



HOWARD UNIVERSITY

CENTRAL CAMPUS MASTER PLAN

JUNE 29, 2011

JUNE 29, 2011
WASHINGTON D.C.

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U3 VENTURES

HOWARD UNIVERSITY

OFFICE OF THE PRESIDENT

June 23, 2011



Dear Commissioners:

I am pleased to present the updated 2011 Campus Master Plan for Howard University. It is an ambitious plan that reflects changes in our physical environment to support the academic renewal of the University.

Howard University's prominence in scholarship focused on the African Diaspora, science, health care disparities, social justice, the arts and cultural heritage disciplines will be strengthened as academic programs are enhanced and investments are made in substantial renovations of the physical plant including new academic facilities.

Building upon our legacy of excellence in teaching African American students, the University is poised to become a world-class research institution. The development of state-of-the-art facilities that will attract researchers and generate new discoveries designed to address the challenges of the 21st century are of very high priority in our renewal efforts.

When fully realized, our students' quality of life on campus will be enhanced. The plan calls for new student housing, activity, fitness, recreation and athletic facilities. New residence halls will be located closer to central campus in a more nurturing environment where academic progress can be better supported, student safety can be improved and greater integration into the life of the campus can take place.

The University's plan for mixed use development along Georgia Avenue fulfills the vision of the *DUKE PLAN* and creates a revitalized setting near the Shaw-Howard metro station. It will also include other arts and cultural uses like the Howard Theater that make a unique destination location in this section of the city.

Finally, in this plan, the University proposes to modify its physical surroundings with a commitment to employ sustainable development strategies throughout implementation. From our transportation and traffic management to our focus on enhancing the landscape, this plan is a progressive approach to the protection of our environmental resources. The University looks forward to receiving the support of the Zoning Commission and continuing the mutually beneficial partnership with the city it has enjoyed for many years.

Sincerely,

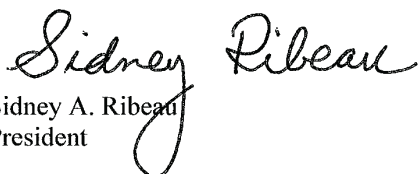

Sidney A. Ribeau
President



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ACKNOWLEDGEMENTS

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Mrs. Benaree Wiley*
Dr. Richard L. Wright
Mr. John D. Zeglis

* Member, Ad Hoc Committee on Real Estate

** Chair, Ad Hoc Committee on Real Estate

ACKNOWLEDGEMENTS

COMMUNITY ADVISORY COMMITTEE

† Mr. Benton Heimsath, Ward 1 Councilmember Jim Graham's Office
† Dr. E. Gail Anderson Holness, ANC 1B11
† Ms. Myla Moss, ANC 1B01
† Mr. Tony Norman, ANC 1B10, Chair, ANC 1B Design Committee, Pleasant Plains Civic Association

Mr. John Salatti, ANC 5C04, Bloomingdale Civic Association
Mr. Ronnie Edwards, Chair, ANC 5C

† Mr. Darren Jones, President, Pleasant Plains Civic Association, Georgia Avenue Community Development Task Force

Mr. Marcus Morgan, President, LeDroit Park Civic Association
† Mr. Richard Myers, Immediate Past President, LeDroit Park Civic Association
† Ms. Anita Rice, LeDroit Park Civic Association
† Mr. Lawrence Guyot, LeDroit Park Resident
† Mr. Robert Brannum, Bloomingdale Civic Association
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† Bishop Imogene Stewart, Member, Elks Lodge, African American Veterans and Families

Mr. Stanley Mayes, 14th and "U" Street Coalition
Rev. Dr. Earl Trent, Pastor Florida Avenue Baptist Church
Father Vincent Harris, Rector, St. George's Episcopal Church
† Ms. Sylvia Robinson, Executive Director, Emergence Community Arts Collective , Georgia Avenue Community Development Task Force, Pleasant Plains Civic Association

† Mr. Thomas Dawes, Development Corporation of Columbia Heights, Georgia Avenue Community Development Task Force

Mr. Tensae Berhanu, Proprietor, Sankofa Café
Mr. David Corry, LeDroit Park Civic Association
Mr. Kent Gilmore, Proprietor, Howard Delicatessen
Ms. Iris Woodridge, Former Executive Director, Mother Dear's Community Center Mr. Thomas Smith, Former Commissioner, ANC 1B09

Ms. Dina Lewis, LeDroit Park Civic Association
Mr. Jeff Herron, LeDroit Park Civic Association

† Also participated in Community Campus Master Plan Task Force meetings

ACKNOWLEDGEMENTS

COMMUNITY CAMPUS MASTER PLAN TASK FORCE

(MEMBERS NOT LISTED ABOVE)

Ms. Maxine Brown-Roberts, Development Review Specialist, D.C. Office of Planning
Mr. Patrick Nelson, Georgia Avenue Community Development Task Force
Mr. Drew McCracken, Georgia Avenue Community Development Task Force
Dr. Ernest Quimby, Graduate Associate Professor of Sociology, College of Arts and Sciences, Howard University,
Georgia Avenue Community Development Task Force

Mr. Brad Grant, B. Arch. M. Arch., AIA, NOMA, Professor, Director, School of Architecture and Design, College of
Engineering, Architecture and Computer Sciences, Howard University, Georgia Avenue Community Development Task
Force

Mr. Timothy Jones, Howard University School of Business Alumnus, ANC 4A
Ms. Danielle Ricks, LeDroit Park Resident
Mr. Eric Fidler, Secretary, LeDroit Park Civic Association, ANC 1B Design Committee

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Dr. John Bailey, Director, Clinical Support Services, College of Dentistry
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Dr. Tina Brower-Thomas, Adjunct Professor, Chemical Engineering
Mr. Omowale Crenshaw, Managing Director, Capital Asset Development
Dr. Clarence Curry, Interim Associate Dean of Pharmacy, College of Pharmacy, Nursing and Allied Health Sciences

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Chief Leroy James, Chief, Howard University Campus Police
Ms. Marian D. Jones, Administrative Assistant, Howard University Community Association
Ms. Victoria Kirby, M.B.A. (2011), Alumna, Howard University
Mr. Shaheed Mahomed, Director of Financial Reporting and Accounting Policy
Ms. Susan McKenzie, Esq., Office of the Senior Vice President
Dr. Hassan Minor, Senior Vice President, Chief Strategy Officer

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UNIVERSITY REPRESENTATIVES

(CONTINUED)

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REGIONAL ECONOMIC ADVISOR

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EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

(CONTINUED)

INTRODUCTION

This summary provides an overview of Howard University and the scope and purpose of the Central Campus Master Plan.

UNIVERSITY PROFILE

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

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

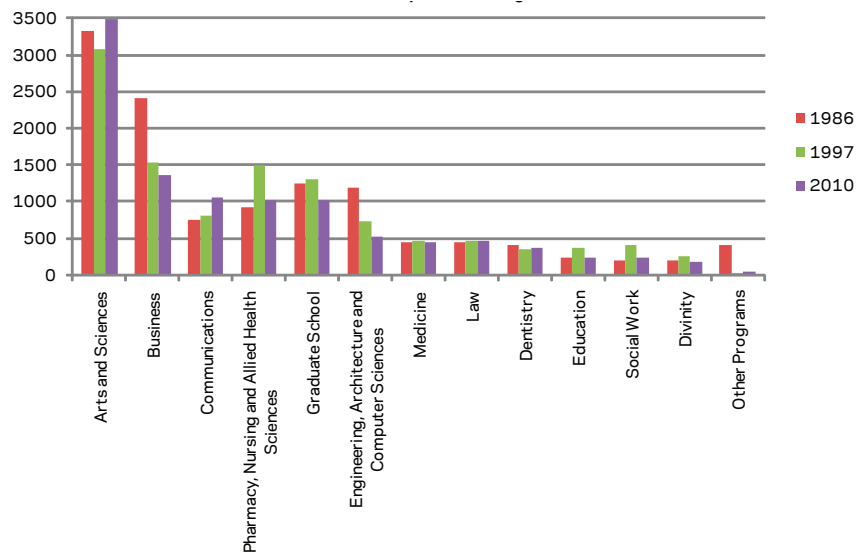
“Howard University occupies a unique niche in higher education both in terms of its remarkable legacy and future potential. It is quite literally a national treasure as the foremost research university ensuring the education of African American leaders for the nation and the world.”

– Middle States Commission on Higher Education

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

There are 12 schools and colleges at Howard University: College of Arts and Sciences, College of Engineering, Architecture, and Computer Sciences, School of Education, School of Social Work, School of Business, School of Communications, College of Medicine, College of Dentistry, College of Pharmacy, Nursing, and Allied Health Sciences, The Graduate School of Arts and Sciences, School of Divinity and the School of Law. The schools and colleges support 58 categories of degree offerings and a total of 171 majors (2010 Facts). Over the past ten years, 51 academic programs have been accredited.

Table 1-1 : Enrollment of Schools and Colleges



EXECUTIVE SUMMARY

(CONTINUED)

Table 1-2 : Enrollment at a glance

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

7,405 TOTAL UNDERGRADUATES

> 3,632 TOTAL GRADUATES AND PROFESSIONALS

* LOCATED ON WEST CAMPUS

** LOCATED ON EAST CAMPUS

Source: Howard University Annual Report, Fall 2010

EXECUTIVE SUMMARY

(CONTINUED)

Students come to Howard University from virtually every state, the District of Columbia, and 108 countries. As of 2010, the University’s enrollment was approximately 11,000, with an estimated 67 percent comprised of undergraduate students. Howard University foresees a stable total enrollment with the potential to accommodate approximately 12,000 students. This enrollment forecast is one of the key assumptions the University uses in its planning for the development of new facilities and improvement of existing buildings.

Howard University’s employee base is currently comprised of 5,330 individuals (full and part time) 1,276 faculty and 4,054 staff. (The total staff number includes Hospital staff. University staff is approximately 2,000.)

The existing number of full-time faculty (960) results in a faculty to student ratio of 1:9. This is a reduction in the faculty to student ratio from years past, but is still a good ratio. For example, the faculty to student ratio at Stanford University is 1:6, University of California – Berkeley is 1:15.1, and Pennsylvania State University is 1:17.

Table 1-3 : Faculty and Staff

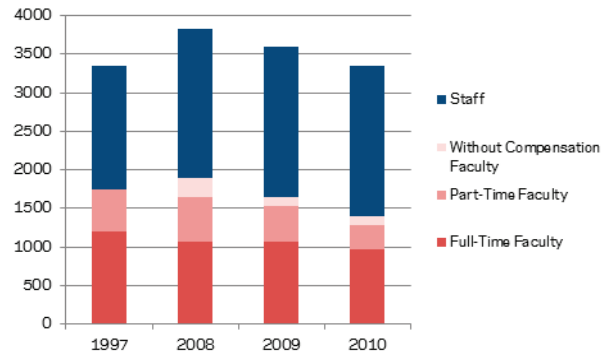
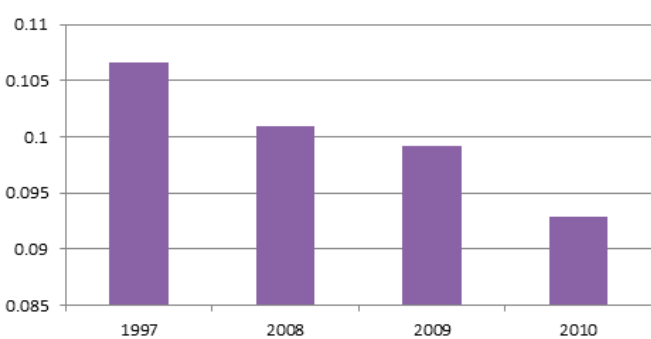


Table 1-4 : Faculty to Student ratio



INNOVATIVE RESEARCH

Howard University is categorized by the Carnegie Foundation for the Advancement of Teaching as a RU/H research institution, a designation for universities with high research activity. A high priority academic goal for the University is the ability to rank within the highest category of research institutions, that of RU/VH for research universities with very high research activity. To do this, contemporary facilities need to be constructed that will attract scholar/researchers, students and funding to support groundbreaking research in STEM fields and the biomedical sciences where the University has already begun to distinguish itself.

The University’s Health Sciences Enterprise (HSE) is comprised of the College of Pharmacy, Nursing and Allied Health Sciences, the College of Medicine, the College of Dentistry, Howard University Hospital, the Louis Stokes Health Science Library, and the Family Practice Plan.

The HSE is implementing a vision known as “convergence science,” a new integrated approach to innovative research. Following on the revolution that has occurred in molecular biology and subsequent advances in genomics, “convergence science” facilitates the innovative influence of the physical sciences on the biomedical sciences and vice versa. The strategic planning process in which the HSE has been engaged, positions Howard University to take advantage of this new wave of innovation by focusing precious resources on the core competencies of the HSE.

Based on current strengths, the focus areas identified are as follows: obesity; cardiovascular disease; mental disorders; HIV/AIDS; cancer; renal diseases; diabetes and stroke. These areas will advance the basic building blocks of genomics and computational biology, as Howard University joins forces with other universities engaged in clinical translational research and convergence science. It is anticipated that the strong research collaboration between the physical sciences and health science scholars will allow for the emergence of new discoveries and an enriched experience for students and scholars.

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-1: View of Frederick Douglass Hall

MISSION

“Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.”

EXECUTIVE SUMMARY

(CONTINUED)

CAMPUSES

Howard University's historic Central Campus is the focus of this Master Plan report. The campus is located in northwest Washington, D.C., in Ward 1 within five miles of the Nation's Capitol. The northwestern quadrant is located north of the National Mall and west of North Capitol Street. The Central Campus is made up of 118 acres and contains most of the University's academic and administrative activities.

Several historic landmarks, such as Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, and the Founders Library are found on Central Campus.

The Central Campus is surrounded by urban residential neighborhoods. The neighborhoods of Shaw, LeDroit Park, and Bloomingdale lie to the south and east; Pleasant Plains, Park View and Columbia Heights lie to the north and west. All of these neighborhoods have a rich and notable history with LeDroit Park awarded a place on the National Register of Historic Places in 1974. The northern and eastern boundaries of the campus include the McMillan Reservoir, the Old Soldiers Home and the Washington Hospital Center complex.

Since 1974, the University has grown to include three other campuses - the West Campus and the East Campus are located in proximity to Central Campus in the Washington D.C. Metropolitan area. The West Campus houses the Law School on its 19.6 acre site and the East Campus houses the Divinity School on 26 acres.

The Beltsville Campus is located in Prince George's County, Maryland and currently houses the atmospheric research program that is being conducted in partnership with the National Oceanic and Atmospheric Administration (NOAA) on its 108 acre site.

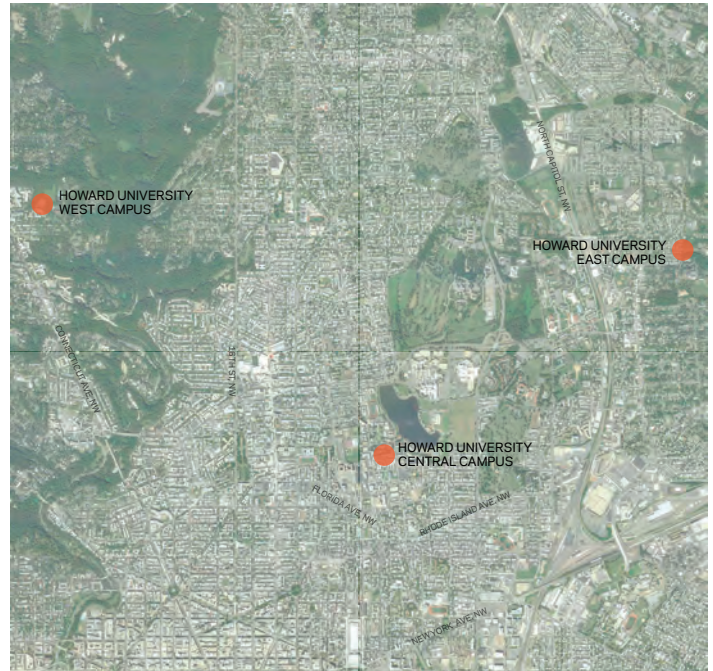


Photo 1-2: Aerial view of DC area showing the locations of Howard

EXECUTIVE SUMMARY

(CONTINUED)

PRESIDENT'S VISION

Dr. Sidney Ribeau was named the 16th President of Howard University and assumed leadership on August 1, 2008, with a strong commitment to renewing Howard's academic legacy by expanding the University's proven influence in the fields of science, technology, engineering and mathematics (STEM). These areas have potential for the highest levels of research activity and funding opportunities from institutions such as the National Institutes of Health (NIH) and the National Science Foundation (NSF). Howard University aspires to be the first HBCU to become a top-50 research university, while it continues its traditions of leadership and service to underserved communities nationally and abroad. The President's vision includes:

- Enhancing Howard's status as a major comprehensive metropolitan research university (with competitive undergraduate, graduate, and professional programs);
- Increasing excellence in teaching and learning;
- Expanding the international footprint and role in world affairs;
- Providing an environment of open discourse (Think Tank for the Nation); and
- Extending the public service role through expanded engagement with local, national and international communities.

One of the first steps in the process was the establishment of the Presidential Commission on Academic Renewal (PCAR). The Commission conducted a full review and evaluation of the University's academic programs and assessed each program with respect to six criteria: (1) Tie to the University's mission/vision (2) Academic quality (3) Research (4) Academic centrality and necessity (5) Enrollment and (6) Sustainability. The Commission's 54 members were divided into four Working Groups for undergraduate programs, health sciences programs, professional programs not in health sciences, and graduate academic programs.



The program reviews evaluated all 171 undergraduate, graduate and professional program offerings and recommended the elimination, restructuring or consolidation of 71 of these programs.

Dr. Ribeau began the Students First Campaign (SFC) in January 2009, to improve the overall experience at Howard and to fully integrate students in University operations. Phase I of the initiative involved an assessment of immediate and long-term organizational changes needed to enhance the student experience. In the spring of 2010, SFC entered Phase II with several key appointments in the area of student affairs. These appointments will help Howard University's student affairs division listen to students and work together to achieve the University's objectives.

EXECUTIVE SUMMARY

(CONTINUED)

SCOPE OF THE CENTRAL CAMPUS MASTER PLAN

Howard University identified several major objectives for this effort:

- Align space needs with the priorities of the academic plan;
- Recommend optimal uses for various campus parcels and the identification of sites for new construction;
- Identify and acknowledge campus historic resources, both its buildings and its landscape;
- Promote the continued contributions of the University toward the economic and cultural vitality of the local community and the city;
- Structure a process by which the University's goals are met in an environmentally sustainable manner and through which the awareness of the need for this approach is heightened in its students, alumni, faculty and staff; and
- Ensure compliance with the Comprehensive Plan of the Nation's Capital that requires the preparation and the approval of master plans to reduce adverse neighborhood impacts, alleviate uncertainty over future institutional activities, and promote neighborhood stability.

THE PROCESS

The approach to the design of the Master Plan for Howard University is based on the premise that architecture, planning, landscape, historic preservation and urban design are critically connected disciplines which must function together if lasting quality and value are to be achieved.

The phased approach included: analysis, the testing of framework plans and options and finally plan development based upon preferred options. The analytical first phase identified key characteristics of the campus, including historic legacy, space needs, landscape, infrastructure, transportation systems, and development opportunities. The analysis included campus facilities, space utilization and assessment of needs. Based on this analysis and the consensus of the University, a program of capital construction and appropriate funding was developed to take the University through the ten year planning horizon and beyond with the identification of future capacity for new facilities.

The information for the Master Plan study was gathered and collected during interviews with numerous participants from Howard University's schools, colleges, leadership, and service organizations. Additional information was gathered from Enrollment Management, Real Estate Development and Asset Management, and Physical Facilities Management.

Over 50 interviews with various Howard University stakeholders were held to ensure that the Master Plan Program accurately reflects the needs of this complex organization. More than 20 additional interviews were held with community leaders from neighborhoods surrounding the Central Campus, and 166 area stakeholders responded to the Campus Plan Neighbors Survey.

THE USE OF THE CENTRAL CAMPUS MASTER PLAN

The Central Campus Master Plan reflects the findings and recommendations of the planning team and the resulting master plan is based upon: the planning team recommendations; University's leadership review and consensus; the input of a University-wide Steering Committee of Key Stakeholders; and an initial review by the University's Community Advisory Committee and Community Campus Master Plan Task Force.

The plan is a strategic tool and guide for the physical development of the campus over the next ten years. In this coming period, all universities must carefully apportion their means to remain ahead of expectations in the quality of teaching, technological innovation and amenities for the life of the campus community. Physical planning and the relationship to the mission of the University are also critical to success.

The full scale reexamination of Howard's educational policies and priorities as part of the President's Commission for Academic Renewal (PCAR) will likely result in refinements and adjustments to the needs and objectives of Howard University. The Master Plan is a framework for change and is intended to be flexible and responsive to shifting needs as both a process and a design.

The plan assumes the existing reality of the urban setting and the historic legacy of the campus. It is designed to enhance the physical condition of the campus; to create new opportunities for excellence in the future development of new facilities and to provide the physical framework within which the University can achieve its academic mission.

All of the facilities planned, both in the near term and the longer term are designed to fulfill these objectives. The result will be a University significantly repositioned with respect to winning research grant awards and attracting and retaining the best and brightest students, faculty and staff from throughout the nation and around the world.



Photo 1-3: Aerial view showing Howard University Central Campus

EXECUTIVE SUMMARY

(CONTINUED)

STRATEGIC GOALS AND PRINCIPLES

The Central Campus Master Plan is guided by the goals, planning principles and design criteria developed throughout the planning process. The Academic Strategic Plan's areas of focus were developed by Howard University, and the planning principles and development criteria were generated in response to the analysis findings and through the collaboration of Howard's administration, faculty, staff, students and steering committee with the design team.

CAMPUS STRATEGIC ASSET VALUE STORY

Brailsford & Dunlavey's "strategic asset value" (SAV) analysis is a process that is facilitated through discussion sessions with institutional senior leadership and is intended to identify the policies and priorities that will filter and guide the analyses of a planning exercise.

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

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

The full narrative text of the Campus SAV Story can be found in this document in Chapter Three.

ACADEMIC STRATEGIC DIRECTIONS

The University has been engaged in a comprehensive process of self-examination that makes the decision to undergo major transformational change imperative. The University's self-study exercise undertaken in preparation for the Middle States reaccreditation process, calls for an alignment of its resources and budget with academic priorities that result from program reviews and portfolio assessments. Strategic directions include:

- Expansion of Graduate Programs
- Attainment of RU/VH status: Research Universities (very high research activity)
- Promotion of STEM Research
- Improvement of Housing Inventory
- Implementation of Students First Initiatives
- Improvement in the Physical Condition of the Campus and Technology

Associated with this new environment is the need for greater self-sufficiency; diversification in the University's endowment resources; and leadership, sensitivity and partnership in the revitalization of its neighborhood.

These dramatic changes have created an ambitious vision for the University that enables the efficient and effective delivery of an outstanding educational experience for Howard's students.

EXECUTIVE SUMMARY

(CONTINUED)

PLANNING PRINCIPLES

SUPPORT HOWARD UNIVERSITY'S ACADEMIC MISSION

Develop campus facilities with a level of quality consistent with the strong academic values of the Howard tradition that serve an increasingly diverse population of students, faculty and staff.

IMPROVE THE UNIVERSITY COMMUNITY'S QUALITY OF LIFE

Provide a physical setting that enhances the quality of life for students, faculty, staff, and visitors and reflects the academic values of a strong Howard tradition.

IMPLEMENT GOOD AND SMART URBAN DESIGN

Continue a strong composition of building density and mixed use, especially along Georgia Avenue with appropriate urban setbacks and strong streetscape design.

ENHANCE CONNECTIVITY AND WALKABILITY

Emphasize a network of high quality walkable spaces and strong pedestrian connections throughout the campus, on both the east-west and north-south axes and connectivity to public transportation.

IMPROVE THE PUBLIC REALM

Enhance the physical setting of the campus cultural landscape to reinforce a unique sense of place that has memory and meaning for the campus community.

DEVELOP THE CAMPUS EDGE

Balance a sense of internal security with a welcoming presence to create a clear and well defined sense of arrival and perimeter for a safe and thriving urban campus.

EMBRACE SUSTAINABILITY

Adopt a physical plan, identify a process for its administration and stewardship, and establish a design culture that embodies and advocates the aims of sustainability to ensure the most cost-effective use of financial resources available to the University.



Photo 1-4 : "Lady Fortitude" steel-fabricated sculpture, created by James King

PRESERVE AND PROTECT HISTORIC LEGACY

Respect historic landscapes and structures by building at a scale comparable with surrounding buildings and enhancing strong symbolic elements of the campus.

FOSTER COMMUNITY ENGAGEMENT

Support the collaboration with representatives from neighboring residential areas, as well as those from the District of Columbia and Federal governments for the purpose of enhancing the quality of life within the greater campus community.

EXECUTIVE SUMMARY

(CONTINUED)

CENTRAL CAMPUS DEVELOPMENT PLAN

FUTURE CAPITAL NEEDS

The Central Campus Master Plan takes a comprehensive look at the overall physical plant of the University, and identifies the universe of upgrades and new facilities deemed desirable.

The vision of Howard as a world-class research presence reflects an ambitious investment in its academic program, its physical plant and the community that surrounds it, including: the construction of new research facilities; the construction of two new schools and colleges; the modernization and new construction of student housing and student activity centers; the development of new athletic, recreation, and performing arts complexes; the adaptive reuse of two large buildings of historic significance; major upgrades in existing academic buildings; the construction of workforce-affordable housing; the construction of the new public charter middle school; and the redevelopment of the Georgia Avenue corridor with a new University façade, which will mix commercial and neighborhood-serving retail, housing and parking facilities.

PHASING OF DEVELOPMENT PROJECTS

The University will develop its new and expanded facilities in three phases over the next ten years. Phase One will include research facilities that will reflect the University's commitment to dramatically expand its research capacity and upgrade key physical facilities. This first phase also includes student quality of life projects, housing and the campus wellness and recreation center.

Phases Two and Three continue the development of the research capacity, the enhancement of student quality of life improvements, and the redevelopment and upgrading of academic instructional spaces and athletic facilities. Two of the major renovations include the Blackburn University Center and Miner Hall renovations. Throughout each of the phases, critical facility renovations and upgrades will take place in existing buildings.

A fourth category is identified in the plan as "Future Capacity" to illustrate those areas of the campus that could be developed within the current campus boundary.

ACADEMIC AND RESEARCH FACILITIES

A high priority academic goal for the University is the ability to rank among the highest category of research institutions, that of RU/VH for research universities with very high research activity. To do this, contemporary facilities need to be constructed that will attract scholar/researchers, students and funding to support ground-breaking research in STEM and the biomedical sciences where the University has already begun to distinguish itself.

Two research buildings that will house a STEM research, Computational Sciences and a Biomedical program are envisioned for development over the next three years. These facilities were anticipated in the 1998 campus master plan as part of the Interdisciplinary Science and Engineering Center.

They are intended to accommodate the kind of collaborative research activity between the physical and health sciences academic zones that is standard within contemporary scientific research. A critical factor in determining the location of these new facilities is the importance of clinical translational science and the adjacency of these new interdisciplinary research facilities to the clinical enterprise, i.e. the Howard University Hospital and facilities that house the Faculty Practice Plan.

The new buildings will be located within the Central Campus area that adjoins both the physical science and the health science academic clusters. The facilities' proximity to one another is deliberate and will facilitate the interdisciplinary collaboration of all of the participating scholars and the disciplines they represent. Research facilities that house life sciences and nanotechnology will be developed in Phase Two.

A new high profile location is planned on the lower end of Georgia Avenue at Bryant Street for the School of Communications. This location shares adjacency to other planned developments for Support Services that might include a Visitor Center, Public Safety facilities and Academic uses along with ground level retail.

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-5: View of C.B. Powell and Founders Library in the background

STUDENT HOUSING

The first student quality of life initiative is the development of the Underclassman Housing within the first three years. Phase Two will bring the development and enhancement of additional facilities that include the renovation of the student activity center, the convenient co-location of student administrative services and additional housing for upperclassmen.

The location of the Underclassman Housing will be on the eastern edge of the campus adjacent to similar student housing for the same population. The housing will be provided in two buildings that will create a total of approximately 1,300 new beds. These initial residence hall projects will allow the University to accommodate more sophomores on Central Campus. Additionally, undergraduates will be moved from halls located at and beyond the edge of campus into a secure nurturing environment designed to enhance their personal development and support their academic progress. The design of the new housing is likely to be programmed with faculty-in-residence to support the living-learning initiative.

This initial housing will be the first in the implementation of a five year plan that will create new residences, upgrade existing residences and re-purpose other properties that are currently used for student housing. The goal is to eventually generate 2,300 new beds with a net increase of approximately 1,100 beds that are adequate in number, typology and location, and are able to accommodate a larger percentage of the eligible Howard student population compared to the 44% currently housed.

EXECUTIVE SUMMARY

(CONTINUED)

WELLNESS AND RECREATION CENTER

Among the quality of life projects planned within Phase One is a new Campus Wellness and Recreation Center that will be located within the mixed use cluster of activities between Georgia Avenue on the east, Eighth Street on the west, Bryant Street on the north and “W” Street on the south. This location is within easy walking distance of the undergraduate and upperclassman neighborhoods and the Howard Plaza Towers, which currently houses 38% of all Howard students in residence.

The Center will anchor the new residential community on the west side of Georgia Avenue, and will stimulate the retail functions that will be housed in the Howard Town Center. This location is also across the street from the Health Sciences Enterprise and can support the priority of encouraging healthy, active lifestyles. The Recreation and Wellness Center’s location in this area is also intended to enliven the southern end of the Georgia Avenue corridor and increase the patronage of the retail outlets within the Howard Town Center and at the ground level within the rest of the mixed use zone. Underground parking will support other uses that will be located within the building.

INTERCOLLEGIATE ATHLETICS

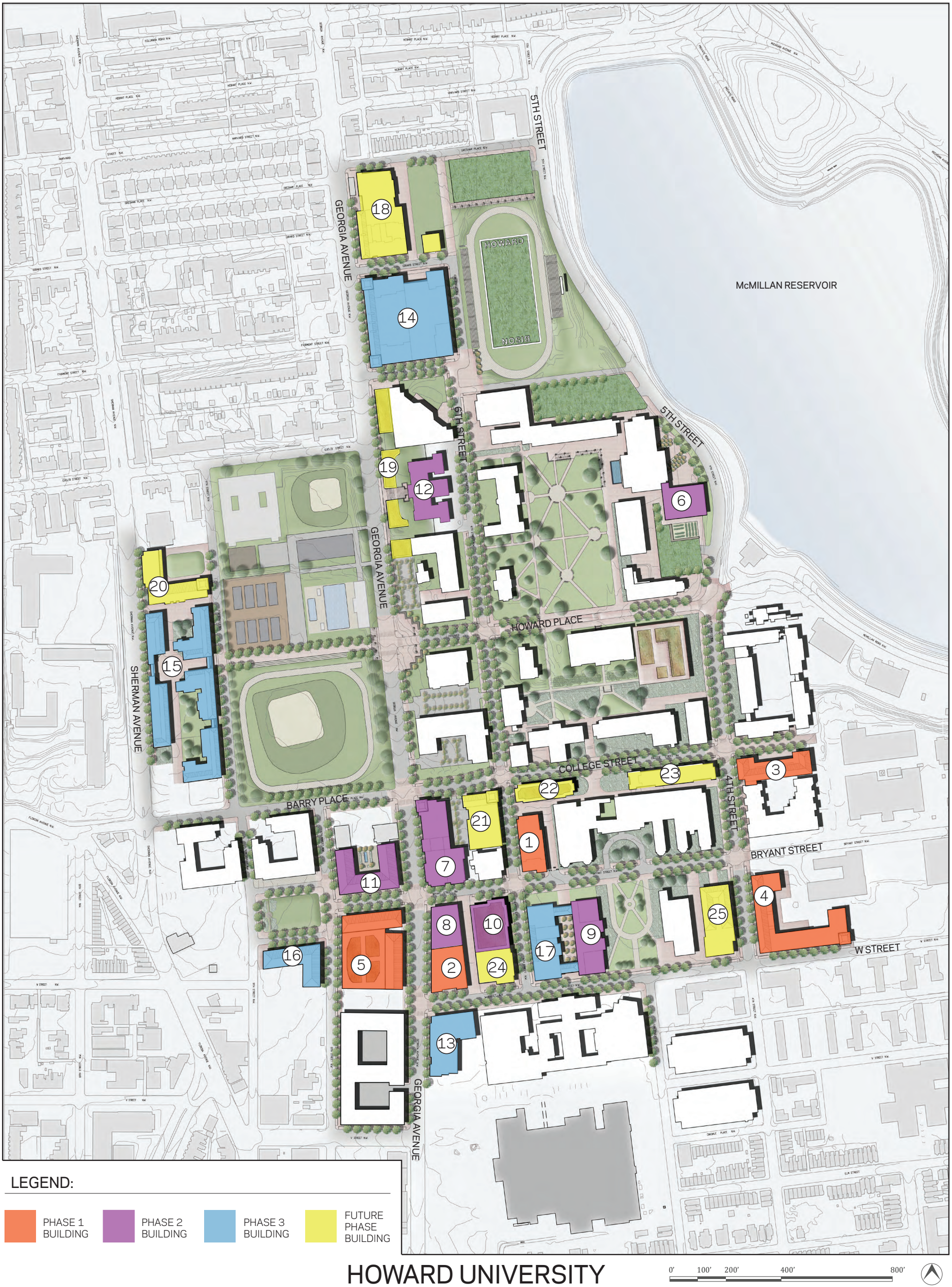
Howard University’s athletics and recreation programs currently operate in shared facilities that are inadequate and functionally obsolete. Burr Gymnasium was built in 1964 and is currently outdated. The building contains 134,356 GSF and serves multiple functions, including: athletics and recreational sports, health and fitness-related academic programs, and open fitness activities. These facilities contribute to low levels of recreation participation by students and poor performance by athletic teams.

The new Campus Wellness and Recreation Center will remedy part of this problem by relieving the scheduling pressures on the aging facility.

Athletic facilities and team performance at Howard should convey an institutional commitment to excellence, especially to potential students, student athletes, and coaches.

The new proposed Intercollegiate Athletic Complex

proposed in Phase Three will allow the Athletic Program to: attract dedicated administrators, coaches and staff; recruit promising student-athletes; maximize efficiency and effectiveness of NCAA regulated coaching contact hours; and provide a high level of service to both team learning and experiential learning for affiliated academic majors with new athletic training and rehabilitation units.



LEGEND:

PHASE 1 BUILDING

PHASE 2 BUILDING

PHASE 3 BUILDING

FUTURE PHASE BUILDING

HOWARD UNIVERSITY

BUILDING PHASING PLAN
JUNE 29, 2011



Figure 1-1: Building Phasing Plan

PHASE ONE (1-3 YEARS)

- 1 INTERDISCIPLINARY SCIENCE ENGINEERING BUILDING (ISEI) / STEM
- 2 COMPUTATIONAL SCIENCE (CS) / BIOMEDICAL SCIENCES (BioS) + RETAIL
- 3 UNDER CLASSMAN RESIDENTIAL HALL #1
- 4 UNDER CLASSMAN RESIDENTIAL HALL #2
- 5 CAMPUS WELLNESS / RECREATION / AND UPPER CLASSMAN RESIDENTIAL + RETAIL

PHASE TWO (3-5 YEARS)

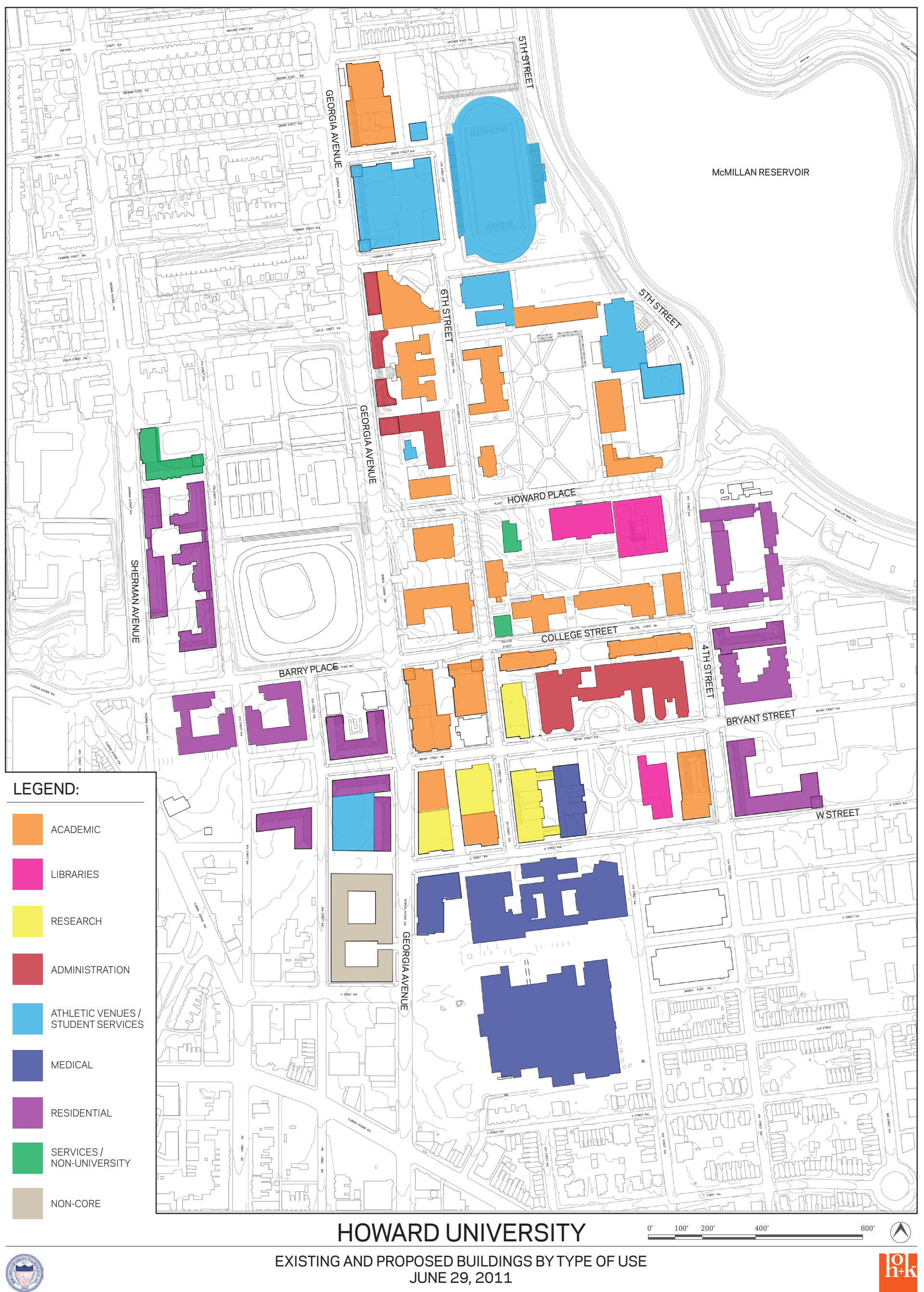
- 6 BLACKBURN CENTER RENOVATION
- 7 SCHOOL OF COMMUNICATIONS + RETAIL
- 8 ACADEMIC / SUPPORT SERVICE / PUBLIC SAFETY BUILDING + RETAIL
- 9 NURSING, ALLIED HEALTH + PHARMACY
- 10 NANOTECHNOLOGY BUILDING
- 11 UPPER CLASSMAN RESIDENTIAL HALL #1 + RETAIL
- 12 MINER BUILDING RENOVATION

PHASE THREE (5-7 YEARS)

- 13 FUTURE HEALTH SCIENCES / MEDICAL ARTS + RETAIL
- 14 INTERCOLLEGIATE ATHLETICS COMPLEX + RETAIL
- 15 GRADUATE / WORK FORCE HOUSING
- 16 UPPER CLASSMAN RESIDENTIAL HALL #2
- 17 TEACHING AND LEARNING BUILDING

PHASE THREE (5-7 YEARS)

- 13 FUTURE HEALTH SCIENCES / MEDICAL ARTS + RETAIL
- 14 INTERCOLLEGIATE ATHLETICS COMPLEX + RETAIL
- 15 GRADUATE / WORK FORCE HOUSING
- 16 UPPER CLASSMAN RESIDENTIAL HALL #2
- 17 TEACHING AND LEARNING BUILDING



EXECUTIVE SUMMARY

(CONTINUED)

Table 1-5: Proposed Program Elements

Location Key	Building Name/Function	Proposed Bldg Height Approximate Feet	Proposed Footprint size (gsf)	Total size (gsf)	Proposed Parking Structures	
					# of levels	# of spaces
Phase One (1-3 years)						
1	Interdisciplinary Science and Engineering Bldg. (ISEI) / STEM	50-60	12,800	65,000		
2	Computational Science (CS) / Biomedical Science (BioS) + Retail	90-110	16,500	100,000	3	150
3	Under Classman Residential Hall #1	70	17,224	138,666		
4	Under Classman Residential Hall #2	60	37,530	251,431		
5	Campus Wellness and Recreation Center / Upper Classmen Res. + Retail	90-110	55,000	178,750	3	345
	Upper Classman Residential (upper stories)	(above)				
	Total			733,847		495
Phase Two (3-5 years)						
6	Blackburn Center Renovation	30-40	35,000	105,000	3	255
7	School of Communications + Retail	90-110	28,000	168,000	2 - 3	285
8	Academic / Support Facilities / Public Safety Building	90-110	28,000	168,000	2 - 3	225
9	Nursing Allied Health + Pharmacy	50-60	20,000	100,000		
10	Nanotechnology Building	70-80	20,000	120,000		
11	Upper Classman Residence Hall #1 + Retail	90-110	14,000	98,000	3	155
12	Miner Building Renovation			<u>82,737</u>		
	Total			841,737		920
Phase Three (5-7 years)						
13	Future Healthcare Sciences / Medical Arts + Retail	90-110	25,000	175,000	2 - 3	360
14	Intercollegiate Athletics Complex + Retail	40-60	80,000	160,000	3	510
15	Graduate / Work Force Housing	50-60	75,751	234,000		
16	Upper Classman Residential Hall #2	90-110	24,000	192,000		
17	Teaching and Learning Building	50-60	31,000	<u>155,000</u>		
	Total			741,000		870
Future Phase Capacity						
18	Academic / Residential + Retail	30-50	45,481	136,443		
19	Institutional Infill	15-20	21,180	21,180		
20	Middle School	40-50	20,000	80,000		
21	Academic / Research	40-50	16,000	64,000		
22	Academic / Research	40-50	17,000	68,000		
23	Academic / Research	40-50	16,000	64,000		
24	Academic / Research	70-80	14,000	84,000		
25	Academic / Research	50-60	31,000	<u>155,000</u>	2	190
	Total			672,623		190

EXECUTIVE SUMMARY

(CONTINUED)

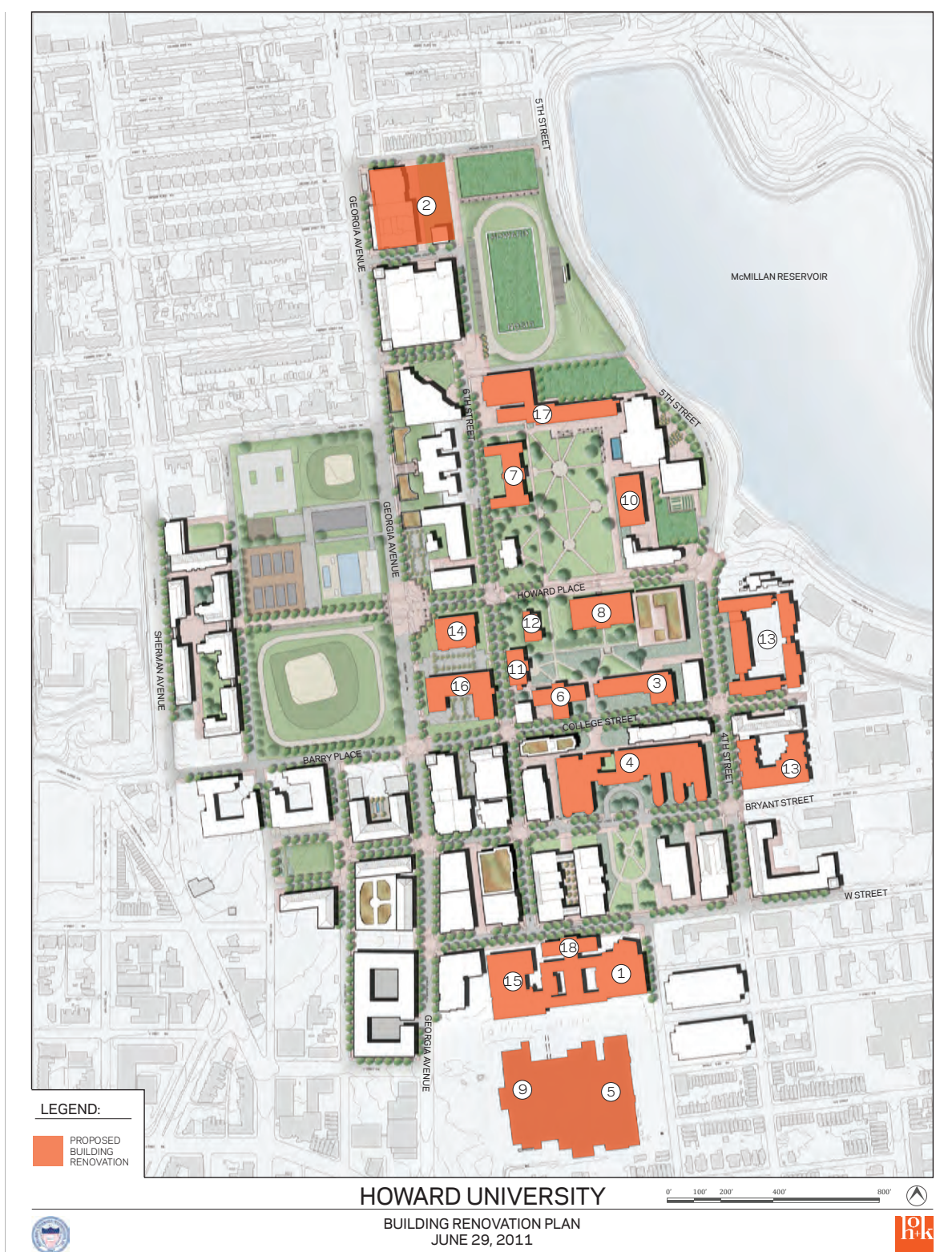


Figure 1-3: Building Renovation Plan

EXECUTIVE SUMMARY

(CONTINUED)

Table 1-6: Building Renovation Program

		ADA	EH&S	ROOFS & SW MGMT	BUILDING ENVELOPE	HVAC	AESTHETICS	SECURITY
BUILDINGS								
①	School of Medicine (Adams)	●	●	●	●	●	●	●
②	Athletics	●	●	●	●	●	●	●
③	Biology	●	●	●	●	●	●	●
④	C.B. Powell	●	●	●	●	●	●	●
⑤	Cancer Center	●	●	●	●	●	●	●
⑥	Chemistry	●	●	●	●	●	●	●
⑦	Douglass Hall	●	●	●	●	●	●	●
⑧	Founders Library	●	●	●	●	●	●	●
⑨	Howard Hospital	●	●	●	●	●	●	●
⑩	Locke Hall	●	●	●	●	●	●	●
⑪	Physics	●	●	●	●	●	●	●
⑫	Rankin Chapel	●	●	●	●	●	●	●
⑬	Residence Life	●	●	●	●	●	●	●
⑭	School of Architecture	●	●	●	●	●	●	●
⑮	School of Dentistry	●	●	●	●	●	●	●
⑯	School of Engineering (Downing)	●	●	●	●	●	●	●
⑰	School of Fine Arts (Childers Hall)	●	●	●	●	●	●	●
⑱	School of Medicine (Seely Mudd)	●	●	●	●	●	●	●
Legend								
Substantial		●						
Partial		●						
Minimal		●						

EXECUTIVE SUMMARY

(CONTINUED)

USES ALONG GEORGIA AVENUE CORRIDOR

The master plan defines how Howard University will engage physically with its internal academic priorities as well as with the external community around it. As part of this plan, the University has asked for a real estate strategy for its main commercial corridor along Georgia Avenue.

A vibrant mix of uses is key to creating an urban commercial corridor around a university. Students, faculty, staff, and the community come together to activate a variety of residential, academic, retail and other programs that in turn attract visitors, entrepreneurs, and investors to the area.

The proposed commercial development of this corridor is supported by market analyses that suggest a robust demand for residential units – student, workforce and market rate – as well as for retail. The realities of today's capital markets ensure that without the University's direct intervention, development projects along Georgia Avenue are highly unlikely in the short term.

One of the few project types being viewed favorably by the capital markets is student housing. To address its demand deficit, the University will add a significant amount of student housing during Phase One - which in turn will incubate the market and make the surrounding parcels more attractive for private investment in the future.

The proposed real estate strategy treats Georgia Avenue as a major, diverse commercial corridor – but one with a set of uses that creates vibrancy and amenities as well as a clear set of gateways to campus.

The major components of the real estate strategy are based on the following:

- Given current residential patterns, the University has the potential to attract an increasing number of students, faculty and staff to live closer to campus. These new residents will add vibrancy to the area and support the development of retail, recreation, entertainment and other urban amenities that create a bustling University-town feel to the campus edge, especially the Georgia Avenue corridor.
- There is a diversity of uses and ownership present along Georgia Avenue. The real estate development program should not fight but rather embrace this. By planning the University's frontage on the Avenue as three "corridors", a development program emerges that can balance potential historic, modern, academic, residential, recreational and retail uses.
- Lower Georgia Avenue – Between Florida Avenue and Barry Place NW: This corridor has the potential to become Howard's core retail and mixed-use district. A dynamic mix of University and privately-funded projects can come together here to incubate a vibrant real estate market comprised of housing, retail, and other amenities serving the campus and community.
- Mid Georgia Avenue – Between Barry Place NW and Euclid Street NW: This corridor affords the opportunity to create an improved Campus edge and develop a partnership with the City to create a vibrant and welcoming green space that benefits both the campus community and the surrounding residential neighborhood.
- Upper Georgia Avenue – Between Euclid Street NW and Columbia Road NW: This corridor affords the opportunity for new University faculty and staff housing initiatives and an improved frontage for the University's athletic and event facilities.

EXECUTIVE SUMMARY

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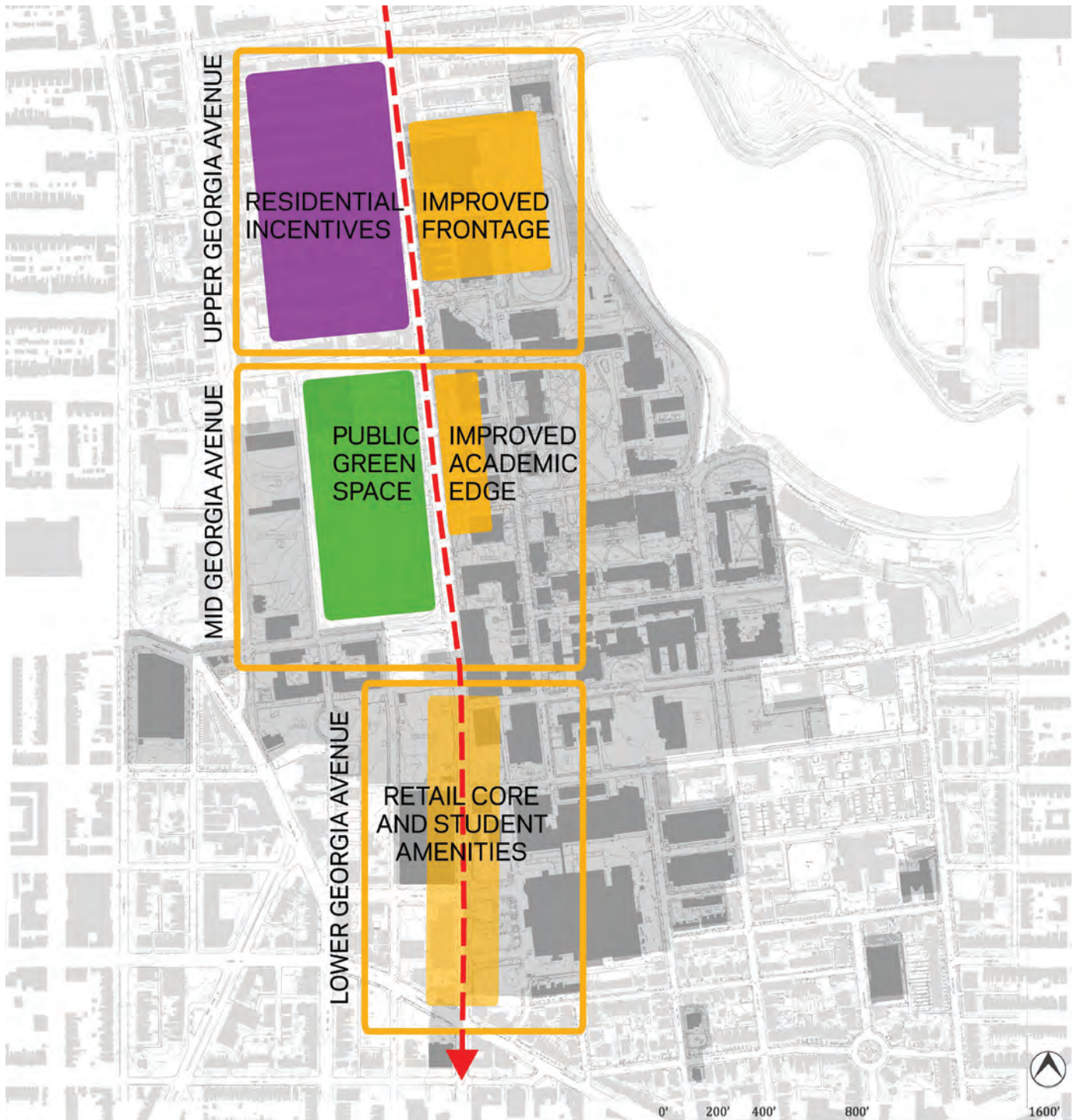


Figure 1-4: Georgia Avenue Zones

EXECUTIVE SUMMARY

(CONTINUED)

LOWER GEORGIA AVENUE – BETWEEN FLORIDA AVENUE AND BARRY PLACE NW

The southern stretch of Georgia Avenue between Florida Avenue and Barry Place NW has the potential to become Howard's core commercial district and a central location for uses such as residential, general retail, housing, and fitness services.

Lower Georgia Avenue should be developed in a way that attracts regular foot traffic along the east-west axis from campus across the Avenue to clusters of Howard facilities. Improved east-west connections are crucial to the success of this corridor, helping to connect the campus to the U Street Metro stop and the residential developments to the west. This part of Georgia Avenue is also a natural location for the placement of University uses that generate heavy pedestrian foot-traffic, particularly in the evenings.

HOWARD TOWN CENTER

The Howard Town Center is a developer-financed mixed use project planned for Georgia Avenue between "W" Street on the north, "V" Street on the south and 8th Street on the west. The project will anchor the northeast corner of the Uptown Destination District described in the DUKE Plan. It is expected to have a mix of market rate and affordable rental units, retail, including a grocery and two levels of parking.

This project will create a critical mass of retail, along with the retail proposed for the ground floor of newly developed housing, academic and recreational uses in the blocks to the north of the site.

MID GEORGIA AVENUE – BETWEEN BARRY PLACE NW AND EUCLID STREET NW:

The central stretch of Georgia Avenue between Barry Place NW and Euclid Street NW is comprised of several Howard University academic and administration buildings and historic Banneker Recreational Park. This section of Georgia Avenue affords the opportunity to create an improved campus edge and develop a partnership with the City to create a more vibrant and welcoming green space that benefits both the campus community and the surrounding residential neighborhood.

The academic and administration buildings along this stretch of Georgia Avenue focus their entrances inside the campus proper. These include the School of Business, the Miner Building, the Johnson Administration Building, and the School of Social Work. The Georgia Avenue frontage of many of these buildings include parking lots, loading docks, and back entrances. The University can focus on creating new front doors for these buildings and developing creative solutions to service uses on Georgia Avenue. It can also consider changes of uses in these buildings that put programs with a more public face closest to its most public locations. These interventions improve the University's frontage on the corridor and bring increased foot traffic.

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-6: Georgia Avenue looking north at Bryant Street



Photo 1-7: Mid Georgia Avenue

EXECUTIVE SUMMARY

(CONTINUED)

The public recreation center and public school also offer an opportunity to create partnerships with the City to maximize the potential of these useful assets. The large recreation and green space, instead of being a barrier to the western neighborhood, can be seen as a 'central park' with improved pedestrian connections through the space. Additional student, workforce or market-rate housing could front the western edge of this 'park' on 9th Street. Improvements to landscaping and fences could make the space feel more open and part of the corridor. This likely requires an investment by the University but the resulting space can have multiple public benefits.

UPPER GEORGIA AVENUE – BETWEEN EUCLID STREET NW AND COLUMBIA ROAD NW

The northern stretch of Georgia Avenue between Euclid Street NW and Columbia Road NW affords the opportunity for new University faculty and staff housing initiatives and an improved frontage for the University's athletic facilities.

The residential neighborhood between Georgia Avenue and Sherman Avenue represents an opportunity to partner with the community to promote home ownership for faculty and staff through housing incentives such as mortgage assistance and matching grant programs.

The eastern side of this stretch of Georgia Avenue could bookend the development proposed for the southern edge of campus and become the new gateway to Howard's major event facilities for athletics, performing arts, and student center activities. Various options exist to enhance the athletic facilities for improved game day experiences, including integrated underground parking, ticketing, pre-event staging, and a general celebration of Howard features.

EXECUTIVE SUMMARY

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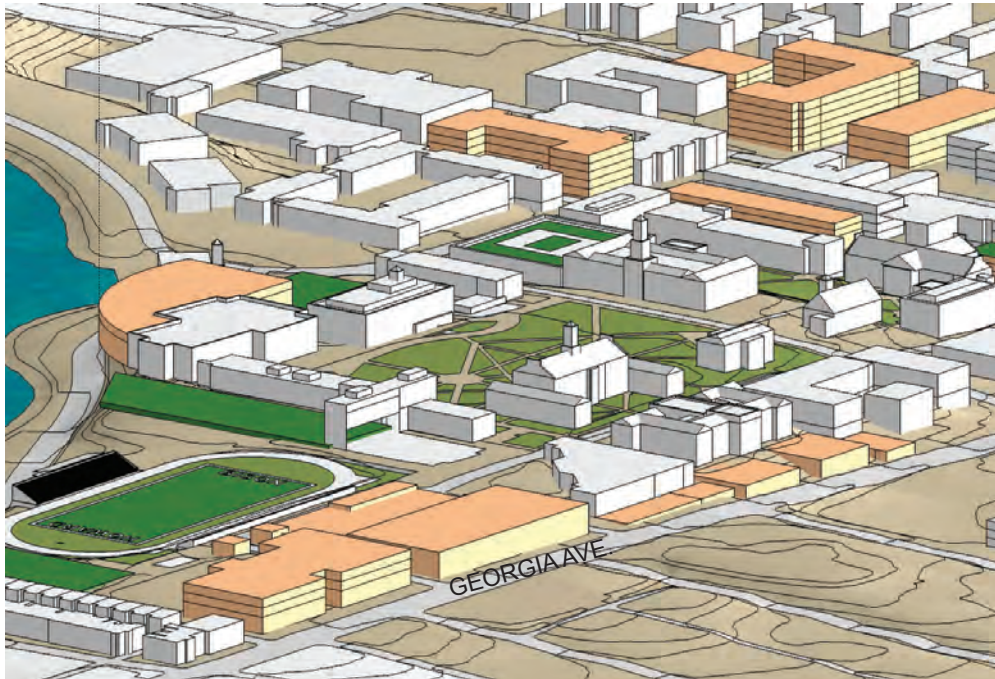


Figure 1-5: Upper Georgia Avenue - Looking SE

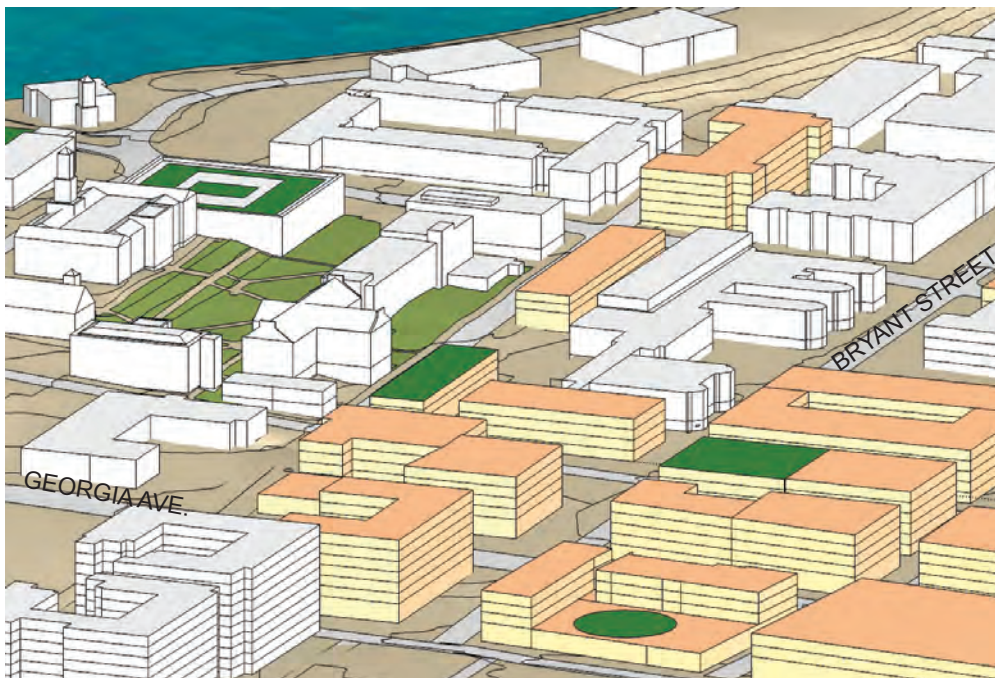


Figure 1-6: Lower Georgia Avenue - Looking NE

EXECUTIVE SUMMARY

(CONTINUED)

THE ROLE OF THE LANDSCAPE IN A SUSTAINABLE CAMPUS

Significant landscape improvements are proposed to improve the quality, the functionality and the impression of the Campus. The landscape plan reinforces the principal organizing elements of the Campus - the Main, Lower and Southern Quads. The campus setting also provides the opportunity for learning about, restoring and improving the environment. Creating an environmentally responsible campus and demonstrating better resource management provides the University with an opportunity to showcase progressive principles, lower maintenance and operations costs and serve as a model for the community at large.

Every project would be considered an opportunity to implement non-traditional stormwater management techniques that infiltrate, store, capture, and reuse rainwater which results in less runoff, reduces maintenance and energy costs, and will comply with current regulations. Sustainable design techniques produce real benefits in ecological, social and economic terms.



Photo 1-8: View of Green Roof at ASLA Headquarters in Washington, D.C.

Key Landscape Proposals include:

1. The Main Quad Renovation proposed the removal of the service road in front of Blackburn Center. This will allow for a renewed central plaza and gathering area adjacent to Blackburn that will include new seating and shade arbors. New paving materials and the planting of large native shade trees are also a part of the restoration plan that will respect the historic nature of this significant cultural landscape.
2. The Lower Quad Renovation includes removing non-essential turf and installing a series of rain gardens to improve campus drainage and create a distinct and beautiful character for this underutilized campus space. The renovated space will be an ideal location for an outdoor classroom. Renovations might include new paving materials and an appropriate palette of trees, shrubs, perennials and grasses.
3. The Howard Place Gateway will be built to reinforce the University's presence on Georgia Avenue and to provide seating and a safe waiting area for public transportation users.
4. Campus Streetscapes will show newly widened sidewalks, defined crosswalks and ramps and a variety of native shade trees that will thrive in the District. All tree trenches would include low impact development (LIDs) techniques to capture and infiltrate stormwater runoff.
5. East-West Pedestrian Connection at Howard Place from Georgia to Sherman Avenue will include new paving, an arbor designed to define and frame the gateway, eliminate conflicts with cars and plant native shade trees to line the walkway.
6. Undergraduate Library Rooftop renovation will include a new green roof garden, arbor and seating areas. Maximize the implementation of LIDs such as infiltration beds, rain gardens, pervious paving and green roofs as appropriate where the opportunity occurs with each new development project. The Master Plan study has identified opportunities to treat and mitigate over 1 million gallons of stormwater, for a two-year storm, using these measures.
7. New Residential Quad at Bryant and 8th Streets proposes a social gathering and recreational amenity for the student housing being developed on the western side of Georgia Avenue.

