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OFFICE OF ZONING
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UniverCity 20/20

Howard University

1998 CENTRAL CAMPUS PLAN

City of Washington, District of Columbia

H. Patrick Swygert, President

Leadership for America and the Global Community

ZONING COMMISSION
District of Columbia
CASE NO.03-17
EXHIBIT NO.26A1

Cover Photo: The 1870 University community in front of the recently constructed original Main Building of Howard University. Photo courtesy of the Moorland Spingarn Research Center.



Final amendment pursuant to the D.C. Board of Zoning Adjustment request, submitted December 31, 1998

C O N T E N T S

THE PRESIDENT'S LETTER

PREFACE: THE VISION STATEMENT OF THE CENTRAL CAMPUS PLAN FOR HOWARD UNIVERSITY

EXECUTIVE SUMMARY i

INTRODUCTION 1
- Faculty, Students & Alumni 2

Strategic Framework for Action 3
Program Considerations 6
- Enrollment 6
- Student Life & Housing Issues 6
- Staffing 9
- Administration 9
- Academic Programs 9
- Research 16
- Technology 17
- The University Libraries System 17
- The Moorland Spingarn Research Center 18
- The Radio and Television Stations 18
- Howard University Hospital 19

Related Planning Factors 20
- Facilities 20
- Renewal 20
- Historic Structures 21
- Infrastructure Issues 22
- The Howard University-Federal National Mortgage Association LeDroit Park Initiative ... 22
- Community Connections 23

HISTORIC FRAMEWORK 25
- Institutional Evolution & Development 25

The Previously Approved Central Campus Plan 33
- Building Activity Since 1988 33

EXISTING CAMPUS STRUCTURE 35
Campus Edge Conditions 38
Campus Structure & Pattern 40
University Districts, Uses & Activities 44
Zoning Districts 47
- Statement of Compliance with the DC Comprehensive Plan Act 47

Open Space Patterns, Landscape Elements & Pedestrian Circulation 50
Streets, Vehicular Circulation, & Parking 56
- Parking and Shuttles 56

RE-PLACING FRAMEWORK 59
- Universal Re-placing Goals 59
- The UniverCity 20/20 Issues 61
- Historic Continuity 62

Campus Structure & Pattern 68
Connecting with the City 74
Development Opportunities Framework 76

THE CAMPUS PLAN 77
- Proposed Campus Boundaries 80

Modifications to the Campus Structure 83

APPENDICES 87

Appendix A Student Enrollment 88
Appendix B Traffic & Parking Analysis 90
Appendix C Building Information 108
Appendix D Service & Utility Distribution Systems 111
Appendix E City/Community Connections 112

THE PRESIDENT'S LETTER

More than 131 years ago Howard University began to rise from its home on a dominant hill above the 1791 L'Enfant northern boundary for the City of Washington. Indeed, in the City's spatial vernacular the "Hilltop" refers to the University as a recognizable destination and as a place. Those early 1867 roots have evolved into a University of international stature. In the journey to its present status many have contributed their collective intellect and energy to creating a place of special character and meaning. Among the several campus plans for Howard University the Cassell plan of 1932 has gained near legendary respect both for its artistry and its clear intentions to make a place of majesty symbolizing bold aspirations, order and courage.

Since that time the planning process and the environment in which planning occurs have matured and become more complex. Howard University, too, has matured and become more complex. The University's 1998 plan and its goals, issues, principles and policies approach, we believe, is the appropriate response to conceiving and memorializing a living plan whose substance will be a continuing reference for all actions delineating change in the University environment.

The ***Strategic Framework for Action*** is an indication of the thoughtful and directed path that we have taken to conceive and ensure the University's leadership as a flagship educational enterprise. The ***Framework*** is at once both a vision and plan for the purposes and shape of Howard University. Specific attention is given the University's role and responsibility as a resident of the City of Washington. Continuing contributions to life of the City is at the lead of that role and responsibility. The Howard University/Federal National Mortgage Association Initiative to revitalize and stabilize the historic LeDroit Park neighborhood on the University's southern boundary is an indication of the level of commitment to its residential neighbors. The Howard University Campus Police/Metropolitan Police Department Community Policing Station and the Howard University Community Association, both on Georgia Avenue, are activities that extend the University's resources to the benefit of its neighbors and the City. The Howard University bookstore, planned for the Howard Center on Georgia Avenue at Bryant Street, is located to reinforce the spirit and fabric of that great retail corridor. The University family's record of participation and leadership in the City's productive future is nearly without rival. From membership on City boards, commissions and committees to University programs for the City's youth, Howard University faculty and students have an indelible record of contribution. Our cultural offerings, athletic events and educational programs seek to enhance the quality of life in and are at the center of the vibrant City in which we reside.

The 1998 Howard University campus plan, ***UniverCity 20/20***, is the corollary spatial expression of the ***Framework.*** As does the ***Framework,*** the plan has deeply rooted intellectual and moral foundations.

UniverCity 20/20's genesis is *The Long Walk: The Placemaking Legacy of Howard University.* This landmark third history of the University makes the precedents to the 1998 campus plan transparent and available to the current planning process. The University considers *The Long Walk* and its research integral to ***UniverCity 20/20***. Please accept our appreciation for the opportunity to submit Howard University's 1998 campus plan to the Board of Zoning Adjustment.

Respectfully submitted,

H. Patrick Swygert
President

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PREFACE
Vision Statement of the Central Campus Plan for Howard University

The proposition of *UniverCity 20/20* is one that sets planning in a secondary role to the process referred to as "visioning" which has the potential to bring rationality to introducing change in the University's campus plan and then effecting that change through thoughtfully considered interventions. In this secondary role, the master planning process remains intact as the University's principal means of conveying its development intentions to the District of Columbia authorities charged with reviewing the plans of major institutions in the City. The vision statement and the principles, performance standards, policies strategies, etc., evolving therefrom will convey not only reality and meaning, but durability to the campus plan, its legal implications and humanistic intentions.

The *UniverCity 20/20* vision statement below is that which reflects the University's philosophy of a comprehensive beginning to institutionalizing how it will proceed with unifying itse physical planning activities. It suggests two major concepts:

- that the University should engage the City's and its structures in meaningful ways, and;
- that scholarly intervention standards must be defined to guide all development and other changes in the University's physical environment.

UniverCity 20/20 Vision Statement

Preamble

The concept of *UniverCity 20/20* is advanced to frame design and planning interventions in the Howard University environment within both its special academic community character and the context of the City in which that character has evolved and resides. The numeric designations in *UniverCity 20/20* identify both the long range nature of the vision's undertaking and the clarity embodied in its intentions and processes.

The responsibility aligned with Howard University's exerting its productive participation in the development of its host neighborhoods and the City at large is central to this vision statement and will influence actions related to the *Strategic Framework for Action*, the University's property investment and acquisition policies, and the allocating/siting of University activities.

The strategies of *UniverCity 20/20* at once address the future and respond to the present while honoring the past. They seek to correct and redirect the basis for planning in the University.

The *UniverCity 20/20* vision is that of a Howard University environment embodying the dignity, unity and elegance of a premier academy of scholars. It is a vision of Howard University as a significant and finely articulated landmark in the Nation's Capital representing the best of a true "Town and Gown" relationship with its host City. *UniverCity 20/20* is the process through which this vision will be achieved.

***UniverCity 20/20* is the symbol of a vision statement establishing socio-spatial and visual principles and performance standards for the physical development of Howard University. These performance standards seek to enhance and make visible the values encoded in the Howard University seal —*VERITAS ET UTILITAS*.**

The University's relationship with the City's anthropology and context is expressed in this symbolism and deep within the meaning of *UniverCity 20/20*. It is a vision statement that embraces thresholds and connections between the University and the City that contribute to the common good of each while recognizing separate and unique purposes and constituencies.

The attitude and intellect of *UniverCity 20/20* enjoins every source available to inform its direction and substance. It is an inclusive process that invites the contributions of many and excludes none. It is owned by all who contribute, yet it asserts its independence as a singularly important scholarly initiative.

The commonly held synthesis of this vision statement is the development of Howard University spatial typologies and visual vocabularies that embrace all that is important about the University's historic legacy. Building on that legacy in defining the future will be an important focus of *UniverCity 20/20*. The identifying, maintaining and enhancing of the consistent pattern language in the Howard University built environment that evolved over time and that is the result of sociocultural and economic forces will be the primary goal of the typologies and the vocabularies.

The concept of a Howard University pattern language is supportive of every element in the University's life. It creates special places and enhances landmarks that endure in the memory of all who come in contact with the University's environment. It gives form to emotion, cultural image, historic tradition, spontaneity, predictability, rationality and other desirable spatial qualities. It establishes important relationships between the University and the fabric of the City and that of its sub-areas. Ultimately, the pattern language defines the spatial framework for a sociocultural order and an urban design character of value and continuity providing testimony to the importance, durability and timelessness of the idea of an academic community named Howard University.

E X E C U T I V E S U M M A R Y

PURPOSE OF CENTRAL CAMPUS PLAN

Submission and review of campus plans by the Board of Zoning Adjustment ("BZA") are required by the D.C. Zoning Regulations for university and college uses located in residential, mixed-use and special purpose zone districts. The purpose of this requirement is to assess the long term development impacts of the university uses on the surrounding communities and to encourage long term planning by universities and the City. Campus plans also provide a framework for review of specific new construction projects on the campus. Individual, new construction projects also must be reviewed and approved by the BZA. This process is called "further processing."

Pursuant to Sections 3108.1, 210, 332, 352, 507, and 615 of the Zoning Regulations, the *"UniverCity 20/20"*: Howard University Central Campus Master Plan" ("Central Campus Plan"), has been submitted to the BZA for review and approval. The Central Campus Plan is a representation of the vision of the University's academic and physical development over the next ten years.

HOWARD UNIVERSITY CENTRAL CAMPUS PLAN PROPOSAL

Pursuant to Sections 3108.1, 210, 332, 353, 507, 615 of the D.C. Zoning Regulations, the "UniverCity 20/20: Howard University Central Campus Master Plan" ("Central Campus Plan" or 'plan') is submitted to the D.C. Board of Zoning Adjustment ("BZA") for review and approval. The Central Campus Plan is a representation of the vision of the University's academic and physical development over the next ten years.

CURRENT ZONING

The Central Campus lies principally in an R-5-B zone district. The campus also includes property located in the R-4, R-5-E, SP-2, CR, C-2-A, C-M-2, and C-M-3 zone districts. (See page 47 of Central Campus Plan.) The Plan does not propose to rezone any properties included in the Plan boundaries, and the University has no intentions of rezoning any such properties.

College and university uses are permitted as a matter-of-right in all of the commercially and industrially zoned portions of the campus (i.e., the C-2-A, C-M-2 and C-M-3 zone districts). In the residential, special purpose, and mixed use zoned portions of the campus (i.e., the R-4, R-5-B, R-5-E, SP-2 and CR districts), university uses are permitted with a special exception pursuant to Sections 210, 332, 352, 507, 615 and 3108.1 of the Zoning Regulations. Section 3108.1 of the Zoning Regulations sets forth the general criteria for BZA approval of all special exception uses. It authorizes the BZA to grant special exceptions where "in the judgment of the Board, those special exceptions will be in harmony with the general purpose and intent of the Zoning Regulations and Maps and will not tend to affect adversely the use of neighboring property in accordance with the Zoning Regulations and Map..."

Sections 210, 332, 352, 507 and 615 are the specific provisions which permit college and university uses in the individual residential, special purpose and mixed-use zones specified above. These sections provide that a university use shall be located so that it is "no likely to become objectionable to neighboring property because of noise, traffic, number of students, or other objectionable conditions." They also require the submission of a Campus plan which shows the location, height, and bulk of all present and proposed improvements, including buildings, parking and loading facilities, athletic and other recreational facilities, screening, signs, streets, and public utility facilities as well as a description of all university activities. Provisions (§210.3) which provide for flexibility with respect to the density for specific buildings located in residential zone districts are also included:

"[I]n R-1, R-2, R-3, R-4, R-5-A and R-5-B districts, the maximum bulk requirements normally applicable in the districts may be increased for specific buildings or structures; provided that the total bulk of all buildings and structures on the campus shall not exceed the gross floor area prescribed for the R-5-B district. In all other residential districts, similar bulk increases may also be permitted; provided that the total bulk of all buildings and structures on the campus shall not exceed the gross floor area prescribed for the R-5-D district.

The Regulations state that the intent of this flexibility is to prevent unreasonable campus expansion into improved low density districts.

PROPOSED CAMPUS PLAN BOUNDARIES

Existing campus boundaries will remain unchanged except for modest expansion of the western boundaries to reflect University land purchases since the approval of the 1988 Central Campus Plan. (See pages 80-81 of the Campus Plan).

The University is proposing a modest expansion of its western boundaries in response to City planning directives and to reflect land purchases since the approval of the 1988 Central Campus Plan. Changes would extend the boundary from Barry Place north on Ninth Street and then west across Square 2882 at the northern boundary of lot 953, and then south on Sherman Avenue to Florida Avenue, south on Florida Avenue to V Street and east on V Street to Georgia Avenue. Howard University is the predominate land owner in Squares 2877 and 2882; a substantial land owner in Square 2873, and a significant land owner in Square 2875. Each of these squares is located west of Georgia Avenue.

Most of the privately-owned properties in Square 2882 appear to be used for residential purposes and are zoned R-5-B. The privately-owned properties in Squares 2873, 2875 and 2877 appear to be used for non-residential purposes and are zoned CR. The University has no current plans to acquire or lease any of the privately-owned properties in these squares.

STUDENT ENROLLMENT PROJECTIONS

Total student enrollment for the University from 1986 to 1997 has actually decreased from 12,205 to 11,265 students respectively. By the year 2010, enrollment is projected at 12,000 students. (See pages 6 and 88-89 of the Campus Plan.) This projection reflects the University's philosophy of strengthening academic programs and services by consolidation into fewer disciplines and programs. In 1986, the University was comprised of 18 schools and colleges. Today the number of schools and colleges is 12.

FACULTY POPULATION

Howard University currently employs 3,956 full-time/part time staff/faculty members, more than 1,500 fewer than indicated in the 1988 Central Campus Plan. The Hospital employs 2,579 full and part workers, bringing the total employed to 6,535. The University experienced a ten percent reduction in staff between 1988 and 1995. The merger of schools and colleges in the academic year 1997-98 has also contributed to a streamlining of the workforce. (See page 9 and the chart entitled Central Campus Population/Headcount Trend Data located on page 11 of the Campus Plan.) Only a small increase in non-hospital staff (i.e. approximately 9% maximum) is expected over the next decade.

STUDENT HOUSING

Since the approval of the 1988 Central Campus Master Plan, the University has phased out most of its off-campus residential facilities and has provided new on-campus residential facilities. The University currently provides 4,509 residential units and houses 40% of its student population. (See page 8 of the Campus Plan.)

The following former University residential facilities have been either vacated or sold by the University: (1) Eton Towers, 1239 Vermont Avenue, N.W.; (2) Sutton Plaza, 1230 13th Street, N.W.; and (3) Park Square, 2407 15th Street, N.W. The following new, on-campus dormitories have been built: (1) Howard Plaza Towers East: (2) Howard Plaza Towers West located on Barry Place; and (3) Bethune Annex located at 4th and Bryant Streets, N.W., Washington, DC. Meridian Hill located at 2601 16th Street, N.W., is the University's only remaining off-campus dormitory.

PROPOSED NEW CONSTRUCTION AND MAJOR RENOVATION/ADAPTIVE REUSE PROJECTS

The 1998 Central Campus Plan includes 11 new development projects. However only 305,845 gross square feet of new construction is proposed. The proposed new construction is limited to two new projects: a new Health Sciences Library to be developed on the Annex One parking lot located at 4th and Bryant Streets, N.W.; and an Interdisciplinary Science/Technology Center to be developed on the Howard Center parking lot which is located on the west side of Georgia Avenue across from the former Howard Inn. The 305,845 gross square feet of new construction reflects a reduction in proposed new construction on the campus from the 1,498,469 square feet of new development which was approved in the 1988 Central Campus Plan. The reason for this reduction is the University's updated emphasis on strengthening academic programs by concentrating on fewer disciplines and programs.

In addition to the aforementioned new construction, development projects entailing the renovation and adaptive reuse of existing University properties are proposed. These projects include:

203) National Center for African American Heritage and Culture
Project Size: 82,737 sf
Proposed Components: Administrative and staff offices, classrooms, conference and meeting rooms, computer labs, support offices, performance spaces, library stacks and collection distribution spaces.

204) School of Education
Project Size: 39,433 sf
Proposed Components: Classrooms, administrative and staff offices, computer labs, support spaces.

205) Student Organization Center
Project Size: 82,737 sf
Proposed Components: Administrative and staff offices, classrooms, conference and meeting rooms, computer labs, support offices, performance spaces, library stacks and collection distribution spaces.

206) Howard University Bookstore in the Howard Center
Project Size: 12,044 sf
Proposed Components: Two-level retail space to include textbooks, Howard memorabilia, and specialty items, administrative and staff offices, support spaces.

207) Student Health Center/Women's Center
Project Size: 10,500 sf
Project Components: Redesign of vacated bookstore space in Baldwin Hall for use as the Student Health Center and the Women's Center.

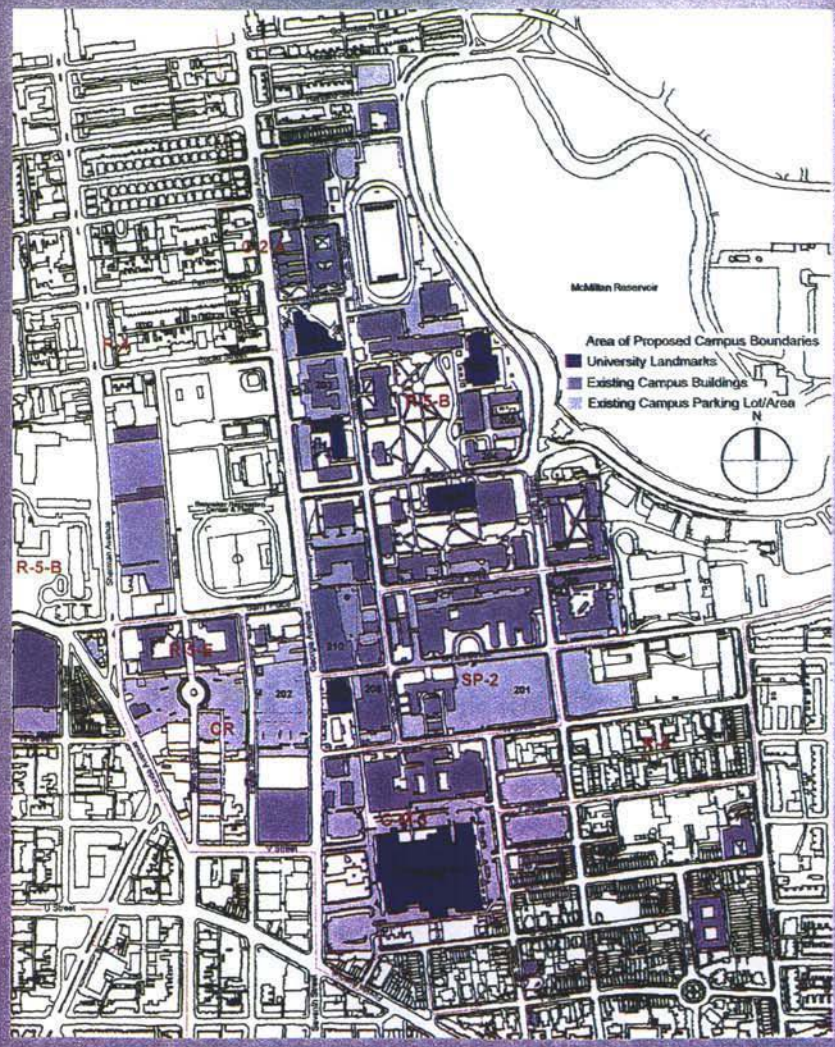
208) South Campus Lecture Center
Project Size: 16,267 sf
Proposed Components: Classrooms, faculty and staff offices, lounges, vending areas, storage and support spaces.

