

GOVERNMENT
OF
THE DISTRICT OF COLUMBIA

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ZONING COMMISSION

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PUBLIC HEARING

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IN THE MATTER OF:           :
                               : Case No.
GEORGETOWN UNIVERSITY      : 10-32
CAMPUS PLAN 2011-2020     :
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Thursday,
June 2, 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
KONRAD W. SCHLATER	Vice Chairman
GREG SELFRIDGE	Commissioner
PETER G. MAY	Commissioner (NPS)
MICHAEL G. TURNBULL	Commissioner FAIA, (AOC)

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OFFICE OF ZONING STAFF PRESENT:

SHARON S. SCHELLIN, Secretary
DONNA HANOUSEK, Zoning Specialist

OFFICE OF PLANNING STAFF PRESENT:

JENNIFER STEINGASSER
JOEL LAWSON

This transcript constitutes the minutes from the Public Hearing held on June 2, 2011.

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T-A-B-L-E O-F C-O-N-T-E-N-T-S

WELCOME:

Anthony Hood, Chairman..... 5

ZC CASE NO. 10-32 - GEORGETOWN UNIVERSITYCAMPUS PLAN 2011-2020 (Continued):..... 5ORGANIZATIONS/PERSONS IN SUPPORT:

Dana Frommer, OCSL, Burleith..... 11

Cory Parker, GU/SNAP..... 14

Cory Peterson, GU..... 18

Matt LeBlanc, GU..... 23

Max Glassie, GU Student Space Gp.... 27

Tim Moran 31

Michelle Siemietkowski, GU..... 37

Reverend Patrick Rogers, GU..... 41

Thomas Strike..... 43

Rory Pullens, Duke Ellington..... 47

Irasema Salcido, Chavez..... 54

Jacques Arsenault..... 59

Reverend Nolan Williams..... 64

William Cooke..... 67

Cross-Exam by Mr. Clements..... 89

Britney Crawford..... 98

Erika Higley..... 102

Sally Kram..... 106

Cross-Exam by ANC-2E..... 131CITIZENS ASSOCIATION OF GEORGETOWN:

Chris Clements, Attorney..... 137

Jennifer Altemus..... 140

BURLEITH CITIZENS ASSOCIATION:

Lenore Rubino..... 154

FOXHALL COMMUNITY CITIZENS ASSOCIATION:

Robert Avery, FCCA..... 170

BOARD QUESTIONS:..... 179ORGANIZATIONS/PERSONS IN OPPOSITION:

Sandrelle Lanjouw..... 234

Martha Clark..... 243

Ann von Eigen..... 246

Reverend Perrin Radley..... 252

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T-A-B-L-E O-F C-O-N-T-E-N-T-S

ORGANIZATIONS/PERSONS IN OPPOSITION(Continued):

Candith Pallandre.....	255
Irene Schaffner.....	258
Stephen Kurzman.....	260
David Bachner.....	263
Victoria Rixey.....	268
Ken Archer.....	271
Anthony DeWitt.....	276
 <u>BOARD QUESTIONS:</u>	 279
 <u>ADJOURN:</u>	
Anthony Hood, Chairman.....	286

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

2 6:33 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, June 2,
7 2011.

8 My name is Anthony Hood. Joining
9 me are Vice Chairman Schlater, Selfridge, May
10 and Turnbull.

11 We are also joined by Ms. Sharon
12 Schellin and Office of Planning, Mr. Lawson.

13 I think I'm going to forego
14 reading all of this announcement. I think the
15 record speaks for itself. We have only had
16 one or two previous hearings, so everybody
17 exactly knows why we are here.

18 And the Court Reporter and staff
19 can work all of that out.

20 Let me read the highlights. This
21 is a continuation from May the 16th. The
22 hearing will be conducted in accordance with

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1 the provisions of 11 DCMR 3117.

2 Tonight, we are going to start
3 with persons in support. No, excuse me,
4 organizations and persons in support; the
5 remaining presentation by the parties in
6 opposition; organizations and persons in
7 opposition; and rebuttal and closing by the
8 applicant.

9 So let's get right to it. Ms.
10 Schellin, did I leave anything out?

11 MS. SCHELLIN: Actually, the
12 rebuttal and closing will not be done until
13 the 20th, that was just put in by staff by
14 error. That will actually be held off until
15 the 20th of June.

16 CHAIRMAN HOOD: Okay. Rebuttal
17 and closing by the applicant. And, yes, Ms.
18 Schellin, help me understand exactly, June the
19 20th we are having a limited scope --

20 MS. SCHELLIN: That's true.

21 CHAIRMAN HOOD: -- hearing. And
22 that will be, basically, testimony on DDOT's

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1 report as well as --

2 MS. SCHELLIN: The Commission said
3 that the parties, i f they wanted to, they
4 could present limited testimony based on
5 DDOT's report.

6 CHAIRMAN HOOD: Okay. Let me do
7 this.

8 MS. SCHELLIN: And then we would
9 do rebuttal and closing.

10 CHAIRMAN HOOD: Let me do t his.
11 Let me just read this part, I think, which is
12 important, so we all know where we are.

13 The hearing will be conducted as I
14 stated in accordance with the provisions of 11
15 DCMR 3117 as follows: Organizations and
16 persons in support: Those who showed back up
17 this time who were not -- did not testify last
18 time in support; remaining presentations by
19 the party in opposition: Citizens Association
20 of Georgetown, Burleith Citizens As sociation
21 and Foxhall Community Association will have 45
22 minutes and 16 seconds, collectively ,

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1 together; organizations and persons in
2 opposition; rebuttal and closing by t he
3 applicant.

4 Organizations will have five
5 minutes, individuals three minutes. And as I
6 stated the parties will have 45 minutes and 16
7 seconds.

8 Please, turn of f all beepers an d
9 cell phones, at this time, so not to disrupt
10 these proceedings.

11 Would all individuals wishing t o
12 testify, please, rise to take the oath?

13 Ms. Schellin, would you, please,
14 administer the oath?

15 MS. SCHELLIN: Yes. Please, raise
16 your right hand.

17 (Whereupon, witnesses were sworn.)

18 MS. SCHELLIN: Thank you.

19 CHAIRMAN HOOD: Okay. I'm going
20 to start with those in support. The first
21 name I have is, and, Ms. Schellin, I'm going
22 to get you to help as always, Ray Deneer.

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1 MS. SCHELLIN: Denele, maybe?

2 CHAIRMAN HOOD: Denele?

3 MS. SCHELLIN: He h as already
4 spoke? Okay. So we'll skip that one.

5 CHAIRMAN HOOD: Dana Frommer?

6 MS. SCHELLIN: Frommer.

7 CHAIRMAN HOOD: Frommer, Frommer.

8 MS. SCHELLIN: Okay.

9 CHAIRMAN HOOD: Cory Parker, Matt
10 LeBlanc, and if it sounds like it's your name,
11 believe me, just come on forward. Cory
12 Peterson?

13 MS. SCHELLIN: Cards go to him.
14 I'll take these. Thank you.

15 CHAIRMAN HOOD: James Sprigs.
16 James Sprigs? Oh, tha t was it? Oh , okay.
17 All right. Yes, we all know we're here.

18 Now, this next name, I'm sorry, I
19 can't --

20 MS. SCHELLIN: Something Reed,
21 maybe.

22 CHAIRMAN HOOD: Reed? Price?

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1 MS. SCHELLIN: Last name Reed.

2 CHAIRMAN HOOD: Is the last name
3 Price or Reed?

4 MS. SCHELLIN: Price.

5 CHAIRMAN HOOD: Oh, they already y
6 testified?

7 MS. SCHELLIN: Before that.

8 CHAIRMAN HOOD: Okay.

9 MS. SCHELLIN: And someone before
10 that we already had. Taylor is the next name.

11 CHAIRMAN HOOD: Two more people .
12 Okay. Let's keep moving. Max Glassie? Was
13 that last week, too? Max?

14 MS. SCHELLIN: No, he's here.

15 CHAIRMAN HOOD: Okay. And --

16 MS. SCHELLIN: That's --

17 CHAIRMAN HOOD: -- Tim Moran?
18 Morgan or Moran. Okay. Good. We have a lot
19 to do tonight. I set the tone by not reading
20 the whole opening statement, so I would like
21 for everyone to follow my lead.

22 Okay. We're going to start to my

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1 left, your right.

2 MS. FROMMER: Hello. My name is
3 Dana Frommer and I'm the Burleith Community
4 Advisor for the Office of Off-Campus Student
5 Life at Georgetown University.

6 Prior to joining the Georgetown
7 community, I obtained my master's in education
8 and human development, concentrating in higher
9 education administration from the George
10 Washington University in May 2010.

11 In July 2010, Georgetown
12 University brought on two full-time staff
13 members to live in the adjacent neighborhoods.

14 The university saw a need to improve
15 relationships with off-campus students and
16 their neighbors, as well as to better equip
17 students to become active and engaged
18 citizens.

19 These community advisor positions
20 at Georgetown University are unique to our
21 community and are not found at any other
22 institutions in the United States.

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1 Both the West Georgetown community
2 advisor and I have drastically increased the
3 visibility and presence of the Office of Off-
4 Campus Student Life in the neighborhood. The
5 responsibilities I hold as community advisor
6 range from active trash patrol, developing
7 educational and social programs for off-campus
8 students, informing students of community
9 opportunities and to support off-campus
10 students in building relationships with their
11 landlord and to ensure safe dwellings.

12 I frequently monitor and walk
13 around the Burleith neighborhood looking for
14 any potential issues, as well as gaining a
15 strong sense of the happenings in the
16 neighborhood.

17 Another part of the community
18 advisor role is to implement off-campus
19 orientation. Each and every off-campus
20 student is required to attend an orientation
21 session. During these sessions, we introduce
22 students to our office, have dialogues on

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1 expectations and being good neighbors and to
2 educate students on SNAP, OCSL policies, D.C.
3 Laws, tenants' rights, upcoming programs and
4 our Clean and Green Initiatives.

5 A joint initiative being
6 implemented by OCSL and the Georgetown
7 University School of Medicine is Adopt a
8 Block. We began the Burleith Adopt a Block
9 this past April. Working collaboratively, we
10 clean up targeted blocks in Burleith and work
11 to keep these areas clean and orderly.

12 Additionally, since beginning my
13 role in July 2010, I have lived in Burleith
14 and become an active part of the Burleith
15 community, along with other students and
16 Burleith neighbors, I vote in local elections
17 and am President at AN C-2E and Burleith
18 Citizens Association meetings, attend weekly
19 farmer's markets and celebrate events such as
20 the reopening of the Georgetown Public Library
21 along with many other community events.

22 I look forward to continuing my

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1 role as Burleith Community Advisor and further
2 improving services for all off -campus
3 students. Thank you.

4 CHAIRMAN HOOD: Okay. Thank you .

5 Next?

6 MR. PARKER: Good evening. I'm
7 Cory Parker. I'm a SNAP Officer and also work
8 for Georgetown University. I'm here today
9 representing Georgetown University, the SNAP
10 Program and Off -Campus Student Lif e
11 Department. I'm a fifth generation
12 Washingtonian with roots throughout the City
13 of Washington, D.C. beginning in Georgetow n
14 off of 27th and P Streets, N.W.

15 I have been an employee o f the
16 university for 12 years, a homeowner in the
17 Capitol View section of the District for 11
18 years and a member of the SNAP Program for a
19 little over 4.5 years.

20 I was i nvited to work with the
21 SNAP Program by Chu ck Vansant to help our
22 Georgetown students to become more responsible

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1 neighbors.

2 I gladly accepted this task ,
3 because of the footprint that Georgetown
4 University and the student s have put on me
5 personally and in my community as well.

6 There have been multiple times and
7 instances where university student groups will
8 be working with Habitat for Humanity across
9 the street from our home, grilling meals for
10 the volunteers, tutoring kids at area schools,
11 from those who excel to those who don't with
12 these programs, such as Kids to College, After
13 School Kids, Headstart , D.C. Reads and other
14 programs that I can't even name.

15 My initial job description as I
16 saw it was to respond to hotline calls from
17 members of the Geor getown community about
18 university students and take subsequent action
19 to rectify these issues. If the situation did
20 not involve university students, we were to
21 notify MPD.

22 During the first couple of y ears,

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1 there were issues establishing who we were and
2 why we were at a particular resident's home,
3 but once we explained those answers and that a
4 party or pedestrians were causing a
5 disturbance to the neighborhood, students
6 responses have been favorable.

7 There are many different examples
8 and experiences that I can give pertaining to
9 the Thursday, the Saturday evenings from 10:00
10 p.m. to 3:00 a.m., SNAP shifts, and what the
11 atmosphere of the neighborhood has been during
12 those times, including relationships in the
13 community between students, non-students,
14 young professionals and residents to gradual
15 joint cooperation with MPD, to improve
16 interaction with students from the beginning
17 of working with SNAP until now.

18 Students response to respecting
19 the light of the SNAP vehicle, issues with
20 foot traffic and how we rectified that with
21 our Safe Riders Program and any answers to a
22 plethora of questions related to the SNAP

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1 Program.

2 I conclude that I have been
3 objective in my above statements and that
4 Georgetown University and its students have
5 improved their relations with the community
6 during these late evening and early morning
7 hours of Thursday night through Sunday morning
8 during the past four years that I have ridden
9 with the SNAP Program.

10 Through proactive efforts from the
11 university and Off-Campus Student Life, the
12 streets and homes of both Burleith and West
13 Georgetown have experienced quieter evenings
14 and fewer disturbances than they did in the
15 past.

16 My thought is that the Georgetown
17 University and the students have proven to be
18 great assets to not only the Georgetown
19 community, but also the Greater Washi ngton
20 Area through their community service efforts
21 and that the image o f the off -campus
22 Georgetown students as unruly, over -

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1 privileged, unreasonable, irresponsible
2 residents is a false one. Thank you.

3 CHAIRMAN HOOD: Thank you. Next?

4 MR. PETERSON: Good evening. My
5 name is Cory Peterson. I'm an area
6 coordinator in the Office of Residents Life at
7 Georgetown University.

8 As an area coordinator, one of my
9 many roles is to supervise three full-time
10 professional hall directors who manage our
11 university-owned apartment and townhouse
12 areas. In addition to this, I also manage the
13 Village A Apartment Complex and am one of 13
14 professional staff members who live on-campus
15 in university owned-housing.

16 I have worked at Georgetown for
17 almost five years and I have assisted with
18 SNAP for the last three or so years. Tonight,
19 I would like to discuss SNAP and our working
20 relationship with our campus police and the
21 Metropolitan Police Department.

22 On Thursday, Friday and Saturday

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1 nights from 11:00 p.m. to 4:00 a.m.,
2 university employs three off-duty MPD Officers
3 known as the reimbursable detail to work with
4 our campus police and SNAP.

5 The reimbursable detail is in
6 addition to any other officers assigned our
7 PSA within District 2.

8 Typically, the reimbursable detail
9 patrols the neighborhoods and assist SNAP and
10 campus police when needed. In the past, the
11 reimbursable officers patrol in marked cars,
12 unmarked cars, foot and bike.

13 The goals is to be visible to
14 those in the neighborhood and also assist when
15 needed. Each reimbursable officer carries
16 with them their citywide police radio and a
17 radio for Georgetown's campus police.

18 By carrying the university radio,
19 it allows for a much quicker response time
20 than if calling the city. On occasion, while
21 out patrolling the neighborhoods, the
22 reimbursable detail will point out activity to

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1 SNAP that needs to be addressed or vice versa.

2 It is truly a collaborative effort
3 between SNAP, MPD and our campus police
4 ensuring we are keeping the neighborhood safe.

5 To help build our relationship
6 among SNAP, MPD and DPS , there is a nightly
7 meeting while on shift for 10 or 15 minutes to
8 share details and information with one another
9 that may be useful on that particular night.
10 These meetings have been invaluable as it
11 helps SNAP and the reimbursable officers to
12 meet one another and build relationships.

13 Personally speaking, I have called
14 MPD on numerous occasions for assistance.
15 These have included strangers in the
16 neighborhood, audible alarms at neighboring
17 houses, large parties, suspicious persons or
18 cars, suspicious activities, car accidents and
19 people breaking into stores on Wisconsin
20 Avenue or just to ask advice on how to respond
21 to a particular situation.

22 It amazes me how much SNAP is able

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1 to see as it patrols around the neighborhood
2 and the good that has come from our work. As
3 I reflect on the past three years, when I
4 first began SNAP, it was only one car, three
5 nights a week, no decals on the cars, a small
6 flashing light generally on the dash and it
7 was difficult to cover both neighborhoods
8 effectively.

9 Now, three years later, there are
10 two cars each night, both have reflective
11 magnets identifying our cars with the phone
12 number people can call, which rings directly
13 into the car, LED flashing lights on top of
14 the vehicle, a strong partnership with MPD and
15 the reimbursable officers and a vest/coat that
16 acts as our uniform, so to speak, identifying
17 who we are when we are out of our vehicle.

18 I believe the continual work in
19 the expansion of the SNAP Program over the
20 past three years has definitely made a
21 difference. Students both on - and off-campus
22 are more accustomed to seeing us in the

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1 neighborhood and will flag us down if needed.

2 Additionally, students are more
3 receptive than ever to SNAP's request when we
4 stop to address potential code of conduct
5 violations and I truly believe there are fewer
6 loud parties and general disturbances than
7 three years ago when I first started.

8 Not only does SNAP pro actively
9 address potential student conduct issues and
10 respond promptly to neighbor concerns about
11 student behavior, and not infrequently to
12 issues as residences where no students reside,
13 but SNAP also serves as a vital safety
14 function in the neighborhoods.

15 As I mentioned, when we, a SNAP
16 Team, observe suspicious activities or
17 persons, we are able to get a quick police
18 response and assistance.

19 Finally, I believe that SNAP's
20 presence in the neighborhood and the private
21 security cars with yellow flashing lights and
22 decals deters criminal activities. In other

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1 words, I believe individuals who might be
2 planning criminal or mischievous behaviors
3 would be put off by cars with flashing yellow
4 lights around the neighborhoods during the
5 weekend nights.

6 Thanks for your time.

7 CHAIRMAN HOOD: Okay. Thank you .

8 I would just ask everyone to be mindful of
9 the time, because we want to hear from
10 everybody. The goal is to finish tonight. At
11 least finish to limit the scope, that's the
12 goal. But I can tell you that if we can be
13 mindful of the clock as we do our presentation
14 and kind of gear it to that, so we can hear
15 from everybody tonight and hopefully finish.

16 Next?

17 MR. LeBLANC: Good evening. My
18 name is Matt LeBlanc. I'm the program
19 coordinator in the LGBTQ Research Center at
20 Georgetown University. I joined the SNAP Team
21 in the fall of 2009 out of interest in working
22 on safety, civility and social justice issues

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1 with our off-campus students.

2 Having previously worked at two
3 other universities in urban settings, I can
4 say that Georgetown has one of the strongest
5 outreach programs as far as safety to our
6 students and members of the surrounding
7 communities.

8 Our concern for safety takes many
9 different forms and compliments the policy
10 enforcement of SNAP's work. SNAP is not
11 simply reactionary, but a proactive mechanism
12 to address safety and civility in the
13 neighborhoods of West Georgetown and Burleith.

14 The university is proactive in
15 scheduling additional or early SNAP patrols
16 during important campus celebrations or on
17 holiday weekends. This can mean that a SNAP
18 member is out in the neighborhoods starting as
19 early as noon and running until 3:00 a.m. the
20 following morning.

21 In our routine patrols, SNAP
22 members often stop at homes to remind the

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1 residents of their roles and responsibilities
2 as good neighbors and our expectations of them
3 as Georgetown students in an effort to ensure
4 problems don't develop later in the evening.

5 Our patrols take us well off the
6 main roads. They cover alleyways, dead ends,
7 where our flashing yellow light is just one
8 more deterrent to anybody with ill-intentions.

9 I haven't ever known the students
10 to momentarily turn down the music when we
11 drive by, as was mentioned prior, but again,
12 they have a saying that is respectful the
13 lights. They know that when we arrive,
14 whether to address concerns either from a
15 neighbor or as student affairs professionals,
16 we are there with our number one goal being
17 their safety and that of everybody involved.

18 It is important to note that the
19 efforts of SNAP extend beyond that of just the
20 Georgetown students. Along with MPD, the
21 university's reimbursable detail and the CAG
22 Patrol, SNAP investigates suspicious

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1 activities ranging from front doors that have
2 been left open, parked cars that were victims
3 of hit and runs and even breaking up fights of
4 non-students that are coming off the M Street
5 Corridor.

6 Recently as part of a detail tha t
7 stopped a reckless driver, who narrowly missed
8 hitting pedestrians, the driver was ac tually
9 found to be a high school student who resides
10 with his family in the Wes t Georgetown area.
11 Last week during graduati on celebrations, a
12 young woman made it a po int to actually come
13 up and shake my hand tha nking me saying that
14 you were there when we needed you most.

15 Remembering the interaction I had
16 with her and her friends last fall semester,
17 so quite a while ago. Her gratitude
18 reaffirmed to me the importanc e of our
19 presence in the students lives in these late
20 night evening hours.

21 My participation in SNAP ha s
22 brought me closer with our st udents and with

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1 the surrounding community and neighbors and I
2 look forward to working with them to keep all
3 of us safe together. Thank you.

4 CHAIRMAN HOOD: Thank you. Next?

5 MR. GLASSIE: Mr. Chairman and
6 Members of the Commission, my name is Max
7 Glassie. I was a theology major in the Class
8 of 2010. I was a founding member of the
9 Student Space Working Group, Chair of my
10 senior year and primary author of "The Report
11 on Student Space at Georgetown 2010," which is
12 an 80-page extensively researched report
13 written to represent student space needs on-
14 campus.

15 As part of our research, we
16 conducted a comprehensive survey that received
17 an extraordinary 1,000 undergraduate
18 respondents. I spent over 1,000 hours working
19 on this issue and I have presented to senior
20 administrators and members of the board of
21 regions and board of directors of Georgetown
22 on students-based issues.

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1 Beyond this, I love Georgetown
2 University with all my heart. And I am
3 tremendously grateful for the loving
4 environment that has helped me grow as a
5 person so much while I have been here.

6 We have heard a lot in these
7 meetings about how this campus plan will
8 impact the neighborhood and community
9 surrounding Georgetown, but I want to
10 respectfully suggest that you give equal
11 consideration to the needs of students.

12 The way I see it, this campus plan
13 will have an extraordinarily positive impact
14 on student and community life. We will
15 finally have a student center, safe and up to
16 date athletic facilities and a desperately
17 needed expansion of study space. This plan is
18 an answer to my prayers.

19 Why? Student life at Georgetown
20 suffers today across the board because our
21 campus does not have adequate facilities to
22 meet student needs. We have found that

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1 overall 53 percent of students were
2 dissatisfied with student space at Georgetown.

3 I could cite more statistics and
4 give more testimonials to prove this, but it's
5 all in the report and I don't have too much
6 time.

7 This campus plan is very important
8 to students because it is focused on solving
9 student space problems. These projects are
10 vital for the academic, extracurricular and
11 athletic life on campus in the future.

12 The new south student center, in
13 particular, will help solve neighborhood
14 concerns, because it will keep students on
15 campus. It will be vibrant with student life
16 all hours of the day and night. And we simply
17 don't have spaces that can serve this function
18 right now.

19 In my view, this plan and the
20 student center, in particular, is already the
21 best, most feasible way to solve many of the
22 problems we face in town gown relations. It's

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1 a win/win.

2 But truthfully, I am terrified
3 about the way the results of this hearing may
4 affect Georgetown's plan. A requirement to
5 build additional housing on campus would
6 prevent the university from addressing these
7 space needs and thus render a tremendous
8 disservice to the student body.

9 Georgetown has limited material
10 resources, both in land and in finances, and
11 investment in housing space will cripple our
12 ability to complete these projects.

13 In large part, Georgetown operates
14 as a top tier university in spite of its
15 facilities rather than because of them. With
16 our human resources in terms of students
17 faculty and staff being the university's
18 greatest asset.

19 We need improved facilities so in
20 the future Georgetown can attract the kind of
21 people who make this universit y what it is
22 today.

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1 If it pleases the Commission, I'm
2 happy to answer your questions. I will be
3 submitting the entirety of the report on
4 Student Space at Georgetown 2010 for the
5 record.

6 CHAIRMAN HOOD: Okay.

7 MR. GLASSIE: Thank you.

8 CHAIRMAN HOOD: Thank you. Next?

9 MR. MORAN: Hi, my name is Tim
10 Moran.

11 CHAIRMAN HOOD: Turn your
12 microphone on. The green light.

13 MR. MORAN: Thank you.

14 CHAIRMAN HOOD: There you go.

15 MR. MORAN: Hi, my name is Tim
16 Moran. First, I would like to apologize, I
17 didn't appreciate that I was supposed to bring
18 written testimony, but I can provide some
19 later.

20 I may be so far, at least I think,
21 one of the most objective people here in that
22 while I do have seven children and live in

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1 Georgetown, I have no affilia tion with t he
2 university whatsoever. I'm reall y just here
3 as a neighbor.

4 I have only been in Georgetown
5 since August and ma ster bedroom is on the
6 front of the house, so I hear everything and
7 I, you know, can tell you I d on't hear much.
8 I find Georgetown University to be a very good
9 neighbor.

10 The students who live o n the
11 street, I find to be very respectful, very
12 pleasant people. You know, I 'm not entirely
13 up to date on what the opposition to the plan
14 is. I have re ad some things. As far as the
15 plan itself goes , I have been through its
16 various iterations.

17 It seems reasonable to me and, you
18 know, I just couldn't be happier having the
19 university as a neighbor. That's all I got.

20 CHAIRMAN HOOD: Okay. Thank you
21 very much. Colleagues, any questions of this
22 panel? Commissioner May?

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1 COMMISSIONER MAY: Yes, one quick
2 one. Mr. Moran, where do you actually live?

3 MR. MORAN: 3315 O Street.

4 COMMISSIONER MAY: Okay. Thanks.

5 CHAIRMAN HOOD: I just have a
6 question. I think it was either Mr. Peterson
7 or Mr. Parker, the one who mentioned about the
8 SNAP Program, how you not only just deal with
9 students, you also deal with non -students.
10 Would you consider yourself an asset to the
11 community, not just working for Georgetown,
12 but an asset to the community more or less
13 like an Orange Hat Patrol? Either one.

14 MR. PARKER: Yes, definitely.

15 CHAIRMAN HOOD: Okay. So --

16 MR. PARKER: We are an asset,
17 either way, our eyes and ears throughout the
18 night. Like I said, I'm a citizen. And I
19 think our students have been very favorable
20 when they see us and they talk to us, even the
21 folks on the street, but they understand what
22 we are out there for and that we are making

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1 them responsible neighbors and they understand
2 when they see us, we are there for a reason.

3 CHAIRMAN HOOD: So the neighbor s
4 appreciate you being there, even if you are
5 not dealing with Georgetown, it's just a
6 regular typical issue they may have?

7 MR. PARKER: Correct. I have
8 helped neighbors take their groceries in at
9 midnight, yes.

10 CHAIRMAN HOOD: Okay. Great. Any
11 other questions? Okay. Any cross-examination
12 by the applicant? ANC-2E?

13 MR. LEWIS: Thank you, Mr.
14 Chairman, Ron Lewis for ANC -2E. I have
15 something more in the nature of a question
16 about the fir st four witnesses' testi mony.
17 They are not appearing here as citizens. They
18 are appearing here as employees of Georgetown
19 University, one of them started by saying I
20 represent Georgetown University.

21 And it seems to me this is an end
22 run around the limited time given to the

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1 university as well as to everybody else to
2 present testimony.

3 CHAIRMAN HOOD: Mr. Lewis, cross-
4 examination is for the witnesses, not for me.

5 MR. LEWIS: No, I'm not --

6 CHAIRMAN HOOD: So --

7 MR. LEWIS: -- cross-examining
8 you. I'm making a --

9 CHAIRMAN HOOD: Yes, you are
10 making -- but it's supposed to be -- we
11 understand who they said they work for. We
12 understand that.

13 MR. LEWIS: Okay. And that's not
14 grounds to strike? I'm suggesting we should
15 strike their testimony.

16 CHAIRMAN HOOD: We will take their
17 testimony and we will deal with it
18 accordingly.

19 MR. LEWIS: Okay. I have no
20 questions then.

21 CHAIRMAN HOOD: Okay. ANC-3D?
22 Citizens Association of Georgetown? Burleigh

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1 Citizens Association?

2 MR. CLEMENTS: No questions.

3 CHAIRMAN HOOD: And Foxhall

4 Citizens Association?

5 MR. CLEMENTS: No questions.

6 CHAIRMAN HOOD: Okay. I will be
7 calling the names and I just wanted to put on
8 the record who the people were who were going
9 to be cross-examining.

10 Okay. Let me thank you all for
11 testimony. I don't really want a response to
12 Mr. Lewis. Mr. Lewis will have his day. I'm
13 going to question him quite a bit. Okay.

14 Okay. I'm going to call Mich elle
15 Siemietkowski, Reverend Patrick Rogers, Thomas
16 Strike, the last name is Pullens.

