BZA 16566

DRAFT January 27, 2000

GEORGETOWN UNIVERSITY
CAMPUS PLAN
2000

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OFFICE OF ZONING
DISTRICT OF COLUMBIA

#6

Office of the University Architect
University Facilities
West Lobby - New South

Board of Zoning Adjustment
District of Columbia
CASE NO.16566
EXHIBIT NO.6A1

GEORGETOWN UNIVERSITY 2000 CAMPUS PLAN

DRAFT January 27, 2000

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Campus Plan

Draft

I. The University and the District of Columbia

A. History of the University

Founded in 1789, the same year as the U.S. Constitution took effect, Georgetown is the Nation's oldest Catholic University. What began as Georgetown College, a small gathering of 12 students and a handful of professors, has grown into a major international university that includes four undergraduate schools, respected graduate programs, a law school and a medical school. As America's first Catholic bishop and a strong supporter of the American revolution, John Carroll, S.J. firmly believed that a Catholic institution could make a major contribution to the political, cultural, and educational life of the fledgling nation. In 1789, he acquired the deed to a plot of land overlooking the Potomac River outside the village of George-town--a thriving tobacco port in Maryland--the site of the "Academy at George-town." In the great tradition of American religious tolerance, the school was to be "open to citizens of every class and students of every religious profession." The vision of founder Carroll still guides the university in its commitment to Catholic, Jesuit education in the liberal arts tradition, with respect for diversity and open dialogue in the pursuit of truth.

Between its founding in 1789 and the end of the Second World War, Georgetown University's growth was gradual and incremental, integrating the simple but clear gridiron plan of the neighboring community with a traditional pattern of academic quadrangles. The first buildings erected on the rolling hillside of the Maryland tobacco port of Georgetown were the relaxed Georgian style brick structures of McSherry in 1792, Old South and Old North in 1795 with east west orientations opening to views of the Potomac and rural Rosslyn. The additions of Gervase and Mulledy Halls in 1830 and 1833 began to suggest an open-ended quadrangle organization, later enclosed by the construction of Healy Hall in 1879 by Smithmeyer & Pelz, architects of the Library of Congress.

The building's namesake, Patrick Healy, son of a Georgia slave, was the first African-American President of a major college in the United States. In 1886, the college adopted the official colors of blue and gray, symbolizing the reconciliation of the north and south following the Civil War.

The principal façade of Healy was oriented toward the city and not the river, signaling the University's desire to present itself as an institution of national importance and with a relation to the community. With its

boldly scaled greystone façade, influenced by the late medieval architecture of France and Flanders, Healy has since been the visual embodiment of the soul of Georgetown. It was built as a residential college building similar to English models wherein student living quarters and academic facilities are contained under one roof. At its rear, a more reserved red brick façade defined the eastern edge of the quadrangle started by Old North and South, Gervase and Mulledy. The construction of Dahlgren chapel, Maguire and Ryan continued this pattern.

The addition of New North to Old North in 1926 marked the introduction of another multi-use facility. In 1932 and 1933 the construction of gothic-inspired Copley Hall and White Gravenor on the former athletic fields helped to further define the University's primary new quadrangle, Healy Lawn, and reinforced its orientation toward the neighborhood of Georgetown. This quadrangle was later completed with the addition of Lauinger Library in 1967. The playing fields migrated to the western edge of campus, on the hilltop north of the Observatory. In 1930 the Medical School moved from N and 35th streets to the newly constructed Medical Dental building along Reservoir Road, contributing to the development of this previously remote corner of the grounds separated by a wooded valley from the original campus buildings.

In the post-war period, Georgetown expanded rapidly and the formal quadrangle organization was abandoned. The construction of the main hospital building in 1947, St. Mary's Nursing School in 1956, and hospital-related Gorman and Kober-Cogan buildings in 1959 solidly established the presence of the Medical Center on the campus. The addition of New South in 1959, and Harbin and Darnall Halls in 1965 accommodated the need for student housing. Also at the time, a concerted effort was made to develop athletic facilities with the construction of McDonough Gymnasium in 1951 and later Yates Field House in 1971. The Edmund Walsh building for the School of Foreign Service, constructed in 1958, was the campus' first purely academic building, while a surge of interest in scientific and technological research led to the construction of the Reiss Science building of 1962.

Medical Center Buildings, including the Pre-clinical Science, Marcus Bles, Dahlgren Medical Library and Basic Science Building, were all constructed in 1972. In 1980, the construction of the Bunn Intercultural Center marked the last academic building addition to the Georgetown campus.

The succeeding two decades have been marked by the construction of a number of residential facilities, including Henle Village in 1976, Village A in 1978, Alumni Square in 1983, and Village C in 1987, and

conversion of Nevils in 1983. The University confirmed its commitment to a residential campus by more than doubling the number of beds for undergraduate students.

The Leavey Center, completed in 1988, adopted the podium approach consistent with the 1989 Campus Plan by accommodating three levels of parking above grade topped with a mixed-use educational building. (See Figure 1.)

"Through this impressive record of aspiration, imagination, and hard work, Georgetown University has educated thousands of young men and women, healed the sick, served as an engine of intellectual discovery, and trained professionals in law, medicine, business, diplomacy and the clergy---all within the frame work of a distinctive set of traditions. Because of the excellence of its academic and professional programs, its strategic location in Washington, D.C., and its global reach, Georgetown attracts students---tomorrow's leaders--- from the entire world. Georgetown's faculty members are among the nation's finest, renowned in fields ranging from diplomacy to bio-ethics. Bishop Carroll's small academy has developed into a comprehensive university of international stature." Leo J. O'Donovan, S.J. *President*, Georgetown University

B. Campus Mission

Since its inception, the University has recognized the importance of its location in Washington and its national and international prominence. The rich cultural and political environment offers opportunities to students, faculty and community alike in research, academics, and practice. The Georgetown campus remains at the heart of a Georgetown education. The intimacy of the university community belies its national and international reputation. The development of the campus is guided by the desire to maintain this quality of intimacy within the larger urban fabric while providing the intellectual and physical environment necessary to support the university mission.

Georgetown University, the oldest Catholic University in the United States, is committed to providing excellent undergraduate, graduate, and professional education in the Jesuit tradition. Georgetown is dedicated to advancing knowledge on the frontiers for scholarship. Georgetown strives to be a place where responsibility for all life and environment informs the search for truth; where teaching and research inspire the cultivation of character; and where an international and diverse community of men and women of all faiths nurtures the conviction that life is lived well only when it is lived generously in the service of others.

The University is committed to developing a Campus Plan:

- Respectful of the University's historic character and sympathetic to the city's urban fabric.
- Supportive of our approach to educating the whole person---the mind, heart, body, and spirit.
- Supportive of the city and our neighboring community by sharing the educational, recreational and cultural resources of the campus.

C. Outreach Opportunities and Services

Georgetown's tradition of community service has a long and distinguished history. It is central to our mission of teaching, research and healing. From community service on all campuses, to health research and patient care at the Medical Center, to the public service careers of many Georgetown graduates, commitment to service is fundamental to a Georgetown education.

As one of the founding members of the Campus Compact, a national consortium of universities committed to community service, Georgetown has long been a leader in developing innovative programs to provide services to those in need and learning opportunities for students. Examples of students' commitment to service include the After School Kids Program (ASK) that reaches out to at-risk youth through tutoring, mentoring, and job preparation and Sursum Corda Tutoring and Family Literacy Program, which students began 27 years ago in the northwest Washington housing community. Other programs include the Schiff Scholars Program run by Georgetown's Center for Minority Educational Affairs which selects 50 District youth seventh graders to participate in academic enrichment and educational activities to help them succeed in school. Since the first "class" of Schiff Scholars selected in 1989, all the students completing the program have gone on to college. Altogether, more than two-thirds of undergraduates participate in service activities during their four years at Georgetown. (See Appendices H,I and J.)

Georgetown's professional schools provide numerous community service activities, enabling faculty and students to use their expertise for those in need. Each year, several thousand Medical Center volunteers evaluate, treat, and educate more than 50,000 people in the Washington, D.C. area. The Law Center operates 13 acclaimed clinical programs that together constitute the largest public interest law group in the country.

Georgetown upholds the Jesuit mission to educate men and women for the service of others by extending the talents of its faculty, staff and students in community-based work in order to deepen their understanding of community and social justice, and to explore the relationship between service and academic

theory. In addition, the University extends its social, educational and recreational resources in service to the neighboring community and the District of Columbia. These programs include town-gown partnerships with local community associations, school outreach, community outreach, student outreach, neighborhood revitalization, research initiatives, legal advocacy, and community access to campus. Among these contributions are:

- A world class medical center and hospital.
- Lectures and symposia on a wide range of topics by prominent public figures and scholars.
- Use of the Lauinger Library with over one million volumes and cutting edge research tools.
- Performing arts and other cultural events.
- Use of the recreational facilities, including community memberships to the Yates Field House.
- Youth summer camp program.
- Volunteer and Public Service Center.

The University sponsored over 140 community service programs in the year ending June 30, 1998. Not all programs were able to estimate the number of volunteers and individuals served, however of those that could make estimates, over 5,300 volunteers served over 95,000 individuals, most of which live in the District .

D. Economic Contributions

Higher education is an integral part of the vitality of the Washington Metropolitan region. According to a 1995 report prepared by the Consortium of Universities of the Washington Metropolitan Area, higher education contributed over $12 billion to the region's economy, which represents one out of every five non-governmental dollars of economic activity. In addition to the social, educational, cultural and recreational resources it provides to the community, the University is a significant economic force in the local economy. The University supports the city and its residents through direct payments for goods and services as well as taxes, in employment opportunities, in financial aid to students, and indirectly through consumer activities of its students, staff and visitors.

For the fiscal year 1998 alone, Georgetown has contributed directly to the District's economy in the following:

- Paid approximately $103.6 million in salaries and wages to D.C. employees.

- Paid approximately $3.48 million in the purchase of goods and services from vendors located in the District, $1.l4 million of which was with 312 D.C. Minority Business Employers (MBE's).
- Paid approximately $8.7 million in taxes to D.C.
- Provided $21.4 million in student financial aid, scholarships and loans to 949 students from D.C.
- Educated 10,582 alumni who now reside in the District. There are 39% more alumni residing in D.C. than there were in 1989 when the last campus plan was submitted to the Board. These residents are significant contributors to the tax base and stimulate the economy.

II. Campus Plan Overview

A. Campus Plan History

Since the adoption of the 1958 Zoning Regulations, Georgetown University has submitted nine campus plans to the Board of Zoning Adjustment for review and approval. All of the property proposed for inclusion in the present plan was included in the previous plans. The plan's campus boundaries include, with certain exceptions, land owned and actively devoted to the University use for over 200 years.

The University's most recent campus plan approval was its 1989 or Bicentennial Campus Plan which was approved by the BZA in 1990 (BZA Order No. 15302) and which has guided campus development over the last ten years. That campus plan refined and updated University programs and policies set forth in the previous 1983 Plan. In many respects, this campus plan continues those same traditions and policies that have worked well for the University.

Since the approval of the 1989 Campus Plan, the University has had ten projects approved as special exceptions by the BZA, six of which were granted by bench decision. Among the projects approved and constructed were needed improvements to the medical center facilities, including the Perinatal Building to provide a medical center for the care of infants and their mothers (BZA Order No. 15435), the new medical research building (BZA Order No. 15519), and the additions to the Hospital, Concentrated Care Center, Basic Sciences Building and the Bles Building (BZA Order No. 16075). In fulfillment of its commitment to provide additional campus housing, the University also added new beds on campus by renovating and adding to the

Loyola, Xavier and Ryder residence halls (BZA Order No. 15701), by adding to the Darnall Hall residence (BZA Order No. 16100) and by developing a major new residence hall on campus – the Southwest Quadrangle (BZA Order No. 16427) – which will add 780 beds to the on-campus housing supply. All of these new facilities have been designed to carry out the University's academic mission and to provide the highest quality living, learning and working space on campus.

The University has lived up to all of its commitments in the 1989 Campus Plan, many of which are continued again in this Campus Plan. As promised in 1989, the University has increased its supply of on-campus housing and has also developed its highly effective program to regulate the conduct of students living off-campus. Further, the quarterly meeting process with the community has proven to be an effective tool in addressing community issues and in developing an ongoing dialogue between the University and its neighbors. This campus plan continues and enhances those programs to ensure that the University will have no objectionable impact on its surrounding community.

B. Campus Plan Goals

Georgetown University stands at a critical juncture in its history. To maintain and improve its leadership position in higher education, Georgetown must expand its Catholic, Jesuit tradition of scholarship, service and faith and its 200-year record of achievement to meet the rapidly developing demands of the twenty-first century. The goals of this plan are to:

- Secure the University's position as the premier Catholic and Jesuit academic institution.
- Realize the University's potential as a global resource.
- Increase the University's contributions to research and discovery.
- Extend the University's commitment to excellence in teaching and its focus on spirituality and service.

The continued success of our programs is compromised by the lack of sufficient facilities in both quality and quantity to compete effectively with our peer institutions. To attract the talent required to be competitive, it is essential that the campus provide the necessary environment for the full range of academic pursuits.

To fulfill the University's academic goals, the campus plan must be able to accommodate developments in research, curriculum planning and delivery, information management and communication.

