



HOWARD
UNIVERSITY

Central Campus Master Plan

2020





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Central Campus Master Plan

2020

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HOWARD UNIVERSITY

WAYNE A. I. FREDERICK, M.D., MBA
CHARLES R. DREW PROFESSOR OF SURGERY
PRESIDENT



January 7, 2021

Dear Commissioners:

I am excited to present Howard University's 2020 Central Campus Master Plan ("CCMP") for your review and consideration. It is an ambitious plan that balances numerous factors to aid the University in furthering our mission through transformative major academic, campus life and healthcare initiatives. In order to utilize Howard's resources to best serve this mission, we are seeking the entitlements contained in this Plan as a framework for the continuous improvement of Howard University's Central Campus.

The CCMP represents a critical outcome of the University's five-year Strategic Plan, Howard Forward 2024, which articulates our aspirations to maximize efficiency and effectiveness within the institution and our impact outside of it. Howard's overarching real estate strategy seeks to fuel continued growth in the Shaw neighborhood and serve faculty, staff, students, and neighbors alike through the addition and enhancement of high-quality environments.

The 2020 CCMP presents a far-reaching vision for the long-term transformation of the Central Campus and its integration with the surrounding neighborhoods. Academic initiatives include several new interdisciplinary facilities to promote and deliver innovative inter-curricular learning and social opportunities in both the arts and sciences. Campus Life initiatives include new facilities to support the residential, social, athletic, health, wellness and recreation needs of our campus community.

Healthcare initiatives include the catalytic development of a new Howard University Hospital, Medical Office Building, and Cancer Research Center at the foot of the historic Freedmen's Hospital site. These three projects, coupled with new Health Sciences and STEM facilities, seek to strengthen Howard University's time-honored legacy of promoting diversity in the sciences.

Howard has established an outstanding real estate team supported by the industry's top advisors to realize this vision. I join key members of my team, including Mr. Anthony Freeman, who leads Real Estate Development & Capital Asset Management, and Mr. Derrek Niec-Williams, who leads Campus Planning, Architecture & Development, in inviting the Commission to submit your questions and feedback on the proposed 2020 Central Campus Master Plan.

Howard University looks forward to receiving the support of the Zoning Commission and continuing the mutually beneficial partnership we have enjoyed with the District of Columbia for many years to come.

Excellence in Truth and Service,

A handwritten signature in blue ink that reads "Wayne A. I. Frederick". The signature is fluid and cursive.

Dr. Wayne A. I. Frederick, MD, MBA
President



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HOWARD UNIVERSITY

Real Estate Development & Capital Asset Management

December 26, 2020

Warmest Greetings,

Howard University is more than a place. It is the spirit of a community. Since 1867 when we first perched on hilltop high, this special community has been engaged in a Long Walk.



This journey of ours is more than the mere crossing of souls across the north-south axis of The Yard on Commencement Day. The Long Walk is at the center of Howard University's poetic identity. This path is given life and breath in our knowing that the footsteps we take on that special axis fall alongside titans. We, like those who came before us, are now a part of The Long Walk. Every step we take across that Yard binds us together in the flow of this place we call Howard.

This Long Walk has witnessed the collective experience of generations. Women and men stolen, shackled, whisked across ocean waves, and exploited for profit. It has seen them rise from this injustice with endurance and grace. It has abetted an ongoing struggle for freedom and equality.

In my own Long Walk, I am honored to join a legacy of placemaking at my alma mater which includes the likes of Albert Irwin Cassell, Hilyard Robinson, Paul Revere Williams, Harry G. Robinson III, and countless others. In the context of this legacy, the 2020 Central Campus Master Plan was prepared with great pride and sincerity as a framework to propel us ever forward on our Long Walk.

Howard University is made manifest in its bricks and mortar, yet the place itself is only realized through the vibrancy of its living spirit. The physical campus is but a vessel for this experience.

With this in mind, in the spirit of the 1998 *Re-Placing Framework*, I proffer three basic tenets to consider when approaching the implementation of any element of this plan: **Preservation**, **Innovation**, and **Activation**.

First, we must seek the **preservation** of that which is sacred and useful to our experience. Howard University is not a haphazard assemblage - it is a longitudinal statement. If Howard is to have a vision and plan for the future, we must understand and respect the historical organization of our sacred spaces and the defining elements of place.

Second, we must pursue **innovation** in all changes to Howard University's physical form. When approaching improvements to our environment, it is not sufficient to rest on the status quo. To embody excellence, we must constantly push the boundaries of what we think is possible.

Third, we must encourage the **activation** of our spaces to realize their fullest potential as mediums of human exchange and interaction. In doing so, we enable and emphasize the most valuable part of The Long Walk: ourselves.

For those of you who are not Bison, I humbly invite you to join us on our Long Walk, to bask in the flow of our energy, and bear witness as we take this great leap to propel Howard Forward.

Yours In Truth & Service,

Derrek L. Niec-Williams
Executive Director
Campus Planning, Architecture & Development

A handwritten signature in black ink, appearing to read 'Derrek L. Niec-Williams'. Below the signature, the letters 'DLNW' are written in a stylized font, and there is a date '12/26/20' at the bottom.

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Acknowledgements

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1.1 Introduction

The executive summary provides an overview of Howard University and the scope and purpose of the 2020 Central Campus Master Plan.

1.1.1 University Overview

Founded In 1867, Howard University (HU) is an independent, co-educational institution offering a full array of undergraduate, graduate, and professional programs.

Howard is a premier Historically Black College and University (HBCU) that combines the best elements of liberal arts and science-based undergraduate core curriculum with selected graduate and professional programs. Since its founding, Howard has awarded more than 120,000 degrees and certifications.

Mission Statement

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. The University is dedicated to attracting and sustaining a cadre of faculty who are 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.

Core Values

Excellence, leadership, service, and truth are our core values. Howard's aim is to forward the development of scholars and professionals who drive change and engage in scholarship that provides solutions to contemporary global problems – particularly ones impacting the African Diaspora.

Enrollment

As of Fall 2019, Howard has 9,689 undergraduate, graduate, and professional students representing 45 US states, the District of Columbia, and nine nations. The University foresees a stable total enrollment with the potential to accommodate approximately 15,000 students.

Howard University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and its specialized field programs are accredited by numerous professional agencies.

Academic Programs

Students pursue studies in more than 130 areas within the University's 13 schools and colleges: Arts & Sciences, Business, Communications, Dentistry, Divinity, Education, Engineering & Architecture, Graduate School, Law, Medicine, Nursing & Allied Health Sciences, Pharmacy, and Social Work. The University offers Master's, Doctoral, Professional, Joint-Degree, and Undergraduate programs. Howard University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and its specialized field programs are accredited by numerous professional accrediting organizations.

Faculty & Staff

The employee base at Howard is currently comprised of 2,907 individuals (2,533 full-time and 374 part-time), with 1,205 faculty, 1,435 staff, and 267 wage employees.

Impacts and Services in The Community

Howard's motto, "Veritas et Utilitas" (Truth and Service), is woven throughout its academic, student, faculty, and research programs. Students, faculty, and staff are actively involved in the community and local, national, and global

service efforts to create awareness and provide solutions to help improve the quality of life in many communities and cities.

1.1.2 Campus

The Howard University Central Campus is a vibrant urban institution located in northwest Washington, DC, in Ward 1. Several historic landmarks, such as Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, and the Founders Library, are on the Central Campus. It is home to a majority of the University's academic and administrative activities.

Urban residential neighborhoods border Howard, including Shaw, LeDroit Park, Pleasant Plains, Park View, and Columbia Heights. The northeastern edge of the Campus shares a border with the McMillan Reservoir.

The total land area within the HU boundary is approximately 90 acres. The central campus has over 75 buildings equaling over 5.9 million square feet, resulting in a current campus Floor Area Ratio (FAR) of 1.52 (Table 1.1, page 8).

The University's strategy is to grow Central Campus density while limiting new facility development to lots within the campus boundary, but removed from the historic campus core.

Unique University Assets

Throughout its 145-year history of providing the finest primary, secondary, and tertiary health care services, Howard University Hospital, a Level 1 Trauma Center, has become one of the most comprehensive health care facilities in the Washington, DC metropolitan area.

Founded in 1980, Howard University Television, WHUT-TV, was the first African American-owned public television station in the nation. It is also the only university-licensed public television station located in the metropolitan Washington viewing area, which includes more than three million households.

WHUR-FM, Howard's commercial radio station, has been broadcasting for more than 34 years and is a leading station in the Washington metropolitan area. It is also the first and only station in the area to broadcast high-definition radio. www.whur.com and www.whurworld.com

Celebrating over 30 years on air, the University's student-operated radio station, WHBC, is a major media outlet for the student body. WHBC Channel 51 has the campus' ear and is a part of the Howard student collegiate lifestyle.

1.1.3 Scope of the Campus Master Plan

The District of Columbia Municipal Regulations require college and university campuses within the District to prepare campus master plans on a ten-year cycle, subject to Zoning Commission approval. All campus master plans must comply with campus plan content requirements of Subtitle Z § 302.

The growth of colleges and universities, while supported by the District, has generated concerns in some Washington neighborhoods. Most universities in DC have limited land area for expansion and are located immediately adjacent to residential neighborhoods. Neighborhood concerns relate to traffic and parking impacts and to broader issues about the changing character of communities where universities are located or expanding.

Campus plans have responded to these concerns in several ways, such as increasing building intensity on-site to avoid the need for land acquisition, developing new dormitories, and implementing numerous programs to manage parking, traffic, noise, and other environmental impacts.

The 2020 Central Campus Plan (Campus Plan, CP) approach is to align the University's existing and future (10-year) programmatic needs with its built environment in support of Howard's Mission, Vision, and Strategic Plan. The planning process includes three phases: Discovery, Exploration, and Synthesis.

The goal of the Discovery phase was to acquire a comprehensive understanding of Howard University through data gathering, an inventory and assessment of current conditions, a review of planned and proposed projects, and identification of the University's priorities, needs, and aspirations.

The Exploration phase focused on developing multiple alternative campus scenarios to address the programmatic and physical needs and goals of

Howard moving forward and identifying through consensus the preferred scenario.

The final phase, Synthesis, focused on expanding and refining the preferred plan and preparing the campus plan document and the necessary D.C. Office of Zoning application submissions for its approval.



LEGEND

- Campus Boundary
- Proposed Buildings
- Proposed Renovation
- Existing Buildings
- Open Space
- Formal Landscape
- Future Building
- Future Decommission



BUILDING LEGEND

- A. Intercollegiate Athletics Center
- B. Center for Arts & Communications
- C. Howard University Union
- D. Health Sciences Complex
- E. STEM Center
- F. Apartment-Style Residences
- G. Medical Office Building
- H. Howard University Hospital
- J. Fusion Building

Figure 1.1: Proposed Campus Plan

1.2 Planning for The Future

The Campus Plan is a product of a broad effort by the Howard University to engage throughout the planning process the University's Board of Trustees, administration, staff, faculty, and students, as well as neighborhood community stakeholders, several civic associations and task forces, government agencies, and the affected Advisory Neighborhood Commission (ANC).

In 2016, Howard University embarked on the foundational stages of developing its new strategic plan, HOWARD FORWARD 2019-2024. The multi-year planning process included stakeholders from a broad cross-section of the campus community. The priorities and objectives established in the strategic plan have guided decision-making in the campus planning process. The HU Board of Trustees approved the Howard Forward plan in 2019.

1.2.1 Planning Principles

1. Support the Academic Mission

The primary areas of focus for Howard University are education, research, health, and creative activities. As such, the physical resources of the University must be planned, designed, and developed to support these activities, today and in the future. The planning framework will enable Howard to continue its tradition of excellence, which serves an increasingly diverse population of students, faculty, and staff.

2. Improve the Quality of Life

Provide a quality physical environment with a variety of places and spaces in which the campus community of students, faculty, and staff can socialize, study, network, learn, and relax.

3. Advance Smart and Sustainable Urban Design

Continue and advance the strong composition and balance of building density and mixed uses within various formal quadrangles and informal open spaces. Explore strategies to integrate/activate Howard University's edge facilities to address and enhance both the internal campus and the external community.

4. Enhance the Public Realm

Commit to the enhancement and maintenance of the cultural landscapes of the campus that have

meaning and memory to the campus community, and design and develop new public open-spaces that enhance the campus setting, and become future cultural landscapes.

5. Enhance Physical Access and Connectivity

Strengthen and expand the campus network of high-quality, walkable spaces and strong pedestrian and bicycle connection to, and throughout the campus on both the north-south and east-west axes.

6. Support Interdisciplinary Academics & Research

Create environments that support and spur interdisciplinary academics and research, which are critical to Howard's 21st century academic vision that affirms its preeminence in research-focused higher learning.

1.2.2 Future Campus Needs

Howard is committed to optimizing the value and performance of its physical assets in support of its mission. To advance and achieve this priority, the University is recommending a catalytic development strategy that will maximize value, mitigate risk, and include diversity in the value chain. The approach aggregates the Howard Forward Pillars into three main areas:

- Enabling leadership in academics and research, including a focus on STEM and Health Sciences; Arts and Communications; and Law and Business that allows Howard to take advantage of emerging opportunities in the greater work economy;
- Enriching the campus experience with projects that emphasize experiential learning and improve campus life and activities, and;
- Improving efficiency, effectiveness, and financial stability, which includes optimizing land use, program consolidation, and diversification of revenue streams.

The planning process identified nine (9) capital projects as critical for Howard to achieve its interdisciplinary academic and research priorities and student life goals over the next decade. The projects' focus ranges from student support and services to interdisciplinary academic space to a new Howard University Hospital and medical

office building. The nine capital projects deemed necessary by the University include:

Power Plant Modernization

Howard's first capital project and priority is the overhaul and modernization of the existing steam plant and associated utility distribution system. In 2018, extreme winter weather caused a plant failure and tunnel ruptures, which resulted in damage to the system and some campus facilities. Since that failure, most of the campus has been fed by a series of temporary boilers. The plant's rehabilitation is essential to ensure that mission-critical buildings are not damaged and taken off-line in the future. Another important and related factor is the remediation and renovation of Douglass Hall, which was substantially impacted by the incident.

The University has engaged partners to assess the steam plant operations, equipment, and steam tunnel to inform decision making related to modernization, cost, utility master planning, asset monitoring, and sustainability. The adopted plan includes the modernization and transition to a combined heat and power (CHP) plant and a tunnel infrastructure replacement. Since opening in 1934, the Power Plant has been limited to steam production. The new CHP capabilities would enable the facility to live up to its original namesake.

Howard University Hospital (H) and Medical Office Building (G)

The development of a revamped, state-of-the-art hospital and trauma center is a cornerstone of Howard's commitment to service. The proposed Howard University Hospital (HUH) will be an advanced, modern teaching hospital and trauma center that serves both the planned health sciences programs and the DC community.

Directly west of the new HUH will rise a modern Medical Office Building to house health sciences faculty, clinical space, and other specialized functions, such as an oncology center.

The Hospital and Medical Office Building would be urban in vernacular and built at allowable setbacks to maximize site utilization. Sixth Street NW will separate the two facilities, and, if permitted by the District, include upper-story bridges between the two facilities to maximize connectivity.

Athletics Annex (A)

The Burr Gymnasium is currently over-encumbered, serving athletics, recreation, and academic functions. For Burr to function as a dedicated intercollegiate athletics facility, the recreation and academic functions will relocate to another campus facility. The Athletics Annex (Annex) will provide much-needed program space to supplement the existing Burr Gymnasium. The new Annex will help improve student-athletes' schedules and optimize coaching contact hours. The addition will establish a new face for Howard Bison Athletics along Georgia Avenue.

Center for Arts and Communications (B)

A new Center for Arts and Communication will be established on the northern end of the upper quadrangle, behind Childers Hall. The proposed facility will focus on studio-based learning environments for the fine and performing arts, architecture, and communications programs. The location will enable better event synchronization with other major event venues clustered at the northern end of campus.

The concept retains three existing buildings and introduces a new state-of-the-art academic facility that creates a fusion environment of old and new.

Howard University Union (C)

The new Howard Union facility will be a blend of a student activity center and union. The Union's placement will help invigorate the Yard, Howard's historic upper quadrangle, and link along the east-west corridor of Howard Place. The new facility will provide space for student events, cultural exchange and encourage social interaction and academic collaboration.

Health Sciences Complex (D)

The new Health Sciences Complex (HSC) will enable Howard to create a holistic, interdisciplinary academic center on the former C. B. Powell site's western side. The new facility will house the Colleges of Medicine, Dentistry, Pharmacy, Nursing and Allied Health Sciences, and mental health programs.

The new complex will cluster programs requiring access to specialized labs, creating opportunities for interdisciplinary collaboration.

STEM Center (E)

A new lab-intensive science, technology, engineering, and mathematics (STEM) building will be developed on the CB Powell site's eastern side, sharing direct adjacency with the proposed Health Sciences Complex.

Apartment-Style Residences (F1, F2)

Apartment-style residential buildings will be constructed on land immediately west of the Banneker Park, currently occupied by a parking lot and several modular facilities that accommodate the programmatic need for temporary swing-space. This site will support a vibrant, urban residential environment that blends into the surrounding city fabric while remaining relatively cloistered.

The U-shaped form maximizes the number of units that would have easterly views across the adjacent park to the Central Campus. The first floor – fronting Sherman Avenue – would house amenities and appropriately scaled commercial or retail opportunities.

Fusion Building (J)

The new Fusion Building will be developed on the Wonder Plaza site and provide recreation, student life and support functions, a wellness center, iLab and other learning environments, and student residences. This exciting project will create another new energized campus presence on Georgia Avenue at Bryant Street.

| Status | Square | Lot SqFt | Existing GSF | Existing FAR | Zone(s) | FAR |
|----------|------------------|-----------|------------------|--------------|-------------|----------|
| Existing | 0330 | 93,489 | 233,173 | 2.49 | RA-2 | 1.8 |
| Existing | 2872 | 9,954 | 0 | 0.00 | RA-2 | 1.8 |
| Existing | 2873 | 128,807 | 573,687 | 4.45 | RA-5 | 5 |
| Existing | 2882 | 145,179 | 12,623 | 0.09 | RA-2 | 1.8 |
| Existing | 2885 | 12,019 | 0 | 0.00 | MU-4 | 2.5 |
| Existing | 3055 | 52,819 | 88,979 | 1.68 | RA-2 | 1.8 |
| Existing | 3057 | 1,337,393 | 1,157,670 | 0.87 | RA-2, MU-4 | 1.8 |
| Existing | 3058 | 59,863 | 158,444 | 2.65 | RA-2, MU-4 | 1.8, 2.5 |
| Existing | 3060 | 227,805 | 341,886 | 1.50 | RA-2 | 1.8 |
| Existing | 3063 | 105,790 | 216,319 | 2.04 | RA-2 | 1.8 |
| Existing | 3064 | 220,067 | 318,583 | 1.45 | RA-2, PDR-2 | 1.8, 4.5 |
| Existing | 3065 | 89,996 | 129,740 | 1.44 | PDR-3 | 6 |
| Existing | 3068 | 99,225 | 363,829 | 3.67 | MU-2 | 6 |
| Existing | 3069 | 565,412 | 664,276 | 1.17 | MU-2, RA-2 | 6.0, 1.8 |
| Existing | 3072 | 52,500 | 170,430 | 3.25 | RA-2 | 1.8 |
| Existing | 3074 | 9,057 | 30,396 | 3.36 | PDR-3 | 6 |
| Existing | 3075 | 667,939 | 1,346,654 | 2.02 | PDR-3, RA-2 | 6.0, 1.8 |
| Existing | 3080 | 44,375 | 170,000 | 3.83 | RF-1 | 1.8 |
| Existing | 3094 | 5,750 | 2,592 | 0.45 | RF-1 | 1.8 |
| | 3,927,439 | | 5,979,281 | 1.52 | | |

Table 1.1: Campus Existing Square/Lot/FAR Data

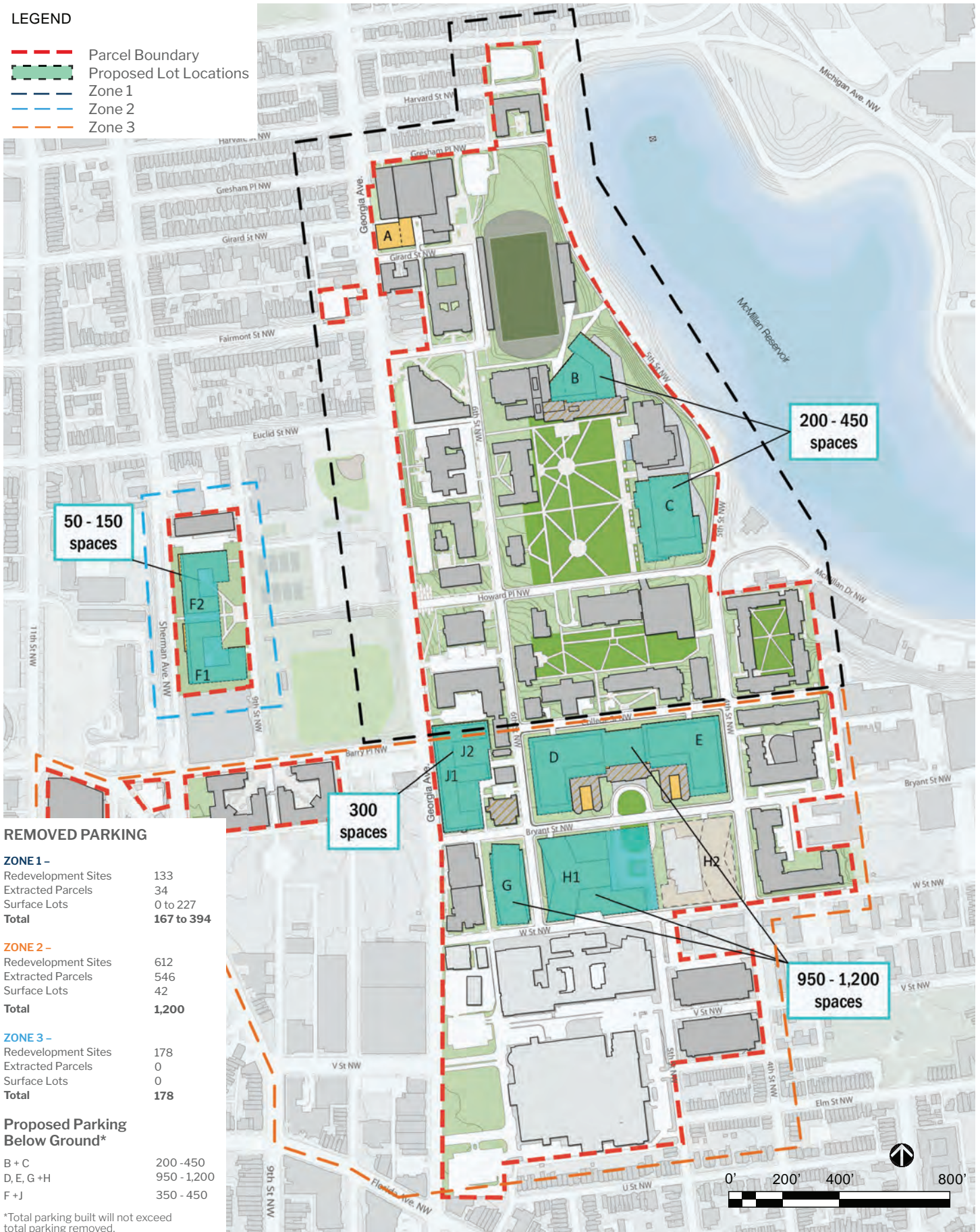
| Status | Square | Lot SqFt | NEW GSF | Proposed FAR | Zone(s) | FAR |
|----------|------------------|-----------|------------------|--------------|-------------|----------|
| Existing | 0330 | 93,489 | 233,173 | 2.49 | RA-2 | 1.8 |
| Existing | 2872 | 9,954 | 0 | 0.00 | RA-2 | 1.8 |
| Existing | 2873 | 128,807 | 573,687 | 4.45 | RA-5 | 3.5 |
| F | 2882 | 145,179 | 475,723 | 3.28 | RA-2 | 1.8 |
| Existing | 2885 | 12,019 | 0 | 0.00 | MU-4 | 2.5 |
| Existing | 3055 | 52,819 | 88,979 | 1.68 | RA-2 | 1.8 |
| A, B, C | 3057 | 1,337,393 | 1,500,071 | 1.12 | RA-2, MU-4 | 1.8 |
| Existing | 3058 | 59,863 | 158,444 | 2.65 | RA-2, MU-4 | 1.8, 2.5 |
| Existing | 3060 | 227,805 | 341,886 | 1.50 | RA-2 | 1.8 |
| Existing | 3063 | 105,790 | 216,319 | 2.04 | RA-2 | 1.8 |
| J | 3064 | 220,067 | 520,489 | 2.37 | RA-2, PDR-2 | 1.8, 4.5 |
| G | 3065 | 89,996 | 351,879 | 3.91 | PDR-3 | 6.0 |
| Existing | 3068 | 99,225 | 363,829 | 3.67 | MU-2 | 6.0 |
| D, E, H | 3069 | 565,412 | 1,965,517 | 3.48 | MU-2, RA-2 | 6.0, 1.8 |
| Existing | 3072 | 52,500 | 170,430 | 3.25 | RA-2 | 1.8 |
| Existing | 3074 | 9,057 | 30,396 | 3.36 | PDR-3 | 6.0 |
| Existing | 3075 | 667,939 | 1,346,654 | 2.02 | PDR-3, RA-2 | 6.0, 1.8 |
| Existing | 3080 | 44,375 | 170,000 | 3.83 | RF-1 | 1.8 |
| Existing | 3094 | 5,750 | 2,592 | 0.45 | RF-1 | 1.8 |
| | 3,927,439 | | 8,510,068 | 2.17 | | |

Table 1.2: Proposed Campus Square/Lot/FAR Data

| Zone | Land Area | Proposed GSF | Proposed FAR | Allowed FAR |
|------------|------------------|------------------|--------------|-------------|
| RA-2, RF-1 | 2,516,968 | 4,189,846 | 1.66 | 1.8 |
| RA-5 | 128,807 | 573,687 | 4.45 | 3.5 |
| MU-2 | 590,865 | 2,074,363 | 3.51 | 6.0 |
| MU-4 | 25,679 | 75,000 | 2.92 | 2.5 |
| PDR-2 | 87,463 | 330,536 | 3.78 | 4.5 |
| PDR-3 | 577,657 | 1,266,636 | 2.19 | 6.0 |
| | 3,927,439 | 8,510,068 | | |

LEGEND

- - - Parcel Boundary
- Proposed Lot Locations
- - - Zone 1
- - - Zone 2
- - - Zone 3



REMOVED PARKING

| | |
|---------------------|-------------------|
| ZONE 1 - | |
| Redevelopment Sites | 133 |
| Extracted Parcels | 34 |
| Surface Lots | 0 to 227 |
| Total | 167 to 394 |
| ZONE 2 - | |
| Redevelopment Sites | 612 |
| Extracted Parcels | 546 |
| Surface Lots | 42 |
| Total | 1,200 |
| ZONE 3 - | |
| Redevelopment Sites | 178 |
| Extracted Parcels | 0 |
| Surface Lots | 0 |
| Total | 178 |

Proposed Parking Below Ground*

| | |
|-------------|-------------|
| B + C | 200 - 450 |
| D, E, G + H | 950 - 1,200 |
| F + J | 350 - 450 |

*Total parking built will not exceed total parking removed.

Figure 1.2: Proposed Underground Parking

1.2.3 Transportation & Parking

The transportation strategy for the Central Campus is guided by its Planning Principles, most notably to improve quality of life, enhance the public realm, and enhance physical access and connectivity. This strategy is comprised of five elements, outlined below:

Element 1: No net increase in parking supply.

Central Campus parking lots will be removed from the campus core and replaced with structures on the campus periphery. The goal is to replace minimal parking, utilizing Transportation Demand Management (TDM) measures to reduce the campus parking demand without constructing any net new parking.

Element 2: Improve pedestrian conditions and connectivity.

The goal is to improve pedestrian conditions within the campus boundary, as well as create a porous, connective overall pedestrian network that integrates the campus seamlessly with the surrounding neighborhoods.

Element 3: Increase multi-modal access and facilities in the campus core.

The replacement of parking lots in the campus core with new parking facilities on the periphery, will similarly shift vehicle access points from the core to the campus periphery. The resulting reduced vehicular activity on core roadways will make space available for multimodal improvements like bike/scooter parking corrals, bike lanes, or curb extensions.

Element 4: Provide safe, efficient access to the new Howard University Hospital.

The Plan proposes the development of a transportation and access scheme for the new hospital that meets the needs of the facility while maintaining a safe, orderly, and pleasant environment for all modes on the roadways surrounding the hospital.

Element 5: Minimize Neighborhood Impacts

The Plan proposes to continue Howard’s commitment to being a good neighbor to the surrounding community by:

Reducing vehicle trips to and from the campus and mitigating the impact of vehicle trips on the surrounding community, and;

Carefully considering multimodal impacts when planning new vehicle access points on campus and at the new hospital.



1.3 Conservation

1.3.1 Historic Resources

The Central Campus contains many significant historic resources that are not currently designated or necessarily recognized outside the campus boundaries. The 2020 Campus Plan included a Historic Preservation Study that identified and evaluated historic campus buildings, structures, objects, landscape sites, and features to fully understand their role and significance in the history and development of the University. Findings of this study are summarized in Section 4.3.

1.3.2 Landscape and Open Space

The Campus Plan identifies strategies to maintain and enhance the Central Campus's landscapes and open spaces, including improvements to the Yard, the arrival plaza at the proposed Hospital, campus gateways, connections, and nodes. It also provides guidelines for the maintenance, replacement, and replenishment of campus tree canopy and contributes to the overall conservation strategy.

1.3.3 Sustainability

The Campus Plan's sustainability guidelines include recommendations for stormwater management, carbon, energy use reduction, sustainable building methods, and strategies for implementation. Further Processing of individual projects is needed for the sustainability guidelines to address the University's needs today and vision for the future.

The Campus Plan supports previous recommendations for the University to explore the possibility of participating in the Sustainability Tracking, Assessment and Rating Systems (STARS program) developed by the Association of the Advancement of Sustainability in Higher Education (AASHE). This framework is designed specifically for Universities to implement sustainability in all higher education sectors, from education to research to operations and administration. Even without certifying, the categories serve as a valuable framework for long-range planning, measurements, and improvement.

1.4 Renovation, Decommissioning & Demolition

Howard is committed, where possible, to the long-term management and maintenance of its inventory of existing facilities, as historic resources and to house academic, administrative, and support functions. Conversely, many campus facilities are beyond reasonable repair due to structural and health safety issues, while a recent (2018) steam line eruption damaged severely other buildings. The University has recently completed renovations of twelve facilities, identified nineteen facilities slated for future renovation, and approximately twenty buildings to be decommissioned over the next decade and beyond.

Figure 1.3 and Table 1.3 depict the proposed renovation and decommissioning of campus buildings.

LEGEND

- Campus Boundary
- Renovated
- To-be Renovated

- CAPITAL PLAN**
- Proposed Demo 2020-2030
- Future Demo

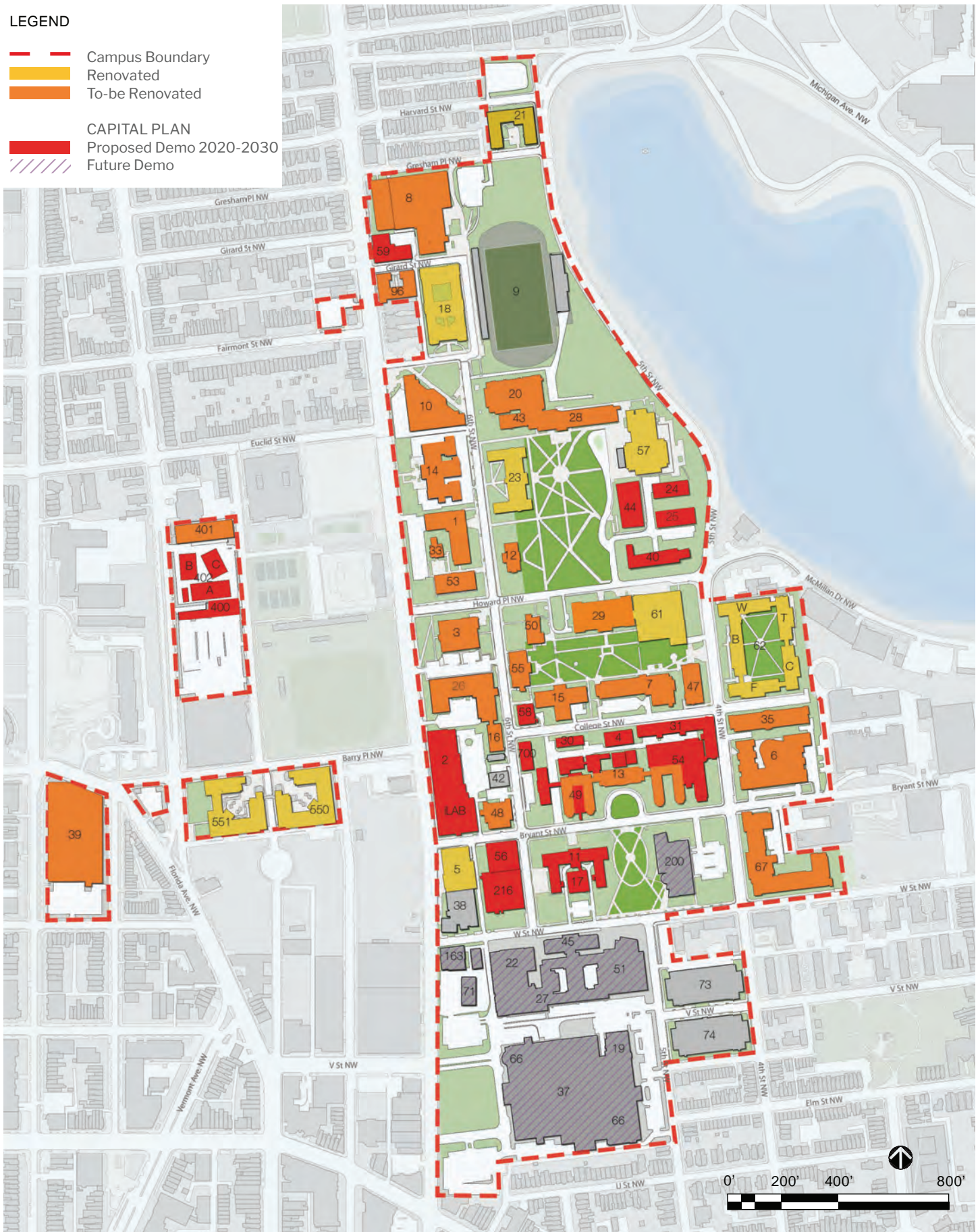


Figure 1.3: Decommissioning & Demolition Phasing

| ASSET | ASSET NAME | ADA | BUILDING ENVELOPE | INTERIOR | PLUMBING | HVAC | EHS | ELECTRICAL |
|-------|---|-------------|-------------------|-------------|-------------|-------------|-------------|-------------|
| 1 | MORDECAI JOHNSON BUILDING | MINIMAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 2 | WONDER PLAZA | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | MINIMAL | PARTIAL |
| 3 | HOWARD MACKEY BUILDING (ARCHITECTURE) | PARTIAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 6 | MARY BETHUNE ANNEX | PARTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 7 | ERNEST JUST HALL (BIOLOGY) | PARTIAL | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | PARTIAL | SUBSTANTIAL |
| 8 | JOHN BURR GYMNASIUM BUILDING | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 10 | SCHOOL OF BUSINESS | MINIMAL | MINIMAL | PARTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 12 | ANDREW CARNEGIE BUILDING | MINIMAL | MINIMAL | PARTIAL | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL |
| 13 | C. B. POWELL BUILDING (COMMUNICATIONS) | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 15 | CHEMISTRY BUILDING | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 16 | CHEMICAL ENGINEERING BUILDING | MINIMAL | MINIMAL | MINIMAL | PARTIAL | PARTIAL | MINIMAL | PARTIAL |
| 18 | GEORGE COOK HALL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL | SUBSTANTIAL | MINIMAL | MINIMAL |
| 19 | CANCER RESEARCH CENTER | MINIMAL | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 20 | LOUIS CRAMTON AUDITORIUM | MINIMAL | SUBSTANTIAL | PARTIAL | PARTIAL | PARTIAL | MINIMAL | MINIMAL |
| 21 | CHARLES DREW HALL | MINIMAL | MINIMAL | PARTIAL | PARTIAL | MINIMAL | MINIMAL | SUBSTANTIAL |
| 26 | LEWIS DOWNING HALL (ENGINEERING) | MINIMAL | PARTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | MINIMAL | SUBSTANTIAL |
| 28 | LULU CHILDERS HALL (FINE ARTS) | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 29 | FOUNDERS LIBRARY | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 34 | BETHUNE ANNEX CAFETERIA | MINIMAL | MINIMAL | PARTIAL | MINIMAL | MINIMAL | PARTIAL | MINIMAL |
| 35 | COLLEGE HALL NORTH | MINIMAL | MINIMAL | PARTIAL | MINIMAL | PARTIAL | MINIMAL | MINIMAL |
| 38 | INTERDISCIPLINARY RESEARCH BUILDING | MINIMAL | MINIMAL | SUBSTANTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 39 | HOWARD UNIVERSITY SERVICE CENTER | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 42 | RALPH BUNCHE INTERNATIONAL AFFAIRS CENTER | MINIMAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 43 | IRA ALDRIDGE THEATER | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 47 | CHAUNCEY COOPER HALL (PHARMACY) | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | MINIMAL | PARTIAL |
| 48 | POWER PLANT | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL | SUBSTANTIAL |
| 50 | ANDREW RANKIN MEMORIAL CHAPEL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | PARTIAL | PARTIAL | MINIMAL | PARTIAL |
| 53 | INABEL LINDSAY HALL (SOCIAL WORK) | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | PARTIAL | MINIMAL | SUBSTANTIAL |
| 55 | WILBUR THIRKIELD HALL (PHYSICS) | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 57 | ARMOUR BLACKBURN UNIVERSITY CENTER | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | MINIMAL | SUBSTANTIAL |
| 58 | EARLY LEARNING CENTER | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 67 | COLLEGE HALL SOUTH | MINIMAL | MINIMAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 96 | HOWARD MANOR | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 200 | LOUIS STOKES HEALTH SCIENCES LIBRARY | MINIMAL | PARTIAL | SUBSTANTIAL | MINIMAL | PARTIAL | MINIMAL | PARTIAL |
| 401 | HARRISON BROTHERS BUILDING | MINIMAL | PARTIAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |



Table 1.3: Renovation Matrix

1.5 Involving the Community

1.5.1 Community Engagement

Before the Campus Plan process began, Howard identified the need for community engagement and input as an integral part of the planning effort. The University and its planning team crafted a strong engagement plan to ensure that decision-making can be informed by stakeholder feedback in a meaningful way so that facilities and services can be responsive to the campus and surrounding communities' needs.

Engagement Strategies

The process identified several key engagement strategies to implement with the campus community in the development of the Campus Plan (CP), including the following:

- **Provide the rationale and an invitation to engage.** The engagement process should explain why there is a need for a CP. It should make stakeholders aware of current campus conditions and needs for capital improvements. Without this foundational awareness, it will be difficult for stakeholders to understand why this work matters and what it will mean for them, the campus, and their neighborhoods.
- **Utilize a variety of tools, formats, and locations.** Targeted audiences should be provided with multiple opportunities to offer feedback, both online and in-person. To ensure Howard is hearing from a diverse cross-section of the campus and surrounding communities that are demographically representative, it will provide engagement opportunities through a series of engagement sessions with the campus and surrounding communities to provide both in-person and online opportunities to engage.
- **Practice active listening and document community feedback.** Results of engagement sessions and feedback should be reported out to those who have participated in this process, and other key stakeholders. Howard will systematically reaffirm the University is listening while demonstrating how community voices are shaping the ongoing development and implementation of the CP.

- **Use an approach that embodies Howard's mission and core beliefs.** In early conversations, it has been made clear that equity and transparency are significant priorities. Each term should be clearly defined, and these lenses should be used in crafting outreach, engagement, and messaging. Audiences should feel empowered to participate fully in the process. We should provide clarity on how people can engage in the ongoing planning effort.

Engagement Objectives

Aligning with the above Strategies, the effort seeks the following engagement objectives:

- **Connect with a broad array of audiences.** Engage with a diverse group of stakeholders, including students, faculty, staff, alumni, local civic associations, and Advisory Neighborhood Commissions to renew excitement about the future of Howard University's campus facilities, services, and the user experience.
- **Cultivate understanding.** Ensure stakeholders understand the CP's purpose and objectives, while also communicating what is not within the scope of the CP (i.e., details better suited to further processing).
- **Collect the insights needed to inform the CP.** Gather feedback on the current state of Howard University's campus facilities, its future direction, and desired capital improvements; and obtain reactions to the preliminary vision and planning strategies for capital improvements.
- **Maintain a productive dialogue.** Keep the dialogue open and positive, focusing on broad planning-level issues such as programming, services, and the user experience rather than the specifics of design or decoration.

Community Advisory Committee

The University continues to hold quarterly Community Advisory Committee Meetings to provide updates to the campus community on various topics, while receiving feedback from a broad array of stakeholder groups. The University intends to continue this practice throughout the 10-year planning period.

Section 2

Howard University in the District of Columbia

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Howard in DC

Howard is a major contributor to the District of Columbia Economy: it has more than 9,500 alumni living in DC, provides free legal services for residents, operates a workforce development program, offers healthcare services to DC's most vulnerable populations, and its students, faculty, and staff participate in numerous service projects around the District, giving several thousand volunteer hours annually.

Wayne A. I. Frederick, M.D., MBA, President

Howard University (HU, Howard, the University) has exceeded even its founders' most ambitious plans in becoming an unparalleled contributor of African American scholars and professionals locally, nationally, and globally. Howard's faculty, staff, and alumni have distinguished themselves in the fields of engineering, the arts and humanities, architecture, business, education, communications, law, medicine, and the physical, military, political, and social sciences.

2.1 Origins

In 1866, members of The First Congregational Society of Washington met to plan a theological seminary for the education of black clergymen. After a short time, the project expanded to include establishing a university. Founded in 1867, Howard University was named for General Oliver Otis Howard, head of the post-Civil War Freedmen's Bureau. The U.S. Congress chartered Howard on March 10, 1867, and much of its early funding came from endowment, private benefaction, and tuition.

Since its founding, Howard University has grown steadily as an academic community and as a campus. As the University considers future growth and development, it is also committed to protecting the historic cultural landscape and the spatial qualities that make the Campus a special and memorable place to learn, work, and live.

In 1867, when the land was purchased for the Campus, it was an open, hilly pasture setting in then Washington Country, with a great view. The first buildings were constructed on the hill, just north of College Street, to take advantage of the views.

The area today is known as the Upper Quadrangle, or “The Yard.” Much of the campus life occurred on The Yard as residence halls for students and housing 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.

Over the last 150 years, Howard has grown from a single facility to become a vibrant university campus. To date, Howard has awarded more than 120,000 degrees and certificates in the arts, the sciences, and the humanities.

In the Spring of 2019, the University’s Board of Trustees approved Howard Forward 2019-2024. A new vision and strategic plan meant to drive a culture of continuous improvement and cultivate an environment that connects to Howard’s mission and reinforces the importance of focusing on SMART goals with measurable objectives.

2.2 Who We Are

Howard University is a federally chartered, private, research university comprised of 13 schools and colleges. The institution has grown from a single-frame building in 1867 and evolved to more than 90 acres that comprise its Central Campus. The iconic campus sits on a hilltop in Northwest DC, blocks from the storied U Street and Howard Theatre. The campus is two miles from the US Capitol, where many students intern and scores of alumni shape national and foreign policy.

Since 1974, the University has grown to include three other campuses. The West Campus and the East Campus are located within DC and house

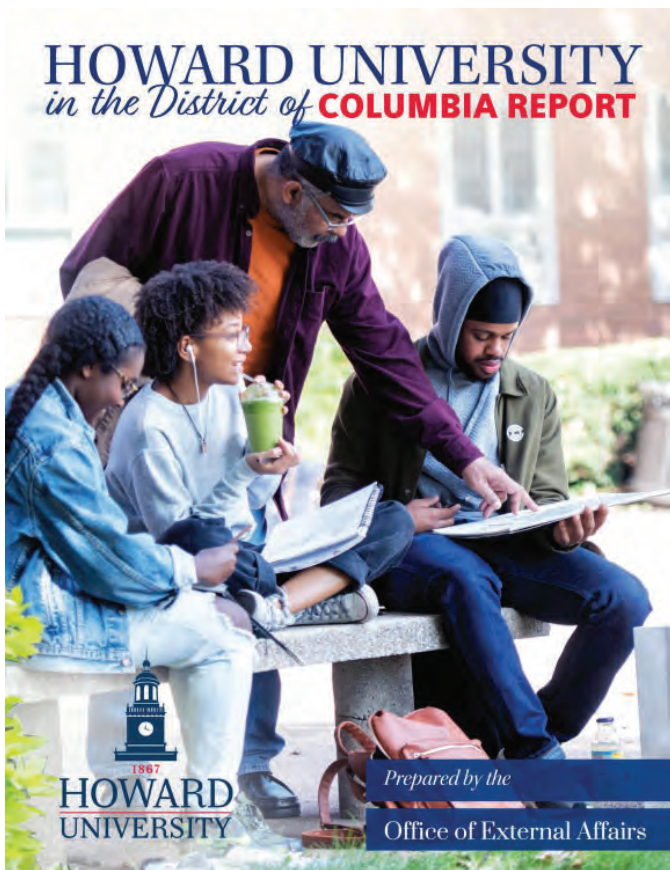
the Law School and Divinity School, respectively. The Beltsville Campus houses an atmospheric research program in partnership with the National Oceanic and Atmospheric Administration (NOAA) located in Prince George’s County, Maryland.

A premier Historically Black College and University (HBCU), Howard combines the best elements of liberal arts and sciences-based undergraduate core curriculum with selected graduate and professional programs. Students pursue studies in more than 120 areas leading to undergraduate, graduate, and professional degrees. The University ranks among the highest producers of the nation’s Black professionals in medicine, dentistry, pharmacy, engineering, nursing, architecture, religion, law, music, social work, and education.

The University’s motto, “Veritas et Utilitas,” Truth and Service, represents a vital part of our identity. The more than 10,000 undergraduate and graduate students dedicate hundreds of hours each year to service in nearby LeDroit Park, around the nation, and in far-flung places around the world. Over the U.S. Peace Corps’ 50-year history, more than 200 Howard graduates have served as volunteers worldwide, the highest number among historically Black colleges. The University remains committed to further enhancing its strategic positioning as one of the nation’s top research universities.

The University has long held a commitment to the study of disadvantaged persons in American society and throughout the world. The goal is to eliminate inequities related to race, color, social, economic, and political circumstances. As the only truly comprehensive predominantly Black university, Howard is one of the major change engineers in our society. Through its traditional and cutting-edge academic programs, the University seeks to improve all people’s circumstances in the search for peace and justice on earth.

The University’s library system contains more than 1.8 million volumes, including the Channing Pollock Collection. The Moorland-Spingarn Research Center (MSRC) is recognized as one of the world’s largest and most comprehensive repositories for documenting the history and culture of people of African descent in Africa, the Americas, and other parts of the world.



2.2.1 Academic Profile

Howard produces the largest pool of African American students in the nation who go on to pursue a Ph.D. in science, technology, mathematics, and engineering (STEM) fields. The Middle States Commission on Higher Education (MSCHE) report recognizes Howard’s rich legacy in arts and cultural studies that opens the eyes of the world to African Americans’ contributions and the African Diaspora to global culture. Howard traditionally has had the largest gathering of Black scholars in the world.

The University currently has an enrollment of approximately 9,689 undergraduate, graduate, and professional students representing 45 US states, the District of Columbia, and nine nations. Howard currently has 2,907 Full-time and Adjunct faculty, with 374 of them being part-time.

Howard competes in 19 varsity sports including basketball, football, bowling, lacrosse, soccer, softball, swimming, tennis, both indoor and outdoor track, and volleyball.

The National Science Foundation has ranked Howard as the top producer of African-American undergraduates who later earn science and engineering doctoral degrees. Howard University ranked overall fourth on the U.S. News & World Report social mobility ranking list, behind three public institutions, as the top private institution for “how well schools graduated students who received federal Pell Grants (household family incomes less than \$50,000 annually).”

The University has been ranked second among top historically Black colleges and universities (HBCUs) over consecutive years, including 2019, the last year of published rankings. Howard ranked 117 (of 801) in the Wall Street Journal/Times Higher Education College Rankings, and within the South region, No. 27 of 209 institutions. Also, Howard University was recently named one of the “Best 385 Colleges,” and a “Best Northeastern” school by The Princeton Review.

The University offers a range of undergraduate and graduate programs including 47 bachelor’s, 46 master’s, 33 doctoral degrees, and four professional programs through its thirteen schools and colleges. The colleges and schools include:



College of Arts & Sciences (COAS)

The College of Arts and Sciences provides its students with an undergraduate education grounded in the quest for intellectual freedom, social justice, artistic expression, and pursuit of knowledge. COAS, the largest and most diverse college at Howard University, houses 23 academic departments and programs. Four divisions comprise COAS: fine arts, humanities, natural sciences, and social sciences. Each of the academic majors is designed to foster intellectual curiosity and a quest for knowledge.

COAS offers a course curriculum that provides the intellectual foundation for critical thinking, creativity and innovation, artistic expression, problem-solving, social responsibility, and the lifelong pursuit of knowledge.

School of Business

The School of Business, founded in 1970, is an Association to Advance Collegiate Schools of Business (AACSB) accredited school with undergraduate, graduate, professional and joint degree programs that span more than 12 areas of study. With dynamic academic departments, ground-breaking centers of excellence, esteemed faculty, award-winning programs, and over 8,000 alumni worldwide, the Howard University School of Business continually ranks among the nation's top business programs. The school offers majors in accounting, computer information systems, international business, finance, hospitality, management, marketing, and supply chain management.

The School of Business is dedicated to attracting and sustaining a cadre of faculty who, through their teaching and research, are committed to developing distinguished graduates and the quest for solutions to business and management problems in the United States and throughout the world.

School of Communications (SOC)

For more than 44 years, the School of Communications has trained journalists and media communication professionals through five of the most premier advertising, audio production, journalism, media management, and public relations programs in the world. SOC graduates are known at the local, national and

global levels for their leadership within and across diverse communities through communication research, professional practice, innovation, job creation, social justice, and service via cutting-edge knowledge, skills, and technology. SOC is the third largest of Howard University's 13 academic schools and colleges. The School has a legacy of excellence demonstrated by its track record of graduating the most African-American communications professionals, and a growing reputation as the place for the best students who wish to study communications.

SOC has two undergraduate departments, Media, Journalism, and Film (MJFC), including an MFA graduate film program, and Legal and Management Communication (SLMC). The School also has two doctoral graduate programs: Communication, Culture and Media Studies (CCMS) and Communication Sciences and Disorders (COSD) with a master's of science degree. The MJFC and SLMC undergraduate programs offer bachelor degrees in its major concentrations: journalism and online media, audio and TV production, public relations, advertising, and media management.

College of Dentistry


Established in 1881, the College of Dentistry (COD) is the fifth oldest dental school in the United States. As a teaching and patient care institution, the College has trained thousands of highly skilled dental professionals to serve their communities, particularly the underserved. COD graduates are currently serving communities in 40 states and 53 foreign countries. The College's more than 100 faculty members constitute one of the best trained dental faculties globally.

The College offers predoctoral programs that offer numerous options for aspiring dentists or college students interested in dentistry as a profession. COD offers postdoctoral programs in the fields of Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, General Practice Residency, and an Advanced Education Program in General Dentistry.

COD offers a continuing education program to dentists, dental hygienists, and dental assistants to assist them in maintaining their professional skills. The program presents the newest methods and materials and provides an opportunity for

"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 (MSCHE)



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the acquisition of new skills and knowledge. Its objective is to assist in the continuation of the best dental care for patients.

School of Divinity

Founded in 1940, the Howard University School of Divinity (HUSD) is one of the oldest fully accredited theological schools affiliated with the Association of Theological Schools in the United States and Canada. HUSD is the only African-American theological school connected to a comprehensive R2 doctoral research university.

The School educates and forms leaders to serve and transform religious and educational institutions and society. HUSD is committed to enabling all students—particularly those interested in ordained ministry and doctoral study—to acquire a comprehensive theological education. The School emphasizes inquiry into the religious and cultural heritage of African Americans, the African Diaspora, and Africa.

School of Education

The School of Education (HUSOE) prepares transformational leaders as highly qualified teachers, reflective practitioners, effective administrators, and engaged researchers who influence educational policies and practices relevant to Black and other underserved populations. To prepare graduates to succeed in this rapidly changing diverse world, HUSOE fosters preparation programs that promote interdependence with a synergistic cross-cultural exchange of systems, values, ideas, and strategies. HUSOE has a paramount interest in meeting urban school communities' needs and addressing social justice issues related to equity, access, and opportunity.

HUSE hosts a research center, an Early Learning Program that serves ages 3-6, an Upward Bound Program, the DC Area Writing Project, and the Urban Superintendent Academy. Additionally, the Journal of Negro Education, which recently celebrated its 80th anniversary, is HUSOE's hallmark research publication. The School holds national accreditation by CAEP and is ranked in the top 100 Graduate Schools of Education by the US News and World Report.

The School offers undergraduate programs in curriculum & instruction and human development;



and graduate and doctoral programs in curriculum & instruction, educational leadership & policy studies, and human development & psycho-educational studies.

College of Engineering and Architecture (CEA)

The College of Engineering and Architecture plays a vital role in producing our nation’s top engineers and architects and ranks among the top producers of African American male and female engineers.

The CEA is comprised of five departments: Architecture, Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering and Computer Science, and Mechanical Engineering. The college offers a fully accredited Bachelor of Science, Bachelor of Architecture, and Master of Architecture degree programs. With abounding research opportunities offered in the engineering disciplines, graduate degree programs are Master of Science, Master of Engineering, and Doctor of Philosophy. CEA also offers Certificates in Cybersecurity and other professional programs.

CEA graduates apply their knowledge of mathematics, science, design, and engineering to identify, formulate, and solve engineering problems and understand the impact of architectural and engineering solutions in a global, economic, environmental, and societal context.

Graduate School

Formally established in 1934, the Graduate School was reorganized in 1976 into its current structure with divisions in the arts and humanities, biological and life sciences, engineering and physical sciences, and social sciences. The School awarded its first doctorate degree in 1958 in the field of chemistry. Today, the School offers 28 master and 27 doctoral programs. The Graduate School is among the nation’s largest producers of African-American students who complete doctorates in science, technology, engineering, and physical sciences.

School of Law

Howard University opened its legal department, led by John Mercer Langston, on January 6, 1869. The founders of Howard Law recognized “a great need to train lawyers who would have a strong commitment to helping black Americans secure



and protect their newly established rights” during the country’s tumultuous Reconstruction era.

The School of Law employs cultural diversity, research intensity, and dedicated faculty to produce compassionate graduates empowered to develop solutions to human problems in the United States and throughout the world. The Law School calls this producing “social engineers,” Charles Hamilton Houston’s term for “highly skilled, perceptive, sensitive lawyers” who know how to use the law to “solve the problems of local communities” and to “better the conditions of the underprivileged.”

Howard Law’s library houses the Juan Williams Collection of Thurgood Marshall Materials. The Thurgood Marshall Civil Rights Center, enabled by a generous donation from Vernon Jordan (J.D.’60), is poised to connect the 21st Century Civil Rights Movement to its elders, maximize its impact, and ensure its legacy.

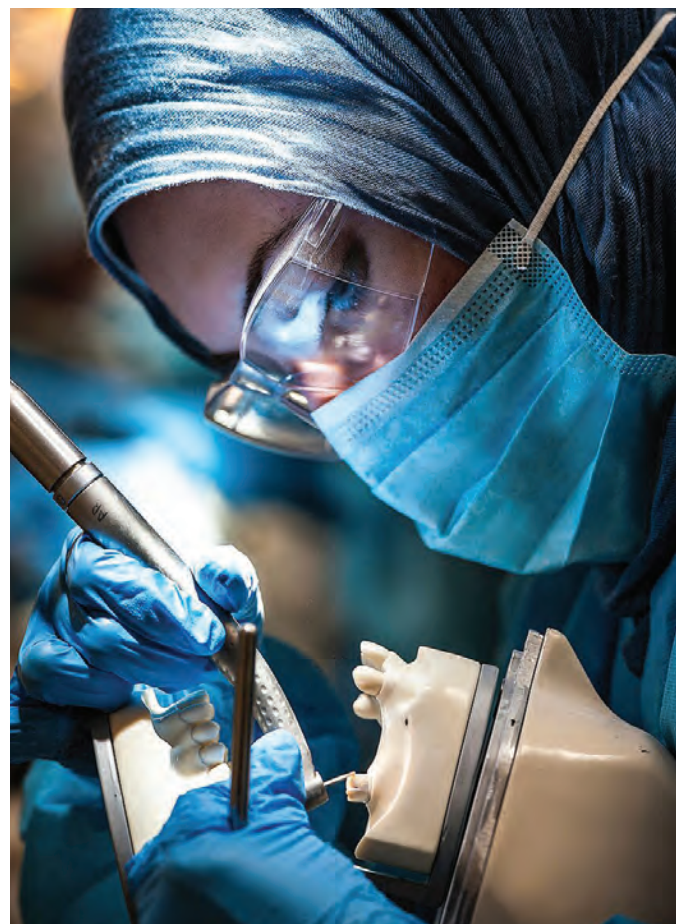
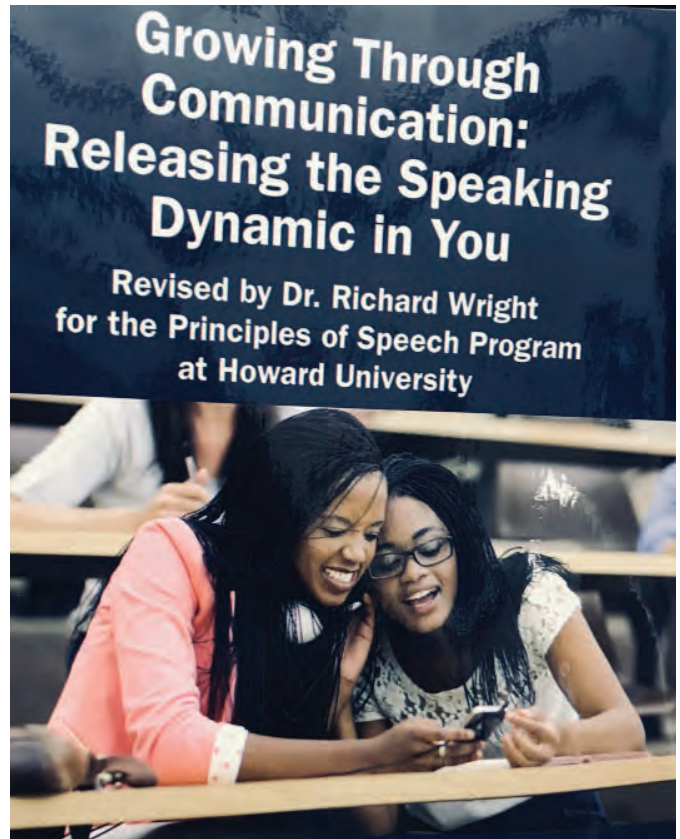
The clinics at Howard Law, established in 1969, supervise students who submit U.S. Supreme Court amicus briefs, free the wrongly-convicted from prison, fight for fair housing, protect intellectual property, reunify families, represent defrauded investors, and mediate employee disputes at the World Bank.

College of Medicine

The College of Medicine, founded in 1868 just three years after the close of the Civil War, takes pride in its long and illustrious history of training students to become competent and compassionate physicians who provide health care in medically underserved communities.

The College emphasizes preparing students to deliver patient care in communities with a shortage of physicians and public health professionals while offering excellent research and research training opportunities. The academic program leading to the MD degree from the College of Medicine is designed to produce physicians who are knowledgeable of modern medical science principles and who have mastered the art of critical thinking in the clinical decision-making process to engage in the practice of medicine as competent professionals.

The College is accredited by the Liaison Committee on Medical Education and the



Association of American Medical Colleges (AAMC), and the American Medical Association (AMA). The Howard University College of Medicine has received notice of FULL ACCREDITATION from the Liaison Committee on Medical Education (LCME). The medical education program's accreditation will extend through an eight-year term with a visit scheduled for the Academic Year 2024-2025.

College of Nursing & Allied Health Sciences (CNAHS)

The College of Nursing & Allied Health Sciences offers rigorous, highly competitive, culturally, community-oriented, research-based programs. Our graduates are prepared to work with both traditional and underserved populations in local, national, and international communities. CNAHS is dedicated to educating healthcare professionals as well as developing future leaders who will impact the delivery of quality healthcare globally.

The College offers nationally recognized, accredited programs at the undergraduate and graduate levels to a diverse student population from across the nation and from around the world. The Division of Nursing offers the 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 the Baccalaureate degree in Clinical Laboratory Sciences, Dietetics, Physician Assistant, Radiation Therapy and Health Sciences and Management; the Master's Degree in Occupational Therapy; The Doctor of Physical Therapy; and the Master's and Doctoral degrees in Nutritional Sciences in conjunction with Howard University's Graduate School.

College of Pharmacy

In 1868, Pharmacy instruction at Howard University began in the "Department of Medicine." The initial program, held in the evening, offered students a "knowledge of the art and science of pharmacy." As a result of this program, in 1870, the first graduate of Howard University, James Thomas Wormley, received the Doctor of Pharmacy degree from the Medical Department.

Since this early beginning, the College of Pharmacy has been among the leaders in the preparation of individuals for rewarding careers in



pharmacy. The College currently offers an entry-level four-year Doctor of Pharmacy (Pharm.D.) degree program, a two-year post-B.S. Pharm.D. degree program, a Non-traditional Pharm.D. degree program, and the M.S. and Ph.D. degrees in Pharmaceutical Sciences.

The College's mission is to provide pharmaceutical education of excellent quality to students with high academic, scholarship and leadership potential, with particular emphasis upon the recruitment, retention, and graduation of promising African American and other minority students.

Howard University School of Social Work (HUSSW)

The School of Social Work at Howard University is known globally for our passion, commitment, and never-ending advocacy. Our Howard prepared and empowered social workers have been trailblazers in many areas and the next generation is poised to continue their stellar record.

Howard University School of Social Work was established as an autonomous unit in 1935, although instruction was offered in social services as early as 1914. Early accreditation (1930-1940) of the one-year Certificate Program of the Division of Social Work in the Graduate School was superseded by full accreditation of the new two-year Master of Social Work degree program by the time the first graduates received their degrees in June 1946.

The School received its most recent reaffirmation of accreditation of the master's degree program in 2012 for the maximum 8 years. We are accredited through 2020. Today the School of Social Work is a more complex institution than ever before. The curriculum is richer and enhanced by new courses, electives, and concentrations. We have a number of courses offered online. The student body is more diverse in terms of family background, geographic origin, nationally and internationally, age and persons with disabilities.

Teaching remains the core faculty activity, however, research, knowledge development, training, and technical assistance have become important areas of faculty activity. In 2012, the U.S. News and World Report ranked our school in the top 20% of social work programs.



Howard University Middle School for Math and Science (MS)2

Howard is the only post-secondary campus in the District that hosts a public charter middle school offering a comprehensive curriculum for grades sixth through eight. The Howard University Middle School of Mathematics and Science was chartered in 2005 in partnership with the University and designed to deliver programs to help students reach their academic goals and develop the skills needed to succeed beyond the classroom.

The students are prepared for career and entrepreneurship opportunities in science, technology, engineering, and mathematics (STEM) disciplines. The STEM curriculum focuses on an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, the STEM curriculum integrates them into a cohesive learning model based on real-world applications.

2.2.2 Student Body & Achievements

Howard University has a rich legacy of student achievement, having produced over 60 Fulbright awardees, four Rhodes Scholars, 23 Pickering Fellows, as well as numerous Marshall and Truman scholars. The pioneering work of Howard's distinguished alumni is a point of pride and a rich history for the institution, the nation, and the world. Today, alumni hold prominent positions in Fortune 500 companies, the U.S. Government, Hollywood studios, and fields and industries in all major sectors, leading the nation through private industry and public service.

The Office of Undergraduate Studies (OUS), established in 2014, is charged with increasing student retention and graduation rates, with a heightened focus on increasing the 4-year graduation rate. The office of Honors and Scholar Development, a division of OUS, provides outreach and training to students in Howard University's three honors programs in the College of Arts and Sciences, the School of Business Executive Leadership (SBEL) Honors Program, and the School of Communications' Annenberg Scholars Honors Program.

Please refer to Table 2.1 for more detail on the distribution of the Fall 2019 student enrollment at



Howard University Central Campus - listing total enrollment by College / School and classification for each student level.

2.2.3 Research Achievements

Howard University's long-term goal is to increase research funding to the level of a Carnegie Classification R1: Doctoral Universities-Highest Research Activity. Howard's current classification is as an R2: Doctoral University-Higher Research Activity institution. From 2009 through 2014, the National Science Foundation's (NSF) average rank for Howard was 208 of 715 institutions based on total research expenditures.

Howard has had an average standing of 187 in externally sponsored awards received during the same five-year period. During the last five fiscal years, the University has received an annual average of 281 awards for an average of \$55M per year.

Some of the notable awards received in FY 2018 included a \$1M award from the W.M. Keck Foundation for Quantum 2D Layer Optoelectronics; an \$800K award from the U.S. Air Force Research Laboratory for Novel Methods for Fatigue Life Prediction for Turbine Engine Components, and; a \$1M HBCU-RISE award titled HBCU-RISE: Security Engineering for Resilient Mobile Cyber-Physical Systems from the NSF.

Research is an essential part of Howard University's delivery of outstanding education and professional training experience for students. Faculty, staff and student research discoveries can lead to commercial applications that translate to successful marketing and licensing of intellectual property. This promotes the potential for additional revenue through entrepreneurship, start-up ventures, and economic development. Through a partnership with the District of Columbia City Government, Howard University created a startup incubator space on campus, an entrée into the types of ventures that are mutually beneficial to achieving shared objectives.

2.2.4 HU Health Sciences

Howard University Health Sciences includes Howard University Hospital, its Faculty Practice Plan, the Louis B. Stokes Health Sciences Library, and our Colleges of Medicine, Dentistry, Pharmacy, Nursing, and Allied Health Sciences, and several



specialty institutes and centers. The Health Sciences faculty conduct research, instruction, and clinical care that seeks to eliminate health disparities and provide service to the most vulnerable among us.

Throughout its 145-year history of providing the finest primary, secondary and tertiary health care services, Howard University Hospital, a Level 1 Trauma Center, has become one of the most comprehensive health care facilities in the Washington, D.C. metropolitan area.

HUH is the nation's only teaching hospital located on the campus of a historically Black university. It offers medical 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.

2.2.5 Service Achievements

Service to the nation, city, and community continues to be one of the primary missions of Howard. The University touches every facet of the District of Columbia (DC, District) and Howard has been a longtime partner in helping the District expand and improve services and economic opportunities for its residents. The Community Association (in collaboration with the University's schools, colleges and other programs) addresses challenges affecting Howard and its surrounding neighbors; informs the public of programs activities and services it offers; and provides students, faculty, and staff with community service opportunities.

The third Howard Forward Strategic Priority is focused on serving the community:

“We will serve our diverse community with high impact outreach and collaborative partnerships across divisions and beyond campus borders while cultivating an atmosphere of inclusivity, wellness, and civility.”

DC Small Business Development Center

Howard, in partnership with the Small Business Administration, has a Small Business Development Center (DC SBDC) on campus. The DC SBDC has been housed in the School of Business since 1979. It has two distinctions. Nationally, DC SBDC is the only HBCU-led center and one of only two private



institutions, with the University of Pennsylvania as the other. DC SBDC has two full service sub-centers, Anacostia Economic Development Corporation and the Greater Washington Urban League. The DC SBDC has a national accreditation with the America's Small Business Development Centers based on the Malcolm Baldrige Standards of Excellence. The DC SBDC provides four key services: no-cost small business counseling, low-cost or no-cost workshops, loan package review, and industry research.

Strategic Corporate & Community Engagement

- Develop effective models for industry and community engagement through an expansion of Howard University's Alternative Spring Break and Day of Service initiatives.
- Serve the District of Columbia through strategic and effective engagement and coordination with its citizens, businesses, and K-16 institutions to enhance educational outcomes of Washington D.C.
- Leverage relationships with Corporate partners to maximize job creation, train the workforce of the future and contribute to economic growth in Washington D.C.
- Develop mutually beneficial business partnerships to combat health disparities in the local community.

Leaving a Positive Impact on the World

- Progressively increase service opportunities and programs, tracking progress through the development of a system that globally monitors service delivery by our students, faculty, and staff to the public.
- Increase alumni engagement that is demonstrated through philanthropic contributions and service to Alma Mater and their local communities.



2.3 Mission, Vision & Strategic Plan

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 emphasis on educational opportunities for Black students.

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.

Vision

The vision for Howard University is to boldly deliver on its mission in a contemporary context. Howard will provide a world-class global educational experience to every student. Howard will become a top 50 research institution, providing research and advancement to impact Black communities. And Howard will attract and sustain a cadre of faculty who are committed to excellence, leadership, truth, and service.

Core Values

Core values define the belief system and norms that are utilized to implement Howard's vision.

Excellence, Leadership, Service, and Truth are our core values. Howard's aim is to forward the development of scholars and professionals who drive change and engage in scholarship that provides solutions to contemporary global problems, particularly ones impacting the African Diaspora.



"We are embarking on a forward trajectory that positions Howard University as a model of excellence in academics and operations. Howard Forward 2024 articulates attainable aspirations for a more sustainable future and outlines five overarching priorities that we are uniquely positioned to address."

- President Wayne A.I. Frederick



2.3.1 The Howard Forward Strategic Plan

In 2016, Howard University embarked on the foundational stages of developing a new strategic plan for the University, Howard Forward 2024. The multi-year strategic planning process included stakeholders from a broad cross-section of the campus community, including members of the HU Board of Trustees, faculty, staff, administrators, students, alumni, and community members.

Stakeholder input informed a plan that outlines the University's strengths, growth opportunities, and goals that will position Howard to strengthen and transform its academic model and lead its peers in innovation in higher education.

The strategic plan will drive a culture of continuous improvement and create an environment that connects faculty, staff, and students to Howard University's mission and reinforces the importance of focusing on strategy and measurable objectives that are rewarded with success. The strategy reinforces the importance of focusing on strategy and measurable objectives that are rewarded with success.

Howard has a rich history of responding to the needs of its community and higher education. For 150 years the University has prioritized building a culture of academic excellence and rigor while infusing service into its culture. These collective efforts and combined expertise will allow Howard to realize its ambitious goals and priorities.

Execution of the strategic plan will be an ongoing process to monitor, review, and update the campus community on the progress of its results. The campus community will propel the success of Howard's priorities, and achieve long-term sustainability for the University.



Enhance Academic Excellence

We will enhance academic excellence by supporting faculty, research and student development, academic rigor and retention, through strategic recruitment and continuous improvement of academic programs.

Goal 1: Enhance student success through transformation and innovation in teaching & learning, enhanced by the use of technology.



Inspire New Knowledge

We will reward innovation in instruction, research, entrepreneurship, collaboration, and capacity building to maximize our impacts and challenges, enlightens and inspires our faculty and students to change the world.

Goal 2: Increase participation in grant-funded research activity.



Serve Our Community

We will serve our community with high impact outreach and collaborative partnerships across divisions and beyond campus borders while cultivating an atmosphere of inclusivity, wellness, and civility.

Goal 3: Use experimental service-learning opportunities to teach awareness of local and global issues that align with our University's mission.



Improve Efficiency & Effectiveness

We will improve efficiency and effectiveness with investments in upgraded technology and systems to promote process automation and strategic incentive programming for customer satisfaction metrics, while consistently delivering the highest quality products and services.

Goal 4: Operate efficiently and effectively across all levels of the organization.

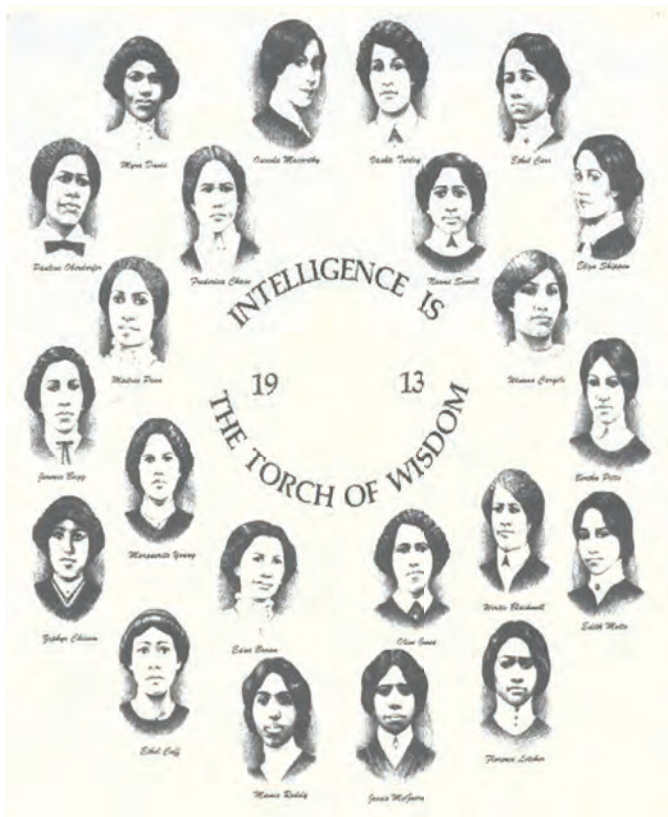


Achieve Financial Sustainability

We will achieve financial sustainability through revenue diversification, process optimization, asset management, fundraising and investment in high return business opportunities, communicating in transparency and operating with accountability, all while being good stewards of our resources.

Goal 5: Improve organizational financial accountability and outcomes.

In Spring of 2018, the Howard University Board of Trustees approved Howard Forward 2024 .



2.4 Neighborhood Context

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 a commercial activity that provides retail, dining, and other services that can be utilized by students, faculty, staff, and visitors.

2.4.1 Campus Location & Community

The Howard University Central Campus is surrounded by historic neighborhoods—Park View, Columbia Heights, Pleasant Plains, Bloomingdale, LeDroit Park, and U Street/Shaw.

