant Flowers



Pringles Dwarf Podocarpus
Podocarpus macrophyllus 'Pringles Dwarf'
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Yellow Flowers



Flame of the Woods
Ixora coccinea
- Evergreen
- Exposure: Full Sun
- Water: Medium
- Interest: Orange-Red Flowers



Firecracker Plant
Russelia equisetiformis
- Semi-Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Red Flowers

Landscape & Campus Beautification

Recommended Plantings

RECOMMENDED ORNAMENTAL GRASS



Inland Sea Oats
Chasmanthium latifolium
- Deciduous
- Exposure: Part / Full Shade
- Water: Low
- Interest: Green / Tan Blooms



Dwarf Maiden Grass
Miscanthus sinensis 'Adagio'
- Deciduous
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: White Blooms



Gulf Muhly
Muhlenbergia capillaris
- Deciduous
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Pink Blooms



Purple Fountain Grass
Pennisetum setaceum 'Rubrum'
- Deciduous
- Exposure: Full Sun
- Water: Low
- Interest: Burgundy Red Blooms



Big Muhly
Muhlenbergia lindheimeri
- Deciduous
- Exposure: Sun / Shade
- Water: Low
- Interest: White Blooms

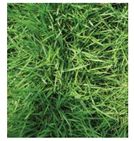


Blonde Ambition Blue Gamma G
Bouteloua gracilis 'Blonde Ambition'
- Deciduous
- Exposure: Full Sun
- Water: Medium to Low
- Interest: Yellow Blooms

RECOMMENDED TURFGRASSES



St. Augustine
Stenoaphrum secundatum
- For use in heavy shade



Zoysia 'JaMur'
Zoysia japonica
- For use in shade areas



Bermuda Tif Tuf
Cynodon dactylon 'Tif Tuf'
- For use in high traffic areas



Bermuda 'Tif 419'
Cynodon dactylon 'Tif 419'
- For use in high-heat areas

RECOMMENDED GROUND COVERS



Purple Pixie Dwarf Loropetalum
Loropetalum chinense 'Peack'
- Evergreen
- Exposure: Sun / Part Shade
- Water: Medium
- Interest: Pink Blooms



Silver Ponyfoot
Dichondra argentea
- Evergreen
- Exposure: Sun / Part Shade
- Water: Low
- Interest: Foliage



Woolly Stemodia
Stemodia lanata
- Semi-Evergreen
- Exposure: Full Sun
- Water: Low
- Interest: White / Purple Blooms



Daylily
Hemerocallis spp.
- Evergreen
- Exposure: Full / Part Sun
- Water: Medium
- Interest: Colorful Blooms



Foxtail Fern
Asparagus densiflorus 'Myers'
- Evergreen
- Exposure: Part Shade / Part Sun
- Water: Medium
- Interest: White Blooms



Giant Liriope
Liriope muscari
- Evergreen
- Exposure: Part Shade / Part Sun
- Water: Medium
- Interest: White Blooms

RECOMMENDED ANNUALS



Plumbago
Plumbago auriculata 'Imperial Blue'
- Evergreen
- Exposure: Sun / Shade
- Water: Medium
- Interest: Blue Blooms



Purple Trailing Lantana
Lantana montevidensis
- Deciduous
- Exposure: Part Shade / Sun
- Water: Low
- Interest: Purple Blooms



'New Gold' Lantana
Lantana x 'New Gold'
- Evergreen
- Exposure: Full Sun
- Water: Low
- Interest: Yellow Blooms



Dusty Miller
Senecio cineraria
- Annual
- Exposure: Full Sun
- Water: Low
- Interest: Yellow Flowers



Pentas
Pentas lanceolata
- Annual
- Exposure: Full Sun
- Water: Medium
- Interest: Pink Cluster of Flowers

Landscape & Campus Beautification

Standard Maintenance Program

A comprehensive grounds and landscape maintenance program is essential to preserving the beauty, functionality, and safety of TSU campus. Well-maintained outdoor spaces contribute significantly to the overall campus experience, creating a welcoming environment for students, faculty, staff, and visitors. Regular upkeep of lawns, gardens, trees, and hardscape features ensures the campus remains visually appealing and reflects the institution's commitment to excellence and care.

Beyond aesthetics, a structured maintenance program supports the strategic use of campus spaces. Outdoor areas often serve multiple purposes—from academic gatherings and student recreation to ceremonial events and informal socializing. Ensuring these spaces are clean, accessible, and properly maintained allows them to function effectively year-round. A proactive approach to landscape care helps prevent deterioration, reduces the need for costly repairs, and extends the lifespan of campus infrastructure.

Consistency in landscape maintenance plays a key role in campus safety and accessibility. Overgrown vegetation, uneven walkways, and poorly lit areas can pose hazards to pedestrians and limit mobility for individuals with disabilities. A well-managed program addresses these concerns through routine inspections, seasonal adjustments, and responsive repairs. This not only protects the campus community but also supports compliance with safety regulations and accessibility standards.

Sustainable site considerations can be thoughtfully integrated into maintenance practices. Using efficient irrigation systems, selecting low-maintenance plant species, and minimizing chemical use are practical ways to reduce environmental impact while maintaining high standards of care.

TURF	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Full Service Trip (cut, edge, trim, blow)	2	2	5	4	5	4	4	5	4	4	3	2
Fertilization			1			1				1		
Aeration			1							1		
Pre-Emergent Weed Control			1									
Post-Emergent Weed Control						1						
Planting Sod or Hydroseed (optimum time)			1	1					1	1		

TREES	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Visual Inspection (inspect guying, check for pests, deadwood, etc.)	1			1			1				1	
Prune Crape Myrtles (remove growth up to 1/4" or pencil sized)	1											
Prune Trees (remove diseased or dead wood and prune for clearance from buildings and sidewalks)	1											
Mulch Installation at watering saucer (year 1)**			1			1			1			1
Mulch Installation at watering saucer (after year 1)**			1						1			
Planting Trees			1	1					1	1		

** After year 2, mulch saucer will be removed & mulch ring reduced to 24" diameter (mulch ring is flat)

SHRUBS, PERENNIALS, GRASSES, AND GROUNDCOVERS	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
A - Winter-Related Plant Care		1										
B - Late Winter Plant Care		1										
C - Shrub Shaping - Minimal		1				1				1		
D - Shrub Shaping - Selective		1				1				1		
E - Basic Maintenance as Necessary												
Mulch Installation (year 1)			1			1			1			1
Mulch Installation (year 2)			1						1			
Mulch Installation (after year 2)			1									
Mulch Raking and Fluffing (after year 1)						1						1
Bed Detail / Manual Weeding (as needed check monthly)	1	1	1		1	1	1	1	1		1	1
Planting Shrubs, Perennials, Grasses and Groundcovers			1	1					1	1		

MISCELLANEOUS CARE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Spray Cracks (weed control - as needed, check monthly)	1		1		1		1		1		1	
Fire Ant Control (growth regulator)			1							1		
Fire Ant Control (spot treatment, check monthly)	1	1	1	1	1	1	1	1	1	1	1	1
Irrigation Inspection	1	1	1	1	1	1	1	1	1	1	1	1
Planting Plants / Trees / Turfgrass (should be avoided)					1	1	1	1				

Landscape & Campus Beautification

Planting Details

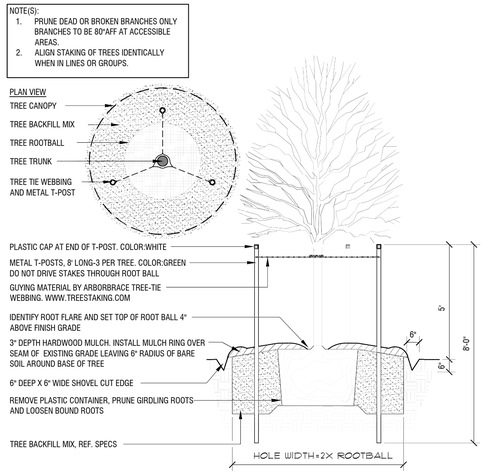
Standard planting details are a critical component of a cohesive and professional campus landscape plan. These details provide clear, consistent guidelines for how plant materials should be installed, maintained, and integrated with other site elements. By establishing uniform specifications for soil preparation, spacing, mulching, staking, and irrigation, universities can ensure that plantings are healthy, resilient, and visually consistent across different areas of campus.

Having standardized planting details streamlines communication between designers, contractors, and maintenance staff. When everyone works from the same set of expectations, it reduces the risk of misinterpretation and installation errors. This is especially important on large or multi-phase projects where different teams may be involved over time. Standard details serve as a reference point that help maintain design integrity and ensures that plantings perform as intended in terms of aesthetics, function, and longevity.

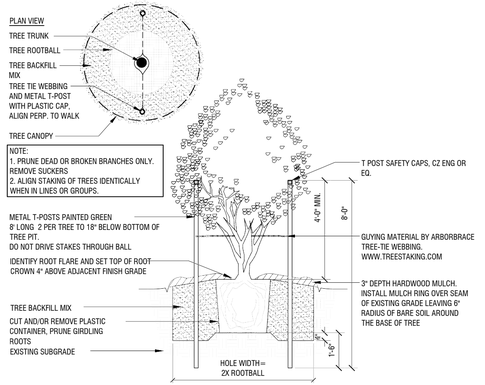
Standardization supports cost-effective and efficient landscape management. With clear planting protocols in place, procurement of materials becomes more predictable, and maintenance crews can follow established procedures for care and replacement. This reduces variability in performance and minimizes the need for corrective work. Over time, this contributes to lower operational costs and a more sustainable landscape system.

In addition, standard planting details can incorporate best practices for sustainability and ecological health. Specifications include the use of native or adaptive species, soil amendments that support long-term plant health, and irrigation methods that conserve water. While the primary goal may be consistency and quality, these details also offer an opportunity to embed environmental responsibility into the campus's landscape framework.

PLANTING DETAILS

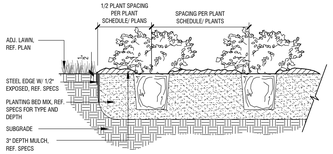


SHADE TREE PLANTING DETAIL

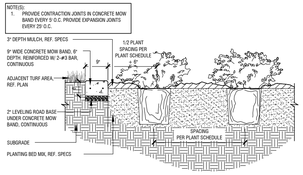


ORNAMENTAL TREE PLANTING DETAIL

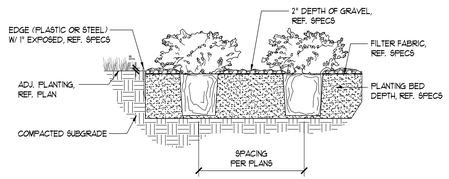
Planting Details



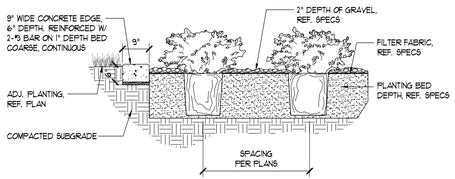
SHRUB PLANTING IN MULCH WITH EDGING (PLASTIC OR STEEL)



SHRUB PLANTING IN MULCH WITH CONCRETE EDGING



SHRUB PLANTING IN GRAVEL WITH EDGING (PLASTIC OR STEEL)



SHRUB PLANTING IN GRAVEL WITH CONCRETE EDGING

DESIGN APPENDIX

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07

Campus Master Plan

Overview
Site Studies
Social Space Analysis
Welcome Center
Tiger Walk
Outdoor Space Opportunities
Public Arts & Events
Campus Building Types:
Academics -
Administration -
Athletics -
Student Services -
Housing -
Community Buildings -
Support Buildings -
Food Service
Campus Facilities
Master Plan Concepts

CAMPUS MASTER PLAN

Overview

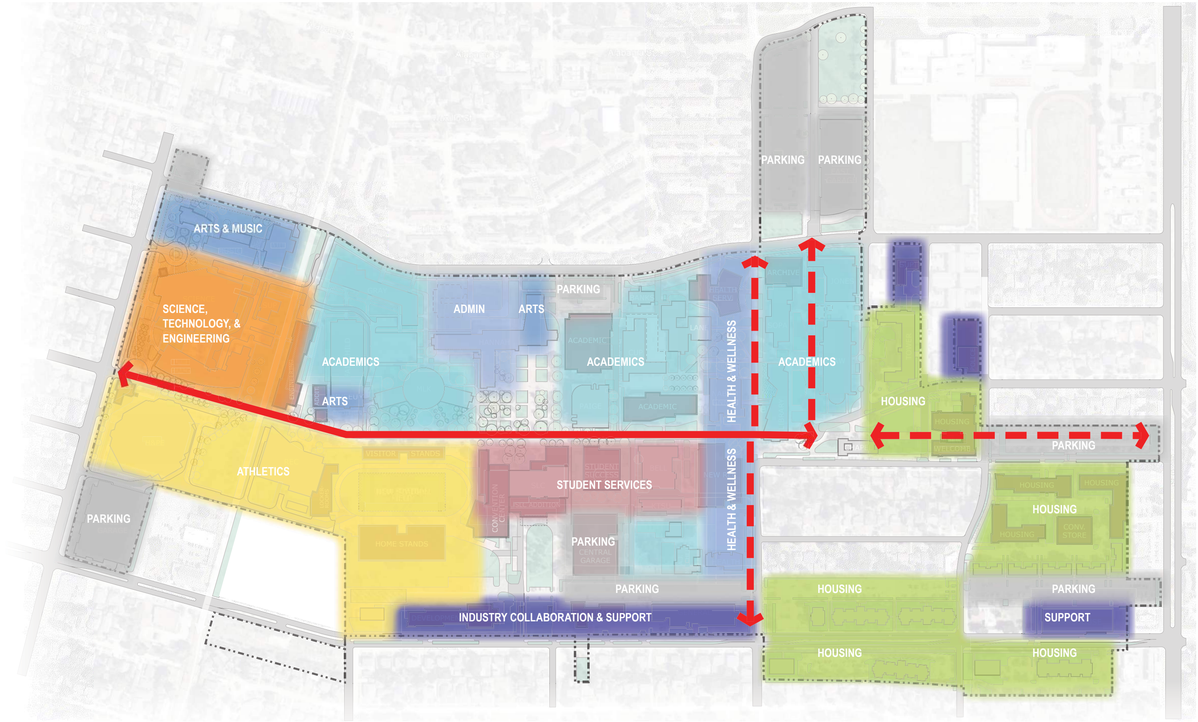
The Campus Master Plan organizes the University into clearly defined districts to enhance functional efficiency, wayfinding, and campus identity. Grouping related programs and facilities into districts allows the University to strengthen connections between complementary uses, support interdisciplinary collaboration, and create a more legible campus layout for students, faculty, staff, and visitors. This approach also provides a framework for phased growth, targeted investment, and strategic infrastructure planning, ensuring that future development aligns with the University's long-term goals.

The Arts & Music District consolidates academic, performance, and creative spaces, fostering collaboration among visual and performing arts programs while creating prominent cultural landmarks on campus. The STEM District clusters science, technology, engineering, and mathematics facilities, enabling shared laboratory resources, collaborative research opportunities, and integrated learning environments. The Health & Wellness District centralizes health sciences programs and wellness facilities, improving access to critical resources while supporting student well-being and community engagement initiatives.

The Collaboration & Support District gathers administrative offices, shared services, and flexible meeting spaces, promoting operational efficiency and cross-departmental interaction. The Student Services District centralizes essential services such as advising, financial aid, and enrollment support, creating a convenient, student-focused hub. Athletic programs are concentrated within the Athletics District, enhancing training, competition, and recreational opportunities, while the Student Housing District organizes residence halls and associated amenities to foster a safe, vibrant living-learning environment.

To maintain the integrity of each district and prioritize pedestrian circulation, surface parking and vehicular access are strategically located at the edges of campus. This approach reduces internal traffic, enhances safety, and preserves open spaces and pedestrian corridors within each district. By pushing parking to the periphery, the Master Plan supports a more walkable, cohesive campus environment, reinforces the visibility and identity of each district, and encourages active engagement between students, faculty, and campus resources.

By clearly defining districts and managing circulation strategically, the Master Plan enhances campus legibility, strengthens functional relationships, and creates distinct, program-focused zones that contribute to an accessible, efficient, and engaging campus experience.



CAMPUS MASTER PLAN

Site Studies

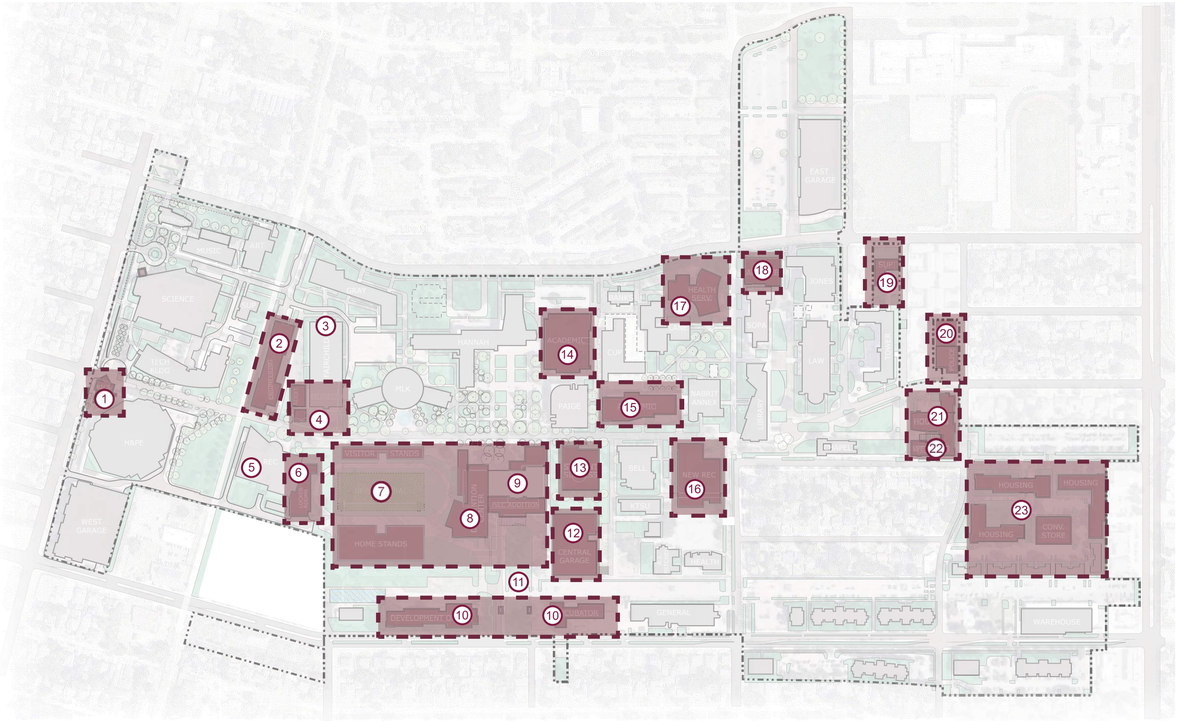
With the overall campus assessments complete and the Master Plan goals clearly defined, the planning team identified the key projects required to advance TSU's long-term vision. Steering Committee meetings helped refine priorities, revealing opportunities to elevate academic facilities, enhance student life amenities, strengthen infrastructure networks, and reinforce TSU's identity. Each round of engagement through meetings and workshops added valuable insight for shaping how projects were evaluated, sequenced, and aligned with both immediate needs and long-range aspirations.

The planning effort also incorporated findings from the comprehensive assessments and relied on extensive collaboration across disciplines. Input from MEP and civil engineers, information technology consultants, food service design specialists, historic preservationists, landscape architects, wayfinding specialists, and architectural designers informed the creation of several site concepts that illustrate TSU's desired transformation by 2035. Together, these studies provide a holistic view of how buildings, open spaces, mobility systems, and utilities can work together to support a modern, resilient, and student-centered campus.

To guide implementation, the Master Plan is organized into multiple phases: short, mid-term, and long-term priorities, each building on the foundations established in the previous stage. This phased approach helps coordinate capital investments, minimize disruption, and ensure that early improvements unlock future opportunities. The phasing diagrams and site studies included in Section 8 illustrate the linear progression toward the full realization of the Campus Master Plan and provide a clear roadmap for decision-making over the next decade and beyond.

1. New Athletics Visitor / Recruitment Center
2. New Aviation and Engineering Building
3. Renovate Fairchild Hall
4. University Museum Expansion
5. Student Recreation Center Conversion
6. Locker Room Addition
7. Football Field and Track
8. New Event / Conference Center
9. Student Center Expansion
10. New Development Buildings
11. New Front Entry Drive
12. New Central Parking Garage
13. New Student Success Center
14. New Academic Building
15. New Catalyst for Urban Transformation & Nabrit Science Center*
16. New Student Recreation Center
17. New Health and Wellness Center
18. New Community Advocacy Archives and Business School Expansion
19. New Supplemental Utility Plant
20. New Campus Police Building
21. New Student Housing
22. New Visitor Center
23. New Student Housing and Amenities

*Construction begins in 2026



Focus Areas

CAMPUS MASTER PLAN

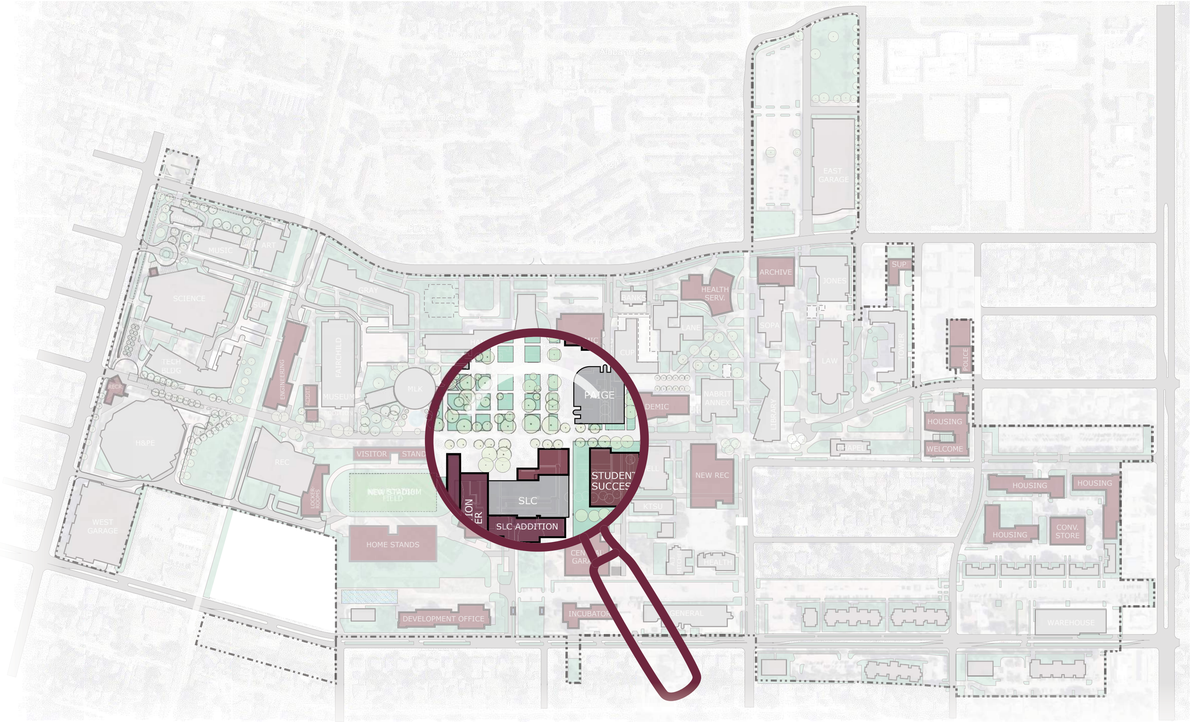
Social Space Analysis

Analyzing social spaces is a vital component of campus planning and design. These spaces—ranging from formal gathering areas like student centers and lounges to informal zones such as courtyards, green spaces, and café seating—play a central role in shaping the daily experience of students. A comprehensive analysis helps planners understand how these areas are used, when they are most active, and how they contribute to student well-being, engagement, and community building.

Effective social space analysis begins with mapping existing gathering zones and observing patterns of use. This includes identifying high-traffic areas, quiet retreats, and transitional spaces where students naturally congregate. Planners assess factors such as accessibility, visibility, comfort, and proximity to academic and residential buildings. The goal is to understand not only where students spend time, but why certain spaces are preferred over others. This insight helps identify gaps in the social fabric of the campus—areas that may be underutilized, disconnected, or lacking in amenities.

The analysis also considers the diversity of student needs and experiences. Social spaces should support a range of activities, from collaborative work and casual conversation to relaxation and cultural events. Inclusive design principles are essential, ensuring that spaces are welcoming to all students regardless of background, ability, or identity. By evaluating how existing spaces perform across these dimensions, planners can make informed decisions about where to enhance, repurpose, or introduce new social environments.

Ultimately, the analysis of social spaces informs the campus master plan to prioritize student life as much as academic function. When thoughtfully designed and strategically located, social spaces foster a sense of belonging, encourage spontaneous interaction, and contribute to a vibrant campus culture. These environments are not just amenities—they are essential to the holistic development of students and the vitality of the university community.



CAMPUS MASTER PLAN

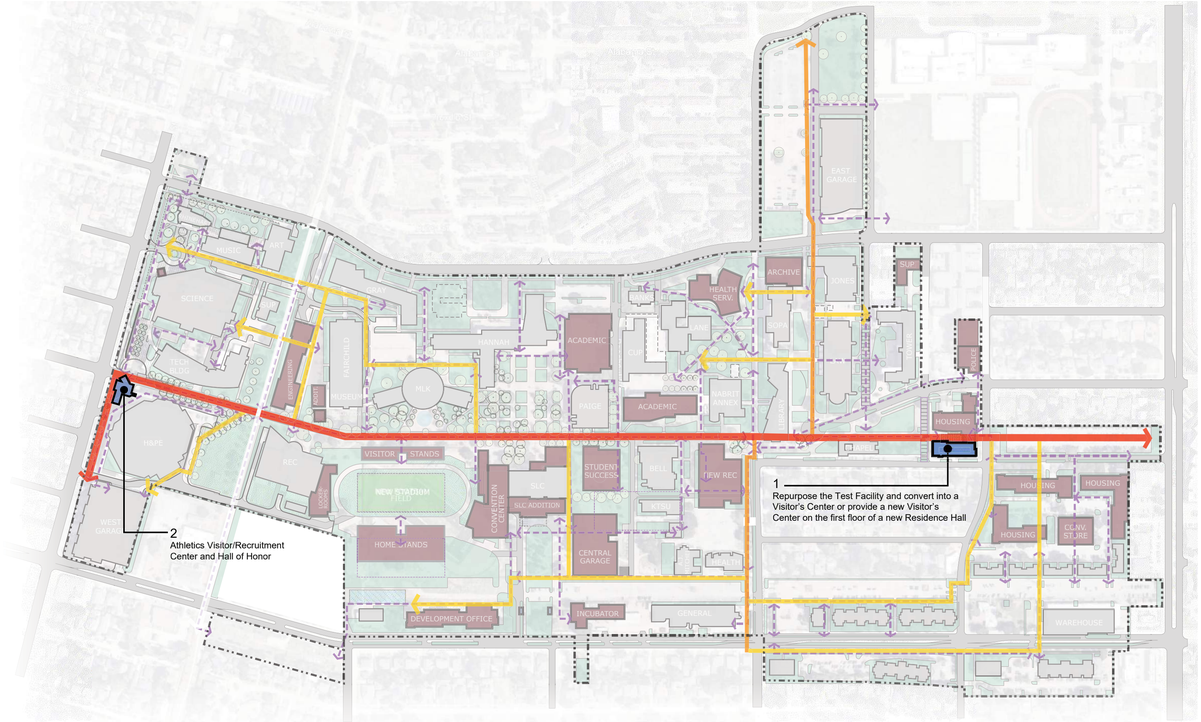
Welcome Center

A Welcome Center serves as the front door to a college campus, offering a first impression that reflects the institution's values, culture, and commitment to hospitality. It plays a vital role in orienting prospective students, families, alumni, and visitors, providing a centralized location for information, engagement, and support. As campuses grow more complex and student expectations evolve, the Welcome Center becomes an essential hub for creating a positive and memorable campus experience.

The importance of a Welcome Center lies in its ability to streamline the visitor journey. It can house admissions offices, campus tour coordination, and information desks, making it easier for prospective students and families to navigate their visit. For current students, it can serve as a resource for campus services, event information, and community engagement. A well-designed Welcome Center also reinforces institutional branding and identity, offering a space that communicates the university's mission and character through architecture, displays, and interactive media.

Amenities within a Welcome Center can vary based on campus size and goals, but commonly include a reception area, digital kiosks, lounge seating, meeting rooms, and exhibit space. It may also feature a café or coffee bar, retail space for university merchandise, and flexible event areas for orientations, open houses, and alumni gatherings. Interactive campus maps, student-led tour stations, and multimedia storytelling walls can further enrich the experience, helping visitors connect emotionally with the campus and its community.

A Welcome Center is more than a building—it's a strategic investment in campus culture and outreach. By thoughtfully analyzing its location, programming, and design, universities can ensure that it serves as a dynamic gateway that welcomes, informs, and inspires everyone who steps onto campus.



CAMPUS MASTER PLAN

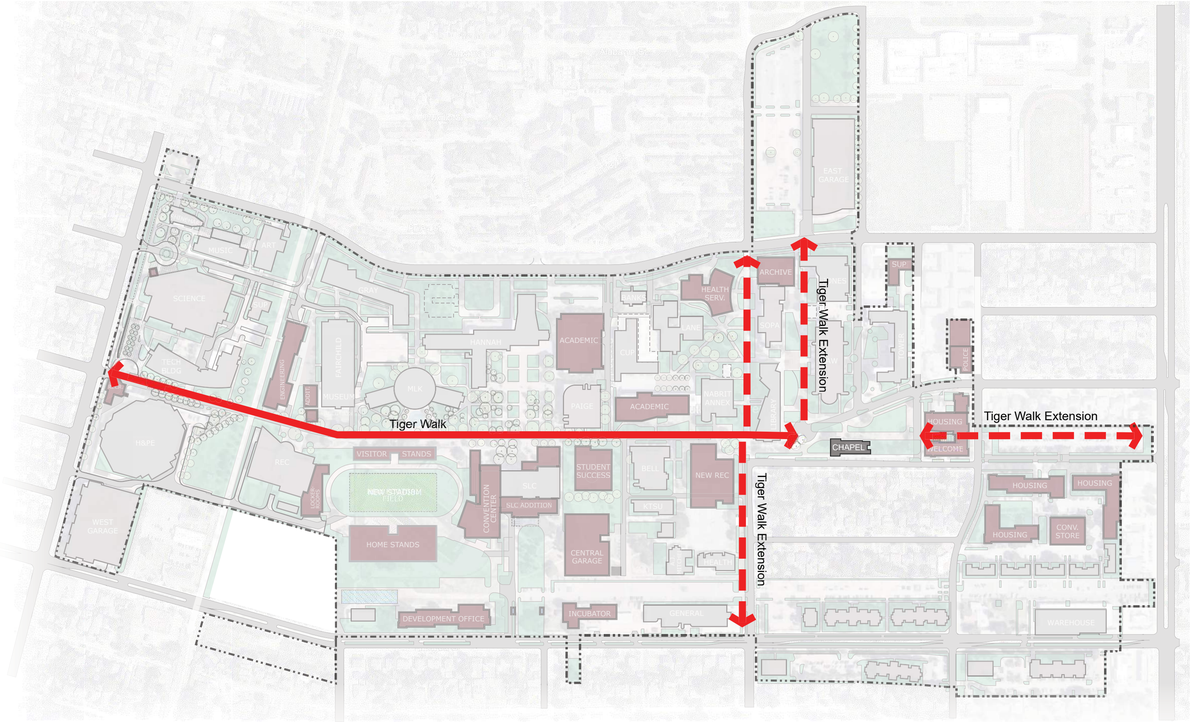
Tiger Walk

Tiger Walk serves as the central spine of the TSU campus, functioning as the primary pedestrian corridor that unites key academic and social destinations. The main east-west axis of Tiger Walk currently stretches from Ennis Street through the heart of campus, culminating at the Library Learning Center on Wheeler Street. More than a circulation route, this pathway stands as a defining element of campus identity and student life, shaping the daily rhythm of movement and interaction.

Complementing this is a secondary north-south connection that links Cleburne Street to the main Tiger Walk, forming an essential cross-axis for pedestrian flow. Though smaller in scale, this corridor plays a critical role in bridging residential areas with academic zones, reinforcing the overall connectivity of the campus network.

Looking ahead, prioritizing and expanding these pedestrian corridors through thoughtful planning will advance TSU's vision of a truly walkable campus. By extending Tiger Walk and strengthening its role as a dual spine, the university can create a cohesive, interconnected environment where major buildings and amenities are easily accessible. These enhancements will transform Tiger Walk into a vibrant promenade—a central gathering space that fosters social interaction, encourages outdoor activity, and strengthens the sense of community for students, faculty, staff, and visitors.

In addition, integrating landscape design, seating areas, and shade structures along these corridors will elevate the pedestrian experience, making the campus not only functional but inviting. These improvements will create spaces that support informal learning, leisure, and cultural events, ensuring that Tiger Walk becomes a dynamic centerpiece of campus life rather than merely a passageway.



CAMPUS MASTER PLAN

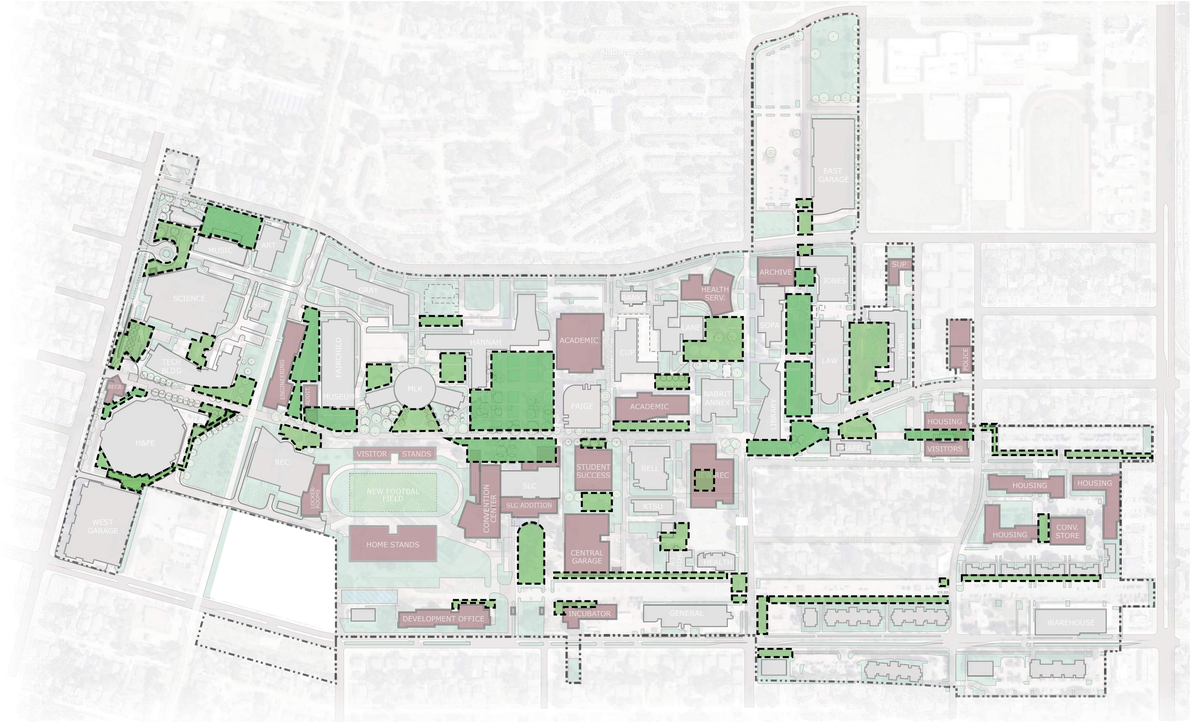
Outdoor Space: Opportunities for Activation

Well-designed green spaces are essential to creating a vibrant and engaging campus environment. Thoughtfully integrated landscapes not only enhance visual appeal but also elevate the overall quality of campus life. These spaces provide a sense of openness and connection, reinforcing the university's commitment to sustainability and wellness.



Green spaces offer benefits far beyond aesthetics. Research consistently shows that time spent outdoors improves attention, cognitive function, and mental health. These areas encourage physical activity, promote relaxation, and serve as natural gathering points for social interaction. When designed as extensions of interior spaces, they can accommodate a variety of uses—study sessions, informal meetings, community events, and even academic activities—creating a dynamic campus that supports collaboration and engagement. Ultimately, a network of accessible, inviting green spaces fosters a healthier, more connected campus community.

To maximize their potential, the master plan has identified key opportunities to activate green spaces across campus, as illustrated in the adjacent diagram. These locations represent underutilized areas that can be transformed into active, multifunctional environments through strategic landscaping and amenities. Incorporating features such as shaded seating, outdoor classrooms, Wi-Fi access, and flexible event spaces will encourage spontaneous interaction and academic engagement. By activating these spaces, the university can create a campus that is not only visually appealing but also functions as a hub for learning, wellness, and community life.



CAMPUS MASTER PLAN

Public Arts & Events

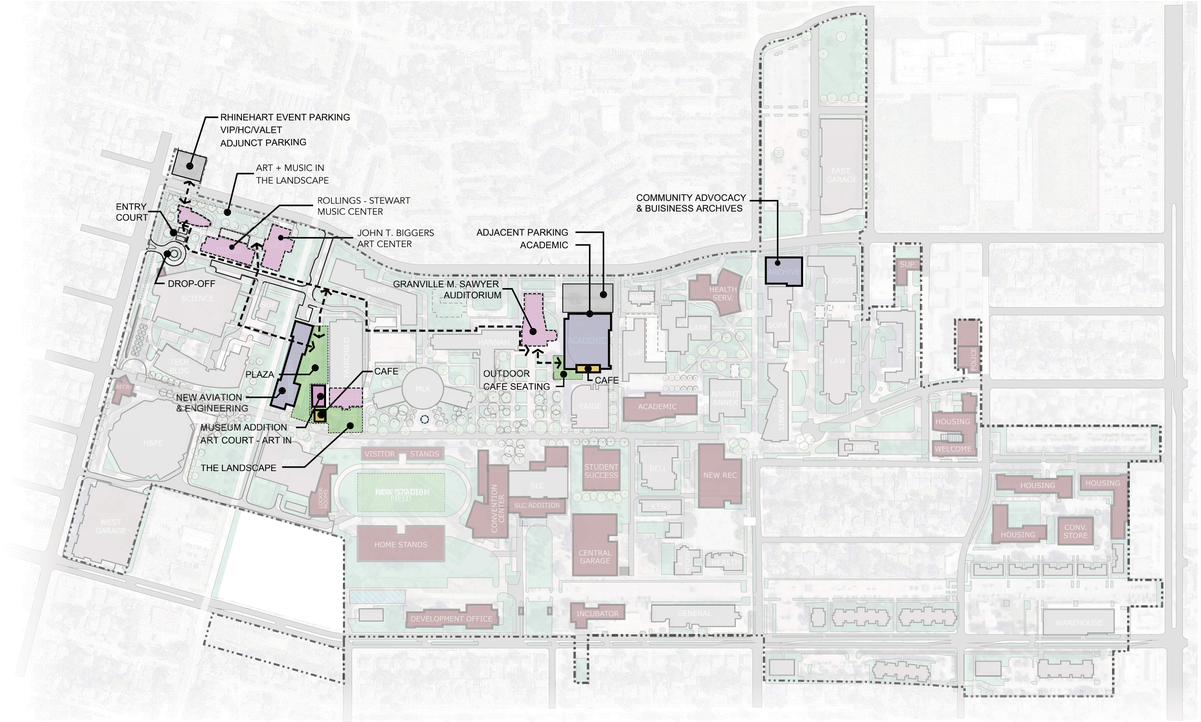
Public art and campus events are essential in cultivating school spirit, celebrating cultural expression, and strengthening community engagement. Signature traditions—such as Homecoming, tailgating, concerts, Spring Fest performances, pep rallies, and outdoor gatherings along Tiger Walk and in front of the Student Center—activate key public spaces and showcase the vibrancy of student life at TSU. These events transform the campus into a dynamic hub of activity, reinforcing a sense of belonging and pride.

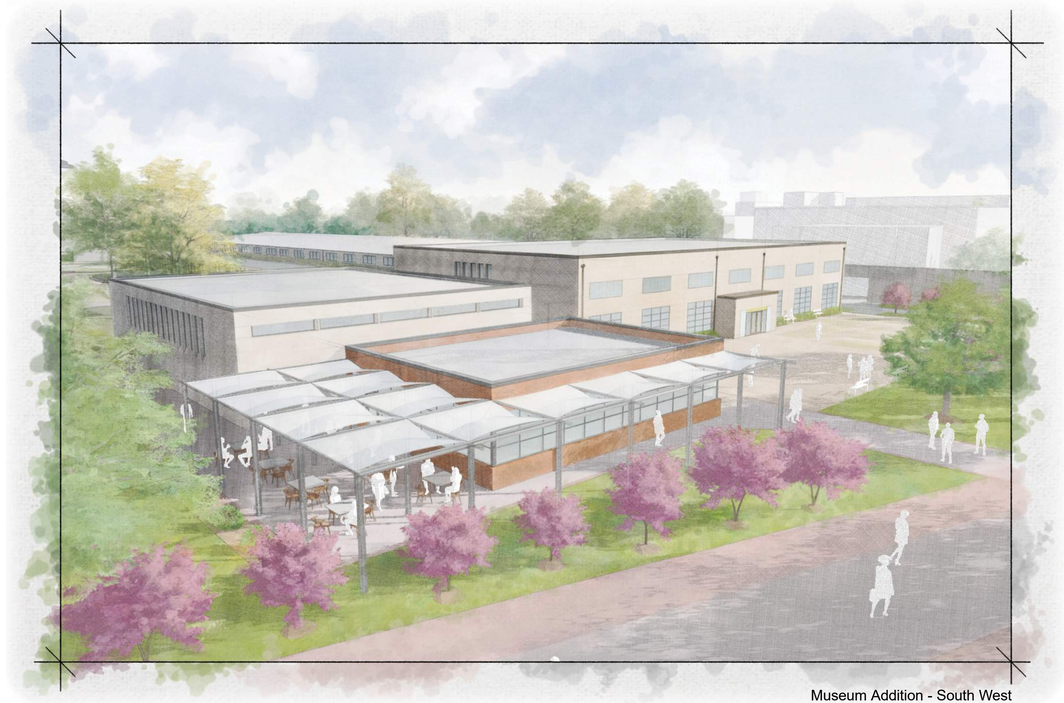
TSU has a rich collection of student art that reflects the university's history and commitment to cultural excellence. However, opportunities remain to enhance visibility, accessibility, and integration of these installations and events into the daily campus experience. The master plan develops a framework for TSU to identify specific areas for expanding and elevating public art across campus. Enhancing existing locations and strategically incorporating new locations will serve as focal points for cultural expression, creating a more immersive and inspiring environment.

Strategic improvements—such as upgraded exterior lighting, clear signage and wayfinding, and thoughtfully designed outdoor gathering areas—will strengthen the campus's ability to host large-scale events safely and inclusively. A coordinated approach to public art and event planning will ensure these experiences remain central to TSU's identity, creating a campus environment that is vibrant, welcoming, and deeply connected to its cultural roots.

Future planning can also explore integrating art directly into pedestrian walkways and high-traffic corridors. Embedding murals, sculptures, and interactive installations along Tiger Walk and other key paths would create a continuous cultural experience, making art an everyday part of campus life rather than a destination. Enhanced lighting and strategic placement will improve visibility and encourage engagement, while blending art with circulation routes reinforces TSU's vision of a campus that is both walkable and expressive. These interventions can transform ordinary movement into an inspiring journey, strengthening the connection between campus identity and student experience.

The master plan focuses on the development of a dedicated arts corridor or cultural district within the campus. Concentrating public art installations, performance spaces, and creative programming in a defined area will establish a recognizable destination for artistic expression and cultural engagement. This corridor can serve as a hub for student creativity, academic collaboration, and community partnerships, hosting exhibitions, live performances, and interactive installations. By creating a cohesive arts district, TSU can elevate its cultural profile, attract visitors, and provide students with a vibrant environment that celebrates diversity, innovation, and the transformative power of the arts.





Museum Addition - South West





Existing Southwest View



Existing Southeast View

CAMPUS MASTER PLAN

Campus Building Types

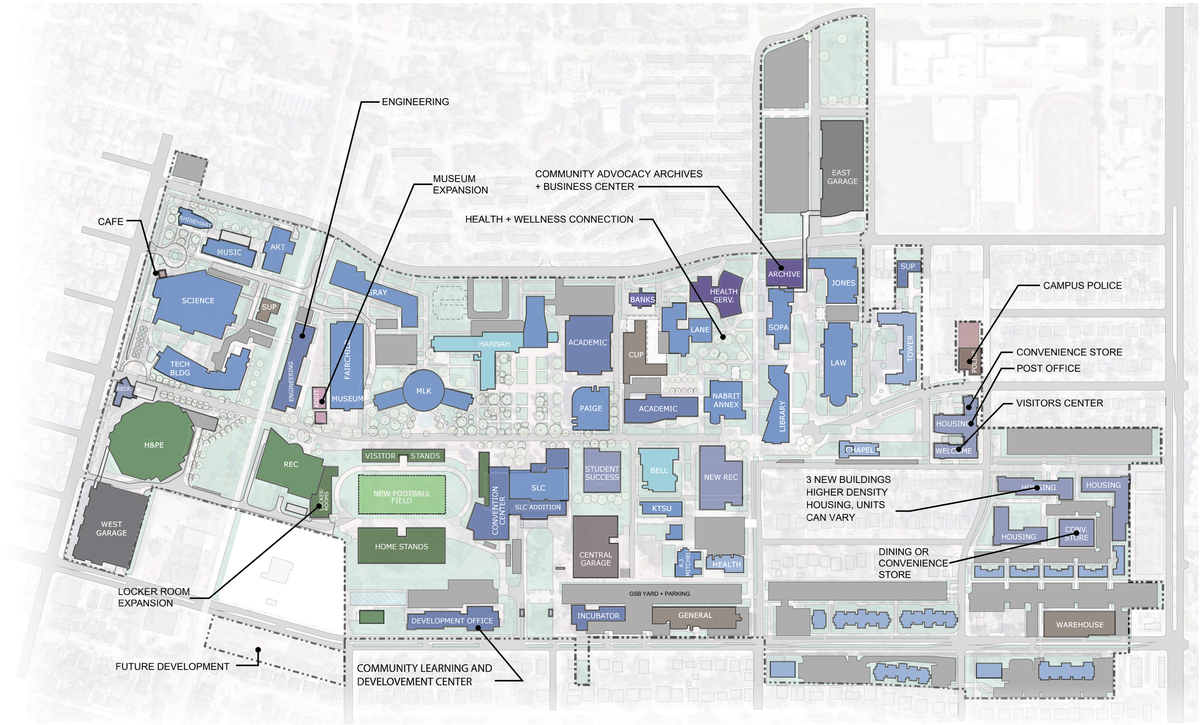
The campus master plan introduces a comprehensive framework for organizing building types across the university to support academic excellence, student life, and operational efficiency. This strategy is designed to guide future development in a way that enhances connectivity, promotes sustainability, and reflects the university's long-term vision.

Building types will be grouped according to their primary functions to create distinct yet interconnected zones. Academic buildings will be centrally located to foster collaboration and ease of access for students and faculty.

Residential buildings will be positioned to support community-building and proximity to student amenities, while administrative and support facilities will be placed to optimize campus operations without disrupting core academic and residential areas.

Mixed-use buildings will serve as transitional elements between zones, offering flexible spaces that accommodate a variety of uses, including classrooms, offices, retail, and student services. This approach encourages interaction across disciplines and supports a dynamic campus environment.

Overall, the location strategy is intended to create a coherent and adaptable campus structure that supports the university's mission and enhances the experience of all campus users.



CAMPUS MASTER PLAN

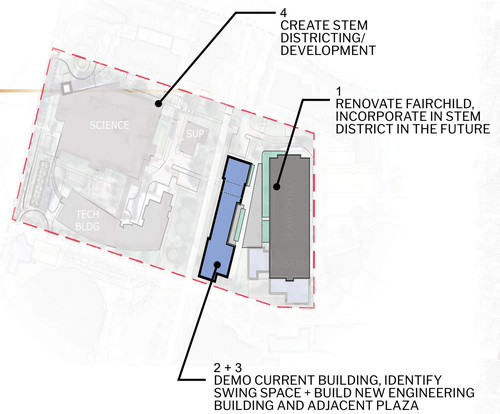
Campus Building Types: Academics

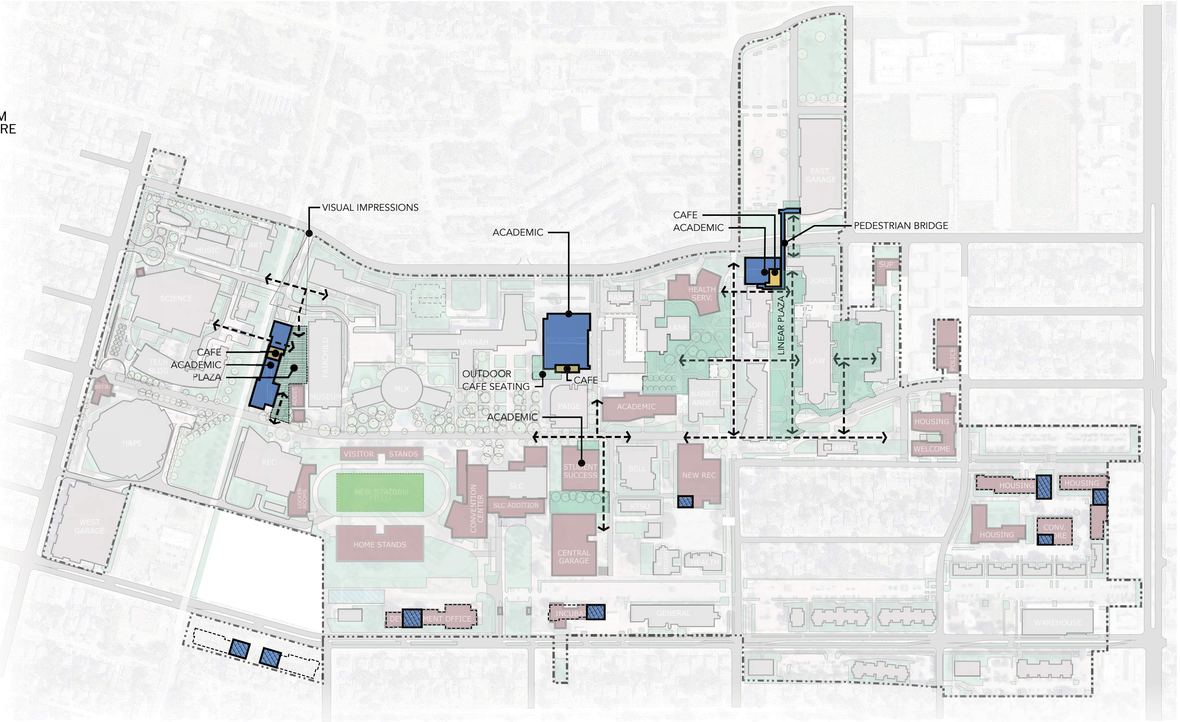
The master plan envisions a dynamic and forward-looking approach to academic facilities, with a focus on creating purpose-driven districts, enhancing campus identity, and improving the student experience. Central to this vision is the establishment of a dedicated STEM district, which will serve as a hub for science, technology, engineering, and mathematics disciplines. This district will bring together existing facilities and new development to foster interdisciplinary collaboration and innovation.

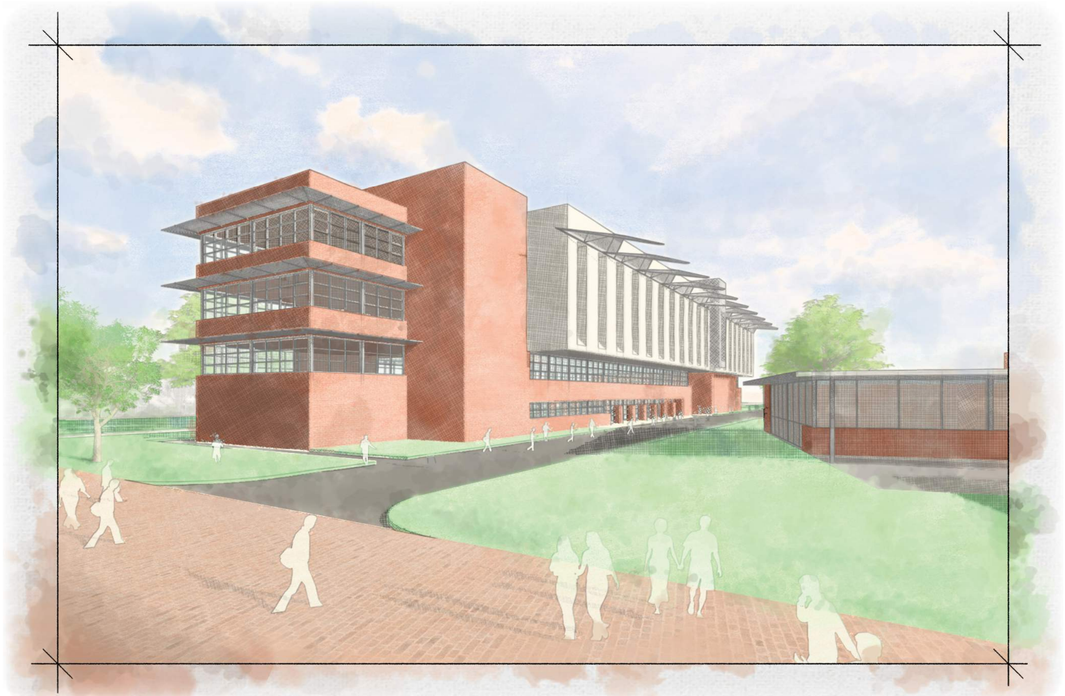
A key feature of the STEM district will be a new engineering building, designed to accommodate modern teaching, research, and maker spaces. Adjacent to this facility, an outdoor plaza will provide a flexible gathering space for students and faculty, supporting informal learning, events, and social interaction. The plaza will also contribute to the campus's visual identity, offering enhanced landscaping, seating, and architectural features that create a strong sense of place.

To support campus vitality and convenience, three new cafés will be introduced within academic zones, offering students and staff accessible spaces for study, conversation, and refreshment. These amenities will be strategically located to activate key pedestrian corridors and complement nearby academic buildings.

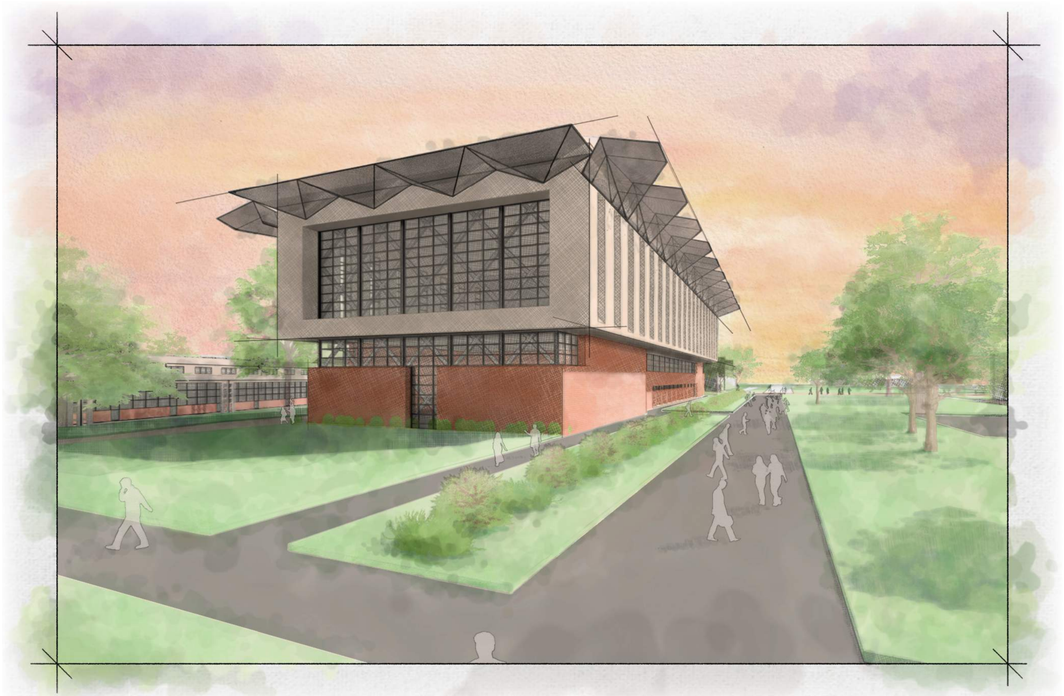
Improved connectivity is also a priority. A new pedestrian bridge will link the east parking garage to campus, providing safe and direct access across Cleburne St. This infrastructure will support multimodal movement and reduce vehicular congestion, reinforcing the university's commitment to a walkable and inclusive campus environment.







Aviation and Engineering Building - South East



Aviation and Engineering Building - North West

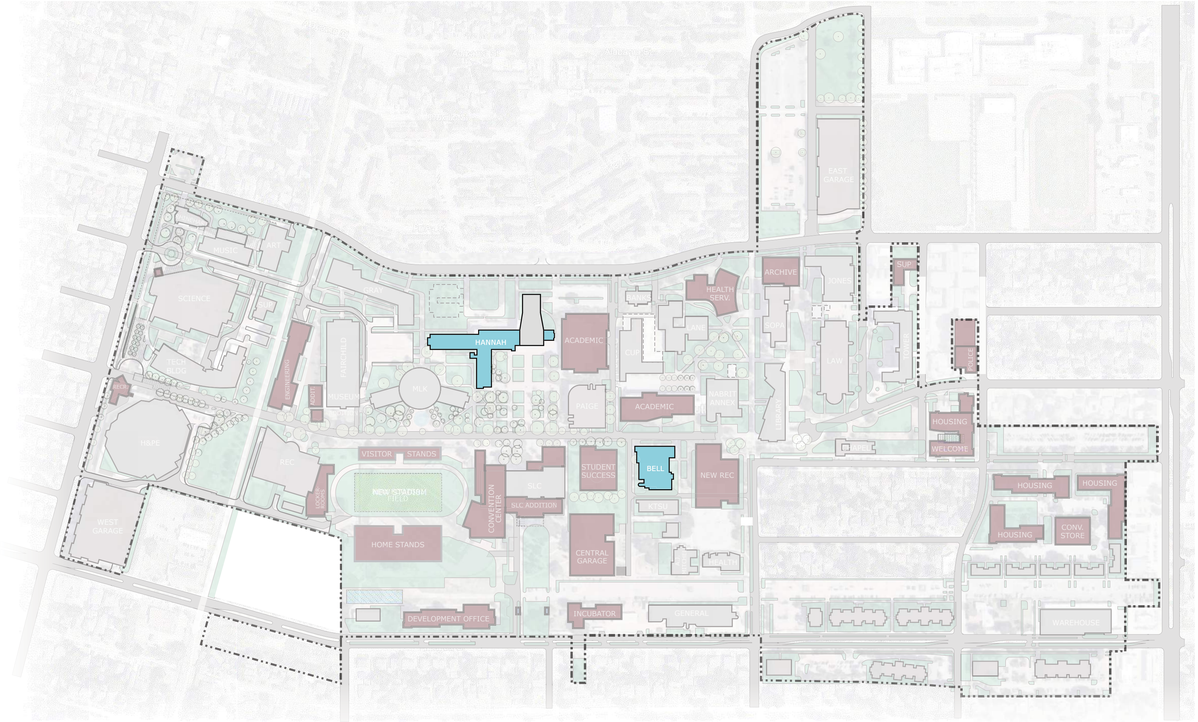
CAMPUS MASTER PLAN

Campus Building Types: Administration

Texas Southern University's primary administrative functions are currently housed in Hannah Hall and E.O. Bell Hall, which together support executive leadership, student services, and institutional operations.

Based on the existing site analysis and current operational needs, no significant modifications or relocations to these facilities are proposed as part of this Campus Master Plan. Both buildings are centrally positioned within the campus framework and continue to effectively support administrative accessibility for students, faculty, staff, and visitors.

Maintaining these facilities in their current locations reinforces an established administrative core while allowing the University to prioritize capital investment in other campus priorities identified within the plan. Routine maintenance, interior modernization, and incremental service improvements may be considered over time to ensure these buildings continue to support efficient operations and a welcoming experience for campus constituents.



CAMPUS MASTER PLAN

Campus Building Types:
Athletics Facilities - Phase 1

Repair Rec Center Floors and Fix Perimeter Drainage:

The existing Recreation Center floor has been compromised due to soil movement and drainage issues, resulting in the need for significant repair. Fortunately, the floor structure is independent from the building's superstructure, allowing the work to be completed without major disruption to the rest of the facility.

To ensure long-term stability, perimeter drainage must first be addressed and verified. Once proper site drainage is confirmed, the existing floor will be demolished and replaced, providing a durable solution that restores functionality to this important campus facility.

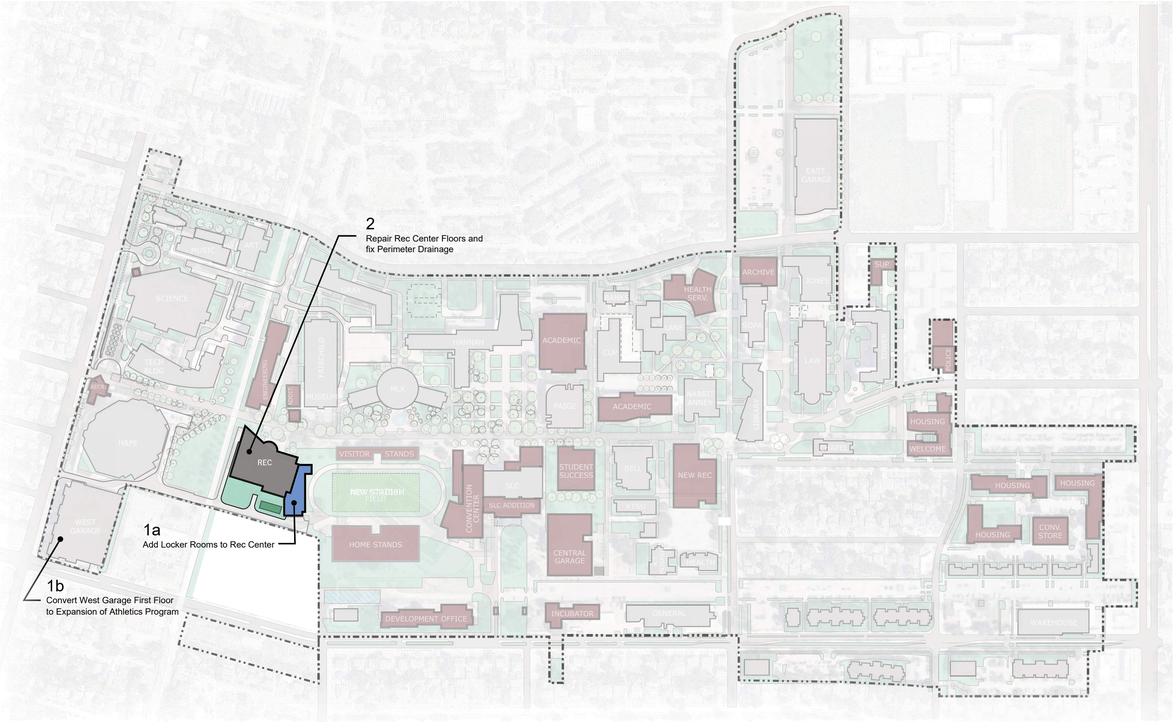
These improvements will not only resolve ongoing structural concerns but also enhance safety, extend the lifespan of the Recreation Center, and ensure it continues to serve students and athletes as a reliable hub for health, wellness, and campus life.

Locker Room Facilities:

Adequate locker room facilities are an NCAA requirement for hosting visiting teams, and Texas Southern University currently does not have permanent accommodations in place. As a result, the university must rent mobile facilities at significant cost, limiting its ability to host sporting events. Addressing this need is one of the most immediate priorities within the Athletics section of the Master Plan.

The proposed solution is a two-story addition to the existing Recreation Center. The ground floor will house seven new locker rooms: four with 30 lockers each, two with 8 lockers, and one with 6 lockers, providing dedicated space for both home and visiting teams. Complementary amenities will include communal gathering areas, study spaces for athletes, a kitchenette, an entrance lobby, and public restrooms.

The second floor will function as a viewing platform overlooking the new football field, offering both spectators and the campus community a direct connection to TSU athletics. Together, these facilities will enhance the student-athlete experience, meet NCAA hosting standards, and position the university to better support its athletic programs and community engagement.





Locker Rooms - North East



Locker Rooms - South East

CAMPUS MASTER PLAN

Campus Building Types: Athletics Facilities - Phase 2

Move Football Field and Track:

The current football field is misaligned with the surrounding campus, limiting its connection to key pedestrian corridors and nearby facilities. This disconnect reduces the field's visibility and its ability to serve as a central, unifying space within the athletics precinct.

The proposed plan calls for relocating and reorienting the field along Tiger Walk, establishing a stronger physical and visual relationship with the broader campus. This alignment will create a more natural connection for students, athletes, and visitors, making the stadium a more accessible and integrated feature of university life.

Beyond improving connectivity, the new placement will unlock opportunities for more efficient land use in adjacent areas. Supporting facilities for the stadium, as well as complementary spaces for other athletic programs, can be developed alongside the field—strengthening TSU's athletic presence and enhancing the overall campus experience.

Athletics – Add Practice Field:

Relocating and reorienting the main football field will create sufficient space for a new practice field, addressing a long-standing need on campus. This field will be designed for shared use, serving multiple athletic programs as well as student organizations.

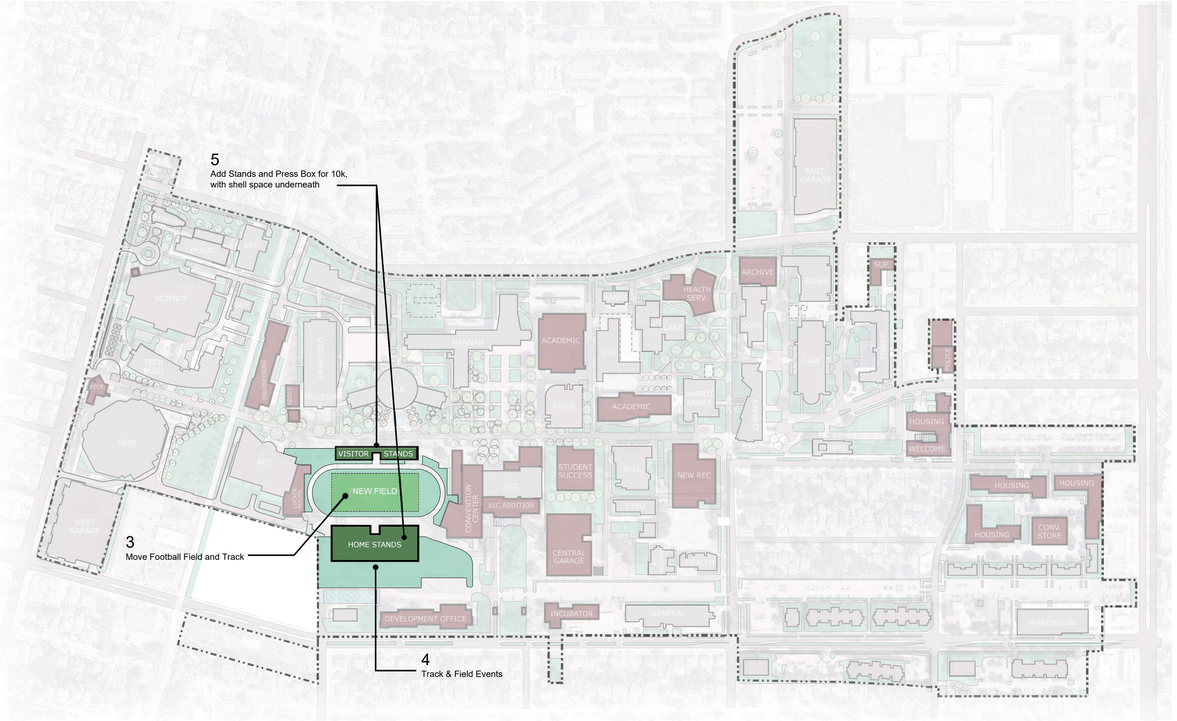
In addition to supporting sports teams, the facility will provide a dedicated and stable venue for the Ocean of Soul marching band, which currently lacks an appropriate practice location. The field will also offer flexible outdoor space for university events, expanding its role as a multipurpose asset for the campus community.

By meeting diverse needs, the practice field will strengthen student life, enhance athletic preparation, and broaden TSU's capacity to host a variety of activities in a centralized and well-planned setting.
Athletics – Add Stands and Press Box for 10k:

Although Texas Southern University ranks third among SWAC universities in enrollment, its current football stadium has the smallest seating capacity in the conference. As a result, the university must rent additional stands for high-demand games, such as homecoming, and plays many "home" games off campus at Shell Energy Stadium, incurring significant costs and limiting the on-campus game-day experience.

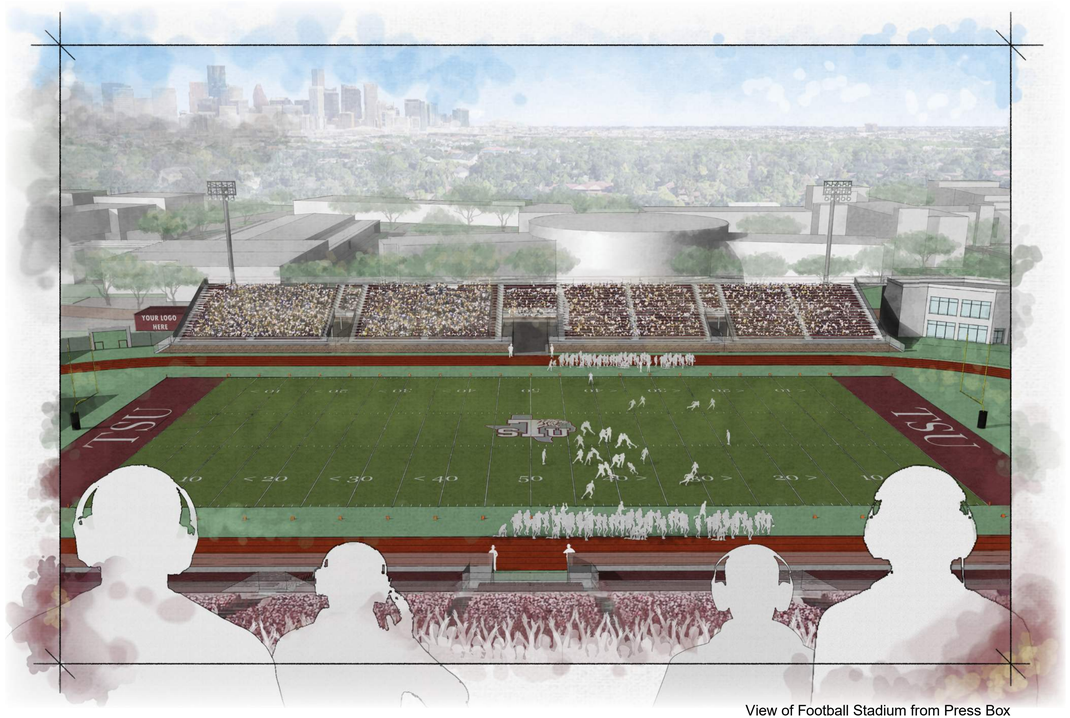
The proposed addition of grandstands to accommodate 10,000 fans will return the Tigers to a true home venue. These new stands will feature a press box and shell space beneath, providing room for support facilities and programming for athletics programs.

By expanding seating capacity and enhancing stadium amenities, this project will strengthen campus pride, improve the spectator experience, reduce reliance on off-campus venues, and support the growth of TSU athletics in alignment with broader university goals.