209) Bethune Faculty Center
Project Size: 97,048 sf
Proposed Components: Office of Residence Life, Student Leisure Center, including a fitness center, a media center, billiard and other table games and a quiet social/entertainment area. 200-250 faculty offices on floors 2-8, conference and meeting rooms.

210) Computer Super Lab
Project Size: 24,500 sf
Proposed Components: Large open space for approximately 190 workstations; administrative and staff offices, training rooms, multimedia rooms; lounges, and support spaces.

211) Howard Hall/National Alumni Center
Project Size: 8,412 sf
Proposed Components: Office of the Vice President for University Advancement, Secretary's Office, multipurpose meeting rooms, library, gallery, kitchen, support spaces.

Central Campus Plan Showing Existing University Buildings, Parking Lots and Landmarks and Proposed Projects, Proposed Campus Boundaries and Zone District Overlay



DENSITY OF ALL PRESENT AND PROPOSED IMPROVEMENTS

The following chart summarizes the total FAR of all present and proposed structures on the campus within the applicable zone districts. The matter-of-right FAR standards for each zone district are also provided. As required by Section 210.3, the chart demonstrates that the total FAR of all development (present and proposed improvements) located in the R-4 and R-5-B districts (*i.e.*, 1.1 FAR) does not exceed the maximum FAR standard for the R-5-B district (*i.e.*, 1.8 FAR). The campus as a whole has a total FAR of 1.39. The FAR for the campus with the proposed development is 1.35.

There are no new density increases proposed for the R-4 zone in the 1998 Central Campus Plan. In this zone district, the building area for FAR purposes will remain the same as stated in the 1988 Central Campus Plan. The actual FAR for this zone may be reduced however, with the rehabilitation and possible privatization of Howard University property in this zone. Once the 28 unoccupied boarded-up properties and 17 vacant lots which are the subject of the LeDroit Park Initiative become privatized, the units will cease to be counted against the University's actual FAR number for the R-4 zone and will be removed from the Central Campus Plan boundary.

PROPOSED NEW HEALTH SCIENCES LIBRARY

The proposed new Health Sciences Library is an 88,000 square foot, four story structure to be developed on the Annex One parking lot located at 4th and Bryant Streets, N.W. Since the filing of the Campus Plan in January 1998, planning for the Health Science Library has progressed substantially. Contrary to the description of the project previously provided in the Campus Plan, the parking that is currently being provided on the new library site will not be replaced by a large on-site parking structure. Rather, only a limited amount of parking will be provided on-site for the staff of the new library and individuals with disabilities. A traffic consultant hired by the University has studied the parking implications of the project and has determined that ample, surplus parking spaces are provided in other campus parking facilities to meet the parking demands that are now met on the library site.

An application for further processing of the Health Sciences Library was recently submitted to the Board of Zoning Adjustment and will be the subject of a separate public hearing this Fall. The application materials include the aforementioned parking study.

FAR Computation, Present and Proposed Campus Development

Zone	*Gross Building Area (SF)*	*Land Area*	*FAR: Present Improvements*	*FAR: Present & Proposed Improvements*	*FAR: Maximum Permitted*
C-2-	206,500	81,619	2.5	2.5	2.5*
C-M-2	157,360	98,357	1.6	1.6	4.0
C-M-3	1,612,383	481,639	3.3	3.3	6.0
CR	421,014	727,900	0.5	0.5	6.0**
R-4	370,614	170,465	2.2	2.2	1.8***
R-5-B	2,535,985	2,379,832	1.1	1.15	1.8
R-5-E	521,184	119,555	4.4	4.4	6.0
SP-2	455,764	668,337	0.7	0.8	3.5****

* 2.5 for residential use, 1.5 for all other uses
** Not more than three (3.0) of which may be used for other than residential purposes
*** Generated by limits on number of floors and percentage of lot occupancy
**** 6.0 for apartment house or hotel

PROPOSED NEW INTERDISCIPLINARY SCIENCE/TECHNOLOGY CENTER

The proposed new Interdisciplinary Science/ Technology Center has not progressed beyond the most preliminary planning stage. The site upon which the Center is proposed to be located currently serves as a parking lot. There is no plan at this time as to what amount of parking for this building will be provided or how the parking demand which is currently being met by the existing parking on the lot will be satisfied upon development of the lot. The development of this project will require further processing and these issues will be examined by the BZA with public input as part of the further processing, special exception process.

CAMPUS PARKING CAPACITY

University parking facilities currently provide approximately 4,220 vehicles and include (i) two parking structures; (ii) 35 surface parking lots; (iii) one underground garage; and (iv) one surface garage. Seventy-five percent of available spaces are supplied in lots well within short walking distances to all campus buildings. With the implementation of the 1998 Campus Plan (which calls for the development of a new Health Sciences Library on an existing parking lot), the University is proposing to maintain a total capacity of approximately 3,727 parking spaces.

COMMUNITY OUTREACH AND COMMUNITY IMPROVEMENT INITIATIVES

The University has initiated a number of community improvement and community outreach programs, some of which are directly related to its Campus Plan proposal and some of which are tangential, but still relevant. A few of these initiatives are described as follows:

- *Community Outreach Efforts Regarding Campus Plan*

The 1998 Central Campus Plan was submitted to members of Advisory Neighborhood Commission ("ANC") 1B and 5C, as well as the LeDroit Park Civic Association, the Pleasant Plains Civic Association, the Bloomingdale Civic Association and the Urban Partnership Strategy Area Committee. District of Columbia Councilman Frank Smith was also briefed regarding the Central Campus Plan components. University representatives have met with all of the aforementioned neighborhood civic associations. The University also convened a focus group comprised of the ANCs and civic associations. The focus group met on several occasions to facilitate more in-depth discussions of Campus Plan issues. Finally, the University sponsored an all day work session on the Plan. This session was held on May 30, 1998 at the University. Over 700 invitations were sent to neighboring property owners and civic associations. A complete log of all meetings attended by the University to discuss the Campus Plan is attached hereto.

- *Howard University Communication Association*

Within the past ten years, Howard University has developed The Howard University Community Association (the "HUCA"). Located at 2731 Georgia Avenue, N.W., HUCA functions as a community outreach center to neighboring residents and community associations. Through HUCA's Director, Ms. Maybelle Bennett, the University has received concerns from residents such as crime on the fringes of Howard's campus, the deteriorating state of University owned residential properties in the LeDroit Park neighborhood, the activities of students around the Howard Plaza dormitories and student parking on residential streets.

- *LeDroit Park Initiative*

HUCA currently is coordinating the Howard University/Federal National Mortgage Association ("FNMA") LeDroit Park Initiative. The LeDroit Park Initiative is a revitalization effort which will convert 28 University-owned unoccupied boarded-up properties and 17 vacant lots located in LeDroit Park into new homes to provide home-ownership opportunities. In collaboration with FNMA, the University also intends to:

- provide access to home improvement financing for existing home owners;
- encourage the D.C. government and the United States Department of Housing and Urban Development to revitalize (consistent with the Initiative) and relevant properties they control in the LeDroit Park area; and
- extend membership opportunities in the Howard University Community Association to all LeDroit Park residents, providing them with information and access to University special programs, activities, events and opportunities.

HUCA also is working with the D.C. Government's own Department of Housing and Community Development in an initiative to study the redevelopment of Georgia Avenue for the purposes of enhancing economic development along this important corridor.

HUCA's Director co-manages, together with the Director of the Center for Urban Progress, four U.S. Housing and Urban Development grants, three under the Office of Community Planning and Development's HUD/HBCU set-aside program, and one under the Office of Policy Research and Development's Community Outreach Partnership Program. The grants fund community development activities such as: new housing construction and rehabilitation throughout the University's community development partners, MANNA and the Peoples Involvement Corporation; an economic development micro-loan program for small businesses located in the Enterprise Community and other neighborhoods; human resource development activities throughout the School of Social Work at the nearby Kelly Miller public housing development; and applied urban research activities.

- *Volunteer Out-Placement Programs*

HUCA inaugurated Howard University's first AmeriCorps/Learn and Serve Program during the 1997-98 school year. The program promotes service as a learning opportunity through elementary and secondary schools, on the campuses of colleges and universities, and through community organizations. Students and community members learn through serving others in their communities by tutoring, planning recreational activities and facilities, building houses, and starting recycling efforts.

In partnership with the George Washington University Neighbors Project, a Howard program, call C.H.A.N.G.E. (Connecting Howard Neighbors for Growth and Empowerment), has placed student volunteers in many of the public schools in the areas surrounding the central campus (Gage Eckington Elementary, Garnet Patterson Middle School and Cardoza High School); as well as health provider agencies such as the Howard University Hospital and La Clinica del Pueblo and other community-based agencies, including the Calvary Multicultural Center, the Northwest Settlement House and the Violence Prevention Project. In addition to the service AmeriCorps members and their volunteers perform within community schools and agencies, AmeriCorps members and volunteers also work together as a team in other neighborhood projects such as gleaning vegetables and fruits from farms in Maryland for distribution to local area food banks which feed homeless D.C. area residents participating in Banneker playground and Kennedy playground clean-up activities and assisting in Manna-sponsored house-raising activities in the LeDroit Park area.

- *Metropolitan Police Department (MPD) Howard University Joint Security Station*

Howard University opened a new joint security station in what was formerly a liquor store located at 2200 Georgia Avenue. The facility is the first of its kind in the District of Columbia, where the Metropolitan Police Department shares a facility with a private entity. The station facilitates a direct working relationship between the MPD and University Security, and provides logistical support to the officers assigned to the area. It is being developed as a focal point for crime prevention, reduction and law enforcement in the Howard University community and the surrounding neighborhoods. The station was created in direct response to concerns that were expressed by community activists regarding the need for safety in the community.

THE PROPOSED CAMPUS PLAN MEETS THE REQUIREMENTS OF THE ZONING REGULATIONS

The proposed campus plan meets all of the requirements of Sections 3108.1, 210, 332, 352, 507 and 615. (The requirements of these sections are set

forth in the "Current Zoning" section of this Executive Summary above).

a) The uses, heights and bulks are in harmony with existing uses and structures on university and surrounding properties. As discussed, in the "Proposed New Construction and Major Renovation/Adaptive Reuse Projects" section of this Executive Summary (above) and on page 83 of the Central Campus Plan, only two new development projects are proposed for the Central Campus; the Health Sciences Library and the Science Technology Center. The new uses, as well as the existing uses, will be consistent with the use and the density requirements of the applicable zoning categories and all uses are consistent with the educational/institutional nature of Howard University.

b) The uses described in the revised Central Campus Plan will not tend to affect adversely the use of neighboring property. Since the BZA approval of the 1988 Howard University Central Campus Plan, the University uses on the Central Campus have remained essentially unchanged. The primary activities taking place on Campus consist of educational facilities, administrative support functions and the housing of students which is consistent with a large university in an urban setting. The University, has, however, substantially increased its on-campus housing inventory, adding 2,300 units and disposing of three off-campus dormitories. Within the past ten years, the University has also sought to support and encourage needed commercial activity on nearby lower Georgia Avenue. One example is the University's effort to establish new commercial uses at the Wonder Bread Plaza project located on lower Georgia Avenue.

c) The revised Central Campus Plan and the uses described therein will not create dangerous or other objectionable traffic conditions. The University's transportation consultant, O.R. George Associates, has conducted a traffic and parking study of the campus (a summary of which is included in the Central Campus Plan at pages 90-107). It contains the following conclusions:

- Existing University parking and traffic infrastructure will be sufficient to accommodate implementation of the 1998 Campus Plan.
- Trip reduction measures should be adopted to further enhance parking capacity and traffic circulation.
- The campus is well served by public transportation (Metrobus, Metrorail, University transportation services, taxicabs); and
- Uses and new construction proposed in the revised Central Campus Plan will not increase traffic or reduce availability of parking to levels that are below acceptable levels.

The report by Mr. George also found that the demand for parking continues to be reduced as more people utilize the Shaw-Howard University Metro Station at Seventh and S Streets. The University now operates a shuttle between the campus and this station. Smaller buses are proposed compared to the commercial size charter buses which have been used in the past. All shuttles are available, at no cost, to Howard University students, staff, and faculty. The shuttle system is currently being studied and improvements recommended to better serve the University while being less intrusive to the surrounding neighborhoods.

d) The revised Central Campus Plan does not propose campus expansion into improved low density districts. Existing campus boundaries will remain unchanged except for modest expansion of the western boundaries to reflect University land purchases since the approval of the 1988 Central Campus Plan. (See section entitled, "Proposed Campus Plan Boundaries" above and pages 80-81 of the Campus Plan).

The expanded boundaries merely reflect the status quo with respect to the concentration of University-owned properties in the affected areas. They do not signal an expansion of University use or activities in these areas. Further, the expansion area is not located in a low density zone district.

e) **The 1998 Howard University Central Campus Plan fully complies with the D.C. Comprehensive Plan Act.** The property within the boundaries of the Howard University 1998 Central Campus Plan are designated in two ways. First, the properties located to the east of Georgia Avenue, between Gresham Place on the north, U Street on the south and McMillan Reservoir on the east are designated for "Institutional purposes: land and facilities occupied by colleges, universities, hospitals, religious institutions and similar facilities." The height, density and uses for structures within this category are determined by the zoning regulations and the Board of Zoning Adjustment. Second, the properties located to the west of Georgia Avenue are designated for "Mixed use purposes: institutional, moderate-density commercial and moderate-density residential." This moderate-density commercial category includes shopping and service areas which generally provide a much broader range of goods and services than occur in low-density commercial areas. Uses include chain drug stores, grocery stores, branches of department stores, some specialty shops and personal service establishments. The moderate-density residential category supports row houses and garden apartments, as well as low-density, multi-family housing. The "Howard Gateway" and the "Kelly Miller "Housing Opportunity Areas" are located to the southwest and to the southeast respectively, of the Central Campus boundary.

The 1998 Howard University Central Campus Plan is consistent with the policies that the District of Columbia has set forth in the General Comprehensive Plan and in the Ward One Plan. The Comprehensive Plan was enacted and amended by the Council of the District of Columbia, and by its terms, is the guiding policy statement for development activity in the District of Columbia.

CONCLUSION

Howard University's Central Campus Plan is a modest proposal from the standpoint of increases in University size, activities, and development over the next decade. It is, however, a thorough and complete analysis of the University's goals and objectives. Further, it meets all of the requirements of the Zoning Regulations. And, lastly, the University has made great strides in its efforts to address the needs and concerns of the communities in which it resides. The University has worked hard to inform the community about the Plan and to seek their input. In the next several weeks, the University will continue to work at addressing issues raised by the community. For all of these reasons, the University requests BZA approval of its Campus Plan.

I N T R O D U C T I O N

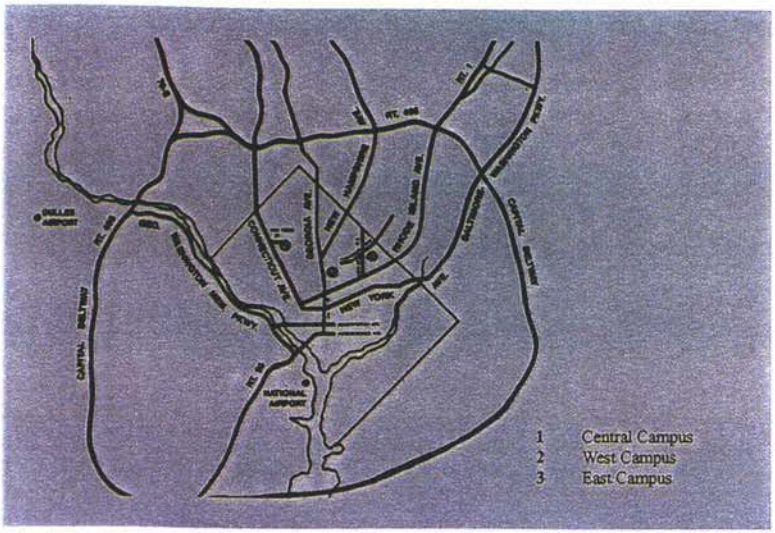
Howard University is a private institution, supported by the federal government, corporations, foundations, and individual contributions from alumni and friends. Its reputation as a University of international stature, moral leadership and academic diversity is deeply embedded in the nature and fabric of its 130 years of existence. It is the only truly comprehensive predominantly black institution of higher education in the world.

The University's twelve schools and colleges embody a tradition of academic excellence, offering degree programs in more than 160 specialized subjects with doctorates offered in more than twenty-three areas. The schools and colleges located on the Central Campus are: the Colleges of Engineering, Architecture and Computer Sciences; Pharmacy, Nursing, and Allied Health Sciences; Dentistry; Arts and Sciences; and Medicine; and the Schools of Business, Communications, Education, Social Work, and the Graduate School of Arts and Sciences. The School of Divinity and the School of Law are located on the East and West campuses, respectively.

An array of institutes and centers address a number of national concerns as well as those of the immediate Washington D.C. vicinity. These facilities are either conducting ongoing research, serving as national clearinghouses or otherwise serving their varied constituencies. Areas of emphasis include cancer, sickle cell disease, family planning, handicapped children and youth, housing, child development and family life, drug abuse and addiction, and labor management relations.

Innovative community outreach programs, ongoing faculty and student research of national and international significance, constantly expanding library holdings and rare collections, as well as the almost limitless resources available in the Washington, D.C. metropolitan area contribute to the total Howard University educational experience.

The University serves the local, regional, national and international communities through



Howard University occupies over 100 buildings on its three Washington, DC campuses. Of these, two are listed on the National Register of Historic Places and fifteen are considered as historic structures. There are eight buildings that date from 1910 or earlier, while an additional twenty three buildings were constructed before 1945.

scholarly activities, diverse educational programs and public services activities. As an institution of higher learning in a metropolitan center that is also the Nation's capital, the University enjoys the unique resources that enrich its programs.

The Faculty, Students & Alumni

Howard's faculty members are a microcosm of the world population of scholars. Many are renowned for their expertise in their chosen fields and have been on the cutting edge of this country's major social and political developments, as well as the forefront of historic, scientific and medical breakthroughs. Among them is the world's most concentrated number of black scholars and a rapidly increasing number of scholars from Europe, Asia, Africa, the Middle East, South and Central America. The faculty's singular dedication to the pursuit of a quality university experience is rivaled by few universities of comparable size and makeup. The national and international implications of their outstanding research and accomplishments in such fields as sickle cell anemia, cancer, law, laser chemistry, public policy, organ transplantation and education create a sense of history in the making in what might ordinarily be a predictable classroom environment.

The University continues to attract the brightest and most gifted students to its programs. In the Fall 1997, the University admitted the largest number of National Achievement Scholars of any university in the nation. Howard students, numbering nearly 11,000, come from all over the nation and more than 100 countries. The resulting campus and classroom atmosphere is a fascinating blend of cultures, customs and languages said to be unequaled on any other college campus in the world. Students are urged to interact both in and outside the classroom in order to take advantage of a full range of international exchange available to them.

Howard has more than 65,000 living alumni, among them the highest percentage of the nation's black doctors, lawyers, business leaders, politicians, social workers, engineers, artists, musicians and other professionals. Howard University continues to produce the largest number of black Ph.D.s in the country. The list of alumni includes many individuals of local, national and global notoriety: the Honorable Edward Brooke, the Honorable David Dinkins (former Mayor of New York City), the Honorable Elijah Cummings (US Congressman from Maryland), the Honorable Patricia Roberts Harris (former Secretary of HEW and HUD), the Honorable Sharon Pratt Kelly (former mayor of Washington, DC), the Honorable Thurgood Marshall (US Supreme Court Justice), Ms. Toni Morrison (Nobel prize-winning novelist), the Honorable Andrew Young (former Mayor of Atlanta), the Honorable L. Douglas Wilder (former governor of Virginia), and the Honorable David Clarke (former Chairman, DC Council), just to name a few.