U Street and the adjacent Cardozo and Shaw neighborhoods are an important part of the city’s African-American cultural history. Civil War encampments in the area sheltered freedom seekers in the 1860s, and the mission churches they founded live on today. African Americans first settled in the neighborhood in the 1880s, capitalizing on new streetcar lines and the absence of residential segregation rules.



By the 1920s, the U Street/Shaw neighborhood, which was home to Duke Ellington, had become the cultural heart of Washington DC’s African American community. Black-owned theaters, restaurants, night clubs, billiard parlors, and dance halls extended along U Street from 7th Street to 14th Street. During its heyday, legendary jazz greats like Duke Ellington, Louis Armstrong, and Dizzy Gillespie performed at U Street venues. Today, the neighborhood is home to the African-American Civil War Memorial and Museum, and an African-American Heritage Trail that commemorates important historic landmarks in black history.



Just north of this neighborhood, Howard University began to attract the nation’s black intellectual and artistic leadership in the 1870s. In the early 20th century, it was home to businesses, theaters, clubs and the major social institutions of black Washington.

Although Pleasant Plains is a residential neighborhood, the Howard University campus occupies a large portion of the neighborhood. Pleasant Plains extends east and west of the central campus, and the community’s housing

typology is primarily row homes complemented by commercial uses along Georgia Avenue.

Originally a huge estate owned by the Holmead family from the 1700s, this neighborhood stretched from 16th Street to the reservoir. In the 1860s, 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 1950s, Pleasant Plains was a segregated neighborhood with some of the best educational, entertainment, recreational, and business resources for African Americans.

Many of Pleasant Plains' residents are Howard 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 neighborhoods of Columbia Heights and Park View are west and north of Pleasant Plains, and Howard. 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 neighborhood has a wide range of housing types from condominiums and townhouses to middle-income and public housing. The community is known for its restaurants, retail, and entertainment.

The Park View neighborhood is a residential community with a small commercial corridor along Georgia Avenue. The neighborhood name comes from its views east into the Campus of the Old Soldiers Home, modeled after the principles of New York's Central Park in the 1880s. The Home's grounds were open to the public as a park until the 1960s.

The LeDroit Park neighborhood to the south of the Central Campus was developed by Amzi



View Northward of Howard Campus & McMillan Reservoir

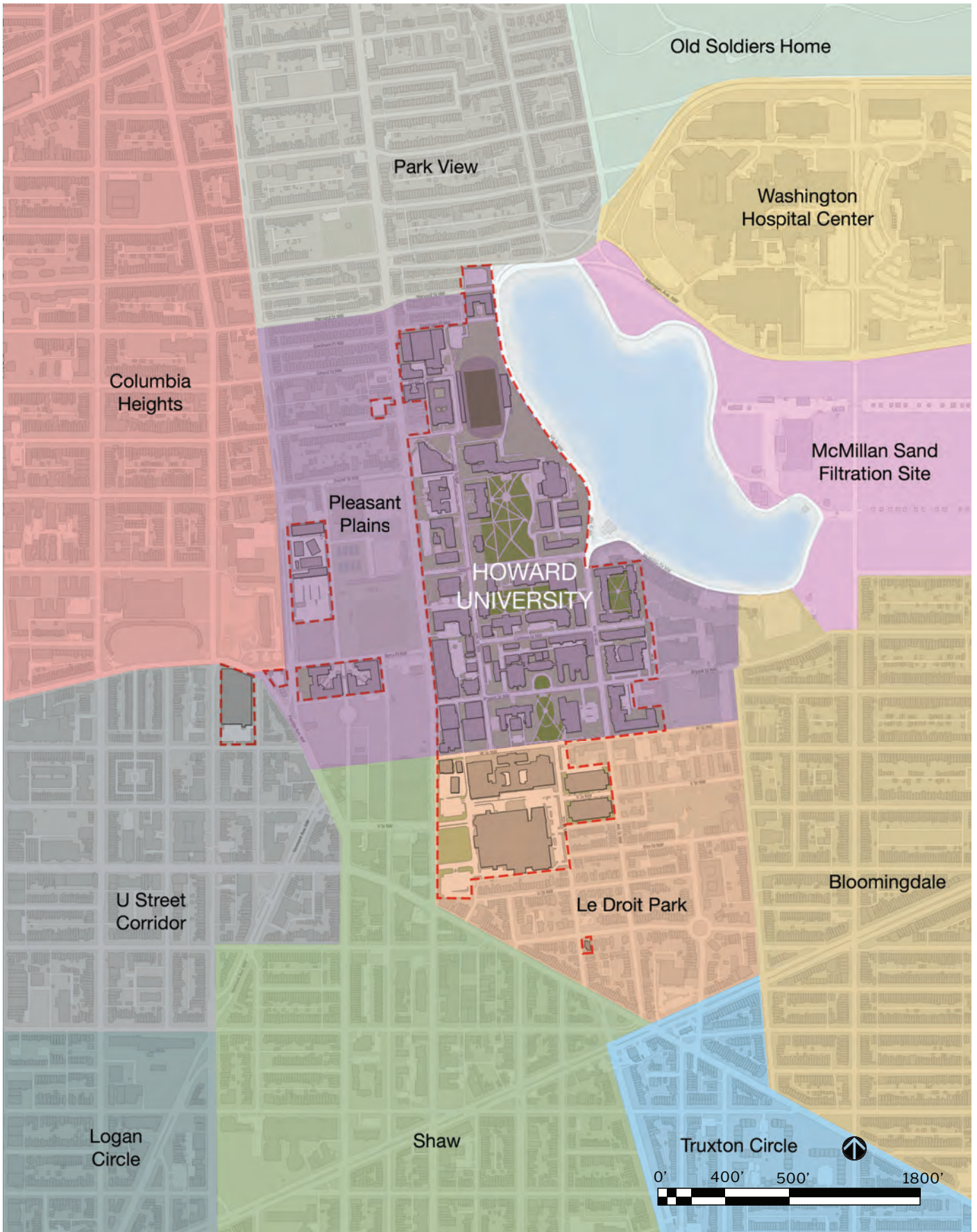


Figure 2.1 - Neighborhoods



Howard University Hospital

Barber (Board of Trustees, Howard University) and Andrew Langdon in the 1870s. LeDroit Park was one of Washington’s first suburbs, and for many years one of its finest. Originally 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.



Pleasant Plains

The Bloomingdale neighborhood adjacent to Howard on the east is located just outside the City of Washington’s original boundary. The lands that comprise Bloomingdale were originally large estates and orchards and were utilized for a variety of light industries just before its residential development. 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 Victorian style row houses built at the turn of the last century (1900).

2.4.2 Institutional & Community Collaboration

The Howard Forward Strategy Priority 3 focuses on Howard serving its diverse community with high impact outreach and collaborative partnerships across divisions and beyond campus borders while cultivating an atmosphere of inclusivity, wellness, and civility. Priority 3 aims to use experiential service-learning opportunities to teach awareness of local and global issues that align with our University’s mission. To achieve this, the University identified initiatives in three areas:

- 1) Strategic Corporate & Community Engagement,
- 2) Health & Wellness, and
- 3) Leaving a Positive Impact on the World.



Park View

2.5 Community Relations

The Office of External Affairs (OEA) serves as the University's primary liaison with congressional, federal, local and regional officials, and the community at large. The Vice President for External Affairs provides leadership for government affairs, and community relations.

The Office advances HU priorities, maintains and strengthens Howard's reputation, and builds long term relationships with key stakeholder groups through regular communications, advocacy and engagement on a wide range of issues.

OEA strives to ensure that the community and leaders on the local, national, and world stage understand Howard's importance as a comprehensive research institution that produces leaders for the nation and the global community and our role as a partner in helping society reach its full potential.

OEA represents and promotes the University with a variety of internal and external stakeholders, facilitates collaborative relationships and showcases HU, its faculty, students, staff, and programs.

2.5.1 HU Community Association

The mission of the Howard University Community Association includes

1. Strengthening the University's relationship with its neighbors through ongoing dialogue designed to exchange information about the University and community projects and events; exploring University-Community partnership opportunities, and; acquiring insights into community sentiments that may be useful to informing decision-making.
2. Augmenting the University's value as a community resource through its community development and human services initiatives by disseminating information on University-sponsored programs, activities, and services; and by coordinating its services corps programs.

Founded in December 1996, the Howard University Community Association was established to enhance the University's relations with its surrounding communities. It accomplishes



Recreational Fields



Columbia Heights



LeDroit Park

this by directly responding to individual inquiries and concerns; participating in community- and local government-sponsored meetings; convening Community Advisory Committee gatherings; cooperating in special joint initiatives; addressing broader neighborhood challenges, and exploring opportunities for improving the overall quality of life for the University and the community-at-large.

The HU Community Association is the principal point of contact between the University and the community at large. The Community Association is also the locus for the award-winning LeDroit Park Revitalization Initiative, ongoing University planning efforts regarding the Georgia Avenue corridor and the University's central planning process. It also houses Howard's JumpStart/ AmeriCorps and Project C.H.A.N.G.E. programs.

The Community Association, in collaboration with the University's colleges, schools, and other programs, address challenges affecting the University and its surrounding neighbors; inform the public of programs, activities, and services it offers; and provide students, faculty, and staff with community service opportunities. Howard intends to continue this practice throughout the 10-year planning period.

The Association convenes its Community Advisory Committee (CAC) on a quarterly basis. The CAC is comprised of residents, local elected officials, civic associations, churches, businesses, and University staff, faculty, and students.

2.5.2 Consensus-Based Planning

The Howard University strategy effort embraces consensus-based, collaborative planning through engagement with campus and community meetings to discuss and evaluate the evolving scenarios for campus organization, buildings, open-space, circulation and access, parking, and other key elements. The efforts will continue to involve building participant understanding and consensus to inform the planning and decision-making process.

The inclusion of campus-wide and public participation in the campus planning process is not new to Howard, as it has maintained outreach and engagement with its host community neighbors through meetings with the HU Community Association.



2.5.3 Major Events and Impacts

As a major institution operating for over 150 years in the District, Howard University has a time-honored legacy that manifests itself in major events and gatherings with longstanding traditions. The University secures all necessary permits for all events in close coordination with the District, and generally encourages the use of public transportation in efforts to mitigate traffic and parking demand. Howard remains committed to ongoing communication with our neighboring communities and the region at large to ensure transparency and awareness regarding major events.

Residence Hall Move-In & Move-Out

As the University currently offers over 5,000 residence hall beds, the move-in and move-out processes require close coordination among numerous internal and external entities.

Freshman students typically arrive to check-in to their housing assignments during the second weekend in August. Continuing students arrive for check-in during the third weekend in August. Formal classes typically begin the third week in August, and conclude after the third week in April. Check-out of residence halls is required the second Sunday in May.

A comprehensive freshman registration and orientation process occurs during their first week on campus – prior to the return of continuing students. This process typically includes programming from the Office of Off-Campus Housing and Community Engagement, and the HU Community Association regarding the code of conduct, and the dynamics of the surrounding neighborhoods, with particular emphasis on respecting the University’s neighbors.

Move-in and move-out activities are coordinated primarily through the Office of Residence Life and the Department of Public Safety. The University makes best efforts to enact appropriate logistical measures to establish and maintain a safe, orderly process for both our students, their families, and the surrounding communities.

Greene Stadium & Athletic Events

William Greene Stadium is the Central Campus’ sole competitive athletic field. It is a standard



LeDroit Park Civi Engagement Session



Lower Georgia Avenue Main Streets Program Session



Education and Economic Impact

NCAA regulation artificial turf football field, improved with: fixed eastern and western bleacher assemblies, a 6-lane running track, field lights, and a press box. John Burr Gymnasium is the University's sole athletic arena space. The stadium and gymnasium are heavily used by several intercollegiate and intramural teams, as well as other activity groups for both practice and competitive play.

Burr Gym sits at the southeast intersection of Georgia Avenue and Gresham Place, with main access and egress positioned to the south and east along Girard Street. This orientation directs crowds away from Gresham Place and into the core of campus, with the exception of emergency egress from the Arena. The Stadium is uniquely positioned at the north end of campus with the McMillan reservoir to its east, Cook Hall/Burr Gym to the west, and Cramton Auditorium/Childers Hall to the south. At its north end, the Stadium abuts a grassy area and a surface parking lot, both of which serve as a buffer along Gresham Place.

Gresham essentially forms the northern edge of the Campus Boundary, with University uses including Drew Hall and Burr Gymnasium. While the University owns a significant portion of land surrounding this segment of Gresham Place, the block is shared with over twenty (20) privately owned rowhouses. Impacts along this edge include noise and light from events at both Burr and Greene. To the extent possible, the HU Community Association and the Athletics Department work to manage and mitigate these effects through scheduling and communication.

Howard University Homecoming

Homecoming is a week-long celebration that occurs every fall semester, culminating on Game Day. Each year, alumni near and far return to the Central Campus to honor tradition, reminisce about their Howard experiences and make new memories. The range of dates for Homecoming activities is determined in conjunction with an annual Homecoming Committee, and is communicated in advance promotions.

Major assemblies such as concerts, comedy, and fashion shows are held in Cramton Auditorium and elsewhere on campus throughout the week, with programming that draws both internal and external attendees.

At the University's discretion, a Homecoming Parade and Homecoming runs or marathons may be scheduled, typically requiring street closings along the Georgia Avenue corridor and other adjacent roadways.

The "Yardfest" is a major concert held on the Yard the Friday before Game Day. It is one of the most highly attended events associated with the University's iconic Homecoming activities. A stage, vendor areas, and requisite infrastructure are erected outdoors, with acts that draw a broad range of visitors both regionally and nationally. The environment of the Yard is private, permanently gated, and generally cloistered from any surrounding residential uses, minimizing the sound, noise, and pedestrian impacts of this beloved event.

Game Day is always held on a Saturday. Game Day events include tailgates and gatherings commonly held on University grounds, and the Homecoming Game itself. Temporary bleachers are added to Greene Stadium to increase the seating capacity for this highly attended game. Understandably, this increase in spectator capacity can generate above-average noise and activity.

Commencement

Commencement occurs the second Saturday in May and is one of the most highly attended events on campus, with thousands of graduates and thousands more family, friends and visitors. Temporary bleachers and a stage are erected surrounding the axis of "the Long Walk" on the Yard in order to accommodate the speaker, crowd and the processional. In the event of inclement weather, provisions for satellite viewing stations in Cramton Auditorium and other assembly venues are typically made. The Commencement Ceremony confers higher degrees to recipients on the main stage, and is typically followed by multiple, distributed ceremonies in which the conferring of undergraduate degrees take place on an individual school or college basis.

2.6 Economic Contributions

Howard University is an important source of economic activity within the District that is often underestimated. The measurable direct and indirect outlays that flow from the University into the District economy include annual payroll and non-payroll expenditures, spending by students, faculty, and staff who reside in DC, and spending by HU retirees who continue to reside in the city. In addition, there are other unquantifiable economic impacts that are an important source of economic benefit to DC, such as education and skill transference; workforce development; business attraction, and interaction due to Howard’s presence; in-kind and voluntary services of students, faculty and staff, and the intellectual property that contributes to local business.

The University spends more than \$800 million annually, and student spending accounts for roughly \$26.7 million annually. Howard has an employee impact of more than 5,200 jobs, with approximately 1,500 of those positions held by DC residents. Howard has 9,526 alumni living in DC who continue to contribute to the economic and cultural vitality of the City.

The University’s Small Business Development Center helped secure more than \$12 million in loans for local small businesses, and Howard operates a workforce development program that annually trains 50 students for technology jobs. Also, HU has a public charter middle school on its campus with nearly 300 students enrolled from across the District.

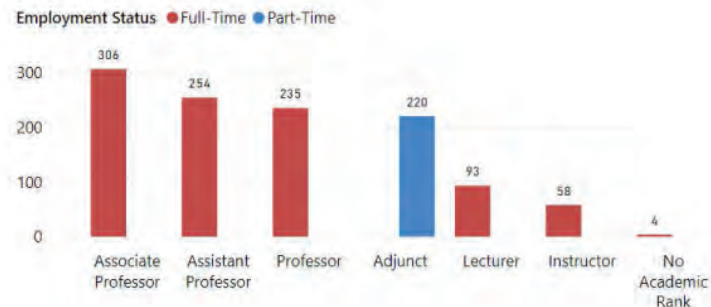


Table 2.1 - 2019 Employee Count (FT/PT)

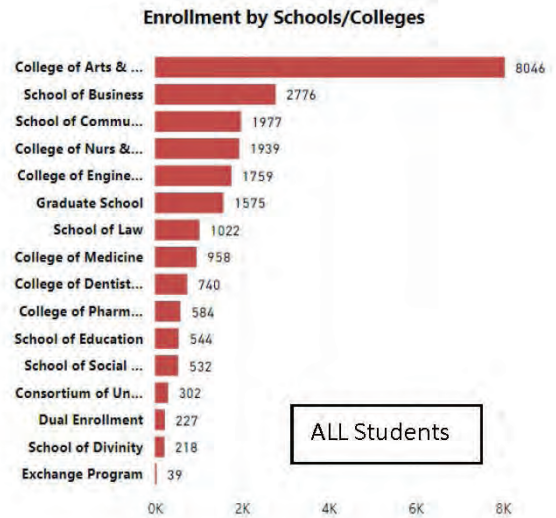


Table 2.2 - 2019 Total Enrollment by School/College

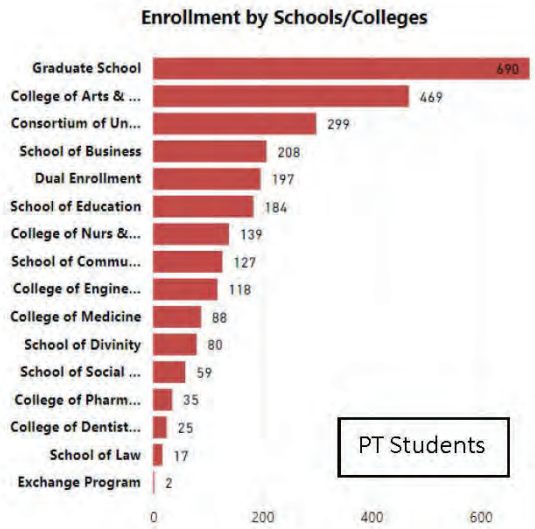


Table 2.3 - 2019 Part Time Enrollment by School/College

| | FT | PT | Total |
|-------------------|-------|-----|-------|
| HUH (w/interns) | 1,081 | 603 | 1,684 |
| HUH (w/o interns) | 828 | 600 | 1,428 |

Table 2.4 - 2019 Howard Hospital Staff Counts

Section 3

Existing Central Campus

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3.1 Central Campus Context

Howard University has three Campuses in the District of Columbia: East, West, and Central. The Central Campus has occupied its current location since 1867 when the Freedmen's Bureau purchased the first three acres. Later that year, Howard purchased an additional 150 acres that 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, located at 2900 Van Ness Street in northwest DC, approximately four miles from the Central Campus, was acquired in 1976. The West Campus is currently the home of the University's Law and Divinity programs. The East Campus is approximately 3 miles from the Central Campus at 1400 Shepherd Street in northeast DC.

The 90-acre Central Campus is in Ward 1 within the northwest quadrant of the District. The northwest quadrant is the largest of the District's four quadrants (NW, NE, SW, and SE) and is north of the National Mall and west of North Capitol Street. The Northwest quadrant includes the central business district, the Federal Triangle, and the museums along the National Mall's northern side. The quadrant is home to numerous neighborhoods, including Petworth, Dupont Circle, LeDroit Park, Georgetown, Adams Morgan, Embassy Row, Glover Park, Tenleytown, Foggy Bottom, Cleveland Park, Columbia Heights, Mount Pleasant, Palisades, Shepherd Park, Crestwood, Bloomingdale, and Friendship Heights.



Howard West Campus Howard Central Campus Howard East Campus

Figure 3.1: Howard University DC Campuses



3.1.1 Anacostia Watershed

Figure 3.2: Anacostia Watershed

The Anacostia River watershed is home to 43 species of fish, some 200 species of birds, and more than 800,000 people. The river flows through Montgomery and Prince George’s Counties in Maryland and past the Capital in the District.

At 176 square miles, the watershed is one of the most urbanized in the United States. Over centuries, it lost over 70% of forestland and 6,500 acres of wetlands. Impervious surfaces now cover 25% of the watershed. Although the watershed has historically suffered from trash, toxins, sewage, runoff, oil, heavy metals, and more due to adjacent agricultural, industrial and urban land uses, the Anacostia River and its watershed are steadily improving.

The river and its surrounding parklands hold enormous potential to provide abundant open space, beauty, wildlife habitat, and recreational amenities.

Many government agencies and non-profit organizations are involved in various activities to improve and plan for the Anacostia River’s future. Some agencies collaborate through various partnerships, including the Anacostia Watershed Restoration Partnership, the Leadership Council for a Cleaner Anacostia, and the Urban Waters Federal Partnership.

3.1.2 DC Comprehensive Plan

Under the DC Code, the Comprehensive Plan is the one plan that guides the District’s development, both broadly and in detail. Thus, it carries particular importance in that it provides overall direction and shapes all other physical plans that the District government adopts. As a result, all plans relating to the city’s physical development should take their lead from the Comprehensive Plan, building on common goals and shared assumptions about the future.

In 2016, the District commenced an ambitious process to amend the Comprehensive Plan, involving public hearings, engagement, and dialogue and was submitted to City Council for review in 2020. What follows are relevant excerpts from the current Comprehensive Plan and what has been proposed by the Office of Planning to the Council as part of the ongoing amendment process.

3.1.2.1 Three Tiers of Planning

The District maintains a three-tiered system of city planning comprised of:

1. Citywide policies (The Citywide Elements);
2. Ward-level policies (The Area Elements); and
3. Small Area policies (The Small Area Plans).

The Citywide elements each address a topic that is citywide in scope, followed by an Implementation Element.

The Area Elements focus on issues that are unique to particular parts of the District. The Small Area Plans are not part of the Comprehensive Plan but supplement the Comprehensive Plan by providing detailed direction for areas.

The Land Use Element

Land use is meant to ensure the efficient use of land resources to meet long-term neighborhood, citywide, and regional needs, and to: help foster the Districts goals; to protect the health, safety, and welfare of District residents, institutions, and businesses; to sustain, restore, or improve the character and stability of neighborhoods in all parts of the city; and to effectively balance the many activities that take place within the District boundaries.

Institutional Uses (LU-3.2)

Ensure that large non-profits, service organizations, private schools, seminaries, colleges and universities, and other institutional uses that occupy large sites within residential

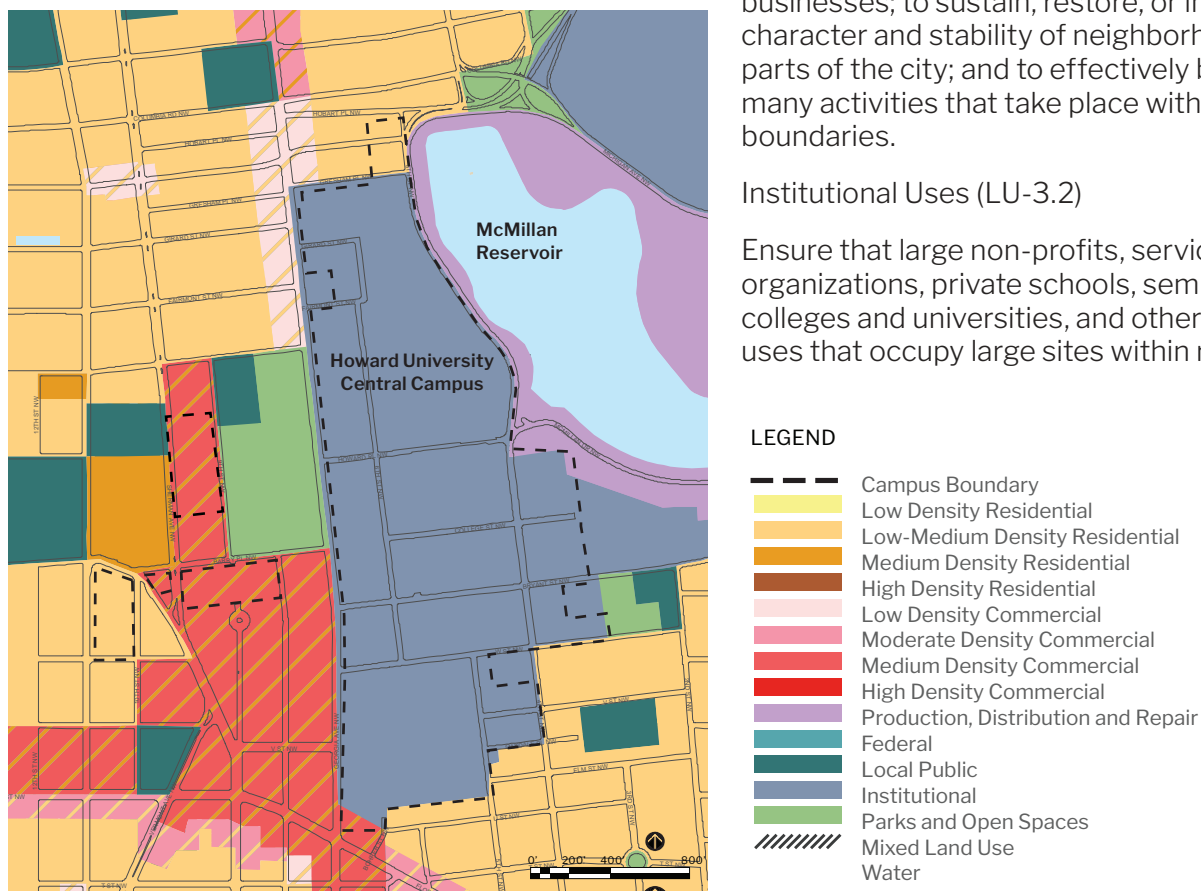


Figure 3.3: DC Comprehensive Plan Future Land Use Map

areas are planned, designed, and managed in a way that minimizes objectionable impacts on adjacent communities.

The Mid-City Element

Policy MC-2.1.4: Howard University

Encourage and strongly support continued relationship-building between Howard University and the adjacent residential neighborhoods. Work with Howard University to abate any outstanding community issues such as the redevelopment of vacant property, façade/building enhancements, and buffering issues associated with campus expansion. Stimulate joint development opportunities with the University that benefit students and surrounding residents.

The “DUKE” Small Area Plan

In 2004, the District completed a Strategic Development Plan for the Uptown Destination District (called “DUKE”), focusing on the area along U Street between 6th Street and 13th Street and along 7th Street/Georgia Avenue between Rhode Island Avenue and Barry Place.

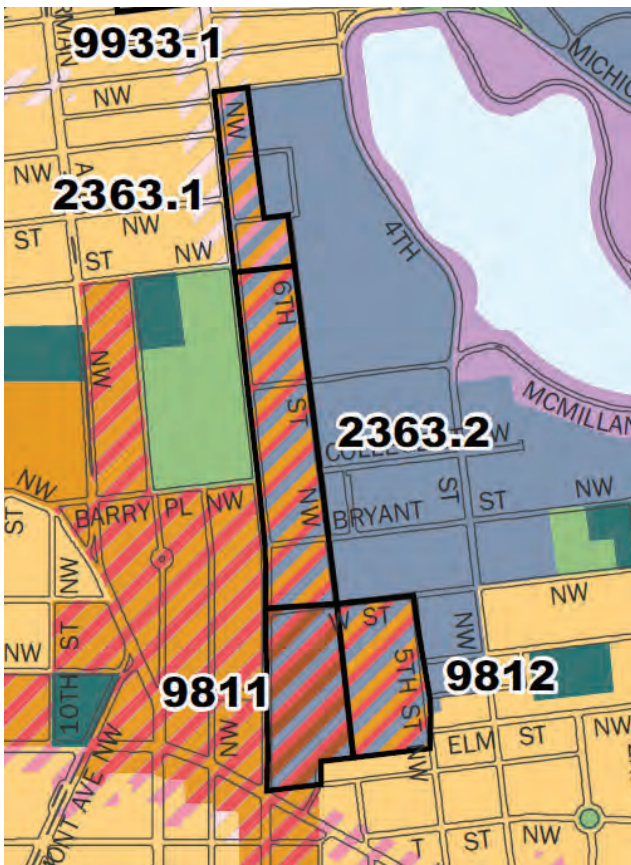


Figure 3.4: OP Proposed Future Land Use Map Amendment

DC Historic Preservation Office - Historic Preservation Plan

The District of Columbia Historic Preservation Office (HPO) 2020 DC Historic Preservation Plan, Preserving for Progress, was released in 2019 by the DC Office of Planning to outline major preservation initiatives for the city through 2020. The plan includes multiple goals to improve the recognition of historic resources on campuses, including Howard University. Goal D3: “Preserve Campuses and Landscapes” aims to “protect and sustain historic and cultural landscapes through sensitive management, planning, and development.” With regard to universities, the objective is to “increase the identification and protection of historic resources in campus master plans and on institutional sites with significant open landscape.”

Comprehensive Plan Maps

The Comprehensive Plan is summarized into two maps – the Generalized Policy Map (GPM) and the Future Land Use Map (FLUM). The two documents together are intended to provide a generalized guide for development and conservation decisions. Both maps represent a generalized depiction of anticipated changes through the horizon year of the comprehensive plan.

Future Land Use Map

The color-coded categories of the future land use map express public policy on future land uses across the city. This map’s preparation is required by DC Law to “represent the land-use policies outlined in the proposed Land Use Element,” using “standardized colors for planning maps.”

Land use patterns reveal a large city “core” surrounded by an inner ring of moderate to high density residential and mixed-use neighborhoods, extending west to Georgetown, north to Capitol Heights and Petworth, east across Capitol Hill, and south to the Anacostia River and Near Southwest.

Many of the District’s jobs are associated with federal facilities and institutional uses, which together make up about 13 percent of its land area. Institutional lands appear throughout the city but are especially prevalent in the three Northwest Planning Areas and Upper Northeast.

This document includes vignettes of the OP proposed FLUM, which shows multiple land-use types within the Central Campus boundary.

Generalized Policy Map

The generalized Policy map should guide land-use decision-making in conjunction with the Comprehensive Plan text, the Future Land Use Map, and other Comprehensive Plan maps.

Policy LU-2.3.7: Non-Conforming Institutional Uses

This policy’s purpose is to carefully control and monitor institutional uses that do not conform to the underlying zoning to ensure their long-term compatibility. If such a use area is sold or ceases to operate as an institution, the policy encourages conformance with existing zoning and continued compatibility with the neighborhood.

3.1.3 Campus Zoning and Land Use

The Howard University property within the Central Campus Boundary lies within a variety of zone classifications. The majority of the campus’s underlying zone is the Residential Apartments-2 (RA-2) Zone that allows all university uses as a

special exception to the Zoning Regulations. Large institutions, such as colleges and universities, are required to prepare and submit a plan to the DC Zoning Commission for approval.

A campus plan is treated in the same manner as a special exception. Amendments to the campus plan are submitted as necessary, as the plan is expected to evolve over time.

The adjacent Existing Zoning Map (Fig. 3.7) depicts the various zoning classifications within the Howard University campus boundary and areas adjacent to the campus. Each zoning classification found within the campus boundary is described in the following charts.

Residential Apartment-2 (RA-2) The underlying RA-2 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 RA-2 zone by special exception. Such institutions are to be located so as not be objectionable to neighboring properties.

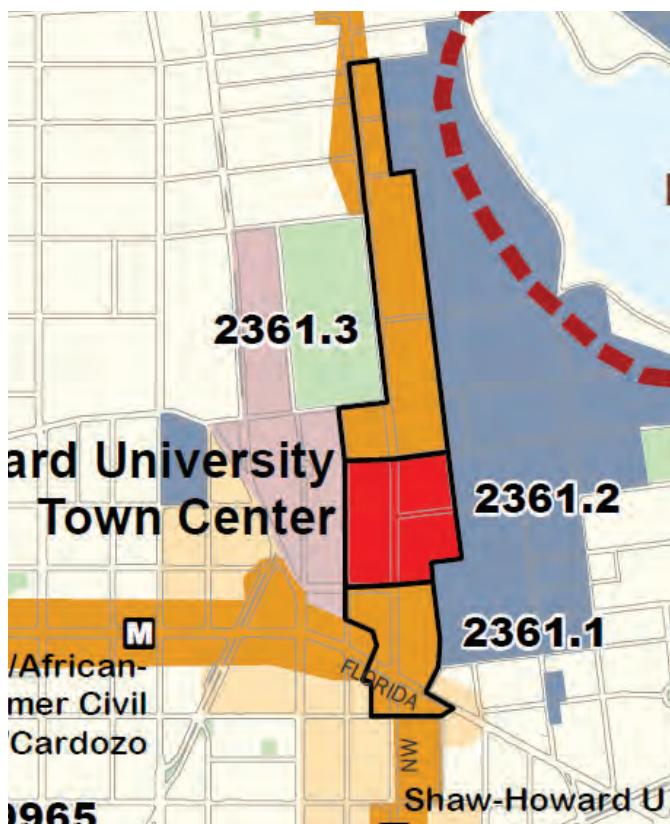


Figure 3.5: OP Proposed Generalized Policy Map Amendment

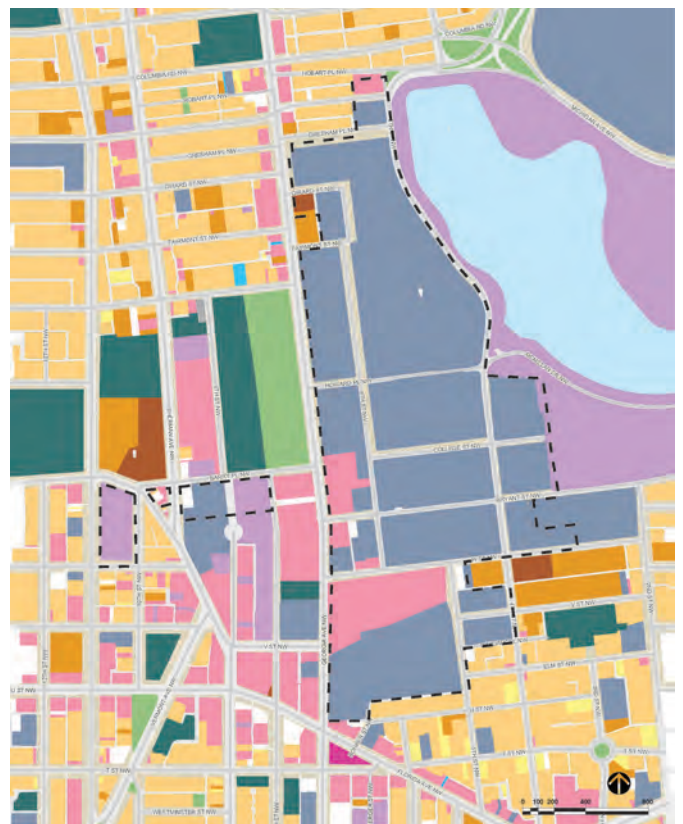


Figure 3.6: Existing DC Land Use

LEGEND

- Campus Boundary
- RA-2 *HU
- RA-5 *HU
- PDR-2 *HU
- PDR-3 *HU
- MU-2 *HU
- MU-4 *HU

- ARTS-1
- ARTS-2
- ARTS-4
- MU-5
- MU-10
- NC-7
- RA-1
- RA-4
- RF-1

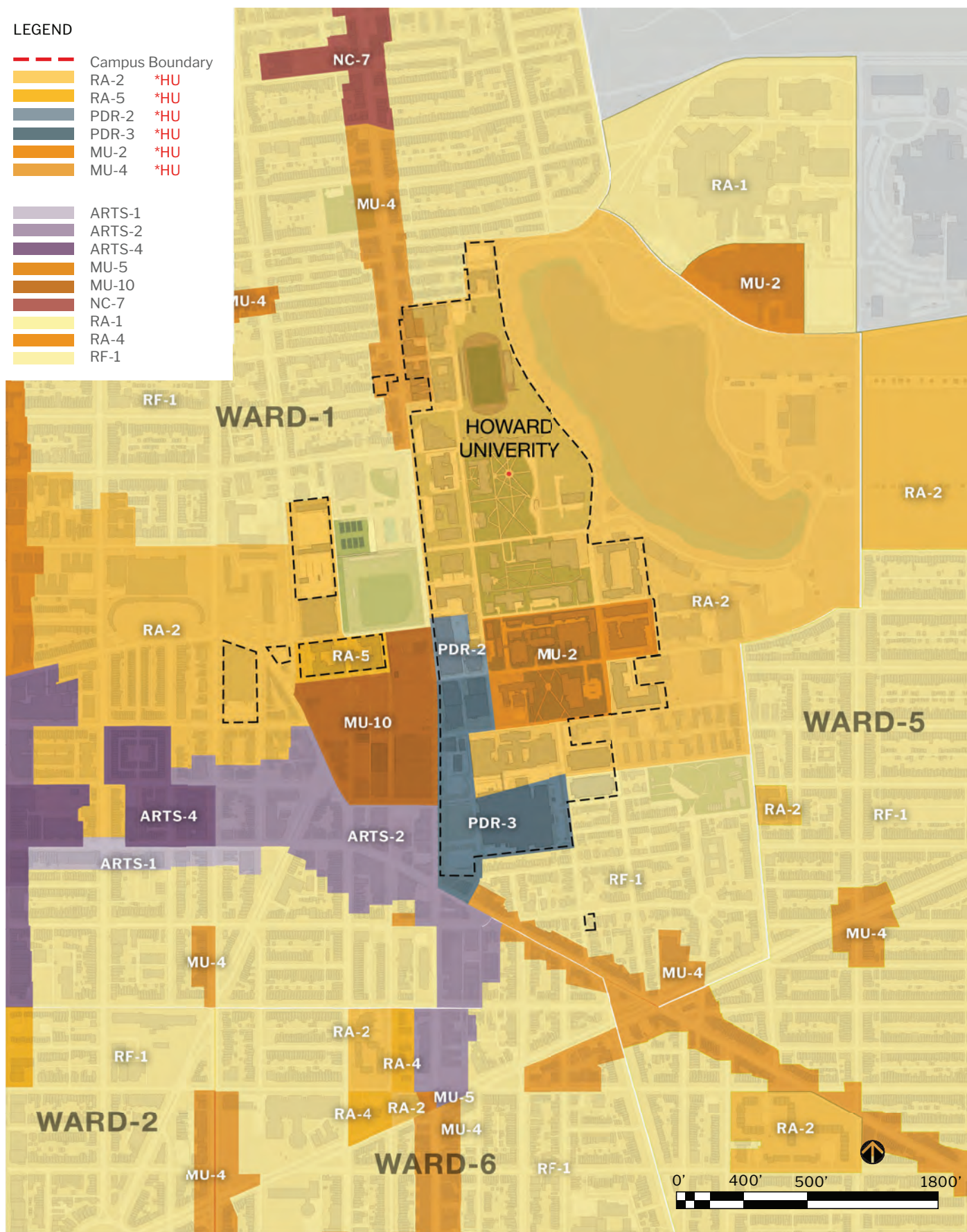


Figure 3.7: Existing Zoning Map

Residential Family-1 (RF-1) There is a one-block area located in the southern part of the campus occupied by a parking structure that is a RF-1 category zone. The block is bound to the north by V street NW, to the east by 4th Street NW, to the South by Oakdale Place NW, and to the West by 5th Street NW. RF-1 zone allows for areas with low- to moderate-density development, including detached dwellings, rowhouses, and low-rise apartments.

Residential Apartment-5 (RA-5) There is a RA-5 zone located within the two-block area within the boundary, but west of the core campus. The area is occupied by Howard Plaza East and West Towers. The RA-5 zone allows for areas with predominately high-density residential development.

Mixed-Use-2 (MU-2) This zone is located within the boundary, east of 6th Street NW, south of College Street, and north of W St, NW. The area includes the following building: School of Communication, WHUT, WHUR-FM, the Graduate School, College Hall North, Bethune Annex, Mental Health Clinic,

the College of Nursing & Allied Health Sciences, and the Stokes Health Sciences Library. The MU-2 Zone permits predominately medium-density areas with mostly residential development, but also permitting non-residential buildings.

Mixed-Use-4 (MU-4) The area bearing this designation within the boundary is located in the northwestern part of campus along Georgia Avenue. This classification includes parts of the Burr Gymnasium, and the Bank Building. The MU-4 Zone permits moderate-density mixed-use development, provides shopping and business needs, housing outside the DC central core, and; be located in low- and moderate-density residential areas with access to main roadways or transit stops, employment centers, shopping, and moderate bulk mixed-use centers.

Production, Distribution, and Repair-2 (PDR-2) A small area along Georgia Avenue, east of 6th Street NW, and south to Bryant Street NW bears this zoning. The area includes the Wonder Plaza, Bunche Center, and Power Plant buildings.



RA-2 Residential Apartment (RA) Zone

- The purposes of RA-2 zone are to:
- Permit flexibility of design by permitting all types of urban residential development if the conform to the height, density, and area requirements established for this district, and;
 - Permit the construction of institutional and semi-public buildings that would be compatible with adjoining residential uses and that are excluded from the more restrictive zones.
 - An institutional building or structure may be erected to a height not exceeding 90 feet, not including the penthouse, provided the building or structure shall be removed from all lot lines of its lot a distance of not less than 1 foot for each 1 foot of height in excess of that authorized in the district in which it is located above natural grade. (see Subtitle F §§ 203.2 and 203.3 for exceptions)

The RA-2 Zone provides for areas developed with predominately moderate-density residential

| Zone | Floor Area Ratio (Max) | HEIGHT | Lot Occupancy | Green Area Ratio | Use Permission |
|------|------------------------|----------------------------|---------------|------------------|--|
| RA-2 | 1.8 | 50' (90' Institutional) | 60% | 0.40 | Subtitle U, Chapter 201.2 (K) Institutional, religious-based uses, but not including mission or temporary revival tents; |

Table 3.1: RA-2 Zone



RA-5 Residential Apartment (RA) Zone

- The purposes of RA-5 zone are to:
- Permit flexibility of design by permitting all types of urban residential development if the conform to the height, density, and area requirements established for this district, and;
 - Permit the construction of institutional and semi-public buildings that would be compatible with adjoining residential uses and that are excluded from the more restrictive zones.

The RA-2 Zone provides for areas developed with predominately high-density residential

| Zone | Floor Area Ratio (Max) | HEIGHT | Lot Occupancy | Green Area Ratio | Use Permission |
|------|-------------------------------------|--------|---------------|------------------|--|
| RA-5 | 5.0 / 60 (apartment house or hotel) | 90' | 75% | 0.30 | Subtitle U, Chapter 201.2 (K) Institutional, religious-based uses, but not including mission or temporary revival tents; |

Table 3.2: RA-5 Zone



MU-2 Mixed-Use (MU) Zones

The Mixed-Use zones provide for mixed-use development that permits a broad range of commercial, institutional, and multiple dwelling unit residential development at a varying densities.

The purpose of the MU-2 zone are to:

- Act as a buffer adjoining non-residential and residential areas, and to ensure that new development is compatible in use, scale, and design with the transitional function of this zone;
- Preserve and protect areas adjacent to non-residential uses or zones that contain a mix of row houses, apartments, offices, and institutions at a medium to high density, including buildings of historic and architectural merit; and
- Permit new residential development at a higher density than new office or institutional developments.

The MU-2 Zone is intended to permit medium-density areas predominantly developed with residential buildings but also permitting non-residential buildings.

MU-2 Mixed-Use Zone

| Zone | Floor Area Ratio (Max) | HEIGHT | Lot Occupancy | Green Area Ratio | Use Permission |
|---------------------|-----------------------------|----------------------------|---------------|------------------|--|
| MU-2 Mixed-Use Zone | 6.0 / 3.5 (non-residential) | 90' (90' Institutional) | 80% | 0.30 | Subtitle U, Chapter 201.2 (K) Institutional, religious-based uses, but not including mission or temporary revival tents; |

Table 3.3: MU-2 Zone



MU-4 Mixed-Use (RA) Zone

The Mixed-Use zones provide for mixed-use development that permits a broad range of commercial, institutional, and multiple dwelling unit residential development at a varying densities. The MU-4 zone is a mixed-use zone that is intended to be applied throughout the city consistent with the density designation of the Comprehensive Plan. A zone may be applied to more than 1 density designation.

The purposes of MU-4 zone are to:

- Permit moderate-density mixed-use development;
- Permit facilities for shopping and business needs, housing, and mixed uses for large segments of the District of Columbia outside the central core; and
- Be located in low- and moderate-density residential areas with access to main roadways or rapid transit stops, and include office employment centers, shopping centers, and moderate bulk mixed-use centers.

The MU-4 Zone provides for areas developed with predominately high-density residential

MU-4 Mixed-Use Zone

| Zone | Floor Area Ratio (Max) | HEIGHT | Lot Occupancy | Green Area Ratio | Use Permission |
|------|-----------------------------|--------|---------------|------------------|---|
| MU-4 | 2.5 / 1.5 (non-residential) | 90' | 60% | 0.30 | Subtitle U, Chapter 502.2 (e) General Institutional |

Table 3.4: MU-4 Zone



PDR-2 Production, Distribution, & Repair (PDR) Zones

The PDR-2 zone is intended to permit medium-density commercial and PDR activities employing a large workforce and requiring some heavy machinery under controls that minimize any adverse impacts on adjacent, more restrictive zones.

PDR-2 Production, Distribution & Repair Zone

| Zone | Floor Area Ratio (Max) | HEIGHT | Lot Occupancy | Green Area Ratio | Use Permission |
|-------|-----------------------------|----------------------------|---------------|------------------|--|
| PDR-2 | 4.5 / 3.0 (restricted uses) | 60' (90' Institutional) | NA | 0.30 | Subtitle U, Chapter 201.2 (K) Institutional, religious-based uses, but not including mission or temporary revival tents; |

Table 3.5: PDR-2 Zone



PDR-3 Production, Distribution & Repair (PDR) Zone

The PDR-3 zone is intended to permit high-density commercial and PDR activities employing a large workforce and requiring some heavy machinery under controls that minimize any adverse impacts on adjacent, more restrictive zones.

PDR-3 Production, Distribution & Repair Zone

| Zone | Floor Area Ratio (Max) | HEIGHT | Lot Occupancy | Green Area Ratio | Use Permission |
|-------|-------------------------------------|--------|---------------|------------------|--|
| PDR-3 | 6.0 / 4.0 (max for restricted uses) | 90' | NA | 0.30 | Subtitle U, Chapter 801 Matter of Right Uses (PDR): Arts, design, and creation uses; College or University uses; Community-based institutional facilities; Health Care; Institutional uses, general and religious. |

Table 3.6: PDR-3 Zone

The PDR -2 Zone permits medium-density commercial and PDR activities employing a large workforce and some heavy machinery under controls that minimize adverse impacts on adjacent, more restrictive zones.

Production, Distribution, and Repair-3 (PDR-3) This zone occurs in a larger area within the boundary, along Georgia Avenue and immediately south of the PDR-2 zone. The area includes the Howard University Center, PFM Storage, Cancer Research Center, HU Hospital, Hospital Tower, and the Medical Arts buildings. The PDR-3 zone permits high-density commercial and PDR activities employing a large workforce and requiring some heavy machinery under controls that minimize any adverse impacts on adjacent, more restrictive zones.

3.1.4 Central Campus Boundary

The boundaries for the Central Campus are as follows: beginning at the northeastern edge 2827 Georgia Avenue, the boundary line runs east along Gresham Place to the western edge of 511 Gresham Place, north to Hobart Place, and continues east to 5th Street. It then turns south, continuing along 5th Street, past 4th Street and Howard Place to the northern edge of a quadrangle of dormitories located on 4th Street and runs behind the dorms until it reaches Bryant Street.

The boundary line continues west to 4th Street, then runs south to W Street and west to the church at 5th and W Streets. It continues south along the church property to the alley paralleling V Street. From that point, it runs east to 4th Street. After running south on 4th Street, to Oakdale Place, it turns west to 5th Street and then south past Elm Street to the alley beyond the Hospital site. It turns west for approximately 600 feet and then southwest to the U Street and Bohrer Street intersection. At this intersection, it continues northwest to Georgia Avenue.

The boundary line continues north on Georgia Avenue to Fairmont Street, where it turns east and runs to the alley that bisects the block. It turns north at the alley and runs along the alley until it turns west at the southern edge of 654 Girard Street, to Georgia Avenue. The boundary continues north on Georgia Avenue for



Figure 3.8: 2019 Amended HU Campus Boundary

| Square Number | Lot(s) |
|---------------|--|
| 0330 | 0800 |
| 2872 | 0266, 0267, 0268, 0269, 0270, 0271, 0275, 0803, 0820, 0822, 0823, 0824 |
| 2873 | 1109, 1110 |
| 2882 | 0950, 0951, 0952, 0953, 1037 |
| 2885 | 0889 |
| 3055 | 0015, 0821 |
| 3057 | 0092 |
| 3058 | 0834, 0835 |
| 3060 | 0041, 0830, 0839 |
| 3063 | 0801 |
| 3064 | 0044, 0045, 0826, 0837 |
| 3065 | 0033, 0036, 0829, 0830, 0831, 0833 |
| 3068 | 0809, 0810 |
| 3069 | 0065, 0066 |
| 3072 | 0052, 0818 |
| 3074 | 0011 |
| 3075 | 0807 |
| 3080 | 0073 |
| 3094 | 0800 |

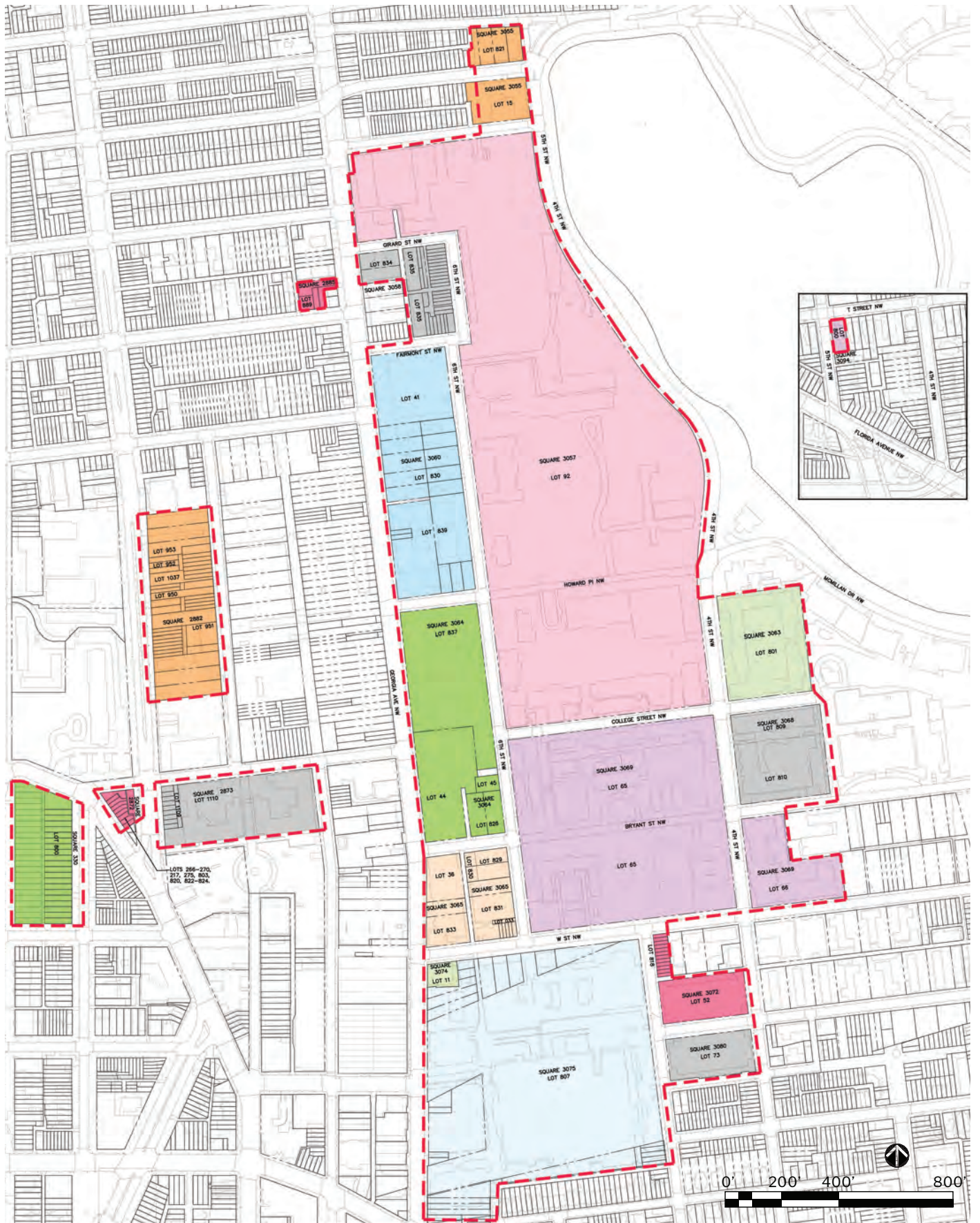


Figure 3.9: HU Campus Boundary with Squares / Lots

| Status | Square | Lot SqFt | Existing GSF | Existing FAR | Zone(s) | FAR |
|----------|--------|------------------|------------------|--------------|-------------|----------|
| Existing | 0330 | 93,489 | 233,173 | 2.49 | RA-2 | 1.8 |
| Existing | 2872 | 9,954 | 0 | 0.00 | RA-2 | 1.8 |
| Existing | 2873 | 128,807 | 573,687 | 4.45 | RA-5 | 5 |
| Existing | 2882 | 145,179 | 12,623 | 0.09 | RA-2 | 1.8 |
| Existing | 2885 | 12,019 | 0 | 0.00 | MU-4 | 2.5 |
| Existing | 3055 | 52,819 | 88,979 | 1.68 | RA-2 | 1.8 |
| Existing | 3057 | 1,337,393 | 1,157,670 | 0.87 | RA-2, MU-4 | 1.8 |
| Existing | 3058 | 59,863 | 158,444 | 2.65 | RA-2, MU-4 | 1.8, 2.5 |
| Existing | 3060 | 227,805 | 341,886 | 1.50 | RA-2 | 1.8 |
| Existing | 3063 | 105,790 | 216,319 | 2.04 | RA-2 | 1.8 |
| Existing | 3064 | 220,067 | 318,583 | 1.45 | RA-2, PDR-2 | 1.8, 4.5 |
| Existing | 3065 | 89,996 | 129,740 | 1.44 | PDR-3 | 6 |
| Existing | 3068 | 99,225 | 363,829 | 3.67 | MU-2 | 6 |
| Existing | 3069 | 565,412 | 664,276 | 1.17 | MU-2, RA-2 | 6.0, 1.8 |
| Existing | 3072 | 52,500 | 170,430 | 3.25 | RA-2 | 1.8 |
| Existing | 3074 | 9,057 | 30,396 | 3.36 | PDR-3 | 6 |
| Existing | 3075 | 667,939 | 1,346,654 | 2.02 | PDR-3, RA-2 | 6.0, 1.8 |
| Existing | 3080 | 44,375 | 170,000 | 3.83 | RF-1 | 1.8 |
| Existing | 3094 | 5,750 | 2,592 | 0.45 | RF-1 | 1.8 |
| | | 3,927,439 | 5,979,281 | 1.52 | | |

Table 3. 7: Existing HU Campus Square/Lot/FAR Data

approximately 520 feet and then eastward along the southern edge of 2827 Georgia Avenue. The boundary line then runs north along the eastern edge of 2827 Georgia Avenue to Gresham Place.

The Central Campus has an official mailing address of 2400 6th Street, N.W., Washington, D.C. 20059.

Included in the Central Campus boundaries are several satellite properties: the Howard Plaza Towers at 2251 Barry Place, NW; the Howard University Service Center at 2244 10th Street, NW; the Banneker Lots at 2345-2525 Sherman Avenue, NW; the Parsonage at 420 T Street, NW; a surface parking lot at the northwestern intersection of Georgia Avenue and Girard Street; and a triangular surface parking lot bounded by Barry Place to the north, Sherman Avenue to the east, and Florida Avenue to the west.

3.2 Campus History & Historic Resources

Founded in 1867, Howard University was created to expand educational opportunities for all races and genders, but particularly African Americans, at a time when the country was undergoing an unprecedented political and social reconstruction following the Civil War. Originally named for the Civil War General and head of the Freedmen’s Bureau Oliver Otis Howard, the 1867 Congressional charter created a private university with six academic departments: Normal, Collegiate, Theological, Medical, Law, and Agriculture. By 1870, the University had been materially established.

The original campus was sited on 150 acres of open and hilly, pasture land in the northwest section of the District of Columbia, beyond the boundaries of the Federal City. Early buildings were concentrated on a plateau at the highest point on the campus that eventually became

known as the “Upper Quadrangle,” and is today 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 university moved into the twentieth century, leadership of several prominent university presidents brought expansion of its academic and physical offerings. Although developed independently from the University, between 1905 and 1908, the original Freedmen’s Hospital was replaced by a new modern complex located at the southern end of the Howard University campus, on land that Howard leased to the U.S. government for 99 years. The government continued its support of Howard when, in 1919, the Department of Agriculture published the first formal Master Plan for the University. In 1926 Mordecai Johnson was named the University’s first Black president. During his 32-year tenure, President Johnson established Howard as a school of excellence for African Americans. Early in his administration, Johnson appointed notable Black architect Albert Irving Cassell as the first University Architect. Cassell’s 1932 Campus Master Plan established an enduring campus framework, including many iconic landscapes and buildings that remain today, and is considered by many to be the foundational master plan for the University. Since 1932, Howard has developed eight (8) comprehensive master plans and one (1) interim master plan since 1932.

3.2.1 Campus Development History and Architectural Character

The prevailing architectural character of Howard University’s central campus is largely the result of five distinct phases of development. In many instances, these development periods were influenced by University Leadership, campus master plans, and prevailing architectural styles of the period. The primary campus development periods include:

- 1867-1919 – Founding of the University, and Early Campus Development
- 1920s-1949 – Early Twentieth Century and New Deal-Era Buildings; Influence of Mordecai Johnson and Albert Irving Cassell’s 1932 Master Plan
- 1950-1965 – Modern Era Buildings; Influence



The Main Building and Miner Hall (both demolished)



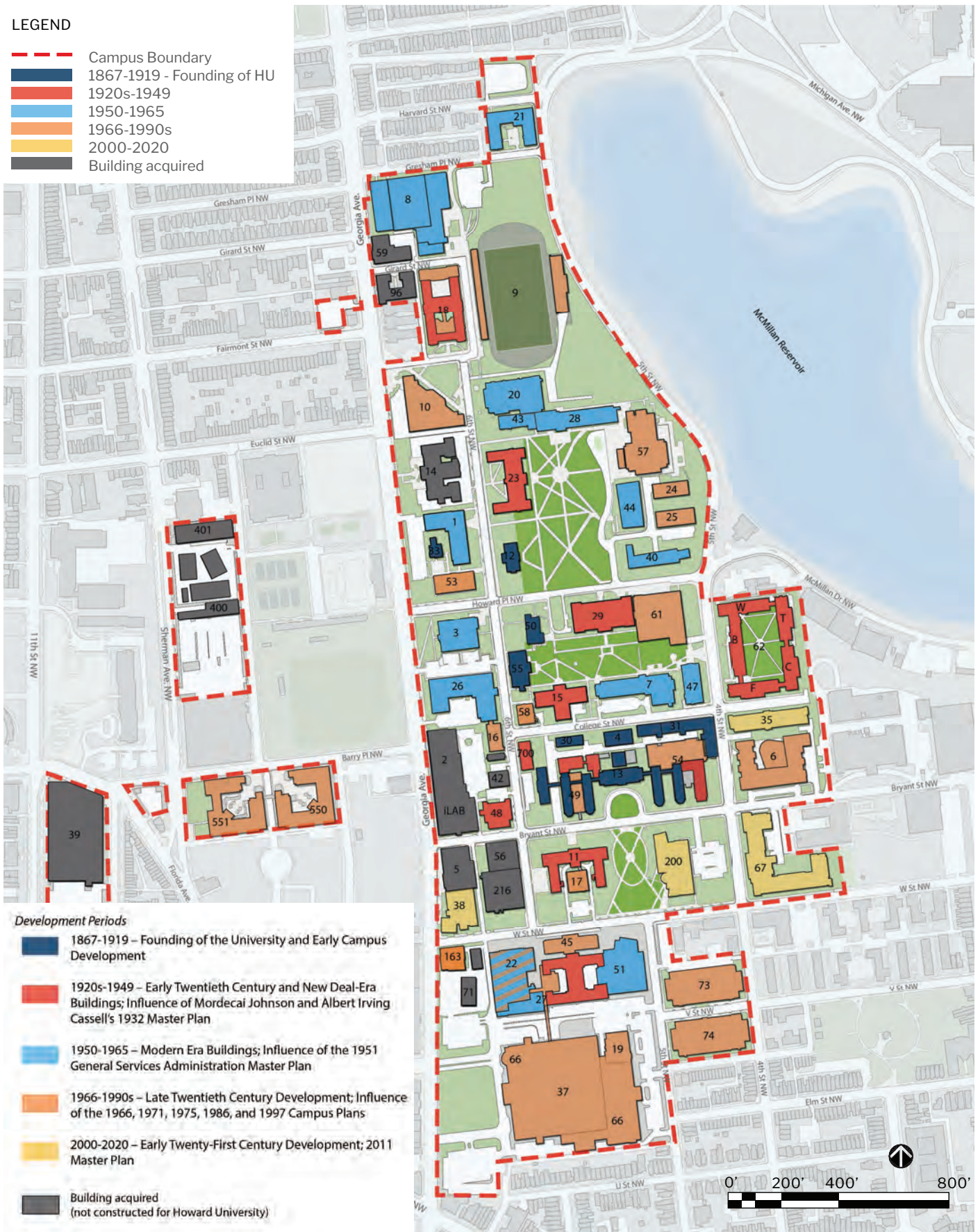
Early View of North Eastern Campus and McMillan Reservoir



Aerial View of Howard University & Freedmen’s Hospital, 1931

LEGEND

- - - Campus Boundary
- 1867-1919 - Founding of HU
- 1920s-1949
- 1950-1965
- 1966-1990s
- 2000-2020
- Building acquired



Development Periods

- 1867-1919 – Founding of the University and Early Campus Development
- 1920s-1949 – Early Twentieth Century and New Deal-Era Buildings; Influence of Mordecai Johnson and Albert Irving Cassell's 1932 Master Plan
- 1950-1965 – Modern Era Buildings; Influence of the 1951 General Services Administration Master Plan
- 1966-1990s – Late Twentieth Century Development; Influence of the 1966, 1971, 1975, 1986, and 1997 Campus Plans
- 2000-2020 – Early Twenty-First Century Development; 2011 Master Plan
- Building acquired (not constructed for Howard University)

Figure 3.10: Campus Development

of the 1951 General Services Administration Master Plan

- 1966-1990s – Late Twentieth Century Development; Influence of the 1966, 1971, 1975, 1986, and 1997 Campus Plans
- 2000-2020 – Early Twenty-First Century Development; 2011 Master Plan

University Founding & Early Buildings (1867-1919)

Following its establishment in 1867, classes were held in a large frame building at Georgia Avenue and Eleventh Street, NW, but University enrollment quickly increased. The need to secure a more permanent campus for the university compelled the Freedmen’s Bureau to purchase 153 acres of a tract known as “Effingham Farm” from local judge John A. Smith. The property, which includes the present main campus, extended roughly from Hobart Street to Florida Avenue and from Georgia Avenue to Second Street. The Freedmen’s Bureau was responsible for constructing the first buildings on the campus which included the “University Building” (the main academic building), Miner Hall (a women’s dormitory), and a residence for General Howard (now known as Howard Hall). In the early 1870s, two additional buildings were constructed

in accordance with the Second Empire style: Clark Hall (1870), a men’s dormitory, and Spaulding Hall (1872).

In 1872, the Freedmen’s Bureau’s operations ceased. The loss of the University’s primary financier, coupled with the onset of the Panic of 1873, resulted in the temporary termination of Howard’s physical growth. In 1879, in an effort to relieve the University’s financial dire straits, Congress granted the University an annual subsidy; however, the development program remained dormant until 1890, when a house was built for the new University president, Rev. Jeremiah E. Rankin. In addition to constructing the new president’s house, Rankin was also responsible for overseeing the construction of a new chapel, known as Andrew Rankin Memorial Chapel, completed in 1895 and named in his brother’s honor.

Howard University’s physical growth during the latter half of the nineteenth century was not guided by a larger campus plan. Buildings were sited on a plateau overlooking Washington to the south, around an area which is now known as the Main Quadrangle.



Howard Hall



Howard Hall



Miner Hall

Rankin served as University president until February 1903. He was followed by a succession of presidents who reformed the institution administratively and fiscally, while overseeing a significant expansion of its physical plant that created many of its enduring architectural landmarks.

Chief among them was Wilbur P. Thirkield, who served as president of the University from 1906 to 1912. During the early 1900s, donations and Congressional appropriations funded a building campaign. Buildings constructed during Thirkield's presidency include Thirkield Hall (1909) and Carnegie Library (1910). These buildings were designed in the Colonial and Neoclassical Revival styles by architects Jules Henri de Sibour and Henry D. Whitfield, respectively.

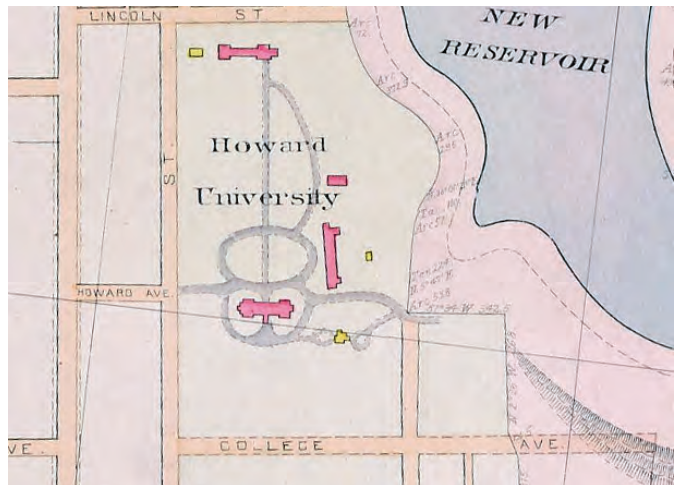
Also contributing to the growth and development of Howard University, the federal government constructed a new Freedmen's Hospital between 1905 and 1908. The new hospital replaced the civil-war-era Hospital located on a site south of the University, the location of the Howard University Medical School. The new hospital was built on the northern half of an 11-acre park located south of College Street that was leased to the U.S. Government by the University for one dollar a year for a 99-year period. The new Freedmen's Hospital was built through a \$300,000 appropriation from Congress to the Department of the Interior, which oversaw the construction of the facility. The hospital was designed by the architectural firm of Bruce Price & de Sibour of Washington and New York with architect John Russell Pope as the firm's associate. Work began in August of 1905 and the hospital was completed and opened in 1908.

Early Twentieth Century and New Deal-Era Buildings (1920s-1940s); Influence of Mordecai Johnson and Albert Irving Cassell's 1932 Master Plan

By the early nineteenth century, it became apparent to the Department of the Interior, the agency responsible for oversight of the campus, that many of Howard's facilities were in poor condition. In 1919, the U.S. Department of Agriculture was tasked with creating a development plan for the University. The plan maintained the campus' pastoral character and sought to reorganize the informal organization, with a formal unified development pattern with



Rankin Chapel



1894 Hopkins Map



Thirkield Hall



Carnegie Building



Freedmen's Hospital (C. B. Powell Building)

enclaves of academic buildings around vast open spaces. The plan was never implemented.

In 1926, Mordecai Wyatt Johnson was named the University's first Black president, a position he held until 1960. During his 34-year tenure, President Johnson established Howard as a school of excellence for African Americans. His influence extended beyond academia and included interest in improving the University's physical environment. For the first time in the campus' history, Johnson called upon Black design professionals to design for and implement campus improvements. During the early years of Johnson's tenure, Howard University benefited from strong federal support under the administration of President Herbert Hoover (1928-32).

The Department of the Interior helped the University attain an annual appropriation from Congress in 1928, and the following year organized a conference to develop a ten-year plan for the University. In 1928, Johnson established the position of University Architect, hiring Albert Irving Cassell for the job. Cassell, an African American graduate of Cornell's School of Architecture, joined Howard in 1919 as an assistant professor.

In his role as University Architect, Cassell lead efforts to prepare a comprehensive survey and new plan for the campus and its facilities. The resulting 1929 and subsequent 1932 "Plan for the Proposed Development of Howard University" envisioned a much more formal arrangement of buildings and landscapes. The campus would be transformed into a more architecturally cohesive unit, reflecting the symmetry, formal elegance, and classical appeal of the Beaux Arts, Neoclassical Revival, and Colonial Revival styles. The buildings would be designed in the Georgian Revival style and would be symmetrically arranged around the

Main and Lower quadrangles. Cassell collaborated with the country's first licensed Black landscape architect David Williston in designing a scheme of formal plantings and gardens at key locations.

Congress was largely supportive of Howard University during the pre-New Deal years and the school's budget more than tripled during the Hoover administration. As outlined in Cassell's plan, the Hoover administration approved funding for a new Women's Dormitory (1931), a new heat-light-power plant (1936), the Chemistry Building (1936), Douglass Hall (1935), and Founder's Library (1937), all designed by Cassell.

In 1938 amid disagreements with the administration, Cassell was removed from his position. In 1938, prominent Black architects Hilyard R. Robinson and Paul R. Williams were commissioned to design Cook Hall, a new men's dormitory sited and styled in accordance with Cassell's plan. The last major building to be developed during this period with Public Works Administration funds was a tuberculosis annex to the Freedmen's Hospital, designed by white Washingtonian Waddy Wood and completed in 1941.



Cassell drawing for Founders Library

LEGEND

- - - Campus Boundary
- Existing Buildings
- Open Space
- Formal Landscape
- Athletic Field



Figure 3.11: Existing Campus



1932 Plan for Development Cassell

1950-1965 Modern Era Buildings

In the early 1950s, the General Services Administration (GSA) was tasked with developing another master plan for the campus. The GSA was established in 1949 to consolidate the government’s building management and procurement functions. Specifically, this new agency was formed to achieve standardization, direct purchase, mass production, and fiscal savings as it related to the design, construction, and management of civilian federal buildings.

The resulting 1951 Master Development Program proposed an ambitious construction program to accommodate an explosion in student enrollment. The 1951 plan embraced and continued the general framework and organization established in Cassell’s earlier plans for the University; however, in line with GSA’s Federal Architecture program, the new buildings constructed were Modernist in their concept, form, and styling, reflecting GSA’s goals of efficiency and economy. Building forms were much larger and deferential to a rational geometry rather than the larger context and classically-derived styles, altering the spatial relationships on the campus established by Cassell.

The buildings, which were specifically suggestive of the International style, were flat-roofed, utilized rectilinear form and massing, and employed minimal exterior treatments, all of which starkly contrasted with the classical revival styles

instituted by Cassell. Beyond the contrasting architectural style, the buildings constructed during this period decreased the feeling of openness and connection by limiting the visual impact of the surrounding community and creating a sense of disconnection with areas beyond the Main Quadrangle.

Between 1951 and 1961 – the last decade of President Mordecai Johnson’s administration – over \$24.6 million was appropriated for the construction of new buildings. Sixteen buildings were constructed between 1951 and 1969.

Ten of the sixteen buildings constructed as a result of the 1951 development plan were designed by prominent Modernist Black architects Hilyard Robinson and Paul Revere Williams. Robinson, who moved to Europe following his service in World War I to study the great masters of Bauhaus, believed that Modern architecture could foster



Downing Hall

social reform. Upon his return to the United States, he became the country's leading Black authority on public housing and was responsible for several large defense housing programs throughout the country.

As a practicing architect, he hired and trained many students from Howard University. Williams is well recognized as a master architect who practiced largely in Southern California during his lengthy and productive career. In 2017, Williams became the first African American architect to (posthumously) receive the American Institute of Architects Gold Medal. In 1931, Williams participated in a Howard University campus exhibition highlighting the work of licensed, practicing African American architects. A few years later, in 1935, Williams and Robinson established the Washington D.C.-based firm, Hilyard Robinson and Paul R. Williams. The Williams and Robinson partnership resulted in significant projects in Washington D.C., including Langston Terrace (1936), the first federally funded post-World War II public housing project. Robinson and Williams work on the Howard University campus during this period includes the School of Architecture and Engineering (Downing Hall, 1952), the School of Dentistry (Dixon Building, 1954), School of Pharmacy (Cooper Building, 1955), the Biology Department (Just Hall, 1956), Charles Drew Hall (1957), the Fine Arts Complex (1960), and the School of Human Ecology (now the HU Middle School, 1960).

Louis Justement, a prominent post-war Washington architect, was also actively engaged on campus, and his firm designed six university buildings during this period. They include the Medical School (Numa Adams Building, 1955),

Administration Building (1956), School of Law (now Mackey Building, 1956), John Burr Building for Physical Education (1964), and the College of Arts and Sciences (Locke Hall, 1964).

Late Twentieth Century Development (1966-1990); Influence of the 1966, 1971, 1975, 1986, and 1997 Campus Plans

In 1961, Dr. James Nabrit assumed the role of Howard University president. Under his leadership, an analysis of the University's existing conditions was conducted to determine how best to accommodate a sizable increase in the student population. Howard Mackey, head of Howard's Architecture Department, was engaged by the University to study GSA's 1951 Master Plan and propose alternatives to the physical development of the campus. The resulting 1966 Campus Plan, prepared by the firm of Justement, Elam, Callmer & Kidd, departed from earlier plans significantly in that it called for buildings to be built in accordance with the need for new space as opposed to grouping academic divisions and departments together. By doing this, Mackey claimed, facilities would be more flexible. In 1969, Dr. Nabrit stepped down as Howard University's president, and the Howard University Board of Trustees appointed Dr. James Cheek to assume the role.

Beginning with the 1966 plan, subsequent Campus Master Plans of the late-twentieth century (1971, 1975, 1981, 1986, 1997) departed from earlier plans significantly as the campus assumed a more urban rather than insular character, ignoring the hierarchy of spaces and cohesive collegiate architecture presented in Cassell's plans. The buildings developed during the late 1960s and 1970s continued to reflect a range



Burr Gymnasium



Lindsay Hall

of late-Modernist influences. This is reflected by the School of Social Work designed by Justement, Elam, Callmer and Kidd (Lindsay Hall, 1970) the Chemical Engineering building designed by Leroy Brown (1976), and The Blackburn Center (1978), designed by Dalton, Dalton, Little & Newport. Other buildings developed during this period were designed to be temporary, including Annex 2 (1970), the Early Learning Center (1970) and Academic Support Buildings (1975).

