

GOVERNMENT
OF
THE DISTRICT OF COLUMBIA

+ + + + +

ZONING COMMISSION

+ + + + +

PUBLIC HEARING

+ + + + +

IN THE MATTER OF:

GEORGETOWN UNIVERSITY
CAMPUS PLAN

Case No.
10-32

Thursday,
May 12, 2011

Hearing Room 220 South
441 4th Street, N.W.
Washington, D.C.

The Public Hearing of Case No. 10-32 by the District of Columbia Zoning Commission convened at 6:30 p.m. in the Office of Zoning Hearing Room, 441 4th Street, N.W., Washington, D.C., 20001, Anthony J. Hood, Chairman, presiding.

ZONING COMMISSION MEMBERS PRESENT:

ANTHONY J. HOOD Chairman
GREG SELFRIDGE Commissioner
PETER G. MAY Commissioner (NPS)

OFFICE OF ZONING STAFF PRESENT:

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SHARON S. SCHELLIN Secretary

OFFICE OF PLANNING STAFF PRESENT:

JENNIFER STEINGASSER

JOEL LAWSON

STEPHEN MORDFIN

This transcript constitutes the minutes from the Public Hearing held on May 12, 2011.

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1 P-R-O-C-E-E-D-I-N-G-S

2 6:34 p.m.

3 CHAIRMAN HOOD: Good evening,
4 ladies and gentlemen. This is the Public
5 Hearing of the Zoning Commission of the
6 District of Columbia for Thursday, May 12,
7 2011.

8 My name is Anthony Hood. Joining
9 me are Commissioner Selfridge and Commissioner
10 May. We are also joined by the Office of
11 Zoning staff, Ms. Sharon Schellin. Also, the
12 Office of Planning staff, Ms. Steingasser, Mr.
13 Lawson, Mr. Mordfin and also DDOT, Mr.
14 Jennings, and we are expecting possibly Social
15 Director Ricks.

16 Okay. Great. Again, this is
17 reconvening the previous hearing and I'll just
18 read this for just review.

19 The subject of this evening's
20 hearing is Zoning Commission Case No. 10-32.
21 This is a request by the Georgetown University
22 for special exception relief pursuant to 210

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1 and 3104.1 of the Zoning Regulations.

2 Tonight's hearing is a
3 continuation of the April 14th hearing on this
4 case.

5 Notice of today's hearing was
6 published in DC Register on January 28, 2011
7 and copies of that announcement are available
8 to my left on the wall near the door.

9 The hearing will be conducted in
10 accordance with provisions of 11 DCMR 3117 as
11 follows: Cross examination and we are going
12 to pick up with Burleith Citizens Association
13 and the Foxhall Community Association; report
14 of the Office of Planning; report of DDOT,
15 District Department of Transportation; report
16 of other Government agencies; report of the
17 Advisory Neighborhood Commissions 2E and 3D,
18 in this case; organizations and persons in
19 support; parties in opposition: Citizen
20 Association of Georgetown is one, Burleith
21 Citizens Association and Foxhall Community
22 Association; organizations and persons in

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1 opposition; rebuttal and closing by t he
2 applicant.

3 The following time con straints
4 will be maintained in this hearing: ANC -2E
5 and 3D, 60 minutes collectively; organizations
6 5 minutes; individuals 3 minutes; parties in
7 opposition 60 minutes collectively.

8 The Commission reserves the right
9 to change the time limits for presentations,
10 if necessary, and notes that no time shall be
11 ceded.

12 All persons appearing before th e
13 Commission are to fill out two witness cards.

14 These cards are located to my left on the
15 table near the door.

16 Upon coming forward to speak to
17 the Commission, please, give both cards to the
18 reporter sitting to my right before taking a
19 seat at the table.

20 Because there are a lot of pe ople
21 of whom will come forward to testify , do not
22 give the Court Reporter your cards until you

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1 are called forward.

2 When presenting information to the
3 Commission, please, turn on and speak into the
4 microphone, first, stating your name and home
5 address. When you are finished speaking,
6 please, turn your microphone off, so that your
7 microphone is no longer picking up sound or
8 background noise.

9 The staff will be available
10 throughout this hearing to discuss procedural
11 questions. Please, turn off all beepers and
12 cell phones, at this time, so not to disrupt
13 these proceedings.

14 Would all individuals wishing to
15 testify, please, rise to take the oath?

16 Ms. Schellin, would you, please,
17 administer the oath?

18 MS. SCHELLIN: Yes. Please, raise
19 your right hand.

20 (Whereupon, witnesses were sworn.)

21 MS. SCHELLIN: Thank you.

22 CHAIRMAN HOOD: We are expecting

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1 Councilmember, the Honorable Mary Cheh from
2 Ward 3. When she comes, I would like wherever
3 we are to stop at that point and allow her
4 time to come up with her testimony.

5 Also, is there anything else, Ms.
6 Schellin?

7 MS. SCHELLIN: Staff would just
8 advise that if you will recall in the first
9 hearing, Mr. Altemus was representing the
10 Burleith Citizens Association and he had to
11 resign and so now they are represented by
12 Christopher Clements. And he is standing in.

13 So he will be -- so that's who they will be
14 represented by for the rest of the hearing.

15 CHAIRMAN HOOD: Okay. Thank you .
16 The other thing is they are just three
17 Commissioners tonight. We may have to take a
18 break and those breaks will be real quick. So
19 just we ask that you would govern -- we are
20 going to govern ourselves accordingly , but
21 just bear with us.

22 Okay. Anything else? All right.

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1 We are good to go. Okay. We can get
2 started. Ms. Dwyer?

3 MS. DWYER: Yes. For the record,
4 Maureen Dwyer with Goulston and Storrs and
5 with me is Dave Avitabile representing the
6 applicant.

7 As a preliminary matter, I would
8 just like to note that we filed in the record
9 some materials that were requested by the
10 Commission at the last hearing and I would
11 just like to go through those.

12 Exhibit A was a request by
13 Commissioner May and it is a table that sets
14 forth the housing provided for undergraduates
15 that is expressed as a percentage and it is
16 done under the 2000 Campus Plan methodology as
17 well as the new proposed methodology.

18 Exhibit B also requested by
19 Commissioner May is an explanation of how the
20 university manages its waitlist. And as
21 discussed in the exhibit, since 2004, all
22 waitlisted students have been offered

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1 university housing.

2 Exhibit C is a table that sets
3 forth the occupancy for university housing
4 over the last five years.

5 As requested by Commissioner
6 Schlater as Exhibit D, we have a list and map
7 of all property owned by the university in the
8 surrounding neighborhoods. We have also
9 provided a listing of the addresses and the
10 date upon which the university purchased the
11 property.

12 Also as requested by Commissioner
13 Schlater, attached as Exhibit E, is a list of
14 the number of students that live in each of
15 the surrounding neighborhoods. And due to an
16 error in our printing this and copying it for
17 this evening, you have the corrected
18 handwritten notations with the correct numbers
19 that we just did before starting the hearing.

20 Attached as Exhibit F is an
21 explanation of what constitutes an interaction
22 for purposes of the university reporting on

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1 its off-campus student life efforts and
2 briefly an interaction is any report of any
3 nature that the university receives from any
4 source regarding contacts and incidents in the
5 surrounding neighborhoods.

6 It includes proactive measures.
7 It includes the SNAP car, stopping students
8 walking down the street and asking them to
9 keep their voices down. So it's the most
10 comprehensive picture possible of the contacts
11 and incidents.

12 We also included in this exhibit a
13 sample report prepared by SNAP personnel that
14 is a representative of example of the actions
15 associated with and the information collected
16 when they go out on their patrols.

17 Also included as Exhibit G is
18 information detailing the targeted and
19 increasingly serious sanctions developed by
20 the university over the past decade.

21 As requested by Commissioner Hood,
22 attached as Exhibit H, is a brief narrative

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1 and time line de tailing the university's
2 development and growth of its off-campus
3 program over the past two decades.

4 We have also included a chart that
5 illustrates that the growth and evolution of
6 these programs has been steady and significant
7 over this time period and that the
8 improvements are not centered around the
9 approval of a campus plan. They take place
10 over the course of the entire 10 year period.

11 As requested by Commissioner
12 Schlater and Turnbull, attached as Exhibit I,
13 are details on the univer sity's Magis Row
14 Housing, which is located in university-owned
15 townhouses on 36th Street, that have been part
16 of the university's housing stock since the
17 implementation of the 1990 Campus Plan.

18 And this exhibit notes that the
19 SNAP staff make regular patrols of the Magis
20 Row area on Thursday, Fri day and Saturday
21 nights and it also includes sample logs of
22 those patrols.

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1 And finally, as Exhibit J, are
2 photographs of the Magis Row townhouses. This
3 was requested by Commissioner Schlatter and
4 these photographs were taken April 15th, the
5 day after the Public Hearing.

6 And finally, as Exhibit K, a
7 detailed discussion of the university's
8 contributions to community infrastructure and
9 services throughout the Burleith and West
10 Georgetown communities.

11 And I believe that responds to
12 most of the requests for additional
13 information. There are a couple of other
14 materials that we still haven't processed that
15 will either be at the next hearing or as part
16 of that rebuttal testimony.

17 The only other point that I would
18 like to mention is we did receive a copy of a
19 letter from the National Park Service and I
20 didn't know if that letter has been filed in
21 the record.

22 Ms. Schellin, the letter from the

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1 National Park Service?

2 MS. SCHELLIN: Yes, it has.

3 MS. DWYER: It is in the record?

4 MS. SCHELLIN: They have it in
5 their packet this evening. They probably have
6 not had an opportunity to read it.

7 MS. DWYER: All right. That
8 letter states that the National Park Service
9 does not object to the proposed Master Plan
10 overall, provided that certain conditions are
11 met in connection with the loop road.

12 And I just wanted to state for the
13 record that these are conditions that we
14 proposed and discussed with the National Park
15 Service and we are committed to all of the
16 conditions referenced in that letter.

17 CHAIRMAN HOOD: Okay. Thank you ,
18 Ms. Dwyer, for all the submissions.

19 Let me just note, my two
20 colleagues, Mr. Turnbull is on travel and,
21 again, we want to congratulate the Vice
22 Chairman Schlater who just is a proud new dad

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1 of a little one. Him and his wife, Maria.

2 And all I remember is the young
3 person's name is Anthony. I'm not sure of the
4 rest of it, but I know out of all that part of
5 his name is Anthony. So when he reads the
6 transcript, I hope he shares that with his
7 wife. So they will be participating and
8 reading the record.

9 So I think, at this point, Ms.
10 Dwyer, we are ready to cross examine.

11 MS. DWYER: Yes, we are.

12 CHAIRMAN HOOD: From Burleith, Mr.
13 Clements, I believe we're going to start with
14 you.

15 MR. CLEMENTS: My name is Chris
16 Clements and I represent the Burleith Citizens
17 Association. I will be limiting my cross-
18 examination tonight to primarily
19 transportation issues and primarily Mr. Van
20 Pelt.

21 To begin with, Mr. Van Pelt, I
22 would like to break down by questions into

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1 four separate areas. First, the methodology
2 of your report; second, the data that is
3 contained in that report; third, the remedial
4 actions that you recommend; and then fourth, a
5 little bit on the hospital and the impact that
6 that proposed construction will have on your
7 study.

8 As far as the methodology report,
9 you collected data on vehicles entering and
10 exiting the six gates on Georgetown, correct?

11 MR. VAN PELT: That's correct.

12 MR. CLEMENTS: All right. Now,
13 that gave you the numbers of Georgetown
14 University-generated trips? Is that correct?

15 MR. VAN PELT: Yes, that's
16 correct.

17 MR. CLEMENTS: All right. But you
18 did not go out into the neighborhoods to
19 determine how many GU-generated trips might
20 have ended up parking in the off-campus
21 neighborhoods. Is that correct?

22 MR. VAN PELT: That would be very

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1 hard to determine who is parking in that
2 neighborhood. But, no, we did not.

3 MR. CLEMENTS: Additionally, you,
4 as part of your study, collected data on
5 vehicles passing through key intersections?

6 MR. VAN PELT: Correct.

7 MR. CLEMENTS: And those key
8 intersections are ones that exist around the
9 perimeter of the Georgetown University?

10 MR. VAN PELT: That's correct. I
11 mean, we meet with DDOT and discuss the scope
12 of our traffic study, which is common practice
13 before we start our work.

14 MR. CLEMENTS: But you didn't go
15 look at nearby intersections in say Burleith
16 or West Georgetown? For example, say 35th and
17 Reservoir Road?

18 MR. VAN PELT: No. I mean, what
19 we -- well, as I said, what we typically do is
20 look at those major intersections and we
21 discuss the scope of what our traffic study
22 should be before we begin our work.

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1 MR. CLEMENTS: So that was not in
2 the scope of work that you worked out with
3 Georgetown University?

4 MR. VAN PELT: That's correct.

5 MR. CLEMENTS: And this data that
6 you collected, you were looking primarily at
7 the a.m. and peak hours. Is that right?

8 MR. VAN PELT : That's standard
9 industry practice, yes.

10 MR. CLEMENTS: And those hours you
11 determined were 7:45 to 8:45 a.m.?

12 MR. VAN PELT: I would have to go
13 back and look at my report, but I think that
14 is correct. 7:45 to 8:45 in the a.m.

15 MR. CLEMENTS: And then 6:00 p.m .
16 to 7:00 p.m. in the evening, I believe.

17 MR. VAN PELT: That's correct.

18 MR. CLEMENTS: Now, outside of
19 those hours, there are still, obviously,
20 traffic coming in and out of Georgetown
21 University.

22 MR. VAN PELT: Correct.

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1 MR. CLEMENTS: Can you say what
2 proportion of total daily Georgetown
3 University traffic occurs during those peak
4 hours?

5 MR. VAN PELT: We -- no. What we
6 typically do is look at the overall -- at the
7 commuter peak hours, so I don't necessarily
8 know what the proportion is off peak.

9 MR. CLEMENTS: Okay. Could you
10 determine that those peak hours for commuters
11 were the same for Georgetown University
12 faculty staff and students?

13 MR. VAN PELT: Well, what we are
14 trying to do is look at what the impact is to
15 the commuter peak hour, which is the time when
16 the system is the most taxed, so that's why we
17 look at when the traffic on the commuter
18 routes is the highest.

19 MR. CLEMENTS: So your primary
20 focus was, therefore, on the prime commuting
21 hours?

22 MR. VAN PELT: Correct.

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1 MR. CLEMENTS: Not the possible
2 impact that that might have on the neighboring
3 communities?

4 MR. VAN PELT: The focus was on
5 the peak hours.

6 MR. CLEMENTS: Okay. Now, in your
7 transportation report on page 9 and 38, you
8 reference a survey that was conducted of
9 students, faculty and staff. Did you conduct
10 the survey?

11 MR. VAN PELT: That was done while
12 working in conjunction with the university.

13 MR. CLEMENTS: Okay. So this is
14 information that the university provided you?

15 MR. VAN PELT: Working in
16 conjunction with us, yes.

17 MR. CLEMENTS: Do you know
18 specifically what questions were asked on that
19 survey?

20 MR. VAN PELT: I don't know
21 exactly what questions were asked, no.

22 MR. CLEMENTS: So you don't know

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1 if perhaps there was a follow-up question and
2 when it indicated that a student drove to
3 campus, you don't know if there was a follow-
4 up question that had been asked where do you
5 park?

6 MR. VAN PELT: I would have to go
7 back and look at the raw survey data. I'm not
8 sure if that was asked.

9 MR. CLEMENTS: Okay. Now, moving
10 on to the data in the report and it's a good
11 segue with that survey. If I look at
12 Exhibit J, page 38, and I think that's where
13 you have a table that breaks down the summary
14 of mode choice, in it I see that 46.1 percent
15 of faculty drive alone. Is that correct?

16 MR. VAN PELT: That's correct.

17 MR. CLEMENTS: 18.8 percent of
18 undergraduate student off-campus drive alone?

19 MR. VAN PELT: That's correct.

20 MR. CLEMENTS: And 21.4 percent of
21 graduate students drive alone?

22 MR. VAN PELT: That's correct.

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1 MR. CLEMENTS: Okay. Now,
2 presumably, the graduate/undergraduates cannot
3 park on-campus because of the restrictions,
4 correct?

5 MR. VAN PELT : That's correct.
6 One of the things to point out is that that
7 graduate number also includes the school
8 continuing studies. So that's kind of -- they
9 are lumped in there and those are the students
10 that come in the evening.

11 MR. CLEMENTS: Okay. And even
12 taking that out though, you have a significant
13 percentage. Well, 18.8 and something less
14 than 21.4 for the students. So they must be,
15 therefore, parking off-campus?

16 MR. VAN PELT: I'm sorry, could
17 you repeat the question?

18 MR. CLEMENTS: If you have 18.8
19 percent of undergraduate students that live
20 off-campus, you say they drive alone, for
21 instance, they can't park on-campus, so,
22 therefore, they must be parking off-campus.

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1 Is that correct?

2 MR. VAN PELT : I mean, that's
3 possible. In the evenings, the garage is open
4 and they are able to -- as you are a graduate
5 or undergraduate student, you can park in the
6 garage in the evenings.

7 MR. CLEMENTS: For a fee though?

8 MR. VAN PELT: Correct.

9 COMMISSIONER MAY: Can I ask a
10 clarifying question?

11 MR. CLEMENTS: Sure.

12 COMMISSIONER MAY: No
13 undergraduates are allowed to park, even
14 commuter students?

15 MR. VAN PELT: The commuter
16 students are allowed to park.

17 COMMISSIONER MAY: And are they
18 included in that number, 18.8?

19 MR. VAN PELT: They -- yes, they
20 would be.

21 COMMISSIONER MAY: Do you know
22 what the percentage is?

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1 MR. VAN PELT: I don't. Wit hout
2 going back to the raw survey data.

3 COMMISSIONER MAY: Okay.

4 MR. CLEMENTS: All right . And
5 then to add on to that, you wouldn't be able
6 to put an absolute number on the percentages?
7 You couldn't say X amount of undergraduate
8 cars drive to campus?

9 MR. VAN PELT: No, not -- no.

10 MR. CLEMENTS: I would like to
11 refer now to the tech analysis on page 9, that
12 would be Exhibit K. And on it, your report
13 looks at Reservoir Road, describes Res ervoir
14 Road and then explains the annual -- the
15 average annual weekday volume.

16 And on it, it says 17,800 vehicles
17 a weekday are using Reservoir Road b etween
18 39th and 38th Street and then only 9,700
19 vehicles east of 37th Street.

20 And that's a difference of 8,10 0
21 vehicles. Do yo u have any idea where those
22 vehicles might be going?

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1 MR. VAN PELT: I would have to go
2 back and look at the data we used, but I'm
3 fairly certain that these are from DDOT Volume
4 Maps. Not necessarily counts that we
5 collected, but I think they came from DDOT
6 volumes.

7 MR. CLEMENTS: Okay. And so the
8 ultimate question then that I have regarding
9 the survey data is how many Georgetown-
10 generated trips end with the driver parking in
11 either Burleith or West Georgetown? Can you
12 tell me that?

13 MR. VAN PELT: I don't know that.

14 MR. CLEMENTS: Now, as far as -- I
15 believe you have the Figure 6, it's back on
16 Exhibit J, page 10. You have a graph where you
17 capture the GU trip generation trends and you
18 have them broken down by northern driveways
19 and southern driveways.

20 And while you do note that the
21 southern traffic driveways do seem to be
22 decreasing, the graph does show a trending --

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1 an upwards trend in the northern driveways.

2 MR. VAN PELT: That's correct.

3 MR. CLEMENTS: And in your
4 explanation of that, you say that it is most
5 likely due to hospital-related traffic. Is
6 that right?

7 MR. VAN PELT: That's correct.

8 MR. CLEMENTS: Okay. But t here
9 are Georgetown University parking lots tha t
10 are accessible from Reservoir Road, correct?

11 MR. VAN PELT: Yes, there are.

12 MR. CLEMENTS: Okay. And
13 additionally, there could be non -hospital-
14 related traffic, perhaps students parking off-
15 campus and walking to campus, who would use
16 Reservoir Road?

17 MR. VAN PELT: I guess. I don't
18 know.

19 MR. CLEMENTS: So, essentially,
20 that assumption was based on the fact that
21 Reservoir Road is close to the hospital and
22 the hospital parking lots are nearby?

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1 MR. VAN PELT: Yes, it's primarily
2 the -- is the hospital traffic that comes in
3 there and it's primarily the hospital parking
4 that is on that side of the campus.

5 MR. CLEMENTS: And do you have any
6 idea of what quantity or proportion of that
7 traffic might be Georgetown University? You
8 didn't survey people entering the gates as to
9 whether they were headed or anything like
10 that?

11 MR. VAN PELT: No. These are
12 based just on volume counts.

13 MR. CLEMENTS: Okay. Now, as far
14 as when you looked at the traffic analysis,
15 and I believe it is contained in your
16 technical report, you did observe that several
17 key intersections and gates are currently
18 experiencing lengthy delays. I think you
19 called them F grades.

20 MR. VAN PELT: Right.

21 MR. CLEMENTS: And -- well, I'll
22 get to that in a moment.

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1 I would like to move on now to
2 some of the remedial actions that you proposed
3 within the Traffic Management Program. It was
4 apparent, to me, watching the last hearing
5 that the GUT system is clearly a key component
6 of that entire program.

7 MR. VAN PELT: Correct.

8 MR. CLEMENTS: Is that a fair
9 assumption?

10 MR. VAN PELT: Right.

11 MR. CLEMENTS: Okay. And within
12 the GU Campus Plan and your study, there are
13 kind of -- there are three actions that you
14 recommend. The first one is the construction
15 of the loop road.

16 MR. VAN PELT: Correct.

17 MR. CLEMENTS: The second one is
18 the timing of the a.m. turn on the Canal Road.

19 MR. VAN PELT: Correct.

20 MR. CLEMENTS: And then the
21 alignment of 38th Street and Reservoir Road.

22 MR. VAN PELT: Correct.

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1 MR. CLEMENTS: Is that correct?
2 Okay. Now, as far as the loop road goes, and
3 I know that Ms. Dwyer just noted for the
4 record that the National Park Service has
5 tentatively agreed to the loop road.

6 So this is, obviously, something
7 that relies upon the approval of the National
8 Park Service. Is that correct?

9 MR. VAN PELT: Well, yes, correct.

10 MR. CLEMENTS: Now, if for
11 whatever reason this is not approved, and the
12 loop road is not an option, are there any
13 other options that are available to Georgetown
14 University to meet the, I guess, solution of
15 the loop road?

16 MR. VAN PELT: Well, through the
17 course of the development of the Campus Plan,
18 we did look at several different alternatives
19 and all of them were really dismissed with
20 this being the best alternative. And if this
21 alternative is not approved, then it is the
22 operation to simply keep the buses circulating

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1 as they do today.

2 MR. CLEMENTS: So there is no Plan
3 B if the loop road doesn't come through?

4 MR. VAN PELT: No.

5 MR. CLEMENTS: So there is
6 physically nowhere on-campus where you could
7 turn around a bus?

8 MR. VAN PELT: It's a highly
9 constrained campus. I mean, we have looked at
10 different ways. We have even looked at bus
11 depots on-campus. One alternative even was
12 that there was a turntable. All of them
13 significant impacts and it just did not offer
14 the same level of service for GUT, which is
15 extremely important, to Georgetown to continue
16 to -- you know, see the most where it
17 currently does and hopefully further increase
18 that.

19 So there is also very congested
20 parts of the campus where there is a lot of
21 traffic activity and pedestrian activity, so
22 it's just a highly constrained site, a highly

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1 constrained campus.

2 MR. CLEMENTS: And is this
3 something that you studied or is this a
4 position of the Georgetown University
5 administration?

6 MR. VAN PELT: I would say it was
7 something that we had input to, but it was
8 done as part of the Campus Plan and effort by
9 the Campus Planning Team.

10 MR. CLEMENTS: Moving on to the
11 Canal Gate, that particular proposal, I guess,
12 is dependent upon approval from DDOT, correct?

13 MR. VAN PELT: Correct.

14 MR. CLEMENTS: Now, if this isn't
15 approved, do you have a Plan B for achieving
16 the same effect?

17 MR. VAN PELT: Well, the left turn
18 really is for the a.m. peak hour only. And I
19 mean, the -- if that is not approved or that
20 is not feasible, then the alternative is for
21 the buses to continue to exit out Prospect, as
22 they do today.

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1 MR. CLEMENTS: Just during the
2 a.m. commute?

3 MR. VAN PELT: Just during the
4 a.m.

5 MR. CLEMENTS: Okay. No w, as far
6 as the 38th Street and Reservoir Road
7 alignment goes, and I was -- it was a little
8 unclear to me the reasons behind that. I note
9 that in the 2000 Campus Plan the reason given
10 was to improve safety.

11 MR. VAN PELT: Yes.

12 MR. CLEMENTS: And in this plan,
13 it mentions something about, I guess, the
14 turning radius of vehicles. What is the
15 actual purpose behind realigning 38th and
16 Reservoir?

17 MR. VAN PELT: I think --

18 MR. CLEMENTS: 38th and --

19 MR. VAN PELT: -- from a general
20 transportation operation standpoint, both from
21 vehicular standpoint and from pedestrian
22 standpoint, any time you have offset

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1 approaches like that, it's just not a
2 desirable condition.

3 So the thought was to mitigate
4 that and, at the same time, you know, improve
5 the operation of that intersection.

6 MR. CLEMENTS: Okay. Did you
7 study the effects that that realignment might
8 have say on cut-through traffic on 38th
9 Street?

10 MR. VAN PELT: We didn't. I mean,
11 the analysis and the Campus Plan really is a
12 very preliminary look at that intersection.
13 And it would -- it really would be tied to the
14 further process of the hospital. And at that
15 time, it would have to be studied in great
16 detail to understand what all those impacts
17 could be and how they could be mitigated.

18 MR. CLEMENTS: And you did offer a
19 potential mitigation in your study in the form
20 of the traffic barrier?

21 MR. VAN PELT: Yes. I think that
22 there is -- I mean, there is probably many

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1 different solutions that could be looked at to
2 try to mitigate cut-through traffic, but
3 that's something that would have to be further
4 studied and worked in coordination with DDOT.

5 MR. CLEMENTS: And once again,
6 that requires DDOT approval, any type of
7 construction of a barrier obstacle, correct?

8 MR. VAN PELT: Sure. Even the
9 redesign of the intersection would require
10 DDOT approval.

11 MR. CLEMENTS: And as far as the
12 traffic congestion itself, after you --

13 CHAIRMAN HOOD: Ask a few more
14 questions. I want to give the Councilmember
15 from Ward 3 a chance to get in for a few
16 moments and then we are going to bring her
17 right up. So if you can ask maybe one or two
18 more questions and give her a chance to --

19 MR. CLEMENTS: I can stop right
20 now, Commissioner Hood, if you would like.

21 CHAIRMAN HOOD: Okay. All right.

22 Good.

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1 COUNCILMEMBER CHEH: Councilmember
2 from Ward 3, Councilmember Cheh, we will take
3 you right away. You can come forward.

4 COUNCILMEMBER CHEH: Thank you.

5 CHAIRMAN HOOD: Just if you could
6 hand them to her, to Ms. Schellin?

7 COUNCILMEMBER CHEH: I certainly
8 wish I could be treated this way at the
9 Council.

10 CHAIRMAN HOOD: Okay.

11 COUNCILMEMBER CHEH: Can I
12 proceed?

13 CHAIRMAN HOOD: Yes, ma'am. Good
14 evening. You may proceed.

15 COUNCILMEMBER CHEH: Thank you
16 very much, Commissioners, for the opportunity
17 to speak about the Georgetown University
18 Campus Plan.

19 And as you know, many District
20 residents have concerns. They relate to a
21 number of issues about the Campus Plan, but I
22 want to focus on two items, if you will

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1 indulge me.

2 One is the opposition to the
3 construction of the proposed loop road that is
4 part of the plan. And then I want to voice my
5 support for the requirement to house
6 undergraduate students on-campus.

7 In terms of the loop road, one of
8 Georgetown's goals is to reduce traffic in the
9 neighborhood and that is a really good thing
10 and I applaud that. However, the way
11 Georgetown proposes to achieve this will have
12 a significant, I think, negative impact on the
13 residents of Ward 3.

14 Georgetown currently has a road,
15 it is called the West Road, that runs through
16 the center of campus. And what the university
17 proposes is rerouting its shuttle buses, so
18 that they enter from Canal Road, drive up West
19 Road and then turn and drive back towards
20 Canal Road along this new road called the loop
21 road that the university wants to build along
22 the western edge of the campus that adjoins

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1 the Glover-Archbold Park.

2 The construction of that road will
3 create substantial noise pollution, light
4 pollution and air pollution.

5 Now, in January I went out there
6 to the site of the proposed look road with
7 Georgetown officials, ANC Commissioners and
8 the Foxhall Citizens Association president.
9 Standing where the road would be, I could
10 easily see many of the Ward 3 homes across the
11 park through the trees. And residents have
12 calculated that based on Georgetown's
13 projections, a bus will drive down that road
14 every 2.5 minutes from before dawn until late
15 at night every single day.

16 Consequently, the residents will
17 see this paved road, large buses, smell the
18 fumes, see the lights and hear the rumbling of
19 vehicles day and night.

20 It also seems likely that this
21 road would violate the scenic easement held by
22 NPS and I just learned on the way in here that

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1 the National Park Service is not making an
2 objection to that, but it seems to me that
3 that was part of the arrangement in giving
4 Georgetown that wider access on Canal Road,
5 that they would have a scenic easement.

6 And listen to the label, a scenic
7 easement. And I would hope that NPS will have
8 a second look at this.

9 What struck me most about my visit
10 to Georgetown and visiting the site was that
11 the construction of the loop road is actually
12 unnecessary. The university could achieve its
13 goal of having shuttles enter and exit the
14 campus from Canal Road, but they could build a
15 bus turnaround in front of the cancer center
16 or by the helipad. During my visit, there
17 seemed to be more than enough room to do that.