Strategies necessary to implement these goals include:

- Alleviate conditions of over-crowding and insufficient suitable space for existing academic programs.
- Provide facilities that allow Georgetown to continue to attract and retain those rare faculty who combine the finest scholarship with demanding teaching and a sincere concern for their students.
- Employ an inclusive planning process to develop design guidelines that meet the needs of Georgetown's students, faculty, staff and alumni as well as the local community, and governing and review agencies
- Provide thoughtful design guidelines sympathetic to the historic character and intimate nature of the campus with sufficient flexibility to respond to the changing academic environment, financial resources and policies as well as regulatory requirements.

C. Campus Plan Process

As part of the University's commitment to improved relations with the community, President O'Donovan established the Office of External Relations whose mission is to provide communication and outreach to the community and city agencies. The Assistant Vice President for External Relations reports directly to the President ensuring that community concerns are addressed at the highest level of the University. (See Appendix H.)

In 1990, the University together with members of the community established a process for ongoing communications and input. Through the coordination efforts of the Office of External Relations, the University has met on a quarterly basis with representatives of neighboring Advisory Neighborhood Commissions and community groups to provide a continuous open line of communication. The Advisory Neighborhood Commissions includes ANC2E, ANC3B, ANC3C and ANC3D. The nine community groups include the Burleith Citizens Association, Cloisters of Georgetown, Foxhall Citizens Association, Glover Park Citizens Association, Citizens Association of Georgetown, Palisades Citizens Association, Wesley Heights Citizens

Association, Hillandale Homeowners Association, and Georgetown Reservoir Neighborhood Association. Meetings of this "BZA Quarterly Group" have been the mechanism to discuss major projects contained in the Campus Plan at the earliest possible stage. These meetings have also provided a forum for the community to raise issues of concern with respect to the University.

In the summer of 1999, a Campus Plan Working Group was established consisting of two representatives of each ANC and community group. The University has met regularly with the working group to review the plan as it has evolved and to solicit their concerns and suggestions, well in advance of the filing date. Representatives from the Office of Planning have been invited to all and have attended a number of these meetings. The working group received the campus plan in early January, prior to the filing date. The University plans to continue meeting with the Campus Plan Working Group up to and through the public hearing phase to ensure that all groups have sufficient opportunity to review and respond to the Campus Plan.

III. Policies Shaping the Future

A. Changing Student Needs -

Changes to the academic endeavors are a reflection of our changing and complex society and economy. The University is vigilant in developing academic programs. With the increasingly rapid expansion of knowledge, it strives to ensure the intellectual rigor of the education it provides and to open new areas of inquiry across disciplines. By example, over the last thirty years, Georgetown has dramatically expanded its commitment to research, thus gaining wider national and international recognition as a center of scholarship. The primary facilities for main campus scientific and research studies are White Gravenor and Reiss Science. These outmoded facilities, constructed in 1933 and 1962 respectively, hamper the university's ability to compete effectively in scientific scholarship. To ensure that these activities will continue to expand and improve, the University must provide faculty with reliable research tools and facilities.

B. Enrollment and Personnel

1. Undergraduate Enrollment

The 1989 Campus Plan called for projected undergraduate enrollment not to exceed 5627 "traditional" full-time undergraduate students over the period of the plan. The Board recognized the

University's need to increase enrollment to meet its educational mission. Over the past 10 years, the enrollment has fluctuated from year to year with the general trend being an overall steady increase to just below the cap in the Fall of 1999. The University requests that the cap be increased by 500 traditional undergraduate students over the life of the plan. This increase will be phased in over the life of the plan, similar to historic trends, to permit the University flexibility in academic planning to meet its academic mission. At the time of the 1989 Plan review, the BZA recognized that community concerns over enrollment were best addressed through regulation of potential external effects of noise, parking, traffic and the location of development. (See BZA Order No. 15302, p.31.) The proposed plan seeks to mitigate these impact concerns through thoughtful, responsible planning and policy implementations.

Approval of the 1989 plan was linked to the University's housing program. Today, Georgetown houses the highest percentage of full-time undergraduate students on campus (78% in FY 99) of any other college or university in D.C. except for Gallaudet. Of Georgetown's full-time traditional undergraduate students, 4273 live on campus this year. The University requires first and second-year students to live on-campus. With the completion of the new residence halls (Southwest Quadrangle - approved by BZA in March 1999, providing 780 new beds on-campus), the University expects to house over 92% its traditional undergraduate students.

Since 1989, Georgetown has spent over $76 million renovating six on-campus residence halls and addressing life-safety and code issues in a number of other halls to assure the long-term quality of undergraduate housing on campus. This is a key step to ensuring that beds are not taken out of service because of code or building system deficiencies. (See Appendices E and F.)

2. Personnel

The 1989 Plan projected faculty and staff levels to increase to 7500 employees over the life of the plan. Over the last 10 years, faculty and staff levels have fluctuated from year to year, increasing for the first years of the plan then declining in later years. Within the last 10 years, the University has added faculty to lower the student faculty ratios to its current level of 10:1. At the same time, the University has reduced its support staff, and moved administrative functions off-campus to allow for the reallocation of space to academic uses. The result of these activities, as well as reductions in the

hospital staff, keep current staff counts at 6727, just above 1989 levels. The University does not anticipate significant changes in our staff levels and projects future levels at the same 7500 employees stated in the 1989 Plan. (See Appendix E.)

C. Land Use

Georgetown University is located at 37th and O Streets, N.W. The campus consists of 104 acres primarily in the R-3 District, with a small portion of the campus in the C-1 District. The campus is comprised of Lots in Squares 1321,1222,1223,1226, and 1248. The western boundary is Archbold Glover Park. The southern boundary is National Park Service property adjacent to Canal Road. The northern boundary is Reservoir Road. The eastern boundaries are 35th Street, N Street to 36th Street, and 36th Street to P Street, (with the exception of the eastern frontage of square 1248, and the property of the Sisters of the Visitation.) No changes are proposed to the boundaries as part of this plan. (See Figure 3.)

The land use on the northern section of campus is medical/health care. It consists of land used for patient care, medical research, professional training and the education of physicians and nurses in a cluster of buildings known as the Medical Center and Hospital. In addition to the residential neighborhoods of Hillandale and Burleith, it is also bounded by the French Chancery, Washington International School and Duke Ellington High School for the Arts.

The land use on the western section of campus is residential/campus life/athletic and academic/administrative. It consists of land used for athletics, the observatory, smaller out buildings and the associated grounds used by the Biology department for ecological studies, an edge of the Medical Center, a heliport and the utility plant as well as the western edge of a surface parking lot.

The land use on the eastern section of campus is academic/administrative and residential/campus life/athletic. It consists of land used for student housing and academic space. Its neighbors include the Volta Bureau for the Deaf, the Sisters of the Visitation School and convent, and the Holy Trinity Parish Church, school, convent, and rectory.

The land use on the southern section of campus is residential/campus life/athletic and academic/administrative. It contains land used for student housing and associated student affairs space along with the Lauinger library and a surface parking lot.

The land use on the central section of campus is academic/administrative and residential/campus life/athletic. It is used for student housing and the bulk of the University's academic and academic support functions as well as athletic fields and recreational space.

The seven functional categories listed in the Bicentennnial Plan have been reduced to four for simplicity and consistency with the campus plans of nearby universities. The new categories are 1) residential/campus life/athletics, 2) academic/administrative, 3) medical/health care, and 4) commercial/investment properties.

The campus remains largely unchanged since the 1989 Campus Plan. The land use distribution proposed continues that of previous plans wherein the residential and academic activities occur at the perimeter of the campus and academic, recreational and support services occur away from more sensitive residential areas. (See Figure 5.)

D. Technology

Higher Education in the United States today is increasingly reliant upon information technology-based tools for mission critical teaching and research, global outreach, the attraction and retention of faculty, staff, and students, and the day-to-day business functions of the University. In order for Georgetown to remain a leader into the next millennium, the University has embarked on a number of technology-related projects. The GUNET 2000 plan provides upgrades to the campus backbone as well as intra- and inter-building connectivity. Information Services continues to work to update campus-wide infrastructure, positioning Georgetown to achieve cost-savings and increased capabilities through the integration of the voice, video and data networks.

The evolution of research and technology requires different types of facilities. Existing facilities must be redeveloped and new facilities added to meet these ever-changing needs. The implication of this technology includes the development of an entire layer of infrastructure and distribution systems to serve University needs. Support for this infrastructure includes space and facilities for specialized professionals to help faculty, students and staff successfully use and implement technology in their research, the classroom and administrative activities.

E. The Need for Flexibility

The Campus Plan establishes the overall organizational parameters for future development. The pace of change in our society and economy present challenges for the educational environment. These changes require that institutions have sufficient flexibility to meet these challenges. This same flexibility is essential for planning the facilities that support these endeavors. Project priorities are dependent on academic, campus life, and health care delivery program needs as well as financial resources. By example, the university needs sufficient flexibility to take advantage of donor opportunities that may present themselves in the future. The BZA and District Court of Appeals have recognized the need for flexibility in the Campus Plan process.

F. Space Needs

Over the last 10 years, the University has concentrated its construction efforts on renovations to student residence halls ensuring that they are attractive and meet student expectations, as well as ensuring that beds are not taken out of service because of code or building system deficiencies. Less than 630,000 gross square feet has been added to the campus since 1989, with the bulk of the construction in the approved Southwest Quadrangle. (See Appendix D.) In 1980, the construction of the Bunn Intercultural Center marked the last academic building on the Georgetown main campus. New space programmed will meet the University's goals of:

- Co-locating programs whose operations are physically separated because of lack of space.
- Creating functionally appropriate space.
- Creating sufficient space to meet current needs and alleviate overcrowding.
- Increasing space devoted to student activities and campus life.
- Increasing athletic space.
- Renovating existing spaces to meet user needs.

The University has no available appropriate space for academic expansion, resulting in untenable conditions of overcrowding. The University has quantified the amount of academic/administrative space required for its needs based on benchmarking with peer institutions and internal analysis. This plan proposes new construction for academic/administrative; student activity space, athletic space, as well as medical/health care space. The construction of this space will be phased over the life of the plan with phasing subject to University needs, financial resource availability, and BZA approval.

G. Planning Principles

The following planning principles served to guide the design effort on the Campus Plan:

- Provide adequate / appropriate space for existing and future programs.

  (To include buildings and open space)
- Reinforce and enhance campus image.
- Create a pedestrian campus.
- Provide rational vehicular circulation.
- Preserve and enhance vistas within, to and from the campus.
- Preserve and enhance the University's sense of community.
- Develop a plan sensitive to community concerns.
- Create a campus that provides an environment for "sacred space".

IV. Existing and Proposed Campus Plan

A. The Present Campus

The Georgetown campus, established in 1789, is located in an urban setting that is part of the Georgetown Historic District. Three landmark buildings on campus include Healy Hall, Old North and the Observatory. McSherry, its first structure dating to 1792, remains in the heart of the campus. The site has dramatic topographic changes that affect the campus organization. These are three ridges, one at the Medical Dental building, one at Healy lawn and one at the Observatory. From these ridges, the site slopes down dramatically. From north to south, the site rises 20 feet from Reservoir Road to a level area, then falls 60 feet to the Southwest Quadrangle (currently an on-grade parking lot) and descending another 60 feet to Canal Road. From east to west, Healy Lawn just west of the original wall sits on a bluff, which falls 35 feet abruptly at the edge of the Jesuit cemetery to the aforementioned parking lot. (See Figures 2,18 and 19.)

The campus includes 58 buildings, a 535-bed teaching hospital, student residences and athletic facilities including an artificial turf football field, grass soccer and baseball fields, indoor and outdoor tennis courts and a 400 meter track, as well as a student athletic facility and gymnasium. For building summary and use classification, see Appendix C.

For the purpose of this Campus Plan submission, building projects approved by the BZA (Southwest Quadrangle and the Leavey Center Bookstore addition) are shown as existing conditions. The University is working to bring these projects to the construction phase. (See Figures 1 and 2.) The campus consists of a network of pedestrian paths and roadways connecting a series of open spaces defined by building masses. The open spaces include athletic fields at the center of campus and along its western edge.

The construction of the Leavey Center in 1988 marked the first of the 1983 Master Plan's series of "socio-energy podia" marching down toward the river. The podia were conceived as multi-functional facilities that stratified uses so that transportation and energy systems occupied the lowest levels, with academic and residential facilities above. A newly developed "grade" level would provide a series of linked green spaces sized for use as regulation sport fields.

The podia design raised the pedestrian circulation level and the subsequent green space above the pedestrian grade level , which interrupted the physical connections to the rest of campus. The resultant green space became difficult to access, and as a result, was seldom used. This concept is not continued in this campus plan. To ensure that future development provides an architectural scale compatible with the goal of a pedestrian-oriented campus, in 1992, the University engaged the firm of Robert A.M. Stern Architects to examine the 1989 Master Plan and develop a concept plan to provide a cohesive architectural image for the campus. The architects were tasked with providing a development model compatible with the Georgetown urban context, respectful of the historic campus core and one that would extend the architectural quality of the campus' historic core as defined by the Healy lawn and quadrangle.

The resulting Plan developed by the architects proposed a new pattern of organization for future development based on the extension of the city's gridiron plan and a return to traditional academic quadrangles. This modified gridiron plan organizes the pattern of pedestrian circulation and gives an appropriate scale to the campus outdoor spaces to create a series of figural room-like spaces in contrast to the residual spaces that characterize many areas on campus. This 1992 concept plan served as a reference point for the new Campus Plan.