17 MR. PULLENS: Rory.

18 CHAIRMAN HOOD: Rory, okay.

19 Irasema Salcido.

20 MS. SALCIDO: Salcido.

21 CHAIRMAN HOOD: Salcido, okay.

22 How many is that? I think we can get two

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1 more. Jacques Arsenault? Will Cooke? And
2 Nolan Williams? I might have called too many,
3 but -- and this is all who I have in support,
4 who have signed up. Is there anyone else in
5 the audience that still would like to testify
6 in support?

7 Okay. So what I'll do is call you
8 all shortly. I was just trying to get my
9 bearings.

10 We're going to do the same thing.
11 I'm going to start to my left. As soon as
12 you are ready, we'll start to my left and I'm
13 going to go to your right and we'll go from my
14 left to the right.

15 MS. SIEMIETKOWSKI: Okay. Thank
16 you. Good evening, everyone. My name is
17 Michelle Siemietkowski. I work full-time in
18 the Office of Campus Ministry at Georgetown
19 University as the Director of Residential
20 Ministry and as the university's first ever
21 chaplain in residence to students who live
22 off-campus.

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1 Together with my husband, Michael,
2 and our 6 year-old daughter, Mary, I live at
3 1409 36th Street, N.W., across from Magis Row.

4 As the director of Residential
5 Ministry, I oversee the ministry of 25
6 volunteer chaplains and residents and jesuits
7 and residents who live in apartments on-
8 campus along side our undergraduates. Trained
9 pastoral ministers, these chaplains and
10 jesuits offer support, guidance, faith-
11 sharing, prayer, service opportunities and
12 activities to help meet our students various
13 pastoral needs.

14 They are available to meet with
15 students in times of loss or crisis or amid
16 the ordinary challenges that come with
17 college. They also serve as on-call chaplains
18 for particular times of need or emergencies.

19 Prior to last August 2010, there
20 had never been such a chaplain in residence
21 for the off-campus students. I am very happy
22 to say that as of last August 2010, the

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1 university recognized the need to have a
2 chaplain in residence for off-campus students
3 as well. And I serve the students in this
4 capacity.

5 As a chaplain to off-campus
6 students, I work very closely with my
7 colleagues in the off-campus student life
8 house and minister to students who live in
9 Burleith and West Georgetown. I minister to
10 the students through a weekly program that I
11 host in the off-campus student life house,
12 1300 36th Street.

13 I also minister to them through
14 active reach -- outreach to individual
15 students who may have particular needs,
16 through weekly emails to let them know I am
17 available for them for pastoral support and
18 through other programs such as dinners with
19 jesuits, which focus on aspects of our jesuit
20 education.

21 This inaugural year as the
22 chaplain to off-campus students has been very

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1 successful for students who have appreciated
2 the active outreach and support that I am able
3 to provide.

4 Also as someone living across the
5 street from Magis Row, I can faithfully and
6 happily say that students living on Magis Row
7 are quiet, respectful and among George town's
8 finest and brightest, deeply committed to our
9 jesuit ideals of striving for justice and
10 service.

11 Students have to go through a
12 competitive application process to be part of
13 Magis Row. Examples of some of the
14 communities there, nobody home. A community
15 of students aimed at raising awareness about
16 D.C.'s homeless epidemic and raising money for
17 Hannah House, so others might eat, and keys
18 for the homeless.

19 I have been deeply impressed and
20 inspired by the students living on Magis Row.

21 My personal experience living on 36th Street
22 is that the students on Magis Row are

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1 gracious, respectful, thoughtful and quiet.
2 Thank you for your kind attention.

3 CHAIRMAN HOOD: Thank you very
4 much. Next?

5 REVEREND ROGERS: Hi, everyone.
6 My name is Father Patrick Rogers. I'm a
7 jesuit priest and I'm the director of Main
8 Campus Campus Ministry for the Office of
9 Campus Ministry at Georgetown University.

10 I also live at 1233 37th Street in
11 between Prospect and N Streets. And I'm -- my
12 house is literally surrounded by other student
13 houses. The houses -- there are a few houses
14 that are jesuits in them and the rest are all
15 students.

16 My experience living among them
17 for the last six years has been nothing but
18 positive. The students who I call neighbor
19 have always treated me and the home I live in
20 with the utmost and greatest respect. Any
21 time that I have had an issue with noise
22 coming from a house or some kind of a party,

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1 and that has been very rare, the next day I
2 always was able to solve the issue by simply
3 approaching the students and saying could you
4 keep the noise down? Did you realize what was
5 happening? And they said, oh, of course, we
6 didn't realize what was happening.

7 And I use that word always very
8 particularly, because I have never not had
9 students respond in a reasonable way when
10 asked by me or by some of the jesuits that I
11 have lived with.

12 As a jesuit in Catholic
13 University, we work to educate our young
14 people to be women and men for others.
15 Georgetown University consistently encourages
16 our students to give back to the local
17 neighborhoods and to the greater D.C.

18 We do trash pick-ups in the
19 surrounding neighborhoods. We log-in
20 thousands upon thousands of hours tutoring at-
21 risk youth in D.C. We feed the homeless. We
22 go on emergent trips and understand how

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1 poverty is affecting people not only in D.C.,
2 but in Appalachia or in other parts of the
3 world.

4 Our students are as generous as
5 any I have ever had the pleasure of knowing.
6 In just my six years of being a part of the
7 Georgetown family, I have seen great outreach
8 from our university to the local community,
9 the SNAP Program, community advisors,
10 chaplains and Jesuits who live among the
11 students off-campus, including myself, the
12 Office of Off-Campus Life to name just a few,
13 these are all coming in the last few years and
14 are continuing to grow to reach out to our
15 neighbors.

16 I believe that these outreaches
17 clearly display Georgetown's commitment to
18 improving the lives of all who live in and
19 around Georgetown's campus. Thank you.

20 CHAIRMAN HOOD: Thank you very
21 much. Next?

22 MR. STRIKE: Good evening,

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1 Chairman Hood and Members of the Commission.
2 My name is Tom Strike and I have lived in
3 Burleith for over 12 years.

4 I'm here tonight to express my
5 strong support for the campus plan and I would
6 like to say to all of you, I have no
7 affiliation with the university whatsoever.

8 I'm a proud Gonzaga graduate here
9 in the District, received my undergraduate
10 degree at Towson University, a master's in
11 business management from Johns Hopkins and an
12 MBA in finance and economics from the
13 University of Chicago.

14 Neither my wife or I work at the
15 university.

16 When I moved to Burleith 12 years
17 ago, I was a bachelor. The draw was to live
18 in my house in the proximity of Georgetown
19 University and the hospital. In 2002, I got
20 married and my wife and I are now the proud
21 parents of three small children.

22 When I first moved to Burleith,

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1 there were no children on my block. Boy, how
2 things have changed. Today, there are many
3 families with children on the block. There
4 are actually eight children with two more on
5 the way and Burleith is great.

6 My wife is very active. She
7 started a Burleith Mother's Club and they get
8 together and share stories, babysit for each
9 other, pick-up groceries for each other and
10 help out each other. There wasn't anything
11 like that before.

12 Every Halloween we all head to the
13 Tot Lot, children and adults. We all get
14 dressed up. Now, it's tricky because I have a
15 4.5 year-old girl and I have 2 year-old twin
16 boys and these boys don't stop running.

17 The beauty of it is we have just a
18 beautiful neighborhood and Tot Lot and the
19 parks are wonderful and the people are
20 wonderful, the students are wonderful.

21 That being said, my main point
22 tonight is that Burleith hasn't been overrun

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1 by zealots and students. It has been overrun
2 by families with children.

3 On my block, we have two student
4 houses and the house next door is a rental.
5 And I had a problem with one of the medical
6 students who was tearing up and down the alley
7 speeding. I wrote a letter and called the
8 Dean and it was taken care of. The Medical
9 School Dean brought the student in and spoke
10 to him.

11 We love Georgetown. We walk
12 through it constantly. A few weeks ago, they
13 had Georgetown Day where our kids went down
14 and ate food, rode the rides, we really
15 enjoyed it.

16 I'm sorry to say that some of my
17 neighbors have a negative feeling about the
18 students and the university. As a former
19 graduate student, I don't feel that way at
20 all. I think that more graduate students
21 would make a difference in our community and I
22 think it would be positive.

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1 One final quote I would like to
2 leave with is from John Foster Dulles, a
3 native Washingtonian, "The measure of success
4 is not whether you have a tough problem to
5 deal with, but whether it is the same problem
6 you had last year."

7 I hope in 10 years from now we are
8 not dealing with this problem. Thank you.

9 CHAIRMAN HOOD: Thank you very
10 much. Next?

11 MR. PULLENS: Good evening. My
12 name is Rory Pullens and I'm the head of
13 school at the Duke Ellington School of the
14 Arts located in Burleith.

15 I am proud to say that at the Duke
16 Ellington School is an institution that has
17 brought tremendous opportunity in the arts to
18 D.C. Public School students for over 30 years.

19 I'm here tonight to talk about how Georgetown
20 University has been a good neighbor and a good
21 friend to the Ellington School over the years.

22 First, I want to share with you a

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1 little bit about the Ellington School and then
2 share with you how Georgetown University
3 students, staff and faculty support our
4 school.

5 Ranked as one of D.C. Public
6 School's top high schools, the Duke Ellington
7 School of the Arts provides its students with
8 an educational experience that includes a
9 college preparatory curriculum, a pre-
10 professional artistic training and access to
11 cultural and intellectual resources of the
12 District of Columbia.

13 Students enrolled at Ellington
14 complete a rigorous academic program and
15 students are expected to continue their
16 learning at the post-secondary level upon
17 graduation from Ellington. Over 95 percent of
18 Ellington students are accepted to our
19 nation's most competitive universities and
20 conservatories each year, including Yale,
21 Howard University, NYU, Harvard, Juilliard,
22 Smith, Parsons School of Design, Pratt and

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1 many other institutions.

2 Over the years, Georgetown
3 University students, staff and faculty have
4 helped enhance our school's academic, artistic
5 and social demands. For example, Georgetown
6 University currently partners with Ellington
7 in an initiative called The Biology Thesis
8 Program.

9 This is an educational outreach
10 program which pairs Georgetown senior Biology
11 students with classroom teachers throughout
12 the academic year to develop and teach Biology
13 to our high school students. The Georgetown
14 students take rigorous teacher training course
15 work to prepare their science lessons which
16 meets D.C. and national standards and
17 emphasize science literacy for the real world.

18 In summer 2009, the university's
19 Theater and Performance Studies Program and
20 Duke Ellington launched a partnership joining
21 students from both schools on stage for
22 theatrical productions and other learning

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1 opportunities.

2 The Theater and Performance
3 Studies Program offered a six week intensive
4 course at Georgetown University's Davis
5 Performing Arts Center that culminated with
6 performances of Thornton Wilder's pulitze r
7 prize winning classic "Our Town" starring
8 students from both schools.

9 This partnership provided an
10 amazing opportunity for El lington students to
11 work with college -level students and to
12 receive college-level instruction to help
13 perfect their acting skills.

14 Two programs, Georgetown students
15 are engaged in now help to a ssist with social
16 issues confronting our students today. Girl
17 Talk, a gender-related mentoring program for
18 9th and 10th grade girls, helps deal wi th
19 gender-related issues, inclu ding eating
20 disorders and sexual harassment.

21 The male development associatio n
22 or Guy Talk has male students from Georgetown

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1 mentor male students at Ellington. Georgetown
2 University has also reached out to Ellington
3 Students to participate in the annual
4 Georgetown University History Bowl, a college
5 bowl style academic tournament run by one of
6 Georgetown's professors.

7 It covers all aspects of European
8 History, political, social, economic, cultural
9 and diplomatic from the origins of the
10 Renaissance to the outbreak of World War I.

11 Ellington is one of only two D.C. Public
12 Schools that have participated in this
13 program.

14 Over the years, Georgetown
15 University has helped sustain Ellington during
16 crises and in times of need. When our
17 landmark chair which sits on the front lawn
18 was warped and damaged, Georgetown University
19 provided \$7,000 to finance the replacement.

20 In addition to financing the
21 project, Georgetown Facilities Department
22 managed the project and worked with the

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1 contractor during the day long constructio n
2 and painting of the chair.

3 When Ellington's dance studio was
4 flooded, the university provided classroo m
5 space on their campus for Ellington student
6 use. W hen the threat to close Ellington
7 School loomed because of the crumbling steps
8 at the R Str eet entrance, Georgetown
9 University's president immediately dispatched
10 staff from its Facilities Department to repair
11 the steps, thus preventing the shutting down
12 of the school.

13 The Georgetown University Alumni
14 Club of D.C. pai nted the walls and the main
15 stairwells and hallways as one of their annual
16 service projects. This was done prior to the
17 celebration commemorating Duke Ellington's
18 birthday celebration, an event on which a
19 Georgetown alumnus served as co-chair.

20 During the D.C. Public Schools
21 Beautification Days, George town students
22 volunteered to paint, pick up trash and other

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1 exterior beautification efforts.

2 Several years ago, Georgetown
3 renovated the track at what was known as The
4 Ellington Field a few blocks away from the
5 school. The track which surrounds the field
6 used to be a cinder track and was, quite
7 frankly, a mess. But now, it a beautiful
8 track enjoyed by anyone in the community.

9 I am proud that Georgetown
10 provides such a community asset for our
11 neighbors and want to recognize them as being
12 a major contributor to making the facility the
13 wonderful place that it has become.

14 Please know that Georgetown has
15 our support in this campus plan.

16 CHAIRMAN HOOD: Okay. Thank you ,
17 Mr. Pullens. I also want to thank you for how
18 you deviated from your testimony. I want
19 everyone to know that we do have your -- the
20 ones that we do have, we do have your
21 testimony and we will read the rest of it.

22 Okay. Next?

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1 MS. SALCIDO: Thank you so much
2 for allowing me to speak tonight. My name is
3 Irasema Salcido. I'm the CEO and founder of
4 the Cesar Chavez Public Charter Schools for
5 Public Policy and I'm also the project manager
6 for the D.C. Promise Neighborhood Initiative
7 located in the Parkside-Kenilworth community.

8 Chavez has four campuses. One of
9 them is located in the Parkside -Kenilworth
10 community. I have been an educator for 25
11 years or so here in the District of Columbia,
12 the first 10 years I was Assistant Principal
13 at a school in Northwest, the Columbia Heights
14 and Mount Pleasant area.

15 Even back in those times, I was
16 aware of the many contributions Georgetown was
17 making to the community, especially to the DC
18 Reads program helping immigrant students in
19 the Columbia Heights area.

20 For the last 13 years, which is
21 when I started Chavez, Georgetown has
22 definitely contributed in many ways directly

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1 to the Chavez students.

2 Most recently, one of our students
3 who lives in the Parkside-Kenilworth community
4 received the presidential scholarship and his
5 education is going to be paid for, full
6 tuition, by Georgetown University. So that
7 tells you how meaningful the partnership is to
8 Chavez, as well to the Parkside -Kenilworth
9 community.

10 Let me tell you a little bit about
11 the DC Promise Neighborhood Initiative. You
12 might or might not know, Obama is very
13 interested in replicating the Harlem
14 Children's Zone model in New York. We were --
15 there were 350 applications to start a promise
16 neighborhood in -- throughout the nation.

17 We were one of the 21 that won
18 that award, so that makes DC, as a city, very
19 proud recipient of such a prestigious award.

20 From day one, because that
21 initiative -- the mission is to make sure that
22 the children that live in the Parkside-

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1 Kenilworth community from the time that they
2 are born all the way until they go on to
3 college, the approach is from cradle to
4 college to career that will guarantee that the
5 services are going to be there for the
6 children in order for them to be successful in
7 school and get to college.

8 We quickly approached Georgetown
9 University and they did not hesitate to get
10 involved. And, of course, they already had a
11 record of serving Ward 7 students and the
12 schools in Ward 7.

13 Also, because of what Georgetown
14 stands for in their justice and service that
15 they promote as a university and their center
16 for social justice, it make a lot of sense
17 that they were involved with the initiative.

18 Already, DC Reads has been in Ward
19 7 since 1997. They are already working with
20 one elementary school in the footprint. It
21 has 200 students. They also have a minor
22 center which, imagine this, helps students

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1 from grade 7 all the way to 12th grade to
2 ensure that they get exposure to college and
3 that's for students in Ward 7. And that is so
4 critical for a lot of our young people in that
5 community to get that exposure.

6 To me, when I learned of the work
7 that they were doing, it was unbelievable,
8 because it's a big investment. No doubt. And
9 now, because of our initiative, they are in
10 that footprint and serving those students as
11 well.

12 They also have the Kids to College
13 and we are already benefitting from that
14 program. It starts at the 6th grade. 200 of
15 our sixth graders already in that Parkside -
16 Kenilworth community had been exposed to
17 Georgetown and because of that, I believe
18 their future has opened many opportunities
19 that, otherwise, perhaps have not existed.

20 So I'm sharing all this with you
21 to give you a sense that who has made this
22 happen are the students from Georgetown

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1 University, because it has been dozens and
2 dozens of students volunteering their time
3 deciding that they are going to be part of
4 this really important initiative, to the point
5 where we created a new program with Georgetown
6 for those students that want to get into
7 teaching, because Georgetown does not have a
8 school of education and they are already doing
9 student teaching in a volunteer basis there at
10 Chavez.

11 And as well, they, like I said,
12 have volunteered a great deal because
13 residents are so important to us and to this
14 initiative, the approach that Georgetown
15 decided to take is not to come and say let me
16 -- you know, you tell us what you need, so we
17 have been able to tell them the different --
18 how many different ways we can benefit.

19 If it means they go retreats and
20 take notes for eight hours, listening to the
21 residents who will record everything they say
22 regarding the initiative and what they want to

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1 see in that community, Georgetown students
2 were there taking notes and typing those notes
3 and giving them back to us.

4 So they literally have done what
5 we need. Now, not necessarily here, we are in
6 and we will -- you know, this is what we want
7 to do, but they really want to be true
8 partners with this initiative. And you can
9 imagine an initiative that's cradle to
10 college to career, it's a 10 to 20 year
11 initiative.

12 That is because it will mean we
13 will want to be there to see the young people
14 that we help go on to college. So I feel very
15 good about the partnership with Georgetown and
16 they are going to be there for a long time.
17 So thank you.

18 CHAIRMAN HOOD: Okay. Great.
19 Thank you. Next?

20 MR. ARSENAULT: Good evening, Mr.
21 Chairman and Commissioners. My name is
22 Jacques Arsenault and I live at 1685 35th

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1 Street, N.W. I'm an alum of Georgetown
2 University, undergraduate class of 2001, and
3 master's in public policy class of 2007.

4 I currently work as an analyst for
5 the U.S. Government Accountability Office.
6 When I was an undergraduate at Georgetown, I
7 was a leader in the student association and I
8 worked on the 2000 Campus Plan. And at that
9 time, I would have not thought that I would be
10 coming back here to speak on the eve of my 10
11 year reunion, which is this weekend.

12 But I have kept up with the
13 university's latest campus plan through
14 sources such as the Georgetown Current, the
15 Yahoo! listserv in the neighborhood and local
16 blogs and new sites. And I decided to speak
17 out in favor of this campus plan, in part,
18 because many of the arguments made by
19 opponents of this plan sounded so familiar to
20 me.

21 10 years ago when I was an
22 undergraduate living on-campus, I couldn't be

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1 sure if what some of the opponents were saying
2 about students living off -campus was real or
3 not. But now that I have the experience of
4 having lived in the West Georgetown/Burleith
5 area, I feel I can truly speak firsthand about
6 my own experiences and I must say it's not
7 anything like what I have read in some local
8 reports or heard about in the ANC-2E's
9 presentation last month.

10 As I said, my wife and I live at
11 1685 35th Street on the border of W est
12 Georgetown and Burleith and across from Duke
13 Ellington School. We have lived in our
14 current apartment for the past four years and
15 previously lived for two years on the west
16 side of Georgetown's campus in F oxhall
17 Village.

18 We live on a block that has
19 several group houses, at least six that I know
20 of, including several of whic h likely have
21 undergraduate students.

22 In the Office of Planning's

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1 report, that they provided, it identified my
2 block as having 44 percent student housing.
3 So I think it's, in my opinion, fair to say
4 that this is one of the more impacted blocks.

5 In the past four years, we have
6 seen probably about or more than 100 people
7 move through those houses and there have been
8 times when the students have had parties, but
9 nothing like the number of parties or the
10 intensity described by some opponents of the
11 plan and certainly not the neighborhood
12 swamped by objectionable impacts, that was on
13 the first slide of the ANC's presentation in
14 the last meeting here.

15 In these four years that we have
16 lived in our place, there have been exactly
17 two occasions in which we were either woken up
18 or were not able to fall asleep because of
19 noise coming from nearby houses.

20 On one of those occasions, the
21 students had actually left a note on our door
22 saying they were having a party and if there

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1 was a problem to call them and let them know.

2 On both occasions, we made sure
3 our windows were shut, turned on a fan and
4 were asleep within five minutes, no problem.

5 We absolutely love living in the
6 neighborhood where we are and we are grateful,
7 in part, for the foot traffic that is
8 provided by students in the evening.

9 One year ago this week, our
10 downstairs neighbors had a bike stolen from
11 the front of their property, locked up inside
12 the fence. They had been storing it there for
13 three months, but two weeks after most
14 students had moved out, it was stolen. And I
15 don't think that it's a coincidence that a
16 decline in foot traffic had something to do
17 with making it a more attractive stealing.

18 In conclusion, I support the plan
19 and I would be happy to answer any questions.

20 Thank you.

21 CHAIRMAN HOOD: Okay. I want to
22 thank you, too. And again, we have your

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1 testimony. Next?

2 REVEREND WILLIAMS: Good evening,
3 Chairman Hood and Members of the Zoning
4 Commission. Thank you for the opportunity to
5 speak this evening. My name is Reverend Nolan
6 Williams, Jr. I am CEO of NEWorks
7 Productions, a Washington-based company, that
8 presents inspirational arts programming in
9 partnership with arts, humanitarian, religious
10 and educational institutions.

11 From 1995 to 2010, I served on the
12 staff of the Metropolitan Baptist Church,
13 established in 1863. Metropolitan is one of
14 our city's great and historic congregations.
15 It was during my tenure as minister of music
16 at Metropolitan that I first became connected
17 with Georgetown University through their
18 outreach to the wider metropolitan community.

19 The university made direct contact
20 with our congregation seeking to foster a
21 relationship. I would later come to see that
22 this outreach is reflective of the

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1 university's ongoing commitment to our
2 community.

3 Georgetown repeatedly seeks out
4 partnerships with Washington, D.C. groups ,
5 programs and institutions in order to inspire,
6 strengthen and support this city and the
7 people of our city.

8 I am here today to bear witness to
9 this commitment to our community and to share
10 especially about one example of the
11 university's work in our city.

12 In 2002, Georgetown's President,
13 John DeGioia, envisioned a citywide
14 celebration of the life and legacy of one of
15 our country's great heroes, Dr. Martin Luther
16 King, Jr. President DeGioia's goal was to
17 celebrate Dr. King's dream of unity by
18 creating a moment of celebration that would be
19 inclusive of the entire community and one that
20 would be a gift back to the Washington
21 community.

22 The result of his vision has been

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1 Georgetown University's annual sponsorship of
2 Let Freedom Ring, a musical celebration of Dr.
3 King's legacy staged in the concert hall of
4 the Kennedy Center that has arguably become
5 one of the largest and most prestigious King
6 celebrations in the country.

7 Each year at the university's
8 expense, tickets to this remarkable event are
9 given out free to residents throughout the
10 city and region and it has been my honor to
11 serve as music director of this Let Freedom
12 Ring celebration for the past eight years.

13 In addition to bringing the
14 community together around this celebration, I
15 want to share with you that a special feature
16 of this initiative is the Let Freedom Ring
17 Celebration Choir where students, staff,
18 faculty of the Georgetown community actually
19 interact with residents from the Greater
20 Washington community.

21 And since 2005, I have had a role
22 in organizing this community-based choir that

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1 rehearses over the course of four months, not
2 only on Georgetown's campus, but also at a
3 host church in the community.

4 Mr. Chairman and Members of the
5 Commission, over the past several years, I
6 have seen and can testify to Georgetown
7 University's commitment to D.C. and to their
8 commitment to building community and I want to
9 strongly affirm support for the campus plan
10 for the university. Thank you.

11 CHAIRMAN HOOD: Thank you very
12 much. Next? Thank you.

13 MR. COOKE: Good evening. My name
14 is William Cooke. For three years, I have
15 been a permanent Burleith resident. I'm a
16 graduate of Georgetown, as was my father. My
17 wife, both daughters and brother are also
18 graduates. I have been fortunate to have been
19 able to donate to Georgetown for scholarships.

20 My wife is currently chairperson
21 of the Alumni Annual Fund, which is focused
22 squarely on this compelling need.

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1 We believe in this university, but
2 are acutely aware of the ongoing balancing act
3 between its mission, its limited resource and
4 its responsibility to the outside community.

5 The good news I bring you this
6 evening is twofold. First, as an old Hoya
7 rower, I'm not even going to mention the
8 crying need we have for a university
9 boathouse. The second piece of good news is
10 this, I am certain that this Board and my
11 school can and will reach agreement on this
12 important question of the campus plan.

13 Why such confidence? For 30 years
14 as a businessman in the college town of
15 Ithaca, New York, I served on both sides of
16 the table as we dealt with difficult zoning
17 and town gown issues. I found then, as now,
18 that good faith, a balance approach and
19 patience from both sides yields success.

20 I am proud of Georgetown for the
21 dozen or so concessions she has made today in
22 order to reach a friendly accord. From the

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1 freeze on undergraduate and medical school
2 enrollment and its intended enrollment caps to
3 scrapping plans for a convocation center and
4 other construction through to the creation of
5 an internal loop to ease traffic problems on
6 local streets, the university has demonstrated
7 consistent, meaningful and frankly expensive
8 measures in an earnest desire to address
9 public concerns.

10 Likewise, I am sure that this
11 Zoning Commission must ultimately conclude
12 that a number of the recommendations from the
13 Office of Planning are unacceptable, even
14 outlandish.

15 To require the university to house
16 100 percent of its students, now at about 80
17 percent is, to my knowledge, without precedent
18 in this country. It was more, by the way,
19 like 30 percent in my day.

20 This coupled with the
21 recommendation to roll back current enrollment
22 by nearly 1,100 students completes a crippling

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1 one, two punch.

2 A reasonable Zoning Commission
3 simply cannot and must not force a nonprofit
4 university to both increase its costs and
5 decrease its revenue, in effect, putting its
6 long-term viability at grave risk.

7 Ladies and gentlemen, the stakes
8 are very high here. With balance and mutual
9 respect as your guiding principles, you will
10 justify my confidence in a fair outcome.

11 A number of the Office of Planning
12 recommendations are simply unjust. You must
13 not allow them to derail the good work of this
14 fine university begun 222 years ago.

15 Both the school and the
16 neighborhood will be poorer for it. Thank
17 you.

18 CHAIRMAN HOOD: Okay. I want to
19 thank all of you all for your testimony. I'm
20 going to start off and just ask a very general
21 question and, particularly, the residents, Mr.
22 Cooke and, let me see, the gentlemen who had

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1 his testimony, Mr. Arsenault.

2 You live in the neighborhood.

3 MR. ARSENAULT: Yes.

4 CHAIRMAN HOOD: And you have
5 heard, I guess, you have heard it from
6 Northwest Current, you know exactly what is
7 going on. And I think one of you mentioned a
8 balancing act between Georgetown and the
9 community. And there seems to be a lot of, at
10 least what I have up here tonight, opposition.

11 How do you expect for, I don't
12 think anybody up here lives in that area, five
13 guys like us to try to balance it? I forgot
14 who mentioned it. What impacts? Some of the
15 impacts that you have heard about, that you
16 read about that the community is having some
17 problems, because we have to look at adverse
18 impacts.

19 MR. ARSENAULT: Yes.

20 CHAIRMAN HOOD: How far would you
21 go? What do you expect for us to do? I know
22 this is probably a loaded question, but what

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1 do you expect for us to do? You know what
2 some of the issues are. You, obviously, don't
3 share a number of your neighbors concerns.
4 Either one, Mr. Cooke or Mr. Arsenault, either
5 one of you can answer that.

6 MR. ARSENAULT: I think that there
7 is certainly a balancing act that is involved
8 and I think that one thing that caused me to
9 want to testify is I think that there are
10 different people that have different
11 experiences.

12 And one thing that I hope that the
13 Zoning Commission won't do is take some
14 people's bad experiences as an indictment of
15 1,000 undergraduate students living on-campus
16 over, you know, 10, 20, 30 years, that some
17 people's bad experiences have happened. I
18 think that there are certainly ways to treat
19 the symptoms and I think that even people who
20 would say that there are -- I would say that
21 it's a small minority of students that are
22 involved with some of these problems.

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1 In my experience, having lived on
2 the same block as and adjacent to nearly more
3 than 100 students, we have had zero, what I
4 would call, bad experiences and a couple of
5 minor annoyances.