18 And by building this turnaround at
19 either of those points, they could still have
20 the buses come, enter Canal Road, drive up
21 West Road, turn around and exit back out of
22 Canal Road without disturbing the Ward 3

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1 residents.

2 Now, what was most troubling to me
3 from that point forward, even though we talked
4 about it, we looked at the scene, the
5 university has never seriously considered or I
6 haven't seen any evidence that they have, the
7 alternatives that I think are quite viable.

8 And then you have to consider what
9 the future might hold, if they build this
10 road. Now, Georgetown is saying well, they
11 are just going to limit it to the shuttle
12 buses and service vehicles, although again, we
13 will have one of these every 2.5 minutes, but
14 residents fear that the road could also be
15 open to regular traffic in the future.

16 The university wants to build a
17 new hospital, one of the prime sites that is
18 being considered is Kehoe Field in the center
19 of campus, adjoining the proposed loop road.

20 Residents reasonably worry that if
21 the new hospital is built on that site, loop
22 road would become a primary access road for

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1 the hospital traffic and, again, significantly
2 increase the noise, light and air pollution
3 that would be created.

4 So as far as the loop road goes, I
5 think that there are alternatives. It is a
6 negative impact on the residents of Ward 3.
7 And I respectfully request that the Commission
8 deny Georgetown's request to build that road.

9 The second issue that I have is
10 the requirement of having Georgetown house
11 students on-campus. This is another concern
12 of Ward 3 residents. There are a growing
13 number of students, undergraduate and
14 graduate, who choose to live off -campus in
15 neighborhoods, thus displacing non-students,
16 long-term residents and families.

17 For Ward 3, the Foxhall community
18 has borne largely the brunt of that. A
19 positive development has been the Office of
20 Planning's recommendation that Georgetown aim
21 to house 100 percent of the undergraduates on-
22 campus. I want to support that goal and note

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1 that such a requirement is not unusual for
2 universities.

3 Requiring all undergraduates to
4 live on-campus would benefit Ward 3 by
5 increasing the availability of rental housing
6 for families and residents and communities can
7 develop and grow as communities and not as
8 transient populations.

9 This is not a unique situation.
10 Earlier this year, U.S. News and World Report
11 reported that Princeton houses 98 percent of
12 its undergraduates on-campus, Harvard 96
13 percent, Columbia 95 percent, MIT 92 percent
14 and Stanford 91 percent.

15 If other schools can do this
16 successfully for both neighbors and students,
17 mind you, so can Georgetown.

18 So thank you very much for your
19 consideration and I hope that this has been
20 helpful in your deliberations.

21 CHAIRMAN HOOD: Okay. Thank you,
22 Councilmember Cheh. We appreciate you being

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1 straight to the point. We really appreciate
2 your testimony.

3 Let me see, Commissioners, do we
4 have any questions of the Councilmember?
5 Okay. Typically, we don't usually ask, but I
6 have to ask for cross. I haven't seen it
7 done. This will be the first time.

8 Do we have any cross-examination
9 of the Councilmember? Let me go to the
10 applicant. What about ANC-2E, Mr. Lewis?
11 ANC-3D, Ms. Haas? Citizens Association of
12 Georgetown, Mr. Hinds? Burleith Citizens
13 Association, Mr. Clements? Foxhall Citizens
14 Association, Mr. Avery? Okay. So true to
15 form.

16 Thank you very much,
17 Councilmember.

18 COUNCILMEMBER CHEH: I'm feeling a
19 little neglected, but, again, thank you very
20 much.

21 CHAIRMAN HOOD: Okay. Thank you .
22 We appreciate you coming down , taking the

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1 time to come down and testify.

2 Okay. We can go back to Mr.
3 Clements was doing cross-examination. We can
4 just pick that right up and thank you all for
5 your indulgence.

6 I want to say, typically, Ms.
7 Schellin, is it to my right, we want to
8 respect for those who are testifying and also
9 everyone else, we typically ask people who are
10 taking pictures, and especially media, to do
11 it to my right, to your left. So we greatly
12 appreciate your obliging us in taking care of
13 that and doing that.

14 All right. Thank you. Okay.

15 MR. CLEMENTS: Thank you, Mr.
16 Chairman.

17 All right. Let's see, where were
18 we? Talking about the single improvements
19 that you proposed in your study, you noted
20 that some of the key intersections currently
21 experienced significant delays. I think we
22 have addressed that before.

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1 MR. VAN PELT: Correct.

2 MR. CLEMENTS: And currently an d
3 projected?

4 MR. VAN PELT: Correct, yes.

5 MR. CLEMENTS: And in your report,
6 you suggested signal improvements or timing of
7 signal lights could potentially alleviate
8 those problems. Is that right?

9 MR. VAN PELT : I wouldn't say
10 totally alleviate them. What we are looking
11 at is in terms of trying to mitigate any
12 impact that would be associated with the
13 Campus Plan.

14 MR. CLEMENTS: And once again,
15 this is a proposal that DDOT must agree to,
16 correct?

17 MR. VAN PELT: That's correct.

18 MR. CLEMENTS: All right. So a ll
19 the remedial measures that you proposed rely
20 on outside agency approval?

21 MR. VAN PELT: Correct.

22 MR. CLEMENTS: All right. Wh ich,

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1 as of today, has not been achieved?

2 MR. VAN PELT: No. I mean, I
3 think we have some work to do and we look
4 forward to doing that with DDOT to try to work
5 through some of these things.

6 MR. CLEMENTS: And if, for the
7 sake of argument, none of those proposals are
8 approved, then I assume the Campus Plan would
9 just maintain the status quo? Is that
10 correct?

11 MR. VAN PELT: Yes. I mean, I
12 think that the -- I think that's correct.

13 MR. CLEMENTS: Okay. And just a
14 few quick questions about the hospital. Now,
15 the Georgetown University Hospital conducted
16 their own Transportation Management Plan in
17 2010. Is that right?

18 MR. VAN PELT: That's correct.

19 MR. CLEMENTS: And you have read
20 it?

21 MR. VAN PELT: Yes.

22 MR. CLEMENTS: And you used some

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1 of their data in your report?

2 MR. VAN PELT: Correct.

3 MR. CLEMENTS: Okay. Now, as far
4 as the influence that the hospital had on your
5 survey as a beginning premise, you knew that
6 they were asking for 500,000 square feet of
7 new space, correct?

8 MR. VAN PELT: Well, no. I mean,
9 I think that we -- that's something that we
10 knew that was going to be worked out in
11 further processing, but we understood that
12 there originally was a request for additional
13 parking.

14 MR. CLEMENTS: And that has been
15 taken off the table?

16 MR. VAN PELT: That's correct.

17 MR. CLEMENTS: And this hospital
18 space, you didn't know specifically where that
19 was going to go?

20 MR. VAN PELT: Correct.

21 MR. CLEMENTS: And obviously, such
22 a large endeavor would have a significant

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1 influence on local traffic?

2 MR. VAN PELT: It certainly could.

3 MR. CLEMENTS: And to be fair, you
4 pointed that out in your survey that that
5 needed to be further looked in to?

6 MR. VAN PELT: It would have to
7 be. There are just too many unknowns at this
8 time.

9 MR. CLEMENTS: So the uncertainty
10 creates problems for projecting the impact
11 that would have?

12 MR. VAN PELT: Correct.

13 MR. CLEMENTS: Okay. And then my
14 last question is simply have you read the DDOT
15 report dated 5 May?

16 MR. VAN PELT: I have.

17 MR. CLEMENTS: And in that report,
18 they recommend conducting a new study taking
19 into account some of their recommendations.

20 MR. VAN PELT: I think there, as I
21 said a little bit earlier, is some more work
22 we have to do, supplementary work that needs

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1 to be -- we need to follow-up with DDOT.

2 MR. CLEMENTS: Okay. And how long
3 would you estimate if you were going to take
4 into account all the recommendations that they
5 made, how long would it take you to conduct
6 that study?

7 MR. VAN PELT: Some things could
8 be done rather quickly, but I think it would
9 be a matter of a few weeks.

10 MR. CLEMENTS: Well, thank you,
11 Mr. Van Pelt, Commissioner Hood, Commissioner
12 Selfridge, Commissioner May, thank you.

13 CHAIRMAN HOOD: Thank you very
14 much, Mr. Clements. I'm going to say this,
15 but that was very well done. We see a lot of
16 cross-examination and I'm sorry, did we tape
17 that? Maybe we need to put that in a
18 presentation.

19 MR. CLEMENTS: They can record it
20 and send it to my mother.

21 CHAIRMAN HOOD: I'm dead serious.

22 MS. SCHELLIN: Actually, she can

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1 watch it from our website.

2 CHAIRMAN HOOD: No, actually, that
3 was very well-done. Okay. Mr. Avery?

4 MR. AVERY: Thank you. I'm not a
5 lawyer, so this may not be so well-done. Is
6 Mr. Smart here? So I have -- I want to focus
7 on two issues, so I want to start with Mr.
8 Smart.

9 MS. DWYER: If I could just ask
10 what the subject of the questions would be,
11 because Mr. Smart's study and testimony
12 concerned Burleigh and West Georgetown.

13 MR. AVERY: Well, that's what I
14 want to find out. I want to find out whether
15 it -- he did do Foxhall.

16 We have received communications
17 from the university on projections for
18 students for Foxhall and I'm presuming they
19 came from somewhere, so I want to see if, in
20 fact, he also studied Foxhall.

21 MS. DWYER: No, those are from the
22 university, based on their data. It was not

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1 done by Mr. Smart.

2 MR. AVERY: Okay. Well, could I
3 ask why there was no study of Foxhall?

4 MS. DWYER: I can answer that.
5 Because the university -- the only growth in
6 the population was forecasted in the graduate
7 student and SES categories and the university
8 felt that Burleith and West Georgetown
9 neighborhoods would be the ones that could
10 potentially be impacted and they were studied.

11 There is no growth in the medical
12 students and in the undergraduate category, so
13 the study was limited to Burleith and West
14 Georgetown in Mr. Smart's analysis.

15 MR. AVERY: Well, I'm curious
16 because in the report we got from the
17 university, there are more graduate students
18 currently living at Foxhall Village than
19 either Burleith or West Georgetown. So that
20 seems to me to be a very surprising decision.

21 CHAIRMAN HOOD: Mr. Avery, can you
22 tell us what report you are speaking of?

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1 MR. AVERY: We received an email
2 from Linda Greenan on, I think it was,
3 February 25th. She has come -- been very
4 gracious in coming to our meetings and we had
5 asked for projections of students. I can make
6 that available to you.

7 CHAIRMAN HOOD: Do we already have
8 that, Ms. Dwyer?

9 MS. DWYER: No, I don't believe
10 you have that. That was just an email
11 following up on a meeting that she has with
12 your association providing additional
13 information. It was not the subject of the
14 report. We can provide that for the record,
15 but it was based on the university's
16 projections, not an independent study by Mr.
17 Smart.

18 CHAIRMAN HOOD: I was just trying
19 to figure out his line of questioning, because
20 I know you interjected that it was not
21 pertaining to that area. So I was just trying
22 to see whether or not -- how far we would go

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1 with that questioning, because we don't have
2 that in front of us, first of all, that's the
3 first problem.

4 MR. AVERY: Well, I can -- I mean,
5 I am -- again, I was curious n ot -- having
6 gotten that communication from Georgetown, but
7 not seeing Foxhall highlighted in his report
8 as to why we weren't inc luded, which I think
9 is a natural question.

10 CHAIRMAN HOOD: And I actually
11 think that's a good question. So I'm just
12 trying to figure out how do we get to t he --
13 so we have it in front of us and we get you
14 some answers. I don't know, Ms. Dwyer, do you
15 want to ask it or Mr. Smart?

16 MS. DWYER: Well, we can provide
17 for the record the same information that Linda
18 Greenan provided Foxhall, but, as I said, the
19 university felt that because of the growth in
20 the population, that the Burl eith and West
21 Georgetown neighborhoods would be the ones
22 that should be studied by the consultant, so

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1 that Foxhall was not studied as part of that
2 analysis.

3 CHAIRMAN HOOD: Okay. And you may
4 want to expound on that when you do your
5 presentation.

6 MR. AVERY: Well, let me ask , I
7 want to, I think a little bit, probe a little
8 bit on how he did his study of the two areas,
9 just so I can interpret and understand what
10 those numbers mean in context.

11 So I want to just probe a little
12 bit on how you arrived at the numbers that you
13 did. It appears to me that what you did is
14 take the current graduate student percentage,
15 that share, that live in both Burleith and
16 then West Georgetown and simply multiply that
17 by the projected increase in the graduate
18 students, which is 967. Is that correct?

19 MR. SMART: We broke down the
20 categories as to which components were going
21 to grow, but, essentially, yes, we
22 extrapolated the current -- in one of our

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1 scenarios, we extrapolated the current
2 relationship of enrollment to place of
3 residence.

4 MR. AVERY: Did you just put all
5 graduate students together? Did you separate
6 them out by department or specialty, masters
7 versus PhD, for example?

8 MR. SMART: No. We did it by
9 graduate school. We did it by the continuing
10 studies.

11 MR. AVERY: Well, I would point
12 out in the report we received from Georgetown
13 that the medical students, 23 percent of the
14 medical students, live in Foxhall Village. 17
15 percent, according to their own records, live
16 in Burleith or West Georgetown. That's 40
17 percent.

18 And you're saying that only 4
19 percent of the graduate students, as you are
20 projecting, are actually live -- you are only
21 projecting 4 percent of the 967 will live in
22 West Georgetown or Burleith. So it's obvious,

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1 there is some kind of graduate students that
2 live very close to campus.

3 So the question would be are the
4 new students going to be more like med
5 students or are they going to be more like the
6 existing students?

7 MR. SMART: Well, we did not look
8 at medical students, but we understand what
9 medical students residencies are. We did not
10 look at them in terms of projections, because
11 they weren't projected to increase.

12 MR. AVERY: Well, aren't many --
13 at least by what we have been told, many of
14 the increases are in physical sciences. They
15 are PhD students in the physical sci ences.
16 Wouldn't it be reasona ble to believe they
17 would be similar? They got -- they tend to
18 have very good aid. They tend to be
19 interested in -- why should we believe they
20 are different than medical students in where
21 they want to live?

22 MR. SMART: I think perhaps

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1 another member could -- who is more exactly
2 familiar with the nature of that program.

3 An observation, based on my
4 experience, I do not have hard data to back
5 this up. I acknowledge that up front. But
6 our experience in talking with the graduate
7 students, medical students, leads us to
8 understand students in the MD program are
9 particularly interested in living close to
10 campus, because of their very demanding
11 schedule and the clinical rotations and other
12 work at all hours of the day and night that
13 they are doing at the medical center and
14 hospital.

15 That's a particular interest of
16 theirs that is, in my view, dissimilar in some
17 ways to the interest of other graduate
18 students, whether they are in the physical
19 sciences, the humanities, business, etcetera.

20 So the medical students in the MD
21 program, which is not growing, are
22 particularly motivated to live near campus and

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1 in a different way than is the case for other
2 graduate students.

3 MR. AVERY: Wouldn't you agree
4 that PhD students, Masters, the different --
5 there is a different propensity to want to
6 live close to campus. And their needs are
7 different. So that not every graduate student
8 is the same.

9 And you are not projecting to grow
10 like a balloon. You are not projecting every
11 department to grow by 20 percent. It's a
12 selected growth. Is that correct? Certain
13 departments will grow a lot, others will not
14 grow at all.

15 MR. SMART: I think that there is
16 some general ideas for the departments before
17 that growth will happen. I don't think that
18 we have a particular data sheet or
19 particularly precise understanding of exact
20 numbers and exact programs. We have a general
21 sense of patterns of growth across broad areas
22 for a graduate population.

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1 MR. AVERY: Okay.

2 MS. DWYER: If I could just say,
3 that would have been a question for Dr.
4 O'Donnell, at the last hearing. He is the
5 witness who testified on enrollment and the
6 categories of students in the growth areas.

7 MR. AVERY: Okay . Mr. Smart,
8 typically, when people -- when economists make
9 projects, they don't just project an estimate.
10 They also look at ranges, at variation.

11 Did you do this in your
12 projection? Did you project the plus or
13 minus, an upper bound of the number of
14 students that would potentially live in
15 Burleith or West Georgetown?

16 MR. SMART: In our background
17 work, yes, we did. We did an analysis to show
18 that there is a fewer proportion of the
19 targeted growth students for graduate school
20 living in the Burleith and West Georgetown
21 neighborhoods now than there was 10 years ago.

22 And with that stated in our

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1 report, which is a decline of some 50 percent,
2 we took the upper end of the range. In fact,
3 we went beyond the upper range in terms of the
4 projection, we then subsequently used, to
5 estimate the number of residential impacts.

6 MR. AVERY: But --

7 MR. SMART: The actual number is
8 3.6 percent, if I recall correctly, as the
9 maximum number that over the historical
10 perspective would be living in those
11 neighborhoods. And we straight-lined that
12 into the future at 4 percent, so we felt we
13 had collared, if you will, the upside or the
14 tall side of what would be the possible
15 impact.

16 MR. AVERY: Remember, 17 percent
17 of medical students live in Burleith and West
18 Georgetown. So are you really telling us that
19 you are very confident this number won't be
20 more than 4 percent without even having looked
21 at what the distribution of these students
22 across the different departments is and the

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1 propensity of those department students
2 currently to live in these areas?

3 MR. SMART: Yes. For the
4 aforesaid reason that if we had done a range,
5 we would have had a lot lower number included.

6 MR. AVERY: But by what you just
7 said, you are not growing up proportions.
8 It's not like every department is growing at
9 the same rate. So the point is you have not
10 done that kind of department level projection?

11 MR. SMART: No, we have not done.
12 And as we stated earlier, I don't believe
13 those numbers are -- have been generated by
14 the college. And we are comfortable it simply
15 took a number that allowed for more growth
16 than we would have forecast simply on the
17 historical numbers that we were accepting
18 would be a margin of error, if you want to
19 call it that, that might generate more demand
20 than historical record would illustrate.

21 MR. AVERY: But the difference
22 between 3.6 and 4 percent is only 4 students

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1 out of 1,000, that's hardly a robust upper
2 bound.

3 Your report doesn't seem to have
4 any -- it looks like what you have done is
5 simply estimate the projected number of
6 students. Did you make any attempt to
7 estimate the loss to local residents of the
8 conversion from non-student occupied to
9 student occupied?

10 MR. SMART: The loss in?

11 MR. AVERY: Potential impact on
12 the neighborhood in terms of loss of household
13 -- of the value of the houses, loss to the
14 District in terms of tax revenue, etcetera.

15 MR. SMART: We did look at impacts
16 with respect to value. We did not look at, if
17 there is a loss associated with the District
18 income, District taxes.

19 MR. AVERY: Okay. Thank you. Let
20 me turn to the loop road. And I'm not sure
21 really who -- are you -- who to ask on these
22 questions. I suggest -- I suspect it's Mr.

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1 Van Pelt, but I -- so some of these are issues
2 of I want -- what I really want to understand
3 here is what is Georgetown's understanding
4 about the scenic easement?

5 What does it mean? And what are
6 the implications? What does it do? What is
7 your responsibility under that scenic
8 easement?

9 So I want to -- I think, everybody
10 knows where the loop road is. Is it in that--
11 do I need to refer to an exhibit?

12 MS. DWYER: I have just a point of
13 clarification. I'm not sure what the
14 relevance of the scenic easement is, because
15 the road is not within the scenic easement.
16 It is entirely on university property and
17 outside of the easement area.

18 MR. AVERY: So let me -- so then
19 let me -- so maybe you are the person to ask.
20 Why was it necessary then to get the
21 permission of the Park Service?

22 MS. DWYER: The university

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1 consistently works with the Park Service to
2 make sure that they get their approval for any
3 projects that are on that portion of the
4 property. And we felt it was important to
5 meet with them and to go over conditions to
6 the loop road that would meet with their
7 satisfaction.

8 MR. AVERY: But you are saying
9 that the easement itself strictly interpreted
10 would not prohibit you from building this
11 road? You don't need their permission to do
12 it.

13 MS. DWYER: This road is entirely
14 on university property with the exception of
15 tie-backs as we mentioned at the last hearing.
16 Again, because the Park Service is an
17 adjacent property owner, the university works
18 with them. But no portion of this road is
19 going to be within the easement area, so I
20 don't know that any questions about the
21 easement area are relevant.

22 MR. AVERY: Well, will any of the

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1 retaining walls be in the easement area?

2 MS. DWYER: No.

3 MR. AVERY: Will the storm drain
4 off go into the easement area?

5 MS. DWYER: No.

6 MR. AVERY: There is a provision
7 in the easement, in the scenic easement, about
8 building a -- limiting the road -- a road to
9 service vehicles.

10 MS. DWYER: This road is not in
11 the easement area, so that's not relevant.

12 MR. AVERY: Is it al so the case
13 there is a pr ovision that there cannot be a
14 north/south road that connects Reservoir and
15 Canal?

16 MS. DWYER: That is part of the
17 easement as was testified at the last hearing.

18 MR. AVERY: But that, you are
19 arguing that does not pertain to the road that
20 you are proposing to build?

21 MS. DWYER: This road i s not
22 connecting the north and sout h. There is no

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1 through connection to Reservoir Road. It is a
2 loop road that simply provides access for
3 people on the northern end of the campus to
4 use the GUTS bus. But it does not go through.
5 It's a loop road.

6 CHAIRMAN HOOD: Is there any way
7 we can put up a slide, so we can refresh our
8 memories about the loop road? And I, too, Ms.
9 Dwyer, am just not following the issue about
10 really not having to meet with the Park
11 Service. Maybe I'm -- you know, I want to
12 make sure we probe that question a little
13 more.

14 But if we could put the slide up?
15 And I don't mean to interrupt your cross
16 examination, but we want it.

17 MS. DWYER: Well, we do not have a
18 slide with us this evening. What we have, if
19 you look at the Campus Plan prehearing
20 submission and you look at Exhibit M, it shows
21 the location of the loop road.

22 CHAIRMAN HOOD: Okay. I just

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1 wanted to get it so ev erybody can see it.
2 Okay. Again, explain again why you met with
3 the Park Service. Most people don't meet with
4 somebody they don't have to meet wit h to get
5 approval from. That's just an extra layer.
6 We're trying to cut that out, so I don't want
7 to take his cross-examination, but I'm just
8 curious, too.

9 MS. DWYER: Initially, because of
10 the concerns raised by the community and
11 others about the location of the loop road and
12 the impact on the park, the university started
13 meeting with the National Park Service and I
14 think earlier versions of the loop road did
15 impact the easement area.

16 And based on meetings with the
17 National Park Service, we were asked to look
18 at locating the road entirely on university
19 property. So we met with the Park Service
20 over the course of the last year to make sure
21 that we, in fact, were designing the road
22 entirely on university property and not within

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1 the easement area.

2 CHAIRMAN HOOD: Okay. I actu ally
3 have some more questions on that , but I don't
4 want to interrupt your time.

5 MR. AVERY: Maybe I'll ask your
6 question perhaps.

7 CHAIRMAN HOOD: That's why I'll
8 wait. Okay.

9 MR. AVERY: So let me understand
10 it then. Is there anything legally in your
11 view that restricts you connecting, f or
12 example, Reservoir and Canal Road using this?
13 I'm not saying that you are going to do that,
14 but there's nothing in the Park Service
15 easement, there is nothing that prohibits you
16 from doing that?

17 MS. DWYER: The Park Service
18 easement does provide that the university will
19 not connect the north and south ends of
20 campus, that there will not be a through road.
21 That was also a requirement of the Campus
22 Plan in 1990, that there not be cut -through

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1 traffic through the university.

2 So there is no roadway that does
3 that within the university. There are gates
4 that control access. And that has been done
5 for the last 20 plus years.

6 MR. AVERY: Well, what about the
7 use of the road? So the easement makes
8 reference to only service vehicles. But as
9 I'm understanding it, you are saying because
10 it is on -- there is really nothing that
11 restricts you from -- you can put construction
12 vehicles on that. You could put ambulances on
13 that. You could put regular traffic on that.

14 I'm not saying you will, but is
15 there anything that restricts you from doing
16 that?

17 MS. DWYER: Nothing except a
18 condition in the Zoning Commission Order that
19 we're restricted to use by GUTS buses only,
20 which is the plan.

21 MR. AVERY: So only if the
22 Commission were to order that, and if they

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1 didn't order that, then any traffic could use
2 this?

3 MS. DWYER: We would propose that
4 as a condition. Our goal is to use that for
5 GUTS buses only and limited use by service
6 vehicles for access, you know, maintenance
7 facilities type work. But otherwise, no cars
8 and no other use of that road. And we would
9 be happy to provide that as a condition in the
10 Campus Plan order.

11 MR. AVERY: But there is nothing--
12 there will be a gate, but there will be
13 nothing physically, this road will connect
14 north and south. Is that correct?

15 MS. DWYER: The road --

16 MR. AVERY: The gate.

17 MS. DWYER: -- will not connect
18 north and south.

19 MR. AVERY: But as I understand
20 it, you can now drive from Reservoir down to
21 the helicopter pad and you are now going to
22 have the loop road connect there and it will

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1 drive -- it will connect to Canal Road. Won't
2 it -- this road will run all the way from --
3 I'll be able to drive, if the gate were out --

4 MS. DWYER: Right. There is an
5 existing gate there that controls and that
6 will continue.

7 MR. AVERY: Okay. How wide is the
8 road? Is the road as planned, is it two-lane
9 or one-lane?

10 MS. DWYER: It's one-lane road and
11 I'll ask Mr. Van Pelt to talk about the width
12 of the road.

13 MR. AVERY: Okay.

14 MR. VAN PELT: The typical section
15 for the road is 18 feet, which is really meant
16 more for one-way traffic. And then it
17 actually narrows down to about 12 feet by the
18 McDonough Gymnasium.

19 MR. AVERY: But the road is
20 currently being used by service vehicles.
21 Will a bus be able to pass a service vehicle
22 on this road?

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1 MR. VAN PELT: Well, yes. I mean,
2 there is enough width there for a bus to be
3 able to do th at, but there would be limited
4 service vehicles back there.

5 MR. AVERY: So a regular c ar could
6 not pass a bus on the road, for example?

7 MR. VAN PELT: At 18 feet, yes,
8 you could.

9 MR. AVERY: How m any -- so let me
10 talk about how this road is going to be used.
11 How much traffic is going to be on this? How
12 many bus routes do you currently -- or how
13 many routes are you planning to operate on the
14 loop road?

15 MR. VAN PELT: Well, there is five
16 shuttle routes there today on -campus. This
17 really would be used for four of them.

18 MR. AVERY: So how early in the
19 morning to those routes start?

20 MR. VAN PELT: I believe 7:00 is
21 the, I think, earliest.

22 MR. AVERY: Well, my understanding

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1 is that there is a Rosslyn bus at 4:45?

2 MR. VAN PELT: 4:45? Well, wait a
3 minute.

4 MR. AVERY: I don't know about
5 you, but, for me, 4:45 and 7:00 are pretty
6 different times.

7 MR. VAN PELT: Oh, okay, it begins
8 at 5:00. But the headways increase at 7:00.
9 I'm sorry.

10 MR. AVERY: Okay. And how late at
11 night to do the -- does the Rosslyn bus run?
12 When does it stop?

13 MR. VAN PELT: Do you know? 12:00
14 midnight.

15 MR. AVERY: Okay. You are
16 anticipating a lot more traffic using the GUTS
17 buses. Do you see these as -- is there
18 anything -- do you see these potentially being
19 used 24 hours a day?

20 MR. VAN PELT: No t that -- there
21 has been no discussion of that that I have
22 been part of.

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1 MR. AVERY: Okay. How many stops
2 are there going to be on the loop road?

3 MR. VAN PELT: On th e loop road
4 itself? None.

5 MR. AVERY: So it's not b eing used
6 to -- you are not using the loop road -- no
7 additional passengers ar e being picked up
8 because of the loop road?

9 MR. VAN PELT: The loop road
10 really is to serve return -- create the loop
11 for the circulation pattern.

12 MR. AVERY: How do you en vision --
13 could this road be used for -- if there were a
14 hospital built on North Kehoe Field, could
15 this -- how would that impact the use of this
16 loop road?

17 MR. VAN PELT : That's not the
18 intention to use it for that purpose.

19 MR. AVERY: But if the road runs
20 right next to the hospital, it would be pretty
21 hard not to use it.

22 MR. VAN PELT: Yes, I don't k now.

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1 I mean, the future of the hospital and the
2 plans for the hospital are uncertain, at this
3 time. I have not seen any plans that would
4 indicate that there would be any access there.

5 So I don't know how else to answer that
6 question.

7 MR. AVERY: Well, this would be a
8 bus route that would literally run around the
9 hospital, but you don't see how that --

10 MS. DWYER: I would object. There
11 is no plan yet for the hospital and that would
12 be addressed as part of a further processing
13 application. This is all conjecture.

14 MR. AVERY: Okay. Let me turn to
15 the issue of alternatives. I asked your
16 planner last time if they had considered -- if
17 two buses could pass on West Road, which
18 would, obviously, be something one would
19 either know or not know when they looked at
20 it, seriously, as an alternative. And he
21 didn't know.

22 So let me ask you if this

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1 alternative has actually been seriously looked
2 at. Can two buses currently pass on West
3 Road?

4 MR. VAN PELT: For most of West
5 Road, the pavement is wide enough that they
6 could pass, but it does neck down as you get
7 up to the -- near the student -- or near the
8 conference center it's 19.5 feet with a
9 retaining wall on one side and then a 3 foot
10 sidewalk right on the other side, so which is
11 very tight and not something that we would be
12 -- that we would see as acceptable for two-way
13 bus traffic and pedestrian traffic.

