

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: :
: :
American University-Campus : Case No.
: :
Plan and Further Processing : 11-07
: :
-----: :

Thursday,
June 09, 2011

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

The Public Hearing of Case No.
11-07 by the District of Columbia Zoning
Commission convened at 6:30 p.m. in the
Office of Zoning Hearing Room at 441 4th
Street, N.W., Washington, D.C., 20001,
Anthony J. Hood, Chairman, presiding.

ZONING COMMISSION MEMBERS PRESENT:

ANTHONY J. HOOD, Chairman
GREG M. SELFRIDGE, Commissioner
MICHAEL G. TURNBULL, FAIA,
Commissioner (OAC)

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PETER MAY, Commissioner (NPS)

OFFICE OF ZONING STAFF PRESENT:

SHARON S. SCHELLIN, Secretary

OFFICE OF PLANNING STAFF PRESENT:

JENNIFER STEINGASSER, Deputy Director,
Development Review & Historic Preservation

JOEL LAWSON

DISTRICT DEPARTMENT OF TRANSPORTATION STAFF
PRESENT:

JAMIE HENSON

ANNA CHAMBERLIN

MARTIN PARKER

The transcript constitutes the
minutes from the Public Hearing held on June
09, 2011.

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

6:33 p.m.

CHAIRMAN HOOD: Okay, ladies and gentlemen, we are going to go ahead and get started. Good evening ladies and gentlemen. This is a public hearing of the Zoning Commission of the District of Columbia for Thursday, June 9th, 2011.

My name is Anthony Hood. Joining me are Commissioners May, Selfridge, and Turnbull. We are also joined by the Office of Zoning Staff Ms. Sharon Schellin. I'm going to ask Mr. Lawson to introduce the Office of Zoning Staff and the DDOT staff for me, especially since I don't know the names. I probably shouldn't even have said that. Some of them.

MR. LAWSON: Good evening, Chairman Hood. Joel Lawson with the Office of

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1 Planning. Jennifer Steingasser with the
2 Office of Planning will be joining us shortly.

3 We also do have Department of Transportation
4 here. Maybe I'll just let them introduce
5 themselves.

6 CHAIRMAN HOOD: That would be
7 fine. Thank you.

8 MR. PARKER: Yes. Martin Parker
9 from DDOT.

10 MS. CHAMBERLIN: Anna Chamberlin
11 with DDOT.

12 MR. HENSON: Jamie Henson with
13 DDOT.

14 CHAIRMAN HOOD: Okay. I want to
15 welcome those who have been there for the
16 first time and hopefully in a few days or so
17 I'll learn your names and I'll be able to
18 rattle it off the top of my head. Welcome.

19 Okay. This proceeding is being
20 recorded by a court reporter. It's also
21 webcast live. Accordingly, we must ask you to

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1 refrain from any disruptive noises or actions
2 in the hearing room.

3 The subject of this evening's
4 hearing is Zoning Commission Case No. 11-07.
5 This is a request by American University for
6 special exception relief pursuant to 210 and
7 3104.1 of the Zoning Regulations.

8 Notice of today's hearing was
9 published in the D.C. Register on April 1,
10 2011, and copies of that announcement are
11 available to my left on the wall near the
12 door.

13 The hearing will be conducted in
14 accordance with provisions of 11 DCMR 3117 as
15 follows; preliminary matters, applicant's
16 case, report of the Office of Planning,
17 reports of other government agencies if any,
18 report of the ANC-3D and 3E, organizations and
19 persons in support, organizations and persons
20 in opposition, rebuttal and closing by the
21 applicant.

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1 The following time constraints
2 will be maintained in this meeting; applicant
3 60 minutes, organizations five minutes,
4 individuals three minutes. The Commission
5 intends to adhere to the time limits as
6 strictly as possible in order to hear the case
7 in a reasonable period of time. The
8 Commission reserves the right to change the
9 time limits for presentations if necessary and
10 no time shall be ceded.

11 All persons appearing before the
12 Commission are to fill out two witness cards.

13 These cards are located to my left on the
14 table near the door. Upon coming forward to
15 speak to the Commission please give both cards
16 to the reporter sitting to my right before
17 taking a seat at the table.

18 When presenting information to the
19 Commission please turn on and speak into the
20 microphone first stating your name and home
21 address. When you are finished speaking

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1 please turn your microphone off so that your
2 microphone is no longer picking up sound or
3 background noise.

4 The decision of the Commission in
5 this case must be based exclusively on the
6 public record and to avoid any appearance to
7 the contrary the Commission request that
8 persons present not engage members of the
9 Commission in conversation during any recess
10 or at any time. The staff will be available
11 throughout the hearing to discuss procedural
12 questions. Please turn off all beepers and
13 cell phones at this time so not to dispute
14 these proceedings.

15 Would all individuals wishing to
16 testify please rise to take the oath.

17 Ms. Schellin, would you please
18 administer the oath.

19 MS. SCHELLIN: Please raise your
20 right hand. Do you solemnly swear or affirm
21 the testimony you will give this evening will

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1 be the truth, the whole truth, and nothing but
2 the truth?

3 WITNESSES: I do.

4 MS. SCHELLIN: Thank you.

5 CHAIRMAN HOOD: Just in case we
6 don't finish this hearing tonight -- I'm glad
7 you all laughed because that was suppose to be
8 funny. What the Commission has done in the
9 past is we will probably see you all more than
10 one night. We have relaxed our attire.

11 If you notice we -- well, some of
12 us have relaxed our attire. I would encourage
13 everyone if you want to, you can relax your
14 attire when you come in front of the
15 Commission. We relaxed it for June and July
16 but in September we will be back to our normal
17 attire.

18 Okay. At this time the Commission
19 will consider any preliminary matters. Does
20 the staff have any preliminary matters?

21 MS. SCHELLIN: Yes, sir. There

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1 are several preliminary matters. First staff
2 wants to advise that we have received the
3 affidavit of maintenance. It is an order.
4 The next thing for the Commission to consider
5 are the 21 party status requests that have
6 been received. Then I guess we'll go through
7 the rest of them as you take them one at a
8 time if you want to do that.

9 CHAIRMAN HOOD: Okay. Thank you,
10 Ms. Schellin.

11 I would ask Mr. Tummonds if you
12 could just take a seat at the table as I go
13 through this.

14 Commissioners, as we reviewed the
15 information I have a recommendation. We have
16 a request from an ANC who said they are an
17 affected ANC-3F. I would be willing to give
18 ANC-3F -- I don't want to get into the
19 details. I think the record speaks for
20 itself. They are an adjacent ANC. Along with
21 ANC-3D and 3E I would also be willing to give

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1 3F party status in this case. Any objections?

2 Mr. Tummonds, do you have any
3 objections?

4 MR. TUMMONDS: No objections.

5 CHAIRMAN HOOD: Okay. Let's move
6 right along.

7 MS. SCHELLIN: Chairman Hood, just
8 to confirm, they are to be considered an
9 affected ANC?

10 CHAIRMAN HOOD: Affected ANC.
11 Correct.

12 MS. SCHELLIN: Okay.

13 CHAIRMAN HOOD: So I guess what I
14 would do is do 3D, 3E, and -- just go in
15 alphabetical order.

16 Also, Commissioners, I would
17 recommend that we give party status to the
18 Tenley Campus Neighborhood Association, Spring
19 Valley Wesley Heights Citizens Association,
20 Tenley Neighbors Association, Mr. Robert
21 Herzstein or Herzstein.

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1 I believe he will correct me. I
2 haven't seen him in some years so I'm sure
3 he'll correct me. Neighbors for a Livable
4 Community, and Westover Places Home
5 Corporation. That's my recommendation.
6 Anyone have any problems with that?

7 Mr. Tummonds?

8 MR. TUMMONDS: No objections.

9 CHAIRMAN HOOD: Okay.

10 COMMISSIONER MAY: Mr. Chairman.

11 CHAIRMAN HOOD: Commissioner May.

12 COMMISSIONER MAY: So that means,
13 in effect, we'll have six parties in
14 opposition and they will sharing the 60
15 minutes. Right?

16 CHAIRMAN HOOD: Yes, six.

17 COMMISSIONER MAY: Yeah, there
18 were six in total. Okay. I agree with
19 that. We have 21 applications in all, a
20 couple more timely. I think while some folks
21 were adjacent, I think the ones who were

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1 adjacent were part of the Westover
2 Neighborhood. I think their interest will be
3 represented by the Westover Association. I
4 can't recall the exact name of the group but I
5 would hope that would be the case.

6 We also had a few party status
7 applications where people were just asking for
8 three minutes so I'm not sure if everyone
9 quite understood exactly what party status was
10 but I think this is the right thing to do,
11 that we have the groups in opposition and the
12 one immediately adjacent neighbor, Mr.
13 Herzstein.

14 CHAIRMAN HOOD: Okay. Any other
15 comments? Do we need to do a motion? I
16 would move that the six names that I stated --
17 Mr. Tummonds, I did ask you and you didn't
18 have an issue with any of them. Right?

19 MR. TUMMONDS: That's correct.

20 CHAIRMAN HOOD: I would move that
21 the six names that I stated -- Ms. Schellin, I

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1 would ask you to help me when we get ready.

2 MS. SCHELLIN: I'll repeat it in
3 the motion. I'll repeat it.

4 CHAIRMAN HOOD: I can repeat it.
5 I would move the Tenley Campus Neighborhood
6 Association, Spring Valley Wesley Heights
7 Citizens Association, Tenley Neighbors
8 Association, Mr. Herzstein, or Herzstein,
9 Neighbors for a Livable Community, and
10 Westover Places Home Corporation be granted
11 party status in this case, 11-07. I would ask
12 for a second.

13 COMMISSIONER TURNBULL: Second.

14 CHAIRMAN HOOD: It's been moved
15 and properly seconded. Any further
16 discussion? Are you ready for the question?
17 All those in favor, aye.

18 COMMISSIONERS: Aye.

19 CHAIRMAN HOOD: Not hearing any
20 opposition, Ms. Schellin, would you please
21 record the vote?

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1 MS. SCHELLIN: Yes. Staff would
2 record the vote four to zero to one to grant
3 party status in opposition to Tenley Campus
4 Neighborhood Association, Spring Valley Wesley
5 Heights Association, Tenley Neighbors
6 Association, Robert Herzstein, Neighbors for a
7 Livable Community, Westover Places Home
8 Corporation. Commissioner Hood moving,
9 Commissioner Turnbull seconding, Commissioners
10 May and Selfridge in support. Commissioner
11 Schlater not present and not voting.

12 CHAIRMAN HOOD: Now, what I would
13 like to do is, first of all, I don't want to
14 tell anyone which group to join but we had a
15 lot of individual requests. As I read them a
16 lot of them were formed. When I say formed,
17 it was like a form letter to some degree so I
18 would ask -- I don't really want to tell
19 anybody which group they should get with but I
20 think they could be covered, some of those
21 individuals who are in this group.

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1 Commissioner May mentioned
2 Westover. I don't want to tell the folks in
3 Westover to go to Westover Places Home group.
4 I'm not saying that, but I think you can be
5 covered within these six groups that we just
6 gave party status to so I'm going to be
7 recommending that we deny Kathleen Mullen,
8 Elaine Patterson, Catherine Brandt, Jill
9 Stern, David Vaughan, Carol Wells, Maria
10 Kress, Gail Donovan, David Fehrmann, Alfred
11 Brenner, Nancy Hanna. Hopefully I'm not
12 messing any names up too bad. Johanna Farley.

13 Then we have two that are late.
14 Let me just go ahead and include this in the
15 motion. Also these last two we will deny for
16 not being timely as well as not being able to
17 join with those other six groups and also
18 being able to testify individually. Rosemary
19 Niehuss and Benjamin Tessier. That's my
20 motion. I'll ask for a second.

21 COMMISSIONER TURNBULL: Second.

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1 CHAIRMAN HOOD: It's been moved
2 and properly seconded. Any further
3 discussion? Any further discussion. All
4 those in favor?

5 COMMISSIONERS: Aye.

6 CHAIRMAN HOOD: Not hearing any
7 opposition, Ms. Schellin, would you record the
8 vote.

9 MS. SCHELLIN: Yes. The staff
10 would record the vote four to zero to one to
11 deny party status in opposition to Kathleen
12 Mullen, Elaine Patterson, Catherine Brandt,
13 Jill Stern, David Vaughan, Carol Wells, Maria
14 Kress, Gail Donovan, David Fehrmann, Albert
15 Brenner, Nancy Hanna, Johanna Farley, Rosemary
16 Niehuss, and Benjamin Tessier.

17 Recording the vote four to zero to
18 one. Commissioner Hood moving, Commissioner
19 Turnbull seconding, Commissioners May and
20 Selfridge in support. Commissioner Schlater
21 not present and not voting.

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1 CHAIRMAN HOOD: Thank you, Ms.
2 Schellin. Also I think Commissioner May
3 brings up a good point. We had some requests
4 about three minutes. Even those who were
5 turned down we are going to hear from
6 everybody. Individuals will have three
7 minutes to testify. At that point whether you
8 are in support or opposition, wherever you
9 are, there will be time to testify.

10 Next I would like to do the --
11 should we do the postponement request first?

12 MS. SCHELLIN: Yes.

13 CHAIRMAN HOOD: Who has standing?
14 I think we have a request from 3D and also
15 from 3F about a postponement. Does 3E have a
16 request? Okay. I'm asking my colleagues.
17 Does 3E have a request for postponement? I
18 have 3D and I have 3F.

19 Since I don't have that much paper
20 to go through I might have missed it. You
21 know what? Let me see. Okay. I have 3D.

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1 Who else? Do you have 3E? Do they have a
2 request for postponement? Okay. I'm sorry.
3 For some reason I have 3D written.

4 Okay. 3F and 3E have asked for a
5 postponement. Exhibit 63 and Exhibit 119.
6 I'm just trying to catch up on 3E's rationale.

7 If someone wants to start a discussion about
8 3F whether we should even consider postponing
9 it.

10 "ANC-3E respectfully ask the
11 Zoning Commission to postpone the beginning of
12 the hearing on AU's proposed campus plan until
13 no earlier than one month before the
14 university represents that it will be ready to
15 proceed to hearing on its further processing
16 application for his law school.

17 If such a postponement a secured
18 AU will have powerful incentive to complete
19 its planning for the site. ANC-3E and the
20 community as well as the Office of Planning
21 and Zoning Commission will be able to

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1 realistically evaluate the impact of AU
2 proposed campus plan as a whole." And it goes
3 on and on.

4 Also 3-F. They actually have a
5 resolution in this Exhibit 63 and the request.

6 They also mention, "Therefore, be it resolved
7 that ANC-3F respectfully request that the
8 Zoning Commission continue or postpone Zoning
9 Commission Case No. 11-07 until such time
10 American University is able to supply the
11 above-mentioned information so that it may
12 arrive at a well-found decision in this case.

13 In the alternative, be it further
14 resolved that the Zoning Commission is unable
15 to continue this case ANC-3F opposes the
16 campus plan as currently drafted. Be it
17 further resolved that ANC-3F authorize
18 Commission..." Okay. Got it.

19 What I'm going to do is go with
20 that unless my colleagues -- typically we
21 don't -- if I make a mistake you can correct

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1 me and I'll correct it but typically we don't
2 take comments when we are deliberating on
3 certain issues like this. If I am wrong, I'm
4 sure my colleagues -- I didn't have that much
5 paper to go through so I'm sure my colleagues
6 will correct me if I'm incorrect.

7 Okay, Commissioners. I have that
8 in front of us what I have corrected so far,
9 3E and 3F. Any comments?

10 COMMISSIONER MAY: I understand
11 the point about not having as much information
12 as they would like on the East Campus proposal
13 in terms of traffic data but I think in terms
14 of the kind of information that we normally
15 have when we begin a proceeding like this, I
16 think it's sufficient to proceed.

17 We have had other recent
18 experience where there was a real issue with
19 an information gap and that was actually
20 addressed during the course of the hearings.
21 I don't know if that can be done in this

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1 circumstance or not but I don't see enough
2 reason to simply not proceed tonight.

3 CHAIRMAN HOOD: Anybody else?
4 Okay. I would agree with Commissioner May. I
5 think that some things the community is
6 actually probably expecting. Maybe some
7 issues we may have or may not but I think we
8 can move forward. Obviously this has been
9 going on for awhile. Maybe we can hopefully
10 close the gap.

11 Mr. Tummonds, did you want to
12 respond to the postponement since you see
13 which way it's going?

14 MR. TUMMONDS: No.

15 CHAIRMAN HOOD: All right. I
16 would move we would deny the request. I want
17 to make sure this is right. If not, when the
18 ANC comes forward I'm sure they will correct
19 me but I going to deny the request of ANC-3E
20 and ANC-3F.

21 There were some other people who

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1 did not have standing who also asked for a
2 postponement but since they did not have
3 standing, I just want to note that we did read
4 their submission but ANC-3E and 3F will be
5 denied the request for postponement and ask
6 for a second.

7 COMMISSIONER MAY: Second.

8 CHAIRMAN HOOD: Moved and properly
9 seconded. Any further discussion? Are you
10 ready for the question? All those in favor,
11 aye.

12 COMMISSIONERS: Aye.

13 CHAIRMAN HOOD: Not hearing any
14 opposition, Ms. Schellin, would you please
15 record the vote.

16 MS. SCHELLIN: Yes. Staff records
17 the vote four to zero to one to deny the
18 request for postponement by ANC-3Es and 3F.
19 Commissioner Hood moving, Commissioner May
20 seconding, Commissioners Turnbull and
21 Selfridge in support. Commissioner Schlater

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1 not present and not voting.

2 CHAIRMAN HOOD: Okay. Next, Mr.
3 Tummonds, let's do expert witnesses. Let me
4 just cut to the chase. We have Beth
5 Buffington who has already been previously
6 accepted.

7 MR. TUMMONDS: That's correct.

8 CHAIRMAN HOOD: Okay. We also
9 have -- I'm not sure if we have tonight Mr.
10 VanPelt or Mr. Schiesel.

11 MR. TUMMONDS: Mr. VanPelt.

12 CHAIRMAN HOOD: VanPelt. He's
13 already been accepted.

14 MR. TUMMONDS: That's correct.

15 CHAIRMAN HOOD: What about Mr.
16 Ronald Kessler?

17 MR. TUMMONDS: He has also been
18 accepted previously.

19 CHAIRMAN HOOD: So everyone has
20 been accepted that you're proffering. Am I
21 correct?

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1 MR. TUMMONDS: The people that we
2 are expecting to present the majority of the
3 testimony, Ms. Buffington, Mr. VanPelt, have
4 been accepted. In case there are additional
5 questions Mr. Richard Naab of Little
6 Diversified may be the appropriate person to
7 answer questions. He has not previously been
8 accepted as an expert. Similarly Mr, Schiesel
9 of Gorove/Slade may be the person to answer
10 specific questions. He has also previously
11 not been accepted as an expert.

12 CHAIRMAN HOOD: Actually, Mr.
13 Schiesel has been accepted. If I didn't get
14 anything right, I got that part right. Mr.
15 Schiesel has been accepted. But Mr. --

16 MR. TUMMONDS: Naab of the
17 architectural firm of Little Diversified.

18 CHAIRMAN HOOD: Okay. So your
19 problem is architecture and design.

20 MR. TUMMONDS: That's correct.

21 CHAIRMAN HOOD: Okay.

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1 Commissioners, we have the resume before us.
2 They were all together. I'm scared to look
3 for mine but we have the resumes before us.

4 MR. TUMMONDS: Do you have the
5 exhibit number on that?

6 CHAIRMAN HOOD: Actually, Exhibit
7 98.

8 MR. TUMMONDS: Okay.

9 CHAIRMAN HOOD: I'm more organized
10 than I thought. I'm getting a lot of okays so
11 we will have him as an expert witness.

12 MR. TUMMONDS: Thank you.

13 CHAIRMAN HOOD: The other
14 preliminary matter, I believe, we have, Mr.
15 Tummonds, you have a request for an hour and
16 15 minutes. Typically -- well, you know the
17 rules. Typically we do 60 minutes. Let me
18 ask you because I want to make sure we get the
19 fullness of this presentation. I don't want
20 to limit but typically we don't go over 60
21 minutes.

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1 MR. TUMMONDS: And I think our
2 goal here because we have in this case both
3 the campus plan and three further processing
4 applications we thought, and we've been
5 working very hard to constrain our
6 presentation, would could do this in 70
7 minutes, an hour and 10 minutes.

8 We think granting us the
9 additional 10 minutes hopefully will end up
10 saving time because we may be able to provide
11 more testimony that would answer questions
12 that you may have.

13 We think this additional 10
14 minutes that we gain tonight hopefully in the
15 long run may, in fact, save time. We
16 recognize that additional 10 minutes would
17 also be granted to the six parties that were
18 established this evening.

19 CHAIRMAN HOOD: Okay.
20 Commissioners, after hearing Mr. Tummonds'
21 explanation I think five minutes is not going

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1 to make a difference so I think we will grant
2 the hour and 15 minutes unless I hear an
3 objection. Okay. So we'll do that.

4 MR. TUMMONDS: Thank you.

5 CHAIRMAN HOOD: Okay. Anything
6 else, Ms. Schellin?

7 MS. SCHELLIN: That's it.

8 CHAIRMAN HOOD: Okay. Let the
9 record reflect no one take that as being
10 precedent setting for us going over our rules
11 and regulations.

12 You all may begin when you're
13 ready.

14 MS. SCHELLIN: Mr. Tummonds, just
15 as a warning, if you have us turn the lights
16 off, there are lights on the table so if we're
17 going to turn it off, I just want to prewarn
18 you.

19 MR. TUMMONDS: Good evening, Mr.
20 Chairman, Member of the Commission. I'm Paul
21 Tummonds, Goulston & Storrs. Cary Kadlecek of

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1 Goulston is also with me here this evening.

2 We are here to present the
3 American University Campus Plan for the Years
4 2011 through 2020 as well as three further
5 processing applications.

6 The three further processing
7 applications that will be discussed this
8 evening include (1) the development of the
9 proposed East Campus into a truly mixed
10 residential, administrative, academic campus
11 that will include 590 residential beds, an
12 admissions welcome center, the new location of
13 the office of the president, and two-story
14 academic administrative buffer buildings.

15 Our second further processing
16 application is an addition to the Nebraska
17 Hall residential building that will include
18 150 new residential beds. Our third further
19 processing application is an additional
20 approximately 20,000 square feet to the Mary
21 Graydon Center for enhanced dining and

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1 requisition facilities as well as additional
2 office and support space.

3 We would also like to note that we
4 expect to file additional further processing
5 applications for the North Hall residential
6 project and the relocation of the Washington
7 College of Law Facilities to the Tenley Campus
8 in the near future with public hearings on
9 those applications occurring in the fall of
10 this year.

11 We are pleased to note that this
12 project has received the conditional support
13 of the Office of Planning and the Department
14 of Transportation. In our testimony this
15 evening and in a written submission that we
16 have filed in the record earlier this evening,
17 we will address the conditions of approval
18 noted in the OP and DDOT report.

19 Specifically, our written
20 submission includes a document outlining the
21 need for proposed graduate student enrollment

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1 increase. In addition, our witnesses this
2 evening will provide testimony as to how the
3 orientation, siting, massing, height and uses
4 proposed on the East Campus including the 590
5 residential beds can be accomplished without
6 diminishing the quality of life, without
7 creating adverse impacts on adjacent property
8 owners, all while still allowing American
9 University to achieve its goals of providing
10 new and various types of housing to its
11 undergraduate students.

12 I will now have our first witness,
13 David Taylor, Chief of Staff, Office of the
14 President, present his testimony.

15 MR. TAYLOR: Good evening,
16 Commissioners. Thank you for the chance to
17 outline parts of our campus plan and describe
18 the two-year public process undertaken and
19 changes made based on that process.

20 I will also share insight into who
21 is American University and describe our role

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1 in the city and neighborhood. They use
2 academically strong, globally involved,
3 nationally focused, and locally engaged. Our
4 campus has a neighborhood field as a public
5 park and is designated as an arboretum with
6 more than 2,500 trees of 130 species,
7 ornamental gardens, flower beds, and pocket
8 parks.

9 AU aims for carbon neutrality by
10 2020, mandates LEED Silver standards or better
11 for each new building. We have six green
12 roofs and soon will have the largest silver
13 panel installation in the District.

14 This shows how we value our
15 neighborhood setting and how we develop our
16 campus. We attract bright young minds from
17 the nation and world to study in our six
18 schools and colleges. We attract mid-career
19 workers and people seeking education beyond
20 the bachelor's level to our graduate programs
21 so they can enhance their professional skills

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1 as part of the local work force.

2 We are strongly involved in hands-
3 on programs to help city schools, assist local
4 populations with vital services, involve
5 neighbors and educational and recreational
6 activities to pump needed dollars into the
7 local economy. Forty-two percent of our
8 permanent workers are District residents, or
9 60 percent when you include student workers
10 paying D.C. taxes.

11 Our students come from all 50
12 states, the District, U.S. territories, and
13 more than 140 countries. Academically
14 selective. Only four out of 10 students who
15 apply for admission are accepted to American
16 University.

