











Founders Library is an important symbol of the historic legacy of Howard University. It also serves as a physical and visual anchor to the Main Quadrangle. The thresholds to the Main Quadrangle remind us of the original boundaries of the campus (at Sixth Street).

ZONING COMMISSION
District of Columbia
CASE NO.03-17
EXHIBIT NO.26A2









Howard Hall is one of the original buildings of the Howard University campus and was the home of one of the University's founders and its third president, top right. Top left, it is flanked by 1950s and 1960s buildings that replaced residences of the 1870s era. Founders Walk, an engraved brick plaza now surrounds the building. Bottom right, the restored Howard Hall contributes significantly to the Georgia Avenue corridor. Bottom left, pedestrian circulation and landscape elements are clearly articulated. The architectural character of the campus is dominated by Founders Library, Douglass Hall, and other historic structures.





The intersection of Howard Place and Sixth Street is a hub in vehicular circulation. The Howard University signage is visible on the lamp posts and at the Main Gate.

STREETS, VEHICULAR CIRCULATION, & PARKING

The Central Campus of Howard University is situated in northwest Washington, DC. The campus is surrounded by residential neighborhoods, commercial and institutional property, and recreational uses. A major artery serves as the western boundary of the campus. In addition to being a major commuter street, Georgia Avenue serves as the primary access route to the campus. Fourth Street bounds the University on the east and serves as another access road to the internal streets of the campus.

Most internal streets are one way streets. Gresham and Bryant Streets are paired one way connections between Georgia Avenue and Fourth Street. Sixth Street is the secondary street that runs through the campus. All streets are open to vehicular circulation. The only area where traffic is controlled is at the Main Gate at Howard Place and Sixth Street. During 1996, the University petitioned the District of Columbia government for the change of traffic patterns on the internal roads of the campus. These changes took effect in December 1996. Since the new patterns were instituted, the University's ability to modulate the internal vehicular traffic has improved substantially. Two access points exist to the campus — at Howard Place and at Girard Street. These entry points direct one-way patterns to exit points on Georgia Avenue at Fairmont Street. Traffic conflicts and congestion have been considerably reduced since these changes. Also, stop signs have been placed on Sixth Street at major pedestrian crosswalks to reduce travel speeds and provide priority to pedestrians. Overall, the campus has become a more pedestrian friendly environment.

A comprehensive Traffic and Parking Analysis found in Appendix B provides additional information about streets, vehicular circulation and parking.

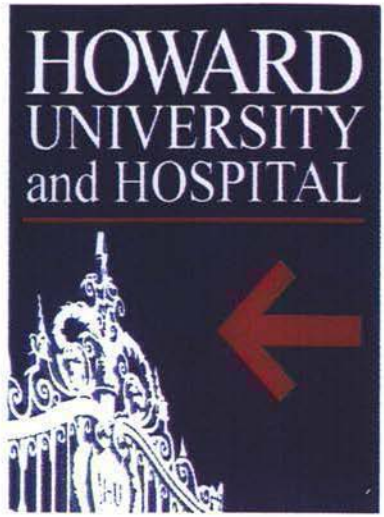
Parking and Shuttles

Parking is critical to the function of the Central Campus. There are over 4,000 parking spaces available for University staff, faculty, students and visitors. About 75 percent of these spaces are supplied in lots outside of the core campus area, but well within short walking distances to all buildings. All campus parking lots are patrolled by parking attendants and campus security officers. Some are monitored by video camera surveillance. University parking lots require some form of parking permit. On-street metered parking on five streets within the campus boundaries supplement University-operated lots by nearly 400 spaces. Parking on the streets in and around Howard University is monitored and enforced by the District of Columbia.

In total, the University operates two parking structures, 35 surface parking lots, one underground garage and one surface garage. The University Hospital projects that its future demand for parking can be satisfied based on currently available spaces.

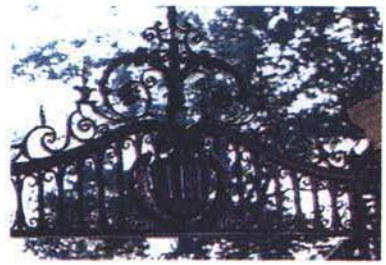
The demand for parking continues to be reduced as more people utilize the Shaw-Howard University Metro Station at Seventh and S





Streets. The University now operates a shuttle between the campus and this station. The shuttle services and routes also were revised to include more stops throughout the campus and to lessen the impact of the vehicles on the surrounding neighborhoods. In addition to the HU*bus* Metro shuttle, there is a parking shuttle that presently makes twenty scheduled stops in and around the University. It serves the University Service Center, Howard Plaza Towers, Administration Building, Cramton Auditorium, the Howard University Community Association, Drew Hall, Tubman Quadrangle, Annex III, and the Medical/Dental area as well as most outlying parking lots (including the Banneker Lot, the Drew Lot, Annex I Lot, Bethune Annex Lot, and the Howard Center Lot). Other shuttles run between the satellite campuses and the off-campus dormitory. All shuttles are available at no charge to Howard University students, staff, and faculty.

Lighting and security have been increased on all parking lots with particular emphasis being placed on lots that are outside the core campus area. Blue Light Security Stations also are located on every University-operated parking lot. A new signage system for parking lots was installed during the 1997-98 academic year. As part of this system, parking lots were given names which relate to an adjacent building, further increasing recognition of the campus structure.



Sixth Street is the primary street running through the campus, top left. Georgia Avenue provides a strong edge to the campus. Above, elements of the Cassell Gates inspired the design of the University's signage, top right.

RE~PLACING FRAMEWORK

Re-placing is the act of renewal of *place* as an experience with meaning, memory, and spirit. The sense of place at Howard University requires constant attention to maintain a strong visual framework which gives to the University and its surrounding community a special image, a sense of visual purpose, and a means of orientation. The objectives, principles, and *Policies* which follow are intended to be timeless statements that energize future development on the Howard University Central Campus. Through four *re*-placing framework statements and their aligned principles and *Policies*, the University intends to place strict performance standards on future development in order to:

- Preserve socio-cultural and design elements which provide a sense of connection with the past, continuity with the architectural and social history, and freedom from erosion of the socio-spatial fabric of the campus;
- Promote growth that results in massing, form and detail which are respectful of the existing campus structure and pattern, its connections with the surrounding urban fabric, and the socio-spatial characteristics to be preserved; and,
- Improve the campus environment to ensure safety, instill pride, and increase interaction opportunities within the University family as well as with the surrounding neighborhoods.

Universal *Re*-placing Goals

The broad ambitions amplifying the ***UniverCity 20/20*** vision are the universal goals. These narrative (and graphic) statements set forth definitive policy directions and continually evolve as the process is given wider exposure to the University's many constituencies. Below are broad goal categories within which principles and *Policies* will be formed, strategies developed and actions taken. In their full iterations each will be annotated as issue specific principles with narrative and/or graphics. Principles related to the broad goal statements will occur at

all levels of scale in defining and configuring rationality related to actions influencing change in the University's environment. The universal goals that provide context for the urban design issue specific principles are as follows:

1 - That an underlying principle of Howard University's relationship with the neighborhoods in which it resides or adjoins is one of cooperation and constructive leadership in using its best efforts to contribute to a model "Town and Gown" relationship. The University as a dominant institutional activity land form in the City will exert its best efforts to contribute its most productive elements a model relationship with its neighbors. No where is this more important than at its built environment edges that are the seams between it and its neighbors. Matching scale, texture and pattern and compatible vegetation buffers can begin to reduce the inherent environmental conflict when residential neighborhoods abut the institutional built environment;

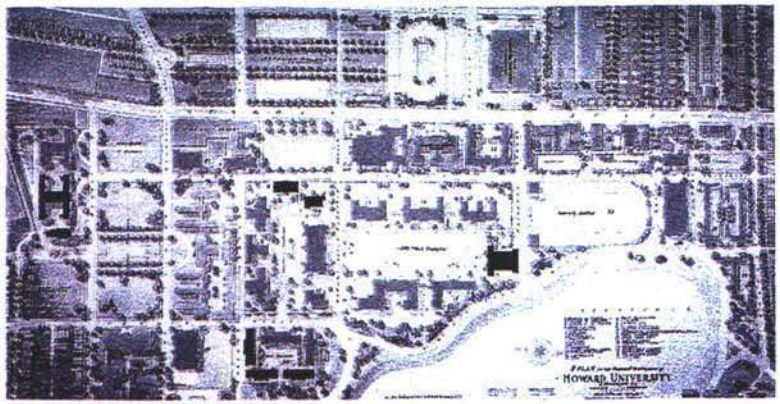
2 - That the concept of *UniverCity 20/20* asserts the seminal importance of the relationship of Howard University to the urban patterns in which it is a major element and the responsibility that comes with this role. The University provides an open space oasis in a compact but not extremely dense City. It is a destination, it is classical in its distribution of generous public space and broad paths, it occupies a dominant high point in the City's skyline and its often called names, "The Hilltop" or "Hill", are legendary in the vernacular of the City. These assets require of their custodians protection and thoughtful study;

3 - That the master plan will continue to be the legal instrument through which Howard University proposes major changes in its physical structure to zoning authorities with domain over such actions in the District of Columbia. The 1998 campus plan, UniverCity 20/20, however will be both framed and actualized by the process of visioning as undertaken by the trustees and the president and/or their designees. The requirements of the City will configure only the base information as the University identifies its built future. The great city designs and civic plans had as their foundations powerful ideas of boulevards with long vistas lined with thoughtfully planted trees, fountains contributing to the poetry of place, generous park land, and unified streetscape elements. So, too, will Howard University define, engage and apply the urban design principles supporting a landscape icon sympathetic to the human scale, interaction and movement associated with the concepts of great civic places;

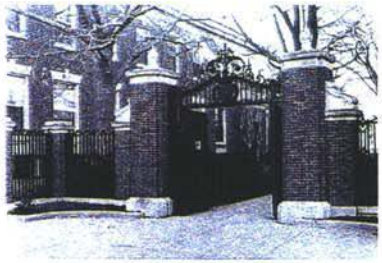
4 - That it is the intention of the visioning process to establish a set of goals, objectives, statements of principle, performance standards, etc. which will be adopted as Trustee approved *Policies*. The short term results of visioning are not expected to be definitive building projects, but strategies and *Policies* assuring that the right question is advanced and that each response is appropriately framed within the holistic frame of the "vision." Properly developed the antecedents to building projects will assure continuity of place in the campus environment;

5 - That the visioning process and its aligned activities/studies are ongoing in nature and will continually evolve more refined directions. The September 1996 presentation to the Trustees Buildings and Grounds Committee was the beginning of a long term commitment to rationalizing campus planning in the University. Focus groups with the University community and its neighbors will be convened continually beyond the initial public introduction and approval of the 1998 campus plan statement. In this process planning becomes a living exercise and not an approved shelved document. It is the University that requires its plan;

6 - That preserving and restoring/enhancing the original intentions and remaining elements of the 1932 Howard University master plan developed by Albert I. Cassell is a primary goal of future urban design recommendations and actions. Preserving a sense of the historic past is essential to every element of the University's productive future. The subtle characteristics of the 1932 plan have contributed to the sense of order and dignity of the University's campus. For example, the manner in which the setbacks of buildings facing the "Yard" frame this major place is an intention of the Cassell plan;



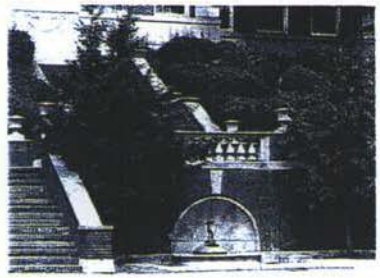
7 - Special University streets will be designated and developed to enhance the sense of unity that the Fry gates and fences conveyed to an earlier Howard University. Certain streets and segments of streets possess the ability to unite in a special manner the major elements of the University's plan. They not only provide attractive spines connecting activities, they also encourage a unique social dynamic, planned and unplanned meeting places and memorable socio-spatial and cultural



identification in the man made environment. These streets will be identified and recognized with image defining and enhancing strategies. This configuring of streets as part of the University' spatial system makes good urban design sense as well as security;

8 - That major organizing elements of the campus continue to be the academic programs. The traditional precincts developed around academic disciplines will continue being the dominant organizing elements of the University village and will be the catalysts for development of facilities supporting those disciplines;

9 - The University's landscape plan will be planned and maintained. Howard University is fortunate to have been the recipient of one of acclaimed black landscape architect David Williston's landscape plans. This plan is a living treasure of the University and should be respected as is the art of Emeriti Professors



James Porter and James Wells. New plantings in the University environment will be chosen for the special quality of life they bring to environment and their ability to become landscape legacy assets. The newly planted arboretum on the south side of the Carnegie Building is an example of symbolic plantings with legacy significance; and,

10 - Preserving Historic Precedents. The integrity of the historic lineage of the University's environment will be preserved and enhanced. The nature of visual continuity is that it responds to alumni association with their campus and provides strong, indelible points of reference for future students and their parents and for potential donors. Evidence of the continuum from 1867 is important in establishing the image of strength, durability, stability, etc. The "ivy covered halls" metaphor is more often than not a powerful image to parents enrolling their children in a university that has the venerable patina of stability.



The UniverCity 20/20 Issues

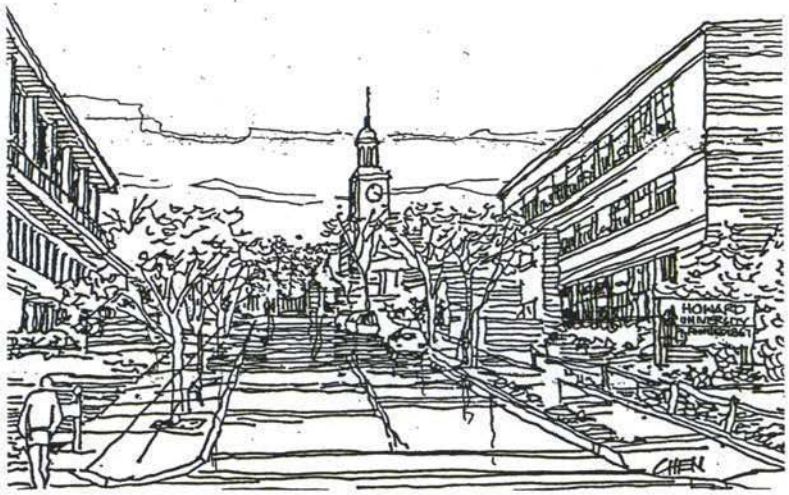
The universal goals above are broad statements that span the range of issues configuring the substance of ***UniverCity 20/20***. More specifically, ***UniverCity 20/20*** is organized around and responds to four issues - Historic Continuity, Campus Pattern and Structure, Connecting with the City and Development Opportunities Framework. The four issues are concerned with the order of the campus, its urban design character and the relationship of order and character to people - students, faculty, staff, trustees, friends, visitors, neighbors.

Howard University was conceived as a magnificent academic precinct in a magnificent planned City. Over time the pressures to change have eroded some of its lofty design intentions. ***UniverCity 20/20*** is concerned with identifying, renewing and memorializing as University policy the qualities of place based on human needs supporting a great University and in doing so restoring the lofty nature of its Howard's campus plan intentions. The four issues that follow are amplified with discrete principles and their associated *Policies*.

HISTORIC CONTINUITY

An important legacy asset of Howard University is the indelible visual vocabulary of its Central Campus. This historic continuity is at the center of the University's core values - VERITAS and UTILITAS. It is these values and the perspective of time on which the future is built and against which it is ensured.

The ability to connect the future with the past is invaluable. Historic continuity is an endowed right of alumni, emeriti faculty, and others who have aligned the value of their contributions to society with this indelibility of the University's historic reputation and visual images. Historic continuity supports the facility with which the Howard story is told to potential students, faculty, staff, and donors/contributors. It encourages an ease of memory and recollection among alumni. It provides a comfortable legacy association among the current University community. It is the alignment that places the University in the development scenario of the City of Washington. It is the seam that weaves all things past, present and future into a common quilt. It is the constant that is dependable, expected and equal among important qualities of great universities.



PRINCIPLE 1

The University recognizes the historical significance of its campus as a place and the campus' contributions in providing Leadership for America and the Global Community.

Policies:

1. Preserve/restore buildings, such as Freedmen's Hospital, that have great historical significance in serving the community.
2. Recognize the historic reputation of Howard University as a stable academic environment.
3. Recognize that historic buildings provide crucial connections to past events in the University's place making legacy.
4. Maintain and restore older buildings as reminders of the stability of the University.
5. Maintain and create special places that can be utilized for University events, ceremonies, and activities that exemplify Howard University's role as a leader in academic excellence.
6. Restore the tradition of socio-spatial usage of sites and buildings that had special functions in the University's past.







PRINCIPLE 2

The connection between the University's spatial and built history with the alumni and general University community is one that will be strengthened and preserved.

Policies:

1. Preserve older buildings as memory vessels for alumni and friends of the University.
2. Create special places of reflection where the University community can visit and reminisce.

PRINCIPLE 3

The University will plan for the gradual and graceful change of the campus by preserving valued qualities and making connections to the past.

Policies:

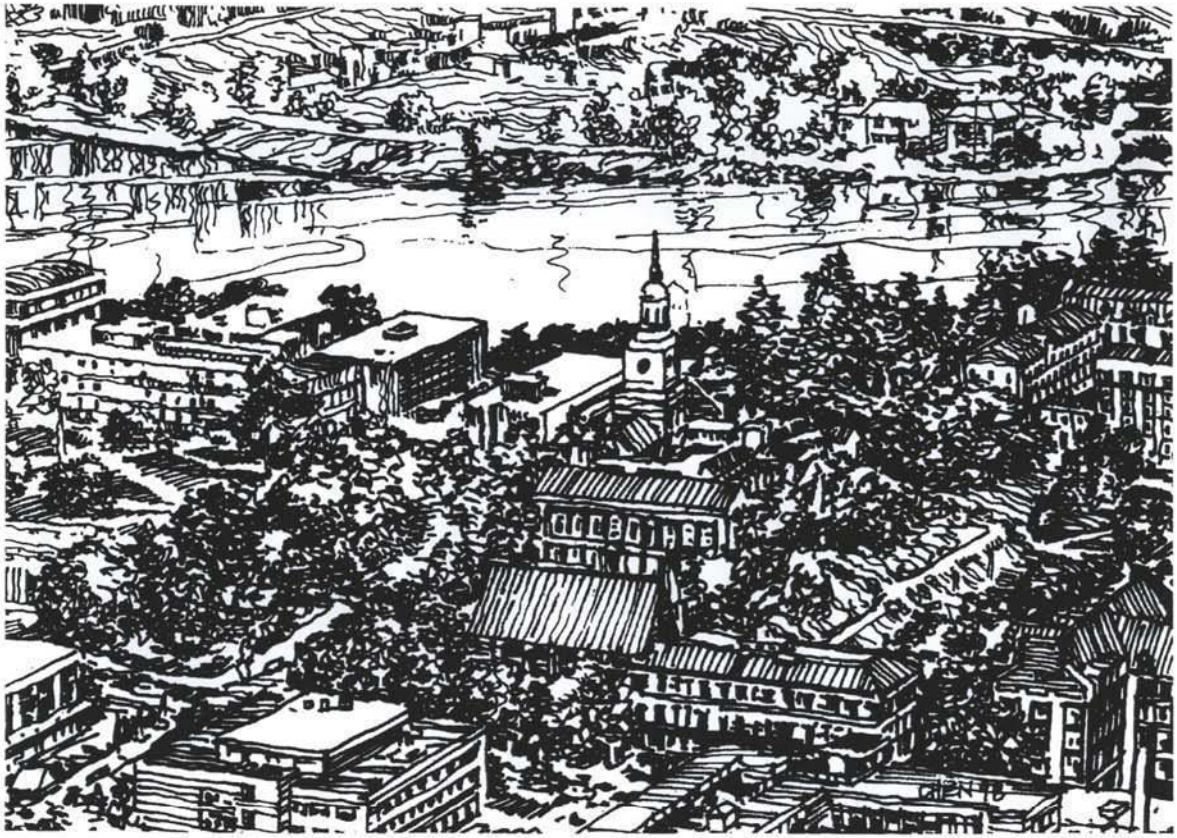
1. Preserve and replicate the qualities of landmark buildings and places of historic, architectural, socio-cultural, or aesthetic value.
2. Conserve important design characteristics of the campus through uniformity of detail, scale, proportion, texture, materials, color, and building form.
3. Promote the preservation/restoration of older buildings in close proximity to new development.
4. Ensure that the demolition and replacement of older buildings does not occur unless a new building would be significantly better and the building to be demolished is without adaptive reuse value.
5. When demolition is necessary, explore the options for facade preservation and restoration.
6. Recognize the value of classical architectural detailing, as seen on Rankin Chapel, the Cassell buildings, and Carnegie Building, to the overall integrity of the campus' visual environment and replicate these features in new buildings as appropriate.