14 MR. AVERY: How much would you
15 cost -- estimate it is going to cost to build
16 the new loop road?

17 MR. VAN PELT: I don't know. I
18 have not been --

19 MR. AVERY: You have to build --
20 it has to be a new road. You have to provide
21 support. You have to pave it. I would
22 imagine it's substantial cost. It looks like

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1 you are looking at at least several hundred
2 yards of new pavement, of new road.

3 MR. VAN PELT: Yes, I have not
4 studied what that -- what the cost would be on
5 that.

6 MR. AVERY: Do you think it would
7 be more -- less than the cost of widening West
8 Road at a few points?

9 MR. VAN PELT: Well, West Road has
10 a very large retaining wall on one side of it
11 and I'm not a civil structural engineering,
12 I'm a transportation engineer, but I could
13 just see that any widening of that would have
14 a significant impact to that retaining wall
15 and is not going to be inexpensive.

16 MR. AVERY: But do you really want
17 me to believe that it is potentially more
18 expensive to widen West Road than it is to
19 build an entirely new road on the edge of a
20 very steep embankment on Glover-Archbold Park?

21 MS. DWYER: If I could just
22 clarify for the record, most of the road is

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1 existing. There are only short areas that
2 need to be connected, so it is not
3 constructing the entire loop road down the
4 western parameter campus.

5 MR. AVERY: I understand that.
6 Having walked it many times, there are several
7 hundred yards though that need to be built
8 that are currently golf cart wide paths. It
9 has to be widened in a number of places. So
10 I'm just trying to get a -- we are trying to
11 understand why this particular alternative has
12 been chosen, rather than the obvious
13 alternatives that Mary Cheh made reference to.

14 And I'm -- we are very -- we are
15 perplexed by this. And I'm trying to
16 understand whether this is an issue of
17 expense. And I do -- so I'm trying to
18 understand why the obvious alternative of just
19 turning around, coming down West Road, isn't
20 an obvious way to go?

21 MR. VAN PELT: Well, I mean, one
22 of the issues is that along with the retaining

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1 wall, it's just the width of the Lombardi
2 Circle itself.

3 We have looked at what physical
4 room it would take to be able to try to create
5 a bus depot in this area. You know, we are
6 talking about vehicles that have very large
7 turning radius. It just won't work in this
8 area. And when you combine that with the
9 activity that already takes place there as a
10 very active pick-up and drop-off for the
11 cancer center, it just -- there are a lot of
12 things that conflict with one another there.

13 MR. AVERY: Well, how much would
14 you have to push -- you could move North Kehoe
15 Field. There is plenty of room on the other
16 side. How much would you have to push it
17 back? 20 feet? Would that provide enough
18 turning radius?

19 MR. VAN PELT: No. Significantly,
20 you would -- much more than that. You would
21 have -- you would significantly impact the
22 field. I mean, to the point where you would

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1 wipe out a very large portion of it.

2 MR. AVERY: These are not 300 feet
3 buses. How -- I find that -- I would like to
4 see the -- how much realistically you would
5 have to cut back. I find it hard to -- this
6 is a soccer field. That you have to take out
7 the majority of the soccer field in order --

8 CHAIRMAN HOOD: Mr. Avery?

9 MR. AVERY: -- have room for a
10 bus.

11 CHAIRMAN HOOD: Here is what I'm
12 going to ask you to do. I let a lot in that I
13 probably shouldn't have. But I think the
14 rationale is the way you are asking the
15 question. Obviously, you know what's going on
16 over there, so you put what you know is going
17 on into your questions.

18 I think the best way for us to
19 deal with this is to ask a question instead of
20 saying you know that, you know, of the things
21 you know. And when you get ready to do your
22 presentation, you can refute that. And you

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1 can tell us why should -- what's so great
2 about West Road when you do your presentation.

3 But right now, you just want to
4 ask him questions. He is going to answer and
5 then you go to your next question.

6 MR. AVERY: Okay. When did you --

7 MS. DWYER: And if I could --

8 MR. AVERY: -- consider West Road
9 as an alternative for turning around?

10 MR. VAN PELT: It was looked a t
11 with all the other alternativ es during t he
12 Campus Plan process.

13 MR. AVERY: Do you have an
14 estimate of how many feet back yo u would have
15 to move North Kehoe Field in order to
16 accommodate a turn around?

17 MR. VAN PELT: That's info rmation
18 that we will pla n to provide when we submit
19 our rebuttal in terms of, you kno w, what that
20 space needs to be, because we have looked at
21 several alternatives really to accommodate a
22 significant amount of ridership.

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1 There are too many riders a year
2 using this system. We are not talking about
3 just a turn around. We need to provide the
4 space for those buses to be able to turn
5 around, for passengers to be able to queue up
6 and store. That takes a significant amount of
7 space.

8 MR. AVERY: But you are also
9 planning to use that as a stop anyway on the
10 loop road, and so you would have to have --
11 you would have to do that part anyway.

12 MR. VAN PELT: But the --

13 MR. AVERY: The only additional,
14 is it not true, thing would be to turn around?

15 MR. VAN PELT: There is a big
16 difference though between just a stop on the
17 loop road and an actual turn around area and
18 still accommodate all the other activities
19 that take place in this area.

20 MR. AVERY: All right. Let me --
21 the last thing I want to understand, one final
22 thing on the issue of the scenic easement. It

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1 is my understanding that the scenic easement
2 was granted as part of the Canal Road
3 entrance. Is that correct?

4 MS. DWYER: That's correct.

5 MR. AVERY: And it -- did it --
6 what -- did it constitute the 20 percent
7 matching funds for a federal highway? No?

8 MS. DWYER: That I'm not aware of.
9 I don't know that.

10 MR. AVERY: Okay. But it was
11 granted by Georgetown as its contribution to
12 this swap of land and the arrangement with the
13 Federal Highway Commission to build the
14 intersection. Is that correct?

15 MS. DWYER: That's correct.

16 MR. AVERY: What does Georgetown
17 see as its responsibility under that easement?

18 MS. DWYER: Again, I would object
19 to your asking me this question, because the
20 easement is not the subject of this hearing.
21 There is nothing that is taking place in that
22 easement area.

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1 MR. AVERY: Well, then that is an
2 interpretation, is it not, of what the
3 responsibility that you can build a road and
4 you don't have -- the easement does not in any
5 way hinder your ability to use the extreme
6 west end of the campus. That's what I'm
7 trying to understand.

8 I want to say well, what is the --
9 what does the scenic easement mean? What is
10 your interpretation of the scenic easement?

11 MS. DWYER: A nd I would object
12 that that is not rele vant. The scenic
13 easement is not the subject of these
14 proceedings. It has been in place for however
15 many years. There is no Campus Plan
16 development that is proposed for it. There is
17 no road development. There is nothing that is
18 taking place in the scenic easement area.

19 CHAIRMAN HOOD: Mr. --

20 MS. DWYER: It remains as a scenic
21 easement.

22 CHAIRMAN HOOD: Mr. Avery, help me

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1 understand how you are tying in this scenic
2 easement to the loop? How is all this tied
3 in?

4 MR. AVERY: The neighbors have
5 been led to believe that there was -- one of
6 the reasons that there was -- there is a lot
7 of objection to the entrance at Canal Road, at
8 the time, in terms of Ward 3, and the light
9 coming out.

10 One of the things that we were
11 told is that there was a significant
12 concession on Georgetown's part by granting a
13 scenic easement. It was the contribution 20
14 percent matching funds for the highway.

15 And it was part of a concession to
16 the community that this was a meaningful
17 contribution on the part of Georgetown. We
18 interpreted that as saying there would be no
19 road there, that -- the conditions that they
20 laid out.

21 What I'm hearing here, and I'm
22 trying to understand, is that Georgetown

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1 doesn't seem to see that as required or
2 implied. And I'm trying to ask well, what did
3 they give away? It's 20 percent of a \$ 7
4 million project, that's \$1.4 million.

5 What responsibilities does that
6 entail? What did that mean? Because I'm
7 hearing that putting a road that is 2 inches
8 from the edge of the easement doesn't -- isn't
9 covered by that condition.

10 CHAIRMAN HOOD: Okay. Let me --
11 okay, thank you. Ms. Dwyer, do you all have
12 an answer?

13 MS. DWYER: The answer is that the
14 scenic easement is a protected area. It is
15 defined. And this road is not within that
16 area. It is adjacent to it. And that's
17 perfectly appropriate for the university to do
18 on its property, something adjacent to a
19 scenic easement.

20 It does not change the fact that
21 the university made that significant
22 contribution. The easement area is huge. It

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1 is protected. It stays. There is nothing the
2 university is doing to change that or to
3 violate that.

4 CHAIRMAN HOOD: Okay. Let me
5 interrupt again. Mr. May?

6 COMMISSIONER MAY: Ms. Dwyer, I
7 just had a question. You said when you
8 started talking about the easement that there
9 wouldn't be anything located in the easement
10 except tie-backs.

11 MS. DWYER: Tie -backs, which are
12 underground.

13 COMMISSIONER MAY: I know exactly
14 what tie-backs are. The question I have is
15 that one of the conditions in the Park Service
16 letter is that all construction necessary to
17 build this road would be done from within the
18 university's property, which means that the
19 Park Service has no intention to issue permits
20 for you to install tie-backs within the
21 easement.

22 MS. DWYER: We -- that --

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1 COMMISSIONER MAY: At least that's
2 the way I would interpret it. So maybe you
3 can enlighten me?

4 MS. DWYER: That was specifically
5 discussed when we met with them and they
6 agreed to the tie -backs, because those are
7 below-grade, essential for the retaining wall
8 and not in any way a structure above-grade or
9 anything to impact the easement area.

10 We can get clarification from them
11 if you would like that.

12 COMMISSIONER MAY: I think you
13 absolutely need to, because, again, it doesn't
14 say that there couldn't be something
15 underground. What it says is that all
16 construction would have to occur from within
17 your -- within the university's property.

18 MS. DWYER: We can get something
19 from them clarifying that, but I know -- I was
20 at the meeting and I know that was
21 specifically discussed.

22 COMMISSIONER MAY: Okay.

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1 MS. DWYER: And understood.

2 COMMISSIONER MAY: Okay. That
3 would need to be clarified.

4 MS. DWYER: All right.

5 COMMISSIONER MAY: There are other
6 conditions that are described in the letter
7 and I think we would want to know very
8 specifically how you intend to meet those
9 requirements, including things like mitigating
10 the noise and the lights and so on.

11 MS. DWYER: Yes.

12 COMMISSIONER MAY: And those
13 require, I mean, I think, some very specific
14 information about how the road would be
15 designed and, you know, whether it might be
16 fenced or things like that.

17 MS. DWYER: Yes.

18 COMMISSIONER MAY: So, you know,
19 we will need to know a lot more than simply
20 what is in the letter.

21 MS. DWYER: Yes.

22 COMMISSIONER MAY: And that you

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1 agree with it.

2 MS. DWYER: We will provide that.

3 COMMISSIONER MAY: All right.

4 CHAIRMAN HOOD: Because let me
5 just add to that. The way I read the letter,
6 it's not a singing endorsement. I mean, it's
7 not loud. I mean, so and then I look at all
8 of the laundry list of things that they are
9 asking you to do , I have actually read this
10 one sentence quite a bit in the first
11 paragraph trying to figure it out, because I
12 know you mentioned yo u said you had t heir
13 support. Am I correct?

14 MS. DWYER: No objection. I mean,
15 I --

16 CHAIRMAN HOOD: Okay. You said no
17 objection.

18 MS. DWYER: Right.

19 CHAIRMAN HOOD: Okay. Well,
20 anyway, we just got that. And maybe I need to
21 read it a few more times.

22 COMMISSIONER MAY: I think the

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1 operative word is that the Park Service is
2 disappointed by this.

3 CHAIRMAN HOOD: It looks --

4 COMMISSIONER MAY: And the Park
5 Service is not happy about this, but I think
6 there is an understanding that it is -- if
7 it's outside the scenic easement, there is not
8 a vehicle for simply saying no.

9 However, you do have to make clear
10 how you intend to live with the conditions
11 that are here.

12 MS. DWYER: Yes, we will do that.

13 CHAIRMAN HOOD: And there are nine
14 conditions, at least, or maybe more. Okay.
15 Excuse us for interrupting.

16 MR. AVERY: I'm almost done. Let
17 me ask -- one of the things that was asked,
18 was for -- I think this was for the
19 transportation study to gather information on
20 decibels, decibel noise for buses. How far it
21 would be heard. Is that something that, I
22 think, Mr. May, you may have also asked for

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1 that? Ann Haas d id. Is this something that
2 will be forthcoming?

3 MS. DWYER: Yes. The university
4 has retained a consultant to study that.

5 COMMISSIONER MAY: That's one o f
6 the Park Service's conditions, I think, is an
7 acoustical engineer to study this.

8 MR. AVERY: Okay. That's it for
9 me. Thank you.

10 CHAIRMAN HOOD: Thank you very
11 much, Mr. Avery. Let's go to the Office of
12 Planning's report. And let's do the Office of
13 Planning's report and DDOT's report together.

14 And let me just s ay this. We are
15 anticipating trying to -- that we start trying
16 to wind down at 10:00 and we would be finished
17 at 10:30 for the night. So t hat's the goal.
18 We're going to try to stop tonight at 10:30.
19 Okay?

20 MS. STEINGASSER: I'll try to meet
21 that time frame.

22 CHAIRMAN HOOD: Put it like t his,

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1 I was told when we are going to try to stop
2 tonight.

3 MS. STEINGASSER: Okay. Yes, sir.
4 The Office of Planning report is out. We
5 issued it last week. And it starts with a
6 very true statement that the universities are
7 an important part of the District's
8 intellectual and cultural life.

9 And the Office of Planning is very
10 sensitive to what all universities, including
11 Georgetown, have contributed to the city, both
12 in terms of their reputation and the city's
13 image.

14 However, when we analyzed the
15 application, we had to stay within the context
16 of the regulatory structure. And it wasn't --
17 we didn't have the ability to weigh the
18 benefits and the outstanding external effects
19 that the university brings to this. We had to
20 stay within the regulatory structure of
21 Section 210 in the Zoning Regs.

22 And that was a very clear

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1 structure that talks about that the university
2 should have no objectionable conditions that
3 result on the neighbor hood, either due to
4 traffic, students, noise or other
5 objectionable conditions. And we kept that
6 very seriously in mind.

7 The regs further go on to say that
8 Section 210 allows for special exception in
9 the context of 3104 of the D.C. Zoning Regs
10 and that talks about no adverse impact on the
11 neighborhood.

12 So we had that regulatory
13 structure in our mind as we looked at the
14 application submitted and as was subsequently
15 revised through the prehearing statement.

16 So in brief, our recommendation s
17 come down to an acceptance of the university's
18 undergraduate enrollment cap, which we
19 accepted, a maximum enrollmen t cap, which we
20 felt needed to be somewhat mo dified based on
21 a history -- excuse me, a re view of the
22 history and digging through the numbers in the

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1 application and the prehearing statement.

2 We also talked about university
3 housing and that got to the issues of how the
4 university housed the current students, what
5 had been their historic context of housing,
6 how could the future growth proposed under
7 this application be accommodated.

8 And that housing could be both on -
9 campus or off-campus. We were very clear not
10 to, even though the heading of that says
11 campus housing, we talked about university -
12 provided housing and that could be through the
13 provision of beds.

14 We recommended a condition that it
15 be outside of the ZIP Code 20007, which is the
16 area that is currently bearing the biggest
17 brunt of the off-campus housing and the off -
18 campus student behavior.

19 We proposed some standards and
20 some numbers that we felt were necessary, not
21 in their absolute, but to give guidance to the
22 Zoning Commission in the recommendation that

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1 we felt like just stating that it should be
2 done and it should be done within this time
3 frame. We didn't give the Commission enough
4 analysis or enough guidance as to what we were
5 thinking might serve to offset some of these
6 objectionable conditions that were created on
7 the neighborhood.

8 We also then talked about some
9 enrollment calculations. The university has a
10 history of averaging, which OP felt does not
11 adequately represent the full impact of the
12 students on-campus.

13 It doesn't matter if over the
14 course of a year there is only 8,000 students.
15 You know, one semester there is 12,000 and
16 they are creating an enormous impact, there is
17 really no accounting for what happens to them.

18 Are they still in the community, but they are
19 no longer enrolled?

20 And that there is a lesser impact
21 in the second semester. We felt that it would
22 be a better representation that they be

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1 calculated absolutely for each semester.

2 We also then looked at the medical
3 facilities and felt that under the current
4 plan, especially once the prehearing statement
5 removed the request for 1,000 and then reduced
6 later to about 800 additional parking spaces,
7 that the proposal to include upwards of, I
8 think it was, just over 600,000 square feet of
9 new hospital space, we got a real
10 understanding of what that hospital space was
11 going to be and how it actually interplayed.

12 We have heard additional
13 information orally from the applicant in
14 meetings prior to this that they are looking
15 at other sites beyond what is shown in yellow
16 in the Campus Plan illustration that brought
17 the hospital down further into the campus and
18 created a real uncertainty in how that land
19 use was going to actually be -- how it would
20 actually result. And then also, its impact in
21 terms of traffic and circulation that we have
22 been hearing about tonight.

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1 And we have heard testimony
2 tonight twice "that there was no plan for the
3 hospital and that plans for the hospital are
4 uncertain."

5 And so based on that, we felt that
6 600,000 square feet, as an addition to a
7 hospital, was really a tremendous amount not
8 to have a better understanding of how that
9 facility would work.

10 Hospitals, as you know, are not a
11 permitted use unto themselves. They are in
12 this zone. They are only allowed through the
13 Campus Plan, so we felt that that needed to
14 come back to us as an amendment to the
15 Comprehensive Plan.

16 And we also felt though that there
17 were many elements within the medical facility
18 proposal that could go forward and we
19 enumerated those in our recommendation. We
20 also felt that a little bit more information
21 on the details of what constitutes employees,
22 temporary employees, when does a graduate

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1 student move over into being in a category of
2 an employee and kind of ferreting through that
3 information would be helpful to the Commission
4 in understanding that.

5 So we kind of went through that.
6 That's our bulk recommendation. We also then
7 approached the analysis process and we started
8 with the Comprehensive Plan as we always do.
9 And the Comprehensive Plan has a lot of
10 language about the relationship between large
11 institutional uses and the Residential
12 Districts in which the live and their
13 neighbors.

14 We started with that. We looked
15 then at the land use element of the plan,
16 which identifies the surrounding neighborhoods
17 to Georgetown, which is owned primarily
18 overwhelmingly, let's say, in R-3, which is a
19 residential low density neighborhood.

20 So the map identified that as a
21 neighborhood conservation area. And that was
22 a very guiding point for us to keep in mind

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1 also as we looked through the Regulatory
2 Structure B. The neighborhood conservatio n
3 area identifies clearly that insti tutional
4 uses are, indeed, to be part of that
5 neighborhood, to be part of that conservation.

6 But it also talks about the fact
7 that there is a guiding philosophy in how
8 those institutions need to interact with that.

9 And the guiding philosophy of conserving and
10 enhancing neighborhoods within that
11 neighborhood category and that the growth "of
12 private institutions" has generated
13 significant concern for many neighborhoods.

14 And the concerns relate both to
15 external impacts, parking, traffic and to the
16 broader concerns of the ch aracter of the
17 community in which the i nstitutions are
18 concentrated for expanding.

19 So we started with that and then
20 we moved further into the Zoning Reg s and we
21 started looking at the intent of the special
22 exception, which talks about the intent and

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1 integrity of the Zone Plan and the Zone
2 Regulation. We then looked at the regulation
3 and the intent of the R-3 Residential Zone.

4 And the R -3 Residential Zone is
5 designated, essentially, for row dwell ings.
6 It does acknowledge that it is i ntermingled
7 with one family detached dwellings and some
8 semi-detached and it talks about maintaining a
9 family life environment in conjunction with
10 permitted related uses, institutions being one
11 of those related uses.

12 So we continued moving through
13 then the code section of Section 210, which is
14 the special exception and we looked at the
15 proposed number of students. And we spent a
16 lot of time in our report talking about
17 proposed number of students, the history of
18 the students, trying to break down some of the
19 information between the application, between
20 what we had seen on some of t he websites and
21 what we had seen in the prehearing statement
22 and trying to understand the undergra duate

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1 history the cap has proposed now versus the
2 cap as proposed and how that counting
3 methodology had changed.

4 And we then looked at what
5 constituted, you know, the traditional
6 undergrads, the graduate students, the School
7 of Continuing Education, the medical students
8 and just trying to get a real sense of how
9 many student, how do they interact and how are
10 they being treated differently.

11 We also then kind of plotted that
12 out and provided that data to you in the
13 report of the tremendous growth in
14 nontraditional undergraduate students. And in
15 the last 20 years, in the last two Campus
16 Plans, there has been no real cap on those
17 until now.

18 And as we looked at that growth,
19 it was tremendous. I mean, and now the
20 application requests 16,000 students and
21 that's an enormous amount of students to have,
22 we felt, in this really confined area.

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1 We looked also at the character of
2 this neighborhood, especially within the
3 context of its original, the original
4 construction and the street systems and its
5 physical character. It is a very unique
6 neighborhood, both Burleith, West Georgetown,
7 Foxhall and even the Cloisters, there is very
8 little continuous alley system.

9 The streets are much more narrow
10 than we see in the rest of the city. It
11 doesn't share the same, because it was built
12 first, large L'Enfant planned streets or even
13 the more suburban wider streets that you see
14 up in certain parts of the city where you have
15 a 50 foot right-of-way with a nice setback and
16 you've got alleys and parking.

17 These streets are very narrow
18 because only 20 percent in the West Georgetown
19 area even have any kind of continuous alley
20 and of that 20 percent, not all those alleys
21 are actually wide enough to get a car down.
22 But it puts all the services, all the parking,

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1 all the activity, that you would normally see
2 in a city, right on the street.

3 So there is an inability for
4 people to have that kind of private alley that
5 you might see in other parts of the city. So
6 we kept kind of that in mind.

7 And so then we kind of looked
8 through what was being proposed. We
9 appreciated what the university had proposed
10 in terms of a new counting system and we
11 thought that was really helpful to have an
12 absolute count. It certainly made it clear
13 when you compared it to how it had been
14 counted in the past, which was more of a
15 financial basis, so we felt it gave us a
16 better understanding of the undergraduate
17 students that would actually be there.

18 We have mapped those through a
19 series of maps that are in the report, I think
20 most people in the audience have seen it, that
21 kind of laid out how they distribute
22 themselves around the university. The

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1 addresses were given to us by the university.

2 I think they represented over 2,200 students.

3 We then were thinking, okay, what
4 is the impact of the student number? And we
5 plotted those against 911 calls. And then we
6 plotted those -- we also were provided some
7 information from the Citizen Association of
8 Georgetown. They shared some of their data
9 with us. They got that data through a Freedom
10 of Information Act request of the Metropolitan
11 Police Department, so we were comfortable that
12 that data provided by MPD was accurate data.

13 And we started looking at the
14 distribution of the frequency of 911 calls to
15 the location of students. And there was a
16 direct correlation we felt.

17 We also then looked at just the
18 presence of the students within the
19 neighborhoods. And those maps are there and
20 we're very clear that these numbers that you
21 see in our maps do not represent that 31
22 percent of the square is occupied solely by

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1 students, but rather that the students
2 represent 31 percent of the presence.

3 Some of the houses they may be all
4 students, they may be partially students, they
5 may be one student in a group of four non-
6 students. But it does show that there is a
7 large number, there is a large presence. I
8 think our highest number was 94 percent of one
9 square in the Burleith neighborhood has
10 university student presence.

11 So we worked through that. We
12 overlaid the MPD calls. And then we looked at
13 how those distributed over time and even
14 though the numbers fluctuated over time, there
15 was a direct correlation and a distinct
16 concentration within those areas where there
17 was a high percentage of students.

18 We also looked at the university's
19 position that they provide more on-campus
20 housing now than any of the other universities
21 in the city. And we recognize with the
22 exception of Gallaudet that, yes, indeed, they

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1 do and we provided those percentages in the
2 report.

3 However, what was important to us
4 was not that they provided more housing by
5 percentage, but, again, what is the impact of
6 those that are not being housed? Each
7 university in D.C. is extremely different in
8 its character and that gets back to the
9 character of the neighborhood in which it is
10 located.

11 Now, we have some universities
12 that are in high density neighborhoods with
13 very distinct high-rise residential around it.

14 We have some that are in very suburban low
15 density single-family detached types of
16 neighborhoods. Gallaudet is a very unique
17 neighborhood unto itself. Howard is its own
18 university. It has its own character up
19 there.

20 So while it was informative, it
21 didn't sway OP's position that the impact of
22 those that were not living on-campus did not

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1 carry an objectionable condition to the
2 neighborhood.

3 So we needed then to look through
4 the Campus Plan. And we looked at the history
5 of some of the previous orders. And with
6 that, I want to make one quick correction.
7 When we transposed a copy of -- on page 18 of
8 our report, Item 10 from the 2000 Campus Plan,
9 we cut and pasted it from a website and the
10 PDF copied an Item 10 at the very end that "no
11 then phased in at a rate of 110 more than 55
12 students." It should say no more than 55
13 students.

14 So if people got hung up on that,
15 that was a pure copy transposition.

16 So we then tried to look at the
17 percent again of growth over the time for the
18 universities for Georgetown, in particular.
19 And we came up with the recommendation that,
20 indeed, the number of students were having an
21 objectionable condition on the ability of
22 these neighborhoods to live within the intent

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1 of the Zoning Regs, within that R-3 intent of
2 having a single -family quiet residential
3 character as set out by the Comprehensive
4 Plan.

5 So recognizing, however, the need
6 for Georgetown to continue, and I don't think,
7 you know, certainly not OP would never
8 recommend that just a flat out denial, at this
9 point, recognizing that the university does
10 have very specific needs, we came to the
11 conclusion that we would recommend that the
12 university provide housing for 100 percent of
13 its undergraduates.

14 And that housing where we accepted
15 the 250 beds that the university has offered
16 would bring the standard up to 80 percent,
17 which is closer to what was proposed in the
18 2000 order. And then we proposed a tiering of
19 years, a tiering by percentage of years to
20 bring the housing up to the cap proposed by
21 the university.

22 If that cap was not met, we

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1 suggested then we bring the number of students
2 down to meet the beds. And again, we got a
3 lot of feedback informally through the blogs,
4 some of which we want to address directly. In
5 that, obviously, there is a category of
6 students that would not be included in the
7 housing requirement. They would be counted in
8 the undergraduate enrollment, but married
9 students, students with children, students --
10 undergraduates who have a religious reason not
11 to live in a residence hall or a physical
12 characteristic that would keep them from
13 living there.

14 That's an assumed exemption from
15 the housing requirement that we have seen in
16 other university campus plans, besides
17 Georgetown throughout the years. So that
18 would be an obvious extension. We would carry
19 that extension forward as well with this.

20 And, obviously, the commuting
21 students, so students who are living at home
22 or commuting from outside of the ZIP Code or

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1 even the District. We're happy to work
2 through -- we would have to fine tune where
3 that one comes down.

4 We also considered affordability.
5 We got a lot of colorful emails, I suspect
6 from a lot of students, that addressed the
7 issue of how can we force people to live in
8 these housing environments that they may or
9 may not be able to afford?

10 And by not saying how the housing
11 has to be provided, a lot of the other
12 universities we are seeing are having doubles
13 and triples, meaning two to three people in a
14 room, four people in a quad room. You know,
15 there are ways that housing can be provided
16 that the university could employ.

17 And we tried to keep that as
18 flexible as possible. We tried to really
19 maximize the flexibility on how the university
20 provides the beds. They don't all have to be
21 luxury suites. So we didn't want to get into
22 identifying their housing program, but we did

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1 feel that a comprehensive housing element was
2 critical to the success of this plan.

3 We also proposed a total
4 enrollment cap that is slightly lower than
5 what the university proposed. The original
6 cap is set at 16,000 with a proposed reduction
7 to 15,000 by 2013. We proposed -- after
8 looking through the numbers, trying to
9 calculate where they are now, we went through
10 the different applications and the prehearing.

11 We calculated where the caps are and now what
12 is the number of graduates and medical
13 students.

14 And then there is this range of
15 continuing ed studies and nurses students.
16 Rather than dictate what that would be, we set
17 that at 1,000. We added that together and
18 said, you know, this is the nontraditional
19 undergrad. And again, that flexibility we
20 felt got to the university's need to be
21 responsive to their mission and their
22 academics.

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1 We didn't want to imping e. We
2 didn't want to dictate that, but we did want
3 to find a number that would begin to lessen
4 the negative impacts on the neighborhood.

5 So in total, we felt like a fter
6 reading the application, meeting with the
7 university, meeting with the applicant, with
8 the neighborhoods that, indeed, a lot of these
9 neighborhoods are at a tipping point. And
10 that the most effective way would be to have a
11 University Housing Program.

12 In addition to that again, we
13 talked about the medical element and that's
14 where we came down in our recommendation.

15 CHAIRMAN HOOD: Okay. Thank you
16 very much, Ms. Steingasser. It was very in
17 depth and very complete. We appreciate it.

18 Commissioners, let me ask this.
19 Do we want to go to DDOT or do we want to ask
20 Ms. Steingasser questions first? Okay. So
21 we'll go to DDOT.

22 MR. JENNINGS: Good evening ,

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1 Chairman Hood, Commissioner selfridge and
2 Commissioner May. For the record, my name is
3 Jeff Jennings, a staff member at the District
4 Department of Transportation.

