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March 29, 2007

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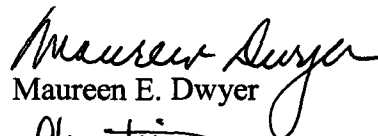
Anthony Hood, Chairperson
District of Columbia Zoning Commission
441 4th Street, Room 210
Washington, DC 20001

**Re: Z.C. Case No. 06-42 – Trinity (Washington) University Post-Hearing
Submission; Special Exception Application for 2006-2016 Campus
Plan**

Dear Chairperson Hood and Members of the Commission:

Enclosed please find an original and twenty copies of the Applicant's complete Campus Plan for 2006-2016. Pursuant to the Commission's comments at the public hearing held on February 5, 2007, the Applicant has supplemented its Campus Plan to include a proposed landscape plan, which is included as Exhibit Q. We appreciate your consideration of this matter and look forward to the issuance of the final Order in this case.

Sincerely yours,


Maureen E. Dwyer


Christine A. Roddy

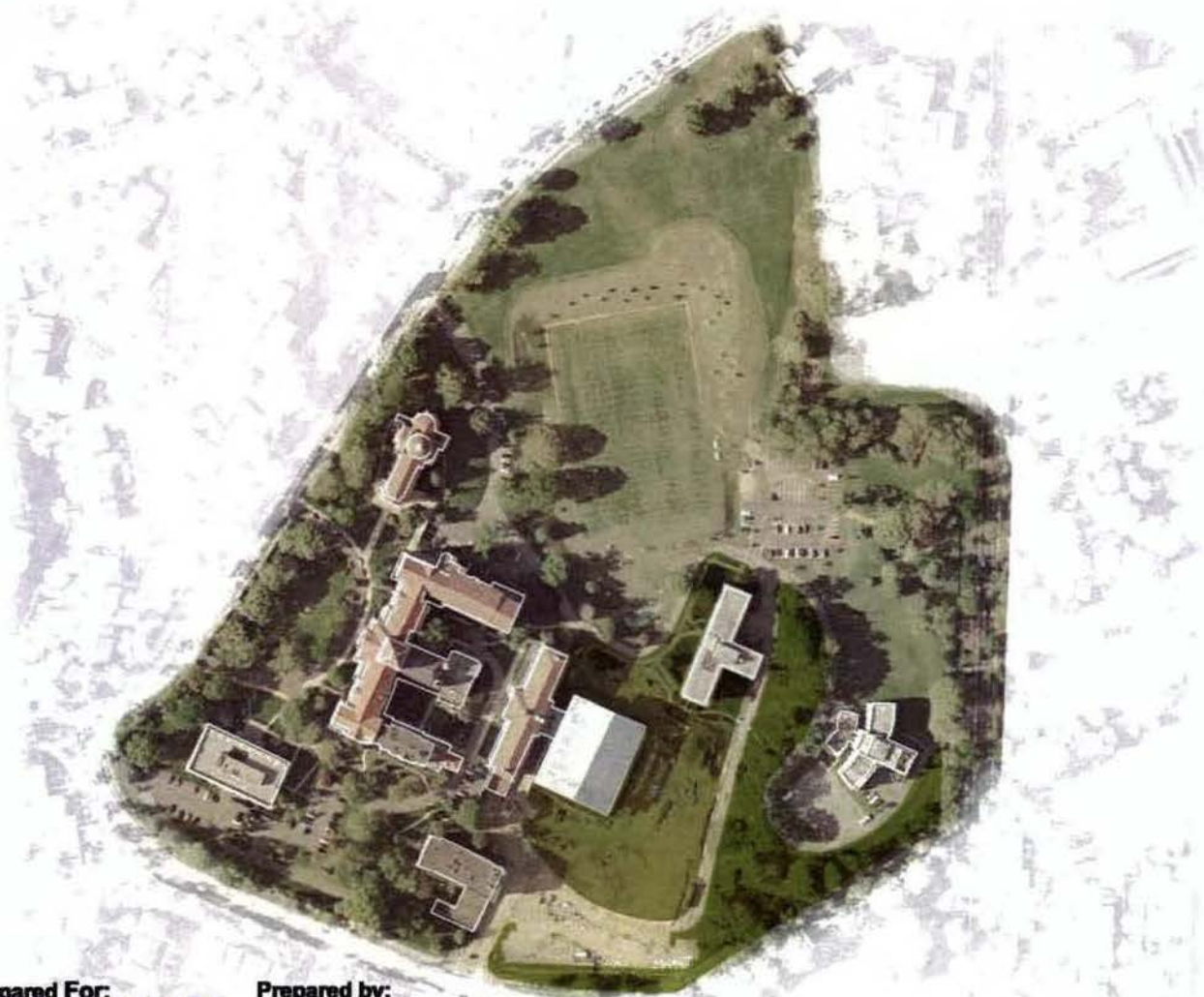
Enclosures

cc: Travis Parker, OP
ANC 5C
Pat McGuire, Trinity University
Coke Florance, SmithGroup

ZONING COMMISSION
District of Columbia
CASE NO. 06-42
EXHIBIT NO. 18

ZONING COMMISSION
District of Columbia
CASE NO. 06-42
EXHIBIT NO. 18

TRINITY UNIVERSITY CAMPUS MASTER PLAN



Prepared For:

TRINITY
WASHINGTON

Prepared by:

SMITHGROUP

architecture engineering interior planning

ZONING COMMISSION
District of Columbia

CASE NO.

00-12
9.13.06

EXHIBIT NO.

18

Trinity University Campus Master Plan 2006 - 2016

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Executive Summary

Trinity University Campus Master Plan 2006 - 2016

The Trinity University Campus Plan for the Years 2006 through 2016 represents the projected needs of the university campus within a framework that allows for flexibility in implementation over the next ten years. The goal of the campus plan is to further support Trinity University's mission to educate future female leaders by providing an improved academic campus environment while tying into the greater community. The strategy is to better integrate the campus into the urban setting and further clarify and rationalize the existing campus organization. To achieve this, the campus plan calls for a combination of renovation, demolition and new construction together with related open space and infrastructure improvements.

To help guide the Trinity University in developing an improved academic campus, the following key planning and design principles were established:

- Focus and strengthen the academic core to establish Academic Center Precinct
- Connect upper and lower campus functions
- Enhance existing open space for campus and community
- Create clear pedestrian/vehicular/service/circulation system
- Refine site access
- Pedestrianize campus interior by flanking parking and rationalizing vehicular circulation
- Accommodate flexibility in phasing

The Campus Plan is intended to allow Trinity University to fulfill its academic mission, and accommodates the anticipated campus enrollment growth from approximately 1600 to 2700 students (see Appendix A, figure P, Population Summary). The Campus Plan will add approximately 270,000 square feet of gross floor area (see Appendix A, figure O, Space Summary Chart), which increases the campus FAR from 0.49 to 0.72, well within the FAR limit of 1.8 as allowed by D.C. zoning regulations.

Specifically the following is proposed:

- Demolish the existing library
- Renovate the science building
- Construct the University Academic Center
- Increase classroom capacity
- Create substantial new open space in the Academic Precinct of the campus
- Improve campus circulation
- Replace outdated residential facilities

**Trinity University and the District of Columbia:
110 Years of Service and Partnership in Education**

Trinity University Campus Master Plan 2006 - 2016

I. HISTORICAL CONTEXT

In 1897, believing that women deserved every opportunity to enjoy an excellent higher education in the nation's capital as men enjoyed on the threshold of the 20th Century, the Sisters of Notre Dame de Namur (SNDs) established Trinity College in response to the inability of women to gain admission to the then-new Catholic University. The SNDs secured articles of incorporation on August 20, 1897, purchased land from Glenwood Cemetery, commenced construction of the first collegiate building and launched a small marketing campaign to recruit the first students. Classes began in 1900 with 19 students and six faculty living and learning in the "South Hall," the very first building constructed on Trinity's campus. South Hall is now the south wing of Main Hall, the massive granite centerpiece of the campus whose 225,000 net square feet includes much of the institution's administration and classrooms, and some residential space.

From its founding years until about 1960, Trinity was known as a very small, elite institution for high-achieving women, mostly Catholics from eastern metropolitan areas. In the 1960's, consistent with the many changes occurring throughout higher education in that era, Trinity's student body grew rapidly, and plans to expand the campus and upgrade facilities were ambitious. The 1966 master plan anticipated buildings on both sides of Michigan Avenue. Trinity's student body grew from 500 to nearly 1,000 in the short span between 1964 and 1969.

Starting in the late 1960's dramatic social changes had a profound, permanent impact on Trinity's future. Coeducation became normative throughout higher education in the 1970's, causing rapid declines in the traditional student populations of colleges like Trinity. In 1968, the same year that Georgetown University began to accept women into its undergraduate programs, Washington also suffered widespread and destructive rioting following the assassination of Dr. Martin Luther King, Jr. These two events contributed to the beginning of a long period of serious decline in Trinity's enrollment.

Other historic events also hastened the enrollment decline. In 1972, the enactment of Title IX, forcing coeducational institutions to provide the same opportunities to women and men, made university-level education even more attractive to women, further eroding Trinity's market share.

On top of all of these changes, the revolution in Catholic religious life sparked by Vatican II resulted in a reduction in Trinity's traditional labor pool, the Sisters of Notre Dame who staffed the college without taking salaries — a loss in "contributed services" once valued in the hundreds of thousands of dollars. The loss of revenues from enrollment declines and departure of the sisters impeded Trinity's ability to develop the campus facilities apace with changes throughout higher education, and the aging of the campus further impacted enrollment.

From the high of nearly 1,000 traditional full-time students in 1969, Trinity's full-time enrollment declined to fewer than 300 by 1989. In response to this decline in the full-time student enrollments, Trinity began programs for part-time adult students and graduate students. The graduate program for teachers, which began in 1968, became more robust, eventually becoming the School of Education. The degree completion program for older women, begun in 1972, formed the basis for the Weekend College that started in 1985, which subsequently evolved into the School of Professional Studies.

Trinity University Campus Master Plan 2006 - 2016

In the 1990's, through a combination of improved management and establishment of clear priorities in strategic planning, Trinity began to stabilize after years of deficit budgets and uncertainty about its future. Enrollment began to grow modestly in the women's college even as enrollments in the professional degree programs grew more rapidly. Trinity observed its Centennial in the Year 2000, and was sufficiently encouraged to undertake the first new building project in 40 years: the Trinity Center for Women and Girls in Sports.

In the Year 2000, Trinity's new strategic plan Beyond Trinity 2000 reorganized the institution into three major academic units: the College of Arts and Sciences (the historic women's college); the School of Professional Studies (undergraduate and graduate programs for women and men); and the School of Education (graduate programs for women and men). The purpose of this multi-dimensional organization was to support the growth of diverse educational programs for the many different audiences that Trinity now serves. While remaining faithful to its primary mission to educate women, Trinity also developed a distinctive focus on the educational needs of the District of Columbia for a broad spectrum of citizens of all ages, male and female, in a wide variety of educational and developmental programs, including recreation, health and fitness.

With this reorganization, Trinity officially affirmed its status as a university, and adopted the name Trinity University to describe the entire enterprise, retaining the name "Trinity College" as the institution's official legal name and the name of the historic women's college.

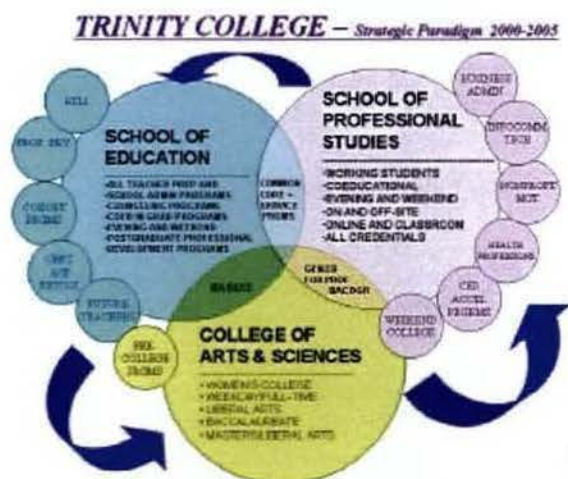


Chart 1.0 above depicts the new institutional organization adopted in the Year 2000 arising from the strategic planning process for Beyond Trinity 2000.

As a result of the planning processes and actions taken throughout the 1990's, and particularly as a result of Beyond Trinity 2000, Trinity moved into the new century with the capacity and desire to achieve significant new levels of institutional performance. From 2000 to 2005, Trinity was able to realize these accomplishments:

- Completion of the Trinity Center for Women and Girls in Sports, the first new building on

Trinity University Campus Master Plan 2006 - 2016

Trinity's campus in 40 years;

- Achievement of the first investment-grade bond rating in the institution's history (Bbb- from Standard & Poor's) and completion of a \$19.3 million bond issue (underwritten by Wachovia Bank);
- Completion of the \$12 million Centennial Campaign, the first completed capital campaign in Trinity's history;
- Strengthened financial management and overall management performance focused on achievement of measurable benchmarks for growth and quality;
- Achievement of the institution's first specialized accreditation, NCATE (provisional pending a follow-up report in March 2006), for the School of Education;
- Upgrade of the entire technological architecture of the campus, including installation of smartboards in numerous classrooms, pervasive use of technological tools in teaching, introduction of blended-online courses, and conversion of all administrative software to an entirely new platform (SCT PowerCampus);
- Commencement of master planning for the 2006-2016 campus, including early visioning for the creation of a new University Academic Center that will refresh/replace the library and science buildings, expand classroom and instructional facilities, and recast the academic environment of the campus apace with the changing student population;
- Planning underway for a \$25 million Campaign for Trinity 2010.

These achievements signify the great renaissance that Trinity has enjoyed during the last decade. This institutional renaissance is also a vital part of the economic development and resurgence of Ward 5 and the Brookland/Edgewood communities. Trinity's recovery from the economic crisis of the '70's and '80's has contributed jobs, income taxes, educational programs and services, recreational opportunities and countless hours of volunteer service to the close-in neighborhood and larger Washington community. Beyond these tangible measures, Trinity's transformation has also helped to transform and enlarge the lives of its neighbors, students and friends – from the senior citizens who extol the lifegiving properties of water aerobics sessions at the Trinity Center, to the mid-level government workers who raise their M.B.A. degrees high with pride on graduation day, to the children who learn to read more proficiently through the community service of Trinity undergraduates, to the young woman at Cardozo High School who cries with delight when she realizes her dream of earning a scholarship to attend Trinity.

Trinity's renaissance would not have been possible without a firm institutional commitment to the idea of partnership with the neighborhood and various organizations that serve the citizens of the District of Columbia. Trinity's future will depend even more clearly on the university's ability to leverage partnerships that will be mutually satisfying in the growth of programs and services that are accessible, affordable and convenient for the community, city and region.

Trinity University Campus Master Plan 2006 - 2016

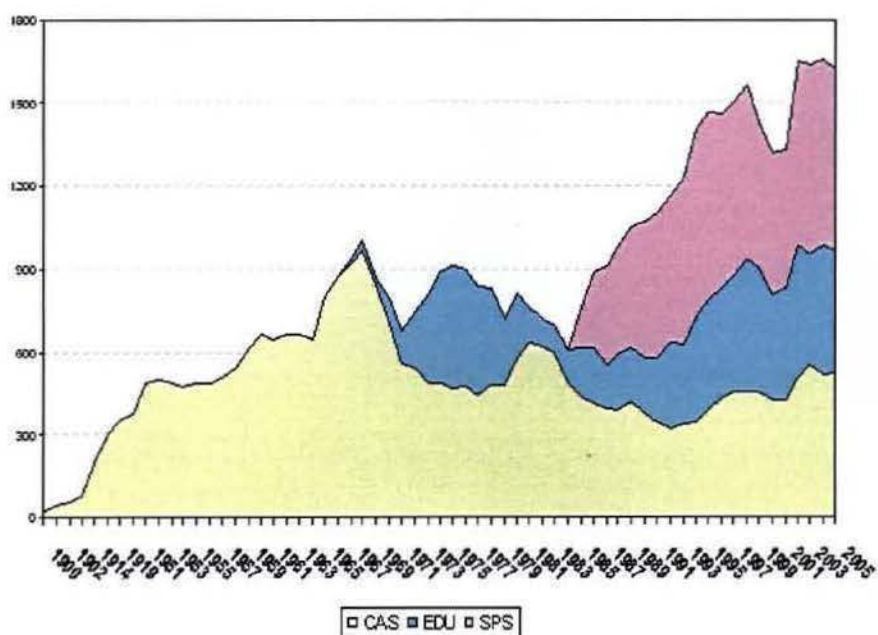
Gratifying as these and other achievements have been for Trinity, the institution is mindful of the tremendous challenges that continue to stretch Trinity's talent, imagination and resources. Those challenges inform and shape the new strategic plan Achieving Trinity 2010.

II. STUDENT BODY

For the first 65 years of its life, Trinity's student body was virtually all full-time undergraduate women, and most lived in residence. Today, the student body is highly diversified – full-time and part-time, undergraduate and graduate, local and international — with roughly equal headcount numbers enrolled in each of the three schools.

The chart below depicts all of Trinity's enrollments from the opening of the college in 1900 to the Fall 2005 enrollments. The yellow part of the graph is the "traditional" full-time enrollment, now known as the College of Arts and Sciences; the blue area is the School of Education, begun as the M.A.T. in 1966; and the red is the School of Professional Studies, founded as the Weekend College in 1985.

Since the last Master Plan in 1996, Trinity's student body has continued to change in its demographic characteristics. The size of the student body has grown slightly, from 1465 students to a high point of 1659 in the Fall of 2004, falling back to 1618 in Fall 2005, a 13% growth rate from 1995 to 2005. The full-time student population in the College of Arts and Sciences (CAS) has grown more significantly (from 390 to 526, a 35% growth rate) while the growth in both the School of Education (EDU) (400 to 436, a 9% growth rate) and School of Professional Studies (SPS) (675 to 656, a 2% decline) has been slower.



Demographics: Racial and ethnic diversity provide the most prominent indicia of Trinity's transformation in the last ten years. More than 90% of Trinity's student population today are students of color and international students.

