

OFFICE OF ZONING STAFF PRESENT:

SHARON S. SCHELLIN Secretary

OFFICE OF PLANNING STAFF PRESENT:

JENNIFER STEINGASSER, Deputy
Director, Development Review &
Historic Preservation
MAXINE BROWN-ROBERTS

D.C. OFFICE OF THE ATTORNEY GENERAL PRESENT:

MARY NAGELHOUT, ESQ.

DISTRICT DEPARTMENT OF TRANSPORTATION STAFF
PRESENT:

CHRISTOPHER DELFS
MARTIN PARKER
GABRIELA VEGA
JACK KORBA

This transcript constitutes the
minutes from the Public Hearing held on
December 5, 2011.

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

2 6:30 p.m.

3 CHAIRMAN HOOD: Okay. We're ready
4 to get started. Good evening, ladies and
5 gentlemen. This is the Public Hearing of the
6 Zoning Commission for the District of Columbia
7 for Monday, December 5, 2011.

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

12 We are also joined by the Office of
13 Zoning staff, Ms. Sharon Schellin; Office of
14 Attorney General, Mrs. Nagelhout; Office of
15 Planning.

16 What I'm going to do, even though I
17 have the names, I'm going to let the Office of
18 Planning introduce themselves and the District
19 Department of Transportation.

20 MS. STEINGASSER: Jennifer
21 Steingasser, Office of Planning.

22 MS. BROWN-ROBERTS: Maxine Brown-

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1 Roberts, the Office of Planning.

2 MR. DELFS: Good evening, Chris
3 Delfs with the District Department of
4 Transportation.

5 MS. VEGA: Gabriela Vega with the
6 District Department of Transportation.

7 MR. KORBA: Jack Korba, District
8 Department of Transportation.

9 MR. PARKER: And Martin Parker from
10 the District Department of Transportation.

11 CHAIRMAN HOOD: Okay. Thank you
12 for that.

13 This proceeding is being recorded
14 by a court reporter and is also webcast live.

15 Accordingly, we must ask you to refrain from
16 any disruptive noises or actions in the
17 hearing room.

18 The subject of this evening's
19 hearing is Zoning Commission Case No. 11-15.
20 This is a request by Howard University for
21 special exception relief pursuant to 210 and
22 3104.1 of the Zoning Regulations.

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1 Notice of today's hearing was
2 published in the DC Register on September 30,
3 2011 and copies of that announcement are
4 available to my left on the wall near the
5 door.

6 The hearing will be conducted in
7 accordance with the provisions of 11 DCMR 3117
8 as follows: Preliminary matters; applicant's
9 case; report of the Office of Planning; report
10 of other Government agencies; report of
11 Advisory Neighborhood Commissions 1B and 5C;
12 organizations and persons in support;
13 organizations and persons in opposition;
14 rebuttal and closing by the applicant.

15 The following time constraints will
16 be maintained in this meeting: The applicant
17 60 minutes, if needed; organizations 5
18 minutes; individuals 3 minutes.

19 The Commission intends to adhere to
20 the time limits as strictly as possible in
21 order to hear the case in a reasonable period
22 of time. The Commission reserves the right to

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1 change the time limits for presentations, if
2 necessary, and notes that no time shall be
3 ceded.

4 All persons appearing before the
5 Commission are to fill out two witness cards.

6 These cards are located to my left on the
7 table near the door. Upon coming forward to
8 speak to the Commission, please, give both
9 cards to the reporter sitting to my right
10 before taking a seat at the table.

11 Because there are a lot of people
12 who will come forward to testify, do not give
13 the court reporter your cards until you are
14 called forward.

15 When presenting information to the
16 Commission, please, turn on and speak into the
17 microphone, first, stating your name and home
18 address. When you are finished speaking,
19 please, turn your microphone off, so that your
20 microphone is no longer picking up sound or
21 background noise.

22 The decision of the Commission in

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1 this case must be based exclusively on the
2 public record. And to avoid any appearance to
3 the contrary, the Commission requests that
4 persons present not engage the Members of the
5 Commission in conversation during any recess
6 or at any time.

7 The staff will be available
8 throughout the hearing to discuss procedural
9 questions.

10 Please, turn off all beepers and
11 cell phones at this time, so not to disrupt
12 these proceedings.

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

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

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

19 (Whereupon, witnesses were sworn.)

20 MS. SCHELLIN: Thank you.

21 CHAIRMAN HOOD: Okay. At this
22 time, the Commission will consider any

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1 preliminary matters.

2 Does the staff have any preliminary
3 matters?

4 MS. SCHELLIN: To advise that we
5 have received the Affidavit of Maintenance.
6 It is in order and, I believe, the applicant
7 has some experts that they are proffering.

8 COMMISSIONER MAY: Okay. Ms.
9 Giordano, if you can come forward? Let's go
10 through the exercise of expert witnesses.

11 And, Commissioners, let me call
12 your attention to Tab 14 in the submission.
13 Your microphone. There we go.

14 MS. GIORDANO: Mr. Chairman,
15 Members of the Commission, Tab 14, we have
16 three rèsùmès, two of the experts, the two
17 transportation experts, Mr. Fields and Mr. Van
18 Pelt, have been qualified by this Commission
19 previously.

20 Okay. Commissioners, we have
21 already dealt with the transportation engineer
22 and the transportation planning person, who

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1 have already been granted expert status. And
2 I don't think we have any objection. We will
3 continue that status.

4 Okay. Ms. Giordano, you can
5 continue.

6 MS. GIORDANO: And the third r sum 
7 is for Suzette Goldstein with HOK Planners and
8 she has an extensive r sum  here. She has
9 substantial experience in campus plan
10 planning. And she is available if you have
11 any questions about her r sum .

12 CHAIRMAN HOOD: Okay.
13 Commissioners, Mrs. Goldstein is being
14 proffered as an expert. Any objections?
15 Okay. Not hearing any, we will give her
16 expert status.

17 Okay. Mr. Paul Brailsford is the
18 next?

19 MS. GIORDANO: Yes, Mr. Brailsford
20 will probably not be giving any direct
21 testimony, but he is available for questions,
22 if you have them. And it makes sense to go

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1 ahead and qualify him now.

2 CHAIRMAN HOOD: But you wanted to
3 proffer him also?

4 MS. GIORDANO: Yes, please.

5 CHAIRMAN HOOD: Okay.
6 Commissioners, any objections?

7 COMMISSIONER MAY: I'm sorry, in
8 what? What was he being proffered as --

9 MS. GIORDANO: Mr. Brailsford's
10 expertise is in housing and planning for
11 housing for campuses and universities.

12 CHAIRMAN HOOD: So economics is
13 what you wanted to proffer him in?

14 MS. GIORDANO: Yes.

15 CHAIRMAN HOOD: Okay.

16 MS. GIORDANO: Yes.

17 CHAIRMAN HOOD: I will tell you
18 that I was very impressed with -- well, I'm
19 impressed with all rèsùmès, but I was --

20 MS. GIORDANO: Yes, and his is
21 extensive.

22 CHAIRMAN HOOD: -- very impressed

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1 with his rèsùmè.

2 MS. GIORDANO: I think you will
3 hear more from him in the further processing
4 case.

5 CHAIRMAN HOOD: Oh, okay, okay. So
6 let's take care of that now. Any objections,
7 Commissioners?

8 COMMISSIONER MAY: No.

9 CHAIRMAN HOOD: Okay. No
10 objection. So we will proceed.

11 MS. GIORDANO: Okay. Thank you.

12 CHAIRMAN HOOD: All right.

13 MS. GIORDANO: At this time, I
14 would like to call the witnesses to join me.

15 CHAIRMAN HOOD: Okay. Ms.
16 Giordano, we have you down for 60 minutes.

17 MS. GIORDANO: Yes.

18 CHAIRMAN HOOD: Do you think you
19 will need more time than that?

20 MS. GIORDANO: I don't. We
21 rehearsed it and I think we can do it in 60
22 minutes give or take a couple minutes.

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1 CHAIRMAN HOOD: How long did it
2 take you all when you rehearsed it?

3 MS. GIORDANO: About 60 minutes.

4 CHAIRMAN HOOD: Okay. We're going
5 to see how it goes.

6 MS. GIORDANO: I think it was 68.

7 CHAIRMAN HOOD: Okay.

8 MS. GIORDANO: So I'm only going to
9 take two minutes myself for an opening
10 statement. And rather than take a lot of time
11 introducing all the witnesses, I'm going to
12 ask them to introduce themselves as we turn to
13 them in the order of the proceedings.

14 We have submitted a prehearing
15 submission here. It includes outlining of all
16 the testimonies of all of the witnesses. And
17 we have also submitted, three hole-punched for
18 you, some inserts which has written testimony
19 of a number of the witnesses and their
20 PowerPoint presentations. If you want to
21 insert those in the booklet, you may.

22 And for the record, the case that

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1 we are presenting is the Campus Plan Update
2 for Howard University. It is our hope that we
3 can accomplish the conclusion of our case this
4 evening and there is also a further processing
5 case that is going to be considered on
6 Thursday evening that will follow this case.

7 The issues have been pretty well
8 briefed by the Office of Planning. We have
9 full neighborhood support with some minor
10 issues that have been raised by the community
11 that we have addressed and you will hear more
12 about that as we move forward in the
13 presentation.

14 We have one issue involving the
15 middle school that was founded by Howard
16 University and is on the campus that I have
17 fully briefed in the submission. We did not
18 plan on presenting any direct testimony on
19 that this evening.

20 I think you also have a memorandum
21 from your legal counsel on that point, but we
22 have all the principals involved in the middle

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1 school here this evening, if there are any
2 questions on that issue.

3 With that, we are just going to go
4 directly to Dr. Minor, who is the Senior Vice
5 President for the university to make an
6 opening statement.

7 And I just wanted to mention
8 briefly that I know that you have heard a lot
9 of campus plan cases lately and I know -- you
10 look confused.

11 CHAIRMAN HOOD: I'm surprised that
12 you knew that.

13 MS. GIORDANO: I think everybody in
14 the town knows that.

15 CHAIRMAN HOOD: Okay.

16 MS. GIORDANO: But in any event, I
17 urge you to keep an open mind about this one.

18 I know that different amounts or degrees of
19 regulation might be appropriate for different
20 universities and we have very full support for
21 this campus plan.

22 We have worked hard on that issue.

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1 And the issues with the Howard University
2 Campus Plan are a little different from some
3 of the other ones that you have heard. In
4 fact, the university has a good deal of
5 support from a number of the community
6 organizations that talk about the university's
7 growth being a catalyst for economic
8 development in the area.

9 And there is not the same concern
10 with the university's boundaries and extent
11 and spirit of influence beyond the boundaries.

12 So I urge you to keep that in mind as you
13 sort of review the kinds of conditions that
14 you might want to impose as part of this
15 process.

16 And with that, I'll ask Dr. Minor
17 to go ahead and introduce himself.

18 DR. MINOR: Good evening, Chairman
19 Hood and Members of the Commission. I am
20 Hassan Minor. I live at 11597 Cedar Chase
21 Road in Herndon, Virginia. I have been on the
22 staff of the university for more than 21

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1 years, serving the last four presidents. I am
2 the Senior Vice President with responsibility
3 for strategic planning, operations and
4 external affairs.

5 As you may know, the United States
6 Congress chartered Howard University in 1867.

7 We have been able to preserve that special
8 relationship with the Congress for 144 years
9 by providing leadership for America and the
10 global community.

11 Howard is the national research
12 university that is considered the flagship of
13 the 105 historically black colleges and
14 universities in America.

15 The point we are presenting tonight
16 provides a framework that will guide the
17 university's physical development over the
18 next decade. It has two principal
19 antecedents: The self-study conducted for the
20 university's successful reaccreditation by
21 Middle States Commission on Higher Education
22 in 2010 and the university's year-long

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1 Commission on Academic Renewal.

2 The campus plan builds on these
3 reports and provides the university an
4 opportunity to strengthen itself, to remain
5 competitive in today's post-secondary
6 educational market.

7 Our charge is to more effectively
8 and efficiently deliver an outstanding
9 educational experience that meets the needs of
10 today's students in an era where our students
11 have many choices from which to receive such
12 an experience, the need to upgrade, enhance
13 and expand our academic programming, student
14 life facilities and campus and community
15 amenities is imperative.

16 As a result, you will hear this
17 evening how the Central Campus Master Plan
18 calls for the development of new research
19 facilities that will allow our scholars to
20 reach the highest tier of research
21 institutions in the nation.

22 You will see plans for new student

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1 housing, athletic wellness and recreation
2 facilities, student activities settings and
3 retail offerings, as well.

4 As you know, the university is set
5 within a larger community context that has
6 been poised for many years to receive much
7 needed economic development and
8 revitalization. The new plan provides an
9 outline for some of this development.

10 The Howard Town Center and the
11 proposed upperclassman community west of
12 Georgia Avenue will fulfill many of the
13 objectives outlined in that plan.

14 Finally, in fulfillment of
15 development objectives established by the
16 city, the plan would be accomplished in the
17 sustainable manner with provisions for the
18 construction of LEED-certified buildings, the
19 improvement of landscaping and stormwater
20 management and the implementation of
21 Transportation Demand Management measures.

22 It should be noted that the plan

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1 has the support of the communities adjacent to
2 the Central Campus. That support is not the
3 result of my charm. It is because we take the
4 relationship with our community seriously and
5 we work at it year-round.

6 Mindful of your time, I will not
7 lay out the principal reasons that contributed
8 to this approach, suffice it to say, that the
9 plan we have submitted would have been
10 substantively different if the community
11 relationship was not authentic and well-
12 grounded.

13 The credit goes to Maybelle Bennett
14 on my left, who, with Michael Harris at that
15 end, led the university's planning efforts.
16 We look forward to your approval of this plan.

17 CHAIRMAN HOOD: All right. Let me
18 just interrupt. I think we know Maybelle.
19 She was my predecessor, so I'm sure she knows
20 how to work with the community. And I have
21 seen her over the years. And I had to say
22 that, because I'll tell you when I got on the

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1 Commission, and I'm going to take a personal
2 privilege, I was told then, at that time, I
3 had big shoes to fill. And I still haven't
4 filled them yet, so I'm still working on it,
5 Maybelle. So anyway, excuse me for
6 interrupting. Make sure they have that time
7 back. All right.

8 MS. GIORDANO: With that, we will
9 proceed with the planning expert, Suzette
10 Goldstein.

11 MS. GOLDSTEIN: Good evening. For
12 the record, my name is Suzette Goldstein. I'm
13 with HOK Architects and Planners. We are at
14 3223 Gray Street, N.W., here in Washington,
15 D.C.

16 Thank you very much for your time
17 and attention tonight. It has been my
18 privilege over the last few years to work with
19 Howard University as they realize how they
20 take their legacy into the next generation and
21 that generation beyond. And it has been quite
22 a privilege to do that.

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1 We have developed a small
2 PowerPoint show for you here. I'm going to
3 begin, if I may, with an overview of where we
4 are. I imagine most of you know where Howard
5 University is, but in context of the
6 neighborhoods, I think is a good place for us
7 to start.

8 As you can see, we are surrounded
9 by several -- a variety of neighborhoods,
10 including several that have an important
11 historical presence and within the District of
12 Columbia as well as the McMillan Reservoir.

13 The Zoning Map is up there on the
14 right hand side for your reference. We are
15 basically zoned residential as our underlying
16 zone for the majority of the land, in addition
17 to some overlay districts as well as some
18 commercial zoning. So that's the basis of
19 where we begin and the context of looking at
20 the university within the city and some of the
21 basic facts.

22 The other place we began in this

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1 study is looking very much at the need. We
2 could have come in and done an urban design
3 plan and said well, this would make it
4 prettier and maybe you could put a building
5 here.

6 Instead, we actually spent the bulk
7 of our time understanding the use and the
8 functions within the university, how they
9 intended to grow and working along side some
10 of the studies that Dr. Minor mentioned that
11 have been taking place over the last couple of
12 years, such as the Academic Renewal Plan.

13 What I have put up for you here is
14 an Existing Campus Land Use Plan. You can see
15 the academic spaces in orange or the
16 predominant use of most of the buildings. And
17 I'm going to show you next the Proposed Campus
18 Plan.

19 The big differences that I want you
20 to note here and the big important take-away
21 from all the programming and academic renewal
22 work that we have been doing is the re-

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1 energizing of the -- or the reemphasis of the
2 university on lifestyle as well as academic
3 and research. And that has really influenced
4 the way that we look at space and the way
5 space will be used.

6 It is important to note that, you
7 know, when you see laboratory space, which
8 expands quite a bit on that, those are also
9 teaching facilities, health care, also
10 teaching facilities. So everything we do here
11 is really about the teaching.

12 A couple of technicalities in the
13 proposal. One is the existing campus
14 boundary. On the left, you will see the
15 existing boundary. As you will note, there
16 are some areas, particularly along Florida
17 Avenue, where there are properties not under
18 the university's control that are included
19 within the current campus boundary.

20 Working with OP, we have suggested
21 a change to the boundaries to only land owned
22 and -- owned by the university. The one small

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1 -- so there is mostly reduction of the
2 boundary. The boundary has been shrank in to
3 just the property Howard owns.

4 There is one small exception to
5 that and if I can point for you without
6 getting Michael in the head, right in there,
7 forgive me it's a little shaky, but right
8 along Florida Avenue there is one parking lot
9 that is owned and operated by the university
10 that is currently outside the campus boundary
11 that we are requesting being in the boundary.

12 So everything else is a reduction.
13 We have that one small place that we would
14 like to add to the campus boundary. So that's
15 one of the technicalities.

16 Now, this is kind of the fun part.

17 This is the big vision and the big ideas
18 behind the campus plan, if you will.

19 It is all based on the planning
20 principles that I have set before you. And
21 that all goes back to support of the academic
22 mission of the university. It supports the

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1 historic legacy of the university. It
2 supports where they have been. But it takes
3 it the next step to where they want to go.

4 In basic to that principle, to
5 those principles with how we interacted with
6 the community, what is it they wanted? We
7 heard often that they wanted us to reach out
8 to them. They wanted to be included in the
9 campus. They didn't want us to be sequestered
10 as we have been thought of in the past.

11 So that all rolled up into creating
12 a good place, a good public realm, proper
13 urban design and scale and function and
14 aesthetic to developing the campus edges and
15 to doing all of that in a sustainable fashion.

16 So all of those ideas have been wrapped up
17 and embraced by the university.

18 I wanted to emphasize the
19 importance of an historic legacy of this
20 place. The map on the left shows you the
21 yellow highlights, how we are surrounded by
22 incredible important historic districts within

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1 the city, LeDroit Park, The Greater U Street
2 and the McMillan Reservoir as well as Banneker
3 Park, which is just across from our main
4 entrance.

5 Within the site, we have -- we are
6 very proud to have a landmark district within
7 our bounds, which is around the main quad. It
8 was an important and central part of the Civil
9 Rights Movement and has been identified for
10 that function.

11 As well as we have one historic
12 landmark building on-site, which is the Howard
13 Hall, which is, I think, the oldest building
14 on campus.

15 So I have grouped this with the
16 plans for renovation out of the campus plan
17 and I did that intentionally, because it tells
18 the story of the intent of the university.

19 What you see on the right hand map
20 in orange are the buildings that are in the
21 university's current plan for major renovation
22 projects.

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1 Now, you will note, that's most of
2 the buildings. They are undertaking a very
3 comprehensive and very large capital
4 improvement program, which looks to renovate
5 and reuse most of the older buildings on the
6 campus.

7 So it's something we built the
8 university plan around and that we are very
9 proud of that we are able to accomplish and
10 still be able to move them into the next
11 century with the kind of modern buildings that
12 they need.

13 So let me back up a little step
14 away from those kind of details and talk a
15 little bit about some of the big ideas, the
16 big framework that went into the ideas in the
17 campus plan.

18 We have come to think about the
19 campus in kind of three zones. Starting from
20 the north, on the campus itself, the functions
21 on the university are primarily academic --
22 are primarily -- excuse me, with the athletic

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1 facilities, that's where the stadium is
2 located and the gym and so on and so forth.
3 There are some other functions, but that's the
4 primary focus of that part of the campus.

5 Across the street, across Georgia
6 Avenue, is the Pleasant Plains neighborhood.
7 So our goal for this part of the campus is to
8 have a better connection with them. We could
9 be doing better at that now and we intend to
10 do better at that.

11 So as improvements are made in the
12 northern quadrant, the university intends to
13 improve the frontage on Georgia Avenue and
14 make a better impression to the Georgia Avenue
15 frontage and thereby a better connection back
16 to the neighborhood.

17 The second sector of the university
18 is this kind of, what we call, the mid-Georgia
19 Avenue sector. This is where the existing
20 administration building is. It's where Miner
21 Hall, one of our historic buildings, as well
22 as Howard Hall, are located.

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1 Historically, the gateways and the
2 entrance into the Howard University is on 6th
3 Street. It's not on Georgia Avenue. Well,
4 that's really not how the city functions
5 today. So we felt that -- we feel that it's
6 important for us to not look inward as much,
7 but to look outward more.

8 So the middle part of the Georgia
9 Avenue is really where we feel it is most
10 appropriate for us to bring our institution or
11 our academic image to Georgia Avenue and
12 outwardly to the city in general.

13 And the relationship across the
14 street to the public green space as the
15 historic Banneker Park is an excellent way to
16 do that. So we have institution across from
17 institution from a land use standpoint, that
18 makes a lot of sense. It makes a lot of sense
19 from an urban design standpoint.

20 So that's really the focus that we
21 have put on that area.

22 Now, the lower Georgia Avenue,

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1 that's a very exciting place for us to talk
2 about. Right now what you see, there are a
3 number of parking lots on the west side of
4 Georgia Avenue. It's actually where most of
5 our fields of parking are.

6 The university book store, a couple
7 of older academic buildings and the hospital
8 on the lowermost part. Because of those
9 parking lots and some other things, this is
10 really one of our biggest opportunities to see
11 a change. And some of our first opportunities
12 to see change. So we are very excited about
13 this.

14 We see this as a potential for a
15 very vibrant pedestrian-oriented mixed-use
16 corridor, so we are proposing all buildings in
17 this sector have ground-level retail type
18 functions. Now, that may be a university book
19 store or it may be a Starbucks. I don't know
20 those details yet.

21 But what we are excited about is
22 that that kind of storefront vibrancy and

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1 those kind of activities and functions need to
2 be on the street there. Above those, we can
3 have a combination of different kinds of
4 university functions, that may include some
5 academic buildings that we are suggesting,
6 some research buildings, as well as a new
7 focus on residential, so that this portion,
8 this lower Georgia Avenue portion of the
9 university really can act as a catalyst to
10 bring the changes that have come down the U
11 Street Corridor up Georgia and into the
12 university.

13 The university wants to be a part
14 of all the excitement. And this is our
15 location where we think we have that
16 opportunity. We are going to start that. Of
17 course, you have probably heard of the Howard
18 Town Center Project. We are very excited
19 about that. We will have a grocery store and
20 a number of market-rate housing units in it.

21 So that's one of those first
22 catalyst projects that are on the table.

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1 That's kind of big picture.

2 I want to talk a little bit about a
3 little more specifically. So I present you
4 with a phasing plan. It's rather detailed.
5 I'll try not to bore you too much, but I do
6 want you to get as excited as we are about it.

7 So if you see in the kind of
8 reddish-orange color on the screen, those are
9 all the Phase 1 buildings, which we have
10 defined as 1 to 3 years. They include
11 research buildings, they include some other
12 academic buildings, they include an emphasis
13 on our students and their wellness, which
14 includes residents halls on the east end of
15 the campus, which you can see, if I may point,
16 over here on this end.

17 Those are the subject of further
18 processing that you will be hearing from us
19 next. And we have some urgency about -- and
20 some excitement about that one, because we are
21 trying to get our students placed in those
22 units by the opening of the 14 class year.

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1 The rest of the Phase 1 things,
2 they all sort of focus on the Bryant Street
3 Corridor here. So the other student life
4 facility and the other catalyst project we are
5 excited about for Georgia Avenue is the
6 wellness center.

7 You see it on your sheet labeled as
8 No. 5. So the wellness center will be a
9 fitness center that is open to the community
10 as well as being open to our students and
11 staff. And it will take out that first hunk
12 of surface parking lot and replace it with a
13 modern building.