5 CHAIRMAN HOOD: Mr. Jennings?

6 MR. JENNINGS: Sir?

7 CHAIRMAN HOOD: I want to
8 apologize to you. They want to ask questions
9 of OP first.

10 MS. STEINGASSER: We're okay.

11 CHAIRMAN HOOD: So while it's
12 fresh. Okay. We are going to start off with
13 -- you go ahead and you start.

14 COMMISSIONER MAY: All right.
15 I'll go first. Okay. There is a lot of sort
16 of statistical analysis in the report and I
17 just want to understand some of this a little
18 bit better.

19 The number of Georgetown
20 University students living in ZIP Code 20007
21 was 2,300 roughly. And I didn't quite
22 understand what you were saying about the

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1 statistics on the map an what those actually
2 represent. And I'll get to that in a second.

3 But just overall, can you tell m e
4 what the total population is in ZIP Code
5 20007?

6 MS. STEINGASSER: I can get you
7 that. I don' t have that off the top of my
8 head, no.

9 COMMISSIONER MAY: Do you have any
10 ballpark? I mean, no idea at all? No? Okay.

11 Yes, I'm curious about that, because it's
12 helpful to understand the percentage. I mean,
13 I saw reference in your report to 20 percent
14 being sort of a tippi ng point, 20 pe rcent
15 students in a given neighborhood, it's a
16 tipping point. So without knowing what the
17 gross number is, it's hard to understand that.

18 Okay. So maybe you can e xplain to
19 me what the statistics me an on the map . I
20 mean, 94 percent you said does not actuall y
21 mean that 94 percent of the people in a square
22 are students, right?

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1 MS. STEINGASSER: It means that
2 the residences, that the addresses, 94 percent
3 of the addresses have a student
4 representation. So they -- 94 percent of
5 those addresses could be all students. They
6 could be partial students. They could be one
7 student.

8 COMMISSIONER MAY: Okay. Okay.
9 And but if it's -- we are talking about blocks
10 that are -- are they largely just row house
11 blocks? or is it possible that you could have
12 like a 30-unit building with a single student
13 in it and, therefore, it counts as a student
14 presence?

15 MS. STEINGASSER: There are very
16 few apartments. There are some apartments in
17 there.

18 COMMISSIONER MAY: Okay. Somebody
19 else wants to help you, I think.

20 MR. MORDFIN: What it is is it's
21 each residential address. So say you had a
22 30-unit apartment building, then that would be

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1 30 addresses. It wouldn't count as one
2 address. It's each individual unit.

3 COMMISSIONER MAY: But even if
4 it's a Unit --

5 MR. MORDFIN: It came up on --

6 COMMISSIONER MAY: -- 1 and you
7 are able to decipher, you are able to look at
8 your statistics and see that there is, even
9 though it's the same street address, if there
10 are 30 units, you are able to see that i t is
11 30 units?

12 MR. MORDFIN: The information that
13 we got also said Unit 1, Unit 2, Unit 3, Unit
14 4. And so that's how --

15 COMMISSIONER MAY: Okay.

16 MR. MORDFIN: -- I calculated it.

17 COMMISSIONER MAY: And so that
18 would count for properties where there is a
19 legal C of O for flats, but maybe not if they
20 were not -- if it was not a legal C of O?

21 MR. MORDFIN: Well, it also b roke
22 it down into flats. S o we would kn ow that

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1 there were more units. So --

2 COMMISSIONER MAY: So, I mean, you
3 would see flats if they were known to be
4 flats?

5 MR. MORDFIN: If they were known
6 to be flats.

7 COMMISSIONER MAY: Right.

8 MR. MORDFIN: Now, a lot of
9 information comes from tax revenue. We know
10 that that's not perfect.

11 COMMISSIONER MAY: Right.

12 MR. MORDFIN: But, you know, it
13 gives a general idea of what is going on
14 there. How many students that have an address
15 in that square compared to how many
16 residential addresses are in that square.

17 COMMISSIONER MAY: Okay. You
18 know, it might be helpful to understand what
19 those statistics really mean to do a sampling
20 where we see what is happening on a specific
21 block, so we understand what those numbers
22 really mean. Because I mean, looking at a

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1 number and seeing that 94 percent have a
2 student presence is just a shocking number.

3 And the other ones that I have
4 seen that were 79 percent, or what have you,
5 were similarly shocking. The idea that some
6 of them might be in the, you know, 30 percent
7 range, I guess, is, you know, already on the
8 border, but some of those really high numbers
9 are hard to understand.

10 So it might be helpful to drill in
11 a little bit deeper to understand that. Maybe
12 there is not much you can tell us more about
13 it, but if there is some further breakdown or
14 analysis you could do, I would appreciate it.

15 Do we have a sense of how this
16 number of students living in ZIP Code 20007,
17 how that compares to years passed? So you
18 have any statistics from what was one in the
19 last Campus Plan?

20 MR. MORDFIN: I don't have any
21 statistics as to how many students were living
22 in that compared -- to compare to this.

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1 COMMISSIONER MAY: Does the
2 university have that by any chance?

3 MR. AVITABILE: Oh, we do have
4 that. It's actually part of what we submitted
5 to you.

6 COMMISSIONER MAY: Okay. So where
7 is it?

8 MR. AVITABILE: It's in Exhibit E
9 of what we just submitted to you.

10 COMMISSIONER MAY: Okay.

11 MR. AVITABILE: And actually, I
12 believe we submitted a chart that showed both
13 the year 2000 and 2010 to Office of Planning
14 as well.

15 COMMISSIONER MAY: Okay. That's
16 fine. And do you -- and how far back does
17 your information go?

18 MR. AVITABILE: We only go back to
19 1996. There was a chart in the OP report for
20 the 2000 Campus Plan that had 1996 and 2000.
21 What we did is we took those numbers and then
22 added in 2010, this year.

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1 COMMISSIONER MAY: Okay. All
2 right. I'll look at your chart in a second.
3 Can you tell us anything about the nature of
4 the 911 calls that were made and that were
5 tracked to closely?

6 MR. MORDFIN: Well, we got those
7 numbers from CAG, what they did, and those
8 numbers all then -- they got them from MPD.
9 Those numbers had addresses on them. Some of
10 the numbers within those lists didn't have any
11 addresses. And those numbers were then
12 deleted because you couldn't locate them on a
13 map.

14 COMMISSIONER MAY: Yes.

15 MR. MORDFIN: So that was the rest
16 of those numbers. So that's where the numbers
17 were. So then those numbers, what we did was
18 we plotted them as to where they were located.

19 COMMISSIONER MAY: Yes. But you
20 don't know what the nature of the call was?

21 MR. MORDFIN: No.

22 COMMISSIONER MAY: So it could

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1 have been --

2 MR. MORDFIN: We don't have the
3 natures of the calls.

4 COMMISSIONER MAY: -- a burglary.
5 It could have been, you know, a noise
6 complaint. It could have been any number of
7 things.

8 MR. MORDFIN: That's correct.

9 COMMISSIONER MAY: Okay. I'm
10 curious, when you look at those numbers, it is
11 possible to look at those and say, okay, well,
12 this is where there is a higher concentration
13 of students. But, you know, one of the
14 addresses stands out as well. I mean, you did
15 the comparison of O Street, in the stretch of
16 O Street at the different cross streets.

17 And one of the cross streets where
18 it spikes an incredible amount is 35th Street.

19 Now, one of the identifying characteristics
20 of 35th Street may be that there are a lot of
21 students in that area. Another
22 characteristic, particularly at that

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1 intersection, is that you are two blocks away
2 from a number of restaurants and bars, right?

3 MS. STEINGASSER: Yes.

4 COMMISSIONER MAY: 35th Street and
5 Prospect there are restaurants and bars. So
6 is there any -- I mean, trying to look at that
7 and say that it is simply attributable to
8 students --

9 MS. STEINGASSER: Well, I don't
10 think we ever --

11 COMMISSIONER MAY: -- I'm not sure
12 that --

13 MS. STEINGASSER: -- concluded
14 that it is simply attributable to students.
15 We said there is a correlation between the
16 number of calls and where the students live.
17 There is no doubt and I think that is part of
18 what the university -- the neighborhood
19 suffers from is that they are wedged between
20 the drinking and entertainment establishments
21 and the university and where the students
22 live.

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1 COMMISSIONER MAY: Yes.

2 MS. STEINGASSER: So they are over
3 here.

4 COMMISSIONER MAY: Yes. Well, and
5 when you look at that compared to the numbers
6 of non -- or sort of high non --student
7 populations --

8 MS. STEINGASSER: Yes.

9 COMMISSIONER MAY: -- I mean, O
10 Street there seems to be a bit of a line.

11 MS. STEINGASSER: Yes.

12 COMMISSIONER MAY: And north of
13 that line it is -- the number of students
14 seems to drop off significantly. And so it is
15 -- you know, I guess there are noise
16 complaints and loud bar goers that are walking
17 up the street and then all of a sudden they
18 hit the area where there seem to be fewer
19 students and then people start picking up the
20 phone. Is that what, I mean, happens?

21 MS. STEINGASSER: Well, I think
22 the big red dots tell us that people start

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1 picking up the phone ahead of that.

2 COMMISSIONER MAY: Yes.

3 MS. STEINGASSER: But I think -- I
4 don't want to testify for the neighborhood.
5 They will -- they are going to tell their own
6 stories.

7 COMMISSIONER MAY: Yes.

8 MS. STEINGASSER: We just did a
9 correlation between calls and student
10 addresses looking for is there a historic
11 pattern.

12 COMMISSIONER MAY: Yes.

13 MS. STEINGASSER: Some of the
14 information that we have provided in the --
15 that was provided to us from CAG tracks it for
16 10 years. And you can see that it is a pretty
17 steady pattern.

18 COMMISSIONER MAY: Right. Now, it
19 certainly is a remarkable piece of evidence,
20 but it is hard to tell what it is really
21 saying.

22 MS. STEINGASSER: Yes.

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1 COMMISSIONER MAY: I don't know
2 that -- the sense in which it actually
3 correlates to the existence of the students
4 there or the existence of the bars there. I
5 mean, the fact that the students may be the
6 ones going to the bars and then going out in
7 the neighborhood, you know, that may all be
8 part of it. But that may not go away if the
9 students are living somewhere else. They may
10 still be walking up the street there because
11 it's close to the bars.

12 MS. STEINGASSER: In that
13 particular block that may be the case. We,
14 obviously, looked at and we mapped much more
15 than that particular block.

16 COMMISSIONER MAY: Yes. Okay.
17 You know, the neighbors have not testified,
18 the neighbors in opposition have not testified
19 yet, but we have a number of letters in the
20 record already. And some of the stories that
21 are being told there are really very
22 disturbing.

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1 MS. STEINGASSER: Yes.

2 COMMISSIONER MAY: I mean,
3 certainly, I know that if I were living next
4 to a house full of students who were behaving
5 that way, I would be very upset. I couldn't
6 even get used to the 20-somethings who were
7 living next to my house until thank God they
8 had a child.

9 MS. STEINGASSER: No comment.

10 COMMISSIONER MAY: But anyway. So
11 I can relate to that problem. But I also
12 understand how much better an experience it
13 can be for students living in a house in a
14 communal situation, rather than living in a
15 concrete block dorm room.

16 So there is also, within the
17 letters, a number of pieces of information
18 about neighbors who, you know, they may have,
19 you know, problems with a particular house,
20 but they have also had very good experiences
21 with other students. And then, of course,
22 there are also letters of support from other

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1 neighborhoods.

2 MS. STEINGASSER: Yes.

3 COMMISSIONER MAY: But it is
4 really rather striking and maybe it is because
5 I haven't dealt with a Campus Plan on this
6 scale before, but it seems like it really is a
7 remarkable number of really, really bad
8 incidents. And I'm wondering if that is -- I
9 mean, you have, obviously, been through many
10 Campus Plans, so is this different in your
11 experience in that regard? Is it a lot worse?

12 MS. STEINGASSER: I think this
13 neighborhood, this part, and I'm just going to
14 say Georgetown to encompass both Burleith,
15 West Georgetown, Foxhall and even parts of
16 Hillandale, they -- it's unique here because
17 of the intimacy of the built environment.

18 These are really small lots. It
19 was pointed out when I referred to Burleith as
20 being 18 to 20, that there is a whole lot that
21 are 16 inches. I mean, 16 feet. These are a
22 lot of very historical, very narrow lots, very

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1 small homes and the significance of OP talking
2 about the Old Georgetown Board, they don't
3 have the same freedom to go put another floor
4 on or to alter their houses significantly,
5 because they are in a nationally recognized
6 Historic District.

7 It's got a lot of protections. So
8 it is a unique situation, in that it is so
9 cheek to jaw, it is so intimate the
10 relationship. They don't have the side yards
11 of some neighborhoods. They don't have the
12 verticality of other neighborhoods. They
13 don't have the rear alleys. They are butt up
14 against the back. They are butt up against
15 the sides and they are very small properties.
16 So I think that is very unique to this
17 neighborhood.

18 And then the university itself is
19 contained. You know, it is a fairly small
20 campus in its context and it is kind of
21 pushing out and it is, obviously, growing very
22 actively in its other programs. So I think

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1 there is something unique about this
2 neighborhood.

3 I don't know, we haven't finished
4 going through the other neighborhoods , the
5 other campus plans, so I don't want to make a
6 summary on 911 calls, but, yes, I think this
7 neighborhood is very distinct.

8 COMMISSIONER MAY: Okay. There
9 were comparisons to other universities. I
10 think it was in your report you were talking
11 about some of the universities where they have
12 100 percent on-campus housing requirement.

13 MS. STEINGASSER: Yes.

14 COMMISSIONER MAY: And then I saw
15 elsewhere in someone else's letter that some
16 of those were reported in U.S. News or
17 something like that to be --

18 MS. STEINGASSER: Yes.
19 Councilwoman Cheh.

20 COMMISSIONER MAY: Oh, that's
21 where it was, of course. That was in -- it
22 was in the 90s in those -- percent in those

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1 same campuses.

2 So does that just mean that they
3 have a policy of 100 percent, but they only
4 get into the 90s because there are a certain
5 number of commuter students or there are
6 students with special circumstances? Is that
7 what it is attributable to?

8 MS. STEINGASSER: I don't know. I
9 mean, we didn't get that far into it. Our
10 purpose of having it in our report was not to
11 even say you've got to do Harvard's program or
12 you've got to do Princeton's program or you've
13 got to do Duke's program. It was just simply
14 to point out that there are other universities
15 of equal academic quality and standing that do
16 have these.

17 We confirmed our numbers by
18 talking with admissions and the jurisdictions.

19 COMMISSIONER MAY: Yes.

20 MS. STEINGASSER: And they
21 confirmed that this was what was going on.

22 COMMISSIONER MAY: Okay. So since

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1 you have been having some conversations with
2 other jurisdictions or other universities, are
3 there other examples of neighborhoods that are
4 similar sort of physically to Georgetown that
5 have grappled with the university where there
6 might be some lessons to learn about how to do
7 -- how to deal with these problems?

8 Because even if 100 percent of
9 their students are on -campus, they are still
10 going to be going to the bars in Georgetown.

11 MS. STEINGASSER: Exactly.

12 COMMISSIONER MAY: And they are
13 still going to be walking through the
14 neighborhoods. So how do you -- I mean, are
15 there other ways to -- that you might learn or
16 we might learn from other jurisdictions?

17 MS. STEINGASSER: We can certainly
18 do a broader survey and ask universities how
19 they deal with it and ask, more importantly,
20 the communities and the jurisdictions how they
21 deal with their -- the responses.

22 COMMISSIONER MAY: Okay. I mean,

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1 that might be helpful. I don't know how you
2 would go about doing that. It may be a real
3 needle in the haystack kind of assignment,
4 given the number of universities that are out
5 there.

6 MS. STEINGASSER: Yes.

7 COMMISSIONER MAY: But maybe
8 actually the applicant could find some
9 information that would be helpful along those
10 lines, because it would be -- it seems to me
11 that there are likely other jurisdictions that
12 are grappling with similar problems.

13 MS. STEINGASSER: Yes.

14 COMMISSIONER MAY: And maybe they
15 are finding success in certain means.
16 Certainly, the university has indicated they
17 have made an effort to try to control the bad
18 behavior, but it is apparent that from the
19 letters that we received that it is not as
20 effective as anybody would like it to be.

21 The last question I have for you
22 is about the loop road, which is not really

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1 covered extensively in your report. So I'm
2 wondering if you have much to say on that
3 topic?

4 MS. STEINGASSER: We considered
5 that part of the transportation network and we
6 will rely on DDOT. Based on DDOT's May 5th
7 report, OP would have to also conclude that in
8 addition to the number of students and
9 resulting noise and objectionable conditions,
10 traffic, that they don't meet the threshold
11 for traffic.

12 But the loop road itself, no, we
13 don't have a comment on that.

14 COMMISSIONER MAY: Okay. So the
15 notion that somehow the loop road is necessary
16 to make the bus system function effectively
17 and things like that, you are not weighing in
18 on that topic?

19 MS. STEINGASSER: Not independent
20 of the DDOT report, no, sir.

21 COMMISSIONER MAY: Okay. All
22 right. I think that's it. Thanks.

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1 CHAIRMAN HOOD: Okay.
2 Commissioner Selfridge, do you have a ny
3 questions?

4 COMMISSIONER SELFRIDGE: Thank
5 you, Mr. Chairman. First, Ms. Dwyer , did we
6 request information on the other alternatives
7 to the loop road as proposed?

8 MS. DWYER: Yes, you did, and we
9 have that in process. And maybe at the next
10 hearing or part of our rebuttal.

11 COMMISSIONER SELFRIDGE: So you
12 will be addressing the other alternatives --

13 MS. DWYER: Yes, we will.

14 COMMISSIONER SELFRIDGE: --
15 proposed, you just don't have it yet?

16 MS. DWYER: Absolutely.

17 COMMISSIONER SELFRIDGE: Okay. I
18 thought we had. I didn't see it. Thank you.

19 Ms. Steingasser, so in our first
20 hearing, we talked a lot about the count and
21 how we got to the count. And averaging is out
22 is what we un derstand now. Are you

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1 comfortable that what is now being proposed is
2 a hard number that we can really get our arms
3 around how many students this encompasses or
4 is there still some ambiguity in it?

5 MS. STEINGASSER: I think there is
6 a little bit of ambiguity and that's why I
7 think in our report we have made
8 recommendations that while we are comfortable
9 taking the traditional undergraduate student
10 enrollment cap at 6,652 with the definitions
11 provided, that the maximum total that includes
12 the undergraduates, that that be an absolute
13 and that that include anybody who is taking
14 one --

15 COMMISSIONER SELFRIDGE: Yes.

16 MS. STEINGASSER: -- even one
17 class. To start pulling students out because
18 they are older or they don't have a residency
19 requirement, well, while we understand and we
20 appreciate that the residency issue is the
21 most objectionable at times, they still have
22 to come to and from the campus.

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1 They are still socializing with
2 other students. They still may be having --
3 you know, attending events. There is still an
4 impact in their to and from, you know, and
5 that gets to the issue of traffic.

6 And so we felt that more
7 clarification on that for the --

8 COMMISSIONER SELFRIDGE: Okay.

9 MS. STEINGASSER: -- maximum total
10 was important.

11 COMMISSIONER SELFRIDGE: Okay.

12 When you talk about student housing, you kind
13 of answered this, but you don't want to
14 prescribe anything specifically, but you do
15 talk about potentially getting it off -campus
16 and out of 2007. I will ask you to tell me
17 what you envision. What do you envision in
18 terms of these alternatives that are off-
19 campus and outside of the 2007 ZIP Code?

20 MS. STEINGASSER: I don't have a
21 vision. If I did, I would have offered it up
22 and hopefully we would have all agreed to it

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1 and would have moved on.

2 But I do think that it's important
3 that no matter where that housing is that it
4 come back as part of a comprehensive housing
5 element and that the Zoning Commission be able
6 to review those locations to ensure that that
7 doesn't create alternate adverse impacts.

8 For instance, if all the housing
9 is shifted to Wisconsin Avenue in the
10 Commercial Zones where it might be considered
11 matter-of-right, well, that doesn't really
12 help the neighborhoods, because it is still
13 moving back and forth between the campus and
14 the commercial corridor.

15 So I think it is important that
16 the Commission have the ability to review and
17 approve that housing. But I don't have a
18 vision. I just wanted to make sure that there
19 was flexibility for the university. I know
20 they have very, at least what was presented to
21 us and is represented in the documents,
22 specific academic and sports needs, as well as

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1 their medical facility needs.

2 So I didn't want to try to impact
3 that. Our position is, you know, mixed-use.
4 If you've got a sports center, put residential
5 on top of it. Put residential on top of
6 everything is pretty much where we are.

7 But that's not always the case,
8 you know, that doesn't structurally always
9 lend itself. So we just wanted to make sure
10 that there was maximum flexibility.

11 COMMISSIONER SELFRIDGE: Yes.

12 MS. STEINGASSER: But that the
13 Commission and the community had an
14 opportunity to weigh in and improve that.

15 COMMISSIONER SELFRIDGE: But you
16 did think that they could accommodate more
17 than an additional 250 beds on-campus?

18 MS. STEINGASSER: I think that's
19 what we see a lot in campus plans is the
20 missing long-term vision. Right? I mean,
21 even the reference to the plans in the back
22 talk about development plans.

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1 COMMISSIONER SELFRIDGE: Yes.

2 MS. STEINGASSER: And we see that
3 a lot with all of the campus plans, but a
4 long-term vision of how the university would
5 grow and how different areas would be
6 redeveloped and moved and possible
7 transitioning of land uses, I think that that
8 could result in very much more housing on
9 campus, especially once the hospital gets
10 involved and starts -- we start looking at how
11 that land use might start to transition
12 through the campus.

13 COMMISSIONER SELFRIDGE: Yes. 250
14 doesn't seem like a lot. I know it is a
15 space-constrained campus, so I would be
16 curious to know if they are able to get more
17 on-campus. It would seem to -- you have
18 touched on this as well, but I guess I wanted
19 to go back to it.

20 So you would call Georgetown one
21 of our most dense neighborhoods for the row
22 house?

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1 MS. STEINGASSER: For a row h ouse
2 neighborhood, absolutely.

3 COMMISSIONER SELFRIDGE: And
4 certainly in terms of where we have campuses
5 within the city?

6 MS. STEINGASSER: Yes.

7 COMMISSIONER SELFRIDGE: Would you
8 say that's our most dense neighborhood?

9 MS. STEINGASSER: Well, George
10 Washington would be our most dense
11 neighborhood.

12 COMMISSIONER SELFRIDGE: Yes.
13 They have more, I guess, apartment buildings.

14 MS. STEINGASSER: And it's a hig h
15 density zone.

16 COMMISSIONER SELFRIDGE: Yes.

17 MS. STEINGASSER: It's a high
18 density neighborhood.

19 COMMISSIONER SELFRIDGE: But th e
20 impacts in Georgetow n are more acute than
21 perhaps some of these other campuses?

22 MS. STEINGASSER: When I was

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1 looking at the, and when the staff was
2 looking, physical characteristics of the
3 neighborhood, the lack of alleys, you know,
4 the -- for anybody to own a car in Georgetown,
5 they have got to park it on the street.

6 So when the students park in the
7 street and you've got three or four, five, six
8 per house, you know, the impact gets really
9 exponential.

10 Most of these areas don't have any
11 kind of below-grade opportunities, so again ,
12 all your surface -- all your services are on
13 the street. The lack of a lley puts these row
14 houses just, you know, right abut to abut,
15 side to side. And a lot of these are much
16 smaller than the row houses you woul d see on
17 Capitol Hill or Brookland or in other parts of
18 the city.

19 So we did feel it wa s unique in
20 did carry an unusual burden in the impacts of
21 the students being next door.

22 COMMISSIONER SELFRIDGE: And if

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1 there are five students in a single row house,
2 which is probably not uncommon --

3 MS. STEINGASSER: Yes.

4 COMMISSIONER SELFRIDGE: -- you
5 could, in theory, get how many RPPs? How do
6 you get -- so it doesn't matter? You could
7 get -- everybody could get an RPP. So, yes,
8 at our house, you know, two adults and a
9 child, we are getting no more than two. But
10 when you have got five or six people, then you
11 have really got a lot of RPPs. So that really
12 exasperates it, I guess.

13 And maybe we need to talk to DDOT
14 a little bit more about that, but I just
15 wanted to touch on that.

16 Mr. Mordfin, to go to your charts,
17 which I think are excellent and really
18 informative, I guess, Maps 2 and 3, and I
19 guess just a question, so you don't take into
20 account how many people are actually living in
21 that house. So you don't -- if you have got a
22 block, let's look at Map 2 between 36th and

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1 37th and R and S and you've got 40 percent,
2 you could have a higher concentration of
3 students, only because they are more dense in
4 these residents. Is that correct?

5 MR. MORDFIN: Oh, what it means is
6 40 percent of the --

7 COMMISSIONER SELFRIDGE: You would
8 be opposite? It could be -- go ahead, I'm
9 sorry.

10 MR. MORDFIN: -- units -- less.

11 COMMISSIONER SELFRIDGE: Okay.

12 MR. MORDFIN: The population could
13 be less than 40 percent.

14 COMMISSIONER SELFRIDGE: Because
15 you only have one student in each house?

16 MR. MORDFIN: If you only had one
17 student in each -- if you only had one student
18 say in every dwelling in that square --

19 COMMISSIONER SELFRIDGE: Yes.

20 MR. MORDFIN: -- you only had one
21 person and 40 percent of them were students,
22 then you would have 40 percent. But if you

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1 had units that had families or couples in them
2 or other people that were sharing housing that
3 weren't students, then that -- the number
4 would go down. It's just an indication of how
5 many dwelling units have at least one student.

6 COMMISSIONER SELFRIDGE: At least
7 one student.

8 MR. MORDFIN: That's all I can
9 say. We don't have the population by square.

10 COMMISSIONER SELFRIDGE: Yes, you
11 don't know or you can't get much more granular
12 that that, I guess. There probably aren't a
13 lot of houses with just one student though, I
14 would guess.

15 You know, I guess I don't have a
16 question, but Map 4 is very interesting, just
17 the concentration of the MPD calls.
18 Certainly, there are a lot of bars down there,
19 you know, south of West Georgetown, but we
20 don't have that same situation up in the
21 Burleith area, that's all residential, right?

22 MR. MORDFIN: Burleith? Yes.

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1 It's --

2 COMMISSIONER SELFRIDGE: It's all
3 residential. So you do n't have -- what you
4 are probably not seeing is spill-over from M
5 Street or Wisconsin Avenue th ere, I g uess,
6 because you don't have people who aren't at
7 the university going in the bars.

8 And then I g uess just my final
9 question, Ms. Steingasser, is on page 17 and
10 page 18, it talks about the 200 0 Campus Plan.

11 And so my understanding is there was a
12 condition in the 2000 Campus Plan, Item 10,
13 that 84 percent of the undergraduates live on-
14 campus by 2010. Is that what that says?

15 MS. STEINGASSER: It's not a
16 condition. It's a statem ent that the
17 applicant testified that at least 84 percent
18 of their undergraduates will live on campus by
19 2010. The sa me way it was listed under
20 preliminary matters in the 1990 order, it was
21 a finding of fact that t he university had 83
22 percent and their long-term goal was for 100.

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1 So it was important to us in terms
2 of how -- you know, what we felt were sincere
3 and genuine efforts by the university in their
4 goals to get students, and yet the reality was
5 different.

6 COMMISSIONER SELFRIDGE: They have
7 fallen short maybe of their goals in the 1990
8 and 2000 Campus Plan?

9 MS. STEINGASSER: Yes.

10 COMMISSIONER SELFRIDGE: I guess
11 so. I believe that is all my questions.
12 Thank you, Mr. Chairman, Ms. Steingasser.

13 CHAIRMAN HOOD: Thank you,
14 Commissioner Selfridge. Ms. Steingasser,
15 first, let me tell you I really appreciate the
16 way you walked us down the Campus Plan lane, I
17 will say.

18 What I want to do is this first
19 paragraph, when I first got in the Zoning
20 Commission, I think there were issues between
21 communities and colleges and one of the things
22 that I knew I wanted to achieve was to kind of

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1 bring that gap closer together.

2 And often times when I look at
3 laundry lists of things like the Office of
4 Planning, even though what I see in the Office
5 of Planning report, which is different from
6 the National Park Service, which I still don't
7 understand why we met with them, but I'm still
8 working on that, but I'm trying to figure out,
9 and I have asked this question on other campus
10 plans, are we closing the gap or are we coming
11 further apart?

12 Now, I don't want you to answer
13 that. I don't want you to answer that
14 question. That's just something I'm thinking
15 out loud and talking out loud, which may be
16 dangerous.

17 But in this paragraph in the first
18 part of your report, let's walk through this
19 again. "Universities are an important part of
20 the District's intellectual and cultural
21 life." And I would agree with this. Did
22 somebody write this, because this is very

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1 well-stated. They have -- or did we quote it
2 from somewhere?

3 MS. STEINGASSER: No, I wrote it.

4 CHAIRMAN HOOD: Oh, okay. Let's
5 finish. Let's walk down this. "They have the
6 potential to contribute significantly to the
7 local economy and employment. When located
8 within Residential Zones, the impacts of a
9 university must be evaluated against the
10 standards of the Zoning Regulations and
11 considered carefully to avoid adverse impacts
12 to the residential communities that surround
13 them."

14 Now, let me ask this, why did we
15 not go to Hillandale, at least in the report,
16 and maybe just trying to get a snapshot, we
17 went to West Georgetown and we went to
18 Burleith. Why did we not maybe analytically
19 look at Hillandale and Foxhall?

20 MS. STEINGASSER: Well, we did in
21 general terms, but, you know, we know --

22 CHAIRMAN HOOD: At least the map.

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1 MS. STEINGASSER: We did in t erms
2 of Map 4, we included Hillandale. We did not
3 -- basically, it was time.