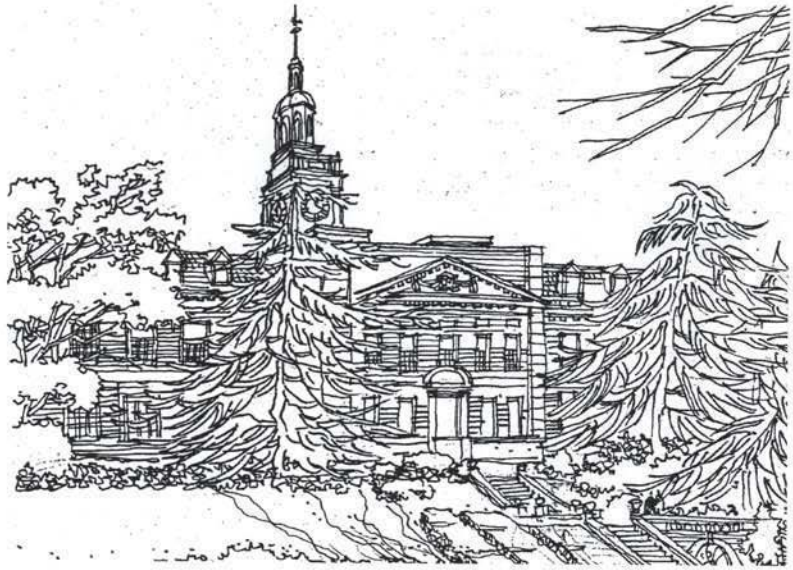
PRINCIPLE 4

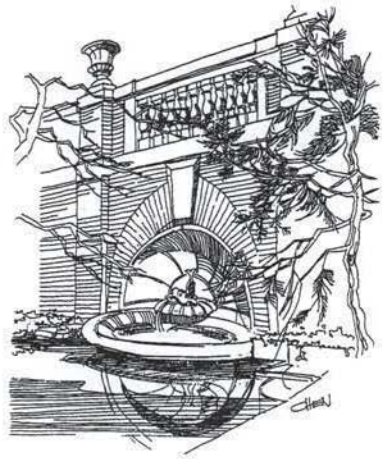
The overall continuity of the imagery of the campus will be ensured through a plan for and commitment to a unified architectural order.

Policies:

1. Promote continuity in the design of facades by recognizing the strong architectural code/details of the rich older/historic buildings as ordering systems.
2. Preserve facades and fenestration of the early campus buildings since they provide a unique character to the campus and an overall visual harmony.
3. Provide a visual harmony of campus architecture by replicating the historic scale, proportion, and texture of older buildings.
4. Maintain the architectural integrity of the Cassell-era by replicating key design elements and following dominant building scale/proportions and siting concepts.
5. The majesty of the older buildings should be respected by new structures regardless of building size, massing and siting.
6. Building materials should match or complement materials already in use on the campus.
7. Establish a standard vocabulary for building materials, window openings, cornice heights, door/entrances, etc.







PRINCIPLE 5

Special destination points exist in the University environment which have significant socio-spatial and landscape presence.

Policies:

1. Maintain the Main and Lower Quadrangles as major activity centers of the University.
2. Enhance building entrances and thresholds that have served as informal nodal points.
3. A hierarchical pedestrian progression through the campus should transition through common and semi-private spaces which are grounded in the historic arrangement of the campus.

PRINCIPLE 6

The historic character of the campus is embodied in the distinctive character and spatial quality of the Main Quadrangle.

Policies:

1. Maintain the Main Quadrangle and its central pedestrian spine, "The Long Walk", as dominant University landscape elements.
2. The placing of organization-specific symbols should be avoided on the Main Quadrangle.
3. Landscape materials should be planted in areas that do not disrupt the expansive views of the Main Quadrangle, yet contribute to a sense of enclosure.
4. Open spaces surrounding the "Yard" should be maintained for visual ventilation.
5. Development within those areas currently designated as open space, such as the Main Quadrangle, should be limited to pathway and small meeting places designed not to damage or disrupt the flow of the landscape.
6. Buffer parking and paved areas with landscape elements so as not to diminish the visual value of green spaces to the overall character of the campus.

PRINCIPLE 7

The historic landscape design intentions for the campus would be revisited and adapted as appropriate to contemporary usage.

Policies:

1. Landscape materials should be standardized to create a unified appearance throughout the campus.
2. Landscape materials should enhance security by framing views and maintaining open spaces.
3. Landscape materials should be selected to ensure low maintenance and durability.
4. Plant materials should provide for the transition between parking lots, paved areas, buildings, and designated green ways/areas.





PRINCIPLE 8

New construction will blend with the existing structures to reflect the historic lineage and character of adjacent older buildings.

Policies:

1. Incorporate historic architectural elements and materials into the design of new buildings.
2. Respect the existing scale and massing of adjacent buildings to ensure visual and spatial continuity of the physical environment.

PRINCIPLE 9

Renovation and restoration of older, well-designed buildings can preserve the character and interest of the streetscape if the original building design is respected in use of materials and details.

Policies:

1. Ensure that the original character of older buildings is enhanced rather than weakened when they are renovated.
2. Utilize building materials that compliment those in predominant use on the campus.



PRINCIPLE 10

The streetscape has traditionally been a major contributor to public open space and has historically supported the social environment of the campus.

Policies:

1. Maintain the park like areas adjacent to University streets.
2. Create pedestrian-scale environments that orient people to the place setting.

PRINCIPLE 11

Streets and attached open space have historically provided more than circulation - they provide orientation and increase social understanding of the campus.

Policies:

1. Enhance view corridors which connect vehicular and pedestrian pathways with aligned open spaces.
2. Discourage placement of objects that obstruct visual connections with adjacent open spaces.



CAMPUS STRUCTURE AND PATTERN

The structure and pattern language of the Howard University campus will respond to the questions *is this a place to be, the place to become and the place to return to as home*? Is it a campus that is imageable, that possesses the qualities of *hereness*, the sense of being in someplace special and *thereness*, the sense of knowing that the University is a destination of distinction with the powers of a special place.

Is the campus a place that expands the mind and embraces the heart? Is it a place that encourages productive relationships including lifelong friendships and special connections between faculty and students? Is it a place to fall in love and contemplate the union of marriage and the contribution of a new family to society? Is the campus structure supportive of secure places that are observable and defensible? Does the University community feel secure within its confines and at its edges?

Are there memorable places and rituals that connect the University and its extended family in unique and endearing ways? Is there a range of intimate places and common areas that support individual personal and group attachment with the campus? Are lifelong memories and images developed that make the campus a home to which alumni return again and again? Is homecoming a celebration of place as well as the spirit of a family?



PRINCIPLE 1

The University's significance as a dominant feature in the urban corridor of Georgia Avenue will be reflected in the definition of its thresholds.

Policies:

1. Define and articulate campus thresholds with signage, natural and man-made landscaping, gates/fences/walls, and lighting.
2. Articulate entry points with a University urban design language for ease of recognition and security.

PRINCIPLE 2

Spatial priorities based on the unique traditions of socio-spatial interactions on the campus will be established.

Policies:

1. Maintain in their entirety historically significant places such as the plaza in front of Douglass Hall, a traditional location for commencement and other formal ceremonies and informal meetings.



2. Preserve large open spaces, e.g., the Main Quadrangle and the Lower Quadrangle, for formal activities and informal interaction.

3. Create new landscape elements responding to contemporary socio-spatial imperatives.

PRINCIPLE 3

The streetscape elements are the language of University open space and will be thoughtfully placed.

Policies:

1. Provide elements within the streetscape which provide opportunities for stopping, observing, as well as traveling.

2. Create a visually pleasing streetscape through the planting of trees and other plant materials.

3. Use area lighting to extend the hours of use of the campus and to illuminate potentially unsafe areas.

PRINCIPLE 4

The street is a major social platform and significantly impacts the structure of the campus.

Policies:

1. Recognize the importance of the street as one that frames and provides reference points to the campus.

2. Create stopping points along the street where the University community can interact without disrupting the flow of pedestrian and vehicular movement.

PRINCIPLE 5

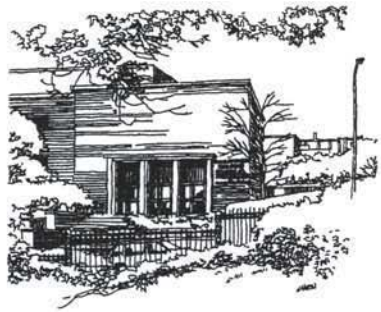
Streets provide more that circulation - they provide orientation and increase perception of the campus.

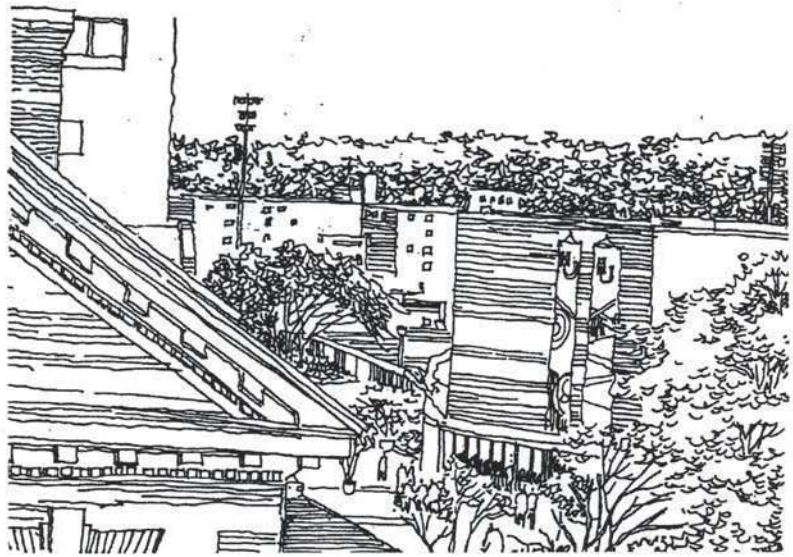
Policies:

1. Enhance the visual impact of the street through unobstructed pathways and appropriate landscape elements.

2. The street environment is one that should be free of clutter (such as unnecessary signage and landscape materials).


PERFORMANCE PLAZA
HOWARD UNIVERSITY





PRINCIPLE 6

A sense of entry definition is important to the arrival to a building.

Policies:

1. Create entry plazas and announcements to buildings.
2. Enhance existing building entries with landscape materials and pavement definition.

PRINCIPLE 7

The overall imagery of the campus structure is significant to the perception of the environment by its users and surrounding neighbors.

Policies:

1. Use the same pallette of landscape materials throughout the campus to indicate the sameness of place.
2. Introduce signage that uses imagery that is representative of the historic significance of the University.
3. Incorporate repetitive elements on outlying campus properties that trigger recognition of the primary academic core.

PRINCIPLE 8

The University's legacy buildings generate a sense of orientation to various points on the campus.

Policies:

1. Utilize key buildings such as Founders Library, Rankin Chapel, and Thirkield Science Hall, among others, as memorable architectural forms for points of reference in the pattern.
2. Define points of entry to maximize the University community's recall of and give meaning to building usage.





PRINCIPLE 9

Clearly delineated buffer zones will provide transitions from major activity areas to less populated/more private spaces.

Policies:

1. Delineate transitional spaces with landscape materials.
2. Create attached spaces that soften building facades and materials.

PRINCIPLE 10

The notion of a continuous progression through the campus is one that should be promoted.

Policies:

1. The campus pattern should encourage uninterrupted movement.
2. Where possible, ventilate campus edges to increase visual connections between adjacent places (i.e., the Sixth Street corridor and the Main Quadrangle).

PRINCIPLE 11

The concept of place as a socio-spatial element is important to the physical structure of the University and will be interpreted, applied, and maintained throughout the campus pattern.

Policies:

1. Retain special places such as the Main and Lower Quadrangles (where formal and informal University events and ceremonies are held) as dominant open spaces which ventilate the built environment and enhance the University's academic/ social fabric.
2. Encourage multi-function /activity usage of the University's exterior precincts.

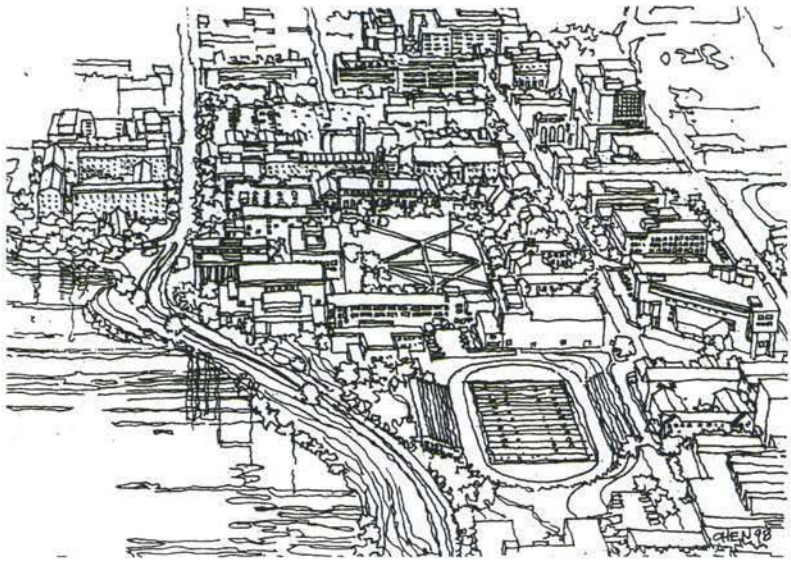
PRINCIPLE 12

The University recognizes the ramifications of the shift of the campus' center of gravity due to the acquisition of property west of Georgia Avenue.

Policies:

1. Create clear and direct pedestrian circulation patterns that focus on the linkages between the primary academic core and the ancillary spaces/properties.
2. Provide physical/visual elements that link distant parts of the campus.



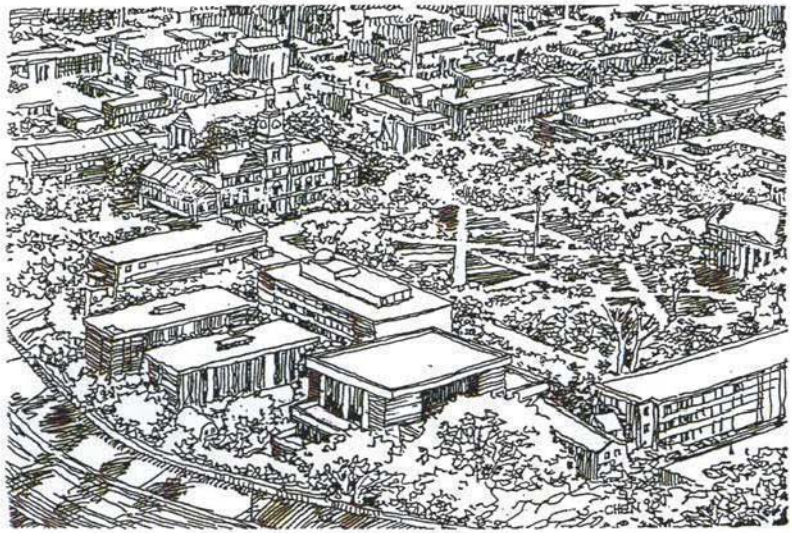


PRINCIPLE 13

Landscape elements will have aesthetic, functional, and climatological results.

Policies:

1. Provide ceremonial and symbolic articulation of significant objects and settings.
2. Give textural richness and color to the campus through diverse planting.
3. Increase erosion control by stabilizing slopes and embankments.
4. Provide noise control by using plantings as barriers/buffers from noisy areas (like major streets).
5. Provide screening and privacy for areas that require physical separation.
6. Use planting to protect individuals from the elements i.e., sun and rain, and to provide shade and screening.



CONNECTING WITH THE CITY

The Howard University campus is a special place in the structure of the City of Washington. Reposing on a dominant hill above the original 1791 boundary L'Enfant-designed City, the University is an urban oasis and landmark of unmistakable elegance and geographic significance. This role as a skyline maker conveys a responsibility of signal proportions. At the level of the City where citizens live and interact, the University will be an understanding and collaborative partner with its adjoining neighborhoods. Sympathetic vocabularies of scale, density, use intensity and fine grain urban design texture will be developed to make appropriate connections that enhance both their quality of environment and that of the University.

At the level of a singularly significant destination in the City's structure, the University will maintain its historic integrity through defining its thresholds and gateways and making those definitions symbolic of its contributions to the landscape of the Nation's Capital.



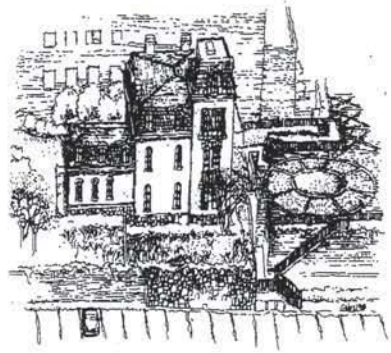
PRINCIPLE 1

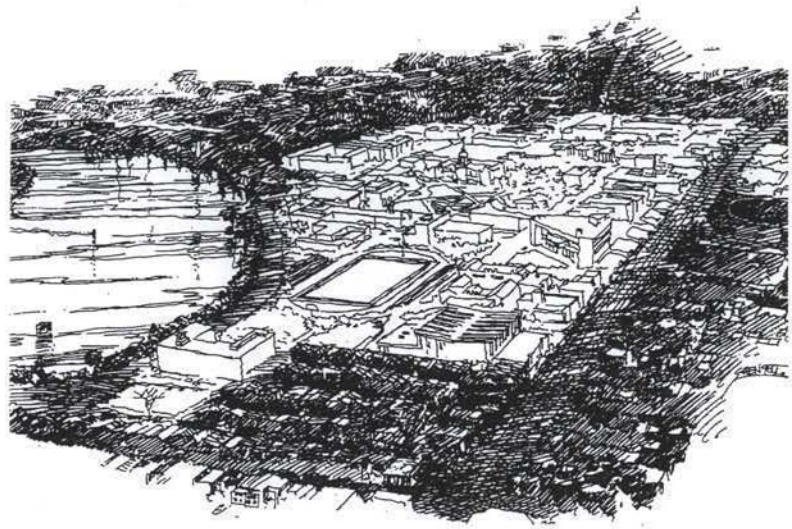
The University will plan within its role as a major element in the structure of the Nation's Capital physical fabric. The dominant elevation upon which the Central Campus reposes conveys a special responsibility to respect the City's skyline.

Policies:

1. The height of Founders Library will be maintained as the dominate built element on the Central Campus. It will never have visual competition from newer buildings or other built forms. Its presence as a landmark on the skyline will remain without competition.

2. The heights of buildings at the edges/ boundaries of the Campus will be consistent with the visual crescendo established by the dominance of Founders Library on the south end of the upper quadrangle.





PRINCIPLE 2

The University will recognize its role as the major landholder and employer in the area. The scale and character of residential streets will be maintained and enhanced when the University develops adjoining property.

Policies:

1. Opportunities for the University to present an appealing atmosphere to the community should be maximized.
2. Built form will contribute to the total physical environment in a positive manner.

PRINCIPLE 3

In the spirit of being a good neighbor, the University will respect the residential character of its surrounding environment.

Policies:

1. The impact of vehicular and pedestrian traffic should be minimized in the surrounding neighborhoods.
2. The University will consider the impact of noise and other types of potential disruptions on surrounding residential blocks.

PRINCIPLE 4

The presentation of a positive and nurturing image of the University to the surrounding neighborhoods is important.

Policies:

1. Ventilate the campus edges to provide visual linkages with the surrounding neighborhoods.
2. Use of repetitive graphic representations will increase awareness of the University's place in its broader environment.
3. The University will maintain and preserve the buildings and open spaces on the edges of the campus, particularly those on Georgia Avenue, in order to contribute positively to the overall visual and physical vitality of the community.

PRINCIPLE 5

As the University grows, buildings will become undertuilized or obsolete in function.

Policies:

1. Analyze ways in which buildings may be replaced into the inventory.
2. Look for natural relationships between University academic units to maximize space utilization.

DEVELOPMENT OPPORTUNITIES FRAMEWORK

As the University visions and plans its future, it will do so within an integrated effort directed by the guiding principles of ***Historic Continuity, Campus Pattern and Structure, Connections with the City and Development Opportunities Framework.*** The ***Framework*** will be consistent in its applications across all alternatives no matter the variables of time, circumstance or proposed activity. Adherence to the principles will exemplify the strength, durability, and clarity with which the University asserts itself for the future. The identification of subareas, special University streets and other uniquely Howard University environments with uniquely Howard University attitudes will be the hallmark of this framework.

PRINCIPLE 1

The University will establish performance standards for its future development that respect the character and dominance of the historic fabric of the Central Campus.

PRINCIPLE 2

The University will set priorities for the utility of aging buildings and their contribution to the overall function of the University.

PRINCIPLE 3

The visual harmony of the campus is an important factor in the addition of new structures to the building inventory and will be given directed attention.