17 AU is 62 percent female and 38
18 percent male with 23 different religions
19 represented in the student body. Some 40
20 percent of the students who come to AU will
21 stay and make the D.C. region home as alumni

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1 and neighbors.

2 Based on our strategic plan the
3 campus plan supports AU's need to improve
4 undergraduate housing to remain competitive in
5 higher education, provide more recreation,
6 dining and activity space to give students --

7 CHAIRMAN HOOD: You know this by
8 heart so you can keep right on going.

9 MR. TAYLOR: Did I say something
10 wrong? Okay. Am I to continue?

11 CHAIRMAN HOOD: We just want to
12 see the slides because apparently your
13 conversation is going along with the slides.
14 Right?

15 MR. TAYLOR: Correct. I hope so.
16 Tell me if it's not. Okay. Let me start
17 again with the students. I guess planned
18 priorities.

19 Based on our strategic plan the
20 campus plan supports AU's need to improve
21 undergraduate housing, to remain competitive

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1 in higher education, provide more recreation,
2 dining, and activities space to give students
3 an on-campus focus.

4 Create a new law school campus in
5 the Tenley corridor within walking distance to
6 Metro, improve science and research facilities
7 to sharpen our scholarly edge, build offices
8 to attract and keep top faculty, establish an
9 admissions welcome center for new students and
10 parents, create an alumni center to serve our
11 graduates, and add athletic facilities for
12 fitness and campus wellness.

13 Key projects include undergraduate
14 housing. Our goal is to improve the quality
15 and modernize our housing. We also are in a
16 housing deficit that must be addressed. We
17 need housing to provide space for students
18 already here including up to 300 students
19 forced to live in triples, another 200 nearby
20 apartments under a University lease, and 497
21 now housed on the Tenley Campus, the future

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1 home of the law school.

2 To house these students we plan to
3 add 1,300 beds total, or 800 net, to our
4 housing inventory at four different sites to
5 spread out the housing. These projects would
6 be AU's first major housing addition since
7 1986.

8 The new law school built on the
9 eight-acre Tenley Campus using the current
10 building footprint the new law school will be
11 walking distance to Metro and on a major
12 commercial corridor and transport route into
13 downtown D.C. It could be a catalyst for
14 Tenley corridor business activity.

15 Caps. We propose a cap on the
16 number of students, faculty, and staff for the
17 next 10 years. That would be a total
18 enrollment of 13,600 which includes the law
19 school and as total faculty and staff of
20 2,900.

21 All total this represents a very

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1 small undergraduate growth of less than 100
2 new undergraduate students over the next 10
3 years, or 1.3 percent; moderate law school
4 growth, approximately 230 at Tenley Town near
5 Metro; and larger graduate student growth,
6 approximately 1,170 which is a different
7 student demographic in terms of age, campus
8 use, behavior, and class time.

9 The average age is 28, 27 percent
10 are mid-career professionals. Over half have
11 prior work experience. Many classes are at
12 night when parking is free and plentiful or
13 held at off-peak hours. Some classes or
14 portions are held online.

15 The campus plan is a
16 transformational opportunity for AU to
17 alleviate an undergraduate housing crunch,
18 provide a stronger on-campus experience for
19 students, prepare for academic changes,
20 maintain a green design ethic, both tasteful
21 and appropriate, and enhance AU's value to the

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1 community.

2 It also would provide close to
3 \$400 million in new construction and
4 renovation projects on existing campus
5 property. It would bring economic benefits to
6 the local area through jobs and contract
7 opportunities and it would complement the
8 already large impact AU has on the District
9 economy.

10 Community involvement. An
11 important part of our campus plan process has
12 been two years of community discussion and
13 review. We have met, listened, and made
14 continuous changes based on that process.
15 Since July 2009 we have held or participated
16 in some 50 meetings total to review our plan
17 as it evolved.

18 We convened a large task force
19 that included neighborhood associations,
20 advisory neighborhood commissioners,
21 interested citizens which met to review the

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1 evolving plan. We met with neighborhood
2 groups, homeowners associations, individual
3 community members, formal discussions with
4 ANC-3D, 3E, and 3F, and with individual ANC
5 commissioners to review our planning ideas and
6 potential sites and issues.

7 We hired a facilitator, Justice
8 and Sustainability Associates, to help with
9 our meeting flow and to ensure all community
10 voices were heard in our meetings. We created
11 a campus plan website as a community resource
12 with information and updates. We posted and
13 shared publicly all materials and documents
14 and PowerPoints. These materials are still
15 there if anyone wants to examine the plan's
16 evolution over the past two years.

17 For plan filings we've had three
18 stages this year alone. January 24th we
19 posted and distributed a formatted draft plan,
20 the only local university to do so, to prompt
21 more dialogue prior to our formal filing. On

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1 March 18 we filed our plan. On May 20 we
2 filed further changes.

3 We listened and changed our plan
4 based on input from the community and city
5 agencies to have a plan to fulfill AU's
6 academic needs and ways that are design
7 appropriate and community friendly. This
8 included, for example, reducing the proposed
9 square feet of planned development, removing
10 some projects entirely, spreading out new
11 housing to four different sites.

12 Throughout this process from
13 initial proposals and original thinking to our
14 May 20 update we have made a number of changes
15 to reduce objectionable impact. For example,
16 on East Campus we made East Campus functions
17 more mixed use with half academic
18 administrative use and half housing.

19 We have 30 percent less square
20 footage there. Forty percent fewer beds.
21 Twenty percent fewer parking spaces. We

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1 removed the Massachusetts Avenue entry and
2 exit totally and we increased the setbacks of
3 our housing buildings from 40 to 100 feet.

4 East Campus housing will now represent less
5 than 14 percent of AU's total housing
6 inventory when all campus plan housing is
7 built.

8 In closing, we have a campus and
9 campus plan that blends aesthetically and
10 appropriately with our neighborhood setting.
11 It has evolved through community and city
12 discussion. It shows appropriate scaling,
13 design, and mitigation which we will maintain.

14 The AU team will now review
15 planned details and following their comments I
16 will make brief concluding remarks. Thank
17 you.

18 MR. ABUD: Good evening. I'm
19 Jorge Abud, Assistant Vice President of
20 Facilities Development and Real Estate. I'll
21 talk first a little bit -- take you through a

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1 little bit of a tour of our campuses.

2 We have two campuses, the Main
3 Campus located at Ward Circle at the
4 intersections of Massachusetts and Nebraska
5 Avenues surrounding mostly by residential
6 property but with some institutional uses
7 along Nebraska Avenue with the Homeland
8 Security Office and NBC and some foreign
9 missions.

10 Tenley Campus is at Tenley Circle
11 at the intersections of Nebraska and Wisconsin
12 Avenues also significantly surrounded by
13 residential properties and bordering the
14 Tenley Town commercial and institutional
15 district.

16 We'll do a little bit of an aerial
17 tour so fasten your seat belts, please. We'll
18 go through this quickly. Looking to the east
19 at the Tenley Campus we have commercial
20 properties along Wisconsin Avenue as well as
21 the institutional properties belonging to St.

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1 Anns Church and School.

2 Along Nebraska Avenue we have
3 detached residences. Looking south we have
4 detached residences. Along one street looking
5 west we have detached residences along 42nd
6 Street. Looking north we've got St. Anns
7 Church again, the Janney School, another
8 religious structure, as well as some detached
9 residences.

10 Moving over to the Main Campus,
11 looking east we have the Homeland Security
12 Campus as well as some varying density of
13 housing with some apartments, condominiums,
14 and townhouses.

15 Looking south we have more
16 apartments and townhouses, as well as the
17 Methodist church and Horace Mann School.
18 Looking west we have detached houses and a
19 foreign mission. A little bit further around
20 to the west detached houses and the campus of
21 the Wesley Theological Seminary in the

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1 foreground. Finally, looking north we have
2 detached houses and a public park.

3 I would like to talk some about
4 some of the information we used to develop our
5 plan, in particular as it relates to
6 population and housing.

7 We have a 20-year history here of
8 our population total enrollment. What this
9 shows is that population has been steady
10 throughout this period of time varying within
11 a small band. The law school is depicted at
12 the top.

13 In 1996 since we moved our law
14 school off campus it was no longer counted in
15 the campus plan cap. As a result, our current
16 population is slightly under the 10,600 cap
17 established in 2001. Looking at the
18 population projections for the future, here we
19 are today at just under 10,300.

20 We do project a small amount of
21 growth in undergraduate students, a more

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1 significant growth in graduate students of
2 about 1,200, and we are proposing to bring
3 back our law school to campus plan property so
4 in 2015 we've added back that population and
5 its projected growth to 2000 students.

6 As a result, we are
7 proposing that our total enrollment be capped
8 at 13,600 students. Similarly,
9 employee population has been relatively steady
10 over the past few years. We do project some
11 small growth from our 2,200 current number to
12 about 2,400 for those who are currently on the
13 campus. When we add back the law school
14 adding in their projected 500 employees gives
15 us a total number of 2,900 which is our
16 proposed cap for employees.

17 Looking at student housing and
18 where our students live, of the students who
19 do not live in university housing 62 percent
20 live in the city. Most of our undergraduates
21 who live in the city live nearby the

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1 university in our zip code 20016. Eighty
2 percent of them live in apartments.

3 Looking at housing on the campus,
4 the current design capacity of our housing is
5 3,549. We are proposing to build 1,300 beds.
6 We'll be closing 497 beds at the Tenley
7 Campus as part of its reuse for a net gain of
8 800 and proposing a total new inventory of
9 4,352.

10 We have for the last two years
11 been supplementing our capacity through a
12 couple of methods. One is to triple students
13 in rooms that are designed for new students,
14 and the other is to rent apartments off campus
15 in a nearby building.

16 This is our projection of how we
17 see the housing being phased in over the next
18 few years and how we will meet our proposed
19 housing requirement of 55 percent. You
20 will see at the bottom that we are currently
21 using this supplemental capacity and are

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1 proposing to phase that out and to use only
2 the housing provided by the university.

3 I would like to go through some of
4 the land uses. Here on our Main Campus, the
5 heart of the campus, are the academic building
6 ringing the quad. Most of our students take
7 their classes there and that's where most of
8 the academic activity is centered.

9 We have a large residence hall
10 complex to the south and another residence
11 hall complex to the north with additional
12 housing at Nebraska Hall across Massachusetts
13 Avenue.

14 Student activity in our university
15 center located in the middle of the campus
16 connected to our athletic and recreational
17 facilities for indoor sports and then
18 connected to our athletic fields along the
19 western perimeter on both sides of
20 Massachusetts Avenue. At the Tenley
21 Campus the use is primarily residential with

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1 some administrative use and academic uses.

2 Open green space on the campus is
3 one of the distinguishing features that we
4 have. Again, the quad is the academic heart.

5 It's also the activity heart of the campus
6 with lots of formal and informal uses for our
7 main quad.

8 Woods Round Amphitheater is a
9 significant outdoor space that also has
10 planned and informal activities. And the
11 moving across to the west our athletic fields
12 make up the other larger green spaces. Some
13 smaller green spaces west of the McKinley
14 Building is a popular site for students to
15 gather.

16 Our newest green space is at the
17 north end of the campus in the Kogod Garden
18 which was created a couple of years ago from
19 what was a surface parking lot. This summer
20 at the south end at the Clark site we're
21 creating a new green space from an existing

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1 parking lot.

2 The Tenley Campus also has
3 substantial green space, a large lawn flowing
4 down to Wisconsin Avenue. Then the center and
5 south part of the campus is all current green
6 space.

7 As we developed our campus plan we
8 took a look at our inventory of potential
9 sites. The blue marked spaces are all those
10 we considered. The yellow ones we also
11 considered and they had been approved in our
12 2001 campus plan.

13 For each of those sites we
14 prepared an analysis and this is one example
15 for the Nebraska Hall site. One of
16 the things we looked at the adjacencies of,
17 potential impact, size, and potential uses.
18 We did that for each of the sites on the
19 previous map.

20 As a result, we developed our
21 plan. I'll go through the projects on this

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1 plan. Beth Buffington will be dealing with
2 East Campus and Nebraska Hall since those are
3 further processing applications. I'll
4 give you a little bit more detail on Mary
5 Graydon Center.

6 Before looking at the buildings on
7 the plan, I do want to point out a site
8 feature that is proposed. We currently have a
9 roadway that runs through the center of the
10 campus through an existing set of buildings
11 and links the north and the south parts of the
12 campus together. While it provides that
13 amenity, it also separates the east and the
14 west parts of the campus and pedestrian
15 traffic has to cross over that road.

16 We are proposing to close that
17 road to vehicle traffic except for service
18 vehicles and make it a pedestrian path only
19 and vehicle traffic would then proceed along
20 existing roads that would be linked together
21 west of the central part of the campus.

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1 In addition to the housing
2 proposed for the East Campus and Nebraska Hall
3 we also have two other housing sites, the
4 South Hall and North Hall.

5 For our sciences we are proposing
6 in addition to our existing chemistry building
7 that would allow us to consolidate all the
8 sciences on the facility in a modern and
9 contemporary way. We are also proposing
10 to expand our bleachers at the Reeves Field
11 and include storage along with that expansion.

12 Our indoor athletic facilities are
13 also out of date. In particular as it relates
14 to intercollegiate sports so we're proposing
15 an additional practice gymnasium as well as
16 other support athletic space west of our
17 existing sports center.

18 I mentioned the closing of the
19 road. The tunnel that goes through there will
20 be captured as interior space. Last on this
21 plan, an addition to our spiritual life

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1 center.

2 At the Tenley Campus we are
3 proposing to demolish three of the buildings
4 that exist currently and to retain Capital
5 Hall and reuse it as part of an integrated law
6 school facility and adding new structures to
7 round out that program.

8 We are proposing 400 spaces in an
9 underground parking garage with a garage entry
10 located at Nebraska Avenue and major
11 pedestrian entries at both the Yuma Street
12 side and the Nebraska Avenue side.

13 Of the projects we're proposing
14 the ones that are shaded are being proposed
15 for the first five years of the plan. The
16 rest are being proposed for the second five
17 years of the plan. In total we are proposing
18 total development of 845,000 square feet.

19 We are also proposing to create
20 some new open green spaces at the north end of
21 the campus next to the proposed North Hall

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1 creating new space there that will be part of
2 that complex. We'll also get rid of some
3 surface parking.

4 More toward the southwest of our
5 McKinley building expanding that green space
6 by also getting rid of some parking and from
7 the rerouting of the central campus road.

8 Lastly, significant new green space on the
9 East Campus created as part of that
10 development.

11 On the Tenley Campus we are
12 proposing to create more green space at the
13 Nebraska Avenue perimeter from what now is a
14 driveway and linking that to the central green
15 space that exist and would be enhanced with
16 this development.

17 In terms of floor area ratio we
18 currently have an FAR of .5 and are proposing,
19 if we build out the entire development, an FAR
20 of .7, well below the 1.8 allowable under the
21 Zoning Regulations.

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1 A little bit more detail about the
2 Mary Graydon additions proposed. At the south
3 end of Mary Graydon to add dining activity and
4 office space. Floor heights would match the
5 existing Mary Graydon Center and materials
6 would be similar to the existing building and
7 complementary to the surrounding buildings.

8 We are planning to submit a
9 further processing application for North Hall
10 shortly because of our significant need for
11 housing so we'll go through that in a little
12 bit more detail. It is located at the north
13 end of the campus bordering Massachusetts
14 Avenue and next to our existing president's
15 office.

16 This section shows that North Hall
17 is planned to be the same height as existing
18 residence halls at that end of the campus,
19 Leonard Hall and McDowell Hall, which are
20 adjacent. This shows also the significant
21 width of the right-of-way of Massachusetts

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1 Avenue.

2 Depicting Katzen Art Center, which
3 is across the street and a little bit to the
4 east of the North Hall site. We are also
5 showing homes on Sedwick Street which are now
6 behind Katzen.

7 Thee are some views from
8 Massachusetts Avenue. This is looking west on
9 Massachusetts standing in the Katzen driveway
10 as it is today. This is depicting what the
11 new North Hall would look like peaking through
12 the trees. There is substantial landscape
13 there and the grades allow for it to be
14 sheltered.

15 This is it drawn in a little more
16 clearly showing you the structure of the
17 building as it is hidden behind the landscape
18 in addition to the existing president's office
19 building and adjacent McDowell Hall.

20 From the other end of the site on
21 Massachusetts Avenue looking east in front of

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1 Wesley Seminary as it is today and with the
2 building being drawn in and screened by
3 existing landscaping and with it being showed
4 in wireframe to show its structure a little
5 more clearly.

6 Beth Buffington will talk about
7 Nebraska Hall.

8 MS. BUFFINGTON: Thank you. My
9 name is Beth Buffington. I'm a principal with
10 Little Diversified Architectural Consulting.
11 Nebraska Hall is an addition to an existing
12 building.

13 You want to go to the next slide?

14 I think it's pretty clear here that this is
15 the existing building and this is the
16 addition. It's a mirror of the plan and
17 that's going onto an existing parking lot.

18 It's accessed by the existing curb
19 cut from Nebraska Avenue and the building is
20 entirely serviced off of the front. The back
21 is developed as a landscaped area with some

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1 incidental pedestrian access.

2 Next slide, please. Again, floor
3 plan. This is apartment style living
4 arrangement. It is one of the most popular
5 places to live on campus now and they always
6 have a waiting list so they are looking to
7 expand this opportunity for students.

8 The elevation is -- again, as I
9 said, this is the existing part of the
10 building. This is the new center and
11 essentially a mirror image. The materials
12 will be identical to the original building.

13 Along the back you can see the
14 roof height stays the same. We actually are
15 not going to require any new penthouse on this
16 building because it's being served actually
17 off of Katzen so all you will see will be the
18 building itself in the rear.

19 The next part of this presentation
20 is about East Campus. This is an aerial view
21 of the existing parking lot and East Campus.

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1 You can see this is from the southeast corner
2 and you are looking back and you're seeing the
3 campus buildings beyond. These are the
4 townhouses along the back which are screened
5 by existing landscaping.

6 This is from the other end of the
7 site looking back. You can see the church in
8 the background. Here, again, the townhouses
9 across the back and some of the apartment
10 buildings that ring the site on the east side.

11 The plan is Nebraska Avenue is
12 along the top of the slide. You can see New
13 Mexico Avenue up on this side. We think there
14 will be pedestrian access at these two points,
15 certainly across from the SIS Building coming
16 into this part of the site.

17 The building on this corner, as
18 previously discussed, is an administrative
19 building that will house the president's
20 office, the board room, and a visitor's
21 center. We also believe there will be access

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1 to the site at this end. There is a crosswalk
2 and a light here at Ward Circle.

3 PARTICIPANT: Put the cursor on
4 the computer because we cannot tell if you
5 look at the screen where you are pointing.

6 CHAIRMAN HOOD: Here's what I'm
7 going say. Let me just say this. We're not
8 going to have that kind of outburst but I
9 understand what you're asking. If you have
10 something like that and you want us to
11 consider it, please come up and tell staff and
12 let me address it. Okay?

13 Since he's already done, he's
14 already went ahead and you heard what the
15 issue is. From here on out, let's make sure
16 that we keep this orderly. If you could work
17 that out, fine. If not --

18 MS. BUFFINGTON: I could switch
19 with Jorge.

20 CHAIRMAN HOOD: Okay. I think
21 they could follow better that way. If anybody

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1 has a concern, please see staff and she'll
2 bring it to me and I will address it. Thank
3 you very much for your cooperation.

4 MS. BUFFINGTON: Okay. I think
5 I'm back on. Can you see that now? Can you
6 see the cursor? Okay.

7 So there is access to the site
8 here at the corner at Ward Circle. This is
9 the city sidewalk along this edge. We are
10 creating a new pedestrian way here. There is
11 significant existing landscaping along this
12 edge of the campus and we will retain it.

13 The orange colored buildings are
14 residential and the green and the light green
15 buildings are administrative and academic
16 retaining the two existing curb cuts into the
17 site off of New Mexico Avenue. This curb cut
18 will access underground parking.

19 Off of Nebraska Avenue is a right-
20 in/right-out and will come through this
21 building and access residual existing parking

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1 on this part of the site which is proposed for
2 a signature building not in this 10-year plan
3 but probably in the next.

4 This is the floor plan of the
5 buildings on the site. The white color is
6 retail so we are proposing retail along New
7 Mexico Avenue and along Nebraska Avenue. You
8 can see how the administrative and academic
9 buildings form a buffer along the edge. This
10 is the edge of the site that affronts on the
11 townhouses. As I previously discussed, the
12 administrative building up in the corner.

13 This is actually a residential
14 life 24-hour center where the students have
15 access all the time. You can see here there
16 are two residential life apartment buildings
17 that will be on the terrace level.

18 The upper levels rooms are all the
19 same configuration. They are double rooms
20 with private baths. Each floor has
21 approximately 35 students in these smaller

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1 buildings each served by an RA. In this
2 larger building there are two communities of
3 approximately 26 students with two RAs on the
4 floor.

5 This is the underground parking
6 plan. You can see here that we will have
7 access to this level for service as well as
8 parking. There are 150 parking places. There
9 is access to the buildings above through
10 central cores. There will be 150 secured bike
11 parking spaces on this level.

12 This is a section through the
13 site. The plaza level of the site is
14 approximately at the same level as Nebraska
15 Avenue. The site slips off at the corners but
16 most of the center of the site is relatively
17 flat. You can see the lower buildings along
18 the area that is adjacent to the townhomes and
19 you can see the residential buildings in the
20 center.

21 This is the elevation from

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1 Nebraska Avenue. This building on the left is
2 called Building 1. It's a residential
3 building. The residential buildings because
4 of their repetitive nature of the windows in a
5 residential building like this, we've used a
6 variety of materials to break down the
7 elements of the facet and give it a more
8 residential scale.

9 Here you can see the cut-through
10 of the building and a car going underneath
11 there. This location will actually be a fire
12 truck access onto the site. This is Building
13 5, which I mentioned before, will house the
14 president's office building and the visitor's
15 center.

16 This is the elevation along New
17 Mexico Avenue. You can see how New Mexico
18 Avenue drops off but the site stays fairly
19 level. Again, the buildings step down on this
20 facet.

21 Also you'll notice how much the

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1 penthouses show up in the elevation. Because
2 of where they are set back is required by
3 code. From a person's eye view on the street
4 they are really not that visible. We
5 have samples of the materials here.

6 They are actually next to you,
7 Jorge.

8 We are proposing a brick here to
9 break down this facet and create a more
10 residential look. Possibly metal panel on the
11 penthouse, recast for most of the facets, and
12 certainly for the administrative buildings
13 which is characteristic of the AU campus.
14 Also that the canopy and roof material where
15 it is visible would be probably a dark bronze
16 color.

17 We are using glass again to help
18 break down the size of these facets and to
19 showcase the entrances to the buildings. The
20 glass would be a clear glass. We'll have some
21 spandral glass, clear anodized aluminum frames

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1 and, again, the darker colored canopy and roof
2 metal materials.

3 This is just a perspective looking
4 down Nebraska Avenue towards the intersection
5 with New Mexico. You can see -- obviously
6 this is not noted in a great deal of detail
7 but there is a significant green space along
8 the street.

9 This is actually a section through
10 New Mexico Avenue where the campus -- as I
11 mentioned, the road and the sidewalk are
12 stepping down. The main plaza area of the
13 campus is higher. This is giving us an
14 opportunity to create flow-through planters as
15 the grade terraces down along the side. We
16 looked at a variety of devices like this to
17 help us contain storm water on the site.

18 This is the perspective looking
19 down New Mexico Avenue. You can see here is
20 the access to the parking which is going below
21 grade here and there are small walls that

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1 would protect pedestrians from getting
2 involved with cars that would begin to go down
3 a ramp. The entrance to this administrative
4 building down at this end of the site would be
5 on this side.

6 Looking back up New Mexico Avenue
7 you can see that one of the things that we're
8 doing here is we're berming up the soil in the
9 back to reduce the apparent height of the
10 buildings as they face the townhomes.

11 In the center of the site this
12 plaza level is actually over the underground
13 parking. What you are seeing here would
14 actually be a very large intensive green roof.

15 We'll have trees planted on top of it and all
16 kinds of plant material which will help absorb
17 runoff from the site.

18 This is just a slide to help
19 orient you again. I'm going to zero in and
20 talk about this access point off of Nebraska
21 Avenue a little bit. This, as I mentioned, is

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1 a right-in/right-out access. This is the
2 existing access point along Nebraska Avenue.

3 This buffer here, this landscape
4 buffer, is developed to stop people from
5 randomly crossing away from the crosswalks
6 along Nebraska Avenue. There is actually a
7 fence in here and there are seat walls along
8 the edge.

9 We are going to let people if they
10 come through the path that cars have access on
11 and let them come through and we're proposing
12 a pedestrian activated light here and that
13 will be talked about more in the future.

14 When we have people turning into
15 an area that is going to be populated by
16 pedestrians we go out of our way to give them
17 a lot of signals that they need to slow down,
18 that they need to be aware that they are
19 entering an area where pedestrians are going
20 to be. Make sure we keep visual access and
21 then change the paving materials which tends

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1 to slow people down.

2 As they come through the building
3 again the signals are all here but they are no
4 longer on a street. It's being treated like a
5 boulevard and this type of traffic circle will
6 tend to slow down traffic and gives them
7 access to this academic building and also to
8 the parking beyond.