In 1967, the federal government transferred jurisdiction of the Freedmen’s Hospital to Howard University. In 1975, Howard closed the 1908 hospital upon the opening of the new and modern Howard University hospital located at the southern end of the campus on the site of Griffith Stadium (demolished 1965). The new hospital was designed by Smith, Hinchman and Grylls and Associates. The College of Medicine, which occupies the block between the former Freedmen’s Hospital and the current Howard University Hospital underwent significant renovations following the construction of the new hospital, including the addition of a connecting bridge, the addition of the Seely G. Mudd College of Medicine by Sulton Campbell and Associates (1979), and addition to the school of Dentistry in 1981.

Construction throughout the campus continued at a steady pace throughout the last quarter of the twentieth century. Additions to extant academic buildings and new construction continued in order to accommodate the University’s increased research and communications offerings. As with the previous development period, additions and new construction morphed to reflect a range of

late-modern and post-modern influences. This is reflected by three large buildings designed by Black Washingtonian architects: the School of Business designed by Sulton Campbell Associates (1984), and Howard Plaza Towers designed by Bryant and Bryant (1989).

During the last two decades of the twentieth century the University acquired numerous properties on the periphery of the campus and west of Georgia Avenue including, among others, a former PEPCO Service Station (now Howard University Service Station), the former Harambee House/Howard Inn (now Howard University Center), the former Corby Bakery Complex (now iLab/ISAS Building, Ralph J. Bunche International Affairs Center, and Physical Facilities Management Building), the former Miner Normal School, and Warehouse Service Building #2. Over the years, these buildings have been renovated and adapted for University uses.

2000-2020 - Twenty First Century Development

Campus buildings developed during the twenty-first century include Louis Stokes Health Sciences Library (designed by Hillier Group and Amos Bailey Arnold Associates, 2001), College Hall North and South (designed by McKissack and McKissack, 2016), and the Interdisciplinary Research Building (designed by HDR Architecture and Lance Bailey and Associates, 2016).

These developments reflect influences of contemporary design and sustainability. They feature use of modern materials, including glass and metal, along with masonry in an effort to relate to the historic character of the campus.



School of Business



HU Hospital

3.2.2 Historic Landmark Properties

Howard University Central Campus contains a number of historic and potentially historic buildings and sites that are significant both to the University and the District as a whole. Currently designated historic resources on the campus include one National Historic Landmark (NHL) historic district, two individual NHL buildings, and one building listed in the National Register of Historic Places (National Register).

National Historic Landmarks

National Historic Landmarks are buildings, sites, districts, structures, and objects that have been determined by the U.S. Secretary of the Interior to be nationally significant in American history and culture.

Howard University's central campus includes one National Historic Landmark (NHL) historic district and two individual NHL buildings. The NHL historic district encompasses Frederick Douglass Memorial Hall, Founders Library, Andrew Rankin Memorial Chapel, the Carnegie Building, and their immediate surroundings on the Main Quadrangle ("The Yard") and the Lower Quadrangle ("The Valley").

The district was recognized as an NHL in 2001 because of its association with the development of the US 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 Freedmen's Bureau, 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 within the boundaries of the Central Campus: the Mary Church Terrell House. The Mary Church Terrell

House, located at 326 T Street, NW in the LeDroit Park neighborhood and Historic District, was designated as an NHL in 1975.

National Register of Historic Places

The National Register, created by the National Historic Preservation Act of 1966, as amended, and implemented by 36 CFR Part 60, is the "nation's inventory of historic places and the national repository of documentation on the variety of historic property types, significance, abundance, condition, ownership, needs, and other information." Properties designated NHLs are automatically listed in the National Register.

In addition to the NHLs, Howard University's main campus includes one building that is listed in the National Register: the Miner Normal School (Miner Building). The Miner Building was originally constructed in 1913 as a teacher-training school for African Americans by the Board of Trustees of the Public Schools of the District of Columbia. The building was designed by Washington architect Leon E. Dessez under the supervision of Municipal Architect Snowden Ashford and named for Miss Myrtilla Miner (1815-1864), an educator who fought for the rights of Black teachers and students. The program was a major source of teachers and administrators for the segregated public schools in Washington and other southern communities. The building was individually listed in the National Register of Historic Places in 1991.

DC Inventory of Historic Sites

The DC Inventory of Historic Sites is the official list of historic landmarks and historic districts in the District of Columbia.

Howard University's main campus includes three buildings that are listed in the DC Inventory: Miner Building, Howard Hall, and the Mary Church Terrell House.

The NHL Historic District has not been formally listed in the DC Inventory. As such, only Miner Building, Howard Hall, and the Mary Church Terrell House are protected under DC's Historic Landmark and Historic District Protection Act (DC Law 2-144, as amended)

LEGEND

- - - Campus Boundary
- ▨▨▨▨ Designated National Historic Landmark
- ▨▨▨▨ Historic Landmarks and Districts Listed in the National Register of Historic Places and DC Inventory of Historic Sites.

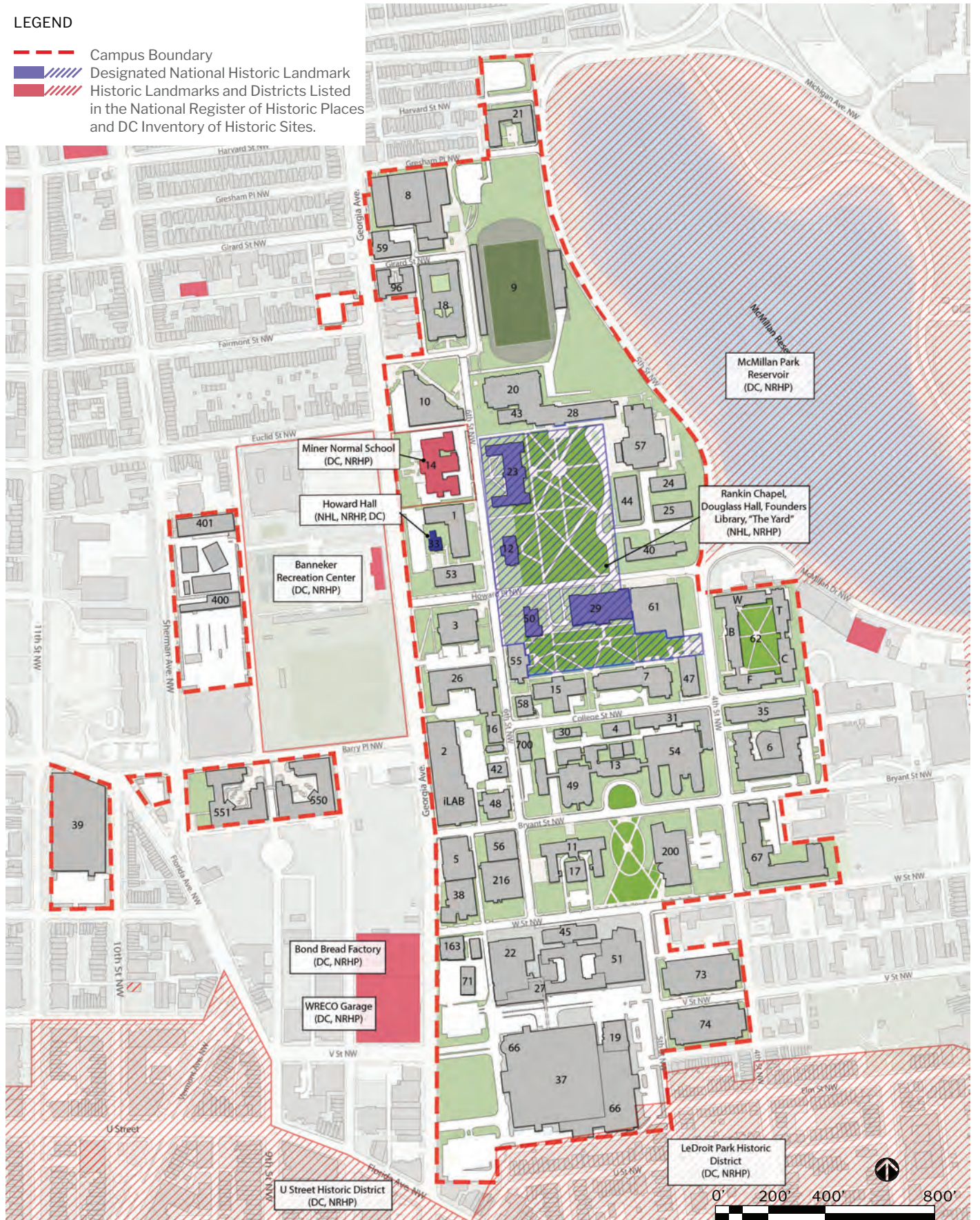


Figure 3.12: Historic Resources

LEGEND

- - - Campus Boundary
- Academic
- Research/Libraries
- Administration
- Athletic/Student Life
- Residence Halls
- Service/Support
- Healthcare
- Parking

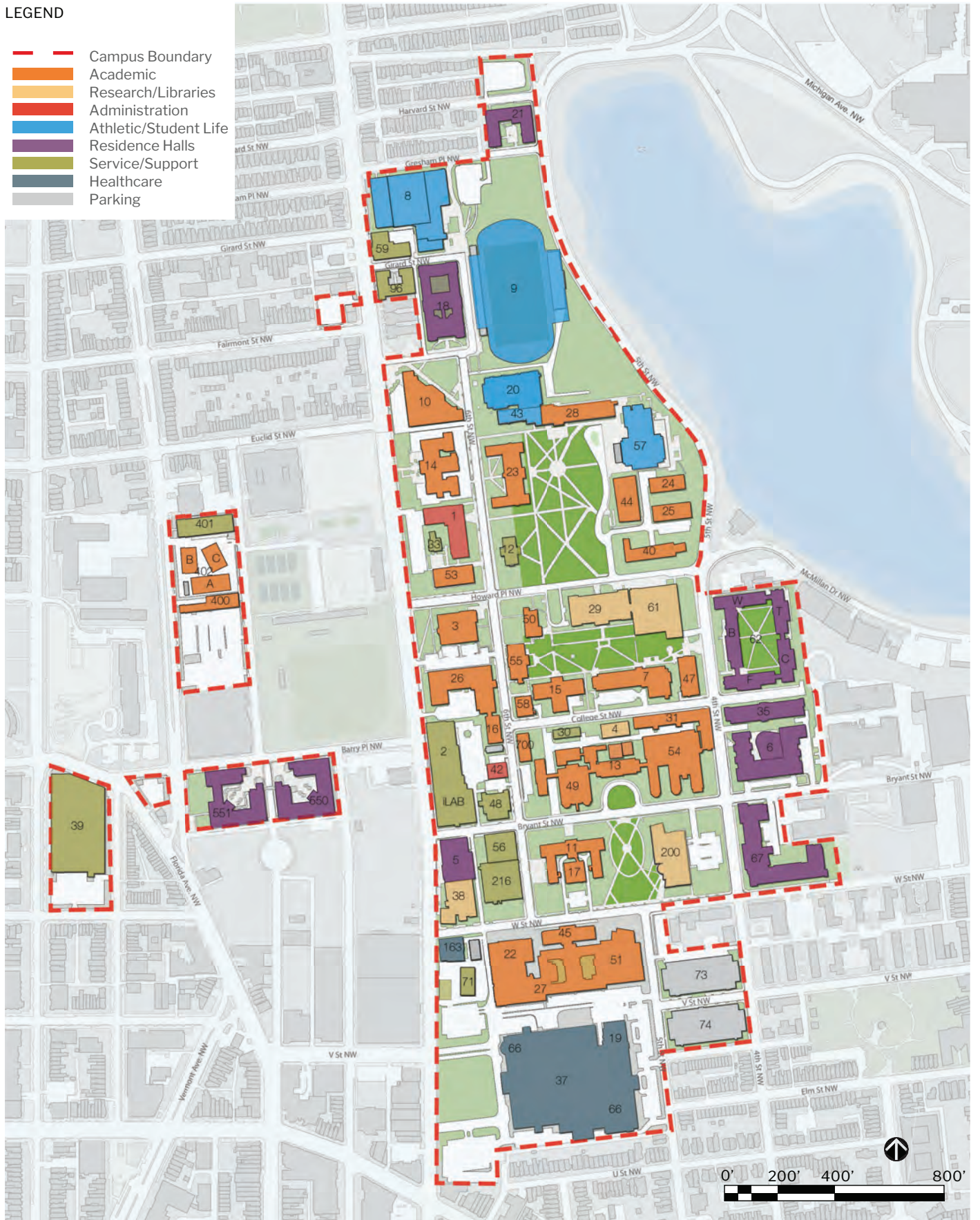


Figure 3.13: Central Campus Buildings by Use

3.3 Existing Buildings by Use

Howard University has approximately six million square feet of space in seventy-four buildings within its Central Campus boundary. For this campus plan, HU identified space/building typologies that include Academics, Administrative, Athletics, Health Care, Libraries/Research, Residence Halls, Support, Parking, and Other.

Concentrated at the north end of the campus are athletic & recreation functions with the Burr Gymnasium and Greene Stadium located along Georgia Avenue NW and 4th Street NW. Academic and student support/ service functions (library, instructional, student union, and administration facilities) occupy the campus core, from south of the stadium to V Street NW. The upper and lower quadrangles have a high concentration of academic core functions, while engineering, communications, and health sciences facilities are located between College and V streets. The southernmost section of the Central Campus is home to Howard University Hospital.

Academic facilities directly support the schools and colleges and include instructional spaces

as well as officing for units. Administrative facilities include space dedicated to university administrative functions.

Facilities listed as service and support include university-wide operational and specialized functions such as the Power Plant, Howard University Service Center, and the radio and television stations. Healthcare includes the Howard University Hospital, Cancer Research Center, Medical Arts Building, and other components of the healthcare enterprise.

Research and library facilities support the curriculum the university faculty and students. Although research endeavors occur across the campus, the facilities identified as research, such as the Interdisciplinary Research Building, focus primarily on user-based research support.

The residence hall facilities provide housing for undergraduate and graduate students. Lastly, included in the total space/building inventory are the two University parking structures that primarily serve HU Hospital complex. Athletic and student life facilities serve as the “third place” on campus which promotes student activity and interaction.

| Academic | Academic Modular Classroom Buildings | Service / Support |
|---|---|--|
| 3 Howard H. Mackey Building (Architecture) | 402 - A,B,C | 2 Wonder Plaza / Technology Center (ILAB) |
| 7 Ernest E. Just Hall (Biology Building) | Research / Libraries | 12 Andrew Carnegie Building |
| 10 School of Business | 4 Laser Chemistry Building | 30 People Soft Work Site |
| 11 Annex I (Nursing & Allied Health Sciences) | 29 Founders Library | 33 Oliver Otis Howard Hall |
| 13 Clilan B. Powell Building (Communications) | 38 Interdisciplinary Research Building | 34 Bethune Annex Cafeteria (see #6) |
| 14 Myrtila Miner Building | 61 Undergraduate Library | 39 HU Service Center |
| 15 Chemistry Building | 200 Louis Stokes Health Sciences Library | 48 Power Plant |
| 16 Chemical Engineering Building | Administration | 49 WHUR - Radio Station (within academic) |
| 17 Annex II (Allied Health Sciences) | 1 Mordecai W. Johnson Administration Building | 54 WHUT - TV Station (within academic) |
| 22 Russell A. Dixon Building (Dentistry) | 42 Ralph J. Bunche International Affairs Center | 56 PFM Storage Building |
| 23 Frederick Douglass Memorial Hall | Athletic / Student Life | 58 Early Learning Center |
| 24 Academic Support Building B | 8 John Burr Gymnasium | 59 University Warehouse #2 (Bank Building) |
| 25 Academic Support Building A (Education) | 9 William Greene Stadium | 71 Data Processing Center |
| 26 Lewis K. Downing Hall (Engineering) | 20 Louis Cramton Auditorium | 96 Howard Manor |
| 27 Old Medical Library | 43 Ira Aldridge Theater | 216 Old PFM & Old ISAS Building |
| 28 Lulu Vere Childers Hall (Fine Arts) | 57 Armour J. Blackburn University Center | 401 Harrison Brothers Building |
| 31 Annex III (Graduate School of A&S) | Residence Halls | Healthcare |
| 40 HU Middle School for Mathematics & Science | 5 Axis at Howard | 19 Cancer Research Center |
| 43 Ira Aldridge Theatre | 6 Mary McLeod Bethune Hall Annex | 37 Howard University Hospital |
| 44 Alain LeRoy Locke Hall (Arts & Science) | 18 George O. Cook Hall | 65 Hospital Towers Building |
| 45 Seeley G. Mudd Building (Medicine) | 21 Charles R. Drew Hall | 66 Ambulatory Care |
| 47 Chauncey L. Cooper Hall (Pharmacy) | 35 College Hall North | 163 Medical Arts Building |
| 50 Andrew Rankin Memorial Chapel | 62B Baldwin Hall (Tubman Quadrangle) | Parking |
| 51 Numa P.G. Adams Building | 62C Crandall Hall (Tubman Quadrangle) | 73 & 74 Parking Structures |
| 53 Inabel B. Lindsay Hall (Social Work) | 62F Frazier Hall (Tubman Quadrangle) | |
| 55 Wilbur P. Thirkield Hall (Physics) | 62T Truth Hall (Tubman Quadrangle) | |
| 400 Sculpture Studio (Fine Arts) | 62W Wheatly Hall (Tubman Quadrangle) | |
| 700 Mental Health Clinic | 67 College Hall South | |
| | 550 Howard Plaza Towers East | |
| | 551 Howard Plaza Towers West | |

Table 3.8: Existing Building Names

3.3.1 Existing Building Conditions

In 2019, Howard University conducted a comprehensive Facilities Condition Assessment (FCA) for the Central Campus. The overall effort included 57 buildings totaling over 4 million gross square feet of general education, administrative, housing, dining, recreational, athletics, and support space.

The average year built for the inspected buildings (weighted by gross square footage) is 1960, for an average age of 59 years old at the time of inspection. New construction projects have been minimal over the 150-year campus history. If the older buildings are to remain a functional part of the campus portfolio, they should be candidates for the next major renovation initiatives.

The Facility Condition Needs Index (FCNI) provides an industry-standard lifecycle cost comparison. It is a ratio of a facility’s 10-year renewal needs (including deferred maintenance) to the asset’s current replacement value. However, each facility should be examined independently for mitigating factors (i.e., historic structures, temporary structures, facilities with abnormally low replacement costs, such as warehouses).

As of December 2019, The average FCNI of the 57 inspected buildings was 0.33 or “Fair.” The low FCNI average suggests that historically, campus facilities have been underfunded relative to the national average. Over the past several decades, the lack of funding allocated to significant capital renovations and new construction (replacing aging assets) has placed the university in a difficult position regarding its facilities.

Howard has numerous aging buildings that have not seen significant renovations or replaced with newer buildings. The table (Table 3.8) and accompanying map (Fig. 3.14) illustrate current FCNI values at the central campus by building.

3.3.2 Instructional Space Utilization Analysis

Current university space utilization must be addressed to establish a space strategy to accommodate projected future enrollment growth and its associated space and facility needs. Two critical drivers are:

1. Expected enrollment increases to 15,000 during the ten-year planning period, and

2. The decommissioning of 13% of existing classrooms and laboratories during the ten-year planning period.

With enrollment growth predicted mostly in STEM programs, Howard University will need to increase

| ASSET # | ASSET NAME | USE | YEAR BUILT | SQUARE FEET | FCNI |
|--------------------------------|---|-----|------------|-------------|------|
| > 0.60 (Replace) | | | | | |
| 50 | ANDREW RANKIN MEMORIAL CHAPEL | RF | 1894 | 8,412 | 0.81 |
| 13 | C. B. POWELL BUILDING | CL | 1908 | 134,000 | 0.69 |
| 15 | CHEMISTRY BUILDING | LB | 1936 | 67,524 | 0.66 |
| 31 | FREEDMAN'S ANNEX III | CL | 1940 | 42,000 | 0.62 |
| 19 | CANCER RESEARCH CENTER | LB | 1980 | 64,985 | 0.61 |
| 0.60 – 0.51 (Poor) | | | | | |
| 51 | NUMA ADAMS BUILDING | CL | 1935 | 213,669 | 0.6 |
| 4 | CHEMISTRY LASER RESEARCH | LB | 1912 | 6,700 | 0.58 |
| 3 | HOWARD MACKAY BUILDING | CL | 1956 | 63,367 | 0.54 |
| 0.50 – 0.31 (Below Avg) | | | | | |
| 56 | PFM STORAGE BUILDING | OF | 1950 | 34,575 | 0.49 |
| 28 | LULU VERE CHILDERS HALL (FINE ARTS) | CL | 1960 | 101,950 | 0.48 |
| 22 | DIXON BUILDING | CL | 1954 | 172,924 | 0.46 |
| 54 | WHUT TELEVISION STATION | OF | 1980 | 41,658 | 0.45 |
| 96 | HOWARD MANOR | DM | 1939 | 75,000 | 0.45 |
| 48 | POWER PLANT | ST | 1934 | 18,360 | 0.44 |
| 16 | CHEMICAL ENGINEERING BLDG | LB | 1977 | 20,500 | 0.42 |
| 55 | WILBUR THIRFIELD HALL - PHYSICS | LB | 1909 | 30,900 | 0.42 |
| 26 | LEWIS K. DOWNING HALL | CL | 1952 | 98,856 | 0.41 |
| 44 | ALAIN LOCKE HALL (ARTS AND SCIENCES) | CL | 1964 | 68,821 | 0.41 |
| 355 | HOUSTON HALL | CL | 1935 | 79,304 | 0.41 |
| 45 | SEELEY G. MUDD | CL | 1979 | 60,000 | 0.4 |
| 59 | UNIVERSITY WAREHOUSE 2 | WH | 1950 | 47,500 | 0.39 |
| 353 | NOTRE DAME HALL | OF | 1960 | 40,274 | 0.39 |
| 7 | ERNEST EVERETT JUST HALL | LB | 1954 | 84,777 | 0.37 |
| 34 | BETHUNE ANNEX CAFETERIA | FS | 1994 | 10,000 | 0.37 |
| 352 | LAW SCHOOL MAINTENANCE BUILDING | ST | 1978 | 4,934 | 0.36 |
| 29 | FOUNDERS LIBRARY | LY | 1937 | 121,395 | 0.34 |
| 53 | INABEL BURNS LINDSAY HALL (SOCIAL WORK) | CL | 1970 | 33,185 | 0.34 |
| 354 | HOLY CROSS HALL | CL | 1901 | 51,032 | 0.34 |
| 25 | ACADEMIC SUPPORT BLDG A (SCHOOL OF ED) | OF | 1975 | 20,710 | 0.33 |
| 24 | ACADEMIC SUPPORT BUILDING B | OF | 1975 | 20,710 | 0.33 |
| 1 | MORDECAI WYATT JOHNSON BUILDING | OF | 1956 | 87,305 | 0.32 |
| 39 | HOWARD UNIVERSITY SERVICE CENTER | OF | 1903 | 233,173 | 0.31 |
| 0.30 – 0.21 (Fair) | | | | | |
| 2 | WONDER PLAZA | OF | 1909 | 110,000 | 0.29 |
| 20 | LOUIS CRAMTON AUDITORIUM | TH | 1960 | 37,400 | 0.29 |
| 163 | MEDICAL ARTS BUILDING | MC | 1979 | 30,396 | 0.29 |
| 10 | SCHOOL OF BUSINESS | CL | 1984 | 130,859 | 0.28 |
| 18 | GEORGE COOK HALL | DM | 1937 | 83,444 | 0.28 |
| 43 | IRA ALDRIDGE THEATER | TH | 1960 | 8,765 | 0.28 |
| 8 | JOHN BURR GYMNASIUM BUILDING | GM | 1964 | 134,356 | 0.27 |
| 12 | CARNEGIE BUILDING | OF | 1910 | 14,639 | 0.23 |
| 49 | WHUR RADIO STATION | OF | 1980 | 10,300 | 0.23 |
| 47 | CHAUNCEY L. COOPER HALL - PHARMACY | LB | 1955 | 37,420 | 0.22 |
| 57 | ARMOUR J. BLACKBURN UNIVERSITY CENTER | FS | 1979 | 145,000 | 0.22 |
| 0.20 – 0.11 (Good) | | | | | |
| 27 | OLD MEDICAL LIBRARY | OF | 1981 | 15,700 | 0.2 |
| 21 | CHARLES DREW HALL | DM | 1957 | 88,979 | 0.19 |
| 42 | RALPH BUNCHE INTERNATIONAL AFFAIRS CTR | CL | 1906 | 7,500 | 0.19 |
| 200 | LOUIS STOKES HEALTH SCIENCES LIBRARY | LY | 2001 | 77,335 | 0.18 |
| 600 | HOWARD UNIVERSITY RESEARCH BUILDING #1 | OF | 2003 | 50,025 | 0.17 |
| 401 | HARRISON BROTHERS BUILDING | WH | 1951 | 25,250 | 0.16 |
| 40 | HU MIDDLE SCHOOL FOR MATH AND SCIENCE | SK | 1960 | 39,433 | 0.13 |
| 350 | NEW LAW LIBRARY | LY | 2001 | 88,100 | 0.13 |
| 400 | SCULPTURE STUDIO (FINE ARTS) | CL | 1963 | 10,098 | 0.13 |
| 6 | MARY MCLEOD BETHUNE ANNEX | DM | 1994 | 225,000 | 0.12 |
| 0.10 – 0.00 (Excellent) | | | | | |
| 58 | EARLY LEARNING CENTER | CL | 1970 | 8,816 | 0.08 |
| 35 | COLLEGE HALL NORTH | DM | 2014 | 138,829 | 0.04 |
| 67 | COLLEGE HALL SOUTH | DM | 2014 | 254,983 | 0.04 |
| 38 | INTERDISCIPLINARY RESEARCH BUILDING | LB | 2015 | 81,670 | 0.02 |

$$FCNI = \frac{\text{Facility Renewal}}{\text{Current Replacement Value}}$$

Table 3.9: Building Condition

LEGEND

| | | |
|--|-----------------|-----------|
| | Campus Boundary | |
| | Excellent | 0.0-0.10 |
| | Good | 0.11-0.20 |
| | Fair | 0.21-0.30 |
| | Below Avg. | 0.31-0.50 |
| | Poor | 0.51-0.60 |
| | Critical | 0.60+ |
| | Not assessed | |

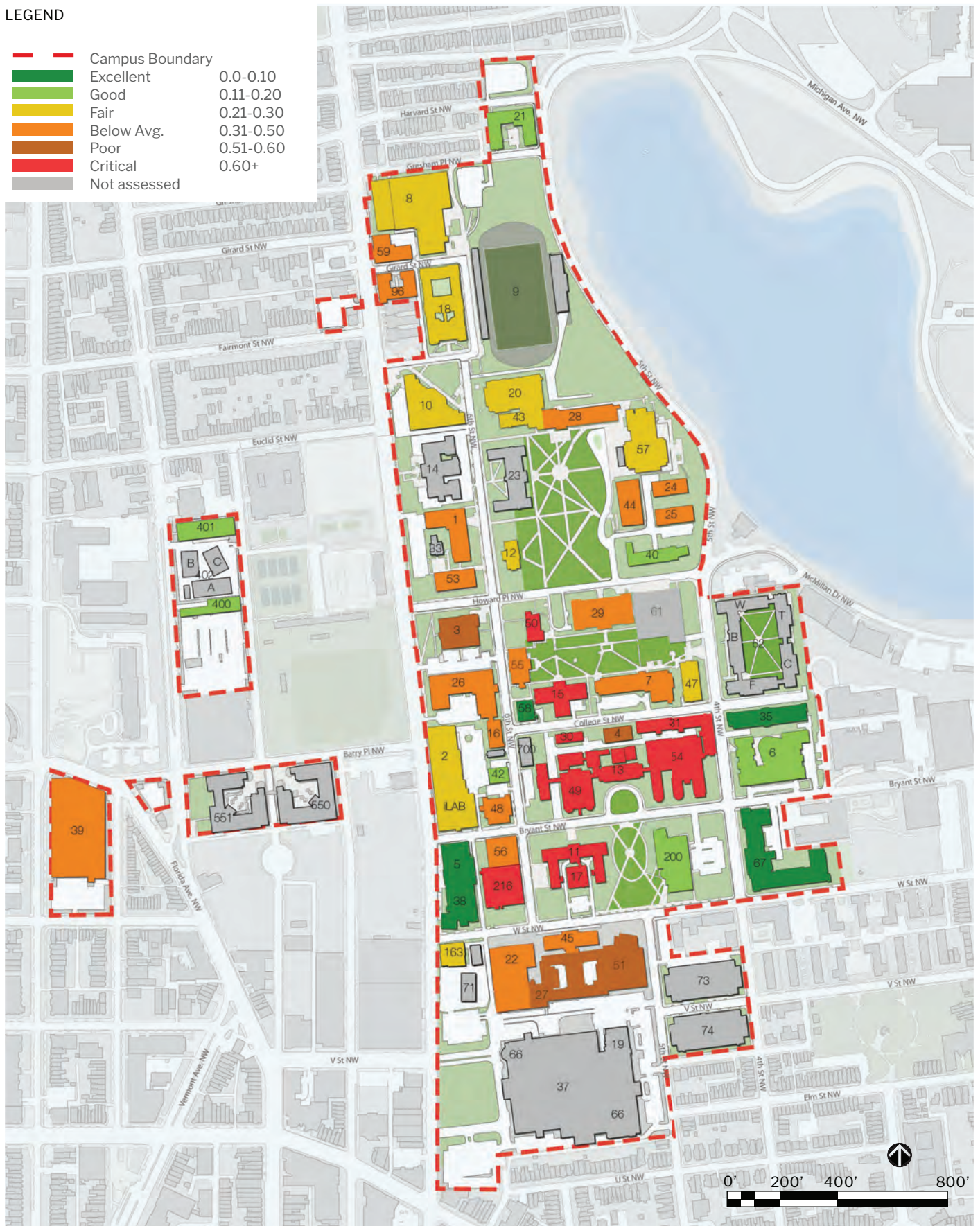


Figure 3.14: Building Conditions

the amount of laboratory space on campus by 43%. Furthermore, additional classrooms, particularly those under 20 seats, will support more individual attention, increased participation, and better communication between instructors and students.

To understand the utilization of existing instructional spaces on campus, we utilized a combination of course curricula, data analytics, and space typologies. Each space's capacity was calculated by taking the net assignable area and dividing by the following industry-standard areas per seat (25 square feet for a classroom), (75 square feet for a lab).

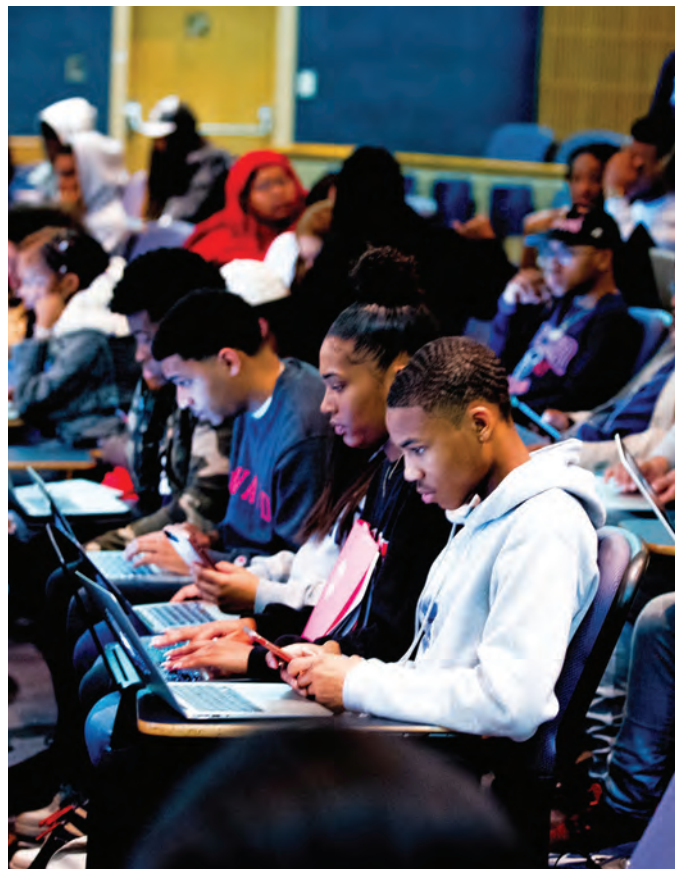
The Campus Plan document contains the utilization analysis of instructional spaces on the Central Campus. The purpose of the analysis is to understand expected future requirements and inform capital planning and the Central Campus Plan. The following table details the existing count of Central Campus instructional space. Buildings in red would be decommissioned or demolished during the 10-year planning period.

3.3.3 Analysis Process Diagram

The adjacent diagram (Table 3.10) details the analysis process, highlighting how each piece of data, assumption, and target utilization contributes to determining the future requirement.

Weekly student contact hours (hours of scheduled instruction given to students in a classroom or Class Laboratory) can be determined from the course schedule and are assumed to increase in proportion to the student population growth. The actual enrollment per course determines a required room size. The total weekly student contact hours, divided by the hours a room can accommodate, determines a total required room count by space type.

For example, a course with an actual enrollment of 16 students could be assigned to a small classroom of 20 seats, achieving the seat utilization target for classrooms of 80%. This classroom can be scheduled for 30 hours a week, achieving the room utilization target for classrooms of 75% of the 40 available hours. Assuming it is a 3-credit course, equivalent to 3 weekly contact hours, this course would use 10% of a classroom's scheduled hours. Ideally, ten of



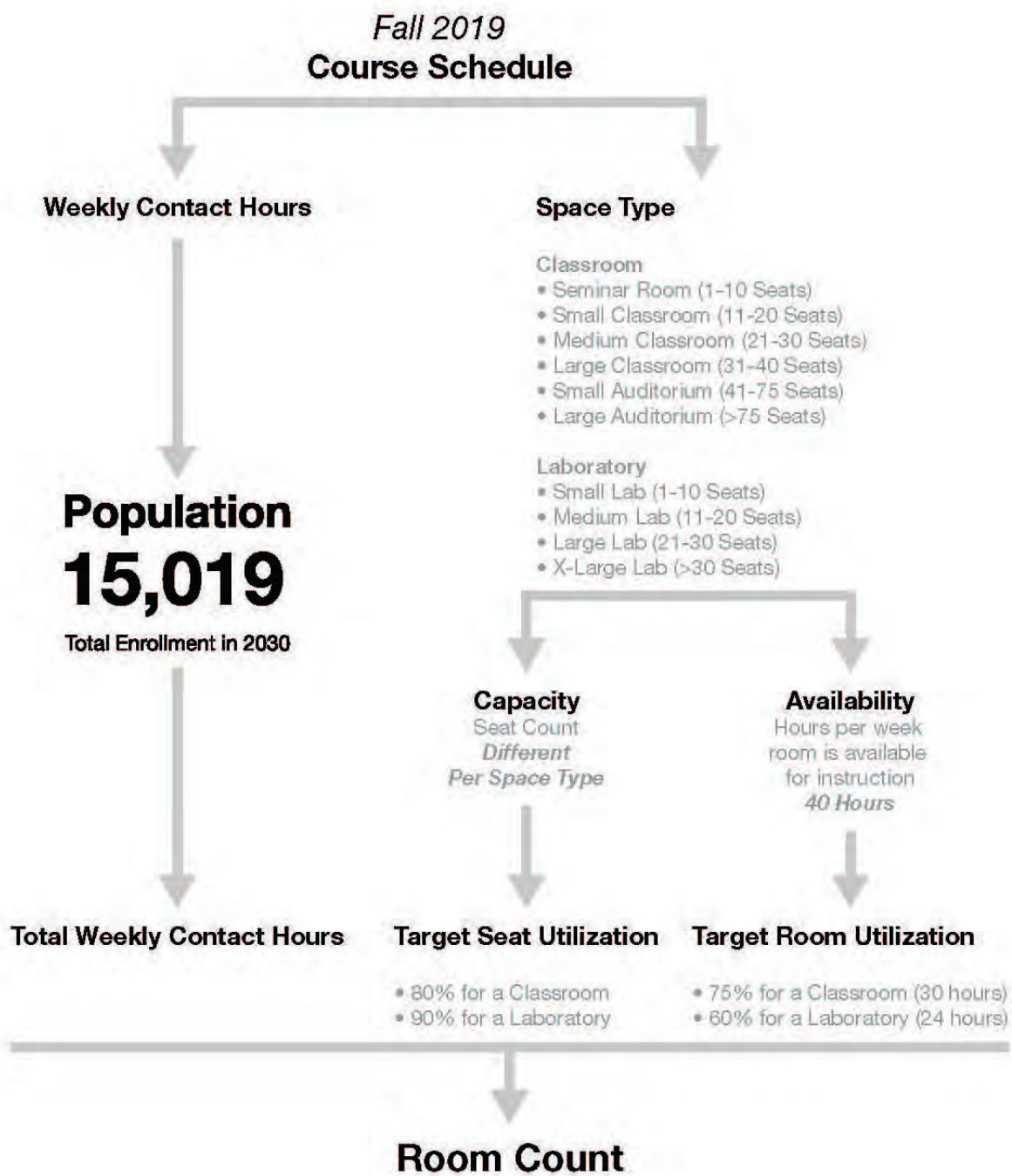


Table 3.10: Analysis Process Diagram

these courses could share a single classroom throughout a week, and an eleventh course would trigger the requirement for an additional classroom.

3.3.4 Instructional Space Inventory

The focus of this analysis is the utilization of spaces used for scheduled instruction. This includes the following two room types as classified in the existing inventory of instructional space provided by Howard University:

Classroom (110)

Definition

A room or space used primarily for instruction classes and that is not tied to a specific subject

or discipline by equipment in the room or the configuration of the space.

Description

Includes rooms or spaces generally used for scheduled instruction that require no special, restrictive equipment or configuration. These spaces may be called lecture rooms, lecture-demonstration rooms, seminar rooms, and general-purpose classrooms. A classroom may be equipped with tablet armchairs (fixed to the floor, joined in groups, or flexible in the arrangement), tables and chairs (as in a seminar room), or similar types of seating. These spaces may contain multimedia or telecommunications equipment. A classroom may be furnished with special equipment (e.g., globes, pianos, maps, computers, network connections)

| Space Type | 110 - CLASSROOM | | | | | | 210 - CLASS LAB | | | | Total Count |
|---------------------------------------|-----------------|-----------------|------------------|-----------------|------------------|------------------|-----------------|------------|-----------|-------------|-------------|
| | Seminar Room | Small Classroom | Medium Classroom | Large Classroom | Small Auditorium | Large Auditorium | Small Lab | Medium Lab | Large Lab | X-Large Lab | |
| Building I | | | | | | | | | | | |
| 003 - Howard Mackey Building | | 2 | 5 | 1 | | 1 | 3 | 6 | 1 | | 19 |
| 005 - Howard University Center | 3 | | | | | | 2 | | | | 5 |
| 006 - Bethune Hall Annex | | | 1 | | 1 | | | | | | 2 |
| 007 - Biology Building | | | 3 | | 1 | 1 | 3 | 2 | | | 10 |
| 008 - Burr Gymnasium | | 1 | 1 | | | | | | | | 2 |
| 010 - Business School of | 1 | 4 | | 2 | 4 | 6 | 2 | 1 | | | 20 |
| 011 - School of Nursing Allied Health | 2 | 9 | 4 | 2 | 1 | | 12 | 1 | | | 31 |
| 012 - Carnegie Building | | 1 | | | | | | | | | 1 |
| 013 - Communications School of | 7 | 24 | 5 | 1 | | 2 | 6 | | | | 45 |
| 014 - Miner Building | | 4 | | | 1 | | | | | | 5 |
| 015 - Chemistry Building | | 3 | 2 | | | 1 | 1 | 7 | | | 14 |
| 016 - Chem Engr Bldg | | 5 | 1 | 1 | | | 4 | | | | 11 |
| 017 - Freedman S Annex II | 1 | | | | | | | | | | 1 |
| 019 - Cancer Research Center | 4 | 2 | | | | | 4 | | | | 10 |
| 022 - Dentistry College of | 1 | 3 | 2 | | 4 | 1 | 5 | | | 1 | 17 |
| 023 - Douglass Hall | 1 | 11 | 14 | 2 | 1 | | 1 | 1 | | | 31 |
| 024 - Academic Support Building A | | 2 | 1 | | | | 2 | | | | 5 |
| 025 - Academic Support Building B | | 1 | | | | | | | | | 1 |
| 026 - Engineering College of | 1 | 3 | 1 | 1 | 1 | 1 | 10 | 5 | | | 23 |
| 027 - Old Med Library | | | | | | | | 1 | | | 1 |
| 028 - Fine Arts College of | 1 | 5 | 3 | | 1 | | 73 | 4 | 2 | | 89 |
| 029 - Founders Library | | | | | 1 | | | | | | 1 |
| 031 - Freedman S Sq Wing I | 1 | 2 | | 1 | | | 1 | | | | 5 |
| 044 - Arts And Sciences College of | 3 | 3 | 7 | | 1 | | 5 | 4 | | | 23 |
| 045 - Seeley G Mudd Building | | 6 | | | | 2 | | | | 1 | 9 |
| 047 - Pharmacy College of | 3 | | | | 1 | | 3 | | 2 | | 9 |
| 051 - Medicine College of East | | | 1 | | 2 | 2 | 19 | 2 | | 1 | 27 |
| 053 - Social Work School of | 1 | 1 | 7 | 1 | | 1 | | | | | 11 |
| 055 - Physics Building | | | | 2 | | 1 | 7 | 3 | | | 13 |
| 163 - Medical Arts Building | 1 | | | | | | | | | | 1 |
| 200 - Health Sciences Library | | 1 | 1 | | | | | | | | 2 |
| 216 - 2216 Sixth Street | | 2 | | | | | 2 | | | | 4 |
| 400 - Doors More Building | | | | | | | 1 | | 1 | | 2 |
| 600 - Hu Research Building #1 | | 2 | 1 | | 1 | | | | | | 4 |
| Ann1 - Annex 1 | 3 | 9 | 4 | 2 | 1 | | 12 | 1 | | | 32 |
| Existing Count | 34 | 106 | 64 | 16 | 22 | 19 | 178 | 38 | 6 | 3 | 488 |
| To Be Decommissioned | 6 | 18 | 11 | 1 | 5 | 3 | 13 | 4 | | 2 | 63 |
| Available Count | 28 | 88 | 53 | 15 | 17 | 16 | 165 | 34 | 6 | 1 | 423 |

Table 3.11: Instructional Space Count

appropriate to a specific area of study, if this equipment does not render the space unsuitable for use by classes in other areas of study.

Class Laboratory (210)

Definition

A space used primarily for formally or regularly scheduled instruction (including associated mandatory, but non-credit-earning laboratories) that require special-purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline. A space is considered scheduled if the activities generate weekly student contact hours (WSCHs), the activities fulfill course requirements, and/or there is a formal convener present.

Description

A class laboratory is designed for or furnished with 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. Included in this category are spaces generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, (group) music practice rooms, language laboratories, (group) studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped rooms, if they are used primarily for group instruction in

formally or regularly scheduled classes. Computer rooms used primarily to instruct students in the use of computers are classified as class laboratories if that instruction is conducted primarily in formally or regularly scheduled classes.

Space use codes represent the recommended central or core concepts for classifying the assignable space, by use, within campus facilities.

The definition and description of each space is quoted from the aforementioned Postsecondary Education Facilities Inventory and Classification Manual.

Instructional Spaces have been categorized into the following space types by capacity:

Types of Classrooms

- Seminar Room (1-10 Seats)
- Small Classroom (11-20 Seats)
- Medium Classroom (21-30 Seats)
- Large Classroom (31-40 Seats)
- Small Auditorium (41-75 Seats)
- Large Auditorium (>75 Seats)

Types of Laboratories

- Small Lab (1-10 Seats)
- Medium Lab (11-20 Seats)
- Large Lab (21-30 Seats)
- X-Large Lab (>30 Seats)

| Space Type | Existing Count | To Be Decommissioned | Available Count | Total Future Requirement | To Be Constructed |
|--------------------------------|----------------|----------------------|-----------------|--------------------------|-------------------|
| Classroom | | | | | |
| Seminar Room (1-10 Seats) | 34 | 6 | 28 | 90 | 62 |
| Small Classroom (11-20 Seats) | 106 | 18 | 88 | 41 | - |
| Medium Classroom (21-30 Seats) | 64 | 11 | 53 | 50 | - |
| Large Classroom (31-40 Seats) | 16 | 1 | 15 | 32 | 17 |
| Small Auditorium (41-75 Seats) | 22 | 5 | 17 | 38 | 21 |
| Large Auditorium (>75 Seats) | 19 | 3 | 16 | 13 | - |
| | 261 | 44 | 217 | 264 | 100 |
| Laboratory | | | | | |
| Small Lab (1-10 Seats) | 178 | 13 | 165 | 117 | - |
| Medium Lab (11-20 Seats) | 38 | 4 | 34 | 49 | 15 |
| Large Lab (21-30 Seats) | 6 | | 6 | 54 | 48 |
| X-Large Lab (>30 Seats) | 3 | 2 | 1 | 17 | 16 |
| | 225 | 19 | 206 | 237 | 79 |
| | 486 | 63 | 423 | 501 | 179 |

Table 3.12: Projected Future Instructional Space Count by Type

| Howard University – Existing Inventory | | |
|--|-------------|-----------------|
| Residence Halls | Unit Type | Design Capacity |
| Bethune Annex | Suite Style | 550 |
| College Hall North | Suite Style | 495 |
| College Hall South | Suite Style | 894 |
| George Cook Hall | Suite Style | 200 |
| Charles Drew Hall | Traditional | 330 |
| Harriet Tubman Quad | Traditional | 650 |
| Howard Plaza Towers, East | Apartments | 910 |
| Howard Plaza Towers, West | Apartments | 890 |
| Axis at Howard | Apartments | 176 |
| Total Beds | | 5,095 |

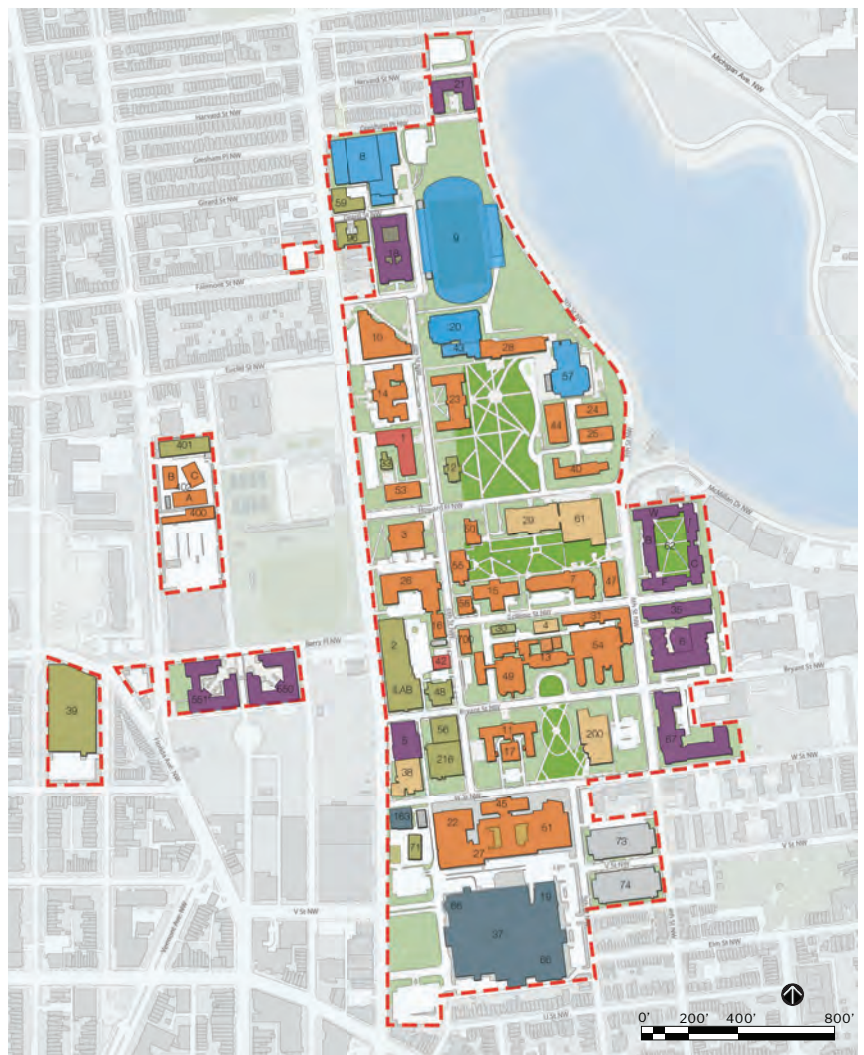
Table 3.13: Residence Hall Bed Count

LEGEND

- Campus Boundary
- Academic
- Research/Libraries
- Administration
- Athletic/Student Life
- **Dormitories**
- Service/Support
- HU Hospital
- Parking

Residence Halls

- 5 Axis at Howard
- 6 Mary McLeod Bethune Hall Annex
- 18 George O. Cook Hall
- 21 Charles R. Drew Hall
- 35 College Hall North
- 62B Baldwin Hall (Tubman Quadrangle)
- 62C Crandall Hall (Tubman Quadrangle)
- 62F Frazier Hall (Tubman Quadrangle)
- 62T Truth Hall (Tubman Quadrangle)
- 62W Wheatly Hall (Tubman Quadrangle)
- 67 College Hall South
- 550 Howard Plaza Towers East
- 551 Howard Plaza Towers West



3.3.5 Residence Life Inventory

Howard’s Residence Life system currently has a design capacity of 5,095 beds. Shared occupancy options allow the system to accommodate 5,291 students, which represents roughly 56% of total University enrollment. This is an acceptable percentage for many universities with an urban, residential campus such as Howard University’s central campus in Washington, D.C. However, within the Washington D.C. context, rental housing in the immediately surrounding neighborhoods is either high priced or of low quality.

The University aspires to provide approximately 2,500 additional beds as part of projects F1, F2 and J to accommodate a projected enrollment of 15,000 eligible students by 2030.

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 policies, programming opportunities, and student preference.

3.4 Existing Landscape & Open Space

3.4.1 Campus Character

The campus landscape character inspires a sense of community and celebrates the history and legacy of Howard University. The existing building arrangements create formal open spaces and quadrangles, organized by axial pathways, lawn panels, planting beds, legacy trees, and commemorative elements. These flexible spaces facilitate gatherings of students, faculty, staff, alumni and community.

The informal open spaces include entrance plazas, corridors between the buildings, and streetscapes. These spaces also contribute by providing connectivity and areas to gather. The Master Plan should preserve and enhance these types of spaces throughout the campus.

On-campus athletic facilities and the nearby Banneker Park accommodate sports and fitness activities. The flexible streets around the athletic

facilities should continue to accommodate temporary closures for enhanced pedestrian movement during events.

3.4.2 Open Space

Howard’s open spaces, network of pathways, and public realm all form a network and physical environment that creates the backdrop for the overall campus experience. The open space network should continue to support the functional needs of the surrounding built structures, offer flexible spaces for students, faculty and alumni to gather, and serve as a community resource for the surrounding neighbors. The goals for the Open Space Plan include:

- Preserve the iconic views: Founders Library, the McMillian Reservoir, views across the Quadrangles and The Long Walk.
- Preserve the formal gateways and gates to the Upper Quadrangle.
- Promote natural views within the framework of the campus and physical access to nature.
- Preserve significant landscapes sacred to the pride of Howard University’s tradition.
- Maintain the formality and flexibility of the Upper and Lower Quadrangles



- Ensure the appropriate treatment of heritage trees.
- Build on the best landscape planning aspects of the existing campus. Ensure that future landscape interventions are context-driven.
- Place open spaces strategically within new developments to create seamless connections and memorable places.
- Create a consistent palette of materials abutting the public realm that offer high aesthetics in a manner that is maintainable when considering life cycle costs.
- Incorporate low impact sustainable technologies to treat stormwater and conserve energy.
- Advance the goal of providing alternative transportation options on campus. Improve pedestrian corridors and implement roadways that promote bicycle and pedestrian circulation.
- Maintain open edges that integrate the campus with the surrounding community.
- Replace, where possible, greenspace areas that are utilized for critical development projects with new landscapes of comparable quality and type.
- Enhance the gateways and streetscape experience along Georgia Avenue and 5th Street NW at McMillan Reservoir.

3.4.3 Legacy Environments

“The Long Walk,” a reflection of the growth and development individuals face along their journey at Howard, is historically rendered into the landscape as the processional walk from the Childers Hall to Founders Library.

Part of the Howard University legacy translated into the campus open space includes the commemorative elements created and placed by different Greek organizations. These elements are found primarily in the Upper Quad and the Lower Quad and range in size and scale.

Four historic gates lead to the Upper Quad. Two vehicular gates on Howard Place and two

pedestrian gates on 6th street. Brick pillars support these ornamental iron structures.

3.4.4 Tree Canopy

Trees serve an essential role within the urban campus at Howard University. They provide clean air by removing carbon dioxide and other pollutants; stormwater management by absorbing runoff; create shade that contributes to building energy savings and temperature reduction, habitats for wildlife, enhancements for the outdoor amenity spaces, and contributes to the campus identity.

The tree canopy coverage is the furthest extent of an individual tree’s crown. The extent of the tree dripline identifies the tree’s critical root zone. It is vital to maintain as much canopy coverage and critical root zone as possible to preserve healthy trees. Only 5% of the Campus is covered by tree canopy. A healthy percentage of tree canopy cover should be at least 40% to meet the city-wide goal. The following are the goals for the Howard University tree canopy:

1. Preserve identified trees of high value.
2. Identify areas for additional tree planting.
3. Consider open space function and viewsheds when planting trees within the campus landscape.
4. Prepare and execute tree protection plans during future campus development.
5. Plant new trees and provide healthy soil volumes.
6. Replace trees that are in Poor Condition.
7. Manage pests, diseases, and invasive species.
8. Promote species diversity.
9. Tree preservation education for campus organizations.

DC has a City-wide tree canopy goal of 40% canopy coverage by 2032. The following DC laws are in place to protect the existing tree canopy:

- Urban Forestry Preservation Act of 2002
- Tree Canopy Protection Amendment Act of 2016

LEGEND

- - - Campus Boundary
- Existing Buildings
- Open Space
- Formal Landscape
- Athletic Field
- Proposed Trees
- Perceived Space

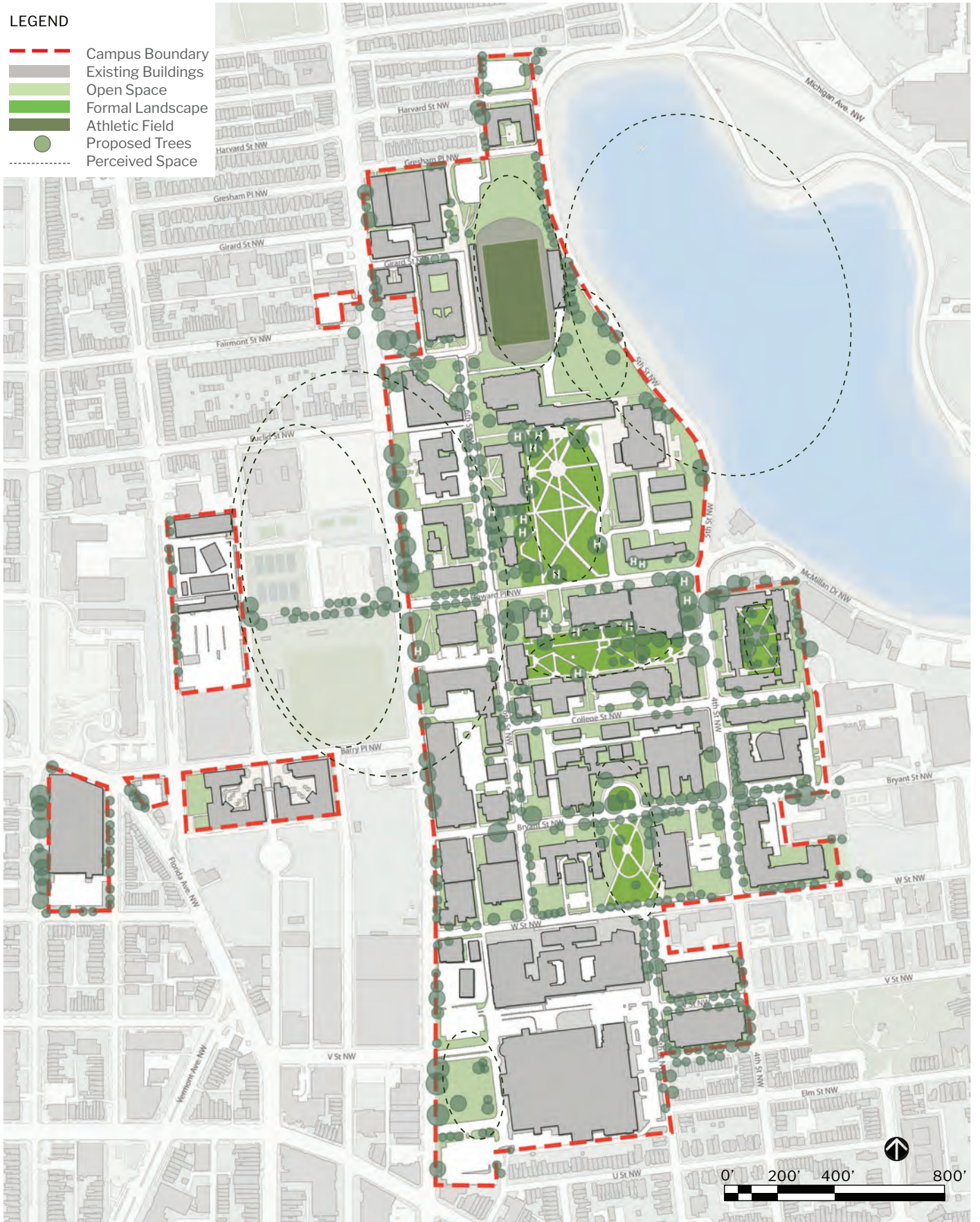


Figure 3.15: Landscape & Tree Canopy

LEGEND

- - - Campus Boundary
- Topography Lines
- Special Trees - Fair/Excellent
- Heritage Trees
- Special Trees - Fair/Poor
- Trees in Poor Condition
- Trees less than 14 diameter to be removed
- trees less than 14 diameter to remain



Figure 3.16: Tree Canopy
 79 Howard University

| Map Number | Common Name | Scientific Name | (Trunk Diameter in Inches Measured at 4.5 FT) | Condition | DC Heritage Tree |
|------------|------------------|--------------------------|---|-------------|------------------|
| 1 | Willow Oak | <i>Quercus phellos</i> | 11.9 | Good | |
| 2 | Pin Oak | <i>Quercus palustris</i> | 19.1 | Fair | |
| 3 | Pin Oak | <i>Quercus palustris</i> | 15.8 | Fair | |
| 4 | Pin Oak | <i>Quercus palustris</i> | 12.2 | Fair | |
| 5 | Pin Oak | <i>Quercus palustris</i> | 20.4 | Fair | |
| 6 | Willow Oak | <i>Quercus phellos</i> | 24.3 | Good/Fair | |
| 7 | Willow Oak | <i>Quercus phellos</i> | 23.5 | Good/Fair | |
| 8 | Willow Oak | <i>Quercus phellos</i> | 21.3 | Good/Fair | |
| 9 | Willow Oak | <i>Quercus phellos</i> | 15.2 | Good/Fair | |
| 10 | Willow Oak | <i>Quercus phellos</i> | 17.2 | Fair | |
| 11 | Northern Red Oak | <i>Quercus rubra</i> | 23.1 | Poor | |
| 12 | Willow Oak | <i>Quercus phellos</i> | 24.8 | Good/Fair | |
| 13 | Pin Oak | <i>Quercus palustris</i> | 21.6 | Fair | |
| 14 | Pin Oak | <i>Quercus palustris</i> | 34.7 | Excellent | Heritage |
| 15 | Water Oak | <i>Quercus nigra</i> | 35 | Fair | Heritage |
| 16 | Pin Oak | <i>Quercus palustris</i> | 37.6 | Good | Heritage |
| 17 | Pin Oak | <i>Quercus palustris</i> | 26 | Good/Fair | |
| 18 | Sugar Maple | <i>Acer saccharum</i> | 15.7 | Fair/Poor - | |
| 19 | Silver Maple | <i>Acer saccharinum</i> | 33.7 | Poor | Heritage |
| 20 | Willow Oak | <i>Quercus phellos</i> | 42.3 | Good/Fair | Heritage |
| 21 | Water Oak | <i>Quercus nigra</i> | 38.2 | Fair | Heritage |
| 22 | Siberian Elm | <i>Ulmus pumila</i> | 30.3 | Fair/Poor - | |
| 23 | Water Oak | <i>Quercus nigra</i> | 42 | Good/Fair | Heritage |
| 24 | Northern Red Oak | <i>Quercus rubra</i> | 44.4 | Good | Heritage |
| 25 | Northern Red Oak | <i>Quercus rubra</i> | 36.5 | Fair | Heritage |
| 26 | Northern Red Oak | <i>Quercus rubra</i> | 32.2 | Fair/Poor - | Heritage |
| 27 | Pin Oak | <i>Quercus palustris</i> | 31.5 | Good/Fair | |
| 28 | American Elm | <i>Ulmus americana</i> | 34.9 | Fair | Heritage |
| 29 | Willow Oak | <i>Quercus phellos</i> | 39 | Excellent | Heritage |
| 30 | Willow Oak | <i>Quercus phellos</i> | 39.8 | Good/Fair | Heritage |
| 31 | Willow Oak | <i>Quercus phellos</i> | 24.3 | Fair | |
| 32 | Willow Oak | <i>Quercus phellos</i> | 34 | Good/Fair | Heritage |

| Map Number | Common Name | Scientific Name | (Trunk Diameter in Inches Measured at 4.5 FT) | Condition | DC Heritage Tree |
|------------|----------------------------|--|---|-----------|------------------|
| 33 | Willow Oak | <i>Quercus phellos</i> | 35.7 | Good/Fair | Heritage |
| 34 | Willow Oak | <i>Quercus phellos</i> | 26.4 | Good/Fair | |
| 35 | Southern Magnolia | <i>Magnolia grandiflora</i> | 11.6, 15.7 = 19.5 | Good/Fair | |
| 36 | Pin Oak | <i>Quercus palustris</i> | 25 | Fair/Poor | |
| 37 | Pin Oak | <i>Quercus palustris</i> | 21.8 | Good/Fair | |
| 38 | Pin Oak | <i>Quercus palustris</i> | 21.1 | Excellent | |
| 39 | Deodar Cedar | <i>Cedrus deodara</i> | 33.4 | Good | Heritage |
| 40 | Atlas Cedar | <i>Cedrus atlantica</i> | 30.2 | Excellent | |
| 41 | Atlas Cedar | <i>Cedrus atlantica</i> | 28.1 | Good/Fair | |
| 42 | American Elm | <i>Ulmus americana</i> | 43.5 | Fair | Heritage |
| 43 | Willow Oak | <i>Quercus phellos</i> | 37.7 | Fair | Heritage |
| 44 | Northern Red Oak | <i>Quercus rubra</i> | 32.8 | Poor | Heritage |
| 45 | Northern Red Oak | <i>Quercus rubra</i> | 47.9 | Excellent | Heritage |
| 46 | American Elm | <i>Ulmus americana</i> | 38 | Fair | Heritage |
| 47 | Northern Red Oak | <i>Quercus rubra</i> | 41.9 | Excellent | Heritage |
| 48 | Siberian Elm | <i>Ulmus pumila</i> | 38.2 | Poor | Heritage |
| 49 | Northern Red Oak | <i>Quercus rubra</i> | 34.9 | Excellent | Heritage |
| 50 | Little-Leaf Linden | <i>Tilia cordata</i> | 35.9 | Excellent | Heritage |
| 51 | Pin Oak | <i>Quercus palustris</i> | 31.2 | Poor | |
| 52 | Pin Oak | <i>Quercus palustris</i> | 19.8 | Fair | |
| 53 | Northern Red Oak | <i>Quercus rubra</i> | 23.2 | Good/Fair | |
| 54 | American Beech | <i>Fagus grandifolia</i> | 16.5 | Good/Fair | |
| 55 | American Elm | <i>Ulmus americana</i> | 13.0, 16.0, 13.5, 14.0, 11.5 = 30.6 | Excellent | |
| 56 | Norway Spruce | <i>Picea abies</i> | 15 | Good/Fair | |
| 57 | Pagoda Tree | <i>Styphnolobium japonicum</i> | 18.9 | Fair | |
| 58 | Bradford Pear | <i>Pyrus calleryana</i> | 26.3 | Fair | |
| 59 | Bradford Pear | <i>Pyrus calleryana</i> | 29.7 | Fair | |
| 60 | Scarlet Oak | <i>Quercus coccinea</i> | 26 | Fair/Poor | |
| 61 | Northern Red Oak | <i>Quercus rubra</i> | 24.2 | Poor | |
| 62 | English Oak 'Regal Prince' | <i>Quercus x warei 'Long' REGAL PRINCE</i> | 22.3 | Fair | |
| 63 | Pin Oak | <i>Quercus palustris</i> | 25.5 | Good | |
| 64 | Pin Oak | <i>Quercus palustris</i> | 30.1 | Good | |
| 65 | Red Oak | <i>Quercus rubra</i> | 24.1 | Good | |
| 66 | Pin Oak | <i>Quercus palustris</i> | 24.2 | Fair | |
| 67 | Pin Oak | <i>Quercus palustris</i> | 26.7 | Good | |
| 68 | Pin Oak | <i>Quercus palustris</i> | 28.5 | Excellent | |
| 69 | American sycamore | <i>Platanus occidentalis</i> | 39.3 | Excellent | Heritage |
| 70 | Pin Oak | <i>Quercus palustris</i> | 28.8 | Good | |
| 71 | Sugar maple | <i>Acer saccharum</i> | 22 | Good | |
| 72 | Willow Oak | <i>Quercus phellos</i> | 28.5 | Fair | |
| 73 | Elm | <i>Ulmus</i> | 24 | Good | |
| 74 | Japanese zelkova | <i>Zelkova serrata</i> | 25 | Good | |
| 75 | American elm | <i>Ulmus americana</i> | 25 | Good | |
| 76 | American elm | <i>Ulmus americana</i> | 26.2 | Good | |
| 77 | American elm | <i>Ulmus americana</i> | 29 | Good | |
| 78 | American elm | <i>Ulmus americana</i> | 30 | Good | |

LEGEND:

- Special Trees - Fair/Excellent
- Heritage Trees
- Special Trees - Fair/Poor
- Trees in Poor Condition
- Trees less than 14 diameter to be removed
- Trees less than 14 diameter to remain

Table 3.15: Heritage Tree Chart

The Mid-City Planning area has the most diminished tree canopy throughout the study area. Increasing the tree canopy coverage within this area is a key goal of the DC Urban Forestry Division. Within these acts, certain trees on private property are protected from removal.

- Heritage Trees: defined as trees over 100 inches in circumference, cannot be removed without a permit issued by the Mayor.
- Special Trees: defined as trees 44 inches to 99.9 inches in circumference require a Special Tree removal permit.

When developing on campus around the critical root zone of a Heritage Tree, the contractor is required to provide a Tree Preservation and Management Plan that includes Pre-, During, and Post-Construction preservation measures. Table 3.1.2 and Figure 3.16 contain an inventory of significant campus trees and surrounding street trees.

- Trees in Excellent, Good, and Good/Fair Condition should be preserved and monitored as part of the general campus tree maintenance program.
- Trees in Fair Condition should be evaluated by a certified arborist to determine what course of action is needed to protect the tree from further deterioration.
- Trees in Fair/Poor Condition have a high likelihood of needing replacement within the next 10 years. These trees should be evaluated by a certified arborist to determine what course of action is needed to protect the tree from becoming a Hazard. Monitoring on a continuous basis is needed.
- Trees in Poor condition will need to be replaced within the next 5 years.

Trees should be evaluated by a certified arborist to determine if they are currently a hazard and need to be immediately removed. Monitoring on a continuous basis is needed.

3.4.5 Topography & Vistas

The grade change across the campus is an approximately 85-foot change in elevation from the existing Howard University Hospital to the Upper Quad. Founders Library, situated at the

Upper Quad’s edge, overlooks the Lower Quad, the lower campus, and the Nation’s Capital beyond. The clock tower is a visual landmark whose views should be considered as campus development continues. Also, vistas from the Upper Quad to the McMillian Reservoir should be considered for future open space placement and design.

3.4.6 Existing Permeable Surface

Permeable surfaces allow water to percolate into the soil to filter out pollutants and recharge the water table. Impermeable/impervious surfaces are solid surfaces that don’t allow water to penetrate, forcing it to run off.

- Main Campus: 3,896,842 sf
- Existing Impervious Surface: 67%
- Existing Permeable Surface: 33%

LEGEND

- Campus Boundary
- Impervious Surface
- Permeable Surfaces:
- Open Space
- Formal Landscape
- Athletic Field



Figure 3.17: Permeable Surface

LEGEND

- Campus Boundary
- Topography Lines



Figure 3.18: Topography Map

3.5 Existing Circulation & Parking

3.5.1 Roadways

The HU campus contains roadways of various types and configurations. DDOT classifies Georgia Avenue as a principal arterial, 4th/5th Street as a minor arterial, Bryant Street as a collector, and all remaining campus roads as local. Most roadways that cross the campus are one-way. The only two-way roads crossing the campus boundary are Georgia Avenue, 4th/5th Street, College Street, Barry Place, 9th Street, 8th Street, 5th Street, and V Street. All roadways are public except Howard Place between 6th Street and 4th Street, and Bryant Street between 6th Street and 4th Street, which are privately owned by the University. There is no public access on McMillan Drive. The topography rises significantly from south to north toward the “hilltop,” particularly along Georgia Avenue and 6th Street.

3.5.2 Pedestrian Network

The pedestrian network within the central campus is generally well-connected and of high quality. The campus’ internal pathways interact with the sidewalks and the urban street grid within the campus to form a relatively continuous and comfortable pedestrian network. The planned extensions of W Street and Bryant Street between Florida Avenue and Georgia Avenue will further improve pedestrian connectivity and comfort in the area.

A notable exception to the high-quality pedestrian environment surrounding the HU campus is Georgia Avenue. The four-lane configuration and infrequent vehicle stopping points encourage high speeds, making it a barrier for pedestrians. Of particular note is the section of Georgia Avenue between Euclid Street and Gresham Place, which has several non-signalized crosswalks that cross four vehicle lanes. Some intersections lack a crosswalk altogether.

Within the HU campus, 6th Street is the longstanding pedestrian spine and presents ongoing opportunities to create a pedestrian-oriented, campus-like promenade. Most of 6th Street’s existing sidewalks meet DDOT’s width and buffer requirements but do not offer the type of pedestrian comfort and priority seen on many

LEGEND

- Campus Boundary
- Campus Core
- Georgia Ave. Frontage
- Old HU site & extracted
- 4th St./McMillan
- Planned New Roads

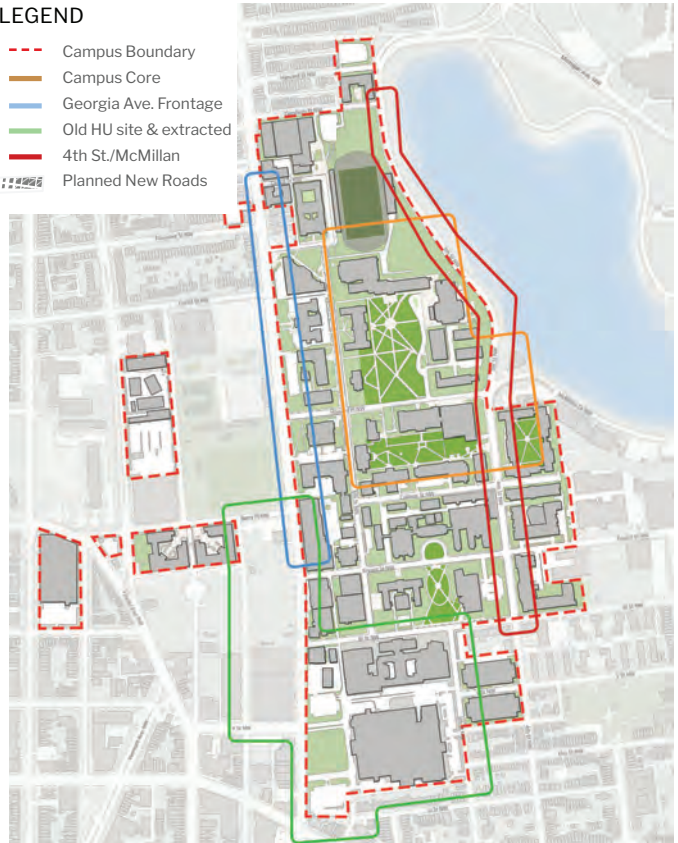


Figure 3.19: Pedestrian Areas of Focus

college campuses. 6th Street currently features curbside parking on both sides. Eliminating some of this parking would allow room for wider sidewalks, a cycle track or other bicycle facility, and other streetscape improvements, all while maintaining 6th Street’s current one-way vehicular travel pattern.

Several new roadways are planned near the HU campus that will improve east-west pedestrian connectivity in the area. These include extensions of Bryant Street between Georgia Avenue and Sherman Avenue and of W Street between Georgia Avenue and Florida Avenue.