PRINCIPLE 4

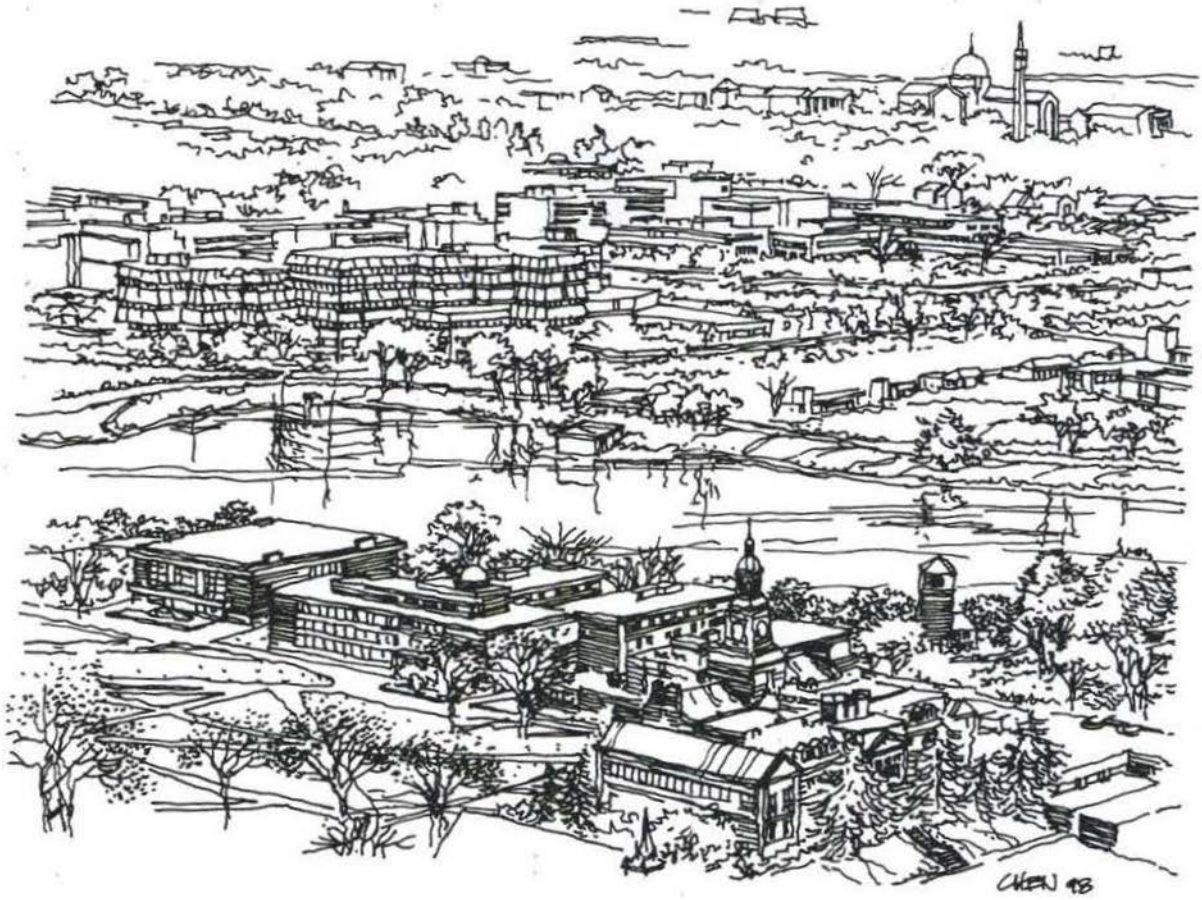
Vacant buildings and underutilized properties become negative elements on the campus and will be evaluated and put into productive use.

PRINCIPLE 5

The University will develop an overall Urban Design Framework that is fixed in terms of the relationships between pedestrian and vehicular traffic and height and massing of buildings.

PRINCIPLE 6

New development should be consistent with the total pattern and structure of the campus and its skyline and will be complementary of the building forms and other elements of the city.



THE CAMPUS PLAN

The Campus Plan is a representation of the vision of the University over the next ten year planning period. In past submissions, the University has proposed major new construction of buildings of the maximum allowable density and massing. These proposed structures, while containing necessary academic and administrative functions to serve the projected University population, were too large and overpowering to the campus environment.

The principles defined in the *Re~placing* Framework section establish the University's guidelines for future development on the Central Campus.

The *Strategic Framework for Action* has been a major force in the development of the campus plan. Two primary assumptions have driven this plan:

1) that growth of the student population will not exceed 12,000 in the next planning period, and

2) that as a result of merging from 16 to 12 schools and colleges, the University population can be supported by the existing space inventory.

The 1998 Central Campus Plan proposes eleven projects, only two of which are new construction. The remaining projects involve the renovation and reuse of buildings already in the University's building inventory. The Campus Plan includes 305,845 gsf of new construction and 332,361 gsf of renovated space. The projects indicated as being building renovations are essentially transfers of existing uses and will not have parking requirements. Hence, parking already has been allocated for occupants of the proposed buildings in their current locations.

The 1998 Campus Plan calls for the demolition of only one building. The Women's Gymnasium (#112) is slated for demolition in 2000.

The University also intends to apply for a zoning map amendment to eliminate all C-M-2 and C-M-3 zoning districts within its campus boundaries. The requested change for these districts, which include the Hospital properties, the Howard Center, and Wonder Plaza, will be to

Lot Ownership Within the Proposed New Central Campus Boundary

SQUARE 2873

Howard University		*Private*		
785	791	1	852	874
786	796	232	853	
787	797	261	859	
788	869	262	860	
789	872	263	864	
790	873	264	866	

SQUARE 2875

Howard University	*Private*			
982	231	239	976	2026
2033	232	240	1107	2029
	253	241	1108	2030
	234	893	2004	2033
	235	976	2011	2038
	236	1106	2012	

SQUARE 2877

Howard University		*Private*			
811	970	62	900	969	1027
933	976	840	903	971	1028
934	979	879	930	972	1029
945	1023	894	955	977	1033
968	1030	898	966	1026	1035

SQUARE 2882

Howard University				*Private*
742	756	765	953	751
743	759	766	1037	752
744	760	767	1039	753
745	761	769		754
746	762	950		755
747	763	951		768
748	764	952		1034

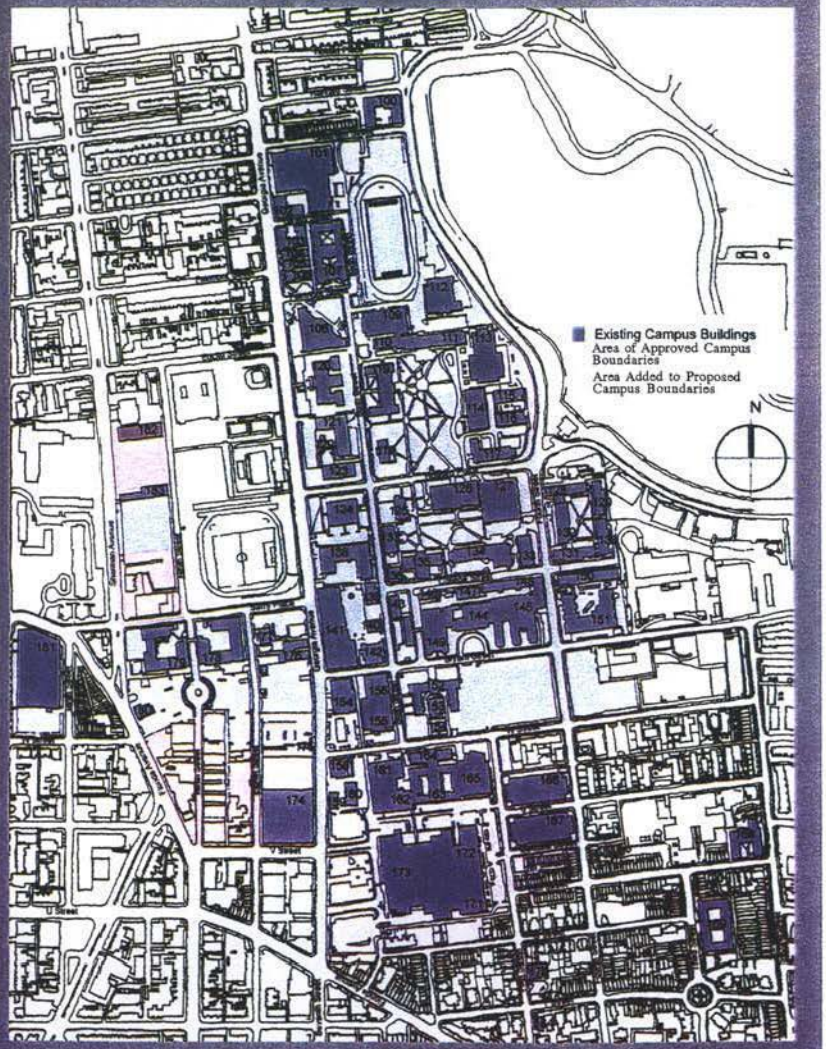
a zoning district that more closely reflects both existing and future University uses. The proposed map amendment will also bring these properties into consistency with The Comprehensive Plan Land Use Map.

Proposed Campus Boundaries

The University proposes to expand its western boundaries to respond to 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 on squares 2877 and 2882; a substantial land owner on square 2873, and a significant land owner on square 2875. Each of these squares is located west of Georgia Avenue.

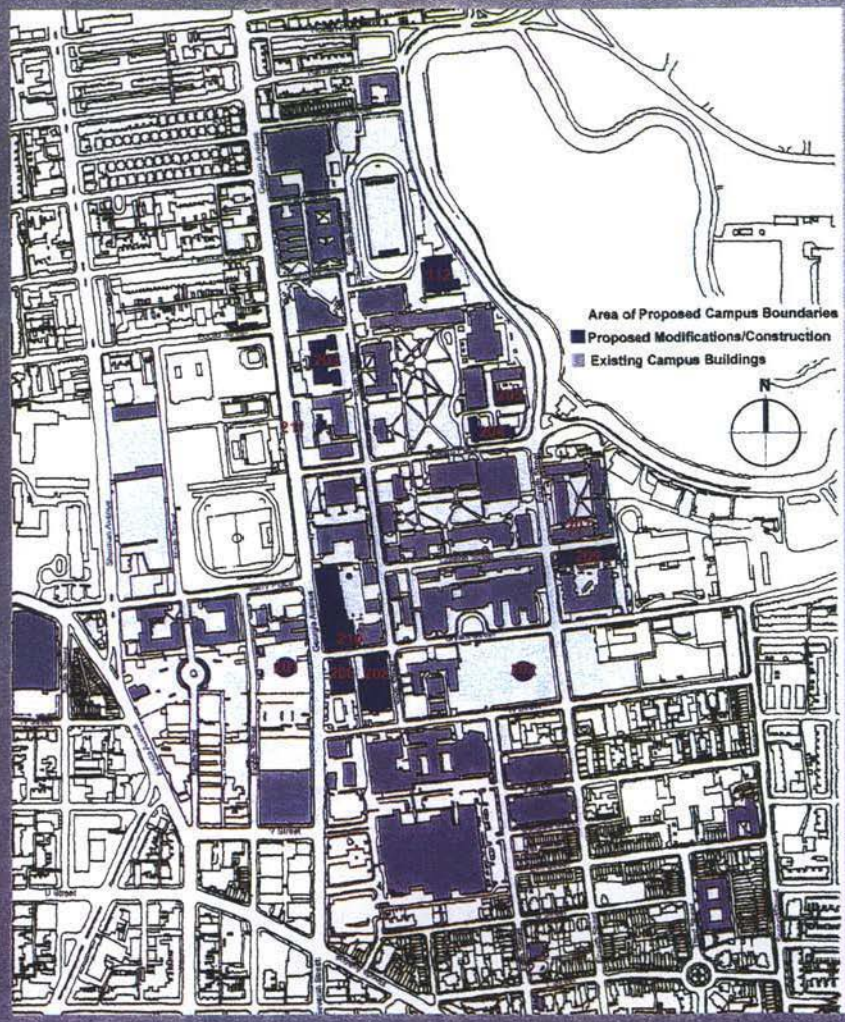
Most of the privately-owned properties on square 2882 appear to be used for residential purposes and are appropriately zoned R-5-B. The privately-owned properties on squares 2873, 2875 and 2877 appear to be used for non-residential purposes and are zoned CR. The University has no current plans to acquire or lease any of the privately-owned properties on squares 2873, 2875, 2877 or 2882. However, in view of the Board of Zoning Adjustment's directive that the University focus its development activities west of Georgia Avenue, the significant existing property interests that the University has in squares 2882, 2873, 2875 and 2877, the Comprehensive Plan Act's recognition that these squares will "...become part of a greater Howard University Plan development..." (10 DCMR § 1228.7) and that "...these areas have become the focus of a revised campus plan" (10 DCMR § 1228.6) and its provision requiring the University to update its central campus plan to "include properties not otherwise accounted for in the Plan and to provide for campus expansion west on [sic] Georgia Avenue" (10 DCMR § 1231.1(j)(1)), the University proposes to include these squares, as herein defined, within the boundaries of its campus plan.

Campus Boundaries, Approved and Proposed



Approved Campus Boundaries shown in red. Proposed Campus Boundaries shown in blue. Proposed boundaries should not include single family residential units located in Square 3079, Lot 80 at 501 U Street, Lot 82 at 503 U Street, Lot 800 at 507 U Street, Lot 802 at 509 U Street, Lot 807 at 511 U Street, Lot 38 at 533 U Street, Lot 78 at 2010 Fifth Street, Lot 79 at 2008 Fifth Street; Square 3080, Lot 12 at 427 Elm Street, Lot 13 at 429 Elm Street, Lot 16 at 433 Elm Street, Lot 29 at 435 Elm Street, Lot 30 at 437 Elm Street, Lot 36 at 411 Elm Street, Lot 37 at 413 Elm Street, Lot 38 at 415 Elm Street, Lot 39 at 417 Elm Street, Lot 40 at 419 Elm Street, Lot 41 at 422 Oakdale Street, Lot 46 at 412 Oakdale Street, Lot 50 at 2036 Fourth Street, Lot 52 at 2032 Fourth Street, Lot 54 at 2038 Fourth Street, Lot 55 at 2026 Fourth Street, Lot 56 at 2024 Fourth Street, and Lot 33 at 2022 Fourth Street.

Proposed Buildings/Projects



201 Health Sciences Library
202 Interdisciplinary Science/Technology Center
203 National Center for African American Heritage & Culture
204 School of Education
205 Student Organization Center
206 Howard University Bookstore
207 Student Health Center & Women's Center
208 South Campus Lecture Center
209 Bethune Faculty Center
210 Computer Super Lab
211 Howard Hall/National Alumni Center
112 Demolition of the Women's Gymnasium

New construction projects are shown in italics.

Central Campus Proposed New Construction — 1988 Plan vs. 1998 Plan

Space Category	*1988 Plan (gsf)*	*Built to Date (gsf)*	*1998 Plan (gsf)*
Academic	1,400,000	0	305,845
Residential	322,120	242,417	0
Hospital	307,000	330,430	0
Student Services	44,000	0	0
Commercial Space/ Howard Plaza			
Retail	219,000	0	0
Office	102,000	0	0
Residential	523,000	573,684	0
Total	2,917,120 gsf	1,146,531 gsf	305,845 gsf

Central Campus Proposed Renovations to Existing Building Inventory, 1998 Plan

Space Category	*Proposed (gsf)*
Academic	259,985
Residential	0
Hospital	0
Health Care	10,500
Student Services	41,420
Commercial	12,044
Support	8,412
Total	*332,361 gsf*

MODIFICATIONS TO THE CAMPUS STRUCTURE

201 ***HEALTH SCIENCES LIBRARY AND LEARNING CENTER.*** Construct the new state-of-the-art Health Sciences Library on the site adjacent to Annex 1 Building. The program for the building was completed in February 1997. The facility will serve not only as a health information resource for faculty and students of the University, but it will also serve as a resource for individual patients, health providers and members of the communities surrounding the University.
Project Size: 97,045 sf *estimated*
Proposed Components: Administrative/Staff Offices and support areas, Technical Services area, Collections/Stacks, Group Learning area with study rooms, training/teaching room, seminar rooms, and videoconferencing rooms, Meeting/Collaborative area with meeting and conference rooms, auditorium, and exhibit space, Community Resource Center, and Building Support Areas
Zoning Issues: SP2, Floor Area Ratio (FAR) 3.5, Lot Occupancy (LO) 75%
Proposed Use: Academic
Projected Population: 82 staff

202 ***INTERDISCIPLINARY SCIENCE/ TECHNOLOGY CENTER.*** Construct the new Interdisciplinary Science/Technology Center proposed for the site presently used for surface parking (Lot V/Howard Center). This project will include parking to accommodate new uses and spaces displaced by the new facility.
Project Size: 208,800 sf *allowed*
Proposed Components: Administrative and staff offices, classrooms, conference and meeting rooms, computer labs, support offices
Zoning Issues: CR, FAR 3.0, LO 80%,
Proposed Use: Academic
Projected Population: 40 staff

203 ***NATIONAL CENTER FOR AFRICAN AMERICAN HERITAGE AND CULTURE.*** Renovate the Miner Building as the National Center for the Study of African American Heritage and Culture. The facility will include space for the Moorland-Spingarn Research Center, the University's museums, exhibition spaces like the Gallery of Art, as well as performance facilities.
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.
Zoning Issues: R-5-B
Proposed Use: Academic/Research
Projected Population: 50 staff

204 ***SCHOOL OF EDUCATION.*** Relocate the School of Education in the Human Ecology Building. Reconfigure spaces in the existing facility to meet the needs of the School of Education.
Project Size: 39,433 sf
Proposed Components: Classrooms, administrative and staff offices, computer labs, support spaces.
Zoning Issues: R-5-B
Proposed Use: Academic
Projected Population: 54 staff/faculty; 435 students (2007 projection)

205 ***STUDENT ORGANIZATION CENTER.*** Create the Student Organization Center in Academic Buildings A and B (vacated by the School of Education). Each three-story building contains 20,710 sf that will be converted to office and lounge space for student organizations.
Project Size: 20,710 sf per building
Proposed Components: Student organization offices, administrator/advisor office, meeting rooms
Zoning Issues: R-5-B
Proposed Use: Academic/Support
Projected Population: 40 people

206 ***HOWARD UNIVERSITY BOOKSTORE IN THE HOWARD CENTER.*** Create the Howard University Bookstore in the Howard Center. The bookstore will occupy the first two floors of the building. The introduction of this highly visible retail activity establishes for the first time a University destination that generates day and evening pedestrian traffic and that contributes to the

Floor Area Ratio Caemputation, Present and Proposed Campus Development

Zone	Gross Building Area (Square Feet)	Land Area	FAR: Present Improvements	FAR: Present & Proposed Improvements	FAR: Maximum Permitted
C-2-A	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

NOTE: Updated information regarding floor area ratio computation was prepared by Baker Cooper and Associates.

life of this precinct of the City.
Project Size: 12,044 sf
Proposed Components: Two-level retail space to include textbooks, Howard memorabilia, and speciality items; administrative and staff offices, support spaces
Zoning Issues: CM2
Proposed Use: Commercial
Projected Population: 20 staff; variable number of visitors/ customers.

207 ***STUDENT HEALTH CENTER/ WOMEN'S CENTER.*** Redesign vacated bookstore space in Baldwin Hall for use as the Student Health Center and the Women's Center. This location is a part of the Tubman Quadrangle, the women's dormitory quadrangle, and is near six of the University's residence halls.
Project Size: *10,500 sf*
Proposed Components: Examination Rooms, Physician and Staff offices, waiting rooms/areas, specialty examination/treatment rooms, support spaces
Zoning Issues: R-5-B
Proposed Use: *Health Care*
Projected Population: *15* staff

208 ***SOUTH CAMPUS LECTURE CENTER.*** Renovate the former Wonder Bakery garage and thrift store as the South Campus Lecture Center to create several large classrooms with teleconferencing capabilities.
Project Size: *16,267 sf*
Proposed Components: Classrooms, faculty and staff offices, lounges, vending areas, storage and support spaces
Zoning Issues: *CM2*
Proposed Use: *Academic*
Projected Population: 300 people

209 ***BETHUNE FACULTY CENTER.*** Reconfigure/renovate the Bethune Dormitory Hall as the Bethune Faculty Center. Convert the facility into a University Faculty Center on floors 2-8 and a Student Leisure Center and Residence Life offices on floor 1. The east end of the first floor would be designated for Residence Life and the west end and the area on the north side of the building would be designated for student leisure and recreational activities.
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,
Zoning Issues: SP2, FAR 3.5, LO 80%
Proposed Use: Academic/Support
Projected Population: 300 people

210 ***COMPUTER SUPER LAB.*** Create the Computer Super Lab on level 2A of Wonder Plaza. The facility will be a 24-hour academic computing center that has training facilities, 200 work stations, administrative offices, lounges with vending facilities and 24-hour information television, hardware repair workshop, tutorial alcoves and a central help desk.
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
Zoning Issues: CM2
Proposed Use: Academic
Projected Population: 20 staff

211 ***HOWARD HALL/NATIONAL ALUMNI CENTER.*** The newly renovated Howard Hall will become the National Alumni Center. In addition to being a space where emeriti faculty can come, the center will also be available for dinners, meetings, and lectures. The Vice President for University Advancement and his/her secretary will also have space in the building.
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
Zoning Issues: R-5-B
Proposed Use: Administrative/Support
Projected Population: 3 staff, 100 max. for special events

Central Campus Plan Proposed Activity Schedule, 1998-2007

Projects	*1998*	*1999*	*2000*	*2001*	*2002*	*2003*	*2004*	*2005*	*2006*	*2007*
New Construction										
201 Health Sciences Library and Learning Center	P	P	C	C						
202 Interdisciplinary Science/Technology Center		P	P	C	C					
Building Renovation Projects										
203 National Center for African American Heritage & Culture/Miner Building	P	P	C							
204 School of Education	P/C									
205 Student Organization Center	P/C									
206 Howard University Bookstore	P/C									
207 Student Health Center	P/C									
208 South Campus Lecture Center	P/C									
209 Bethune Faculty Center	P/C									
210 Computer Super Lab	P	P/C								
211 Howard Hall/National Alumni Center	P/C	C								
Demolition										
112 Women's Gymnasium			D							

P= Planning Phase
C= Construction
D= Demolition

NOTE: Projects involving routine maintenance of existing properties and uses are not included.