Mission, Vision Statement, and Core Values of the University

Mission Statement

Howard University is a comprehensive, research-oriented, historically Black private university providing an educational experience of exceptional quality to students of high academic potential with particular emphasis upon the provision of educational opportunities to promising Black students. Further, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching and research, committed to the development of distinguished and compassionate graduates and to the quest for solutions to human and social problems in the United States and throughout the world.

The mission directs the Vision Statement for the University.

Vision Statement

Howard University is a comprehensive research university, unique and irreplaceable, defined by its core values, the excellence of all its activities: its instruction, research and service, and by its enduring commitment to educating youth, African Americans and other people of color in particular, for leadership and service to our nation and the global community.

Core Values

The core values define the moral and belief system that are utilized to implement the University's vision. The core values of the University are: first, this University continues to be dedicated to an unequivocal search for truth; second, this University continues to be a place where African Americans and others can come to study, free of oppression of any type, stripe, or kind; third, this University engenders and nurtures an environment that celebrates African-American culture in all its diversity; and fourth, this University provides a caring, nurturing and respectful environment for all of the members of the Howard family: students, faculty, staff, trustees, and administrators.

STRATEGIC FRAMEWORK FOR ACTION

A strategic planning process was initiated to ensure the ability to provide what Howard University always has provided the nation, Leadership for America, and the combination of Howard's historic mission of considering great questions and educating leaders emboldened by their Howard experiences to take on the task of finding solutions to those questions. The *Strategic Framework for Action* represents the blueprint for the future direction of the University. It was adopted by the Howard University Board of Trustees on September 28, 1996. This plan, submitted by President H. Patrick Swygert, is the guide to ensure that Howard University will continue its historic mission appropriately premised upon the theme "Leadership for America." The plan focuses on strengthening academic programs and services; promoting excellence in teaching and research; increasing private support; enforcing national and community service; and situating Howard University as the national repository of the African-American cultural experience.

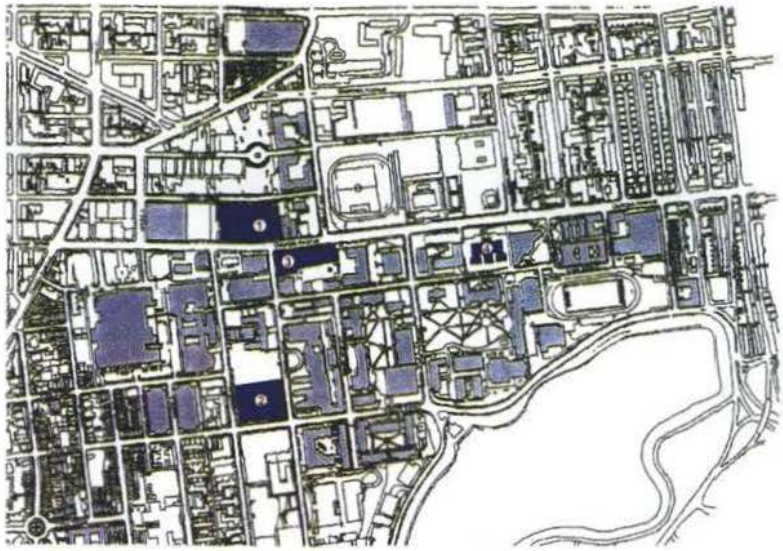
The process was intended to be a collaborative effort involving the trustees, students, faculty, staff, and alumni. Their ideas about the University's academic and administrative organizational structure were solicited in the summer of 1995. Further, a University-wide, consultative body was created and charged with the responsibility to receive and respond to issues submitted to them regarding the future direction of the University. The twenty-five member University Advisory Committee was composed primarily of faculty members selected by the executive committees of the respective schools and colleges. An important part of the process was providing the University community with an opportunity to share their opinions and insights on the central issues.

The strategic planning process was focused on the revitalization of the academic enterprise. Its second phase included a review and assessment of each of the academic programs. Several major issues resulting from this process have direct impact on the Central Campus Plan. They include:

1. Strengthening academic programs and services by focusing the intellectual power of the faculty and the potential of the students in stronger, but fewer in number, disciplines and programs.

The University's academic mission will be enhanced by a new configuration which will result in the creation of several new entities:

- the new College of Arts and Sciences, which will offer a core curriculum for all undergraduate students, combining the strengths of the current College of Arts and Sciences with those of the College of Fine Arts;
- the College of Engineering, Architecture and Computer Sciences;
- the College of Pharmacy, Nursing and Allied Health Sciences, combining the strengths of the College of Pharmacy and



Capital Projects detailed in the Strategic Framework for Action.

1 *National Center for African American Heritage & Culture*
2 *Health Sciences Library and Learning Resource Center*
3 *Technology Center*
4 *Interdisciplinary Science and Engineering Center*

Pharmaceutical Sciences, the College of Nursing, and the College of Allied Health Sciences;

- the National Center for African-American Heritage and Culture which will serve as the major repository for research on Black culture, both domestic and international, and which will encompass and expand upon the treasures already existing within the University in the Moorland-Spingarn Research Center and other notable collections;
- the Center for Excellence in Teaching and Learning, supported by the Fund for Academic Excellence;
- the Technology Center which will seek to serve as an interface between the telecommunications revolution and the University by making these emerging technologies available to students and faculty;
- state-of-the-art libraries for Health Sciences and Law; and
- the National Leadership Institute.

2. Promoting excellence in teaching and research by initiating eight major capital development projects incorporating not only bricks and mortar but new technology.

Major elements in the effort to promote excellence in teaching and research include upgrading the campus environment to ensure that student services are orderly, reliable and responsive; having a well-organized, highly-skilled administrative and logistical infrastructure; and improving the physical plant.

The careful selection, continued training and skilled management of personnel dedicated to the safety of the campus community is a priority of the University. Faculty, students, staff and visitors are entitled to a healthy, safe and secure environment.

Capital initiatives planned for the University include:

- The Miner Building will undergo complete rehabilitation to house the National Center for African-American Heritage and Culture.
- the Health Sciences Library will be designed as a state-of-the-art digital resource facility, this library will add significant capacity to the respective professional areas of study.
- the Science and Engineering Center will be an interdisciplinary center designed to upgrade the University's facilities in the basic sciences and engineering, as well as provide a robust foundation for substantive research in emerging fields.
- Faculty Network (FacNet) will increase the faculty's access to the University's fiber optic Wide Area Network (HUNet) and, through it, to the Internet and the World Wide Web. As part of this strategic planning process, campus connectivity will continue to be extended so that every full-time faculty member has access to the network. As compression technologies and multimedia software improves, internet

desktop video capability will be added to the faculty network.

- Student Residential Network (ResNet) extends the campus network to student residential facilities. When completed, ResNet will allow students access to all appropriate campus systems.
- Information Lab at Technology Center will be configured on the second floor of the new Technology Center at Wonder Plaza to create a 200-station "super lab" for 24-hour-a-day student and faculty use. In addition to computers, the lab will include training rooms, workshop space and multimedia equipment.
- Howard University Television Network will be expanded to reach a broader audience.

The *Strategic Framework for Action* speaks specifically to the role and needs of the University's physical environment in achieving the University's objectives. It is an expression of the University's goals, ambitions, and priorities, and strategic actions required to achieve them. The Central Campus Plan encompasses the broader scope of the University environment to illustrate the future of Howard University.

A major university such as Howard University has a magnitude of issues that drive the master planning process. In addition to the *Strategic Framework for Action*, the following categories of information represent the most significant influences of the 1998 Central Campus Plan.

Central Campus Student Enrollment Projections, Headcount

1992-1993	11,275
1997-1998	11,265
2002-2003	*12,000*
2007-2008	*12,000*

CENTRAL CAMPUS includes the following Schools and Colleges: Pharmacy, Nursing, & Allied Health Sciences; Arts & Sciences; Business, Communications; Education; Engineering, Architecture & Computer Sciences; Graduate School of Arts & Sciences; Medicine; Dentistry; Social Work.

PROGRAM CONSIDERATIONS

Enrollment

Enrollment is consistently one of the most pivotal factors influencing overall University growth and the needs of the campus physical environment. During the period since the last approved Central Campus Plan, the University experienced nominal fluctuation in enrollment. In 1989, enrollment was at its highest level since the early 1980s. After this point, student full-time equivalent figures declined. As directed by the *Strategic Framework for Action (SFA),* the University's resources will be expended on a smaller student population. Headcount enrollment is projected to advance from 11,265 in Fall 1997 to 12,000 over the next decade. Full-time equivalent (FTE) enrollment is expected to increase from 9,046 in Fall 1997 to 9,362 over the next decade. Howard University continues to provide educational opportunities for a wide range of traditional and non-traditional students, including older, working and part-time students.

Student Life and Housing Issues

Student life and student services issues influencing the Central Campus Plan include recreation, food services, health services, support services, and housing. The improvement of student services has been an ongoing focus of the University. Within the past two years considerable attention has been given to the condition of student facilities and that of the spaces that are available for study, lounge, and student/faculty interaction.

Much of the University-wide student services, such as financial aid, are located in the Johnson Administration Building. Each school and college has additional space to accommodate student registration and related services. Student lounges are located in many of the academic buildings. Computer labs are now located in five dormitories as directed by the *SFA.*

The recently renovated Armour J. Blackburn Center provides an excellent facility for student gathering. Also called the University Center, the facility was conceived as a place to bring together the living and learning experiences of the entire academic community. This building contains a cafeteria, faculty restaurant, bowling alley, campus store as well as a ballroom, auditorium, forum, meeting and conference rooms, a Reading Lounge, a Gallery, and offices. Student government and other student organizations also have offices in the Blackburn Center. The rooftop terrace overlooks the McMillan Reservoir and provides an excellent venue for special events. The Center offers many amenities to meet the needs of the Howard University community.

The Howard Intramural Program enriches campus life for students, as well as faculty and staff by offering a broad range of activities designed to meet the various needs and interests of the campus community. Recreational activities are supported in Burr Gymnasium which includes a swimming pool, basketball and racquetball courts, weight rooms. The



Howard University operated residential units (Shown in blue), are located on the edges of the academic core of the central campus.

University community also has access to the track and field at the Greene Stadium. The Women's Gymnasium provides additional space for intramural activities. The nearby Banneker recreational facilities support the University's needs for tennis courts.

Dining facilities are provided in several locations on campus. These facilities accommodate approximately 2,500 people. Health services are provided by the Student Health Services Center which operates several units to address the health needs of the student population. Students, faculty and staff also have access to the Howard University Hospital (HUH) and its many facilities.

Several other campus facilities enrich the student experience. Cramton Auditorium is a major venue for performances in the city, with artists of local, national, and international recognition performing each academic year.

The University also recognizes the place of religion in the University Community and in the lives of its students. Religious activities are supported by the Andrew Rankin Memorial Chapel, the second oldest building on campus. Throughout the academic year, speakers of international reknown, such as Archbishop Desmond Tutu, among others, deliver sermons from the Chapel's pulpit.

The University owns fourteen student residence halls and four apartment buildings that support the housing needs of faculty, staff, graduate students, and students with families. Howard Manor and the three Effingham Apartments primarily house graduate students, faculty, staff, families, and single parents and are considered as Married Housing. These buildings provide 140 units.

The profile for student housing applicants and residents for the current academic year is:

- 92 percent are undergraduates, eight percent are graduate and professional students,
- most of the undergraduates are in their first two years due to the two year housing requirement and other factors,
- 90 percent of the undergraduates are from outside the Washington, DC metropolitan area,
- two thirds of the undergraduates are women, and
- almost all of the graduate/professional students reside in Howard Plaza Towers.

As of October 1997, 3,585 students resided in residence facilities while the remainder of the enrollment lived in private or rental units off-campus. The distribution of undergraduate student housing is shown in the table on page 8.

Student housing has been augmented in the past decade. Three dormitories have been constructed in the last planning period, adding over 2,300 units to the housing inventory. The University has disposed of three of its off-campus dormitories and maintains only one such facility (Meridian Hill Hall).

The occupancy rate for all residence halls is 85 percent. The Office of Residence Life has indicated that there is no immediate need for additional student housing unless enrollment increases significantly.

Current Employment by Category, FY 1997

	FT	PT
Executive/Managerial	385	81
Professional	290	483
Technical/Paraprofessional	239	132
Clerical/Secretarial	248	58
Skilled Crafts	113	6
Service/Maintenance	166	18
Faculty	1,201	536
SUBTOTALS	*2,642*	*1,314*
Hospital Staff	2,579	
GRAND TOTAL:	*6,535*	

FT= Full Time ; PT= Part Time

Current Employment, 1997

	University
Office of the President	50
Office of the Provost	1,862
VP Health Affairs [1]	3,366
VP University Advancement	13
VP Business/Fiscal Affairs	213
VP University Administration	130
VP Student Affairs	177
VP Human Resource Management	33
VP Government Affairs	52
Office of the General Counsel	27
TOTAL	*5,923*

[1] Includes the Hospital Staff

Staffing

Howard University currently employs 3,956 full-time/part-time staff/faculty members, nearly 1,000 fewer than indicated in the 1988 Central Campus Plan. The Hospital employs 2,579 full and part-time workers, bringing the total employed to 6,535. The University experienced about a ten percent reduction in staff between 1988 and 1995. The merger of schools and colleges in academic year 1997-1998 will result in streamlining the workforce. As a result of the consolidation of staff in academic and administrative units, a nominal increase in staffing is expected over the next planning period.

The reduction of the University's employees and student body has significant implications for the built environment of the Central Campus. Employment trends during the next five years will continue to be driven primarily by the mission indicated within the *SFA*. Similarly, growth of the University's staff is expected to occur only in response to the centers and institutes described in the *SFA*. Based on these two factors, the University has analyzed its building inventory and reorganized the usage of space to accommodate its employees.

Administration

Administrative changes at Howard University have been significant during the last planning period. A new University president was named in 1995. The following year, the *Strategic Framework for Action (SFA)* was released by the President's office. The implementation of the *SFA* addresses the restructuring of academic units from sixteen schools and colleges to twelve in order to strengthen the academic mission of the University. Restructuring of functions as well as downsizing of administrative units has occurred throughout the University and continues to be implemented. As part of this restructuring, a Provost was hired in December 1996. As the University's Chief Academic Officer, the Provost oversees all academic and major research units. Additionally, the responsibilities and portfolios of the Vice Presidents have been reorganized to reflect more symbiotic relationships between aligned units. For example, Campus Security is in the portfolio of the Vice President for University Administration who also oversees the Physical Facilities Management division, the unit responsible for the upkeep of the buildings and grounds of the campus. The linkage of these units makes the identification and response to problems in the campus environment more efficient.

The administration of the University is continuously exploring new vehicles for improving the delivery of services to the student body — providing a campus climate that is safe and conducive to the exchange of knowledge.

Academic Programs

Howard University consists of twelve schools and colleges which embody a tradition of academic excellence and offers degree programs in more than 160 specialized disciplines. There are 86 undergraduate programs, 65 master's programs, 24 Ph.D. programs and two other doctoral programs, and five professional programs. The University has awarded over 83,880 degrees. Ten of the University's academic units are located on the Central Campus. The West and East Campuses support the two remaining units.

- ***The College of Pharmacy, Nursing and Allied Health Sciences.*** The newly merged college consists of three previously distinct colleges: Pharmacy, Nursing and Allied Health Sciences. These colleges were combined in August 1997 to draw upon the strengths of the respective disciplines.
- *Division of Pharmacy.* Instruction in Pharmacy at Howard University began as a section of the Department of Medicine in 1868. With advances in medicine and the health sciences, the College was later established as an independent unit. The college became a division as part of the *Strategic Framework for Action* mergers. It currently offers two programs: a four year entry-level program leading to the Doctor of Pharmacy degree and a post B.S. Pharmacy degree program leading to the Doctor of Pharmacy degree. Programs are offered which provide leadership for addressing the critical areas of health and socioeconomic needs of blacks and minorities locally, nationally and internationally. The programs in Pharmacy are accredited by the American Council on Pharmaceutical Education.
- *Division of Nursing.* The College of Nursing was established in 1968 with a program of studies leading to the bachelor's degree in nursing. In 1980, the master of science degree program in nursing was initiated. In 1993, a post-masters certificate program was added. A Bachelor of Science in Nursing and a Master of Science in Nursing are offered. Within the B.S. program, several special tracks are offered to include the following: (1) a two month accelerated program for students with previous degrees, or a significant number of credits in specific course areas; and (2) a Registered Nursing completion program including provisions for direct articulation from Prince George's Community College and Montgomery College. The Master of Science Program offers a degree as a Primary Family Nurse Practitioner. Role specialization is available as Clinical Specialist, Practitioner, Educator, or Administrator. The programs in Nursing are accredited by the National League for Nursing.
- *Division of Allied Health Sciences.* Established in 1974, the College of Allied Health Sciences has six comprehensive

Central Campus Population/Headcount Trend Data

	1988	*1995-1997*		*2007*
		Projected	*Actual*	
Students:				
Total	11,566	10,773	11,265	12,000
Full Time Equivalent	8,559	8,559	8,467	8,513
Faculty[1]	1,996	1,532	1,737	1,777
Administrative/Staff	5,530	4,362	3,344	3,494
Hospital Staff	n/a	n/a	2,579	2,185
Total Population	*19,092*	*16,667*	*18,925*	*19,456*

[1] includes tenure, tenure track, and non-tenure track faculty.

Founding Dates of the Academic Programs

College of Arts & Sciences	1867
College of Medicine	1868
College of Pharmacy*	1868
School of Law	1869
School of Divinity	1870
College of Dentistry	1881
School of Engineering*	1934
Graduate School of Arts & Sciences	1934
School of Architecture*	1934
School of Social Work	1935
College of Fine Arts*	1961
College of Nursing*	1968
School of Business	1970
School of Education	1971
School of Communications	1971
College of Allied Health Sciences*	1971

* Part of the 1997 Merger of Schools/Colleges.

academic programs: Clinical Laboratory Science; Nutritional Sciences; Occupational Therapy; Physical Therapy; Physician Assistant, and Radiation Therapy. The four year programs lead to the degree of Bachelor of Science; Physical Therapy is a six year masters program. Additionally, the Department of Nutritional Sciences grants masters and doctoral degrees through the Graduate School of Arts and Sciences. Each discipline area provides students with the theoretical knowledge and practical skills essential to assume practitioner and leadership roles as allied health professionals. The programs in Allied Health Sciences are accredited by the Commission on Allied Health Education and Accreditation, the Commission on Evaluation of Dietetic Education of the ADA, Committee on Allied Health Education, and the American Physical Therapy Association on Allied Health Education and Accreditation.

- ***College of Arts and Sciences.*** The College of Arts and Sciences began its work on September 21, 1867, as the Collegiate Department, with an academic program which included courses in English, Greek, Latin, French, German, Spanish, Mathematics, Philosophy, and Botany. During the subsequent ten years, the curriculum was expanded to include theology, history, and additional courses in science. By 1934, the College was organized basically as it is today. Students who pursue a liberal arts and science education at Howard University leave with a broad and enlightened view of the world, not just knowledge of a particular subject.

The College offers the Bachelor of Arts degree in African Studies, Afro-American Studies, Anthropology, Classics, Economics, English, French, German, History, Latin, Philosophy, Political Science, Russian, Sociology, Administration of Justice and Spanish. The Bachelor of Science degree is offered in Biology, Chemistry, Mathematics, Physical Education and Recreation, Physics, and Psychology. The programs are accredited by the Middle States Association of Colleges and Schools.