6 And so in that experience, I would
7 say it's minor. I would say that given that
8 it's not the vast majority or all students, I
9 think it is possible to treat the symptoms.
10 And I think that perhaps there is more that
11 the university can be doing to increase
12 outreach. But I think it also requires good
13 faith on the part of the neighbors.

14 We heard from the ANC in the last
15 meeting that many neighbors have decided to
16 stop calling SNAP. They have decided that it
17 doesn't work or that they are not interested
18 in having it work. And I think that not
19 participating in potential remedies dooms
20 those remedies to fail.

21 And I think that there needs to be
22 a good faith effort involved on both parts.

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1 And I think if pe ople don't -- if people who
2 have problems don't ta ke advantage of the
3 remedies that are out there, those remedies
4 can't work.

5 CHAIRMAN HOOD: Okay.

6 MR. STRIKE: Mr . Hood, as a
7 resident, I own my house. And with three
8 children, if they were lucky enough to get
9 into Georgetown, if the Commission could look
10 at this problem, you ar e telling me that my
11 kids could not live in my house that I bought
12 12 years ago, 10 or 15 years from now to
13 attend Georgetown University? They would have
14 to be housed three blocks aw ay at an
15 incredible expense? Is t hat rational,
16 reasonable and/or fair?

17 CHAIRMAN HOOD: Actually, Mr.
18 Strike, you -- I was coming to y ou next, but
19 you answered me. I'll take what you just said
20 to --

21 MR. STRIKE: I'm a mind reader.

22 CHAIRMAN HOOD: You are? Give Ms.

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1 Schellin the number, so I can play it later
2 on. Okay. And also let me do this, let me
3 acknowledge Ms. Steingasser. I'm not sure,
4 were you there when I -- you've been there for
5 a while now, but I didn't want to overlook
6 you.

7 MS. STEINGASSER: No.

8 CHAIRMAN HOOD: Okay. All right.

9 Commissioners, any questions of this panel?
10 Commissioner May?

11 COMMISSIONER MAY: Yes. I mean,
12 this is a follow-up to your question. You
13 know, one of the things that we are struggling
14 with is that while there are -- there
15 certainly is a significant number of people
16 testifying that the impact to the neighborhood
17 has not been personally difficult for you.

18 There are neighbors for whom it
19 has been extremely difficult. And, you know,
20 we have to read every letter that comes in.
21 And I have read all the ones so far. And the
22 things that I have read are absolutely

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1 appalling. That doesn't mean that every
2 student of Georgetown is guilty of such
3 things.

4 I don't think we make that kind of
5 broad approach generalization. The thing that
6 we are trying to evaluate is whether what we
7 read here constitutes an objectionable impact.

8 And it is ver y difficult for us to
9 understand, you know, exactly and eva luate
10 based on what we see, whether, you know, what
11 we see here is truly isolated an anecdotal or
12 whether, in fact, it is indicative of a
13 broader problem that the university has not
14 taken sufficient steps to address.

15 So the question I have f or you is
16 if you are familiar with any of these stories
17 of drunken parties and extremely bad
18 belligerent behavior on behalf of students, if
19 you had somebody like that living next to you,
20 would you be here in opp osition or would you
21 be here in support?

22 And one of those problems where

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1 they would not go away, they would not stop
2 and that it was a recurring problem. Could
3 you see yourself being here in opposition?

4 MR. ARSENAULT: Personally
5 speaking, I think that there are both remedies
6 from the university, but there are also noise
7 violations -- noise ordinances and other
8 things that can be enforced by the
9 Metropolitan Police that are in place. While
10 I understand that incidental noise or passing
11 noise is -- some of that is more difficult, if
12 something rises to the level of a legal
13 nuisance or a criminal behavior, that it is
14 certainly something that can be addressed by
15 the proper channels, including the legal ones.

16 COMMISSIONER MAY: You know, and
17 we have read episodes in here of people having
18 that kind of a response.

19 MR. ARSENAULT: Yes.

20 COMMISSIONER MAY: And it still is
21 not satisfied. I mean, I understand how
22 ineffective calling the police can be having

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1 lived on a block with a drug dealing house for
2 12 years.

3 MR. ARSENAULT: Yes.

4 COMMISSIONER MAY: So that's a
5 very serious problem. You know, I'm not sure
6 that the police necessarily can devote the
7 kind of resources to noise complaints. So,
8 you know, at a certain point, people get up
9 and move or they come down here and testify.
10 So I'm sorry, you wanted to say something?

11 MR. COOKE: The only thing, Mr.
12 May, as I say, I have seen some of this before
13 at Ithaca College and Cornell and the way
14 things get worked out is that the university
15 finally gets going in the way that I think
16 Georgetown has. We can argue whether or not
17 it has been fast enough or enough enough, but
18 the university has to do what it must do to
19 curtail these things.

20 And it takes too long, but I
21 think, ultimately, it does work itself out.
22 And then I don't mean for a moment to minimize

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1 the problems that I'm certain that exist. I
2 am disgusted by loutish students. I'm sure
3 they are out there.

4 But at some point, if one lives
5 within three-quarters of a mile of a
6 university, there might be some unpleasant
7 student contact. I don't condone it and we
8 have got to work every day harder to make sure
9 it doesn't happen, but it's not unique to
10 Washington.

11 I can tell you in, ultimately,
12 both Cornell and Ithaca College, every day of
13 working the same way and winning the battle,
14 as I think Georgetown is.

15 COMMISSIONER MAY: Okay. It's not
16 really very apparent in the record that
17 Georgetown University really is effectively
18 getting it under control. Maybe it's a lot
19 better than it was a few years ago, but there
20 -- you know, it helps to hear from people like
21 you who think that it is under control, but
22 it's not a crystal clear issue from where we

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1 sit.

2 MR. COOKE: Okay.

3 CHAIRMAN HOOD: Okay. Any other
4 questions? Commissioner Turnbull?

5 COMMISSIONER TURNBULL: Thank you,
6 Mr. Chair. I missed the last couple of
7 hearings due to business, but I have read the
8 transcripts and I would agree that there has
9 been a lot of comment, similar to what
10 Commissioner May has said.

11 And I guess maybe I'll ask this
12 panel, if SNAP doesn't work or some of the
13 other functions, what is the next step for the
14 community to work with the university? Is
15 there a structured hierarchy of how we get to
16 where we want to be, so that everybody is
17 happy? It's a win/win for everyone.

18 I guess the feeling I'm getting
19 from Commissioner May is that some of these
20 things aren't being addressed. We have had
21 community members say well, I'm not going to
22 call SNAP, it doesn't seem to do any good.

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1 What's the next step the n as a
2 body that has to be es tablished to make this
3 work? I mean, I think everybody wants a win
4 out of this. I don't think we want to have a
5 tremendous university like Georgetown not have
6 the ability to do what it wants to do and
7 succeed. But how do we also keep the local
8 community happy and glad that Georgetown is
9 there?

10 I mean, is th ere -- what's the
11 structure that we have to set in place to make
12 this work? I mean, I'm not askin g for a
13 specific answer from you folks. This needs to
14 go back to the university also.

15 MS. SIEMIETKOWSKI: Mr. Turnbull,
16 one response I have is to ask if there is
17 evidence that SNAP do es not work, because
18 that's what I would want to know.

19 COMMISSIONER TURNBULL: Well, yes.

20 MS. SIEMIETKOWSKI: Because you r
21 questions presumes, I believe, that SNAP does
22 not work based on --

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1 COMMISSIONER TURNBULL: Well, a t
2 least for some people. It sounds like some
3 people are getting very frustrated.

4 MS. SIEMIETKOWSKI: That's why we
5 want to know if there is evidence that SNAP
6 doesn't work.

7 COMMISSIONER TURNBULL: And it
8 sounds --

9 MS. SIEMIETKOWSKI: Because my
10 experience and what I hear from others'
11 experiences, is that SNAP does work and
12 responds very quickly.

13 REVEREND ROGERS: And I would like
14 to add that at least the complaints that the
15 university gets, I mean, I work with people in
16 the conduct, you know, we take those things
17 very seriously. So th ere is a lot of work
18 that is going on, you know, behind the scenes,
19 up front with SNAP. I mean, so if something
20 is brought to our attention, it is dealt with.

21 MS. SIEMIETKOWSKI: Absolutely.

22 REVEREND ROGERS: Period. I mean,

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1 it's not like oh, we're going to pretend that
2 that didn't happen. I have university
3 students that will come to the office and have
4 to work off sanction hours for doing
5 knucklehead things, so, you know, we take that
6 stuff very seriously.

7 COMMISSIONER TURNBULL: Yes. I
8 guess, just getting on to what Commissioner
9 May was starting to talk about was that
10 somehow we have had -- something has dropped
11 somewhere. I mean, I know we have got these
12 things in place, but it still sounds like we
13 are not meeting the objectives of what we all
14 want.

15 And I'm just wondering if there
16 has to be a little bit more -- somehow there
17 is something that has to be set up as a stop
18 gap measure to make sure that -- whether it's
19 a newsletter that comes out that talks about
20 these things and that people can go up to the
21 next step on the ladder to try to solve big
22 issues, I just think this is all doable.

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1 I mean, we have had the same
2 issues that came up at George Washington.
3 It's the same issues. The students that --
4 you know, you are going to have a handful of
5 students or whatever that are going to be
6 doing what students do, whether it is men or
7 women. They are going to be drinking when
8 they shouldn't. They are going to be out
9 carousing around. I mean, that's going to
10 happen at a university.

11 My son went to William and Mary,
12 believe me, Williamsburg is the same way. The
13 same issues come up with students and they do
14 have off-campus housing. Seniors can live
15 off-campus. So the 100 percent on-campus, I
16 think, as Mr. Strike was saying, that is a
17 little questionable, too, and I'm not really
18 sure what you get out of that for students, as
19 far as students maturing and being on their
20 own out in the rest of the neighborhood.

21 So I'm a little hesitant on that,
22 too. But it just seems like there is --

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1 something is missing and I don't know what it
2 is. But it's like we are going like this on a
3 couple of issues.

4 I think a lot of things have been
5 solved. I think, you know, the university is
6 doing a good job at working at that, but it
7 sounds like from the community that some
8 things are being missed.

9 MR. ARSENAULT: Yes, I do think,
10 Mr. Turnbull, that there are many people that
11 are acting in good faith. I think there are
12 also people that are frustrated either by one
13 experience or by having a number of minor
14 experiences and just structurally with people
15 moving out every year, people get tired of
16 trying to start over.

17 And I think that that is a
18 structural issue that is involved with town
19 gown issues is even if a problem is solved,
20 the next one can come. But that doesn't mean
21 that there is going to be a problem every
22 year. And I think that one of the things that

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1 would be required is a constant vigilance and
2 a constant effort on both sides.

3 I know that there is an off-campus
4 student orientation program, because I
5 actually helped write the first one 10 years
6 ago as a summer job. And I -- and from what I
7 know, it has become much more of a curriculum
8 since then. But I think that there is
9 certainly a fact that structurally college
10 students move on.

11 And homeowners or more long-term
12 renters, you know, stay longer. And I think
13 that that structure is something that will
14 always create a tension.

15 Now, whether that tension itself
16 is an objectionable impact, some people might
17 consider it to be. I don't think that the
18 structure of some people moving constant and
19 the fact that you need to build new
20 relationships in order to have civil
21 relationships, I don't think that that, in and
22 of itself, is an objectionable impact.

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1 But I do think that, and certainly
2 fairly so, if some people have had a bad
3 experience, one very bad experience or a
4 couple of, you know, moderately bad
5 experiences, that some people may want to
6 throw their hands up and say there is nothing
7 that the university is going to do for me.
8 There is nothing that I can do in this
9 situation and so I'll wait 10 years until I
10 can come in and oppose the Georgetown Campus
11 Plan.

12 I think the arguments that I'm
13 hearing in opposition are the same this year
14 as they were 10 years ago. When you read the
15 news reports about the 1990 plan, they were
16 the same then. And I think that part of that
17 is that this is an outlet that people have in
18 the democratic system to get their opinions
19 out.

20 And I think that there will always
21 be people who are frustrated, who are going to
22 use this as their opportunity to have a voice,

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1 as I think our system is built.

2 I personally, in my experience
3 living where I have with several students,
4 have not had that experience. And I think
5 while we may get from one anecdotal
6 experience, I think getting to the point where
7 we are saying that that is representative
8 experience, I think that's a long way.

9 COMMISSIONER TURNBULL: Thank you.

10 CHAIRMAN HOOD: Okay. Any other
11 questions, comments? Okay. Mr. Avitabile, do
12 you have any cross-examination? Mr. Lewis, do
13 you have any cross? Ms. Haas, do you have any
14 cross? Mr. Hines, do you have any cross-
15 examination?

16 MR. CLEMENTS: Chairman Hood, I
17 should have mentioned before, I'm filling in
18 for Mr. Hines tonight, but I can go ahead
19 and --

20 CHAIRMAN HOOD: Okay.

21 MR. CLEMENTS: -- do cross-
22 examination questions.

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1 CHAIRMAN HOOD: Do you have some
2 questions?

3 MR. CLEMENTS: Yes, sir.

4 CHAIRMAN HOOD: Okay. Come on.
5 Maybe I should just go back and call the
6 organizations names. Okay. That's fine. Mr.
7 Clements, you're Burleith. Okay. So you are
8 filling in for Mr. Hines?

9 MR. CLEMENTS: Yes, sir.

10 CHAIRMAN HOOD: So you are doing
11 Citizens Association of Georgetown and
12 Burleith? Okay. Gotcha. Okay. Make sure as
13 a person, you're not going to answer
14 questions. Oh, that's the Reverend. You're
15 not going to ask the Reverend a question.
16 Okay.

17 MR. CLEMENTS: I may ask the
18 Father a question, though, a question after
19 this. Okay. Just three quick questions with
20 your indulgence. And I'll start with Father
21 Rogers.

22 You had mentioned that you had

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1 dealt directly and personally with several
2 students who had exhibited unruly behavior and
3 you were able to settle that person-to-person.

4 Is that correct?

5 REVEREND ROGERS: Yes.

6 MR. CLEMENTS: Did those students
7 know who you are?

8 REVEREND ROGERS: Yeah. I mean, I
9 live in the community, so they would certainly
10 know who I was. I work at the university. I
11 live amongst them, so they would see me.

12 MR. CLEMENTS: They knew you were
13 Father Rogers?

14 REVEREND ROGERS: Yes. They would
15 know that.

16 MR. CLEMENTS: My second question
17 is for Mr. Strike and Mr. Arsenault and Mr.
18 Cooke. And it's just kind of a general
19 question. I know that you have testified that
20 you are -- currently, you are not concerned
21 with the students that live around you or in
22 the past and that you have had primarily

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1 positive experiences.

2 And what I'm curious about is are
3 you at all concerned as to what tomorrow might
4 bring? As in today, the group who just
5 graduated were good students, but tomorrow may
6 possibly bring groups of students who you
7 might not be on an amicable relationship with.

8 And I would just like to get your comments on
9 that, Mr. Strike.

10 MR. STRIKE: And I'm sorry, your
11 name again?

12 MR. CLEMENTS: It's Chris.

13 MR. STRIKE: Oh, all right, Chris.

14 I would be remiss to say that I'm not for
15 looking in the future and what it brings. But
16 I will say that at the last five months, I
17 believe, there was legislation and it has come
18 out, and I don't have a firm grasp on it, I'm
19 not a lawyer, that there gives the power to
20 MPD after a certain period of time at night if
21 there is a noise violation, they can go in and
22 arrest whoever is on the lease or the owner of

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1 the property.

2 And you know what, to be ho nest
3 with you, I think that 's a sea change in this
4 whole area. And again, I have been here 12
5 years and that's music to my ears. And I hope
6 to my neighbors as well that are in opposition
7 to the plan, because it's going to take a
8 little bit of time, but, you know what, when
9 they come out in handcuffs at a party the
10 first few people and word gets around, and
11 this goes on somebody's record, then I don't
12 care whose parents call them from Georgetown's
13 students, if it goes on their rec ord and they
14 have to go to court, it's going to get ugly
15 and the students are going to get scared and
16 that's going to put the fear of God in them.
17 And that is music to my ears.

18 MR. ARSENAULT: Sure. Speaking
19 personally, I would say, at this point, I feel
20 in the last five years I have had enough of a
21 range of neighbors, both stud ents and non -
22 students in group houses and non-group houses

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1 to feel that (A) this is not a highly probable
2 occurrence, but I also feel that in the event
3 that I had a problem, whether it was a one
4 time party or a series of events, I think that
5 the legal and Georgetown University's
6 institutional mechanisms, that I would
7 certainly use those leverages to the fullest
8 extent until that result.

9 MR. CLEMENTS: Mr. Cooke?

10 MR. COOKE: I think it's
11 impossible to know what might happen in the
12 future, but I think the record would show that
13 Georgetown has, albeit slowly, started its
14 momentum toward making the neighborhood a good
15 place for the students and for the neighbors
16 to live. I can't imagine, given what has
17 happened over the last 10 years of the
18 positive outcomes, that there will be anything
19 that would turn it back to, you know, less
20 care, less concern, less commitment to making
21 it a safe and pleasant place.

22 So that would allay whatever fears

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1 I would have about what may or may not happen
2 in the future.

3 MR. CLEMENTS: Okay. Thank you,
4 Mr. Cooke. And my last question is for Mr.
5 Strike. And I just want to assuage your
6 concerns, Mr. Strike. Are you aware that the
7 Office of Planning in their suggestion to the
8 Zoning Commission would be for an exception to
9 the 100 percent policy, specifically for
10 people whose students -- whose offspring would
11 go to Georgetown, to be allowed to live with
12 their family? And does that change your
13 position at all?

14 MR. STRIKE: Well, I mean, there
15 is common sense, but it's not -- you can't --
16 as Mr. Turnbull, I think, said and he is right
17 on target, you can't tell me that there should
18 be a requirement for 100 percent of students
19 to be housed on any campus. I just don't
20 understand the prudence in that.

21 I mean, that goes against every
22 rationale that I have ever learned in my 45

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1 years of studying of just common sense. And
2 so I'm glad, I hope my kids get into
3 Georgetown, because (A) it's going to be very
4 expensive to send them there and (B) they are
5 not going to be going there if they have to
6 live in campus three blocks away and I have to
7 pay additional.

8 And I can see parents saying, you
9 know what, I could buy a house, have my
10 students son or daughter live in it, which I
11 think it's great, because it has happened on
12 my block with parents from California, bought
13 a house and let me tell you, there is three
14 med students in there now, you don't hear a
15 peep. People don't know that anyone lives
16 there.

17 So anyone that tells me well,
18 we're worried about, you know, more graduate
19 students coming in and living in the
20 neighborhood, you've got to be kidding me.
21 Most of these students are paying their own
22 way in graduate school and they want to be

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1 there. Okay. It's not a right of passage.

2 And it's great for the communi ty
3 to have students, you know, diversity in that
4 respect. And, you know, a lot of times,
5 Chris, my kids will be s itting out on our
6 street and a few neighbors walk by and not say
7 anything, but it seems like all t he kids walk
8 by and have something to say.

9 And there are neighbors her e
10 tonight that always say something , trust me.
11 They are wonderful. And I love my neighbors
12 and I think they are wonde rful smart people.
13 I learned a lot over the 12 years. And when I
14 moved in 12 years ago, one of my neighbors saw
15 me and I had more hair back then and I was
16 probably 10 or 15 pound s heavier. I looked
17 like more of a partier and boy he gave me the
18 look up and down. And I was thi nking man,
19 those days are over. I don't, you know, do
20 that any more.

21 And, you know, that's the kind of
22 reception that I got right off the bat and I

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1 was thinking it's not like that.

2 So but to answer your question, I
3 think it's great. I wasn't aware of that. So
4 I wish I had more time to go through all these
5 plans, but with these twin boys, if someone
6 sat for an hour with them and chased them for
7 an hour, I would read as much as I could.

8 MR. CLEMENTS: No more que stions,
9 Chairman. Thank you.

10 CHAIRMAN HOOD: All right. T hank
11 you. I want t o thank this -- oh, wait a
12 minute. Mr. Avery?

13 MR. AVERY: I have no questions.

14 CHAIRMAN HOOD: Okay. W e want to
15 thank this panel and we appreciate your
16 testimony. Okay. Thanks.

17 I know I saw, forgive me for
18 calling you by first name, but Sally and I
19 can't remember her last name. And there was
20 one other person who testifie d. If you both
21 can come forward? Is there anyone else who
22 would like to testify in support? Yes, I knew

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1 you were one. There's two people. I saw two
2 hands.

3 Is it two or three? Come up, come
4 up. Okay. So these are the close out.
5 Anyone else? This is the last call for
6 support. Okay. Last call for support. Okay.

7 I think what we are going to do is start from
8 my left, your right, and you may begin. Turn
9 your microphone on. It doesn't sound like
10 it's even on. There we go.

11 MS. CRAWFORD: Okay?

12 CHAIRMAN HOOD: Yes.

13 MS. CRAWFORD: Okay. Good
14 evening. My name is Britney Crawford and I'm
15 here to tell you all about what Georgetown
16 University has done for me and my peers over
17 the years.

18 I'm a native Washingtonian who was
19 raised in D.C. and currently resides in Ward
20 7. Georgetown University entered my life when
21 several of these students visited my 6th grade
22 class at Ron Brown Middle School. The

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1 students have been selected and trained as
2 facilitators to visit designated schools in
3 D.C. twice a week as part of an early college
4 awareness program called Kids to College.

5 During this six week program, we
6 had an opportunity to ask questions about
7 college and to hear about their personal
8 experiences of college life, pre-college
9 accomplishments and career interests.

10 Additionally, the program allowed
11 us to explore careers and the educational
12 requirements necessary to reach our career
13 goals. It concluded with a day long visit to
14 Georgetown's campus and the shadow day
15 experience with students, faculty and staff
16 from Ron Brown toured Georgetown University
17 Campus, participated in scavenger hunts, met
18 GU faculty and staff who talked about their
19 college experiences, attended seminars and had
20 lunch with some university staff and students.

21 When I entered 7th grade,
22 Georgetown University stayed with me. I

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1 participated in the shift scholars college
2 preparation program, now known as the Meyers
3 Institute for College Prep or MICP and
4 continued with the incredible journey until I
5 graduated from high school. And even into my
6 freshman year at Howard University.

7 The program which started in 1989
8 is designed to provide comprehensive support
9 to D.C. Public School students in Ward 7 from
10 middle school through high school and to
11 empower them to graduate from high school and
12 succeed in college.

13 But it does so much more than
14 that. It not only helped me academically, but
15 it also taught me the value of work and
16 discipline. The impact of Georgetown program
17 is immeasurable for students like me who might
18 not have graduated from high school and
19 certainly would not have considered college.

20 In 2004, I graduated from Martha
21 Washington Vocational School in the District
22 and attended Howard University where I

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1 received a bachelor of science degree in
2 political science. This was a milestone in my
3 family, because I was the first to attend and
4 graduate from college.

5 I am now employed as an archivist
6 with the National Archives and I just
7 currently graduated from the University of
8 Maryland where I obtained my master's degree
9 in information and science.

10 None of this would have been
11 possible without the individualized attention
12 and support I received from Georgetown
13 University staff, students and faculty. I
14 also was exposed to a world outside of my Ward
15 7 community. We were treated to cultural
16 experiences to help broaden our worlds.

17 In 9th grade, we also spent a week
18 in Belize, which really helped us improve our
19 Spanish and encouraged me to do a six month
20 study in Ecuador.

21 The Meyers Institute for College
22 Preparation is the jewel of Georgetown

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1 University's Ward 7 Initiative, through which
2 they make a tremendous difference in the lives
3 of so many in Ward 7. Thank you.

4 CHAIRMAN HOOD: Thank you. Next?
5 No, is your microphone on?

6 MS. HIGLEY: Oh, thank you. My
7 name is Erika Higley. I'm a graduate of
8 Georgetown Class of '95. I also received an
9 MBA and a master's in public policy from
10 Georgetown in '05. My husband and I live in
11 Glover Park with our two daughters, 20 months
12 and 4 weeks, both born at Georgetown in a
13 house I purchased while single in '99.

14 I chose to live in Glover Park,
15 partly because of the proximity to Georgetown.

16 I knew the proximity to the university would
17 help the home retain its value and I wanted to
18 live in a community with the energy of
19 university students.

20 I also like the fact that I could
21 always rent out a room to graduate students.
22 Before marrying my husband, I rented it to a

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1 law student, a Georgetown doctor working on
2 her fellowship, a fellow MBA candidate, a
3 Georgetown surgical nurse. I have always had
4 good experiences with my tenants and my
5 neighbors.

6 My husband and I are taxpaying
7 homeowners registered voters in the District
8 and plan to send our daughters to public
9 school. I give back to the community when I
10 can. I coached two seasons of basketball at
11 the local boys and girls club and my husband
12 and I are both committed to making D.C. and
13 our neighborhood a good place to live for all
14 residents.

15 I first learned of the objections
16 to the Georgetown University plan through
17 emails on the Glover Park listserv. I was
18 particularly surprised to see objections to
19 things that would have no negative effect
20 whatsoever, like the renovation of Yates Field
21 House and Kehoe Field.

22 In fact, since local residents can

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1 join Yates, take advantage of other university
2 services and stand to benefit in other ways
3 from having a first class university nearby, I
4 was perplexed and decided to investigate
5 further.

6 After reading blogs, listserv, the
7 Georgetown Current and attending a Glover Park
8 ANC meeting, I came to the conclusion that the
9 opposition is not being very logical or
10 constructive. I felt I had to weigh in on all
11 the uninformed commentary coming from those
12 opposing the plan, since most people with no
13 objection to the plan are not very vocal.

14 In my senior year at Georgetown, I
15 lived in Burleith in a group house. We were
16 all rowers on the crew team and we were in bed
17 before most of our neighbors in order to wake
18 up at the crack of dawn. I would also say
19 when we moved out of that house on T Street,
20 it was in much better shape than it was when
21 we first signed our lease.

22 I chose to live in Burleith that

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1 year in spite of getting picked No. 10 out of
2 the entire campus for on-campus housing
3 through the Housing Lottery. And living in
4 that little house was one of the best
5 decisions I have made. The friends I made
6 that senior year are still my best friends and
7 I, obviously, also love the neighborhood.

8 Many of the Georgetown students
9 who live in Burleith, Georgetown or Glover
10 Park are good people and, like me, will stay
11 in D.C. and become part of the resurgence in
12 the city. I think this fact is getting lost
13 in all the arguments.

14 I'm concerned that the residents
15 fighting the plan are doing themselves and
16 their neighbors a disservice by seemingly
17 opposing all things Georgetown, instead of
18 just addressing a particular issue.

19 If you live next to a noisy family
20 with a constantly barking dog or a group of
21 noisy unprofessionals, you have little
22 recourse. If you live next to Georgetown

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1 students, at least there is someone you can
2 call.

3 If this fight against Georgetown
4 continues, Georgetown maybe forced to make
5 compromises that hurt students, the community
6 and ultimately hurt higher education. The
7 worst part is after all of this, the local
8 residents will not be better off and actually
9 stand to hurt their own home values.

10 CHAIRMAN HOOD: Okay. Thank you.

11 MS. KRAM: Good evening,
12 Commissioner Hood, Commission Members and
13 staff. My name is Sally Kram and I'm the
14 Director of Government and Public Affairs of
15 the Consortium of Universities of the
16 Washington Metropolitan Area, a regional
17 higher education organization. Georgetown is
18 a member.

19 As you may recall, I was here in
20 March to testify in favor of the Square 55
21 Project. I believe that universities are a
22 positive influence on the District of Columbia

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1 and, in fact, attended a briefing this morning
2 at the Wilson Building where the consortium
3 released an Economic Impact Study showing the
4 value of colleges in the region to be \$3
5 billion and 200,000 jobs. A copy of that
6 report is attached to my testimony.

7 Because universities are such a n
8 important part of the District's job base and
9 economic vitality, permitting their modulated
10 growth is a vital function. Dis trict leaders
11 and their planners must always think about the
12 future and that's what I ask you to do
13 tonight.

14 The Office of Planning in its
15 report seems to view an increase in the number
16 of young people as a detrimental change,
17 particularly, educated young people or
18 students. I encourage you to reject this
19 notion and to support Georgetown University's
20 proffer of allowing it to proceed with its
21 campus plan.

22 I know this recommendation is not

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1 going to be popular with the citizens of
2 Burleith, West Georgetown and other
3 neighborhoods who oppose the university's
4 plan. In particular, however, I want to ask
5 the Zoning Commission to consider that it
6 avoids setting dangerous precedent in the way
7 that it would imperil the future development
8 of the city overall.

9 In particular, I'm concerned about
10 OP's apparent finding, at least in Georgetown,
11 that the students, individually and as a
12 group, pose an adverse impact wherever they
13 live, whatever their age and whatever their
14 lifestyle, part-time, full-time, taking one
15 class or pursuing a PhD.

16 Let me be clear about how unusual
17 the step would be to pursue some of the
18 recommendations in the Office of Planning
19 report.

20 If the Office of Planning upholds
21 the 100 percent on-campus housing mandate, for
22 example, this would make the District of

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1 Columbia the only jurisdiction in the country
2 to make such a regulatory demand on any higher
3 education institution.