A P P E N D I C E S

Appendix A Student Enrollment

Appendix B Traffic and Parking Analysis

Appendix C Building & Property Information

Appendix D Service & Utility Distribution Systems

Appendix E City/Community Connections

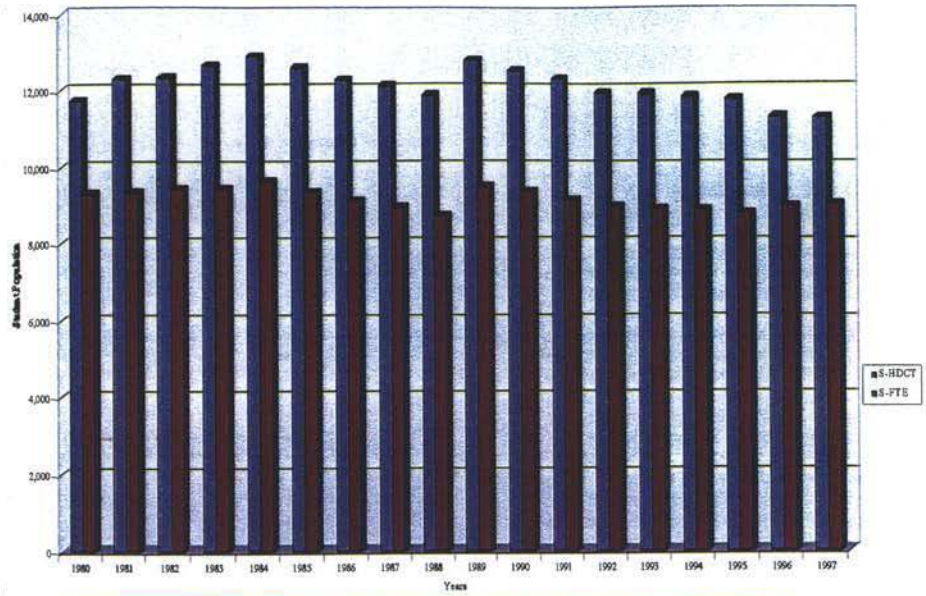
APPENDIX A
STUDENT ENROLLMENT

Projected Enrollment by Program

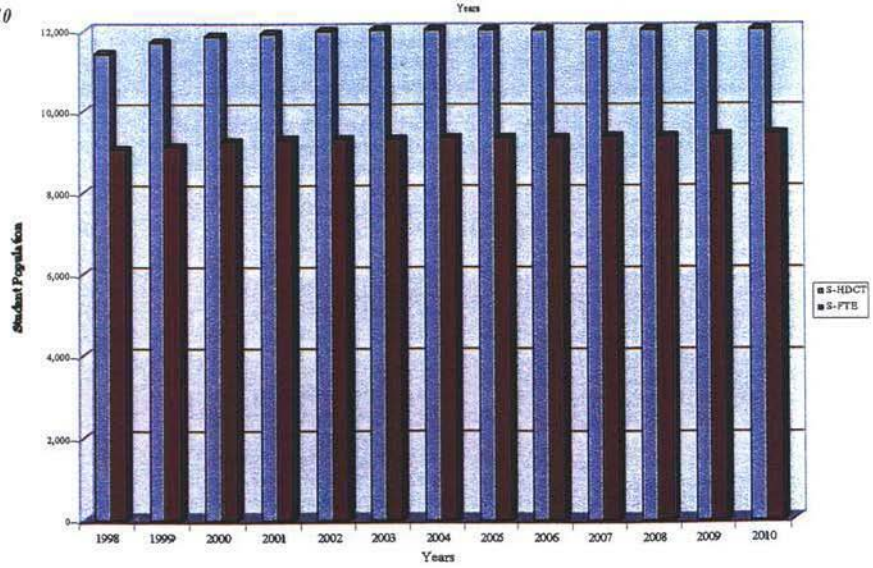
SCHOOL/COLLEGE	*1997 Total Enrollment*	*1997 Total Full-time*	*1997 Percent Full-time*	*2010 Projected Enrollment*
College of Arts and Sciences*	2,552	1,928	75.5	0
College of Allied Health Sciences*	816	583	71.4	0
School of Architecture & Planning*	188	148	78.7	0
School of Business	1,525	1,122	73.6	1,550
School of Communications	815	629	77.2	840
School of Continuing Education	17	0	0.0	75
School of Education	369	202	54.7	435
School of Engineering*	539	397	73.7	0
College of Fine Arts*	524	360	68.7	0
College of Nursing*	415	236	56.9	0
College of Pharmacy & Pharm. Sciences*	264	235	89.0	0
School of Social Work	408	271	66.4	440
Graduate School of Arts & Sciences	1,314	551	41.9	1,700
College of Medicine	459	431	93.9	460
College of Dentistry	359	315	87.7	370
School of Law	456	401	87.9	460
School of Divinity	245	127	51.8	325
Arts and Sciences & Fine Arts (Merger)	*0*	*0*	*0.0*	*3,070*
Engineering and Architecture (Merger)	*0*	*0*	*0.0*	*715*
Allied Health, Nursing, & Pharmacy (Merger)	*0*	*0*	*0.0*	*1,560*
TOTAL	11,265	7,936	70.4%	12,000

* Part of the 1997 merger of Schools and Colleges

Student Growth Trends, 1980 to 1997



Student Growth Trends, 1998 to 2010



APPENDIX B

TRANSPORTATION AND PARKING ANALYSIS

Prepared by O. R. GEORGE & ASSOCIATES, INC., Silver Spring, MD

1.0 Introduction

1.1 Project Background

Physical development of the Howard University Central Campus is currently guided by the 1988 Central Campus Plan approved by the Washington, D.C. Zoning Commission. The University is now required, per the City's Zoning Regulations, to update this master plan; and access, circulation as well as parking analyses and considerations are important elements of the City's master plan review process.

In conjunction with the prospective master plan update, the Howard University Board of Trustees recently adopted a new *Strategic Framework for Action* (SFA) which sets out the philosophical, cultural, and historic basis for the University's overall growth and development. In order to support and realize the objectives of the SFA, the University has prepared a "Vision Statement" centered around the "UniverCity 20/20" theme to guide the institution's role and physical development in relationship to its host neighborhoods and to the broader Washington D.C. community.

Safe and efficient access, on-site circulation, and parking provisions are essential elements of the University's facilities, infrastructure, and operational base. To this end, the University has identified the need for a Comprehensive Traffic Analysis, to ensure that the access and mobility needs of the Central Campus are adequately provided for to the year 2007 planning horizon.

It is recognized that planning for the physical development of the Howard University central campus is a continuing process. The process often involves campus-wide facilities, services and issues, as well as more localized site-specific facilities, issues and considerations. However, the focus of the current effort is to satisfy the City's requirements for approval of the prospective master plan document. As such, the planning process may include the identification of issues and the recommendation of general strategies for their resolution, without the development of site specific implementation type measures. This approach therefore recognizes the layered approach of the City's planning and development review process.

1.2 Study Purpose and Scope

The approach to the study recognizes the fact that the University has existed in its present location for one hundred and thirty (130) years. The 1988 Master Plan which covered the period to 1997, projected the following population breakdown of the central campus community.

Category	Estimate (1997)
• Students	10,800
• Faculty & Staff	4,900
TOTAL	15,700

The 1988 Plan also called for major additional strategic building and support facilities which included the following:

- A New Law School Complex
- The Howard Plaza, a major mixed use project consisting of residential, office, retail and parking uses.

It is important to note that the above projects were in addition to a number of other building facilities approved earlier, but not developed at the time of the 1988 Master Plan. Neither the elements of the campus population or the physical improvements have been realized to date. In addition, the University's Strategic Framework for Action has directed the consolidation of the University's programs from sixteen (16) schools/ colleges to twelve (12); and now calls for the student and staff population of the Central Campus to be capped as follows:

Category	2007 Projection
Students	12,000
Faculty & Staff	5,271
TOTAL	17,271

The re-organization and strategic plan also includes specific proposals for developing key building and support facilities to serve as a more effective operational base for the institution. These proposals include key facilities such as the Inter-disciplinary Sciences Center Building and the Medical Library building.

As noted in the main Campus Plan document, Howard University is located within an urban setting, traversed by major traffic arteries, and hemmed in by well established residential communities and commercial areas. The University also envisions its future facilities and activities as reflecting its core values relating to its national role, its host communities, and to the City as a whole.

Based on the above background and perspective, the focus of this transportation study is to quantify the existing and future travel demands of the Howard University Central Campus, to ensure that existing and projected access, on-site circulation, and parking needs are adequately met. Further, this effort assesses potential impacts on the adjacent communities, to ensure that such impacts are minimized and are in keeping with the general standards and criteria of the City's planning agencies.

Exhibit 1 shows the Howard University Central Campus within its local/sub-area setting.

1.3 Report Organization and Summary

This report is organized into six sections. Section 2 briefly discusses the current and planned land use and zoning situation to provide the necessary framework for addressing the subsequent transportation analyses. Substantial additional information on land use and zoning is provided in the main Campus Plan document. Section 3 addresses the existing transportation facilities and services. Since the student population represents the primary trip generation variable, observed student characteristics are addressed in Section 4. Section 5 addresses the future traffic and parking situation envisioned by the year 2007 planning horizon. Section 6 presents the conclusion and recommendations of the study.

2.0 Land Use & Zoning

The Howard University Central Campus can be broadly characterized as an institutional use extending over approximately ninety (90) acres, and located within the District's Ward 1. The actual zoning consists of Residential (R-5-B), Special Purpose District (SP-2), and Commercial Light

Manufacturing (C-M-2/3) areas. The latter area is situated largely within the southern portion of the campus and is occupied by the Howard University Hospital and existing parking facilities as well as underutilized properties west of Georgia Avenue. Given the University's urban location, a considerable portion of its general area consists of transportation facilities, including key arterial and collector roadways, most of which are under public jurisdiction. The two exceptions to these are Howard Place between Fourth and Sixth Streets, and Bryant Street between Fourth and Sixth Streets, N.W. Included in the transportation facility land uses within the Central Campus area, are the Shaw-Howard University and the U Street-Cardozo Metrorail Stations, both of which have significant bearing on the campus' accessibility and potential opportunities for growth.

Adjacent uses include mixed retail/commercial activity along the Georgia Avenue, Florida Avenue and Sherman Avenue corridors; and the residential communities of Shaw and LeDroit Park to the south and southeast, Columbia Heights and Pleasant Plains to the north and northwest.

3.0 Existing Transportation System

3.1 Regional and Local Access

As noted earlier, the Howard University Central Campus is located within the northwest sector of the City. Regional access to the campus is provided by a number of major arterial roadway corridors, principal among which are Georgia Avenue/7th Street, U Street/Florida Avenue, and the Michigan Avenue/ Irving Street connections through the local area to the north via Columbia Road and Harvard Street. These roadways, which provide more or less direct access to the campus, intersect with other major facilities serving the broader Washington, D.C. Metropolitan region. These roadways are classified as principal arterials and major collectors on the District of Columbia Highway System.

Immediate and sub-area access to the campus is provided mainly by Georgia Avenue, Fourth Street and Fifth Street, N.W. Local access to the campus is provided through public and private streets intersecting with the key regional and sub-area roadways described above.

There have been no significant changes to the area road network serving the Howard University Central Campus since the 1988 Master Plan approval. Based on extensive surveys of traffic flow conditions within the sub-area, and on data collection and analyses presented in subsequent sections of this report, it is felt that the regional and local access needs of the campus are well served by the existing roadway system. For ease of reference, Exhibit 1(on the following page) shows the roadway network serving the central campus. Exhibit 2 (on the next page) illustrates the functional classification of the local area roadways. These classifications are based on categories established by the District of Columbia Department of Public Works, and are determined by the physical/cross-sectional features, traffic volumes served, and locations of the roadways within the broader regional highway network.

Bus routes along key roadway facilities such as Georgia Avenue, Florida Avenue and Sherman Avenue; as well as the two Metrorail Stations located south and west of the central campus, contribute significantly to the university's accessibility. These facilities are discussed further in Section 3.4 of the study.

3.2 Existing Traffic Situation

For evaluation and analysis purposes, the local study area road network serving the Howard University Central Campus was broadly defined by the roadways and intersections bounded by Columbia Road to the north, U Street/Florida Avenue to the south, 4th Street/5th Street to the east and Sherman Avenue/9th Street to the west. These roadways range in functional/use characteristics from major arterials (such as Georgia Avenue) to local access private roadways (such as sections of Howard Place and Bryant Street). To facilitate the analysis and evaluation which follows, the key roadways which provide local access and internal circulation within the Central Campus are briefly described below.

- **Georgia Avenue/Seventh Street (US Rte 29)**

This is a north-south principal arterial and interstate roadway providing for two (2) travel lanes in each direction, with metered parking along both sides for most of its length. Designated as US Rte 29, this facility is a Federal Aid Primary roadway. Between Bryant Street and Florida Avenue, the roadway narrows; and traffic flow is effectively restricted to a single lane in each direction. Based on traffic volume counts conducted for this study, Georgia Avenue within the central campus area serves Average Daily Traffic (ADT) volumes ranging from 19,000 at the northern end and 22,000 within the section south of Bryant Street. Based on field observations and considering the location and alignment of this section of highway within the regional transportation network, it is noted that this roadway serves substantial volumes of through/ commuter traffic. This roadway also serves a number of bus routes on the Washington Metropolitan Area Transit Authority (WMATA) regional transit system. The posted speed is 30 MPH.

- **Sherman Avenue**

With the exception of the character of adjacent land uses, this roadway is quite similar to Georgia Avenue in terms of its alignment, roadway cross-section and related service characteristics. Prevailing travel speeds are somewhat higher, and traffic volumes are generally lower, in the range of 19,500 vehicles per day throughout most of the section. The posted speed is 30 MPH.

- **Fifth Street/Fourth Street**

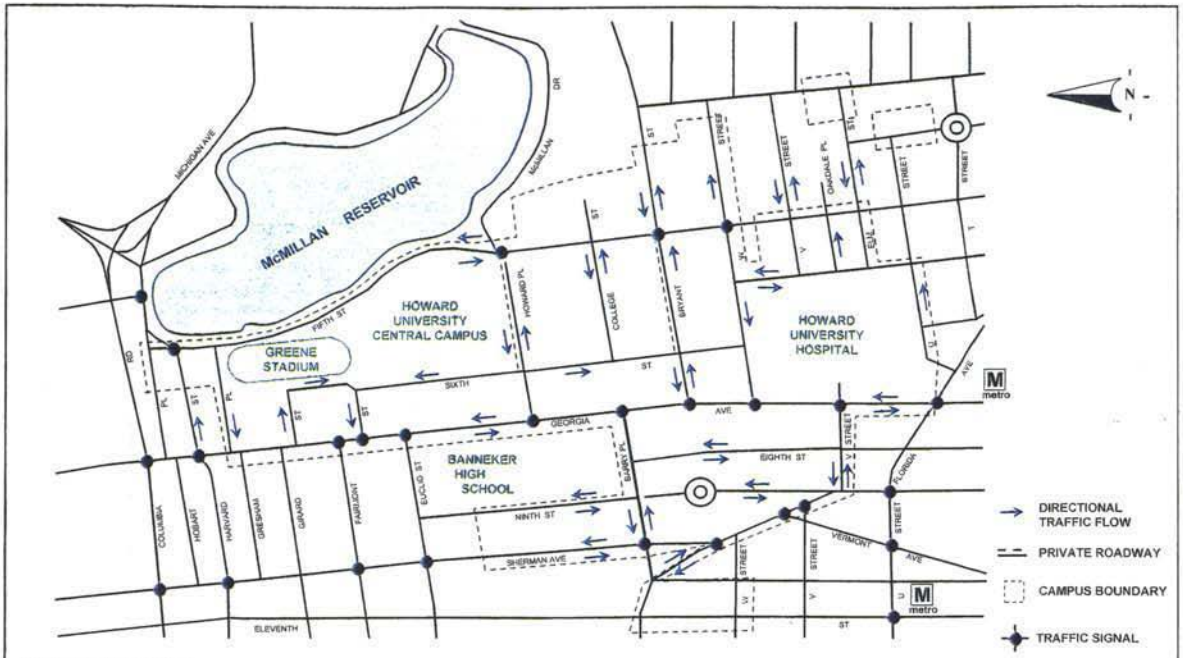
This roadway is classified as a minor arterial. It traverses the campus area in a north-south direction, and provides two travel lanes in each direction, with metered parking along most of its length. South of W Street, the roadway narrows to provide a single travel lane in each direction, with parking along both sides. This roadway also serves a number of bus routes on the Washington Metropolitan Area Transit Authority (WMATA) regional transit system. The posted speed is 30 MPH.

- **Sixth Street**

This constitutes the north-south spine, and the primary roadway facility providing internal access and circulation to the Central Campus, through its intersection with east-west roadways, principally Howard Place, College Street, and Bryant Street. Based on the current distribution of parking facilities within the Central Campus area, and considering the overall circulation pattern, Sixth Street serves primarily as a local roadway providing access to core area Central Campus classroom and administrative space, on-street parking, as well as faculty and administrative off-street parking lots. ADT volumes are estimated to be in the range of 3,000 - 5,000 vehicles. Pedestrian sidewalks along its entire length, and crosswalks at its intersection with east-west roadways within the campus, constitute a major element of the institution's non-motorized/pedestrian access system, which is discussed further in Section 3.4 of the report. This roadway is under the jurisdiction and control of the District of Columbia Government.

- **Howard Place**

The section of Howard Place between Georgia Avenue and Sixth Street is the primary portal point



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 1 STUDY AREA ROADWAY NETWORK

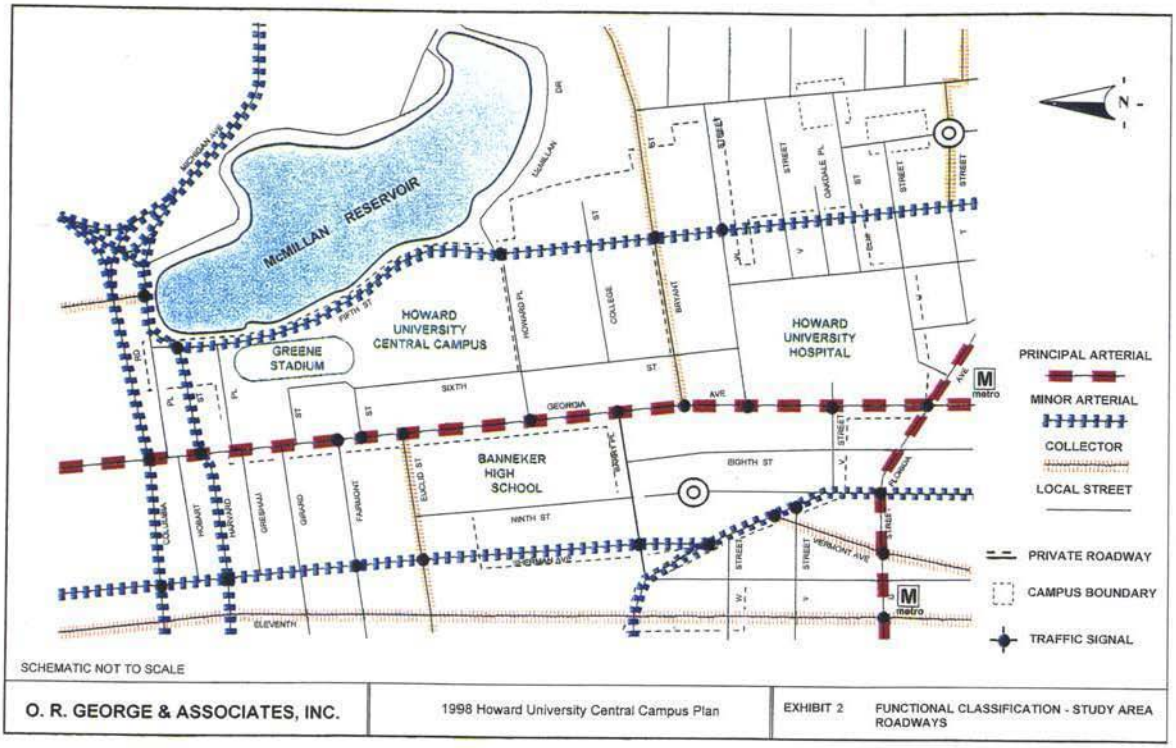
into the Howard University Central Campus for vehicular traffic. This roadway section is therefore an important link in both the campus' vehicular and pedestrian circulation scheme. The section of roadway between Georgia Avenue and Sixth Street is under the jurisdiction and control of the District of Columbia Government. The section between Sixth and Fourth Street, is a private roadway under the jurisdiction and control of the Howard University Administration. Access to this roadway section is restricted to authorized vehicles only, and on-street parking is permitted by authorized users.

- **Bryant Street**

Within the sub-area generally, Bryant Street is defined as a collector roadway on the City's roadway network. This roadway links the major arterials, North Capitol Street and Georgia Avenue, to the east and west, respectively. Through its intersection with Fourth Street, this roadway represents a significant entryway into the Howard University Central Campus. It is important to note that the section between Sixth and Fourth Streets is a private roadway under the jurisdiction and control of Howard University. The current one-way flow eastbound within this block is quite significant in terms of the roadway not being used as a thoroughfare. Average Daily Traffic volumes are in the range of 3,000 - 5,000; and the posted speed is 25 MPH.

Exhibit 3 shows the area roadways serving the Howard University Central Campus; and includes the roadway intersection lane configuration, traffic control devices and other regulatory and informatory signage.

As noted earlier, the current Howard University Central Campus population includes administrative staff of approximately 2,000 persons, the majority of whom work within the typical daytime office hours. It was also noted that the key arterials and major collectors, i.e., Georgia Avenue, Sherman Avenue, and Fifth Street/Fourth Street, are key commuter corridors into the City's central employment area. Exhibits 4 and 5 show directional traffic flow patterns along Georgia Avenue and Fifth/Fourth Street within the central campus area. This data is based on surveys undertaken during October, 1997. Appropriate adjustments were made to reflect roadway closures and traffic diversions resulting from the on-going construction activity associated with the Georgia Avenue-Petworth Metrorail Station.