- *Division of Fine Arts.* Constantly touring dramatic productions, choirs and ensembles and art exhibitions have won worldwide recognition for the Division of Fine Arts founded in 1961. It was merged with the College of Arts and Sciences in 1997 as part of the *Strategic Framework for Action* mergers. The Division offers academic programs leading to the Bachelor of Fine Arts (B.F.A.), Bachelor of Arts (B.A.), Bachelor of Music (B.M.), Bachelor of Music Education (B.M.E.), Master of Fine Arts (M.F.A.), and the Master of Arts (M.A.), Master of Music (M.Mus.), and Master of Music Education (M.M.E.) degrees.

The Department of Theatre Arts offers undergraduate programs in the following areas of concentration: acting, musical

theatre, dance, directing, theatre arts management, theatre technology, and theatre/speech education. The Department of Music offers undergraduate and graduate programs in performance, music education, composition, jazz studies and music history. The Department of Art offers programs in the studio disciplines of painting, design printmaking, photography, ceramics, sculpture, art history, art management, graphic design, electronic studio, experimental studio, fashion merchandising, and art education. Graduate degrees are offered in art education, art history, and the studio disciplines. A program of study leading to a minor in dance also is offered. The minor offers a concentration in technical development, performance, teaching experience, theoretical and practical preparation to qualify the student for entry level in a dance arts major program. The programs in the fine arts are accredited by the National Association of Schools of Art and Design, National Association of Schools of Music and the National Association of Schools of Theatre.

- ***School of Business.*** The teaching of business and management began in 1870, when the Board of Trustees established a Commercial School, which operated in conjunction with the Freedman's Savings Bank and Trust Company. When the bank closed, the School was discontinued until 1903, at which time it was reopened to offer college level courses leading to the Bachelor of Science degree.

The present-day School of Business was founded in 1970. The School prepares students for management careers in business in both the public and private sectors. Students pursue courses of study leading to the following degrees: the Bachelor of Business Administration, Master of Business Administration (General Management), and Master of Business Administration in Health Services Administration. The programs in business are accredited by the American Assembly of Collegiate Schools of Business.

- ***School of Communications.*** The School of Communications was founded in 1971, and offers state-of-the art instruction and facilities combined to prepare students for today's highly technical information society.

The School's Department of Journalism offers the Bachelor of Arts degree in Journalism. The Department of Radio, Television and Film offers the Bachelor of Arts Degree in Radio, Television and Film and a professional graduate program leading to a Master of Fine Arts in Film. Specializations in Speech Communication and Legal Communication are offered with the Bachelor of Arts degree in the Department of Human Communication Studies. The Master of Arts and the Doctor of Philosophy degrees in Human Communication studies; and the Master of Science and Doctor of Philosophy degrees in Communication sciences and Disorders are offered through the Graduate School of Arts and Sciences. The programs in communication are accredited by the American Council on

Education in Journalism and Mass Communications and American Speech, Language and Hearing Association.

- ***College of Dentistry.*** The fifth oldest dental school in the United States, the College of Dentistry (founded in 1881) offers programs leading to the Doctor of Dental Surgery degree, Certificate in Dental Hygiene, certificates in postgraduate studies in oral and maxillofacial surgery, orthodontics, pediatric dentistry, general dentistry practice residency program and continuing education courses for dentists and dental hygienists.

Special programs of the College include the Bachelor of Science - Doctor of Dental Surgery (B.S./D.D.S. program), Combined Education Program, B.S. in Dental Hygiene and an Academic Reinforcement Program. Graduates are delivering dental care in 40 states and some 53 foreign countries. The programs in dentistry are accredited by the Commission on Dental Accreditation of the American Dental Association and the Commission on Dental Accreditation of the Residency Program.

- ***School of Education.*** Professional education and human development programs in the School of Education are offered at the undergraduate and graduate levels leading to the bachelor's degree, the master's degree, the Certificate of Advanced Graduate Study, and the doctoral degree. The School offers combined undergraduate and graduate programs leading to teacher certification as early childhood or elementary school teachers. A professional sequence for persons seeking certification as secondary school teachers also is available. A variety of graduate degrees is offered for those who seek career preparation in other areas of professional education and human development. The programs in education are accredited by the National Association of State Directors of Teachers Education and Certification, the National Council on Accreditation of Teacher Education, and the American Psychological Association.
- ***College of Engineering, Architecture and Computer Sciences.*** The College of Engineering, Architecture and Computer Sciences is one of the units that was formed in 1997 as part of the *Strategic Framework for Action.*
  - *School of Engineering.* With a steadily increasing emphasis on engineering research, the School of Engineering (founded in 1934), offers instruction in the major engineering disciplines and study options in each of the programs. The School offers studies leading to the following degrees: Bachelor of Science in Chemical Engineering; Bachelor of Science in Civil Engineering; Bachelor of Science in Electrical Engineering; Bachelor of Science in Systems and Computer Science, and Bachelor of Science in Mechanical Engineering; Master of Computer Science; Master of Engineering (Civil, Electrical, and Mechanical); Master of Science (Chemical Engineering), Master of Systems Engineering, Doctor of Philosophy

(electrical Engineering and Mechanical Engineering). The programs in Engineering are accredited by the Accreditation Board for Engineering and Technology, Inc. and Computer Science Accrediting Body.

- *School of Architecture.* Architectural education at Howard University can be traced back to a single course in architecture taught in 1908, with the professional degree programs being approved in 1911 by the Board of Trustees. The School was founded in 1934. Today, the School of Architecture and Planning offers degrees in architecture at the undergraduate, professional, graduate, and advanced studies levels. All programs emphasize design as a process of inquiry/ research, leading to the following degrees: Bachelor of Architecture - a five year professional degree program; the Master of Architecture - a three and one-half years program, accommodating holders of non-architecture degrees in architecture or other non-architecture degrees; and the Master of Science in Architecture - a one year advanced degree program for holders of accredited Bachelor of Architecture degrees. The professional program in architecture has been accredited by the National Architectural Accrediting Board continuously since 1951.

- ***The Graduate School of Arts and Sciences.*** Graduate study at Howard University began shortly after the founding of the university in 1867. The first degree of Master of Arts was awarded in 1870. The Graduate School offers approximately 23 Ph.D. and 32 master's degree programs in 30 graduate programs.

Students pursue the Master of Arts, the Master of Science, and the Doctor of Philosophy degrees in the traditional fields of philosophy, the arts and letters , and the natural and human sciences. There are also degree programs in communication, education, engineering, Afro-American literature and history, human development and urban affairs.

Howard University's own extensive research facilities, as well as those to be found in the vast array of educational resources in the city of Washington, D.C. offer almost unlimited research opportunities for graduate students.

- ***The College of Medicine.*** Founded in 1868, the College of Medicine is still true to its commitment to train compassionate physicians for the delivery of health care in traditionally underserved communities.

Students in the College pursue the Doctor of Medicine degree, through a tractional four year, 40-month program and through an extended five-year, 48-month medical curriculum. The College also offers two combined degree formats: the B.S.-MD program and the M.D.-Ph.D. program. The programs in medicine are accredited by the Liaison Committee on Medical Education Representing the American Medical Association and the Association of American Medical Colleges.

- ***School of Social Work.*** The School of Social Work offers two

Growth Projections by School/College

School/College	*1986 Total* HC (UG+G)	FTE (UG+G)	*1997 Total* HC (UG+G)	FTE (UG+G)	*2007 Total* HC (UG+G)	FTE (UG+G)	*HC Growth % / Year*[2]	*FTE Growth % / Year*[2]
College of Arts and Sciences [1]	3,039	2,201	2,552	2,136	0	0	----	----
College of Allied Health Sciences [1]	467	368	816	661	0	0	----	----
School of Architecture & Planning [1]	295	245	188	161	0	0	----	----
School of Business	2,404	1,819	1,525	1,256	1,550	1,214	0.16%	0.12%
School of Communications	758	608	815	692	840	682	0.29%	0.22%
School of Continuing Education [3]	----	----	17	6	75	27	29.47%	28.57%
School of Education	242	133	369	258	435	303	1.80%	2.12%
School of Engineering [1]	895	672	539	444	0	0	----	----
College of Fine Arts [1]	288	215	524	415	0	0	----	----
School of Human Ecology [4]	408	319	----	----	----	----	----	----
College of Nursing [1]	280	217	415	295	0	0	----	----
College of Pharmacy & Pharm. Sciences [1]	169	154	264	245	0	0	----	----
School of Social Work	200	134	408	317	440	344	0.78%	0.85%
Graduate School of Arts & Sciences	1,252	669	1,314	806	1,700	1,100	2.89%	3.68%
College of Medicine	450	433	459	440	460	446	0.00%	0.00%
College of Dentistry	404	375	359	329	370	342	0.31%	0.39%
School of Divinity	206	130	245	166	325	225	3.27%	3.47%
School of Law	448	398	456	419	460	424	0.09%	0.12%
Arts & Sciences & Fine Arts (Merger)[3]	----	----	0	0	3,070	2,460	----	----
Engineering & Architecture (Merger)[3]	----	----	0	0	715	573	----	----
Allied Health, Nursing, & Pharmacy (Merger)[3]	----	----	0	0	1,560	1,222	----	----
TOTAL[5]	12,205	9,090	11,265	9,046	12,000	9,362	0.65%	0.35%

HC = Headcount; FTE = Full-time Equivalent; UG= Undergraduate; G= Graduate

[1,2] HC and FTE Growth Percentage by year is for 1997 to 2007

[1] Effective August 1, 1997, the School of Nursing and the Colleges of Allied Health Sciences and Pharmacy became the College of Pharmacy, Nursing and Allied Health Sciences; the Schools of Engineering and Architecture were merged to become the College of Engineering, Architecture and Computer Sciences; and the College of Fine Arts was merged with the College of Arts and Sciences.

[3] The School of Continuing Education was founded in 1987 and became the Program of Continuing Education in 1997.

[4] The School of Human Ecology was closed in 1991.

[5] Totals do not reflect the Schools of Law or Divinity. The School of Law is on the University's West Campus which is subject to the 1997 West Campus Plan. The School of Divinity is located on the East Campus.

Major Research Awards, 1996

College	Agency	Amount (millions)
Arts & Sciences	U.S. Department of Energy	$2.3
	National Science Foundation	$1.1
	U.S. Department of Education	$1.1
Engineering	National Science Foundation	$6.6
Graduate School	National Aeronautics and Space Administration	$2.0
	National Institutes of Health	$1.3
	Department of Defense	$2.4
Medicine	National Institutes of Health	$5.2

Major Research Centers, Institutes & Special Programs

- African-American Resource Center
- Center for Disability & Socioeconomic Policy Studies
- Center for Sickle Cell Disease
- Center for the Study of Terrestrial & Extraterrestrial Atmospheres
- Child Development Center
- W. Montague Cobb Human Skeletal Collections
- Computational Science & Engineering Research Center
- Howard University Air Force Future
- Aerospace Science & Technology Center
- Howard University Cancer Center
- Institute for Drug Abuse & Addiction
- Institute for Science, Space & Technology
- Materials Science Research Center of Excellence
- Moorland-Spingarn Research Center
- New York African Burial Ground Project
- Ralph J. Bunche International Affairs Center
- Small Business Development Center
- Speech & Hearing Clinic
- Vitiligo Center

degrees, the Master of Social Work and the Doctor of Social Work. Both programs are rooted in the knowledge, values and skills necessary for professional practice that promote and sustain social justice and the quality of life for individuals, families, groups, communities, and organizations. Still committed to its original mission to provide public service for those most in need, the School offers professional opportunities emphasizing teaching, research, and professional leadership careers. Concentrations are offered in special settings which include criminal justice, family and child welfare, gerontology, social work with displaced populations, social work in health care settings, and social work in mental health settings, accompanied by field instruction in community agencies and institutions. The programs in social work are accredited by the Council on Social Work Education.

- ***The School of Law.*** Traditionally at the forefront of the struggle for civil rights, the School of Law offers programs leading to the Juris Doctor Master of Comparative Jurisprudence, and Juris Doctor/Master of Business Administration. The programs in law are accredited by the American Bar Association and the Association of American Law Schools.

The School of Law has been located on the West Campus since 1975. There are no plans to move the school back to the Central Campus.

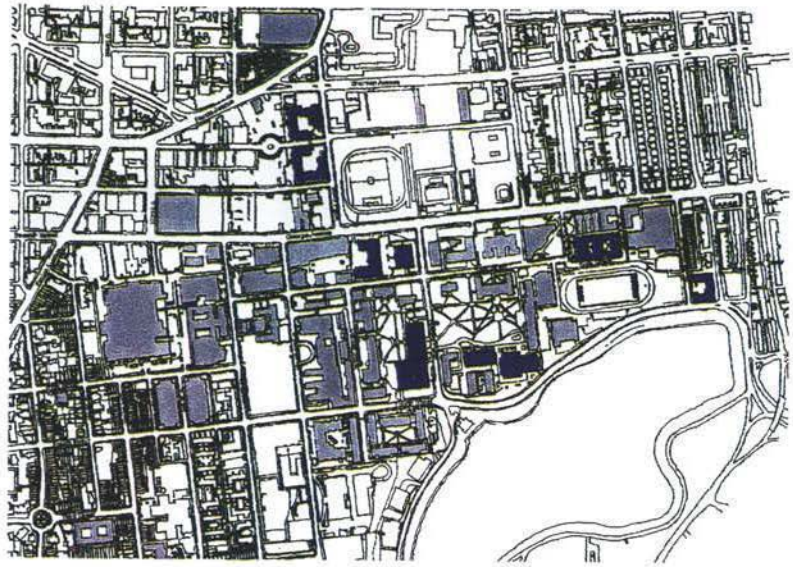
- ***School of Divinity.*** Howard University's School of Divinity provides regular forums for innovative religious thought through conferences, special lectureships and provocative curriculum content. The School offers programs of study leading to the Master of Arts in Religious Studies, Master of Divinity and Doctor of Ministry degrees. The programs in Divinity are accredited by the American Association of Theological Schools. The School is located on the East Campus.

The enhancement and restructuring of academic programs identified in the *SFA* are acknowledged and reflected in projects of the 1998 Central Campus Plan.

Research

Howard University is the only comprehensive research university in the country that has a predominately African-American student body. It is ranked a Level 1 research institution by the Carnegie Foundation, one of only 88 such institutions in the country to be so designated.

Research expenditures at Howard have increased substantially in the past twenty years and have risen nearly 20 percent since 1989, particularly in the engineering and health science disciplines. The University expects research funding to increase to $198 million in the next planning period. While the University devotes close to 500,000 square feet of space to research activities, increasing research funding inevitably will require additional facilities and space. The funding of individual research projects has had a positive impact on the total University community as augmented facilities are made available for general instruction. It is



The majority of the University's library holdings are housed in Founders Library. University library locations and technology sites, consisting of computer labs and information centers are indicated in blue in the diagram at right.

recommended that an assessment of existing and planned research space utilization be made before new construction is planned.

Technology

Technology at Howard University is being enhanced significantly through initiatives of the *SFA*. Information systems at the University are linked to colleges, universities, and research centers throughout the world via the Internet. The HUNet, a fiber optic, wide area TCP/IP network, provides voice, data, and video connectivity to all three University campuses. HUNet supports instruction, research, and administration.

The Faculty Network (FacNet) extends information systems to the offices of every full-time faculty member, to laboratories, and to other academic spaces. The Student Residential Network (ResNet) brings computing and the Internet to student housing. Over 2,400 workstations are available for faculty, students, and staff throughout the campus. Faculty, students, staff, and administrators have access to a number of internal and external computing resources and services. In support of teaching, the University has high technology classrooms designed for conducting computer-based classes and demonstrations.

While technology will be distributed throughout the campus via HUNet and departmental facilities, there remains a need for central computer labs and training and development facilities. In some cases, space actually may be inconsequential as distance learning and telecommuting find broader applications. Campus program restructuring and space implications of technology are influential factors in the implementation of the Central Campus Plan.

The University Libraries System

The University Libraries System consists of a Central Library Complex, located in the Founders Library and the contiguous Undergraduate Library building, and branch units in the Schools of Architecture, Business, Divinity, and Social Work. Other campus information and resource facilities include the Moorland-Spingarn Research Center, the Afro-American Studies Resource Center, the Health Sciences Library, and the Allen Mercer Daniel Law Library. Together, these facilities contain more than 2.2 million volumes, over 14,000 current journal subscriptions, 6,600 manuscripts, 3.7 million microfilm pieces, and a rich multimedia collection. Traditional resources are greatly enhanced by a growing base of electronic resources and an expanded use of information, skills training, and computerized information retrieval.

There is sufficient space for the majority of the library holdings. A new library is proposed for the Health Sciences. This state-of-the-art facility is included in the *Strategic Framework for Action*.



Howard University Hospital operates several properties as indicated in blue in the diagram at right.

The Moorland-Spingarn Research Center

The mission of the Moorland-Spingarn Research Center (MSRC) is to develop research resources that document comprehensively the experiences of peoples of African descent in Africa and throughout the Diaspora, and which support Howard University's mission of finding comprehensive research-oriented solutions to problems affecting humanity.

The Center is Howard University's most important research resource for scholarship on the black experience, particularly in Africa and the Americas. Its collections include over 150,000 bound volumes; thousands of journals, periodicals, and newspapers; more than 7,000 linear feet of manuscript and archival collections; several thousand microforms; nearly 1,000 audio tapes; 7,500 recordings; hundreds of artifacts and special materials; and some 50,000 prints, photographs, maps, and other graphic items. The collections are used by scholars, museums, students, and various other researchers from Howard University and throughout the world. Information provided by MSRC and many of its unique records are regularly used in exhibitions, video productions, news programming, and a wide range of publications.

In past plans for the Central Campus, new space has been proposed for the Moorland-Spingarn Research Center. The construction of new space to house the center was not deemed feasible. As stated in the *SFA*, MSRC will be reconfigured as part of the National Center for African-American Heritage and Culture and will be relocated to the Miner Building once it has been restored. Its current space allocation in Founders Library will be returned to the University Library System when its space is available in the Miner Building.

The Radio and Television Stations

The University's radio station (WHUR-FM) and television station (WHUT-TV) have made significant contributions to the Washington area, meeting their news, entertainment and broadcast needs while serving as training grounds for Howard students.

The 50,000 watt commercial radio station features an Urban Adult Contemporary format that is consistently at the top of the ratings chart. WHUR provides valuable internships for Communications students, allowing them major market "real world experience." The station is well noted for its community involvement programs, such as Project Harvest during Thanksgiving, where food and funds are collected for needy residents of the community. It was ranked number 1 over all other metropolitan Washington radio stations among urban-adult listeners during Arbitron's 1996 summer survey.

Howard University Television reaches a half million households each week from every segment of the multicultural community. The television station is the nation's first and only black owned and operated public television

Howard University Hospital Staffing, FY 1997

Staff Category	Number
Physicians (Staff)	134
House Staff-interns & Residents	371
Nurses (Registered)	446
Other Nursing Personnel (LPN's & Nursing Assistants)	118
Technical Personnel	189
Administrative & Managerial Personnel	300
Non-technical Personnel	609
Volunteers	412
Total	2,579

Howard University Hospital Capacity and Utilization, FY 1997

Capacity of the Hospital (Licensed Beds)	463
Operating Beds (Staffed Beds)	321
Admissions	11,197
Inpatient Days	79,063
Emergency Room Visits	34,651
Clinic Visits/Outpatient	73,538

station. It is a frequent recipient of Emmy nominations and awards for program excellence, having won 11 Emmy Awards and 8 CEBA (Communications Excellence to Black Audiences) Awards, as well as numerous other citations to date. In 1987, the station received the Presidential Award from President Ronald Reagan for private sector initiatives for a stay-in-school project, which it participated in with the District of Columbia and surrounding public school systems.