9 As I mentioned, we have already
10 been looking at sustainability measures. We
11 are very concerned and American University is
12 very focused on this being the most
13 sustainable development that they can possibly
14 do. We are looking at, as I mentioned, the
15 flow-through planters, bioretention areas in
16 the parking and along this buffer zone along
17 between our neighbors and the campus.

18 This is actually the landscaping
19 between the neighbors and the campus. This
20 was taken on April 21st of this year. You can
21 see large well-developed plant material which

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1 is all going to be retained in the new
2 development.

3 It is also planned to supplement
4 that plant material. As you can see, the
5 existing woodland buffer has 52 percent
6 evergreen and we are suggesting that would be
7 increased to 56 percent. Here is shown the
8 berm.

9 We will be collecting water here
10 so it won't run off into the neighbors houses
11 but we'll be collecting it and diverting it to
12 cisterns or using it in the bioretention zone
13 along this back. You can see the buildings
14 are proposed to be no taller than the
15 neighbor's buildings.

16 This is a view -- go back. Thank
17 you. This is a view of this section taken
18 from as close as we can estimate in front of
19 one of the townhomes. You can see the edge of
20 the view. You'll see the church over here and
21 we are focused on this corner of that

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1 administrative building.

2 The first view is if there were no
3 trees at all. There are existing trees but
4 this is if there were no trees. Also, it's
5 taken from the third floor of the building
6 because although we took other views, we found
7 that from the third floors of the adjacent
8 buildings that had more of a view into the
9 campus. That would be with no trees and with
10 existing trees and with the existing trees in
11 the winter.

12 Again, another view from farther
13 north along the property line along the
14 neighbor's property. Again, from the third
15 floor with no trees. Again, in this view you
16 begin to see the tops of the taller buildings
17 beyond. With the existing trees and with the
18 existing tree in winter.

19 The final view that we have to
20 show you tonight is with no trees. This is
21 from quite a distance. You do see the taller

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1 buildings beyond with the existing trees and
2 with the existing trees in winter.

3 This is a view of the campus
4 development in the setting in the context of a
5 three-dimensional view. You can see the
6 institutional buildings along Nebraska Avenue,
7 the campus here, and the residences beyond.

8 MR. VANPELT: Good evening,
9 Chairman Hood, fellow Commissioners. I'm Dan
10 VanPelt. I'm a principal with Gorove/Slade
11 Associates, Transportation Planners and
12 Engineers. I'm here this evening to talk to
13 you about the transportation aspects of the
14 campus plan.

15 I'm also joined by my colleague
16 Rob Schiesel so between the two of us we would
17 be able to answer any of your transportation
18 related questions.

19 I would first like to start out by
20 talking about some of the observed trends.
21 Second, I'll speak to you about our study

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1 methodology and some of the steps that we are
2 taking and our corresponding findings.
3 Following this I'll talk about TM commitments,
4 the remaining part of the plan, and then I'll
5 discuss recommendations that resulted from the
6 campus planning effort.

7 I'll start off looking at trends.

8 Let's look at data that was collected last
9 September 2010 during typical semester weekday
10 conditions. Existing a.m. peak hour, shown on
11 the left of the study area, was found to be
12 7:45 to 8:45 a.m. During this time there were
13 386 vehicles entering the campus and 77
14 vehicles exited the campus gates and Nebraska
15 Avenue lawn.

16 If you look at all the traffic on
17 adjacent roadways in the area around the
18 campus that come into the study area, this was
19 7.5 percent of the in-bound trips and 2.2
20 percent of the out-bound trips. A majority of
21 the traffic in the area really is computer

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1 through traffic.

2 Similarly, when you look at the
3 p.m. peak hour there were 390 trips in and 475
4 trips out which the p.m. peak hour was 5:15 to
5 6:15 p.m. If you look at the entire study
6 area again, this was 11.2 percent of the in-
7 bound traffic in the study area which, again,
8 shows that the vast majority of the traffic in
9 the area is through traffic.

10 So if we go back and time and we
11 consider the trips generated by the campus
12 along with the parking demand, both of them
13 have really been trending downward. The peak
14 traffic volumes are on the left of this chart
15 and they are indicated by the blue, red, and
16 the green is the total of both the a.m. and
17 the p.m. peak hours.

18 The peak weekend parking demand is
19 on the right-hand side and that is the purple
20 line. Campus trip generation has been
21 decreasing at a rate of about 3.9 percent per

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1 year since 1999 and parking demand at a rate
2 of about 3.1 percent per year. Of the
3 2,724 spaces on the Main Campus about 1,443 or
4 54 percent were occupied in the afternoon
5 weekday peak when we collected data last fall.

6 The major reason for the downward
7 trends and trip generation of parking is
8 really the AU shuttle system. It includes two
9 routes that start at 7:00 a.m. on weekdays and
10 8:00 a.m. on weekends and they are offered
11 free of charge. The shuttles connect the Main
12 Campus, the Washington College of Law, and the
13 Tenley Campus with each other and to the
14 Tenley Metro Station.

15 Since 1995 ridership growth has
16 been significant growing at about a rate of 4
17 percent per year. This speaks to the quality
18 and convenience of the service. In 2010 AU
19 provided approximately 1.6 million passenger
20 trips. These trends inform the campus
21 planning team that we needed to focus on

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1 transportation management to further encourage
2 alternate modes of transportation and not
3 increasing parking on campus.

4 I would like to discuss the impact
5 study we performed as part of the application.

6 Prior to beginning our study we met with DDOT
7 to discuss the scope of the analysis and we
8 continued to interact with DDOT along the way
9 to gain their input.

10 We are pleased to see from the
11 staff report that DDOT is offering support of
12 the campus plan conditioned on recommendations
13 for further process elements that I feel
14 confident we can achieve.

15 We also coordinated with DDOT
16 providing data for the Rock Creek West study
17 and coordinated with the consultant performing
18 the traffic study for DHS at the Nebraska
19 Avenue complex. Our study included 40 points
20 of the transportation network and we followed
21 DDOT's accepted methodology and industry

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1 standards.

2 Our analysis was structured and
3 scenarios were considered to look at
4 conditions with and without the campus plan.
5 Our analysis starts with the existing
6 conditions as the baseline and then we
7 considered a future horizon of 2020 assuming
8 other developments in the area but no changes
9 to the AU campus.

10 We then looked at 2020 assuming a
11 future with the campus plan elements. We
12 added additional growth and vehicles and
13 pedestrians as appropriate to evaluate the
14 impact of the campus plan, and we looked for
15 adverse impacts of vehicular and pedestrian
16 delays that wouldn't otherwise be there
17 without the plan and, if necessary, we
18 identified mitigation measures.

19 This figure shows our assumptions
20 related to new trips that were generated.
21 This chart shows additional vehicular trips

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1 for the a.m. and the p.m. peak hours; a.m. is
2 on the left and p.m. is on the right.

3 This is for both the main and the Tenley
4 Campuses.

5 Even though the historical data
6 indicates vehicular trips at AU Main Campus
7 have been trending down, we chose to take a
8 conservative approach by assuming that the
9 growth and population on the Main Campus will
10 add additional vehicle trips.

11 Growth on Main Campus is based on
12 population changes up to the proposed student
13 cap. Total growth is around 13 percent for
14 the Main Campus. Since the campus today
15 accounts for 2 to 11 percent of adjacent
16 street traffic, this means that at most the
17 campus plan could add around another 1 percent
18 to the roadways around the Main Campus.

19 Growth for the Tenley Campus is
20 based on parking amounts and existing
21 Washington College of Law patterns that we

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1 obtain from account data and survey data. Our
2 trip generation also includes new pedestrian
3 traffic which is assigned at the appropriate
4 campus locations.

5 Impacts to neighborhood parking is
6 a concern raised by the community.
7 Residential streets comprising more than 1,500
8 on-street parking spaces in the neighborhood
9 surrounding AU were surveyed April 2010 when
10 AU's campus population was its highest and
11 then again in May after the semester had
12 ended.

13 What the observation showed is
14 that 68 percent of the on-street spaces were
15 available on a weekday afternoon when student
16 and commuter demand would be at its highest.
17 The number of available spaces rose to 77
18 percent when AU was on break. This tells us
19 it's likely some people affiliated with AU do
20 park on the street. However, the availability
21 of the remaining parking spaces means that

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1 there is really no adverse impact.

2 Further, under this campus plan
3 the AU will continue the good neighbor policy
4 that requires their population to park on
5 campus and not in the neighborhood. Through
6 ticketing by their own staff they worked to
7 enforce this policy by policing neighborhood
8 streets.

9 The transportation study
10 ultimately concluded that the campus plan
11 would not cause any intersections to reach
12 unacceptable levels of delay that are not
13 already operating at unacceptable levels.
14 Though litigation measures are required, we
15 still have recommendations to enhance the use
16 of alternative modes and the use of the AU
17 shuttle.

18 Recommendations were made to
19 improve the pedestrian environment,
20 particularly at Ward Circle and crossing
21 Nebraska Avenue. Site design recommendations

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1 were made to focus pedestrians to control
2 crossings and promote a multi-level
3 environment.

4 The transportation recommendations
5 include enhancements to the existing TDM plan.

6 As we showed in the trend data, the AU
7 shuttle is an important component of the
8 transportation solution. The quality of the
9 existing service will be maintained and the
10 plan includes recommendations about relocating
11 stops on Nebraska Avenue to better relate with
12 pedestrian patterns and minimize disruption to
13 traffic flow.

14 There are a list of new elements
15 that will be part of the TDM plan commitments
16 but one of the new elements that will be very
17 helpful is monitoring and reporting. This
18 will include annual reports that will capture
19 parking inventory utilization, bike parking
20 utilization, shuttle ridership, and stats on
21 the good neighbor policy among other things.

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1 AU's commitment to non-
2 automability includes the commitment to widen
3 sidewalks along the northern edge of Nebraska
4 Avenue to facilitate better movement of
5 pedestrian and bicycle traffic.

6 Also included is the commitment
7 for 230 long-term bike spaces and 80 short-
8 term spaces to be implemented per DDOT
9 standards at new locations around campus.

10 The bike parking will be monitored
11 and additional parking will be added if
12 necessary. The Capital Bikeshare Station
13 already exist on Massachusetts Avenue and the
14 university is committing to fund an additional
15 Capital Bikeshare Station on the Tenley
16 Campus.

17 Additional potential Bikeshare
18 locations were identified in the campus plan
19 and they are shown in this figure.
20 Additionally, AU will become a corporate
21 member of the Capital Bikeshare Program to

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1 incentivize its use.

2 Turning our attention to the East
3 Campus, this figure shows the existing
4 crosswalks at either end of Nebraska Avenue.
5 Along the left is the signal at New Mexico
6 Avenue and the one on the right is at Ward
7 Circle.

8 These crosswalks are 700 feet
9 apart. The landscaping prevents mid-block
10 crossings except for pedestrians that do
11 sometimes walk in or out of the right-
12 in/right-out that is located mid-block.

13 With the development of the East
14 Campus we are recommending a new signal be
15 located mid-block at the existing right-
16 in/right-out location. This would spread out
17 the pedestrian volumes to several locations.
18 It also creates better spacing between
19 pedestrian crossings. We ideally would like
20 about 300 to 400 feet between pedestrian
21 crossings where currently there's about 700

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1 feet.

2 It would reduce the mid-block
3 jaywalking and our traffic modeling shows that
4 there would be no adverse impact because this
5 signal would be coordinated with the adjacent
6 signals.

7 We are also recommending that the
8 signal phasing at Ward Circle be changed so
9 that the pedestrians and vehicles, the right-
10 turn movement go at separate phases. Today
11 pedestrian walk when vehicles receive a ball
12 green.

13 Lastly, we are interacting with
14 WMATA and DDOT to discuss consolidating bus
15 and shuttle stops on Nebraska Avenue to
16 minimize jaywalking and better fit with
17 pedestrian patterns.

18 This slides shows existing
19 pedestrian volumes that cross Nebraska Avenue
20 during the a.m. peak hour. The existing is
21 around the top and the anticipated increase

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1 that we forecasted is shown on the bottom.

2 We look at the number of
3 pedestrians anticipated per phase of the new
4 East Campus development. There is some
5 increase at New Mexico Avenue and Ward Circle.

6 There is a new pedestrian signal at the mid-
7 block crossing but, as I said earlier, the
8 analysis shows that the new ped signal would
9 be coordinated with the adjacent signals with
10 no adverse impact.

11 Similarly, this figure shows the
12 anticipated increase in pedestrian traffic
13 crossing Nebraska Avenue for the p.m. peak
14 hour as compared to the existing p.m. volumes.

15 The number of pedestrians crossing per phase
16 is slightly more. One thing to keep in mind
17 is that increases in pedestrian traffic impact
18 delays differently than increases in vehicular
19 traffic.

20 Additional vehicular traffic has
21 more or less an additive affect where because

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1 pedestrian platoon as they cross the street
2 the impact of additional pedestrian traffic is
3 much less.

4 Turning our attention to the
5 Tenley Campus, the analysis that we performed
6 for the study indicates there would be a need
7 of about 400 parking spaces. At the current
8 Washington College of Law there's 51 percent
9 of the students and 88 percent of the faculty
10 staff drive.

11 The plan assumes these mode splits
12 would reduce to 40 percent and 75 percent
13 respectively which is a very achievable goal
14 given the proximity of the Tenley Campus to
15 the Metro station unlike the current law
16 school location.

17 Our analysis shows that a driveway
18 in Nebraska Avenue can be accommodated without
19 an adverse impact. A more detailed study for
20 the Tenley Campus will be conducted in the
21 future when the plans for the law school are

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1 fully determined in the further processing
2 application.

3 Lastly, the campus plan has many
4 positive transportation attributes fitting
5 with the over-arching goals and policies of
6 the District. It's working toward a
7 sustainable future by moving the law school to
8 the Tenley Campus within proximity to the
9 Metro, to move students on the campus making
10 walking and biking easy mode choices and
11 reducing impacts on the community.

12 The plan also brings more retail
13 and other amenities to the campus lessening
14 the needs for students and employees to leave
15 campus. All these things work toward
16 consuming the trend of reducing vehicular trip
17 generation and creating a positive impact.

18 Thank you for your time and I along with Rob
19 will be happy to answer any of your questions.

20 MS. ESPINOSA: Good evening and
21 thank you. My name is Michelle Espinosa and

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1 I'm the Associate Dean of Students at American
2 University. As indicated earlier by Mr.
3 Taylor, we believe that the components of our
4 campus plan will encourage our students to
5 remain fully engaged in their college
6 experience during their time at American
7 University.

8 One reality of this level of
9 engagement, of course, is the increased
10 presence and activity of students on the
11 campus, in the residence halls communities,
12 and at university events. As at all
13 universities, AU employs various methods to
14 communicate our expectations for student
15 conduct and to manage student behavior.

16 These expectations are
17 communicated to our students in print, online,
18 and in person. In print and online students
19 are informed of these expectations through our
20 Student Conduct Code, our residence hall
21 regulations, our housing license agreement,

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1 our good neighbor guidelines, and by means of
2 documents related to becoming a recognized
3 student organization.

4 Education and enforcement of our
5 expectations is accomplished in person through
6 our new student orientation program, during
7 residence hall meetings held throughout the
8 year, and with the help of our public safety
9 officers.

10 We also conduct training programs
11 and workshops with student organizations and
12 athletic teams and the professional staff in
13 our Student Conduct Office hold information
14 sessions and communicate directly with
15 individual students during disciplinary
16 conferences and conduct hearings.

17 The physical design of the
18 facilities we are planning and the philosophy
19 defining their management is done with the
20 understanding that these residential
21 communities will serve as much more than just

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1 a place for our students to stay.

2 Students living on campus develop
3 the skills necessary to be effective leaders
4 in their communities and in general are
5 academically more successful than their peers
6 living off campus. It is for these reasons
7 that a significant portion of our campus plan
8 focuses on student housing.

9 Our residential communities are an
10 integral part of the student experience. The
11 Department of Housing and Dining Programs has
12 responsibility for the residential education
13 program at American University. Three themes
14 are evident in their work. Our residential
15 communities are learning focused.

16 They are intentionally designed
17 and they are staffed with professional and
18 para-professional employees in a manner that
19 supports the academic, personal, and social
20 development of our students. These themes are
21 reinforced by policies and procedures that

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1 enable us to effectively manage student
2 behavior. We have staff on call and available
3 at all times with an assistant director, a
4 resident director, and an RA on call 24/7 in
5 each residential area.

6 There are centralized community
7 desks in each area also staffed by a desk
8 assistant 24/7 and public safety patrols the
9 campus 24/7, 365 days a year responding to
10 incidence in our residence halls when needed.

11 We also have regulations specific
12 to residential living including those that
13 govern the presence and behavior of visitors,
14 behavior related to fire and environmental
15 safety, noise and disorderly conduct, and the
16 use or possession of alcohol and illegal
17 drugs.

18 Students believed to be in
19 violation of residence hall regulations or
20 other university policy are referred to the
21 Office of Student Conduct where their case is

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1 adjudicated.

2 Inasmuch as we want our students
3 to conduct themselves in a respectable manner
4 within our own community, we also expect them
5 to practice good citizenship, civility, and
6 decency wherever they may be. To that end,
7 over the past 14 months we have begun a number
8 of initiatives aimed at developing positive
9 relationships with local community members and
10 have begun responding more broadly to concerns
11 expressed by neighbors about students living
12 in and around the neighborhoods near the AU
13 campus.

14 Among neighbors, landlords, and
15 local law enforcement we have taken multiple
16 steps to communicate and be available and
17 responsive to their concerns. Within the
18 university we have created two full-time
19 positions forming our off-campus housing
20 services.

21 We have launched our community

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1 relations coordinating committee chaired by
2 our vice president of campus life. In the
3 spring of 2011 we took several steps to inform
4 students about the Disorderly Conduct
5 Amendment Act of 2010 which became effective
6 in February of 2011.

7 One of the most significant
8 changes, however, occurred in June of 2010
9 when we modified our Student Conduct Code to
10 extend it's jurisdiction to off-campus
11 infractions.

12 In support of this change we have
13 developed a set of protocols that are followed
14 when incidents are reported. As the Associate
15 Dean of students I am responsible for
16 following these protocols and working with
17 students, colleagues, and neighbors to resolve
18 issues.

19 When I received a report I take
20 the following steps. I gather additional
21 information about the incident. I identify

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1 and meet with students living at the reported
2 address and the follow up in writing with the
3 students restating expectations for their
4 conduct. If the neighbor is known, I will
5 follow up with them and share the case outcome
6 as appropriate and allowed by law.

7 Throughout the investigation I
8 communicate with coaches, organization
9 advisors, and national headquarters of
10 fraternities, sororities, and other
11 organizations as needed.

12 If during the course of my
13 investigation sufficient evidence is obtained
14 that would support a charge under our Student
15 Conduct Code the individual or organization
16 will be referred to Student Conduct.

17 When a case is adjudicated
18 according to our student conduct process, the
19 following outcomes represent the minimal
20 sanctions imposed. If found responsible for a
21 first violation, the student or organization

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1 is issued a censure, instructed to attend a
2 community standards course, and may be issued
3 additional educational sanctions.

4 If found responsible for a second
5 violation, the student or organization is
6 placed on disciplinary probation which
7 includes restrictions of various privileges
8 afforded to other students and groups.

9 If while on disciplinary probation
10 a student or organization is found responsible
11 for a third violation, they are then facing
12 suspension of dismissal from the university.

13 Looking ahead to the 2011/2012
14 academic year we've reviewed our protocols and
15 have identified some additional steps that we
16 believe will improve on the many initiatives
17 we've already implemented.

18 Prior to the start of the fall
19 semester we will communicate university
20 expectations for student conduct to students
21 with off-campus addresses. We will identify

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1 and communicate with the landlords of off-
2 campus addresses where AU students live and we
3 will screen the addresses where AU students
4 rent and alert D.C. government to addresses
5 not properly licensed for rental.

6 We will identify houses that have
7 multiple members from the same organization or
8 team and meet with these groups and their
9 fellow members and team mates to clarify
10 expectations regarding their conduct. We will
11 invite community leaders to meet with us to
12 discuss mutual expectations and to explain our
13 protocols and procedures for addressing
14 student misconduct.

15 We will promote the availability
16 of the university's mediation service among
17 students and neighbors and we will partner
18 with our AU student government leaders to
19 promote civility and good neighbor relations
20 among their peers.

21 Our objectives for the coming year

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1 and beyond are to reduce the number of problem
2 properties in the AU neighborhood, to reduce
3 the number of complaints per property, and to
4 reduce the severity of the misconduct
5 reported.

6 We are committed to making
7 continuous improvements in our efforts and we
8 believe that our policies, educational
9 outreach, and disciplinary actions are well
10 aligned to support us in this work. Thank you
11 for your time.

12 MR. TAYLOR: Thank you, Michelle.

13 Let me conclude. American
14 University has worked to create a campus plan
15 that balances competing interest, yet enables
16 AU to pursue its academic objectives and
17 strategic goals. For two years we've been
18 involved in a community discussion and city
19 review process that has improved our plan for
20 adjustments and modifications.

21 Our plans are appropriate and our

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1 designs doable. This includes housing
2 projects to improve our housing supply, to
3 modernize our inventory, and to scatter it to
4 four different sites.

5 Student space. Improvements to
6 the Mary Graydon center, athletic facilities
7 and common areas for a stronger on-campus
8 experience. Transportation management.
9 Methods to ensure that AU handles our portion
10 of the auto and pedestrian traffic that we
11 generate and in keeping with smart growth
12 principals using shuttle buses, bikes,
13 walking, carpools, metro.

14 Student growth. The bulk of our
15 growth is graduate students, an older
16 demographic whose presence helps the local
17 economy and improves the workforce with
18 professional expertise and specialized skills.

19 Economic growth. The plan
20 represents almost \$400 million in new
21 construction and renovation projects on

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1 existing campus property. AU is community
2 friendly and we will maintain that. For
3 example, just in the last few days alone, last
4 Sunday, we hosted more than 700 young girls
5 and the Girls on the Run 5K to teach young
6 people healthy habits to last a lifetime.

7 Today, as we have for the past 15
8 years, in our athletic facilities we hosted an
9 annual fundraiser of local real estate
10 companies and a fundraiser to fight juvenile
11 diabetes and to find a cure. We have a role
12 as a major university. We fill a need as a
13 community resource and we value our
14 neighborhood location as one of our greatest
15 assets.

16 Ten years ago we came before you
17 to discuss the controversial plan objectives
18 that included the Katzen Art Center. About
19 five years ago we returned to discuss the
20 equally controversial new LEED Gold school
21 international service building.

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1 Please consider these projects and
2 look at them as examples or how we enhance our
3 campus and community in ways that are
4 tasteful, appropriate, and beneficial. This
5 is what we do. This is what we value. This
6 is how we live. This is American University.

7 On behalf of the AU team we thank you for the
8 opportunity to present and we look forward to
9 your questions.

10 MR. TUMMONDS: Mr. Hood, we took
11 61 minutes so we did not need our additional
12 time. I didn't think we could do that but I'm
13 glad we did.

14 What we do have now -- turn on the
15 lights -- we have a model of the East Campus
16 that we thought we could put here. We thought
17 that might be the easiest way to answer any
18 questions that you may have.

19 This is a model of the proposed
20 East Campus. We've submitted for the record
21 tonight copies of pictures of the model. We

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1 also have detail to show the relationship of
2 the Westover Place townhomes and the closest
3 building on the East Campus.

4 CHAIRMAN HOOD: Okay. First, let
5 me thank you for only going a minute over even
6 though we gave you 15 minutes. I appreciate
7 the succinct presentation.

8 The other thing is no one really
9 wants to sit by the model but if some of those
10 who testified can come and sit where
11 available. I don't want anyone to get hurt if
12 the table falls but if you could come up
13 because we may have some questions.

14 The other thing is, Mr. Taylor, I
15 was glad to hear you say that 10 years ago you
16 came before the Commission because some of us
17 were here, I think Mr. May and myself.

18 One of the things that I'm going
19 to be listening and looking for is how that
20 campus plan has achieved the goals that it did
21 previously to what is being proposed here for

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1 the next campus plan.

2 I want to see what did we
3 basically proffer and offer and say that we
4 were going to do to where we are today. How
5 successful were we. How much support, or
6 nonsupport, did we get from the community or
7 whatever the case may be.

8 That's one of the things that I'm
9 going to be listening very attentive to and
10 looking at what's in the record. While my
11 colleagues peruse the model, we'll look at
12 that for a moment or two, and then we'll start
13 with our questions.

14 COMMISSIONER TURNBULL: Let's me
15 start off looking at the model and I was
16 looking at this plan. I've got a question
17 right here. It looks like there's four
18 buildings on the existing campus on Nebraska
19 there.

20 MS. BUFFINGTON: Yes.

21 COMMISSIONER TURNBULL: The plan

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1 sort of shows that there's just a walkway
2 between two of them but there it looks like
3 you've got roads but I'm not sure.

4 MS. BUFFINGTON: Absolutely. I
5 may not be the best person to answer this.
6 Maybe Jorge ought to answer it.

7 MR. ABUD: Let me address that.
8 There are currently two what were originally
9 roads. The area between the East Quad
10 Building and Hurst Hall is currently a parking
11 area and it will be removed. That's kind of
12 the final stage of the development of our new
13 SIS building.