EXECUTIVE SUMMARY

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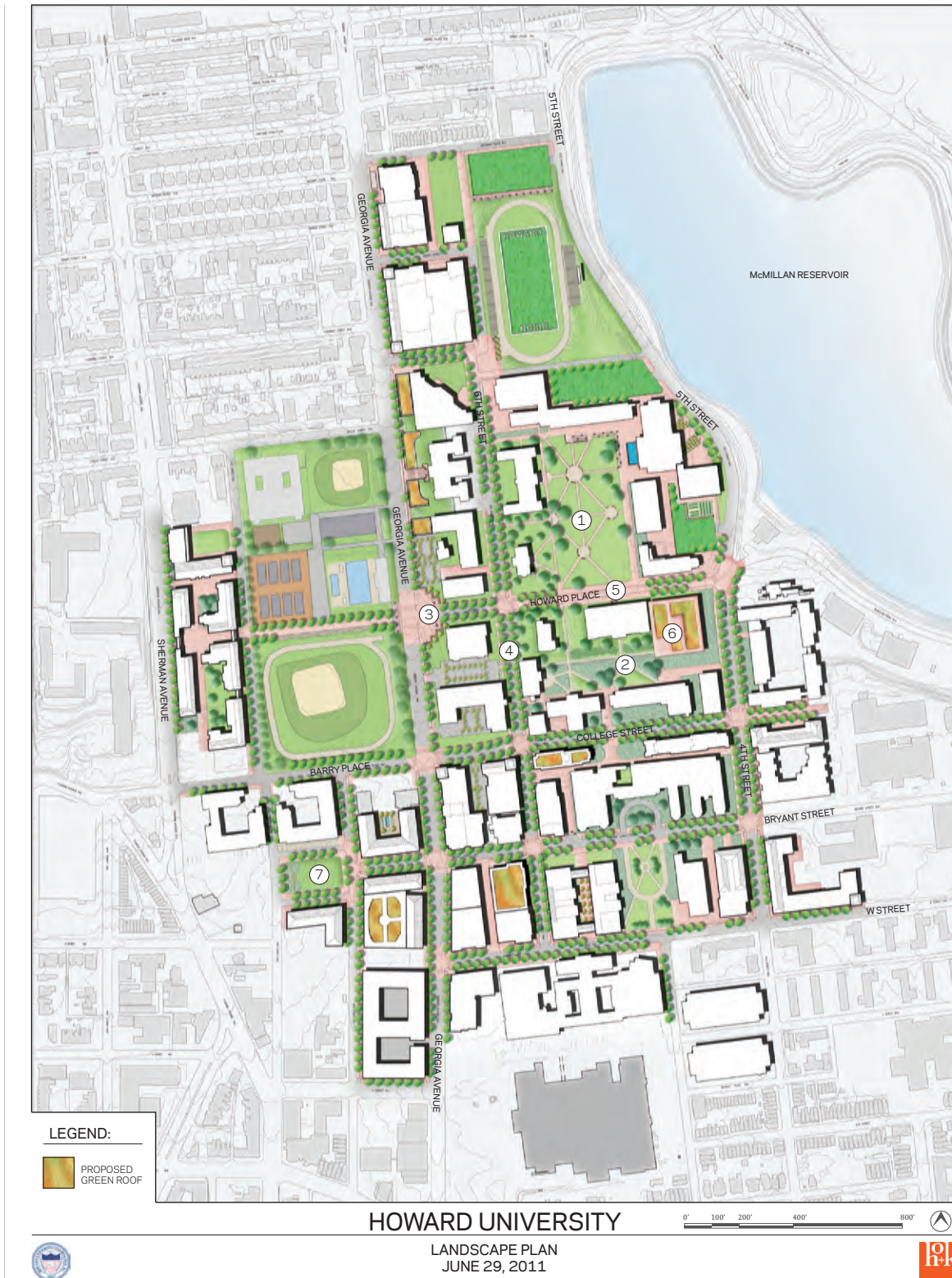


Figure 1-7: Landscape Plan

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-9: View of the Yard looking south toward Founders Library



Figure 1-8: Plan View of proposed Main Quad Renovation

EXECUTIVE SUMMARY

(CONTINUED)

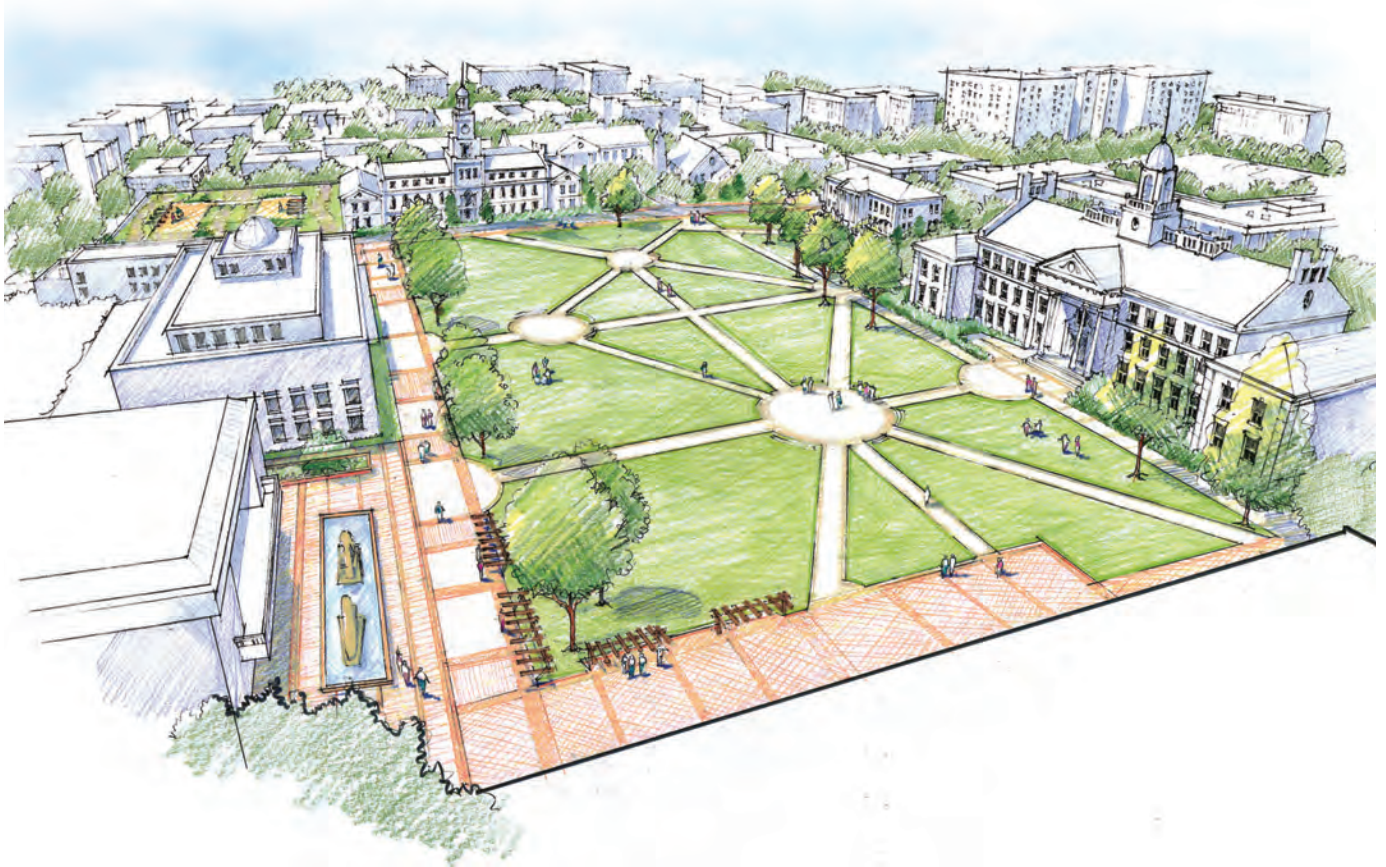


Figure 1-9: Perspective rendering of proposed Main Quad renovations

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-10: Existing view of Georgia Avenue and Howard Place

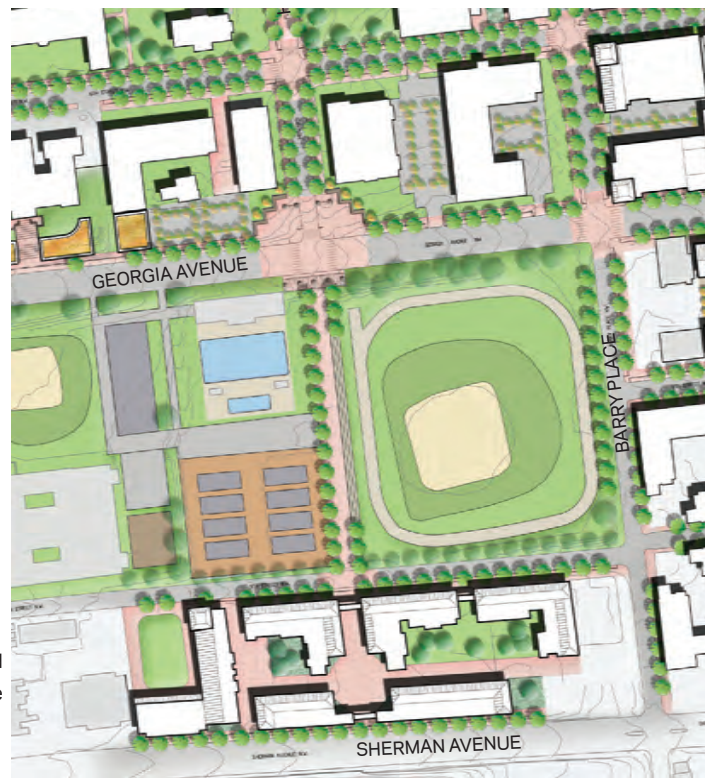


Figure 1-10: Opposite: Plan view of proposed Gateway at Howard Place and Georgia Avenue



Figure 1-11: Perspective drawing of proposed gateway at Howard Place

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-11: Existing view of the west side of Georgia Avenue looking over the parking area and the future sites for the proposed Wellness and Recreation Center and New Upperclassman Housing



Figure 1-12: Plan view of proposed improvements on the west side of Georgia Avenue



Figure 1-13: Perspective drawing of proposed Residential Quad at 8th and Bryant Street

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-12: Existing view of Georgia Avenue and Bryant Street



Figure 1-14: Plan view of Georgia Avenue and Bryant Street



Figure 1-15: Perspective of Georgia Avenue and proposed School of Communications

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-13: Existing view of 6th at Bryant Streets



Figure 1-16: Plan view of 6th and Bryant Streets



Figure 1-17: Perspective of Bryant Street renovation and proposed Teaching and Learning Center (right foreground) with Nursing, Allied Health, and Pharmacy Building (adjacent)

EXECUTIVE SUMMARY

(CONTINUED)

TRANSPORTATION SYSTEMS

TRAFFIC

The Central Campus is accessed from many locations due to the large amount of small parking lots and roads intersecting with Georgia Avenue. Gated access to the campus core is located on Howard Place. The main hospital entrance is located on Georgia Avenue north of Florida Avenue. Georgia Avenue is a major arterial in the District and serves as the primary route to and from campus. Adjacent to campus, Georgia Avenue operates at acceptable levels of congestion, even during commuter rush hours. A study of roadway accident rates on or adjacent to campus shows that the Campus Plan needs to include measures to reduce the amount of conflicts wherever possible.

HU SHUTTLE

The HU shuttle system operates up to four routes at a single time, with over one million riders in 2009. The routes include both circulatory routes to major places on campus, residence halls and the Metrorail station, and direct routes to and from other campuses, such as the Law and Divinity Schools.

Several enhancements to the shuttle service are planned. Amenities can be provided to riders, such as enhanced waiting areas at stops including shelters. In addition, better route maps and marketing materials can be provided at stops and on the campus website. The circulatory shuttles can be more efficiently routed with fewer loops and turns. A separate study of shuttle operations can be conducted to determine alternative shuttle routes.

An increase in Transportation Demand Measures, including transit incentives and increasing parking fees will lead to an increase in HU Shuttle demand to and from the Metrorail system. The increase in on-campus student housing will decrease the need for HU shuttles to travel to and from off-campus housing locations. Thus, there will be a decrease in HU Shuttle demand for these routes.

TRANSIT

HU is well served by public transit with several Metrorail stations in walking distance or connected by the campus shuttle. In addition, Georgia Avenue is a major Metrobus corridor and is designated by the District as a future rapid transit corridor. It may be beneficial to HU to designate a stop adjacent to campus on Georgia Avenue, as the 'campus' stop, and make improvements, such as adding shelters and transit information.

BICYCLES

A goal of the Campus Master Plan is to improve bicycle conditions on campus and work with DDOT to improve cycling conditions between campus and off-campus facilities. There are good cycling facilities throughout the study area, including on-street bike lanes, signed bike routes, and several Capitol Bikeshare stations, but there are gaps between these bicycle facilities and limited or missing amenities on-campus. These conditions reduce the attractiveness of cycling. The Master Plan includes recommendations for extending bicycle facilities throughout the campus and offering programs such as a bicycle commuter benefit to faculty and staff.



Photo 1-14 : Capitol Bikeshare on Campus at Georgia Avenue and Fairmont Street

EXECUTIVE SUMMARY

(CONTINUED)

PARKING

HU has an existing parking inventory of approximately 2,295 parking spaces on the Central Campus with approximately 1,495 more provided for the hospital.

The Campus Master Plan does not propose significantly increasing the campus population levels. From a parking demand standpoint, the proposed increase in students is off-set by the increase in students living on-campus, since on-campus students are less likely to purchase parking passes compared to off-campus students.

In addition to University use, there will be additional parking demand generated from several sources, including:

- The Howard University Town Center
- Non-campus population use of the Recreation Center and Ground Floor Retail
- The workforce housing parcel

The Campus Master Plan has identified ten locations for potential parking facilities.

TRANSPORTATION DEMAND MANAGEMENT

A Transportation Demand Management (TDM) plan is a set of infrastructure improvements, management practices and policies with the goal of reducing vehicular demand to campus. Implementation of an extensive TDM plan could reduce campus parking demand significantly. Given the extremely high cost of structured parking, the costs of the TDM program could be offset through the savings from not having to add to the parking supply on campus.

In order to meet this demand, HU will implement parking demand related TDM measures immediately, including:

- Significantly increasing the price of parking. Currently, faculty/staff parking at Howard University costs 28%, 25%, and 15% of the faculty/staff parking at American University, Georgetown University, and George Washington University, respectively. Combining an increase in parking pricing, with providing benefits for other modes of transportation can help to markedly reduce demand.

- Marketing the Guaranteed Ride Home Program to all alternate mode users.
- Expanding car-sharing on campus through adding more ZipCar spaces, or through implementing a campus wide car-sharing system for the campus population run and operated by HU.
- Starting a car-pooling program including web-based ride matching services, parking discounts and preferred parking locations on campus.
- Regularly monitoring parking demand by year or semester to track progress of reducing demand.
- Monitoring parking demand to determine if the potential parking facilities identified in the Master Plan need to be constructed when individual parcels are up for development on campus, during the Further Processing design and approval process.
- Locating a primary visitor parking facility somewhere on campus

Since an extensive TDM program can greatly reduce parking supply and demand, the University will begin reviewing policies and operations to implement new TDM programs immediately, even before the Campus Plan is approved.

EXECUTIVE SUMMARY

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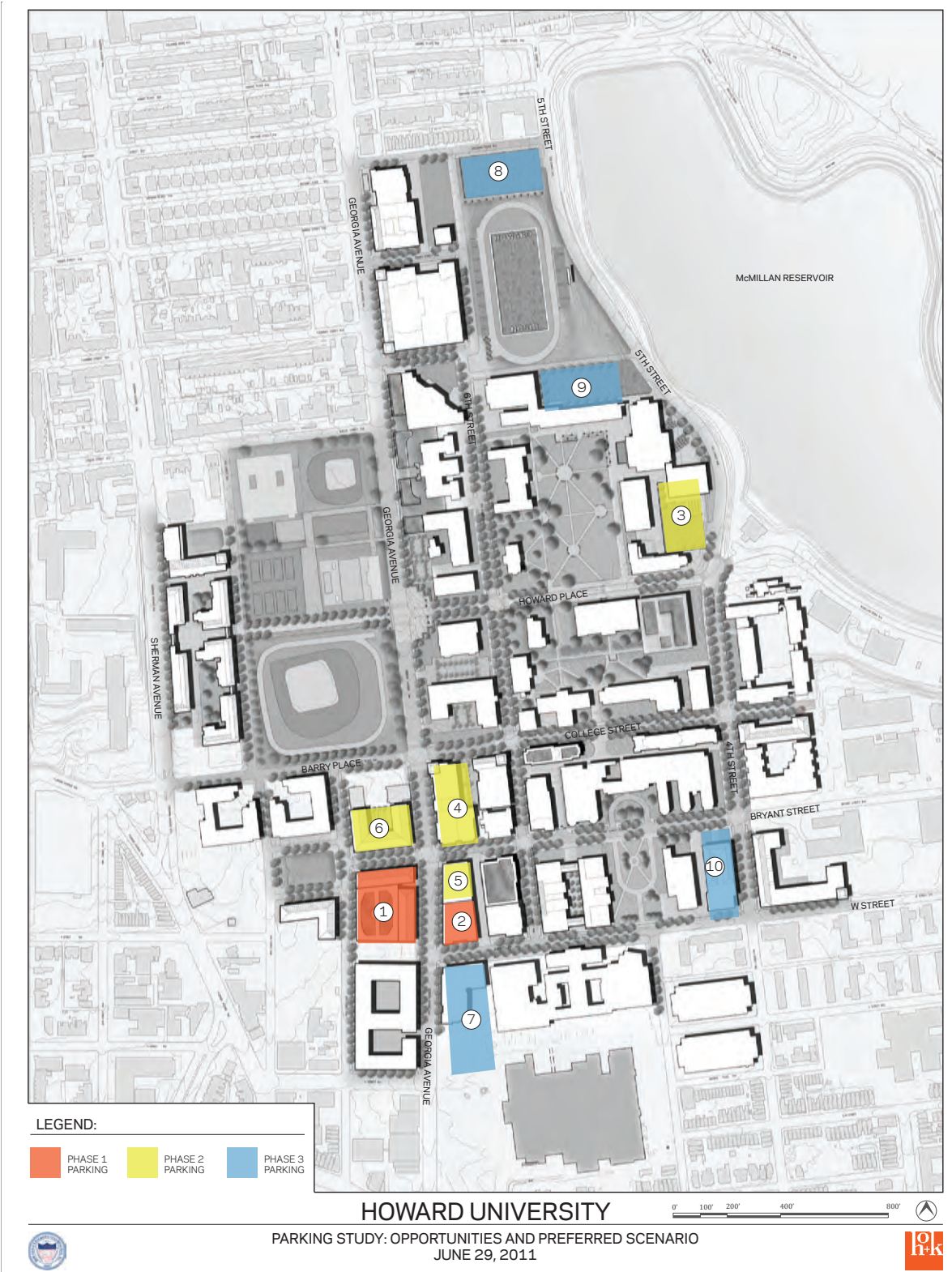


Figure 1-18: Areas of Opportunity for Underground Parking Structures

EXECUTIVE SUMMARY

(CONTINUED)

The goal of the TDM program is not only to reduce the vehicular demand to the campus, but to organize, market, and monitor the different TDM strategies employed to ensure efficiency in their implementation and to help them be seen as an amenity offered to Howard University students, faculty and staff.

The TDM program will include measuring data such as parking demand on a regular basis to determine the effectiveness of the program.

The Campus Master Plan identifies multiple locations for underground parking facilities. The University's options for the use of these sites should remain flexible, in order to allow it to respond to changing levels of future parking demand. The sites selected represent a range of possibilities which could be developed should the need arise. Routine, rigorous parking demand monitoring will determine whether new parking facilities are necessary as phases of the Campus Master Plan are implemented.

EXECUTIVE SUMMARY

(CONTINUED)



Figure 1-19: Illustrative Master Plan

EXECUTIVE SUMMARY

(CONTINUED)

BUILDING KEY:

PHASE ONE (1-3 YEARS)

- ① INTERDISCIPLINARY SCIENCE
ENGINEERING BUILDING (ISEI) / STEM
- ② COMPUTATIONAL SCIENCE (CS) /
BIOMEDICAL SCIENCES (BioS) + RETAIL
- ③ UNDER CLASSMAN RESIDENTIAL HALL #1
- ④ UNDER CLASSMAN RESIDENTIAL HALL #2
- ⑤ CAMPUS WELLNESS / RECREATION / AND
UPPER CLASSMAN RESIDENTIAL + RETAIL

PHASE TWO (3-5 YEARS)

- ⑥ BLACKBURN CENTER RENOVATION
- ⑦ SCHOOL OF COMMUNICATIONS + RETAIL
- ⑧ ACADEMIC / SUPPORT SERVICE / PUBLIC
SAFETY BUILDING + RETAIL
- ⑨ NURSING, ALLIED HEALTH + PHARMACY
- ⑩ NANOTECHNOLOGY BUILDING
- ⑪ UPPER CLASSMAN RESIDENTIAL HALL #1
+ RETAIL
- ⑫ MINER BUILDING RENOVATION

PHASE THREE (5-7 YEARS)

- ⑬ FUTURE HEALTH SCIENCES / MEDICAL ARTS
+ RETAIL
- ⑭ INTERCOLLEGIATE ATHLETICS COMPLEX
+ RETAIL
- ⑮ GRADUATE / WORK FORCE HOUSING
- ⑯ UPPER CLASSMAN RESIDENTIAL HALL #2
- ⑰ TEACHING AND LEARNING BUILDING

FUTURE PHASE CAPACITY

- ⑱ ACADEMIC / RESIDENTIAL + RETAIL
- ⑲ INSTITUTIONAL INFILL
- ⑳ MIDDLE SCHOOL
- ㉑ – ㉕ ACADEMIC / RESEARCH

HOWARD UNIVERSITY: A CAPITAL ASSET



HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

HOWARD UNIVERSITY: A CAPITAL ASSET

From its post Civil War origins in 1867, when the intellectual capacity of the “Negro” was widely questioned, through the 144 years of its history, Howard University has surpassed even the most ambitious plans of its founders in becoming an unparalleled contributor of African American professionals locally, nationally and globally. Among its faculty, staff and alumni are individuals who have distinguished themselves in the fields of medicine, law, engineering, the physical, social, military and political sciences, the arts and humanities, architecture, education, communications, and business. Its faculty, staff and graduates have been on the front lines of the struggle for civil and human rights, have made outstanding contributions in military service and have become heads of state and prominent leaders throughout the Caribbean and African Diaspora.

Locally, the University became the center of what came to be called Washington’s “black intelligentsia” in the late 19th and early 20th centuries. District of Columbia Mayors, Councilmembers, School Board Members, Judges and heads of city agencies, Boards and Commissions among the city’s governing leadership were trained at Howard. Freedmen’s Hospital, later named Howard University Hospital, cared for the health and well-being of generations of the city’s underserved populations for almost 150 years.

On the approach to its sesquicentennial anniversary (2017), Howard University’s leadership is once again adjusting its vision to meet the contemporary challenges before it. Its central campus plan (covering the years 2011-2021) reflects a robust vision that has emerged from rigorous self-examination and responds to the more competitive post-secondary educational marketplace and constrained economic climate of the times. This vision, proposes to deliver an exceptional quality of instructional programming, an enhanced student life experience and world-class research opportunities. These, together with the University’s greater integration into the larger community and contributions to its revitalization will sustain her among the world’s most important academic institutions and keep her as a significant economic presence in the District of Columbia.

A sampling of Howard’s most notable existing and anticipated local contributions are summarized here.

ECONOMIC CONTRIBUTIONS

While Howard University’s success in the training of outstanding African American professionals has been popularly acknowledged, there is no way to gauge the true societal value of having such a unique institution of this stature in the heart of the nation’s capital. Measurable evidence of the University’s economic value specifically to the District of Columbia, however, does exist, though it has received less recognition.

In the research conducted by Dr. Stephen Fuller for the Consortium of Universities’ 2010 Economic Impact Study, some of Howard’s economic contributions are quantified and reported in “The Impact of Howard University on the District of Columbia Economy: Research Summary.” Dr. Fuller’s analysis is based upon spending flows from: “..annual payroll and non-payroll expenditures, student spending, spending in the District of Columbia by out-of-town visitors and spending by retirees from Howard University who have continued to reside in the City.” ¹

Many more economic impacts are harder to quantify or supporting data are not available, and therefore are not included in Dr. Fuller’s analysis. These include: the economic benefits of the University’s community development initiatives; “the value of the education and skills transferred to the District’s workforce as a result of Howard University’s presence in the District; the business attraction and interaction linked to the presence of Howard University and its faculty; the intellectual property generated at Howard University that contributes to the City’s business base and competitiveness; the in-kind and voluntary services provided by Howard University and its staff and students to the betterment of the City.” ²

¹ Fuller, Stephen. The Impact of Howard University on the District of Columbia Economy: Research Summary. (George Mason University, School of Public Policy, Center for Regional Analysis, June, 2011, p. 1).

² Fuller, p.1.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

EMPLOYMENT AND CONTRACTING

In the Center for Regional Analysis' research on the University's economic activity, Howard's role as an employer, generator of personal and business income, and importance as a source of direct and indirect spending were examined. Of the 6,934³ full-time and part-time workforce, some 28% resided in the District of Columbia as of 2010. Based on payroll disbursements to these employees, salary and wage outlays to District residents totaled \$103.8 million. While data from capital projects that use District-based contractors and employ D.C. residents was not available, the University's expenditures for goods and services to local vendors and contractors for 2010 was estimated to be \$94.5 million, bringing the combined payroll and non-payroll spending total to \$198.3 million. See Table 2-1.⁴

STUDENT, RETIREE AND VISITOR SPENDING

Payroll and contract expenditures were augmented by the spending of Howard University students, retirees who live in the District and non-local visitors who come to the University. The estimated \$44.1 million expended by these groups brought the total economic impact from these sources to \$242.4 million in 2010. In his analysis, Dr. Fuller applies a multiplier of 1.4127 to this \$242.4 million to determine the effect of this spending on the Gross City Product (GCP), to arrive at a \$342.3 million GCP for 2010.

Dr. Fuller's research goes on to describe the estimated 1,198 non-university jobs that this spending supports, of which 773, or 65% are estimated to have been held by District of Columbia residents. New personal earnings amounting to \$42.5 million resulted as a consequence of these District resident-held jobs. See Tables 2-2 and 2-3.⁵

The common wisdom that "eds and meds" (educational and medical institutions) are the rising economic sectors in today's economy is no less true in the District of Columbia.

Howard University represents both sectors, and as such, takes its place among the prominent institutions upon which the District's future economic health will be based. Its direct and indirect support of 2,681 jobs, generating \$146.3 million in personal earnings is a significant contribution. These jobs, together with the University's direct expenditures to District-based businesses of \$94.5 million, and the combined local purchases by students, visitors and retirees of \$44.1 million, represent a substantial source of tax revenue. The value of Howard's economic impacts to the District of Columbia clearly makes it a key player in the city's vitality and growth.⁶

⁵ Fuller, pp. 2,3,5.

⁶ Fuller, p.3.

³ This number includes student employees.

⁴ Fuller, pp. 1,4.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

Table 2-1: Profile of the Howard University, 2010

Metrics	Number/Value
Number of Full and Part-Time Employees	6,934
Full-time	4,632
Part-time	2,302
Number of Employees Residing in	
District of Columbia	1,948
Maryland	4,251
Virginia	652
Other	83
Total	6,934
Total Payroll Outlays to DC residents	\$103,766,837
Total Non-Payroll Outlays to DC Firms	\$94,516,741
Total Capital Outlays to DC Vendors	not available
Total University Outlays in The District	\$198,283,578
Total University Enrollment	
Fall Semester 2009	10,537
Spring Semester 2010	10,118
Summer 2010	2,241
Number of Retirees Residing in DC	750
Non-local Visitors to Campus	16,410

Table 2-2: Distribution of Howard University Spending within the Washington Metropolitan Area, 2010 (percent)

Source	DC	Maryland	Virginia	Other
Payroll	28.1	61.3	9.4	1.2
Non-Payroll	26.4	13.6	12.9	47.1

Sources: Howard University, GMU Center for Regional Analysis.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

Table 2-3: The Economic Impacts Generated by Howard University's Direct and Associated Outlays in the District of Columbia, 2010

(dollars in millions)

Spending Sources	Direct Outlays	Total Output(1)	Personal Earnings(2)	Jobs Supported(3)
<i>University's</i>				
Payroll	\$103.8	\$147.0	\$18.2	537
Non-Payroll	\$94.5	\$133.8	\$16.6	488
Sub-total	\$198.3	\$280.8	\$34.8	1,025
Students	\$39.6	\$55.6	\$7.0	156
Retirees	\$3.8	\$5.0	\$0.6	13
Visitors*	\$0.7	\$0.9	\$0.1	4
Sub-total	\$44.1	\$61.5	\$7.7	173
Totals	\$242.4	\$342.3	\$42.5	1,198

Source: Howard University and GMU Center for Regional Analysis.

Notes: (1) the total value of goods and services generated directly and indirectly as a result of direct spending; (2) the additional earnings generated within the District of Columbia as a result of the direct outlays;

(3) the additional new jobs supported nationwide by the spending and re-spending of direct outlays within the District of Columbia economy.

*does not include Hospital patient or visitor spending.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

REAL ESTATE TAXES

In FY 2010, Howard University paid \$737,177 in real estate taxes.

BONDS PAYABLE

The University owes the District of Columbia \$152,151,000. in repayment for bond financing it has received from the city.

PROCUREMENT POLICIES

The Howard University's Supplier Diversity Program provides a platform for District businesses that are minority-owned, veteran-owned and small-disadvantaged entities. This structured program benefits these businesses with opportunities for economic growth and the practical experience which is crucial to their success. Howard University's experience with these firms has produced long-term partnerships where knowledge is transferred, best practice experience is shared and consulting opportunities are provided. It is projected that in the next two years the University will spend approximately \$40 million on LSBDE contracts as provided for in the terms of the bond financing awarded by the city. The University will continue to implement this program for all Campus Master Plan projects. There are five development projects planned for construction during Phase One of the Campus Master Plan (2011 through 2014).

BUSINESS DEVELOPMENT ASSISTANCE

Georgia Avenue Development Growth and Enterprise Transformation Center (G.A.D.G.E.T.)

Driven by student energy, with support from a Ford College Community Challenge grant, the G.A.D.G.E.T. Center was launched in 2009. The Center provides access to computers and information resources, consulting and support services, meeting space, and forums for learning and positive interaction between residents, city government, local businesses, property owners, organizations and developers.

The G.A.D.G.E.T. Center empowers the residents in the neighborhoods surrounding Howard University by encouraging entrepreneurship. Its mission is to build community relationships, partner with local government officials and expand the corporate network. Empowered entrepreneurs result in higher incomes, an improved business climate, revitalized neighborhoods and strengthened communities.

The G.A.D.G.E.T. Center provides market research for the Strategic Planning committee for Howard University and acts as a liaison between small businesses and residents of the Georgia Avenue corridor and Howard University. G.A.D.G.E.T. has provided no-cost preparation of 150 tax returns for area residents, and participated in over 200 hours of civic and community meetings relating to development, growth and entrepreneurship.

OTHER EDUCATIONAL CONTRIBUTIONS

PUBLIC CHARTER SCHOOL

In 1995, Howard University became the first and only university in the District of Columbia to establish a public charter school. The Howard University Public Charter Middle School of Mathematics and Science (MS)², now in its sixth year, provides an educational experience based on a curriculum that emphasizes mathematics and science both as core disciplines and as disciplines that are infused within the content of all of the middle school subject areas. Its use of technology-assisted instruction has made it an attraction for schools nationwide and for the U.S. Department of Education.

Strategic partnerships have been made with the National Science Foundation, the National Aeronautic and Space Administration, the Center for Talented Youth at Johns Hopkins and Google, among others. (MS)² students have won first place in the Solar Car Regional competition, first place in the Washington Informer City-wide Spelling Bee, and were the only public school students to advance to the state level competition in MathCounts.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

(MS) ² is designed to not only provide an exceptional experience in mathematics and science education for urban youth, but is structured to be able to share its successful approaches to mathematics and science instruction with other schools in the District of Columbia Public School system through teacher training and programs for students in grades lower than the sixth grade. In school year 2009, one of its teachers won the statewide Teacher of the Year award. (MS) ² draws students from seven out of eight wards in the city, and has promoted almost 900 eighth graders into some of the most academically rigorous schools in Washington, D.C.

ASSISTANCE TO D.C. RESIDENTS ENROLLED AT HOWARD

In the fall of 2010, 727 District of Columbia residents were enrolled as students. Of this number, 695 students received assistance in covering the costs of their education. Many of these award packages combine grants, loans and scholarships, and student employment opportunities with some including employee benefits. The average financial aid package awarded to District residents for the fall semester of 2010 was \$8,218.11.

EARLY CHILDHOOD LEARNING CENTERS

Howard University operates two early childhood learning centers, one on the grounds of its central campus, and one in the adjacent community of LeDroit Park. Combined, these centers employ 20 staff and serve 73 children, most of whom are residents of the District of Columbia, and a majority of whose parents work for Howard University or live in the local community.

HEALTH CARE

Howard University continues to be the largest single trainer of minority health professionals in the country. Its College of Medicine, College of Dentistry, School of Pharmacy, Nursing, and Allied Health provide care and services to large numbers of residents in underserved segments of the population who would otherwise have no or very limited access to health care.

In 2010, Howard University Hospital served 148,174 residents of the District of Columbia out of a total number of 194,030. The latest available data on the value of the total amount of uncompensated care provided by the hospital is \$40,583,094 for FY 2009.

The School of Dentistry, which is the only dental school along the east coast corridor between Richmond and Philadelphia, provides affordable dental care to community residents who would not otherwise have such care.

Faculty and students in the School of Nursing have provided care to one of the largest downtown shelters for the homeless in the city (Community for Creative Non-Violence), and provides care to seniors in the surrounding communities near the Central Campus.

RESEARCH

To provide the highest quality of training to medical professionals, students must have exposure to basic biomedical research opportunities needed to complement the medical education program. This requires research in those fields that support clinical practice, such as: neuroscience; biochemistry; computational biology; pathology and microbiology, among others.

BIOMEDICAL

The recently developed "Health Sciences Strategic Plan" is conspicuously targeted to increase the research capacity of the University congruent with areas of investigation that would be beneficial to the District of Columbia and its residents. Its vision and mission specifically address health equality and disparities, and the strategic focus targets diseases such as obesity, HIV/AIDS, diabetes and stroke that disproportionately affect the local population in particular and the broader minority population in general.

To realize this vision, the University must be aligned with the state-of-the-art approach to solving these problems. Since so many health disparities are caused by lifestyle factors, research emphasis will focus on social determinants of health and clinical effectiveness. In addition, basic cellular and molecular approaches to cures for diseases will be complemented by the incorporation of new interdisciplinary research areas, such as bioinformatics, molecular imaging, computational biology, nanotechnology, proteomics and genomics.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

Clinical translational science or the translation of basic science to clinical application is necessary to successfully advance health through research. Convergence, which is the merging of distinct disciplines and technologies for an integrated approach to research, brings together technical tools and designs from engineering, physical sciences and biomedical/life sciences, to speed the process of scientific advancement. It is seen as a “blueprint for innovation”. Collaborative, multimode researchers are more productive based on the impact of their work, external funding and the royalty income they can generate from the patent-protected licensed technology they develop. The University sees this as a pathway to a successful business model that can yield both direct and indirect benefits to the city.

The Howard University Health Sciences Enterprise currently holds five prestigious NIH awards that position it for growth. These awards support the following programs: the Research Centers for Minority Institutions program (with computational biology and bioinformatics, imaging and proteomic cores); the Georgetown-Howard University Center for Clinical Translational Science; the Howard University Cancer Center (with Molecular Genetics, Tissue Repository and Biostatics cores); the Center for Drug Research and Development; and the DC Developmental Center for AIDS Research. These programs will serve as the foundation required for translational and convergence science.

A large number of health care professionals trained at Howard University remain in the metropolitan area and continue to contribute to the quality of health care provided locally.

INTERDISCIPLINARY SCIENCE AND ENGINEERING (ISE)/SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM)

In the ISE/STEM areas, the strategic direction is the creation of new knowledge that leads to spin-off technology that can be applied to address specific needs. This new knowledge, based in the physical sciences, has unlimited application. Its value can be measured in both financial terms, to the extent that it is patent-protected, licensed and generates royalty income, and in benefits that inure directly to individuals and whole communities.

In all of the research endeavors, the University would want to partner with the District of Columbia to explore how the research being undertaken could be aligned with special challenges confronting the city. At present, research areas underway or being explored include:

- water resources research, including: systematic modeling of water ecology; removal of trace contaminants eluding the conventional wastewater municipal process; and innovation of membrane and electrochemical technology for water recycling;
- stem cell cancer research for early detection and treatment of pancreatic and ovarian cancers;
- rapid drug discovery and screening, design and use of nanoparticles for drug delivery;
- development of diamond devices for use in nanocomposite electrodes for water analysis and in the creation of one dimensional ballistic electronic laminates;
- entry into the highly specialized field of materials sciences and the examination of the targeted delivery of nanomaterials into targeted cancer and related cells;
- development of biofuels, including: the transformation of biomass into alternative energy sources; chemical engineering of wastewater sludge into biofuel feedstock; and
- the formulation of nutritional and flavorful gluten-free food products for diabetics and celiacs (people who cannot eat meat).

To support this enhanced research enterprise, the first phase of the Campus Master Plan envisions the development of two new facilities: the Computational Sciences/Biomedical Sciences; and the Interdisciplinary Sciences/STEM buildings.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

Not only would these facilities immediately impact the production of invaluable research work of benefit to the city, but opportunities for employment of both existing residents and the attraction of new residents would be significant. In addition to job opportunities for researchers in a wide variety of scientific and medical fields including biotechnology, statistics, epidemiology, there will also be a need for laboratory technicians and other support staff. The facilities would themselves require specialized services in operations and maintenance that would generate local business opportunities and employ local labor.

COMMUNITY PLANNING AND DEVELOPMENT, SERVICE AND ENGAGEMENT

HOWARD UNIVERSITY COMMUNITY ASSOCIATION

The Howard University Community Association is the principal administrative liaison between the University and the community surrounding the central campus. It was the locus for the award-winning LeDroit Park Initiative which included: the University-sponsored community planning and development of over 70 mixed-income housing units; infrastructure improvements; and social service facilities renovations undertaken in partnership with Fannie Mae and the U.S. Department of Housing and Urban Development.

The Association houses the University's Jumpstart/ AmeriCorps and Project C.H.A.N.G.E. (Connecting Howard And Neighborhoods for Growth and Empowerment) community service programs, where University students are placed in private or DCPS early childhood development centers, schools, after-school programs, low-income health clinics and seniors centers to augment the provision of community services.

Additionally, clearinghouse and referral services are provided by the Association to members of the public who are interested in accessing University-sponsored programs, activities and services offered to the community on campus. Likewise, information is made available to University students, faculty and staff interested in obtaining information about important community events and initiatives. A compendium of over 100 University-sponsored programs activities and services available to the public entitled "Service 2011" is available on line at www.howard.edu.

Direct engagement of community stakeholders is a central function of the Association, where: quarterly meetings of the Community Advisory Committee are convened; staff regularly attend Advisory Neighborhood Commission and Civic Association meetings; and staff participate in workshops, charettes and other gatherings sponsored by developers, city agencies or professional associations to represent the University and engage community members around issues affecting and or involving the University.

The development of the Campus Master Plan is managed from the Howard University Community Association office together with facilities and real estate professionals of the University. The Campus Master Plan exercise prompted two additional consensus-building processes with the formation of the University-wide Campus Master Plan Steering Committee and the Community Campus Master Plan Task Force.

THE LEDROIT PARK INITIATIVE

Howard University has made significant community development contributions to the neighborhoods surrounding its central campus, resulting in more Howard employees living closer to campus, the revitalization of existing properties and an in-migration of new residents.

From 1997 through 2002, the University began implementation of the LeDroit Park Initiative which had three primary phases: housing rehabilitation and new construction; the creation of a Howard Town Center; and the development of a Cultural District.

The first of these is a form of "live-near-work" initiative.

"LIVE-NEAR-WORK" INITIATIVES

FANNIE MAE PARTNERSHIP

A "Live-Near-Work" initiative of housing rehabilitation and in-fill new construction was undertaken in partnership with Fannie Mae. The initiative redeveloped property owned by the University adjacent to the hospital on which 40 mixed-income homeownership opportunities were created for Howard employees, District firefighters, teachers and policepersons and other community members. Two-thirds (26) of the homes were sold to Howard employees who could now walk to work.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT PARTNERSHIP

In addition, another 30 units of low- and moderate-income homeowner housing were newly constructed or rehabilitated on sites in close proximity to the redeveloped Howard-owned properties. The University provided assistance to local community development corporations (CDCs) through grants it was awarded from the U.S. Department of Housing and Urban Development's Historically Black Colleges and Universities (HBCU) Community Development Block Grant (CDBG) set-aside program. Howard employees also live in some of these units and can now also walk to work.

The University's new Campus Master Plan envisions the development of workforce-affordable housing that it can offer to its new faculty and staff as the current faculty and staff begin to retire in larger numbers over the next 5-10 years. The University will explore the possibility of participating in the "Live-Near-Work" program sponsored by the city upon re-examination of the potential for accelerating this aspect of the campus master plan.

HOWARD TOWN CENTER

The second phase of the LeDroit Park Initiative was the Howard Town Center, where neighborhood retail amenities are proposed for the University and the communities surrounding the central campus. The project is the University's first development in support of the Duke Plan.

The Campus Master Plan envisions the Town Center as a mixed use project with a mix of market rate and affordable rental units, retail, including a grocery and two levels of parking on a site opposite the Howard University Hospital. Community members who provided feedback on the LeDroit Park Initiative and worked with the University in its planning and development identified the need for a grocery store shortly after the Safeway closing at Third Street and Rhode Island Avenue in the fall of 1998. This project is poised for development within the next three years.

CULTURAL DISTRICT DEVELOPMENT

The cultural district envisioned in the LeDroit Park Initiative falls outside of the campus master plan. It is located to the south of the central campus and encompasses the square where the Howard Theater and Progression Place project are sited, the CVS Pharmacy and the Howard University Research Building #1 sites.

While the role that the University is playing in the development of the cultural district differs significantly from that envisioned over a decade ago, mention is being made of it here because of the recent contribution the University has made. That contribution came in the form of assistance to the Howard Theater Restoration Corporation in the amount of a \$200,000 award it made from a grant the HUD HBCU set-aside CDBG program provided the University in 2008. This assistance enabled the developers of the theater to secure financing more easily and continue their work on a cultural institution of major importance to the District of Columbia.

MARY CHURCH TERRELL HOUSE

Howard University has been entrusted with the home of one of the city's most important educators, authors, suffragists and civil rights champions, Mary Church Terrell. Ms. Terrell willed her home in the LeDroit Park neighborhood to the University in 1951, and in 1975, the home became designated a National Historic Landmark. Robert Heberton Terrell, Mrs. Terrell's husband, was the first black municipal judge in the District of Columbia, and the two were central figures among the city's African American leadership in the last century.

Ms. Terrell's fight to end segregated public facilities in the District of Columbia went all the way to the Supreme Court, and the University intends to preserve this important legacy for city residents and its visitors. Howard University has undertaken a fundraising campaign to restore the Terrell home in partnership with: the National Park Service, the D.C. Office of Historic Preservation, the U.S. Department of Housing and Urban Development, the Local Initiative Support Corporation, Fannie Mae and the Robert and Mary Church Terrell House and LeDroit Park Museum and Cultural Center. Efforts to date have resulted in this District and national treasure being made structurally sound. It is the subject of an ongoing campaign to transform it into a neighborhood cultural institution.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

ARTS, CULTURE AND CIVIC PROGRAMMING

Throughout its history, Howard University has always been a significant contributor to the cultural fabric of the District of Columbia in particular and to the nation and world in general. Howard is a destination for cultural events and activities that have become regionally, nationally and internationally recognized. Its success has been achieved through collaborations with various agencies of the District Government, local organizations, schools and neighborhood civic associations and through the University's own effective academic and administrative leadership.

VISUAL ARTS

The Howard University Gallery of Art is an invaluable resource. Established in 1928 by an action of the Board of Trustees, it counts among its treasures paintings, books, sculpture, memorabilia, and approximately 300 pieces of African sculpture and handcrafts which were bequeathed after the death of collector and scholar Dr. Alain Leroy Locke. The Trustees intended for these works to benefit the public and students through revolving exhibitions that could be visited and examined. Over the years, the collection has grown to over 4,500 pieces. The Howard University Gallery of Art also serves as a research and study facility for the University and scholarly community. The Gallery hosts rotating exhibitions of national and international artists, and selections from its permanent collection.

The African American collection, from its first acquisition of Henry O. Tanner's painting titled "Return from the Crucifixion," (still the jewel of the collection), to its most recent donation of a lithograph by Elizabeth Catlett, is one of the most comprehensive representations of black artists in existence. The African Art collection includes major categories such as body ornaments, ceremonial masks and musical instruments, with the dates of the collection ranging from the 18th through the early 20th century.

In this past year, the Gallery of Art has participated with Bank of America (BOA) in the "Mixing Metaphors (The Aesthetic, the Social and the Political in African American Art)" exhibition, an extract of which is featured in a frequent BOA commercial.

An annual spring exhibition features student and faculty work and the Gallery frequently grants the rights to have Gallery material reproduced in various publications, including those of the Smithsonian American Museum of Art. A current project being pursued is the "precious works marketing effort" where selected images from the Gallery's permanent collection can be sold through an online store, and reproductions of featured art can be purchased by the public.

The Department of Art's annual James A. Porter Colloquium on African American Art and Art of the African Diaspora attracts over 400 scholars, artists, collectors, and art enthusiasts from the U.S., Canada, the Caribbean, Europe and Africa. The Department presents annual student and faculty art exhibitions, along with a commencement-week exhibition highlighting work of graduating BFA seniors and MFA candidates.

THEATER ARTS

The Ira Aldridge Theater serves as the home and major performance space for the Department of Theatre Arts, which has served as a launching pad for award-winning actors, music theatre artists, playwrights, dancers, and choreographers. Every year, the Department presents a mix of productions, classical and contemporary, in its two theatre complex. This year's productions include: A Soldier's Play, Mixed Babies, Isolation, Smoke and Mirrors, The All Night Strut! A Jumpn' Jivin' Jam!, The Spring Dance Concert: Building A Legacy...Hope Healing Resilience, The Power of Dance, and the Howard Players One-Act Play Festival.

MOORLAND-SPINGARN RESEARCH CENTER (MSRC)

The Moorland-Spingarn Research Center (MSRC) is recognized as one of the world's largest and most comprehensive repositories for the documentation of the history and culture of people of African descent in Africa, the Americas, and other parts of the world. Its collections include more than 175,000 bound volumes and tens of thousands of journals, periodicals, and newspapers. The collections are used by scholars, museums, students, and other researchers from Howard University, the metropolitan region, across the United States and throughout the world. Information provided by the MSRC is regularly used in exhibitions, video productions, news programming, and a wide range of publications.

HOWARD UNIVERSITY: A CAPITAL ASSET

(CONTINUED)

In fact, much of the information used by the District's own Cultural Tourism, D.C. to tell the history of the many local neighborhoods in its heritage trail system, was researched at MSRC.

Other University-Sponsored Arts and Cultural Programs

The University also hosts some of the following events that support the arts:

- Teens in Theatre
- DC Jazz Festival
- DC Black Theater Festival
- Project Voice

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK



UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

INTRODUCTION

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

UNIVERSITY PROFILE

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

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

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

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

-Middle States Commission on Higher Education

There are 12 schools and colleges at Howard University: College of Arts and Sciences, College of Engineering, Architecture, and Computer Sciences, School of Education, School of Social Work, School of Business, School of Communications, College of Medicine, College of Dentistry, College of Pharmacy, Nursing, and Allied Health Sciences, The Graduate School of Arts and Sciences, School of Divinity and the School of Law. The schools and colleges support 58 categories of degree offerings and a total of 171 majors (2010 Facts). Over the past ten years, 51 academic programs have been accredited.

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

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

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

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

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

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

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

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

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

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



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

Table 3-1 : Faculty and Staff

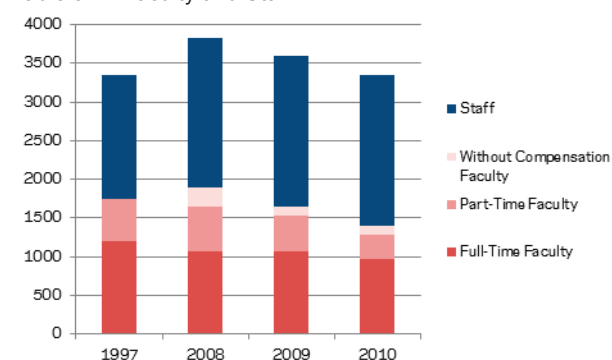
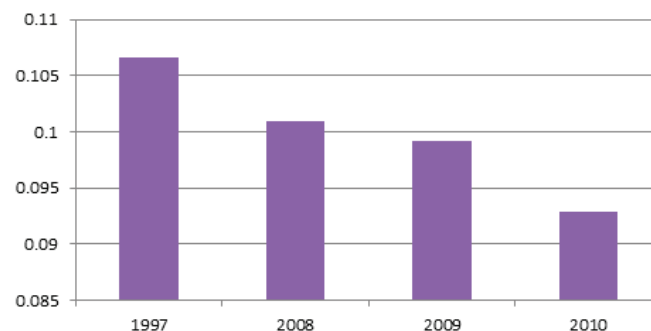


Table 3-2 : Faculty to Student Ratio



UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

Table 3-3 : Enrollment at a glance at HU

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

* THIS SCHOOL IS LOCATED ON WEST CAMPUS

Source: Howard University Annual Report 2010

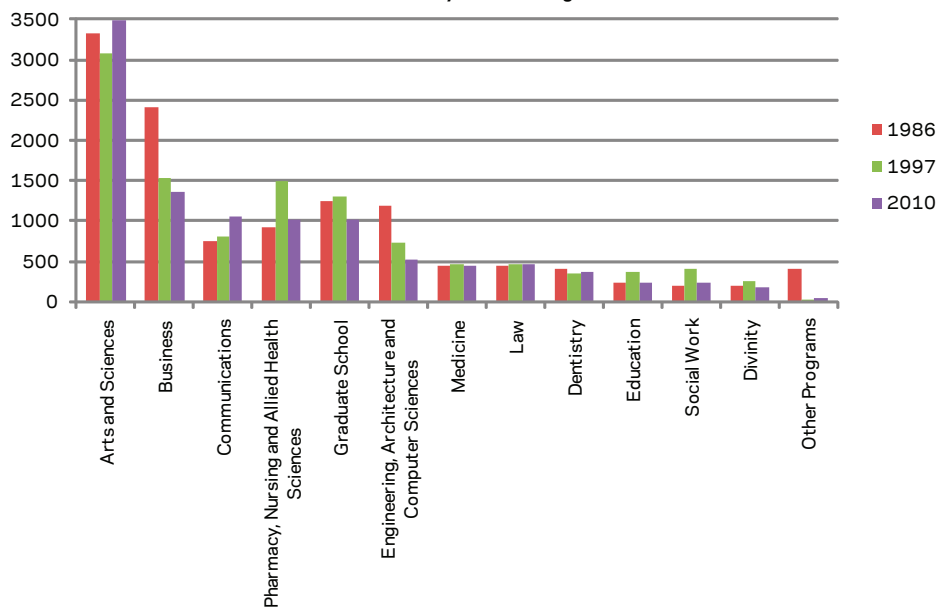
** THIS SCHOOL IS LOCATED ON EAST CAMPUS

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

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

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



UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

PRESIDENT'S VISION

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

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

President Ribeau's vision emphasizes the following:

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



Photo 3-2: President Sidney Ribeau

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

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

The Self Study Report identified the following challenges:

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

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

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

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

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

STUDENTS FIRST

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

Key concerns are:

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

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

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

PUBLIC REALM

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

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

UNIVERSITY POLICY, BUDGETING AND OPERATIONS

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

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

SUSTAINABLE IMPLEMENTATION

As environmental awareness is growing globally, so too are the needs of institutions of higher education which must provide modern and well functioning facilities. Howard University recognizes the opportunity to implement sustainable practices, as it meets the need for growth and attends to aging infrastructure.

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

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

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

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UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

CAMPUS STRATEGIC ASSET VALUE STORY

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

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

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

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

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

CAMPUS ZONES & LOCATION RELATIONSHIPS

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



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

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

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)



Photo 3-4: Aerial view of Howard University



Photo 3-5: Historic Gates of Howard University

ARCHITECTURAL DRIVERS & BUILDING HIERARCHY

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

PROGRAM IDENTITY & SPACE ASSIGNMENT POLICY

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

UNIVERSITY PROFILE AND STRATEGIC FRAMEWORK

(CONTINUED)

CAMPUS & COMMUNITY RELATIONS

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

COMMUNITY DEVELOPMENT & REAL ESTATE RISK TOLERANCE

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

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

CAMPUS CONTEXT



CAMPUS CONTEXT



Photo 4-1: Aerial View of McMillan Reservoir and Washington, DC (The Long Walk, pg. 28)

CAMPUS CONTEXT

(CONTINUED)

THE REGION

Howard University has three Campuses in the District of Columbia: West Campus, Central Campus and East Campus.

Central Campus has been located at its current location since 1867, when the Freedmen's Bureau purchased the first three acres. Later that year, Howard purchased an additional 150 acres, which includes much of the present Central Campus. This land was purchased from Mr. John A. Smith, and was originally part of 'Effingham Farm'. The West Campus was acquired in 1976, and is located at 2900 Van Ness Street in northwest DC, approximately 4 miles from the Central Campus. The East Campus is located at 1400 Shepherd Street in northeast DC, approximately 3 miles from the Central Campus.

The 118 acre Central Campus is located in northwest Washington, D.C., in Ward 1 within five miles of the Nation's Capitol. The northwestern quadrant is located north of the National Mall and west of North Capitol Street. It is the largest of the four quadrants of the city (NW, NE, SW and SE), and it includes the central business district, the Federal Triangle, and the museums along the northern side of the National Mall, as well as such neighborhoods as Petworth, Dupont Circle, LeDroit Park, Georgetown, Adams Morgan, Embassy Row, Glover Park, Tenleytown, Foggy Bottom, Cleveland Park, Columbia Heights, Mount Pleasant, the Palisades, Shepherd Park, Crestwood, Bloomingdale, and Friendship Heights.

The Northwest Quadrant contains many university Campuses, including American University, George Washington University, Georgetown University, Howard University, and the University of the District of Columbia.

The Verizon Center, home of the Washington Wizards, the Washington Capitals, and the Georgetown Hoyas as well as the venue for many concerts and other events, is located in Northwest, as are the National Cathedral, the White House, and Rock Creek Park.

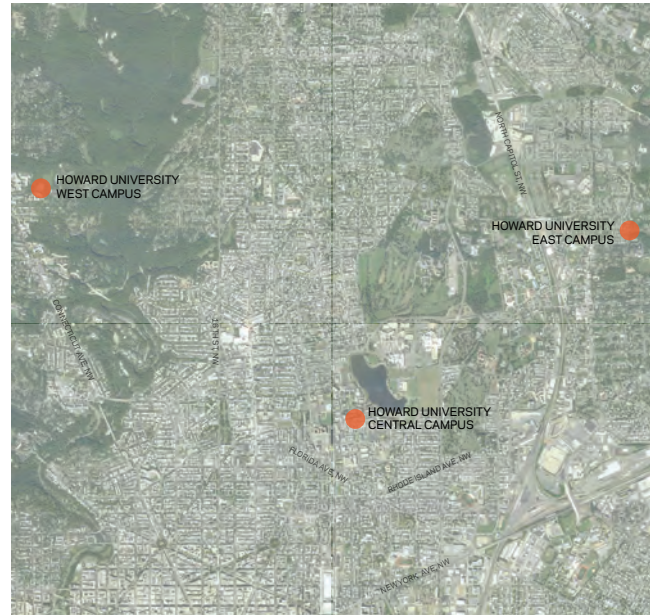


Figure 4-1: Aerial View of Howard University showing the location of West, Central and East Campus

CAMPUS CONTEXT

NEIGHBORHOOD CONTEXT AND LAND USES

The Central Campus lies along Georgia Avenue, a prominent north-south artery connecting D.C. and Silver Spring, Maryland. Georgia Avenue along with Florida Avenue and U Street to the south of the Campus, all have commercial activity that provides retail, dining, and other services that can be utilized by students, faculty and visitors.

Howard University is directly flanked by the Washington Veteran Affairs Medical Center, Washington Hospital Center, Children's Hospital, and historic water reservoir property, but is primarily surrounded by historic neighborhoods – Park View, Columbia Heights, Pleasant Plains, Bloomingdale, LeDroit Park and U Street/Shaw.

The U Street/Shaw neighborhood was home to Duke Ellington and was considered to be the historic heart of the African American community. This neighborhood predates New York's Harlem and was the largest African American community until 1920. Civil War encampments in the area sheltered freedom seekers in the 1860s, and the mission churches they founded live on today. Howard University just north of this neighborhood began to attract the nation's black intellectual and artistic leadership in the 1870s. In the early 20th century it was home to businesses, theatres, clubs and the major social institutions of black Washington.

To the north of Campus are the communities of Columbia Heights and Pleasant Plains. Columbia Heights has seen tremendous residential and commercial redevelopment since the 1999 unveiling of the Columbia Heights Metro station and currently serves as an asset to Howard University..

The Pleasant Plains neighborhood also to the north and west of the central Campus is a residential community primarily of row homes complemented by commercial uses along Georgia Avenue.

Originally a huge estate owned by the Holmead family from the 1700's, this neighborhood stretched from 16th Street to the reservoir. In the 1860's, the area north of Florida Avenue, then outside the boundary of the city, was settled by freed African Americans coming north during the Civil war. The founding of Howard University, the National Association for the Relief of Destitute Colored Women and Children, Freedmen's Hospital and other historic sites grew out of

this settlement. Also during this time, parts of the original Pleasant Plains estate were sold off to become Columbia Heights and Park View. Until the 1950's, Pleasant Plains was a segregated neighborhood. with some of the best educational, entertainment, recreational and business resources for African Americans.

A number of its residents are affiliated with Howard, either as students, alumni or employees. One of the major community anchors is the Banneker Recreation Center on Georgia Avenue, which reopened in July 2007 after a year of renovations. The adjacent Benjamin Banneker Academic High School has ranked among the 100 best public schools in the United States and is another important asset within the Howard University environment

The LeDroit Park neighborhood to the south of the central Campus was developed by Amzi Barber (Board of Trustees, Howard University) and Andrew Langdon in the 1870s. LeDroit Park, was one of the first suburbs of Washington and for many years one of Washington's finest. First as a gated, 'whites only' neighborhood, it was later the preeminent home to Washington's African American elite. Despite its history, LeDroit Park underwent a period of decline in the latter half of the 20th century. To help change this in 1997, Howard University formed a strategic alliance with the Federal National Mortgage Association (Fannie Mae) to revitalize the neighborhood. The University has rehabilitated or constructed forty residential structures designed to preserve the historic fabric of the neighborhood. One of the goals of the program is to make the housing available to a broad range of Howard University employees, municipal employees and community members.

The Bloomingdale neighborhood adjacent to Howard on the east is located just outside the original boundary of the City of Washington. The lands that comprise Bloomingdale were originally large estates and orchards and, just prior to its residential development, were utilized for a variety of light industry. Florida Avenue was the dividing line between paved, planned streets, laid out in the original city plan and the landowners of large country estates.

Most of the homes within Bloomingdale are row houses built at the turn of the last century (1900) and are designed in the Victorian style.

CAMPUS CONTEXT

(CONTINUED)

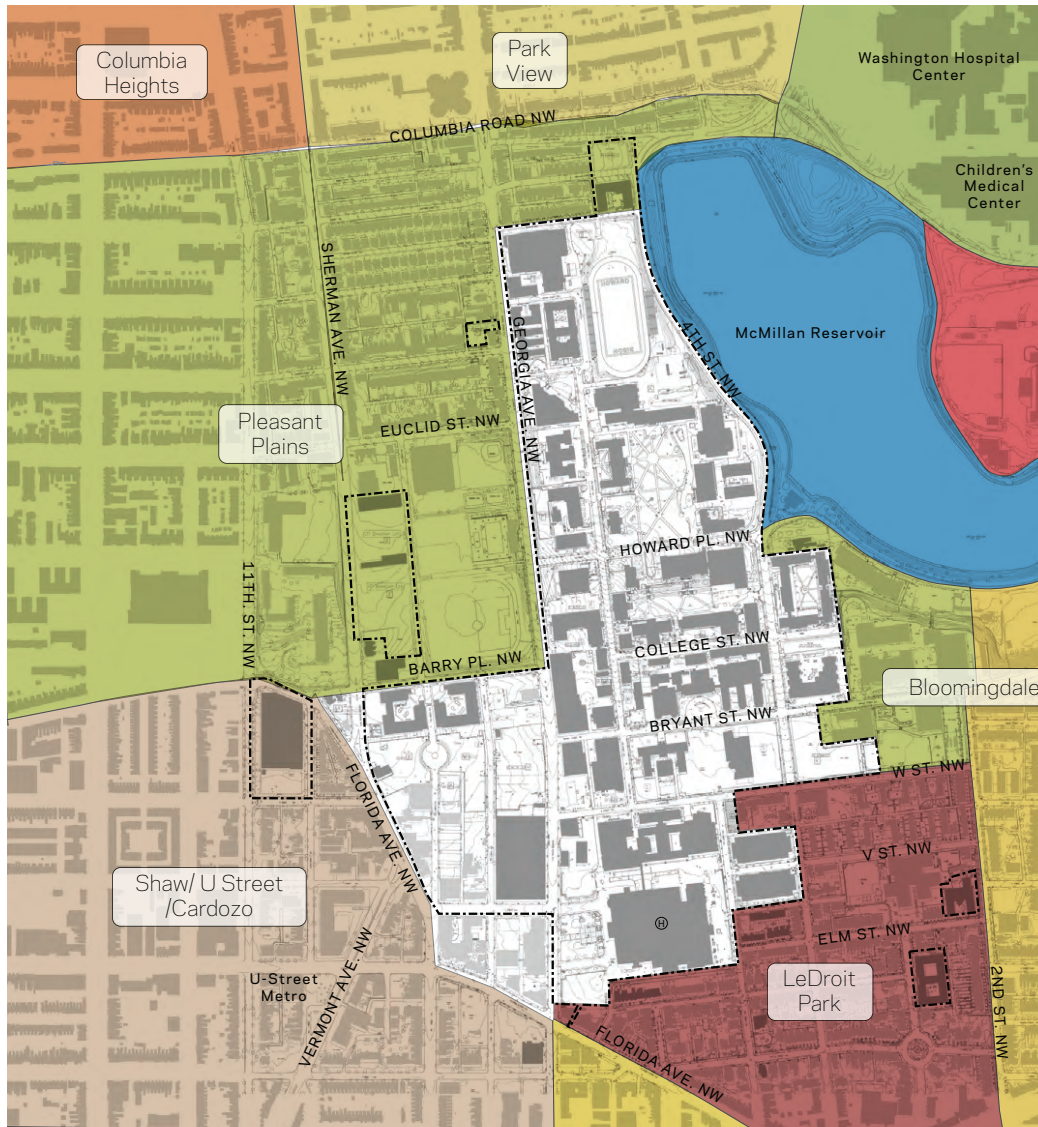


Figure 4-2: Surrounding Neighborhoods of Howard University

Park View, the name of the neighborhood on Howard's northern boundary, comes from its views east into the Campus of the Old Soldiers' Home. The Home's grounds were open to the public as a park until the 1960's. Those grounds were a designed urban landscape, including pedestrian paths and ponds, modeled along the principles of New York's Central Park in the 1880's.

The neighborhood is primarily residential and populated largely by middle-class African American families. The Georgia Avenue/Petworth Metro Station has led to a renewed interest in the neighborhood and has spurred development and the growth of business and services.

CAMPUS CONTEXT

Land uses within the Howard University Campus reflect the various functions of the University. At the north end of Campus, athletic functions are concentrated with the football stadium as its primary focus along 4th street. Moving south within the Campus, the primary academic functions (library, classrooms, student union, administration buildings, etc.) are concentrated around the historic main quad known as the Yard. The primary academic functions surrounding the quad are complemented farther south by a concentration of health sciences functions on Bryant and W Streets. The Colleges of Nursing and Allied Health, Dentistry, Medicine and the Louis Stokes Health Sciences Library are all located in this area.

Finally, the southernmost element of the Central Campus is the Howard University Hospital which fronts on the eastern side of Georgia Avenue.

Campus residential functions are currently located in a number of locations on both the east and west sides of Georgia Avenue as well as in more remote locations such as 16th street to the west and south in LeDroit Park. There is a distinct lack of continuity to the residential experience on Campus.



Photo 4-2: View of Greene Stadium



Photo 4-3: View of Stokes Library and School of Nursing



Photo 4-4: View of Slowe Hall

CAMPUS CONTEXT

(CONTINUED)

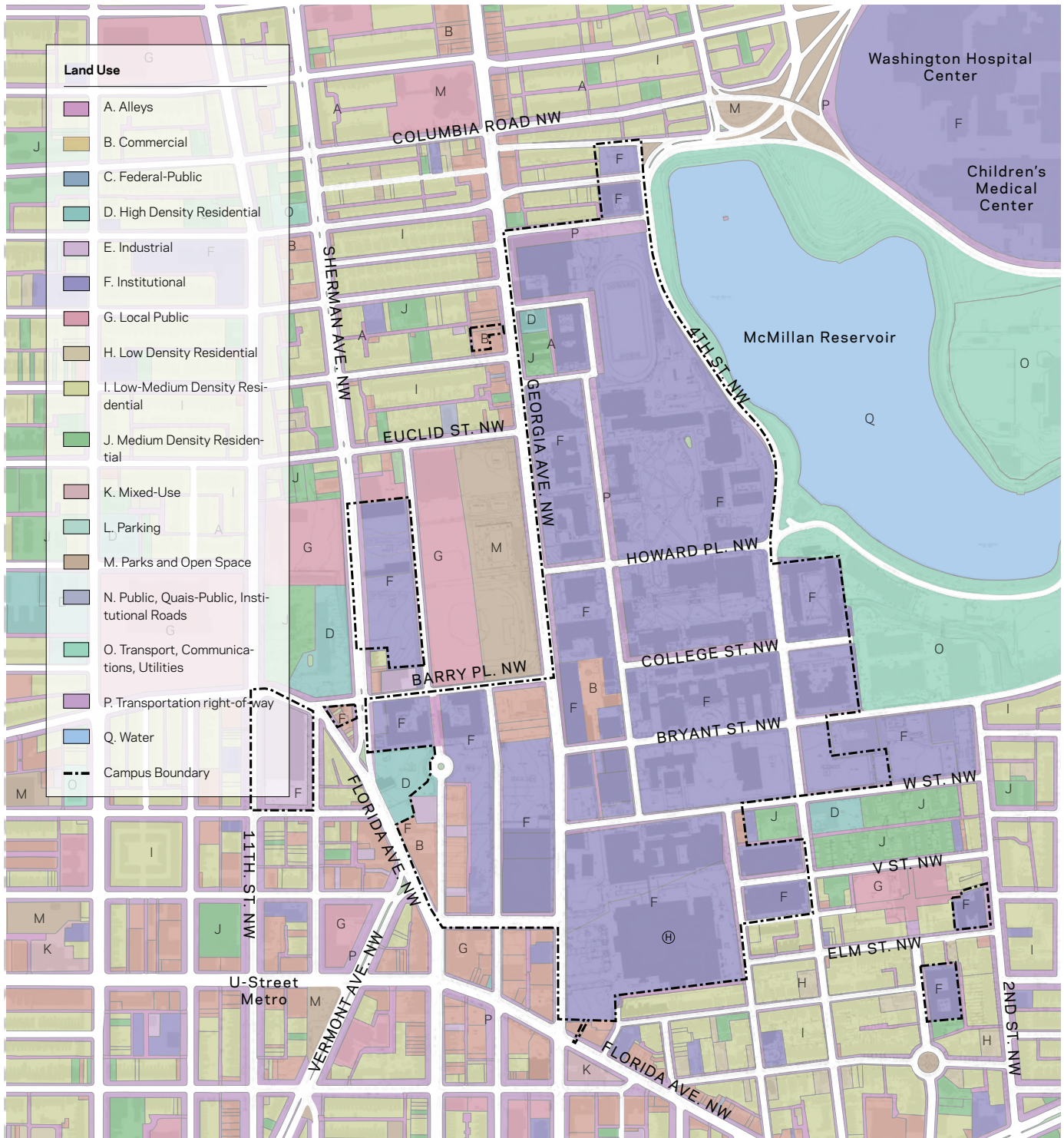


Figure 4-3: Howard University Land Use Diagram

CAMPUS CONTEXT

NEIGHBORHOOD HISTORY AND HISTORIC CHARACTERISTICS

The development of Georgia Avenue north of Florida Avenue (the original city boundary) to New Hampshire Avenue began with rows of single-family dwellings that were erected in the latter part of the 19th century and the early 20th century. Among the row were interspersed apartment buildings and commercial structures that served the surrounding residential neighborhoods.

The presence of Howard University propelled residential development in the area. The earliest neighborhood established adjacent to the University was Howardtown which was founded in 1870 on land located just south of the University.

The Campus is bounded by historic neighborhoods and several individual historic properties. The McMillan Reservoir Historic District borders the Campus to the northeast, the LeDroit Park Historic District abuts the Campus to the south, and the Greater Fourteenth Street Historic District is located a few blocks southwest of the Campus. The three districts that surround Howard's Central Campus are listed in both the National Register of Historic Places (NR) and the DC Inventory of Historic Sites (DC Inventory).

Residential neighborhoods like LeDroit Park that were established in the 1870's and 1880's, were initially exclusive, whites-only enclaves, however by the turn of the 20th century, black ownership had increased and throughout the teens and 1920's, LeDroit Park in particular became a premier residential neighborhood for Washington's African American leaders, intellectuals, and artists.

Today, LeDroit Park is a designated DC Inventory and National Registry historic district. Howard University owns several properties within or just adjacent to the LeDroit Park Historic District. The most significant of these is the Mary Church Terrell House at 326 T Street, NW. Built around 1888, the Terrell House is both a contributing building within the LeDroit Park Historic District and a National Historic Landmark property, recognized for its association with suffragist and early civil rights activist, Mary Church Terrell and her husband Robert H. Terrell, the first black municipal judge in the District of Columbia. In 2004, a Save America's Treasures grant was awarded to Howard University and its partners to preserve the house.