Howard University Hospital

Howard University Hospital, the descendant of old Freedmen's Hospital, continues the rich traditions and history of the University. It not only acts as a major community outreach facility for the University, it has also established unique status as the only major teaching hospital in the nation on an historically black university campus. Thus, Howard University Hospital exerts a dramatic impact upon the Washington community and the nation.

Howard University Hospital has pioneered in treatment techniques. Its Cancer Center, neonatal disease and minority organ transplant tissue education programs, place Howard University Hospital among the leaders of health care research and delivery in the nation.

The Hospital's Ambulatory Care Center officially opened in June 1992, which expands the hospital's treatment space and allows the creation of new customer areas. The Center is designed to make it as convenient as possible for patients to receive medical care.

Evidence of the strength of Howard University Hospital's total medical service and educational functions can be seen in graduate medical education. In the 16 post-graduate medical and dental programs, an average of 350 physicians and dentists are trained annually. These graduates serve throughout the United States and the world, often bringing credit to their alma mater.

The Hospital offers and sponsors Health Fairs throughout the local community for private industry, churches, federal government, local government, boys and girls clubs, fraternities and sororities, national and local events, and other community organizations. These events are conducted by the Public Relations and Marketing Departments of the hospital and employee volunteers.

In addition to the aforementioned activities, the Howard University Hospital provides an variety of support groups for people with AIDS, cancer, depression, substance addiction, diabetes, Lupus and other potentially life changing situations.

The Hospital operates several facilities within the boundaries of the Central Campus. These sites facilitate the Hospital's outreach programs. Over the next planning period, the hospital intends to develop an ambulatory care network to include facilities strategically located in the community.

Summary of Howard University Space Located in Washington, DC, 1996-97

Location	*Acres*	*Gross Square Footage*
Central Campus[1]	89	5,102,277
Hospital	9	1,366,573
TOTAL	98	6,468,850

[1] Includes 334,794 of off-campus space that supports the Central Campus

RELATED PLANNING FACTORS

Facilities

The University has grown from one building to an inventory one hundred times that structure. Instruction at Howard University began in 1867 in a rented building on Seventh Street between what is now called W and V Streets. Today, the University operates three campuses in Washington, D.C. which total over 140 acres. The central campus is just five minutes from downtown Washington, D.C. Most of the dormitories, administrative offices, classroom buildings, a teaching hospital and academic resources are here. The creation of satellite campuses helped to alleviate a dilemma as to how to provide the most conducive environment for education. In addition, individual buildings off campus were purchased, renovated and turned into dormitories. These two solutions alleviated the overcrowded conditions on the central campus and provided the University with enough room to continue its growth.

The University's purchase of Dunbarton College of Holy Cross in 1974, and the subsequent relocation of the School of Law, marked the opening of the first satellite campus, known as the West Campus. Located approximately three miles from the central campus on Upton Street, Northwest, the West Campus has approximately 22 acres and its buildings currently provide almost 207,000 gross square feet of space.

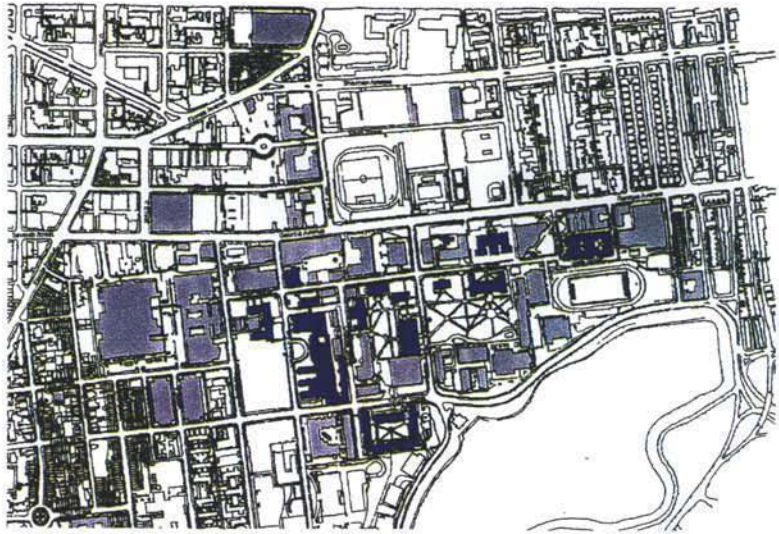
In 1984, Howard University purchased another 22-acre campus which became the home of the School of Divinity. This campus located at 14th and Shepherd Streets, N.E. has approximately 165,000 square feet of space that has been extensively renovated. In 1987, with renovations complete the School of Divinity moved to the new facility, known as the East Campus.

Generally, the University has sufficient facilities to accommodate classroom, laboratory, and office needs. The unavailability of a large size classroom inventory continues to present scheduling problems. However, recent acquisitions have made existing facilities available to meet these concerns.

The University has analyzed the availability of facilities for its students, faculty, and staff and concluded that focusing major renovation and reconfiguration of existing buildings will prove more economically feasible than new construction over the next planning period. The Health Sciences Library and Science and Engineering Center are exceptions to this conclusion.

Renewal

The campus environment demands constant attention to ensure the quality environment that is required of an internationally recognized institution providing Leadership for America and the global community. The process of renewal of the infrastructure at Howard University has become known as that of *re*-placing. Since 1995, an aggressive program for renewal has been implemented by the President. Most







The campus environment is greatly enhanced by the many historic structures that were built prior to World War II, shown in blue in the diagram. Several buildings have ornate details such as that shown in the photograph above on the Andrew Rankin Chapel and Thirkield Science Hall.

academic buildings and residence halls have received substantial renovation in the past two years. In addition to major renovation of classroom and laboratory facilities, windows have been replaced in many buildings, mechanical systems have been updated, the overall integrity of the building inventory is near stabilization, and has been made more accessible to the handicapped.

The campus environment has been recognized as one that significantly contributes to the overall experience of the learning environment. Renewal of its aging structures is central to the overall dynamic of the University.

Historic Structures

The rich history of Howard University is reflected in the buildings that are reminiscent of the pre-World War II era of development on the campus. These buildings are the University's most valuable physical assets. They contribute to the physical character of the campus and symbolize the milestones of its 130-year development within its urban context of the evolving City of Washington landscape.

The University has two buildings that appear on the National Register of Historic Places. The University's oldest building, Howard Hall, was placed on the Historic Register in 1974. Complete restoration of this building was finished in 1998. Miner Building, formerly the Miners Teachers College, was placed on the Historic Register in 1991. The University acquired that property from the District of Columbia in 1994.

Buildings that are of equal importance due to their age but that have not been submitted for historic designation are Andrew Rankin Chapel (1895), C.B. Powell Building (formerly the Freedmen's Hospital) (1909), Andrew Carnegie Building (1910), Thirkield Science Hall (1910), the Women's Gymnasium (1922), Truth Hall (1929), Crandall Hall (1929), Frazier Hall (1929), Power Plant (1934), Douglass Hall (1934), Cook Hall (1936), Chemistry Building (1936), and Founders Library (1937). These buildings represent fifteen percent of the inventory of the central campus.

Many of the Central Campus buildings also reflect the rich heritage of the African American community because they are dedicated to blacks who have made important contributions to the University or to the race. These include Harriet Tubman Quadrangle, Sojourner Truth Hall, and Frederick Douglass Memorial Hall, named after prominent abolitionists and equal rights spokespersons; Ira Aldridge Theater, after the noted Shakespearean thespian; and George Washington Carver Hall, Mary McLeod Bethune Hall, Ralph J. Bunche International Affairs Center, and Charles Drew Hall, after Blacks who made significant contributions to society.

While these buildings contribute to the quality and ambiance of the campus, they present challenges. However, because of the unique historical nature of older buildings on the campus, renovation is preferred to demolition.

Infrastructure Issues

Infrastructure issues have been addressed throughout the Central Campus in the past two years. Sidewalks and other university-controlled paved areas have been upgraded. Considerable improvements and/or replacements have been made to the mechanical, electrical, and HVAC systems in several buildings throughout the Central Campus. In the Fall 1997, the Fine Arts Complex (which includes Childers Hall, Cramton Auditorium, Ira Aldridge Theater) received a new HVAC system. Additionally, Childers Hall as well as Carnegie Building, Cooper Hall, Just Hall, Chemistry Building, Thirkield Science Hall, C. B. Powell Building, Downing Hall, Lindsay Hall, Effingham Apartments, Howard Manor, and Founders Library have received new windows as part of the Fenestration Replacement program, "Windows on the Capstone." In addition to increasing the energy efficiency of the buildings, the replacement of windows has dramatically improved the visual environment. Several buildings have also received new roofs. The University will also display new signage for its parking lots.

From 1995 to 1997, landscape materials and planting areas throughout the campus were evaluated for safety as well aesthetic value to the overall campus environment. Many planting areas were replanted to ensure visual transparency and increase the security of the University community. To further the general safety, in excess of 100 "blue light security stations" were installed throughout the campus. These stations enable a person who is in need of assistance to call for help. The University has also upgraded the interior and exterior environments of the campus to provide for greater accessibility for the handicapped.

The University is committed to providing access to programs, services, activities, and employment in accordance with federal regulation and design requirements, to promoting access to facilities by providing unobstructed safe paths of travel and appropriate travel surfaces. The implementation of new construction, renovation, streetscape and landscape planning projects is consistent with these University commitments.

The Howard University-Federal National Mortgage Association LeDroit Park Initiative

LeDroit Park was created in 1873 when former Howard University Trustee Amzi L. Barber purchased 40 acres of land owned by the University. Barber hired architect James McGill to design the houses for the new development, and named the development after his father-in-law, LeDroit Langdon.

Under the leadership of President H. Patrick Swygert, Howard University has formed a strategic alliance with the Federal National Mortgage Association (Fannie Mae), one of America's most important financial institutions, in increasing the availability and affordability of

housing, to undertake an ambitious revitalization of the LeDroit Park neighborhood. Starting with forty-five University-owned residential properties, both existing structures and vacant lots, the University plans to be the catalyst for the rejuvenation of neighborhoods adjacent to the University.

The University will provide forty-five rehabilitated or newly-constructed units designed to conform to the historic nature of the community. Fannie Mae has a substantial portfolio of financial instruments that can be used to foster home-ownership and the University is considering supplementing them with an employee-assistance program to create a unique opportunity for University faculty and staff. The administration anticipates being able to bring the resources of Fannie Mae to the program, not only to provide new or rehabilitated housing, but also to assist existing homeowners in upgrading and maintaining their investment in the neighborhood. A primary goal of the program is to be able to provide a wide range of resources to all of the residents of LeDroit Park. The project will proceed in stages. Stage One will use the University-owned properties as the centerpiece of our activity. Since almost all of these properties are in the historic district, the boundaries of the district will be the limits of Stage One. Stage Two will encompass the parts of LeDroit Park outside the historic district, and parts of the Bloomingdale neighborhood. Existing structures are located at 408, 410, 414-420, 424-434 Oakdale Street, 2030, 2034, 2038 4th Street, 407, 409, 431 Elm Street, 326 T Street, 529, 531, 607-621 U Street. Vacant lots for new construction are at 2021-2031 5th Street, and 515-527, 535, 601-605 U Street.

Howard University's goal is to make its housing available to as broad a range of University employees as possible and provide a catalyst for neighborhood-wide revitalization.

Community Connections

President Swygert also firmly believes that the University must be a good neighbor and that this concept must be demonstrated and not just verbalized. The University has converted two of its prime properties on Georgia Avenue to serve the University and it's neighbors. One building houses the Howard University Community Association (HUCA). The other property is used as a joint Howard University Campus Police/ Metropolitan Police Department Community Policing Station.

HUCA was conceived as the one-stop location for the dissemination of information about the University's community outreach activities. The Policing Station presents a visible law enforcement presence on Georgia Avenue and is an example of the cooperative relationship between the University and the District's Metropolitan Police Department. The station is manned by officers from both organizations.

HISTORIC FRAMEWORK

Howard University has been a stable entity in the City of Washington throughout its 130-year history. The neighborhoods which surround it have witnessed numerous changes during this time. Once a predominately white cabaret district on the outskirts of the city, an 1871 Enactment which prohibited salons and beer taverns within a one mile radius of the Soldiers Home was an early factor in shaping the demeanor of the Central Campus environs. This area later became an industrial zone with such businesses as Continental Bakery and more recently, Wonder Bakery. The University's influence over its surroundings were best realized in the residential neighborhoods which became stable African American enclaves. LeDroit Park which borders the University on its southern edge was the home of many prominent African American leaders. Faculty and staff of the University lived in the residential areas surrounding the campus for many decades until desegregation in the city expanded housing opportunities for the black community.

Institutional Evolution & Development

On a mid-November morning in 1866, ten members of the First Congregational Society of Washington, D.C. met to prepare the plans for a theological seminary for the training of black ministers to help uplift the nearly four million freed slaves and the remaining 250,000 blacks who had been born free. After earnest and prayerful deliberation, the society members discussed founding the Howard Normal and Theological Institute for the Education of Teachers and Preachers.

As the concept of Howard took shape and became more than a mere institute, congressional support was sought. On January 8, 1867, the institute's name was changed to Howard University. On March 2, 1867, during the last session of the 39th Congress, a charter, officially incorporating the University, was passed. The Charter organized the Board of Trustees; established the positions of president, secretary, treasurer, and executive committee;

and set up the following academic departments: Normal and Preparatory, Collegiate, Theological, Medical, Law, and Agriculture. Howard University became the third university in Washington, D.C., following Georgetown and George Washington Universities.

The University was named in honor of General Oliver Otis Howard, a war hero and the commissioner of the Bureau of Refugees, Freedmen and Abandoned Lands (Freedmen's Bureau). General Howard, one of the founding members of the institute, was dedicated to the promotion of the welfare of slaves and freedmen. His appointment as commissioner of the Bureau gave him control of millions of dollars to attend to the needs of the newly emancipated Negroes. This enabled him to establish a sound fiscal foundation for the new university since the plans of its founding members were in line with the objectives of the Freedmen's Bureau.

Tremendous interest arose about the University, with letters of inquiry pouring in from around the country and from all ethnic groups. Following the enrollment of the University's first four students in May 1867, the student body increased rapidly to ninety-four students by the end of the first term. In seven years the curriculum grew to include eleven departments: Normal, Preparatory, Industrial, Theological, Medical, Law, Military, Musical, Agricultural, Commercial, and Night School. Classes for the first semester's students were held in a large frame building on Georgia Avenue just below W Street. The Normal and Preparatory Departments, the Medical School, and a model school all operated out of this one building. Conditions soon became overcrowded. A committee was then formed for the purpose of finding a suitable site for the new university.

Even before Howard University was incorporated, General Howard and General George W. Balloch were seeking suitable land. On January 2, 1867, General Balloch, in his capacity as treasurer of the Freedmen's Bureau, purchased three acres of land from John A. Smith, for $12,000. Three acres of land were not sufficient for a college campus and when representatives from Howard University approached him for additional land, Mr. Smith, a local businessman and circuit court clerk, refused to sell small portions of his farm. He did not wish to have a Negro school in the middle of his property. He would, however, agree to sell a majority of his farm. On May 25, 1867, 150 acres were purchased from Mr. Smith for about $150,000, fifty times his original purchase price. This land was part of a 169-acre farm called "Effingham Farm" that Mr. Smith had been accumulating since 1830. The borders of Effingham Farm were Florida Avenue, Prospect Hill and Greenwood Cemetery, Hobart Street, and 18th Street and Columbia Road. The original boundaries of the Howard University property were Georgia Avenue south to Florida Avenue; Florida Avenue to Fourth Street; Fourth Street to Elm Street and Second Street from Elm Street to Soldiers' Home; and Second Street near Soldiers' Home along Hobart Street to Georgia Avenue. This tract of land included the present main campus.



The University as it appeared around 1880, above, showing the first dormitories and industrial arts building on the edges of the Main Quadrangle. McMillan Reservoir is seen in the background. At right, the University as it appeared in 1910.

The Trustees of the University, having too much property and too little cash to develop the land into a campus, decided to decrease the size of the landholding and increase the amount of cash. A subdivision was created that consisted of twenty-one blocks, each containing a number of lots. The land was sold using these divisions. This was the seed money used to develop the University's first building campaign.

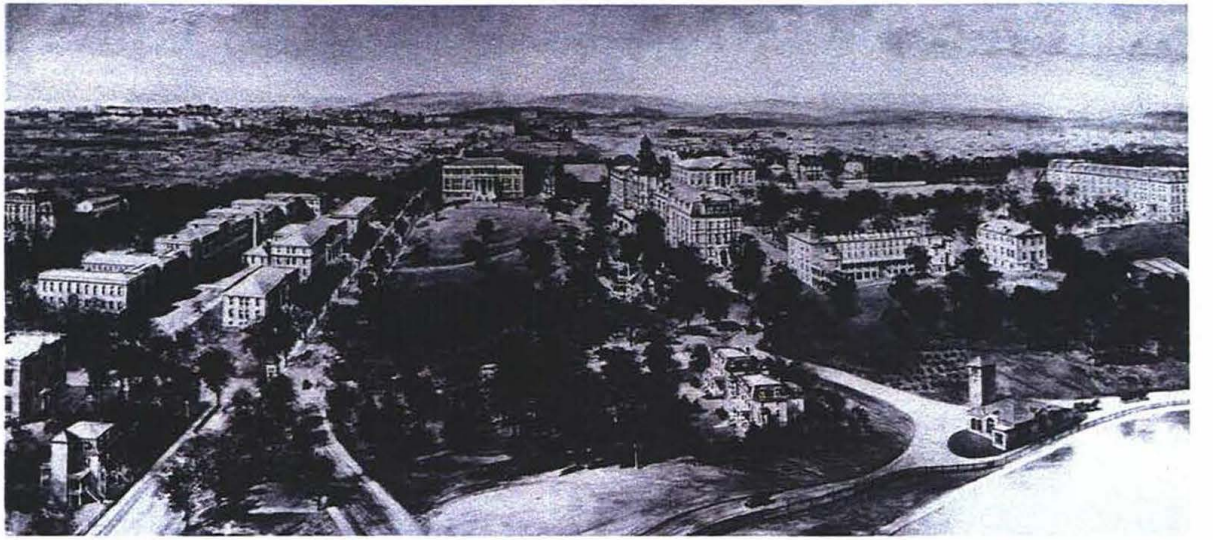
When General Howard resigned from the presidency of the University in November 1873, the first campus buildings had been built. The Medical School Building and Hospital, the Main Building, and Miner Hall had been constructed by the Freemen's Bureau and were later given to the University as a gift. This gift was another indication of the federal government's role in the physical development of the University. The rest of the campus consisted of Clark and Spaulding Halls and several houses for faculty members. By this time, the University's grounds had been reduced to about a third of its original size.

Development of Howard University's physical plant stopped for several years as a result of the "Panic of 1873," an economic scare that closed the Freedmen's Bureau, among other institutions. Consequently, the University found itself in dire financial conditions and was unable to continue operating many of its units until 1879, when Congress was persuaded to grant the University an annual subsidy. During this fiscal uncertainty, the city government obtained either directly or indirectly some of the original campus.

Despite the annual federal subsidy, the development program remained dormant until 1890, when a house was built for the President. Five years later a chapel was built. Although the development of the campus was relatively unplanned these buildings were beginning to define the boundaries of what is now known as the Main Quadrangle. The Main Building and Clark Hall were the north and south anchors of this expanse. "The Long Walk" became a dominant cross-campus pathway connecting these buildings. Miner and Spaulding Halls defined the eastern edge of the campus. The new chapel was the first to be built on the western side of the campus. These buildings became important landmarks on the Howard University campus, and, along with the Freedmen's Hospital facilities and the medical school building, were the foundation of the campus as we know it today.