LEGEND

- - - Campus Boundary

- ROADWAYS**
- Existing
- Future
- One-way
- Two-way
- Private

- Average Annual Daily Traffic over 2,000

- FUNCTIONAL CLASSIFICATION**
- Principal
- Minor
- Collector
- Local



Figure 3.20: Roadways

LEGEND

- - - Campus Boundary
- North/South Roads
- Campus
- North/South Loop

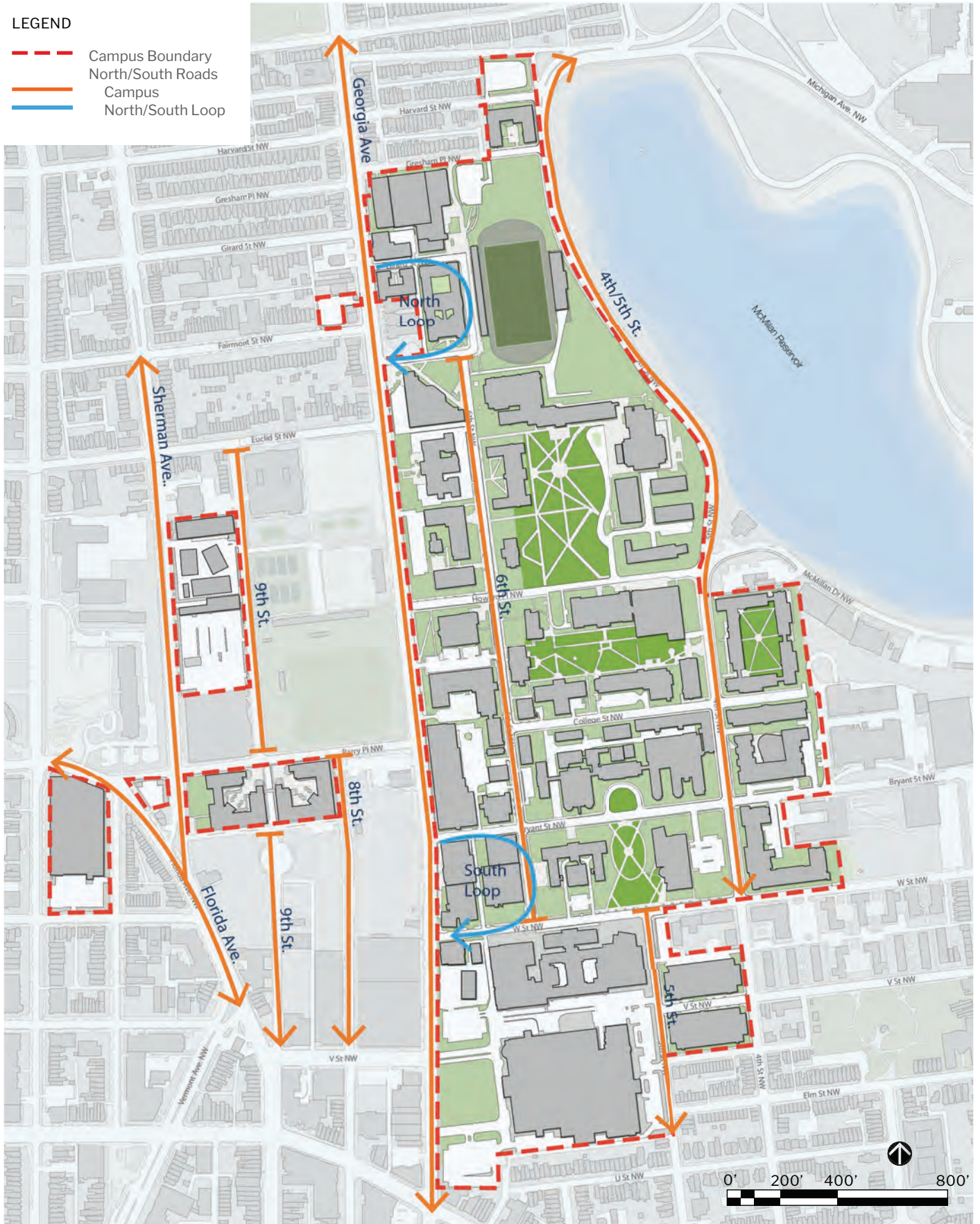


Figure 3.21: North/South Roads

LEGEND

- - - Campus Boundary
- East/West Roads
- Campus
- North/South Loop
- Pleasant Plains
- LeDroit



Figure 3.22: East/West Roads

3.5.3 Bicycle Network

Currently, the only on-street bicycle facilities on or adjacent to the HU campus are the north-south bicycle lanes on 4th/5th Street and the north-south shared lanes on Georgia Avenue south of Barry Place. Numerous facilities exist west of the campus, like the bike lanes on W Street, V Street, and 11th Street, but they do not extend onto the campus. No bicycle facilities exist directly east of the campus.

While the generally low-speed streets on campus may offer an acceptable level of comfort and safety for some bicyclists, improvements are necessary to ensure a bicycle network suitable for all ages and abilities. Some recommendations for these improvements include: 1) Constructing a north-south bike facility on 6th Street; 2) Constructing east-west bike facilities on Howard Place, Bryant Street, and/or W Street; 3) Including bike facilities on the planned extensions of Bryant Street and W Street, which would connect the HU campus with the existing bike lanes on W Street and V Street.

3.5.4 HU Shuttles

HU currently operates four campus shuttle routes.


The North Campus route runs Monday through Friday every 15 to 20 minutes between 7:00am and 6:40pm, and every 35 minutes between 6:40pm and 12:30am.

The South Campus route runs Monday through Friday every 15 minutes between 7:00am and 7:00pm, and every 30 minutes between 7:00pm and 12:30am.

The West Campus route runs Monday through Friday every 60 minutes between 7:10am and 10:10pm, and Saturdays every 60 minutes between 10:10am and 5:10pm.

The Weekend route runs Saturday and Sunday every 25 minutes between 12:00pm and 12:00am.

LEGEND

- Campus Boundary
- M Metro Station
- Off-street Bicycle Trail
- Bicycle Lane
- Shared Lane
- Signed Bicycle Route
-  Bike Rental

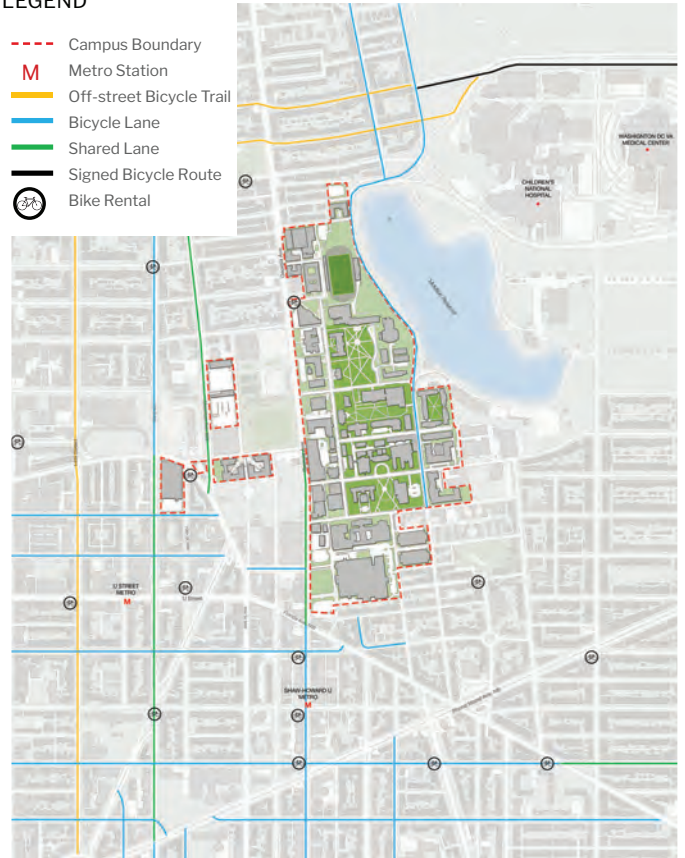


Figure 3.23: Bicycle Routes

LEGEND

- - - Campus Boundary
- M Metro Station
- North Campus Route
- South Campus Route
- - - West Campus Route
- Weekend Route
- Shuttle Stop

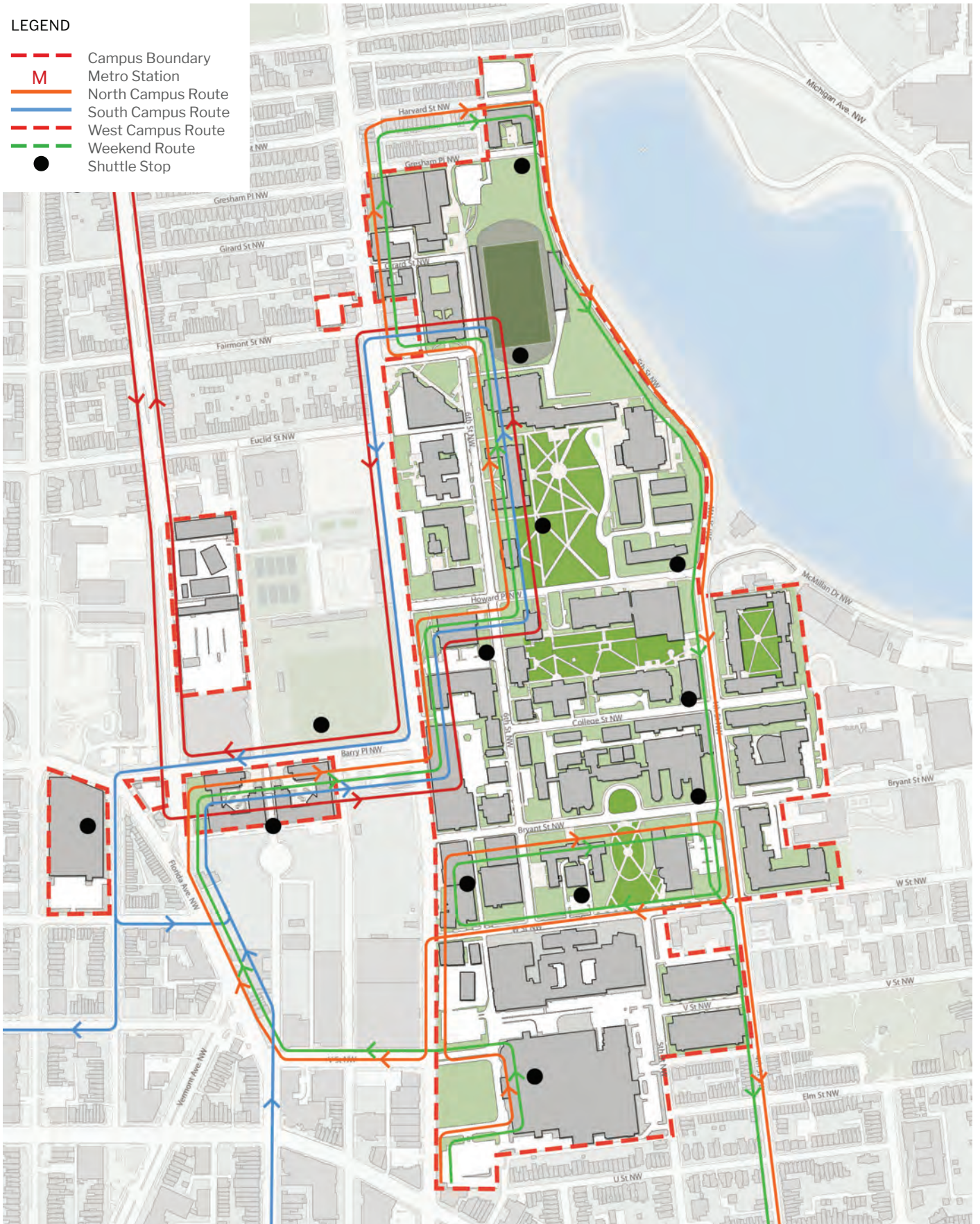


Figure 3.24: HU Shuttle Routes

3.5.5 Public Transit

The HU campus is well-served by existing bus and rail transit. Two Metro stations – U Street and Shaw-Howard University – are within a 0.7 mile (15 minute) walk from The Yard at the campus center. Both stations are served by the Green, and Yellow lines, with scheduled trains arriving every eight minutes during the AM and PM rush, every 15 minutes during midday, every 20 minutes during evenings, and every 15 to 20 minutes on weekends. The Green Line runs between Greenbelt, Maryland, and Branch Avenue, Maryland, by way of downtown Washington, DC. The Yellow Line runs between Greenbelt, Maryland, and Huntington, Virginia, by way of downtown Washington, DC.

The HU campus is also served by frequent Metrobus service. Bus routes, frequencies, and distances from the Yard at the center of campus are shown on the table below (Table 3.13).



Figure 3.25: Main Nodes and Roads

| Route Number | Route Name | Typical frequency (minutes) | | | | | | | | Walking Distance from The Yard to Nearest Stop |
|--------------|--------------------------------|-----------------------------|-----------------|--------|-----------------|---------|------------|-----------------|-----------------|--|
| | | Early morning | AM rush | Midday | PM rush | Evening | Late night | Saturday | Sunday | |
| 63 | Takoma-Petworth Line | 25 | 15 | - | 15 | - | - | 30 ¹ | 30 ¹ | 0.4 mile (7 min) |
| 64 | Fort Totten-Petworth Line | 25 | 15 | 25 | 15 | 25 | 30 | 30 | 30 | 0.5 mile (9 min) |
| 70 | Georgia Avenue-7th Street Line | 12 | 12 | 12 | 12 | 12 | 12 | 15 | 15 | 0.1 mile (2 min) |
| 79 | Georgia Avenue MetroExtra | - | 12 | 12 | 12 | - | - | - | - | 0.1 mile (2 min) |
| 90, 92 | U Street-Garfield Line | 15 | 10 | 10 | 15 | 15 | 15 | 15 | 15 | 0.5 mile (10 min) |
| 96 | East Capitol St.-Cardozo Line | 25 | 25 | 25 | 25 | 30 | 45 | 40 | 40 | 0.5 mile (10 min) |
| G2 | P Street-LeDroit Park Line | 25 | 15 | 30 | 25 | 30 | 40 | 30 | 30 | 0.4 mile (7 min) |
| H1 | Brookland-Potomac Park Line | - | 25 ² | - | 25 ² | - | - | - | - | 0.5 mile (11 min) |
| H2, H3, H4 | Crosstown Line | 25 | 15 | 20 | 20 | 20 | 30 | 20 | 20 | 0.5 mile (11 min) |
| X3 | Benning Road Line | - | 30 ³ | - | 25 ³ | - | - | - | - | 0.5 mile (10 min) |

¹ At the stop nearest the HU campus (Sherman Ave & Barry Pl), buses only operate from 5:05 to 7:05am and 5:45 to 7:15pm, and only in the peak direction (southbound in the AM, northbound in the PM).

² At the stop nearest the HU campus (Columbia Rd/Irving St & Georgia Ave), buses only operate from 6:35 to 9:07am and 5:30 to 6:38pm, and only in the peak direction (southbound in the AM, northbound in the PM).

³ At the stop nearest the HU campus (Florida Ave & Georgia Ave/7th St), buses only operate from 6:20 to 9:03am and 4:04 to 6:06pm, and only in the peak direction (westbound in the AM, eastbound in the PM).

Table 3.16: Public Transit Routes

LEGEND

- - - Campus Boundary
- M Metro Station
- Metro Rail Line

- BUS ROUTE**
- Frequent
- Less Frequent

- METRO BUS ROUTE**
- Major
- Extra
- Local
- Commuter

- BUS STOP**
- Meets all Standards
- Partially meets STD



Figure 3.26: Public Transit Routes

3.5.6 Parking

The campus core's historical parking supply data shows decreased academic parking from approximately 2,300 to 1,960 spaces from 2011 to 2020. The reduction aligns with the overall goals of the ongoing Transportation Demand Management

(TDM) Plan. With the HU hospital parking supply's inclusion, the campus core's existing parking supply includes approximately 3,580 spaces. The table below (Table 3.17) and accompanying maps (Fig. 3.27-3.29) demonstrate existing parking zones, lot locations, and their respective access points.

| Lot Code | Lot Name | 2011 | | | 2017 | | | 2019 | | |
|------------------------------|------------------------|--------------|---------------------|------------|--------------|---------------------|------------|-----------------|---------------------|------------|
| | | Supply | Peak Hour Occupancy | | Supply | Peak Hour Occupancy | | Supply | Peak Hour Occupancy | |
| | | | Veh's | % | | Veh's | % | | Veh's | % |
| A | Childers | 72 | 71 | 99% | 76 | 83 ¹ | 109% | 76 | 70 | 92% |
| AA | Florida Avenue | 23 | 19 | 83% | 23 | 23 | 100% | 23 | 21 | 91% |
| B | Founders | 56 | 39 | 70% | 57 | 50 | 88% | 57 | 22 | 39% |
| BB | HUSC | 37 | 37 | 100% | 26 | 25 | 96% | 28 | 25 | 96% |
| BB1 | HUSC Garage | -- | -- | -- | 94 | 40 | 43% | 94 | 69 | 73% |
| C | Business | 36 | 36 | 100% | 36 | 32 | 89% | 36 | 28 | 78% |
| D | Miner | 52 | 54 ¹ | 104% | 56 | 42 | 75% | 56 | 38 | 68% |
| E | Johnson | 43 | 43 | 100% | 43 | 33 | 77% | 43 | 34 | 79% |
| ELC | Early Learning Center | -- | -- | -- | 7 | 6 | 86% | 7 | 6 | 86% |
| F | Mackey | 63 | 57 | 90% | 57 | 32 | 56% | 57 | 32 | 56% |
| G | Downing | 35 | 34 | 97% | 35 | 17 | 49% | 35 | 21 | 60% |
| H | Drew | 54 | 45 | 83% | 56 | 32 | 57% | 56 | 8 | 14% |
| I | Greene | 46 | 44 | 96% | 46 | 20 | 43% | 46 | 22 | 48% |
| J | Burr | 12 | 9 | 75% | 12 | 7 | 58% | 12 | 15 ¹ | 125% |
| K | Georgia | 34 | 29 | 85% | 34 | 20 | 59% | 34 | 12 | 35% |
| KK | Wonder Plaza | 52 | 39 | 75% | 50 | 42 | 84% | 50 | 0 | 0% |
| L | Just | 23 | 16 | 70% | 23 | 21 | 91% | 23 | 17 | 74% |
| M | Chem | 8 | 6 | 75% | 6 | 5 | 83% | 6 | 3 | 50% |
| MM | LSHSL | 43 | 19 | 44% | 43 | 34 | 79% | 43 | 17 | 40% |
| O | C.B.P. | 53 | 42 | 79% | 53 | 47 | 89% | 55 | 44 | 83% |
| P | 6th Street | 10 | 5 | 50% | 11 | 6 | 55% | 11 | 6 | 55% |
| Q | Power/Bunche | 12 | 3 | 25% | 16 | 9 | 56% | 16 | 4 | 25% |
| R | Bethune | 218 | 210 | 96% | -- | -- | -- | -- | -- | -- |
| RR | Bethune Underground | 63 | 24 | 38% | 63 | 25 | 40% | 63 | 25 ² | 40% |
| RR | Bethune Annex | 12 | 14 ¹ | 117% | 12 | 9 | 75% | 12 | 9 ² | 75% |
| S | Nursing | 61 | 45 | 74% | 62 | 48 | 77% | 62 | 41 | 66% |
| T | 5th & W | 26 | 10 | 38% | 26 | 22 | 85% | 26 | 11 | 42% |
| U | 6th & W | 18 | 10 | 56% | 16 | 13 | 81% | 16 | 14 | 88% |
| V | Howard Center | 315 | 281 | 89% | 303 | 137 | 45% | 334 | 282 | 84% |
| W | East Tower | 138 | 112 | 81% | 142 | 97 | 68% | 142 | 93 | 65% |
| WW | East Tower Underground | 103 | 82 | 80% | 99 | 57 | 58% | 99 | 57 ² | 58% |
| X | 9th Street | 33 | 22 | 67% | 31 | 5 | 16% | -- | -- | -- |
| YY | West Tower Underground | 103 | 58 | 56% | 99 | 5 | 5% | 99 | 5 ² | 5% |
| Z | Banneker | 314 | 173 | 55% | 178 | 133 | 75% | 178 | 114 | 64% |
| 1 | Howard Center II | 47 | 29 | 62% | -- | -- | -- | -- | -- | -- |
| 2 | 9th & V Street Lot | 68 | 20 | 29% | 60 | 36 | 60% | 70 ³ | 60 | 86% |
| 3 | Annex I Rear | 12 | 11 | 92% | 13 | 12 | 92% | -- | -- | -- |
| Total Academic Supply | | 2,295 | 1,748 | 76% | 1,964 | 1,225 | 62% | 1,963 | 1,225 | 62% |
| H1 | HU Bryant St Lot | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| H2 | HU Medical Arts Lot | -- | -- | -- | -- | -- | -- | 30 | 16 | 53% |
| H3 | HUH Permit Only Lot | -- | -- | -- | -- | -- | -- | 106 | 87 | 82% |
| H4 | HUH Daily/Visitor Lot | -- | -- | -- | -- | -- | -- | 124 | 111 | 90% |
| H5 | HUH Daily/Visitor Lot | -- | -- | -- | -- | -- | -- | 57 | 54 | 95% |
| H6 | HUH Permit Only Lot | -- | -- | -- | -- | -- | -- | 35 | 29 | 83% |
| H7 | HU A1-Rear Lot | -- | -- | -- | -- | -- | -- | 23 | 11 | 48% |
| H8 | HU Hurb1 Lot | -- | -- | -- | -- | -- | -- | 50 | 46 | 92% |
| H9 | HUH Garage 1 | -- | -- | -- | -- | -- | -- | 609 | 544 | 89% |
| H10 | HUH Garage 2 | -- | -- | -- | -- | -- | -- | 580 | 508 | 88% |
| Total Hospital Supply | | -- | -- | -- | -- | -- | -- | 1,614 | 1,406 | 87% |

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.

¹ Illegal parking observed, leading to occupancy greater than 100%.

² 2019 data collection not feasible; 2017 data substituted.

³ Lot was open during 2019 counts, but is now permanently closed.

Table 3.17: Parking Space Count by Lot (2011, 2017, 2020)

LEGEND

- - - Campus Boundary
- HULots
- HU hospital lots
- Status to be
- ⊗ Confirmed Lot Code

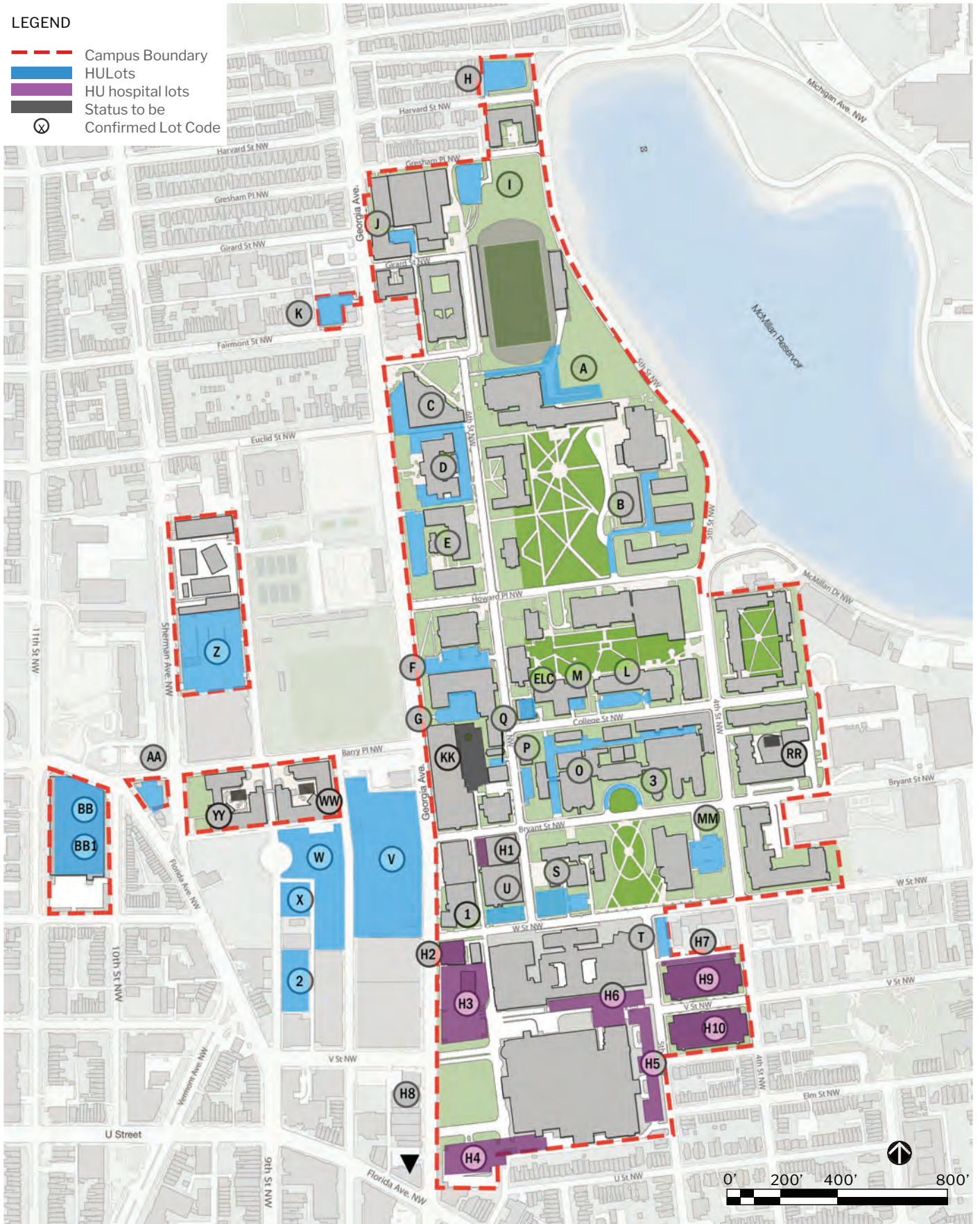


Figure 3.27: Existing Parking

LEGEND

- Existing to Remove
Vehicle Access
- To be removed as part of
Campus Plan
Vehicle Access
- To remain during Campus
Plan but be removed with
hospital decommissioning
Vehicle Access

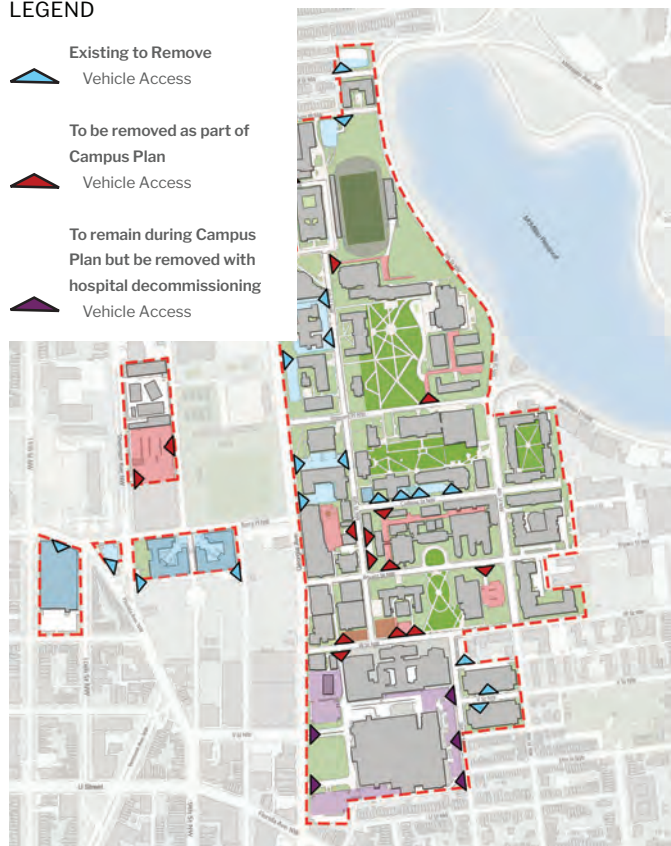


Figure 3.28: Existing Vehicle Access

3.6 Infrastructure & Utility Systems

The existing utilities within the public rights-of-way are owned and maintained by various utility providers. The water, electrical, and gas distribution, as well as combined sewer systems are served by their respective primary feeders from respective utility providers. Exceptions to this ownership model include utilities such as water, storm and sanitary mains along privately owned roadways (such as Howard Place and Bryant Street), and the steam distribution system throughout the campus. Both are owned and maintained by Howard University.

Please refer to Figures 3.30-3.35 for a series of diagrams which provide a general understanding of how this lattice of systems interface with the campus boundary.

LEGEND

- Campus Boundary
- Campus Core Analysis
- Core Roadway
- Peripheral Roadway
- Parking facility accessed by core roadway
- Parking facility accessed by peripheral roadway



Figure 3.29: Existing Parking by Core vs. Peripheral Access

WATER DISTRIBUTION

DC WATER SHOULD EXERCISE THE VALVES THEY HAVE ON CAMPUS MORE REGULARLY.
 - KEEP ACTION #1 (12" LINE ALONG HOWARD PLACE)

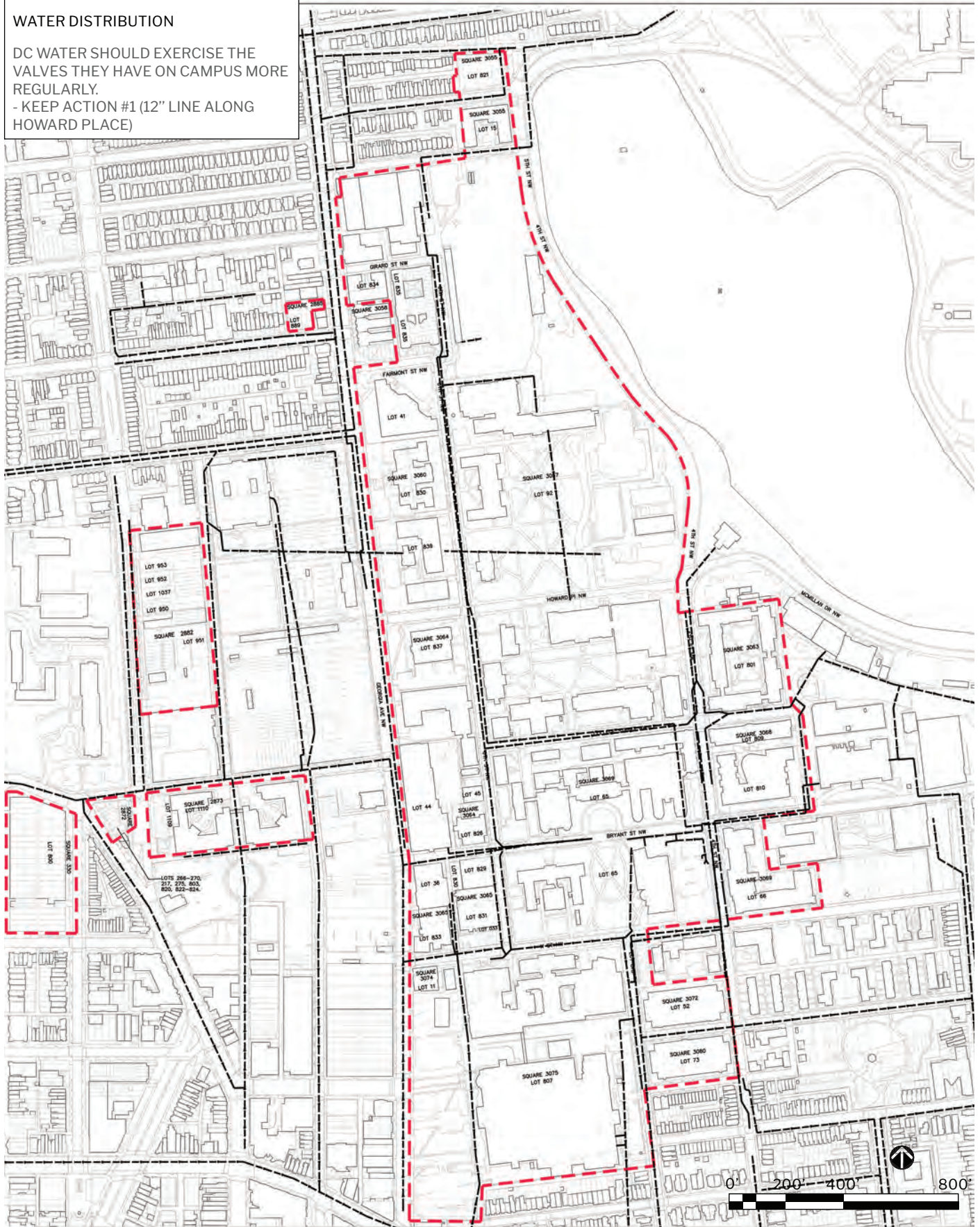


Figure 3.30: Existing Water Distribution

POWER

FLORIDA AVENUE PEPCO
SUBSTATION NEEDS
MAINTENANCE. (IF ISSUES
ARISE, HU IS ASKED TO SHED
LOAD).

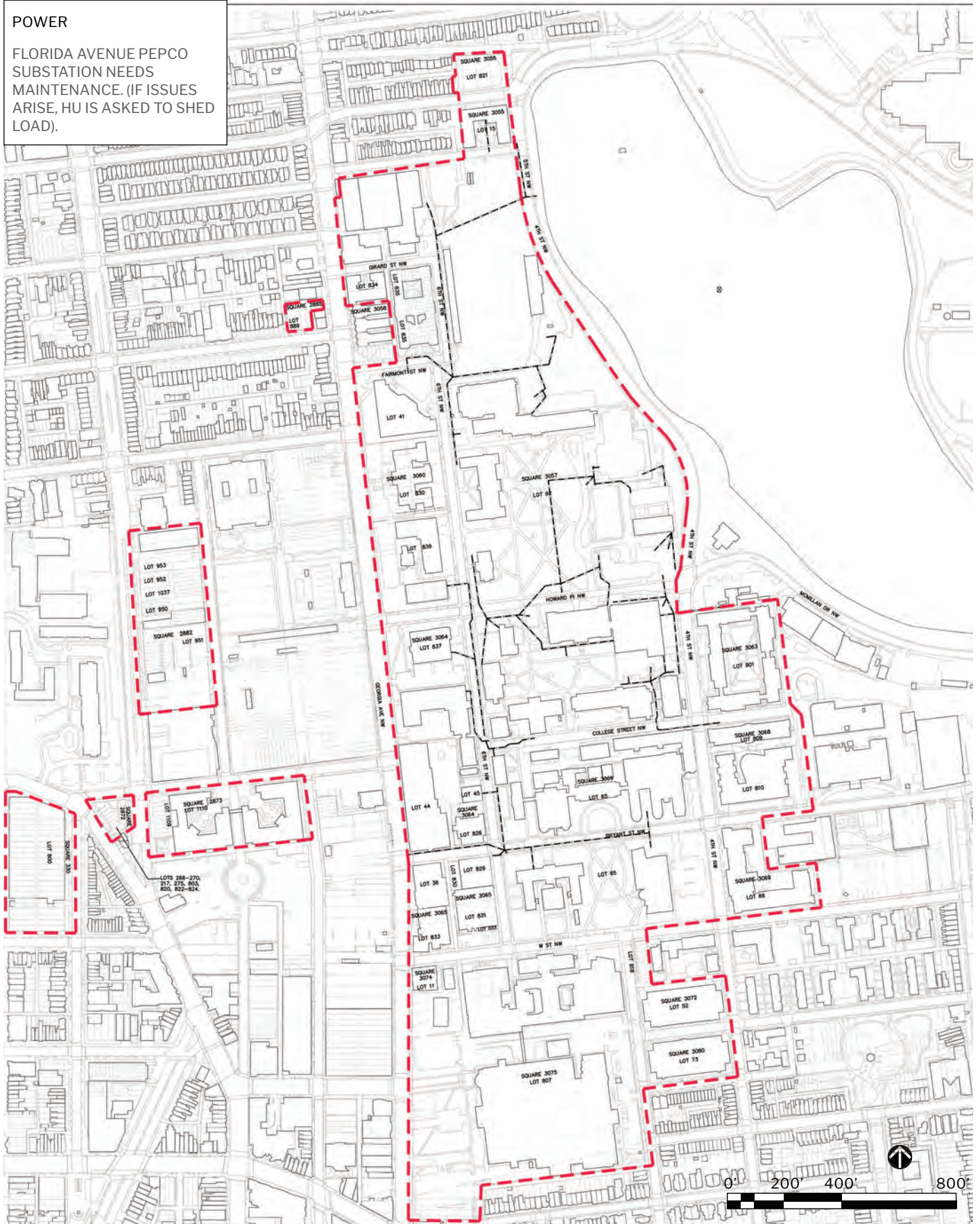


Figure 3.31: Existing Electrical Distribution

STEAM PLANT & STEAM

TEMP. BOILERS ARE DEPLOYED ACROSS CAMPUS.
 - PLANS TO DEMO ALL EXISTING EQUIPMENT
 - WILL MODERNIZE TO BECOME A CHP PLANT
 - 200K #2 FUEL/ OIL TANK WILL BE DRAINED AND REMOVED, THIS IS AT SE CORNER OF BRYANT AND 6TH STREET.

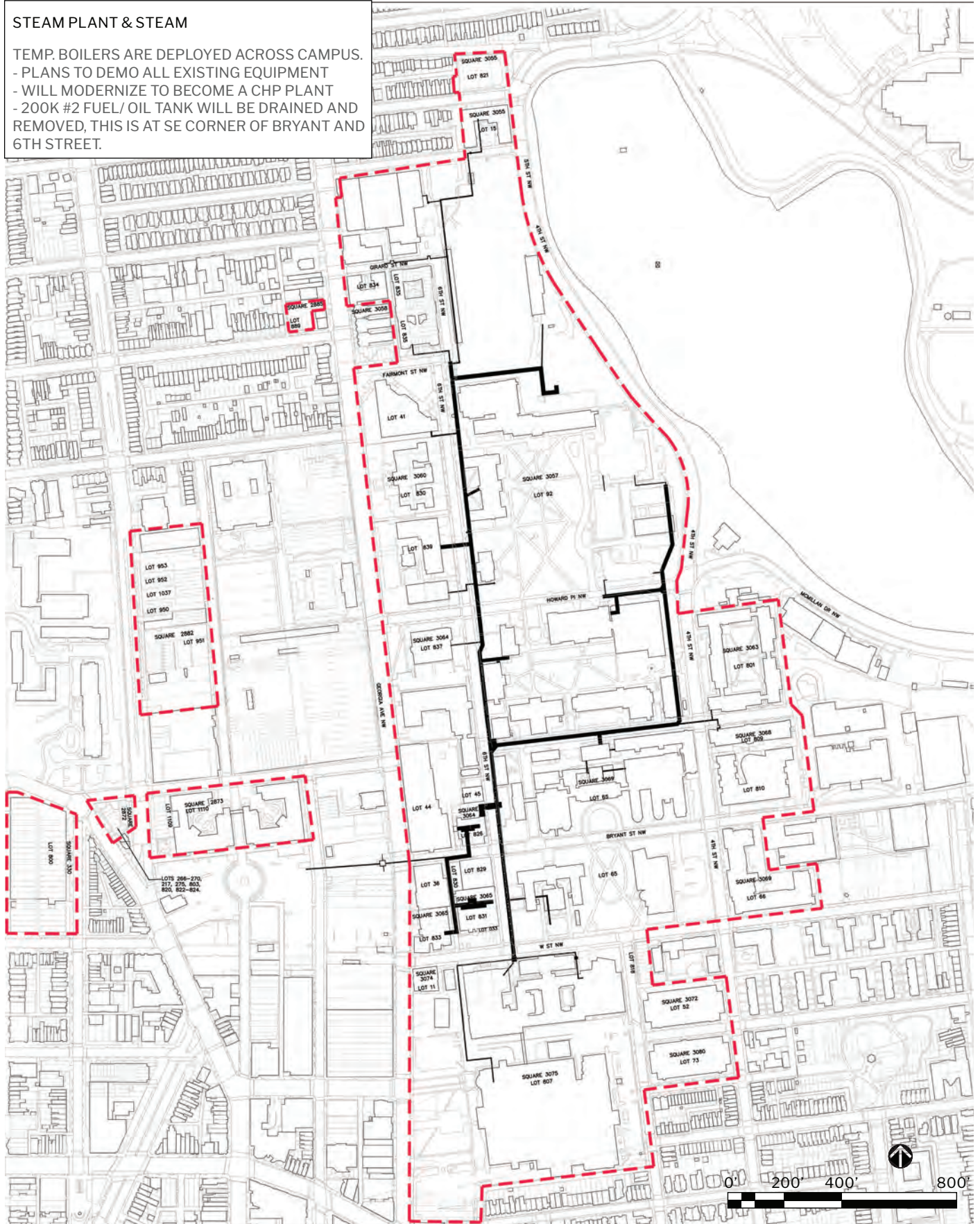


Figure 3.32: Existing Steam Distribution

COMBINED SEWER

THERE IS CURRENTLY A 4'-6" COMBINED SEWER LINE THAT RUNS UNDER SQUARE 2882 (PROPOSED BUILDING F1 & F2). DC WATER WILL LIKELY REQUIRE THAT THIS MAIN BE RELOCATED AND WILL NOT ALLOW THE BUILDING AND GARAGE TO BE PLACED OVER THIS MAIN.



Figure 3.33: Existing Combined Sewer Distribution

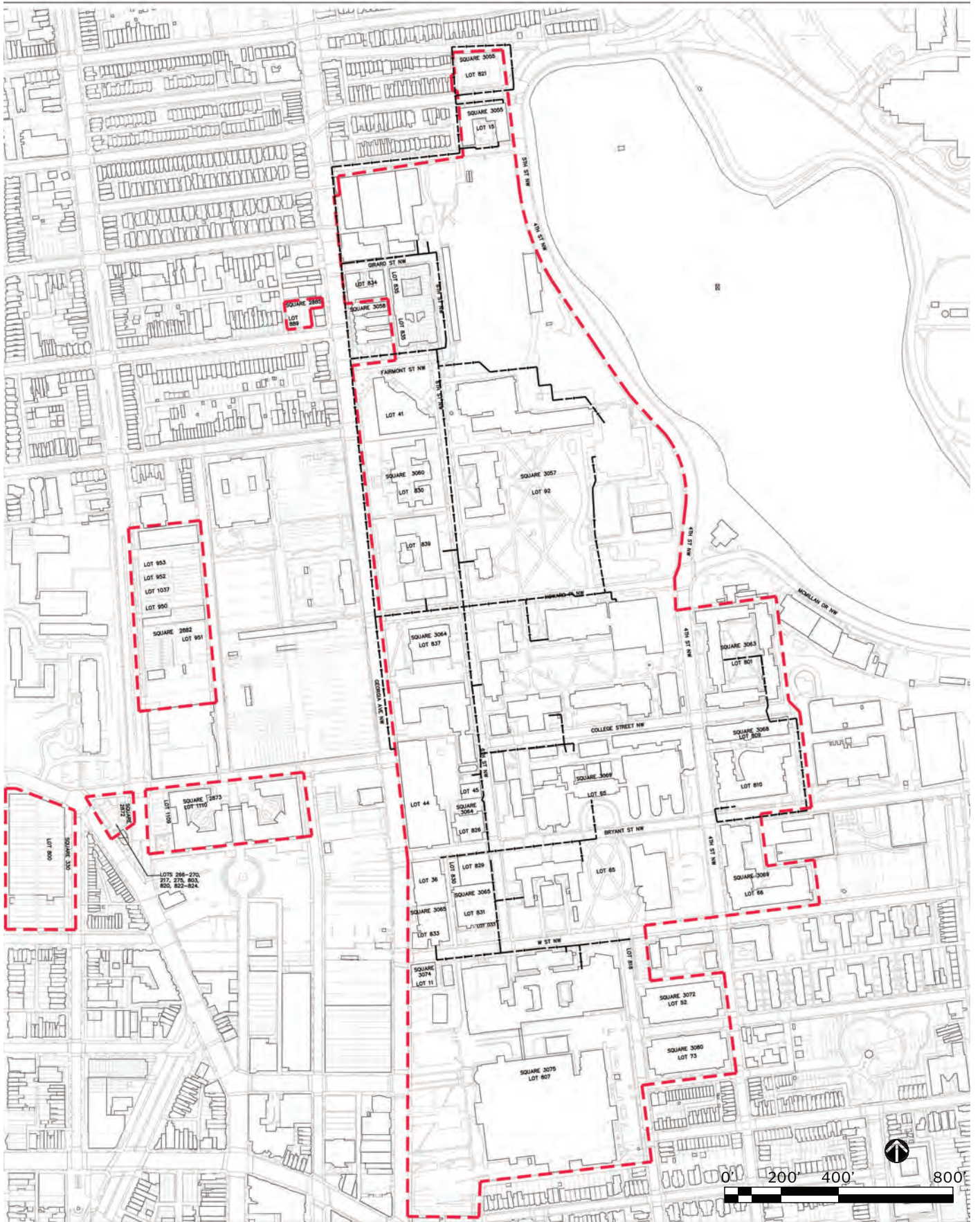


Figure 3.34: Existing Gas Distribution

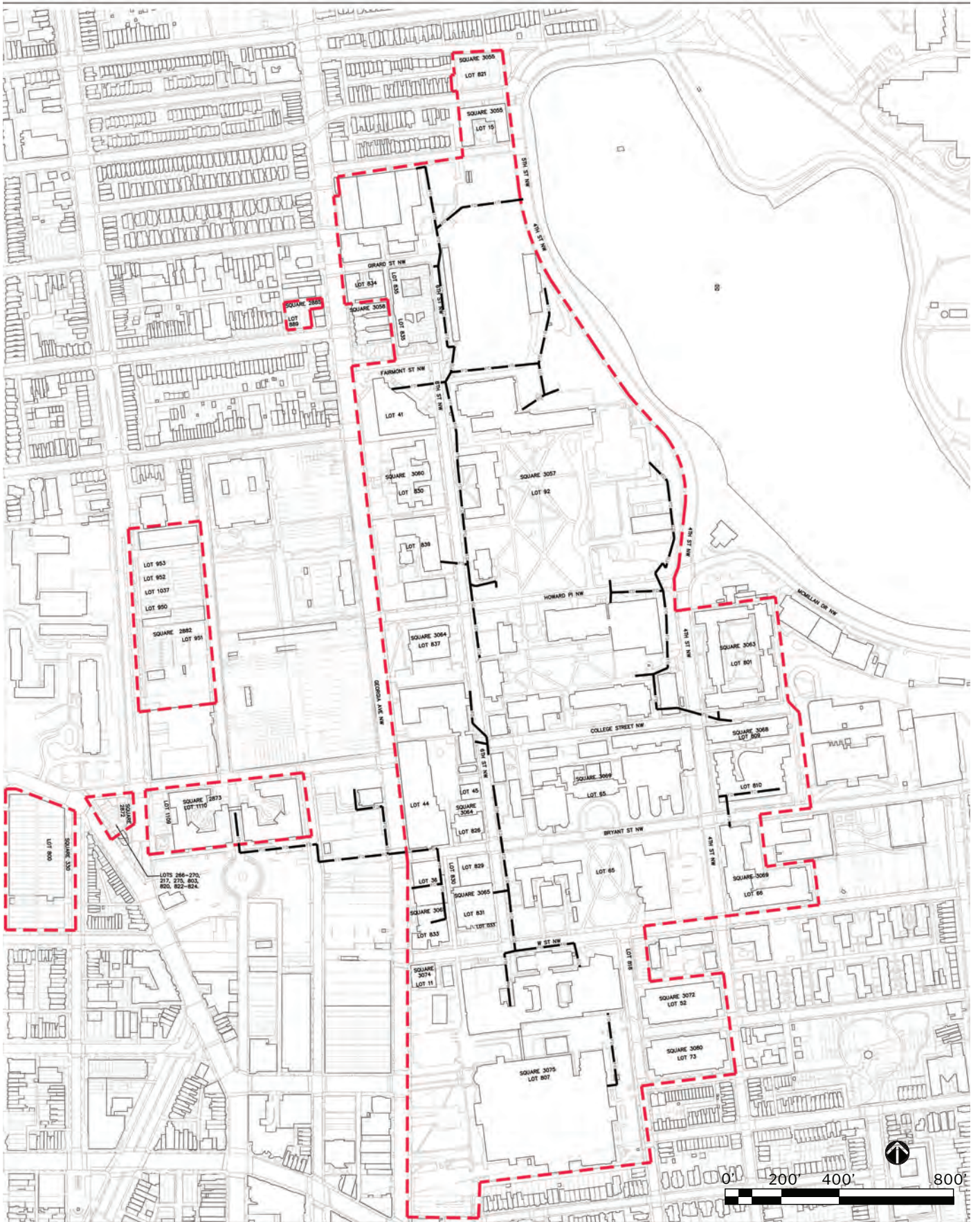


Figure 3.35: Existing Fiber Optic Distribution

Intentionally Blank

Section 4

Campus Development Plan

| | | | | | |
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| 4.3.2 | Methodology | 131 | 4.6.6 | Intercollegiate Athletics Annex | 173 |
| 4.3.3 | Summary of Findings | 132 | 4.6.7 | Fusion Building | 174 |
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4.1 Planning Themes

The Central Campus Master Plan shall remain the product of a broad effort by the Howard University administration, staff, faculty, and students, various neighboring community stakeholders, several civic associations and task forces, and the Advisory Neighborhood Commissions (ANC) 1B. The purpose of the Campus Plan is to create a dynamic, achievable, and flexible framework for Howard University's central campus's physical environment that supports and advances its mission and strategic plan. It will enrich the lives of those who live, study, teach and work at and around Howard's vibrant urban campus.

The Campus Master Plan is guided by the goals, objectives, planning principles, and design criteria developed through the process. The goals, objectives, and principles were generated in response to the existing conditions analysis findings and through collaboration with Howard's administration, faculty, staff, students, and community stakeholders.

4.1.1 Planning Goals

Planning Goals aim to align space needs with the five Howard Forward Priorities: enhance academic excellence, inspire new knowledge, serve the community, improve efficiency, and achieve financial sustainability.

Recommend optimal uses for the various campus parcels and the identification of sites for new facility development.

Acknowledge the historic campus resources, both its buildings and landscapes.

Promote the continued contributions of Howard toward the economic and cultural vitality of the local community and the city.

Structure a process by which the University meets its goals and objectives in an environmentally sustainable manner that serves to expand the awareness of students, faculty, staff, and alumni for the importance of sustainability.

Ensure compliance with the District's regulatory requirements, including reducing adverse neighborhood impacts, identifying future institutional impacts, and promoting neighborhood and community stability.

4.1.2 Planning Principles

Planning principles are derived from the goals referenced above, as follows:

Support the Academic Mission

The primary areas of focus for Howard University are education, research, and creative activities. As such, the physical resources of the University must be planned, designed, and developed to support these activities, today and in the future. The planning framework will enable Howard to continue its tradition of excellence, which serves an increasingly diverse population of students, faculty, and staff.

Improve Quality of Life

Provide a quality physical environment with a variety of places and spaces in which the campus community of students, faculty, and staff can socialize, study, network, learn, and relax.

Advance Smart and Sustainable Urban Design

Continue and advance the strong composition and balance of building density and mixed uses within various formal quadrangles and informal open spaces. Explore strategies to integrate/activate Howard University's edge facilities to address and enhance both the internal campus and the external community.

Enhance the Public Realm

Commit to enhancing and maintaining the campus's cultural landscapes that have meaning and memory to the campus community and design and develop new public open-spaces that



enhance the campus setting and become future cultural landscapes. Create seamless connections between public space and the campus landscape that promote pedestrian movement and activities.

Enhance Physical Access and Connectivity

Strengthen and expand the campus network of high-quality, walkable spaces and strong pedestrian and bicycle connection to, and throughout the campus on both the north-south and east-west axes.

Support Interdisciplinary Academics & Research

Create environments that support and spur Interdisciplinary academics and research critical to Howard’s 21st century academic vision that affirms its preeminence in research-focused higher learning.

4.1.3 Major Capital Projects

The 2020 Campus Plan includes nine (9) major capital initiatives that each address specific functional needs identified by the University and intended to support its Strategic Plan and academic, healthcare, and research programs through the following objectives:

Academic and Research Objectives

- Provide an interdisciplinary center for the Arts & Communications programs
- Create an innovative interdisciplinary environment for STEM that offers groundbreaking instructional space

- Develop a Health Sciences Complex to house all health science programs in one multidisciplinary setting
- Develop a new world-class teaching Hospital with an associated medical office building

Campus Life Objectives

- Provide additional student-focused space for activities, recreation, dining, and socializing in a new HU Union and a new Fusion Building.
- Provide additional athletic support and facility space in a new Intercollegiate Athletics Annex
- Provide attractive apartment-style housing to enable more students to live near the campus

4.1.4 Campus Population Growth

The following graph shows the projected growth in enrollment over a ten-year period to the expected 15,000 student range. Student enrollment growth was calculated using the assumption that STEM program would grow at a rate of 5% per year over the planning period.

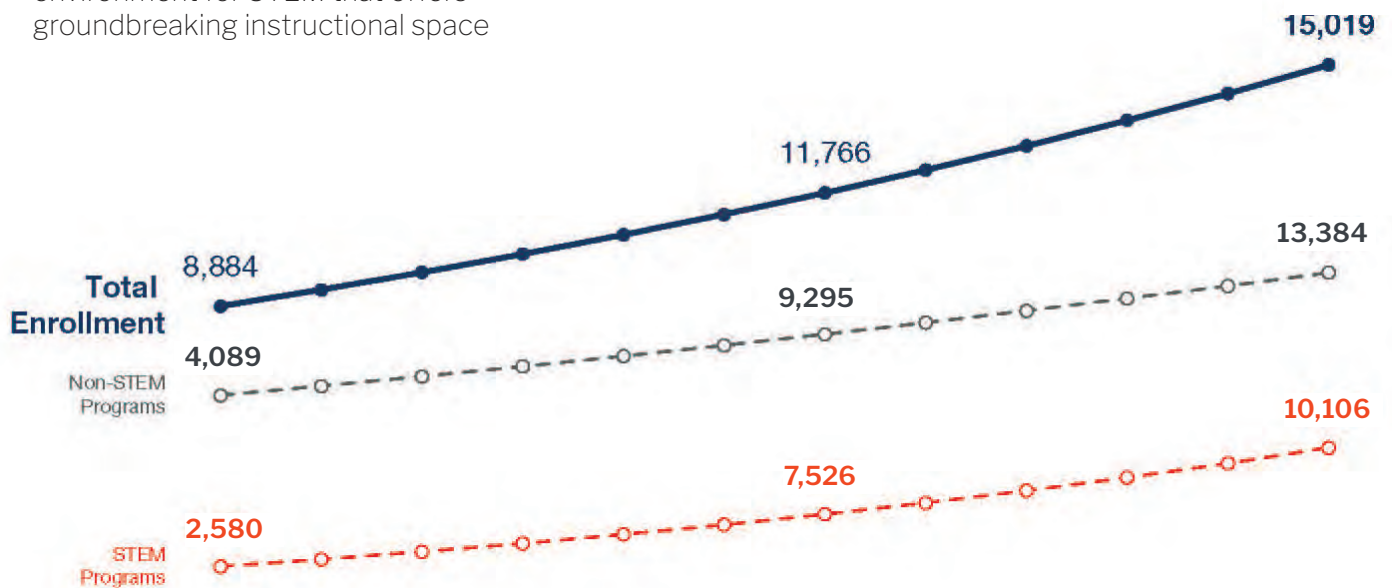


Table 4.1: Projected Student Population Growth

4.1.5 The Future Campus

The University is proposing a progressive plan for needed improvements to existing facilities, landscapes, and infrastructure. The strategy includes the renovation, modernization, and where appropriate, the merging of existing buildings and the new facilities, landscapes, and systems deemed critical to meet future strategic academic, research, healthcare, and campus life priorities.

As a world-class academic and research presence, the vision of Howard University is reflected in an ambitious investment in its academic programs, facilities, grounds, infrastructure, and the community surrounding the campus.

To meet its capital needs over the next decade, Howard will undertake extensive renovations of specific existing buildings and systems and develop new facilities to house critical program that support its mission, vision, and strategic priorities.

Howard Forward 2024 established the program priorities that informed the development strategies in the Campus Plan. The planning goals, objectives, and principles set the overarching framework within which the various critical programmatic needs Howard should be met.

The University is committed to optimizing its physical assets' value and performance in support of its mission. To advance and achieve this priority, the University recommends a tactical and catalytic development strategy that will optimize value, mitigate risk, and include diversity in the value chain. The strategy aggregates the five (5) Howard Forward Pillars into three (3) focus areas:

1. Enabling leadership in academics and research, including a focus on STEM and Health Sciences, arts and communications, law and business that enables Howard to take advantage of emerging opportunities in the greater work economy;
2. Enriching the campus experience with projects that emphasize experiential learning and improve campus life and activities, and
3. Improving efficiency, effectiveness, and financial stability, which includes optimizing land use, program consolidation, and diversification of revenue streams.

The University will prioritize core academics and research, both high-demand programs and online courses, investing in cutting-edge technology and creating innovative physical and virtual learning environments/spaces.

| Status | Square | Lot SqFt | NEW GSF | Proposed FAR | Zone(s) | FAR |
|----------|------------------|-----------|------------------|--------------|-------------|----------|
| Existing | 0330 | 93,489 | 233,173 | 2.49 | RA-2 | 1.8 |
| Existing | 2872 | 9,954 | 0 | 0.00 | RA-2 | 1.8 |
| Existing | 2873 | 128,807 | 573,687 | 4.45 | RA-5 | 3.5 |
| F | 2882 | 145,179 | 475,723 | 3.28 | RA-2 | 1.8 |
| Existing | 2885 | 12,019 | 0 | 0.00 | MU-4 | 2.5 |
| Existing | 3055 | 52,819 | 88,979 | 1.68 | RA-2 | 1.8 |
| A, B, C | 3057 | 1,337,393 | 1,500,071 | 1.12 | RA-2, MU-4 | 1.8 |
| Existing | 3058 | 59,863 | 158,444 | 2.65 | RA-2, MU-4 | 1.8, 2.5 |
| Existing | 3060 | 227,805 | 341,886 | 1.50 | RA-2 | 1.8 |
| Existing | 3063 | 105,790 | 216,319 | 2.04 | RA-2 | 1.8 |
| J | 3064 | 220,067 | 520,489 | 2.37 | RA-2, PDR-2 | 1.8, 4.5 |
| G | 3065 | 89,996 | 351,879 | 3.91 | PDR-3 | 6.0 |
| Existing | 3068 | 99,225 | 363,829 | 3.67 | MU-2 | 6.0 |
| D, E, H | 3069 | 565,412 | 1,965,517 | 3.48 | MU-2, RA-2 | 6.0, 1.8 |
| Existing | 3072 | 52,500 | 170,430 | 3.25 | RA-2 | 1.8 |
| Existing | 3074 | 9,057 | 30,396 | 3.36 | PDR-3 | 6.0 |
| Existing | 3075 | 667,939 | 1,346,654 | 2.02 | PDR-3, RA-2 | 6.0, 1.8 |
| Existing | 3080 | 44,375 | 170,000 | 3.83 | RF-1 | 1.8 |
| Existing | 3094 | 5,750 | 2,592 | 0.45 | RF-1 | 1.8 |
| | 3,927,439 | | 8,510,068 | 2.17 | | |

| Zone | Land Area | Proposed GSF | Proposed FAR | Allowed FAR |
|------------|------------------|------------------|--------------|-------------|
| RA-2, RF-1 | 2,516,968 | 4,189,846 | 1.66 | 1.8 |
| RA-5 | 128,807 | 573,687 | 4.45 | 3.5 |
| MU-2 | 590,865 | 2,074,363 | 3.51 | 6.0 |
| MU-4 | 25,679 | 75,000 | 2.92 | 2.5 |
| PDR-2 | 87,463 | 330,536 | 3.78 | 4.5 |
| PDR-3 | 577,657 | 1,266,636 | 2.19 | 6.0 |
| | 3,927,439 | 8,510,068 | | |

Table 4.2: Proposed Campus Square/Lot/FAR Data

The University will highlight STEM academic fields, bolster interdisciplinary programs, and establish new academic and research facilities.

Howard will enrich the campus experience and serve the community by leveraging relationships with corporate partners to foster a campus community that promotes physical and mental wellbeing. The University will ensure compliance with regulatory and governing agencies as well as reduce the campus carbon footprint. Howard intends to achieve financial sustainability by delivering a more efficient campus footprint, developing solid real estate partnerships, and diversifying revenue streams to include surplus and non-core land monetization. Howard's monetization strategy is not divestment, but rather retention through long-term leasing of underutilized properties.

4.1.6 Interdisciplinary Aggregation

Howard will aggregate academic units based upon synergistic functional requirements to create greater operational efficiency, programmatic synergy, and cultivate a more unanimous and engaging learning experience. Successful aggregation requires a review and assessment of the six (6) major space typologies that serve the academy:

- general-purpose classrooms,
- assembly space,
- laboratories,
- studios,
- specialty resources, and
- library/study space.

Functionally, all units require access to general-purpose classrooms and assembly space, as well as specialized and library/ study spaces. Programs such as fine and performing arts, architecture, and communications require and heavily use distinct studio spaces. These disciplines have a natural synergy supporting fields of study focused on arts and media that are suitable for cross-pollination.

Similarly, STEM and health science-related fields require specialized laboratories. These programs, at their respective graduate and undergraduate levels, also possess under-utilized curricular synergies, which the plan hopes to reinforce.

4.1.7 Institutional Priorities

The first initiatives are urgent, and prioritize investments in the physical plant infrastructure and utilities to avoid crippling functional interruptions, improve efficiencies, and enable the University to support environments that continue to attract and retain outstanding students, faculty, researchers, and clinicians.

Ongoing Urgent

Recent steam pipe ruptures have prompted repairs to stabilize campus infrastructure and develop central utility modernization and recovery. The C. B. Powell building is more than 100 years old and facing the imminent failure of numerous critical building components. The University will relocate programs that currently occupy the facility, and the original C. B. Powell building will be renovated and re-occupied as part of two co-located capital projects.

Proposed

The planning process identified nine capital projects as critical for Howard to achieve its academic, research, and student life priorities over the next decade. The projects' focus ranges from student support and services to interdisciplinary school/college academic space to a new Howard University hospital. The nine Capital Projects deemed by the University as needed include:

- A. Intercollegiate Athletic Center
- B. Center for Arts and Communications
- C. Howard University Union
- D. Health Sciences Complex
- E. STEM Center
- F. Apartment-Style Residences
- G. Medical Office Building
- H. Howard University Hospital
- J. Fusion Building

| ASSET | ASSET NAME | ADA | BUILDING ENVELOPE | INTERIOR | PLUMBING | HVAC | EHS | ELECTRICAL |
|-------|---|-------------|-------------------|-------------|-------------|-------------|-------------|-------------|
| 1 | MORDECAI JOHNSON BUILDING | MINIMAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 2 | WONDER PLAZA | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | MINIMAL | PARTIAL |
| 3 | HOWARD MACKEY BUILDING (ARCHITECTURE) | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 6 | MARY BETHUNE ANNEX | MINIMAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 7 | ERNEST JUST HALL (BIOLOGY) | MINIMAL | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL | PARTIAL | SUBSTANTIAL |
| 8 | JOHN BURR GYMNASIUM BUILDING | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 10 | SCHOOL OF BUSINESS | MINIMAL | MINIMAL | PARTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 12 | ANDREW CARNEGIE BUILDING | MINIMAL | MINIMAL | PARTIAL | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL |
| 13 | C. B. POWELL BUILDING (COMMUNICATIONS) | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 15 | CHEMISTRY BUILDING | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 16 | CHEMICAL ENGINEERING BUILDING | MINIMAL | MINIMAL | MINIMAL | PARTIAL | MINIMAL | MINIMAL | PARTIAL |
| 18 | GEORGE COOK HALL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL | SUBSTANTIAL | MINIMAL | MINIMAL |
| 19 | CANCER RESEARCH CENTER | MINIMAL | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 20 | LOUIS CRAMTON AUDITORIUM | MINIMAL | SUBSTANTIAL | PARTIAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL |
| 21 | CHARLES DREW HALL | MINIMAL | MINIMAL | PARTIAL | PARTIAL | MINIMAL | MINIMAL | SUBSTANTIAL |
| 26 | LEWIS DOWNING HALL (ENGINEERING) | MINIMAL | PARTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | MINIMAL | SUBSTANTIAL |
| 28 | LULU CHILDERS HALL (FINE ARTS) | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 29 | FOUNDERS LIBRARY | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 34 | BETHUNE ANNEX CAFETERIA | MINIMAL | MINIMAL | PARTIAL | MINIMAL | MINIMAL | PARTIAL | MINIMAL |
| 35 | COLLEGE HALL NORTH | MINIMAL | MINIMAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 38 | INTERDISCIPLINARY RESEARCH BUILDING | MINIMAL | MINIMAL | SUBSTANTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 39 | HOWARD UNIVERSITY SERVICE CENTER | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 42 | RALPH BUNCHE INTERNATIONAL AFFAIRS CENTER | MINIMAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 43 | IRA ALDRIDGE THEATER | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL |
| 47 | CHAUNCEY COOPER HALL (PHARMACY) | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | MINIMAL | PARTIAL |
| 48 | POWER PLANT | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL | SUBSTANTIAL |
| 50 | ANDREW RANKIN MEMORIAL CHAPEL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | PARTIAL | PARTIAL | MINIMAL | PARTIAL |
| 53 | INABEL LINDSAY HALL (SOCIAL WORK) | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | PARTIAL | MINIMAL | SUBSTANTIAL |
| 55 | WILBUR THIRKIELD HALL (PHYSICS) | MINIMAL | PARTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 57 | ARMOUR BLACKBURN UNIVERSITY CENTER | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL | SUBSTANTIAL | MINIMAL | SUBSTANTIAL |
| 58 | EARLY LEARNING CENTER | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 67 | COLLEGE HALL SOUTH | MINIMAL | MINIMAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |
| 96 | HOWARD MANOR | MINIMAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 200 | LOUIS STOKES HEALTH SCIENCES LIBRARY | MINIMAL | PARTIAL | SUBSTANTIAL | MINIMAL | PARTIAL | MINIMAL | PARTIAL |
| 401 | HARRISON BROTHERS BUILDING | MINIMAL | PARTIAL | PARTIAL | MINIMAL | MINIMAL | MINIMAL | MINIMAL |


-  MINIMAL
-  PARTIAL
-  SUBSTANTIAL

Table 4.3: Renovation Matrix

LEGEND

- Campus Boundary
- Renovated
- To-be Renovated
- CAPITAL PLAN**
- Proposed Demo 2020-2030
- Future Demo

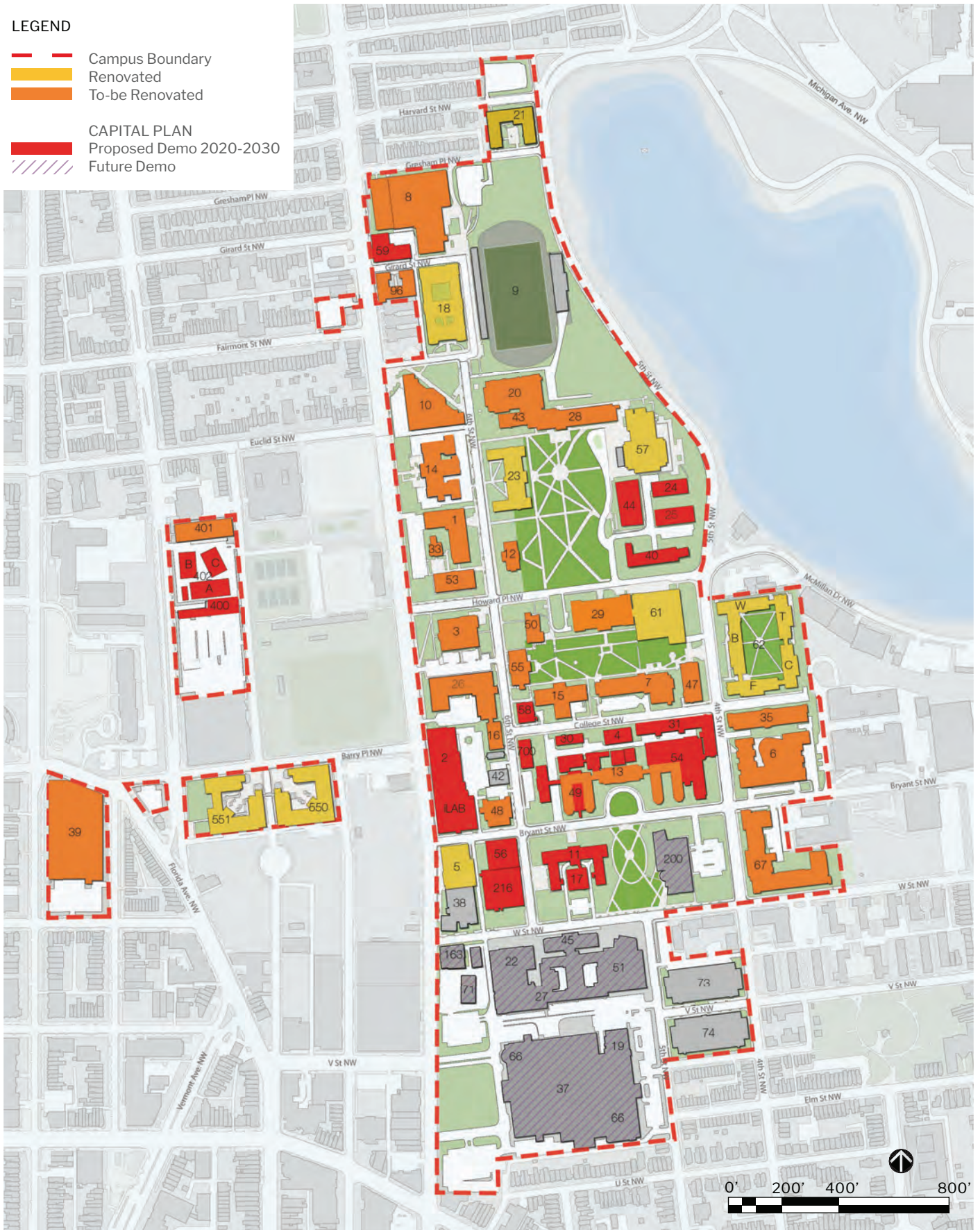


Figure 4.1: Decommissioning & Demolition Phasing

The proposed central campus total land area within the HU boundary remains approximately 86 acres, with 58 buildings that combined equal 8.5 million square feet, resulting in a current Floor Area Ratio of 2.17 for the Central Campus.

As Howard moves forward with its proposed capital projects, many of the efforts will require the temporary relocation of programs occupying facilities slated for renovation or buildings planned for demolition to create a new capital project development site.

The University has a three-tiered strategy for program relocations, either long-term or temporary, including:

1. Backfill into existing on-campus facilities,
2. On-campus swing-space/temporary relocations, and
3. Modular Unit temporary relocations.

The University usually locates modular on its property, but outside the historic core campus. Although rare, the University may need to look off-campus for temporary space to meet critical program needs

Potential Future Development Opportunities

Once the New HU Hospital complex is completed and occupied, the existing HU Hospital, health sciences buildings, and adjacent support buildings will be vacated and decommissioned.

The newly freed-up land gives rise to a unique opportunity for Howard to collaborate with developers in creating a vibrant, innovative, and urban mixed-use development along Georgia Avenue.

The vacated spaces that formerly housed STEM programs can be converted into valuable swing space to accommodate temporary uses and the growth and expansion of special programs.

The Georgia Avenue streetscape improvements should be a campus and community draw by creating place-making opportunities within the public realm

4.1.8 Planning Process

The planning process explored development concepts informed by identified program uses, campus and site context, adjacencies, access, infrastructure, historic resources, and applicable DC Zoning regulations.

Multiple, subsequent iterations of campus-wide and individual project concepts were prepared, which addressed site and building considerations such as adjacent historic resources, scale, massing, and facility heights. These included concepts that maximized building heights to the allowable 90-foot limit for college and university campuses.

The University and campus stakeholders will continue to evaluate the iterations and provide recommendations for improving the campus and individual projects as Howard begins implementing the Campus Plan.

The campus plan and capital projects outlined in the following pages result from the interactive process and represent the University's preferred development scenario for its Central Campus. The University will continue collecting feedback from the campus community as the Plan evolves and as specific projects are implemented through further processing.

4.2 Development Strategy

4.2.1 Proposed Development Programs

The purpose of the Campus Plan is to create a physical environment that is inspirational and supportive of fulfilling Howard's mission and strategic plan. The outcomes of the Campus Plan should enrich the lives of all who live, study, teach, and work at Howard University.

As a vibrant urban institution within one of the country's most dynamic cities, the Plan needs to maximize the short- and long-term growth and development potential on the Howard campus.

A unifying factor across all proposed development programs is the aggregation of uses based upon synergistic functional requirements to create greater operational efficiency, programmatic interconnectivity and cultivate a more consistent and engaging campus experience.

LEGEND

- Campus Boundary
- Proposed Buildings
- Proposed Renovation
- Existing Buildings
- Open Space
- Formal Landscape
- Future Building
- Future Decommission



BUILDING LEGEND

- A. Intercollegiate Athletics Annex
- B. Center for Arts & Culture
- C. Howard University Union
- D. Health Sciences Complex
- E. STEM Center
- F. Apartment-Style Residences
- G. Medical Office Building
- H. Howard University Hospital
- J. Fusion Building

Figure 4.2: Proposed Campus Plan

4.2 (A) Intercollegiate Athletics Annex

Through a series of new construction and phased renovation projects, Burr Gymnasium will ultimately function as a dedicated intercollegiate athletics facility. The academic and general recreation functions within Burr will relocate to the proposed Fusion Building (see Section 4.2.1.8).

The proposed Intercollegiate Athletics Annex (IAA) to the Burr Gymnasium will provide much-needed, adjacent office, office support, classroom, meeting, and activity space. The four-story facility will house programs to improve student athlete’s schedules and optimize coaching contact hours. The Athletics Annex will also help to establish a new face for Howard athletics along Georgia Avenue.

Historic Preservation Considerations

The proposed development site at 2801 Georgia Avenue NW is currently improved with a five-story brick building. The facility was originally constructed in 1928, was expanded in 1933, and served as a furniture storage warehouse for the American Storage and Transfer Company.

The building was acquired by the University in 1968 and became known as “University Warehouse #2,” or the “Bank Building.” The openings on the ground floor of the building were altered following its acquisition by the University, and a first-floor slate-tile façade added.

The existing building is not currently designated as a historic landmark and is not located within an existing historic district. The building does not appear to possess the historical or architectural significance or integrity necessary to be eligible for individual listing in the National Register or DC Inventory.

| A. Intercollegiate Athletics Annex (IAA) Zoning | |
|---|---|
| Zoned | MU-4 |
| FAR | 1.12 for sq 3057 Lot 0092 (2.5/1.5 non-residential) |
| Height | 50' (50' Max/90' Institutional Allowed) |
| Lot Occupancy | (60% allowed) |

Table 4.4: Athletics Annex Zoning Requirements

Neighborhood Context & Impacts

The height of the proposed Annex is one story less than the current warehouse facility, and its intended design and function will enhance and activate this edge environment of the campus along Georgia Avenue. The new facility will house Intercollegiate offices and instructional space.

Occupant parking/loading is provided in an existing lot behind the gymnasium. The proposed scale is consistent with other HU facilities along Georgia Avenue NW.

As a result of these planning parameters, the project is not expected to adversely impact the neighborhood.