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O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 2 FUNCTIONAL CLASSIFICATION - STUDY AREA ROADWAYS

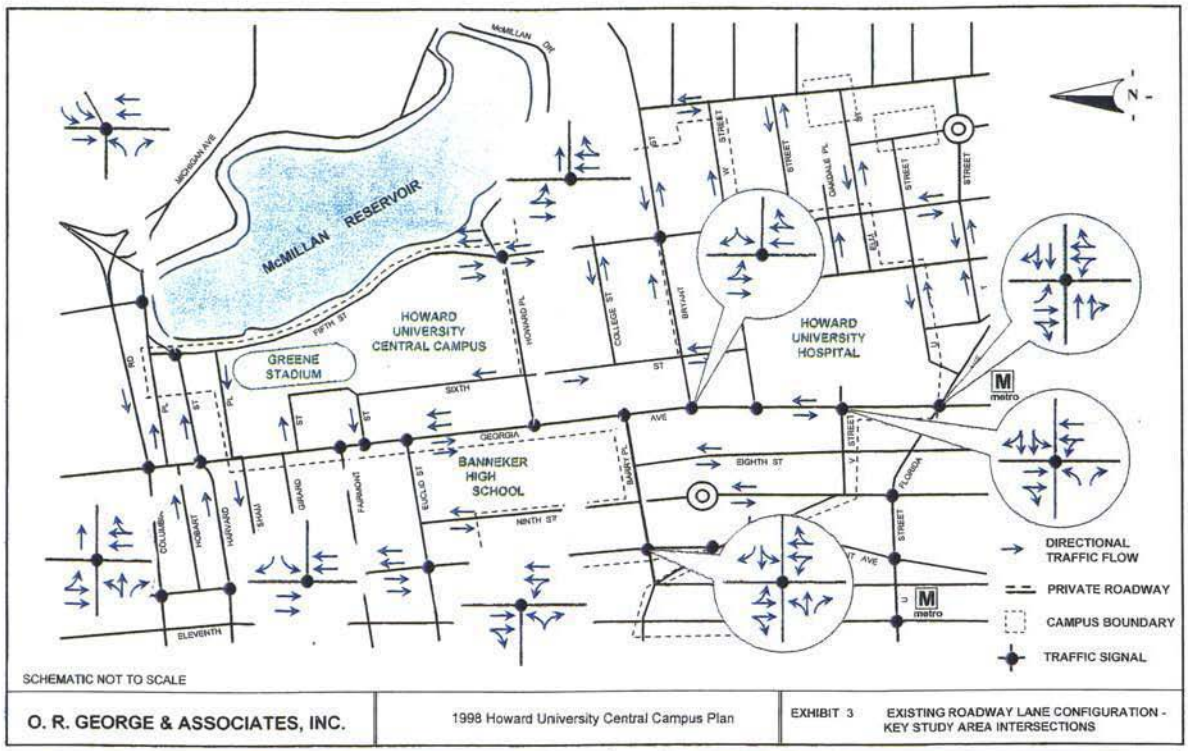
Based on the above factors, and the hourly patterns of Average Daily Traffic (ADT) flows, it was determined that the heaviest demands on the general campus area road network would coincide with the typical weekday morning and afternoon peak periods, i.e., 7:00 - 9:30 AM and 4:00 - 6:30 PM. Intersection turning movement counts were therefore undertaken during these periods at the key campus area intersections during October, 1997. The morning and afternoon peak hour volumes are shown on Exhibits 6 and 7, respectively. Exhibit 8 shows the generalized Average Daily Traffic flow patterns for the campus area.

The key study area intersections were evaluated using the Critical Lane Volume (CLV) capacity analysis technique, considered appropriate for planning purposes. The results show that all the study area intersections currently operate at quite acceptable Levels of Service, during both the morning and afternoon peak hour.

Level of Service is a qualitative measure describing operational conditions within a traffic stream or at an intersection, and their perception by roadway users. Principal considerations are factors such as speed and travel time, delay, freedom to maneuver, traffic interruptions, comfort, convenience and safety. Current engineering practice defines six (6) levels of service, with "A" representing best operating conditions, and "F" representing worst or saturated flow conditions. The District of Columbia has adopted Level of Service E as the minimum acceptable planning standard applicable to the urban core.

The central area of the campus consists essentially of six (6) intersections, principally along Sixth Street and College Street. These intersections are all stop-sign controlled. As noted earlier, the traffic volumes are generally quite low. Based on the generally one-way flow patterns, and the relatively low vehicular traffic demands, no significant capacity, safety or operational constraints were identified.

As noted earlier, traffic movement within the central campus area and its key portal points includes considerable pedestrian activity. Opportunities and constraints pertaining to this mode is discussed further in the following Section.



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 3 EXISTING ROADWAY LANE CONFIGURATION - KEY STUDY AREA INTERSECTIONS

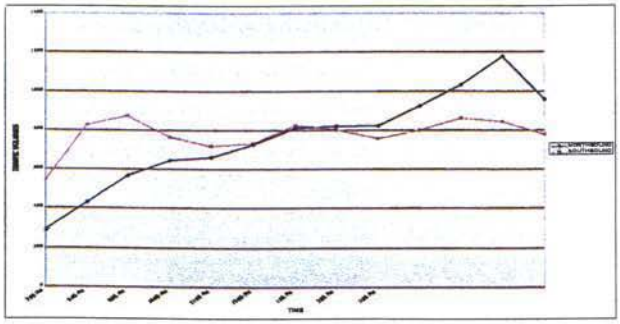


EXHIBIT 4: HOURLY TRAFFIC VOLUME VARIATION - GEORGIA AVE IN THE VICINITY OF HOWARD UNIVERSITY

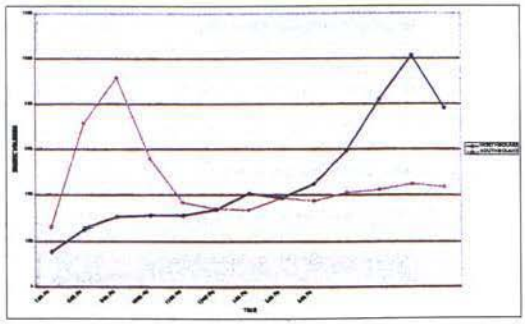
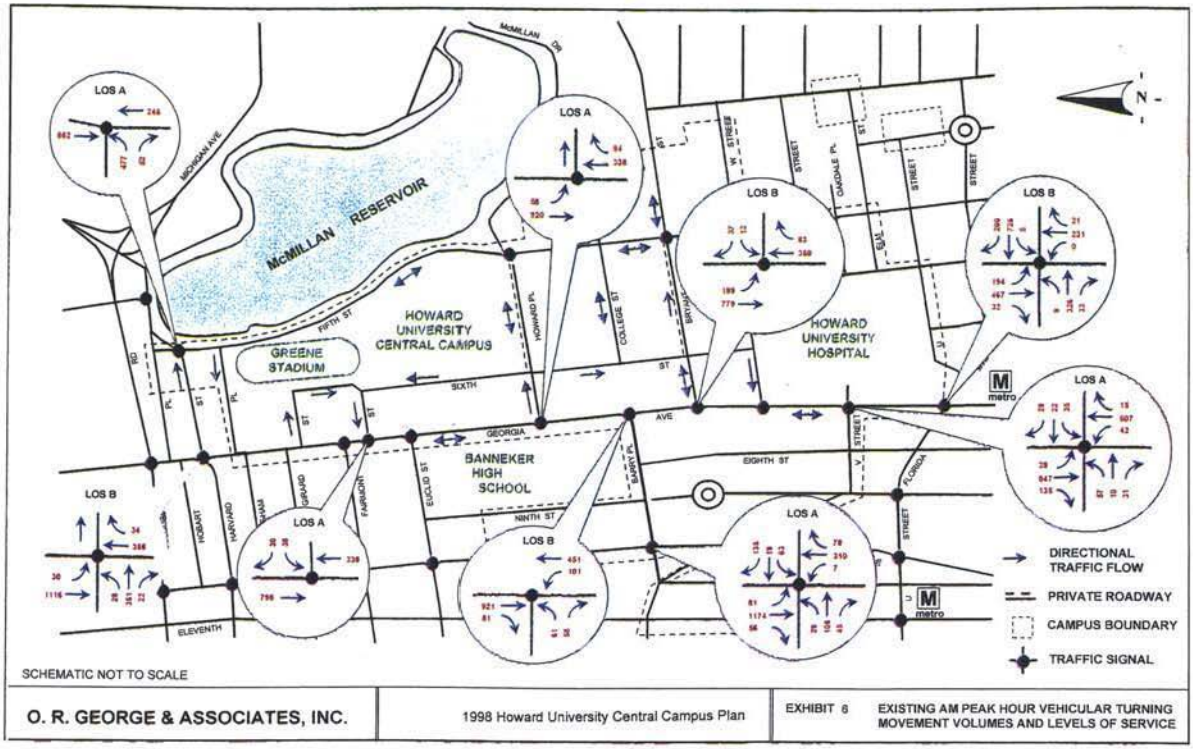


EXHIBIT 5: HOURLY TRAFFIC VOLUME VARIATION- FIFTH STREET IN THE VICINITY OF HOWARD UNIVERSITY



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 6 EXISTING AM PEAK HOUR VEHICULAR TURNING MOVEMENT VOLUMES AND LEVELS OF SERVICE

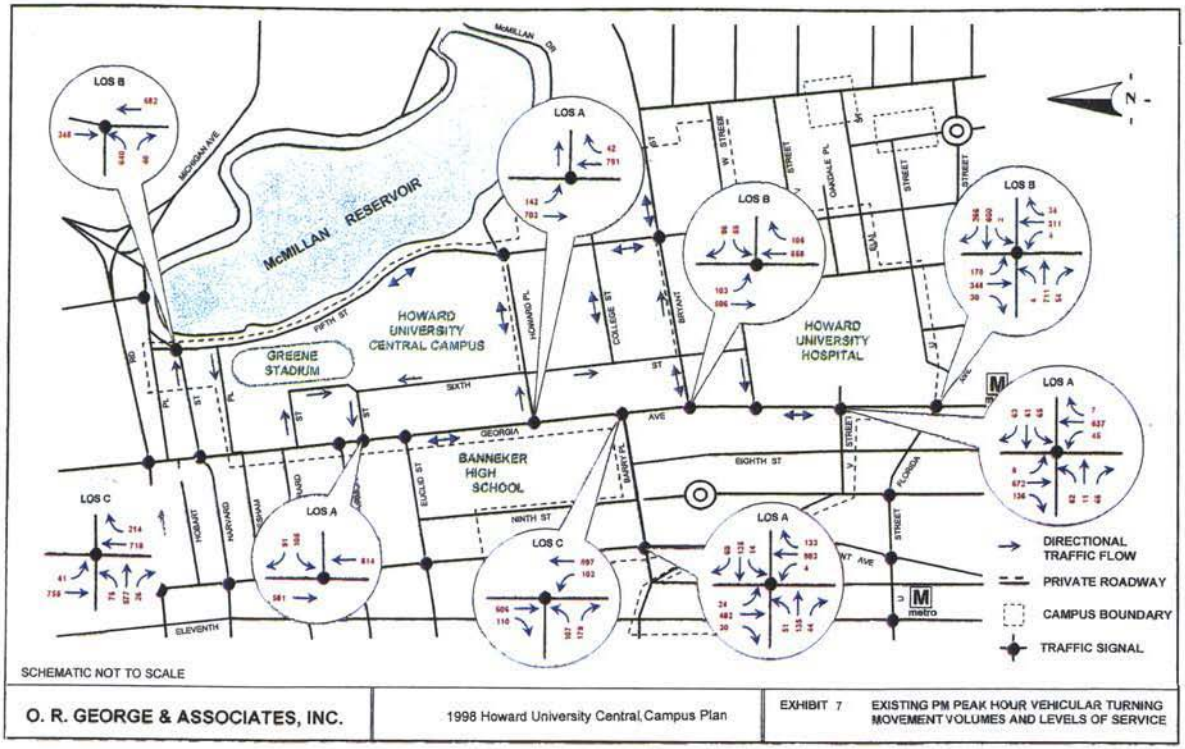
3.3 Pedestrian Access and Circulation

The Howard University current student body of 11,265 comprises approximately sixty percent (60%) of its 15,800 campus population. In terms of travel demands created by the access and on-site circulation patterns of the campus population, the classification of a campus as being resident, or commuter, is an important consideration. In this context, Howard University can be described as mixed; with a significant resident population of 4,500 (representing 42 percent) within its fourteen (14) dormitories. A significant percentage of Howard University's non-resident population live within adjacent communities of LeDroit Park, Shaw, Columbia Heights, and Petworth. This fact, and the transportation mode shares discussed in Section 4.0, contributes significantly to the pedestrian access and on-campus circulation situation.

The policy of the University with regard to parking is quite evident in the relatively limited number of core campus area parking facilities (on-street as well as off-street), and the degree of enforcement of the restrictions associated with these facilities. The consequence is that pedestrian facilities and services relative to the demand is an important consideration in assessing the overall efficiency and Levels of Service provided by the campus transportation system.

The concentration of Howard University students, faculty and administrative staff have been presented and discussed within the main Campus Plan document. Exhibit 9 shows the major pedestrian facilities provided within the central campus area; and highlights the major pedestrian thoroughfares and heavily used modes. Specific volume studies were outside the scope of this study effort. However, it is noted that key areas of pedestrian concentration include the following:

- The area bordered by Howard Place, Sixth Street, Fifth Street/Blackburn Center and Cramton Auditorium.
- The section of Sixth Street between Howard Place and Fairmont Street, in the vicinity of the Administration Building.
- The section of Georgia Avenue between Howard Place and Bryant Street; and the intersection of Georgia Avenue at V Street.



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 7 EXISTING PM PEAK HOUR VEHICULAR TURNING MOVEMENT VOLUMES AND LEVELS OF SERVICE

- The section of Fourth Street between Howard Place and Bryant Street, including notably the intersections with Howard Place and College Street which provide access to key dormitories, the University Bookstore and to key stops on the Campus Shuttle bus routes.
- Barry Place between Georgia Avenue and Sherman Avenue.

Based on extensive surveys undertaken as part of the current master plan effort, no significant capacity or safety deficiencies were identified; and the existing pedestrian facilities and services are considered adequate.

3.4 Public Transportation

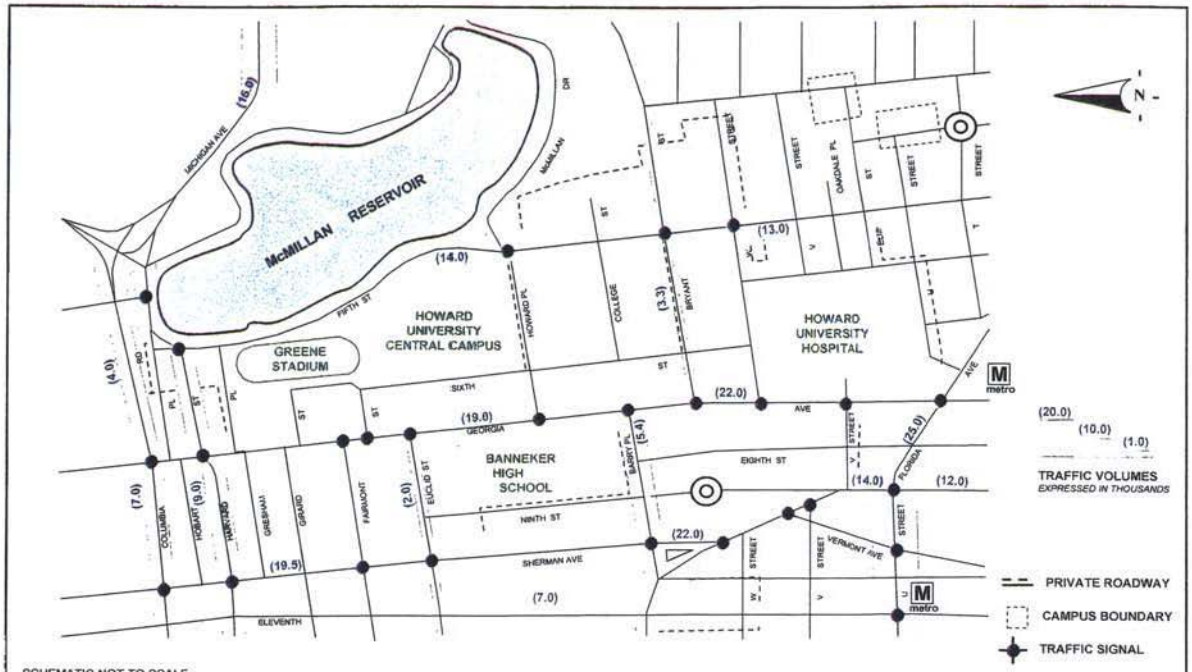
Given the location of the Howard University Central Campus, and considering the residential distribution of its student population, the limited on-campus parking provisions, public transportation facilities and services is a key consideration in meeting the campus' access needs. The campus is served by several transit systems which are briefly described below:

- **Public/Metrobus System**

The Washington Metropolitan Area Transit Authority (WMATA) operates two (2) bus routes along Georgia Avenue, three (3) routes along Sherman Avenue, and four (4) routes along Florida Avenue. Most of these routes provide connections to the two Metrorail Stations serving the area. Scheduled service includes approximately ten (10) minute headways along Georgia Avenue, and twenty (20) minute headways along the other roadways, during the morning and afternoon peak periods.

- **Metrorail Service**

The central campus is served by two Metrorail stations, the Shaw-Howard University and U Street-Cardozo stations, located to the south and south-west, respectively. These stations are on the WMATA Green Line, which is being extended to include the Columbia Heights and Georgia Avenue-Petworth Stations. This connection, which would complete the Greenbelt Section of the Green Line, is scheduled to be in service in late 1999. WMATA projects no constraints in service to the Howard University sub-area, in the context of boardings and alightings, and the capacity of the system to accommodate additional passenger demands.



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 8 AVERAGE DAILY TRAFFIC VOLUMES - KEY STUDY AREA ROADWAYS

- **Campus Shuttle**

Howard University provides express and regular shuttle bus services to link its central campus area with on-campus and satellite dormitories. The express service is provided between the Meridian Hill Dormitory and the central campus main gate, with twenty (20) minute headways, over the period 7:00 AM to 6:00 PM. The regular service is provided between the Meridian Hill and Lucy Diggs Slowe Dormitories; and is operated between 7:00 AM - 2:00 AM, with thirty (30) minutes headways. This service is also free of cost to currently enrolled students.

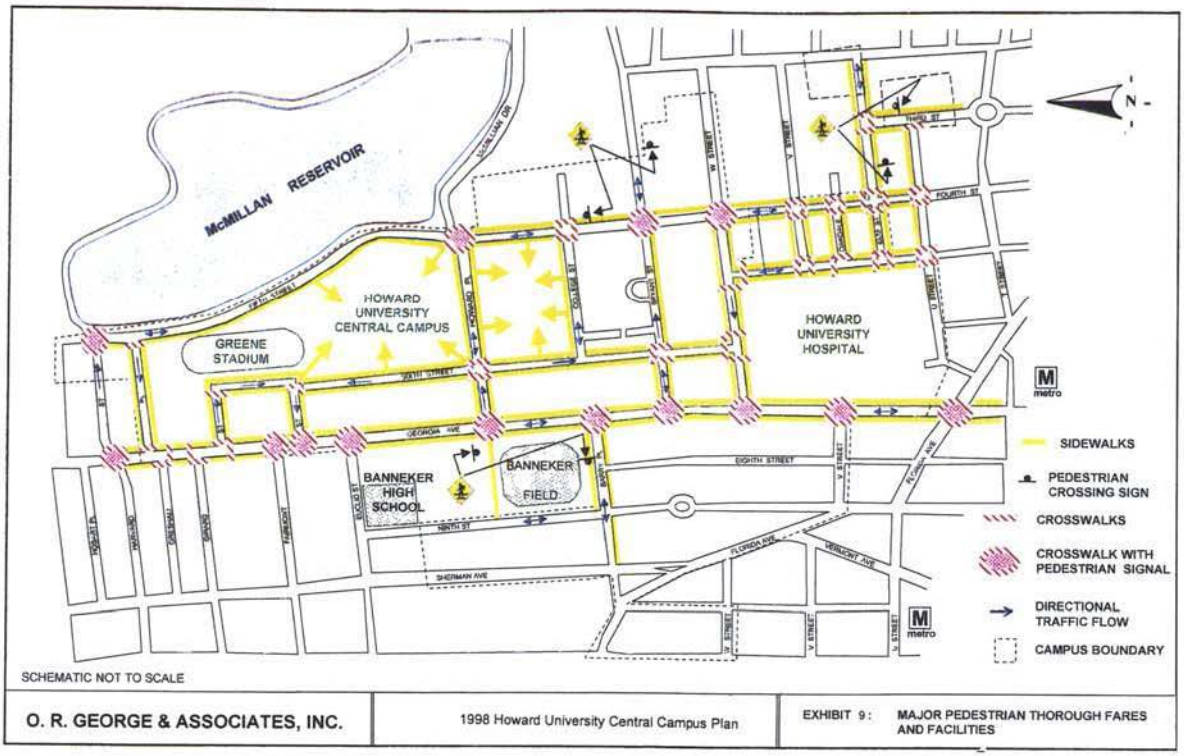
- **Howard Intra-Campus (Parking) Shuttle**

In keeping with the University's policy to provide most of its parking within peripheral areas, and to minimize personal/single-occupant vehicles within the core campus area, the University provides for an intra-campus shuttle linking its key parking facilities with the primary activity areas of the Central Campus. The service is operated between 7:30 AM and 8:00 PM, Monday through Friday; and is free to registered students, faculty and staff. The University utilizes one (1) bus in providing this service, and ridership surveys undertaken during peak weekday periods indicate a significant level of utilization. Key locations/route stops include the Administration Building, Founders Library and Blackburn Student Center, the Howard University Medical School, the Banneker Parking Lot and the Howard Plaza Towers (dormitories).