Photo 4-5: Semi-detached houses located in the LeDroit Park neighborhood. Built in 1877 to the designs of architect James H. McGill, the brick, three-storied, Queen Anne-style homes are designated as contributing properties to the LeDroit Park Historic District, listed on the National Register of Historic Places in 1974



Photo 4-6: A Second Empire-style house located in the LeDroit Park neighborhood built in 1873 to the designs of architect James H. McGill; designated as a contributing property to the LeDroit Park Historic District, listed on the National Register of Historic Places in 1974.

CAMPUS CONTEXT

(CONTINUED)

LeDroit Park properties include the home of the District's first home rule mayor, Walter Washington (1915-2003) at 408-410 T Street, NW; The Chaplain's residence, (420 T Street, NW); and Lucy Diggs Slowe Hall (1919 3rd Street, NW). All of these properties are owned by Howard.

Howard University owns George Washington Carver Hall (211 Elm Street, NW), which stands just north of the LeDroit Park Historic District. The Washington Home and the Chaplain's residence are both historic buildings that contribute to the architectural and historical significance of the LeDroit Park Historic District.

Banneker Recreation Center (2500 Georgia Avenue) and its surrounding recreational fields stand directly west of the Central Campus across Georgia Avenue. The center and its surrounding land are also listed on the NR and in the DC Inventory.

Howard University is located within one of Washington, DC's most historic transportation and commercial corridors, the Seventh Street – Georgia Avenue corridor that extends from downtown DC to the Maryland line.

North of Florida Avenue, which served as the city's northern boundary until 1871, Georgia Avenue follows the route of an early 19th century turnpike that connected the District of Columbia to Maryland to the north. By the 1870's, horse-drawn streetcars plied Seventh Street up to Florida Avenue, providing transportation to and from DC's central business district.

The streetcar line was later converted to an electrified streetcar route and played a critical role in the development of residential subdivisions north of Florida Avenue, including Brightwood.

By the early 20th century, the turnpike had become a central arterial road in and out of the city, a commercial thoroughfare, and the spine for increasing residential development in the northern sections of the city.



Photo 4-7: Typical early 20th century row houses on west side of Georgia Avenue between Girard Street, NW and Gresham Place, NW (2800 block Georgia Avenue, west side). View looking south. (History Matters, LLC, October 2009.)



Photo 4-8: National Register- and DC Inventory-listed Banneker Recreation Center (2500 Georgia Avenue, NW) (History Matters, LLC, November 2009). (History Matters, LLC, November 2009.)



Photo 4-9: Mary Church Terrell House (326 T Street, NW) (History Matters, LLC, November 2009). (History Matters, LLC, November 2009.)

CAMPUS CONTEXT

Between the 1890's and 1920, due to restrictive segregationist policies African American residents of the District who previously had lived throughout the city, were forced to move to areas where they were permitted to own or rent housing. The Greater U Street area, the nearby Strivers' Section neighborhood, and other areas surrounding Howard University grew into neighborhoods primarily occupied by African Americans. U Street, NW and the intersection of U Street, 7th Street, Florida Avenue, and Georgia Avenue became the commercial, intellectual, and cultural center of Washington for African Americans. Howard University played a vital role in attracting the "best and brightest" to the area and fostering a vital cultural and business community.

During the 1920's and 1930's, as automobiles became the preferred mode of transportation in the city, several industrial, distribution, and commercial service operations located their facilities along the Georgia Avenue corridor near the intersection of Georgia and Florida Avenues. Already the site of street railway facilities from the late 19th century a number of large industrial facilities, most notably two commercial bakeries, established plants there in the first three decades of the 20th century.

In 1911, Washington's largest and most influential early twentieth century commercial bakery, the Corby Baking Company established and later enlarged its plant on the east side of Georgia Avenue between Bryant Street and College Street, NW (2301 Georgia Avenue, NW). In 1928, the American Storage and Transfer Company constructed a five-story, brick furniture storage warehouse on the east side of Georgia Avenue, near the north end of the Howard



Photo 4-10: Former Corby Brothers Bakery, built in sections between 1911 and 1922 Wonder Plaza – Tech Center). (History Matters, LLC, October 2009.)



Photo 4-11: Former Washington Railway & Electric Company Bus Garage. Built 1930, now Howard University Hospital Patient Accounts (History Matters, LLC, October 2009)



Photo 4-12: Former General Baking Company Building, Built 1929 as a bakery and garage. (History Matters, LLC, October 2009))



Photo 4-13: Former PEPCo service building, garage & shops. Built 1930 and 1937, now Howard University Service Center). (History Matters, LLC, October 2009)

CAMPUS CONTEXT

(CONTINUED)

University Campus (2801-2805 Georgia Avenue, NW) that was greatly expanded in 1937 with construction of a large garage and shops where the company's fleet of trucks were stored and serviced.

In 1929, the General Baking Company, makers of Bond Bread, built a three-story brick bakery and garage on the west side of Georgia Avenue just south of W Street, NW. One year later and just south of General Baking's plant, the Washington Railway and Electric Company erected a bus garage on the former site of the first Brightwood Railway Car. Also in 1930, the Potomac Electric Power Company (PEPCo) constructed a service building two blocks west of Georgia Avenue.

Just south of General Baking's plant, the Washington Railway and Electric Company erected a bus garage on the former site of the first Brightwood Railway Car. Also in 1930, the Potomac Electric Power Company (PEPCo) constructed a service building two blocks west of Georgia Avenue.

The Pleasant Plains and Park View neighborhoods straddle Georgia Avenue to the north and west of Howard. They contain many intact rows of historic row houses that were largely built in the first quarter of the 20th century. A few pockets of late-19th century row houses and commercial buildings also exist along Georgia Avenue, including the row of three Victorian-era brick buildings that stand on the west side of Georgia Avenue north of Harvard Street.

Typical early 20th century residential rows are found on the east side of Georgia Avenue between Girard Street and Harvard Street, NW. North of Euclid Street, similar blocks of early 20th century row houses extend west along many of the side streets that feed Georgia Avenue.

In 1942, the federal government, under the direction of the Defense Homes Corporation, erected Slowe and Carver Halls as dormitories to house African American war workers. Slowe housed female workers and Carver housed male workers.

After World War II ended, Howard University bought both buildings to use as student housing, a purpose that they continue to serve today. Because it was built in 1942, outside the Period of Significance of the LeDroit Park Historic District, Slowe Hall does not contribute to the district. Carver Hall is not located within a designated district, nor is it individually listed. Both Slowe and Carver

Halls retain exterior integrity and possess historical and architectural significance as World War II workers' housing built specifically to house African Americans.



Photo: 4-14 View of Pleasant Plains neighborhood. View looking west from Georgia Avenue down Gresham Place, showing in tact residential blocks of attached row houses. (History Matters, LLC, October 2009.)



Photo 4-15: Carver Hall, 211 Elm Street. Built 1942 (History Matters, LLC, November 2009.)



Photo 4-16: Slowe Hall, 1919 3rd Street, NW Built 1942 (History Matters, LLC, November 2009.)

CAMPUS CONTEXT

ZONING DISTRICTS

Howard University property lies within a variety of zone classifications. The underlying zone on the majority of the Campus is R-5-B Zone which allows all university uses with the special exception approval of the Zoning Commission and requires the University to submit an overall Campus plan for approval by the Zoning Commission., Amendments to the plan are submitted as necessary. .

The underlying R-5-B zone allows moderate density residential uses and is intended to permit flexibility of design by permitting all types of urban residential development as well as compatible institutional uses. Universities and Colleges are permitted in the R-5-B zone by special exception. Such institutions are to be located so as not be objectionable to neighboring properties.

The University also owns property in the following districts:

- R-4 – Located on the southern end of Campus, all single-family residential uses (including detached, semi-detached, row dwellings, and flats), churches and public schools are permitted as a matter of right.
- R-5-E – Located along Barry Place; permits matter-of-right high density development of general residential uses, including single-family dwellings, flats, and apartment buildings,
- SP-2 - Located in an area between 4th, 6th, College and W Streets this zone permits medium/high density

development including all kinds of residential uses, and offices if approved as a special exception by the Board of Zoning Adjustment.

- C-2-A - Located on the east side of Georgia Avenue – Fairmont to Gresham. The zone permits office employment centers, shopping centers, medium-bulk mixed use centers, and housing at a low density.
- C-M-2 - Located along the east side of Georgia Avenue between Bryant Street and Barry Place, this zone is intended for medium bulk commercial and light manufacturing activities employing large numbers of people and requiring some heavy machinery. The zone does not permit new residential uses.
- C-M-3 - Located along the east side of Georgia Avenue, from Florida Avenue to Bryant Street, this zone is intended for high bulk commercial and light manufacturing uses, and does not allow new residential uses.
- C-R - Located on the west side of Georgia Avenue between V Street and Barry Place, residential, commercial, recreational and light industrial development are permitted as a matter-of-right.

Table 4-1: Zoning Breakdown

ZONING SUMMARY				
Current Zoning Occupancy		Allowable FAR	Allowable Height (ft)	Maximum Lot
C-2-A		2.5 Res/1.5 Other	50	60% Res./100% Other
C-R		6.0 (3.0 Non-Res.)	90	75% Res./100% Other
SP-2		6.0 (3.5 Non-Res.)	90	80% Res./40% Other
C-M-2		4.0	60	n/a
C-M-3		4.0	90	n/a
R-4		n/a	60	40%-60%
R-5-B		1.8	60	60%
R-5-E		6.0 (5.0 Res.)	90	75%

CAMPUS CONTEXT

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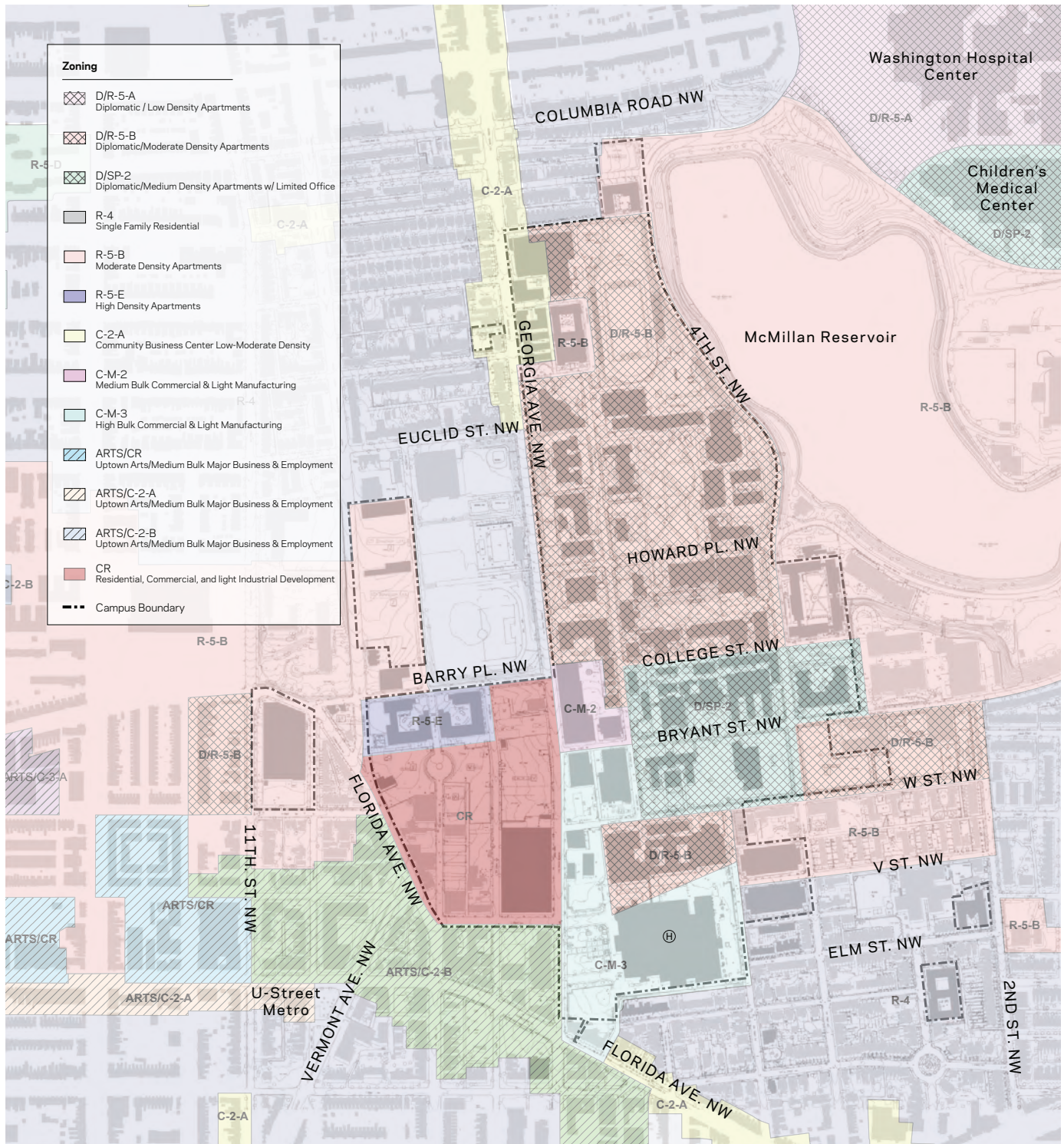


Figure 4-4: Zoning Classifications within Campus boundaries

CAMPUS CONTEXT

CAMPUS SETTING



Photo 4-17: View of the Main Quad in 1880, (The Long Walk, pg. 18)

Since its founding over 144 years ago, Howard University has grown steadily as an academic community and as a Campus. As the University considers the need for new development, it also has a commitment to protect the historic cultural landscape and the spatial qualities that make the Campus a special and memorable place to learn.

This section is intended to trace the history of the Campus development in order to understand the significance of the cultural landscape that provides the setting for Howard University today.

CAMPUS BEGINNINGS

In 1867, when the land was first purchased for the Campus setting, it was open, hilly pasture land with great views of Washington. The first buildings were constructed on the hill, just north of College Street to take advantage of the views. This is the area that today is known as the 'Yard'.

Much of the life of the Campus took place on the Yard as residence halls for students and houses for professors lined the green open space. As the multi-purpose activity node for the Campus, activities from football games to commencement ceremonies, academic and social events all took place on this central open space.



Photo 4-18: View of the "Long Walk" in 1910, (The Long Walk, pg.43)



Photo 4-19: View of the Main Quad in 1978 (The Long Walk, pg. 67)

CAMPUS CONTEXT

(CONTINUED)



Photo 4-20: Aerial view of Howard University, Addison N. Scurlock, Photographer, circa 1950's. Smithsonian Institution, National Museum of American History, Archives Center (SI Scan #AC0618ns0178924-01hu.tif

CAMPUS CONTEXT

The Campus was not formally landscaped in the beginning, but was improved by planting trees. Originally, the central path known as the Long Walk was simply an unpaved road that connected two buildings – the Main Building and Clark Hall - on either side of the Yard. The path was lined with trees on both sides.

Campus quadrangles remain the primary iconic spaces on collegiate Campuses, serving as the forum for everyday Campus life. These open spaces are flexible for formal and informal gatherings, including small groups, informal games and large events.

Howard University is designed in the traditional sense, with views that are oriented into main quadrangles from various points on Campus and are framed by landmark building elements. These active spaces are complemented by multiple points of entry and strong visual connections to the buildings that surround them.

As the Campus evolved from its pastoral beginnings to its present day urban setting, the quadrangles remain, comprising a total of 5.8 acres out of the 118 acres (4%) occupied by the University. The 'Yard' is 4 acres and the Lower Quadrangle is 1.8 acres.



Photo 4-21: View of the Main Quad in 1954 (The Long Walk, pg. 55)



Photo 4-22: View of the Main Quad in 1880 (The Long Walk, pg. 8)



Photo 4-23 View of the Main Quad in winter (The Long Walk, pg. 8)

CAMPUS CONTEXT

(CONTINUED)

The hill side area also provided views of the McMillan Reservoir, built in the 1880's. The land that surrounds the reservoir was originally designed by Frederick Law Olmsted as a large open green space that would double as a public park, but the area is now fenced off and vacant, and is an object of ongoing discussion as to how development plans will proceed.

The reservoir, located on the corner of Michigan and North Capitol Streets in Washington DC was a key part of DC's water filtration from the early 20th century and presently still serves the Downtown and SE Washington areas. It was originally called the Howard University Reservoir or the Washington City Reservoir, and was completed in 1902 by the U.S. Army Corps of Engineers.

The reservoir was built on the site of Smith Spring, one of the springs previously used for drinking water. Washington's earliest residents relied on natural springs but this came to be inadequate as the city's population grew. In 1850, Congress determined that the Potomac River should be the city's principal source of water.



Photo 4-24: View of Sand Filtration Plant Silos at McMillan Reservoir



Photo 4-25: View of McMillan Reservoir

CAMPUS CONTEXT

HISTORICAL DEVELOPMENT OF CAMPUS SPACE

The patterns of existing land use and development on the Central Campus are best understood by considering how the Campus framework has evolved. The earliest university records for graphic master plans are represented in a 1919 drawing.

The University has developed six comprehensive plans and one interim master plan since 1932.

A comparison of the 1919, the 1932 and the 1986 Master Plans represent three periods of significance in the evolution of the Campus - the pastoral, the Georgian Revival and the modern, respectively. (These observations are summarized from *The Long Walk: The Placemaking Legacy of Howard University*, written by Harry G. Robinson, III and Hazel Ruth Edwards, 1996.)

1919 MASTER PLAN

The 1919 Master Plan document was prepared by the US Department of Agriculture. It's characteristics include:

- Pastoral Landscape with tree-lined streets
- Academic disciplines were arranged in enclaves, buildings were oriented inward to form quadrangles (20 buildings)
- 12 proposed new buildings
- Large open green space punctuated with canopy trees and defined by low buildings
- Buildings are set in a matrix of green with green fronts, sides and backs onto Barry Place and east of Fourth Street on Bryant Street



Figure 4-5: Howard Site Plans 1919, 1932, 1986 and Current

CAMPUS CONTEXT

(CONTINUED)

1932 MASTER PLAN

The 1932 plan was prepared by Albert Cassell, Howard University architect with David Williston, Landscape Architect. The plan was to be represented in context to the surrounding community – parks, neighborhoods. It includes:

- Planning forecast to increase enrollment from 1,800 students to 4,500 students
- Founder's Library, situated at the highest point provided a view of the clock tower, unobstructed from distant sites as a city landmark. No buildings were to be as tall or taller.
- 21 existing buildings, 28 proposed new buildings, 10 proposed demolitions, including the President's House, 2 professors houses and Clark Hall (men's dormitory on the north end of the Main Quad)
- The Long Walk disappears, replaced by diagonal pathways that end in building entrances
- The Main and the Lower Quadrangles were delineated and the location of most academic services
- Buildings related spatially and architecturally; formal landscape of gardens and tree-lined pathways
- Established the framework for the present day Campus – delineated academic clusters and spatial relationships of new Georgian buildings facing the Quadrangles
- Emphasis on pedestrian circulation with diagonal pathways to link buildings ; Vehicles were not accommodated – few parking areas were proposed
- Student housing was moved from the Main Quad to sites east of Fourth Street for the women and west of Sixth Street for the men
- Primary Streets – Howard Place and Fairmont Street on the E-W axis linking Georgia Avenue and Fourth Street
- Sixth Street extended to Columbia Road; Hobart Street was closed for proposed student residences

1986 MASTER PLAN

This plan was prepared by HDR-Baker Cooper and Associates and approved in 1988 by the District of Columbia Board of Zoning Adjustment. This plan projected proposed development for the Campus up to 1996. The plan highlights include:

- Conflicts between pedestrian and vehicular movement patterns were a focus of this plan.
- 47 existing buildings, 22 buildings proposed to be demolished, 34 new buildings proposed
- New development included graduate housing west of Georgia Avenue on Barry Place and east of Fourth Street on Bryant Street
- Reconfiguration of Freedmen's Square
- Followed the proposals of plans that came before
- Enlarged stadium and reoriented buildings on northern end
- Proposed reducing vehicles on Campus by closing streets, building bridges at Freedmen's Square and change of movement patterns
- Developed surface parking lots on vacant land west of Georgia Avenue
- Proposed building sites on vacant land and adjacent to turn of the century buildings
- The addition of the Undergraduate Library changed the character of the Lower Quadrangle at Fourth Street. The President's House (built in 1890), was demolished in the early 1980's to make way for this addition
- New dormitories were again proposed on Bryant Street and McMillan Drive
- Proposed development for the Hospital area
- Spatial character of the Campus was changed by the positioning of new buildings near older structures

CAMPUS CONTEXT

ARCHITECTURAL CHARACTER OF THE CAMPUS

Howard University's Central Campus developed in distinct phases; these are reflected in the architectural styles and layout seen today. Its earliest buildings, of which only two pre-date the twentieth century, are Victorian in style. After 1900, the architecture and design of the Campus reflect the influence of the Beaux Arts, Classical Revival, and the Colonial Revival styles.

Starting in the early 1950's, Howard began to construct Modernist-style buildings as the University began to break away from the purely classical architecture of the early 20th century. This break with tradition followed national architectural trends. Two exceptions are Wheatley Hall and Baldwin Hall. Both were built in 1951 in a simplified, Georgian Revival style to complete the 1930's-era Women's Dormitory Quadrangle.

The Central Campus retains a significant collection of mid 20th century, Modernist style institutional architecture. In the years between 1950 and 1960, Howard University experienced an explosion in student enrollment that necessitated the construction of additional facilities. The 1951 Master Development Program called for the construction of 24 new buildings. During the following decade, fifteen buildings were completed.

In 1952, prominent African-American architects Hilyard R. Robinson and Paul R. Williams designed Howard University's first purpose-built Modernist building, the Department of Engineering and Architecture Building (now Lewis King Downing Hall). All subsequent buildings constructed in the 1950's and 1960's employed Modernism in their design. Howard University hired prominent Washington architects like Robinson and Williams along with another well-known DC firm -- Justement, Elam, and Darby -- to design its post-war academic buildings.

As a result of the post World War II construction boom, the Campus began to take on its current urban character. The generous open space that characterized the Campus prior to World War II gave way to a more densely built landscape with buildings set close to the street and minimal distances between buildings.



Photo 4-26: Former Freedman's Hospital, south elevation of central block (History Matters, LLC, October 2009).



Photo 4-27: Lewis K. Downing Hall, east elevation (History Matters, LLC, October 2009).

CAMPUS CONTEXT

(CONTINUED)

HISTORICAL LEGACY

NATIONAL HISTORIC LANDMARK PROPERTIES

Howard University's Central Campus includes one National Historic Landmark (NHL) historic district and one individual NHL building. The Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, and Founders Library. The National Historic Landmark district encompasses Frederick Douglass Memorial Hall, Founders Library, Andrew Rankin Memorial Chapel, the Carnegie Building (Building, and their immediate surroundings on the Main and Lower Quadrangles.

The district was recognized as a NHL in 2001 because of its association with the development of the U.S. Civil Rights Movement during the 1940's and 1950's. During this period, within the buildings of the district, nationally prominent lawyers including Charles Hamilton Houston and Thurgood Marshall developed the legal strategies that would challenge and eventually defeat racial segregation laws in the United States.

In 1974, Howard Hall, was designated a NHL because of its association with General Oliver Otis Howard, one of the founders and an early president of Howard University. Howard served as a general in the Union Army, and between 1865 and 1874, he was commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, which was established by Congress to aid former slaves through education, health care, and employment.

Howard University owns one additional NHL-listed property that is not located on the Central Campus and is outside the Master Plan study boundary. It is the Mary Church Terrell House which was designated as a NHL in 1975 and is located at 326 T Street, NW in the LeDroit Park neighborhood.

NATIONAL REGISTER OF HISTORIC PLACES PROPERTIES

Howard University's Main Campus includes two buildings that are listed on the National Register of Historic Places (NR): Miner Normal School and Howard Hall. The Terrell House, also listed on the NR, is located outside the boundary of the Campus.



Photo 4-28: Howard Hall looking northeast from Georgia Avenue (History Matters, LLC, October 2009).



Photo 4-29: Founders Library, South elevation - overlooking Lower Quadrangle (History Matters, LLC, October 2009)



Photo 4-30: Miner Normal School (History Matters, LLC, October 2009)

CAMPUS CONTEXT

NATIONAL HISTORIC LANDMARK BUILDINGS

- Howard Hall
- Mary Church Terrell House

PROPERTIES LOCATED WITHIN A NATIONAL HISTORIC LANDMARK DISTRICT

- Andrew Rankin Memorial Chapel
- Mary Church Terrell House
- Carnegie Building
- Founders Library
- Main and Lower Quadrangles

NATIONAL REGISTER LISTINGS

- Miner Normal School
- Howard Hall
- Mary Church Terrell House

DC INVENTORY LISTINGS

- Miner Normal School
- Howard Hall
- Mary Church Terrell House



Photo 4-31: Photo of Andrew Rankin Memorial Chapel



Photo 4-32: Photo of Douglass Hall , east elevation (History Matters, LLC, October 2009).



Photo 4-33: Photo of Mary Church Terrell House (1979 HABS photo http://en.wikipedia.org/wiki/Mary_Church_Terrell_House)

CAMPUS CONTEXT

(CONTINUED)

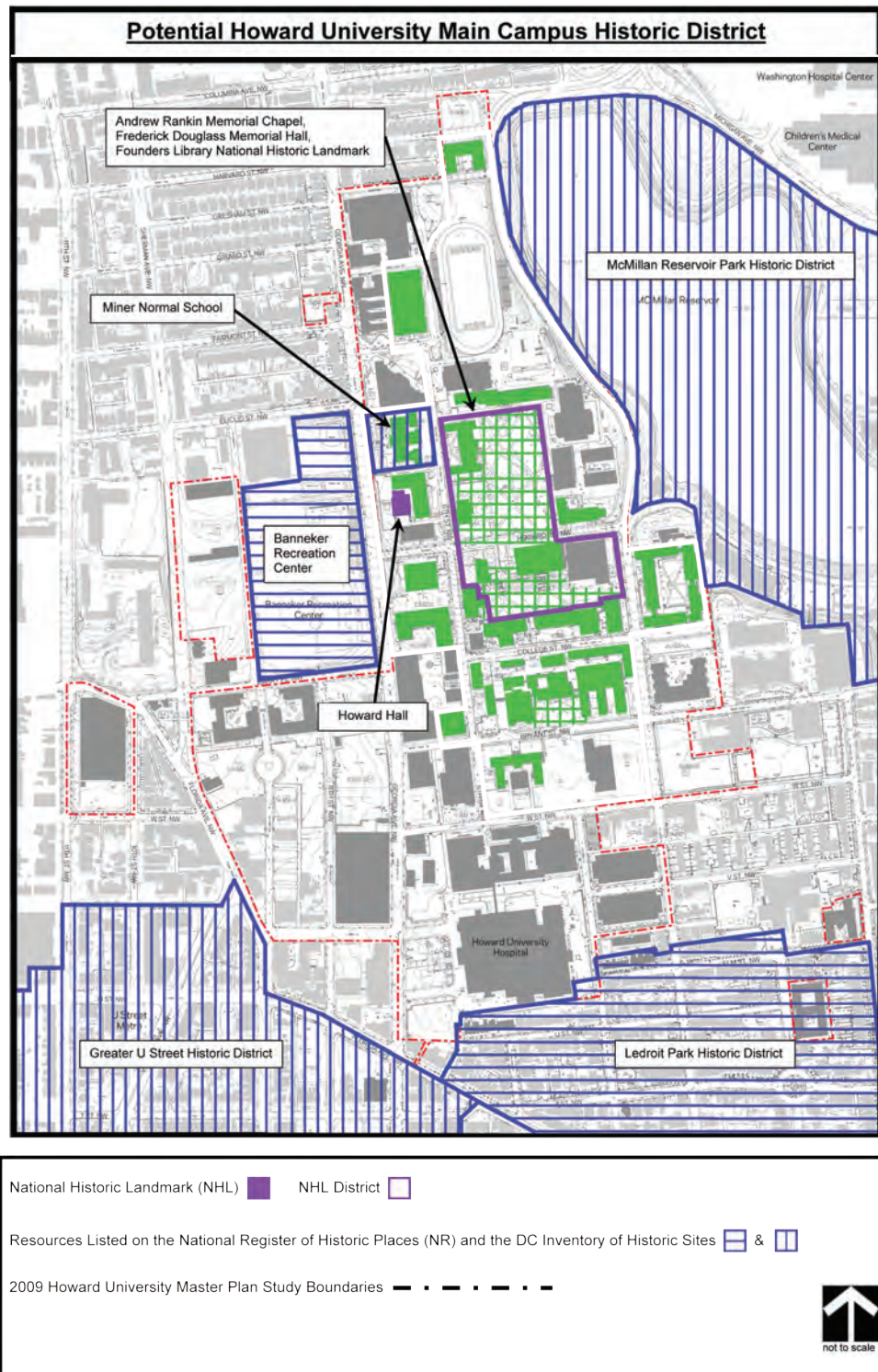


Figure 4-6: Potential Howard University Main Campus Historic District

CAMPUS CONTEXT

GATEWAYS AND STREETS

The primary gateways to Howard University were located at Sixth Street and Howard Place in the 1930's by Albert Cassell, Campus Architect, David Williston, Landscape Architect and Louis Frey, Architect. This group worked together to integrate landscape elements into the development plans.

These impressive gateways were intended to provide visual first impressions of the Campus at strategic locations and offer a sense of welcome and openness.

As the Campus has grown, these gateways are no longer on the perimeter of the Campus and serve as secondary pedestrian gateways to the Main Quad. Important street corridors, such as Georgia Avenue and streets shared with the neighborhoods provide the primary initial impression and public edge for the University.

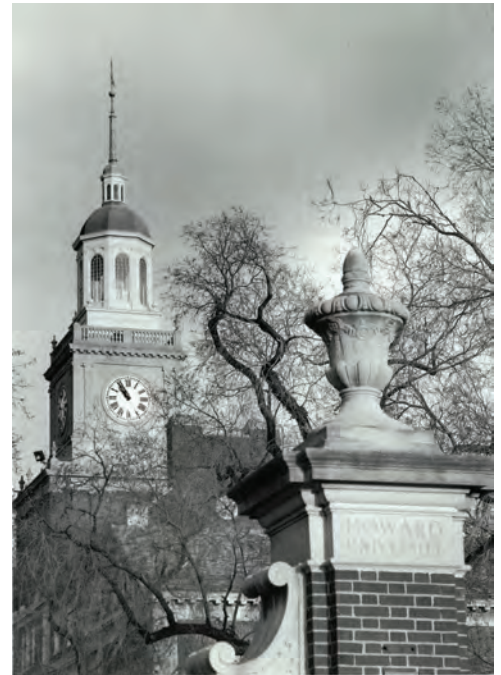


Photo 4-35: View of Main Gate and Founders Library in 1940s (The Long Walk, pg. 37)



Photo 4-34: View of Main Gate from 1963-1976 (The Long Walk, pg. 177)

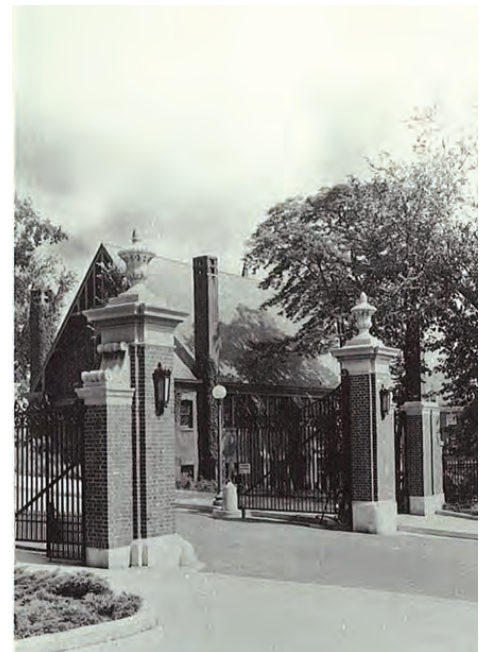


Photo 4-36: View of Main Gate from 1963-1976 (The Long Walk, pg. 177)

CAMPUS CONTEXT

(CONTINUED)

WATERSHED CONTEXT

The Campus landscape was analyzed at many levels – from the cultural landscape to the environmental and functional roles that the Campus provides. This study analyzed site, landscape and environmental conditions, their patterns, relative importance and implications for the Campus landscape.

The Campus landscape, if protected and maintained, will continue to provide a green framework for the buildings and related facilities unique to the University.

It also plays a vital role in protecting the water resources in its watershed. Howard University's Central Campus - lies in the D.C. Anacostia River watershed.

In addition to typical urban stormwater pollution problems such as runoff from streets and other impervious surfaces, the creeks of the river have high bacteria levels due to combined sewer overflows (CSOs). The D.C. government, which has a stormwater discharge permit issued by the United States Environmental Protection Agency, is changing its stormwater management programs and regulations to improve water quality in the Anacostia River. In 2009, the District of Columbia Water and Sewer Authority also began a project to replace portions of the combined sewer with separate storm sewers.

Land use and land management decisions provide the starting point for a successful water resource management program within each watershed. The University's investment in resources in those areas of the landscape that contribute the most to maintaining a healthy, functioning ecosystem will be critical.

Traditionally, stormwater management has not been the primary purpose of landscape design and operations. In an integrated Campus plan, the landscape is an important factor not only in sustaining the aesthetic and functional resources of the Campus, but to mitigate the distortions to the hydrologic cycle and to control the more frequent small scale runoff events.

The University's goal is to address how to better use the landscape to manage and treat storm water as a resource - one that should be conserved and reused - as a part of the Campus sustainability efforts.

Within the Campus watershed, impervious surfaces generate increased storm water runoff. Greater runoff means that a greater volume of water is carried to local streams during storms, increasing flooding, the incidence of erosion, and the level of contaminants in these natural water bodies. When storm water runs off impervious surfaces, such as rooftops and paving, very little sinks into the ground to replenish groundwater supplies. Conserving water, whether it falls as rain or snow, is critical to a living, green landscape.

Implementing Low Impact Development (LID) storm water management techniques that infiltrate, store, capture, and reuse rainwater results in less runoff, which in turn reduces sewer pipe sizes, maintenance and energy costs. Sustainable design techniques can produce real benefits in ecological, social and economic terms.

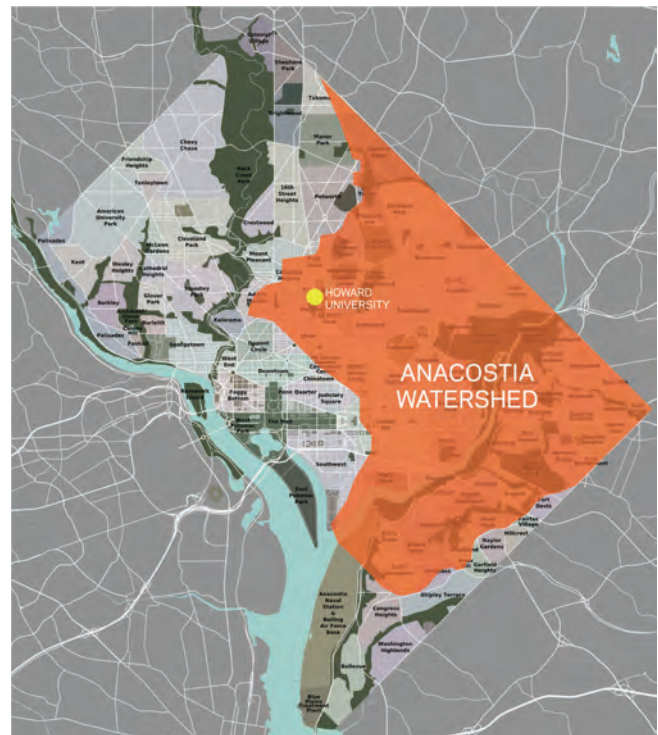


Figure 4-7: Anacostia Watershed boundaries and location of Howard University

CAMPUS CONTEXT

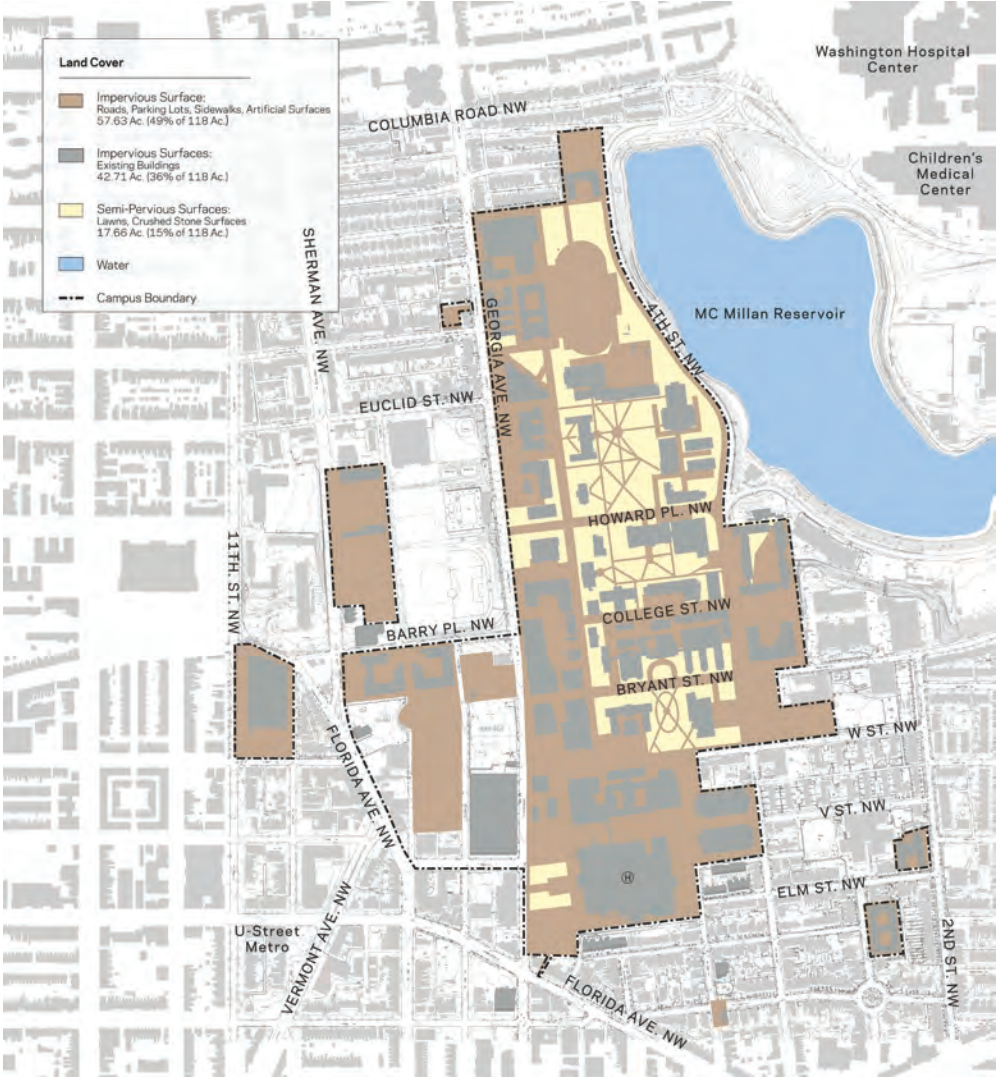


Figure 4-8: Howard University Land Cover Diagram



Photo 4-37: Large Surface parking lots like this one on the west side of Georgia Avenue contribute to stormwater runoff pollution

CAMPUS CONTEXT

(CONTINUED)



Photo 4-38 : Campus landscape on 6th street west of the Main Quad

Tree planting was once an important activity for graduating classes and other groups throughout the history of Howard University, and the activity has provided a legacy of mature canopy trees on the Campus today.

However, only 5% of the Campus is covered by tree canopy. A healthy percentage of tree canopy cover would be at least 40% to mitigate the adverse effects of the urban environment such as polluted run-off, air pollution and heat island effect.

CAMPUS CONTEXT



Figure 4-9: Howard University Tree Canopy Diagram

CAMPUS CONTEXT

(CONTINUED)

TRANSPORTATION NETWORK

The transportation network's existing conditions are analyzed in order to identify areas of concern and opportunities for improvement in the system. The existing conditions were determined following traffic counts, including vehicular and pedestrian volumes, performed by Gorove/Slade at the key study intersections. These traffic counts were performed from 6:00 to 9:00 AM and from 4:00 to 7:00 PM on Tuesday-Thursday, March 31- April 2, 2009.

Additional counts were performed on Tuesday, April 26, 2011. These count dates represent typical weekdays when classes are in session for the University. The details and results of the traffic counts are included in the "Transportation Report".

The existing roadway lane use and traffic controls data were obtained following observations of the study intersections by Gorove/Slade. The existing signal timings were obtained from DDOT.

PEDESTRIAN

Howard University is a compact Campus with good pedestrian conditions throughout. The size of the Campus, pedestrian amenities, and the location of transit stations and parking results in high pedestrian traffic throughout Campus. Campus housing, transit services, and student amenities located on the periphery of the central Campus are the primary sources of pedestrian traffic. Campus shuttle stops and parking lots located within Campus also generate high volumes of pedestrian traffic.

Figure 4-12 identifies the number of lanes of the roadways surrounding the University and the locations of controlled and uncontrolled crosswalks. Figure 4-12 also distinguishes roadways with 1- or 2-lane streets from those with greater than 2-lane cross-sections. This is because a roadway wider than 2-lanes is seen as a mobility barrier for pedestrians, so controlled crosswalks are frequently provided at the intersections.

The primary destination on Campus is the Yard. The quad is located north of Howard Place between 5th and 6th Streets, buffered from adjacent roads by buildings and landscaping. The Yard attracts and concentrates academic and social activities, and it is the primary location for numerous formal and informal outdoor gatherings. Students and staff are frequently seen throughout the quad socializing. Vehicular access to the central core of Campus and the quad is limited by gate access located at 6th Street and Howard Place. However, vehicular traffic throughout this area is still present, with multiple vehicles parked along the periphery of the quad and occasional truck deliveries to the student union. This vehicular access results in pedestrian-vehicle conflicts along access routes to the quad and within the quad along 5th Street and Howard Place.

Between the core and Campus housing, transit stops, and parking lots all streets have sidewalks and most crossings are signal or stopped controlled with crosswalks, curbramps, detectable warning strips and pedestrian countdown signals.

Pedestrian conditions and crossings are fair in most locations. Along some key walking routes, the quality of walking conditions is negatively impacted by the narrow width of sidewalks, obstructions on sidewalks that reduce effective sidewalk widths, such as light poles and parking meters, missing crosswalks and curb ramps, and narrow or missing buffers between sidewalks and the vehicle cartway.

These issues are present along 4th Street, 6th Street and Georgia Avenue and to a lesser extent along W Street, Bryant Street, and Barry Place. These are the primary north-south and east-west pedestrian routes between Campus housing, transit stops, and the quad. Within Campus, pedestrian-vehicle conflicts occur at several mid-block locations where pedestrian desire lines are not aligned with intersections or designated mid-block crossing locations. This is most common where building entrances or pedestrian pathways do not align with crossing facilities. Effective sidewalk widths are sometimes reduced by light poles and parking meters, there may be missing crosswalks and curb ramps, and narrow or missing buffers between sidewalks and the vehicle cartway.

CAMPUS CONTEXT

There are east-west walking routes between off-Campus housing, parking facilities, student amenities, commercial uses, and transit stops and stations that result in heavy pedestrian volumes at crossings along Georgia Avenue and to a lesser extent 4th Street on the east side of Campus and Florida Avenue on the west side of Campus.

Most of these crossings have good pedestrian amenities, including crosswalks, curb ramps, and pedestrian signals.

Jaywalking on Georgia Avenue in the vicinity of Barry Place is an existing issue that results from access routes to and from the east being offset to the north and south of the intersection rather than routing directly to the intersection and the crosswalks.

There are gaps in the pedestrian network and intersections without controlled crosswalks along primary pedestrian routes that increase walk distances or otherwise reduce the quality and attractiveness of walking.

The main area where these issues are common is between Georgia Avenue, Barry Place, Florida Avenue and U Street. In this area, there are large city blocks without through connections that significantly increase walk distances and locations along Florida Avenue that lack adequate crossing facilities or have large gaps between controlled crossing locations. This is primarily an issue along Florida Avenue between Sherman Avenue and U Street where W Street does not connect through from Georgia Avenue to Florida Avenue and where there are connections, such as V Street, that do not have adequate crossing facilities to accommodate through pedestrian traffic.

Overall, the quality of the pedestrian network is good and walking is the primary mode for moving around while on Campus or between Campus and destinations nearby. Addressing deficiencies will result in better walking conditions and encourage more trips to be made by transit, bike and walking by increasing the ease and attractiveness of walking on and adjacent to Campus.



Photo 4-39: View of Bryant Street looking west

CAMPUS CONTEXT

(CONTINUED)

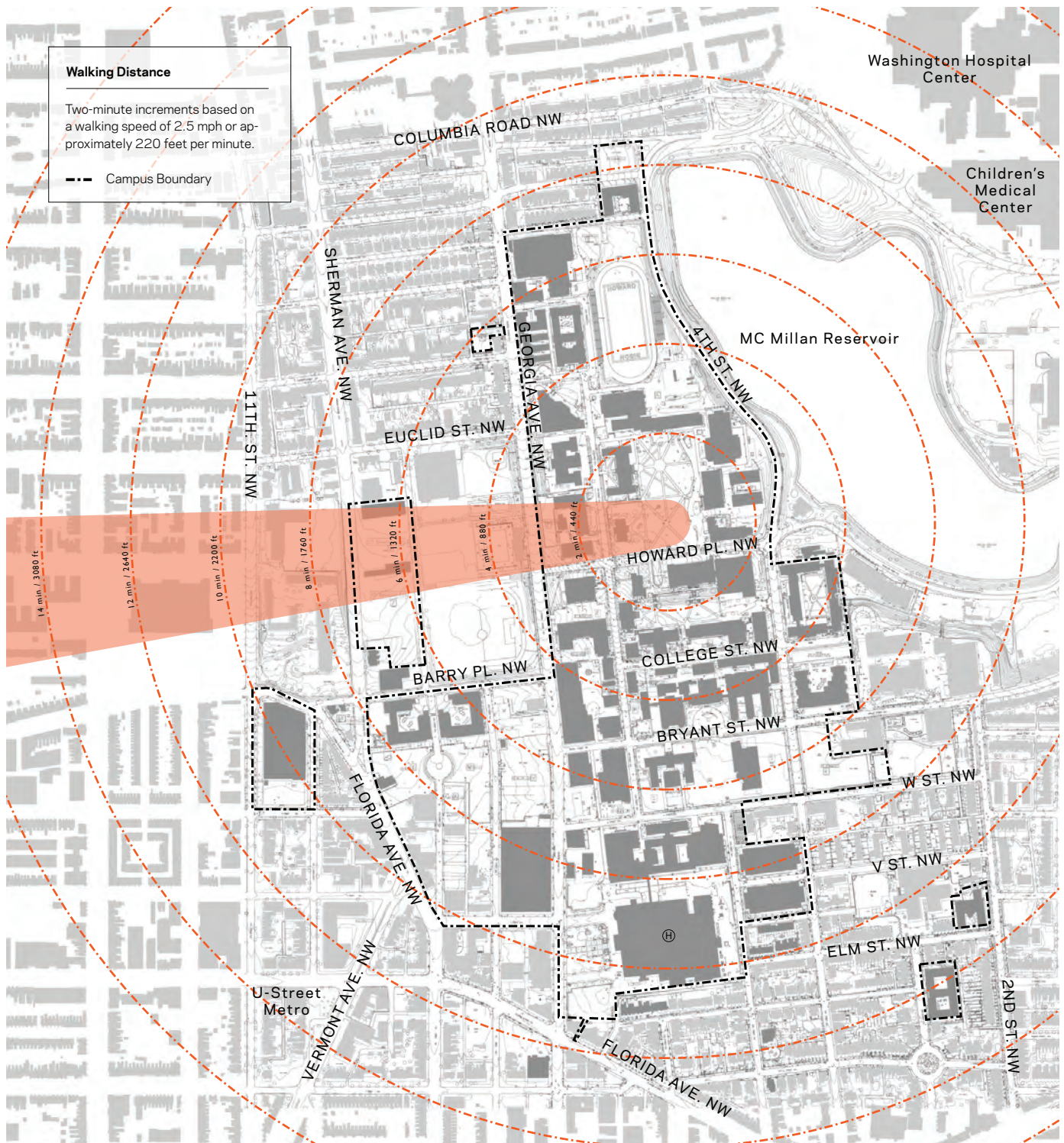


Figure 4-10: Howard University Walking Diagram

CAMPUS CONTEXT



Figure 4-11: Howard University Campus Location (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

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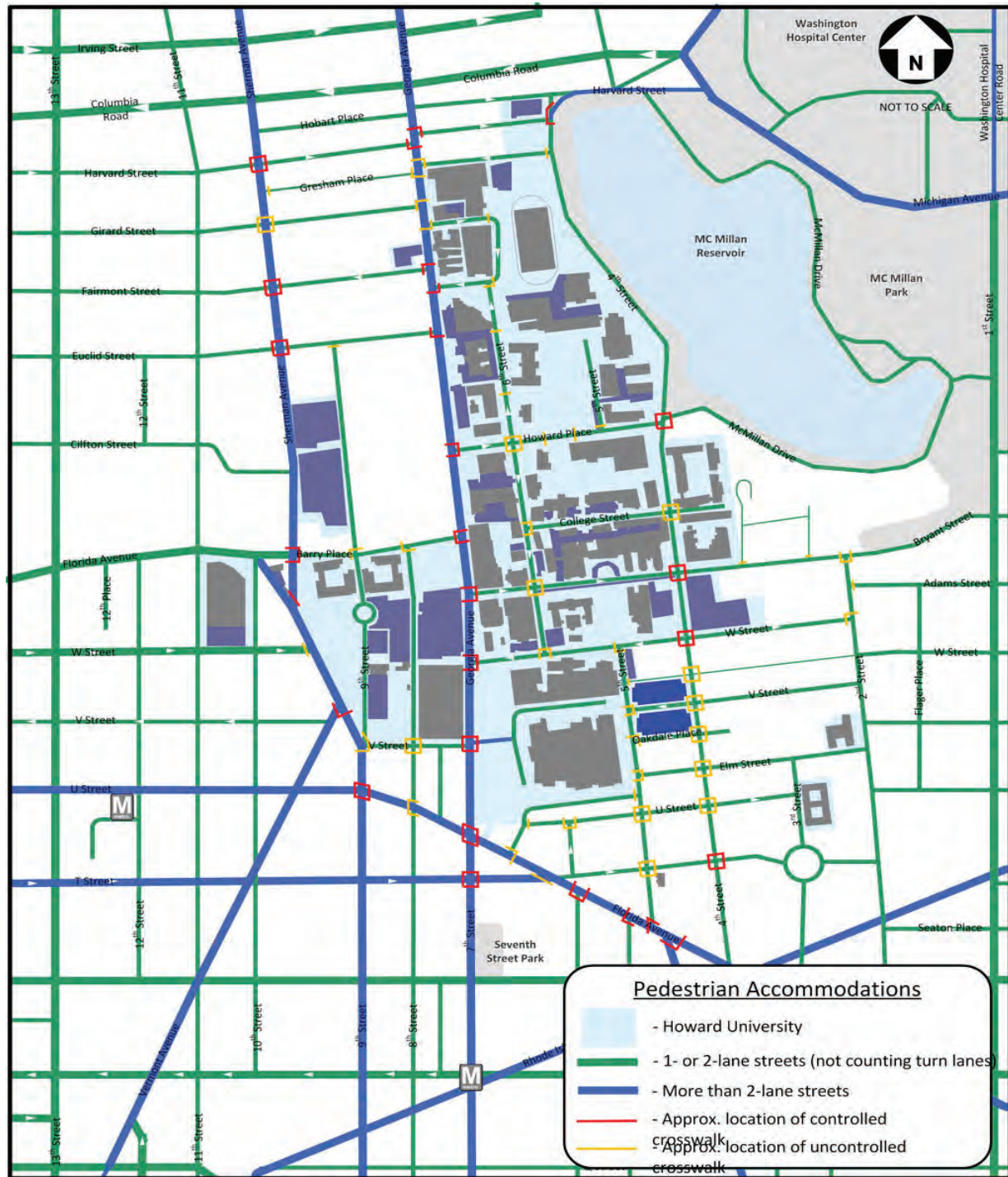


Figure 4-12: Observed Pedestrian Crossings (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

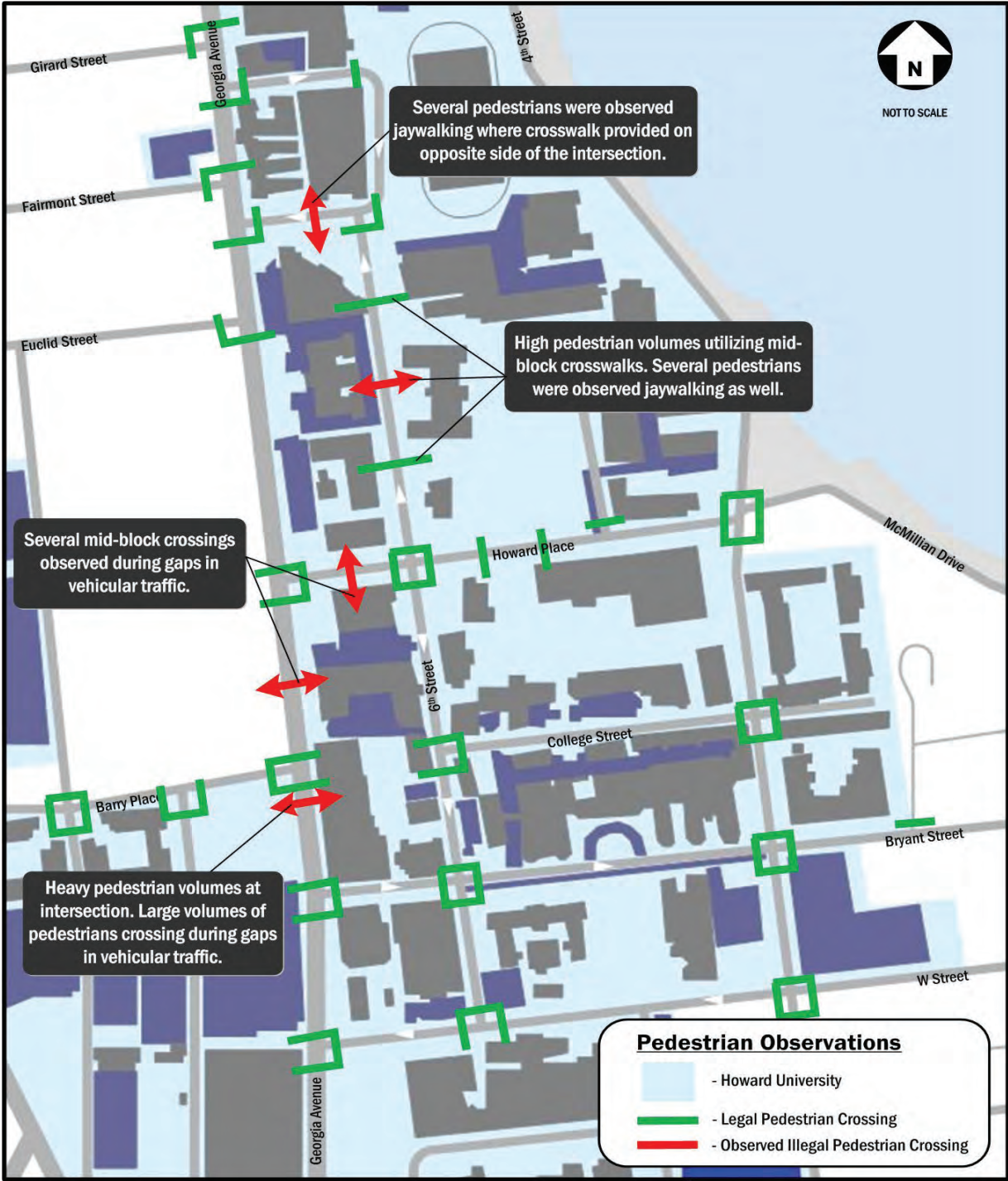


Figure 4-13: Observed Pedestrian Patterns (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

(CONTINUED)

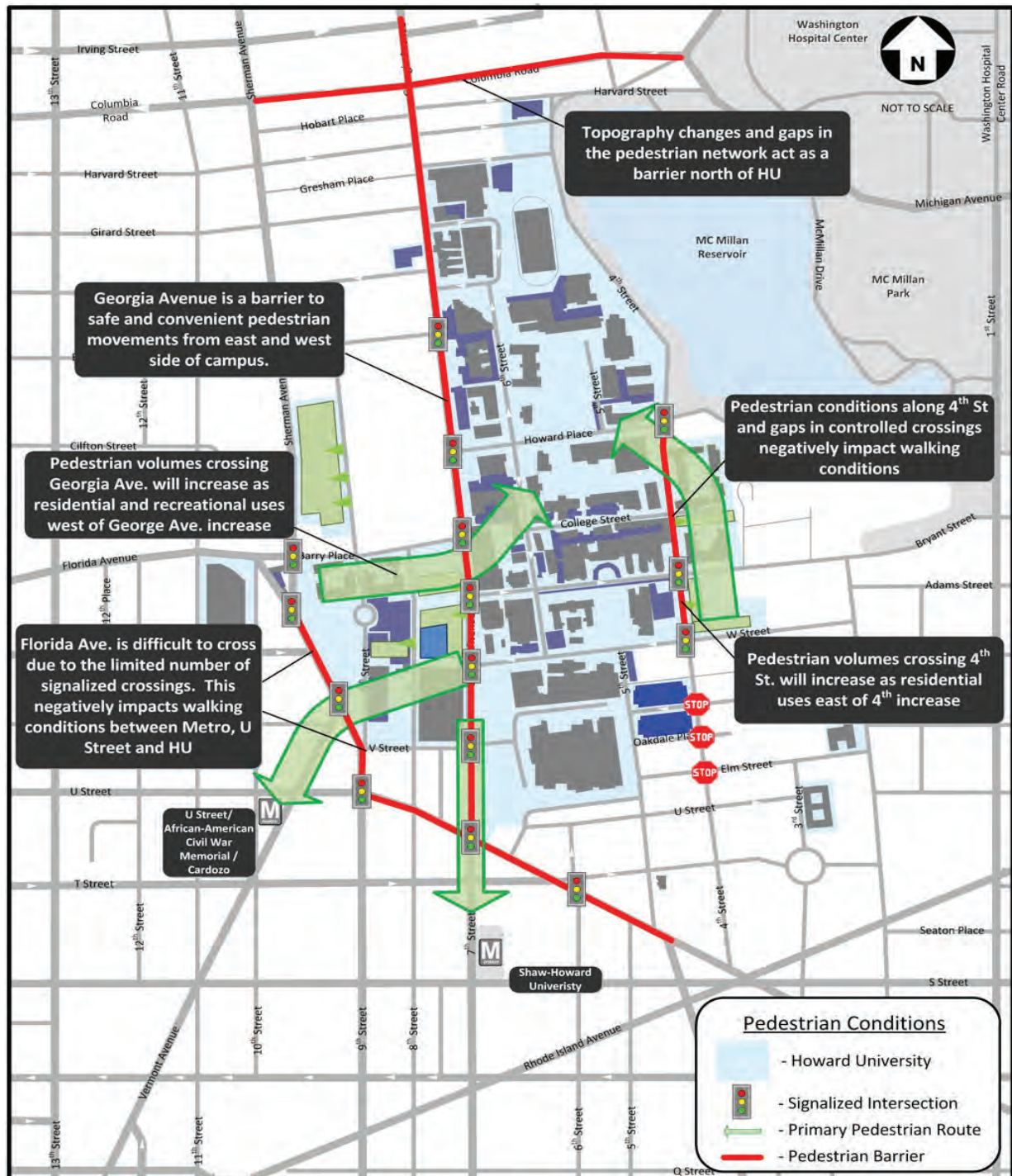


Figure 4-14: Pedestrian Conditions & Concerns (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

BICYCLE

Bicycle use for commuting, short trips, and recreation is increasing in the District. Increased bicycle traffic can be observed throughout the study area and the limited amount of bicycle parking is frequently occupied during peak periods. On-street bike lanes and signed bike routes have increased in the study area as well. Bike lanes extend to the periphery of Campus to the north, west, south and, to a lesser extent, east. These facilities provide good conditions for cycling in the area around the Campus, but connections to Campus and facilities within Campus are incomplete or missing. Reduced cycling conditions are primarily due to changes in topography and roadway conditions.

To the north, there are topography changes and roadway configurations that reduce traffic between the Campus and the bike lanes on Warder Street and Park Place. To the northwest, topography changes and conditions along Georgia Avenue reduce routing options between Campus and signed bike routes along Kenyon Street and Irving Street. To the west, conditions on Georgia Avenue and lack of roadway connections between Campus and W Street and V Street reduce the ease of using the bike lanes located along these streets. To the south, there are limited options for crossing Florida Avenue to access bike lanes to the south, including those located along 7th Street, 5th Street, T Street, R Street, and Q Street.

Several streets adjacent to Campus also act as barriers between the Campus and the surrounding area. In particular, Georgia Avenue and Florida Avenue have narrow lane widths and high traffic volumes that discourage cycling. The District Department of Transportation (DDOT) indicates that Georgia Avenue has poor traffic conditions for bicycling between Florida Avenue and Euclid Street, the portion of Georgia Avenue that borders the main Campus. This is also true of Florida Avenue between Barry Place and V Street.

On Campus one-ways impede circulation within Campus and require cyclists to use off-Campus roads for circulation that do not provide good cycling conditions, including 4th Street and Georgia Avenue. For example, it is not possible to enter Campus at Girard Street and travel south down 6th Street without riding on the sidewalk or cycling in the wrong direction down a one-way street.

The newly created DC bike-sharing system, Capital Bikeshare, which premiered in September 2010, has three stations located near Campus. One station is on Campus at Georgia Avenue and Fairmont Street. A secondary station is located adjacent to the Metrorail station portal located at 10th Street and U Street and another is located at 7th and T Streets NW. These stations provide connections between the Campus and adjacent transit stations and commercial uses to the south and west as well as connections throughout the District. The existing Bikeshare stations experience high usage rates and demand for bikes and docks exceed supply during peak periods.

Memberships to the Capital Bikeshare system are available on a yearly, monthly, weekly, or daily basis for a \$75, \$25, \$15, or \$5 fee, respectively. Additionally, the first 30 minutes of each trip on Capital Bikeshare is free, with an additional fee paid for each 30 minute period thereafter.

Bicycle parking does not appear to be provided on Campus at most Campus buildings. During site visits and observations, some bicyclists were noted within Campus. The Campus Police use bicycle patrolmen on Campus, which seems to be the majority of bicycle users currently on Campus. Based on interviews with students and faculty, there is a desire for bicycle racks to be provided on Campus. The limited amount of bicycle parking in the study area acts as an additional barrier to cycling.

CAMPUS CONTEXT

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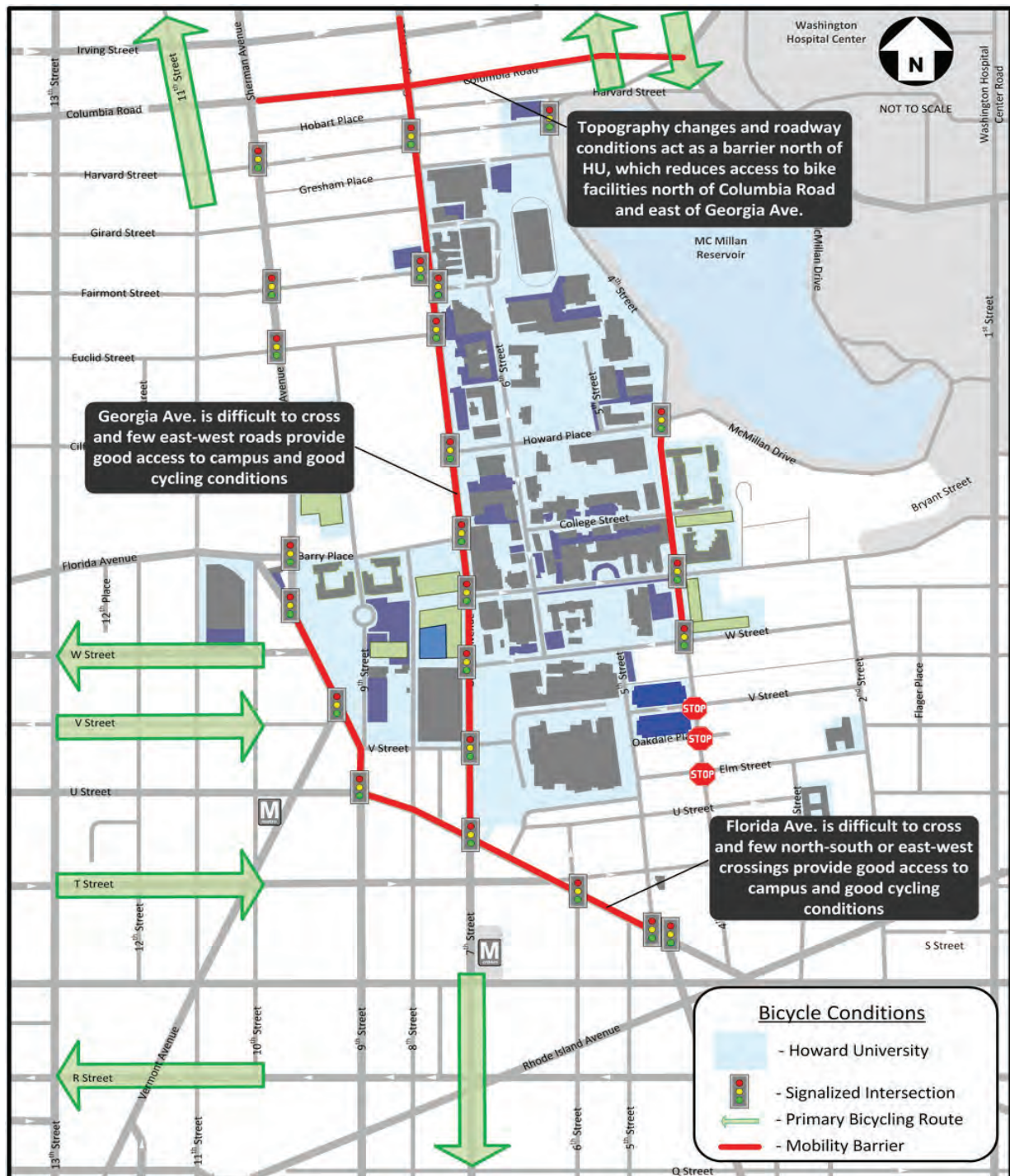


Figure 4-15: Bicycle Conditions & Concerns (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

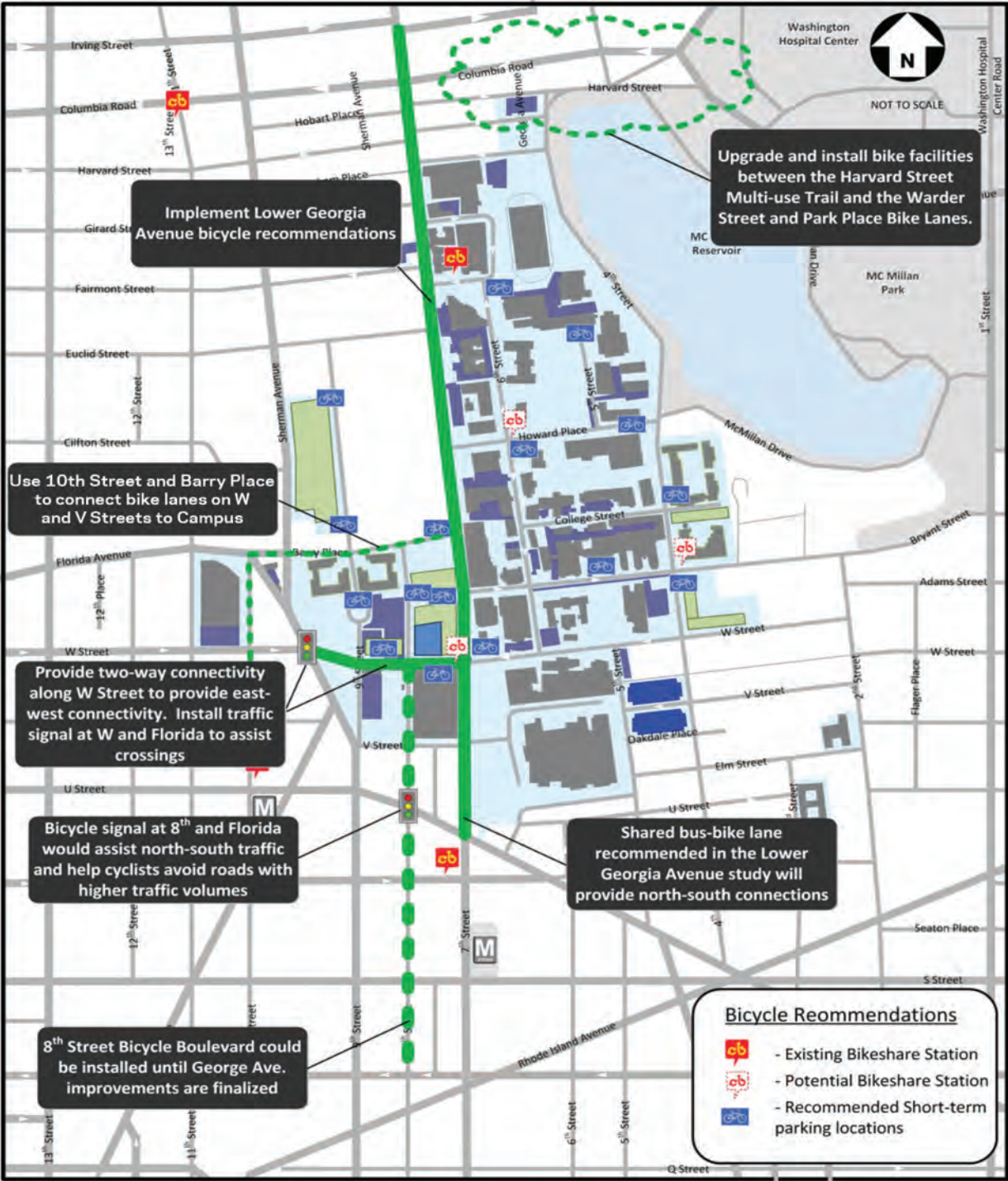


Figure 4-16: Bicycle Recommendations (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

(CONTINUED)

HU SHUTTLE SERVICE

Howard University provides a free shuttle service with five routes running throughout the day and an additional route running on the weekends. HU shuttle service is an essential transportation service provided by the Campus. The weekday shuttle service provides access around the central Campus, to the Meridian Hill Residence Hall, to the Shaw/Howard University Metro station, to the Law School/West Campus, and to the Divinity School/East Campus. The weekend route provides daytime and Saturday late night service around the central Campus, to the Meridian Hill Residence Hall, and to the Shaw/Howard University Metro station. Figure 4-17, Figure 4-18, Figure 4-19, and Figure 4-20 identify shuttle routes and stop locations.