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

| A. Intercollegiate Athletic Annex (IAA): 50' Height | |
|---|---|
| Floor 1 | 8,897 GSF |
| Total Floor 1 | 8,897 GSF |
| Upper Floors (2-4) | 13,645 GSF (each) |
| Total 2-4 Floors | 40,935 GSF |
| | 4 Levels of Athletic + Support Spaces |
| | 1 Level of Basement |
| IAA TOTAL | 49,832 GSF (Does Not Include any below grade basement/parking) |

Table 4.5: Athletics Annex Building Data

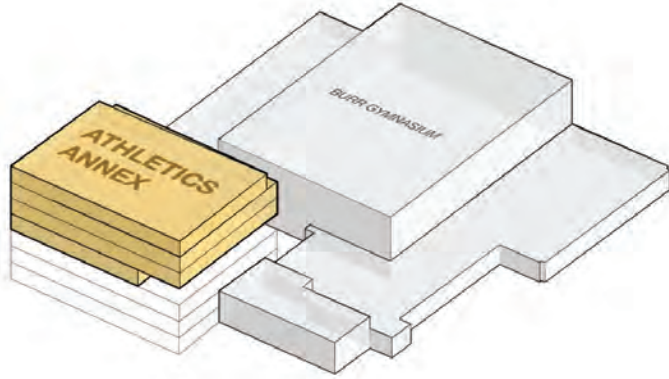


Figure 4.3: Athletics Annex: Massing Study

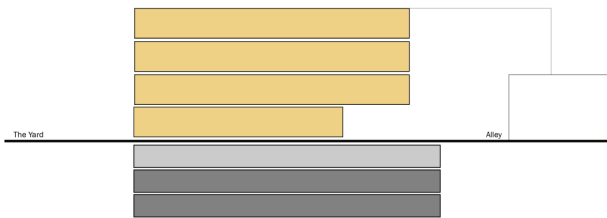


Figure 4.4: Athletics Annex: Diagrammatic Section

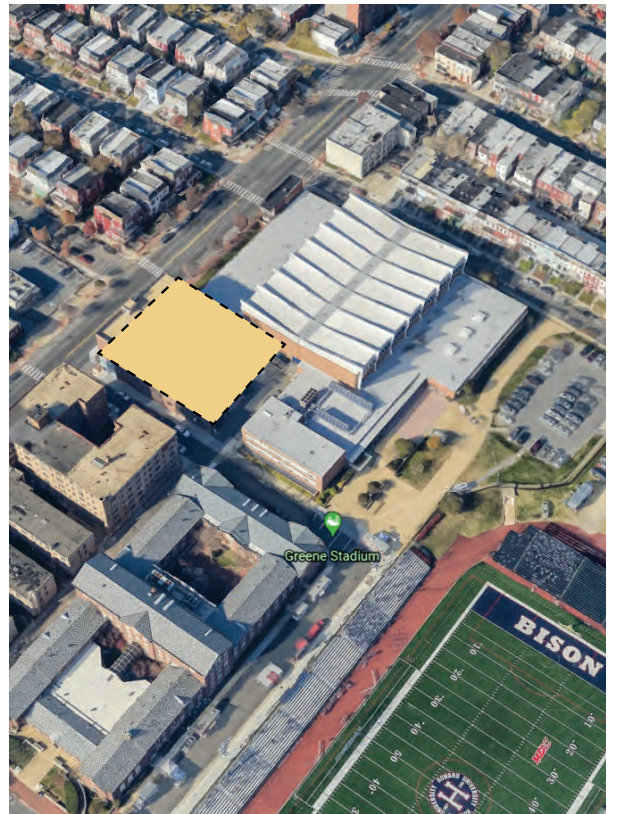


Figure 4.5: Athletics Annex in Context



Figure 4.6: Athletics Annex: Plan View

4.2 (B) Center For Arts & Communications

A new Center for Arts and Communication (CAC) will rise on the northern end of the Yard, directly north of Childers Hall. The multi-story facility will house studio-based learning environments, classrooms, officing, and support spaces for programs such as the fine and performing arts, architecture, and communications. Optimally, the university’s media stations would also maintain a presence within the facility.

The co-location of synergistic programs will create opportunities for interdisciplinary studies and collaboration. The core campus location will enable better event synchronization with other major event venues within the northern end of campus.

The concept retains three significant facilities (Cramton Auditorium, Ira Aldridge Theatre, and College of Fine Arts), and introduces a new state-of-the-art academic facility that creates a fusion environment of old/new facilities.

Historic Preservation Considerations

The proposed CAC development site is currently occupied by the University’s Fine Arts complex made up of the College of Fine Arts including Lulu Childers Hall, Cramton Auditorium, and the Ira Aldridge Theater.

The development concept retains the existing buildings and envisions construction of a new facility along the rear north and east elevations, in the location of an existing asphalt parking lot.

The existing buildings were designed by the collaboration of prominent Black architects Paul R Williams and Howard University Architect Hilyard R. Robinson.

These three facilities were part of the 1951 campus development plan formulated by the

| B. Center for Arts & Communications (CAC) Zoning | |
|--|---|
| Zoned | RA-2 |
| FAR | 1.12 for sq 3057 Lot 0092 (1.8) |
| Height | 90' (50' Max/90' Institutional Allowed) |
| Lot Occupancy | (60% allowed) |

Table 4.6: CAC: Zoning Requirements

General Services Administration (GSA) during the presidency of Mordecai Johnson.

The three buildings are not currently designated as historic landmarks; however, Childers Hall forms the northern boundary of the upper quadrangle, also known as “the Yard,” which is designated a National Historic Landmark (NHL) Historic District and is listed in the National Register of Historic Places. Childers Hall, Crampton Auditorium, and Aldridge Theater are potentially significant for their contribution to the development of the University during the mid-twentieth century and for their association with architects Hilyard Robinson and Paul R. Williams.

In consideration of the buildings’ significance and contribution to the development of Howard University, the future addition contemplated as part of the development should be designed in a compatible manner in accordance with the DC Historic Preservation Law and related regulations and guidelines.

Neighborhood Context & Impacts

The CAC site occupies an internal highpoint within the campus, overlooking the McMillan Reservoir, and removed from any adjacent residential neighborhoods.

Parking will be provided in a structured facility located beneath the new development. The proposed parking will accommodate future attendees at campus events and performances. The new facility will positively benefit the community with minimal adverse impacts.

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

| B. Center for Arts & Communications (CAC) @ 90' Height | |
|--|--|
| Floors 1 -3 | 35,491 GSF (each) |
| Total 1-3 Floors | 106,473 GSF |
| Upper Floors (4-7) | 27,011 (each) |
| Total 4-7 Floors | 108,044 GSF |
| | 7 Levels of Academic + Support Spaces |
| | 1 Level of Basement (Not Included in Total) |
| | 2 Levels of Below-Grade Structured Parking |
| CAC TOTAL | 214,517 GSF (GSF Does Not Include any below grade basement/parking) |

Table 4.7: CAC Building Data

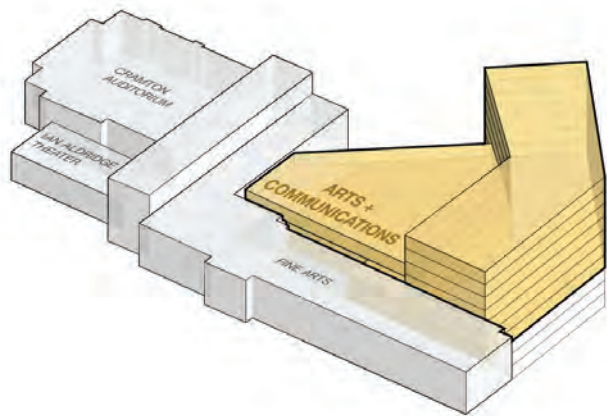


Figure 4.7: Center for Arts & Communications: Massing Study



Figure 4.8: Center for Arts & Communications: Diagrammatic Section

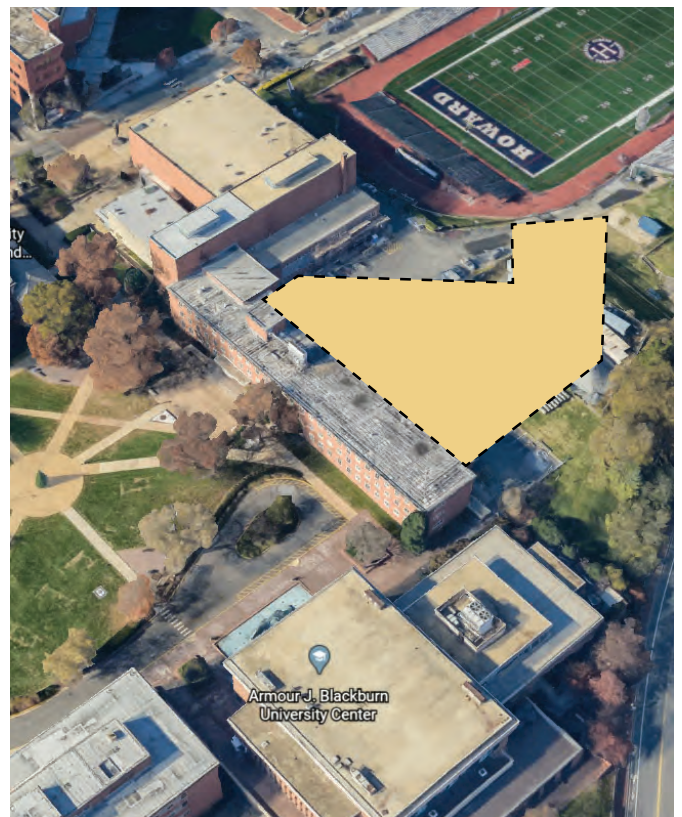


Figure 4.9: Center for Arts & Communications in Context



Figure 4.10: Center for Arts & Communications: Plan View

4.2 (C) Howard University Union

The proposed Howard University Union (HUU) is intended to be flexible to the evolving needs of the campus. A fusion of uses will include: student activities, student affairs, meeting spaces, study spaces, academic support, and recreational and social spaces. The Union is envisioned directly north of the Undergraduate Library.

The highly active facility will invigorate Howard’s historic Upper Quadrangle and serve to link student housing communities along the east-west corridor of Howard Place. The facility will provide space for student organizations, events, cultural exchange, recreation, and encourage social and academic collaboration.

The new facility is comparably scaled to other nearby buildings and would provide an expansive eastern terrace – potentially linked to the Blackburn Center - that will overlook the McMillan Reservoir.

Historic Preservation Considerations

The proposed HUU development site (see 3.6.3) is currently the location of four existing buildings: Alain Leroy Locke Hall, the Human Ecology Building (Howard University Middle School), and Academic Support Buildings A and B.

The design of the proposed HUU will factor in the relative level of historic significance of these facilities. It is generally anticipated that selective demolition of some or all of these existing buildings will be required to achieve the University’s desired program.

These buildings are not designated historic resources; however, Locke Hall and the Howard Middle School currently form the eastern boundary of the upper quadrangle, which is designated a National Historic Landmark (NHL) Historic District and is listed in the National Register of Historic Places.

| C. Howard University Union (HUU) Zoning | |
|---|---|
| Zoned | RA-2 |
| FAR | 1.12 for sq 3057 Lot 0092 (1.8) |
| Height | 90' (50' Max/90' Institutional Allowed) |
| Lot Occupancy | (60% allowed) |

Table 4.8: Howard University Union: Zoning Requirements

The Howard Middle School building, originally known as the Human Ecology Building, was built in 1960 to the design of University Architect Hilyard Robinson in partnership with Paul Revere Williams. Alain Locke Hall was built in 1964 as a classroom building for the College of Arts and Sciences. The building was designed by DC firm Justement, Elam and Darby.

The Howard Middle School Building and Locke Hall are potentially significant for their contribution to the development of the University during the mid-twentieth century. The Middle School Building may also be significant for its association with architects Robinson and Williams.

Academic Support Buildings A and B were built in 1975 and designed as temporary faculty support buildings by the Atlanta-based architecture firm Turner Associates. The Academic Support Buildings do not appear to possess the historical or architectural significance or integrity necessary to be eligible for individual listing in the National Register or DC Inventory.

Neighborhood Context & Impacts

The HUU development site occupies an internal campus vista overlooking the McMillan Reservoir and removed from any residential areas. The proposed building includes an outdoor terrace on the eastern side, which will activate this previously isolated area along 4th Streets NW.

Parking and service access would occur in a proposed garage beneath the facility. As planned, the Union would not adversely impact the surrounding community.

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

| C. Howard University Union (HUU) @ 90' Height | |
|---|--|
| Floors 1 -3 | 45,770 GSF (each) |
| Total 1-3 Floors | 137,310 |
| Floor 4-7 | 39,183 (each) |
| Total 5 Floors | 156, 732 GSF |
| 7 | Levels of Student Life, Support & Academic Spaces |
| 1 | Level of Basement (Not Included in Total) |
| 2 | Level of Below-Grade Structured Parking |
| RSUF TOTAL | 284,042 GSF (GSF Does Not Include below grade basement/parking) |

Table 4.9: Howard University Union Data

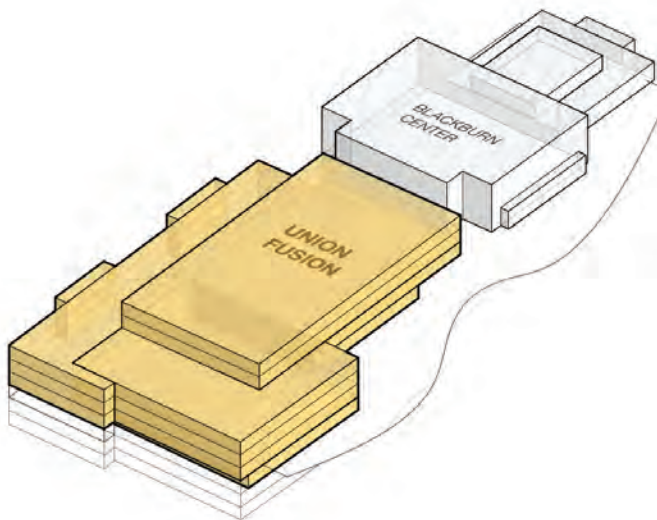


Figure 4.11 : Howard University Union: Massing Study

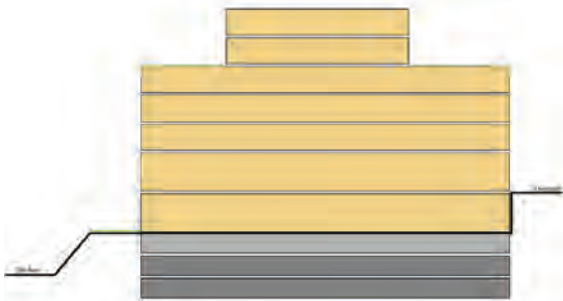


Figure 4.12: Howard University Union: Diagrammatic Section

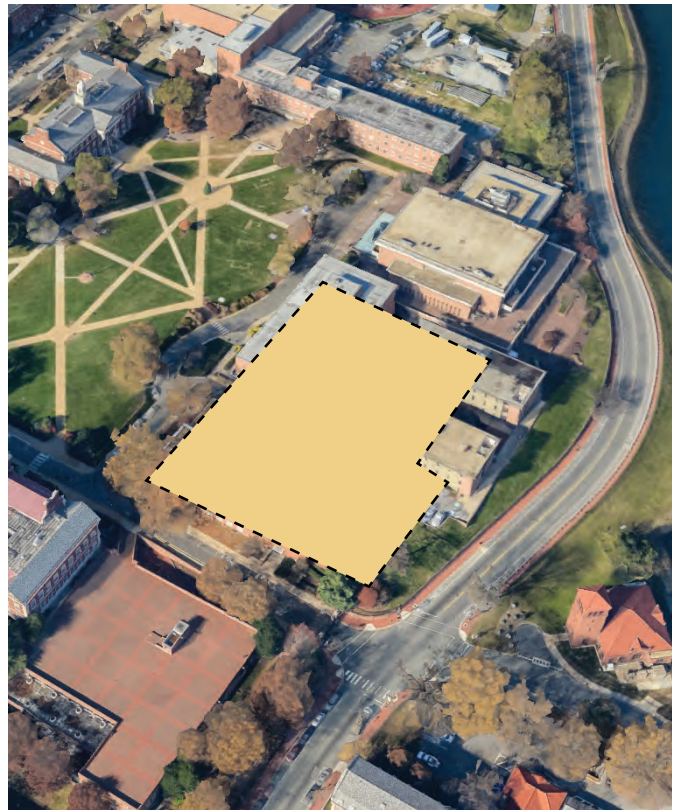


Figure 4.13: Howard University Union in Context

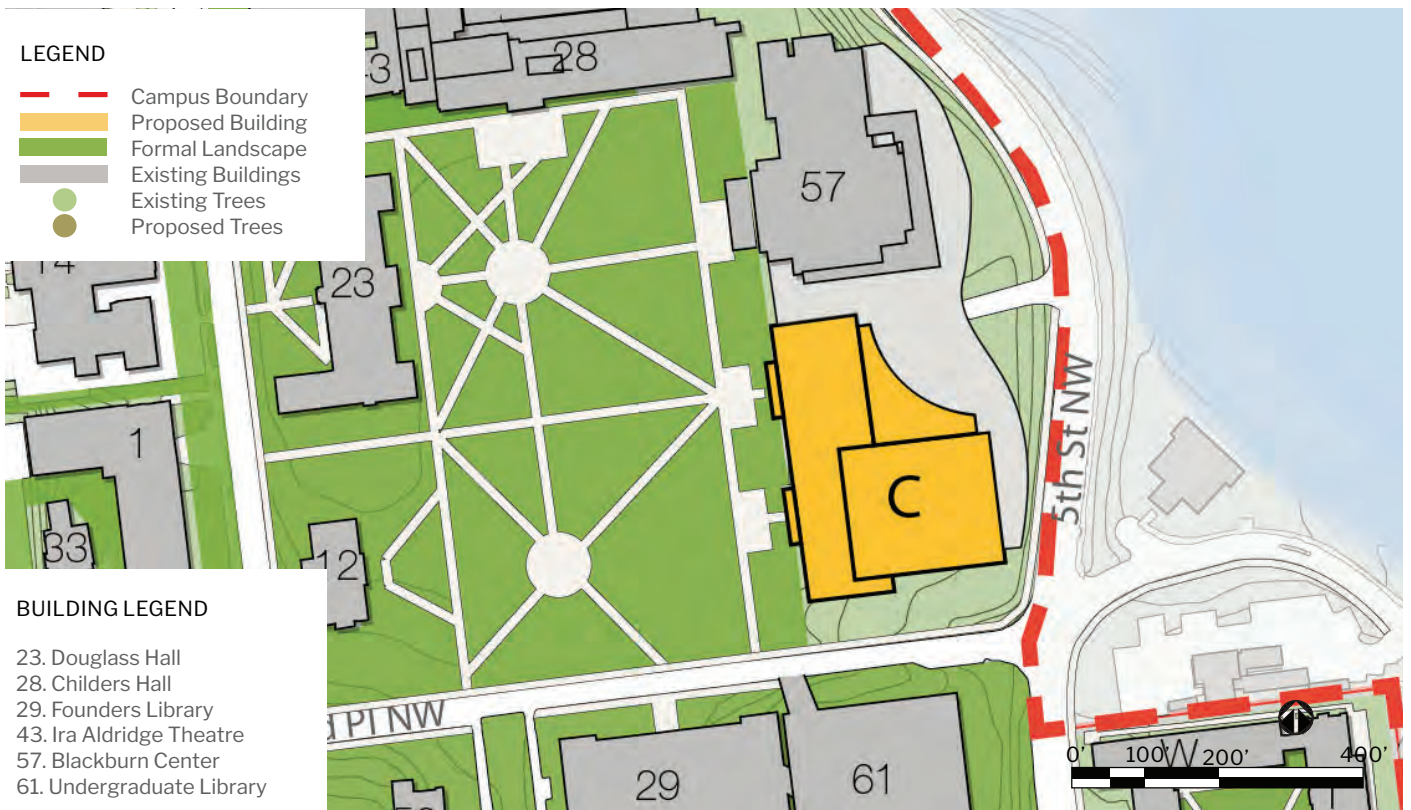


Figure 4.14: Howard University Union: Plan View

4.2 (D) Health Sciences Complex

The new Health Sciences Complex (HSC) will co-locate the colleges of Medicine, Dentistry, Nursing, and Allied Health Sciences, Pharmacy, and Mental Health programs.

The interdisciplinary building will embrace the existing, historically significant C.B. Powell (Freedmen’s Hospital) building. As part of the project, the renovation of the historic structure will provide space for “dry” uses such as offices classrooms, and administrative support spaces. The proposed HSC seven-story facility will cluster programs requiring access to specialized labs and instructional spaces that create opportunities for interdisciplinary collaboration.

Historic Preservation Considerations

The proposed Health Science Complex and STEM Center are located on the site currently occupied by nine buildings on the block between Bryant, College, Fourth, and Sixth streets NW. The buildings include the C.B. Powell Building, WHUR and WHUT, the Mental Health Clinic, Laser Chemistry Building, Graduate School of Arts and Sciences, and others. The buildings on this block are not currently designated as historic landmarks.

Historically, these buildings were a part of the Freedmen’s Hospital complex, built in several phases between 1908 and the 1942 to replace the Civil War-era hospital complex. The original hospital building(C.B Powell), powerplant, and a morgue constructed in 1908 were designed by the firm of Bruce Price and de Sibour with John Russell Pope as the firm’s associate architect after winning a national competition. Later buildings were designed by local architect/engineer James Berrall.

Continuing the original goal of providing medical services and education to people of color, the hospital complex expanded during the early twentieth century to accommodate an increased

| D. Health Sciences Complex (HSC) Zoning | |
|---|-------------------------------|
| Zoned | MU-2 |
| FAR | 3.3 (6.0/3.5 Non-Residential) |
| Height | 90' (90' allowed) |
| Lot Occupancy | (80% allowed) |

Table 4.10: Health Sciences Complex, Zoning Requirements

patient load and a wider array of medical services, as well as to provide the best possible learning environment for Howard University nurses, medical students, and interns.

Despite the cooperative relationship between the Freedman’s Hospital and Howard’s Medical School, the hospital was overseen by the federal government until 1967, at which time its jurisdiction was transferred to Howard University. The Freedmen’s Hospital remained operational until 1975 when the new Howard University Hospital was opened. Following its closure, the former Freedmen’s Hospital Complex was renovated and converted to classroom and office space for the Howard University School of Communications and several University academic departments. In the 1980s, large additions housing studio space for the WHUT television station and the WHUR radio station were added to the former Freedmen’s Hospital building.

The Freedmen’s Hospital Complex, including the former Freedmen’s Hospital Tuberculosis Annex south of Bryant Street NW, is significant for its critical role in the treatment of Black patients, in the education of Black nurses and physicians during the twentieth century, and its overall innovative contributions to the advancement of medicine in the United States. The complex is eligible for listing in the National Register of Historic Places and the DC Inventory of Historic Sites.

Consistent with the previously approved 2011 Master Plan, the proposed development would include the preservation and rehabilitation of the

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

| D. Health Sciences Complex (HSC) @ 90' Height | |
|---|---|
| Floors 1-4 | 86,921 GSF (each: includes portion of renovated CB Powell/Freedman’s Annex) |
| Total Floors 1- 4 | 247,945GSF |
| Floors 5-7 | 51,603 GSF (each) |
| Total Floors 5-7 | 206,412 GSF |
| 7 | Levels of Academic / Support Space |
| 1 | Level of Basement (Not Included in Total) |
| 2 | Level of Below-Grade Structured Parking |
| HSC TOTAL | 454,357 GSF (GSF Does Not Include any below grade basement/parking) |

Table 4.11: Health Sciences Complex Building Data

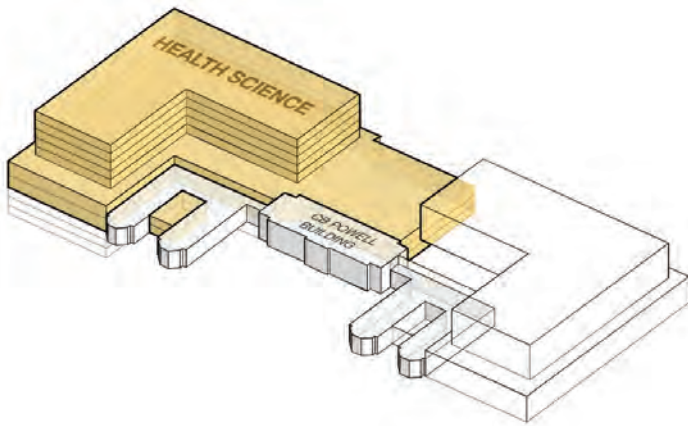


Figure 4.15: Health Sciences Complex: Massing Study



Figure 4.17: Health Sciences Complex: Context

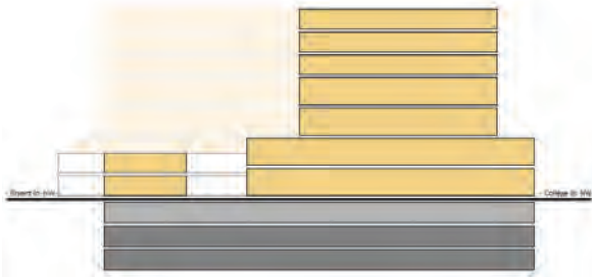


Figure 4.16: Health Sciences Complex: Diagrammatic Section

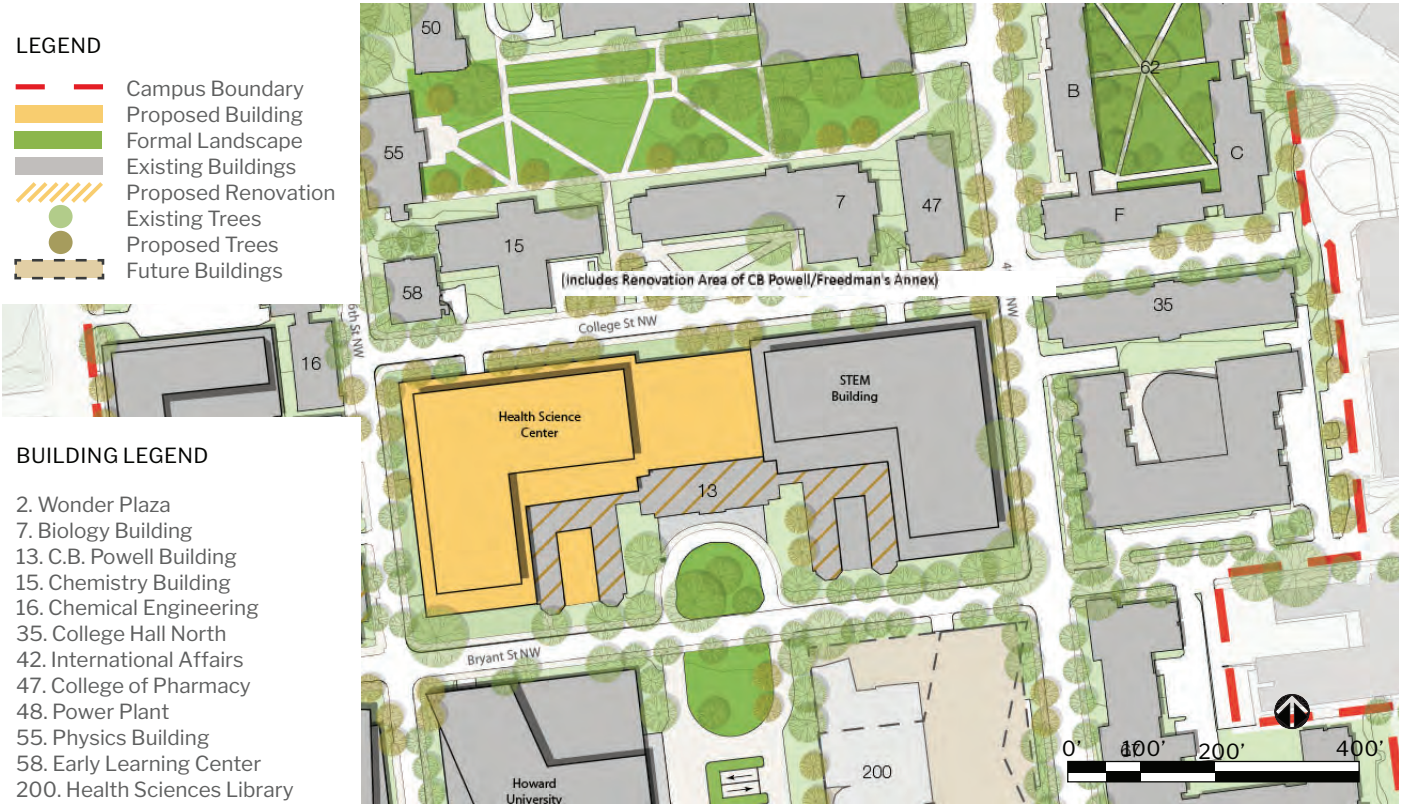


Figure 4.18: Health Sciences Complex: Plan View

original Freedmen’s Hospital and ward wings, the centerpiece for hospital administration and patient treatment. Later ward additions and support structures, including the original powerplant, stable and morgue, Home for Nurses, and Home for Internes and Residents, would be demolished. The new STEM and Health Sciences buildings would be constructed to the rear of the original hospital to fill the block.

Neighborhood Context & Impacts

The Health Sciences Complex site is within the campus core, and is removed from campus/ community edges. The development of the proposed facility will result in the renovation and adaptive reuse of the C. B. Powell Building, which would be a benefit to the University and the City. A below-grade parking structure is planned, with access and loading from College Street NW. As planned, the HSC facility would minimally impact the neighboring communities.

4.2 (E) STEM Center

A new lab-intensive STEM Center (STEM) will rise adjacent to the proposed Health Sciences Center. The STEM facility will also embrace the C.B. Powell (Freedmen’s Hospital) building, which will house general academic, office, and administrative support space. The proposed seven-story building co-locates science, technology, engineering and mathematics programs to foster interdisciplinary collaboration, innovation, and discovery. This program enables STEM programs that are currently spread across various parts of the campus to be consolidated into one contiguous, state-of-the-art location providing one-stop access to teaching and research labs, office and administrative functions, classrooms, meeting spaces, and other academic and campus support resources.

Together, the STEM Center and Health Sciences Complex will connect to create a comprehensive “cluster” environment for innovation in instruction and research across multiple disciplines.

Historic Preservation Considerations

The historic preservation considerations for the STEM Center are the same as the previous Health Sciences Complex site.

Neighborhood Context & Impacts

The STEM Center project will mirror and link with the Health Sciences Complex within the campus core, which is similarly removed from campus/ community edges. A below-grade parking structure is planned, with access and loading from College Street NW. As planned, the STEM facility would not adversely impact the neighboring communities.

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

| E. STEM Center (STEM) Zoning | |
|------------------------------|-------------------------------|
| Zoned | MU-2 |
| FAR | 3.3 (6.0/3.5 non-residential) |
| Height | 90 (90' allowed) |
| Lot Occupancy | (80% allowed) |

Table 4.12: STEM Center Zoning Requirements

| E. STEM Center (STEM) @ 90' Height | |
|------------------------------------|--|
| Floors 1-4 | 79,093GSF Each (Includes portion of renovated CB Powell/Freedman's Annex) |
| Total Floors 1-4 | 316,372 GSF (Combined) |
| Floors 5-7 | 38,475 GSF (each) |
| Total Floors 5-7 | 115,900 GSF |
| 7 | Levels of Academic/Support Space |
| 1 | Level of Basement (Not Included in Total) |
| 2 | Level of Below-Grade Structured Parking |
| STEM TOTAL | 431,797 GSF (GSF Does Not Include any below grade basement/parking) |

Table 4.13: STEM Center Building Data

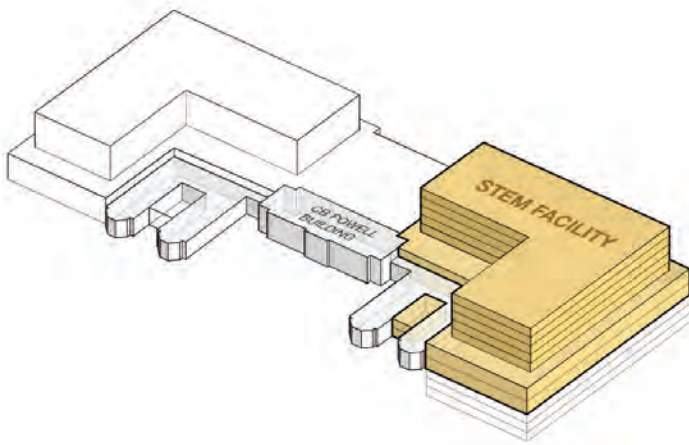


Figure 4.19: STEM Center: Massing Study



Figure 4.21: STEM Center in Context

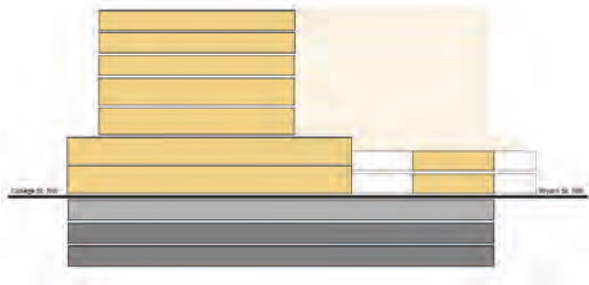


Figure 4.20: STEM Center: Diagrammatic Section

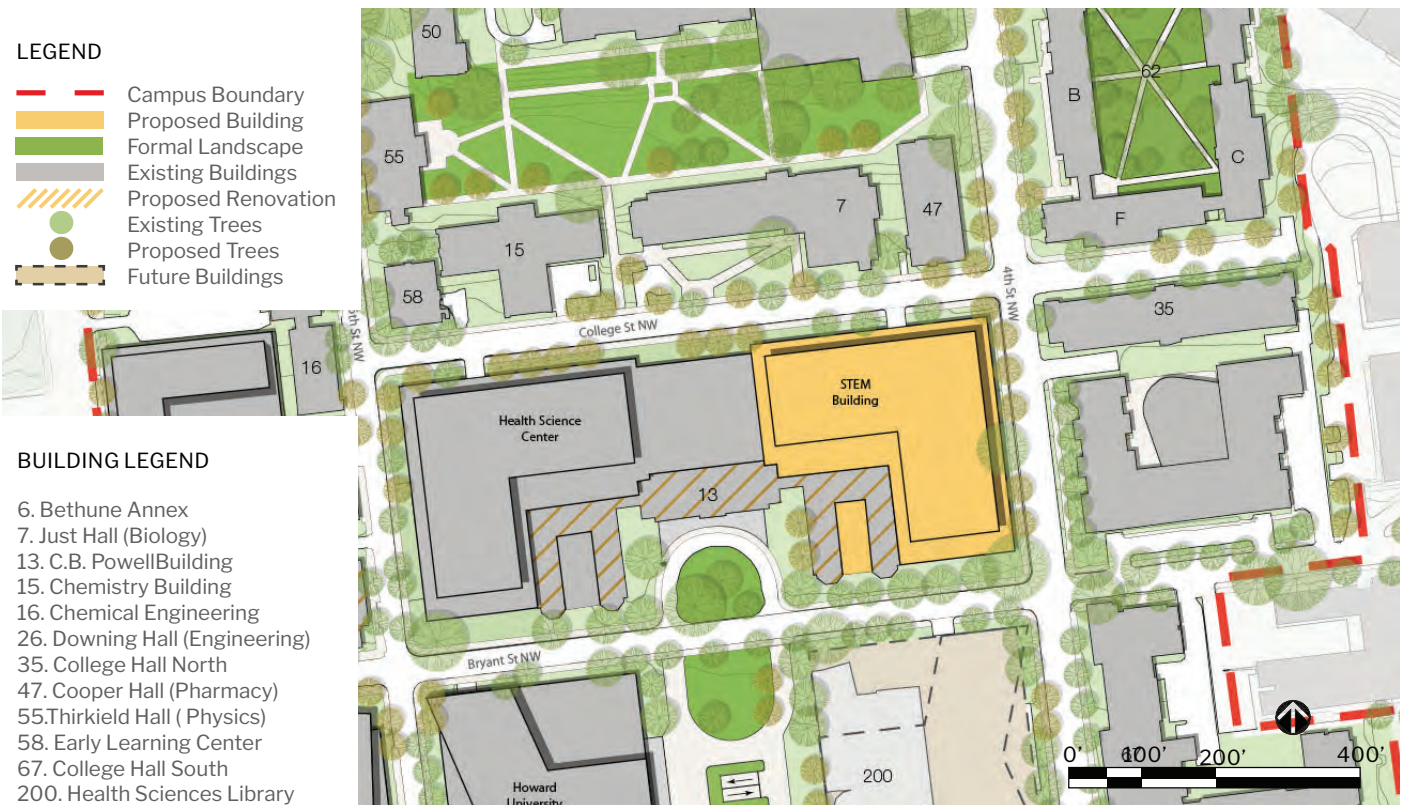


Figure 4.22: STEM Center: Plan View

4.2 (F) Apartment-Style Residences (F1 & F2)

The two Apartment-Style Residence (ASR) buildings would occupy the full block with the structures set to allowable setbacks. The concept for the two multi-story facilities is to create a contemporary living-learning environment that blends into the surrounding urban fabric.

The C-shaped forms are intended to maximize the number of units that would have views over the adjacent park and to the central Howard campus. Direct access from the campus to the residences is through an existing east/west walkway within the Banneker Recreation complex that acts as an extension of Howard Place and terminates at a planned plaza fronting the entrance points of both facilities.

The site has an extant combined sewer line with a pending restrictive easement to be established along the northeastern corner, which precluded development in that area. The first floor, fronting Sherman Avenue NW, would house amenities and appropriately scaled commercial/retail opportunities.

Historic Preservation Considerations

The proposed ASR development site is currently occupied by asphalt parking lots and a one-story utilitarian building located at 2467 Sherman Avenue NW.

The existing building, constructed of concrete block, was built as a manufacturing and office building in two phases: the western half of the building was constructed in c. 1958, and the eastern half of the building was constructed in 1959. Howard University acquired the property in 1992 and re-purposed the building as its Sculpture Studio.

The building is not a designated historic resource and is not located within a historic district. The

| F. 2 Apartment-Style Residences (ASR) Zoning | |
|--|--|
| Zoned | RA-2 (requires zoning change) |
| FAR | 3.3 (1.8) (requires zoning change) |
| Height | 90 (50' Max/90' Institutional Allowed) |
| Lot Occupancy | (60% allowed) |

Table 4.14: Apartment Zoning Requirements

building does not appear to possess the historic or architectural significance or integrity necessary to be eligible for individual listing in the NRHP or the DC Inventory.

Neighborhood Context & Impacts

The two residence facilities would occupy a campus site that is bordered on three sides by public uses: Banneker Park and School to the east; a DC Fire Station to the north; with Garfield Terrace Senior Housing and the Meyer Elementary School to the west. Lastly, a mixed-use retail and residential building (Trellis House) stands to the south on Howard-owned land.

The proposed residential buildings would be near the University's two existing upperclassman residence halls, Howard Plaza Towers East and West. This critical adjacency will help realize and upper classperson housing district on the west side of the core campus.

The new residences will visually enhance that section of Sherman Avenue and will help activate the area. Parking is proposed beneath the facilities to minimize on-street parking by occupants and visitors to the proposed ground-floor retail. A pedestrian connection along the east-west axis of Howard Place should connect through to Sherman Avenue.

The two projects should positively benefit the surrounding community while providing a convenient living-learning environment.

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

| F. 2 Apartment-Style Residences (ASR) @ 90' Height | |
|--|--|
| Floors 1-4 | 29,170 GSF (F-1) + 26,295 GSF (F-2) Total 55,465 GSF Floor/Combined |
| Total Floors 1-4 | 221,860 GSF (Combined) |
| Floor 5-9 | 25,902 GSF (F-1) + 23,255 GSF (F-2) Total 49,157 GSF Floor/Combined |
| Total Floor 5-9 | 245,785 GSF (Combined) |
| 1 | Level of Amenities (Offices/Retail /Fitness/Common/Storage/Support, etc.) |
| 6 | Levels of Residential Units |
| 1 | Level of Basement (Not Included in Total) |
| 2 | Level of Below-Grade Structured Parking |
| ASR TOTAL | 467,645 GSF (GSF Does Not Include any below grade basement/parking) |

Table 4.15: Apartment Building Data

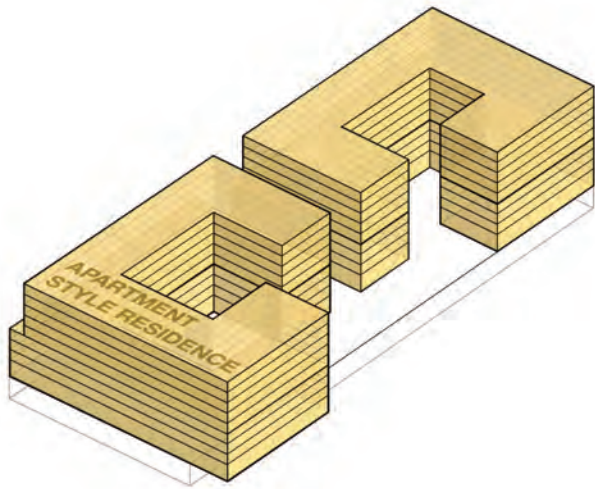


Figure 4.23: Apartment-Style Residences: Massing Study



Figure 4.24: Apartment-Style Residences: Diagrammatic Section



Figure 4.25: Apartment-Style Residences in Context

LEGEND

- Campus Boundary
- Proposed Building
- Formal Landscape
- Existing Buildings
- Sewer Line
- Existing Trees
- Proposed Trees



BUILDING LEGEND

401. Harrison Brothers Building

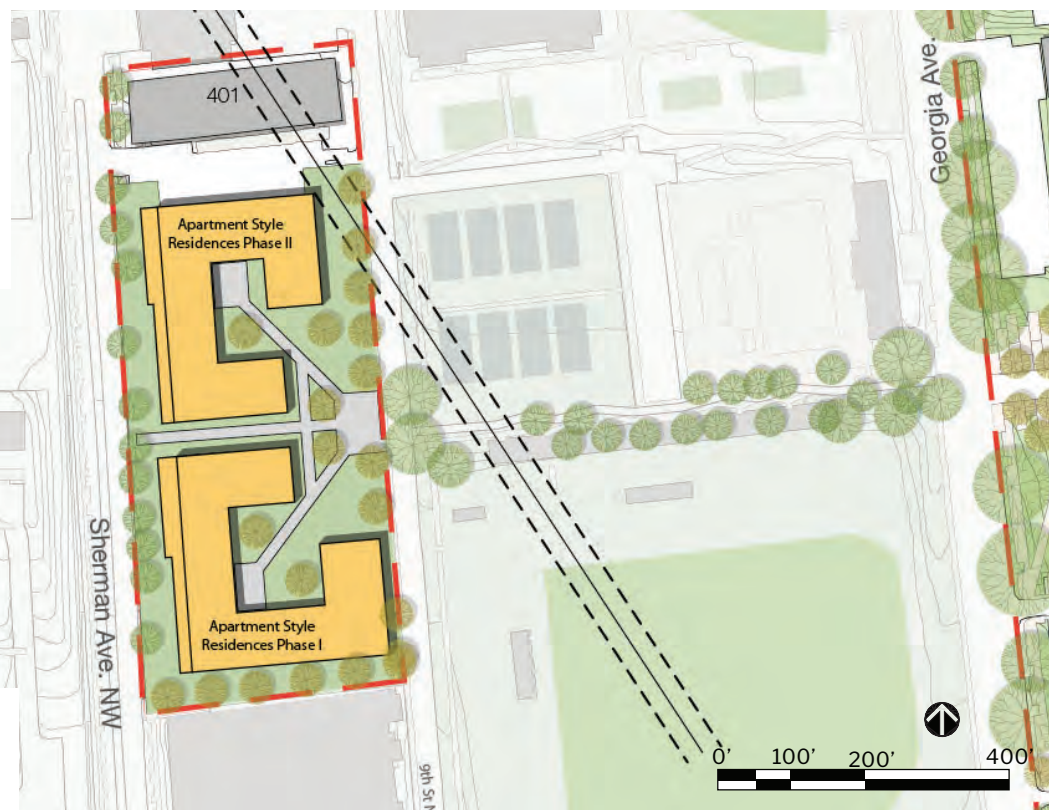


Figure 4.26: Apartment-Style Residences: Plan View

4.2 (G) Medical Office Building

4.2 (H) Howard University Hospital (H1,H2)

The Development of a new state-of-the-art teaching hospital and trauma center is a cornerstone of Howard’s commitment to service. The proposed Medical Office Building (MOB) would be a seven-story, 180,052 GSF outpatient clinic facility, and the new seven-story, 677,045 GSF Howard University Hospital (HUH) will be an advanced, modern teaching hospital and trauma center.

The state-of-the-art facilities will serve both the planned health sciences programs and the DC community. The two adjacent facilities will occupy two sites on either side of Sixth Street between W and Bryant streets. Beyond the 10-year planning period, an interconnecting future phase (H2) is envisioned to the east of the proposed HU Hospital site (H1) in order to provide additional clinical operations and patient beds, as needed.

Historic Preservation Considerations

There are four existing buildings located on the two proposed sites, all of which would be demolished to accommodate the new hospital.

The first site, identified as building/site G, is located on the west side of 6th Street, and is currently

occupied by two brick buildings located at 2230 Sixth Street NW and 2216-2220 Sixth Street NW. Neither building is currently designated.

2230 Sixth Street NW was built in 1940 to house and maintain the truck fleet of the Continental Baking Company, located nearby in the former Corby Baking Company complex on Georgia Avenue NW. Howard University obtained the property in 1993 and has utilized the building for storage. The building does not appear to possess the historical or architectural significance or integrity necessary to be eligible for individual listing in the National Register or DC Inventory.

2216-2220 Sixth Street NW was initially built in 1940 as offices and a distribution facility for the District News Company, owned and operated by Joseph Ottenstein who served as president of the company. It was expanded in 1946, 1954, and 1957 to accommodate growth of the company before moving to a new facility on Bladensburg Road.

The property was sold to the University in 1963 and it was renovated and reconfigured for use by the Howard University College of Medicine as office and lab space for the Human Genome Center. Today, the building is vacant. The building is potentially significant for its association with the original owner, the District News Company; however, past renovations to accommodate its

| G. Medical Office Building (MOB) Zoning | |
|---|-------------------------------|
| Zoned | PDR-3 |
| FAR | 4.5 (6.0/4.0 Non-Residential) |
| Height | 90 (90' Max) |
| Lot Occupancy | (80% allowed) |

| H. Howard University Hospital (HUH) Zoning | |
|--|-------------------------------|
| Zoned | MU-2 |
| FAR | 3.3 (6.0/3.5 Non-Residential) |
| Height | 90 (90' Max) |
| Lot Occupancy | (80% allowed) |

Table 4.16: HUH & MOB Zoning Requirements

| G. Medical Office Building (MOB) @ 90' Height | |
|---|--|
| Zoning | PDR-3 |
| Floors 1-2 | 32,000 GSF (each) |
| Total Floors 1-2 | 64,000 GSF |
| Floors 3-7 | 29,013 GSF (each) |
| Total Floors 3-7 | 116,052 GSF |
| 7 | Levels of Office + Support Spaces |
| 1 | Level of Basement (Not Included in Total) |
| 2 | Level of Below-Grade Structured Parking |
| MOB TOTAL | 180,052 GSF (GSF Does Not Include any below grade basement/parking) |

| H. Howard University Hospital (HUH) Phase I @ 90' Height | |
|--|--|
| Floors 1-2 | 82,000 GSF (each) |
| Total Floors 1-2 | 164,000 GSF |
| Floors 3-6 | 53,900 GSF (each) |
| Total Floors 3-6 | 215,600 GSF |
| B1 | Below Grade Level Parking |
| B2 | Below Grade Level HU Program Service/MEP/Parking |
| B3 | Below Grade Level Structured Parking |
| HUH TOTAL | 677,045 GSF (GSF Does Not Include any below grade basement/parking) |

Table 4.17: HUH & MOB Building Data

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

change in use from an office and distribution warehouse to medical use have substantially diminished its integrity. Consequently, the building does not appear to be eligible for individual listing in the National Register or DC Inventory.

The second site, referred to as site/building H1, is located to the east of Sixth Street and is currently occupied by two buildings including a three-story plus basement brick building later occupied by the College of Nursing and Allied Health Sciences (Annex 1), and a three-story building within the south side courtyard of Annex 1, known as Annex 2. Annex 1 was constructed as the Freedmen's Hospital Tuberculosis Annex in 1941 at a time when tuberculosis was unequally affecting the District's African American residents. The TB unit at Freedmen's Hospital was considered crucial for helping to alleviate the crowded conditions of the other designated TB wards. The building was designed by architect Waddy B. Wood in the Stripped Classical style. The building's role in the treatment of tuberculosis was short lived following advancements in the treatment for the disease led to its decline and slow eradication in the District. In 1962, the TB Annex was converted and renovated for private medical patients of the Freedmen's Hospital. Following the building's transfer to Howard University in 1967, the building was re-purposed to house the College of Nursing and Allied Health Sciences.

Annex 2 was constructed in 1970 as a temporary facility to house the University health affairs library. It was designed by Robert Nash and Associates. The buildings were heavily damaged as a result of a steam tunnel rupture and are vacant. Neither building is currently designated as a historic landmark. Annex 1 is significant for its association with the Freedmen's Hospital Complex and is potentially eligible for listing in the National Register of Historic Places and the DC Inventory of Historic Sites. Its condition has been seriously affected as a result of the steam tunnel rupture diminishing its potential for reuse.

Neighborhood Context & Impacts

The proposed HU Hospital and Medical Office Building sites replaces these uses north of their existing locations. This shifts the functions closer to the campus core, which creates better connectivity and more opportunities for collaboration across disciplines. The proposed

buildings will be right-sized to meet the projected future demand for beds, and efficiently configured to occupy less land. Structured parking is planned beneath both facilities, and loading/service would occur from Bryant Street NW.

Ambulances must have direct access from Georgia Avenue in and out via W and Bryant Streets. Ensuring two-way reconfiguration of these (currently one way) streets is critical to new HUH operations, and will require ongoing coordination with DDOT during further processing.

Green space displaced by the new H1 will be replaced with enhancements to green space east of the Stokes Library, during Phase 1 (first 5 years). Should H2 move forward, this green space shall be replaced elsewhere in proximity to LeDroit Park.

The new modern hospital and clinical offices within the Medical Office Building will positively impact, through health services, the immediate community, the City, and the greater metropolitan region. The new plan frees up land for future development that would also result in positive impacts on the economy, jobs, and increase housing opportunities. As planned, the combined projects should not result in any undesirable impacts to the neighboring communities.



Figure 4.27: Howard University Hospital & Medical Office building in Context

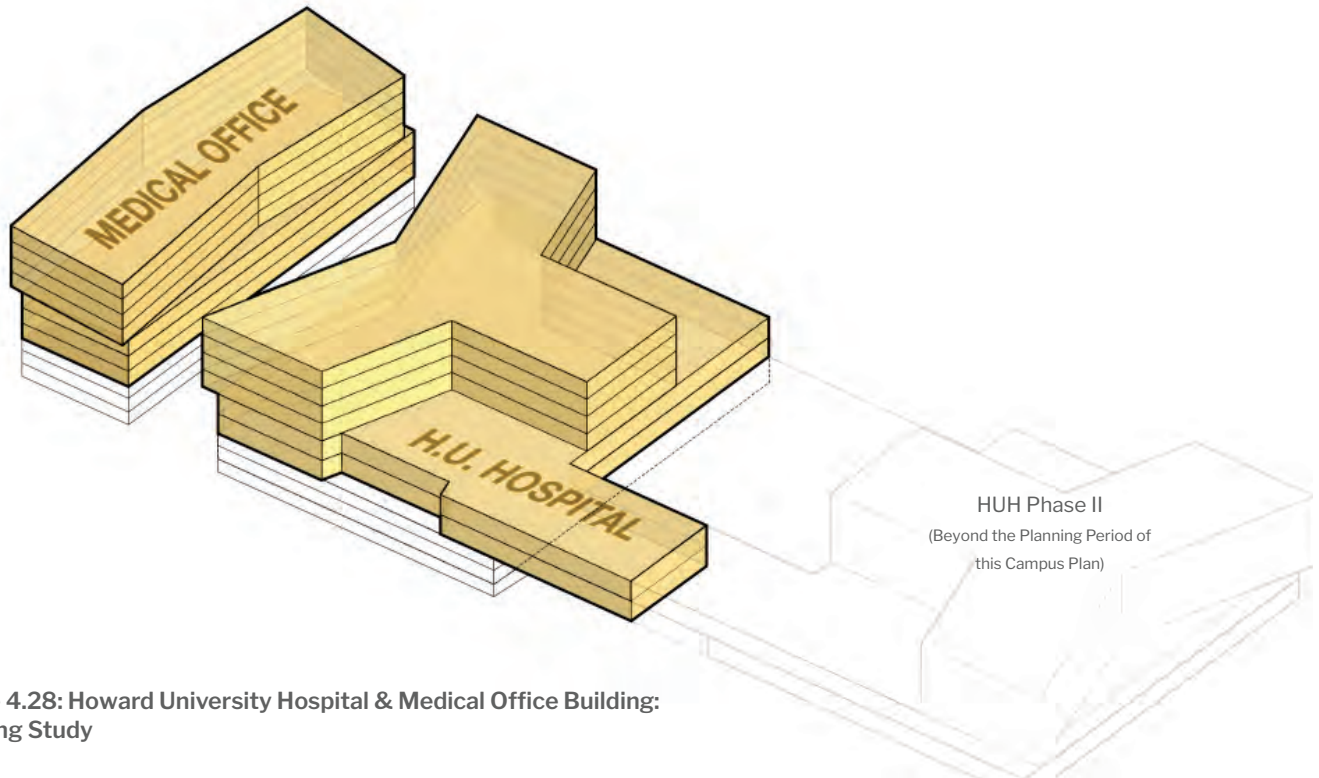


Figure 4.28: Howard University Hospital & Medical Office Building: Massing Study

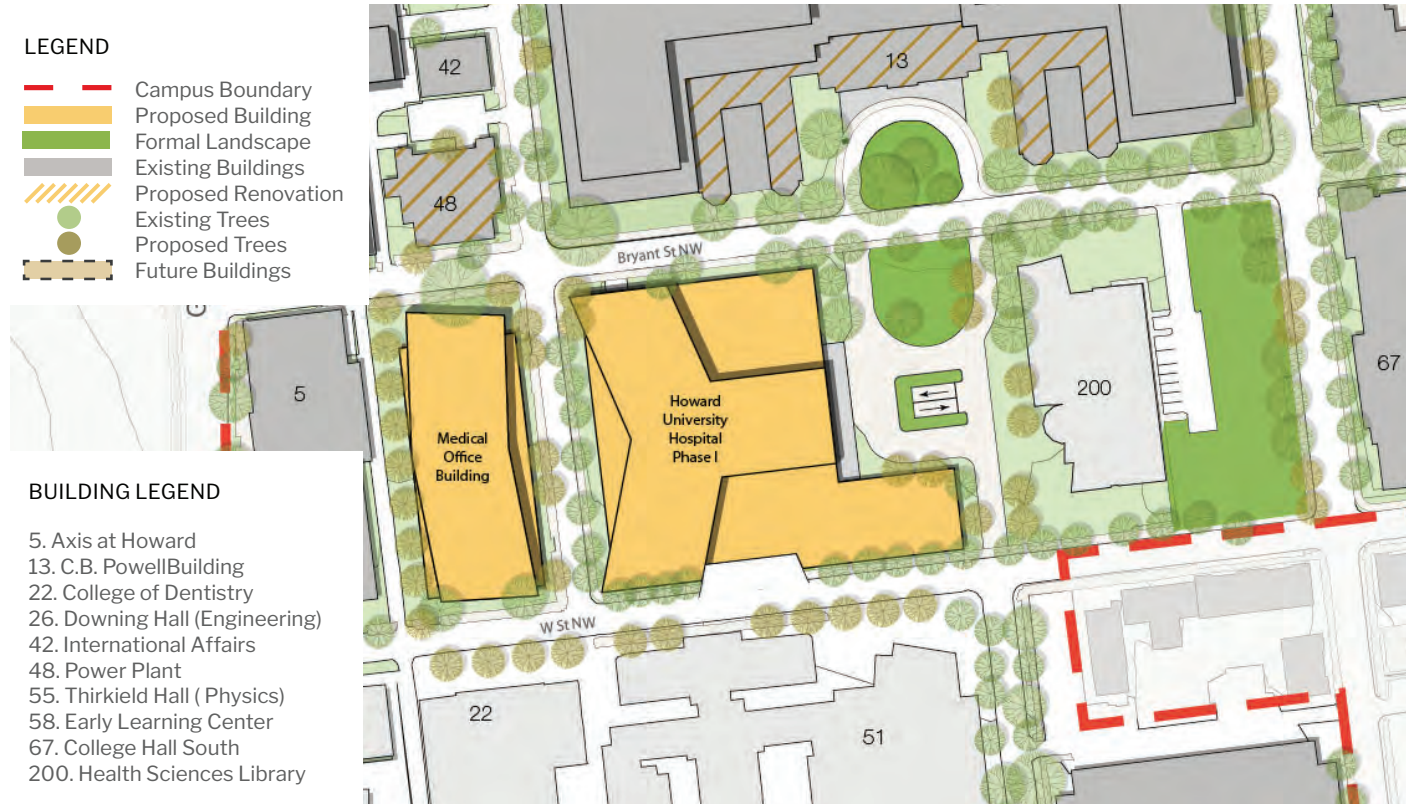


Figure 4.29: HU Hospital & Medical Office Building: Plan View

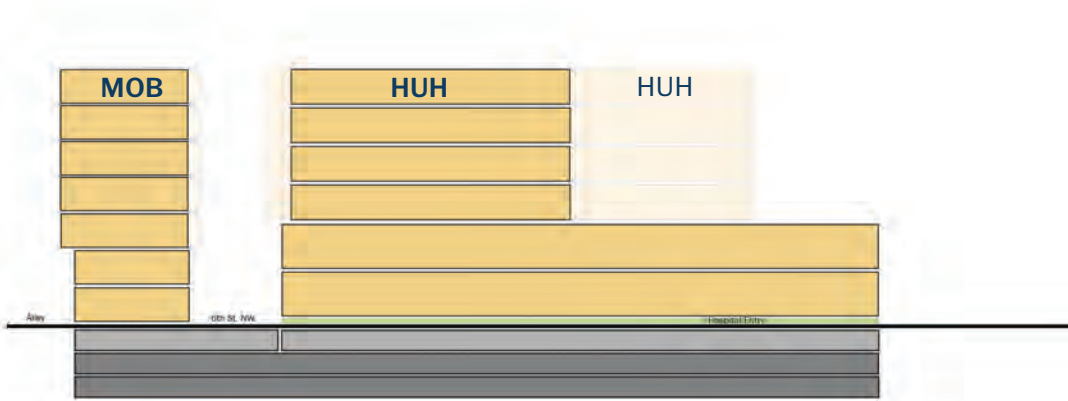


Figure 4.30: Howard University Hospital & Medical Office Building: Diagrammatic Section



Figure 4.31: Perspective between Medical Office Building & HUH

4.2 (J) Fusion Building

The Fusion Building (FB) will create a new epicenter for student engagement and activity, by fusing recreation, residential, and retail uses. The proposed concept provides additional flexibility in student life facilities and support spaces while adding density and animation to Georgia Avenue.

The 312,000 SF mixed-use project will include student residences, a recreation center, a Wellness Center and Clinic, the iLAB, and appropriately scaled retail. Adjacent to Howard’s Interdisciplinary Research Building, the new facility will create a new vibrant campus gateway on Georgia Avenue.

Historic Preservation Considerations

The proposed building is currently occupied by the University Wonder Plaza (iLAB) building, located at 2301 Georgia Avenue, NW. The proposed development program may require full or selective demolition of existing facilities.

The building was originally constructed in 1902 for the Corby Baking Company and was expanded with a large addition to house additional baking and distribution facilities in 1911. The Corby Baking Company was founded c. 1890 by brothers Charles I. and William S. Corby. Corby Baking prided itself on using modern baking technologies such as automation, including machines that could produce approximately 90,000 uniform loaves of bread, and cakes daily - totaling half a ton in weight.

The bakery was described in a 1915 as Washington’s largest commercial bakery and as one of the nation’s “most progressive” bakeries. The company perfected and patented several key baking processes and machines that modernized baking, including high-speed mixers with automatic counters, dough slides, and dough dividers. Many of these inventions and experiments that led to the modernization of baking practices took place at their main plant on Georgia Avenue.

| J Fusion Building (FB) Zoning | |
|-------------------------------|-------------------------------|
| Zoned | PDR-2 |
| FAR | 2.4 (4.5/3.0 Non-Residential) |
| Height | 90 (90' Max.) |
| Lot Occupancy | 30% (80%) |

Table 4.18: Fusion Building, Zoning Requirements

The brothers operated their baking company until 1925 when they sold operations to the Continental Baking Corporation, the makers of Wonder Bread. Continental Baking Co. operated the complex as a baking facility until 1988 when operations were moved to Philadelphia.

At that time, much of the former baking facility was demolished and replaced by a surface parking lot. A smokestack associated with the former bakery ovens (demolished) remains surrounded by surface parking.

The University purchased the property in 1993. Following its acquisition, the remaining portions of the bakery were renovated for University use and the ground floor fronting Georgia Avenue was heavily altered to accommodate retail and commercial use.

Despite these alterations, the remaining building is potentially eligible for listing in the National Register and DC Inventory as a surviving former industrial building and bakery building associated with the Corby Baking Company.

Neighborhood Context & Impacts

The proposed Fusion Building will become a nexus of activity on the western edge of the core campus. The proposed facility will include retail, restaurants, recreation, iLab, wellness, and student housing.

The project shifts housing closer to the campus core, which creates better connectivity. Utilizing the eastern edge of Georgia Avenue will lessen impacts to the neighborhood while infusing the corridor with valuable animation and foot traffic.

* Floor-specific GSFs are estimates only, and are not intended to limit design flexibility during further processing

| J Fusion Building (FB) @ 90' Height | |
|-------------------------------------|--|
| Floors 1-2 | 66,668 GSF (each) |
| Total Floors 1- 2 | 133,336 GSF |
| Floors 3-7 | 35,714 GSF (each) |
| Total Floors 3-7 | 178,570 GSF |
| B1 | Below Grade Level Parking / Bldg. Service |
| B2 | Below Grade Level Paarking |
| HUH TOTAL | 311,906 GSF (GSF Does Not Include any below grade basement/parking) |

Table 4.19: Fusion Building, Building Data

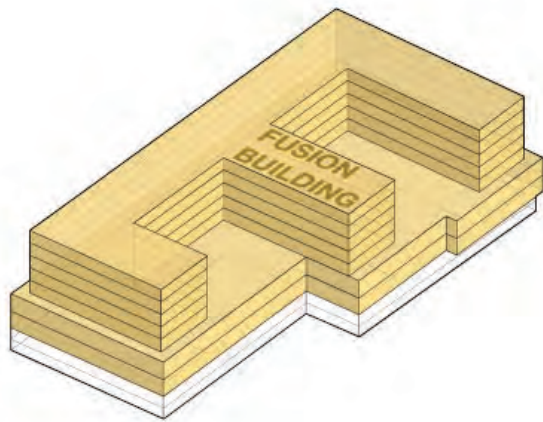


Figure 4.32: Fusion Building: Massing Study

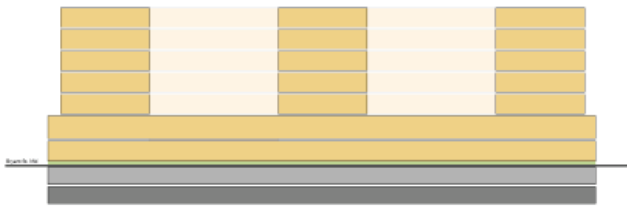


Figure 4.33 Fusion Building: Diagrammatic Section



Figure 4.34: Fusion Building in Context

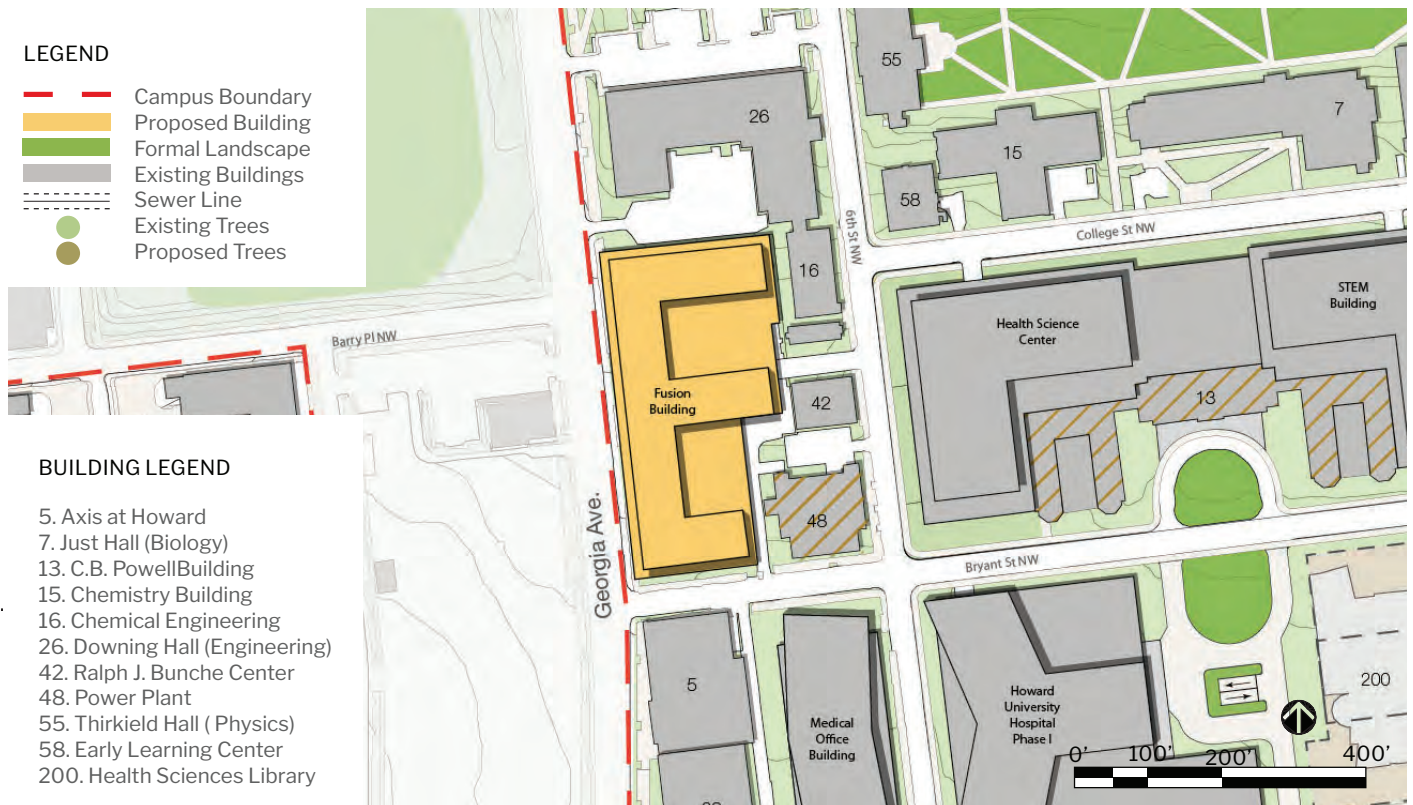


Figure 4.35: Fusion Building Plan View

4.3 Historic Preservation Study

4.3.1 Purpose, Background, and Scope

It is clear that the Howard University Central Campus contains a number of historic buildings and sites that are not currently designated as historic landmarks or as part of a historic district, but are nevertheless significant to the University and the District as a whole. Many of these resources are not widely recognized outside the campus boundaries today yet play an important role in telling a fuller and more complete history of the University and its role in our city and nation.

Howard University is a dynamic institution and, as its development history reflects, has adapted and changed over time to meet contemporaneous needs of its students, faculty, and in the case of the Howard University Hospital, its patients and medical professionals. To survive and remain competitive, the University must continue to meet the needs of its users and respond to constantly changing programming and market-driven influences. Its ability to adapt for the future is complicated by the restraints that come with an urban campus and the need to evolve and utilize its space to its highest potential.

Howard University understands that as it continues to evolve and develop it must consider the impact of proposed development on sites that are most important to the University's history. It also recognizes that it must balance educational, physical, and financial demands with appropriate stewardship of those historic resources.

As part of the 2020 Campus Planning process, Howard University commissioned a comprehensive analysis of the significance and integrity of the historic campus and its individual resources to inform the campus planning and potential for historic designation. This section provides an overview and summary of these efforts.

4.3.2 Methodology

To prepare the historic preservation element of the campus plan, Traceries completed on-site survey of the campus resources, including buildings, sites, objects, and structures was completed to identify the natural and built resources and provide an understanding of the existing conditions. The on-site survey took place in the fall of 2019 and spring

of 2020. The survey resulted in the identification of 70 buildings, seven sites (designed landscapes), 17 objects (commemorative and artistic), and seven structures.

Simultaneously, archival research was conducted on campus planning efforts and individual resources through local repositories including the Moorland-Spingarn Research Center at Howard University; National Archives and Records Administration (NARA); Library of Congress (LOC); DC Public Library (DCPL), and others; however, the COVID-19 pandemic impacted accessibility of physical collections and thus analysis relied heavily upon available digital collections.

The Long Walk: The Placemaking Legacy of Howard University by Harry G. Robinson III and Hazel Ruth Edwards (1996) was a key resource to understanding and evaluating the history of the campus and its development periods and plans.

On-site survey documentation and archival research of the campus, development periods, individual resources, and architects of the campus buildings were recorded in an extensive resource inventory developed using a cloud-based database service (airtable.com).

The resulting database assisted in the recordation and understanding of campus development patterns and relationships. Findings were incorporated into a historic context for the campus, which is summarized in Section 3.2.1 of the campus plan. The context captures the critical events and patterns of development that define the University Central Campus. The context provides the framework for a more thorough understanding of the following:

- the role of The Freedmen's Bureau and African-American education during reconstruction;
- the founding of Howard University and early campus development;
- the impact of Mordecai Johnson, the University's first Black president, Albert Cassell, the University's first Black University Architect, and the federal governments New Deal on the physical makeup of the campus;
- the University's role in the American Civil Rights movement; and

- the impact of notable Black modernist architects and the General Services Administration on the physical growth of the campus during the mid-twentieth century.

Following the development of the historic context, the campus was evaluated for eligibility for listing in the National Register of Historic Sites and the DC Inventory of Historic Sites utilizing the methodology set forth in National Register Bulletins, How to Apply the National Register Criteria for Evaluation, How to Evaluate and Nominate Designed Historic Landscapes, Guidelines for Local Surveys: A Basis for Preservation Planning, Defining Boundaries for National Register Properties, and How to Complete the National Register Registration Form. A statement of significance, evaluation of integrity, and period of significance were developed to support the campus' listing as an historic district in the National Register.

Individual resources were evaluated to determine their contributing status to the significance of the potential historic district. To further aid in an understanding of the significance of the campus and its resources, an evaluation of the Relative Level of Significance (RLS) for each of the individual buildings to recognize each resource's comparative significance to the history and development of Howard University was completed. The RLS for each resource was based on two factors: 1) its individual contribution to one or more of the various aspects of significance that have been identified in the historic context, and 2) its historic integrity based on the National Register's seven aspects of integrity. A summary of this evaluation is included in Appendix 5.3 of this plan and shown in figure 4.36 Potential Howard University Historic District and Resource Relative Level of Significance Map.

Following the evaluation, recommendations were formulated for future historic district and landmark designation.

4.3.3 Summary of Findings

Based on the evaluation, as outlined above, it is clear that a portion of the Howard University Central Campus and the former Freedmen's Hospital merit listing as a historic district and holds sufficient integrity to convey this significance.

Statement of Significance

Founded in 1867, Howard University was created to expand educational opportunities for all races and genders, focusing specifically on African Americans, at a time when the country was undergoing an unprecedented political and social reconstruction following the Civil War. As originally envisioned by Oliver Otis Howard, the 1867 Congressional charter created six academic departments: Normal, Collegiate, Theological, Medical, Law, and Agriculture. The first buildings on the campus were funded by the federal government through the Freedmen's Bureau.

During the twentieth century, under the leadership of several prominent University presidents, the University continued to expand physically and in its academic offerings. Although technically a separate entity, a new Freedmen's Hospital complex was constructed at the southern end of the campus and served to provide the best possible learning environment for nurses and Howard University medical students and interns at a time when opportunities for Black medical professionals were limited. New campus buildings, including those constructed to serve Freedmen's Hospital, reflected a classical aesthetic. Campus buildings constructed during this period were largely constructed under the auspices of Albert Cassell, the University Architect, and reflected Georgian Revival and Classical Revival styles. By the mid-twentieth century, however, the University had transformed from a small, liberal arts college to a full-fledged research university that continued to promote the advancement of minorities. With funding provided by the Federal government and building designs by prominent Modernist Black architects, the campus transformed into the entity it is today.

Beyond this, as a predominantly Black university, the students and faculty of Howard University became increasingly vocal in protesting inequality within American society and within the institution. The Howard University chapter of the NAACP was established in 1937, as the University played an increasingly leading role in the Civil Rights Movement locally and nationally. Howard Law School dean Charles Houston and Thurgood Marshall, the school's most famous graduate, spearheaded an NAACP legal campaign that achieved victories establishing national legal

precedents in the areas of desegregation and racial discrimination. During the 1940s, graduates of the law school became leaders in the direct-action protest movement against discriminatory practices in the District of Columbia. In addition, Howard's School of Religion emerged as an intellectual center which formulated a non-violent approach to protest that was adopted by leaders such as Martin Luther King Jr. and others. By the mid-1960s, the Black Campus Movement called for a greater African American cultural perspective in the curriculum offered at HBCUs. The movement was national in extent, and one of the most important protests associated with it occurred at Howard in 1968 and 1969. These protests ultimately helped to redefine education for Blacks in America.

This rich history leads to a determination that there is a potential Howard University Historic District holding significance under the following areas of significance as identified by the National Register of Historic Places Bulletin How to Apply the National Register Criteria for Evaluation: Education, Ethnic Heritage: Architecture, Community (Campus) Planning and Development, Health and Medicine, and Social History.

The potential Howard University Historic District(s) meets **National Register Criterion A** for its association with the development of Howard University and Freedmen's Hospital and the respective contribution of these institutions to the education and training of African Americans. The potential historic district also meets Criterion A because it served as the location of demonstrations that contributed greatly to the Civil Rights Movement locally and nationally (Related Areas of Significance: Education, Ethnic Heritage: African American, Health and Medicine, and Social History).