14 Moving on to Phase 2, it is
15 depicted on your -- on the diagrams as the
16 purple. Again, in the lower quadrant, we are
17 focusing along the Bryant Street and Bryant
18 Street Extension. So that sees the
19 introduction of some additional residential,
20 the introduction of some academic and research
21 buildings on Georgia Avenue, as well as into
22 the campus taking care again of some of the

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1 students.

2 Blackburn Hall needs some
3 renovations and some additions, so that comes
4 in Phase 2, as well as continuing finishing
5 the renovation of the Miner Hall, which is
6 already started, but will take us to Phase 3
7 to finish. And that building will be recouped
8 as a new academic building, a bit of it is
9 vacant now.

10 In Phase 3, we go a little bit
11 different route. You see that in your diagram
12 and shown in the blue color. On the north
13 end, we look to here, we look to the
14 replacement of the existing gymnasium. The
15 building will get some renovations in the near
16 term. Longer term will be replaced with a
17 modern facility that will meet all of the
18 current college standards, so that our
19 academic -- our athletic functions can
20 continue to compete.

21 In the middle part of the campus,
22 you see on the left hand side along the

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1 western side of the campus, we show a location
2 for a future housing project. We envision
3 that as work force and possibly graduate
4 housing.

5 One of the issues the university
6 has going forward is the retirement age of
7 much of our academic -- of our staff, of our
8 faculty, particularly of our faculty. Many of
9 them are nearing retirement age and we will be
10 actively looking to replace them.

11 Washington is a very expensive
12 place to live. So it's in the university's
13 interest to provide housing opportunities for
14 future faculty members as well as future staff
15 members as well as graduate students. All of
16 those folks tend now to live a bit farther out
17 than we would like them to.

18 There is a whole cultural
19 environment about having faculty and staff and
20 students all living together in and near the
21 campus in the same neighborhood. And the
22 university recognizes that and wants to do

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1 everything we can to encourage it. So that's
2 why we have suggested housing at that
3 location.

4 It would be linked -- it's being
5 proposed to be linked across the park back
6 into the heart of the campus to the historic
7 core of the campus. We have had early
8 discussions with the Parks and Recs Department
9 about the mutual benefit of making those
10 improvements and they seem excited and those
11 ideas were well-received. So that's something
12 we are pursuing with them, so that we can
13 connect those two parts of our campus together
14 with a pedestrian connection.

15 We have taken the liberty on here
16 to show you in yellow what the future phases
17 would -- might look like. Now, those are
18 farther out than we dare to put a number on,
19 but we don't dare to dream, so you will see a
20 number of infill academic buildings, the
21 continuation of development along Georgia
22 Avenue, along the Bryant Street Corridor and

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1 the completion of the plan in a number of
2 locations.

3 I want to use a few of the images
4 out of the master plan to kind of help to
5 paint the picture for you a little bit better
6 of the kind of change that we are proposing.
7 This image that I show you of Bryant and 8th
8 Street, this is looking east along the
9 proposed extension of Bryant.

10 Well, this is now a very large
11 parking lot. We envision it as terminating
12 with the green, a new residential quad, if you
13 will, here surrounded by residential buildings
14 connecting the Howard Towers, which is really
15 the most predominant function of the
16 university west of Georgia Avenue now and the
17 wellness center and connecting all of that
18 back to the heart of the campus.

19 It's very important to us that we
20 have that connection of open spaces and of
21 streets, particularly at the pedestrian level,
22 so that the university feels its way across

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1 Georgia Avenue. That's historically been a
2 bit of an edge and we don't want to view it
3 that way any more.

4 We really want to view the
5 university as going on both sides of the
6 street.

7 I'm going to continue to kind of
8 walk you down Bryant Street with some imagery.

9 The purpose of this diagram is to show you a
10 potential future academic building that would
11 be located on Georgia and Bryant.

12 The real purpose of this is not to
13 tell you what the building is going to look
14 like, because we don't know that yet. But
15 it's more to tell you the character of what we
16 are trying to do with the street and the
17 streetscape.

18 You will note the residential all
19 along the ground floor and the extension of
20 the streets retail on the ground floor and the
21 continuation of an improved streetscape down
22 Bryant Street itself. So that it's all very

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1 much about that pedestrian environment and the
2 public realm that is being talked about here.

3 As we venture one step further into
4 the campus, this view is from 6th Street
5 looking down the future Bryant. You will note
6 new academic and research buildings along both
7 sides of Bryant. These two sites are a little
8 bit undeveloped and there's really actually
9 some parking in open unused land there.

10 And then the historic original
11 hospital building here, which is currently
12 used as classrooms and will continue to remain
13 in use. So again, it's about the public space
14 and the student spaces that we create along
15 Bryant Street.

16 The last topic I wanted to cover
17 was the landscape recommendations. And I'm
18 going to go through some of them in detail,
19 but here in the plan view, I just wanted to
20 note that our basic goal is to improve the
21 overall greening of the campus: A Street Tree
22 Program, the introduction of Sustainable Site

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1 Initiatives throughout the property and very
2 importantly, this expression of green open
3 spaces.

4 We currently have the historic
5 quad. We have what we call the lower quad.
6 There is a quad that was built here with the
7 library, but then we used that and Bryant
8 street to connect us over to a new proposed
9 quad here that becomes really the residential
10 quad on the west side. That quad is
11 critically important to making the overall
12 links work.

13 I mentioned the historic quad here.
14 Once upon a time, there were quite a lot of
15 trees. They are aging. We intend to improve
16 the pedestrian realm and relandscape that,
17 take out some things that look a little too
18 vehicular and make them more pedestrian.

19 The university is also looking at
20 approving the gateways along Howard Place. At
21 the top of the hill that you can see in this
22 slide, this is the library at the top. That

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1 gate I mentioned before is really at the top
2 of the hill and not at all visible from
3 Georgia Avenue.

4 We are interested -- and this slide
5 is actually turned the other way, so forgive
6 me, but, this is the quad here. And that link
7 is the link I talked about to the new
8 residential here across the park. It makes
9 that point right there very important as an
10 entrance into the university and as an image
11 spot.

12 So we have included an artist
13 rendition of what that may look like. We see
14 it as a landscape solution. It can be fairly
15 simple, but in its simplicity can be fairly
16 effective.

17 Throughout the campus, we intend to
18 improve streetscape as we build new buildings.

19 We intend those to be done in the sustainable
20 fashion and, working particularly with DDOT
21 standards, would like to incorporate things
22 like LIDs and other sustainable features that

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1 can help to improve the over-stormwater
2 quality on the university, but still fit with
3 their standards.

4 And ensuring that we have proper
5 tree growth. But the big idea here is that we
6 need to add more trees to the campus and those
7 need to be done with every new project.

8 I wanted to kind of conclude my
9 presentation with just sort of an overview of
10 the highlight so of the Sustainable Site
11 Strategy.

12 We have outlined in the master plan
13 a number of techniques for improving
14 stormwater management, for reducing the
15 percentage of lawn, lawn is one of the least
16 sustainable things to maintain. It's
17 difficult and not as environmentally friendly
18 as other things, so we are looking towards
19 removing lawn and adding things like rain
20 gardens and so on and so forth. And of
21 course, only using native planting species.

22 This is actually a good segue into

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1 Michael, who is going to talk a little bit
2 about the university's sustainable practices
3 right now and what they have been able to
4 accomplish already.

5 Do you want to move the whole
6 thing? Okay. Record timing, exactly 20
7 minutes.

8 MR. HARRIS: Good evening, Chairman
9 Hood and Members of the Commission. My name
10 is Michael Harris. I was the co-chair of the
11 Campus Plan Steering Committee and I'm also
12 the Chair of the Howard University
13 Environmental and Sustainability Council. I'm
14 at 2244 10th Street, N.W., Washington, D.C.

15 The decision to present
16 sustainability as a separate item at these
17 hearings was really intended to send a clear
18 message that it is of significant importance
19 to the university and not just intended to be
20 a footnote of the campus master plan.

21 So we wanted to share some of the
22 developments that the university has

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1 undertaken to date in this regard.

2 Some time ago, the university
3 recognized that it had not kept pace with
4 campus sustainability initiatives that were
5 common across universities nationwide. To do
6 this, we recognized we needed to create an
7 institutional structure to promote and develop
8 a cohesive plan for the campus.

9 There were some disparate
10 initiatives, but no focus and the university's
11 credibility in this regard was, in fact, at
12 stake.

13 To this end, three years ago, the
14 university created -- formed a task force and
15 created the Sustainability Council, which was
16 really meant to be an advisory body to the
17 president and the senior staff of the
18 university about sustainability and how it
19 could best be undertaken in the interest of
20 the university.

21 To implement this plan, the
22 university realized also that it not only

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1 needed an advisory body, but needed to
2 establish an office of sustainability that
3 would actually implement plans. And to that
4 end, we appointed a director who is
5 responsible for the improvement of efforts, in
6 other words, becoming a greener campus.

7 As a note, the university is now
8 entering its second term of an MOU with EPA,
9 which is intended to give collaboration with
10 community service recruitment outreach,
11 sustainability and education.

12 Go ahead. I wanted to opine
13 quickly some of our undertakings to date or
14 some of those successes to date.

15 Our recycling program, which some
16 years ago was a disjointed paper recycling
17 program has become a full-fledged
18 comprehensive program that includes
19 significant recycling of paper, commingled
20 containers, even cooking oil and computer
21 equipment.

22 Over the past two years, the

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1 university has entered successfully in the
2 National RecycleMania Contest, which is a
3 contest among high education institutions and
4 runs about six weeks between -- you know,
5 starting in February of the year. And we have
6 done it now for two years. And this last
7 year, we actually placed third among
8 universities within this region.

9 And we have had so much success and
10 the Director of the Office of Sustainability
11 is now actually on the National Steering
12 Committee for RecycleMania.

13 Our recycling totals have
14 increased, you know, from two years ago from
15 just 5 percent of our total solid waste to 15
16 percent of solid waste. We are actually
17 tracking that through EPA's program called
18 WasteWise.

19 The results of that are shown here.

20 And quickly, you can see in blue, which is
21 the trend, 11 numbers to date. We have had
22 significant increases over the 2010 numbers.

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1 Go on. Other campus initiatives,
2 we received grants from the United Negro
3 College Fund again to improve our recycling
4 program and also to help complete measurement
5 of our greenhouse gas inventory.

6 We have actually installed -- just
7 recently installed our first green roof on the
8 service center building and working towards
9 installation of a 150 kilowatt Solar PV System
10 on the same building. This building is
11 intended to be a model of sustainability on
12 the campus.

13 We see student involvement in
14 sustainability as the linchpin of our
15 sustainability program and, as such, we have
16 been doing several programs that involve
17 students. And even our -- we have a chapter
18 of engineers without bars on campus and they
19 are actually engaged in a water treatment
20 project in Kenya.

21 Go ahead. Go ahead. You can see
22 here we did our first rain garden through a

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1 grant with Home Depot. And actually our
2 students last year participated with the D.C.
3 Department of Public Works to train students
4 on recycling.

5 Go ahead. We completed the first
6 phase or what we consider the first phase of a
7 \$10 million Energy Saving Retrofit Project.
8 Our energy performance contract, as it is
9 know, very retrofit at university buildings.

10 The potential for this is to reduce
11 our carbon footprint by, approximately, 5
12 percent. The program actually included, but
13 you can see here in this picture, a Solar Hot
14 Water Project for supplementing the hot water
15 in the swimming pool in the gym.

16 We are presently conducting
17 comprehensive energy out at the water camp
18 building with a view to additional phases of
19 this energy performance contract program.

20 Go ahead. For the last two years,
21 we have had vigorous observation of Earth Day,
22 the faculty, staff and students and we have

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1 had hundreds of people in the university,
2 community and in nearby communities working on
3 this with us.

4 Go ahead. With the master plan in
5 particular, as Suzette just mentioned, we
6 intend to embrace LEED requirements for all
7 capital projects and at least LEED silver
8 standard, and this will include any major --
9 also include major building renovations.

10 Suzette also spoke about the
11 landscaping and the intent to increase tree
12 cover, have campus walkways to improve and
13 encourage pedestrian environments and promote
14 non-vehicular circulation and entire
15 concentrations in special places.

16 She talked of low impact
17 development strategies, basically, for
18 enhancement of infiltration, runoff and so on.

19 Go ahead. Preliminary calculations
20 on these LIDs strategies actually suggest that
21 for a two year storm, we could actually
22 mitigate over 1 million gallons of water.

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1 Additionally, the predevelopment
2 sites for many of the proposed new buildings
3 are existing parking lots, which were
4 constructed prior to new Stormwater Management
5 Regulations. The development of these sites
6 will, of necessity, include present
7 requirements for stormwater management with
8 significant benefits of quantity and quality
9 of our stormwater runoff.

10 Go ahead. The proposed university
11 -- we are working on a sustainability
12 strategic plan and includes some of the goals
13 below, which we can see. Some are a 10
14 percent reduction of water consumption, zero
15 based goal for major construction projects.

16 We have targets for greenhouse
17 reduction goals 20 percent by 2020, 50 percent
18 by 2030.

19 Go on ahead. In summary, the major
20 elements of our program includes, like I said,
21 robust recycling, LEED requirements, energy
22 and water conservation, LID practices,

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1 education research, TDM, which you will hear
2 more about shortly and embracing of our -- of
3 STARS, which is Strategic Tracking and
4 Assessment Rating System, which is a system
5 basically just for the tracking sustainable
6 campuses on -- at institutions of higher
7 education.

8 Because these strategies are clear
9 to be in line with the D.C.'s own goals for
10 sustainability, we will continue to work to
11 reach these objectives.

12 MS. GIORDANO: Thank you. We are
13 going to move into the transportation aspects
14 of the plan now.

15 MR. VAN PELT: Good evening,
16 Commissioners. For the record, my name is Dan
17 Van Pelt. I'm a principal of the Gorove/Slade
18 Associates, Transportation Engineers and
19 Planners.

20 I'm here this evening joined with
21 David Fields from Nelson\Nygaard. We have
22 kind of a joint presentation for you.

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1 As the campus planning effort was
2 moving along, it became pretty apparent that
3 one of the most important pieces of the campus
4 plan would be a very robust TDM Plan and to --
5 as I think you all know, Nelson\Nygaard has
6 much expertise in doing such things.

7 Before I get into the presentation,
8 I wanted to talk -- I just wanted to thank
9 DDOT for their support of the campus plan and
10 all of the work and the diligence on their
11 part to work with us in reviewing the plan and
12 providing input to the plan. And we
13 appreciate that.

14 Just to talk about the overall
15 transportation goals, many of the goals of the
16 campus plan are not unlike, I think, what you
17 are hearing in terms of Smart Growth and our
18 policies in the District, which is to improve
19 connectivity, improve walkability, improve the
20 pedestrian environment and improve the
21 infrastructure for all modes of transportation
22 and support -- and work in those directions to

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1 support the usage of those other alternate
2 modes of transportation.

3 Specific to this plan, there is
4 improvements to the east-west connectivity,
5 which you heard Suzette talk a little bit
6 about and I'll talk a little more about that
7 in just a minute.

8 One of the important pieces of this
9 campus plan is, as it goes forward, at many
10 of the development sites that Suzette pointed
11 out, those are existing parking lots. So as
12 we go forward, we need to look at ways that we
13 can minimize the replacement parking, but
14 still maintain some flexibility.

15 Jumping into the parking, the
16 existing supply when you look at it is about
17 2,300 spaces. And if you look at each one of
18 the grey boxes on this map, you add it all up,
19 there's 40 some different facilities there,
20 there is about 2,300 spaces that exist today.

21 We went out and did our
22 observations. There is about 1,750 or so

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1 spaces that are used on an atypical week day
2 at peak time.

3 Now, if we go and we look at the
4 development sites and what those do to the
5 supply of surface parking, you can see each
6 one of these black boxes on this figure are
7 what are development sites and what would take
8 surface parking off-line.

9 So if you take all those surface
10 spaces off-line, what you are left with is
11 about 740 parking spaces of the 2,300 that we
12 have today. So what that told us is that any
13 replacement parking is going to be very
14 expensive, because it would have to be done in
15 structure.

16 So one of the goals of the plan is
17 to lower the parking demand through TDM, so
18 that we really can minimize the demand and
19 minimize the construction, the number of
20 spaces that get replaced in structure.

21 Looking at where the possibilities
22 for new parking could potentially be, what

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1 this figure shows you is all of the
2 development sites are in blue. Those would be
3 the new buildings that Suzette talked about in
4 the campus plan. Green would be what we were
5 -- what we have identified as kind of the
6 preferred parking locations.

7 These were selected because they
8 are kind of spread around campus. They are at
9 the peripheries of campus and we think they
10 are best sited to minimize conflicts between
11 pedestrian traffic and vehicular traffic.

12 Those green sites, if you total
13 those up, that's about 1,100 spaces. We add
14 that to the 740 that would be still remaining
15 on campus, that gets us to about 1,850, which
16 is still a reduction from the 2,300 spaces
17 where we are at today.

18 We think with a successful TDM
19 program in place, we could actually get our
20 demand to be somewhere down in the 12 to 1,400
21 space count.

22 And what will happen as the plan

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1 goes forward is it will be monitored each year
2 and we will look at the utilization of
3 parking. And each time that a further
4 processing application comes before you, each
5 time the university looks at bringing one of
6 these additional sites on-line, it will be
7 evaluated of the parking needs, at that time,
8 to determine really what is the need and how
9 much parking would need to be built at that
10 time.

11 To speak a little bit to our
12 traffic analysis, this is really no different
13 than any other traffic analysis that we do and
14 others that you have reviewed and have seen
15 come before you in other campus plans.

16 We have met with DDOT. We scoped
17 it out with them and we made sure we were in
18 sync with them on our methodology. We
19 actually submitted one report to them. They
20 gave us comments back. We revised it and we
21 submitted a finalized version, which is what
22 you have in front of you, it's the October 28th

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1 report.

2 The horizons that we looked at were
3 the existing conditions. Then we looked at
4 the future conditions with them, without the
5 campus plan, to see what that would mean. We
6 also looked at the Great Streets Initiatives
7 and what that means to transportation.

8 There -- DDOT has funding, federal
9 funding to implement transit-only lanes on
10 Georgia Avenue and they are in the midst of
11 design review. We did some analysis to try to
12 look and see what that could mean and how that
13 would inform the plan.

14 Any changes though to Georgia
15 Avenue will really have to be -- those will be
16 decisions that will be made by DDOT and will--
17 and the university will continue to coordinate
18 with DDOT as they go forward.

19 As you look at the plan itself,
20 really the major changes from the traffic
21 standpoint, is that the parking locations will
22 move around, so that you are going to have

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1 people parking maybe in different locations
2 than they current do today, so that will mean
3 some change in traffic patterns from that.

4 We do expect that there will be
5 additional pedestrian crossings across Georgia
6 Avenue and 4th Street and there will be some
7 changes of pedestrian patterns also as a
8 result of these new buildings and how people
9 go to and from them.

10 Moving the recommendations, roadway
11 recommendations, Suzette talked about the
12 east-west connections. There really are three
13 additional east-west connections that are in
14 the plan. They are shown in red on this
15 diagram.

16 The first one, the northern most
17 one, is the Barry College Place Connection.
18 When that building that is current in the way
19 would come down, then there would be an
20 opportunity there for that right-of-way to be
21 extended.

22 The other two, the Bryant and W

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1 Street are really roadways that were
2 contemplated and are part of the Duke Plan.
3 So this is really the university is going
4 forward with their campus plan, implementing
5 and putting these connections in place and
6 consistent with the Duke Plan.

7 And then I think just I mentioned
8 this already, but just as the university -- as
9 DDOT goes forward with their plan for Georgia
10 Avenue that they are currently working on a
11 design for that right now, they will have --
12 they will continue -- the university will
13 continue to coordinate with them.

14 But as I said, but ultimately what
15 happens on Georgia Avenue is up to DDOT.

16 Talking a little bit about bicycle
17 recommendation. It really is -- the
18 recommendations greatly enhance the
19 environment for cyclists on campus and that
20 includes a lot more parking spaces, both the
21 commuter spaces internal to new buildings that
22 will be built, so you will have this secure

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1 coverage spaces, along with shower facilities.

2 But also externally out on the
3 surface, you will have more of the short-term
4 bicycle spaces. And the university has made
5 the commitment to fund a new Capital BikeShare
6 Station on campus.

7 Looking at pedestrian
8 recommendations, these green arrows on this
9 figure show what we kind of think would be the
10 more predominant newer pedestrian paths or the
11 influences.

12 On the eastern most side, it would
13 be associated with those new -- two new
14 residential buildings on the east side of 4th
15 Street, and traffic going from those --
16 pedestrian traffic going from those buildings
17 onto the heart of campus.

18 One of the things we have
19 identified in our study is the need for a new
20 signal at 4th and College and DDOT is -- agrees
21 with that recommendation and the university
22 has committed to fund the construction of that

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1 new signal before those residential buildings
2 will open.

3 We also expect there will be
4 additional pedestrian traffic crossing Georgia
5 Avenue from the west side of Georgia Avenue
6 and we also expect some additional pedestrian
7 traffic as people on the west side of Georgia
8 Avenue find their way to the Metro Station
9 down at U Street.

10 One of the global recommendations
11 we made about the pedestrians was working with
12 DDOT to seek implementing LEED and pedestrian
13 infills, which have become a pretty common
14 thing in the District now to improve
15 pedestrian safety.

16 So just kind of summarizing some of
17 the key recommendations, really minimizing
18 replacement parking with the goal of about
19 1,400 spaces, we understand that DDOT is
20 looking for maybe something even less than
21 that, but we think that that's the right
22 number and we will look at that each year as

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1 we go forward.

2 And I think that the university's
3 goal and DDOT's goals are actually aligned
4 with one another. The replacement parking is
5 very expensive. The structure parking is very
6 expensive. So to the extent that they are
7 going to reduce the number of spaces that are
8 replaced, I think that that certainly goes to
9 reduce the number of trips generated also. So
10 I think with -- those goals are aligned.

11 The TDM Plan which David will talk
12 to you about next, bike and parking
13 accommodations, which I just reviewed, and
14 then the signal at 4th and College and we will
15 continue to coordinate with DDOT on the
16 Georgia Avenue implementation.

17 And so with that, I'm going to turn
18 it over to David to talk to you about TDM.

19 MR. FIELDS: Good evening, Members
20 of the Zoning Commission, District agencies
21 and members of the community. My name is
22 David Fields. I'm a transportation planner in

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1 principle with Nelson\Nygaard Consulting
2 Associates. We are located at 121 West 27th
3 Street in New York.

4 We are a firm that specializes in
5 helping communities achieve their greater
6 goals by multi-modal transportation planning.

7 We have created successful TDM Plans for
8 universities across the country and we
9 recently assisted DDOT in developing their
10 current recommendations for TDM in the
11 development review process.

12 The Howard University TDM Plan
13 conforms to these recommendations.

14 Next. Our methodology for
15 developing the Howard TDM Plan included the
16 following five steps:

17 Identify the growth planned for the
18 Central Campus.

19 Evaluate the conditions of existing
20 pedestrian, bicycle and transit networks, as
21 well as plan improvements to assess the
22 quality of non-driving access to the Central

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1 Campus.

2 Quantify how and how frequently
3 faculty, staff and students are getting to and
4 around the Central Campus and where they are
5 coming from. The chart up here shows we
6 conducted an on-line survey of Howard
7 students, faculty and staff, as well as a
8 series of focus groups that further identified
9 specific patterns and opportunities.

10 The key finding from these efforts
11 is that less than 10 percent of students
12 primarily commute by driving and compared to
13 the 64 percent among faculty and 57 among
14 staff. These are very important numbers and
15 very useful for us to plan around.

16 We reviewed what the university is
17 currently doing to manage demand. And then we
18 recommended TDM strategies and parking plans.

19 The existing Howard University is
20 already committed to a series of investments
21 and services that have proven successful in
22 reducing vehicle travel and parking demand.

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1 These include operating the Howard University
2 shuttle bus system at no charge for faculty,
3 staff, students and visitors. That goes
4 around campus, locations off-campus as well as
5 to the Metro Stations.