B. The Future Campus

The Campus Plan represents fulfillment of the projected facilities needs of the University utilizing sound planning and land use strategies. Building on the quantitative parameters of the 1989 Campus Plan and the planning principles of the subsequent 1992 Concept plan, the Plan provides physical development guidelines for Georgetown University's future and outlines an architectural vocabulary reinforcing Georgetown's image. In addition, the Plan reorganizes and clarifies the pattern of campus roadways and pedestrian paths and proposes clear and affordable strategies for the resolution of the University's parking and servicing needs. (See Figures 3,18 and 19.)

Georgetown plans to add 1,260,263 square feet of gross floor area by the year 2010. This additional space consists of up to 739,527 square feet of academic/administrative space, 88,500 square feet of residential/campus life/athletics space, and 432,236 square feet of medical/health care space. This additional space is in fact less than the amount of space proposed in the 1989 plan, and approved by the BZA.

The primary facility deficiencies identified on campus are the need for new academic space to meet existing needs and enhanced student life/athletic space to improve the quality of campus life. Space identified for the Hospital and Medical Center is primarily space for medical offices. The following summary describes the proposed new development:

- AA-1 – Future Academic
- AA-2 – Future Academic
- AA-3 – Future Academic
- AA-4 – Future Academic Addition
- AA-5 – Future Academic Addition
- AA-6 – Future Academic Addition
- AA-7 – Future Academic Addition
- RCA-1 – Future Athletic Addition
- RCA-2 – Future Athletic
- MHC-1 – Future Medical/Health Care Addition
- MHC-2 – Future Medical/Health Care Addition
- MHC-3 – Future Medical/Health Care

- MHC-4 – Future Medical/Health Care Parking
- MHC-5 - Future Medical/Health Care Parking

The Campus Plan does not propose changes to the zoning designation for height, setback, FAR or lot occupancy. If all the proposed projects are constructed, the total amount of gross square feet will be 6,166,897 with a FAR of 1.41, below the allowable FAR of 1.8. (See Appendix B.)

V. Zoning Regulation Compliance

In all respects, the Georgetown University Campus Plan fully complies with Section 210 of the District of Columbia Zoning Regulations. Specific zoning requirements are addressed in the sections that follow.

A. Section 210.1 – College or university which is an Academic Institution of Higher Learning.

See Act of Congress, attached hereto as Appendix A. Dated September 18, 1814, establishing the College of Georgetown in the District of Columbia.

B. Subsection 210.2 – Such Use is Located so that it is not Likely to Become Objectionable to Neighboring Property.

1. Noise

The University anticipates that the proposed Campus Plan will not create objectionable noise conditions. The Plan employs the following strategies to mitigate impacts on the community:

- Relocation of student residences from St. Mary's Hall to other locations on campus away from neighboring residences.
- Provision of landscaping buffers between the University and its neighbors.
- Adding building mass at the Leavey Center in AA-5 to buffer sound from events on the esplanade.
- Adding building mass on all sides of the athletic field RCA-2 to mitigate noise.
- Designing new construction away from existing residential areas towards the center and south of campus.

- Instituting new University policies to regulate noise generated from campus activities in order to be respectful of the community's needs and concerns. (See Appendix K and Figures 4-7.)

2. Traffic

Georgetown University is bordered by two arterial roads; Canal Road on the south and Reservoir Road on the north. Both roads serve as major arterial feeders into downtown Washington. Existing access points to the center portion of the University's main campus include Prospect Street, and the south entrance off Canal Road. Access to Georgetown University Medical Center is by way of four entrances off Reservoir Road. Over the years the University has worked with local and public officials and citizens' groups to improve traffic flow and parking on the campus with particular attention given to reducing traffic on local community streets. A key element of the University's internal traffic controls are the access control gates located on the east and west sides of the Leavey Center. These gates serve to restrict north-south movement through the campus to service vehicles only. This restriction was requested by the adjoining residential communities as a means of reducing the potential for cut-through traffic through the campus from neighborhood streets. As demonstrated by the policies and objectives defined in its 1971, 1983, and 1989 campus plans, Georgetown University is strongly committed to the challenge of working towards resolving traffic and public transportation issues that face the University and the Georgetown area. According to a Street Traffic Studies, Ltd. study produced in April 1989, which mirrors similar studies conducted in 1982 and 1979, close to 50% of Georgetown's students, faculty, and staff travel to and from the campus by means of private automobiles. Another 7% travel on the (GUTS) shuttle buses, 14% on Washington Metropolitan Area Transit Authority (WMATA) vehicles, and 30% of the commuting population either walks or travels by bicycle or motorcycle. Over the past ten years, this campus trip distribution mode has shifted towards greater use of the GUTS bus service with annual ridership increasing from 50,000 to 825,000. According to a recent study for the Canal Road entrance (See Appendix N). Daily automobile traffic generated at the campus has decreased. This is evidenced by the fact that the number of campus parking spaces (4080) has remained constant over the last 10 years and remains adequate.

The University is presently served by several Metrobus routes, as well as the University's own bus system, the Georgetown University Transportation Shuttle (GUTS). The shuttle bus routes currently operating to and from the University serving Rosslyn, Dupont Circle, North Arlington, the Law Center and Wisconsin Avenue; coupled with the ongoing effort to reduce University related single driver vehicle traffic using local neighborhoods streets, demonstrates the University's commitment to reduce traffic congestion in the Washington Metropolitan area. This 2000 plan advances the commitment by:

- Improving access to Canal Road and thereby reducing the need for campus traffic to use local streets.
- Continuing GUTS service.
- Maintaining the campus parking cap.

The university has been working ---and continues to work ---with the community and governmental agencies to improve traffic flow and parking on campus in a focused effort to improve traffic conditions. (See Appendices L and M, and Figures 14 and 15.)

3. Number of Students

The Plan will not create objectionable conditions because of the number of students. As previously stated, the traditional undergraduate enrollment is expected to increase by no more than 500 traditional undergraduate students over the life of this plan. This increase will be gradually phased in, similar to the pattern of the last 10 years. This level of increase allows the necessary flexibility for academic and fiscal planning.

The University has undertaken the following measures to address community concerns regarding the effects of enrollment:

- Providing substantial funding to maintain and improve the University's residence halls.
- Increasing the number of beds available to undergraduates by converting graduate housing to undergraduate per BZA Order No. 15302, p.32, and the redevelopment of facilities to increase capacity.

(See Appendix F.)

- Adding 780 beds in the construction of the Southwest Quadrangle residence halls.
- Instituting policies requiring freshman and sophomores to reside on-campus.
- Creating and expanding the Department of Off- Campus Student Affairs (See Appendix G.)
- Creating "The Hotline" to serve the community as a mechanism for community complaints regarding student conduct off-campus.
- Ongoing student education through new student orientation and student conduct policies.
- Creating the Office of External Relations. (See Appendix H.)

Our analysis of the proposed growth projects no increase in the parking demand and no impact on area traffic conditions.

4. Other Objectionable Conditions

The University anticipates that the proposed Campus Plan will not create other objectionable conditions.

C. Sub-section 210.3 – Compliance with the Maximum Bulk Requirements

The campus is located within the R-3 and C-1 zoning district and its total gross floor area cannot exceed the R-5-B limit of 1.8 FAR. The proposed additional gross square footage and existing square footage will result in a FAR of 1.41, or 0.39 below the 1.8 FAR permitted under the zoning regulations. (See Appendix B.)

The proposed bulk is consistent with the existing density on campus and compatible with the University's goals of maintaining significant open space for passive and active recreational use.

D. Sub-section 210.4 – Submission of the Plan as a Whole Showing Location, Height and Bulk, Where Appropriate of All Present and Proposed Improvements

1. Buildings, Parking and Loading Facilities

The extension of the gridiron plan and return to traditional academic quadrangles provides a development model that is compatible with the Georgetown urban context and respectful of the historic campus core. The new buildings proposed will maintain the scale of the current structures, particularly those in the historic core.

a. Buildings

The University has quantified the amount of space required for its needs based on benchmarking with peer institutions and internal analysis. This analysis provides a framework for the selective renovations of certain campus buildings and limited new construction. Consistent with the results of the study, the proposed Campus Plan calls for new building development as set forth below:

- Academic/administrative: 739,527 gross square feet
- Residential/campus life/athletics space: 88,500 gross square feet
- Medical/health care space: 432,236 gross square feet

Figures 2 and 4 show existing campus buildings, Figures 3 and 5 show proposed campus buildings and Appendix B provides the number of square feet of gross floor area of expansion by use category.

b. Parking and Loading

Vehicular circulation and parking have significant impact on the campus environment. The University maintains its campus parking facilities in strict accord with past orders of the Board of Zoning Adjustment. The campus parking supply is limited to a maximum of 4080 currently located in three parking garages located at the north end of the campus, a large surface parking lot at the south end of the campus, and numerous other smaller surface lots. The large surface lot will be replaced on a one-to-one basis with a below grade parking structure as part of the Southwest Quadrangle with access directly from Canal Road.

The Plan proposes to locate on campus, the construction of two additional parking facilities, one located in a primarily below grade parking structure labeled MHC-4; to replace lot B and a second in a building labeled as MHC-5. These two structures will replace parking on grade dislocated by new construction and will replace existing valet spaces with striped spaces. The Plan proposes to maintain the north-south parking distribution that currently exists and to locate all other incidental parking that becomes dislocated as a result of new construction within the new projects.

Existing service and loading areas are accessed from the network of service drives through campus. (See Figure 14.) As part of the proposed Campus Plan Center Drive, the north-south route that extends from McDonough Gymnasium to Lombardi Circle, will be realigned and widened to function as the primary through-campus service road. A series of east-west spurs will centrally service new and existing construction. The extension of a narrow service road is proposed for the western edge of campus to service and emergency vehicles only. It will primarily be for access to the maintenance yard, located to the northwest of Yates Field House. (See Figure 15.)

2. Screening, Signs, Streets, Public Utility Facilities

a. Landscaping

As an integral part of the ten-year development plan, the primary goal of the new landscape design for Georgetown University is to enhance the prominence of open space on the campus and to maximize its use and enjoyment in keeping with the environmental integrity and historic context of the campus. The landscape plan will integrate new buildings and open spaces with the existing campus through the extension of the grid of paths, development of the university fabric as a series of quadrangles, and the creation of important new open spaces at campus crossroads. Existing open spaces will be recaptured and redefined for outdoor passive or active recreation uses, creating increased opportunities within the campus for leisure, relaxation and reflection. (See Figures 8 and 9.) A common language of paving materials, site furnishings, and planting will serve to unify the campus.

The proposed circulation plan will make the campus a safer and more pedestrian-friendly environment. (See Figures 10 and 11.) Conflicts between pedestrians and vehicles will be reduced with the reconfiguration of the road network, parking and service areas. Shared paths designed primarily as pedestrian spaces will accommodate occasional service vehicles, and pedestrian-accessible routes will be extended to new buildings and open spaces. The campus framework of paths will be substantially augmented by the extension of Library Walk, the east-west pedestrian path from north of Lauinger Library through the Southwest

Quadrangle. The creation of two additional east-west paths above and below the soccer field connecting Healy Lawn to McDonough Gym and the Observatory will contribute to the system of pedestrian paths. Additionally, the Plan proposes the conversion of the Tondorf Drive, the service road that runs north-south from the Prospect Street entry to the Leavey Center, to the major north-south pedestrian path. This will reinforce the transformation of the campus to a more pedestrian-friendly campus. This new path will extend from the Southwest Quadrangle along the eastern side of the Harbin field, up through proposed North Quadrangle located directly south of the Leavey Center, and into the open space fronting Reiss Hall. The ceremonial arrival circle between the O Street Gate and Healy Hall bisects the Healy Lawn, historically the heart of the campus landscape. It will be maintained in their current form and will continue to accommodate both passive and active recreation.

b. Signage

The University is committed to the enhancement of its visual and graphic communication on-campus. The University is currently updating its way-finding system design guidelines as part of the overall campus planning efforts.

c. Utilities

The University is well served today because of an extensive utility retrofit undertaken in the mid-1990's of its utility infrastructure. The central plant produces steam as well as chilled water to serve the University's heating and cooling needs. The utility infrastructure is in good condition and well maintained by the university's Utilities and Energy Programs department. Sufficient capacity is available in all utilities to accommodate the growth anticipated in the plan. If necessary, the power plant may add a boiler or chiller to meet the projected needs. Existing utility lines will be relocated and/or extended to serve the building projects in the plan. (See Figures 16 and 17.)

3. Athletic and Other Recreational Facilities

The Plan supports the University's athletic and student life goals of providing athletic fields and facilities of sufficient number and quality in relative proximity, to allow the athletics department to

compete effectively within its sports divisions and to provide students with the opportunity for informal play. General strategies to achieve these goals are:

- Increase the functionality of existing facilities and planned facilities.
- Increase the utilization of facilities.
- Develop facilities that support Title 9 requirements.
- Develop facilities that meet NCAA requirements.

The plan calls for the redesign of Harbin Field into a multi-sport field that meets NCAA regulations for football, soccer, and lacrosse. The redesigned Harbin field supports the integration of athletics into campus life by allowing for more varsity sports to play in the center of campus. The inclusion of programmatic space in the associated field house allows McDonough Gymnasium to update its facility to increase its functionality. The women's softball field located in the southwestern edge of campus, creates a new play opportunity for the campus.

In support of student life goals to create opportunities for undergraduate residents to engage in informal play, the plan calls for a series of "vest-pocket parks". These parks redevelop areas in and around residence halls and create opportunities for informal "pick-up" games, Frisbee throwing, and other like activities. (See Figures 7 and 9.)