- **Howard University Metro Shuttle Bus Service**

This service links the University's core area with the Shaw-Howard University Metrorail Station located to the south of the campus. The service was initiated in September, 1997, and is being operated as a pilot project. This service is free to Howard University students, faculty, staff and visitors (with valid identification). The service is operated between 12:00 Noon and 12:00 Midnight, seven days a week. As noted, this service is in its pilot stages, and is being evaluated to determine the need for potential scheduling and routing changes.

Exhibit 10 shows the alignment and stops along the routes of the various transit services discussed above. Ridership observations were undertaken for



each of these services during their respective peak demand periods. In general, it can be stated that the various services appeared to be effectively managed and operated, and are well utilized. No seating capacity constraints were evident, and the services appear to present opportunities for expanded use should such need arise.

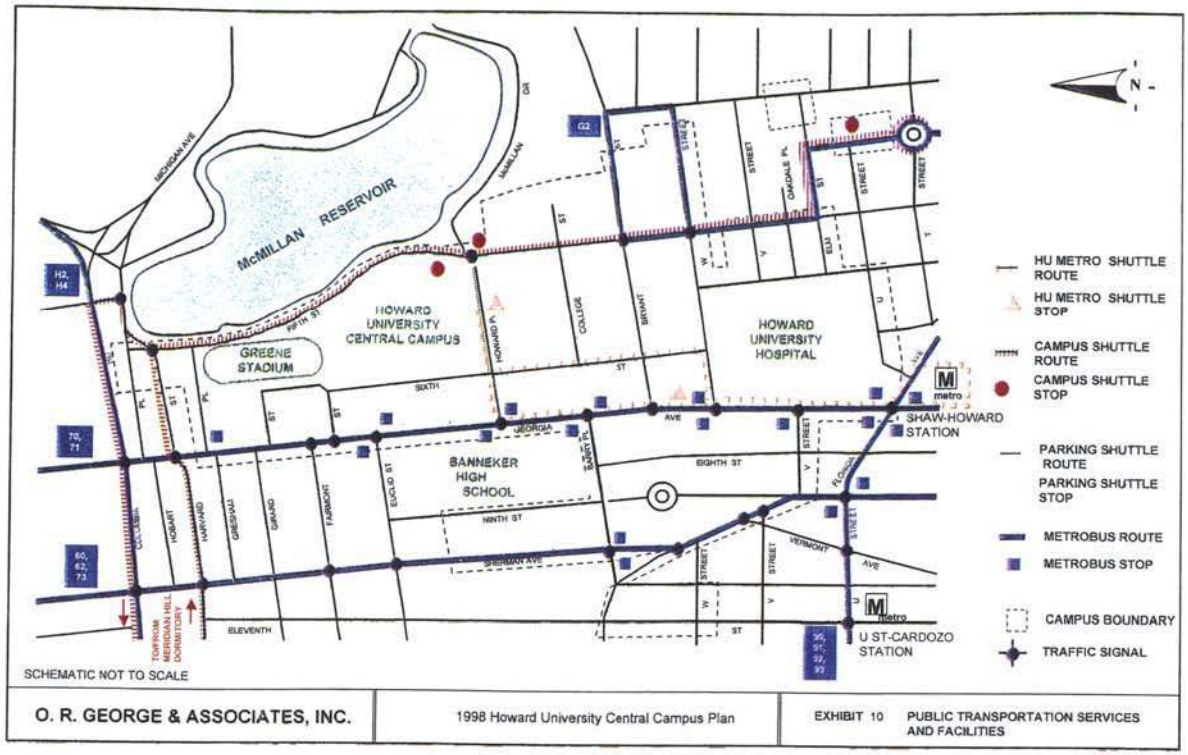
3.5 Existing Parking Situation

Given the demographic and trip-making characteristics of the central campus population described in this report and the 1988 Campus Plan document, parking supply and usage as well as the University's policies and management of its facilities clearly are important elements of the planning for the central campus. For the purposes of comparison, the parking supply and designated usage categories are summarized in Table 1 for the 1988 Campus Plan year and currently:

TABLE 1 HOWARD UNIVERSITY CENTRAL CAMPUS – COMPARISON OF PARKING SUPPLY (1988-1997)

Category	*1988*	*1997*
Off-street		
Core Campus Area	444	663
General/Non-Permit	2,069	1,767
Howard University Hospital	1,324	1,679
On-street	N/S	359
Commercial	339	—

N/S - Not Specified
Source: *Howard University Central Campus Plan, 1988, & O.R. George & Associates.*



O. R. GEORGE & ASSOCIATES, INC. | 1998 Howard University Central Campus Plan | EXHIBIT 10 PUBLIC TRANSPORTATION SERVICES AND FACILITIES

Exhibit 11 shows the existing off-street parking lot locations within the central campus. This exhibit also shows the location of on-street metered parking which is discussed later in this section.

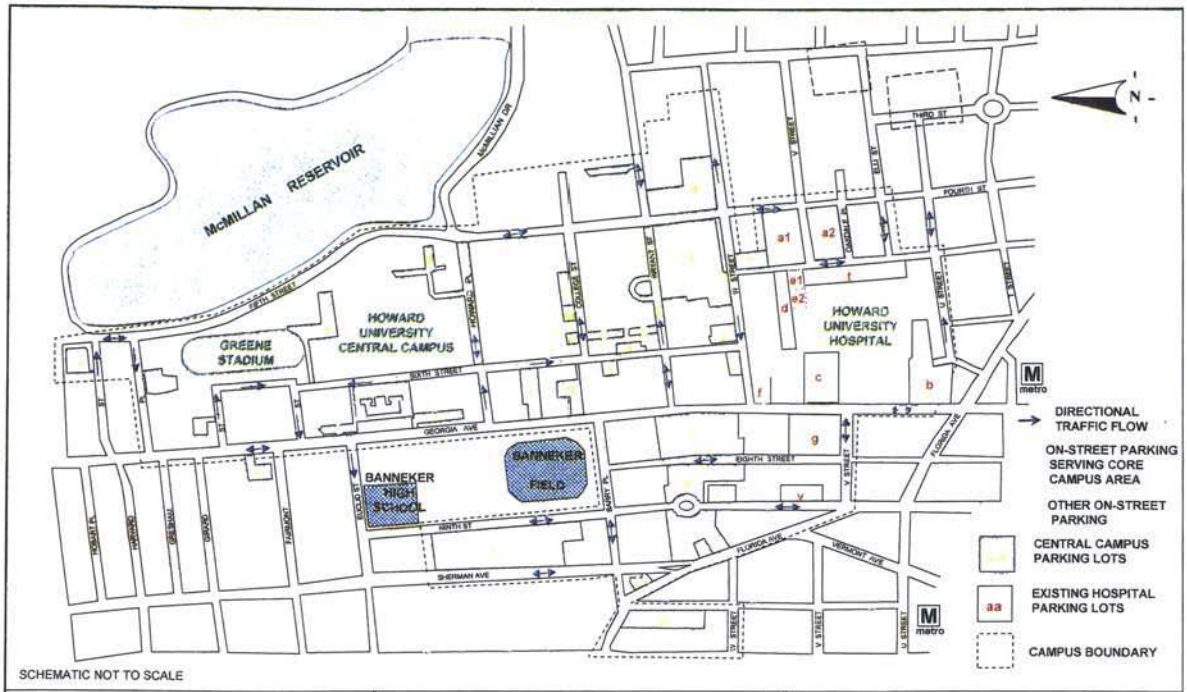
It is to be noted that the off-street parking spaces listed above include on-street spaces on the two private roadways within the central campus, i.e., Howard Place and Bryant Street between Fourth and Sixth Streets. For management purposes, these spaces are included with the adjacent off-street surface lots.

All off-street parking spaces are assigned by the Campus Office of Parking; and all users of the facilities must have permits issued by that office. At present, approximately three thousand (3,000) permits have been issued for the 2,430 parking spaces within the central campus. In order to further assess the parking demand relative to the supply situation, field surveys were conducted for the general assignment lots located outside of the core area as shown in Exhibit 12. These are Lots H, R, S, V, W, X, Y, Z. These lots contain 1,767 spaces or approximately seventy-three percent (73 percent) of the total central campus parking supply. These lots were surveyed on typical weekdays during the period 10:00 AM - 1:00 PM, during which period peak occupancies were estimated to occur.

Overall, occupancy of 1,284 (or 73 percent) of the total supply of these lots was observed. The highest occupancy observed was in Lot S (Annex 1 lot), where 92% of the spaces were occupied during the peak demand period. Some lots, such as Lot Z (Banneker Lot) and Lot H (Drew Lot), showed occupancies of approximately fifty percent (50%), evidently due to their somewhat remote locations. Exhibit 14 shows the observed usage for the major general assignment lots listed in the previous paragraph.

A total of 359 on-street parking spaces are provided within the Howard University Central Campus area. Their distribution is as follows:

- Sixth Street (Bryant Street to Girard Street), 123 spaces,
- Howard Place (Georgia Avenue to Sixth Street), 11 spaces,
- College Street (Sixth Street to Fourth Street), 39 spaces,
- Fourth Street (Bryant Street to Howard Place) 56 spaces, and



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 11 LOCATION OF CENTRAL CAMPUS PARKING LOTS

• Georgia Avenue (Bryant Street to Harvard Street), 130 spaces.

These parking spaces are all metered, with time restrictions varying from 2 hours along Georgia Avenue to between 3 - 4 hours along internal campus streets. Enforcement is provided by the District of Columbia Government. These metered spaces serve the short-term demand of both students and visitors. Field observations show a very heavy demand for these spaces with non-availability during most of the weekday activity periods. Additional on-street parking spaces are provided along sections of the public streets, particularly in the southern and western sections of the campus. These include W Street, Georgia Avenue (between W Street and Florida Avenue), V Street (between Georgia Avenue and Ninth Street), and Eighth Street (between V Street and Barry Place). These additional spaces which are available for campus use are also shown in Exhibit 11.

4.0 Observed Travel Characteristics

As noted earlier, a key consideration in assessing the trip generation and travel demand characteristics of an institution such as Howard University is usually based on whether the campus student population can be characterized as resident or commuter. Data provided by the University Administration indicates that the non-resident students represent approximately sixty percent (60%) of the total student population.

In addressing the issue of trip generation for universities and colleges, the Institute of Transportation Engineers (ITE) notes that factors such as acreages, floor space, staff and parking arrangements vary widely among the nation's institutions of higher learning; and that factors such as the populations served and the social and economic characteristics of the area, have significant impact on transportation mode shares. However, ITE identifies student enrollment as the most consistent basis for establishing trip generation rates and estimating travel demand.

Based on the above considerations, and in order to gain a general perspective on the trip-making characteristics for the purposes of the Campus Plan update, a transportation survey was undertaken

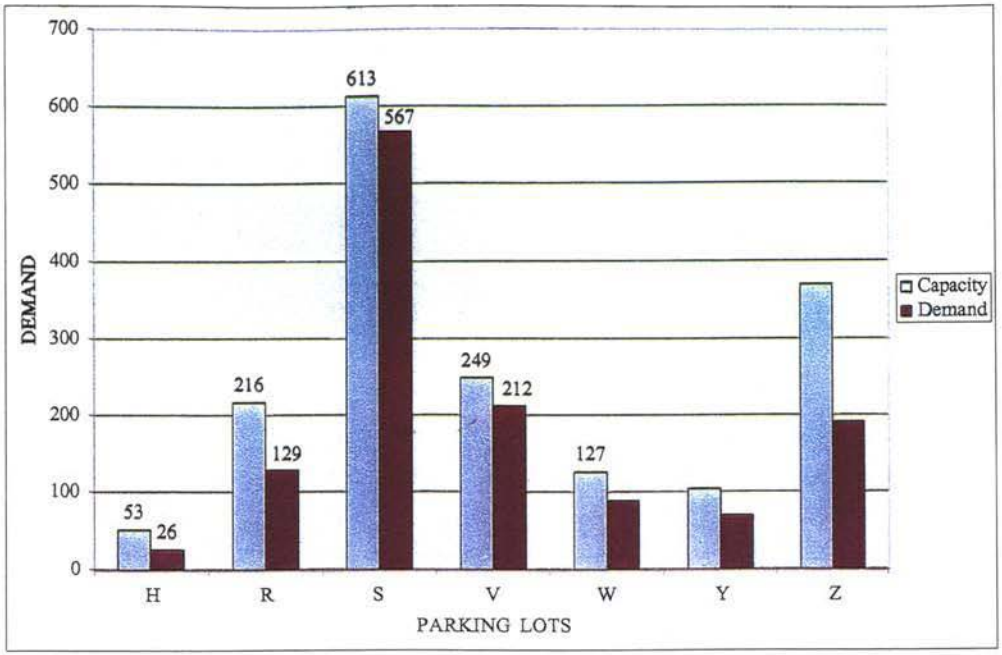


EXHIBIT 12: PARKING LOT CAPACITY AND PEAK DEMAND

during October, 1997, using a representative sample of the campus' student population. The survey focused on modes of travel to the University's weekday classroom and study activities, relative to students' places of residence, i.e., on-campus, as well as within the City and the neighboring states of Maryland and Virginia. For the purpose of summary and comparison with statistics presented in the 1988 Master Plan document, the following key travel characteristics are noted with respect to the University's current student population:

a) Residential Distribution

The survey data indicates that the majority (i.e., 69%) of Howard students resides within the District (42%) residing on-campus. The data also indicates that twenty-seven percent (27%) of the students reside in the State of Maryland, and four percent (4%) in the State of Virginia. This residential distribution compares favorably with the results of the travel survey undertaken for the 1988 Campus Plan. However, it is noted that the current residential distribution represents a moderate demographic shift to the City from the adjacent states, relative to the 1988 survey results. The residential distribution of the students is illustrated graphically in Exhibit 13.

b) Arrival Pattern

The survey responses indicate that the majority of the students arrive on campus during the morning period, on Monday through Friday. Sixty-five percent (65%) of the students arrive at the Campus during the period 7:00 - 9:00 AM; and an accumulated total of over 95% arrive between 7:00 AM and Noon.

c) Departure Pattern

The survey found that the students' departure is unevenly spread between 11:00 AM and 11:00 PM on weekdays. Here again, the majority of students (i.e., approximately 75%) leave the campus during the period 2:00 - 7:00 PM; with about 40% departing between 2:00 - 4:00 PM, and 35% leaving between 4:00 - 7:00 PM.

d) Vehicle Occupancy

Based on the survey responses obtained, it was determined that vehicles transporting students to and from the central campus have an average occupancy of 1.32 persons per vehicle. This occupancy is significantly higher than observed vehicle occupancies of 1.15 to 1.17 persons per vehicle for regional commuter or home-to-work trips.

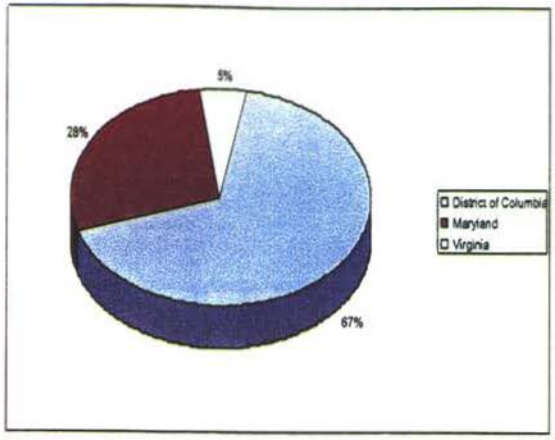


EXHIBIT 13: RESIDENTIAL LOCATION DISTRIBUTION - HOWARD UNIVERSITY CENTRAL CAMPUS STUDENT POPULATION

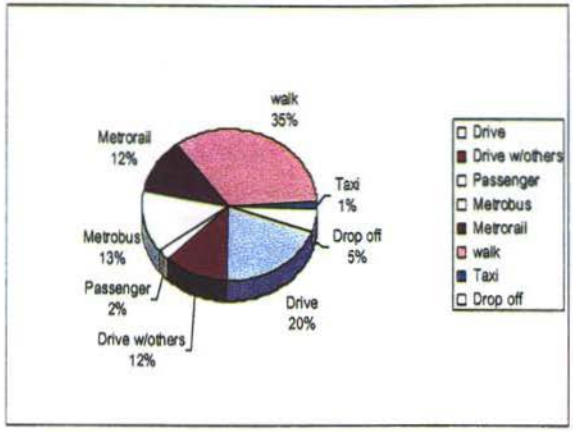


EXHIBIT 14 HOWARD UNIVERSITY CENTRAL CAMPUS TRANSPORTATION MODE SHARES

e) Modal Split

The survey data shows that students utilize various combinations of modes to access the campus. These include public transit/walk, public transit/ shuttle bus/walk, auto/parking shuttle, etc. However, in terms of the primary mode utilized to cover the longest portion of their trips, the data indicates that only twenty percent (20%) of students access the campus using the personal vehicle/"drive-alone" mode. Thirty-five percent (35%) of students walk or bicycle, 25% use transit, and 14% carpool to and from the campus. The current modal distribution is presented in Table 2 on page 102, and is graphically illustrated in Exhibit 14 (on page 101).

The data shown above, notably items (b) through (e) dealing with travel characteristics, appear to be in general conformance with observations made by the Consultants during numerous site reconnaissance and data collection visits to the central campus over the September - November, 1997 period of the current Master Plan study.

TABLE 2 CURRENT TRANSPORTATION MODAL SPLIT PATTERN – HOWARD UNIVERSITY CENTRAL CAMPUS STUDENT SURVEY, 1997

Mode	*Percent Distribution*
Drive Alone	20%
Carpool/Vanpool	14%
Metro/Other Bus	13%
Metro/Other Rail	12%
Walk/Bike	35%
Other	6%
TOTAL	*100%*

Source: Howard University Master Plan Update Transportation and Parking Usage Survey, & O.R. George & Associates.

TABLE 4 COMPARISON OF CENTRAL CAMPUS FACILITY SPACE DEVELOPMENT - 1988 VS. 1998 CAMPUS PLAN PROPOSALS

Space Category	*1988 Plan (gsf)*	*Built to Date (gsf)*	*1997 Plan (gsf)*
Academic Space	1,400,000	0	305,800
Residential Space	322,100	242,400	0
Hospital	307,000	330,400	0
Student Services	44,000	0	0
Commercial Space/ Howard Plaza			
• Retail	219,000	0	0
• Office	102,000	0	
• Residential	523,000	573,700	
TOTAL	2,917,100 gsf	1,146,500 gsf	305,800 gsf

Source: Central Campus Plan, Howard University, Washington, DC, 1988, and Howard University Office of Vice President for University Administration.

The space projections and comparisons shown in Table 4 clearly indicate that the aggregate of the developed and currently proposed campus facility space is substantially less than that envisioned under the 1988 Master Plan. In this connection, it is noted that several roadway and other related transportation improvements were recommended to accommodate the access demands associated with the proposed land uses of that plan. The improvements included the following:

(a) New traffic signals along V Street at Georgia Avenue and at Florida Avenue;

(b) Introduction of additional mass transit service to the Central Campus sub-area via the Shaw-Howard University and U Street-Cardozo Metrorail Stations, as well as the reopening of Georgia Avenue south of Florida Avenue.

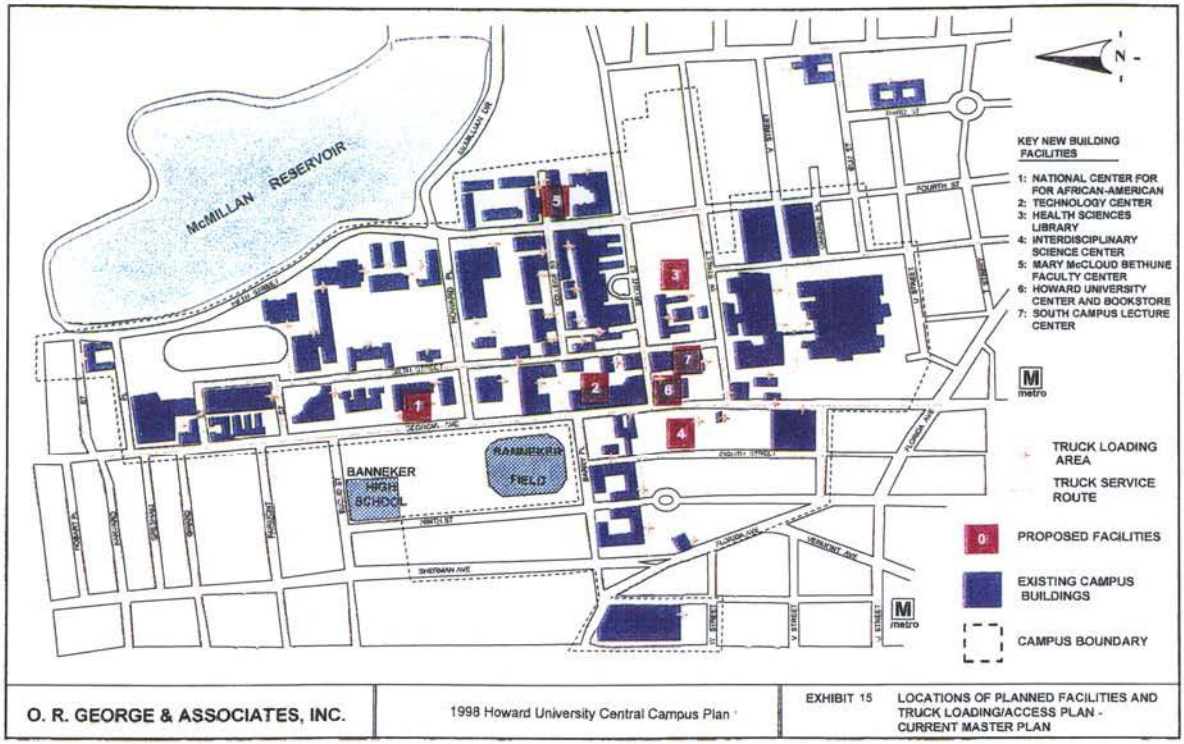
(c) Modification of the on-campus vehicle circulation patterns including introduction of one-way traffic flow along several roadway sections, thus enhancing operational efficiency and safety.