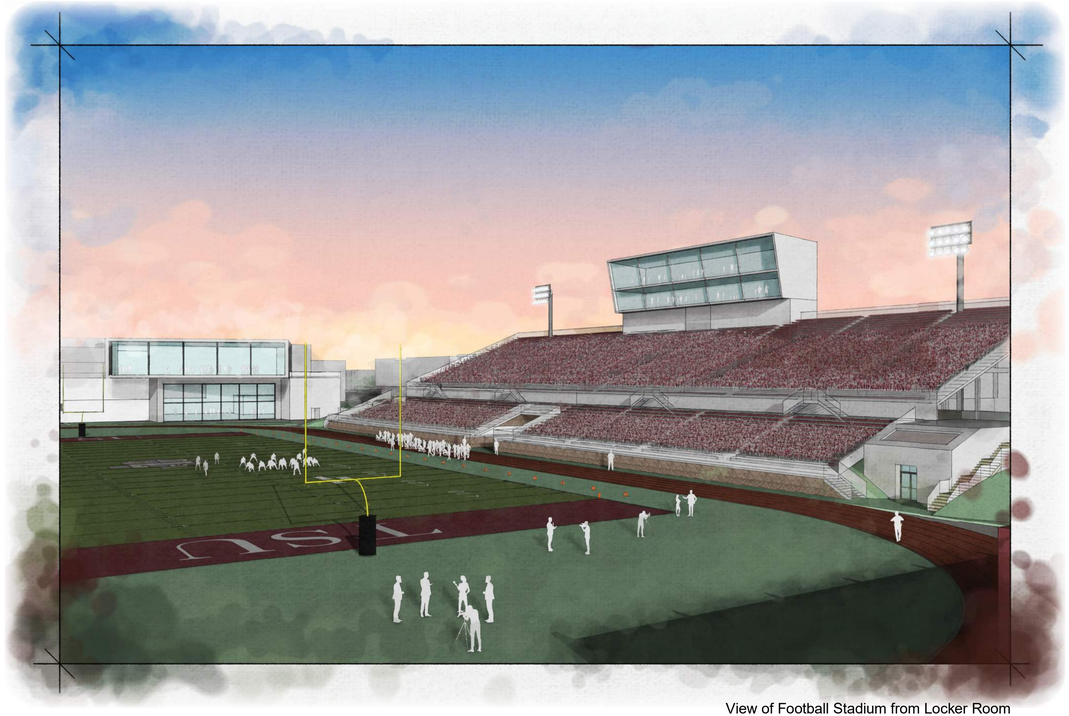




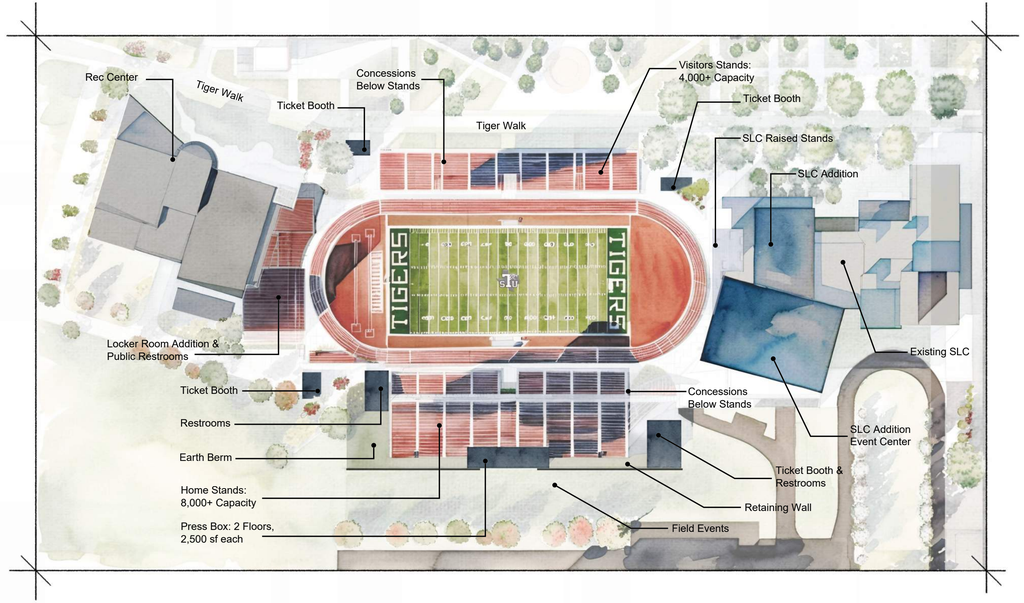
View of Football Stadium from Event Center



View of Football Stadium from Press Box



View of Football Stadium from Locker Room



Footballl Stadium - Site Plan

CAMPUS MASTER PLAN

Campus Building Types:
Athletics Facilities - Phase 3

Renovate Existing Rec Center for Athletics Department:

The existing Recreation Center is situated within the athletics sector of campus, adjacent to the football field and distant from student housing. While it currently serves all students, its location limits accessibility for the broader student body, as rec centers are primarily student life facilities rather than athletics-specific spaces.

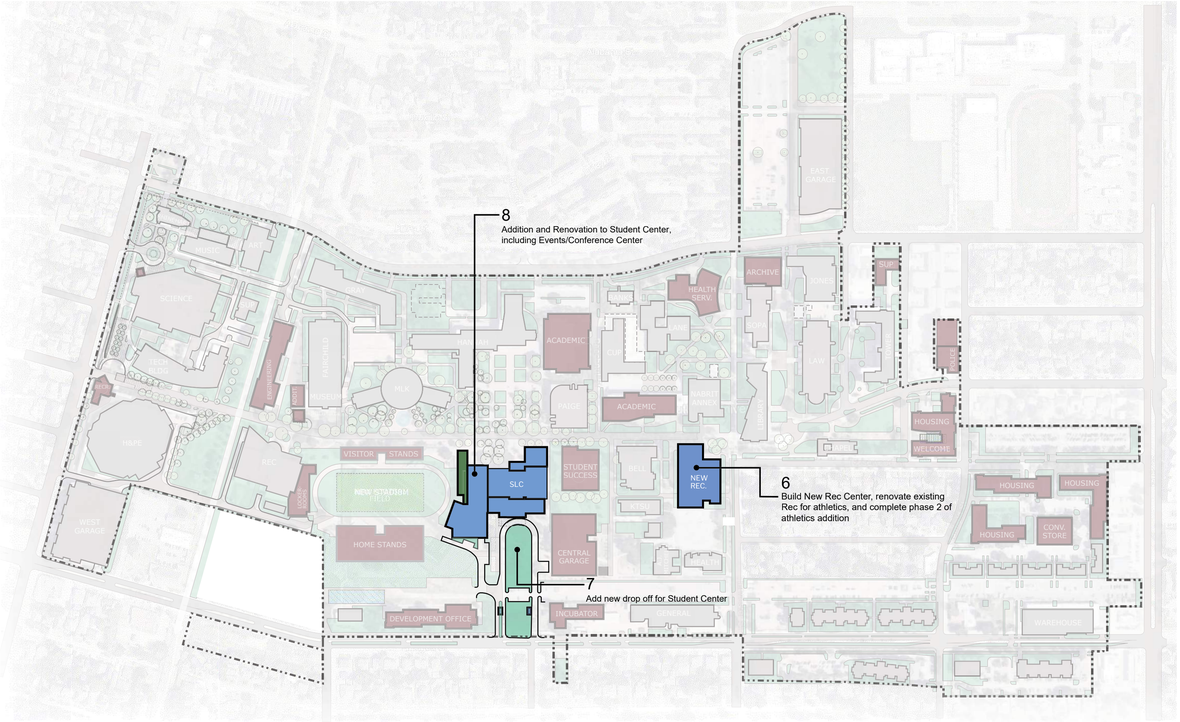
The proposed plan calls for a new Recreation Center to be constructed closer to student services and housing, improving access for a larger number of students and better aligning the facility with daily campus life. The existing Recreation Center will be renovated and repurposed as a dedicated practice and training facility for the athletics department, while continuing to host university events.

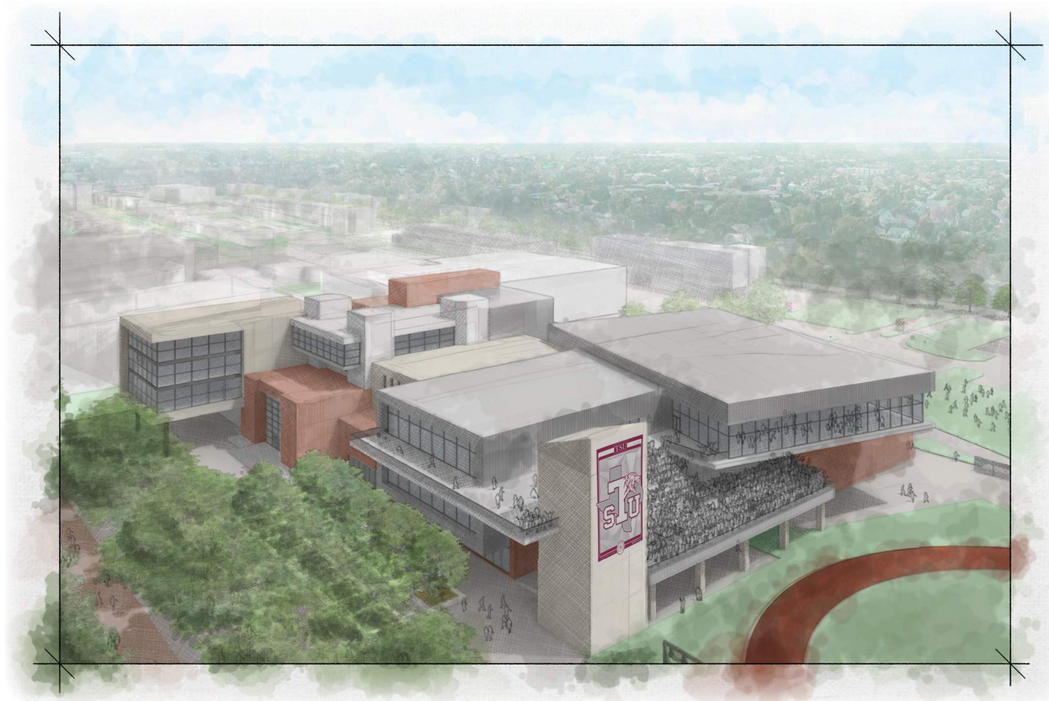
This approach ensures that student wellness and recreation needs are met more effectively, enhances participation in campus activities, and provides athletics programs with modernized, purpose-built training spaces—all contributing to a more functional and connected campus environment.

The plan also introduces a new drop-off area at the Student Center, establishing a welcoming point of arrival and a recognizable entrance to campus from the south. This drop-off will improve circulation and wayfinding for visitors while strengthening the Student Center's role as a central gathering place for campus life.

To further support student engagement and campus events, the Student Center will receive a significant addition. The expansion will include a new events and conference center designed to accommodate a wide range of university functions, from student programming and community gatherings to academic conferences and alumni events. Positioned to overlook the newly relocated football stadium, the addition will create a unique vantage point for campus activities while reinforcing the connection between student life, athletics, and major university events.

Together, these improvements enhance the Student Center's role as a primary hub of campus activity, create a stronger southern gateway to the university, and provide flexible spaces that support both daily student use and large-scale institutional events.





Student Life Center Addition - North West



Student Life Center Addition - West

CAMPUS MASTER PLAN

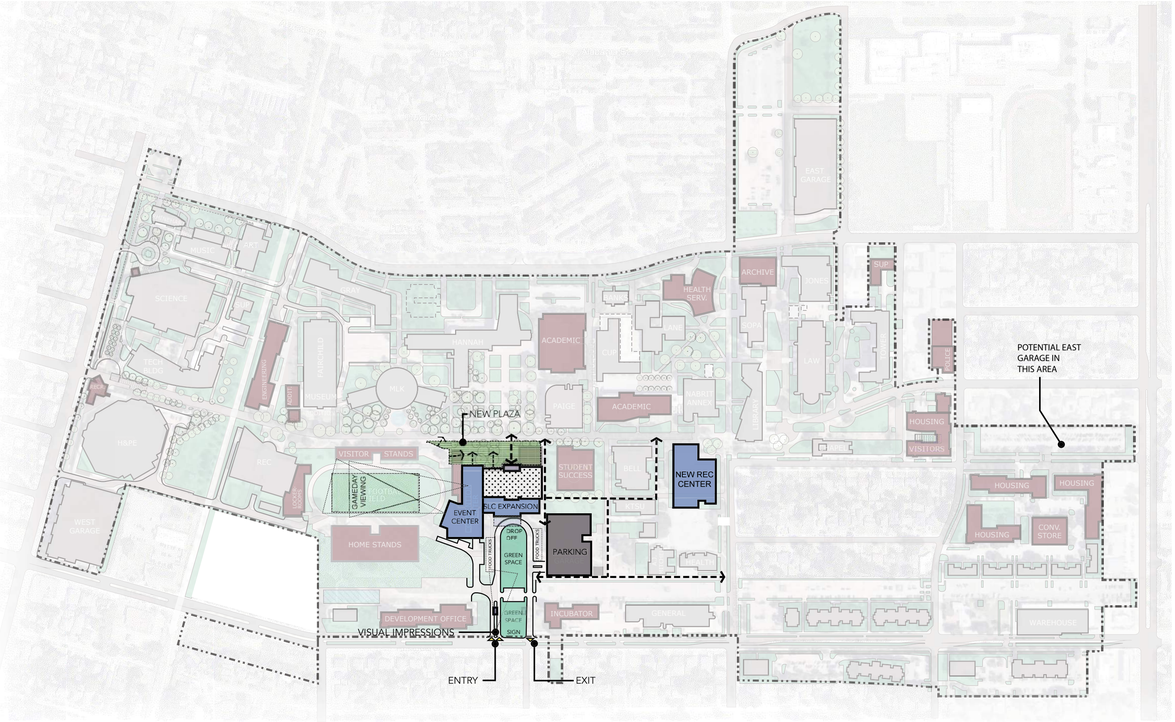
Campus Building Types: Student Services

As part of the university's evolving master plan, a new Student Life Center will serve as a vibrant hub for student engagement, wellness, and community-building. An outdoor plaza, strategically placed adjacent to the Student Life Center will offer flexible outdoor programming areas, shaded seating, and integrated landscaping, creating a welcoming environment for informal gatherings and organized events.

Connected to the Student Life Center will be a multi-use Event Center designed to overlook the university's football stadium, offering dramatic views and a unique venue for campus-wide celebrations, speaker series, and alumni functions. The upper level of the Event Center will feature dedicated spaces for gameday viewing, creating an exciting atmosphere for students and visitors to experience the energy of live athletics while enjoying premium vantage points. This visual and experiential connection to the stadium reinforces school spirit and creates a seamless link between student life and athletic culture.

To support increased activity in this area, a new parking garage will be introduced, improving accessibility while minimizing surface parking. The garage will be integrated with pedestrian pathways and green corridors, contributing to a more walkable and sustainable campus environment.

A redesigned campus entry point off Blodgett Street will enhance arrival experiences for students, visitors, and families. This gateway will feature curated green spaces, bold architectural gestures, and designated zones for food truck pop-ups and seasonal markets. The entry sequence will be choreographed to deliver dramatic visual impressions, reinforcing the university's identity and creating a memorable first impression.





Student Life Center Addition - North West



Student Life Center Addition - South East

CAMPUS MASTER PLAN

Campus Building Types: Housing & Residential Life

Housing plays a significant role in the overall college experience. Housing provides support for students transitioning to college life. Campus housing assists to cultivate a sense of community, offering opportunities for social engagement and building a network of friends.

Residence life amenity spaces can offer academic support by providing space for study, tutoring, and other academic support spaces.

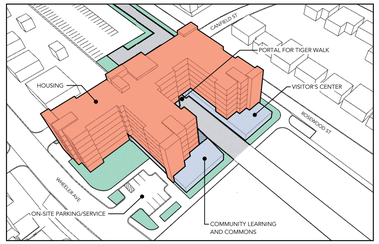
Student academic success is enhanced with the convenience of living on campus, giving students proximity to all campus amenities. Libraries, rec-center, dining options, faculty and staff.

Campus housing can also provide an inclusive environment, catering to the needs of many different types of students and offer a sense of safety and security that many students and families desire.

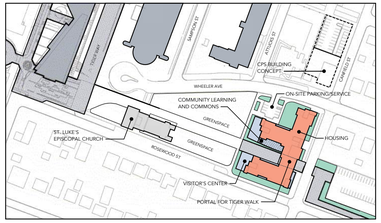
Identifying the need for on-campus housing is critical to the development of a successful Residential Life component to the University master planning process.

The development of a Residential Life plan for on-campus housing can assist University constituents in determining where housing may be lacking within the current stock. Determining student preferences for housing types, and aligning with the University strategic goals can facilitate a comprehensive approach to determining which housing decisions will be in the best interest of Texas Southern University.

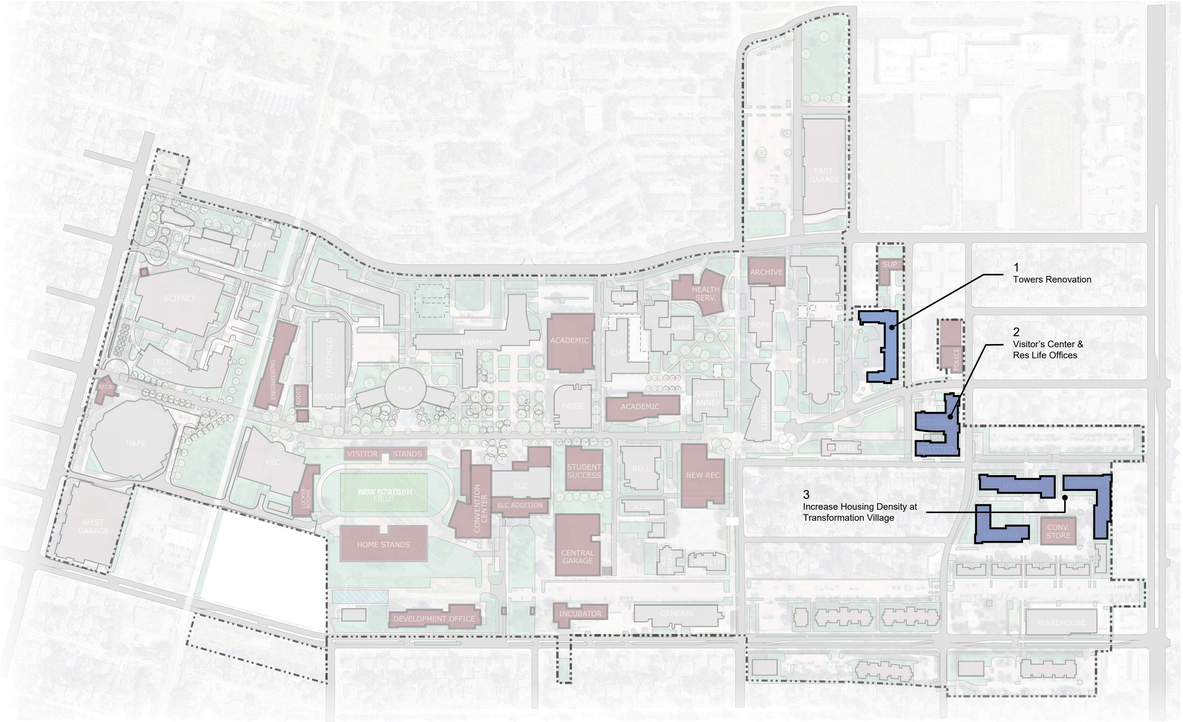
Overall, housing initiatives can further the advancement of current programs to support the needs of TSU students, supporting their academic success, and future campus Residential Life planning.



Northwest Aerial View



Site Plan





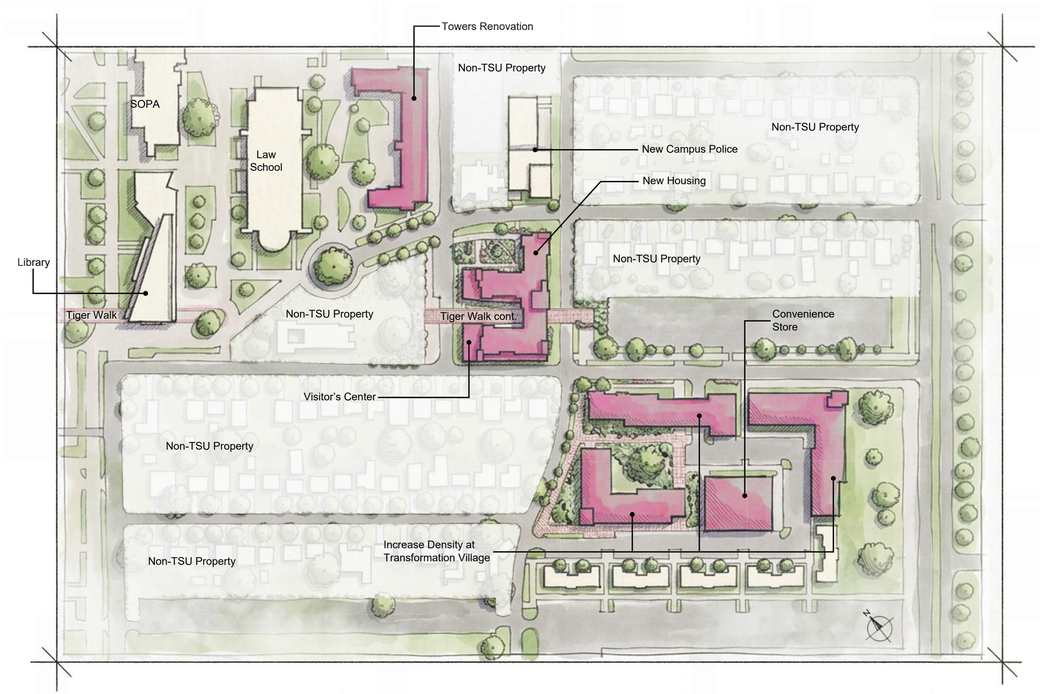
New Student Housing - South East



New Student Housing - North East



New Housing - North West



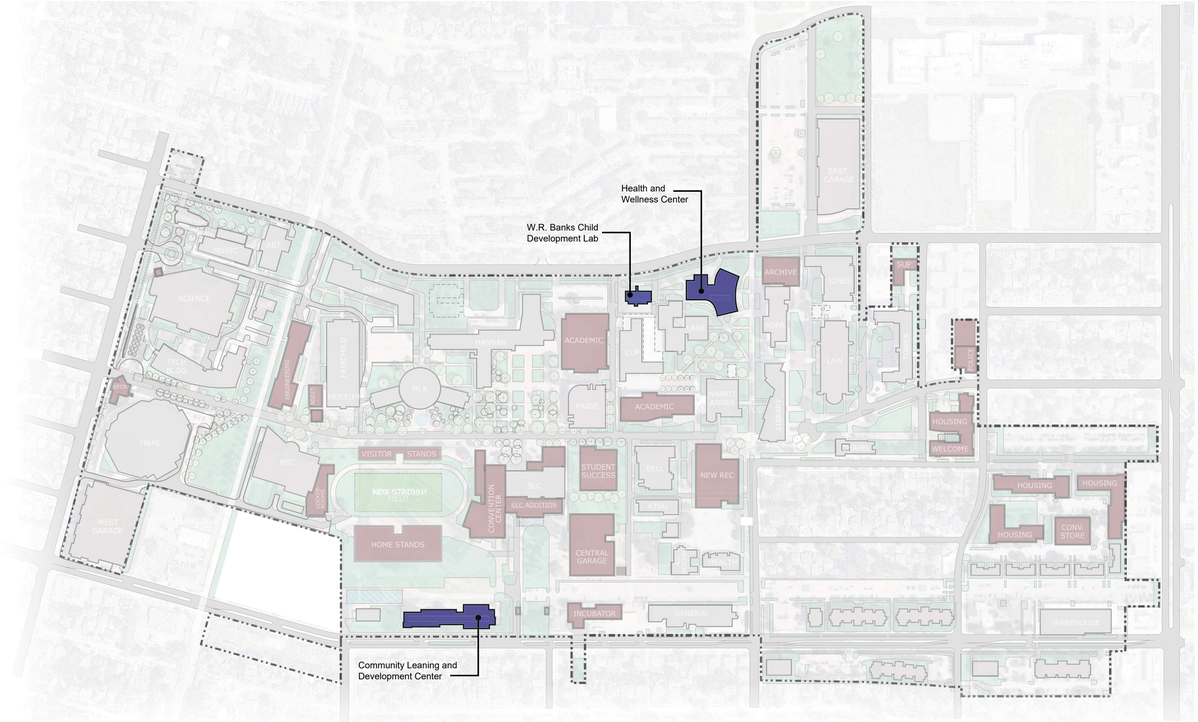
Student Housing - Site Plan

CAMPUS MASTER PLAN

Campus Building Types: Community Buildings

Texas Southern University's community-oriented facilities play an important role in strengthening connections between the campus and surrounding neighborhoods while supporting academic programs focused on health, education, and public service. The recently renovated W.R. Banks Child Development Laboratory now houses the TSU Institute of Urban Public Health and Housing, reinforcing TSU's commitment to research, outreach, and community-based initiatives. In addition, the proposed Health and Wellness Center, currently in design as part of the CCAP program, will expand access to wellness resources and support services.

Looking ahead, the Campus Master Plan proposes the addition of a new Community Learning and Development Center located near the campus's primary entry. Strategically positioned, at the edge of campus, this facility is envisioned as a welcoming gateway and a hub for outreach, workforce development, continuing education, and community engagement programs. Together, these facilities establish a network of community-focused spaces that reinforce TSU's mission of service, partnership, and impact beyond the campus boundaries.



CAMPUS MASTER PLAN

Campus Building Types: Safety & Security

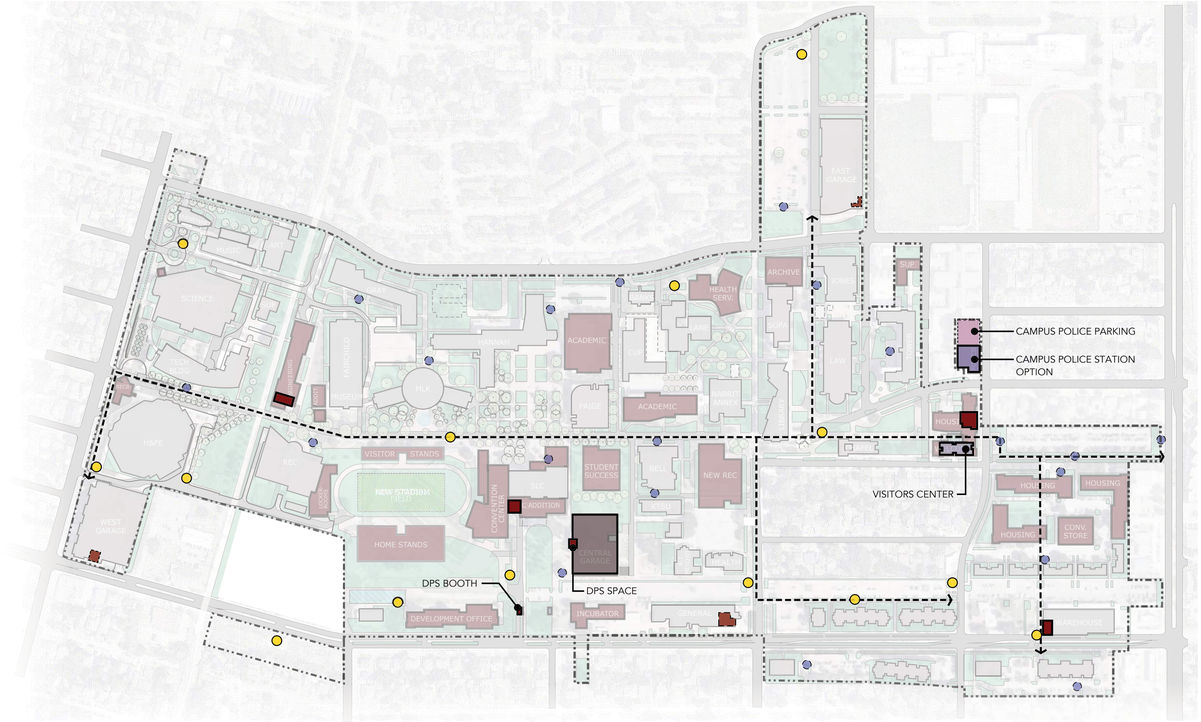
Ensuring a safe and secure campus environment is essential to supporting the well-being of students, faculty, staff, and visitors. Building upon the findings of the campus safety assessment, the Campus Master Plan recommends several strategic improvements to strengthen emergency response capabilities, increase visibility of security services, and enhance day-to-day safety across campus. These recommendations focus on both physical infrastructure and operational strategies that support the University's commitment to maintaining a secure and welcoming campus environment.

One of the primary recommendations is the addition of new emergency call boxes throughout campus to expand the existing safety communication network. Increasing the number and strategic placement of these devices will improve accessibility to emergency assistance, particularly along key pedestrian corridors, open spaces, and areas with high student activity. Enhancing this network helps ensure that individuals across campus can quickly connect with campus police or emergency services when needed.

The master plan also proposes the development of a new campus police facility that includes dedicated office space and secure parking for patrol vehicles. Establishing a centralized and purpose-built location for campus police operations will improve response coordination, visibility, and operational efficiency. The facility will support daily patrol operations, equipment storage, and administrative functions while reinforcing the presence of campus safety services.

In addition, the master plan recommends incorporating dedicated security desks within major new campus buildings. These locations will provide controlled access points, enhance monitoring of building activity, and offer an additional point of contact for students, faculty, and visitors seeking assistance. Together, these strategies of expanded emergency communication systems, enhanced police facilities, and integrated building-level security, create a more comprehensive safety network that supports a secure, accessible, and resilient campus environment.

To further strengthen campus security, the master plan integrates Crime Prevention Through Environmental Design (CPTED) principles. This includes strategic lighting of pathways, open spaces, and parking areas; clear lines of sight for natural surveillance; controlled building access; and landscaping that balances aesthetics with visibility. By thoughtfully designing the campus environment, CPTED strategies reduce opportunities for crime, enhance perceived safety, and support a culture of security awareness among students, faculty, and staff.

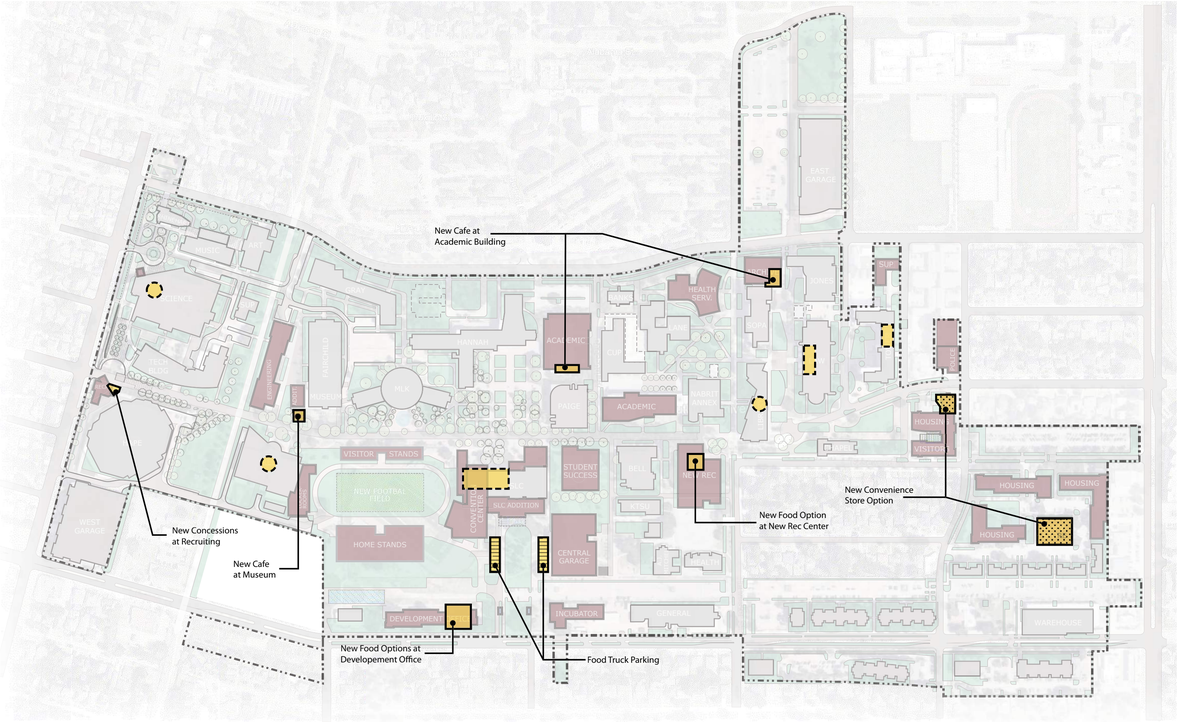


CAMPUS MASTER PLAN

Food Services

Food service facilities are a key component of the campus experience, supporting student life, faculty and staff engagement, and overall campus vitality. The Campus Master Plan recommends reactivating the dining area at University Towers residential hall to restore convenient, on-site meal options for residents and strengthen community within the residential environment.

In addition, strategically located café spaces are proposed throughout campus to provide informal gathering points, enhance day-to-day convenience, and foster interaction across academic, residential, and administrative zones. A new dining area is also planned as part of the renovated Transformation Village, providing a dedicated student dining facility that supports resident needs and campus life. Collectively, these improvements aim to diversify dining options, improve accessibility to food, and reinforce the TSU's commitment to creating active, student-centered spaces across campus.



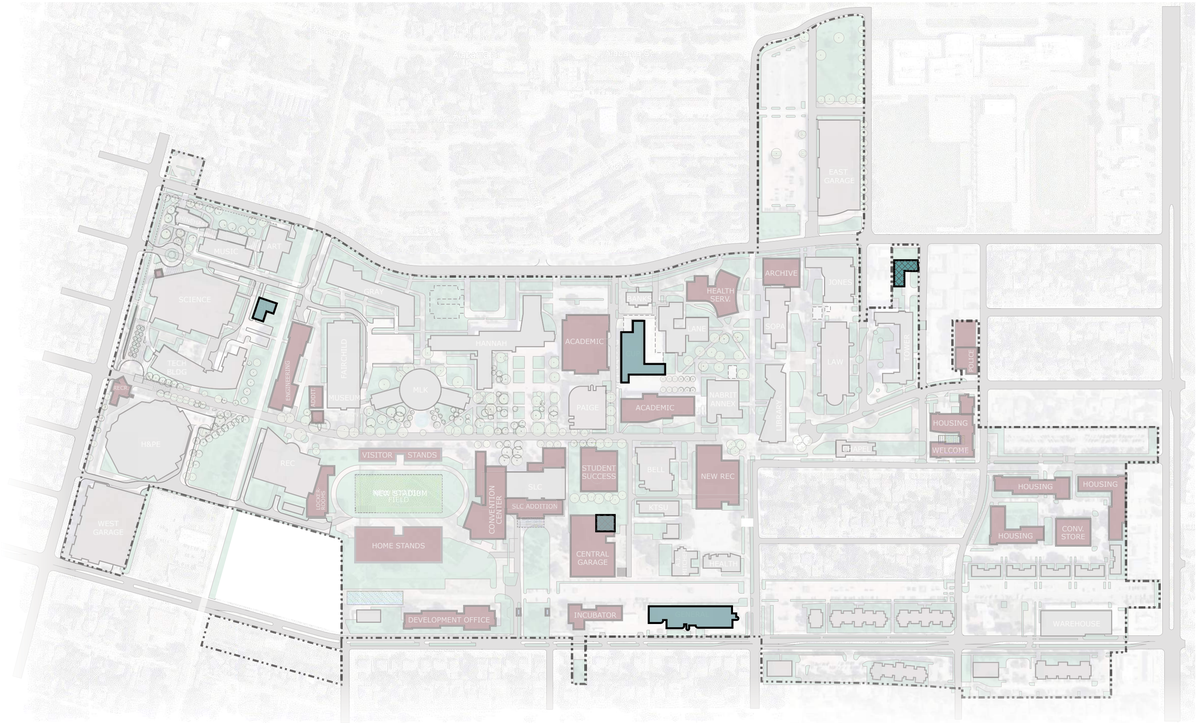
CAMPUS MASTER PLAN

Campus Building Types:
Support Buildings

Support buildings provide the essential infrastructure required to sustain daily campus operations, including utilities, maintenance services, and facility support functions. Texas Southern University currently operates a central utility plant supplemented by an existing satellite utility plant that together support campus heating, cooling, and mechanical systems. These facilities form the backbone of the campus infrastructure network and are critical to maintaining reliable building operations across the University.

As part of the long-term growth strategy outlined in the Campus Master Plan, the addition of a new satellite utility plant is proposed to enhance system capacity, improve operational redundancy, and support future campus development.

Strategically distributing utility infrastructure across the campus will allow the University to serve new buildings more efficiently while reducing strain on the central plant. This approach also improves resiliency by providing additional flexibility in how energy and mechanical systems are generated and distributed. The proposed satellite plant will be integrated into the campus infrastructure network to support anticipated expansion while maintaining reliable and efficient utility service for existing and future facilities.



EXISTING SATELLITE UTILITY PLANT

NEW SATELLITE UTILITY PLANT

CAMPUS MASTER PLAN

Master Plan Concept

The Campus Master Plan establishes a comprehensive framework for the Texas Southern University's physical development over the next ten years, aligning capital investments with institutional priorities centered on Renew, Enhance, and Expand. As illustrated in the accompanying campus plan, the proposed improvements represent a coordinated approach to strengthening academic excellence, enhancing the student experience, and supporting long-term operational and infrastructure needs. The plan strategically organizes new development, renovations, and targeted demolitions to create a more connected, efficient, and future-ready campus environment.

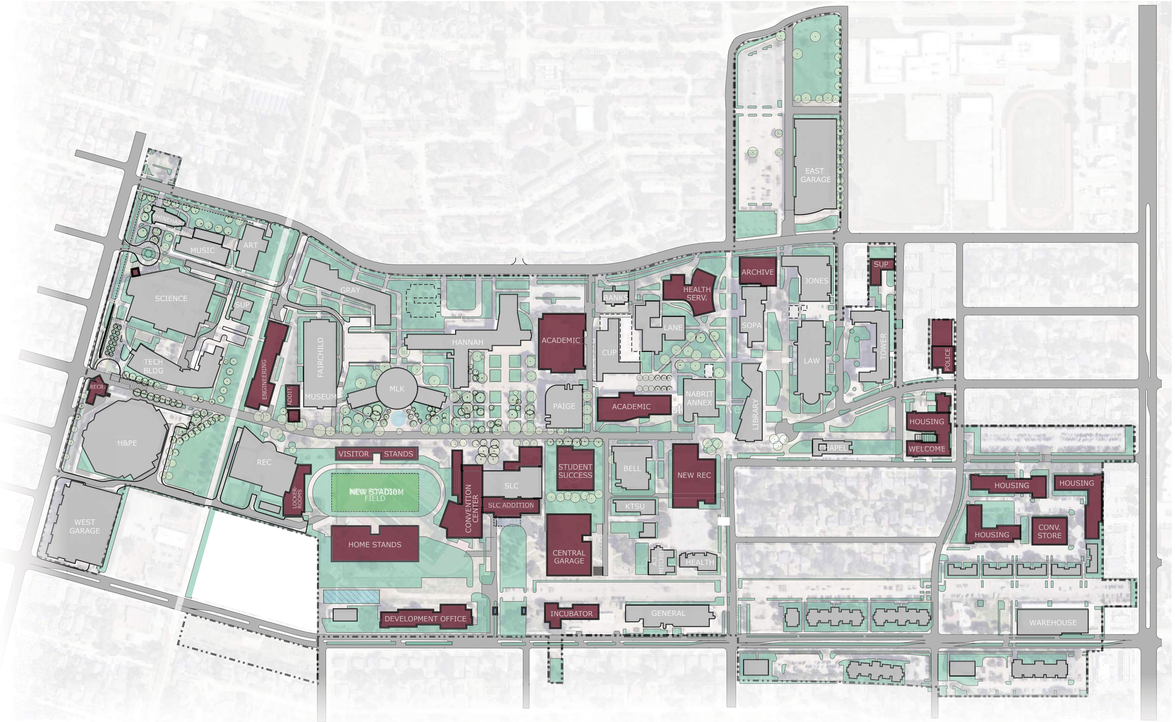
A significant focus of the plan is the renewal and transformation of existing campus assets. Select buildings, including Terry Library and aging residential facilities, are identified for demolition to make way for modern, high-performing academic and student-centered spaces. Other facilities are repositioned through adaptive reuse, such as the conversion of the Testing Center into a Welcome Center and the reconfiguration of underutilized classrooms into student study environments. These efforts ensure that the campus evolves to meet current and future needs while maximizing the value of existing infrastructure.

The plan also emphasizes the enhancement of student life and campus experience through the introduction of new and improved facilities that support engagement, wellness, and success. Key projects include a new Health and Wellness Center, a Student Success Center, expanded and renovated student center amenities, and additional student housing integrated with study and support spaces. Investments in recreation and athletics further reinforce a vibrant and active campus environment. Enhancements to campus arrival, including a new front entry drive and drop-off, create a more welcoming and intuitive experience for students and visitors.

In support of the University's academic mission and research growth, the master plan advances the expansion of academic and innovation-focused facilities. New developments such as an Engineering and Aviation Building and the Catalyst for Urban Transformation, along with the expansion of the TSU Museum and new interdisciplinary academic facilities, position the University to support emerging programs, foster collaboration, and strengthen its role as a leader in research and community engagement. These projects are strategically located within defined campus districts to reinforce academic identity and encourage cross-disciplinary interaction.

Operational excellence and long-term resilience are addressed through targeted infrastructure and support improvements. The addition of a new satellite utility plant, a centralized campus police and public safety facility, and a structured parking garage with mixed-use components supports efficient campus operations while accommodating future growth. Relocation of major athletic facilities and improvements to campus circulation further enhance functionality and safety, while maintaining a pedestrian-focused campus core.

Collectively, these initiatives represent a cohesive vision for the future of the University. By integrating renewal of existing assets, enhancement of the student experience, and expansion of academic and research capabilities, the master plan creates a dynamic, connected, and resilient campus that supports student achievement, fosters innovation, and strengthens the University's role within the broader community.



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08

Priorities & Phasing

Short-Mid-Long Term Priorities

Short-Term	(1-2 years)
Mid-Term	(3-5 years)
Long-Term	(6-10 years)

Priorities & Phasing

Short-Mid-Long Term Priorities

The campus master plan serves as a strategic roadmap for guiding physical development in alignment with the university's mission, academic goals, and long-term vision. Establishing priorities is essential to ensure that improvements occur in a logical, financially responsible manner while minimizing disruption to campus life. By organizing projects into short-term, mid-term, and long-term priorities, the plan provides a clear framework for decision-making, resource allocation, and adaptability to changing needs over time.

The master plan organizes 20 campus projects into three tiers of priorities to guide implementation over a 10-year horizon. Tier 1 represents short-term priorities (years 1 through 2) and focuses on immediate, high-impact improvements that address critical needs and set the foundation for future growth. Tier 2 represent mid-term priorities (years 3 through 5), introducing new facilities, expanding campus capacity, and implementing strategic enhancements to support evolving programs and technologies. Tier 3 represents long-term priorities (years 6 through 10), envisioning transformative projects that position the university for future generations, including major expansions and advanced infrastructure upgrades. This tiered approach ensures that development is sequenced thoughtfully, balancing near-term priorities with long-term aspirations.

The short-term priority focuses on addressing immediate needs that support enrollment growth, academic excellence, and campus functionality. This typically includes renovating existing facilities to improve learning environments, upgrading infrastructure such as utilities and technology networks, and enhancing accessibility and safety across campus. Early investments often target high-impact projects like modernizing classrooms, expanding student housing, and improving pedestrian connectivity. These actions set the foundation for future development while minimizing disruption to ongoing operations.

The mid-term priorities build upon the initial improvements by introducing new facilities and expanding campus capacity to align with projected academic and research goals. This may involve constructing new academic buildings, research centers, and student life amenities to foster collaboration and innovation. Strategic open space enhancements and transportation improvements—such as parking structures or transit hubs—are often implemented during this stage to support campus growth. Mid-term priorities also emphasize sustainability initiatives, including energy-efficient systems and green infrastructure, to meet long-term environmental goals.

The long-term priority envisions transformative projects that position the university for future generations. This includes major campus expansions, new precincts for specialized programs, and large-scale redevelopment of underutilized areas. Long-term priorities often integrate advanced technologies, flexible learning environments, and resilient infrastructure to adapt to evolving educational models. These projects aim to create a cohesive, future-ready campus that reflects the institution's mission and identity while accommodating anticipated enrollment and programmatic changes.

Establishing priorities is a strategic approach that balances immediate needs with long-term aspirations. By sequencing projects thoughtfully and engaging stakeholders at every stage, the university can ensure that development is inclusive, sustainable, and aligned with its mission. This priority-based framework provides flexibility to adapt to changing conditions while maintaining a clear vision for growth, ultimately creating a campus environment that supports academic excellence, fosters community, and anticipates future opportunities.

Master List of Priorities

SHORT-TERM PRIORITIES		
Priority #	**Year**	**Project Name/Description**
1	2026	Convert Testing Center to Visitor Center
2	2026	Campus-Wide Conversion of Classroom Spaces to Study Spaces
3	2027	Locker Room Addition to Rec Center
4	2027	Tiger Walk Extension
5	2027	Campus-Wide Exterior Improvements

MID-TERM PRIORITIES		
Priority #	**Year**	**Project Name/Description**
6	2028	New Band Building
7	2029	New Student Housing
8	2029	Relocation of Football Stadium and Field Events
9	2029	New Front Entry Drive and Visitor Parking
10	2031	New Aviation / Engineering Building
11	2030	Addition of Athletics Recruiting Center and Renovation of Arena
12	2031	New Rec Center
13	2029	New Law School
14	2033	Rec Center Conversion to Athletics Support Building
15	2031	Addition / Renovation to Student Center (Food Court & Conference Center)

LONG-TERM PRIORITIES		
Priority #	**Year**	**Project Name/Description**
16	2030	New Campus Police Building
17	2032	Expansion of Museum
18	2033	New Central Parking Garage
19	2034	New Community Advocacy Archives Building and Business School
20	2035	Replacement of Housing and Amenities in Transformation Village

Short Term Priorities - Years 1 through 2

Focus Areas for Immediate Impact

1
CONVERSION OF THE EXISTING TESTING CENTER INTO A VISITOR'S CENTER

One of the highest priorities in the short-term plan is repurposing the existing testing center building into a dedicated Visitor's Center. This transformation will create a welcoming gateway for prospective students, families, alumni, and community members. The Visitor's Center will serve as a central hub for campus tours, admissions outreach, and engagement activities, reinforcing the university's commitment to hospitality and first impressions. By utilizing an existing structure, this initiative maximizes resources while delivering a high-impact improvement that enhances recruitment and strengthens the university's brand identity.

2
CAMPUS-WIDE INITIATIVE TO CONVERT CLASSROOM SPACES INTO STUDY SPACES

To support evolving student needs and promote academic success, the master plan prioritizes a campus-wide initiative to convert underutilized or outdated classroom spaces into modern study environments. These spaces will feature flexible furniture, collaborative zones, and integrated technology to accommodate individual and group learning. This initiative responds to the growing demand for informal learning areas and reflects best practices in student-centered design. By reimagining existing spaces rather than constructing new buildings, the university can quickly expand its inventory of study areas while maintaining cost efficiency.

3
ADDITION OF LOCKER ROOMS TO THE EXISTING RECREATION CENTER FOR ATHLETICS

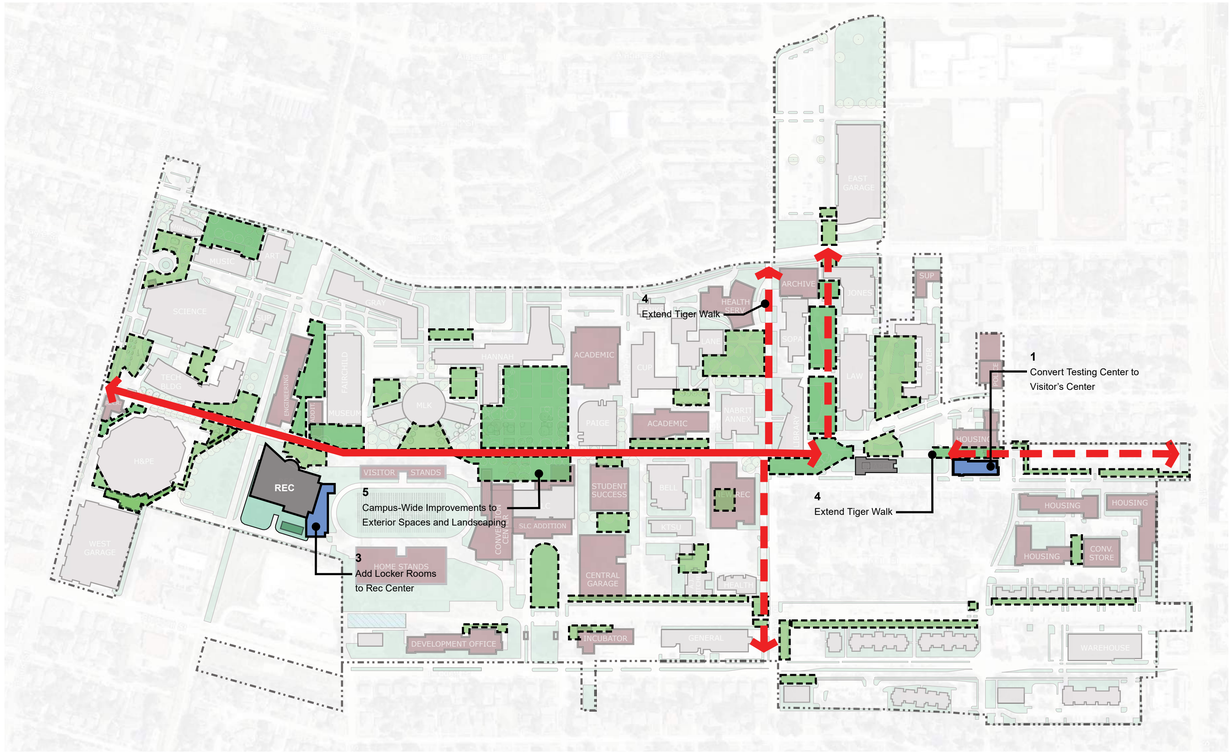
Enhancing athletic facilities is another key short-term priority. The plan calls for an addition to the existing recreation center to include locker rooms for athletics programs. This improvement will provide student-athletes with dedicated spaces that meet modern standards for functionality, comfort, and accessibility. The addition will also alleviate pressure on existing facilities, improve operational efficiency, and support the university's commitment to health, wellness, and competitive excellence. By integrating this addition into the current recreation center footprint, the project strengthens connections between athletics and campus life.

4
EXTENSION OF TIGER WALK

Tiger Walk, a signature pedestrian corridor and campus landmark, will be extended to improve connectivity and reinforce the university's sense of place. This extension will create a continuous, accessible pathway that links key academic, residential, and recreational zones, fostering a more walkable and cohesive campus environment. Enhancing Tiger Walk also provides opportunities for landscaping, seating, and wayfinding improvements, making it a vibrant public space that encourages interaction and celebrates campus identity.

5
CAMPUS-WIDE IMPROVEMENTS TO EXTERIOR SPACES AND LANDSCAPING

The final short-term priority focuses on comprehensive upgrades to exterior spaces, landscaping, and infrastructure across campus. These improvements will enhance the aesthetic quality, functionality, and sustainability of outdoor environments, creating inviting spaces for social interaction, relaxation, and campus events. Infrastructure upgrades—such as lighting, pathways, and stormwater management—will improve safety, accessibility, and resilience. By investing in the campus landscape, the university reinforces its commitment to environmental stewardship and elevates the overall student experience.



Mid-Term Priorities - Years 3 through 5

Building Momentum: Transformative Investments

6
NEW BAND BUILDING

The proposed band building will feature state-of-the-art rehearsal spaces, secure instrument storage, and dedicated performance areas. This facility will significantly enhance the student experience for musicians while enriching campus culture through improved accommodations for concerts and special events. The precise location for the new band building is currently under evaluation. The university may acquire additional property to ensure optimal placement within the campus.

7
NEW STUDENT HOUSING WITH RESIDENCE LIFE OFFICES AND LIVING-LEARNING SPACES

To meet increasing enrollment and foster academic success, the plan includes new student housing integrated with residence life offices and living-learning spaces. These facilities will create a vibrant residential community that blends academic and social engagement, supporting retention and student development.

8
RELOCATION OF THE FOOTBALL STADIUM AND FIELD EVENTS

The football stadium and field events will be relocated to a new site, increasing seating capacity to 10,000 patrons. This project will provide modern amenities for athletes and fans, strengthen the game-day experience, and position athletics as a central component of campus life.

9
NEW FRONT ENTRY DRIVE AND VISITOR PARKING OFF BLODGETT STREET

A new front entry drive and visitor parking area will be developed along Blodgett Street to create a welcoming gateway to campus. This improvement will enhance accessibility, streamline traffic flow, and provide convenient parking for guests, reinforcing a positive first impression.

10
NEW AVIATION AND ENGINEERING BUILDING

The addition of a new aviation and engineering building will serve as a hub for innovation and technical education. Featuring advanced laboratories, collaborative spaces, and industry-standard equipment, this facility will prepare students for careers in high-demand fields and strengthen partnerships with industry leaders.

11
ADDITION OF AN ATHLETICS RECRUITING CENTER AND RENOVATION OF THE ARENA

An athletics recruiting center will be added to support talent acquisition and program growth, while the existing arena will undergo renovations to improve functionality and fan experience. These upgrades will enhance the university's competitive edge and create a modern environment for athletic events.

12
NEW RECREATION CENTER

A new recreation center will be constructed to expand fitness and wellness opportunities for students, faculty, and staff. This facility will feature updated equipment, multipurpose spaces, and amenities that promote health and well-being across the campus community.

13
NEW LAW SCHOOL

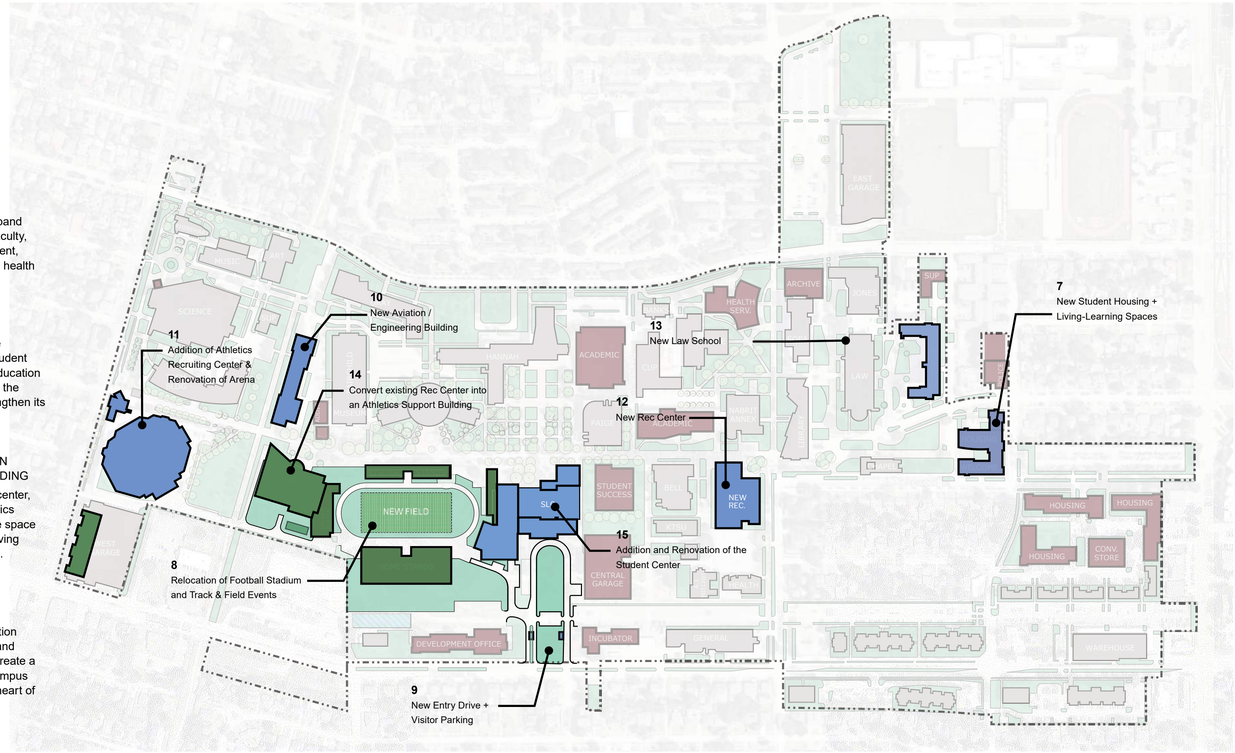
The development of a new law school will provide specialized classrooms, moot courtrooms, and student support spaces designed to foster professional education and experiential learning. This facility will position the university as a leader in legal education and strengthen its academic portfolio.

14
CONVERSION OF THE EXISTING RECREATION CENTER INTO AN ATHLETICS SUPPORT BUILDING

Following the construction of the new recreation center, the existing facility will be converted into an athletics support building. This adaptive reuse will optimize space for training, offices, and operational needs, improving efficiency and supporting athletic program growth.

15
ADDITION AND RENOVATION OF THE STUDENT CENTER

The student center will undergo a significant addition and renovation, introducing a conference center and expanded food court. These enhancements will create a dynamic hub for student activities, events, and campus engagement, reinforcing the center's role as the heart of student life.



Long-Term Priorities - Years 6 through 10

Vision for the Future

16
NEW CAMPUS POLICE BUILDING

A new campus police building will be constructed to improve safety and emergency response capabilities. This facility will provide modern accommodations for law enforcement operations, ensuring a secure and supportive environment for the entire campus community.

17
EXPANSION OF THE MUSEUM

The museum will undergo a significant expansion to enhance its role as a cultural and educational resource for the university and surrounding community. This project will provide additional gallery space, modern storage facilities, and interactive exhibits, creating opportunities for research, engagement, and public programming. The expansion will strengthen the university's commitment to the arts and foster deeper connections with alumni and regional partners.

18
NEW CENTRAL PARKING GARAGE

To accommodate future campus growth and improve accessibility, a new central parking garage will be constructed. Strategically located near academic and residential cores, this facility will alleviate parking demand, reduce congestion, and support a more pedestrian-friendly campus environment. Incorporating sustainable design features such as EV charging stations and green infrastructure will align the project with long-term environmental goals.

19
NEW COMMUNITY ADVOCACY ARCHIVES BUILDING

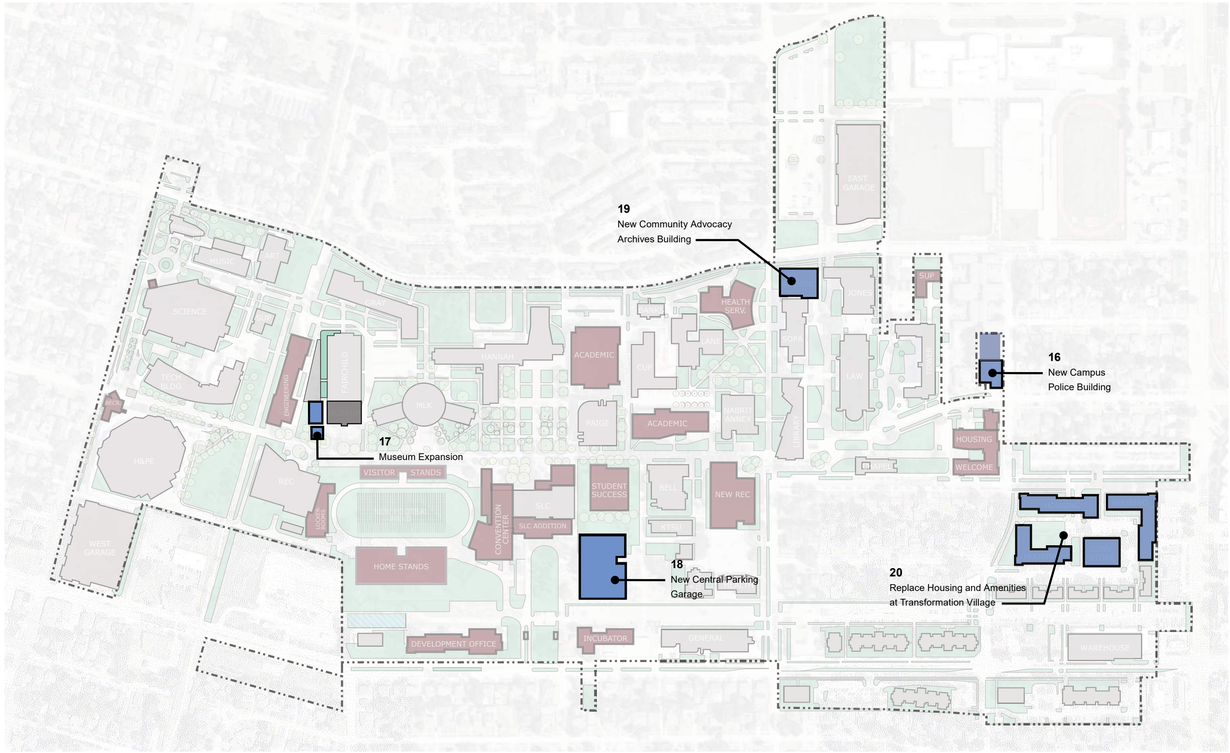
The creation of a community advocacy archives building will preserve and showcase materials related to social justice, civic engagement, and regional history. This facility will serve as a hub for research, education, and outreach, supporting interdisciplinary scholarship and partnerships with advocacy organizations. By housing these archives in a dedicated space, the university reinforces its mission of promoting equity and inclusion.

20
REPLACEMENT OF HOUSING AND AMENITIES IN TRANSFORMATION VILLAGE

The final long-term priority focuses on the comprehensive replacement of housing and amenities within Transformation Village. This redevelopment will introduce modern residential facilities, upgraded dining options, and enhanced community spaces to meet evolving student needs. The project will create a vibrant, inclusive living environment that supports academic success and fosters a strong sense of belonging

21
NEW EAST PARKING GARAGE

A new east campus parking garage is proposed near the campus entrance, potentially integrated with the Transformation Village housing redevelopment. This facility will accommodate growing parking demand while reducing congestion within the campus core. Given its prominent location, the garage will feature enhanced architectural screening, active ground-floor uses, and pedestrian-friendly design elements to create an attractive and welcoming gateway that aligns with TSU's overall campus vision.



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09

Budget & Cost

Individual Project Costs

Phased Costs

BUDGET AND COST

Individual Project Costs

The following cost analysis has been developed to assist the University in understanding the anticipated financial impact associated with each proposed master plan project. The estimates represent planning-level budgets prepared for the 2025–2035 implementation horizon and are based on the preliminary project scopes and program discussions conducted with Texas Southern University.

These costs reflect current market conditions, historical benchmarks, and projected escalation over the planning period. As such, they are intended to support comparative decision-making and long-range capital planning rather than serve as final construction budgets. Actual project costs may vary and will be refined as scopes are confirmed, schedules are established, and detailed design progresses. Factors such as market volatility, material pricing, phasing, and the ultimate project start date may influence final costs.

Texas Southern University
2025 Master Plan Priority Projects

	Project Name	Type	Size/SF	AACC from Cost	Estimated Cost/sf	Target AACC	Target Cost/sf	Soft Cost %	Soft Cost $$	Total Project Cost $$	Target TPC	Variance
1	Welcome Center	Renovation	6,400	$ 3,251,817.00	$ 508.10	$ 2,240,000.00	$ 350.00	15%	$ 487,772.55	$ 3,739,589.55	$ 2,576,000.00	$1,163,589.55
2	Classroom Conversion	Renovation	12,000	$ 2,653,291.00	$ 221.11	$ 3,000,000.00	$ 250.00	15%	$ 397,993.65	$ 3,051,284.65	$ 3,450,000.00	($398,715.35)
3	Locker Room Addition	Addition	26,500	$ 20,199,073.00	$ 762.23	$ 15,900,000.00	$ 600.00	15%	$ 3,029,860.95	$ 23,228,933.95	$ 18,285,000.00	$4,943,933.95
4	Tiger Walk Extension	Infrastructure	70,000	$ 7,989,100.00	$ 114.13	$ 6,300,000.00	$ 90.00	10%	$ 798,910.00	$ 8,788,010.00	$ 6,930,000.00	$1,858,010.00
5	Campus Exterior Spaces	Infrastructure	22,000	$ 3,888,500.00	$ 176.75	$ 3,300,000.00	$ 150.00	10%	$ 388,850.00	$ 4,277,350.00	$ 3,630,000.00	$647,350.00
6	Band Building	New Construction	21,200	$ 14,640,286.00	$ 690.58	$ 12,720,000.00	$ 600.00	20%	$ 2,928,057.20	$ 17,568,343.20	$ 15,264,000.00	$2,304,343.20
7	Student Housing	New Construction	190,000	$ 117,453,536.00	$ 618.18	$ 114,000,000.00	$ 600.00	20%	$ 23,490,707.20	$ 140,944,243.20	$ 136,800,000.00	$4,144,243.20
8	Football Field Relocation	New Construction	65,200	$ 45,727,374.00	$ 701.34	$ 42,380,000.00	$ 650.00	20%	$ 9,145,474.80	$ 54,872,848.80	$ 50,856,000.00	$4,016,848.80
9	Front Entry Drive	Infrastructure	127,000	$ 2,917,825.00	$ 22.98	$ 2,540,000.00	$ 20.00	10%	$ 291,782.50	$ 3,209,607.50	$ 2,794,000.00	$415,607.50
10	Aviation / Engineering	New Construction	120,000	$ 108,000,000.00	$ 900.00	$ 108,000,000.00	$ 900.00	20%	$ 21,600,000.00	$ 129,600,000.00	$ 129,600,000.00	$0.00
11	H&PE Add/Reno	Addition/Renovation	100,000	$ 60,000,000.00	$ 600.00	$ 60,000,000.00	$ 600.00	15%	$ 9,000,000.00	$ 69,000,000.00	$ 69,000,000.00	$0.00
12	New Rec Center	New Construction	52,000	$ 37,261,819.00	$ 716.57	$ 33,800,000.00	$ 650.00	20%	$ 7,452,363.80	$ 44,714,182.80	$ 40,560,000.00	$4,154,182.80
13	Law School	New Construction	150,000	$ 135,000,000.00	$ 900.00	$ 135,000,000.00	$ 900.00	20%	$ 27,000,000.00	$ 162,000,000.00	$ 162,000,000.00	$0.00
14	Athletics Support	Renovation	50,000	$ 24,303,410.00	$ 486.07	$ 22,500,000.00	$ 450.00	20%	$ 4,860,682.00	$ 29,164,092.00	$ 27,000,000.00	$2,164,092.00
15	Student Center Add/Reno	Addition/Renovation	210,000	$ 129,139,911.00	$ 614.95	$ 126,000,000.00	$ 600.00	20%	$ 25,827,982.20	$ 154,967,893.20	$ 151,200,000.00	$3,767,893.20
16	Police Building	New Construction	9,000	$ 7,088,495.00	$ 787.61	$ 6,750,000.00	$ 750.00	20%	$ 1,417,699.00	$ 8,506,194.00	$ 8,100,000.00	$406,194.00
17	Museum Expansion	Addition/Renovation	12,000	$ 21,460,388.00	$ 1,788.37	$ 18,000,000.00	$ 1,500.00	15%	$ 3,219,058.20	$ 24,679,446.20	$ 20,700,000.00	$3,979,446.20
18	Garage/Mixed Use	New Construction	420,000	$ 67,726,031.00	$ 161.25	$ 63,000,000.00	$ 150.00	15%	$ 10,158,904.65	$ 77,884,935.65	$ 72,450,000.00	$5,434,935.65
19	Business/Community Bldg	New Construction	36,000	$ 33,238,866.00	$ 923.30	$ 32,400,000.00	$ 900.00	20%	$ 6,647,773.20	$ 39,886,639.20	$ 38,880,000.00	$1,006,639.20
20	Transformation Village	New Construction	410,000	$ 304,533,850.00	$ 742.77	$ 266,500,000.00	$ 650.00	20%	$ 60,906,770.00	$ 365,440,620.00	$ 319,800,000.00	$45,640,620.00
XX	Deferred Maintenance	Various (10 years)	3,000,000	$ 300,000,000.00	$ 100.00	$ 300,000,000.00	$ 100.00	10%	$ 30,000,000.00	$ 330,000,000.00	$ 330,000,000.00	$0.00
										$ 1,695,524,213.90	$ 1,609,875,000.00	$85,649,213.90

Phase 1 - Project Costs

	Project Name	Type	Size/SF	AACC from Co:	Estimated Cost/SF	Target AACC	Target Cost/SF	Soft Cost %	Soft Cost $$	Total Project Cost $	Target TPC	Variance
1	Welcome Center	Renovation	6,400	$ 3,251,817.00	$508.10	$ 2,240,000.00	$ 350.00	15%	$ 487,772.55	$ 3,739,589.55	$ 2,576,000.00	$ 1,163,589.55
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3	Locker Room Addition	Addition	26,500	$ 20,199,073.00	$762.23	$ 15,900,000.00	$ 600.00	15%	$ 3,029,860.95	$ 23,228,933.95	$ 18,285,000.00	$ 4,943,933.95
4	Tiger Walk Extension	Infrastructure	70,000	$ 7,989,100.00	$114.13	$ 6,300,000.00	$ 90.00	10%	$ 798,910.00	$ 8,788,010.00	$ 6,930,000.00	$ 1,858,010.00
5	Campus Exterior Spaces	Infrastructure	22,000	$ 3,888,500.00	$176.75	$ 3,300,000.00	$ 150.00	10%	$ 388,850.00	$ 4,277,350.00	$ 3,630,000.00	$ 647,350.00
										$ 43,085,168.15	$ 34,871,000.00	$8,214,168.15

Phase 2 - Project Costs

	Project Name	Type	Size/SF	AACC from Co:	Estimated Cost/SF	Target AACC	Target Cost/SF	Soft Cost %	Soft Cost $$	Total Project Cost $	Target TPC	Variance
6	Band Building	New Construction	21,200	$ 14,640,286.00	$690.58	$ 12,720,000.00	$ 600.00	20%	$ 2,928,057.20	$ 17,568,343.20	$ 15,264,000.00	$ 2,304,343.20
7	Student Housing	New Construction	190,000	$ 117,453,536.00	$618.18	$ 114,000,000.00	$ 600.00	20%	$ 23,490,707.20	$ 140,944,243.20	$ 136,800,000.00	$ 4,144,243.20
8	Football Field Relocation	New Construction	65,200	$ 45,727,374.00	$701.34	$ 42,380,000.00	$ 650.00	20%	$ 9,145,474.80	$ 54,872,848.80	$ 50,856,000.00	$ 4,016,848.80
9	Front Entry Drive	Infrastructure	127,000	$ 2,917,825.00	$22.98	$ 2,540,000.00	$ 20.00	10%	$ 291,782.50	$ 3,209,607.50	$ 2,794,000.00	$ 415,607.50
10	Aviation / Engineering	New Construction	120,000	$ 108,000,000.00	$900.00	$ 108,000,000.00	$ 900.00	20%	$ 21,600,000.00	$ 129,600,000.00	$ 129,600,000.00	$ -
11	H&PE Add/Reno	Addition/Renovation	100,000	$ 60,000,000.00	$600.00	$ 60,000,000.00	$ 600.00	15%	$ 9,000,000.00	$ 69,000,000.00	$ 69,000,000.00	$ -
12	New Rec Center	New Construction	52,000	$ 37,261,819.00	$716.57	$ 33,800,000.00	$ 650.00	20%	$ 7,452,363.80	$ 44,714,182.80	$ 40,560,000.00	$ 4,154,182.80
13	Law School	New Construction	150,000	$ 135,000,000.00	$900.00	$ 135,000,000.00	$ 900.00	20%	$ 27,000,000.00	$ 162,000,000.00	$ 162,000,000.00	$ -
14	Athletics Support	Renovation	50,000	$ 24,303,410.00	$486.07	$ 22,500,000.00	$ 450.00	20%	$ 4,860,682.00	$ 29,164,092.00	$ 27,000,000.00	$ 2,164,092.00
15	Student Center Add/Reno	Addition/Renovation	210,000	$ 129,139,911.00	$614.95	$ 126,000,000.00	$ 600.00	20%	$ 25,827,982.20	$ 154,967,893.20	$ 151,200,000.00	$ 3,767,893.20
										$ 806,041,210.70	$ 785,074,000.00	$20,967,210.70

Phase 3 - Project Costs

	Project Name	Type	Size/SF	AACC from Co:	Estimated Cost/SF	Target AACC	Target Cost/SF	Soft Cost %	Soft Cost $$	Total Project Cost $	Target TPC	Variance
16	Police Building	New Construction	9,000	$ 7,088,495.00	$787.61	$ 6,750,000.00	$ 750.00	20%	$ 1,417,699.00	$ 8,506,194.00	$ 8,100,000.00	$ 406,194.00
17	Museum Expansion	Addition/Renovation	12,000	$ 21,460,388.00	$1,788.37	$ 18,000,000.00	$ 1,500.00	15%	$ 3,219,058.20	$ 24,679,446.20	$ 20,700,000.00	$ 3,979,446.20
18	Garage/Mixed Use	New Construction	420,000	$ 67,726,031.00	$161.25	$ 63,000,000.00	$ 150.00	15%	$ 10,158,904.65	$ 77,884,935.65	$ 72,450,000.00	$ 5,434,935.65
19	Business/Community Bldg	New Construction	36,000	$ 33,238,866.00	$923.30	$ 32,400,000.00	$ 900.00	20%	$ 6,647,773.20	$ 39,886,639.20	$ 38,880,000.00	$ 1,006,639.20
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xx	Deferred Maintenance	Various (10 years)	3,000,000	$ 300,000,000.00	$100.00	$ 300,000,000.00	$ 100.00	10%	$ 30,000,000.00	$ 330,000,000.00	$ 330,000,000.00	$ -
										$ 846,397,835.05	$ 789,930,000.00	$56,467,835.05

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10

Campus Design Standards

Materials & Specifications

Standard Space Planning Guidelines

DESIGN STANDARDS SUMMARIES

The Campus Design Standards serve as a guiding framework to ensure that all development across the campus aligns with a unified vision of excellence, sustainability, and equity. These standards are intended to support architects, planners, engineers, and stakeholders in making design decisions that reflect the institution's identity, enhance the user experience, and promote long-term resilience. Whether applied to new construction, renovations, or landscape improvements, the standards aim to create a cohesive and inspiring environment that supports academic, social, and cultural life.

By outlining expectations for architectural expression, material selection, accessibility, environmental performance, and technological integration. It encourages thoughtful design that respects the existing context while embracing innovation and future growth. By establishing a shared language and set of principles, the campus design standards foster collaboration and consistency across all campus projects, ensuring that each intervention contributes meaningfully to the campus fabric.

ARCHITECTURAL DESIGN:

The architectural design standards establish a cohesive visual and functional language for all campus buildings, ensuring that new development and renovations contribute to a unified and contextually appropriate environment. These guidelines address building massing, scale, material selection, color palettes, and façade articulation to promote harmony with existing structures while allowing for innovation and identity. Emphasis is placed on durability, environmental responsiveness, and the integration of architectural elements that enhance user comfort, accessibility, and long-term performance.