6 Managing parking demand by
7 requiring payment to park and not allowing
8 freshmen to purchase permits; accommodating 45
9 percent of the total university enrollment in
10 Howard's Residential Life System; supporting
11 the District's Capital BikeShare system by
12 hosting and encouraging use of the on-campus
13 BikeShare Station; accommodating car-sharing
14 with nine vehicles located within the
15 boundaries of the master plan, seven of which
16 are within a short walk of the lower quad;
17 participating in WMATA SmartBenefits Program
18 and allowing employees to telecommute and work
19 flex-time schedules to reduce peak hour auto
20 trips.

21 One of the most effective
22 approaches to transportation planning is to

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1 identify where successful practices have been
2 implemented at comparable universities
3 evaluating them for what worked best and
4 adapting them to a new location.

5 For Howard University, we looked at
6 the University of Washington in Seattle and
7 the University of Chicago as comparable urban
8 universities with successful TDM Programs.

9 Princeton University was also
10 included as their TDM Program makes the most
11 of significant transit access, very similar to
12 Howard, as well as proximity to major urban
13 areas.

14 In 2009, DDOT completed a study of
15 ways to better incorporate TDM into the
16 development review process. One of the
17 outcomes of the study was a matrix of required
18 and optional TDM actions for new development,
19 which actions would be required versus
20 optional vary based on the number of net new
21 peak hour vehicle trips projected for the
22 development.

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1 Coupled with the best practices
2 from the urban universities and the DDOT
3 recommended practices, we have been able to
4 craft a TDM Plan for Howard University.

5 Since the campus plan
6 transportation analysis projects 149 net new
7 peak hour auto trips at full build-out, the
8 TDM Plan includes all the commitments which
9 would be required of a development projected
10 to generate between 50 and 200 net new peak
11 hour trips. And these are those commitments.

12 Howard will continue its practice
13 of coordinating with any transit operator to
14 plan stop and alignment changes and cover all
15 related expenses if needed.

16 The university will install new
17 bicycle facilities in keeping with the ratios
18 identified by OP in the current Zoning Rewrite
19 and DDOT's guidelines, design guidelines for
20 bicycle parking facilities.

21 In Phase 1 in these phases, as
22 Metro was discussed earlier, they will provide

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1 84 long-term spaces and 123 short-term spaces.

2 Phase 2 will include an additional 87 long-
3 term and 301 short-term spaces. And Phase 3
4 will include an additional 91 long-term spaces
5 and 113 short-term spaces.

6 The only caveats though are, and
7 I'll discuss this in a moment, the university
8 will count every installed Capital BikeShare
9 space as three short-term spaces. And as we
10 go forward, if surveys indicate the new
11 bicycle facilities aren't being used at at
12 least 50 percent occupancy, the parking will
13 be implemented at a slower rate, just so that
14 there is not a whole lot of extra parking not
15 being used. It is being used as it goes.

16 Next, we talked about unbundling of
17 parking costs. And unbundling usually refers
18 to when building owners separate out the lease
19 or purchase of parking spaces from the lease
20 or purchase of building spaces.

21 To that extent, buildings with non-
22 university tenants for the retail space, for

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1 example, they will be given an option to
2 purchase if spaces are available, but separate
3 from their leases. This will provide the
4 opportunity to reduce tenant's cost by
5 reducing the cost of their parking.

6 A DDOT TDM matrix suggests that
7 rates for unbundled parking be set no lower
8 than the lowest rates within one-quarter of
9 the development site. We did a survey of the
10 nearby off-street commercial facilities and as
11 of September 2001, monthly rates ran from \$145
12 to \$185.

13 Based on that, we would recommend
14 the monthly charge for these unbundled spaces
15 to be at \$145 per space.

16 For land uses owned and utilized by
17 the university, unbundling is just not
18 applicable.

19 The next item is that Howard
20 University will make the final TDM Plan
21 available for download on the parking and
22 shuttle website. All the benefits identified

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1 as well as the time line for implementation
2 will be publicized, so all faculty, staff and
3 students will be available -- will be able to
4 obtain all of that information.

5 The university will obtain -- will
6 identify a TDM coordinator who will oversee
7 the implementation of the TDM Plan, including
8 the specific commitments and serve as a
9 contact for both DDOT and zoning enforcement.

10 Contact will be -- information for
11 this position will be updated at least
12 annually and subsequent to any change.

13 Howard University will install at
14 least one information kiosk during each of the
15 first five years of the campus plan execution.

16 These will be installed at strategic
17 locations across the campus, such as entrances
18 to book stores, dining halls, dorm buildings
19 and administrative buildings and the
20 information will be regularly restocked and
21 updated.

22 The university's webpage already

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1 provides a lot of information about Capital
2 BikeShare and Zipcar, but it will be updated
3 to include commuter connections, goDCgo,
4 WMATA, DDOT's Bicycle Map, Washington Walks
5 and nearby bicycle vendors and service
6 providers.

7 As Dan mentioned, the university
8 has provided prominent Central Campus space
9 for Capital BikeShare since 2010 and the
10 university will work with the BikeShare staff
11 to site and fund a BikeShare Station on the
12 Central Campus.

13 The university will continue to
14 execute to improve the shuttle bus system
15 making sure to continue the connections to the
16 Metrorail Stations. The university will
17 further promote telecommute and flex-time
18 options to the many employees with
19 untraditional work schedules.

20 And then parking. The Campus Plan
21 identifies a significant upgrade in campus
22 parking facilities shifting away from the

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1 current inventory of surface lots to ones that
2 consist of primarily parking structures.

3 This is part of the university's
4 vision of creating a more walking and walkable
5 Central Campus where the visibility of parking
6 facilities is minimized as is the frequency of
7 driveways and conflict points that they
8 create.

9 The university will couple this
10 change in supply with the investment in
11 alternate modes, as described above, as well
12 as with parking pricing strategies.
13 Specifically, Howard University will increase
14 the pricing of its annual parking permits by
15 100 percent for the 2012/2013 school year for
16 any parking facility that demand is already
17 over 80 percent.

18 Parking facilities without that
19 demand will remain at the current rates.

20 This will shift parking to the
21 under-utilized lots making a more efficient
22 use of the complete parking supply.

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1 Additional pricing changes will be
2 implemented to further manage parking as the
3 plan is implemented.

4 Howard University will also conduct
5 annual travel surveys to determine the ongoing
6 travel rates and explore the TDM measures, if
7 necessary, to further manage demand.

8 The campus master plan is built on
9 a vision of modest growth and limited impacts
10 to the community and, in particular, the
11 transportation system. Learning lessons from
12 the National Best Practices and utilizing
13 DDOT's recommendations for successful TDM,
14 Howard's TDM Plan will be the next best
15 practice from which institutions across the
16 District can learn from.

17 By reducing the parking supply,
18 setting the price for the remaining parking
19 based on demand and offering a range of
20 alternative commute options, Howard's TDM Plan
21 will shift the emphasis of its subsidized
22 commute benefit away from parking towards more

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1 sustainable modes and in the process offer its
2 commuters a diverse package of transportation
3 benefit options to choose from.

4 The result will be a more
5 sustainable transportation system supporting
6 both the campus plan and the community.

7 MS. GIORDANO: Thank you. Dr.
8 Heath will now address university initiatives
9 with regard to off-campus housing.

10 DR. HEATH: Good evening, Mr.
11 Chairman and Commissioners. I'm Elaine Bourne
12 Heath and I represent the Division of Student
13 Activities.

14 We are -- we house over 4,000
15 students. We house 4,600 students under the
16 leadership of Dean Lee, Marc Lee, who is
17 behind me tonight. Of that number, 72 live
18 within the surrounding area.

19 I want to step back a little bit
20 and tell you that student affairs is
21 responsible for the oversight of programming
22 opportunities and experiences for all of the

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1 students that Howard University -- that
2 matriculate at Howard University.

3 As you have heard, all segments of
4 the university maintain an effective
5 relationship with the community and Student
6 Affairs does no less. And so what we do is we
7 have established a very clear strategic plan
8 in terms of responding to the complaints that
9 we received from our neighbors and they are
10 not many, but they resonate around the areas
11 of students that have probably loud noisy
12 parties that interfere with the lifestyles of
13 their neighbors. And we very quickly respond
14 to that.

15 Through again, Dean Lee's office
16 and the Department of Public Safety, there is
17 an immediate response where the parties are
18 closed down, students are dispersed back to
19 the campus and we then make sure that there is
20 not any lingering nuisance as a result of
21 that.

22 We are also proactive in terms of

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1 what we do internally with our students. We
2 have very intense orientation sessions with
3 them in terms of how to live within the
4 community. We have a letter that we send to
5 them proactively to talk again about the
6 expectations that we have of them as Howard
7 University students.

8 And we also, Dean Lee and the
9 public safety officers, visit those houses
10 that have proven to be problematic and also
11 the ones who are not, just to make -- to
12 applaud them for their living in the
13 community.

14 We don't -- in order to sustain our
15 efforts, we want to continue to embrace the
16 ideas that the community has shared with us.
17 And so one of the things that we will do in
18 the second iteration, in another iteration of
19 the Student Code of Conduct that is
20 responsible for all expected behaviors for
21 students both on and off campus, we will more
22 explicitly discuss housing, off campus housing

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1 policies.

2 We also maintain an inventory of
3 students who live off campus as well as those
4 neighbors who want to register their houses
5 for use by our students.

6 We have a well-fleshed out crisis
7 management plan and a risk assessment plan
8 that again speaks to the needs of the
9 neighbors.

10 We will convene a committee of
11 university and community members to talk about
12 ways for both the students that live in the
13 neighborhood as well as the university
14 community to have more joint programming. I
15 think you have heard about some of them.

16 We have established a website
17 Forced for Housing. It will -- it is being --
18 is under construction now and we will continue
19 to add to it, so that it will be more
20 interaction with the neighborhood, with the
21 students that live off campus as well as the
22 university officials.

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1 And so we continue to work with the
2 community and we look forward to a very rich
3 experience. Thank you.

4 MS. GIORDANO: Thank you, Dr.
5 Heath. Last, but not least, Ms. Bennett is
6 going to address some community issues. And I
7 know, Mr. Chairman, based upon your comments
8 earlier, that you are not going to interrupt
9 Ms. Bennett. We may need about 3 or 4 extra
10 minutes. Thank you.

11 MS. BENNETT: Okay. Good evening,
12 Chairman Hood, Members of the Commission. My
13 name is Maybelle Taylor Bennett. I'm Director
14 of the Howard University Community Association
15 and I'm co-chair with Michael Harris of the
16 university-wide Campus Master Plan Steering
17 Committee. I live at 2806 2nd Street, S.E.,
18 Anacostia, Washington, D.C.

19 I wanted to give you a little bit
20 of a background as to what we started doing
21 about 20 years ago when I came to the
22 university. There was a restructuring of the

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1 community engagement function at the
2 university and that took place under Dr.
3 Minor's leadership.

4 Three kinds of things were
5 happening at the same time. The first is that
6 we were hearing a lot from our neighbors about
7 our institutional expansion. And that
8 included our expansion, our anticipated
9 expansion of the hospital where we began to
10 buy up properties in and around that area.

11 The second was the walk along
12 Georgia Avenue by Candidate Bill Clinton, he
13 had been elected President, but he had not
14 been inaugurated President. And while he
15 walked on the 5200 Block, those of us down at
16 the 2400 Block and 2000 Block got excited.

17 And there were a lot of
18 conversations started around how do you
19 revitalize Georgia Avenue and how can we
20 leverage that Presidential Walk along Georgia
21 Avenue, so that it enures to our benefit much
22 in the same way the Kennedy Walk enlivened

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1 Pennsylvania Avenue and brought about its
2 revitalization.

3 Then the third thing was that the
4 HUD, U.S. Department of Housing and Urban
5 Development began to make grants available to
6 historically black colleges and universities,
7 which, many of whom, actually were located in
8 the heart of urban areas just as we are.

9 And so we started going after some
10 of those grants. And so the conversations
11 with our neighbors, in fact, started around
12 some very positive things. How do we help to
13 use the resources that could come to the
14 university to really make a difference in this
15 neighborhood? And that's how we got started
16 on our regular conversations with neighbors.

17 Then in 1996, the Howard University
18 Community Association was established and
19 that's the office over which I am director.
20 And it was established on Georgia Avenue for
21 several reasons.

22 (A) We had been told we were

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1 inaccessible, unaccountable, elitist, up on
2 the Hill and we needed to have a front door
3 facing our community.

4 And it was in the community
5 association that we housed community
6 development and planning. We housed where we
7 actually place our students. We place our
8 students in schools, after school programs,
9 low income health clinics and the like.

10 We also house a clearinghouse, so
11 that we could chronicle the public programs,
12 activities and services that we offer on
13 campus to the public. And finally, it is out
14 of that office that we made direct community
15 connections. So that happened in 1996.

16 In 1998 when we came before you for
17 our campus plan approval, we were required, in
18 Condition 10 of Order 16330, to establish an
19 advisory council, is what you told us to do,
20 and we called it our Community Advisory
21 Committee.

22 That committee is made up of folks

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1 from the ANCs, civic associations, local CBOs,
2 churches, merchants, but most of the folks who
3 come there tend to be from ANCs and civic
4 associations, tend to be interested neighbors
5 who care about what happens at the university.

6 The Georgia Avenue Community
7 Development Task Force is among the folk.
8 DCCH is another group that actually is moving
9 from Columbia Heights. We did ask them how
10 far over did Columbia Heights actually
11 stretch, but that's all right.

12 But it's folks like that who are
13 participating with us on a regular basis. As
14 this campus plan began to come together, there
15 was a second group that we organized, many of
16 whom came from the Community Advisory
17 Committee. And that group was called the
18 Community Campus Master Plan Task Force.

19 And so we expanded the number of
20 people who were actually interested in talking
21 to us about our plan.

22 And let me just say this. We are

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1 grateful that there was a group of folk who
2 wanted not only to talk about the impacts of
3 the expansion of Howard University, but they
4 wanted to learn more about it.

5 So the very first product that HOK
6 and our other consultants put together for us
7 was an existing conditions report. And who
8 would have thought that you would get a group
9 of anywhere from 8 to 12 to 15 people coming
10 together on a monthly basis just to learn
11 about who we are as an institution, to learn
12 about our housing issues, to learn about our
13 athletic issues, to learn about how we have
14 lost tree canopy over the years, those kinds
15 of things.

16 And so by the time you got to March
17 of 2011, where we had a conceptualized plan,
18 they had a whole lot of information about how
19 we are, so that when we started talking about
20 how we address some of the issues that we
21 confronted, they were very well-aware of what
22 that is.

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1 And I really want to say thank you
2 to those people, some of them are here this
3 evening, for just sitting with us month after
4 month digesting 200, 300 pages of data and
5 information, coming to us and being able to be
6 interviewed about what they saw and what they
7 thought we need to be doing over the next
8 several years.

9 So our engagement took place in two
10 levels. One was when we were convening the
11 Campus Master Plan Task Force and convening
12 the Advisory Committee. The second phase was
13 when we actually went out to the ANCs, out to
14 the civic associations and made presentations
15 about what we were doing and what we wanted to
16 -- what we envisioned for the university over
17 the next 10 years.

18 In those conversations, we heard
19 several things. And you have seen them as you
20 have read through the materials that you have
21 gotten. Four major things jumped out:

22 (A) They wanted us to keep the

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1 conversations going. Make sure that we
2 continued the life of the Community Advisory
3 Committee and make sure that there is a member
4 of the university senior leadership in
5 attendance. Dr. Minor has been that person so
6 far and they want to keep it going.

7 The second thing was that they were
8 pleased to hear that we were bringing our
9 students closer into the university, but they
10 wanted to make sure that as we repurposed the
11 dormitories that were outlying dormitories,
12 that we did not allow them to remain vacant
13 for more than one year.

14 The third is that they saw in the
15 phasing of our program the fact that there is
16 going to be a lot of construction activity
17 going on. And so when we do that, they wanted
18 to make sure that we developed -- we sit down
19 with them and develop a construction plan, so
20 that they know and we know where our workers,
21 the contractors are going to be parking, what
22 are the truck routes that are going to be

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1 going back and forth to the construction site,
2 what are the adverse impacts that could affect
3 the neighbors, the dust and so on and so
4 forth.

5 And the final one, let's see, I
6 thought I could rattle this thing off, but,
7 you know, you talked about my tenure on the
8 Commission and you can see in my hair that I
9 can't remember everything.

10 Construction, CAC, don't leave the
11 places vacant. What is the fourth? I'm
12 feeling like Mr. Rick Perry. He got three
13 things and he couldn't remember.

14 Oh, yes, and the policies for off
15 campus housing. So anyway, that's -- I'm
16 going to wrap it up, because I've gone over,
17 but I want to thank you very much.

18 I do want to say this one last
19 thing. I am grateful for the respectful
20 support that we have received from our
21 community. They are a very sophisticated
22 group of folk who were supportive of us. We

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1 tapped somehow into a well-spring of good will
2 and for that, I'm grateful.

3 MS. GIORDANO: That concludes our
4 presentation. We are available for questions.

5 CHAIRMAN HOOD: Ms. Giordano, I
6 just want to ask you, when you asked me not to
7 cut Ms. Bennett off, was that a nice way to
8 tell me not to cut her off? Was that what you
9 were doing? I thought about that after you --

10 MS. GIORDANO: Maybe that was
11 presumptuous. I'm sorry.

12 CHAIRMAN HOOD: Okay. I was a
13 little late, but that was fine. Okay.

14 Colleagues, let's open it up for
15 any questions. Commissioner Turnbull?

16 COMMISSIONER TURNBULL: Thank you,
17 Mr. Chair.

18 This is a little bit of an unusual
19 hearing. Usually we have one side with one
20 kind of buttons and the other side with
21 another kind of buttons. We have had a lot of
22 contentious neighborhood plans, so it's

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1 welcome and I congratulate all of you for
2 meeting with the neighborhood and having what
3 appears to be a very restrained hearing
4 tonight. So thank you and it was a very well-
5 done presentation. So thank you.

6 I wanted to talk a little bit about
7 the master plan and the housing. Housing
8 looks to be on the periphery on the east and
9 west of the spine of the campus.

10 MS. GOLDSTEIN: Let me pull up a
11 map, so we can reference it. This one will
12 actually do. I think what we really are
13 trying to accomplish is Bryant Avenue to be a
14 spine of activity.

15 So the existing housing is actually
16 currently located, and I need to point, so
17 gentlemen, if you could squish down? There is
18 actually existing housing located in this area
19 and then the Howard Towers located here.

20 We have some other housing in a
21 number of locations around, but these are
22 really the bulk of concentrations that exist.

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1 So what the master plan is doing is using
2 Bryant Street as we propose to amend it as
3 sort of a link to tie all of those things
4 together and to really create this kind of
5 village of residential units here that then is
6 linked back to an underclassman village of
7 residential units here.

8 So, yes, it is on the edges, but
9 it's done so intentionally and with a
10 purposeful link between the two, so that we
11 really are kind of focusing that kind of life
12 -- that campus life activity down around this
13 corridor.

14 And our edges aren't that far apart
15 anyway.

16 COMMISSIONER TURNBULL: Yes.

17 MS. GOLDSTEIN: It's actually a
18 rather short walk.

19 COMMISSIONER TURNBULL: Well, and
20 the only reason I'm saying that is that in two
21 of our university plans, the main theme of the
22 neighborhood is keep your students on campus.

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1 Keep them out of our neighborhood. Because
2 and I think it's predominantly a male issue,
3 but a lot of things go on in the neighborhoods
4 and the neighbors have been really upset.

5 We have had some very heart
6 wrenching testimony by neighbors with students
7 doing things. We have had -- they had group
8 houses and we have had students who don't like
9 the neighbors across the street, because they
10 are always complaining, so they order pizzas
11 for that house at 12:00, at midnight, you
12 know. And just some very outrageous stories
13 that have gone on.

14 And just it's very heart wrenching
15 from some of the neighbors. So I'm just
16 wondering, you don't seem to have that. You
17 are not concerned about the periphery image
18 with the neighbors as some of these other
19 universities are?

20 MS. BENNETT: I would like to
21 address that. The issues that we have
22 confronted, I think Dr. Heath really summed

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1 them up.

2 From time to time, these come in
3 waves and tell me if I'm incorrect. Sometimes
4 we run into a batch of students who like to
5 have a lot of parties or who like to have
6 parties at time when other people prefer to
7 sleep.

8 But outside of that, we have not
9 had a rash of the kind of circumstances that
10 you have been talking about. It just is not--
11 does not seem to be a part of the culture.

12 COMMISSIONER TURNBULL: All right.

13 MS. BENNETT: Now, we have some
14 members of the community and I'm looking at
15 Commissioner Norman, who has some neighbors
16 who have had some concerns and there have been
17 concerns, some of which he has brought to our
18 attention and some of which we have not heard
19 about. But they don't seem to have reached
20 the level that you have talked about.

21 In the LeDroit Park Civic
22 Association meeting, and we have a

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1 representative here from there, too, there was
2 a discussion about how there are people who
3 just don't want to be around students period.

4 And we are -- have been very, very lucky not
5 to have neighbors who have voiced that kind of
6 opinion to us recently.

7 You know, they like the liveliness
8 that, I think, we bring to the neighborhood.
9 They just want to make sure that it is lively
10 and respectful as well.

11 DR. MINOR: If I could just add one
12 comment to that? One of the things that I
13 think Maybelle has started to do with the
14 Community Advisory Committee is to try and
15 make certain that our students actually know
16 their neighbors.

17 MS. BENNETT: Yes.

18 DR. MINOR: Because part of -- it's
19 very easy to be disrespectful if the people
20 you are being disrespectful to you have -- you
21 don't know them at all. And it is possible
22 for students to live inside a student bubble.

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1 MS. BENNETT: Yes.

2 DR. MINOR: And when you are in
3 that bubble, it's okay, because you don't know
4 who. You don't have to -- so just getting
5 people to know their neighbors is an important
6 thing. It is a growing up thing to do. And
7 it's part of our educational responsibility to
8 do that. And I think we take that very
9 seriously.

10 But the other thing is, a lot of
11 the efforts, some of the things that Michael
12 talked about that we are talking about doing,
13 when we are doing projects, those projects are
14 not just Howard students. And so we do those
15 in collaboration.

16 There is a whole set of programs,
17 Maybelle talked about them, that come out of
18 her office that address that. So the number
19 one thing, I think, this is not something you
20 solve with your campus police. It's not
21 something you really solve with the
22 Metropolitan District Police.

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1 It doesn't mean they are not --
2 they don't have a role, but that's not where
3 it gets solved. It really gets solved when
4 people understand something about who their
5 neighbors are. And then once your neighbor is
6 a person that you have to see and that you
7 know and you understand, then it's a little
8 more difficult.

9 Now, there are some knuckleheads
10 and, you know, you have to deal with
11 knuckleheads that way, but that's not the
12 majority of students. It's just that we sort
13 of take them out of that bubble that they
14 could live in and be insensitive to their
15 neighbors.

16 And one of the main things we want
17 to do is get them to understand their
18 neighbors and the neighbors have been
19 cooperative. And the other thing is that the
20 Student Government plays a key role. When we
21 have issues like that, we go to them and we
22 make them come to our meetings and hear

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1 directly. So they are not handed secondhand.

2 This is what is going on.

3 You guys are elected student
4 leaders. You own part of this issue. Part of
5 the solution, you may not be the problem, but
6 you own part of that solution.

7 COMMISSIONER TURNBULL: Okay.
8 Thank you. Undergraduate housing, freshmen
9 and sophomore are required to live on campus?

10 DR. HEATH: Freshmen students are
11 required to live on campus.

12 COMMISSIONER TURNBULL: But not
13 sophomores?

14 DR. HEATH: Sophomores?

15 MR. LEE: We are currently moving
16 toward having sophomores.

17 DR. HEATH: You need to --

18 CHAIRMAN HOOD: I'm going to need
19 you to come to the table.

20 DR. HEATH: I think you also may
21 need to swear him in.

22 COMMISSIONER MAY: And identify

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1 yourself.

2 DR. HEATH: Because he was not
3 here.

4 CHAIRMAN HOOD: Thank you very
5 much, former Commissioner. Could we swear him
6 in?

7 MS. SCHELLIN: Yes. Please, raise
8 your right hand.

9 (Whereupon, witness was sworn.)

10 MS. SCHELLIN: Thank you.

11 CHAIRMAN HOOD: I mean that
12 seriously, I really appreciate your help. We
13 probably would have went right on with it.
14 Thank you.