(d) Improvements to shuttle bus services serving off-street parking facilities within the Central Campus and providing connections to satellite dormitories.

Based on the foregoing, it is quite apparent that the overall travel demands and associated traffic impact of the current Campus Plan update proposals are substantially less than was forecast under the 1988 Central Campus Plan. The total building square footage built-out to date and that planned under the current master plan proposal is less than fifty percent (50%) of that envisioned per the approved 1988 Campus Plan. However, as noted earlier, the location of the Central Campus relative to the City's Central Employment core and major commuter arteries on the regional roadway network, dictates that consideration of traffic volume trends on such facilities as well as other regional transportation system changes be considered in conjunction with the current master plan proposals.

Data obtained from the 1988 Central Campus Plan show that traffic volumes along Georgia Avenue were relatively stable over the period 1980-1984. Similar data provided by the District of Columbia's Department of Public Works indicate that this trend has continued unto the year 1993, with daily traffic volume usage even showing a marginal reduction over that period. Exhibit 16 shows the traffic volume data and growth trend. This study assumed that this trend will continue through to the horizon year of the current Campus Plan update. This is considered reasonable and perhaps reflecting a conservative factor of safety, particularly when it is considered that Metrorail service will be enhanced with the opening of the Columbia Heights and Georgia Avenue/Petworth Stations now scheduled for opening in late 1999. Based on the foregoing data and discussion regarding projected student population, building facilities proposed on the current Campus Plan, it becomes quite apparent that the key consideration relates to localized traffic access and circulation needs, as well as impacts associated with particular building facilities included in the University's current development program.

The new facilities planned were discussed in



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 15 LOCATIONS OF PLANNED FACILITIES AND TRUCK LOADING/ACCESS PLAN - CURRENT MASTER PLAN

considerable detail in Section 5.2 of this report as well as in the main Campus Plan document. For ease of reference, the locations of the key buildings are shown on Exhibit 17. It is projected that these buildings would have localized impacts primarily on the lower section of the campus roadway network, covering the area along Georgia Avenue between Barry Place and V Street; along Bryant street between Georgia Avenue and Fourth Street; and Fourth Street between W Street and College Street. Local vehicular and pedestrian access and safety would need to be assessed as detailed programming information is developed, and as these projects are evaluated under the District of Columbia development review process. Exhibit 17 also shows the localized impact areas that would be considered as part of the detailed site planning process. Based on the capacity of the existing roadway network, and traffic growth trends discussed in earlier sections of this report, this study has determined that uses proposed under the current 1998 Campus Plan update can adequately be accommodated. In addition, should localized access needs of particular building facilities require that specific site roadway improvements be provided, property owned by the University can be dedicated for such purposes to ensure that potential localized adverse impacts are mitigated.

6.0 Conclusions & Recommendations

Based on the foregoing data, discussion and analysis presented in the foregoing sections, this study concludes that the land uses proposed by Howard University, under the 1998 update of its campus plan for the central campus, are in keeping with the District of Columbia Generalized Land Use and Policy Plans from the perspectives of the transportation access needs of the campus and its potential impacts on the adjacent communities. More specifically, it is noted that the uses proposed are substantially less than those approved by the City per the University's 1988 Central Campus Plan. While additional building facilities would be developed over what exists today, the new facilities would serve a campus population capped substantially at its current level. The new facilities and the overall campus infrastructure would serve to promote the objectives of the University as spelled out in the institution's *Strategic Framework for Action*.

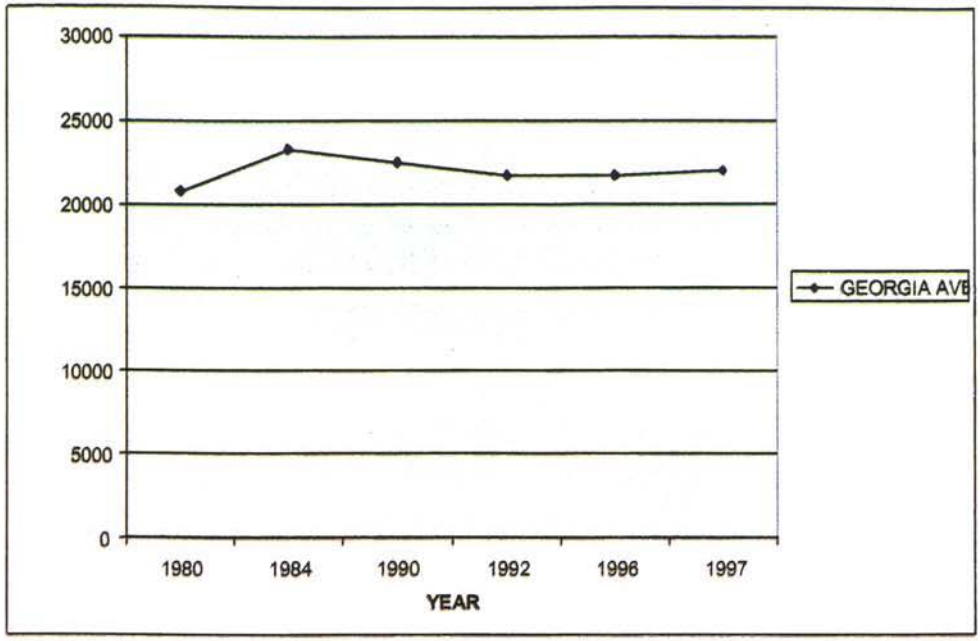


EXHIBIT 16: TRAFFIC VOLUME GROWTH TRENDS FOR GEORGIA AVE WITHIN HOWARD UNIVERSITY'S CENTRAL CAMPUS AREA (1980-1997)

While the overall access, on-site circulation and parking needs of the campus would be adequately served by the existing and proposed transportation facilities, it is important to note that some key building facilities proposed would have localized traffic access impacts. These impacts would need to be addressed as part of the detailed programming and site planning phases, as guided by the City's development review process. This process would ensure that the immediate access and parking needs of the new facilities, as well as related issues pertaining to pedestrian movement and safety, are adequately accommodated. The University's ownership and control of properties that may be needed for minor roadway improvements and required off-street parking supply would facilitate the process. The latter factor is of particular importance, given the potential shifts in population and activity within the campus that would result under the implementation program. This study has therefore identified no significant constraints to the development of the uses proposed under the current campus plan.

In this connection, it is noted that Federal and local agencies recommend that major land uses incorporate appropriate Transportation Management Plan JMP) strategies into the planning process in order to address regional environmental considerations. These generally include the following key measures:

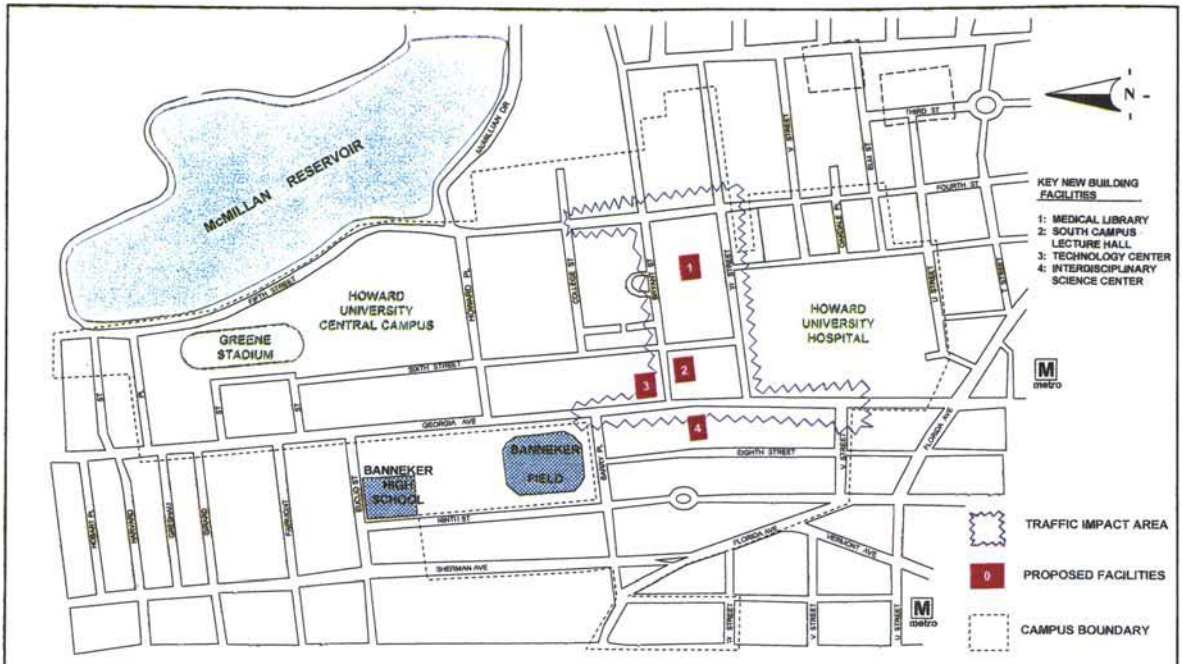
(a) Goals and measures for vehicle trip reduction, increased transit usage, and increased vehicle occupancies, particularly during peak commuting periods.

(b) Appointment of a Transportation Coordinator to disseminate information and promote ride-sharing, transit usage and other TMP measures.

(c) Parking management and pricing strategies to encourage high-occupancy vehicle usage. These could include assignment of preferentially located parking spaces for use by high-occupancy vehicles (e.g., those carrying 3 or more persons), and increasing charges for parking.

Based on the above, and considering the population and usage characteristics of the Howard University Central Campus, this study recommends that the University Administration consider the following as the basic elements of its Transportation Management Plan:

(1) Designate an administrative staff person to serve as the Campus Transportation Coordinator.



O. R. GEORGE & ASSOCIATES, INC.	1998 Howard University Central Campus Plan	EXHIBIT 17 KEY MASTER PLAN FACILITIES PROPOSED AND LOCALIZED TRAFFIC IMPACT AREA

(2) Assign approximately ten percent (10 %) of the total parking supply under the University's control for use by faculty, staff and students participating in the campus-wide ridesharing program. The designated spaces would be favorably located, considering walking distances, and overall accessibility to the core area of the campus.

(3) Allow or expand flexible work schedules for administrative and maintenance staff to reduce travel demands during the peak commuting periods.

(4) Review relevant aspects of the Campus Shuttle bus operations to ensure their compatibility with the broad goals of the University's Transportation Management Program.

(5) Initiate further studies and reviews toward a comprehensive Transportation Management Plan during the implementation phase of the master plan for the central campus.

The above measures should have an appreciable impact on the University's travel demands, particularly during the peak periods; and should significantly reduce overall vehicular travel demands on the area transportation system. These measures would enhance transportation access to, and circulation within, the campus and also show sensitivity to broader and more regional environmental issues and community concerns.

APPENDIX C
BUILDING & PROPERTY INFORMATION

No.	*Building Name*	*Function*	*Date*	*GSF*	*Square*	*Lot*	*Zoning*	*Flrs*
100	Charles Drew Hall	Residence	1957	88,971	3055	822	R-5-B	5
101	Burr Gymnasium	Athletic	1964	134,356	3057	92	R-5-B	5
102	Bank/Warehouse Building	Support	1950	47,500	3057	92	C-2-A	5
103	Howard Manor	Residence	1939	75,000	3058	834	C-2-A	4
104	Effingham Apartments - 2711	Residence	1930	28,000	3058	827	C-2-A	3
105	Effingham Apartments - 2715	Residence	1930	28,000	3058	828	C-2-A	3
106	Effingham Apartments - 2717	Residence	1930	28,000	3058	829	C-2-A	3
107	George William Cook Hall	Residence	1937	83,444	3058	835	R-5-B	4
108	School of Business	Academic	1984	130,859	3060	41	R-5-B	6
109	Cramton Auditorium	Support	1960	37,400	3057	92	R-5-B	1
110	Ira Aldridge Theater	Academic	1960	8,765	3057	92	R-5-B	2
111	School of Fine Arts	Academic	1960	93,165	3057	92	R-5-B	3
112	Physical Education Annex	Athletic	1922	31,740	3057	92	R-5-B	2
113	Blackburn Student Center	Support	1979	145,000	3057	92	R-5-B	3
114	Alaine Locke Hall	Academic	1964	68,821	3057	92	R-5-B	3
115	Academic Support Building A	Academic	1975	20,710	3057	92	R-5-B	3
116	Academic Support Building B	Academic	1977	20,710	3057	92	R-5-B	3
117	Human Ecology	Academic	1960	39,433	3057	92	R-5-B	3
118	Miner Building	Academic	1913	82,737	3060	830	R-5-B	3
119	Douglass Hall	Academic	1936	67,142	3057	92	R-5-B	3
120	Andrew Carnegie Building	Academic	1910	14,639	3057	92	R-5-B	2
121	Mordecai Wyatt Johnson Administration Building	Administration	1956	87,305	3060	839	R-5-B	4
122	Howard Hall	Support	1869	8,165	3060	839	R-5-B	4
123	School of Social Work	Academic	1970	33,185	3060	839	R-5-B	2
124	School of Architecture	Academic	1956	63,367	3064	837	R-5-B	2
125	Andrew Rankin Memorial Chapel	Academic	1894	8,412	3057	92	R-5-B	1
126	Founders Library	Academic	1937	121,395	3057	92	R-5-B	3
127	Undergraduate Library	Academic	1984	100,100	3057	92	R-5-B	1
128	Wheatley Hall	Residence	1948	50,625	3063	801	R-5-B	3
129	Truth Hall	Residence	1929	36,150	3063	801	R-5-B	4
130	Crandall Hall	Residence	1929	33,185	3063	801	R-5-B	4
131	Frazier Hall	Residence	1929	42,769	3063	801	R-5-B	4
132	Baldwin Hall	Residence	1948	50,625	3063	801	R-5-B	3
133	College of Pharmacy	Academic	1955	37,420	3057	92	R-5-B	3
134	Ernest Just Hall	Academic	1954	84,777	3057	92	R-5-B	4
135	Chemistry Building	Academic	1936	67,524	3057	92	R-5-B	4
136	Student Health Center	Support	1970	8,816	3057	92	SP-2	2
137	Thirkield Science Hall	Academic	1909	30,900	3057	92	R-5-B	3
138	School of Engineering	Academic	1952	98,865	3064	837	R-5-B	4
139	Chemical Engineering Annex	Academic	1977	20,500	3064	837	R-5-B	3
140	Ralph J. Bunche International Affairs Center	Academic	1906	7,202	3064	45	R-5-B	2
141	Wonder Plaza	Comm./Support	1906	139,000	3064	44	C-M-2	3

No.	*Building Name*	*Function*	*Date*	*GSF*	*Square*	*Lot*	*Zoning*	*Flrs*
142	Power Plant	Support	1934	18,360	3064	826	C-M-2	5
143	Mental Health Clinic	Support	1933	12,700	3069	65	SP-2	2
144	C.B. Powell Building	Academic	1908	134,000	3069	65	SP-2	4
145	WHUT-TV Station	Support	1980	41,658	3069	65	SP-2	2
146	Student Health Pharmacy	Support	1909	6,600	3069	65	SP-2	2
147	Chemistry Laser Research	Academic	1912	6,700	3069	65	SP-2	2
148	Graduate School of Arts & Sciences (Annex 3)	Academic	1940	42,000	3069	65	SP-2	2
150	Bethune Hall	Residence	1964	97,048	3068	30	R-5-B	6
151	Bethune Annex	Residence	1994	225,000	3068	30	SP-2	7
152	School of Nursing and Allied Health (Annex 1)	Academic	1940	68,000	3069	65	SP-2	3
153	Health Affairs (Annex 2)	Academic	1970	10,000	3069	65	SP-2	2
154	Center for Hypertension	Academic	1913	6,800	3069	65	SP-2	2
155	Support Building B	Support	1952	36,730	3065	831	C-M-3	2
156	Support Building A	Academic	1941	16,267	3065	829	C-M-3	2
157	Howard University Center	Academic/Support	1975	90,157	3065	36	C-M-3	9
158	Howard University Medical Arts Building	Health Care	1972	30,396	3065	36	C-M-3	5
159	Center for Sickle Cell Disease	Academic	1975	7,000	3075	807	C-M-3	2
160	HUH Data Processing Center	Health Care	1975	9,142	3075	807	C-M-3	1
161	College of Dentistry	Academic	1954	172,924	3075	807	R-5-B	5
162	Health Sciences Library	Academic	1981	15,700	3075	807	R-5-B	5
163	College of Medicine - West	Academic	1927	73,529	3075	807	R-5-B	4
164	Seeley G. Mudd Building	Support	1979	60,000	3075	807	R-5-B	5
165	College of Medicine- East/Numa Adams Preclinical Bldg.	Academic	1955	140,140	3075	807	R-5-B	4
166	Howard University Parking Structure I	Health Care	1984	170,430	3072	52	R-5-B	5
167	HUH Parking Structure II	Health Care	1995	170,430	3080	15	R-4	5
168	Slowe Hall	Residence	1942	93,711	3088	835	R-4	4
169	Carver Hall	Residence	1942	58,567	3084	830	R-4	4
170	HUH Child Care Center	Support	1910	6,000	3090	41	R-4	2
171	HUH Tower II	Health Care	1975	160,000	3075	807	C-M-3	6
172	Cancer Research Center	Academic	1980	64,985	3075	807	C-M-3	6
173	Howard University Hospital (HUH)	Health Care	1975	647,500	3075	807	C-M-3	6
174	HUH Service Center	Health Care	1925	76,778	2877	933	CR	5
175	HU/MPD Police Substation	Support	1900	2,869	2877	968	CR	2
176	HUH Support Building A	Support	1929	9,978	2877	934	CR	2
177	HUH Support Building B	Support	1962	4,593	2877	945	CR	2
178	Howard Plaza East	Residence	1989	286,842	2873	796	R-5-E	9
179	Howard Plaza West	Residence	1989	286,842	2873	974	R-5-E	9
180	Support Building C	Support	1948	29,465	2873		CR	2
181	University Service Center	Support	1903	233,173	330	800	R-5-B	5
182	Support Building D	Support	1935	26,835	2882	953	R-5-B	2
183	Support Building E	Support	1950	47,500	2882	951	R-5-B	2
184	Residence	Residence	1905	4,340	3094	800	R-4	2

Howard University Owned Property (Squares and Lots) Included in the Central

Square 330, Lot 800
Square 2872, Lots 266 to 271, 824
Square 2873, Lots 785-792, 797, 869, 872, 873
Square 2875, Lots 982, 2033
Square 2877, Lots 811, 933, 934, 945, 967, 968, 970, 979, 1023, 1030
Square 2882, Lots 742 to 749, 756 to 769, 950, 951, 952, 953, 1037 to 1039

Square 3055, Lots 821, 822
Square 3057, Lots 827, 828, 829, 833-835
Square 3060, Lots 41, 830, 831
Square 3063, Lot 801
Square 3064, Lots 44, 45, 826, 837
Square 3065, Lots 36, 829, 830, 831
Square 3068, Lot 30
Square 3069, Lots 65, 66
Square 3072, Lots 52, 818
Square 3074, Lot 11
Square 3075, Lot 807

Square 3079, Lots 29-37, 94
Square, Lots 15, 31, 34, 35, 42-45, 51, 53, 67, 68-73, 817, 844
Square 3084, Lot 830

Square 3088, Lot 835
Square 3090, Lot 41
Square 3094, Lot 800
Square 3095, Lot 23

Howard University Owned Property Not Included in the Central Campus Plan

Square 245, Lot 800
Square 278, Lot 22
Square 364, Lot 839
Square 521, Lot 826
Square 1426, Lot 27
Square 2574, Lot 831
Square 2662, Lots 872
Square 3054, Lots 34, 39, 63, 65
Square 3079, Lot 96

APPENDIX D

SERVICE & UTILITY DISTRIBUTION SYSTEMS

Prepared by Delon Hampton and Associates, Silver Spring, MD

The location and extent of seven basic utility systems were considered. Throughout the majority of the Master Plan area, the utilities are located within public right-of-ways and are owned by the corresponding public utility. Although, this is not the case for every utility. Within the University campus proper, there are both publicly owned lines, and University owned lines, the dividing point for responsibilities, not always being clear.

Water Distribution System

The combined domestic water and fire protection system falls under the jurisdiction of the District of Columbia Water and Sewer Authority (WASA). WASA has provided the information on water lines throughout the master plan area, and University utility drawings have supplemental information about the privately owned mains. The vast majority of the system is looped. Line sizes range from 6" diameter to 78" diameter. The majority of the lines are cast iron pipe. More recent construction is normally with ductile iron pipe.