SITE & LANDSCAPE:

Landscape architecture standards shape the outdoor experience of the campus, emphasizing ecological stewardship, functionality, and aesthetic continuity. These guidelines promote the use of native and climate-appropriate plantings, sustainable stormwater management strategies, and thoughtfully designed hardscapes that support circulation, gathering, and outdoor learning. The integration of green infrastructure and durable materials enhances environmental performance while reinforcing the campus's identity and sense of place. By prioritizing accessibility, comfort, and long-term maintenance, the landscape contributes to a welcoming and resilient campus environment.

SUSTAINABILITY & RESILIENCE:

Sustainability and resilience standards guide the integration of environmentally responsible and future-ready strategies into campus design. These principles emphasize energy efficiency, water conservation, and the use of low-impact materials, while also addressing climate adaptation through features like shade structures, green infrastructure, and flood mitigation. The goal is to reduce the environmental footprint of campus operations while enhancing the long-term durability and adaptability of buildings and landscapes. By embedding sustainability into every phase of design and construction, the campus becomes a living model of environmental stewardship and operational resilience.

ACCESSIBILITY & INCLUSION:

Accessibility and inclusion standards ensure that the campus environment is welcoming, navigable, and usable by people of all abilities and identities. These guidelines go beyond minimum compliance with accessibility codes to embrace universal design principles that prioritize dignity, independence, and ease of use. Key considerations include barrier-free access to buildings and pathways, clear and inclusive signage, and the integration of gender-inclusive facilities, mother's rooms, and prayer/meditation rooms. By embedding equity and accessibility into the design process, the campus becomes a more supportive and empowering place for everyone - enhancing the overall student experience by fostering a sense of belonging, safety, and well-being.

TECHNOLOGY & INFRASTRUCTURE:

Technology and infrastructure standards support the integration of smart systems and essential services that enhance campus functionality, safety, and connectivity. These guidelines address the thoughtful placement of utilities, the incorporation of digital infrastructure such as Wi-Fi and sensor networks, and the design of secure, well-lit environments using principles like CPTED (Crime Prevention Through Environmental Design). A key component of campus safety is the emergency blue phone system, which must be strategically located, highly visible, and consistently maintained to ensure rapid access in critical situations. Emphasis is placed on future-ready systems that are adaptable, discreetly integrated into the built environment, and easy to maintain—ensuring the campus remains efficient, resilient, and responsive to evolving technological needs.

SIGNAGE & WAYFINDING:

Signage and graphics standards establish a consistent visual language that enhances wayfinding, reinforces campus identity, and improves the overall user experience. These guidelines cover the design and placement of directional signage, building identification, and informational displays, ensuring clarity, accessibility, and visual harmony across campus. Typography, color, and logo usage are standardized to reflect the institution's brand while maintaining legibility and clarity. Special attention is given to the distinction between vehicular and pedestrian signage—each designed with appropriate scale, visibility, and content to meet the needs of different users and modes of travel. Signage should be strategically located, durable, and adaptable to evolving needs, supporting both everyday navigation and emergency communication.

IMPLEMENTATION & REVIEW PROCESS:

Implementation and review standards outline the processes that ensure campus design principles are consistently applied and maintained over time. These guidelines define how projects are evaluated—from initial concept through final construction—by establishing clear review procedures, stakeholder engagement protocols, and approval checkpoints. Emphasis is placed on long-term performance, including maintenance expectations and material durability, to preserve design integrity. The standards are intended to evolve alongside the campus, with regular updates informed by feedback, emerging technologies, and changing institutional needs.

SPACE STANDARD GUIDELINES

Design Guide for Offices

The campus office design strategy aims to provide a flexible, efficient, and cohesive environment that supports diverse work styles and departmental needs. To achieve this, five standardized office types—A, B, C, D, and E—are defined, each tailored to accommodate varying roles, functions, and space requirements while maintaining consistency in quality, accessibility, and aesthetics across campus.

Office Type A represents the smallest footprint, designed for part-time faculty, adjunct staff, or roles requiring minimal on-site presence. These offices prioritize functionality with a compact workstation, limited storage, and shared access to collaboration spaces.

Office Type B offers a moderate size suitable for full-time faculty or staff who require a dedicated workspace and modest storage. It balances privacy with proximity to shared resources, fostering interaction without compromising focus.

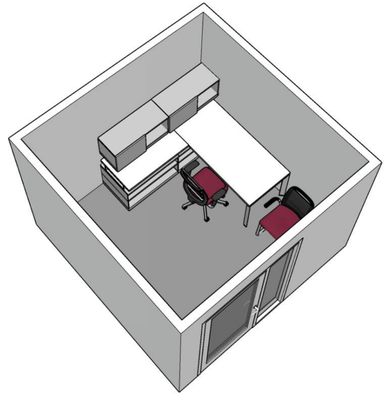
Office Type C serves mid-level administrative or managerial roles, providing additional space for meetings with one or two visitors. This type includes enhanced storage and ergonomic furnishings to support daily operations.

Office Type D is intended for senior leadership or department heads, featuring a larger footprint, integrated meeting area, and premium finishes to reflect organizational hierarchy and facilitate strategic discussions.

Office Type E is the most spacious, reserved for executive-level positions or specialized functions requiring frequent collaboration. It incorporates a formal meeting zone, advanced technology integration, and flexible seating arrangements to accommodate dynamic workflows.

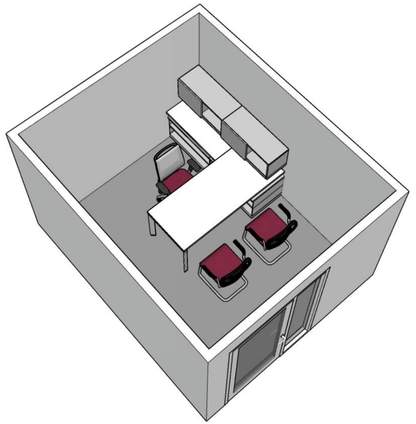
Across all types, the guidelines emphasize natural light access, acoustic control, and flexibility. Standardized finishes and modular furniture systems ensure adaptability and cost efficiency while reinforcing a unified campus identity. These office types collectively create a scalable framework that supports growth, collaboration, and inclusivity throughout the campus environment.

Office Type A - 100 square feet

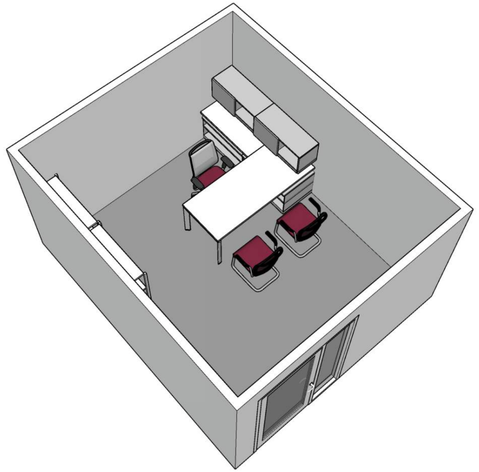


SPACE STANDARD GUIDELINES

Office Type B - 120 square feet

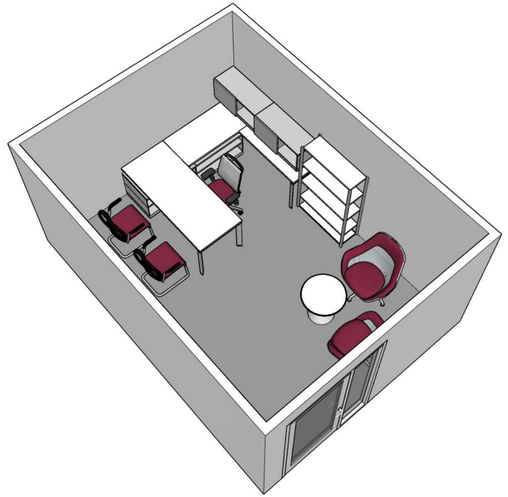


Office Type C - 170 square feet

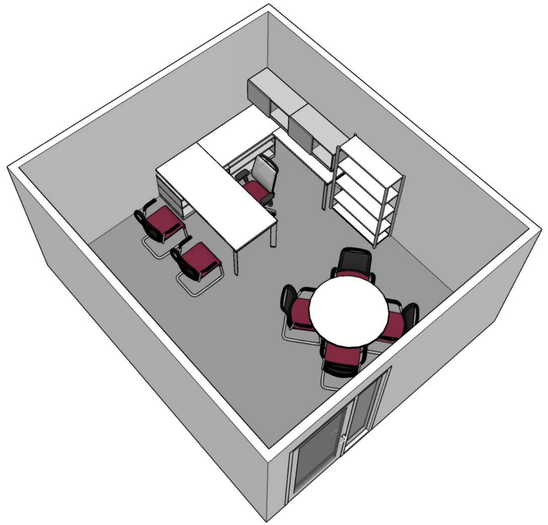


SPACE STANDARD GUIDELINES

Office Type D - 190 square feet



Office Type E - 220 square feet



SPACE STANDARD GUIDELINES

Design Guide for Classrooms

The campus classroom design framework establishes three standardized types—A, B, and C—to accommodate a range of instructional needs while promoting flexibility, accessibility, and technology integration.

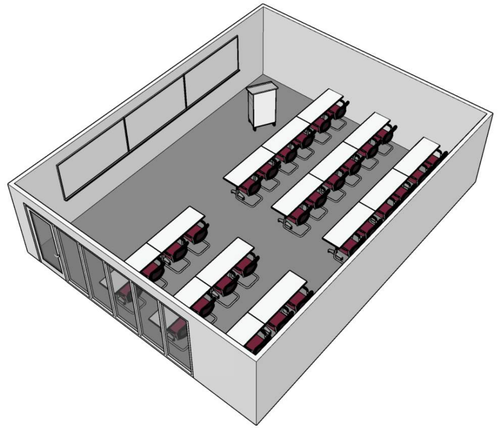
Classroom Type A is a small-format space ideal for seminars or discussion-based courses, emphasizing intimacy and collaboration. Suitable for up to 30 students.

Classroom Type B provides a medium-sized environment suitable for traditional lectures and interactive learning, balancing seating capacity with comfort and visibility. Suitable for up to 48 students.

Classroom Type C represents the largest instructional setting, designed for high-enrollment courses or multi-purpose use. This type incorporates operable partitions to allow the space to expand or combine with adjacent areas, supporting dynamic configurations for events, workshops, or collaborative sessions. Suitable for up to 70 students.

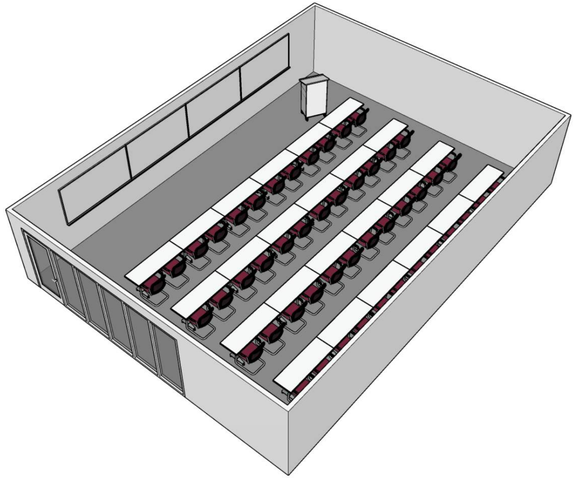
All classroom types are guided by principles that ensure functionality, inclusivity, and sustainability across campus. Each space is designed to meet full accessibility standards, providing clear circulation paths, adaptable seating arrangements, and technology that accommodates diverse user needs. Materials and systems are selected for durability and environmental responsibility, supporting the campus's commitment to sustainability through energy-efficient lighting, HVAC, and finishes. A consistent palette of colors, textures, and branding elements reinforces a unified campus identity, while infrastructure is planned with flexibility in mind—offering ample power, data connectivity, and adaptable layouts to accommodate future technological advancements and evolving pedagogical models.

Classroom Type A - 30 Seats

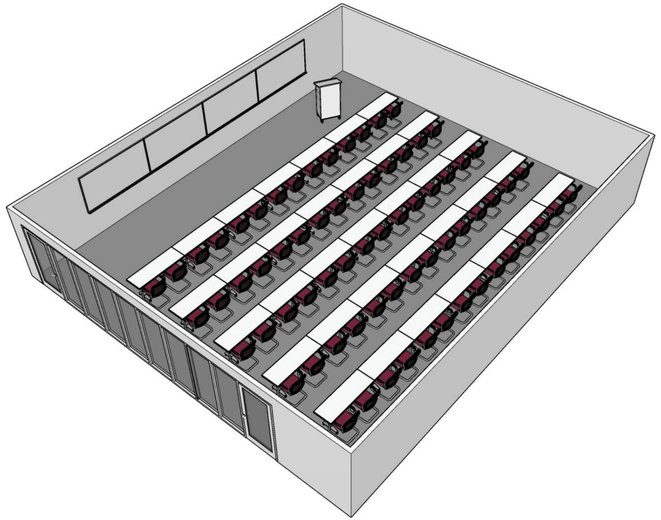


SPACE STANDARD GUIDELINES

Classroom Type B - 48 Seats



Classroom Type C - 70 Seats



SPACE STANDARD GUIDELINES

Design Guide for Conference Rooms

The campus conference room design framework establishes two standardized types—Small and Large—to support a variety of meeting and collaboration needs across administrative areas and student amenity spaces. These rooms are designed to foster productivity, inclusivity, and technological connectivity, ensuring they serve both professional and academic purposes.

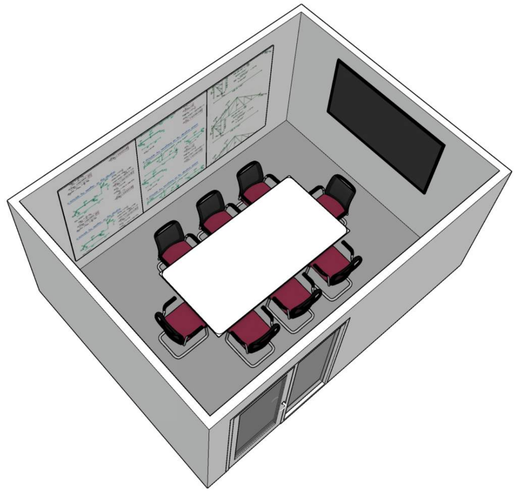
Small Conference Rooms are intended for intimate meetings, team huddles, or student group work. Typically accommodating 6–8 participants, these spaces emphasize flexibility and accessibility. Key features include movable furniture for quick reconfiguration, integrated video conferencing technology, and writable surfaces for brainstorming. Acoustic treatments and sound masking are essential to maintain privacy and minimize distractions in open-plan environments.

Mid-Size Conference Rooms are designed for 8–10 participants, providing an ideal setting for departmental meetings, project teams, or student organization planning sessions. These rooms strike a balance between intimacy and functionality, featuring a central table with ergonomic seating, wall-mounted displays for presentations, and robust video conferencing capabilities for hybrid collaboration. Adequate storage for technology accessories and enhanced acoustic performance ensure a professional and comfortable environment.

Large Conference Rooms serve as formal meeting spaces for administrative leadership, larger departmental gatherings, and student events. Designed for 10–20 participants, these rooms prioritize comfort and functionality, incorporating a spacious conference table, advanced audiovisual systems, and presentation capabilities. Large rooms should also include dedicated storage for equipment and superior acoustic treatments to support clear communication in larger groups

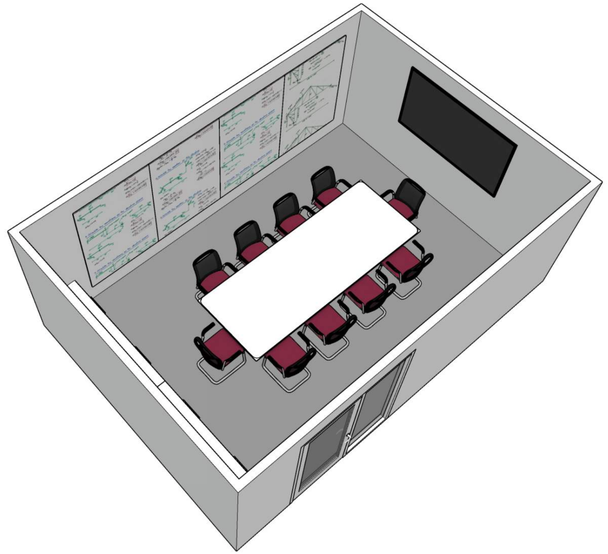
Across both types, the design guidelines emphasize accessibility compliance, energy-efficient lighting and HVAC systems, and the use of durable, sustainable materials. Consistent finishes and branding elements reinforce campus identity, while technology infrastructure—such as high-speed connectivity and wireless presentation tools—ensures future-ready functionality. These conference rooms are strategically located near administrative offices and student hubs to maximize convenience and encourage collaboration across the campus community.

Small Conference Room, 6 - 8 Participants

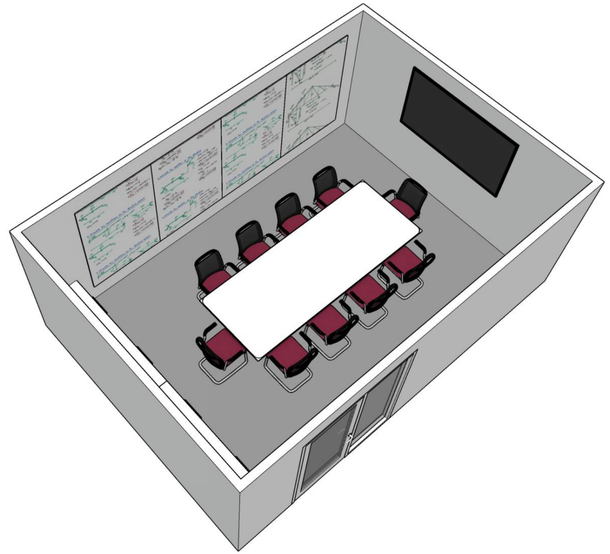


SPACE STANDARD GUIDELINES

Mid-Size Conference Room, 8 - 10 Participants



Large Conference Room, 10 - 20 Participants



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Appendices

Appendix 01:
Food Service Assessment

Appendix 02:
Historic Preservation Report

Appendix 03:
Overall Campus Thermal and Electrical Assessment Report

Appendix 04:
Overall Campus Utility Assessment Report

Appendix 05:
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TEXAS SOUTHERN UNIVERSITY

Existing Conditions Report

April 14th, 2025

Jeremy Kittelson

ricca design STUDIOS

Introduction

This report presents the findings of the Existing Conditions Review conducted by Ricca Design Studios on March 20th, 2025, as part of the Texas Southern Master Planning Study.

As part of Texas Southern University's effort to improve its campus dining experience, Ricca Design Studios conducted a comprehensive walkthrough of all existing dining facilities and retail foodservice outlets. The objective of this evaluation was to assess operational workflows, infrastructure conditions, and overall space utilization across each venue. Our review focused on identifying deficiencies, challenges, and areas with potential for future improvement. We approached this review with a foundation in foodservice best practices, health code standards, and forward-thinking design to support the university's goals of improving food quality, student satisfaction, and long-term viability.

Scope of Review

The Existing Conditions Review focused on the following key areas:

- **Physical Infrastructure** – Evaluation of kitchen layouts, food production spaces, storage areas, warewashing, and satellite serving locations.
- **Operational Workflow** – Assessment of food preparation, assembly, distribution, and service flow to identify inefficiencies.
- **Equipment & Utilities** – Documentation of existing equipment conditions, mechanical systems, and infrastructure capacity.
- **Compliance & Code Considerations** – Review of health, safety, and accessibility standards in relation to facility operations.
- **Deficiency Identification & Preliminary Recommendations** – Identification of key challenges and initial recommendations for addressing modernization needs.

Report Overview

This report provides a detailed summary of observations, an analysis of existing deficiencies, and preliminary recommendations to guide future planning efforts. The findings outlined in this document will serve as the baseline for developing a modernization strategy that enhances operational efficiency, food quality, and service capabilities within the Texas Southern's (TSU) foodservice program.

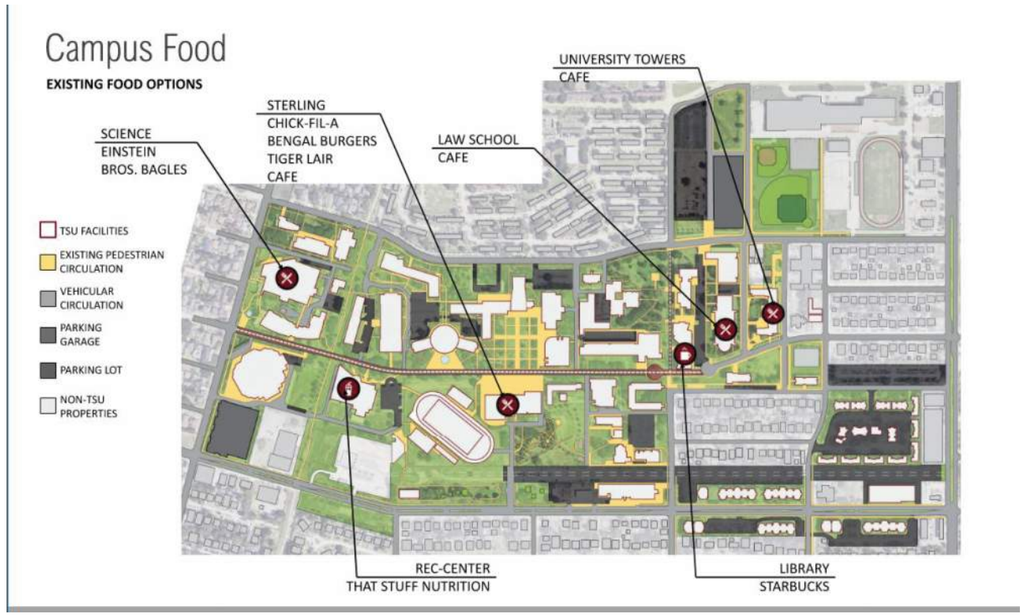
By documenting current conditions and identifying areas for improvement, this report supports the goal of ensuring that TSU's foodservice operations have the necessary infrastructure and operational framework to meet the evolving needs of the students, staff, and stakeholders.

- **The Library**
  - Starbucks
- **The Science Building**
  - Einstein Bros. Bagels

- **Thurgood Marshall School of Law**
  - FOODA Cafe
- **The Rec-Center**
  - That Stuff Nutrition
- **Sterling Center Student Center**
  - Chick-fil-A
  - Sterling Student Center Cafe
  - Tiger Lair
  - Bengal Burgers
  - Third Floor Banquet Room
- **University Towers**
  - Tower Dining Hall

This report provides an overview of the current conditions and key findings within the foodservice facilities at TSU. Throughout the report, we outline our observations, highlight operational opportunities, and assess the existing infrastructure to identify areas for improvement.

Existing Culinary Systems Overview and Assessment



The Library

Starbucks

The Starbucks café located in the Texas Southern University Library is one of the longest-operating retail dining spaces on campus and remains the only food option available in this building after 3:00 PM. The café serves a standard Starbucks menu consisting of espresso-based drinks, teas, and prepackaged grab-and-go items. The café is clean and well-maintained, but there are clear inefficiencies in space utilization that impact throughput and operational flexibility. The existing back-of-house (BOH) area is disproportionately large compared to the constrained and undersized customer-facing service counter. This misalignment limits service capacity and transaction speed, particularly during peak periods. Additional equipment needs, such as a dedicated dish machine and increased ice production and storage capacity, have also been identified. A targeted renovation of this space — particularly focused on rebalancing front-of-house (FOH) and BOH areas — would allow the University to increase service efficiency, expand capacity, and generate greater revenue from an already popular and essential campus offering.

Key Observations

- Starbucks is the only available foodservice location in the library after 3:00 PM, making it a critical late-day food access point for students.
- The service counter is undersized relative to operational demand and current customer traffic.
- The back-of-house is oversized and underutilized, with inefficient layout and wasted square footage.
- There is no dedicated dish machine, requiring inefficient workarounds or reliance on disposable service ware.
- Ice production and storage is inadequate for current and potential future demand.
- Despite inefficiencies, the café is well-maintained, clean, and organized.

Recommendations for Improvement

- Expand the customer service counter to increase order capacity, reduce wait times, and enhance throughput during peak hours.
  - *Impact:* Increased transaction speed and potential for higher revenue; improved customer satisfaction.
- Reconfigure BOH layout to reduce unused square footage and improve operational flow (e.g., create more direct lines of sight between prep and service areas).

- *Impact:* Enhanced staff efficiency; potential to reduce labor cost or increase production without adding staff.

- Install a dedicated undercounter or small door-type dish machine to support operations with non-disposable ware and reduce operational inefficiencies.
    - *Impact:* Decreased waste, improved sustainability metrics, and operational cost savings over time.
- Add or upgrade ice production and storage equipment, sized appropriately for peak service needs.
    - *Impact:* Increased beverage production efficiency; reduced operational disruptions caused by ice shortages.
- Introduce limited hot food reheat capabilities (if allowed by brand and code) to diversify menu offerings and drive late-afternoon/evening sales.
    - *Impact:* Greater food variety, increased average check size, and improved service to students staying in the library after hours.



Starbucks Grab & Go





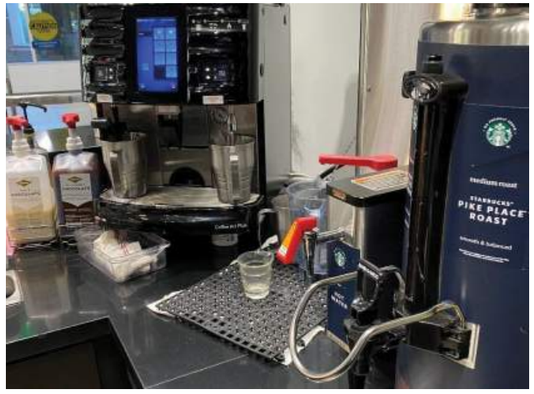
Underutilized BOH.





Exposed drain lines.



Cluttered and tight workspace at the serving counter.

The Thurgood Marshall School of Law

FOODA

The FOODA café, located within the Thurgood Marshall School of Law, is operated by Sodexo and serves as a spin-off of resident dining. It is intended to offer hot meal options along with salads, parfaits, sandwiches, beverages, and snacks. At the time of the site visit, the café was unoccupied and appeared vacant, though it is reportedly stocked daily. The service area includes a hot and cold food display counter, grab-and-go cooler, POS station, and a small back-of-house pantry. While the café does provide a functional foodservice offering, the physical condition and presentation of the space are lacking. Many of the prep and service surfaces are built from millwork and show signs of significant wear. There were also visible safety concerns including exposed extension cords and damaged ceiling tiles in the BOH pantry. The space lacks a sense of intentional design and does not create an inviting atmosphere for law students and faculty. A comprehensive refresh of the finishes, layout, and infrastructure is recommended to align this venue with the expectations of a professional academic setting and improve user engagement.

Key Observations

- FOODA café is located in the Thurgood Marshall School of Law and intended to serve as a convenient hot and cold food option for law students and faculty.
- At the time of the visit, the space was unoccupied and visually uninviting, despite being stocked daily.
- The service counter and display areas are worn, constructed primarily from aged millwork materials.

- Extension cords and electrical plugs were openly visible, raising code compliance and safety concerns.
- Ceiling tiles in the BOH pantry were damaged or falling, and the back area appeared cluttered and poorly maintained.
- The overall layout and aesthetic lack intentionality and do not reflect a refreshed or modern foodservice brand experience.

Recommendations for Improvement

- Upgrade millwork and replace all worn surfaces at the service counter and display areas with commercial-grade, cleanable, and durable finishes.
    - *Impact:* Improved appearance and durability; enhanced perception of cleanliness and professionalism.
- Replace exposed extension cords and verify all electrical connections meet current code standards.
    - *Impact:* Increased electrical safety and risk mitigation; necessary for compliance and inspection approvals.
- Replace or repair damaged ceiling tiles in the pantry and ensure proper maintenance of the BOH area.
    - *Impact:* Improved cleanliness and sanitation perception; better alignment with health department standards.
- Reconfigure and refresh the customer-facing service line to create a more intentional and inviting atmosphere.
    - *Impact:* Increased traffic and engagement from students and staff; better alignment with branded campus retail expectations.
- Introduce signage, branding, and merchandising enhancements to improve visibility and attract traffic from within the law school.
    - *Impact:* Increased awareness and sales potential; stronger identity for the FOODA concept on campus.
- Evaluate viability of expanding offerings or partnering with local vendors through the FOODA model to increase variety and utilization of the space.
    - *Impact:* Better alignment with student preferences; increased participation and revenue generation.





Foodservice Buffet and millwork surfaces.





Exposed electrical cords.

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BOH Pantry and damaged ceiling tiles.

The Science Building

Einstein Bros. Bagels

The Einstein Bros. Bagels located in the Science Building serves as a high-traffic retail dining option for students, faculty, and staff. Despite its small footprint, the space is clean, well-maintained, and managed by an efficient team making the most of a compact layout. However, the café is significantly undersized relative to the volume of guests it serves. The current configuration forces staff to repurpose a portion of the customer dining area—now curtained off—for dry storage, diminishing seating capacity and impacting the guest experience. Additionally, the space lacks adequate cold storage and is in need of additional reach-in refrigeration units. A door-type dish machine is also needed to reduce reliance on disposables and improve operational flow. The current spatial limitations not only create logistical inefficiencies but also place a cap on potential sales volume. Without additional space for prep, cold storage, and dry goods, the concept cannot grow or operate at its full potential.

Key Observations

- The Einstein Bros. Bagels is clean, organized, and efficiently operated, but significantly undersized for the demand it receives.
- Dining area space is being repurposed for dry storage, with curtain dividers used to separate guest areas from back-of-house functions.
- Cold storage is insufficient, with a lack of reach-in refrigeration units impacting menu execution and holding capacity.
- The space lacks a door-type dish machine, resulting in inefficient warewashing workflows and/or reliance on disposables.

- The tight layout restricts production capacity and limits expansion of food offerings or throughput during peak periods.

Recommendations for Improvement

- Expand or reconfigure the café footprint to provide additional back-of-house space for prep, storage, and refrigeration.
    - *Impact:* Enhanced operational efficiency; ability to meet current and future demand; reduction in overflow storage in dining space.
- Install a door-type dish machine to support reusables and streamline warewashing operations.
    - *Impact:* Reduction in disposable use and associated costs; improved sanitation and sustainability performance.
- Add reach-in refrigeration units to support cold menu items and improve inventory turnover.
    - *Impact:* Improved product quality and food safety; increased ability to hold a wider variety of menu items.
- Relocate dry storage out of the customer seating area by adding appropriate storage space in BOH or adjacent support areas.
    - *Impact:* Restored dining area for guests; improved brand perception and compliance with food safety standards.
- Conduct a volume analysis to justify space reallocation or investment in expanded infrastructure for this high-demand unit.
    - *Impact:* Strategic alignment of resources to maximize sales potential and guest satisfaction; supports long-term planning and investment decisions.





Dry Storage in the dining area behind a curtain.







Insufficient storage areas.

The Rec-Center

That Stuff Nutrition

That Stuff Nutrition is located inside the Recreation and Wellness Center and is designed to provide smoothies and herbal blends to support student health and fitness goals. During the site visit, the location was closed, with the front counter secured behind a roll-down gate. The service area lacked clear branding or identity from the customer-facing side, which may affect visibility and engagement even when open. The back-of-house space appeared overcrowded, disorganized, and had visibly deteriorated surfaces, including rust on some equipment. The area seems to have transitioned into an informal storage zone for excess equipment and supplies, compromising its primary function as a foodservice operation. Overall, the space feels neglected and in need of a comprehensive refresh, reorganization, and rebranding effort to align with its intended wellness-focused purpose and to restore operational functionality.

Key Observations

- The location was closed at the time of the visit, with a roll-down gate and no clear external signage or visual brand identity.
- The BOH area was overcrowded and cluttered, with equipment and supplies stored in a disorganized manner.
- Some equipment and surfaces exhibited visible signs of rust, indicating potential health and sanitation concerns.
- The space has likely been repurposed unofficially for storage, reducing its operational readiness and intended function.
- The overall environment lacked a sense of purpose and intentional design, making it difficult to associate with wellness or nutrition branding.

Recommendations for Improvement

- Reorganize and declutter the BOH area, removing unused or broken equipment and clearly defining storage zones.
    - *Impact:* Improved operational flow and safety; reclaims space for intended prep and service functions.
- Replace or refurbish all visibly rusted or deteriorating equipment and surfaces to meet sanitation and safety standards.
    - *Impact:* Enhanced food safety compliance and visual cleanliness; reduced risk of contamination.
- Redesign and refresh the customer-facing service counter, including signage and branding elements aligned with health and wellness.
    - *Impact:* Increased visibility and engagement from Rec Center users; reinforces alignment with the university's wellness goals.

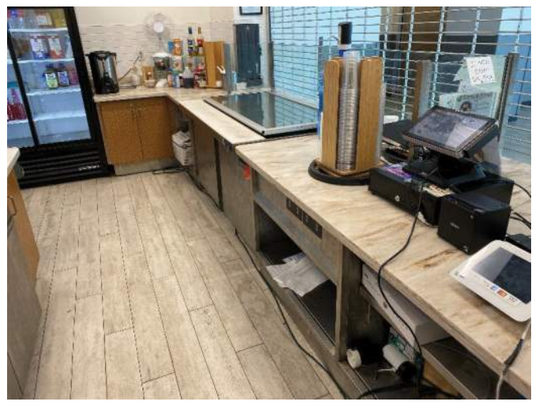
- Establish dedicated, code-compliant storage areas elsewhere in the Rec Center to reduce reliance on the foodservice area for excess equipment storage.
    - *Impact:* Restores full use of the café's operational space; improves safety and organization.
- Evaluate the long-term viability of the concept, including hours of operation and product alignment with user demand at the Rec Center.
    - *Impact:* Provides data to inform future investment, potential rebranding, or repositioning of the concept based on actual use and student needs.





Service Counter and signage.





Overcrowded BOH space and dated service counter.





Rusting equipment.

The Sterling Student Center

Chick-Fil-A

Chick-fil-A is the most heavily used foodservice venue on campus. It operates from an undersized footprint with limited prep, storage, and dishwashing space. The dish area is currently housed in a converted storage room, and refrigeration is minimal. Sound and odors from the operation extend into adjacent program areas, creating sensory and aesthetic challenges.

The Chick-fil-A located in the Sterling Student Life Center is one of the highest-volume foodservice operations on campus and plays a critical role in meeting daily student dining needs. Despite its popularity, the facility is undersized for the throughput it must support. The current kitchen configuration does not allow for adequate staffing levels to meet peak demand, resulting in bottlenecks and slowed service. Additionally, the operation is facing multiple infrastructure challenges, including insufficient electrical capacity for cooking equipment, inconsistent water pressure and heating, and drainage issues related to high grease output. A door-type dish machine is recommended to support the volume and reduce dependency on disposables. While a storage room is available in the lower level of the building, it is inconveniently located for day-to-day operations. The space also lacks sufficient employee support areas, including lockers and storage. A comprehensive redesign and infrastructure upgrade is needed to bring this Chick-fil-A location in line with its operational demands.

Key Observations

- Extremely high-volume operation, yet the space is undersized for the staffing and equipment needs.
- Current layout limits the number of staff who can work simultaneously, creating inefficiencies and delays.

- Electrical capacity is insufficient, affecting cooking equipment performance and uptime.
- Inconsistent water pressure and lack of reliable hot water impact cleaning and sanitation.
- Drainage issues due to grease output, likely impacting both performance and code compliance.
- No door-type dish machine, which is critical given the volume and need for reusable wares.
- Storage room is located on a lower level, which is inconvenient for staff and slows down restocking.
- Limited employee support spaces, including inadequate lockers and dry/cold storage near the point of use.

Recommendations for Improvement

- Expand or reconfigure the existing kitchen footprint to accommodate more staff, workstations, and equipment.
    - *Impact:* Improved throughput, shorter wait times, and increased staff productivity during peak periods.
- Upgrade the building's electrical infrastructure to support the full load of Chick-fil-A's cooking and holding equipment.
    - *Impact:* Reduced equipment downtime; better cooking consistency and food quality.
- Resolve water pressure and hot water supply issues through plumbing upgrades or the addition of dedicated hot water heaters.
    - *Impact:* Ensures compliance with sanitation requirements; improves warewashing and general operation.
- Install a door-type dish machine to meet volume demands and reduce disposable waste.
    - *Impact:* Increased warewashing efficiency; long-term savings on disposables and improved sustainability profile.
- Address grease drainage and plumbing challenges with upgraded floor sinks, grease interceptors, and scheduled maintenance protocols.
    - *Impact:* Improved sanitation, reduced odors and clogs; prolonged life of infrastructure.
- Create an on-level staging or satellite storage zone to supplement the inconvenient lower-level storage room.
    - *Impact:* Reduces labor inefficiencies and operational disruptions during restocking.

- Add or improve employee support areas, including lockers, shelving, and break/staging zones.
    - *Impact:* Improved employee morale, better organization, and compliance with labor and safety standards.





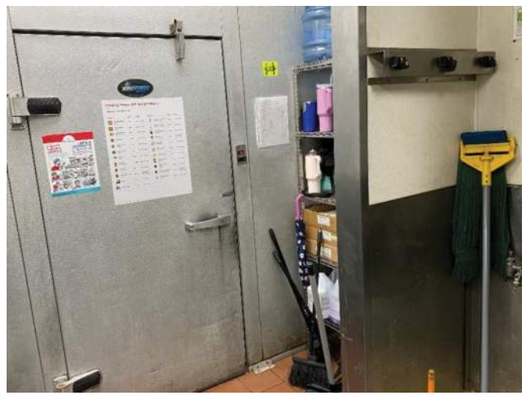
Front service counter and prep area.





Cookline and prep area.





Undersized warewash and cold storage.

Bangel Burger

Bengal Burgers, located in the Sterling Student Life Center and adjacent to the TSU game room, offers a broad menu of burgers, wings, wraps, salads, and more, serving as a casual, comfort food destination for students. At the time of the site visit, the venue was closed, but the space appeared clean and generally well-organized. However, a recent delivery had arrived, and with limited available storage, the back-of-house area felt overcrowded and congested. The lack of adequate dry and cold storage continues to present operational challenges for the unit. The cooking equipment showed signs of age but appeared to be maintained in working condition. A critical logistical concern is the absence of a service elevator in the Sterling Student Center, which complicates deliveries and inventory management for all upper-level operations. Given the menu volume and production needs, this location would benefit from the addition of a door-type dish machine and expanded or better-organized storage solutions.

Key Observations

- The operation was closed during the visit, but space was generally organized despite an influx of delivered goods.
- Storage space is extremely limited, and deliveries contribute to temporary overcrowding and disorganization.
- Cooking equipment appears worn but functional, though nearing the end of its ideal service life.
- No service elevator access to the upper levels of the Sterling Center, making deliveries and resupply labor-intensive and inefficient.
- No door-type dish machine, which limits warewashing efficiency given the volume and menu complexity.
- Storage constraints impact daily operations, especially during deliveries or peak periods.

Recommendations for Improvement

- Install a door-type dish machine to support menu variety and volume while improving warewashing speed and reducing disposable reliance.

- *Impact:* Increased operational efficiency and sanitation control; long-term cost savings over single-use items.
- Evaluate opportunities to reconfigure or expand storage areas, including vertical storage solutions or shared adjacent storage zones.
  - *Impact:* Improved inventory management, faster prep times, and reduced back-of-house congestion.
- Plan for phased replacement of older cooking equipment, prioritizing high-use items that impact service speed or consistency.
  - *Impact:* Improved food quality, reduced downtime, and more consistent customer experience.
- Advocate for building-wide service infrastructure improvements, particularly addition of a service elevator to support all upper-level foodservice venues.
  - *Impact:* Long-term delivery and logistics improvements; reduced physical strain and operational inefficiency for staff.
- Develop a staging protocol for deliveries to reduce congestion during peak restocking periods, possibly using off-peak hours or coordinated drop zones.
  - *Impact:* Smoother delivery workflow; reduced disruption to production and guest areas.





Front service counter and pass through window.





Dry storage and pass through window.





Aged and worn cooking equipment. Warewash Area.

Tiger Lair

The Tiger Lair is a small all-you-care-to-eat (AYCE) buffet and dining room located on the top floor of the Sterling Student Life Center. The venue features expansive campus views and serves primarily faculty members, with occasional use for special events. All food is prepared off-site in the main kitchen located on the building's main level and then transported upstairs for service. The venue includes a minimal back-of-house pantry for staging and a front-of-house point of sale/check-in desk. While the dining room and buffet area were clean and orderly during the visit, the overall aesthetic appears dated and in need of a refresh. Logistically, the space is constrained by its location: the only elevator available is

shared between the public and service staff, creating delays and challenges in moving food and supplies, particularly during peak times or events.

Key Observations

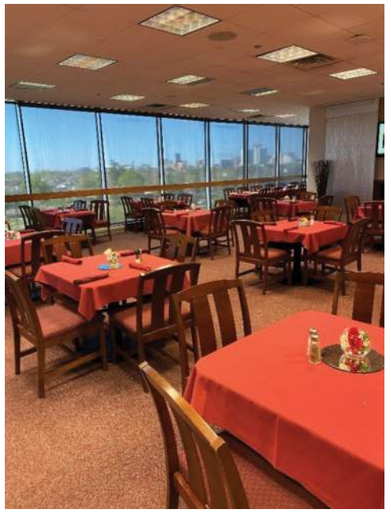
- Small AYCE venue primarily used by faculty, with some use for campus special events.
- All food is produced in the main kitchen on the main level and transported upstairs.
- Only one elevator serves both public and service functions, slowing down restocking and setup.
- The BOH pantry is minimal, used mainly for light staging and holding.
- Dining and buffet areas were clean and organized, but finishes and fixtures appear dated.
- The space has strong potential due to natural light and views, but the current layout and finishes limit its appeal.

Recommendations for Improvement

- Refresh finishes, furnishings, and buffet equipment to modernize the space and improve guest experience.
    - *Impact:* Improved visual appeal, increased satisfaction among faculty users, and enhanced appeal for hosting special events.
- Reconfigure or expand the service pantry to allow more efficient setup, staging, and restocking during meal service and events.
    - *Impact:* Smoother operational flow; reduced labor strain and better support for higher-volume events.
- Evaluate installation of a dedicated service elevator or lift if possible, or enhance protocols for elevator scheduling during peak periods.
    - *Impact:* Improved delivery and setup efficiency; reduced disruption to guests and faster food transport from the main kitchen.
- Introduce upgraded merchandising for the buffet line (e.g., lighting, updated sneeze guards, integrated heating/cooling wells).
    - *Impact:* Enhanced food presentation and food safety; elevates the space to match its premium views and setting.
- Explore the potential for light on-site prep or finishing equipment, such as induction warmers or rapid-cook ovens, within the pantry if utilities allow.
    - *Impact:* Improves food quality and temperature at point of service; reduces timing issues due to transit from main kitchen.



Main entrance and dining room.





Foodservice buffet and beverage station.







Undersized warewash and storage area.

Third Floor Banquet Room & Plating Pantry

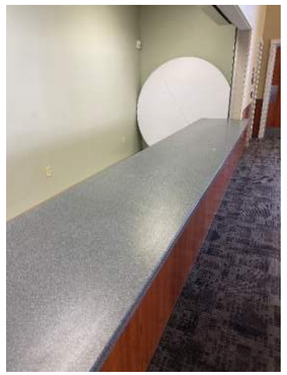
The third floor of the Sterling Student Life Center includes a banquet room and a small adjacent plating pantry intended to support catered events and special functions. While the banquet room itself provides flexible space for university functions, the support pantry is significantly under-equipped to meet typical banquet service demands. The pantry currently lacks any cooking equipment and is minimally outfitted, with only one reach-in refrigerator and limited surface space for plating or staging. The absence of dedicated plating tables, hot holding equipment, and a beverage service area reduces the efficiency and professionalism of event execution. Enhancing the pantry's equipment package and functional layout would better align the space with the university's event programming needs and improve both speed and quality of banquet service.

Key Observations

- Banquet room provides flexible event space, but support pantry is under-equipped and lacks essential infrastructure.
- No cooking or hot holding equipment present, limiting the ability to maintain food temperature or reheat items.
- Minimal plating surfaces available; existing workspace is not adequate for medium- to large-scale functions.
- Only one reach-in refrigerator, with no supplemental refrigeration or warming capability.
- No beverage counter or service station, making it difficult to provide self-service or attended drink service.

Recommendations for Improvement

- Add stainless steel plating tables and adequate prep surfaces to support organized and hygienic plating operations.
    - *Impact:* Improves speed and consistency of food service during events; enhances staff workflow.
- Install hot holding cabinets or warming drawers to support proper temperature maintenance during banquet setup and service.
    - *Impact:* Ensures food safety and quality for hot menu items; reduces timing pressure on kitchen delivery.
- Expand refrigeration capacity, such as a second reach-in cooler or undercounter refrigeration for quicker access.
    - *Impact:* Improves cold food staging and beverage storage; supports more complex or extended events.
- Introduce a mobile or fixed beverage counter, including space for coffee service, water dispensers, and glassware storage.
    - *Impact:* Supports both self-serve and staff-attended beverage service; improves guest experience and operational professionalism.
- Explore opportunities for light reheat capability, such as countertop induction warmers or a rapid-cook oven if utilities permit.
- *Impact:* Adds flexibility for finishing menu items on-site; enhances quality control during longer events.







Plating Pantry.

Sterling Student Center Café: Dining Hall & Main Kitchen

The main dining hall (approximately 500 seats) at Texas Southern University serves as the central hub for campus dining, encompassing the main production kitchen, servery platforms, dining room, warewashing area, and supporting loading dock. While the foodservice team is doing its best under challenging conditions and the space is generally kept as organized as possible, the physical infrastructure of the facility is in serious disrepair. The kitchen and warewash areas exhibit extensive deterioration, including worn and broken flooring tiles, collapsing ceiling tiles, mold presence, rust, and standing water from overflowing drains. These conditions represent significant health and safety concerns and are clearly impacting both morale and operational capacity. Equipment throughout the kitchen is worn out and in urgent need of replacement.

The servery is outdated and inefficient in both design and flow, creating congestion for guests and limiting the operator's ability to expand or modernize offerings. The dining area itself is dated and inefficiently arranged, reducing its capacity and comfort. Collectively, these deficiencies undermine the university's ability to deliver on its vision of a restaurant-quality dining experience. A full renovation of this facility is strongly recommended, with priority attention to the kitchen and warewash areas to address immediate health and safety issues. The loading dock area is also a concern with poor accessibility, loose hand rails, and flooding when there is rain.

The main dining facility on campus serves as the central kitchen for all campus dining, catering, and concessions. It currently struggles with undersized serving lines and limited cold prep space, creating bottlenecks during peak times. The clean prep and hot prep areas are both located on the main floor, while cold prep is located below. There is no service elevator, and back-of-house logistics are severely impacted by tight corridors and outdated systems.

Key Observations

- Dining space is outdated and uses space inefficiently, reducing comfort and seating capacity.
- Servery platforms are congested, with poor customer flow and limited flexibility for expanded offerings.
- Food offerings are basic, constrained by the limitations of outdated infrastructure.
- Kitchen and warewash areas are in very poor condition, with multiple safety hazards present.
- Worn or broken floor tiles, falling ceiling tiles, and standing water present ongoing health code violations.
- Mold and rust are visibly present, especially in the warewash area.
- Overflowing drains and general deterioration indicate failing building systems.
- All cooking equipment is aged and in need of replacement.
- Loading docks are poorly maintained, making deliveries and waste management more difficult. Floods when it rains.

- Despite the condition, the kitchen staff is clearly doing their best, maintaining general organization and care under difficult circumstances.

Recommendations for Improvement

- Prioritize a full renovation of the kitchen and warewash areas to address health, safety, and operational viability.
    - *Impact:* Improved food safety, staff morale, and code compliance; reduction in maintenance issues and service disruptions.
- Replace all cooking and warewashing equipment, including ventilation systems, sinks, and dish machines.
    - *Impact:* Enhanced food quality, operational efficiency, and reliability; supports expanded menu capabilities.
- Replace damaged flooring and ceiling finishes throughout the kitchen and service areas.
    - *Impact:* Improved sanitation, safety, and comfort; mitigates mold and water damage risks.
- Address drainage and plumbing deficiencies, including standing water and backflow issues.
    - *Impact:* Restores hygienic working conditions; reduces slip hazards and long-term building damage.
- Redesign the servery to improve customer flow, visibility, and platform functionality.
    - *Impact:* Enhanced guest experience and ability to offer more modern and diverse food concepts.
- Reprogram the dining room layout to increase seating efficiency, comfort, and overall aesthetics.
    - *Impact:* Greater guest satisfaction; opportunity to modernize branding and ambiance.
- Evaluate the potential for temporary mobile kitchens or phased renovations to maintain service continuity during construction.
    - *Impact:* Minimizes disruption to campus dining while ensuring urgent infrastructure improvements can proceed.





Dated Servery with poor circulation and flow.







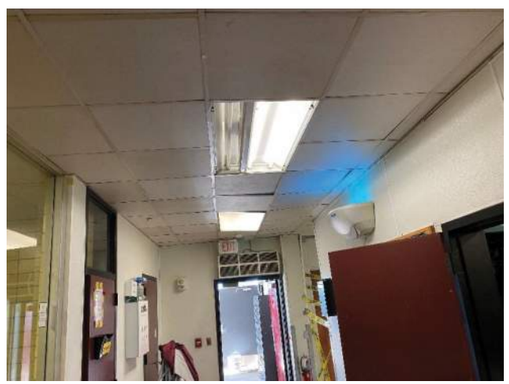


Worn and poor condition of equipment and kitchen.





Deteriorating floors and ceilings.





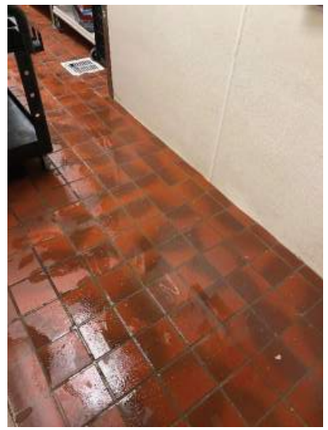




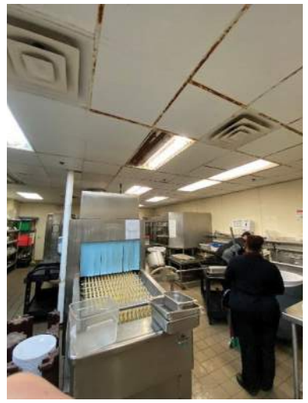
Storage areas and loading dock.







Mold and standing water on the floor. Health and safety issues.







Mold, collapsing ceiling, and signs of deterioation.

The Tower Dining Hall

The Tower Dining Hall has been closed and sitting unoccupied for approximately three years. Once a functioning all-electric dining facility, it is currently non-operational and shows clear signs of prolonged vacancy. Pest control traps were observed throughout the space, indicating a known or ongoing pest issue. Most of the visible cooking equipment is worn, appears to be of lower commercial grade, and has not been maintained in operational condition. Due to the lack of activity and utilities being offline, it was not possible to verify the working condition of the equipment or systems.

Given the extended closure, the facility cannot be reactivated without a substantial investment in renovation and equipment replacement. All systems, including kitchen utilities, ventilation, fire suppression, and foodservice equipment, will need to be tested, brought up to code, and in many cases replaced. In its current state, the facility is a liability but also presents an opportunity—if reimagined and renovated, the Tower Dining Hall could serve as a modern, efficient dining option for future growth on campus.

Key Observations

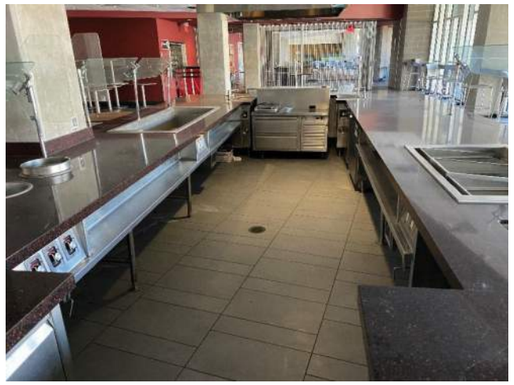
- The facility has been vacant and unmaintained for over three years.
- All-electric cooking equipment is present, but equipment is visibly worn, low quality, and possibly nonfunctional.
- Pest control traps were observed, indicating signs of pest activity due to the unoccupied state.
- Utilities were off or inactive, making equipment testing and evaluation impossible during the visit.
- No recent cleaning, maintenance, or use was observed; the facility shows signs of neglect.

- The space represents a major renovation opportunity but cannot be put back into service without extensive work.

Recommendations for Improvement

- Conduct a full facility condition assessment, including utilities, HVAC, plumbing, electrical, and foodservice systems.
    - *Impact:* Identifies scope and cost of required upgrades and confirms feasibility of reuse.
- Replace outdated or nonfunctional cooking and holding equipment with modern, high-efficiency, all-electric alternatives.
    - *Impact:* Ensures code compliance and operational reliability; supports modern menu platforms.
- Implement pest mitigation and sanitation remediation prior to any construction or reactivation.
    - *Impact:* Reduces risk to public health and ensures a safe environment for renovation work.
- Renovate the dining area, kitchen, and support spaces to meet current foodservice standards and branding expectations.
    - *Impact:* Transforms the facility into a modern, welcoming venue aligned with institutional goals.
- Reimagine the program for the space to consider new dining trends (e.g., retail, micro concepts, ghost kitchen, AYCE hybrid).
    - *Impact:* Aligns with evolving student needs and maximizes return on capital reinvestment.
- Plan for substantial capital investment, as the space has exceeded its useful life without intervention and cannot simply be restarted.
    - *Impact:* Sets realistic expectations for timeline, cost, and scope to bring the facility back online.





Vacant and sitting servery.



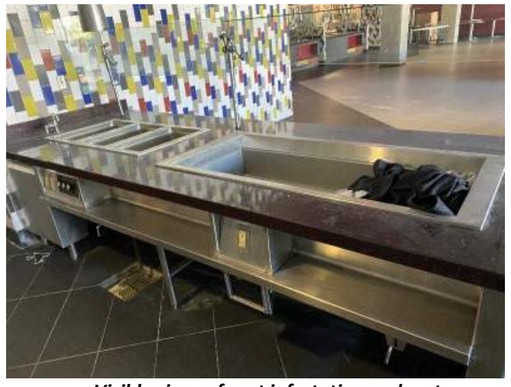


Aged and sitting all-electric cooking equipment.





Vacant and sitting prep and warewash areas.

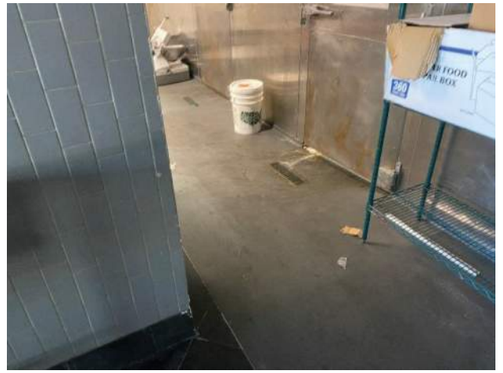




Visible signs of pest infestation and rust.









Conclusion

As part of this existing conditions assessment, Ricca Design Studios conducted a comprehensive walkthrough of all active and inactive dining venues across Texas Southern University's campus. This included major dining facilities, retail outlets, support kitchens, and banquet service areas. The goal of this evaluation was to assess the current state of infrastructure, equipment, layout efficiency, food safety, and operational viability across all foodservice locations.

While many of the spaces were well-organized and operated by committed staff, nearly all venues displayed signs of aging infrastructure, undersized layouts relative to demand, and significant limitations in mechanical, electrical, and plumbing (MEP) systems. The main kitchen and warewashing areas in particular require immediate attention due to visible deterioration, health and safety risks, and operational inefficiencies. Across the board, storage capacity, dishwashing infrastructure, and foodservice equipment are areas needing investment and modernization. Vacant facilities, such as the Tower Dining Hall, represent potential future assets but will require significant capital reinvestment and planning to be brought back into service.

Key Action Items

- Prioritize immediate health and safety upgrades in the main kitchen and warewash areas, including floor repairs, drainage, mold abatement, and ceiling replacement.
- Upgrade foodservice equipment across all locations, with a focus on heavily used venues (e.g., Chick-fil-A, Einstein Bros., Main Dining).
- Address infrastructure challenges such as insufficient electrical capacity, plumbing deficiencies, and lack of dedicated service elevators.
- Expand cold and dry storage, including reach-in refrigeration and warehousing solutions, to support growing operational needs.

- Introduce or expand dishwashing capacity with door-type dish machines in undersized retail venues.
- Refresh and rebrand dining and retail spaces that are dated or underutilized, such as Tiger Lair, FOODA, and That Stuff Nutrition.
- Conduct a feasibility study for reactivating the Tower Dining Hall, including a full capital needs assessment and program redefinition.

Codes and Standards

The foodservice design shall comply with the following codes and standards as the basis of design, unless otherwise required by local jurisdiction:

- Air Conditioning and Refrigeration Institute (A.R.I): applicable regulations and references of the latest edition of standards for remote refrigeration system(s), components and installation.
- American Gas Association (A.G.A.): standards for gas heated equipment and provide equipment with the A.G.A. seal. Automatic safety pilots to be provided on all equipment, where available. (Canadian Gas Association or alternate testing lab's seals accepted if acceptable to local code jurisdictions.)
- American National Standards Institute (A.N.S.I.): Z21-Series for gas-burning equipment. Provide labels indicating name of testing agency.
- American National Standards Institute (A.N.S.I.): B57.1 for compressed gas cylinder connections, and with applicable standards of the Compressed Gas Association for compressed gas piping.
- American National Standards Institute (A.N.S.I.): A40.4 and A40.6 for water connection air gaps and vacuum breakers.
- American Society of Heating, Refrigeration and Air Conditioning Engineers (A.S.H.R.A.E.): applicable regulations and references of the latest edition of standards for exhaust system planning including A.S.H.R.A.E. 90.1 Section 5,6,7, and remote refrigeration system(s), components and installation.
- American Society of Mechanical Engineers (A.S.M.E.): Boiler Code requirements for steam generating and steam heated equipment and provide A.S.M.E. inspection stamp and registration with National Board.
- American Society for Testing and Materials (A.S.T.M.): C1036 for flat glass.
- American Society for Testing and Materials (A.S.T.M.): C1048 for heat-treated flat glass - Kind HS, Kind FT coated and uncoated glass.

- American Society for Testing and Materials (A.S.T.M.): F232-03 for pre-rinse spray units, and in compliance with Energy Policy Act of 2005 (EPAct).
- American Welding Society (A.W.S.): D1.1 structural welding code.
- Energy Policy Act of 2005 (EPAct 2005): water savings pre-rinse spray valves.
- National Electric Code (N.E.C.): N.F.P.A. Volume 5 for electrical wiring and devices included with foodservice equipment, A.N.S.I. C2 and C73, and applicable N.E.M.A. and N.E.C.A. standards.
- National Electrical Manufacturers Association (N.E.M.A.): LD3 for high-pressure decorative laminates.
- National Fire Protection Association (N.F.P.A.): applicable sections for exhaust hoods, ventilators, duct and fan materials, hoods fire suppression systems, wheel placement systems, construction and installation; in addition to local codes and standards.
- National Sanitation Foundation (NSF): latest Standards and Revisions, and as accredited by ANSI, IAS, NELAC, ISO, OSHA and SCC. Provide NSF Seal of Approval on all standard manufactured items included in this Project and listed in any NSF Certified Food Equipment Products Category, and on all items of custom fabricated work included in this Project. (UL Sanitation approval and seal accepted if acceptable to local code jurisdictions.)
- Sheet Metal and Air Conditioning Contractor's National Association (S.M.A.C.N.A.): latest edition of guidelines for seismic restraint of kitchen equipment, as applicable to project location. All seismic requirements shall be shown on all submittals. Submit requested information to the agencies and authorities having jurisdiction.
- Underwriters Laboratories (U.L.): as applicable for electrical components and assemblies. Provide either U.L. labeled products or, where no labeling service is available, “recognized markings” to indicate listing in the U.L. “Recognized Component Index”. (Canadian Standards Association or alternate testing lab's seals accepted if acceptable to local code jurisdictions.)
- UL 300 Standard: for wet chemical fire suppression systems for exhaust hoods/ventilators.
- American with Disabilities Act (ADA): as applicable to this Project.
- Refrigeration Service Engineers Society (R.S.E.S.): applicable regulations and references of the latest edition of standards for remote refrigeration system(s), components and installation.
- All refrigerants used for any purpose is to comply with the 1995 and 2010 requirements of the Montreal Protocol Agreement, and subsequent revisions and amendments. No CFC or HCFC refrigerants will be permitted on this Project.

- All refrigeration components installation, repairs, and/or associated work on any refrigeration system, is to be performed by a Certified Refrigeration Mechanic thoroughly familiar with this type of commercial foodservice installation. ETL and other national and international recognized Testing and Listing Agency labels and certifications are acceptable in lieu of Listing Agencies indicated in these documents, if acceptable to the local code jurisdiction.

End of Report

Introduction:

Established in 1947, Texas Southern University (TSU) represents the growth and aspiration of the community it serves. As TSU continues to grow and expand to fulfil its mission, the campus will need to evolve to meet the needs of the institution. This chapter has been developed to assist the university in planning for redevelopment with infill buildings, additions to existing buildings, and the repair and maintenance of historic resources. Careful consideration of the preservation of the campus's historic resources is critical in maintaining the sense of place and unique character of the TSU campus. Preservation planning involves the identification and evaluation of historic resources and the development of a framework to accommodate change. The intent is to develop preservation ethics and pride for TSU's historic built environment. To understand the evolution of the campus, preliminary research was conducted to document the physical growth and expansion of TSU. Historic documentation of the campus-built heritage environment is limited. To promote the campus heritage, additional research and documentation should be conducted.

Campus Evolution:

TSU was established in 1947 during the post-World War II period, amidst the early civil rights movement, to address emerging issues related to education associated with the Sweatt case. The university was "quickly" set up in 1947 by purchasing the 53-acre site and buildings from the Houston College of the Negroes (HCN). After functioning at Jack Yates High School since 1934, HCN purchased the 53-acre site and completed its first building in 1947, the Thornton M. Fairchild Hall, designed by Lamar Q. Cato. An early master plan from 1944, developed for the HCN by Lamar Q. Cato in collaboration with the architect Afred. C. Finn, indicates that most of the planned buildings were oriented towards Cleburne Street. The Cuney Homes, a social housing project from the late 1930s, was located to the north of Cleburne Street, and was accessed by a bus route that ran along Cleburne Street.[1] The master plan was oriented towards the community it served and public transportation.

Hannah Hall and Sawyer Auditorium, designed by Lamar Q. Cato (Cato) following the Fairchild building, were the first major buildings constructed for TSU. These early buildings by Cato, finished with Texas shell limestone, were a regional and restrained variation of the Moderne style. Hannah Hall was the center of activity as it housed the administrative offices, the law school, the law library, the post office, departmental offices, school of business, audio visual lab, and classrooms. The positioning of the Sawyer Auditorium with the T-shaped plan of Hannah Hall adjacent to it indicates an intent to create a monumental quadrangle (Main Quad) at the heart of the campus. This was not completely realized until later phases in the development of the campus, as the Main Quad was used as a parking lot for several decades.

The timing of the establishment of the University coincided with the end of World War II and the Servicemen's Readjustment Act of 1944, which created educational opportunities for many returning war veterans. This increased the enrollment at the University and the need for more programs.[2] The university's program and campus development were focused on scientific research that aligned with the nationwide focus on the arms and space race during the 1950s. This was reflected in the Science Building (Nabrit Science Building, demolished 2025) constructed along the north of Wheeler Avenue, and the Pharmacy building constructed to the north of the Fairchild Building. The Terry Library, designed by John Sanders Chase, was located to the east of Sawyer Auditorium and was a critical step towards enclosing the Main Quadrangle. TSU also provided on- campus faculty housing and student dorms. The Bell Building (Student Union Building in the 1950s), and the Lanier Hall East and West were constructed along the South of Wheeler Avenue, which had become a vehicular thoroughfare connecting and cutting through the heart of the TSU campus. The part of the campus behind the Bell Building became the setting for more dorms as the campus developed.

The buildings added to the campus during the 1950s were built in the international style, with several designed by Cato, Evans & Austin, and Wyatt C. Hendrick. They were finished with a light reddish orange brick and had projecting overhangs with ribbon windows that emphasized the horizontal. During this period, TSU began acquiring city blocks surrounding it. The campus expanded to the west beyond the railway line (now the Columbia Tap Trail) to Ennis Street. The Rhinehart Auditorium, a Moderne style Jewish Synagogue, was acquired in the process, and the music school was located there.

The 1960s were a period when university education across the country was broadening its perspective to include the social sciences, which could be correlated to the awareness of the civil rights movement.[3] In alignment with the nation-wide shift in focus towards humanities and social sciences, TSU saw the addition of the Bigger Art Center, the Child Development Laboratory, and the Martin Luther King Humanities Center to its campus. The buildings added during this decade could broadly be grouped together under the International Style or New Formalism. The campus expansion through the 1960s was spread out with a focus on the automobile, creating open surface lots for parking.

[1] Pitre, Merline. Born to Serve: A History of Texas Southern University. United States: University of Oklahoma Press, 2018, Page 24.

[2] Lash, John S.., Dixon, Hortense W.., Freeman, Thomas F.. Texas Southern University, from Separation to Special Designation. United States: Texas Southern University, 1975, pg 19

[3] Ibid, Page 28.

TSU celebrated its 25th anniversary in 1972 with a model of the master plan for its campus. The intent indicated in the model was to expand into the neighborhood by acquiring neighborhood blocks while maintaining a connection to the community. The 1970s saw several changes on campus, and the extent to which the 1972 model was implemented is not clear. Wheeler avenue was closed to vehicular traffic and became pedestrian. John Chase in collaboration with Caudil Rowlett Scott (CRS) developed a master plan for the campus. It apparently emphasized defining the Main Quad and Wheeler Avenue. With the completion of the Student Life Center and the Education Building designed by John Chase the Main Quad was finally defined, and it completed what was begun with the placement of Terry Library in the late 1950s. Parking was also removed from the Main Quad making it a pedestrian plaza. The buildings designed by John Chase during the 1970s were mostly constructed with exposed concrete in the Late Modern Style.

TSU campus physically expanded over the next several decades. Wheeler Avenue eventually became Tiger Walk with the Greek fraternity claiming trees for their meetings by painting their letters on them.[4] The removal of the Railway tracks integrated the Fine Arts programs with the main campus.[5] Several buildings from the 1960s and 1970s were demolished in the 2000s and replaced with new ones. Wheeler Avenue was closed on the east with the new Library building, and the campus became more pedestrian friendly. While the campus was getting more connected within, it also started isolating itself from the neighborhood with fencing installed around the perimeter. The buildings added in recent years follow individual preferences of the firm designing them. As TSU continues to expand, it is important to identify, maintain, and sensitively adapt its heritage, which is critical for the identity of the institute and for the future generation of students.

[4] Ingersoll, Richard. Houston's Academic Enclaves: Four Campuses in Three Acts, Cite 35, The Architecture and Design Review of Houston, Fall 1996, 12-17

[5] Wardlaw, Alvia. Heart of Third Ward: Texas Southern University, Cite 35, The Architecture and Design Review of Houston, Fall 1996, 20-21.

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Thermal & Electrical Assessment

Texas Southern University

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February 2025

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2/18/2026

Executive Summary

Serious shortcomings in the TSU campus chilled water and electrical distribution systems impact the current operations and reliability of the systems. This report describes current deficiencies with recommendations for improvements. At a high level the issues include the following items:

1. Repairs to the electrical systems are needed including replacement of failed equipment and correction of improper installations.
2. Repair of failed components through the campus buildings is needed to reduce excessive chilled water flow from the plants
3. Heating water system limitations in the Central Plant can result in unmet heating loads in the buildings. Additional capacity is needed throughout the campus. New buildings are recommended to have stand-alone heating capacity or to be served by increased plant and distribution capacity.
4. Additional staff or automatic controls are needed at the thermal utility plants for proper operation and monitoring
5. Cooling and heating loads on the Satellite plant have reduced the redundant capacity of the plant and equipment failures during peak loads will cause unmet loads. Additional capacity is needed.
6. Leaks in the tunnel and non-functional sump pumps impact O&M access

Background

Texas Southern University (TSU) is expected to grow and provide more facilities for its students over the next few years. TSU is currently demolishing old buildings and preparing to construct new ones to replace them. This study is being conducted to ensure the new buildings will have sufficient utilities and to evaluate the conditions of the existing building utilities.

A previous study on the TSU chilled water system was completed in July of 2011. This study will expand on that to include the buildings that have been added since as well as the heating water system that was recently changed from a steam system.

In addition to the thermal assessment, an electrical assessment determines the state of electrical utilities and provide insight into the current capacities of the Circuits.

Objectives

Thermal

The main objectives of this study are to complete the following tasks for the chilled and heating water systems:

1. Conduct field surveys of the distribution systems and note observable conditions and deficiencies.
2. Evaluate capacities of the existing systems to serve current buildings.
3. Evaluate the capacities of the existing systems to serve future buildings.
4. Develop and evaluate options for modifications to increase capacities as needed to serve current and future buildings.

Electrical

The main objectives of this study are to complete the following tasks for existing Medium Voltage (MV) Circuits 5 and 6:

1. Conduct field surveys of the distribution systems and note observable conditions and deficiencies.
2. Evaluate capacities of existing Circuits 5 and 6 to serve current buildings.
3. Evaluate the capacities of existing Circuits 5 and 6 to serve future buildings.
4. Develop and evaluate options for modifications to increase capacities of Circuits 5 and 6 as needed to serve current and future buildings.

Observations

Thermal Systems

Building 101 – Hannah Hall:
This building is served from the Central Plant. Cavitation or air noise is noticed at the heating water three-way valve.

Leaks in the piping systems cause constant moisture and a slippery floor.



Piping bypasses are found between chilled water supply and return.

Building 102 – Gray Hall:
Pipe with an open valve is installed between the chilled water supply and return connections to the distribution system. This allows water to circulate in the distribution system without providing any cooling. TSU operations personnel were alerted to the valve during the visit and it was closed.



This building is equipped with heating water boilers.

Building 130 – Lanier West:
This building is served from the Central Plant. Both heating water pumps (HWPs) are shown to have failed variable frequency drives (VFDs).





Building 132 – Bell Hall:
The chilled water piping is uninsulated causing slick floor conditions and exterior corrosion on the pipe. The pipe needs to be cleaned and insulated.



Building 143 – MLK Humanities Building:
This building is served from the Central Plant. Both HWP VFDs have failed and are operating in bypass. One chilled water pump VFD is failed and operating in bypass.

Valves in the chilled water pumps (CWPs) discharge piping are partially closed. Open these valves fully when the VFDs can control pump speed.



A heating water differential pressure sensor in the adjacent tunnel is not operational. It appears that its installation is incomplete.



Building 144 – Stewart Music:
This building is served from the Satellite Plant. The chilled water and heating water systems were not operating during the visit. The building is being renovated.

Building 147 – Marshall School of Law:
This building is served from the Central Plant.

One chilled water pump is failed.

Multiple chilled water control valves are found with open piping bypassing the valves.



Building 150 – Jones Business:
This building is served from the Central Plant. While HWP-1 was off it was observed to turn while HWP-2 operates. HWP-1 may have a check valve stuck in the open position allowing reverse flow.





Chilled water pump CHWP-2 is failed, and CHWP-1 seal is failed.

Pressure gauges confirm the chilled water return pressure to the distribution system is higher than the distribution supply pressure (shown in the hydraulic model results as negative differential pressure).

Building 201 – Nabrit Annex:
The chilled water pump is failed.

Building 202 – Library Learning Center:
This building is served from the Central Plant. Cavitation or air noise is observed at the heating water three-way valve.



Satellite Plant
Although both chillers were off during visits on November 11, 2024 and December 9, 2024, CHP-2 was observed to operate moving chilled water through chiller CH-2, and one cooling tower fan was operating with no chilled water production.

The control system can be reworked to provide automatic control and fault detection or additional staff may be needed to operate and detect failed conditions.

The buried heating water piping has significant leaks. Water is observed to fill the valve box in the parking lot, and the heating water system make-up is not able to maintain system pressure.



Piping connections are is observed between supply and return distribution pipes. These connections can allow water to circulate without providing cooling or heating. It is best to remove these bypasses and avoid them in systems.



Central Plant

The temperature rise for the chilled water in the system is in the range of 2 F to 5 F during multiple visits throughout 2025. The low delta T is associated with issues in buildings which allow water to circulate without providing any cooling. For example, this condition is observed at Gray Hall, Marshall School of Law, and distribution system piping.

The differential pressure produced at the plant averages 44 psi during the visits. When the distribution system restrictions are relieved, controls can be added to control the differential pressure to only that required to produce positive differential pressure throughout the system.

Chilled water flow is observed through chillers which are disabled. With the excessive flow conditions, this might be needed to avoid excessive flow through operating chillers; however, the flow problems need to be corrected so that chilled water only flows through operating chillers.

Multiple chilled water pumps appear to be failed. These need to be repaired to maintain capacity.

No information is available from the campus concerning the plant control system. The control system can be reworked to provide automatic control and fault detection or additional staff may be needed to operate and detect failed conditions.

Electrical

Circuit 5

Circuit 5 originates at the medium voltage switchgear located at Central Plant main electrical room. Circuit 5 consists of 3-1C, 4/0 15KV class in underground conduit.