15 MR. LEE: Good evening. My name is
16 Marc Lee. I currently serve as the Dean of
17 Residence Life at Howard University. We are
18 moving our plans within the campus master plan
19 and the housing development process to require
20 freshmen and sophomores to actually live on
21 campus.

22 The properties that are to the east

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1 and part of the campus are currently two
2 freshmen facilities. The two new initiatives
3 are for freshmen and sophomore also. So in
4 that underclassmen village, as she stated
5 earlier, that's where we would require
6 sophomores to actually reside also.

7 COMMISSIONER TURNBULL: Okay. I
8 was just curious. I know a lot of campuses
9 require freshmen and sophomores. And it has
10 become fairly standard, so I was just curious.

11 MR. LEE: Just due to the minimal
12 occupancy that we currently have --

13 COMMISSIONER TURNBULL: Yes.

14 MR. LEE: -- it was a tough choice
15 at this time.

16 COMMISSIONER TURNBULL: Now, you're
17 looking to accommodate how many, what
18 percentage of students on campus? We're
19 looking at 70 percent?

20 MR. HARRIS: Yes, about 70 percent.

21 COMMISSIONER TURNBULL: 70 percent
22 of undergrads. Of undergrads, right? Okay.

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1 Going on to -- I've got another
2 question on parking. And again, freshmen
3 can't drive?

4 MS. GOLDSTEIN: Freshmen can't.

5 COMMISSIONER TURNBULL: And
6 sophomores can't drive either or they can
7 drive? Currently they can't.

8 MR. LEE: Cannot.

9 COMMISSIONER TURNBULL: Freshmen
10 cannot. Now, in DDOT -- one of the items that
11 DDOT mentioned in their report is that most of
12 the students are not the real problem for
13 parking and driving. It's really faculty and
14 staff. And I don't know whether that is
15 because they live in other areas, whether they
16 are in Maryland or Virginia or just outside
17 the area, so and you talked about your
18 Transportation Demand Management schemes, but
19 how do you get faculty -- I mean, faculty it's
20 going to be -- it's tough for them to give up
21 their cars.

22 I mean, are you looking at like

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1 MARC, MET, the VRA, Metro somehow incentives
2 to get faculty to start using public
3 transportation?

4 MR. FIELDS: The TDM Program is
5 really focused on exactly those people. When
6 you are already at 10 percent for the
7 students, you are not going to get that much
8 bang for the buck.

9 COMMISSIONER TURNBULL: Right.

10 MR. FIELDS: But all the programs
11 that we were talking about focusing on the
12 SmarTrips Program, so making it financially
13 more feasible to have people use transit,
14 increasing the fee to get a permit for
15 everybody else, so that that starts to
16 balance, and that rational decision making
17 comes in, really helps swing that large
18 percentage of faculty and staff away from
19 driving.

20 COMMISSIONER TURNBULL: Okay.
21 Thank you. I've got a question. Next, you
22 had a map up showing the campus. The current

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1 campus outline and then the proposed campus
2 outline with the division. But there was a --
3 in the -- under Tab 7, there was a variation
4 of this that showed other sites off campus in
5 yellow, which was called

6 MS. GOLDSTEIN: Yes, those are
7 other properties owned by the university, but
8 not within the campus boundary.

9 COMMISSIONER TURNBULL: But are
10 they --

11 MS. GOLDSTEIN: They are not
12 currently and not proposed to be.

13 COMMISSIONER TURNBULL: Are they
14 academic buildings or are they --

15 MS. GOLDSTEIN: No, just other land
16 the university happens to own.

17 COMMISSIONER TURNBULL: Okay. Are
18 they commercial currently utilized? You're
19 just releasing them?

20 MS. BENNETT: Commissioner
21 Turnbull, some of those properties are vacant
22 lots. Some are historic properties or

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1 properties that have historic significance.
2 So, for example, one of them is the Mary
3 Church Terrell House, which is one that I'm
4 trying to restore. And we have begun the
5 restoration, but we are still in the process
6 of fundraising for.

7 One is the Walter Washington Home,
8 for example. We are not -- we are thinking
9 about making that a guest house, for example.

10 Another is a vacant lot near 8th
11 and Florida. And at this point, we are trying
12 to look at what the highest and best use for
13 that particular lot might be.

14 So there are those kinds of
15 properties and the reason why we have that
16 particular exhibit there is because our
17 neighbors, particularly our neighbors in
18 LeDroit Park, were concerned about the fact
19 that there were properties that we owned that
20 did not fall within the boundaries. And they
21 wanted to know what we intended to do with
22 them, because they didn't -- and they also

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1 wanted to know what governed them.

2 Is it regular Historic District
3 government? Does the campus plan govern them?

4 Does the underlying zoning govern them? So
5 they had questions about that and we wanted to
6 be fairly transparent about that, what it is
7 we plan to do with them, what it is we are
8 using them for now and where we are in their
9 developments.

10 So that's why it is listed there.

11 COMMISSIONER TURNBULL: Well, thank
12 you. The only reason I brought it up, and I
13 knew about some of the historic houses, and
14 I'm just wondering if you are going to restore
15 and use them, and they become either a guest
16 house, an alumni house, if they become part of
17 the academic mission or part of supporting the
18 academic mission of the university, will they
19 then be incorporated into the campus plan?

20 MS. BENNETT: I suspect we would
21 need to come back and amend the plan to --

22 COMMISSIONER TURNBULL: I --

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1 MS. BENNETT: -- include them
2 within our boundaries, yes.

3 COMMISSIONER TURNBULL: Okay. I
4 was just curious.

5 MS. BENNETT: Yes.

6 COMMISSIONER TURNBULL: Okay.
7 Thank you. Well, just getting back to
8 parking. I mean, I didn't hear in your
9 conversation any -- we didn't talk about any
10 parking overflow into the neighborhood or
11 complaints like we have had at other
12 universities.

13 But is that an issue? Is there an
14 issue with parking in the neighbors?

15 MR. FIELDS: We were -- oh, I'm
16 sorry.

17 COMMISSIONER TURNBULL: No, go
18 ahead. I was just curious. I didn't --
19 looking at the data and everything, I wasn't
20 sure about how much of a problem that was.

21 MR. FIELDS: We were concerned it
22 was an issue. The university was very

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1 concerned. They had heard from the neighbors,
2 so we went out and did a series of parking
3 surveys with the metered and non-metered
4 spaces in the area. And that has all been
5 submitted to DDOT.

6 It is a minor issue compared to
7 most other areas. It was actually much less
8 frequently occurring than we would have
9 expected. So it occurs, but not on a level --
10 it's much more of a perception of the issue
11 and if we can be dealing with the overall
12 demand, how everybody is getting there, it
13 will address that directly.

14 MS. BENNETT: Commissioner
15 Turnbull, we did hear from folk during one of
16 the Georgia Avenue Community Development Task
17 Force issues and elderly gentleman who said it
18 especially is of concern to him, because if
19 you are elderly and your parking space is
20 taken, then the need to walk further to get
21 your parking space or to get back from your
22 car to your home is a problem.

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1 And so I think I agree with Mr.
2 Fields that it probably -- it may not rise to
3 the same level as you have heard from other
4 universities, but we have heard from our
5 neighbors about it.

6 COMMISSIONER TURNBULL: Okay.
7 Talking about your -- some of the
8 sustainability issues. You mentioned LEED
9 silver. Why not gold?

10 MR. HARRIS: It's at a minimum of
11 LEED silver.

12 COMMISSIONER TURNBULL: A minimum
13 of LEED. I mean, we are pushing everybody to
14 go a step higher. We are pushing other
15 universities to go higher, too, so I'm just
16 curious.

17 MR. HARRIS: Because the --

18 COMMISSIONER TURNBULL: It costs
19 more money, I know.

20 MR. HARRIS: Actually, the cost
21 differential for LEED is not what it was many
22 years ago. I mean the difference when --

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1 maybe 10 years ago might have been 7 or 8
2 percent for LEED building and right not it
3 might just be down to 2 or 3 percent. And a
4 lot of that cost is actually process cost
5 rather than material costs just to get the
6 certification.

7 COMMISSIONER TURNBULL: Right.

8 MR. HARRIS: So yes, we can, you
9 know, very well go to LEED gold.

10 COMMISSIONER TURNBULL: That's all.

11 MR. HARRIS: Yes.

12 COMMISSIONER TURNBULL: I see Ms.
13 Giordano is cringing at that.

14 MS. GIORDANO: I think that's a
15 goal.

16 COMMISSIONER TURNBULL: That's a
17 goal.

18 MS. GIORDANO: That's a goal.

19 COMMISSIONER TURNBULL: Okay. I
20 was just looking, you had your recycling
21 chart?

22 MR. HARRIS: Yes.

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1 COMMISSIONER TURNBULL: I don't
2 know if you could bring it back? It's not a
3 big issue, but between 2010 and 2011, you were
4 doing pretty good. Although there is a big
5 jump between blue and red and you hit
6 September and October and so students come
7 back and you hit a brick wall, I guess. I
8 don't know.

9 MR. HARRIS: Well, actually,
10 earlier in the year, remember I mentioned
11 RecycleMania --

12 COMMISSIONER TURNBULL: Yes, yes.

13 MR. HARRIS: -- there was kind of a
14 RecycleMania spike. And then made the wrong
15 commencement of -- if you don't allow
16 commencement because, you know, there are
17 probably 10,000 bottles of water distributed
18 and then a lot of purging of paper from
19 offices and so on, so that is probably what
20 really is done.

21 COMMISSIONER TURNBULL: Okay.

22 MR. HARRIS: Okay.

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1 COMMISSIONER TURNBULL: I mean, I
2 just started looking at it and oh, I see a lot
3 of blue that's going up. But, okay,
4 understandable.

5 Zero waste goal on all major
6 construction. Is that going to also go for
7 remodelings, renovation or kind of it's
8 tougher?

9 MR. HARRIS: Well, that's why, I
10 think, the word major is used.

11 COMMISSIONER TURNBULL: Major.

12 MR. HARRIS: It's tough on smaller
13 renovations.

14 COMMISSIONER TURNBULL: Right,
15 right. Okay. I think, Mr. Chair, I will -- I
16 just want to thank you all again. It is nice
17 to see not a lot of for and against buttons
18 out there. I think you did a really good job,
19 so I commend you all. Thank you.

20 CHAIRMAN HOOD: Okay. Thank you,
21 Mr. Turnbull. Commissioner Cohen?

22 COMMISSIONER COHEN: Thank you,

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1 Chairman.

2 I really enjoyed seeing some of the
3 historical pictures of the campus. And I
4 especially thought the long walk with the
5 canopy was beautiful. What happened to that
6 canopy over the years?

7 MS. GOLDSTEIN: I thin,
8 unfortunately, it disappeared little by
9 little. And that's why we keep emphasizing
10 over and over again the need to replant and
11 repopulate the tree population on the campus.

12 COMMISSIONER COHEN: So it wasn't
13 just like one disease that attacked these
14 particular trees or anything?

15 MS. GOLDSTEIN: Not that I'm aware
16 of, no. I think it was just little by little
17 over time.

18 MS. BENNETT: And I think also
19 there were two things. One, that as we built
20 new academic buildings, some of those old
21 trees came down. We were not as aware, I
22 think, in those days of the need for the

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1 canopy.

2 And the second thing is that there
3 had been a tradition of classes planting trees
4 and that tradition stopped. I learned that
5 when I was going through the new campus plan.

6 That's something that Teresa learned as she
7 was going through our history.

8 COMMISSIONER COHEN: Okay.

9 MS. BENNETT: And so that
10 discontinued.

11 COMMISSIONER COHEN: That's
12 unfortunate. It's so beautiful. A question
13 on the commitment that you made to the
14 community regarding the vacant buildings.

15 If you begin your hope to develop
16 two new student housing plans, why don't you
17 have some idea of what you are going to do
18 with those buildings today, as part of the
19 overall plan, since you are thinking 2014 as
20 the possibility of having the new residences
21 operational?

22 MS. BENNETT: We have a gentleman

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1 who can actually describe that, but let me
2 take a first stab at it.

3 The thinking is that each -- every
4 so often we are going to be taking a look at
5 the housing dynamics and what the demand is,
6 the market demand is for our student housing.

7 And so as we begin to fill up the
8 brand new dormitories, there may be a
9 continued need to keep those other buildings
10 in service for a while. A lot will depend on
11 what our market studies say.

12 As opposed to leaving them vacant,
13 we may go ahead and refurbish them for faculty
14 housing, for example, so that there is not
15 going to be that lag time.

16 But I want to defer to Mr.
17 Brailsford, who is one of -- who is the expert
18 in facility planning, who can kind of give us
19 a little bit more information about that.

20 COMMISSIONER COHEN: Do you have to
21 be sworn in?

22 MR. BRAILSFORD: I think I was

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1 already.

2 COMMISSIONER COHEN: Oh, okay.

3 MS. BENNETT: I think he was.

4 MR. BRAILSFORD: When we developed
5 the -- all of the quantities by unit type for
6 the housing plan that is represented in the
7 overall master plan, being able to do that in
8 the context of economics that allowed the
9 housing to actually get built was important.

10 As such, we were very price-point
11 specific in terms of measuring the demand.
12 When we did that, we also noted that there was
13 a significant population of students, I think
14 it was, there was 17 percent or so of the
15 population, that said they wanted to live on
16 campus, but couldn't meet the price-points
17 that we were studying in the survey.

18 So the first priority that those
19 housing units would be looked at for would be
20 to have that second tier of cost of housing,
21 so that the students could live closer to
22 campus than they are right now in affordable

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1 housing.

2 We are in the process right now of
3 doing a second round of market analysis to
4 specifically identify how big those students
5 are and if it's an exact fit. And I think it
6 would -- you know, the one year off wouldn't
7 even be the case. It would be a subtle
8 renovation and redeploying those as affordable
9 housing for students.

10 And so the -- about a 50 percent
11 capture of those students have said they would
12 want to live on campus, but can't meet the
13 price point, would fill those units.

14 So there is a whole series of
15 concepts of what those units would be used
16 for. As a matter of fact, the needs that
17 those buildings could satisfy, so far outweigh
18 how much square footage is actually there.
19 The likelihood that they would lay dormant for
20 a year is highly unlikely.

21 COMMISSIONER COHEN: Actually, that
22 was my thinking is that why aren't they just

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1 being retrofitted right away? I mean, they
2 are old buildings and it's probably costly for
3 asbestos abatement and things like that, but
4 that, you know, probably could be used to
5 bring even more students who can't afford the
6 neighborhood.

7 MR. BRAILSFORD: Right.

8 COMMISSIONER COHEN: You are asking
9 for some alley closings. Will they have any
10 impact on your day-to-day operations? I mean,
11 what are they used for now?

12 MS. BENNETT: There are three alley
13 closures that we talked about. One -- well,
14 let me back up.

15 There are -- of the three, two are
16 used almost exclusively by Howard University
17 folk. And they occur in different ways. The
18 one at the most northern end of the campus
19 where Building No. 14, I think, is located,
20 that is a north/south alley, that bridges
21 Girard and Fairmont. And all of those uses
22 around it are Howard University uses and we

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1 would be making room for an athletic -- an
2 intercollegiate athletic center there.

3 We recognize that those issues
4 don't come before this body, but what we
5 wanted to do was to make sure that our
6 neighbors understood what we had envisioned
7 and we wanted it in the plan. So this would
8 be an example of an alley that is actually
9 closed and built over with a building.

10 The one between the north/south
11 alley between Bryant Street and W Street,
12 again, we understand it does not come before
13 this body. The council deals with that. But
14 it is an alley that would likely remain open,
15 but because we would want to have the
16 opportunity to bridge over it with a building
17 or build a parking structure beneath it, we
18 considered the need for closing it or making
19 it privatized, if we do not close it
20 specifically.

21 And then the third is on the west
22 side of Georgia Avenue and it is another

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1 north/south alley that is located between
2 Georgia on the east and 9th Street on the west.

3 It would only be closed partially, because we
4 envision being able to build one of the
5 upperclassman residences just as W Street
6 comes through, and so we would be anticipating
7 closing it from V Street on the south to W
8 Street. The rest of it could remain open.

9 COMMISSIONER COHEN: You have on
10 the campus a high performing school. And I
11 was wondering, you know, one of the
12 difficulties in attracting people to live in
13 the District has always been some of the
14 problems with our schools.

15 Do your employees, including
16 faculty, have the opportunity for their
17 children to go to that school? Is there a
18 priority for them, so that maybe they would
19 move into the city at the appropriate time
20 that their children are eligible to attend
21 that school?

22 MS. BENNETT: Our founder of the

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1 school --

2 DR. MINOR: The answer is yes. And
3 one of the things that we did, our president
4 took a bunch of us to Pennsylvania to
5 Philadelphia to look at several schools up
6 there, one of which was U Penn. And they
7 described how critical it was. They run a
8 high school that they show all perspective
9 faculty people.

10 I actually think that an elementary
11 school is even more valuable for people. And
12 so the answer is yes. Lots of university
13 staff and faculty are able to take advantage
14 of it.

15 It is extremely convenient for
16 them, obviously. And because the program runs
17 longer generally than they would normally be
18 on campus a given day, but we have 300
19 students at the school on a daily basis and an
20 attendance rate of 94.

21 We are not only high performing,
22 but we also engage those students in a number

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1 of different ways. And so the answer is yes,
2 absolutely. We use it, we see it as a
3 strength. I think we are going to have to do
4 more.

5 We are fortunate to have Banneker
6 nearby as well. And we have talked about ways
7 that -- I remember our first graduating class,
8 we entered three sixth grade groups in a row
9 before we had six, seven and eight. The first
10 eighth grade class that we sent off, we got a
11 call from the principal at Banneker to say
12 that we had -- we were that year the third
13 largest supplier of students to Banneker in
14 our first graduating class, which was pretty
15 remarkable for us.

16 And we are very pleased with it and
17 it is definitely an asset. It is definitely
18 something that faculty, prospective faculty we
19 use, because the comment came up about we have
20 this program and it's called Phased Faculty
21 Retirement, that we are work -- that we have
22 worked out now, right?

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1 And the numbers estimate from a
2 minimum of 100, it could be more than that,
3 faculty are going to take advantage of this
4 program and phase out their involvement in a
5 planned way between the first year or five
6 years.

7 The program, you can have a five
8 year contract. You and your Dean and
9 department heads work out how long you are
10 going to be teaching, what you are going to be
11 doing and that allows it to be more orderly
12 than it would be normally because everybody
13 who is eligible can just get up and leave
14 right now at one time. Then we would have
15 nobody teaching biology all of a sudden.

16 So this -- we have lots of reasons
17 for this program. But one of the things that
18 will happen, we believe, is that the
19 replacement faculty are going to come in and
20 unless we recruit exclusively from Hawaii,
21 they are going to look at the housing costs
22 and be surprised.

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1 Now, what we have to do is sort of
2 get people to understand -- I take the Metro
3 in. Fortunately, the Orange Line goes and
4 they are building the Silver Line to be even
5 more convenient to me. But for most people,
6 they need to add two hours of transportation,
7 if they live outside the District.

8 We have 60 percent -- is it 50 or
9 more?

10 MS. BENNETT: 60 percent who live
11 in Maryland.

12 DR. MINOR: 62 percent or 72 total.
13 62 percent live in Maryland. And the
14 president's concern is that he can't offer the
15 extended program that he wants us to have,
16 that undergraduates actually need. And it's
17 not just in the classroom, it's being able to
18 have dinner with a faculty person or to see
19 them at a basketball game or for them to come
20 to a play that you are in and all of those
21 things.

22 So there are lots of reasons why we

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1 want to move in that direction. And I
2 guarantee you that the award winning middle
3 school, Yohance Maqubela, is here whose
4 executive director of the school, that -- if
5 you start him, you will have to do something
6 with the clock. Don't let him talk, I'm
7 telling you. He is great, but -- I use him
8 all the time, but if you've got a clock like
9 that, you don't want Yohance talking.

10 He will make you want to get up and
11 find the middle school kids and drag them to
12 the school tomorrow.

13 But I guarantee you that it will be
14 one of the things that everybody talks about.

15 It is so critical subsidizing the housing for
16 people to live in the city, combined with the
17 ability to have a school.

18 And, you know, one parent said to
19 me, she said I don't really care about math
20 and science. But the damn school is so safe
21 that I started getting interested in the
22 school, because you guys are into safeness.

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1 And she said, you know, it's like that takes
2 the whole thing off of me.

3 Now, later on her kid got into math
4 and science, but she said I brought him. I
5 stood in line. I got in that lottery because
6 it's a really safe school. And, you know,
7 where else do you have middle school kids
8 accessing all of the things that happens at
9 the university?

10 These are kids who see other kids
11 that look just like them. They are in the
12 classroom with them. We have a Howard student
13 in every single class.

14 COMMISSIONER COHEN: You are doing
15 a good job on his behalf by the way.

16 DR. MINOR: I'm sorry. At the
17 sound, I'm a little sensitive. I apologize.
18 I'm sorry.

19 COMMISSIONER COHEN: No, don't
20 apologize. This is a question regarding to
21 the blacktop parking lots. You are going to
22 be replacing mostly with garages. There will

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1 be a couple left. But I noticed on the -- I
2 think I noticed, correct me if I'm wrong, that
3 those lots are going to be closer to the
4 hospital, the ones that you are maintaining
5 post?

6 MS. BENNETT: I'm going to defer to
7 our transportation specialist.

8 COMMISSIONER COHEN: I think that's
9 what I saw on -- you know, or what I
10 understood from one of the maps, but --

11 MS. BENNETT: The correct -- we're
12 going to need to get the correct slide, so
13 that we can talk to -- speak to that for you.

14 COMMISSIONER COHEN: All right.
15 Actually, why don't we -- while they are
16 looking, I think that's it for me, Chairman,
17 so --

18 CHAIRMAN HOOD: Okay.

19 COMMISSIONER COHEN: -- maybe I'll
20 find where I was looking. Oh, yes, there.
21 Can you point out what the remaining blacktops
22 will be? I couldn't --

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1 MR. VAN PELT: Yes. So what we are
2 looking at here is really all of the dark,
3 which I guess is a little bit hard to make out
4 here on the screen with the lighting in here,
5 ones are all of the development sites.

6 So what will actually be left is
7 the ones that are surface, primarily, are
8 around the hospital. Those two are actually
9 structures, so those are existing parking
10 structures, but then the long skinny one here,
11 the one here and then the one on Georgia and
12 the one here just south of the hospital, those
13 are surface and those would remain.

14 COMMISSIONER COHEN: And what is
15 that under 300 spaces?

16 MR. VAN PELT: Yes, most of those
17 are pretty small.

18 COMMISSIONER COHEN: Yes.

19 MR. VAN PELT: Because those are
20 small lots.

21 COMMISSIONER COHEN: Okay.
22 Actually, I do have one final question that

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1 has to do with sustainability. Your proposal
2 is to reduce your carbon footprint by 5
3 percent. And I guess my question is is it
4 larger?

5 MR. HARRIS: I said the first phase
6 of the energy performance contract has the
7 potential to reduce our carbon footprint by 5
8 percent. That is not our proposal to reduce
9 it. I think the second to last or the
10 penultimate page of the presentation has a
11 target of '10 to '20 for 20 percent and I
12 think '20 to '30 for -- I'm not looking at it.
13 I don't have it in front of me.

14 But that 5 percent refers to what
15 is already being reduced by the first phase of
16 the energy performance contract.

17 COMMISSIONER COHEN: Because I was
18 going to say that's awfully modest and I was
19 hoping that you would aim for a higher
20 percentage.

21 MR. HARRIS: Yes. I actually do.

22 COMMISSIONER COHEN: If you --

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1 MR. HARRIS: If you go to I think
2 Slide 11, greenhouse reduction goes 20 percent
3 by 2020 and 50 percent by 2030.

4 COMMISSIONER COHEN: It sounds
5 better. Thank you.

6 CHAIRMAN HOOD: Okay. Thank you,
7 Commissioner Cohen. Commissioner May?

8 COMMISSIONER MAY: Thanks. First
9 of all, I just want to thank you for giving us
10 all this material in a binder and three-hole
11 punching. I mean, it's a little thing, but we
12 haul so much paper around and keeping it
13 straight, I just think it's a great idea. I
14 don't know why nobody ever did this before.