The potential Howard University Historic District meets **National Register Criterion B** for its association with the lives of significant persons in our past. General O. O. Howard, commissioner of the Freedmen's Bureau and one of the founders of Howard University, is one such person. Mordecai Wyatt Johnson, the first African American to serve as the President of Howard University, is another.

The potential Howard University Historic District meets **National Register Criterion C** as it reflects several distinct architectural styles that define the campus' physical growth. Its earliest buildings,

of which only two pre-date the twentieth century, are Queen Anne and Romanesque Revival in style. During the first half of the twentieth century, new campus buildings adhered to the Classical, Georgian, and Colonial Revival Styles and were sited in accordance to master planning documents and largely constructed under the auspices of Albert I. Cassell, university architect. Following World War II, Howard University, under the auspices of the General Services Administration and in line with the changing standards for design, began to construct Modernist-style buildings designed by prominent Black architects such as Hilyard Robinson and Paul Revere Williams. The campus maintains possibly the largest group of Modernist buildings within a single campus in the District of Columbia. (Related Areas of Significance: Architecture and Community (Campus) Planning and Development).

Assessment of Integrity

In general, Howard University retains much of its historic integrity in terms of location, materials, workmanship, and association. The historic core of the central campus retains integrity of design, setting and feeling; however, property acquisitions, new additions, and urbanization of the campus along the campus periphery and west of Georgia Avenue during the late-twentieth century have diminished the once defined campus edges and have resulted in the blurring of the campus boundary. Integrity of feeling is diminished as a result of this blurred boundary.

Period of Significance

An appropriate Period of Significance for Howard University should extend from 1867 through 1969 to correspond to the year that the University was officially established through the year that President Dr. James Nabrit, Jr. officially resigned, thereby temporarily quelling civil unrest on the campus. This period of significance encompasses the years of physical growth on the Central Campus and the developments included as part of Albert Cassell's 1932 Master Plan, which established the conceptual framework for the physical characteristics of the campus that persists today. It also encompasses development on the campus during the 1950s and 1960s based on the 1951 Master Plan by the General Services Administration that followed the framework of Cassell's 1932 plan. It excludes later physical growth and development

that resulted in expansion of the campus boundaries and a clear departure from the vision of Cassell under the leadership of Dr. James E. Cheek, who served from 1969 through 1989.

Potential Howard University Historic District

Preliminary boundaries for the Potential Howard University Historic District and contributing and non-contributing buildings are illustrated in Figure 4.36. The preliminary boundary encompasses the historic core of the central campus and its contributing buildings and landscapes. The boundary is bound by Harvard Street to the north, Fourth Street, NW to the east, Bryant Street, NW to the south, and Georgia Avenue to the west. The preliminary boundary excludes buildings acquired and/or constructed outside the period of significance and resources that do not contribute to the areas of significance. Areas south of Bryant Street, including the former College of Nursing and Allied Health Building (Building #11), the Howard University Medica School, and the Howard University Hospital are excluded from the boundaries of the potential historic district due to construction outside the period of significance and diminished integrity.

4.3.4 Recommendations

As the 2020 Campus Plan is implemented, Howard University will continue to work with the DC Historic Preservation Office to identify, evaluate, and rehabilitate historic resources on the campus.

In addition, the University should undertake the following actions:

1. Take into account historic preservation considerations in section 4.2 when implementing proposed development on the campus and the potential for development schemes to adversely effect potential historic resources. Consider alternatives that can achieve the University’s goals.
2. Implement maintenance and rehabilitation plans for existing designated historic resources including Andrew Rankin Memorial Chapel, Howard Hall, Miner Building, Frederick Douglass Memorial Hall, Founders Library, and the Carnegie Building.
3. Engage with University and community stakeholders and establish a committee to

communicate and discuss historic preservation findings and collect additional insights and context on the history of the campus and its resources.

4. Work with the DC HPO and stakeholders to refine and nominate the proposed Howard University Historic District to the DC Inventory of Historic Sites and National Register of Historic Places.

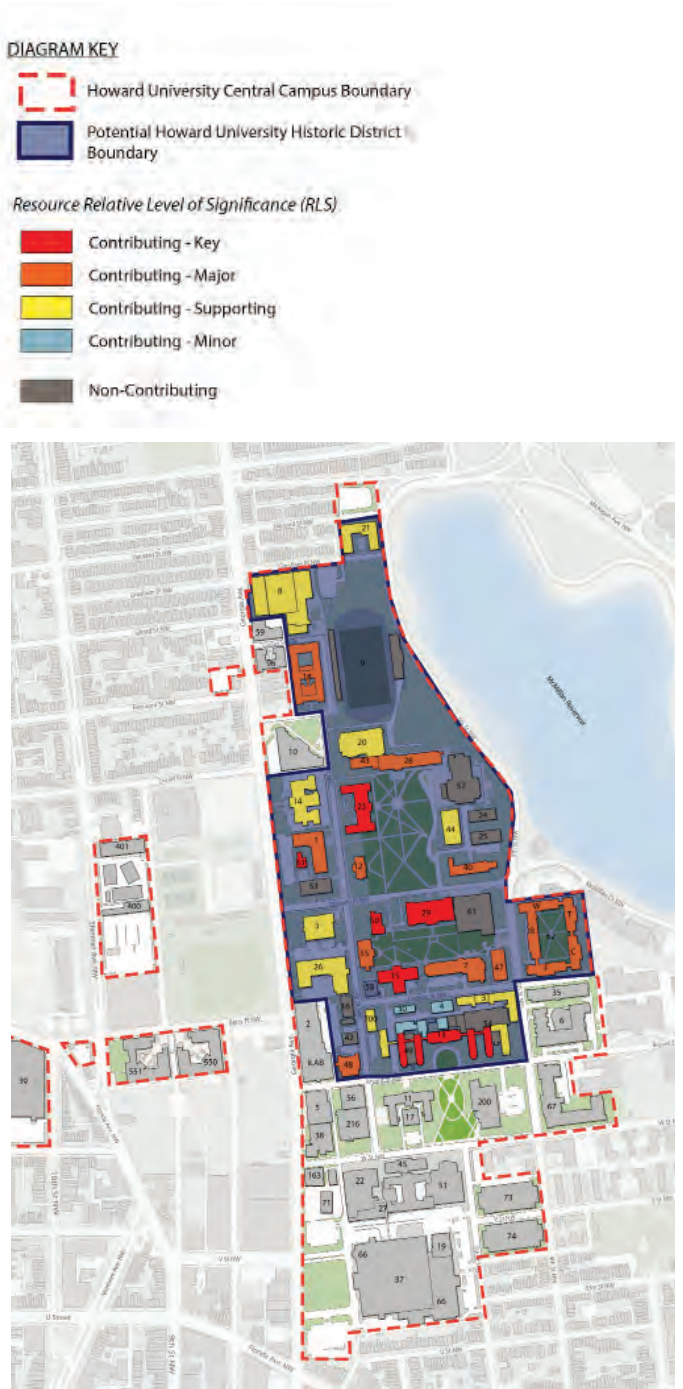


Figure 4.36: Potential HD Boundary and RLS

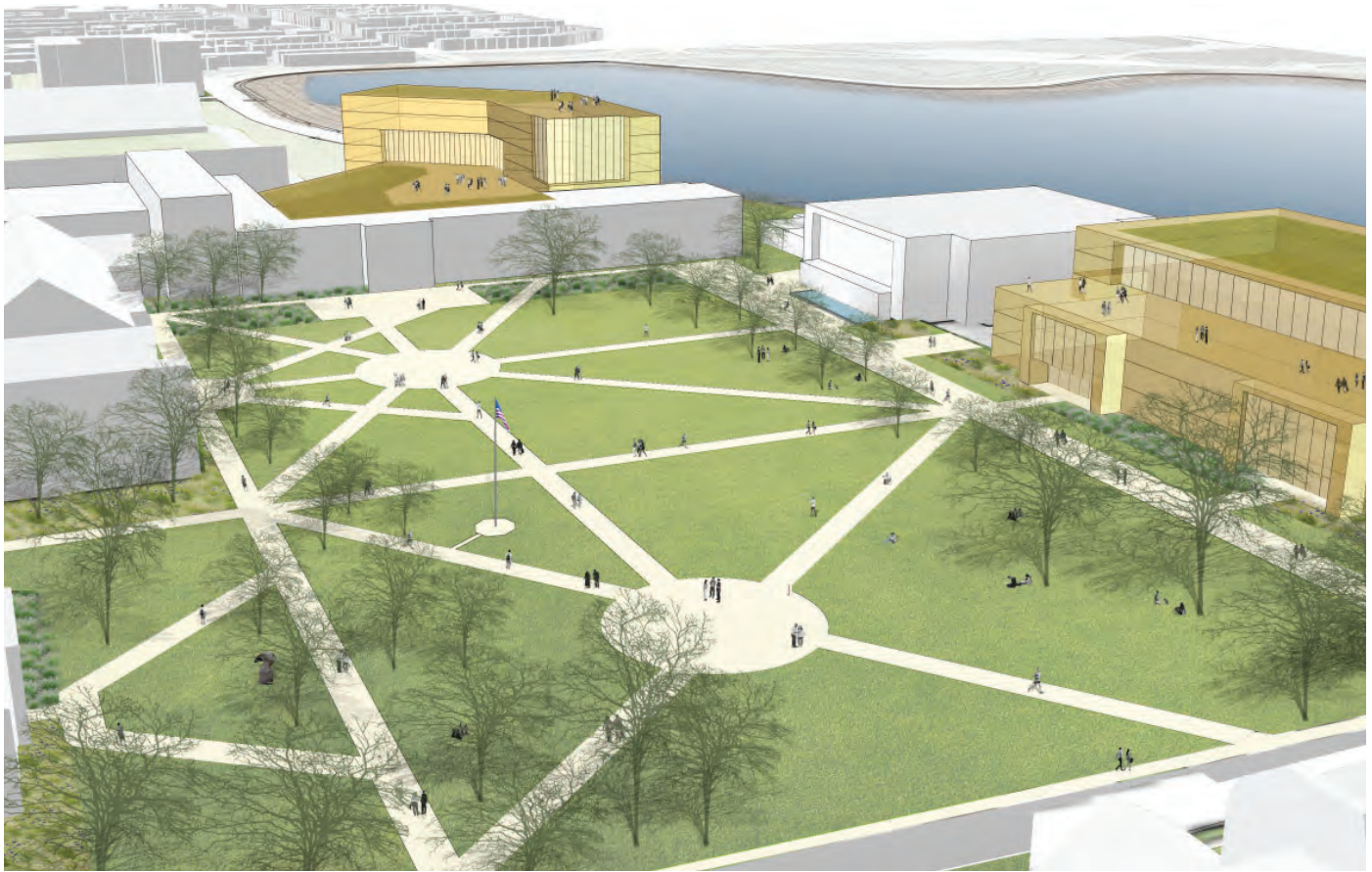


Figure 4.37: The Yard (Upper Quadrangle) Proposed Perspective

4.4 Campus Grounds

4.4.1. Proposed Landscape & Open Space

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 and should provide a rich variety of open spaces as a counterpoint to the intensity of urban and academic life.

Tree Canopy

During the design and further processing of each development project, a survey will be required of all trees with critical roots within the limit of disturbance. Trees located outside of the limit of disturbance should be surveyed if their root system extends into the disturbance zone. A tree protection plan will need to be prepared for review and approval.

Any trees identified to be removed should be evaluated for condition and canopy coverage. Proposed planting plans should promote meeting or exceeding the existing coverage at maturity. Transplant value should be evaluated during the tree survey.

The review process shall include an internal HU review of all trees to be removed or relocated, followed by a review by DC Urban Forestry of any Special or Heritage Trees located within the disturbance zone.

Heritage Trees should not be removed from the site. A tree protection construction plan and a three-year tree management plan should be submitted to Howard University and DC Urban Forestry Division.

Special Trees in fair condition or better should be protected in place when possible. If a Special Tree requires removal, a Special Tree permit must be submitted to DC Urban Forestry Division.

LEGEND

- — — Campus Boundary
- — — 2 ft. Topography Lines
- Existing Trees
- Proposed Trees



Figure 4.38: Proposed Trees vs. Existing

Trees under 14” Diameter at Breast Height (DBH) in good - excellent condition should be protected in place when possible and evaluated for transplant if they conflict with the future development.

Based on review, the following development impacts should be taken under consideration:

- Development site B has one Special Tree that is currently in fair/poor condition that will need to be removed.
- Development site C has two Heritage Trees that will require protection during construction.
- Development site D has one Special tree in good/ fair condition that will need to be removed, and four others requiring protection
- Development site G has one Special Tree in fair condition that will require protection.

Enhanced Landscapes

Significant landscape improvements are proposed in the Landscape Plan to raise the general quality and first impressions of the Campus. The Landscape Plan reinforces the principal organizing elements of the Campus - the Upper, Lower, and Southern (Freedmen’s) Quadrangles - and is designed to extend the picturesque quality of the best landscape area - the Upper Quadrangle, known as ‘The Yard.’

The Yard (Upper Quadrangle)

The Landscape Plan reconfigures the existing service drive and expands the design of the historic Upper Quadrangle into the reclaimed space. Walkways are modified to focus on the pedestrian experience with additional nodes and areas for informal gathering, while still accommodating service and loading access to the current and future buildings.

The pathway materials of the new east walk should be reinforced to support emergency and service vehicles, while aesthetically matching the feel of the original pathways within the Upper Quad. The new extended quad could accommodate opportunities for smaller plazas for seating. Planted stormwater management swales and rain gardens should be integrated into the base building planting design to mitigate runoff and key paving areas. The Yard’s lawn includes additional canopy trees

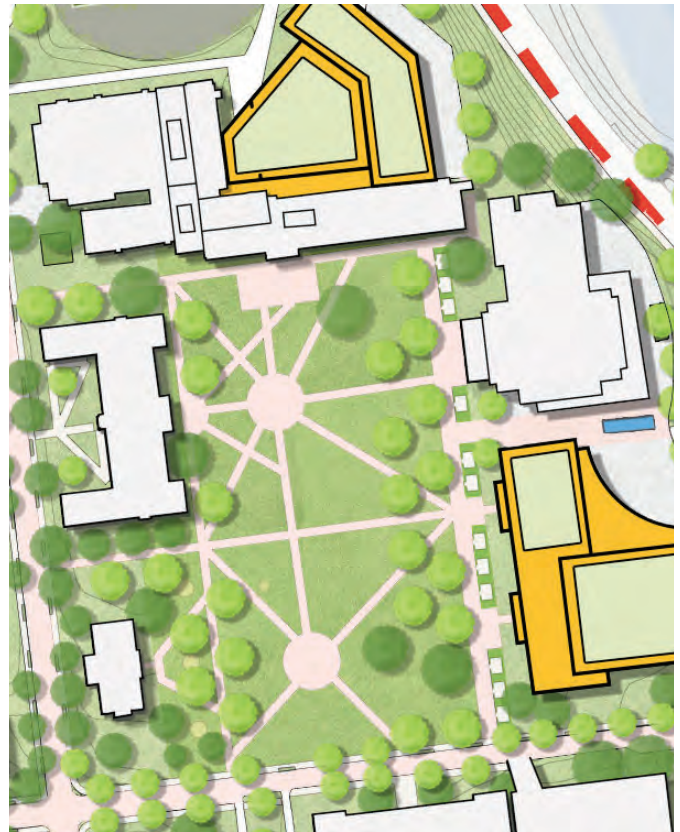


Figure 4.39: The Yard Plan



Figure 4.40: Open Space

planted along the east and west perimeters in a formal arrangement. The main lawn should be maintained as an open lawn to accommodate large gatherings and functions, with minimal improvements that would impede the flexibility of event layout.

Transition spaces between the new Arts and Communications building, the Blackburn University Center, and the new Union building should offer glimpses of the McMillian Reservoir. Stormwater management structures or fountain features can help build the visual reference between the campus and the reservoir. The eastern building terraces will provide views overlooking a naturalized slope of native plant species and the reservoir.

Hospital Plaza

The Hospital Plaza supports pedestrian and vehicular circulation for doctors, patients and visitors. The entrance plaza should relate to the historic arched ambulatory driveway on the north side of Bryant Street. Hardscape, planting and site furnishings should be of a similar form, connected by a decorative mid-block pedestrian crossing.



Figure 4.41: Hospital Plaza Landscape

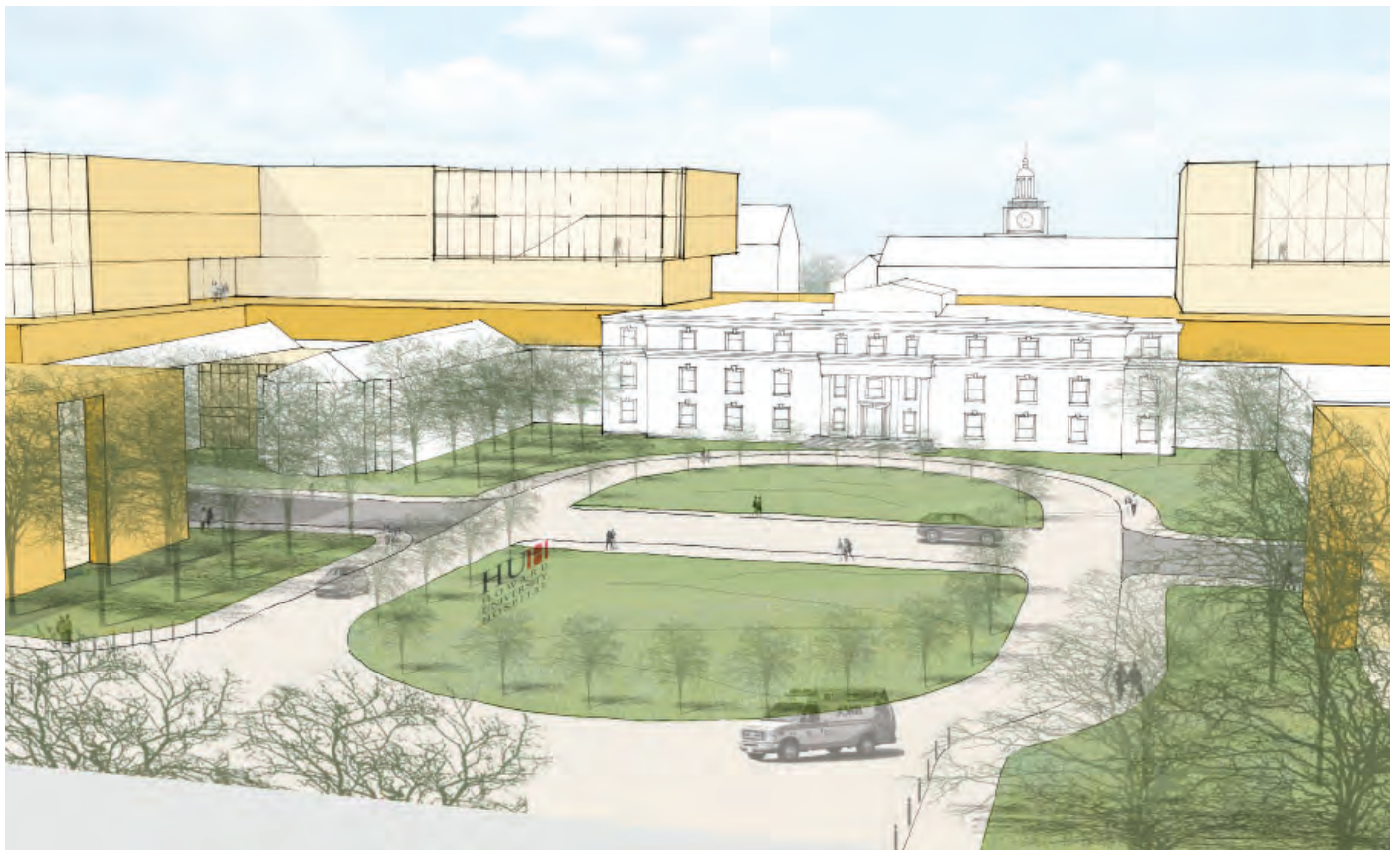


Figure 4.42: The Hospital Landscape

The entry plaza and central green space should offer inviting open spaces for seating, gathering and respite. Canopy shade trees and low growing buffer planting should be integrated into the planting to reinforce the softscape zone from the drive area. Consideration should be taken in the below grade garage design to accommodate trees and stormwater management structures. The hospital site should display legible directional signage and lighting elements to highlight vehicular and pedestrian zones within the space.

Remaining green space on this site should be activated for campus & community use to offset the proposed development footprint.

4.4.2 Gateways, Connections & Nodes

Streetscape enhancement strategies for all connective environments should include:

1. Provide comprehensive stormwater management through low impact strategies.
2. Wider sidewalks to accommodate pedestrian movements.
3. Accessible sidewalks and roadway crossings
4. Enhanced soils and expand the soil volume in tree pits to promote healthier tree growth.
5. A legible wayfinding system
6. Safety and security on and off campus.
7. Continued partnership with the DC Department of Transportation.

This master plan identifies three (3) types of connective environments: Edge Treatments, Campus Spines and Neighborhood Spines.

It also identifies two (2) types of focal environments: Gateways and Nodes.

Gateways & Nodes

Campus gateways are the visual identifiers that reflect main points of entry to the campus (edge gateways), and entrance thresholds into special spaces within the campus (internal gateways).

Originally, the primary gateways to Howard University were located at Sixth Street and Howard Place in the 1930's by Albert Cassell, Campus Architect.

Albert Cassell collaborated with Landscape Architect David Williston and Architect Louis Frey 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 while delineating the boundaries of "sacred" space. As the Campus has grown, these gateways are no longer on the perimeter of the Campus and serve as internal pedestrian gateways to the Upper Quad.

Nodes are focal points of intersection that present unique placemaking and wayfinding opportunities.

Edge Treatment

Important street corridors, such as Georgia Avenue and streets shared with the neighborhoods provide the primary initial impression and public edge for the University.

Edge gateways should reinforce campus identity and serve as opportunities to expand campus placemaking into the public realm. Amenities to consider integrating into edge gateway design include plaza spaces, seating elements, public art, interpretive/interactive signage, and enhanced planting treatments.

There are two (2) Edge Treatments in the study area:

1. The Georgia Avenue public realm serves as the main commercial spine to the campus. Where there is opportunity, create open spaces that fosters engagement between campus life and the neighborhood. A key location to consider is the intersection of Georgia Avenue and Howard Place, in front of the College of Engineering and Architecture.
2. The 4th Street/McMillan Reservoir Edge serves as a currently under-realized opportunity to create a safer and more harmonious pedestrian connection along the eastern edge of the campus boundary. This corridor should take advantage of views to the adjacent McMillan Reservoir site and connect the northern and southern ends of campus to the campus core.

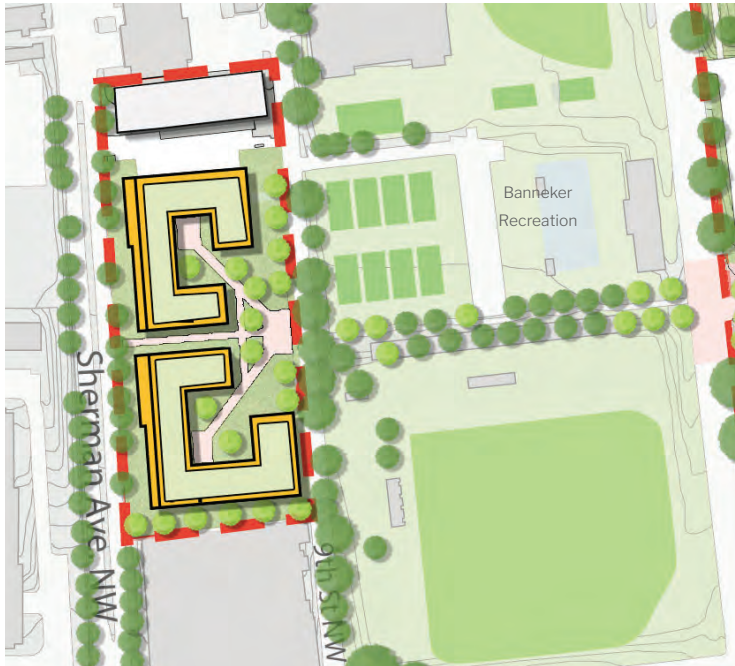


Figure 4.43: Gateway Connection to the Apartments

Campus Spines:

There are three (3) Campus Spines in the study area that support intra-campus pedestrian, vehicular and bicycle movements:

1. 6th Street runs north and south, and weaves together all functions of the campus. This spine is the only continuous way to walk through campus from one end to the other. Waydinding, signage, and tree planting efforts should continue to reinforce this as a greenway.

2. Howard Place runs west to east, connecting 4th Street to Banneker Park. The pedestrian connection continuous through Banneker Park to the future residential halls on 9th Street, and further to the Sherman Avenue corridor.
3. College Street runs west to east, connecting 6th Street to 4th Street. Reclaim surface parking and create open spaces that further articulate the link into the Lower Quad. Consider placing a sculptural art piece in the Lower Quad that is visible from College Street to draw attention up the stairway connection into the space.

Neighborhood Spines

There are two (2) Neighborhood Spines in the study area that support extra-campus pedestrian, vehicular, and bicycle movements.

1. Bryant and W streets should be two-way streets between Georgia Avenue and 4th Street, and serve as primary vehicular access to the future hospital.

Both streets should serve as primary pedestrian cross-campus connections.












Figure 4.44: Aerial Perspective



Figure 4.45: Georgia Ave. Treatment

LEGEND

- Campus Boundary
- Campus Spine
- Neighborhood Spine
- Secondary Connection
- Nodes
-  Welcome Sign
-  Planting
-  Bench
-  Gathering
-  Bike
-  Pedestrian
-  Historic Gate
-  Sidewalk/Treepit
-  Open Space/Amenities

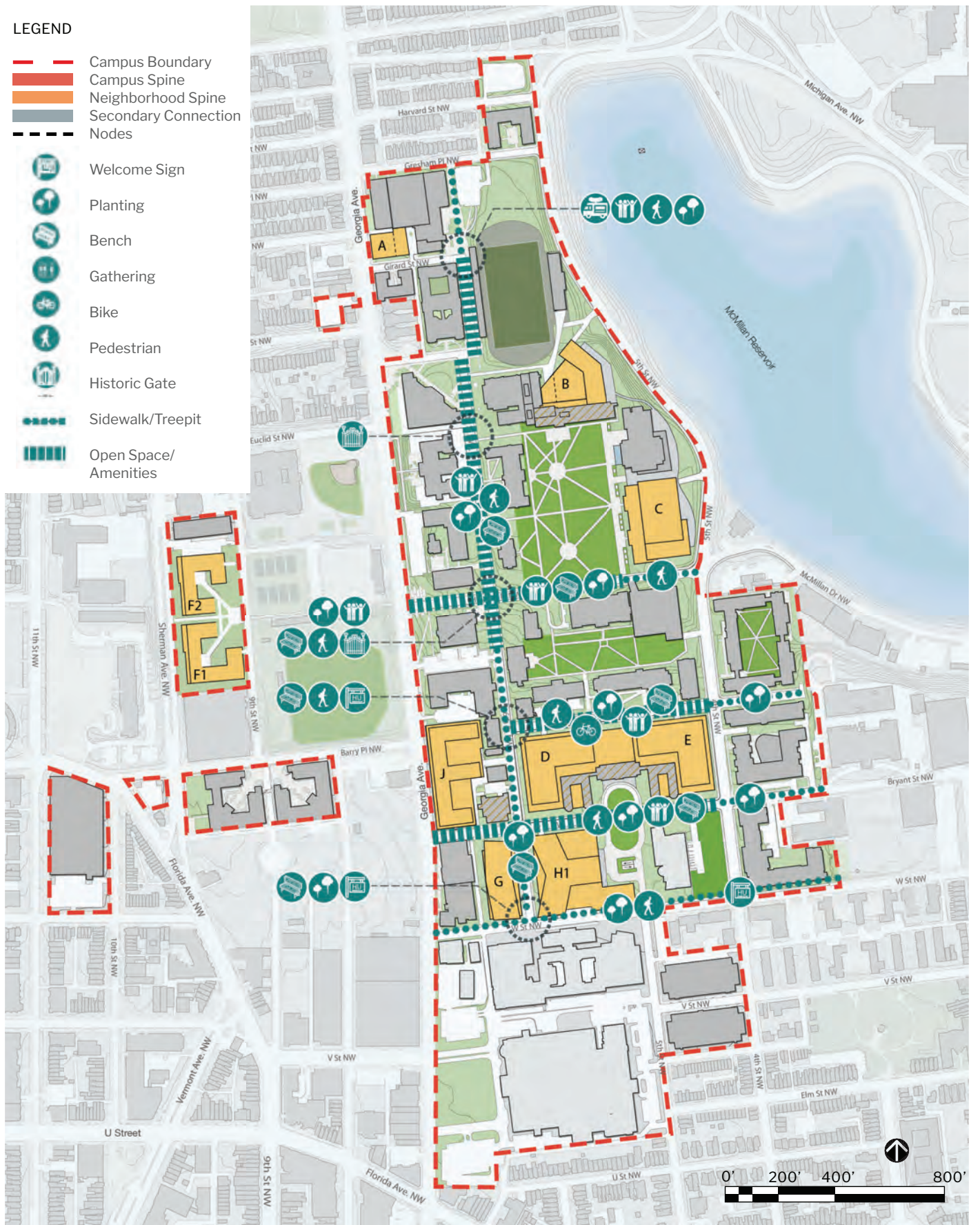


Figure 4.46: Interior Treatment



Figure 4.47: Proposed Pervious vs. Impervious

4.4.3 Permeable Surface

- Main campus: 3,927,439 sGSF
- Existing/Proposed Building Footprints: 5,979,281 GSF (39.60%)
- Proposed Green Space: 436,693 GSF (11%)

4.4.4 Sustainability Considerations

Vision & Purpose

Howard University is a catalyst for change within our society. It embodies the fundamentals of resilience and vision for a sustainable future through its pursuit of human development, and of improving the human condition. As a physical manifestation of such ideas, the campus should reflect these goals in its academics, infrastructure, buildings, operations, administration, and culture of engagement.

As the University prepares students for leadership amid a changing climate, it needs to infuse the student experience with sustainable thinking at every scale. The 2011 Master Plan identified a key planning principle for the University as “Embrace Sustainability.” The challenge for this updated version of the Master Plan would be to “Prioritize Sustainability” in all development, planning, and projects.

Summary

The sustainability guidelines include recommendations for stormwater management, carbon and energy use reduction, sustainable buildings, and recommendations for implementation.

Partnership and collaboration with the HU Office of Sustainability and other key stakeholders should be prioritized in during the design and further processing projects to implement these recommendations. This Master Plan should also consider the outcomes of the resilience planning under way by the DC Mayor’s College and University Sustainability Pledge and Second Nature.

These guidelines support previous recommendations for the University to explore the possibility of participating in the Sustainability Tracking, Assessment and Rating Systems (STARS program) developed by the Association of the Advancement of Sustainability in Higher Education (AASHE). This framework is designed specifically for Universities to implement sustainability in all sectors of higher education, from education to research to operations and administration. Even without certifying, the categories serve as a valuable framework for long range planning, measurements, and improvement.

Energy

- New buildings should be designed to LEED / green building code standards & be required to use energy modeling as a design tool.
- Existing buildings should be benchmarked in the Energy Star system.
- Evaluate modernization of existing central utilities for cost, flexibility, asset monitoring, and sustainability criteria.



Table 4.20: Sustainability Wheel

Community

Develop & improve campus strategy for education, research, and employee development in campus sustainability strategies.

- Create more usable space for gathering.
- Prioritize projects that improve safety.
- Integrate USDOTs complete streets strategies.

Materials

- Implement waste audit to benchmark existing waste streams and identify opportunities for improvement.
- Evaluate building materials (foundation and structure) to reduce embodied CO2 emissions.

Ecology

- Replace turf grass with native & adaptive vegetation.
- Evaluate integrated pest management strategies.

Resilience

- Resilience assessment to evaluate economic, social, cultural, and physical issues of risk analysis / mitigation.

Wellness

- Sustainable food systems
- Expand or improve community garden with green house for year round use.
- Improve walk ability of campus

Water Management

- Replace or adapt existing fixtures (lavatories, shower heads)
- Condensate capture and reuse.
- Meter & track water usage by building.
- Incorporate low-impact development strategies.

Engagement & Administration

The primary focus of this document is on the buildings, infrastructure and built environment. It is recommended to have expand the role of the sustainability committee, office, and/or officer tasked by the administration or governing body. The University’s holistic approach to sustainability is not readily available and clear to students and there should be increased opportunity for this group to advise and implement policies and programs related to sustainability on campus and to develop a plan that includes measurable sustainability objectives and/or include the integrated concept of sustainability in the institution’s highest guiding document.

There is interest from the student body in improving the culture and awareness of sustainability issues on campus. It is recommended that the University conduct an assessment of campus sustainability culture that focuses on sustainability values, behaviors and beliefs. A strategy for campus engagement can be developed through student educators, programs for student life, research opportunities, and employee development. With student and community buy-in, the likelihood of the initiatives being accepted by most is high as the implementation will closely match the needs of the campus community.

Curricular Enhancement

The University should support curriculum that furthers sustainable education. Howard University has a Green Teaching Certificate that is being piloted. This initiative aims to reward faculty members who are green teachers and to enable students to select green courses. Inventory of those programs should be conducted and identified improvements to programs. Majors, degree programs, minors, or concentrations should be catalogued for students to easily access as part of enrollment and recruitment.

Emissions

With climate change being of utmost importance over the next 10 years, it is imperative that the University understand the climate impact of their campus. A first step would be to create an inventory to quantify the institution's greenhouse gas (GHG) and/or air pollutant emissions should be conducted to understand key pollutant liabilities and opportunities for improvement. A more detailed inventory to quantify the institution's Scope 1 and Scope 2 GHG emissions could also be completed to define a robust approach to addressing the Universities impact on climate change. As part of the larger GHG emissions evaluation, the University should develop a data management plan to collect and track information on grid-purchased electricity, electricity from on-site renewables, utility-provided steam and hot water, and stationary fuels and other energy products.

Transportation & Access

The campus has a very high Walk Score with public transit available for most basic needs but safety on the campus is still a concern for students and employees. There are opportunities to improve non-car access on the campus, both for both safety, infrastructure, and sustainability.

With parking being consolidated on the campus, the streets should be reevaluated for opportunities to model USDOT's Complete Streets guidance which promote safety, comfort, and integration of transit networks. The 2011 Master Plan made many recommendations for Transportation Demand Measures (TDM) including increased access to the HU shuttle, bicycling, and pedestrian connectivity; this work should be re-evaluated and measured

to identify where additional improvements can be made.

A concerted effort to improve wayfinding on campus will lead to better utilization of spaces and a safer environment for students with better lighting of pathways, more greenspace along walking pathways and crosswalks on sections of busy streets.

Energy

New or renovated buildings should be designed and built at minimum, in accordance with a published green building code, policy/guideline, or rating system. To meet climate change targets and progressive code development, the University should take a more proactive approach to high performance buildings with the goal of designing to Net Zero for all new projects by 2030. New projects should be required to use energy model as a design tool; when an energy model is performed, higher performance is a typical outcome. An energy model done early in the project might be rough and include many assumptions, versus a more detailed model later in the design process. It can also be used as a cost-control measure, not as an add-on for sustainability.

Existing buildings should be benchmarked in the Energy Star system to measure energy use and identify improvements. It is understood that the campus is undergoing modernization of the existing steam plant as the steam plant is fragile but stable. Assessment is being undertaken by Engie to assess the University's steam plant operations and equipment, and steam tunnel in order to inform decision making related to steam plant modernization, cost, utility Master Planning, asset monitoring, and sustainability.

The University is working to develop the largest renewable energy project of any historically black College and University. A large on-site solar plan for 1.3MW was proposed. College Hall has been outfitted with solar panels but it not clear how much of that plan has been implemented and identification of next steps.

There are significant opportunities for energy retrofits and building energy improvements of existing building stock. In 2017, the University completed an exterior LED retrofit project which not only improve efficiency but improve safety and

reduce maintenance costs. DCSEU (DC Sustainable Energy Utility) proved to be a key partner in this project. The University should define next phase projects and utilize rebate opportunity with the DCSEU for strategies such as interior lighting retrofits, HVAC retrofits, VFD fan improvements, and Energy Star Equipment to improve existing building performance.

Campus Grounds & Open Space

Howard University's grounds and open space not only serve as natural gathering places and moments of respite for students and faculty but also create an opportunity for the University to make these spaces serve a functional purpose in its operation management. Priority should be given to project that create more usable space for gathering. Specific plans should be developed to improve the area behind the stadium, across the street from the reservoir, and behind the fence as it is largely unused and unlit space.

Where possible, turf grass should be replaced with native and adaptive vegetation. The 2011 Master Plan recommends improved stormwater management and integration of Low-Impact Development Practices. Further investigation should be done into the effectiveness of those projects, maintenance issues, and opportunities to make improvements as part of a complete streets approach to campus infrastructure. It is unclear if an integrated pest management plan has been created for the campus; a campus wide pest management plan is recommended to inform best practices for building boundaries, plant selection, and maintenance methods.

Water

Similar to energy retrofits, the campus had tremendous opportunity to reduce water use when replacing fixtures to low-flow models or by adapting existing flow fixtures (such as aerators of lavatories and lower-flow showerheads). Opportunities to capture condensate in new facilities for reuse or find ways to recycle water for non-potable water demands, such as irrigation, should also be explored further. If it's not already, the University should collect data on potable and non-potable water use. This data can inform a larger water balance analysis identifying water

demands and sources to reduce the campus' potable water footprint.

Waste

Where possible, waste should be diverted from the landfill. If it's not already, the University should collect data on waste diversion and recycling on campus or conduct a waste audit to benchmark current diversion rates and identify opportunities for improvement. Recycling education and signage should be evaluated and improved. The University should investigate opportunities for composting within food facilities where it can be properly managed and controlled for pests.

Food & Purchasing

The University should have programs and initiatives to support sustainable food systems and minimize food waste. The University has an initiative with Sodexo to purchase local seasonal produce whenever possible and reduce inorganic and organic waste. Opportunities to measure, educate, and replicate this further should be explored. The University can help address food insecurity in the local area, specifically within the LeDroit-Shaw community, by supporting local community insecurity initiatives and new sources of healthy food access.

The current on-campus community garden should be expanded and include a greenhouse for year-round healthy food production that can be served in the two dining halls on campus. Cooperation with local CSAs and other farms will help in reducing the cost of healthy food options. By providing more opportunities for healthy food options on campus, there may be more upperclassmen willing to remain on the food plan.

There are opportunities to apply sustainability criteria when making procurement decisions, whether that's paper goods or cleaning supplies for the University. As those purchasing contracts are up for renewal, the University should pursue environmentally and socially preferable products where available.

Resilience

To accurately assess how to respond to a changing education landscape, the University needs to perform an initial resilience assessment of the risks

associated to the campus. Resilience should start with an underlying evaluation of climate change risks but can also be defined more broadly to address economic, social, and cultural resilience. With ever decreasing public funding for education and research, some campuses are utilizing creative approaches to fund capital projects as well as long term maintenance. Adequately supporting the physical campus without overburdening students through tuition and fees is an increasing challenge. Higher education leaders also need to take steps to understand and increase their adaptive capacity and partner with communities to assess and enhance regional resilience.

Financial Incentives

The District of Columbia has a number of financial incentives for pursuing sustainable building and land practices. Two programs that fit in well with the project location and planned project design is the Stormwater Retention Credit trading program and the RiverSmart Rewards program.

Projects are eligible to pursue both the Stormwater Retention Credit Trading Program and the RiverSmart program. The intent of both programs is to encourage property owners and building owners to utilize green infrastructure on site using low impact development strategies such permeable pavers, rain gardens, green roofs, shade trees, and rain barrels. The stormwater retention credit trading program is more focused on limiting impervious surfaces to focus on the volume of captured water while the RiverSmart program is centered on how these low impact development strategies can improve water quality.

Stormwater Retention Credit Trading Program

The project is located in the Combined Sewer System (CSS) which means the project is not eligible to participate in the SRC Price Lock Program but can still participate in trading their stormwater retention credits to other CSS projects located in the district. The project is not eligible to trade with projects located in the MS4 area. Please refer to the map which shows Howard as located within the CSS region.

For more details about the program, please refer to the program on the DOEE website: <https://doee.dc.gov/src>

RiverSmart

The project may be eligible for a number of RiverSmart Rewards based upon the strategies identified by the team for managing stormwater on site.

Green Building Requirements (Guidance Provided Courtesy of DOEE)

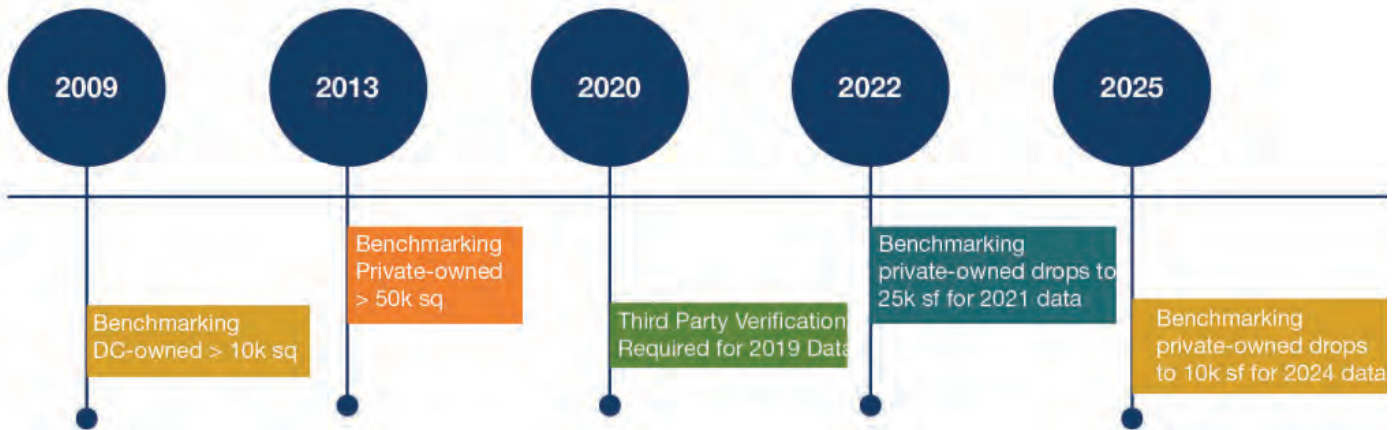
In accordance with the Green Building Act of 2006, buildings in the district must be LEED certified. The below flowchart that helps a project determine if the type and level of certification the project will need to pursue: Enterprise Green Communities, LEED Certified, LEED Silver, or LEED Gold.

All new projects, alterations or new construction, should follow the guidance provided by the following flowchart to define certification requirements.

The Clean Energy DC Omnibus Act was passed in 2018 which established the District's Building Energy Performance Standards. These requirements focus primarily on energy use reduction and tracking in building operations and must be met in addition to those outlined in the Green Building Act of 2006. This new act will require new buildings to be designed for future energy requirements and may require existing buildings to be renovated to meet performance standards.

According to the Building Energy Performance Standards (BEPS), starting in 2021, privately owned buildings that are at least 50,000 SF must submit benchmarking data for the first full calendar year of data after a certificate of occupancy is secured. Publicly owned buildings that are at least 10,000 SF must submit benchmarking data for the first full calendar year of data after a certificate of occupancy is secured. This means, if a private building greater than 50,000 or a public building greater than 20,000 sf building receives its certificate of occupancy any time in 2019, it will need to submit benchmarking data for calendar year 2020 by April 1, 2021. If the project reports energy performance below a specific energy performance threshold, it will be required to improve their energy efficiency over the next 5 years. Projects below the performance threshold will be able to choose between a performance

BENCHMARKING CHANGES
(Changed in Clean Energy Act)



BEPS COMPLIANCE CYCLES

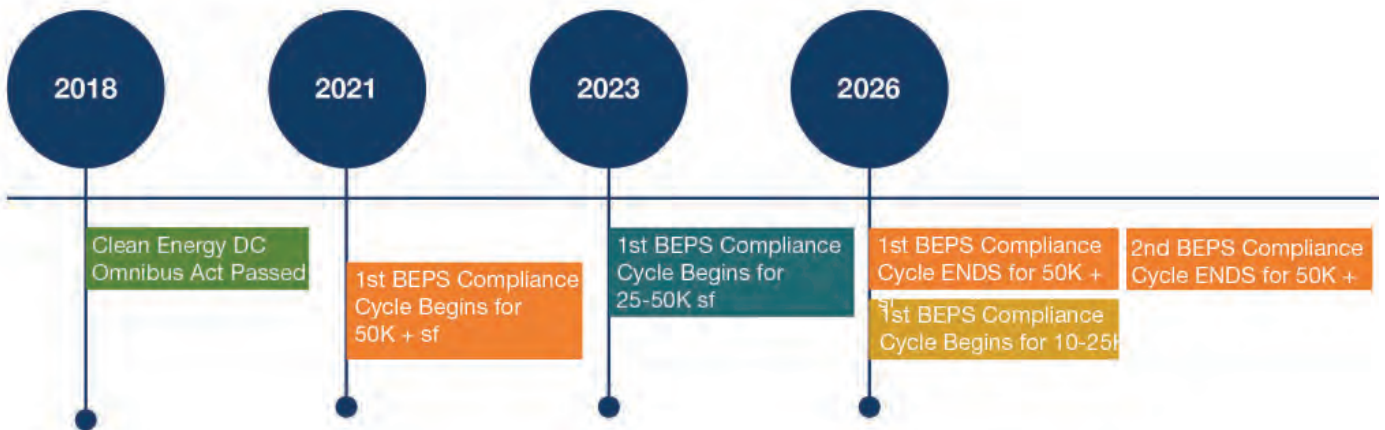


Table 4.21: Sustainability Benchmark

pathway, which requires that they document a 20% reduction in energy usage over the 5-year

These benchmarking requirements are evolving and becoming more stringent over time and as outlined the graphic above.

Renovations are still regulated by the Green Construction and Energy Conservation Codes.

Non-residential tenants are required to provide the building owner (or designee) all energy and water

use data within 30 days of request, though they are not personally responsible for submitting a benchmarking report.

4.4.5 Proposed Infrastructure & Utilities

Stormwater Management Strategy

The Department of Energy and Environment (DOEE) Stormwater Management (SWM) requirements are applicable to:

A. New buildings that will disturb more than 5,000 square feet of soil and as such, these sites shall be required to retain the 1.2-inch storm event.

B. Buildings that will be renovated (provided the cost of the sites renovation exceeds 50% of the assessed market value of the structure for the most recent year, as recorded in the real property assessment database maintained by the District of Columbia's Office of Tax and Revenue) shall be required to retain the 0.8-inch storm event.

For this study it is assumed that the 100% of the stormwater management requirement can/will be attained on-site. If this is not the case, offsite stormwater management retention credits (SRCs) will be required, and the owner will acquire these credits or agree to pay DOEE's annual in-lieu fee. Currently, there are over 1.1 million credits in the DOEE SWM Database and the 2017 average SRC price was \$2.02 per credit. The DOEE in-lieu fee is currently \$3.78 per credit. These fees or credits need to be paid/acquired every year for the life of the project.

Current designs on most buildings in the District utilize one or a combination of the following DOEE approved SWM facilities (depending on the final computations):

Intensive and/or Extensive Green Roof DOEE currently allows additional impervious area to drain to the green roof, so long as the area does not exceed the area of the green roof itself. This will help reduce the amount of green roof that is required to be installed.

Bioretention (Rain Gardens) Facilities These require more excavation and work, but they can handle a larger amount of stormwater within a smaller footprint than a Green Roof. Infiltration testing will be helpful in determining overall efficiency.

Cisterns Storm water could be used for cooling towers, and/or irrigation of grass areas and plants (but not green roofs or bioretention facilities), and/or flushing toilets, etc.

Permeable Pavers PaveDrain Blocks or similar product could provide a suitable permeable surface that provides a walkable and/or drivable surface. Pavers can also be used to collect runoff and convey it to a bioretention in a more aesthetic way than a trench or area drain.

Tree Planting and Tree Preservation DOEE allows stormwater management credit for both small and large trees

The entire Howard University Central Campus is located within the Combined Sewer System (CSS) Tunnel sewershed.

Normally, a building that needs to meet the DOEE SWM requirement will need to meet a minimum of 50% of the sites' SWM requirement on-site and the remaining requirement could be met by paying a fee to DOEE or by buying Stormwater Retention Credits (SRC's) from another project in the city which exceeded its site's requirement. Per the 2020 Stormwater Guidebook, if a building site drains to the CSS from a sewershed where CSOs will be reduced with storage tunnels (which is the entire Howard Central Campus), there is no minimum on-site SWM retention requirement. There is still the SWM detention requirements that must be met on-site, however.

Projects that use SRCs to meet their Off-site Retention Volume (Offv) for a site in the CSS areas where CSOs will be reduced with storage tunnels and that achieve less than 50% of the Stormwater Retention Volume (SWRv) on site may use SRCs for projects that are part of the same common plan of development. This means we can design a new building (or building renovation) and not meet the normal 50% of the Stormwater Management requirement at that building, as long as another part of the campus is designed to make up the difference in the SWM requirement. This provides us with the flexibility to utilize any of the below approaches on a case by case basis to maximize the design's efficiency.

Each individual site that is required to meet the DOEE SWM requirement could be designed with one or a combination of the previously mentioned SWM facilities.

OR

One site could be overdesigned and generate SRC's that could be used for a site that does not meet its onsite requirement.

LEGEND

- - - Campus Boundary
- - - Campus Green Space
- Proposed Buildings
- Proposed Green Roofs



SWM OPTIONS:

1. Intensive and Extensive Green Roofs
2. Bioretention Facilities
3. Cisterns
4. Permeable Pavers
5. Tree Planting & Tree Preservation

Figure 4.48: Stormwater Management

OR

A regional approach could be used to collect stormwater and have it be retained.

OR

A combination of any of the above.

4.4.6 Green Area Ratio

The Green Area Ratio (GAR) requirements are applicable to:

1. Depending on the zoning of the property, all new buildings shall be required to meet the Green Area Ratio (GAR).
2. Buildings that will be renovated (provided the cost of the sites renovation exceeds 100% of the assessed market value of the structure for the most recent year, as recorded in the real property assessment database maintained by the District of Columbia's Office of Tax and Revenue) shall be required to meet the zoning imposed Green Area Ratio (GAR).

Green Area Ratio Optional SWM Strategy for Campus Green:

Cisterns to Irrigate Campus Green Space:

An optional stormwater management program could be designed on a large scale that provides collection of storm water from not only the current landscaped area boundaries but could also capture runoff from existing adjacent university buildings. This could be achieved by the use of large underground cisterns. The stormwater is captured, filtered (through pretreatment facilities), directed to the cistern, and reused using a drip irrigation system. This collected stormwater could feed the trees, plants, and grass areas in the universities network of green spaces while reducing the demand of water utilized from DC WATER mains. It is anticipated that the storm water system will generate enough reused water annually and fulfil up to 80% of the green spaces water demand. This stormwater reuse system could hold and treat at least the first 1.2 inches of rainfall to meet applicable Department of Energy and Environment's (DOEE) stormwater management regulations.

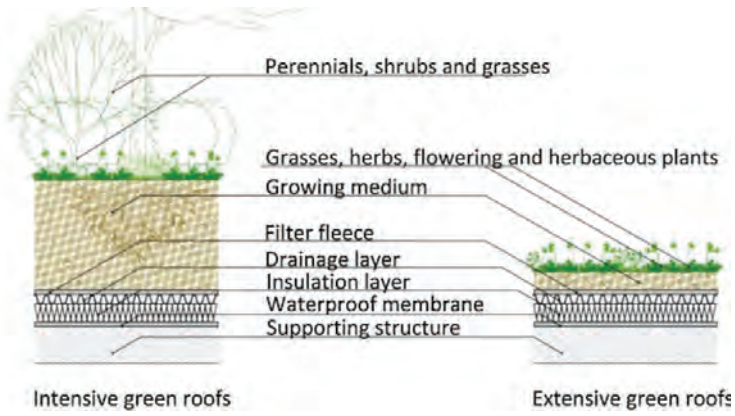


Figure 4.49: Intensive vs. Extensive Green Roofs

1

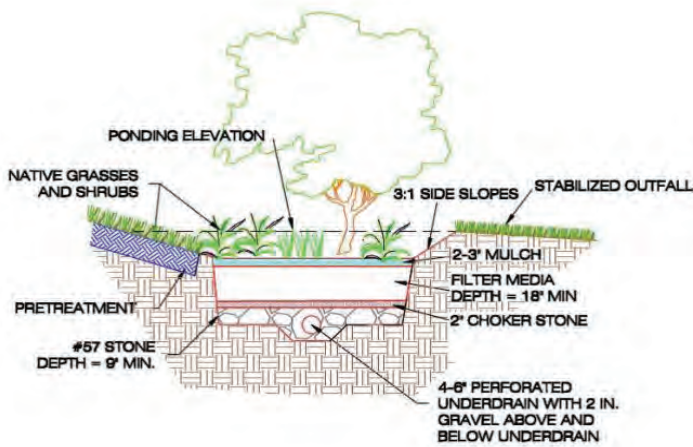


Figure 4.50: Bioretention Diagram

2

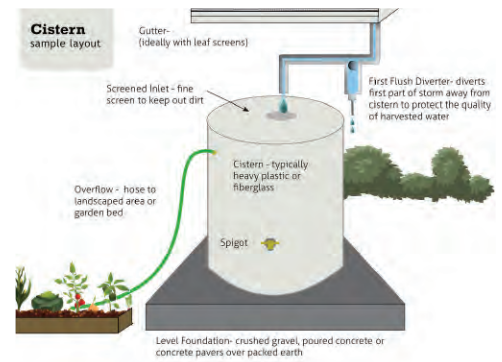


Figure 4.52: Cistern Diagram

3

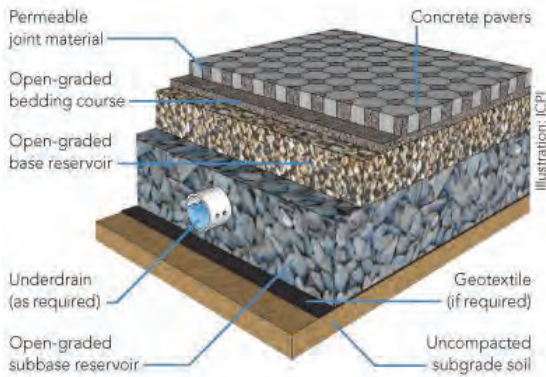


Figure 4.51: Permeable Pavers

4



Figure 4.53: Tree Planting

5

LEGEND

- - - Campus Boundary
- - - Campus core analysis
- core Roadway
- Peripheral Roadway
- Parking facility accessed by core roadway
- Parking facility accessed by peripheral roadway

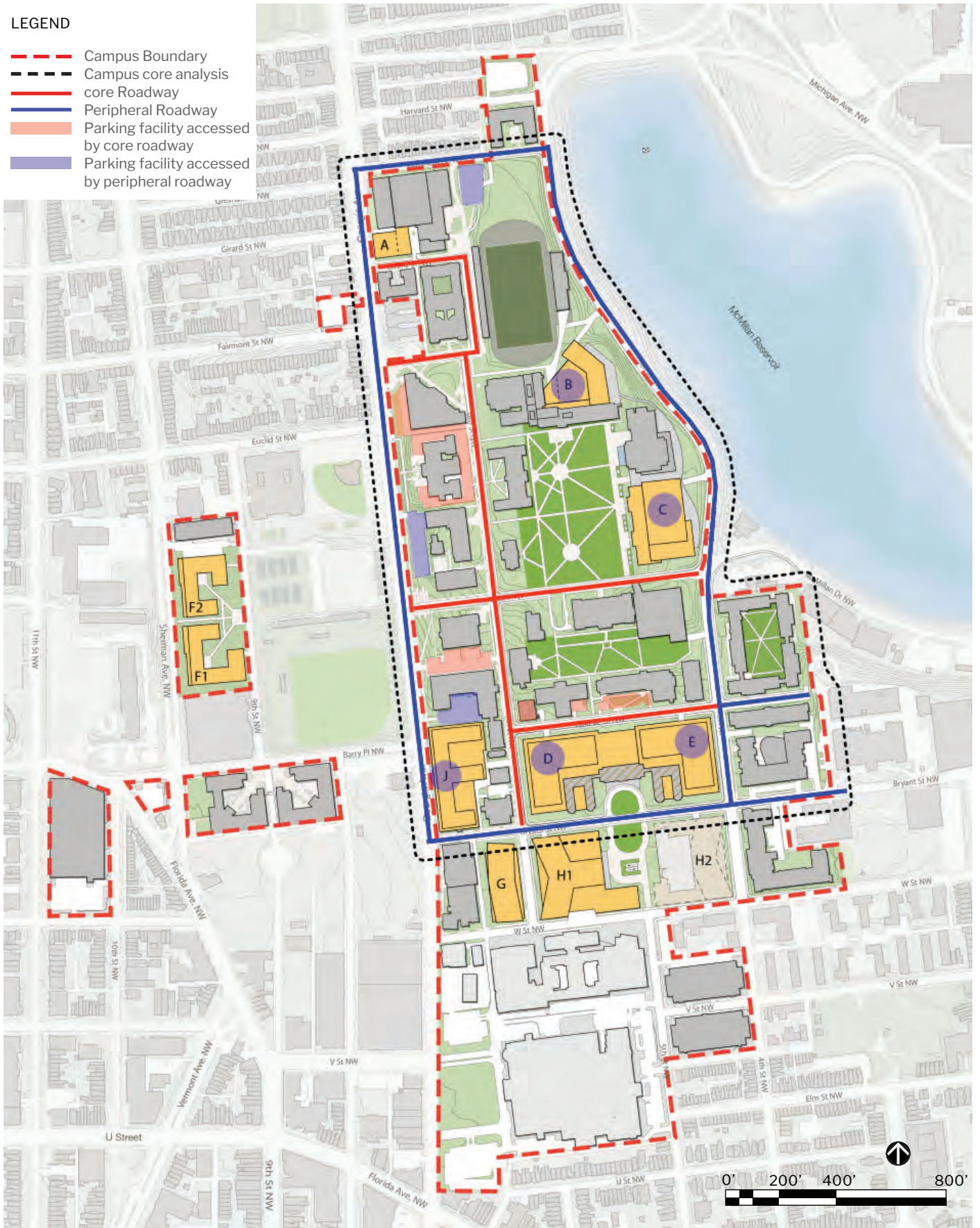


Figure 4.54: Proposed Parking by Core vs. Peripheral Access

LEGEND

- - - Campus Boundary
- - - Campus Core Analysis
- Core Roadway
- Peripheral Roadway
- Parking facility accessed by core roadway
- Parking facility accessed by peripheral roadway



Figure 4.55: Existing Parking by Core vs. Peripheral Access

LEGEND

- - - Campus Boundary
- Existing
- Removed
- ⊗ Lot Code

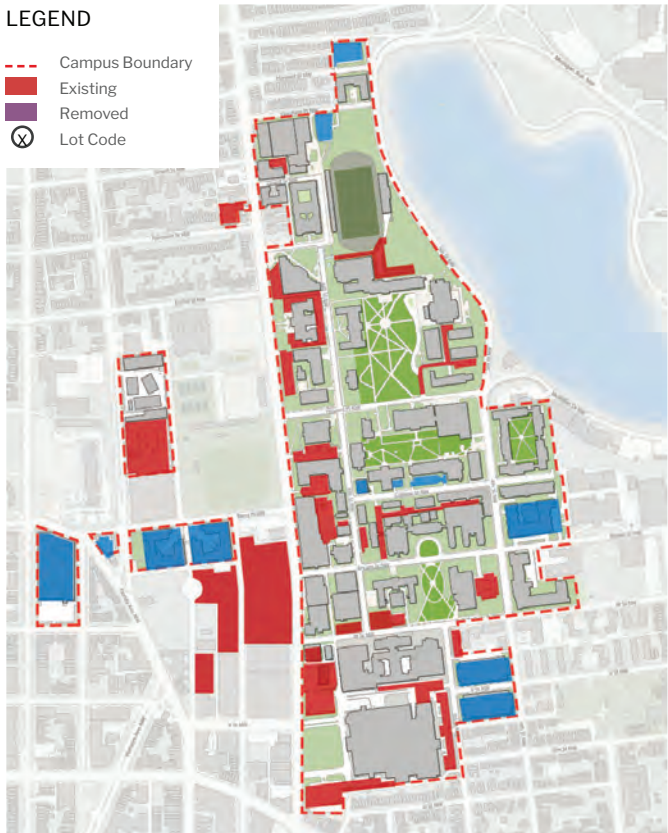


Figure 4.56: Existing and Removed Parking

4.5 Transportation & Parking Strategy

4.5.1 Transportation Planning Principles

The Central Campus Master Plan’s transportation strategy is guided by its Planning Principles, notably of improving quality of life, improving the public realm, and enhancing physical access and connectivity. This strategy is comprised of five elements, outlined below.

Manage Parking Supply

Element 1: No net increase in parking supply.

Historical parking supply data of the campus core shows a decrease in the academic parking from approximately 2,300 to 1,960 spaces from 2011 and 2020. With the inclusion of the HU hospital parking supply, the existing parking supply in the campus core includes approximately 3,580 spaces.

As part of the 2020 Plan, parking lots will be removed from the campus core and replaced with structures on the campus periphery. Parking to be removed includes spaces located at sites planned for redevelopment, extracted parcels that fall outside of the proposed campus boundary, and portions of surface lots along Georgia Avenue between Bryant Place and Fairmont Street. On-street parking is not included in the campus supply; however, there are opportunities to improve multimodal access and facilities with the removal of on-street parking in the campus core, particularly along 6th Street.

Parking removed from the campus core is planned to be replaced with new parking on the periphery of campus. The Central Campus Master Plan aims to replace minimal parking, utilizing ongoing Transportation Demand Management (TDM) measures to reduce the campus parking demand, without constructing any net new parking. Additional parking supply and demand analyses will be performed as part of Further Processing for sites, at which point the amount of new parking and access points associated with each site will be determined.

Pedestrian Connectivity

Element 2: Improve pedestrian conditions and connectivity.

The Central Campus Master Plan aims to improve pedestrian conditions within the campus boundary, as well as create a porous, connective overall pedestrian network within the campus that integrates seamlessly with the surrounding neighborhoods. To this end, three pedestrian areas of focus are identified:

- In the campus core, the Plan proposes to remove a substantial amount of surface parking, replacing it with new parking facilities accessed from peripheral roads. Reducing the amount of vehicles accessing parking from campus core roadways will result in a more inviting pedestrian experience in this area.
- At the old Howard University Hospital site and other parcels recently extracted from the campus boundary, the Plan proposes working closely with the eventual developers to ensure that new public spaces along Georgia Avenue incorporate wide sidewalks and generous pedestrian facilities, and that the new street pattern at the old hospital site breaks up the existing superblock, creating a more porous, connected pedestrian network.

Multi-modal Access

Element 3: Increase multi-modal access and facilities in the campus core.

With the replacement of parking lots in the campus core with new parking facilities on the periphery, vehicle access points will similarly shift from the core to the periphery.

In existing conditions, most of the parking serving the campus core is accessed from core roadways like 6th Street, Howard Place, and College Street, as opposed to peripheral roadways like Georgia Avenue, Gresham Place, and 4th/5th Street. In proposed conditions, the opposite will be true. The resulting reduced vehicular activity on core roadways will make space available for multi-modal improvements like bike/scooter parking corrals, bike lanes, or curb extensions.

Hospital Access

Element 4: Provide safe, efficient access to the new Howard University Hospital.

The Plan proposes to develop a transportation and access scheme for the new hospital that meets the facility's needs while maintaining a safe, orderly, and pleasant environment for all modes on the roadways surrounding the hospital. This scheme, informed by transportation data collected at the old hospital site, will include ride-hailing pick-up/drop-off operations, shuttle operations, parking access, loading access, and ambulance/emergency access.

The plan recommends the conversion of Bryant Street NW and W Street NW from on-way to two-way streets between Georgia Avenue and 4th Street. On-street parking would be removed from the north and south curbs of Bryant and W streets.

Ongoing Engagement

Element 5: Be a good transportation neighbor.

The Plan proposes to continue Howard University's commitment to being a good neighbor to the surrounding community regarding transportation. This goal will be served by the following measures:

- Continuing and expanding the University's Transportation Demand Management (TDM) efforts, which are aimed at reducing vehicle trips to and from the campus and mitigating the impact of vehicle trips on the surrounding community;
- Carefully considering multimodal impacts when planning new vehicle access points on campus and at the new hospital.

4.5.2 Parking Supply

Proposed lot locations are displayed in Figure 4.57 and are delineated into three basic zones.

4.5.3 Loading & Access

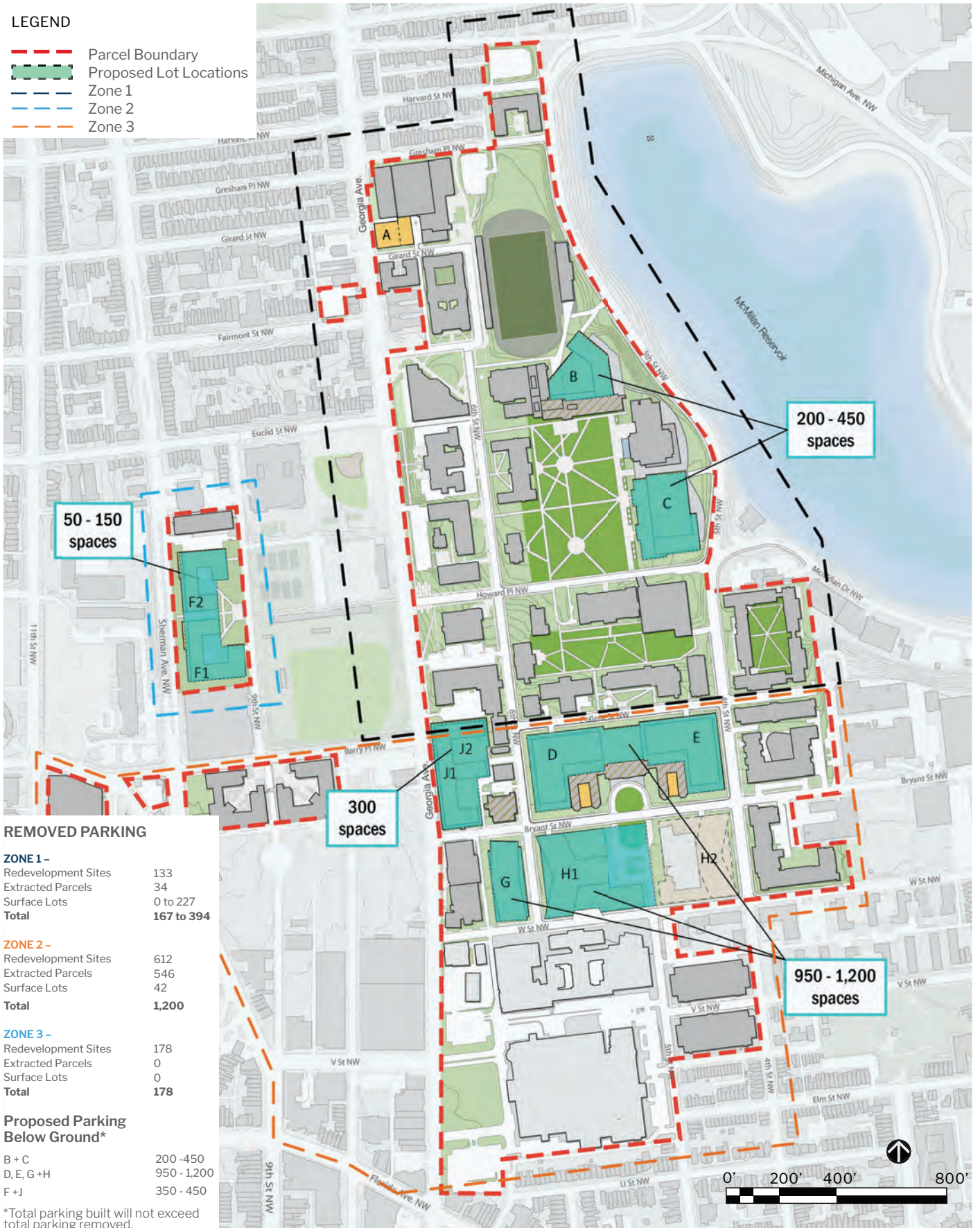
Correlated loading and access diagrams can be found on the proceeding pages (Fig. 4.58-4.59).

4.5.4 Streetscape Treatment

The following conveys general themes for the two (2) roadways over which the University has private control.

LEGEND

- - - Parcel Boundary
- Proposed Lot Locations
- - - Zone 1
- - - Zone 2
- - - Zone 3



REMOVED PARKING

| | |
|---------------------|-------------------|
| ZONE 1 - | |
| Redevelopment Sites | 133 |
| Extracted Parcels | 34 |
| Surface Lots | 0 to 227 |
| Total | 167 to 394 |
| ZONE 2 - | |
| Redevelopment Sites | 612 |
| Extracted Parcels | 546 |
| Surface Lots | 42 |
| Total | 1,200 |
| ZONE 3 - | |
| Redevelopment Sites | 178 |
| Extracted Parcels | 0 |
| Surface Lots | 0 |
| Total | 178 |

Proposed Parking Below Ground*

| | |
|-------------|-------------|
| B + C | 200 - 450 |
| D, E, G + H | 950 - 1,200 |
| F + J | 350 - 450 |

*Total parking built will not exceed total parking removed.