See Exhibit E-1 for the campus overall one line diagram.
See Exhibit E-2a and E-2b for the campus wide switchgear locations.
See Exhibit E-3 for buildings Circuit identification

The following buildings are currently served from Circuit 5:

Building 151 – Public Affairs:
This building is served from Circuit 5 via a 300 KVA, 12.47KV-208Y/120 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 6 as the alternate source. Emergency power is provided by a 300 KW generator located outside the building.



Building 147 – Law School:
This building is served from Circuit 5 via a 500 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 6 as the alternate source. Emergency power is provided by a 600 KW generator located outside the building.



Building 145 – CS Lane:
This building is served from Circuit 5 via a 500 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 6 as the alternate source. This transformer also serves W.R. Banks and Lanier House.



Building 110 – W.R. Banks:
This building is served from the same transformer serving CS Lane.

Building 149 – School of Education:
This building is served from Circuit 5 via a 300 KVA, 12.47KV-208Y/120 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 6 as the alternate source. Emergency power is provided by a 80 KW generator located outside the building.



Building 129 – Lanier East:
This building is served from Circuit 5 via a 300 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from the MV switchgear located outside Lanier Building. The switchgear is served from a 2-way MV switch with Circuit 6 as the alternate source.

Building 130 – Lanier West:
This building is served from Circuit 5 via a 1500 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from the MV switchgear located outside Lanier Building. this transformer also serves the Fleet Storage Building.



Building 132 – EO Bell:
This building is served from Circuit 5 via a 500 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from the MV switchgear located outside Lanier Building. Emergency power is provided by a 50 KW generator located outside the building.

Temporary Building:
This building is served from Circuit 5 via a 300 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from the MV switchgear located outside Lanier Building.

Building 135 – Student Health Building:
This building is served from Circuit 5 via a 300 KVA, 12.47KV-208Y/120 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 6 as the alternate source. The transformer also serves Allen J. Mitchell Building. Both buildings are backed up by a single 100 KW generator.





Building 137 – Allen Mitchell
This building is served from the same transformer that feeds Building 135 above.

Electrical – Circuit 6

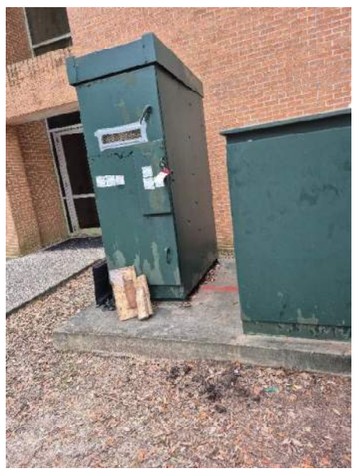
Circuit 6 originates at the medium voltage switchgear located at Central Plant main electrical room. Circuit 6 consists of 3-1C, #4/0 15KV class in underground conduit.

The following buildings are currently served from Circuit 6:

Building 150 – Jesse Jones:
This building is served from Circuit 6 via a 300 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 5 as the alternate source. Emergency power is provided by a 100 KW generator located outside the building.



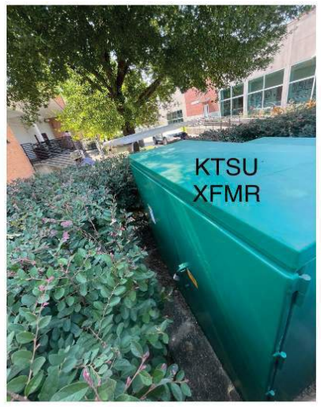
Building 104 – Nabrit:
This building is served from Circuit 6 via a 1500 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 5 as the alternate source. This building is currently being demolished except for the lobby area and the annex.



Building 148 – Student Center:
This building is served from Circuit 6 via a 2500 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 5 as the alternate source. Emergency power is provided by an 800 KW generator located outside the building.



Building 136 – KTSU:
This building is served from Circuit 6 via a 300 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 5 as the alternate source. Emergency power is provided by a 54 KW generator located outside the building.



Building 161 – General Services:
This building is served from Circuit 6 via a 750 KVA, 12.47KV-480Y/277 V transformer located outside the building. The transformer is served from a 2-way MV switch with Circuit 5 as the alternate source. Emergency power is provided by a 300 KW generator located outside the building.



Transformer enclosure is rusted on top and sides.


A ground wire is disconnected.

NOTES:

1. TRANSMISSION WIRE - 400MCM MV

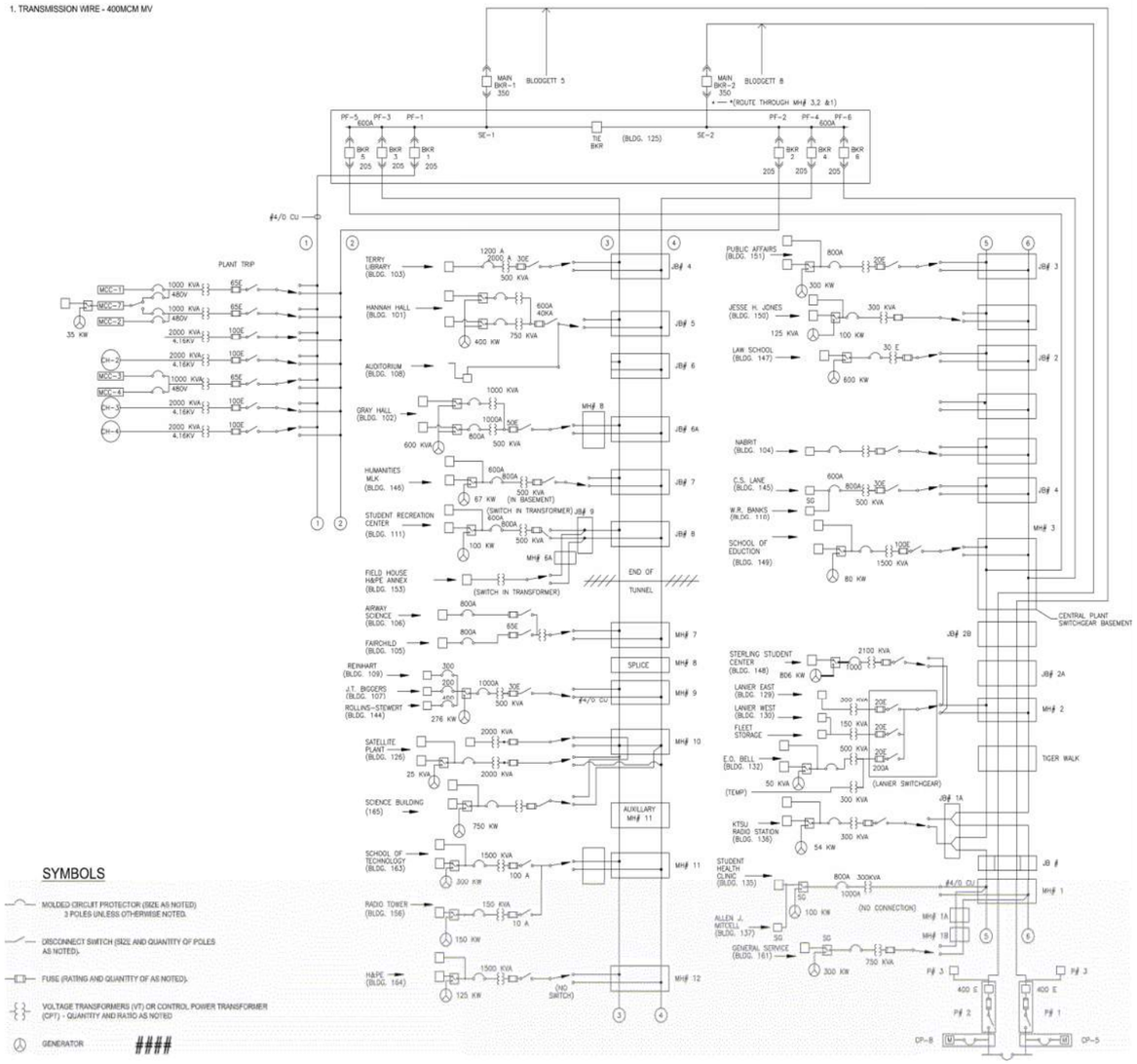


Exhibit E-1

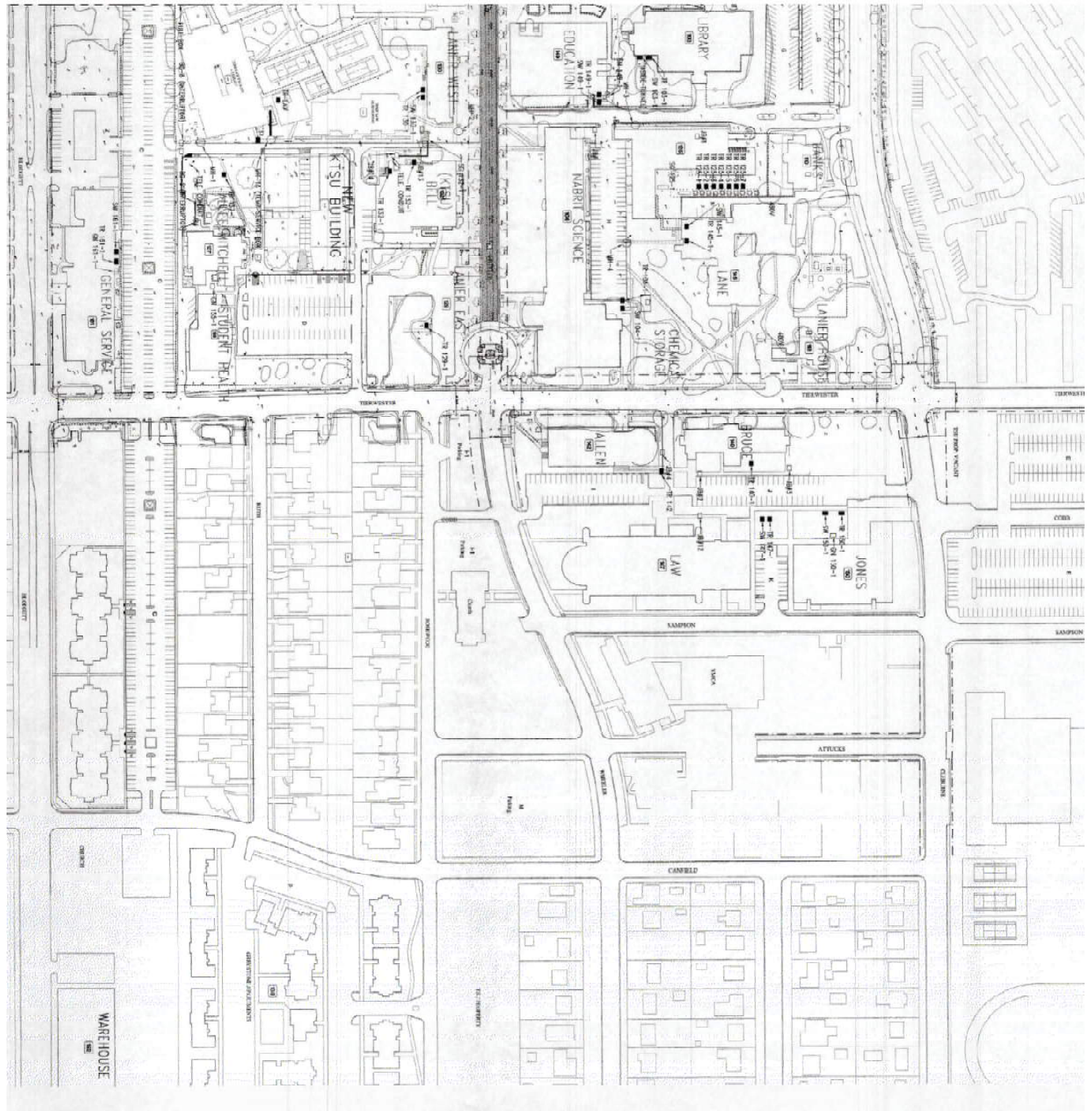


Exhibit E-2a



Exhibit E-2b

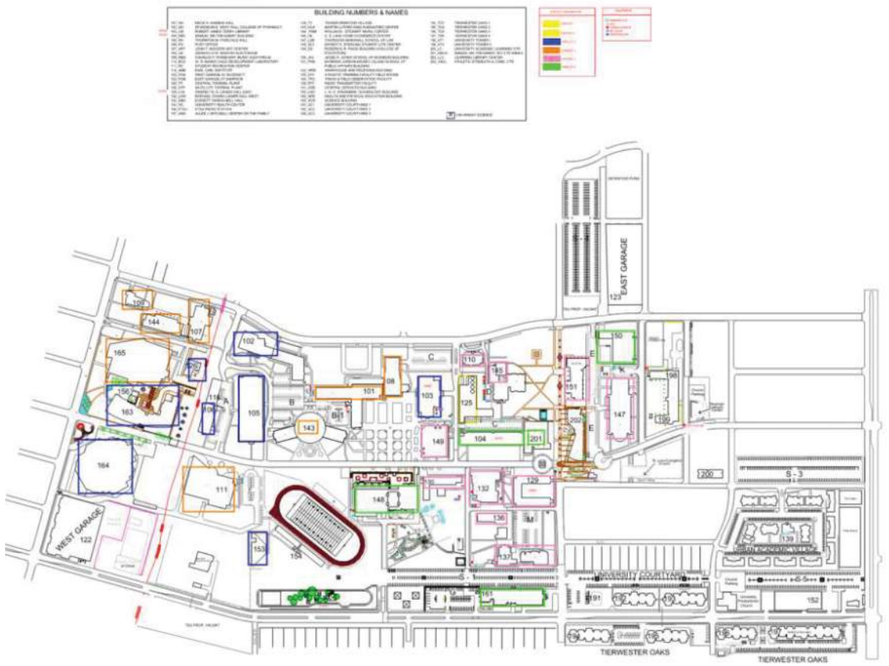


Exhibit E-3

Thermal Modeling

Computer Models

The software Pipe-FLO Professional version 17 was used to create computer models of the TSU campus chilled water and heating water systems. This was done by reviewing campus drawings of the chilled and heating water systems and validating them with pump and motor data gathered from each building during site visits. Tables of the design data gathered are shown in Appendix 1, Table A-1 and Table A-2.

The models are used to determine how effectively the Central and Satellite Plants distribute chilled and heating water to the buildings. This is determined using the differential pressure (DP) between a building's supply and return piping. A positive DP happens when the supply pressure is larger than the return pressure. This is ideal and assures that the building's pumps only have to be sized for the losses in the building. A negative DP, however, means that the return pressure is greater than the supply pressure and if the building pumps are not sized to include this deficit in addition to the losses in the building, the building will not receive adequate flow.

Plant Capacities

The Central Plant underwent recent upgrades and is now comprised of four chillers and six boilers. There are two 2,000-ton chillers, one 1,920-ton chiller, and one 1400-ton chiller, allowing for a maximum of 7,320 tons of cooling capacity. Additionally, the six boilers are rated at 5 MMBtuh each. For central plant system, it is best for the plant to have capacity to meet the campus loads with the largest single piece of equipment down for service which can be referred to as "firm capacity". The firm capacities of the Central Plant are 5,320 tons cooling and 25 MMBtuh heating.

The peak cooling load on the central plant is estimated to be 4,000 tons, and 1,300 tons of capacity is available for future growth; however, the significant distribution system restrictions and issues causing uncontrolled flow currently preclude adding additional load. The peak heating load on the central plant is estimated to be 29 MMBtuh, and no additional capacity is available. The sizing of the plant pumps and the distribution system restrictions likely prevent the system from meeting the peak heating loads.

The Satellite plant currently has two 750-ton chillers and two 10 MMBtuh boilers. The estimated cooling load on the plant is 1,000 tons, and the estimated heating load is 15 MMBtuh. The current loads exceed the firm capacity of the plant, and new buildings on the west side of campus will require additional capacity be added.

Chilled Water Analysis

Figure 1 below shows the campus chilled water piping distribution system, and the results of the hydraulic modeling of the distribution system are shown in Figure 2.

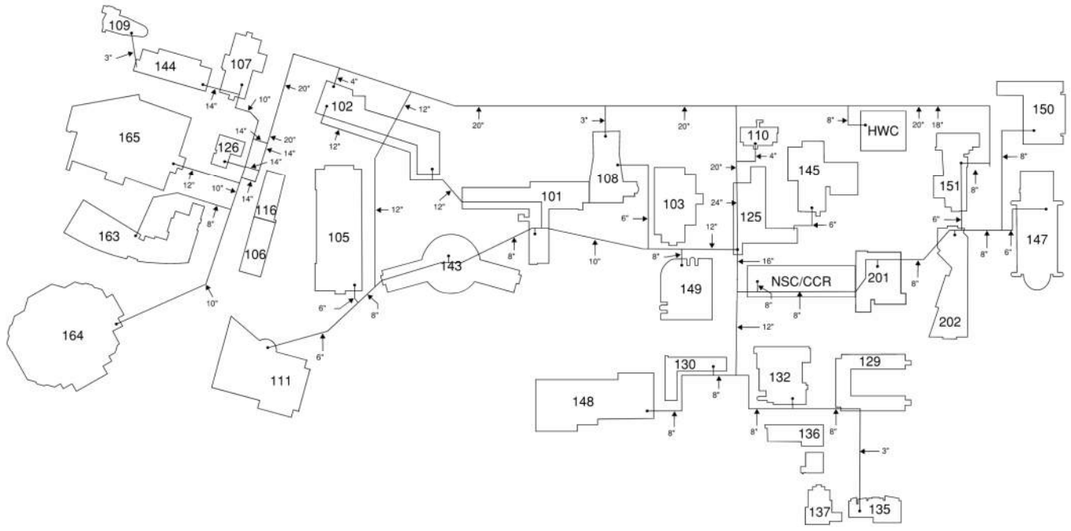


Figure 1: Chilled Water Distribution System

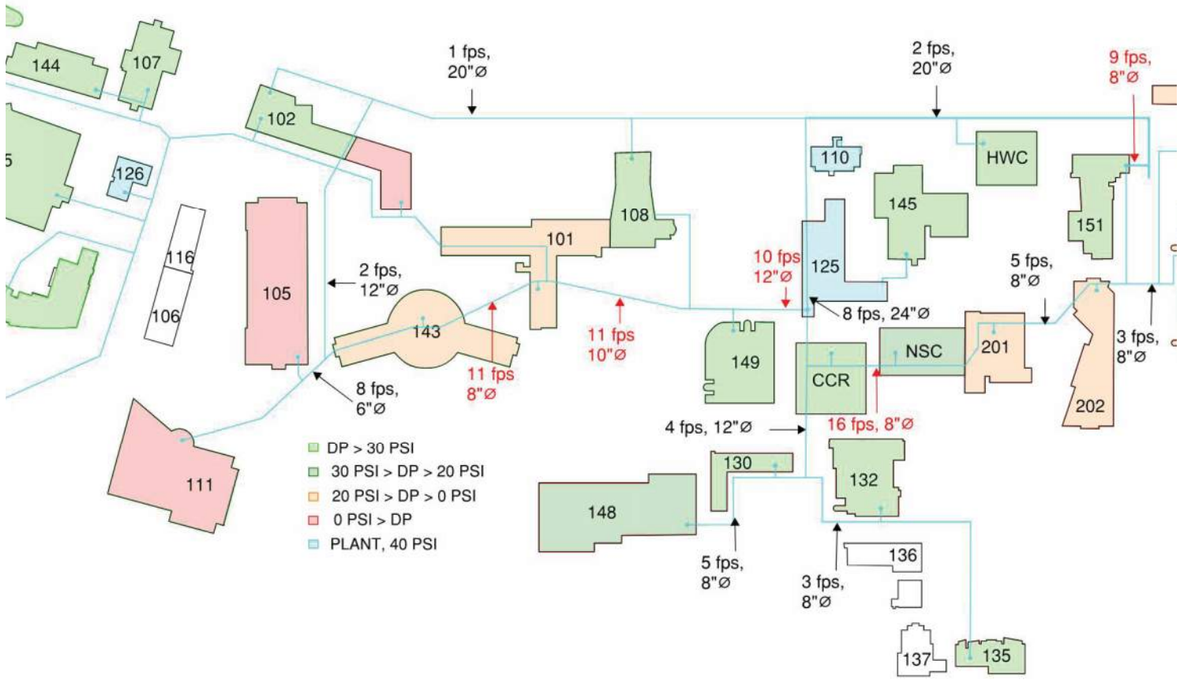


Figure 2: Chilled Water System Differential Pressures

As shown in Figure 2, the distribution system is too restrictive to effectively deliver chilled water to many buildings. The restrictions are in the piping between the Central Plant and the MLK Humanities Center and in the area of Nabrit.

Additional 20-inch piping has been installed on the north side of campus along Cleburne Street; however, the piping has not been fully connected to buildings to improve distribution. The recommended improvements include connecting the new 20-inch distribution piping to the existing system near the Marshall School of Law building and near Gray Hall as shown in Figure 3.

Figure 3. shows the performance of the chilled water distribution system with the improvements which remove the restrictions.

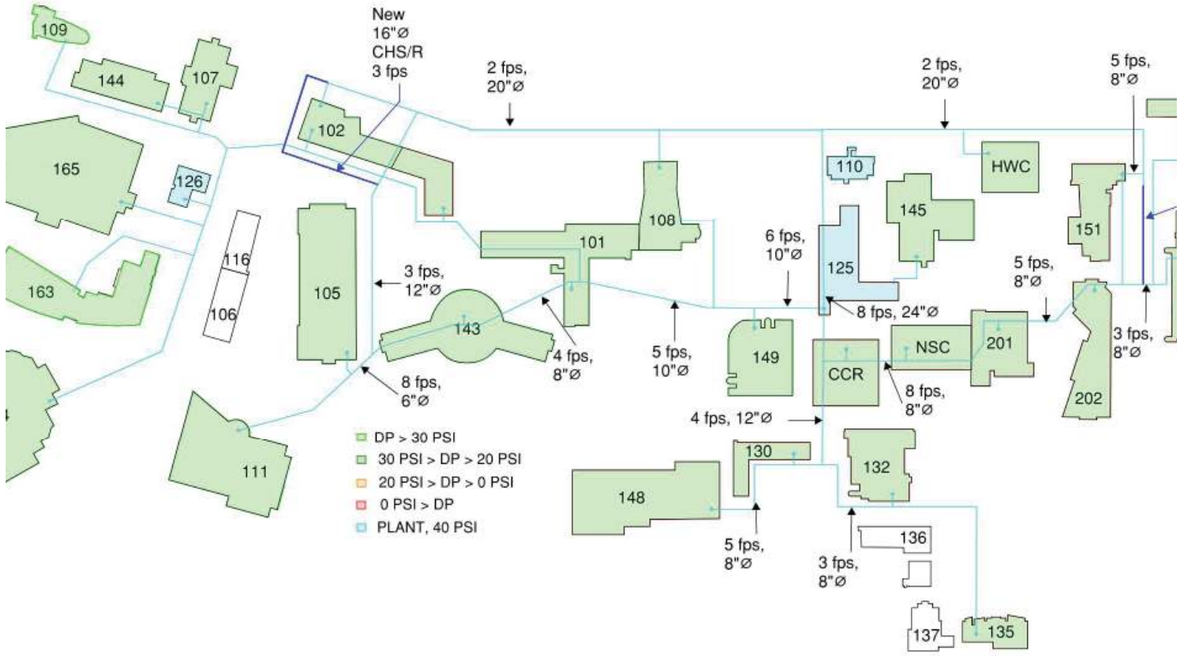


Figure 3: Chilled Water System with Improvements

Heating Water Analysis

Figure 4 shows the heating water distribution systems, and Figure 5 presents the results of the hydraulic modeling of the systems.

Although the capacity of the Central Plant heating water system is similar to that of the steam system it replaced, the system is limited to less available capacity due to pump and piping sizing in the distribution system. The system is designed for a temperature change (delta T) which is higher than how most of the buildings were designed, and the buildings require more heating water flow than can be delivered. For example, the Jones School of Business heating system designed for a flow of 210 gpm of water at 180 F with a 20 F temperature drop, and the heating water distribution system is designed to deliver 63 gpm. Also, the Paige Building is designed for heating water flow of 324 gpm at 180 F with a 20 F temperature drop, and the heating water distribution system is sized to deliver 65 gpm. The Central Plant heating water pumps are sized for 2,100 gpm with all three pumps (without spare capacity), and building heating water flow needs total 3,000 gpm. During peak heating conditions, the plant is likely unable to provide the heating needed at all buildings.

The negative differential pressures shown in Figure 5 illustrate the limited capacity of the heating water distribution system. Each building is equipped with a three-way valve to control the flow of water from the distribution system to each building. The mismatch in sizing between the distribution system and the building systems likely results in the cavitation heard at the mixing valves.

The Satellite Plant heating water distribution system is sized appropriately to deliver the heating required of the buildings. The demands on the system exceed the capacity of one boiler, so there is no longer redundant capacity for the system.

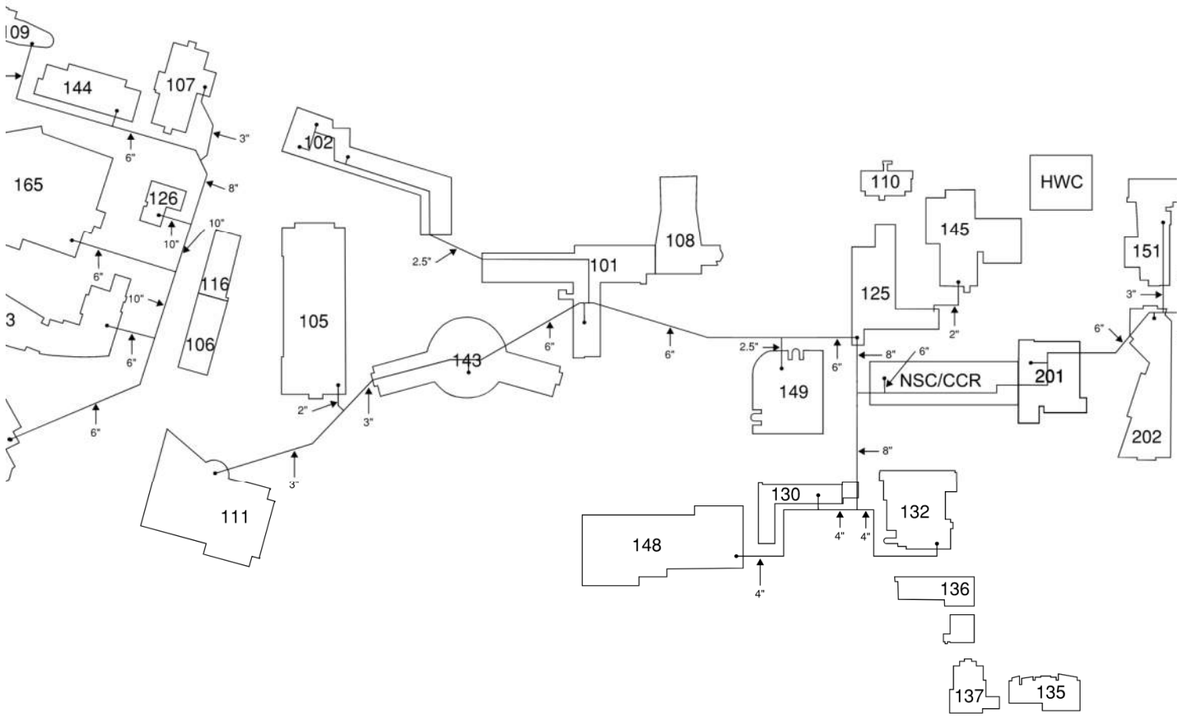


Figure 4: Heating Water Distribution Piping

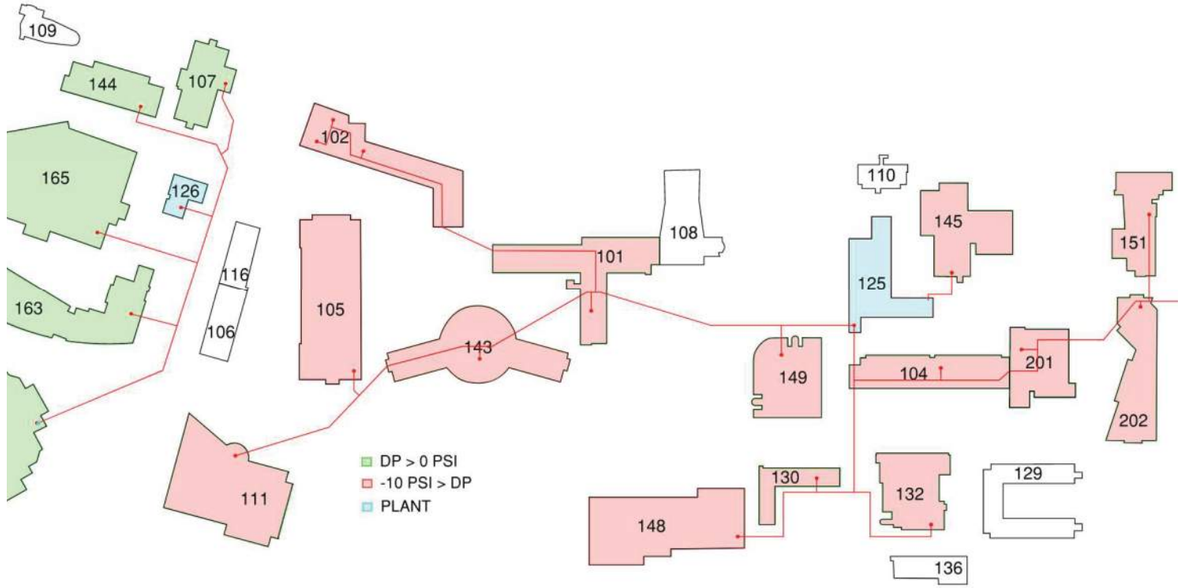


Figure 5: Heating Water System Differential Pressures

Mechanical Systems Recommendations

Central Plants:

1. Attention is needed to operations and fault conditions at the plants. The control system can be reworked to provide automatic control and fault detection or additional staff may be needed to operate and detect failed conditions.
2. Avoid flowing water through chillers that are not operating.
3. When excessive chilled water flow problems are corrected. Control the differential pressure at the plant to avoid excess differential pressure.

Distribution system:

4. Connect the 20-inch chilled water distribution piping on the north side of campus along Cleburne Street to the older distribution piping serving Marshall School of Law building and Gray Hall.
5. The Central Plant heating water system does not have sufficient capacity to satisfy peak heating water demand for the buildings. The distribution pipe size needs to be increased, and plant pump capacity needs to be increased. The specific scope can be determined based on building operating conditions. New buildings need to be equipped with stand-alone heating capacity or to be served by increased plant and distribution capacity.
6. The buried ductile iron piping from the Satellite Plant is leaking significantly. The piping has reached the end of its useful life and needs to be replaced.
7. Repair tunnel sump pumps to eliminate standing water in the tunnel (observed west of MLK and north of Central Plant)
8. The record drawings of the current thermal utility distribution are significantly incomplete and outdated. An effort is needed to update the record drawings for the distribution system and needs to include locating direct buried utilities.

Buildings:

9. Repair or replace the failed equipment identified in the report observations section
10. Fix the control valves at coils and remove control valve bypasses at coils which allow water to flow through coils uncontrolled.
11. Remove piping which can allow chilled water to flow from the supply to return pipes without flowing through the building cooling coils.
12. Cavitation is observed at several of the heating water three-way valves at buildings. The sizing, type, and operation of valve need to be reviewed in detail to determine the problem in the installation.

Circuit 5 & 6 Load Analysis

The following table lists the current buildings served from Circuits 5 and 6. These loads are connected loads based on electrical one line provided by TSU. Circuit analysis is pending measured demand loads on Circuits 5 and 6 to be provided by TSU.

Building #	Building Name	Connected Loads		Notes
		Circuit #5 (KVA)	Circuit #6 (KVA)	
151	Public Affairs	300		
150	Jesse Jones		300	
147	Law School	500		
104	Nabrit		1500	
145	CS Lane	500		
149	School of Education	300		
148	Student Center		2500	
129	Lanier East	300		
130	Lanier West	1500		
132	E.O Bell	500		
	Temp	300		
136	KTSU Radio		300	
135/137	Student Health/ Allee Mitchell	300		
161	GSA		750	
Subtotal		**4500**	**5350**	
Removed Loads	Lanier E	300		
	Nabrit		1500	
Subtotal		**4200**	**3850**	
New Buildings	Catalyst	1280		to be served from ckt #5
	Health & Wellness	1214		to be served from ckt #5
	Nabrit		1440	to be served from ckt #6

Total Connected		**6694**	**5290**	
Circuit Capacity		**6799**	**6799**	

Electrical Recommended Electrical Repairs:

The following are proposed repairs intended for the purpose of pricing only.

Based on a field assessment performed by Absolute Testing Inc. in August of 2024 and GSS field observations, GSS recommends the following proposed repairs. Each recommendation is given a priority level to help determine which of the repairs/work should be done in what order.

Priority 1: Repairs that should be addressed as soon as possible, including safety issues and any issues that could cause the building to not operate as required in the event of a system failure.
Priority 2: Repairs that should be addressed soon, but the building could continue to operate as it currently is.
Priority 3: Repairs that could be postponed but should be done at some point.

Building 161 – General Service Building
The MV switch enclosure and the transformer enclosure are badly rusted. GSS recommends replacing the MV switch and transformer with new units.



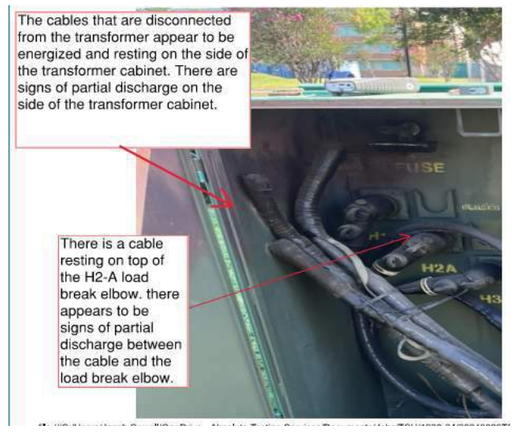


Priority: 1

Buildings 135/137 – Student Health/Allen Mitchell Building Transformer:

Issue: Cables in transformer are unlanded and energized and resting on transformer enclosure and load break elbows. See photos below.





There appears to be an oil leak coming out of the transformer enclosure.



Proposed Repairs:
Remove existing medium voltage cables from MV switch to transformer and replace with new, see Figure E1 below. New cable to match existing. Remove existing MV cables inside the transformer that are not connected to the transformer. Replace existing transformer load break elbows with surge arrestor bushings. Investigate possible oil leak in transformer and provide required repairs.
Priority: 1

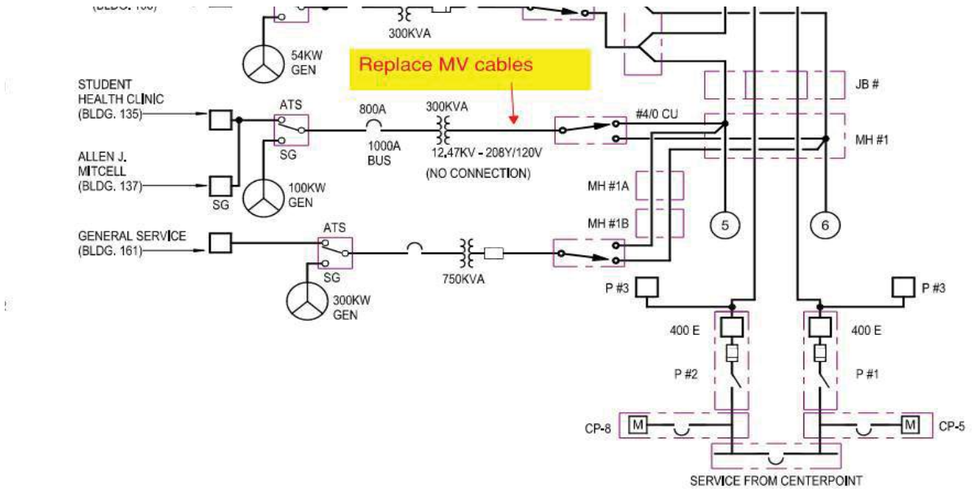


Figure E1

Building 149 – Education Building Transformer:
Issue: Potential partial discharge on MV cables. See photo below.



Proposed Repairs:
Remove existing medium voltage cables from MV switch to transformer and replace with new, see Figure E2 below. New cable to match existing.
Priority: 2

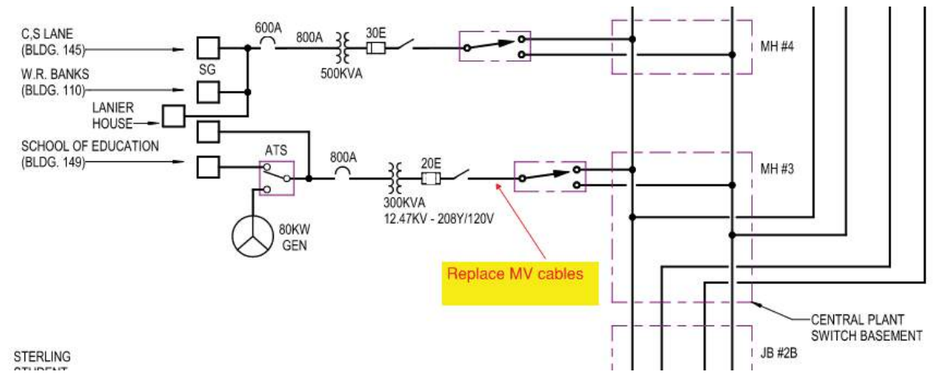


Figure E2

Building 136 – KTSU Radio Station Transformer:
Issue: Potential partial discharge on MV cables. See photo below.



Proposed Repairs:
Remove existing medium voltage cables from MV switch to transformer and replace with new, see Figure E3 below. New cable to match existing.

Priority: 2

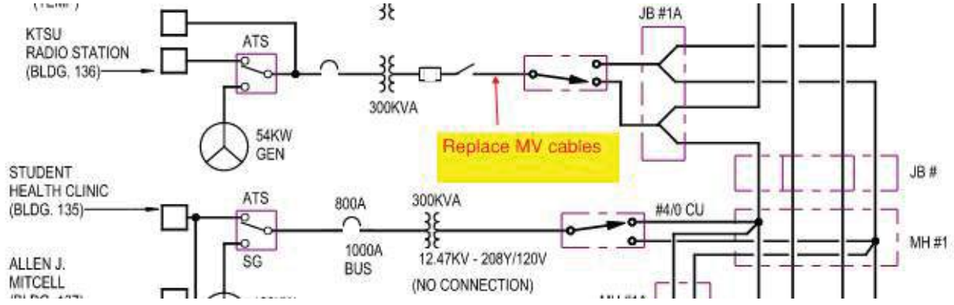


Figure E3

Building 132 – Bell Transformer:
Issue: A phase cable exceeds manufacturer's recommended bend radius. See photo below.



Proposed Repairs:
Remove existing medium voltage cables from MV switch to transformer and replace with new, see Figure E4 below. New cable to match existing. Ensure cable bending radius does not exceed manufacturer's recommendation.
Priority: 3

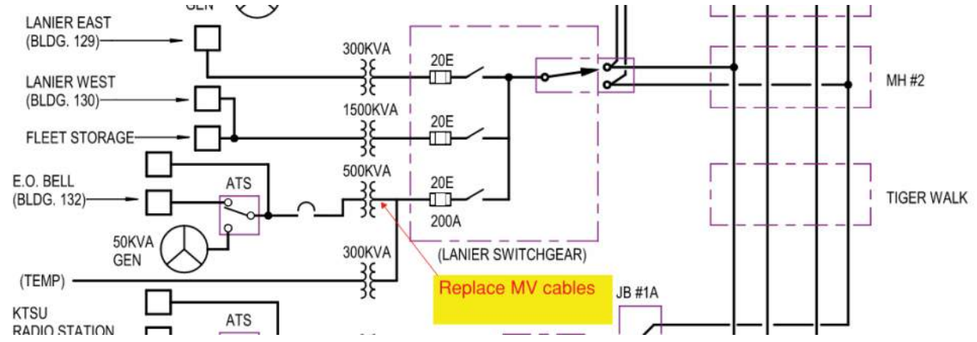


Figure E4

Building 145 – CS Lane Building Transformer:
Issue: A phase cable exceeds manufacturer's recommended bend radius. See photo below.



Proposed Repairs:
Remove existing medium voltage cables from MV switch to transformer and replace with new, see Figure E5 below. New cable to match existing. Ensure cable bending radius does not exceed manufacturer's recommendation.
Priority: 3

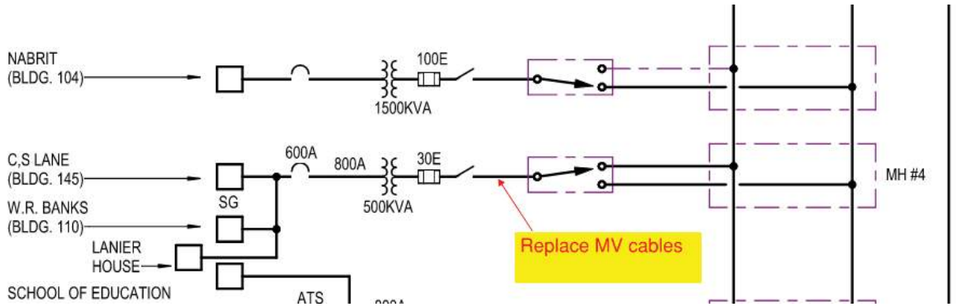
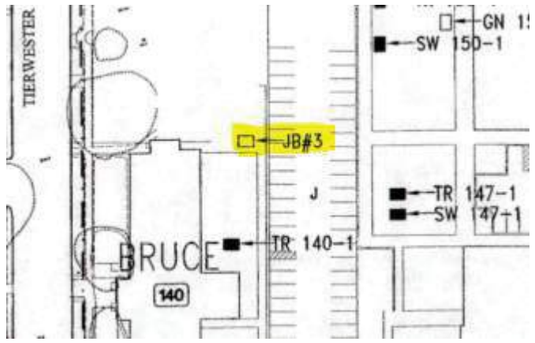
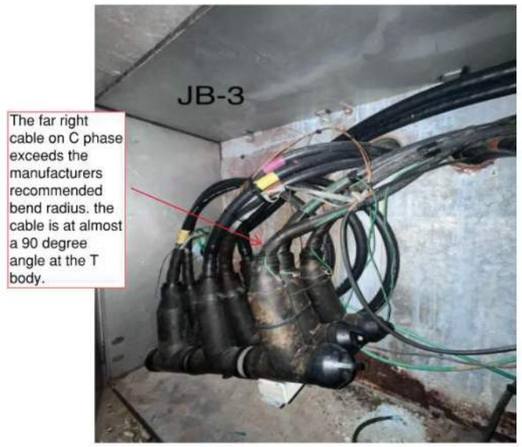


Figure E5

Cable Tap Box JB#3:



Issue: A phase cable exceeds manufacturer's recommended bend radius. See photo below.



Proposed Repairs:
Correct the bending radius on phase c cable to comply with manufacturer's recommendation, see Figure E6 below. This junction box is located in the utility tunnel.
Priority: 3

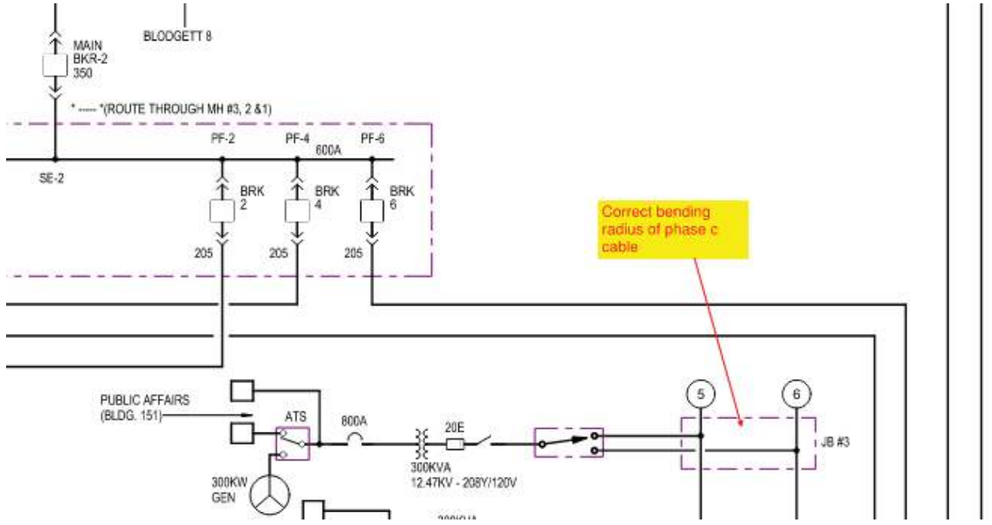
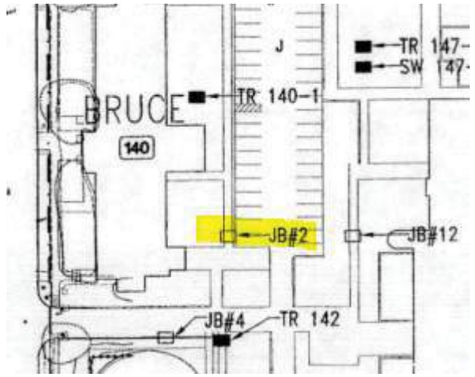
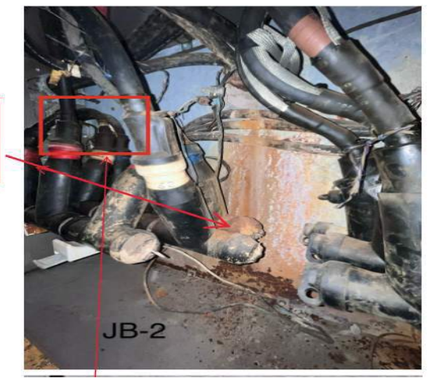


Figure E6

Cable Tap Box JB#2:



Issue: Cables exceeds manufacturer's recommended bend radius. There are signs of corrosion inside the junction box due to water leak. See photo below.



Proposed Repairs:
Recommend replacing this pull box due to water leak inside. Correct the bending radius of the cables inside the pull box to comply with manufacturer's recommendations, see Figure E7 below.
Priority: 2

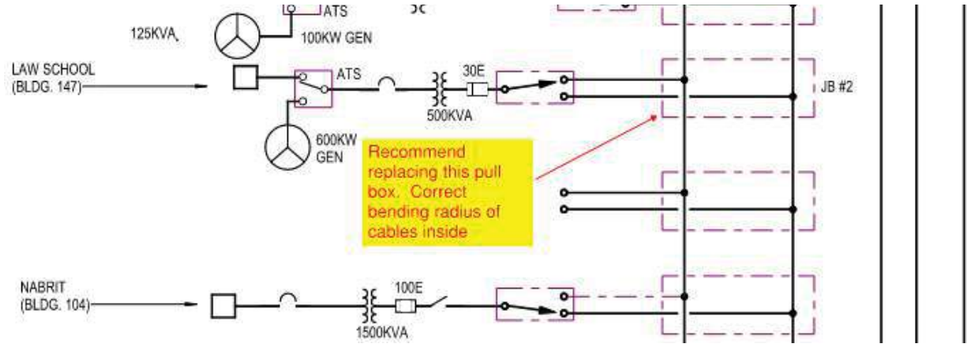


Figure E7

Manhole MH#2:

Issue: The cables on the left side of the splice are unsupported. See photo below.



Proposed Repairs:
Provide support for cables on both sides of the splice, see Figure E8 below.
Priority: 3

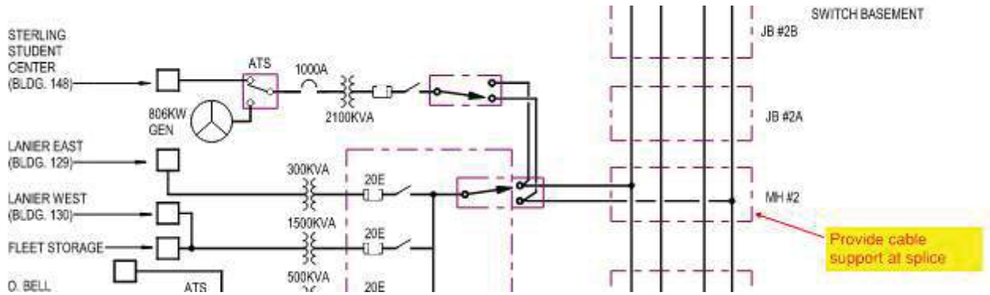


Figure E8

Building 147 – Law School Transformer:
Issue: MV Cable shields are not grounded. See photo below.



Proposed Repairs:
Ground MV cable shields at primary termination, see Figure E9 below.
Priority: 2

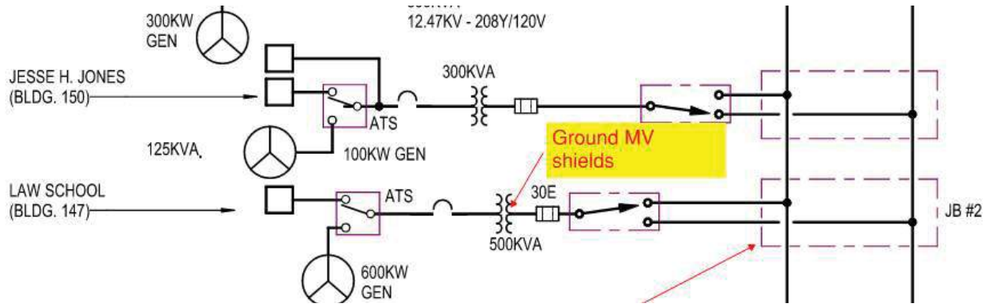
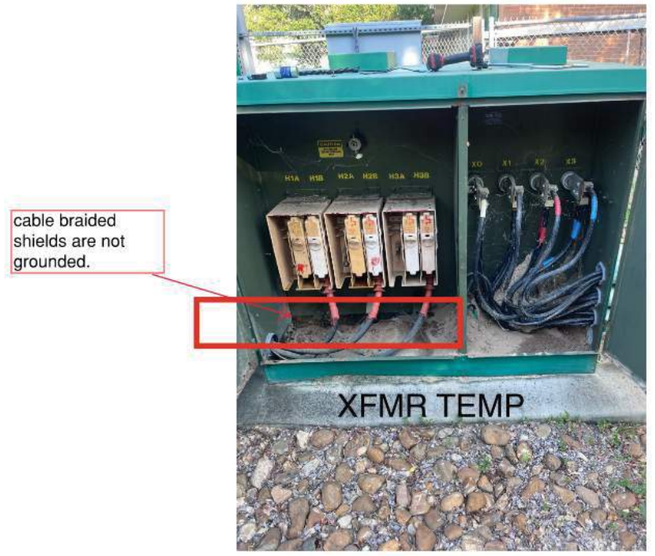


Figure E9

Temp Transformer:
Issue: MV Cable shields are not grounded. See photo below.
.



Proposed Repairs:
Ground MV cable shields at primary termination, see Figure E10 below.
Priority: 2

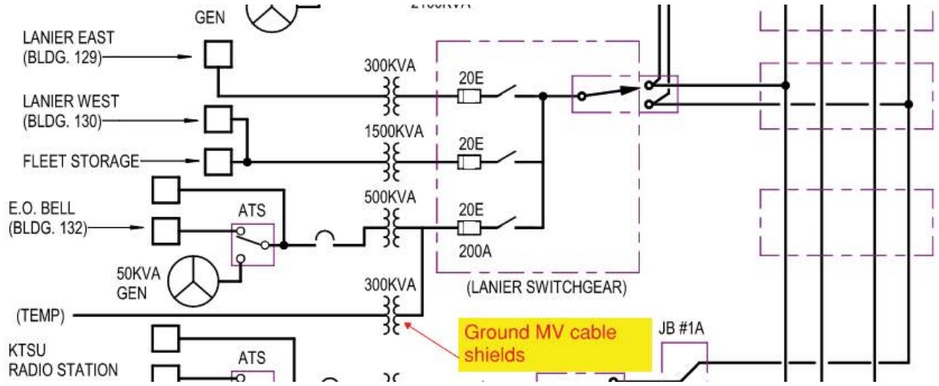


Figure E10

Building 150 – Jesse Jones Transformer:
Issue: Bus bars between the MV cables and the transformer are not supported. See photo below.



Proposed Repairs:
Support bus bars between MV cables and the transformer, see Figure E11 below
Priority: 3

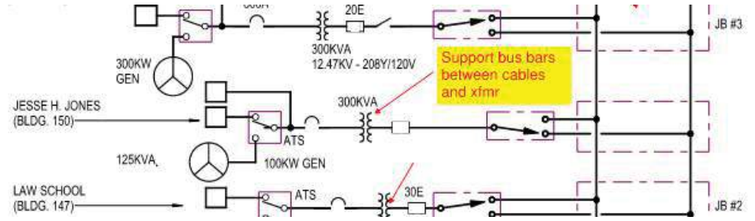


Figure E11

Appendix 1: Additional Thermal Documents

PLANT	BLDG #	BLDG NAME	DESIGN FLOW	DESIGN TONS
CENTRAL	101	Hannah Hall	52	22
	102A	Gray Hall - West	450	150
	102B	Gray Hall - North	10	4
	102C	Gray Hall - South	550	184
	104	Nabrit Science Center	269	113
	105	Fairchild Hall	340	170
	108	Sawyer Auditorium	230	96
	130	Lanier West	70	30
	132	Bell Hall	450	188
	135	University Health Center	70	30
	143	MLK Humanities	760	317
	145	C.S. Lane Home Economics	333	139
	147	Marshall Law	692	289
	148	Student Life Center	1,140	475
	149	Paige Building	1,150	480
	150	Jones School Of Business	900	375
	151	Barbara Jordan Sopa	1,200	500
	201	Nabrit Annex	330	138
	202	Library Learning Center	550	230
	HWC	Health & Wellness Center	547	342
	CCR	Catalyst Center for Research	504	315
	NSC	Nabrit Science Center	566	354
SATELLITE	107	Biggs Art Center	114	57
	144	Stewart Music	300	125
	164	Health And Phys Ed Building	900	413
	165	Science Building	460	230

Table A-1: CHW Design Flow Information

PLANT	BLDG #	BLDG NAME	DESIGN FLOW	DESIGN MBH
CENTRAL	101	Hannah Hall	236	2360
	102A	Gray Hall - West	220	2200
	102B	Gray Hall - North	126	1260
	102C	Gray Hall - South	74	740
	104	Nabrit Science Center	28	280
	105	Fairchild Hall	235	2350
	108	Sawyer Auditorium	75	750
	130	Lanier West	58	580
	132	Bell Hall	200	2000
	143	MLK Humanities	200	2000
	145	C.S. Lane Home Economics	98	980
	147	Marshall Law	200	2000
	148	Student Life Center	585	5850
	149	Paige Building	400	4000
	150	Jones School Of Business	210	2100
	151	Barbara Jordan SOPA	110	2200
	201	Nabrit Annex	82	820
	202	Library Learning Center	225	2250
	HWC	Health & Wellness Center	253	2532
	CCR	Catalyst Center for Research	162	1620
	NSC	Nabrit Science Center	224	2244
SATELLITE	107	Biggs Art Center	37	370
	144	Stewart Music	100	1000
	163	L.H.O. Spearman Tech	215	2150
	164	Health And Phys Ed Building	200	2700
	165	Science Building	460	9200

Table A-2: HW Design Flow Information



UTILITY INFRASTUCTURE ASSESSMENT REPORT

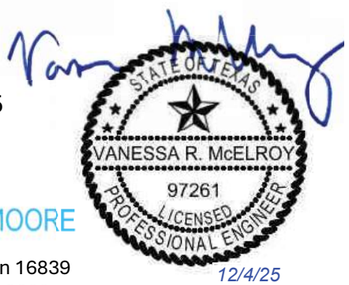
Texas Southern University

ABSTRACT

A report to evaluate the condition of existing water, sanitary sewer, and drainage facilities for Texas Southern University and prioritize improvements needed for the future of the campus.

Vanessa McElroy, PE
Senior Associate

December 2025



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INTRODUCTION

This report was prepared for Texas Southern University (TSU) for the Infrastructure Assessment. The project consists of reviewing existing overall campus infrastructure drawings and 2020 condition report, verifying existing conditions to get a better understanding of the priorities.

The project site boundary is defined by Cleburne Street to the North, Blodgett Street to the South, Ennis Street to the West and Scott Street to the East (Refer to **Appendix 01** for the Site Location map).

1. REPORT OBJECTIVES

The scope of work and report objectives is to do a comprehensive review of the existing campus infrastructure drawings, along with the 2020 condition report. This review is essential to gaining a clear understanding of the current state of the campus facilities and infrastructure. By carefully analyzing these documents, the team can verify the existing conditions and assess the priorities moving forward. This process provides a foundation for identifying areas that need attention and allows for a more informed approach to any necessary improvements or updates.

2. SITE ASSESSMENT

A comprehensive review of the site was performed, including review of available documents, maps, and site observation visits. See Figure 1 for the location of major site features.

2.1 Site Visit

Martinez Moore Engineers performed a site visit on October 11, 2024, and February 18, 2025, and April 24, 2025, to document the site conditions, future plans for the campus, and project objectives. The fourth site visit on March 12, 2025, was done to document FDC locations on the existing buildings.

2.2 General Site Description

Texas Southern University (TSU) Houston campus is located at 3100 Cleburne Street, Houston, Texas, within a highly urbanized area of the city. The campus spans approximately 150 acres and is situated close to major roadways, including Interstate 45 and U.S. Highway 59, providing excellent accessibility for both vehicular and pedestrian traffic. The terrain of the campus is generally flat with slight variations in elevation, typical of the region's topography. The campus is equipped with well-maintained roadways, parking areas, sidewalks, and landscaping features that support the daily flow of students, faculty, and visitors. The site includes a mix of academic, administrative, and recreational buildings, along with open spaces and green areas.



Figure 1 – Texas Southern University Campus Overview Map

3. INFRASTRUCTURE ASSESSMENT

3.1 Water:

The water infrastructure serving TSU is part of the broader municipal water distribution system managed by the City of Houston. As a critical component of the university's operations, the water supply supports both daily needs and emergency services, including potable water distribution, fire protection, and irrigation.

The City of Houston's GIMS (Geographic Information Management System) map (Appendix 02) provides a comprehensive, detailed view of the water distribution network that supplies TSU. This map includes data on the location and routing of water mains, service lines, and associated infrastructure that feeds the campus from the city's municipal system. It also marks the locations of key water meters, valves, hydrants, and connection points.

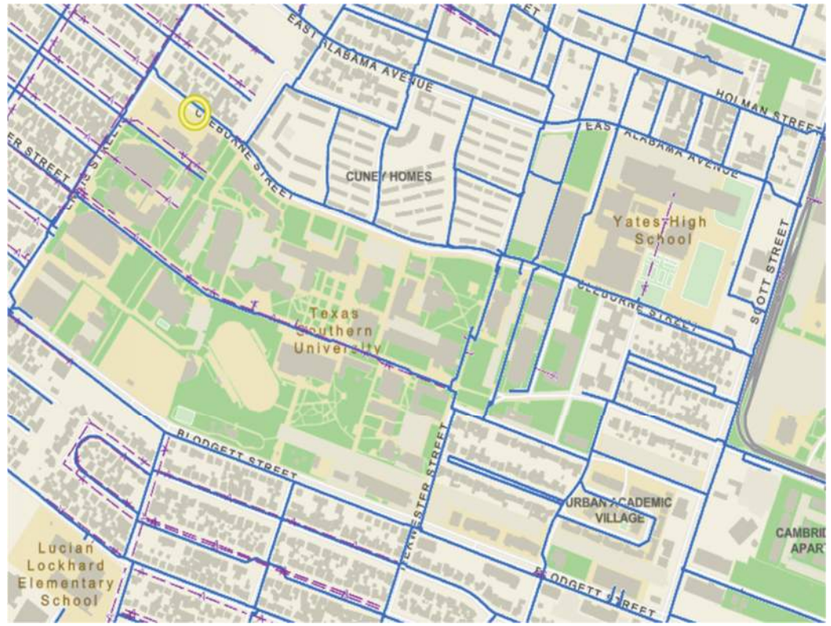


Figure 2 – GIMS Water

The water distribution system for TSU campus is an intricate network of various pipe sizes strategically laid out to ensure that water reaches different sections of the university for consumption, fire protection, and other essential services. The system is primarily

Appendix 04:
Overall Campus Utility Assessment

composed of a combination of 8-inch and 16-inch PVC pipes, which are spread across the campus's four sides and key internal areas.

On the north side of the TSU campus, the water distribution system is connected via an 8-inch PVC pipe along Cleburne Street. To the west, the campus is similarly served by an 8-inch PVC line that runs along Ennis Street. On the southern perimeter of the campus, an important 16-inch PVC pipe runs along Blodgett Street. To the east of the campus, a 16-inch PVC line runs along Scott Street. In the middle of the TSU campus, parallel to the prominent Tiger Walk, an 8-inch PVC water line runs through the center of the university. In addition to the main distribution lines along the perimeter of the campus, multiple water lines extend to and towards the east of Tierwester Street. These lines further support the internal distribution network, feeding water to a range of buildings and facilities located on this side of the campus.

One of the key concerns regarding TSU's water distribution system is the positioning of fire hydrants. The majority of the fire hydrants around the campus are located on the opposite sides of the roads that border the university. This positioning presents a significant challenge when it comes to fire protection. Specifically, many of the buildings on the TSU campus lack adequate fire coverage, as the fire hydrants are positioned across the street from these structures. The result is that the maximum fire hose lay lengths from the Fire Department Connections (FDC) to the fire hydrants often do not meet the minimum requirements set by fire safety codes. This deficiency in coverage can delay firefighting efforts and compromise the safety of the buildings. Even though state-owned properties aren't required follow local codes and ordinances, fire safety is a useful exception. Since the City of Houston Fire Department is the one to respond during emergencies, it's important that new or renovated buildings meet the International fire code as amended by the City of Houston. This ensures firefighters can act quickly and without obstacles, keeping everyone safe when the accidents happen. It is our understanding that the state fire marshal's office has the ultimate jurisdiction over fire safety for the campus.

In older buildings, the fire protection systems are relied on standpipes located inside the structure rather than the more modern approach of Fire Department Connections (FDC) placed outside. These standpipes, typically are vertical pipes running through the core of the building, allowing firefighters to connect hoses on various floors, ensuring water could be delivered to high-rise areas during a fire emergency. One such example is HP&E Arena.

The fire exhibits attached in **Appendix 03** highlight several key issues with fire coverage on the campus. In these exhibits, the attack hose lays have been outlined to show the distances between fire hydrants and FDCs. Buildings that do not have full fire protection coverage are highlighted, illustrating the areas of the campus where the existing water distribution system and hydrant placements fail to meet fire safety standards.

The existing 8-inch waterline on Tiger Walk appears to be leaking and is contributing to the formation of sinkholes east of the HP&E Arena along Tiger Walk. It has been confirmed that this waterline is owned by the City of Houston, and as such, the responsibility for repairs falls under the City's jurisdiction. See *Page 16* for pictures of possible waterline leak on Tiger Walk.

3.2 Irrigation:

Irrigation infrastructure hasn't been assessed as part of this report, and it should be examined by a qualified irrigation professional.

3.3 Sanitary:

The sanitary system for TSU incorporates both gravity-fed and pressurized components, depending on the topography and location of the buildings. Key elements include sanitary sewer lines, lift stations, manholes, and connections to the municipal wastewater network. The system is engineered to handle the typical waste load generated by the university's academic buildings, student housing, dining facilities, and other structures.

The sanitary sewer system within the TSU campus and surrounding areas is a mix of different pipe sizes, materials, and age groups, some of which require substantial upgrades and attention. The system serves multiple buildings on campus, as well as the surrounding streets, but the aging infrastructure and varying capacities of the lines pose challenges for accommodating current and future growth.

There is an 8" sanitary sewer line running along Ennis street. On Blodgett Street, the system is served by a combination of 6", 8", and 10" lines, with a 12" force main that has been abandoned in place. A series of 8", 10", and 12" sanitary lines run along Scott Street. Both 8" and 10" sanitary sewer lines running along the Tierwester Street (see **Appendix 04**). In addition to these, multiple smaller lines serve various buildings on the TSU campus, with one particularly notable line running parallel to the Tiger Walk. This 10" sanitary sewer connects to the Wheeler Street network but is not shown on the Houston Public Works Sanitary GIMS map. The ownership of this line remains undefined, though it is referenced in the Tiger Walk plans dated 2006 (**Appendix 05**).

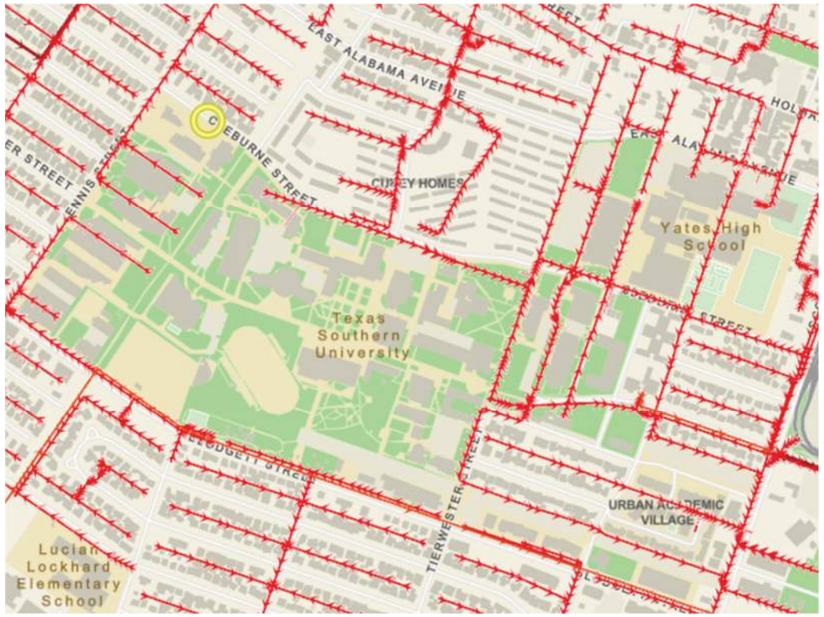


Figure 3 – GIMS Sanitary

A significant portion of the sanitary sewer system within the TSU campus is captured and diverted to a lift station located at the intersection of Canfield Street and Wheeler Street. This lift station plays a crucial role in managing sewer flow from the east side of Tierwester Street and west of Scott Street. The existing lift station, operates with an influent pipe of 21 inches in diameter and the outgoing force main, measuring 12 inches. As it stands, the force main's capacity is sufficient to handle future development within the area. With the projected increase in wastewater volume due to planned expansion, the existing infrastructure can accommodate the higher demand without requiring immediate upgrades. However, it's important to note that the force main is adequately sized, a more detailed evaluation of the lift station and its pump(s) should be conducted during the expansion planning phase. The increased volume may place additional strain on the system, particularly on the lift station's pump, which might not be able to handle the higher flow rates over time. If necessary, the pump could be upgraded or replaced to ensure continued reliable service, preventing any potential system failures and maintaining optimal performance. Lift Station plans are attached in **Appendix 06**.

TSU has plans to develop several areas of the campus, which will require additional sewer capacity. Specifically, the university intends to build student housing in the vicinity of the lift station, which will require a new 8" sanitary sewer line. Based on average load calculations, an 8" line should suffice for this new development, and the existing municipal lines in the

area should be able to accommodate the new line. Additionally, the university plans to expand the existing practice field into a stadium. To meet the sewer load requirements for this expansion, two new 8" sanitary lines will be needed: one to the north that can connect to the Tiger Walk sanitary network and another to the south that will connect to the Blodgett Street network.

One of the major concerns with the TSU sanitary sewer system is the age and condition of the existing pipes, see Appendix 04 and 07. Nearly 90% of the sanitary sewer lines around and within the university are over 40 years old. Furthermore, the materials used in these pipes no longer meet current standards or criteria. The existing pipes, composed of outdated materials such as Ductile Iron Pipe (DIP) and clay, may pose risks of failure, leaks, and inefficiency, especially as the university expands and the system is put under increased demand. Ductile Iron Pipe, while durable when first installed, is prone to corrosion over time due to its susceptibility to environmental factors. Clay pipes, commonly used in the older sections of the system, are naturally brittle and vulnerable to cracking under shifting soil conditions or ground movement. The combination of these aging materials, their degradation over time, and the increasing demands placed on the system make it important to upgrade and replace these pipes with more resilient and long-lasting alternatives.

The full extent of the age and material conditions of these pipes is detailed in Appendix 08, which outlines the specific pipe's age, and the materials used. The need for a comprehensive revamp of the sanitary sewer lines is clear.

3.4 Storm Sewer:

The drainage infrastructure is in overall good condition. Unlike water and sewer infrastructure, storm sewer infrastructure tends to consist of reinforced concrete pipe (RCP) for pipe diameters 12-inches and larger and occasionally ductile iron pipe (DIP) for pipes under 12-inches in older buildings. In newer facilities, PVC is often used for pipe diameters under 12-inches and occasionally HDPE is used instead of RCP for pipes in between 12-inch diameter and 36-inch diameter. These products do not have as long as useful life as RCP. Due to the occasional use of these facilities, evaluation for replacement should be on a forty-year basis, unless obvious issues arise. See **Appendix 09** for an overview of all storm facilities.

A drainage area map based on the amount of impervious ground coverage was also compiled to guide future development of the University. Since TSU is owned by the state of Texas, it does not have to comply with the requirements of detention as required by the City of Houston. However, the land surrounding the university is also developed. The amount of runoff cannot increase after subsequent re-development of buildings. To accomplish this goal, the amount of impervious area as the campus exists now will allow future engineers a basis of comparison to determine if a proposed building and related improvements will require detention.

Upon observation of the drainage facilities inlets on site visits that took place in both October 2024 and February 2025, very few problems were noted. This is due to the high standard of maintenance at Texas Southern University. Many of the drainage issues experienced by TSU are caused by subsidence that the region experiences due to groundwater depletion of aquifers. The following problems were noted by site visits and input from maintenance personnel:

1. Stormwater infiltration of building at Charles Rhinehart Music Auditorium. See P 6 on page 17.
2. Issues with inlets at the visitor parking lot adjacent to the Graville M Sawyer Auditorium. See P 7 on page 17.
3. Settlement of paver walking surface and negative drainage on the west side of Jesse H Jones Building. See P 8 and P 9 on page 17.
4. Settlement of walking surface at Sawyer Auditorium. See P 10 on page 18.
5. Flatness of grade on Tiger Walk. See P 11 on page 18.
6. Inlet, pavement, and retaining wall failure at University Student Center's loading dock. See pictures P 12 to P 14 on pages 18 and 19.
7. Park area between student union the services building. See pictures P 15 to P 17 on page 19.
8. Drainage issues at long jump practice areas. See picture P 18 on page 20.
9. Entrance of Fairchild Building from Tiger Walk shows signs of prior flooding. See picture P 19 on page 20.
10. Absence of headwalls for culverts along Columbia Tap Rail Trail north of Tiger Walk. See Picture P 20 on page 20.
11. Detention basin south of stadium shows excessive debris left over from prior rainfall events. See picture P 21 on page 21.

4. IMPLEMENDATION PLANS

4.1 Recommendations

Water: The water line distribution network on the TSU campus is well-established, with 8-inch and 16-inch PVC lines running along the perimeter and through the middle of the campus. However, the current configuration of fire hydrants, particularly their placement across the streets from several key buildings, has created challenges in meeting minimum fire safety standards. A comprehensive review and potential redesign of the fire hydrant locations and fire lanes may be necessary to ensure that all buildings on the TSU campus are fully protected in case of a fire. This may involve relocating hydrants or adding additional hydrants closer to buildings that are currently underserved.

In particular, the Sawyer Auditorium area requires special attention. Drainage and paving concerns around Sawyer Auditorium have been addressed under Drainage recommendations section, it is also important to highlight a key fire protection consideration: the need for a dedicated fire lane in this area. The courtyard off of Tiger Walk

currently features pavers without a concrete base, which raises serious concerns about the structural capacity to support emergency vehicles, particularly fire trucks, which would be critical during an emergency response. To ensure safe and reliable access, it is recommended that a fire lane be incorporated into the redesign of the courtyard. This lane should be built to meet fire department load requirements and blend seamlessly with pedestrian areas.

Addressing these gaps in coverage will be critical for improving the overall safety and fire protection capabilities of the campus. As part of this process, it is recommended that the State Fire Marshal be consulted before submitting any plans to the City of Houston's Fire Protection Office. While the City's Fire Department will play a vital role in emergency response, the State maintains ultimate authority over the campus's fire safety systems. It's also important to note that, under the City's code, many of these improvements are only required when existing buildings undergo additions or when new construction is planned.

Also, the existing City of Houston owned 8-inch waterline on Tiger Walk appears to be leaking and causing sinkholes east of the HP&E Arena. Since the issue is affecting University property and could pose safety risks, it is recommended that the University, along with the appropriate State representatives, begin a conversation with the City. By sharing the current conditions and concerns, the University can kindly encourage the City to address the problem and carry out the needed repairs in a timely manner.

Sanitary: Given the aging infrastructure and the need to support future growth, it is recommended that the university collaborate with the City to undertake a full revamp of the sanitary sewer system. This would involve replacing outdated pipes, upgrading lines to meet modern standards, and ensuring that the system can accommodate future development, such as the student housing and stadium expansion. Given the age of these systems, a comprehensive videographic survey of the sanitary lines is highly recommended. This survey will provide a detailed assessment of the condition of the pipes, helping to identify areas that are at greater risk of damage. By utilizing this method, we can prioritize the replacement of pipes that require attention soonest, ensuring the longevity and reliability of the campus's sanitary infrastructure. Additionally, to gain a deeper understanding of the system's performance, it is advisable to conduct flow monitor tests on the gravity flow sewer lines leading into the lift station. These tests will allow for the analysis of flow rates, patterns, and potential bottlenecks, providing valuable insights into how the system currently handles wastewater during peak demand times. Understanding the characteristics of these flows will be crucial for determining if the existing capacity is sufficient for future growth or if further system adjustments are needed to prevent overflows or system stress.