4 OP's reference to Harvard, MIT and
5 Princeton as campuses requiring 100 percent of
6 their students to live on-campus is factually
7 incorrect. I called them six weeks ago. OP's
8 rationale for requiring 100 percent on-campus
9 housing is based on a series of assumptions
10 that are equally invalid. The assumptions are
11 further without underlying context or data.

12 Yes, Georgetown students
13 population has grown, as permitted by its
14 campus plan. But it is unclear whether that
15 growth has been greater than the growth of
16 young people in the District of Columbia. Our
17 census numbers are in: 40 percent of our
18 population is between the age of 20 and 40.

19 Beyond context, OP has also based
20 its recommendation on a series of data that
21 cannot be independently verified. For
22 example, it is hard to view Georgetown as

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1 fragile. It's a 200 year -old neighborhood
2 which has grown with its university at its
3 heart for 200 years. It is hard to believe
4 that since 1990, that fragility is so
5 dangerous as to imperil the future of
6 Georgetown.

7 The tipping point is an argument
8 that OP makes in its report. There is no
9 historic perspective, so it's unclear what
10 exactly the tipping point has been reached.
11 OP does point to a study conducted by Dr.
12 Richard Tyler, a UK academic and I want to
13 note that Dr. Tyler recommends that the
14 balance is 20 percent, which, of course, would
15 -- I'm sorry, 20 percent owner-occupied, which
16 would be unusual for every neighborhood in the
17 District of Columbia. We have owner-occupancy
18 rates citywide of 37 percent.

19 A final argument presented in the
20 OP report is that students disrupt the
21 community harmony and create parking problems.

22 I note that the 911 data was not provided by

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1 the original source, the Metropolitan Police
2 Department, but by the Citizens Association of
3 Georgetown.

4 In conversations with the police
5 department, I have been told that 911 data
6 requires careful analysis by someone familiar
7 with crime statistics. It would be important
8 for that analysis to be done before that data
9 is viewed as the basis for any of your
10 decision making.

11 There is no additional data in the
12 OP report about parking, but I haven't seen
13 the latest recommendations, so I won't speak
14 more to that.

15 I do want to give you some data
16 that I can verify. In addition to the report
17 that I submitted as part of my testimony, I
18 have submitted a list of businesses that were
19 begun by alumni of a member of institutions.

20 These are the future of the
21 District of Columbia and your decision making
22 has to keep that in mind as you go forward.

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1 Thank you.

2 CHAIRMAN HOOD: Okay. I want to
3 thank you all for your presentation.

4 Ms. Kram, I'm actually very glad
5 that you testified, because you have been on
6 the Consortium of Universities, I think, for a
7 while. Am I correct in saying that?

8 MS. KRAM: I started working for
9 the consortium in 1996.

10 CHAIRMAN HOOD: Okay.

11 MS. KRAM: I have been -- I was
12 with the District Government prior to that,
13 since 1989 after graduating from the George
14 Washington University Law School.

15 CHAIRMAN HOOD: Okay. And I think
16 you and I also served on a planning thing
17 together.

18 MS. KRAM: We did.

19 CHAIRMAN HOOD: Yes.

20 MS. KRAM: We served on the --

21 CHAIRMAN HOOD: The Comprehensive
22 Plan Task Force.

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1 MS. KRAM: -- visioning committee
2 and then the Comprehensive Plan Task Force.

3 CHAIRMAN HOOD: Two things. Okay.
4 And I know you have a -- my question to you
5 is, and I'm talking very general, I don't want
6 to get into specifics, and I mean talking
7 about the 100 percent undergraduates on-
8 campus.

9 Do you see the relationship
10 between, I'm talking this is a very general
11 question, communities and universities as
12 growing apart or getting closer? Because I
13 will tell you, when I was appointed to this
14 Commission, all I knew was I was going to help
15 fix George Washington.

16 And I'm just curious. And I
17 shouldn't have called that out, but actually
18 that's what Commissioners think. They think
19 and I know some others who have now gone and
20 left the Commission who have thought that we
21 were going to do the same thing, but often
22 times, as a Commissioner, you wonder how can

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1 you resolve these issues.

2 Do you see us getting closer
3 together as far as working with neighborhoods
4 and universities or getting further apart?

5 MS. KRAM: I think that a s someone
6 said earlier tonight , the people that are
7 upset are motivated to come here. And the
8 people that are content are home with their
9 families.

10 I think the difference between
11 this year and 10 y ears ago is social media.
12 There are blogs. There is email traffic.
13 There is an ability to mobilize angry people
14 unlike any time in the past. And we have seen
15 that on the national stage and now I think we
16 are seeing it on the local.

17 So do I think it's different? No.
18 We have talked about how the issues are the
19 same, students are loud. Sometimes they
20 misbehave. The difference is the tenor of the
21 conversation and the volume, whic h is
22 augmented by, frankly, technology.

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1 CHAIRMAN HOOD: An d, you know,
2 when i look at some of the residents, they are
3 older and I'm not trying to be disrespectful,
4 but and then I hear wh en I go to community
5 meetings, I hear that we don't us e the social
6 media. The older folks don't Tweet. They
7 don't do those thi ngs. They don't use
8 Facebook.

9 But apparently, I guess, maybe
10 they do. I don't know. But I'm not sure.

11 MS. KRAM: Actually, Facebook i s
12 becoming passe because the average Facebook
13 user is in their 40s.

14 CHAIRMAN HOOD: Okay. But --

15 MS. KRAM: And Twitter is rapidly
16 reaching that point as well.

17 CHAIRMAN HOOD: I'm looking ove r
18 here at the group and I don't -- okay. Most
19 of you all are in your 40s, so or maybe 30s,
20 but --

21 MS. KRAM: Average.

22 CHAIRMAN HOOD: Okay. But I'm

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1 trying to figure out, Ms. Kram, what is the --
2 now, I don't -- you know, again, we have to
3 balance this. Is everybody going to be happy?

4 No. But can we try to find th at balance or
5 at least try to not tip it all the way over,
6 but at least tip it bac k the other way to
7 where we can get some people to be happy?

8 And we can start ha ving everyone
9 hold hands.

10 MS. KRAM: It 's never going to
11 happen.

12 CHAIRMAN HOOD: So you're telling
13 me it's never going to happen?

14 MS. KRAM: You're never going to
15 have everybody holding hands.

16 CHAIRMAN HOOD: Well, not
17 everybody. More than what we have now.

18 MS. KRAM: I'm not sure that will
19 happen either, because there is a value in
20 opposition to remain angry.

21 CHAIRMAN HOOD: Now, let me ask
22 you this.

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1 MS. KRAM: I think concession is
2 viewed as potentially future difficulties. I
3 mean, the 100 percent on-campus housing issue
4 came up in 1990 and then reappeared now.

5 CHAIRMAN HOOD: Okay. But I think
6 that and other people, even the people as was
7 mentioned by the young lady sitting next to
8 you, and forgive me for forgetting your name,
9 but --

10 MS. HIGLEY: It's Erika.

11 CHAIRMAN HOOD: What's your last
12 name?

13 MS. HIGLEY: Higley.

14 CHAIRMAN HOOD: Hitley?

15 MS. HIGLEY: Higley.

16 CHAIRMAN HOOD: Higley. Okay.
17 Let me say Erika, if you don't mind.

18 MS. HIGLEY: That's fine with me.

19 CHAIRMAN HOOD: But I think she
20 said that people were satisfied at home. But
21 I don't think that one incident, and I'm not
22 just picking on you, Ms. Kram, I'm just

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1 asking, would involve this much opposition.

2 Obviously, as my colleague said ,
3 the letters that we have, it's a number of
4 incidents. I don't think one is -- if it was
5 -- I wouldn't come down here for how many
6 hearings have we had? Four or five? I
7 wouldn't come down here for four or five
8 hearings on one incident.

9 But anyway, that's a question and
10 a response, but you can either answe r or you
11 don't have to.

12 MS. KRAM: I don't envy you,
13 because what you are doin g is you are
14 listening to subjective analysis of how people
15 feel in their homes. And my testimony is all
16 about what I could d ocument based on
17 information. I have lo oked. And those two
18 ideas are hard to balance, because you can't--
19 you know, anyone that has been in their home
20 and feels unhappy or uncomfortable, it's --
21 there is little that you can do to make them
22 feel better.

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1 But that said, there are 1,000 new
2 jobs that are coming to the District of
3 Columbia because of LivingSocial and that was
4 founded by a Georgetown University alum. So
5 those 1,000 new jobs, which may involve, let's
6 say, 20 percent of District residents, because
7 that's about the average, those 20 percent
8 aren't going to come here and say thank God
9 for Georgetown University, their alumni
10 started a major business in the District and I
11 got a job out of it.

12 So I don't know how you make that
13 balance between somebody loud at night on a
14 weekend and somebody whose livelihood is
15 benefitted by the presence of Georgetown
16 University and the community.

17 CHAIRMAN HOOD: Okay. Thank you ,
18 Ms. Kram, I appreciate that. Let me change
19 very quick. Ms. Crawford, I just want to
20 commend you, keep pressing on . Okay. Okay.
21 Colleagues, any questions? Commissioner May?

22 COMMISSIONER MAY: Yes, I had a

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1 couple follow-ups for Ms. Kram.

2 I'm not sure I understood you
3 correctly, but what I thought I heard you say
4 is that the Office of Planning is recommending
5 that 100 percent of students be housed on-
6 campus.

7 MS. KRAM: That's how I read their
8 report of May 5, I believe it is.

9 COMMISSIONER MAY: Okay. 100
10 percent of students or 100 percent of
11 undergraduate students?

12 MS. KRAM: They subsequentl y
13 clarified by calling -- using the TUS, which I
14 understand --

15 COMMISSIONER MAY: Undergraduate
16 students.

17 MS. KRAM: -- is undergraduate
18 students.

19 COMMISSIONER MAY: Okay. But were
20 you saying graduate students or undergraduate
21 students?

22 MS. KRAM: Well, the report itself

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1 uses students somewhat interchangeably, so I
2 was using as loose a word as I think the
3 Office of Planning did.

4 COMMISSIONER MAY: Okay. Because
5 it was very clear to me that they were
6 referring to undergraduate students.

7 MS. KRAM: Yes.

8 COMMISSIONER MAY: And the
9 implication that they were referring to all
10 students --

11 MS. KRAM: Yes, on 100 percent on-
12 campus, they were, but on some of their, you
13 know, penetration reports, for example --

14 COMMISSIONER MAY: Yes.

15 MS. KRAM: -- Footnote 7 defines
16 student as anyone who has taken one course.
17 So --

18 COMMISSIONER MAY: Right. Well ,
19 different analysis for different -- different
20 numbers for different purposes. They are
21 looking at --

22 MS. KRAM: Then I think they

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1 should use different terms.

2 COMMISSIONER MAY: But they are
3 not asking for all students to be housed on-
4 campus and that's the essential point that you
5 seemed to be making.

6 MS. KRAM: They are asking for 100
7 percent on-campus undergraduates. I believe
8 the report language could be clearer.

9 COMMISSIONER MAY: So they should
10 have only done an analysis of -- the other
11 statistical analyses they did should have only
12 reflected information about undergraduate
13 students as a result?

14 MS. KRAM: Well, if the order is
15 about undergraduate students, then knowing
16 where the graduate students live strikes me
17 as --

18 COMMISSIONER MAY: Not relevant?

19 MS. KRAM: I don't understand. My
20 concern, as I stated in my testimony, is the
21 idea that student qua student is an adverse
22 impact. So when you do a --

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1 COMMISSIONER MAY: Well, I mean, I
2 think the adverse impact has to do with
3 behavior. It doesn't really have to do with
4 whether the student is a graduate or an
5 undergraduate. And I think that the -- I
6 mean, whether, you know, you buy this remedy
7 or not, I mean, is something we are going to
8 have to figure out in the end. But I'm not
9 sure that the analysis that they have provided
10 is flawed as a result.

11 MS. KRAM: The analysis uses the
12 term student. The remedy uses the term
13 undergraduate student.

14 COMMISSIONER MAY: Right.

15 MS. KRAM: That's the point I'm
16 trying to make.

17 COMMISSIONER MAY: Okay. Well,
18 I'm not sure if I understand that point then.
19 You said that you -- which universities did
20 you call and find out about their 100 percent
21 requirement or their lack of a 100 percent
22 requirement?

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1 MS. KRAM: MIT, Princeton and
2 Harvard.

3 COMMISSIONER MAY: So you called
4 all three?

5 MS. KRAM: Yes, middle of May.

6 COMMISSIONER MAY: Okay. And you
7 asked them all about their requirement to
8 house 100 percent of undergraduates or
9 students?

10 MS. KRAM: I asked them about
11 whether they housed 100 percent of their
12 undergraduate students on-campus.

13 COMMISSIONER MAY: Did you ask
14 them if they have a requirement to it or
15 whether they are actually able to do it?

16 MS. KRAM: I asked them if they
17 had a requirement and then I asked them if
18 they were able to do it.

19 COMMISSIONER MAY: And their
20 answer in both cases was no?

21 MS. KRAM: Their answer in the
22 first question was no. Their answer in the

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1 second question is they have a very high
2 percentage of on-campus housing available.

3 COMMISSIONER MAY: Available. But
4 they don't actually require it?

5 MS. KRAM: They do not.

6 COMMISSIONER MAY: Okay. Well,
7 then I'll ask the Office of Planning to
8 substantiate their claim, because they say
9 very clearly that those universities have a
10 requirement. All right. Thanks.

11 MS. HIGLEY: Excuse me. I was
12 just wondering if I could give a quick answer
13 to one of the questions you asked the previous
14 residents about what you might -- what they
15 might suggest as solutions to the problem?

16 And I just want to -- is that
17 okay?

18 CHAIRMAN HOOD: Who asked that?
19 Was that me or was that you?

20 MS. HIGLEY: I think you asked the
21 question.

22 CHAIRMAN HOOD: I asked. Okay.

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1 Yes, if you've got an answer, we'll hear it.

2 MS. HIGLEY: I just wanted to say
3 that --

4 CHAIRMAN HOOD: You've been asking
5 all the questions. So, no, I'm just playing.

6 MS. HIGLEY: Well, in Glover Park
7 there is a higher percentage probably of young
8 professionals and graduate students and people
9 attending other schools and a few are
10 undergraduate students.

11 But I just wanted to say that the
12 same problems will exist whether or not you
13 house all of the undergraduate students on -
14 campus. And I would much rather have
15 neighbors who are students of Georgetown than
16 young professionals that, you know, work on
17 the Hill or something where I have absolutely
18 no recourse to talk to them.

19 So that's one of my reasons for
20 coming to this meeting was I don't think that
21 having -- even if they did have all the
22 students housed on-campus, I don't think that

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1 that would solve the problem of having noisy
2 neighbors. And I think one of you pointed
3 out, it is to some extent a generational
4 divide. Where you live, you want to live in a
5 young vibrant neighborhood and part of that is
6 there is some noisemakers.

7 And if you live next to the noisy
8 house, you are not very happy. But at least
9 if they are Georgetown students, there is
10 something you can do or there is hope that it
11 will be quiet the next year. And there are
12 neighbors, there are people in Glover Park who
13 have actually had to leave the neighborhood
14 because they had noisy neighbors and couldn't
15 do anything about it.

16 So I don't -- that's not a very
17 optimistic comment, but I do think that just
18 thinking that you can solve the problem with
19 just getting all the students out is a little
20 bit, you know, naive or I don't know.

21 CHAIRMAN HOOD: Okay.

22 MS. HIGLEY: Not the best

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1 solution.

2 CHAIRMAN HOOD: Okay. Thank you .
3 Any other questions?

4 COMMISSIONER TURNBULL: Yes, Mr .
5 Chair.

6 CHAIRMAN HOOD: Mr. Turnbull?

7 COMMISSIONER TURNBULL: I just
8 have a couple. Ms. Kram, getting back to the
9 line of questioning that Commissioner May was
10 talking about, and I'm not -- what I'm looking
11 at, you were talking about or you mentioned
12 about -- we talked about the 100 percent
13 requirement of undergraduate students on -
14 campus.

15 What are most of the other
16 universities providing? I mean, what is the
17 limit that they have or that they are reaching
18 for?

19 MS. KRAM: I didn't do that
20 research, so I don't feel comfor table
21 answering that question. The three schools
22 that I did speak to, based on this OP report,

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1 indicated that they mandated either all
2 freshmen or freshmen and sophomores.

3 COMMISSIONER TURNBULL: Well, I
4 guess, that was the second part of my
5 question. A lot of universities usually
6 require through your sophomore year that you
7 live on-campus, maybe junior, I'm not sure.
8 But I don't recall any of them saying that in
9 your senior year you had to live on-campus.

10 MS. KRAM: Again, what I looked at
11 was governmental mandates.

12 COMMISSIONER TURNBULL: Yes.

13 MS. KRAM: So I can tell you there
14 is no government in the country that mandates
15 100 percent on-campus housing. I did not do a
16 survey of housing policies. I did look
17 through a college guide for my niece who is
18 going to college and for the most part, those
19 colleges seem to have freshmen and sophomore
20 mandates.

21 COMMISSIONER TURNBULL: Would that
22 be regardless of whether it is an urban or a

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1 suburban or a country setting?

2 MS. KRAM: Well, you know, if you
3 want to talk about Boston and Cambridge,
4 Harvard and MIT have very high percentages of
5 on-campus housing, but then when you get to
6 Boston College and Boston University, it's
7 much less.

8 COMMISSIONER TURNBULL: Right.

9 MS. KRAM: So it's the character
10 of the school.

11 COMMISSIONER TURNBULL: Right.

12 MS. KRAM: And the mission that
13 they adopt.

14 COMMISSIONER TURNBULL: Okay.

15 MS. KRAM: There are 100 percent
16 on-campus housing requirements out there and
17 most of those are religious institutions that
18 want to create kind of a sheltered environment
19 for their students.

20 COMMISSIONER TURNBULL: Right.

21 Okay. Thank you.

22 CHAIRMAN HOOD: Okay. Any other

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1 questions? Okay. Mr. A very, do you have
2 cross-examination? Mr. Lewis?

3 MR. LEWIS: Yes, sir. Thank you.

4 Ms. Kram, you characterized the OP report as
5 saying that all universities in the District
6 are the same and would all be at-risk for
7 having a requirement of 100 percent
8 undergraduate students put on-campus, but
9 that's not at all what the OP report says.

10 They distinguished between the
11 Georgetown and Burleith areas and the other
12 areas in the city, did they not?

13 MS. KRAM: What I intended to say
14 with my remarks to the Commission, which, of
15 course, I abbreviated to meet the time
16 deadline, is that the 100 percent on-campus
17 requirement would be precedential, meaning
18 that going forward any community that felt
19 like Burleith would pursue a 100 percent on-
20 campus remedy.

21 MR. LEWIS: But not if they read
22 the OP report which said, for example, did it

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1 not, that the houses are especially fragile,
2 in part, because of the ir age, they are not
3 built with the same soundproofing, that the
4 houses are especially small and narrow, that
5 people live cheek-by jowl, that the absence of
6 a thorough alley system requires many more of
7 the residents to park on the street, that
8 the --

9 CHAIRMAN HOOD: Mr. Lewis, t hat's
10 a long question. And I'm waiting for it.

11 MR. LEWIS: Well, I'm saying did
12 it not say all of those things to distinguish
13 this area from other areas in the city?

14 MS. KRAM: Well, let me turn that
15 around and ask then if Burleith is the only
16 neighborhood affected, then why do all t he
17 students have to live on-campus?

18 MR. LEWIS: You didn't answer my
19 question.

20 MS. KRAM: All ri ght. Let me say
21 it then this way. I did speak to the
22 fragility of Georgetown and I consider us as

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1 having a different opinion about what the term
2 fragile means.

3 In terms of whether Burleith is
4 more fragile than Capitol Hill, which is more
5 fragile than LeDroit Park, I can't speak to
6 that, because I haven't looked at that issue.

7 MR. LEWIS: Well, I haven't seen a
8 university in Capitol Hill or perhaps LeDroit
9 Park.

10 CHAIRMAN HOOD: Mr. Lewis, Mr.
11 Lewis, let's go to a question.

12 MR. LEWIS: Okay. Is it not true
13 that the distinguishing characteristics of the
14 Georgetown and Burleith neighborhood were
15 identified thoroughly in the OP report?

16 MS. KRAM: Yes, they were.

17 MR. LEWIS: Thank you. Now, you
18 say that people who aren't content, angry
19 people, I think you called them, are the ones
20 that are here complaining. Do you consider OP
21 to be angry people?

22 MS. KRAM: I believe in my

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1 testimony that I expressed my concerns about
2 the OP report. The role of the Office of
3 Planning is to provide an objective policy -
4 based analysis for the Zoning Commission's
5 decisions.

6 MR. LEWIS: Exactly.

7 MS. KRAM: So I wouldn't call them
8 angry.

9 MR. LEWIS: Would you call
10 Councilmember Evans an angry person?

11 MS. KRAM: It depends where he is.

12 MR. LEWIS: Mr. Lewis, let me ask
13 this. I think all of us can get angry at some
14 point in time. So let's move on.

15 MR. LEWIS: All right. Of course.

16 All right. You criticized the OP report for
17 what you termed subjective analysis, but the
18 OP report, as well as the ANC, counted the
19 number of students based on university
20 numbers, did it not? And that's not objective
21 -- that's not subjective.

22 MS. KRAM: In my testimony, I

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1 addressed that issue. Yes, the students were
2 counted. While Footnote 7 defines students as
3 anyone taking a course, I think that that
4 artificially inflated the student penetration
5 numbers.

6 MR. LEWIS: That's only for
7 purposes of -- totally different purposes.
8 Commissioner May said that's for deciding who
9 counts as being on this campus and who counts
10 on being a satellite campus.

11 MS. KRAM: I'm not sure how the
12 student counting is done. I'm not sure if the
13 university, as it provided the numbers,
14 provided -- I just don't have any way to look
15 at that analysis and make an objective
16 assessment as to its accuracy.

17 MR. LEWIS: Final question then.
18 Did the case not also include counting the
19 number of student group houses 10 years ago
20 versus now and is that not objective?

21 MS. KRAM: I'm sorry, perhaps I
22 missed that in the OP report and I would

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1 welcome your reference to that.

2 MR. LEWIS: Thank you.

3 CHAIRMAN HOOD: Okay. Ms. Haas,
4 any cross-examination? Mr. Clements, any?

5 MR. CLEMENTS: No cross.

6 CHAIRMAN HOOD: Okay. Mr. Avery?

7 MR. AVERY: No cross.

8 CHAIRMAN HOOD: Okay. I want to
9 thank this panel. We appreciate your
10 testimony.

11 MS. KRAM: Thank you.

12 CHAIRMAN HOOD: Now, let's go to
13 the parties presentation. I think we are
14 going to be starting with Citizens Association
15 of Georgetown. Mr. Clements?

16 Now, collectively, you have 45
17 minutes and 16 seconds. So I don't know,
18 hopefully you all have that worked out. Well,
19 you're doing both, so, Mr. Clements, you
20 should be fine between you and Citizens of
21 Georgetown, but Foxhall Citizens Association
22 also has a piece of that and I'm sure you all

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1 have that worked out.

2 MR. CLEMENTS: We have rehearsed
3 and we should come in well before our 45
4 minutes and 16 seconds.

5 CHAIRMAN HOOD: Okay.

6 MR. CLEMENTS: And I will
7 personally do my part.

8 CHAIRMAN HOOD: Okay. So I'll
9 turn it over to you whenever you are ready.

10 MR. CLEMENTS: Good evening ,
11 Chairman Hood and Members of the Commission.
12 I'm Chris Clements, council for the Citizens
13 Association of Georgetown and the Burleith
14 Citizens Association.

15 With me tonight is Jennifer
16 Altemus, President of CAG, Luca Pivato, Vice
17 President of CAG, Lenore Rubino, President of
18 the BCA, Bonnie Hardy, previous President of
19 the BCA and Mr. Bob Avery, President of
20 Foxhall Community Association.

21 Tonight, Ms. Altemus will present
22 first, followed by Mr. Rubino and then Mr.

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1 Avery.

2 Now, before we begin, let me set
3 the stage. The parties before you oppose the
4 Georgetown University Campus Plan because we
5 know it will have an adverse and objectionable
6 impact on our communities and we will explain
7 why in a few moments.

8 D.C. Municipal Regulations permit
9 by special exception the use as a university
10 in a Residential District if approved by this
11 body and subject to several provisions. The
12 primary provision before you and the one that
13 we seek to focus on is that "Uses as a college
14 or university shall be located so that it is
15 not likely to become objectionable to
16 neighboring property because of noise,
17 traffic" --

18 CHAIRMAN HOOD: You have a light
19 right there on the table that you can read, so
20 you can see.

21 MR. CLEMENTS: Oh, got it. I've
22 got to bum one. Okay. Thank you. Thank you,

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1 Ms. Schellin. I'm ready. Thank you.

2 Okay. And before you see the
3 legal standard, I'm sure all of you are very
4 familiar with, by this point, but our panel
5 will show you that excessive student noise,
6 traffic, parking and unsanitary conditions are
7 a natural result of too many students living
8 in the community.

9 The onslaught is itself a natural
10 result of insufficient beds on-campus and an
11 expanding enrollment that gives students no
12 choice but to seek housing in the neighboring
13 communities.

14 Next slide. We also want to
15 highlight that existing objectionable
16 conditions must be addressed as well as
17 forecasted conditions. Thus, the current
18 situation in the surrounding communities is
19 relevant and an important factor to consider.

20 Next slide. Furthermore, the
21 Comprehensive Plan must be considered not only
22 by the Zoning Commission, but by Georgetown

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1 University, who is required to use it in its
2 planning and to certify compliance in its
3 campus plan.

4 We feel that these and other
5 relevant policies have been largely ignored
6 and our panel will explain why Georgetown
7 University's plan is inadequate. I will be
8 followed by Ms. Jennifer Altemus.

9 MS. ALTEMUS: Good evening. I'm
10 Jennifer Altemus, the President of the
11 Citizens Association of Georgetown, the oldest
12 civic association in Washington representing
13 over 1,200 members of the community.

14 And like Mr. May, I graduated from
15 Georgetown University.

16 In the past, CAG has had a good
17 working relationship with the university and
18 we hope for that to continue in the future.
19 But on the subject of the campus plan, we
20 diverge. For years, GU has basically ignored
21 serious neighborhood concerns.

22 The clearly objectionable

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1 conditions created by the university's huge
2 growth over the last 10 years in both
3 undergraduate and graduate enrollment combined
4 with its failure to provide sufficient housing
5 has led to our strong opposition to this plan.

6 The recent proposal to add 250
7 undergraduate beds on the traditional campus
8 is welcome, but it's too small a step that
9 will take too long to implement. We cannot
10 wait years for relief. There is a serious
11 problem in our community and we are here
12 tonight to ask for your help in dealing with
13 the root causes of it.

14 Let me explain. While the GU 2000
15 Campus Plan may have been a success for the
16 university, it was an object failure for the
17 nearby residential communities.

18 In 2000, GU estimated there would
19 be fewer than 10,000 student on-campus in
20 2010, but today there are over 14,000 and that
21 number continues to grow.

22 Indeed, in the last two years

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1 alone, GU increased graduate enrollment by 19
2 percent to 6,654 students. This is a huge
3 jump in graduate enrollment in the last two
4 years. And it suggests an attempt to
5 establish an artificially high baseline for
6 these proceedings. GU knew it would face the
7 demand for a graduate cap.

8 We are also concerned the proposed
9 new cap for undergrads could be manipulated
10 resulting in a large increase in traditional
11 undergraduate students on-campus. Therefore,
12 we ask that Dr. O'Donnell's verbal commitment
13 to not increase traditional undergraduates and
14 med students be put into writing as a part of
15 the plan.

16 We support OP's proposal to reduce
17 graduate and nontraditional undergraduate
18 enrollment by 1,000 students, until GU moves
19 the School of Continuing Study students to a
20 satellite campus and provides 250 new
21 undergraduate beds.

22 We ask that GU provide more

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1 information on their summer school students,
2 how many there will be, where they will live
3 and how they are counted in the proposed caps.

4 Summer is becoming a third
5 semester at the university and has many of the
6 same impacts on the community as spring and
7 fall.

8 And finally, we feel that it is
9 imperative that an independent auditor examine
10 GU's enrollment figures annually.

11 In 2000, GU estimated that today
12 there would only be 45 group houses in West
13 Georgetown and Burleith, but in actuality, we
14 estimate there are over 220 group houses, even
15 more than in 2000 before the Southwest Quad
16 was built. And GU disclosed in its prehearing
17 submission that it counts 427 student
18 residences in Burleith and West Georgetown,
19 not including the additional 27 university-
20 owned student group houses in Georgetown.

21 These dots show the concentration
22 of students living in our neighborhoods. Red

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1 dots are undergrad and yellow are grad
2 students. You can see that entire blocks have
3 been taken over by student housing.

4 The exponential growth and the
5 number of students together with the
6 exorbitantly high cost of on-campus housing,
7 the second highest in the country, has forced
8 too many students to find housing in our small
9 communities. This is a crisis and we need
10 your help.