The HU shuttle service is managed by Auxiliary Services. It was established to reduce Campus vehicle trips and parking demand. The North, South, Law School/West Campus, and Divinity School/East Campus routes operate on weekdays during the fall and spring semesters. The weekend route operates on Saturday and Sunday during the fall and spring semesters and on weekdays during the summer semester. Ridership data provided by the University shows that approximately 962,500 riders utilized the HU shuttle system between January and October 2009.

Shuttle routes travel through Campus with multiple stops located near Campus buildings. The convergence point and most heavily used shuttle stop is provided at 6th Street and Fairmont Street near the School of Business and the Cramton Auditorium. This stop is a major source of pedestrian traffic and high volumes of passengers waiting, boarding and alighting.

The review of HU shuttle operations shows that several improvements to the shuttle service could be further investigated. The shuttle routes provided around the University have many loops and turns and no direct service between specific origins and destinations on Campus (i.e. between the Shaw/Howard University Metro Station and the Quad). The North and South routes could be further studied in order to provide more efficient service to students and faculty/staff.

In addition to improving shuttle routes, shuttle stops might be enhanced by adding amenities such as shelter, seating, and route information.

Next Bus technology currently exists which has improved shuttle service. In addition, Intelligent Transportation Systems (ITS) technology could be installed at shuttle stops that could provide information on the time remaining



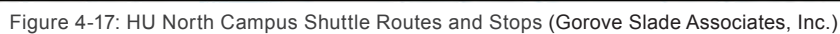
Photo 4-40: A HU shuttle at Fairmont and Georgia Avenue



Photo 4-41: The HU shuttle waiting area and the conditions at the 6th & Fairmont shuttle stop

until the next bus arrives. This information could also be synchronized with or replace existing technology and made available on the internet, which would help passengers plan their trip before departing for the shuttle stop.

More comprehensive information can be provided online for access by students and faculty/staff, including shuttle maps and timetables. Further study of the number and routing of HU shuttle routes are areas of operation that will help to determine the most efficient routing and stop locations given ridership trends and available resources.



CAMPUS CONTEXT

(CONTINUED)

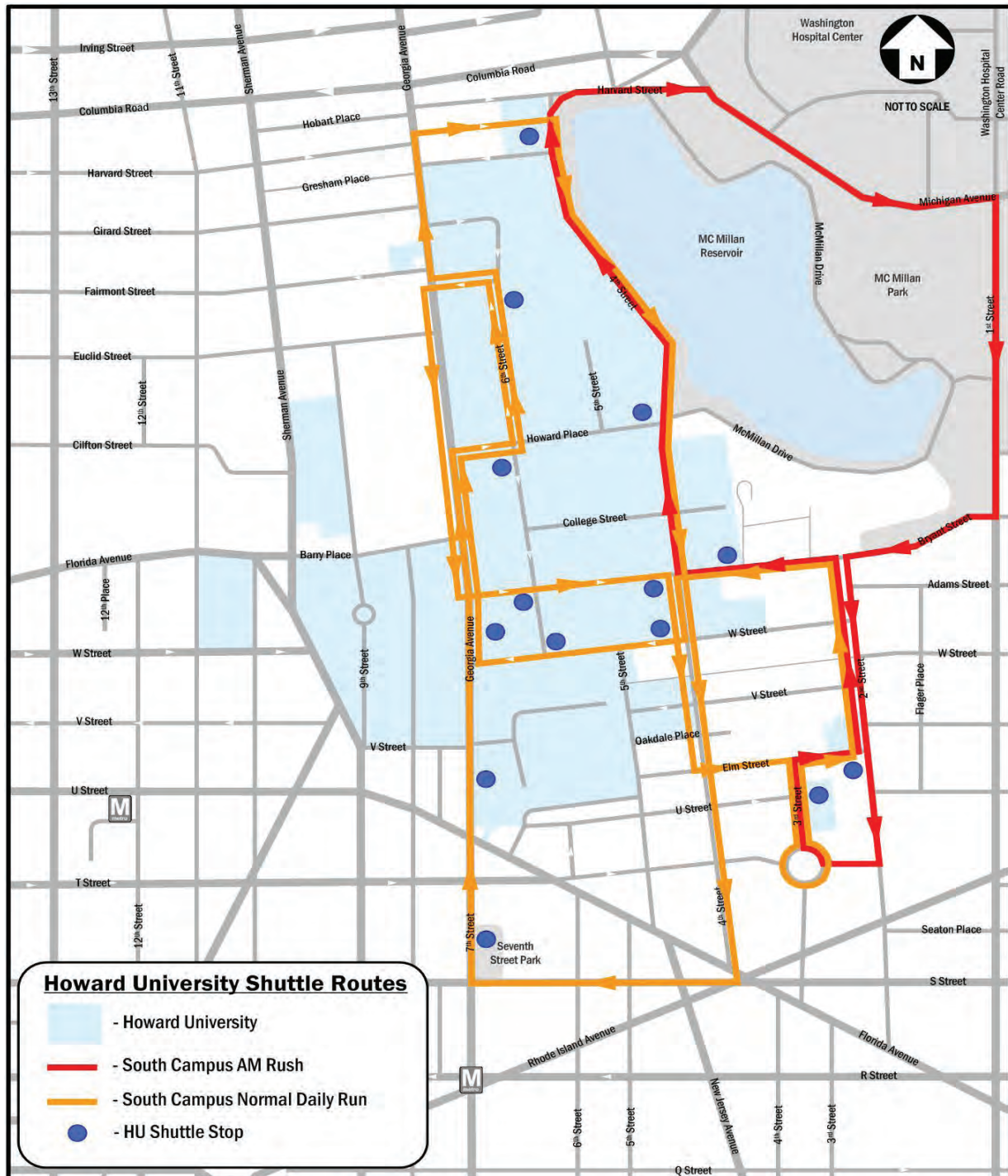
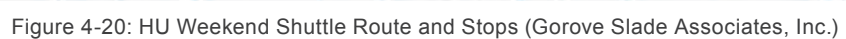


Figure 4-18: HU South Campus Shuttle Routes and Stops (Grove Slade Associates, Inc.)





CAMPUS CONTEXT

TRANSIT

Howard University is directly served by Metrobus and linked with Metrorail Stations located on the Green and Yellow Lines by HU Shuttles and Metrobus. Figure 4-21 identifies Metrobus routes and stops and the nearest Metrorail station locations that serve HU. This includes service along Georgia Avenue and 4th Street adjacent to Campus with multiple stops provided along each transit corridor. Transit connects the Campus to destinations throughout the District, Maryland and Virginia.

Metrobus ridership data from WMATA indicates that approximately 10,200 riders board and alight at the stops adjacent to HU. The data was collected in 2003, 2005, and 2007 and reflects conditions on a typical weekday. Metrorail ridership data from WMATA indicated that approximately 22,350 riders enter and exit the Metro stations near the HU Campus on a typical weekday. This data includes the Shaw/Howard University and U Street/African-American Civil War Memorial/Cardozo stations and was collected in May 2009.

Due to growth of population, jobs, and retail in several neighborhoods in the District and the potential for growth in other neighborhoods, the District's infrastructure is challenged with the need for transportation investments to support that growth and further strengthen neighborhoods. In order to meet these challenges and capitalize on future opportunities, the District Department of Transportation (DDOT) has developed a plan to identify transit challenges and opportunities and to recommend investments. This is outlined in the DC's Transit Future System Plan report published by DDOT in April 2010. This plan includes the reestablishment of streetcar service in the District and the implementation of limited-stop bus service along major corridors in the vicinity of the Howard University Main Campus.

The proposed streetcar system element of the plan, as shown on Figure 4-22, includes four routes that travel near the University. The streetcar system will consist of modern low-floor vehicles that operate on surface tracks embedded in the roadways, which will mostly operate in travel lanes that are shared with automobiles. Stops will generally be located every ¼- to ½-mile along the routes. The future planned routes serving the study area will connect the University to several areas in the District including Rhode Island Avenue, Washington Circle, Buzzard Point, Woodley Park/Adams Morgan, Congress Heights, Brookland, and Takoma.

The Metro Express limited-stop bus element of the plan includes several routes that travel near the University. The new limited-stop bus service will consist of high-frequency busses using specially marked vehicles, operated by WMATA, which will supplement the four existing Metro Express routes that operate along Georgia Avenue, 16th Street, Wisconsin Avenue, and Pennsylvania Avenue. Stops will generally be located every ¼- to ½-mile along the routes. The Metro Express bus services will also include traffic signal priority and real-time Next Bus arrival displays. The future planned corridors near the University include 16th Street, 14th Street, Georgia Avenue, North Capitol Street, Columbia Road/Michigan Avenue, U Street/Florida Avenue, and Rhode Island Avenue.

CAMPUS CONTEXT

(CONTINUED)



Figure 4-21: Area Transit Services (Grove Slade Associates, Inc.)

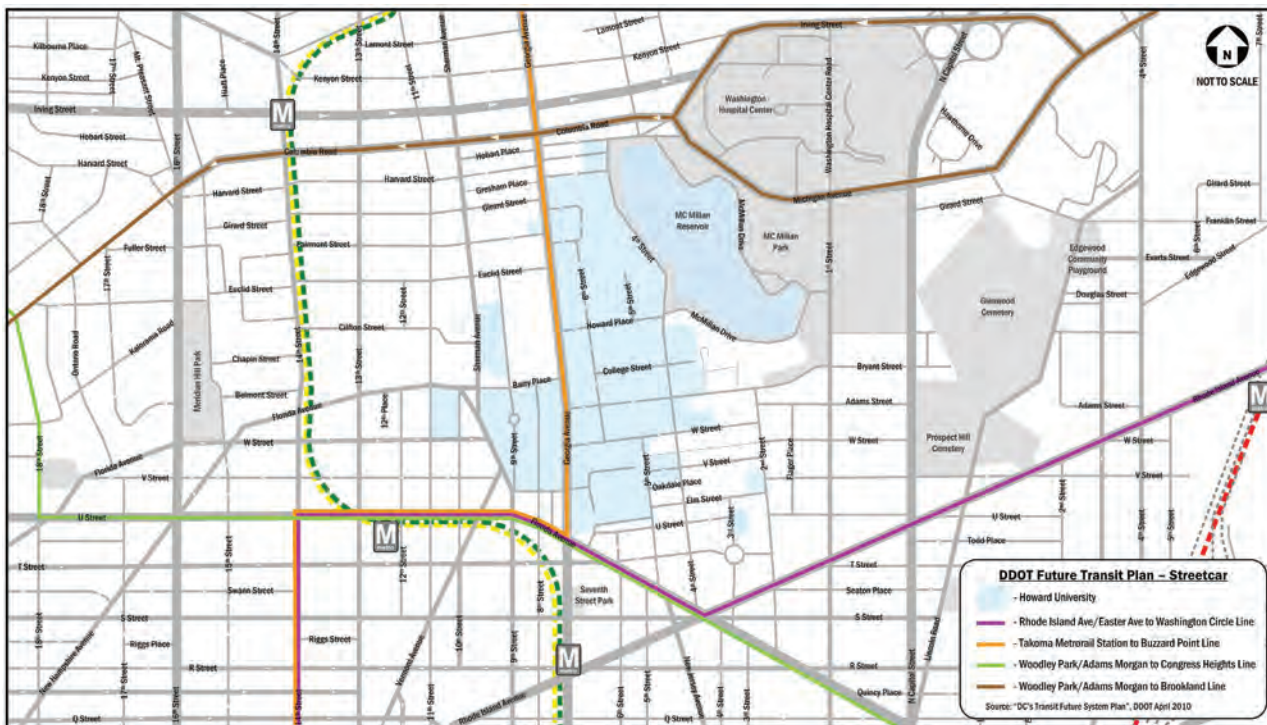


Figure 4-22: Future Transit Plan – Streetcar Element (Grove Slade Associates, Inc.)

CAMPUS CONTEXT

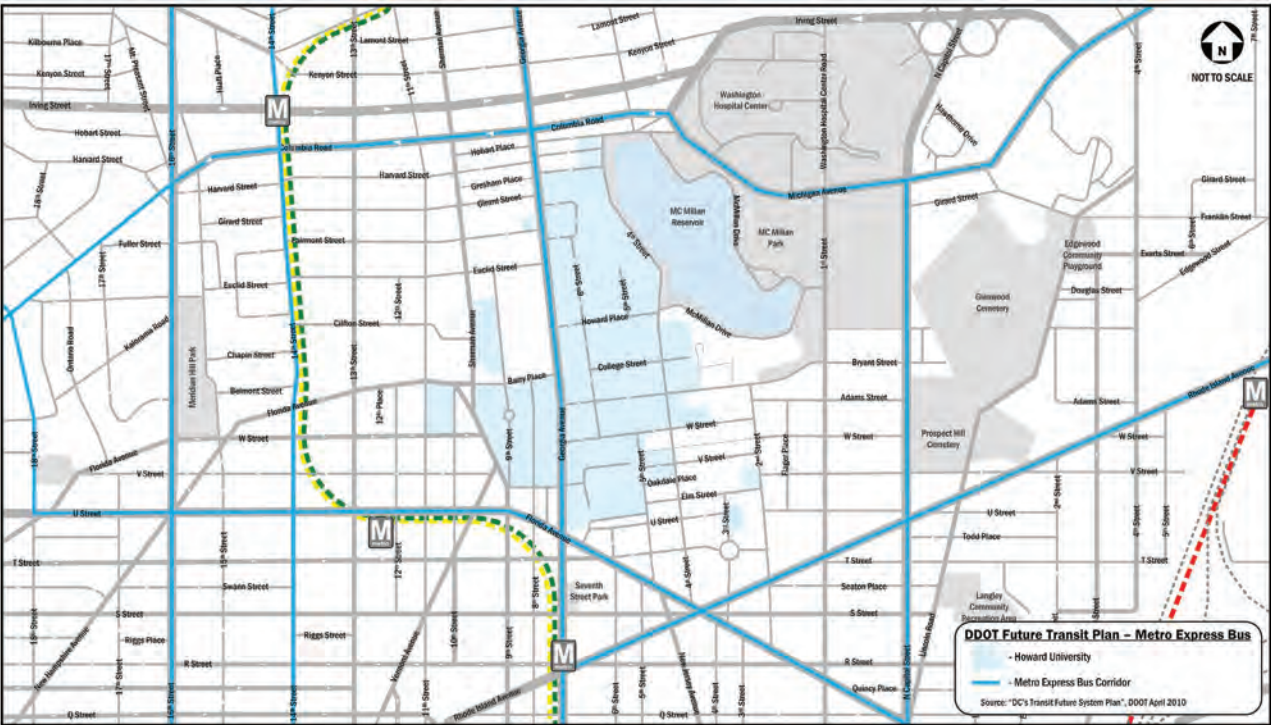


Figure 4-23: Future Transit Plan – Metro Express Bus Element (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

(CONTINUED)

PARKING

Howard University requires all students, faculty, staff, visitors and guests to park on-Campus. To accommodate demand for parking, the university has multiple surface parking lots and on-street parking spaces located throughout the Campus. HU has a total of 2,295 parking spaces on the central Campus, with an additional 1,495 parking spaces for the HU Hospital. Parking management is provided by the Office of Parking and Shuttle Operations (OPSO), which is managed by Auxiliary Services. Parking spaces provided under Bethune and the East and West Towers are managed by Residence Life.

HU requires that all vehicles parked on University property display a valid hangtag or parking permit for the appropriate parking lot or area. Vehicles parking without a valid permit are subject to ticketing, towing, and/or immobilization. Personnel from Parking Enforcement, Campus Police, and Hospital Security enforce University parking regulations.

Faculty and staff parking assignments are made through departmental allocations. The department head, dean, or vice president makes all parking assignments for each department. Employees must fill out forms from their departmental parking coordinator, which are processed by OPSO. 400 reserved parking spaces are distributed to departments for allocation as they believe best fit their needs. All other parking spaces are non-reserved. Parking permits and expiration stickers are provided for an annual parking fee of \$400 for a reserved space or \$300 for a non-reserved space. Faculty and staff may pay their parking fees by payroll deduction or by advance payment. Employees who are unable to obtain a parking assignment must find alternatives to driving to Campus.

Student parking is determined through a Parking Registration system at HU that operates on a first-come, first-serve basis. The registration is held following the spring semester of each year. Students must register for a parking permit by the deadline and pick up their parking permits the following fall semester. Unclaimed parking assignments are sold via an automated random selection process. Student permits are provided for an annual fee of \$240. Howard Plaza Towers and Bethune Annex residents apply through the residence manager's office if they wish to park in the underground parking facilities. Parking is very limited and students are encouraged to rideshare or use alternatives to driving to Campus.

To effectively manage this limited resource, freshmen (First Time In College) students are not eligible for parking privileges on University lots. Freshmen are discouraged from bringing a car to Campus as street parking is limited and aggressively enforced by District of Columbia authorities.

Visitor parking is very limited, and daily parking permits are available from OPSO for \$4. Visitors are allowed to park in any open lot with a daily parking permit. On-street parking spaces are also available throughout the Campus. Hospital parking is managed by OPSO. There are a total of 1,495 parking spaces provided for hospital staff, patients, and visitors.

During summer sessions, monthly parking permits are available for faculty/staff and students. Parking for students is \$24 per month, and students must be registered for summer school in order to qualify for parking. Parking for faculty/staff is \$30 per month during the summer session.

Contracted security officers are stationed at select University parking lots in order to enforce parking policies. These officers are managed by the Campus Police. Parking enforcement is also provided by the Campus Police. There are currently four parking enforcement officers who are responsible for ticketing vehicles without valid permits. Collection of parking fines is handled by OPSO. HU relies on ticketing and towing to keep parking spaces open on Campus, though the current program still results in an unacceptable amount of illegal parking on Campus.

Table 4-2 presents observations of the existing parking supply and demand. The data was collected by inventorying the existing lots and performing observations on their occupancy over several times during a typical weekday when classes were in session. Figure 4-24 shows a key to the parking lot locations.

Generally, a parking supply is considered at capacity when demand reaches 90% of the supply. Thus, the existing Campus parking situation is under capacity. This is contrary to some of the comments from University staff, who have consistently referred to on-Campus parking as insufficient.

CAMPUS CONTEXT

This is likely due to the location of the lots with available spaces relative to where people want to be on Campus. Figure 4-25 summarizes the amount of parking and percent occupied at peak times by zones within Campus. The figure shows how the lots in the middle of Campus are over-capacity (occupancy higher than 90%), and that the further a zone is from the center of Campus, the lower the peak occupancy. The existing demand of approximately 1,750 spaces requires a supply of 1,925 spaces to meet it, given a proper distribution of demand to the lots on Campus.

The observed demand at the Hospital parking facilities is over 90%, indicating a parking supply operating over capacity. The Hospital parking data is presented for informational purposes only, as it is separate from the Campus Master Plan process.

In addition to the parking provided on Campus, several of the streets on and near Campus provide parking. This includes metered parking and free time-limited parking with residential parking permit exceptions.

The majority of the streets located outside the Campus have time-restricted on-street parking, mainly consisting of two-hour limits, with no time-limit in place for vehicles with residential parking permits. Several of the streets located within the Campus, including Georgia Avenue, 6th Street, 4th Street, Fairmont Street, and W Street have metered parking spaces provided on-street. Several of these on-street spaces (time-restricted and metered) are utilized by both faculty/staff and students that do not obtain parking permits. Available spaces may also be used by HU visitors that cannot find parking within the University or do not wish to pay for a visitor permit.

CAMPUS CONTEXT

(CONTINUED)

Table 4-2: Existing Parking Supply and Demand

Lot Code	Lot Name	Existing Parking Supply				Peak Occupancy on Typical Weekday*	
		Student Spaces	Faculty & Staff Spaces	H/C Spaces	Total Spaces	Percentage	Parked Cars
A	Childers	0	66	6	72	99%	71
AA	Florida Avenue	0	22	1	23	83%	19
B	Founders	0	48	8	56	70%	39
BB	HUSC	0	37	0	37	100%	37
C	Business	0	34	2	36	100%	36
D	Miner	0	50	2	52	104%	54
E	Johnson	0	42	1	43	100%	43
EE	LSHSL	0	41	2	43	44%	19
F	Mackey	0	63	0	63	90%	57
G	Downing	0	33	2	35	97%	34
H	Drew	47	4	3	54	83%	45
I	Greene	0	44	2	46	96%	44
J	Burr	0	11	1	12	75%	9
K	Georgia	0	33	1	34	85%	29
L	Just	0	22	1	23	70%	16
M	Chem	0	8	0	8	75%	6
N	Early Learning Center	0	0	0	0	N/A	N/A
O	C.B.P.	0	49	4	53	79%	42
P	6 th Street	0	10	0	10	50%	5
Q	Power/Bunche	0	11	1	12	25%	3
R	Bethune	100	111	7	218	96%	210
RR	Bethune Underground	57	4	2	63	38%	24
RR	Bethune Annex	0	10	2	12	117%^	14^
S	Nursing	0	58	3	61	74%	45
T	5 th & W	0	26	0	26	38%	10
U	6 th & W	0	17	1	18	56%	10
V	Howard Center	100	209	6	315	89%	281
W	East Tower	100	34	4	138	81%	112
WW	East Tower Underground	100	2	1	103	80%	82
X	9 th Street	33	0	0	33	67%	22
YY	West Tower Underground	99	3	1	103	56%	58
Z	Banneker	240	71	3	314	55%	173
1	Howard Center II	0	44	3	47	62%	29
2	9 th & V Street Lot	40	25	3	68	29%	20
3	Annex I Rear	0	10	2	12	92%	11
4	Wonder Plaza	0	48	4	52	75%	39
Total Academic		916	1,300	79	2,295	76%	1,748
HUH-A	Hospital Lot A	0	124	0	124	91%	113
HUH-B	Hospital Lot B	0	120	4	124	114%~	141~
HUH-C	Hospital Lot C	0	11	0	11	100%	11
HUH-D	Hospital Lot D	0	42	5	47	130%^	61^
HUH-E	Hospital Garage E	0	593	16	609	89%	544
HUH-F	Hospital Garage F	0	552	28	580	88%	508
Total Hospital		0	1,442	53	1,495	92%	1,378

* - Observations performed on a weekday when classes were in session, at several times in the morning and afternoon. Peak occupancy listed is the highest observed occupancy at each lot among all times

^ - Illegal parking observed, leading to occupancy greater than 100%.

~- Lot is stacked parking by valet, leading to occupancy greater than 100%

(Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

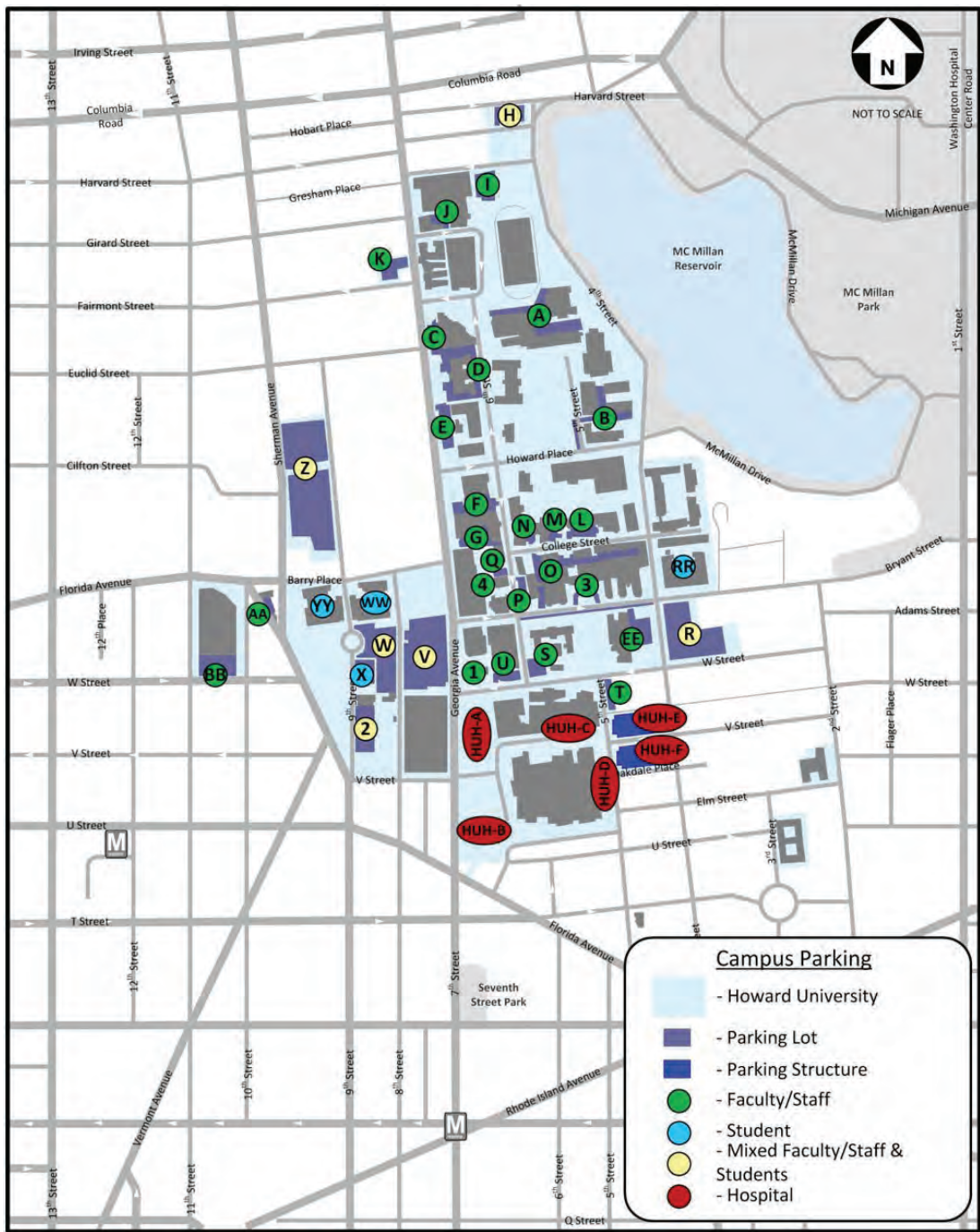


Figure 4-24: Campus Parking Lots (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

(CONTINUED)

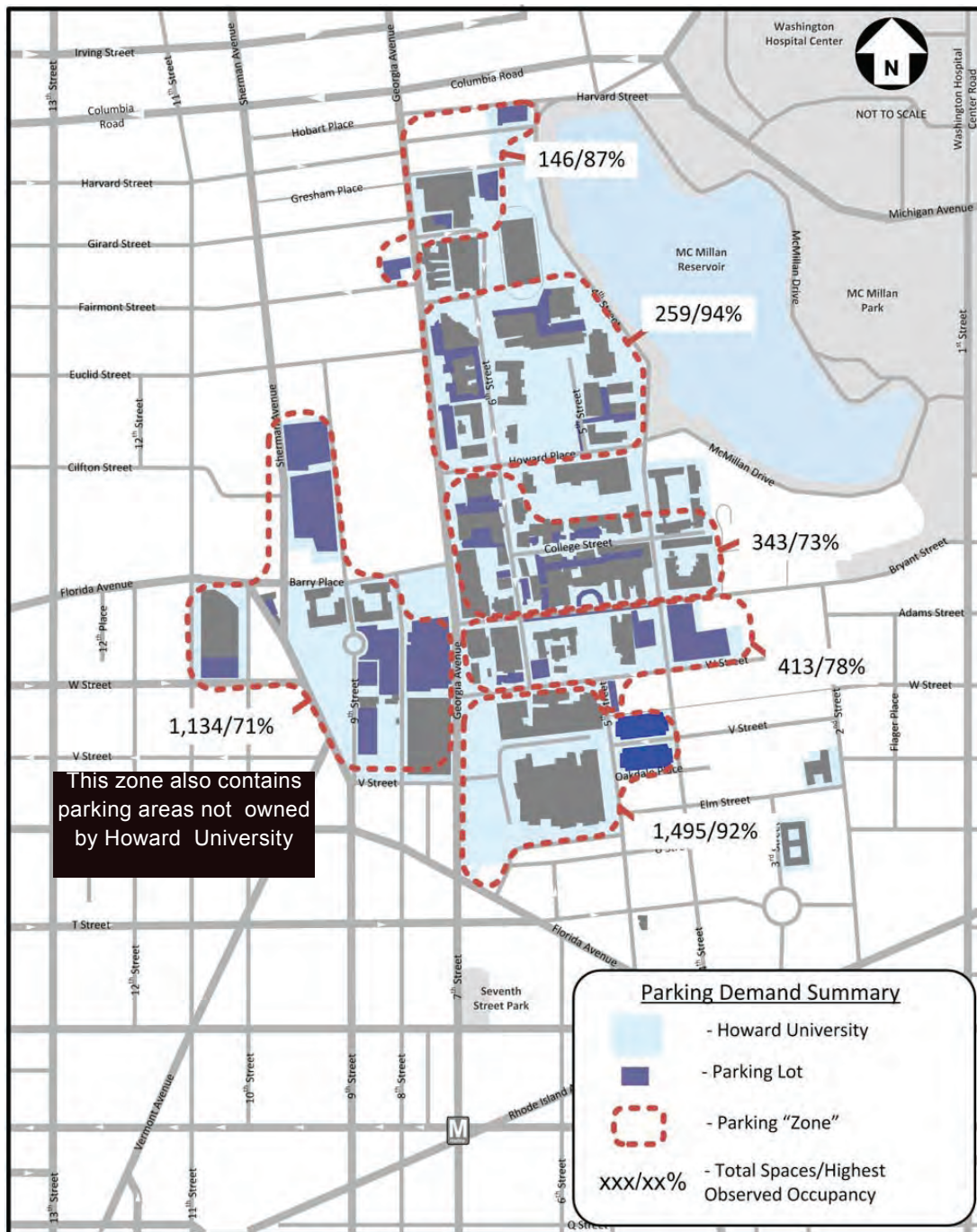


Figure 4-25: Parking Demand Summary (Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

ROADWAYS

SITE ACCESS AND CIRCULATION

Site access for the main Campus is provided by multiple access points around the Campus. The primary Campus entrance is ornamentally designated at the intersection of Georgia Avenue and Fairmont Street, though it is not the primary vehicular access point due to the one-way configuration of Fairmont Street. Secondary access points to the main Campus and parking lots are dispersed along the roadways bordering Campus.

Gated entrances/exits for the central portion of Campus are provided along Howard Place. The gate at 4th Street and Howard Place is closed in order to decrease traffic cutting through the central Campus. Access is provided along 4th Street into Campus at College Street and W Street and out of Campus at College Street and Bryant Street.

The primary entrance for the HU Hospital is located along Georgia Avenue north of the intersection with Florida Avenue. The primary exit is located along Georgia Avenue at the intersection with V Street. Secondary access points are also provided along W Street and 5th Street.

INTERSECTION SAFETY

A safety analysis was performed to determine if there were an abnormally high accident rate at any study area intersection. The District Department of Transportation (DDOT) provided the last four years of intersection accident data; from 2004 to 2007 (2008 data had not been compiled yet). This data set included all intersections adjacent to Howard University except for intersections at University gates and parking lot entrances.

This data was reviewed and analyzed to determine the accident rate at each location. For intersections, the accident rate is measured in accidents per million-entering vehicles (MEV). The accident rates per intersection are shown in Table 4-3.

According to the Institute of Transportation Engineer's Transportation Impact Analysis for Site Development, an accident rate of 1.0 or higher is an indication that further study is required. Several intersections in the study area meet this criteria (as shown in red in Table 4-3). The Central Campus Master Plan needs to be developed in a manner to help alleviate, or at minimum not add to, the conflicts at these intersections.

Table 4-3: Intersection Accident Rates

Location	Total Accidents (2004 to 2007)	Accident Rate (per million-entering vehicles*)
Georgia Avenue & Girard Street	25	0.95
Georgia Avenue & Fairmont Street	35	1.25
Georgia Avenue & Howard Place	26	0.95
6 th Street & Howard Place	7	1.78
Sherman Avenue & Barry Place	36	1.23
Georgia Avenue & Barry Place	75	2.62
Georgia Avenue & Bryant Street	50	1.78
4 th Street & Bryant Street	16	0.85
Georgia Avenue & W Street	21	0.72
4 th Street & W Street	22	1.43
Georgia Avenue & V Street	30	1.09
Georgia Avenue & Florida Avenue	41	0.84

* - Volumes estimated based on turning movement count data

(Gorove Slade Associates, Inc.)

CAMPUS CONTEXT

(CONTINUED)

EXISTING UTILITY DISTRIBUTION SYSTEMS

In preparing the existing utility distribution report for the Howard University Central Campus Master Plan, Delon Hampton & Associates, Chartered (DHA) collected data from various sources, namely:

- Howard University as-built records;
- The District of Columbia water and sewer authority (DC Water), counter maps and as-built records for water, sanitary sewer and storm sewer;
- Interviews with Howard University Maintenance Managers; and
- Field visits.
- The utility drawings obtained from the University and from the District of Columbia are neither current nor complete. The level of records maintenance has varied with the federal and private entities which have supported the University.

The Central Campus is located in the Northwest quadrant of the District of Columbia and is bordered by Hobart Place on the north, 4th Street on the east, Florida Avenue on the south and Florida, Sherman and Georgia Avenues on the west. The Campus is approximately 11 city blocks long by 5 city blocks wide.

The existing utilities within the public right-of-ways are owned and maintained by various public utility companies.

Two exceptions to public ownership include the water, storm and sanitary mains within Howard Place and Bryant Street - between 6th Street and 4th Street, and the steam distribution system throughout the Campus each of which is owned and maintained by Howard University Facility Maintenance.

These utility systems are served by their respective primary feeders from the various public utility companies.

- Water Distribution System
- Sanitary and Storm Sewer Collection System
- Electrical Distribution System
- Steam Distribution System
- Gas Distribution System
- Telecommunication System

WATER DISTRIBUTION SYSTEM

The District of Columbia's water and sewer authority (DC Water) is responsible for the maintenance of the water mains within the Campus, with the exception those within Howard Place and Bryant Street between 6th and 4th Streets.

In 1995 Delon Hampton and Associates, (DHA) conducted an analysis of the water supply system of the Howard University main Campus. The report indicates water pressure problems throughout the Campus. Details and recommendations can be found in the report titled "Howard University Water Supply Upgrade Report, revised April 1995" and are summarized below. In conducting the 1995 study, the KY-Pipe computer Program (developed by the University of Kentucky) was used to create a model simulation of the water distribution system.

Water distribution pipes within the Campus are contained within the DC Water "first high" and "second high" designated distribution systems. These two systems are fed from separate pumping substations which are both fed from the Bryant Street pumping station. The Bryant Street pumping station is the origin of service to two substations that the city has designated the First High and Second High System.

The northern or upper part of the Campus is served by the Second High System, which is bounded on the north by Hobart Street, west by Georgia Avenue, east by 5th Street, and south by Bryant Street. The lower part of the Campus is served by the First High System, which is bounded on the north by Bryant Street, east by the 4th Street, west by Georgia Avenue and south by U Street. The Second High pipe segments are identified by their number in a rectangle and the First High pipe segments by number in a triangle on system maps..

CAMPUS CONTEXT

UPPER PART OF CENTRAL CAMPUS (SECOND HIGH SYSTEM)

Problems

1. Low Pressures at –

- School of Business Administration
- Founders Library
- Howard Manor
- Mordecai Wyatt Johnson Building
- Burr Gymnasium
- Cook Hall
- Locke Hall

Actions Needed/Taken:

1. Installation of a 12" line along Howard Place between 6th Street and 4th Street is needed. The proposed line would be tied to the 20" line in 6th Street and the 8" line in 4th Street. This is needed to provide redundancy and to accommodate future Campus expansion.
2. Installation of the upper quad distribution network as identified in the DHA 1995 study is needed to provide the required capacity for domestic water supply and fire protection for the adjacent facilities.
3. Replacement of the existing 4" service to Founders Library from 6th street with a new 8" service off the new 12" line in Howard Place was required. This improvement has been completed.
4. Investigation of lower pressure issues at the Howard Plaza Tower buildings is required.

LOWER PART (FIRST HIGH SYSTEM)

Actions Needed/Taken:

The Howard University building service lines are connected directly to the City mains. Therefore, the City will be requested to conduct an independent study to validate the following requirements and then make the necessary replacements:

1. Replacement of a 6" line along W street between the 4th Street Pumping Station and Georgia Avenue with a 12" line;
2. Replacement of a 6" line along 6th Street between Bryant Street and W Street with a 12" line; and
3. Replacement of a 6" line along 5th Street between W and Florida Avenue with a 12" line. Subsequent to the 1995 study, a 12" line was installed along 6th Street between Howard Place and Fairmont St.; tie-ins to the buildings along this street would improve the pressure in the buildings.

Areas not included in 1995 study (areas West of Georgia Avenue):

Buildings in this category include the Howard University Service Center, Banneker North and Banneker South buildings, and the Howard Plaza Towers buildings.

Information on existing water mains was obtained from records of DC Water counter maps and some dates have been interpreted to the decade in which they were built as they are typically listed with two digits. Additional research will be needed on any specific area to be impacted.

Existing service water mains in this area are generally greater than 100 years old; DC Water will require replacement of lines of this age as part of the requirement for a service connection permit. Plans for new water service connections in this area will require the replacement of approximately three to five blocks length of water main, with the exception of the Banneker building and Service Center building areas.

CAMPUS CONTEXT

(CONTINUED)

Possible connection points include:

1. Sherman Avenue - a section of 12" main which extends from Euclid Street to a point North of the Banneker South building, this was built in 1960.
2. Florida Avenue, Barry Place, and 10th Street intersection – an 8" service main to the Northeast of the Service Center building. This line was built in 1939.
3. W Street and Florida Avenue intersection – an 8" main which was built in 1938.
4. Transmission main along W Street, Florida Avenue, and V streets – this is a 24" and 20" transmission main which would require a special permission from DC Water for a service connection. There is a branch connection assembly between this transmission main and the two 6" (old) service mains along Florida Avenue; this connection assembly may be a possible connection point. This line was built in 1988.
5. Georgia Avenue and Bryant Street – a 16" transmission main tees off to a 12" service main at this intersection. This was built in 1964.

Further study of the adequacy of the water supply for Phase One and subsequent phases of the Campus Master Plan will take place prior to their implementation. In addition, the installation of building fire and domestic booster pumps may still be required depending on the proposed buildings to be erected..

ELECTRICAL DISTRIBUTION SYSTEM

PEPCO is responsible for providing power to the central Campus, primarily through an electrical substation built in 1995 near Bryant and 6th Streets. This substation provides power for the majority of the buildings through a network of underground cables. In some instances, as with the Howard Center, there are direct feeds to buildings not served through this substation. Provisions are in place to serve the School of Nursing, and the Wonder Bread warehouse from the substation but this was never completed. The substation currently provides 6 feeders with an incoming voltage of 13.8kV.

The Campus distribution system including switches and transformers are managed by the University. The annual usage of power is approximately 100,000,000 kwh and the peak power is about 11Mw. The majority of buildings are supplied with redundancies in the event of a failure of one feeder. A notable exception to this is the Louis Stokes Health Sciences Library.

During the last year the University has undertaken a significant underground fiber installation that has the capability of supporting IT, HVAC controls, Fire Alarm and Power Management. With the addition of a new "blown" fiber network throughout significant portions of the Campus there is potential for power management at individual buildings which potentially could lead to significant savings. This work remains in progress and the eventual cutovers to accommodate the new equipment will not be an expensive undertaking.

The capacity of the existing electrical system has the capability of accommodating significant Campus growth through the distribution system and without additional feeder capacity from PEPCO. The location of additional buildings would dictate the cost of extending power to those specific locations. However, even though there is capacity, a significant number of the underground conductors are close to twenty years of age and therefore have exceeded their anticipated life span. Comprehensive testing with a view to progressively replacing those that have become degraded and obsolete conductors will take place to ensure adequate electric availability exists

CAMPUS CONTEXT

STEAM DISTRIBUTION SYSTEM

POWER PLANT

The steam plant is located at 6th and Bryant streets and provides steam/hot water to all the Campus facilities, with the exception of the residential towers. Currently there are three boilers available for operation but under normal loads only one boiler (Boiler#1) is required. (The changeover of the hospital from steam absorption to electric chillers has significantly reduced the demand for steam and provided this additional capacity).

Presently the high pressure steam is generated at 150 psi. The information for the boilers is as follows:

- Boiler No.1 (Installed in 1984)
90,000#/hr
- Boiler#3 (installed in 1995)
110,000#/hr
- Boiler#4 (installed in 1995)
110,000#/hr

Though natural gas is the primary source of fuel, a 200,000 gal storage tank of no. 2 fuel is available as a backup redundant fuel source. It has not been necessary to use the redundant fuel source in the previous four years.

The steam is supplied to the Campus through a network of underground concrete tunnels and direct burial pipe, some of which has cathodic protection.

In the past few years there has been a project to replace the old steam traps throughout the Campus funded through an Energy Performance Contract. This has led to significant efficiencies and hence cost savings in the system. The average amount of natural gas used by the plant per year is 500,000 dtherms.

CENTRAL CHILLER PLANT

The University is currently constructing a Central Chiller Plant that will serve the HUH, School of Medicine and School of Dentistry. The installed capacity of the new plant will be 5400 tons. This facility has the potential to be expanded by adding another 1200 tons of cooling. This capacity can likely serve some of the new development proposed.

SANITARY AND STORM SEWER COLLECTION SYSTEM

The Central Campus is within a DC Water combined sewer collection system, where both storm water and sanitary flows are collected in the same pipe network and treated at the Blue Plains Sewage Treatment facility.

The system on Campus is divided into two subareas. Flow north of College Street discharges into a 2' x 3' trunk line which traverses the Campus generally following 4th Street, southeasterly direction and ties into a 6' x 9' collector trunk system at the eastern end of College Street. Flow south of College Street discharges into a large trunk line 6'-6"x9'-3" along Florida Avenue. Runoff on the West side of Georgia is collected and distributed to a 6' trunk sewer running South along 8th Street. The capacity of the main line collector system for both sanitary and storm seems adequate.

There has been one reported case of a deteriorated concrete sewer line at the School of Pharmacy which has since been repaired. However, based on this past problem it would be prudent to do selective video inspection of sewer mains in order to determine how widespread these issues may be.

The University's stormwater management practices are not in keeping with the current City's requirements because construction on the Campus predates current practices. Such stormwater management issues may be contributing to issues at the lower Campus with buildings such as C.B. Powell which has had an ongoing groundwater problem in the basement.

All modern development within the city is required to provide stormwater quality treatment for stormwater runoff from impervious areas along with the following, recommendations where applicable:

- Separation of stormwater lines and sanitary lines in a combined system network, and
- Stormwater quantity control if the proposed development causes an increase in the existing storm runoffs.

CAMPUS CONTEXT

(CONTINUED)

For any future development, stormwater management is a requirement. Since the Central Campus is in a watershed with combined sewer systems, both stormwater quality and quantity will be required by District of Columbia regulations.

In preparation for future development, an investigation and analysis of the on-site sanitary and stormwater system will need to be undertaken to evaluate its integrity and adequacy for all new projects.

GAS DISTRIBUTION SYSTEM

The Washington Gas Light Company is responsible for the maintenance of all the gas mains at the Central Campus. There are several individually metered buildings on the Campus but the bulk of the natural gas usage is at the power plant.

TELECOMMUNICATIONS SYSTEM

Several vendors including Verizon are responsible for bringing voice and WAN service to the Campus. Recent upgrades of the Campus network distribution system include the following.

DATA NETWORK

Howard University is installing an Air Blown Fiber (ABF) infrastructure. The initial phase of this infrastructure will provide capacity to support voice, data, video and security communications throughout all buildings on the main Campus excluding the Service Center. Twenty four strands of single mode fiber connect all buildings to the Technology Center and nineteen buildings connect to the Administration Building to provide redundant connectivity to all residence halls on the Main Campus and the Blackburn Center. The University has also purchased network gear to provide an infrastructure to support proposed voice over IP application, data and security networks. The installation of the network is to be completed in 2011.

WIRELESS NETWORK

Howard University is installing a Campus-wide wireless network for east, west and main Campuses. The wireless network will have the capacity to support data network, cellular phone services and Campus security applications.

A strategic plan for the development of the Campus network infrastructure is being developed presently and will address issues related to the location of the present data center, backup data centers and any other matters related to the state-of-the-art, and economical delivery of voice and data services to the Campus.

CAMPUS CONTEXT

EXISTING CAMPUS SIGNAGE AND WAYFINDING

Howard University currently uses a standardized system of signage on campus for the main campus entrance, building and parking locations and general University identity. The University's official red, white and blue color scheme are used in the current signs, which are typically blue with white lettering. The logo represents the signature Founders Library clock tower in white with the 1867 date of founding, the University's name and red striping. Main entrance, building and parking signs are constructed of metal. Street banners and retail signs are made of a canopy fabric. The accompanying photographs are typical representations of the campus' signage program.

- Main campus entrance sign located at Georgia Avenue and Howard Place is a post and panel metal sign with the University's logo and name.
- Bookstore banner signage highlights the University's campus identity in the retail area and is mounted on a fabric canopy with banners above.
- Typical building identification sign seen here in front of the Howard University Middle School of Mathematics and Science is a metal blade sign with the building name, address and building number.
- Typical building identification sign seen here in front of the Howard University Middle School of Mathematics and Science is a metal blade sign with the building name, address and building number.



Photo 4-42: Middle School of Mathematics and Science (MS)² building sign



Photo 4-43: Howard University entrance sign on Howard Place



Photo 4-44: Howard University banners located on Howard Center on Georgia Avenue



Photo 4-45: C.B. Powell Building Parking Lot sign

CAMPUS FACILITIES AND SPACE UTILIZATION



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

CAMPUS FACILITIES ANALYSIS

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

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

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

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

DATA COLLECTION AND ASSESSMENT

Existing documentation and information gathered included:

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

SPACE CLASSIFICATION

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

EXISTING FACILITIES

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

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

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

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

Table 5-1: Gross Square Footage by Campus

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

*Hospital excludes parking garage space.

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

1 Includes: Old PFM & ISAS

2 Includes: Cancer Research Center

3 Includes: Middle School

4 Includes: Carver, Meridian Hill and Slowe

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

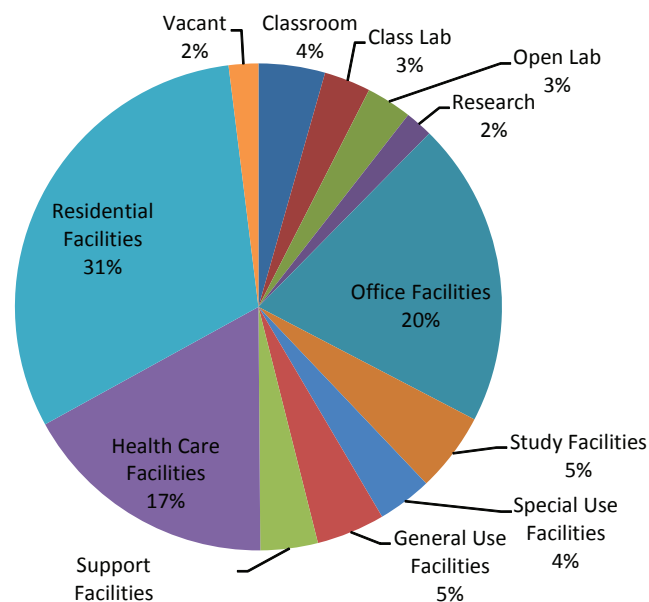


Table 5-4: Assignable Square Feet by School/College

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

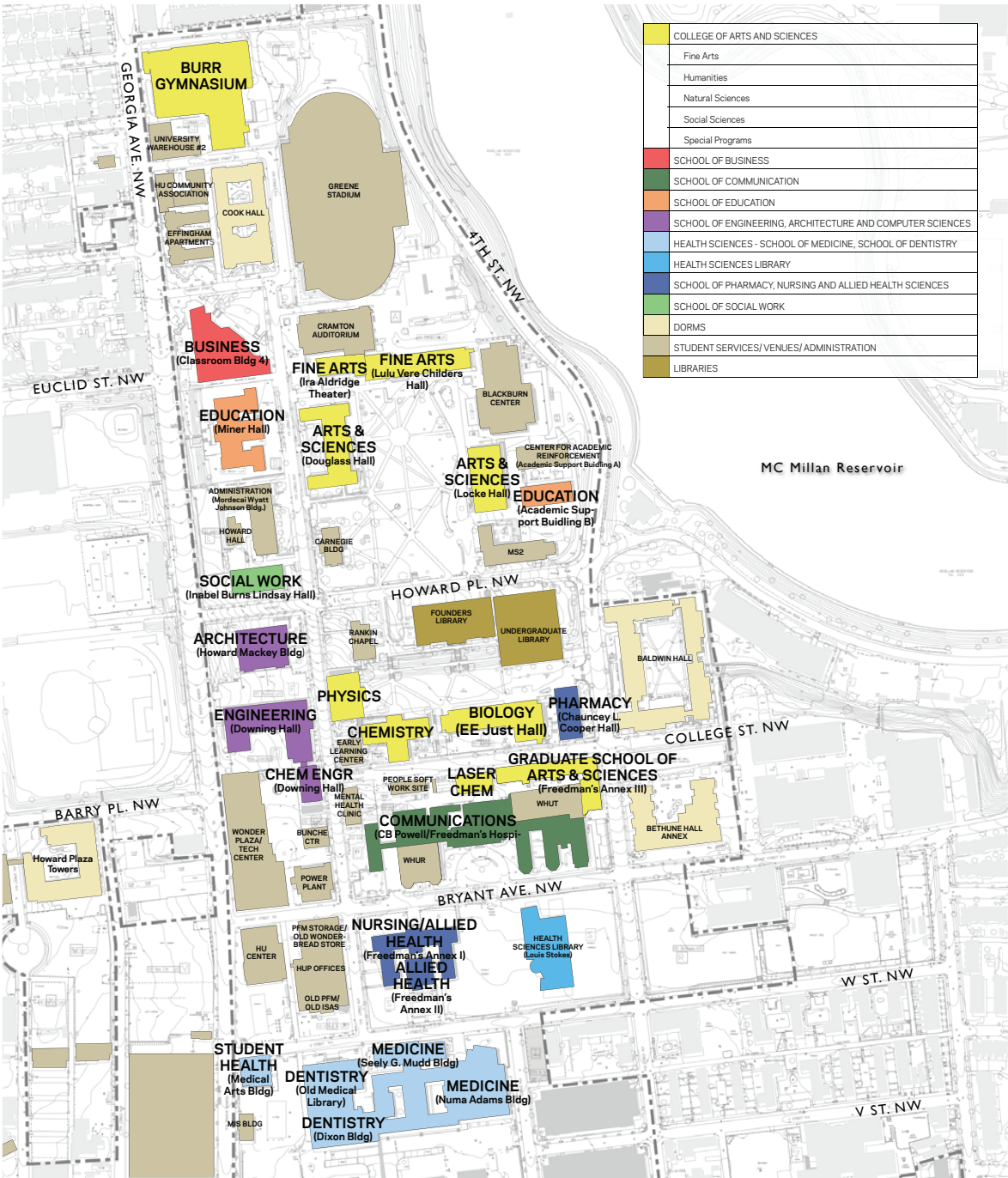


Figure 5-1: Building Use by Academic Program

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ACADEMIC PROGRAMS & FACILITIES

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

COLLEGE OF ARTS AND SCIENCES (COAS)

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

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

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

The Department of Music offers the following programs of study:

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



Photo 5-1: View of Fine Arts Building



Photo 5-2: View of Ira Aldridge Theater

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

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

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

The Department of Philosophy offers a BA degree.

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

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

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

COAS is accredited by the following agencies:

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



Photo 5-3: View of Douglass Hall

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

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

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

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

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



Photo 5-4: View of Downing Hall

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SCHOOL OF EDUCATION (HUSOE)

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

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

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

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

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

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

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

SCHOOL OF SOCIAL WORK (SSW)

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

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



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



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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SCHOOL OF BUSINESS

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

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

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

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

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

SCHOOL OF COMMUNICATIONS

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

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



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



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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

COLLEGE OF MEDICINE (HUCM)

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

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

The College includes the following departments:

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



Photo 5-9: View of HU College of Medicine

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

COLLEGE OF DENTISTRY

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

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

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

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

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

Some research space is provided in the the building.



Photo 5-10: View of College of Dentistry Building

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

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

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

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

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



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



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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

GRADUATE SCHOOL

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

Graduate Programs:

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



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

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

Certificate Programs:

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

HOWARD UNIVERSITY HOSPITAL

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

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

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

Howard University Hospital facilities include:

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



Photo 5-14: View of Howard University Hospital

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ACADEMIC SUPPORT

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

RALPH J. BUNCHE INTERNATIONAL AFFAIRS CENTER

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

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

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

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

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

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

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

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

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

CETLA's goals are designed to:

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

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

PROFESSIONAL DEVELOPMENT LEADERSHIP ACADEMY (PDLA)

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

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

PDLA is housed in the Howard Center Building.

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

INSTITUTE FOR ENTREPRENEURSHIP, LEADERSHIP, AND INNOVATION (ELI)

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

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

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

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

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

RESEARCH

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

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

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

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

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

Key goals for research include:

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

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

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

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

Table 5-5: Peer and Aspirational Peer Universities

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



Photo 5-15: View of EE Just Hall



Photo 5-16: View of Thirkield Hall

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

LIBRARIES

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

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

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

Special collections space includes:

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



Photo 5-17: View of Founders Library

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

SPIRITUAL LIFE

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

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

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



Photo 5-18: View of Rankin Chapel East Elevation



Photo 5-19: View of Rankin Chapel West Elevation

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

WHUT

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

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

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

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

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

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



Photo 5-20: View of WHUT



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

WHUR

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

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

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

STUDENT LIFE FACILITIES

STUDENT HOUSING

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

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

SYSTEM CAPACITY AND ENROLLMENT MANAGEMENT

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

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

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

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

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

UNIT TYPE DISTRIBUTION

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

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

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

Table 5-7: Enrollment Distribution by Classification

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

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

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

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

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

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

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

Average GSF by Unit Type and Variance from Planning Averages

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

Table 5-9: Bedroom Occupancy by Unit Type

Occupancy Type	Bed Count	% Total	Unit Type	Bed Count	% Total
Single	2,847	61.8%	Traditional	1,790	38.8%
Traditional	874	30.7%	Single	874	48.8%
Suite	450	15.8%	Double	604	33.7%
Apartment	1523	53.5%	Triple	312	17.4%
Double	1,450	31.5%	Suite	1,064	23.1%
Traditional	604	41.7%	Single	450	42.3%
Suite	614	42.3%	Double	614	57.7%
Apartment	232	16.0%	Triple	0	0.0%
Triple	312	6.8%	Apartment	1,755	38.1%
Traditional	312	100.0%	Single	1523	86.8%
Suite	0	0.0%	Double	232	13.2%
Apartment	0	0.0%	Triple	0	0.0%
TOTAL	4,609			4,609	

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

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

LOCATION ANALYSIS

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

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

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

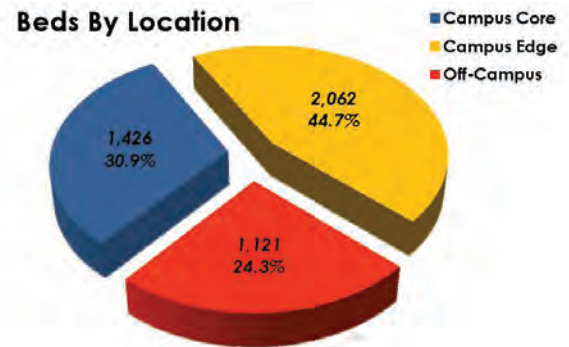


Figure 5-2: Beds by Location

BUILDING-SPECIFIC ANALYSES

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

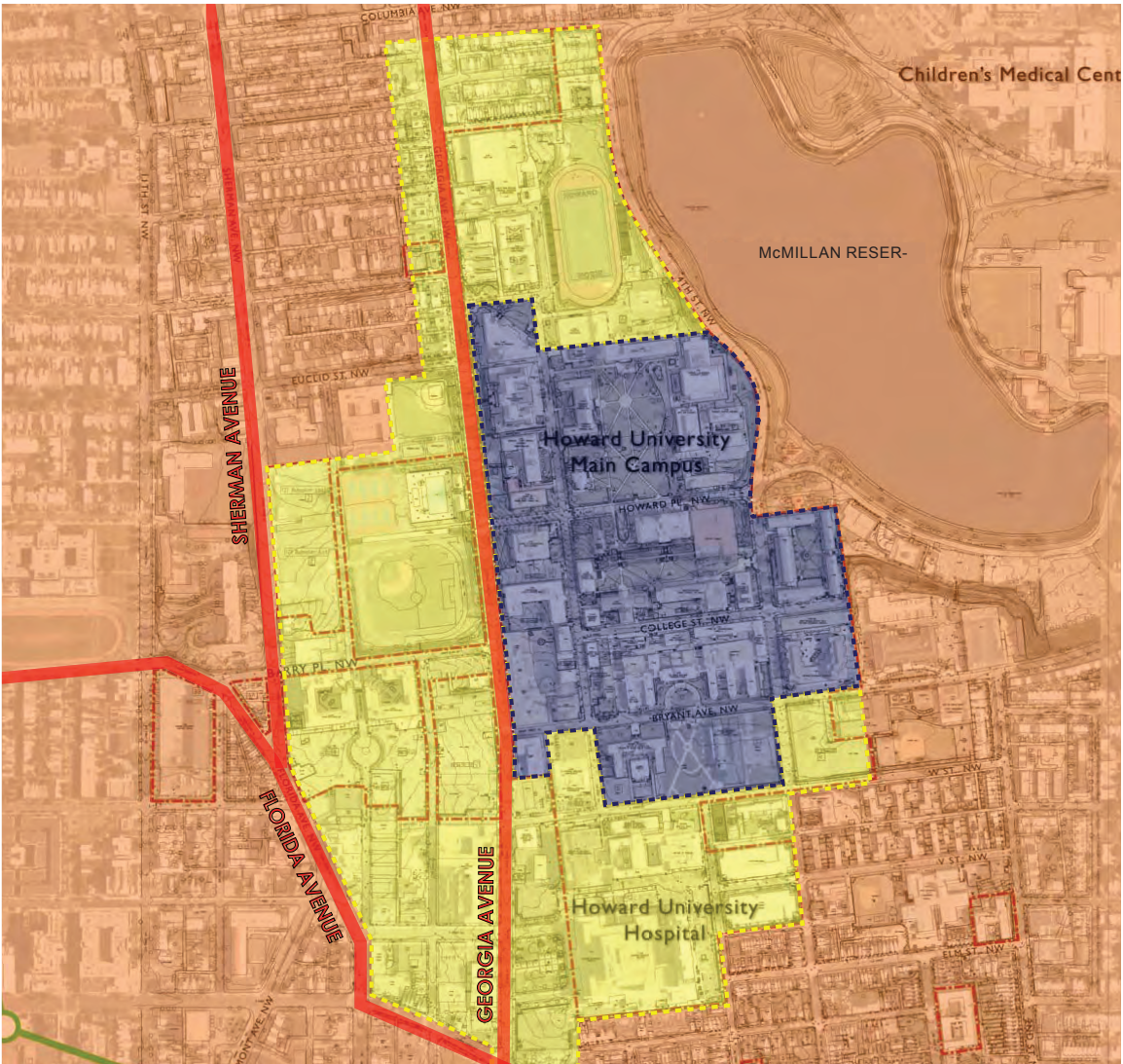


Figure 5-3: Current Housing Zone Map



CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

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

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

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

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

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

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

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

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

Howard Plaza Towers West (HPW) – 837 apartment beds

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

Howard Plaza Towers East (HPE) – 893 apartment beds

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

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

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

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

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

Lucy Diggs Slowe Hall (SL) – 299 traditional beds

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

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

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

INTERCOLLEGIATE ATHLETICS AND RECREATION

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

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

RECREATIONAL SPORTS

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

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

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

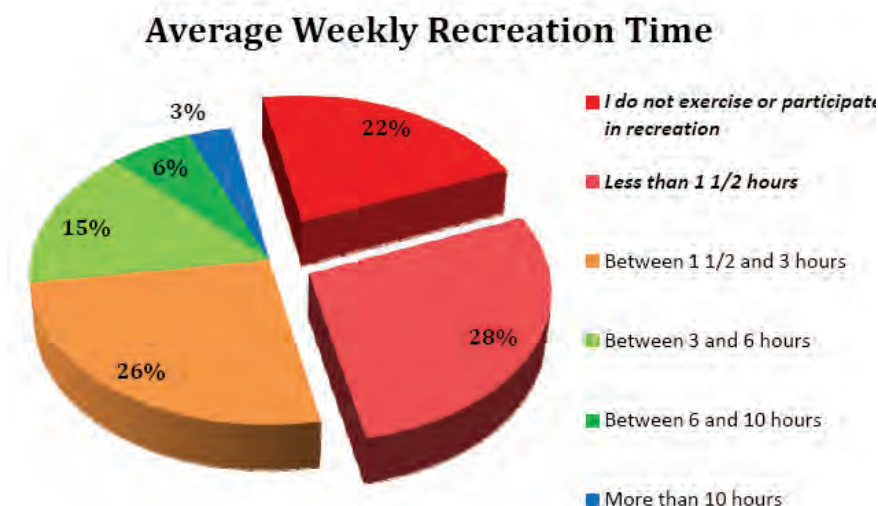


Figure 5-4: Average Weekly Recreation Time
(from Campus Recreation Student Survey)

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

INTERCOLLEGIATE ATHLETICS

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

JOHN BURR GYMNASIUM BUILDING

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

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

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

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

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

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



Photo 5-22: View of Burr Gymnasium

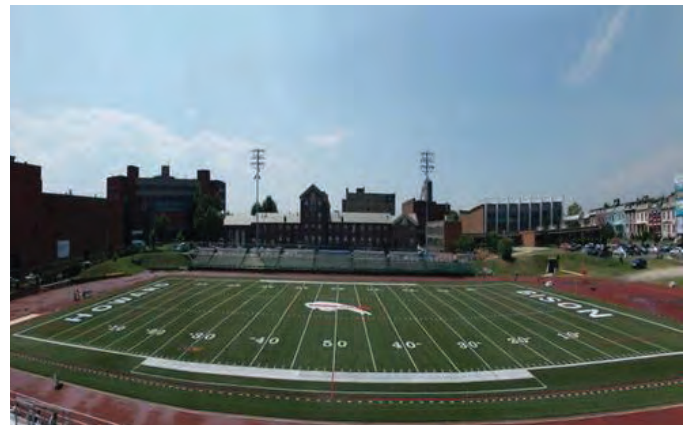


Photo 5-23: View of Greene Stadium

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

GREENE STADIUM

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

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

OTHER FACILITIES

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

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

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

TITLE IX COMPLIANCE

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

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

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

COMPETITIVE PRESSURE

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

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

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

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

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

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

CAMPUS FACILITIES AND UTILIZATION

(CONTINUED)

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

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

Scoring Legend:

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

STUDENT SUPPORT SERVICES

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

ACADEMIC SERVICES

Academic student services include:

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

DINING

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

STUDENT HEALTH

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

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

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

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

STUDENT AFFAIRS

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ARMOUR J. BLACKBURN UNIVERSITY CENTER

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

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

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

Programmatic uses of the building include:

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



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



Photo 5-25: View of Alpha Kappa Alpha Sign

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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



Photo 5-26: View of Faculty Lounge

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

PERFORMING ARTS

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

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

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

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



Photo 5-27: View of Cramton Auditorium

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SERVICE AND SUPPORT FUNCTIONS

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

OFFICE OF THE CHIEF OPERATING OFFICER

- Enterprise Technology Services

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

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

- Enrollment Management

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

- Strategic Sourcing and Asset Management (SSAM)

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

- Auxiliary Enterprises

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

- Public Safety

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

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

- Capital Assets Division

Implements/manages projects for new facility construction and renovation.

- Physical Facilities Management

Maintains and operates the University's building plant and infrastructure

- Real Estate and Asset Management.

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

FINANCIAL SERVICES

This group is comprised of a number of subgroups including:

- Senior Vice President and Chief Financial Officer-Treasurer

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

- Assistant Treasurer

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

- Financial Analysis and Budget

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

- Controller

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

- Risk, Estate and Asset Management

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

- Accounts Payable

Payment transactions to all vendors.