Drainage: Overall recommendation, establish minimum civil engineering design standards that all future consultants must follow in establishing finished floor elevations, minimum cross slope for all pavements including sidewalks, minimum longitudinal slopes for all pavements including sidewalks, minimum finished grade difference between finished floor and ground level by buildings, and minimum paving design standards. Area drains adjacent to all buildings should be 24-inches below the finished floor elevations on average. The minimum acceptable difference is 18-inches for small areas adjacent to the building.

Specific Drainage Recommendations:

1. Charles Rhinehart Music Auditorium:
    a. Symptoms: Water penetrating the building after rainfall events.
    b. Recommendations:
        i. Detailed topographic survey for redesign of sidewalk in the vicinity of the building to extend to the top of curbs of adjacent parking and roadways;
        ii. Replace existing sidewalk in vicinity of the building's southeast entrance to slope away from the building;
        iii. Add at least two (2) additional grate inlets at said entrance. It is desirable to have at least 18-inches between the finished floor elevation at entrance and top of grate inlets and 12-inches between top of sidewalk and top of grate inlet; and
        iv. Recommend structural diagnostics assessment to fully evaluate the building envelope for issues with seepage. It is our understanding that TSU has already engaged a consultant for the envelope assessment.
2. Visitor Parking Lot Adjacent to the Graville M Sawyer Auditorium
    a. Symptoms: Inlets are no longer at low points due to area subsidence.
    b. Recommendations: It is our understanding that this parking lot is planned to serve as a construction staging area during upcoming projects. Following the completion of construction, a detailed topographic survey should be conducted to guide the redesign of the parking area, including connections to adjacent buildings, sidewalks, and existing driveways along Cleburne Drive. The current contractor should survey the area both before and after construction to ensure the site is properly restored. Restoration efforts should include re-grading the lot according to the final design plans or drainage recommendations to ensure positive drainage. Area inlets should be added or adjusted as necessary to capture runoff effectively and prevent future standing water or drainage issues. Additionally, it is understood that all visitor parking areas within the vicinity of the main campus are intended to be replaced with open space and walking paths to support improved pedestrian connectivity.
3. Jesse H Jones Business Building
    a. Symptoms:
        i. On the west side of the building, areas of pavers have settled, and positive drainage is no longer possible.
        ii. Sidewalks are sloping towards the building on the west side.
    b. Recommendations:
        i. Detailed topographic survey of area for redesign of area.
        ii. Replace areas of pavers that are uneven with a different walking surface (1) patterned concrete sidewalk or (2) pavers on concrete base.
        iii. Replace the said sidewalk adjacent to the building.
        iv. These walking surfaces should have a minimum cross-slope of 1.5% and longitudinal slope of 1% in courtyards anticipating future settlement issues.

        v. Grassed areas should have a minimum 2% cross-slope to inlets.
        vi. Additional inlets should be added to maintain slope requirements. Inlets should be a minimum of 12-inches below adjacent sidewalks and at least 18-inches below the building's finished floor elevation.
        vii. Evaluate the building envelope for issues with seepage due to the sidewalk draining towards the building.
4. Sawyer Auditorium
    a. Symptoms:
        i. Areas of courtyard have settled and are no longer sloping towards inlets in some places. There is no longer a smooth walking surface in many places.
    b. Recommendations:
        i. Detailed topographic survey of area for redesign. Please note that this report also recommends that some of the walking surfaces in the courtyard area accommodate a fire lane and fire truck traffic.
        ii. Geotechnical borings of this area for geotechnical recommendation for fire lanes and pedestrian walkways.
        iii. Replace uneven walking surfaces (1) patterned concrete fire lane or sidewalk pavement or (2) pavers on concrete base for sidewalk or fire lanes.
        iv. These walking surfaces should have a minimum cross-slope of 1.5% and longitudinal slope of 1% in courtyards anticipating future settlement issues.
        v. Grassed areas should have a minimum 2% cross-slope to inlets.
        vi. Additional inlets should be added to maintain slope requirements. Grate inlets in grass areas should be a minimum of 12-inches below adjacent sidewalks and at least 18-inches below the building's finished floor elevation.
5. Pedestrian Flooding Issues on Tiger Walk
    a. Symptoms: The pedestrian walk is designed with street grades and inlet spacing to accommodate vehicular traffic instead of pedestrian traffic.
    b. Recommendation: Remove curb and add trench drain with integral curb to tie into existing inlets along Tiger Walk. It is only necessary when existing longitudinal slopes are less than 0.7%. The trench grades can tie into existing curb inlets with grates.
6. Drainage Issues on University Center Loading Dock (observed on April 23, 2025, in rainy conditions)
    a. Symptoms:
        i. Standing water was observed against the wall of the building
        ii. Pavement at loading dock is in poor condition with many cracks, unsealed joints, exposed rebar, and uneven pavement.
        iii. retaining wall for loading dock has moved at least 12-inches.
        iv. and inlets at loading dock are clogged and no longer at low points. The pipes may be broken, and some inlet grates are missing.
    b. Recommendations:
        i. Complete topographic design survey for proper civil re-design of loading dock;

ii. Geotechnical borings to determine proper pavement design for loading dock and for retaining wall for the loading dock;
iii. Complete flood study of the drainage systems to outfall outside of campus including television inspection of the storm drain lines in this area for breakages;
iv. Building envelope assessment to determine if the drainage and pavement failures have affected the building's foundation;
v. New loading dock pavement, retaining wall, and drainage system in this area;
vi. Although it is not always possible due to the area's extreme flatness, loading docks inlets should be located at least the distance of the largest vehicle utilizing the loading dock;
vii. The retaining wall of the loading dock should be designed to freely drain the water in the soil retained against the wall through a gravel pocket and weep holes or a French drain system at the base of the retaining wall;
viii. The driveway of the loading drive should slope away from the building until the first inlet;
ix. trench drains utilized in loading docks often fail and have a shorter design life, curb inlets are recommended instead. Curb inlets have a longer design life provided they are regularly maintained and cleaned of debris monthly and after large storms.

7. Long Jump Practice Area
   a. Athletes have complained about flooding issues to school maintenance personnel.
   b. Recommend building long jumps up higher than surrounding area, adding a free draining base under long jumps. Detailed topographic survey and redesign are needed.
8. Park area between student union the services building.
   a. Maintenance personnel have identified issues with flooding. Upon a subsequent site visit on April 23rd, 2025; we observed the following issues:
      i. No ponding was associated with the plain concrete sidewalks. Ponding was observed on the exposed aggregate sidewalks; most often occurring where one side of the walk was lower than the other or at intersections of sidewalk panels.
      ii. Inlets covered by mulch and debris.
      iii. Crushed HDPE storm pipe at edge of one inlet.
   b. Recommendations:
      i. Topographic design survey and hydraulic study of the area;
      ii. Recommend a civil engineer work in tandem with landscape architect to design effective storm drain systems.
      iii. The walks should be elevated compared to the inlets to prevent ponding.
9. Entrance of Fairchild building from Tiger Walk.
   a. Symptoms: Building shows signs of prior flooding. However, there are no reported issues with flooding or storm water seepage.

   b. Recommendations: It appears that prior renovations to address past problems were successful. Continue to monitor issues drainage.
10. Absence of headwalls for culverts along Columbia Tap Rail Trail north of Tiger Walk.
   a. Recommendation: These culverts do not show signs of erosion, the area surrounding these culverts has established ground cover in good condition. Recommend adding headwalls if erosion becomes an issue in the future.
11. The detention basin south of the stadium shows excessive debris left over from prior rainfall events.
   a. Recommend mucking bottom and establishing ground cover for pond. A concrete pilot channel from drainage pipe inlet into pond to outfall would be helpful to prevent ponding. Mucking the bottom of the pond on an annual basis is also recommended.

4.2 Potential Conflicts and Risks

- Fire Safety Hazards: One of the most significant risks on the Texas Southern University (TSU) campus is the inadequate fire coverage due to the positioning of fire hydrants. Many of the buildings on campus lack proper fire protection because the fire hydrants are positioned across the street, creating a dangerous situation. The Fire Department Connections (FDC) are located too far from these hydrants, resulting in hose lay lengths that exceed the maximum hose length fire safety code requirements. Navigating these conflicts requires understanding the balance of jurisdiction. While the State holds ultimate authority over fire safety systems on campus, coordination with the City of Houston's Fire Department is essential for effective emergency response.
- Sanitary and Water System Non-compliance: The campus's sanitation system also presents a significant risk. The vertical and horizontal clearances between sanitary and water lines at numerous locations across the campus do not fully align with the Texas Commission on Environmental Quality (TCEQ) guidelines. Addressing these areas offers a valuable opportunity to enhance system performance and ensure ongoing compliance with state standards, supporting the entire campus community.
- Aging and Substandard Sanitary Piping Infrastructure: Another pressing issue is the aging sanitary piping network, which is over 40 years old and constructed using materials that no longer meet current standards. The deteriorating condition of these pipes poses a significant risk of leaks, blockages, and even bursts, leading to water and wastewater disruptions across campus. Given the complexity and scale of needed repairs and upgrades, we anticipate that this will require significant coordination between Texas Southern University and the City of Houston. Effective communication and collaboration among all stakeholders will be critical to establish feasible budgets, schedules, and project priorities. We recommend initiating these discussions early to ensure a smooth and efficient process moving forward, ultimately securing a reliable and compliant sanitary system for the campus.
- Ongoing subsidence and settlement: Ongoing subsidence and ground settlements are concerns for both redevelopment and existing buildings. Many of the older facilities have finished floors of the ground floor above 24-inches above the existing ground. Continue to monitor storm water seepage and settlements of existing buildings and walking surfaces. Establishing design criteria for future redevelopment can help mitigate issues with future construction.

5. SITE PHOTOGRAPHS

P 1: Fire Hydrant on Tiger Walk with areas of ponding over at the approximate location of 8-inch waterline(October 2024)



P 2: Another view of possible waterline leak shown in P1



P 3: FDC at University Student Center



P 4: Sink hole due to possible waterline leak or irrigation system leak on south side of Tiger Walk east of University Student Center (March 2025)



P 5: Fire Hydrant at Science Building Covered Walkway



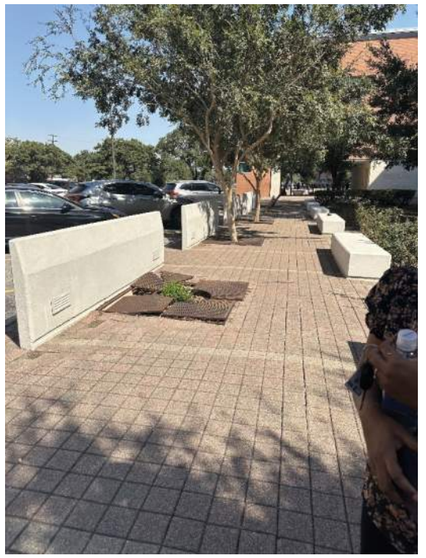
P 6: Inlet at Entrance to Charles Rhinehart Music Auditorium



P 7: Visitor Parking Lot Adjacent to the Graville M Sawyer Auditorium



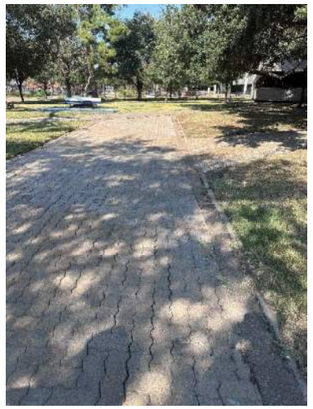
P 8: Paver Settlement at Jesse H Jones Business Building



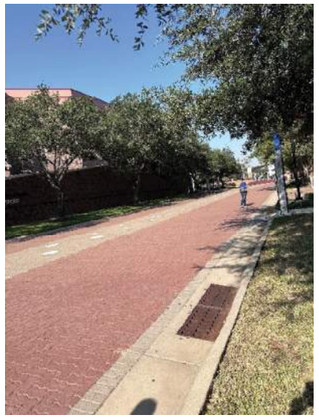
P 9: Negative Drainage at sidewalk at Jesse H Jones Business Building



P 10: Paver settlement at Sawyer Auditorium



P 11: Flat slope on Tiger Walk



P 12: Drainage issues and pavement Failure at University Student Center Loading Dock



P 13: Retaining wall Failure ant University Student Center



P 14: Clogged inlet at University Student Center Loading Dock



P 15: Storm drain pipe failure at park between University Student Center and Services Building



P 16: Excessive ponding at park between University Student Center and Services Building



P 17: Excessive ponding at park between University Student Center and Services Building looking towards Lanier Hall West



P 18: Long Jump Practice Area



P 19: View of Fairchild building from Tiger Walk



P 20: Absence of headwalls for culverts along Columbia Tap Rail Trail north of Tiger Walk.



P 21: The detention basin south of the stadium shows excessive debris left over from prior rainfall events



P 22: Detention Pond by HP&E Arena. No evidence of pond as designed in HP&E Arena plans.



6. APPENDICES

TEXAS SOUTHERN UNIVERSITY (TSU)
HOUSTON, TEXAS
DECEMBER 4, 2025
UTILITY ASSESSMENT REPORT

APPENDIX 01

Appendix 04:
Overall Campus Utility Assessment

200 0 200 400

SCALE: 1"= 200'

BUILDING NUMBERS & NAMES

101_HH	MACK H. HANNAH HALL	139_TV	TRANSFORMATION VILLAGE	194_TO1	TIERWESTER OAKS 1
102_GH	SPURGEON E. GRAY HALL COLLEGE OF PHARMACY	143_MLK	MARTIN LUTHER KING HUMANITIES CENTER	195_TO2	TIERWESTER OAKS 2
103_LIB	ROBERT JAMES TERRY LIBRARY	144_RSM	ROLLINGS - STEWART MUSIC CENTER	196_TO3	TIERWESTER OAKS 3
104_NSC	SAMUEL MILTON NABRIT BUILDING	145_HE	C. S. LANE HOME ECONOMICS CENTER	197_TO4	TIERWESTER OAKS 4
105_RH	THORNTON M. FAIRCHILD HALL	147_LSB	THURGOOD MARSHALL SCHOOL OF LAW	198_UT1	UNIVERSITY TOWER I
106_PO	POST OFFICE	148_SLC	ERNEST S. STERLING STUDENT LIFE CENTER	199_UT2	UNIVERSITY TOWER II
107_ART	JOHN T. BIGGERS ART CENTER	149_ED	RODERICK R. PAIGE BUILDING (COLLEGE OF EDUCATION)	200_LC	UNIVERSITY ACADEMIC LEARNING CTR
108_UA	GRANVILLE M. SAWYER AUDITORIUM	150_JHJ	JESSE H. JONES SCHOOL OF BUSINESS BUILDING	201_NSCA	SAMUEL MILTON NABRIT SCI CTR ANNEX
109_RMA	CHARLES P. RHINEHART MUSIC AUDITORIUM	151_PAB	BARBARA JORDAN-MICKEY LELAND SCHOOL OF PUBLIC AFFAIRS BUILDING	202_LLC	LEARNING LIBRARY CENTER
110_BCD	W. R. BANKS CHILD DEVELOPMENT LABORATORY	152_WRB	WAREHOUSE AND RECEIVING BUILDING	203_ASCL	ATHLETIC STRENGTH & COND. CTR
111_RC	STUDENT RECREATION CENTER	153_ATF	ATHLETIC TRAINING FACILITY FIELD HOUSE		
116_AMB	EARL CARL INSTITUTE	154_TFO	TRACK & FIELD OBSERVATION FACILITY		
122_PGA	WEST GARAGE AT BLODGETT	156_RTF	RADIO TRANSMITTER FACILITY		
123_PGB	EAST GARAGE AT SAMPSON	161_GSB	GENERAL SERVICES BUILDING		
125_TP	CENTRAL THERMAL PLANT	163_LHO	L. H. O. SPEARMAN TECHNOLOGY BUILDING		
126_STP	SATELLITE THERMAL PLANT	164_HPE	HEALTH AND PHYSICAL EDUCATION BUILDING		
129_LHE	GARRIETTE G. LANIER HALL EAST	165_SCR	SCIENCE BUILDING		
130_LHW	RAPHAEL O'HARA LANIER HALL WEST	191_UC1	UNIVERSITY COURTYARD 1		
132_EBH	EVERETT OWENS BELL HALL	192_UC2	UNIVERSITY COURTYARD 2		
135_HC	UNIVERSITY HEALTH CENTER	193_UC3	UNIVERSITY COURTYARD 3		
136_KTSU	KTSU RADIO STATION				
137_AMA	ALLEE J. MITCHELL CENTER ON THE FAMILY				

106 AIRWAY SCIENCE

X:\Y03\2024\24021-00 Texas Southern University Infrastructure Assessment\2-Design\04-Exhibits\2025-04-08-Campus Map\2023_TSU Campus Map.dwg

Project :

Client :

Consultants / Discipline :

MARTINEZ MOORE ENGINEERS

MARTINEZ MOORE ENGINEERS, LLC
401 SOUTH 1ST STREET, SUITE 600
AUSTIN, TX 78704
PHONE: 512-330-1278

Keyplan :

Issues/Revisions :

No.	Date	Description

Project Number : Drawn By :

Approved By : Checked By :

Certification Statement :

TO THE BEST OF THE ENGINEER'S KNOWLEDGE, THE PLANS AND SPECIFICATIONS COMPLY WITH THE APPLICABLE MINIMUM BUILDING CODES.

Seal and Signature :

INTERIM REVIEW ONLY
Document Incomplete; Not Intended for permit or construction.
Engineer: VANESSA R MCELROY
P.E. Serial No.: 97261
Date: 02/27/2025
Martinez Moore Engineers, LLC
TBPE Firm Registration No. F-16839

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Drawing Title:

TSU CAMPUS MAP

Filename :

Appendix 04:
Overall Campus Utility Assessment

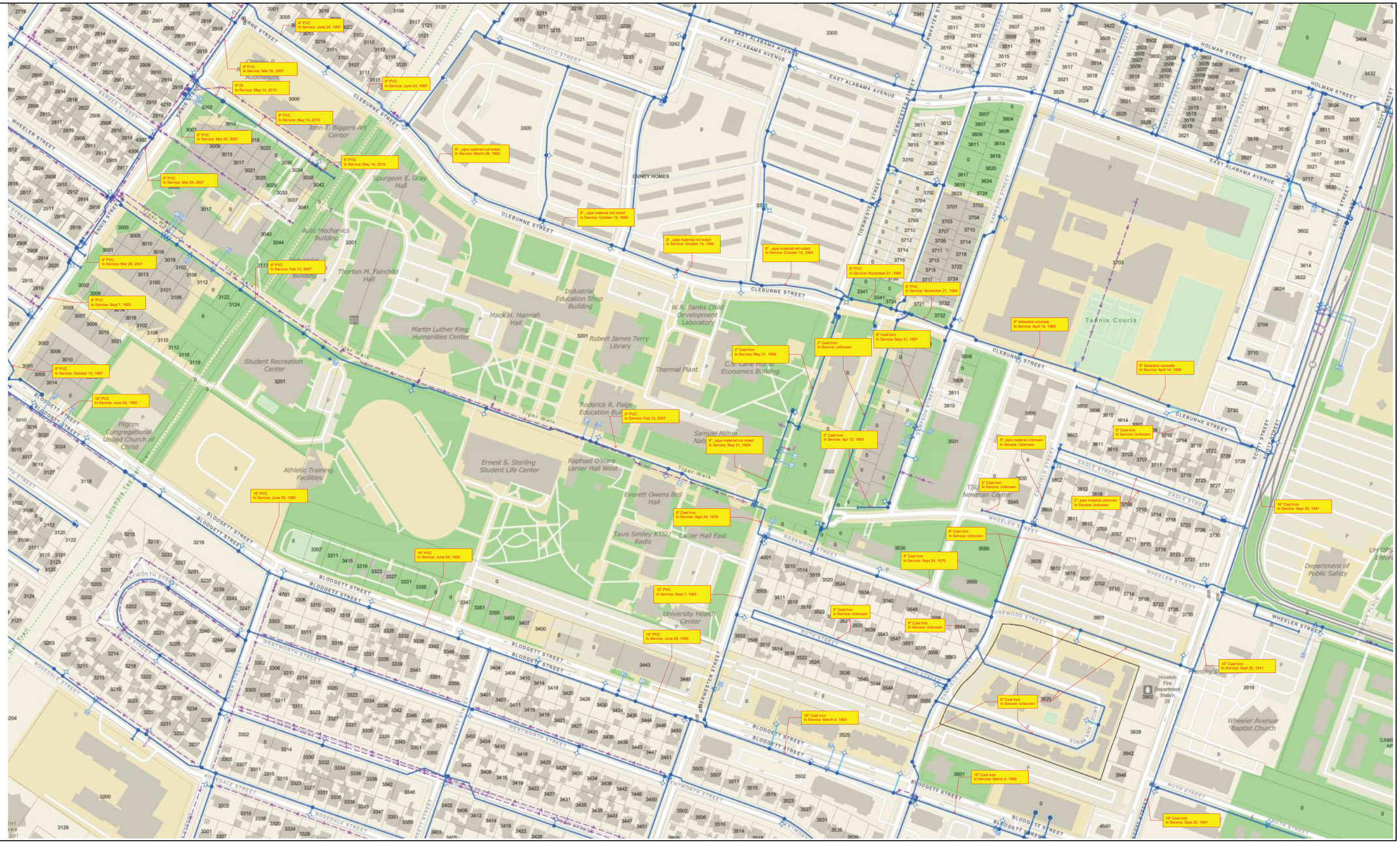
APPENDIX 02

GIMS WATER

Legend

WaterUtilitiesScaled
- Abandoned Water Device
- Tap Sleeve
- Reducer
- Plug
- Line Interconnect
- Water Logical Node
- Butterfly
- Flexible Joint
- Butterfly Valve in Manhole
- Valve in Manhole
- Gate
- Valve
- Check Valve
- Valve from Tapping Sleeve
- Air Valve
- Blow Off
- Air Release Valve
- Drain Valve in Manhole
- Air ReleaseVacuum Valve Inside Vault
- Fire Hydrant
- Meter
- Elevated Storage Tank
- Ground Storage Tank
- Surface Water Treatment Plant
- Underground Storage Tank
- Water Pump Station
- Water Well
- Pressure Reducing Station in Vault
- Unmetered Sprinkler
- Crossover
- CP Rectifier
- Test Station
- Manhole with Access
- Meter Box
- Access Manhole
- Vault
- Unknown
- Leak
- Lateral Point
- CP Test Point

0 100 200 ft



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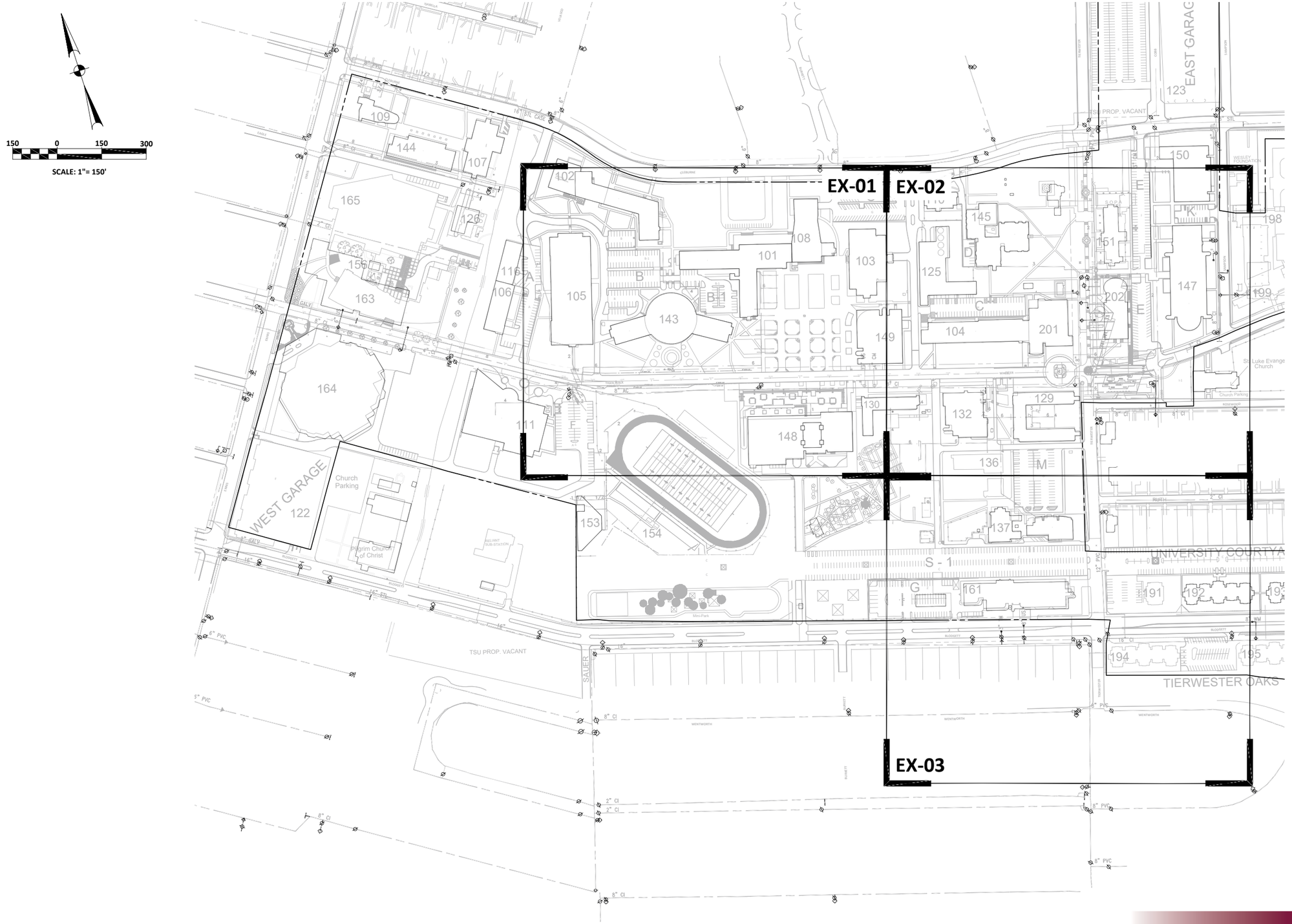
APPENDIX 03

Appendix 04:
Overall Campus Utility Assessment



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Project :

Client :

Consultants / Discipline :

MARTINEZ MOORE ENGINEERS
MARTINEZ MOORE ENGINEERS, LLC
401 SOUTH 1ST STREET, SUITE 600
AUSTIN, TX 78704
PHONE: 512-330-1278

Keyplan :

Issues/Revisions :

No.	Date	Description

Project Number :

Drawn By :

Approved By :

Checked By :

Certification Statement :
TO THE BEST OF THE ENGINEER'S KNOWLEDGE, THE PLANS AND SPECIFICATIONS COMPLY WITH THE APPLICABLE MINIMUM BUILDING CODES.

Seal and Signature :

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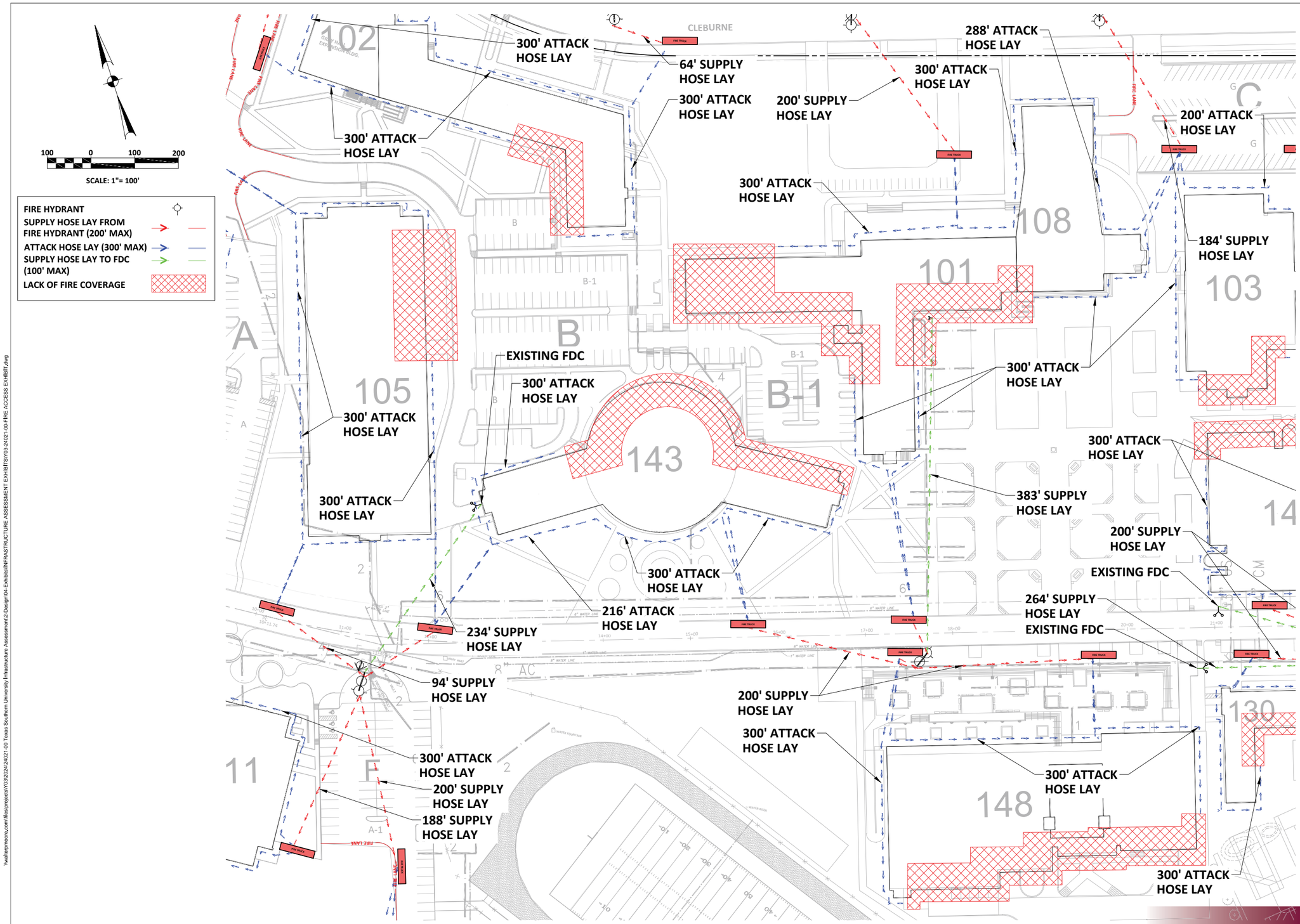
Drawing Title:

OVERALL FIRE ACCESS EXHIBIT

Filename :



Project :

Client :

Consultants / Discipline :

MARTINEZ MOORE ENGINEERS

MARTINEZ MOORE ENGINEERS, LLC
401 SOUTH 1ST STREET, SUITE 600
AUSTIN, TX 78704
PHONE: 512-330-1278

Keyplan :

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No.	Date	Description

Project Number : Drawn By :

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Drawing Title:

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Filename :

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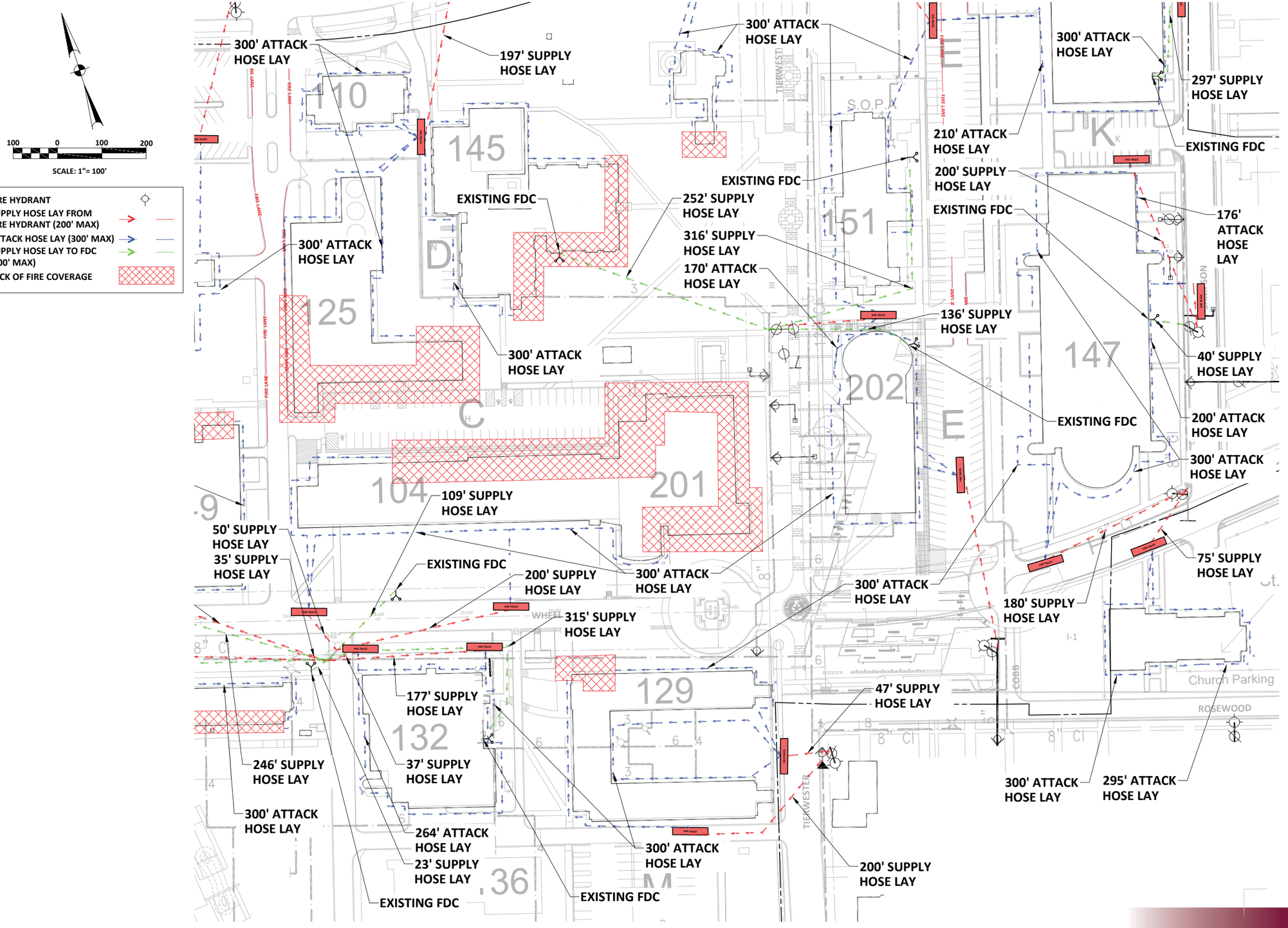
Appendix 04:
Overall Campus Utility Assessment



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Project :

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Consultants / Discipline :

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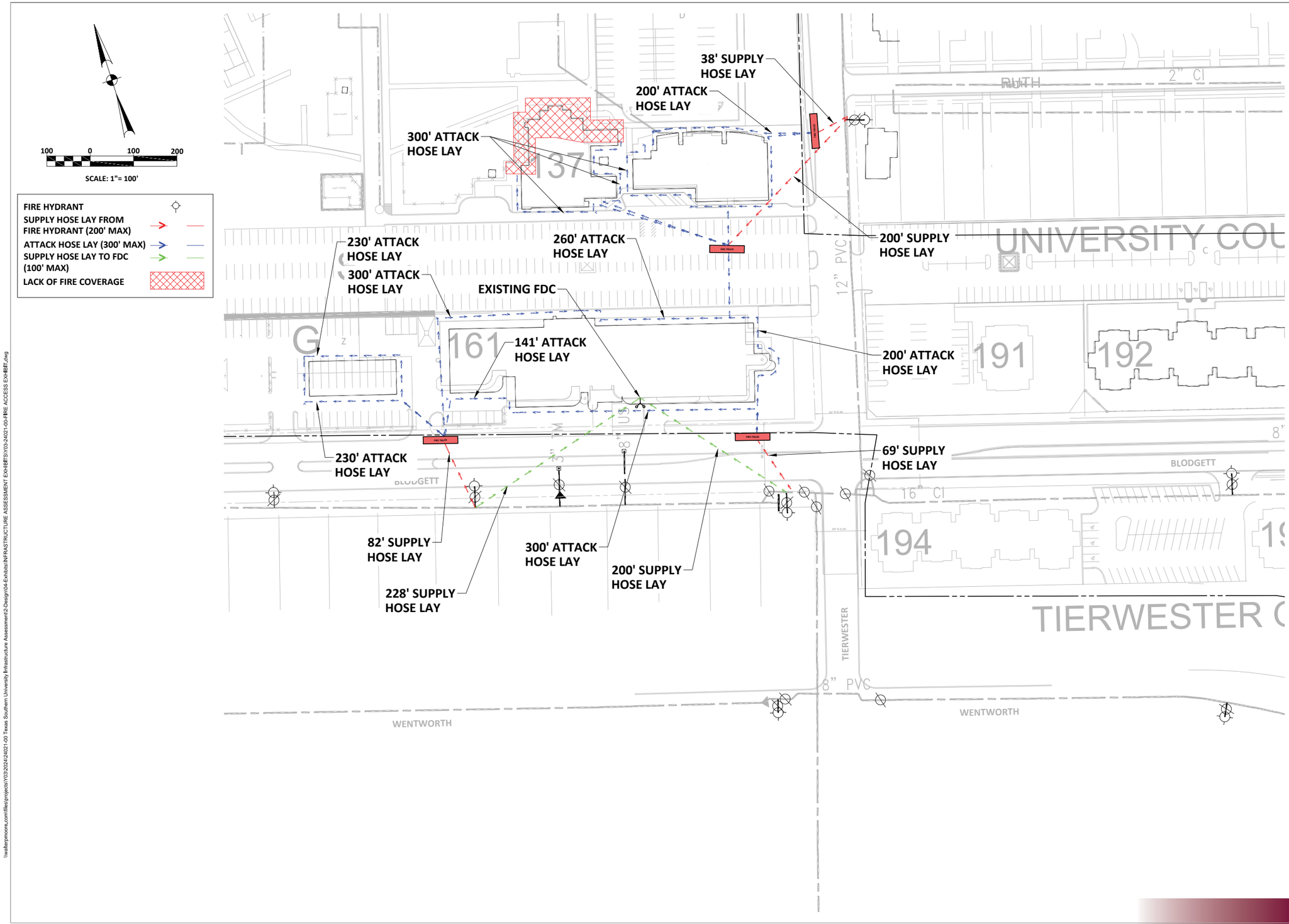

Project :

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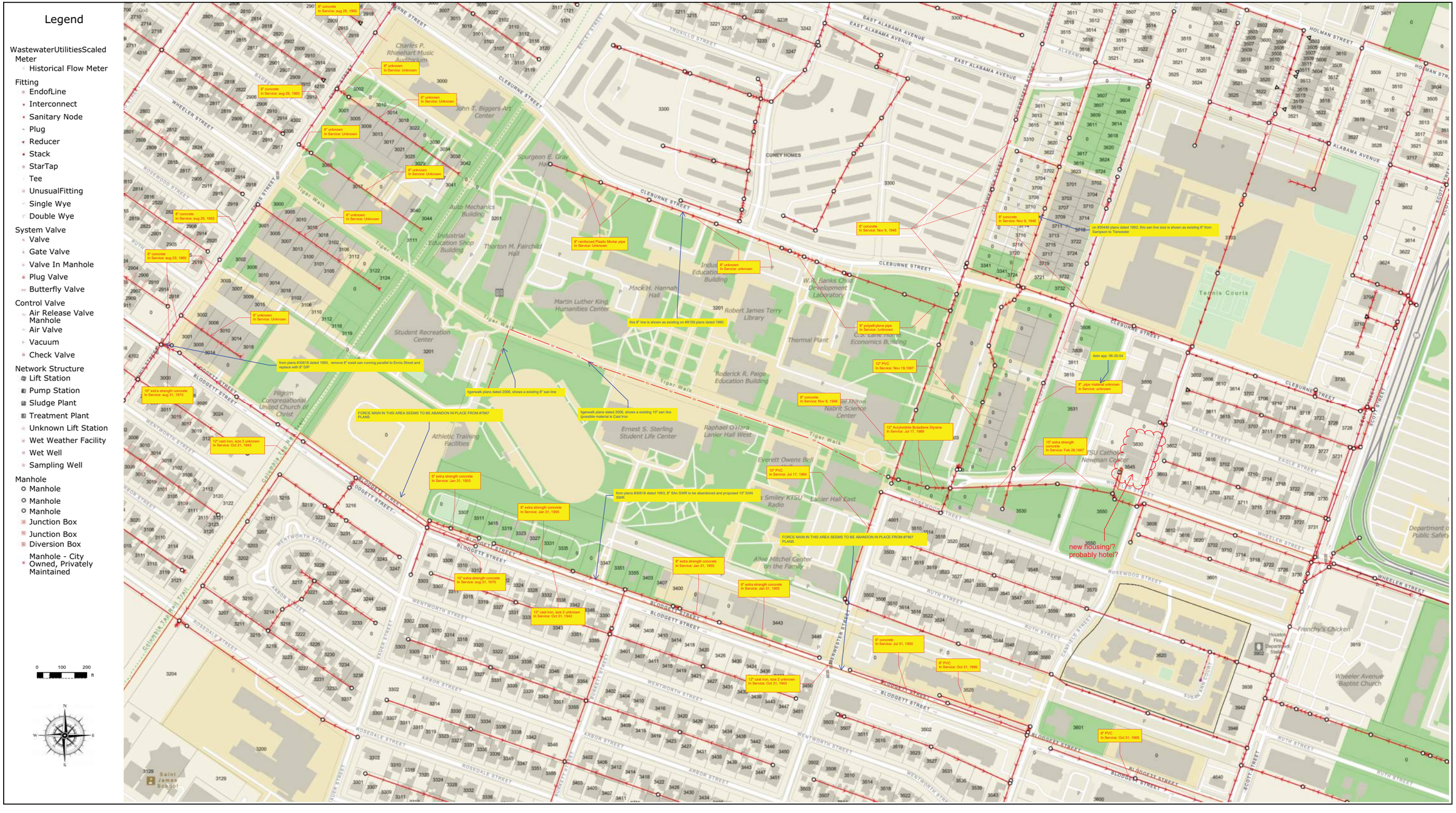
Appendix 04:
Overall Campus Utility Assessment

APPENDIX 04

GIMS SANITARY



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APPENDIX 05

CONSTRUCTION NOTES:

1. BEFORE BID THE CONTRACTOR SHALL SITE VISIT
2. BEFORE CONSTRUCTION THE CONTRACTOR SHALL READ THE UNDERGROUND GAS FACILITIES AND FOLLOW THE CAUTION NOTES.
3. ALL LINES MUST BE FIELD VERIFIED

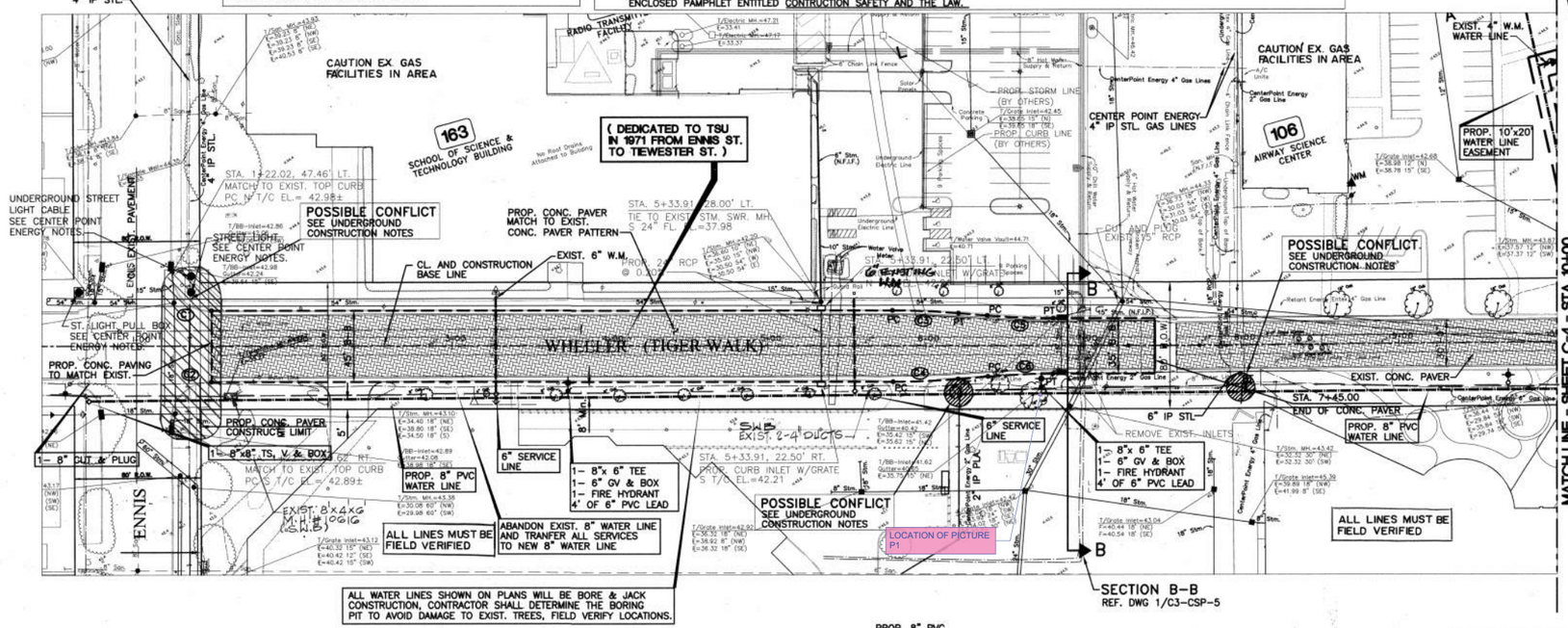
CENTER POINT ENERGY POWER LINE NOTES:

1. CONTRACTOR SHALL COMPLY WITH TEXAS STATE LAW, CHAPTER 752 OF THE HEALTH AND SAFETY CODE AND FEDERAL REGULATIONS, TITLE 29, PART 1910.180 (1) AND PART 1926.550 (a) (15). THE ABOVE LAWS OUTLINE THE CONTRACTOR'S SAFETY RESPONSIBILITIES WHEN WORKING NEAR POWER LINES AND ARE DESCRIBED IN THE ENCLOSED PAMPHLET ENTITLED CONTRUCTION SAFETY AND THE LAW.
2. CONTRACTOR SHALL CONTACT CENTER POINT ENERGY FIRST FOR COORDINATION OF WORK NEAR POWER LINES, 24 HOUR ASSISTANCE CALL CENTER POINT ENERGY: (713) 207-2222

GENERAL NOTES:

1. FOR GENERAL CONSTRUCTION, STREET & BRIDGE AND TRAFFIC CONTROL NOTES SEE SHEET C-2

0 40 80



FLOOD ELEV. NOTES:

THIS AREA IS OUTSIDE 500 YEARS FLOODPLAIN-ZONE X.
PANEL # 880 OF 1135
MAP # 4820110880

100 YEAR FLOOD ELEVATION 37.50'

(C1) PI. STA. 1+22.52, 22.50' LT.
PC. STA. 1+22.52, 47.50' LT.
PT. STA. 1+47.52, 22.50' LT.
A= 89°59'35"
R= 25.00'
L= 39.27'
T= 25.00'

(C2) PI. STA. 1+22.53, 22.50' RT.
PC. STA. 1+22.53, 47.50' RT.
PT. STA. 1+47.53, 22.50' RT.
A= 90°00'25"
R= 25.00'
L= 39.27'
T= 25.00'

(C3) PI. STA. 5+99.96, 22.50' LT.
PC. STA. 5+79.00, 22.50' LT.
PT. STA. 6+20.85, 20.75' LT
A= 4°48'06"
R= 500.00'
L= 41.90'
T= 20.96'

(C4) PI. STA. 5+99.96, 22.50' RT.
PC. STA. 5+79.00, 22.50' RT.
PT. STA. 6+20.85, 20.75' RT
A= 4°48'06"
R= 500.00'
L= 41.90'
T= 20.96'

(C5) PI. STA. 6+60.01, 17.50' LT.
PC. STA. 6+39.08, 19.21' LT.
PT. STA. 6+80.93, 17.50' LT
A= 4°48'06"
R= 500.00'
L= 41.90'
T= 20.96'

(C6) PI. STA. 6+60.01, 17.50' RT.
PC. STA. 6+39.08, 19.21' RT.
PT. STA. 6+80.93, 17.50' RT
A= 4°48'06"
R= 500.00'
L= 41.90'
T= 20.96'

SBC CONSTRUCTION NOTES

The locations of SBC facilities are shown in an approximate way only. The contractor shall determine the exact location before commencing work. He agrees to be fully responsible for any and all damages which might be occasioned by this failure to exactly locate and preserve these underground utilities.

The contractor shall call 1-800-344-8377 a minimum of 48 hours prior to construction to have underground lines field located.

When excavating within eighteen inches (18") of the indicated location of SBC facilities, all excavations must be accomplished using non-mechanized excavation procedures. When boring, the contractor shall expose the SBC facilities.

When SBC facilities are exposed, the contractor will provide support to prevent damage to the conduit ducts or cables. When excavating near telephone poles the contractor shall brace the pole for support.

CAUTION: UNDERGROUND GAS FACILITIES:

LOCATIONS OF CENTER POINT ENERGY MAIN LINES (TO INCLUDE UNIT GAS TRANSMISSION AND/OR INDUSTRIAL GAS SUPPLY CORPORATION WHERE APPLICABLE) ARE SHOWN IN AN APPROXIMATE LOCATION ONLY. SERVICE LINES ARE USUALLY NOT SHOWN. OUR SIGNATURE ON THESE PLANS ONLY INDICATES THAT OUR FACILITIES ARE SHOWN IN APPROXIMATE LOCATION. IT DOES NOT IMPLY THAT THE CONFLICT ANALYSIS HAS BEEN MADE. THE CONTRACTOR SHALL CONTACT THE UTILITY COORDINATING COMMITTE AT: (713) 223-4567 OR 1-800-669-8344 A MINIMUM OF 48 HOURS PRIORTO CONSTRUCTION TO HAVE MAIN AND SERVICE LINES FIELD LOCATED.

- WHEN CENTER POINT ENERGY PIPELINE MARKINGS ARE NOT VISIBLE, CALL: (713) 967-8037 (7:00 a.m. TO 4:30 p.m.) FOR STATUS OF LINE LOCATION REQUEST BEFORE EXCAVATION BEGINS.
- WHEN EXCAVATING WITHIN EIGHTEEN INCHES (18") OF INDICATED LOCATION OF CENTER POINT ENERGY FACILITIES, ALL AXCAVATION MUST BE ACCOMPLISHED USING NON-MECHANIZED EXCAVATION PROCEDURES.
- WHEN CENTER POINT ENERGY FACILITIES ARE EXPOSED, SUFFICIENT SUPPORT MUST BE PROVIDED TO THE FACILITIES TO PREVENT EXCESSIVE STRESS ON THE PIPING.

THE CONTRACTOR IS FULLY RESPONSIBLE FOR ANY DAMAGES CAUSED BY THE CONTRACTOR'S FAILURE TO EXACTLY LOCATE AND PRESERVE THESE UNDERGROUND FACILITIES.

TO ARRANGE FOR LINES TO BE TURNED OFF OR MOVED, CALL CENTERPOINT AT 713-207-7777

PRIVATE UTILITY LINES SHOWN

AT LEAST 48 HOURS BEFORE EXCAVATING IN STREET R.O.W. OR EASEMENTS CALL THE LONE-STAR NOTIFICATION 713-223-4567

CENTERPOINT ENERGY/ELECTRIC FACILITIES (APPROVED ONLY FOR CROSSING UNDERGROUND DUCTLINES, UNLESS OTHERWISE NOTED.) VALID AT TIME OF REVIEW ONLY. DATE 5/15/06

SBC APPROVED FOR UNDERGROUND CONDUIT FACILITIES ONLY. SIGNATURE VALID FOR ONE YEAR. Diana C. Ward DATE 5/24/06

CENTERPOINT ENERGY/CNS FACILITIES (GAS SERVICE LINES ARE NOT SHOWN) DATE 5/15/06

No.	Date	Revisions	App.

PTI INCORPORATED
ENGINEERS, ARCHITECTS, PLANNERS
2925 BRIARPARK DRIVE, SUITE 950
HOUSTON, TEXAS 77042
PHONE: (713) 266-6145

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS

CAMPUSWIDE INFRASTRUCTURE UPGRADE

SHEET TITLE

WHEELER (TIGER WALK) WATER LINE - PLAN AND PROFILE FROM STA. 1+00 TO 10+00

NOTE: CITY SIGNATURES VALID FOR ONE YEAR ONLY AFTER DATE OF SIGNATURES

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS AND ENGINEERING

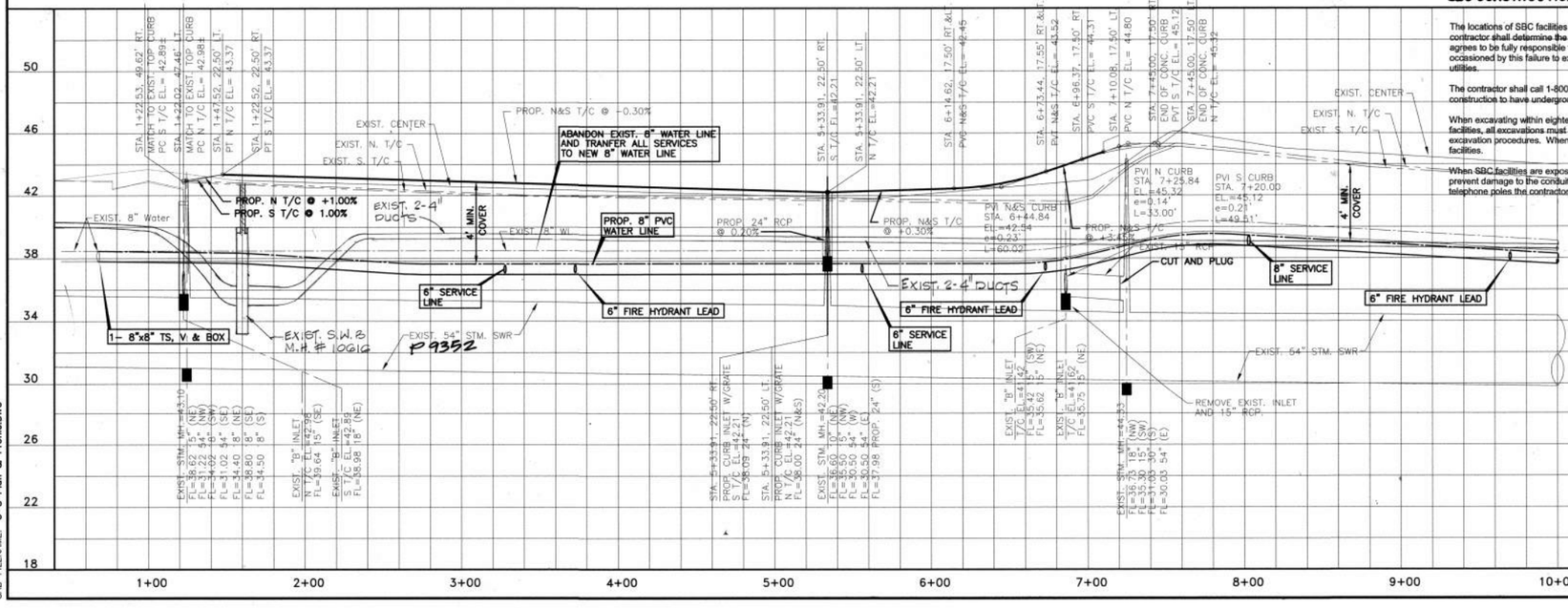
WATER	5/24/06	SREET & BRIDGE	5/17/06
WASTEWATER	5-12-06	TRAFFIC	5-12-06
STORM	5-11-2006	STORM WATER QUALITY	
FACILITIES			

SEAL: STATE OF TEXAS — DAVID L. COLLINS — 37800 — REGISTERED PROFESSIONAL ENGINEER — 5/11/06

FILE NO.:
DRAWING SCALE:
VERT: 1"=40'
HORZ: 1"=4'
SHEET: C-3 3 OF 7

FOR CITY USE ONLY — PUBLIC WORKS AND ENGINEERING — ACCEPTED AND FILED — 41935 — CITY OF HOUSTON, TEXAS

CAD FILENAME: C-3 Plan & Profile.DWG



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3. ALL LINES MUST BE FIELD VERIFIED

0 40 80

N

GENERAL NOTES:

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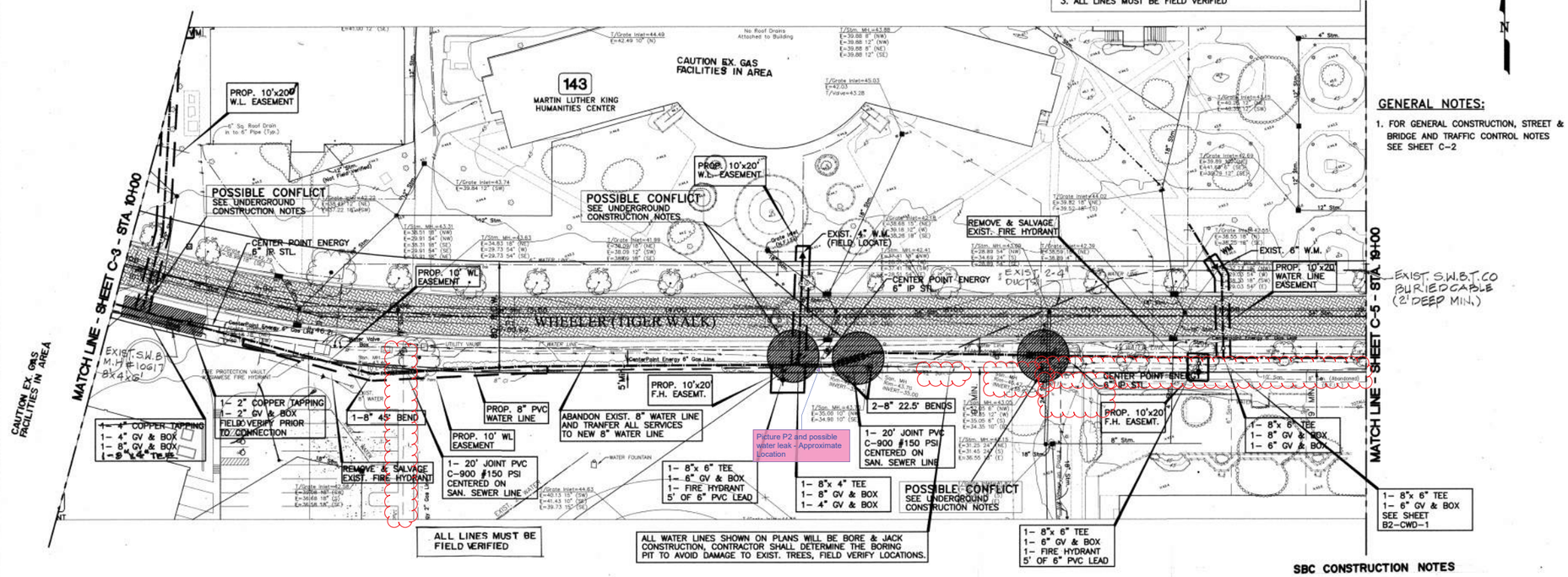

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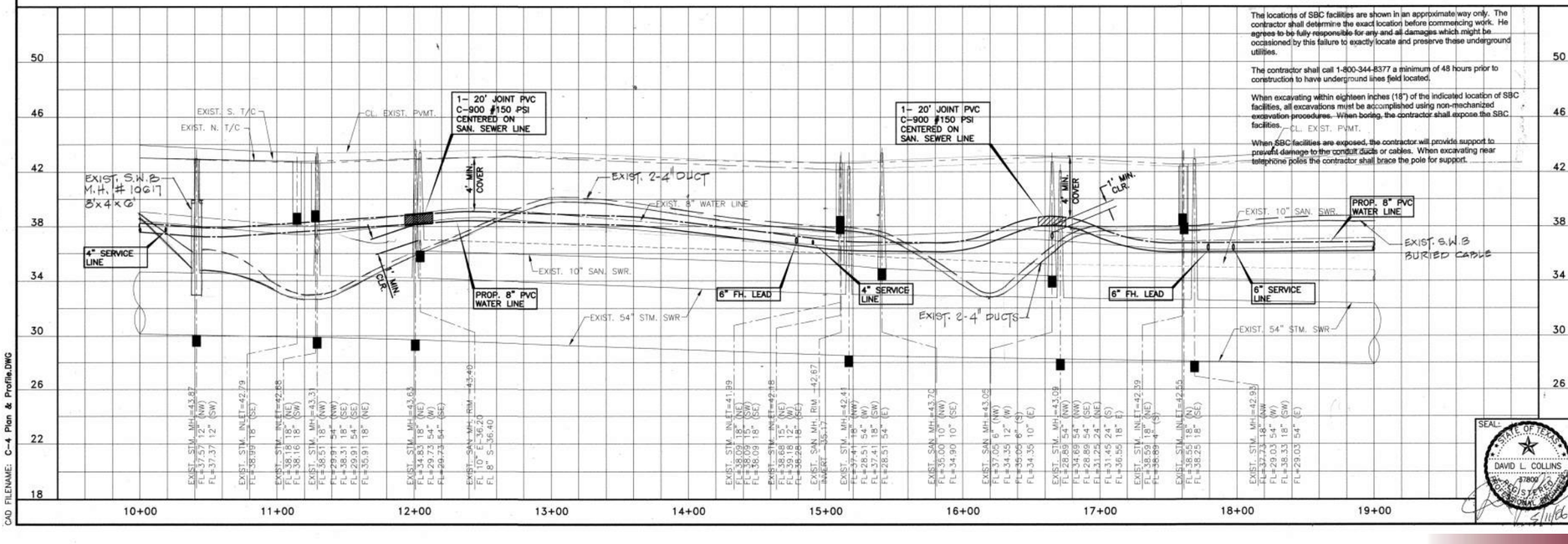

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- WHEN EXCAVATING WITHIN EIGHTEEN INCHES (18") OF INDICATED LOCATION OF CENTER POINT ENERGY FACILITIES, ALL AXCAVATION MUST BE ACCOMPLISHED USING NON-MECHANIZED EXCAVATION PROCEDURES.
- WHEN CENTER POINT ENERGY FACILITIES ARE EXPOSED, SUFFICIENT SUPPORT MUST BE PROVIDED TO THE FACILITIES TO PREVENT EXCESSIVE STRESS ON THE PIPING.

THE CONTRACTOR IS FULLY RESPONSIBLE FOR ANY DAMAGES CAUSED BY THE CONTRACTOR'S FAILURE TO EXACTLY LOCATE AND PRESERVE THESE UNDERGROUND FACILITIES.

TO ARRANGE FOR LINES TO BE TURNED OFF OR MOVED, CALL CENTERPOINT AT 713-207-7777

PRIVATE UTILITY LINES SHOWN

AT LEAST 48 HOURS BEFORE EXCAVTING IN STREET R.O.W. OR EASEMENTS CALL THE LONE STAR NOTIFICATION 713-223-4567

CENTERPOINT ENERGY/ELECTRIC FACILITIES (APPROVED ONLY FOR CROSSING UNDERGROUND DUCTLINES, UNLESS OTHERWISE NOTED.) DATE 5/15/06
VALID AT TIME OF REVIEW ONLY.

SBC APPROVED FOR UNDERGROUND CONDUIT FACILITIES ONLY. DATE 5/24/06
SIGNATURE VALID FOR ONE YEAR.

CENTERPOINT ENERGY/GAS FACILITIES (GAS SERVICE LINES ARE NOT SHOWN) DATE 5/15/06

No.	Date	Revisions	App.

PTI INCORPORATED
ENGINEERS, ARCHITECTS, PLANNERS
2925 BRIARPARK DRIVE, SUITE 950
HOUSTON, TEXAS 77042
PHONE: (713) 266-6145

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS

CAMPUSWIDE INFRASTRUCTURE UPGRADE

SHEET TITLE

WHEELER (TIGER WALK) WATER LINE - PLAN AND PROFILE FROM STA. 10+00 TO 19+00

NOTE: CITY SIGNATURES VALID FOR ONE YEAR ONLY AFTER DATE OF SIGNATURES

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS AND ENGINEERING

WATER 5/15/06	SREET & BRIDGE 5/12/06
WASTEWATER 5-1-2006	TRAFFIC 5-12-06
STORM 5/15/06	STORM WATER QUALITY
FACILITIES	

FILE NO.:

DRAWING SCALE:
VERT: 1"=40'
HORZ: 1"=4'
SHEET: C-4
4 OF 7

FOR CITY USE ONLY
PUBLIC WORKS AND ENGINEERING
ACCEPTED AND FILED
41935
CITY OF HOUSTON, TEXAS

SEAL: STATE OF TEXAS, DAVID L. COLLINS, 87809, REGISTERED PROFESSIONAL ENGINEER, 5/11/06

CAD FILENAME: C-4 Plan & Profile.DWG

GENERAL NOTES:

1. FOR GENERAL CONSTRUCTION, STREET & BRIDGE AND TRAFFIC CONTROL NOTES SEE SHEET C-2

0 40 80

N

MATCH LINE - SHEET C-4 - STA. 19+00

149 SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

CAUTION EX. GAS FACILITIES IN AREA

104 SAMUEL MILTON NABRIT SCIENCE CENTER

CONSTRUCTION NOTES:

1. BEFORE BID THE CONTRACTOR SHALL SITE VISIT
2. BEFORE CONSTRUCTION THE CONTRACTOR SHALL READ THE UNDERGROUND GAS FACILITIES AND FOLLOW THE CAUTION NOTES.
3. ALL LINES MUST BE FIELD VERIFIED

EXIST. S.W.B BURIED CABLE

POSSIBLE CONFLICT SEE UNDERGROUND CONSTRUCTION NOTES

EXIST. 3" WATER METER

EXIST. S.W.B.T.CO. BURIED CABLE (2' DEEP MIN.)

EXIST. VALVE BOX

POSSIBLE CONFLICT SEE UNDERGROUND CONSTRUCTION NOTES

ALL LINES MUST BE FIELD VERIFIED

S.W.B.T.CO. BURIED CABLE (MIN. 24" DEEP) (MAX. 3½'D)

EXIST. S.W.B CABLE

CENTER POINT ENERGY 6" IP STL.

WHEELER

PROP. 5' WATER LINE EASEMENT

TIERWESTER

CENTER POINT ENERGY 6" IP STL.

PROP. 8" PVC WATER LINE

2-8"x4" TEE
2-8"GV & BOX
2-4"GV & BOX

130 RAPHEAL O'HARA LANIER HALL WEST

1- 8"x 6" TEE
1- 6" GV & BOX
1- FIRE HYDRANT
10' OF 6" PVC LEAD

CENTER POINT ENERGY 6" IP STL.

132 EVERETT OWENS BELL HALL

ABANDON EXIST. 8" WATER LINE AND TRANFER ALL SERVICES TO NEW 8" WATER LINE

1- 8"x 6" TEE
1- 6" GV & BOX
1- FIRE HYDRANT
10' OF 6" PVC LEAD

CENTER POINT ENERGY 6" IP STL.

129 GARRIETTE G. LANIER HALL EAST

TIE TO EXIST. 8" WL.
1- 8" TS, GV & BOX
1- 8" CUT & PLUG

CENTER POINT ENERGY 4" IP STL.

ALL WATER LINES SHOWN ON PLANS WILL BE BORE & JACK CONSTRUCTION, CONTRACTOR SHALL DETERMINE THE BORING PIT TO AVOID DAMAGE TO EXIST. TREES, FIELD VERIFY.

CAUTION EX. GAS FACILITIES IN AREA

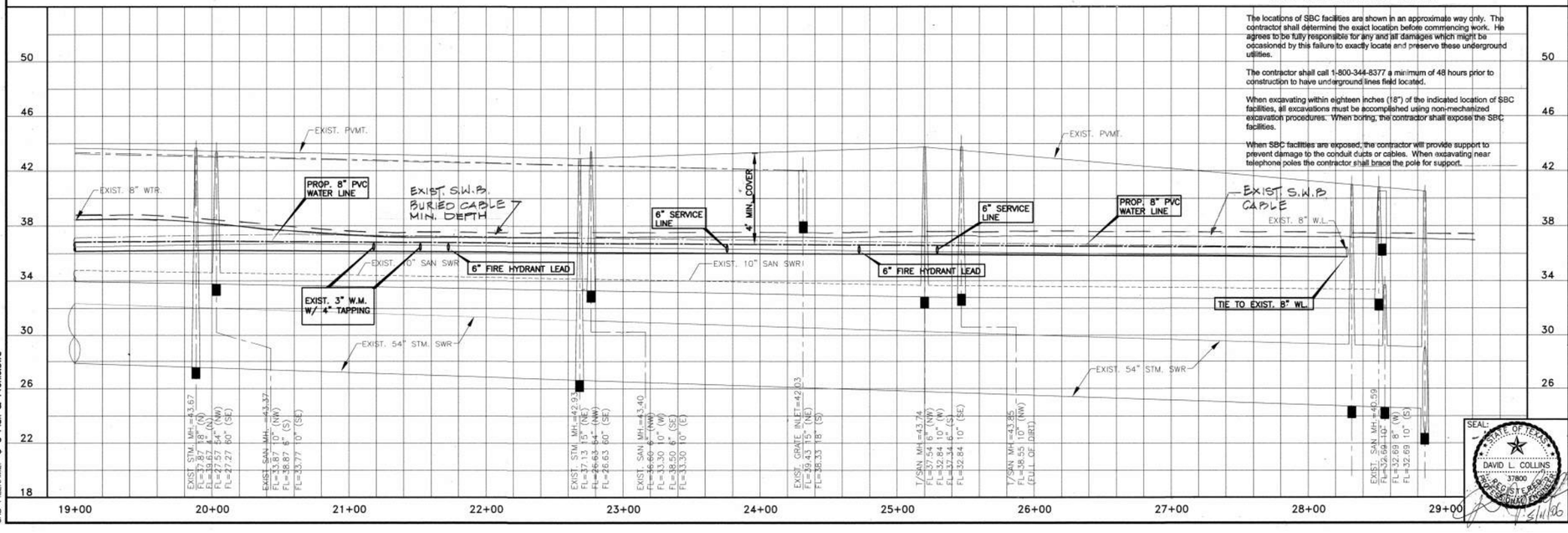
SBC CONSTRUCTION NOTES

The locations of SBC facilities are shown in an approximate way only. The contractor shall determine the exact location before commencing work. He agrees to be fully responsible for any and all damages which might be occasioned by this failure to exactly locate and preserve these underground utilities.

The contractor shall call 1-800-344-8377 a minimum of 48 hours prior to construction to have underground lines field located.

When excavating within eighteen inches (18") of the indicated location of SBC facilities, all excavations must be accomplished using non-mechanized excavation procedures. When boring, the contractor shall expose the SBC facilities.

When SBC facilities are exposed, the contractor will provide support to prevent damage to the conduit ducts or cables. When excavating near telephone poles the contractor shall brace the pole for support.



CAD FILENAME: C-5 Plan & Profile.DWG

CAUTION: UNDERGROUND GAS FACILITIES:

LOCATIONS OF CENTER POINT ENERGY MAIN LINES (TO INCLUDE UNIT GAS TRANSMISSION AND/OR INDUSTRIAL GAS SUPPLY CORPORATION WHERE APPLICABLE) ARE SHOWN IN AN APPROXIMATE LOCATION ONLY. SERVICE LINES ARE USUALLY NOT SHOWN. OUR SIGNATURE ON THESE PLANS ONLY INDICATES THAT OUR FACILITIES ARE SHOWN IN APPROXIMATE LOCATION. IT DOES NOT IMPLY THAT THE CONFLICT ANALYSIS HAS BEEN MADE. THE CONTRACTOR SHALL CONTACT THE UTILITY COORDINATING COMMITTE AT: (713) 223-4567 OR 1-800-669-8344 A MINIMUM OF 48 HOURS PRIORTO CONSTRUCTION TO HAVE MAIN AND SERVICE LINES FIELD LOCATED.

- WHEN CENTER POINT ENERGY PIPELINE MARKINGS ARE NOT VISIBLE, CALL: (713) 967-8037 (7:00 a.m. TO 4:30 p.m.) FOR STATUS OF LINE LOCATION REQUEST BEFORE EXCAVATION BEGINS.
- WHEN EXCAVATING WITHIN EIGHTEEN INCHES (18") OF INDICATED LOCATION OF CENTER POINT ENERGY FACILITIES, ALL AXCAVATION MUST BE ACCOMPLISHED USING NON-MECHANIZED EXCAVATION PROCEDURES.
- WHEN CENTER POINT ENERGY FACILITIES ARE EXPOSED, SUFFICIENT SUPPORT MUST BE PROVIDED TO THE FACILITIES TO PREVENT EXCESSIVE STRESS ON THE PIPING.

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TO ARRANGE FOR LINES TO BE TURNED OFF OR MOVED, CALL CENTERPOINT AT 713-207-7777

PRIVATE UTILITY LINES SHOWN

AT LEAST 48 HOURS BEFORE EXCAVATING IN STREET R.O.W. OR EASEMENTS CALL THE LONE STAR NOTIFICATION 713-223-4567

DATE 5/15/06
CENTERPOINT ENERGY ELECTRIC FACILITIES
(APPROVED ONLY FOR CROSSING UNDERGROUND DUCTLINES, UNLESS OTHERWISE NOTED.)
VALID AT TIME OF REVIEW ONLY.