4. A Description of All Activities Conducted or to be Conducted therein and of the Capacity of All Present and Proposed Campus Development

The activities conducted on the campus include activities associated with general university use as well as auxiliary uses. Flexibility is essential to the University for planning the facilities that support these endeavors and therefore the following general mixed-use categories describe the activities on campus:

Academic/administrative – classrooms, laboratories, libraries, faculty offices, parking, administrative offices, conference facilities, auxiliary services and limited support functions.

Residential/campus life/athletic – housing both temporary and long term, athletic facilities, auxiliary services, and student activity facilities.

Medical/health care – hospital, clinics, medical school, medical library, parking, conference facilities, research laboratories, administrative and related support functions.

Commercial/investment properties – commercial and/or income producing properties.

Figures 2 and 4 show existing land and building uses and figures 3 and 5 show proposed land and building uses. The bulk of the proposed new development is located well within the interior of the University's campus, buffered from surrounding residential uses by numerous campus uses and buildings as well as landscape buffers. The overall effect of the proposed development is towards a greater degree of internal self-sufficiency within the campus and less potential for creating any of the adverse effects cited in the zoning regulations.

E. Sub-section 210.5 – Interim Use

No specific interim uses are requested as part of the Campus Plan nor are any currently contemplated.

F. Sub-section 210.6 – No Major New Building is Proposed to be Moved Off-Campus

The Campus Plan does not include a proposal to move any major new building off-campus.

G. Sub-section 210.7 – Compliance with the Policies of the District Elements of the Comprehensive Plan

The Campus Plan will be implemented in a manner that fulfills the goals of the District of Columbia Comprehensive Plan. In general, implementation will encourage private sector growth and will improve community labor force skills and employment opportunities. The Campus Plan also supports objectives in the Comprehensive Plan relating to solid waste management, improved air quality, land area protection, environmental health, sanitation, and energy conservation.

The Campus Plan will fulfill major goals of the Plan pertaining to architectural character, building height limitations, physical and symbolic imagery, streetscapes, sidewalks, urban parks and places. With regard to architecture and planning, the Campus Plan will fulfill the goals related to historic preservation and stabilization of neighborhood character. Consistent with the objectives of the Comprehensive Plan, the

University intends to develop facilities and institutions offering unique opportunities for learning, teaching and research.

Finally, the Campus Plan addresses the goals of the D.C. Comprehensive Plan related to the containment of health care costs and the extension of medical services to all areas of the city.

H. Sub-section 210.8 – Certification: The Proposed Buildings are Within the Floor Area Ratio Limit for the Campus as a Whole

Appendix B lists the computation of the FAR of the proposed construction, FAR of the existing structures that will remain after the completion of new construction, as well as FAR of building projects approved by BZA (Southwest Quadrangle and the Leavey Center Bookstore addition) but not yet constructed.

I. Sub-section 210.9 – Referral to the District of Columbia Office of Planning and the District of Columbia Department of Transportation

The Campus Plan application was referred to the Office of Planning and the Department of Public Works for their review and report.

Appendices

APPENDIX A
UNIVERSITY CHARTER

THIRTEENTH CONGRESS OF THE UNITED STATES;

AT THE THIRD SESSION,

Begun and held in the city of Washington, in the Territory of Columbia, on Monday the nineteenth day of September, one thousand eight hundred and fourteen.

AN ACT *Concerning the College of George Town in the District of Columbia.*

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That it shall and may be lawful for such persons, as now are, or from time to time may be, the president and Directors of the College of George Town, within the District of Columbia, to admit any of the Students belonging to said College or other persons meriting academical honors, to any degree in the faculties, arts, sciences, and liberal professions, to which persons are usually admitted in other Colleges or Universities of the United States, and to issue in an appropriate form, the diplomas or Certificates, which may be requisite to testify the admission to such degrees.

March 1, 1815
Approved
James Madison

Langdon Cheves. Speaker of the House of Representatives.

John Gaillard President of the Senate protempore.

I certify that this act originated in the House of Representatives

Wm. Pinkney Clerk

APPENDIX B
PROPOSED BUILDING SUMMARY

SUMMARY	1989 EXISTING	APPROVED 1989 PLAN	ADDED 1989-99	PROPOSED 2000-2010	MAX. ALLOWABLE	REMAINING
TOTAL LOT COVERAGE	1,194,668	2,044,171	124,462	1,580,568	1,751,286	170,718
TOTAL SITE AREA	4,375,890	4,375,890	2,325	4,378,215	N/A	N/A
GROSS FLOOR AREA [1]	4,280,324	7,250,603	626,310	6,166,897	7,880,787	1,713,890
LOT COVERAGE	28%	47%	3%	36%	40%	4%
FLOOR AREA RATIO	0.98	1.66	1.12	1.41	1.80	0.39

[1] 6,817,064 GSF Referenced in BZA Order No, 15302; 7,250,603 GSF in Campus Plan Document

PROPOSED PROJECTS THROUGH 2010			BUILDING HEIGHT IN FEET	BUILDING COVERAGE	GFA	FAR
AA1	Future Academic/Admin		98	20,400	121,000	
AA2	Future Academic/Admin		85	61,400	305,000	
AA3	Future Academic/Admin		97	15,000	97,500	
AA4	Future Academic/Admin	Addition	40	-	22,200	
AA5	Future Academic/Admin	Addition	75	16,400	55,300	
AA6	Future Academic/Admin	Addition	85	23,200	127,600	
AA7	Future Academic/Admin	Addition	16	-	10,500	
15	St Mary's	Addition	-	382	427	
	SUBTOTAL AA			**136,782**	**739,527**	**0.17**
RCA1	Future Athletics	Addition	45	6,000	12,000	
RCA2	Future Athletics		58	31,200	76,500	
	SUBTOTAL RCA			**37,200**	**88,500**	**0.02**
MHC1	Future Medical/ Health Care	Addition	73	23,200	112,800	
MHC2	Future Medical/ Health Care	Addition	52	-	102,000	
MHC3	Future Medical/ Health Care		97	15,000	90,000	
MHC4	Future Medical/ Health Care	Parking	4	34,300	34,300	
MHC5	Future Medical/ Health Care	Parking	68	23,000	138,000	
20	Kober-Cogan Demolition		61	(8,044)	(44,864)	
	SUBTOTAL MHC			**87,456**	**432,236**	**0.10**
TOTAL PROPOSED				**261,438**	**1,260,263**	**0.29**

PROJECT PHASING[2]			Phase 1	Phase 2	Phase 3	Phase 4
15	St Marys					
AA1	Future Academic/Admin					
AA2	Future Academic/Admin					
AA3	Future Academic/Admin					
AA4	Future Academic/Admin	Addition				
AA5	Future Academic/Admin	Addition				
AA6	Future Academic/Admin	Addition				
AA7	Future Academic/Admin	Addition				
RCA1	Future Athletics	Addition				
RCA2	Future Athletics					
MHC1	Future Medical/ Health Care	Addition				
MHC2	Future Medical/ Health Care	Addition				
MHC3	Future Medical/ Health Care					
MHC4	Future Medical/ Health Care	Parking				
MHC5	Future Medical/ Health Care	Parking				
20	Kober-Cogan Demolition					

[2] The numbers in this spreadsheet are projections regarding phasing which is subject to availability of funds, University needs, and further BZA approval.

APPENDIX C
EXISTING BUILDNGS WITHIN BZA BOUNDARY

MAIN CAMPUS	EXISTING USE	CHANGE IN USE	HEIGHT
COPLEY	RCA	N/C	59
DAHLGREN CHAPEL	RCA	N/C	34
DARNALL HALL	RCA/AA	N/C	80
LEAVEY GARAGE (GARAGE A)	AA	N/C	36
GERVASE	RCA	N/C	58
HARBIN	RCA	N/C	67
HEALY	AA	N/C	74
HEATING/COOLING PLANT	AA	N/C	50
HENLE VILLAGE	RCA	N/C	37
INTERCULTURAL CENTER	AA	N/C	80
LAUINGER LIBRARY	AA	N/C	46
LEAVEY CENTER	RCA/AA	N/C	104
LOYOLA/XAVIER/RYDER (LXR)	RCA	N/C	53
MAGUIRE	AA	N/C	65
MCDONOUGH GYM	RCA	N/C	45
MCSHERRY	AA	N/C	12
MULLEDY	RCA	N/C	65
NEW NORTH	AA	N/C	66
NEW SOUTH	RCA/AA	RCA	66
OBSERVATORY & RELATED BUILDINGS	AA	N/C	varies
OLD NORTH	AA	N/C	54
POULTON HALL	AA	N/C	45
REISS SCIENCE	AA	N/C	68
RYAN ADMINISTRATION	AA	RCA	36
RYAN HALL	RCA	N/C	65
ST MARY	AA	N/C	47
VILLAGE A	RCA	N/C	60
VILLAGE C	RCA	N/C	109
WALSH	AA	N/C	53
WHITE GRAVENOR	AA	N/C	60
YATES FIELD HOUSE	RCA	N/C	-

MEDICAL CENTER & HOSPITAL	USE	CHANGE IN USE	HEIGHT
ANNEX	MHC	N/C	-
BASIC SCIENCE	MHC	N/C	40
BLES	MHC	N/C	42
BUILDING D	MHC	N/C	42
CONCENTRATED CARE CENTER	MHC	N/C	90
DAHLGREN LIBRARY	MHC	N/C	38
GORMAN	MHC	N/C	40
KOBER COGAN	MHC	REMOVED	61
LOMBARDI CANCER CENTER	MHC	N/C	40
MAIN HOSPITAL	MHC	N/C	86
MEDICAL-DENTAL SCHOOL	MHC	N/C	57
NEW RESEARCH BUILDING	MHC	N/C	30
PARKING GARAGE I	MHC	N/C	35
PARKING GARAGE II	MHC	N/C	34
PASQUERILLA HEALTHCARE CENTER	MHC	N/C	90
PRECLINICAL SCIENCE	MHC	N/C	-
RESEARCH RESOURCE FACILITY	MHC	N/C	32

SQUARE 1222	USE	CHANGE IN USE	HEIGHT
36th Street - Walsh	RCA	N/C	53
Nevils/Coleman	RCA	N/C	53
N Street -Nevils/Coleman	RCA	N/C	53
35th Street- Loyola	RCA	N/C	53
Prospect Street - Ryder & Xavier	RCA	N/C	44/43
3519 & 3517 Prospect Street *	RCA	N/C	3 Stories

*New Acquisition

USE CATEGORIES

AA = Academic/ administrative
RCAS = Residential/ campus life/ athletic
MHC = Medical/ healthcare
C = Commercial/ investment properties

SQUARE 1248	EXISTING USE	CHANGE IN USE	HEIGHT
1401 37th St	RCA	N/C	2-3 stories
1403	RCA	N/C	2-3 stories
1405	RCA	N/C	2-3 stories
1407	RCA	N/C	2-3 stories
1409	RCA	N/C	2-3 stories
1411	RCA	N/C	2-3 stories
1413	RCA	N/C	2-3 stories
1415	RCA	N/C	2-3 stories
1417	RCA	N/C	2-3 stories
1419-21 Poulton Hall	AA	N/C	45
3624 P Street - Poulton Hall	AA	N/C	45
3605-07 O Street	AA	N/C	2-3 stories
3609	RCA	N/C	2-3 stories
3611	RCA	N/C	2-3 stories
3613	RCA	N/C	2-3 stories
3617	RCA	N/C	2-3 stories
3619	AA	N/C	2-3 stories
3621	RCA	N/C	2-3 stories
3623	RCA	N/C	2-3 stories

SQUARE 1226	EXISTING USE	CHANGE IN USE	HEIGHT
3604 O St	RCA	N/C	31
3610	RCA	N/C	2-3 stories
3612	RCA	N/C	2-3 stories
1328 36th St	RCA	N/C	2-3 stories
1326	RCA	N/C	2-3 stories
1324	RCA	N/C	2-3 stories
1322	AA	N/C	2-3 stories
1320	RCA	N/C	2-3 stories
1318	RCA	N/C	2-3 stories
1316	AA	N/C	2-3 stories
1314	RCA	N/C	2-3 stories
1312	RCA	N/C	2-3 stories
1310	RCA	N/C	2-3 stories
1308	RCA	N/C	2-3 stories
1304	RCA	N/C	2-3 stories
1304 1/2	RCA	N/C	2-3 stories
1302	RCA	N/C	2-3 stories
1300A	AA	N/C	2-3 stories
1300	AA	N/C	2-3 stories
3607 N St	RCA	N/C	2-3 stories
3609	RCA	N/C	2-3 stories
3611	RCA	N/C	2-3 stories
3613	RCA	N/C	2-3 stories

SQUARE 1223			HEIGHT
1233 37th Street	RCA	N/C	2-3 stories
1237	RCA	N/C	2-3 stories
1239	RCA	N/C	2-3 stories
1251	RCA	N/C	2-3 stories
1253	RCA	N/C	2-3 stories
1255	RCA	N/C	2-3 stories
3630 N Street	RCA	N/C	2-3 stories
3628	RCA	N/C	2-3 stories
3626	RCA	N/C	2-3 stories
3626	RCA	N/C	2-3 stories
3624	RCA	N/C	2-3 stories
3622-3620	RCA	N/C	2-3 stories
3616	RCA	N/C	2-3 stories
3612	RCA	N/C	2-3 stories
3610	RCA	N/C	2-3 stories
3608	RCA	N/C	2-3 stories
3606	RCA	N/C	2-3 stories
3600	AA	N/C	2-3 stories
1238 36th Street		N/C	2-3 stories
1236 1/2	C	N/C	2-3 stories
1236	AA	N/C	2-3 stories
1232	C	N/C	2-3 stories