INTERNAL AUDITOR

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

OFFICE OF UNIVERSITY COMMUNICATIONS (OUC)

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

UNIVERSITY ADVANCEMENT

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

OFFICE OF HUMAN RESOURCES

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

HOWARD UNIVERSITY COMMUNITY ASSOCIATION

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



Photo 5-28: View of Johnson Administration Center

HOWARD UNIVERSITY ALUMNI ASSOCIATION

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

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

ASSESSMENT OF SPACE NEEDS

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

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

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

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

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

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

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

METHODOLOGY

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

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

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

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

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

Inventory: General-Purpose Classrooms (GPCR)

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

INVENTORY: SPECIALIZED INSTRUCTIONAL SPACE (SIS)

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

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

Course Data and Weekly Room Hour Utilization

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

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

Table 5-12: Total Hours of Instruction Analyzed

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

GENERAL-PURPOSE CLASSROOMS

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

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

Course Distribution by Day

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

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

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

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

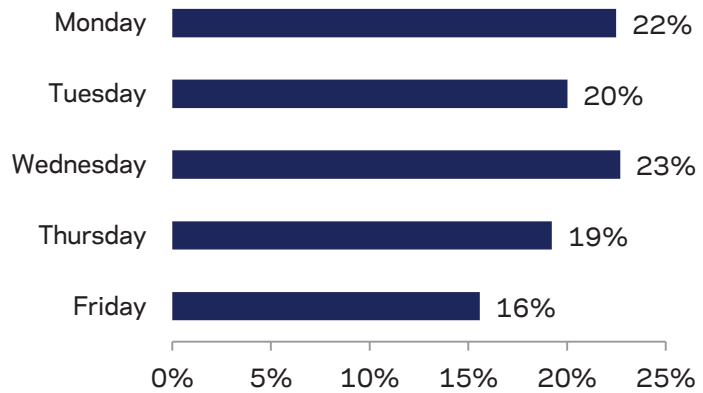
- ♦ The number of rooms in use during the day on Friday is significantly even less.
- ♦ Two-thirds of GPCR are scheduled less than 50% of the available time.
- ♦ Just 13% are scheduled at or over 70% of the available window.
- ♦ On a room-by-room basis, the percentage hours scheduled range from a low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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-14: Sessions by Day of the Week

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



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SCHEDULING PATTERNS BY COLLEGE

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

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

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

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

SCHEDULING PATTERNS BY BUILDING

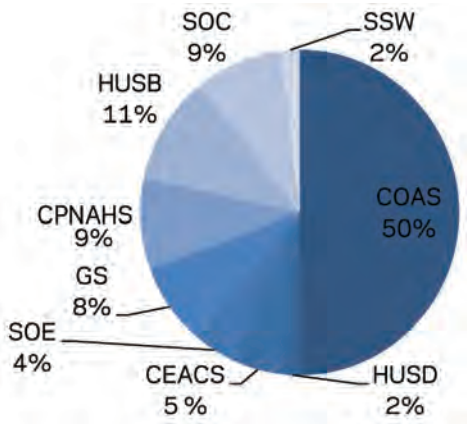
The University requested an overall review by building, based on best available data. Table 5-17 illustrates the utilization patterns by building, and shows the capacity for additional GPCR instruction within each building based on planning guidelines.

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

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

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

*Note: Divinity School is not located on Central Campus



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

*Note: Divinity School is not located on Central Campus

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-17: GPRC Utilization by Building

*Note: School of Divinity not located on Central Campus

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SPECIALIZED INSTRUCTIONAL SPACES (SI)

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

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

DISTRIBUTION BY DAY

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

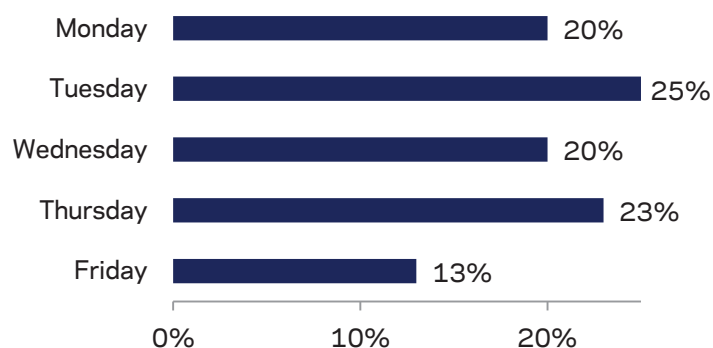
The planning guideline for SI space is to typically schedule 50% of the scheduling window, or 20 of the 40 weekly day hours. In the case of some individual SI spaces – and at Campuses with smaller enrollments – the 50% rate may be unattainable, since there may be not a high enough demand for some required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

Table 5-18: SI Space by Type

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

Table 5-19: Course by Day

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



CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

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

SCHEDULING BY SPACE TYPE

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

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

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

Table 5-20: Scheduled 70% of the window

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Table 5-21: SI Space Capacity by Building

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

Table 5-22: Utilization by Space Type

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

SCHEDULING BY BUILDING

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

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

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

Table 5-23: Capacity by Building

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

NON-INSTRUCTIONAL SPACE NEEDS

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

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

- Laboratory facilities (200 Series): Rooms or spaces characterized by special purpose equipment or a specific configuration that ties instructional or research activities to a particular discipline or a closely related group of disciplines. This category includes specialized instructional space as defined in the Instructional Space Needs section.
- Office Facilities (300 Series): Offices and conference rooms specifically assigned to each of the various academic, administrative, and service functions.
- Study facilities (400 Series): Study rooms, stacks, open-stack reading rooms, and library processing spaces.
- Special use facilities (500 Series): Military training rooms, athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, animal quarters, greenhouses, and other room categories that are sufficiently specialized in their primary activity or function to merit a unique room code.
- General use facilities (600 Series): Assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms, and other facilities that are characterized by a broader availability to faculty, students, staff, or the public than are special use areas.
- Support facilities (700 Series): Computing facilities, shops, central storage areas, vehicle storage areas, and central service space that provide centralized support for the activities of a Campus.
- Health care facilities (800 Series): Facilities used to provide patient care (human and animal).
- Residential facilities (900 Series): Housing facilities for students, faculty, staff, and visitors to the Campus.
- Unclassified facilities (000 Series): Inactive or unfinished areas, or areas in the process of conversion.

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

NON-INSTRUCTIONAL FINDINGS

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

000 Series – Vacant Space

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

200 Series –Laboratory Facilities

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

Class Laboratories

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

Open and Research Laboratories

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

300 Series – Office Facilities

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

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

Faculty Headcount

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

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

Staff Headcount

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

Table 5-25: Faculty to Student Ratio

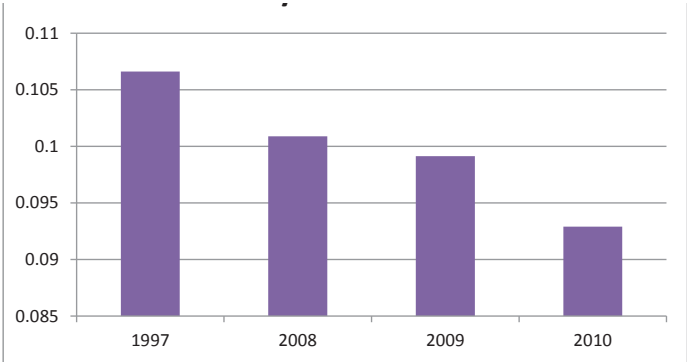


Table 5-26: Faculty and Staff

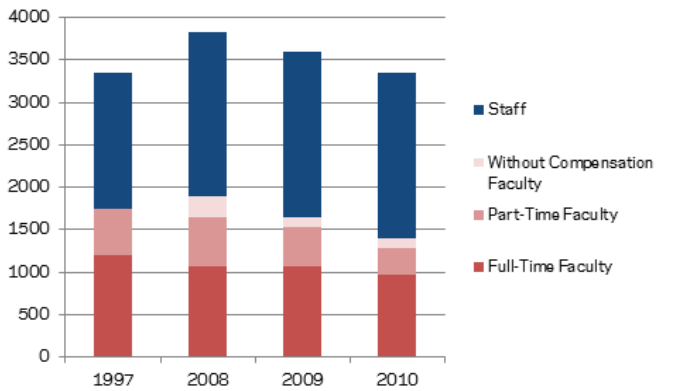


Table 5-27: Faculty to Student Ratios - Peer Institutions

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Office Requirements

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

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

Conference Space Requirements

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

Table 5-28: Conference Room Size

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

400 Series – Study Facilities

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

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

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

500 Series – Special Use Facilities

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

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

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

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

The greenhouse facility is adequate.

600 SERIES – GENERAL USE FACILITIES

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

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

800 Series – Health Care Facilities

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

900 Series – Student Housing Facilities

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

Impacts of Academic Program Strategy

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

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

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

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

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

Proposed Program eliminations:

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

Proposed Program additions:

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

Proposed Program changes, consolidations, or reorganizations:

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

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

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

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

FACILITY CONDITIONS

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

RIGHT-SIZING AND CONSOLIDATING

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

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

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

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SUMMARY

SPACE INVENTORY

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

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

INSTRUCTIONAL CAPACITY

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

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

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

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

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

OTHER OBSERVATIONS/ISSUES FOR CONSIDERATION

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

Contractual Issues:

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

Geographical/College & School Issues:

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

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

Quality Issues:

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

Capacity Issues:

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

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

Scheduling Issues:

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

CAMPUS FACILITIES AND SPACE UTILIZATION

(CONTINUED)

SUMMARY OF PROJECTED SPACE NEED

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

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

*Does not remove space to be replaced

CAMPUS DEVELOPMENT PLAN



CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Figure 6-1: Master Plan Framework Diagram

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

CAMPUS DEVELOPMENT PLAN

The goal of the Campus Master Plan is to create a physical environment that is supportive of and inspirational to the fulfillment of the University's mission and that enriches the lives of all who live, study, teach and work at and around Howard University.

The Plan's recommendations are described in detail in this chapter and are focused on a framework that is both compelling and flexible to guide future growth.

PLANNING PRINCIPLES

The following set of planning principles were developed in response to the strategic initiative, the analysis findings and through the collaboration of Howard's administration, faculty, staff, students and steering committee with the design team.

They represent key characteristics of the campus and are to be used to evaluate subsequent amendments to the specifics of the Campus Master Plan.

1. Support Howard University's Academic Mission

Develop campus facilities with a level of quality consistent with the strong academic values of the Howard tradition that serve an increasingly diverse population of students, faculty and staff.

2. Improve the University Community's Quality of Life

Provide a physical setting that enhances the quality of life for students, faculty, staff, and visitors and reflects the academic values of a strong Howard tradition.

3. Implement Good and Smart Urban Design

Continue a strong composition of building density and mixed use, especially along Georgia Avenue with appropriate urban setbacks and strong streetscape design.

4. Improve the Public Realm

Enhance the physical setting of the campus cultural landscape to reinforce a unique sense of place that has memory and meaning for the campus community.

5. Enhance Connectivity and Walkability

Emphasize a network of high quality walkable spaces and strong pedestrian connections throughout the campus, on both the east-west and north-south axes and connectivity to public transportation.

6. Develop the Campus Edge

Balance a sense of internal security with a welcoming presence to create a clear and well defined sense of arrival and perimeter for a safe and thriving urban campus.

7. Embrace Sustainability

Adopt a physical plan, identify a process for its administration and stewardship, and establish a design culture that embodies and advocates the aims of sustainability to ensure the most cost-effective use of financial resources available to the University.

8. Preserve and Protect Historic Legacy

Respect historic landscapes and structures by building at a scale comparable with surrounding buildings and enhancing strong symbolic elements of the campus.

9. Foster Community Engagement

Support the collaboration with representatives from neighboring residential areas, as well as those from the District of Columbia and Federal governments for the purpose of enhancing the quality of life within the greater campus community.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

IN SUPPORT OF STRATEGIC GOALS

The planning process involved the review of Howard University's needs and the strategic initiatives felt necessary to maintain and improve its core academic mission and the development of a Master Plan designed to implement these strategic goals.

ACADEMIC RENEWAL

The primary strategic directions for Academic Renewal were developed by Howard University as an outcome of:

- The Middle States re-accreditation process;
- The completion of the Self Study Report which examined all aspects of HU's programs and services;
- Governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals; and
- The President's Commission for Academic Renewal (PCAR) Initiatives which conducted a full review and evaluation of the University's academic programs.

Factored into this self-examination is the recognition of several external influences; a competitive post-secondary educational marketplace; an economic climate that requires more fiscal discipline; and students of African American descent who have more choices today than was true 50 years ago. Based on these factors the University has determined that academic offerings need to be more selective with a focus on becoming a world-class research institution.

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

The academic drivers for the Master Plan include:

- Expansion of Graduate Programs;
- Support for Research Growth;
- Promotion of Science, Technology Engineering and Mathematics (STEM) and Bio-Medical Research;
- Improvement in the Physical Condition and Technology throughout the Campus Facilities;
- Improvement of Housing; and
- Support of the Students First Initiatives.

Howard University is the country's top-ranked historically black college or university, and is one of the leading comprehensive research-oriented, private universities in the nation. Until 2006, the University held the Carnegie Foundation's designation as a "Doctoral/Research University-Extensive," one of only 151 such universities in the nation and the only HBCU in the top tier. The University is currently classified by the Carnegie Foundation for the Advancement of Teaching as RU/H: Research Universities (high research activity); it aspires to become a RU/VH: Research Universities (very high research activity).

The University will continue to focus on providing its predominantly African American population (student, faculty, and staff) with outstanding educational opportunities. Academics and research topics include those which disproportionately impact minority populations, particularly those related to the African Diaspora.

The demand analysis for academic space has determined that the University has a deficit of research space, in general. For example, the Physics Department has 3,000 SF of research space listed in the database and 27 faculty performing research. This is an average of roughly 110 ASF/faculty, significantly less than the average benchmark for Research VH (1,820 ASF/faculty). Similarly, the Chemistry Department has 18 faculty members using 12,200 ASF of research space (675 ASF/faculty); this is significantly less than the average benchmark of 3,020 ASF/faculty.

A high priority of the Campus Master Plan is to address this need with plans for an Interdisciplinary Science and Engineering (ISEI) / STEM Building and a Computational Science (CS) / Biomedical Science (BioS) Building with a combined total of 165,000 GSF of state-of-the-art research facilities. These two buildings are planned to be built in Phase One of the Development Plan.

The ISEI/STEM building will be located on Bryant and 6th Street and the CS/BioS Building will be located on Georgia Avenue at W Street. Both buildings are sited for their adjacency to existing physical and health sciences facilities.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

These new cutting-edge research buildings will be built to the highest standards to meet the needs of 21st Century research applications, advanced technology and emerging science. Modern research buildings are essential for: recruiting and retaining world-class faculty; improving access to and collaboration with multiple researchers; expanding the University's ability to turn research into real-world applications; and helping Howard University keep its competitive edge in securing grant awards.

Overall, the Master Plan has provided for a 34% increase in research facilities on the campus with a Nanotechnology Building planned for Phase Two and a Health Sciences / Medical Arts Building planned in Phase Three. A 61% increase in full Academic/Research facilities can be realized should the University develop all of the research facilities envisioned in the plan.

QUALITY OF LIFE

In an effort to holistically improve the University community's quality of life, the Students First Campaign (SFC) launched several initiatives to reinforce Howard's student-centered learning environment. Student Life functions were featured heavily among the eight target areas that the SFC identified for procedural and organizational improvements. To create a fully integrated Student Life experience, the University intends to supplement the SFC's level of service upgrades with a robust facility development program that addresses:

- Student Housing
- Wellness and Recreation
- Student Activities
- Student Administrative Services
- Athletics

The convergence of these planned initiatives is intended to cultivate a more lively and appealing campus experience that contributes to the University's recruitment and retention efforts, alumni relations, academic performance, and overall institutional profile.

STUDENT HOUSING

Creating a high caliber collegiate experience includes deliberate residential life strategies to develop and operate a housing system that provides: close proximity to academic life; a common or shared human experience; appropriately graduated levels of supervision, independence, and responsibility; easy access to academic counseling and mentorship; orientation to campus life and activities; and various opportunities for the development of professional and life-skills.

Howard University is committed to implementing these progressive residential life strategies through a "housing continuum" that responds programmatically to the evolution of student needs through matriculation. To address these issues, the University has devised a phased development plan that will create new residences, upgrade existing residences and re-purpose other properties that are currently used for student housing. The goal is to generate approximately 2,300 new beds with a net increase of over 1,100 beds that are strategically aligned with student demand in number, typology, and location. Additionally, undergraduates will be moved from halls situated beyond the edge of campus into a secure and nurturing environment designed to enhance their personal development and support their academic progress. The end result will allow Howard to house nearly 70% of its full-time student population, as compared to the almost 46% currently housed.

A centralized Underclassman Housing District will be developed in Phase One. This district is planned along the eastern edge of the campus, adjacent to similar existing student housing for the same population. The Phase One housing will be provided in two buildings that will create approximately 1,300 new beds. Housing in this zone will be designed to accommodate living-learning programs that support the academic mission.

The strong first year experience provided by this Underclassman District will be complemented by the subsequent development of an Upperclassman Housing District in Phases Two and Three. This second District will be located on the western side of Georgia Avenue to build upon existing densities of upperclassman housing and create a critical mass of student activity to invigorate the planned mixed-use corridor.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

INTERCOLLEGIATE ATHLETICS

Intercollegiate athletic (“ICA”) facilities and team performance at Howard should convey an institutional commitment to excellence, especially to potential students, student athletes, coaches, and alumni.

Howard’s athletic programs currently operate in functionally obsolete facilities primarily in John Burr Gymnasium. Access to these facilities is also limited as they support recreational sports, health and fitness-related academic programs, and open fitness activities, which is very unusual for a Division I program.

A light renovation of the John Burr Gymnasium Building in Phase One will focus on resolving near-term functional discrepancies. This renovation will be followed by the development of a Wellness and Recreation Center, which will alleviate scheduling pressures by removing academic and recreational users from Burr. Once Burr becomes a dedicated athletics facility, the ICA program will be able to operate autonomously and make strategic improvements to team performance in preparation for the construction of a new ICA Complex in Phase Three.

This new ICA Complex is planned as a state-of-the-art facility that includes a new arena and enhanced team support spaces ranging from individual team locker rooms to a robust academic support suite. As planned, this new facility will allow the Athletic Program to: attract dedicated administrators, coaches, and staff; recruit promising student-athletes; maximize efficiency and effectiveness of NCAA regulated coaching contact hours; and provide a high level of service to both team learning and experiential learning for affiliated academic majors with new athletic training and rehabilitation units.

WELLNESS & RECREATION CENTER

A new Wellness and Recreation Center (WRC) is planned for development in Phase One. The WRC will be located within the mixed-use cluster of activities between Georgia Avenue on the east, Eighth Street on the west, Bryant Street on the north and W Street on the south. This location is within easy walking distance of the underclassman and upperclassman housing districts.

The WRC’s programs will teach and encourage personal awareness of health and fitness using: a health and wellness suite, areas for weight training and cardiovascular exercise, multipurpose studios for group exercise and mind-body classes, basketball and multi-activity courts, an elevated jogging track, lounge/social space, locker rooms, support space, and a potential lap pool. The integration of underground parking is planned to support the other uses that will be located within the mixed-use zone that is in and around the building. The Center will also provide numerous employment opportunities for students, many of whom may reside in on-campus housing nearby. This will reinforce experiential learning and positively contribute to a holistic student-centered learning environment.

The Center will anchor the new residential community on the west side of Georgia Avenue, and will further stimulate the retail functions to be housed in the Howard Town Center. The site’s proximity to the Health Sciences Enterprise will create natural synergies that reinforce the institutional priority to encourage healthy, active lifestyles. The location is also intended to enliven the southern end of the Georgia Avenue corridor and increase the patronage of the ground-level retail outlets planned across the mixed use zone.

BLACKBURN UNIVERSITY CENTER

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

As planned, Phase Two calls for an extensive renovation and expansion of the Blackburn Center to enhance its functionality and aesthetic appeal in an effort to create a new central space that provides multiple opportunities for experiential learning, personal development, and academic support. The architectural treatment of both the interior and exterior will be modified to reinforce visual connections by creating additional openings along the exterior façade, and between interior spaces.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

Existing functional adjacencies and patron capacities within the building will be reconfigured to allow more flexibility, and to further encourage increased collaboration and exchange between students, faculty, staff, alumni, and members of the surrounding community. Planning efforts have identified the need for: additional student organization and activity space, ergonomic seating and lounge areas for informal exchange and congregation, expanded food service and retail enterprises, and upgrades to meeting and conference space.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

GEORGIA AVENUE CORRIDOR

The proposed real estate strategy treats Georgia Avenue as a major, diverse commercial corridor – but one with a set of uses that create vibrancy, amenities and a clear set of gateways to campus.

A vibrant mix of uses is key to creating an urban commercial corridor around a university. Students, faculty, staff, and the community come together to activate a variety of residential, academic, retail and other programs that in turn attract visitors, entrepreneurs, and investors to the area.

The proposed commercial development of this corridor is supported by market analyses that suggest a robust demand of residential units – student, workforce affordable and market rate – as well as for retail. As to development models, the analyses do not distinguish between University development and private sector development, nor do they address the different ways in which Howard can engage the private sector. The realities of today's capital markets ensure that without the University's direct intervention, development projects along Georgia Avenue are highly unlikely in the short term.

One of the few project types being viewed favorably by the capital markets is student housing. The University is making a significant investment in the first phase of development to meet its housing demand – which in turn will incubate the market and make the surrounding parcels more attractive for private investment in the future.

By focusing residential and retail development here, the University can truly transform the safety, vibrancy, and the urban experience for its students, faculty, staff and community.

Georgia Avenue serves as the psychological boundary for the academic campus, although residential and some administrative programs are housed west of Georgia Avenue. The University owns and controls much of the east side of Georgia Avenue between Florida Avenue and Harvard Streets. These are largely academic buildings with their main entrances facing the campus, away from the street.

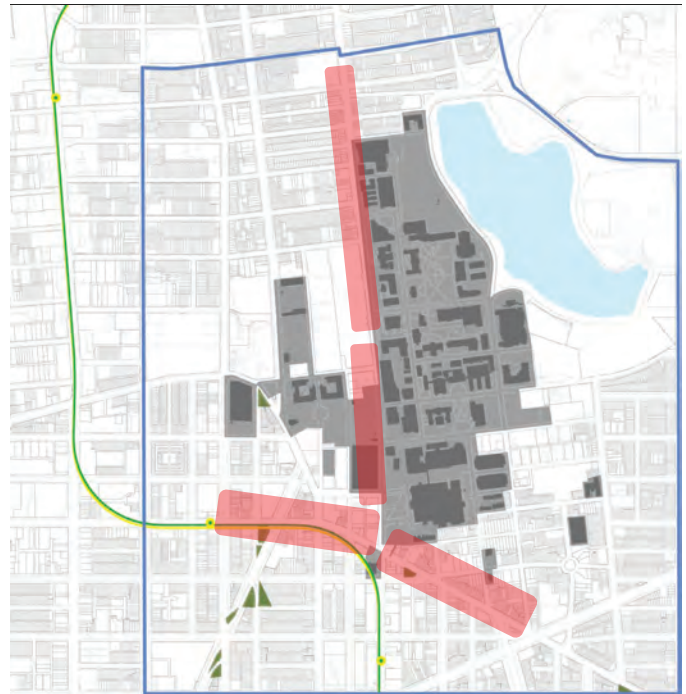


Figure 6-2: Retail Zones

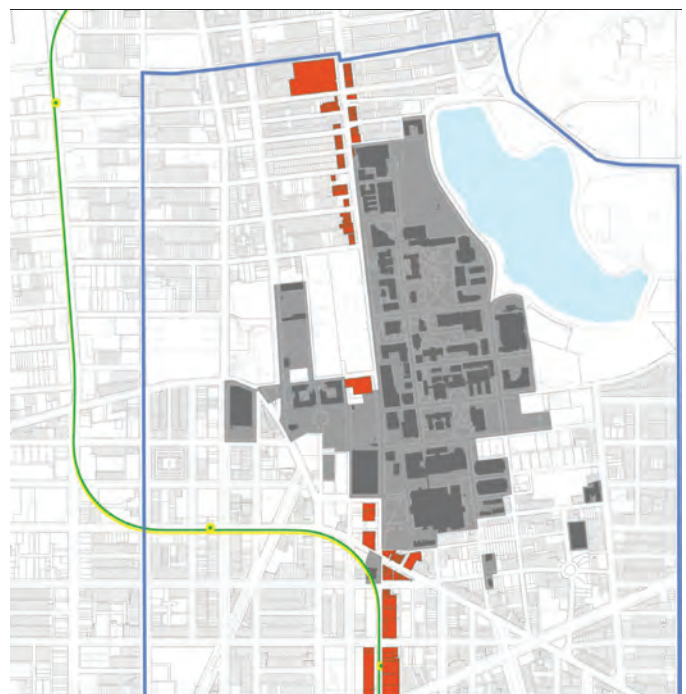


Figure 6-3: Private Parcels Fronting Georgia Avenue

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

RESIDENTIAL MARKET

Analyses suggest that the area surrounding the University, if developed properly, has the potential to attract 1,260 students, and 833 new rental units for faculty, staff, and community residents. New development should focus on quality units and associated amenities that support today's urban lifestyle. This potential market translates into roughly 1 million sf of residential development that can be absorbed over time.

Undergraduate Students: An estimated 59% of undergraduates currently reside on or near the campus in dormitories and private student housing. The Presidential Commission on Academic Renewal (PCAR) has begun to strategize about academic programs and the impact of those on housing models (residential colleges, living-learning communities, etc.) Analyses assume that HU, over time, will try to attract 75% of its undergraduate population on and around its campus to create community and foster a world class 24-7 academic environment. This would require the addition of 1,115 new undergraduate beds in the area surrounding the University. These beds can be provided either by the University or through private sector development.

Graduate Students: An estimated 45% currently reside on or near the campus in dormitories or private student housing. Interviews suggest that there is a lack of quality and/or affordable housing units for graduate students. It is assumed that HU, over time, will try to attract 50% of its graduate and professional students (excluding the Law School) on and around its campus. This would require the addition of 145 new graduate beds in the area surrounding the University. These beds can be provided either by the University or through private sector development.

Faculty and Staff: Analysis suggests that 355 out of 4,661 (not including student employees) total University faculty and staff, or 7%, live in the area immediately surrounding Howard's campus. Given the University's already significant investment in community housing, its mission to create a safe and vibrant commercial corridor, its investment in market rate projects such as the Howard Town Center, a goal of attracting 10% of the 4,149 employees outside the Study Area is reasonable. This would require the addition of an estimated 261 new rental units in the area surrounding the University, with 154 owner's units absorbed by the existing vacant housing stock.

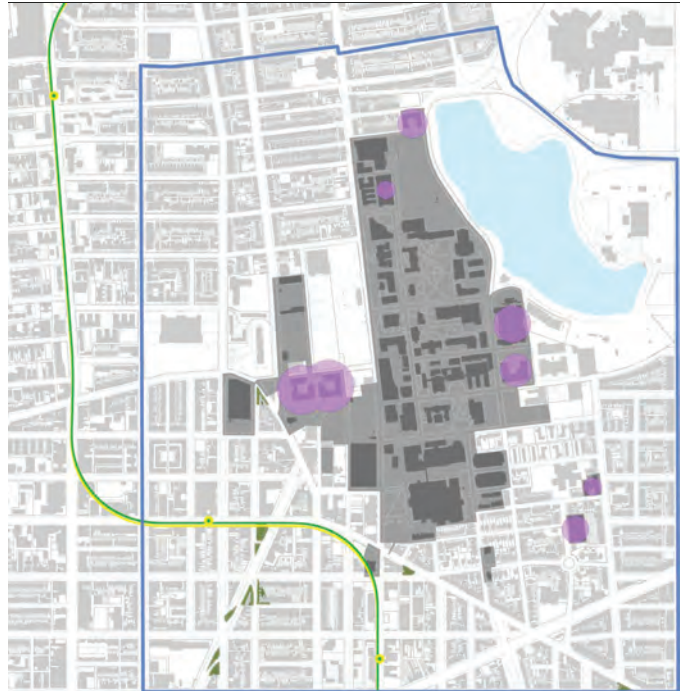


Figure 6-4: On-Campus Student Housing

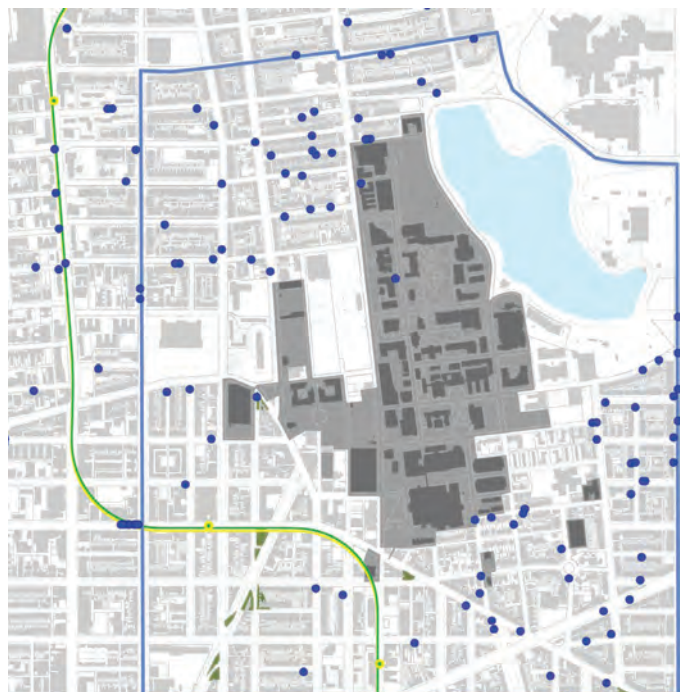


Figure 6-5: Off-Campus Student Housing

CAMPUS DEVELOPMENT PLAN

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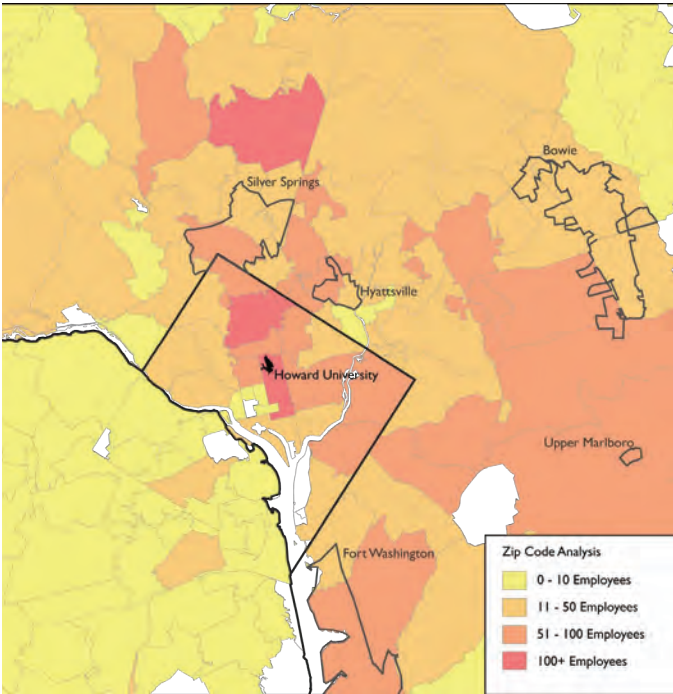


Figure 6-6: Faculty Housing by Zipcode



Figure 6-7: Faculty Housing Near Howard University

Community: The natural growth of Washington DC and the community surrounding the campus is estimated to create a market for an additional 572 rental units in the area surrounding Howard University over the next 5 years.

This analysis supports the development of up to 1,260 undergraduate and graduate beds, and up to 833 market rate and workforce affordable units over time to meet the demand from the University and the community.

RETAIL DEMAND

Retail activates streets, increases safety, and helps define the perception of a place. Competitive universities have vibrant retail corridors that serve the needs of students, faculty, staff and community members as well as attract visitors to the location. Successful university retail corridors can be limited to several blocks – they do not need to span the entire campus. The content and density of the commercial blocks are more important than the length of the commercial corridor.

An analysis of retail supply and demand in the area estimates that an additional 153,300 sf of retail can be absorbed by the market. This can have a transformative effect on the Georgia Avenue corridor.

Equally important to the new quantity of retail is the quality of retail. The merchandising plan for this new corridor should be developed holistically to meet the retail needs of the surrounding area, and to create an inviting urban university environment that promotes Howard and attracts visitors from around the city.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

LOWER GEORGIA AVENUE – BETWEEN FLORIDA AVENUE AND BARRY PLACE NW

This stretch of Georgia Avenue between Florida Avenue and Barry Place NW has the potential to become Howard's core commercial district becoming a central location for uses such as residential, general retail, housing, and fitness services.

South Georgia Avenue should be developed in a way that attracts regular foot traffic along the east-west axis from campus across the Avenue to clusters of Howard facilities. Improved east-west connections are crucial to the success of this corridor, helping to connect the campus to the U Street Metro stop and the residential developments to the west. This part of Georgia Avenue is also a natural location for the placement of University uses that generate heavy pedestrian foot-traffic, particularly in the evenings.

Given the robust market for residential and retail around Howard, it would be appropriate for the University to pursue partnerships with private developers in this part of the corridor. The University has entered into an agreement with a private developer for the Howard Town Center (HTC). HTC be a mixed use project with market rate and affordable rental units, retail, including a grocery, and two levels of parking. It will activate Georgia Avenue, between V and W Streets, and revitalize this important corridor.

The Wonder Plaza Building on Georgia Avenue between College Street and Bryant Street is owned by Howard University with retail space on the ground floor. The Wonder Plaza building is currently only 57% efficient. The Howard University Bookstore is also currently housed near this location in the Howard Center. The Campus Development plan proposes that a new School of Communications (168,000 GSF) with ground level retail and an underground parking structure be constructed on the Wonder Plaza Building site, following its demolition.

The Howard Center located on the southeast corner of Bryant and Georgia Avenue is also slated for demolition in the Master Plan. It will be replaced by a mixed use facility for Academic space, Support Facilities, Public Safety space, plus ground level retail. The surface parking lot adjacent to the Howard Center is the proposed new site for the Computational Science (CS) / Biomedical Science Building planned for Phase One.

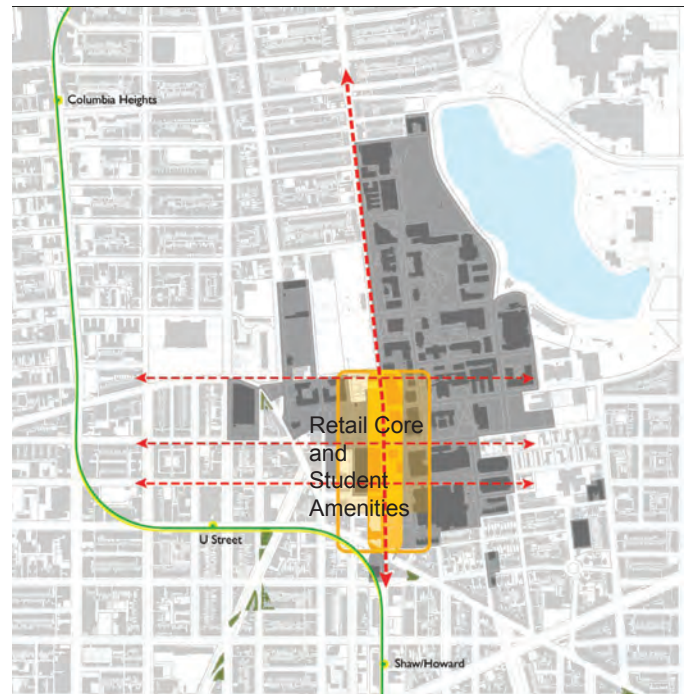


Figure 6-8: Lower Georgia Focus Area

MID GEORGIA AVENUE – BETWEEN BARRY PLACE NW AND EUCLID STREET NW

This stretch of Georgia Avenue between Barry Place NW and Euclid Street NW is comprised of several Howard University academic and administration buildings and historic Banneker Recreational Park. This section of Georgia Avenue affords the opportunity to create an improved Campus edge and develop a partnership with the City to create a vibrant and welcoming green space that benefits both the campus community and the surrounding residential neighborhood.

The academic and administration buildings along this stretch of Georgia Avenue focus their entrances inside the campus proper. These include the School of Business, the Miner Building, the Johnson Administration Building, and the School of Social Work. The Georgia Avenue frontage of many of these buildings include parking lots, loading docks, and back entrances.

CAMPUS DEVELOPMENT PLAN

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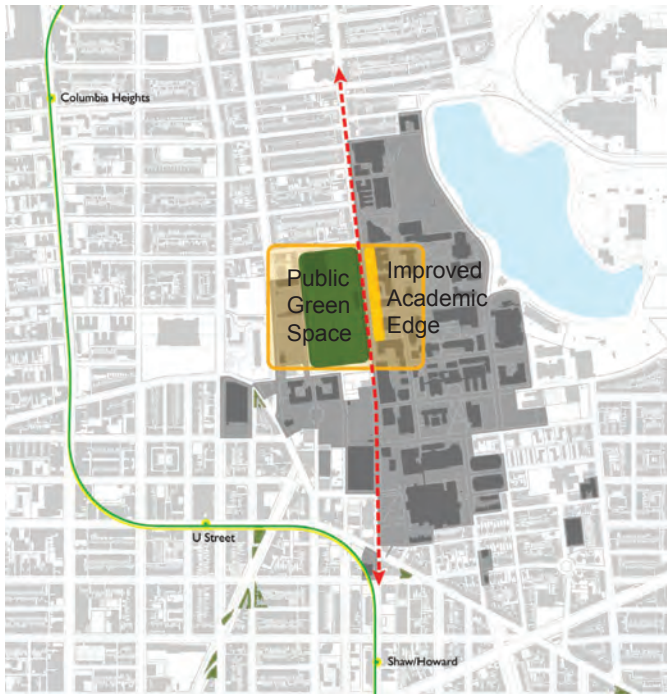


Figure 6-9: Mid Georgia Focus Area

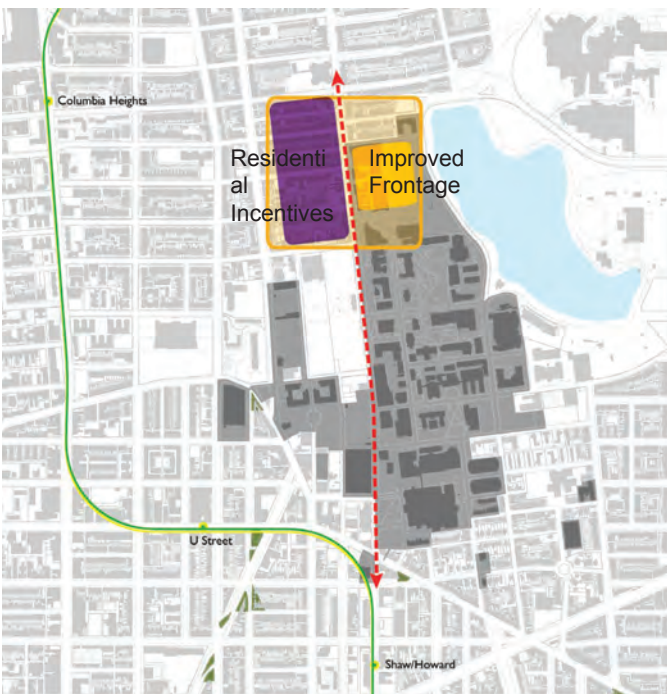


Figure 6-10: Upper Georgia Focus Area

The University can focus on creating new front doors for these buildings and developing creative solutions to service uses on Georgia Avenue. It can also consider changes of uses in these buildings that put programs with a more public face closest to its most public locations. These interventions improve the University's frontage on the corridor and bring increased foot traffic.

The public recreation center and public school also offer an opportunity to create partnerships with the City. The large recreation and green space, instead of being a barrier to the western neighborhood, can be seen as a 'central park' with improved east-west connections through the space. Workforce housing could front the western edge of this 'park' on 9th Street. Improvements to landscaping, paving and fences could make the space feel more open and part of the corridor.

UPPER GEORGIA AVENUE – BETWEEN EUCLID STREET NW AND COLUMBIA ROAD NW

This stretch of Georgia Avenue between Euclid Street NW and Columbia Road NW affords the opportunity for new academic space, faculty and staff housing initiatives and an improved frontage for the University's athletic facilities, including ground floor retail. The residential neighborhood between Georgia Avenue and Sherman Avenue on this stretch represents an opportunity to partner with the community to promote home ownership for faculty and staff through housing incentives such as mortgage assistance and matching grant programs.

The eastern side of this stretch of Georgia Avenue could bookend the development proposed for the southern edge of campus and become the new gateway to Howard's major event facilities for athletics, performing arts, and student center activities. Various options exist to enhance the athletic facilities for improved game day experiences, including integrated underground parking, ticketing, pre-event staging, and a general celebration of Howard features.

CAMPUS DEVELOPMENT PLAN

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PUBLIC REALM

The public realm is the system of streets, entries, open spaces and vegetation that create a welcoming environment for the University campus and surrounds. A successful public realm at Howard University will:

- Promote interdisciplinary opportunities;
- Emphasize a network of high quality walkable spaces;
- Reinforce and improve the Campus edges; and
- Balance a sense of internal security with a welcoming presence.

The outdoor spaces on the University campus should be memorable and express imagination, a sense of place, and ecological awareness. The Master Plan provides recommendations for renovations of the Main and Lower Quads, a gateway improvement for Howard Place and streetscape improvements throughout the campus that will renew the University's image. All of these measures are conceived with an "economy of intervention", so that each landscape improvement will be recognized as part of the "green infrastructure" of the Campus in order to address the problems of air pollution abatement, stormwater management and urban heat island effects.

SMART GROWTH

Howard University is a respected global academic center. It is also a vital local D.C institution, committed to the economic, intellectual, social, and cultural vitality of the city and the neighborhoods that surround it. Gradually over the next ten year planning period, the Campus Master Plan will improve the urban environment with benefits for both the academic and the surrounding communities.

The Master Plan framework includes approximately 2.7 million GSF of new space for teaching, research, underground parking, student and workforce housing and support services. The Plan calls for the demolition of about 0.9 million GSF of existing space, resulting in a net addition of 1.8 million of GSF of new space. Of this 1.8 million GSF, 0.7 million GSF are residence halls. The Plan features new facilities for recreational and commercial activity. Improved, pedestrian-friendly streets and publicly accessible open spaces will provide east-west connections from the campus interior to Sherman Avenue.

This kind of smart growth will generate new local jobs for a diversity of people, and result in maintaining Howard University as a world center for knowledge, creativity, and solutions for society's challenges.

As an urban campus, Howard University will address the function of the campus from an urban design perspective and adopt strategies that:

- Respect historic landscapes and structures by building at a scale comparable with surrounding building heights;
- Continue a strong composition of buildings and open space along primary city streets, such as Georgia Avenue with appropriate urban setbacks and strong streetscape design;
- Create a clear and strong sense of arrival and perimeter for the campus boundaries;
- Promote sustainable urban design through such measures as: density and connectivity to public transportation; improvement of the existing street grid; and better pedestrian access; and
- Require buildings to be set back from the street to create wider sidewalks and allow for trees to be planted.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

PROGRAM & PHASING

The development program for the University is a mixture of new construction and repair and renovation of existing facilities that will be implemented in four phases as described below:

Phase One includes: two research facilities; underclassman housing; the Campus Wellness and Recreation Center; and the Howard Town Center mixed use development.

Phases Two and Three continue the development of the University’s research capacity, the enhancement of student quality of life improvements, and the redevelopment and upgrading of academic instructional spaces and athletic facilities.

The future capacity of the campus boundaries was explored in Phase Four and several building sites are identified for Academic/Research/Housing facilities.

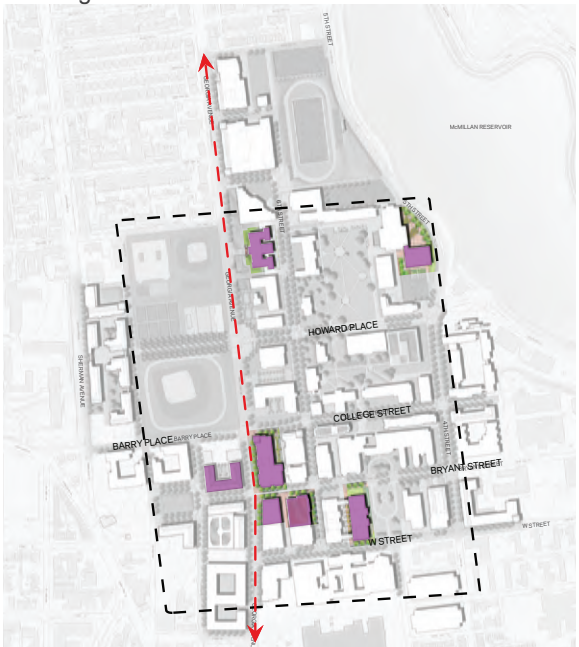
Throughout each of the planned Phases, critical facility renovations and upgrades will take place in existing buildings. Overall, the development program emphasizes:

- Priority research projects that fulfill the goals of the academic plan;
- Upgrades in existing facilities that improve structural soundness, energy efficiency, ADA compliance, and technological capacity; and
- Projects whose development and operations are designed to enrich students’ campus quality-of-life experience.



PHASE ONE PERCENT INCREASE IN TOTAL GSF:

Academic/Research:	6%
Recreation:	68%
Housing:	29%



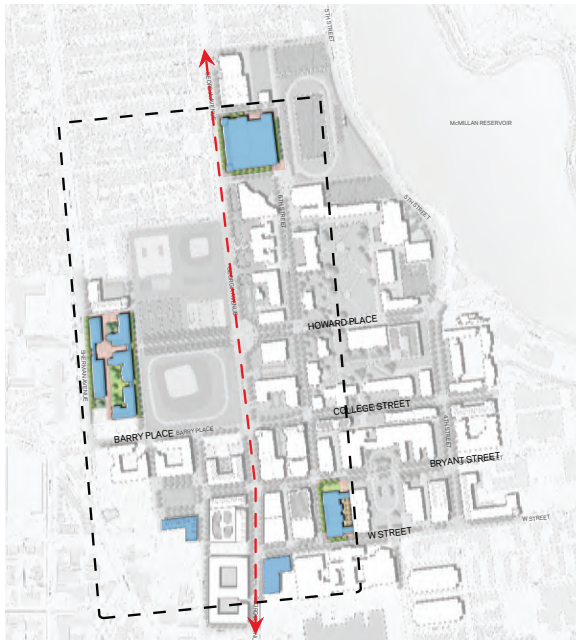
PHASE TWO PERCENT INCREASE IN TOTAL GSF:

Academic/Research:	17%
Support Services:	62%
Housing:	5%

Figure 6-11: Phasing Breakdown Diagrams

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



PHASE THREE PERCENT INCREASE IN TOTAL GSF:

Academic/Research:	6%
Housing:	15%
Athletics:	3%



PHASE FOUR PERCENT INCREASE IN TOTAL GSF:

Academic/Research:	55%
Recreation:	68%
Housing:	56%

Figure 6-11 (continued): Phasing Breakdown Diagrams

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

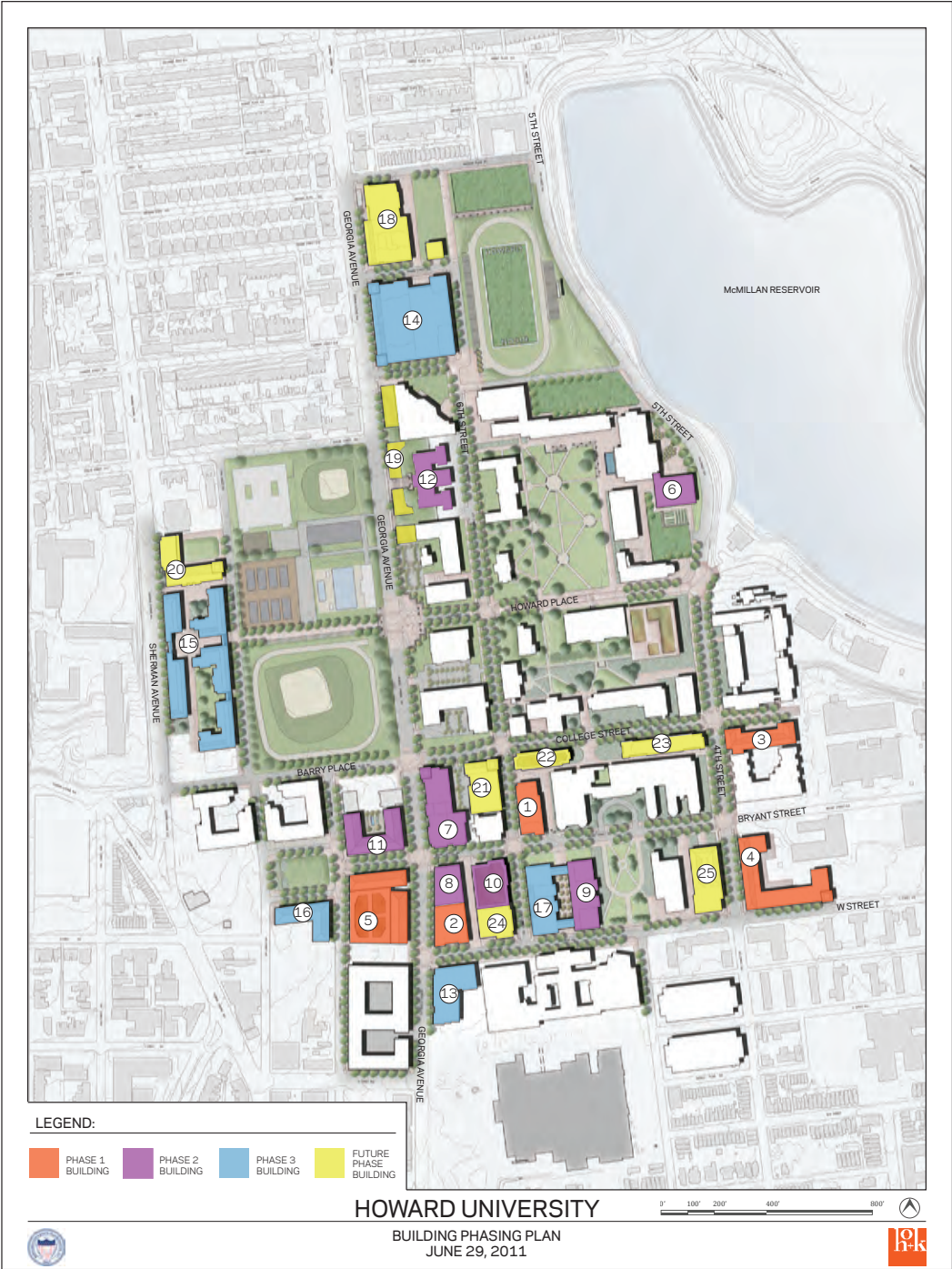


Figure 6-12: Building Phasing Plan

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

Table 6-1: Proposed Program Elements

Location Key	Building Name/Function	Proposed Bldg Height Approximate Feet	Proposed Footprint size (gsf)	Total size (gsf)	Proposed Parking Structures # of levels # of spaces	
Phase One (1-3 years)						
1	Interdisciplinary Science and Engineering Bldg. (ISEI) / STEM	50-60	12,800	65,000	3	150
2	Computational Science (CS) / Biomedical Science (BioS) + Retail	90-110	16,500	100,000		
3	Under Classman Residential Hall #1	70	17,224	138,666		
4	Under Classman Residential Hall #2	60	37,530	251,431		
5	Campus Wellness and Recreation Center / Upper Classmen Res. + Retail Upper Classman Residential (upper stories)	90-110 (above)	55,000	178,750	3	345
Total				733,847	495	
Phase Two (3-5 years)						
6	Blackburn Center Renovation	30-40	35,000	105,000	3	255
7	School of Communications + Retail	90-110	28,000	168,000	2 - 3	285
8	Academic / Support Facilities / Public Safety Building	90-110	28,000	168,000	2 - 3	225
9	Nursing Allied Health + Pharmacy	50-60	20,000	100,000	3	155
10	Nanotechnology Building	70-80	20,000	120,000		
11	Upper Classman Residence Hall #1 + Retail	90-110	14,000	98,000		
12	Miner Building Renovation			82,737		
Total				841,737	920	
Phase Three (5-7 years)						
13	Future Healthcare Sciences / Medical Arts + Retail	90-110	25,000	175,000	2 - 3	360
14	Intercollegiate Athletics Complex + Retail	40-60	80,000	160,000	3	510
15	Graduate / Work Force Housing	50-60	75,751	234,000		
16	Upper Classman Residential Hall #2	90-110	24,000	192,000		
17	Teaching and Learning Building	50-60	31,000	155,000		
Total				741,000	870	
Future Phase Capacity						
18	Academic / Residential + Retail	30-50	45,481	136,443	2	190
19	Institutional Infill	15-20	21,180	21,180		
20	Middle School	40-50	20,000	80,000		
21	Academic / Research	40-50	16,000	64,000		
22	Academic / Research	40-50	17,000	68,000		
23	Academic / Research	40-50	16,000	64,000		
24	Academic / Research	70-80	14,000	84,000		
25	Academic / Research	50-60	31,000	155,000		
Total				672,623	190	

Table 6-2: Phasing Breakdown

PHASE ONE PROGRAM INFORMATION									
	Academic GSF	Administration GSF	Recreation GSF	Athletics GSF	Housing GSF	Maintenance GSF	Hospital GSF	Other GSF	Grand Total
New Developments									
Interdisciplinary Science + Engineering Building (ISEI) / STEM	65,000								65,000
Computational Sciences (CS) / Biomedical Science (BioS) + Retail	80,000							20,000	100,000
Under Classmen Hall #1					121,646				121,646
Under Classmen Hall #2					247,647				247,647
Campus Wellness / Recreation / + Retail			130,000					48,750	178,750
TOTAL OF NEW DEVELOPMENTS	145,000	-	130,000	-	369,293	-	-	68,750	713,043
Buildings to be Demolished									
Mental Health Clinic							12,700		12,700
West Wing of CB Powell	16,800								16,800
TOTAL OF EXISTING DEVELOPMENTS TO REMAIN	2,070,715	387,426	190,812	372,131	1,271,426	310,373	873,240	204,372	5,680,495
TOTAL PROPOSED	2,215,715	387,426	320,812	372,131	1,640,719	310,373	873,240	273,122	6,393,538
Percent Change from Existing HU Central Campus	6%	0%	68%	0%	29%	0%	-1%	34%	12%

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

Table 6-2: Phasing Breakdown (continued)

PHASE TWO PROGRAM INFORMATION									
	Academic GSF	Administration GSF	Recreation GSF	Athletics GSF	Housing GSF	Maintenance GSF	Hospital GSF	Other GSF	Grand Total
New Developments									
Blackburn Center Renovation								105,000	105,000
School of Communications + Retail	140,000							28,000	168,000
Academic / Support Service / Public Safety Building + Retail	90,000					50,000		28,000	168,000
Nursing and Allied Health + Pharmacy	100,000								100,000
Nanotechnology Building	120,000								120,000
Upper Classmen Residential Hall #1					84,000			14,000	98,000
Miner Building Renovation	82,737								82,737
TOTAL OF NEW & RENOVATED DEVELOPMENTS	532,737	-	-	-	84,000	50,000	-	175,000	841,737
Buildings to be Demolished									
Academic Support Building A	20,710								20,710
Academic Support Building B	20,710								20,710
Wonder Plaza/Tech Center		110,000							110,000
Howard University Center		90,157							90,157
Annex I	68,000								68,000
Annex II	10,000								10,000
Old ISAS/PFM	36,730								36,730
510 College/People Soft Work Site								6,600	6,600
TOTAL OF DEVELOPMENTS TO REMAIN (Existing + Ph 1)	2,047,782	187,269	320,812	372,131	1,640,719	310,373	873,240	266,522	5,904,409
TOTAL PROPOSED	2,580,519	187,269	320,812	372,131	1,724,719	360,373	873,240	441,522	6,738,409
Percent Change from Phase One									
One	17%	-52%	0%	0%	5%	16%	0%	62%	7%

PHASE THREE PROGRAM INFORMATION									
	Academic GSF	Administration GSF	Recreation GSF	Athletics GSF	Housing GSF	Maintenance GSF	Hospital GSF	Other GSF	Grand Total
New Developments									
Intercollegiate Athletic Complex				144,000				16,000	160,000
Graduate/Work Force Housing					234,000				234,000
Upper Classmen Residential Hall #2					192,000				192,000
Teaching and Learning Building	155,000								155,000
Future Healthcare & Science + (Retail)	150,000							25,000	175,000
TOTAL OF NEW DEVELOPMENTS	155,000	-	-	144,000	426,000	-	-	16,000	741,000
Buildings to be Demolished									
Burr Gym				134,356					134,356
Cook Hall					83,444				83,444
Howard Manor		75,000							75,000
Bank Building/University Warehouse #2						47,500			47,500
Effingham Apartments					84,000				84,000
Medical Arts Building							30,396		30,396
Early Learning Center								8,816	8,816
TOTAL OF DEVELOPMENTS TO REMAIN (Existing + Ph 1,2)	2,580,519	112,269	320,812	237,775	1,557,275	312,873	842,844	432,706	6,305,293
TOTAL PROPOSED	2,735,519	112,269	320,812	381,775	1,983,275	312,873	842,844	448,706	6,952,293
Percent Change from Phase Two									
Two	6%	-40%	0%	3%	15%	-13%	-3%	2%	3%

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Figure 6-13: Potential Demolition Plan and Historic Buildings to remain

CAMPUS DEVELOPMENT PLAN

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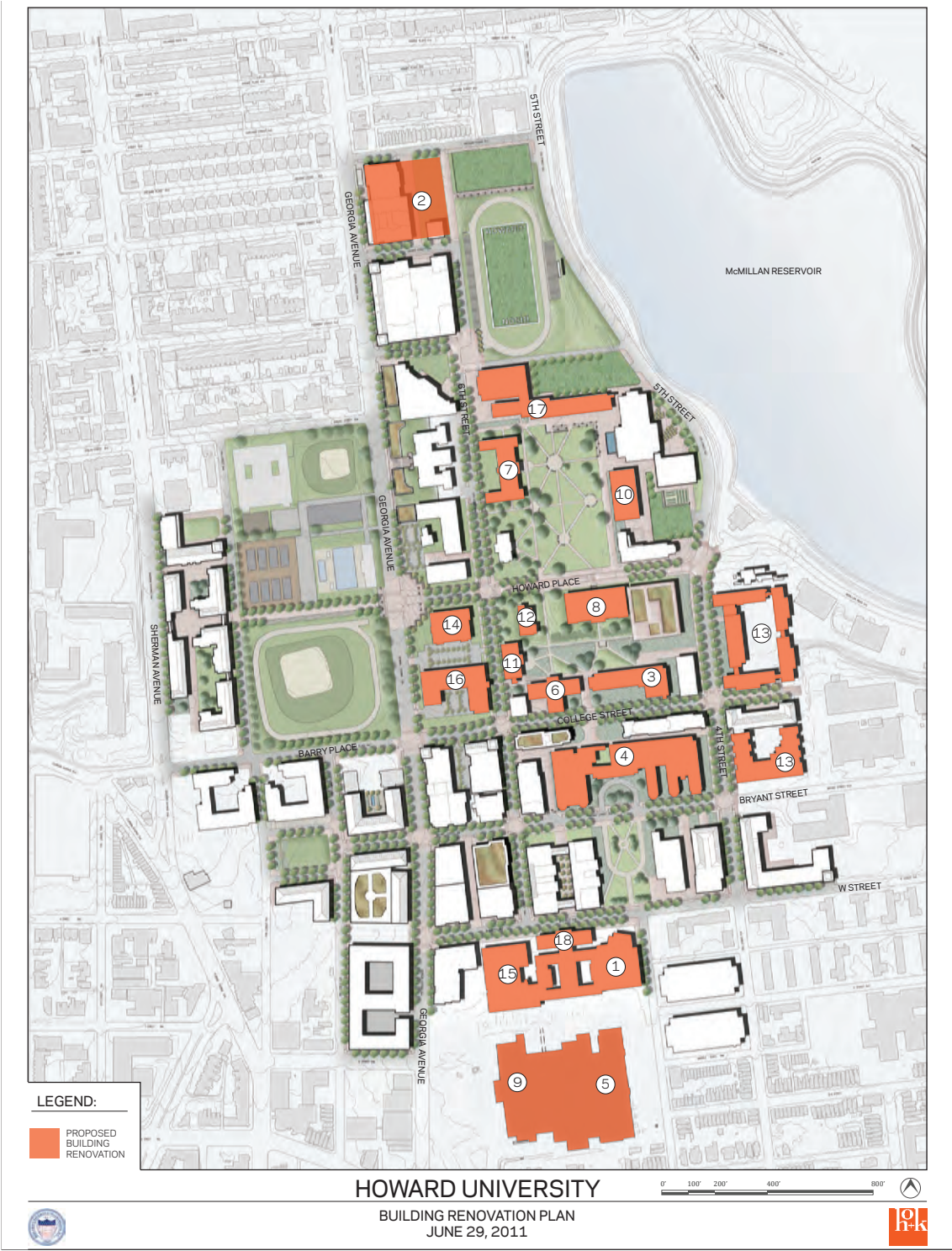


Figure 6-14: Building Renovation Plan

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

Table 6-3: Building Renovation Program

Howard University								
Building Renovation Program								
		ADA	EH&S	ROOFS & SW MGMT	BUILDING ENVELOPE	HVAC	AESTHETICS	SECURITY
BUILDINGS								
①	School of Medicine (Adams)	◐	●	◐	◐	●	◐	◐
②	Athletics	●	●	◐	●	●	●	◐
③	Biology	◐	◐	◐	◐	●	◐	◐
④	C.B. Powell	●	◐	◐	●	◐	●	◐
⑤	Cancer Center	●	●	●	●	●	●	●
⑥	Chemistry	◐	◐	◐	◐	●	◐	◐
⑦	Douglass Hall	◐	◐	◐	●	●	◐	◐
⑧	Founders Library	●	◐	●	●	●	●	◐
⑨	Howard Hospital	●	●	●	●	●	●	●
⑩	Locke Hall	◐	◐	◐	●	●	◐	◐
⑪	Physics	◐	◐	◐	◐	◐	◐	◐
⑫	Rankin Chapel	◐	◐	◐	◐	◐	◐	◐
⑬	Residence Life	●	●	●	◐	●	●	●
⑭	School of Architecture	◐	◐	◐	◐	◐	●	◐
⑮	School of Dentistry	◐	◐	●	●	◐	●	◐
⑯	School of Engineering (Downing)	◐	◐	◐	◐	◐	◐	◐
⑰	School of Fine Arts (Childers Hall)	◐	◐	◐	◐	◐	◐	◐
⑱	School of Medicine (Seely Mudd)	◐	●	◐	◐	◐	◐	◐
Legend								
Substantial		●						
Partial		◐						
Minimal		◑						

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

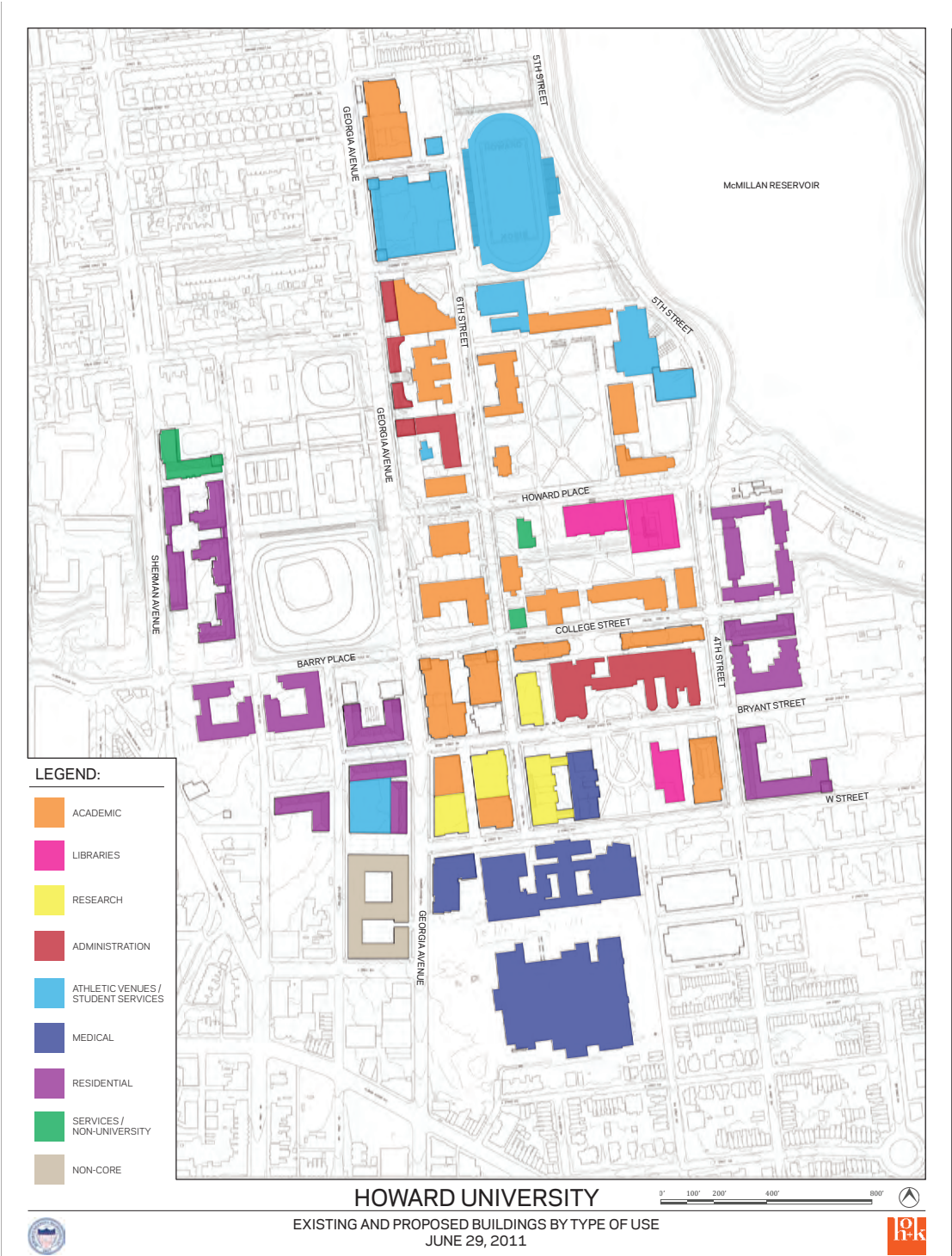


Figure 6-15: Existing and Proposed Building by Type of Use

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

PROPOSED LAND USE AND ZONING

A modest addition to the campus boundary is proposed with the inclusion of square 2872 (lots 266-271, 803, 820, 822-824) bounded by Barry Place on the north, Sherman Avenue on the south and east and Florida Avenue on the west. In Case No. 06-09, the Zoning Commission granted the University a five-year temporary use of this site as a parking lot in 2006. The University plans to continue that use in the foreseeable future.



Figure 6-16: Square 2872 highlighted on Zoning Map

The north area is intended to remain the concentration for athletic functions and the stadium will remain as the focus of this area in its current 4th Street location. Proposed improvements to the gymnasium in the near term and the development of a new athletics complex and support functions, the addition of parking, and proposed pedestrian improvements will strengthen this part of the Campus as the athletics and events hub. The Yard will remain the focal point for the central part of the Campus. The historic academic concentration of uses will continue in this University core area. Improvements to the institutional character of the uses along Georgia Avenue are intended to solidify the presence of the University in this area. And finally, the southern end of the Campus will continue to be a focus of the health science uses including the hospital, and health science related academic and research uses.