DATE 5/24/06
SBC APPROVED FOR UNDERGROUND CONDUIT FACILITIES ONLY.
SIGNATURE VALID FOR ONE YEAR

DATE 5/15/06
CENTERPOINT ENERGY GAS FACILITIES
(GAS SERVICE LINES ARE NOT SHOWN)

No.	Date	Revisions	App.

PTI INCORPORATED
ENGINEERS, ARCHITECTS, PLANNERS
2925 BRIARPARK DRIVE, SUITE 950
HOUSTON, TEXAS 77042
PHONE: (713) 266-6145

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS

CAMPUSWIDE INFRASTRUCTURE UPGRADE

SHEET TITLE

WHEELER (TIGER WALK) PLAN AND PROFILE FROM STA. 19+00 TO 29+00

NOTE: CITY SIGNATURES VALID FOR ONE YEAR ONLY AFTER DATE OF SIGNATURES

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS AND ENGINEERING

WATER	5/24/06	SREET & BRIDGE	5/12/06
WASTEWATER	5-11-2006	TRAFFIC	5-12-06
STORM	5/11/06	STORM WATER QUALITY	
FACILITIES			

SEAL: STATE OF TEXAS — DAVID L. COLLINS — 37806 — REGISTERED PROFESSIONAL ENGINEER — 5/11/06

FILE NO.:

DRAWING SCALE:

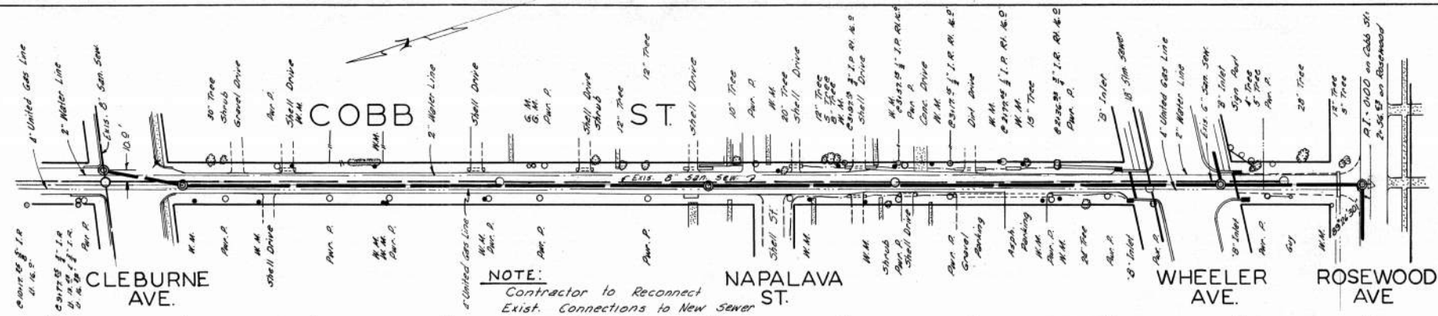
VERT: 1"=40'

HORZ: 1"=4'

SHEET: C-5
5 OF 7

FOR CITY USE ONLY
PUBLIC WORKS AND ENGINEERING
ACCEPTED AND FILED
41935
CITY UNDERGROUND INVENTORY
HOUSTON, TEXAS

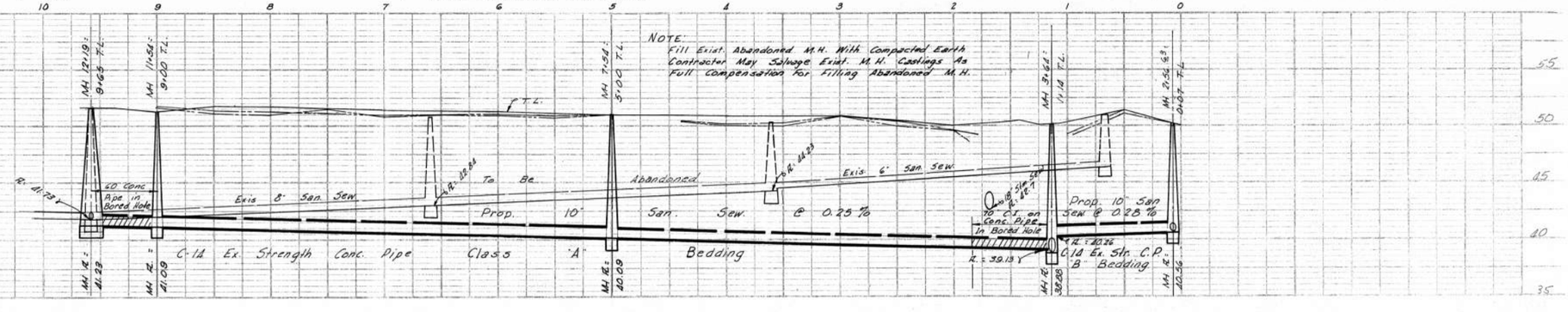
APPENDIX 06

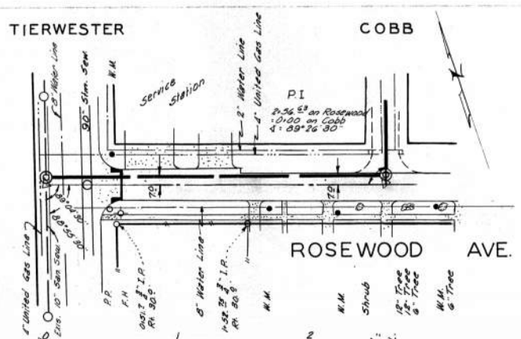


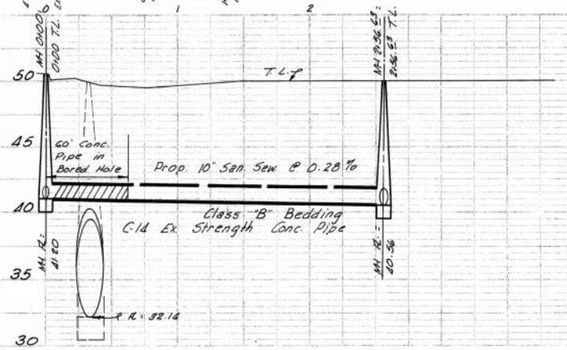
NOTE:
Contractor to Reconnect Exist. Connections to New Sewer

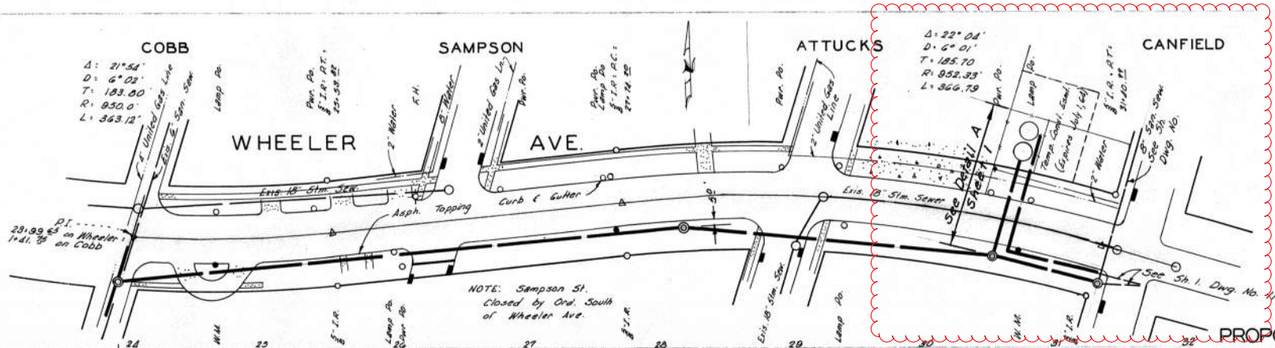
BENCH MARKS

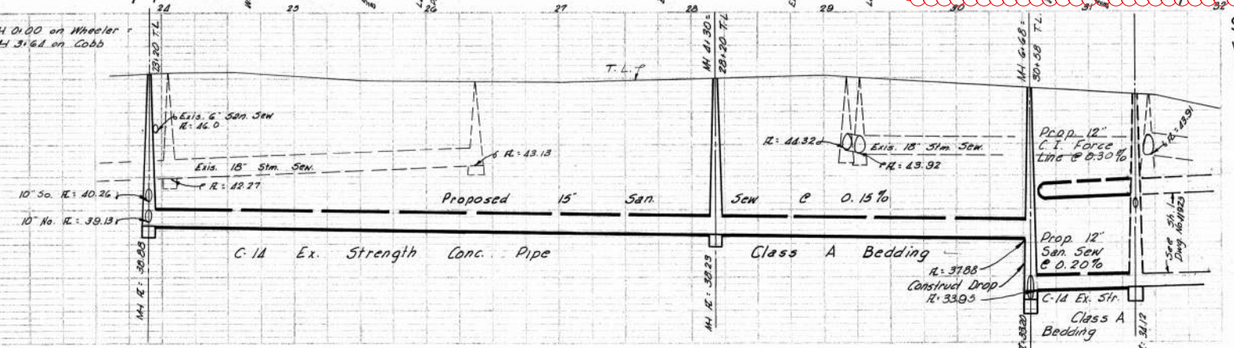
1. No. Rim of Stm. Sew. MH @ Rosewood & Tierwester Sts. Elevation = 52.16
2. No. Rim of San. Sew. MH @ Intersection of Cobb St. & No. Curb Line of Cleburne St. Elevation = 51.58
3. No. Rim Stm. Sew. MH @ Intersection of & Cobb St. & No. Curb Line Wheeler Ave. Elevation = 50.12











PROPOSED RELIEF SAN. SEW. ON COBB ST. WHEELER AVE. AND ROSEWOOD AVE.

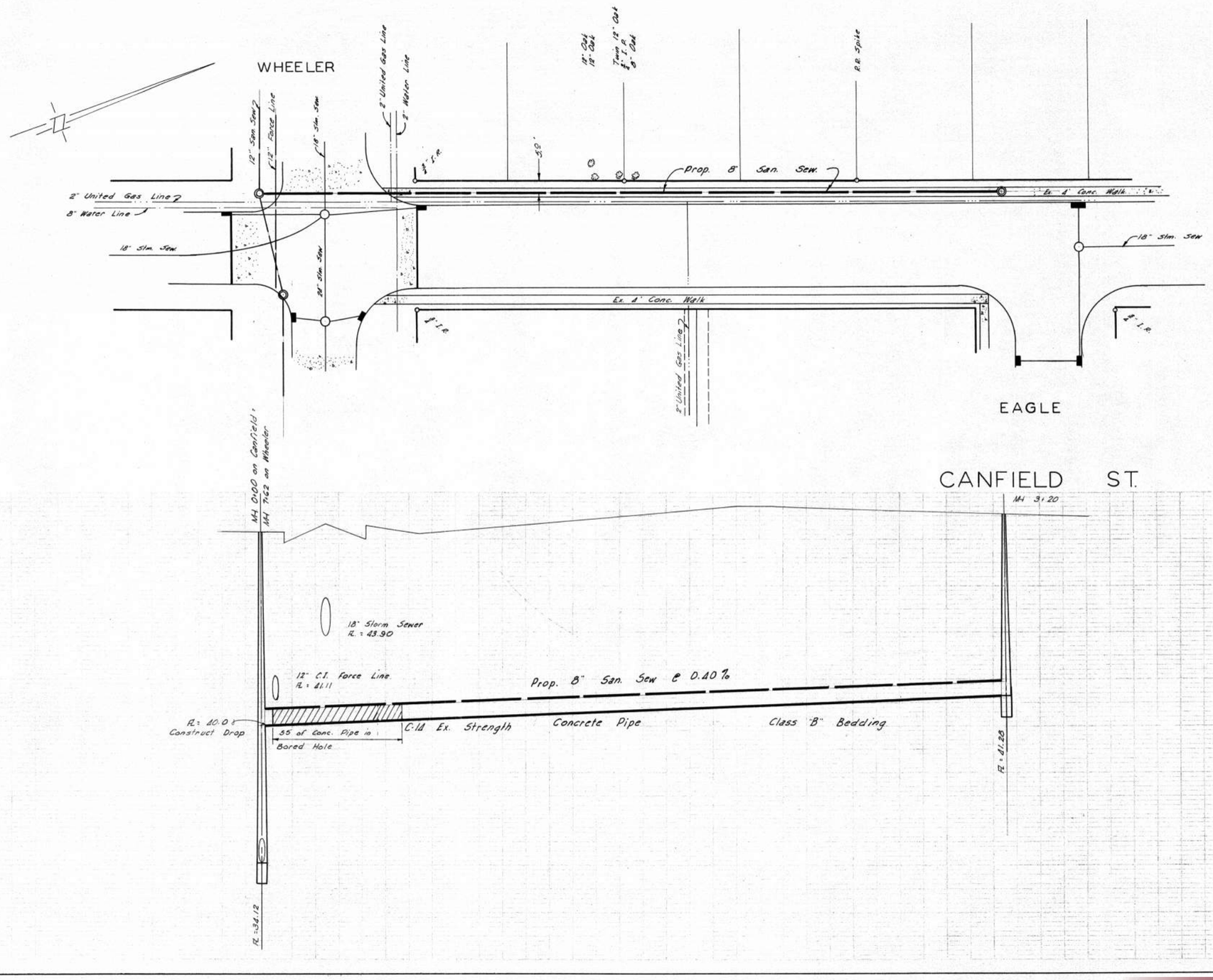
JOB NO. 2734

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS

APPROVALS
STORM SEWERS
SANITARY SEWERS
WATER DEPT.
CHIEF DESIGN ENGINEER
ASST. DIRECTOR OF PUBLIC WORKS
DIRECTOR OF PUBLIC WORKS

SUBMITTED:
SCALE: Hor. 1"=50', Vert. 1"=5'
DATE:
SURV. BY:
F. B. NO. B-2034

DESIGNED BY:
DRAWN BY: K.T.W.
SHEET NO. 2 OF 5 SHEETS
DWG. NO. 14339



PROP. SAN. SEW. ON CANFIELD ST. BETWEEN EAGLE AND WHEELER

SAN. SEW. JOB 2734

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS

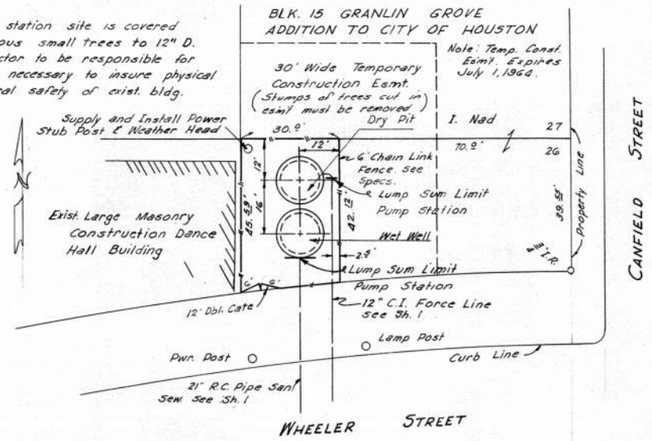
APPROVALS

STORM SEWERS — SANITARY SEWERS
PAVING DEPT. — WATER DEPT. 7-17-69
BRIDGES — TRAFFIC & TRANSPORTATION
ASST. DIRECTOR OF PUBLIC WORKS — DIRECTOR OF PUBLIC WORKS

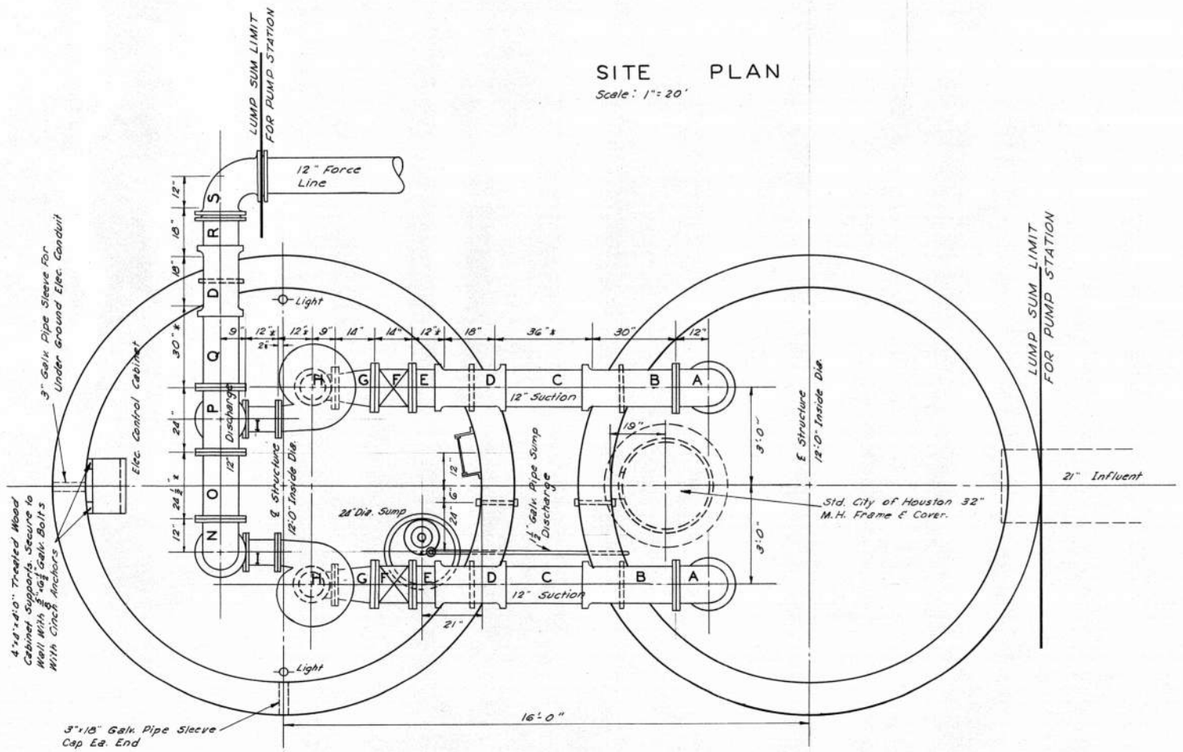
SUBMITTED:
SCALE: 1"=20'
DATE:
SURV. BY:
F. B. NO.

DESIGNED BY:
DRAWN BY: W.T.W.
SHEET NO. 3 OF 7 SHEETS
DWG. NO. 14339

NOTE:
Pump station site is covered with numerous small trees to 12" D. Contractor to be responsible for precautions necessary to insure physical and structural safety of exist. bldg.



SITE PLAN
Scale: 1"=20'



PLAN
Scale: ½"=1'-0"

PIPE, FITTING, AND VALVE SCHEDULE

MARK	DESCRIPTION	LAYING LENGTH	NO. REQD.
A	12" C.I. Flange & Bell Mouth 90° Bend	12"	2
B	12" C.I Wall Fitting F. & B.	30"	2
C *	12" C.I. Pipe Plain Ends	36" *	2
D	12" C.I Wall Fitting B. & B.	18"	3
E *	12" C.I. Pipe F. & P.E.	12" *	2
F	12" Gate Valve O.S.&Y. All Iron Crane 475⅝ Or Equal	14"	4
G	12"x8" C.I. Eccentric Reducer F. & F.	14"	2
H	8" C.I. 90° Bend With Clean-out (Furnished With Pumps) F. & F.	9"	2
I *	12" C.I. Pipe F. & F.	12" *	2
J	8" C.I. 90° Base Bend F. & F.	9"	2
K	8"x12" Concentric Reducer F. & F.	14"	2
L	12" Check Valve With Outside Lever & Wgt. All Iron Crane 383⅛ or Equal F. & F.	27½"	2
M *	12" C.I. Pipe F. & F.	46¾" *	2
N	12" C.I. 90° Bend F. & F.	12"	1
O	12" C.I Pipe F. & F.	24½" *	1
P	12"x12"x12" C.I. Tee F., F., & F.	24"	1
Q *	12" C.I. Pipe F. & P.E.	30" *	1
R *	12" C.I. Pipe P.E. & Mech. Joint	18" *	1
S	12" C.I 90° Bend Mech. Joint	12"	1

* These dimensions shall be determined finally by the Certified Pump Drawings and by the space required for gaskets and jointing materials and field checked.

STRUCTURAL NOTES

1. Chamfer exposed edges ¾"
2. All structural concrete to be City of Houston class "A" modified. (See specs.)
3. Reinforcing steel to be billet intermediate grade
4. Fabricate, place, and support reinforcing steel in accordance with latest A.C.I. code.
5. Use hot dipped, galvanized, chairs to space steel away from walls. (No snap ties permitted)

WHEELER STREET SEWAGE PUMPING STATION

JOB NO. 2734

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS

APPROVALS

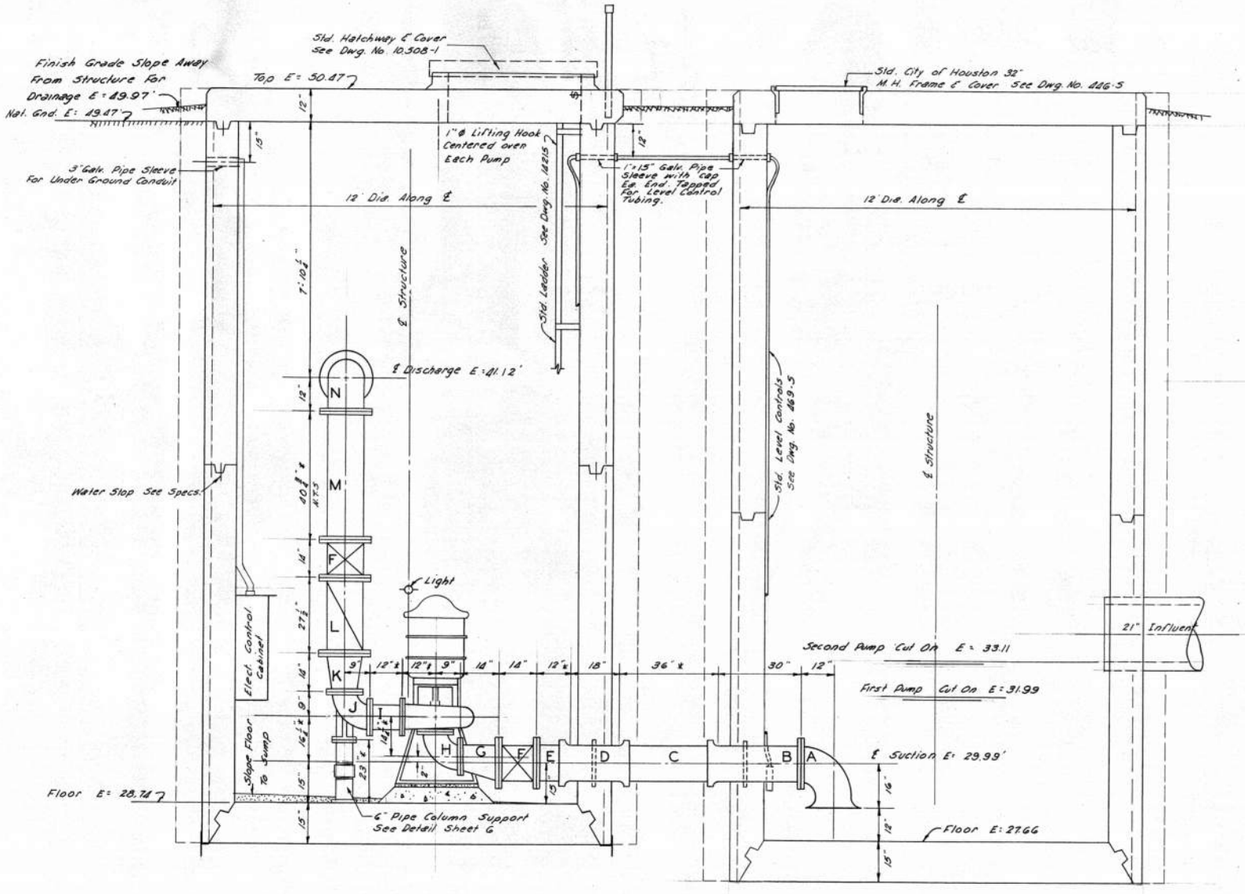
STORM SEWERS / SANITARY SEWERS
WATER DEPT.
TRAFFIC & TRANSPORTATION
ASST. DIRECTOR OF PUBLIC WORKS / DIRECTOR OF PUBLIC WORKS

SUBMITTED:
SCALE: As Noted
DATE:
SURV. BY:
F. B. NO.

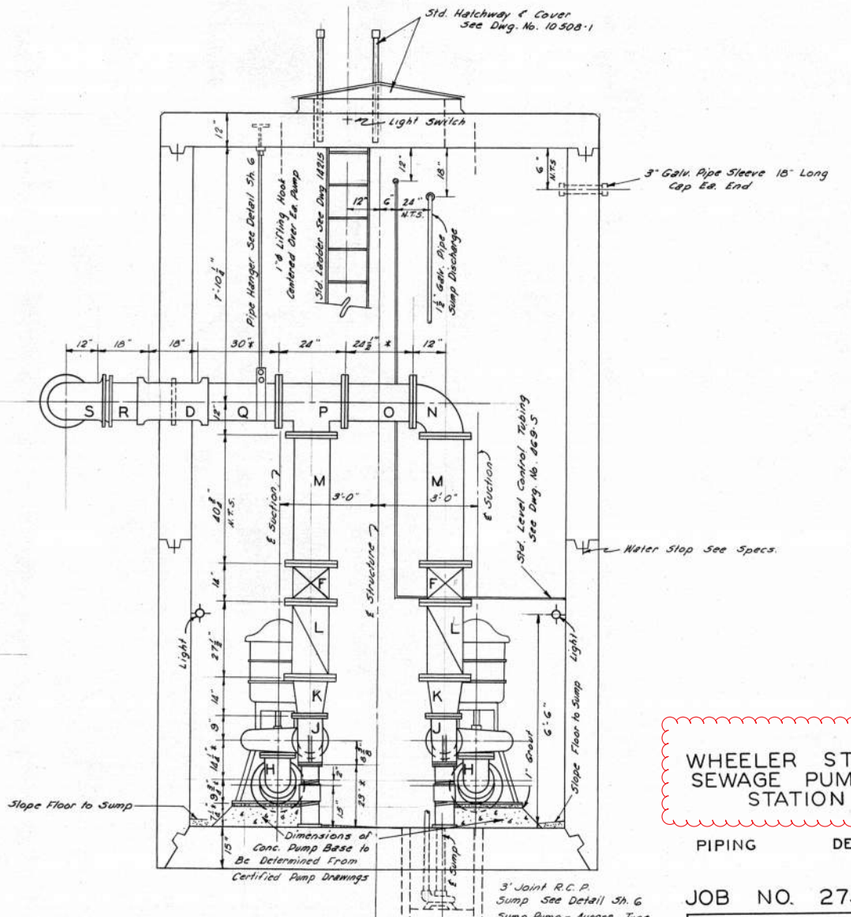
DESIGNED BY: D.M. (WTW)
DRAWN BY: W.T.W.
SHEET NO. 4 OF 7 SHEETS
DWG. NO. 14339

W. W. RECORDS
INDEX
DATE SCANNED

POST 125 IMPERIAL 1-63



SECTION ALONG 12" SUCTION LINE



SECTION ALONG 12" DISCHARGE LINE

* These dimensions shall be determined finally by the Certified Pump Drawings and by the space required for jointing materials and gaskets and field checked.

Sump Pump - Aurora Type D.S.A. 1½" Discharge 1750 R.P.M. 30 G.P.M. @ 35' T.D.H. or Equal.
1 Crane # 1254 Check Valve
1 Crane # 1251 Globe Valve

WHEELER STREET SEWAGE PUMPING STATION

PIPING DETAILS

JOB NO. 2734

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS

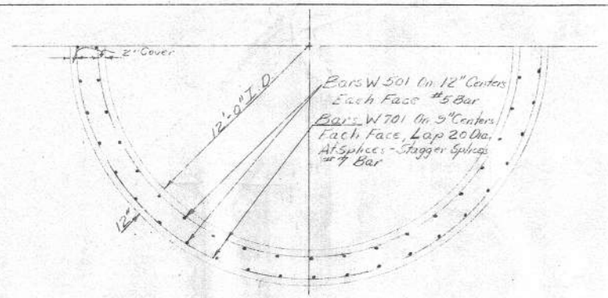
APPROVALS

STORM SEWERS — SANITARY SEWERS — WATER DEPT. — TRAFFIC & TRANSPORTATION

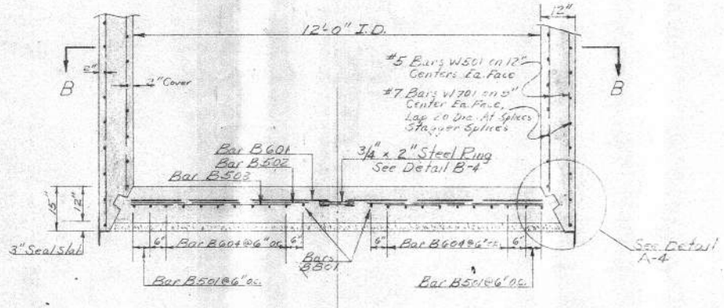
ASST. DIRECTOR OF PUBLIC WORKS — DIRECTOR OF PUBLIC WORKS

SUBMITTED:
SCALE: ½" = 1'-0"
DATE:
SURV. BY:
F. B. NO.

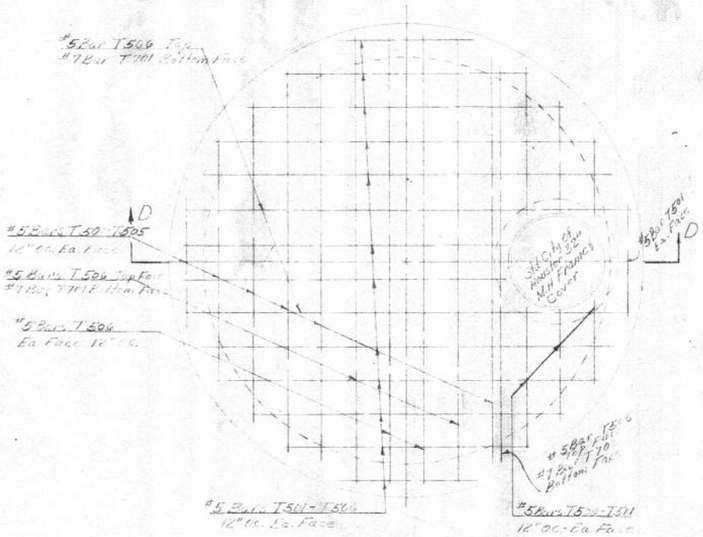
DESIGNED BY: D.M. CHECKED BY:
DRAWN BY: W.T.W.
SHEET NO. 5 OF 7 SHEETS
DWG. NO. 14339



SECTION B-B
(Wet & Dry Wells)

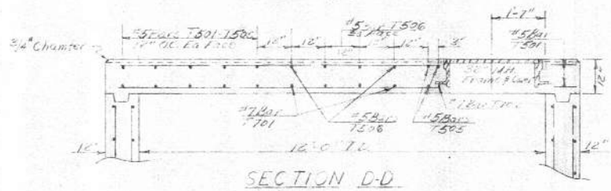


SECTION A-A
(Wet & Dry Wells)



TOP WET WELL
Scale 1/2"=1'-0"

TOP DRY WELL
Scale 1/2"=1'-0"



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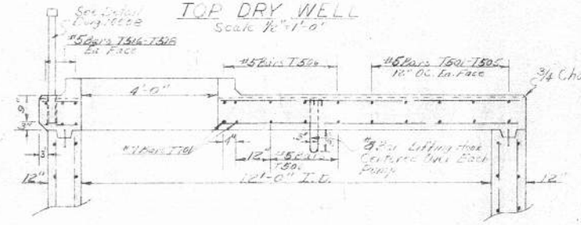
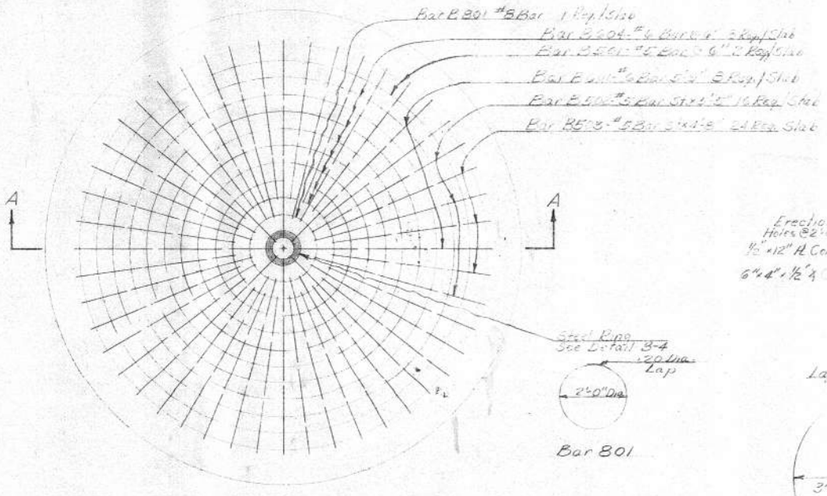
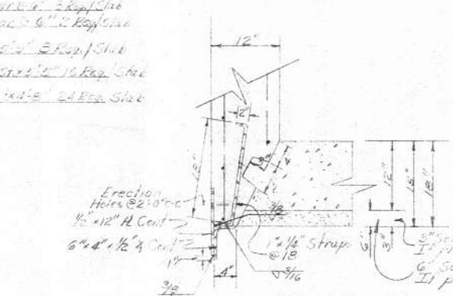


SECTION C-C



Bar B01

PLAN OF BOTTOM SLAB
(Reinf. Steel Identical For Wet & Dry Well)
Scale 1/2"=1'-0"

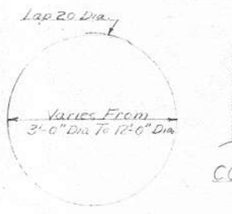


DETAIL A-4
Scale 1"=1'-0"

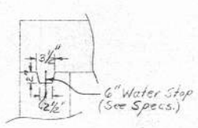
See Specs. For Finishes Of Surfaces Of Wet & Dry Wells

Note: Use hot dipped Galv. chains to space steel away from walls

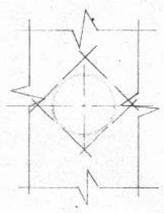
3/4" chamfer on exposed edges



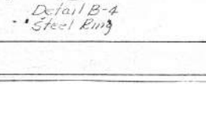
Bars B501 & B604



CONSTRUCTION JOINT
Scale 3/4"=1'-0"



Holes Blocked Out For Suction & Discharge Piping Or Cast in place Fittings



Detail B-4
Steel Ring

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS

WHEELER STREET SEWAGE PUMPING STATION

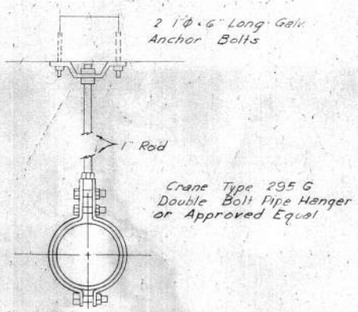
STRUCTUPAL DETAILS

Approved: Director of Public Works

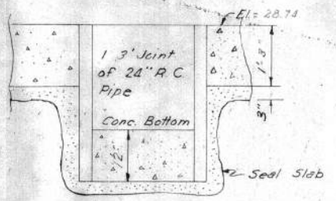
Scale: As Shown
Date: May, 1961
Revised:
Sub. by:
P.B. No.:

Submitted: Chief Engineer
Designed by: Moehlman
Drawn by:
Sheet No. 6 of 7 Sheets

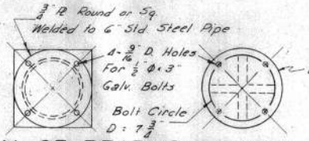
MICROFILM
DATE



PIPE HANGER DETAIL
1 REQUIRED
Not to Scale

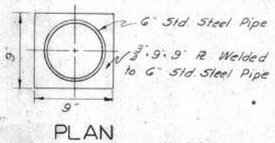


SUMP DETAIL
Scale: 3/4" = 1'-0"

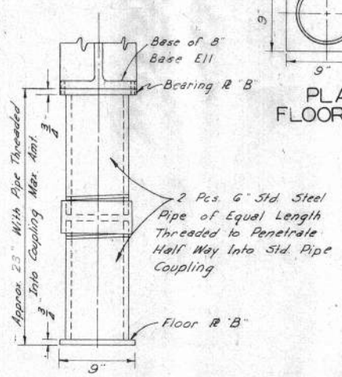


PLAN OF BEARING PLATE "B"

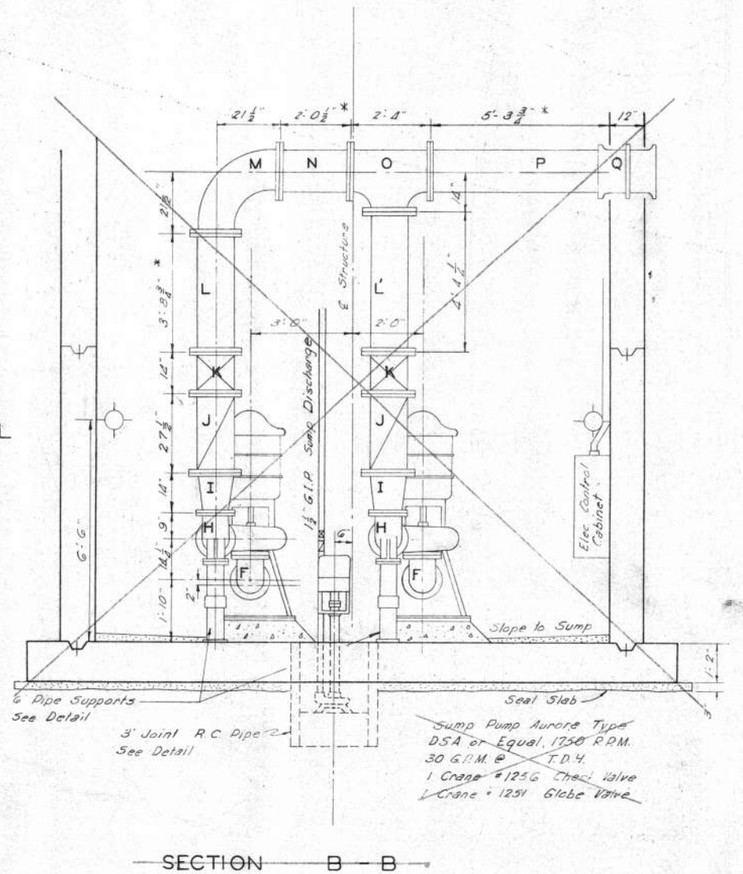
BOTTOM VIEW BASE PLATE 8" BASE ELL



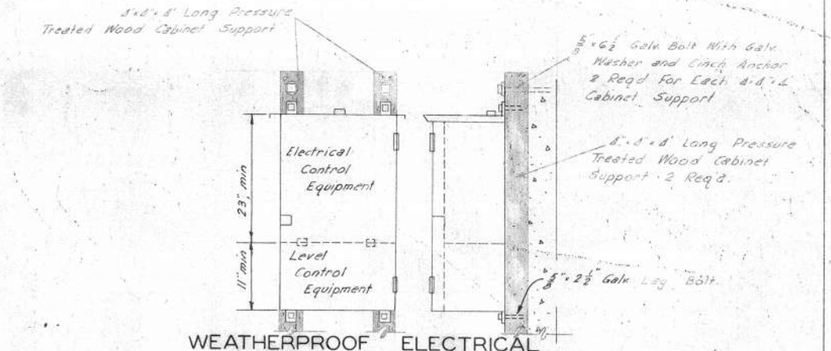
PLAN
FLOOR PLATE "B"



ELEVATION
6" STEEL PIPE SUPPORT
Scale: 1 1/2" = 1'-0"

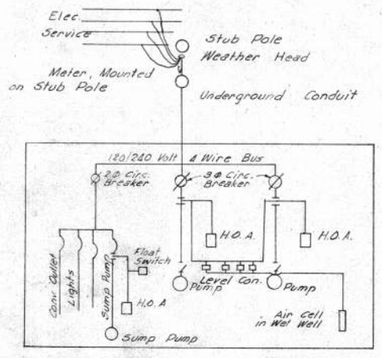


SECTION B — B



WEATHERPROOF ELECTRICAL CONTROL CENTER
POWELL WP HOU 2-2 OR EQUAL

1. Box to be fabricated of 12 ga. cold rolled steel and hot dipped galv. after fabrication
2. Box to accomodate
   A. 2-3 phase 220 V circuit breakers G.E. or equal
   B. 2-3 pole magnetic starters, combination circuit breaker, full voltage across the line magnetic type with under-load and over-load protection in each leg. G.E. or equal.
   C. 2 H.O.A. (3 position) oil tight selector switches G.E. or equal
   D. 1-2 pole circuit breaker for lighting circuit, sump pump, inside convienience outlet.
3. Wiring to be 90° C., 3/64", type T.W. A.W.G. no. 14 on controls and code ga. on power.
4. Lighting
   A. Fixtures - vapor proof type Crouse-Hinds form 200 cat. no. D.L.A. 120 or equal with 150 watt globes (wall mounted)
   B. Switches - 15 amp heavy duty Hubbell or equal
   C. Receptacles - 15 amp., 125 V. grounding type 2 wire, 3 pole, with gaskets and spring cap. Hubbell or equal.
   D. Switches and receptacles shall be installed in Crouse-Hinds type F.S. boxes with weatherproof covers and gaskets.
5. Level control equipment - Minneapolis-Honeywell Pressuretrols type 404 A and 404 B, one set for each pump installed in control center as per dwg. 169-S



ELECTRICAL CIRCUIT
1 LINE DIAGRAM

PROP WHEELER STREET
SEWAGE PUMPING STATION

JOB NO 2734

CITY OF HOUSTON
DEPARTMENT OF PUBLIC WORKS

APPROVALS

STORM SEWERS — SANITARY SEWERS
PAVING DEPT. — WATER DEPT.
BRIDGE ENGINEER — TRAFFIC & TRANSPORTATION
ASST. DIRECTOR OF PUBLIC WORKS — DIRECTOR OF PUBLIC WORKS

SUBMITTED:
SCALE: As Noted
DATE:
SURV. BY:
DESIGNED BY:
DRAWN BY: W.T.H.
SHEET NO. 9 OF 7 SHEETS

W. W. RECORDS
DATE

IMPERIAL 1-65

APPENDIX 07

Appendix 04:
Overall Campus Utility Assessment

PILGRIM CONGREGATIONAL UNITED CHURCH OF CHRIST
FORMERLY PILGRAM CONGREGATIONAL CHURCH
2.5 ACRES
H.C.C.F. NO. C188804
H.C.F.C. NO. 040-38-1165
OCTOBER 29, 1965

these are all existing lines, see appendix 04 for the age of the pipe

8" SAN SWR- built in 2005

BLODGETT STREET (80' R.O.W.) CONCRETE (FELDMAN COURT: VOL. 6, PG. 9 H.C.M.R.)

ENNIS STREET (80' R.O.W.) ASPHALT VOL. 6, PG. 49, H.C.M.R.) (FELDMAN COURT

RETAIL SHELL SPACE 5,658 SQ. FT.

RETAIL SHELL SPACE 5,992 SQ. FT.

STAIR A

ELEVATOR LOBBY

HEALTH AND PHYSICAL EDUCATION CONC. BUILDING

PROP STM SWR MH TYPE "C" RIM=45.55 18" E=39.66(±)

PROP STM SWR MH TYPE "C" RIM=45.80 18" E=39.33(E) 20" E=40.00(S) 24" E=38.67(W)

PROP STM SWR MH TYPE "C" RIM=45.80 24" E= 38.51 (E) 12" E= 42.30 (N) 24" E= 38.31 (W)

PROP STM SWR MH TYPE "C" RIM=45.65 24" E= 38.24 (E) 60" E= 31.92 (N&S)

PROP STM SWR MH TYPE "C" RIM=45.00 24" E= ±39.45 (SE) 24" E= 39.55 (NW)

PROP TYPE "A" INLET TG=45.50 12" E= 42.36 (N&S)

PROP 6"x4" REDUCER
PROP 6"x6" TEE
CONNECT TO EXIST 4" FIRE LINE
6" WL TO REPLACE 4" FIRE LINE
PROP 4" PVC C-900 FIRE LINE
CONNECT TO EXIST 4" DOMESTIC WL SERVING H&PE BLDG
2~4"x45° BENDS
PROP 6"x4" REDUCER
1~6"x6" TEE
1~6"x90° BEND
2~6"x45° BENDS
CUT & PLUG EXIST 4" WATER LINE
6" WATER LINE ROAD BORE PER EXISTING PLANS
EXIST 10'x20' WME HCCF NO. L437101
PROP 10'x20' ESMT
2~4"x45° BENDS
PROP 2" WATER METER FOR IRRIGATION
PROP. 16"x4" TS&V W/ BOX FOR DOMESTIC WATER SERVICE
PROP 10'~20' STM SWR
65'~24" STM SWR @ 0.18%
14'~12" STM SWR @ 0.44%
10'~24" RCP @ 0.18%
130'~18" STM SWR @ 0.25%
PROP 4" PVC C-900 WATER SERVICE LINE FROM TAP TO METER
PROP 8" PVC SDR 26 @ 0.44% (MIN) SANITARY SEWER LINE, REF C2.10, DET 2, 8
CONNECT TO EXISTING 10" SANITARY SEWER LINE, REF C2.10, DET 11
PROP STM SWR MH TYPE "C", REF C2.10 DET 12, 13 INSTALL PEDESTRIAN SAFE GRATE TOP (NO SOLID LID)
PROP STM SWR MH TYPE "C" TO BE CONSTRUCTED ON EXISTING 60" STM. SWR., REF C2.10, DET 3, 12
PROP INLET TYPE "A" TO BE CONSTRUCTED ON EXISTING 12" STM. SWR., REF C2.10, DET 4, 9
PROP INLET TYPE "BB", REF C2.30, DET 10, 11
EXIST. METER W/VAULT TO BE REMOVED & REPLACED W/6" METER AND VAULT ASSEMBLY
EXIST. BACKFLOW PREVENTOR ASSEMBLY W/ VAULT, TO BE REMOVED & REPLACED W/ 6" BACKFLOW PREVENTOR & VAULT ASSEMBLY
EXISTING SERVICE TAP FOR FIRE LINE
REF COH APPROVED PLANS
PROP 4" PVC C-900 WATER LINE FROM METER TO BLDG.
SEE MEP FOR CONTINUATION
SEE LANDSCAPE PLAN FOR CONTINUATION
PROP. 4" WATER METER W/ VAULT, REF C2.20 DET 4, 8
PROP. 4"x2" TEE
PROP. 2" PVC SCH. 40 WATER LINE
PROP. 6" PVC SCH. 40 IRRIGATION SLEEVES (TYP.)
CONSTRUCT TYPE "C" STM. SWR. MH ON EXISTING STM. SWR.
PROP E FOR SANITARY SWR @ POINT OF CONNECTION TO BUILDING = 40.10
PROP. 6" PVC C-900 FIRE LINE.

TRENCH WIDTH
NATIVE BACKFILL
BANK SAND BACK
EXIST. 4" DOM WATERLINE
12" MIN.
12" MIN. CLR.
REMOVED EXIST. 4" FIRE LINE
6" FIRE LINE TO BUILDING
6" MIN. (TYP.)
PROP. 6" FIRE LINE

FINISHED FLOOR ELEVATION = 46.60

Key Map # 533 C
GIMS MAP NO. 5455A & 5456C

20 10 0 20 40 60
GRAPHIC SCALE IN FEET
1" = 20'

KEY NOTES

1. EXISTING 4" FIRE LINE TO BE REMOVED & REPLACED w/ PROPOSED 6" PVC FIRE LINE
2. INSTALL 6"x6" TEE FOR SERVICE TO BUILDING
3. PROP 4" PVC C-900 WATER SERVICE LINE FROM TAP TO METER
4. PROP 2" WATER METER FOR IRRIGATION, REF C2.20, DET 3
5. PROP. 16"x4" TS&V W/ BOX FOR DOMESTIC WATER SERVICE
6. PROP 8" PVC SDR 26 @ 0.44% (MIN) SANITARY SEWER LINE, REF C2.10, DET 2, 8
7. CONNECT TO EXISTING 10" SANITARY SEWER LINE, REF C2.10, DET 11
8. PROP STM SWR MH TYPE "C", REF C2.10 DET 12, 13 INSTALL PEDESTRIAN SAFE GRATE TOP (NO SOLID LID)
9. PROP STM SWR MH TYPE "C" TO BE CONSTRUCTED ON EXISTING 60" STM. SWR., REF C2.10, DET 3, 12
10. PROP INLET TYPE "A" TO BE CONSTRUCTED ON EXISTING 12" STM. SWR., REF C2.10, DET 4, 9
11. PROP INLET TYPE "BB", REF C2.30, DET 10, 11
12. EXIST. METER W/VAULT TO BE REMOVED & REPLACED w/6" METER AND VAULT ASSEMBLY
13. EXIST. BACKFLOW PREVENTOR ASSEMBLY W/ VAULT, TO BE REMOVED & REPLACED w/ 6" BACKFLOW PREVENTOR & VAULT ASSEMBLY
14. EXISTING SERVICE TAP FOR FIRE LINE
15. REF COH APPROVED PLANS
16. PROP 4" PVC C-900 WATER LINE FROM METER TO BLDG.
17. SEE MEP FOR CONTINUATION
18. SEE LANDSCAPE PLAN FOR CONTINUATION
19. PROP. 4" WATER METER W/ VAULT, REF C2.20 DET 4, 8
20. PROP. 4"x2" TEE
21. PROP. 2" PVC SCH. 40 WATER LINE
22. PROP. 6" PVC SCH. 40 IRRIGATION SLEEVES (TYP.)
23. CONSTRUCT TYPE "C" STM. SWR. MH ON EXISTING STM. SWR.
24. PROP E FOR SANITARY SWR @ POINT OF CONNECTION TO BUILDING = 40.10
25. PROP. 6" PVC C-900 FIRE LINE.

NOTES

1. COORDINATE LOCATION OF PROPOSED UTILITY LINES WITH ARCHITECTURAL AND PLUMBING DRAWINGS.
2. PROJECT SITE LOCATED IN ZONE X ON HARRIS COUNTY FIRM MAP NO. 48201C0880 K DATED, APRIL 20, 2000. PROJECT IS NOT LOCATED WITHIN 100-YEAR FLOOD PLAIN.
3. STATION AND OFFSET, LENGTH OF PIPES, AND GRADES ARE MEASURED FROM CENTER OF STRUCTURES.
4. BENCHMARK:

TBM A: TOP OF CHISELED BOX IN TOP OF THE NORTHERLY CURB LINE OF BLODGETT AT THE BB INLET LOCATED AT THE NORTHEAST CORNER OF ENNIS AND BLODGETT
ELEV: 44.92

TBM B: TOP OF THE LETTERS "LL" OF THE WORD VILLE STAMPED ON THE FLANGE ON A FIRE HYDRANT LOCATED AT THE SOUTHWEST CORNER OF ROSEWOOD AND ENNIS
ELEV: 47.49

4. WHERE NEW CONCRETE JOINS EXISTING, SAWCUT AND REMOVE CONCRETE TO EXPOSE 18" OF EXISTING REINFORCEMENT. TIE 18" OF NEW REINFORCEMENT TO EXISTING. WHERE NO REINFORCEMENT EXISTS, DRILL AND EMBED NO. 6 BARS SPACED 2' CC 8" INTO EXISTING CONCRETE.

UTILITY AVAILABILITY

UTILITY AVAILABILITY AND UTILITY SERVICE POINTS OF CONNECTIONS ARE PER:
* COH WASTEWATER CAPACITY RESERVATION FILE NO. 0003460-016
* COH WATER AND STORM DRAINAGE APPLICATION NO. 2004052503
TEXAS SOUTHERN UNIVERSITY WILL OWN AND MAINTAIN ALL PRIVATE UTILITY LINES CONSTRUCTED PER THESE PLANS.

NOTE:

CONTRACTOR SHALL INCLUDE IN THIS CONTRACT ALL WORK PROPOSED IN THE CONSTRUCTION PLANS FOR "BLODGETT AND ENNIS STREET UTILITY SERVICE CONNECTIONS TO SERVE TEXAS SOUTHERN UNIVERSITY ENNIS PARKING GARAGE." REFER TO THESE PLANS FOR CONSTRUCTION OF PUBLIC IMPROVEMENTS.

FLOOD PLAIN NOTE:

PROJECT SITE LOCATED IN ZONE X ON HARRIS COUNTY FIRM MAP NO. 48201C0880 K DATED, APRIL 20, 2000. PROJECT IS NOT LOCATED WITHIN 100-YEAR FLOOD PLAIN

TSC ENGINEERING COMPANY
6250 Westpark Drive, Suite 200
Houston, Texas 77057-7334
Fax 713.784.7733
Tel. 713.784.7777
Engineers · Surveyors

SMITH COMPANY ARCHITECTS
5312 ALMEDA ROAD
HOUSTON, TEXAS 77004
PHONE: 713-524-4202
FAX: 713-524-4071

PROJECT NUMBER: N122203
DATE ISSUED: MAY 11, 2005
REVISIONS:
1. RFP #003 ADA AND CITY OF HOUSTON COMMITS 5/26/05
2. RFP #006 REALIGNMENT OF DOMESTIC AND FIRE WATER LINES & RFI #24 7/28/05

TEXAS SOUTHERN UNIVERSITY
ENNIS STREET PARKING GARAGE
HOUSTON, TEXAS

UTILITY PLAN

STATE OF TEXAS
DAVID E. RODRIGUEZ
87882
LICENSED PROFESSIONAL ENGINEER
07/28/05

C1.30

Appendix 04:
Overall Campus Utility Assessment

CLEBURNE AVENUE
60' R.O.W.
CLEBURNE AVENUE
CITY OF HOUSTON MONUMENT 5456-0601
S78°55'10"E
318.08'
0.19'
S72°32'20"E
91.15'
EXIST. SAN MH (TO REMAIN)
12" FL = 32.38 (SW)
10" FL = 32.40 (NE)
EXIST. SAN MH
10" FL = 32.50 (SW)
EXISTING 4' SIDEWALK
REPLACE MANHOLE COVER
EXIST. 10" SAN CUT, PLUG @ MANHOLE
PROP. SAN MH
12" FL = 32.22 (E)
12" FL = 32.21 (S)
12" SAN SWR- built in 1999
PROP. 2" WATER TAP PER BLDG. CODE
EXIST 2" WATER CUT AND PLUG
PROP. 2" WATER TAP PER BLDG. CODE
PAVING TRANSITION CUT OUT EXIST. (SEE SHT. C2.00)
CUT & CAP 4" GAS LINE
(ASPHALT SURFACE)
PROPOSED F.F. 44.40
PROP. SAN MH
12" FL = 31.77 (N)
12" FL = 31.77 (SE)
EXIST 10" SAN SWR CUT, PLUG AT NEW MANHOLE
PROP. 60'+/- 8" DUCTILE IRON SAN @ 0.44%
PROP. SAN MH W/ 8" DROP
8" FL = 31.97 (W)
8" FL = 38.30 (E)
PROP. 6" FIRE LINE
PROP. 6" SAN SWR RE: P2.01/NOTE #22
PROP. SAN MH
8" FL = 39.33 (W)
8" FL = 39.33 (N)
10'x20' WM ESMT.
PROP. 3" WL
4" WATER METER VAULT IN 10'x20' ESMT. SEE SPEC. 2085 FOR DETAIL DRAWING NO.2526-02
4" T.S.&V. W/ BOX
7'x10' FIRE WATER SPRINKLER VALVE VAULT SEE SPEC. 2085 FOR DETAIL DRAWING NO.2526-07
6"x6" T.S.&V. W/BOX
TRANSFORMER PAD
PROP. 8" SAN @ 0.44%
PROP. SAN MH
12" FL = 31.55 (NW)
12" FL = 31.55 (S)
8" FL = 31.79 (E)
NEW TUNNEL EXTENSION: 6'-0"W X 7'-0"H CLEAR INSIDE
EXISTING 6" CHS & R, 2" STM & 2" COND.
PEDESTRIAN WALKWAY
EXISTING 6'-0" X 7'-0" TUNNELS
REFER TO 1/4" SCALE PARTIAL PLAN 2/M1.01.
EXIST. F.F. ELEV. = 32.24
MATCH LINE (SEE THIS SHEET)
TIERWESTER STREET
SAMPSON STREET
55' R.O.W.
SAMPSON STREET
(ASPHALT SURFACE)
EXIST. SAN MH
EXIST. 8" WATER
EXIST. 4" GAS
EXIST. 2" WATER
EXIST. SANITARY TO BE ABANDONED IN PLACE
EXIST. 10" SAN SWR TO BE REPLACED
10' B.L.
MATCH LINE (SEE THIS SHEET)
NOT TO SCALE
PROP. SAN MH (REMOVE EXIST. SAN MH) 12" FL = 31.01 (N,S)
NAPALAVA ST.
COBB
PROP. 12" SAN SWR ±390' @ 0.25%
EXIST. 10" SAN (TO BE REMOVED)
PROP. SAN MH
12" FL = 30.12 (S)
12" FL = 30.32 (N)
5'
N. RIGHT-OF-WAY
WHEELER AVE.
S. RIGHT-OF-WAY
EXIST. SAN MH (AT WHEELER STREET)
TOP RIM = 41.25
12" FL = 36.00 (N)
10" FL = 36.00 (W)
10" FL = 31.13 (S)
10" FL = 30.07 (E)
PROP. 12" SAN @ 0.25% (ORIGINAL DIRECT. 12" SAN)
SECTION (A)
(SEE PLAN & PROFILE SHEET # C7.00, C7.01 AND C7.02)
SCALE: 1" = 20'
BENCH MARK
Site benchmark, City of Houston monument 5456-0604
Elevation OF 41.11. (1973 ADJ.)
NOTES:
1.) ALL SANITARY SEWER LINES SHALL BE TYPE SDR 26 UNLESS OTHERWISE INDICATED.
2.) CONTRACTOR WILL HAVE TO MAINTAIN CONTINUOUS SEWERAGE FLOW DURING CONSTRUCTION OF 12" SANITARY SEWER LINES.
3.) INSTALLATION OF ONSITE SANITARY SEWER SHALL BE BY OPEN-CUT METHOD.
LEGEND
FL = FLOW LINE
FG = FINISHED GRADE
FF = FINISHED FLOOR
TC = TOP OF CURB
TG = TOP OF GRATE
TW = TOP OF WALK
CO. = SANITARY CLEANOUT
Architecture
Interior Architecture
PGAL
Engineering
Planning
5555 San Felipe
Suite 1000
Houston, Texas 77056
713/622-1444
Project Number:
215-9601-00
Date Issued:
APRIL 1997
Revisions:
ESPA CORP
ENGINEERS SURVEYORS PLANNERS & ARCHITECTS
5718 WESTHEIMER ROAD, Suite 320
HOUSTON, TEXAS 77057
(713) 680-0060
FAX (713) 680-0738
TEXAS SOUTHERN UNIVERSITY
JESSE H. JONES SCHOOL OF BUSINESS
HOUSTON, TEXAS
SANITARY SEWER AND WATER PLAN
Sheet Number:

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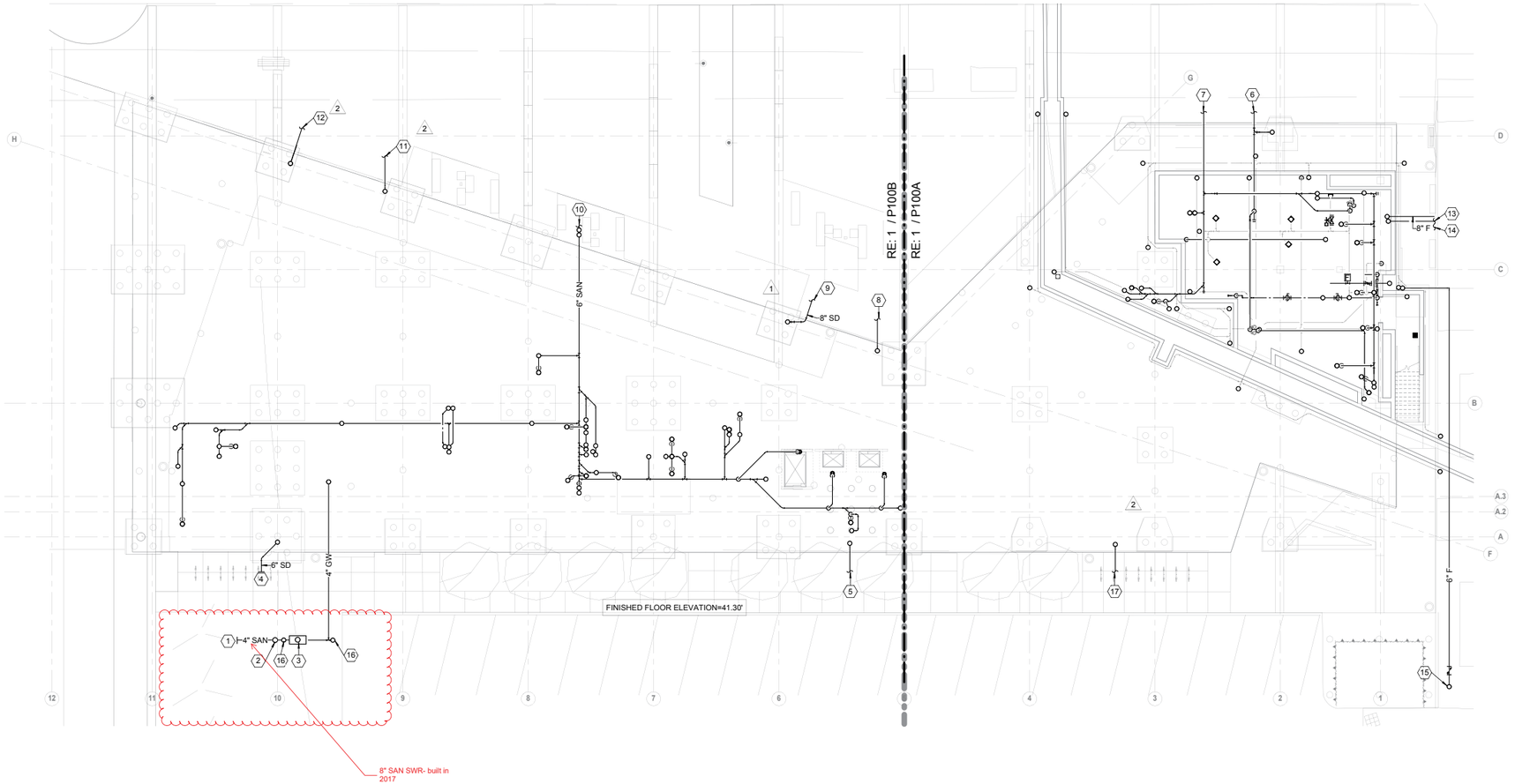


1 LEVEL 00 PLUMBING & FIRE PROTECTION PLAN - OVERALL
3/32" = 1'-0"

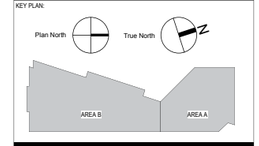
KEYED NOTES - P100

1 4" SANITARY SEWER. 8 DFU, 8 GPM, FL=32.00'. REFER TO CIVIL FOR CONT.
2 GREASE SAMPLING WELL.
3 75 GPM HYDROMECHANICAL GREASE INTERCEPTOR. LOCATE IN LOADING AREA. COORDINATE W/ CIVIL WORK.
4 6" STORM SEWER, 2,341 SQ FT, 195 GPM, FL=36.30'. REFER TO CIVIL FOR CONT.
1/5 6" STORM SEWER, 1,249 SQ FT, 105 GPM, FL=36.30'. REFER TO CIVIL FOR CONT.
6 10" STORM SEWER. 7,512 SQ FT, 625 GPM, FL=36.25'. REFER TO CIVIL FOR CONT.
7 6" SANITARY SEWER. 137 DFU, 75 GPM, FL=36.63'. REFER TO CIVIL FOR CONT.
8 8" STORM SEWER. 3,655 SQ FT, 303 GPM, FL= 35.64'. REFER TO CIVIL FOR CONT.
1/9 8" STORM SEWER. 2,977 SQ FT, 249 GPM, FL=35.64'. REFER TO CIVIL FOR CONT.
10 6" SANITARY SEWER. 400 DFU, 125 GPM, FL=36.63'. REFER TO CIVIL FOR CONT.
11 10" STORM SEWER.6,057 SQ FT, 506 GPM, FL=35.64'. REFER TO CIVIL FOR CONT.
1/12 10" STORM SEWER. 9,420 SQ FT, 788 GPM, FL=35.64'. REFER TO CIVIL FOR CONT.
13 4" BUILDING DOMESTIC WATER ENTRY.
14 8" BUILDING FIRE WATER ENTRY.
15 BUILDING 4 WAY FREEESTANDING FIRE DEPT. CONNECTION.
16 4" PIPE TURN UP THRU SLAB W/ CAP. THIS IS FOR FUTURE BUILD-OUT OF SHELL SPACE. FOR BUILD-OUT PIPE TURN UP TO BE REMOVED & PIPING EXTENDED UNDERGROUND TO REQUIRED INLET LOCATIONS
1/17 8" STORM SEWER. 4,348 SQ FT, 364 GPM, FL=36.30'. REFER TO CIVIL FOR CONT.

3/32"=1'-0" 0' 1'2" 2'4"

SHAH SMITH & ASSOCIATES, INC.
2825 Wilcrest, Suite #350 Houston, Texas 77042
Ph. 713.780.7563 Fax.713.780.9209
Texas Registered Engineering Firm F-2113

KEY PLAN:



#	DATE	CHANGE DESCRIPTION
1	10/30/17	ASI No. 4
	11/01/17	ISSUED FOR CONSTRUCTION
2	03/02/18	ASI NO. 12
3	08/02/19	RECORD DRAWINGS

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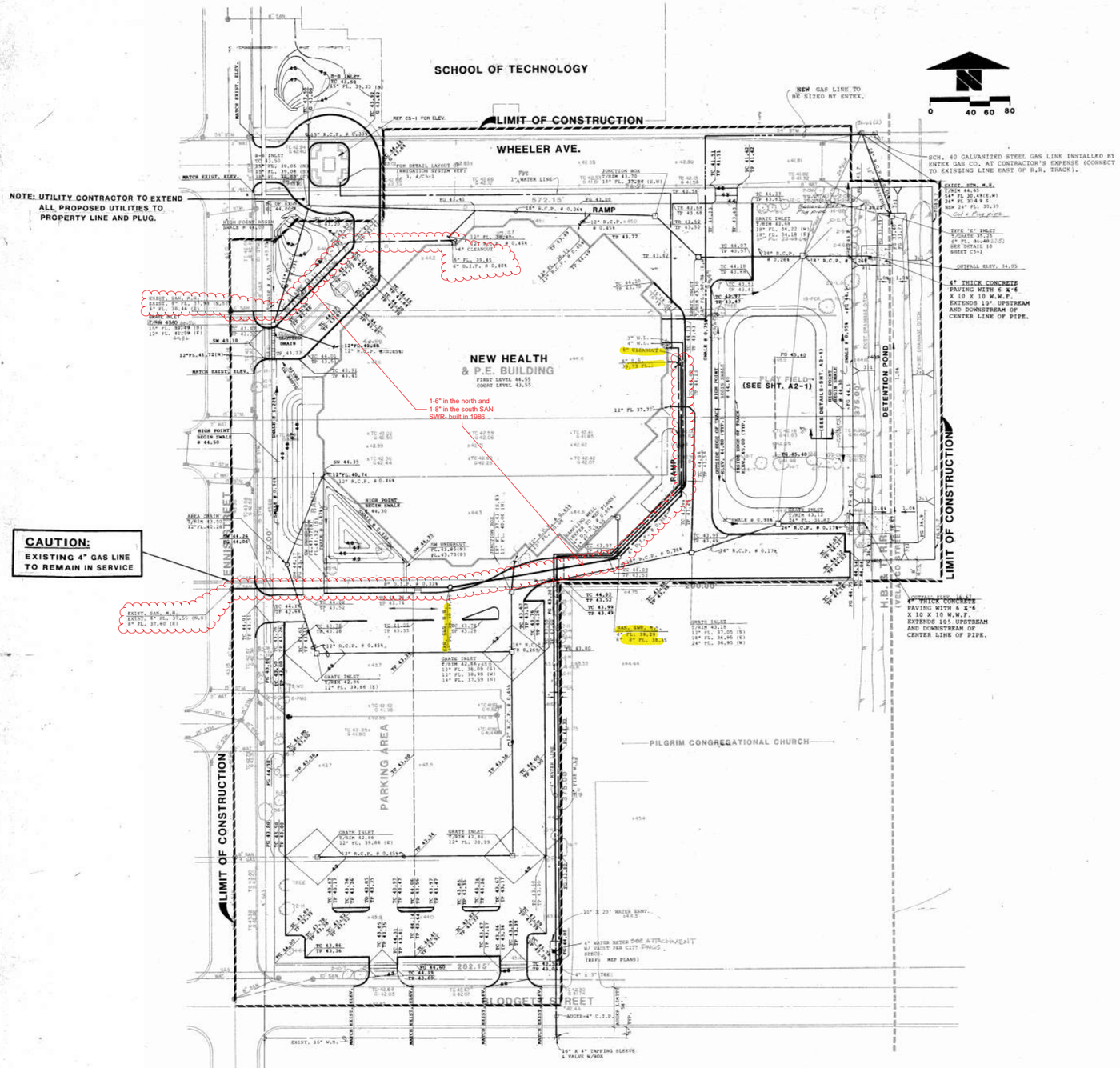
5177 Richmond Ave.
Suite 550
Houston, TX 77056
Phone: (832) 530-4570
www.moodynolan.com

DRAWING TITLE
LEVEL 00 PLBG & FIRE PROTECTION PLAN - OVERALL

11.01.2017
DRAWN BY: PL CHECKED BY: CM, JG
R15567.01
P100

PRINT DATE: 9/3/2019 3:36:35 PM
FILE INFO: S:\1187-002-01\Export\2019-08-02_Record Models CAD\PLBG CAD\1187-002-01_Plbg_R17.rvt



GRADING AND UTILITY PLAN

1"=40'

NOTES:

1. ALL GAS LINES WITHIN THE LIMITS OF THE DEMOLITION AREA SHOULD HAVE BEEN ABANDONED BY ENTEX GAS COMPANY. HOWEVER, IT IS THE RESPONSIBILITY OF THE CONTRACTOR TO VERIFY THE STATUS OF ALL GAS LINES PRIOR TO COMMENCING CONSTRUCTION.
2. ALL EXISTING UNDERGROUND UTILITIES LOCATED IN THE AREA OF THE NEW BUILDING ONLY SHALL BE REMOVED COMPLETELY. ALL OTHER EXISTING UNDERGROUND UTILITIES OUTSIDE OF THE NEW BUILDING AREA SHALL BE ABANDONED IN PLACE. ALL EXISTING INLETS AND MANHOLES WITHIN THE AREAS DESIGNATED FOR CONSTRUCTION SHALL BE REMOVED AND THE ENDS OF THE PIPES PLUGGED WITH BRICK AND MORTAR OR WITH AN ACCEPTABLE METHOD AS APPROVED BY THE ENGINEER.
3. CONTRACTOR TO CENTER DETENTION POND IN THE CENTER OF THE EXISTING 80' RIGHT-OF-WAY. HOWEVER, THE CONTRACTOR SHALL CONTACT THE ARCHITECT PRIOR TO ANY CONSTRUCTION ACTIVITIES WITHIN THIS AREA.