15 MS. BENNETT: We thank Ms. Giordano
16 for --

17 COMMISSIONER MAY: I just think
18 that's a really great --

19 MS. BENNETT: -- that idea.

20 COMMISSIONER MAY: -- idea. So I
21 like it. Maybe -- I don't know if my fellow
22 Commissioners feel the same way about it, but

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1 I just think it's a great way to handle all of
2 these mounds of paper. Of course, we're just
3 going to wind up with binders that big for
4 some cases, I'm sure.

5 And as far as the presentations go,
6 I did not receive the parking presentation or
7 the parking and traffic one. Was that
8 distributed here?

9 MS. BENNETT: Yes.

10 COMMISSIONER MAY: No, I mean, we
11 have the traffic report.

12 MS. BENNETT: Okay.

13 COMMISSIONER MAY: But not the
14 PowerPoint. Because the PowerPoint summarizes
15 a lot of, you know, data and does something a
16 lot more manageable, so I think it was very
17 helpful.

18 Maybe I missed this in the
19 presentation, but what exactly was driving the
20 boundary changes? I mean, it seems like you
21 got really, really specific on the boundary
22 changes by nixing the alleys and things

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1 between buildings and so on. I mean, you
2 really just were trying to zero in on only
3 your properties and that's the future? It's
4 only going to be those specific properties?

5 MS. BENNETT: That's right. That
6 was in response to a request from the Office
7 of Planning.

8 COMMISSIONER MAY: Okay.

9 MS. BENNETT: And there is a
10 history to that. It's a brief one and I'll
11 give it to you.

12 In '88, it was clear to us we could
13 not move south if we wanted to expand.

14 COMMISSIONER MAY: Yes.

15 MS. BENNETT: And in the directive
16 from the BZA, at the time, it was about you
17 all were going to have to move west from
18 Georgia Avenue if you are going to do any
19 expansion.

20 So in '98, we expanded our
21 boundaries to encompass that area between
22 Barry, V, Georgia and Florida. And we took

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1 that whole trapezoid or whatever that shape
2 happens to be.

3 COMMISSIONER MAY: Right.

4 MS. BENNETT: Whether we owned the
5 properties in there or not, we were the
6 predominant landowner.

7 COMMISSIONER MAY: Right.

8 MS. BENNETT: And then this year,
9 because it was clear that we didn't own
10 everything in there, the Office of Planning
11 asked us to retract our boundaries so that it
12 reflected only those properties that we
13 actually owned. And that's why that looks
14 like that.

15 COMMISSIONER MAY: Okay. I'm
16 curious about the net result of that. And
17 maybe I'm just confused in what is being
18 proposed. But with some of the road
19 extensions and being able to do some of those
20 east-west connectors and whatnot, those are
21 going through only property that you control
22 or was it potentially through other

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1 properties?

2 MS. BENNETT: All right.

3 COMMISSIONER MAY: Because some of
4 them seemed to indicate that it might be other
5 properties that you didn't control.

6 MS. BENNETT: Indeed. And the
7 Bryant Street Extension --

8 COMMISSIONER MAY: Yes.

9 MS. BENNETT: -- would traverse our
10 own property from Georgia to 9th.

11 COMMISSIONER MAY: Yes.

12 MS. BENNETT: And then the
13 university in the land swap that assembled the
14 Howard Town Center site owns the property from
15 9th to Florida or 9th to Sherman/Florida, where
16 Sherman and Florida come together.

17 I'm sorry, the District owns that.

18 And so what the District has said to us is
19 that they wanted an implementable east-west
20 connection and because Bryant Street extended,
21 goes across our property and their property,
22 that for them was an implementable east-west

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1 connection.

2 For the W Street connection between
3 Georgia and 9th, that portion would go across
4 our property only. It stops at 9th Street,
5 does not continue through to Florida because
6 we do not own the land between 9th and Florida.
7 JBG owns that land.

8 COMMISSIONER MAY: Right. Okay.
9 That's what I got a little bit confused about.
10 I think I understand it more now.

11 The overall plan, I think, is
12 highly comprehensive and, I think, very
13 aggressive in terms of new construction and
14 what is going to happen with renovations of
15 buildings and so on.

16 And, you know, I think I have
17 raised this concern before in other further
18 processing, but I'm wondering about whether
19 the phasing and the funding of all of this
20 work is actually realistic, given the fact
21 that, as I recall, you were dealing with a
22 fairly significant backlog of deferred

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1 maintenance.

2 And the university has a lot of
3 needs. So, I mean, is it really realistic to
4 think that this very aggressive plan is going
5 to be implemented as quickly as it is shown in
6 the time line? Has there been some change of
7 strategy on the part of the university or
8 change of fortune or is it -- am I just -- I
9 don't want to pry too deeply, but I just want
10 to understand how realistic it is.

11 MS. BENNETT: That's a fair
12 question and I'm going to give it to someone
13 who can answer it.

14 COMMISSIONER MAY: Okay.

15 DR. MINOR: Partly, we went into
16 the bond market and we secured Series 2011
17 bonds that we can only use for these projects
18 and be consistent with the bond application.

19 So it is not as much as we would
20 have liked to have gotten. The market was
21 going south as we were going to market. And
22 but the funds we got in excess of \$100 million

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1 can only be used for the purposes that were
2 specified in the application.

3 And so we don't have any choice
4 with that (A).

5 COMMISSIONER MAY: Yes.

6 DR. MINOR: And (B) they must be
7 done within a three year time period.

8 COMMISSIONER MAY: Okay. So is
9 that sufficient funding to implement all of
10 Phase 1?

11 DR. MINOR: No, no, it isn't.

12 COMMISSIONER MAY: Yes. I mean,
13 what percentage of it is it?

14 DR. MINOR: Well, it does the
15 academic building.

16 COMMISSIONER MAY: Yes.

17 DR. MINOR: We had planned always
18 to have like a public/private partnership on
19 the recreation facility.

20 COMMISSIONER MAY: Yes.

21 MS. BENNETT: And the dormitory.

22 DR. MINOR: And the dormitories,

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1 the two res halls.

2 COMMISSIONER MAY: Right.

3 DR. MINOR: They told me not to
4 call them dormitories. The people that run
5 them, they -- Marc said residence halls, not
6 dormitories. He has corrected me on it. I
7 lived in dormitories when I was in school, but
8 they live in a residence hall.

9 And so you have the rec center and
10 the residence halls are supposed to be done
11 using other money with our money. Our fees is
12 a stream that pays for the bonds there.

13 And we had been setting aside a
14 certain amount of money every year for the
15 backlog, because the kind of backlog we have,
16 you couldn't do it in a year if you wanted to.

17 If somebody gave you all the money, you still
18 couldn't do it.

19 COMMISSIONER MAY: Yes.

20 DR. MINOR: You have to do it sort
21 of you just take a big chunk out of it every
22 year and you have to keep doing that. So our

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1 plan was to do that. But you have raised the
2 point that I think is relevant, there may be
3 some slippage in getting -- meeting the
4 targets.

5 Phase 1 targets may not all be
6 completed until we are in the middle of Phase
7 2.

8 COMMISSIONER MAY: Yes. Well, it's
9 encouraging that you have funding already
10 through the bond issue. I think that will --
11 that is an important first step, I think, in
12 addressing it, so that's encouraging.

13 While you mentioned the dormitories
14 versus residence halls. I was actually
15 curious about that and what sort of units. I
16 mean, I read a chart somewhere in this
17 submission that indicated that it was a fairly
18 traditional set of units, just double dorm
19 rooms as opposed to apartments.

20 I know there are some suites and
21 such, but I don't know, now that I have kids
22 in college or approaching college, I have

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1 become more of a connoisseur of student
2 housing and I know what, at least, my kids
3 like or don't like.

4 So, I mean, is the market really
5 just for straight up, you know, double bed
6 rooms in residence halls or is it -- do you
7 have the same sort of pressure to have more
8 apartment-style living?

9 MR. LEE: Well, considering that we
10 are creating an underclassmen -- the
11 construction is for underclassmen. The
12 underclassmen traditionally live in double
13 occupancy rooms along their first two years.

14 COMMISSIONER MAY: Yes.

15 MR. LEE: And then we see a change
16 in students request for more suite-like
17 accommodations in their junior and senior
18 years.

19 COMMISSIONER MAY: Yes.

20 MR. LEE: Around the graduate
21 years.

22 COMMISSIONER MAY: Okay. And I

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1 mean, as I recall, some of the other
2 universities that have done more apartment-
3 style housing try to push that. I don't know,
4 maybe it's an income source for them generally
5 throughout the year, but it's also -- it makes
6 it easier to rent them during the summers and
7 such, too.

8 Do you have -- do you have very
9 high occupancy during summers or is it not an
10 issue for you?

11 MR. LEE: No, it's not an issue.
12 We actually have a summer conference group-
13 type of program, but we are actually able to
14 rent out most of the space to groups during
15 the year and then we also use several
16 facilities for summer school students.

17 COMMISSIONER MAY: Yes.

18 MR. LEE: In the same fashion as we
19 do during the school year.

20 COMMISSIONER MAY: Okay.

21 MR. LEE: Most of those though are
22 suite styles that we use for the summer

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1 housing --

2 COMMISSIONER MAY: Yes.

3 MR. LEE: -- for students along the
4 way.

5 COMMISSIONER MAY: Right. I'm just
6 a little surprised to see that it seems to be
7 almost completely focused on more traditional
8 dorm-type rooms, but you have to make those
9 decisions based on what your market is, I'm
10 sure.

11 Is there -- it's probably in here
12 somewhere, but what percentage of the students
13 are actually commuter students, nearby
14 residents, you know, nearby suburban students
15 who drive every day? Do folks like that when
16 they are freshmen, do they get parking?

17 MR. LEE: Freshmen do not receive
18 parking.

19 COMMISSIONER MAY: Ever?

20 MR. LEE: At this time.

21 COMMISSIONER MAY: Yes, okay.

22 MR. LEE: They have not. And we do

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1 not plan on them receiving it in the future.

2 COMMISSIONER MAY: Yes.

3 MR. LEE: From our numbers, from
4 our perspective and the numbers that I know of
5 in terms of commuting students, we house -- of
6 the total student population, we house 45
7 percent. And when you look at just the
8 undergraduate, underclassmen population, we
9 house slightly above 50 percent.

10 COMMISSIONER MAY: Yes.

11 MR. LEE: And with that, you have
12 another 20 to 30 percent that are either
13 commuting from around the local Howard
14 University community or from Maryland.

15 COMMISSIONER MAY: Yes. So of the
16 10 percent of the students who have cars, have
17 cars or the ones who have cars or the ones who
18 drive?

19 MR. FIELDS: It's 10 percent who
20 have permits.

21 COMMISSIONER MAY: Who have
22 permits. Okay. And so are those largely

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1 students who live on campus and they are still
2 allowed to have permits?

3 MR. LEE: Not that total
4 population. One of our facilities -- one
5 facility has parking inclusive of its -- in
6 the building structure. I think the 10
7 percent that he is referring to is looking at
8 the university hill parking that is within the
9 confines of the office of parking and shuttle
10 and those students generally are off campus.

11 COMMISSIONER MAY: Oh, but they
12 have -- oh, okay. So they are off campus, but
13 they may be -- they may be far enough to be
14 commuters, in effect.

15 MR. LEE: Yes.

16 COMMISSIONER MAY: But they are not
17 -- you don't have a lot of folks who come and
18 go, students who come and go and have cars on
19 campus that live in dorms, that sort of thing?

20 I mean, that's a very common thing, you know,
21 in large state universities where everybody
22 goes home for the weekend or something like

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1 that.

2 I mean, this is more of a
3 destination school.

4 MS. BENNETT: Yes, that's correct.

5 COMMISSIONER MAY: And you don't
6 have that same dynamic going here, I assume.

7 MR. LEE: No.

8 COMMISSIONER MAY: No, okay. Just
9 a couple other smaller questions. Just to be
10 clear, the new parking locations that you were
11 talking about, Mr. Van Pelt, are those all to
12 be parking structures, the new 1,100 spaces?

13 MR. VAN PELT: Yes, that's all
14 contemplated to being structures, correct.

15 COMMISSIONER MAY: And it's all
16 about ground structure, at this point?

17 MS. BENNETT: No.

18 MR. VAN PELT: No.

19 COMMISSIONER MAY: It's all below
20 other buildings?

21 MR. VAN PELT: No.

22 MS. BENNETT: Yes.

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1 MS. GOLDSTEIN: They are mostly
2 below other buildings. The only exception is
3 really on the north end of the property.

4 COMMISSIONER MAY: Yes, I remember
5 where they were, yes, north of the athletic
6 field.

7 MS. GOLDSTEIN: The very northern
8 one by the athletic field, there is -- that
9 one is questionable. That one doesn't have a
10 building over top of it, but we show it as a
11 green roof. It may have a practice field or--

12 COMMISSIONER MAY: Okay.

13 MS. GOLDSTEIN: -- just a green
14 roof on it. But the rest of them are below-
15 grade most likely and certainly under other
16 building uses.

17 COMMISSIONER MAY: All right.
18 Well, that's helpful to know, because I think
19 the -- I don't have a particular love for
20 above-grade parking structures.

21 MS. GOLDSTEIN: Neither do we.

22 COMMISSIONER MAY: They don't

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1 really do much for your campus. So last
2 question, I think, is on the -- your campus
3 plan, what we see right here. The Banneker
4 Recreation Center, which has a path going
5 through it, is that configuration of fields,
6 courts and whatever else is there, is that all
7 more or less like the existing?

8 MS. GOLDSTEIN: Yes, that actually
9 is existing. And actually, there is a --
10 there actually is a small path. It is rather
11 unkept.

12 COMMISSIONER MAY: Yes.

13 MS. GOLDSTEIN: And rather unsafe
14 at the moment. And actually, the part
15 actually has gates that they often lock across
16 it in the evening.

17 COMMISSIONER MAY: I see.

18 MS. GOLDSTEIN: So the
19 collaboration with them would really be to
20 improve it, to add a decent walkway, to add
21 landscaping to either side, to add university
22 emergency call boxes to it and, of course,

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1 sufficient lighting and, of course, to take
2 the gates off so it's open all the time.

3 COMMISSIONER MAY: Yes, right. Is
4 there a grade issue there with making that
5 transit or is it all fairly flat? I have this
6 big recollection of it.

7 MS. GOLDSTEIN: There are issues,
8 but none that we don't feel like we can
9 overcome.

10 COMMISSIONER MAY: Oh, okay.

11 MS. BENNETT: It's mostly flat, but
12 --

13 MS. GOLDSTEIN: It's mostly flat.

14 MS. BENNETT: -- you step down off
15 of Georgia Avenue, the pavement on Georgia
16 Avenue --

17 COMMISSIONER MAY: Yes.

18 MS. BENNETT: -- to get to the
19 walk. And I believe you step down again to
20 get to 9th Street grade.

21 MS. GOLDSTEIN: Yes, so we probably
22 will have to regrade it to make sure it is ADA

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1 compliant.

2 COMMISSIONER MAY: Right.

3 MS. GOLDSTEIN: So that it slopes
4 more evenly from one end to the other and
5 overcome a few small grade issues. But
6 nothing that can't be designed out rather
7 easily.

8 COMMISSIONER MAY: Okay. I just
9 have this big, it has been a while since I've
10 seen it, recollection of the rec center
11 building there stepping down lower and then
12 fields or a pool or whatever is behind it
13 being lower than that.

14 MS. BENNETT: Yes.

15 MR. LEE: That's true.

16 MS. BENNETT: That's right.

17 MS. GOLDSTEIN: It is true. It
18 does -- it definitely steps down towards --

19 COMMISSIONER MAY: But that's
20 further down then?

21 MS. GOLDSTEIN: Yes. And it's
22 actually -- the path is actually already

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1 fairly even.

2 COMMISSIONER MAY: Okay.

3 MS. GOLDSTEIN: It's because we
4 have such a long distance, we won't have any
5 problem making it compliant.

6 COMMISSIONER MAY: Okay. All
7 right. That's it for me. Thanks.

8 CHAIRMAN HOOD: Okay. Vice
9 Chairman Schlater?

10 VICE CHAIRMAN SCHLATER: Thank you,
11 Chairman Hood. Good to be here tonight. A
12 breath of fresh air, this hearing. I'll be as
13 brief -- I'll be brief tonight.

14 The first issue I wanted to talk
15 about was in general the density of the plan.

16 Is there an exhibit, there is a lot of
17 papers, I may have missed it, that talks about
18 exactly what the FAR of the campus is?

19 MS. GIORDANO: We did not -- the
20 plan does have the existing and the proposed.

21 Is it page 22?

22 MS. BENNETT: If you look at page

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1 212.

2 MS. GIORDANO: 212. And also the
3 Office of Planning asked us recently for the
4 permitted FAR, which we computed and submitted
5 today, but we don't have it all in one chart.
6 We can provide that.

7 VICE CHAIRMAN SCHLATER: So if I'm
8 reading this chart correctly on page 212, the
9 current campus, is that a 1.3 FAR, 5.7 million
10 square feet?

11 MS. GIORDANO: Approximately, yes.

12 VICE CHAIRMAN SCHLATER: And at
13 full build-out of the plan, we would be at?

14 MS. GOLDSTEIN: 1.75.

15 VICE CHAIRMAN SCHLATER: 7.6
16 million square feet?

17 MS. GOLDSTEIN: Yes. This is not -
18 - this is cumulative. It's not adding that
19 much every time. It's cumulative, so the
20 total would be a FAR of 1.75, approximately.

21 VICE CHAIRMAN SCHLATER: Right, I
22 gotcha.

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1 MS. GIORDANO: Just by way of
2 reference, we computed that the permitted FAR
3 if you calculated the FAR that would be
4 permitted in all the various zones for the
5 entire campus, would be like a 3, so we're
6 still well under.

7 VICE CHAIRMAN SCHLATER: Okay.
8 Very good. Thank you. I think I'm not
9 exactly sure how to grapple with this. Each
10 campus plan has its own issues, but I think in
11 my read of the materials, this campus plan,
12 you know, one of the challenges with it is
13 it's great. I think everybody would love to
14 see this campus plan built-out to the fullest
15 extent.

16 And I think to some extent, Howard
17 University is probably limited by its
18 financial resources and its ability to achieve
19 that plan. That doesn't mean don't think big,
20 don't think about how the plan is going to be
21 built-out into the future.

22 But I do have a concern about the

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1 parking lots down there and the vacant and
2 under-utilized land. In that, you know, this
3 is a part of town that is very vibrant and
4 active, but those vacant lots create dead
5 spaces in the urban fabric.

6 And if we can't be confident that
7 those lots are going to get built-out, I think
8 that's a flaw in the plan, because maybe the
9 campus is larger than it needs to be. That's
10 what I'm trying to grapple with.

11 MS. GOLDSTEIN: I'm not sure I
12 understand. You are talking about the lots
13 along Georgia Avenue?

14 VICE CHAIRMAN SCHLATER: There is
15 lots along 9th, Sherman. I'm thinking more in
16 that.

17 MS. GOLDSTEIN: Oh, you're thinking
18 if we can accomplish --

19 VICE CHAIRMAN SCHLATER: West of
20 the -- the area west of Georgia Avenue.

21 MS. GOLDSTEIN: Yes, okay.

22 MS. GIORDANO: We actually agree

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1 with you and that's where the majority of our
2 proposed redevelopment is is on those parking
3 lots.

4 VICE CHAIRMAN SCHLATER: But it's
5 in later phases. So what I'm looking at is --

6 MS. GOLDSTEIN: No, actually --

7 MR. HARRIS: Building 5 is the
8 first phase.

9 MS. GOLDSTEIN: The rec center is
10 in the first phase and that takes out about
11 half of the parking frontage that is on
12 Georgia Avenue. It is the kind of square
13 building, No. 5 here. The purple building
14 there and that red building is most of the
15 parking that you see from Georgia Avenue.

16 So we are taking out more than half
17 of that in Phase 1 with the rec center. And
18 then the purple is in Phase 2 and that's our
19 upperclassman residential building.

20 VICE CHAIRMAN SCHLATER: I'm so
21 well-acquainted with this campus. I actually
22 live a couple blocks away.

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1 MS. GOLDSTEIN: Oh.

2 VICE CHAIRMAN SCHLATER: And I run
3 around a little running track and there is a
4 baseball field in the middle of the campus.
5 So as I go around and around and around, I see
6 the various parking lots that are there.

7 So I see what you are saying about
8 Georgia Avenue. I don't know that that --

9 MS. GOLDSTEIN: Yes, we are
10 targeting Georgia Avenue first. And we
11 totally agree with you the replacement of
12 those parking lots with vibrant active
13 buildings is going to make a tremendous
14 difference to the lower Georgia Avenue
15 corridor.

16 DR. MINOR: You should also be
17 aware that the middle school, the new middle
18 school building is planned for Sherman Avenue.

19 VICE CHAIRMAN SCHLATER: Okay.

20 DR. MINOR: We are at capacity now
21 and there is so much more demand and we have a
22 committee actually that is working on trying

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1 to do that. We think that that project will
2 move because it has been successful and
3 because there are lots of high tech companies
4 in this area and the reason we started it with
5 the help of the Congress was that, basically,
6 you can't solve the STEM issue at the
7 collegiate level. It's too late.

8 You have to go further down that
9 pipeline to do it. So we believe that that
10 building is going to be able to be achieved as
11 well. And, you know, so that's a big piece of
12 Sherman Avenue, because right now, we are at--
13 you know, we could be twice the size that we
14 are.

15 And I'm glad personally that we
16 didn't start at twice the size. I'm glad we
17 started with one sixth grade class, because we
18 learned a lot before we had two sixth grade
19 classes and then three. And now that -- we
20 have grade six, seven and eight.

21 But I'm simply saying, that that's
22 an important thing and I think that building

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1 also has tremendous development support.

2 VICE CHAIRMAN SCHLATER: So I
3 understand where your focus is. And I agree
4 with it. I mean, I think it's great the focus
5 you put with Howard Town Center now seemingly
6 on track for a mixed-use project there and
7 some of the other properties on Georgia
8 Avenue.

9 I just think we are not talking
10 about growing the student population by much
11 at all as part of this plan. But we are
12 talking about expanding the facilities of the
13 campus by, if my math is correct, almost 30
14 percent.

15 MS. GOLDSTEIN: Yes.

16 VICE CHAIRMAN SCHLATER: So I don't
17 know how that adds up.

18 MS. GOLDSTEIN: Well, it actually
19 adds up because a lot of that growth is in
20 laboratory and research space.

21 VICE CHAIRMAN SCHLATER: Yes.

22 MS. GOLDSTEIN: And the university

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1 has a long way to go to live up to their
2 potential in those regards and become a real
3 research-oriented -- more of a research-
4 oriented university than they are.

5 So in addition to the lifestyle
6 things, including the residence halls and the
7 health care center and like the Blackburn
8 Center is in that number, so there is just
9 sort of the student-oriented life stuff.

10 VICE CHAIRMAN SCHLATER: Yes.

11 MS. GOLDSTEIN: A lot of that other
12 focus is in research buildings and academic
13 buildings. The buildings were there and we
14 feel very strongly need to be renovated and
15 maintained and kind of refitted with the right
16 uses.

17 Many of them it's not realistic to
18 think that they could ever be modern day
19 laboratory space, so it really does require
20 new construction --

21 VICE CHAIRMAN SCHLATER: Yes.

22 MS. GOLDSTEIN: -- to get

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1 appropriate spaces. Like you asked about the
2 alley closure before. There is plans in, I
3 believe it is, the second phase for a
4 nanotechnology building. That will require
5 extensive controlled space.

6 Typically from a cost perspective,
7 you want to build that below-grade because of
8 the impact of vibration. So that's something
9 that will probably get built underneath that
10 building and may need to extend under the
11 alley, another reason for the alley closing.

12 So it really is those kind of
13 buildings that you are seeing here is kind of
14 the crux of the growth. It's really residence
15 halls and modern research-oriented and
16 classroom functions.

17 And I hate to differentiate that
18 too much because laboratories on university
19 are academic buildings.

20 VICE CHAIRMAN SCHLATER:
21 Absolutely.

22 MS. GOLDSTEIN: So, you know, they

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1 are back and forth. We have lots of
2 traditional classroom space. What we don't
3 have is the classroom space of today and
4 tomorrow and the true research space that we
5 need in order to take the next step.

6 Dr. Minor mentioned that we are
7 competing on kind of the whole different -- in
8 a whole different way than the university did
9 before, because, fortunately, our students
10 have many opportunities now.