The major changes to the Campus's land use pattern are planned for the Georgia Avenue frontage south of Barry Street, along Bryant Street extending into the parking fields to the west of Georgia Avenue, and in the parking field on Sherman Avenue.

GEORGIA AVENUE FRONTAGE

The University intends to revitalize Georgia Avenue between Barry Street and V Street through the creation of

a mixed-use district. Proposed uses include academic and research buildings, such as the Computational Science (CS) / Biomedical Science and School of Communications building, which are planned to be located on the east side of the avenue. In addition, student housing, market rate housing and a Wellness and Recreation Center are planned to front the west side of Georgia Avenue. Each of these uses will be complemented by ground floor retail uses fronting on Georgia Avenue to provide needed goods and services to the Campus and surrounding communities. The addition of retail will add vitality and life to the neighborhood and improve the pedestrian experience. Below-grade parking will be provided under several of the proposed buildings to replace existing surface spaces; serving academic requirements, retail, the Wellness and Recreation Center and visitors.

BRYANT STREET CORRIDOR

The University intends to strengthen the east-west connection of the Campus across Georgia Avenue by concentrating Campus residential uses and complementary academic and research uses along Bryant Street. The Georgia Avenue parking fields are intended to be redeveloped as a Campus residential enclave. This will include several multistory Campus housing buildings with supporting services. The new residential enclave will be constructed around a new Campus green which acts as the focus and an amenity space for this concentration of student life.

The additional residential uses here will tie the existing Howard Plaza Tower buildings, the largest existing student housing buildings, into the remainder of the Campus and provide an appropriate residential experience for students while extending the Campus functions across Georgia Avenue. This western anchor of residences is complemented by a similar concentration of Underclassman housing proposed for the east end of the Bryant Street connector. Building upon the existing housing of Baldwin/Crandall/Frazier/Truth/Wheatley Hall and Bethune Annex Hall, the University will add two new housing residences along 4th Street, to create an underclassman community near the core of the Campus. Finally, the Bryant Street corridor will become the heart of the health science related schools and the focus of new research buildings with the addition of several new academic and research buildings. Below-grade parking will be provided within this corridor under several of the proposed buildings.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

Table 6-5: Residential FAR Comparison

RESIDENTIAL FAR COMPARISON						
	Allowable FAR	Land Area (SF)/ Existing Zoning	Existing Building SF	Existing FAR	Proposed Building SF	Proposed FAR
R4	n/a	91,430	152,278	1.67	152,278	1.67
R5B	1.8	2,459,512	2,849,965	1.16	3,029,249	1.23
R5E	6.0 (5.0 res.)	116,395	573,684	4.93	573,684	4.93

*Note that an anomaly exists with respect to the aggregate FAR of the R-5-C through R-5-E zones due to the fact that the University owns no R-5-C or R-5-D land. The Campus only includes R-5-E land and it has been developed with the high rise Howard Plaza dorms to an FAR of 4.93 pursuant to a rezoning in 1986 (Z.C. Order No. 506).

ALLEY CLOSURES

Three potential alley closings have been identified in the proposed Master Plan to create larger contiguous parcels that allow the redevelopment of these blocks for academic and support uses and/or contiguous efficient underground parking. These include:

1. Square 3065, north-south alley between Georgia Avenue and Sixth Street that extends from Bryant on the north to W Street on the south – The Master Plan envisions the retention of a private alley in this location to allow for appropriate off-street access to loading and/or parking. The alley closure would, however, allow for the creation of large contiguous below-grade parking facility thereby making the most efficient use of below-grade space.
2. Square 2875, north-south alley between 8th and 9th Street with westward connection to 9th Street – Howard University owns property on either side of this alley. Since the alley bisects the Howard University property it is difficult to develop Campus housing surrounding the new quad as proposed if the alley were to remain as is. The Master Plan recommends seeking at least a partial closure of the alley to allow for the proposed Campus housing as well as for efficiently configured potential below-grade parking beneath the building.
3. Square 3058, north-south alley between Georgia Avenue and Sixth Street that extends from Girard on the north to Fairmont on the south. The Master Plan envisions the reconstruction of Burr Gymnasium on this block. Due to the nature of such a facility a large footprint is required, thereby necessitating the elimination of the alley to consolidate the property owned by Howard University that surrounds the alley.

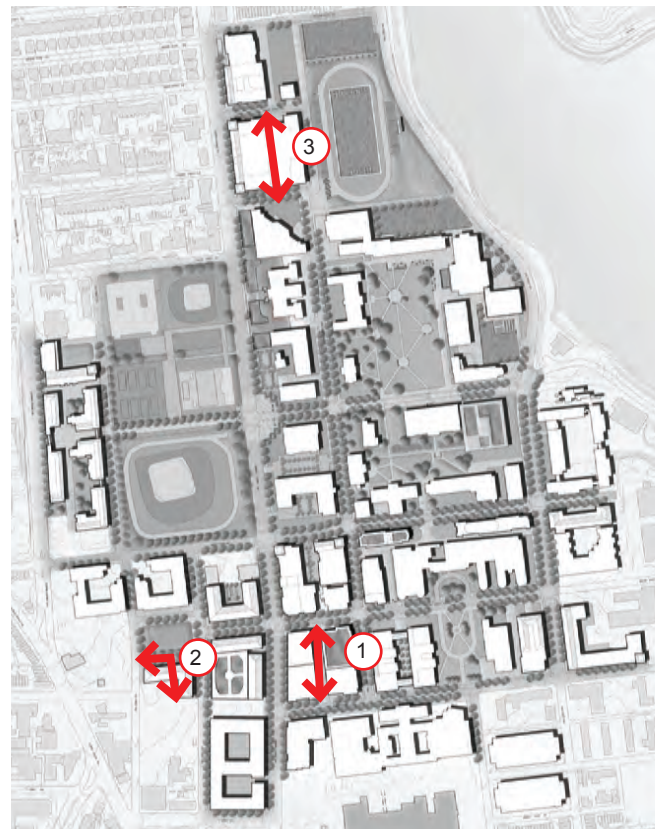


Figure 6-17: Alley Closure Diagram

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

USE ZONES, BUILDING PLACEMENT AND MASSING

Howard University's characteristic mix of uses will be maintained throughout the Campus. The focus of future construction will be to strengthen adjacencies and collaboration.

All academic buildings will be kept within the confines of the campus, but some functions that have public appeal (retail, bookstore, restaurants, etc.) will be established on Georgia Avenue at the ground level. Another important concept is to establish an institutional presence on Georgia Avenue where the University buildings turn their backs to the street and present only loading docks and surface parking lots with new facilities that engage the community and landscaping that enhances the streetscape. Underclassman Housing will be expanded and improved on the east side of Campus and Upperclassman Housing will be expanded and improved on the west side of Georgia Avenue, along with the new Wellness and Recreation Center, retail and underground parking.

ATHLETICS

Bounded by Gresham Place, Georgia Avenue, 5th Street, Fairmont Street and the Fine Arts Complex, the northern end of the campus provides an opportunity to create a new northern gateway with an expanded and improved series of athletic facilities, and a major car storage facility (underneath a turf practice field). Buildings in this zone will have a large footprint due to space needs, and their designs will make use of below-grade space to minimize scale and height, especially along Georgia Avenue.

Following the demolition of Effingham Apartments, the Howard Manor, University Warehouse #2 and Cook Hall, the new Intercollegiate Athletics Complex (IAC) will be constructed. Once the IAC is built, Burr Gymnasium will be demolished. As more detailed plans are developed, other considerations for the use of this site include an expanded running track, improved bleachers for Greene Stadium and practice fields.

MID GEORGIA AVENUE

This area includes facilities on Georgia Avenue, between 6th Street and Georgia Avenue, between Howard Place and Fairmont Street. The rear or sides of the School of Business, the Johnson Administration building, Howard Hall and the School of Social Work front on Georgia Avenue. Only the Miner Building currently faces Georgia Avenue.

An important aspect of this zone includes enhancing and protecting views of the Miner Building and Howard Hall, as well as renovating the Miner Building. In addition to its academic use by the School of Education, potential reuse of the Miner Building may include uses as a gallery and event space or as a site for the the Moorland Spingarn Research Center.

New facilities will be designed to not block the views of the historic buildings, but rather to enhance the setting and to provide better access. As such, the buildings could include accessible green roofs that would serve as upper level plazas that create new open space for the campus.

ARTS AND EVENTS

The Arts and Events Zone occupies the northern and eastern sides of the historic quad. The Yard, the Fine Arts Complex, Blackburn University Center, Locke Hall, Academic Support Buildings A and B, and the Middle School are the core of this zone.

The Plan for this area includes the expansion and renovation of Blackburn University Center. The topography here provides an opportunity for a large car storage facility – accessed from 4th Street, and located below new construction. The demolition of Academic Support Buildings A and B (intended to be temporary buildings) behind Locke Hall will provide the opportunity to develop the Blackburn University Center addition, underground parking and a new open space area that could serve as a garden to supply fresh produce to the restaurants in Blackburn.

The scale of buildings in this area will be carefully considered to respect the history of the Yard, as well as to preserve views from the Yard to McMillan Reservoir.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

USE ZONES, BUILDING PLACEMENT AND MASSING

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CAMPUS DEVELOPMENT PLAN

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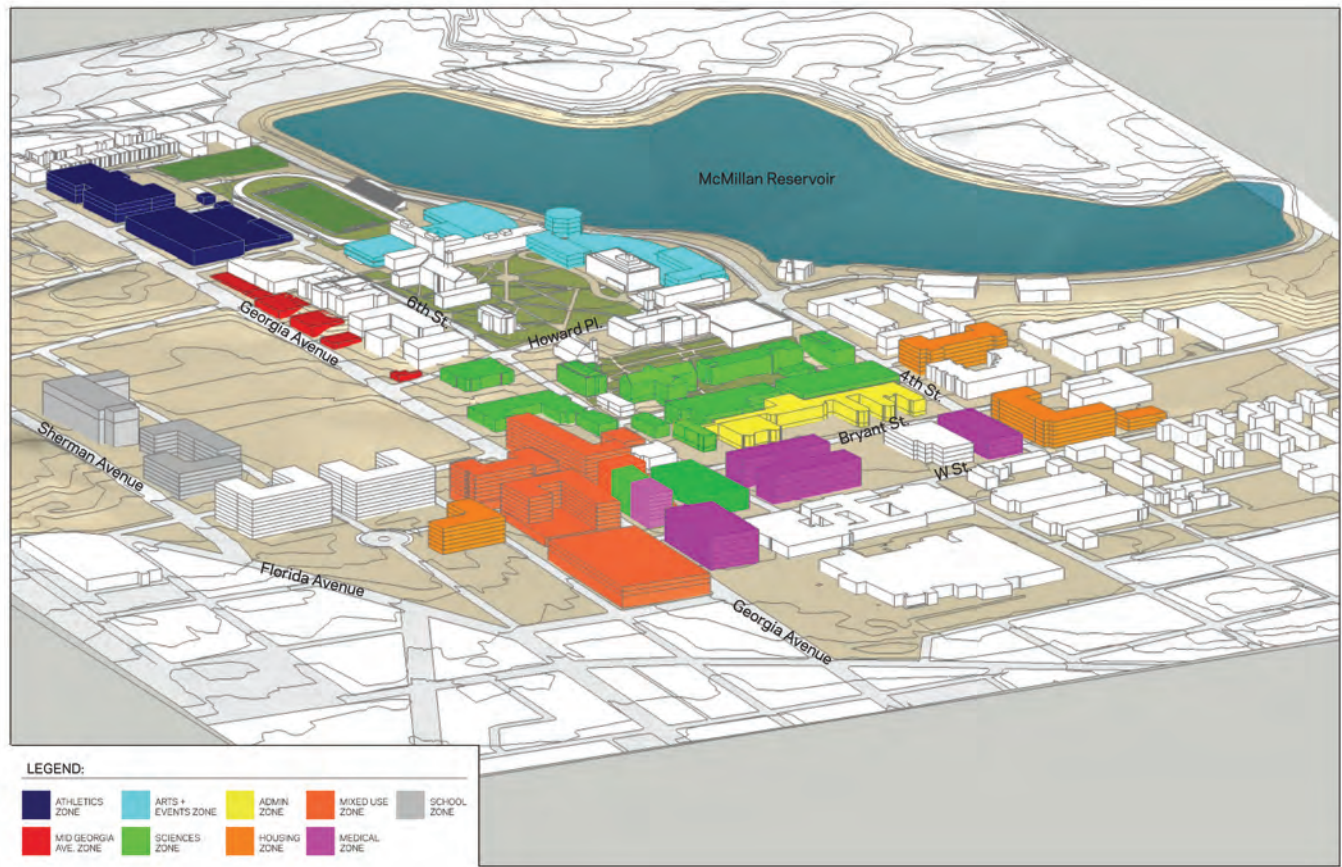


Figure 6-18: Use Zones and Massing Diagram

ADMINISTRATION

The C. B. Powell Building and the Ralph J. Bunche Building create a central historic presence in what is being described as the administration zone.

During the design charrette, it was suggested that this area could form a new, centralized administration zone for the University. The most historic elements of C.B. Powell could be preserved and renovated to accommodate functions currently housed in the Johnson Administration Building.

Other considerations for the adaptive reuse of the historic building included faculty offices, housing, gallery and event space, or use by the Moorland Spingarn Research Center. The intent is to restore the building to its original character. For this site, no major new buildings are contemplated. Instead, the focus is on renovation and refitting an appropriate program to the historic structure.

HOUSING AND SCHOOL

Comprised largely of surface parking lots, this area is located along the western edge of the University's property and is bounded by Sherman Avenue, Barry Place and 9th Street just south of Euclid Street.

Plans include: the relocation of the University's Middle School of Mathematics and Science (MS)² (currently housed in the old Human Ecology Building located on the Yard); a replacement for the Early Childhood Learning Center and new faculty and workforce housing. This relocation would allow the Middle School to expand to its chartered capacity.

Buildings will be massed and scaled to blend with the surrounding neighborhood context. Building design will incorporate terminating the long visual axis from the Yard through Banneker Park to this site.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

RESEARCH AND SCIENCE

New academic and research buildings are planned for the area bounded by Howard Place, Georgia Avenue, 4th Street and Bryant Street. A site, adjacent to C.B. Powell, is planned for a new STEM research building once some of the more recent additions to the C.B. Powell building are razed. Future building sites (for research) can be available if buildings along the south side of College Street are demolished.

Additional opportunities in this zone include the removal of the Early Childhood Learning Center and the re-purposing of Chauncey Cooper Hall. A new facility is planned that will combine Nursing, Allied Health & Pharmacy. Another planned research facility is the Nanotechnology Building at the southwest corner of 6th and Bryant Streets.

New buildings developed in this area must respect the scale and massing of existing campus buildings, especially the C. B. Powell building, Power Plant and other historic buildings.

HOUSING

On the east side of Campus, east of 4th Street, between McMillan Drive and W Street, new Underclassman Housing is proposed to meet the immediate need for housing. This site will include renovations to existing buildings and new buildings to the north and south of Bethune Annex.

In addition to the residential space, dining-living-learning in residence faculty units and other amenities are planned for this zone. New housing will complement the scale of existing residence halls.

MIXED USE

The blocks surrounding on the intersection of Georgia Avenue and Bryant Street are intended to function as a new gateway to the University with: revitalized retail uses; a welcoming function for visitors and new students; and additional space for a range of uses. Planned facilities include: Computational Science (CS) / Biomedical Science (+ Retail), The School of Communications (+ Retail) and an Academic / Support Facilities / Public Safety Building (+ Retail). During the design charrette, participants discussed other uses such as a welcome center, alumni center, faculty club, and housing. Underground car storage is also planned for this area.

Upperclassman Housing is proposed for the west side of Georgia Avenue adjacent to Howard Plaza Towers. Barry Place on the north, Sherman Avenue and Florida Avenue on the west, 8th Street on the east and W Street on the south form the boundaries for the upperclassman community. The housing will face on a new Residential Quad. In addition to the residential space, dining and other amenities will be provided in this zone.

This area also includes the proposed Wellness and Recreation Center with ground level retail, underground parking and more residential housing on the upper levels. Because of the existing fabric surrounding the site and new residential development along Florida Avenue, some building heights in this area could be in the 90-110 foot range.

HEALTH SCIENCES

The southern section of the Campus from Georgia Avenue on the west, to 4th Street on the east, Bryant Street on the north, and Florida Avenue on the south will continue to accommodate current and future health science-related functions and facilities.

Howard University Hospital is expected to remain on this site, with opportunities for phased renovation. It was not a part of this Master Plan study, but a separate Master Plan for Howard University Hospital should be conducted to explore the future needs of the hospital. The area between Bryant and W Streets is being considered for facilities including: a new College of Pharmacy, Nursing, Allied Health, a Health Sciences / Medical Arts Building and other future health related uses.

ACADEMIC/RESEARCH USES

All buildings fronting on Georgia Avenue could potentially include a retail base in this area. An additional major underground car storage facility could be developed in this area..

Most buildings are expected to be 6 to 9 stories above grade (similar in scale to the hospital). New buildings along Bryant Street will include a setback to accommodate a more pedestrian friendly streetscape connecting residential uses to the east and the west sides of the Campus.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Figure 6-19 Perspective drawing of proposed School of Communications at Georgia Avenue between College and Bryant Street



Figure 6-20: Perspective drawing of Bryant Streetscape renovation and proposed Teaching and Learning Center (right foreground) with Allied Health, Nursing and Pharmacy Building (adjacent)

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Figure 6-21: Perspective drawing of proposed Residential Quad at 8th and Bryant Street



Figure 6-22: Illustrative Master Plan

PHASE ONE (1-3 YEARS)

- 1 INTERDISCIPLINARY SCIENCE ENGINEERING BUILDING (ISEI) / STEM
- 2 COMPUTATIONAL SCIENCE (CS) / BIOMEDICAL SCIENCES (BioS) + RETAIL
- 3 UNDER CLASSMAN RESIDENTIAL HALL #1
- 4 UNDER CLASSMAN RESIDENTIAL HALL #2
- 5 CAMPUS WELLNESS / RECREATION / AND UPPER CLASSMAN RESIDENTIAL + RETAIL

PHASE TWO (3-5 YEARS)

- 6 BLACKBURN CENTER RENOVATION
- 7 SCHOOL OF COMMUNICATIONS + RETAIL
- 8 ACADEMIC / SUPPORT SERVICE / PUBLIC SAFETY BUILDING + RETAIL
- 9 NURSING, ALLIED HEALTH + PHARMACY
- 10 NANOTECHNOLOGY BUILDING
- 11 UPPER CLASSMAN RESIDENTIAL HALL #1 + RETAIL
- 12 MINER BUILDING RENOVATION

PHASE THREE (5-7 YEARS)

- 13 FUTURE HEALTH SCIENCES / MEDICAL ARTS + RETAIL
- 14 INTERCOLLEGIATE ATHLETICS COMPLEX + RETAIL
- 15 GRADUATE / WORK FORCE HOUSING
- 16 UPPER CLASSMAN RESIDENTIAL HALL #2
- 17 TEACHING AND LEARNING BUILDING

PHASE THREE (5-7 YEARS)

- 13 FUTURE HEALTH SCIENCES / MEDICAL ARTS + RETAIL
- 14 INTERCOLLEGIATE ATHLETICS COMPLEX + RETAIL
- 15 GRADUATE / WORK FORCE HOUSING
- 16 UPPER CLASSMAN RESIDENTIAL HALL #2
- 17 TEACHING AND LEARNING BUILDING

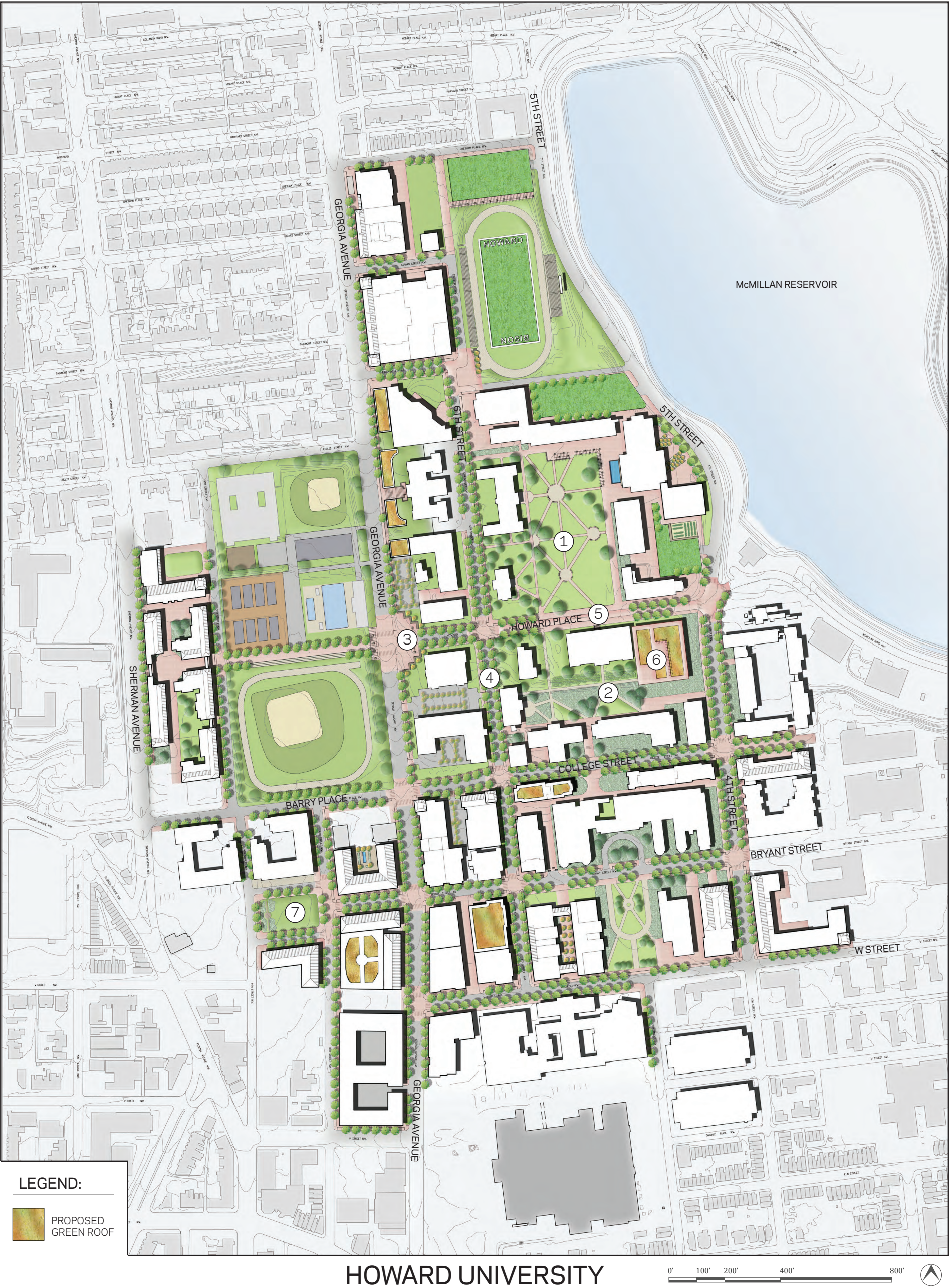


Figure 6-23: Landscape Plan

LANDSCAPE IMPROVEMENTS

- 1 THE MAIN QUAD RENOVATION
- 2 THE LOWER QUAD RENOVATION
- 3 HOWARD PLACE GATEWAY
- 4 CAMPUS STREETSCAPES
- 5 EAST-WEST PEDESTRIAN CONNECTION
- 6 THE FOUNDERS LIBRARY ROOFTOP
- 7 NEW RESIDENTIAL QUAD



CAMPUS DEVELOPMENT PLAN

(CONTINUED)

CAMPUS LANDSCAPE PLAN

The Campus landscape is a treasured amenity that is remembered, by students, faculty and alumnae, as a special quality of a university.

The design of the landscape at Howard University is equally as important as the design of its buildings. The campus landscape plays many roles in academic life. People gather for a common educational pursuit, but the value and the pleasure of a college campus comes from the daily life of the place. The campus landscape should provide a rich variety of open spaces, and a counterpoint to the intensity of urban and academic life.

Significant landscape improvements are proposed in the Master Plan to raise the general quality and first impressions of the Campus.

The Landscape Plan reinforces the principal organizing elements of the Campus - the Main, Lower and Southern Quads - and is designed to extend the picturesque quality of the best landscape area - the Main Quad, known as 'The Yard' - out to the limits of the Campus.

The Campus is by definition a place to encourage and foster face-to-face meetings and discussion. There are few places to sit and meet on the Campus now and this will be addressed in the future design of paths and individual building sites. Special emphasis will be placed on creating sheltered seating areas that can extend the period of outdoor use on the Campus.

The fundamental pedestrian nature of the campus is to be reinforced by improving the existing system of walkways. These will include establishing better connections between Georgia and Sherman Avenues and the interior of the Campus.

Landscape improvements will present a unified impression of the Campus edges and its principle entry routes. The Campus has used a number of different paving and site furnishings throughout the Campus. A goal will be to adopt a consistent campus-wide standard for these elements. A detailed study will enable the University to develop extensive landscape renovation work that can complement proposed building renovations and create design guidelines for:

- Paving for sidewalks and pedestrian walkways
- Curbs
- Roadway paving
- Furniture, including benches, trash bins, bollards, bicycle racks and traffic control devices.

Key Landscape Proposals include:

- The Main Quad Renovation
- The Lower Quad Renovation
- Howard Place Gateway
- Campus Streetscapes
- East-West Pedestrian Connection
- Undergraduate Library Rooftop
- New Residential Quad

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

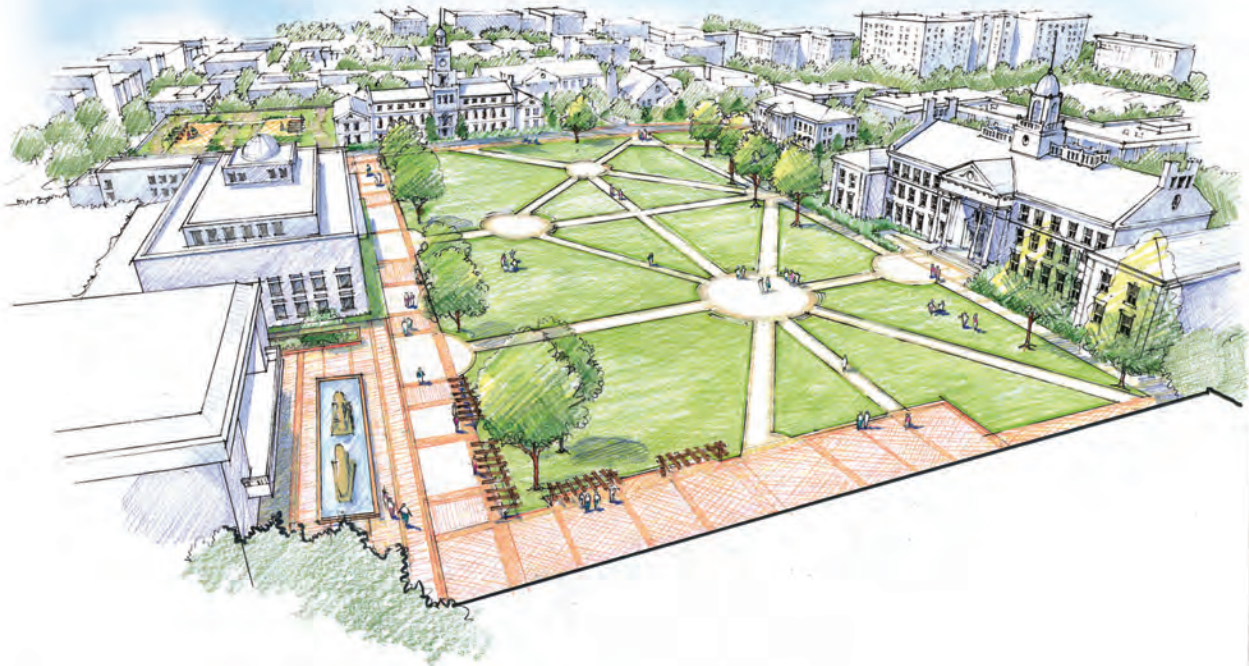


Figure 6-24: Perspective drawing of proposed Main Quad Renovation

THE MAIN QUAD RENOVATION

The Main Quad known as the 'Yard' is the most significant open space on the Campus and an important cultural landscape. The Yard is in need of renovation. The intent is not to change the historic character of this iconic landscape, but to bring it into better use as a visual and functional amenity; and set the stage for the next 100 years in the history of the Quad. This renovation could be scheduled in conjunction with the Blackburn University Center plans.

The key concepts for the renovation include:

- Removal of the service road in front of Blackburn University Center. The renovation and expansion project for Blackburn University Center will allow for a new service entrance to the building and eliminate the need for the service road on the historic Yard;
- Selection of a consistent palette of high quality ,durable materials for paving and curbing;
- Creation of permanent seating areas;
- Reconciliation of the path system and elimination of redundant paths;
- Incorporation of a shade arbor on the northeast corner of the Yard in front of Blackburn to create a shaded gathering space;
- Incorporation of an underground infiltration bed for stormwater management purposes and direct roof runoff from the surrounding buildings to this new underground structure;
- Incorporation of a cistern component to the infiltration system so that stormwater can be captured and reused for irrigation purposes;
- Planting of native deciduous canopy trees like Oaks , Ash and Beech trees that are adapted to local conditions. Concentrate the tree plantings around the perimeter of the Yard to avoid conflict with commencement activities; and
- Involvement of students in tree planting activities.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Photo 6-1: Example of a campus setting designed with rain gardens and outdoor seating areas.

THE LOWER QUAD RENOVATION

The Lower Quad is located south of the Yard and is surrounded by the back doors of Founders and the Undergraduate Library with entrances to Physics, Chemistry, Biology and the Pharmacy Buildings on the lower portion of the quad.

The renovation of this quad should exploit the opportunities created by the topography, while recognizing the importance of the connections it provides.

This quad would benefit from the removal of non-essential turf and installing a series of rain gardens to improve campus drainage and create a distinct and beautiful character for this under utilized campus space.

The renovated space would be an ideal location for an outdoor classroom with the incorporation of seating and meeting areas to create a more vibrant setting for interaction at this key location. Renovations would include new paving materials and an appropriate palette of trees, shrubs, perennials and grasses.

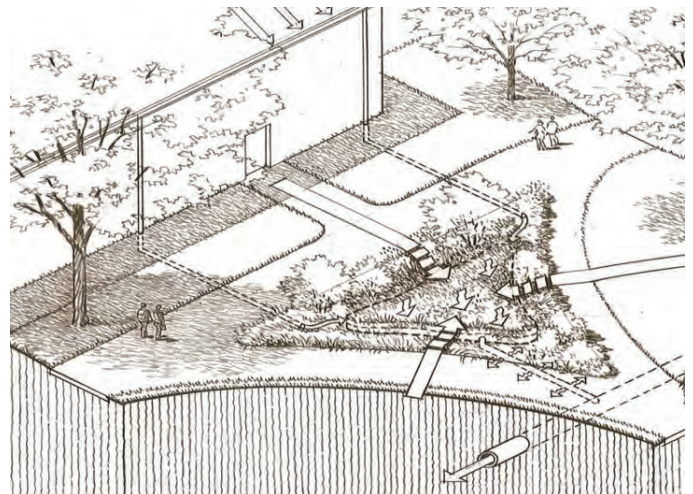


Figure 6-25: Illustration of a typical rain garden designed to capture runoff from adjacent buildings and paved areas.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Figure 6-26: Perspective drawing of the proposed new gateway at Howard Place and Georgia Avenue

HOWARD PLACE GATEWAY

The intersection of Howard Place and Georgia Avenue will mark the ceremonial front door to the University. This new gateway will reinforce the University's presence on Georgia Avenue and provide a safe waiting area for public transportation users. The improvements to this intersection of Howard Place will lead the visitor directly to the Main Quad and the heart of the Campus.

An improved cross walk will extend across the Georgia Avenue in this location to an improved connection to Banneker Park on the opposite side of the street.

The planned development of the large surface parking lots on Sherman Avenue into new housing will make this an important pedestrian connection in the future. An improved walkway is planned that extends from the west side of Georgia Avenue west to Sherman Avenue. This project will be planned in collaboration with D.C. Department of Parks and Recreation and will include an appropriate design to address: security, accessibility, and operational and maintenance needs.

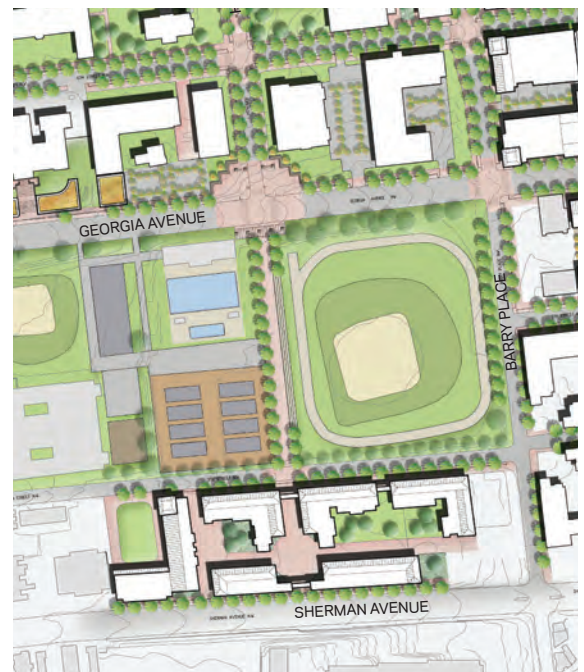


Figure 6-27: Plan view of proposed Gateway at Howard Place and Georgia Avenue

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

CAMPUS STREETSCAPES

As the development plans proceed, the University will widen the sidewalks, define crosswalks and ramps with a consistent palette of materials and plant a variety of native shade trees that will thrive in the District.

Internal Campus streets and new entries will be designed as extensions of the open space system, with a consistent vocabulary and treatment of sidewalks, curbs and street trees. The University will incorporate these upgrades as new facilities and renovations take place, including streetscape and signage improvements.

As part of the open space system, wherever possible, the sidewalks will be widened to 20' to allow space for both pedestrians, street trees and other uses, such as sidewalk cafes.

"For a planting cost of \$250-600 (includes first 3 years of maintenance) a single street tree returns over \$90,000 of direct benefits (not including aesthetic, social and natural) in the lifetime of the tree. Street trees (generally planted from 4 feet to 8 feet from curbs) provide many benefits to those streets they occupy. " (Source: 22 Benefits of Urban Street Trees, May, 2006)

Trees absorb the first 30% of most precipitation through their leaf system, allowing evaporation back into the atmosphere. Another percentage (up to 30%) of precipitation is absorbed back into the ground and taken



Photo 6-2: Example of a streetscape with adequate soil volume for trees.

in and held onto by the root structure, then absorbed and then transpired back to the air. Some of this water also naturally percolates into the ground water and aquifer. Storm water runoff and flooding potential to urban properties is therefore reduced.

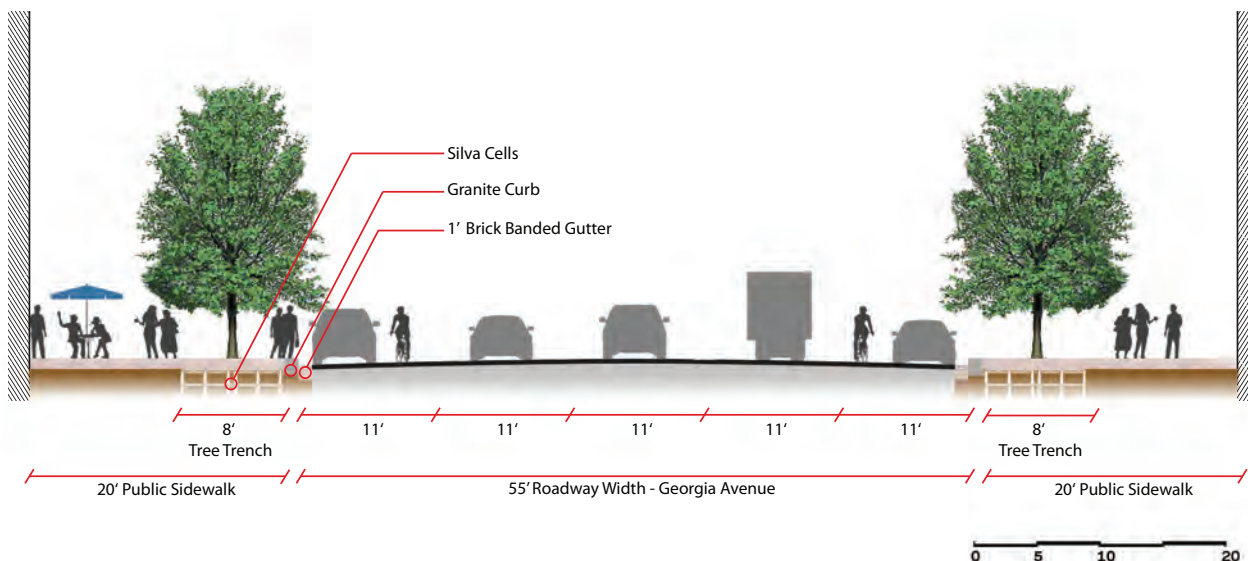


Figure 6-28: Typical Cross Section of Georgia Avenue at Howard University

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

Other benefits include:

- Businesses on treescaped streets show 20% higher income streams;
- Temperature differentials of 5-15 degrees are felt when walking under tree canopies; and
- Trees in street proximity absorb 9 times more pollutants than more distant trees, converting harmful gasses back into oxygen and other useful and natural gasses.

If properly designed and built, the tree trenches on the campus streets can make a significant contribution to the stormwater management goals.

All proposed tree trenches will include Low Impact Development (LIDs) techniques to capture and infiltrate stormwater runoff. The most significant obstacle to reaching maturity that urban trees face is the scarce quantity of soil useable for root growth. A large volume of uncompacted soil, with adequate drainage, aeration and fertility, is the key to the healthy growth of large urban trees.

Research demonstrates that trees need 2 cubic feet of soil volume for every square foot of canopy area (Urban, 2008). Most urban trees have less than 1/10th the rooting volume they need to thrive. Using innovative techniques, such as suspended pavement, to extend rooting volume under HS-20 load bearing surfaces and create favorable tree growing conditions in urban areas, enables trees to grow to their mature size and provide the stormwater and ecological benefits commensurate with mature trees.

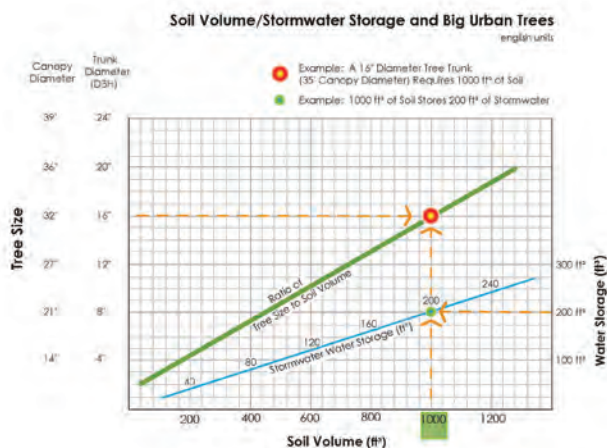


Figure 6-29: Graph showing the relationship of stormwater management and soil volume ratios

EAST-WEST PEDESTRIAN CONNECTIONS

Howard Place, running east to west through the heart of the Central Campus, is an ideal place for streetscape renovations and implementing changes that reflect the history and character of Howard University. Along with the proposed Gateway at Howard Place and Georgia Avenue, Howard Place will become a strong connection between the historic heart of the campus and the proposed graduate/workforce housing on Sherman Avenue.

A new streetscape design along Howard Place will tie the vehicular section of the roadway east of Georgia Avenue into the pedestrian/bike section proposed to the west. Through Banneker Park, the Howard Place becomes a pedestrian and bicycle thoroughway that connects students, faculty and staff to the recreational fields and to the proposed middle school and graduate workforce zone on Sherman Avenue. New paving materials and tree plantings will accompany this pedestrian corridor.

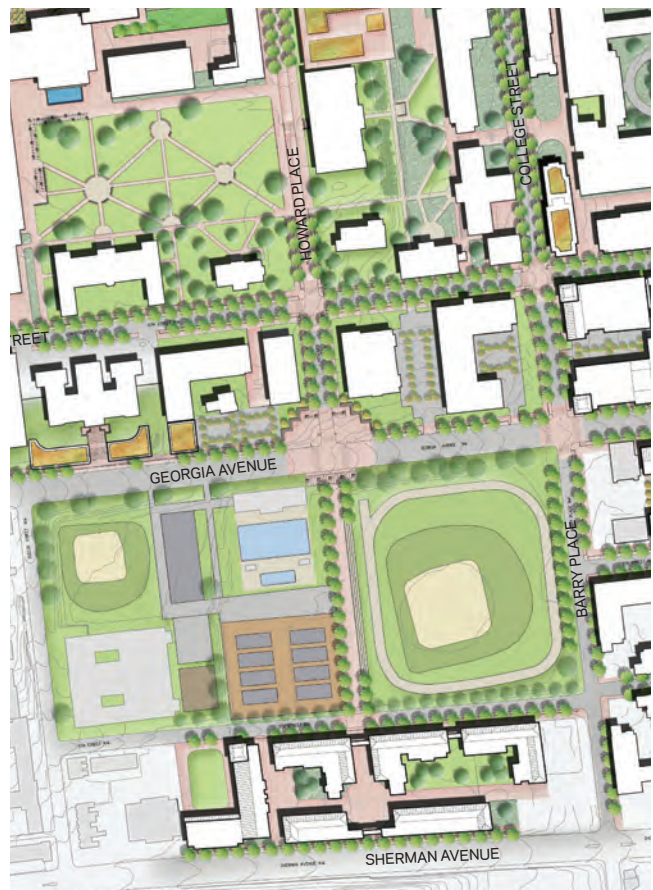


Figure 6-30: Plan view of Howard Place

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Photo 6-3: View of existing roof of Undergraduate Library

UNDERGRADUATE LIBRARY ROOFTOP

The rooftop of the Undergraduate Library is currently an empty brick paved space that the University might examine as a first demonstration project of green roof technology, with a new green roof garden, arbor and seating area.

The bricks can be recycled in the new design and incorporated into a palette of native plants that will thrive in this environment. The ASLA Headquarters roof is an excellent local example of a roof garden in the D.C. area, that shows how a relatively small space can be retrofitted to create a new open space area for the Campus.

The green roof has retained thousands of gallons of stormwater, reduced building energy costs by hundreds of dollars a month, and significantly lowered outdoor air temperature according to a report issued by the ASLA. The green roof lowered air temperature by as much as 32 degrees in the summer when compared to a neighboring tarred roof, helping mitigate the urban heat island effect.

The roof also reduced the building's energy costs—especially in the winter. Engineering analysis showed that the green roof's extra insulation lowered energy usage in the winter by 10 percent with a potential of two to three percent in the summer.” (Source: <http://www.asla.org/press/2007/release091907.html>)



Figure 6-31: Plan view of proposed roof renovation of Undergraduate Library on Howard Place



Photo 6-4: View of Green Roof at ASLA Headquarters in Washington, D.C.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Figure 6-32: Perspective drawing of the proposed new Residential Quad located at Bryant Street and 8th Street

NEW RESIDENTIAL QUAD

The proposed new Residential Quad is located at Bryant Street and 8th Street on the western side of Georgia Avenue. The site is currently a large parking lot that serves the University, as well as, the Howard Tower buildings. This location is an amenity and open space resource for the new student residential buildings proposed on the western side of Georgia and the increased pedestrian circulation encouraged throughout the Lower Georgia Avenue zone.

The new Residential Quad terminates Bryant Street on the west, and creates a new pedestrian and bicycle link between the academic core and the western residential zone.

The addition of a green space adds better passive recreation area for students, faculty, staff and visitors. It creates a protected setting that is safe and provides a place for social gatherings, events and student activities. Proposed elements would include new pedestrian paved paths and an appropriate palette of trees and shrubs.



Figure 6-33: Plan view of proposed new Residential Quad located at Bryant Street and 8th Street

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

THE ROLE OF THE LANDSCAPE IN CREATING A SUSTAINABLE CAMPUS

The campus setting provides the opportunity for learning about, restoring and improving the environment. Creating an environmentally responsible campus and demonstrating better resource management provides the Howard University community with an opportunity to showcase progressive principles and to serve as a model for the community at large.

Implementing stormwater management techniques that infiltrate, store, capture, and reuse rainwater results in less runoff, which in turn reduces sewer pipe sizes, maintenance and energy costs, and will more likely comply with the current and more stringent regulations for stormwater management. In order to achieve this environmental mandate, the objectives and strategies outlined in the Master Plan will improve and sustain the hydrologic balance of the campus in order to:

- Protect and re-establish areas critical to the hydrologic cycle,
- Enhance infiltration of runoff water and to augment groundwater recharge and stream base flow,
- Promote water conservation through stormwater capture and reuse and,
- Integrate design components in the built environment to improve water quality.

In order to achieve these goals and meet current regulatory requirements, every new project at Howard University will be designed to mitigate stormwater impacts within the project's boundaries, to correct infrastructure conditions, flooding conditions and to consider the project as a component of the larger solution for the subbasin in which it lies.

LOW IMPACT DEVELOPMENT (LID) PRACTICES FOR THE CAMPUS

Low Impact Development Practices (LIDs) are structural or non-structural devices that store or treat stormwater runoff to improve water quality. Both structural and non-structural LID designs are considered effective and will be employed on the Campus.

LANDSCAPE MANAGEMENT STRATEGIES

The Campus fabric cannot be separated from its history, its landscape or its community. The Campus provides a physical environment that nurtures the human spirit - an environment that reduces stress, increases health benefits and serves as an educational asset. The rich traditions and historical resources of the Campus provide the inherent beauty and reinforce a "sense of place".

Solutions to restore the natural drainage patterns of the Campus lie throughout the landscape, presenting opportunities to optimize infiltration and storage and reduce run-off. Some of the solutions the University will explore in the management and operations of the landscape include:

- Reducing the percentage of lawn to essential flat areas

Reducing the extent of lawn is one of the easiest and most effective ways of improving water quality. Turf areas that are gently sloped can shed water nearly as rapidly as pavement thus contributing to run-off. In contrast to turf, "natural forest soils with similar overall slopes can store up to 50 times more precipitation than neatly graded turf." (Randall Arendt, Growing Greener, Pg.81)

While turf is inexpensive to install, it is an extremely high cost groundcover to maintain— requiring mowing, irrigation, fertilizer, lime and herbicides -all of which have a negative impact on water quality.

- Increasing and redefining the planting areas – a matrix of groundcover, shrubs, grasses and trees.

Areas of turf, especially on slopes over 6% can be decreased by increasing the areas of planting beds on the campus. Existing planting areas and new planting areas can be densely planted, leaving little exposed mulch with wildflowers, ferns, grasses and seedling size trees and shrubs to create a landscape that retards and decreases runoff and reduces pollutant loads.

Native plant species can be used in the planting designs as they are more suited to the local conditions and as such do not require irrigation and fertilization to maintain them. These species are better adapted to the local climate and many are deep rooted which allows them to tolerate drought situations.

CAMPUS DEVELOPMENT PLAN

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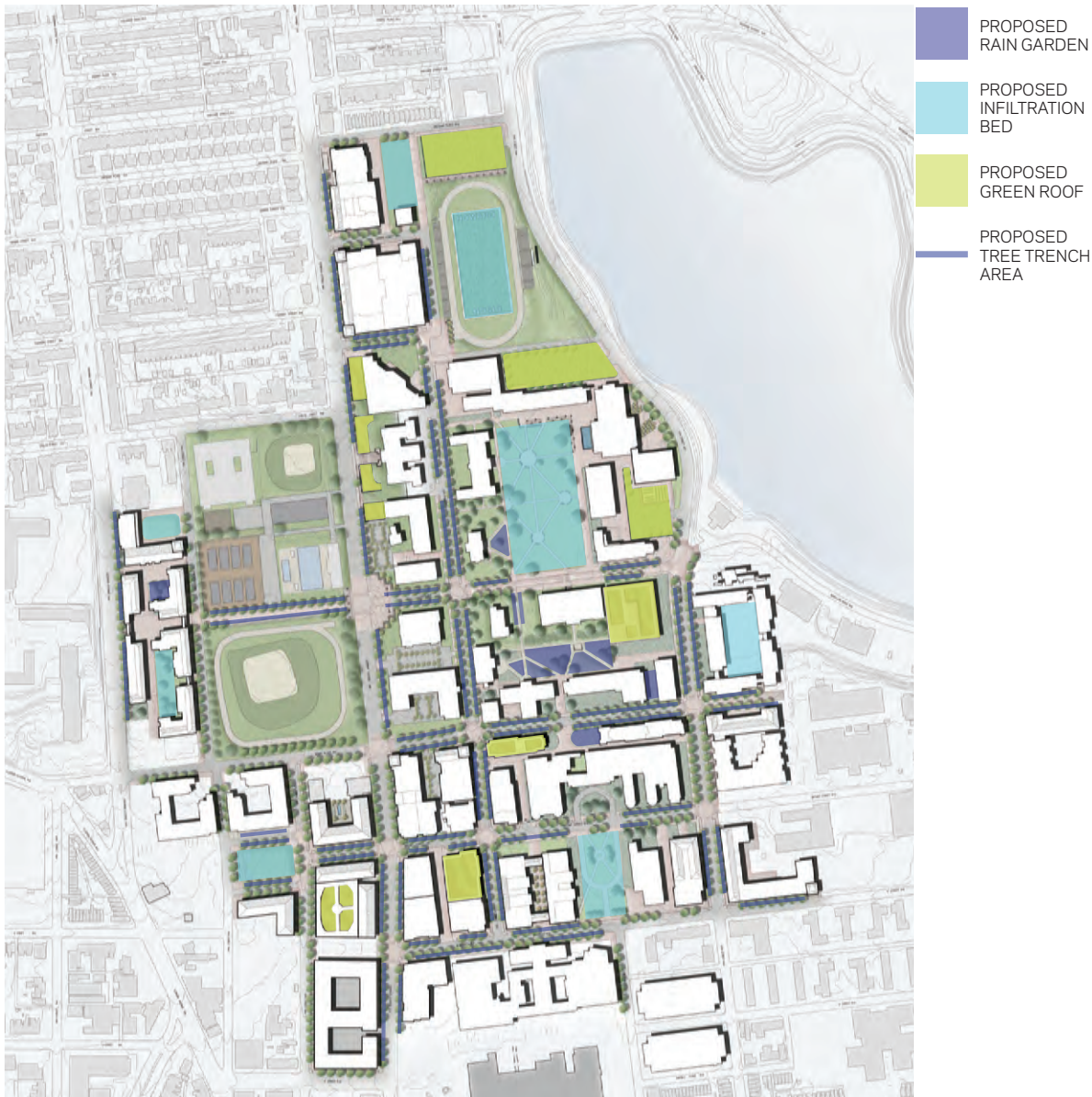


Figure 6-34: Stormwater Plan Diagram

Table 6-6 : LID Figures

PROPOSED LOW IMPACT DEVELOPMENT STRATEGIES

Vegetated Roof	79,125 SF
Rain Gardens	11,580 SF
Infiltration Beds	52,500 SF
Tree Trenches	48,098 SF

The LIDs identified in this diagram were identified and quantified to better understand the impact that can be made. Although the areas seem small in the adjacent chart, the scale of the campus setting is large and the cumulative impacts are therefore, significant. All combined, the LID measures can mitigate over 1 million gallons of stormwater for the 2-year storm.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

TRANSPORTATION NETWORK

The University is aware that its plans for the future will have impacts on the transportation network in the surrounding community. Its ongoing discussions with the D.C. Department of Transportation (DDOT) has led to a vigorous internal effort to prepare plans for: monitoring transportation habits and patterns among its employees, students, staff and visitors; exploring means by which these stakeholders can be encouraged to use alternative means of transportation to and from the University; and ensuring that the impacts of the University's future growth and development on the surrounding community is a net positive one.

The development of a complete list of Transportation Demand Management (TDM) measures as approved by the University's executive leadership and the development of a multi-modal split transportation plan will be informed by the ongoing discussions that will take place throughout the summer with DDOT, the Office of Planning (OP), and the community. These will be submitted in a supplemental report to the Zoning Commission prior to the hearing. A loading plan for the student housing projects envisioned as the first plan projects to be implemented will accompany the further processing of that project. As specific project buildings are designed in each of the plan's phases, plans for the parking and loading facilities will be described in greater detail and coordinated with the other elements of the Campus Master Plan as they unfold. These will be informed by the ongoing monitoring that will be taking place on parking demand and the specific building service needs for each facility.

SUMMARY OF RESULTS

The purpose of the technical analyses is to identify the potential adverse impact of the Howard University Campus Master Plan and any mitigation measures as necessary on the transportation network.

The Master Plan will have several impacts on the surrounding transportation network due to the proposed changes on the Central Campus. However, not all impacts will be adverse.

This report defines an adverse impact as one which creates an undesirable or unacceptable change on the transportation network. In addition to identifying the adverse impacts of the Master Plan, this section identifies recommendations in order to alleviate these impacts. (The analysis details are contained in a companion report, titled "Technical Transportation Report.")

The "Transportation Report" includes intersection capacity analyses performed for the existing conditions, the future conditions without the Master Plan and the future conditions with the Master Plan at the intersections contained within the study area during the morning and afternoon peak hours. Synchro, Version 7.0 was used to analyze the study intersections based on the Highway Capacity Manual (HCM) methodology.

The results of the existing capacity analysis show that all study intersections operate under acceptable conditions during the morning and afternoon peak hour. However, a few approaches operate under unacceptable conditions during one or more peak hours including the eastbound approach of Barry Place at Sherman Avenue and the westbound approach of Florida Avenue at Georgia Avenue/7th Street.

FUTURE CONDITIONS WITHOUT THE MASTER PLAN

The Transportation Report projects the future growth and development on the campus for 2011-2020. In order to determine the impact of the proposed development on the Central Campus, the future conditions without development are investigated as a benchmark. The future conditions without the proposed Master Plan include the traffic generated by background developments located near the University and inherent growth on the roadways. Growth from these two sources is added to the existing traffic volumes in order to determine the traffic projections for the future without the Master Plan.

The background developments included are the Howard Theater located near the intersection of 7th and T Streets NW, Progression Place/Broadcast Center One located next to the Howard Theater, and the Logic Project located near the corner of 10th and V Streets NW. In addition to the background developments, other traffic increased due to inherent growth on the study area roadways were accounted for with a 0.5% per year growth rate compounded annually over the study period (2009/2011-2020).

This rate was estimated based on a comparison between existing and past annual average weekday volumes obtained from DDOT and applied to the through-traffic traveling along 4th Street, Florida Avenue, and Sherman Avenue. As stated previously, these future site-generated and inherent growth volumes were added to the existing traffic volumes in order to determine the future traffic volumes without the proposed Plan.

The lane configurations for the future conditions without

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

the proposed Plan were determined based on the existing lane configurations and the improvements outlined in the Lower Georgia Avenue Transportation and Streetscape Improvements Final Report, published by DDOT in December 2007.

The improvements included are based on the preferred alternative outlined in the report, which reduces the cross-section of Georgia Avenue and Sherman Avenue. In addition to the lane configuration changes outlined in the report, signal timing changes were also assumed. This includes retiming the existing traffic signals, which were optimized for progressive traffic movement through the corridors.

FUTURE CONDITIONS WITH THE CAMPUS MASTER PLAN

In order to determine the impact of the proposed changes to the Central Campus, vehicular trips were generated based on the removal and relocation of parking as outlined previously.

Although multiple development changes are proposed in the Master Plan, the majority of these sources are not expected to generate additional vehicle trips. Instead, any changes in vehicular trip generation will be due to the proposed parking changes. Additional trip generation sources include the Howard Town Center, the Recreation Center, the street-level retail located along Georgia Avenue, and the proposed workforce housing.

The proposed development included in the Master Plan, as outlined previously, also includes the construction of additional student housing, which will generate pedestrian trips between the housing and the central campus.

The traffic volumes for the future conditions with the Master Plan were calculated by subtracting the existing trips removed from the surrounding roadway network from the future without the Master Plan traffic volumes and adding the site-generated vehicular and pedestrian volumes.

The lane configurations for the future conditions with the proposed Master Plan were determined based on those assumed in the future conditions without the proposed Master Plan.

The Howard Town Center, which consists of a mix of residential and retail uses, is included in the Master Plan as it is located on Howard University property. The Recreation Center is expected to generate trips due to the memberships sold to the surrounding community, and the proposed street-level retail will generate trips from the neighborhood and from vehicles traveling through the study area. Additionally,

the workforce housing will generate a small number of vehicular trips.

In addition to vehicular trips, the proposed Master Plan will generate additional pedestrian trips. The vehicular trip-generation sources will also generate pedestrian trips from the surrounding neighborhood.

As outlined previously, the Master Plan includes the extension of College Street between 6th Street and Georgia Avenue to connect to the existing intersection of Georgia Avenue and Barry Place. In addition to this roadway improvement, the Master Plan recommends that the signals along Georgia Avenue and 4th Street be retimed to include Leading Pedestrian Intervals (LPIs) to aid pedestrian crossing. The LPIs allow pedestrians to enter the intersection in advance of vehicles, increasing their visibility to conflicting vehicles.

The results of the capacity analysis for the future conditions without the proposed Master Plan show that all study intersections operate under acceptable conditions with the improvements outlined previously. The lane configuration and signal timing changes outlined in the Lower Georgia Avenue Transportation and Streetscape Improvements Final Report allow for all study intersections to operate under acceptable conditions, with the exception of the intersection of Florida Avenue and Georgia Avenue/7th Street.

However, the intersection of Florida Avenue and Georgia Avenue/7th Street may operate under acceptable conditions with the construction of a southbound left-turn lane on Georgia Avenue and the retiming of the intersection.

The results of the capacity analysis for the future conditions with the proposed Master Plan show that all study intersections operate under acceptable conditions with the following improvements:

- Howard Place and 4th Street/5th Street

Remove the north- and southbound split phase

- Barry Place and Georgia Avenue

Construct an eastbound left-turn lane due to the introduction of the westbound approach and the addition of pedestrian volumes crossing Georgia Avenue. Additionally, change the intersection configuration from actuated to pre-timed and add a protected/permissive left-turn phase on the eastbound approach.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

- College Street and 4th Street

A traffic signal is needed to aid vehicles and pedestrians crossing 4th Street due to the additional vehicular volumes traveling along 4th and 5th Streets towards the proposed parking garages.

With the improvements outlined above, all study intersections are projected to operate under acceptable conditions. However, a few approaches may operate under unacceptable conditions. This includes the southbound approach of Barry Place and Sherman Avenue, though no improvements are recommended.

This is because the traffic volumes are based on the existing configuration of a six-lane cross-section on Sherman Avenue, which were not reduced following the reduction to a two-lane cross-section as recommended in the Lower Georgia Avenue Transportation and Streetscape Improvements Final Report.

Additionally, the eastbound approach of Howard Place at 6th Street is projected to operate under unacceptable conditions due to the pedestrian trips generated by the Master Plan. No improvements are recommended to mitigate this impact because it is central to the campus roadway network. However, the removal of on-street parking or replacing the metered parking with performance-based parking may reduce the number of vehicles circulating through the campus roadway network, therefore improving the operation of this approach.



Photos 6-5 + 6-6 above : Howard University Main Quad



Photos 6-7 + 6-8: (from left to right) Georgia Avenue at Howard Place; and Georgia Avenue at Barry Place



CAMPUS DEVELOPMENT PLAN

(CONTINUED)

TRANSPORTATION SYSTEMS

This section of the report summarizes the transportation elements included in the Master Plan, including changes in land uses and population.

POPULATION CHANGES

The following table summarizes the major population changes occurring over the course of the Master Plan development period.

Table 6-7: Campus Plan Population Changes

CAMPUS PLAN POPULATION

Existing	Campus Plan	
Students	11,000	12,000
Undergraduate	7,400	8,400
Graduate	3,600	3,600
Number of Campus Plan residence hall beds	3,800	5,000
Campus Plan plan boundaries)		
Faculty/Staff (non-Hospital)	3,300	3,300

By the end of the Campus Plan Master period the total population on the Central Campus is not expected to change significantly. The number of students is projected to increase, and notably the amount of students living within the Campus Plan boundaries is expected to increase significantly. The number of faculty and staff employed by the University (in non-Hospital roles) is expected to remain constant.

INFRASTRUCTURE CHANGES

The Master Plan includes several changes to the Campus Plan infrastructure that will affect transportation within and adjacent to Campus Plan.

BUILDINGS

The Master Plan includes 17 development sites for new buildings or major renovations. The development sites are primarily University-based uses, including academic, research, student services, and administrative spaces.

Four of the development sites are residence hall buildings. The other two buildings are a proposed recreation center and a workforce housing building. Also located on adjacent property owned by Howard University is the Howard University Town Center, a mixed-use residential and retail development.

Several of the proposed new developments will bring non-University related populations to Campus. The buildings along Georgia Avenue will include ground floor retail, which over the course of the Master Plan will add a net increase of 130,750 square feet of retail space to Campus. The new recreation center will be open to the community, which will bring more people to Campus. In addition, the proposed market rate and workforce housing will bring some transportation demand currently located off-campus to Campus.

PARKING

The Howard University campus currently has approximately 2,300 parking spaces, not counting spaces at the Hospital. The majority of these spaces are located on surface parking lots on future development sites. Over the course of the Master Plan, the surface parking spaces will be removed and their supply replaced in new underground parking facilities. The Master Plan team has identified multiple potential locations for underground facilities.

The goal of the Master Plan is to build the minimal amount of parking needed to accommodate the plan, which is likely to consist of three to five of the potential parking facilities. In order to achieve this goal, the University has begun to implement a strong Transportation Demand Management (TMD) program to reduce the overall campus parking demand. The changes in parking demand on Campus will be measured and decisions on which parking facilities to construct will be based on the on-going monitoring of supply and demand.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

SUMMARY OF IMPACTS OF THE CAMPUS PLAN ON TRANSPORTATION SYSTEMS

From a transportation standpoint, impacts of the Campus Plan are generated by changes to population and infrastructure that lead to an increase in traffic and parking demand that in turn lead to an increase in vehicular delays on surrounding streets. A goal of the Campus Plan is to not generate additional parking demand at the end of the Campus Plan compared to the demand today, for its core University and Academic uses. The overall number of cars on campus and thus the number of vehicular trips travelling to and from campus is expected to decrease. This should then, limit the potential impact to nearby streets.

The addition of the recreation center and retail uses to the Campus will help reduce the overall amount of trips, or shorten existing trips made by the campus population and nearby community, as more land uses will be brought to the area. Similarly, the addition of workforce housing will bring a portion of the Campus population that currently commutes, on Campus within walking distance of their employment.

Impacts of the Campus Plan should be limited in two major areas. First, although the overall amount of traffic to and from the campus, will stay the same, the locations where drivers park will change. Thus, there may be impacts to streets localized around each of the proposed parking facilities. Second, the amount of pedestrian crossings at streets and intersections that are through and adjacent to Campus will increase significantly due to the additional on-campus housing, recreation center, ground floor retail, and location of the development sites.

These new pedestrians have the potential to create delays for vehicular traffic through these additional crossings, and will likely necessitate changes to traffic signal operations to provide ample crossing times to accommodate their movements.

PEDESTRIAN EXPERIENCE

Howard University is a compact campus with good pedestrian walkways throughout. Within campus, walking is the primary mode for moving between uses. Campus housing, transit stops and stations, and neighborhood commercial and recreational uses located on the periphery of the central campus are the primary sources of pedestrian traffic. There are pedestrian deficiencies that reduce the quality of walking conditions and may impact the attractiveness of walking between campus and off-campus destinations, including transit stations and stops. As components of the Campus Plan are implemented, existing pedestrian issues and impacts may increase due to location of new buildings. Addressing pedestrian issues will help mitigate potential pedestrian impacts that may result.

The remainder of this section discusses future pedestrian conditions and mitigation measures to minimize impacts.

- Development east of 4th Street and west of Georgia Avenue will result in increased east-west pedestrian traffic on College Street, Barry Place, Bryant Street, and W Street. These streets are the primary east-west access routes to the campus quad.
- Pedestrian volumes are likely to increase along north-south streets such as 4th Street, 6th Street, Georgia Avenue, and 8th Street because these link commercial and residential uses south of Howard Place with academic uses located north of Howard Place and commercial and residential uses north of Fairmont Street on Georgia Avenue and beyond.
- Increased volumes along east-west and north-south streets may impact pedestrian conditions along sidewalks and at intersections where pedestrian crossings are concentrated. Sidewalk impacts may include crowding at locations where sidewalks are narrow or contain obstructions. Intersection impacts may occur along primary east-west routes where they cross Georgia Avenue, 6th Street, and 4th Street. These impacts could be to both pedestrian and vehicle traffic; pedestrians may be impacted where there is limited queuing area on sidewalks at intersections, and vehicles may be impacted where crossing volumes and the amount of time required to accommodate crossings increase, which reduces the amount of time reserved for through traffic.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

- Increased pedestrian demand within campus may warrant removing or reducing on-street parking located inside the campus core because the parking generates vehicle demand and results in traffic circulation along major pedestrian corridors, which may result in increased pedestrian-vehicle conflicts if volumes increase. Minimizing pedestrian-vehicle conflicts is a priority of the Campus Plan.
- Development along Georgia Avenue between Barry Place and Florida Avenue will attract additional pedestrian traffic to this area. This will increase the number of pedestrian crossings north-south and east-west at several intersections along Georgia Avenue and Florida Avenue.
- Increased pedestrian activity along sidewalks and at intersections may warrant upgrades or changes to existing facilities to mitigate impacts. These changes may include expanding sidewalks, removing obstructions on sidewalks, increasing crossing times, and adding controlled crossings at intersections that may experience increased demand or that are located along preferred walking routes.
- Increased campus, recreation, and commercial activity may lead to increased pedestrian volumes between the campus and primary transit stops and the nearest Metrorail station portals. Bus stops are located along Georgia Avenue and Florida Avenue and Metrorail portals are located near the intersection of 7th Street and S Street and 10th Street and U Street. The 7th Street portal is located 1,600 feet from the intersection of Georgia Avenue and W Street and the 10th Street portal is 1,800 feet from the same intersection. The 7th Street portal is the more direct route and has better walking conditions. The route to the 10th Street portal is indirect and the shortest route includes the intersection of Florida Avenue, 9th Street and V Street, which can be a challenging intersection for pedestrians to navigate. Providing good stop and station access routes is critical to maintaining mode share and attracting new riders in the future because most transit users are also pedestrians.
- The Wellness and Recreation Center planned for W Street and Georgia Avenue and the privately developed Howard Town Center planned for V Street and Georgia Avenue are likely to increase the number of neighborhood pedestrian trips made between Georgia Avenue and residential and transit stops and stations located within walking distance. This will increase pedestrian demand along campus access routes and at intersections located along those routes.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

BICYCLE USE

There are good cycling facilities throughout the study area, including on-street bike lanes, signed bike routes, and several Capitol Bikeshare stations, but there are gaps between these bicycle facilities and campus and limited or missing amenities on-campus. These conditions reduce the attractiveness of cycling. The remainder of this section discusses future bicycle conditions and mitigation measures to minimize impacts.