14 Further to the north between Hurst
15 and the Ward Circle Building there's an old
16 roadway that is blocked off and is a
17 pedestrian path. Neither of those are
18 actually going to be vehicular entrances
19 beyond the next few months.

20 COMMISSIONER TURNBULL: If I'm a
21 student on the Main Campus going over to the

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1 East Campus, how am I going? I know you've
2 got the two ends.

3 MS. BUFFINGTON: It's unfortunate
4 that these paths that are on campus they are
5 used as service roads but they are only for --
6 they are restricted to service vehicles. You
7 would come down here and what looks like a big
8 driveway here is, in fact, partially a
9 driveway to parking that's below the new SIS
10 Building.

11 If you were to follow this path,
12 you would see that there is actually a
13 difference in the type of paving so coming
14 straight down to the corner at Nebraska and
15 New Mexico Avenue is a pedestrian path. There
16 was an image of this circle in front of SIS in
17 the presentation.

18 Most pedestrians who are coming
19 over to -- well, both the existing parking lot
20 and then down the street, because there's a
21 Starbucks down here, there's crossing at this

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1 corner right here and there's a light. Also,
2 if you remember from the traffic study report,
3 there's a fair number of people crossing here
4 at Ward Circle.

5 Right now they cross and they walk
6 down the sidewalk because there is no
7 secondary sidewalk here but our plan is to
8 bring them in to run along and face this
9 building. It will be a much grander
10 pedestrian way farther in and the paths will
11 naturally lead you into that part of the site.

12 Again, it's hard to see in the
13 model but in reality this landscape area
14 between the city sidewalk and what will be the
15 new sidewalk already exist. The university
16 has developed it as a berm with a fence in it
17 to stop incidental jaywalking across the
18 street. All that existing landscaping is
19 going to be retained in the scheme. It's
20 just not realistically portrayed in the model.

21 COMMISSIONER TURNBULL: You

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1 mentioned about introducing another light in
2 the middle of the block or not quite the
3 middle of the block by the entrance of the
4 garage?

5 MR. VANPELT: It would be right
6 where the existing right-in/right-out is,
7 right in this area right here. I don't know
8 if you can see that.

9 COMMISSIONER TURNBULL: Why would
10 students cross there? I'm looking at --

11 MS. BUFFINGTON: Right. It
12 doesn't really go anywhere but there is some
13 -- I've got to say it's incidental. Right now
14 the people who are parked in this lot will
15 follow -- there is no sidewalk now but people
16 who are parked in this lot will follow the
17 road and cross the street there so I think
18 it's a safety measure if they may go that way
19 to give them a path that is a control path so
20 that they would be safe crossing the street.

21 MR. VANPELT: There are people, as

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1 Beth was describing, who do come out, walk out
2 the driveway entrance there. There's also bus
3 stops that are mid-block today. One of the
4 things that we're looking at is trying to
5 adjust where those bus stops are located.

6 COMMISSIONER TURNBULL: I guess my
7 one thought is looking at place parking as to
8 students need direction looking and point them
9 in the right way, especially new students not
10 knowing where to go.

11 I really don't see a relationship
12 there between the East Campus and the Main
13 Campus as to a direct lead. You're going
14 to go at either end. I really don't see a
15 good reason for going through the middle. If
16 I'm over in the main quad there in that area,
17 what's tell me to go that way?

18 MS. BUFFINGTON: Really nothing.
19 The primary direction is to take you to the
20 corners and the whole focus of the pedestrian
21 paths and, I think, the flow is going to be to

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1 go to the corners.

2 In all likelihood, well, I think
3 people will go both ways because there is a
4 significant amount of traffic on this corner
5 now. I think this corner obviously also
6 serves people who are crossing the street for
7 other reasons. You know, obviously it will be
8 a different environment here when there are
9 people living here and there are academic
10 buildings here.

11 COMMISSIONER TURNBULL: Okay. I
12 guess looking at -- you had a picture, I
13 think, of -- you had a rendering of the back
14 of the residential complexes or the other
15 buildings from the townhouses. Yeah. You had
16 a pallet of bricks. Is this not completed or
17 is this just not fully flushed out? It looks
18 like concrete War World II bunkers.

19 MS. ESPINOSA: It's precast.
20 Well, in fact, this is actually not -- this is
21 not actually the most recent rendering. Do we

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1 have the more recent renderings in our
2 packets?

3 In fact, there's a berm here and
4 this is a precast building. The appearance of
5 the buildings on the AU campus -- the design
6 of the AU campus was, in fact, based on the
7 Columbian Exposition in Chicago in the 1880s
8 so it has evolved over time, I think, to be a
9 little bit more authentically D.C. campus.
10 Looks very Boze Art palette.

11 Many of the buildings are
12 limestone. It's our idea to create the
13 administrative and academic buildings in that
14 palette of a buff-colored precast limestone.
15 This is just an abstraction of the building.
16 The berm actually in the materials that you
17 have it looks like a bunker when the berm
18 comes up.

19 COMMISSIONER TURNBULL: Okay You
20 had some elevation before of the other parts
21 of the building. You had a lot of different

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1 variations going on. All of a sudden you come
2 around to this one side and it seems to be
3 kind of bland. Just that it's a change.

4 MS. ESPINOSA: Simplified.

5 COMMISSIONER TURNBULL: It was
6 striking. It just caught me as awfully
7 striking after looking at some of the other
8 buildings which had a little bit --

9 MS. ESPINOSA: More character.

10 COMMISSIONER TURNBULL: Yes. I
11 know most of the people won't be seeing any of
12 those but it just looks like it's a little
13 unfinished.

14 MS. ESPINOSA: It certainly does
15 not appear to have much detail. I think it's
16 the way it's rendered.

17 COMMISSIONER TURNBULL: Yeah.

18 MS. ESPINOSA: There's more detail
19 in the actual concept design than that. I
20 guess we don't have an elevation along that
21 edge but I could get you one.

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1 COMMISSIONER TURNBULL: Let me
2 know how they might look with scoring.

3 MS. ESPINOSA: We could absolutely
4 do that.

5 COMMISSIONER TURNBULL: I think
6 that would be good. I would appreciate seeing
7 something.

8 MS. ESPINOSA: We can certainly
9 supply that.

10 COMMISSIONER TURNBULL: East
11 Campus retail? You talked about retail.

12 MS. ESPINOSA: I think this is a
13 Jorge question.

14 COMMISSIONER TURNBULL: What kind
15 of retail are we looking at? Neighborhood
16 friendly? School, student oriented or what?

17 MR. ABUD: It's primarily
18 university oriented; food. We would like it
19 to be high quality and useable by the
20 community. It's still very early in the
21 process. Starbucks has been talked about.

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1 Panera Bread has been talked about so kind of
2 that ilk of retail.

3 COMMISSIONER TURNBULL: Okay. Is
4 there a central dining facility on the East
5 Campus?

6 MR. ABUD: There is not a dining
7 facility on the East Campus other than what
8 retail will be there.

9 COMMISSIONER TURNBULL: Let's talk
10 about students living off campus. You have
11 like 30 odd percent undergraduates living off
12 in either rental properties which the
13 university doesn't own, they are privately
14 owned.

15 This comes up on a lot of campuses
16 and we've been going through a lot of this
17 with a few others. You talked about you've
18 only been doing it for 14 months, a program
19 looking at how to either police or interact
20 with the community on this. Of the incidents
21 you have what is the percentage that are off-

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1 campus generated? You may not have that.

2 MR. TAYLOR: Actually, I think Mr.
3 Abud had a slide. The bulk of our students
4 that live off campus live in apartments.

5 COMMISSIONER TURNBULL: I see the
6 percentage but of the incidents you have
7 involving students with disciplinary action.
8 What is the percentage that happened off
9 campus, or generated off campus?

10 MS. ESPINOSA: The vast number of
11 incidents that we adjudicate through our
12 conduct process occur on campus and in our
13 residence halls. That's the primary source of
14 those types of incidents for us. The idea of
15 implementing steps in the last 14 months,
16 initiatives and efforts began much longer
17 before that.

18 It's been in the last year, year-
19 and-a-half or so when we've begun to combine
20 those efforts and coordinate them a little
21 more centralized. What we've learned is that

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1 each year we have anywhere from eight to 12
2 separate addresses reported as private homes
3 that are causing problems for our neighbors.

4 Some of those do have repeated
5 incidents but the number of fairly minimal.
6 In the time that I've been here this academic
7 year we've had approximately 12 separate
8 houses reported from August through May as
9 causing problems.

10 COMMISSIONER TURNBULL: What
11 becomes -- I mean, neighbors are going to
12 call. Do they have someone directly at the
13 university they can call?

14 MS. ESPINOSA: They do. One of
15 the things that we've communicated this year
16 in a number of ways is encouraging them to
17 contact our public safety office directly at
18 their dispatch number. Our public safety and
19 MPD will then respond to those incidents so
20 there's a joint effort on the part of public
21 safety and MPD to respond to these situations.

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1 Then as the associate dean one of
2 my responsibilities is to also take those
3 calls and emails. We have an online reporting
4 form that is available. We've communicated
5 with neighbors about utilizing that to provide
6 detail about the incidents to help us respond
7 more quickly and effectively.

8 They have been directed to a
9 number of resources on campus at the point an
10 incident is happening or they want to call
11 they have been directed to our public safety
12 department in addition to MPD.

13 COMMISSIONER TURNBULL: The
14 response time. Is the response time fairly
15 quick? How long does it take someone to get
16 over there.

17 MS. ESPINOSA: The information
18 that we have is that it's very quick. That's
19 why we've encourage them to contact our public
20 safety office first if it's not a life or
21 death emergency. Our public safety officers

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1 typically respond to those local neighborhoods
2 within seven to 10 minutes of the call.

3 Then often times need to wait for
4 MPD to respond if action needs to be taken but
5 they will go ahead and address behaviors that
6 they see occurring outside or on the street to
7 the extent that they are permitted.

8 COMMISSIONER TURNBULL: It looks
9 like from your calculations from what you want
10 for undergraduates the amount of undergraduate
11 housing actually is dropping a bit over all as
12 compared to what you had.

13 Are you concerned about the influx
14 of students into the neighborhood on a greater
15 level than it is now and problems that are
16 going to be coming up with that situation and
17 the neighborhood changing?

18 MR. TAYLOR: Well, that's one
19 reason we want more housing.

20 COMMISSIONER TURNBULL: Yeah, but
21 you're still only at 60 something percent or

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1 something.

2 MR. TAYLOR: Right. Right now we
3 are housing 4,000 people through both the
4 design capacity and in the supplemental
5 methods we used. We do plan to add 800 beds
6 so we'll actually be bringing people back onto
7 campus who are currently off campus when we
8 build these housing projects.

9 Yes, as a proportion of our
10 undergraduate class, it doesn't change much
11 but, again, because of the pattern of living
12 of our students who did live off campus being
13 primarily in apartments, we think that's
14 appropriate for our particular environment
15 because of the housing that is available, a
16 large amount of apartment housing that's
17 available within walking distance of the
18 campus.

19 COMMISSIONER TURNBULL: I guess my
20 one concern is, and I throw it out to you, the
21 greater amount of students you have without

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1 having more housing to take care of it, the
2 more you are sort of throwing that on the
3 community to take care of it.

4 I'm just wondering because I'm
5 sure we're going to hear from the community on
6 what that influx may be doing to them.
7 Something from the standpoint of pure numbers
8 you're growing but you're housing isn't really
9 growing proportionately to the amount of
10 students that you're now looking to house.

11 MR. ABUD: I guess one
12 clarification is that we're not proposing to
13 grow our undergraduate --

14 COMMISSIONER TURNBULL: Your
15 undergraduate has only grown about 1 percent
16 or something, but your graduate students are
17 growing.

18 MR. ABUD: Graduate students are
19 growing. We didn't look specifically at where
20 they live. They are certainly much more
21 dispersed. Many of them are residence of the

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1 District and surrounding jurisdictions and go
2 home as opposed to living close by the campus
3 so the undergraduate and the graduate
4 populations are very different and their
5 living patterns.

6 COMMISSIONER TURNBULL: Okay. On
7 the -- let me ask Mr. VanPelt.

8 On the parking and traffic studies
9 you talked about trip generation. You were
10 talking about ignoring whether the campus --
11 the effect of that and just the normal traffic
12 that is generated by other things than just
13 the university.

14 Did you not include or include any
15 of the student traffic that's in the apartment
16 complexes in the neighborhood? I don't know
17 how you sort that out. I mean, you've got a
18 certain amount of students living off campus.

19 Can you or can you not tell how many trips
20 are being generated by those people?

21 MR. VANPELT: I think our traffic

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1 study looked specifically at traffic coming in
2 and out of gates and coming in and out of the
3 Nebraska Avenue lot. I think most of the
4 students that live off campus are walking to
5 campus so their traffic is captured in our
6 pedestrian counts so that certainly is there.

7 In terms of --

8 COMMISSIONER TURNBULL: Are a lot
9 of their cars then parked on the streets of
10 the neighborhood then?

11 MR. VANPELT: Parked where they
12 reside if they have cars.

13 COMMISSIONER TURNBULL: Okay. So
14 they could be on the street if there is not
15 enough parking provided in the apartment or
16 the building?

17 MR. VANPELT: I mean, I think as
18 our parking study showed looking at the on-
19 street parking, what we found is that there
20 seems to be some affect when we looked at when
21 school is in session versus when school wasn't

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1 in session.

2 There was about a 9 percent
3 difference. The best we could tell from that
4 there is some impact associated with -- some
5 faction of the AU population parks on the
6 street but it's hard to tell exactly who that
7 is.

8 COMMISSIONER TURNBULL: Do you
9 have a record? Do you know where most of your
10 off-campus student housing resides, what parts
11 of the neighborhood?

12 MR. ABUD: We have a picture.
13 I'll need to pull it up but we do have a map
14 that shows not the apartment housing but the
15 undergraduate students who live in houses as
16 opposed to apartments if you would like to see
17 that.

18 COMMISSIONER TURNBULL: I was just
19 curious where in the neighborhoods we're
20 finding the most students.

21 MR. ABUD: Because of -- maybe you

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1 can switch to one of the aerial views. Most
2 of our students -- bear with me a minute.
3 Here's Ward Circle. The Berkshire Apartments
4 are going inbound on Massachusetts Avenue.

5 Large number of our students live
6 in that apartment building. It's about one
7 block east of the Main Campus. The second
8 largest concentration of students is in the
9 apartment building across Massachusetts Avenue
10 from there.

11 There are also a number of
12 apartments proceeding further east on
13 Massachusetts. On New Mexico, which
14 essentially parallels this, proceeding east
15 there are a number of apartment buildings that
16 are just off this picture down to the east.
17 That is the bulk of our off-campus students.

18 The students who live in
19 individual houses are pretty much spread
20 around fairly widely. They live in 123
21 different houses in a community that has 6,000

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1 houses within the area that we've studied.

2 COMMISSIONER TURNBULL: Okay.
3 What about frats and sororities? Are they off
4 campus?

5 MS. ESPINOSA: The university does
6 not own any fraternity or sorority houses. It
7 does not provide housing for those
8 organizations.

9 COMMISSIONER TURNBULL: So they
10 are all off campus.

11 All right, Mr. Chair. I think
12 I'll -- that's enough for right now.

13 CHAIRMAN HOOD: Thank you, Mr.
14 Turnbull.

15 Anybody else? Any other
16 questions?

17 Commissioner Selfridge.

18 COMMISSIONER SELFRIDGE: Thank
19 you, Mr. Chairman. I just want to follow up
20 on a couple of questions that Mr. Turnbull had
21 first. I guess if we could maybe understand

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1 where the graduate students live, it sounds
2 like there wasn't a real understanding of the
3 percentage that live in the 20016 zip code.
4 If that's something we could get, I think that
5 would be helpful.

6 MR. ABUD: We can provide that.

7 COMMISSIONER SELFRIDGE: That's
8 where we're looking at most of our population
9 growth so I think that would be a helpful
10 statistic.

11 I'll follow up on kind of his last
12 question. You talked a little bit about where
13 the students were housed. Is there considered
14 to be an over-concentration anywhere? Is
15 there an apartment community where excess
16 students are a problem?

17 MR. ABUD: We haven't identified a
18 place where it's defined as a problem or
19 reported as a problem. As I mentioned, there
20 is one apartment building. It's a very large
21 apartment building but it houses several

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1 hundred of our students.

2 That is also the apartment
3 building where right now we are leasing bulk
4 apartments and placing our students in those
5 apartments which we hope to phase out as we
6 build our own housing. That is the largest
7 concentration but we have a good relationship
8 with the management and the owner of that
9 building and they haven't reported that being
10 a problem.

11 COMMISSIONER SELFRIDGE: There's a
12 master lease program that AU has?

13 MR. ABUD: Yes.

14 COMMISSIONER SELFRIDGE: What's
15 the name of that building?

16 MR. ABUD: The Berkshire.

17 COMMISSIONER SELFRIDGE: The
18 Berkshire. And is it just in the Berkshire?
19 Maybe you could tell us a little bit more
20 about your master leasing program.

21 MR. ABUD: That is the only place

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1 we have that. We are leasing 100 apartments
2 there housing two students in each apartment.

3 The building has a total of 750 units in it.

4 Outside of our master lease many AU students
5 rent their on their own.

6 COMMISSIONER SELFRIDGE: Do you
7 provide any sort of off-campus program outside
8 of the master lease in terms of providing off-
9 campus housing options? Do you direct them to
10 certain buildings?

11 MS. ESPINOSA: I can address that.
12 Thank you.

13 COMMISSIONER SELFRIDGE: Thank
14 you.

15 MS. ESPINOSA: Going back to your
16 original question about problems in apartment
17 buildings, one of the initiatives that we
18 undertook in the fall was to identify the
19 different apartment buildings where our
20 students typically live. The Berkshire is
21 certainly one across the street from that.

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1 Also there were six or seven
2 others. Myself and the two staff members in
3 our off-campus housing services office visited
4 each of those apartments scheduling meetings
5 with the management team there, discuss what
6 our protocols are, how we might be able to
7 intervene.

8 To a person they said that if they
9 do have problems with our students, they
10 typically manage them according to their lease
11 process and would only contact us in the most
12 extreme situation.

13 In the Berkshire we do also have
14 two staff members from the university that
15 reside there to help manage the student
16 population in the university leases so they
17 are available to respond and have actually
18 responded to assist some students who are not
19 in our lease department so we do have a
20 staffing presence in that building as well.

21 COMMISSIONER SELFRIDGE: Like

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1 resident assistants, RA types?

2 MS. ESPINOSA: Right. They are
3 actually bachelor's level. They both have
4 their bachelor degree and one is pursuing a
5 master's degree.

6 COMMISSIONER SELFRIDGE: Okay.

7 MS. ESPINOSA: They are full-time
8 staff.

9 COMMISSIONER SELFRIDGE: In terms
10 of your infractions, I forget the language
11 that you used in terms of your off-campus
12 conduct program, do you have more problems in
13 the apartments than the houses?

14 MS. ESPINOSA: We certainly
15 receive more reports from the houses. I think
16 the --

17 COMMISSIONER SELFRIDGE: More from
18 the houses?

19 MS. ESPINOSA: More from the
20 individual houses, yes. Again, the apartment
21 managers, I think, between security in the

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1 apartments and their management program they
2 typically respond to student situations as
3 they would any other tenant.

4 COMMISSIONER SELFRIDGE: So it's
5 more parties in the houses is what we're
6 talking about really.

7 MS. ESPINOSA: The issues that we
8 see are from the single-family residents where
9 are students are renting.

10 COMMISSIONER SELFRIDGE: Could you
11 speak a little bit more about -- I don't have
12 the exact page but I thought the terms you
13 used for violations -- what do you consider a
14 violation? What triggers a violation? I know
15 you talked about the process to investigate a
16 violation but what is it exactly?

17 MS. ESPINOSA: As information is
18 gathered if evidence is gathered that is
19 sufficient to bring a charge under our code of
20 conduct, we would do that. In most higher
21 education institutions we use what is referred

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1 to as a preponderance of the evidence so is it
2 more likely than not that something occurred.

3 We use that same standards at
4 American University. One of the things that
5 we have to determine is is the evidence
6 sufficient enough to substantiate a charge.
7 Evidence can be obtained through incident
8 reports with detail about time, date. The
9 identity of the students is very important.
10 We rarely know the identity of the students.

11 If something happens outside of a
12 home or in a public area we don't typically
13 know the identity of those students. Also,
14 it's very important that we would have
15 witnesses willing to participate in our
16 process. That is according to our due process
17 that students are afforded.

18 They would need to know who the
19 individual is that is alleging the behavior so
20 the witness piece is very important as well.
21 To bring a conduct charge the threshold can

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1 actually be fairly low but to substantiate
2 that charge it does increase slightly.

3 COMMISSIONER SELFRIDGE: Then
4 would it be -- what I'm trying to get at would
5 it just be a police call? Would it be excess
6 trash? Would it be not keeping the grass
7 mowed? What types of incidents do you deal
8 with really? What rises to the level?

9 MS. ESPINOSA: The typical types
10 of incidents that we have reported involve
11 late night noise, people coming and going from
12 houses, car doors slamming, voices as people
13 are leaving or coming into a home.
14 Occasionally a student group leaving a
15 residence, maybe walking back to campus
16 creating some noise, causing a disturbance.

17 We do believe those types of
18 complaints. Actually, the fewest complaints
19 that we've had are in regard to large
20 gatherings where you think of 50 or 100
21 students. Those are actually very rare.

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1 In the times that we have received
2 those this year when we traced it back,
3 although they are disruptive, they are
4 typically in relation to a sporting event of
5 some sort of a victory of some sort or a
6 birthday party. Even graduation weekend there
7 were complaints. We do respond to those as
8 well.

9 What would rise to the level of a
10 charge under our code of conduct would be,
11 again, gathering that evidence so that it
12 could substantiate a charge.

13 Repeated violations would lead to
14 a charge of noncompliance with our directive
15 that they stop the behavior. It may also rise
16 to a charge under our code of conduct if the
17 specific behavior egregious enough that there
18 is no doubt. Again, the evidence would have
19 to substantiate that.

20 COMMISSIONER SELFRIDGE: Okay.
21 I'll get off this topic but I know there's AU

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1 security. If there's a call that comes in at
2 night are you able to dispatch somebody to
3 check on it or is it a gathering of the facts
4 the next morning?

5 MS. ESPINOSA: No. Our public
6 safety chief has worked out with the
7 supervisors with the second district in MPD
8 that our officers are allowed to respond to
9 those incidents. They do not have
10 jurisdiction to take police action at that
11 incident but they do respond to try to
12 determine what's happening and then MPD
13 responds as well.

14 COMMISSIONER SELFRIDGE: They
15 collaborate with MPD I assume?

16 MS. ESPINOSA: Correct. So when a
17 neighbor calls our public safety office, our
18 public safety office actually calls MPD as
19 well. The neighbor may call them, too, but
20 our public safety calls them as well to get
21 them to respond but we typically are on the

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1 scene sooner than MPD can get there.

2 COMMISSIONER SELFRIDGE: Okay.

3 Great. Thank you.

4 East Campus. The parking lot -- I
5 don't know who this is for, Mr. VanPelt maybe
6 -- is it fully utilized right now?

7 MR. VANPELT: No, it's not.
8 There's 900 spaces there and they are not
9 fully utilized.

10 COMMISSIONER SELFRIDGE: What do
11 you think the percentage is?

12 MR. ABUD: It's 55 to 60 percent.

13 COMMISSIONER SELFRIDGE: And
14 you're proposing going down to 450 spaces now.
15 Is that correct?

16 MR. ABUD: Five hundred spaces.

17 COMMISSIONER SELFRIDGE: Five
18 hundred spaces. You think that will handle
19 capacity -- or demand? I'm sorry.

20 MR. ABUD: Yes, we do. We look at
21 parking campus wide. This plan does envision

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1 reducing our total parking inventory because
2 currently we have a supply of parking of about
3 2,700 spaces but our demand from observation
4 and calculations that Gorove/Slade has done
5 through our population growth in this plan,
6 the demand looks like 1,500 so we have a
7 significant number of excess parking spaces.

8 COMMISSIONER SELFRIDGE: Just part
9 of that kind of attrition process of whittling
10 them down?

11 MR. ABUD: Correct.

12 COMMISSIONER SELFRIDGE: Who parks
13 there now?

14 MR. ABUD: It's a combination of
15 faculty, staff, and students. It's whoever
16 it's convenient for, and visitors as well.
17 There's a pay-as-you-go parking function.

18 COMMISSIONER SELFRIDGE: And
19 students have the ability to get parking
20 privileges on campus. Is that correct?

21 MR. ABUD: Yes.

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1 COMMISSIONER SELFRIDGE: If there
2 are dorms built in the East Campus, as you're
3 proposing, will the students be able to bring
4 cars as well? Who will utilize that parking?

5 MR. ABUD: Most of our parking is
6 available to all three of our populations,
7 faculty, staff and students. I envision that
8 continuing to be the case for East Campus.