11 Once upon a time if you wanted to
12 be a dentist, you went to Howard University.
13 If you were -- that population. That isn't
14 true any more. So the university really has
15 to compete in a marketplace in a different way
16 than it ever has and still hold onto its
17 legacy.

18 So that's really a lot of what is
19 behind the academic renewal and how that
20 translates into the need for new academic and
21 research buildings. So I should stop now,
22 because now I'm beginning to go on a little

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1 bit.

2 VICE CHAIRMAN SCHLATER: No, that's
3 good. Very good. Thank you.

4 DR. MINOR: One point.

5 VICE CHAIRMAN SCHLATER: Dr. Minor?

6 DR. MINOR: My colleague, Omowale
7 Crenshaw mentioned that the -- one of the
8 parking lots you can easily see as you go
9 around is -- there is a building plan for the
10 one that is right next to where the book store
11 is.

12 VICE CHAIRMAN SCHLATER: Yes.

13 DR. MINOR: And he just wanted to
14 make sure you saw that.

15 The other thing I would say is we
16 surveyed the students who we admitted offered
17 scholarships to who didn't come.

18 VICE CHAIRMAN SCHLATER: Yes.

19 DR. MINOR: By far, the principle
20 reason they gave was that their high school
21 laboratory facilities were superior to what
22 they saw us having. It wasn't teaching. It

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1 was the physical setting. So we don't really
2 have the option of not addressing that issue
3 and that's, I think, part of what Suzette is
4 saying.

5 We don't have the option, because
6 we can't stay as the flagship university and
7 have people saying I would love to come there,
8 I love the faculty, but the facilities they
9 work in are just not -- they are primitive
10 compared to what I had in my high school,
11 because a modern star high school that a lot
12 of these kids come from would have better
13 facilities.

14 VICE CHAIRMAN SCHLATER: Well,
15 again, I think this is a good plan. I think
16 that's evidenced by the support or the certain
17 lack of opposition we have here tonight. And
18 I want to see it achieved. I'm certainly not
19 going to stand in the way of that.

20 I did have some questions about the
21 Georgia Avenue, in particular. There seemed
22 to be some issue identified in the DDOT report

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1 about these transportation improvements on
2 Georgia Avenue.

3 Is there a difference of opinion
4 between Howard and DDOT about how those
5 Georgia Avenue improvements are supposed to be
6 implemented?

7 MR. VAN PELT: No, I wouldn't say
8 that there is a difference of opinion. I
9 think that there is some exploration that DDOT
10 is going under right now to do the design of
11 the Great Streets, implement the transit, the
12 transit-only lanes.

13 I think we provided analysis and
14 input to that to help them move along, kind of
15 looking at it from the standpoint of the
16 university, but there are some things that
17 will have to be figured out and those are
18 probably going to have to do with, you know,
19 the reduction and the capacity. It's going to
20 come to that corridor for vehicles when you
21 put those transit-only lanes in.

22 So we looked at some -- you know,

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1 the left turn restrictions or what is it that
2 needs to be put in place there. And that's
3 something that DDOT is still working through
4 right now. And the university will continue
5 to coordinate with them on, you know, what
6 works best for the university and what works
7 for DDOT. But, ultimately, DDOT will make the
8 decision.

9 VICE CHAIRMAN SCHLATER: I seem to
10 remember your presentation saying that space
11 would be allocated towards a Capital BikeShare
12 dock of some sort. Is there a commitment in
13 there to actually provide the Capital
14 BikeShare Station?

15 MR. VAN PELT: The commitment is to
16 fund a station.

17 VICE CHAIRMAN SCHLATER: Okay.
18 Just making sure. Thank you. The exhibit
19 that showed the lots being added and
20 subtracted from the campus plan boundaries, I
21 was having a hard time distinguishing between
22 the two maps.

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1 I thought it might be easier if you
2 just submitted something that showed a map
3 showing what is being added and a map showing
4 what is being subtracted from the plan
5 boundaries just to --

6 MS. GOLDSTEIN: Sorry. Yes, we
7 would be happy to do that.

8 VICE CHAIRMAN SCHLATER: -- track
9 that.

10 MS. GOLDSTEIN: We will highlight
11 the subtractions and additions on a map.

12 VICE CHAIRMAN SCHLATER: Can I ask
13 what the current status of Slowe Hall is?

14 MS. BENNETT: It is full and being
15 used at the time.

16 VICE CHAIRMAN SCHLATER: As a
17 residence hall?

18 MS. BENNETT: Yes.

19 VICE CHAIRMAN SCHLATER: Okay.
20 Very good. And then my last question has to
21 do with I know we are not addressing any
22 projects related to the Howard University

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1 Hospital tonight, but it is part of the
2 current campus plan, correct?

3 MS. GOLDSTEIN: It is within the
4 campus boundary, but we didn't go into a
5 specific detailed strategic master plan for
6 the hospital functions. If that were to
7 happen --

8 VICE CHAIRMAN SCHLATER: Is there
9 some idea that if something were to change
10 with the hospital, you would come back to the
11 Commission on that?

12 MS. GOLDSTEIN: We would have to.

13 VICE CHAIRMAN SCHLATER: And is
14 there any study going on presently around the
15 hospital and the future?

16 MS. GOLDSTEIN: The hospital is
17 looking at the very broadest of issues right
18 now. So no, they are really not ready to have
19 a comprehensive -- a specific master plan done
20 as yet. They are in very, very early stages
21 of understanding --

22 VICE CHAIRMAN SCHLATER: Okay.

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1 MS. GOLDSTEIN: -- strategically
2 where they want to end up.

3 VICE CHAIRMAN SCHLATER: Okay.
4 Well, I think that sounds like --

5 MS. BENNETT: Last year --

6 VICE CHAIRMAN SCHLATER: -- a good
7 strategy for how to approach it.

8 MS. BENNETT: We did -- they did go
9 through --

10 MS. GOLDSTEIN: To figure out what
11 they want to be.

12 MS. BENNETT: -- a very
13 comprehensive kind of strategic planning
14 exercise and so I think that was what is
15 laying the ground work for what will come in
16 the future.

17 VICE CHAIRMAN SCHLATER: Very good.
18 Thank you very much tonight for your
19 testimony and presentation.

20 CHAIRMAN HOOD: Okay. Commissioner
21 Cohen?

22 COMMISSIONER COHEN: Yes, I'm

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1 sorry, there is one other question. You
2 provided to us Appendix F and it was mentioned
3 by my colleague Howard Town Center
4 development. What is the status of that
5 development? Because it has been delayed and
6 how does that delay impact any of the plans
7 that you have or is there no connection
8 whatsoever?

9 DR. MINOR: Good question. It --

10 MS. BENNETT: It's a good question
11 to answer.

12 DR. MINOR: This is a project that
13 began when we were told that the forensic
14 laboratory would be placed in the Bonbread
15 Building space, which we thought then that
16 pretty much rules out a town center around it.

17 And the chief medical examiner at
18 the time wanted it because he wanted to be
19 near an academic pathology department, we had
20 one, that's how we ended up with suggesting
21 the land swap. You can be close to the
22 pathology department, but if you put that

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1 right in the middle of all this, then the rest
2 of it just disappears.

3 So and then there was a lawsuit and
4 all those back and forths. Now, where we are
5 now is we are at a watershed. One of two
6 things is going to happen. We are either the
7 developers who I believe -- the developers'
8 financial partner that we selected -- the
9 developer we selected, their financial
10 partner, was Lehman Brothers.

11 So after we signed the deal and
12 they were rolling along and we were all going
13 gung-ho, Lehman Brothers disappeared. Okay.
14 Then came HUD as a guarantor and the city's
15 position, I believe, was that the O Street
16 Market was a greater priority for HUD to pay
17 attention to than was this project.

18 Now, we are at a point where the
19 watershed is that where the developer will
20 either -- the developer now has found new
21 financing. The university will either agree
22 and support with the new financing or will

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1 start a process to move it into another more
2 expedited -- then we will find a developer who
3 can do it sooner, because the priority is to
4 get this done now.

5 The District wants this building
6 done. We want it to be done. And it won't be
7 dragging like it has been, because the current
8 developer does have another financial source.

9 COMMISSIONER COHEN: So is this key
10 to your proceeding with any of the phases?

11 DR. MINOR: No.

12 COMMISSIONER COHEN: So it's just,
13 again, a separate --

14 DR. MINOR: It's an optical thing
15 though.

16 COMMISSIONER COHEN: Optical.

17 DR. MINOR: I mean, obviously, if
18 it was going on, it would be suggestive. I
19 think the point that the vice chair made about
20 this is a great plan, I want to make sure you
21 guys actually get it done and I take that in
22 the spirit that I think it was offered.

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1 I mean, you know, a great plan that
2 you can't do is, you know, not a great plan
3 really. So I mean, I heard that. In this
4 case, I'm telling you the absolute latest,
5 current, this is where that is. I had to
6 write a memo on this issue for the chairman of
7 the board and the president and the chairman
8 are meeting tomorrow to make a decision.

9 We are either going to go this way
10 or we're going to go that way. You're
11 welcome.

12 CHAIRMAN HOOD: Okay. Mrs.
13 Giordano, a quick question. Go back to the
14 Howard math and science charter school.

15 Was there an amendment done to put
16 this school into the campus plan previously?

17 MS. GIORDANO: No. It was -- it's
18 a matter-of-right use in a Residential Zone.
19 A public school or a charter school is a
20 matter-of-right use. So it was established as
21 a matter-of-right use.

22 An issue only arose as to the

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1 relationship with the campus when it grew, the
2 faculty grew and the parking requirement is
3 based on the amount of faculty and staff. So
4 when it grew, we needed more parking
5 technically.

6 And then the Zoning Administrator,
7 we had a discussion with him and we said, you
8 know, we are in the process of updating the
9 campus plan. It makes more sense to just
10 include it as an accessory university use, so
11 the parking can be analyzed in terms of the
12 overall campus plan and provided for on the
13 campus in general, because some of the people
14 that teach there are already on the campus
15 parking elsewhere and not physically on the
16 lot where the middle school is.

17 So no, it was not an amendment to
18 the campus plan, because it was first
19 established as a matter-of-right use.

20 CHAIRMAN HOOD: Okay. And I think
21 that Dr. Minor mentioned and I'm just trying
22 to form or shape the argument. Dr. Minor

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1 mentioned the rationale or reasoning of why
2 the school is so beneficial. And I think you
3 hit it a few times, a few points, but I want
4 to narrow it down.

5 Can you explain to me how -- if I
6 was to try to defend that issue, can you
7 explain to me how the public charter school is
8 a university use?

9 DR. MINOR: It's a pipeline issue.

10 First and foremost, we simply do not see the
11 numbers particularly of minority students
12 coming to the college with the appropriate
13 math and science education. And because math
14 is cumulative, it is -- we did a study and
15 what we saw was that at a certain point, they
16 were okay.

17 Starting at the fourth grade, you
18 start to see a deviation. It some times
19 includes women as well as boys, but what you
20 see is a deviation. And pretty soon there
21 become two tracks.

22 There is a group of kids who are

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1 taking the math that is necessary to prepare
2 them to be able to be -- play in the global
3 world that they are going to live in and then
4 there is another group that is not getting
5 that training at all.

6 And so from the university's point
7 of view -- when we went to the Congress we had
8 a four part plan. And in this plan, two of
9 the other three parts are also there. The
10 Congress told us start with the middle school.

11 They said start with the middle
12 school because that will increase the
13 pipeline. That's the thing that needs the
14 longest lead time to do it. And so, you know,
15 on the day of Katrina, we started this school.

16 And so from our point of view, it
17 was absolutely essential. It's almost like
18 the facility issue. This is -- we have to
19 ensure that there is a pool of students who
20 are like that.

21 Now, we are the only university to
22 tackle that. And early on, I completely

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1 understood why other people hadn't tackled
2 this issue. It is much easier to be a critic
3 of the D.C. Public Schools than to actually do
4 something.

5 And so we didn't want to do that
6 and so we just did this. But it was easy to
7 see how difficult it was. We were fortunate
8 to get really talented people.

9 And what has happened now is that
10 we have assembled a fantastic faculty, many
11 male faculty who these kids can look up to.
12 We have -- we are -- we also have been doing
13 for the last five years, we have been doing
14 this search on what works and what doesn't
15 work.

16 We don't intend to talk about this
17 until we are at year 10, but we are going to
18 then put out our primer that shows, you know,
19 that boys will read books, but they just won't
20 read Jane Austin. Okay? And so --

21 MS. GOLDSTEIN: They're missing
22 something.

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1 DR. MINOR: Yes, they are missing
2 something, but that side of them will have to
3 come later. What we could do is get them --
4 we've got to get them the vocabulary necessary
5 and we have looked at -- we have run co-ed
6 classes in certain subjects and we run single
7 sex classes in certain subjects and we pay
8 attention to what is working and what is not
9 working.

10 But all of this is important from a
11 clinical point of view and we think we will
12 make a difference.

13 I mean, the Secretary of Education,
14 Arne Duncan, two weeks into the job came to
15 the middle school. Three months ago the
16 Minister of Science and Technology for South
17 Africa who is taking on all of Sub-Saharan
18 Africa as an objective, because South Africa
19 is well-positioned to do that, came to the
20 middle school.

21 CHAIRMAN HOOD: Okay. I think you
22 really nailed the point.

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1 DR. MINOR: I don't feel strongly
2 about this. I hope you can tell that.

3 CHAIRMAN HOOD: Well, I probably
4 would disagree with you. I think you feel
5 very strongly about this. I just had you kind
6 of repeat that for myself.

7 DR. MINOR: Absolutely.

8 CHAIRMAN HOOD: So, you know, just
9 in case they are in our process of
10 deliberation.

11 MS. BENNETT: Chairman Hood, Mr.
12 Maqubela also reminded me that there are --
13 this is a university building that the school
14 is occupying. And the school itself, the
15 university itself also uses this building. It
16 is especially outfitted in many ways,
17 technologically, that enures to the benefit of
18 existing university faculty, its governance is
19 largely drawn from folk who have some
20 relationship to the university.

21 And many of the things that we do
22 raise money, not only for the school, but for

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1 other parts of the university as well that
2 benefit from the fact that we have such a
3 school, a laboratory if you will, on the
4 campus.

5 So those are some of the other
6 reasons why we view this as a university use
7 for the purposes of zoning.

8 CHAIRMAN HOOD: Okay.

9 MS. GIORDANO: Right. And if I
10 could just add one -- the question that you
11 asked earlier about whether faculty saw this
12 as a benefit, sort of also made me think of
13 another zoning connection.

14 And I think Howard has daycare on-
15 site, which has always been a university use
16 and a lot of universities have that. And this
17 really isn't much different than that, in a
18 sense, that it's a very traditional kind of
19 accessory use for a university.

20 CHAIRMAN HOOD: Okay. Let's talk
21 about the student cap. And I know the Office
22 of Planning recommends what is all involved

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1 with the student cap, but are there any
2 students, well, this might sound like a crazy
3 question, that take a class at the university
4 for free? And if they do, are they included
5 in this cap?

6 MS. GIORDANO: I don't know the
7 answer to that question. Maybe somebody does,
8 but this is an area where I think possibly the
9 Zoning Commission might want to think about a
10 relaxing sort of the amount of regulation.

11 I know that some universities have
12 very complicated formulas as to who is
13 counted, who is not. And this really hasn't
14 been an issue at Howard. And so we really
15 need to --

16 CHAIRMAN HOOD: Ms. Giordano, let
17 me just say, I want you to know that my mind
18 is very open. What I don't want to see happen
19 here is some of the things that we have to
20 deal with elsewhere. And I think due to the
21 legwork that I know of, of people like
22 Commissioner Norman and others, because I'm

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1 very familiar with this one, and also with the
2 work of Ms. Maybelle Bennett and others, I
3 don't expect for that to happen.

4 My question was primarily to try to
5 find out what all is inclusive. And believe
6 me, by no intent am I trying to compare,
7 because, first of all, I don't expect to see
8 you all for eight nights. I don't think we
9 are going to have that.

10 So I want to preference that, that
11 we are not even going to -- as a matter of
12 fact, I don't think. Let me just pause for a
13 moment.

14 Ms. Schellin, I don't think we are
15 going to get to the next case tonight, so --

16 MS. SCHELLIN: We will not.

17 CHAIRMAN HOOD: Yes, it's after
18 9:00.

19 MS. GIORDANO: Right. And I was
20 just speaking to I think there was a
21 recommendation that if a student took one
22 class, they should be counted as a student.

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1 It seemed a bit extreme to me.

2 CHAIRMAN HOOD: So you were going
3 to the recommendation by the Office of
4 Planning?

5 MS. GIORDANO: Yes.

6 CHAIRMAN HOOD: And I guess the one
7 who took one class, are they included in that
8 cap, the 12,000?

9 MS. GIORDANO: I don't think that
10 they have been traditionally. And I don't
11 know that we have a very specific formula.

12 CHAIRMAN HOOD: Okay. Well, I
13 misunderstood, because I thought the person
14 who took one class was also included in the
15 cap. So that's why I went to the free class.

16 But, obviously, if that's not the case, I
17 will follow-up in conversations with Office of
18 Planning.

19 MS. GIORDANO: Right.

20 DR. MINOR: It's conditional. I
21 thought -- then that was one of the problems I
22 had with it, because, at some point, I want us

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1 to be able -- when we are a more 24/7 campus,
2 I expect that community residents are going to
3 be able to audit classes the way they do in
4 other universities that are in urban areas.

5 But I would hate for a person
6 auditing a class to end up --

7 MS. BENNETT: Counting against the
8 cap.

9 DR. MINOR: -- counting against the
10 cap. I mean, it doesn't make any sense to me.
11 I know why it has to be --

12 CHAIRMAN HOOD: I'm not advocating
13 for it.

14 DR. MINOR: -- in other places.

15 CHAIRMAN HOOD: I just asked the
16 question. I'm not advocating pro or minus.
17 I'm just asking, because I can tell you right
18 now, we're all holding hands, we're walking
19 down the street and I will tell you I have
20 never -- I have not gotten -- it's been a long
21 time since I have gotten a sign-in sheet and
22 nobody is opposed.

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1 Normally, I have four or five
2 sheets up here and I try to figure out who is
3 opposed, who is not and it's normally a long
4 list of people opposed. And I guess what I'm
5 trying to do is not make it -- we don't want
6 to get to where we are in other places where
7 the Zoning Commission has to try to strike
8 that balance, because the key is that we all
9 coexist.

10 I'm not saying Howard is there. I
11 just want to make sure we don't get there and
12 continue the great relationship, from what I
13 have read, with the Commissioners and the
14 civic associations and others.

15 And I will tell you from what I
16 have read, actually, Dr. Minor, this is a
17 model. And I haven't got to Dr. Heath yet,
18 because I want her testimony, because I want
19 to be able to educate myself on how that is
20 balanced and how off campus living is being,
21 basically, dealt with.

22 Because we don't hear this and I

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1 think my colleagues have alluded to that
2 previously. This could be a real example of
3 work and we just don't want to get to where we
4 are in other places.

5 So let me just finish with my
6 question.

7 MS. GIORDANO: If I could just
8 mention that the assumption is that somehow
9 the amount of population though is what is
10 creating -- could potentially create an
11 adverse impact. And I guess that's what we
12 are just questioning here is do we need, you
13 know, to regulate just because that's the way
14 it has been done with other campuses or is
15 there an issue that, you know, we are trying
16 to deal with here that, you know, relates to
17 population?

18 And thus far, we haven't seen that.

19 In fact, as I indicated before, a number of
20 the civic organizations have talked about
21 growth and development, further growth and
22 development of the university being a catalyst

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1 and having a positive impact on the community
2 surrounding it.

3 CHAIRMAN HOOD: Well, Ms. Giordano,
4 let me just say I have on my notes up here
5 that this, and after reading this I wrote a
6 statement down. And it says, it looks like
7 Howard University, the college and the
8 community are growing together. And as long
9 as that happens and continues to happen, then
10 we won't be in some areas.

11 I'm just trying to put it out there
12 now, so that the great work that you all have
13 done continues and the community and the
14 college continue to grow together. And I
15 think that Dr. Minor has answered my question,
16 as far as the audit is concerned. You are
17 right. I don't think that I would agree with
18 you, but I appreciate your comments.

19 But I am going to follow with the
20 Office of Planning about the one case, because
21 maybe -- I mean, the one class, because I got
22 that confused.

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1 Also, it's good to also hear about
2 the advisory group. I don't think I sat on --
3 I can't remember, I don't think I sat on -- I
4 might have sat on the further processing for
5 Howard previously, but I don't remember
6 sitting on the campus plan, because the Zoning
7 Commission didn't take over campus plans until
8 2000.

9 MS. GIORDANO: Okay.

10 CHAIRMAN HOOD: But I'm not sure if
11 I was on the BZA case in '98. I was here in
12 '98, but I wasn't sure if I was on the Howard
13 case. Was I?

14 MS. BENNETT: I don't think so.

15 CHAIRMAN HOOD: Okay. But anyway,
16 it's great to hear about the advisory group
17 and how that is working. And there's not a
18 whole lot I can say about that, but other than
19 to keep up the good work.

20 The one thing that I found that,
21 obviously, stemmed from the ANCs and some of
22 the civic associations, especially the two

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1 ANCs, 1B and 5C, it looks like it was a joint
2 effort.

3 When I look at the conditions and
4 what they proffered and asked for, as well as
5 the Office of Planning, is it safe for me to
6 say that the university agrees with everything
7 that is in the ANC-1B and 5C? Because they
8 both kind of mirror each other in their
9 conditions for approval.

10 MS. BENNETT: It is.

11 CHAIRMAN HOOD: Okay. Is it also
12 safe, other than the student cap, for me to
13 say that we agree with the recommendations of
14 Office of Planning?

15 MS. BENNETT: We do.

16 CHAIRMAN HOOD: You do. Other than
17 the student cap or --

18 MS. BENNETT: Other than the
19 student cap. Well, student, faculty and staff
20 cap.

21 CHAIRMAN HOOD: Faculty and staff.

22 MS. BENNETT: Yes.

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1 CHAIRMAN HOOD: Okay. Okay. Well,
2 Mr. Van Pelt, you can sit back and relax. I'm
3 not going to ask anything about transportation
4 tonight.

5 But I want to commend Howard
6 University and let me just ask a quick
7 question.

8 I heard Mrs. Goldstein, you
9 mentioned how people wanted to come to the
10 university. And I know you have been working
11 -- for dental. Is Dr. Ashe still working
12 there?

13 MS. GOLDSTEIN: I don't know.

14 CHAIRMAN HOOD: You don't know.
15 No, he is not. He is retired. I know that.

16 MS. GOLDSTEIN: Okay.

17 CHAIRMAN HOOD: All right. Any
18 other questions, Commissioners? Okay. Do we
19 have any cross-examination from Advisory
20 Neighborhood Commission 1B?

21 Do we have any cross-examination?
22 Do we have any cross-examination from Advisory

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1 Neighborhood Commission 5C?

2 MR. NORMAN: We may have one
3 question from 1B.

4 CHAIRMAN HOOD: 1B? Commissioner
5 Norman, if you can come forward? Let me ask
6 you this as you come forward, because, you
7 know, no, no, hold your seat. You have one
8 question.

9 Commissioner Norman, are you the
10 Vice Chairman?

11 MR. NORMAN: I'm the Chair of the
12 Design Committee, but I -- the Commission
13 voted that I can speak on 1B's behalf.

14 CHAIRMAN HOOD: Okay. I'll take
15 your public testimony, because I know you were
16 here once before with the Howard University,
17 so you can go ahead and cross.

18 MR. NORMAN: I just had a quick
19 question. I'm sorry to the -- what's your
20 name?

21 CHAIRMAN HOOD: Ms. Goldstein.

22 MS. GOLDSTEIN: Ms. Goldstein.

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1 MR. NORMAN: Ms. Goldstein. We
2 were told in many of the community meetings
3 that there was not going to be an above-ground
4 parking structure in the northern part of the
5 campus.

6 And I heard you allude to that when
7 you said -- when you were responding to a
8 question and I was a bit concerned about that.

9 I was under the impression there
10 was not going to be an above-ground structure
11 in the northern part of the campus.