Figure 4.57: Proposed Underground Parking

LEGEND

- - - Campus Boundary
- ▭ Existing to Remain Parking Lot
- ▲ Vehicle Access

- To be removed as part of Campus Plan**
- ▭ Parking Lot
- ▲ Vehicle Access

- To remain during Campus Plan but be removed with hospital decommissioning**
- ▭ Parking Lot
- ▲ Vehicle Access

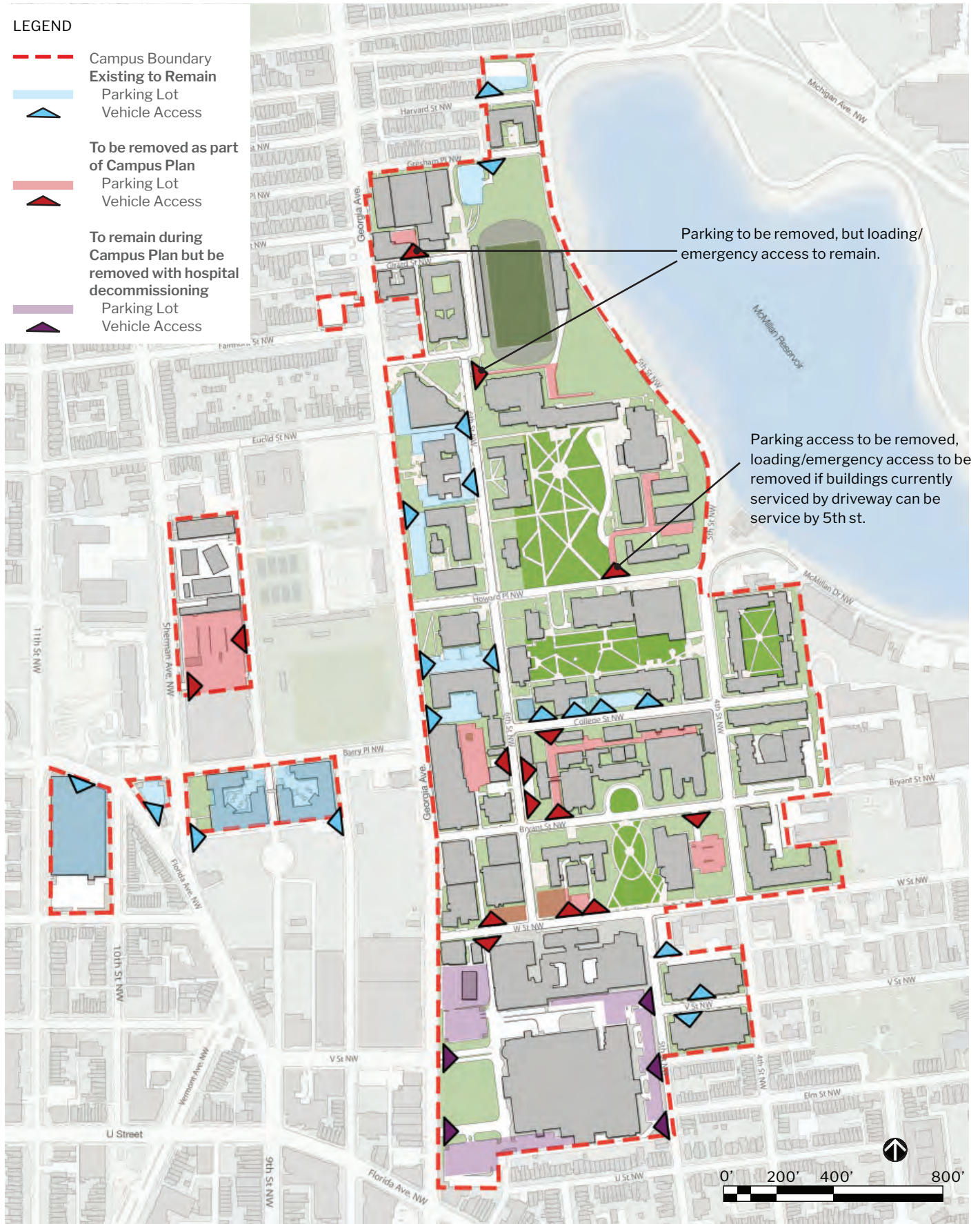
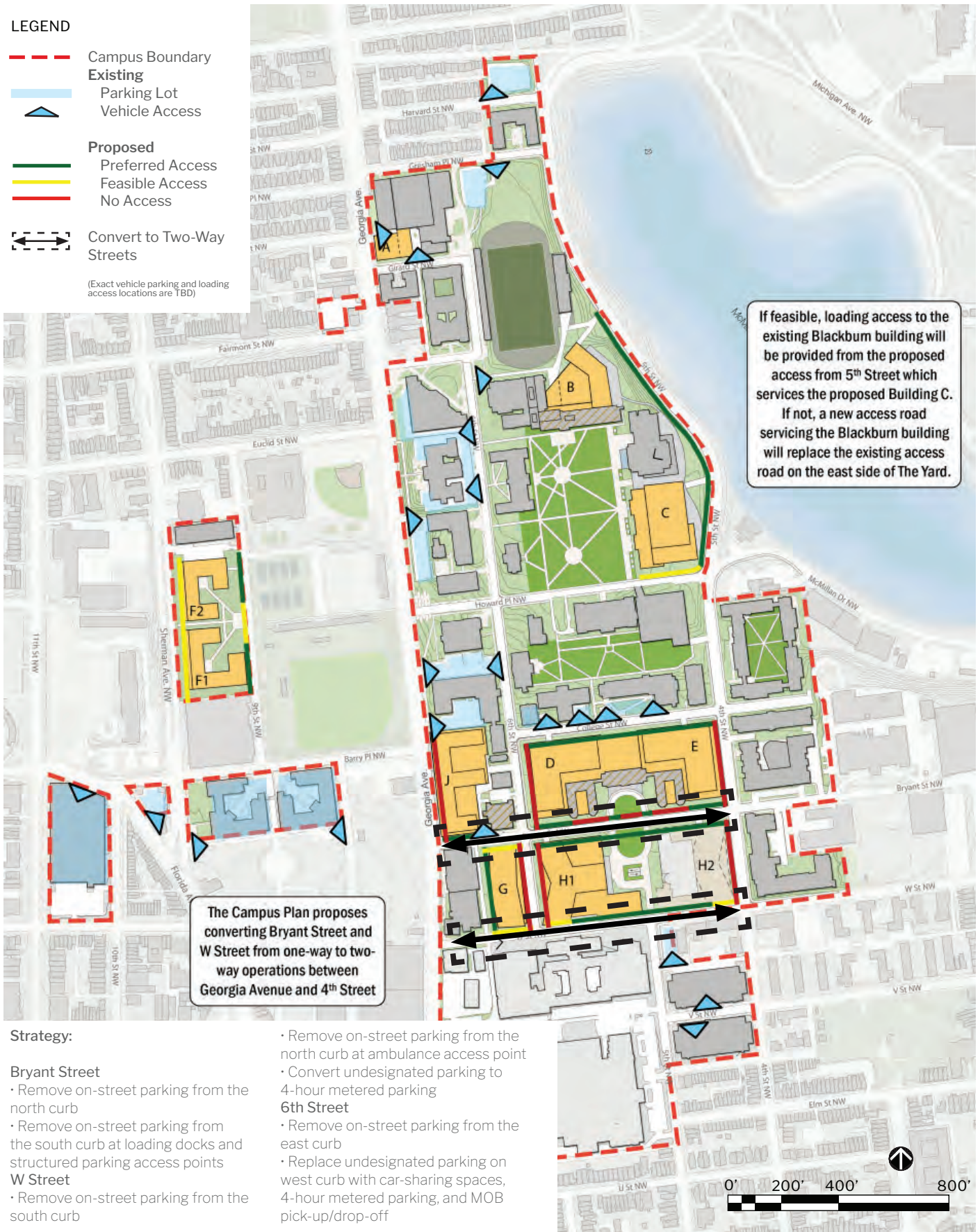


Figure 4.58: Existing Vehicle and Loading Access

LEGEND

- - - Campus Boundary
 - Existing**
 - ▭ Parking Lot
 - ▲ Vehicle Access
 - Proposed**
 - ▭ Preferred Access
 - ▭ Feasible Access
 - ▭ No Access
 - Convert to Two-Way Streets
- (Exact vehicle parking and loading access locations are TBD)



Strategy:

Bryant Street

- Remove on-street parking from the north curb
 - Remove on-street parking from the south curb at loading docks and structured parking access points
- W Street**
- Remove on-street parking from the south curb

- Remove on-street parking from the north curb at ambulance access point
 - Convert undesignated parking to 4-hour metered parking
- 6th Street**
- Remove on-street parking from the east curb
 - Replace undesignated parking on west curb with car-sharing spaces, 4-hour metered parking, and MOB pick-up/drop-off

Figure 4.59: Proposed Vehicle and Loading Access

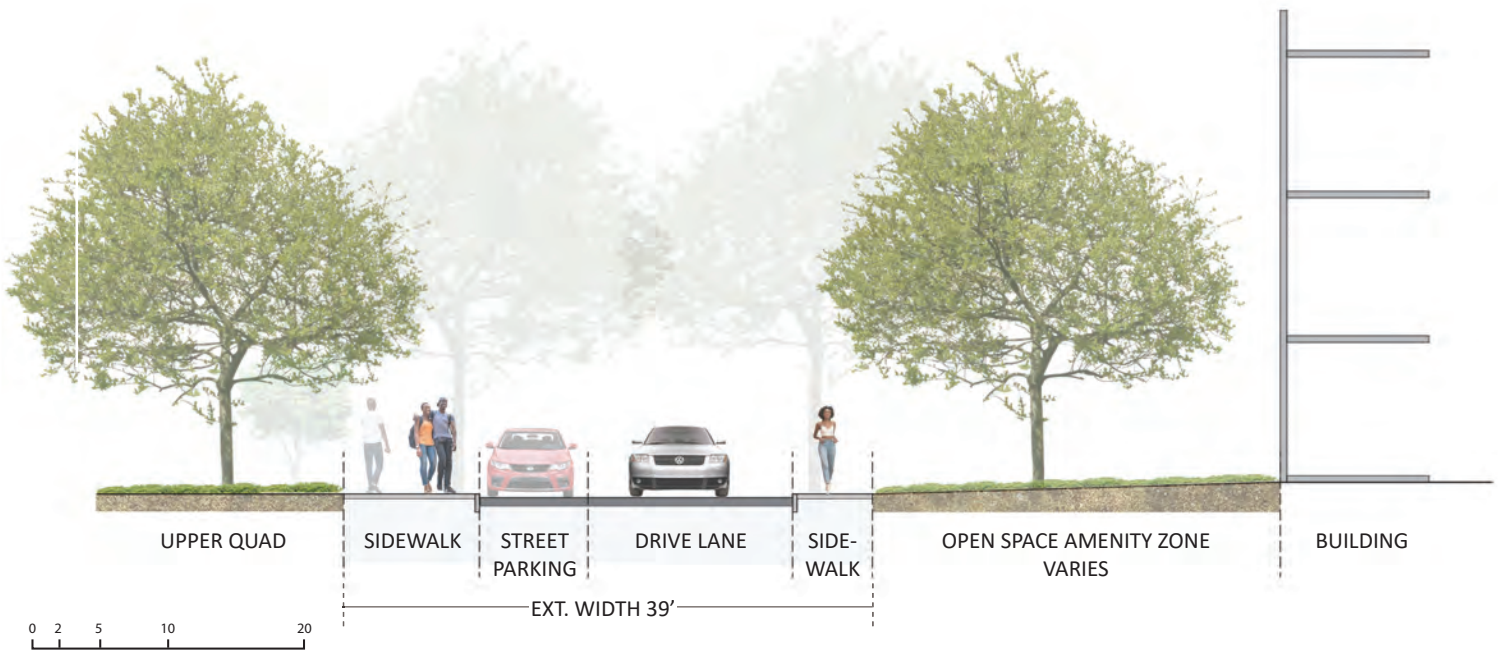


Figure 4.60: Howard Pl. Existing

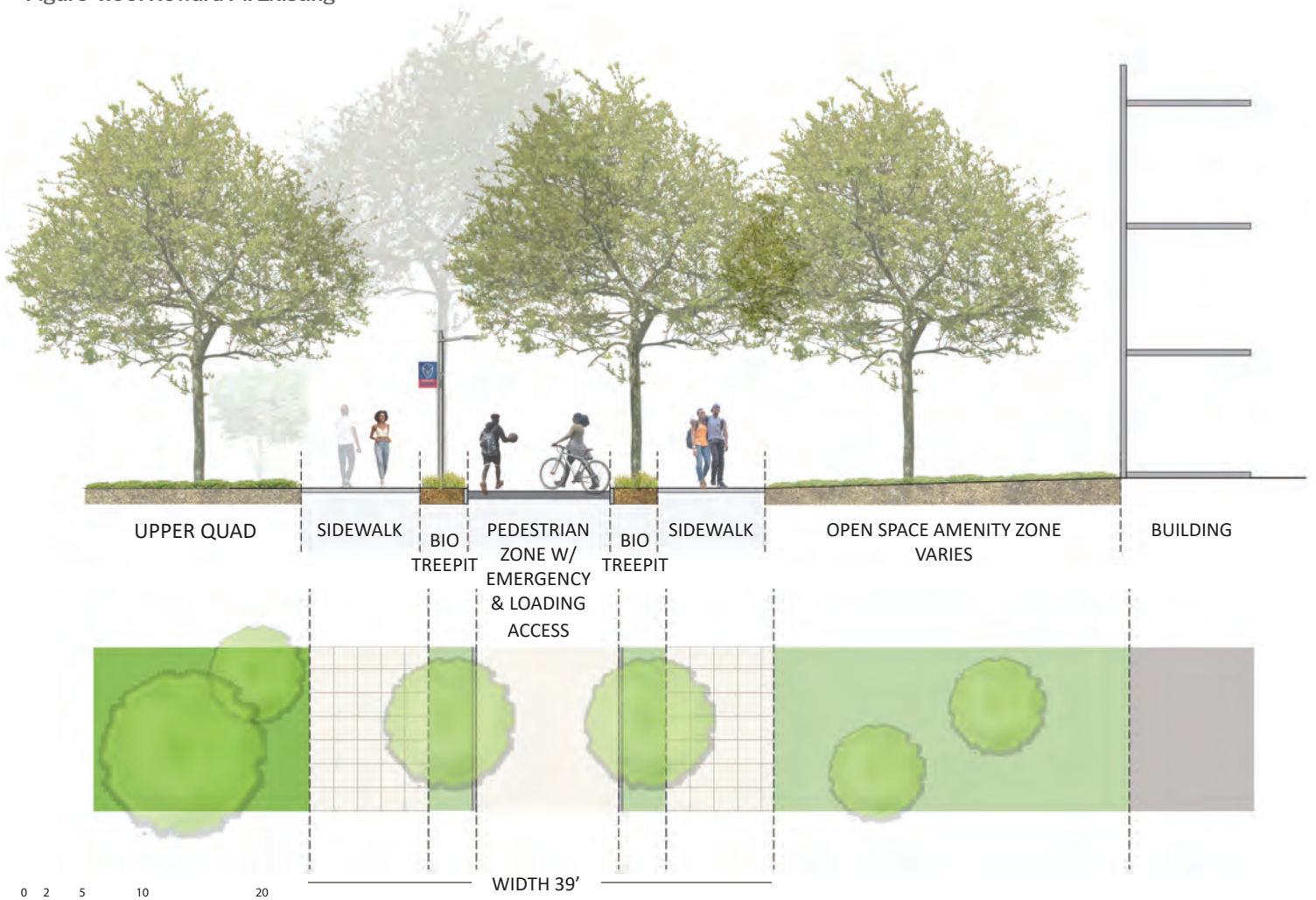


Figure 4.61: Howard Pl. Proposed

Howard Place

Howard Place between 6th Street and 4th Street is envisioned as a pedestrian plaza drive that extends the environment of the Upper Quad. Special paving material should be integrated to distinguish the area as a pedestrian priority zone over vehicular traffic. Paving joint lines may take inspiration from the Upper Quad sidewalk paving patterns. The new plaza will facilitate pedestrian, bicycle and scooter movements, while accommodating delivery and emergency vehicle access.

Stormwater runoff from the plaza drive can be captured in several ways, including recessed low impact development (LID) tree pit planters aligning both sides of the plaza drive. The continuous below grade tree pits could have sidewalk crossings to promote pedestrian circulation throughout the plaza. Raised curbs or tree pit fences could be used to mitigate the tree pit LID drop-off hazard from the sidewalk and the plaza. New trees should be large species canopy trees.

Wider sidewalks on both sides of the plaza could accommodate additional pedestrian movement. The open space areas offer opportunities for expanded planting and furnishings such as bike

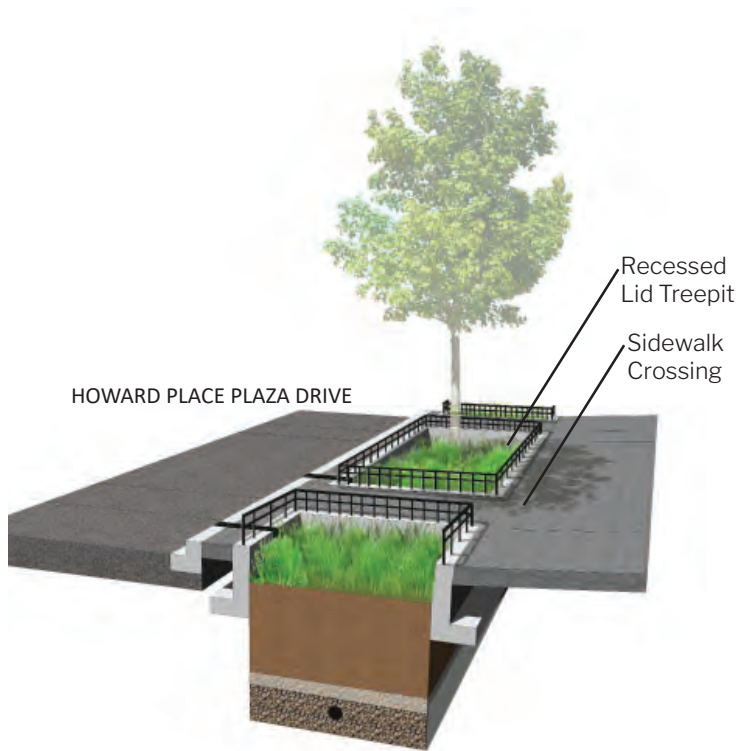


Figure 4.62: Tree Pit Bioretention



Figure 4.63: Continuous Tree Pit

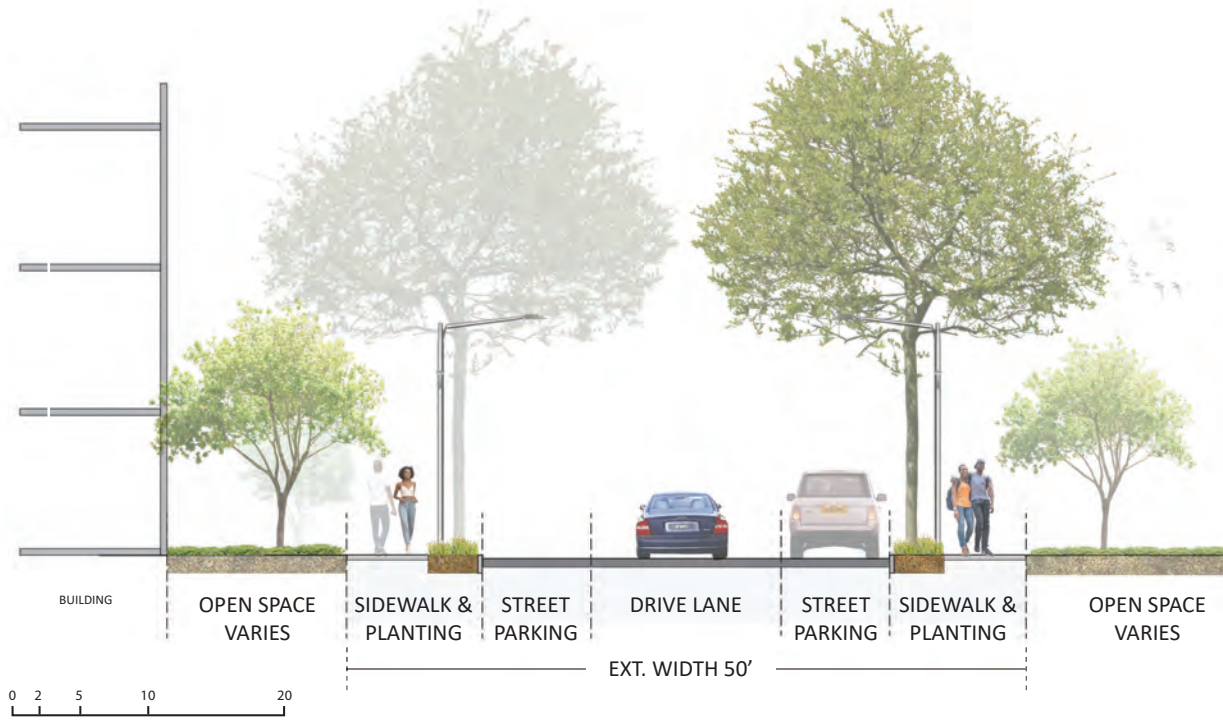


Figure 4.64: Bryant St. Existing

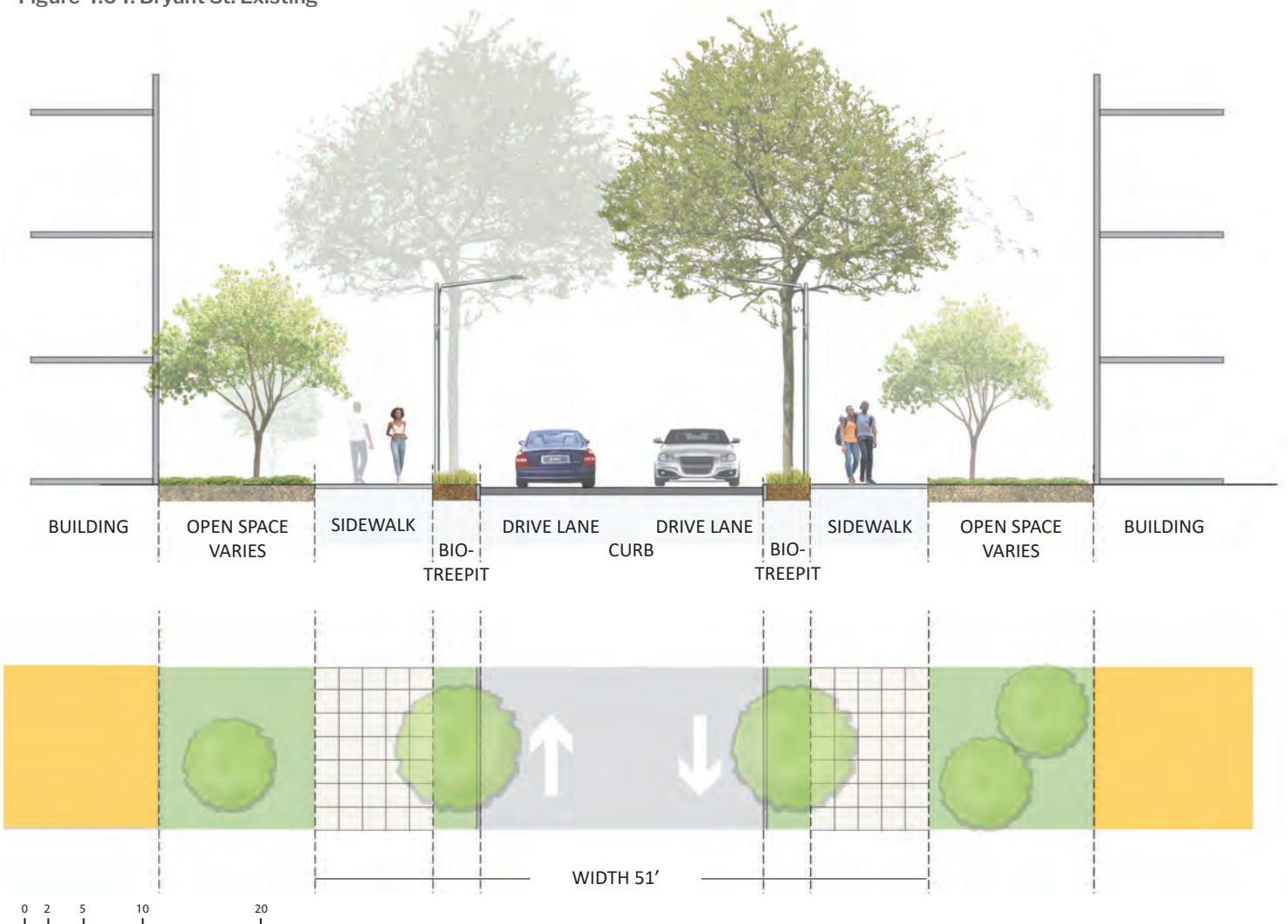


Figure 4.65: Bryant St. Proposed



Figure 4.66: Continuous Tree Pit - Lid Planter

rack, benches, site lighting and monuments.

Bryant Street

Bryant Street between 6th Street and 4th Street is envisioned as a two-way street for vehicular traffic. All mid-block crossings should have a special paving material that alerts all modes of traffic to slow down when crossing. This will also reinforce the connection between the new hospital plaza drive and the existing entry drive on the north side of Bryant.

As elsewhere, stormwater runoff from the road and sidewalks can be captured in the continuous recessed low impact development (LID) tree pit planters aligning both sides of the street. Planted Bioswales located in the round about planting areas will also capture roadway runoff. The street trees should be a large canopy species.



Figure 4.67: Planting Bio Swale at Hospital Service Drive

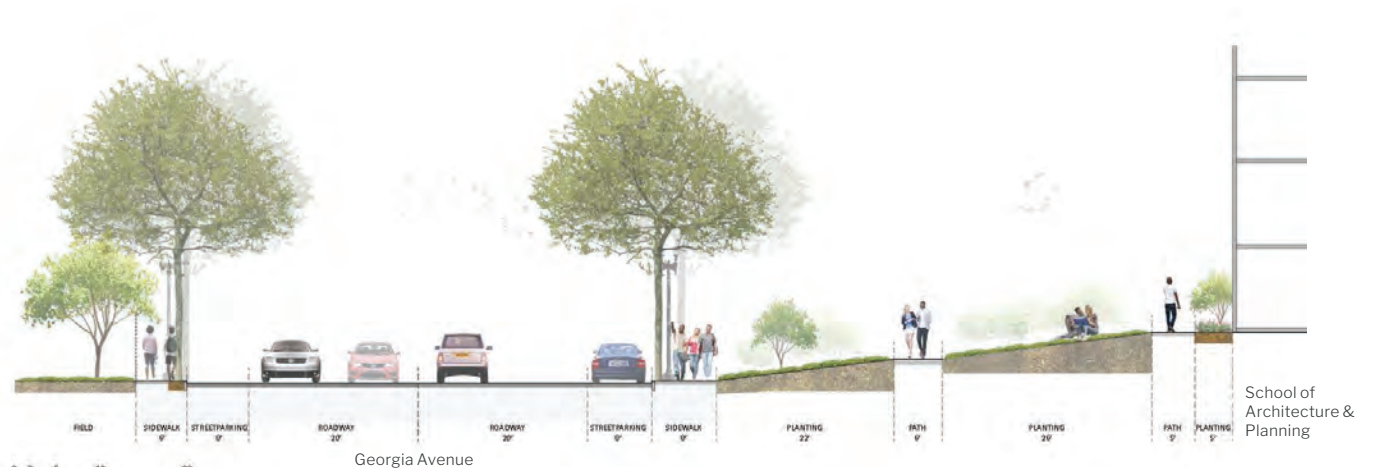


Figure 4.68: Georgia Avenue at the Mackey Building

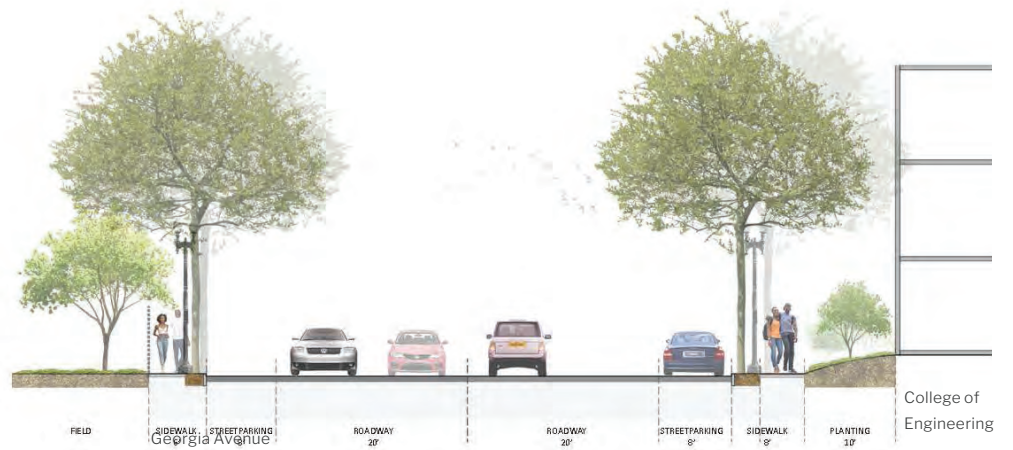


Figure 4.69: Georgia Avenue at Downing Hall

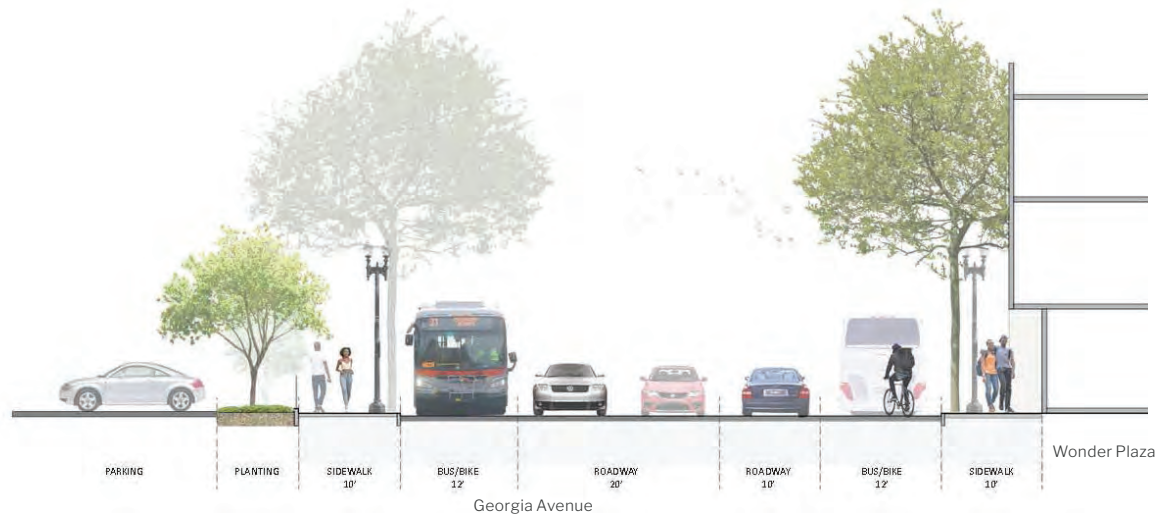


Figure 4.70: Georgia Avenue at Wonder Plaza



Figure 4.71: Georgia Avenue at the Miner Building





Figure 4.72: Campus and Building Identification Signs

4.5.5 Signage & Wayfinding

The University is in the final stages of a process to plan and design a signage and wayfinding system for Howard University in Washington, DC and Maryland. The signage system is split into vehicular and pedestrian wayfinding.

Some wayfinding solutions and locations may require coordination with regulatory agencies regarding placement in public space. Figures 4.70 through 4.72 demonstrate the signage system, and the proposed placement of signs, by sign type.

LEGEND

SIGNS:

- Campus Identification
- Vehicular Wayfinding
- Parking Identification
- Shuttle Bus Identification
- Orientation
- Pedestrian Wayfinding
- Building Identification



Figure 4.73: Vehicular, Parking and Shuttles Identification Signs

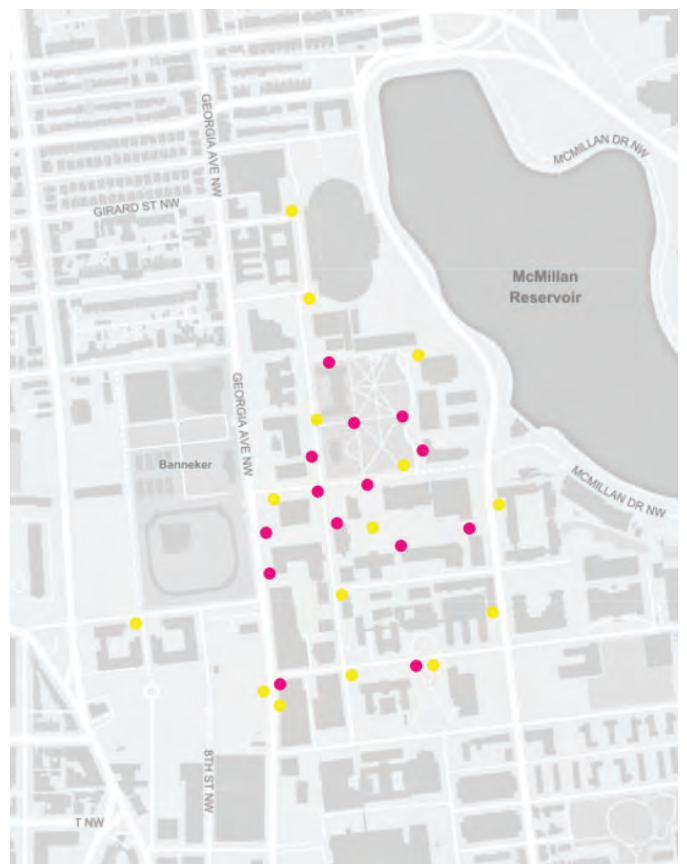


Figure 4.74: Orientation and Pedestrian Wayfinding Signs

Vehicular sign types include:

- Campus gateways (CID)
- Vehicular directional (VDR)
- Parking lot identification (PID)

Pedestrian sign types include:

- Shuttle bus stop identification (STB)
- Pedestrian digital kiosks (KSK)
- Pedestrian directional (PDR)
- Building identification (BLD)



Figure 4.75: Elevations of Proposed Orientation and Pedestrian Wayfinding Signs

4.5.6 Comprehensive Transportation Review

Through coordination with the District Department of Transportation (DDOT), a full Comprehensive Transportation Review (CTR) will be submitted as an addendum to the Central Campus Master Plan. The CTR will contain an in-depth analysis of the plan on all modes of transportation and will include a set of action items that HU will commit to help achieve the transportation goals of the plan. This includes specific measures to mitigate any impacts identified in the analysis and a list of transportation items to be detailed in the Further Processing of the plan's development sites.

4.5.7 Transportation Demand Management

A Transportation Demand Management (TDM) plan will be incorporated into the CTR, addressing the University's progress on goals and commitments set in its 2012 TDM plan, as well as proposing new TDM efforts to build upon this progress.

The 2012 TDM plan included actions whose goal is enhancing multimodal, non-vehicular transportation options in and around the Howard University campus. These actions included increasing parking rates, improving HU shuttles, funding a Capital Bikeshare station, conducting annual TDM and parking surveys, and others.

The forthcoming TDM plan update will build upon these actions and propose new actions that enhance multimodal transportation as guided by the preceding Master Plan principles.

4.6 Implementation Considerations

4.6.1 Overview of Action-Based Sequencing

The future campus development program includes a mixture of new construction, the repair and renovation of existing buildings, and the decommissioning, preservation, and demolition of select facilities. The Campus Plan describes the proposed developments as a categorization of specific and conditional actions tied to Howard's priorities, rather than a specific timeline. The 2020 HU CC planning will be addressed as two sequential periods over a ten-year timeline: Period 1 includes years 2021 through 2025, while the years 2026 through 2030 make up the second planning period. The proposed actions that would occur over the ten-year timeline are described

below and are tagged with their respective planning periods.

4.6.2 Modernizing the Power Plant

The highest priority project for Howard is the overhaul and modernization of the existing steam plant and associated utility distribution system. In 2018, extreme winter weather caused a plant failure and tunnel ruptures which resulted in damage to the system and some campus facilities. Since this time, most of the campus has been fed by a series of temporary boilers. The rehabilitation of the plant is critical to ensure that mission-critical buildings are not damaged and taken off-line in the future. Another important and related factor is the remediation and renovation of Douglass Hall, which was substantially impacted by the incident.

The University has engaged partners to assess the steam plant operations, equipment, and steam tunnel to inform decision making related to steam plant modernization, cost, utility master planning,

LEGEND





- 4.6.2 - Power Plant
-  Campus Boundary
-  Existing Buildings
-  Renovate: # 23, 48
-  Decommission: # 11, 17, 56, 216



Figure 4.76: Power Plant

asset monitoring, and sustainability. Current concepts include modernization and transition to a combined heat and power (CHP) plant, to include a replacement of tunnel infrastructure. Since its completion in the 1934, the Power Plant (48) has been limited to steam production. This would enable the facility to live up to its original namesake.

4.6.3 Advancing Healthcare, Health Sciences and STEM

4.6.3.1 Building a New Howard Hospital & MOB

To realize the new HU Hospital, the University would first need to demolish the vacant Freedmen’s Annex I and II (11 & 17) that currently occupy the proposed hospital site. The two facilities have significant damage resulting from the 2018 steam tunnel rupture, which rendered them uninhabitable. Optimally, the University would have also modernized the Power Plant in order to service the new development.

The proposed MOB site is currently home to two facilities, the PFM Storage Building (56) to the north and the Old PFM/ISES building (216) to the south.

The University would decommission/demolish these buildings to enable the construction of the MOB. Both the HU Hospital and the Medical Office Building are programmed to have below-grade structures parking, with the number of spaces determined within the project design phase of the facilities.

Once the new HUH and MOB are near complete, facilities at the existing HUH site (Bldgs. 19, 37, 66, 71, and 163) can begin a decommissioning and migration process, leading to their eventual demolition.

Green space displaced by the new H1 will be replaced with green space enhancements east of the Stokes Library, during Phase 1 (first 5 years). Should H2 move forward, this green space shall be replaced elsewhere in proximity to the LeDroit Park. Beyond the 10-year planning period, the construction of a new “future expansion” of the Hospital would require the demolition of the Stokes Health Sciences Library (200).

4.6.3.1 – Healthcare Precinct

- Campus Boundary
- Existing Buildings
- Renovate: # 47
- Decommission: # 19, 37, 66, 71, 163
- Demolition: # 11,17, 56, 216
- New: # G, H1



Figure 4.77: Healthcare ‘Precinct’

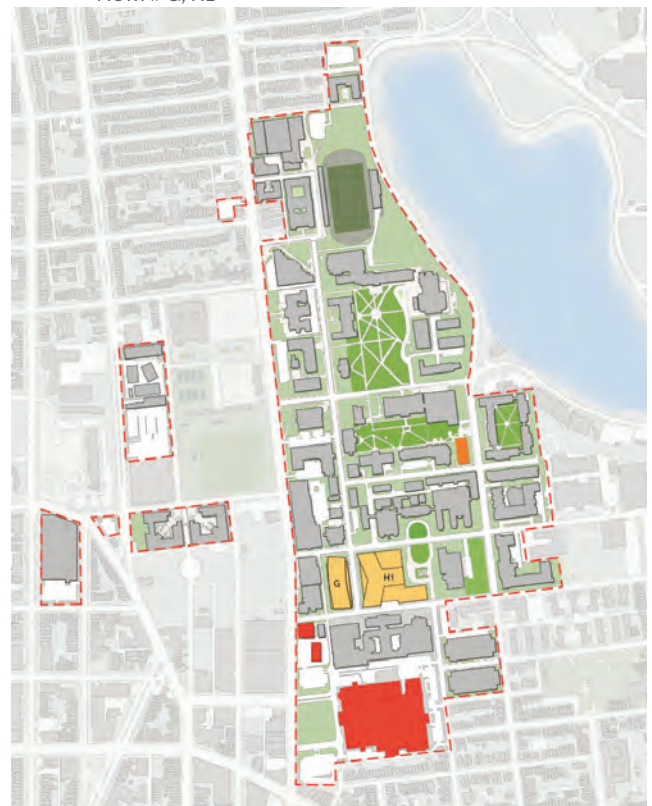


Figure 4.78: Healthcare ‘Precinct’

4.6.3.2 Achieving New Health Sciences and STEM

Swing-Space for the C.B. Powell Site

The Freedmen’s Hospital, now the C.B Powell Building (13) includes the facility’s central area and two wings to both the east and west. The historically significant building will be an integral part of the proposed new Health Sciences Complex (HSC) and STEM Center. For the two structures to occupy the areas to the west, north and east of C.B. Powell, building 13 will need extensive renovations to function as part of the future interdisciplinary academic complex. As a result, the University will need to identify on and off-campus swing-space solutions for the temporary relocation of the programmatic functions that currently occupy the C.B. Powell site, including the School of Communications and WHUR (49).

A New Center for Arts & Communications

The proposed Arts & Communications facility will occupy a vacant green site directly east of the Cramton Auditorium (20), and north of Childers Hall (28). The new facility will house the School of Communications that currently occupy facilities slated for demolition located on the C. B. Powell site. The new facility will also house the architecture program, which will enable the University to renovate or potentially decommission/ demolish the Mackey Building (3). Once complete, fine and performing arts programs will temporarily relocate to the new facility to perform a renovation of Childers Hall to suit the Center’s interdisciplinary paradigm.

The Health Sciences Complex

The site for the new Health Sciences Complex (HSC) is adjacent to the C. B. Powell Building, north and west of the facility. Before the construction of the HSC can begin, the University will need to relocate any remaining programs located within the Laser Chemistry Building (4), People Soft Work Site (30), and the Mental Health Center (700), and decommission/demolish the three structures.

Once the HSC is completed and occupied, the University may decommission/demolish the former buildings that housed health sciences schools and colleges (Bldgs. 22, 27, 45, 47, and 51).



Figure 4.79: Health Science + STEM ‘Precinct’



Figure 4.80: Health Science + STEM ‘Precinct’

The STEM Center

The site for the proposed STEM Center is also adjacent to the C. B. Powell Building, north and east of the facility. Similar to the HSC development, the University will need to relocate any remaining programs that occupy buildings slated for demolition, which includes: Freedmen’s Annex III (31) and WHUT (54).

Once completed and occupied, the University may renovate or decommission/demolish the former buildings that housed relocated STEM programs, (Bldgs. 7, 15, 16, 26, and 55).

4.6.3.2 – Healthcare Precinct

- Campus Boundary
- Existing Buildings
- Renovate: # 3, 13, 7, 15, 16, 26, 55
- Decommission: # 4, 13, 30, 31, 49, 54, 700
- Demolition: # 4, 13, 30, 31, 49, 54, 700
22, 27, 45, 51
- New: # B, D & E



Figure 4.82: Health Science + STEM ‘Precinct’



Figure 4.81: Health Science + STEM ‘Precinct’



Figure 4.83: Apartment-Style Residences Part 1

4.6.4 Apartment-Style Residences (Ph 1/2)

The site for the development of the first phase of the new student residences is currently the Banneker surface parking lot, located along Sherman Avenue NW. Construction of Phase I will result in the loss of 178 parking spaces from the HU inventory.

The site for the development of the second phase of the new student residences is north of the Banneker surface parking lot between the Doors & Moore and Harrison Brothers buildings (400 & 401). The area is currently occupied by three temporary modular facilities – Banneker North Modular Buildings A, B, and C – used for academic and support functions. Development of phase 2 of the Residences is contingent on the relocation or demolition of the modular units, which is contingent upon the University’s overall swing space requirements over the 10-year planning period.

LEGEND

4.6.4 – Apartment Style Residences

- Campus Boundary
- Existing Buildings
- Decommission: Modular @ Banneker
- Demolition: Modular @ Banneker
- New: # F1, F2



Figure 4.85: Apartment-Style Residences



Figure 4.84: Apartment-Style Residences



Figure 4.86: Apartment-Style Residences Part 2

4.6.5 Howard University Union (Ph2)

The proposed HU Union building will front the eastern edge of the Yard, directly south of the Blackburn University Center (57) and north of the Undergraduate Library (61). Four academic facilities currently occupy the proposed site, including: the Center for Academic Reinforcement (24), the School of Education (25), HU Middle School (40), and Locke Hall (44).

Although the University needs to demolish the four facilities to make way for the new Student Union, this effort cannot be undertaken until the Miner Building (14) is renovated, and the new STEM and Arts & Communications Centers (E & B) are completed and occupied.

The Student Health Center unit currently located in the Medical Arts Building (163) may relocate into the new Union building, which will allow the University to decommission/demolish Building 163. While hosting this function within the Union would be optimal, the student clinic may also relocate to the new HUH/MOB or new Recreation Center sites.

Once constructed, campus recreation and academic functions from Burr Gymnasium will be housed in this facility. This will enable the University to relocate athletic functions currently housed in the Bank Building (59) to Burr.



Figure 4.87: Student Union



Figure 4.88: Student Union

4.6.5 - Union

- - - Campus Boundary
- Existing Buildings
- Renovate: # 14
- Decommission: # 59
- Demolition: 24, 25, 40, 44
- New: # C



Figure 4.89: Union

4.6.6 Intercollegiate Athletics Annex (Ph 2)

The new Athletics Annex building will be adjacent to the Burr Gymnasium and occupy the site of the existing University Warehouse #2 (59), also known as the Bank Building. The new facility will programmatically function as an extension of Burr as it transitions from a Recreation and Athletics Gymnasium into an Intercollegiate Athletics facility. However, Building 59 currently houses several functions that require relocation in order to raze.

LEGEND

4.6.6 – Athletics

- Renovate: # 8
- Decommission: # 59
- Demolition: 59
- New: # A



Figure 4.90: Athletics



Figure 4.91: Athletics

The University will relocate recreation and academic functions from Burr to other appropriate campus facilities, including the new HU Student Union. Hence, the Athletics Annex cannot commence until the Fusion facility is completed and occupied, as it will house recreation programs relocated from Burr. Once the Union project is complete, the newly vacated swing space in Burr can be used to house selected programs from Building 59. This will allow Howard to decommission/demolish Building 59 with minimal economic and operational impact.

4.6.7 Fusion Building (Ph1)

The new mixed-use recreation center and Student housing “Fusion” building will occupy the current Wonder Plaza site at the corner of Georgia Avenue and Bryant Street NW. The new facility will house a broad array of recreation and wellness facilities, an improved iLab and additional learning environments, retail, and student housing. The existing Wonder Plaza building will need to be razed or selectively demolished to make way for this important campus, and community serving facility. The University will explore possible ways to retain some key facade elements.

Once the building is completed Howard will have a permanent home for the recreation functions that will vacate the Burr Gymnasium.

4.6.6 – Fusion Building

- Decommission: Wonder Plaza
- Demolition: Wonder Plaza
- New: # F



Figure 4.92: Fusion Building



Figure 4.93: Fusion Building

Section 5

Appendices

- 5.1 Howard University in the District of Columbia Report
- 5.2 Historic Resource Inventory
- 5.3 Approved 2020 COVID-19 Reopening Plan & Letter of Acceptance



5.1 Howard University in the District of Columbia

HOWARD UNIVERSITY

in the District of **COLUMBIA REPORT**



1867

HOWARD
UNIVERSITY

Prepared by the

Office of External Affairs

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LETTER FROM THE PRESIDENT

Dear Washington, DC, Community

As President of Howard University, I am pleased to provide you with our *Howard University in the District of Columbia Report*, which demonstrates the University's critical role in the District and our steadfast commitment to its growth.

Since its inception in 1867, the University has called the District of Columbia home. Its original founders, who were abolitionists, believed that African-Americans deserved to have access to the same educational opportunities that they enjoyed. As such, the University played a significant role in educating former slaves, particularly from the District of Columbia.

One of the University's founding members, Sen. Henry Wilson (R-MA), who later became vice president of the United States, authored legislation that abolished slavery in the District of Columbia. Howard University School of Law graduate Charlotte E. Ray was among the first women admitted to the DC Bar. And in response to the growing need for skilled African-American teachers in the mid to late 1800s, the University partnered with the Institution for the Education of Colored Youth in the District of Columbia.

To this day, the University continues to play a critical role. Howard is a major contributor to the District of Columbia economy; it has more than 9,500 alumni living in DC, provides free legal services for residents, operates a workforce development

program, offers healthcare services to DC's most vulnerable populations, and its students, faculty and staff participate in numerous service projects around the District, giving several thousand volunteer hours annually. Additionally, many of our graduates have become prominent leaders in the District, developing and implementing public policy.

9,500 Howard has more than 9,500 Alumni Living in DC.

As you will see from the report, Howard University touches every facet of the District of Columbia and has been a longtime partner in helping the District expand and improve services and economic opportunities for its residents. I hope you find this information useful and encourage that you take advantage of the educational, healthcare, and community partnership resources available at Howard University. We invite you to visit our campus and our website at www.howard.edu for additional information.

Sincerely,



Wayne A. I. Frederick, M.D., MBA
President

HIGHLIGHTS FROM THE REPORT



50

The University operates a workforce development program that trains 50 students for technology jobs.

\$12M

The Small Business Development Center helped secure more than \$12 million in loans for small businesses.



\$800M

Howard spends more than \$800 million annually.



Howard physicians practice at United Medical Center, located in Ward 8.



Three DC mayors attended the Howard University School of Law, and several councilmembers attended the University.

\$650K

The School of Business provides free tax services to DC residents, helping them receive more than \$650,000 in refunds.



9,526

Howard has 9,526 alumni living in DC.

20

Howard participates in the District of Columbia's Public Schools' dual enrollment program, where approximately 20 high school students take college courses for free and earn credits upon successful completion.

1,500

Howard employs more than 1,500 DC residents, contributing to the District's economy.

300

The University has a public charter middle school on campus with nearly 300 students enrolled from across the District.

ECONOMIC IMPACT

STUDENTS AND EMPLOYEES

500 - The University has nearly 500 DC-based students.

1,500 - Howard employs more than 1,500 DC residents.

ECONOMIC IMPACT

\$800M - The University spends more than \$800 million annually.

\$26.7M - Student spending accounts for \$26.7 million annually.

5,200 - Howard has an employment impact of more than 5,200 jobs.



EDUCATION

MIDDLE SCHOOL OF SCIENCE & MATHEMATICS

The Howard University Middle School of Mathematics and Science (MS)² is a public charter school committed to academic excellence, focusing on mathematics and science for grades sixth through eighth. (MS)² was created in partnership with Howard University, designed to deliver programs to help students reach their academic goals and develop the skills needed to succeed beyond the classroom.

Students are prepared for career and entrepreneurship opportunities in science, technology, engineering and mathematics (STEM) disciplines. The STEM curriculum focuses on an interdisciplinary and applied

approach. Rather than teach the four disciplines as separate and discrete subjects, the STEM curriculum integrates them into a cohesive learning model based on real-world applications.

Howard is the only post-secondary institution in the District of Columbia that has a middle school offering a comprehensive curriculum for grades sixth through eighth. It was established in 2005 to create a pipeline of students and close the achievement gap. (MS)² students are enrolled from across the District. Forty-three percent of the students are from Wards 7 and 8.

Academic Program Highlights:



Advanced courses in mathematics and science.

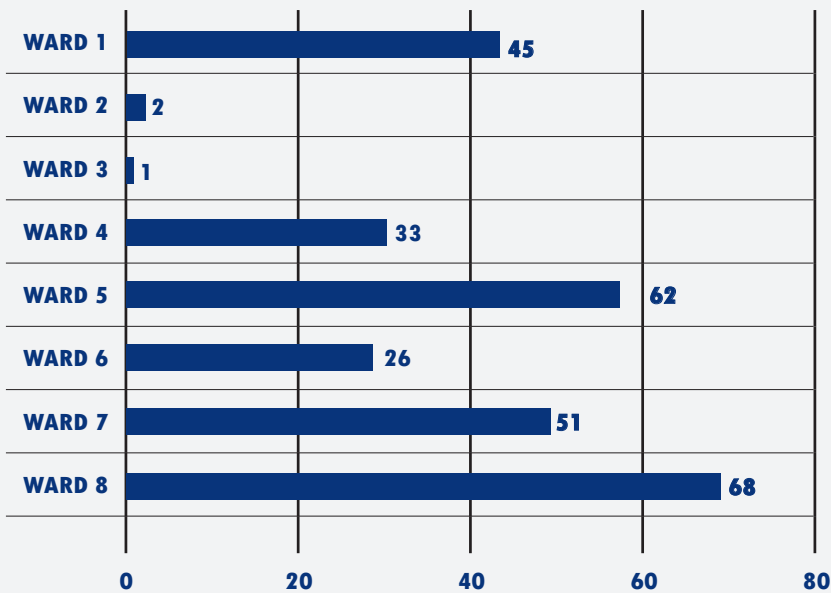


Rigorous courses in English and social studies.



Collaborative programming with Black Girls Code and the Cornell University Science Project.

Middle School Students by Ward



High School Placements:

- Archbishop Carroll High School
- Benjamin Banneker High School
- Cesar Chavez Public Charter School
- Calvin Coolidge High School
- Columbia Heights Education Campus
- Duke Ellington School of the Arts
- Dunbar High School
- E.L. Haynes Public Charter School
- Friendship Public Charter School
- National Collegiate Preparatory
- IDEA Public Charter School
- McKinley Technology High School
- Paul Public Charter School
- School Without Walls High School
- Sidwell Friends School
- Thurgood Marshall Academy Public Charter School
- Washington Leadership Academy Public Charter School

HOWARD UNIVERSITY DUAL ENROLLMENT PROGRAM

The Howard University Dual Enrollment Program provides high-achieving District of Columbia Public School (DCPS) high school juniors and seniors with an opportunity to take college-level courses, earn college credits and begin their college careers prior to enrolling at an institution of higher learning. Each year, a select group of students who have been accepted into the program will be able to take advantage of these opportunities and enjoy and learn an advanced curriculum relevant to their post-secondary interests. At the end of the program, each student should have benefited from the opportunity to:

- Become acclimated to a college campus through experiencing the college environment and coursework
- Prepare for and experience all aspects of college life, including rigorous college coursework and academic and behavioral expectations
- Reduce the time required to complete their post-secondary degree
- Gain cost-savings opportunities by enabling participating students to save money by taking free courses prior to their matriculation into college

In the program's inaugural year (2014-2015), nine students from two DCPS high schools (McKinley Technology High School and Benjamin Banneker Academic High School) participated in it. Since then, the program has expanded to include four other high schools (Ballou High School, Duke Ellington School of the Arts, Francis L. Cardozo Education Campus and Paul Laurence Dunbar High School) and an additional 11 students.

Sixteen students participated in the program for the 2017-2018 academic year. Dual Enrollment students can register as part-time/non-matriculating college students taking up to seven credit hours per semester, but no more than two courses during fall and spring semesters, and enroll in a maximum of one course during each summer session. For the fall 2017 semester, 10 students who participated in the program were registered for one course.

SCHOOL OF EDUCATION

The School of Education (SOE) prepares students to become dynamic teachers, researchers, educational leaders and human service professionals committed to improving teaching methods, learning and research in urban and other diverse settings. SOE promotes social justice, educational access and opportunities for Black and underserved populations locally, nationally and globally.

Service in the District

1,400

The School of Education partners with the DCPS to help more than 1,400 students receive computer science instruction. Students participating in the program have won Application (App) challenges, such as the DC App Challenge and the Verizon App Challenge.



The School of Education is implementing a comprehensive parenting program (P2S – Parenting to Success) at Ron Brown High School located in Ward 7.



The School of Education provides annual in-service training at DC Superior Court Child Guidance Clinic on working with Muslims in the forensic population. The Child Guidance Clinic provides mental evaluations and reports to probation officers and judges of the Family Court.



The School of Education offers TRIO/Upward Bound programs to DC residents. Upward Bound is a college preparatory program for high school students designed to develop the skills and motivation necessary for success at the collegiate level.

GRADUATE SCHOOL AND PROFESSIONAL PROGRAMS

The Howard Graduate School was formally established in 1934 and reorganized in 1976 to its current structure, with divisions in the arts and humanities, biological and life sciences, engineering and physical sciences and social sciences. The Graduate School awarded its first doctorate degree in 1958 in the field of chemistry. Today, the school offers 28 master's and 27 doctoral programs. The Graduate School is among the nation's largest producers of African-American students who complete doctorate degrees in science, technology and engineering.



Service in the District:

Paid Family Leave

Program: Some of the Graduate School's faculty members served on an advisory group, offering expert opinions on how to estimate the economic impact of the District's Universal Paid Leave Act of 2016.

Research on Gentrification in the District:

This research project is a central part of the Critical Communication Research Course taught in the School of Communication's Culture and Media Studies doctoral program. The project fills a gap in communications literature that lacks research on how those experiencing gentrification learn about it, observe it, feel about it and express their concerns about it. The study provides useful information for various stakeholders, including the mayor's office and community leaders.

DC Teacher

Development: Professors in the College of Engineering and Architecture led an initiative to provide professional development to DC teachers (i.e. public, public-charter, private) relating to curriculum, pedagogy and content for exploring computer science. More than 45 teachers were trained, and more than 1,500 students were impacted.

The Inside-Out Prison Exchange Program:

The School of Divinity, in collaboration with the College of Arts and Sciences, is a partner in the program which brings together campus-based students and incarcerated students for a semester course held in a prison facility to share ideas and appreciate different experiences. Since 2015, Howard University has been offering two classes at the DC Jail: Ethics & Politics and Church & Community.

BUSINESS AND WORKFORCE DEVELOPMENT

DISTRICT OF COLUMBIA SMALL BUSINESS DEVELOPMENT CENTER

Howard University, in partnership with the Small Business Administration, has a Small Business Development Center (DC SBDC) on campus. The DC SBDC has been housed in the School of Business since 1979. It has two distinctions. Nationally, DC SBDC is the only Historically Black College or University (HBCU)-led center and one of only two private institutions, with the University of Pennsylvania as the other. DC SBDC has two full service sub-centers, Anacostia Economic Development Corporation and the Greater Washington Urban League. The Center has strategic partnerships with the District of Columbia Department of Consumer and Regulatory Affairs and the Washington, DC Chamber of Commerce, where it conducts counseling sessions with clients, customers and DC Chamber members. The DC SBDC has a national accreditation with the America's Small Business Development Centers based on the Malcolm Baldrige Standards of Excellence.

The DC SBDC provides four key services: no-cost small business counseling, low-cost or no-cost workshops, loan package review and industry research. There are numerous workshop topics, including Government Proposals and Bids, Branding, Marketing, Financial Management, Social Media Strategy and Business Operations.

Significant Achievements in 2018:

- 492 Businesses receiving business counseling services
- 65.5 Created and retained jobs
- 2,142 Business counseling hours
- 31 Conducted 31 workshops throughout all Wards
- 520 520 people attended
- \$12M Helped our clientele receive over \$12 million in loans
- 141 "The Small Business Report," a national radio show that highlights successful business owners, focuses on select government agencies, shares procurement opportunities and educates businesses about how to be successful in the marketplace. Carl Brown is executive producer and host of the show, which airs on Sirius XM HUR Voices Channel 141 every week.

CENTER FOR URBAN PROGRESS

The Howard University Center for Urban Progress (CUP) seeks to address urban challenges locally, nationally and globally through University-community partnerships, applied and community-based research, innovative academic programs, technical assistance to urban agencies and community revitalization initiatives.

CUP and Opportunities Industrialization Center of DC (OIC DC) manage a technology training program, formally known as Youth Tech-A+, for District youth, ages 18 to 24, who are out of school. The program develops trainee skillsets and provides them with access to technology jobs. The program trains 25 participants per cycle; usually, there are two cycles per year.

90% **Ninety percent of graduates have lived in Wards 7 and 8.**

The 28-week program consists of three phases:

ONE

Students learn the basics of computer technology, installation and configuration of PC Operating systems, laptops and related hardware and basic networking.

TWO

Students attend readiness classes and employability training, which the Department of Employment Services provides.

THREE

Students intern at local technology companies to receive practical experience.



SCHOOL OF BUSINESS

The School of Business has been a model for higher education since its founding in 1970. With dynamic academic departments, groundbreaking centers of excellence, esteemed faculty, award-winning programs and more than 12,000 alumni across the globe, the Howard University School of Business continues to be ranked among the top business programs in the nation.

Students and faculty choose the Howard University School of Business because it provides in-depth classroom instruction, real-world experience, expert speakers from a range of backgrounds, access to global industry leaders and a commitment to research and publication.

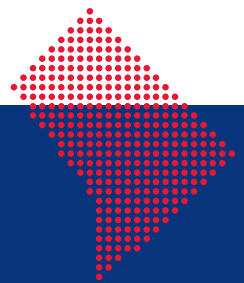
Business in the District

\$656K

Offers free tax services to DC residents, which led to \$656,000 in refunds in 2016



Sponsors a summer camp for high school students who are interested in pursuing careers in accounting, insurance and information systems



TRANSPORTATION RESEARCH

TRANSPORTATION RESEARCH CENTER

Howard University, through the Howard University Transportation Research Center (HUTRC), is the lead University that conducts transportation research for the District of Columbia. Since 1998, HUTRC has conducted research, training and outreach in areas of transportation engineering, policy, management, economics, planning and law. The Center also conducts Safety Engineering analyses for the District Department of Transportation (DDOT), which includes Crash Data Analysis, Safety Improvements and Transportation/Traffic Engineering Data Management.

Service in the District:



Supports DDOT's Traffic Calming Program and Safety Assessments, which includes evaluation of requests for speed humps and multi-way STOP signs



Conducted Districtwide speed assessments that led to the installation of speed cameras in the District (2012-2013)



Conducts crash analysis for DDOT, MPD and federal agencies



Manages two types of internship programs for DDOT: Summer and Semester Internship Programs for DC-based residents



Conducts a Summer Transportation Enrichment Program (annually) for Rising ninth and 10th grade students through DC's Summer Youth Employment Program

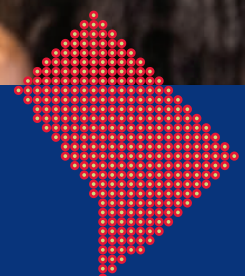




SOCIAL WORK

SCHOOL OF SOCIAL WORK

The School of Social Work prepares Master's in Social Work graduates for advanced professional practice at local, national and international levels in solving human problems and becoming leaders in their communities. It prepares doctoral graduates for research, the professoriate and leadership in the global community. The school is dedicated to the pursuit of knowledge through discovery, research, partnerships, innovative process and other scholarly educational endeavors of the faculty, staff, students and alumni. Graduates have a reputation for culturally competent practice and strong advocacy for underserved and marginalized populations. Howard University social workers are trained in therapeutic interventions with individuals, small groups and families as well as macro level practice that supports community empowerment and human service organizational effectiveness.



Service in the District:



The School of Social Work successfully advocated for legislation that provides subsidies to grandparents who are raising their grandchildren.



Graduate students provide 46,000 hours of service per semester to DC residents through internships at many District agencies, including the Child & Family Services Agency, DC Public & Charter Schools and the Washington Hospital Center.



A large portion of social service workers in the District have a Howard University MSW degree and many others regularly attend seminars that focus on the newest trends in evidence-based practices, such as trauma-informed practice.



In collaboration with the DC Office on Aging, the Multidisciplinary Gerontology Center has provided professional development for the aging network and allied professionals in the District of Columbia for more than 25 years.



The Multidisciplinary Gerontology Center provides a monthly support group for grandparents raising grandchildren.

HEALTH CARE AND SCIENCES

HOWARD UNIVERSITY HOSPITAL

Since 1862, Howard University Hospital (HUH) has had a rich tradition of health care leadership and service. Housed in converted U.S. Army barracks, it was initially owned and operated by the federal government and, at that time, was called Freedmen’s Hospital. The hospital provided a refuge where former slaves received the medical care they were denied elsewhere. In the late 1860s, Freedmen’s formed a partnership with the Howard University College of Medicine to train African-American medical professionals. Together, the medical school and the hospital have served as a training ground for many of the nation’s top African-American physicians.

In 1967, the federal government ended its ownership and operating functions of the hospital, allowing Howard University to assume those responsibilities.

33,000

The hospital handles more than 33,000 cases for patients who travel across the District from Wards 7 and 8.

Federal funds were appropriated in 1975 to open a new facility on Georgia Avenue so that HUH could better meet the health care needs of its patient population.

HUH has become one of the most comprehensive health care facilities in the Washington metropolitan area and is designated a Level 1 Trauma Center. It has been the safety net hospital for the District for many years. Its important role in the DC health care community was enhanced by the closure of DC General Hospital. More than 250,000 of the District’s 700,000 residents are Medicaid eligible, and HUH serves many Medicaid and uninsured patients.

Community Service Projects:



Monthly Service Projects: HUH currently hosts, at a minimum, two community service events per month. These events include community walks and runs, health screenings and health education programs offered at many locations around the District.



School Supply/Immunization Drive:

HUH annually sponsors a school supply and immunization drive during the month of August, providing students with much-needed supplies for the new school year, and encouraging families to adhere to school immunization requirements.



Job Training:

The HUH Department of Community Relations hosts adults and students from across the District through programs that expose them to working in a health care environment. HUH serves as a host site for the Mayor Marion Barry Summer Youth program, works with DC government agencies to provide workforce development training and partners with local schools to provide internships and opportunities for students to explore interests in health care and/or earn community service hours.



In the residency training program, many Howard University physicians are practicing at United Medical Center, located in Ward 8.

HOWARD UNIVERSITY AND UNITY HEALTH CARE PARTNERSHIP

In November 2017, Howard University Hospital, Howard University Faculty Practice Plan and Unity Health Care announced a collaborative effort to enhance women's health care, specifically for residents living in Wards 7 and 8. The partnership focuses on expanding obstetric services to women who historically have access barriers to vital health care services. Once developed, the integrated health care network will increase the number of obstetricians, labor and delivery rooms and neonatal beds.



COLLEGE OF PHARMACY

Pharmacy instruction at Howard University began in the Department of Medicine in 1868. The initial program, held in the evening, offered students a “knowledge of the art and science of pharmacy.” In 1870, the first graduate of the program, James Thomas Wormley, received the Doctor of Pharmacy degree from the Medical Department. During the same year, the pharmaceutical program was differentiated from the medical program and, by 1882, the Medical Department consisted of the College of Medicine, the College of Pharmacy and the College of Dentistry. Since its inception, the College of Pharmacy has been among the leaders in preparing individuals for rewarding careers in pharmacy.

Service in the District



Howard University and Unity Health Care Partnership: *Historically, D.C., residents in Ward’s 7 and 8 have lacked full access to a diversity of specialty healthcare providers. Last Fall, on the heels of United Medical Center and Providence Health System closing their obstetric units, HUH and Unity signed an agreement to expand obstetric services to address the gaps in care caused by the closures. Located at the Conway Center, Unity’s new health center will be a two-level, state-of-the-art facility that features 43 exam rooms, which greatly expands access to medical services for local residents who normally travel outside of their community for specialty care. The mixed-use center developed by the non-profit organization, So Others Might Eat (SOME), will include low-cost housing, and a job training program.*



COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences (COAS), the largest and most diverse college at Howard University, houses 23 academic departments and programs. COAS provides its students with an education grounded in the quest for intellectual freedom, social justice, artistic expression and pursuit of knowledge. Ultimately, the programs of the College seek to encourage the development of critical and creative thinking in both the scholarly and artistic modes.

Service in the District



Community Work: COAS professors partner with Empower DC, an advocacy group that works to improve the quality of life for low- and moderate-income residents. They have worked in Ivy City and Barry Farms, focusing on environmental justice efforts that include varying levels of citizen science, community development and environmental literacy.



DC Community Science Fest: Since 2008, Howard University and COAS faculty members have sponsored and participated in the DC Community Science Fest, which is a mobile learning environment that offers a unique experience in science and technology for DC students in K-12. Students are exposed to the wonders of chemical, physical and environmental sciences.



DC Environmental Justice Efforts: Faculty members are involved with varying levels of citizen science, community development, environmental literacy, technical consultation and advocacy.



CENTER OF EXCELLENCE

Housed under the College of Pharmacy, the Center of Excellence (COE) is funded by a grant that the Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce awarded the University to help underrepresented minorities enter a variety of health profession fields. The College of Pharmacy uses the grant to initiate programs for high school students to prepare them for college and careers in the health professions fields.

Programs in the District:



High School Summer Enrichment Science Academy

This six-week residency science academy is for rising 11th and 12th grade students interested in enrolling in Howard's pharmacy program. Students also can shadow practitioners in medicine and dentistry.



SAT Preparatory Program

This program is designed to increase the number of competitive applicants applying to Howard University. The Center for Excellence and the University have partnerships with the following schools and community organizations:

- Columbia Heights Education Campus
- Benjamin Banneker Senior High School
- Cardoza Senior High School
- Eastern Senior High School
- Eleanor Roosevelt Senior High School
- Howard University Middle School of Mathematics & Science (MS)2
- HD Cooke Elementary School
- Girls Inc. of the Washington DC Metropolitan Area

NATIONAL WORKFORCE DIVERSITY PIPELINE (NWDP)

Based on the reputation and successes of the existing Center for Excellence grant, the College of Pharmacy was awarded a grant in 2015, under the National Workforce Diversity Pipeline, funded by the Department of Health and Human Services, Office of Minority Health, to help underrepresented minorities enter a variety of health professions and STEM fields. The College of Pharmacy uses the grant to initiate programs for high school students to prepare them for college and careers in the health professions fields.

NWDP Programs in the District:



Health Occupation and STEM Career Intervention Programs

These programs are designed to create a pipeline in the health care and STEM fields. They are open to rising ninth and 10th grade students. Participants gain a knowledge base and practical experience. Each program has a 16-week duration.



The Junior URM Mentoring Program (JUMP)

A one-week summer enrichment program where students attend workshops and gain hands-on experience in multiple science and medical labs across campus. The program is targeted for rising ninth and 10th grade students. The NWDP has partnerships with the following schools:

- Calvin Coolidge High School
- Columbia Heights Education Campus
- Eastern High School
- Friendship PCS Collegiate Academy
- Friendship PCS Technology Preparatory
- Eleanor Roosevelt High School
- Howard University Middle School of Mathematics & Science (MS)2



LEGAL SERVICES

SCHOOL OF LAW

Howard University School of Law opened its doors in 1869, during a time of dramatic change in the United States. There was a great need to train lawyers who would have a strong commitment to helping African-Americans secure and protect their newly established rights. At that time, the law school did not have classrooms – at least not the way we know them today. The students (there were six in the first class) met at night in the homes and offices of the faculty, all of whom were part-time. Over time, the law school grew, as did the student body and faculty.

The school grew not only in size, but also in its curriculum's depth and programs' outreach. In the 20th century, it became the embodiment of legal activism. It emerged as a "clinic" on justice and injustice in America, as well as a clearinghouse for information on the civil rights struggle. The Howard University School of Law and its alumni have fulfilled their mission as agents for social change continuously for more than 146 years.

Howard Law in the District:



Provides free representation to juvenile defendants through the Clinical Law Center



Conducts a child welfare clinic to represent parents in termination of parental rights cases



Assists DC residents with fair housing issues



Provides student externs for the DC government



Conducts a fellowship program with the Office of the Attorney General



Thurgood Marshall Academy Partnership:

- Assists students with their homework
- Helps students complete their FAFSA (Free Application for Federal Student Aid) applications

COMMUNITY RELATIONS AND INITIATIVES



Supports the DC-based Lower Georgia Avenue Main Streets Program, the Shaw Main Streets Program, the Development Corporation of Columbia Heights and the Georgia Avenue Community Development Task Force in bringing economic development and overall revitalization to the Georgia Avenue Corridor.

HOWARD UNIVERSITY COMMUNITY ASSOCIATION

Founded in December 1996, the Howard University Community Association was established to enhance the University's relations with its surrounding communities. It accomplishes this by: directly responding to individual inquiries and concerns; participating in community and local government sponsored meetings; convening Community Advisory Committee gatherings; cooperating in special joint initiatives; addressing broader neighborhood challenges; and exploring opportunities for improving the overall quality of life for the community-at-large.

31

Co-managed the HUD HBCU Community Development Block grant awards with the Center for Urban Progress to aid DC Habitat for Humanity, Manna Housing, Inc., and the Peoples Involvement Corporation that made homeownership opportunities affordable to 31 low- and moderate-income households in newly constructed and renovated single family homes in the LeDroit Park community.



HOWARD UNIVERSITY RADIO (WHUR)

Since 1971, WHUR has been serving the community with excellence in broadcasting and community service. Each year, the radio station takes a leadership role in addressing some of the most pressing issues plaguing underserved communities. WHUR goes beyond reporting about the problems impacting neighborhoods. It plays an active role in eradicating the social ills.

Addressing issues like hunger, obesity, education, financial literacy and even crime and violence, WHUR carves out specialty programs and events to take to the airwaves and the streets of the District, Maryland and Virginia to keep its listeners informed, connected and empowered.

WHUR SERVICE PROJECTS (ANNUAL INITIATIVES)

Helping Hands Radiothon

(March): WHUR partners with the Howard University Andrew Rankin Memorial Chapel to host a 12-hour radiothon in support of the Chapel's Alternative Spring Break program to send more than 500 University students for domestic and international service to communities in need. Several of the service projects are in DC.

Financial Literacy Month (April):

WHUR helps families make sound financial decisions about their future. Throughout the month of April, financial experts appear on the air to share tips on a variety of issues, including credit, taxes, wealth-building,

retirement, investments, and home-buying. WHUR hosts events and workshops at local schools, churches and financial institutions to give listeners an up-close and personal opportunity to get one-on-one assistance from the experts.

Military Mother's Day Luncheon:

WHUR hosts a luncheon for Military Mothers at a local DC restaurant. Fifty active duty women are treated to a day of music, food, flowers, cards and candy.

Kidney Day:

WHUR partners with the Howard University Transplant Center and the George Washington University Kidney Foundation to host a day of kidney awareness education.

DC Housing Expo and Home Show:

WHUR participates in this event at the Washington, DC Convention Center, where it broadcasts live in partnership with the DC Department of Community Development to showcase exhibits and provide information to the public.

National HIV Testing Day:

WHUR offers free testing and education, and sponsors an HIV/AIDS awareness campaign in partnership with the National Council of Negro Women.

Back to School Giveaway:

WHUR partners with the Greater Washington Urban League and FedEx to provide book bags filled with school supplies to 500 needy youth in DC.

"SOUNDS LIKE WASHINGTON!"

FACT Washington's only stand-alone radio station

FACT 500,000 daily listeners

Children's Coat Drive:

WHUR hosts the Annual Coat Drive in partnership with Central Union Mission to collect and donate coats to needy youth in DC and Prince George's County, MD. The coats are given to youth serviced by Calomiris YMCA and the Southeast Tennis and Learning Center.

Food2Feed Radiothon:

This event raises money to feed needy families just in time for Thanksgiving. The live 12-hour radiothon sets out to collect monetary and non-perishable food items. Donations are used to provide a turkey to low-income families serviced by the Capital Area Food Bank.

Children's Toy Drive:

The Annual Toy Drive collects new toys and gifts for youth in DC and Prince George's County. The toys are given to youth at the Calomiris YMCA and the Southeast Tennis and Learning Center.

HOWARD UNIVERSITY TELEVISION (WHUT)

Howard University Television (WHUT) was founded in 1980, in Washington, becoming the first public station in the United States to be licensed and operated by a Historically Black College or University (HBCU). The station broadcast reaches more than 2.5 million households within a 60-mile radius of the University. The station endeavors to underscore Howard University's overall mission in its commitment to excellence, leadership and public service. WHUT has been a leader in broadcast communications by

providing quality programming for the greater Washington viewing community that is relevant and informative while offering exceptional professional training in television production, engineering and management.

WHUT SERVICE PROJECTS (ANNUAL INITIATIVES)

WHUT partners with community libraries, schools and nonprofits to host a series of events to help young children improve their math skills. The program is geared towards underserved populations.

WHUT is a part of the Let's Make It Happen initiative, sponsored by the American Graduate. This initiative was founded in response to the high school dropout rate. As a tool to address this issue, Digital Media Arts Club (dMAC) was created. This after-school, multimedia production club is designed to engage at-risk youth by providing the students with digital media production and literacy training along with hands-on training in video production, social media and presentation development. Many dMAC participants have shown that skills gained in the club can positively impact academic achievement, attendance and engagement in the classroom.



ALTERNATIVE SPRING BREAK

For more than 20 years, Howard University's Alternative Spring Break (ASB) program, a University-wide initiative managed by the Andrew Rankin Memorial Chapel, has been designed to give students unique service learning experiences both domestically and internationally. Each year, hundreds of students choose to participate in service projects that range from youth empowerment to crisis relief. ASB participants volunteer to serve the residents in schools, recreation centers, nonprofits and other service-focused organizations throughout the District and surrounding metropolitan area. Most recently, students led an initiative to combat homelessness and HIV/AIDS.

DAY OF SERVICE

The Howard University Day of Service is held in collaboration with more than 80 sites across the District several times a year, including during Homecoming, Spring Break and at the beginning of the academic year in August. The Day of Service focuses on community-building through seven service-learning initiatives addressing: educational disparities, environmental injustices, health disparities, homelessness and poverty, violence, policy and community relationships and voter registration. This service-learning experience allows Howard students to discover the power of ethical leadership and civic responsibility.



HOWARD ALUMNI MAYORS AND COUNCILMEMBERS

Current Elected Official

Ward 5 Councilmember Kenyan McDuffie

Former Elected Officials

Mayors of the District of Columbia

Walter E. Washington

Sharon Pratt

Adrian Fenty

Chairmen of the DC Council

Arrington Dixon

David Clarke

Linda Cropp

At-Large Councilmembers

Julius Hobson

Jerry Alexander Moore Jr.