4 CHAIRMAN HOOD: Okay.

5 MS. STEINGASSER: Once the
6 prehearing submittal came in very different
7 from the original application , we really had
8 to focus on that and get that through. But it
9 was not because we felt that they were any
10 less worthy of the attention or that they,
11 obviously, through one, I think it is Map No.
12 1, shows that they also bear a big percentage
13 of off-campus residents there.

14 CHAIRMAN HOOD: Okay. And th at's
15 what I was kind of getting to. Were they less
16 impacted? When I look at your statement that
17 you wrote, and we have to look at impacts,
18 would you say, just the part that we read thus
19 far, in the last Campus Plan we achieved this?

20 MS. STEINGASSER: I think there
21 were really -- in the 2000 Campus Plan?

22 CHAIRMAN HOOD: Yes, the last on e

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1 for Georgetown.

2 MS. STEINGASSER: I think it has
3 resulted in adverse impacts on the
4 neighborhood. I think a ll of th e
5 neighborhood, both Ward 2 and 3, and I think
6 some of it has to do with the uncontrolled
7 growth of the non-capped students.

8 CHAIRMAN HOOD: Yes.

9 MS. STEINGASSER: As well as som e
10 of the disciplinary problems. And we
11 understand that -- and I think the community--
12 well, they will testify on their own.

13 The university can only control so
14 much of the students. And, you know, we are
15 sympathetic to that an d that's why we are
16 trying to give the flexibility on how they do
17 it. But I think that the 2000 Plan has
18 resulted in adverse impacts on the community.

19 CHAIRMAN HOOD: Okay. And tr ying
20 to strike that balance can be difficult.

21 MS. STEINGASSER: Yes, sir.

22 CHAIRMAN HOOD: Because when I

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1 look at -- and I think Commissioner May
2 alluded to some stuff and I was thinking I
3 hope none of my neighbors are watching this, I
4 was thinking to myself which college campus do
5 I live near?

6 Cigarette butts, beer cans, trash,
7 I have some of those same issues. And I
8 started trying to think where is the college
9 campus I live near? So some of the things
10 that I read, I don't know often times if all
11 of that may be attributed to college folks,
12 but it possibly is in this case. I don't
13 know.

14 So again, trying to strike that
15 balance. But let's continue to help me
16 understand this statement.

17 "Student housing, student life,
18 activities and academically administrative
19 operations must be provided and arranged to
20 avoid adverse impacts."

21 I think, and you can help me, Ms.
22 Steingasser, this is the first time I have

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1 seen something proposed that if it 's not
2 achieved, then there are some r emedies, there
3 are some things. If you do not accomplish A,
4 B and C, then, by a certain time, D and F, you
5 have to reduce your count.

6 MS. STEINGASSER: Well, again, it
7 got to flexibility. You know, you can deal
8 with the denominator or you can deal with the
9 numerator. But 100 per cent is where we are
10 trying to get to.

11 CHAIRMAN HOOD: Okay. O kay. And
12 is this something that Office of Planning and
13 the District of Columbia came u p with or is
14 this something that may have been in another
15 jurisdiction, possibly?

16 MS. STEINGASSER: I did not -- we
17 did not pull this from another jurisdiction.
18 No, we went back and l ooked at some of the
19 orders. I think it's the 2000 order where it
20 talks about the university, you know, it would
21 limit it to no more than 55 students. S o we
22 kind of took that and thought through well,

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1 how do we start to enroll the students?

2 You, obviously, can't kick
3 students out and nobody would want to do such
4 a thing. But how do we start to control the
5 enrollment, so that as it comes in, it is
6 linked with housing in a way that provides
7 some protections to the neighborhoods against
8 objectionable conditions?

9 And that's where we started to try
10 to tie those together. And again, these are
11 numbers that we recommended them to the
12 Commission. We felt we needed to provide some
13 guidance. We are happy to work with the
14 neighborhood and the university to come up to
15 something that may be more practical or more
16 responsive to them, but we were trying to find
17 an area based on the figures provided in the
18 documents that reflected where are they now,
19 where are these numbers now and these
20 different types of students? And how can they
21 grow in tandem with what has been already
22 proposed, the addition of 250 housing, the

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1 relocation of the SCS to satellite locations.

2 You know, we are not proposing any
3 cap on those satellite locations that might be
4 out there. And so we encourage that kind of
5 flexibility in that regard.

6 CHAIRMAN HOOD: So what you have
7 working like, for example, you report on the
8 campus housing equations and what you call for
9 in certain years if something happens or
10 doesn't happen.

11 Have you had a chance to work with
12 the applicant and the Office of Planning? I
13 mean, I'm sorry, you are the Office of
14 Planning. It must be -- it's still early.
15 And the community on that?

16 MS. STEINGASSER: No, sir.

17 CHAIRMAN HOOD: Okay. So there is
18 still time to try to see if we could --
19 because here's the thing. We had, the BZA
20 had, a Campus Plan in 2000. I don't know who
21 the Commissioner was that sat with Georgetown.
22 And it seems like impacts, we are talking

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1 about the tipping point.

2 I know in some other cases I have
3 heard some years ago we talked about we have
4 reached a tipping point. At some point in
5 time, there needs to be something that could--
6 we need to start achieving what we are trying
7 to do here. And I just don't know. Maybe
8 this is the first time I have seen this and I
9 look at how this equation works.

10 And, at some point in time, you
11 know, we are just going to say this is as much
12 as we can take. This is it. So I 'm just
13 trying to walk through this and unde rstand
14 this, because the community -- I have seen a
15 lot of opposition letters. I have actually
16 seen more opposition letters, at least from my
17 experience, in this case.

18 I haven't seen any support
19 letters. Maybe they are buried up under the
20 opposition letters, because I haven't seen
21 any. I under stand there are some there, but
22 it just se ems like the opposition is just

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1 overwhelming.

2 And I don 't know, maybe this may
3 help us get to where we need to be, at least
4 start, because when I look at all the bullet
5 points or the laundry list of things of how we
6 get to where we get, I wonder sometimes do we
7 need to start all over?

8 MS. STEINGASSER: Well, campus
9 plans are incredibly complex. I mean, they
10 have this one little page in the Zoning Regs,
11 but, you know, obviously, they take up
12 hundreds of hours. They are incredibly
13 complex.

14 And they university's missions are
15 complex. The neighborhoods in which they are
16 located, how they have to grow, all of that is
17 really difficult to set down in regu latory
18 form. And unlike, you know, how do you build
19 a house? Well, you have side yards. You have
20 rear yards. You've got a height. It's just
21 not that clear cut.

22 We were trying to provide some

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1 direction that highlighted the issues we felt
2 were important and part of that is how do we
3 start to absorb the off -campus students into
4 university housing? And so we p roposed this.

5 I'm sure there are other ways, but the idea
6 was to provide some kind of guidance on how to
7 start to pull those students out of the
8 neighborhood, back into university housing.

9 CHAIRMAN HOOD: And you mentioned,
10 I think, a fast and hard rule was, I think you
11 said in your testimony that 100 percent of the
12 undergraduates would be geared t o live o n-
13 campus. Am I correct?

14 MS. STEINGASSER: In university
15 housing, whether that is on -campus or whether
16 that is off-campus and then dealt with through
17 its transportation network. Again, that's why
18 we felt it wa s important and one of our
19 conditions is that the Commission review that
20 comprehensive housing element, so tha t the
21 adverse impacts and the objectionabl e
22 conditions aren't just shifted over to another

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1 neighborhood and that we're constantly
2 chasing, but how it actually all plays
3 together.

4 CHAIRMAN HOOD: Okay. That was in
5 the Councilmember's statement. I don't have
6 any more question s. I have a lot of
7 questions, but I don't have any more. I'm
8 just trying to get my arms around how we
9 really achieve what you have on the first page
10 of this actually well-written statement.

11 And when I read it, I said now,
12 how do we get there? Does the analytical way
13 that you have on the campus housing, does that
14 get us there? But can we afford to wait 10
15 years and come back in 10 years? I'll be gone
16 by then.

17 But can we a fford to wait and
18 really put that much impact on the folks who
19 have to endure to live there? So those are
20 the questions that I think, at some point, we
21 are going to just have to deal with, at least
22 from this individual Commissioner's

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1 standpoint.

2 Okay. I don't really have any
3 more questions. But I think that this report
4 was very, very well-analytically done. And I
5 appreciate it, at least it's helping me out.

6 Okay. Commissioners, any other
7 questions for Office of Planning? Okay. We
8 are going to take a three minute break. We'll
9 be right back. And if everybody don't take
10 the break with us and go at a different time,
11 then we can come right back right quick. But,
12 you know, you get what I 'm saying without me
13 saying it?

14 (Whereupon, at 8:48 p.m. a recess
15 until 8:54 p.m.)

16 CHAIRMAN HOOD: We're back in
17 session. Thank you. Commissioner May?

18 COMMISSIONER MAY: Yes, thank you.
19 I was just going to go ahead and plunge in
20 and get started.

21 I couldn't find the date of it
22 that you had said was in here in Exhibit E in

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1 the --

2 MR. AVITABILE: It was it just
3 submitted today.

4 COMMISSIONER MAY: Oh, you just
5 submitted today?

6 MS. DWYER: Yes.

7 COMMISSIONER MAY: Okay. I was
8 looking in the prehearing statement for some
9 reason.

10 MR. AVITABILE: Sorry.

11 COMMISSIONER MAY: Okay.

12 MR. AVITABILE: It's in there.

13 COMMISSIONER MAY: I can't keep my
14 pile straight. Let me just locate it before I
15 -- got it. Okay. Yes, all right. Thank you
16 very much.

17 CHAIRMAN HOOD: Okay. We're going
18 to do cross-examination of the Office of
19 Planning. Does the applicant have any cross?

20 MS. DWYER: Yes, the applicant
21 does. I just wanted to put one other thing on
22 the record. We have a number of students here

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1 this evening who would like to testi fy. And
2 I'm not sure what time the Commission is going
3 to finish at 10:00 or 10:30, but the students,
4 the school semester ends and the students are
5 leaving to go h ome, so I would like, if
6 possible, to have them taken out of turn.

7 And I don't know whether now would
8 be a better time before I start my cross or at
9 the conclusion of the cross-examination, but
10 they certainly would like to be able to
11 testify.

12 CHAIRMAN HOOD: Let me ask this,
13 does anybody have a pro blem with -- okay, I
14 see some hands up. Any body -- let me ask
15 this, does any parties have a problem? Any of
16 the parties? If you can just raise your hand,
17 that will help me out. Okay. So parties have
18 a problem with that.

19 Ms. Dwyer, let me ask this, when
20 is the last day of school or has it already
21 happened?

22 MS. DWYER: Tomorrow is the last

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1 day of school. Exams have finished and
2 tomorrow is the last day, so they are packing
3 up and going back home.

4 CHAIRMAN HOOD: How many students
5 do we have?

6 MS. DWYER: We have nine students.

7 CHAIRMAN HOOD: Okay. Here is
8 what is going to happen. I had some other
9 requests that we dealt with on Monday. When
10 we start taking positions out of turn, well,
11 I'm not going to say we, well, I am going to
12 say we, we get ourselves in trouble.

13 I understand the situation and we
14 want to be accommodating, but I also have to
15 be -- you know, again, we have to strike the
16 balance. So we have to be accommodating to
17 all sides.

18 So if we take -- are all your
19 students in support?

20 MS. DWYER: Yes.

21 CHAIRMAN HOOD: Okay. That's a
22 start. Let me ask this, does any of the

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1 parties that are in opposition have any
2 members that need to testify tonight, too?

3 Okay.

4 So you all would want to testify
5 tonight, too? Okay. Let me do this, let me
6 do this. Let me just say this. We can do one
7 of two ways, and if not, they are going to
8 have to submit something in writing.

9 We can hear everyone and I'll take
10 everything out of context. We will hear the
11 students. We would hear individuals. And if
12 the parties would be, all parties, willing to
13 wait to do cross-examination on the 16th, then
14 that's the order we will proceed in.

15 MS. DWYER: That's fine.

16 AUDIENCE: No, no, no.

17 MR. HINDS: Chairman Hood, could I
18 be heard?

19 CHAIRMAN HOOD: Yes. If you can
20 come to the microphone and identify yourself?

21 Ms. Dwyer, you know, it would be really
22 helpful if we can just get nine submissions in

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1 writing.

2 MR. HINDS: Richard Hinds for th e
3 Citizens Association and the Burleith Citizens
4 Association. If we could come up with a
5 schedule that would guarantee that we could be
6 heard on the 16th, as I indicated in my
7 letter, that would be acceptable to us to have
8 the students, some of them, taken out of
9 order.

10 But I do think that the ANC has
11 individual schedule problems that they may be
12 facing. But I'm just sa ying on behalf of
13 Burleith and the Citizens Associa tion, if we
14 could be heard on the 16th, that would solve
15 some personal problems of ours. And it is out
16 of our control how many wi tnesses in support
17 show up either tonight or on the 16th that
18 might prevent us from being heard.

19 CHAIRMAN HOOD: Mr. Lewis?

20 MR. HINDS: And then I lose my
21 witnesses and I lose myself.

22 CHAIRMAN HOOD: Okay. Mr. Lewis?

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1 MR. LEWIS: Thank you, Mr.
2 Chairman. I have a suggestion that might
3 accommodate everybody. If we stay with the
4 normal order through cross-examination and
5 questions to OP, and that if we are under an
6 hour from the 10:30 stopping point when that
7 finishes, then rather than have the ANC go on
8 and not be able to present fully, we would
9 suggest that that time could be for some
10 students who can't be here at another time.

11 But if the cross-examination goes
12 on and we get up to 10:30, then we would want
13 to stick with the regular order.

14 CHAIRMAN HOOD: I think I like
15 that, Mr. Lewis. And actually, what's what we
16 are going to have to do, because I'm hearing
17 now that we can't come back to cross on the
18 16th, because Ms. Stein gasser will not be
19 available on the 16th.

20 So we have a number of things.
21 Let's just stick with the order and I will
22 apologize to the students. I know you want to

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1 testify, but you know what, if you all -- if
2 you don't have an opportunity tonight, and
3 we're not within what Commissioner Lewis
4 recommended, then if you could just give us
5 theirs, if they have it in writing, that would
6 be very helpful to us, because we are getting
7 ready to create chaos and we don't want to do
8 that.

9 But normally, we try to
10 accommodate the students. You know, this is
11 not the first time, Ms. Dwyer, you know we
12 usually do.

13 MS. DWYER: I know that.

14 CHAIRMAN HOOD: But you see the
15 other things that came into play and it's like
16 a snowball effect.

17 MS. DWYER: Yes.

18 CHAIRMAN HOOD: Okay. I don't
19 want to keep belaboring the point. So do you
20 have any cross-examination?

21 MS. DWYER: I do.

22 CHAIRMAN HOOD: Thank you.

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1 MS. DWYER: We do. And what I
2 would like to do is walk through the OP report
3 to clarify what they are recommending to
4 correct what appear to be some erroneous
5 statements and data and to enable the Zoning
6 Commission to understand the full impact of
7 OP's proposal.

8 And I want to start on page 1
9 under Traditional Undergraduate Students where
10 you re-comment that the traditional
11 undergraduate student enrollment be capped at
12 6,652 and you state "as proposed by the
13 applicant."

14 But isn't the applicant proposing
15 a voluntary limit of 6,675, which corresponds
16 to the previous limit of 6,016 under the 2000
17 Campus Plan methodology? And that is in
18 Exhibit L of the Campus Plan.

19 MS. STEINGASSER: It's quite
20 possible. I'm not going to swear by the
21 numbers 1, 2 or 3. It was very difficult to
22 back out the numbers that the university

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1 provided, because they came in bulk and they
2 came in different directions.

3 So if you are saying it's 75 , I
4 believe I thought it was --

5 MS. DWYER: If we could agree that
6 the 6,652 is really 6,675 , that would
7 correspond to what we proposed and also to the
8 previous cap from the last Campus Plan.

9 MS. STEINGASSER: And you are
10 saying that's on which -- where is that?

11 MS. DWYER: It's Exhibit L of the
12 Campus Plan.

13 MS. STEINGASSER: I have 6,652 o n
14 page 3.

15 MS. DWYER: That --

16 MS. STEINGASSER: Traditional
17 Undergrad Program head count.

18 MS. DWYER: That shows the current
19 undergraduate head count.

20 MS. STEINGASSER: Yes.

21 MS. DWYER: And then we proposed
22 the 6,675, which is in t he year that most

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1 corresponds to the previous cap.

2 MS. STEINGASSER: But that was
3 based on averaging, I believe.

4 MS. DWYER: The previous cap was
5 based on averaging.

6 MS. STEINGASSER: Right.

7 MS. DWYER: But --

8 MS. STEINGASSER: And I think we
9 were talking about doing a more absolute
10 number.

11 MS. DWYER: Right.

12 MS. STEINGASSER: And so we were
13 working with what you had listed here on page
14 3.

15 MS. DWYER: Right. But if you
16 look on page 4 "In fall of 2008, when the
17 university was closest to its cap of 6,013,"
18 it would have been that 6,011 --

19 MS. STEINGASSER: Okay.

20 MS. DWYER: -- "applying the new
21 methodology, the number was 6,676." So if we
22 agree or you propose --

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1 MS. STEINGASSER: I can't agree to
2 that on the fly. I would have to analyze
3 that, because, again, on page 4, you have
4 Traditional Undergrad Program Head Count 2010
5 Plan 6,652.

6 MS. DWYER: It is the fall of
7 2010, 6,652.

8 MS. STEINGASSER: That's correct.

9 MS. DWYER: Right. And then --

10 MS. STEINGASSER: Yes.

11 MS. DWYER: -- the two paragraphs
12 below explain why we are proposing 6,675.

13 MS. STEINGASSER: Yes. And I
14 think we are going to stand by 6,652 for the
15 purpose of our report.

16 MS. DWYER: All right. And then I
17 just -- so your cap is, in fact, a reduction
18 from what the BZA approved 10 years ago?

19 MS. STEINGASSER: You know,
20 honestly I don't know because of the change in
21 calculation methodology.

22 MS. DWYER: All right. Then I

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1 would just refer you back to our exhibit where
2 that is explained and you can see how that
3 corresponds.

4 MS. STEINGASSER: Right.

5 MS. DWYER: I n your report you
6 also recommend a maximum total enrollment of
7 12,959.

8 MS. STEINGASSER: Yes, ma'am.

9 MS. DWYER: For the upcoming fall
10 2011 academic year. Is that correct?

11 MS. STEINGASSER: Yes, yes.

12 MS. DWYER: And do you understand
13 that the enrollment for the fall of 2010 was
14 14,033?

15 MS. STEINGASSER: I do not.
16 Again, I referenced in my statement that it
17 was very difficult to calculate what all the
18 enrollment figures were, because they were so
19 frequently amalgamated. We took this to be
20 the 6,652. Then I took out, based on Appendix
21 L, what was identified as graduate students
22 and medical students, and then the continuing

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1 study student, non-degree students and second
2 degree nursing students, I just rounded that
3 to 1,000.

4 MS. DWYER: All right. I just
5 want to refer you again to -- I mean, our
6 Campus Plan document was filed in December.

7 MS. STEINGASSER: It was, yes.

8 MS. DWYER: So there were a lot of
9 months for people to understand the numbers.
10 And did the university offer to meet with you
11 to try and walk through the methodology?

12 MS. STEINGASSER: Yes, as a matter
13 of fact, you did. That doesn't mean I
14 accepted it.

15 MS. DWYER: Well, I understand you
16 may not have accepted it, but when I'm hearing
17 is that you don't really understand it.

18 MS. STEINGASSER: No. I'm saying
19 that there was a -- there are a lot of numbers
20 and they moved around quite a bit. And when
21 it comes to 6,652, we are going to stick with
22 what was here, not on the averaging, projected

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1 averaging that was there. And then I
2 explained how we -- why we proposed 12,959.

3 MS. DWYER: All right. So you are
4 proposing 12,959. Last year, the university
5 had 14,033. So you are proposing, even though
6 you said earlier that you weren't suggesting
7 the university kick out students, you are
8 proposing that the university cut over 1,000
9 students?

10 MS. STEINGASSER: I'm proposing
11 that the cap for the total maximum enrollment
12 be kept at 12,959.

13 MS. DWYER: Right. For the
14 upcoming fall 2011 --

15 MS. STEINGASSER: Right.

16 MS. DWYER: -- academic year.

17 MS. STEINGASSER: Yes.

18 MS. DWYER: Which is three months,
19 four months away.

20 MS. STEINGASSER: And that would
21 not include -- that would not exclude kicking
22 out graduate students, medical students or

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1 traditional undergraduate students. I think I
2 accounted for all of those.

3 MS. DWYER: And how would that not
4 include kicking those out? If the current
5 number of total students, 14,033 and you are
6 proposing --

7 MS. STEINGASSER: Because I put
8 that --

9 MS. DWYER: 12 --

10 MS. STEINGASSER: -- flexibility,
11 at least in my mind was thinking that, kind of
12 fell into this category of continuing studies,
13 which seemed to be a very fluid number for the
14 university.

15 MS. DWYER: So your specific
16 recommendation is the university cut 1,000 SCS
17 students by the fall of 2011?

18 MS. STEINGASSER: No. Thank you
19 for paraphrasing, but that is not my
20 recommendation. My recommendation is that the
21 maximum total enrollment be capped at 12,959.

22 MS. DWYER: Which is a reduction

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1 of over 1,000 students. Is it not?

2 MS. STEINGASSER: As you are
3 testifying, I guess it would be.

4 MS. DWYER: I mean, based on the
5 numbers.

6 MS. STEINGASSER: We are proposing
7 this cap, right. The growth in that category
8 was completely uncapped. It was without
9 restraint, basically. And we are saying it
10 needs to start to come back a little bit in
11 terms of how the Zoning Regulations evaluate
12 the objectionable conditions on neighborhoods.

13 MS. DWYER: I understand that.
14 And I think the university from day one has
15 also proposed an overall cap for the first
16 time or voluntary limit for the first time.
17 But what I'm trying to understand is why the
18 number you have selected is actually 1,000
19 students less than what are currently enrolled
20 at the university and why that isn't kicking
21 out students?

22 MS. STEINGASSER: Well, because

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1 the students that were identified as absolute
2 were traditional undergrad, graduate and
3 medical students. The other categories seemed
4 to be very fluid. And we proposed to cap that
5 in this particular recommendation.

6 CHAIRMAN HOOD: I'm sorry, can I
7 just interrupt?

8 MS. DWYER: Yes.

9 CHAIRMAN HOOD: And I want you
10 all, everybody to help us on cross-
11 examination. We are going to hear the
12 students tonight. We have made accommodations
13 for others. And we are going to hear the
14 students tonight.

15 So I would ask that during cross-
16 examination we kind of -- so you will know
17 what to do. We want to hear the students
18 tonight.

19 MS. DWYER: Right. I --

20 CHAIRMAN HOOD: I ask the rest to
21 do the same, because we have made
22 accommodations and that's the ruling from the

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1 Chair. Okay. You may proceed.

2 MS. DWYER: Thank you and I
3 appreciate that. And I do want to go through
4 this, but there is a lot in this report that
5 we need to understand and clarify.

6 On page 2, you talk about the
7 recommendation that the university provide
8 beds for 90 percent of its traditional
9 undergraduate students by the fall of 2015.

10 MS. STEINGASSER: Yes.

11 MS. DWYER: Do you know how many
12 beds that would be?

13 MS. STEINGASSER: I believe it
14 would be 685 additional beds beyond the 250.

15 MS. DWYER: And do you know the --
16 is that almost the size of the southwest quad?

17 MS. STEINGASSER: I believe it is
18 100 beds less.

19 MS. DWYER: And do you know how
20 much, if the university were to build this on
21 campus, that would cost to build?

22 MS. STEINGASSER: I don't think we

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1 required that it be built on campus.

2 MS. DWYER: Do you have any idea
3 how much it would cost for the university --

4 MS. STEINGASSER: I did not
5 testify to any of the finances of the
6 university.

7 MS. DWYER: No. But I mean, you
8 recommend give the university flexibility. Do
9 you have any idea what it would cost to
10 lease --

11 MS. STEINGASSER: I didn't testify
12 to any of the finances of the university.

13 MS. DWYER: You recommend that the
14 university provide these additional beds by
15 the fall of 2015?

16 MS. STEINGASSER: Yes.

17 MS. DWYER: And do you know
18 whether it is physically feasible to find a
19 site, design a building, go through CFA review
20 and further processing approval, file and
21 process a building permit and construct this
22 in four years?

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1 MS. STEINGASSER: Well, the city
2 built a professional baseball stadium in less
3 than two, so I would say yes.

4 MS. DWYER: Do you know that it
5 took seven years for the southwest quad to go
6 through that same process?

7 MS. STEINGASSER: I do not.

8 MS. DWYER: You also recommend
9 that the university provide 100 percent
10 housing by the fall of 2016. How many
11 additional beds would that be?

12 MS. STEINGASSER: I think that
13 would be about another 550.

14 MS. DWYER: And do you have any
15 idea how much these additional beds would
16 cost?

17 MS. STEINGASSER: I did not
18 testify to any of the finances.

19 MS. DWYER: Do you know whether
20 adding these beds would add to other costs,
21 such as expanding the capacity of the heating
22 and cooling plant or new dining facilities?

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1 MS. STEINGASSER: I don't think we
2 made any recommendation that they had to be
3 solely on the campus, just that the university
4 needed to start to pull, and as I explained in
5 my cross with Commission, the recommendations
6 are guidance to start pulling the students
7 back. So, no, if the university wants to put
8 them all on the campus, I don't know what
9 those costs would be.

10 MS. DWYER: Do you understand for
11 the university to devote the funds to
12 providing these beds would mean no money for
13 academic, athletic and student life
14 facilities?

15 MS. STEINGASSER: I didn't testify
16 to any of the financial information.

17 MS. DWYER: No, but you testified
18 that you were recommending that the university
19 provide 100 percent housing.

20 MS. STEINGASSER: That's right.
21 And the finances are not part of the
22 regulatory structure that I introduced my

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1 testimony with. The Zoning Regulations and
2 the Comp Plan that -- first, the Zoning
3 Regulations talk about objectionable
4 conditions on the neighborhood.

5 And our determination after
6 reviewing the information in our report is
7 that there is an objectionable information --
8 objectionable condition caused by the number
9 of students that are living within the
10 community that are Georgetown students.

11 So we are trying to find ways to
12 bring those students -- we are happy to work
13 with the university if they have other plans
14 and some kind of time frame that brings those
15 students back on to campus. We are happy to
16 meet with them on that.

17 MS. DWYER: Based on your
18 experience with other campus plans, you have a
19 sense that once a university devotes resources
20 to housing, that it limits its ability to
21 devote resources to other projects.

22 MS. STEINGASSER: I know there --

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1 I think I have stated that I have not
2 testified to the finances of the university.
3 And it is not in the Zoning Regs or it's not
4 in the analysis of our report.

5 There are many vehicles that the
6 university could look at. You know, we
7 support mixed-use development on all these
8 sites.

9 MS. DWYER: One of the options you
10 provide is that if the university chooses not
11 to build the beds, it could then reduce its
12 enrollment.

13 MS. STEINGASSER: Yes.

14 MS. DWYER: Do you know how
15 significant that would be in terms of lost
16 tuition revenue and --

17 MS. STEINGASSER: No.

18 MS. DWYER: -- turning away
19 students who want to go to college?

20 MS. STEINGASSER: The analysis
21 that is required under the regulatory
22 structure is one of adverse impact and

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1 objectionable conditions on the neighborhood
2 when it is located in a Residential Zone.

3 COMMISSIONER MAY: Can I interrupt
4 here for a second? I mean, she is asking a
5 lot of questions about finances.

6 MS. STEINGASSER: Yes.

7 COMMISSIONER MAY: If you don't
8 know the answer, just say no.

9 MS. STEINGASSER: Okay.

10 COMMISSIONER MAY: And I think
11 that, you know, if you are trying to make a
12 point that they are making these decisions
13 without concern about finances, I think you
14 have already made that point. You may want to
15 just move on to the next point.

16 MS. DWYER: All right. In terms
17 of the number of students that would have to
18 be reduced by the fall of 2016, do you know
19 what that number of students would be, that
20 reduction?

21 MS. STEINGASSER: I do not know.

22 MS. DWYER: Does the number 343

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1 sound right?

2 MS. STEINGASSER: I said I do n ot
3 know.

4 MS. DWYER: All right. Has t here
5 been any other campus plan case i n the entire
6 history of campus plan reviews where OP has
7 recommended either 100 percent housing or a
8 roll back of enrollment?

9 MS. STEINGASSER: I believe -- I
10 don't believe so, no. I think we have
11 recommended denial of campus plans.

12 MS. DWYER: Yes. Ye t, here you
13 are recommending both, 100 percent housing and
14 a roll back of enrollment, without any
15 analysis as I think I have alluded to of a
16 significant consequence to the university
17 academic mission or other projects.

18 MS. STEINGASSER: I think we hav e
19 -- I think that's not an accurate sta tement.
20 We recommended a strategy for bringi ng
21 students out of the neighborhoods to relieve
22 the objectionable conditions on the

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1 neighborhood as required by the Zoning
2 Regulations. And I don't think we required
3 anywhere in here that they be solely on-
4 campus.

5 MS. DWYER: You also recommend
6 that the Zoning Commission approve the
7 location of all university-provided housing.

8 MS. STEINGASSER: That's right.

9 MS. DWYER: And that the housing
10 cannot be in ZIP Code 20007. Does the Zoning
11 Commission have authority to approve housing
12 outside of a Campus Plan?

13 MS. STEINGASSER: I believe there
14 is a case, and I'll have to refer to the
15 Office of Attorney General, where the Zoning
16 Commission or the BZA, at the time, determined
17 that the matter -of-right activities in a
18 Commercial Zone did impact significantly the
19 operations of the residentially-zoned campus.
20 And they included those operation s in their
21 consideration.