Trinity University Campus Master Plan 2006 - 2016

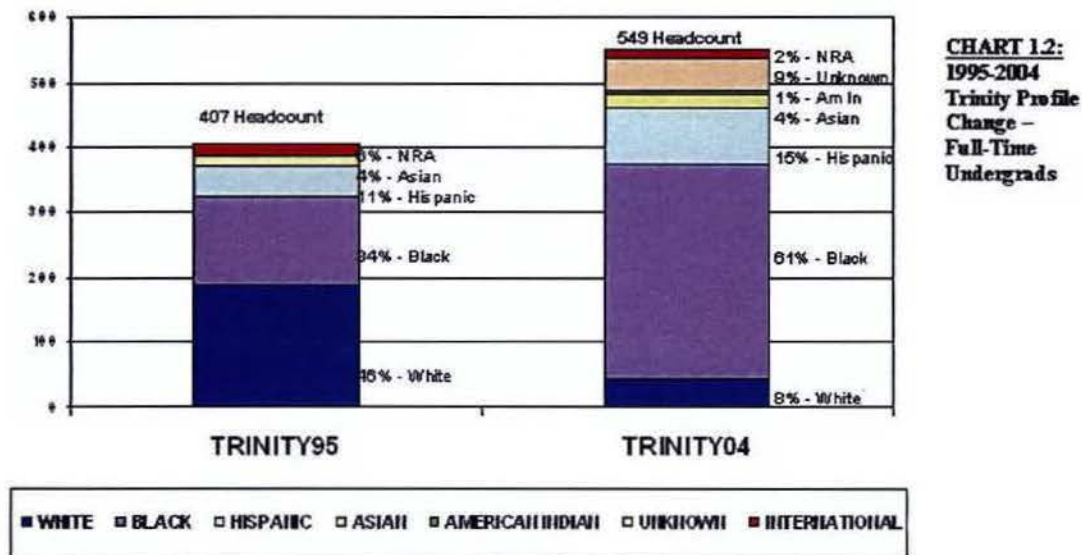
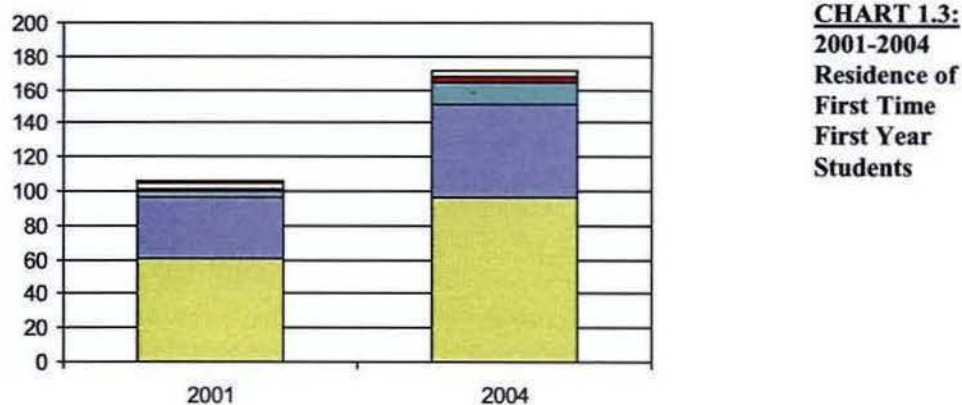


Chart 1.2 shows the specific growth and change in Trinity's full-time undergraduate enrollment and demographic profile from 1995 to 2004.

Residence: Chart 1.3 illustrates the geographic residence of first-time first-year Trinity students in the undergraduate population showing changes from 2001 to 2004. The percentages are roughly similar



Trinity University Campus Master Plan 2006 - 2016

for all Trinity students.

In both years, D.C. residents comprised about 58% of Trinity's first-time first-year students, and Maryland residents comprised about one-third. Hence, D.C. and Maryland residents account for nearly 90% of Trinity's students.

Trinity's service to a majority of students who are D.C. residents has significant implications for Trinity socially, academically and financially. Many of the students who are graduates of the D.C. Public Schools are under-prepared for college, and most need large amounts of financial assistance. D.C. offers no institutional grant support of any kind, and no need-based student aid beyond the LEAP program. The Congressionally-funded D.C. Tuition Assistance Grant program provides very significant funding for some of the wealthiest citizens of the city to attend public universities nationwide, while providing only a modest grant for students who stay at home to attend college locally. Most of the latter group of students are low-income residents.

Educational Challenges of D.C. Residents: The table below illustrates some of the more remarkable educational disparities between the District of Columbia and surrounding jurisdictions:

	Avg. SAT	Poverty Rate	Adults w/NO HS Diploma	Adults with Baccalaureate Degrees	Adults with Graduate Degrees	Per Capita Income	%1 st Yr Students At Local Colleges who are State Residents
DC	965	16.9%	18.3%	21.2%	22.9%	\$51,803	9%
MD	1026	8%	13.2%	19.3%	15.2%	\$39,247	77%
VA	1024	10%	15.5%	19.8%	12.4%	\$35,477	73%
DE	999	8.2%	14%	17.2%	10.4%	\$35,861	37%
PA	1003	10%	14.4%	15.4%	8.8%	\$33,348	72%
NJ	1015	8.3%	14.6%	20.3%	11.8%	\$41,332	91%
NY	1007	14.2%	16.8%	17.2%	12.5%	\$38,228	81%

CHART 1.4: Characteristics of States – 2004

Source: Chronicle of Higher Education Almanac 2005-2006

Perhaps the most notable characteristics of D.C. that this chart reveals are:

- D.C. has the highest poverty rate among surrounding jurisdictions, and one of the highest poverty rates in the nation;
- D.C. has the highest per-capita income of any "state" in the nation;
- the bimodal distribution of wealth and poverty in the city also tracks the levels of educational attainment: while D.C. leads the nation in the proportion of its citizens with graduate degrees and undergraduate degrees, D.C. also has one of the highest proportions of adults who do not finish high school;
- D.C. is near the bottom of the list of states when measured by SAT scores of its recent high school graduates.

Trinity University Campus Master Plan 2006 - 2016

In spite of these considerable challenges, Trinity today educates more D.C. residents than any of the other private universities in the District of Columbia or in the nation. Trinity's educational commitment to the city grew through Trinity's strategic thinking in the 1990's, particularly the university's renewed understanding of the historic mission to educate women who encountered barriers to their dream of a college education, coupled with ongoing discussion and reflection on the charism of the Sisters of Notre Dame whose 200 year-old worldwide mission in social justice, focusing on the education of women, children and the poor, continues to influence Trinity profoundly.

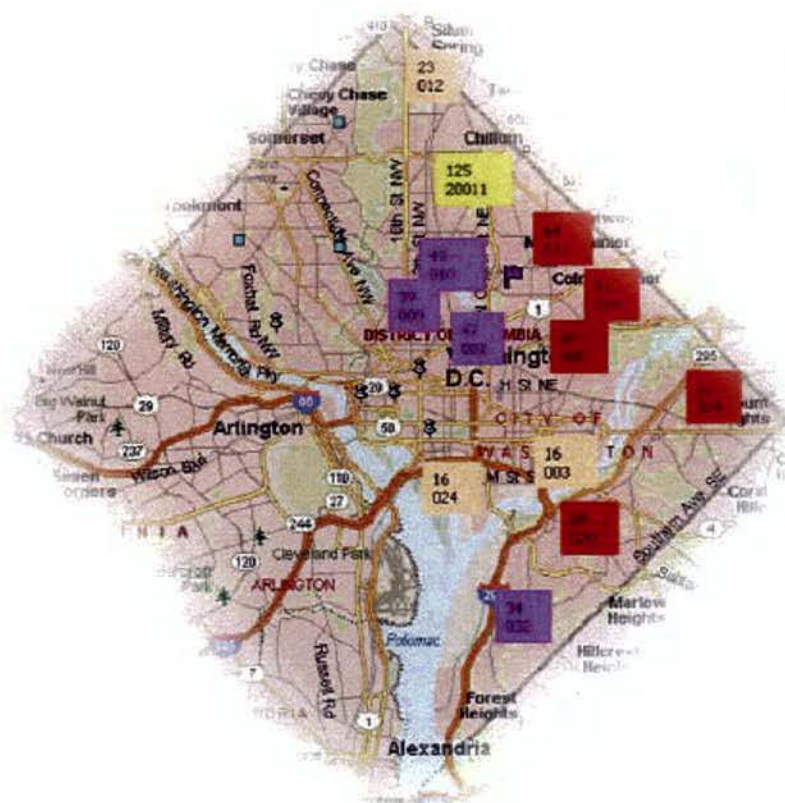


CHART 1.5

**Map of DC
with flags showing
concentrations of
Trinity students by
zip code in these
proportions:**

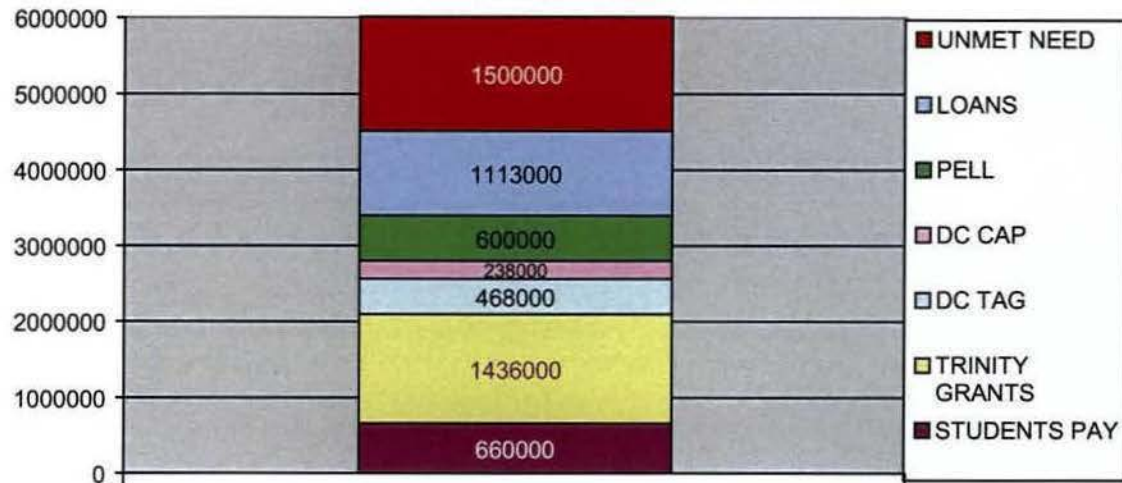
**Yellow > 100 students
Red > 50
Pink > 25
Tan < 25**

Map of Trinity's D.C. Students: Draw a line down the spine of the District of Columbia, along 16th Street, from north to south, and the great economic and educational divide of the city becomes clear. The bimodal distribution of wealth and educational attainment runs along this divide, with the wealthy, well-educated citizens living toward the west in Georgetown, Chevy Chase, Foggy Bottom and other fashionable areas. To the east, the conditions of poverty progress rapidly from moderate to severe, with the most impoverished populations located "east of the river" (the Anacostia River) in far southeast and northeast. Trinity draws the majority of its D.C. student population from the eastern half of the city. Trinity enrolls students from every public high school and every charter school in the District.

Financial Condition of D.C. Students: The financial condition of the D.C. residents at Trinity reflects acute need. Chart 1.6 on the next page depicts the total volume of tuition (\$6 million) owed by D.C. students who are full-time undergraduates at Trinity in Fall 2005, and the sources of aid. The students and families are able to pay only about 11%, or \$660,000. Trinity extends nearly \$1.5 million in aid, or

Trinity University Campus Master Plan 2006 - 2016

CHART 1.6:
Fall 2005 Sources of Tuition Contributions for
Full-Time Undergraduates Who Are D.C. Residents



FALL 2005

25%. Pell Grants, D.C. TAG and CAP account for another \$1.3 million, or 22% of the need, and loans provide another \$1.1 million, or 18%. But 25% of the need remains unmet, \$1.5 million. Trinity's Office of Student Financial Services works with these students to determine how to close the gap, through additional work opportunities, other student aid sources such as outside scholarships, or more loans.

Trinity remains steadfast in the belief that making higher education accessible is an essential value of the university. Ensuring that the university can sustain that commitment while also ensuring economic vitality and academic quality are key strategic questions for the Trinity 2010 planning process.

Trinity East of the River: Trinity has staked out a strong position among the District's universities in promoting educational opportunity for D.C. residents. In 2006, Trinity will be the first private university in D.C. to offer credit-bearing courses and a degree program "east of the river" in the Anacostia neighborhood. Trinity is the only university partner in a new venture known as THE ARC (Town Hall Education, Arts and Recreation Campus) in far southeast, a facility that brings together a unique group of educational and service institutions: the Corcoran School of Art, the Washington Ballet, the Levine School of Music, the Washington Middle School for Girls, the Boys and Girls Clubs of Washington, Covenant House, and a pediatric clinic conducted through Children's National Medical Center. At this location, Trinity will offer its first A.A. degree as well as baccalaureate and master's courses, and in-service courses for teachers.

Trinity University Campus Master Plan 2006 - 2016

III. BUILDINGS AND CAMPUS

In the nearly 110 years since its founding, Trinity has developed the 27-acre campus carefully, constructing only those facilities that became absolutely necessary over time. As a result, as the chart below reveals, Trinity has only one or two buildings in each generation, exemplars of the architectural styles of those days.

The age and size of the buildings is as follows:

Building	Size/Sq. Ft.	Dates
Main Hall (Multi-purpose dorm, classroom, offices)	225,000	Started 1898; Finished 1910
Notre Dame Chapel	20,925	Started 1922; Finished 1924
Aluminae Hall (Dining Hall/Residential)	65,700	Started 1927; Finished 1929
Science Building	42,060	Finished 1941
Cuvilly Hall (Dormitory)	71,168	Finished 1958
Library	39,000	Finished 1963
Kerby Hall (Dormitory)	51,980	Finished 1965
Trinity Center (Athletics)	58,164	Started 2001; Finished 2003

Following is a brief synopsis of each building:

•Main Hall is an outstanding example of 19th century institutional architecture on a grand scale. Begun in 1898 by Architect Edwin Durang and completed in 1910, the building evolved over the 12-year construction period as money became available to add features, such as the soaring Well and Dome, the O'Connor Art Gallery wing, and the introduction of electricity with the construction of the north wing in 1909-1910. While originally conceived to house the entire institution, Trinity currently does not use Main Hall for student residence. Functions in Main Hall currently include administrative offices, classrooms and gathering spaces, and the SND convent. While various spaces have been upgraded, there has been no significant renovation to Main Hall proper. A small wing was added to the O'Connor wing in 1960 for Music and Art spaces, and that wing has recently been upgraded.

•Notre Dame Chapel was, fittingly for the religious nature of Trinity, the second building constructed on the campus. Designed by Maginnis and Walsh, the Chapel is an extraordinary example of Byzantine architecture, with interior appointments of considerable value, including a large mosaic executed by

Trinity University Campus Master Plan 2006 - 2016

Bancel LaFarge. For more than 100 years, the basement of the Chapel served as the only indoor “gym” space available to Trinity students.

- Alumnae Hall became the very first building designed for students, a radical departure for a women’s college in the 1920’s. The building is the central kitchen and dining hall, with rooms on the upper floors designed as suites connected by lavatories. When Trinity conceptualized the new sports center, the attachment of the new building to Alumnae Hall emerged from a planning process that desired a true Campus Center combining dining, recreating, sports and some retail, e.g., bookstore and related services. Alumnae Hall remains on the list for completion of the Campus Center concept.

- The Science Building had its foundation laid in the early 1920’s with the construction of the old swimming pool — this site was supposed to be the gymnasium. Funds were scarce after the swimming pool opened, however, so the site languished through the depression. At the end of the 1930’s, however, the SNDs believed that it was essential for the science laboratories to move out of the south wing of Main Hall where they shared space with the library, faculty offices and student rooms. The Science Building opened in 1941, a strong example of women’s advanced scientific education in that day. The Science Building has had no renovations since that time.

- Cuvilly Hall (1958) and Kerby Hall (1965) are the “new” dormitories. Each has a capacity of approximately 200 students. Both buildings have had major upgrades in recent years. However, the style of both buildings is antiquated compared to most modern residence halls on other university campuses.

- The Library (1963) houses approximately 200,000 volumes. Built in a time when academic libraries were still largely considered warehouses for books, the style and design of the current library is obsolete. In 2005 Trinity invested \$500,000 in a new HVAC system to keep the library functional during the interim period of planning new academic facilities.

- The Trinity Center (2003) is the newest facility on campus, including a gymnasium, swimming pool, walking track, fitness center, aerobics room, and including new tennis courts and a soccer field. Planned and built with the needs of the surrounding community in mind, the Trinity Center has been a highly successful example of a university facility that also supports a broad range of neighborhood and community needs, including summer campus, health and fitness opportunities, sports clinics and tournaments for children and high school students, and community events.

Shaping The Trinity University Campus of The Future

Trinity University Campus Master Plan 2006 - 2016

I. STRATEGIC PLAN

As part of the Middle States Self-Study and accreditation review process in 2004-2006, Trinity has prepared a new institutional plan, *Achieving Trinity 2010*. This plan continues the same themes of its two predecessor plans, *Beyond Trinity 2000* (Plan for 2000-2005) and *Toward Trinity 2000* (Plan for 1993-2000). Goal #1 in the strategic plan is the achievement of the enrollment levels that Trinity needs to be economically healthy and academically strong in the years ahead. Trinity is determined to continue the renaissance that has contributed so much to the District of Columbia and local neighborhood. To do so, Trinity must grow in order to sustain the baseline financial capacity necessary to be a strong institution of higher education. Hence, Trinity's strategic goal for enrollment is as follows:

Strategic Goal One: Enrollment Development

By the Year 2010 Trinity University will enroll 3000 students in degree programs as follows:

- 600 undergrad students in the College of Arts and Sciences
- 750 graduate students in the School of Education
- 1,650 students in the School of Professional Studies including:
 - 200 in Associate Degree Programs
 - 200 in Health Professions Programs
 - 800 in general baccalaureate Program
 - 200 in the MBA Program
 - 250 in other graduate programs

These numbers are targets, not actual enrollments at present. Trinity will not suddenly have this many students all at once. Rather, enrollments will grow over time.