11 In 2000, GU testified that
12 converting student group rentals to single-
13 family owner-occupied houses would benefit our
14 West Georgetown and Burleith communities. We
15 agree. GU also said that each house converted
16 from a group house to an owner-occupied
17 residence would generate \$7,400 in taxes for
18 D.C. That would be about \$10,000 today
19 factoring in inflation. How great would that
20 be for our cash-strapped city?

21 And housing more under graduate
22 students on-campus would be good for GU. They

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1 have fallen behind most of their peers in
2 housing undergraduates. The data on this
3 chart is supplied by the universities,
4 including GU, to U.S. News and World Reports
5 for their best colleges issue.

6 Note that all of their peers are
7 ranked higher by U.S. News.

8 In 2000, GU promised that student
9 misconduct would be effectively controlled.
10 Unfortunately, that has not happened either.

11 People move to Georgetown for its
12 historic charm hoping to raise their families
13 in a wholesome environment. For many, the
14 reality is anything but.

15 This was recorded at 1:30 in the
16 morning on the street outside one of our
17 houses.

18 (Recording played.)

19 MS. ALTEMUS: And unfortunately,
20 this is not an isolated incident. Neighbors
21 are woken up many nights by students walking
22 by residences shouting to each other. There

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1 are large parties on both weeknights and
2 weekends. One party can keep an entire block
3 awake most of the night.

4 Our houses are close together,
5 often attached by common walls and students
6 keep a different time table than their
7 neighbors who have to work in the morning or
8 children that have to go to school.

9 Even without a party, the late
10 night noise travels making it difficult for
11 immediate neighbors to sleep. People are not
12 going to report to either the police or GU
13 most of these disturbances, it would be
14 futile.

15 To give you a better idea of what
16 I'm talking about, we have prepared a short
17 video showing conditions encountered on three
18 separate nights last winter. This is right
19 across the street from some of our houses.

20 (Video played.)

21 MS. ALTEMUS: That's one of C AG's
22 patrol cars. We pay a security service

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1 \$200,000 a year. This is a loud party. There
2 are people trying to sleep in the houses right
3 around the corner from there.

4 This is just the transient noise
5 we were talking about. These are students
6 just running down the street, the transient
7 noise. The noise you hear out of parties when
8 you are walking down the sidewalk.

9 This is outside the house. This
10 is a party being broken up. Just some of the
11 random vandalism. More of the transient
12 noise. People are trying to sleep upstairs.
13 He just dumped the trash can over. Those rows
14 of cabs down the residential streets.

15 It looks like an alcohol -fueled
16 incident. The student house. More of the
17 transient noise. Somebody wouldn't call SNAP
18 for that. And we don't see SNAP breaking this
19 up.

20 This is another party being broken
21 up. And this is on one of the three nights
22 that we were out with a drunk Georgetown

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1 student who had just driven the wrong way down
2 a one-way street hitting several cars along
3 the way. He tried to outrun the police, but
4 once they finally stopped him, he was arrested
5 for DUI.

6 And then this is the aftermath.
7 DPW doesn't pick up the trash when it is in
8 that condition. It has to be properly bagged.
9 We have to go and pick up the trash and put
10 it out for them.

11 (Video stopped.)

12 MS. ALTEMUS: This chart shows the
13 number of 911 calls only for disorderly
14 conduct, destruction of property and simple
15 assaults for one block of those streets. The
16 far right is the east side of Georgetown,
17 about 15 blocks from the university and the
18 far left is the university.

19 Wisconsin Avenue is at the 31st/
20 33rd Street break. The closer you get to the
21 school, the concentration of group rentals
22 goes up and so does disorderly conduct. MPD

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1 resources are being drained by disorderly
2 students and their neighbors rarely get a full
3 night sleep.

4 You see the same pattern year
5 after year for the past 10 years, and it is
6 not getting better. In particular, the 3500
7 Block of O Street is almost all students on
8 the north side and a church on the south side.

9 There is no doubt that the concentration of
10 student group rentals is a source of the
11 problem.

12 O Street is not an anomaly. These
13 circles show the aggregate number of 911 calls
14 for disorderly conduct throughout the
15 Georgetown and Burleith residential areas .
16 These blocks are far from the commercial
17 corridors and from bars. These blocks are in
18 the middle of a residential area.

19 In fact, residential blocks closer
20 to the commercial corridors, Wisconsin and M,
21 have far fewer problems.

22 In 2006 after 16 years of the

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1 existence of the Off -Campus Student Life
2 Program, and six years of SNAP trying to be
3 proactive, there were 579 911 calls for
4 disorderly conduct on blocks with a high
5 concentration of students.

6 In 2010, GU r amped up the SNAP
7 program by adding another car, three MPD
8 reimbursable officers on weekends and two
9 community advisors. Unfortunately, their
10 efforts have failed. Their plan, therefore,
11 doesn't have anything new in it that will help
12 the neighborhood with this crisis.

13 If students live on your street ,
14 there will be late night screaming, vomiting,
15 public urination, occasional fights and
16 vandalism. This has been going on for years
17 and years. Things are not getting better. It
18 is a serious problem and requiring the
19 university to provide supervised on-campus
20 student housing is the only real solution.

21 Another objectionable condition
22 which we are saddled is university-generated

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1 traffic and parking issues. GU admits that
2 people going to campus park on the residential
3 streets. But their lengthy traffic study
4 ignores this reality.

5 Based on the university's numbers,
6 we estimate that there are over 4,400 cars parking
7 in front of our houses. No wonder we have to
8 lug our kids and our groceries blocks from our
9 cars to our kitchens. GU needs to do
10 something about student parking in the
11 residential neighborhoods.

12 When school is out of session,
13 there are spaces galore. More photos from
14 last week when school was out of session are
15 attached in the supplemental submission.

16 Trash is another objectionable
17 condition we ask you to consider when ruling
18 on the campus plan. GU needs to do more than
19 it is doing to deal with student trash
20 violations.

21 DPW's lead solid waste inspector
22 for our area has issued 230 notices of

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1 violation for serious trash offenses in
2 Georgetown and Burleith since March 14, 2011.

3 Virtually all of the citations have been for
4 student group houses, some of which are
5 privately owned and some of which are even
6 owned by the university.

7 Inspector Chance can only be in
8 our area for a few hours a week. The fact
9 that she wrote up 230 serious trash violations
10 in so short a time puts a perspective on the
11 university's claim that GU only noticed 17
12 trash violations. The DPW experience confirms
13 the serious issues that we see every day when
14 GU is in session.

15 These are pictures of student
16 group houses. We have many similar to these.

17 Some taken as recently as last week, which
18 are included in our supplemental submission.
19 Many of those show the Magis Row, an off-
20 campus university-owned property with serious
21 health violations.

22 It doesn't matter when trash da y

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1 is or that secure cans are required by city
2 ordinance. This is a rat nirvana. And when
3 the trash finally gets collected, this is what
4 is left behind.

5 Would you want to live next to
6 this house?

7 (Recording played.)

8 MS. ALTEMUS: We don't have a
9 choice. We have more than 220. And unless
10 you can help us, there will be more and more
11 next houses. Neighbors are moving out of the
12 community. They can't take it any more.

13 West Georgetown is no longer a
14 wholesome family environment. It is becoming
15 GU's dorm. Does the campus plan meet the test
16 of not being objectionable to neighboring
17 property? We have shown the GU Campus Plan
18 before you fails this standard. It is also
19 non-compliant with the basic objective of
20 residential zoning, the maintenance of the
21 families -- of family live environment and the
22 D.C. Comprehensive Plan.

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1 We have a serious problem. We are
2 very close to the point where West Georgetown
3 ceases to be a viable residential community.
4 We ask that you reject this campus plan and
5 help us save West Georgetown by requiring
6 Georgetown University to house its students.
7 Thank you.

8 MS. RUBINO: Good evening,
9 Chairman Hood and Commissioners. My name is
10 Lenore Rubino. I am President of the Burleith
11 Citizens Association. The organization that
12 has represented the Burleith community for
13 more than 86 years.

14 I'm a licensed realtor in the
15 District of Columbia specializing in Burleith
16 and Georgetown and a retired CPA.

17 My presentation tonight will be
18 accompanied by slides.

19 I am here today to represent the
20 Burleith residents, who, like me, are
21 increasingly angry, frustrated and saddened by
22 the dramatic deterioration of our community

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1 over the past 10 years. Deterioration that is
2 a direct result of Georgetown University's
3 policies.

4 Burleith is now a neighborhood in
5 crisis in the process of changing from a
6 neighborhood of owner-occupied homes to a
7 neighborhood of student group rental homes.
8 Throughout the 2010-2020 Campus Plan process,
9 GU has defined the parameters of the
10 discussion solely in terms of its own
11 interest, characterized its growth strategy as
12 modest and downplayed the plans threat to the
13 viability of the surrounding residential
14 communities.

15 Burleith is rapidly becoming GU's
16 dormitory, as GU has failed to provide
17 adequate housing for its ever increasing
18 student body. This chart shows that GU's
19 enrollments have grown from 10,000 to 14,000
20 in the past 10 years with a projected increase
21 to almost 15,000 by 2020.

22 The grave nature of the problem is

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1 evidenced by an unprecedented unity of the
2 opposition to the plan, by the two ANCs, 2E
3 and 3D, by the four citizens associations that
4 surround GU and by Councilmembers Jack Evans,
5 Mary Cheh and Vincent Orange.

6 In a March 29th letter to the
7 Zoning Commission, Councilman Evans said over
8 the past 10 years, Georgetown University has
9 increased its total enrollment by over 40
10 percent without taking effective actions to
11 mitigate the impacts on the surrounding
12 communities.

13 I have urged the university and
14 the Zoning Commission to produce a plan that
15 houses 100 percent of the undergraduates on-
16 campus and take other effective measures to
17 mitigate community impacts. We agree.

18 Let me talk briefly about our
19 community. As this slide shows, Burleith is a
20 small neighborhood made up of, approximately,
21 535 small row houses in a 5 square block.
22 Burleith is a close-knit active community with

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1 a strong citizens association, seasonable
2 celebrations, neighborhood improvement
3 projects, award winning newsletter and
4 children events.

5 Now, let's look at GU's adverse
6 impacts on Burleith's housing stock. The most
7 serious and negative problem created by this
8 plan is the conversion of single-family
9 residential row houses into student group
10 rental homes.

11 During the spring of 2010, the BCA
12 completed a door-to-door survey in which
13 Burleith residents identified which houses
14 were homeowner-occupied, which were rentals
15 and of those rentals, which were occupied by
16 GU students. These results are shocking.

17 This slide shows the location of
18 GU student group houses in 2010 revealing the
19 dramatic block-by-block changes of residential
20 homes into student group rentals. Our survey
21 results demonstrate that of the 535 homes in
22 Burleith, 166, almost one-third, are GU

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1 student group rentals.

2 In fact, GU's undergraduate and
3 graduate student populations total 622
4 students as of fall 2009. And according to
5 GU, they live in 191 Burleith row houses.

6 The BCA survey did not include
7 students living in basement apartments where
8 the main part of the home was owner-occupied.

9 Mr. Smart states in his GU
10 testimony that 60 percent of Burleith houses
11 are owner-occupied. Our survey, which
12 disputes his results, shows only 52 percent of
13 homes are owner-occupied. This is an 8
14 percent difference that equates to an
15 additional 43 Burleith rental homes.

16 We note that in 2000, Mr. Bolan of
17 Bolan Smart predicted to his -- in his GU
18 testimony that the number of group houses in
19 Burleith would be reduced to 20 houses by
20 2010. 20 GU predicted student rentals versus
21 166 actual student rentals, in short, GU's
22 predictions have been consistently wrong and

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1 the consequences to this community severe.

2 According to our survey, there are
3 38 graduate student homes as well as 12 homes
4 occupied by both GU graduate and undergraduate
5 students. These results again dispute Mr.
6 Smart's testimony that graduate students have
7 a strong preference for living independently
8 of other GU students.

9 In 2000, GU predicted a modest
10 growth in graduate enrollment. These -- the
11 actual increase was 2,715 graduate students or
12 76 percent. The number of graduate students
13 living in Burleith increased 22 percent from
14 162 to 198 students.

15 While the increase of 36 students
16 may appear to be small, it equates to the loss
17 of, approximately, another 9 to 12 single-
18 family residential homes turning into GU
19 student group rentals.

20 Here you see the number of GU
21 undergraduate group houses in 2000. Please,
22 pay particular attention to 37th Street, 38th

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1 Street and S Street. You will note there are
2 minimal GU student rentals along these streets
3 in 2000.

4 Now, you see in the next slide the
5 undergraduate houses in 2010. According to
6 GU, we have 424 undergraduate s living in
7 Burleith. The circles in yellow represents
8 areas where a major rental conve rsion
9 occurred. These conversions continue.

10 This slide shows an analysi s
11 conducted of Burleith's 2010 sales. Of the 25
12 homes that were sold, 10 were sales to
13 investors. Of those 10, Burleith lost another
14 three home-owner occupied homes to GU g roup
15 rentals. Two of the highest price sales in
16 2009 and 2010 were houses purchased by parents
17 for their GU students.

18 GU's housing policies provide a
19 strong inducement for investors to tur n
20 single-family residential homes into stu dent
21 group rentals. Investors who can charge
22 \$1,000 per student bed routinely rent to six

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1 students per group house.

2 This slide depicts a typical
3 conversation whereby small rental row houses,
4 which were originally two to three bedroom
5 homes now have basements, dining rooms and
6 living rooms converted into bedrooms .
7 Contrary to code, small basements are
8 converted into unsafe multiple cell-like
9 bedrooms.

10 As a GU student wrote in the
11 November 2010 Georgetown Voice, "The heart of
12 the issue is there is simply not enough room
13 for everybody. Every year students are forced
14 into surrounding neighborhoods. There is
15 simply nowhere else to go."

16 GU has a responsibility under
17 Zoning Regulations not to become objectionable
18 to neighboring properties. Therefore, GU must
19 and can find financial resources to provide
20 affordable housing, either on-campus or
21 outside ZIP Code 20007.

22 Records show that over the past 17

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1 years, GU has successfully secured through the
2 Districts' Revenue Bond Program, over
3 \$1,128,000,000. In 2010 alone, GU secured \$90
4 million in bonds for purposes other than
5 building student housing. These low cost
6 bonds are essentially subsidized by us, the
7 taxpayers.

8 In 2010, because of the ANC and
9 community concerns about the amount of
10 financing dedicated to nonresidential
11 construction, Linda Greenan, GU's Associate
12 Vice President for External Relations,
13 testified to the ANC that GU has the financial
14 ability to comply with whatever the Zoning
15 Commission may decide with regard to the 2010-
16 2020 Campus Plan.

17 In a March 26, 2008 New York Times
18 article on modular dormitories, it was written
19 "Instead of taking a year to build a
20 dormitory, it can take only a matter of days.
21 Meaning colleges can respond quickly to an
22 unexpected jump in enrollment and capture the

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1 revenue from rent sooner."

2 At a student housing summit held
3 by Real Estate Bisnow, experts noted that the
4 construction, financing and managing of
5 student housing is a lucrative real estate
6 development industry. Financing is supported
7 by Fannie Mae and Freddie Mac, with banks
8 currently competing for deals.

9 This means that GU has access to
10 lenders and developers to fund, build and
11 convert student housing at minimal cost to
12 itself.

13 There are many options available
14 to GU to create turnkey dormitories. Further
15 examples are provided in our written
16 submission.

17 Let's move on. The adverse impact
18 of GU student group houses on their neighbors
19 cannot be overstated. It goes to the very
20 core of our quality of life and the ability to
21 enjoy our homes and neighborhoods in a safe
22 and tranquil environment.

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1 Frequent student noise at a ll
2 hours of the day and nig ht and foul language
3 create an una cceptable environment fo r the
4 residents. Many of the re sidents have small
5 children, others are elderly and many go to
6 work in the -- early in the morning, often
7 after a sleepless night.

8 Noise easily travels through th e
9 common walls and cannot be controlled by GU's
10 off-campus policies. Street noise emana ting
11 from roaming packs of students going to
12 parties and waiting for what some call GU's
13 Drunk Bus has reached epidemic proportions.

14 Alcohol-fueled parties occur on a
15 weekly basis, significantly disrupting th e
16 lives of residents who feel threatened by
17 unacceptable levels of noise, intimidation and
18 attacks on their properties.

19 The accumulation of trash stemming
20 from so ma ny students living in one house
21 continually fail to follow trash collectio n
22 rules, produces unhealthy sanitary conditions

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1 and exacerbates the difficult problem of rat
2 infestation.

3 Student group houses routinely
4 have uncut lawns, overgrown shrubs, unshoveled
5 snow, unraked leaves, trash and junk in their
6 front and back yards and deferred maintenance
7 issues, all of which contribute to
8 neighborhood blight.

9 Next, let's look at GU's off -
10 campus policies. GU has numerous programs to
11 manage their students off-campus behavior.
12 Every 10 years, GU claims that some tweak of
13 its programs will deal effectively with
14 student misconduct. The reality is, these
15 programs have consistently proven ineffective
16 because of the sheer numbers of students and
17 student houses.

18 The transient aspect of student
19 group houses is corrosive to community
20 development and cohesion, as temporary student
21 residents are often not concerned with the
22 interest and well-being of the community.

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1 In addition, there have been too
2 many instances of retaliation against
3 residents who have called the police or SNAP.

4 Retaliation such as keyed cars, bricks
5 through windows, the burning and stealing of
6 lawn signs, intimidation and graffiti. The
7 burden to enforce rules and take our community
8 back should not fall to us, when the cause is
9 GU's policies or lack thereof.

10 Over the years, we have come to
11 the conclusion that we cannot rely on GU's
12 programs to deal with student misconduct, but
13 we must depend on MPD, DCRA and DPW.

14 These problems have only one
15 solution. Move the students back on-campus
16 where there is adult supervision and rules
17 apply. The solution is obvious and consistent
18 with GU's obligation to function in a manner
19 that is not objectionable to the surrounding
20 communities.

21 GU also has adverse impacts on
22 traffic and parking. This slide shows

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1 Burleith's traffic patterns. Note the streets
2 in red are major throughways. Many commuters
3 and large trucks use our neighborhood to get
4 to GU and Me dStar, thus contributing to
5 traffic congestion in our small neighborhood.

6 The next slide is the intersection
7 of Reservoir Road and 38th Street. Reservoir
8 Road separates Burleith the north and GU to
9 the south. Note the int ersection is not
10 currently aligned. We oppose the alignment of
11 38th Street with GU's entrance No. 1. We need
12 to protect the integrity and safety of
13 Ellington Field and the Burleith comm unity
14 from further cut-through traffic.

15 One option may be in the form of a
16 Y traffic median.

17 Parking problems for residents
18 occur as a result of as many as six occupants
19 with six cars living in one house. In
20 addition, there is a loss of green space due
21 to yards being converted into large parking
22 lots.

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1 Many of GU's graduate commuter
2 students are already parking in Burleith.
3 Where will the additional 967 graduate
4 students park?

5 Our last focus is on Med Star. As
6 you have heard, GU has had several years to
7 work on a solution and the uncertainty of a
8 MedStar/GU agreement renders many of the
9 campus plans, parking, traffic and housing
10 assumptions problematic. Where will the new
11 hospital land?

12 GU states it is requesting no
13 additional hospital parking, but the hospital
14 transportation study says it needs 500 more
15 spaces. We need a campus plan that includes
16 the hospital.

17 In conclusion, the longstanding
18 problems in our community are directly related
19 to GU's desire to grow enrollment and tuition
20 revenue without assuming responsibility for
21 housing the increased number of students. If
22 GU is allowed to expand irresponsibly, the

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1 danger exists that a valued residential
2 neighborhood will continue its transformation
3 into predominantly student group rental
4 housing.

5 We therefore ask you to, one,
6 reject GU's 2010-2020 Plan that would continue
7 even exacerbate the university's adverse
8 impact on the surrounding neighborhoods. And,
9 two, direct the university to come back with a
10 plan that effectively addresses the serious
11 concerns of Burleith and the other affected
12 communities.

13 GU must comply with the Zoning
14 Regulations and must respect its surrounding
15 communities. GU must bring its students back
16 onto campus or onto satellite housing outside
17 of ZIP Code 20007 to reverse the trend and
18 mitigate the adverse impacts that this
19 university has thrust upon us over the years.

20 Thank you. We have a written
21 statement that we would like to now submit.

22 MR. AVERY: This is not reaching.

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1 We can do without -- if you want to stop a
2 second, we can do it without the light,
3 because I'm really not getting close enough to
4 read.

5 Oh, my name is Robert Avery. Yes,
6 that's it. Thank you. Okay. Thank you. Are
7 we ready?

8 MR. BROWN: Not yet. Okay.

9 MR. AVERY: Now, we're ready?

10 MR. BROWN: Yes.

11 MR. AVERY: Okay. Thank you. My
12 name is Robert Avery. I'm the Board President
13 of the Foxhall Community Citizens Association.
14 We represent about 900 households immediately
15 to the west of Georgetown on the other side of
16 Glover-Archbold Park.

17 I have only been allocated a
18 limited amount of time, so let me get right to
19 the point. We agree with all of -- most of
20 the -- all the issues raised by my sister
21 association, so I'm not going to really add to
22 that.

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1 I'm submitting a longer written
2 version of my testimony to ensure that all of
3 the arguments we make against the plan are put
4 together cleanly in one place . So I'm going
5 to give an abbreviated version in the interest
6 of time of what we have to say.

7 Not surprisingly, our big concern
8 or the unique big concern is the loop road.
9 In our view, the central issue before thi s
10 Commission is whether a road carrying a diesel
11 bus right next to the edge of t his park from
12 5:00 a.m. to midnight at a frequency of up to
13 1 every 2.5 m inutes is likely to be
14 objectionable to users of this park and to
15 resident just on the other side of it, about
16 300 feet away.

17 And the view of our community is
18 unambiguous that this road is -- will be
19 objectionable. In open meetings, our
20 membership has voted twice unanimously to
21 oppose the plan of the road. We will present
22 petitions signed by virtually all of the

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1 residents bordering the park and many other
2 users and residents of this area who will
3 argue that this road will diminish their
4 enjoyment of the park and be objectionable.

5 The road will require t hat a
6 significant number of trees will be removed
7 and, as I will document in writt en testimony,
8 will be clearly audible on the other side of
9 the park.

10 In the winter, the road will be
11 visual -- visible to residents on 44th Street,
12 as you can see from this slide, and visible to
13 users of the park at a ll times. Even
14 neighbors from Georgetown that te stified
15 earlier on behalf of the university had to
16 admit that the noise from buses was annoying.

17 They argue that they will support
18 any plan that moves the buses off of their
19 neighborhood streets. However, moving the bus
20 noise problem from the eastern end of the
21 campus to the western end of the campus is
22 unfair to those people wh o use the park and

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1 those who purposefully purchased homes backing
2 up on a quiet national park, rather than on a
3 highly trafficked street, such as Prospect, as
4 Q.

5 The park itself is a neighbor. It
6 is just as much of a neighbor as somebody who
7 lives on Prospect Street. S o why is
8 Georgetown doing thi s? T hey have claimed
9 repeatedly in our interactions with them on
10 this issue that there is no feasible
11 alternative route. We have asked for proof of
12 this and have yet to receive it.

13 So let me do their j ob for them
14 and give you several obvious alternat ives.
15 Now, if you see, the loop road -- just back
16 one slide. The loop road will loop around the
17 north edge of North Kehoe Fi eld. There is a
18 key point in that black oval up to the right.

19 There is a little area of the loop field that
20 drops out.

21 Now, go to the next slide. You
22 notice that that little area has been chopped

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1 off. This is Georgetown's proposed loop road
2 from their plan, their exhibit. And you
3 notice that in that area there is a little
4 blue circle and there is a little green group
5 of trees in the center of the little group of
6 roads and that jutting out area has been
7 chopped off.

8 So we believe that there are --
9 I'm going to key on this. Keep that little
10 blue oval in the back of your head. We
11 believe there are a number of non -
12 objectionable alternatives to the loop road,
13 which is the area that runs to the left of
14 that slide. When the black arrow comes down,
15 that's the part that we are objecting to.

16 Let me lay them out and I'm going
17 to key in on one particular alternative. So
18 this is the Lombardi route. What we are
19 proposing is that you come up the red arrow on
20 the left, just come straight up, this is West
21 Road, this is a road that already exists. At
22 the top of that red arrow, the buses simply

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1 turn around and go back out the same road that
2 they came in on.

3 There are no bus -- as opposed to
4 going left and then down by the park. There
5 are no stops on the route that goes left and
6 down the park, so this route would serve
7 exactly the same constituency.

8 Furthermore, as the next slides
9 will show, there is ample room on that road to
10 accommodate two buses running parallel to each
11 other.

12 So what's the key issue? The key
13 issue is to be able to turn around. Now, you
14 remember that little oval that I showed you
15 before? That's that area of the green that
16 kind of juts out into the paved area. What I
17 have done here is superimposed on a Google
18 Earth photograph a 40 foot radius that would
19 allow a bus as large as the GUTS buses that
20 are -- as large as they have to turn around.
21 That's the blue arrow.

22 You notice that you have to chop a

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1 little bit off of the jutting out part of
2 North Kehoe Field. However, as I noted
3 earlier, Georgetown is already doing that in
4 their own plan, which runs that road straight
5 north and cuts off the loop road or cuts off
6 that jutted part.

7 So why do they feel it is
8 necessary to make the loop road go left and
9 around the park at considerable expense? They
10 are already chopping off that period, running
11 it down West Road would require, essentially,
12 no new expense. So why did they -- are they
13 proposing to do it?

14 This is another alternative I'm
15 going to show you. Let me just go through
16 this quickly. Next slide. This is coming
17 down Tondorf Road, again, a viable route right
18 now. It could handle the traffic. The road
19 already exists.

20 Let me get to why they are going
21 to do it. Now, let's look at the same plan
22 and see that yellow oval right there? That's

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1 the proposed -- one of the proposed slots for
2 the hospital. Now, I ask you, how -- earlier
3 Georgetown students testified that they had no
4 plans to serve this site, if the hospital went
5 there via the lo op road, which is the black
6 arrow.

7 Well, how are they going to do it?

8 The only two possible ways would be from the
9 right where the green arrow is or form the
10 left coming down the blue. The blue comes
11 down on the National Park and the right coming
12 from the green arrow co mes to that point of
13 the Lombardi Circle.

14 Well, they have already told us
15 they can't turn around until Lombardi Circle
16 and they have already argued with
17 Councilmember Cheh that they couldn't turn
18 around at the point where the blue arrow comes
19 down.

20 So it seems unambiguous there i s
21 no way under their reasoning that you could
22 serve this hospital without using that loop

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1 road. In our view, this is the elephant in
2 the room.

3 So in recurring previous
4 testimony, just hold it back there, Georgetown
5 -- when I went back and reviewed testimony for
6 this hearing, there was a constant theme of
7 acting in good faith.

8 So Georgetown has claimed that
9 they are not going to use this for -- this
10 road for hospital traffic. But once that road
11 is in place, if you Commissioners allow this
12 road under the legal interpretation that they
13 have advanced at this hearing, once that road
14 is there, they can use it for whatever purpose
15 they want.

16 If we want to stop this road, it
17 has to be stopped here. And in our view, they
18 have not presented a reason why this road is
19 necessary. We have given you equally
20 inexpensive -- much less expensive
21 alternatives that we believe do not have the
22 same environmental impact as the road.

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1 We ask your help in this. Let me
2 ask very quickly, finally, as part of our
3 submission, written submission, we support the
4 view as shown earlier that moving -- advancing
5 new graduate students on-campus, off-campus,
6 the 967 students, we believe that will
7 significantly impact our neighborhoods in far
8 -- in a number far in excess as proposed by
9 the experts hired by Georgetown, who we
10 believe have self-serving evidence.

11 You can read that in our written
12 report. Thank you.

13 CHAIRMAN HOOD: Okay. I want to
14 thank Burleith and Foxhall for their
15 presentation. Actually, I think it was very
16 well-done and with the videos a very true
17 telling story.

18 If I didn't see it, if you had
19 asked me if that was that going on over there,
20 I would have said no. But I saw it with my
21 own eyes.

22 Let me ask you this, Mr. Avery. I

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1 know I think Commissioner Selfridge has asked
2 for this previously, did we get those other
3 alternatives?

4 MR. AVERY: Yes. And --

5 CHAIRMAN HOOD: We have them?

6 MR. AVERY: -- in the written
7 submission, we have laid out. We have tried
8 to put all of our evidence in one place,
9 because then there is a lot of -- yes, it's
10 actually thicker than it really is, because
11 there are a lot of appendices.

12 CHAIRMAN HOOD: Okay.

13 MR. AVERY: We debated trying to
14 fool you by going on one-sided, but --

15 CHAIRMAN HOOD: Oh, you did two-
16 sided, okay. Gotcha. Okay. So we do have
17 that.

18 Let me open it up. Commissioners,
19 any questions? Commissioner Turnbull?

20 COMMISSIONER TURNBULL: Yes.
21 Thank you, Mr. Chair. I just have one. I
22 want to thank everyone. I think it was a

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1 well-organized presentation. I think all
2 three groups did an excellent job of
3 presenting the issues of the neighborhood.