The twentieth century brought with it significantly greater development. The Board of Trustees began to repurchase property in the immediate area of the University. Between 1909 and 1920, several properties, both along the fringe areas of the campus and within its original boundaries, were bought. By 1912, the Science Hall, Carnegie Library, and the Applied Science Building were completed. The campus now totaled nine buildings plus several private homes built for professors and administrators. By 1926, four new buildings were added to the campus and the number of black faculty members increased substantially as well.

Several reports were released in the 1920s



that emphasized the importance of national aid for Negro education. The reports indicated, either directly or indirectly, that Howard University, due to its "foundation and location was worthy of unlimited development." But many of Howard's facilities were considered antiquated and even hazardous. This was the prevailing atmosphere as Dr. Mordecai Johnson, the first black to lead the University, assumed the presidency in 1926. A vigorous development program began. In his efforts to build the University, President Johnson fought intensely for additional financial support.

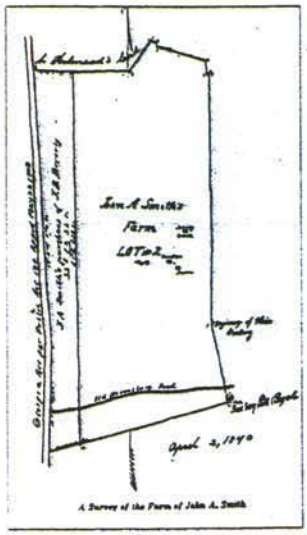
In 1928, Congress approved legislation that allocated annual appropriations to the University. This placed Howard University on the same basis as the land grant colleges. Now it was eligible for large and regular appropriations under the Morrill Act of 1890. Consequently, the Board of Trustees and President Johnson were required to provide a full accounting of its affairs to Congress, through the Department of the Interior, Bureau of Education. This action led to the first official development plan for the central campus of Howard University. At the time of this congressional activity, the University consisted of twenty-five acres of land, twenty-two buildings, and eight schools and colleges. Only five of the buildings were considered fire proof and up to the standards of the time. None of the schools or colleges were nationally accredited. Congressional appropriations were authorized to aid the construction, development, improvement, and maintenance of Howard's campus. The resulting development plan was approved in 1932, becoming the first formal framework for the University's development projects by establishing a methodology for the construction of buildings within the campus boundaries.

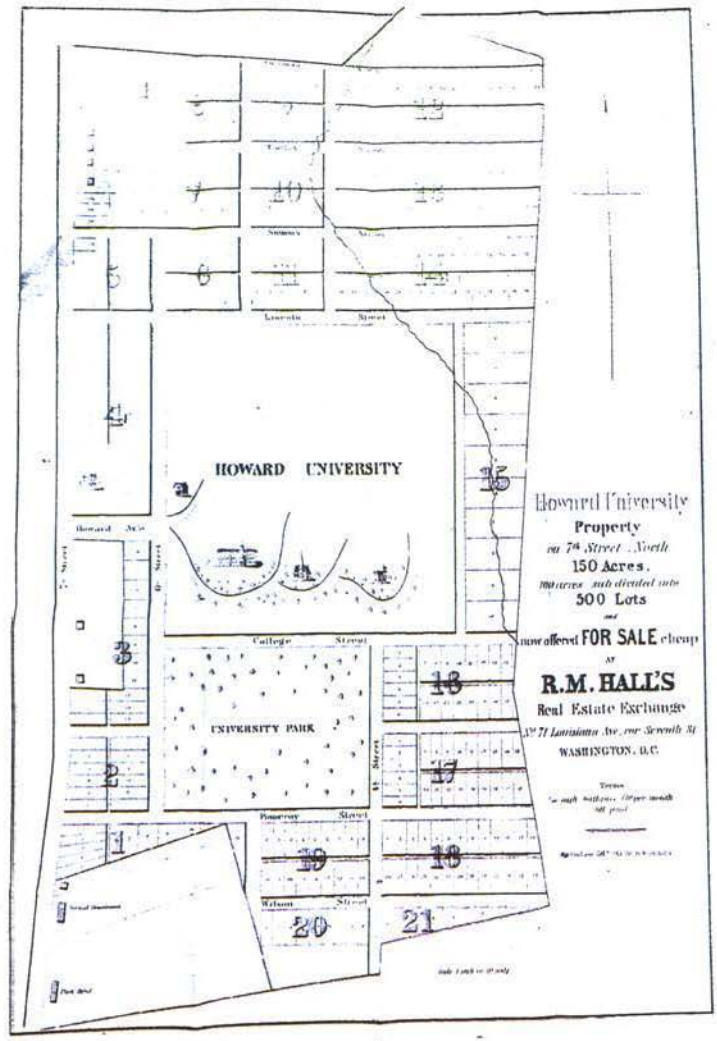
Albert Cassell assumed the role of University Architect in the mid-1920s. Under his direction, the formal planning activities began to take form in new building projects and land acquisitions. Plans were finalized for the new library, a chemistry building, and a classroom building on the Main Quadrangle. Construction of the women's dormitories began just east of Fourth Street. The Lower Quadrangle became terraced and landscaped to provide an additional large open space. Mr. Cassell also designed the 1929 and 1932 Master Development Plans for the Central Campus.

Progress was being made towards implementing the development plan when World War II halted all activities. A visible presence of the United States War Department was maintained at Howard University. The central campus was used for the training of black enlisted men. Campus buildings were used for military courses.

In 1946, development activity resumed with the preparation of a critical self-analysis of the campus and the construction of dormitories and temporary buildings designed to facilitate the returning war veterans. The University's needs at the time and projected new patterns of growth were reflected in a revised development plan five years later.

When Dr. Johnson retired after a thirty-four-





The original survey of the property that became Howard University, above. At right, the subdivided land presented for sale by the University in 1867.

year administration, there were ten schools and colleges (all of which were fully accredited), twenty new buildings, and a significant increase in capital assets, library collections, full-time faculty, and laboratory equipment. His administration had endured tremendous external challenges while continuing its efforts toward attaining first-class recognition as an institution of higher education. As a final testament to his achievements, at the time of his retirement in 1960, nearly fifty percent of the nation's African American doctors, dentists, architects, and engineers and ninety-six percent of the nation's lawyers were Howard-trained.

Dr. Johnson was succeeded by Dr. James M. Nabrit, Jr., a noted constitutional lawyer and educator. The development program began during Dr. Nabrit's administration symbolized the increasing importance of Howard University as an educational giant. Significant new buildings were added to the campus, but their architectural character contrasted starkly with existing structures. The gable-roofed buildings designed to classical proportions, which gave the campus a romantic quality, were juxtaposed with the flat roofs and repetitive fenestration of the newer structures. By 1961, all of the original buildings constructed by the Freedmen's Bureau were torn down but not forgotten. They remained landmarks in the memories of all members of Howard University's family.

In 1969, Dr. James E. Cheek succeeded Dr. Nabrit as Howard University's president. Under Dr. Cheek's twenty-year leadership, Howard University established eight new schools or colleges and acquired a public television station. Major new construction and acquisition of buildings and properties were completed. The development was extensive, rivaling what was accomplished under Dr. Johnson's direction.

In the early 1990s, several of the last major parcels within the original boundaries of the central campus that were not owned by Howard were acquired by the University. With the purchase of Wonder Plaza and Miner Teachers College, the University gained control of all but a few properties within the central campus boundaries which had been purchased in the 1860s.

In 1995, H. Patrick Swygert was named as Howard's fifteenth president. Since his arrival, Mr. Swygert has implemented many initiatives that have dramatically improved the campus environment. With his commitment to excellence and *Leadership for America and the Global Community*, Howard University is reconnecting with its alumni and friends, and most importantly, with the community which surrounds the campus.

From its humble beginnings in a frame building on Georgia Avenue, the University's physical plant was to grow to an internationally recognized institution of over 140 acres.

Proposed New Construction in the 1988 Central Campus Plan

Space Category	*1988 Plan (gsf)*	*Built to Date (gsf)*
Academic Space	1,400,000	0
Residential Space	322,120	242,417
Hospital	307,000	330,430
Student Services	44,000	0
Commercial Space/ Howard Plaza		
Retail	219,000	0
Office	102,000	0
Residential	523,000	573,684
Total	2,917,120 gsf	1,146,531 gsf

THE PREVIOUSLY APPROVED CENTRAL CAMPUS PLAN

On December 23, 1988, the District of Columbia Board of Zoning Adjustment (BZA) issued a final order approving Howard University's 1988 Central Campus Plan (BZA Case #14733). That plan amended Howard's boundaries and gave general approval to a number of projects. The 1988 Central Campus Plan provided for the construction of thirty-two new buildings. The University fell short of the growth projected in the 1988 Central Campus Plan of 18,000 students. Although there has been growth in the student body and staff since 1988, construction of new facilities was minimal due to reductions in available funding for capital projects. Only five new projects that were included in the 1988 plan have been completed. Twenty-seven of the thirty-two proposed new buildings in the 1988 Central Campus Plan have not been built. In that document, the University proposed the construction of a School of Law building on its Bryant and Fourth Street property. The University has no plans to move the School of Law from the West Campus to the Central Campus and received approval of the West Campus Plan by the BZA in 1998.

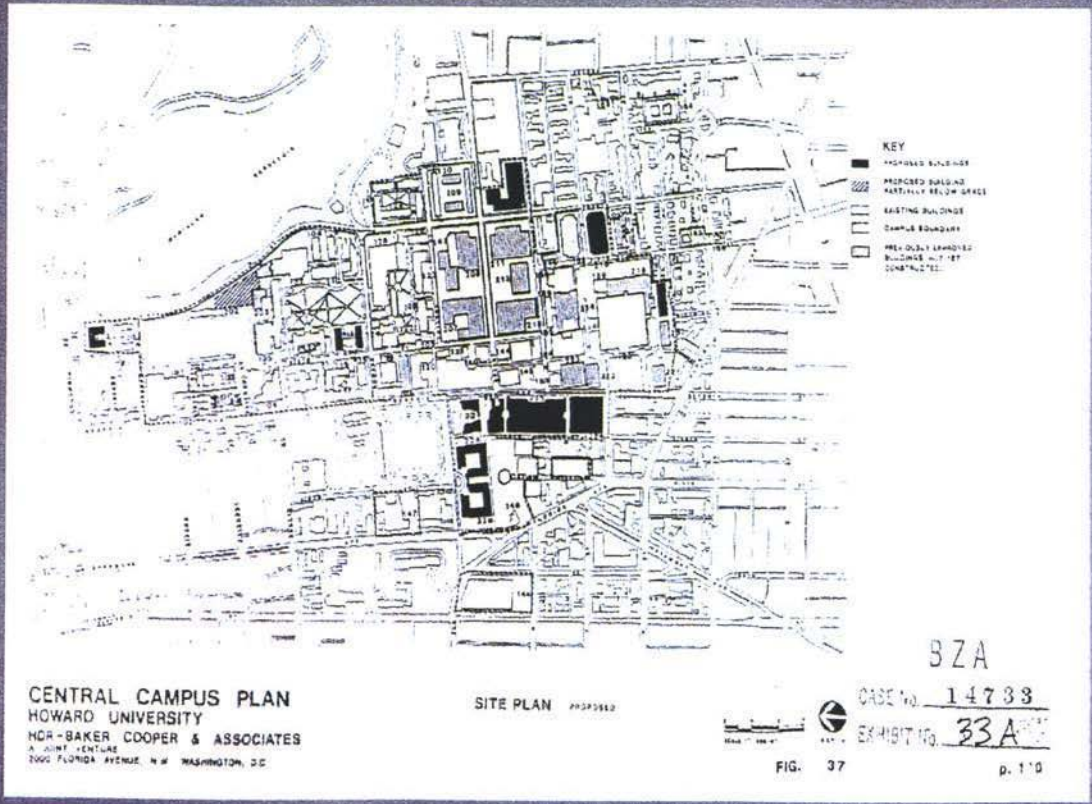
Building Activity Since 1988

The five building projects that were approved by the BZA in the 1988 Central Campus Plan are: Cook Hall Addition (#201), Howard Plaza I and II (#228/229), Howard University Hospital (HUH) Tower I and II (#219/219a), Bethune Dormitory Annex (#209), and HUH Parking Structure II (#216).

Several other activities have occurred on the campus in addition to building activity. Changes in the vehicular circulation pattern of public streets within the Central Campus were made by the DC Government in December 1996. These changes were requested by the University to modulate the movement of private vehicles through the campus. All traffic for the upper campus now enters the University at the intersections of Georgia Avenue and Howard Place or Georgia Avenue and Girard Street. Girard Street is now one way east to Sixth Street which is then one way south to Fairmont Street which is one way west to Georgia Avenue. Howard Place between Georgia Avenue and Sixth Street is now one way east. At the intersection of Howard Place and Sixth Street, traffic can proceed one way down (south) Sixth Street or one way up (north) Sixth Street. The north bound traffic now exits at Fairmont Street, one way west. The student, faculty, and staff leadership of the University were briefed on this situation and supported the security benefits of this circulation plan.

Other building activity which has occurred since 1988 is listed by categories of Acquisitions, Building Renovations, Building Demolition, and Additional Activities in the table that follows.

Howard University Central Campus Plan Approved in 1988



200	Fifth & Harvard Dormitory	208	Freedmen's Square II	216	**Fifth & Oakdale Parking Structure**	224	Ga. & V Parking Structure
201	**Cook Hall Addition**	209	**Fourth & Bryant Street Dormitory**	217	Gerontology Center	225	Retail Mall
202	Reservoir Parking Structure	210	Law School Complex	218	Ph. Med. & Rehab. Center	226	Office Building
203	Fine Arts Addition	211	Computer Science & Computer	219	The Tower	227	Graduate Apartment III
204	Blackburn Center Addition	212	Learning Resources Center	220	Adult Day Care Center	228	**Graduate Apartment II**
205	Parking Deck, A & E	213	Coll. of Nursing & Allied Health	221	Med. Facility Building	229	**Graduate Apartment I**
206	Chemistry Building Addition	214	New Med. School - West	222	Bio-Med. Research Center	230	Woodland-Springarn Research Center
207	Freedmen's Square I	215	Medical School Expansion	223	Bio-Med. Parking Structure	231	House Staff Quarters

Central Campus Building Activity Since 1988

Project	Square Footage	Current Function	Year Completed
Construction Projects			
Cook Hall Addition (#201)	17,417	Residential	1988
Howard Plaza I and II (#228/229)	573,684	Residential	1989
Howard University Hospital Tower I and II (#219/219a)	224,985	Medical/Healthcare	1991
Bethune Dormitory Annex (#209)	225,000	Residential	1994
Howard University Hospital Parking Structure II (#216)	170,430	Parking	1995
Acquisitions			
2719 Georgia Ave./Effingham Apartment (Sq. 3058/Lot 827)	28,000	Residential	1991
2200 Georgia Ave./Weiner's Liquor Store Building (Sq. 2877/Lot 921 & 57)		Support	1991
2301 Georgia Ave./ Wonder Bakery Building (Sq. 3064/Lot 44)[1]	110,000	Academic/Commercial	1993
2218 Sixth Street/ Wonder Bakery Building (Sq. 3064/Lot 45)[1]	7,202	Academic	1993
2230 Sixth Street/ Wonder Bakery Building (Sq. 3065/Lot 829)[1]	11,790	Academic	1993
2526 Sixth Street/Miner Teachers College of the UDC Building (Sq. 3060/Lot 830)	82,737	Vacant/Academic	1994
614 Bryant Street, NW (Sq. 3065/Lot 830)		Parking	1996
Building Renovation			
HU Community Association Center	2,000	Support	1996
Howard Hall	8,142	Administrative/Support	1997
Building Demolition			
Buildings in Square 2875 for the construction of Howard Plaza I and II		Residential	1988
Sherman Avenue buildings including Classroom Building #5		Parking	
514, 518, 644, 654 Hobart Place		Vacant	1997
North & South Faculty Buildings (Approved in 1988 Plan)[2]		Open Space	1997
Additional Activities			
Relocation of the School of Continuing Education to Silver Spring (Leased)		Academic	1990
Closing of the Howard Inn (#145)			1995
Installation of Blue Light Security System throughout the University's three campuses			1995
Sale of and discontinuance of use as off-campus dormitories: Sutton Plaza, Eton Towers			
Discontinue of Park Square as an off-campus dormitory			

[1] Included in the Campus Boundaries but not owned by the University at the time of the 1988 Central Campus Plan was approved.
[2] Occupants were relocated to other campus buildings.

EXISTING CAMPUS STRUCTURE

The spatial character of the Howard University Central Campus depends upon building patterns, landscape elements, movement systems, view corridors, and topography. Though it is representative of many university and college campuses dating to the 19th century, the physical structure of the Central Campus is uniquely Howard University. The majesty and stature of the classically designed buildings symbolize the strength and endurance of this historically black national university, indeed a national treasure — one that has evolved to an internationally recognized producer of leaders.

The facades that contribute to the physical character of the Central Campus symbolize the milestones of its 130-year development within its urban context of the evolving City of Washington. The founders of the University purchased 150-acres of farmland in 1867. Within several years the construction of the first buildings was completed. From 1867 to about 1921, campus architecture was of the Federal style (Howard Hall, Rankin Chapel, Thirkield Hall, Carnegie Building). With the commissioning of architect Albert Cassell to design buildings for the University, the style, in the main, changed to a more classical Georgian architecture. Cassell designed the buildings that were constructed between 1922 and 1937 (Women's Gymnasium, Medical School, Chemistry Building, Founders Library, Douglass Hall, the Tubman Quadrangle).

A key point to note is that Cassell's Georgian architectural style sought to complement the existing buildings as well as to contribute to the overall mature appearance of the campus. The Chemistry Building, for example, and the buildings proposed by Cassell for the Lower Quadrangle, replicate many of the architectural elements of the adjacent Thirkield Science Hall. Majestic in their stature, these pre-World War II buildings continued a powerful architectural statement for the campus. These structures were designed within an overall framework for the development of the campus as presented by Cassell in the 1929 and 1932





The array of architectural styles is captured in the photographs above which looks north on Sixth Street. The ornate details of the Miner Building (1912), in the foreground, contrast with the unadorned facades of Cramton Auditorium (1960) (right), the School of Business building (1984) (top left), and Drew Hall (1957) just beyond the athletic field. The range of building styles is also evident in the view from Founders Library of the health sciences district -- showing the Chemistry Building (1937), the Freedmen's Hospital buildings (1908-1940), the medical school buildings (1950s) and the Hospital (1975) in the left photograph. The wide range of brick colors is most apparent in this photograph. On the opposite page, the classical details of the Cassell-era buildings Douglass Hall, top left, Founders Library and the Main Gate, bottom left, and the Thirkield Science Hall, right.