To achieve these enrollments, Trinity's strategic plan envisions a variety of strategies including development of new academic programs and new delivery systems. Of critical importance to the master planning process is the understanding that Trinity intends to fulfill a proportion of the new enrollment in online and off-site delivery systems.

For planning purposes, Trinity assumes that 300-500 of the 3,000 students will be enrolled online for virtually all of their academic programs.

Trinity has begun to offer courses at THE ARC in Southeast Washington. While only 20 students are presently enrolled at that site, Trinity anticipates having at least 100 students enrolled at its Southeast site by the later years of the strategic plan. Trinity also anticipates enrolling students in other locations throughout the city, thus off-setting enrollment targets on the main campus.

Also important to note is the fact that the density of these various student enrollments is spread throughout the seven-day week. So, for example, in the daytime, the ultimate target is 600 full-

Trinity University Campus Master Plan 2006 - 2016

time students, but they would not all be on campus all at the same time on all days. The roughly 2400 students anticipated in the two professional schools will attend largely in the evenings and on weekends, but here again, not all at the same time on the same days. Most adult and graduate students take classes one or two nights per week. Here again, a number of these enrollments will also be online or at other sites.

Residential Students: The Women's College

As part of this strategic plan, Trinity has also reaffirmed its primary mission to women. Trinity College, the historic undergraduate women's college, will continue to serve women from the District of Columbia in significant numbers as well as students from around the nation and many foreign countries. Approximately half of this population, 200-300, will reside on Trinity's campus, and upgraded campus housing is a vital objective within the facilities goals in the strategic plan.

The lifestyle of Trinity students is notably different from their peers at area universities, attributable in part to the nature of the women's college, the emphasis on academics, the absence of Division I sports culture, and the mission and goals of residence on Trinity's campus. In Trinity's residence life program, privacy and respect for others are heavily emphasized values, along with a focus on quiet hours for study. Alcohol is prohibited, and large parties occur only rarely, and under the direct supervision of the Dean of Students. Trinity does not permit private student parties in the residence halls. Unlike large coeducational universities, Trinity's undergraduate student body has no fraternities or sororities, and no groups of students living in neighborhood houses. Younger students who are not resident on campus tend to live at home with their families; by junior or senior year, most Trinity students (even "traditional" undergraduates) have full-time jobs and their own apartments.

Strategic Goals to Fulfill the Enrollment Goal

In order to achieve success in meeting the enrollment goals, the balance of Trinity's strategic plan identifies strategies that will enhance Trinity's market appeal, capacity and campus design. The strategies in the plan specifically address

- Financial Capacity
- Program Development
- Technology
- Human Resources
- Management Capacity
- Library and Information Resources
- Campus Services
- Quality and Reputation
- Facilities

Fulfillment of the strategies and tactics specified in each of these areas will improve the opportunities for Trinity to achieve the strategic goals for enrollment.

Trinity University Campus Master Plan 2006 - 2016

II. STRATEGIC GOAL FOR FACILITIES DEVELOPMENT

Achievement of the enrollment goals depends heavily on improvements in Trinity's facilities. Trinity realizes that its enrollment goals have a number of implications, including:

- A larger student body requires more classrooms and other spaces designed, equipped and furnished for modern instruction;
- more technological instruction requires more spaces with the electrical and HVAC capacity to support more computers and technological equipment in both wired and wireless configurations;
- nursing and health professions programs place particular requirements on science facilities;
- more men requires upgrading of facilities once designed for women only;
- more partners, more commuters require more thoughtful traffic patterns and parking accommodation;
- expanded auxiliary enterprises place more demand on facilities throughout the year with little down time.

Trinity's work in strategic planning and Middle States Self-Study clearly underscored the basic fact that the decennial master plan would have to support initiatives intended to improve Trinity's long-term enrollment. Toward that end, when Trinity retained the SmithGroup architects for the master plan, Trinity indicated that the process should include these considerations:

- a) accommodation of larger, more diverse student population and instructional services throughout the campus;
- b) current efficiency and effectiveness of space utilization on campus;
- c) cost-benefit analysis of modernizing existing space versus demolition/replacement, including consideration of environmental, life safety, ADA and other regulatory issues in existing space;
- d) impact of technology on presence of students on campus versus distance delivery;
- e) impact of technology on the conceptualization of the library and science facilities;
- f) traffic, parking, landscaping and other campus site issues;
- g) conceptualization of site, massing and phasing of new and renovated facilities.

Trinity University Campus Master Plan 2006 - 2016

As part of strategic and master planning, Trinity has also focused on the need to improve academic and instructional facilities, campus housing and community gathering spaces. These concepts were present in different ways in the earlier strategic plans and the 1996 master plan. For the 2010 Strategic Plan, Trinity is considering three major facility projects:

- a) University Academic Center
- b) New Housing
- c) Alumnae Hall/Campus Center Renovation

Each of these projects is included in the master plan in concept. The final design and operational details of each will be the subject of further processing applications.

A. University Academic Center

The University Academic Center, in its component parts, has been part of the two strategic plans that have guided Trinity's development for the last twelve years, *Toward Trinity 2000* and *Beyond Trinity 2000*. Both called for development of science, classroom and library facilities. The current concept reflects an evolution of our thinking about Trinity's needs, contemporary academic facility designs and uses, and the urgency of the timetable tempered by fiscal realities.

This concept includes:

- a library facility reflecting the most contemporary thought about the nature of libraries far into the 21st century, including the idea of the learning commons, the student-centered spaces, the instructional areas and technological capacity that are normative in today's library facilities;
- a facility for teaching the sciences that also reflects contemporary thinking on the pedagogy of science instruction, with sensitivity to Trinity's development of programs for the health professions;
- a state-of-the-art technology center with classrooms designed and equipped to ensure university-level instruction, research and communication;
- classrooms, open spaces, social commons and other spaces that tie the academic center together into a thriving learning commons for all students and faculty;
- sensitivity to the relationship of the academic center to Main Hall and its classrooms and faculty offices, anticipating the ultimate renovation of the academic spaces in Main.

B. Housing

Trinity's current residential stock is antiquated by any modern measures. The students currently live in the relatively "new" dormitories known respectively as Cuvilly Hall (1958) and Kerby Hall (1965). Trinity has additional dormitory space in Main Hall and Alumnae Hall, but has chosen to stop using those spaces for Trinity residential student accommodations because of their age and issues with the infrastructure.

Trinity University Campus Master Plan 2006 - 2016

Because maintaining a residential student body as some portion of overall enrollment is an important factor in Trinity's overall approach to its mission and educational philosophy, Trinity believes it important to address the student housing issues. Trinity's assumption in this regard is that better housing stock would be more attractive to more students, particularly undergraduates, and improved residential facilities would be a strong complement to the Trinity Center.

The 1996 Master Plan included a placeholder for housing development along 4th Street on the back ridge of the campus. Trinity wishes to continue that placeholder, while also testing its housing assumptions in relation to enrollment, and examining other options for locating housing on the campus. Trinity is open to consideration of creative financing options for new housing.

This examination would also suggest options for the residential space currently in Main Hall and Alumnae Hall. The 1996 Master Plan envisioned continuing those spaces as residential zones. Trinity is open to other considerations for the use of this space.

C. Campus Center/Alumnae Hall Renovation

The original idea for the Trinity Center included not only the new sports facilities but also the renovation of Alumnae Hall (the dining hall) to create a true campus center joining athletics, sports, recreation, student services and food service in one facility.

The 2006 master planning process is re-examining opportunities inherent in the relationship of Alumnae Hall and the Trinity Center with an eye toward expansion of sports/fitness/recreation space into Alumnae Hall, as well as development of the Campus Center concept in other parts of Alumnae Hall.

The Trinity Campus: Existing and Proposed

Trinity University Campus Master Plan 2006 - 2016

Introduction

The Campus Plan for the Years 2006 through 2016 represents the projected needs of the Trinity University campus within a framework that allows for flexibility in implementation over the next ten years. The Campus Plan proposes that Trinity support its distinctive mission by creating improved campus and building space through a combination of renovation, demolition and new construction together with related open space and infrastructure improvements.

Location, Boundaries and Zoning

Trinity's campus encompasses approximately 27 acres (1,171,600 square feet) and is bound by Lincoln Road to the southeast, Franklin Street to the southwest, Michigan Avenue to the northwest, 4th Street to the east and the Oblates' campus to the north. (See Appendix A, Figure A – Site Location). The campus is situated in the Edgewood neighborhood, a predominantly residential section of Ward 5. This section of the District is also home to significant institutional activity, including The Catholic University of America, Howard University, Gallaudet University, Howard University Hospital, the Children's National Medical Center and Providence Hospital.

The property within the Campus Plan boundaries is located within the R-5-A District (low density residential). (See Appendix A, Figure B - Existing Zoning). No changes to the existing Campus Plan boundaries are proposed by this Campus Plan.

When all proposed development is completed, a net increase of approximately 270,000 square feet of gross floor area will result for a total of 844,000 square feet of gross floor area built within the Campus Plan boundaries. This translates to an aggregate FAR of 0.72, well within the 1.8 FAR permitted on university campuses in the R-5-A zone district.

Property Ownership

Trinity University owns all of the property within the Trinity University Campus Master Plan boundaries.

Land Use

For planning purposes, building uses on campus are categorized in four (4) major groups, as follows:

(CL) Student/Campus Life/Residential – Housing for students and other tenants both temporary and long term. Includes recreation facilities, student activity facilities and auxiliary student support services.

(AA) Academic/Administrative – Classrooms, library, faculty offices, administrative offices and related services and support functions.

(S) Support – Parking, loading services and related support functions.

(I) Potential Investment Property – Trinity is considering the possibility of a joint venture with a private developer to develop a limited portion of the campus for mixed-use residential/healthcare/or

Trinity University Campus Master Plan 2006 - 2016

neighborhood retail. This is shown on the proposed land use diagram.

Generally, all of Trinity University's major facilities, are concentrated in the central core of the campus. (See Appendix A, Figure D, Existing Land Use).

The land use patterns proposed in this Campus Plan remain largely unchanged from existing patterns. The existing site topography and mature vegetation present development constraints along the periphery of the site and at certain mid-campus locations. The desire to strengthen the original campus organization, reinforce sensible relationships between buildings and clarify an "academic precinct" focuses most changes to the Campus Plan in the heart of the current campus.

Trinity plans to add 270,000 square feet of gross floor area to the existing space on the campus by the year 2016, this square footage would include the potential investment property. (See Appendix A, Figure O, Space Summary Chart). Proposed construction will consist primarily of new academic facilities including additional classrooms, new library and related student study space and technology and student life facilities. Existing residential buildings are obsolete and their replacement is also expected as part of this Campus Plan. Though residential bed-count will not increase, slightly expanded residential facilities are required in order that Trinity remain competitive in satisfying contemporary collegiate residential life standards. Most new construction proposed replaces existing obsolete facilities that neither satisfy the functional needs of the institution nor contribute to the prevailing aesthetic character of the campus.

As part of the master plan, a significant new open space will be created in the central core of the campus. The mature vegetation and open space at the perimeter of the campus will largely remain undisturbed.

Built Environment

Presently, Trinity University's holdings within the Campus Plan boundaries include a total of 574,000 square feet of gross floor area. (See Appendix A, Figure O, Space Summary). The campus includes two academic buildings, one administrative building, two residence halls, one athletic building and one student services building.

The campus preserves a large amount of open space and is not densely developed, particularly when compared to the surrounding residential area. Building heights on the campus range from 30 to 82 feet. (See Appendix A, Figure E, Existing Building Heights).

The new construction proposed in the Campus Plan will provide Trinity with an important opportunity to demonstrate its continued commitment to architectural excellence. As the campus evolves, all changes to the architecture on the campus will preserve and reflect Trinity's institutional setting and high-quality architecture. While designed to serve their intended function in support of Trinity's broader educational mission, new facilities will be both distinctive and inviting, contributing to the overall character of the campus setting. New development will be sensitive to adjacent buildings and the surrounding context, and will be designed to prevent and/or mitigate adverse impacts.

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Open Space and Pedestrian Network

Since its inception, Trinity University has endeavored to provide an environment that is conducive to human development and learning while respecting the open space and distinct edges formed by the site's natural topography. Open space areas, located both along street edges and internal to the academic core, are key characteristics of the campus.

Diverse plantings on campus help to make the campus and its outdoor areas even more attractive. The Trinity campus also includes a network of pedestrian paths that have evolved throughout the inner block areas of campus. (See Appendix A, Figure G, Existing Open Space System and Pedestrian System).

This Campus Plan proposes to augment Trinity's open space system within the area generally considered the central campus core, while respecting the mature, naturally landscaped campus perimeter. Increasing and intensifying landscaping on campus, including sidewalk paving, tree planting and other secondary plantings will continue to be a priority for Trinity in order to create open and inviting views and opportunities for interaction throughout the campus. (See Appendix A, Figure K, Proposed Open Space and Pedestrian System).

Pedestrian corridors will continue to be developed and encouraged to create better connections throughout the campus, to enhance pedestrian safety, and to create places for meetings and interaction. To this end, this Campus Plan proposes to link existing academic open space. (See Appendix A, Figure K, Proposed Open Space and Pedestrian System).

Historic Preservation

The Trinity campus does not include any structures designated as historic landmarks, nor is the campus located in an historic neighborhood or district.

Campus Identity

The distinct physical environment of Trinity's campus is characterized by the steeply sloped natural topography as well as the iconic stature and presence that Main Hall and its entry drive and lawn impart to the Michigan Avenue, NE view shed. (See Appendix A Figure I, Campus Amenities).

Transportation

The current vehicular circulation pattern is a two-way campus road and a one-way main entry loop, with campus access from Michigan Ave. and limited access from Franklin Ave. Based on intersection and automobile count data as well as the testing of several circulation options, the Master Plan is proposing to keep the Michigan Ave. entrance as a limited one way drive, but reversing its direction while diverting major vehicular circulation along the east end of campus where the major campus lots are located. (See Appendix A, Figure L proposed vehicular circulation)

The Trinity University campus is served by the WMATA public transportation systems, with its closest Metro rail stop at Catholic University and bus routes H1, H2, H3, H4, D8, G8 and 80.

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To encourage public transportation, Trinity participates in the Metrochek program. Trinity also spends nearly \$500,000 each year on operating a shuttle bus from the Metro stop to campus at no cost to its passengers.

Although the use of public transportation by all members of the campus community is strongly encouraged, Trinity recognizes that not everyone has convenient access to public transportation and that many students, faculty, staff and visitors drive to campus. This is particularly true given the nontraditional nature of Trinity's students. Many have child care and work obligations and need car access. (See Appendix B, Traffic and Parking Study). Accordingly, the Master Plan ensures that there will be adequate parking for those who commute to campus by car.

Utilities

The campus is served by an existing network of utilities including water, sanitary sewer, storm, gas, electric, telecommunications, and cable television. Utility systems are owned and operated by the District of Columbia, or private utility companies. In general, the capacity of the existing utilities infrastructure is adequate to support the proposed new development in the Campus Plan.

Water

The District of Columbia Water and Sewer Authority (DC WASA) provides the water service to Trinity University. The primary water service is derived from a 30-inch concrete water main that runs along Franklin St at the southern boundary of the University. A second source of water is from an 8-inch main along 4th St NE (eastern boundary of the property). It is anticipated that there is adequate water service capacity to support the planned new development proposed by the Campus Plan, however upgrades and improvements to the existing water distribution lines on site are anticipated as part of the Campus Plan implementation.

Sanitary and Stormwater Sewer

The DC WASA provides sanitary and stormwater sewer service to the campus. A major combined sanitary and stormwater sewage line (5-1/2 foot line in a 25-foot easement) crosses the campus downhill from the north (Michigan Ave) to the south exiting at Lincoln Ave. Current practice is to separate the municipal sanitary and stormwater sewage systems to eliminate overloading the sanitary system with stormwater. The future redevelopment on the campus will be coordinated with the DC WASA to ensure that both the sanitary and stormwater requirements of the Trinity University can be satisfied by the DC WASA.

Storm Drainage / Stormwater Management

Stormwater drainage on the Trinity University property generally flows north to south at its surface, with the lowest region falling along a mid-campus north-south line. Drainage from the campus is via the combined sanitary and stormwater sewer crossing the property. A number of 6-inch and 8-inch underground drainage pipes collect stormwater from catch basins at areas near the Main Hall, the

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Alumnae Hall, and the Science Building, and drain this water into the main sewer line exiting the property at Franklin St.

The management of stormwater on the campus property will be addressed as specific elements of the Campus Plan are implemented. Because Trinity University has such a high percentage of its property that is pervious with good filtration characteristics, redevelopment should have a minimal impact on the quality and quantity of control measures.

Natural Gas

Washington Gas provides natural gas service to Trinity University. Gas enters the property from the north to provide service to most buildings. In addition, gas enters the property from the corner of Michigan Ave and Franklin St to supply the Library. Abandoned gas lines also cross the property. It can be anticipated that the pressure and capacity of the transmission lines serving the campus area is adequate to support to additional load for proposed new development.

Telephone/Telecommunication

It is assumed that telecommunications services available on the campus today do not meet the needs and desires of the information services expected of a modern university and it is expected that the implementation of the Master Plan will involve a complete renovation and possible replacement of the existing Trinity University telecommunications services.

Electrical Power

It is anticipated that increased demand caused by expansion and redevelopment of user facilities as proposed by the Campus Plan can be satisfied by the current utility providers.

There are no current plans for any major utility expansions within or immediately adjacent to the campus, however, upgrades and improvements to the existing infrastructure are anticipated as part of the Master Plan implementation.

Zoning Regulation Compliance

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Zoning Regulation Compliance

In all respects, the Trinity University Campus Plan fully complies with Section 210 of the District of Columbia Zoning Regulations. Specific zoning requirements are addressed as follows:

A. Subsection 210.1: College or University which is an Academic Institution of Higher Learning.

Trinity College was founded in 1897 by the Sisters of Notre Dame de Namur as a liberal arts college for women. In 2004, the school became known as Trinity University.