4 I have one question for Mr. Avery. A very
5 then. Getting back to the last aspect of what
6 you are talking about with the hospital going
7 in, are there objections to the hospital going
8 there? What -- you didn't have time really to
9 get into all of that.

10 MR. AVERY: Well, I think our
11 concern is that we don't know what is proposed
12 there. If you had asked me is there a
13 hospital proposal that I could find
14 acceptable? I'm not -- possibly, yes. I
15 don't know the plans. I know it is restricted
16 because it's next to a National Park.

17 COMMISSIONER TURNBULL: Right.

18 MR. AVERY: The big concern that
19 we have is if you put the hospital there and
20 you put this road in, it's obvious that you
21 are going to feedback from the south from
22 Canal Road.

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1 COMMISSIONER TURNBULL: Oh, t here
2 are traffic issues.

3 MR. AVERY: And I --

4 COMMISSIONER TURNBULL: And
5 delivery issues.

6 MR. AVERY: Yes.

7 COMMISSIONER TURNBULL: Yes.

8 MR. AVERY: I think the p roblem is
9 is that we really have not been presented any
10 of the possible evidence on w hat impacts the
11 hospital would have. And so it's very
12 difficult to speculate on whe ther we would
13 like it or not.

14 COMMISSIONER TURNBULL: Okay.
15 Thank you.

16 CHAIRMAN HOOD: Okay. I did leave
17 out CAG. I want to thank CAG, Burleith and
18 Foxhall. Okay. So everybody who did that. I
19 did leave CAG out.

20 Let me ask this question. Okay.
21 I saw the time where all the noise an d the
22 disturbance was going on. It was about 1:30,

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1 apparently. Was that on a weekend or was it
2 Homecoming or was there something special
3 going on? Did Georgetown just win the NCAA
4 Championship? No, I know that didn't happen.

5 That was a cheap one, so don't get mad at me.

6 Okay.

7 But what was going on? Was
8 something special going on?

9 MS. ALTEMUS: No.

10 CHAIRMAN HOOD: Was that a typical
11 normal night?

12 MS. ALTEMUS: Just three random
13 nights.

14 CHAIRMAN HOOD: Weekends?
15 Fridays?

16 MS. ALTEMUS: Um --

17 CHAIRMAN HOOD: Friday or
18 Saturday?

19 MS. ALTEMUS: I have the dates. I
20 don't think they were all weekends. I think
21 one was a Thursday. Let me get the dates for
22 you. Saturday, November 13th and November

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1 20th, which I guess is a Saturday as well.

2 And then Wednesday, December 8th. So it was
3 cold out by then and one was just a Wednesday
4 and one was right before Thanksgiving, I
5 guess.

6 CHAIRMAN HOOD: Okay. And I think
7 it was CAG, I think you mentioned that you
8 wanted us -- your recommendation to us is to
9 deny the plan and ask Georgetown to come back
10 with, I guess, something more -- give me an
11 example. Besides the undergraduate back on-
12 campus issue, I understand that one, but give
13 me an example of something that maybe CAG or
14 the community would be looking for.

15 MS. ALTEMUS: Yes. Well,
16 definitely the undergraduates back on-campus
17 and I think that's the primary thing that we
18 are talking about is the sheer numbers issue.
19 There is too many students in the community
20 right now. It's sort of we are over-
21 saturated.

22 CHAIRMAN HOOD: Let me ask you on

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1 that point, and someone made the point
2 earlier, just going back on -campus, that's
3 still not going to stop the infiltration or
4 coming off-campus, coming to the neighborhood
5 and doing some of what I saw tonight.

6 MS. ALTEMUS: I t won't, but we
7 have batted around a shuttle bus going from M
8 Street, which the u niversity doesn't have
9 right now, and I think that would help with
10 some of the transient noise. But, yes, it
11 would still -- there would still be some
12 transient noise, but I think that if the
13 parties are congregated on -campus and the
14 students are having th eir social life on-
15 campus, rather than trying to traipse through
16 the neighborhood, it would really help with
17 the problem.

18 CHAIRMAN HOOD: So you think tha t
19 would minimize some of it? Even though we all
20 know that they are stil l going to come off-
21 campus and hopefully some of that ma y not go
22 on, but you're still going to have incidents,

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1 I believe, of that.

2 MS. ALTEMUS: There will be some,
3 yes.

4 CHAIRMAN HOOD: Okay. Is there
5 anything else?

6 MS. ALTEMUS: We are encouraging a
7 satellite campus for the School of Continuing
8 Studies and if Georgetown would consider also
9 maybe housing some of the students outside
10 20007 in a satellite campus, I think that
11 would help.

12 CHAIRMAN HOOD: Has that
13 discussion ever been mentioned? Have you ever
14 had any talks with Georgetown on that?

15 MS. ALTEMUS: Yes, we have talked
16 about it.

17 CHAIRMAN HOOD: And are they open
18 to it?

19 MS. ALTEMUS: It's not in the
20 plan.

21 CHAIRMAN HOOD: Okay. So that was
22 a good answer. I mean, what kind of feedback

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1 in the discussion? Even though it's not in
2 the plan, did they seem like they were open to
3 it in the conversation?

4 MS. ALTEMUS: Not really, no.

5 CHAIRMAN HOOD: Okay.

6 MS. ALTEMUS: Magis --

7 CHAIRMAN HOOD: I'm just seeing
8 how hard we've got to push, that's kind of
9 where I am. Okay.

10 MS. ALTEMUS: We are really
11 concerned about Magis Row. I think you have
12 some pictures up there of the university-owned
13 properties that are off-campus. They need to
14 be reconverted or converted back to their
15 previous use. Faculty housing would be
16 acceptable.

17 CHAIRMAN HOOD: Is that the row
18 where all the trash and everything was?

19 MS. ALTEMUS: Yes.

20 CHAIRMAN HOOD: And I understand
21 previously that the sweep inspector, I
22 understand for the area, is very good, that's

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1 why we've got to make sure, Tom, and I'm going
2 to put this plug in, Councilmember Wells makes
3 sure he keeps those sweep inspectors.

4 MS. ALTEMUS: We're with you.

5 CHAIRMAN HOOD: I thought about
6 that when I saw that.

7 MS. ALTEMUS: Yes. The
8 undergraduate experiment has failed. They
9 have tried it. They brought in their best and
10 brightest and it -- students are -- will be
11 students. We are not necessarily anti-student
12 that the university has put these people in a
13 very awkward situation.

14 They have nowhere else to go.
15 They have different lifestyles. There are
16 four or six people in these tiny little houses
17 living right on top of other people. And they
18 keep later hours. They talk to each other
19 just in their house. Six people talking at
20 1:00 in the morning is enough to wake you up.
21 You can hear your neighbors cell phone
22 conversation.

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1 So there is -- it's -- we are just
2 too on top of each other to have this . We
3 need more of a buffer zone, so that Magis Row,
4 I don't think is working out for anyone. And
5 I think GU can do more to get cars off our
6 streets. AU has a very proactive plan where
7 they have mitigated the parking issues in the
8 neighborhood.

9 I think that's something
10 Georgetown could look at. The buses access
11 campus off Canal Road, I think, it is very
12 important for the community as well.

13 CHAIRMAN HOOD: Okay. Okay.
14 That's all I have. Let me open it up.
15 Commissioner May?

16 COMMISSIONER MAY: Yes . My first
17 question is for Mr. Avery. You referred to
18 one of your alternate routes for the loop
19 road, if you will, was to, basically, make,
20 what is it, Lombardi Drive or something like
21 that two-way --

22 MR. AVERY: Two-way.

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1 COMMISSIONER MAY: -- instead of
2 one-way. And you said that there was plenty
3 of room for that. Can you tell me what you
4 mean by plenty of room?

5 MR. AVERY: Well, right now, it
6 would be a little tight squeeze f or two buses
7 to pass. I had asked earlier in cross-
8 examination of Georgetown's landscape expert
9 whether there was room for two buses to pass
10 and he said he didn't know, which suggests
11 they haven't even really looked at that as a
12 possible alternative.

13 Two cars can pa ss on that road
14 easily. But if you lo ok at Georgetown's
15 actual proposal, they are going to chop off
16 part of that retaining wall. They are going
17 to straighten that out, if you look at their
18 proposal.

19 COMMISSIONER MAY: Yes.

20 MR. AVERY: And if you look at
21 their proposal, they actually have trees on
22 one side planted on one side of the road. So

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1 I think what we are saying is if they did the
2 work that they are actually proposing to do
3 for the loop road entrance coming up West
4 Road, that they seem to be proposing in their
5 actual proposal, there would be more than
6 enough room for two buses to pass going down.

7 COMMISSIONER MAY: But you don't
8 have any dimensions of what that road is?

9 MR. AVERY: Well, two cars can
10 completely pass. We have not tested whether
11 two buses can at present.

12 COMMISSIONER MAY: Okay. Someone
13 made a reference to the Drunk Bus or something
14 like that. Is that right? But I also heard
15 someone say that there is not a shuttle right
16 now from --

17 MS. ALTEMUS: From M Street.

18 COMMISSIONER MAY: -- from M
19 Street. So --

20 MS. ALTEMUS: If the --

21 COMMISSIONER MAY: -- where does
22 the Drunk Bus run?

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1 MS. ALTEMUS: It runs through th e
2 neighborhood. And it takes students from --

3 COMMISSIONER MAY: Just sweeping?

4 MS. ALTEMUS: -- party to party.

5 COMMISSIONER MAY: From party to
6 party?

7 MS. ALTEMUS: Yes.

8 COMMISSIONER MAY: Like a house
9 tour kind of thing then?

10 MS. RUBINO: And the bus s tops are
11 situated next to residents' h omes, so what
12 will happen is the students congregate on the
13 corner waiting for the bus, they are drunk and
14 they are making noise and they are waking the
15 residents up.

16 COMMISSIONER MAY: But it doesn't
17 go down to where the bars are?

18 MS. RUBINO: I don't know a bout
19 that. I don't --

20 COMMISSIONER MAY: Okay.

21 MS. ALTEMUS: I don't think it
22 runs down M Street.

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1 COMMISSIONER MAY: Okay. And then
2 the last question. This is kind of, I don't
3 know, a hard question to ask. I'm sure it
4 will be hard to answer. My question for some
5 of the proponents was how do we, as a
6 Commission, grapple with the evidence that we
7 have in the record, the testimony of
8 individuals who have written about the bad
9 experiences that they have had?

10 And, you know, it is -- many
11 people have, who support the plan, said that,
12 basically, these are either rare occasions or
13 anecdotal at best and, therefore, not the
14 common experience. And I wonder. I mean, is
15 what we saw in the video the sort of things
16 that you were -- that are described in these
17 letters, are they really very commonplace,
18 regular occurrences or are they, you know,
19 infrequent, but enough to still be
20 objectionable, from your perspective?

21 MS. ALTEMUS: I don't think we
22 would be here tonight if they were anecdotal.

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1 We have spent many, many hours and days on
2 this. When I first became president, I was
3 working with the university. And over time, I
4 tried to develop relationships with them and
5 we had many meetings and all that, I grew to
6 see that it was like -- I felt like it was a
7 dam and I was putting -- you know, it was
8 springing leaks and I was putting fingers in.

9 I'm trying to keep the leaks from happening.

10 One fire we would put out and then
11 we would have another fire. We have met with
12 students. We have had resident meetings with
13 students. We have tried to foster
14 relationships, but none of this works.

15 And I came to the conclusion,
16 especially when I saw the Burleigh survey,
17 that it's the number of houses, the sheer
18 number of houses and the sheer number of
19 students make the problem. It's not
20 anecdotal, at that point. It has gone above
21 and beyond that.

22 We have heard many, many stories.

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1 We continue to hear many, many stories. And
2 it breaks my heart when residents tell me they
3 are moving. We have a resident, you may have
4 had her testimony, Leslie Ann Kimble, she
5 tried and tried to stay there. She worked
6 with staff. She worked with Dana, the off-
7 campus advisor. It didn't change anything for
8 her.

9 She has a baby. She had a husband
10 who was sick. She has a 3 year -old. And the
11 noise that she lived with was terrible. And
12 some of this is what we call lifestyle noise,
13 which you can't -- SNAP can't solve lifestyle
14 noise in a small row house. This is just what
15 happens when you have six people in a small
16 house running up and down the stairs, you
17 know, yelling at each other, slamming doors at
18 all hours of the day and night. And it is
19 just unacceptable.

20 COMMISSIONER MAY: Lifestyle
21 noises? Just the noise of having a group
22 house?

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1 MS. ALTEMUS: We ha ve segregated
2 noise into categories now. We h ave lifestyle
3 noise, which is noise within the house.

4 COMMISSIONER MAY: Right.

5 MS. ALTEMUS: Then you have
6 transient noise from groups of students moving
7 through the neighborhood at all hours.

8 COMMISSIONER MAY: Yes.

9 MS. ALTEMUS: And then you have
10 the party noise. And sometimes they all
11 converge.

12 COMMISSIONER MAY: Are very often
13 the cases where people wind up moving out,
14 simply ones where there is one ba d house they
15 happen to be living next to or is it a
16 pervasive problem with the block or is it just
17 the transient noise, for example? Because it
18 seems like some -- you know, if you are o n
19 37th Street or something like th at, you are
20 going to have transient noise all the time.

21 MS. ALTEMUS: Well, 37th Street is
22 unique. If you look back in 2000, many of the

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1 houses were homeowner-occupied.

2 COMMISSIONER MAY: Yes.

3 MS. ALTEMUS: And then in 2 010,
4 many of them have turned over into rentals.
5 And so what will happen is as you get more and
6 more rentals on a block, the complaints may go
7 down for that particular block, because the
8 neighbors aren't there any longer.

9 COMMISSIONER MAY: Yes.

10 MS. ALTEMUS: And then the
11 neighbors also get tired of calling. We have
12 neighbors that have white noise machines in
13 every one of their rooms. They are afraid to
14 call. I don't think it is just one related
15 house. It's a combination of things. It
16 depends on what block you live on.

17 COMMISSIONER MAY: Yes.

18 MS. ALTEMUS: If you are close to
19 the blocks that are saturated with rental
20 houses, you are probably more affected by
21 party noise.

22 COMMISSIONER MAY: Okay. Thanks.

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1 CHAIRMAN HOOD: Okay. Any other
2 questions? Commissioner Selfridge?

3 COMMISSIONER SELFRIDGE: Thank
4 you. Ms. Altemus, I was looking at your
5 presentation and there is house noise, one of
6 the segregated noises and it talks about
7 incompatible lifestyles and living
8 arrangements. And we have heard some of the
9 supporters of Georgetown talk about that there
10 should be this expectation if you move within
11 three blocks of the university, six blocks of
12 the university.

13 What's the tipping point? How
14 much -- what is acceptable? What is expected
15 for people who live in these neighborhoods?
16 And where does it kind of cross that line?
17 And this is for anybody, Burleith as well,
18 because you are equally affected.

19 MS. ALTEMUS: I don't know exactly
20 what the tipping point is. I'm not sure what
21 that -- the definition of that is. But people
22 realize that there is going to be noise living

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1 in a vibrant urban environment.

2 But when it gets to the point that
3 you can't sleep at night, when your kids are
4 being woken up every night, when there is --
5 and it's not just noise. There is the trash
6 issues and the rats and the house next door to
7 you with the waist high grass and the couch in
8 the backyard that is a home to rats and the
9 keg parties and it's overwhelming and it's not
10 -- you could understand it if you were living
11 a block from the campus, but this is happening
12 all the way over to Wisconsin Avenue and all
13 the way down to M Street.

14 People are moving out because they
15 didn't realize how awful it was going to be
16 and I don't think that's what we want
17 Georgetown to be.

18 MS. RUBINO: I think many of us
19 wanted to move to Burleith and Georgetown
20 because it was a university town and we wanted
21 to be next to the benefits of the university.
22 But you will hear many stories of people who

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1 live next to universities and not experience
2 this problem.

3 And I think again, it comes back
4 to the numbers, because of the sheer number of
5 students in our small community. We are very
6 small. And we feel actually we are at a
7 tipping point with a 48 percent rental rate
8 that we have and 66 percent of the 48 percent
9 is GU rentals. We are a prime neighborhood
10 for investors.

11 It's known in the real estate
12 world, we are the go-to neighborhood to buy
13 into, because you are going to have a ready
14 market of students and you can get your \$6,000
15 a month. There are many investors who own
16 five, six houses and people come in just to do
17 that.

18 This hear alone, one woman bought
19 three of them. She bought two with cash
20 because they were ideal investor opportunities
21 for her. So we are concerned very much about
22 our neighborhood turning into more and more

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1 rentals.

2 And if that happens, I think the
3 District and the community is going to lose a
4 very vibrant neighborhood.

5 COMMISSIONER SELFRIDGE: That
6 leads into a second question. We heard talk,
7 I forget who the expert was at the last
8 meeting that we had, about the decline in
9 property values. It seems like property
10 values are doing well, if you have got people
11 coming in and buying with cash. I mean,
12 what's the connection there?

13 MS. RUBINO: You know, in the last
14 10 years, there was a big change, sea change
15 in the District in general as being a good
16 place to live and more and more people were
17 coming into the District.

18 In many neighborhoods, the
19 property values increased, many, many
20 neighborhoods increased. Burleith was no
21 exception and it was really, what I saw, was
22 supply and demand. People were looking for

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1 houses and we were one of the neighborhoods
2 that were closed in.

3 But what I have seen this year is
4 because now that we have more -- now that it
5 is out there in -- on the Internet, it's
6 everywhere, anybody now who wants to buy a
7 house in Burleith and puts Bu rleith in, they
8 are going to find out campus plan issues.

9 And, you know, I have had
10 properties for sale in Burleith during this
11 time and I have had a tough time. People ask
12 me that question and a number of them have
13 said I'm not going to move here until this
14 issue is resolved and they won't do it.

15 COMMISSIONER SELFRIDGE: What
16 about in West Georgetown?

17 MS. RUBINO: West Georgetown is a
18 slightly different market. You have high
19 valued homes, but there is a preference to
20 living in the East Vil lage than the West
21 Village. And that I can tell you, any real
22 estate agent will tell you that.

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1 And any real estate agent that
2 does business in Georgetown and Burleith will
3 tell you that they know th at West Georgetown
4 and Burleith are student towns and they are
5 not recommended.

6 COMMISSIONER SELFRIDGE: Thank
7 you. And, Ms. Altemu s, just one final
8 question. There is a video of a drunk driver
9 and you said that was a student. W as that
10 confirmed to be a Geo rgetown University
11 student? A current Georgetown University
12 student?

13 MS. ALTEMUS: Yes.

14 COMMISSIONER SELFRIDGE: And ho w
15 did you confirm that?

16 MS. RUBINO: Luca, do you know?

17 MR. PIVATO: From the police and
18 from Georgetown University.

19 CHAIRMAN HOOD: You need to be on
20 the mike. At least speak into the mike.

21 MR. PIVATO: Police and Georgetown
22 University itself.

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1 COMMISSIONER SELFRIDGE: So it was
2 a current Georgetown University student?

3 MR. PIVATO: I don't know if he is
4 still there.

5 COMMISSIONER SELFRIDGE: Well, at
6 the time?

7 MR. PIVATO: Yes.

8 COMMISSIONER SELFRIDGE: Okay.
9 Thank you.

10 CHAIRMAN HOOD: Any other
11 questions? Mr. Turnbull?

12 COMMISSIONER TURNBULL: Thank you,
13 Mr. Chair. I just wanted to go back and make
14 sure I had the numbers right. The Bolan
15 prediction for 2010 was 20 group houses?

16 MS. ALTEMUS: 4 5 in the two
17 communities together. 20 in Burleith.

18 COMMISSIONER TURNBULL: Yes, see
19 that's what I was getting at. One had 20, but
20 then I heard 45 mentioned.

21 MS. ALTEMUS: 45 was Georgetown
22 and Burleith.

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1 COMMISSIONER TURNBULL: Okay. And
2 the actual one now is 220?

3 MS. ALTEMUS: A little over 220.

4 COMMISSIONER TURNBULL: And at
5 roughly four to six students per group house?

6 MS. ALTEMUS: Right.

7 COMMISSIONER TURNBULL: Do you see
8 this area now as being targeted for investors?
9 Do you feel that you definitely feel open to
10 people who are looking to make a buck?

11 MS. ALTEMUS: Well, investors --
12 houses turn in a couple of ways. You might
13 have a parent who buys a home for their
14 student and then they will bring in their
15 buddies and it becomes a rental house. And
16 then when that person graduates, because of
17 the cash flow that -- typically, the house
18 doesn't turn back into a residential home. It
19 is maintained as a rental house.

20 COMMISSIONER TURNBULL: Okay,
21 right.

22 MS. ALTEMUS: Then we also have

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1 the investors who come in, be cause they know
2 right now it is -- you know, people aren't
3 putting their money, basically, into, you
4 know, stocks and bonds. They are coming into
5 the real estate market and investors are
6 coming in and looking to where they are going
7 to, you know, make 6 to 8 percent and they can
8 do that fairly easily.

9 COMMISSIONER TURNBULL: Okay.

10 Thank you.

11 CHAIRMAN HOOD: Vice Chairman?

12 VICE CHAIRMAN SCHLATER: Thank
13 you, Mr. Chairman. I'm going to ask everybody
14 this question. Why do you make a distinction
15 between graduate students and undergra duate
16 students? Because a lot of the focus of the
17 OP report was on limiting off-campus housing
18 by undergraduates, but a lot of the increase
19 in enrollment over the last 10 ye ars has been
20 in graduate students.

21 Do you make a distinction between
22 those types of students?

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1 MR. AVERY: I might address --
2 just start by addressing this. Graduate
3 students are much more likely to live in
4 Glover Park and in Foxhall Village, partly
5 because they don't generally want to party.
6 They may want to leave the undergraduates just
7 as much as anybody else.

8 And so, for example, in Foxhall
9 Village, we have a de minimis. It's four or
10 five undergraduates total, but 23 percent of
11 the medical students live in Foxhall Village.

12 And I think the number is about a quarter of
13 them also live in Glover Park.

14 I think that's where the issue of
15 they are proposing to add 950 some odd
16 graduate students and the real issue is how
17 many of those students -- they are probably
18 not going to live in Burleith, because it's,
19 essentially, saturated and the same with West
20 Georgetown, that there really isn't any more
21 group housing available.

22 They are very like to go, if they

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1 do stay in the immediate vicinity of the
2 university, to Foxhall Village, Foxhall area
3 or Glover Park.

4 Their expert projected that there
5 would be a de minimis number, but a lot of
6 that, it was a very self-serving analysis.
7 And I think the real issue, you know, we have
8 50 percent of the medical students live in
9 Glover Park and in Foxhall Village and his
10 numbers would project that the increase in
11 graduate students it will be 5 or 6 percent
12 total going to those two areas.

13 So you can pick a number between
14 50 or 5 and 6 percent, but there is a lot of
15 variation depending upon who the graduate
16 students are, what their interest in staying
17 close to campus is, but there is a potential
18 there with 967 new graduate students, there
19 are only 320 household in Foxhall Village, to
20 really seriously impact our neighborhood in
21 terms of the balance between owner-occupied,
22 young families and graduate students.

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1 VICE CHAIRMAN SCHLATER: Okay.

2 MR. AVERY: The one thing I would
3 add --

4 VICE CHAIRMAN SCHLATER: So you
5 view graduate students, although less likely
6 to create objectionable impacts, just by the
7 fact that they rent, that's an objectionable
8 impact?

9 MR. AVERY: If you want me to be
10 honest, we don't have undergraduates in our
11 neighborhood and we don't have SNAP and we
12 don't have 99 percent of the problems that
13 Lenore talks about. And that -- but we have a
14 lot of students. We have a lot of medical
15 students and a lot of graduate students.

16 And in defense of what the
17 argument she is making, that tells me it is
18 undergraduates that create the behavioral
19 problems, in general. We have some houses, if
20 I'm honest. Our real issue is that we are at
21 a tipping point in terms of property values.

22 If you make the best use of the

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1 property, renting it out to students and they
2 charge very high rates, our neighborhood will
3 change. We have a vibrant neighborhood with a
4 lot of young families. It's one of the few
5 areas in the northwest you can afford to move
6 in. We don't want that to change. We really
7 honestly feel we like the way it is, frankly.
8 We are glad that we are not having
9 undergraduates, frankly. But we really feel
10 uneasy that this proposal will change that,
11 because it's such a large number of new
12 students.

13 VICE CHAIRMAN SCHLATER: I'm not
14 sure we, as a Commission, really take sides in
15 the debate of what is better, rental versus
16 homeownership. Do you think we should?

17 MR. AVERY: I understand that. I
18 do understand that.

19 VICE CHAIRMAN SCHLATER: Well,
20 I'll open up that question to the rest of the
21 panel in terms of objectionable impacts from
22 graduate students.

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1 MS. RUBINO: We have certainly
2 seen objectionable impacts from graduate
3 students and you will hear witnesses attest to
4 that. And again, going back to the turning of
5 the houses, we may get to a saturation level,
6 but as houses open up, I have many parents
7 call me and they are looking for housing for
8 their students, because they can't find it,
9 and this is on the graduate level.

10 And they are looking for houses so
11 -- for accommodations. They can't find
12 anything. So, in the end, they will buy a
13 house. They will spend \$750,000 or, in some
14 cases, \$800,000 or \$900,000 for a house and it
15 becomes another group rental. That can easily
16 fill up, because the housing market is so
17 tight, it can fill up with graduate students.

18 MS. ALTEMUS: And some of our
19 concerns with the graduate students is right
20 now, West Georgetown is pretty much saturated.
21 So they will be looking in East Georgetown
22 and then it will just be the whole problem

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1 will spread. It will be much wider and it
2 will be more impossible to control.

3 Grad students certainly aren't
4 angels. I think that they have their -- the
5 same issues that undergraduates have,
6 including just the six people in a house and
7 how loud that is and the unkempt house and
8 they don't have the investment in the
9 neighborhood.

10 Also, the graduate students who
11 don't live in our community will be driving
12 through out community and parking in front of
13 our houses and clogging the streets, so that
14 it has that impact as well.

15 VICE CHAIRMAN SCHLATER: Thank you
16 very much.

17 MS. RUBINO: I would like to make
18 one other point. On the -- when we talk about
19 the increase in students, even a small number,
20 even 36 graduate students if they came to live
21 in our neighborhood, as I mentioned, it can
22 turn into another 9 to 12 rental houses. So

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1 it's very important to us, even the small
2 numbers are very important, because we talk in
3 terms of houses turning versus the number.

4 VICE CHAIRMAN SCHLATER: So you
5 think just by the fact, the mere fact that a
6 house is a rental, that creates an
7 objectionable situation? It does n't have to
8 be then coupled with having parties, drunken
9 behavior, trash outside, you know?

10 MS. ALTEMUS: Those -- typically,
11 the houses that we have seen, the group rental
12 houses, they are not cared for. They have
13 issues. And it's something that we have seen
14 over and over again.

15 VICE CHAIRMAN SCHLATER: Okay.
16 Thank you. One thing I do have a question
17 about is just there is a lot of numbers flying
18 around. In the CAG presentation, you said
19 that we have more than 220 group homes. How
20 did you come up with that number? Is that
21 from Georgetown data or is that your own
22 survey?

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1 MS. ALTEMUS: Some of it is
2 Georgetown data, some of it is our own survey.

3 And a lot of it is from DCRA and some of it
4 is from the Student Address Handbook, I guess,
5 it's called.

6 VICE CHAIRMAN SCHLATER: And is
7 that methodology anywhere in the submission to
8 the Commission or is that just --

9 MS. ALTEMUS: No.

10 VICE CHAIRMAN SCHLATER: I think
11 it would be helpful --

12 MS. ALTEMUS: I can get it for
13 you.

14 VICE CHAIRMAN SCHLATER: -- to
15 figure out --

16 MS. ALTEMUS: Okay.

17 VICE CHAIRMAN SCHLATER: -- where
18 the numbers come from. For instance, in the
19 Burleith presentation, I think, it said there
20 is 198 graduate students in Burleith.

21 MS. ALTEMUS: Yes.

22 VICE CHAIRMAN SCHLATER: But in

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1 the Georgetown data, it says there are 89
2 graduates.

3 MR. AVERY: Mr. Schlater, Luca
4 can --

5 MR. PIVATO: I can answer that. I
6 think Lenore for Burleith was referring to a
7 survey that they did.

8 VICE CHAIRMAN SCHLATER: Yes.

9 MR. PIVATO: So they have a
10 firsthand information.

11 VICE CHAIRMAN SCHLATER: Yes.

12 MR. PIVATO: The numbers that yo u
13 see in our presentation are calculated using
14 GU's data. So GU in 20 00 projected 180 group
15 houses --

16 VICE CHAIRMAN SCHLATER: Yes.

17 MR. PIVATO: -- using a housing
18 type distribution chart that they provided to
19 us.

20 VICE CHAIRMAN SCHLATER: Yes.

21 MR. PIVATO: I applied the same
22 housing type distribution chart to the 2000

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1 numbers and I got their 180 number to see that
2 it was accurate and then I applied it to the
3 current enrollment and I got the 120. So I'm
4 using their own housing type distribution
5 chart.