22 MS. DWYER: If you could provide

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1 that for the record , that would be great,
2 because I'm not familiar with that case.

3 I am familiar with the D.C. Court
4 of Appeals' decision that say the Zoning
5 Commission authority doesn't go beyond Campus
6 Plan boundaries.

7 MS. STEINGASSER: Yes.

8 MS. DWYER: And why the
9 restriction on Commercial Zones in 20007? Why
10 would student housing be inappropriate for a
11 Commercial Zone on Wisconsin Avenue?

12 MS. STEINGASSER: Well , I think I
13 talked about this when I was talking with the
14 Commission. It begins to create the synergy
15 bookending of the neighborhood where the
16 students are living on one end and they are
17 participating in activities at the university
18 at the other and it creates a traffic issue in
19 between the neighborhoods. So it was an
20 ability -- a desire that I thought the Zoning
21 Commission should take a look at how that
22 interacts.

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1 MS. DWYER: You also recommend
2 that the university not be permitted to locate
3 student housing east of 37th Street.

4 MS. STEINGASSER: Yes.

5 MS. DWYER: And I assume you mean
6 east of 37th Street within its Campus Plan?

7 MS. STEINGASSER: At the time --
8 no. I was actually referencing the gates.

9 MS. DWYER: Right. But you are
10 talking about the campus -- you're not saying
11 all the way east of -- you know, because
12 downtown is east of 37th Street.

13 MS. STEINGASSER: Oh, of course
14 not.

15 MS. DWYER: You're talking about
16 the gates.

17 MS. STEINGASSER: Yes.

18 MS. DWYER: But isn't there
19 existing student housing --

20 MS. STEINGASSER: There is.

21 MS. DWYER: -- east of 37th Street?

22 MS. STEINGASSER: There is, yes.

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1 MS. DWYER: And didn't OP sup port
2 the construction of those projects?

3 MS. STEINGASSER: We did . And
4 this should not be read to imply that we would
5 suggest a reversal.

6 MS. DWYER: But now, you are
7 opposed to that, even if it means bringing --

8 MS. STEINGASSER: No.

9 MS. DWYER: -- students out of the
10 neighborhood and on to campus?

11 MS. STEINGASSER: We are
12 recommending that it not be increased in that
13 location.

14 MS. DWYER: You recommend that
15 MedStar's facilities be limited to the MHC 146
16 and then you reference MHC 15.

17 MS. STEINGASSER: Yes.

18 MS. DWYER: By that, I assume y ou
19 mean, MHC 5? I don't know --

20 MS. STEINGASSER: Let's see.

21 MS. DWYER: -- that there is an
22 MHC 15 identified in t he plan. And I just

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1 wanted to confirm that.

2 MS. STEINGASSER: I do not mean 5,
3 by any means. I mean, there is a 15 at the
4 bottom of the MHC category and it's the Cobra
5 Cogan demo. And we have no problem with that
6 going forward. It's just listed as 15.

7 MS. DWYER: Okay. All right. But
8 you do not support the hospital even in
9 concept, based on your testimony and your
10 report?

11 MS. STEINGASSER: I don't know how
12 you got to that conclusion. No, we support
13 the hospital. We just think it needs
14 additional and more fine tuned plans for the
15 Zoning Commission and the community to
16 understand what is the future plans of the
17 hospital.

18 You removed the request for the
19 parking. We are going to hear from DDOT about
20 the transportation impacts. So it's hard for
21 us to understand what is the full implication
22 of having 600,000 square feet of additional

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1 hospital, as it's shown on the plan, main
2 hospital, future hospital building, what that
3 means and where it is going to be located.

4 MS. DWYER: So --

5 MS. STEINGASSER: So we have just
6 simply asked that it be provided as an
7 amendment.

8 MS. DWYER: Right. And not
9 included in the plan as a placeholder.

10 MS. STEINGASSER: That's correct.

11 MS. DWYER: Okay. You have asked
12 for more information about temporary employees
13 if the university were to follow the GW
14 definition endorsed by you and the Commission.
15 Would that be sufficient?

16 MS. STEINGASSER: I'm not familiar
17 enough with the GW off the top of my head to
18 commit to that.

19 MS. DWYER: But if that was
20 something that you approved, at that time, as
21 a standard --

22 MS. STEINGASSER: I don't --

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1 MS. DWYER: -- for universities,
2 you would --

3 MS. STEINGASSER: -- think I -- I
4 don't know what the GW standard is off the top
5 of my head.

6 CHAIRMAN HOOD: Okay. Ms. Dw yer,
7 that's our answer.

8 MS. DWYER: You des cribed the
9 surrounding neighborhoods as densely developed
10 row house areas. Isn't that fairly typical of
11 R-3 Zoning?

12 MS. STEINGASSER: Not t o the
13 degree that it is here. I think I go on to
14 describe how these are uniquely narrower than
15 the typical R-3 standards.

16 MS. DWYER: Yes. But aren't like
17 Catholic and Trinity University and H oward
18 also surrounded by row house areas?

19 MS. STEINGASSER: They are
20 surrounded by row house areas, but not at the
21 density and the development pattern as this
22 neighborhood.

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1 MS. DWYER: Okay. You indicate in
2 your report that these residential areas
3 surrounding the university are neighborhood
4 conservation areas.

5 MS. STEINGASSER: That's correct.

6 MS. DWYER: And I have here a map
7 from the Comprehensive Plan --

8 MS. STEINGASSER: Yes.

9 MS. DWYER: -- that I would just
10 like to submit for the record that shows the
11 conservation areas in the District of
12 Columbia.

13 MS. STEINGASSER: Yes.

14 MS. DWYER: And I would just ask
15 you to -- you are probably familiar with it,
16 but isn't it fair to say that pretty much
17 every residential neighborhood in the District
18 of Columbia is a conservation area?

19 MS. STEINGASSER: No, some of the
20 areas are identified as areas for change.

21 MS. DWYER: What percentage would
22 be areas for change versus conservation?

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1 MS. STEINGASSER: I have no -- I
2 can't give you that off the top of my head.

3 MS. DWYER: All right.

4 MS. STEINGASSER: I mean, I
5 think --

6 MS. DWYER: You state in your
7 report that the percentage of undergraduat e
8 students housed on -campus over the last 10
9 years has decreased.

10 MS. STEINGASSER: Yes.

11 MS. DWYER: But my question to you
12 is aren't you comparing different
13 methodologies? As we f ile today, and it is
14 Exhibit A --

15 MS. STEINGASSER: I have not had
16 time to review what you filed today. I got
17 that only as I sat at the dias.

18 MS. DWYER: Yes, I u nderstand
19 that. But in your statement, in your report,
20 when you say that the methodology a pproved in
21 the 2000 Campus Plan sugg ested that there
22 would be 84 percent student housing and there

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1 is only 80 -- 76 percent, isn't that 76
2 percent based on the new methodology?

3 MS. STEINGASSER: Well, I did not
4 say that there was 84 percent. The university
5 stated that in the -- or the city stated that.
6 Someone stated that in the order.

7 MS. DWYER: Right.

8 MS. STEINGASSER: That's a quote,
9 not a statement from me. And I think I did
10 calculate the current at 76 percent, yes.

11 MS. DWYER: Under the new proposed
12 methodology?

13 MS. STEINGASSER: Under the new
14 methodology.

15 MS. DWYER: Under the new
16 methodology. I think it's clear in our filing
17 that if you use the 2000 Campus Plan
18 methodology, the number of beds is 89.6
19 percent.

20 You state in your report that the
21 southwest quad provided 750 beds, but isn't
22 the correct number 780 beds?

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1 MS. STEINGASSER: Do you know,
2 Steve, whether it is 80 or 50?

3 MR. MORDFIN: I know it's 700 and
4 something. I don't recall if it's 50 or 80.

5 MS. STEINGASSER: Let's see.

6 MS. DWYER: Okay. All right. You
7 also state that the only housing project from
8 1990 to 2010 was the Southwest Quad, when, in
9 fact, wasn't the LXR Project approved in 1994?

10 MS. STEINGASSER: I'm sorry, I
11 wasn't here in 1994. What is the LXR?

12 MS. DWYER: It's the residential
13 project that is east of the gates and 37th
14 Street.

15 MS. STEINGASSER: If you are
16 testifying it was built in 1994, we accept
17 that.

18 MS. DWYER: All right. And do you
19 know whether that facility provided 280 beds
20 or not?

21 MS. STEINGASSER: I do not know.

22 MS. DWYER: You state in your

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1 report that the campus includes property on
2 the west side of 36th Street between Prospect
3 and P Streets that is Zoned C-1.

4 MS. STEINGASSER: Yes.

5 MS. DWYER: Isn't that zoning
6 between Prospect and N Streets?

7 MS. STEINGASSER: I believe you
8 are right.

9 MS. DWYER: All right. Thank you.
10 You discuss on page 5 the legal test, but
11 hasn't the D.C. Court of Appeals said that the
12 goal is to reach an accommodation between the
13 interests of the community and the rights of
14 the university?

15 MS. STEINGASSER: I did not
16 testify to any court orders.

17 MS. DWYER: All right. You state
18 that "Students have reduced available on-
19 street parking," and what data do you have to
20 support that?

21 MS. STEINGASSER: I think the DDOT
22 will address that when they give their

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1 presentation.

2 MS. DWYER: Have you seen the DDOT
3 data that you based this on?

4 MS. STEINGASSER: No. It's a
5 referral to their memo on the 5th, the
6 conversation with DDOT.

7 MS. DWYER: You mentioned noise as
8 an impact?

9 MS. STEINGASSER: Yes.

10 MS. DWYER: And have you meas ured
11 that the noise is worse than 10 years ago, 5
12 years ago?

13 MS. STEINGASSER: I don't think it
14 has to b e worse. It just has to be
15 objectionable.

16 MS. DWYER: So you don't know
17 whether there has been an increase in noise or
18 not, it's just that currently it's
19 objectionable?

20 MS. STEINGASSER: That's correct.

21 MS. DWYER: And how do you know
22 this is noise fr om Georgetown University

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1 students, rather than people coming to
2 Georgetown for the bars, the restaurants?

3 MS. STEINGASSER: Again, we kind
4 of correlated those into the 911 calls.

5 MS. DWYER: Do other residents in
6 Georgetown have parties and make noise?

7 MS. STEINGASSER: You know, the
8 residents will be up, you can ask them. I
9 don't know.

10 MS. DWYER: And how do you know
11 there was an increase in 911 calls?

12 MS. STEINGASSER: I don't think I
13 said there was an increase. I said there was
14 a correlation.

15 MS. DWYER: And this is data that
16 you got from the community, correct?

17 MS. STEINGASSER: That's correct.
18 Which was from the MPD.

19 MS. DWYER: Did you refer this
20 application to MPD?

21 MR. MORDFIN: I believe we did
22 refer the application for comments to MPD. We

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1 did not receive any.

2 MS. DWYER: And did you follow up
3 with them, with Lieutenant Hedgecock who works
4 with the university and knows about the 911
5 calls and all the programs?

6 MR. MORDFIN: I spoke with -- he
7 is from the 2nd District, and I can't recall
8 his name right now, with MPD. I did speak
9 with him about the university.

10 MS. DWYER: And what did he say?

11 MR. MORDFIN: Well, he --

12 MS. STEINGASSER: We --

13 MR. MORDFIN: Oh.

14 MS. STEINGASSER: -- received
15 nothing officially from MPD regarding the
16 Campus Plan.

17 MS. DWYER: All right. You state
18 in your report that the Georgetown University
19 population living in the neighborhood from
20 1990 to 2020, a 30 year period, will
21 essentially double. Isn't it true, however,
22 that over the last 15 years, the number of

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1 students living in 2007 has decreased despite
2 an increase in enrollment?

3 MS. STEINGASSER: I don't know.

4 MS. DWYER: H ave you -- you
5 haven't reviewed the chart that we filed in
6 the record today?

7 MS. STEINGASSER: No.

8 MS. DWYER: And you haven't
9 reviewed the information that was prev iously
10 provided to the Office of Planning when the
11 university met with you?

12 MS. STEINGASSER: (Speaking off
13 mike.) We went through th e information that
14 was --

15 CHAIRMAN HOOD: Ms. Steingasser ,
16 do you want to turn your mike on?

17 MS. STEINGASSER: We went through
18 the information that was in the application in
19 the prehearing statement.

20 MS. DWYER: And did the university
21 previously provide this informati on to you
22 when it met with you?

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1 MS. STEINGASSER: If it's not in
2 the application or the prehearing statement,
3 we did not review it as officially submitted
4 and relevant to the Zoning Commission.

5 MS. DWYER: So any materials that
6 may have been presented to you during meetings
7 were not part of your review? It was just the
8 official application?

9 MS. STEINGASSER: Well, that's
10 what we have. That's, you know, what is on
11 file. That is what is in the record and
12 that's what we have to analyze, so that's what
13 we focused on.

14 MS. DWYER: When you meet with the
15 community and they provide you information, do
16 you not consider that because it's not
17 officially filed in the record?

18 MS. STEINGASSER: But they will be
19 officially filing that in the record. If you
20 want to officially file that, we will be happy
21 to take a look at that and adjust our numbers
22 accordingly.

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1 MS. DWYER: All right. It is
2 officially filed as of this evening.

3 MS. STEINGASSER: This evening?

4 MS. DWYER: Yes.

5 MS. STEINGASSER: All right.

6 MS. DWYER: On page 6 of your
7 report, you have a chart that purports to show
8 the growth on the university's campus over the
9 last 20 years.

10 MS. STEINGASSER: Yes.

11 MS. DWYER: And projecting forward
12 10 years. Where did the numbers you used for
13 1990 to 2000 come from?

14 MS. STEINGASSER: Steve?

15 MR. MORDFIN: These numbers were
16 pulled from the other campus plans that were
17 approved from 1990 and from 2000 and also from
18 the orders that approved those Campus Plans,
19 that's where these numbers were derived.

20 MS. DWYER: So you didn't request
21 this information from the university?

22 MR. MORDFIN: No. We obtained

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1 this from the official records from the
2 approved plans and from the approved orders.

3 MS. DWYER: Is it possible that in
4 the orders some of these numbers were
5 projections or they used financial FTEs or
6 some other category, so that they are not
7 necessarily comparable unless you have the
8 accurate information?

9 MR. MORDFIN: Well, to make them
10 comparable to the new way -- method of
11 counting, no, I did not take those numbers and
12 convert them, because I don't have the ability
13 to do that, to convert your numbers.

14 MS. DWYER: Well, what I would
15 like to do is file in the record the corrected
16 information on the enrollment trends, based on
17 the university's, you know, enrollment data as
18 opposed to the information that you have
19 provided.

20 And in the interest of time, I'm
21 not going to walk through this, but I would
22 ask that you look at the far right column,

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1 which shows the annual growth rate, which is
2 in a range of .03 percent to 5.9 percent
3 annual growth.

4 MS. STEINGASSER: We are not in a
5 situation to testify against material that we
6 are receiving at the dias right at this
7 moment.

8 MS. DWYER: Okay. That's fine.
9 We will put that in the record and perhaps
10 address it more in our rebuttal.

11 In your report under the section
12 that talks about undergraduate cap proposed at
13 6,652, you state that the applicant has
14 acknowledged that residency is likely to pose
15 an objectionable impact.

16 Where did you get that statement
17 from?

18 MS. STEINGASSER: I got that out
19 of, let's see, I think it is -- it comes from
20 one of the discussions of the graduate and
21 medical students and the fact that they are
22 not likely to pose, because of the lack of

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1 residency. So it's an --

2 MS. DWYER: Unless you can find
3 it, I think what the statement says is they
4 are not going to have impacts on housing. Not
5 that the fact that they are residents, simply
6 residents, is an objectionable impact.

7 You also state that nontraditional
8 students have parking and commuting impacts.
9 And where is the data to support that
10 statement?

11 MS. STEINGASSER: Well, I think
12 some of that we went through earlier with your
13 transportation specialist and then DDOT will
14 be talking about the others, about the number
15 of students that drive alone and the teachers
16 that drive alone, graduate students that drive
17 alone.

18 MS. DWYER: And have you reviewed
19 the university's data and the report of Bolan
20 and Smart, too, that contradicts that
21 statement?

22 MS. STEINGASSER: When it comes to

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1 transportation, we rely on the Department of
2 Transportation to look at the traffic impacts
3 and analysis.

4 MS. DWYER: You also state in your
5 report that there is no evidence that these
6 nontraditional students do not socialize with
7 other students or participate in university-
8 related activities.

9 Do you have evidence that they do?

10 MS. STEINGASSER: No, but the
11 burden is not on OP. The burden is on the
12 applicant. So to make a claim that there is
13 no impact from these students, we are just
14 pointing out that there is still the
15 opportunity that they socialize, that they are
16 involved in university activities, that they
17 participate in university affairs, that's all.

18 MS. DWYER: So are you suggesting
19 that nontraditional students who come to the
20 university --

21 MS. STEINGASSER: I'm not
22 suggesting anything.

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1 MS. DWYER: -- should not
2 socialize or participate in --

3 MS. STEINGASSER: I am not --

4 MS. DWYER: -- university --

5 MS. STEINGASSER: -- suggesting --

6 MS. DWYER: -- activities?

7 MS. STEINGASSER: -- anything.

8 CHAIRMAN HOOD: Ms. Dwyer?

9 MS. DWYER: Okay.

10 CHAIRMAN HOOD: Okay. Next
11 question.

12 MS. DWYER: You state that the
13 community is now at the tipping point. Yet,
14 isn't it true that there are fewer students
15 living in the community today than there were
16 15 years ago?

17 MS. STEINGASSER: That I believe
18 is the information you just provided this
19 evening and we will be happy to take a look at
20 that. I think there is more than presence and
21 I don't necessarily -- we will take a look at
22 the numbers provided.

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1 MS. DWYER: In developing your
2 tipping point argument, you reference a study
3 by Dr. Richard Tyler.

4 MS. STEINGASSER: Yes.

5 MS. DWYER: W here he uses a
6 tipping point concept for student population
7 and residences.

8 MS. STEINGASSER: Yes.

9 COMMISSIONER MAY: Do you endorse
10 the percentages he suggests?

11 MS. STEINGASSER: No. We just
12 point out that there are other people. He is
13 looking at mostly in England. And those were
14 his conclusions.

15 MS. DWYER: And can you tell me
16 why a study of the United Kingdom and the
17 communities there is relevant to the
18 demographics and conditions of the Georgetown
19 community of the District of Columbia?

20 MS. STEINGASSER: It -- because of
21 the similarities of group homes, student homes
22 and how they have impacts on traditional

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1 residential neighborhoods.

2 MS. DWYER: And were those
3 residential neighborhoods comparable in terms
4 of row houses, urban dwellings or were they
5 towns scattered throughout England?

6 MS. STEINGASSER: Well, I don't
7 think they were scattered throughout England,
8 but we could get you more detail on that and
9 would be happy to pass that report on to you.

10 MS. DWYER: I have seen the
11 report, but thank you.

12 Is there a target that you have
13 for all D.C. neighborhoods in terms of this
14 balance between students and residents?

15 MS. STEINGASSER: Not at all . I
16 think that is why the Zoning Regulations are
17 written in the way that they are. It's the
18 location of the university and its potential
19 to have objectionable conditions. And I think
20 that is case-specific.

21 MS. DWYER: S o you are just
22 suggesting it for the Georgetown neighborhood?

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1 MS. STEINGASSER: Suggesting what?

2 MS. DWYER: This tipping point
3 balance argument.

4 MS. STEINGASSER: I think that our
5 conclusion was that the neighborhood is,
6 indeed, at a tipping point. That their sense
7 of residential character, as intended by the
8 Zoning Regulations, is, indeed, at a tipping
9 point.

10 MS. DWYER: What is the data that
11 you have to support the deterioration of the
12 residential character of the neighborhood?

13 MS. STEINGASSER: Well, I think it
14 is ingrained throughout our report where we
15 talk about starting at the Comprehensive Plan
16 definition of the neighborhood, the activities
17 of the students, the increase in correlation,
18 rather, of the 911 calls to the student
19 housing.

20 MS. DWYER: Have you --

21 MS. STEINGASSER: And their
22 presence.

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1 MS. DWYER: -- identified a
2 negative impact of students on home values or
3 home value changes over time?

4 MS. STEINGASSER: Nope.

5 MS. DWYER: No?

6 MS. STEINGASSER: We have not.

7 MS. DWYER: And have you looked at
8 examples where these students actually provide
9 positive impacts?

10 MS. STEINGASSER: There is no
11 doubt that there are students that provide
12 positive impacts, but it is the objectionable
13 impacts that are the regulatory standard for
14 evaluation.

15 MS. DWYER: I 'm just trying to
16 understand your balance argument, because you
17 state in your report that the number of
18 students living with in a community has an
19 adverse impact due to the transient nature of
20 students --

21 MS. STEINGASSER: Yes.

22 MS. DWYER: -- their orientation

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1 to the university and university events, their
2 involvement in socialization with other
3 students and that they have not chosen the
4 community as their home.

5 MS. STEINGASSER: Yes.

6 MS. DWYER: This reasoning would
7 apply to ever university in the District of
8 Columbia?

9 MS. STEINGASSER: And a we
10 analyzed those applications and the
11 distribution of where they live and the
12 neighborhood character at that time, we would
13 look to make a conclusion one way or another.

14 MS. DWYER: And do you really
15 believe that students who live in the
16 community and serve on the ANC do not consider
17 the community their home?

18 MS. STEINGASSER: I had testified
19 to nothing like that.

20 MS. DWYER: I'm just trying --

21 MS. STEINGASSER: Or orally.

22 MS. DWYER: -- to understand how--

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1 the basis for your statement.

2 Turning to your chart on the
3 bottom of page 9, I'm trying to understand how
4 this supports your recommendation. And this
5 is the chart showing the 911 calls.

6 MS. STEINGASSER: Yes.

7 MS. DWYER: If you look at 36th
8 Street, doesn't the chart show that in 2000
9 there were 10 911 calls and in 2010, there
10 were zero?

11 MS. STEINGASSER: It is not meant
12 to show an absolute time.

13 MS. DWYER: No.

14 MS. STEINGASSER: I think I even
15 testified --

16 MS. DWYER: Could you just answer
17 the question yes or no? Does it show --

18 MS. STEINGASSER: I think that --

19 CHAIRMAN HOOD: Let her answer the
20 question the way she wants to answer it.

21 MS. STEINGASSER: -- I even
22 testified to the fact that they do --

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1 CHAIRMAN HOOD: Ms. Steingasser ?
2 Let her -- she doesn't have to answer you yes
3 or no.

4 MS. DWYER: Okay.

5 CHAIRMAN HOOD: Let her answer the
6 question and then make su re we can all hear
7 the answer and then, Ms. Dwyer, you know.

8 MS. DWYER: Yes.

9 CHAIRMAN HOOD: Okay.

10 MS. STEINGASSER: The point of
11 this is the correlation, not the absolute of
12 any given year, but that there is a constant
13 relationship between the calls and the
14 residential housing.

15 MS. DWYER: A nd I think the
16 Commission's questions earlier addressed my
17 question as to whether you don't know whether
18 these calls involved Georgetown University
19 students as opposed to others.

20 MS. STEINGASSER: It's a
21 correlation --

22 MS. DWYER: Right.

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1 MS. STEINGASSER: -- of that
2 student housing to police response.

3 MS. DWYER: The chart on page 10
4 of your report shows an increase in calls from
5 2003 to 2008. And then a significant decrease
6 the last two years.

7 MS. STEINGASSER: Yes.

8 MS. DWYER: Do you know when the
9 university SNAP Program was put in place?

10 MS. STEINGASSER: I do not.

11 MS. DWYER: So you don't know
12 whether that decrease in calls corresponds to
13 the SNAP Patrol and changes the university
14 made to its Off-Campus Student Life Program?

15 MS. STEINGASSER: No.

16 MS. DWYER: On page 17, you state
17 that 1,599 traditional undergraduate students
18 are living off-campus, but doesn't this number
19 include the 400 who are studying abroad?

20 MS. STEINGASSER: Oh, only if they
21 were inside the university's count.

22 MS. DWYER: Well, the university

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1 has a comprehensive count where it included
2 all students, even students studying a broad.
3 So if you just subtract as you have, you are
4 actually capturing 400 students who are
5 studying abroad and the commuters who live
6 elsewhere in D.C., Maryland or Virginia.

7 MS. STEINGASSER: Then I suppose
8 you would be right.

9 MS. DWYER: Okay.

10 MS. STEINGASSER: I mean, again,
11 we are just working from the numbers that we
12 were getting out of the application.

13 MS. DWYER: Do you know how many
14 other university students live in Georgetown,
15 American University or GW students?

16 MS. STEINGASSER: No.

17 MS. DWYER: So you are not
18 tracking those students and where they live?

19 MS. STEINGASSER: No. We were
20 working off the numbers provided to us by
21 Georgetown, regarding Georgetown students.

22 MS. DWYER: You mentioned Harvard,

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1 MIT and Princeton as three peer institutions
2 that Georgetown University might want to
3 follow. And did you consider the amount of
4 housing that has historically been provided on
5 those campuses?

6 MS. STEINGASSER: I think there is
7 a lot of misreading into what this statement
8 says. First of all, it doesn't say that they
9 might want to follow it. It just points out
10 that there are competitively qualified
11 universities of such high standards that do
12 this.

13 MS. DWYER: Do you recall
14 President DeGioia testifying that Harvard's
15 endowment is \$30 billion?

16 MS. STEINGASSER: Yes, it is.

17 MS. DWYER: And that Princeton's
18 is \$17 billion?

19 MS. STEINGASSER: Yes, I do.

20 MS. DWYER: And did he also
21 testify that Georgetown's endowment is only \$1
22 billion?

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1 MS. STEINGASSER: Yes.

2 MS. DWYER: And where did you get
3 the information on the housing for these three
4 schools?

5 MS. STEINGASSER: We called the
6 City of Cambridge and --

7 MR. MORDFIN: We spoke with the
8 City of Cambridge and I spoke with the
9 Township of Princeton or Princeton Township,
10 New Jersey and spoke with their planners and
11 this was the information that they gave me.
12 They told me they can't do things like put on
13 caps or require students to live on-campus,
14 but that the universities themselves do this
15 because it is the best way that they know of
16 to control student behavior.

17 MS. DWYER: Yes. I have here the
18 website for MIT and it states "More than 70
19 percent of all MIT undergraduates live on-
20 campus." And then it goes on to state that
21 "While many students" --

22 CHAIRMAN HOOD: Is there a

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1 question?

2 MS. DWYER: Okay.

3 CHAIRMAN HOOD: Is there a
4 question in that?

5 MS. DWYER: Okay.

6 CHAIRMAN HOOD: And you know what,
7 Ms. Dwyer, I let you get away with that a
8 whole lot.

9 MS. DWYER: Okay.

10 CHAIRMAN HOOD: So I'm going to
11 have to be patient with everybody else, but,
12 Ms. Dwyer, you know we are supposed to ask a
13 question. Let's get the response.

14 MS. DWYER: Who at MIT did you get
15 the information from?

16 MS. STEINGASSER: Well, I think we
17 can also respond that Councilwoman Cheh just
18 testified that U.S. News and World Report
19 reported. We can't account for the websites.
20 We got this information from the peer
21 governments in these areas and that's what
22 they told us.

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1 MS. DWYER: And can you provide
2 that information or whatever conversations you
3 had for the record?

4 MS. STEINGASSER: Yes. Well, we
5 just did. We talked with the local
6 governments.

7 MS. DWYER: But you said -- I
8 mean, can you -- did you write down those
9 conversations or make notes? Can you provide
10 that for the record?

11 MR. MORDFIN: I have notes from--

12 MS. STEINGASSER: Well, that's --
13 fine.

14 MS. DWYER: You state on page 18
15 that in 2000 the 100 percent goal is no longer
16 referenced. And my question to you is did you
17 review the record in that case and President
18 O'Donovan's testimony in great detail as to
19 why the university was committing to a goal of
20 84 percent and not 100 percent?

21 MS. STEINGASSER: No. No, it was
22 just to track the fact that the university has

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1 been working over the years to try to increase
2 and has had difficulty.

3 MS. DWYER: You also state on page
4 19 of your report that the applicant proposes
5 to increase the size of its SNAP Program, but
6 hasn't the university already done that?

7 MS. STEINGASSER: I don't know.
8 That would be up to the university to testify.

9 MS. DWYER: And at the bottom of
10 page 19 you state "The communities have
11 informed OP that they do not find these
12 measures effective."

13 MS. STEINGASSER: Yes.

14 MS. DWYER: Did you take this at
15 face value or, you know, what evidence did you
16 -- were you presented to show that SNAP was
17 not effective?

18 MS. STEINGASSER: We -- again,
19 looking at the correlated 911 calls.

20 MS. DWYER: Did you look at the
21 data in the university's submissions?

22 MS. STEINGASSER: We did. We did.

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1 And the data is compelling, but it -- whether
2 it is less or more for the families that are
3 getting woken up at 2 :00 or 3:00 in the
4 morning, you know, it's still an objectionable
5 impact.

6 MS. DWYER: Even if it's a
7 minority of the students?

8 MS. STEINGASSER: Yes, it's an
9 objectionable impact.

10 MS. DWYER: On page 20, you state
11 that "The number of students living in a
12 community is, by itself, an adverse impact."
13 And I want to know what you mean by that.

14 MS. STEINGASSER: Where is that
15 line?

16 MS. DWYER: On page 20 of your
17 report.

18 MS. STEINGASSER: 20, yes. Is it
19 under traffic or noise?

20 MS. DWYER: Right. It's on the
21 top of page 20. It 's the last sentence in
22 that first paragraph. "Adverse impacts are

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1 not limited only to their actions, but also
2 from the number of students living within a
3 community."

4 MS. STEINGASSER: That's correct.

5 MS. DWYER: So if the student has
6 no impacts, no noise, no parties, no trash, no
7 problems, just the fact that they live in the
8 community, is an adverse impact?