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

Noise

The University anticipates that the proposed Campus Plan will not create objectionable noise conditions. Campus activities and proposed structures are designed to diminish impacts on the surrounding community. The proposed buildings are located so as to minimize their frontage on adjacent residential neighborhoods. The proposed academic center will be located along the southwest portion of the campus, which abuts Glenwood Cemetery and the heavily traveled Michigan Avenue. The Alumnae Hall renovation will be in the center of the campus, sufficiently removed from adjacent properties. Finally, Trinity has designated the eastern portion of its property for potential residential units, which is consistent with the institutional use to the east. Nevertheless, in an effort to mitigate noise impacts on the community, Trinity will continue to abide by the following measures:

- Locating the majority of campus activities in the center of Campus so as to minimize effects on the community;
- Locating and designing loading docks and mechanical systems to minimize the noise they produce;
- Providing landscaping buffers between Trinity and its neighbors; and
- Enforcing the University's noise policy which mandates designated quiet hours.

Traffic

The proposed facilities should not create objectionable traffic conditions. The main point of access to the Trinity Campus is along Michigan Avenue. There are entrances along Franklin Street and Fourth Street, which, though currently gated are proposed to be opened to facilitate traffic flow. (See Appendix B).

Most staff, faculty and students drive to the Campus; however, Trinity encourages use of mass transit. Metrorail is currently the second favored means of transportation among staff, faculty and students since many of them live in the District. The Campus is located near the Brookland/CUA Metro stop

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on the red line; both Metrobus and the University provide bus service between the Metro station and Campus. The University participates in the Metrocheck program and offers this benefit to its students and employees. The University also bears great expense in providing a free shuttle from the Metro Station to the Trinity campus. (See Appendix B, Traffic and Parking Study prepared by Gorove/Slade).

Number of Students

The number of students enrolled at Trinity will not create objectionable conditions at the University. The Campus Plan is designed to accommodate an increase in enrollment from 1,650 to 3,000 students. Of the anticipated 3,000 students, approximately 300-500 will be enrolled in online programs. The remaining 2500-2700 students can be accommodated on campus. In the coming years, Trinity will further develop its on-line education program in hopes of recruiting students from across the country to attend classes via the internet. These students will not physically be present on Trinity's campus and therefore will not detrimentally impact the surrounding community.

Trinity has also started offering courses at THE ARC (Town Hall Education, Arts and Recreation Campus) in Anacostia. Twenty students are currently enrolled at the site but Trinity anticipates increasing enrollment to approximately 100 students within the next 10 years.

The overall bed count on Campus will not increase; however, Trinity plans to renovate/replace existing residential facilities as part of this Campus Plan. (See Appendix A, Figure O, Space Summary).

Personnel

Over the ten-year term of this Campus Plan, Trinity expects some modest faculty and staff growth to support the increasing population of students. The faculty and staff currently include 192 full-time employees and 180 part-time faculty members. Trinity anticipates that its full time faculty will growth to 70 members, its part-time faculty to 250 members and its full-time staff to 150 employees. (See Figure P, Population Summary).

Other Objectionable Conditions

The University does not anticipate that other objectionable conditions will be created by the Campus Plan.

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

The Campus is located in the R-5-A Zone District and is permitted a 1.8 FAR for institutional use pursuant to Section 210.3 of the Zoning Regulations. The University proposes an additional 270,000 square feet of construction with this Campus Plan, which will increase the gross square footage of the Campus to 844,000 square feet and a .72 FAR. The proposed bulk is a slight increase above the Campus Plan approved in 1996, which permitted a gross floor area of 615,710 square feet and a .53 FAR. Trinity foresees a need for an academic center, residence halls, and the renovation of Alumnae

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Hall in the coming years. The proposed density remains consistent with the Zoning Regulations.

The next ten years will mark an effort on Trinity's behalf to improve and modernize its Campus, which is comprised of several structures that were constructed over seventy-five years ago. In order to compete with other educational institutions, the University must increase the available space in its residence halls to accommodate students and it must provide the latest technologies in its classrooms, which the University plans to incorporate into the proposed Academic Center. The proposed Campus Plan will retain a lot occupancy of approximately 14% and will maintain the landscape plan approved in 2001 in order to preserve the aesthetic quality of the Campus.

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

Buildings, Parking and Loading Facilities

Buildings

The University has performed a space use assessment to determine the amount of new space needed to support Trinity's strategic growth. This analysis provides the basis for the proposals contained herein to renovate existing structures and to pursue limited construction on Campus. The University anticipates that the proposed construction will meet projected space needs through 2016 and will facilitate the University's goal of modernizing its Campus.

The proposed Campus Plan calls for new building development as set forth below:

- **Student/Campus Life/Residential/Potential Investment Property:** the University proposes approximately 200,000 square feet of new development; however, 71,000 of existing development will be demolished. There will be a net increase of 129,000 square feet of development.
- **Academic/Administrative:** the University proposes approximately 180,000 square feet of new development; however, 39,000 square feet of existing development will be demolished. There will be a net increase of 141,000 square feet of development. Trinity also proposes renovating its science center, which is approximately 42,000 square feet.

Figures E and F in Appendix A show existing campus buildings. As shown in Appendix A, Figure M, the proposed campus is largely similar to the existing campus, the proposed construction will largely replace existing buildings. Appendix A Figure M provides a comparison of the density between the proposed campus and the existing campus.

Parking

Parking will remain available throughout the Campus, with the lots adjacent to the Science Building and Cuvilly Hall providing the primary source of parking spaces. The main parking lots are immediately adjacent to the main drive through Campus on the proposed vehicular circulation plan. Thus keeping the concentration of vehicles away from the core of the Campus and limiting them to the Campus' outer boundaries.

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There are currently 378 spaces available on Campus. The further processing application approved in 2001 provided that 400 of the 526 spaces the Board of Zoning Adjustment allotted in the 1996 Campus Plan should be integrated throughout the Campus. Trinity anticipates that in the coming years the existing parking count will remain relatively stable with a 5% increase in “effective demand”. (See Appendix B, Traffic and Parking Study prepared by Gorove Slade). Trinity is proposing a total of 376 parking spaces once all proposed development is completed, which will satisfy the peak parking demand of 372 vehicles. Should the University need to accommodate additional parking beyond peak parking demand, it can provide temporary parking on its fields or elsewhere on campus.

Loading Facilities

Most of Trinity’s general deliveries take place at the north end of Main Hall and the south end of Alumnae Hall; however, deliveries are still made to all departments located throughout the Campus. As part of this Campus Plan, Trinity proposes reorganizing its loading docks as indicated in Figure L. They will be located discreetly throughout Campus and the loading docks will be sufficiently buffered by existing buildings and landscaping so as to minimize any effect on the neighboring community.

Screening, Signs, Streets, Public Utility Facilities

Landscaping

The landscaped elements of the Campus Plan seek to enhance the visual impact of the Campus, form a stronger sense of place, create a sense of harmony with the surrounding community, improve pedestrian connections, and enhance Trinity’s open space system. The Campus Plan proposes to enhance Trinity’s existing open space system within the central Campus core and perimeter, and increase and intensify landscaping on Campus including distinctive sidewalk paving, trees and other plantings, and special lighting.

One of the more striking features of the landscape plan is the plaza at the entrance of the University on Michigan Avenue, which serves as the gateway to the greater community. The remainder of the Campus will be maintained in compliance with the University’s landscape plan, as developed after approval of its further processing application for the Trinity Center for Women and Girls in Sports. The open space will be used for outdoor passive or active recreation uses and afford students the opportunity to relax and reflect.

The proposed pedestrian system will make the Campus more pedestrian friendly and safe. (See Appendix A, Figure K, Proposed Open Space and Pedestrian System.) A new path will be created to

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connect the proposed Academic Center to the path network; the network will remain centered in the core of the Campus, thus minimizing conflicts with vehicles. (See Appendix A, Figure K.)

Signage

The University is committed to enhancing its visual and graphic communications on-Campus.

Public Utilities

There are no current plans for any utility expansions for the University, and no special utility development conditions are expected to be required within the next ten years. General upgrades and improvements are, however, anticipated as part of the master plan implementation.

Athletic and Other Recreational Facilities

In 2003, the University opened the Trinity Center for Women and Girls in Sports. It is a state-of-the-art athletic, recreational and educational complex located in the center of Trinity's Campus. It is also the nation's largest facility dedicated to women and girls in sports and is home to Trinity's NCAA Division III athletic programs and the Trinity community.

The Trinity Center is currently sufficient to satisfy the athletic needs of the University's students. The center is also open to the community and in fact, gains much of its support from neighbors of the University. Given the success of the center, the University does not have plans to upgrade the facility within the next ten years or to construct an additional athletic facility at this time.

Description of all Activities Conducted or to be Conducted Therein and of the Capacity of all Present and Proposed Campus Development

Trinity's Campus is organized according to four land use categories: academic/administrative, student/campus life/residential, support and potential investment property for mixed-use residential/healthcare/neighborhood retail. Most of the academic and administrative uses are centered in the southwest corner of the Campus, the student/campus life/residential uses comprise the northern and eastern portions of the Campus, while support services are scattered throughout the Campus. Finally, Trinity is considering the possibility of a joint venture with a private developer to develop the southeast portion of the campus. Trinity would like to maintain this flexibility in its Campus Plan. (See Appendix A, Figure J, Proposed Land Use).

The academic/administrative buildings include classrooms, laboratories, libraries, faculty offices, administrative offices, conference facilities, auxiliary services, and accessory uses such as a child development center. Student/campus life/residential uses include student and faculty housing, athletic facilities, auxiliary services, student activity facilities, and accessory uses such as a child development center. The support use consists primarily of parking.

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The layout described in this Campus Plan is largely consistent with the current organization of the Campus. (See Appendix A, Figure F, Existing Building Use and Infrastructure, and Figure J, Proposed Land Use). The construction Trinity anticipates in the coming decade will conform with the designated land use categories and will primarily replace existing structures. Therefore, the density of the proposed campus is consistent with the existing campus and adverse effects of the construction on neighboring property will be limited.

E. Sub-section 210.5 – Interim Use

The University does not request any interim uses for the Campus.

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

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

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

The Campus Plan will be implemented in a manner that fulfills the goals of the District of Columbia Comprehensive Plan. Specifically, the Plan fulfills numerous objectives of the Economic Development Element. The University is a source of jobs and a consumer of goods and services supplied by a diverse and widely distributed group of local businesses.

Additionally, the Campus Plan will fulfill major goals of the Comprehensive Plan pertaining to architectural character, building height limitations, physical and symbolic imagery, streetscapes, sidewalks, and urban parks and places. Consistent with the objectives of the Comprehensive Plan, the University intends to develop facilities and institutions offering unique opportunities for learning, teaching and research.

The Campus Plan is also consistent with the draft area element for the Upper Northeast planning area. Specifically, Trinity will preserve and enhance open space on its campus.

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

The Campus, as developed pursuant to the Campus Plan, will not exceed the maximum permitted gross floor area prescribed for the Campus. If all proposed development is constructed, the FAR for the Campus will be .72. (See Appendix A, Figure O - Space Summary Chart).

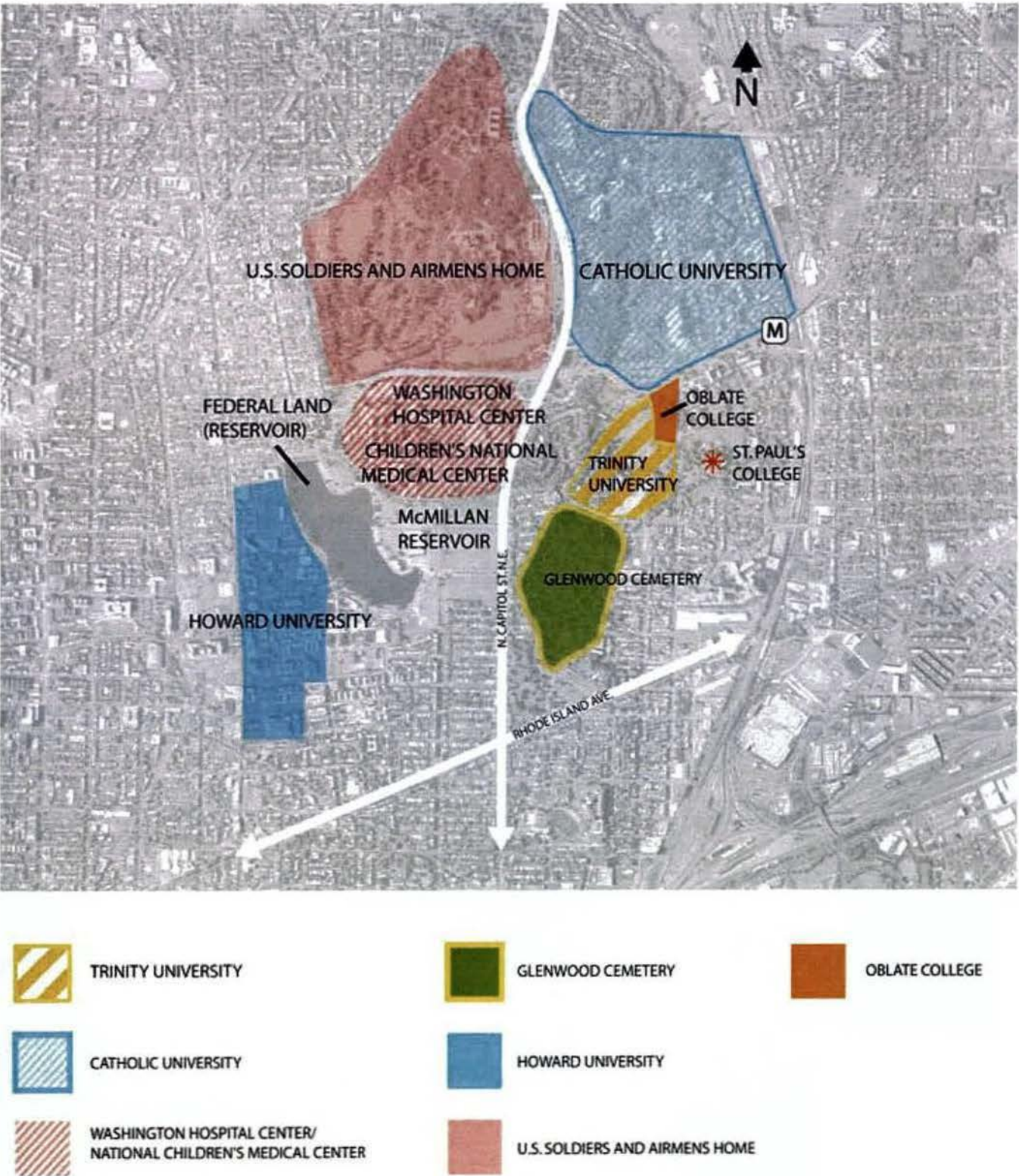
I. Sub-section 210.9 – Referral to the District of Columbia Office of Planning and the District of Columbia Department of Transportation

The Campus Plan application will be referred to the Office of Planning, the Department of Public Works, and the District Department of Transportation for their review and report.