APPENDIX D
PROJECTS FROM 1989 THROUGH 1999

Project	BZA Order #	Site area	Building Height	GFA	Lot Coverage
1 3617 & 3619 Prospect Street [1]		2,325	3 stories	2,216	739
2 Perinatal Building	#15435	-	98.9	36,750	-
3 Medical Research Building	#15519	-	59.5'	160,000	28,800
4 LXR addition	#15701	-	41-66'	4,843	-
5 Intercultural Center addition	#15790	-	-	7,821	-
6 Medical Center Projects [2]	#16075	-	-	23,429	17,055
7 Heating & Cooling Plant addition	#16101	-	-	12,348	12,348
8 Darnall Hall addition	#16100	-	-	3,405	3,405
GSF Constructed through 1998				**250,812**	**62,347**
9 Southwest Quadrangle	#16427		74' to 106'	379,650	72,780
10 Leavey Center Bookstore	#16510		-	12,727	-
GSF Approved through 1999				**643,189**	**135,127**
Less GFA not constructed in #6 MC Projects [2]				(16,879)	(10,665)
Total 1989-1999				**626,310**	**124,462**

[1] Purchased two townhouses for residential use

[2] (16,879 GSF) not built

APPENDIX E

HOUSING AND ENROLLMENT

NUMBER OF BEDS ON CAMPUS (Not Including Law Center Campus)	
UNDERGRADUATE BEDS IN 1989	3970
BEDS ADDED IN MISC. PROJECTS (See Appendix F)	303
EXISTING BEDS ON CAMPUS	**4273**
BEDS IN SOUTHWEST QUADRANGLE	780
TOTAL BEDS	**5053**

UNDERGRADUATE ENROLLMENT (FT Traditional)	
1989 ENROLLMENT	5287
2000 ENROLLMENT	5600 [1]
1989 PLAN ENROLLMENT CAP	5627
PROPOSED ENROLLMENT INCREASE	500
2000 PLAN PROPOSED CAP	**6127**

[1] Projection for 1999-2000 academic year.

UNDERGRADUATE FT TRADITIONAL PROJECTIONS[2]

ACTUAL		PROJECTIONS	
FY 1991	5055	2001	5677
1992	5154	2002	5727
1993	5239	2003	5777
1994	5232	2004	5827
1995	5342	2005	5877
1996	5332	2006	5927
1997	5478	2007	5977
1998	5356	2008	6027
1999	5486	2009	6077
2000	5600 [3]	**2010**	**6127**

[2]Count excludes non-traditional students (RN's returning to school, veterans, students over 25 and commuters.)

[3] *Projection for 1999-2000 academic year.* Actual counts not available from Registrar's office at the time of printing.

GRADUATE and PROFESSIONAL HEADCOUNT and FFTE'S [4](Not Including Law Center)

ACTUAL FALL				
1983	2,777	1993	2,428
1984	2,690	1994	2,583
1985	2,679	1995	2,528
1986	2,767	1996	2,528
1987	2,542	1997	2,623
1988	2,295	1998	2,563
1989	2,242	1999	2,589
1990	2,157		
1991	2,259		
1992	2,305		

[4] The numbers reflect headcounts for professional students (Medical and Dental) and FFTE's (financial FTE's) for Graduate School students. FFTE's take into account students whose activities, such as thesis research, typically occur at other sites, thus reflecting a more accurate overall nuymber of graduate students.

FACULTY & STAFF FTE[5] PROJECTIONS (Not Including Law Center)

FALL			
1990	7027	1995	6993
1991	7300	1996	6989
1992	7436	1997	6659
1993	7306	1998	6610
1994	7507	1999	6727

1989 PLAN	7500
2000 PLAN	**7500**

[5] Part-time full-time equivalent (FTE) calculated on the basis of four part-time employees (faculty and staff) equals one full-time employee.

TOTAL FT/FTE/FFTE PROJECTIONS	1989	2000
FACULTY & STAFF[5]	7500	7500
STUDENTS[2&4]	10000	10000
VISITORS[6]	2100	2100
TOTALS	**19600**	**19600**

[6]Average number of visitors on campus per day.

APPENDIX F

CHANGES IN ON-CAMPUS UNDERGRADUATE BED CAPACITY 1990-PRESENT

HOUSING CAPACITY SUMMARY	
Total Capacity of Undergraduate University Housing in 1989	3,970
Total Capacity of Undergraduate University Housing in 1999-2000	4,273
Increase (decrease) in Undergraduate Housing Capacity 1989-2000	303
Construction of Southwest Quadrangle	780
Total increase in Undergraduate Housing Capacity	**1,083**

INCREASE (DECREASE) IN UNDERGRADUATE HOUSING CAPACITY 1989-2000	
Move of graduate students off campus	200
Conversion of Henle apartment to Student Health Insurance office	(4)
Renovation of LXR (Additional 35 beds previously off-lined due to poor condition also regained)	193
Triple large doubles and relocate RAs in Harbin	8
Triple larger doubles in Village C	7
Conversion of office to double room in St. Mary's	2
Removal of office and return to residence in Village A	2
Conversion of offices and guest spaces to residences in Alumni Square	16
Conversion of guest spaces to residence in Nevils	3
Renovation of Copley (Create apts. for chaplains)	(9)
Renovation of Darnall (Create apts. for chaplains)	(4)
Relocation of offices from, conversion from faculty and administrators to student residences, and acquisition of additional townhouses	77
Off line St. Mary's	(217)
Move chaplain from Nevils to Alumni Square	2
Move Henle community room to RHO	4
Triple double rooms in LXR	23
Increase (decrease) in Undergraduate Housing Capacity 1989-2000:	**303**

Office of Student Affairs

1. Overview

The goal of the Department of Student Affairs at Georgetown University is to enhance and implement the educational mission of the University by creating and maintaining a community where students can share fully in the challenges and opportunities offered at Georgetown. The Department is led by the Dean of Students, James A. Donahue, Ph.D.

The scope of the department is wide, reflecting its many responsibilities. Student Affairs comprises the Office of Residence Life, Student Programs, Public Safety, the Career Center, the Counseling and Psychiatric Center, Student Conduct, Off Campus Affairs, the Volunteer and Public Service Center, Health Services and the center for Minority Educational Affairs. The Department works collaboratively with many other offices on campus, including Campus Ministry and the Student Primary Care Clinic. Georgetown's talented faculty members are a rich resource for many of Student Affairs programs.

2. Off Campus Student Affairs

A. Mission

The Office of Off Campus Student Affairs is the primary liaison between Student Affairs and the communities surrounding the university. This office is charged with:

1. Providing education and services to assist students in making a successful transition to off campus living.

2. Serving as a liaison between students and residents of neighboring communities.

3. Establishing standards of responsible conduct and investigating and adjudicating violations of the University's Code of Conduct which occur off campus.

B. Structure of the Office

The Assistant Dean of Students, Jeanne Lord, is responsible for this office in her capacity as Director of Off Campus Student Affairs. She reports to the Dean of Students. Other staff in the Office are one assistant and eleven part-time employees who staff the Hotline.

C. Educational and Community Outreach:

1. **Off Campus Orientation:** This mandatory annual program is sponsored by the Dean of Students and the Off Campus Office. The orientation is intended for sophomore students who will be living off campus for the first time as juniors; its purpose is to educate students about community expectations, safety, landlord-tenant issues and local laws and ordinances. In the Spring of 2000, the off campus orientation will be offered online for the first time. We hope that this transition will make the orientation process more effective and will familiarize students with the off campus website.

2. **Weekend Hotline: (687-8413)** The Hotline is a means of communicating with Georgetown about problems at student houses in the community. This telephone service operates on Friday and Saturday nights from 9:00 pm until 3:00am and on other designated holidays when students may not have classes on Mondays. An operator responds to calls from residents and then either contacts the students directly or dispatches an On-Site Response Person to the student house. **The Hotline was strengthened in 1996 with the addition of the On-Site Response staff.**

3. **Bulk Trash:** The Office of Student Affairs in cooperation with the Facilities Department provides a bulk trash collection service for students at the beginning of the fall semester and at graduation in the Spring. There are approximately 13 collection dates each semester.

4. **Publications:** The Office of Off Campus Affairs publishes a quarterly newsletter which is distributed throughout Burleith and W. Georgetown to both students and residents. The Newsletter keeps recipients abreast of events on campus as well as providing information about safety and other issues of general interest. In addition, the office distributes fliers periodically to address matters of particular concern to off campus students.

D. Student Involvement:

1. The GUSA Off-Campus Committee sponsors periodic community service efforts. This Fall, the committee sponsored a successful "clean up the alleys campaign" before the Burleith Flea Market. In October, off campus students hosted a reception for residents, faculty and students in W. Georgetown. In past years, GUSA members have participated in the annual Clean Georgetown Day and have helped residents at the Burleith Halloween Party.

E. New Initiatives:

1. As part of its continuing review of the Code of Student Conduct, the DRC this year is studying off campus conduct, with particular attention to equity between on and off campus sanctions.

2. The Dean of Students addressed the Athletics staff / coaches early this semester about off campus issues and we have experienced greater involvement and support from coaches in disciplinary matters this year.

Reaching Out to the University's Neighbors

"Georgetown University shares with its neighbors a beautiful, vibrant community in a dynamic, international city, and one of my aims is to work closely with the community in achieving our common goals. Georgetown has a responsibility to its neighbors, and strives to be a constructive, responsive, helpful neighbor and a valuable resource.

"As with any neighborly relationship, new issues will emerge that need to be resolved. The University's commitment is to maintain a positive relationship with our neighbors that allows these issues to be resolved in constructive, mutually beneficial ways."

-- Leo J. O'Donovan, S.J., President

Overview

In 1786, John Carroll selected a one-acre plot of land outside of the village of "George-Town" to be the site of a new academy. From these humble beginnings, Georgetown University has become a world-renowned institution of higher education with four outstanding undergraduate schools, respected graduate programs and top-ranked professional schools of law and medicine.

As Georgetown has grown, so has the surrounding community, and the University is now nestled in the midst of an historic neighborhood. Under the leadership of President Leo J. O'Donovan, S.J., Georgetown has reached out to the community in unprecedented ways and implemented ambitious new initiatives in areas of mutual concern. During the past six years, Father O'Donovan has:

- created three full-time staff positions dedicated to neighborhood relations;
- increased the number of students housed on campus and developed plans to add 780 additional beds to campus within the next few years; and
- implemented new initiatives related to students living off campus, including a weekend hotline for neighbors; an office of off-campus affairs to address student issues off campus; and mandatory student orientation sessions related to their responsibilities as neighbors.

Reaching Out to the Community

In spring 1994, Father O'Donovan assembled a committee of key University officials to collaborate with members of the community and outside experts on developing ways to improve town-gown relations. The committee recommended the establishment of a high-level community relations position.

Since 1994, Linda Greenan, assistant vice president for external relations, led the University's outreach to local communities.

One of Greenan's primary roles is to reach out to individual neighbors, neighborhood groups and community officials. Greenan and other University officials regularly attend citizens association and Advisory Neighborhood Commission meetings and meet one-on-one with concerned neighbors. Greenan also coordinates regular meetings between Georgetown representatives and community members. Greenan produces a quarterly newsletter on University news and initiatives that is distributed in surrounding neighborhoods. She provides a point of contact for neighbors and is one of the means by which neighbors' concerns are heard and understood at all levels of the University. Greenan can be reached at 687-5677.

A Commitment to On-Campus Housing

> *"Georgetown is committed to increase significantly its on-campus housing opportunities for undergraduate students. This is a costly proposition, and it requires great care and planning. But allowing more students to live on campus will be good for the students, good for the University and good for the community. This is the community's strongest concern, and it is one of mine as well."*
>
> **-- President Leo J. O'Donovan, S.J.**

- ***New 780-bed Residence Hall.*** In March, 1998, Georgetown University announced plans for its new Southwest Quadrangle, which will include a new residence hall to house an additional 780 students on campus. As part of an ongoing effort to enhance the quality of campus life, the Southwest Quadrangle also will provide multipurpose space for academic and co-curricular activities, seminar and study rooms, library and quiet space. The planned $120 million project – to be built on the space currently used as a parking lot by faculty and staff – will provide an underground parking facility to replace the existing surface parking lot, a 1,200-person dining hall to replace aging facilities, and a new home for Georgetown's Jesuit Community. In the spring of 1999, plans for the project were approved by the D.C. Board of Zoning Adjustment. The Southwest Quadrangle is currently in its design phase; the University has devoted considerable energy to fundraising for the project.

- ***More Students On-Campus.*** Today, Georgetown houses the highest percentage of full-time undergraduate students on campus (78% in FY 99) of any other college or university in the District of Columbia except Galludet. Of Georgetown's full-time traditional undergraduate students, 4273 will live on campus this year.

- ***On-Campus Living Requirements.*** The University requires first-year and second-year students to live on campus.

- ***Ongoing Housing Maintenance.*** Since 1989, Georgetown has spent more than $76 million renovating six on-campus residence halls and addressing safety and code issues in a number of others to assure the long-term quality of undergraduate housing on campus. This is a key step to ensuring that no beds are taken out of service because of code or building system deficiencies. The University has also funded the wiring of remaining campus residential facilities for voice, data and video.