William Lightfoot

Vincent B. Orange

Ward 4 Councilmember

Charlene Drew Jarvis

Ward 5 Councilmember

William Spaulding

Ward 7 Councilmembers

H.R. Crawford

Kevin Chavous

Yvette Alexander

Ward 8 Councilmember

James Coates



NO EATING,
DRINKING, SMOKING,
OR CELL PHONES
ALLOWED IN THIS
ROOM





1867

HOWARD

UNIVERSITY

www.howard.edu

5.2 Historic Resource Inventory

| HU ID | Name (Current) | Street Address | Resource Type | Original Co Date |
|---------------------------------------|---|------------------------|---------------|---------------------|
| <u>Resource Type: Building</u> | | | | |
| 1 | Administration Building | 2400 6TH STREET NW | Building | 1956 |
| 2 | iLab/ISAS Building (Wonder Building) | 2301 GEORGIA AVENUE NW | Building | 1902; 1911 |
| 3 | Howard H. Mackey Building (School of Architecture) | 2366 6TH STREET NW | Building | 1956 |
| 4 | Laser Chemistry Building | 500 COLLEGE STREET NW | Building | 1908 |
| 5 | Howard University Center | 2225 GEORGIA AVENUE NW | Building | 1975 |
| 6 | Bethune Annex Residence Hall | 2225 4TH STREET NW | Building | 1994 |
| 7 | Ernest Everett Just Hall | 415 COLLEGE STREET NW | Building | 1956 |
| 8 | John Burr Building for Physical Education (Gymnasium) | 2827 GEORGIA AVENUE NW | Building | 1964 |
| 10 | School of Business and Public Administration | 2600 6TH STREET NW | Building | 1984 |
| 11 | Sciences Annex 1 | 501 BRYANT STREET NW | Building | 1941 |
| 12 | Andrew Carnegie Building | 2395 6TH STREET NW | Building | 1910 |
| 13 | C.B. Powell Building | 2222 4TH STREET NW | Building | 1908 |
| 14 | Miner Building | 2565 GEORGIA AVENUE NW | Building | 1913 |
| 15 | Chemistry Building | 525 COLLEGE STREET NW | Building | 1936 |
| 16 | Chemical Engineering Building | 2366 6TH STREET NW | Building | 1976 |
| 17 | Annex 2 - Health Affairs | 501 BRYANT STREET NW | Building | 1970 |
| 18 | George William Cook Hall | 511 FAIRMONT STREET NW | Building | 1938 |
| 19 | Tower Building (Cancer Research Center) | 2401 GEORGIA AVENUE NW | Building | 1979 |

| Instruction | Original Architect(s) | Current HP Status | Resource Significance Evaluation |
|-------------|---|--|--|
| | Justement, Elam and Darby | None | Contributing - Major |
| | MacNeil & MacNeil | None | Not Within Potential Historic District |
| | Justement, Elam and Darby | None | Contributing - Supporting |
| | Bruce Price & de Sibour John Russell Pope (1874-1937) | None | Contributing - Minor |
| | Sulton Campbell and Associates | None | Not Within Potential Historic District |
| | Thompson Architectural Group | None | Not Within Potential Historic District |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Major |
| | Justement, Elam, Callmer & Kidd Clarence Buchanan Wheat | None | Contributing - Supporting |
| | Sulton Campbell and Associates Navy Marshall & Gordon Robert Johnson Nash (1929-1999) | None | Non-Contributing |
| | Waddy Butler Wood (1869-1944) | None | Not Within Potential Historic District |
| | Henry D. Whitfield (1876-1949) | Within NHL HD | Contributing - Major |
| | Bruce Price & de Sibour John Russell Pope (1874-1937) James Berrall (1869-1950) | None | Contributing - Key |
| | Leon Dessez Snowden Ashford (1866-1927) | NRHP DC Inventory Conservation Easement | Not Within Potential Historic District |
| | Albert Irving Cassell (1895-1969) | None | Contributing - Key |
| | Leroy J. H. Brown | None | Non-Contributing |
| | Robert Johnson Nash (1929-1999) | None | Non-Contributing |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Major |
| | Bryant and Bryant Daniel, Mann, Johnson, and MendeHall | None | Not Within Potential Historic District |

| HU ID | Name (Current) | Street Address | Resource Type | Original Co Date |
|-------|---|------------------------|---------------|------------------|
| 20 | Cramton Auditorium | 2455 6TH STREET NW | Building | 1961 |
| 21 | Charles R. Drew Hall | 500 HARVARD STREET NW | Building | 1957 |
| 22 | Russell A. Dixon Building | 620 W STREET NW | Building | 1954; 1981 |
| 23 | Fredrick Douglass Memorial Hall | 2441 6TH STREET NW | Building | 1935 |
| 24 | Academic Support Building "A" | 2441 4TH STREET NW | Building | 1975 |
| 25 | Academic Support Building "B" | 2441 4TH STREET NW | Building | 1975 |
| 26 | Louis K. Downing Hall | 2300 6TH STREET NW | Building | 1952 |
| 28 | Lulu Vere Childers Hall | 510 FAIRMONT STREET NW | Building | 1960 |
| 29 | Founders Library | 500 HOWARD PLACE NW | Building | 1937 |
| 30 | Former Freedmen's Hospital Stable and Morgue | 510 COLLEGE STREET NW | Building | 1909 |
| 31 | Graduate School of Arts and Sciences Building | 400 BRYANT STREET NW | Building | 1911 |
| 33 | Howard Hall | 607 HOWARD PLACE NW | Building | 1867 |
| 35 | College Hall North | 2229 4TH STREET NW | Building | 2016 |
| 37 | Howard University Hospital | 2041 GEORGIA AVENUE NW | Building | 1975 |
| 38 | Interdisciplinary Research Building | 2201 GEORGIA AV NW | Building | 2016 |
| 39 | Howard University Service Center | 2244 10TH STREET NW | Building | 1930; 1933 |
| 40 | Howard University Middle School of Math & Science | 450 HOWARD PLACE NW | Building | 1960 |

| Instruction | Original Architect(s) | Current HP Status | Resource Significance Evaluation |
|-------------|---|-------------------|--|
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Supporting |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Supporting |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) Gray, West, Wilson, McDonald, Williams, and Ma | None | Not Within Potential Historic District |
| | Albert Irving Cassell (1895-1969) | Within NHL HD | Contributing - Key |
| | Turner Associates | None | Not Within Potential Historic District |
| | Turner Associates | None | Not Within Potential Historic District |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Supporting |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Major |
| | Albert Irving Cassell (1895-1969) Louis E. Fry Sr. David A. Williston (1868-1962) | Within NHL HD | Contributing - Key |
| | Bruce Price & de Sibour John Russell Pope (1874-1937) James Berrall (1869-1950) | None | Contributing - Minor |
| | James Berrall (1869-1950) Bruce Price & de Sibour John Russell Pope (1874-1937) | None | Contributing - Major |
| | Henry Arsell | NHL | Contributing - Key |
| | McKissack and McKissack | None | Not Within Potential Historic District |
| | Smith, Hinchman and Grylls and Associates | None | Not Within Potential Historic District |
| | HDR Architecture Lance Bailey and Associates | None | Not Within Potential Historic District |
| | Arthur B. Heaton (1875-1951) | None | Not Within Potential Historic District |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Major |

| HU ID | Name (Current) | Street Address | Resource Type | Original Co Date |
|-------|--|------------------------|---------------|---------------------|
| 42 | Ralph J. Bunche International Affairs Center | 2218 6TH STREET NW | Building | 1911 |
| 43 | Ira Aldridge Theatre | 2455 6TH STREET NW | Building | 1961 |
| 44 | Alain Leroy Locke Hall (College of Arts and Science) | 2441 6TH STREET NW | Building | 1964 |
| 45 | Seeley G. Mudd College of Medicine | 576 W STREET NW | Building | 1979 |
| 47 | Chauncy Ira Cooper Building | 2300 4TH STREET NW | Building | 1955 |
| 48 | Power Plant | 2240 6TH STREET NW | Building | 1936 |
| 49 | WHUR-Radio Station | 2222 4TH STREET NW | Building | 1980 |
| 50 | Andrew Rankin Memorial Chapel | 2365 6TH STREET NW | Building | 1895 |
| 51 | Numa P.G. Adams Medical School Building | 520 W STREET NW | Building | 1955 |
| 53 | Inabel Burns Lindsay Hall (School of Social Work) | 601 HOWARD PLACE NW | Building | 1970 |
| 54 | WHUT-TV | 2222 4TH STREET NW | Building | 1980 |
| 55 | Thirkiel Science Hall | 2355 6TH STREET NW | Building | 1910 |
| 56 | Physical Facilities Management Storage Building | 2230 6TH STREET NW | Building | 1940 |
| 57 | Armour J. Blackburn Center | 2397 6TH STREET NW | Building | 1978 |
| 58 | Early Learning Center | 531 COLLEGE STREET NW | Building | 1970 |
| 59 | Warehouse Service Building No. 2 | 2801 GEORGIA AVENUE NW | Building | 1928 |
| 61 | Undergraduate Library | 500 HOWARD PLACE NW | Building | 1984 |
| 62B | Maria L. Baldwin Hall (Tubman Quadrangle) | 2401 4TH STREET NW | Building | 1951 |
| 62C | Prudence Crandall Hall (Tubman Quadrangle) | 2455 4TH STREET NW | Building | 1931 |
| 62F | Julia Caldwell Frazier Hall (Tubman Quadrangle) | 2455 4TH STREET NW | Building | 1931 |
| 62T | Isabella Sojourner Truth Hall (Tubman Quadrangle) | 2455 4TH STREET NW | Building | 1931 |
| 62W | Phyllis Wheatley Hall (Tubman Quadrangle) | 2455 4TH STREET NW | Building | 1951 |
| 67 | College Hall South | 2205 4TH STREET NW | Building | 2016 |
| 71 | Warehouse | 2121 GEORGIA AVENUE NW | Building | 1960 |

| Instruction | Original Architect(s) | Current HP Status | Resource Significance Evaluation |
|-------------|--|-------------------|--|
| | Unknown | None | Non-Contributing |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Major |
| | Justement, Elam, Callmer & Kidd | None | Contributing - Supporting |
| | Sulton Campbell and Associates | None | Not Within Potential Historic District |
| | Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) | None | Contributing - Major |
| | Albert Irving Cassell (1895-1969) | None | Contributing - Major |
| | Robert Johnson Nash (1929-1999) | None | Non-Contributing |
| | Appleton P. Clark, Jr. (1865-1955) | Within NHL HD | Contributing - Key |
| | Justement, Elam and Darby | None | Not Within Potential Historic District |
| | Justement, Elam, Callmer & Kidd | None | Non-Contributing |
| | Robert Johnson Nash (1929-1999) | None | Non-Contributing |
| | Jules Henri de Sibour (1872-1938) | None | Contributing - Major |
| | Unknown | None | Not Within Potential Historic District |
| | Dalton, Dalton, Little and Newport | None | Non-Contributing |
| | Robert Johnson Nash (1929-1999) | None | Non-Contributing |
| | Francisco & Jacobus | None | Non-Contributing |
| | Robert Johnson Nash (1929-1999) | Within NHL HD | Non-Contributing |
| | Albert Irving Cassell (1895-1969) Hilyard Robert Robinson (1899-1986) | None | Contributing - Major |
| | Albert Irving Cassell (1895-1969) | None | Contributing - Major |
| | Albert Irving Cassell (1895-1969) | None | Contributing - Major |
| | Albert Irving Cassell (1895-1969) | None | Contributing - Major |
| | Albert Irving Cassell (1895-1969) Hilyard Robert Robinson (1899-1986) | None | Contributing - Major |
| | McKissack and McKissack | None | Not Within Potential Historic District |
| | Unknown | None | Not Within Potential Historic District |

| HU ID | Name (Current) | Street Address | Resource Type | Original Co Date |
|-------|--------------------------------------|------------------------|---------------|------------------|
| 73 | A-1 Garage | 400 V STREET NW | Building | 1984 |
| 74 | A-2 Garage | 401 V STREET NW | Building | 1995 |
| 96 | Howard Manor | 654 GIRARD STREET NW | Building | 1928 |
| 163 | Medical Arts Building | 2139 GEORGIA AVENUE NW | Building | 1972 |
| 200 | Louis Stokes Health Sciences Library | 501 W STREET NW | Building | 2001 |
| 216 | Physical Plant Service Building | 2216 6TH STREET NW | Building | 1940 |
| 400 | Sculpture Studio (Fine Arts) | 2467 SHERMAN AVENUE NW | Building | 1958 |
| 401 | Harrison Brothers Building | 2525 SHERMAN AVENUE NW | Building | 1917 |
| 550 | Howard Plaza Towers East | 2251 SHERMAN AVE NW | Building | 1989 |
| 551 | Howard Plaza Towers West | 2251 SHERMAN AVE NW | Building | 1989 |
| 700 | Mental Health Services Building | 530 COLLEGE STREET NW | Building | 1933 |

Resource Type: Structure

| | | | | |
|----|---------------------------|------------------------|-----------|------|
| 9 | William H. Greene Stadium | 2400 6TH STREET NW | Structure | 1926 |
| S1 | College Street Gate | 525 College Street NW | Structure | 1932 |
| S2 | East Gate | 400 Howard Place NW | Structure | 1932 |
| S3 | Main Gate | 550 Howard Place NW | Structure | 1932 |
| S4 | The North Gateway | 807 Fairmont Street NW | Structure | 1984 |
| S5 | West Gate | 2441 6th Street NW | Structure | 1932 |
| S6 | Fencing | Multiple | Structure | 1932 |

Resource Type: Object

| | | | | |
|----|--------------------------|-------------------------------|--------|------|
| O1 | Freedmen's Column | Crampton Auditorium (Bldg 20) | Object | 1989 |
| O2 | Omega Psi Phi Fraternity | Lower Quad | Object | 1975 |
| O3 | Lady Fortitude | Lower Quad | Object | 1979 |
| O5 | Tau Beta Pi | Lewis K. Downing (Bldg 26) | Object | 1981 |

| Instruction | Original Architect(s) | Current HP Status | Resource Significance Evaluation |
|-------------|---|-------------------|--|
| | Sulton Campbell and Associates | None | Not Within Potential Historic District |
| | Sulton Campbell and Associates | None | Not Within Potential Historic District |
| | Doleman & McCaw | None | Not Within Potential Historic District |
| | Turner Associates | None | Not Within Potential Historic District |
| | Hillier Group Amos Bailey Arnold Associates | None | Non-Contributing |
| | Rhees E. Burket | None | Not Within Potential Historic District |
| | Unknown | None | Not Within Potential Historic District |
| | B. Frank Meyers | None | Not Within Potential Historic District |
| | Bryant and Bryant | None | Not Within Potential Historic District |
| | Bryant and Bryant | None | Not Within Potential Historic District |
| | James Berrall (1869-1950) | None | Contributing - Supporting |
| | Unknown | None | Non-Contributing |
| | Albert Irving Cassell (1895-1969) Louis E. Fry Sr. | None | Contributing - Key |
| | Albert Irving Cassell (1895-1969) Louis E. Fry Sr. | None | Contributing - Major |
| | Louis E. Fry Sr. Albert Irving Cassell (1895-1969) | None | Contributing - Key |
| | Robert Johnson Nash (1929-1999) | None | Non-Contributing |
| | Louis E. Fry Sr. Albert Irving Cassell (1895-1969) | None | Contributing - Major |
| | | None | Contributing - Supporting |
| | Richard Hunt (1935-) | None | Non-Contributing |
| | Sampson Boozer | None | Non-Contributing |
| | James King | None | Non-Contributing |
| | Unknown | None | Non-Contributing |

| HU ID | Name (Current) | Street Address | Resource Type | Original Co Date |
|-----------------------------------|---|---|---------------|------------------|
| O6 | Class of 1945 Fountain | Rankin Chapel (Bldg 50) | Object | 1945 |
| O7 | Day of Honor 2000 | Rankin Chapel (Bldg 50) | Object | 2000 |
| O8 | Eugene H. Gough Bench | Rankin Chapel (Bldg 50) | Object | 1952 |
| O9 | Phi Beta Sigma Centennial Monument | Lower Quad | Object | 2014 |
| O10 | Alpha Kappa Alpha Centennial Year Markers | Multiple | Object | 2008 |
| O11 | Sara Winifred Brown MD | Lower Quad | Object | 2010 |
| O12 | "A Bench By The Road" | Ira Aldridge Theater (43) | Object | 2019 |
| O13 | The Dial | Upper Quad | Object | 1929 |
| O14 | Symbiosis/The Bison | Upper Quad | Object | 1981 |
| O15 | Alpha Phi Alpha - The Seven Jewels | Upper Quad | Object | 2017 |
| O16 | A Bridge Across and Beyond | Blackburn (Bldg 57) | Object | 1978 |
| O17 | Howard University College of Medicine | Bldg 51 | Object | Unknown |
| O18 | Alpha Kappa Alpha Black Womanhood Marker | Upper Quad | Object | 1972 |
| <u>Resource Type: Site</u> | | | | |
| L1 | The Yard (Main Quadrangle) | North of Howard Place and east of 6th Street | Site | 1876; 1932 |
| L2 | Lower Quadrangle | Bound by College Street, Howard Place, 4th Street, and 6th Street | Site | 1935 |
| L3 | Tumban Quadrangle | Bound by 62B,C,F,T,W | Site | 1931 |
| L4 | South Quadrangle | Bound by Bryant, W, 4th, and 6th streets | Site | 2001 |

| Instruction | Original Architect(s) | Current HP Status | Resource Significance Evaluation |
|-------------|---|--------------------|----------------------------------|
| | Unknown | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | Push Studio | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | Bro. Ralph Vaughn | Within NHL HD | Contributing - Major |
| | Richard Hunt (1935-) | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | Richard Hunt (1935-) | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | Unknown | None | Non-Contributing |
| | David A. Williston (1868-1962) Albert Irving Cassell (1895-1969) | Within NHL HD | Contributing - Key |
| | David A. Williston (1868-1962) Albert Irving Cassell (1895-1969) | None Within NHL HD | Contributing - Key |
| | Albert Irving Cassell (1895-1969) David A. Williston (1868-1962) | None | Contributing - Major |
| | Unknown | None | Non-Contributing |

5.3 Approved COVID-19 Reopening Plan & Letter of Acceptance



Office of the Director

1. Under Section VII.2. of Mayor's Order 2020-067 and Section VI.5 of Mayor's Order 2020-075, the Office of Planning, in conjunction with the Deputy Mayor for Education and the Department of Health, is directed to implement a campus plan acceptance process for colleges and universities by July 1, 2020 to plan for safe reopening. A Reopening Plan must demonstrate that a college or university will meet the requirements of the Coronavirus 2019 (COVID-19): Guidance for Colleges and Universities or explain how any deviation is consistent with the intent of the Guidance. That Reopening Plan must also include prevention, containment, and mitigation measures; and communication and data collection plans.
2. On June 25, 2020, **Howard University** ("Applicant") filed an application for the review and acceptance of its Reopening Plan ("Application") the Reopening Plan was revised and updated on August 18, 2020.
3. Following review of the Application and Reopening Plan, consultation with Howard University officials, and modification of the Reopening Plan, to the extent necessary, the Office of Planning, in consultation with the Deputy Mayor for Education and Department of Health, finds that the Reopening Plan satisfies the requirements of the Coronavirus 2019 (COVID-19): Guidance for Colleges and Universities, and it is therefore **ACCEPTED**.
4. The Applicant must adhere to their Reopening Plan.
5. Notwithstanding acceptance of the Reopening Plan, and regardless of whether Applicant adheres to it, if the Applicant's operation is observed to create conditions that unduly risk the spread of COVID-19, the Applicant may be required to take additional measures.
6. If the Applicant wishes to depart from the Reopening Plan, it must submit an application to amend the Reopening Plan for review and acceptance.

Approved: _____

Andrew Trueblood

Date of Issuance: August 19, 2020





HOWARD UNIVERSITY RE-OPENING PLAN FOR FALL 2020



Enhance Academic
Excellence



Inspire New
Knowledge



Serve Our
Community



Improve Efficiency &
Effectiveness



Achieve Financial
Sustainability

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Guiding Principles of our Fall Re-Opening Plan

As the University plans for the Fall 2020 semester, we are doing so with the awareness that we are not only amidst a public health pandemic, but we also face growing social unrest nationwide that is influencing our academic planning. Howard University continues to monitor the (COVID-19) pandemic and is doing our part to help flatten the curve of the rate of infection, while maintaining services required to deliver an exceptional education to our students, and conduct critical research in the safest manner possible.

The University's Fall 2020 re-opening plan is the product of broad discussions held among the members of the President's Fall Re-opening Taskforce, as well as 13 Fall 2020 Preparation Sub-Committees, with representation from more than 150 students, faculty, staff, local community leaders, and in accordance with guidance from the Centers for Disease Control and Prevention (CDC), and federal government agencies, as well as local government. Further, the University surveyed students, faculty and staff to glean their opinions on various parts of the University's operations for the fall. Our community's collective voices are represented in the University's plan.

We are also aware of the unique responsibility of Howard University from our mission to "provide an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with emphasis on educational opportunities for Black students." A recent survey of returning students highlighted student preferences with regards to offering both online and face to face choices.

There are complexities in Howard University's planning that distinguishes the University from our academic peers. As you read our re-opening plan, it is important to bear these complexities in mind, as a solution that works for a

peer institution may not work well for Howard University's campus community. In addition to the hospital, the University has medical, dental, pharmacy, allied health and nursing colleges, all of which have specialized accreditation and graduation requirements that may not be ideally met in a remote learning environment. Laboratory, internship and clinical requirements for various disciplines were also considered.

This document was framed around the following tenets:

- Howard University will make decisions guided primarily by considerations for the health and safety of our students, faculty, staff and the surrounding community.
- Decisions about health and safety made by the University in the context of COVID-19 will be evidence-based and data-driven where data is available.
- Howard University will continue to deliver an exceptional education and optimal services, within the unavoidable constraints of the COVID-19 response.
- Howard University will be transparent when communicating to our entire University body and our community.

We are planning for a hybrid academic model this Fall where some students and faculty will be in the classroom and some will not. Specific arrangements will be informed based upon the academic discipline and course content, as well as risk to faculty, staff and students regarding underlying medical conditions or concerns over transmission.

We understand that some members of the Howard University community will not be comfortable engaging in face to face instruction or a residential campus environment this fall due to underlying medical conditions or a concern over transmission to friends or family members. To the extent possible, deans and department chairs will discuss with faculty and provide flexibility regarding course instructional format and teaching responsibilities. Staff supervisors will meet with staff to provide flexibility regarding work options, whenever possible. Academic advisors will consult with students to design plans to maximize learning opportunities. Students who prefer to

enroll only in fully online courses may do so, but may not have access to the same courses included in their original plans of study, in the event that these courses are in-person or a blend of in-person and online. Although we plan to offer a significant number of classes fully online, not all courses may have a remote option, particularly some laboratory, clinical, and performance-based courses. Additional details regarding course offerings will be provided no later than July 15, 2020.

The University will provide personal protective equipment (PPE) in the form of masks or face coverings and sanitizing agents to all faculty, staff and students as part of a Howard University Care Package. Additional provisions of PPE are being reviewed and will be announced at a later time.

This Fall preparation document and the COVID -19 awareness website contain valuable information that is relevant to the various campus stakeholders and should be used as a guide when traversing the campus and conducting business and academic operations.

Howard University will be physically re-opening in phases. Critically essential personnel never left the campus and have always had access to the physical campus. Pending approval of this plan by the District of Columbia government; the declaration that the District is in Phase 2 of reopening; and that testing, sanitation, and social distancing guidelines have been developed for workspaces, the University will begin a phased return to campus. A small number of essential personnel will start returning to campus on July 1st. We will use this first phase of opening to determine the University's readiness for limited expansion of staffing. Expanded staffing will be tightly controlled and coordinated to mitigate potential risks, considering the safety of faculty and staff, as well as the communities we serve. No unit or department should increase staffing levels beyond current needs to support essential on-site operations without approval from your respective supervisor. Once decisions to expand on-site staffing in certain areas have been made, staff should follow the policies and protocols detailed in this guide for returning to work on campus. Pending readiness, the plan is that other personnel will return in phases. Dates will be shared with

the campus community once assessment and readiness is complete. The District's Phase 2 of reopening limits the staffing of any office building to 25% of normal capacity. Supervisors will work with staff to determine workforce return that may include a combination of remote work, alternating days and staggered reporting/departing.

The University is making accommodations for faculty, staff, and students who are in high-risk groups, to teach, work and attend classes and, where feasible, work remotely even after the District's policies and guidance allow a return to the campus. Following CDC guidance, these groups may include, but are not limited to individuals with chronic lung disease, moderate to severe asthma, serious health conditions, immunocompromised conditions, severe obesity, diabetes, chronic kidney disease and liver disease and those who are over the age of 65.

- The first day of classes for undergraduate students, and many graduate/professional programs will be on Monday, August 24, 2020 and run through Wednesday, November 25, 2020. Students will return home for Thanksgiving and not return to campus until the start of the spring term. The final examination period may be scheduled prior to, or after Thanksgiving. If the final exam period is scheduled after Thanksgiving, then they will be provided online.

This COVID-19 pandemic re-opening plan is intended to be a dynamic document. We will continue to update and revise the plan, in accordance with changes in guidance from the CDC and District of Columbia, and the latest available health data.

The link to the Fall Re-Opening Website is: www.howard.edu/reopen



Health and Wellness

In accordance with CDC guidance, Howard University will require that all members of the University community and our visitors employ the following social distancing guidelines:

- Keep at least six feet between yourself and another person in all public places and inside all buildings.
- Avoid close contact with others.
- Face masks or face coverings must be worn by everyone on campus when in the presence of others and in public settings where other social distancing measures are difficult to maintain (e.g., common work spaces, meeting rooms, classrooms, etc.).
- Remain at home, or in a residence hall room, if you have a fever or other symptoms associated with COVID-19.
- As part of DC's Phase 2 guidance, the University will operate at 25% building capacity in office spaces, until local guidance dictates otherwise.

Personal Safety Practices

Prevention measures are similar to those utilized against the common cold and flu. Those measures include frequent hand washing, avoiding touching one's face with unwashed hands, and coughing into one's elbow if needed. The University will conduct more frequent cleaning in common areas and on commonly touched surfaces, including in dining, classroom, office, restroom and residential spaces.

On April 2, 2020, the CDC updated its guidance to recommend the use of cloth face coverings "in public settings where other social distancing measures are difficult

to maintain (e.g., grocery stores and pharmacies)". The guidance also clarifies that this recommendation is to use cloth face coverings, not surgical masks or N95 masks, as those are critical supplies that must be reserved for healthcare workers and medical first responders. University stakeholders who are part of a vulnerable population should seek guidance from their health care providers on how to navigate the campus safely as they go about their day to day activities.

The usage of face masks or face coverings will be required for all students, faculty, staff and visitors while on campus, in the presence of others, and in public settings where social distancing measures are difficult to maintain.

Below are very important links to University Health Services handouts that explain social distancing, isolation and quarantine, as well as recognizing COVID-19 symptoms, and what to do if you think you may have contracted COVID-19.

Please be sure to click on each link and familiarize yourself with the contents.

- [Fact Sheet on Preventing the Spread of COVID-19.](#)
- [Maintaining a Healthy Lifestyle and Managing Mental Health](#)
- [What to do While Self Quarantining](#)
- [How to Report COVID-19 Exposure](#)
- [Additional Information on Face Masks](#)
- [CDC Guidance on Traveling Locally and Abroad](#)
- [CDC Public Health Resources](#)

Training

- The University will provide online training for the entire campus community prior to our return to campus. Enhanced communication for faculty, students and staff will include physical and digital signage, social media posts, and regular campus notifications.
- Training for students will include a required student participation in an online educational seminar, prior to the start of the fall semester, designed to inform students about the health behaviors expected and required during the fall semester.
- Training for faculty and staff will be provided and will include educational material regarding the risks associated with COVID-19 and proper methods to mitigate said risks. The materials will also include information on symptom screening and testing, and where to receive treatment as needed.
- A mandatory virtual orientation that includes, but is not limited to, social distancing, PPE, symptom screening and testing, hygiene and sanitation, and self-quarantining, will be required for faculty, staff and students prior to returning to campus.

Testing, Screening and Contact Tracing

- Students are required to complete a COVID-19 test within the seven days prior to arriving on campus, then share results with the Student Health Center. Screening for COVID-19 will be conducted for the entire student population at the start of the semester and an ongoing regimen of regular screening of students, faculty and staff throughout the fall semester will be implemented. All faculty and staff will also be required to participate in a baseline COVID-19 test within seven days of return to campus, or at the designated on-campus laboratory. The University will require daily symptom screening for all students and staff. This may be conducted through mobile phone app (to be provided) or via questionnaire.
- We will be coordinating contact tracing with the D.C. Department of Health for any suspected cases of COVID-19 among faculty, students and staff on campus. We will rely on the DOH to conduct contact tracing, but will assist by providing as much information as can be reasonably shared. The Howard University liaisons

involved will be versed in both student and employee privacy issues, and will adhere to all applicable FERPA, HIPAA, and other relevant privacy and confidentiality regulations.

- Isolation spaces have been identified on our campus, in the event they are needed. Isolated students (those who have tested positive) and quarantined students (those who have been exposed) will be cohorted to not use shared resources.
- Daily screening will be carried out for students, faculty and staff using a short, self-administered questionnaire (via app). A thermometer will be provided to self-monitor temperature. Students in dormitories will have a similar protocol before leaving the dorms in the morning. Students, staff and faculty who have a remarkable screen result will be asked to temporarily self-isolate, speak to a healthcare professional and follow advice of the health care professional with regards to testing. If testing is recommended, isolation will continue until the test produces a negative result. Students who are symptomatic will be isolated and a COVID-19 test will be performed. Isolation will continue until a negative result is produced and confirmed.
- Through a relationship with a commercial manufacturer, Howard University will have the ability to process between 500 to 1500 samples per day on site. Sufficient testing supplies for kits and reagents will be provided by the manufacturer. Howard University will utilize as much of its PPE through its current supply chain. In the event of an impending shortage, Howard University will leverage our relationship with Adventist Health, and also seek assistance from the DC Department of Health.



SERVE OUR
COMMUNITY



Domestic and International Travel

- There will continue to be restrictions on University-sponsored domestic and international travel. Visitors and guests will generally be restricted from accessing residential buildings and other campus facilities.
- No on-campus university tours will be conducted in the fall. All tours will be conducted virtually.
- International students, who are abroad, are being encouraged to take classes online from their countries of residence, as the University works to de-densify the campus. Any student or staff returning from domestic travel, particularly “hot spots”, or overseas travel will be required to quarantine for 14 days.

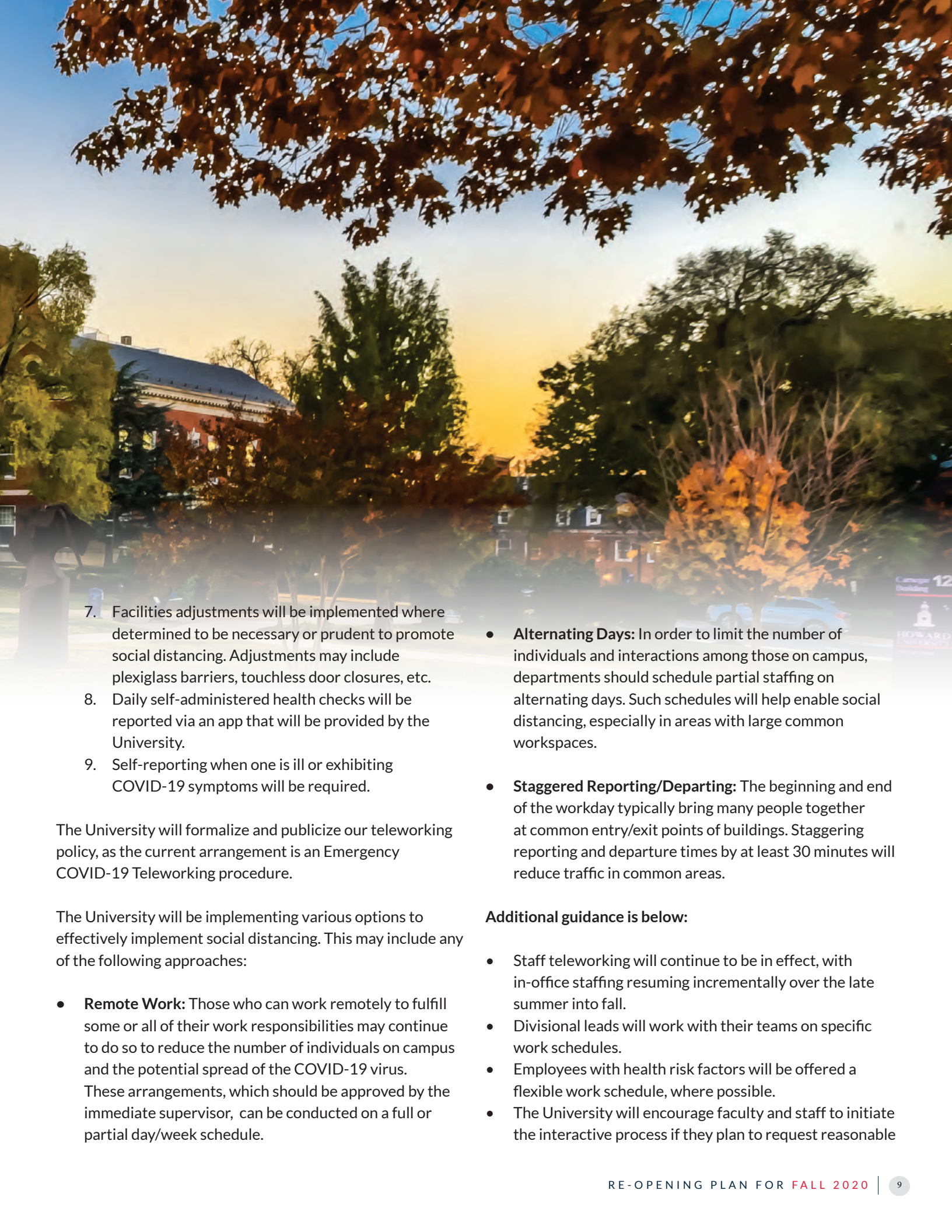
Helping Our Employees to Navigate a Safe On-Campus Work Environment

We will work as a community to operate in the safest manner possible, that promotes the health and wellness of our

campus community. Our campus is multi-generational and diverse, and all the solutions we propose may not be suitable for every single member of our campus community, but we will do our utmost best to reasonably accommodate all employees, where possible.

The operation and staffing of the various units are dependent on the emergency preparedness of the Howard University campus in relation to COVID-19 based the following interventions:

1. COVID-19 safety training and management will be available for all personnel
2. Personal Protective Equipment (PPE), (i.e. masks, gloves, hand sanitizer, and other necessary agents) will be provided to employees, as required according to guidance provided to the University by the CDC and the Department of Health, and must be worn in public spaces on-campus at all times.
3. Physical distancing of a minimum of six (6) feet will be implemented in office settings.
4. Social distancing guidelines will be followed.
5. Flexible work arrangements (teleworking, etc.) will be implemented.
6. Routine cleaning, and deep cleaning of facilities will be in effect.

- 
7. Facilities adjustments will be implemented where determined to be necessary or prudent to promote social distancing. Adjustments may include plexiglass barriers, touchless door closures, etc.
 8. Daily self-administered health checks will be reported via an app that will be provided by the University.
 9. Self-reporting when one is ill or exhibiting COVID-19 symptoms will be required.

The University will formalize and publicize our teleworking policy, as the current arrangement is an Emergency COVID-19 Teleworking procedure.

The University will be implementing various options to effectively implement social distancing. This may include any of the following approaches:

- **Remote Work:** Those who can work remotely to fulfill some or all of their work responsibilities may continue to do so to reduce the number of individuals on campus and the potential spread of the COVID-19 virus. These arrangements, which should be approved by the immediate supervisor, can be conducted on a full or partial day/week schedule.

- **Alternating Days:** In order to limit the number of individuals and interactions among those on campus, departments should schedule partial staffing on alternating days. Such schedules will help enable social distancing, especially in areas with large common workspaces.
- **Staggered Reporting/Departing:** The beginning and end of the workday typically bring many people together at common entry/exit points of buildings. Staggering reporting and departure times by at least 30 minutes will reduce traffic in common areas.

Additional guidance is below:

- Staff teleworking will continue to be in effect, with in-office staffing resuming incrementally over the late summer into fall.
- Divisional leads will work with their teams on specific work schedules.
- Employees with health risk factors will be offered a flexible work schedule, where possible.
- The University will encourage faculty and staff to initiate the interactive process if they plan to request reasonable



accommodations (due to high-risk status) in conjunction with returning to campus for the Fall 2020 semester.

- Faculty who are in a high-risk group should collaborate with their department chairs and/or deans to determine the feasibility of on-campus work and/or in-person instruction.
- Student employees seeking accommodations should follow the University's existing protocol for doing so through the Office of Student Services.
- Most University services will be primarily delivered online with some face to face services delivered by appointment only (e.g., Enrollment Management, Human Resources).
- To the greatest extent possible, meetings will be conducted online and via telephone.
- Meeting room capacities will be reduced to 20-30% of design capacity.
- All attendees conducting face to face meetings will be required to wear masks or face coverings.

Mental and Emotional Well-being: Health services are available through primary care providers, especially to provide emotional support during this period of heightened anxiety. Telephonic or video counseling is available, and you can access this service using most smartphones, tablets and computers with a camera. Employees should contact the Office of Human Resources to learn more about available support, while students may contact the Student Counseling

Center for remote support, even during summer months. Please utilize Howard University's web resources to learn more about support services, managing stress and enhancing individual resilience during this time.

No community as large as Howard's campus can guarantee an environment free of COVID-19, and the measures an

described in this plan recognize that reality. While much has gone into this effort to protect the Howard community, we trust that all its members — faculty, staff, students and visitors alike — will ultimately take responsibility for their own health and safety and act in a manner that demonstrates respect and consideration for those around them.

Testing Guidance and Protocol

Students are required to take a COVID-19 test within the seven days prior to reporting to campus or at the designated on-campus laboratory. The University, to the best of its ability, will test faculty and staff who return to the physical campus as well as those limited number of students who arrive on campus without documentation showing negative results of a COVID-19 test within the past seven (7) days. A temporary site will be established on the campus as a primary site for testing the University community. Any stakeholder who is awaiting test results must self-isolate until a negative test result is obtained.

Re-testing and screening will occur at a frequency determined by health professionals based on health indicators designed to measure the prevalence of the virus on campus or in the geographic region. Residential students, will be tested on a weekly basis.

- Any student or staff member who has symptoms or has had close contact with someone who has tested positive must get tested 3-5 days after exposure, in coordination with Student Health Services (for students) or their primary healthcare provider (for staff).
- Students who have either tested positive, have results pending, or are showing symptoms for COVID-19 should be immediately isolated while ensuring their medical, social, and academic needs are met.

- Staff who have either tested positive, have results pending, or are showing symptoms for COVID-19 must stay home and self-isolate.

The University Office of Human Resources worked with the University's health insurance providers to obtain coverage, or preferably, provide free COVID-19 testing, for insured faculty, staff, and students. The incorporation of the COVID-19 testing service under insurance coverage will be for a limited time.

Contact Tracing: The University will utilize available technology and individual contact tracers, as appropriate, to trace those who have come in close contact with symptomatic and infected people and will coordinate with the District of Columbia and utilize tracing resources that the District will make available. The University will provide information and data to facilitate the District's ability to conduct tracing.

Surveillance and Reporting: The University will establish a means, including the use of technology apps, daily screening parameters, and reporting, to monitor for a potential outbreak and to report positive cases of COVID-19 and any other COVID-19 data obtained to the District of Columbia Department of Health. Cases will be reported for implementation of contact tracing.

High Risk Individuals: The University will prioritize the health and safety of students, faculty, and staff. The University will encourage those who are high risk because of age or a health condition to consult with their health care provider prior to returning to campus if you have any concerns. These conditions include; Moderate to severe asthma, Severe obesity (>40 Body Mass Index), Diabetes, Immunocompromised conditions, Chronic Kidney Disease, Liver disease, and/or, Serious heart conditions, and other such condition by which the individual has a high risk of severe illness if COVID-19 is contracted.

Students who are high-risk are advised to choose a remote course schedule. Faculty who are high risk should collaborate with their department chairs and/or deans to determine the feasibility of in-person instruction or offering courses online.

Student Health Center: In addition to its normal role in meeting the routine healthcare needs of students, the Student Health Center will play a key role in implementing COVID-19 policies and procedures, and communicating COVID-19 prevention and control measures to mitigate the risk of spread.

University Communications Plan: The University will implement a communications plan with the following objectives:

- To disseminate information about the availability of healthcare resources, testing, mental and physical health promotion, and where to find local public health information about COVID-19 and updated CDC and District of Columbia guidance.
- To educate the University community about infection prevention and control measures, the symptoms of the virus and what to do if they are symptomatic, specifically, the need to stay at home.
- To advise students to get tested for COVID-19 prior to returning to campus.
- To advise students who are unable to test prior to returning for the Fall Semester to obtain a COVID-19 test within one week of arriving on campus and to present the results to the Student Health Center.
- To educate the campus community to self-isolate if they have symptoms or have come into close contact with infected persons and to quarantine if infected themselves.

Guidance on Isolating Stakeholders who are Exposed to COVID-19

The health and safety of all Howard University faculty, staff and students are our number one priority. The University will provide masks and/or face coverings and sanitizing agents to all faculty, staff and students as part of an initial University care package. Plans for additional provisions of PPE are being reviewed, and will be announced at a later time.

The most important and critical mechanism to manage the spread of COVID-19 is compliant individual behavior and self-assessment. We are asking each Howard University stakeholder to monitor their individual actions to ensure they are operating in the safest manner possible.

If you are unwell, or have an elevated temperature, please do not attend classes in person and employees should not report to work on campus, but arrange with your supervisor to work remotely.





Contact Tracing Measures on Howard University's Campus

The liaison with the Department of Health will be the Director of the Public Health (MPH) Program. Further coordination for faculty and staff will be directed to Human Resources, and for students to the Director of the Student Health Center. Information will be gathered regarding possible contacts with positive individuals and Howard will assist DOH with contact tracing efforts.

- Contact tracing will be conducted in accordance with the DC Department of Health, in the case of any positive COVID-19 cases identified on campus. The Department of Health is working in concert with all higher education institutions in the District to coordinate this activity.
- We are also reviewing the suitability of contact tracer software, which would be utilized in concert with the contract tracing activities conducted through the Department of Health.

Communication Structure for COVID-19

- A secured (password protected) Excel database be developed with the required reporting information (name, DOB, location, symptoms, symptom-onset, and contact tracing) and housed on SharePoint for the information to be entered daily by the designated individuals.
- A standard reporting time will be established within the University so that data can be reported daily to DOH at a specified time.
- The report should be sent to DOH and the University Provost (or a designee).



Resurgence

The University will surveil and rapidly identify any re-emergence of an outbreak, work in coordination with the District of Columbia Department of Health as required and respond accordingly. In the event of a resurgence of the virus beyond containment (outbreak) or by direction of the DC Department of Health, faculty, students, and staff remaining on campus, faculty will implement new course continuity plans for the Fall 2020 that includes a plan to move fully online in the event of a resurgence. Remote and online instruction for all courses will be re-implemented, research laboratories will close, and staff will be re-transitioned to entire remote work operations. Students will be directed to return home and any scheduled on-campus events will be canceled or moved to a virtual format. As implemented during Spring 2020, only essential personnel would remain on campus.

Projected Population on Campus

Out of a faculty population of 1,100, we anticipate that 350 will be on campus for face to face courses. There are approximately 1,700 staff at Howard University (not including Howard University Hospital). We anticipate that the majority of staff will continue to work remotely, and we will adhere to the 25% building capacity limit for Phase II. Therefore, we anticipate that there will be no more than 425 staff on campus on any given day. These are estimates at the

moment, as we are currently surveying faculty, students and staff.

Classroom Management

Based on the feedback received via stakeholder working groups and campus surveys, the University will provide flexibility in course offerings, especially given the complexity of the University's academic portfolio.

The guidance regarding classroom management and scheduling is primarily specific to our undergraduate programs. Due to accreditation and other program specific requirements, graduate and professional programs may have differences in their academic calendars, clinical requirements and expectations, and course options.

We are planning for a hybrid academic model where some students and faculty will be in the classroom and others will be online. All undergraduate courses for the Fall 2020 semester will be conducted fully online, and non-residential.

Many of our graduate and professional programs and courses will also be provided online, either primarily, or fully. While many of our health professional didactic courses will be online, the clinical training components will be conducted face-to-face, secondary to accreditation and licensure requirements. Students in those programs will be provided additional details by the deans of the health professional

schools regarding the program requirements, safety protocols and other advisement. A decision regarding the format of instruction for Spring 2021 will be made at a later point in the Fall semester, as we receive additional data and information.

- The decision regarding which students and faculty meet face to face will be made based on health risk to faculty, staff and students regarding underlying medical conditions or concerns over transmission, academic discipline and course content, as well as degree attainment and accreditation requirements.
- Students have been surveyed on their preference to meet for classes face to face or fully remote, and the University will do its utmost best to accommodate all students' needs.
- Based on current CDC guidelines, and the classroom space available on campus, the anticipation is that of the majority of courses will be taken online in a synchronous or asynchronous (e.g. recorded) method, with allowance for in-person instruction, in particular for labs, clinicals, performances and internships. This format may be modified, should guidelines be changed over the summer and into the fall, or if the local conditions change.
- If a student prefers not to return to campus in the fall, for whatever reason, they have the option to continue academic progress towards a degree online, to the extent that desired courses are available online.
- Clinics will be prioritized for assignment of classrooms for any face to face instruction.
- If the course objectives for a course(s) can be met online, then the course should be offered online.
- The capacity of all classrooms will be restricted to 20% - 30% of the stated original capacity to allow for social distancing, prioritizing larger lecture halls and auditoriums for use with the largest classes that require face to face (F2F) instruction. Capacities for some smaller classroom spaces may be further reduced to implement social distancing.
- Courses with enrollment of more than 30 students, or courses with large lectures built into them, will be scheduled to be online or a hybrid for the fall.
- To facilitate maximum usage of the limited number of classrooms that can accommodate social distancing, the normal range of class times will be extended beyond 5 pm Monday through Friday and may include weekends. This extended schedule provides more classroom usage and reduces the on-campus traffic during typically peak times.
- To accommodate social distancing, some lecture classes will likely institute a rotated attendance policy to enable social distancing or leverage technology to decouple learning from any particular space. Smaller classes will be offered in larger rooms, and we are currently assessing the inventory of larger spaces that can be used for fall instruction.
- All classrooms will be re-arranged to minimize possible exposure to each other as part of social distancing efforts. All Howard University faculty, students, and staff will be required to wear facial coverings while in classrooms and public spaces.
- In-person office hours are eliminated. All faculty would be required to post and maintain virtual office hours for students. The University may consider stating a minimum number of virtual office hours per week for faculty.
- A comprehensive faculty training and professional development program has been implemented and will be augmented so that online instruction is offered at a level of high quality and in alignment with pedagogical best practices.
- University libraries and iLabs will re-open when the University resumes on-campus classes, with limited capacity determined by social distancing and maximum occupancy requirements. Limited essential staff will return as appropriate.
- CETLA classes and virtual office hours will be available during the week, and weekends to support faculty during the summer months and the fall in developing and troubleshooting issues in their courses.
- In some professional programs, accreditation and licensure considerations may constrain our ability to fully continue instruction in an uninterrupted manner, especially where clinical instruction is a requirement. Howard University will make every effort to inform students of any regulatory restrictions that will impact degree completion.
- Particularly in health professional programs, accrediting bodies and licensing boards have mandated a minimum requirement regarding completion of experiential and clinical courses. Interruption of clinical courses may require additional modifications regarding extended academic calendars and other necessary adjustments to fulfill mandatory clinical requirements. Health professional students and other students with experiential requirements should seek additional guidance from the Deans. We will continue to follow DC guidance regarding phases of re-opening.



Research

Research at Howard University will be categorized under four **Priority Classifications (PC)** and launched under three **Re-opening Phases**, in alignment with the re-opening phases for the District of Columbia:

Priority Classifications (PC)

PC1 - Essential: Animal laboratories, protection of cell lines, germ lines, and growth chambers, and access to vital computers and documents.

PC2 - Critical: COVID-19 related rapid-response research activities, e.g., COVID-19 testing, research interventions that involve life-saving measures (e.g., cancer, critical care).

PC3 - Time Sensitive: (1) Data collection or experiments close to completion in which a pause would lead to “catastrophic loss” of research results (2) The work of early career stage researchers, graduate student and postdoctoral researchers, particularly individuals close to completing their degrees/terms of appointment, (3) Field research, with priority for seasonal data collection, (4) Tenure-track faculty who are overseeing laboratory renovations and need to prepare large orders for equipment, (5) College/School and Department Core Facilities that cannot be operated remotely, (6) Longitudinal studies ending within 12 months where effects of interventions need to be monitored on 6- or 12- monthly visits, and (7) Training/Education on prevention strategies.

PC4 - All Other Types of On-Site Research: (1) Face-to-face human participant research, (2) Scholarly, and (3) Creative activities.

Phases for Re-opening Research

Phase 1: Stabilize essential research operations

1. Require COVID-19 online training, health screening for all researchers with evidence of completion (PC3) Allow access to research laboratories that are related to animal care, cell lines, fly lines, germ lines, growth chambers and computational clusters (PC1).
2. Continue COVID-19 related rapid-response research activities, e.g., COVID-19 testing, etc. (PC2).
3. Distinguish which operations can be conducted remotely, and which must be onsite (PC3).
4. Laboratory supervisors monitor logs/schedules and overall lab usage, appropriate levels of PPE and social distancing (PC3).
5. Establish protocol for receipt of deliveries and allowance of people (repair-people; maintenance) in the building (PC3).
6. Establish protocol for environmental services (PC3).

Resurgence-Related Strategies

- Survey all faculty on animal care, cell culture care, machine equipment care needs and concerns should a need to evacuate the campus occur (PC3).
- Develop coordinated and transparent strategy between all Building Managers, Building Security and Research Equipment Care Experts to ensure the survival and maintenance of research animals, cell cultures and research equipment within laboratory facilities (PC3).
- Develop coordinated and transparent strategy between all Building Managers, Building Security and Research Equipment Care Experts with the HU Mail Room and HU Central Receiving to ensure appropriate delivery and storage of research supplies, cell cultures, and research equipment (PC3).

Note: Laboratory supervisors should make detailed plans for regular monitoring of the implementation of prevention strategies (e.g. handwashing, PPE, etc.) by their research staff and students, and describe prompt corrective measures for staff that are not in compliance. The success of this entire mitigation process institution-wide is heavily dependent on strict compliance at the unit level.

Phase 2: Expand essential research operations and creative activities

- Restart Core Facilities that cannot be operated remotely, e.g., machine/glass shops, imaging facilities, etc. If Core Facilities are conducting COVID-19 related work, the operation will fall under the “Critical” research classification (PC3 and PC2).
- Allow collection of data and continuation of experiments that are near completion in which a pause would lead to “catastrophic loss” of research results (PC3).
- Allow collection of data and continuation of experiments that are near completion (including Postdocs and Research Scientists on grants with end dates within 3-4 months; Graduate Students who are scheduled for Defense in Fall 2020) (PC1, PC2, PC3, and PC4).
- Prioritize access to laboratories or studios for students and postdocs close to completing their degree/term of appointment (PC3).
- Prioritize research for completion of grants with end dates within 3 months (PC3).
- By direction of the vice president for research and with guidance from deans and department chairs, incrementally expand all PC4 classification research

activities as rapidly as public health and DC guidelines permit, carefully following the above rules (PC4).

- All departments and laboratory supervisors should make detailed plans for incremental reductions as well as an immediate return to Phase 1 (PC3 and PC4).
- In the case a laboratory member shows COVID-19 symptoms, is exposed to a COVID-19 carrier, or tests positive for COVID-19, then the supervisor in consultation with the chair and the dean, should prepare for an immediate and total shut-down of the laboratory for at least two days of deep cleaning. Similar actions are required if a laboratory member is directed to self-isolate by public health or medical personnel due to the suspicion of COVID-19 infection. Preparations include protecting supplies and equipment that might be affected by cleaning protocols, backing up copies of important documents, and immediately releasing all Daily Health Assessment Forms to the medical director of the Student Health Center to effectively track who else could have been infected (PC3 and PC4).

Phase 3: Full resilience of research operations and creative activities

Restart normal research and creative activity operations based on the HU Office of the President guidelines and a back-to-work directive (PC4).

Research at Howard University will be categorized under four Priority Classifications (PC) and launched under three Re-opening Phases, in alignment with the re-opening phases for the District of Columbia



INSPIRE NEW KNOWLEDGE



Facilities Management

The Physical Facilities Management team (PFM) at Howard University plays a vital role in ensuring a clean environment to enhance the health and safety of the University community. In addition to the environmental services work that will be conducted by the PFM and Thompson Facilities staff, all University stakeholders play a vital role in helping the PFM staff in maintaining a clean campus environment.

The following measures will be taken by PFM, as part of the building and grounds maintenance plan:

- We will increase cleaning frequencies in buildings campus-wide and improve efficiency and effectiveness of microbial cleaning by utilizing electrostatic misting units - Clorox 360® - to combat COVID-19.
- Site cleaning and disinfection guides and frequencies will be implemented for common areas and high touch surfaces targeting building entrances, restrooms, fitness areas, break rooms, conference rooms, hallways, elevators, stairways, and other transition spaces.
- Increase the frequency of cleaning high touch areas will include door handles, elevator buttons, and handrails.
- Additional EVS training and education of processes will be conducted.
- Hand sanitizer stations will be deployed in common and high traffic areas throughout campus, including egress points, workout facilities and high touch doors.
- We will also deploy mobile hand sanitizing stations as the need arises.
- We will increase the use of touch-free amenities: doors, faucets, lights, dispensers, trash containers, automatic toilet and urinal flushing.
- Additional public health infographics will be posted throughout campus.
- We will increase frequency in changing of air filters, increase the percentage of outside air and maintain positive building pressure.
- For facilities that have been shut down for a prolonged period of time, ventilation and water systems will be checked for safety.
- Elevators – Special attention will be given to cleaning and disinfection of all elevator surfaces due to their



heavy usage and confined area. All vertical surfaces including interior and exterior doors and control panels will be disinfected.

- Research Labs – normal detail cleaning and disinfection procedures will be followed when cleaning research labs. At a minimum, all floors should be completely swept and or dust mopped, then either machine scrubbed or wet mopped completely with a neutral floor cleaner. Disinfectant will be applied to all light switches and door handles, and empty trash receptacles and replace liners.
- Please be mindful that disinfectants should NOT be sprayed directly on control panels to avoid possible

electrical shock. Disinfectants should not be sprayed directly on electronics, as irreversible damage could be caused.

* Additional public health infographics will be posted throughout campus.

We will increase cleaning frequencies in buildings campus-wide and improve efficiency and effectiveness of microbial cleaning by utilizing electrostatic misting units - Clorox 360® - to combat COVID-19.



**IMPROVE
EFFICIENCY &
EFFECTIVENESS**



Residence Life

All undergraduate courses for the Fall 2020 semester will be conducted fully online, and non-residential. The residence halls will be closed, with the exception of The Axis, which is apartment living (176 studios and one bedroom apartments).

The majority of Howard University housing is privatized and is managed by third-party vendors: Corvias and Campus Apartments. The University will work closely with our partners to deliver optimal service and aligned standards of health and safety protocols University-wide.

We are doing everything we possibly can to accommodate as many students as possible, but we must do so in a manner that puts the health and safety of our students first.

If you have not done so already, students are strongly advised to register for classes immediately. This will help the University to plan for the fall semester. A student with a fully online schedule may opt to attend the University remotely.

Occupancy

- All students arriving from “Hotspot” states as designated by the District will be assigned to single rooms.
- Start-up Howard University health care packages to promote health awareness and social distancing, and, appropriate PPE will be provided to students when they arrive to campus.
- Further details concerning move-in will be provided to students by the Division of Student Affairs.
- Students who have all of their classes online will be a lower priority to stay on campus.
- Students who have a clinical requirement will be prioritized for on-campus housing but cannot be guaranteed on-campus housing due to bed availability.



Safety

We will increase the frequency of health and wellness inspections and assess cleaning protocols. Common areas will remain closed.

Ample signage will be posted in prominent locations regarding social distancing and effective hygiene practices. We will use placement stickers to demonstrate six feet of spacing in strategic locations. We will put a reservation schedule in place to maintain appropriate social distancing occupancy levels in shared spaces such as laundry rooms, study rooms, lounges, and computer labs.

For the health and safety of our residents, visitors will not be permitted in residents' living units during social distancing. Staff and vendors will always be required to wear personal protective equipment (PPE) and engage in proper handwashing. Added sanitation stations will be placed throughout all buildings to include lobbies, restrooms, entrances/exits of stairwells, elevators, trash rooms, and study areas. On-going staff training will be conducted. Other essential equipment may include thermometers, cameras, plexiglass shields, etc.

At move-in, appropriate hygiene and cleaning protocol/recommendations will be provided.

Public restrooms and community bathrooms in residence halls will be cleaned and sanitized at least twice a day based on CDC cleaning guidelines. Bathroom attendants are also being considered.

Residential spaces in Howard University residence halls will either have:

- Enough square footage per person (at least 113 square feet) to allow for a radius of 6 feet per person.
- Bed placement that will allow for at least 10 feet head-to-head, when measured 1 foot from the headboard.

Planning and Implementation-

Move-In Day

During move-in, social distancing guidelines will be implemented, consistent with current CDC and Department of Health guidelines. The student and one other person will be allowed in the room during move-in. We will institute visitor regulations. PPE requirements, such as masks, gloves, hygiene reminders, etc., will be followed. Traffic flow and amenities operations procedures will be in place to reduce risks.

It is critical that families follow the instructions that will be provided to them ahead of time.

Isolation Plan

Our residential partners and the Office of Residence Life have an isolation plan in place should any student contract COVID-19. The measures being taken are in line with those recommended by the Centers for Disease Control and Prevention (CDC).

Self-isolation involves protecting others and slowing down the spread of COVID-19. It is very important that anyone who has the virus, or might have been exposed to it, limits the number of people they come into contact with, for at least 14 days. This is the most effective way of preventing COVID-19 from spreading.

In the event that there is a need to provide isolation space for students, isolation spaces have been identified. Depending on the volume of students requiring isolation, Howard University Hospital may be used to also implement isolation.

Residents Who Test Positive- COVID-19

Residents with compromised immune systems are encouraged to choose to remain off-campus and choose remote instruction. Students who test positive for COVID-19 and exhibit mild symptoms are able to receive care via tele-health services provided by Howard University. Students who exhibit moderate to extreme symptoms and require medical attention will receive care from Howard University Hospital.

Providing Meals to Residents in Isolation

Residence Life, Public Safety, and Sodexo will coordinate meal delivery to students in the isolation areas.

Wellness Checks for Residents in Isolation

Isolated students are able to consult remotely with a healthcare provider via tele-health services. Students will be required to take their temperatures daily and monitor for shortness of breath. Should they develop high fevers and shortness of breath or a cough, they should wear a mask and report to the Emergency Room.

Travel from High Risk (“Hotspot”) States

Consistent with guidance from the Department of Health, any student or staff returning from domestic travel, particularly “hot spots”, or overseas travel will be required to quarantine for 14 days. Once students arrive on campus, we are discouraging domestic travel, and nonessential travel outside of the DMV (District, Maryland, and Virginia) region. Students will also report, through an online travel registry portal, if they are traveling outside of the DMV during the academic year. Students traveling to an identified high risk state or area, at that time, will also be subject to the 14 day quarantine rule upon return.

The University will monitor the District’s Coronavirus website (<https://coronavirus.dc.gov/phasetwo>) to remain current regarding the list of high risk states.

In the event that there is a need to provide isolation space for students, isolation spaces have been identified.





Dining and Retail

Howard University's hospitality partner is committed to finding innovative ways to provide healthy dining services to our students. This is an exceptional time for food delivery services, but our hospitality partner is committing to finding innovative ways to providing healthy food choices to our students and ensuring meals delivery is conducted in the safest manner possible, in accordance with mandates from the local health department.

We are implementing the following measures to increase public health safety while continuing to serve students:

- Before, and after eating, you should wash your hands thoroughly to reduce the potential transmission of the virus.
- Wear a mask or face covering until you are ready to eat and then replace it after eating.
- Enhanced take-away service, delivery options, with limited reservation dine-in seats.
- Self-serve buffet-style meals will not be possible.
- Removal of all self-service areas for salad bars and exposed condiment stations.
- Installation of clear plexiglass dividers to separate customers and staff.
- Mandatory use of masks or face coverings and gloves for all staff, with handwashing every 30 minutes.
- Reduction of seating (to 15-20% of current capacity) in all dining facilities in concurrence with the current District guidelines.

- Implementation of social distancing guidelines in all lines and spaces.
- Installation of hand-sanitizer dispensers throughout all dining facilities at register stands and entry points.
- Regular cleaning of high-touch areas, including tables and chairs after each seating will be conducted.
- Deep cleaning of dining areas on a routine basis will be implemented.
- Remote locations will be established to distribute IDs to minimize queuing at the iLab.
- IDs for incoming freshmen will be printed and delivered to the residence halls for distribution with room keys.

Retail Stores and Other Auxiliary Services

There are third-party amenities that are provided in close proximity, or on our University campus. These partners operate independently of Howard University, and will have their individual processes, as part of their unique restaurant brands. These establishments include, but are not limited to: Chipotle®, Starbucks®, Potbelly® and Barnes and Noble®.

- Barnes and Noble® will include online purchases with direct shipments to customers, and curbside pickup stations.
- Laundry services use is contingent upon the size of the room, however, there should be no more than two students permitted to a laundry room at any given time.
- The Bison One Card Program will move the processing of ID photos to self-service to reduce long queues in the iLab Bison One Card Office.

Transportation

The University will provide shuttle service this fall, implementing social distancing protocols. All riders will be required to wear masks, and capacity will be limited on shuttles to provide social distancing. Shuttle routes and hours will be amended to be in alignment with the on-campus census.

If you must take public transportation or use Howard University's shuttle buses, wear a mask before entering the bus and avoid touching surfaces with your hands. Upon disembarking, riders are asked to wash their hands or use hand sanitizers as part of the University-wide prevention regimen.

Bicycles and cycle stands are available campus wide. Students are required to provide their own locks and are free to use their own bicycles.





Event Management and Athletics

All major University gatherings have been impacted by the COVID-19 pandemic. Per District of Columbia Re-Open DC Guidelines and CDC recommendations:

- Limit group size, with social distancing protocols in place, pursuant to DC's guidance of no more than 10, 50, or 250 people during Phases 1, 2 or 3, respectively.
- Pursue virtual group events, gatherings, or meetings, if possible, in lieu of in-person, and promote social distancing of at least 6 feet between people if events are held.
- Large gatherings, such as assemblies and in-person social events, must be canceled in consideration of social distancing requirements and DC's guidance noted above.
- In-door recreation areas and theater venues, including Cramton Auditorium must stay closed until Phase 2 with an overall limit of 50 people and 250 people in Phases 2 and 3, respectively, maintaining social distancing. Details for chapel services will be shared with the University at a later date.
- The University's swimming pool must remain closed until Phase 3, subject to capacity and staffing limitations. Swimming courses will not be offered this fall. Details will be shared with students via the Office of the Registrar.

Intercollegiate Athletics

The Division of Intercollegiate Athletics is working closely with partners at the NCAA and MEAC conference in its planning. Their guidelines will be critical in decision-making, and we will share updates as guidance from these organizations is received.

Team-specific health and safety plans have been developed. It is anticipated that athletes participating in spring sports would only engage in strength and conditioning activities, not full practices.

Event Management

Consistent with social distancing, we have temporarily paused live events on campus. Gatherings of more than 50 people are not permitted in DC during Phase 2 of the District's re-opening.

Our current planning assumes gathering limits will continue to be in effect through the fall semester. A draft list of events and activities, and current guidance are in the following tables.

Event Management

| EVENT | PHASE 1 STATUS | PHASE 2 STATUS | PHASE 3 STATUS |
|---|---|---|---|
| Orientations (University, Schools and Colleges) | Virtual | Virtual (due to participant size) | Virtual (due to participant size) |
| School/College Summer Program | Virtual | Virtual (due to participant size) | |
| Opening Convocation | Virtual | Virtual (due to participant size) | |
| Chapel Services | Virtual | Virtual (due to participant size) | Virtual (due to participant size) |
| School/College Fall Program | Virtual | | |
| Homecoming | Virtual (limited programming offerings) | Virtual (limited programming offerings) | Virtual (limited programming offerings) |
| Major Ceremonies (Schools and Colleges) | Virtual | Virtual | Select programs in person |
| Conferences (internal/external) | Virtual | Virtual (due to participant size) | Select programs with limited participants |
| Annual University Community Holiday Party | Not feasible | Not feasible | Not feasible |
| President's Holiday Party | Not feasible | Not feasible | Not feasible |

Athletics

| SPORT | PHASE 1 STATUS | PHASE 2 STATUS | PHASE 3 STATUS |
|-------------------------------|--|--|--|
| Football | PHASE 1 STATUS Virtual workouts and team meetings | Limited practice preparation, social distancing as directed by applicable governing bodies | Practice, preparation and competitions pursuant to MEAC and D.C. guidelines |
| Men's Soccer | PHASE 1 STATUS Virtual workouts and team meetings | Same as above. | Practice, preparation and competitions pursuant to Suncoast and DC guidelines |
| Women's Soccer | PHASE 1 STATUS Virtual workouts and team meetings | Same as above. | Same as above. Practice, preparation and competitions pursuant to DC guidelines |
| Women's Volleyball | PHASE 1 STATUS Virtual workouts and team meetings | Same as above. | Same as above. Same as football. |
| Cross Country Track and Field | PHASE 1 STATUS Virtual workouts and team meetings | Same as above. | Same as above. Same as football. |



HOWARD
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THE BISON PLEDGE

Being a member of the Howard University community means that each of us must take extraordinary steps to stay safe and protect each other, on campus and in the community. Accountable together, I pledge to take responsibility for my own health, protect others, and help keep the University community safe from the spread of COVID-19 and other infections as identified and instructed by the university.

I PLEDGE TO:

Protect Myself By:

1. Self-monitoring for symptoms of COVID-19 by providing truthful and complete information in completing the daily assessment questionnaire via the Bison Safe App and reporting any fever of 100.4 F (38 C) or higher, dry cough, difficulty breathing, chills, shaking with chills, muscle pain, headache, sore throat, or loss of taste or smell.
2. Contacting the Student Health Center for medical evaluation if I have symptoms.
3. Washing my hands often with soap and water or using hand sanitizer.

Protect Others By:

1. Adhering to capacity limits in social situations to prevent high-spread scenarios.
2. Maintaining appropriate physical distancing, especially in classroom settings and other public areas, or in the presence of older or other vulnerable community members.
3. Staying home or in my dorm room if I feel ill or after exposure to someone who is ill or has tested positive for COVID-19.
4. Wearing an appropriate face mask and other protective gear consistent with the University's directive on face coverings.

Protect Our Bison Community By:

1. Submitting to all mandatory COVID-19 testing required by the University.
2. Cooperating with the University and government health officials as needed to assist in contact tracing cases exposure and infections that may occur within the HU community.
3. Complying with mandatory isolation and quarantine in compliance with the University's directives for quarantine if I have been exposed to someone who tested positive for COVID-19 or presumed to have COVID-19 based on symptoms.
4. Carefully observing instructional signs and directions.
5. Completing all University-mandated COVID-19 training.

Any student who refuses or fails to comply with these requirements and precautions, and any other measures the University advances for the safety and protection of the Howard Community, will constitute a violation of the University's Student Code of Conduct and could result in sanctions up to and including expulsion from the University.

Fall Re-Opening Committee Members

Residence Life

Dr. Cynthia Evers: Interim VP, Student Affairs (Chair)
Julie Hanners: Corvias Partner (University Housing)
Debra Lockwood: Provident Partner (University Housing)
Todd Pederson: Corvias Partner (University Housing)
Jackie Gammage-Troutman: Campus Apartments Partner (University Housing)
Kimberly Collins: Office of the Dean, Residence Life
Chi Perrus: Real Estate Development Consultant
Anthony Freeman: Real Estate Executive
Bonnie Murphy: AVP Auxiliary Enterprises

Campus Safety

Chief Marcus Lyles: Chief of Police (Chair)
Aaron Baltimore: Executive Director, Physical Facilities Management
Dr. Gina Brown: Dean, College of Nursing and Allied Health
Dr. Natalie Hopkinson: Assoc. Professor, Cathy Hughes School of Communications
Dr. Robert Cosby: Professor, School of Social Work
Dr. Sandra Crewe: Dean, School of Social Work
Dr. Jahn O'Neil: Assist. Professor, Physiology/Biophysics; Faculty Senate
Yvonne Towers: Chief Budget Officer

Classroom Management

Okianer Dark Esq.: Associate Provost, HUSL (Chair)
Dr. Tracy Whitaker: Associate Dean for Academic and Student Advancement, School of Social Work
LaTrice Byam: Director Enrollment Management
Saige Haynes: Student, HUSA
Dr. Karen Kolivoski: Professor, School of Social Work
Dr. Melanie Carter: Associate Provost, Undergraduate Studies
Dr. Jennifer Thomas: Assoc. Professor, Cathy Hughes School of Communications
Dr. Courtney Robinson: Assoc. Professor, College of Arts & Sciences; Faculty Senate
Dr. Angela Cole-Dixon: Associate Provost
Dr. Quinton Williams: Professor, Physics, College of Arts & Sciences
Dr. Elaine Heath: Dean, Special Student Services
Anne-Marie Waterman, Esq.: Assistant Dean, Administration HUSL

Health and Wellness

Dr. Hugh Mighty: Dean, College of Medicine (Chair)
Dr. Toyin Tofade: Dean, College of Pharmacy
Dr. Michelle Buchannan: Director, Student Health Center
Brenda Douglas: AVP, Insurance and Risk Management
Susan Dreyer: Director, Environment Health and Safety
Latrice Byam: Director, Enrollment Management
Joey Henderson: Emergency Manager, Campus Police Department
Dr. Pamela Carter-Nolan: Program Director, Masters of Public Health (GR)
Dr. Mark Johnson: Tenured Professor, Community Health and Family Practice
Dr. Andrea Jackson: Dean, College of Dentistry
Dr. Shelly McDonald-Pinkett: Associate Professor, College of Medicine

Event Management, Athletics

David Bennett: VP, Development and Alumni Relations (Chair)
Kery Davis: Director, Athletics
Andrew Rivers: Director, Events and Protocol
Dr. Leelanee Malin: Account Director & Faculty, Cathy Hughes School of Communications
Dr. Terry Morris: Academic Coordinator, College of Pharmacy
Dr. Alison Glascoe: Professor, College of Dentistry
Dr. Celeste Malone: Assoc. Professor, School of Education
Tonija Hope Navas: Deputy Director, Ralph Bunche Center

Technology

Jonathan Piersol: Chief Information Officer (Chair)
Ruby Roy: Deputy Chief Information Officer
Debbi Jarvis: Senior Vice President, Corporate Relations
Dr. John Anderson: Dean, College of Engineering and Architecture
Vancito Wallace: Senior Technology Officer, Office of the Provost
Olga Osaghae: Director, Applications, ETS
Dr. Harry Keeling: Assoc. Professor, College of Engineering and Architecture

Facilities

Aaron Baltimore: Executive Director, Physical Facilities Management (Chair)
Shelton Higgins: Senior Operations Specialist, Physical Facilities Management
Thompson Facilities
Rawle Howard: AVP, Procurement
Dr. Sonja Williams: Professor, Cathy Hughes School of Communications
Dr. Emmanuel Akala: Professor, College of Pharmacy
Dr. Tanya Greenfield: Director, Clinical Operations and Strategy, College of Dentistry
Dr. Kenneth Anderson: Professor, School of Education

Transportation

Bonnie Murphy: AVP, Auxiliary Enterprises (Chair)
Dr. Parris Carter: AVP, Student Affairs
Dr. Roger Caruth: Assistant Professor, Cathy Hughes School of Communication
Dr. Hazel Edwards: Professor, College of Engineering and Architecture
Dr. Priscilla Okunji: Associate Professor, College of Nursing & Allied Health Sciences
Dr. Jo Von McCalester: Lecturer, College of Arts Sciences
Dr. Derayah Derakhshesh: Professor, College of Arts & Sciences

Meeting Norms

Anthony Jones: AP/AVP, Enrollment Management (Chair)
Lawrence Britton: Specialist, Financial Aid
Kathy Jewett: Specialist, Student Accounts
Dr. Ingrid Sturgis: Associate Professor, Cathy Hughes School of Communications
Dr. Altaf Husain: Associate Professor, School of Social Work
Dr. Sandra Crewe: Dean, School of Social Work
Dr. Thomas Fungwe: Professor, College of Nursing & Allied Health Sciences

Human Resources

Larry Callahan: Chief Human Resources Officer (Chair)
Dr. Samantha Powers: Assistant Professor, Cathy Hughes School of Communications
Dr. Soleman Abu-Bader: Associate Professor, School of Social Work
Dr. Ruby Gourdine: Professor, School of Social Work
Dr. Charmaine McKie: Clinical Instructor, College of Nursing & Allied Health Sciences
Dr. Yolanda Pierce: Dean, School of Divinity
Dr. Candace Mitchell: Assistant Professor, College of Dentistry
Dr. Lisa Grillo: Assistant Professor, School of Education
Monique McClung: Data Analyst; HUSO
Bilal Balruddin: Special Assistant to VP, DAR
Sean Plater: General Manager, WHUR
Lawrence Jones: Manager, Talent Acquisition
Eugene Cooper: Director, Human Resources Information System

Dining, Retail

Bonnie Murphy: AVP Auxiliary Enterprises (Chair)
Anthony Freeman: Real Estate Executive
Eric Brown: Sodexo
Dr. Alaina Davis: Assistant Professor, Cathy Hughes School of Communications
Dr. Avis Graham: Adjunct Instructor, College of Nursing & Allied Health Sciences
Dr. Amarilis Lugo de Fabritz: Master Instructor, College of Arts & Sciences
Rodelyne Lirazan: Facilities Coordinator, College of Pharmacy
Gaelle Ivory: Assistant Director, Intercultural Program

Communications

Alonda Thomas: Interim VP, Office of University Communications (Chair)
LaTasha Murphy: Interim AVP, Office of University Communications
Derrick King: Director, Operations Strategy and Communications
Paul Monteiro: Chief of Staff; Assistant Vice President of External Affairs
Dr. Lennox Graham: Assistant Professor, College of Nursing & Allied Health Sciences
Dr. Tia Tyree: Professor, Cathy Hughes School of Communications
Dr. JaNeen Cross: Assistant Professor, School of Social Work
Dr. Shameka Stanford: Assoc. Professor, Cathy Hughes School of Communications; Faculty Senate Member
Jamie Triplin, Director, Graduate School

Research

Dr. Bruce Jones, VP for Research (Chair)
Joseph Aubee (Ph.D. Student)
Dr. Marjorie Gondre-Lewis, Professor, Anatomy, College of Medicine
James Griffin, Building Manager, Interdisciplinary Research Building
Dana Hector, Executive Director, Research Administrative Services
Dr. Charles Ichoku, Professor, College of Arts & Sciences
Jalisa Nurse (Ph.D. Student)
Dr. Evaristus Nwulia, Professor, Psychiatry, College of Medicine
Dr. Tamara Owens, Director, Clinical Skills & Simulation Center
Dr. Danda Rawat, Associate Professor, Computer Science and Electrical Engineering
Dr. Gloria Washington, Assistant Professor, Computer Science and Electrical Engineering

Dr. Tashni-Ann Dubroy, Executive Vice President & Chief Operating Officer - Co-Chair

Dr. Anthony K. Wutoh, Provost & Chief Academic Officer - Co-Chair



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Founded in 1867, Howard University is a private, research University that is comprised of 13 schools and colleges. Students pursue studies in more than 120 areas leading to undergraduate, graduate and professional degrees. Over the last 20 years, the University has produced four Rhodes Scholars, 10 Truman Scholars, two Marshall Scholars, more than 80 Fulbright recipients, 22 Pickering Fellows and one Schwarzman Scholar. Howard also produces more on-campus African-American Ph.D. recipients than any other university in the United States.



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Central Campus Master Plan

2020