9 COMMISSIONER SELFRIDGE: So if the
10 dorms were built and there was retail on the
11 street level, would the parking be available
12 for the retail users as well?

13 MR. ABUD: Yes. Currently the lot
14 has -- many of our parking facilities have an
15 individual payment option through an automated
16 process so people using the retail stores
17 would have that option available.

18 COMMISSIONER SELFRIDGE: Okay. On
19 the proposed crosswalk, Mr. Turnbull touched
20 on that as well a little bit. Is that being
21 proposed with the development of the new dorms

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1 or is that something that is being proposed
2 kind of separate regardless whether the dorms
3 are built, or when?

4 MR. VANPELT: I just wanted to
5 make sure I'm the one to answer that question.

6 The crosswalk that is being proposed really -
7 - as we talked about a little bit earlier,
8 there are people that cross at that location
9 today just because there's a curb cut there.
10 With that curb cut remaining and the
11 formalizing of it in the population living
12 here, the crosswalk is being proposed to help
13 make that a safer crossing for pedestrians.

14 COMMISSIONER SELFRIDGE: Now or
15 later is it being proposed?

16 MR. VANPELT: Oh, I'm sorry. With
17 the further processing.

18 COMMISSIONER SELFRIDGE: With the
19 further processing. It's not before that now.

20 I live near Eastern Market and I see people
21 crossing on Pennsylvania Avenue all the time

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1 so I actually can understand the rationale for
2 it because it's extremely dangerous on
3 Pennsylvania Avenue but I didn't know if it
4 was something that you're suggesting be done
5 now or be done with the further processing.

6 Is there going to be a retiming of
7 the existing pedestrian signals or are you
8 just proposing basically banking on the
9 existing timing of the pedestrian signals at
10 either end?

11 MR. VANPELT: Well, this would
12 certainly have to be coordinated with those
13 signals so they would have to work with those
14 signals.

15 COMMISSIONER SELFRIDGE: But it
16 would be an extension of time or would it be
17 on the same schedule that it's on currently?

18 MR. VANPELT: I think that is
19 something we would coordinate with DDOT. They
20 have reviewed our analysis and we have
21 provided that to them but I think that would

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1 be something to be coordinated with DDOT.

2 COMMISSIONER SELFRIDGE: Is it
3 your position that it needs to be extended or
4 do you think that the current timing -- what
5 I'm getting at is there's discussion about
6 this is going to add to the traffic on
7 Nebraska Avenue. If this simply is timed with
8 the existing pedestrian crosswalk, it seems to
9 me it would have no impact so that's what I'm
10 trying to get at.

11 MR. VANPELT: Yeah. The attempt
12 is that this is coordinated with the adjacent
13 signals. Certainly there is congestion on
14 Nebraska Avenue but when the crossings of
15 Nebraska, the walk signs at either end at Ward
16 Circle, at New Mexico, when those walk signs
17 go, this would also get a walk sign so that
18 the traffic that is between the two
19 intersections you are essentially stopping it
20 to give a protected break for pedestrians to
21 cross. Our analysis is showing that it won't

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1 impact the traffic flow any further.

2 COMMISSIONER SELFRIDGE: Okay.

3 Thank you.

4 I think that's it for me, Mr.
5 Chairman. Thank you.

6 MR. ABUD: Perhaps I can clarify
7 the proposed timing. Obviously pending
8 approval of the applications it's our hope to
9 open the East Campus facility in the fall of
10 2014.

11 In order to accomplish that we
12 would need to start construction mid-2012 so
13 we would not envision adding that crosswalk
14 because the parking lot would close down for
15 construction and then when it reopens it would
16 be the new development.

17 CHAIRMAN HOOD: Okay. Any other
18 questions?

19 Mr. May.

20 COMMISSIONER MAY: Yeah, I've got
21 a few.

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1 First of all, I think that overall
2 the presentation was pretty effective. I
3 mean, you hit all the high points, I think,
4 pretty well. I think some of them such as the
5 illustration of the North Hall was pretty
6 effective.

7 I would say overall though that
8 the architectural drawings are lacking. I
9 think that we need to see something a little
10 bit stronger. Some of it has to do with the
11 architecture generally. Being heavily
12 limestone and precast it sort of lends itself
13 to kind of washed-out renderings.

14 I really think that we need to see
15 particularly the further processing proposals
16 in greater detail. See some enlarged
17 elevations and see just generally more
18 detailed drawings.

19 We are talking about additions to
20 existing buildings having some better photo
21 documentation of what is being added onto

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1 would be helpful because it's very hard to
2 picture some of these things, particularly
3 with the kind of ghosted-in impressionistic
4 renderings which I do not find very helpful at
5 all.

6 I would say also that hopefully
7 the most recent addition of the campus which
8 is the -- I can't remember. Is it the LEED
9 Gold building that was just -- what is that?

10 MR. TUMMONDS: The School of
11 International Service.

12 COMMISSIONER MAY: I think that's
13 a step in the right direction architecturally.

14 I think the university has not necessarily
15 gotten the best architectural talent over the
16 last 20, 30 years and I think that's a step in
17 the right direction so I'm encouraged by that.

18 Hopefully the new stuff will be good.

19 I was curious. On the images of
20 the North Hall where we saw that sort of
21 gradual presentation of the building itself,

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1 would any of the existing trees be lost in the
2 process of building that building? Show that
3 view and then show it with the thing ghosted
4 in.

5 Just look at this image right
6 here. So we're seeing -- is everything that
7 we're seeing there in terms of the trees that
8 are there, are they all forward of the
9 building footprint or are any of those large
10 trees actually in the building footprint?

11 MS. BUFFINGTON: Actually, they're
12 not. There's a parking lot in the building
13 footprint and most of those large trees you're
14 seeing are actually -- the property line is
15 set back 30 feet from Massachusetts Avenue and
16 there are major trees in there.

17 COMMISSIONER MAY: Okay. So all
18 of the trees we're seeing right here are all
19 forward of the building so we are not going to
20 see those.

21 MS. BUFFINGTON: Yes.

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1 COMMISSIONER MAY: Is that true of
2 the view from the other side?

3 MS. BUFFINGTON: Yes.

4 COMMISSIONER MAY: Okay. So we're
5 not losing any of those trees that we're
6 seeing right here. Those are all --

7 MS. BUFFINGTON: Right. I said
8 it's a parking lot.

9 COMMISSIONER MAY: Right. If it's
10 a parking lot there, I don't know whether I'
11 seeing trees that are on this side of the
12 parking lot or on the other side of the
13 parking lot. That's all I was trying to
14 understand.

15 MS. BUFFINGTON: Very heavily
16 wooded site up there.

17 COMMISSIONER MAY: All right. In
18 the description of the East Campus plan there
19 is a reference to the parking lot as the
20 future site of a signature building, the
21 surface lot that's going to remain. That's

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1 pretty obvious that the future holds something
2 else for that site.

3 I'm wondering about the rest of
4 the campus. What I'm concerned about is
5 whether there is going to be sort of a
6 continuing in-fill. That's a pretty obvious
7 site where in-fill -- it's pretty obvious that
8 a building is going to go there eventually.

9 Are there other sites elsewhere on
10 the campus that we can look forward to major
11 developments in the 2021 plan? Mr. Hood and I
12 will both be here for that one.

13 MR. ABUD: Frankly, future
14 development beyond 2020 is something that
15 we've talked some about internally. Probably
16 it depends on the use. As we've described,
17 these campus -- what is left of the service
18 parking lot is a prime candidate for a
19 signature building so it would be primarily
20 an academic use.

21 I think those decisions beyond

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1 2020 really have to do with what those uses
2 are. There are not very many in our opinion
3 sites available for redevelopment west of
4 Nebraska Avenue.

5 We did in a previous iteration of
6 this plan consider the buildings on what we
7 call the Clark site which are now two-story
8 buildings as a possibility for redevelopment.

9 If you are asking what our thoughts are about
10 the future, that would be an opportunity to --

11 COMMISSIONER MAY: Where was that
12 one?

13 MR. ABUD: It's the Clark site
14 here at the southern end of the campus. It
15 borders Nebraska Avenue and there are a series
16 of four two-story buildings which have
17 recently been renovated and so we are planning
18 to do anything in the this ten-year time frame
19 but I can imagine at some point in the future
20 we would look at that differently as a
21 potential site for development.

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1 COMMISSIONER MAY: Okay. Thanks.

2 I know I'm asking you for answers that go
3 beyond the current plan. I'm just trying to
4 get a sense of -- obviously there has been
5 some thought about the full development of the
6 East Campus. I'm just wondering about the
7 rest of the campus and whether there are
8 obviously places for other signature
9 buildings.

10 The analysis of the available
11 street parking in the neighborhood, 60, 70
12 percent, whatever that was, does that include
13 parking on Westover Place?

14 MR. SCHIESEL: We have maps.

15 COMMISSIONER MAY: You need to
16 identify yourself.

17 MR. SCHIESEL: I'm sorry.

18 MR. VANPELT: Westover Place is a
19 gated community. I don't think it's in our
20 count but we'll confirm that.

21 COMMISSIONER MAY: Okay. If

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1 there's a page to reference in the report,
2 that would be helpful

3 MR. SCHIESEL: This is Rob
4 Schiesel from Gorove/Slade Associates. It's
5 in the May 20th prehearing statement. Our
6 addendum to our traffic study is Tab 6 and we
7 have a diagram showing where the data was
8 collected.

9 COMMISSIONER MAY: Okay. That's
10 good.

11 MR. SCHIESEL: Page 20. Starting
12 on page 20.

13 COMMISSIONER MAY: But it does not
14 include Westover Place?

15 MR. SCHIESEL: No, it does not.

16 COMMISSIONER MAY: Right. Okay.
17 What is the status of the traffic study for
18 the Tenley Campus? If the photo processing is
19 not ready theoretically but it's going to be
20 ready very soon, theoretically you've got a
21 traffic study in process.

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1 MR. TUMMONDS: That's correct,
2 yes. The things that we are, if you will,
3 tweaking with the traffic study and also the
4 design for Tenley Campus would be the number
5 of parking spaces. We've talked about
6 somewhere between 400 to 500.

7 We think the location is probably
8 appropriate off of Nebraska, but then once we
9 finalize that number, that location, then, as
10 I said, when we expect to file this further
11 processing application soon, that will include
12 the full transportation report prepared by
13 Gorove/Slade.

14 COMMISSIONER MAY: Do you have an
15 idea when that will actually be ready?

16 MR. TUMMONDS: Most of our issues
17 right now are historic preservation related
18 and that added nuance that we have on that
19 site that we don't have on other sites. We
20 have another player in that development
21 process which is the Historic Preservation

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1 Office and the Historic Preservation Review
2 Board.

3 I think we're hopeful that we can
4 get to a point in our discussions, not just
5 with OP and HPO, but also ANC-3E, the Tenley
6 Campus Neighbor Association, within two
7 months. I'm not being too hopeful thinking
8 but I think within two months we will be in a
9 position that we could hopefully file that
10 further processing application.

11 COMMISSIONER MAY: Okay. Thanks.

12 There is reference, not in your
13 presentation but in some of the comments that
14 we received to the 1986 agreement regarding
15 the Tenley Campus. I'm wondering if you could
16 speak to that and what the university regards
17 the state of that is and any agreements you
18 think are still binding.

19 MR. TUMMONDS: The 1986 agreement
20 was an issue, and there is also a 1989
21 agreement that applied to the Main Campus.

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1 Both of these issues were discussed
2 extensively in the last plan.

3 At that time the Zoning Commission
4 determined that those previous plans, the 1986
5 agreement, the 1989 agreement, expired with
6 the expiration of that 1989 plan. If, in
7 fact, groups, organizations wanted to have
8 conditions in the 2000 plan that were
9 consistent with the 1986 agreement they
10 should, in fact, put those conditions forward.

11 We can review them. The Zoning
12 Commission can review them and the Zoning
13 Commission can determine what is appropriate
14 for development on the Tenley Campus or on the
15 Main Campus and that is what would guide
16 future development at that time, development
17 between 2000 and 2011 on the Main Campus and
18 on the Tenley Campus.

19 We think that still exist today.
20 We think the Zoning Commission should follow
21 the decision that it made in 2000 which is we

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1 will guide through conditions that we put on
2 approval of the Tenley Campus or the Main
3 Campus what should happen. We don't believe
4 that the 1986 agreement has any further affect
5 with regards to the Zoning Commission's
6 ability to guide development on the Tenley
7 Campus.

8 CHAIRMAN HOOD: Let me just ask.
9 That was 2001, right? It wasn't 2000.

10 MR. TUMMONDS: We started that
11 process in 2000 and by the time we completed
12 it was 2001.

13 CHAIRMAN HOOD: When the Zoning
14 Commission heard it it was 2001.

15 MR. TUMMONDS: We started in 2000.
16 We always referred to it as the 2000 plan. By
17 the time that we were done with that process
18 that order was issued August 15, 2001, hence
19 the 10 years to now. We are now on the 2011
20 plan.

21 CHAIRMAN HOOD: Okay. I'll come

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1 back to it.

2 COMMISSIONER MAY: Thanks. The
3 law school is located further up Massachusetts
4 Avenue. Is that the small commercial center,
5 Spring Valley Shopping Center kind of place?

6 MR. TUMMONDS: Yes.

7 COMMISSIONER MAY: How large is
8 that -- they are in a single building there?
9 Is that what it is? And is it a building the
10 university owns?

11 MR. ABUD: Yes. I'm showing it on
12 the map right now, 4801 Massachusetts Avenue,
13 the location of the law school. It is a
14 single building that the university owns.

15 COMMISSIONER MAY: They don't own
16 the whole shopping center, just that building?

17 MR. ABUD: Correct. This is the
18 only building we own there.

19 COMMISSIONER MAY: How large is
20 that building?

21 MR. ABUD: It's approximately

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1 200,000 square feet.

2 COMMISSIONER MAY: How many
3 stories?

4 MR. ABUD: Six stories. Six above
5 grade and three below ground and parking.

6 COMMISSIONER MAY: Okay. I've
7 just got a couple more. About the retail.
8 This is basically campus-serving retail.
9 There are some chain food type places already
10 on the campus. Are there not? They have fast
11 food places and stuff?

12 MR. ABUD: Yes, sir. We have a
13 number of food oriented retail establishments
14 essentially in that tunnel area that we hope
15 to close to vehicle traffic, as well as a bank
16 and a hair salon. We have a McDonald's.
17 That's the only chain type establishment we
18 have now.

19 COMMISSIONER MAY: That retail in
20 the tunnel, which I'm very glad is going away
21 because it's really one of the low points in

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1 the campus aesthetically, will some of that
2 stuff be relocated elsewhere on the campus
3 once that is made into interior space?

4 MR. ABUD: No. We plan to
5 continue that retail but as an interior kind
6 of pedestrian mall area.

7 COMMISSIONER MAY: Okay. So those
8 will stay there. Those uses will stay there.
9 It's just going to be enclosed.

10 MR. ABUD: Yes.

11 COMMISSIONER MAY: Okay. The
12 retail like the food service, does that
13 actually tie into the meal plan in any way or
14 campus dollars or any of those sorts of
15 things?

16 MR. ABUD: We do have a
17 combination of Eagle Bucks which is a
18 declining balance card as well as a portion of
19 that which is dining dollars tied to a meal
20 plan. Both of those can be used in any of the
21 retail establishments that we have right now,

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1 as well as in a few off-campus ones.

2 COMMISSIONER MAY: Okay. Would
3 you expect to continue that with the retail
4 that might be on the East Campus?

5 MR. ABUD: Yes, we do.

6 COMMISSIONER MAY: Okay. All
7 right. Now, I saw the Office of Planning was
8 recommending less retail there. In your
9 response to that you, I think, tried to stick
10 with the 17,000 number. Can anybody talk to
11 why you think that's the right number that's
12 going to work?

13 MR. ABUD: We've had a consultant
14 essentially look at a variety of our programs,
15 the housing program, as well as the food
16 program and the retail aspects of our campus.

17 Part of what they do is compare us to like
18 campuses throughout the country. In that
19 comparison we are falling short right now. It
20 was there recommendation that we have 15,000
21 to 20,000 additional retail space to serve our

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1 population.

2 COMMISSIONER MAY: Okay. I know
3 we covered this at some point but what was the
4 total number of students living off campus at
5 this point? Actual raw numbers of
6 undergraduates.

7 MR. ABUD: It's about 1,200 or
8 1,300. The graph showed 1,176 that are within
9 our zip code. Only about 100 undergraduates
10 live outside of our zip code.

11 COMMISSIONER MAY: Okay. I don't
12 understand how we wind up with only 55 percent
13 of undergraduates on campus. Can you explain
14 the numbers there because the number of beds
15 are going up by 800 and the number of
16 undergraduates is going up by only 100 and
17 your current percentage is 65.

18 MR. ABUD: It has to do with this
19 supplemental capacity that I've talked about.
20 Right now we're meeting our 65 percent
21 counting these beds, the triples and the off-

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1 campus facilities. It's our goal to stop
2 relying on these as we build our own housing.

3 It's going to take a while to get
4 there so that's why we're proposing 55 percent
5 because we're gearing it toward the design
6 capacity of our facilities as opposed to
7 relying on either tripling or the off-campus
8 facilities.

9 COMMISSIONER MAY: So the actual
10 number right now really is only 55 is what
11 you're saying?

12 MR. ABUD: If you're looking at
13 just design capacity.

14 COMMISSIONER MAY: Right. And
15 that's why you want to have it set at 55
16 because that's what it is currently as opposed
17 to what you want it to be by the fall of 2014
18 which is 65 percent. Is that right?

19 MR. ABUD: Yes. I think one of
20 the things we talked about, as Mr. Taylor
21 talked about in the strategic plan, it's

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1 increasing the quality of the housing so
2 having triples is not the way the university
3 is able --

4 COMMISSIONER MAY: I appreciate
5 the improvement in the quality. I'm really
6 just concerned about numbers. I'm really just
7 asking a question about numbers. I'm trying
8 to understand why, I mean, because, again, the
9 Office of Planning is recommending 65 or 67
10 and you're insisting on 55 and I'm trying to
11 understand why it's 55 even when you take into
12 consideration that you're going down by 500
13 when you'll lose the apartments and the
14 triples.

15 You still have that net increase
16 of 800 beds. That's an increase of 300 and
17 you're only increasing the student body by 100
18 so it seems to me your current percentage
19 should go up but your current percentage is
20 only 55.

21 MR. ABUD: If we only count the

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1 design capacity, which is what we would like
2 to rely on in the future, then it is 55
3 percent today.

4 COMMISSIONER MAY: Okay. It seems
5 to me there is a number solution that would
6 have to be worked out. I'll ask Office of
7 Planning about it, too. It seems like if
8 you're talking about being in the future all
9 the way up to 68 percent, that that would be
10 in sync with the Office of Planning.

11 MR. TUMMONDS: That's correct and
12 that is why we are requesting the 55 percent,
13 not the 67 there.

14 COMMISSIONER MAY: I thought I
15 understood it there for a second.

16 MR. ABUD: We just don't want to
17 be 10 years to get to the goal.

18 COMMISSIONER MAY: I understand
19 that but, you know, maybe there's an interim
20 goal that needs to be set, or something like
21 that, that would actually align with them

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1 because -- well, anyway. I'll study that
2 chart and, of course, we'll discuss it with
3 the Office of Planning.

4 Is there currently a significant
5 unmet demand for on-campus housing? Is the
6 university turning students away every year?

7 MR. ABUD: Yes, we currently are.

8 COMMISSIONER MAY: And is the
9 number that you're proposing, the number of
10 beds increase that you're proposing, is that
11 going to address that?

12 MR. ABUD: Yes, it will.
13 Currently we are turning away about 300
14 students in a typical year and certainly the
15 new beds will address that.

16 COMMISSIONER MAY: But if you make
17 it better, more of them will want it.

18 MR. ABUD: That's part of the
19 demand management problem.

20 COMMISSIONER MAY: Okay. Mr.
21 Tummonds said it was going to get better so

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1 you need to prepare for that.

2 Okay. The last question I had
3 went to the student conduct. I think that was
4 very well explained so I understand the system
5 fairly well. Again, I'm kind of interested in
6 numbers. Do you have any statistics so far on
7 the number of first violations that have been
8 adjudicated and second violations that have
9 been adjudicated and any suspensions or
10 expulsions.

11 MS. ESPINOSA: Are you referring
12 over all or do off campus or on campus?

13 COMMISSIONER MAY: I'm primarily
14 interested in off campus but if you have
15 statistics on the whole thing.

16 MS. ESPINOSA: Off campus
17 specifically of the 12 hours that were
18 reported between August through May we've had
19 one student home where some of those students
20 were referred through our student conduct
21 process, and another home where the

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1 organization that those students are members
2 of, actually working with their national
3 headquarters they were sanctioned and placed
4 on probation.

5 The individual students obviously
6 I can't discuss their specific sanctions but
7 we did have another house with repeated
8 violations where students were sanctioned.

9 COMMISSIONER MAY: Um-hum. Has
10 anybody actually been suspended or expelled?

11 MS. ESPINOSA: No. Suspension and
12 expulsion typically would be for some of the
13 most severe violations that the university
14 might see such as assaults or drugs, things of
15 that nature.

16 COMMISSIONER MAY: But your policy
17 said a third violation so I'm thinking what
18 that implied to me is that a house full of
19 students has a really loud party they get
20 their first and they are adjudicated. It
21 winds up that's a first offense and then it

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1 happens again. That's a second offense. It
2 happens again and that's a third offense.
3 That's not an assault.

4 MS. ESPINOSA: Correct. Each
5 report does not automatically result in
6 adjudication through our code of conduct.
7 Again, the evidence that is contained in those
8 reports needs to be able to substantiate a
9 charge.

10 Many of the reports that we
11 receive the evidence that is gathered is not
12 sufficient to substantiate a charge. Again,
13 some of it involves the student's guests and
14 what they are responsible for and being able
15 to identify them.

16 Because a particular address might
17 be causing disturbances, it may be the friends
18 of those students coming and going. We
19 address that behavior through their guest
20 management and work with them to manage their
21 guests and do that appropriately.

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1 If the behavior has been occurring
2 two or three blocks away from that location,
3 it then becomes difficult to hold those
4 specific students accountable at that same
5 level if it wasn't their specific behavior.

6 COMMISSIONER MAY: I can
7 appreciate that.

8 MS. ESPINOSA: The number of
9 nuances and variables that play into that.

10 COMMISSIONER MAY: Right. I
11 understand. A phone call does not mean that
12 something has happened and you can say that a
13 specific person is responsible and, therefore,
14 have sanctions against that person. There is
15 a process.

16 Is the disposition of any of those
17 cases or sanctions actually public
18 information? If somebody is next door to a
19 party house, is that person next door going to
20 know what happens after they've called and
21 complained?

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1 MS. ESPINOSA: They wouldn't know
2 the outcome of a conduct process. A student's
3 individual educational record is protected.

4 COMMISSIONER MAY: Right.

5 MS. ESPINOSA: They would have the
6 opportunity to know if an organization was
7 sanctioned. That's not protected in the same
8 way. Typically what I would do is follow up
9 to let them know what expectations have been
10 put in place, what we agreed to with the
11 students, what steps they have agreed to take
12 to manage their property and their guests for
13 effectively and then work with the neighbor to
14 contact us if the behavior continues and then
15 we would address it again at that point.

16 COMMISSIONER MAY: Do you get
17 personally involved in every one of these when
18 it happens?

19 MS. ESPINOSA: Yes.

20 COMMISSIONER MAY: Okay. Thanks.

21 CHAIRMAN HOOD: Okay. Let me do

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1 this before I start my questions. I'm looking
2 at my Commissioners. I was thinking we could
3 probably go to 11:00. You all heard that.
4 Didn't you hear the foot? I guess 10:30?
5 About 10:30.

6 COMMISSIONER TURNBULL: We're at
7 your beck and call, Mr. Chair.

8 CHAIRMAN HOOD: Okay. What we're
9 going to do we're going to try -- normally we
10 start wrapping up at 10:00. That means we
11 should be out of here by 10:30 so I wanted to
12 give folks a reference of where we were.
13 Believe it or not we probably won't get to
14 organizations and persons in opposition,
15 organizations and persons in support. I don't
16 think we're going to get to that part. We
17 won't get to the report of Advisory
18 Neighborhood Commission 3D and 3E. I made
19 those announcements so if I get to that point,
20 I'm just going to stop whenever we get there.

21 But let me ask my questions. Mr.

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1 Taylor, I believe, if you can maybe answer
2 this one. How is the good neighbor policy?
3 In 2001 we heard this case -- well, we heard
4 your previous campus plan. I know you have
5 specific items in your good neighbor policy
6 but how is it? How has it worked the past 10
7 years since the last time you saw us?

8 MR. TAYLOR: Well, I think the
9 fact that Ms. Espinosa is here is a good
10 example of that. Every year we've been
11 working to remedy the issues. We do have the
12 data. I don't have it with me but through the
13 span of time how many complaints we have from
14 the community, where the properties are, the
15 enforcements that we've done. As she
16 outlined, there have been a handful of homes
17 that have been more problematic. For the most
18 part it does work but, again, we have perhaps
19 half a dozen every year that are a bit more
20 challenging.