Helping Students to be Good Neighbors

Georgetown takes responsibility for its students both on and off campus, and it expects students to take responsibility for themselves. To that end, the University has implemented a number of initiatives to facilitate cooperative relationships among the University, community members, and the Georgetown students who live in the surrounding neighborhoods.

- *The Office of Off-Campus Student Affairs.* Jeanne Lord, assistant dean and director of off-campus student affairs, oversees an office of one full-time and several part-time employees who work with students living off campus and respond to neighbor's concerns. This office works to educate students to be responsible and thoughtful members of the community.

- *Weekend Hotline and On-Site Response.* The Office of Student Affairs established a weekend hotline in 1992 and added an on-site response program in 1996. The hotline is a resource for neighbors who are experiencing problems with off-campus student conduct. During the weekend, if the hotline operator is unable to reach the students by telephone, the off-campus response program immediately dispatches a student conduct staff member to the location of the problem to inform the students of the complaint. Hotline operators will contact the Metropolitan Police Department when necessary. The Office of Student Conduct follows up on calls received on the hotline with student meetings and, when appropriate, sanctions that can range from fines to community service work to disciplinary dismissal. The hotline number is 687-8413.

- *Helping Students to be Good Neighbors.* In 1995, Georgetown established a mandatory off-campus living orientation program for all sophomores, whether they plan to move off campus or not. The orientation sessions are aimed at educating students on how to be good neighbors, and topics addressed in the sessions include proper disposal of trash, moderating noise, and building positive relationships with neighbors. Separate orientations for first-year on-campus students include a "community relations" component that focuses on such issues as being sensitive to late-night noise and proper disposal of trash in the neighborhoods.

The University has taken steps to address the issue of trash in the neighborhoods with a number of initiatives, including:

- *Disposing of Move-In/Move-Out Trash.* In 1995, the University instituted a program designed to pick up and dispose of bulk items such as beds, couches and desks for off-campus students who are moving in or out. The program, which goes into effect at the beginning of the fall semester and the end of the spring semester, has collected and disposed of as much as 16 tons of trash in one year. Items in suitable condition are donated to local charities such as So Others Might Eat.

- *Neighborhood Clean-up Days.* Each year, hundreds of Georgetown students volunteer on their weekends for annual trash clean-up events in the Georgetown neighborhood, such as the Spirit of Georgetown Day in the fall and the Citizens Association of Georgetown cleanup in the spring.

Responsible Growth

> *"Georgetown is committed to a policy of responsible growth that respects the historic nature of the campus and the community and takes into account the impact of campus developments on the surrounding community."*
>
> **-- President Leo J. O'Donovan, S.J.**

Georgetown has a "potential" of more than 3 million additional square feet of available development space on its campus. In the past nine years, approximately 234,000 square feet of gross floor area have been developed -- a fraction of the maximum development allowed on campus by current zoning regulations. The University will make a concerted effort to engage the community in dialogue, invite comments and seriously consider the concerns of the community when developing its new campus plan for the years 2000-2010.

To address the loss of athletic field space lost in the construction of the new residence hall and the need for additional academic and administrative space, the University has sought properties in the neighborhood. Georgetown was selected as the winning bid for the Wormley School, and has worked with community members as the approval and renovation process has moved forward. Georgetown has expressed a willingness to work with the community to minimize the impact of the University's use of the property on the surrounding community.

Reducing Traffic

The University is committed to decreasing traffic in the neighborhood and providing convenient transportation to its campus for faculty, staff and students.

- *Shuttle Service.* The Georgetown University Transportation Shuttle (GUTS) was established in 1974 to help students, faculty, staff and visitors travel to and from the University campus and nearby MetroRail stations. Today, GUTS operates five shuttle routes, connecting the campus to the Georgetown University Law Center in Downtown D.C.; to University offices on Wisconsin Avenue; to Metro stations in Rosslyn (Virginia) and Dupont Circle (District of Columbia); and to stops in North Arlington, Virginia. Rides on the GUTS bus are free to faculty, staff and students. Each day, GUTS transports more than 3,000 people to and from campus.

- *Canal Road Improvement.* Georgetown supports efforts to improve the Canal Road entrance to the University. An improved Canal Road entrance would provide substantial relief from the traffic congestion that occurs on neighborhood streets during rush hour traffic, and would provide better access to police and fire vehicles responding to emergency calls at the University and in the surrounding neighborhood. The University is currently working with surrounding community groups and with the Federal Highway Administration on this project.

- *During Construction of the New Residence Hall.* Every effort will be made during the construction of the new 780-bed residence hall to minimize the impact on the surrounding neighborhood. No cars currently parking on campus will be shifted off-campus during construction.

- *Supporting D.C. Registration for Student Vehicles.* Despite student opposition in 1996, the University supported D.C. Council legislation to require that students register their cars in the District in order to obtain a parking permit. Thanks in part to the University's efforts, the bill passed.

Lending a Hand to Local Youth in the Community

The Spirit of Georgetown Day. Each October, Georgetown University students clean parks, alleys, and street in Georgetown. The event is co-sponsored by the Georgetown business community and the Georgetown Ministry Center.

The Hyde Elementary School. Ten Georgetown students volunteer as tutors twice a week for children at the Hyde Elementary School in literacy as a part of the D.C. Reads program.

The Jelleff Boys and Girls Club. Georgetown University sponsors basketball and soccer teams that play at the Jelleff Boys and Girls Club in the neighborhood.

Access to University Resources

> *"We have much to offer, and my hope is that the community will take advantage of our many on-campus events, programs and institutions, and come to view living near Georgetown University as a beneficial experience."*
>
> **-- President Leo J. O'Donovan, S.J.**

As a major international University, Georgetown offers its neighbors access to a wide variety of resources, including:

- a world class medical center and hospital;
- lectures by prominent public figures and scholars;
- courses and advanced degrees through the School for Summer and Continuing Education;
- a library with over one million volumes and cutting-edge electronic research tools (neighbors can join the Library Associates, which offers checkout privileges and electronic research access, for $100);
- religious services;
- performing arts and other cultural events;
- support groups such as Alcoholics Anonymous and cancer support groups; and
- athletic facilities and sporting events.

1999-00 (01/10/00wc)

Contact: Georgetown University Office of Communications 202-687-4328

Volunteerism and Service at Georgetown

"Service is not merely something we do at Georgetown -- it is, quite simply, who we are. Our Catholic, Jesuit tradition calls us to make service an essential part of the lives of our students by providing them with a broad range of opportunities to reach out to -- and, just as importantly, to learn from -- those in need."

-- Leo J. O'Donovan, S.J., President

Overview

At Georgetown, community service and volunteerism have long been defining characteristics of our students' education and our mission as a University. Since its founding in 1789 by America's first Catholic Bishop, John Carroll, S.J., the University has embraced and lived out the Catholic, Jesuit commitment to service in its undergraduate, graduate, law and medical schools.

Service is central at Georgetown. More than 100 community service programs at Georgetown reach thousands of individuals in the Washington, D.C., area. Our commitment to service can be measured in a number of ways.

- *Innovation and Excellence.* New initiatives have combined with long-standing programs to place Georgetown at the forefront of community service and volunteer efforts nationwide. This past year the university continued in its commitment to community service by founding *Partners in Urban Research and Service-Learning (PURS)*. Other initiatives include the Center for Urban Research and Teaching, the Volunteer and Public Service Center, the D.C. Schools Project, the After School Kids Program, the Law Center's renowned clinical programs, the Service-Learning Credit, the District Action Project, D.C. Reads, and a service-learning grant program.

- *National Leadership.* A member of the *America Reads* steering committee, President Leo J. O'Donovan, S.J., has committed Georgetown to helping lead the national effort to recruit and train one million tutors to ensure that all students can read independently by the end of the third grade. Georgetown was a founding member of Campus Compact, a national coalition of college and university presidents committed to fostering the values and skills of citizenship and service, since its inception in 1985. Georgetown remains active in Campus Compact: Father O'Donovan serves on the executive committee of Campus Compact, and Georgetown faculty and staff have helped lead a number of Campus Compact initiatives.

- *University Resources*. The university maintains a powerful commitment to service through fourteen full-time staff across all three campuses who coordinate university service and volunteer efforts. Georgetown devotes a substantial amount of its financial resources to community service.

Student Volunteerism

- Georgetown has more than 20 student-run volunteer organizations involving hundreds of volunteers. Approximately two-thirds of Georgetown students participate in volunteer service activities during their undergraduate years, and more than 1,400 students are currently involved in weekly service projects in Washington, D.C. Georgetown students have organized a drive to encourage first-year students to sign a pledge to participate in at least one community service day and one ongoing volunteer activity each year during their time at Georgetown.

- In 1998-1999, Georgetown added the following programs to its already extensive list of volunteer and service opportunities:

  Hoya Humanitarians. The Volunteer and Public Service (VPS) Center organized an opportunity for students who want to do volunteer work but are unable to make long-term commitments to other service projects. Hoya Humanitarians meets on a weekly basis to volunteer for a different project every week, such as working at a local battered women's shelter or passing out sandwiches to the homeless. This year, Hoya Humanitarians also sponsored a compact disk (CD) sale to raise money for Kosovar refugees.

  Youth Entrepreneurship Skills! (YES!). This group of Georgetown students volunteers with a community development group in the District. YES! works to train residents of an area housing project in valuable entrepreneurship skills, teaching them how to run their own businesses.

  SEED. SEED is a new VPS organization that provides educational support for students at the SEED charter school in Northeast D.C. Approximately 30 volunteers tutor and mentor SEED students. The SEED school is a residential program for seventh graders who are selected to attend this special school.

  U.S./Mexico Border Awareness Experience. This year, the Georgetown VPS Center hosted an alternative spring break in El Paso, TX and Ciudad Juarez, Mexico. The ten student participants studied the political and social issues of the United States/Mexico border and learned about immigration issues, NAFTA, Mexican politics, and labor organizations.

  DC Learns Database. The VPS Center, in conjunction with KeyBridge.Net, is developing and maintaining a database to refer volunteers to area tutoring programs that need assistance. The Georgetown staff will input and update the data of volunteers and programs, as well as coordinate service projects. KeyBridge.Net is an internship program that offers graduate students in the Communication, Culture and Technology program experience in multimedia production and Internet applications.

Reaching Out to Area Youth

Recognizing that young people are the future of our country, many Georgetown programs focus on providing education and support to District youth.

Sursum Corda Tutoring and Family Literacy Programs. For 30 years, Georgetown students have provided tutoring for children in the Sursum Corda housing community in Northwest Washington, D.C. Nearly 100 Georgetown students tutor at Sursum Corda four nights a week. Every Wednesday afternoon, a dozen Georgetown student tutors work on reading skills with parents and toddlers in Sursum Corda. This past year the *Sursum Corda Youth Literacy* program made a smooth transition to its new home at Perry School in Northwest-One and expanded its program to include preschoolers. Law Center faculty plan to tutor adults in Fall 1999.

The D.C. Schools Project. A nationally recognized program that trains more than 200 Georgetown students each year to spend four to six hours a week teaching immigrant students English and other subjects. In the program's 15-year history, Georgetown volunteers have tutored more than 4,000 area youth, mostly in the Adams-Morgan, Mt. Pleasant and Chinatown communities. The project includes home tutoring, in-school tutoring, weekend and summer programs, and peer-tutoring efforts. The D.C. Schools Project was recently awarded a grant of $100,000 by the Phillip Graham Foundation. It successfully launched a *Parents Program* to provide ESL tutoring for the family members of immigrant youth that it serves and *Project Green* to engage ESL students in environmental service projects. For more information, call Elizabeth Samworth,
687-8868.

The After School Kids Program (ASK). An innovative effort to reach out to at-risk youth through tutoring, mentoring, and job preparation. Currently, 12 Georgetown student coordinators tutor and mentor 33 youth twice a week at local churches and schools. Since 1987, ASK coordinators have mentored more than 400 District youth. This year all four of the ASK youth in the *College Prep* component of this program were accepted into college. For more information, call Shaka Thorne, 687-5572.

Georgetown Outreach. This program matches students at the Law Center wishing to volunteer with opportunities for public service in the Washington area. It also coordinates various other volunteer projects. For more information, call Georgetown Outreach at 662-9262.

The D.C. Reads Initiative. A member of the *America Reads* steering committee, President Leo J. O'Donovan, S.J., has committed Georgetown to helping lead the national effort to recruit and train one million tutors to ensure that all students can read independently by the end of the third grade. In response, Georgetown has created *D.C. Reads* through which between 225 and 250 Georgetown students serve each semester as work-study tutors for young people in the District. Georgetown University is now taking the lead in building a literacy database in collaboration with other District universities, the Corporation for National Service, the public and Catholic school systems, and area non-profit organizations. *D.C. Reads* provides training and support for approximately 250 student volunteers to tutor at-risk children in 15 public and Catholic elementary schools and 3 community-based agencies in Washington, D.C. Georgetown has taken the lead among District universities and nonprofits in coordinating efforts to implement the goals as part of the *America Reads* effort. For more information, call Dr. Sharon Morgenthaler, 687-8834.

Schiff Scholars Program. Georgetown's Center for Minority Educational Affairs runs the Schiff Scholars program, which selects "classes" of 50 District youth seventh-graders to participate in academic enrichment and educational activities that help them succeed in school. Since the first "class" of Schiff Scholars was selected in 1989, all the students who have completed the program

have gone on to college. For more information, call the Center for Minority Educational Affairs, 687-4054.