9 MS. STEINGASSER: I don't -- I
10 think that's a misinterpretation of the
11 sentence. This is in reference to the zoning
12 regulatory standard of number of students.

13 MS. DWYER: Is there any number of
14 Georgetown University undergraduate students
15 that should be permitted to live in the
16 community?

17 MS. STEINGASSER: We are happy to
18 work with the university, as I said early on,
19 to find numbers that do work. I think where
20 we are right now is OP has concluded that the
21 number that is there now has created
22 objectionable impacts.

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1 MS. DWYER: And do you have any
2 way of knowing if these Georgetown University
3 students were moved to campus housing or
4 university housing, whether other students
5 would move in or other young professionals and
6 create similar issues?

7 MS. STEINGASSER: Well, we don't.
8 If they are students related to another
9 university, we could, of course, review that
10 university plan as it comes forward as well.

11 MS. DWYER: Going to the end of
12 your report on page 22 when you start talking
13 about the Comprehensive Plan, you -- Policy
14 3.3.4 states that "The District should
15 encourage the provision of on-campus
16 housing" --

17 MS. STEINGASSER: Yes.

18 MS. DWYER: -- "not require it."
19 Is that not correct?

20 MS. STEINGASSER: It states that
21 it should be encouraged. It does not
22 prohibit. And I think what you are seeing

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1 from OP is a recommendation to the Zoning
2 Commission.

3 MS. DWYER: And doesn't Policy
4 2.3.5 require that you recognize the
5 importance of institutional uses to the
6 economy, character, history and future of the
7 District of Columbia?

8 MS. STEINGASSER: We did
9 acknowledge that. I think that's our first
10 couple sentences in our report.

11 Nobody is saying that the
12 university is bad. We are just saying that
13 some of the objectionable conditions need to
14 be addressed in a way that will pull them back
15 out of the residential neighborhood.

16 MS. DWYER: And doesn't Policy
17 3.3.2 call for a balancing of the university's
18 needs in the neighborhood?

19 MS. STEINGASSER: Yes, it does.

20 MS. DWYER: And you believe you
21 have provided that balance?

22 MS. STEINGASSER: We believe we

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1 have provided flexibility to reach that
2 balance, yes.

3 MS. DWYER: I'm not sure I
4 understand.

5 MS. STEINGASSER: We believe that
6 the recommendations presented to the Zoning
7 Commission provide sufficient flexibility for
8 the university to reach that balance.

9 MS. DWYER: I'm not sure I
10 understand what you mean for the university to
11 reach that balance.

12 MS. STEINGASSER: For the
13 university's goals to be balanced against the
14 objectionable conditions on the neighborhood.
15 That's why there is a transitioning.

16 MS. DWYER: Right. But hasn't the
17 university in its filing proposed what it
18 believes is the appropriate balance?

19 MS. STEINGASSER: It has. And the
20 Office of Planning in analyzing that in the
21 context of the Comp Plan and the Zoning
22 Regulations believes that it does not achieve

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1 that. That further balance is still --

2 MS. DWYER: All right.

3 MS. STEINGASSER: -- desired.

4 MS. DWYER: All right. Thank you.

5 I have no further questions.

6 CHAIRMAN HOOD: Okay. Thank you ,

7 Ms. Dwyer. Mr. Lewis?

8 MR. LEWIS: Thank you, Mr.

9 Chairman. I'll be brief.

10 Ms. Steingasser, Mr. Lawson, Mr .

11 Mordfin, good evening and we appreciate your

12 report very much.

13 MS. STEINGASSER: Thank you.

14 MR. LEWIS: I have only a couple

15 of questions. The first is on the flexibility

16 that the report is intended to provide.

17 For any of the new cap -- new beds

18 that the university chooses to put on-campus,

19 does the university have options such as

20 building on open land or adding on to or above

21 existing buildings or repurposing existing

22 buildings from current uses into undergraduate

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1 housing use?

2 MS. STEINGASSER: Absolutely.

3 MR. LEWIS: And if they choose to
4 go off-campus out of ZIP Code 20007, would one
5 of their options be not to build at all, but
6 simply to lease the building and then sub-
7 lease it to the students?

8 MS. STEINGASSER: Absolutely.
9 They can absolutely be in that.

10 MR. LEWIS: Is it OP's opinion
11 that given these options, is it feasible for
12 the university to provide beds for 100 percent
13 of its traditional undergraduates?

14 MS. STEINGASSER: In the -- I'm
15 sorry, could you repeat that?

16 MR. LEWIS: Yes. Given this
17 flexibility and these options, is it feasible
18 for the university to provide beds, physically
19 feasible?

20 MS. STEINGASSER: It's physically
21 feasible, yes.

22 MR. LEWIS: Then I just have one

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1 other question in f our parts. It's still
2 short.

3 After hearing and responding to
4 the questions so far, do OP's conclusions
5 remain that, first part, and this is a quote
6 from page 7 of the OP r eport: "The
7 residential character is no longer balanced in
8 Burleith and West Georgetown."

9 MS. STEINGASSER: Yes.

10 MR. LEWIS: Does that conclusion
11 remain after the questions --

12 MS. STEINGASSER: That's still our
13 conclusion.

14 MR. LEWIS: -- you have received
15 so far tonight? And from page 22, same
16 question. Do you continue to believe "The
17 proposed plan is inconsistent with many of the
18 policies of the Comprehensive Plan?"

19 MS. STEINGASSER: Yes. Yes, we
20 do.

21 MR. LEWIS: And from page 23, "The
22 high percentage of student-occupied housing

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1 within the neighborhoods surrounding the
2 university adversely affects quality of life,
3 adversely affects the housing stock and is not
4 consistent with neighborhood conservation?"

5 Page 23.

6 MS. STEINGASSER: Yes, we still
7 stand by that.

8 MR. LEWIS: And then finally, that
9 you continue to recommend the enrollment caps
10 and the university provided student housing as
11 called for on -- several times in the OP
12 report, including on page 24.

13 MS. STEINGASSER: We do. We do.

14 MR. LEWIS: Thank you very much.

15 CHAIRMAN HOOD: Okay. Thank you ,
16 Commissioner Lewis. Ms. Haas? Okay. Mr.
17 Hinds?

18 MR. HINDS: Good evening. Turning
19 to page 2 of your report and the first
20 specific recommendation you make there
21 concerning campus housing is that the
22 university provide 250 new beds.

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1 As proposed in the prehearing
2 statement, dated March 31, 2011 by the
3 university, in the university's statement, I
4 wanted just to clarify they propose that if
5 they choose to build on -campus, in other
6 words, if they, for example choose to
7 repurpose the hotel that they have on-campus
8 as a student housing, that they would then, by
9 the fall of 2014, advise the Commission of
10 that fact and submit further processing
11 applications.

12 And if approved, build it, perhaps
13 two or three years later. And we just heard
14 that the Southwest Quad took seven years. Is
15 that the kind of schedule you have in mind or
16 are you saying that they should actually
17 provide those beds on- or off-campus by the
18 fall of 2014?

19 MS. STEINGASSER: We are perhaps
20 being a little more aggressive in asking that
21 they be provided.

22 MR. HINDS: On- or off-campus?

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1 MS. STEINGASSER: On - or off-,
2 yes.

3 MR. HINDS: Thank you. That's my
4 only question.

5 CHAIRMAN HOOD: Thank you, Mr.
6 Hinds. Mr. Clements?

7 MR. CLEMENTS: No further
8 questions.

9 CHAIRMAN HOOD: Okay. Mr. Avery?

10 MR. AVERY: I'll be very brief,
11 because, Mr. Chairman, I think you asked the
12 question I wanted to ask. But I want to make
13 sure.

14 You didn't study Foxhall or
15 include it in some of your specific
16 computations. I interpreted by your answer to
17 the Chairman that that didn't -- we shouldn't
18 draw any inference that Foxhall is not equally
19 affected at the current point in time. It's
20 just that you didn't study it. Is that a
21 correct inference to draw?

22 MS. STEINGASSER: That's correct.

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1 MR. AVERY: Thank you.

2 CHAIRMAN HOOD: Again, I want to
3 apologize for any inconvenience that we may
4 impose upon anyone, but we are going to hear
5 from the students, at this point in time.

6 And we are going to hear from
7 DDOT. We are going to begin with DDOT on May
8 16th. May 16th, okay. Because if we get to
9 DDOT now, we will be here until after 12:00,
10 I'm sure.

11 Okay. Can the students who are
12 here to testify in support or in opposition,
13 if you could come forward, please? And I
14 would like for you to identify yourself and
15 also just let me, for the record, let us know
16 where you live. Not your residence while you
17 are at school, I would just like to know where
18 you are going home to.

19 And let me start to my left.

20 MR. GOLDS: My name is Aaron
21 Golds. I'm a senior at Georgetown University.
22 I graduate a week from Saturday, actually, so

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1 I've just finished up. I currently reside at
2 3625 Prospect Street, N.W., and my hometown is
3 Indian Wells, California, which is in the
4 southern California desert.

5 CHAIRMAN HOOD: Why don't you go
6 ahead and provide your testimony and then we
7 will come on back over? Okay. And if
8 everybody could pass up here your testimony?
9 Was this a class project?

10 MR. GOLDS: No, but I'm getting a
11 grade.

12 CHAIRMAN HOOD: We have seen some
13 of them, too, now, so I just was curious.
14 Yes, actually, I thought it was only six, but
15 I think it was nine, so why don't we have a
16 few -- let's just fill up the chairs and the
17 remaining three or two or however many that is
18 left will just come on up.

19 MR. GOLDS: I can pick up?

20 CHAIRMAN HOOD: Yes.

21 MR. GOLDS: All right.

22 CHAIRMAN HOOD: You can start.

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1 MR. GOLDS: From January 2009 to
2 December 2010, I served as an Advisory
3 Neighborhood Commissioner on ANC-2E. I would
4 like to spend my time this evening speaking
5 about the process that the university
6 underwent to get to this point and sort of my
7 thoughts on that process.

8 I realize that, as a student, many
9 of you will consider my testimony somewhat
10 biased, but, you know, I really came into this
11 with no conception of town-gown relations and
12 how they relate to Georgetown. And so as I
13 observed this process, I was able to really
14 form my own opinions. And so I didn't come in
15 with any preconceived notions.

16 And so I'm really happy to be here
17 tonight, because I see that as really the
18 culmination of two and a half years of work, a
19 significant part of my undergraduate
20 experience.

21 I'm also happy to be here because,
22 you know, the D.C. Government has not heard

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1 the student voice in this process. Despite
2 attempts that I made to reach out to the
3 Office of Planning, as an Advisory
4 Neighborhood Commissioner, my phone calls and
5 emails went unreturned.

6 And so I 'm excited to share my
7 perspective tonight.

8 So the process really began for me
9 just days after my electio n at an all day
10 meeting with university administrators an d
11 community members.

12 At this meeting, Georgetown shared
13 some of their ideas fo r the plan and got
14 feedback from the community. At that meeting,
15 a popular refrain from the ne ighbors was "No
16 New Heads Without New Beds." GU committed to
17 abide by that motto at t hat meeting and now,
18 based on the prehearing submission, GU is even
19 doing one better. They are adding 250 beds
20 without adding any undergraduate heads.

21 So that's one concession. And I
22 have attached to the ba ck of my testimony a

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1 list of concessions that the university has
2 made to the community, but have largely gone
3 unacknowledged by the community and in this
4 hearing.

5 I would also like to speak about
6 the most contentious issue in this plan and
7 that's student housing. Despite OP and the
8 community's recommendations to have 100
9 percent of undergraduates on-campus, the
10 university and I were not presented with this
11 formally until August of 2010, well into the
12 university planning process and well after
13 that first November 2008 meeting.

14 I have spoken, as my role as a
15 student leader, to countless numbers of
16 students on this issue and a few clear
17 patterns have emerged.

18 First, the students believe that
19 living off-campus is a choice. They will
20 always want to be able to make that choice and
21 they will always choose to make that choice.

22 Second, a satellite campus is not

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1 an acceptable option to students. We have a
2 right to live near the university where we
3 attend.

4 And finally, putting all
5 undergraduates on-campus is not a realistic
6 solution to the problems in the neighborhood.

7 And as a student, I can admit there are times
8 there are problems. But, you know, putting
9 undergraduates on-campus does not mean we are
10 locking them behind the gates and that we will
11 never venture out into the neighborhood.

12 And it also doesn't mean that the
13 students -- that the houses are going to
14 magically turn into single-family homes.

15 So thank you and I look forward to
16 your questions.

17 CHAIRMAN HOOD: Very good. Thank
18 you very much. The gentleman to your left, if
19 we can get you?

20 MR. OGINO: My name is Timothy
21 Ogino. I am a senior graduating from
22 Georgetown College. I currently reside on -

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1 campus in Village A Apartments and I'll be
2 returning to Somerville, Massachusetts.

3 CHAIRMAN HOOD: Okay.

4 MR. OGINO: So I wanted to speak
5 today, because there have been questions
6 raised about the character of students and
7 that being correlated with adverse effects.
8 And I just want to speak to my own personal
9 experience at Georgetown University and as a
10 member of -- as a full-time student and a
11 full-time intern at the Japanese Embassy, a
12 youth group leader at my church, a musician, a
13 dancer and a leader of a Georgetown University
14 Community Outreach Program.

15 So I'm here to tell you about that
16 program specifically, which I'm a leader of,
17 and that is called GUMSHOE.

18 So GUMSHOE stands for Georgetown
19 University Math and Science Hands -On
20 Enrichment. And since its beginning in spring
21 2008, it has flourished into D.C.'s largest
22 completely student-run math and science

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1 outreach organization to D.C. Public School
2 students and D.C. Public Charter School
3 students.

4 So currently this semester, we
5 have expanded already to four schools, three
6 public charter schools and HD Woodson Senior
7 High School in Ward 7, as well as tutoring
8 with an on-campus program, the Minors and
9 Students for College Preparation, which
10 supports and encourages middle and high school
11 students to graduate and go to college.

12 And so as I have spoken already,
13 we have already had such a great impact in not
14 just the proximate community to Georgetown,
15 but also the D.C. community as a whole. And
16 we worked with over 100 students in this year.

17 So at the end of -- in addition to
18 our tutoring, we bring the tutees to campus
19 once a year and we bring these students who
20 wouldn't otherwise have an opportunity to work
21 in science labs, meet Georgetown students, and
22 we give them a chance to work with us on

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1 special hands-on projects.

2 And this year we -- or last year,
3 we extracted strawberry DNA. We have done
4 analysis of cow hearts and we have worked with
5 physics projects as well. And this year, we
6 had a total of 67 students.

7 So one thing I just wanted to
8 mention reflecting on the past four years at
9 Georgetown is the one thing that really stuck
10 out to me about the university and its
11 character was its Jesuit identity, which I'm
12 sure many of us are aware of.

13 And I'm particularly proud of
14 Georgetown students here on-campus and how
15 much they care. In fact, in addition to
16 GUMSHOE, there are 13 other student-run
17 education outreach programs, like the
18 Georgetown Center for Social Justice that work
19 in after school programs, weekend programs,
20 in-class workshops and community centers
21 throughout the city.

22 And so I just wanted to speak

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1 towards the caring character of Georgetown
2 students being men and women for others and
3 being men and women in this community. And
4 that has greatly shaped my experience in
5 Georgetown. And I just wanted to share that.

6 CHAIRMAN HOOD: Thank you. Next?

7 MR. ZALZAL: Hi, my name is Habib
8 Zalzal and I'm currently a senior at
9 Georgetown University. I'll be graduating
10 from the college on May 21st with a bachelor
11 of science in biology and will be attending
12 Georgetown Medical School in the fall.

13 My hometown is in Bethesda,
14 Maryland where I attended the Landon School.
15 And I currently live on 3734 R Street.

16 So I have been around Georgetown
17 all my life, with my mother having attended
18 the school in the 1970s, my younger brother
19 also attends university along with six of my
20 cousins. And ever since being accepted into
21 Georgetown, it has been a dream come true.

22 Living off-campus on the corner of

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1 30th and R Street in Burleith, I have never
2 had any issues with SNAPs, MPD or neighbors at
3 my house.

4 This past year, I have been
5 working with the Off-Campus Student Life
6 Advisory Board, of which I am member, and I
7 have been working with Ann Koester in helping
8 to address students' concerns off-campus.

9 As a member of the OCLS Off-Campus
10 Board, I have helped organize many campaigns
11 throughout the year to help students feel
12 welcome into the neighborhood.

13 In the fall, many Georgetown
14 students, including myself, spent a day to
15 help clean up trash in surrounding
16 neighborhoods of the university.

17 In addition, the Off-Campus
18 Student Live Board ran a campaign called "Rake
19 and Roll," which would help advertise the
20 cleaning up of leaves from city streets by
21 raffling off rakes and shovels for the
22 upcoming winter months.

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1 In December, several volunteers
2 and I helped go door-to-door to hand out bags
3 containing important move -out details for
4 students in all off-campus houses in West
5 Georgetown and Burleith. The bags contained
6 smoke detectors and important phone numbers to
7 call prior to leaving for the winter break.

8 In the winter, my house was deemed
9 a snow house for helping students clean up
10 snow throughout the several snowfalls that we
11 had. There were several other off-campus snow
12 houses and the OCLS provided each home with
13 shovels and ice melt to hand out to off-campus
14 students. We are unable to have the means to
15 shovel snow from the sidewalk s without the
16 shovels.

17 Unfortunately, the response to our
18 -- from my neighbors personally has not always
19 been friendly or helpful. Over the Christmas
20 holiday, as I was staying with my parents in
21 Bethesda, I came by to check on the house. As
22 I was leaving, I saw one of my neighbors

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1 crossing the street and I motioned her to
2 cross in front of me.

3 I was taken back immediately when
4 her response to me was to flip the bird for no
5 reason at all. It was something that is hard
6 to get used to living in Burleith, but us
7 students tend to accept it.

8 Nevertheless, the OCLS has been
9 extremely helpful for me and my friends living
10 in Burleith in terms of home issues. Whenever
11 there was an issue with our house that we
12 couldn't get a hold of the landlord for,
13 Professor Koester and the OCLS organization
14 have been extremely helpful in guiding us to
15 fix the problem associated with living off -
16 campus.

17 Living off-campus for me has been
18 quite the experience. And while I plan on
19 returning back home to Bethesda for med school
20 next year, the knowledge I have gained from
21 the help of the OCLS will be essential for
22 wherever I decide to permanently move in a new

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1 home. Thank you.

2 CHAIRMAN HOOD: Thank you. Next?

3 MR. BRODY: Good evening. My name
4 is Colin Brody and I live at 3612 T Street,
5 N.W. and my parents live in Rhode Island.

6 I sit before you tonight as a
7 representative of the Georgetown Emergency
8 Response Medical Service, commonly known as
9 GERMS.

10 I'm a senior in the college and
11 one week from this Saturday, I will become a
12 proud alumnus of the university.

13 Over the last four years, I have
14 spent over 2,200 hours volunteering as an EMT
15 with GERMS, including responding to 522
16 emergency calls since January of 2008. On
17 April 1st of this year, I finished my term as
18 president.

19 I would like to take the remainder
20 of my time tonight to give you an inside look
21 at an entirely run student organization that
22 has been in existence on Georgetown's campus

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1 since 1982.

2 We were founded almost 30 years
3 ago by a group of undergraduate students who
4 felt there was a need for faster emergency
5 response on campus. In fact, President
6 DeGioia was a member of GERMS when it first
7 began.

8 With an annual budget of just
9 \$8,000, GERMS went in service and has
10 continued to provide the campus as well as the
11 surrounding neighborhoods and the District of
12 Columbia as a whole with rapid response
13 treatment and transport free of charge for all
14 patients.

15 Since its founding, GERMS has
16 responded to, approximately, 25,000 emergency
17 calls and each year, approximately, 100 of our
18 patients are members of the community. In
19 other words, residents of nearby communities
20 of Burleith, Georgetown, Cloisters and
21 Foxhall. And these calls account for roughly
22 12 percent of our call volume.

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1 We are able to provide all of our
2 services for free because of the passionate
3 involvement of an entirely volunteer
4 membership and the generosity of the
5 university and its alumni.

6 We operate a fleet of two basic
7 life support ambulances certified by the D.C.
8 Department of Health as well as one mass
9 casualty response unit which was equipped with
10 the help and consultation of D.C. Fire and
11 EMS' Special Operations Branch.

12 This unit is now able to be
13 deployed to augment the already comprehensive
14 response provided by the Fire and EMS
15 Department in the event of a disaster anywhere
16 in the District.

17 In addition, each year we train
18 over 60 individuals as EMT basics, not all of
19 whom are Georgetown students.

20 Our training center boasts a 96
21 percent pass rate on the National Registry of
22 EMTs Cognitive Examination, a rate that is

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1 almost 20 percent higher than the national
2 average.

3 We continue to receive accolades
4 from the D.C. Department of Health for
5 producing such high caliber EMTs on an
6 extremely limited budget. We have also been
7 able to foster and maintain a strong
8 relationship with the District of Columbia,
9 including the Fire and EMS Department, the
10 Department of Health and the Medical Reserve
11 Corps.

12 We have sent medical personnel to
13 the past three Presidential Inaugurations and
14 plan to do so in the years and decades to
15 come. We also provide medical personnel and
16 ambulance support during major events in the
17 city, including the Marine Corps Marathon held
18 each fall.

19 We are currently working with
20 MedStar Health and the Fire and EMS Department
21 to develop a Memorandum of Understanding that
22 would effectively add our units to the list of

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1 available EMS units dispatched by the Office
2 of Unified Communications when citizens call
3 911.

4 This would provide residents of
5 the Georgetown and surrounding neighborhoods
6 with the fastest possible response time and
7 provide the city with two more ambulances that
8 can be used to respond to 911 calls.

9 Mr. Chairman and Members of the --
10 that's it.

11 CHAIRMAN HOOD: Just go ahead and
12 finish your last statement.

13 MR. BRODY: Members of the
14 Commission, I would like to say that this was
15 admittedly a very brief description of GERMS,
16 both the history and the overview of our
17 operations. However, it is just one of
18 hundreds of student-run groups that make
19 Georgetown University a truly amazing place.

20 The Campus Plan presented to you
21 is at its most basic level, an attempt to
22 enrich the lives of all students and members

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1 of the community. Many of the recommendations
2 would penalize the many for the actions of a
3 few.

4 While no one is suggesting that
5 all Georgetown students are perfect
6 individuals, the vast majority of us are
7 engaged in work that seeks to better everyone
8 around us, regardless of university
9 affiliation.

10 And I ask you to remember us when
11 considering the future of our campus.

12 CHAIRMAN HOOD: Okay. Thank you .
13 Next?

14 MS. McNUTT: My name is Monica
15 McNutt. I'm also a senior in the college.
16 I'll be graduating next Saturday. My home is
17 Suitland, Maryland.

18 All right. This past year, I was
19 a senior and captain of the 2010/2011
20 Georgetown Women's Basketball Team, which
21 boasts an overall record of 24-11 and advanced
22 to the Sweet 16 for the first time since 1993.

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1 In the Sweet 16, we came up just
2 short to the number one ranked Yukon Huskies
3 having them down a significant portion of the
4 game.

5 As an athlete, it is disheartening
6 to walk into opponents', like Syracuse, Notre
7 Dame, Yukon and Louisville, facilities and
8 compare them to the meager accommodations
9 provided by McDonough Gymnasium.

10 As a female athlete, it's a bit of
11 a slap in the face that the men's team plays
12 at the Verizon Center, because McDonough is
13 too small to house their crowd. Trust me, it
14 is only a matter of time before the women's
15 program, too, outgrows McDonough.

16 Facilities play a huge role in the
17 recruiting of athletes and also providing
18 adequate resources for the athletes that are
19 already there. The plan proposes renovations
20 to McDonough, which all the athletes, trainers
21 and coaches will greatly appreciate.

22 At Georgetown, there are 29

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1 varsity sports, but only two teams have locker
2 rooms all to themselves, men' s and w omen's
3 basketball.

4 McDonough is simply too small t o
5 adequately provide for all of our at hletic
6 teams and competitors. It is in dire need of
7 renovations.

8 If the Office of Plannin g's
9 recommendations are adopted, this wil l not
10 happen. Building a residents hall for 100
11 percent of undergraduate students and rolling
12 back our enrollment will be financ ially
13 devastating and completely eliminate our
14 ability to do anything else.

15 It will put a hold on the athletic
16 training facility, which h as already gotten
17 zoning approval and for which fundraising is
18 seriously underway.

19 Gorgeous facilities su ch as
20 Louisville's brand new KFC Young Center have
21 become staples at schools with compet itive
22 programs. We should not be an exception.

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1 Better facilities are sure to ultimately
2 generate revenue for the university.

3 I urge the committee to reject the
4 recommendations of the Office of Planning.
5 They will be detrimental to the university's
6 ability to compete in academic and athletic
7 programming. Thank you.

8 CHAIRMAN HOOD: Thank you. Next?

9 MS. CHRISTIANO: Hi, I'm
10 representing D.C. Students Speak organization.
11 My name is Sarah Christiano. I'm a sophomore
12 at Georgetown University, originally from San
13 Jose, California, but I am a D.C. voter.

14 Our organization which has
15 chapters at major D.C. universities was
16 founded in the fall of 2009. We seek to not
17 only connect students with one another, but
18 also with their local government and encourage
19 their participation.

20 To achieve these goals, we have
21 held voter registration drives, forums with
22 citywide candidates and speakers who discuss

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1 the importance of student activism.

2 D.C. Students Speak believes that
3 the Campus Plan, as drafted, is important to
4 the Georgetown University campus community
5 because of the various proposed projects that
6 would enhance campus life.

7 And while we support the latest
8 change proposed by the university to add 250
9 additional undergraduate beds, we also
10 strongly believe that upper class students
11 have a right to live off-campus.

12 Many juniors and seniors view
13 living off-campus as a right of passage.
14 Currently, the action proposed by ANC-2E,
15 Citizens Association of Georgetown and the
16 Burleith Association would, in effect, create
17 a restriction for Georgetown University
18 students to live off-campus.

19 We urge the Zoning Commission to
20 recognize the discriminatory aspect of such a
21 proposal. The limitation outlined to prevent
22 students from living off-campus will

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1 discriminate against individuals based on
2 their status in matriculation.

3 According to the D.C. Human Rights
4 Act, matriculation cannot be a condition for
5 one to be discriminated against. House owners
6 may choose not to rent their living spaces
7 entirely, but selectively denying students
8 would be a violation of this Act, which was
9 enacted to secure an end in the District of
10 Columbia to discrimination for any reason.

11 Preventing students from living
12 off-campus could also result in detrimental
13 effects to the wider community . While
14 students spend a majority of their time on -
15 campus, they also serve as tutors, babysitters
16 and volunteers for the greater community. And
17 living in the community helps facilitate these
18 relationships.

19 Additionally, I, as well as many
20 of my peers, truly consider this neighborhood
21 and this city our home. In March, I
22 registered to vote in D.C. along with 150

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1 other Georgetown students. For me, the
2 registration change made sense as I consider
3 myself a resident of this city and, therefore,
4 have an interest in the well-being of
5 Georgetown and D.C. as a whole.

6 I also look forward to continuing
7 my residency here including after graduation.

8 With this in mind, our organization has been
9 involved in efforts to engage Georgetown
10 students in the issues important to D.C.,
11 leading them to the recent City Council at -
12 large election, we organized a forum for
13 candidates and roughly 25 students were
14 present to hear the candidates answer their
15 questions on issues that mattered to them.

16 These students like many others
17 have demonstrated their commitment to our
18 community. We appreciate the opportunity to
19 share our views and respectfully urge you to
20 consider the rights of students to live off -
21 campus.

22 It is our hope that the Commission

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1 will take all of this into consideration when
2 voting on the Georgetown University Campus
3 Plan. Thank you once again.

4 CHAIRMAN HOOD: Okay. Thank you .
5 Next?

6 MR. STICKA: My name is Jake
7 Sticka. I'm originally from San Diego,
8 California, but as a Commissioner on ANC-2E, I
9 now consider Washington, D.C. my home.

10 One of the elements that I wanted
11 to bring to your attention today are the more
12 positive elements of the plan that often are
13 not discussed. Among them are the expansion
14 of Lauinger Library, the building of a new
15 student center and additions to our athletic
16 facilities. All of these are exactly the type
17 of elements in this plan that will draw
18 students back on-campus, if that's the
19 ultimate goal.

20 Restriction of where students live
21 is not the manner that you get them there. It
22 is ensuring that there are positive places on

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1 campus that students want to be.

2 Besides my student constituents
3 that very much do support this plan, I have
4 also spoken to a number of non-student
5 neighbors and I have to say that the overall
6 tenure of what they have told me is not nearly
7 as negative as what we have heard from the
8 citizens associations.

9 I have spoken to a number of
10 neighbors that are ambivalent about the plan,
11 some of which support the plan.

12 Additionally, I believe that this
13 is particularly true in light of the recent
14 concessions that have been made, although a
15 number of people may have been more upset
16 about the plan when it called for additional
17 buildings. With the concessions currently
18 made, the plan is, I believe in my view,
19 received as fairly modest by a number of
20 individuals in the community.

21 Finally, I would like to respond
22 to a few elements of the OP report and some of

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1 what was said this evening.

2 Firstly, I would like to point out
3 that my freshman dorm was 180 square feet. It
4 was me and a roommate. Tripling that dorm in
5 order to bring more students on campus is not
6 a particularly effective way to make students
7 want to live on campus.

8 A triple at 180 feet, I would be
9 happy to show you my room and I would be happy
10 to show you AU student rooms that are tripled
11 now, no one enjoys it. It is not effective
12 use of housing space and it does not draw
13 students on campus if that's the ultimate
14 goal.