Sheet Content: GRADING & UTILITY PLAN

Revisions: 2/08/86

Reg. No. 61077

Haywood Jordan McCowan of Houston, Inc.
Architects Planners
1406 Southmore Avenue
Houston, Texas 77004
(713) 527-9543

ESPA CORP
ENGINEERS, SURVEYORS, PLANNERS & ASSOCIATES
HOUSTON, TEXAS

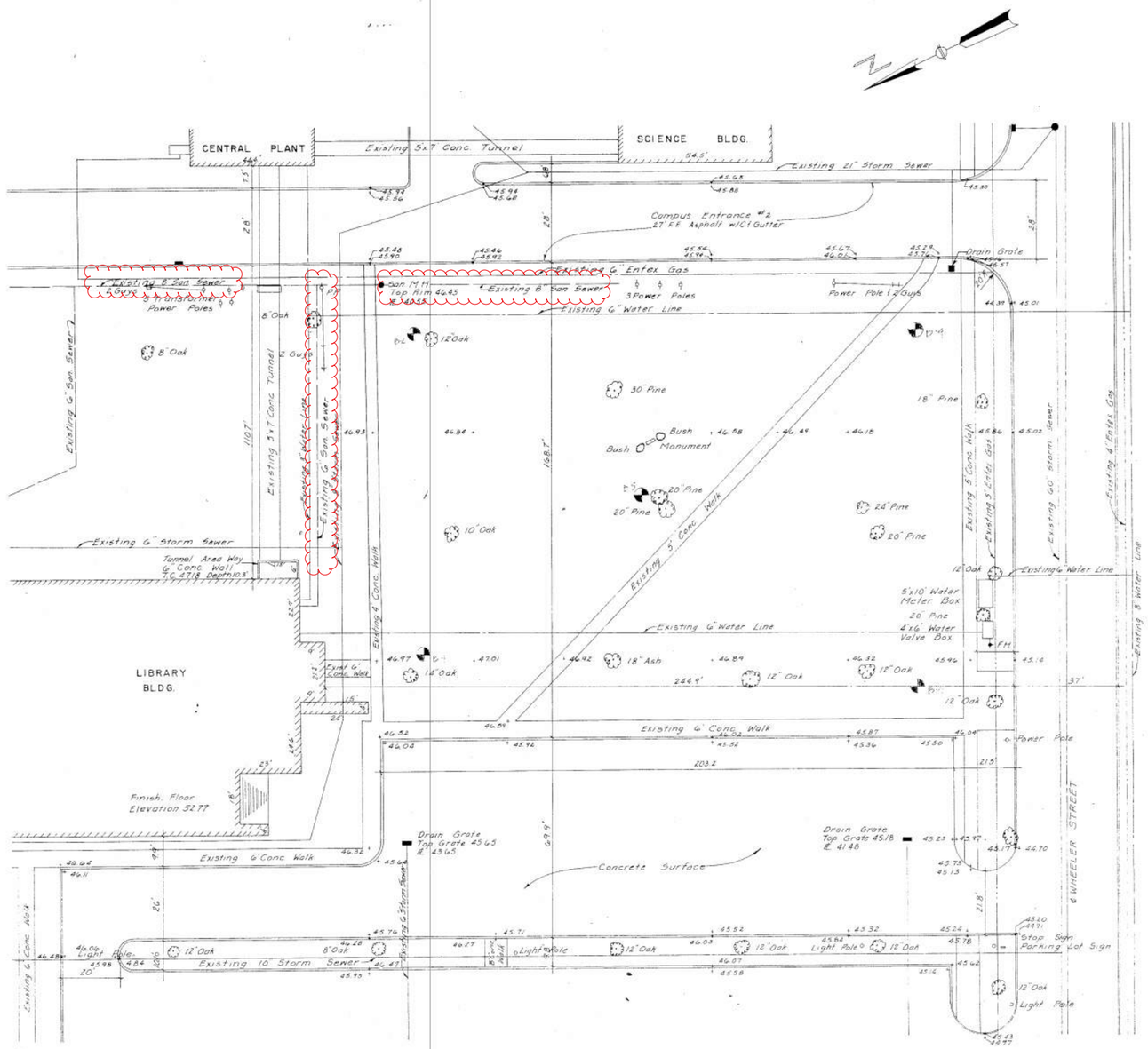
Project: HEALTH & PHYSICAL EDUCATION BUILDING FOR TEXAS SOUTHERN UNIVERSITY

Reg. No. 3259

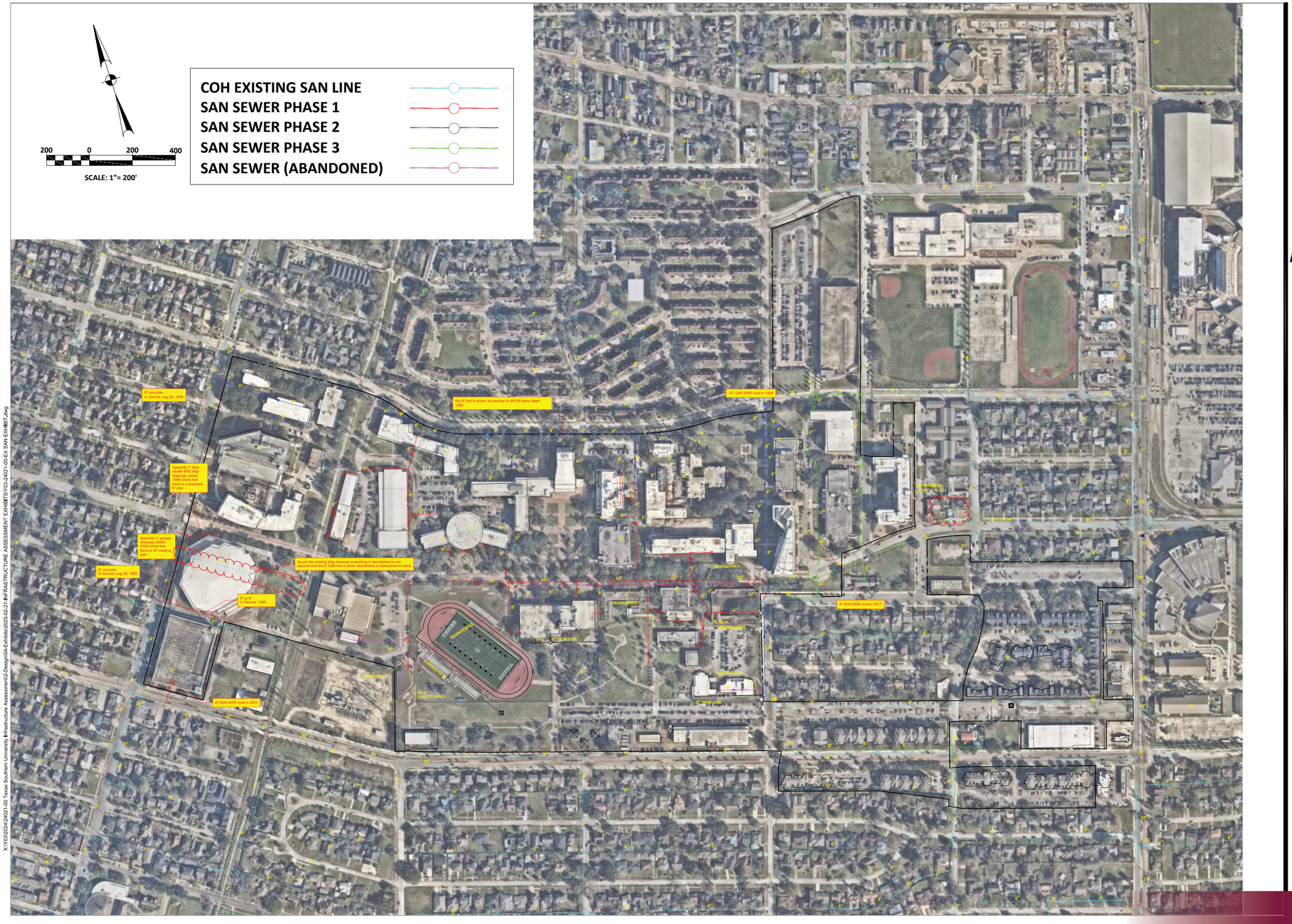
Project No. 8329
Sheet Date 4/30/86
Project Architect WILLIE C. JORDAN, JR.

C3-1

Appendix 04:
Overall Campus Utility Assessment


CENTRAL PLANT
SCIENCE BLDG.
Existing 5'x7' Conc. Tunnel
Existing 21" Storm Sewer
Campus Entrance #2
27' F.F. Asphalt W/Curb Gutter
Existing 8" San Sewer
Existing 6" Enfex Gas
Existing 6" Water Line
San M.H.
Top Rim 46.45
Drain Grate
3 Power Poles
Power Pole 1 Guys
Existing 6" San Sewer
Existing 5'x7' Conc. Tunnel
Existing 6" Storm Sewer
Existing 6" Storm Sewer
Tunnel Area Way
6' Conc. Wall
T.G. 47.18 Depth 10.5'
Existing 10" Storm Sewer
Existing 5' Conc. Walk
Existing 4' Conc. Walk
Existing 3' Conc. Walk
Existing 5' Safety Walk
Existing 4" Enfex Gas
Existing 60" Storm Sewer
Existing 8" Water Line
Existing 6" Water Line
Existing 6" Conc. Walk
Existing 6" Conc. Walk
Existing 6" Conc. Walk

APPENDIX 08



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Project :

Client :

Consultants / Discipline :

MARTINEZ MOORE ENGINEERS
MARTINEZ MOORE ENGINEERS, LLC
401 SOUTH 1ST STREET, SUITE 600
AUSTIN, TX 78704
PHONE: 512-330-1278

Keyplan :

Issues/Revisions :

No.	Date	Description

Project Number : Drawn By :

Approved By : Checked By :

Certification Statement :
TO THE BEST OF THE ENGINEER'S KNOWLEDGE, THE PLANS AND SPECIFICATIONS COMPLY WITH THE APPLICABLE MINIMUM BUILDING CODES.

Seal and Signature :

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Engineer: VANESSA R MCELROY
P.E. Serial No.: 97281
Date: 02/27/2025
Martinez Moore Engineers, LLC
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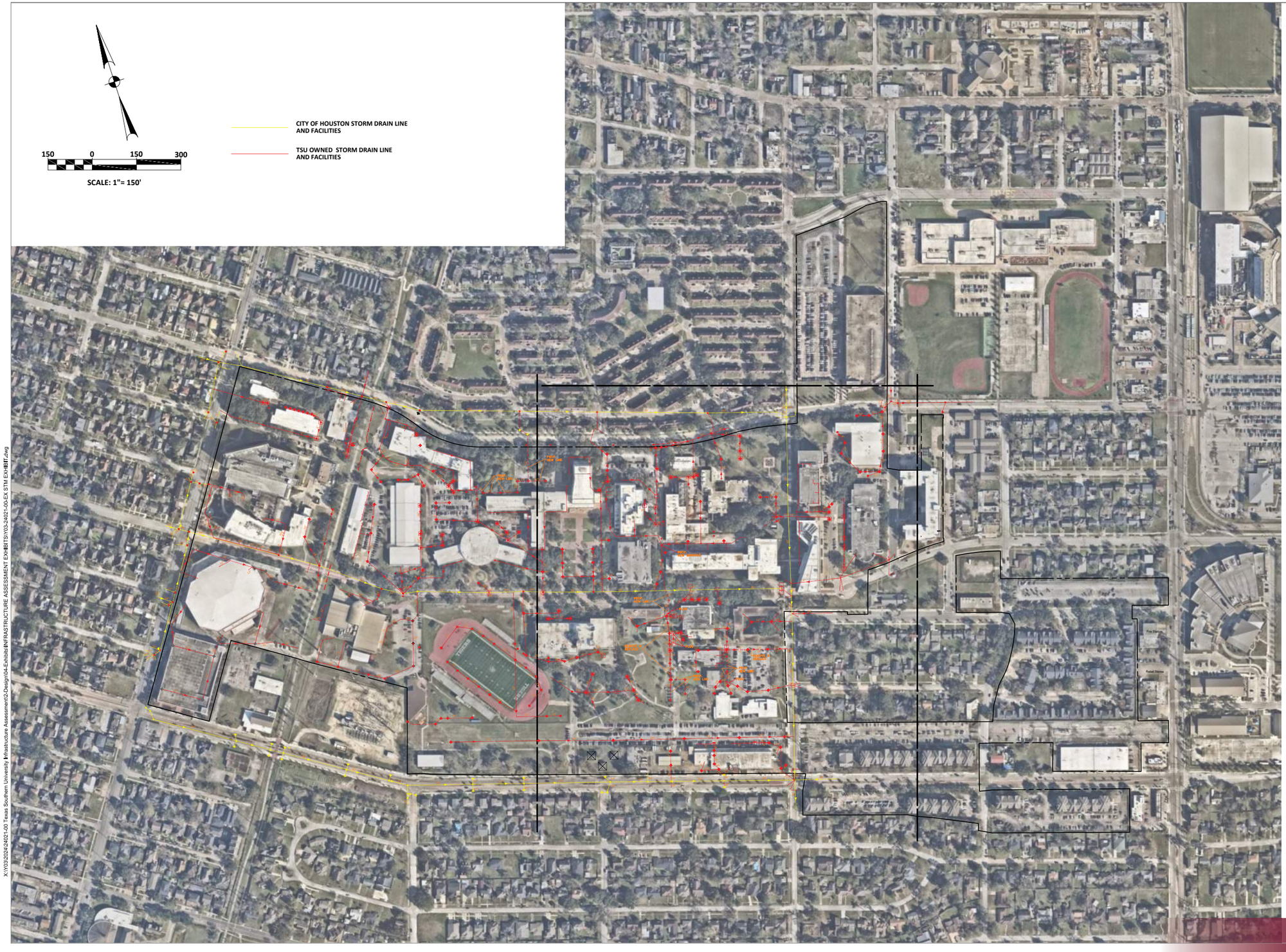
Drawing Title :

OVERALL EXISTING SANITARY SEWER EXHIBIT

Filename :

APPENDIX 09



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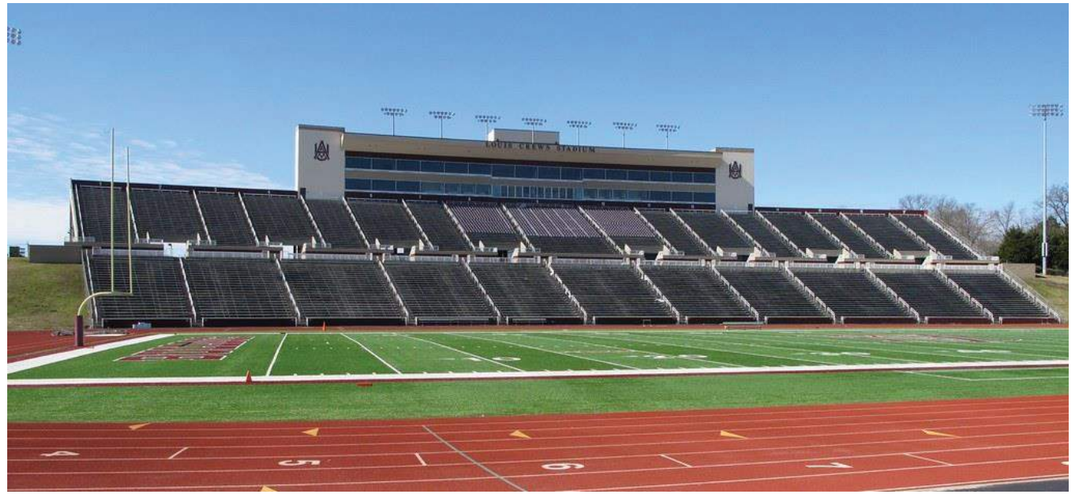
OVERALL EXISTING STORM SEWER EXHIBIT

Filename :

TSU FOOTBALL STADIUM

SWAC Stadium Benchmarking





Alabama A&M – Bulldogs

Louis Crews Stadium

Enrollment (Fall 2024): 7,295

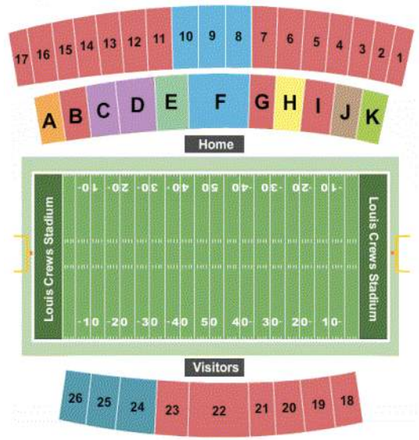
Seating Capacity: 21,000

- Home: 14,000
- Visitor: 7,000

Est. Cost: $10 million

Completion Date: 1996

Features/ Notes: Bleachers/ Bench Seating, Sky Boxes, and Two-level Press Box





Alabama State University - Hornets

ASU Stadium

Enrollment (Fall 2024): 4,081

Seating Capacity: 26,500

Est. Cost: $62 million

Completion Date: 2012

Features/ Notes: Bleachers, Club Seats, Suites, Endzone Terraces, Double-deck main stand (Home) and Single Stands (Visitor)





Alcorn State University - Bravehawks

Spinks-Casem Stadium

Enrollment (Fall 2024): 2,894

Seating Capacity: 22,500

Est. Cost: Not Published

Completion Date: 1992

Features/ Notes: Bleachers, Sideline Stands, Open End Zones





University of Arkansas at Pine Bluff – Golden Lions

Simmons Bank Field

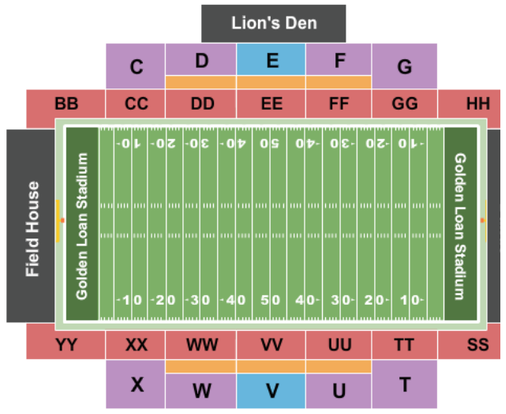
Enrollment (Fall 2024): 2,100

Seating Capacity: 16,000

Est. Cost: $14 million

Completion Date: 2000

Features/ Notes: Bleachers, Field House opposite Band Stand, Sideline Stands, End Zone Band Stand





Bethune-Cookman University - Wildcats

Daytona Stadium

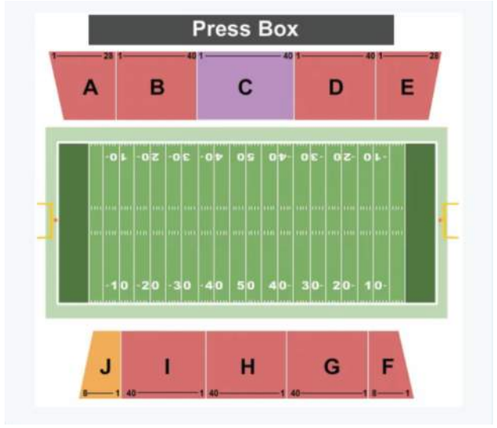
Enrollment (Fall 2024): 2,858

Seating Capacity: 10,000

Est. Cost: $6 million

Completion Date: 1988

Features/ Notes: Bleachers and Seats, Horseshoe Bowl





Florida A&M University - Rattlers

Bragg Memorial Stadium

Enrollment (Fall 2024): 9,626

Seating Capacity: 25,500

Est. Cost: Not Published

Completion Date: 1957, Renovated 2022

Features/ Notes: Bleachers, Field House near End Zone, Curved Sideline Stands, Open End Zones





Grambling State University - Tigers

Eddie G. Robinson Stadium

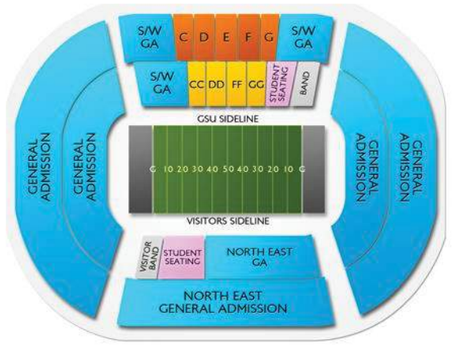
Enrollment (Fall 2024): 5,114

Seating Capacity: 19,600

Est. Cost: Not Published

Completion Date: 1983, Renovated 2017

Features/ Notes: Bleachers in Sunken Bowl, Sideline Stands, Sloped Earthen End Zones



EDDIE ROBINSON STADIUM



Jackson State University - Tigers

Mississippi Veterans Memorial Stadium

Enrollment (Fall 2024): 7,080

Seating Capacity: 44,000

Est. Cost: Not Published

Completion Date: 1950

Features/ Notes: Bench Seating, Chairbacks, Large Multi-tier Bowl, Horseshoe Stands





Mississippi Valley State University – Delta Devils

Rice-Totten Stadium

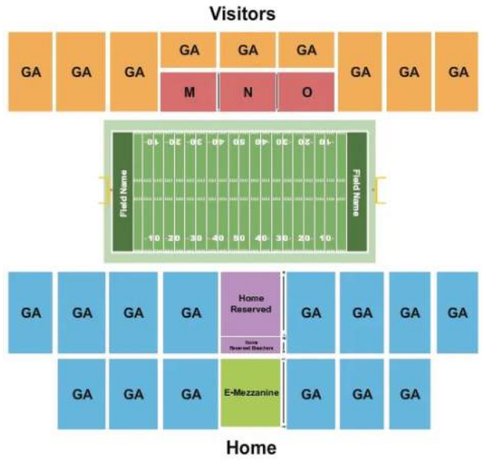
Enrollment (Fall 2024): 2,196

Seating Capacity: 10,000

Est. Cost: $5.5 million (Renovation)

Completion Date: 1958, Renovated 2012

Features/ Notes: Bleachers, Sideline Stands





Prairie View A&M University - Panthers

Panther Stadium at Blackshear Field

Enrollment (Fall 2024): 9,893

Seating Capacity: 15,000

Est. Cost: $61 million (includes fieldhouse)

Completion Date: 2016

Features/ Notes: Bleachers, 500 Premium seats,

10 suites. Sideline Stands with fieldhouse





Southern University – Jaguars

A.W. Mumford Stadium

Enrollment (Fall 2024): 8,226

Seating Capacity: 25,500

Est. Cost: $16.5 million (Renovation)

Completion Date: 1938, Renovated 2009

Features/ Notes: Bleachers, 500 Premium seats,

10 suites, Sideline Stands with Fieldhouse



Institution	Building Name	Enrollment (Fall 2024)	Completion Year	Seating Capacity	Est. Cost	Notes/ Features
Alabama A&M University	Louis Crews Stadium	7,295	1996	21,000	$10 million	Bleachers/ Bench Seating, Sky Boxes, and Two-level Press Box
Alambama State University	ASU Stadium	4,081	2012	26,500	$62 million	Bleachers, Club Seats, Suites, Endzone Terraces, Double-deck main stand (Home) and Single Stands (Visitor)
Alcorn State University	Spinks-Casem Stadium	2,894	1992	22,500	not published	Bleachers, Sideline Stands, Open End Zones
University of Arkansas at Pine Bluff	Simmons Bank Field	2,100	2000	16,000	$14 million	Bleachers, Field House opposite Band Stand, Sideline Stands, End Zone Band Stand
Bethune-Cookman University	Daytona Stadium	2,858	1988	10,000	$6 million	Bleachers and Seats, Horseshoe Bowl
Florida A&M University	Bragg Memorial Stadium	9,626	Constructed: 1957 Renovated: 2022	25,500	not published	Bleachers, Field House near End Zone, Curved Sideline Stands, Open End Zones
Grambling State University	Eddie G. Robinson Stadium	5,114	Constructed: 1983 Renovated: 2017	19,600	not published	Bleachers in Sunken Bowl, Sideline Stands, Sloped Earthen End Zones
Jackson State University	Mississippi Veterans Memorial Stadium	7,080	1950	44,000	not published	Bench Seating, Chairbacks, Large Multi-tier Bowl, Horseshoe Stands

Mississippi Valley State University	Rice- Totten Stadium	2,196	Constructed: 1958 Renovated: 2012	10,000	$5.5 million	Bleachers, Sideline Stands
Prairie View A&M University	Panter Stadium at Blackshear Field	9,893	2016	15,000	$61 million	Bleachers, 500 Premium seats, 10 suites. Sideline Stands with fieldhouse
Southern University	A.W. Mumford Stadium	8,226	Constructed: 1938 Renovated: 2009	25,500	$16.5 million	Bleachers, 500 Premium seats, 10 suites, Sideline Stands with Fieldhouse

TSU Visitor's / Welcome Center

Benchmarking Study





Cornell University

Brian C. Nevin Welcome Center

Architect: Baird Sampson Neurt Architects

Completion Date: Oct. 28, 2010

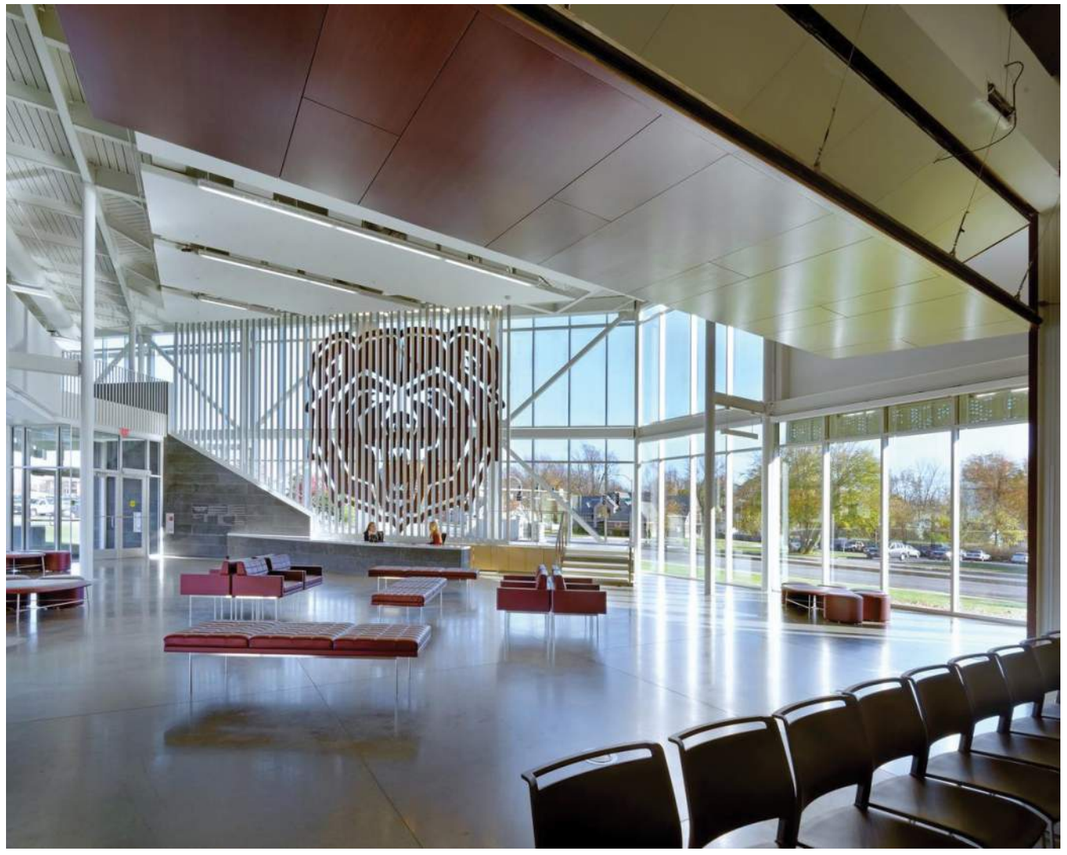
Area: 6, 200 sf

Est. Cost: ~$7 million

Enrollment (Fall 2024): 26,793

Program Elements: Two-story Atrium & Lobby, Exhibition Hall, Gift Shop, Café, Outdoor Seating, Offices, Multi-Purpose (100 seats), Kitchenette, Conference Room, Even Terrace

Features/ Notes: LEED Gold, High Transparency, Divisible Multi-Purpose Room, Open to Community, Blurs Indoor/ Outdoor



Missouri State University

Davis-Harrington Welcome Center

Architect: Dake I Wells Architecture

Completion Date: July 2015

Area: 13, 000 sf

Est. Cost: ~$6.1 million

Enrollment (Fall 2024): 25,038

Program Elements: Two-story Atrium & Lobby, Exhibit/ Gallery, Presentation Room (100 seats), Reception, Catering Kitchen, Administrative Offices, Support Areas

Features/ Notes: University Branding (Overt and Subtle), Gateway to rest of campus, Transparency, Simple Layout, Natural Light, Focus on Materiality



Washington State University

Brelsford Washington State University Visitor Center

Architect: Olsen Kundig Architects

Completion Date: October 2013

Area: 4,200 sf

Est. Cost: ~$2.5 million

Enrollment (Fall 2024): 25,685

Program Elements: Great Room, Exhibition Hall, Display Areas, Information/ Reception Desk, Retail, Catering Kitchen, Offices

Features/ Notes: Design Build Completion in 10 Months, Use of CLT and Board-Formed Concrete, Connects Downtown to Campus, Covered Outdoor Space



Kansas University

Jayhawk Welcome Center

Architect: Helix Architecture

Completion Date: Feb. 13, 2023

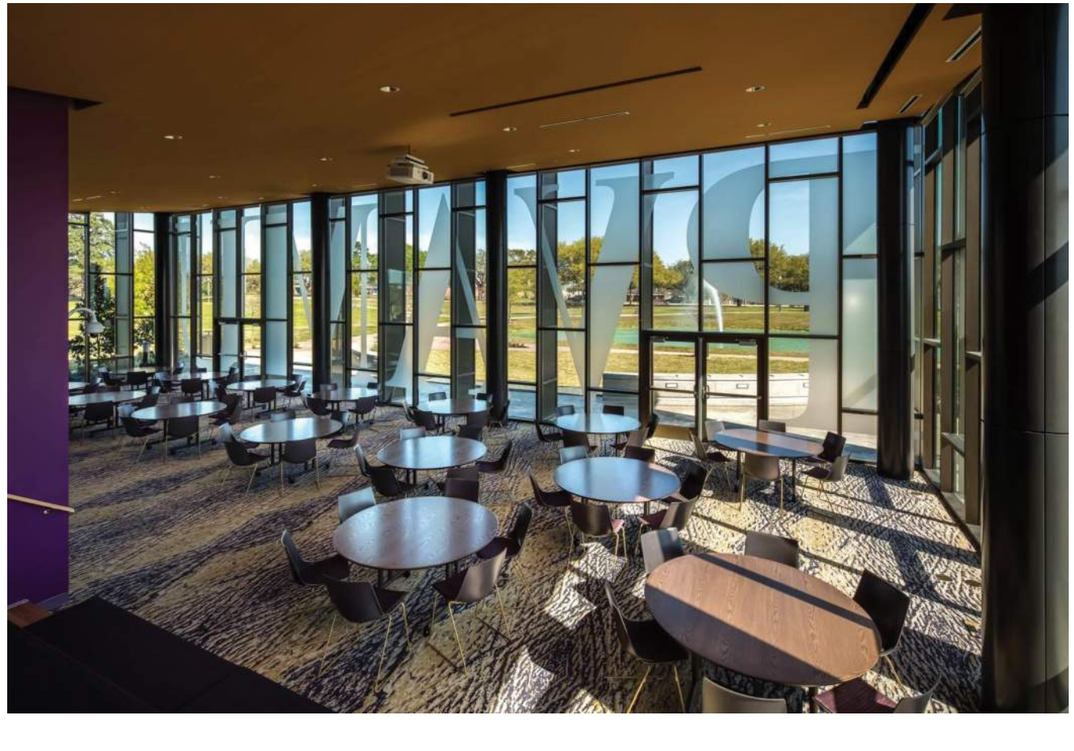
Area: 30,000 sf

Est. Cost: ~$21 million

Enrollment (Fall 2024): 26,887

Program Elements: Two-Story Atrium & Lobby, Interactive Exhibit Areas, Admissions Offices, Alumni Offices, Divisible Multi-Purpose Room (300 seats), Catering Kitchen and Support Areas

Features/ Notes: 360d Immersive Exhibit, Integrated Tech., 34' Tall LED Screen in Lobby, Visible, Views, Bold Branding



Prairie View A&M University

Prairie View A&M University Welcome Center

Architect: Smith & Company Architects

Completion Date: December 2018

Area: 7,900 sf

Est. Cost: ~$3 million

Enrollment (Fall 2024): 9,893

Program Elements: Exhibit Corridor, Multi-Purpose Room (100 seats), Community Space, Meeting Room/ Offices, Catering Kitchen, Gift Shop, Gallery

Features/ Notes: First Visible Building on Campus from Main Entry, Focus on Story Telling, Engagement with Community, Integrated Tech.



Alamo Colleges Districts

Welcome Center at Access

Architect: Studio Plearn & Pfluger Architects

Completion Date: March 5, 2025

Area: 7,000 sf

Est. Cost: Part of ~$50 million project

Enrollment (Fall 2024): 87,757

Program Elements: Career, Enrollment, Financial Aid, GED, Student Support, ESL, Community, and Family Assistance Areas/ Offices

Features/ Notes: Flexible Layout, High Transparency, Community Outreach, Streamlining



University of North Texas - Denton

Joe Green Residence Hall (Portion)

Architect: Mackey Mitchell, Jacobs Engineering, and Coleman & Associates

Completion Date: March 4, 2019

Area: 20,000 sf

Est. Cost: Part of ~$58.9 million project

Enrollment (Fall 2024): 46,309

Program Elements: Presentation Rooms (150 & 26), Advising Rooms, Mock Dorm Room, Reception, Residence Life Offices, and Dining Services Offices

Features/ Notes: Digital Media Displays, Green Star Lights (branding), "Living Room" for University, Outdoor Plaza Links to Campus, Story Telling, Traditions Incorporated



University of Texas - Austin

Covert Admissions Welcome Center

Architect: McKinney York Architects

Completion Date: Fall 2018

Area: 8,875 sf

Est. Cost: ~$5.25 million

Enrollment (Fall 2024): 53,864

Program Elements: Reception, Lobby, Auditorium, Meeting Rooms, Exhibit Gallery, Admin. Offices

Features/ Notes: Located within Perry-Castañeda Library, Sculptural Oak Elements, Layered Bronze Mesh for Soft Lighting, Warmth, Reinforces Academic Focus



Texas Tech University

Texas Tech West Hall Visitor Center

Architect: Wyatt C. Hedrick (1934), TTU Facilities & Construction (2021)

Completion Date: August 2001

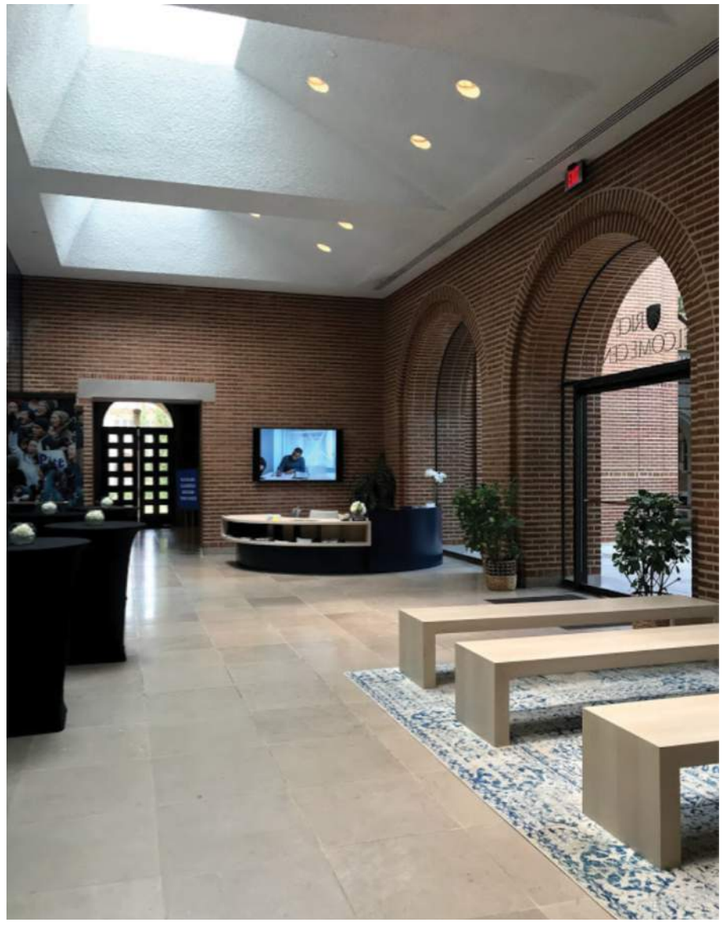
Area: 24,100 sf

Est. Cost: ~$3.4 million

Enrollment (Fall 2024): 40,969

Program Elements: Two-Story Entry Lobby, Admissions, Recruitment, Admin, Tour Gathering, Presentation, Meeting, Visitor Lounge, Support Areas

Features/ Notes: Flexible Lounges, Historic Preservation, Natural Lighting, Modernized Interior



Rice University

Rice University Welcome Center (Sewall Hall)

Architect: Ray + Hollington Architects l Sewall Hall Renovation (2009)

Completion Date: 2009

Area: Part of 117,000 sf Sewall Hall

Est. Cost: Not Published

Enrollment (Fall 2024): 8,556

Program Elements: Entry/ Reception, Admissions, Visitor Services, Outreach Zone (9-12), Photography Studio, Support Spaces

Features/ Notes: Open Lounge, Integrated Technology, Mediterranean Revival Architecture (Sewall)



Alabama A&M University

Alabama A&M University – Welcome Center

Architect: Nola l Van Peursem Architects

Completion Date: Nov. 17, 2022

Area: 15,916 sf

Est. Cost: ~$7.6 million

Enrollment (Fall 2024): 7,295

Program Elements: Office of Admissions, Student Services Hub, Retail & Dining, and Meeting/ Conference Rooms

Features/ Notes: "Front Porch" of University, Monumental Columned Entry Portico, High Transparency, Open Interior, Campus Branding



University of Arkansas at Pine Bluff

University Museum & Cultural Center (Childress Hall)

Architect: McAnich and Anderson

Completion Date: 1939 (Childress Hall)

Area: Not Published

Est. Cost: Not Published

Enrollment (Fall 2024): 2,100

Program Elements: Permanent & Rotating Exhibits, Educational Outreach, Museum Function, and Support Areas

Features/ Notes: Not a dedicated Welcome Center but Central Hub for Campus History. Historic Art Deco, Focus on Community Engagement

Texas Southern University

Utilization Analysis

June 2025

Overview The utilization analysis will aim to answer the below questions:

Introduction

- What is the purpose of the study?
- What is instructional utilization and what does it measure?
- What data is used in the analysis?
- Are there issues with the data?

Classrooms

- How intensely is the University scheduling classrooms?
- Which classrooms are scheduled above or below the utilization metric?
- How does classroom fill compare to scheduling intensity?
- How is each building scheduled by department?
- What is projected supply and demand for general purpose classrooms?

Class Labs

- How intensely is the University scheduling class labs?
- Which labs are scheduled above or below the utilization metric?
- How does class lab fill compare to scheduling intensity?
- How is each building scheduled by department?

Observations

- What are observations and recommendations from the analysis?

Overview

What is the Purpose of the Study?

As part of developing ongoing campus planning efforts, a utilization study of existing instructional space has been requested by Texas Southern University (TSU) to provide a data-driven framework to guide decision making. Facility Programming and Consulting (FPC) has been requested to analyze and measure general-purpose classroom and laboratory utilization on the main campus (hours scheduled, section fill, and overall utilization at goal) against recognized space use standards provided by the Texas Higher Education Coordinating Board (THECB). Each instructional space will be individually analyzed using Fall 2024 data provided by Texas Southern University.

The following report illustrates Fall 2024 utilization and identifies potential opportunities to improve facility utilization or repurpose space while maintaining instructional capabilities.

Overview

Building Space Code + Capacity

In order to address issues with utilization, each instructional space is evaluated for student station capacity and space code designation. The following definitions define space code designations established by the Facilities Inventory and Classification Manual (FICM).

Student Station Capacity This is the number of occupants the space is designed to accommodate (desks, table spaces with chairs, etc.) in a room at the beginning of a semester by actual count. Since the inventory is changed continuously, room capacity must be changed when the number of stations in a room is altered.

110 Classroom A room or space used primarily for regularly scheduled instructional classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space.

115 Classroom Service A space that directly serves one or more classrooms as an extension of the activities in that space.

210 Class Laboratory A space primarily for formally or regularly scheduled instruction (including associated mandatory, but non-credit-earning laboratories) that require special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline. A space is considered to be scheduled if the activities generate weekly student contact hours (WSCHs), the activities fulfill course requirements, and/or there is a formal convener present.

215 Class Laboratory Service A space that directly serves one or more class laboratories as an extension of the activities in those spaces.

220 Special Class Laboratory A special class laboratory is designed for or furnished with equipment that serves the needs of a particular discipline or discipline group for individual or group instruction where 1) use of the space is not formally or regularly scheduled, or 2) access is limited to specific groups of students. Included are discipline restricted, individual laboratories, and computer laboratories involving specialized restrictive software or where access is limited to specific categories of students.

225 Special Class Laboratory Service A space that directly serves one or more open laboratories as an extension of the activities in those spaces. Includes only those spaces that directly serve a special class laboratory. Included are projection rooms, telecommunication control booths, coat rooms, preparation rooms, closets, material storage (including temporary hazardous materials storage), balance rooms, cold rooms, stock rooms, dark rooms, equipment issue rooms, and similar rooms, stock rooms, dark rooms, equipment issue rooms, and similar facilities, if they serve special class laboratories.

Building Space Code + Capacity

230 Individual Study Laboratory This primarily is for individual student experimentation, observation, or practice. Included are special student study laboratories, individual music practice rooms, individual study laboratories, some language laboratories, and similar rooms that serve a particular subject matter area. Stations may be groups or individualized, but the primary purpose must be individual study that depends on special equipment and/or room designs.

235 Individual Study Laboratory Service This directly serves one or more Individual Study Laboratories. Included are equipment storage rooms, stockrooms, tape/record storage rooms, and similar rooms.

250 Research Non-Class/Laboratory A space used for laboratory experimentation, research, or training in research methods; professional research and observation; or structured creative activity within a specific program or for sponsored research (whether sponsored with federal, state, private, or institutional funds).

255 Research Non-Class/Laboratory Service A space that directly serves one or more research/non-class laboratories as an extension of the activities in those spaces. Includes only those spaces that directly serve a research/non-class laboratory. Included are projection rooms, telecommunication control booths, coat rooms, preparation rooms, closets, material storage, cold rooms, stock rooms, dark rooms, equipment issue rooms, temporary hazardous materials storage areas, and similar facilities, if they serve research/non- class laboratories.

Overview What is instructional utilization and what does it measure?

Texas Higher Education Coordinating Board

Utilization measures the extent of the current practical use of the existing instructional facilities in conformance with goals established by the Texas Higher Education Coordinating Board (THECB). Classroom utilization measures only the hours per week that sections are scheduled. Classroom Fill only measures the student enrollment of scheduled sections that are assigned to rooms as a percent of the available capacity. Utilization for instructional laboratories (210) is evaluated separately from classrooms (110). Their specialized capabilities generally prevent them from being used as intensely as classrooms. The analysis is blind to the suitability or quality of the instructional environment.

Targets

Classroom: 110 code

Classroom Fill Target: 65%

Classroom Average Hours/Week Target: 38 hours

Class Lab: 210 code

Class Lab Fill Target: 77%

Class Lab Average Hours/Week Target: 25 hours

Example - High Utilization

PAB 202

Code: 110

Capacity: 36

Average Enrollment (all courses): 32

Fill (average enrollment/capacity): 95.2% (target 65%)

Average Hours/Week (HPW): 37.5 (target 38 hours)

Example - Low Utilization

GH 234

Code: 110

Capacity: 40

Average Enrollment (all courses): 8

Fill (average enrollment/capacity): 20.0% (target 65%)

Average Hours/Week (HPW): 10.3 (target 38 hours)

What data is used in the analysis?

TSU provided FPC with 1979 course records — through an errors and omissions process, 881 records were excluded. The utilization study focuses on courses schedule in 110, or 210 spaces that are physically on campus. A summary of the courses excluded is provided as reference.

RECORDS INCLUDED FROM ANALYSIS BY FICM	COUNT	PERCENTAGE
RECORDS INCLUDED	1098	55.5%
RECORDS EXCLUDED	881	44.5%
TTL COURSE DATA RECORDS	**1979**	**100.0%**

Total by Code	COUNT	PERCENTAGE
110	780	71.04%
210	318	28.96%
Grand Total	**1098**	**100.00%**

RECORDS EXCLUDED FROM ANALYSIS, BY FICM	COUNT	PERCENTAGE
110	**13**	**1.5%**
ZERO ENROLLMENT	*9*	*1.0%*
TIME CONFLICT	*4*	*0.5%*
210	**5**	**0.6%**
ZERO ENROLLMENT	*4*	*0.5%*
TIME CONFLICT	*1*	*0.1%*
220	**29**	**3.3%**
250	**11**	**1.2%**
350	**1**	**0.1%**
410	**7**	**0.8%**
(BLANK)	**815**	**92.5%**
ONLINE	*510*	*57.9%*
ZERO ENROLLMENT	*179*	*20.3%*
OFF-CAMPUS	*73*	*8.3%*
OTHER USE	*21*	*2.4%*
OUTSIDE OF ROOM INVENTORY	*16*	*1.8%*
MISSING DATA	*16*	*1.8%*
Grand Total	**881**	**100.00%**

Overview

What data is used in the analysis?

Unscheduled, unassigned classrooms and class labs have no enrollment. When these unassigned space are listed as part of the 110 and 210 space inventory they bring down the average score for the campus and the buildings. In order to counteract account for this statistical effect, the analysis was run using two separate models (one with unassigned spaces included and one with them excluded). This summary report focuses on the model with unassigned spaces included, as reported to THECB. When relevant the report highlights the results of the model with the unassigned spaces removed.

Unassigned classrooms (12): ATF 114, COE 304 (NDT), COE 306, COE 317, COE 333, COE 338, HE 108, HE 115A, JHJ 235, JHJ 236, PAB 214, PAB 412

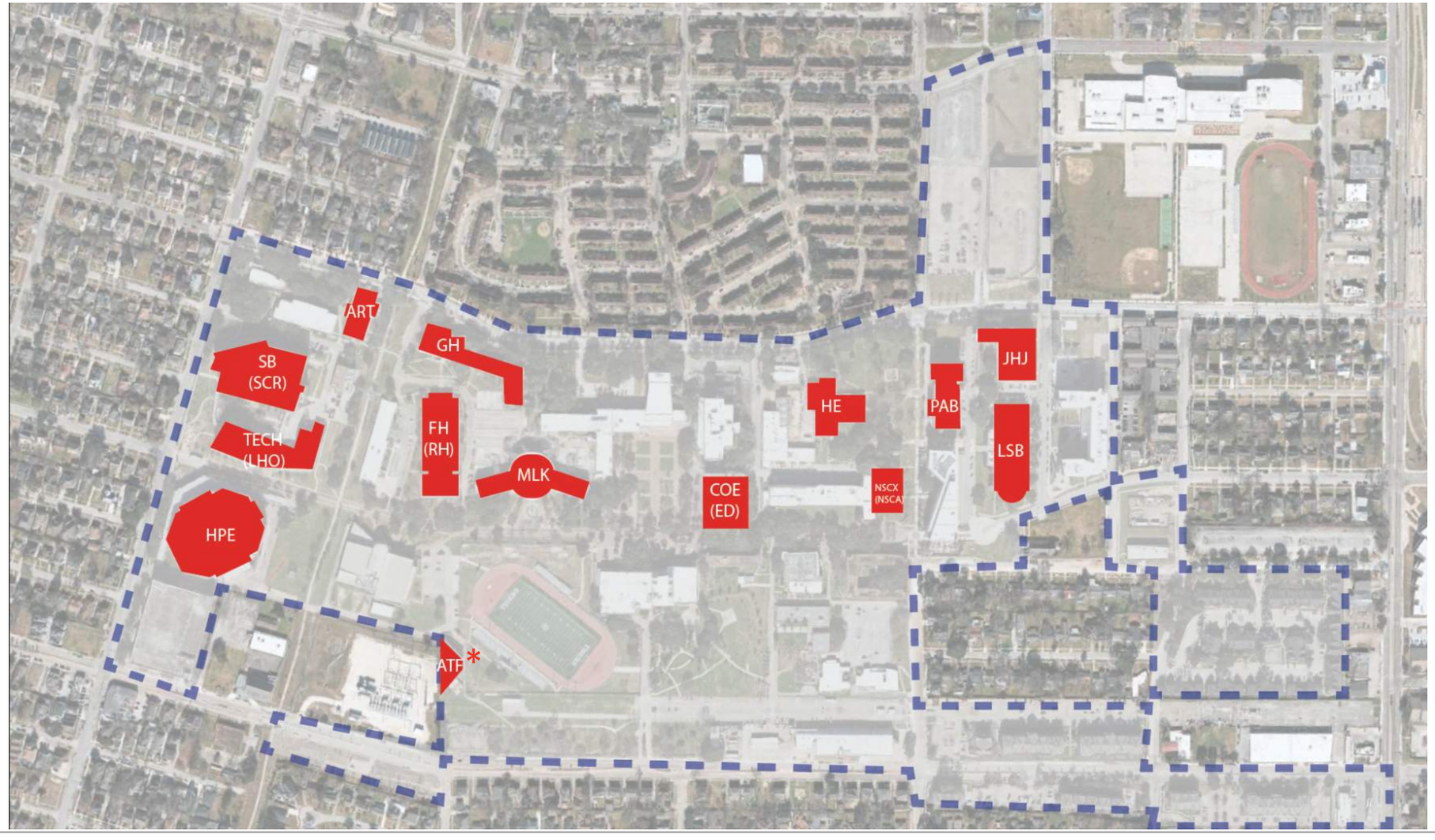
Unassigned class labs (15): ATF 115, JHJ 245, JHJ 246, JHJ 247, JHJ 248, MLK 123, MLK 203, MLK 206, MLK 217, NSCX 332, RSM 118 (NDT), RSM 121 (NDT), SB 304, SB 400, TECH 240

Classrooms

How intensely is the University scheduling classrooms?

Classroom Buildings

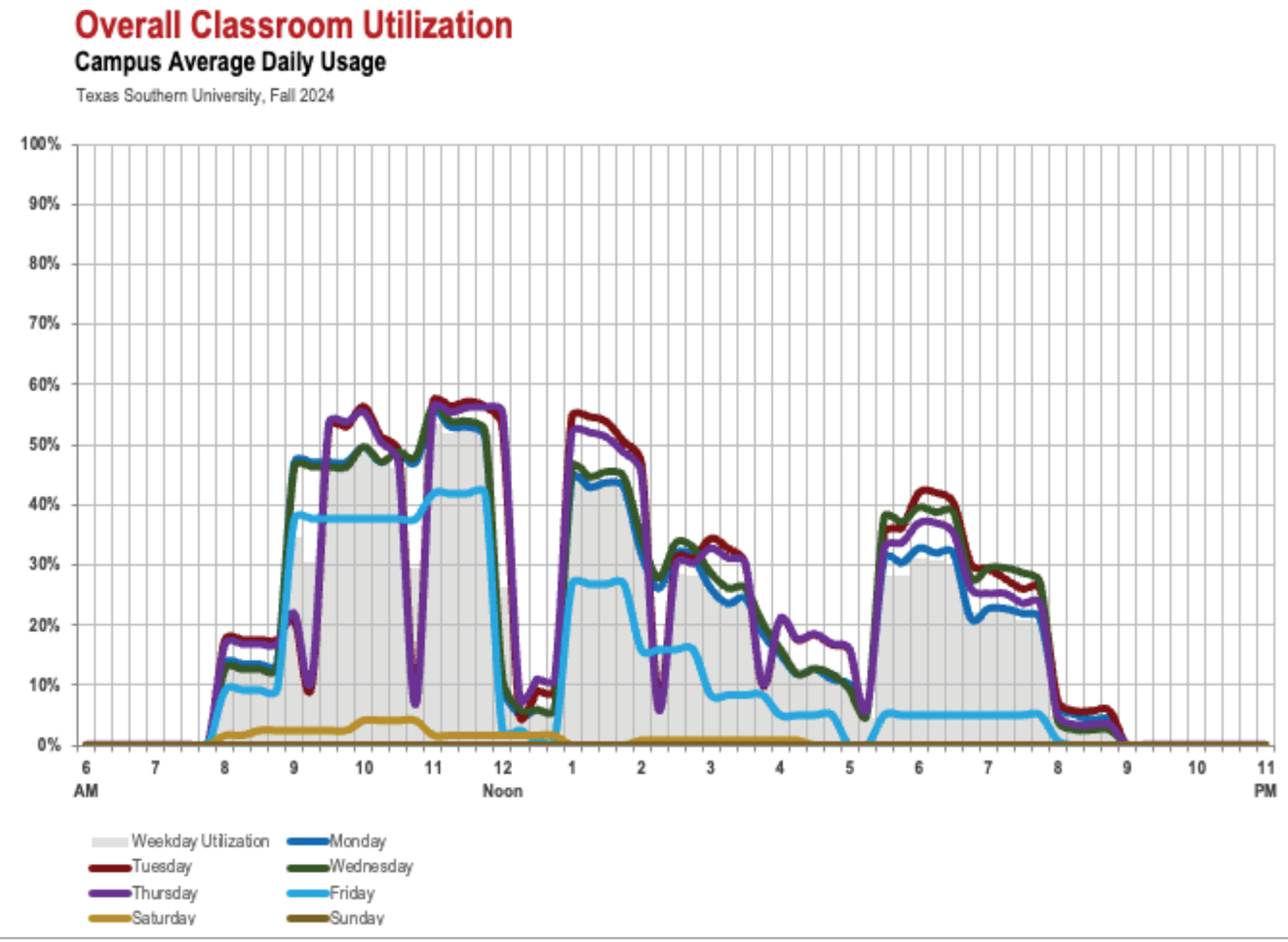
There are 14 buildings on Main Campus that have classrooms. 13 buildings (*ATF excluded) had classes scheduled in Fall 2024.



How intensely is the University scheduling classrooms?

Classroom Time of Day

Time of Day modeling for TSU shows peak period demand is Tuesday and Thursday mornings after 9 am, and 1-2 pm. Peak period demand requires utilization of over 55% of available classrooms illustrating available capacity and demand is not distributed throughout the week. The next highest period is Monday and Wednesday morning between 9 am and 12 pm, with drop off at lunch, and then again after 1 pm. When unassigned classrooms are removed from the analysis the peak jumps from 55% to 65%.



How intensely is the University scheduling classrooms?

Classroom Use by Building - Unassigned Rooms Included

Overall utilization of classrooms by building for TSU is presented to illustrate overall demand for general purpose classrooms.

Average Classroom Fill (50%) and Average Hours Scheduled per Week (15.9), are both below the goals.

On average, classrooms in the School of Public Health were in use 20.2 hours per week; this is 17.8 hours less than the target of 38 hours per week

Overall Classroom Usage: Total Enrollment, Capacity, and Hours by Building

Texas Southern University, Fall 2024

* = includes count includes unassigned classrooms

Classroom Fill: < Fill Target | ≥ Fill Target

Weekly Hours: < Hour Target | ≥ Hour Target

Overall Utilization: ≤ 50% | < 65% | ≥ 65%

Building		Total Rooms	Total Enrollment	Total Capacity	Total Hours	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from <38.0 Hours | ≥38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		**119**	**2,978**	**5,951**	**1,896**	**50.0%**	**15.9**	**(22.1)**	**21.0%**
	Target					**65.0%**	**38.0**	**-**	**65.0%**
ATF	Athletic Training Facility	1 *	-	40	-	0.0%		(38.0)	0.0%
PAB	Barbara Jordan Mickey Leand School of Public Affairs	18 *	498	980	364	50.8%	20.2	(17.8)	27.1%
ART	Biggers Art Center	2	18	30	8	60.0%	3.8	(34.3)	5.9%
HE	C.S. Lane Home Economic Center	3 *	29	69	3	42.0%	0.8	(37.2)	0.9%
GH	Gray Hall	4	82	311	43	26.4%	10.7	(27.3)	7.4%
HPE	Health & Physical Education Building	6	207	324	73	64.0%	12.1	(25.9)	20.3%
JHJ	JHJ School of Business	18 *	471	951	259	49.6%	14.4	(23.6)	18.8%
TECH	L.H. Spearman Technology Building	4	102	211	132	48.4%	33.0	(5.0)	42.1%
MLK	Martin Luther King Humanities Center	18	392	769	387	51.0%	21.5	(16.5)	28.8%
NSCX	Nabrit Science Building Annex	4	105	499	61	21.1%	15.3	(22.7)	8.5%
COE	Roderick R. Paige Building (COE)	15 *	105	299	73	35.0%	4.9	(33.1)	4.5%
SB	Science Classroom & Research Building	13	540	776	224	69.5%	17.2	(20.8)	34.5%
FH	Thornton M. Fairchild Hall	6	185	215	110	85.9%	18.3	(19.7)	41.4%
LSB	Thurgood Marshall School of Law	7	244	477	160	51.2%	22.8	(15.2)	30.7%

4 Classroom were scheduled in L.H. Spearman Technology Building during Fall 2024 semester.

Of the total available capacity in this building, 51.2% of seats were filled, on average (Total Enrollment / Total Capacity)

Bars to the left of the vertical datum line indicate average scheduled hours per week were "less than" the target

To compare percent fill across buildings, the HPW is adjusted to the HPW target of 38 hours, and total enrolled students are redistributed based on the actual capacity of the buildings; in this case Fairchild Hall would be at 41.4% fill at the HPW target

How intensely is the University scheduling classrooms?

Classroom Use by Building - Unassigned Room Excluded

Overall utilization of classrooms by building with unassigned rooms removed is shown below. Average Classroom Fill (52.2%) and Average Hours Scheduled per Week (17.7), both below the goals, illustrate available instructional capacity to accommodate growth and potential opportunities to repurpose space to meet other institutional objectives.

Overall Classroom Usage: Total Enrollment, Capacity, and Hours by Building

Texas Southern University, Fall 2024

Classroom Fill: < Fill Target; ≥ Fill Target

Weekly Hours: < Hour Target; ≥ Hour Target

Overall Utilization: ≤ 50%; < 65%; ≥ 65%

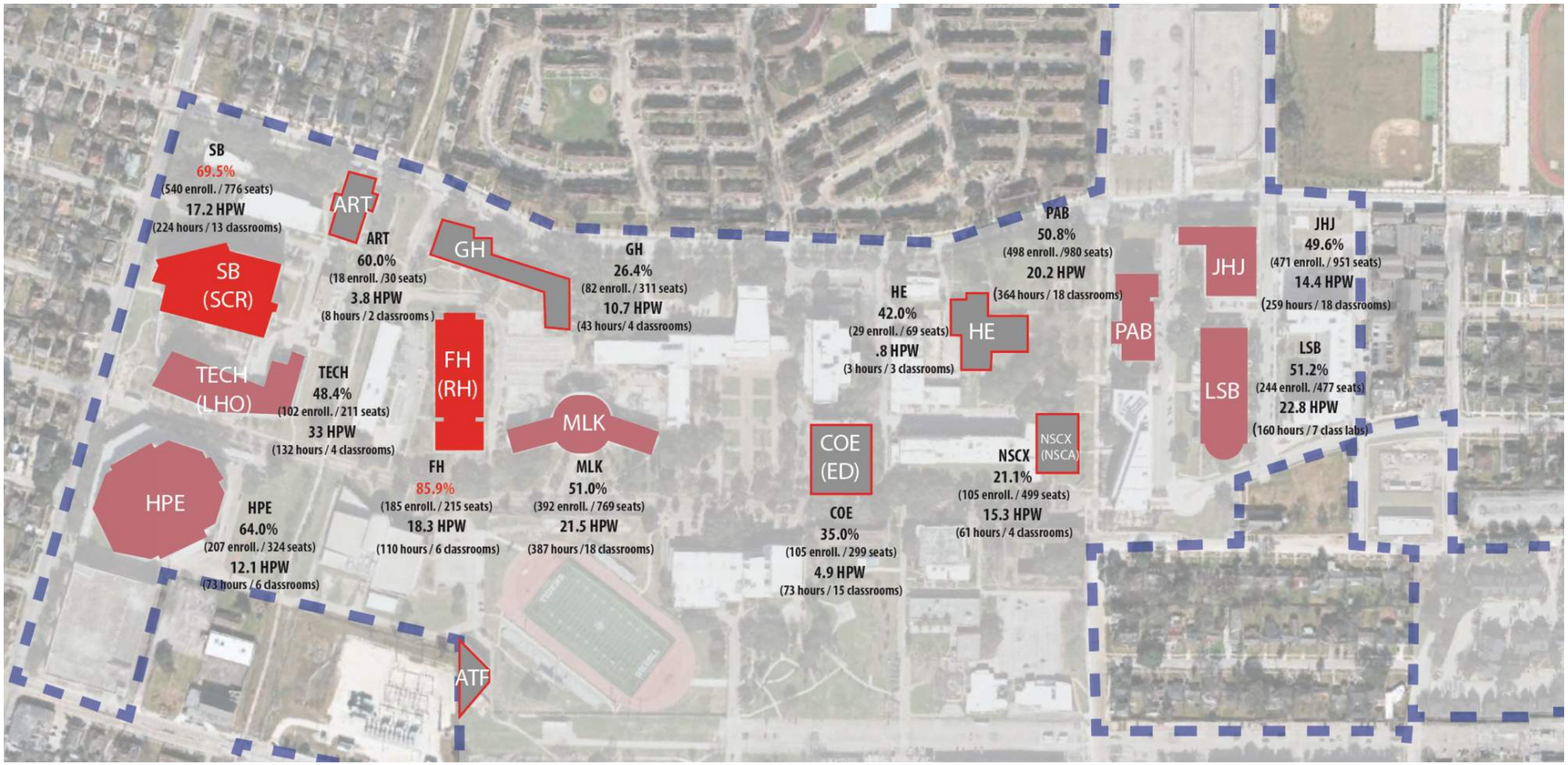
	Building	Total Rooms	Total Enrollment	Total Capacity	Total Hours	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from <38.0 Hours | ≥38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		**107**	**2,978**	**5,705**	**1,896**	**52.2%**	**17.7**	**(20.3)**	**24.3%**
	Target					**65.0%**	**38.0**	**-**	**65.0%**
PAB	Barbara Jordan Mickey Leand School of Public Affairs	16	498	952	364	52.3%	22.8	(15.2)	31.3%
ART	Biggers Art Center	2	18	30	8	60.0%	3.8	(34.3)	5.9%
HE	C.S. Lane Home Economic Center	1	29	36	3	80.6%	2.5	(35.5)	5.3%
GH	Gray Hall	4	82	311	43	26.4%	10.7	(27.3)	7.4%
HPE	Health & Physical Education Building	6	207	324	73	64.0%	12.1	(25.9)	20.3%
JHJ	JHJ School of Business	16	471	888	259	53.1%	16.2	(21.8)	22.6%
TECH	L.H. Spearman Technology Building	4	102	211	132	48.4%	33.0	(5.0)	42.1%
MLK	Martin Luther King Humanities Center	18	392	769	387	51.0%	21.5	(16.5)	28.8%
NSCX	Nabrit Science Building Annex	4	105	499	61	21.1%	15.3	(22.7)	8.5%
COE	Roderick R. Paige Building (COE)	10	105	217	73	48.3%	7.3	(30.7)	9.3%
SB	Science Classroom & Research Building	13	540	776	224	69.5%	17.2	(20.8)	31.5%
FH	Thornton M. Fairchild Hall	6	185	215	110	85.9%	18.3	(19.7)	41.4%
LSB	Thurgood Marshall School of Law	7	244	477	160	51.2%	22.8	(15.2)	30.7%

When unassigned classrooms are excluded the room count drops from 119 to 107.

How intensely is the University scheduling classrooms?

Classroom Buildings

Of the 13 classroom buildings scheduled, two exceed the target fill rate: FH and SB Classroom buildings. Buildings outlined in red have either low fill or limited hours per week scheduling.



Utilization

Which classrooms are scheduled above and below the utilization metric?

Classroom Use by Room

Utilization of classrooms by room is presented to illustrate the performance of individual rooms. Rooms with very low utilization may be candidates for repurposing.

Classroom Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Classroom Fill
- < Fill Target
- ≥ Fill Target

Weekly Hours
- < Hour Target
- ≥ Hour Target

Overall Utilization
- ≤ 50%
- < 65%
- ≥ 65%

	Total Rooms	Average Enrollment	Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours | ≥38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**119**	**25**		**50.0%**	**15.9**	**(22.1)**	**21.0%**
			Target	**65.0%**	**38.0**	-	**65.0%**
ATF 114	-		40	0.0%	-	(38.0)	0.0%
PAB 104	72		99	72.3%	37.5	(0.5)	71.3%
PAB 106	58		118	49.2%	40.0	2.0	51.8%
PAB 108	70		116	60.3%	30.0	(8.0)	47.6%
PAB 114	70		233	29.8%	10.0	(28.0)	7.8%
PAB 202	34		36	95.2%	37.5	(0.5)	93.9%
PAB 204	41		57	71.5%	37.5	(0.5)	70.5%
PAB 206	34		56	60.2%	27.5	(10.5)	43.6%
PAB 208	32		56	56.5%	37.5	(0.5)	55.8%
PAB 213	14		16	84.4%	5.0	(33.0)	11.1%
PAB 214	-		16	0.0%	-	(38.0)	0.0%
PAB 215	5		15	33.3%	2.5	(35.5)	2.2%
PAB 216	11		22	51.5%	15.0	(23.0)	20.3%
PAB 217	11		23	46.0%	17.5	(20.5)	21.2%
PAB 307	7		17	41.2%	10.0	(28.0)	10.8%
PAB 403	12		23	52.2%	17.5	(20.5)	24.0%
PAB 405	16		32	51.4%	19.2	(18.8)	25.9%
PAB 411	13		33	38.6%	20.0	(18.0)	20.3%
PAB 412	-		12	0.0%	-	(38.0)	0.0%
ART 110	4		10	40.0%	2.5	(35.5)	2.6%
ART 115	14		20	70.0%	5.0	(33.0)	9.2%

Utilization Which classrooms are scheduled above and below the utilization metric?

Classroom Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Classroom Fill
- < Fill Target
- ≥ Fill Target

Weekly Hours
- < Hour Target
- ≥ Hour Target

Overall Utilization
- ≤ 50%
- < 65%
- ≥ 65%

	Total Rooms	Average Enrollment	Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours | ≥38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**119**	**25**		**50.0%**	**15.9**	**(22.1)**	**21.0%**
			Target	**65.0%**	**38.0**	**-**	**65.0%**
	HE 108	-	17	0.0%	-	(38.0)	0.0%
	HE 115A	-	16	0.0%	-	(38.0)	0.0%
	HE 122	29	36	80.6%	2.5	(35.5)	5.3%
	GH 100	43	159	26.9%	15.2	(22.8)	10.7%
	GH 106	14	47	29.8%	2.5	(35.5)	2.0%
	GH 202	17	65	26.7%	14.8	(23.2)	10.4%
	GH 234	8	40	20.0%	10.3	(27.7)	5.4%
	HPE 102	25	42	59.0%	11.7	(26.3)	18.1%
	HPE 104	24	40	59.0%	12.5	(25.5)	19.4%
	HPE 106	39	40	98.0%	11.7	(26.3)	30.1%
	HPE 108	29	40	72.0%	12.5	(25.5)	23.7%
	HPE 155	59	120	48.8%	10.8	(27.2)	13.9%
	HPE 162	32	42	77.0%	13.3	(24.7)	27.0%
	JHJ 105	36	52	68.7%	24.0	(14.0)	43.4%
	JHJ 106	28	51	53.9%	19.2	(18.8)	27.2%
	JHJ 107	27	53	50.7%	17.5	(20.5)	23.3%
	JHJ 108	30	54	54.7%	22.5	(15.5)	32.4%
	JHJ 109	28	54	51.0%	21.7	(16.3)	29.1%
	JHJ 113	48	197	24.1%	16.7	(21.3)	10.6%
	JHJ 127	59	71	83.6%	27.5	(10.5)	60.5%
	JHJ 128	25	43	58.1%	5.0	(33.0)	7.6%
	JHJ 145	8	27	29.6%	2.5	(35.5)	1.9%
	JHJ 146	11	27	40.7%	5.0	(33.0)	5.4%
	JHJ 147	19	27	70.4%	12.5	(25.5)	23.1%

Utilization # Which classrooms are scheduled above and below the utilization metric?

Classroom Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Classroom Fill
- < Fill Target
- ≥ Fill Target

Weekly Hours
- < Hour Target
- ≥ Hour Target

Overall Utilization
- ≤ 50%
- < 65%
- ≥ 65%

	Total Rooms	Average Enrollment	Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours | ≥38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**119**	**25**		**50.0%**	**15.9**	**(22.1)**	**21.0%**
			Target	**65.0%**	**38.0**	**-**	**65.0%**
JHJ 205	33	48		68.1%	15.0	(23.0)	26.9%
JHJ 206	27	47		58.3%	12.5	(25.5)	19.2%
JHJ 208	27	51		52.4%	25.0	(13.0)	34.4%
JHJ 209	33	51		64.7%	22.5	(15.5)	38.3%
JHJ 210	35	35		98.6%	10.0	(28.0)	25.9%
JHJ 235	-	36		0.0%	-	(38.0)	0.0%
JHJ 236	-	27		0.0%	-	(38.0)	0.0%
TECH 129	37	84		43.9%	38.8	0.8	44.9%
TECH 133	27	56		47.5%	37.5	(0.5)	46.9%
TECH 139	16	40		40.2%	33.3	(4.7)	35.2%
TECH 243	23	31		73.1%	22.5	(15.5)	43.3%
MLK 100	24	38		62.2%	26.7	(11.3)	43.6%
MLK 102	27	38		72.2%	22.5	(15.5)	42.8%
MLK 104	34	124		27.0%	33.5	(4.5)	23.8%
MLK 138	20	56		36.5%	30.5	(7.5)	29.3%
MLK 150	25	28		90.9%	22.5	(15.5)	53.8%
MLK 246	22	44		50.3%	21.0	(17.0)	27.8%
MLK 247	13	50		25.5%	21.0	(17.0)	14.1%
MLK 248	18	51		34.6%	24.7	(13.3)	22.5%
MLK 249	20	38		51.5%	24.7	(13.3)	33.4%
MLK 250	22	42		53.0%	31.5	(6.5)	43.9%
MLK 251	22	32		69.8%	23.7	(14.3)	43.5%
MLK 252	23	30		76.7%	11.7	(26.3)	23.5%
MLK 253	32	34		93.2%	26.0	(12.0)	63.8%

Which classrooms are scheduled above and below the utilization metric?

Classroom Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Classroom Fill
- < Fill Target
- ≥ Fill Target

Weekly Hours
- < Hour Target
- ≥ Hour Target

Overall Utilization
- ≤ 50%
- < 65%
- ≥ 65%

	Total Rooms	Average Enrollment	Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours | ≥38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**119**	**25**		**50.0%**	**15.9**	**(22.1)**	**21.0%**
			Target	**65.0%**	**38.0**	**-**	**65.0%**
	MLK 309	22	40	54.6%	15.0	(23.0)	21.5%
	MLK 310	16	29	53.8%	12.5	(25.5)	17.7%
	MLK 311	20	35	57.7%	12.5	(25.5)	19.0%
	MLK 312	20	32	63.0%	15.5	(22.5)	25.7%
	MLK 313	12	28	43.8%	11.7	(26.3)	13.4%
	NSCX 101	15	178	8.1%	6.0	(32.0)	1.3%
	NSCX 201	47	129	36.6%	11.2	(26.8)	10.7%
	NSCX 301	38	140	27.1%	19.7	(18.3)	14.0%
	NSCX 326	6	52	11.3%	24.3	(13.7)	7.2%
	COE 102	11	22	48.9%	10.8	(27.2)	13.9%
	COE 114	10	19	54.4%	7.5	(30.5)	10.7%
	COE 115	8	17	45.1%	7.5	(30.5)	8.9%
	COE 200	4	18	22.2%	5.0	(33.0)	2.9%
	COE 304	-	9	0.0%	-	(38.0)	0.0%
	COE 306	-	11	0.0%	-	(38.0)	0.0%
	COE 317	-	18	0.0%	-	(38.0)	0.0%
	COE 320	14	30	45.0%	10.0	(28.0)	11.8%
	COE 321	17	20	83.8%	10.0	(28.0)	22.0%
	COE 333	-	20	0.0%	-	(38.0)	0.0%
	COE 334	21	30	70.8%	10.0	(28.0)	18.6%
	COE 335	8	17	47.1%	2.5	(35.5)	3.1%
	COE 336	7	26	25.0%	5.0	(33.0)	3.3%
	COE 337	6	18	33.3%	5.0	(33.0)	4.4%
	COE 338	-	24	0.0%	-	(38.0)	0.0%

Utilization

Which classrooms are scheduled above and below the utilization metric?

Classroom Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Classroom Fill
- < Fill Target
- ≥ Fill Target

Weekly Hours
- < Hour Target
- ≥ Hour Target

Overall Utilization
- ≤ 50%
- < 65%
- ≥ 65%

	Total Rooms	Average Enrollment	Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours | ≥38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**119**	**25**		**50.0%**	**15.9**	**(22.1)**	**21.0%**
			Target	**65.0%**	**38.0**	**-**	**65.0%**
	SB 147	23	30	75.0%	5.0	(33.0)	9.9%
	SB 148	49	63	78.3%	15.0	(23.0)	30.9%
	SB 149	24	30	80.6%	15.3	(22.8)	32.3%
	SB 150	28	60	46.9%	31.2	(6.8)	38.5%
	SB 151	24	40	60.0%	17.2	(20.8)	27.1%
	SB 152	63	65	96.9%	5.0	(33.0)	12.8%
	SB 153	21	38	56.4%	20.8	(17.2)	30.9%
	SB 154	54	64	83.6%	5.0	(33.0)	11.0%
	SB 156	58	121	47.9%	25.0	(13.0)	31.5%
	SB 158	97	121	79.9%	27.5	(10.5)	57.9%
	SB 204	25	30	81.7%	16.7	(21.3)	35.8%
	FH 166	29	36	80.9%	20.0	(18.0)	42.6%
	FH 167	27	36	74.5%	15.0	(23.0)	29.4%
	FH 168	34	36	94.2%	20.0	(18.0)	49.6%
	FH 169	32	36	87.5%	21.7	(16.3)	49.9%
	FH 170	30	36	82.4%	13.3	(24.7)	28.9%
	FH 171	34	35	96.0%	20.0	(18.0)	50.5%
	LSB 202	42	110	38.3%	22.7	(15.3)	22.8%
	LSB 203	44	110	40.1%	22.8	(15.2)	24.1%
	LSB 206	41	56	73.1%	25.0	(13.0)	48.1%
	LSB 208	40	58	69.7%	24.2	(13.8)	44.3%
	LSB 210	33	56	58.9%	21.8	(16.2)	33.9%

Which classrooms are scheduled above and below the utilization metric?

Classroom Fill and Utilization

All Buildings on Campus | Texas Southern University, Fall 2024

Classroom Fill
- < Fill Target
- ≥ Fill Target

Weekly Hours
- < Hour Target
- ≥ Hour Target

Overall Utilization
- ≤ 50%
- < 65%
- ≥ 65%

	Total Rooms	Average Enrollment	Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours | ≥38.0 Hours		Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**119**	**25**		**50.0%**	**15.9**		**(22.1)**	**21.0%**
			Target	**65.0%**	**38.0**		-	**65.0%**
	LSB 211	18	42	42.2%	21.7		(16.3)	24.0%
	LSB 212	26	45	57.8%	21.3		(16.7)	32.4%

How does classroom fill compare to scheduling intensity?

Classroom Fill and HPW Distribution

The average classroom percent fill for TSU is 50.1%, approaching the goal of 65%.