Georgetown University Young Scholars Program (GUYS). Georgetown volunteers mentor junior high and high school students in the Northwest-One area of Washington, D.C. During the school year, 25 volunteers meet with students over the weekends for educational, cultural and recreational activities designed to encourage and equip students to attend college after high school. For more information, call Shaka Thorne, 687-5572.

Increase the Peace. Georgetown students who receive training in conflict resolution and peer mediation work with District youth to create violence prevention in the D.C. schools. Student volunteers met with young people to build their self-esteem and provide them with the communication, cooperation and conflict resolution skills they need to create programs in their own communities. For additional information, call Sam Marullo, 687-3703.

Spring Break in Appalachia. One hundred Georgetown students travel to community service sites in the Appalachian region during spring break each year. Students provide volunteer labor on projects in low-income communities and learn about culture and life in Appalachia. For more information, call Shaka Thorne, 687-5572.

D.C. Street Law Project. Law students teach a year-long course in practical law in 15 D.C. public high schools and some homeless and public housing settings. Students devote three hours per week to teaching such subjects as criminal law and procedure, consumer law, torts, family, housing and individual rights law. The course culminates in a city-wide mock trial competition in the spring for participating high school students. Volunteers can help in several ways. First, lawyers and law firms are paired with high school classes through the project's Mentor program, and help as guest presenters and with preparation for the mock trial. Second, volunteers can work with individual high school students as tutors and to assist with preparation for applying to college. For more information, call Professor Richard Roe or Brenda McDuffie, Executive Assistant, 662-9615.

D.C. Family Literacy Project. This program helps incarcerated parents read with their children. Prisoners help to develop the literacy of their children by enhancing their own literacy-building and parenting abilities through children's books and literacy-related activities. Law students and volunteers work with residents of correctional facilities on literacy and parenting in several ways. The program conducts 8-12 week program cycles in the fall, the spring and the summer. These cycles include weekly workshops for incarcerated parents in which parents prepare and practice reading with their children. A family visit occurs every three weeks of the cycle from 6:00-8:00 p.m. on Wednesdays during which children visit their parents and engage in planned reading and literacy-related activities that include dramatizations, circle time, songs, poetry, arts and crafts, writing and dictating stories on computers, and other book extension activities. Volunteers help with reading, art, photography, videotaping, story writing, and administration. In addition to prisons, other program sites may include homeless settings and public housing projects. Contact Professor Richard Roe or Brenda McDuffie, Executive Assistant, at 662-9615.

Sursum Corda Reading Project. Law students and other volunteers work with emergent readers from the housing projects several blocks north of the Law Center during weekly hour-long sessions in the fall and spring semesters. A portion of the volunteers are participants in Professor Hirsh's and Professor Roe's *Literacy and Law* fall-semester course. Contact Professor Richard Roe or

Brenda McDuffie, Executive Assistant, at the Law Center at 662-9615, or Professor John Hirsh at 687-7412.

Health Care for the Medically Underserved

Faculty, staff and students in Georgetown's world-renowned Medical Center volunteer their time and skills to provide a range of health services in the metropolitan area, including medical care, health education, testing and evaluation.

Community-Oriented Primary Care. Recognizing that strong partnerships are essential to the success of universities and communities, the Department of Family Medicine's Division of Community Projects and Research applies the community-oriented primary care model (COPC) in community and clinical settings. The Office implements initiatives in practice, teaching and research to advance community health priorities in D.C., especially in underserved neighborhoods surrounding the Perry School Community Services Center.

- **Teaching:** Georgetown faculty members join approximately 120 medical and nursing students in conducting health interventions for community partners. Family medicine residents participate in longitudinal, three-year rotations that include clinical management of underserved patients, participation in multi-disciplinary health care teams and community collaboration. Fellowships and internships are available.
- **Practice:** Using the COPC model, the Division of Community Projects and Research is located on the second floor of the Perry School. Family physicians have joined Providence Hospital in offering service at the Perry Family Health Center.
- **Research:** Research projects have included strengthening families and community supports, improving access to prenatal care and addressing issues of nutrition and hunger. Technical assistance is offered, including proposal and curriculum development, as well as data collection, management and analysis. For more information, please contact Dr. Donna Cameron at 687-0427 or via e-mail *ddc@gunet.georgetown.edu*.

The Pediatric Mobile Clinic. The Georgetown Medical Center maintains a mobile health unit that regularly visits medically underserved areas in the District to provide comprehensive health care services. Each year, more that 90 volunteer physicians, residents and medical students work on the mobile clinic helping to treat several thousand patients. The Pediatric Mobile Clinic conducts more than 3,400 patient visits in District neighborhoods each year and has logged over 22,000 visits since its inception. For more information call 784-KIDS.

Medical Student Volunteerism. Students at Georgetown's School of Medicine volunteer at medical clinics like the Zaccheus Free Medical Clinic, la Clinica del Pueblo, and Christ House. Students help organize programs on AIDS, substance abuse, and blood drives.

Legal Assistance for Those in Need

The Law Center's acclaimed clinical programs provide legal services to young people, adults, and families on issues ranging from landlord/tenant relations to criminal justice to human and civil rights. The services the clinics provide to the Washington, D.C. area are complemented by volunteer and community service efforts at the Law Center such as:

The Office of Public Interest and Community Service (OPICS). This Law Center office offers a variety of programs which encourage students to engage in volunteer and *pro bono* legal work during their time in school as well as after graduation. In addition, OPICS works with, supports and facilitates the organization of student groups or projects with a public interest focus. Lastly, OPICS acts as a liaison among faculty, staff, students, and the D.C. community on public interest and community service matters. For more information, contact Kim Matthews at 662-9655.

Home Court. Every spring, law students, staff and faculty organize a charity basketball game that pits law faculty members against members of Congress. For more information, call Home Court, 662-9768.

The Equal Justice Foundation. This student group works to promote and expand public interest programming and funding at the Law Center. Projects range from seminars on public interest interviewing to funding student summer fellowships with public interest organizations around the world. For information call 662-9258.

Integrating Service and Learning

> *"Service learning is a concrete way in which the University can realize two critical elements of its Jesuit mission -- education and service to the community. The integration of the learning that takes place in the classroom with the experience of serving others enables our students to contribute to the community while enhancing the academic experience."*
>
> **-- Leo J. O'Donovan, S.J., President**

Georgetown's commitment to service is evident not only in its volunteer programs, but in the classroom, as well. During his ten years as president of Georgetown, Father O'Donovan has encouraged faculty to integrate service into their courses through new initiatives and existing programs, including:

Center for Urban Research and Teaching. The new Center for Urban Research and Teaching supports curricular and research projects involving community service throughout the University. James Slevin, English professor and founder of the University writing program, is the center's first director. The Center serves as the home of Partners in Urban Research and Service-Learning (PURS), a collaborative project bringing together 10 Georgetown social science faculty and community leaders to develop research projects serving the community. The Center has also sponsored workshops for faculty and co-sponsored a symposium, "Writing for and with the Community," with the Writing Program. It is currently working to expand its community-based programs, including a major initiative in support of eight Catholic elementary schools serving some of the least advantaged communities in the District of Columbia. It will host the annual meeting of the Invisible College, a major national organization for university-community cooperation. The director is working with Law Center professor Wallace Mlyniec to edit a book detailing Georgetown programs in service learning, urban research, public interest law, and other areas of community-based intellectual work.

Service Learning Grants. Over the last three years, Georgetown has distributed grants to encourage faculty to enhance classroom learning and research by incorporating community service into their courses. In turn, the coursework helps improve and strengthen the service provided by

increasing the knowledge base of student volunteers and broadening their understanding of specific social problems. "Service learning courses" typically allow students to participate in organized service activities, and reflect on and analyze their service work through papers and discussions. Because of this program, there have been over thirty service-learning courses at Georgetown. Recent courses include:

- *Community Conflict Resolution* -- Sam Marullo, professor of sociology and director of the Volunteer and Public Service Center, and Victor Robinson, visiting instructor. This course combines a seminar format and a service-learning approach to the study of conflict, violence, and conflict resolution. In the seminar portion, students study the theories of why conflicts occur, the conditions and bases under which violence emerges, the factors and interventions that lead to escalating or deescalating conflict and violence, and the outcomes of such processes. Through the service-learning component, students learn some of the techniques of conflict resolution and violence prevention by practicing them in a laboratory setting and then applying them in a "real world" setting. To this end, students work in D.C. public schools, teaching conflict resolution techniques to the students during their regularly scheduled class times.

- *Altruism and Community Service in Hispanic Literature: Readings/Praxis* – Estelle Irizarry, professor of spanish. Guided by László's social-cognitive approach to literature, students will read works by Concepción Arenal, San Ignacio de Loyola, Cervantes, Galdós, Unamuno, and contemporary writers in the context of community service as theme and as praxis. Service learning will integrate regular participation in community projects with discussion and reflection activities enhanced by an experiential appreciation of readings.

- *Microcredit Development:* This service-learning course serves as an introduction to microenterprise program design and finance and has a required experiential component through which students undertake roughly eight hours per week of service with an appropriate microenterprise organization. The course is organized around four themes: the microentrepreneurs' individual perspective, the microcredit grassroots organizations and the community level; the macro financial and policy factors influencing microcredit and microenterprise; and the global perspective of microenterprise as a development tool. For more information, contact Dr. Elaine Romanelli, 687-4188.

Service Learning Research and Support. The Volunteer and Public Service Center coordinates a variety of programs to encourage and support service learning. The Center sponsors research projects on service learning activities and shares its expertise with other universities at local and national conferences. Information sessions and workshops on creating service learning courses are held regularly each year. For more information, call Sam Marullo, 687-3703.

Linking Community Development and Service Learning. Father O'Donovan has committed a substantial sum of money to fund initiatives that join faculty and student research interests and service learning courses with community development needs. The Center for Urban Research and Teaching has begun building relationships with numerous local community agencies and is exploring ways the University can assist their efforts with community-based research and teaching projects. For more information, call Jim Slevin (687-7565) or e-mail him at *slevinj@gusun.georgetown.edu.*

The Service-Learning Credit (SLC). A national model and one of the first such university programs in the nation when it was founded over 20 years ago (originally known as the Fourth Credit Option). The SLC offers undergraduate students the opportunity to earn one extra credit by linking 40 hours of volunteer work during a semester to a course in which they are enrolled. Every semester, between 50 and 100 students take part in the Service Learning Credit. For more information, call Scott Hummel, 687-3703.

The Catholic Schools Project. Two English Courses taught by John Hirsh provide Georgetown students the opportunity to receive training in literacy tutoring and assist youth in District Catholic schools in developing reading, writing, and language arts. More than 40 students work at Sacred Heart, Immaculate Conception, and Assumption schools in the District and meet to develop teaching strategies and reflect on their experiences. In addition, Georgetown's Center for Child Development works closely with Catholic school teachers at Sacred Heart to create classroom activities that enhance the learning experience and to identify and address problems with individual students. For more information, call John Hirsh 687-7412.

The D.C. Community Policy Forum. Georgetown Public Policy Institute (GPPI) launched the D.C. Community Policy Forum in 1998 to provide faculty and student research resources as community service in order to support collaborative efforts addressing the needs of the District of Columbia. Students in the Masters of Public Policy Program have participated in major research efforts dealing with the District, including program analysis of fiscal support and funds in the District. They have also supplied policymakers with reliable information and policy options on issues relating to District families and children. Most recently, the team of GPPI students has furnished background research and support for a city-wide effort to develop comprehensive assistance for out-of-school time programs for District children. The effort was embraced enthusiastically by D.C. Mayor Anthony Williams in his FY 2000 budget. The budget, as approved by D.C. City Council, calls for the creation of a community based D.C. Children and Youth Investment Corporation. Fifteen million dollars have been appropriated to launch the wide-spread expansion of out-of-school-time programs for District Children -- the largest investment in children's development in generations. The D.C. Community Policy Forum is producing the draft business plan and documents to incorporate the initiative into a fully operational 501 c-3 public / private non-profit organization. In addition, the Forum plans to work with the newly incorporated organization and community steering groups to develop a best practices institute. This will include providing training and education materials for community based out of school time providers to meet anticipated community benchmarks for quality programming and eligibility for new funding.

D.C. Family Policy Seminars. The D.C. Family Policy Seminar (D.C. FPS) is a collaborative project of the Georgetown Public Policy Institute (GPPI) and its affiliate, the National Center for Education in Maternal and Child Health (NCEMCH). The mission of the D.C. FPS is to provide to the District of Columbia accurate, relevant, non-partisan, timely information and policy options concerning issues that affect children and families. The Policy Seminars focus on a wide range of social and economic issues and their impact on families. Each seminar includes presentations by leading researchers and expert practitioners, followed by an extensive discussion period in which participants share their knowledge and concerns regarding circumstances specific to the District. Participants include officials and staff members from the Mayor's office, the City Council, other government and non-profit agencies, and members of the research and advocacy communities. Since 1993, the D.C. FPS has sponsored twenty-two seminars, some of which include: *Out-of-School Time Activities: Can Programs Help Families and Can Families Help Program?* (May 1999), *Quality Housing for All: Family and Community-Led Initiatives* (February 1999),

Educating With Peers: Others Do - Should You? (November 1998), *Saving our Schools: Would Vouchers Create New Solutions or New Problems* (April 1998), and *Finding Families: DC's Foster Family Deficit* (February 1998). The D.C. FPS is funded by the federal Maternal and Child Health Bureau. For more information, please visit the web site: www.ncemch.org/dcfps or call Leslie V. Gordon at 703-524-7802.