12 MS. BENNETT: Yes. And you were
13 addressing that to Ms. Goldstein, but the
14 parking structure that is located at 5th and
15 Gresham or 4th and Gresham, as that street
16 turns around, goes into the berm there. There
17 is a topographical element right across the
18 street from where you live, Mr. --

19 MR. NORMAN: I live there.

20 MS. BENNETT: -- Norman and the
21 idea was to go into the earth.

22 MR. NORMAN: Okay.

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1 MS. BENNETT: So that -- and that's
2 why you see on that map that there is a green
3 field above it.

4 MR. NORMAN: Yes, right.

5 MS. BENNETT: So it would not be
6 above-ground. It would be in the earth.

7 MR. NORMAN: That was the only
8 question I had to get some clarification on.

9 CHAIRMAN HOOD: Okay. Again,
10 Commissioner Norman, I know you very well. I
11 know you have been out here a long time, but
12 the next time, you might want to ask
13 Chairperson Lopez to make sure he includes
14 that in your resolution.

15 MR. NORMAN: Okay.

16 CHAIRMAN HOOD: Okay. Okay. Thank
17 you. Let me see, where am I? Okay. I don't
18 see anyone here from ANC-5C.

19 Let's go to report of the Office of
20 Planning, Ms. Brown-Roberts. And let's do
21 this, we're going to do Office of Planning and
22 DDOT all at the same time.

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1 Ms. Brown-Roberts?

2 MS. BROWN-ROBERTS: Okay. Good
3 evening, Mr. Chairman and Members of the
4 Commission. For the record, I'm Maxine Brown-
5 Roberts from the Office of Planning.

6 The Office of Planning recommends
7 approval of the proposed 2011 Campus Plan for
8 15 years. This recommendation is based on the
9 fact that the university has presented a long-
10 term comprehensive development plan that
11 outlines the objectives of the university as
12 well as the surrounding community and the
13 District as a whole.

14 The Office of Planning is very
15 pleased that the university has worked with
16 the ANC and various civic associations, which
17 have all recommended support of the campus
18 plan.

19 The university has responded to
20 their concerns by their willingness to
21 implement the suggestions from the community,
22 such as the website to enhance the university

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1 students and community relationships.

2 Additionally, the university is
3 further responding by proposing to have up to
4 70 percent of the undergraduate students
5 living on campus and has initiated this
6 process by the request for further processing
7 for two new dormitories.

8 We are pleased that the university
9 is also willing to incorporate work force as
10 well as market rate housing. The Office of
11 Planning is also very pleased that the
12 university was willing to work with us on the
13 campus connectivity in relation to Bryant and
14 W Streets.

15 We believe that the proposal meets
16 the need for the university as well as meeting
17 that of the community and the District.

18 The proposal is not inconsistent
19 with the Comprehensive Plan and OP looks
20 forward to working with the university towards
21 the fruition of the development plan for the
22 university.

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1 Just to respond to the question
2 regarding the student cap, Mr. Chairman, that
3 was something that was -- that is a number
4 that is in the campus plan boundary and I also
5 asked representatives and they gave me -- that
6 was the number they gave for the student cap.

7 Thank you, Mr. Chairman.

8 MS. STEINGASSER: And if I could
9 just add, Jennifer Steingasser with the Office
10 of Planning.

11 We are happy to work with the
12 university. This is the first that we are
13 hearing that this condition is not acceptable
14 to the university. And we are more than
15 willing to work with the university on setting
16 what that cap is.

17 As you know, with some of the other
18 university campus plans that we have been
19 hearing, there has been a lot of desire to try
20 to compare the different types of student
21 bodies. And so we have kind of pushed towards
22 a uniform standard.

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1 If the university wants to propose
2 something, I think there is certainly enough
3 room to increase that to account for whatever
4 the flexibility the university needs. But we
5 are uncomfortable, because we were very -- let
6 me back up.

7 We are very comfortable
8 recommending a 15 year campus plan in this
9 case, because of the long-term vision that the
10 university has taken forward and the extensive
11 work and good work they have done with the
12 community.

13 Without having some kind of sense
14 of that campus cap, that enrollment cap, that
15 does kind of begin to give us a little bit of
16 unease in that direction. So we would rather
17 take the opportunity to work with the
18 university in setting a new cap and figure out
19 what that is, rather than have no cap.

20 CHAIRMAN HOOD: Let me just respond
21 to that. I'm glad to hear you say that. I
22 think it's good that we work with them. My

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1 whole questioning tonight was so we won't get
2 to where we are in other areas, because after
3 16 or 17 nights of that, we need to try to
4 strike a balance. And if we haven't gotten
5 there, I think it's incumbent upon myself and
6 my colleagues so we can try to make sure we
7 have that balance.

8 So I'm glad to hear that, that you
9 are willing to work with the university. And
10 excuse me for interrupting your report. Are
11 you finished?

12 MS. STEINGASSER: I think that's
13 it.

14 MS. BROWN-ROBERTS: We're done.
15 We're done.

16 MS. STEINGASSER: Well, the other
17 thing I wanted to say was is that in this
18 campus plan, as you know, the Zoning
19 Regulations do not specify a time frame. And
20 we are happy in this case to recommend a 15
21 year campus plan. The university has done a
22 lot of excessive work thinking through their

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1 long-term physical and student objectives for
2 the future.

3 And so that is something that is
4 unique to this campus plan and we are happy to
5 recommend.

6 CHAIRMAN HOOD: Okay.
7 Commissioners, forgive me for butting in, but
8 that was right on the cap.

9 Let's go to Ms. Vega from DDOT.

10 MS. VEGA: Good evening, Chairman
11 Hood and Member of the Commission. The
12 District Department of Transportation supports
13 the enhancement of our institutions of higher
14 learning.

15 Howard University is an important
16 historic and cultural asset to the city and
17 its development is vital to the growth of the
18 District of Columbia as a whole.

19 However, DDOT is aware of the
20 potential impacts that such an initiative may
21 have and is committed to ensuring that such
22 development causes as few negative effects on

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1 the transportation network as possible.

2 On June 23, 2011, the applicant
3 submitted its initial Transportation Impact
4 Study to DDOT. After continuous communication
5 with DDOT, the applicant submitted an updated
6 version of the study on October 28, 2011.

7 Through DDOT's analysis, which
8 included cooperation and input from the
9 applicant and other stakeholders, potential
10 problem areas have been identified and
11 addressed in detail in DDOT's November 23,
12 2011 supplemental report to the Zoning
13 Commission.

14 I will now briefly speak to those
15 identified areas and summarize the approaches
16 that DDOT believes will be most effective.

17 Georgia Avenue. The applicant's
18 Transportation Impact Study suggests that
19 Georgia Avenue will experience significant
20 delays at intersections along the campus
21 frontage by the year 2021, during both the
22 morning and afternoon peak hours with the

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1 addition of Howard University's Campus Plan.

2 DDOT believes that the most
3 realistic mitigation option would be some
4 variation of a restriction on left hand turns
5 at the intersections of Barry Place, Bryant
6 Street, W Street and V Street.

7 It should be noted that DDOT was
8 awarded federal grant money last year to
9 implement a bus-only lane on Georgia Avenue
10 between Florida Avenue and Barry Place, as
11 part of the District's Great Streets
12 Initiative, with the idea of serving the high
13 number of transit users in the area.

14 Since DDOT is currently in the
15 design stage of the Georgia Avenue bus-only
16 lane, there will be continued coordination
17 between the applicant and the Agency to
18 determine the best way to address left turn
19 restrictions and other operations along
20 Georgia Avenue.

21 Curbside Management. In the
22 applicant's Traffic Impact Study, there are

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1 recommendations to adjust curbside regulations
2 to ease traffic flow at two intersections.
3 Restricting off-street parking on the south
4 bound approach at Sherman Avenue and Barry
5 Place during the morning peak periods and
6 removing two to three parking spaces along the
7 east bound approach at Georgia Avenue and
8 Barry Place to install a new left turn lane
9 once the bus lane project progresses.

10 DDOT appreciates attention to these
11 locations in the study report, but it's not
12 yet sure whether impacts will be attributable
13 to the university.

14 DDOT recommends that no action be
15 taken now and would like Howard University to
16 reexamine these intersections through further
17 processing applications.

18 4th and College Streets, NW. The
19 applicant has also determined that the campus
20 plan will generate additional vehicular and
21 pedestrian traffic at the intersection of 4th
22 and College Streets, N.W., creating both

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1 traffic and safety concerns.

2 DDOT agrees with the applicant that
3 the installation of a new traffic signal will
4 be appropriate mitigation efforts. It is the
5 understanding of DDOT that the traffic signal
6 construction will be the responsibility of the
7 applicant and will be completed in advance of
8 the opening of the first of the two proposed
9 residence halls.

10 Capital BikeShare Program. As both
11 DDOT and the applicant expect to see an
12 increase in bicycling demand as a consequence
13 of the transportation demand measures in
14 campus plan, and current trends in the
15 District, the applicant has committed to
16 installing at least one new Capital BikeShare
17 Station in the center of campus.

18 DDOT is supportive of this
19 initiative and encourages the applicant to
20 consider additional stations as the campus
21 plan progresses. Locations for this station
22 and other potential stations include the

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1 intersection of W Street and Georgia Avenue,
2 the intersection of 4th Street and Bryant
3 Street and the intersection of 6th Street and
4 Howard Place.

5 Parking. As for parking, the
6 proposed campus plan seeks to reduce the
7 existing amount of parking at 2,295 spaces to
8 1,400 by the year 2021.

9 DDOT believes that the parking
10 demand for the Howard Campus could be
11 significantly lower and supports a reduction
12 of two 1,100 spaces based upon the applicant's
13 Transportation Demand Management Plan, the
14 expectation of transportation mode splits and
15 current parking lot occupancy rates.

16 While DDOT does not anticipate a
17 substantial spill-over of vehicles on public
18 parking in surrounding neighborhoods, the
19 Agency does recognize the demand that such
20 development could place on surrounding
21 residential streets.

22 DDOT, therefore, requires that the

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1 applicant conduct periodic reviews of impacts
2 to residential parking and, as necessary,
3 propose measures to manage curbside in light
4 of future conditions. If impacts to the
5 surrounding neighborhoods prove unacceptable,
6 as determined by DDOT and relevant community
7 stakeholders, the applicant will be
8 responsible to fund changes to Curbside
9 Regulations or Transportation Demand
10 Management measures.

11 Transportation Demand Management.

12 Consistent with a large scale development or a
13 campus plan, DDOT has required the applicant
14 to produce a Transportation Demand Management
15 Plan consisting of strategies and programs
16 that will help achieve both a highly efficient
17 and sustainable use of transportation
18 facilities.

19 The applicant has submitted a
20 thorough plan which details existing
21 conditions on campus, current TDM practices
22 and proposed additional measures. DDOT

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1 commends the applicant's depth and quality of
2 the TDM work.

3 Since the writing of the DDOT
4 report to the Zoning Commission, the applicant
5 and DDOT teams met together to discuss and
6 refine the TDM commitments. DDOT has
7 recommended the following which have been
8 agreed to by the university:

9 Improve Howard Shuttle Service
10 operations, particularly connections to Metro.

11 Increase the use of SmartBenefits,
12 particularly among faculty and staff, to raise
13 the transit mode split for campus.

14 Add bicycle parking, based on
15 demand, as determined by the applicant as the
16 campus plan progresses.

17 Fund and install at least one
18 Capital BikeShare Station.

19 Create a clear set of TDM targets/
20 indicators for campus.

21 Designate a dedicated TDM
22 coordinator, required to report annually on

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1 travel data and TDM targets to DDOT and goDCgo
2 staff.

3 Lastly, DDOT fully supports
4 doubling the cost of annual faculty and staff
5 parking permits, but believes it should be
6 done for all permits and lots, not just for
7 those defined as "high-demand."

8 DDOT understands this is not the
9 university's intent, at this time, but argues
10 that a uniform raise would be more effective
11 and not induce drivers to switch lots.

12 East-West Connectivity. Finally,
13 the applicant deserves recognition for
14 establishing key east-west streets through the
15 Howard University Campus to improve
16 neighborhood linkages.

17 By taking into account
18 recommendations from the Duke Small Area Plan
19 and the Lower Georgia Avenue Great Streets
20 Plan, the applicant was able to incorporate
21 such improvements throughout its proposal,
22 including the reconnections of Bryant Street

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1 between Georgia Avenue and Sherman Avenue, W
2 Street between Georgia Avenue and 9th Street,
3 N.W., and College Street between Georgia
4 Avenue and 6th Street, N.W.

5 This element of the campus plan, in
6 particular, is an achievement for local
7 connectivity and Howard's collaboration with
8 the city is a model of how private and public
9 actors can work together to improve the urban
10 fabric.

11 Conclusion. In conclusion, based
12 on careful analysis of Howard University's
13 Campus Plan application, DDOT supports the
14 proposed developments on Howard's Central
15 Campus provided that the suggested traffic
16 mitigation efforts occur.

17 DDOT also expects continued
18 interaction and cooperation with the applicant
19 to ensure that there are appropriate responses
20 to any adverse impacts that the development
21 plan may cause.

22 DDOT commits to continuing its

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1 collaboration with both the applicant and the
2 surrounding community as the plan moves
3 forward. Thank you.

4 CHAIRMAN HOOD: Are you finished?
5 Thank you, Ms. Vega. We appreciate it and
6 also to all your colleagues, Mr. Delfs, of
7 course, and Mr. Parker. Thank you all.

8 We may have some questions. Any
9 questions, Commissioners, of either Office of
10 Planning or DDOT.

11 COMMISSIONER MAY: I just had a
12 quick question, which is that you seem to be
13 reading a new text, post the report that we
14 have, right? It came after.

15 MS. VEGA: Yes, and we have copies.
16 Some copies for you.

17 COMMISSIONER MAY: That's what I
18 would like.

19 MS. VEGA: Okay.

20 COMMISSIONER MAY: Thanks. I was
21 going to ask for a whole new report, but I
22 think if we just take the testimony --

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1 MS. VEGA: No, no, no, it's the
2 testimony.

3 COMMISSIONER MAY: Thanks.

4 CHAIRMAN HOOD: Okay. Thank you.
5 And before I forget, Dr. Heath, I would like
6 to get your testimony. We have your outline,
7 but I would like to get it the way that you
8 talked about, at least from what you -- did
9 you read it?

10 DR. HEATH: I didn't, but I will.

11 CHAIRMAN HOOD: Oh.

12 DR. HEATH: But I will --

13 CHAIRMAN HOOD: You did a good job.
14 I can tell you, I thought you had something
15 down there to read. We do have an outline,
16 but that will help us.

17 DR. HEATH: I will do it.

18 CHAIRMAN HOOD: If you could do
19 that, that would be greatly appreciated.

20 DR. HEATH: Yes.

21 CHAIRMAN HOOD: Okay. Thank you.
22 Okay. Let's do cross-examination of Office of

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1 Planning and DDOT.

2 Does the applicant have any cross?

3 Okay. Commissioner Norman, do you have any
4 cross-examination, either of Office of
5 Planning or DDOT? And I don't see anyone here
6 from 5C, but I'm going to call for it.

7 Is there any representative here
8 from 5C? Not seeing anyone, we will keep
9 moving.

10 We do have other Government
11 reports.

12 MS. SCHELLIN: We do?

13 CHAIRMAN HOOD: Or do we? You know
14 what, I'm just thinking about letters. I'm
15 thinking about all these letters that Mr.
16 Harris and Ms. Bennett have gotten in support,
17 that's what I'm thinking about.

18 ANC-1B, Single Member District
19 1B01, 1B11, President Bloomingdale Civic
20 Association, Development Corporation of
21 Columbia Heights, LeDroit Park Civic
22 Association, Pleasant Plains Civic

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1 Association, and ANC-5C.

2 I will tell you, colleagues, when I
3 look at all of this, I'm thinking maybe what
4 we need to do, at some point, is have
5 representatives of each university and college
6 down here and have a roundtable where we can
7 kind of exchange ideas. That may be something
8 I may be recommending later on. Before they
9 kick me off the Commission, I may recommend to
10 do that, because I think this really says how,
11 again, the community and the college are
12 growing together.

13 Dr. Minor, did I talk too much? Do
14 you want to --

15 DR. MINOR: No, I just -- no, sir.
16 I just wanted to say something. We believe
17 that it is not possible to have a great urban
18 university with poor town gown relations. It
19 is simply -- will not work. The ecosystem
20 doesn't clear, so that's where we are.

21 Now, you can do that when you are
22 not in an urban area, but I go back to

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1 Archibald Cox's report on Columbia and
2 Morningside Heights. I worked for him for
3 four years at Harvard where we tried to clean
4 up before Harvard got to be where Columbia was
5 and that's when I came to Howard.

6 I took the same philosophy. We
7 honestly believe that that is -- as the
8 ecosystem, it won't work. Okay? It's not a
9 function of the Government agencies, it just
10 doesn't work with the community.

11 You have -- in order to thrive, you
12 can exist, but in order to thrive, you have to
13 have real relations. That's our view. I'm
14 sorry I'm out of order, I'm sure.

15 CHAIRMAN HOOD: You're not out of
16 order. That was a very good statement. Maybe
17 I have to read the transcript, so I can read
18 it back. I won't tell them it was you that
19 said it. I'll say it.

20 Okay. Let me see, let's go to
21 Advisory Neighborhood Commission reports. Let
22 me call Commissioner Norman up and I don't see

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1 anyone again from 5C. Maybe we can clear two
2 seats? If we can clear two seats? We already
3 called for cross, so there is no cross or
4 there wasn't any cross.

5 And, Commissioner Norman, you may
6 begin. Again, I want to commend you for
7 staying the course. I've been here for a
8 while now and you have been consistent, so you
9 may begin.

10 MR. NORMAN: Yes, my name is Tony
11 Norman.

12 CHAIRMAN HOOD: Turn your
13 microphone on.

14 MR. NORMAN: Oh, okay. Tony
15 Norman. I represent Commission 1B10. And a
16 good part of the Howard Campus Plan is my --
17 is in my Single Member District. Also Gail
18 Holness, who is the adjoining Single Member
19 Commissioner, and Myla Moss.

20 Now, I regret that that's not in
21 the record, but we were designated, myself and
22 Gail Holness, to speak on behalf of the

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1 Commission. We will try to get a staff person
2 to get a note down to you. That should have
3 been in the record.

4 Let me just start off by commending
5 this Commission and you, Mr. Hood. We know
6 you have been on this Commission for many
7 years and we have worked together and glad to
8 see you're still here, which we were very
9 pleased that that's the case.

10 But also, let me commend Howard
11 University, Maybelle, who has been working on
12 this, Dr. Minor and Mr. Harris. We didn't get
13 here easily. I mean, it may seem like we are
14 all here holding hands and singing we
15 overcame. But it took a while of a year long
16 process of many contentious community meetings
17 and it took a while to get here, to get to
18 this point.

19 And we started with the premise we
20 can either go down there fighting through the
21 Commission together or we can hold hands and
22 stand together, testifying together.

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1 And what made that happen, I think
2 the essential component, is the Community
3 Advisory Council. Actually, during the -- I
4 worked on the Howard Campus Plan 10 years ago
5 when it was before the Board of Zoning
6 Adjustment.

7 And this was the first university
8 that the BZA mandated that there be an
9 advisory council. And then I think they put
10 it into the other universities and we
11 requested that of the community. And the
12 reason it worked -- one essential component, I
13 think, that got everybody together, is, and I
14 think Dr. Minor is being a little modest, he
15 is the Senior Vice President.

16 Without having a senior vice
17 president at all of those meetings, I don't
18 think it would have hurt -- would have
19 happened. You need someone who has the
20 authority from the university who is on the
21 ground level to make decisions and go back to
22 the decision makers and not send a public

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1 relation or a student intern to the community
2 meeting.

3 So that was a crucial component.
4 And another thing that was crucial to making
5 this happen, the new president for the first
6 time came out to a community meeting and had a
7 town hall meeting to address the community.

8 The president himself, President
9 Ribeau, this is the first time that this has
10 happened in modern history that a contemporary
11 -- modern history that a president of the --
12 at least that I know a president of a
13 university came to -- we send many invitations
14 to the president of the university that never
15 came. This is the first time that a president
16 came.

17 And we presented these issues to
18 him and he addressed them personally and
19 personally committed to the conditions here.
20 That makes a world of difference when a
21 president comes out and looks you in the eye
22 and says I'm committed to do this and we are

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1 going to make this happen. So that made the
2 process a lot easier.

3 I don't know if that's true with
4 the other universities. I also worked on some
5 of the other campus plans, American and GW.
6 We tried to get that, but that's another
7 different matter.

8 So that was crucial to getting
9 everybody together. And, yes, the ANCs did
10 work together. We worked with 5C and all of
11 the civic associations, Eric Fidler back there
12 is from LeDroit, we've got Sylvia and Patrick
13 from Georgia Avenue Task Force and we all
14 worked in conjunction meeting with Howard
15 University and came to all of the conditions
16 that everybody can live with, 5C.

17 And then when we had the
18 conditions, we adopted all of these conditions
19 in each of the civic associations and ANC.

20 And w also had -- I'm Chairman of
21 our Design Committee that has been working on
22 this for the last year actually. And I think

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1 Howard requested an extension, which was good,
2 because I think if we had come down here a
3 year ago, it would have been a very different
4 story, if we had this hearing about a year
5 ago. I think you would have had a few people
6 in opposition and quite a contentious issue.

7 But I want to just -- I don't want
8 to go belabor the point, but I'm going to
9 quickly go over some of the main conditions
10 that the Commission voted for.

11 One is the continuation of the
12 advisory council with a senior vice president,
13 because I think that was crucial to making
14 this work.

15 And I know other universities have
16 their advisory council, but I don't think they
17 had a senior person there, because I have
18 spoken with residents at American and GW and
19 they have a council, but they have a public
20 relations person or middle management person
21 who attends these meetings.

22 And I think that was the crucial

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1 difference here. Dr. Minor was always a
2 crucial element and when he didn't show up, we
3 demanded that he be there, to be there to make
4 a difference, because that's a world of
5 difference in a middle management person and a
6 person who has the authority to make
7 decisions.

8 The other thing that the --
9 condition that we voted for is the off-campus
10 housing provisions. You have a list of it
11 there. We have the dorms, when the dorms were
12 vacant and Commissioner Cohen raised a good
13 question. We wanted the university to go on
14 record as to what they were going to do with
15 those dorms. And that's why we went -- agreed
16 to that provision.

17 And then we have the provision
18 dealing with off-campus housing. It deals
19 with Commissioner Turnbull's questions. Yes,
20 there were issues with student housing. A lot
21 of issues with student housing and the
22 problems with what is going on with student

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1 housing.

2 So I don't want to say that there
3 wasn't. There was very -- in my District, I
4 get a lot of complaints on it, but the
5 difference was the university had committed to
6 responding and resolving those problems and
7 mitigating them. And you have a mechanism in
8 place that deals with it on a regular basis,
9 not just when the university needs something
10 when the campus plan comes around, they start
11 dealing with these problems.

12 Now, in the past, they haven't been
13 moving -- and I take exception to what the
14 university said. They haven't exactly been
15 moving quickly on a lot of these problems,
16 that's why we put these provisions in here,
17 but we think we can get there to resolve them.

18 But those problems have -- were there.

19 The same with parking problems.
20 Yes, there are parking problems and I take
21 exception to the transportation report. They
22 were not perceived parking problems. They

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1 were real parking problems with students.

2 Once again, but the way we got
3 there to not objecting to it is that we had
4 mitigations to deal with those issues
5 immediately.

6 Once again, when we had a serious
7 parking issue, we took it to the community
8 advisory council and where Dr. Minor sitting
9 there and Maybelle is sitting there, we said
10 we want something done about this. And to
11 their credit, they moved on that. So it was
12 not an issue.

13 So it took a lot of help and work
14 on the part of the university, as well as the
15 community, to get where we are.

16 One other thing I wanted to add in
17 concluding is that we think we do try and take
18 exception to the Office of Transportation in
19 terms of trying to reduce the parking
20 requirements of the university over the next
21 10 years.

22 We think that that is a serious

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1 issue. They need to be able to have the
2 parking out to 1,400 spaces, rather than
3 1,100. And the reason I say that, one of the
4 things they have in their mitigation plan is
5 that Metro -- they said there is a lot of
6 service from the Metro, the bus. And that is
7 true.