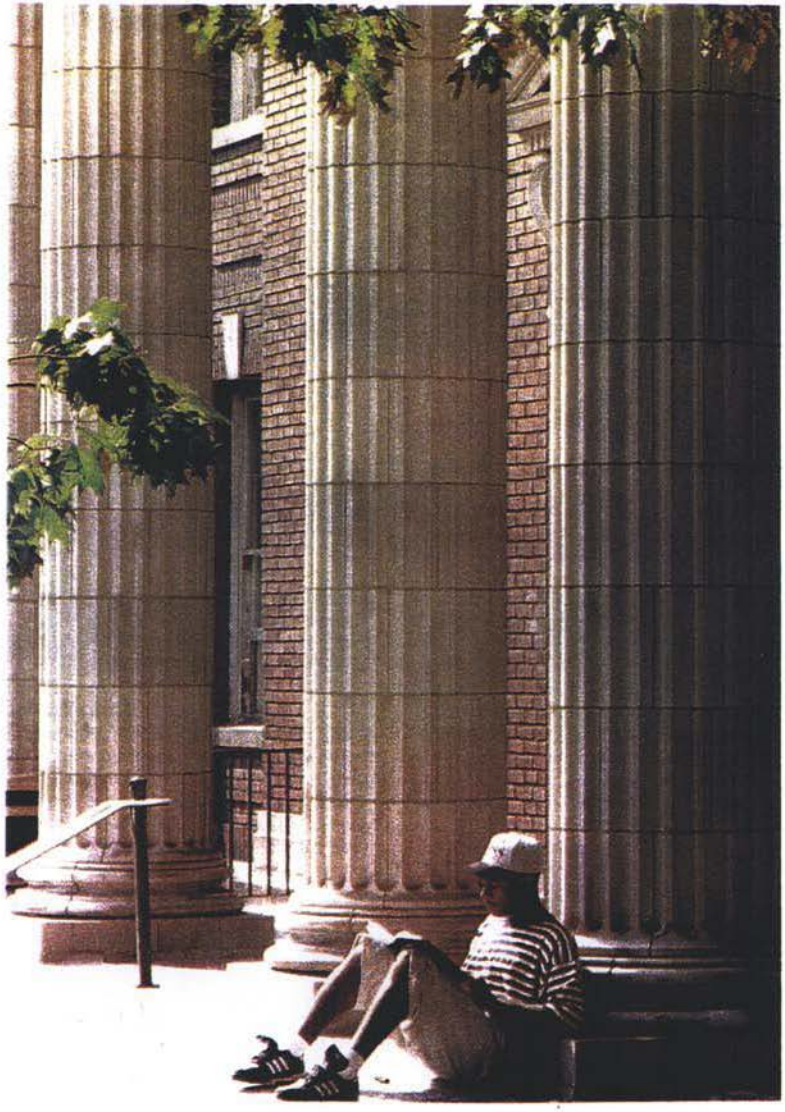
Campus Plans for the University.

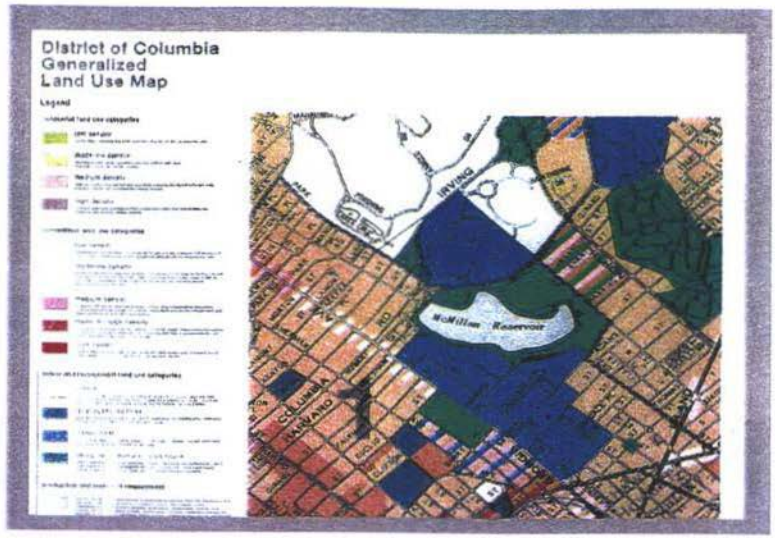
Another period of architectural style began after the second World War when Hilyard R. Robinson and Paul R. Williams and the firm of Justement, Elam, and Kidd began to design buildings for the campus. This era was also marked by the shift in guidance of the master planning process from the University to a federal agency and the move towards a more modern, less adorned architecture in general. The buildings of the 1950s and 1960s were without classical detail and proportion, and are at best international in style (Architecture - formerly Law, Engineering, Human Ecology, Fine Arts Complex, Administration, Biology, Pharmacy, Pre-clinical, Dentistry, and Locke Hall). The construction of these structures began to alter the character of the campus and began a period of change in the built historic continuity of the University. Construction in the mid-1960s and 1970s continued this international style pattern. Temporary structures also were erected in the 1970s to satisfy facility demands. From the mid-1970s to the 1980s, additions to the building inventory were mainly purchases of existing properties within the vicinity of the Central Campus, largely in anticipation of the projected population growth of the University. The mid-1980s and 1990s brought new residential units and hospital-oriented facilities. In the early 1990s, the University acquired major properties which had been contained within the campus boundaries but were owned by public or private entitieies. The former Miners Teachers College and the Wonder Bread Bakery facilities were added to the campus inventory during this time.

While Howard's buildings represent a wide range of ages, styles, colors and heights, the most widely used building material is in the red brick family. Many buildings have limestone trim. Buildings range from one story in height to 90 feet in height. The bulk and density of the buildings in the main do not adversely impact surrounding residential properties.









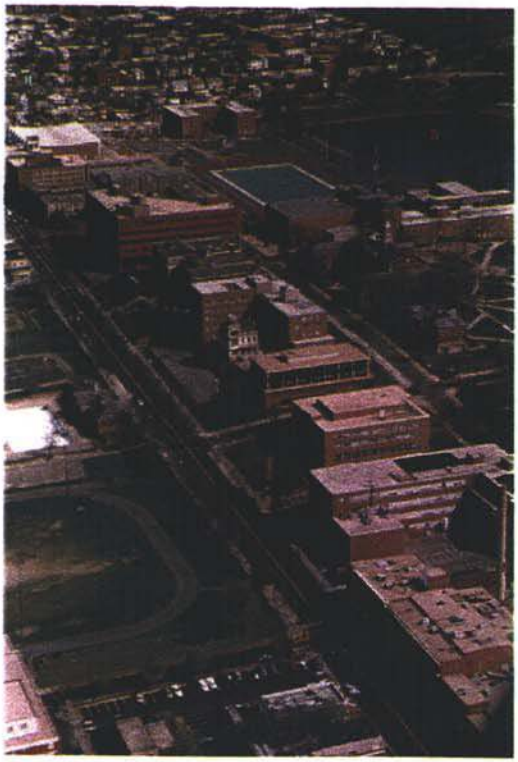
CAMPUS EDGE CONDITIONS

The Howard University Central Campus has remained a stable landholder and employer in the area throughout its 130-year history. Once located in an area filled with industrial uses as well as saloons and beer taverns, the University has grown beyond its original boundaries of the Cassell/Fry gates and fences at Fourth and Sixth Streets despite activities in the surrounding neighborhood.

The Central Campus is located in a diverse and changing section of Ward 1. The area surrounding the campus historically was the home of Washington, DC's African American middle class population until other locations in the City were made available as a result of housing desegregation. During the 1930s to the early 1960s, the University's faculty and staff lived in the surrounding neighborhoods. Le Droit Park, to the south and east of the campus, was the home of many University administrators and prominent African American professionals such as Mary Church Terrell, Paul Lawrence Dunbar, and Ralph Bunche. The north and south edges of the campus are comprised of residential blocks, primarily made up of multi-family houses and apartments. The eastern edge of the campus overlooks the McMillan Reservoir.

The University's western edge, fronted by Georgia Avenue, is comprised of institutional/ recreational uses and commercial buildings. Georgia Avenue, while serving as the major arterial access to the Central Campus, also provides the commercial flavor for the campus. Restaurants and small stores and shops are located on Georgia Avenue between Harvard and Euclid Streets to the north and Barry Place and Florida Avenue to the south of the campus. The University population supports and contributes to the viability of these businesses. Stores and restaurants in close proximity to the campus are frequented by students and faculty. The District of Columbia Generalized Land Use Map, above, shows the context and edge conditions of Howard's Central Campus.

The Howard University Central Campus as seen, on the opposite page top left. Opposite page: left, Banneker Recreational facilities are shown just west of the campus. Top and middle right, residential neighborhoods are seen behind the businesses on Georgia Avenue directly across from Howard's North Gateway plaza. Bottom right, the lower Georgia Avenue corridor provides commercial properties that support the University community. Bottom left, the Mackey School of Architecture Building and the Lindsay School of Social Work Building frame the University's major threshold at Howard Place. Residential properties are seen just beyond the Banneker Recreational facilities. Top left and right, McMillan Reservoir is separated from the Central Campus by McMillan Drive which becomes Fourth Street as the street straightens out at Howard Place. The Blackburn Center, the Women's Gymnasium, and the bleachers of Greene Stadium overlook the reservoir.













CAMPUS STRUCTURE & PATTERN

The Central Campus structure and pattern can be described as one of spatially ordered reference points that orient the University family within its urban setting. Some buildings stand out as strong features of academic and architectural importance. Others simply provide substance to the socio-spatial fabric of the University. Juxtaposed against the campus green, or quadrangle, the Central Campus structure is a symbol of pride in the academy.

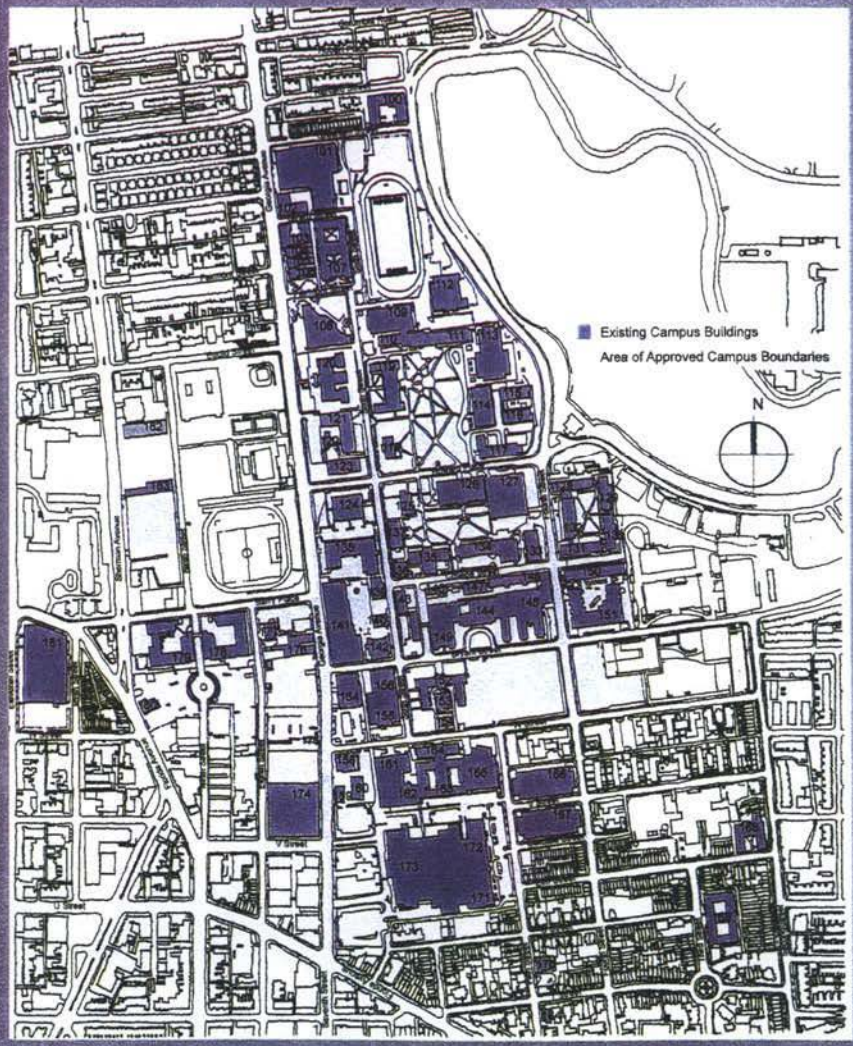
Howard's Central Campus is one of the loveliest campus structures in the Washington, DC metropolitan area. The Main Quadrangle is the memorable place on campus. Its boundaries were established in the early 1930s by Albert Cassell when Louis Fry Sr. designed the gates and fences for the campus. At that time, the University's building inventory was limited to the area between Fourth and Sixth Streets (the east-west axis) and Fairmont and College Streets (the north-south axis). The major thresholds to the campus were established at Howard Place and Sixth Street on the west, and Fourth Street on the east. The University maintained this pattern until the 1950s when buildings were constructed on Sixth Street, west of the Cassell fencing. The 1950s and 1960s brought the construction of academic buildings which enclosed the Main Quadrangle, cutting off the campus both physically and visually from the surrounding community and from the McMillan Reservoir. Buildings constructed in the 1970s as temporary facilities to meet the University's space demands further enclosed the once open view corridors not only to the reservoir, but also to Sixth Street and Georgia Avenue. (Two if these buildings were demolished in the 1990s.)

The construction of the Howard University Hospital and the purchase of properties to the south and east of the campus in the 1970s started the trend in the expansion of the campus boundaries. Then in the 1980s, with the construction of the Howard Plaza Towers, the campus pattern was extended west of Georgia Avenue. The central Campus has increased from fewer than ten buildings at the turn of the century to an inventory exceeding one hundred facilities today. The campus pattern reflects the physical development constraints of its location—bounded by the reservoir, the Georgia Avenue corridor, and the surrounding residential neighborhoods. With the exception of University-owned properties in the LeDroit Park area, the campus structure and pattern has not encroached upon surrounding residential areas.



University-owned buildings are shown in white in the photograph of the model of the Central Campus, left. McMillan Reservoir sits prominently at the eastern edge of the campus. Opposite page, a bird's eye view of the campus looking north on Georgia Avenue.

Existing Campus Structure



Campus Boundaries shown in blue as approved by the 1988 Central Campus Plan.

Bldg. #	BUILDING NAME
100	Charles Drew Hall
101	Burr Gymnasium
102	Bank/Warehouse Building
103	Howard Manor
104	Effingham Apartments
105	Effingham Apartments
106	Effingham Apartments
107	George William Cook Hall
108	School of Business
109	Cramton Auditorium
110	Ira Aldridge Theater
111	School of Fine Arts
112	Physical Education Annex
113	Blackburn Student Center
114	Alaine Locke Hall
115	Academic Support Building A
116	Academic Support Building B
117	Human Ecology
118	Miner Building
119	Douglass Hall
120	Andrew Carnegie Building
121	Mordecai W. Johnson Administration Bldg.
122	Howard Hall
123	School of Social Work
124	School of Architecture
125	Andrew Rankin Memorial Chapel
126	Founders Library
127	Undergraduate Library
128	Wheatley Hall
129	Truth Hall
130	Crandall Hall
131	Frazier Hall
132	Baldwin Hall
133	College of Pharmacy
134	Ernest Just Hall
135	Chemistry Building
136	Student Health Center
137	Thirkield Science Hall
138	School of Engineering
139	Chemical Engineering Annex
140	Ralph J. Bunche International Affairs Ctr.
141	Wonder Plaza
142	Power Plant

Bldg. #	BUILDING NAME
143	Mental Health Clinic
144	C.B. Powell Building
145	WHUT-TV Station
146	Student Health Pharmacy
147	Chemistry Laser Research
148	Graduate School of Arts & Sciences (Annex 3)
149	WHUR-FM Radio Station
150	Bethune Hall
151	Bethune Annex
152	School of Nursing and Allied Health (Annex 1)
153	Health Affairs (Annex 2)
154	Center for Hypertension
155	Support Building A
156	Support Building B
157	Howard University Center
158	Howard University Medical Arts Building
159	Center for Sickle Cell Disease
160	HU Hospital Data Processing Center
161	College of Dentistry
162	Health Sciences Library
163	College of Medicine/West
164	Seeley G. Mudd
165	College of Medicine/East /Adams Preclinical Building
166	Howard University Parking Structure I
167	Howard University Parking Structure II
168	Slowe Hall
169	Carver Hall
170	Howard University Hospital Child Care Center
171	Howard University Hospital Warehouse
172	Cancer Research Center
173	Howard University Hospital
174	Howard University Hospital Service Center
175	HU/MPD Police Substation
176	Hospital Support Building A
177	Hospital Support Building B
178	Howard Plaza East
179	Howard Plaza West
180	Support Building C
181	University Service Center
182	Support Building D
183	Support Building E
184	Residence

Approved 1988 Central Campus Boundaries

The approved boundaries are as follows: Beginning at Georgia Avenue and Gresham Place, the approved boundary line runs east to the western edge of the Drew Hall site, north to Hobart Place, and continues east to Fifth Street. Here it turns south along Fifth Street and continues past Fourth Street and Howard Place to the northern edge of the Wheatley Hall site. It runs behind the other Women's dormitories that are on Fourth Street until it reaches Bryant Street. The boundary line continues west to the edge of the Old Mott School site. It runs south behind the old Mott School site to "W" Street and then West to the church property east of Fifth and "W". It continues south along the church property to the alley paralleling V Street. From this point it runs east to Fourth Street. After running south on Fourth Street to Oakdale Street, it runs west to the rear of the houses that face Fourth Street and then south along the rear of those properties to the middle of the block. At mid-block it turns west to Fifth Street and then south to the alley. It turns west for approximately 160 feet and then south to U Street. Here it runs west down U Street to Bohrer Street. At this intersection it continues northwest to Georgia Avenue. The boundary line continues north on Georgia Avenue to V Street. Here it turns west and runs to Eight Street. It continues north on Eight Street for approximately 520 feet, the southern edge of Howard University's parking lot J. It follows the southern edges of Howard parking lots V1 and V, westward across Ninth Street to Florida Avenue. The boundary follows Florida Avenue northwest to Sherman Avenue and Barry Place. Here it turns east again and runs out Barry Place to Georgia Avenue. The boundary line then runs north to Gresham Place.

Included in the boundaries are seven satellite properties. These are classroom building No. 5 on Sherman Avenue, north of Barry Place, Howard University Hospital parking lot "e" near Ninth and V Streets, Carver Hall at Second and Elm Streets, Slowe Hall at Third and Elm Streets, the Child Care Center at Fifth and T Streets, the Female Medical Student housing at Fifth and T Streets, and the University Service Center at 10th Street and Florida Avenue.



UNIVERSITY DISTRICTS, USES & ACTIVITIES

A university's campus is a microcosm of its host environment, where districts and precincts are visually as well as psychologically identifiable. Land uses and activity centers are recognizable features within the campus and are defined by its structure and pattern.

Within the Central Campus, land uses may be categorized as academic, administrative, health care, recreational, residential and services. The Cassell gates and fences enclosed the core of the Central Campus. This area, also known as the Main Quadrangle, is the primary academic district of the campus. It is the University's "living room," a special place where the University family (students, faculty, administrators, staff, and guests) interacts. It is a place for ceremonies such as commencement and large official gatherings as well as informal or impromptu meetings.

The next major spatial district is the Lower Quadrangle, which is enclosed by buildings that house the science disciplines (chemistry, physics, biology, and pharmacy). This place was once reserved for the physical education activities of the women students. Today, it is a pedestrian-oriented transitional environment.

The primary academic district encompasses the buildings that surround both the Main Quadrangle and the adjacent Lower Quadrangle. It extends from Fourth Street to Sixth Street and from College Street to Fairmont Street. Several other uses, including administrative and health functions, comprise this area. Other administrative functions are housed in the district surrounding the C.B. Powell Building on Bryant Street. This area, designated as the South Campus area, extends to W Street where the medicine and dentistry buildings form a district with the hospital and its satellite buildings on the south end of the campus. The recreational/ athletic elements are to the north of the campus adjacent to the Greene Stadium.

Residential uses are located in five areas. Two men's dormitories are located on the north end of the campus. Six women's dormitories are clustered on the east of the campus along Fourth Street. Two residential facilities are located west of Georgia Avenue on Barry Place. Two other dormitories, Slowe and Carver Halls, are two blocks from the southeast end of the Central Campus. Additional University-owned residential units are located on Georgia Avenue between Fairmont and Girard Streets.

Services tend to be concentrated on the west side of the campus, beginning with the Power Plant at Sixth and Bryant Streets and extending to the University Service Center at 11th Street and Florida Avenue. Several support buildings are located between these two areas.