15 Additionally, I can say from
16 personal experience, I have not had social
17 interactions with nontraditional
18 undergraduates, nursing students, anything
19 along those lines. It just doesn't happen.
20 It's not typical.

21 So additionally, I would like to
22 affirm some of what has been said earlier that

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1 the idea that students should be allowed to
2 live off-campus, it's part of becoming
3 independent. It's part of becoming invested
4 in their neighborhood.

5 As an ANC Co mmissioner, I have
6 encouraged students to register to vote here,
7 but being pushed back onto campus is not what
8 encourages people to register to vote here.
9 It doesn't encourage them to want to live in
10 Washington, D.C. after they graduate.

11 That's a very anti-mentality. And
12 students respond very negatively to that. And
13 if we would like to gro w this city, if we
14 would like to grow th e manner in wh ich
15 students feel accepted by the city, I would
16 urge you to allow them to live in actual parts
17 of the city. Thank you.

18 CHAIRMAN HOOD: Thank you. Next?

19 MR. MEANEY: Mr. Chairman, b efore
20 I begin, I would just like to let y ou know
21 that I was told to prepare a five minute
22 testimony, because I'm the President of the

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1 Student Association. I can try to keep it
2 down under three if that's what --

3 CHAIRMAN HOOD: We will work with
4 you. What we're going to do is you kind of --

5 MR. MEANEY: Okay.

6 CHAIRMAN HOOD: -- emphasize it
7 and I would like to keep it to three minutes,
8 because I think you have some more students
9 that want to testify. So I know you are the
10 President.

11 MR. MEANEY: Okay.

12 CHAIRMAN HOOD: We will give you a
13 couple more seconds.

14 MR. MEANEY: Okay. Well, good
15 evening and thank you for giving me the
16 opportunity to speak tonight.

17 My name is Michael Meaney and I'm
18 the President of the Georgetown University
19 Student Association. I am a rising senior in
20 the School of Foreign Service.

21 After studying abroad in Mexico
22 City during this past fall semester, I lived

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1 in an on-campus apartment during the spring.
2 And next year, I'll be living in an off-campus
3 townhouse on 35th and Prospect Street.

4 On behalf of the Student
5 Association, I want to show my wholehearted
6 support of the proposed Campus Plan. Over
7 1,000 students have signed on in support of
8 the Campus Plan and approval of the Campus
9 Plan, which was an important issue during my
10 election campaign.

11 My running mate and I came out
12 strongly in favor of the plan and students
13 were very receptive. And we ultimately won by
14 a substantial 20 point margin.

15 The Campus Plan is of the utmost
16 importance to students. It proposes various
17 projects that would greatly enhance student
18 life on-campus. The student center at New
19 South is one of the most important projects.
20 It is of great interest to the Student
21 Association because of the increased student
22 space it would provide.

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1 Expansion of Lauinger Library is
2 another top priority for students, as it would
3 greatly improve our ability to study and
4 pursue academic excellence.

5 The renovation of Kehoe Field is
6 another high priority because it would better
7 students' ability to participate in extra
8 curricular activities and it would provide
9 much needed facility improvements for student
10 athletes.

11 None of this will be possible if
12 the Office of Planning recommendations are
13 adopted by the Zoning Commission and we
14 strongly urge you to reject all of them.

15 Making the university build
16 housing for 100 percent of its students will
17 create a financial burden on the school that
18 would inhibit anything else from getting done
19 to improve student life for the next 10 years.

20 And for that purpose? There is no
21 guarantee that housing will be lived in. Many
22 juniors and seniors, myself included, want to

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1 live off-campus. We view doing so as an
2 important next step in our lives.

3 The urging by Burleith, Georgetown
4 and Office of Planning to remove students from
5 "their community" smacks prejudice. For the
6 Office of Planning and the neighborhood
7 community to think that housing all students
8 on-campus will solve all of their problems
9 concerning student noise and student conduct
10 doesn't make sense.

11 It seems as though that the
12 ultimate intention is to have all students
13 trapped on-campus, completely segregated from
14 the Georgetown community and the D.C. area in
15 general, which, I might add, Georgetown
16 students contribute a great deal to.

17 A better approach can and must be
18 taken to resolve the tensions between
19 Georgetown University and its neighbors. Upon
20 taking office, I appointed a Secretary of
21 Neighborhood Affairs, whose job it would be to
22 work with the community in a constructive way

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1 to start to resolve our differences.

2 He attends community meetings and
3 is our direct outreach to the neighborhood.
4 Georgetown has a right to make smart
5 investments to improve student life and as a
6 way to better itself as an academic
7 institution.

8 Yes, there exists real issues
9 between Georgetown University and its
10 neighbors. Issues that should be worked
11 through in a constructive and realistic way.
12 But stopping the progress of the Campus Plan
13 and in doing so holding student life at
14 Georgetown hostage is not the best approach.

15 Thank you once again for giving me
16 the opportunity to speak tonight.

17 CHAIRMAN HOOD: Okay. Thank you
18 very much, Mr. President. Okay. Next?

19 MR. TAYE: Good evening, all. My
20 name is Ayalew Taye. I'm originally from
21 Ethiopia. I'm currently a senior in the
22 college and I'm on the way to graduate in this

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1 month from Georgetown University.

2 Immigrating from Ethiopia in 2002
3 has given me countless opportunities that I
4 would -- never would have had otherwise.

5 In high school, I got involved i n
6 school -- afternoon school activities which
7 had an enormous impact no t only in m y
8 interaction with other s, but also on how I
9 have approached my commitment. As a result of
10 my academic and athletic achievement , I was
11 contacted and recruited by Georgetow n
12 University.

13 Prior to this, I had no knowl edge
14 of Georgetown University. I did m y literary
15 research and talked with people. I connected
16 with student who were attending Georgetown and
17 also students who were already graduated.

18 Right away, I learned how good
19 Georgetown University is in both academic and
20 athletics. After that, my decision come down
21 to the concern of tuition. I was promised
22 full financial support through athletics and

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1 financial aid scholarship.

2 Grateful of that, I right away
3 committed to attend Georgetown. At first, I
4 didn't know what to expect. I came in summer
5 to attend community college program. My
6 freshman and sophomore year, I lived on -
7 campus.

8 Learning to adjust to a new
9 culture was one of the difficult challenges I
10 had faced. In the beginning, this challenge
11 start fail my heart. However, through the
12 help of Georgetown community, I was able to
13 make Georgetown my home, comfortable enough my
14 junior year, I moved to off-campus housing in
15 Foxhall area and I'm still living there. In
16 fact, I'm living there next year as well.

17 Athletics has a major impact on my
18 life. It played a pivotal role not only
19 helping me adjust to this new life I had in
20 America, connecting me to people, but also the
21 way I approached my commitments. It taught me
22 management, discipline, determination,

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1 manners.

2 At first, I was actually concerned
3 for the fact that Georgetown doesn't have --
4 doesn't own any track. I was told that GU was
5 using a neighborhood track in Burleith, which
6 is only 320 meters. For a track athlete like
7 me, a 400 meter track is a dream come true.

8 Georgetown considering its past
9 history of track and field, not having its own
10 track of its own is, I'm sorry to say,
11 somewhat disappointing. On the other hand,
12 I'm proud to say that both the men's and
13 women's track team practicing in and off-
14 campus field are doing very well for
15 themselves.

16 We use the track about four days a
17 week and over an hour each day. We see people
18 walking around the track. Thank you.

19 We see people walking around the
20 outside lane when we work out. We see people
21 walking their dogs and playing with their dogs
22 on the field. When we start working out, they

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1 make sure that they don't walk in our way or
2 that their dogs are not running around.

3 This tell me that there is an
4 understanding and respect between the
5 community members and the GU athletes or the
6 GU population.

7 Also, when we a re on the track
8 with field, it's as if the field is our own.
9 In fact, I'm aw are of the fact that the
10 program, track program, contributed t o the
11 mending of the track.

12 I asked one of my co ach what we
13 did and he told me that not long ago it was a
14 dirt track and the Georgetown Track Program
15 helped financially to repair the track. In
16 addition, just last semester, the whole track
17 team helped with the planting trees around the
18 inside and outside of the track. It is also
19 my understanding that the Georgetown
20 Intermural Track Team also use the track.

21 All in all, my G eorgetown
22 experience has been great. This experience

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1 will be a part of me. I'm graduating with
2 major in government and sociology minor. And
3 I will be forever grateful for the grand
4 opportunity.

5 Last, but not least, I believe
6 that Georgetown is a great matrix to the
7 community. It brings people from different
8 nations and with their own unique culture. As
9 Georgetown athlete, we are not only present in
10 Georgetown on national level, but also we are
11 present in D.C.

12 For instance, if I remember
13 correctly, this year's motto for our
14 Georgetown Team is "We are Georgetown and D.C.
15 is our playground." As a track athlete, to
16 represent Georgetown, I highly recommend that
17 we are allowed to use the Burleith track.

18 In fact, if possible, expanding
19 the track will allow us to host big track
20 meets which will help greatly for the future
21 for the area. Thank you.

22 CHAIRMAN HOOD: Okay. Thank you .

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1 Next?

2 MS. BREEN: Good evening, Molly
3 Breen.

4 CHAIRMAN HOOD: Could you pull the
5 microphone up, so we can hear?

6 MS. BREEN: Sorry.

7 CHAIRMAN HOOD: And let me ask, is
8 this the last student? This is the last
9 student? Okay. Great. Thank you.

10 MS. BREEN: Good evening, Mr.
11 Chairman and Members of the Commission. Thank
12 you for the opportunity to speak this evening.

13 Is it on? Okay.

14 My name is Molly Breen and I am a
15 graduating senior from the Georgetown
16 McDonough School of Business. For the past
17 few years, I have lived off-campus in the 3500
18 Block of O Street. Before I tell you my
19 thoughts and feelings about this Campus Plan,
20 I would like to tell you a little bit about
21 myself and about my time in the Georgetown
22 community.

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1 Over my four years at Georgetown,
2 I have been involved in various activities in
3 both on- and off-campus communities. These
4 activities include working as the neighborhood
5 liaison on the Student Association for which
6 over two years from May 2008 to September
7 2010, I attended the monthly Alliance for
8 Local Living meetings and also the monthly
9 leadership meetings between the university and
10 the community leadership.

11 I'm also a student member of the
12 University Alumni Board of Governors. I co-
13 founded the Georgetown Samaritans, the
14 student-run organization that seeks out
15 opportunities to enhance the off-campus
16 community and help our neighbors.

17 GU Samaritans was inspired by the
18 neighborly camaraderie, we, the students,
19 united by volunteering to shovel non-student
20 sidewalks and driveways during the
21 snowpocalypse of 2009.

22 As a Georgetown University student

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1 and a Georgetown neighborhood resident, I
2 believe that I am a member of the community.
3 My motivation and founding GU Samaritans was
4 to create another a venue in which I could
5 contribute to a community I loved so much in
6 the way I was raised to contribute to my
7 community at home.

8 Additionally, for the past three
9 years, I have been the President of Party for
10 a Cause, a 501(c)(3) student-run organization
11 that has redirected \$75,000 of students'
12 personal discretionary social allowance to
13 charitable foundations on-campus, in the local
14 community and in the Greater Washington D.C.
15 area, simultaneously, benefitting several
16 local businesses.

17 While I am very proud of the
18 activities I mentioned, one activity that is
19 very special to me is acting as the primary
20 babysitter for a family from Holy Trinity for
21 the past four years. This past winter, I
22 began babysitting for a young family from the

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1 1900 Block of 37th Street in Burleith.

2 They have a 5 year -old who is
3 disabled and a 1 year -old. Thro ugh my
4 assistance and that o f another Georgetown
5 senior who has been with them for three years,
6 they are able to give their children the
7 support that they need.

8 In other words, students can an d
9 do bring value to the community of Georgetown.

10 As someone who considers themself
11 an equal member of the community, I recognize
12 that many of you may not want to recognize me
13 as an equal member of the community. I get
14 frustrated by this and think it is unfair.

15 Let me give you an example of
16 where my frustration stems from. On a Tuesday
17 evening around 10:00 p.m. in April 2010, I was
18 in a friend's backyard on the 1300 Block of
19 35th Street. Most o f us arrived wit h our
20 backpacks on having just come from the
21 library.

22 We were m eeting briefly to

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1 celebrate a friend's birthday over cake and
2 lemonade with no thoughts of alcohol. We had
3 only been in her backyard for 10 minutes when
4 MPD let themselves in through the back gate
5 and told us to break it up very strongly
6 before asking any questions, surveying the
7 scene or taking into consideration our rights.

8 I was blown away. They told us
9 they had received a complaint from a local
10 neighbor, which I considered to be a reckless
11 use of public safety resources.

12 There was no music playing and the
13 chatter of no more than 10 friends could not
14 have warranted a call to the police. Would
15 they have done this if we were 15 years older?

16 I consider myself an adult. I pay rent in
17 the community and I symbolize that fact as
18 having a contract with the community that I
19 respect the rights of my neighbors and expect
20 the same respect from them in return.

21 In summary, I have been part of
22 the Georgetown community, by which I mean not

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1 just the campus community, fo r almost four
2 years and as a resident of the 3500 Block for
3 two years and a registered voter in D.C.

4 As this is likely my lasting
5 contribution as an undergraduate, I hope these
6 proceedings and the pr esence of me and my
7 fellow students will result i n a sit uation
8 where my nieces and nephews a nd hopefully my
9 own children come to Georgetown. They will be
10 more welcome into the neighborhood.

11 MS. CHRISTIANO: May I submi t a
12 petition to record as w ell? It's signed by
13 community members and students.

14 CHAIRMAN HOOD: Sure. Okay.
15 First, let me say I wa nt to thank each and
16 every one of you all. We probably wouldn't
17 have rested easy tonight if we did not hear
18 from you. But I know there was some -- a
19 little rumbling when we had the request.

20 Actually, after hearing your
21 testimony, I'm very glad that we heard what
22 you said, because what came across loud and

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1 clear for me was that a lot of times your
2 voice is not heard. It's just overruled.
3 It's just taken lightly.

4 So I'm glad we did that, because I
5 didn't want you all leaving here thinking
6 that's how we operate, because actually we
7 have done that in the past for students. We
8 have been consistent. It's just that, you
9 know, all the things that come after that.

10 So I think your testimony was very
11 helpful and it would be very good for us as we
12 deliberate.

13 I will say this though, some years
14 ago you had Coach Thompson and, I think the
15 gentleman's name was , Hibbert, who is now
16 playing pro ball. I actually issued a
17 challenge to them. The Zoning Commission, I
18 don't know if my two Members were there at the
19 time, but it was five of us up here and I
20 challenged Coach Thompson, I said they want to
21 discriminate the Zoning Commission.

22 So what I'm going to do to you,

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1 young lady -- but actually, I don't want us to
2 lose and lose bad. But anyway, that's all the
3 comments I have.

4 Any questions, Commissioners?
5 Commissioner May?

6 COMMISSIONER MAY: Yes. Several
7 of you indicated that you lived off-campus,
8 either currently or at some point. Can you
9 give me a show of hands for those who have or
10 do? Okay.

11 And, you know, we have read
12 several accounts of bad behavior by some
13 students. And we are trying to get a -- I'm
14 trying to get a sense of how frequent this is.

15 First of all, in the areas where
16 you are living, were there a lot of students?

17 Like were your next door neighbors also
18 student group houses or was it -- I mean, you
19 can answer individually. Yes.

20 MS. BREEN: The concentration of
21 students living closer to each other is
22 definitely higher closer to the gates. But as

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1 you get further in the community, you could
2 end up with a block with one student house.

3 COMMISSIONER MAY: Yes.

4 MS. BREEN: And m any non-student
5 residences.

6 COMMISSIONER MAY: So what was the
7 situation where you were living?

8 MS. BREEN: I'm living --

9 COMMISSIONER MAY: Were t here
10 students next door?

11 MS. BREEN: -- at the house for
12 two years and we are one block outside the
13 gates. And we are -- the six houses on our
14 block are all student houses.

15 COMMISSIONER MAY: Okay. An d I
16 assume that at some point during your time
17 living in that house or, you know, any of you
18 can answer on this one, you have witnessed
19 some of this late night loud noise, bad
20 behavior kind of stuff?

21 MS. BREEN: Sure.

22 COMMISSIONER MAY: Is it, I mean --

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1 in your experience, I mean , you live on a
2 block with six other student houses. Is it an
3 every weekend kind of thing? Is it a o nce a
4 month thing? Is it a once a year thing?

5 MS. BREEN: I think there is
6 transient noise living in any urban area. And
7 on Friday and Saturday nights you will run
8 into that more frequently. I will say since
9 the beginning of my jun ior year to now, the
10 end of my senior year, the noise has decreased
11 immensely.

12 SNAPs, I don't know --

13 COMMISSIONER MAY: Yes.

14 MS. BREEN: -- if someone told you
15 about SNAPs?

16 COMMISSIONER MAY: Yes.

17 MS. BREEN: They are very
18 proactive. I'm one of t he only driveways on
19 the block they will come down our driveway, so
20 they can look over all the backya rds and just
21 listen. And then if the y hear anything they
22 will go knock on the front door and stop it.

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1 They are not always a welcome
2 addition to our driveway, the flashing yellow
3 lights can keep me up sometimes. But it's not
4 as loud, which is nice.

5 COMMISSIONER MAY: Okay. Thanks.
6 That's helpful to me. Did anybody else want
7 to add anything on that topic?

8 MR. BRODY: I would just say that
9 I have only lived in Burleith for one year
10 beginning in September, but I do know that one
11 of my neighbors, actually both houses on
12 either side are students. And of the five
13 houses, I would say that there is definitely
14 one that stands out as particularly loud in
15 the fall.

16 But as a result of numerous SNAP
17 interactions, we -- I mean, I haven't heard a
18 peep. That would be mine.

19 COMMISSIONER MAY: Okay.

20 MR. GOLDS: I would just, you
21 know, like to echo what Ms. Breen said. You
22 know, as the ANC, you know, I was frequently

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1 involved in these issues. And, you know, I
2 can tell you by, you know, every objective
3 measure and also by just my subjective, you
4 know, observation of, you know, going out and
5 walking the neighborhood at night and also
6 doing ride alongs with SNAP, that, you know,
7 the neighborhoods are really quiet.

8 And generally, when I have been on
9 my ride alongs with SNAP, we have stopped at
10 more non-student houses than student houses.
11 And so I think that, you know, it's not
12 perfect. There are still some issues, but I
13 do think it is very much under control.

14 COMMISSIONER MAY: Okay. Thank
15 you. That has been very helpful.

16 CHAIRMAN HOOD: Let me just ask, I
17 think I heard two people say they were ANC
18 Commissioners previously. Just quickly, the
19 issues dealing with Georgetown students come
20 up at your ANC Commissions quite a bit?

21 MR. GOLDS: Yes, and --

22 CHAIRMAN HOOD: And how did you

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1 deal with that?

2 MR. GOLDS: Okay. I would say yes
3 and no. The official ANC meetings were
4 generally pressed for time. You know, we're
5 community volunteers and so we try to focus on
6 the specific items on the agenda. There are
7 times it comes up on the agenda, but we are
8 generally focusing on more neighborhood
9 projects and specific things for that meeting
10 where it really comes up is frequent meetings
11 between the community leaders represented by
12 the ANC and the leadership of the citizens
13 association and the university administration.

14 I believe both Commissioner Sticka
15 and I sit, you know, in the good deal, if not
16 all, of those meetings. And, you know, it's
17 really, you know, our job to provide the
18 student voice and the student perspective,
19 both so the neighbors understand what the
20 students are looking for, even if they don't
21 necessarily agree with it or respect it.

22 Plus, we make sure that the

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1 university understands where the students are
2 coming from, because, you know, partic ularly
3 when we are talking about this planning
4 process. The university are the ones making
5 the decision of what's in and what's out.

6 And they want t o know what the
7 student want or what the students are looking
8 for. And so I'm thankful that the university
9 administration has been so responsive to the
10 concerns I have brought to them.

11 CHAIRMAN HOOD: Do you want to add
12 something?

13 MR. STICKA: I would echo what
14 Aaron said. Although, on our public agenda,
15 it's not necessarily as commo n. There are a
16 lot of meetings, more meetings than perhaps my
17 schedule can even a lways accommodate, but
18 behind the scenes, there are a number of
19 meetings, especially going in the Campus Plan.

20 Molly mentioned the -- all
21 meetings which happen monthly between the
22 community and the university administrators.

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1 I would say there is a continuing dialogue
2 that goes on weekly.

3 CHAIRMAN HOOD: So this is my last
4 question. We've got a little time, but you,
5 obviously, are representing more than just
6 Georgetown. I mean, just the university. You
7 both were elected and you were elected by
8 community folk who live there and reside there
9 and have probably been there for years.

10 How did you feel like you balanced
11 that? Did you -- were you 50/50 or did you
12 tilt?

13 MR. STICKA: The manner in which
14 the Districts are drawn currently is such that
15 a majority of my constituents, 99 percent are
16 students. That said, I do view my role on the
17 ANC to not just be a representative for the
18 university, but more as a representative of
19 the students and additionally of the broader
20 community.

21 And I think those goals are often
22 very similar. I think there is very few

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1 issues on which there i s diverge on say the
2 Campus Plan, so I don't think that is
3 generally an issue. Aaron served for the
4 entire two year term and --

5 CHAIRMAN HOOD: Well, who is the
6 majority of your constituents?

7 MR. GOLDS: You know, Commissioner
8 Sticka replaced me. My seat is pretty much
9 entirely composed of the university on
10 housing. So to do another two year term after
11 graduation would req uire me to pay for
12 university housing, which requires me to be a
13 student, which is not the cheapest thi ng in
14 the world to do at Georgetown.

15 So, you know, my parents w ouldn't
16 have been too thrilled about that. But, you
17 know, what I would say is that, you know, when
18 you become an ANC Commissioner and, you know,
19 the Councilmen or the Mayor swears you in, you
20 swear to an oath to do th e best in the
21 interest of the Dis trict of Columbia as a
22 whole.

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1 So not for the citizens
2 association of Georgetown or Georgetown the
3 neighborhood or Georgetown the university, it
4 would do the -- you know, I can honestly say
5 that when I was on the Commission, every vote
6 I took, every position I advocated for was
7 what I thought was best for the District of
8 Columbia as a whole.

9 CHAIRMAN HOOD: Okay. Again , I
10 want to thank you all for your testimony. We
11 have to do cross-examination first.

12 Does the applicant have any cross -
13 examination? Okay. Mr . Lewis, do you have
14 any cross-examination? Okay, Mr. Lewis. Can
15 somebody, other than the person he is going to
16 ask the question to -- okay. Okay.

17 MR. LEWIS: Thank you, Mr.
18 Chairman. Mr. Golds, Sarah and I are good
19 friends and so we agreed ahead of time, if
20 it's all right with you, that we would be on a
21 first name basis for this colloquy.

22 Aaron, first of all, not a

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1 question, but a congratulations --

2 MR. GOLDS: Thank you.

3 MR. LEWIS: -- for your service on
4 the ANC and for making it through the
5 university. Your last exam is over, so there
6 is nothing they can do with you -- do to you.
7 You can say whatever you want.

8 MR. GOLDS: I don't have the
9 diploma yet.

10 MR. LEWIS: They can't hold that
11 back.

12 Now, in your testimony, you
13 acknowledged that there are some problems off-
14 campus. Is one of those problems created by
15 drinking alcoholic beverages?

16 MR. GOLDS: I would say that's a
17 contributing factor.

18 MR. LEWIS: And do a lot of
19 students socialize say on the week ends?
20 People don't sit around studying mostly on the
21 weekend nights, do they?

22 MR. GOLDS: No.

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1 MR. LEWIS: Do they socialize?

2 MR. GOLDS: A good number do, but
3 a good number do socialize on the weekends.

4 MR. LEWIS: Okay. And does that--
5 during the week, too, sometimes?

6 MR. GOLDS: On occasion , but
7 significantly less so.

8 MR. LEWIS: Okay. And does that
9 socializing often involve alcohol?

10 MR. TAYE: At time, but not
11 always. I can't give you a percentage.

12 MR. LEWIS: You can't say whe ther
13 it often involves alcohol?

14 MR. GOLDS: You know, it varies.

15 MR. LEWIS: I didn't ask for a
16 percentage.

17 MR. GOLDS: Okay. W hat I would
18 say is that, you know, it varies by, you know,
19 student groups. You know, I live with members
20 of the swim team and there is a significant
21 portion of the year where they are not allowed
22 to drink alcohol due to their swim schedules.

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1 And so they have social events on the
2 weekends, but there is no alcohol involved.

3 So, you know, it really depends on
4 the group and the students and the particular
5 time of year.

6 MR. LEWIS: But often?

7 MR. GOLDS: You know, I can't --
8 often means most of the time and I honestly
9 can't say --

10 MR. LEWIS: No, often doesn't mean
11 all the time.

12 MR. GOLDS: -- whether it is most
13 of the time.

14 MR. LEWIS: It just means a lot.

15 MR. GOLDS: I mean, you know, I
16 would say that there is, you know, a decent
17 number, but I can't characterize it as often.

18 MR. LEWIS: Okay. All right. A
19 decent number. I'll take that as often.

20 Now, all right. I'll take it as a
21 decent number. How about that?

22 Now, based on what you have

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1 observed, are there at least some students at
2 these gatherings who have had too much to
3 drink?

4 MR. GOLDS: Yes, there are at
5 times some students who overindulge.

6 MR. LEWIS: Is partying off-
7 campus, say in a group house, a subject to
8 more relaxed university rules than partying
9 on-campus?

10 MR. GOLDS: Yes and no.

11 MR. LEWIS: What's the no?

12 MR. GOLDS: Well, I mean, there
13 are, you know, stricter university rules on
14 campus in that, you know, a number of
15 university dorms are dry because they are
16 freshman dorms and so none of the students
17 there are over 21, so none of them can drink.

18 And, you know, there are a number
19 of dorms where, you know, you can't even
20 register a party. You know, there are campus
21 -- on-campus apartments and townhouses where,
22 you know, there are some rules that don't

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1 apply off-campus.

2 But what I would say in --
3 something I have had in conversations with
4 many students is that, you know, off-campus,
5 you know, SNAP, MPD, and particularly SNAP,
6 they are much quicker to respond to off-campus
7 parties when they get out of hand than on-
8 campus parties than the University Department
9 of Public Safety as to on-campus parties.

10 MR. LEWIS: Do a lot of students
11 who are underage drink alcohol anyway?

12 MR. GOLDS: Do you mean a lot?

13 MR. LEWIS: You are under oath.

14 MR. GOLDS: Yes, a significant
15 number do.

16 MR. LEWIS: And do some of them
17 have fake IDs to help get alcoholic drinks?

18 MR. GOLDS: I can't speak to that.
19 I never had one and I haven't conducted a
20 poll.

21 MR. LEWIS: Well, you have lived
22 there for four years.

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1 MR. GOLDS: I know students who
2 do, but it's not the majority of students who
3 I know.

4 MR. LEWIS: Okay. Finally, one
5 question about your estimable service on the
6 ANC.

7 MR. GOLDS: Okay.

8 MR. LEWIS: Have you ever voted
9 against the university when they were involved
10 in something before us?

11 MR. GOLDS: I can't recall a time.

12 MR. LEWIS: Okay. Thanks very
13 much.

14 CHAIRMAN HOOD: Okay. Thank you .
15 Ms. Haas, do you have any cross-examination?

16 MS. HAAS: I have a question for
17 the student who lives in Foxhall. I would
18 like to know what his experience has been.

19 MR. TAYE: As was pointed out
20 earlier, is that the community or the student
21 community that lives at Foxhall are mostly
22 already graduated student or medical students.

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1 And there is a lot of families living around
2 there.

3 And for -- as an athlete, to live
4 around that area is very comfortable and I
5 like it. It's kind of quiet. Yo u know, you
6 don't have to like -- we still have to hike
7 through the woods to get to campus, but, you
8 know, it helps for athletes to just get away
9 from the, you know, hectic area.

10 MS. HAAS: My second question is
11 who owns the track?

12 MR. TAYE: Who owns the track?

13 MS. HAAS: Yes.

14 MR. TAYE: Burleith.

15 MS. HAAS: It's not --

16 MR. TAYE: Burleith.

17 MS. HAAS: -- the District of
18 Columbia Government?

19 MR. TAYE: I'm not sure who, but
20 Georgetown doesn't own it.

21 MS. HAAS: That's all. Thank you.

22 CHAIRMAN HOOD: Thank you, Ms.

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1 Haas. Mr. Hinds?

2 MR. HINDS: No questions.

3 CHAIRMAN HOOD: Okay. Mr.

4 Clements? Okay. And, Mr. Avery?

5 MR. AVERY: No questions.

6 CHAIRMAN HOOD: Okay. Again , I
7 want to thank each and every one of you and
8 good luck to you as you continue to press on.

9 Okay. Do we have time for the
10 DDOT report? I just said that. I just said
11 that. I knew that was going to happen. I
12 just did that for that reaction.

13 Okay. Let me have your attention
14 just for one second.

15 Ms. Schellin, do we have anything
16 else before us tonight?

17 MS. SCHELLIN: No, sir.

18 CHAIRMAN HOOD: And our next
19 meeting is May the --

20 MS. SCHELLIN: Monday.

21 CHAIRMAN HOOD: Oh.

22 MS. SCHELLIN: For this

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1 continuation of this tonight.

2 CHAIRMAN HOOD: Oh, so we will see
3 you all --

4 MS. SCHELLIN: We will see DDOT on
5 Monday.

6 CHAIRMAN HOOD: We will see DDOT
7 on Monday at 6:30?

8 MS. SCHELLIN: 6:30.

9 CHAIRMAN HOOD: And this hearin g
10 will continue on Monday. Thank you and good
11 night.

12 (Whereupon, the hearin g was
13 adjourned to reconvene Monday , May 16th, at
14 6:30 p.m.)

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