Law Center Clinics. The Law Center's acclaimed clinical programs provide legal services to juveniles and adults on issues ranging from landlord/tenant relations to criminal justice to human and civil rights. Law students receive credit for clinical work that includes representing clients in court and administrative proceedings, participating in advocacy efforts on policy issues, and reflecting on their experiences in discussions with peers and professors.

Encouraging Service Among Students

From the moment students arrive at Georgetown to the time they graduate, the University exposes them to a broad range of service and volunteerism opportunities.

Volunteer and Public Service Center (VPS). A fully staffed center that coordinates Main Campus service efforts and assists students and faculty in developing service programs. VPS includes nine staff members who work with students, faculty and staff on volunteer and community service efforts. VPS works closely with District service organizations to develop programs that target the specific needs of the community. VPS can be reached at 687-3703.

The District Action Project. A living community comprised of students who are committed to community service. This year, more than 20 students live in a community in a campus residence hall and participate in weekly service activities both as a group and individually. For more information, call Cristina Aquino at 687-3735.

Freshman Orientation to Community Involvement. An intensive week of service that introduces a select group of incoming first-year students to Georgetown's Catholic, Jesuit service ethic and develops service leadership skills. Thirty-six first-year students arrive on campus a week before classes begin to participate in volunteer projects in the District. For more information, call Cristina Aquino, 687-3735.

Community Service Orientation. During orientation week, first-year students are introduced to service opportunities by a day of service at sites throughout the Washington, D.C., area.

"You Can Make a Difference" Fairs. Every year in the fall and spring, the University sponsors a community service and volunteerism fair on campus that allows local service organizations and community agencies to recruit Georgetown volunteers.

For a Day. A student initiative that coordinates one-time volunteer opportunities for individuals, groups and classes to fill special needs and encourage long-term volunteerism.

Summer of Service. Georgetown launched its second Summer of Service program in June 1999. Through this program, the VPS Center, along with financial support from Georgetown alumni, hired 10 undergraduates to work for the summer as mentors and coordinators for approximately 50 D.C. teens. The Georgetown students engage the youth in community service and service-learning projects aimed at cleaning and restoring important District sites, educating the children of the

District, improving health care, reducing and preventing violence, and learning to start small businesses. For additional information, contact Dr. Sharon Morgenthaler at 687-8834.

Student Leadership Forums. Students, faculty and staff convene in a number of forums to exchange information and ideas, develop leadership skills, and coordinate ways to promote the various service efforts at Georgetown. Forums include the Volunteer and Public Service Center Advisory Board, the Leadership Corps, the Leadership Retreat, and the Student Leader Roundtable.

Options Fair and Retreat. The Volunteer and Public Service Center and Campus Ministry sponsor a fair featuring post-graduate service opportunities such as the Peace Corps, the Jesuit Volunteer Corps, and Teach For America. The retreat enables students contemplating service an opportunity for discernment about their call to service.

Alumni Service Efforts

Georgetown alumni participate in regular community service activities on an individual basis and through alumni clubs. The Alumni Association worked with clubs to develop a manual on coordinating community service efforts, which is used by alumni clubs around the nation in selecting and organizing club service projects. The Alumni association regularly works directly with clubs to facilitate community service efforts such as:

- The Georgetown University Alumni Club of New York tutors children in East Harlem through the Children's Aid Society each week.

- The Georgetown Club of Chicago coordinates fund-raising assistance for nonprofits like the Neighborhood Housing Service, provides volunteers for Misericordia, a home for mentally disabled children and adults, and sponsors environmental clean-up efforts.

- Members of the Georgetown Club of Metropolitan Washington, D.C., participate in annual service events such as "Christmas in April" and "Greater D.C. Cares Servathon," as well as monthly projects through "Greater D.C. Cares" and "Housing Opportunities for Women."

Law Center alumni engaged in public interest work participate in a nation-wide mentoring program that helps law students interested in public interest law learn about the field and find employment.

International Service

The Volunteer and Public Service Center acts as a resource for students interested in volunteering abroad. VPS counsels many students on international volunteer efforts and has helped students secure volunteer posts in Latin America, South Africa and Namibia. A number of students and alumni seek out international volunteer opportunities on their own through organizations such as the Jesuit Volunteer Corps and the Peace Corps.

Jesuit Volunteers Corps International. Georgetown houses the office of Jesuit Volunteers Corps International, the global arm of the Jesuit Volunteer Corps, a national and international service program. The Georgetown office coordinates volunteer efforts in countries such as Belize, Nicaragua, Micronesia, Nepal, Peru, Chile, the Marshall Islands, and Tanzania. More than 450

college and university graduates serve at various sites in the United States, and more than 70 volunteer in nine different countries. On average, 16 Georgetown students and alumni enter the Jesuit Volunteer Corps each year. Jesuit Volunteers are committed to integrating social justice, spirituality, simple lifestyle and community. For more information, call 687-1132.

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For more information, contact Georgetown University's Office of Communications at 202-687-4328

APPENDIX J

October 1999

Georgetown University: Good Citizen

"The University takes seriously its responsibilities as one of Washington's oldest 'citizens.' We continuously seek out new ways to contribute to the city's growing economy, rich culture, social fabric and public discourse. The District is our home, and we are called as a Catholic, Jesuit university, and as a good neighbor, to be an active presence in this community."

-- Leo J. O'Donovan, S.J., President

Overview

Founded in 1789, the University has maintained a close relationship with the nation's capital for more than two centuries, providing services, opportunities, leadership and resources to Washington, D.C. neighborhoods, businesses and government. Under the leadership of Father Leo J. O'Donovan, S.J., the University has strengthened its commitment and expanded its contributions to the District in a variety of ways.

Investing in the District

- Georgetown employs more than 2,500 D.C. residents, who pay more than $7 million in income taxes to the District each year.

- ***Community Development Bank.*** In 1995, Georgetown made a founder's investment of $1 million in City *First* Bank of D.C. This community development bank provides financial assistance to individuals and small businesses primarily in District neighborhoods east of the Anacostia River. Area banks, financial institutions, District businesses, private individuals, and community development corporations will join with Georgetown in an effort to encourage and support entrepreneurship, business development and home ownership in District communities.

Providing Health Care in the District

The Georgetown Hospital and its clinics serve almost 200,000 local patients each year. More than 2,000 Medical Center volunteers reach upwards of 50,000 individuals in need with medical care, health education, and testing and evaluation programs.

- ***The Department of Family Medicine, Office for Community Projects and Research.*** This office implements initiatives in practice, teaching and research to advance community health priorities in the District, particularly in underserved neighborhoods surrounding the Perry School Community Services Center. Under the direction of that office, family medicine residents participate in three-year rotations that include clinical management of underserved patients. The office also manages research projects aimed at strengthening families and community supports, improving access to prenatal care and addressing issues of hunger and nutrition. For more information, call Donna Cameron, 687-0427.

- ***The Pediatric Mobile Van.*** The Georgetown Medical Center maintains a mobile health care center that regularly visits medically underserved areas in the District to provide comprehensive health care. More than 90 volunteer physicians, residents and medical students work on the mobile van helping to treat thousands of patients. The Pediatric Mobile Clinic conducts more that 3,400 patient visits in District neighborhoods each year and has logged over 22,000 visits since its inception. For more information, call 784-KIDS.

- ***Medical Student Volunteerism.*** Students at Georgetown's School of Medicine volunteer at several medical clinics including: Zaccheus Free Medical Clinic, la Clinica del Pueblo, and Christ House. Students also help organize blood drives and programs on AIDS and substance abuse.

- ***D.C. School-Based Hepatitis B Immunization Project.*** Students and faculty at Georgetown's School of Nursing have initiated this program in an effort to immunize local children against Hepatitis B. The project has reached children at eight District elementary schools and one junior high school. For more information, call Stephanie Wright, 687-4679.

Legal Services for People in Need

The Law Center's commitment to public and community service is widely known. Its acclaimed clinical programs provide legal services to juveniles and adults on issues ranging from landlord/tenant relations to criminal justice to civil rights. In addition to the clinics, Law Center faculty, staff and students provide thousands of hours of assistance to D.C. residence through *pro bono* projects, public interest internships, and other volunteer activities. For more information on any aspect of the Law Center's public interest and community service program, contact the Office of Public Interest and Community Service at 202-662-9655 or the Clinical Program at 202-662-9590.

- ***Criminal Justice Clinic.*** A full-year program in which trained and supervised students represent indigent criminal defendants in both jury and non-jury trials in the District of Columbia Superior Court.

- ***The Harrison Institute for Public Law.*** Founded in 1971, this clinical program provides legal services to citizen coalitions, housing cooperatives, government agencies, and state and local legislatures.

- ***Institute for Public Representation***. This public interest clinic represents underserved groups and individuals in three major areas: environmental protection, communications law and policy, and civil rights (particularly disability rights.)

- ***D.C. Street Law Project.*** Through this program, law students teach law-related subjects such as criminal, consumer, family, housing and individual rights law at public high schools.

- ***Juvenile Justice Clinic.*** This clinic represents children who are accused of committing misdemeanors and felonies and offers an in-depth examination of the legal rights of juveniles in a variety of court experiences.

- ***Family Opportunity Clinic.*** This program represents young people and their parents, or "kinship caretakers," and provides counsel to coalitions working to reform education, legal and government assistance programs in the District of Columbia.

- ***Domestic Violence Clinic.*** This clinic represents victims of domestic violence in D.C. Superior Court, and endeavors to obtain injunctive relief in the form of civil protection order.

Advising the District Government

Georgetown's Public Policy Institute has launched an innovative research/service partnership with the District of Columbia. This project provides faculty and student research resources as a community service to help address the needs of the city. Major activities include:

- ***The D.C. Community Policy Forum***. The Georgetown Public Policy Institute (GPPI) launched this program in 1998 to provide faculty and student research resources in support of collaborative efforts that address the needs of the District of Columbia. Students in the Masters of Public Policy Program have participated in major research efforts dealing with the District and have provided policymakers with reliable information and policy options relating to District families and children. Under this program a team of GPPI public policy fellows, directed by a full-time research professor, have provided professional assistance on policy issues to District government agencies, civic groups, emerging neighborhood collaboratives and the D.C. Finance Authority.

- ***National Capital Revitalization Corporation*** Through Georgetown's D.C. Project, an organization within the Georgetown Public Policy Institute, several graduate fellows supported the District City Council's initiative to create this corporation. The graduate fellows assisted in developing the legislation and supporting arguments that led to creation of the corporation, which will promote economic development in the District.

- ***The D.C. Family Policy Seminar (D.C. FPS).*** This program is a collaborative effort by the Georgetown Public Policy Institute (GPPI) and its affiliate, the National Center for Education in Maternal and Child Health (NCEMCH). The mission of the D.C. FPS is to provide the District of Columbia with accurate and timely information concerning issues that affect children and families. Each seminar includes presentations by leading researchers and expert practitioners, followed by an extensive discussion period. Participants include officials and

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- ***Schiff Scholars Program.*** This pre-college academic enrichment program is designed to help middle school students to develop the interest and the motivation to pursue a college education. In 1989, fifty students from Browne Junior High School in Northwest Washington D.C. were selected to participate in the program. Thirty of the original students continued with the program through their high school graduation in May 1995 and now attend a variety of colleges. Some of the opportunities that are offered include career guidance, recreational activities, mentor and peer counseling, college-level instruction, workshops on financial aid and college planning assistance. Currently forty-three students from Roper Middle School are enrolled in the program. For more information, contact the CMEA at 687-4054.

- ***Georgetown University Young Scholars Program (GUYS).*** Through this program, 25 Georgetown students volunteer to mentor junior high and high school students in the Northwest-One area of Washington, D.C. During the school year, the volunteers meet with students on weekends to participate in educational, cultural and recreational activities designed to encourage those students to attend college. For additional information, contact Shaka Thorne, 687-5572.

A Force for Literacy in Washington, D.C.

For more than a quarter of a century, Georgetown University has been a strong, active force for literacy in Washington, D.C. More than 775 Georgetown students are currently involved in ongoing tutoring activities that reach children, adolescents and adults throughout the District. Georgetown volunteer activities reach children at more than 30 public schools.

- ***The D.C. Reads Initiative.*** As a member of the *America Reads* steering committee, Father O'Donovan has committed Georgetown to helping lead the effort to recruit and train on million tutors. In response, Georgetown formed *D.C. Reads* a program through which more than 225 student volunteers are trained to tutor at-risk children in three elementary schools in Washington, D.C. Georgetown University is now taking the lead in building a literary database in collaboration with other District universities, the Corporation for National Service and public and Catholic school systems. For more information, call Sharon Morgenthaler at 687-8834.

- ***D.C. Schools Project.*** A nationally recognized program that trains more than 200 Georgetown each year to spend four to six hours a week teaching immigrant students English and other subjects. In the program's 15-year history, Georgetown volunteers have tutored more than 4,000 area youth, mainly in the Adams-Morgan, Mt. Pleasant and Chinatown communities. The project recently was awarded a grant of $100,000 by the Philip Graham Foundation. For more information, call Elizabeth Samworth at 687-8868.

- ***Sursum Corda Tutoring and Family Literacy Program.*** For 30 years, Georgetown students have tutored children in the Sursum Corda housing community in Northwest Washington, D.C. Today nearly 100 Georgetown students tutor at Sursum Corda four night a week.

Educating the District's Workforce