Appendix A

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Figure A: Site Location



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Figure B: Existing Zoning

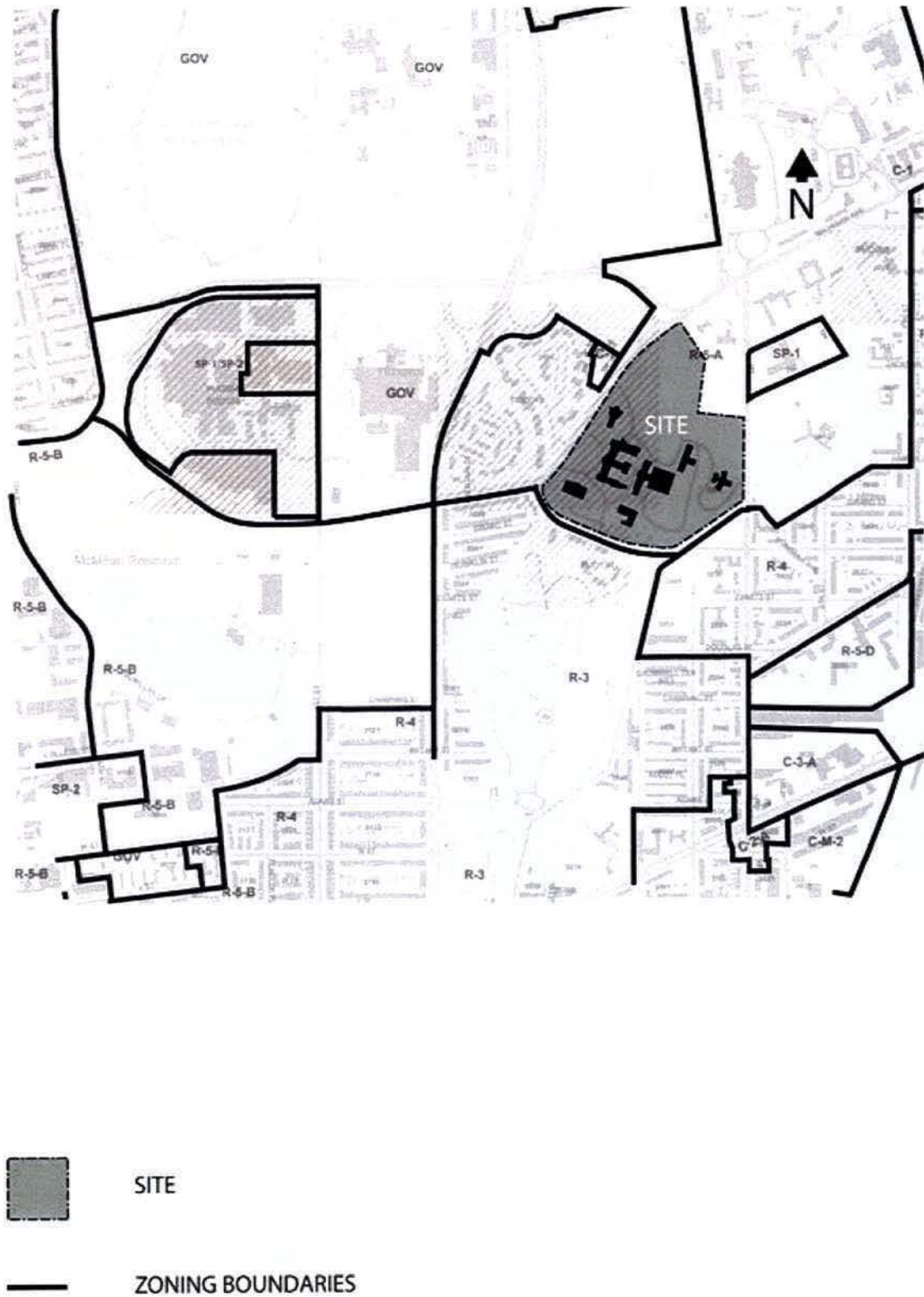
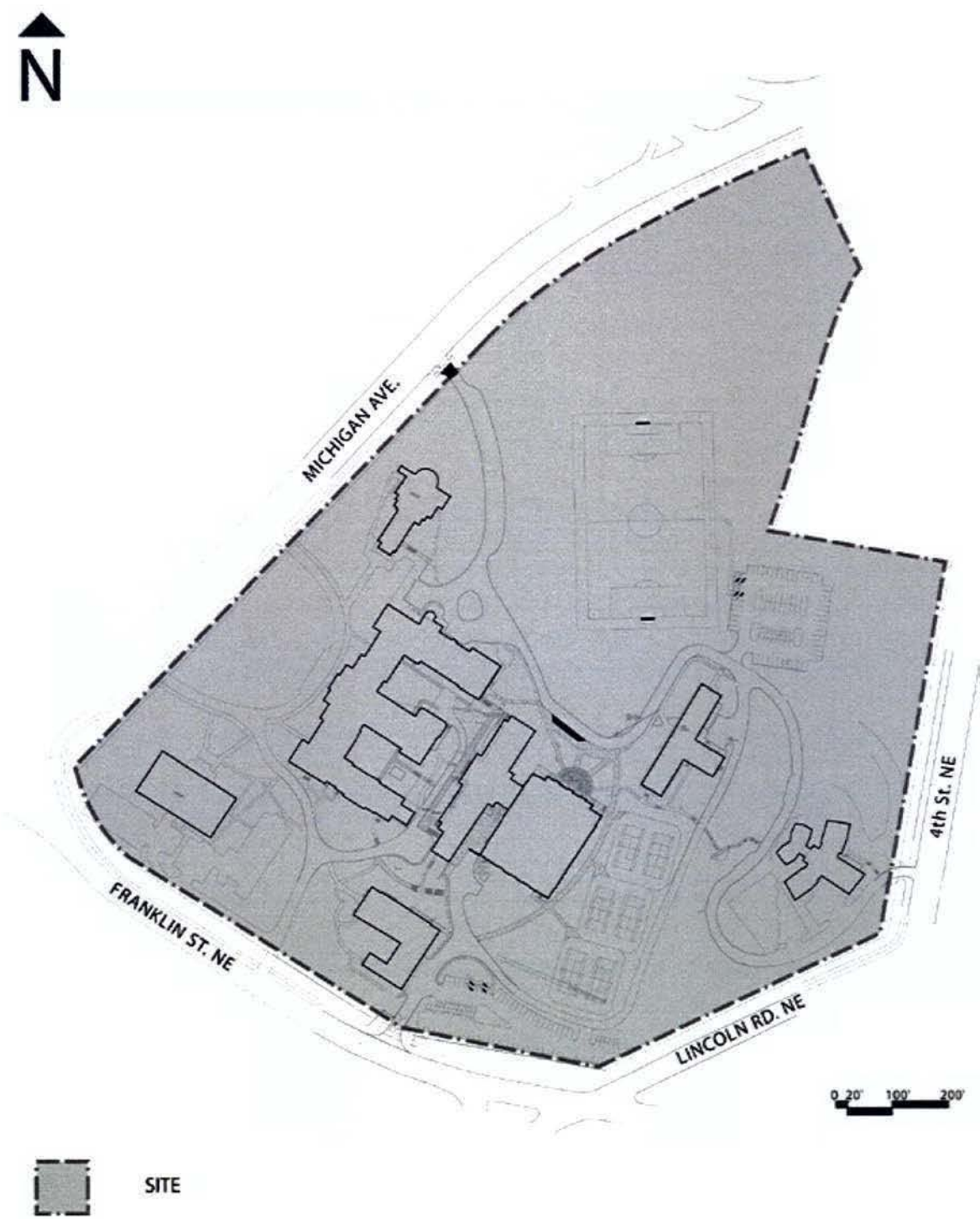
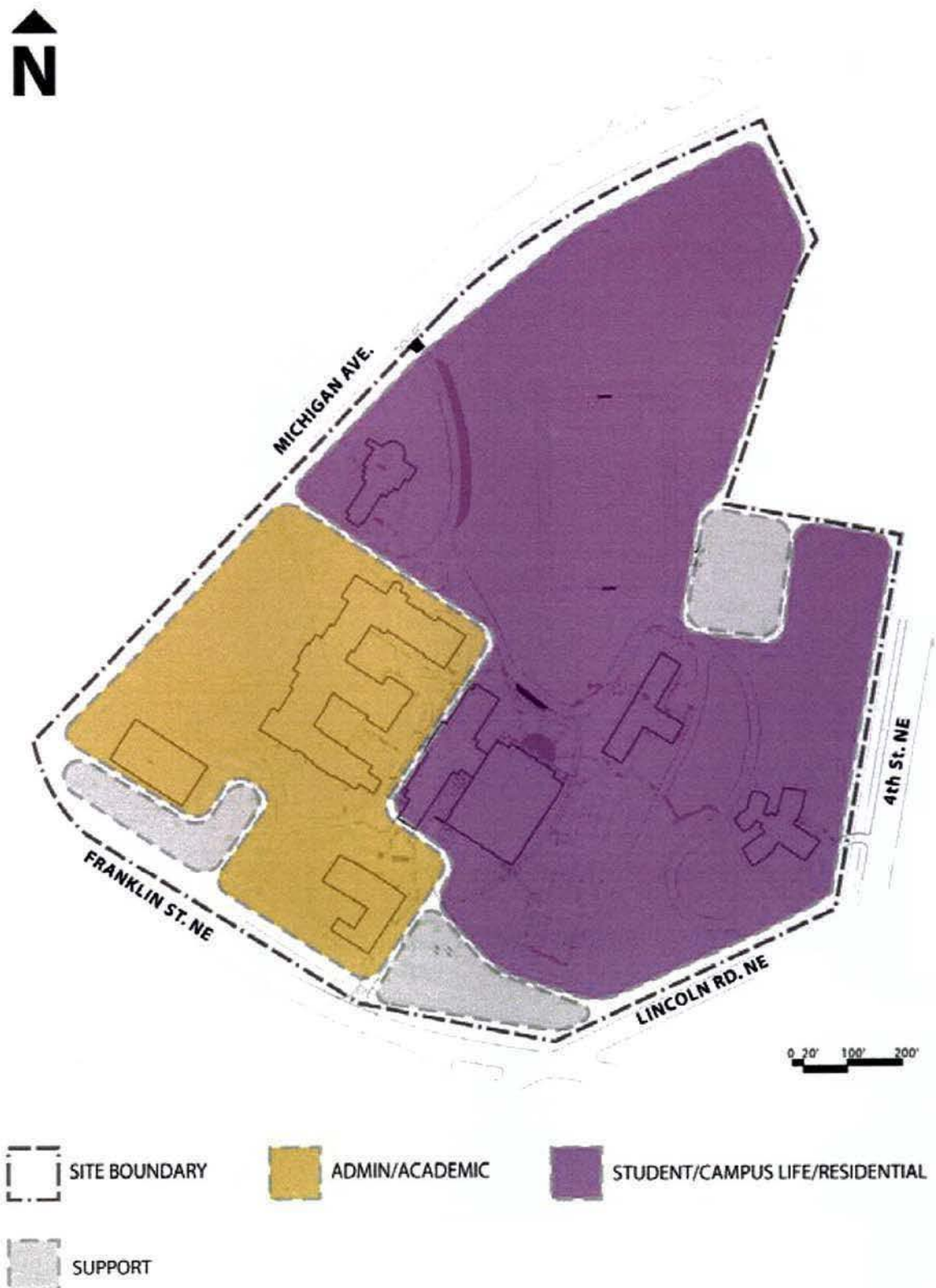


Figure C: Existing Property Boundary



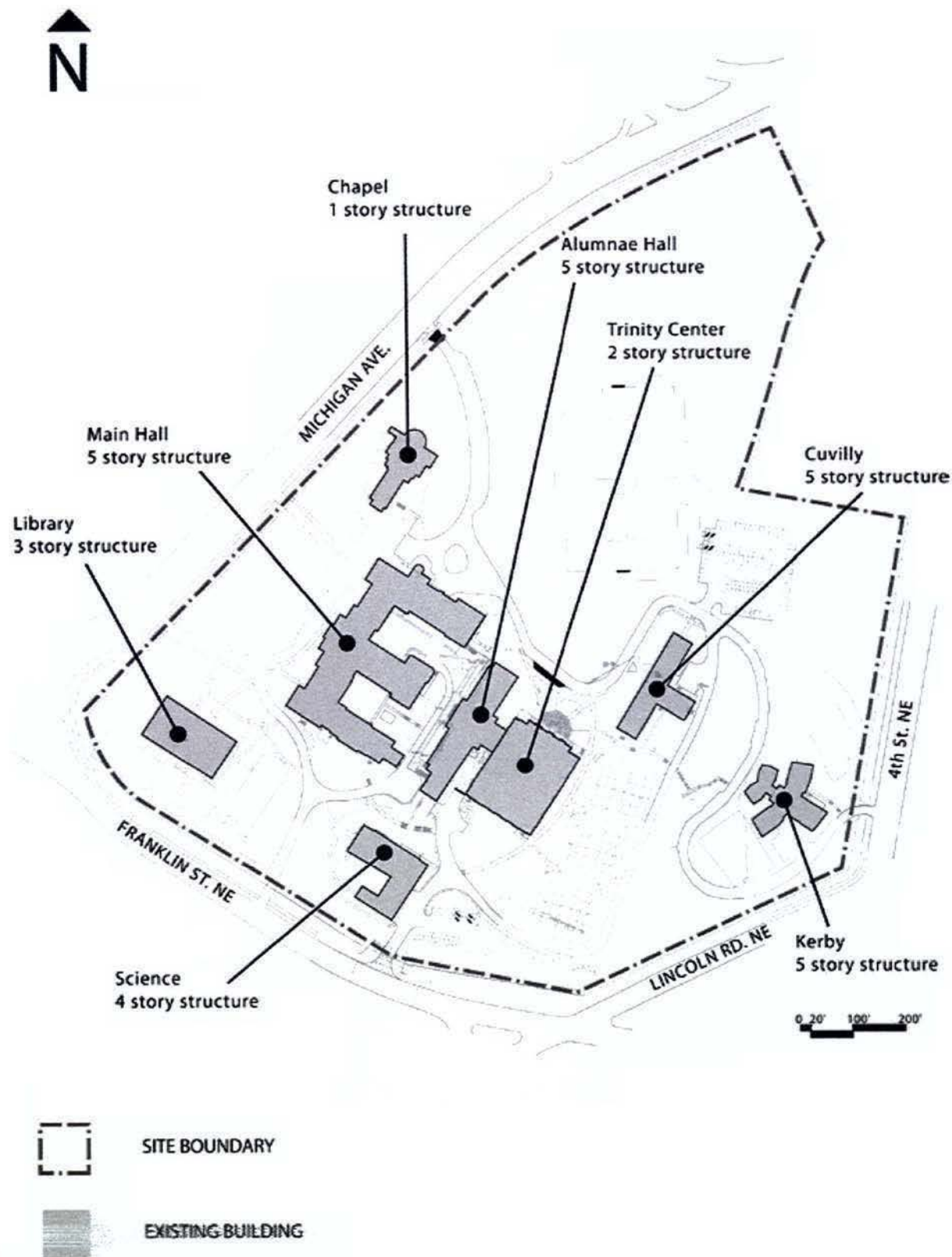
Trinity University Campus Master Plan 2006 - 2016

Figure D: Existing Land Use



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Figure E: Existing Building Heights



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Figure F: Existing Building Use

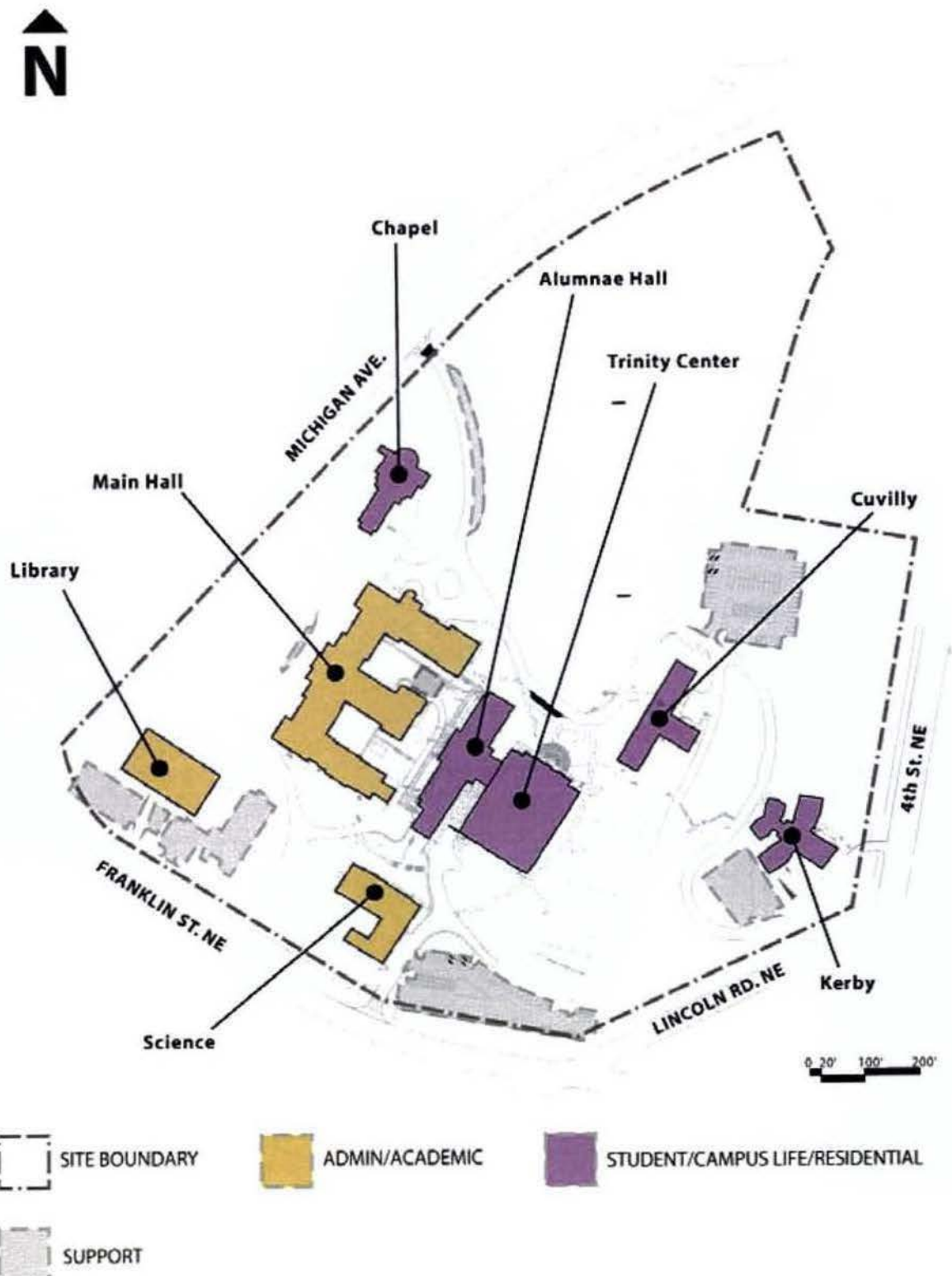
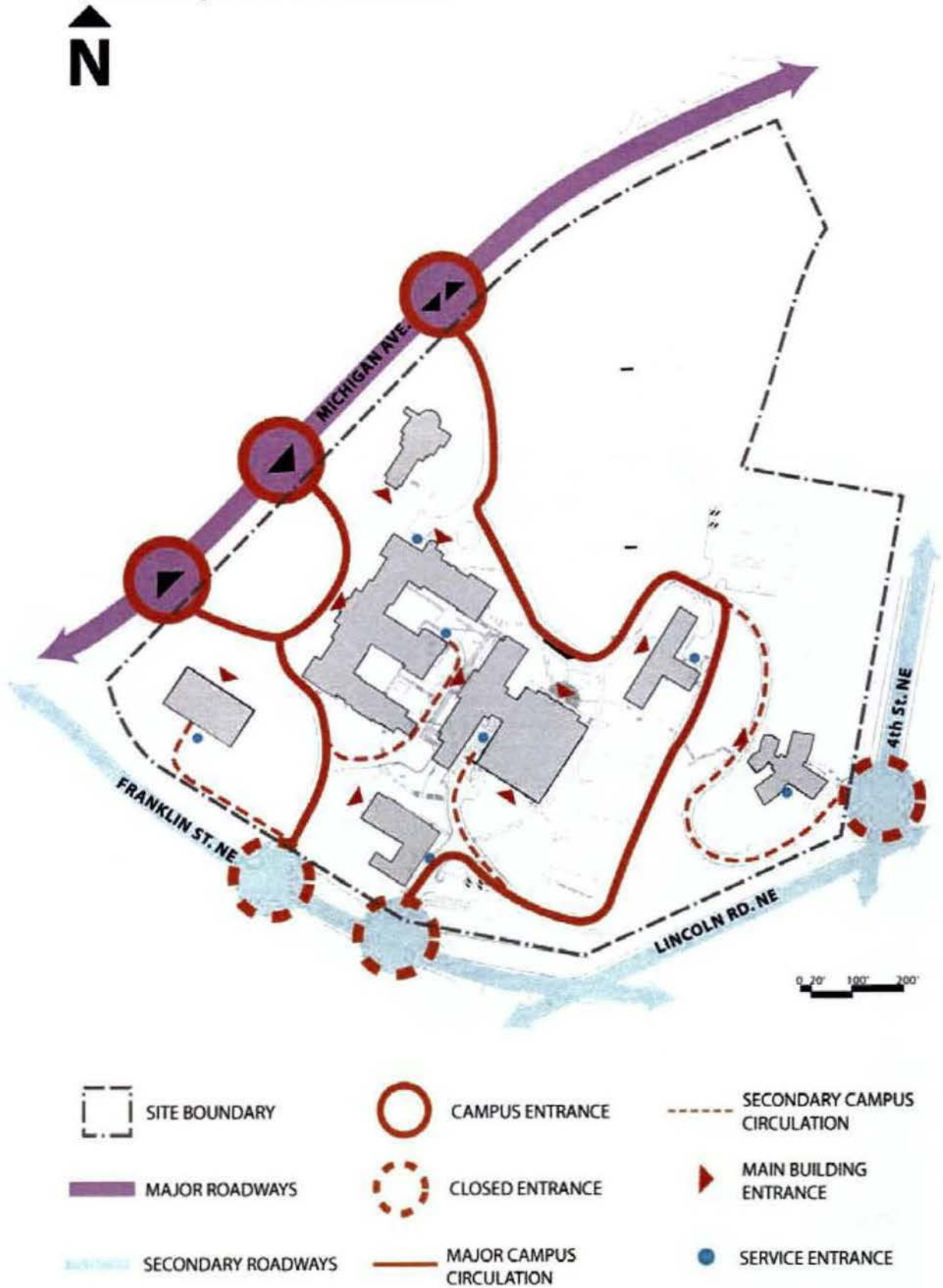