6 VICE CHAIRMAN SCHLATER: Okay. I
7 got it on the -- how you got it, too, to the
8 220.

9 MR. PIVATO: So the 220 is an
10 empirical number using their data. The
11 numbers that Burleith provided is an actual
12 counted survey number. So we are probably
13 very conservative in our 220 number.

14 VICE CHAIRMAN SCHLATER: Why do we
15 think there is a discrepancy between the
16 Burleith number and the Georgetown numbers?
17 You need to turn on your mike.

18 MS. RUBINO: The 198 is the number
19 of students and that's actually a GU number.
20 It's not a Burleith number. The 166 houses,
21 that's the count that Burleith did. That's
22 the door-to-door survey.

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1 VICE CHAIRMAN SCHLATER: I'm
2 confused, because I'm looking at something in
3 the CAG presentation that says "Student
4 residences fall 2010, graduates in Burleigh
5 89."

6 MR. CLEMENTS: And what we can do
7 is submit as an additional enclosure a
8 detailed breakdown of the methodology we used
9 to get those numbers, if that would be --

10 VICE CHAIRMAN SCHLATER: That
11 would be helpful.

12 MR. CLEMENTS: -- useful?

13 VICE CHAIRMAN SCHLATER: Thank
14 you.

15 MR. CLEMENTS: Sure. We will
16 provide that.

17 MR. PIVATO: Can I say one more
18 thing?

19 VICE CHAIRMAN SCHLATER: I think
20 if you make it in the submission, I think that
21 will probably clarify it. We don't need to go
22 through it here, because it's confusing,

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1 because there is a lot of different data
2 around.

3 I have a question about the -- and
4 this can also be provided in follow-up. On
5 page 21 and 22 of the Burleigh presentation,
6 there is a map of the undergraduate houses
7 showing the difference between 2000 and 2010.

8 What is the actual number of
9 houses, the increase in the number of houses
10 between 2000 and 2010?

11 MS. RUBINO: Unfortunately, we
12 couldn't do a -- oh, between the
13 undergraduates? In 2000, the survey that was
14 taken was only on undergraduate houses.

15 VICE CHAIRMAN SCHLATER: Yes.

16 MS. RUBINO: In 2010, it was taken
17 on graduate and undergraduate houses.

18 VICE CHAIRMAN SCHLATER: Is it
19 Slide 22 that you showed us, just
20 undergraduate or, because it says
21 undergraduate houses.

22 MS. RUBINO: That is

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1 undergraduates.

2 VICE CHAIRMAN SCHLATER: Can you
3 tell me what the increase in the number of
4 houses is?

5 MS. ALTEMUS: I can't tell you it
6 right now, but we can get that for you.

7 VICE CHAIRMAN SCHLATER: That
8 would be helpful. I mean, I think we
9 certainly want to get a picture of change over
10 time and, you know, it is being described as a
11 crisis. And I think we saw evidence that
12 there are certainly, you know, a lot of
13 impacts from the students, as there are in
14 almost any college town in America.

15 The question is is the problem
16 getting bigger? Is it getting worse? And do
17 we need to do something to pull it back?

18 MS. RUBINO: And in 2000 it was
19 bad also. So I think if 2000 is a base --
20 should not just be considered a baseline,
21 because 2000 there were many, many problems.

22 VICE CHAIRMAN SCHLATER: Okay.

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1 Thank you very much.

2 COMMISSIONER SELFRIDGE: Mr.
3 Chairman, I just had a question about the
4 shuttle bus. And it's probably better
5 addressed by the applicant, since they run it,
6 so I'm not going to ask the panel any more
7 about the shuttle bus, but maybe if the
8 applicant can provide a little more background
9 just in terms of the scope of it, the hours,
10 where it runs, those types, I think I would
11 find that very helpful.

12 I would also just like to point
13 out that the Burleith Citizens Association had
14 very big page numbers and that was very, very
15 helpful to follow. Because it's very
16 difficult to follow these and jump around. I
17 was looking for something to come back and
18 reference. I couldn't find anything, but
19 thank you very much.

20 VICE CHAIRMAN SCHLATER: I have
21 one more question. I'm sorry, I didn't --
22 this is following up on a question from

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1 Commissioner May.

2 We have got, by my count, seven or
3 eight letters in the record from residents of
4 Burleith who say there are no objectionable
5 impacts from students in the ar ea. And I'm
6 not going to read them all in, but I think if
7 you ask them, they say yes, there are students
8 in the neighborhood and there are occasional
9 problems, but they are things that can be
10 resolved with communication. And our
11 neighborhood is actually the better for having
12 the students.

13 When Burleith Citizens Association
14 came up with its recommendation to oppose the
15 plan, was there a vote taken? And can you
16 just give me a sense of whether there was a
17 mix of opinion and the general --

18 MS. RUBINO: Our bylaws allow th e
19 board to take information from the community
20 and make -- and we, the board, voted on that,
21 but we also had held man y, many, many
22 community meetings in order to get information

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1 out there and information back to us.

2 We also have every month, since
3 this started, have had information in the
4 newsletter, so there has been a feedback loop
5 for people to come to us, if they have any
6 issues with it.

7 As a matter of fact, in one of
8 those meetings, there were two people who had
9 raised questions about what was going on and
10 they are actually now going to testify. I
11 guess they have seen what has been going on.

12 VICE CHAIRMAN SCHLATER: So was
13 there a vote taken?

14 MS. RUBINO: At the citizens
15 association's meetings? No.

16 VICE CHAIRMAN SCHLATER: Okay.
17 And was that at the board level that the vote
18 was taken?

19 MS. RUBINO: Yes.

20 VICE CHAIRMAN SCHLATER: Was it
21 unanimous?

22 MS. RUBINO: Yes.

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1 VICE CHAIRMAN SCHLATER: Okay.

2 Thank you.

3 CHAIRMAN HOOD: Let me follow -up
4 on that. How many board members do you have?
5 Five or six?

6 MS. RUBINO: 11.

7 CHAIRMAN HOOD: 11, okay. This is
8 my last question. It was mentioned that the
9 people who are supporters, as the Vice
10 Chairman was talking about, those that are in
11 support are at home with their families.
12 Would you say though from a perspective, this
13 probably should have went to the ANC, but
14 would you say overall in your communities,
15 anybody can answer this, was it split? Is it
16 that we are just not hearing from -- we are
17 only hearing from seven or eight people in
18 support and more that were in opposition?

19 Was it split? And I guess this is
20 unusual for me to be asking the party that's
21 in opposition this question, but I'm sure that
22 Mr. Avery knows to give me an honest answer.

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1 What was the split? Anybody can answer.

2 MR. AVERY: Let me answer. I will
3 give you an honest answer. We tried to -- I
4 tried to run a very open community
5 association. And everybody is allowed to
6 speak and we held votes on everything. I
7 think that's just the right way to do it.

8 We had two unanimous votes to
9 oppose the campus plan. The second vote was,
10 of our membership at open meetings, and the
11 second plan -- the second vote was when
12 Councilmember Cheh was visiting us. Our board
13 has voted unanimously. What they backed us is
14 in opposing the plan, but to come back to them
15 if there were any proposal to -- we are not
16 empowered to negotiate. We are only empowered
17 to oppose.

18 And as you can probably guess, the
19 loop road is a significant part of our
20 opposition.

21 CHAIRMAN HOOD: Now, how many
22 people attended your meeting? Just curious.

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1 MR. AVERY: Oh, well, actually
2 there were some -- I would guess the second
3 meeting had 50 or 60 people there.

4 CHAIRMAN HOOD: Okay.

5 MR. AVERY: And I have asked for
6 emails. I have put out -- we have 390 people
7 on my email list. I asked everybody to weigh
8 in on this, if they have a view, I want to
9 hear it. And I -- we have always taken the
10 view we want to hear opposition. Maybe we are
11 missing something. I had one email against
12 what we were doing, in favor of Georgetown.
13 And there is only one letter that you have
14 received that I read that came from west of
15 the park in favor of the plan.

16 CHAIRMAN HOOD: Okay. And what
17 about, let me just quickly ask, CAG and also
18 Burleith the same question?

19 MS. ALTEMUS: We have had multiple
20 community meetings about that.

21 CHAIRMAN HOOD: Is that my time is
22 up? I want to make sure. Okay.

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1 MS. ALTEMUS: We have put out
2 newsletters. We have asked for donations from
3 people to help pay for our experts. And I
4 haven't gotten a single comment from people,
5 from people in West Georgetown, saying that
6 they are for the campus plan.

7 CHAIRMAN HOOD: Okay.

8 MS. ALTEMUS: People have asked
9 questions about it, but no one is -- that has
10 been in touch with me is supporting the plan.

11 CHAIRMAN HOOD: Okay.

12 MS. RUBINO: Again, we had
13 meetings. We had many community meetings that
14 gave people an opportunity to come forward.
15 There were a couple of people, I believe you
16 have those letters, that I know about and I
17 actually went to them and I said I would like
18 to sit down with you and talk to you about it
19 and hear your views.

20 And I raised that issue a couple
21 of times and they never contacted me.

22 CHAIRMAN HOOD: Okay. All right.

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1 Thank you all. Any questions? Mr. Turnbull?

2 COMMISSIONER TURNBULL: Yes, thank
3 you, Mr. Chair. I just had one. Georgetown,
4 you have got Georgetown residential area and
5 then you have got a commercial area where a
6 lot of students go. And I can remember, I
7 think it was a year ago maybe two years ago,
8 we had a case before the BZA involving Philly
9 Pizza.

10 MS. ALTEMUS: Yes.

11 COMMISSIONER TURNBULL: And it was
12 a lot of the same issues. And I sat on that
13 case, which was very -- a lot of the issues
14 which you brought up came up. And a lot of
15 the same pictures shown. I think there was a
16 question, I think the question before BZA was
17 whether they were a real restaurant or were
18 they just a carryout, fast food.

19 MS. ALTEMUS: Yes.

20 COMMISSIONER TURNBULL: And I
21 think it was determined that they were fast
22 food. You are still going to have -- I mean,

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1 it's amazing. I mean, part of the problem is
2 you have got a residential street, but it is
3 part commercial also. And so you have a lot
4 of the garbage, the trash, students urinating.

5 And I'm just wondering, you are
6 still going to have students going down your
7 neighborhood. I mean, that is still going to
8 be an issue where you are going to have
9 students coming back from the commercial area.
10 You might have less if they are on-campus,
11 but --

12 MS. ALTEMUS: I think we will have
13 significantly less if they are on-campus. I
14 think the focus will be, the social focus will
15 be, in the center of campus. It will keep a
16 lot of the students there having their parties
17 on-campus. It's a long walk for them.

18 I remember when I was at
19 Georgetown, you don't want to go down the
20 street that often if you are six or seven
21 blocks away. I also think that the shuttle
22 bus going along M Street could help with that.

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1 Yes, I realize this isn't the
2 perfect solution. The problem is the sheer
3 numbers.

4 COMMISSIONER TURNBULL: Right.

5 MS. ALTEMUS: And there is a lot
6 of students there in a very -- and it's a
7 dense situation.

8 COMMISSIONER TURNBULL: Yes. And
9 I know that there was, it's hard to imagine,
10 like a line of 100 people going to a cupcake
11 shop, but it's quite the thing. But then
12 Philly Pizza also had some issues.

13 But there were issues of trash
14 there, also. They had some issues on those.
15 Questions of underage drinking, whether people
16 are actually checking IDs as well as they
17 should. And I don't know if that is an issue,
18 also, or if you have brought that up.

19 MS. ALTEMUS: Alcohol is certainly
20 an issue.

21 COMMISSIONER TURNBULL: Yes.

22 MS. ALTEMUS: And I mean, we are

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1 concerned about it. I think that the most
2 wonderful neighbor, student neighbor when they
3 are drunk doesn't realize what their behavior
4 -- the effects of their behavior.

5 COMMISSIONER TURNBULL: Do you --
6 I mean, I guess it would be hard to tell, I
7 mean, how much of it is under age,
8 undergraduate drinking?

9 MS. ALTEMUS: I don't know.

10 COMMISSIONER TURNBULL: Yes.

11 MS. RUBINO: In Burleith it would
12 make a huge difference if the students were
13 housed on-campus, because we don 't have a
14 Commercial District.

15 COMMISSIONER TURNBULL: Right.

16 MS. RUBINO: So there won't be any
17 reason to come into Burleith if the majority
18 of the students are housed on-campus.

19 COMMISSIONER TURNBULL: Okay.

20 Okay. Thank you.

21 CHAIRMAN HOOD: Any other
22 questions up here? Okay. We're going to do

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1 cross-examination. I did a little analysis
2 and I looked at how many people I had on the
3 list that were in opposition, and it came up
4 to 2.5 hours for me. And we're looking at
5 9:55 now.

6 I just want to open it up, at this
7 point, because I like to try to press on. I
8 do know that there is another date that we
9 have scheduled for Monday. I will tell you
10 I'm not enthused, but I was hoping we could
11 get through tonight, but I'm just looking and
12 I see one.

13 Yes, we are going to get through
14 cross, but the other question is I was going
15 to ask Mr. Avitabile and Ms. Dwyer about how
16 many questions you might have? If you can
17 just come to the mike and just give me a
18 reference? It's probably going to be 40, that
19 40 number.

20 MS. DWYER: No, it's not going to
21 be a 40 number. There is a lot of data
22 information tonight that we are seeing for the

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1 first time. So I think a lot of the issues we
2 are going to address in our rebuttal, so I
3 have more limited cross-examination this
4 evening.

5 CHAIRMAN HOOD: Okay. So you
6 think it might be about 20? I'm just trying
7 to see if we can --

8 MS. DWYER: I would say just like
9 15 or 20 minutes.

10 CHAIRMAN HOOD: Okay. Let's do
11 cross-examination. I think what we are going
12 to do at the end of cross, we are going to
13 stop and come back Monday for the list that I
14 have here.

15 MS. SCHELLIN: You don't have a
16 complete list.

17 CHAIRMAN HOOD: I don't have a
18 complete list? Well, the list that Ms.
19 Schellin has. And I hate to have to do that,
20 come back Monday, but we will hear Monday from
21 the folks in opposition only on Monday and
22 that will be the end of that hearing on

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1 Monday.

2 MR. CLEMENTS: Mr. Hood?

3 CHAIRMAN HOOD: Mr. Clements?

4 MR. CLEMENTS: If I could
5 interject real quickly? We, obviously, are
6 managing a large group of witnesses and we had
7 a number that could only testify tonight.
8 Additionally, I have just been handed a note.

9 One of our witnesses who is pregnant is not
10 feeling well and I do n't know if we can
11 potentially push her up as well?

12 CHAIRMAN HOOD: Ms. Dwyer, now, we
13 have been making accommodations for everybody.

14 Now, do you mind if the person who is
15 pregnant comes up now and gives thei r three
16 minutes?

17 MS. DWYER: I have no obj ection
18 whatsoever to that.

19 CHAIRMAN HOOD: Let's do that.
20 And after cross, let's see. Maybe we -- do we
21 have a list? Let's see how far we can go. We
22 won't be accepting any other names.

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1 MR. CLEMENTS: Absolutely.

2 CHAIRMAN HOOD: Okay.

3 MR. CLEMENTS: If you could just
4 indulge me?

5 CHAIRMAN HOOD: We will have tha t
6 person come up now.

7 MR. CLEMENTS: Thank you very
8 much.

9 CHAIRMAN HOOD: And then we will
10 go straight to you, Ms. Dwyer. Thank you very
11 much. What's the score of the game? I'm just
12 curious? He's saying what game? Okay.

13 MS. LANJOUW: It's on. I'm so
14 sorry.

15 CHAIRMAN HOOD: We know who is
16 paying attention back there. Thank you.

17 MS. LANJOUW: Good evening. I'm
18 very grateful, thank you very much. My name
19 is Sandrelle Lanjouw. I live at 1411 36th
20 Street across from Magis Row. I ha ve a 15
21 month-old and a 12 year -old and a 9 year-old
22 and one on the way due in October.

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1 I'm here this evening just to
2 share with you the impact of Magis Row on my
3 family life. And I would like to begin by
4 saying not here to characterize Georgetown
5 University as an institution or any of its
6 students.

7 But I have a family to protect and
8 a family life that is important to me, as I'm
9 sure you can understand. And some of the
10 activities of Magis Row, many of the
11 activities of Magis Row have negatively
12 impacted my family and I'm here to talk about
13 it.

14 I have a 9 year-old girl who has
15 been verbally assaulted, like verbally
16 attacked with nasty comments from drunk young
17 men out of Magis Row. And in addition to
18 that, there has been, you know, lots of
19 discussions with my 9 year-old and 12 year-old
20 about what is going on as far as some of the
21 behavior, the drunkenness, some of the
22 fighting that is resulting from the drinking

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1 and urinating on our plants and all kinds of
2 things.

3 And then in addition to that,
4 there is -- you know, I have walked my dog at
5 night. I'm smelling marijuana. I mean, this
6 is just -- there is no buffer. I mean, my
7 front steps is right there. It's all students
8 and how often does it happen? Enough to make
9 it really uncomfortable.

10 My kids are impressionable, at an
11 impressionable age. It's 9 and 12. And the
12 baby can't sleep. I can't sleep. I have
13 called the cops. I'm sure they are doing
14 their best, but I've also called Georgetown
15 and they have told me to call SNAP.

16 SNAP doesn't work for me in my
17 experience. Georgetown says that it does. I
18 keep saying that it doesn't. They keep saying
19 it does. Okay. It doesn't.

20 And in addition to that, you know,
21 I feel like that, you know, I'm sharing a lot
22 of information that is not that comfortable to

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1 share, but my husband and I are arguing all
2 the time. This is serious.

3 I mean, we never fight about
4 anything and it is getting to the point where
5 my family life, the harmony in my family is
6 being affected to the point where there is a
7 degradation of harmony. I mean, the kids are
8 going to school with bags under their eyes, so
9 then my pediatrician is saying they are not
10 getting enough sleep.

11 They are getting enough sleep.
12 They go to bed every night at 8:00 p.m. So
13 Magis Row has got to go. That's my opinion.
14 Thank you so much for listening to my story.

15 CHAIRMAN HOOD: Okay. If you can
16 just hold your seat, and I know you don't feel
17 well, but we have to do cross-examination.

18 MS. LANJOUW: Yes, I'm sorry. I
19 feel lightheaded.

20 CHAIRMAN HOOD: Okay. Colleagues,
21 any questions? Okay. Do we have any cross-
22 examination from anybody? Okay. Thank you

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1 very much.

2 MS. LANJOUW: All right. Thank
3 you.

4 CHAIRMAN HOOD: Hope you feel
5 better. Okay. Ms. Dwyer, thank you. We can
6 now do cross-examination.

7 MS. DWYER: And what I was going
8 to suggest is whether the opposition would
9 like to call some of their witnesses to go now
10 and I could hold my cross-examination until
11 Monday evening.

12 CHAIRMAN HOOD: Okay. So, okay,
13 yes. Okay. That's fine.

14 MS. DWYER: To accommodate their
15 witnesses.

16 CHAIRMAN HOOD: That will give you
17 some more time.

18 MS. DWYER: So that's fine with
19 me.

20 CHAIRMAN HOOD: Okay. Are you all
21 fine? Everybody is fine with that? Okay.
22 Thank you, Ms. Dwyer.

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1 MS. DWYER: All right.

2 CHAIRMAN HOOD: Does anybody else
3 have any, any of the parties, problems with
4 moving in that fashion? Is everybody going to
5 be able to make it back on Monday?

6 MR. CLEMENTS: No.

7 UNIDENTIFIED SPEAKER: Assume w e
8 would be here.

9 MR. CLEMENTS: I'm sorry, Chairman
10 Hood, we do have a number of witnesses who
11 will not be able to make it back on Monday.

12 CHAIRMAN HOOD: Okay.

13 MR. CLEMENTS: If they could
14 testify now, that would be fantastic.

15 CHAIRMAN HOOD: And that's what
16 Ms. Dwyer was just saying. That's what we are
17 going to start on this list now.

18 MR. CLEMENTS: Excellent.

19 CHAIRMAN HOOD: Okay. Now, d o I
20 have the final list? So we have the list.
21 This is the list that we are going to go by on
22 Monday, so this is it. The list is closed.

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1 MR. AVERY: Can I ask? We had
2 people that -- so if they are not on the list
3 now, they can't testify Monday, even if they
4 show up?

5 CHAIRMAN HOOD: They need to
6 already be on this list, because all we --
7 they should be already on this list.

8 MR. AVERY: Okay. Would this
9 include people who have sent in testimony?
10 Okay. So --

11 CHAIRMAN HOOD: Ms. Schellin?

12 MR. AVERY: -- if they sent
13 emails --

14 CHAIRMAN HOOD: Ms. Schellin,
15 could you get on the mike, go on the mike?

16 MS. SCHELLIN: If they submitted
17 an email that said I want to testify, yes. If
18 they sent an email that said here is my
19 testimony, no, or here is a letter in
20 opposition, no. That doesn't count for, you
21 know, I want to testify. That's not the same
22 thing.

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1 MR. AVERY: Okay.

2 MS. SCHELLIN: It's just a letter
3 in opposition.

4 MR. AVERY: Can I ask then if
5 there -- there may have been some confusion.
6 If somebody were to send in written testimony
7 right now, would it be counted as part of the
8 record?

9 MS. SCHELLIN: It's in the record.

10 MR. AVERY: No. If like tomorrow,
11 they were to send in written record before --

12 CHAIRMAN HOOD: We have not closed
13 the record.

14 MS. SCHELLIN: The record is not
15 closed.

16 MR. AVERY: You have not closed
17 the record.

18 CHAIRMAN HOOD: So --

19 MR. AVERY: So what I should tell
20 my people is if you are not on the list now,
21 you can't testify, but you can --

22 MS. SCHELLIN: But you can submit

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1 a letter.

2 MR. AVERY: -- submit written
3 testimony. Is that correct?

4 MS. SCHELLIN: Absolutely.

5 MR. AVERY: Thank you.

6 MS. SCHELLIN: Absolutely.

7 CHAIRMAN HOOD: Okay. Let's start
8 with Ms. Barbara Downs. Okay. If everybody
9 can take a seat? Sure. Let's take a one
10 minute break, so everybody can get situated.
11 And what I want to do is, and I should have
12 done this first, to ask the people who cannot
13 come back on Monday to raise your hands and
14 let me see.

15 Okay. Thank you all for being
16 honest. I actually expected a lot more hands.

17 So what I would like to do is ask those who
18 cannot come back on Monday to come forward, at
19 this time. Come forward, no. Come forward to
20 the table and take a seat. And then we will
21 do another group of those who cannot come back
22 on Monday. And then I will start with the

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1 list, if time permits.

2 Ms. Schellin, do you need a few
3 minutes? Okay. Do we need a few minutes so
4 you can list them or can we go ahead and get
5 started? Okay. Great. Okay . Can we move
6 along, so we can go ahead and get started with
7 those who cannot come back on Monday.

8 We have two empty seats, three
9 empty seats actually. Oh, okay. Okay. So
10 why don't we do this? I'm going to start to
11 my left. Young lady if you could introduce
12 yourself?

13 MS. CLARK: I'm Martha Clark with
14 the Burleith Association or I live in
15 Burleith. I don't represent it.

16 Chairman and Members of the
17 Commission, thank you for the opportunity to
18 present my issues regarding Georgetown
19 University's proposed 10-year plan.

20 Most people purchase a starter
21 home. 10 years ago, I purchased a finisher
22 home in the lovely community of Burleith,

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1 which reminded me of an English Cotswold
2 Village and from which I plan to depart feet
3 first.

4 Village atmosphere appears to be
5 waning and even more so with Georgetown
6 University's future plans of enlargin g its
7 enrollment without enlarging its dormitor y
8 living quarters to accommo date its proposed
9 enrollment.

10 At a January 20th community
11 meeting, I asked Georgetown representa tives
12 how they proposed to identify adequate
13 classrooms if they could not ide ntify
14 dormitory rooms? They immediatel y answered
15 they planned to have classes 24/7 year around.

16 This means intrusion on our community will
17 now be a constant versus semesters and daytime
18 classes only.

19 It appeared these Georgetown
20 University representatives spoke as a teacher
21 to a student indicating to me they no longer
22 know how to communicate with adults, only how

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1 to give instructions to students. Before even
2 considering imposing more students on us,
3 every GU professor administrator who supports
4 this issue should house, unpaid as we are
5 unpaid, to experience their presence, students
6 in order to experience 24/7 year round what we
7 now experience.

8 With increased students living in
9 our neighborhoods to date, my question to the
10 Commission is how are my tax dollars being
11 used to ensure each rental property is
12 identified as such on D.C. tax roles?

13 In a recent search of D.C.
14 property records for a home address of a rental
15 property, it was identified as owner-occupied
16 with D.C. budget deficits has no one compared
17 over the years how much in tax revenues are
18 being lost to property rented by students
19 versus property occupied by residents
20 contributing to the D.C. tax roles from earned
21 income. It will be only a matter of time
22 before the District of Columbia becomes the

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1 District of Education with property other than
2 Federal Government property generating no tax
3 revenues.

4 Commissioners, there are too many
5 issues regarding living among student rental
6 property to include in one paper. Therefore,
7 to add further instances, I attached to this
8 statement my vignettes of student neighbors to
9 be entered into the record as a part of this
10 statement.

11 Again, thank you for the
12 opportunity to come before you with these
13 issues.

14 CHAIRMAN HOOD: Thank you so much.
15 Next? No, that's the light. Yes, there you
16 go.

17 MS. von EIGEN: Thank you. I
18 appreciate -- my name is Ann von Eigen. I
19 reside at 1611 35th Street, N.W., which is
20 technically West Georgetown. I have lived
21 there for over 20 years. I have lived in and
22 paid taxes in Washington, D.C. since 1976,

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1 which was my entire professional career.

2 I'm testifying because I recently
3 had several unfortunate encounters with
4 Georgetown students. I'll stipulate. They
5 are anecdotal. On the other hand, I hope you
6 are sympathetic to the concerns they raise.

7 So I want to thank you for holding
8 this hearing in the evening and being so
9 persevering about staying so late for those of
10 us who would otherwise have to take annual
11 leave to appear at something like this.

12 Okay. On December 10, 2009, it is
13 a weeknight. It's the winter. I was awakened
14 in the middle of the night by a banging on our
15 front door, which was followed by the sound of
16 extremely loud yelling. A person claiming to
17 be a U.S. Marshal screamed into the intercom
18 doorbell system that I should open the door
19 and they were coming in.

20 I asked if they had a warrant and
21 the person continued to scream and then said
22 he was coming in and started to throw his body

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1 against the front door. Now, luckily, my son
2 was home visiting and he had called the police
3 on his cell phone, because I was using the
4 phone, which is connected to the intercom
5 system on the front door.

6 So the police arrived, they took
7 the man away. I called the next day and
8 learned that the police had taken this man,
9 who was a Georgetown student home, because
10 they knew where he lived, because they had
11 picked him up many times before.

12 So after I explained to the
13 policeman that I was kind of upset that a kid
14 who was claiming to be a U.S. Marshal, which
15 is a felony, and had tried to break down my
16 front door was taken home to sleep it off.

17 So the police came back the next
18 day, brought the student. So I said I really
19 wasn't comfortable talking to somebody who had
20 just showed up at my house again after trying
21 to break down the door. And I was really
22 considering whether or not I wanted to, you

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1 know, do something more serious, because it's
2 a really serious issue when you have somebody
3 claiming to be a U.S. Marshal trying to break
4 into somebody's house in the middle of the
5 night.

6 So the next -- three days later, I
7 got a note, beautifully written note, from a
8 Georgetown student who said he was leaving
9 school because he recognized he had a serious
10 drinking problem and he needed to do something
11 about it.

12 Okay. So you can verify this
13 incident if you want to verify this incident.

14 It's Police Report CNN -- CCN-097339.

15 Okay. July 10, 2010, I heard
16 banging on the front door again. It's the
17 middle of the night. At this point, my
18 husband and then someone else are yelling.
19 Yet again, we have a drunken Georgetown
20 student trying to break into our house.

21 In this incident, the student
22 broke the lock, he broke the glass panel on

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1 the front door, which means he reached up, I'm
2 pretty tall and I have to reach up to break
3 the glass.

4 CHAIRMAN HOOD: I need you to
5 close. I need you to close the story out for
6 us.

7 MS. von EIGEN: Okay. S orry. I
8 am emotional about this issue. I'm sorry.

9 CHAIRMAN HOOD: I understand.

10 MS. von EIGEN: Anyway, the ki d
11 paid for the damage to our house, \$815. My
12 husband went down, we prosecuted. The kid got
13 probation and community service.

14 These are anecdotal incidents, but
15 they correlate with the increase in student
16 population. I no longer le ave my front porch
17 light on so when my kids come h ome, they can
18 see the stairs, because I know if my front
19 porch light is on, the police recommended
20 don't leave it on, it's an attraction --

21 CHAIRMAN HOOD: Okay.

22 MS. von EIGEN: -- for drunken

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1 kids.