- Increased cycling demand is likely to occur in conjunction with the growing visibility and awareness of cycling as an attractive travel option, in particular for trips to the south, southwest and west. This will increase bicycle activity along Georgia Avenue, W Street, V Street and 11th Street. Currently, these routes have several issues that reduce the attractiveness of cycling, such as a limited connectivity between the campus and bike lanes west of Florida Avenue, traffic volumes and speeds along Georgia Avenue, and limited connectivity between existing facilities and campus residential and academic uses.
- Increased demand is likely to occur to the northeast along Warder Street and Park Place if commuting by campus employees and students living off campus increases who live to the north and east.
- Bicycle parking and storage demands will increase in conjunction with the growing number of bicycle trips. Existing parking is limited and the parking that is available does not comply with DDOT standards. Demand for parking, storage and changing facilities will increase as facilities are improved and more trips are made by bicycle.
- Increase in Bikeshare usage and the development of new activity centers and residential nodes will increase demand for Bikeshare bicycles and docks.

SHUTTLE SERVICE

An increase in TDM measures, including transit incentives and increasing parking fees will lead to an increase in HU Shuttle demand to and from the Metrorail system. The increase in on-Campus student housing will decrease the need for HU shuttles to travel to and from off-Campus housing locations. Thus, there will be a decrease in HU Shuttle demand for these routes.

TRANSPORTATION DEMAND MEASURES

An increase in TDM measures, including transit incentives and increasing parking fees will lead to an increase in both Metrorail and Metrobus demand. The development sites in the Master Plan along Georgia Avenue provide opportunities to enhance transit stations on Georgia Avenue with more queuing room and space for shelters.

PARKING DEMAND

The Master Plan does not propose significantly increasing the campus population levels. From a parking demand standpoint, the increase in students is off-set by the increase in students living on-campus, since on-campus students are less likely to purchase parking passes compared to off-campus students.

In addition to University use, there will be additional parking demand generated from several sources, including:

- The Howard University Town Center
- Non-campus population use of the Recreation Center and Ground Floor Retail
- The workforce housing parcel

The Master Plan has identified multiple locations for potential parking facilities.

(CONTINUED)



CAMPUS DEVELOPMENT PLAN

(CONTINUED)

EAST-WEST CONNECTIVITY

During conversations with District agencies over the course of developing the plan, the Master Plan team was tasked with incorporating east-west connections within the plan. The following summarizes the connections made within the Master Plan:

- Howard Place: The plan proposes extending Howard Place between Georgia Avenue and Sherman Avenue as a pedestrian-oriented east-west connection.

HOWARD PLACE

Advantages	Disadvantages
Improve existing pedestrian connections from Georgia Avenue to Sherman Avenue	Does not allow for vehicular connection from Georgia Avenue to Sherman Avenue
Provides connection between Future Phase Work Force Housing and Middle School with Central Campus	



Figure 6-36: Howard Place Connection

- Barry Place/College Street: The plan proposes constructing a section of College Street between Georgia Avenue and 6th Street when the current building occupying the potential street right-of-way is demolished as part of the Campus Plan. This would allow for the Barry Place/College Street corridor to connect as a two-way street through campus, from Sherman Avenue to 4th Street.

BARRY PLACE

Advantages	Disadvantages
Creates good pedestrian connections from College Avenue to Sherman Avenue	Requires the demolition of Downing Hall/Chemical Engineering in a Future Phase
Provides a new street crossing at high density mixed use area of Georgia Avenue	Loss of 5,000 SF building footprint on this block for HU; 40 – 50 ft. in height (20,000 sf)



Figure 6-37: Barry Pace Connection

CAMPUS DEVELOPMENT PLAN

(CONTINUED)



Figure 6-38: Bryant Street Connection

- Bryant Street: The plan proposes that Bryant Street connect between Georgia Avenue and Sherman Avenue as a pedestrian-oriented street. This connection enhances the upperclassman community envisioned here and is not conducive to through vehicular traffic. (Since Howard University does not control the parcels adjacent to Sherman Avenue needed to complete this extension, it is not assumed constructed and open in the Transportation Report of the Master Plan).

BRYANT STREET – OPTION THREE	
Advantages	Disadvantages
Allows for two-way vehicular connection from Georgia Avenue to 9 th Street on the north side of the proposed residential quad	HU does not own parcels from 9 th Street to Sherman Avenue
Creates neighborhood scale 250' x 300' blocks and more intersections	
Allows for larger residential quad (+20,000 SF)	



Figure 6-39: W Street Connection

- W Street: The plan proposes that W Street be extended to connect W Street west of Florida Avenue to W Street east of Georgia Avenue. This proposed connection would be a two-way street, with a potential traffic signal at its intersection with Florida Avenue to facilitate turns and pedestrian/bicycle crossings. Since Howard University does not control all of the parcels needed to complete this extension, it is not assumed constructed and open in the Transportation Report of the Master Plan.

W STREET	
Advantages	Disadvantages
Potential vehicular and pedestrian connection from Georgia Avenue to Sherman Avenue.	Property not owned by HU
	Loss of square footage from both proposed Howard Town Center and Wellness/Rec Center, 20,000 SF and 12,600 SF respectively .

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

PROPOSED PEDESTRIAN IMPROVEMENTS

Campus Plan recommendations were developed to address existing issues and mitigate impacts that may arise with the implementation of the Campus Plan or the completion of other developments in the study area. The goal of these recommendations is to maximize the attractiveness of walking and to minimize potential negative impacts of pedestrian activity. The remainder of this section describes the Campus Plan pedestrian recommendations.

- Improve pedestrian conditions along east-west and north-south pedestrian routes. Recommended improvements include expanding sidewalk widths, removing obstructions, installing and upgrading crosswalks at intersections, and installing traffic calming measures, such as speed tables, decorative pavers, bulb outs at intersections and mid-block crossings, etc.
- Minimize on-street parking impacts within the campus core by implementing performance parking on metered streets to reduce traffic circulation, minimize visitor parking within the campus core by locating it on the periphery along pedestrian access routes, and remove on-street parking at major pedestrian crossing locations to provide additional space for pedestrian amenities, such as bulb-outs and buffers.
- Calm traffic on 4th Street beginning at Howard Place until W Street. There are currently speed tables located south of W Street at each intersection until Florida Avenue. Speed tables could be installed at intersections to calm traffic and enhance walking conditions. Generally, conditions on east-west routes west of 4th Street and south of W Street are good and volumes are not expected to increase significantly.
- Add a traffic control device in the form of a traffic signal or stop sign at 4th Street and College Street to accommodate increased pedestrian activity anticipated between the campus quad and planned campus housing east of 4th Street. Traffic controls would minimize pedestrian-vehicle conflicts at this location and provide similar facilities and traffic controls as those located at intersections to the north and south.
- Work with DDOT to implement Lower Georgia Avenue recommendations that improve pedestrian conditions along the Georgia Avenue corridor. These improvements include adding a bulb-out on southbound Georgia Avenue at Howard Place and making other improvements to sidewalks, including new and wider planted buffers between the cartway and sidewalk and enhanced pedestrian crossing facilities.
- Install Leading Pedestrian Intervals (LPIs) at signalized crossings along Georgia Avenue and 4th Street to assist east-west pedestrian crossings.
- Add east-west pedestrian connections between Georgia Avenue and Florida Avenue along W Street and Bryant Street in the form of new streets or pedestrian only pathways. These connections will provide better access and routing between campus, new uses planned for this area, and destinations located west of Florida Avenue, such as the Metrorail portal at 10th and U Street and commercial uses located along the U Street corridor. New routing options and crossing locations will help disperse pedestrian traffic along various routes, which will mitigate the impact of increased pedestrian volumes to any one intersection or sidewalk segment. It will also reduce the need to make significant changes to intersections that would attract additional pedestrian volumes warranting new traffic control devices or changes to intersection geometry, such as the intersection of W Street, Vermont Avenue and V Street.
- Improve intersection facilities for pedestrians along Florida Avenue at W Street, Vermont Avenue and V Street to accommodate increased activity through this area. This includes traffic controls, marked crosswalks and traffic calming features where warranted.
- Improve sidewalk conditions on Florida Avenue between Sherman Avenue and V Street to accommodate increased demand along this route. Improvements to consider include widening sidewalks, installing or increasing buffers between the sidewalk and cartway, and removing barriers locate on or immediately adjacent to sidewalks.

Figure 6-40 on opposite page identifies several of the pedestrian recommendations that will reduce barriers and mitigate issues identified in the Campus Plan.

CAMPUS DEVELOPMENT PLAN

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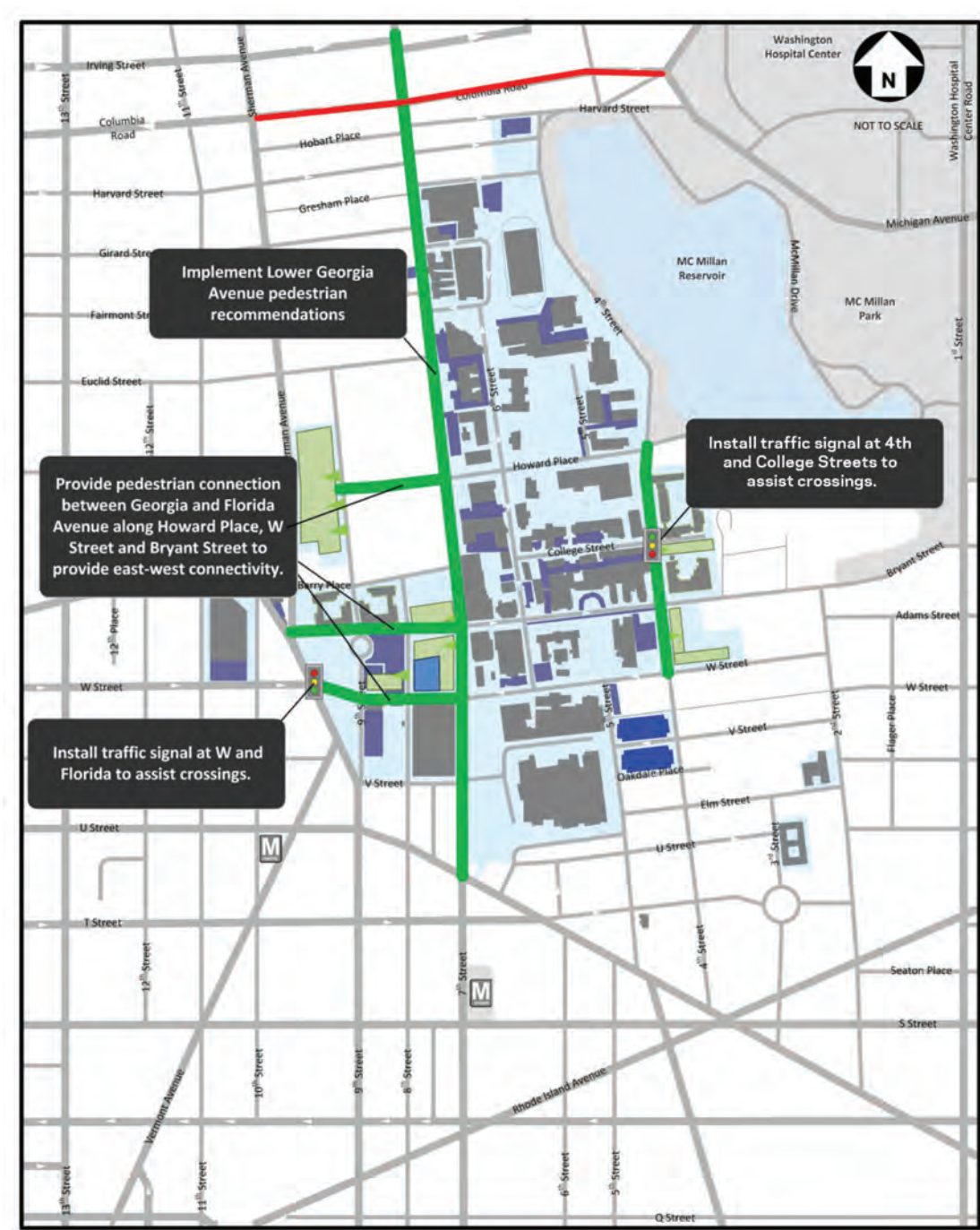


Figure 6-40: Pedestrian Recommendations

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

PROPOSED BICYCLE RIDERSHIP ADVOCACY AND SAFETY

A goal of the Campus Plan is to improve bicycle conditions on campus and work with DDOT to improve cycling conditions between campus and off-campus facilities.

- Recommend bicycle facilities be extended by the District to the Campus edge
- Use 10th Street & Barry Place to connect bike lanes on W and V Streets with campus. The intersection of 10th/Barry/Florida is an all-way stop, which makes it one of the few quality places for bicycles to access on east-west connections across Georgia Avenue and the Central Campus.
- Create a bicycle facility on 8th Street between R Street and Barry Place, which would require a bicycle-actuated traffic signal to cross Florida Avenue. This would connect the 7th Street bike lanes and the T and R Streets bike lanes to the south
- Alternatively, re-construct Georgia Avenue to include bicycle facilities by implementing the Georgia Avenue Great Streets plan. This plan includes a shared bus and bike lane for north and southbound traffic between Florida Avenue and Howard Place. Connection at Howard Place provides good connectivity to the campus because of the direct access it provides to 6th Street, which has north and south access at this location, and to the campus quad.
- Locate an enclosed and secure bicycle parking facility on campus (possibly in a parking garage in the first phase), targeted to commuters (faculty/staff and off-campus student). Make shower facilities available to commuters. The proposed Recreation Center building will have shower facilities, and is a potential location for an underground parking facility. If a parking facility were constructed at this parcel, it would provide an excellent opportunity to create a centralized long-term, commuter-based bicycle parking facility on campus that can accommodate most commuters with direct access to shower facilities.
- Consider installing a cycle track along 6th Street to provide for north-south connection within campus if demand warrants additional facilities.
- Add Capital Bikeshare station to the southern side of campus aligned with the new bicycle routes. Three locations for additional Bikeshare stations are identified in Figure 6-41 and are near the intersection of W Street and Georgia Avenue, the intersection of Bryant Street and 4th Street, and the intersection of Howard Place and 6th Street. These locations were recommended because of their proximity to major activity centers, residential halls and proximity to the campus academic core on the south side of campus. Providing Bikeshare stations on both the north and south sides of campus minimizes the need to bicycle through campus, which helps mitigate pedestrian bicycle conflicts and the limitations created by one-way streets.
- Add bike racks outside of major campus buildings, focusing on those closest to bike routes and residence halls. Figure 6-41 identifies recommended locations for short-term bicycle parking racks that meet DDOT standards.
- Provide the bicycle commuter benefit to faculty/staff.
- Include details on short and long term bicycle parking in all further processing applications, especially those for residence halls to accommodate a significant amount of long-term storage for students who wish to bring bicycles to campus.

Figure 6-41 identifies bicycle recommendations that will reduce barriers and mitigate issues identified in the Campus Plan.

CAMPUS DEVELOPMENT PLAN

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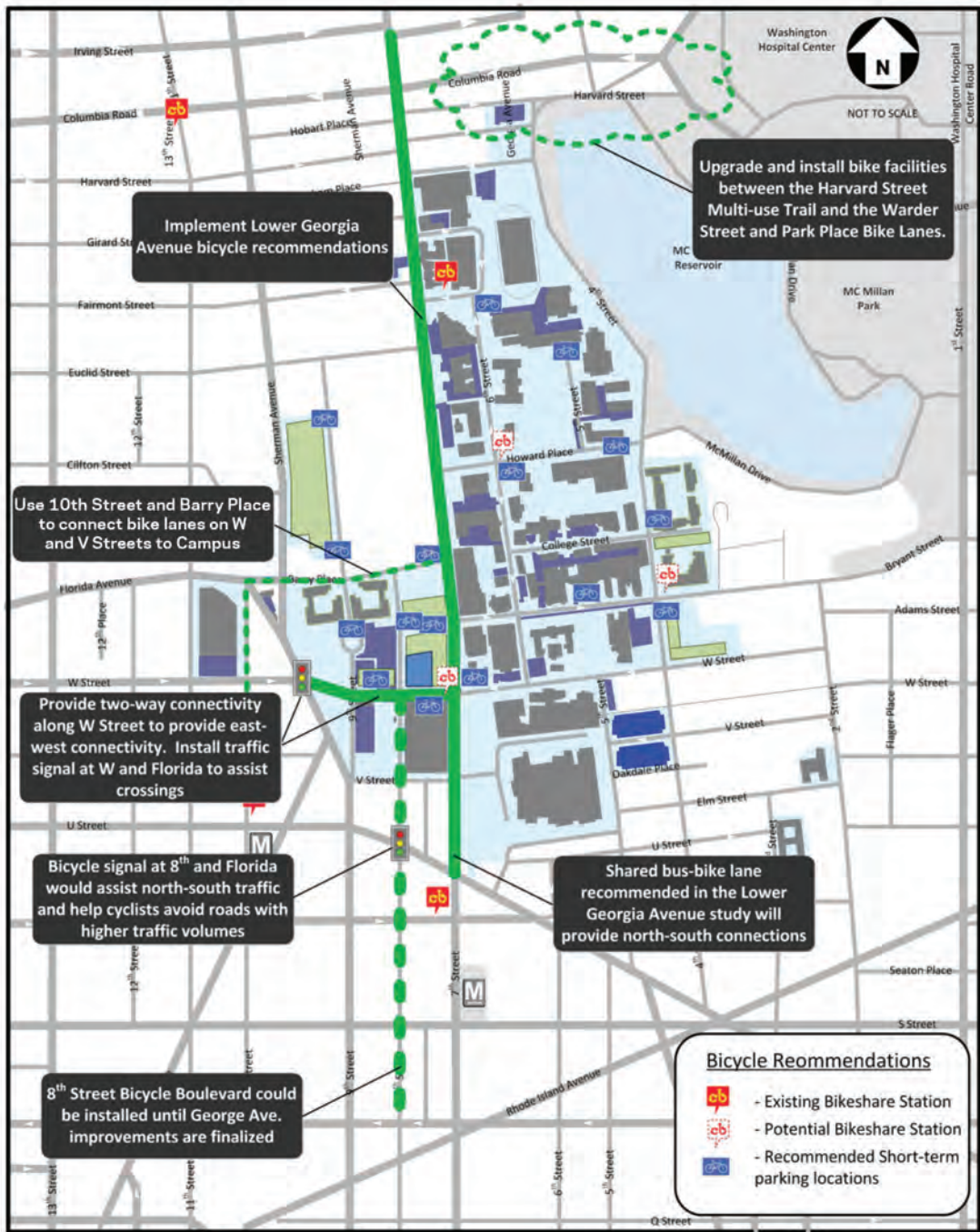


Figure 6-41: Bicycle Recommendations

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

PROPOSED ENHANCEMENTS

HU SHUTTLE SERVICE OPERATIONS

This Transportation Report makes the following recommendations to the HU Shuttle service:

- Increase the marketing of the HU Shuttle service, including creating maps and timetables of routes to be placed at Shuttle stops and on a website.
- Examine the spot removal of on-street parking on campus to assist in HU Shuttle operations
- Perform a detailed operational and financial study of the HU Shuttle system to increase efficiency of operations with the goal of simplifying the routes and changing them to reflect the shift in demand from between campus and off-campus housing to servicing campus population using the Metrorail system.

PROPOSED TRANSIT USAGE INCENTIVES

This Transportation Report makes the following recommendations to increase transit usage:

- Maintain the existing SmartBenefits program, and investigate implementing transit subsidies to encourage ridership, possibly funded through an increase in parking fees on campus
- Work with DDOT to implement the Lower Georgia Avenue Great Streets recommendations to increase Metrobus efficiency and quality in the corridor
- Work with DDOT on future streetcar and other long-term transit improvements
- During Further Processing of development parcels along Georgia Avenue, review transit stations for potential improvements and consolidation.

PROPOSED PARKING DEMAND

REDUCTION MEASURES

The current supply of 2,295 spaces is several hundred more spaces than the measured parking demand of 1,750 spaces. The University will adopt the recommendations outlined in the Transportation Report by implementing an aggressive TDM program to preclude the need for a net increase in parking supply. Based on comments and observations, it appears that common perception of the campus parking problem is due to lots not being in immediate proximity of the desired campus destinations. The Campus Master Plan will explore methods to improve the perception of the several block walk from parking lot locations to Central Campus.

Since an extensive TDM program can greatly reduce parking supply, the University will begin reviewing policies and operations to implement new TDM programs even before the campus plan is approved.

Other District universities have significantly reduced demand through TDM programs. Between 1999 and 2010, American University has reduced parking demand on campus by 30%, a decrease of a little over 3% per year. Table 6-8 shows the demand and resulting supply needed to serve it for Howard University, assuming a similar 3% per year reduction in demand can be achieved, and if there is no significant population change on Campus.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

Specific Parking Program Actions include:

- The Campus Plan should have the goal of reducing demand to approximately 1,400 spaces in 2021. This goal excludes the demand associated with the Howard University Town Center, residents of the workforce housing, and non-campus use of the recreation center and ground floor retail spaces. The demand associated with these developments can be analyzed in detail during the Further Processing applications for their individual parcels.

In order to meet this demand, HU will implement parking demand related TDM measures immediately, including:

- Significantly increasing the price of parking. Currently, faculty/staff parking at Howard University costs 28%, 25%, and 15% of the faculty/staff parking at American University, Georgetown University, and George Washington University, respectively. Combining an increase in parking pricing, with providing benefits for other modes can help to markedly reduce demand.
- Marketing the Guaranteed Ride Home Program to all alternate mode users.
- Expanding car-sharing on campus by adding more ZipCar spaces.

Table 6-8: Recommended Parking Supply with 3% per year Reduction in Demand due to TDM Measures

Year	Demand	Recommended Supply
2011	1,750	1,925
2012	1,698	1,868
2013	1,647	1,812
2014	1,597	1,757
2015	1,549	1,704
2016	1,503	1,653
2017	1,458	1,604
2018	1,414	1,555
2019	1,372	1,509
2020	1,330	1,463
2021	1,291	1,420

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

- Starting a car-pooling program including web-based ride matching services, parking discounts and preferred parking locations on Campus
- Regularly monitoring parking demand by year or semester to track progress of reducing demand.
- Monitoring of parking demand to determine if the potential parking facilities identified in the Campus Plan need to be constructed. When individual parcels are up for development on campus, they will undergo a Further Processing design and approval process.
- Identifying Lots 1, 3, and 9 as preferred for development due to their location on the periphery of campus, and at different points within the campus. The Transportation Report performed for the Campus Plan assumes that these lots are constructed.
- Targeting Lots 6 & 8 as secondary choices due to their location and potential access points. The analysis performed of the Campus Plan assumes that these lots are constructed.
- Holding Lots 2, 4, 5, and 7, located along the eastern side of Georgia Avenue in abeyance and assuming they should only be constructed if the other potential lot locations are infeasible for construction.

Due to their location within the roadway network they do not have as quality access locations as the other lots, and they are located more centrally within campus. This may create unnecessary pedestrian/vehicle conflicts. The Transportation Report performed for the Campus Plan does not assume that these lots are constructed.

- Locating a primary visitor parking facility somewhere on campus. One potential lot is Lot 1 located underneath the proposed recreation center which could be designated as a public, cash parking facility sited on one of the parking levels of the garage. It would serve visitors, retail patrons, and community recreation center users. On this lot prices would be set to market rate or higher so as to not encourage parking and traffic demand within Campus.

Table 6-9: Potential Parking Structure Locations

PARKING OPPORTUNITY				
Location Key	Building Name/Function	Existing Surface Parking # of spaces removed	Proposed Parking Structures # of levels	# of spaces
Phase One (1-3 years)				
1	Campus Wellness and Recreation Center / Upper Classmen Res. + Retail		3	345
2	Computational Science (CS) / Biomedical Science (BioS) + Retail		3	150
	Sub Total	584		495
Phase Two (3-5 years)				
3	Blackburn Center Renovation		3	255
4	School of Communications + Retail		2 - 3	285
5	Academic / Support Facilities / Public Safety Building		2 - 3	225
6	Upperclassmen Residence Hall #1 + Retail		3	155
	Sub Total	232		920
Phase Three (5-7 years)				
7	Future Healthcare Sciences / Medical Arts + Retail		2 - 3	360
8 + 9	Intercollegiate Athletics Complex + Retail		3	510
	Sub Total	578		870
Future Phase Capacity				
10	Academic / Research		2	190
	Sub Total	1394		190

CAMPUS DEVELOPMENT PLAN

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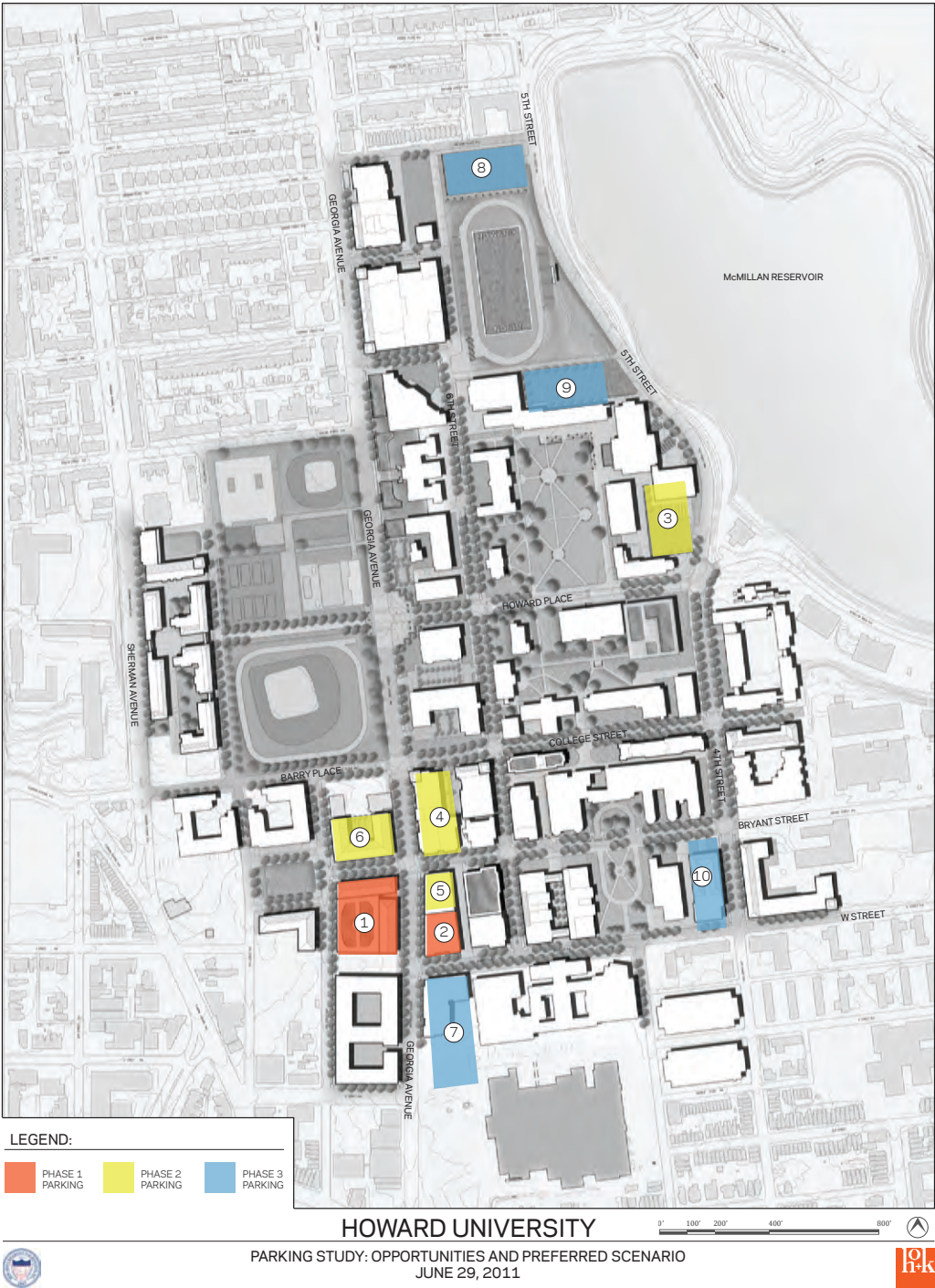


Figure 6-42: Potential Parking Structure Locations

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

PROPOSED TDM MEASURES

MONITORING

TDM monitoring programs will allow the University to evaluate campus travel habits and the effectiveness of TDM strategies. The University will implement a monitoring program with features that might include research and measurements of traffic/parking/transportation use, such as traffic counts at lots and garages, parking occupancy counts, survey responses from campus user groups, participation/enrollment in TDM programs and discussions on the relative effectiveness of each program to budget/resources allocated. A monitoring program can be an effective resource for evaluating TDM strategies and insuring an efficient allocation of resources.

MARKETING

Creating a TDM marketing program that provides detailed transportation information to the campus community can maximize the effectiveness of TDM strategies. In 2006, the University's Office of Parking and Shuttle Operations began a marketing program with guidance from UrbanTrans Consultants.

A renewed marketing strategy may consist of : an access guide that provides comprehensive transportation information for the entire HU community; an enhanced transportation web site accessible from HU's home page; and additional information, such as transit maps that identify WMATA routes and stops, vehicle routing and parking maps, bicycle maps and other transportation information and policies. The web could capture personalized information depending on the needs and interests of an individual user, making it a good medium to disseminate.

Another option that would complement a web site would be to produce a multi-modal access brochure, handed out to all new students and employees along with their orientation information and placed in information kiosks. This could help with develop good travel habits early on in their tenure at HU. Visitors to the Campus would also benefit from this promotion. Awareness promotion campaigns can introduce new initiatives to alter travel habits during the year.

PROGRAMS

Other than management, marketing and monitoring of the TDM programs, other recommendations include:

- Significantly increasing the price of parking.
- Marketing the Guaranteed Ride Home Program to all alternate mode users.
- Expanding car-sharing on campus through adding more ZipCar spaces.
- Starting a car-pooling program including web-based ride matching services, parking discounts and preferred parking locations on campus.
- Maintaining the existing SmartBenefits program, and investigating the implementation of transit subsidies to encourage ridership, possibly funded through an increase in parking fees on campus.
- Performing a detailed operational and financial study of the HU Shuttle system to increase efficiency of operations with the goal of simplifying the routes and changing them to reflect the shift in demand from servicing the campus population traveling between campus and the campus housing to servicing the campus population using the Metrorail system.
- Locating an enclosed and secure bicycle parking facility on campus (possibly in a parking garage in the first phase), targeted to commuters (faculty/staff and off-campus students). Making shower facilities available to commuters.
- Adding Capital Bikeshare stations to the southern side of campus aligned with the new bicycle routes
- Adding bike racks outside of major campus buildings, focusing on those closest to bike routes and residence halls.
- Providing a bicycle commuter benefit to faculty/staff.

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

EMBRACING SUSTAINABILITY

The University proposed to integrate sustainability strategies in every aspect of campus management, site selection, site design and architecture as the development plan is implemented.

The benefits of green buildings are now widely supported by scientific research and the LEED (Leadership in Energy and Environmental Design) certification process is now more understood and much more attainable than in the past.

LEED is an internationally recognized green building certification system which provides third-party verification that a building or community was designed and built using strategies aimed at increasing performance, reducing waste, and improving quality of life.

SUSTAINABILITY TRACKING, ASSESSMENT AND RATING SYSTEM (STARS)

It is widely recognized that in order to fix a problem it must first be measured. This master plan update is one tool in an on-going process to continually update and improving data as conditions of the campus change and continues to evolve over time.

Howard University will explore the possibility of participating in the Sustainability Tracking, Assessment and Rating System or STARS Program that was recently released in January 2010 by the Association for the Advancement of Sustainability in Higher Education (AASHE). This innovative tool is an excellent way to focus on important issues of sustainability using a voluntary self-reporting framework to gauge progress and be recognized for sustainability leadership. It was developed specifically for universities and recognizes the unique missions and challenges that are faced by institutions of higher learning.

The benefit of the program to Howard is that it would help the University to meet goals and foster information sharing about practices and performance among the community of peer participants.

The Goals of the STARS program are:

- Provide a guide for advancing sustainability in all sectors of higher education, from education and research to operations and administration.
- Enable meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community and promote a comprehensive understanding of sustainability that includes its social, economic and environmental dimensions.

Institutions earn points in three main categories: Education & Research; Operations; and Planning, Administration & Engagement. Each of these categories includes subcategories such as Purchasing, Curriculum, Energy, and Human Resources. There is also an "Innovation" category to recognize pioneering practices that aren't covered by other STARS credits."

(Source: http://www.aashe.org/files/documents/STARS/STARS_1.0_Technical_Manual.pdf)

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

COMMUNITY RELATIONS

Since the approval of the 1998 Campus Master Plan, Howard University has complied with Condition #10 of BZA Order No. 16330 where the University was required to: “establish a Howard University Advisory Council composed of representatives of the University, affected Advisory Neighborhood Commissions (including but not limited to ANC 1-B and ANC -5C), representatives selected by civic associations surrounding the campus (including, but not limited to Pleasant Plains, Bloomingdale and LeDroit Park), interested student organizations and other interested community groups. “The Howard University Advisory Council shall meet on a regular basis, or a minimum of four times annually, to discuss the effects of University activities on the surrounding community and other issues of mutual concern.”

The University named its advisory body the Community Advisory Committee (CAC), and has met with this group on a regular basis as required by the order. More importantly, these meetings have been complemented by a strengthening of relationships with and an enhanced engagement of the community by Howard community relations and community service staff . This staff makes up the Howard University Community Association (see a detailed description in the Chapter entitled Howard University: A Capital Asset of this plan). The Community Association is conveniently located on Georgia Avenue to accommodate easy access by community members to University personnel who can readily address day-to-day issues that may arise, provide information and referral services, and respond to requests for community service assistance.

In preparation for the development of the campus master plan, a Community Campus Master Plan Task Force (CCMPTF) was organized in May of 2010, and has met monthly through March of 2011. Frequently these meetings have been in combination with meetings of the Community Advisory Committee. A description of the meetings and the topics covered follows:

- 1) June 2, 2010: Executive Summary of the Existing Conditions Report; Regional Context; Neighborhood context; Zoning and Land Use
- 2) June 30, 2010: Housing, Recreation and Athletics
- 3) July 21, 2010: Transportation, Traffic and Parking
- 4) August 11, 2010: Physical Campus Setting and Historical Development
- 5) September 8, 2010: Georgia Avenue Development Task Force Findings
- 6) September 23, 2010: Expanding Community Involvement in Campus Plan discussions
- 7) October 7, 2010: Meeting with Dr. Sidney Ribeau, President, Howard University
- 8) November 17, 2010: Campus Strategic Asset Value (SAV) Story
- 9) December 1, 2010: Health Sciences Relationship to Walter Reed Campus
- 10) December 15, 2010: Meeting with Howard Town Center Developer, Howard University Chief Operating Officer and Director of Capital Asset Development
- 11) January 26, 2010: (Rescheduled due to snow storm)
February 10, 2010: Blackburn Student Center
- 12) March 24, 2010: Draft Campus Master Plan Concept Presentation
- 13) June 23, 2010: Full Written Master Plan Review and Discussion of Summer Detailed Document Examination

The meetings of the CAC and CCMPTF that the University convened were supplemented by three rounds of visits to ANCs , Civic Association meetings and the Georgia Avenue Community Development Task Force meetings (see the Appendix G for this listing.)

CAMPUS DEVELOPMENT PLAN

(CONTINUED)

In general, up through mid-June, 2011, the response of community stakeholders to Howard's plan has been cautious, positive and supportive. Neighbors are eager for the Howard Town Center to be developed, since most of them have been hearing about the development and hoping for its immediate implementation for a number of years. They have remarked upon the ambitious nature of the plan and are interested in learning when the building program will begin. The earliest of the projects, i.e. the underclassman student housing, has been well-received, and there has been relief in learning that outlying student housing that is de-commissioned for that purpose, will likely be re-purposed for other residential uses by the University.

Concerns that have arisen include questions regarding what the University plans to do with buildings that are currently vacant, and are likely to remain vacant or near-vacant until their redevelopment in later phases of the plan (e.g. Effingham and Howard Manor, which are scheduled to be redeveloped in Phase 3 for the construction of the Intercollegiate Athletic Complex). Neighbors have offered ideas for the University to upgrade the treatment of its edges where they interface with the community (e.g. the fencing along Sherman Avenue), particularly where other improvements are taking place that will enhance the neighborhood (such as the Sherman Avenue streetscape improvements). They have also invited the University and other owners of vacant retail spaces to work with artists in the area to place artwork in the windows of these spaces until those spaces are fully tenanted.

In addition, the community would like to see this ambitious program result in business and job opportunities for local businesses and area residents. Ample parking has come up as a recurring concern by neighbors and the Georgia Avenue Business Association, who recognize the current lack of parking and the constraint that places on existing businesses and seniors who have to park further and further away from their homes when their on-street parking spaces are taken.

Community members welcomed the University's interest in using its facilities for community events (Capital Cause Festival, summer of 2010; Florida Avenue Baptist Church's Easter celebration on the grounds of the Howard University Hospital-HUH) and for affordable retail (Funky Fabulous Flea Market, beginning June, 2011). They look forward

to a continuation of this same kind of cooperation as the implementation of the plan takes place (e.g. the use of HUH grounds to launch the Georgia Avenue Heritage Trail in October 2011).

Throughout the summer of 2011, discussions with community stakeholders will continue as they review in detail the campus plan application as filed with the Zoning Commission, and as the University's conversations with OP and DDOT continue.

APPENDICES



APPENDICES

(CONTINUED)

Appendix A Listing of University Buildings

Bldg No. #	BABB	PFM Code	CAMPUS LOCATION	BUILDING NAME	BUILDINGS OTHER NAMES	FUNCTION	YEAR BUILT
815	CU	HUH	Administrative	Clinics	815 Rhode Island Ave.		
84		HUH	Hospital	Private Practice Center		Administration	1958
85	HTAC	HUH	Hospital	Hospital Tower (Ambulatory Care)		Health Care	1888
86	HUT2	HUH	Hospital	Hospital Tower Phase II		Health Care	1988
87	HUH	HUH	Hospital	Howard University Hospital		Health Care	1876
88		HUH	Hospital	HU Hospital Parking Structure		Health Care	
71	DPC	HUH	Hospital	Data processing Center		Support	1975
72	EAC	HUH	Hospital	Employee Assistance Center		Support	
73	HP1	HUH	Hospital	Hospital Parking Building I		Support	
74	HP2	HUH	Hospital	Hospital Parking Building II		Support	
75	HUSA	HUH	Hospital	Hospital Service Center		Support	1925
76	HUW	HUH	Hospital	Hospital Warehouse		Support	1935
19	CCTR	HU	Main Campus	Cancer Research Center		Academic	1980
1	ADM	HU	Main Campus	Administration Building	Mordecai Wyatt Johnson Building	Administration	1956
3	HMB	HU	Main Campus	Architecture and Planning, School of	Howard Mackey Building	Academic	1956
7	LIH	HU	Main Campus	Biology Building	E. E. Just Hall	Academic	1954
9	BUR	HU	Main Campus	Burr Gymnasium	John Burr Gymnasium Building	Athletic	1954
10	CB4	HU	Main Campus	Business, School of	Class Room Building 4	Academic	1994
11	DEH	HU	Main Campus	Dentistry, College of		Academic	1954
12	CAR	HU	Main Campus	Carnegie Building		Support	1910
13	CBF	HU	Main Campus	Communications, School of	C. B. Powell Building	Academic	1908
14	MB	HU	Main Campus	Miner Building		Vacant Building	1997
15	CEM	HU	Main Campus	Chemistry Building		Academic	1938
16	CME	HU	Main Campus	Chemical Engineering Building	Dowing Hall	Academic	1977
18	CO	HU	Main Campus	Cook Hall		Residence Hall	1937
19	AN2	HU	Main Campus	Allied Health Sciences	Freedman's Annex II	Academic	1970
20	CRA	HU	Main Campus	Cramton Auditorium	Louis Cramton Auditorium	Support	1950
22	OML	HU	Main Campus	Old Medical Library		Academic	1981
23	DGH	HU	Main Campus	Douglass Hall	Fredrick Douglass Memorial Hall	Academic	1935
25	ASA	HU	Main Campus	Center for Academic Reinforcement	Academic Support Building A	Academic	1975
25	ASB	HU	Main Campus	Education, School of	Academic Support Building B	Academic	1975
26	UQ1	HU	Main Campus	Engineering, College of	Lewis K. Downing Hall	Academic	1952
28	LVC	HU	Main Campus	Fine Arts, College of	Lulu Vere Chaders Hall	Academic	1950
28	AT	HU	Main Campus	Ira Aldridge Theatre		Academic	1980
29	UB	HU	Main Campus	Founders Library		Library	1937/84
31	AN3	HU	Main Campus	Graduate School of Arts & Sciences	Freedman's Annex III	Academic	1940
32	WHUT	HU	Main Campus	WHUR-TV Station		Support	1980
39	HH	HU	Main Campus	Howard Hall	Oliver Ogs Howard Hall	Support	1985
38	CAC	HU	Main Campus	Howard University Community Association	Community Assoc. Center	Support	
39	PP	HU	Main Campus	Power Plant		Support	1934
38	HUSS	HU	Main Campus	HU Security Sub-station		Support	
38	HSC	HU	Main Campus	Howard University Service Center		Support	1903
40	HEC	HU	Main Campus	Middle School	Human Ecology	Academic	1960
42	OS	HU	Main Campus	Owens Stadium	Athletic		
42	RUBC	HU	Main Campus	International Affairs Center	Ralph J. Bunche Center	Administration	1906
44	UQ4	HU	Main Campus	Arts and Sciences, College of	Alan Locke Hall	Academic	1954
45	SMG	HU	Main Campus	Medicine, College of	Seesley G. Mudd	Academic	1979
46	PCL	HU	Main Campus	Medicine, College of - West	Pre-Clinical Building	Academic	1955
47	COH	HU	Main Campus	Pharmacy, College of	Chauncey L. Cooper Hall	Academic	1955
49	WHUR	HU	Main Campus	WHUR-Radio Station		Support	1980
50	RAN	HU	Main Campus	Chapel, Rankin	Andrew Rankin Memorial Chapel	Chapel	1894
51	MAB	HU	Main Campus	Medicine, College of - East	Numa Adams Building	Academic	1935
52	SCC	HU	Main Campus	Center for Social Change	Circle Cell Building	Demolished	1975
52	SCC-PL	HU	Main Campus	Parking - Center for Social Change	Building Demolished	Parking	
53	LH	HU	Main Campus	Social Work, School of	Inabel Burns Lindsay Hall	Academic	1970
54	PFMS	HU	Main Campus	PFM Storage Building	Old Wander Bread Store	Storage	
55	TRH	HU	Main Campus	Physics Building	Wilbur Thirsk Hall	Academic	1909
57	BUC	HU	Main Campus	Blackburn University Center	Armor J. Blackburn Center	Support	1979
58	ELC	HU	Main Campus	Early Learning Center (Child Development)	Old Location for Center Student Health Center	Vacant Building	1970
59	WHB	HU	Main Campus	University Warehouse #2	Bank Building	Support	1950
61	UCL	HU	Main Campus	Undergraduate Library		Library	1964
67	EA	HU	Main Campus	Edwards Hall		Residence Hall	1949
62	CR	HU	Main Campus	Crandall Hall		Residence Hall	1929
62	FR	HU	Main Campus	Frazier Hall		Residence Hall	1929
62	TR	HU	Main Campus	Truth Hall		Residence Hall	1929
62	WH	HU	Main Campus	Wheatley Hall		Residence Hall	1948
63	MAB	HUH	Main Campus	Medical Arts Building	Student Health Center	Health Care	1972
91	DR	HU	Main Campus	Orbw Hall		Residence Hall	1957
92	2711GA	HU	Main Campus	Ettingham Apartments		Apartment	1930
93	2715GA	HU	Main Campus	Ettingham Apartments		Apartment	1930
94	2716GA	HU	Main Campus	Ettingham Apartments		Apartment	1930
96	HMA	HU	Main Campus	Howard Manor	Howard University Community Association	Residence	1939
87	HPE	HU	Main Campus	Howard Plaza Towers Phase East		Residence Hall	1989
98	HPW	HU	Main Campus	Howard Plaza Towers Phase West		Residence Hall	1989
125		HU	Main Campus	Parking - Howard Center	H.U. Bookstore	Parking	
126		HU	Main Campus	Parking - 8th Street NW	Behind Tower Plaza Lots	Parking	
135	AN1	HU	Main Campus	School of Nursing & Allied Health	Freedman's Annex I	Academic	1940
999	DOM	HU	Main Campus	Doors & More Building	Sculpture Studio (Fine Arts)	Support	1991
999	Hd	HU	Main Campus	Hamson Brothers Building		Support	
999	HSL	HU	Main Campus	Health Sciences Library	Louis Stokes Health Sciences Library	Academic	1981
999	HCTR	HU	Main Campus	Howard University Center	Book Store Building	Support	1975
999	LCB	HU	Main Campus	Laser Chemistry Building	Chemistry Laser Research	Academic	1972
999	MRC	HU	Main Campus	Mental Health Clinic		Academic	1933
999	OPF	HU	Main Campus	Old PFM & Old ISAS	Old ISAS	Support	1952
999	OPD	HU	Main Campus	Old Purchasing Department		Vacant Building	1948
999	Z north	HU	Main Campus	Parking - Banneker	Banneker North	Parking	
999	Z south	HU	Main Campus	Parking - Banneker	Banneker South	Parking	
999		HU	Main Campus	Parking - Childers Hall	Fine Arts Drive	Parking	
999		HU	Main Campus	Parking - Miner Bldg	Miner Lot	Parking	
999		HU	Main Campus	Parking - 5th & W	LS HS Library	Parking	
999		HU	Main Campus	Parking - 6th & W	School of Dentistry	Parking	
999		HU	Main Campus	Parking - 6th Street	Student Resource Ctr	Parking	
999		HU	Main Campus	Parking - 9th & V	Off FL Ave	Parking	
999		HU	Main Campus	Parking - Annex 1	Nunera P. Adams	Parking	
999		HU	Main Campus	Parking - Bethune Annex	Bethune Annex	Parking	

APPENDICES

(CONTINUED)

Bldg No. #	BABB	PFM Code	CAMPUS LOCATION	BUILDING NAME	BUILDINGS OTHER NAMES	FUNCTION	YEAR BUILT
999		HU	Main Campus	Parking - Burch Center	Burch Center	Parking	
999		HU	Main Campus	Parking - Burr Gym	Rear of Burr Gym	Parking	
999		HU	Main Campus	Parking - Business	School of Business	Parking	
999		HU	Main Campus	Parking - C.B. Powell	School of Communications	Parking	
999		HU	Main Campus	Parking - Chemistry	Chemistry	Parking	
999		HU	Main Campus	Parking - Downing Bldg.	Engineering	Parking	
999		HU	Main Campus	Parking - Drew Hall	Drew Hall	Parking	
999		HU	Main Campus	Parking - East Towers	Rear East Towers	Parking	
999		HU	Main Campus	Parking - Florida Ave. Parkon Lot	Front of HUSC	Parking	
999		HU	Main Campus	Parking - Founders	Main Gate	Parking	
999		HU	Main Campus	Parking - Georgia Ave.	Old Comm Lot	Parking	
999		HU	Main Campus	Parking - Georgia Ave & W St	Old Texaco Station	Parking	
999		HU	Main Campus	Parking - Greene	Front of Burr Gym	Parking	
999		HU	Main Campus	Parking - HUSC	HUSC Garage	Parking	
999		HU	Main Campus	Parking - Johnson Bldg.	Rear Administration Bldg	Parking	
999		HU	Main Campus	Parking - Just Hall	Biology Bldg	Parking	
999		HU	Main Campus	Parking - LSHSL	LSHS Library	Parking	
999		HU	Main Campus	Parking - Macky Bldg	Architecture	Parking	
999		HU	Main Campus	Parking - Student Health Ctr	University Health Center	Parking	
999		HU	Main Campus	Parking - West Tower	Rear West Tower	Parking	
999	OSHP	HU	Main Campus	PeopleSoft Work Site	Student Health Pharmacy, Old Bldg	Support	1909
999	ST	HU	Main Campus	Steam Tunnel			
999	WPZ	HU	Main Campus	Wonder Plaza	Tech Center	Office/ Retail	
2225	BK	HU	Main Campus	Bethune Hall Annex	Mary McLeod Bethune Annex	Residence Hall	1854
47	2817G	NU	Off Campus	2817 Georgia Avenue, NW	Pharmacy Bldg	Vacant Building	
77	FFC	HUH	Off Campus	Family Planning Center		Health Care	
78	FFB	HUH	Off Campus	Family Practice Building		Health Care	
79	HUM	HUH	Off Campus	Hospital RUMED		Health Care	
80	MRI	HUH	Off Campus	Howard University Hospital MRI		Health Care	
88	CA	HU	Off Campus	Carver Hall			
89	ME	HU	Off Campus	Menden Hall		Residence Hall	1942
109	SL	HU	Off Campus	Slowe Hall		Residence Hall	1942
109	907FL	HU	Off Campus	907 Florida Ave., N.W.		Vacant House	
110	908FL	HU	Off Campus	908 Florida Ave., N.W.		Vacant House	
111	825G	NU	Off Campus	625 Gresham Place, N.W.		Vacant Building	
112	2913S	NU	Off Campus	2313 Sherman Ave., N.W.		Parking Lot	
113	3261	NU	Off Campus	328 T St., N.W.	Mary Church Terrell	Vacant Building	
114	514H	NU	Off Campus	514 Hobart Pl., N.W.		Vacant Lot	
115	518H	NU	Off Campus	518 Hobart Pl., N.W.		Vacant Lot	
117	COBFL	NU	Off Campus	City of Daytona Beach, Florida		Property	
118	AAC46	NU	Off Campus	Anne Arundel County, MD, Lots 46-47 BK D		Property	
119	MIS	HUH	Off Campus	MIS Building		Vacant Building	
120	MOT	HUH	Off Campus	MOTTE Program		Vacant Building	
121		HUH	Off Campus	HU/NIH Maternal & Child Health Grant		Vacant Building	
122	HUP	HU	Off Campus	HUP Offices		Vacant Building	
123		HUH	Off Campus	Parking - Garage I - 800 Cars		Parking	1994
124		HUH	Off Campus	Parking - Garage II - 500 Cars		Parking	1995
126	HURB1	HU	Off Campus	Howard University Research Building #1	PIC Building Extended Health	Vacant Building	
128	HURB1 Inpl	HU	Off Campus	Howard University Research Building #1 North			
128	HURB1 Inpl	HU	Off Campus	Howard University Research Building #1 South	PIC Building Daycare	Parking Lot	
129	HURB1FL	HU	Off Campus	Parking Lot	PIC Building South parking Lot	Parking Lot	
130	CVS	NU	Off Campus	Lot adjacent to Nursing Home building		Vacant Lot	
408	408T	NU	Off Campus	CVS Pharmacy		Retail Property	
420	420FL	NU	Off Campus	408-410 T St. N.W.	Mayor Washingtons House	Residences / Private	1919
422	422FL	NU	Off Campus	420 Florida Ave. N.W. (A, B & C)		Apartment	
424	424FL	NU	Off Campus	422 Florida Ave. N.W. (A&B)	Ellington Apartments	Apartment	
426	426FL	NU	Off Campus	424 Florida Ave. N.W.	Ellington Apartments	Apartment	
512	512FL	NU	Off Campus	426 Florida Ave. N.W.	Ellington Apartments	Apartment	
513	531U	NU	Off Campus	512-520 Florida Ave		Residences / Private	
814	HUP	HU	Off Campus	531 U Street, NW		Vacant House	
649	649FL	NU	Off Campus	HUP Offices		Vacant Building	
897	999FL-997FL	HU	Off Campus	649 Florida Ave	Vacant Lot	Vacant Lot	
999	DRH	HU	Off Campus	999 - 997 Florida Ave., N.W.		Parking Lot	
999	1809KJ	NU	Off Campus	Dean Richardson's House		Residence	
999	1809KJ	NU	Off Campus	Ellington Apartments, Units A & B	Ellington Apartments	Apartment	
999	1817F	NU	Off Campus	Ellington Apartments, Units A & B	Ellington Apartments, Units	Apartment	
999	1804KJ	NU	Off Campus	Ellington Apartments, Units A&B	Ellington Apartments, Units	Apartment	
999	OBK	NU	Off Campus	Enterprise Rental Car	Old Burger King	Retail Property	
999	PH	HU	Off Campus	President's House		Residence	
1240	OSD	HU	Off Campus	Old School of Divinity		Leased to Church	
1509	BRD	HU	Off Campus	Baker's Dozen		Support	
2025	2025F	NU	Off Campus	5th & Oakdale		Vacant Lot	
2027	2027F	NU	Off Campus	5th & Oakdale		Vacant Lot	
2131	2131	NU	Off Campus	2131 9TH St		Parking lot	
2133	2133	NU	Off Campus	2133-2135 9TH St		Parking lot	
2137	2137	NU	Off Campus	2137-2143 9TH St		Parking lot	
2142	2142	NU	Off Campus	2142 9TH ST NW		Parking lot	
2144	2144	NU	Off Campus	2144-2148 9th St NW		Parking lot	
2908	2908G	NU	Off Campus	Georgia Ave Vacant Lots	empty lot	Vacant Lot	
2910	2910G	NU	Off Campus	Georgia Ave Vacant Lots	empty lot	Vacant Lot	
2912	2912G	NU	Off Campus	Georgia Ave Vacant Lots	empty lot	Vacant Lot	
2914	2914G	NU	Off Campus	Georgia Ave Vacant Lots	empty lot	Vacant Lot	
2916	2916G	NU	Off Campus	Georgia Ave Vacant Lots	empty lot	Vacant Lot	
2918	2918G	NU	Off Campus	Georgia Ave Vacant Lots	empty lot	Vacant Lot	
2919	2919G	NU	Off Campus	Georgia Ave Vacant Lots	empty lot	Vacant Lot	

APPENDICES

APPENDICES

(CONTINUED)

Appendix B Campus Map and Building Names



APPENDICES

(CONTINUED)

APPENDICES

Academic	Year
3 School of Architecture and Planning	1956
7 Biology Building	1954
10 School of Business	1984
22 College of Dentistry	1954
12 Carnegie Building	1910
13 School of Communication	1908
14 Miner Building	1897
15 Chemistry Building	1936
16 Chemical Engineering Building	1977
17 Allied Health Sciences	1970
27 Old Medical Library	1981
23 Douglas Hall	1936
24 Center for Academic Reinforcement	1975
25 School of Education	1975
26 College of Engineering	1952
28 College of Fine Arts (Arts & Sciences)	1960
31 Graduate School of Arts & Sciences	1940
44 College of Arts & Sciences	1964
45 College of Medicine	1979
47 College of Pharmacy	1955
51 College of Medicine - West	1955
51 College of Medicine - East	1935
53 School of Social Work	1970
55 Physics Building	1909
135 School of Nursing & Allied Health	1940
301 Arrupe House (1400 Sheperd St, NE)	
353 Notre Dame Hall	1960
354 Holy Cross Hall	1901
355 Houston Hall	1935
Research/Libraries	
4 Laser Chemistry Building	1912
29 Founders Library	1937
61 Undergraduate Library	1984
200 Health Sciences Library	2001
351 A. M. Daniels Library	1967
356 HU Law Library	2001
Administration	
1 Administration Building	1956
5 Howard University Center	1975
42 International Affairs Center	1906
Venues/Student Services	
8 Burr Gymnasium	1964
9 Greene Stadium	
20 Cramton Auditorium	1960
33 Howard Hall	1885
43 Ira Aldridge Theatre	1960
57 Blackburn University Center	1979
163 Medical Arts Building	1972
700 Mental Health Clinic	1933
Dorms	
6 Bethune Hall Annex	1994
18 Cook Hall	1937
21 Drew Hall	1957
62 Baldwin Hall	1948
62 Crandall Hall	1929
62 Frazier Hall	1929
62 Truth Hall	1929
62 Wheatley Hall	1948
300 Mays Hall	1939
375 Meridian Hill Hall	1941
500 Slowe Hall	1942
501 Carver Hall	1942
550 Howard Plaza Towers Phase East	1989
551 Howard Plaza Towers Phase West	1989
Service/Non-Univ	
19 Cancer Research Center	1980
30 People Soft Work Site	1909
32 WHUT (WHUR-TV Station)	1980
36 Howard University Communication Association	
39 Howard University Service Center	1903
40 Middle School	1960
41 HU Security Substation	
48 Power Plant	1934
49 WHUR-Radio Station	1980
50 Rankin Chapel	1894
54 PFM Storage Building	
58 Early Learning Center - Child Development	1970
64 Private Practice Center	1978
65 Hospital Tower (Ambulatory Care)	1989
66 Hospital Tower Phase II	1989

67	Howard University Hospital	1975
71	Data Processing Center	1975
72	Employee Assistance Center	
75	Hospital Service Center	1925
77	Family Planning Center	
78	Family Practice Building	
79	Hospital HUMED	
80	Howard University Hospital MRI	
119	MIS Building	
121	HU/NIH Maternal & Child Health Grant	
122	HUP Offices	
216	Old PFM and Old ISAS	1952
352	Law School Maintenance Building	1978
401	Harrison Brother Building	
600	HURB1 - Howard University Research Building #1	
614	HUP Offices	
918	Steam Tunnel	
NonCore		
59	University Warehouse #2 (and Athletic Administration)	1950
76	Hospital Warehouse	1935
92-94	Effingham Apartments	1930
96	Howard Manor	1939
112	2313 Sherman Ave., N.W.	
113	326 T St., N.W.	
125	Parking - Georgia Ave. & W St. (Proposed CSC Bldg.)	
129	Lot adjacent to Nursing Home building	
130	CVS Pharmacy	
250	Technology Plaza	
400	Doors & More Buildings	1991
408	408-410 T St. N.W.	1915
420	Ellington Apartments	
421	Dean Richardson's House	
422	Ellington Apartments	
424	Ellington Apartments	
426	Ellington Apartments	
513	531 U Street, N.W.	
649	649 Florida Ave.	
730	Enterprise Rental Car	
804	Ellington Apartments	
806	Ellington Apartments	
808	Ellington Apartments	
817	Ellington Apartments, Units A & B	
907	907 Florida Ave., N.W.	
909	909 Florida Ave., N.W.	
917	President's House	
1240	Old School Divinity	
1509	Baker's Dozen	
2131	2131 9th St.	
2133	2133-2135 9th St.	
2137	2137-2143 9th St.	
2142	2142 8th St. N.W.	
2144	2144-2146 8th St. N.W.	

APPENDICES

(CONTINUED)

Appendix C Building Abbreviations

ASF	Assignable Square Feet
BA	Bachelor of Arts
BFA	Bachelor of Fine Arts
BS	Bachelor of Science
CCU	Collaborative Core Units
CETLA	College of Engineering, Architecture, and Computer Science
CIRLA	Chesapeake Information and Research Library Alliance
CPNAHS	College of Pharmacy, Nursing, and Allied Health Sciences
COAS	College of Arts and Sciences
DDS	Doctorate of Dental Sciences
ELI	Institute for Entrepreneurship, Leadership and Innovation
FICM	Facility Inventory and Classification Manual
GSF	Gross Square Feet
HBCU	Historically Black College/University
HD	High Definition
HHS	U.S. Department of Health and Human Services
HUAA	Howard University Alumni Association
HUCM	Howard University College of Medicine
HUH	Howard University Hospital
HUSEM	Howard University Science, Engineering, and Mathematics Program
HUSOE	Howard University School of Education
ISAS	Information Systems and Services
KCI	Kaufmann Campuses Initiative
MD	Doctor of Medicine

APPENDICES

(CONTINUED)

MA	Master of Arts
MFA	Master of Fine Arts
MS	Master of Science
MS2	Middle School of Mathematics and Science
NASA	National Aeronautics and Space Administration
NASF	Net Assignable Square Feet
NIH	National Institutes of Health
NOAA	National Oceanographic and Atmospheric Administration
NSF	National Science Foundation
NSF	Net Square Feet
PCAR	Presidential Commission on Academic Renewal
PDLA	Professional Development and Leadership Academy
PFM	Physical Facilities Management
PhD	Doctor of Philosophy
RU/H	Research University – High
RU/VH	Research University – Very High
SCUP	Society of College and Urban Planners
SFC	Students First Campaign
SSW	School of Social Work
STEM	Science, Technology, Engineering, Mathematics
TWI	Traditionally White Institution
USF	Usable Square Feet
WHUR	Howard University Radio
WHUT	Howard University Television

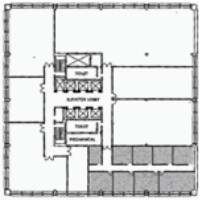
APPENDICES

APPENDICES

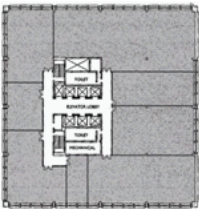
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Appendix D Space Definitions

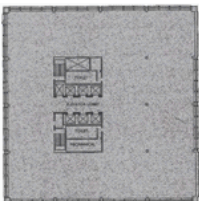
Definitions per Postsecondary Education Facilities Inventory and Classification Manual (FICM): 2006 Edition were used as the foundation for space measurement.



Net Assignable Square Feet (NASF): The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use. This is also known as Net Square Feet (NSF) or Assignable Square Feet (ASF).



Net Usable Square Feet (NUSF): The sum of all areas on all floors of a building either assigned to, or available for assignment to, an occupant or specific use, or necessary for the general operation of a building. Also referred to as Usable Square Feet (USF).



Gross Square Feet (GSF): The sum of all areas on all floors of a building included within the outside faces of its exterior walls, including all vertical penetration areas, for circulation and shaft areas that connect one floor to another.

APPENDICES

(CONTINUED)

Appendix E Historic Glossary***What are National Historic Landmarks (NHLs)?***

National Historic Landmarks (NHLs) are cultural properties that the National Park Service (NPS) designates as ***nationally*** significant. They are acknowledged to be the most significant historic places in the United States. Approximately 3,000 properties across the United States are recognized as NHLs. The U. S. Capitol, the White House, and Georgetown University's Healy Hall are among the 74 properties recognized as NHLs in the District of Columbia.

There is no local or national regulation of NHL properties.

On Howard University's Central Campus, Douglass Hall (Building #23) and Founders Library (Building #29) and their surrounding buildings and landscapes on the Central Quadrangle are designated as a NHL historic district. Howard Hall is an individual NHL.

There is no local or national regulation of NHLs owned by private owners. As part of the Section 106 and Section 110(f) process, the effect of work funded or licensed by the federal government on NHLs and their immediate surroundings must be reviewed and adverse effects mitigated before work is undertaken.

What is the National Register of Historic Places (NR)?

The National Register (NR) is the official federal list of historic districts, sites, buildings, structures, and objects that are significant in American history, architecture, archaeology, engineering, and culture. The list is administered by the NPS with the assistance of the State Historic Preservation Office (SHPO) in each state. In the District of Columbia, the SHPO is part of the Office of Planning (OP) and is referred to as the Historic Preservation Office (HPO).

There is no regulation of privately-owned properties that are listed on the NR. As part of the Section 106 process, the effect of work funded or licensed by the federal government on properties listed on the NR and their immediate surroundings must be reviewed and adverse effects mitigated before work is undertaken.

What is the District of Columbia Inventory of Historic Sites (DC Inventory)?

The District of Columbia Inventory of Historic Sites (DC Inventory) is Washington, DC's official list of properties that have been determined worthy of protection due to their historical or cultural significance to the city. Established in 1964, the DC Inventory now includes almost thirty historic districts and more than 20,000 resources located across the city.

In the District of Columbia, buildings and sites that are either individually listed or located within a historic district that is listed on the DC Inventory are subject to the DC Preservation Law (Title 10, Chapter 26 of the District of Columbia's Municipal

APPENDICES

(CONTINUED)

Regulations). This means that demolition of, and alterations or additions made to exteriors of listed properties are subject to review by the District of Columbia's Historic Preservation Review Board (HPRB).

What does “listing” mean?

In the District of Columbia, “listing” means the formal entry of a property in the NR or the DC Inventory.

What does “Period of Significance” mean?

The Period of Significance (POS) is the span of time during which an individual property or district attained the historic significance that makes it eligible for listing.

What is the “50 Year Rule?”

Generally, properties that have achieved significance within the past 50 years are not considered eligible for listing. For the purposed of the Master Plan study, History Matters used 1960 as the cut-off date for eligibility.

What does “contributing resource” mean?

A contributing resource is a building, site, structure, or object that adds to the historic significance of a historic district. In other words, it enhances our understanding of the history of a place. Conversely, a “non-contributing resource” is a building, site, structure, or object that does not add to the significance of a historic district. For example, if a historic district's Period of Significance is 1900 to 1945, a building within the district's boundary that was built in 1965 is “non-contributing.”