Figure G: Existing Open Space and Pedestrian System



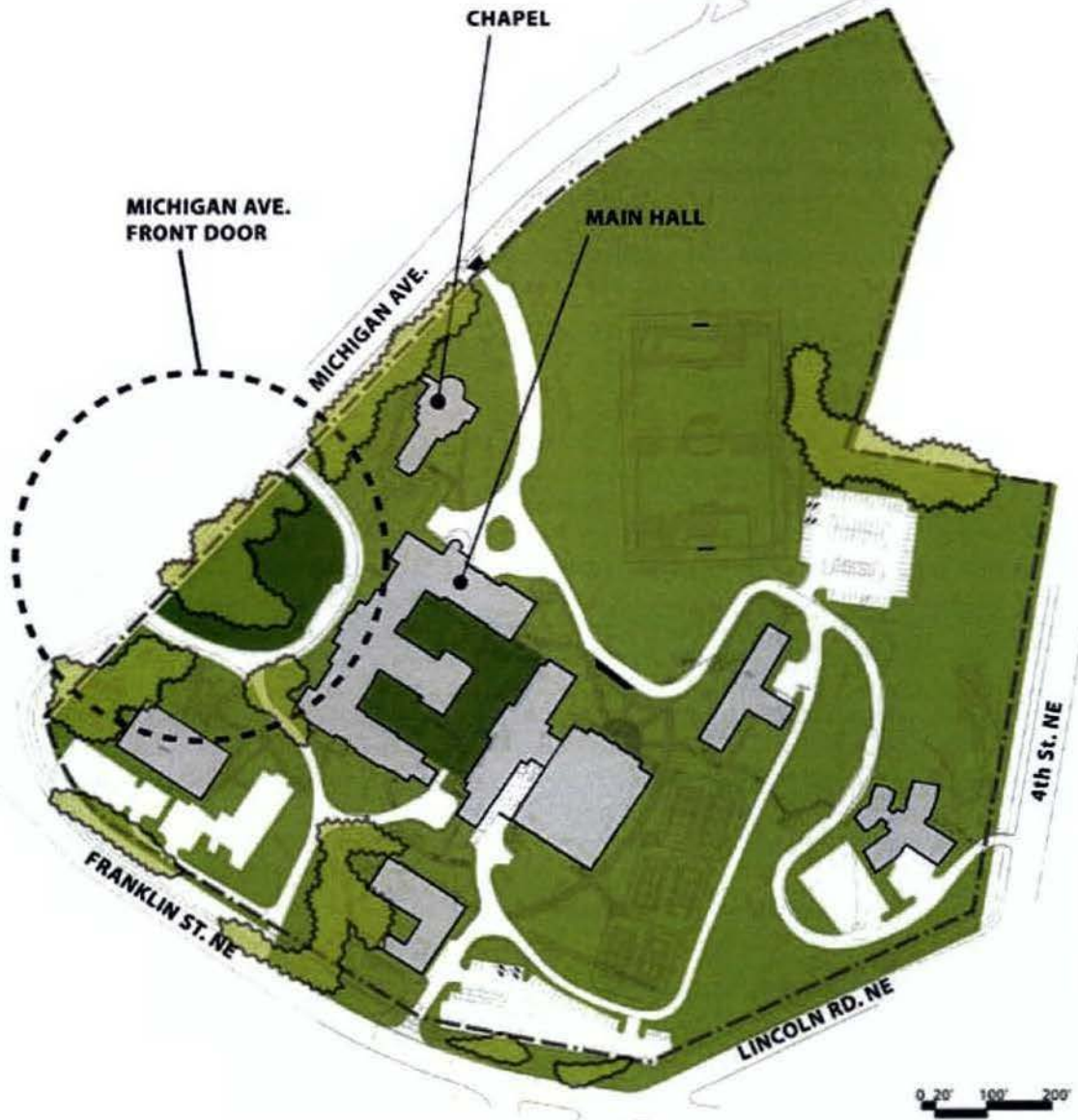
Trinity University Campus Master Plan 2006 - 2016

Figure H: Existing Vehicular Circulation Network



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Figure I: Existing Site Amenities



SITE BOUNDARY



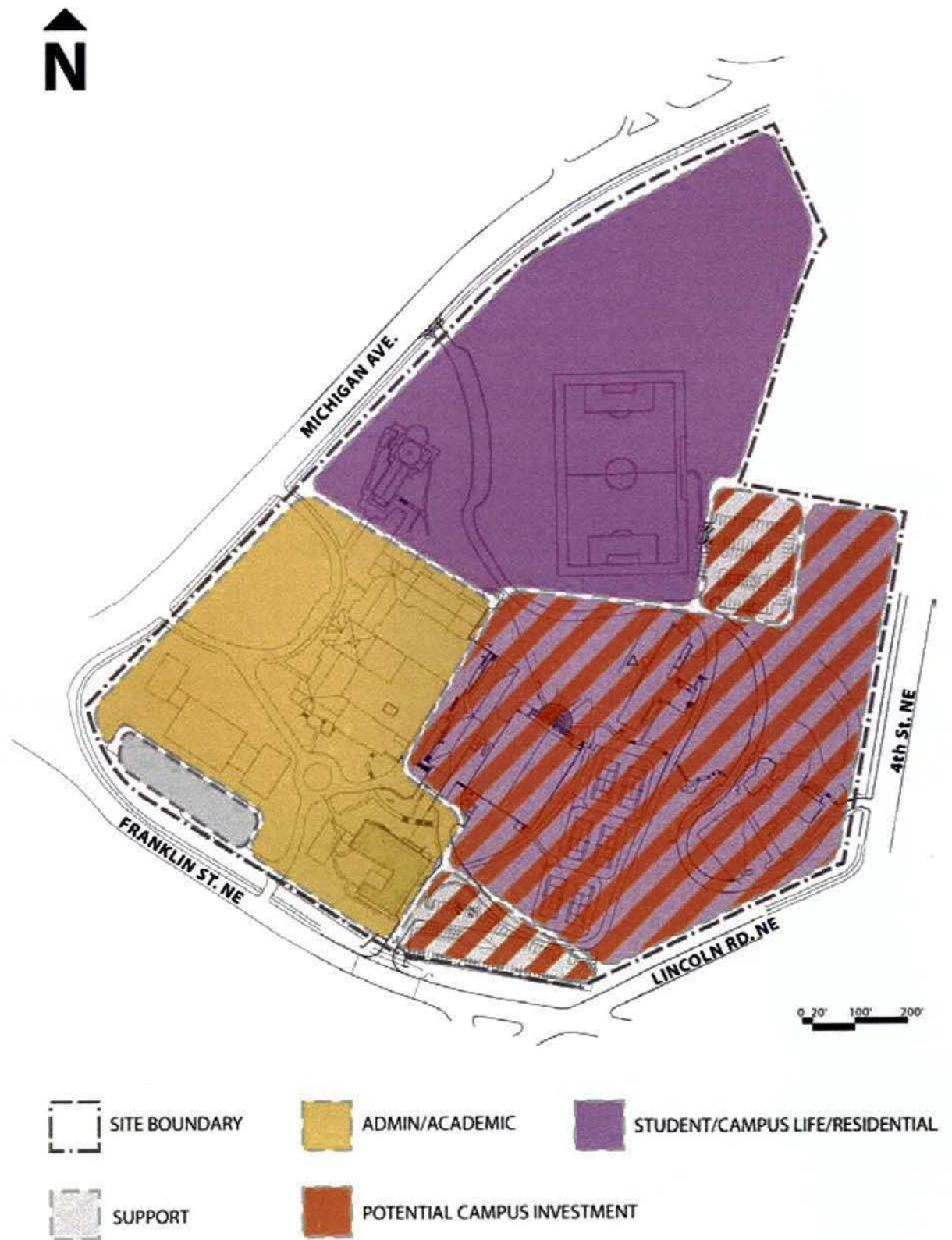
INFORMAL LANDSCAPE/
OPENSOURCE



FORMAL LANDSCAPE/
PLAZA

Trinity University Campus Master Plan 2006 - 2016

Figure J: Proposed Land Use



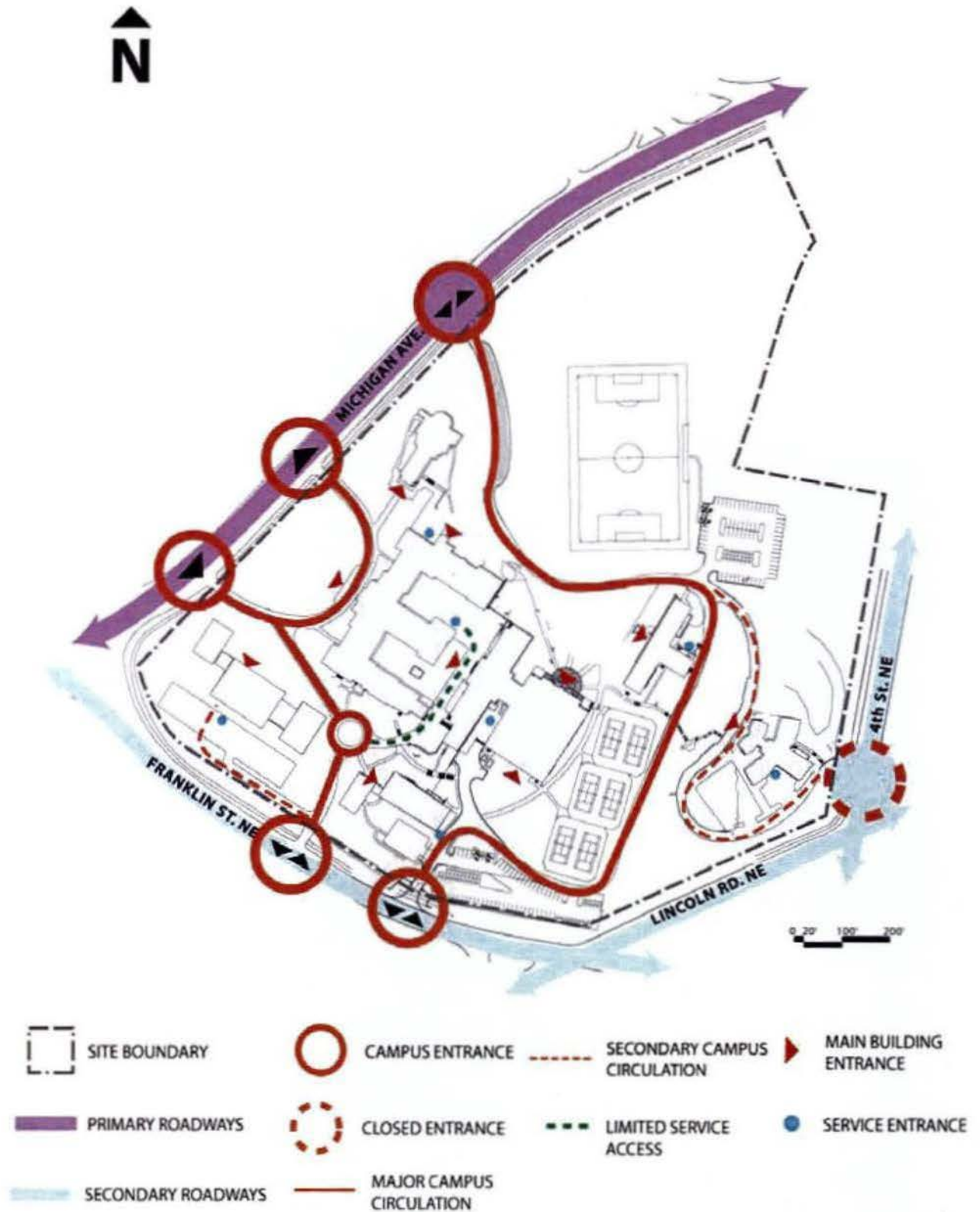
Trinity University Campus Master Plan 2006 - 2016

Figure K: Proposed Open Space and Pedestrian System



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Figure L: Proposed Vehicular Circulation



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Figure M: Existing Campus vs. Proposed



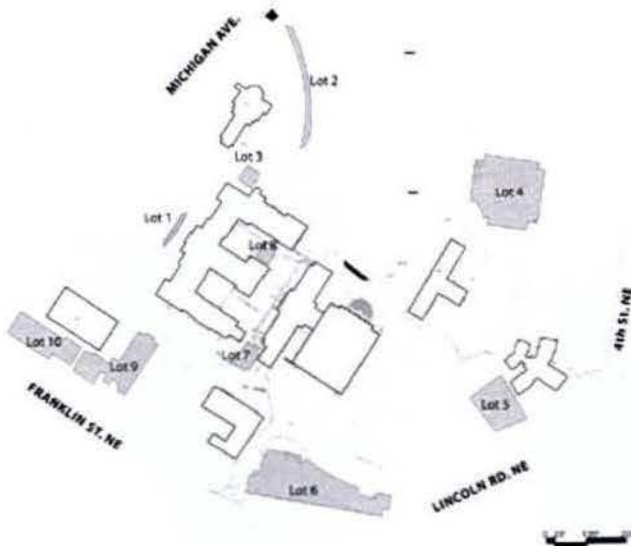
Trinity University Campus Master Plan 2006 - 2016

Figure N: Existing Parking vs. Proposed

Lot 1 - 18 spaces
 Lot 2 - 34 spaces
 Lot 3 - 12 spaces
 Lot 4 - 84 spaces
 Lot 5 - 34 spaces
 Lot 6 - 100 spaces
 Lot 7 - 13 spaces
 Lot 8 - 5 spaces
 Lot 9 - 39 spaces
 Lot 10 - 41 spaces

Total 378 spaces

*see parking inventory in the
 Traffic and Transportation Study
 as provided by Grove Slade



Existing Parking



Lot 1 - 18 spaces
 Lot 2 - 34 spaces
 Lot 3 - Demo
 Lot 4 - 84 spaces
 Lot 5 - 34 spaces
 Lot 6 - 100 spaces
 Lot 7 - 13 spaces
 Lot 8 - 5 spaces
 Lot 9 - Demo

New Lot A - 80 spaces
 New Lot B - 20 spaces

Total 376 spaces



Proposed Parking



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Figure O: Space Summary Chart

	Existing	Demo	Renovation	New Construction	Proposed
Alumnae Hall	65,700 sf				65,700 sf
Cuvilly Hall	71,168 sf	(71,168 sf)		200,000 sf	200,000 sf
Kerby	51,980 sf				51,980 sf
Library	39,000 sf	(39,000 sf)			0 sf
Main Hall	225,000 sf				225,000 sf
Notre Dame Chapel	20,925 sf				20,925 sf
Science	42,060 sf		42,060 sf		42,060 sf
Trinity Center	58,164 sf				58,164 sf
University Academic Center				180,000 sf	180,000 sf
Total	573,997 sf				843,829 sf
					Net Increase: 269,832 sf
					Campus Area: 1,171,600 sf
					Existing FAR: 0.49
					Proposed FAR: 0.72

Figure P: Population Summary

	Present	Projected
Full Time Faculty	56	70
Part Time Faculty	180	250
Staff	136	150
Students	1600	*2700
Total	1972	3170

*3000 enrolled total, 2700 of which are physically on campus

Trinity University Campus Master Plan 2006 - 2016

Figure Q: Proposed Landscape Plan



Appendix B



MEMORANDUM

TO: Smith Group Inc

FROM: Gorove/Slade Associates, Inc.

DATE: September 8, 2006

SUBJECT: Trinity University
Summary of Parking and Traffic Analysis

INTRODUCTION

This memo summarizes the findings of a combined parking demand and existing traffic impact analysis conducted in conjunction with the preparation of a transportation master plan document for Trinity University in Northeast, Washington, DC. The Trinity University campus is bounded by Michigan Avenue NE to the north, Franklin Street NE to the south and west, Lincoln Road NE to the south, and portions of 4th Street NE to the east.

PARKING DEMAND METHODOLOGY

To project the future parking demand for the Trinity University campus, a parking demand model was created to replicate a "Design Day". A "Design Day" represents typical weekday peak parking activity that may only be exceeded on a few occasions during the year. The present parking accumulations were used and the highest weekday accumulation chosen with consideration given to class schedule for a typical day.

The "Design Day" model took into consideration historical trends observed in the occupancy, results from the transportation and parking survey, the present schedule of classes, and current school population, and anecdotal evidence.

The model was made sensitive to changes in the current population of Staff (136), Faculty (236), and Student (1600). A new parking demand was derived from the expected increase in the population. It is anticipated that a total of 140 Staff, 348 faculty members and 2700 students would occupy the campus in the future. This would result in a peak parking demand of 372 vehicles.