21 CHAIRMAN HOOD: Let me just say

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1 this. I actually have expanded your good
2 neighbor policy. I know what Ms. Espinosa is
3 doing with the off campus and I understand all
4 that. When I say good neighbor policy, I want
5 to know how have you been working with the
6 surrounding community. I've expanded your
7 good neighbor policy. That's what I want to
8 know.

9 MR. TAYLOR: Beyond the
10 neighborhood behind the student housing issues
11 is what you're suggesting?

12 CHAIRMAN HOOD: Beyond the student
13 housing issue.

14 MR. TAYLOR: We, indeed, have been
15 meeting on an ongoing basis. Regularly we
16 have, indeed, implemented the recommendations
17 of the liaison group that has, indeed, been
18 meeting frequently over the past decade. That
19 has been a good venue to talk things out, to
20 surface issues, to inform the community of
21 things going on.

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1 Admittedly over the past year as
2 we have ramped up our campus plan discussions
3 and been continuing to meet we have not held
4 those as regularly but for the most part over
5 the last decade we have met regularly with the
6 liaison group.

7 CHAIRMAN HOOD: Who all was part
8 of your liaison group?

9 MR. TAYLOR: That would be a lot
10 of the neighborhood association
11 representatives as well as university
12 officials, Mr. Abud for example, myself,
13 someone from the Campus Life office. Public
14 Safety, indeed, has participated as well so
15 it's an opportunity to get folks together.

16 CHAIRMAN HOOD: Didn't we some
17 years ago identify exactly who should be
18 participating in that liaison group? Am I
19 correct?

20 MR. TAYLOR: That would be my
21 recollection but, again, it would be

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1 neighborhood organization chiefs as well as,
2 indeed --

3 CHAIRMAN HOOD: If I have it here,
4 Mr. Thomas, I overlooked it. I didn't see it.

5 I do see it spelled out in what was provided
6 this evening but it talks about some of the
7 things trying to be achieved for this campus
8 plan. I want to know how it worked with the
9 previous campus plan.

10 MR. TUMMONDS: We'll provide that
11 information.

12 CHAIRMAN HOOD: Thank you.

13 Let me just look at a few
14 examples. I have a few letters and I actually
15 looked at every last one of them, perused
16 them. Let me just say that Exhibit 131 struck
17 me and I saw a lot of this. It says, "Send it
18 back [we're talking about the campus plan] for
19 revisions which would move the dorms and use
20 the site for administrative and classroom
21 activities. We do not want to be at war with

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1 students. They go out when we are going to
2 bed."

3 How do we not go down that road?
4 I don't want to bring any other universities
5 into this picture because we're talking about
6 American tonight but how do we not -- we'
7 trying to prevent some of the things that are
8 going on elsewhere.

9 How do we not go down that road?
10 These are real situations that the citizens or
11 the residents who live in that area have
12 written to us about. How do we not go down
13 that road?

14 MR. TUMMONDS: I think Mr. Abud
15 can address that.

16 CHAIRMAN HOOD: Okay. Mr. Abud.

17 MR. ABUD: I think the key is the
18 back that we are adding housing on university
19 property and, therefore, it reduces the
20 likelihood that students will be in the
21 community and going out and causing

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1 disturbance and the kinds of incidents that
2 Ms. Espinosa mentioned, the slamming of car
3 doors. They are going to be in the residence
4 halls.

5 Certainly these campus residence
6 halls are relatively close to neighboring
7 houses but we have that situation today. On
8 the South Campus we have a large group of
9 residence halls close to neighboring houses.

10 Nebraska Hall the closest house --
11 the closest property line is 30 feet away and
12 we've had a very good experience with a
13 residence hall population and being able to
14 manage behavior both in the residence halls as
15 well as around the residence halls.

16 CHAIRMAN HOOD: Okay. Why do we
17 have so many people telling us that they are
18 not being listened to? I want to say
19 something. This is serious to me. This is
20 very serious to me.

21 MR. TAYLOR: Absolutely. Well,

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1 let me add one of the concerns that admittedly
2 from the start has been the question of
3 whether the Nebraska Avenue parking lot is an
4 appropriate venue for student housing.

5 We have maintained that we believe
6 that it is and a number of community members
7 disagree with that and think it's not an
8 appropriate site at all for university
9 housing. That's a fundamental one that we've
10 all struggled with throughout the process.

11 MR. ABUD: I think one of the
12 things we've focused on is trying to adjust to
13 some of the things we've heard from the
14 community.

15 While we fundamentally disagree
16 that it's not appropriate to have student
17 housing there, we've done a lot with the
18 buildings there the way we've oriented them,
19 the way, as you saw, we were sheltering view
20 of those buildings from the adjacent townhomes
21 and the number of students.

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1 We believe our initial proposal to
2 have a thousand students there is a reasonable
3 proposal and would not cause an impact on
4 community we've scaled that back in response
5 to what we've heard from the community but we
6 do fundamentally disagree with the notion that
7 it's inappropriate to have housing there at
8 all.

9 CHAIRMAN HOOD: I know this is
10 probably a further processing question but
11 once you relocate the law school what is going
12 to happen with the present site?

13 MR. ABUD: We haven't determined
14 the exact problems. We know we would like to
15 reuse the building pretty much in its current
16 configuration. It's a high-quality academic
17 facility with offices for faculty and staff
18 and lots of high quality classrooms so we
19 would reuse it in that fashion. Exactly which
20 programs go there is something that is still
21 under discussion.

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1 CHAIRMAN HOOD: So there is still
2 no opportunity for the community to be able to
3 have input and work with American University
4 on what goes on the previous site, where the
5 site is now, once it's moved. Correct?

6 MR. ABUD: There's no regulatory
7 opportunity. Certainly it is something that
8 we get asked about at lots of our campus plan
9 meetings, at our quarterly liaison meetings.
10 As we go through the decision making process
11 within the university, we will certainly
12 discuss that with the community and take their
13 input.

14 We have received comments about
15 what should go there, what shouldn't go there.

16 We've been told housing shouldn't go there
17 but some of the community. We are taking that
18 into account but there is no regulatory
19 process that drives that. It's our own
20 initiative.

21 CHAIRMAN HOOD: And that's

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1 probably the problem why I had to sit there
2 and read all those letters in opposition
3 because of that response. I think being a
4 good neighbor -- there is no regulatory but at
5 the end of the day you're a good neighbor and
6 that's what I read. That was the concern.

7 People want predictability. That
8 uncertainty, at least from what I read, and
9 I'll stand to be corrected when the parties
10 come up for those in opposition, but the way I
11 look at it people want some certainty.

12 If you're going to be a good
13 neighbor, try to give them some certainty. It
14 might not be regulatory but at the end of the
15 day it's about all co-existing and living
16 together. That's the way I look at it.

17 MR. TUMMONDS: Mr. Hood, I might
18 add one thing.

19 CHAIRMAN HOOD: Let me just say
20 this. I'll deal with it from here. I think
21 we need to look at that and we need to make

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1 sure that we at least provide some type of
2 opportunity. Not just to say, "I don't owe
3 them any regulatory responsibility so we'll do
4 whatever we do when we get ready to do it."
5 That's the wrong answer.

6 MR. TUMMONDS: There has been a
7 lot of discussion about the use of 4801
8 Massachusetts and what's going to happen.
9 There is concern, that I think you've seen
10 from some of the submissions ANC-3D, about the
11 cap and will there be able to be some use of
12 that 4801 of students who wouldn't necessarily
13 be included in the cap.

14 In our response to OP's condition
15 today, this is Condition No. 5, we had said
16 that anyone who may be taking a class if 4801
17 Mass. Ave. is turned into academic space,
18 those students would most likely be taking a
19 class at the main campus so they would be in
20 the cap.

21 There isn't this notion that the

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1 use of 4801 Mass. Ave. will allow an
2 additional influx of students by AU that
3 wouldn't be counted. Some of the things we
4 want to say is at this point we just don't
5 know but there is not an intent on the part of
6 AU to not be transparent, to be opaque.

7 CHAIRMAN HOOD: Thank you. Thank
8 you, Mr. Tummonds.

9 I remember a while back the last
10 time we talked about Mr. Herzstein, I think it
11 was the position of the bleachers and the
12 noise and here we are again. I have a
13 submission again talking about some of the
14 same things we talked about 10 years ago.

15 One thing that I found
16 interesting, it says, "There was no mention by
17 the university of any other plans for this
18 site other than the use referred to as
19 intramural field. I kind of remember some of
20 that.

21 However, not long after the order

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1 was issued approving the 2000 campus plan, the
2 university without seeking an amendment to the
3 2000 plan spent over a million dollars to
4 completely reconfigure and expand the field
5 and install artificial turf."

6 I mean, if we knew that was going
7 to happen -- again, this goes back to
8 predictability. If we knew that was going to
9 happen when you all presented the campus plan
10 then, why did we not talk about that then?
11 Here we are 10 years later because we spent
12 some long nights down here until 12:00 at
13 night, as some people may know, and we tried
14 to put things in place.

15 Everybody doesn't always agree
16 with what we do but we do these things for a
17 reason. Then 10 years later find out that
18 here I am talking about some of the same
19 things, I have a problem with that.

20 Mr. May will be here in 10 years
21 but I probably won't but I just have a problem

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1 with seeing some of these same reoccurring
2 issues ten years later. Mr. Tummonds, can
3 you tell me what did we say? Did we say
4 intramural field 10 years ago? I don't
5 exactly remember.

6 MR. TUMMONDS: Sure. It was
7 called the intramural field because that's
8 what it was used for. I think then there was
9 a naming opportunity, a donation was given and
10 it became the Jacobs Field. There was never
11 an intent on the part of AU to only use what
12 we called the intramural field for intramural
13 athletics but that use was enhanced.

14 To give you a sense of the scale
15 of that use, I think Mr. Taylor would probably
16 be best to talk about what Jacobs Field is
17 used for now and the intensity of that use and
18 what occurs there.

19 MR. TAYLOR: That, indeed, is one
20 of three outdoor venues. One is along
21 Massachusetts Avenue, one is the Reeves Field,

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1 the soccer field, and this one is artificial
2 turf.

3 For field hockey that is more or
4 less a requirement of intercollegiate play.
5 That is where the women's field hockey team
6 plays so you do have intercollegiate games for
7 women's lacrosse and women's field hockey.
8 That is the venue for those particular sports.

9 MR. TUMMONDS: What is the average
10 attendance for intercollegiate women's field
11 hockey game?

12 MR. TAYLOR: You've got perhaps
13 women's field hockey less than 200, women's
14 lacrosse about 300 would be the attendance at
15 those particular --

16 MR. TUMMONDS: What is the
17 predominant use of the Jacobs Field?

18 MR. TAYLOR: It would be -- it's
19 all purpose obviously because, indeed, as Mr.
20 Tummonds mentioned, a donor was willing to
21 provide the money so we made it an all-purpose

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1 artificial turf field. In addition to that
2 being the venue for those particular
3 intercollegiate sports, that is also where
4 they practice.

5 Indeed, it's part of the
6 university. Students can, indeed, play there
7 whether it's frisbee or pickup games as well
8 so it is one of our outdoor recreational
9 facilities as well.

10 CHAIRMAN HOOD: Okay. Apparently
11 whatever position we have for the bleachers 10
12 years ago obviously didn't work because I
13 think the Office of Planning is now saying
14 reposition the bleachers?

15 MR. TUMMONDS: That's a different
16 field.

17 CHAIRMAN HOOD: Okay. So that's
18 not the same field.

19 MR. TUMMONDS: Correct.

20 CHAIRMAN HOOD: Those are not the
21 bleachers we talked about 10 years ago?

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1 MR. ABUD: They are the same
2 bleachers. We never build that project though
3 it was approved in the 20001 plan and so
4 essentially we are reproposing --

5 CHAIRMAN HOOD: So there are no
6 bleachers there. We're just talking about
7 repositioning the bleachers.

8 MR. ABUD: There are bleachers on
9 the western side of the field closest to the
10 community. We're talking about putting
11 bleachers on the side that is closer to the
12 university and faces towards the community.
13 That was the same proposal that was in the
14 2001 plan we just never built.

15 CHAIRMAN HOOD: So we didn't go
16 back to what -- I will tell you, I do remember
17 having a bleacher discussion. You would be
18 surprised what we get tied down with up here.

19 That bleacher discussion went on for a little
20 while so I'm hoping we're not revisiting after
21 we went through all that. I need to know some

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1 reason now why we are repositioning the
2 bleachers.

3 MR. ABUD: It's the same proposal.
4 We just never built it.

5 CHAIRMAN HOOD: Oh, just never
6 did. Okay.

7 Here is another issue that I
8 received. This is a letter I got -- I'm
9 supposed to do this at a later time but I'm
10 doing it now. "Chairman and the Council." He
11 says, "I strongly urge you and your fellow
12 Zoning Commission members to not consider the
13 American University campus plan until the
14 residents have been given a substantive
15 opportunity to be heard and for their comments
16 to be seriously considered by American
17 University." What am I suppose to make of
18 that? That's the Chairman of the City Council
19 asking us to do that.

20 MR. ABUD: I think that we would
21 note, as Mr. Taylor said, the changes. The

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1 date of that letter, I believe, was prior to
2 May 20th.

3 CHAIRMAN HOOD: April 7th.

4 MR. TUMMONDS: Okay. Subsequent
5 to that and, as Mr. Taylor noted, in the
6 prehearing statement we filed on May 20th we
7 made modifications to this proposal. We
8 reduced the number of beds. We reduced the
9 overall amount of square footage. We created
10 a more what we would call a mixed residential,
11 academic, administrative space.

12 I think what we've been trying to
13 say is we feel that we have been -- there has
14 been significant dialogue that has occurred
15 with the representatives of Westover Place and
16 representatives of other neighborhoods. I
17 think, as Mr. Abud said, at some point there
18 is a fundamental difference about what they
19 think is appropriate.

20 They have for a long time in the
21 process have said no beds. We started out

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1 with 1,000, then we're at 770, and now we're
2 at 590. We think that we have shown that we
3 have been trying to work. We have increased
4 the distance from actual residential buildings
5 on the East Campus to Westover.

6 I think while we haven't done
7 everything that Westover has asked, we have
8 moved in that direction. I feel comfortable
9 in telling the Chairman that we have tried to
10 address their concerns in the May 20th filing
11 in the materials, the plan, that we are
12 showing you here today.

13 CHAIRMAN HOOD: Okay. Let me just
14 add to that. I appreciate that, Mr. Tummonds,
15 but let me just add there's another letter
16 here somewhere that says that while you all
17 have made some minor changes, they were not
18 changes that were significant for the
19 community. Would you agree with that
20 statement?

21 MR. TUMMONDS: I would agree that

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1 is what that letter says but I think we have
2 made because it is the balancing --

3 CHAIRMAN HOOD: So you read the
4 letters, too, then?

5 MR. TUMMONDS: Oh, absolutely.

6 CHAIRMAN HOOD: Good.

7 MR. TUMMONDS: I think it is the
8 balancing, as we talked about here, the goals,
9 the strategic plan of the university in making
10 sure that those do not create adverse or
11 objectionable impacts on neighboring
12 properties.

13 I think that what we've shown
14 tonight to show the distance of a similarly --
15 of a building of a similar height to the
16 Westover Place townhomes, a building that is
17 40 feet back. That is not going to have
18 residential uses in there. The operation of
19 that building is something the university can
20 control very readily.

21 We've pushed the residential

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1 buildings back. I think that we have created
2 an appropriate balancing of the university's
3 goals and the neighbor's goals. Obviously one
4 of the concerns, too, maybe not in this campus
5 plan application as much as other
6 applications, is bringing students back onto
7 the campus.

8 This is an application on the East
9 Campus where we are proposing 500 new beds
10 having that issue you talked about of having
11 more control in a residential hall environment
12 to monitor and guide appropriate student
13 behavior.

14 CHAIRMAN HOOD: Okay. All right.

15 Let me ask this about traffic. I like to go
16 with real live situations. I live cross town
17 and have my issues and not exactly know what
18 is going on. The people who live there are
19 the most affected so that's why I'm taking a
20 lot of what they said because they live this
21 every day while I go across down and other

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1 people go elsewhere.

2 There was a study done and I think
3 you were talking about this with Commissioner
4 May. When school is out -- I remember hearing
5 that actually. I was up here reading some
6 other stuff but when school is out is there
7 traffic congestion around the AU Campus?

8 One of the letters said that
9 apparently traffic comes to a stand still.

10 Does it also come to a stand still
11 when school is out? I'm trying to get a
12 comparison. We know it's a standstill and I
13 know it's more than just AU around there.
14 It's a standstill when school is in. Is it a
15 standstill when school is out?

16 MR. VANPELT: We didn't do a study
17 of traffic when school is out. One thing I
18 would say with our experience of working in
19 this region is that the summer months traffic
20 patterns are much different than they are
21 during the rest of the year.

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1 The traffic patterns are much
2 different when schools are in session be it
3 public schools, colleges, universities, than
4 they are during the summer months, especially
5 in August. August is when this whole region
6 takes its vacation, as do all you
7 Commissioners, so --

8 CHAIRMAN HOOD: We deserve one
9 sometime.

10 MR. VANPELT: I think you
11 certainly deserve a vacation as I think many
12 of us probably here do, too. It's difficult
13 to say that it's attributable to AU. As our
14 traffic study shows you, the majority of the
15 traffic on those routes around AU is commuter-
16 based traffic and it's not much different than
17 any other major routes going in and out of the
18 District. You will find that those routes
19 also will have significant drops in volume
20 during the summer months.

21 CHAIRMAN HOOD: Okay.

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1 MR. ABUD: Perhaps I can give you
2 a perspective from a lay person who has been
3 driving to AU for 31 years.

4 CHAIRMAN HOOD: Do you part in the
5 neighborhood?

6 MR. ABUD: No, sir. I part in the
7 AU provided parking. That is that certainly
8 the cycle of traffic tends to be more related
9 to the K through 12 school cycle because of
10 people's vacation than it is to our cycle.
11 Traffic is still heavy about this time of year
12 for us in that area despite the fact that
13 we've been out of school at AU for about a
14 month.

15 We see the same thing on the other
16 end. We start fairly early in the third week
17 in August and traffic is still pretty light
18 then but after Labor Day and the K through 12
19 cycle kicks in it gets uglier.

20 CHAIRMAN HOOD: I want to thank
21 you all for answering my questions. I also

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1 thank you all for a very succinct and to the
2 point presentation.

3 Commissioners, any other
4 questions?

5 Mr. Turnbull.

6 COMMISSIONER TURNBULL: Mr. Chair,
7 I just have a couple. I guess I'm sort of in
8 a dilemma just like Commissioner May on how
9 the numbers are playing out. I just did some
10 quick calculations and my come out lower.
11 Maybe we are using the wrong numbers. It's
12 either new math or somebody is using base 8.

13 I'm just puzzled because if the
14 projected undergraduate students are going to
15 be 6,400 and you're going to house 55 percent,
16 that comes up to 3,520. If the current is
17 6,318 and you're at 63 percent, that's coming
18 from the OP report, I get 3,980. Maybe I'm
19 not using all the right numbers but there is a
20 400 something difference there.

21 Maybe I'm not using the right

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1 numbers. If that's the case, I think we need
2 to know the right numbers. We need to know
3 the percentages. We need to know an accurate
4 account. I never liked new math.

5 MR. ABUD: We'll take a look at
6 the table and make sure the numbers are
7 correct.

8 COMMISSIONER TURNBULL: All right.
9 Good. Thank you.

10 Just one more question on the
11 apartments. You wanted to get better quality
12 so you're getting rid of the triples, three
13 students? The triple is just from the
14 standpoint of the number?

15 MR. ABUD: The triples are three
16 students housed in rooms that were designed
17 for two and they are forced to triple because
18 we don't have enough space.

19 COMMISSIONER TURNBULL: Okay.
20 Because you are designing quads.

21 MR. ABUD: We are designing quads

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1 where we have two double rooms sharing a
2 suite. We are designing four-bedroom
3 apartments.

4 COMMISSIONER TURNBULL: I've just
5 got a question. I mean, I'm sure you've made
6 visits to all the other campuses looking at
7 housing and who's doing what. I'm just
8 confused on these quads that I've seen. It's
9 basically for four students. You've got the
10 water closet and the sink in one room and then
11 a separate shower.

12 I'll tell you, you know, my
13 daughter was in a quad but there were two full
14 bathrooms and four girls need -- I mean, it's
15 your marketing decision. Guys could get by
16 with it but I think four girls in an apartment
17 you're asking for a lot there.

18 MS. BUFFINGTON: Actually, what we
19 are providing in -- well, the one that has the
20 shower and the toilet in one room is only two
21 students. That's just a double room with a

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1 private bath.

2 COMMISSIONER TURNBULL: There's
3 four bedrooms.

4 MS. BUFFINGTON: That would be the
5 apartments. There are four single bedrooms.
6 That's a fully compartmentalized bathroom so
7 the shower is in a separate place, the toilet is
8 in a separate place, and there are two sinks.

9 There are actually four fixtures that are
10 available all the time for four different
11 students and there are only four students in
12 the apartment.

13 We've actually -- I know that I
14 presented this to the Commission a couple of
15 years ago but we do this with five students on
16 a lot of campuses where we've got three
17 singles and a double room and a
18 compartmentalized bathroom.

19 We do post-occupancy studies and
20 we have not had any complaints about these
21 bathrooms. A lot of apartment-style -- you

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1 don't want to hear my whole lecture but a lot
2 of apartment-style units do have the two
3 bathroom and four bedroom model. Because they
4 put the shower and the toilet in the same
5 room, it's very inefficient. There are always
6 complaints with those types of units.

7 COMMISSIONER TURNBULL: I was just
8 confused. You said you were getting rid of
9 the triples. I didn't realize what you
10 occupancy was and what they were before so --

11 MS. BUFFINGTON: The triples are
12 what we used to call when I was in college
13 emergency triples which means you bunk one of
14 the beds and they don't have enough closet or
15 desk or drawer space in the room.

16 COMMISSIONER TURNBULL: The other
17 thing is we talked about some of the
18 restaurants. You had some private concessions
19 or vendors on campus. Are you eliminating
20 that? Are you going to a sole-source food
21 service facility or do you have that now?

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1 East Campus there's 24-hour student life
2 proposed. Is that correct?

3 MS. BUFFINGTON: There is a
4 student life office at one point of the campus
5 and that is a thing that they staff all the
6 time in case students lose their keys or have
7 any kind of issue where they need immediate
8 help.

9 COMMISSIONER SELFRIDGE: We're
10 talking more of an administrative office and a
11 student life hall. Is that correct?

12 MS. BUFFINGTON: Well, it's
13 staffed and it's in one of the residence
14 halls.

15 COMMISSIONER SELFRIDGE: Are we
16 talking about the East Campus?

17 MS. BUFFINGTON: Yes.

18 COMMISSIONER SELFRIDGE: Okay.
19 How big is that?

20 MS. BUFFINGTON: Well, there are
21 residential life offices in each building but

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1 that particular one I'm going to say is around
2 800 square feet. It's a desk. It's a place
3 where people can pick up packages and there's
4 a little sort of lobby area.

5 COMMISSIONER SELFRIDGE: It's not
6 a real center. I'm just trying to get a sense
7 of people coming and going all night. It
8 sounds like that's not the case.

9 MS. BUFFINGTON: No.

10 COMMISSIONER SELFRIDGE: Okay.

11 MS. BUFFINGTON: You would
12 typically go straight to your own residence.
13 It's just in case anybody needs help when
14 their own building's resident office would be
15 closed.

16 COMMISSIONER SELFRIDGE: Okay.
17 The proportion of faculty growth, is it
18 consistent with the student growth?

19 MR. ABUD: Yes, it is.

20 COMMISSIONER SELFRIDGE: With
21 current rates or percentages proportioned?

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1 MR. ABUD: Our faculty growth in
2 the last few years has been fairly steady and
3 we plan to continue that for the next 10
4 years.

5 COMMISSIONER SELFRIDGE: Okay.
6 One comment we saw some folks thought that
7 student housing should be pushed to the campus
8 core as opposed to the East Campus. Can you
9 speak to why you believe that the East Campus
10 is better than the campus core as opposed to
11 moving academic buildings out to the East
12 Campus and putting the student housing on the
13 campus core?

14 MR. ABUD: The way our campus is
15 arranged, and part of it was demonstrated in
16 the land use diagram, is that the academic
17 buildings are at the core of the campus and
18 residential functions tend to be out away from
19 that closer to the perimeter.

20 The primary driver is that we need
21 a fair amount of housing. They are fairly

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1 large buildings. There really is not room
2 within the campus core without compromising
3 other opportunities or building on green space
4 that we think is important for the campus.

5 The more perimeter location for
6 East Campus we think is consistent with the
7 way the campus has developed over time and
8 exist today. Certainly our housing exist
9 today fairly close to residences without a
10 problem and we expect that to continue in the
11 future on the East Campus.

12 COMMISSIONER SELFRIDGE: One more,
13 Mr. Chairman.

14 Mr. Tummonds, Reeves Field, the
15 bleachers. When Mr. Hood was talking about I
16 got a chance to look through your response a
17 little bit. The response doesn't really
18 answer any of the questions with regard to
19 Reeves Field and Jacobs Field.