While parking lots are located within the campus boundaries, some lots are situated on the far edges of the property. The majority of parking for faculty and staff and limited student parking is available on lots between Georgia Avenue and Fourth Street and Gresham and W Streets. All lots are within short walking distances to Howard's facilities.

The major nodes for pedestrian activity are located away from lower density residential





The flexibility of the Main Quadrangle — the University's living room — is seen as guests arrive for the May commencement ceremony, opposite page. On typical days, students enjoy the open spaces of the campus. Planters serve as informal seating and facilitate interaction. The North Gateway, above, is a special pedestrian threshold and is a generous open space along the often congested Georgia Avenue corridor. Founders Library sits prominently at the edge of the Main Quadrangle, top right.

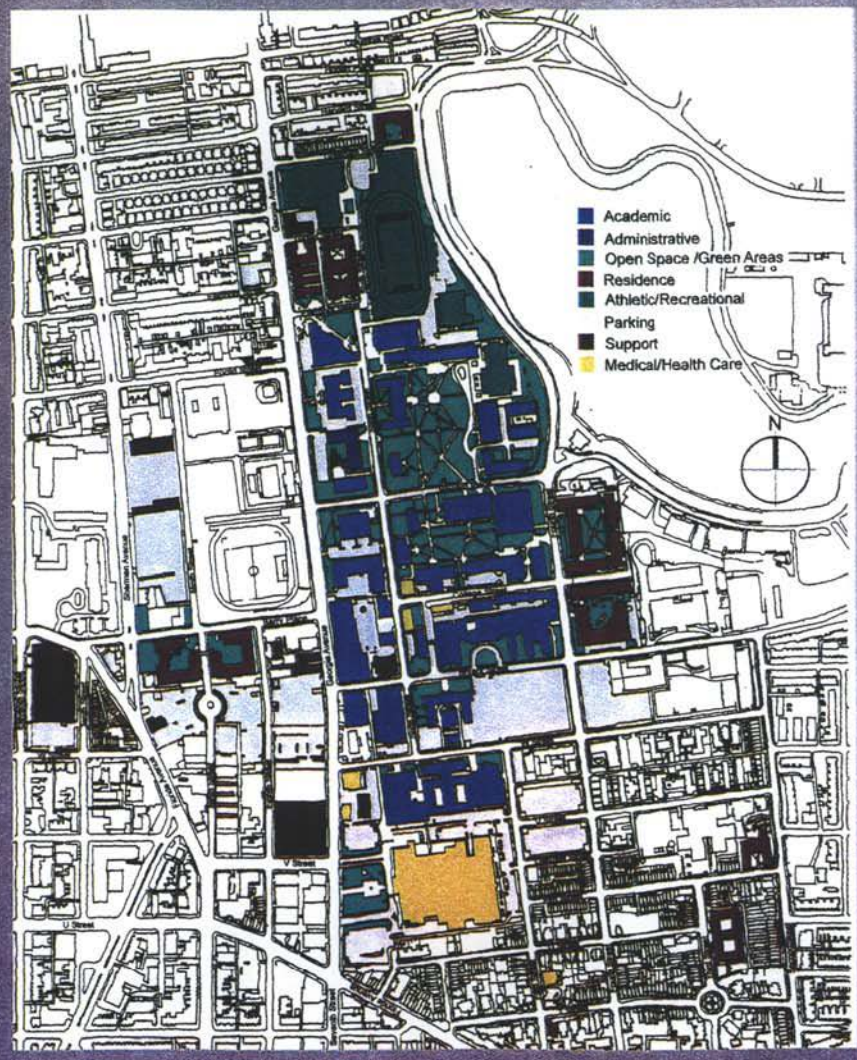
areas. Foot traffic tends to be concentrated along streets internal to the campus. The Blackburn Center, which has the cafeteria and other areas popular to students, and Founders Library are high use/activity buildings. Burr Gymnasium and the residence halls have the next level of intensity of use.

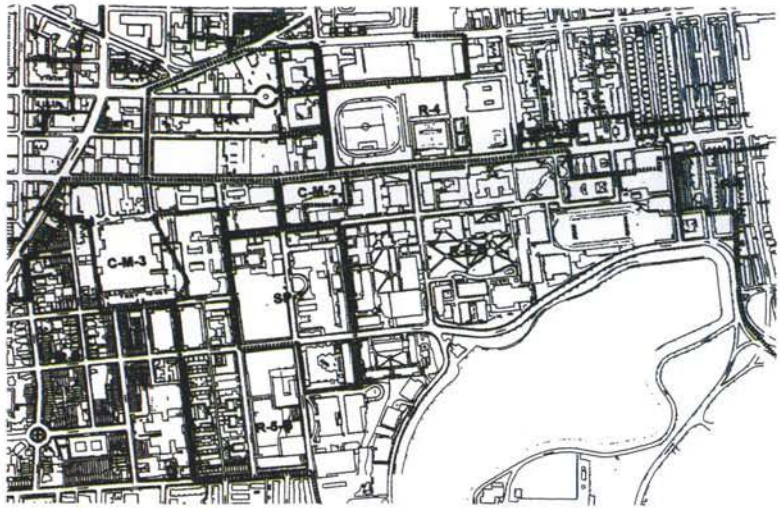
A major change in activity since the 1988 Campus Plan was the closing of the Wonder Bakery which created many vehicular traffic conflicts resulting from the delivery schedules of large trucks that accessed the site. The University's acquisition of the Wonder Bakery properties changed the nature of the Bryant Street corridor and alleviated most traffic conflicts.

The ground level of Wonder Bakery's Georgia Avenue facade, now called Wonder Plaza, was converted to retail space prior to its acquisition by the University. This has generated a flurry of pedestrian movement between Bryant Street and Barry Place.



Existing Land Uses





Zoning Districts impacting the Central Campus of Howard University are designated in the above diagram.

ZONING DISTRICTS

Howard University property falls under a number of zoning classifications. The University lies principally in an R-5-B zone which permits all university uses with the special exception approval of the D.C. Board of Zoning Adjustment.

The Central Campus also includes property located in the R-4, R-5-E, SP-2, C-2-A, CR, C-M-2, and C-M-3 zone districts. A small area at the south end is zoned R-4 and a portion of the property along Barry Place is zoned R-5-E. The area between Fourth, Sixth, College and W Streets is zoned SP-2. Land on the east side of Georgia Avenue from Florida Avenue to Bryant Street is zoned C-M-3. Land on the east side of Georgia Avenue between Florida Avenue and Barry Place is zoned C-M-2. The Central Campus property located west of Georgia Avenue, including the former Business School site (now Lot Z) on Sherman Avenue and the University Service Center on 11th Street is zoned R-5-B. The University property along the east side of Georgia Avenue, from approximately 56 feet north of Fairmont Street to Gresham Place is zoned C-2-A. A SP-2 zone is mapped between Fourth, Sixth, W and College Streets.

Section 210.3 of the Zoning Regulations (1996 ed.) provides that in R-4 and R-5-B districts the FAR on specific university buildings may be increased provided that the total bulk of all central campus university buildings and structures does not exceed 1.8. In the R-5-E district, the maximum allowable FAR is 6.0 for apartment house or hotel.

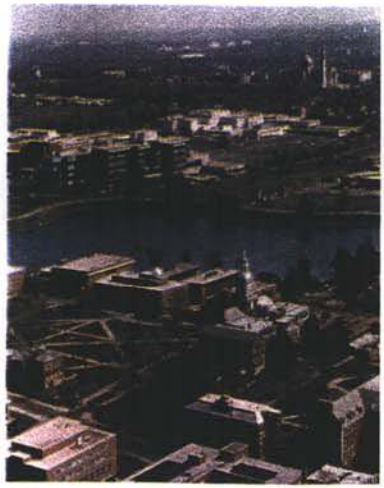
Statement of Compliance with the D.C. Comprehensive Plan Act

The 1998 Howard University Central Campus Plan fully complies with the D.C. Comprehensive Plan Act (as amended).

The property within the boundaries of the Howard University 1998 Central Campus are designated in two ways. First, the properties located to the east of Georgia Avenue, between

Zoning Summary

Zoning District	Allowable FAR for University Uses
C-R	3.0
C-2-A	2.5
SP-2	3.5
C-M-2	4.0
C-M-3	6.0





Views of the campus and its surrounding environs show the diverse land uses, density, and circulation systems.

Gresham Place on the north, U Street on the south and McMillan Reservoir on the east are designated for "Institutional" purposes: land and facilities occupied by colleges, universities, hospitals, religious institutions and similar facilities. The height, density and uses for structures within this category are determined by the zoning regulations and the Board of Zoning Adjustment. Second, the properties located to the west of Georgia Avenue are designated for mixed purposes: institutional, moderate-density commercial and moderate-density residential. The moderate-density commercial category includes shopping and service areas that generally provide a much broader range of goods and services than occur in low-density commercial areas. Uses include chain drug stores, grocery stores, branches of department stores, some specialty shops and personal service establishments. The moderate-density residential category supports row houses and garden apartments, as well as low-density, multi-family housing. The "Howard Gateway" and the "Kelly Miller" "Housing Opportunity Areas" are located to the southwest and to the southeast respectively, of the central campus boundary.

The 1998 Howard University Central Campus Plan is consistent with the policies that the District of Columbia has set forth in the General Comprehensive Plan and in the Ward One Plan. The Comprehensive Plan was enacted and amended by the Council of the District of Columbia, and by its terms, is the guiding policy statement for development activity in the District of Columbia.

The Central Campus Plan is not inconsistent with the Comprehensive Plan for the National Capitol and the Generalized Land Use Maps, viewed either as individual projects or as a single entity. First, the University's plans with respect to the use of its properties to the west of Georgia Avenue will help to stabilize a deteriorating neighborhood, provide new housing, increase the District's share of regional employment, create new jobs in an area close to two metrorail stations, increase the variety of goods and services available, and increase tax revenue. It will replace under-utilized industrial land with new housing, shopping and office space in the Howard Gateway development opportunity area.

Second, all new buildings will be designed to compliment surrounding structures and arranged at a density so as to concentrate the most active campus uses at the core of the campus and those activities with the least usage nearer to the lower density residential uses on the eastern and southern edges of the central campus.

Third, the District of Columbia and its residents will benefit from the implementation of the Central Campus Plan as it furthers Howard University's continued progress and development. The improvement of the University's programs and its continued ability to attract the best students and faculty will benefit the community. Many area residents already take advantage of the academic, cultural, recreational and social events available at, and sponsored by, the University. The retail and





The fabric of the Howard University campus set against the City of Washington.

office components of the Plan will provide necessary services to the community.

Fourth, the District of Columbia will continue to benefit from the employment opportunities presented by the University. A significant portion of the University's faculty and staff members are D.C. residents.

The approval of the 1998 Central Campus Plan will further the goals and policies of the Ward One Plan. The provisions of this Central Campus Plan will increase the participation of Howard University and economic development efforts in Ward One, including assisting small and medium-sized firms in research and development projects and supplying data and information to the business community on economic trends and new industry ventures. The Plan also projects development which will increase employment opportunities in the Howard Gateway and Georgia Avenue corridors.

The 1998 Central Campus Plan is also consistent with Ward One's Urban Design objectives in that it develops overall strategies and design philosophies that project Ward One's unique neighborhood characteristics and encourages all of its new development to be compatible with existing University and residential buildings in the area. The Plan is respectful of the area's cultural and architectural history, particularly with respect to LeDroit Park, U Street, and other mid-city areas that are a major focus of African-American cultural history. By publishing a detailed and specialized plan for its Central Campus and the Howard Gateway area, the 1998 Howard University Central Campus Plan encourages landuse standards which include, but are not limited to, an adequate supply of student housing on campus; timely disposal of undeveloped or vacant properties; realistic enrollment plans in relation to probable effects on local communities; and, clear distinctions between economic investment projects that relate directly to Howard's educational purposes.

Finally, the Plan is designed to prevent negative impacts on surrounding residential areas, particularly LeDroit Park.

In sum, the 1998 Howard University Central Campus Plan furthers the Comprehensive Plan and promotes the general welfare of the University's neighbors and the City at large.



OPEN SPACE PATTERNS, LANDSCAPE ELEMENTS & PEDESTRIAN CIRCULATION

Howard University's Central Campus is located on one of the highest elevations in the City of Washington. The Main Quadrangle is at the top of a hill at an approximate elevation of 175 feet. The medical complex to the south and the westward expansion area are approximately 75 feet lower, at elevation 100. A steep slope separates the high and low sections of the campus. This is evident in the Lower Quadrangle and at the Howard Place entrance.

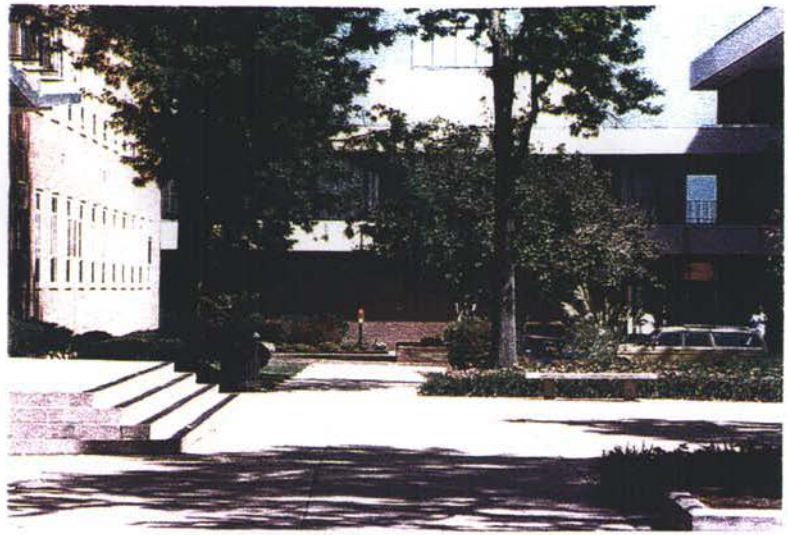
Several benefits accrue to Howard due to its placement on high ground. First, there are commanding views of the city, the Reservoir, the federal monuments and points west to the National Cathedral. The symbolic features of Howard are also visible at great distances away from the University. For instance, the Inabel Burns Lindsay School of Social Work, Howard Hall and the Administration Building are visible from Logan Circle at Vermont Avenue and P Street. The clock tower of Founders Library has the highest elevation of the campus buildings. It is one of the most visible images in the City of Washington skyline.

In the midst of the campus structure are two large open spaces — the Main and Lower Quadrangles. These areas have been maintained as lawns or "green areas" since the turn of the century. There is a distinct difference between the open space pattern of the historic campus core (i.e., the quadrangles) and that of the newer expansion areas, westward to Georgia Avenue and southward to the Medical Center. The historic campus core was inspired by the traditional image of the academic quadrangle. The dominant open spaces in the older district are, therefore, clearly defined by both architecture and vegetation. In 1996, over 20 years after their construction, the University demolished two metal temporary buildings that flanked Carnegie Building and blocked views to and from Sixth Street. This returned the Main Quadrangle to its early quality of the historic campus.

One result of these differences in open space patterns is the loss of a coherent campus identity. However, in the past two years, the University has developed landscape strategies which unify the entire campus and create a more imageable environment. Plant materials were standardized as well as enhanced to highlight building entrances and visually and symbolically connect disparate campus buildings. This landscaping process has also increased the actual and perceived sense of safety throughout the campus. Trees on and around the campus are either planted in lines along circulation routes or they are clustered in picturesque groupings at focal points. Exterior lighting also has been improved/expanded throughout the campus.

Pedestrian circulation is accommodated on pathways that cross the Main and Lower Quadrangles and intersect adjacent to streets. Most pedestrian traffic is internal to the campus (between Georgia Avenue and Fourth Street), however, some students use Fourth Street to travel between the dormitories. The location of the towers has created an active pedestrian path along Georgia Avenue and Barry Place.

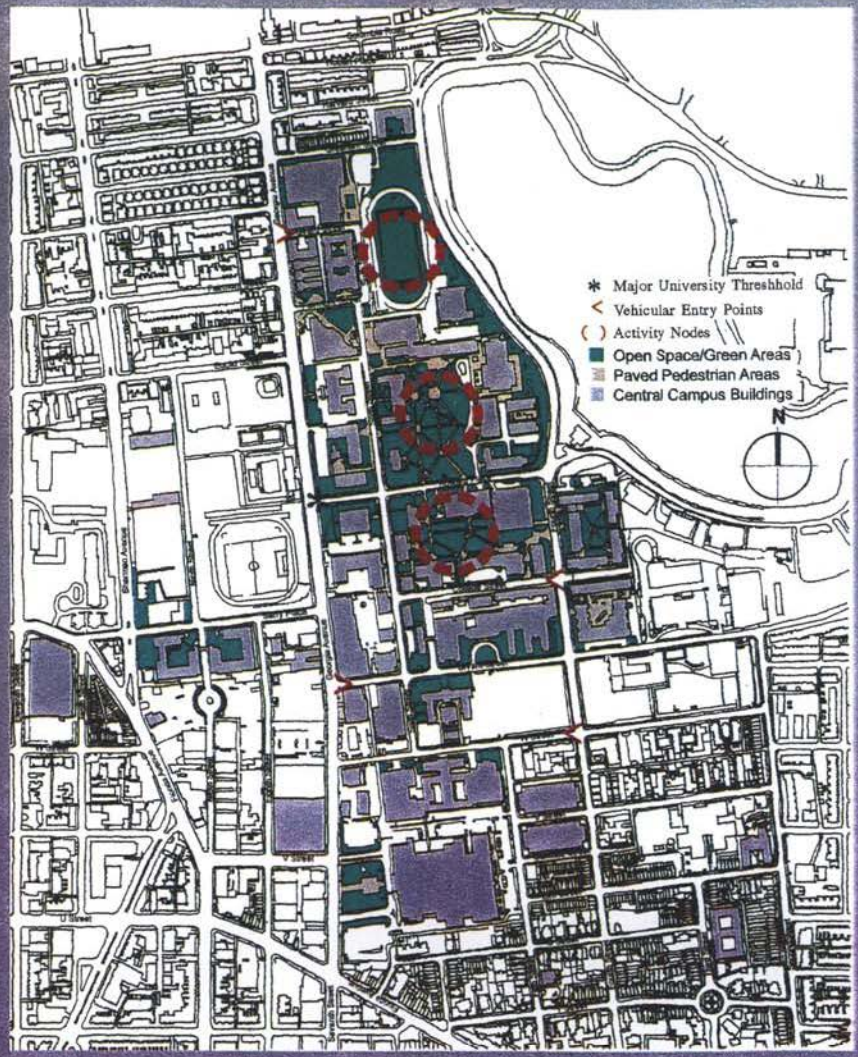






On the opposite page, the view of the Main Quadrangle and Douglass Hall from the rooftop plaza of the Undergraduate Library is framed by Founders Library and the Human Ecology Building. Top left, a pedestrian thoroughfare on the Main Quadrangle terminates at the Blackburn Center. Above, the North Gateway at Fairmont Street provides transition between the busy Georgia Avenue corridor and the tranquil Howard University campus. The football stadium is another soft space on the campus. Bottom left, open spaces such as the Main Quadrangle ventilate the campus. The demolition of the metal temporary structures, called the North and South Faculty buildings, which flanked Carnegie Building for 22 years has opened up the Main Quadrangle to Sixth Street. The removal of those buildings created a flowing pattern of landscaped places.

Existing Open Space Patterns





Remnants of the early campus landscape plan are seen in this photograph of the lower quadrangle taken from the pathway behind Founders Library. Designed by the first known black landscape architect David Williston in the 1930s, the landscape plan softened the steep transition from the Main Quadrangle level to that of the Lower Quadrangle. Thirkield Science Hall sits on the western edge of the Lower Quadrangle.