A cushion of spaces in excess of the calculated demand of 372 is usually recommended to reduce the search time used to cruise for the last few available spaces, as well as the circulation of vehicles moving in and out of the lots. This also allows for any unanticipated increase in parking and temporary loss of spaces due to improper parking and other eventualities such as construction. For some uses such as major shopping centers, a 10% to 15% increase in the number of spaces would be recommended; however, given the

relative difference in the parking demand for the University when compared to uses like a shopping center, and the fact that Trinity University has relatively simple parking layouts, the increase is not required. Based on these facts, and to maintain conservatism in engineering analyses, we recommend a modest increase of 5% to the calculated demand, or an “effective demand” of 391 parking spaces.

DATA SUMMARY

Existing Traffic Operations

- 1) Traffic counts were conducted on Wednesday September 28, 2005 between 6AM and 9AM for the morning peak and 4PM and 7PM in the afternoon. The AM peak hour for the system of intersections being studied occurred between 7:45 AM and 8:45 AM; the PM system peak hour occurred between 4:30 p.m. and 5:30 p.m. Continuous tube counts were taken of vehicles entering and leaving the campus between September 29, 2005 and October 6, 2005
- 2) **Figure 1** shows how traffic approaches and leaves Trinity University. This was derived from existing travel patterns identified during data collection
- 3) The *Highway Capacity Manual 2000* (HCM) methodology using the *Synchro 6* software was used to generate Level of Service (LOS) estimates for each of the intersections. The LOS results are shown in **Figure 2 (morning peak)** and **Figure 3 (afternoon peak)**.

Future Traffic Operations

Reconfiguration of Site Access & Driveways

The Trinity University Campus Master Plan calls for the reconfiguration of certain access points and driveways. The proposed configuration is shown in Figure 4. It is proposed that the two access gates on Franklin Street NE would be reopened. This would allow an easier and more convenient access to the parking facilities on the south side of the campus.

The limited service access, indicated by the green dotted lines, will serve a dual purpose in providing a pedestrian friendly transportation facility which is also used occasionally for service vehicles. General campus traffic will not use the areas designated ‘limited service areas’, but will use those areas designated ‘major campus circulation’, and ‘secondary campus circulation’ (red lines) to access parking areas and buildings.

Future Traffic Conditions and Trip Generation

The survey conducted by Trinity University was used to develop a vehicle trip generation model from information gathered about travel and parking behaviors of students, faculty. The model uses the

commuting trends of the present population to determine the number of trips that will be generated by the growth of the University. The existing trip generation collected from recent counts at the various access points were used to calibrate the model. Table 1 below shows the new trips that would be generated from the increase in population at Trinity University.

Table 1 – Trip Generation

Trinity University	Trip Generation					
	AM Peak Hour			PM Peak Hour		
	In	Out	Total	In	Out	Total
Existing Trips (Existing Population)	112	28	140	95	76	171
New Trips (Proposed Increase)						
4 Staff, 112 Faculty, 1100 Students	79	20	99	100	63	163
Total Trinity University Future Trips	191	48	239	195	139	334

A conservative 1% growth rate was applied to existing traffic to account for ambient growth that may occur over the two year build out of the campus master plan. The existing campus trips were then redistributed to reflect new patterns that may arise from the opening of the gates on Franklin Street. The trips generated by the proposed increase in population was distributed on the road network according to existing trip patterns, knowledge of the area, and the proposed configurations of driveways and campus access points. The transportation network was analyzed using the new traffic forecast and existing lane use and traffic controls. Figures 5 and 6 show the expected traffic conditions in the future.

Figure 5 shows that all intersections within the study area would continue at levels of service consistent with existing conditions. In the morning hours, vehicles exiting the gates to the south/southwest side of the campus may experience delays caused by queues from the nearby Franklin Road/Michigan Avenue and Franklin Street/Lincoln Road intersections. However, these queues usually dissipate quickly after the Franklin Street gets the green light at these intersections. For the afternoon peak hours, vehicles exiting from the Cuvilly access gate may experience delays as a result of traffic and queues along Michigan Avenue. Northbound Michigan Avenue traffic sometimes experiences lengthy queues from as far as the Irving Street/Michigan Avenue to the Cuvilly access gate and beyond. It should be noted that the access gates at both ends (north gate and Cuvilly and the two gates at the south side of the campus) do not experience capacity levels of service in the same peak period, so the new configuration would give motorist a choice of using an alternate exit in case of lengthy delays on the other end. Vehicles entering the campus experience little or no delays in both the AM and PM peaks.

Parking Operations

- 1) **Table 2** shows the total parking inventory by lot and type.
- 2) **Table 3** and **Table 4** show the parking occupancy by type and lot, respectively.
- 3) **Figure 7** shows the weekly parking accumulation from tube count data collection.
- 4) **Figure 8** shows the existing demand for parking for a typical weekday.
- 5) **Figure 9** shows the future demand for parking given the increased population at the school.

Other survey Results

- 1) Mode Splits
 - a. Faculty, Staff, Students
- 2) Reason for Mode Choice
- 3) Perception of Parking

Figure 1:
Approach Percentages

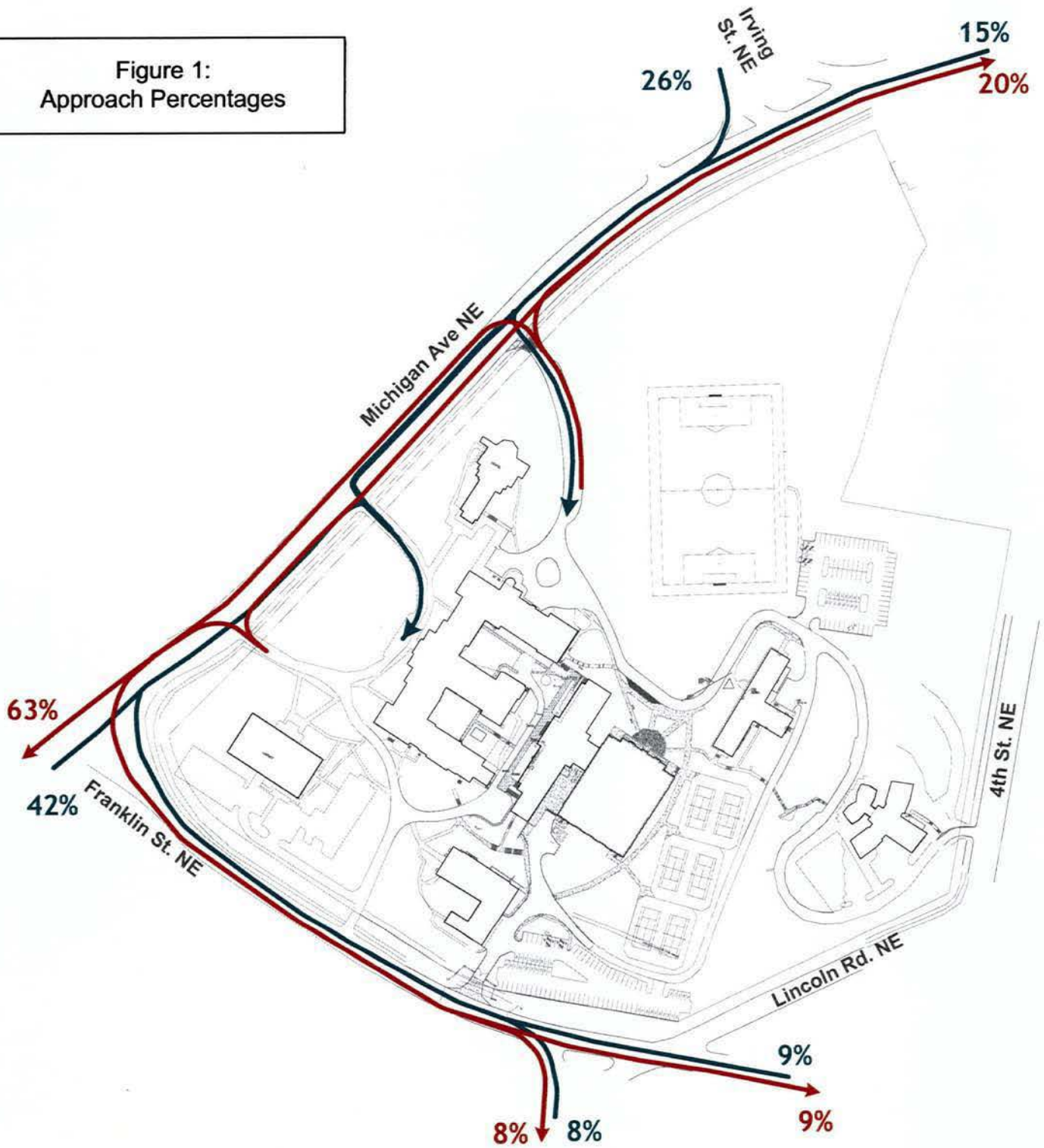


Figure 2:
Existing Intersections Operation
(Morning Peak Hour)



NOT TO
SCALE

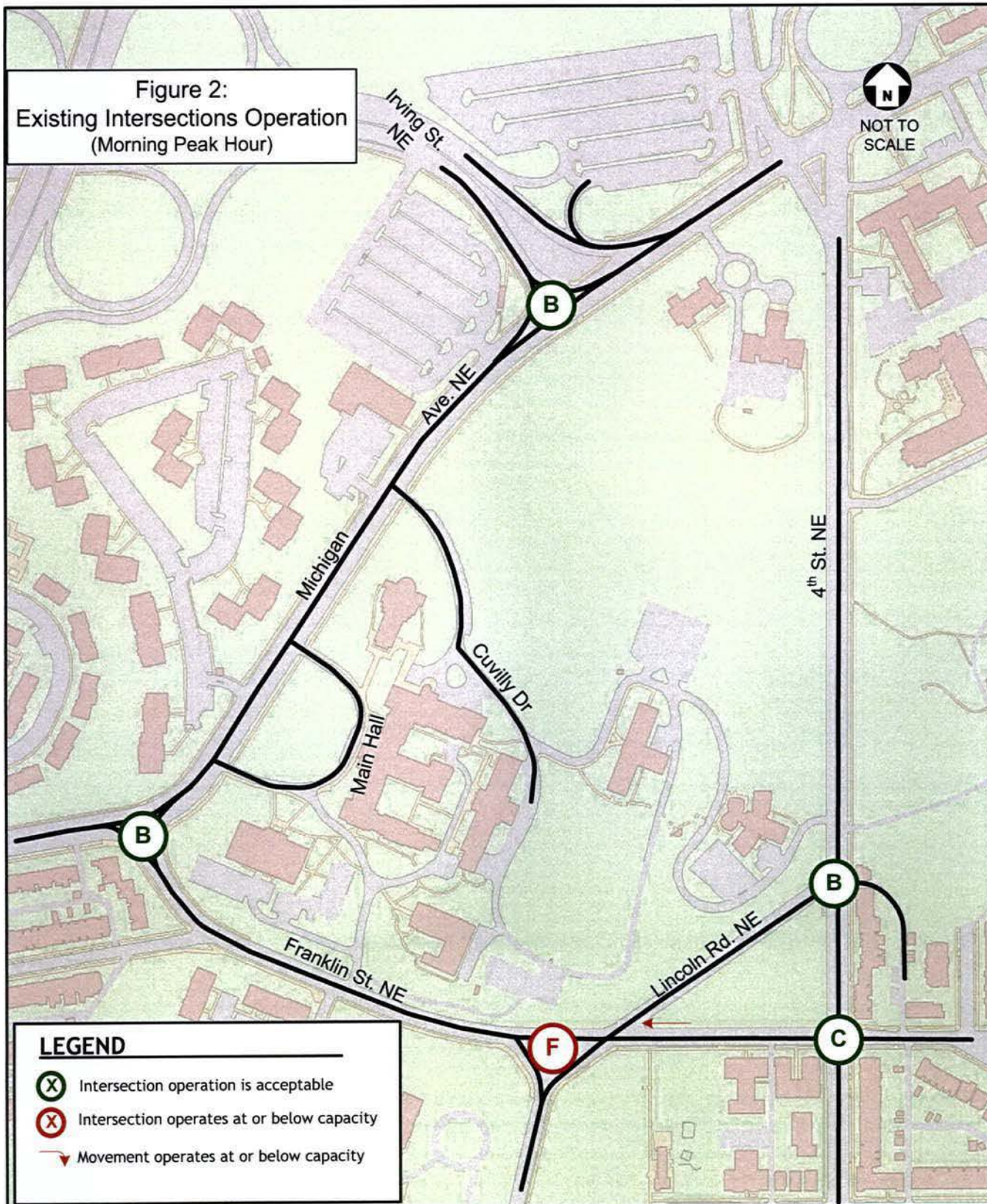
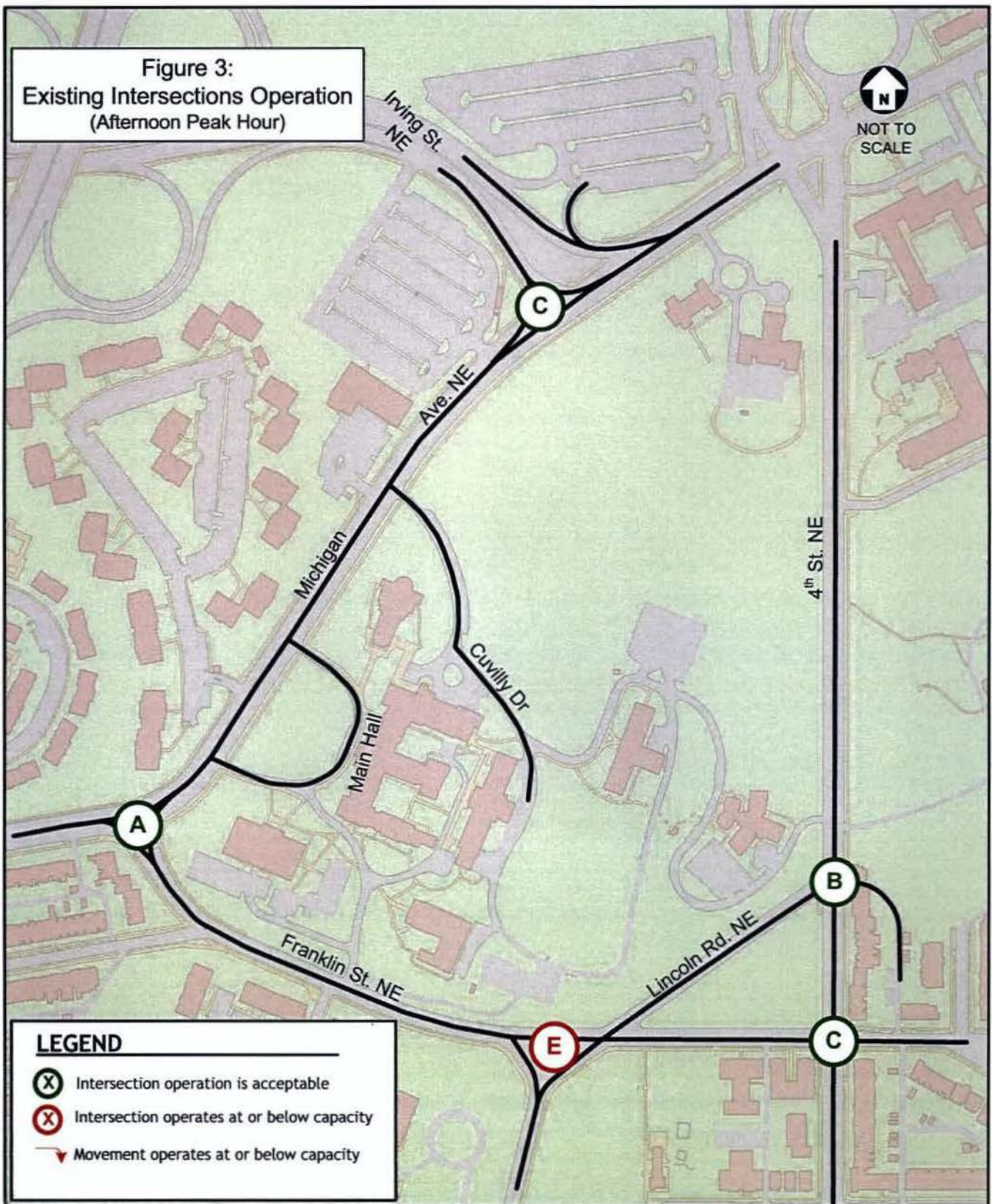


Figure 3:
Existing Intersections Operation
(Afternoon Peak Hour)