20 I guess with Reeves Field is this
21 going to be addressed in further processing?

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1 Is that what you're telling us? We don't need
2 to worry about it now, that there is going to
3 be a chance to talk about these bleachers
4 later?

5 MR. TUMMONDS: That's correct.

6 COMMISSIONER SELFRIDGE: I may be
7 confusing the two fields as well so these
8 aren't all Reeves Field responses. I'm still
9 kind of digesting it. I just got a chance to
10 look at it.

11 MR. TUMMONDS: The main thing we
12 want to point out there that is probably the
13 most applicable now is with regards to Jacobs
14 Field. There was a proposal in the Office of
15 Planning Report to install a soundwall. I
16 envision that being what you see when you're
17 driving down 66 and you see the big soundwalls
18 on either side.

19 We don't believe that it's
20 necessary to construct such a wall to mitigate
21 the noise impacts. We think that noise

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1 impacts can be more appropriately mitigated
2 with the Condition No. 2 that OP proposed
3 which was installing alternative speakers,
4 ground sound systems.

5 There are no lights on the Reeves
6 Field right now so the activity that occurs is
7 daytime activity, late spring, summer. There
8 are a handful of events that may go to 8:00 at
9 night but, for the most part, the activities
10 that do occur are during the day. They can be
11 controlled. They can be monitored. We don't
12 think that a soundwall would be appropriate.

13 In addition, we think the
14 soundwall would probably result in a
15 significant loss of the landscaping that the
16 university spent a lot of time creating which
17 provides a truly wonderful visual as well as
18 sound buffer that is out there now,.

19 COMMISSIONER SELFRIDGE: Okay. I
20 guess what struck me looking at your response
21 to OP Conditions 1, 2, 3, and 4 is the

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1 response was kind of, "Maybe we'll look at
2 it." I just wonder if during this process if
3 we could get past "maybe we'll look at it" to
4 maybe some more concrete solutions.

5 MR. TUMMONDS: We can do that.
6 Absolutely.

7 COMMISSIONER SELFRIDGE: Thank
8 you.

9 CHAIRMAN HOOD: Commissioner
10 Turnbull.

11 COMMISSIONER TURNBULL: I just
12 have one more, Mr. Chair. This gets back to
13 one of the questions you were asking. It gets
14 back to OP Condition No. 8 about the
15 percentage of housing for undergraduates.

16 Do you still feel that the 55
17 percent is the way to go. But if this
18 Commission agrees with the Office of Planning
19 that the current rate is the way to go, have
20 you looked at how you would solve that?

21 MR. ABUD: We have to a small

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1 degree. We'd have to look at the sites that
2 we propose for the other housing and talk
3 about developing them sooner.

4 We would have to look at the
5 possibility of extending our arrangement with
6 the Berkshire for a longer period of time.
7 Though we'd prefer not to do that, that is
8 certainly a viable option for providing our
9 students additional housing.

10 COMMISSIONER TURNBULL: Okay. The
11 Berkshire is not really on campus though.

12 MR. ABUD: No, it's not on campus
13 but it is university provided. We have staff
14 there. It is a type of university housing.
15 Obviously we always have the option of triples
16 which we would prefer not to do but certainly
17 it's viable.

18 COMMISSIONER TURNBULL: Okay.
19 Thank you.

20 CHAIRMAN HOOD: Any other
21 questions? Okay. Let's do cross-examination.

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1 Representative of ANC-3D, Thomas Smith.

2 Commissioner Smith, do you have any cross?

3 Let's see if we can make way for
4 Commissioner Smith.

5 What normally happens is the
6 person who you are going to ask the questions
7 of usually gets up and gives you a seat so
8 hopefully that doesn't happen.

9 There we go. He can sit right in
10 between. There we go.

11 Commissioner, your microphone.

12 COMMISSIONER SMITH: Thank you.
13 Thank you, Chairman Hood.

14 A question. I guess this is for
15 Jorge. How many triples did you have at the
16 end of this school year?

17 MR. ABUD: I don't have that
18 information. We had toward the beginning of
19 the school year 224 triples. There is
20 attrition from the university and the
21 residence halls as the semester goes on.

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1 Toward the end we believe there are probably
2 very few but there were some.

3 MR. SMITH: Do you know what
4 percentage of those triples that you had by
5 the end of the year were forced as opposed to
6 being by student choice?

7 MR. ABUD: No, I don't.

8 MR. SMITH: Were there some that
9 were by student choice?

10 MR. ABUD: Yes.

11 MR. SMITH: Okay. I have some
12 questions dealing with parking, neighborhood
13 parking. Can students park for free on
14 campus?

15 MR. ABUD: No. All parking on the
16 campus has a charge associated with it.

17 MR. SMITH: How much? Is there a
18 standard cost for the students or does it vary
19 by where they park?

20 MR. ABUD: There is a standard
21 cost for faculty, staff, and students that

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1 amounts to about \$123 per month so a student
2 being there eight months would pay on the
3 order of about \$900 for the year.

4 MR. SMITH: How many parking
5 spaces are you eliminating in this current
6 campus plan versus what you were required to
7 provide 10 years ago in the last campus plan?

8 MR. ABUD: We haven't done those
9 calculations. As I stated earlier, I think
10 our 2001 campus plan required a parking
11 inventory of about 2,700 parking spaces which
12 is about what we have today. We are proposing
13 to lower that to about 2,200 spaces.

14 MR. SMITH: Is the idea to keep
15 that number throughout the 10 years or
16 continue to reduce them down?

17 MR. ABUD: The idea is to try and
18 match parking demand with parking supply.
19 Obviously whatever the Zoning Commission
20 mandates either as a minimum or maximum of
21 parking spaces is what we would need to

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1 maintain our current demand, or we projected
2 our demand throughout the life of this plan is
3 1,500 parking spaces so we believe that having
4 the 2,200 which is projected as part of the
5 plan is insufficient extra parking or a safety
6 valve.

7 MR. SMITH: Under the existing
8 campus plan the university is required to
9 monitor off-campus parking by students and
10 staff and enforce parking restrictions. My
11 understanding is you have staff that writes
12 citations. Do you know how many citations
13 were issued for parking by students and staff
14 in the neighborhood in the last academic year?

15 MR. ABUD: I don't have that
16 information but we can provide the enforcement
17 data.

18 MR. SMITH: Okay. With regard to
19 the analysis that was done of the parking off
20 campus did the area that you looked at
21 correspond with the area that you monitor as

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1 part of the good neighbor parking policy where
2 you write the citations?

3 In the areas where you write the
4 citations were those areas covered under your
5 analysis of the off-street parking that you
6 made reference to earlier?

7 MR. ABUD: Generally they
8 correspond but I believe our citations are
9 written both by observation by staff walking
10 around and seeing if there are cars that might
11 be university related, but they are also
12 responding to a neighbor that might say, "I
13 think there is a student parking in front of
14 our house." They may respond outside this
15 area.

16 MR. SMITH: Did your parking
17 analysis look at 49th Street or the 4800 block
18 of Sedgwick or Tilden or Rodman or on Corey
19 Place? Those are all areas that you patrol
20 for citations. No, they don't. Yeah, 49th
21 Street.

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1 Does your area cover -- did you
2 analyze 49th Street? Let me back up a minute.

3 Were you provided any data on citations that
4 were written by AU as part of your analysis of
5 off-campus parking? Did you look at that as
6 part of your analysis?

7 MR. VANPELT: No, we do not.

8 MR. SMITH: Okay. Is 49th Street
9 or the 4800 blocks of Tilden, Rodman,
10 Sedgwick, or Corey Place, are they included in
11 your analysis?

12 MR. VANPELT: We did not collect
13 data on those blocks, no.

14 MR. SMITH: Okay. A couple
15 questions on student conduct. The 2001 campus
16 plan required in American University to take
17 action against -- I'm sorry, "To seek to
18 charge students..." These are the words of
19 the campus plan. "To seek to charge students
20 under its Student Conduct Code for bad
21 behavior off campus." That was the 2001

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1 campus plan.

2 David, you mentioned that the
3 university changed its policy in June of this
4 year to charge students under its student code
5 of conduct for off-campus behavior. That's 10
6 years. What took so long? Why the delay?

7 MR. TAYLOR: I think I understand
8 what you're saying, Tom. Previously it dealt
9 with certain transgressions. However, the
10 update was to give it broader authority so,
11 indeed, you could have been charged in
12 previous years for violations of the law,
13 certain transgressions but not necessarily
14 covered under the current Student Conduct Code
15 as it now applies.

16 It was an upgrade to have a
17 stronger enforcement mechanisms to cover more

18 MR. SMITH: Yeah, but my question
19 was why didn't you do that in 2001 when the
20 campus plan mandated that?

21 MR. TAYLOR: Well, again, I think

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1 we are disagreeing on whether or not -- on how
2 it applied. Perhaps the interpretation is how
3 it applied. What I'm suggesting now is we
4 ramped it up to have it apply to a greater
5 category of conditions where previously it was
6 a more limited category of conditions.

7 MR. SMITH: I mean, has the
8 student code of conduct changed over the last
9 10 years?

10 MR. TAYLOR: Yes. The update a
11 year ago gave it broader authority.

12 MR. SMITH: Right, but the
13 requirements of students under the student
14 code of conduct other than that this applied
15 off campus as opposed to only one campus.
16 Wasn't that the only change that was made,
17 that you applied the code of conduct off
18 campus versus on campus, versus only on
19 campus?

20 MR. TAYLOR: To a greater extent
21 off campus. We can get the clarifying

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1 language.

2 MR. SMITH: Yeah, that would be
3 helpful. Also, you threw around words like
4 censure and probation, but in terms of actual
5 consequences what did those words mean?

6 MS. ESPINOSA: The word censure,
7 the word disciplinary probation, community
8 standards course, decision-making workshops,
9 things of that sort, are actually defined
10 sanctions under our student code.

11 A center would indicate that a
12 student has been warned and notified that
13 their behavior was in violation of university
14 policy, that it needs to cease and desist and
15 that additional violations of the same nature
16 could result in increased sanctions for second
17 and third offenses.

18 Disciplinary probation also is a
19 defined sanction under our code. It indicates
20 that students are under restriction from
21 certain university privileges. They cannot

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1 hold or run for an elected office on the
2 campus. For many student athletes it would
3 preclude them from participating oftentimes in
4 practice or perhaps competitive sports.

5 Many students would not be allowed
6 to study abroad if they were on probation so
7 disciplinary probation comes with a series of
8 restrictions that apply to that particular
9 student.

10 MR. SMITH: Given your explanation
11 of the process that you follow, how do you
12 explain the persistent problems at the same
13 houses over the course of not just one year
14 but two years with the same students living in
15 those homes? How do you explain those
16 continuing problems?

17 MS. ESPINOSA: I can speak
18 specifically to this year having only come on
19 board at AU in August as the academic year
20 began. What I have learned this year is that
21 many of the houses where we had repeated

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1 violations this year the students living there
2 were not always the same students as had lived
3 there in previous years.

4 Sometimes they overlapped. There
5 might be a group of six or seven, five
6 residents. There might be two of them that
7 lived there the previous year. Students tend
8 to kind of hand off their house to other
9 students as they move on so the population
10 does change.

11 We have a house right now where
12 the students are finishing up their lease and
13 actually for this month they have a different
14 group of friends living there so some recent
15 complaints we've gotten are an entirely
16 different group of students in the same house
17 than were living there even in March or April.

18 That does happen from time to time.

19 Again, I go back to the amount of
20 evidence that we are able to collect and
21 obtain either through our own follow-up and

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1 investigation. Information that we received
2 from neighbors, the detail that we were able
3 to obtain sometimes is not sufficient enough
4 to bring a charge under the code so the nature
5 of the complaint has to be taken into
6 consideration as well.

7 MR. SMITH: The AU Eagle reported
8 earlier this year that there had been an
9 increase last year -- I'm sorry, not last year
10 but in the number of alleged drug law, liquor
11 law, and forcible sex offenses on the main
12 campus from 2008 to 2009. Has that pattern
13 been reversed?

14 MS. ESPINOSA: I don't have that
15 data in front of me. I'm certain that we can
16 get that but I don't have that with me
17 tonight.

18 MR. SMITH: The Eagle also
19 reported last November that more students were
20 transported in the fall, this past fall, to
21 Sibley Hospital for dangerous levels of

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1 intoxication. What type of -- you mentioned
2 all the programs that are conducted on campus
3 as part of your efforts but what type of
4 alcohol education efforts are conducted by AU
5 on campus, especially targeting incoming
6 freshman?

7 MS. ESPINOSA: Actually, I'll
8 speak to that on a couple of levels. We do
9 address our alcohol policy and risk management
10 with regards to alcohol and appropriate use of
11 alcohol given laws and age and that type of
12 thing through new student orientation.

13 Residence hall meetings very early in
14 the year it's definitely communicated there as
15 well. We do have, and I supervise through the
16 Wellness Center on campus, an alcohol and
17 other drug educator specifically targeting
18 those types of programs on campus.

19 She does quite a bit of outreach
20 and co-programming with residence hall staff,
21 student organizations, Greek Life, to put

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1 those messages out there and to be in front of
2 those students to sponsor programs. ABRA
3 comes on our campus on a regular basis to our
4 Wellness Fair and sponsors programs.

5 Our alcohol educator also meets
6 with individual students who have been
7 transported. On their first violation she
8 would meet with them. Parents are notified at
9 that point as well.

10 Ironically the increase in the
11 alcohol transports can be tracked back to some
12 increased training that we've done not just
13 with student staff, our paraprofessionals in
14 the residence halls, to identify dangerous
15 situations and to teach them how to intervene
16 and that they need to call for help rather
17 than tucking their friend away in bed hoping
18 they will be okay and turning them on their
19 side which is the folklore that we all grew up
20 with probably.

21 The education of the students, I

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1 think, has actually encouraged them to
2 intervene more frequently as bystanders. It's
3 a double-sided coin. It's great that they are
4 intervening but we are also seeing more
5 incidents and more students are being kept
6 safe.

7 MR. SMITH: So if a student is so
8 drunk that the student is hospitalized, what
9 type of penalty is there for that?

10 MS. ESPINOSA: Sure. Well, we
11 approach that from both educational as well as
12 sanctioned student conduct type of response.
13 They do meet with our alcohol and other drug
14 educator. They have an assessment done with
15 her about their use of alcohol and how its
16 impacting their academics, their social life.

17 They are certainly referred to
18 counseling if that's needed so we approach it
19 from that kind of holistic standpoint. The
20 student also would be asked to participate in
21 a decision-making workshop or some other

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1 educational workshop related to the decisions
2 that they made that weekend or that night.

3 Parents are notified certainly
4 when students are transported for high alcohol
5 intoxication. A student with a violation of
6 the alcohol policy to that extent would very
7 likely be placed on probation at that point.

8 MR. SMITH: You had mentioned that
9 residents are usually notified in some way,
10 that some information is provided as a follow-
11 up. How come as an ANC Commission I hear so
12 often about no follow-up from the university
13 at all. What people are left with is having
14 to call again to complain. Why is that?

15 MS. ESPINOSA: Are you referring
16 now to off-campus?

17 MR. SMITH: Yes. Yes.

18 MS. ESPINOSA: Well, when I do
19 communicate with the neighbors I do let them
20 know that I am meeting or have met with the
21 students. I do encourage them if problems

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1 continue to contact us again if that's needed
2 that we will continue to follow-up. We do put
3 expectations in place for those students.

4 I assure the neighbors that is
5 happening. I'm not sure what more follow-up
6 can be done. What we will be trying to do
7 next year is circling back sooner to see one
8 week, two weeks out if things have changed to
9 increase that communication.

10 MR. SMITH: You ask that residents
11 fill out a form. Can you sort of explain the
12 purpose of that form?

13 MS. ESPINOSA: That's actually a
14 very important tool for our off-campus
15 conduct, for the management of off-campus
16 conduct. It's an online reporting tool that
17 we've developed that allows the neighbor 24
18 hours a day, seven days a week at whatever
19 time they want to go onto the AU website
20 and complete a form similar to what they might
21 be asked if they were to call a dispatcher.

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1 When did the incident occur? Can
2 you describe it? Where did it occur? Are
3 there any ways to identify the students or the
4 individuals involved? Give us the details of
5 the incident.

6 What happens, the benefit of that
7 form is that when they submit that
8 electronically myself and two other staff
9 members in our Dean of Students office
10 automatically receive an email letting us know
11 that an incident has been submitted.

12 What has happened the times that
13 neighbors have used that form this year I've
14 been able to on a Saturday afternoon or a
15 Saturday morning go ahead and identify who
16 those students are and email them on Saturday
17 from my home to say, "We have a report about
18 your home and this cannot happen.

19 You need to contact me by 10:00 on
20 Monday morning [or, you know, 10:00 on Tuesday
21 morning, whatever the timing is] and set up an

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1 appointment to meet with me." That does two
2 things.

3 It lets the students know that we
4 are aware of what happened and it typically
5 will stop things from happening the rest of
6 that weekend, but it also allows us to
7 expedite the follow-up very quickly that week
8 with the students so we're not waiting until
9 we get in on Monday and trying to track down a
10 report and find out what happened at that
11 point.

12 CHAIRMAN HOOD: Excuse me,
13 Commissioner Smith.

14 What happens if they don't follow-
15 up with you on Monday or Tuesday? Then what
16 happens?

17 MS. ESPINOSA: Sure. If they
18 don't, they would be referred to Student
19 Conduct for noncompliance and that's the
20 letter that I send them over the weekend tells
21 them that. They are given a time when they

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1 need to respond and, if they haven't, they
2 would be referred to Student Conduct for
3 noncompliance with my directive.

4 That specific charge would not
5 address the off-campus behavior at that point
6 because we haven't investigated but if they
7 are directed to respond to our office and they
8 do that, then they would be referred.

9 CHAIRMAN HOOD: Okay. Thank you.
10 Excuse me.

11 MR. SMITH: Yes. Going to traffic
12 issues and the mid-block traffic light on
13 Nebraska Avenue between New Mexico and Ward
14 Circle, isn't that suppose to be a pedestrian
15 activated signal?

16 MR. SCHIESEL: It can be.

17 MR. SMITH: Isn't that what's
18 proposed in the campus plan is a pedestrian
19 activated signal?

20 MR. SCHIESEL: We have recommended
21 a pedestrian actuated signal there.

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1 MR. SMITH: So what implications
2 are there then for the existing signals at New
3 Mexico and at Ward Circle along Nebraska
4 Avenue as far as some of the discussion that
5 you had earlier with traffic?

6 MR. SCHIESEL: We have not
7 proposed any changes to the timings at
8 Nebraska and New Mexico. We did, as Dan
9 presented, suggesting some phasing changes at
10 the intersection at Ward Circle, the crosswalk
11 on that side of the East Campus.

12 We have proposed, and what we have
13 modeled in our traffic analysis, is that the
14 pedestrian signal that would be in between
15 those two to be coordinated with those two.
16 If a pedestrian were to push the button it
17 wouldn't give a walk sign right away.

18 It would wait for the next
19 available time within the coordination of the
20 signals where the walk times would become
21 active. It basically is a place holder when

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1 that coordinated walk signal occurs during
2 each cycle and it only triggers it if somebody
3 pushes the button.

4 MR. SMITH: Okay. Have you done a
5 queue analysis for that signal?

6 MR. SCHIESEL: The traffic model
7 inherently does queuing analysis within it.
8 We have not documented those results and
9 presented them.

10 MR. SMITH: Have you looked at the
11 potential backup into Ward Circle as a result
12 of that signal? Has that been part of your
13 analysis?

14 MR. SCHIESEL: It hasn't directly
15 been documented, no.

16 MR. SMITH: Okay. And have you
17 completed the warrant analysis as part of the
18 further processing for that traffic signal?

19 MR. SCHIESEL: In DDOT's report
20 they have requested a formal signal warrant
21 and we expect to have that completed shortly.

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1 MR. SMITH: Okay. So without the
2 queue analysis and the warrant analysis how
3 can you really assess the impact of that
4 signal?

5 MR. SCHIESEL: We've assessed it
6 through normal industry standards of roadway
7 capacity and levels of service at nearby
8 intersections. We've also used the standard
9 Sutton Warrant Analysis to show that the data
10 is already there that it would hit signal No.
11 4 within the METC guidelines. These are
12 national standards we know that it would
13 warrant a signal.

14 MR. SMITH: Going to the North
15 Hall. I'm trying to be very conscience of time
16 here. The North Hall, slide 60. I don't know
17 if you can put that back up or not. Currently
18 Leonard Hall -- you're saying the new North
19 Hall will not be any higher than Leonard Hall.

20 MR. ABUD: That's correct.

21 MR. SMITH: Leonard Hall is higher

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1 than the trees currently, at least from the
2 Spring Valley view. I guess my question is if
3 Leonard Hall is taller than these trees and
4 North Hall is not supposed to be -- North Hall
5 is supposed to be as tall as Leonard Hall, are
6 you digging out most of that hill or something
7 that that building is coming across as looking
8 much lower than what Leonard Hall now appears?

9 MR. ABUD: Could you clarify when
10 you are saying the view from Spring Valley of
11 Leonard Hall? Where is that, along
12 Massachusetts Avenue?

13 MR. SMITH: Actually, if I walk up
14 to the driveway, this view is further back.
15 It's from another angle. If I go up and I'm
16 at a direct angle and I'm at that driveway, I
17 can see Leonard Hall pretty easily.

18 I guess my question to you is, I
19 mean, obviously your angle here is showing it
20 one way but it almost -- the question really
21 is if Leonard Hall is visible and North Hall

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1 -- highly visible I might say -- and if North
2 Hall is as tall as Leonard Hall and is taller
3 than the trees, wouldn't North Hall actually
4 be taller than the trees, or are you digging
5 out?

6 Are you thinking of digging out
7 most of that hill when you are placing that
8 building to place it lower down into the hill
9 side? The picture just isn't adding up
10 matching the reality is really what I'm
11 saying.

12 MR. ABUD: You're talking about
13 the view up the Wesley Seminary driveway?

14 MR. SMITH: I'm saying if I'm
15 walking up Massachusetts Avenue and I'm at the
16 driveway. I don't have to be up the driveway.

17 If I'm at the driveway. If I'm anywhere
18 closer at a different angle than what this
19 particular picture shows, Leonard Hall is
20 going to be very evident.

21 It's going to be taller than the

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1 trees. You're telling me North Hall is going
2 to be as tall as Leonard Hall so I have to
3 assume that North Hall is going to be taller
4 than the trees unless you're digging out the
5 hillside and getting rid of the hillside.

6 MR. ABUD: The reason you can see
7 Leonard Hall is that there are not trees of
8 this height near Leonard Hall. If you are
9 standing at Massachusetts Avenue in front of
10 the Wesley driveway looking up their driveway,
11 there is very little planting there and there
12 is very little planting between Leonard Hall
13 and our property line with Wesley Seminary.

14 That is a different case further
15 north where North Hall is where there are
16 substantially more trees between our property
17 and Wesley's property. I think the
18 circumstances are very different and it
19 doesn't mean that you'll see North Hall as
20 well as you see Leonard because of the
21 particular landscape in place.

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1 MR. SMITH: On the East Campus how
2 much GSF on the East Campus now with the
3 changes you've made is housing and how much is
4 administrative space?

5 MR. ABUD: Approximately 95,000
6 square feet of the East Campus development is
7 administrator or academic space and the
8 balance of the 281 is --

9 MR. SMITH: 200,000? Okay. And
10 going back to North Hall though, will there be
11 as good tree cover as you're showing now in
12 this picture which is in the summer as there
13 would be in the winter with these trees?
14 Would the screening be as good in the winter?

15 MR. ABUD: No. The screening
16 would be less obviously in the winter since
17 most of these are deciduous trees. There are
18 a few evergreens but most are deciduous.

19 MR. SMITH: South Hall. Have you
20 made any assessment for the South Hall which
21 also is located on the highest point on the

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1 south side of the campus? Have you made any
2 assessment of the noise that would flow
3 downhill into the neighborhood from the South
4 Hall, both noise and light?

5 MR. ABUD: No, we haven't.

6 MR. SMITH: Just a couple
7 questions on the numbers again trying to get
8 clarification on numbers with housing. The
9 faculty senate minutes from 2005 and 2006
10 indicated that AU's target for freshman
11 enrollment was 1,325. Does that sound right?
12 For 2005/2006 1,325 freshmen.

13 From the AU Eagle in the fall of
14 2008 they say that AU had an entering class of
15 freshmen of 1,588 which was the highest in
16 AU's history and higher than your target of
17 1,400. Does that sound about right? That
18 resulted in a housing crunch. Is that
19 correct? Is that right?

20 MR. TAYLOR: Well, a number of
21 things you would want to add in. First of

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1 all, still existing within our cap, yes, there
2 was increased freshman admission, but also
3 better retention. That was another part of
4 it. Also greater demand because of off-campus
5 housing cost.

6 I think it's the merger of those
7 factors. Yes, some additional students came
8 in but additionally we also had greater
9 retention and greater demand for housing.

10 MR. SMITH: And in 2009 your
11 freshman enrollment target was supposed to be
12 1,500. Is that right?

13 MR. TAYLOR: It sounds right.

14 MR. SMITH: That was even higher
15 than the 2005/2006 figures when you started
16 having some issues with housing. The target
17 for the coming fall is 1,550. Is that
18 correct?