APPENDICES

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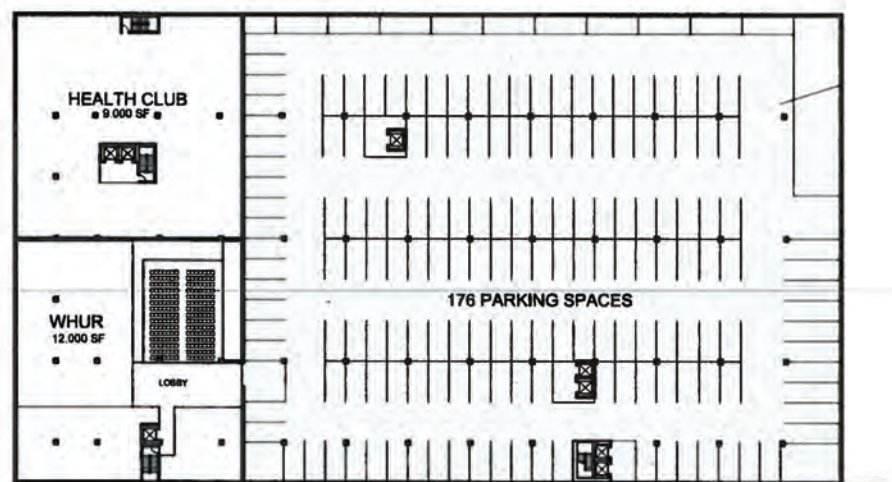
Appendix F Howard Town Center Development



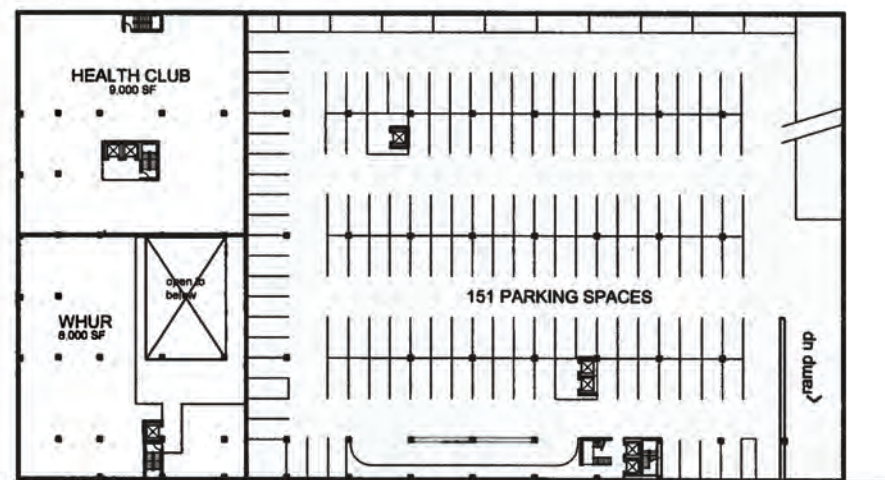
HOWARD TOWN CENTER DEVELOPMENT
WASHINGTON, DC
11-18-08

APPENDICES

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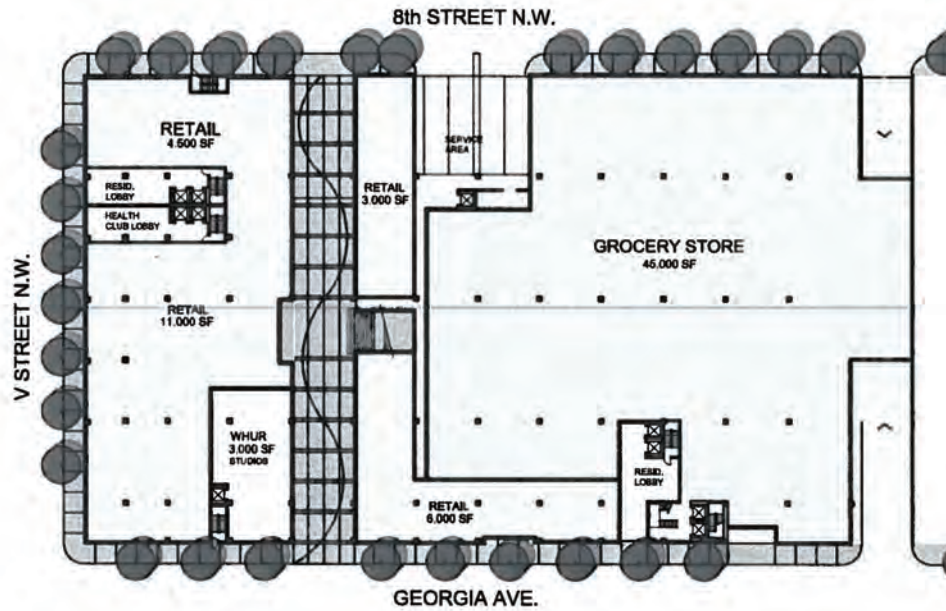
PARKING LEVEL P2



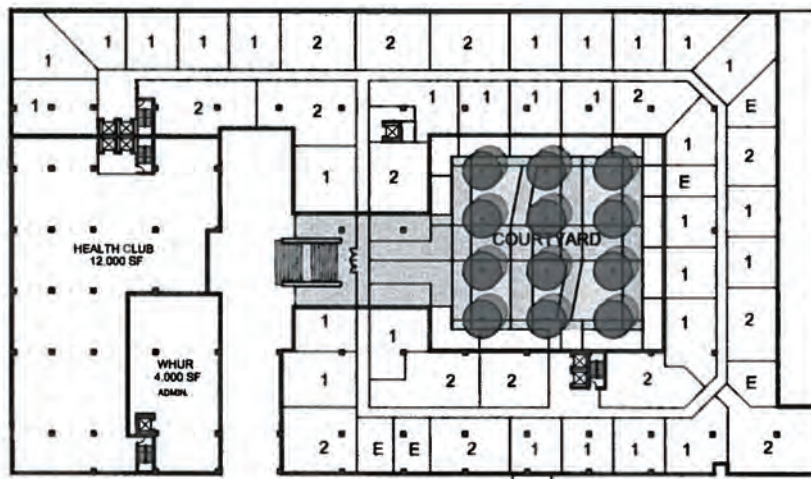
PARKING LEVEL 1

APPENDICES

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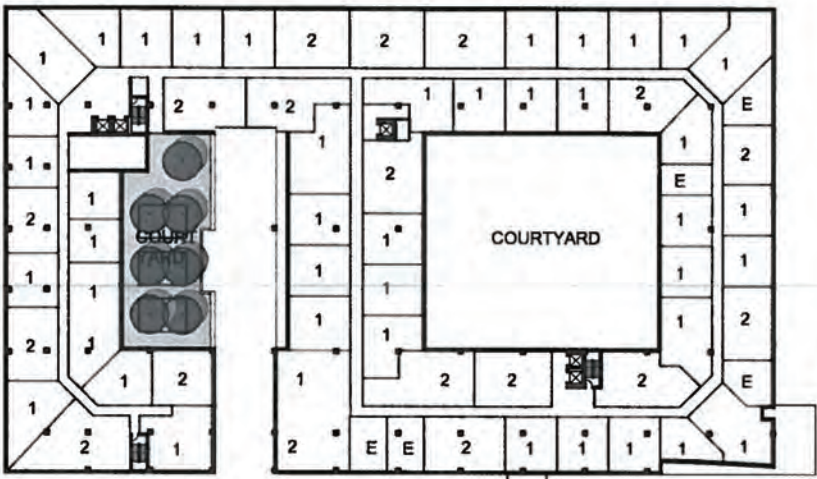
GROUND FLOOR PLAN



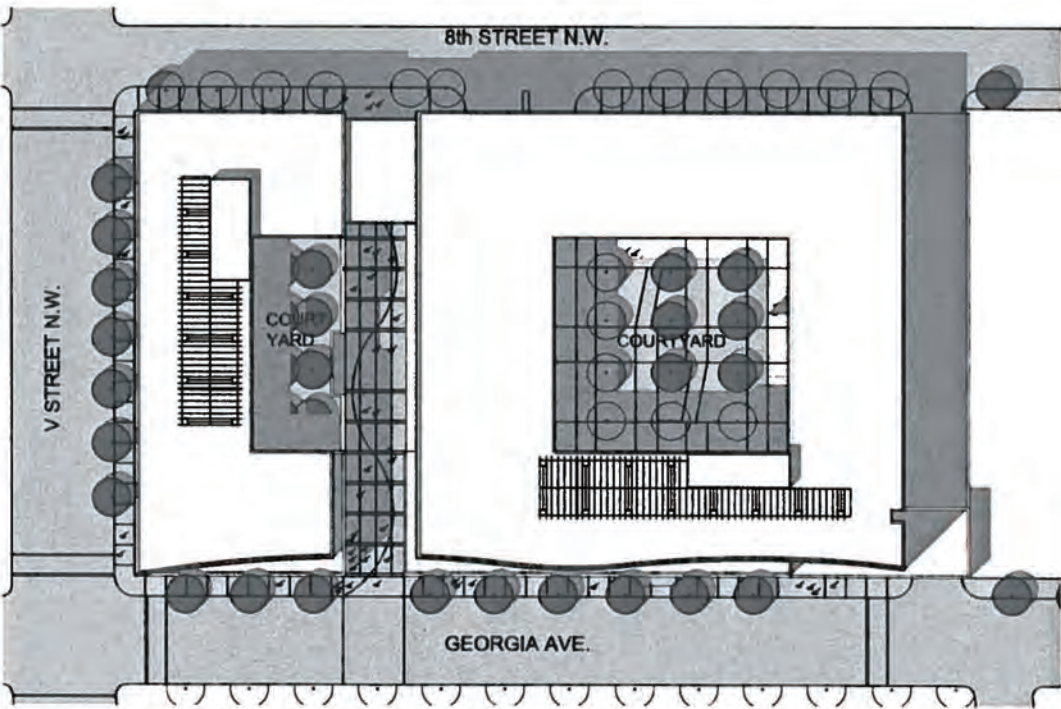
SECOND FLOOR PLAN

APPENDICES

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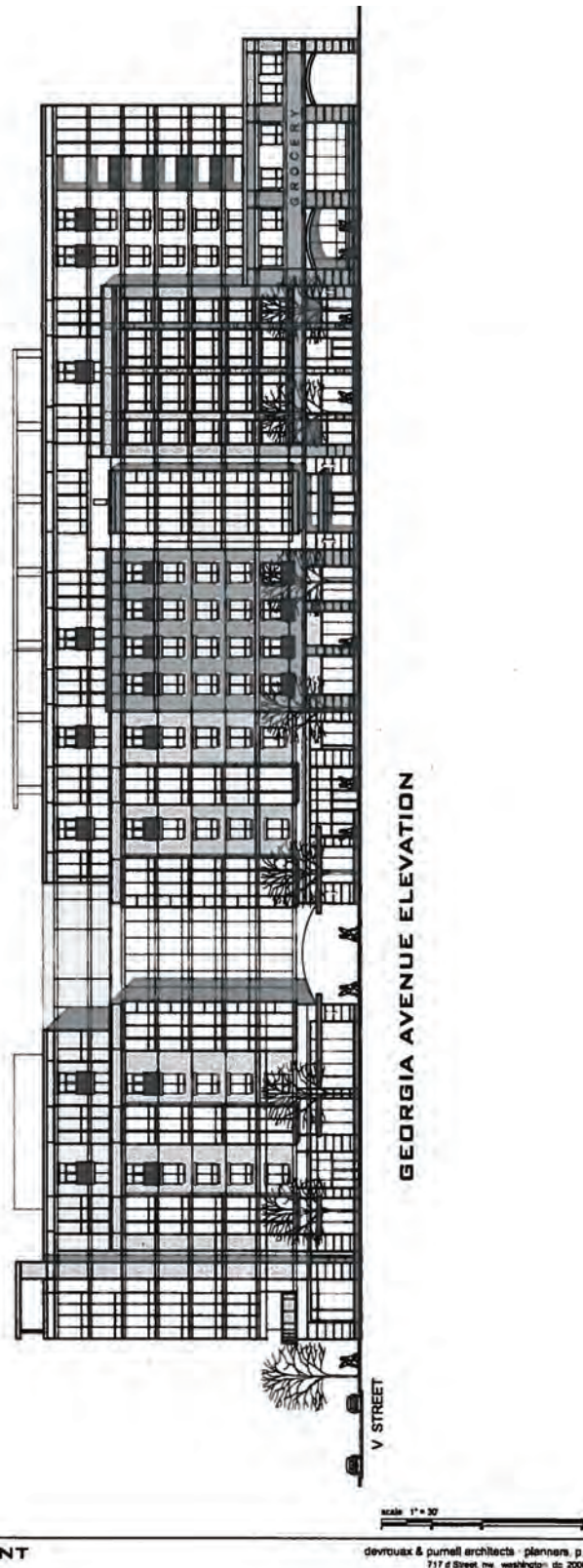
3RD - 8TH RESIDENTIAL FLOOR PLAN



ROOF PLAN

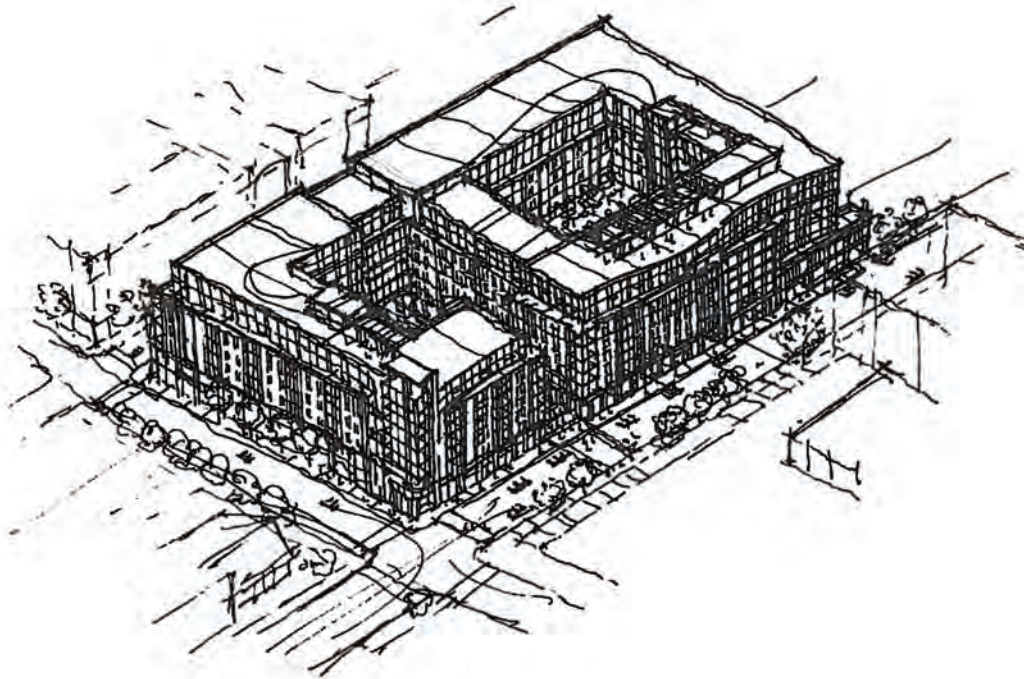
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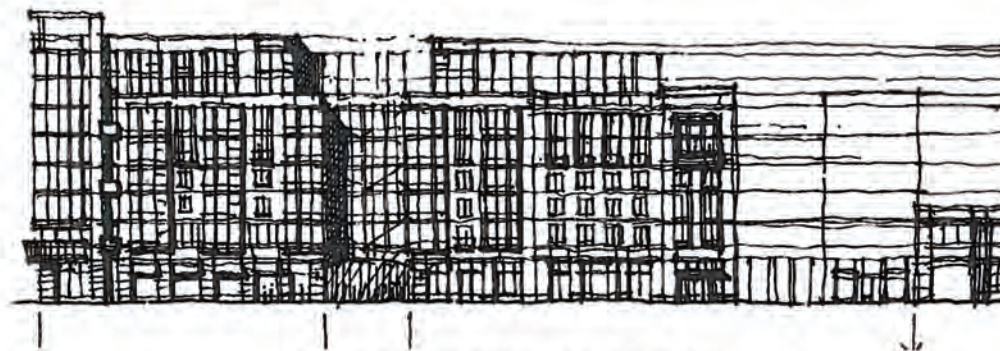


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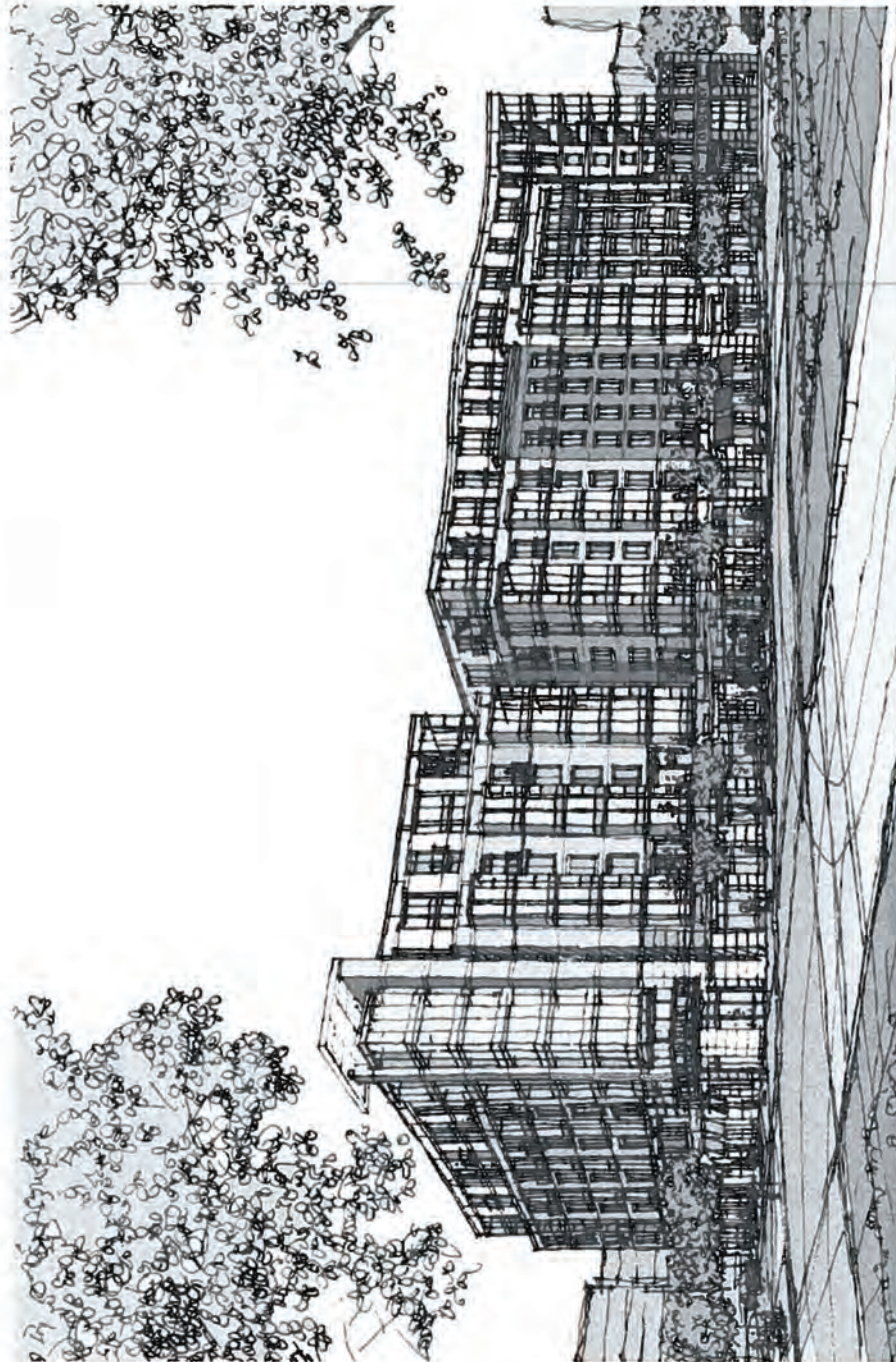
ISOMETRIC VIEW



GEORGIA AVENUE ELEVATION

APPENDICES

(CONTINUED)



CORNER VIEW FROM GEORGIA AVENUE & V STREET, NW

APPENDICES

APPENDICES

(CONTINUED)

Appendix G Community Interviews and Participation

HU Campus Plan Neighbor Survey

Overall Survey Results

1. Are you a member of the Community Advisory Committee?

Yes	8	5%
No	158	95%
Total	166	100%

2. How close do you live to the campus?

Within one block	29	17%
Within five blocks	91	54%
Within ten blocks	41	24%
Further than ten blocks away	9	5%

3. Are you or your family members associated with Howard University as:

A student	2	1%
An employee	3	2%
A faculty member	2	1%
An alumna or alumnus	22	13%
None of the above	138	82%
Other, please specify	5	3%
-I am an independent consultant on HU projects -Physician mentoring Howard students; staff patient -Former student & employee -Howard is a work site through my employer -Mary Church Terrell House effort		

4. Do you or have you used any on-campus facilities?

Yes	58	34%
No	111	66%
Total	169	100%

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5. If yes, please specify.

Cramton Auditorium	23	39%
Blackburn University Center	27	46%
Library	19	32%
Moorland Spingarn Research Center	7	12%
Day Care Facility (Early Learning Center)	0	0%
Burr Gymnasium	11	19%
Greene Stadium	12	20%
Other, please specify	17	29%

-Various academic buildings for weekend classes
 -Jog on Campus
 -Campus Bookstore (x3)
 -Post Office (x2)
 -HUH Childcare Center
 -Quad
 -Chapel (x2)
 -HU Hospital
 -Campus Commons (Green Space)
 -Starbucks
 -Ira Aldridge & Community Association Office
 -Tennis Courts
 -Campus, safer evening walk than Georgia
 -I was a student at HU

6. Do you or have you used any Howard University medical/health facilities?

Hospital/Ambulatory Care Center	18	33%
Emergency Room	26	47%
Family Practice	12	22%
New Freedmen's Health Clinic	1	2%
Other, please specify	13	24%
-No (x10)		
-Dr's office in HUH (x2)		
-Only once		

7. What type of on-campus facilities would you most like to see available to the community?

110 Responses

APPENDICES

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- Path around the Reservoir
- Athletic Fields (x7)
- Gymnasium/work-out facilities/recreation space (x42)
- Public green space, plazas and parks (x9)
- Library (x33)
- Online programs, continuing education and/or distant learning programs (x9)
- Swimming Pool (x18)
- Information on Campus Performances, local list serv, campus newsletter, calendar (x8)
- Lectures, discussions, workshops, inexpensive/free adult learning opportunities, senior activities (x8)
- Mall
- Grocery Store (x4)
- (Near Campus) Better commercial development in Bloomingdale/LeDroit area and mixture of the neighborhoods with your continuing base of customers should ensure sufficient demand. (Community and University work together on).
- Event, meeting and party space (x9)
- Child care services (x5)
- Blackburn
- Movie theater (x3)
- Wifi/internet access (x2)
- Theater/Auditorium (x5)
- Educational, athletic, and health youth programs (x3)
- Repository for neighborhood history
- Outdoor Track (x11)
- Football games
- Medical/Health bookstore
- Restaurants/Cafe/Dining (x4)
- Retail/Shopping (x2)
- Arts & Music Center (x3)
- Metro commercial development
- Renovation of Howard Theater
- Heightened security
- Community center
- Computer center (x2)
- Indoor tennis/squash/racquetball
- Reopen Streets like W St.
- Walk-in health clinic/Ambulatory Care (x2)
- Tennis Courts (x2)
- Pedestrian-friendly streets
- More student dorms
- K-6 Community school
- Upgraded book store
- Transformation similar to UPenn
- Community competitions, tournaments, and sporting events
- Howard Inn/hotel
- Shuttle
- Pay for Parking
- Playground
- Job Board
- Post Office
- Removal of old buildings

APPENDICES

(CONTINUED)

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8. Evening courses improve access to continuing education and professional development for people who work during the day. Would you support Howard University's development of and improvement in its evening academic offerings?

Yes	152	93%
No	11	7%
Total	163	100%
<ul style="list-style-type: none"> -Brings more activity to the neighborhood providing safety and activity when it is needed most. -Both credit and non-credit; life-long learning would be excellent. -I don't want to have to deal with the parking hassles your business creates. It's bad enough already. -If this doesn't cause parking problems in the neighborhood it's a good idea but you have to provide the parking on your campus. -Unless traffic could be confined to the campus and parking in the neighborhood would not be affected AT ALL, then I would not support added cars and persons in the neighborhood. -It just depends. If Howard needs to expand the campus toward the East or South then I would be against. Parking most likely would be a problem since parking has gotten very tight over the last 5 years. -Will soon retire. -The neighborhood is under a lot of stress with cars and traffic causing noise and disruptions. More cars from evening students would be just more noise. So not just the day but the evening as well. NO THANKS! -Education should be accessible to all those interested. -I think they are good, but I do not have an interest in evening classes at this time; I'm already taking a weekend grad course at AU. -Parking will become even harder to find. -At main campus. 		

9. Would you be interested in participating in evening programs if provided?

Yes	117	72%
No	46	28%
Total	163	100%

10. Are you aware of any negative impacts on your community from evening and/or weekend events that currently take place on campus?

Yes	42	26%
No	119	74%
Total	161	100%
<ul style="list-style-type: none"> -Illegal parking by visitors and students in the residential areas. (x26) -Street closures (x3) -Traffic and congestion (x12) -Litter and trash (x7) -Spillover from parties into residential areas. (x6) -Noise, loudness and rowdiness (x9) -Should encourage public transit and install bike racks (x3) -Loitering, more people in the community, lack of police/security presence (x4) -Increase crime (x4) -Property damage -"I don't see them as negative, but they impact the community -- things like homecoming, parade, the Caribbean festival, etc..... These things are good, and the neighborhood just needs to adjust when they come up." 		

APPENDICES

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(CONTINUED)

11. Has your sense of security in the campus vicinity improved in recent years?

Yes	58	39%
No	89	61%
Total	147	100%
-Sporadically, and typically immediately after incidents occur. -Better police presence and less tolerance of criminal activity. (x13) -HU Police lack of authority, only observes, no action taken. (X4) -Lack of HU Police presence. (x6) -Student parties in the surrounding areas are a major problem. (x2) -More improvement needed, crime is still an issue. (x4) -Less vacant homes, gentrification, and a more diverse community has helped. (x5) -Negative interaction between students and neighbors. (x2) -Graffiti -Increase in reports of crime and drug market in recent years. (x19) -Need to increase eyes on the street: repair streets and sidewalk; add lighting; empty parking lots, open areas , and empty buildings are unsafe spaces. (x8) -Better bike facilities -Sense of security has stayed the same.(x12) -Installation of emergency telephones has helped (x3) -Significant crime rate in community, Kelly Miller public housing -Private and commercial reinvestment and development in the community. (x2)		

12. Is long term parking on your street controlled by parking permits or parking meters?

Yes	147	89%
No	19	11%
Total	166	100%

13. Does your street seem to be a popular parking location for students/faculty/staff?

Yes	49	29%
No	118	71%
Total	167	100%

14. Do you patronize any stores along Georgia Avenue between Columbia Road and Florida Avenue?

Yes	112	66%
No	58	34%
Total	170	100%

15. If yes, how often?

Daily	3	3%
Weekly	30	26%
Monthly	49	43%
Less frequently	39	34%

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16. If yes, which type of stores do you use?

Services (car rentals, herbalist, mentoring, day care, catering, etc.)	24	21%
Salons/Barbers	9	8%
Clothing and goods	17	15%
Convenience stores (such as 727 Market)	26	23%
Restaurants	94	84%
Other, please specify	19	17%
<div>-CVS (x4)</div> <div>-Enterprise Rental Car</div> <div>-Starbucks (x8)</div> <div>-HU Bookstore (x2)</div> <div>-McDonalds (x3)</div> <div>-Five Guys</div> <div>-Subway</div> <div>-Sankofa Bookstore</div> <div>-Herbalist & cultural store</div> <div>-Restaurant & specialty stores (Blue Nile)</div> <div>-None, because of lack of selection and safety. (x2)</div>		

17. Would you rank the quality and usefulness of the retail on Georgia Avenue as:

Poor	95	58%
Fair	62	38%
Good	6	4%
Excellent	2	1%
Total	165	100%

18. What type of stores/services would you most like to see added along Georgia Avenue?

141 Responses

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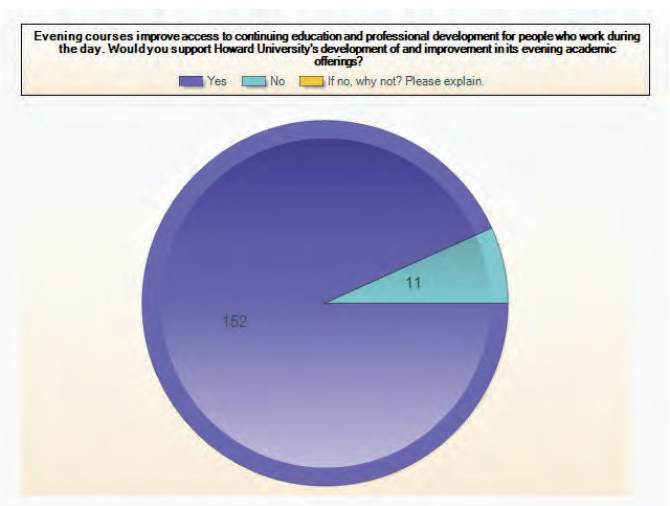
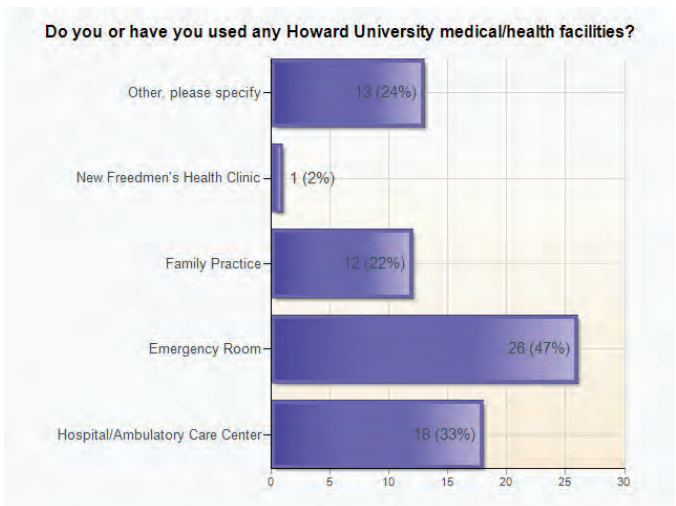
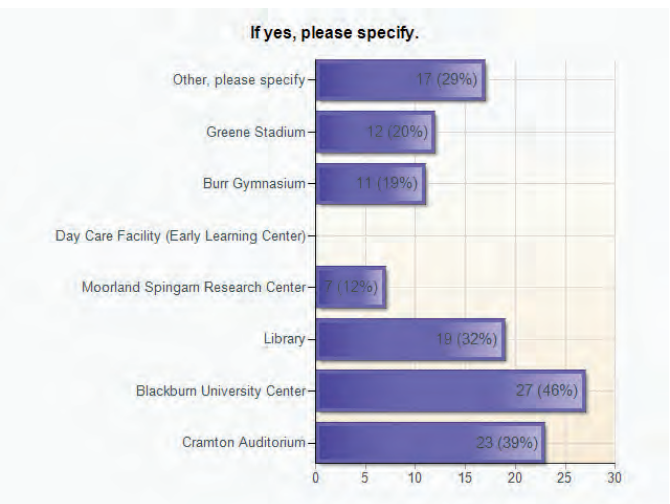
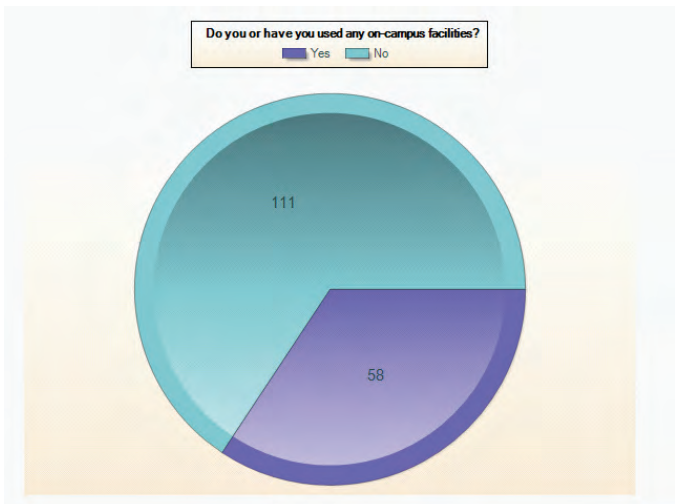
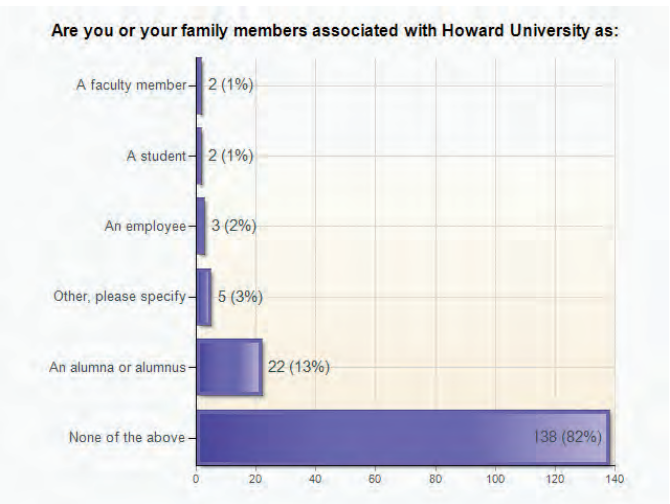
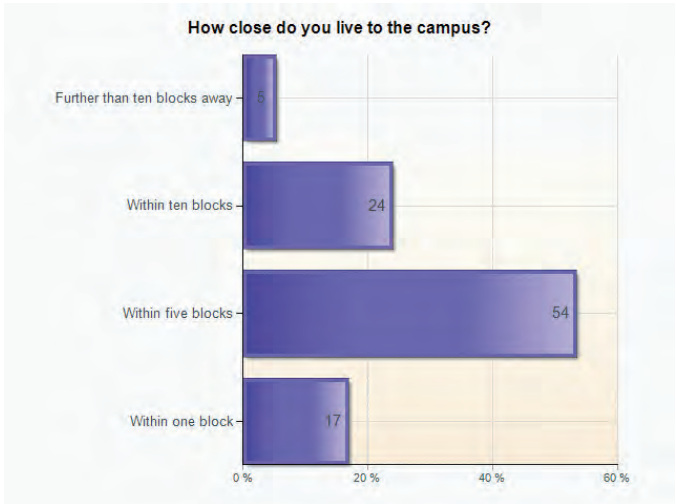
- Grocery Store/Organic goods (x63)
- Deli/Bakery/Restaurant/Bar/Coffee Shop/Lounge/Cafe (x79)
- Office supply. (x3)
- Sporting/Hobby (x2)
- Gym (x7)
- Clothing store, including upscale and professional options (x9)
- Shoe store
- Pharmacy/Drug Store/24-hour (x11)
- Hardware Store (x9)
- Photo/print shop
- Art supply store
- Toy store
- Movie Theater (x56)
- Pet store (x2)
- Bookstore (x17)
- Urban stores
- Dry Cleaners (x6)
- Retail (x14)
- Ice Cream parlor (x3)
- Local and ethnic retail (x8)
- New development with parking included (x2)
- Art gallery (x3)
- Hair Salon
- Improve quality and appearance of current retail selection, windows and natural lighting. (x3)
- Combination big stores and small specialties.
- Stationary store and card shop. (x2)
- Follow example of development along 14th (between Q and U) and along P (between 14th and 15th)
- Target (x3)
- Recreation/Arts Center
- Florist (x4)
- Yoga studio (x2)
- Music venue
- Home furnishing and decor store (x3)
- Follow example of State College; PA; Ann Arbor, MI and East Lansing, MI.
- Small shops and Boutiques (x4)
- Green space and trees (x2)
- Bank
- Bicycle shop

APPENDICES

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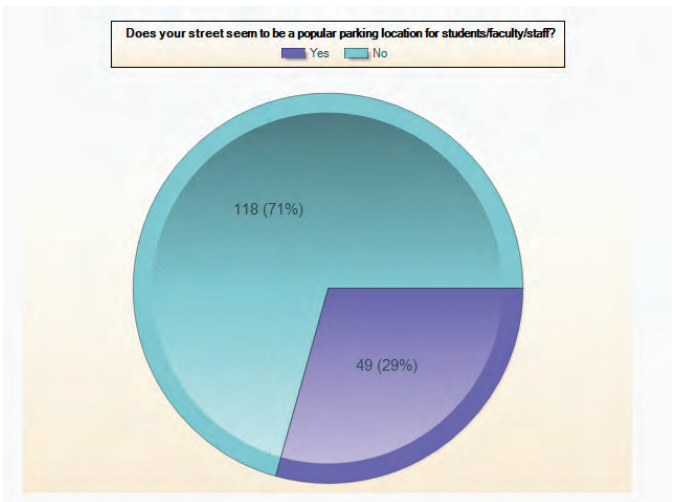
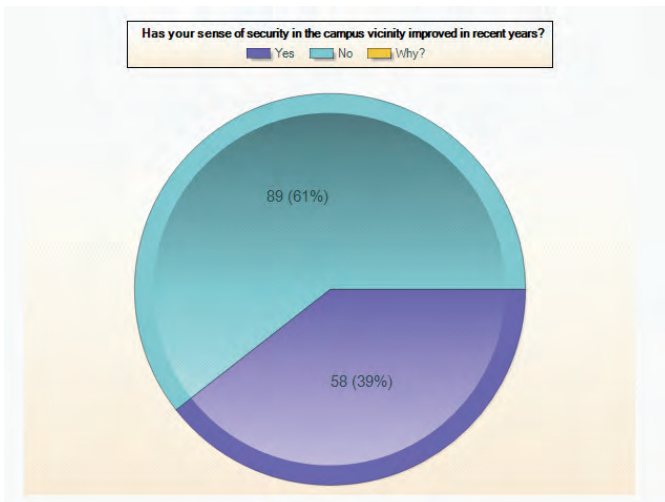
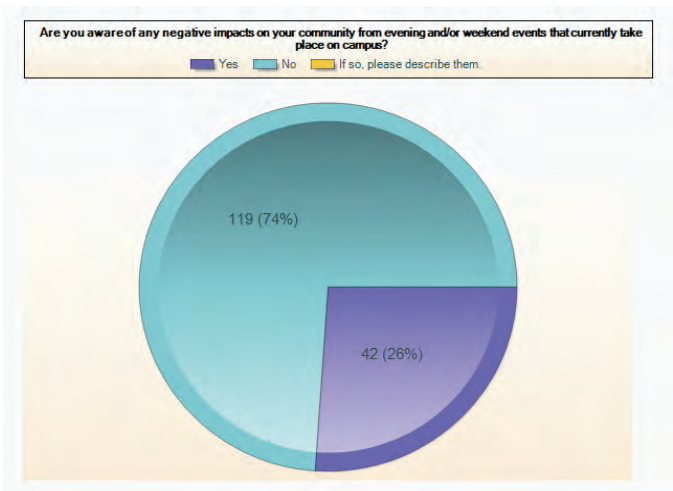
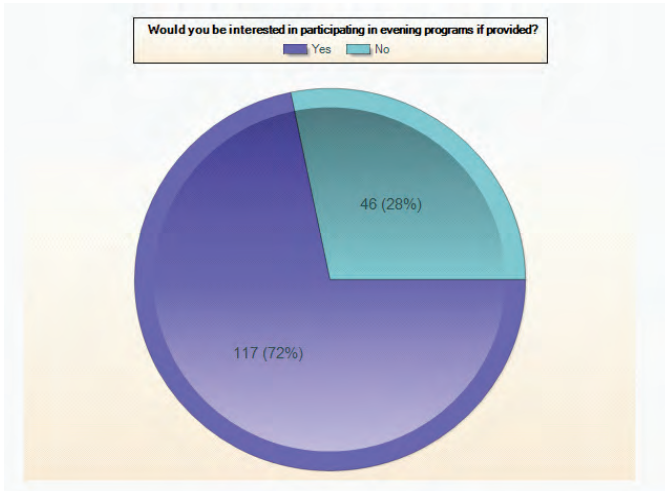
Questions



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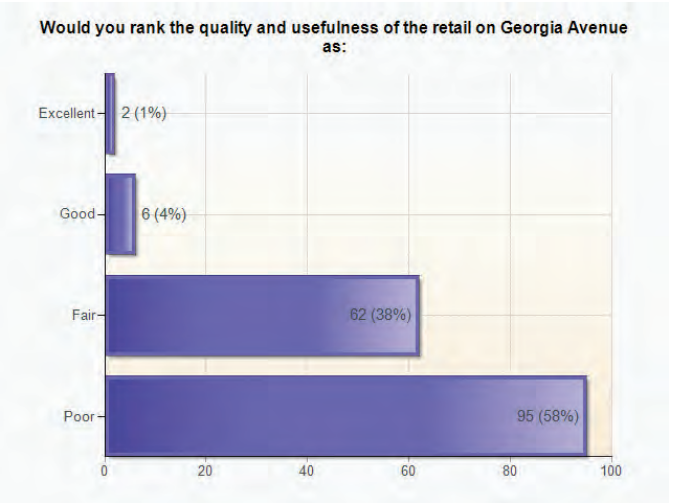
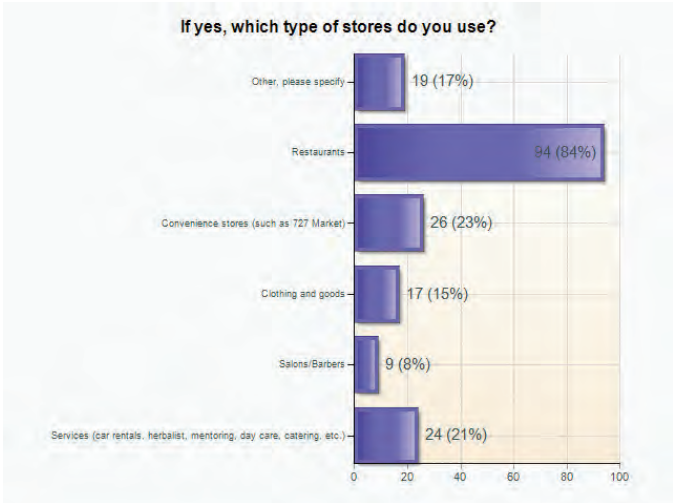
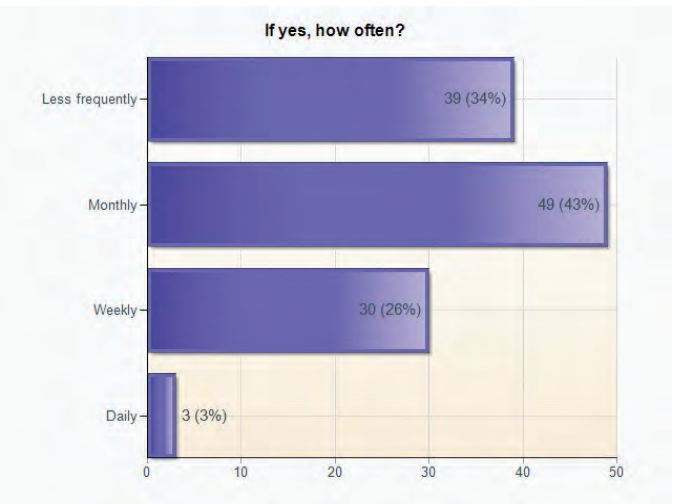
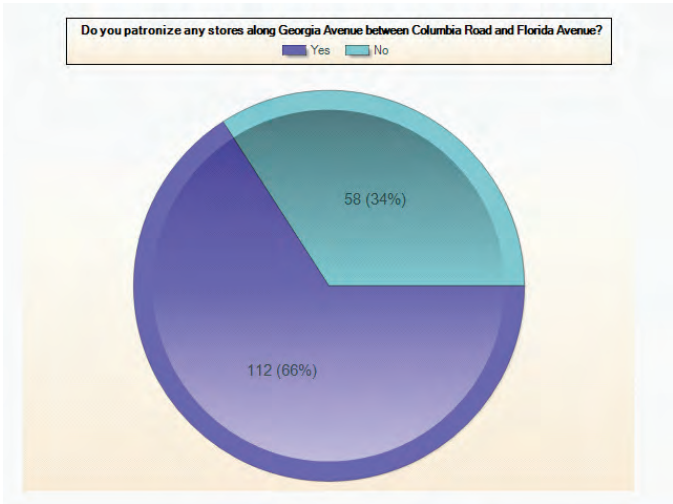
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APPENDICES

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HOWARD UNIVERSITY CAMPUS MASTERPLAN

SCHEDULE OF COMMUNITY INTERVIEWS

THURSDAY, SEPTEMBER 10, 2009	TUESDAY, SEPTEMBER 15, 2009
3:00-3:25 p.m. Sylvia Robinson-ECAC	3:00-3:25 p.m. Lawrence Guyot LeDroit Park Civic Association
*3:30-3:55 p.m. Tony Norman Pleasant Plains Civic Association rescheduled	3:30-3:55 p.m. Rev. Dr. Earl Trent Florida Avenue Baptist Church
4:00-4:25 p.m. Father Harris St. George's Episcopal Church	4:00-4:25 p.m. Stanley Mayes 14 th and U Streets Coalition
4:30-4:55 p.m. Robert Brannum Bloomingdale Civic Association	4:30-4:55 p.m. Iris Woodridge Mother Dear's Community Center
5:00-5:25 p.m. Tensae Berhanu Sankofa Café	5:00-5:25 p.m. Thomas Smith ANC 1B09
5:30-5:55 p.m. David Corry LeDroit Park Civic Association	5:30-5:55 p.m.
6:00-6:25 p.m. Kent Gilmore Howard Delicatessan	6:00-6:25 p.m. Anita Rice LeDroit Park Civic Association
6:30-6:45 p.m. BREAK	6:30-6:45 p.m. BREAK
6:45-7:10 p.m. Eddie Ferrer ANC 1B10	6:45-7:10 p.m. Jeff Herron President LeDroit Park Civic Association
7:15-7:40 p.m. Darren Jones Pleasant Plains Civic Association	7:15-7:40 p.m. Dina Lewis LeDroit Park Civic Association
7:45-8:10 p.m. John Salatti ANC 5C04	*7:45-8:10 p.m. Tony Norman rescheduled from 9.10.09 @ 3:30-3:55 p.m.
8:15-8:40 p.m.	8:15-8:40 p.m.

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MEETING LOG

Date: Summer 2009

Location: Howard University

Project: Howard University Master Plan

Project #: 08.02805.00

Meeting: Master Plan/Programming Interviews

Meeting Record:

No.	Date	Group Interviewed	Attendees (HU)	Attendees (HOK Team)
1.	22 June 2009	School of Education	Dr. Leslie Fenwick Ms. Diane Branch	Jodi Williams Todd Pedersen Monica Meyerhoff
2.	22 June 2009	Center for Excellence, Teaching, Learning, and Assessment	Dr. Teresa Redd	Jodi Williams Todd Pedersen Monica Meyerhoff
3.	22 June 2009	School of Law	Dr. Kurt Schmoke Ms. Diane Branch Ms. Maybelle Bennett Ms. Jo Ann Haynes Fax	Suzette Goldstein Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff Cynthia Giordano
4.	22 June 2009	College of Engineering, Architecture, and Computer Sciences	Dr. James Johnson	Suzette Goldstein Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff
5.	23 June 2009	ISAS	Dr. Trina Coleman	Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff
6.	23 June 2009	College of Arts & Sciences	Dr. James Donaldson Dr. Robert Catchings Dr. Charles Jarmon	Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff
7.	23 June 2009	Bunche Center	Ambassador Horace Dawson	Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff

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8. 23 June 2009	Office of the Provost	Dr. Alvin Thornton Dr. Joseph Reidy	Teresa Durkin Suzette Goldstein Jodi Williams Todd Pedersen Monica Meyerhoff
9. 23 June 2009	Office of the VP for Research and Compliance	Dr. Florence Bonner Ms. Carol Winston Ms. Diane Branch	Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff
10. 23 June 2009	WHUR	Mr. Jim Watkins	Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff
11. 24 June 2009	School of Social Work	Dean Cudore Snell	Teresa Durkin Todd Pedersen Monica Meyerhoff
12. 24 June 2009	Office of Student Activities	Mrs. Lennon Jackson	Teresa Durkin Jodi Williams Todd Pedersen Ann Drummie Derrek Niec-Williams
13. 24 June 2009	Libraries	Mr. Mohamed Mekkawi	Teresa Durkin Jodi Williams Todd Pedersen
14. 24 June 2009	School of Business	Dean Barron Harvey	Teresa Durkin Jodi Williams Todd Pedersen Monica Meyerhoff
15. 24 June 2009	Enrollment Management	Ms. Carol McKinnon Ms. Latrice Covington	Teresa Durkin Suzette Goldstein Jodi Williams Todd Pedersen Monica Meyerhoff Ann Drummie Derrek Niec-Williams
16. 25 June 2009	College of Pharmacy, Nursing and Allied Health	Dr. Beatrice Adderley-Kelley	Teresa Durkin Todd Pedersen Monica Meyerhoff
17. 25 June 2009	Cramton Auditorium	Mr. Steve Johnson Ms. Denise Saunders Thompson	Teresa Durkin Todd Pedersen Jodi Williams
18. 25 June 2009	Risk Estate and Asset Management	Dr. Leonard Williams	Teresa Durkin Todd Pedersen Jodi Williams
19. 25 June 2009	School of Divinity	Dr. Alton Pollard	Teresa Durkin Todd Pedersen Jodi Williams

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(CONTINUED)

20. 25 June 2009	School of Communication	Dr. Jannette Dates Ms. Diane Branch Dr. Rochelle Ford	Teresa Durkin Todd Pedersen Jodi Williams Monica Meyerhoff
21. 26 June 2009	School of Medicine	Dr. Robert Taylor	Suzette Goldstein Todd Pedersen Monica Meyerhoff
22. 29 June 2009	Internal Auditor	Mr. Carroll Little	Jodi Williams Todd Pedersen
23. 29 June 2009	Blackburn Center	Ms. Roberta McCloud	Jodi Williams Todd Pedersen
24. 29 June 2009	Dean of the Chapel	Dr. Bernard Richardson	Jodi Williams Todd Pedersen
25. 30 June 2009	Student Health	Dr. Lynette Munday	Jodi Williams Todd Pedersen
26. 30 June 2009	Enrollment Management - Follow-Up Interview	Ms. Carol McKinnon Ms. Latrice Covington	Jodi Williams Todd Pedersen Ann Drummie
27. 30 June 2009	School of Dentistry	Dr. Leo Rouse	Jodi Williams Todd Pedersen
28. 1 July 2009	Auxiliary Services	Ms. Margo Smith	Suzette Goldstein Jodi Williams
29. 1 July 2009	Office of Admissions	Ms. Linda Sanders- Hawkins	Todd Pedersen Ann Drummie
30. 1 July 2009	Marketing and Communication	Dr. Judi Morre Latta Ms. Tiffany Brown Ms. Kerry-Ann Hamilton	Jodi Williams Todd Pedersen
31. 12 July 2009	Blackburn Center - Follow-Up Interview	Ms. Roberta McLeod	Todd Pedersen Ann Drummie Derrek Niec- Williams
32. 12 July 2009	WHUT	Ms. Jennifer Lawson	Jodi Williams Daphne Kiplinger
33. 12 July 2009	Campus Police	Chief Leroy James	Jodi Williams Todd Pedersen Daphne Kiplinger
34. 14 July 2009	HU Alumni Association	Ms. Sarah Davidson	Suzette Goldstein Teresa Durkin Todd Pedersen
35. 14 July 2009	Secretary of the Board of Trustees and Office of the General Counsel	Ms. Artis Hampshire- Cowan Ms. Norma Leftwich	Suzette Goldstein Teresa Durkin Todd Pedersen
36. 15 July 2009	University Advancement	Ms. Nesta Bernard	Suzette Goldstein Jodi Williams Todd Pedersen Ayanna Sinclair
37. 16 July 2009	Professional Development Leadership Academy	Ms. Iris Germany Dr. Laura Fleet	Jodi Williams Todd Pedersen
38. 20 July 2009	Moorland-Spingarn Research Center	Dr. Thomas Battle	Suzette Goldstein Ayanna Sinclair
39. 20 July 2009	Graduate Medical Education	Dr. Robin Newton	Suzette Goldstein Ayanna Sinclair

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39. 20 July 2009	Graduate Medical Education	Dr. Robin Newton	Suzette Goldstein Ayanna Sinclair
40. 31 July 2009	Entrepreneurship, Leadership, and Innovation Institute	Ms. Johnetta Hardy Mr. Eldridge Allen	Jodi Williams Todd Pedersen Paul Brailsford Ann Drummie Derrek Niec- Williams
41. 4 August 2009	Physical Facilities Management	Mr. Michael Harris Mr. Alfonzye Chisholm Mr. Kirby Turner Ms. Diane Branch	Jodi Williams Todd Pedersen
42. 13 August 2009	Human Capital Management	Ms. Elizabeth Stroud	Jodi Williams Todd Pedersen
43. 14 August 2009	Real Estate	Ms. Diane Branch	Jodi Williams Todd Pedersen Lisa Prasad Alex Feldman
44. 19 August 2009	Dean of Student Life and Activities	Ms. Tonya Guillory	Jodi Williams Todd Pedersen
45. 26 August 2009	Howard University Hospital	Paul Lucchese Diane Branch	Suzette Goldstein Ayanna Sinclair
46. 9 September 2009	Howard University History	Thomas Battle Rosa Anthony	Edna Johnston Kathryn Gettings Smith Ayanna Sinclair
47. 17 September 2009	Office of Financial Analysis and Budget	Ms. Carole Borggren	Jodi Williams Todd Pedersen Derrek Niec-Williams
48. 18 September 2009	President Ribeau	Dr. Sidney A. Ribeau Diane Branch	Suzette Goldstein Teresa Durkin Omar Blaik Paul Brailsford
49. 22 September 2009	Architecture Students	First-year architecture student (James Smalls); Third-year architecture student (Chisa Harris)	Suzette Goldstein Jodi Williams Ayanna Sinclair Todd Pedersen
50. 30 September 2009	Howard University Hospital	Larry Warren Rose Lindsay	Norman Jenkins Suzette Goldstein Raymond Moldenhauer Ayanna Sinclair
51. 2 October 2009	Student Leaders	Dorien Bythers Jewel Burks Jenelle Diljohn Jon-Michael Washington Nykeeba Brown Calvin Simmons	Ayanna Sinclair Todd Pedersen

APPENDICES

(CONTINUED)

Schedule of Campus Master Plan Community Meetings

ROUND I

<u>Date</u>	<u>Group</u>	<u>Subject</u>
Tuesday, 22 March 2011	LeDroit Park Civic Association Florida Avenue Baptist Church 623 Florida Avenue, N.W. 7:00 p.m. (rear of building)	Underclassman Village
Thursday, 24 March 2011	Combined CAC & CCMPTF Mtg. School of Architecture 6:30 p.m.	Draft Campus Master Plan
Thursday, 31 March 2011	ANC 1B Design Committee Thurgood Marshall Center 1816 12 th Street, N.W. 7:00 p.m.	Draft Campus Master Plan
Thursday, 7 April 2011	ANC 1B Reeves Municipal Center 2000 14 th Street, N.W. 7:00 p.m.	Introduction to Draft Campus Master Plan
Saturday, 9 April 2011	Pleasant Plains Civic Association Banneker Recreation Center 2500 Georgia Avenue, N.W. 12 noon	Draft Campus Master Plan
Monday, 11 April 2011	Georgia Avenue Community Development Task Force Howard University Community Association Office 2731 Georgia Ave. N.W. 7:00 p.m.	Draft Campus Master Plan
Thursday, 14 April 2011	ANC 1B11 LeDroit Park Seniors Housing 2125 4 th Street, N.W. 7:00 p.m.	Draft Campus Master Plan
Monday, 18 April 2011	Bloomingdale Civic Association St. George's Episcopal Church 160 U Street N.W. 7:00 p.m.	Draft Campus Master Plan
Tuesday, 19 April 2011	ANC 5C Bennett Career Institute 700 Monroe Street NE 7:00 p.m.	Draft Campus Master Plan
Tuesday, 26 April 2011	LeDroit Park Civic Association Florida Avenue Baptist Church 623 Florida Avenue, N.W. 7:00 p.m.	Draft Campus Master Plan

APPENDICES

(CONTINUED)

Schedule of Campus Master Plan Community Meetings
(Revised 5/11/11)

ROUND II

<u>Date</u>	<u>Group</u>	<u>Subject</u>
Tuesday, 26 April 2011	LeDroit Park Civic Association Florida Avenue Baptist Church 623 Florida Avenue, N.W. 7:00 p.m.	BOT-Approved Campus Master Plan Underclassman Housing Plans
Monday, 9 May 2011	Georgia Avenue Community Development Task Force 733 Euclid St. N.W. 7:00 p.m.	Underclassman Housing Plans
Thursday, 12 May 2011	ANC 1B11 LeDroit Park Seniors Housing 2125 4 th Street, N.W. 7:00 p.m.	Underclassman Housing Plans
Monday, 16 May 2011	ANC 1B Design Committee Thurgood Marshall Center 1816 12 th Street, N.W. 7:00 p.m.	Underclassman Housing Plans
Monday, 16 May 2011	Bloomingdale Civic Association St. George's Episcopal Church 165 "U" Street, N.W. 7:00 p.m.	Underclassman Housing Plans
Tuesday, 17 May 2011	ANC 5C Beacon House 601 Edgewood St. N.E. 7:00 p.m.	Underclassman Housing Plans

ANC 5C has asked us to return to them only when we are ready to ask them for a vote, after we have secured the support of ANC 1B. SO WE WILL NOT BE MAKING A PRESENTATION ON MAY 17TH AT THEIR MEETING.

APPENDICES

(CONTINUED)

Schedule of Campus Master Plan Community Meetings

ROUND III

<u>Date</u>	<u>Group</u>	<u>Subject</u>
Thursday, 2 June 2011	ANC 1B Reeves Municipal Center 2000 14 th Street, N.W. 7:00 p.m.	Underclassman Housing Plans
Saturday, 11 June 2011	Pleasant Plains Civic Association Banneker Recreation Center 2500 Georgia Avenue, N.W. 12 noon	Underclassman Housing Plans Zoning, Alley Closures Boundary Expansion
Monday, 13 June 2011	Georgia Avenue Community Development Task Force Warder St. & Otis Pl. N.W. 7:00 p.m.	Zoning, Alley Closures Boundary Expansion
Monday, 20 June 2011	Bloomington Civic Association St. George's Episcopal Church 165 "U" Street, N.W. 7:00 p.m.	Zoning, Alley Closures Boundary Expansion
Tuesday, 21 June 2011	ANC 5C To Be Announced 7:00 p.m.	Zoning, Alley Closures Boundary Expansion
ANC 5C has asked us to return to them only when we are ready to ask them for a vote, after we have secured the support of ANC 1B. SO WE WILL NOT BE MAKING A PRESENTATION ON JUNE 21st AT THEIR MEETING.		
Thursday 23, June 2011	Combined CAC/CCMPTF Mtg. Howard University Community Association Office 2731 Georgia Ave N.W. 6:30 p.m.	Final Full Draft Written Plan
Tuesday, 28 June 2011	LeDroit Park Civic Association Florida Avenue Baptist Church 623 Florida Avenue, N.W. 7:00 p.m.	Zoning, Alley Closures Boundary Expansion
TBD	ANC 1B Design Committee Thurgood Marshall Center 1816 12 th Street, N.W. 7:00 p.m.	Final Full Draft Written Plan

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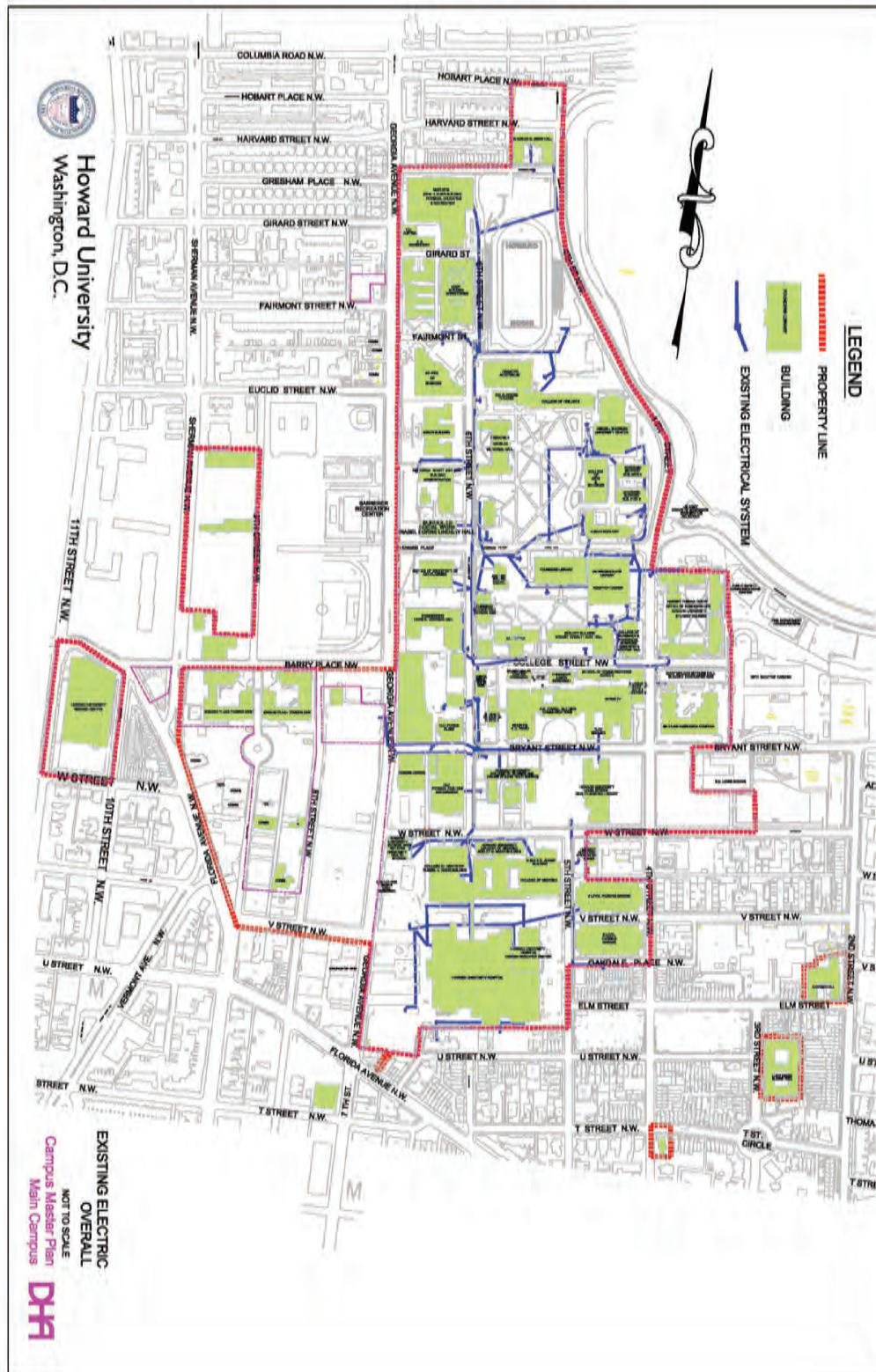
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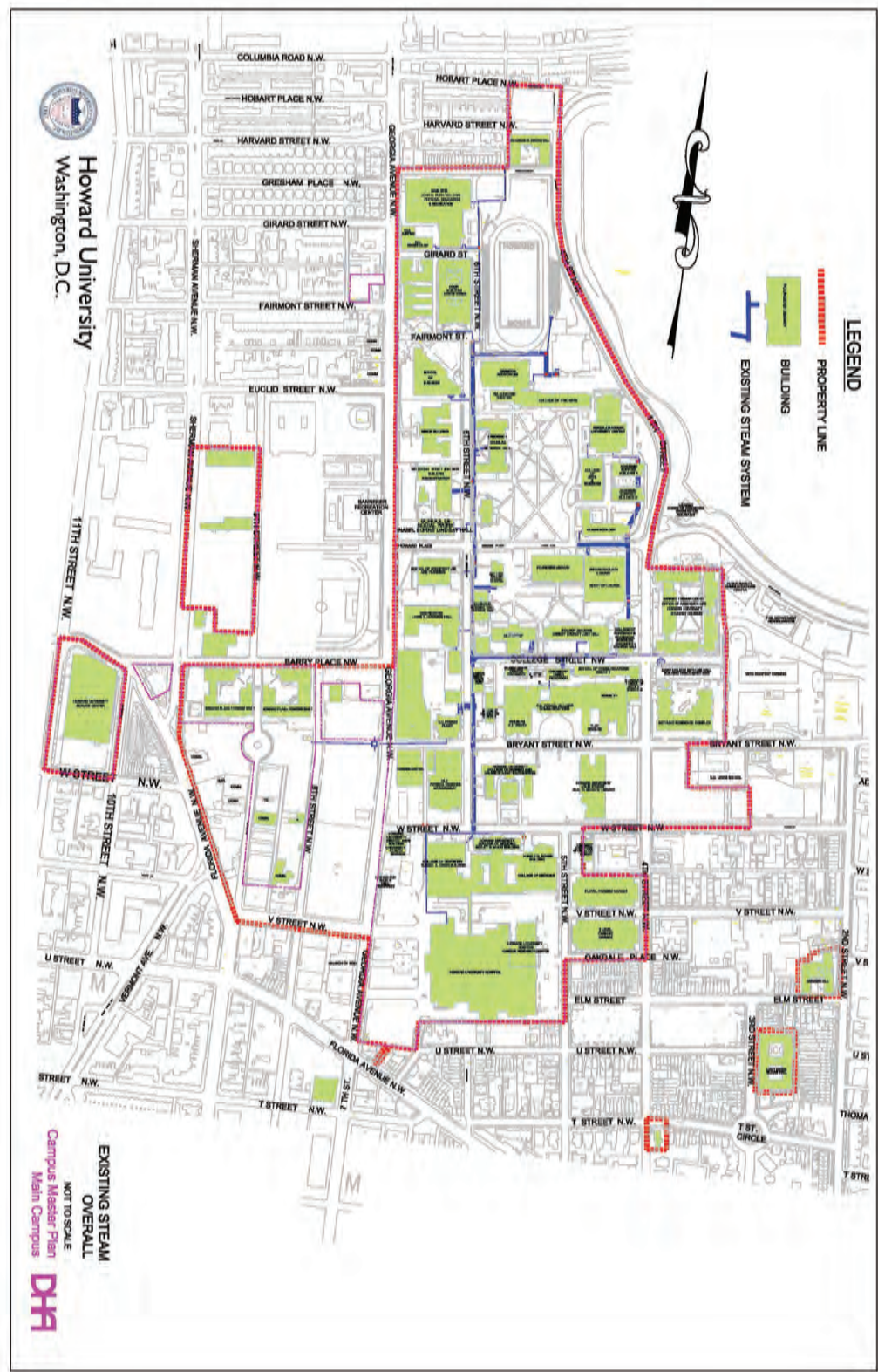
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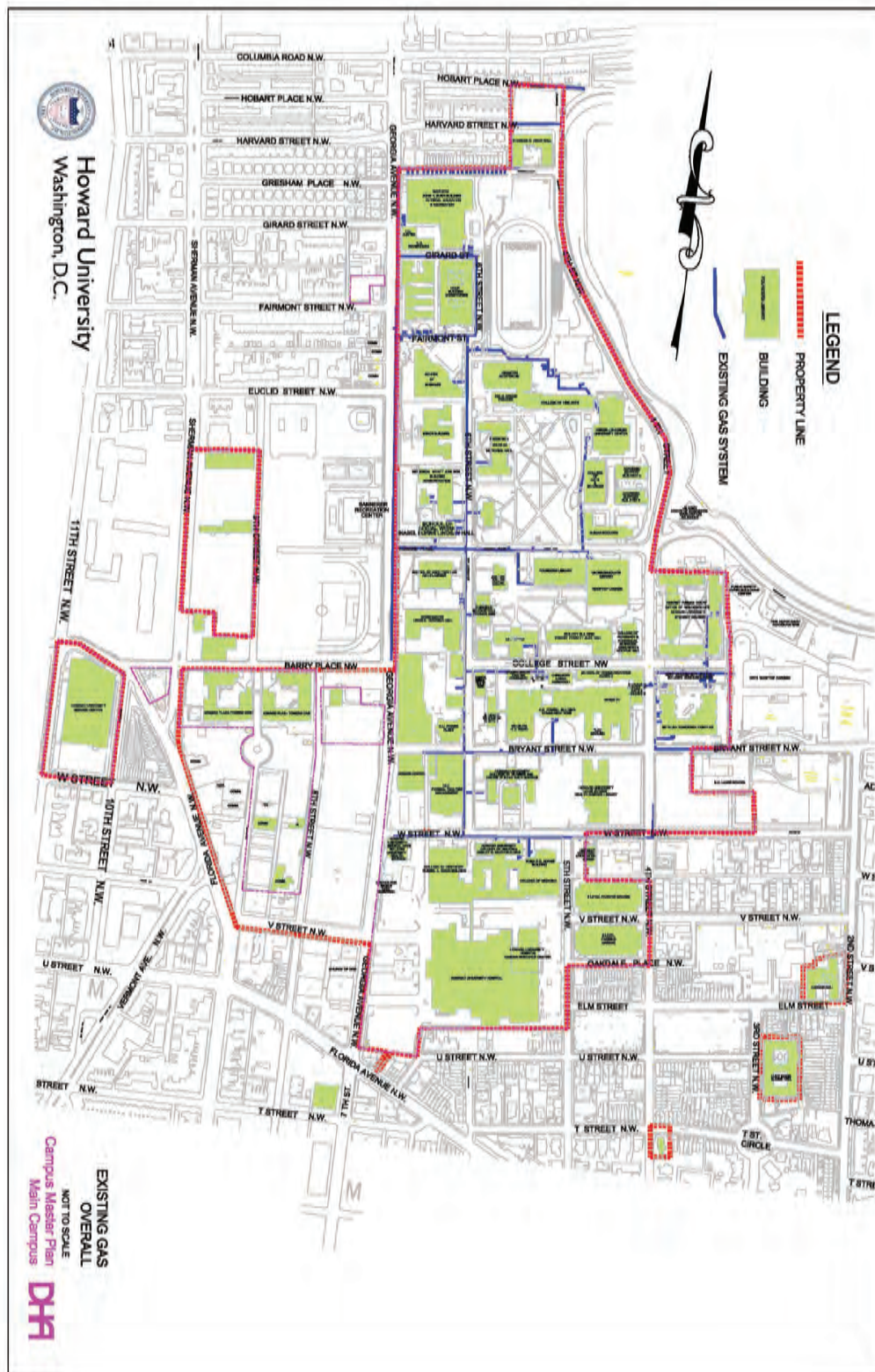
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