

Mrs. GREEN. On this point I think it might be helpful if we include in the record a study on the Utilization of College and University Facilities. I therefore ask unanimous consent that this report be included in the hearings.

UTILIZATION OF COLLEGE AND UNIVERSITY FACILITIES

A BASIC ECONOMICS ISSUE

The efficiency and intensity of utilization of facilities at colleges and universities is an important issue today for the most basic economic reasons. Higher education facilities constitute an important component of capital investment in the Nation's economy, a portion which expanded rapidly in recent years with substantial infusions of Federal funds to supplement already massive financial support being undertaken by most of the States. State and local funds, as well as the Federal funds, are at the same time called upon to meet vast and wide-ranging urgent social needs and are scarce in relation to the demands. It is therefore imperative that these funds be wisely invested—in facilities which are most urgently needed and which will pay dividends in the form of intensive use as long as possible into the future.

At the institutional level, resources also are scarce by comparison to needs. Funds invested in unessential buildings are not available for urgently needed increases in salaries, materials and equipment. As each building is added to a campus, the institution becomes committed to its use in lieu of a building it might have preferred to add, or to have designed differently, at some time in the future. These are obvious truths with obvious implications.

One implication is that new buildings should be constructed only when and where they are most needed. A second implication is that buildings being constructed today should be planned and designed with extra care and competence to provide as much flexibility as possible for adjusting to shifting needs of the institution. Such flexibility involves both the ability to shift sizes and shapes of interior spaces and configurations of built-in, equipment and the ability economically to incorporate present and probable innovations in instructional technology. In many instances, long-range economies can be improved by designing the buildings to facilitate the incorporation of additional floors or wings.

UTILIZATION GENERALLY NEEDS IMPROVEMENT

Although critics of higher education and of public support for higher education tend to exaggerate and to oversimplify their case, it is nevertheless true that many institutions utilize their instructional facilities very poorly, in terms of hours per week, weeks per year, or similar indicators. Even institutions—the growing majority—which are working to improve their utilization acknowledge that they have yet to achieve what is possible and desirable in most instances.

But the goal of maximum utilization is not as simple to achieve as frequently assumed. In many instances, any *substantial* increase in utilization of existing classrooms is difficult to achieve for a variety of reasons. Some of these reasons are explored later in this paper.

Data presented below illustrate the fact that the range in intensity of utilization among different institutions is excessively wide. Again, as discussed later, there frequently are good reasons for this. For example, an institution which operates a progressive instructional program for an expanded curriculum on a campus which is over 100 years old can hardly be expected to match the utilization rates of an institution operating the same program in a brand new campus designed to fit today's program.

UTILIZATION HAS BEEN GETTING MORE ATTENTION

Early in the twentieth century a few institutions systematically began to study their utilization of academic space, but the subject generally was neglected until during and after World War II. In recent years, partly because of the economic realities cited earlier, the attention to space utilization has been increasing rapidly, and the related methodology and technology have been expanding at a correspondingly rapid rate.