There are 78" diameter reinforced concrete lines which begin at the McMillan Reservoir, traverse a portion of the campus, and continue to the downtown area of the District. There are also numerous other large diameter lines that cross the Master Plan area, transporting water to other areas of the city. The large diameter transmission mains are generally not intended to be tapped for use by individual facilities, instead there are the local distribution mains, normally between 6" and 12" in diameter, that can be utilized.

While the main to be tapped may not be the closest main shown on the system maps, at any location in the Master Plan area, WASA does guarantee minimum pressure of 35 P.S.I. at roadway curb lines. Flow tests can be acquired upon request from WASA. Fire hydrants are located throughout campus spaced at a 400' maximum and also as required by the Fire Department.

Storm & Combined Sewer Collection System

WASA is responsible for the storm and combined sewer collection system. Line sizes range from 10" diameter to 6' x 9' box culverts. In general, lines 10" to 24" in diameter are vitrified clay pipe. Lines larger than 30" in diameter are either brick masonry or brick masonry and concrete. Reinforced concrete pipe and ductile iron pipe are the primary materials used in recent storm sewer construction. Manholes are generally located at line intersections. Treatment for the combined sewer system effluent is provided at the Blue Plains Wastewater Treatment Plant. Storm water management is required for future University development.

Sanitary Sewer Collection System

WASA is responsible for the sanitary sewer collection system. According to the WASA records, there are no separate sanitary sewers in the Master Plan area. With large scale redevelopment, it is possible that separation of the storm sewer and the sanitary sewer collection system would be required. The closest example of this has been during the design and construction of the Metro Green Line, along 7th Street, Florida Avenue, and U Street.

Natural Gas Distribution System

The Washington Gas Light Company has provided information about the gas distribution system. They maintain all of the gas lines throughout the Master Plan area. Gas lines in the area range from 3" to 20" in diameter and consist mainly of coated black steel pipes. Recent construction may include yellow plastic pipe. Natural gas is used for fueling one of the power plant boilers and servicing cooking and laboratory facilities around campus.

Electrical Power Distribution System

PEPCO along with Howard University provided information on the electrical network. PEPCO provides much of the campus electricity through a 13.2 Kilovolt (KV) substation located near Bryant and Sixth Streets. Distribution is maintained through a network of cable in duct banks. Within the campus proper, this network is primarily university owned. In other areas of the Master Plan, the network is owned by PEPCO. Individual University owned substations and transformers provide local utilization voltages at individual buildings on campus.

Telephone System

Bell Atlantic provided limited information on telephone lines in the Master Plan area. Most of the trunk lines of the campus telephone network are owned and provided by Bell Atlantic. The lines are located in telephone duct banks, but are often included in the electrical duct banks. Howard University Communications has and maintains additional telephone lines throughout the campus proper.

Steam Distribution System

The steam distribution is a high pressure system owned and maintained by the University. The system is charged by four boilers located in the power plant. Regarding this equipment, a great deal of information was supplied by boiler plant personnel. Boiler No. 1 is a dual fuel boiler twelve years old, and is rated at, 200,000 #/hour. Boiler No. 2 is 31 years old, is rated at 100,000 #/hour, but works at a maximum of 48,000 #/hour. Boiler No. 3 is 23 years old and was originally rated at 170,000 1/8 hour operation and at 130,000 1/24 hour operation. It was recently rated down to 115,000 #/hour, but it actually works at a maximum of 100,000 #/hour. Boiler No. 4 is a twin of No. 3, except that its maximum working level is 90,000 #/ hour.

Oil is stored in a 211,000 gallon steel tank that was installed (by direct burial) at Sixth and Bryant Streets in 1935. There are also two 17,500 gallon day tanks in the Boiler Plant.

The steam distribution system consists of an extensive network of tunnels, piping and pressure reducing stations serving the University and the Hospital. Most of the piping is insulated black steel pipe which runs through a reinforced concrete tunnel that traverses the campus. There are isolated areas served by direct burial piping which has a cathodic protection system. There are two main distribution systems. One system leaves the power plant building at 200 P.S.I. and serves the hospital. The second system, which serves the campus buildings, has a pressure reducing station at the power plant building (reduces pressure from 200 P.S.I. to 125 P.S.I.).

Each campus building has another pressure reducing station which further reduces the pressure to its particular needs. The high pressure system lines range from 2 1/2" diameter to 10" diameter. The low pressure system lines range from 6" diameter to 20" diameter. The condensate return lines-range from 3" diameter to 8" diameter. The steam system is used primarily to heat and cool (by use of absorption chillers) the hospital and campus buildings as well as to heat domestic water. In general, the system is in good working condition. Steam traps must be continually maintained to prevent steam from bypassing into the condensate lines.

APPENDIX E
CITY/COMMUNITY CONNECTIONS

Howard University faculty and staff serve on a number of commissions, committees, and boards, contributing to the life of the City of Washington. These include but are not limited to the Commission of Fine Arts, the Board of Zoning Adjustment, local Bar and Medical Associations, Commission of the Arts, D. C. Building Code Advisory Committee, D. C. Historic Preservation Review Board, People's Involvement Corporation (PIC), District of Columbia Dental Society, P. G. County Chamber of Commerce, District of Columbia Primary Care Association, District of Columbia Medicaid Advisory Committee, Medical Society of the District of Columbia, Lab School of Washington, Greater Washington Area Association of Development Educators, Calvin Coolidge High School Mathematics, Science and Technology Program, The Zoning Commission, DC Coalition in Defense of African American Education, The Comer Project - School Development Program Restructuring Team, Gage-Eckington Elementary School, Washington D. C. YWCA Tutoring Group, Operation Understanding D. C. - African American / Jewish Alliance, Martha's Table Community Organization, District of Columbia Dental Society, the Architects Registration Board, D. C. Bar Judicial Evaluation Committee, District of Columbia League for Nursing, D. C. Primary Care Association, and the D. C. Public Employment Relations Board. Other city/ community connections that are made by the University are summarized below.

HOWARD UNIVERSITY COMMUNITY ASSOCIATION

The Howard University Community Association (HUCA), located at 2731 Georgia Avenue, NW, is an important point of contact between the University and the community-at-large. It provides information and referral services to the public about University events, programs and activities, and has undertaken special outreach initiatives to the Latino and international communities. HUCA is also a locus for ongoing University planning efforts regarding LeDroit Park and the Georgia Avenue corridor. HUCA has developed a pilot volunteer program through which the University places student volunteers in various area public schools and community-based health and development agencies.

Information and Referral Services

Howard University offers over 100 programs, services and activities which are available to the public. These include: career counseling, development and exploration programs; consumer services, cultural, recreational and athletic programs: health education, screening and clinical services; and services and activities coordinated with the District of Columbia public schools. A comprehensive database of all such services is being undertaken at HUCA so that information about these programs is more easily accessible to the public and among various divisions within the University.

Community Outreach

HUCA currently is coordinating the Howard University / Federal National Mortgage Association (FNMA) LeDroit Park Initiative, which formally was launched following the September, 1997 Board of Trustees meeting. The LeDroit Park Initiative is a revitalization effort which will convert the University's 28 unoccupied boarded-up properties and 17 vacant lots into home ownership opportunities, and do so in a manner that will provide a catalyst for neighborhood-wide stabilization. In collaboration with FNMA, the University intends to apply its knowledge, skills, technology and facilities to:

- rehabilitate University-owned properties and construct new single-family houses for home ownership opportunities;
- use an employer-assisted housing program to create a unique opportunity for University faculty and staff to reside in the area;
- 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 special programs, activities, events and opportunities on the three principal campuses.

HUCA also is working with the D. C. Government's own Department of Housing and Community Development-sponsored initiative to study and effect 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 has 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, for example.

At Howard, this pilot program is being run in partnership with the George Washington University Neighbors Project. The Howard program, called C.H.A.N.G.E. (Connecting Howard Neighbors for Growth and Empowerment), has placed students in: public schools in the areas surrounding the central campus (Gage Eckington Elementary, Garnet Patterson Middle School and Cardozo High School); health provider agencies such as the Howard University Hospital and LaClinica del Pueblo; and other community-based agencies, such as 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 numerous 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;
- Banneker playground and Kennedy playground clean-up activities; and
- Manna-sponsored house-raising activities in the LeDroit Park area, where the new Ellington Mew townhome development used volunteers to actually raise the walls of a newly constructed unit. This is one of the housing projects supported with HUD / HBCU funds mentioned above.

METROPOLITAN POLICE DEPARTMENT (MPD) HOWARD UNIVERSITY JOINT SECURITY STATION

Howard University opened a new joint security station in what formerly was 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 improved safety in the area.

SELECT INFORMATION ON HOWARD UNIVERSITY COMMUNITY OUTREACH ACTIVITIES

Service to the community has been and continues to be one of the primary missions of Howard University. From the Office of the President to the Howard University Student Association, scores of community outreach programs provide resources and expertise to local, regional, national and international communities. Examples of these are many, and the University is in the process of compiling a comprehensive catalogue of these programs. Illustrative of the types and sponsors of community-oriented programs, however, are as follows:

a. The Office of the President is working with neighborhood community development corporations to improve the quality of life in the surrounding neighborhoods, and has recently received a U. S. Housing and Urban Development / HBCU grant to help newly construct and rehabilitate housing in the LeDroit Park neighborhood; upgrade the urban design of the Howard Gateway area at Florida and Georgia Avenues; and provide self-sufficiency assistance to 50 families in the Kelly Miller public housing project on "W" Street, N. W. Students from the Graduate School of Arts and Sciences and the School of Architecture and Planning have been involved with this project from its inception.

b. The various schools and colleges of the University involve students in programs which interact with the community. Examples include:

- School of Engineering: does outreach into schools to help expose children to mathematics and engineering-related careers; freshman engineering students designed shelters for the homeless in 1993 - 94.
- School of Nursing: Nursing students and faculty make presentations and conduct discussions in schools on health issues and preparation for careers in nursing; homeless persons are being prepared for health careers.
- School of Education: students and faculty conduct a Saturday Academy which offers an enrichment program for seventh graders in mathematics, science, computer science and oral and written communications.
- School of Business: operates a Small Business Development Center where students and faculty provide technical assistance to small businesses and entrepreneurial training to local merchants and individuals in the community.
- School of Architecture and Planning: students and faculty provide design assistance to community groups interested in: developing upgraded recreational centers; adaptive reuse for neighborhood schools; overall redevelopment schemes for entire neighborhoods, etc.
- College of Arts and Sciences: students and faculty provide consultative services to schools within the Washington, D. C. metropolitan area which are interested in including Afrocentric materials in their curricula.
- School of Communication: students and faculty offer a Multicultural Journalism Workshop for high school students, which provides hands-on writing, editing and production experiences for students interested in a career in journalism.
- School of Dentistry: students and faculty provide clinical services at below-market rates to members of the public who need basic dental services.

c. Various Greek organizations provide tutorial services to public school children, raise money for the homeless, serve in feeding kitchens and clothes pantries which serve low-income individuals and families, etc.

d. Howard University Student Association has a community outreach committee which, in the past, has sponsored: Big Brother / Big Sister mentoring at the Bruce Monroe Elementary School; Rites of Passage Programs; clean-up days in the surrounding communities, etc.

e. Students within the different schools and colleges carry out community-oriented activities on their own; for example:

1. NOBCCHE: students work with fifth graders to get them interested in chemistry .
2. Chi Eta Phi Sorority: nursing sorority students provide free blood pressure screening, etc. to the public.
3. There are many religious ministries on campus to which students belong and through which service to members of the community take place; for example:

a. Baptist Student Union: students work with youth and families at the Baptist Home for Children and Families

b. Lutheran Campus Ministry: students participate in the Grate Patrol, which is a ministry to the homeless, who are given a cup of soup and a sandwich, a warm blanket, etc. Students also work with Habitat for Humanity and tutor at local area churches and after school programs.

The Howard University Hospital, in addition to providing millions of dollars of uncompensated care to community residents in need, also conducts health fairs and free sickle cell and cancer testing. Also, the hospital's Office of Latino / Multinational Affairs was created to provide quality health care to the international communities of the metropolitan area, and eliminate language and cultural barriers by assisting in all facets of the provider / patient relationship.

WHMM, the only black-owned public television station in the nation, produces more local programming than any other TV station, public or commercial, in the D. C. metropolitan area. The station reaches Baltimore, parts of the Eastern Shore of Maryland, Northern Virginia and parts of West Virginia.

These activities are not, by any means, meant to be exhaustive of all the community activities in which students interact with the community. This is merely intended to be illustrative of such activities, and the Office of the President is in the process of cataloging them.

PARTNERSHIPS FOR EDUCATION: A Compendium of Programs Linking Local Schools, Colleges and Universities

- **AETNA Saturday Academy**
  School of Education

Howard University, the D. C. public schools, the U. S. Office of Personnel Management and AETNA Life and Casualty Insurance Company cooperate in offering this enrichment program for seventh graders. The hands-on interdisciplinary curriculum covers topics in mathematics, science, computer science and oral and written communication. Students and their parents participate in a wide range of activities, including a Community Service Day, a Family Day at the Theater, alumni clubs and field trips. Special parent workshops and high parent involvement are integral parts of the program.

- **Afrocentric Materials Development**
  College of Arts and Sciences
  Department of Afro-American Studies

The Department of Afro-American Studies consults with schools in the Washington, D. C. metropolitan area on the inclusion of Afrocentric materials in the curriculum, and conducts workshops on teaching the African-American experience.

- **Arch Adventure / City Program**
  School of Architecture

This is a summer career discovery program which offers high school students from disadvantaged minority backgrounds exposure to the basic concepts of architecture and the built environment. Activities include: counseling to facilitate the transition from high school to collegiate study in architecture; lectures, seminars and design workshops; and site visits to museums, architect's offices, etc. The program is supported by funds from the D. C. Government Youth Employment Office and D. C. Art / Works.

- **City Vision**
  School of Architecture and Planning

City Vision is a career exploration program developed in partnership with the National Building Museum for civics and American History students of Garnet-Patterson Middle School. The program is designed to stimulate the interest of young people in professions that relate to the built environment. Students use the design disciplines as a context for the study of history, politics and American culture.

- **College of Dentistry Health Fairs**
  College of Dentistry
  Department of Community Dentistry

The College of Dentistry offers health fairs at various schools in the District and operates a dental clinic at Gage-Eckington elementary School.

- **College of Nursing**
  Department of Student Affairs

Faculty and students make presentations and conduct discussions in selected schools on health issues and health concerns. A staff member also visits junior and senior high schools and discusses preparation for nursing education with students.

- **Community Laboratory Program / Banneker High School**
  School of Business

Students from Banneker work, on a volunteer basis, in various offices within the school. The partnership provides the students an opportunity to complete their community service requirements, as well as assist in the daily operation of the School of Business.

- **Coopers and Lybrand / Howard University Scholarship / H. D. Woodson Senior High**
  School of Business
  Business and Finance Program

Each academic year, a ninth grader from H. D. Woodson is selected to receive a four-year scholarship to attend Howard University. The scholarship as provided by Coopers and Lybrand. A representative from Howard is a member of this selection committee.

- **Engineering Coalition of Schools for Excellence on Education and Leadership (ECSEL)**
  School of Engineering

ECSEL provides speakers and conducts workshops for groups (grades four through twelve) interested in learning about engineering.

- **High School / College Internship Program (HI/SCIP)**
  College of Arts and Sciences

The High School / College Internship Program allows students to complete their senior year of high school at Howard University.

- **Howard University Young Scholars Program**
  College of Arts and Sciences
  Department of Mathematics

The Howard University Young Scholars Program (HUYSP) brings 40 mathematically talented students from the Washington, D. C. region to the campus of Howard University for an intensive four-week mathematics-based experience. HUYSP's disciplinary focus in Elementary Analysis and Elementary Number Theory with attention given to applications. Extensive use is made of computers and graphing calculators as aids in learning and applying the mathematical ideas. Participants visit scientific laboratories, museums and centers to see mathematicians, scientists and engineers in their work environments; receive information about careers in mathematics and science; and establish a network among themselves, university faculty and undergraduate students.

- **International Affairs Secondary School Internships Program**
  International Affairs Center

A limited number of students, recommended by their schools, is selected as Secondary School Interns with the International Affairs Center. They devote four hours per week to programs being conducted by the Center, performing tasks that serve mainly to acquaint the students with international affairs issues.

- **ISST Summer Program**
  School of Engineering

The Institute for Science, Space and Technology (ISST) conducts a two-week commuter summer program for middle school science and mathematics teachers. Teachers learn how to incorporate educational technology in the classroom.

- **Metropolitan Consortium for Minorities in Engineering (METCON)**
  School of Engineering

METCON, a group of industries, federal agencies and universities, sponsors engineering clubs and engineering career orientation activities for middle school and high school students during the academic year and summer.

- **Operation Capital**
  College of Arts and Sciences
  U. S. Army ROTC

This initiative of the U. S. Army ROTC Cadet Command is designed to enhance Junior ROTC citizenship training. Its mission is to revitalize Army JROTC in the D. C. public schools and enhance JROTC citizenship education by implementing programs to achieve the following: provide incentives for participants to live drug-free; encourage high school completion; promote character and values education; develop leadership potential; improve physical fitness; and provide role models. In conjunction with this mission, Senior ROTC Cadets at Howard University serve as mentors / positive role models for JROTC programs at nine high schools in the Washington metropolitan area.

- **Pre-Admission Readiness Program in Nursing**
  College of Nursing

This is a three-month program offered in both the Fall and Spring semesters in which selected homeless individuals are prepared to enter academic programs in nursing. The course of study focuses on academic skills reinforcement, the acquisition of basic nursing assistant skills, enhancement of self-concept, and assistance in applying to college and completing financial aid forms. The project is supported by a grant for the Division of Nursing USPHSl, No. D19-NU4008901.

- **Project Spirit**
  School of Education

This is a planned acculturation after-school program designed to guide preadolescent boys and girls attending the Gage-Eckington Elementary School in the attainment of a variety of socially acceptable behaviors. Graduate students provide tutorial and developmental guidance services to students and their parents.

- **Saturday Journalism Seminars**
  School of Communications

The School of Communications, in cooperation with the Washington Association of Black Journalists, co-sponsors Saturday Seminars focusing on print and broadcast journalism. The seminars include high school students from the Washington metropolitan area and are held from January to March each year.

- **School of Engineering Summer Pre-College Programs**
  School of Engineering

The School of Engineering conducts a number of summer programs for students entering tenth, eleventh and twelfth grades. Activities include two-week residential programs and two-week commuter programs that provide an orientation to engineering and eight-week employment experiences in which students work at government agencies in jobs related to engineering.

- **Spingarn Afrocentric Initiative**
  College of Arts and Sciences
  Department of Afro-American Studies

The Department of Afro-American Studies serves as a team in the development of a comprehensive Afrocentric approach to the social studies curriculum at Spingarn High School.

- **Summer Actuarial Program**
  School of Business

The Center for Insurance Education conducts this three-week program for minority students with high potential in mathematics and computer science.

- **Summer Enrichment Program for High School Students**
  College of Arts and Sciences
  Center for Pre-Professional Education

This four-week program for eighth to eleventh grade students offers enrichment activities in mathematics, science and learning skills to enhance preparation for science education and science careers. Applications can be obtained from high school science teachers.

- **Summer Health Careers Advanced Enrichment Program**
  College of Arts and Sciences
  Center for Pre-Professional Education

This program provides six weeks of analytical academic reinforcement designed to enhance the participant's preparation for pre-professional education. Covered are the skills necessary for success in the health professions; a review of scientific principles to prepare for advanced science courses; and a review for professional schools examination - DAT, MCAT, PCAT and OAT. Clinical experience and Professional Schools Admissions Workshops also are included.

- **Summer Health Careers Pre-Freshman Enrichment Program**
  College of Arts and Sciences
  Center for Pre-Professional Education

This program introduces pre-matriculants to: the College of Arts and Sciences; first-year college science, mathematics and English; an introduction to the health professions; and problem solving and learning skills for success in college. Only students who have been accepted to the College of Arts and Sciences are eligible to apply.

- **Summer Multicultural Journalism Workshop**
  School of Communications

The School of Communications offers a summer Multicultural High School Journalism Workshop for Washington metropolitan area high school students. The purpose of the workshop is to provide hands-on writing, editing and production experience for students interested in a career in journalism. The program is co-sponsored by local media organizations. It is a two-week program held in June and July of each year.

- **Summer Pre-College Preparation Program**
  School of Education

The Summer Pre-College Preparation Program is a four-week intensive college preparatory experience which simulates the freshman college year and is designed for high school students who have completed the tenth, eleventh or twelfth grade and want to enter college with confidence. Student strengths and needs will be determined to help establish an individualized learning program, and successful students will be provisionally admitted (depending upon program entrance requirements) to Howard University and encouraged to enroll.

- **Teaching Profession Program at Coolidge High School**
  School of Education

The Teaching Profession Program at Coolidge High School is a collaborative effort between the Howard University School of Education and the faculty and administration of Coolidge High School, which is designed to encourage students to become teachers.

- **Upward Bound Mathematics and Science Initiative Program**
  School of Education

Upward Bound is an academic enrichment program designed to increase the skills and motivation of low-income, first-generation college bound students. The program offers classes in english, mathematics, reading and sciences, as well as group and individual counseling and tutoring. Participants can attend presentations by guest speakers, take cultural/educational field trips and visit out-of-town colleges. The program is offered on Saturdays during the nine-month academic year. The summer component is a six—week residential program.

- **Ventures in Education: An Architectural Youth Program**
  School of Architecture and Planning

Ventures in Education is part of a national program designed to educate junior and senior high school students about the environment design principles, community advocacy and career which contribute to the development of the built environment.