8 But they are leaving out one
9 important factor. The bus is not necessarily
10 adequate. And maybe Metro need to be around
11 this table when we are discussing these
12 mitigation matters, because the buses are not
13 still on time. There is a safety issue.
14 There is a quality issue with the buses,
15 that's why people are not encouraged to ride
16 the bus to Howard.

17 And that's a serious problem. You
18 need to get Metro at the table to deal with
19 that. And I know they are counting that in
20 their mitigation to determine how to reduce
21 parking. They say well, you've got a very
22 strong bus service, that's true, but anybody

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1 who is -- and I get this complaint all the
2 time.

3 When the buses do arrive, they are
4 crowded. You cannot get on them. So if you
5 are relying on them to go to work, that's a
6 serious problem. And so that's a serious
7 problem. The buses are not on time. They are
8 crowded. They are poor quality or safety
9 issues.

10 And, quite frankly, there are some
11 insane issues, because there are people who
12 are not well, many people and that's a
13 serious, serious issue. I know because I ride
14 the bus from time to time.

15 And then when you come back in the
16 evenings, the kids issue getting out of
17 school, that's a tragedy in and of itself, not
18 that I'm against the kids, but the way they
19 behave is no one would want to ride the bus
20 from work around that time period.

21 So that's a serious issue that
22 needs to be addressed about the buses and to

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1 make that improvement.

2 I know the DDOT want to get in this
3 mode of eliminating parking spaces, but you
4 have to encourage public transportation. Do
5 things to make people want to take public
6 transportation. But the bus is not there yet.

7 The Metrobus is just not there.

8 So I would -- we would strongly
9 recommend the Howard build-out the parking
10 that is necessary, because it still is an
11 issue with the parking.

12 And that pretty much wraps up my
13 report. But once again, I want to state that
14 this was a year and a half process of which we
15 were meeting monthly with Howard University.
16 And if you attended some of those meetings,
17 there were many residents who were quite angry
18 with the university over many issues.

19 But to their credit, we didn't get
20 this far to the Commission.

21 Another issue, contentious issue
22 was the town, the Howard Town Center, but,

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1 since then, that has been worked out because
2 the community had a lot of issues about the
3 town center.

4 But to Howard's credit, they backed
5 off some things and they made improvement, so
6 that's no longer a major issue.

7 And we do have some issues, one or
8 two issues with the street closing, but that's
9 for another day. They have to go through a
10 separate process on that.

11 So we could still sing we can
12 overcome and that's why we are here today. We
13 got here and we are all happy and singing
14 together that we support Howard Campus Plan
15 with those conditions.

16 And thank you, Mr. Chairman, and
17 thank you to the Commission.

18 CHAIRMAN HOOD: Okay. Commissioner
19 Norman, we appreciate your testimony. Let's
20 see if we have any cross-exam. Any questions
21 from us? Any questions? Let's see if there
22 is any cross. Does the applicant have any

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1 cross?

2 MS. GIORDANO: We have none.

3 CHAIRMAN HOOD: Okay. And not
4 seeing anyone from 5C, we thank you very much
5 for your steadfastness and your continued work
6 in the community. Thank you very much.

7 MR. NORMAN: Thank you.

8 CHAIRMAN HOOD: A judge told me a
9 long time ago, when I raise my hand, he said--
10 he said, do you sit on the Zoning Commission?

11 I said yes, I do. He said know when to quit
12 and I put my hand down. See, I don't have any
13 questions, but go ahead. Go ahead, go ahead.

14 Go ahead, Mr. Senior Vice
15 President, go right ahead.

16 MR. NORMAN: We call the 70 bus the
17 Amistad.

18 CHAIRMAN HOOD: I haven't ridden
19 the 70 in a long time, so I don't know. If
20 that's what you all call it, that's what it
21 is. I want you to be mindful that this is
22 webcast live.

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1 MR. NORMAN: Thank you.

2 CHAIRMAN HOOD: All right. Thank
3 you very much. Okay. Let's go to -- and let
4 me just read for the record that, as has
5 already been noted, ANC-5C has submitted a
6 letter, under Chairman Edwards, Ron Edwards
7 from 5C, in support and it's in the file.

8 Okay. Let's go to organizations
9 and persons in support. Sylvia Robinson,
10 Patrick Nelson, Eric Fidler.

11 Ms. Schellin, can you help me with
12 No. 5?

13 MS. SCHELLIN: Renita Lake, maybe.

14 CHAIRMAN HOOD: Renita. Okay.
15 Okay. Okay. And we've already heard from
16 Commissioner Norman.

17 Is there anyone else who would like
18 to testify or organizations would like to
19 testify in support? Any organization or
20 persons who would like to testify in support?

21 Okay. We will end on the three that we have
22 here. And we will begin with Sylvia Robinson.

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1 MS. ROBINSON: Hi, good evening.

2 CHAIRMAN HOOD: Good evening.

3 MS. ROBINSON: My name is Sylvia
4 Robinson. I live at 733 Euclid Street, N.W.
5 Just a little bit of background.

6 I run a community center at 733
7 Euclid Street, the Emergence Community Arts
8 Collective, that started in 2006. It is a
9 community center and we have also done a lot
10 of community organizing around Lower Georgia
11 Avenue.

12 And there is an outgrowth that we
13 form -- we co-founded an organization called
14 the Georgia Avenue Community Development Task
15 Force. And this was, basically, in response
16 to the fact that there were about eight major
17 development projects planned for Lower Georgia
18 Avenue.

19 And by Lower Georgia Avenue, I
20 mean, from New Hampshire down to S Street
21 between the Petworth and the Shaw Metro
22 Stations, that was being developed without a

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1 lot of community input. And we, as a
2 community, kind of took it upon ourselves to
3 be very proactive about the development that
4 was happening in our community.

5 And so the task force formed. We
6 formed two years ago. We meet twice a month
7 and we have a list of over 500 people who are
8 interested in what is going on on Georgia
9 Avenue. And it is very proactive.

10 We did a major survey of residents
11 in the area. We studied the plan, the current
12 plans. And we had a major community review
13 where people got together and came up with a
14 set of recommendations that we wanted to see
15 for Georgia Avenue and the neighborhood.

16 And so with that as background, I
17 would say that we, as a community, are very
18 involved with Howard University in a number of
19 different ways, but, in particular, with the
20 campus plan and the review of the plan. We
21 were part of the campus plan task force.

22 Maybelle Bennett came to the

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1 Georgia Avenue Task Force meetings a number of
2 times to give us updates. We all had big
3 binders we had to carry around with us, as you
4 did apparently. We were required to study and
5 do our homework and make sure that we came in
6 with our issues.

7 And so that's it. You know, I can
8 say, you know, very confidently I think that
9 the people in the community do support the
10 plan. And just, in general, there is a couple
11 of things that -- about it that I think is
12 very consistent with where we are as a
13 community.

14 The fact that they are doing a lot
15 of building on Georgia Avenue with a lot of
16 first floor retail, that I think will help us
17 strengthen our community, Lower Georgia
18 Avenue, that has been neglected quite a bit.
19 It is just starting to come up and there is a
20 lot of vacancies and gaps and dead spaces that
21 this is going to really help.

22 And the other big thing about it is

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1 that there is opportunity for a lot of
2 integration between the Howard University and
3 the people in the community in a number of
4 different ways.

5 The additional retail if it will
6 compliment the retail that currently exists on
7 Georgia Avenue will help support the Howard
8 students and community members using the
9 retail on the Georgia Avenue eating in the
10 restaurants and buying, you know, on Georgia
11 Avenue.

12 And we really want to try and
13 integrate the populations that are on Lower
14 Georgia Avenue as it develops, so that that, I
15 think, will be a good thing.

16 And also, the idea that they are
17 building facilities that we can share, you
18 know, the wellness center and the
19 redevelopment of the Blackburn Center and
20 things that the community, you know, we --
21 there has kind of been a sense of a wall
22 between the community and the university.

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1 And I think that with this plan, we
2 can start to work on those walls coming down
3 and being able to have some real working
4 relationships that are not just artificial,
5 but, you know, that can really be implemented
6 over the next few years.

7 So I think that, you know, I'm here
8 to support the plan. And I appreciate the
9 work that Howard University has done to draw
10 in the community. I look forward to a lot of
11 relationship between the community and Howard.

12 I agree with the recommendations
13 that were listed at ANC-1B that Tony Norman
14 just outlined as being part of the provisions
15 for the campus.

16 Also, in terms of the parking, I
17 also agree that, you know, they wrote a book
18 about the 70 bus, you know, but, you know, the
19 fact that the additional parking, too, one of
20 the things that is an issue in terms of just
21 developing Georgia Avenue is parking. And,
22 you know, we're trying to make it a thriving

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1 area, but there is really not a lot of parking
2 there.

3 We are hoping that parking is
4 something that could be a shared resource
5 between the university and the community. So
6 I would, you know, for a number of reasons,
7 you know, like to make sure that there is
8 sufficient parking in the plan.

9 And I think that beep meant my time
10 is up, so thank you.

11 CHAIRMAN HOOD: All right. Thank
12 you very much.

13 Next, Patrick Nelson.

14 MR. NELSON: Good evening.

15 CHAIRMAN HOOD: Do you want to make
16 sure your green light is lit.

17 MR. NELSON: I'm sorry, yes.

18 CHAIRMAN HOOD: There you go.

19 MR. NELSON: Good evening. My name
20 is Patrick Nelson. I'm a resident of Fairmont
21 Street and have lived there for 20 years.

22 My experience is that, in brief,

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1 when I first moved into my house, Howard
2 University was the, for better terms, elephant
3 in the room. And I had some very negative
4 feelings about Howard and had lived probably
5 two to three years before I was introduced to
6 Maybelle, who over time has changed my
7 philosophy on how Howard works.

8 I have had the opportunity to
9 interact with a professor from Howard, who is
10 working with students and Sylvia at the E-Tech
11 Center to try and connect the students with
12 the community and get them out of the shell of
13 the fact that they are only at a school coming
14 for an education versus being in a school that
15 is in a city and in the middle of a community.

16 So for me, the process has gone
17 from not being happy to seeing that change
18 over time. And I think that as a whole,
19 Howard has been much proactive in its dealing
20 with the community and how it has taken the
21 step to try and break down those walls that
22 have been up in place for a while.

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1 And the step that I think was the
2 critical piece was to get us, as community
3 members, involved in this process from the
4 start.

5 As Maybelle explained, we went
6 through a whole process, which for me was very
7 educational, in learning about Howard and how
8 Howard works. We learned about how much
9 electricity they use, how much water they use,
10 how many students are housed on the campus,
11 outside the campus, how the transportation
12 system works currently and all of its
13 intricacies.

14 We had very decisive consuming
15 meetings that were a little contentious at
16 times, but, for me personally, it taught me
17 more about Howard than I really ever knew in
18 living right next door to it.

19 The things that I think are the
20 most important about this plan is that Howard
21 is looking a little bit more outside than it
22 is internally. Georgia Avenue is a main

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1 street that is now driving right through the
2 center of their campus per se.

3 And if you drive down Georgia
4 Avenue now and don't look quickly, you drive
5 right past Howard and don't even know it is
6 there. Their idea is to change that and try
7 to encompass Georgia Avenue into the campus
8 and revitalize it in a way that makes it more
9 connecting than disconnecting.

10 The other thing that I think Howard
11 has taken a huge step in is how it relates the
12 students to the community. That's something
13 that I see -- saw personally in some meetings
14 that I went to with Tony Norman where they
15 brought us, as community members, right into
16 the student hall and had us interact with the
17 students to be able to explain as residents
18 what the students are doing that is causing
19 problems to the residents that live there
20 versus just being students going to school.

21 And the other piece that I think
22 that, for me, is a real astoundment is that

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1 Howard has taken the step to work with the
2 community to put in two streets that are going
3 to be very important to connecting the campus
4 and making the traffic flow move.

5 This, to me, when I found out that
6 that was going to happen, was a huge step in
7 us being able to work this plan to its real
8 completion and make all of the pieces of the
9 puzzle fall into place.

10 I have to commend DDOT, as much as
11 I don't agree with a lot of what they do, that
12 they worked very closely with Howard on this
13 and really made Howard come to the realization
14 that this was a very important thing for not
15 only the school, but the community as a whole.

16 So I'm here as a community member
17 to support this plan and give it my blessing.

18 CHAIRMAN HOOD: Okay. Thank you
19 very much. Next.

20 MR. FIDLER: Good evening. I'm
21 Eric Fidler and I'm the Secretary of the
22 LeDroit Park Civic Association and was

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1 appointed to represent the association
2 tonight.

3 At a regular meeting on September
4 27th, the association voted to support the
5 campus plan with the condition that the
6 university be prohibited from leaving Slowe or
7 Carver Halls vacant for more than one year.

8 The university has made great
9 strides in reducing its portfolio of vacant
10 and blighted properties in LeDroit Park.
11 However, the civic association worries that as
12 the university shifts students out of Slowe
13 and Carver Halls per the university's campus
14 plan, the university might leave the buildings
15 vacant for unreasonable lengths of time.

16 Vacant buildings attract crime and
17 lower the quality of life for all residents.
18 Campus plans and legally binding Zoning
19 Commission orders are the best means the
20 neighborhood has to protect itself from
21 potential blight and vacancy.

22 The association is a member of the

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1 university's Community Advisory Committee and
2 was represented on its Community Campus Master
3 Plan Task Force at almost every meeting.

4 We wish to commend Ms. Maybelle
5 Bennett, a Howard University official, who has
6 dutifully updated the association at several
7 of our regular meetings over the past two
8 years. Ms. Bennett's consultations with the
9 neighborhood needs and other fora have helped
10 guide a campus plan process that was
11 inclusive, informative, respectful and
12 collaborative.

13 For instance, at the insistence of
14 neighbors, the university finally agreed to
15 include several of the east-west connections
16 envisioned by the Duke Plan, a small area plan
17 produced by the Office of Planning and passed
18 by the D.C. Council several years ago.

19 When I was engaged in the campus
20 plan update myself with Howard University, I
21 actually had an occasion to read about some of
22 the other contentious campus plans and the

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1 approval process in the city.

2 The fact that you are hearing so
3 many of the neighborhood organizations in
4 support of the plan, even with conditions, is
5 no accident. It is due to the university and
6 Ms. Bennett's tireless efforts over the past
7 two years to engage the community and consult
8 neighborhoods all the way through. And for
9 that, I commend the university and Ms.
10 Bennett.

11 In fact, I was cleaning my living
12 room and under my coffee table there were all
13 these papers and I realized they were all from
14 Howard University notifying me of the next
15 meeting, sending me copies of the plans,
16 binders of the plans, the binder of the draft
17 plan and the final plan.

18 And I think if a lot of the other
19 universities were as diligent, they would
20 probably settle a lot of these issues before
21 they came down here and their process would be
22 a lot faster.

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1 CHAIRMAN HOOD: Thank you all very
2 much for your comments and your testimony.

3 Commissioners, any questions?

4 COMMISSIONER COHEN: No.

5 CHAIRMAN HOOD: Okay. Does the
6 applicant have any cross? Commissioner
7 Norman, do you have any cross of any of these
8 witnesses?

9 MR. NORMAN: No, sir.

10 CHAIRMAN HOOD: Okay. All right.
11 So we will end then. Thank you all very much
12 for your testimony. Appreciate you taking the
13 time to come down in support of Howard's
14 Campus Plan. Thank you very much.

15 You know what, I'm sorry, I do have
16 a question for you. What is the name of your
17 group again, the group, the task force? Is it
18 like Friends of Georgia Avenue?

19 MS. ROBINSON: It's the Georgia
20 Avenue Community Development Task Force.

21 CHAIRMAN HOOD: Okay. And you all
22 -- how long have you all been in existence?

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1 MS. ROBINSON: Two years this
2 month.

3 CHAIRMAN HOOD: Okay. All right.
4 Thank you.

5 MS. GIORDANO: Happy anniversary.

6 MS. ROBINSON: Huh?

7 MS. GIORDANO: Happy anniversary.

8 CHAIRMAN HOOD: She said happy
9 anniversary.

10 MS. ROBINSON: Thank you.

11 CHAIRMAN HOOD: Thank you very
12 much.

13 MS. ROBINSON: Thank you. We are
14 having a party --

15 CHAIRMAN HOOD: We appreciate it.

16 MS. ROBINSON: -- Monday. You all
17 are welcome to come.

18 CHAIRMAN HOOD: We actually have a
19 hearing, but I think -- what time is it? I
20 think I'll come over there.

21 MS. ROBINSON: It's 7:00 at the G2
22 Lounge. Come on down.

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1 CHAIRMAN HOOD: Thank you all very
2 much. We appreciate your testimony.

3 Okay. Let's see, now, we'll do
4 rebuttal. I don't know how much rebuttal you
5 have, Ms. Giordano. Well, in that case, let's
6 do your closing remarks.

7 The campus plan over by 10:10.
8 10:00, I figured she would take 10 minutes for
9 closing remarks.

10 MS. GIORDANO: I just wanted to
11 talk about the process. There is some urgency
12 with getting this campus plan approved because
13 of the dormitory, further processing,
14 residence hall for further processing case
15 that you are going to hear on Thursday.

16 The residence halls are due to come
17 on-line for Fall 2014. And that working
18 backwards means that they have got to get an
19 approval pretty quickly and get permits and
20 get the construction to accomplish that.

21 So the campus plan is a
22 prerequisite -- campus plan approval is a

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1 prerequisite to that approval. So we would
2 like to resolve any remaining issues.

3 I think that the Commission
4 requested a map showing the, more clearly I
5 believe it was, part -- the lots that are
6 being included in the boundaries and excluded.

7 So I think that was two separate maps, was
8 it, basically? You wanted it separated out?

9 And then there is the issue of the
10 population, the student population faculty
11 caps and then the parking target reduction
12 number.

13 So we can submit something in
14 writing on those and talk to OP about that.
15 We would like to turn that around quickly,
16 maybe on Thursday, so if there are any
17 questions about that, they can be addressed on
18 Thursday night.

19 CHAIRMAN HOOD: Okay. That sounds
20 like a plan to me, if it's doable.

21 COMMISSIONER MAY: Mr. Chair?

22 CHAIRMAN HOOD: I'll check with

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1 everybody else. You had something else?

2 COMMISSIONER MAY: No, I just
3 wanted to say that their -- you know, both the
4 Office of Planning and DDOT have produced
5 reports of some substance and it is not
6 completely clear to me after the hearing what
7 -- you know, the extent to which you agree to
8 each of the conditions that have been
9 suggested by both.

10 And it's very helpful in this
11 circumstance to have sort of a point-by-point
12 on each condition.

13 MS. GIORDANO: Okay.

14 COMMISSIONER MAY: And if there is
15 further negotiation, you can simply state we
16 have negotiated and figured out how to deal
17 with the cap or whatever.

18 MS. GIORDANO: Okay.

19 COMMISSIONER MAY: But it would be
20 very helpful just in summary form.

21 MS. GIORDANO: All right. We will
22 endeavor to submit that by Thursday, so if

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1 there are questions, they can be addressed, if
2 that works for you. If we can't submit, if we
3 can't work that out, but I believe we can.
4 Yes.

5 CHAIRMAN HOOD: That's what happens
6 when you have senior management in the room
7 and they say yes, it can happen. Okay.

8 Anybody else? Anything else?

9 COMMISSIONER MAY: I have sort of a
10 --

11 CHAIRMAN HOOD: Hold on. Let me
12 say this. What I'm going to do, I'm going to
13 ask Ms. Schellin to work out and see -- make
14 sure OP and DDOT and the applicant are all in
15 -- I'm going to let her do that.

16 COMMISSIONER MAY: Sure.

17 CHAIRMAN HOOD: Work that schedule.
18 But go ahead.

19 COMMISSIONER MAY: I just had a
20 logistic question. I mean, if we are actually
21 ending the hearing tonight, then we can't
22 really be having questions on Thursday about

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1 whatever is submitted.

2 MS. SCHELLIN: That's correct.

3 COMMISSIONER MAY: But I mean, I
4 guess in theory we could continue the hearing.

5 MS. SCHELLIN: You could continue
6 this hearing.

7 MS. GIORDANO: Right. That's what
8 I was saying. We're going to leave the record
9 open for that and also the ANCs and the
10 parties have a seven day requirement. They
11 have seven days to comment on anything that we
12 submit, so the record has to stay open.

13 MS. SCHELLIN: So I guess I'm just
14 not sure what the rush is --

15 CHAIRMAN HOOD: What we're going to
16 do, we won't --

17 MS. SCHELLIN: -- it's not going to
18 be a decision.

19 CHAIRMAN HOOD: We don't want to
20 convolute it and make it harder. It hasn't
21 been hard this far. And believe me we've got
22 much harder things on our plate than this.

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1 I think what we are going to do is,
2 you're right, the ANCs have to have time to
3 comment by law. And what we need to do is
4 just go ahead and close this hearing. You'll
5 make the submissions. We will hopefully deal
6 with it upon our schedule, whether it is the
7 next meeting or not, we're not going to make
8 this hard. We're not going to make it
9 difficult.

10 It hasn't been difficult this far
11 and I'm not going to start now at the end.
12 What we will do is look at the submissions.
13 And if we need further information after that,
14 we will deal with that at one of our Public
15 Meetings.

16 Hopefully, I think, from what I'm
17 hearing from, Ms. Giordano, sooner than later,
18 because you're right, we have to pass the
19 campus plan before we are able to deal with
20 any further process.

21 Okay. So any other -- anything
22 else, Commissioners? Okay. Let's go to, Ms.

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1 Schellin. Could you work out the schedule?

2 MS. SCHELLIN: Yes. I was going to
3 -- I know she is saying Thursday, but I think
4 in light of the fact that the ANCs have an
5 opportunity to respond along with OP, if the
6 Commission is going to allow OP, because you
7 talked about the cap, so they need to work on
8 that, that we give you a week to respond,
9 rather than Thursday.

10 I mean, because nothing is going to
11 happen Thursday, you know. So it's not going
12 to shorten the decision period. We are still
13 going into January, that will be the meeting
14 decision, the first meeting in January.

15 CHAIRMAN HOOD: Let me ask you
16 this, if that's a problem, let's see if we can
17 work something out and do a Special Public
18 Meeting, Commissioners, which may take us, in
19 this case I believe, 30 to 45 minutes to work
20 on this.

21 MS. SCHELLIN: I --

22 CHAIRMAN HOOD: I'm asking the

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1 Commission.

2 MS. SCHELLIN: You've got to turn
3 draft findings of facts, conclusions of law
4 around very quickly then.

5 MS. GIORDANO: Okay. Well --

6 MS. SCHELLIN: There is no way to
7 meet it otherwise with OAG, because they are
8 going to have an issue.

9 MS. GIORDANO: Okay. We will do
10 that.

11 CHAIRMAN HOOD: So let me ask you,
12 the first meeting in January, is that a
13 problem for anybody?

14 MS. SCHELLIN: It's pretty early in
15 January. Actually, it's January 9th.

16 MS. GIORDANO: Excuse me, the 9th
17 you said?

18 MS. SCHELLIN: Of January.

19 MS. GIORDANO: Okay.

20 MS. SCHELLIN: Yes.

21 MS. GIORDANO: Okay. So we will--
22 a decision on the 9th would work for us.

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1 MS. SCHELLIN: Okay. Okay. So
2 then we will schedule. If you guys can
3 provide your responses in a week, does that
4 work, December 12th? And then the ANC and OP
5 would have until December 19th to respond.

6 Draft findings of fact and
7 conclusions of law also due by that date. And
8 then we'll put it --

9 MS. GIORDANO: On the 19th?

10 MS. SCHELLIN: The 19th.

11 MS. GIORDANO: Okay.

12 MS. SCHELLIN: And then we will put
13 it on the January 9th agenda.

14 MS. GIORDANO: Okay. Thank you
15 very much.

16 CHAIRMAN HOOD: Okay. So we are
17 all on schedule. I really want to thank
18 everyone for their participation tonight and,
19 also, all the parties involved for their
20 tremendous work, especially the ANCs, the
21 civic associations, as well as Howard
22 University, Mr. Harris and Ms. Bennett, senior

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1 management and everyone who had something to
2 do, I will tell you we really appreciate this
3 and making this a very accommodating and more
4 friendlier hearing.

5 We greatly appreciate all the work
6 that you all have done and continue the good
7 work.

8 So with that, this hearing is
9 adjourned.

10 (Whereupon, the Public Hearing was
11 concluded at 10:05 p.m.)

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