19 MR. TAYLOR: I would have to check
20 but that could be right.

21 MR. SMITH: I think that's what

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1 you told us before. But you control your
2 enrollment so I guess my question is why have
3 you been admitting so many students and
4 increasing your undergraduate enrollment when
5 you've been experiencing a housing crunch?

6 MR. TAYLOR: Again, Tom, we are
7 living within the cap so I think that's the
8 most important thing.

9 MR. SMITH: I think that's all I
10 have. Oh, no. I'm sorry. There was one more
11 question I did want to ask.

12 As part of your traffic analysis
13 have you studied the impact of removing -- now
14 that you're getting rid of the Butler Tunnel
15 and you have this western perimeter route to
16 facilitate travel around the campus, have you
17 considered the impact on traffic on the
18 neighborhood streets and on Nebraska Avenue of
19 rerouting your shuttle buses off Nebraska from
20 Ward Circle to Rockwood onto this perimeter
21 route as an alternative? Have you assessed

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1 that as a potential impact, as a potential
2 resolution for some of the traffic issues?

3 MR. SCHIESEL: No. We will need a
4 shuttle stop to serve the East Campus.

5 MR. SMITH: But you have not
6 assessed whether that would also provide
7 service to the residents of the East Campus?

8 MR. SCHIESEL: No.

9 MR. SMITH: Okay. One last
10 question. Jorge, on June 1 at the ANC-3D
11 meeting when we asked you questions about the
12 retail at the East Campus you mentioned the
13 possibility of an Apple computer store. Is
14 that right? My memory is correct. Right?

15 MR. ABUD: That may be correct,
16 yes.

17 MR. SMITH: Okay. So my question
18 again traffic related. If there was something
19 like an Apple computer store at the East
20 Campus retail, which would presumably attract
21 more than just the student population, does

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1 your traffic analysis cover that?

2 MR. SCHIESEL: I don't have the
3 data in front of me to know what the trip
4 generation numbers for Apple store are.
5 Without that I really wouldn't be able to give
6 a definite answer how that varies from the
7 type of retail we modeled.

8 MR. SMITH: Well, would you
9 consider an Apple store to be a non-student
10 regional population targeting more than just
11 -- actually, would you see an Apple store as
12 targeting more than just a student population?

13 MR. VANPELT: We modeled specialty
14 retail in our traffic analysis. Unless there
15 is some reason to think that it would be more
16 than that, I think that's what it would be.

17 MR. SMITH: And that would be
18 something that was purely student serving. Is
19 that correct? Is that the specialty retail
20 that you looked at?

21 MR. VANPELT: Primarily, yes.

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1 MR. SMITH: All right. Didn't you
2 include -- didn't you indicate to DDOT that
3 you would need to do a new traffic analysis if
4 the retail included regional non-student
5 population targets?

6 MR. VANPELT: I don't know. I
7 mean, we did discuss our assumptions with DDOT
8 so they were aware of the assumptions that
9 were in our traffic study.

10 MR. SMITH: Thank you very much,
11 Chairman Hood.

12 CHAIRMAN HOOD: Thank you,
13 Commissioner Smith.

14 Let's go to ANC-3E, Commissioner
15 Bender. Let me ask ANC-3F, there were a
16 couple of names; Commissioner Perry,
17 Commissioner Wiss. Who is going to be cross-
18 examining? Okay.

19 I'm not sure if we are going to
20 get to you tonight but we're going to see how
21 long this takes and we may get to you. I also

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1 want to ask you when you come up about how
2 much time you think you may -- not cutting you
3 off but how much time you may need.

4 Okay, Commissioner Bender.

5 MR. BENDER: Good evening, Mr.
6 Chairman and Commissioners. I did want to ask
7 -- we can go forward if necessary but given
8 the number of ANCs here and community groups,
9 who I think have prepared very thoroughly with
10 questions, I'm wondering would it be possible
11 for ANC-3E to go at the end of the cross-
12 examination queue. I suspect that if we did,
13 probably all or most of our questions would be
14 asked at least once anyway obviating the need
15 for us to go forward.

16 CHAIRMAN HOOD: What you're asking
17 is that you go last and pretty much you
18 probably won't have any questions because
19 you're assuming that most of your questions
20 will probably be asked.

21 MR. BENDER: I am.

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1 CHAIRMAN HOOD: Okay. I can tell
2 you that you've got a vote already. Let's go
3 to ANC-3F. Thank you, Commissioner Bender.

4 MR. BENDER: You're welcome.

5 CHAIRMAN HOOD: ANC-3F. It looks
6 like Ms. Wiss. Let me know if I'm pronouncing
7 your last name correctly.

8 MS. WISS: Wiss, W-I-S-S.

9 CHAIRMAN HOOD: Wiss. That's it,
10 Wiss. Okay.

11 MS. WISS: Cathy Wiss,
12 Commissioner ANC-3F-06. I would like to ask
13 AU for copies of your prehearing statements
14 and any other plans and things that you have
15 submitted for the record. After filing our
16 motion for party status I was able to get a
17 copy of your original filing but I have not
18 received anything since. None of our
19 commissioners have.

20 MR. TUMMONDS: We'll provide that.

21 MS. WISS: Thank you. I also

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1 noticed because I did come and read the
2 prehearing statement here at the Zoning
3 Commission on page 7 of the prehearing
4 statement you say you will work with ANC-3F on
5 the Tenley Campus. Can I ask that you also
6 work with -- excuse me, that you will work
7 with ANC-3E on the Tenley Campus? May I ask
8 that you also work with ANC-3F on the Tenley
9 Campus?

10 MR. ABUD: Yes.

11 MS. WISS: And also that we will
12 be invited to meetings that you have with
13 ANCs, all of our commissioners?

14 MR. ABUD: Yes. We'll do that.

15 MS. WISS: Thank you. Now, these
16 questions actually go toward traffic and
17 parking which we believe the law school in the
18 Tenley Campus will have a great affect on
19 traffic and parking in our ANC. What are the
20 hours of the law school?

21 MR. ABUD: The classes run from

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1 9:00 a.m. until 8:00 p.m. The library is
2 generally open until about midnight under
3 regular circumstances. During exam weeks it
4 is available 24 hours, though it's not
5 something that is heavily used during the
6 overnight period but it is available to
7 students.

8 MS. WISS: Now, do you offer
9 specific classes for day students and specific
10 classes for night students or are they just
11 general? What I'm trying to get at is to you
12 have sort of pulses throughout the day in
13 which people are arriving and people leaving?

14 MR. VANPELT: We do have a
15 separate night program and that night program
16 runs from 4:00 p.m. to 8:00 p.m. I don't
17 believe our day students are precluded from
18 taking a class that might be scheduled at
19 night and so there is a regular pattern but
20 generally the busiest time is from early
21 morning until that 4:00 p.m. period.

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1 MS. WISS: Okay. How many day
2 students do you have and how many night
3 students do you have?

4 MR. VANPELT: I don't have the
5 breakdown but we can provide that.

6 MS. WISS: Okay. I appreciate
7 getting that. Also how many more day students
8 and how many more night students do you expect
9 to have under the new campus plan?

10 MR. ABUD: We don't have the data
11 broken down in that fashion but we can provide
12 those projections.

13 MS. WISS: Thank you. Now,
14 you showed a breakdown of where undergraduate
15 students live. Do you have a breakdown of
16 where law students live? What I'm getting at
17 here is trying to get an idea of whether or
18 not they are going to use cars to get to
19 campus and whether they would be able to use
20 public transportation.

21 MR. ABUD: We have the data. It's

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1 all part of the same database and we can take
2 a look at that. Their patterns tend to
3 reflect the same patterns as our graduate
4 students so they are fairly widely dispersed
5 though many of them do live in the city.

6 MS. WISS: I would find that
7 information quite helpful. Now, in your
8 traffic report you speak of percentages of
9 faculty who drive, adjunct faculty
10 percentages, percentages of staff, but you
11 don't give any indication of how many faculty
12 members you have and how many adjuncts you
13 have to get an idea of how many of those
14 people are driving.

15 In fact, all of them seem to drive
16 and not take public transportation so how many
17 people are they? There's a percentage but you
18 don't give how many are adjuncts, how many are
19 faculty, how many are staff.

20 MR. VANPELT: We would have to go
21 back and look to see if the survey was broken

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1 down that far. It was? Okay. I guess it was.

2 MS. WISS: You have numbers in
3 order to compute percentages. How many are on
4 faculty at the law school? How many are
5 adjuncts? You should have a number of that.

6 MR. VANPELT: I think that's
7 probably a question better for Jorge or David.

8 MR. ABUD: I don't have the
9 complete breakdown. Law school faculty is
10 about 120 for full-time. We have about a
11 little over 250 adjunct faculty. What you
12 have to keep in mind with adjuncts is they
13 typically will teach one class a semester and
14 so they are arriving one day a week for a
15 three to four-hour period of time.

16 MS. WISS: And how many staff?

17 MR. ABUD: I don't have that
18 figure. I'll have to provide it.

19 MS. WISS: And have you studied
20 why they don't use public transportation?
21 This is getting toward, you know, you've said

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1 that you will bring down the numbers that
2 drive but have you studied why they don't use
3 it to be effective at bringing those numbers
4 down using public transportation more.

5 MR. VANPELT: We didn't
6 necessarily do an indepth study of why people
7 don't take it. We studied what most people
8 take. I think part of it is the distance to
9 the Metro station which we think will greatly
10 improve the utilization of Metro and transit.

11 MS. WISS: But in order to change
12 behavior you need to do a lot more indepth
13 study.

14 MR. VANPELT: I think one of the
15 things that the transportation management plan
16 is going to do is further marketing of the
17 different mode options that are out there.
18 That's one of the pieces of the TM plan.
19 We're also going to commit to monitoring,
20 ongoing monitoring, to understand.

21 That just won't be for the Tenley

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1 Campus. That will be for the entire
2 university population to understand why they
3 do what they do and how they can continue to
4 incentivize other alternate modes of
5 transportation.

6 MS. WISS: I notice on your
7 website that the law school has over 100
8 special events a year. In fact, on your
9 calendar it shows several of them happening on
10 the same day. Will you be having these
11 special events at the Tenley Campus or will
12 they stay at the current law school?

13 MR. TAYLOR: It would be at the
14 Tenley Campus.

15 MR. ABUD: One thing to keep in
16 mind about the special events. Yes, there may
17 be 100 special events but that breaks out to a
18 couple a week. The primary audience for those
19 events are our own students so they are people
20 generally who would there anyway as opposed to
21 drawing people from outside our community.

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1 MS. WISS: However, on your
2 traffic report at page 24 it says that people
3 coming for special events will be encouraged
4 to use other parking lots in Tenley Town. I'm
5 wondering what other lots those are.

6 MR. VANPELT: I think there are
7 other commercial establishments that are along
8 the corridor. We would first encourage other
9 alternate modes of transportation but then
10 also point out other parking resources that
11 are there.

12 MS. WISS: So at this point you
13 don't even know what other parking lots are
14 there in Tenley Town?

15 MR. VANPELT: We haven't done a
16 detailed list. We know generally which ones
17 are there. We could provide that information.

18 MR. TUMMONDS: Mr. VanPelt, would
19 that be typical of a full transportation study
20 submitted as part of the further processing
21 application?

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1 MR. VANPELT: I think those are
2 things that we just have not fully vetted
3 because we have not done the full study at
4 this time.

5 MS. WISS: So you shouldn't have
6 said that in this report because it indicates
7 that you think there might be other lots or
8 that, in fact, you may have talked to the lots
9 to find out that they have capacity.

10 MR. VANPELT: We know from our
11 work in the area that there are other lots but
12 I think your point is taken and it will be
13 part of the further study.

14 MS. WISS: And in your traffic
15 analysis did you include analysis of people
16 who might be coming for special events?A

17 MR. VANPELT: At this point we
18 really just looked at those commuter peak
19 periods.

20 MS. WISS: Now, you looked at the
21 commuter peak periods which seems to be before

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1 law school starts in the morning, although in
2 the afternoon is while law school is in
3 session. Why did you not use tubes to
4 determine traffic volumes throughout the day
5 which is when people would be coming and going
6 to the law school?

7 MR. VANPELT: The industry
8 standard really is to look at the system peak
9 because the commuter peaks and the traffic on
10 the network is really what dominates the
11 overall traffic operations. That is what our
12 industry standards and what DDOT asks us to
13 take a look at.

14 Unless for some reason we believe
15 that there would be such a volume of traffic
16 that it would be greater than the commuter
17 traffic and that it would warrant us trying to
18 look at some sort of special times but it
19 doesn't seem that it's warranted.

20 MS. WISS: Well, I guess my
21 question is really oriented toward how will it

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1 affect the operation of traffic throughout the
2 day on Nebraska Avenue and also safety which
3 will go on throughout the day with cars
4 stopping to turn left into the parking lot and
5 so on. I do think that would be a way of
6 really understanding how the driveway on
7 Nebraska would work so that we are not faced
8 with unsafe situations.

9 MR. VANPELT: I think some of the
10 things that DDOT is going to ask us for when
11 we do this for other studies they are going to
12 ask us to look at safety information. I think
13 they may also ask us to look at daily counts.

14 Those are things that we would typically do
15 in a full detailed analysis.

16 MS. WISS: Now, looking at traffic
17 counts, I noticed that you looked at some
18 intersections that didn't seem to really have
19 anything much to do with Tenley Campus. You
20 looked at 45th and Van Ness Street which is
21 way off in the neighborhood by a playground.

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1 You also looked at Albemarle and
2 Fort Drive which is not a through street for
3 most people to get to the Tenley Campus. But
4 you did not look at Albemarle, Nebraska which
5 is one of the key intersections for cross-town
6 traffic, as well as traffic coming from the
7 north.

8 Warren and Wisconsin which I
9 believe would be a cut-through, as well as
10 41st and Nebraska which is very close to the
11 campus. I'm asking why you did not look at
12 those intersections.

13 MR. VANPELT: We determined our
14 scope. We met with DDOT and we -- these are
15 the intersections that were determined to have
16 the traffic that had the most influence on
17 them. I think that as we go forward with the
18 further analysis we will discuss these
19 intersections with DDOT and see if they should
20 be included in that scope.

21 MS. WISS: Okay. Now, on page 49

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1 of your traffic study, Figure 20, if you could
2 turn to that. You show a traffic light at the
3 intersection of Nebraska and Warren.

4 MR. VANPELT: That's a mistake.
5 That needs to come out.

6 MS. WISS: But you do not show a
7 traffic light at Wisconsin and Warren.

8 MR. VANPELT: That's because it
9 wasn't in our scope. We didn't look at that
10 intersection.

11 MS. WISS: Okay. That was one of
12 the first things I did as a commissioner was
13 to get a traffic light there. I think it will
14 have a great effect on drawing cut-through
15 traffic on Warren Street because it will allow
16 people to use a light to get across Wisconsin
17 Avenue. I think you should study that.

18 MR. VANPELT: Noted.

19 MS. WISS: Now, about parking.
20 How many parking spaces are in the existing
21 law school parking lot? The one on

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1 Massachusetts Avenue.

2 MR. VANPELT: We don't have that
3 in front of us at this moment. We will get
4 that information for you.

5 MS. WISS: I think that is very
6 critical for all of us to understand.

7 MR. VANPELT: We have that
8 information. We can get it to you.

9 MS. WISS: Okay. Now, in your
10 traffic study it shows that there are several
11 other lots right next to the law school that
12 seem to be used by law school students as well
13 as faculty and staff. Can you tell us the
14 locations of those lots? I drove around
15 trying to find some of them.

16 MR. SCHIESEL: The law school has
17 agreements and uses several parking
18 facilities, not just the main parking
19 facility. One of them is the Super Fresh
20 Grocery right around the corner. Actually
21 underneath that there's a parking facility

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1 that we mention in our report where a fair
2 amount of people park.

3 Also there is a limited amount of
4 parking at a building at 4910 Yuma Street.
5 There's also some current Washington College
6 of Law population parking in the Katzen
7 garage.

8 MS. WISS: Do they use the parking
9 lot on the East Campus at all? I think on the
10 website it says first-year students have to
11 park on the campus, not down at the law
12 school.

13 MR. SCHIESEL: In our discussions
14 with the law school they did not mention that
15 their students currently park on the East
16 Campus, although they could and take the
17 shuttle to the law school.

18 MS. WISS: And there are some
19 students that park on the street as well as
20 faculty and staff?

21 MR. SCHIESEL: Yes. We surveyed

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1 law students and we know some of them park on
2 Massachusetts Avenue at the meters and at
3 other on-street locations.

4 MS. WISS: So what are the total
5 number of parking spaces available to the law
6 school?

7 MR. SCHIESEL: I don't have that
8 number in front of me.

9 MS. WISS: Okay. I looked at the
10 parking demand analysis on page 43 of the
11 traffic study that shows a number of these
12 lots, as well as other off-street -- I don't
13 know what they means -- and on-street. During
14 the peak times when you add up all of these
15 parking spaces occupied by the law school, you
16 come up to something like 2,200 spaces.

17 MR. SCHIESEL: That chart shows
18 the cumulative totals by the parking facility.

19 As stated in this sentence above the chart,
20 the peak demand is around 410 spaces.

21 MS. WISS: How do you know that is

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1 a peak demand for the law school itself?

2 MR. SCHIESEL: We used several
3 ways of surveying data to get that demand. All
4 the lots I just mentioned we counted all those
5 lots during the day to see what their
6 occupancy was, looking at various types of
7 stickers, hang tags so we could determine --
8 try to determine what the uses are.

9 We also did a survey sent out to
10 all the population of the law school and we
11 asked them questions on where they park and
12 when they arrive and how they departed and
13 what modes they took.

14 MS. WISS: So are AU law students
15 suppose to put hang tags on their cars?

16 MR. SCHIESEL: They have permits,
17 yes.

18 MS. WISS: Permits to park in the
19 Super Fresh lot?

20 MR. SCHIESEL: Yes, and in the lot
21 below it and in the Yuma lot.

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1 MS. WISS: Do they pay for parking
2 there?

3 MR. SCHIESEL: I believe they do.
4 I think most students are accommodated in the
5 main garage and the other facilities are used
6 to park mostly faculty and staff.

7 MR. ABUD: Yes. All of the
8 university population including the law school
9 pays to park. When we purchased 4801
10 Massachusetts Avenue attached to the property
11 rights to that were the rights to park on the
12 Super Fresh property that came with the
13 property so that's why we're using it.

14 MS. WISS: And do people coming
15 for special events use those same lots as
16 well?

17 MR. SCHIESEL: Yes, they use some
18 of those lots. They also use -- I mean,
19 across the street there's other pay lots.
20 There are various lots based on our survey
21 results. When you see things like other off-

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1 street that includes lots where you can pay to
2 park across the street and at any of the other
3 retail facilities nearby.

4 MS. WISS: Now, turning to the
5 design of the Tenley Campus itself. You did
6 note that across Nebraska Avenue are single-
7 family-detached homes. They are zoned R-1-B.

8 I see that in your prehearing
9 statement I don't recall what page it is you
10 have a drawing showing the placement of the
11 new law school buildings on the Tenley Campus
12 and you show the distances from Yuma Street to
13 the property line, but you don't show the
14 distance of the buildings from the property
15 line on Nebraska Avenue. I would like to know
16 how far are the proposed buildings from the
17 property line on Nebraska Avenue?

18 MR. ABUD: We can provide that
19 information.

20 MS. WISS: And also how high will
21 the buildings facing the homes on Nebraska

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1 Avenue be?

2 MR. ABUD: They are planned to be
3 three stories. We can provide the exact
4 height measurement for you as well.

5 MS. WISS: Would you be able to
6 provide a section showing the relative height
7 of those buildings to the homes across the
8 street?

9 MR. ABUD: Yes.

10 MS. WISS: Now, turning to the
11 other part of the campus. In the Berkshire
12 where you house a lot of students did you put
13 up any walls in the apartments to divide them
14 up to provide more student housing there?

15 MR. ABUD: No. We're using the
16 apartments as they were given to us by the
17 landlord and didn't make any changes.

18 MS. WISS: Okay. And who will be
19 paying for the pedestrian light on Nebraska
20 Avenue between the East Campus and the Main
21 Campus?

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1 MR. ABUD: I'm assuming the
2 university will.

3 MS. WISS: Okay. That's all the
4 questions I have.

5 CHAIRMAN HOOD: Okay. Thank you
6 very much, Commissioner Wiss. We appreciate
7 it.

8 Commissioner Selfridge, quick
9 question?

10 COMMISSIONER SELFRIDGE: Thanks.
11 I'm sorry. I don't want to interrupt Ms.
12 Wiss. Page 111 -- I don't know who this is
13 for, but Mr. VanPelt, it looks like from the
14 last campus plan you tracked peak parking
15 demand, p.m. demand, a.m. demand for Mr. Abud.

16 Maybe somebody could speak to that because I
17 think there is talk about tracking these same
18 statistics moving forward. Does anybody have
19 the knowledge of that?

20 MR. SCHIESEL: In the prehearing
21 statement in our report we mentioned we set

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1 out some of the metrics we planned to measure
2 each year, or the university would commit to
3 measuring each year. They actually go beyond
4 the measurement we use. We were limited to
5 what data was collected during the prior
6 master plan.

7 COMMISSIONER SELFRIDGE: Do you
8 know if those statistics were used in the last
9 10-year period to impact changes or behaviors
10 on campus? What I'm doing is looking forward
11 and saying you are going to collect these
12 statistics. Are you going to commit every
13 year to look at them and potentially make
14 adjustments based on them or what is the end
15 result of collecting these statistics?

16 MR. SCHIESEL: That's one of the
17 reasons to take them.

18 COMMISSIONER SELFRIDGE: Okay.
19 That wasn't done previously?

20 MR. SCHIESEL: The university has
21 a reason to just because they don't want to

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1 invest in certain transportation strategies
2 that they find aren't working and maybe invest
3 in other ones that appear to be working such
4 as bicycle parking, how much it's used.

5 COMMISSIONER SELFRIDGE: Okay.

6 MR. ABUD: We are committed to
7 using the data we gather to adjust our plans.

8 I think one of the things we've seen over the
9 past 10 years is that we've transitioned from
10 being a car-focused campus.

11 That's why we had plans for many
12 parking spaces to taking a series of actions
13 that pulled us away from that. These new
14 measures are really focused on giving us
15 better information for how to respond in the
16 future to similar actions.

17 COMMISSIONER SELFRIDGE: If the
18 ANCs ask to see that data going forward, you
19 would be happy to share it with them?

20 MR. ABUD: Yes.

21 CHAIRMAN HOOD: Okay. I think

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1 this is a breaking point. Let me just ask --
2 well, no. Let's go ahead and start with the
3 organizations at our next hearing date which
4 is -- excuse me. Did somebody say ANC-3E?

5 MS. SKLOVER: Will you have that
6 after the organizations? I'm just trying to
7 understand.

8 MS. SCHELLIN: He asked to go
9 last.

10 MS. SKLOVER: And after
11 organizations?

12 MS. SCHELLIN: Yes. He asked to
13 go last.

14 CHAIRMAN HOOD: Excuse me. I'm
15 just curious. Would you come to the mic and
16 identify yourself because you've been helping
17 me quite a bit tonight and I just wanted --

18 MS. SKLOVER: I was not trying to
19 help you. I apologize.

20 CHAIRMAN HOOD: No, I need some
21 help.

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1 MS. SKLOVER: I was clearly
2 irritating the hell out of you and I apologize
3 profusely.

4 CHAIRMAN HOOD: Are you with ANC?

5 MS. SKLOVER: I am. I'm the
6 Advisory Neighborhood Commissioner for the law
7 school itself.

8 CHAIRMAN HOOD: Okay.

9 MS. SKLOVER: For the existing law
10 school.

11 CHAIRMAN HOOD: That's 3E?

12 MS. SKLOVER: This is all part of
13 3E. I am ANC-3E-01. I'm the Single Member
14 District representative for that particular
15 site and of the ANC-3E generally.

16 CHAIRMAN HOOD: Okay.

17 MS. SKLOVER: I apologize
18 profusely to you.

19 CHAIRMAN HOOD: You are fine.

20 MS. SKLOVER: Clearly I was out of
21 order and I'm sorry.

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1 CHAIRMAN HOOD: You're just trying
2 to make sure that you get -- I understand
3 where you are.

4 MS. SKLOVER: I'm just trying to
5 make sure.

6 CHAIRMAN HOOD: Okay. No problem.
7 I was just curious. I thought you were an
8 ANC Commissioner.

9 MS. SKLOVER: I apologize.

10 CHAIRMAN HOOD: Great. No
11 problem.

12 Okay. Let's start with the
13 groups, the organizations on June 23rd at
14 6:30. That's already been advertised so we
15 can't move it to 6:00. We'll do that. We'll
16 come back. We'll finish cross-examination
17 with the groups and we will end with 3E.

18 Then we will go to the Office of
19 Planning and DDOT's report. Okay. Are we all
20 on the same page? I'm not going to adjourn
21 this meeting. I'm going to recess and I'll

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1 see everyone June 23rd. Good night.

2 (Whereupon, at 10:37 p.m. the

3 hearing was recessed.)

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