The vast majority of classrooms are scheduled less the goal of 38 hours.

Classroom Fill Distribution, FICM 110

Texas Southern University, Fall 2024

Statistics

- *Rooms < 65% Fill Rate: 81 | 68.1%*
- *Rooms ≥ 65% Fill Rate: 38 | 31.9%*
- *Campus Average Fill Rate: 50.0% | Target: 65%*

	BIN Fill	Rooms	% of Sum	CUML. %	Frequency/ % of Sum
	<5%	12	10.1%	10.1%	
	<10%	1	0.8%	10.9%	
	<15%	1	0.8%	11.8%	
	<20%			11.8%	
	<25%	3	2.5%	14.3%	
	<30%	9	7.6%	21.8%	
	<35%	3	2.5%	24.4%	
	<40%	4	3.4%	27.7%	
	<45%	8	6.7%	34.5%	
	<50%	10	8.4%	42.9%	
	<55%	14	11.8%	54.6%	
	<60%	9	7.6%	62.2%	
	<65%	7	5.9%	68.1%	
≥65% Fill	<70%	4	3.4%	71.4%	≥65% Fill
	<75%	11	9.2%	80.7%	
	<80%	5	4.2%	84.9%	
	<85%	9	7.6%	92.4%	
	<90%	1	0.8%	93.3%	
	<95%	3	2.5%	95.8%	
	<100%	5	4.2%	100.0%	
	≥100%			100.0%	
	Total	**119**	**100.0%**		

Classroom HPW Distribution, FICM 110

Texas Southern University, Fall 2024

Statistics

- *Rooms < 38 HPW: 117 | 98.3%*
- *Rooms ≥ 38 HPW: 2 | 1.7%*
- *Campus Average Hours Per Week: 15.9 | Target: 38.0*

	BIN Fill	Rooms	% of Sum	CUML. %	Frequency/ % of Sum
	<1.9	12	10.1%	10.1%	
	<3.8	6	5.0%	15.1%	
	<5.7	10	8.4%	23.5%	
	<7.6	3	2.5%	26.1%	
	<9.5			26.1%	
	<11.4	10	8.4%	34.5%	
	<13.3	10	8.4%	42.9%	
	<15.2	9	7.6%	50.4%	
	<17.1	4	3.4%	53.8%	
	<19.0	5	4.2%	58.0%	
≥19.0 HPW	<20.9	8	6.7%	64.7%	≥19.0 HPW
	<22.8	14	11.8%	76.5%	
	<24.7	7	5.9%	82.4%	
	<26.6	4	3.4%	85.7%	
	<28.5	4	3.4%	89.1%	
	<30.4	1	0.8%	89.9%	
	<32.3	3	2.5%	92.4%	
	<34.2	2	1.7%	94.1%	
	<36.1			94.1%	
	<38.0	5	4.2%	98.3%	
	≥38.0	2	1.7%	100.0%	
	Total	**119**	**100.0%**		

How is each building scheduled by department?

Overall

Each department schedules independently and many schedule across multiple buildings and shared classrooms. Rooms fill is specific to all courses scheduled by each department. Scheduling of individual rooms is presented on the following pages.

CLASSROOMS BY DEPARTMENT

Fill Rates
< Target
≥ Target

HPW
< Target
≥ Target

(Average Enrollment/ Station Capacity)

Average Hours Utilized Per Week

DEPT	SUM CENSUS	SUM CAPACITY	ROOM FILL	FILL (BAR ▶ 100%)	HPW	HPW (BAR ▶ 38 HRS
(blank)	-	246.0	0.0%		0.0	
College of Pharmacy & Health Science	3.0	40.0	7.5%		2.5	
Department of Political Science & Public Administration	418.0	866.0	48.3%		7.3	
Department of Accounting	103.8	229.0	45.3%		8.5	
Department of Biology	545.5	700.0	77.9%		10.2	
Department of Chemistry	154.7	433.0	35.7%		7.6	
Department of Engineering	57.5	211.0	27.3%		12.2	
Department of English	409.6	627.0	65.3%		9.9	
Department of Mathematics	437.8	666.0	65.7%		10.9	
Department of Physics	26.7	31.0	86.0%		15.0	
Department of Psychology	306.6	556.0	55.1%		6.9	
Department of Envemtl & Interdisciplinary Science	104.0	251.0	41.4%		3.8	
Department of Finance & Economics	108.7	206.0	52.8%		5.5	
Department of Admin of Justice	384.3	776.0	49.5%		6.0	
Department of Business Admin.	413.3	753.0	54.9%		11.0	
Department of Communication Arts/Sciences	243.4	510.0	47.7%		5.1	
Department of Communication Studies	188.8	396.0	47.7%		7.4	
Department of Counseling	80.5	115.0	70.0%		3.5	
Department of Curriculum & Instruction	62.8	139.0	45.1%		5.6	
Department of Educational Administration & Foundations	53.0	110.0	48.2%		4.0	
Department of Entertainment and Recording Industry Management	84.0	325.0	25.8%		4.2	
Department of Foreign Languages	100.8	175.0	57.6%		5.0	
Department of Health & Kinesiology	207.3	324.0	64.0%		12.1	
Department of History & Geography	437.2	634.0	69.0%		9.3	
Department of Journalism	95.0	301.0	31.6%		3.0	
Department of Radio, TV and Film	150.8	419.0	36.0%		5.6	
Department of Social Work	156.7	274.0	57.2%		3.8	
Department of Sociology	193.2	290.0	66.6%		7.0	
Department of Transportation Studies	82.6	155.0	53.3%		6.7	
Department of Urban Planning & Environmental Policy	26.2	105.0	24.9%		5.0	
Department of Pharmaceutical Sciences & Environmental Health Sciences	166.7	374.0	44.6%		6.8	
College of Liberal Arts & Behavioral Sciences	204.5	445.0	45.9%		10.0	
Department of Pharmacy Administration and Administrative Health Services	29.9	317.0	9.4%		7.4	
Department of Pharmacy Practice and Clinical Health Sciences	150.3	658.0	22.8%		8.9	
Thurgood Marshall Law School	276.2	522.0	52.9%		18.6	
Department of Visual & Performing Arts	18.0	30.0	60.0%		3.8	

How is each building scheduled by department?

Overall

Each building's breakdown of departmental utilization is shown below:

HPW Share is the percentage hour per week of the total scheduled hours within a given room. In this case ART 110 is being used 100% by the Department of Art.

Bigger Art Center (ART)

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Visual & Performing Arts	ART 110	4.0	10	40.0%	2.5	100.0%
Visual & Performing Arts	ART 115	14.0	20	70.0%	5.0	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
60.0%	7.5

Roderick R. Paige Building (COE)

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Dept of Counseling	COE 200	3.0	18	16.7%	2.5	50.0%
Dept of Counseling	COE 320	27.0	30	90.0%	2.5	25.0%
Dept of Counseling	COE 321	18.0	20	90.0%	5.0	50.0%
Dept of Counseling	COE 334	24.5	30	81.7%	5.0	50.0%
Dept of Counseling	COE 335	8.0	17	47.1%	2.5	100.0%
Dept of Curriculum & Instruct	COE 102	10.8	22	48.9%	10.8	100.0%
Dept of Curriculum & Instruct	COE 114	11.5	19	60.5%	5.0	66.7%
Dept of Curriculum & Instruct	COE 200	5.0	18	27.8%	2.5	50.0%
Dept of Curriculum & Instruct	COE 320	9.0	30	30.0%	7.5	75.0%
Dept of Curriculum & Instruct	COE 321	15.5	20	77.5%	5.0	50.0%
Dept of Curriculum & Instruct	COE 334	11.0	30	36.7%	2.5	25.0%
Dept of EducAdmin/Found	COE 114	8.0	19	42.1%	2.5	33.3%
Dept of EducAdmin/Found	COE 115	7.5	17	44.1%	5.0	66.7%
Dept of EducAdmin/Found	COE 334	25.0	30	83.3%	2.5	25.0%
Dept of EducAdmin/Found	COE 336	6.5	26	25.0%	5.0	100.0%
Dept of EducAdmin/Found	COE 337	6.0	18	33.3%	5.0	100.0%
Dept of Social Work	COE 115	8.0	17	47.1%	2.5	33.3%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
70.0%	17.5
45.1%	33.3
48.2%	20.0
57.2%	26.7

How is each building scheduled by department?

Thornton M. Fairchild Hall

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of English	FH 169	26.0	36	72.2%	2.5	11.5%
Department of Mathematics	FH 166	29.1	36	80.9%	20.0	100.0%
Department of Mathematics	FH 167	26.8	36	74.5%	15.0	100.0%
Department of Mathematics	FH 169	10.0	36	27.8%	2.5	11.5%
Department of Mathematics	FH 170	26.5	36	73.6%	10.0	75.0%
Liberal Arts & Behavioral Scie	FH 168	33.9	36	94.2%	20.0	100.0%
Liberal Arts & Behavioral Scie	FH 169	34.2	36	95.0%	16.7	76.9%
Liberal Arts & Behavioral Scie	FH 170	36.0	36	100.0%	3.3	25.0%
Liberal Arts & Behavioral Scie	FH 171	33.6	35	96.0%	20.0	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
65.3%	167.8
65.7%	142.2
45.9%	70.0

Gary Hall

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
(R)College of Pharm & Hlth Sc	GH 234	3.0	40	7.5%	2.5	24.2%
Dpt of Pharmaceu Sc& Env Hl	GH 202	17.3	65	26.7%	14.8	100.0%
Dpt of Pharmaceu Sc& Env Hl	GH 234	24.0	40	60.0%	2.5	24.2%
Phar Adm and Adm Health Sc	GH 106	14.0	47	29.8%	2.5	100.0%
Phar Adm and Adm Health Sc	GH 234	2.5	40	6.3%	5.3	51.6%
Phar Practice/Clini Hlth Sci	GH 100	42.7	159	26.9%	15.2	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
7.5%	2.5
44.6%	27.3
9.4%	29.5
22.8%	44.7

Health and Physical Education Building

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Dept of Health & Kinesiology	HPE 102	24.8	42	59.0%	11.7	100.0%
Dept of Health & Kinesiology	HPE 104	23.6	40	59.0%	12.5	100.0%
Dept of Health & Kinesiology	HPE 106	39.2	40	98.0%	11.7	100.0%
Dept of Health & Kinesiology	HPE 108	28.8	40	72.0%	12.5	100.0%
Dept of Health & Kinesiology	HPE 155	58.6	120	48.8%	10.8	100.0%
Dept of Health & Kinesiology	HPE 162	32.3	42	77.0%	13.3	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
64.0%	72.5

How is each building scheduled by department?

JHJ School of Business

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Depart of Poli Sci & Pub Ad	JHJ 127	70.5	71	99.3%	10.0	36.4%
Department of Accounting	JHJ 107	20.3	53	38.2%	10.0	57.1%
Department of Accounting	JHJ 108	31.5	54	58.3%	15.0	66.7%
Department of Accounting	JHJ 146	5.0	27	18.5%	2.5	50.0%
Department of Accounting	JHJ 205	33.0	48	68.8%	12.5	83.3%
Department of Accounting	JHJ 206	14.0	47	29.8%	2.5	20.0%
Department of Psychology	JHJ 106	22.0	51	43.1%	2.5	13.0%
Department of Psychology	JHJ 128	26.0	43	60.5%	2.5	50.0%
Dept Finance & Economics	JHJ 108	25.7	54	47.5%	7.5	33.3%
Dept Finance & Economics	JHJ 146	17.0	27	63.0%	2.5	50.0%
Dept Finance & Economics	JHJ 147	19.0	27	70.4%	12.5	100.0%
Dept Finance & Economics	JHJ 206	34.0	47	72.3%	2.5	20.0%
Dept Finance & Economics	JHJ 208	13.0	51	25.5%	2.5	10.0%
Dept of Admin of Justice	JHJ 106	40.0	51	78.4%	2.5	13.0%
Dept of Admin of Justice	JHJ 107	42.0	53	79.2%	2.5	14.3%
Dept of Admin of Justice	JHJ 109	28.3	54	52.5%	7.5	34.6%
Dept of Admin of Justice	JHJ 127	21.0	71	29.6%	2.5	9.1%
Dept of Business Admin.	JHJ 105	35.7	52	68.7%	24.0	100.0%
Dept of Business Admin.	JHJ 106	29.0	51	56.9%	12.5	65.2%
Dept of Business Admin.	JHJ 107	32.5	53	61.3%	5.0	28.6%
Dept of Business Admin.	JHJ 109	29.5	54	54.6%	10.0	46.2%
Dept of Business Admin.	JHJ 113	55.3	197	28.0%	10.0	60.0%
Dept of Business Admin.	JHJ 127	51.0	71	71.8%	2.5	9.1%
Dept of Business Admin.	JHJ 128	24.0	43	55.8%	2.5	50.0%
Dept of Business Admin.	JHJ 205	31.0	48	64.6%	2.5	16.7%
Dept of Business Admin.	JHJ 206	29.7	47	63.1%	7.5	60.0%
Dept of Business Admin.	JHJ 208	28.2	51	55.3%	22.5	90.0%
Dept of Business Admin.	JHJ 209	33.0	51	64.7%	22.5	100.0%
Dept of Business Admin.	JHJ 210	34.5	35	98.6%	10.0	100.0%
Dept of History & Geograph	JHJ 127	59.8	71	84.2%	12.5	45.5%
Dept of Social Work	JHJ 109	31.0	54	57.4%	2.5	11.5%
Dept of Urban Pln & Envir P	JHJ 145	8.0	27	29.6%	2.5	100.0%
Liberal Arts & Behavioral Sc	JHJ 106	13.0	51	25.5%	1.7	8.7%
Liberal Arts & Behavioral Sc	JHJ 109	14.0	54	25.9%	1.7	7.7%
Liberal Arts & Behavioral Sc	JHJ 113	39.8	197	20.2%	6.7	40.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
48.3%	80.0
45.3%	42.5
55.1%	62.5
52.8%	27.5
49.5%	90.0
54.9%	131.5
69.0%	92.5
57.2%	26.7
24.9%	20.0
45.9%	70.0

How is each building scheduled by department?

C.S. Lane Home Economic Center

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of English	HE 122	29.0	36	80.6%	2.5	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
65.3%	167.8

Thurgood Marshall School of Law

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Thurgood Marshall Law Sch	LSB 202	42.1	110	38.3%	22.7	100.0%
Thurgood Marshall Law Sch	LSB 203	44.1	110	40.1%	22.8	100.0%
Thurgood Marshall Law Sch	LSB 206	40.9	56	73.1%	25.0	100.0%
Thurgood Marshall Law Sch	LSB 208	40.4	58	69.7%	24.2	100.0%
Thurgood Marshall Law Sch	LSB 210	33.0	56	58.9%	21.8	100.0%
Thurgood Marshall Law Sch	LSB 211	17.7	42	42.2%	21.7	100.0%
Thurgood Marshall Law Sch	LSB 212	26.0	45	57.8%	21.3	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
52.9%	167.0

Nabrit Science Building Annex

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Dpt of Pharmaceu Sc& Env H	NSCX 201	81.0	129	62.8%	1.8	16.4%
Dpt of Pharmaceu Sc& Env H	NSCX 301	44.3	140	31.7%	8.2	41.5%
Phar Adm and Adm Health S	NSCX 101	11.0	178	6.2%	3.0	50.0%
Phar Adm and Adm Health S	NSCX 326	2.4	52	4.6%	18.7	76.7%
Phar Practice/Clini Hlth Sci	NSCX 101	18.0	178	10.1%	3.0	50.0%
Phar Practice/Clini Hlth Sci	NSCX 201	40.4	129	31.3%	9.3	83.6%
Phar Practice/Clini Hlth Sci	NSCX 301	34.7	140	24.8%	11.5	58.5%
Phar Practice/Clini Hlth Sci	NSCX 326	14.5	52	27.9%	5.7	23.3%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
44.6%	27.3
9.4%	29.5
22.8%	44.7

How is each building scheduled by department?

Martin Luther King Humanities Center

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of English	MLK 100	24.5	38	64.5%	23.7	88.8%
Department of English	MLK 102	26.6	38	70.1%	20.0	88.9%
Department of English	MLK 138	20.5	56	36.6%	25.0	82.0%
Department of English	MLK 150	25.4	28	90.9%	22.5	100.0%
Department of English	MLK 246	26.0	44	59.1%	5.0	23.8%
Department of English	MLK 248	29.0	51	56.9%	2.5	10.1%
Department of English	MLK 249	21.0	38	55.3%	2.5	10.1%
Department of English	MLK 250	22.8	42	54.3%	12.5	39.7%
Department of English	MLK 251	25.3	32	79.2%	15.0	63.4%
Department of English	MLK 252	22.6	30	75.3%	9.2	78.6%
Department of English	MLK 253	31.0	34	91.2%	2.5	9.6%
Department of English	MLK 310	16.0	29	55.2%	5.0	40.0%
Department of English	MLK 311	20.3	35	57.9%	10.0	80.0%
Department of English	MLK 312	23.5	32	73.4%	5.0	32.3%
Department of English	MLK 313	20.0	28	71.4%	2.5	21.4%
Dept of Communication Arts	MLK 102	34.0	38	89.5%	2.5	11.1%
Dept of Communication Arts	MLK 104	30.8	124	24.8%	10.0	29.9%
Dept of Communication Arts	MLK 246	25.0	44	56.8%	5.0	23.8%
Dept of Communication Arts	MLK 247	13.5	50	27.0%	5.0	23.8%
Dept of Communication Arts	MLK 248	25.0	51	49.0%	2.5	10.1%
Dept of Communication Arts	MLK 249	25.0	38	65.8%	5.0	20.3%
Dept of Communication Arts	MLK 250	20.5	42	48.8%	5.5	17.5%
Dept of Communication Arts	MLK 253	29.7	34	87.3%	8.0	30.8%
Dept of Communication Arts	MLK 310	16.5	29	56.9%	5.0	40.0%
Dept of Communication Arts	MLK 312	16.0	32	50.0%	2.5	16.1%
Dept of Communication Arts	MLK 313	7.5	28	26.8%	5.5	47.1%
Dept of Communication Stu	MLK 104	37.0	124	29.8%	10.5	31.3%
Dept of Communication Stu	MLK 246	23.0	44	52.3%	2.5	11.9%
Dept of Communication Stu	MLK 247	9.5	50	19.0%	6.0	28.6%
Dept of Communication Stu	MLK 249	19.5	38	51.3%	5.5	22.3%
Dept of Communication Stu	MLK 250	23.5	42	56.0%	11.0	34.9%
Dept of Communication Stu	MLK 251	25.0	32	78.1%	2.5	10.6%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
65.3%	167.8

47.7%	56.5

How is each building scheduled by department?

Martin Luther King Humanities Center

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Dept of Communication Stu	MLK 253	32.8	34	96.6%	15.5	59.6%
Dept of Communication Stu	MLK 312	18.5	32	57.8%	5.5	35.5%
Dept of Entrn & Rec. Ind. M	MLK 104	34.0	124	27.4%	5.0	14.9%
Dept of Entrn & Rec. Ind. M	MLK 138	20.0	56	35.7%	5.5	18.0%
Dept of Entrn & Rec. Ind. M	MLK 246	6.0	44	13.6%	3.0	14.3%
Dept of Entrn & Rec. Ind. M	MLK 247	14.0	50	28.0%	5.0	23.8%
Dept of Entrn & Rec. Ind. M	MLK 248	10.0	51	19.6%	2.5	10.1%
Dept of Foreign Languages	MLK 249	13.0	38	34.2%	2.5	10.1%
Dept of Foreign Languages	MLK 252	25.0	30	83.3%	2.5	21.4%
Dept of Foreign Languages	MLK 309	21.8	40	54.6%	15.0	100.0%
Dept of Foreign Languages	MLK 311	20.0	35	57.1%	2.5	20.0%
Dept of Foreign Languages	MLK 312	21.0	32	65.6%	2.5	16.1%
Dept of Journalism	MLK 104	16.0	124	12.9%	2.5	7.5%
Dept of Journalism	MLK 247	19.0	50	38.0%	2.5	11.9%
Dept of Journalism	MLK 249	24.0	38	63.2%	3.0	12.2%
Dept of Journalism	MLK 251	9.0	32	28.1%	3.7	15.5%
Dept of Journalism	MLK 310	13.0	29	44.8%	2.5	20.0%
Dept of Journalism	MLK 313	14.0	28	50.0%	3.7	31.4%
Dept of Radio, TV and Film	MLK 100	15.0	38	39.5%	3.0	11.3%
Dept of Radio, TV and Film	MLK 104	40.5	124	32.7%	5.5	16.4%
Dept of Radio, TV and Film	MLK 246	23.0	44	52.3%	5.5	26.2%
Dept of Radio, TV and Film	MLK 247	9.0	50	18.0%	2.5	11.9%
Dept of Radio, TV and Film	MLK 248	15.8	51	31.0%	17.2	69.6%
Dept of Radio, TV and Film	MLK 249	14.5	38	38.2%	6.2	25.0%
Dept of Radio, TV and Film	MLK 250	18.0	42	42.9%	2.5	7.9%
Dept of Radio, TV and Film	MLK 251	15.0	32	46.9%	2.5	10.6%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
47.7%	59.0
31.6%	17.8
36.0%	44.8

How is each building scheduled by department?

Science Classroom And Research Building

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of Biology	SB 146	52.0	59	88.1%	4.2	18.5%
Department of Biology	SB 150	53.0	60	88.3%	5.0	16.0%
Department of Biology	SB 152	63.0	65	96.9%	5.0	100.0%
Department of Biology	SB 154	53.5	64	83.6%	5.0	100.0%
Department of Biology	SB 156	82.5	121	68.2%	5.0	20.0%
Department of Biology	SB 158	100.2	121	82.8%	25.0	90.9%
Department of Biology	SB 204	24.5	30	81.7%	16.7	100.0%
Department of Chemistry	SB 145	16.0	55	29.1%	2.5	14.0%
Department of Chemistry	SB 146	16.5	59	28.0%	3.3	14.8%
Department of Chemistry	SB 147	22.5	30	75.0%	5.0	100.0%
Department of Chemistry	SB 149	26.8	30	89.3%	12.8	83.6%
Department of Chemistry	SB 150	14.4	60	24.0%	16.2	51.9%
Department of Chemistry	SB 153	7.5	38	19.7%	3.7	17.6%
Department of Chemistry	SB 156	43.0	121	35.5%	15.0	60.0%
Department of Mathematics	SB 145	42.5	55	77.3%	15.3	86.0%
Department of Mathematics	SB 146	42.8	59	72.5%	12.5	55.6%
Department of Mathematics	SB 148	49.3	63	78.3%	15.0	100.0%
Department of Mathematics	SB 149	11.0	30	36.7%	2.5	16.4%
Department of Mathematics	SB 150	39.8	60	66.3%	10.0	32.1%
Department of Mathematics	SB 151	24.0	40	60.0%	17.2	100.0%
Department of Mathematics	SB 153	27.0	38	71.1%	17.2	82.4%
Department of Mathematics	SB 158	62.0	121	51.2%	2.5	9.1%
Dept Envemtl & Interdisc Sci	SB 146	5.0	59	8.5%	2.5	11.1%
Dept Envemtl & Interdisc Sci	SB 156	78.0	121	64.5%	5.0	20.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
77.9%	101.7
35.7%	60.9
65.7%	142.2
41.4%	15.0

How is each building scheduled by department?

Barbara Jordan Mickey Leand School of Public Affairs

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Depart of Poli Sci & Pub Ad	PAB 104	59.8	99	60.4%	15.0	40.0%
Depart of Poli Sci & Pub Ad	PAB 106	42.0	118	35.6%	5.0	12.5%
Depart of Poli Sci & Pub Ad	PAB 108	44.5	116	38.4%	5.0	16.7%
Depart of Poli Sci & Pub Ad	PAB 114	69.5	233	29.8%	10.0	100.0%
Depart of Poli Sci & Pub Ad	PAB 202	36.0	36	100.0%	2.5	6.7%
Depart of Poli Sci & Pub Ad	PAB 206	15.0	56	26.8%	2.5	9.1%
Depart of Poli Sci & Pub Ad	PAB 208	34.4	56	61.4%	12.5	33.3%
Depart of Poli Sci & Pub Ad	PAB 213	13.5	16	84.4%	5.0	100.0%
Depart of Poli Sci & Pub Ad	PAB 405	12.0	32	37.5%	2.5	13.0%
Depart of Poli Sci & Pub Ad	PAB 411	20.8	33	62.9%	10.0	50.0%
Department of Psychology	PAB 106	51.6	118	43.7%	12.5	31.3%
Department of Psychology	PAB 108	24.0	116	20.7%	5.0	16.7%
Department of Psychology	PAB 202	30.0	36	83.3%	2.5	6.7%
Department of Psychology	PAB 204	51.3	57	90.0%	17.5	46.7%
Department of Psychology	PAB 206	56.0	56	100.0%	2.5	9.1%
Department of Psychology	PAB 208	27.2	56	48.6%	12.5	33.3%
Department of Psychology	PAB 403	18.5	23	80.4%	5.0	28.6%
Dept of Admin of Justice	PAB 104	37.0	99	37.4%	2.5	6.7%
Dept of Admin of Justice	PAB 106	39.0	118	33.1%	2.5	6.3%
Dept of Admin of Justice	PAB 202	35.7	36	99.1%	22.5	60.0%
Dept of Admin of Justice	PAB 204	29.3	57	51.5%	15.0	40.0%
Dept of Admin of Justice	PAB 206	20.0	56	35.7%	7.5	27.3%
Dept of Admin of Justice	PAB 208	43.0	56	76.8%	2.5	6.7%
Dept of Admin of Justice	PAB 215	5.0	15	33.3%	2.5	100.0%
Dept of Admin of Justice	PAB 216	14.0	22	63.6%	5.0	33.3%
Dept of Admin of Justice	PAB 403	15.0	23	65.2%	5.0	28.6%
Dept of Admin of Justice	PAB 405	10.0	32	31.3%	7.5	39.1%
Dept of Admin of Justice	PAB 411	5.0	33	15.2%	2.5	12.5%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
48.3%	80.0
55.1%	62.5
49.5%	90.0

How is each building scheduled by department?

Barbara Jordan Mickey Leand School of Public Affairs

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Dept of History & Geograph	PAB 104	84.6	99	85.5%	20.0	53.3%
Dept of History & Geograph	PAB 106	74.5	118	63.1%	15.0	37.5%
Dept of History & Geograph	PAB 108	87.8	116	75.6%	20.0	66.7%
Dept of History & Geograph	PAB 202	17.0	36	47.2%	2.5	6.7%
Dept of History & Geograph	PAB 206	32.0	56	57.1%	2.5	9.1%
Dept of History & Geograph	PAB 208	47.0	56	83.9%	2.5	6.7%
Dept of History & Geograph	PAB 307	7.0	17	41.2%	10.0	100.0%
Dept of History & Geograph	PAB 405	24.5	32	76.6%	5.0	26.1%
Dept of History & Geograph	PAB 411	3.0	33	9.1%	2.5	12.5%
Dept of Social Work	PAB 202	29.0	36	80.6%	5.0	13.3%
Dept of Social Work	PAB 206	30.0	56	53.6%	2.5	9.1%
Dept of Social Work	PAB 208	25.7	56	45.8%	7.5	20.0%
Dept of Social Work	PAB 217	14.0	23	60.9%	2.5	14.3%
Dept of Social Work	PAB 405	19.0	32	59.4%	4.2	21.7%
Dept of Sociology	PAB 106	50.5	118	42.8%	5.0	12.5%
Dept of Sociology	PAB 202	52.0	36	144.4%	2.5	6.7%
Dept of Sociology	PAB 204	38.0	57	66.7%	5.0	13.3%
Dept of Sociology	PAB 206	44.5	56	79.5%	10.0	36.4%
Dept of Sociology	PAB 217	8.2	23	35.7%	12.5	71.4%
Dept of Urban Pln & Envir P	PAB 216	7.0	22	31.8%	5.0	33.3%
Dept of Urban Pln & Envir P	PAB 403	5.7	23	24.6%	7.5	42.9%
Dept of Urban Pln & Envir P	PAB 411	5.5	33	16.7%	5.0	25.0%
Thurgood Marshall Law Sch	PAB 216	13.0	22	59.1%	5.0	33.3%
Thurgood Marshall Law Sch	PAB 217	19.0	23	82.6%	2.5	14.3%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
69.0%	92.5
57.2%	26.7
66.6%	35.0
24.9%	20.0
52.9%	167.0

How is each building scheduled by department?

L.H. Spearman Technology Building

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE	DEPARTMENT TOTALS ROOM FILL	DEPARTMENT TOTALS SUM HPW
Department of Biology	TECH 129	60.5	84	72.0%	13.3	34.3%	77.9%	101.7
Department of Biology	TECH 133	37.0	56	66.1%	15.0	40.0%		
Department of Biology	TECH 139	19.3	40	48.3%	7.5	22.5%		
Department of Chemistry	TECH 139	8.0	40	20.0%	2.5	7.5%	35.7%	60.9
Department of Engineering	TECH 129	13.0	84	15.5%	15.5	39.9%	27.3%	48.8
Department of Engineering	TECH 133	18.3	56	32.7%	20.0	53.3%		
Department of Engineering	TECH 139	11.2	40	28.0%	10.8	32.5%		
Department of Engineering	TECH 243	15.0	31	48.4%	2.5	11.1%		
Department of Mathematics	TECH 133	47.0	56	83.9%	2.5	6.7%	65.7%	142.2
Department of Physics	TECH 243	26.7	31	86.0%	15.0	66.7%	86.0%	15.0
Dept Envemtl & Interdisc Sci	TECH 139	9.0	40	22.5%	5.0	15.0%		
Dept Envemtl & Interdisc Sci	TECH 243	12.0	31	38.7%	2.5	11.1%		
Dept of TransportStud	TECH 129	37.3	84	44.3%	10.0	25.8%	53.3%	20.0
Dept of TransportStud	TECH 139	28.3	40	70.8%	7.5	22.5%		
Dept of TransportStud	TECH 243	17.0	31	54.8%	2.5	11.1%		

What is projected supply and demand for general purpose classrooms?

Classroom Demand + Supply

To measure classroom demonstrated demand versus existing supply based on Fall 2024 data, total room hours by section size was tabulated. Required hours are compared to the supply of available classrooms by incremental capacity. The analysis assumes classrooms are scheduled to meet the goal of 38 hours per week.

Applying an efficiency factor of 90% to account for frictional vacancy, a Total Required Rooms count is suggested. The analysis suggests for TSU a current surplus of 64 classrooms concentrated in small and medium capacity classrooms, with a shortfall of 80 seats classrooms.

Classroom Demand Analysis: Maximum Section Sizes

Texas Southern University, Fall 2024 — *Section Size Assumes a 90% Occupancy Rate*

Supply (Surplus) | Demand (Deficit)

Maximum Room Size	Total Required Room Hours	Section Size	Available Rooms	Required Rooms	Demand (Deficit)	Supply/ Demand	Supply (Surplus)
16	3	1 - 14	8	1		7	|||||||
24	58	15 - 22	16	2		14	||||||||||||
32	94	23 - 29	18	3		15	|||||||||||||
40	368	30 - 36	25	10		15	|||||||||||||
50	333	37 - 45	11	9		2	||
60	252	46 - 54	20	7		13	||||||||||||
80	380	55 - 72	5	11	||||||	-6	
100	39	73 - 90	2	2		0	
150	261	91 - 135	10	7		3	|||
200	41	136 - 180	3	2		1	|
250	17	181 - 225	1	1		0	
			119	**55**		**64**	

What is projected supply and demand for general purpose classrooms?

Classroom Demand + Supply (unassigned excluded)

When the same analysis Is done excluded unassigned classrooms, the model accounts for only the actively used campus classrooms and reduces the available rooms.

The analysis suggests a current surplus of 52 classrooms concentrated in small and medium capacity classrooms. The model projects a shortfall of 6 larger classrooms.

Classroom Demand Analysis: Maximum Section Sizes

Texas Southern University, Fall 2024

Section Size Assumes a 90% Occupancy Rate

Supply (Surplus) | Demand (Deficit)

Maximum Room Size	Total Required Room Hours	Section Size	Available Rooms	Required Rooms	Demand (Deficit)	Supply/ Demand	Supply (Surplus)
16	3	1 - 14	3	1		2	||
24	58	15 - 22	12	2		10	|||||||||
32	94	23 - 29	17	3		14	||||||||||||
40	368	30 - 36	23	10		13	|||||||||||
50	333	37 - 45	11	9		2	||
60	252	46 - 54	20	7		13	|||||||||||
80	380	55 - 72	5	11	|||||	-6	
100	39	73 - 90	2	2		0	
150	261	91 - 135	10	7		3	|||
200	41	136 - 180	3	2		1	|
250	17	181 - 225	1	1		0	
			107	**55**		**52**	

What is projected supply and demand for general purpose classrooms?

Classroom Demand + Supply (1.3% CARG)

The same analysis Is done with unassigned classrooms assuming 1.3% CARG enrollment growth over 10 years based on undergraduate growth rate suggested in the draft strategic plan.

This analysis suggests a current surplus of 58 classrooms concentrated in small and medium capacity classrooms. In this case, the model suggests a shortfall of 7 larger classrooms.

Classroom Demand Analysis: Maximum Section Sizes

Texas Southern University, Fall 2024

Section Size Assumes a 90% Occupancy Rate

Supply (Surplus) | Demand (Deficit)

Maximum Room Size	Total Required Room Hours	Section Size	Available Rooms	Required Rooms	Demand (Deficit)	Supply/ Demand	Supply (Surplus)
16	3	1 - 14	8	1		7	|||||||
24	65	15 - 22	16	2		14	||||||||||||
32	107	23 - 29	18	3		15	||||||||||||||
40	419	30 - 36	25	12		13	||||||||||||
50	379	37 - 45	11	10		1		
60	287	46 - 54	20	8		12	||||||||||||
80	433	55 - 72	5	12	|||||||	-7	
100	44	73 - 90	2	2		0	
150	297	91 - 135	10	8		2	||
200	46	136 - 180	3	2		1		
250	19	181 - 225	1	1		0	
			119	**61**		**58**	

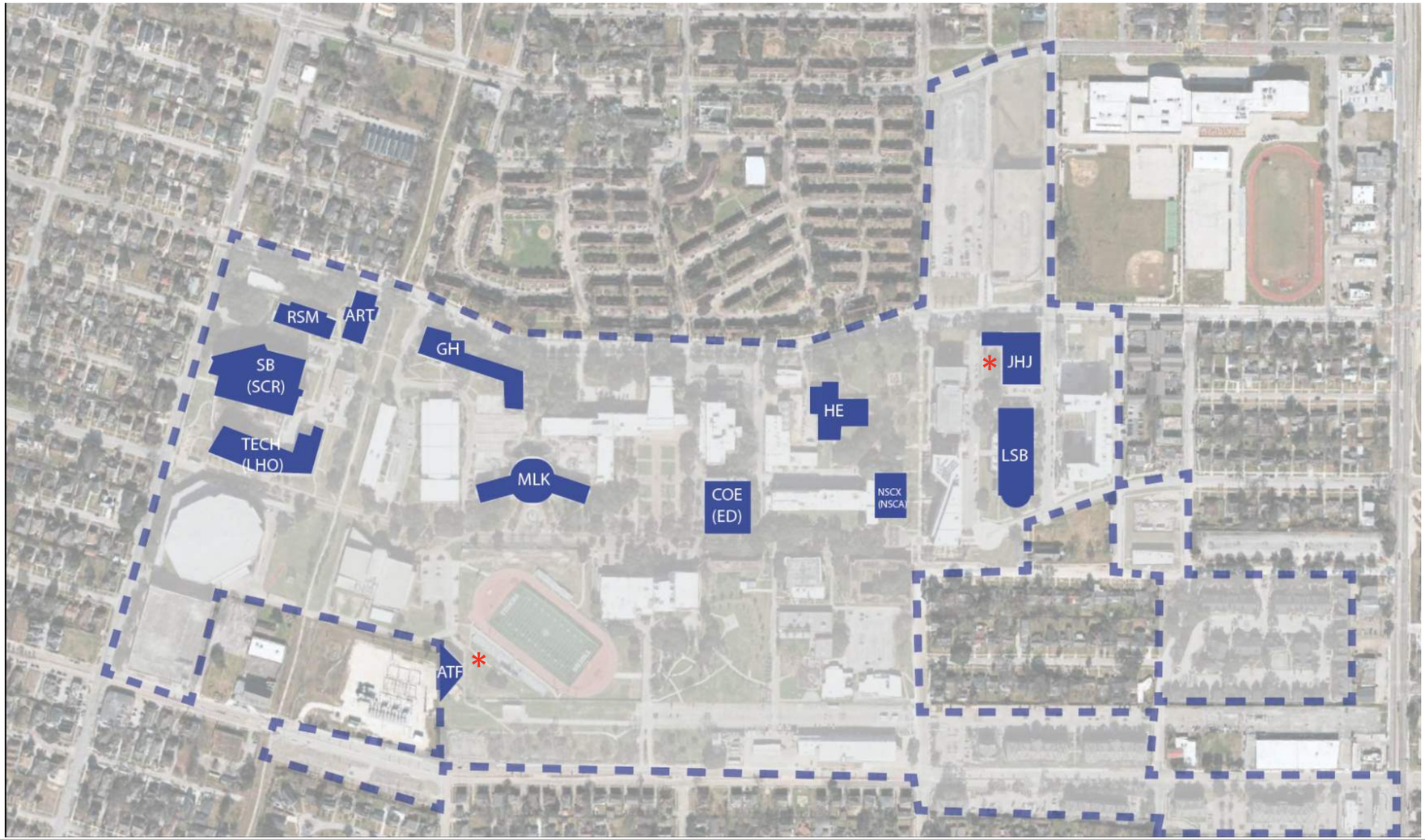
Class Labs

Utilization

How intensely is the University scheduling class labs?

Class Lab Buildings

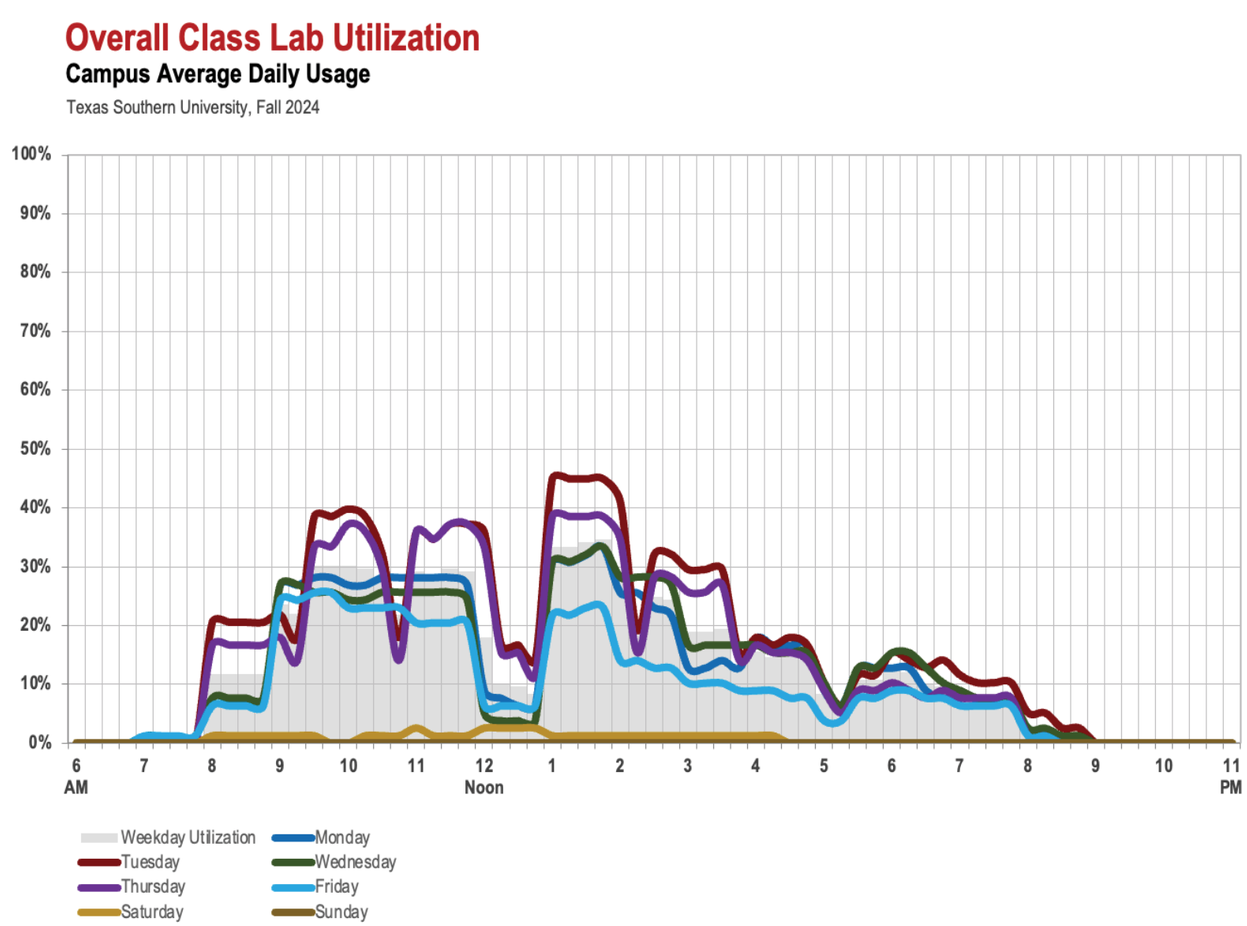
There are 12 buildings on campus that have class labs scheduled in Fall 2024. 10 buildings (*ATF + JHJ excluded) had classes scheduled in Fall 2024.



How intensely is the University scheduling class labs?

Class Lab Time of Day

Time of Day modeling shows TSU's peak period demand is Tuesday afternoon between 1 pm and 2 pm, the next highest demand is Thursday and Tuesday 9 am to 12 pm, and Thursday between 1 pm and 2 pm. At peak period demand 45%+ labs are in use. When unassigned labs are removed from the analysis the peak period during the same period jumps to 55%+.



How intensely is the University scheduling class labs?

Class Lab Use by Building - Unassigned Rooms Included

The 210 Class Lab utilization for all TSU class labs (including 13 unassigned labs) is presented below. The Class Lab Fill for all class labs is 50.4% compared to the target of 77%. The Average Hours per Week of 10.7 compared to the target of 25.

Overall Class Lab Usage: Total Enrollment, Capacity, and Hours by Building

Texas Southern University, Fall 2024

Class Lab Fill: < Fill Target; ≥ Fill Target

Weekly Hours: < Hour Target; ≥ Hour Target

Overall Utilization: ≤ 50%; < 77%; ≥ 77%

Building		Total Rooms	Total Enrollment	Total Capacity	Total Hours	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from <25.0 Hours | ≥25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		**78**	**1,081**	**2,144**	**836**	**50.4%**	**10.7**	**(14.3)**	**21.6%**
	Target					**77.0%**	**25.0**	**-**	**77.0%**
ATF	Athletic Training Facility	1	-	8	-	0.0%	-	(25.0)	0.0%
ART	Biggers Art Center	4	48	92	51	52.4%	12.7	(12.3)	26.5%
HE	C.S. Lane Home Economic Center	2	26	38	20	67.5%	10.0	(15.0)	27.0%
GH	Gray Hall	1	15	28	9	52.4%	8.5	(16.5)	17.8%
JHJ	JHJ School of Business	4	-	31	-	0.0%	-	(25.0)	0.0%
TECH	L.H. Spearman Technology Building	22	258	541	308	47.6%	14.0	(11.0)	26.7%
MLK	Martin Luther King Humanities Center	11	143	248	84	57.8%	7.7	(17.3)	17.7%
NSCX	Nabrit Science Building Annex	5	38	157	66	24.3%	13.1	(11.9)	12.7%
COE	Roderick R. Paige Building (COE)	1	20	24	5	81.3%	5.0	(20.0)	16.3%
RSM	Rollings-Stewart Music Center	8	154	324	87	47.7%	10.8	(14.2)	20.6%
SB	Science Classroom & Research Building	16	320	472	156	67.7%	9.8	(15.2)	26.5%
LSB	Thurgood Marshall School of Law	3	60	181	51	32.9%	16.9	(8.1)	22.3%

How intensely is the University scheduling class labs?

Class Lab Use by Building - Unassigned Excluded

The 210 Class Lab utilization based on all TSU class labs (with 13 unassigned labs excluded) is presented below. Overall the data suggests class labs are well below the target for hours utilized per week and class lab fill.

The Class Lab Fills for all labs is 55.3% compared to the target of 77%. The Average Hours per Week of 12.9 compared to the target of 25. As each lab has unique capabilities and are not interchangeable, lab utilization should be reviewed on an individual basis.

Overall Class Lab Usage: Total Enrollment, Capacity, and Hours by Building

Texas Southern University, Fall 2024

Class Lab Fill: < Fill Target; ≥ Fill Target | Weekly Hours: < Hour Target; ≥ Hour Target | Overall Utilization: ≤ 50%; < 77%; ≥ 77%

Building		Total Rooms	Total Enrollment	Total Capacity	Total Hours	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from <25.0 Hours | ≥25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		**65**	**1,081**	**1,954**	**836**	**55.3%**	**12.9**	**(12.1)**	**28.4%**
	Target					**77.0%**	**25.0**	**-**	**77.0%**
ART	Biggers Art Center	4	48	92	51	52.4%	12.7	(12.3)	26.5%
HE	C.S. Lane Home Economic Center	2	26	38	20	67.5%	10.0	(15.0)	27.0%
GH	Gray Hall	1	15	28	9	52.4%	8.5	(16.5)	17.8%
TECH	L.H. Spearman Technology Building	21	258	529	308	48.7%	14.7	(10.3)	28.6%
MLK	Martin Luther King Humanities Center	7	143	180	84	79.6%	12.0	(13.0)	38.3%
NSCX	Nabrit Science Building Annex	4	38	117	66	32.6%	16.4	(8.6)	21.4%
COE	Roderick R. Paige Building (COE)	1	20	24	5	81.3%	5.0	(20.0)	16.3%
RSM	Rollings-Stewart Music Center	8	154	324	87	47.7%	10.8	(14.2)	20.6%
SB	Science Classroom & Research Building	14	320	441	156	72.5%	11.2	(13.8)	32.4%
LSB	Thurgood Marshall School of Law	3	60	181	51	32.9%	16.9	(8.1)	22.3%

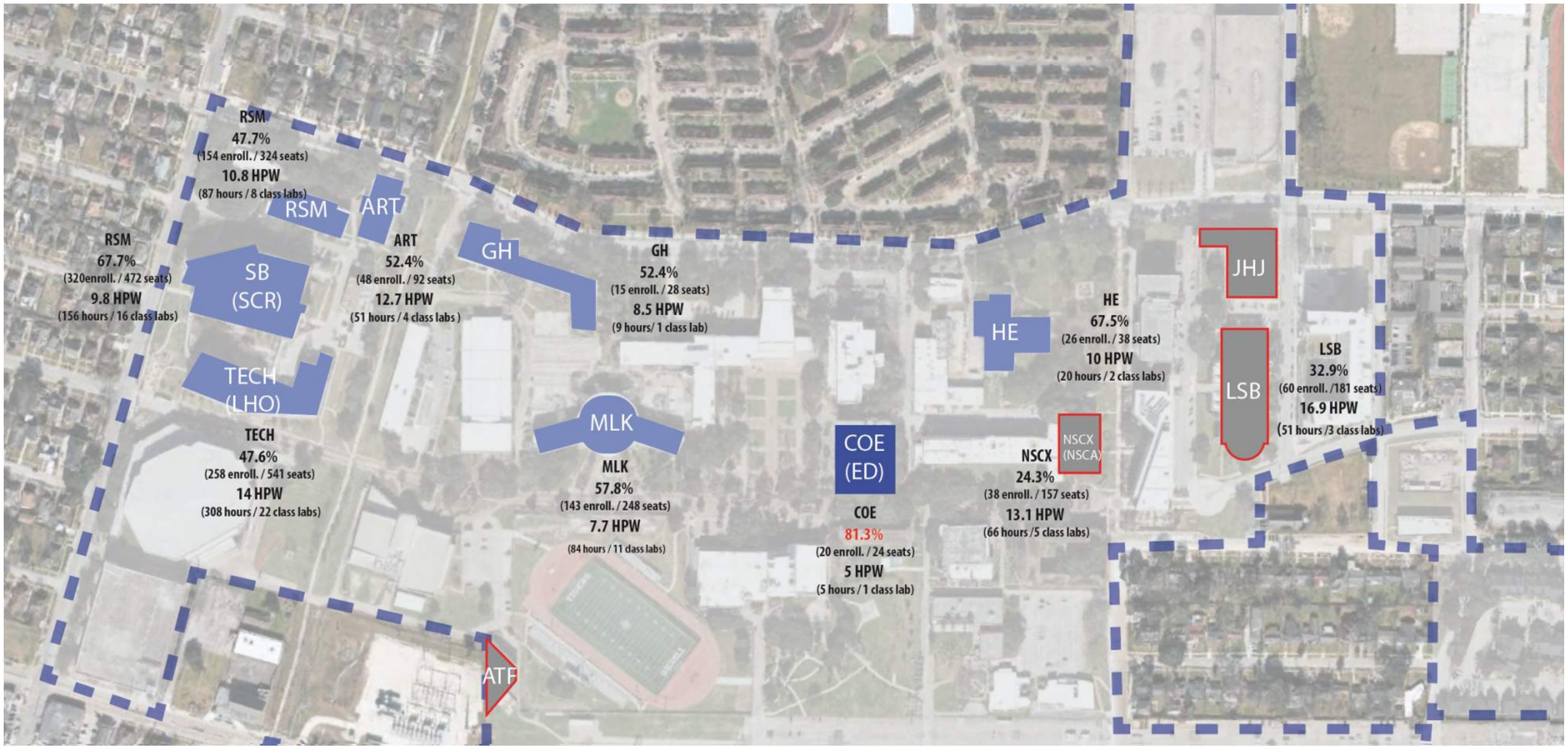
When unassigned class labs are excluded the room count drops from 78 to 65.

Utilization

How intensely is the University scheduling class labs?

Class Lab Buildings

Of the 10 buildings scheduled, the below shows That COE is the only building that exceeds the target fill rate. Buildings outlined in red have either low fill or limited hours per week scheduling.



Which class labs are scheduled above and below the utilization metric?

Class Lab Use by Room

Utilization of class lab by room is presented to illustrate the performance of individual labs. Low utilization of individual labs measured against the goal suggests the quantity of labs is adequate and improving the quality of instructional labs may be a higher institutional priority.

Class Lab Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Class Lab Fill: < Fill Target; ≥ Fill Target

Weekly Hours: < Hour Target; ≥ Hour Target

Overall Utilization: ≤ 50%; < 77%; ≥ 77%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours | ≥25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**78**	**14**	**27**	**50.4%**	**10.7**	**(14.3)**	**21.6%**
			Target	**77.0%**	**25.0**	**-**	**77.0%**
	ART 104	10	20	50.0%	9.2	(15.8)	18.3%
	ART 107	10	20	47.5%	10.5	(14.5)	20.0%
	ART 112	17	32	51.6%	8.8	(16.3)	18.0%
	ART 117	12	20	61.0%	22.3	(2.8)	54.3%
	HE 100	14	20	70.8%	15.0	(10.0)	42.5%
	HE 106	12	18	63.9%	5.0	(20.0)	12.8%
	GH 120	15	28	52.4%	8.5	(16.5)	17.8%
	JHJ 245	-	28	0.0%	-	(25.0)	0.0%
	JHJ 246	-	1	0.0%	-	(25.0)	0.0%
	JHJ 247	-	1	0.0%	-	(25.0)	0.0%
	JHJ 248	-	1	0.0%	-	(25.0)	0.0%
	TECH 151	9	21	43.8%	11.7	(13.3)	20.4%
	TECH 152	12	17	72.5%	6.0	(19.0)	17.4%
	TECH 156	10	17	55.9%	1.7	(23.3)	3.7%
	TECH 158	17	36	47.2%	10.0	(15.0)	18.9%
	TECH 160	6	31	18.5%	8.5	(16.5)	6.3%
	TECH 161	12	18	68.9%	12.5	(12.5)	34.4%
	TECH 217	2	10	20.0%	5.0	(20.0)	4.0%
	TECH 239	7	10	70.0%	5.0	(20.0)	14.0%
	TECH 240	-	12	0.0%	-	(25.0)	0.0%
	TECH 241	19	44	43.2%	18.3	(6.7)	31.7%
	TECH 247	2	16	12.5%	12.5	(12.5)	6.3%
	TECH 250	9	17	52.9%	15.0	(10.0)	31.8%
	TECH 256	6	23	26.1%	11.2	(13.8)	11.7%

Utilization

Which class labs are scheduled above and below the utilization metric?

Class Lab Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Class Lab Fill: < Fill Target; ≥ Fill Target

Weekly Hours: < Hour Target; ≥ Hour Target

Overall Utilization: ≤ 50%; < 77%; ≥ 77%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours | ≥25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**78**	**14**	**27**	**50.4%**	**10.7**	**(14.3)**	**21.6%**
			Target	77.0%	25.0	-	77.0%
	TECH 258	16	32	51.3%	17.5	(7.5)	35.9%
	TECH 261	12	25	47.2%	15.0	(10.0)	28.3%
	TECH 266	10	30	31.7%	15.0	(10.0)	19.0%
	TECH 330	18	29	63.1%	25.3	0.3	63.7%
	TECH 334	31	44	69.3%	29.3	4.3	81.3%
	TECH 335	24	30	79.4%	28.4	3.4	90.3%
	TECH 338	25	39	64.1%	35.3	10.3	90.6%
	TECH 404	10	18	55.6%	13.1	(11.9)	29.1%
	TECH 415	1	22	5.5%	11.8	(13.2)	2.6%
	MLK 119	16	22	72.7%	9.8	(15.2)	28.6%
	MLK 123	-	14	0.0%	-	(25.0)	0.0%
	MLK 127	31	30	103.3%	3.0	(22.0)	12.4%
	MLK 129	14	17	83.8%	12.8	(12.2)	43.0%
	MLK 200	17	29	59.8%	9.8	(15.2)	23.5%
	MLK 203	-	29	0.0%	-	(25.0)	0.0%
	MLK 206	-	15	0.0%	-	(25.0)	0.0%
	MLK 213	18	24	75.0%	11.0	(14.0)	33.0%
	MLK 215	24	30	78.9%	23.0	(2.0)	72.6%
	MLK 217	-	10	0.0%	-	(25.0)	0.0%
	MLK 323	23	28	82.1%	14.7	(10.3)	48.2%
	NSCX 310	7	22	33.6%	16.7	(8.3)	22.4%
	NSCX 315	8	21	39.7%	21.0	(4.0)	33.3%
	NSCX 321	9	34	25.7%	18.8	(6.2)	19.4%

Which class labs are scheduled above and below the utilization metric?

Class Lab Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Class Lab Fill
- < Fill Target
- ≥ Fill Target

Weekly Hours
- < Hour Target
- ≥ Hour Target

Overall Utilization
- ≤ 50%
- < 77%
- ≥ 77%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours | ≥25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**78**	**14**	**27**	**50.4%**	**10.7**	**(14.3)**	**21.6%**
			Target	**77.0%**	**25.0**	**-**	**77.0%**
	RSM 111	13	35	37.1%	2.5	(22.5)	3.7%
	RSM 117	11	35	30.0%	9.5	(15.5)	11.4%
	RSM 118	9	38	22.4%	9.2	(15.8)	8.2%
	RSM 119	22	34	63.2%	5.0	(20.0)	12.6%
	RSM 120	16	28	57.1%	11.7	(13.3)	26.7%
	RSM 121	12	38	32.5%	6.7	(18.3)	8.7%
	RSM 122	13	16	79.2%	5.0	(20.0)	15.8%
	SB 202	23	30	76.0%	12.7	(12.3)	38.5%
	SB 208	28	30	92.2%	17.0	(8.0)	62.7%
	SB 210	26	32	82.3%	7.7	(17.3)	25.2%
	SB 213	26	32	81.3%	5.7	(19.3)	18.4%
	SB 226	27	30	90.0%	8.2	(16.8)	29.4%
	SB 227	28	31	88.7%	11.3	(13.7)	40.2%
	SB 228	27	32	83.9%	18.8	(6.2)	63.2%
	SB 229	24	31	75.8%	5.7	(19.3)	17.2%
	SB 304	-	6	0.0%	-	(25.0)	0.0%
	SB 400	-	25	0.0%	-	(25.0)	0.0%
	SB 402	22	32	67.7%	25.5	0.5	69.1%
	SB 404	20	32	63.5%	8.5	(16.5)	21.6%
	SB 412	17	32	54.4%	14.2	(10.8)	30.8%
	SB 416	7	33	21.2%	4.2	(20.8)	3.5%
	SB 417	22	32	67.2%	11.3	(13.7)	30.5%
	SB 431	24	32	75.0%	5.7	(19.3)	17.0%
	LSB 105	13	45	27.8%	16.7	(8.3)	18.5%
	LSB 106	25	70	36.3%	18.3	(6.7)	26.6%
	LSB 107	22	66	32.9%	15.8	(9.2)	20.8%
	ATF 115	-	8	0.0%	-	(25.0)	0.0%

How does class lab fill compare to scheduling intensity?

Class Lab Fill and HPW Distribution

TSU's average class lab percent fill is 50.4%, which below the target of 77%. 16.7% of the class labs meet or exceed the target.

Class labs are scheduled approximately less than 50% of the hours per week goal at 10.7 hours per week. Approximately 8% of labs are scheduled more intensely than the goal.

Class Lab Fill Distribution, FICM 210

Texas Southern University, Fall 2024

Statistics

- *Rooms < 77% Fill Rate: 65 | 83.3%*
- *Rooms ≥ 77% Fill Rate: 13 | 16.7%*
- *Campus Average Fill Rate: 50.4% | Target: 77%*

	BIN Fill	Rooms	% of Sum	CUML. %	Frequency/ % of Sum
	<5%	13	16.7%	16.7%	
	<10%	1	1.3%	17.9%	
	<15%	1	1.3%	19.2%	
	<20%	1	1.3%	20.5%	
	<25%	3	3.8%	24.4%	
	<30%	3	3.8%	28.2%	
	<35%	6	7.7%	35.9%	
	<40%	3	3.8%	39.7%	
	<45%	2	2.6%	42.3%	
	<50%	3	3.8%	46.2%	
	<55%	6	7.7%	53.8%	
	<60%	5	6.4%	60.3%	
	<65%	6	7.7%	67.9%	
	<70%	4	5.1%	73.1%	
	<75%	4	5.1%	78.2%	
≥ 75% Fill	<80%	7	9.0%	87.2%	≥ 75% Fill
	<85%	6	7.7%	94.9%	
	<90%	1	1.3%	96.2%	
	<95%	2	2.6%	98.7%	
	<100%			98.7%	
	≥100%	1	1.3%	100.0%	
	Total	**78**	**100.0%**		

Class Lab HPW Distribution, FICM 110

Texas Southern University, Fall 2024

Statistics

- *Rooms < 25 HPW: 72 | 92.3%*
- *Rooms ≥ 25 HPW: 6 | 7.7%*
- *Campus Average Hours Per Week: 10.7 | Target: 25.*

	BIN Fill	Rooms	% of Sum	CUML. %	Frequency/ % of Sum
	<1.3	13	16.7%	16.7%	
	<2.5	2	2.6%	19.2%	
	<3.8	1	1.3%	20.5%	
	<5.0	1	1.3%	21.8%	
	<6.3	10	12.8%	34.6%	
	<7.5	1	1.3%	35.9%	
	<8.8	5	6.4%	42.3%	
	<10.0	7	9.0%	51.3%	
	<11.3	4	5.1%	56.4%	
	<12.5	5	6.4%	62.8%	
≥12.5 HPW	<13.8	5	6.4%	69.2%	≥12.5 HPW
	<15.0	2	2.6%	71.8%	
	<16.3	5	6.4%	78.2%	
	<17.5	3	3.8%	82.1%	
	<18.8	3	3.8%	85.9%	
	<20.0	2	2.6%	88.5%	
	<21.3	1	1.3%	89.7%	
	<22.5	1	1.3%	91.0%	
	<23.8	1	1.3%	92.3%	
	<25.0			92.3%	
	≥25.0	6	7.7%	100.0%	
	Total	**78**	**100.0%**		

How is each building scheduled by department?

Overall

Each department schedules independently. Scheduling of individual rooms is presented on the following pages.

CLASS LABS BY DEPARTMENT

Fill Rates
< Target
≥ Target

HPW
< Target
≥ Target

DEPT	SUM CENSUS	SUM CAPACITY	(Average Enrollment/ Station Capacity) ROOM FILL	FILL (BAR ▶ 100%)	Average Hours Utilized Per Week HPW	HPW (BAR ▶ 25 HRS
Department of Biology	205.8	248.0	83.0%		10.6	
Department of Chemistry	111.9	193.0	58.0%		11.6	
Department of Engineering	85.4	178.0	48.0%		6.5	
Department of English	23.7	28.0	84.5%		5.5	
Department of Mathematics	31.0	55.0	56.4%		2.5	
Department of Physics	89.0	134.0	66.4%		8.7	
Department of Communication Arts/Sciences	67.7	87.0	77.8%		7.4	
Department of Communication Studies	27.0	30.0	90.0%		2.5	
Department of Curriculum & Instruction	19.5	24.0	81.3%		5.0	
Department of Entertainment and Recording Industry Management	31.0	39.0	79.5%		6.2	
Department of Foreign Languages	20.3	28.0	72.6%		7.5	
Department of Journalism	23.5	54.0	43.5%		4.9	
Department of Radio, TV and Film	82.0	100.0	82.0%		6.1	
Department of Transportation Studies	50.3	120.0	41.9%		10.1	
Department of Pharmacy Practice and Clinical Health Sciences	52.8	145.0	36.4%		14.8	
Thurgood Marshall Law School	59.6	181.0	32.9%		16.9	
Department of Visual & Performing Arts	48.2	92.0	52.4%		12.7	
Department of Computer Science	108.8	182.0	59.8%		23.9	
Department of Music	154.4	324.0	47.7%		10.8	
Department of Industrial Technology	26.3	54.0	48.6%		6.3	
Human Services & Consumer Science	25.7	38.0	67.5%		10.0	

How is each building scheduled by department?

Overall

Each building's breakdown of departmental utilization is shown below:

Bigger Art Center (ART)

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Visual & Performing Arts	ART 104	10.0	20	50.0%	9.2	100.0%
Visual & Performing Arts	ART 107	9.5	20	47.5%	10.5	100.0%
Visual & Performing Arts	ART 112	16.5	32	51.6%	8.8	100.0%
Visual & Performing Arts	ART 117	12.2	20	61.0%	22.3	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
52.4%	50.7

Roderick R. Paige Building (COE)

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Dept of Curriculum & Instruct	COE 308D	19.5	24	81.3%	5.0	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
81.3%	5.0

Gary Hall

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Phar Practice/Clini Hlth Sci	GH 120	14.7	28	52.4%	8.5	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
36.4%	74.0

C.S. Lane Home Economic Center

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Human Serv & Consumer Sci	HE 100	14.2	20	70.8%	15.0	100.0%
Human Serv & Consumer Sci	HE 106	11.5	18	63.9%	5.0	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
67.5%	20.0

How is each building scheduled by department?

Thurgood Marshall School of Law

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Thurgood Marshall Law Scho	LSB 105	12.5	45	27.8%	16.7	100.0%
Thurgood Marshall Law Scho	LSB 106	25.4	70	36.3%	18.3	100.0%
Thurgood Marshall Law Scho	LSB 107	21.7	66	32.9%	15.8	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
32.9%	50.8

Martin Luther King Humanities Center

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of English	MLK 323	23.7	28	84.5%	5.5	37.5%
Dept of Communication Arts/S	MLK 200	16.0	29	55.2%	2.5	25.4%
Dept of Communication Arts/S	MLK 215	25.7	30	85.7%	18.0	78.3%
Dept of Communication Arts/S	MLK 323	26.0	28	92.9%	1.7	11.4%
Dept of Communication Studi	MLK 215	27.0	30	90.0%	2.5	10.9%
Dept of Entrn & Rec. Ind. Mgt	MLK 119	16.0	22	72.7%	9.8	100.0%
Dept of Entrn & Rec. Ind. Mgt	MLK 129	15.0	17	88.2%	2.5	19.5%
Dept of Foreign Languages	MLK 323	20.3	28	72.6%	7.5	51.1%
Dept of Journalism	MLK 213	17.5	24	72.9%	7.3	66.7%
Dept of Journalism	MLK 215	6.0	30	20.0%	2.5	10.9%
Dept of Radio, TV and Film	MLK 127	31.0	30	103.3%	3.0	100.0%
Dept of Radio, TV and Film	MLK 129	14.0	17	82.4%	10.3	80.5%
Dept of Radio, TV and Film	MLK 200	18.0	29	62.1%	7.3	74.6%
Dept of Radio, TV and Film	MLK 213	19.0	24	79.2%	3.7	33.3%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
84.5%	5.5
77.8%	22.2
90.0%	2.5
79.5%	12.3
72.6%	7.5
43.5%	9.8
82.0%	24.3

How is each building scheduled by department?

Nabrit Science Building Annex

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Phar Practice/Clini Hlth Sci	NSCX 310	7.4	22	33.6%	16.7	100.0%
Phar Practice/Clini Hlth Sci	NSCX 315	8.3	21	39.7%	21.0	100.0%
Phar Practice/Clini Hlth Sci	NSCX 321	8.8	34	25.7%	18.8	100.0%
Phar Practice/Clini Hlth Sci	NSCX 322	13.7	40	34.2%	9.0	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
36.4%	74.0

Rollings-Stewart Music Center

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of Music	RSM 101	59.9	100	59.9%	37.0	100.0%
Department of Music	RSM 111	13.0	35	37.1%	2.5	100.0%
Department of Music	RSM 117	10.5	35	30.0%	9.5	100.0%
Department of Music	RSM 118	8.5	38	22.4%	9.2	100.0%
Department of Music	RSM 119	21.5	34	63.2%	5.0	100.0%
Department of Music	RSM 120	16.0	28	57.1%	11.7	100.0%
Department of Music	RSM 121	12.3	38	32.5%	6.7	100.0%
Department of Music	RSM 122	12.7	16	79.2%	5.0	100.0%

DEPARTMENT TOTALS

ROOM FILL	SUM HPW
47.7%	86.5

How is each building scheduled by department?

Science Classroom And Research Building

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of Biology	SB 202	22.8	30	76.0%	12.7	100.0%
Department of Biology	SB 208	27.7	30	92.2%	17.0	100.0%
Department of Biology	SB 210	26.3	32	82.3%	7.7	100.0%
Department of Biology	SB 213	26.0	32	81.3%	5.7	100.0%
Department of Biology	SB 226	27.0	30	90.0%	8.2	100.0%
Department of Biology	SB 227	27.5	31	88.7%	11.3	100.0%
Department of Biology	SB 228	25.0	32	78.1%	16.3	86.7%
Department of Biology	SB 229	23.5	31	75.8%	5.7	100.0%
Department of Chemistry	SB 402	21.7	32	67.7%	25.5	100.0%
Department of Chemistry	SB 404	20.3	32	63.5%	8.5	100.0%
Department of Chemistry	SB 412	17.4	32	54.4%	14.2	100.0%
Department of Chemistry	SB 416	7.0	33	21.2%	4.2	100.0%
Department of Chemistry	SB 417	21.5	32	67.2%	11.3	100.0%
Department of Chemistry	SB 431	24.0	32	75.0%	5.7	100.0%
Department of Physics	SB 228	38.0	32	118.8%	2.5	13.3%

DEPARTMENT TOTALS	
ROOM FILL	SUM HPW
83.0%	84.5
58.0%	69.3
66.4%	43.3

How is each building scheduled by department?

L.H. Spearman Technology Building

DEPARTMENT	BUILD_ROOM	AVG ENROLL	MAX CAPACITY	ROOM FILL	HPW	HPW SHARE
Department of Computer Sci	TECH 330	18.3	29	63.1%	25.3	100.0%
Department of Computer Sci	TECH 334	30.5	44	69.3%	29.3	100.0%
Department of Computer Sci	TECH 335	23.8	30	79.4%	28.4	100.0%
Department of Computer Sci	TECH 338	25.0	39	64.1%	35.3	100.0%
Department of Computer Sci	TECH 404	10.0	18	55.6%	13.1	100.0%
Department of Computer Sci	TECH 415	1.2	22	5.5%	11.8	100.0%
Department of Engineering	TECH 151	12.0	21	57.1%	2.5	21.4%
Department of Engineering	TECH 152	12.3	17	72.5%	6.0	100.0%
Department of Engineering	TECH 158	17.3	36	48.1%	7.5	75.0%
Department of Engineering	TECH 160	5.8	31	18.5%	8.5	100.0%
Department of Engineering	TECH 161	21.0	18	116.7%	2.5	20.0%
Department of Engineering	TECH 256	5.8	23	25.0%	8.7	77.6%
Department of Engineering	TECH 258	11.3	32	35.2%	10.0	57.1%
Department of Mathematics	TECH 256	7.0	23	30.4%	2.5	22.4%
Department of Mathematics	TECH 258	24.0	32	75.0%	2.5	14.3%
Department of Physics	TECH 239	7.0	10	70.0%	5.0	100.0%
Department of Physics	TECH 241	19.0	44	43.2%	18.3	100.0%
Department of Physics	TECH 247	2.0	16	12.5%	12.5	100.0%
Department of Physics	TECH 258	23.0	32	71.9%	5.0	28.6%
Dept of Industrial Tech	TECH 158	16.0	36	44.4%	2.5	25.0%
Dept of Industrial Tech	TECH 161	10.3	18	56.9%	10.0	80.0%
Dept of TransportStud	TECH 151	8.5	21	40.5%	9.2	78.6%
Dept of TransportStud	TECH 156	9.5	17	55.9%	1.7	100.0%
Dept of TransportStud	TECH 217	2.0	10	20.0%	5.0	100.0%
Dept of TransportStud	TECH 250	9.0	17	52.9%	15.0	100.0%
Dept of TransportStud	TECH 261	11.8	25	47.2%	15.0	100.0%
Dept of TransportStud	TECH 266	9.5	30	31.7%	15.0	100.0%

DEPARTMENT TOTALS	
ROOM FILL	SUM HPW
59.8%	143.3
48.0%	45.7
56.4%	5.0
66.4%	43.3
48.6%	12.5
41.9%	60.8

Points for Discussions

Utilization

Which class labs are scheduled above and below the utilization metric?

Class Lab Fill and Utilization

All Buildings on Campus — Texas Southern University, Fall 2024

Class Lab Fill: < Fill Target; ≥ Fill Target

Weekly Hours: < Hour Target; ≥ Hour Target

Overall Utilization: ≤ 50%; < 77%; ≥ 77%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours | ≥25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	**78**	**14**	**27**	**50.4%**	**10.7**	**(14.3)**	**21.6%**
			Target	77.0%	25.0	-	77.0%
	TECH 258	16	32	51.3%	17.5	(7.5)	35.9%
	TECH 261	12	25	47.2%	15.0	(10.0)	28.3%
	TECH 266	10	30	31.7%	15.0	(10.0)	19.0%
	TECH 330	18	29	63.1%	25.3	0.3	63.7%
	TECH 334	31	44	69.3%	29.3	4.3	81.3%
	TECH 335	24	30	79.4%	28.4	3.4	90.3%
	TECH 338	25	39	64.1%	35.3	10.3	90.6%
	TECH 404	10	18	55.6%	13.1	(11.9)	29.1%
	TECH 415	1	22	5.5%	11.8	(13.2)	2.6%
	MLK 119	16	22	72.7%	9.8	(15.2)	28.6%
	MLK 123	-	14	0.0%	-	(25.0)	0.0%
	MLK 127	31	30	103.3%	3.0	(22.0)	12.4%
	MLK 129	14	17	83.8%	12.8	(12.2)	43.0%
	MLK 200	17	29	59.8%	9.8	(15.2)	23.5%
	MLK 203	-	29	0.0%	-	(25.0)	0.0%
	MLK 206	-	15	0.0%	-	(25.0)	0.0%
	MLK 213	18	24	75.0%	11.0	(14.0)	33.0%
	MLK 215	24	30	78.9%	23.0	(2.0)	72.6%
	MLK 217	-	10	0.0%	-	(25.0)	0.0%
	MLK 323	23	28	82.1%	14.7	(10.3)	48.2%
	NSCX 310	7	22	33.6%	16.7	(8.3)	22.4%
	NSCX 315	8	21	39.7%	21.0	(4.0)	33.3%
	NSCX 321	9	34	25.7%	18.8	(6.2)	19.4%

Points for Discussion

Key observations of the Class Lab analysis are listed below:

- Analysis indicates peak period demand for class labs is well under existing capacity (45%)
- The analysis suggests the majority of class laboratories are utilized well below the benchmarks for both lab fill and hours of weekly instruction
- Specific class labs exceed the fill target, suggesting class labs that may be undersized
- Department analysis demonstrates that the majority of labs are not shared between departments
- As labs have unique capabilities and are not generally interchangeable — labs must be evaluated individually by capability as well as utilization

Opportunities:

- Best Practices for consideration
  - Space Inventory Management (classifications, capacity)
  - Standardized Classroom / Class Lab Capacity
  - Block Scheduling Framework
  - Centralized scheduling management (versus department competition)
  - Section Fill Management / Targets
  - Changes to Instructional Method / Active Learning
- Address labs that meet or exceed utilization metrics
- Surplus classrooms provide an opportunity to meet other institutional objectives
- Repurposing classrooms provides an opportunity to improve utilization and meet other institutional objectives and University priorities:
  - New Programs
  - Student Spaces
  - Specific new capabilities
- To support enrollment growth and improve utilization the University should consider combining smaller classrooms to support larger section sizes