2 CHAIRMAN HOOD: Okay. I'm going
3 to have to, sorry, cut you off.

4 MS. von EIGEN: Okay.

5 CHAIRMAN HOOD: Okay. D o we have
6 a written statement?

7 MS. von EIGEN: Frankly, I think--

8 CHAIRMAN HOOD: Okay.

9 MS. von EIGEN: -- I have a
10 written statement and I would like to expand
11 it based on the information I heard tonight--

12 CHAIRMAN HOOD: Okay.

13 MS. von EI GEN: -- about how
14 unreasonable I was.

15 CHAIRMAN HOOD: Okay.

16 MS. von EIGEN: About how --

17 CHAIRMAN HOOD: And that goes fo r
18 everyone. I'm going to ask that if we stick
19 with the three minutes, because we are going
20 to have to return on Monday, and I know some
21 people are anxious. They are ready to depart,
22 because they have to come back on Monday. So

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1 you may begin.

2 REVEREND RADLEY: I'm the Reverend
3 Perrin Radley, a retired --

4 CHAIRMAN HOOD: Is your microphone
5 on?

6 REVEREND RADLEY: No.

7 CHAIRMAN HOOD: Okay. There you
8 go.

9 REVEREND RADLEY: I'm the Reverend
10 Perrin Radley, a retired Episcopal priest and
11 returned when I retired with my wife to live
12 in the house in Burleith I first moved into in
13 1948.

14 It was a rude awakening when we
15 moved back to Burleith in 1999 and how
16 difficult it was then, I had the opportunity
17 to testify about back when Georgetown
18 University unveiled its 2000 Campus Plan.

19 Since that time, there have been
20 changes in some things, but in one all
21 important matter, no change at all. After
22 four or five years of student behavior, I

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1 wouldn't want to describe here for propriety
2 sake, during the past four years, my wife and
3 I have noticed an improvement in our life on
4 37th and R Streets.

5 Rudeness from students has been
6 replaced by a greater civility. I have needed
7 to pick up fewer red beer cups and beer cans.

8 Rats still make their way up and down the
9 alleys, but the trash is more often than not
10 placed where it should be in receptacles.

11 But I can only speak of our
12 experience. Others have different stories to
13 tell of weekends that are much more like the
14 ones we experienced earlier in the decade.
15 And, of course, the peace we are experiencing
16 right now could be shattered at any point.
17 Everyone who lives in Burleith must reckon
18 with this possibility.

19 But while these changes please us,
20 something else still rankles. Georgetown
21 University and its relations with its
22 neighbors practices every apparent cordiality,

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1 while at the same time behaving very
2 differently behind the scenes.

3 We can never allow ourselves to
4 let down our guard and imagine that we are
5 being offered transparency. Even though the
6 various people sent to deal with us promise to
7 listen and offer sympathy, for it is clear
8 that rather than listening, GU always pursues
9 its own interests, without regard to its
10 neighbors.

11 And if this weren't enough, it is
12 all presented to us with a tone of noblesse
13 oblige. Sirs, we neighbors are tired of being
14 patronized. We are tired of being smiled at
15 and plotted against behind our backs. It is
16 not a level playing field we are playing on.

17 In fact, I think we are often
18 playing different games. Trust has always
19 been a great virtue in the jesuit
20 understanding of education. And how I wish
21 the university would use it outside the
22 campus. Thank you for listening to me.

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1 CHAIRMAN HOOD: Sure. Thank you .
2 Next?

3 MS. PALLANDRE: Good evening, Mr.
4 Chairman, good evening, C ommissioners. My
5 name is Candith Pallandre and I live at 3601 T
6 Street, N.W., in Burleith.

7 I have lived in the community fo r
8 14 years. I have also taught at Georgetown
9 University for 15 years and I am conflicted in
10 this debate.

11 Georgetown has been very important
12 in my life an d it has provided many
13 opportunities for me, but my community is also
14 very important to me. I am here tonight
15 because I want to preserve my community.

16 In my testimony tonight, I woul d
17 like to raise three points. First, an
18 example. I discovered three weeks ago that
19 the graduate nursing students, who have lived
20 next door to me for a year and a half , are
21 moving out. They have been good neighbors and
22 I'm sorry to see them go.

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1 Their lease was terminated early
2 because the absentee landlord has decided to
3 rent to six male undergraduate students from
4 Georgetown starting in June. There were only
5 five nursing students.

6 I have experienced having young
7 male students next door in the past and there
8 were problems with noise and trash. My point
9 is that anyone in my neighborhood could
10 experience this on very short notice. We
11 simply do not share any common goals with
12 landlords who focus on maximum rental income
13 and minimum maintenance and we have no control
14 over when and where this happens.

15 My second point relates to trash
16 and rodent infestation in our neighborhood .
17 As a member of the Neighborhood Committee for
18 Trash and Rat Eradication, I have toured the
19 alleys in our community with the DPW employee
20 responsible for Burleith.

21 I also walk the alleys and the
22 streets frequently with my dogs. Rental homes

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1 frequently have four or five trash containers
2 frequently with missing covers. Often trash
3 is not put into the containers. These are
4 tempting targets for rats and other rodents.

5 The program manager for rodent
6 control at the Department of Health has stated
7 that rental homes in Burleigh create problems
8 regarding rodents, trash and mosquito
9 infestation.

10 My final point has to do with
11 regret. I regret that we are here tonight and
12 have been and will be here for other nights in
13 opposition. We have spent a lot of time,
14 money and effort on these issues. There is a
15 positive way to find solutions to town gown
16 issues and other universities have found ways
17 to work with communities and local government.

18 I have read extensively on the
19 website of the International Town Gown
20 Association and on other town gown websites
21 about best practices in this area. The bottom
22 line is that all parties must be willing to

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1 work together and explore options that work
2 for all.

3 I have raised these issues at a
4 Georgetown town hall meeting and at the
5 faculty senate as well.

6 CHAIRMAN HOOD: I am going to need
7 you to wrap it up.

8 MS. PALLANDRE: I have had no
9 response.

10 CHAIRMAN HOOD: Okay.

11 MS. PALLANDRE: In conclusion, I
12 believe that we don't need to reinvent the
13 wheel. There are solutions that are out
14 there. We just have to want to do it.

15 CHAIRMAN HOOD: Okay.

16 MS. PALLANDRE: Thank you.

17 CHAIRMAN HOOD: Thank you. Next?

18 MS. SCHAFFNER: Yes, good evening.

19 My name is Irene Schaffner and I live at 3700
20 R Street. And I'm going to be brief.

21 Speaking of the quality of life in
22 Burleith, several years ago a large jug of

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1 cider was thrown through my dining room window
2 breaking the glass, the frame of the window,
3 also scarring the walls, floors and oriental
4 rug. The police were called and responded and
5 so did Georgetown University.

6 Okay. Students create noise,
7 trash, disorderly conduct late in the night
8 and early in the next morning disturbing our
9 sleep. Monday, Tuesday, Wednesday, Thursday,
10 Friday, Saturday and Sunday.

11 Slum landlords house six to eight
12 students in Burleith in our small town houses
13 Zoned 3. Under these circumstances -- I think
14 I have one more thing here someplace, yes.

15 The drunken Georgetown students
16 use my garden as a toilet. During weekends,
17 the students drink beer on the roofs and toss
18 the empty beer cans and bottles onto the
19 yards, their yard and sidewalks, crash. They
20 play football in the middle of the street on
21 37th Street during traffic. Are you ready for
22 that?

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1 I called the police, yes. Okay.
2 Under these compelling circumstances, I
3 strongly oppose GU's current 10 -year plan.
4 Thank you.

5 CHAIRMAN HOOD: Okay. Thank you .
6 Next?

7 MR. KURZMAN: My name is Stephen
8 Kurzman. I have lived in Georgetown for half
9 a century in four different houses. The first
10 two were rentals, the last two I have owned.
11 I raised my sons here. My late wife and I
12 raised our sons here.

13 My current wife and I have lived
14 in our house on Q Street in the East Village
15 for almost 21 years now. I was president of
16 the Citizens Association of Georgetown in the
17 mid-'90s. And you will find in the written
18 statement that I have submitted what I wrote
19 in my December 1995 newsletter about what was
20 going on with the expansion of students living
21 in the residential neighborhood. And it
22 sounds exactly like what all our neighbors

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1 have testified to.

2 Exactly like it. So I have two
3 points. Number one, tinkering with what the
4 university can do to deal with off-campus
5 housing problems will accomplish nothing. We
6 have decades of experience with that. And it
7 doesn't work. It just doesn't work.

8 There is only one way to solve
9 this problem and that's to move the
10 undergraduates back onto the campus where they
11 belong, where they were when I went to
12 college, where my late wife went to college,
13 where my present wife went to college, where
14 endless numbers of people have gone to
15 college, where the college houses the
16 undergraduates on the campus.

17 Now, my second point is a very
18 personal one. I have had the good fortune or
19 good sense or luck to live on the East Village
20 in all these four houses I have lived in over
21 half a century, so I haven't been and my
22 family haven't been impacted the way the

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1 people in the West Village have and the people
2 in Burleith.

3 But a few years ago, our next door
4 neighbor, with whom we share a party wall, and
5 believe me I don't mean the pun, but it's
6 coming. She went overseas for a few years and
7 rented out her house to seven graduate
8 students, graduate students of an age the
9 university says they are so mature, that the
10 community shouldn't worry about their
11 community behavior.

12 Well, it's in my statement. It
13 was a nightmare. We reached out to them when
14 they came in.

15 CHAIRMAN HOOD: I need you to
16 close it out.

17 MR. KURZMAN: We tried to be good
18 neighbors. We offered them our parking pad
19 when we weren't using it and we thought we had
20 a good relationship with them and then all
21 hell broke loose.

22 CHAIRMAN HOOD: Okay. Thank you .

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1 Next?

2 MR. BACHNER: Good evening. My
3 name is David Bachner. I moved to Burleith in
4 1978. Over the years, I have witnessed
5 Georgetown University's damaging impact on the
6 neighborhood and now more than ever I fear for
7 my community's survival as a residential
8 neighborhood, should certain major elements of
9 GU's proposed campus plan be approved.

10 My particular concern is th e
11 increasingly ruinous effect of too many
12 students. In offering my perspective, I want
13 to emphasize that I am not anti -student.
14 Quite the contrary. I recently retired as a
15 university faculty member and was previously a
16 college administrator. So I speak as one who
17 has long supported students and universities.

18 As a former administrator, I
19 understand the pressures on academic
20 institutions to bal ance budgets, generate
21 revenue and strengthen programs. And as a
22 member of the Burleith community, I also

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1 understand residents' anxiety about our
2 quality of life.

3 The difference between the two
4 sets of concerns is that the university has
5 multiple options for managing finances and
6 programs while our small community has very
7 limited options for protecting our quality of
8 life.

9 Said differently, the university
10 can plan and act in its own interests while
11 the community has to suffer the consequences
12 of the choices the university makes. And GU's
13 choices historically have been very bad for
14 Burleith.

15 Accepted criteria for sound
16 planning suggests that a campus plan should
17 reflect the institutions core values and also
18 take into account broader community needs.

19 In my opinion, Georgetown's plan
20 fails in both regards. For example, the
21 university mission statement commits the
22 institution to the common good and civic

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1 responsibility. Having observed GU's
2 activities for more than 30 years, I see an
3 institution that habitually ignores this
4 commitment when it comes to being a
5 responsible neighbor to Burleith.

6 A community that is already at the
7 oft quoted "tipping" point in terms of student
8 saturation. In fact, GU's plan shows not only
9 shocking disregard for the negative impact its
10 proposed actions will have on Burleith, but
11 also by extension disregard for the civic
12 consciousness it purports to promote.

13 For months now in forums and in
14 writing the community surrounding Georgetown
15 University have articulated compelling data-
16 based arguments as to why increased student
17 numbers without corresponding provisions for
18 either on-campus or satellite housing will be
19 harmful, even fatal to our neighborhoods.

20 But when all is said and done,
21 there is no better argument for concluding
22 that GU's proposed plan is wrong for Burleith

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1 than the applicable D.C. Zoning Regulation ,
2 which prohibits the university from be coming
3 objectionable with respect to noise, t raffic
4 and number of st udents, among other
5 conditions.

6 Over the years, Georgetown
7 University has spawned conditions in our
8 neighborhood that are already highly
9 objectionable. If approved, the proposed plan
10 will only make matters worse and I fear
11 forever irreversible. Thank you.

12 CHAIRMAN HOOD: Thank you. O kay.

13 All right. Let me thank everyone for their
14 testimony and presentations.

15 Commissioners, any questions? Any
16 questions? Do we have a ny cross from the
17 applicant? ANC -2E? ANC -3D? Citizens
18 Association of Georgetown? Burleith ?
19 Foxhall? Any --

20 MR. CLEMENTS: I don' t have any
21 cross-examination questions, but I do have a
22 question to ask regarding witness test imony.

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1 But I did have a question regarding witness
2 testimony on the 6th.

3 CHAIRMAN HOOD: Let me finish, let
4 me get through this.

5 MR. CLEMENTS: Certainly. I'm
6 sorry.

7 CHAIRMAN HOOD: And I'm going to
8 call up the next, because you have a few more
9 people that need to come up, right? There's a
10 few more.

11 MR. CLEMENTS: Yes.

12 CHAIRMAN HOOD: I think three
13 more, if I counted correctly.

14 MR. CLEMENTS: I'll have to check,
15 but, yes.

16 CHAIRMAN HOOD: Okay. Okay. I
17 want to thank this panel. We appreciate it.
18 Now, I think I saw two or three more that
19 needed to come up tonight. If not, we are
20 going to cut it off. Okay. That's one.

21 Okay. So this is it for tonight.

22 And then we will -- Mr. Clements, we will

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1 take your question right after this. Okay?

2 Is that okay?

3 MR. CLEMENTS: Thank you.

4 CHAIRMAN HOOD: Okay. Let me
5 start to my left. Turn your microphone on.

6 MS. RIXEY: Thank you. My name is
7 Victoria Rixey. I very much appreciate this
8 forum.

9 Following my MBA from Georgetow n
10 University, we purchased a fixer-upper on 35th
11 Street in 1999 and spent hundreds of thousands
12 of dollars renovating it. We love the house,
13 but could not tolerate living amongst so many
14 students.

15 We moved in 2007 because it
16 destroyed our quality of life . In the eight
17 years we lived there, we experienced the
18 following: Noise. Being awakened five nights
19 out of seven by eithe r roving bands of
20 students trekking up 35th Street once the bars
21 closed or house parties of up to 50 kids,
22 which normally started around midnight and got

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1 really loud around 2:00 to 4:00 p.m. -- a.m.

2 GU has -- during that time frame
3 did not have Friday classes. I don't know if
4 they do now, but that really meant that the
5 kids got a three day weekend and that is
6 especially difficult for residents.

7 Trash. Our neighbor illegally
8 created two apartments behind his house and
9 then moved to Pakistan renting the whole
10 complex, leaving the neighbors with the rental
11 of 10 male students. It's a bad situation.
12 Greedy house-owners, simply supply and demand.

13 The result is too many students in
14 a house, often in unsafe conditions always
15 creating mountains of trash.

16 Feeling personally violated,
17 having your garage door blocked by student
18 cars at the most inconvenient times: When the
19 cat had to go to the emergency animal
20 hospital; when I was running late for morning
21 meeting.

22 Having the students from three

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1 doors down on your roof at 2:00 a.m. and
2 refusing to come down when the police arrive.

3 Having cigarette smoke so thick next door
4 that it would come through the walls.

5 As President of the Citizens
6 Association of Georgetown from 2004 to 2006, I
7 tried very hard to improve relations between
8 the university and non-student residents.

9 Outreach programs are not going to
10 solve the simple problem of out-of-control
11 students in an intimate historic neighborhood.

12 They need to be on-campus.

13 I received my international
14 executive MBA from Georgetown University in
15 1998. The business side of me is frustrated.
16 GU sold off land at 35th and Reservoir for the
17 Cloisters Townhouse Complex years back. They
18 decided not to purchase the Mount Vernon
19 College Campus. Talk about an expansion
20 opportunity right up the street and GU has not
21 sent me one request for money since I
22 graduated.

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1 No land to expand, no money to buy
2 land. Come on, this is solvable. The
3 university has just not chosen to do so.
4 Because of bad student conduct, we moved to
5 Old Town Alexandria four years ago. It was a
6 heartbreaking decision, but I am now enjoying
7 a great quality of life. Thank you very much.

8 CHAIRMAN HOOD: Okay. Thank you ,
9 Ms. Rixey. Next?

10 MR. ARCHER: My name is Ken
11 Archer. I live in Georgetown at 1626 33rd
12 Street with my wife and 2 year-old son. I
13 have lived in Georgetown for 10 years. I'm
14 here to express my strong opposition to
15 Georgetown's proposed campus plan.

16 My wife and I value Georgetown
17 University and enjoy the amenities it provides
18 to the community. We are members of the
19 university gym and season ticket holders to
20 the student theater. My wife received a grad
21 degree from Georgetown and I do research at
22 the Georgetown Library.

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1 We live five blocks from campus ,
2 further than many would expect from neighbors
3 dealing with student noise.

4 A couple years ago, our block go t
5 its first student group house and,
6 unfortunately, it has been a party house each
7 year. The next door neighbor of the group
8 home has spent years talking to the students
9 next door to keep them from waking his two
10 young children and always told me that calling
11 SNAP was a waste of time.

12 I thought me must be over -blowing
13 the situation. However, I have always relied
14 upon him to deal with parties, but once he
15 wasn't around during a Sunday night party when
16 a dozen wild students waited in line out the
17 door to enter at 11:00 p.m. while music blared
18 out the open door, so I called SNAP for the
19 first and last time.

20 SNAP took the address and asked if
21 I wanted a call back the followin g Monday and
22 I said yes. A SNAP pickup sh owed 10 minutes

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1 later and a woman confronted a student
2 resident and had what looked like an angry
3 discussion.

4 She left and 15 minutes later
5 there was another line out the open door and
6 the same noise level. I never got a call back
7 from SNAP.

8 Here is my life and the life of
9 hundreds of families of young children in
10 Georgetown in a nutshell. I work an 8 to 10
11 hour day. I come home to eat dinner and put
12 my toddler to bed, spend one to two hours
13 trying to invest in my relationship with my
14 wife and then race to get six to eight hours
15 of sleep before waking up with my toddler at
16 6:30.

17 I value living in a vibrant city
18 and I enjoy the diverse community to which
19 undergrads contribute and don't mind being
20 awakened occasionally. But the growing
21 frequency of the parties is making me and
22 others feel like GU does not value our

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1 presence as their neighbors nearly as much as
2 we value theirs.

3 Many witnesses in support of the
4 campus plan have characterized opponents as
5 angry, overly sensitive NIMBYs who simply
6 oppose density, particularly if it brings more
7 young people or renters.

8 That doesn't describe me and my
9 friends in Georgetown who oppose the campus
10 plan. I actually support increases in
11 density. I have testified in front of you
12 Commissioners in support of parking -- in
13 opposition to parking minimums, in support of
14 allowing additional dwelling units in homes
15 and in support of other SmartGrowth
16 Initiatives.

17 But what is happening at GU is
18 different. It's not SmartGrowth. It's just
19 growth. Growth in students and programs that
20 is not supported by multi-use development of
21 attractive spaces that support that increase
22 in density.

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1 When GU says it has no more space
2 for a dorm, what they mean is t hat they have
3 no more space for another single use dorm. If
4 you walk GU's campus, and I encourag e you to
5 do so, Commissioners , you will see almost
6 entirely single use buildings. You will see a
7 two-story dining hall next to a nine story
8 Southwest Quad dorm.

9 Walk into the library and you will
10 see a definitely loud gathering space because
11 the administration has shut down nearly all
12 other social spaces for students in favor of
13 administrative offices.

14 You will see a campus that has
15 chosen to close off all access to a national
16 park next door while complaining about lack of
17 green space. I've got m ore, but I'll submit
18 it.

19 CHAIRMAN HOOD: I need you to
20 close out.

21 MR. ARCHER: Yes, I'll just stop.

22 CHAIRMAN HOOD: Great.

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1 MR. ARCHER: Yes.

2 CHAIRMAN HOOD: Okay. Thank you.

3 MR. ARCHER: Thanks.

4 CHAIRMAN HOOD: Next?

5 MR. DeWITT: Hi , my name is
6 Anthony DeWitt and I live in the 1400 Block of
7 36th Street, which happens to be directly
8 across from the town homes that the university
9 now refers to as Magis Row.

10 Over -- in the late '80s, these
11 houses had a completely different dynamic as
12 well as the block of 3500 O Street. The
13 university owned most of the houses on the
14 1400 Block, at that time, but rented them to
15 university professors, nonaffiliated to the
16 university, residents, there were a couple of
17 jesuits, Father Chip ton lived across the
18 street.

19 The bottom line, at that time, we
20 actually had what was a dynamic exciting
21 neighborhood with people that were for the
22 university, some people taught at the

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1 university, some people had no affili ation
2 with the university at all . Some were later
3 down in the '90s.

4 The university switched the lights
5 off, so to speak, and decided to pull all the
6 non-university-affiliates and university-
7 affiliates out of those residences and fill
8 them with undergraduates.

9 An immediate change to these off-
10 campus university-owned houses occurred
11 immediately, a dynamic change from havin g a
12 single person in a single house, you had four
13 to six individuals that would stay for
14 potentially nine months. Then another group
15 would come in for the first summer session.
16 Then another group would come in for the
17 second summer session.

18 As that occurred, their lifestyle
19 was different than the old professors, so then
20 parties erupted. D oors were open all the
21 time. The neighborhood became a party spot
22 for students who were living on-campus to come

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1 to the off-campus university-owned townhouses,
2 because there was no RA at that time. There
3 was adult supervision, but no mature
4 supervision or any consequences.

5 So the neighboring block of 35th
6 and O rapidly starting -- started to
7 deteriorate. People sold. The long and the
8 short of it, the sheer nature of the volume of
9 the students that came into our neighborhood
10 via the university's again, off-campus
11 properties that they still count the students
12 as on-campus in their campus count, which I
13 still have not figured out why they are able
14 to do that, has had a grave impact.

15 Parties are constant, on and on .
16 I didn't get through my statement. I wanted
17 to say one quick thing concerning SNAP.

18 I don't know anybody in our
19 neighborhood who uses them any more. As far
20 as I'm concerned, SNAP has been a totally
21 ineffective program. It might as well -- you
22 might as well call it SAP, the Student

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1 Assistance Program, because no neighbors use
2 it. It does us no good.

3 And no matter whether they are
4 called SNAP, Super SNAP, Super Extra New SNAP
5 and add a few reimbursable details to it, it's
6 still the same old SNAP and --

7 CHAIRMAN HOOD: Okay.

8 MR. DeWITT: -- they have lost our
9 trust. So --

10 CHAIRMAN HOOD: Okay.

11 MR. DeWITT: -- thank you for your
12 time.

13 CHAIRMAN HOOD: Sure. Thank you .
14 Commissioners, any questions? Commissioner
15 Selfridge?

16 COMMISSIONER SELFRIDGE: Mr.
17 Archer, how long have you lived in Georgetown?
18 Your mike, please.

19 MR. ARCHER: Yes, 10 years.

20 COMMISSIONER SELFRIDGE: Are you
21 surprised to be down here testifying in
22 opposition?

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1 MR. ARCHER: It wasn't my ini tial
2 inclination when I moved to Georgetown, it's
3 not no. But, yes. Yes. I -- when I moved to
4 Georgetown, you know, I wante d to live in an
5 area where there wa s, you know, a vibrant
6 urban area. And Georgetown is a vibrant urban
7 area.

8 But, you know, from my
9 perspective, what Georgetown University i s
10 doing is nothing different th an what Johns
11 Hopkins is doing with Science City up in
12 Maryland, which SmartGrowth does oppose. They
13 are just adding a lot of students. They are
14 adding a lot of employment, but they are not
15 adding sufficient hous ing and as a result,
16 there is going to be, you know, just all kinds
17 of negative effects on the surrounding
18 communities.

19 Why do we oppose that when it is
20 in the suburbs, but we don't oppose it when it
21 is in the city? I think we have got to be
22 consistent. I support SmartGrowth. I think

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1 Georgetown University could have a gr eater
2 enrollment than it does rig ht now and have
3 half the impact it does on the surrounding
4 community, if they would just employ
5 SmartGrowth principles, which the C ommission
6 has supported in the past.

7 COMMISSIONER SELFRIDGE: Thank
8 you.

9 CHAIRMAN HOOD: Commissioner May?
10 I mean, any o ther questions? Okay. All
11 right. That's it. Oh, any cross-examination
12 from anybody? Okay. Okay. Thank you very
13 much. We appreciate your testimony.

14 Mr. Clements, come on up, let's
15 see what your issue was.

16 MR. CLEMENTS: Chairman Hood, i t
17 is my u nderstanding then in the rules, an
18 individual witness can come to the night of
19 the hearing, sign-up and be heard. And I
20 understand that the witness list has been shut
21 off for the next hearing, June 6th. Is that
22 correct?

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1 CHAIRMAN HOOD: So you're going to
2 play -- after we have been very accommodating,
3 you want to play a trump card on us?

4 MR. CLEMENTS: I was going to ask
5 you respectfully, of course --

6 CHAIRMAN HOOD: No, but you
7 started off with the trump card first.

8 MR. CLEMENTS: -- to reconsider
9 that decision. We have --

10 CHAIRMAN HOOD: I could keep going
11 tonight, but I've got some -- you know, you
12 have stuff pushing at you, I actually am
13 willing to go another hour, but I don't know
14 if I -- see let me look at my colleagues. We
15 might not finish, but that trump card wouldn't
16 be played.

17 See, we made -- I overheard
18 someone in the audience. A lot of people have
19 already left. And I think in being fair, we
20 need to stick with what we said we were going
21 to do.

22 MR. CLEMENTS: Okay.

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1 CHAIRMAN HOOD: Okay. I mean, I
2 think though that the Commission has been very
3 accommodating to everybody through this whole
4 process.

5 MR. CLEMENTS: Is there --

6 UNIDENTIFIED SPEAKER: How come GU
7 was able to come in that night and talk?

8 CHAIRMAN HOOD: Oh, boy.

9 UNIDENTIFIED SPEAKER: What's the
10 difference?

11 MS. SCHELLIN: And there were
12 people who didn't and they submitted written
13 testimony.

14 CHAIRMAN HOOD: Okay. Here is
15 where we are. We will be back on Monday. We
16 are going to start -- and let me just ask this
17 though. Mr. Lewis and Ms. Haas, Mr. Hines,
18 Mr. Clements and Mr. Avery, I know you are
19 representing Mr. Hines, do you expect to have
20 any cross-exam?

21 Well, let me just do this. Mr.
22 Lewis and Ms. Haas, will you have any cross-

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1 examination of the party in opposition on
2 Monday? I mean, it's your right. I just
3 wanted to kind of get a reference of where we
4 are going to be.

5 MR. LEWIS: In general, we don't--

6 CHAIRMAN HOOD: Come to the mike
7 for me, Mr. Lewis. Thank you.

8 MR. LEWIS: In general, we don't
9 expect to, but we will have to see what --

10 CHAIRMAN HOOD: Reserve the right.
11 Okay. Okay. So we will just wait, Ms. Haas.
12 We will just wait until Monday. Okay.

13 All right. So on Monday, what we
14 will do is we will actually finish with the
15 list that I have, Mr. Clements. And we will
16 cut it off with this list. And then we will
17 go with cross-examination starting with the
18 applicant and then if any of the ANC's who are
19 not part of that presentation have any cross,
20 we'll go there.

21 Ms. Schellin, do we have anything
22 else before us?

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1 MS. SCHELLIN: That's it.

2 CHAIRMAN HOOD: Okay.

3 MS. SCHELLIN: And again, the
4 record is open for those that cannot be here.

5 CHAIRMAN HOOD: The record is open
6 for anyone to testify again. Well, we haven't
7 closed the record. I don't know what is even
8 going to happen on the 20th.

9 MS. SCHELLIN: The record is not
10 closed, right.

11 CHAIRMAN HOOD: We have to wait
12 until the 20th. The 20th --

13 MS. SCHELLIN: At least until th e
14 20th.

15 CHAIRMAN HOOD: Let me jus t say
16 this. On the 20th, that meeting is going to
17 be limited to just DDOT only.

18 MS. SCHELLIN: And the parties --

19 CHAIRMAN HOOD: Well, I want to
20 thank everyone --

21 MS. SCHELLIN: -- for the limited,
22 yes.

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1 CHAIRMAN HOOD: -- for their
2 participation tonight. And parties, yes.

3 MS. SCHELLIN: And the rebuttal ,
4 yes.

5 CHAIRMAN HOOD: Rebuttal, yes.

6 MS. SCHELLIN: We've got you.

7 CHAIRMAN HOOD: Okay. All ri ght.
8 This hearing is adjourned. See you on Monday
9 night.

10 (Whereupon, the Public Hearing was
11 adjourned to reconvene Monday, June 6, 2011,
12 at 6:30 p.m.)
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