DRAFT

Trinity University Campus Master Plan 2006 - 2016

Figure 4: Proposed Vehicular Circulation

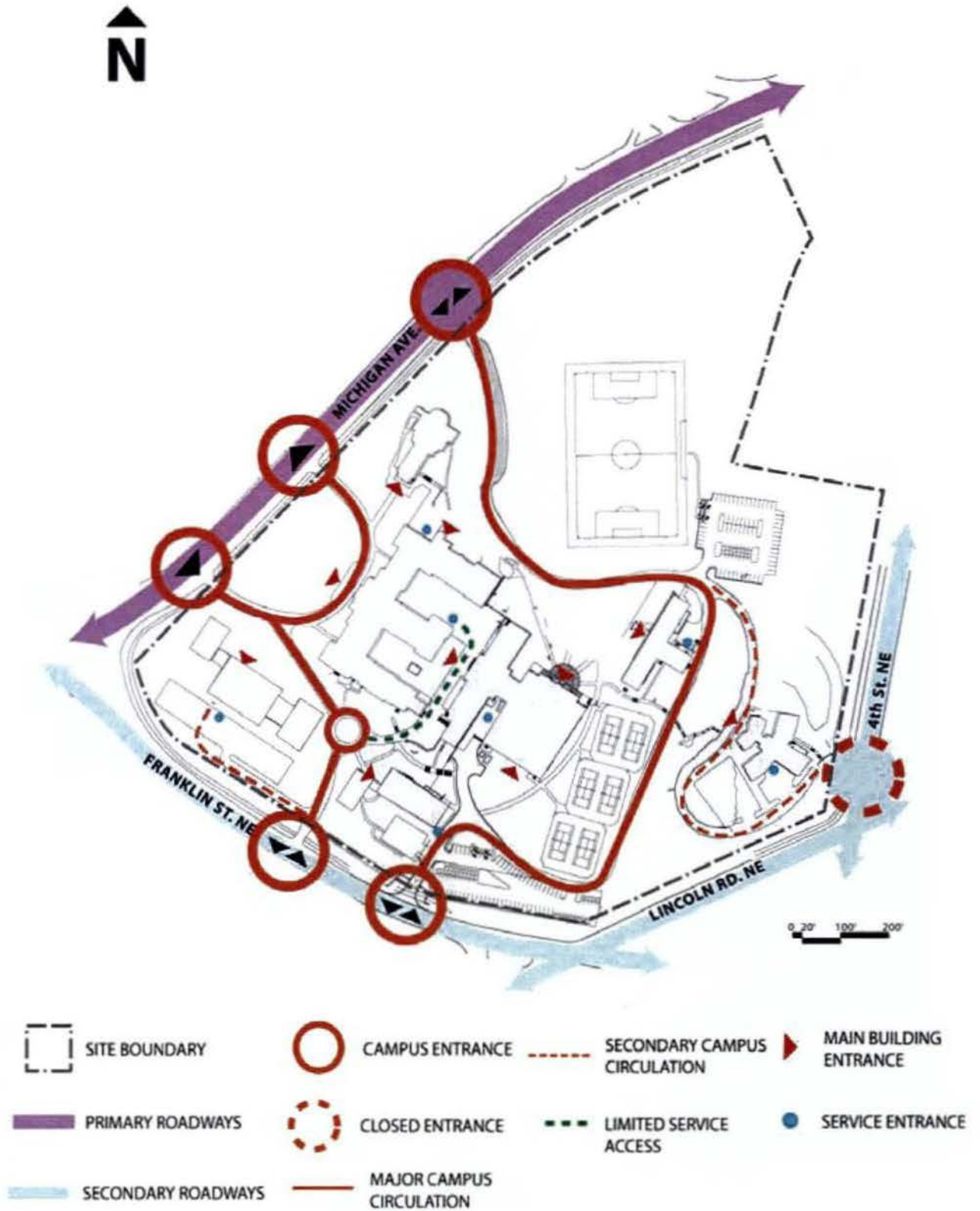
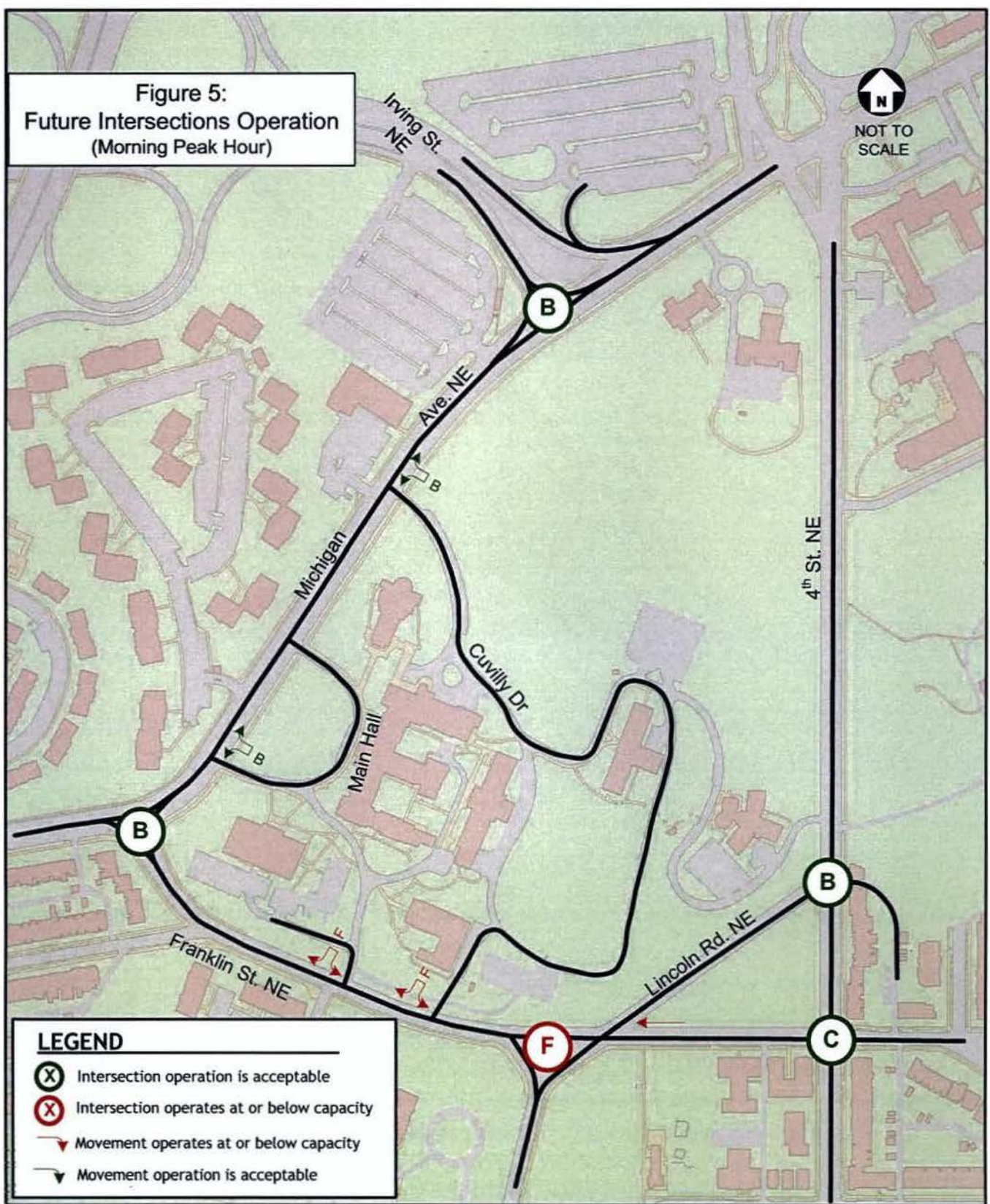


Figure 5:
Future Intersections Operation
(Morning Peak Hour)



LEGEND

- Intersection operation is acceptable
- Intersection operates at or below capacity
- Movement operates at or below capacity
- Movement operation is acceptable

Figure 6:
Future Intersections Operation
(Afternoon Peak Hour)

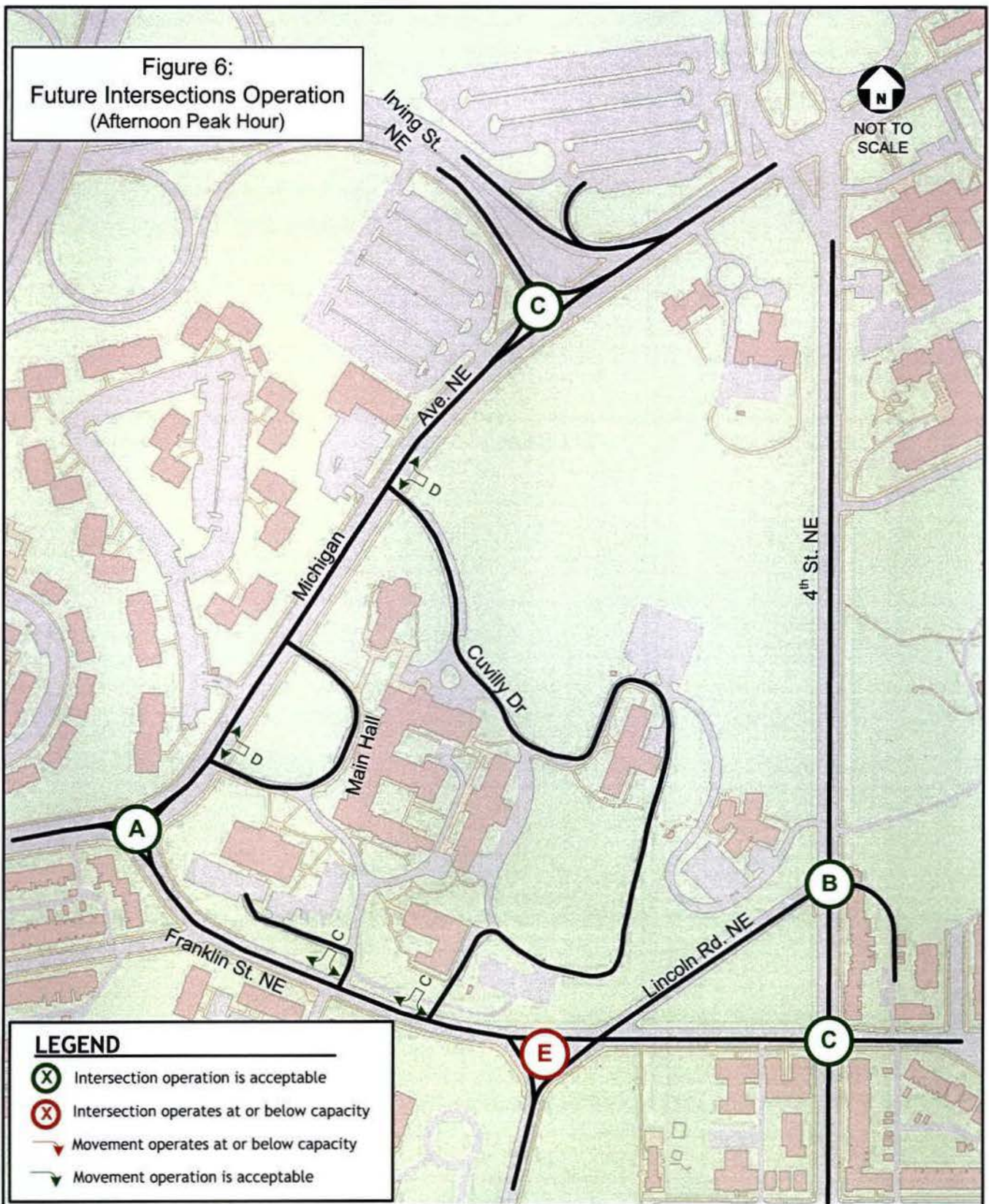


TABLE 2 - PARKING INVENTORY

TRINITY UNIVERSITY PARKING INVENTORY											
Lot #	1	2	3	4	5	6	7	Lot 8	Lot 9	Lot 10	Total
Unrestricted				78	34(Gravel)	87			37	36	272
Handicapped	3			4		4		3	2		16
Reserved	4 sisters, 2 deans		1 sister			5 (athletic staff)	1 (dining director)	2 (engineering)		5	20
Faculty/Staff		34	5				12 (6 double)				51
Student											0
Visitor			2								2
10 Minute	9 (5 coned)										9
Safety			4								4
Campus Cars						4					4
TOTALS	18	34	12	82	34	100	13	5	39	41	378

Lot Descriptions

Lot 1	Short Term Visitors, Reserved, Handicapped
Lot 2	Faculty, Staff
Lot 3	Campus safety, Visitors, Handicapped, Faculty, Staff
Lot 4	Students, Cuvilly Residents
Lot 5	Kerby Guests, Conference Attendees
Lot 6	Students, Trinity Center Members
Lot 7	Staff Only
Lot 8	Handicapped, Engineering
Lot 9	Faculty Only
Lot 10	Faculty, Staff, Students

TABLE 3 - PARKING OCCUPANCY (by Type)

TRINITY UNIVERSITY PARKING OCCUPANCY (by Type)																
	Sept-28 (2:45-4:15)		Sept-28 (6:00-6:45)		Oct-01 (9:15-9:45)		Oct-01 (12:40-1:30)		Oct-01 (5:15-6:00)		Oct-08 (9:30-10:00)		Oct-08 (11:00-11:30)		Oct-08 (12:00-12:30)	
Type	# of type occupied	%	# of type occupied	%	# of type occupied	%	# of type occupied	%	# of type occupied	%	# of type occupied	%	# of type occupied	%	# of type occupied	%
Unrestricted	109	40%	98	36%	135	50%	139	51%	151	56%	86	32%	88	32%	72	26%
Handicapped	3	19%	3	19%	9	56%	13	81%	12	75%	7	44%	10	63%	1	6%
Reserved	6	30%	6	30%	9	45%	9	45%	12	60%	10	50%	11	55%	7	35%
Faculty/Staff	58	114%	51	100%	57	112%	51	100%	71	139%	66	129%	73	143%	41	80%
Student	0		0		0		0		0		0		0		0	
Visitor	3	150%	2	100%	3	150%	3	150%	2	100%	1	50%	2	100%	1	50%
10 Minute	4	44%	6	67%	2	22%	1	11%	5	56%	1	11%	2	22%	1	11%
Safety	3	75%	0	0%	1	25%	2	50%	1	25%	3	75%	3	75%	2	50%
Illegal	3		1		2		1		10		0		0		0	
Campus Cars	2	50%	2	50%	2	50%	2	50%	2	50%	2	50%	0	0%	0	0%
TOTALS	191	50%	169	44%	220	58%	221	58%	266	70%	176	46%	189	50%	125	33%

Notes:

1. Occupancies over 100% indicate illegally parked vehicles

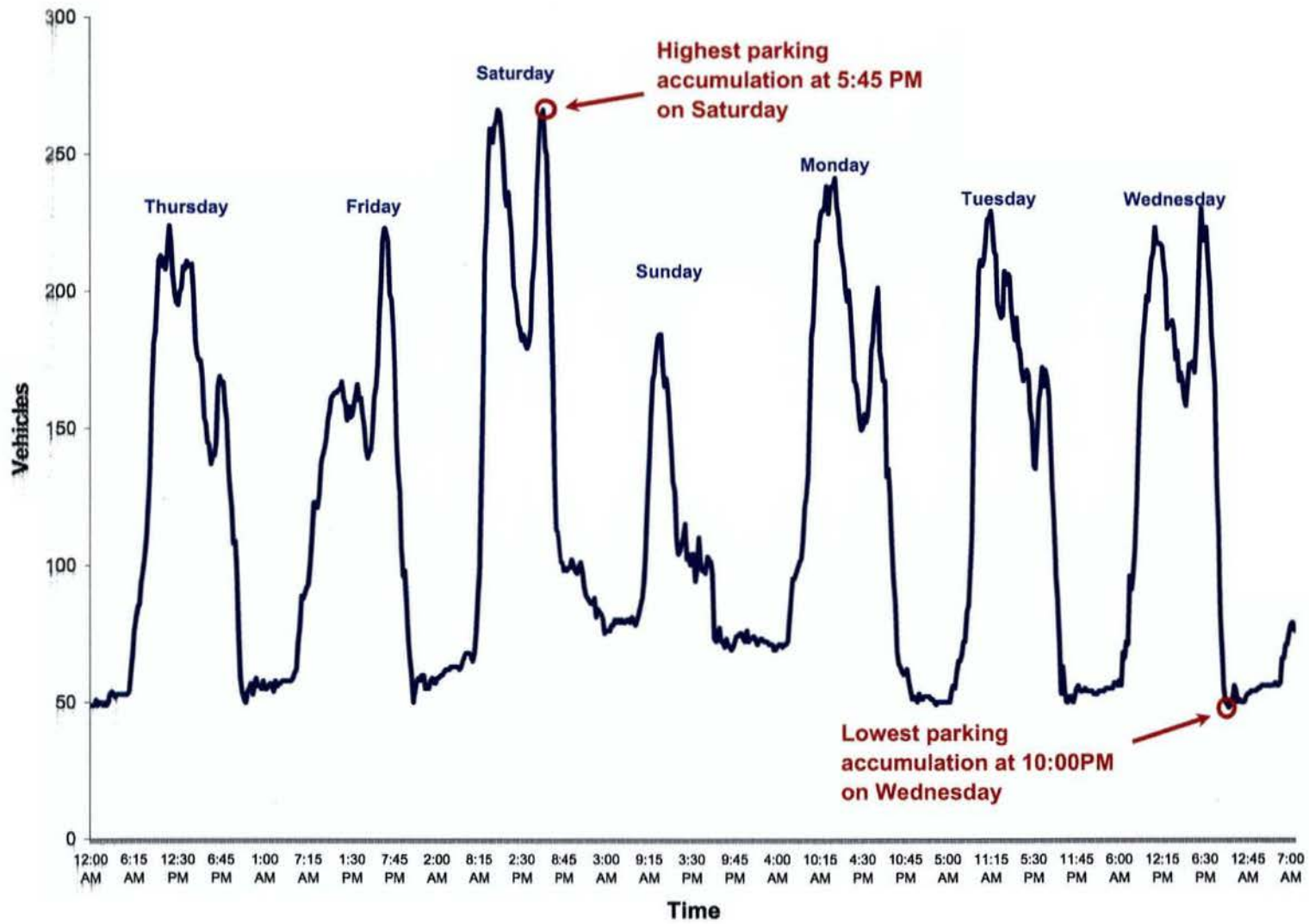
TABLE 4 - PARKING OCCUPANCY (by Lot)

TRINITY UNIVERSITY PARKING OCCUPANCY (by Lot)																
	Sept-28 (2:45-4:15)		Sept-28 (6:00-6:45)		Oct-01 (9:15-9:45)		Oct-01 (12:40-1:30)		Oct-01 (5:15-6:00)		Oct-08 (9:30-10:00)		Oct-08 (11:00-11:30)		Oct-08 (12:00-12:30)	
Type	# of cars in Lot	%	# of cars in Lot		# of type occupied	%	# of cars in Lot	%	# of cars in Lot	%	# of cars in Lot	%	# of cars in Lot	%	# of cars in Lot	%
Lot 1	14	78%	13	72%	10	56%	9	50%	14	78%	10	56%	11	61%	5	28%
Lot 2	23	68%	17	50%	15	44%	18	53%	29	85%	20	59%	24	71%	10	29%
Lot 3	11	92%	8	67%	12	100%	11	92%	8	67%	10	83%	11	92%	6	50%
Lot 4	45	55%	42	51%	73	89%	77	94%	87	106%	31	38%	35	43%	30	37%
Lot 5	6	18%	4	12%	7	21%	9	26%	10	29%	8	24%	6	18%	6	18%
Lot 6	28	28%	23	23%	21	21%	27	27%	45	45%	12	12%	12	12%	16	16%
Lot 7	3	23%	3	23%	7	54%	3	23%	7	54%	5	38%	4	31%	1	8%
Lot 8	1	20%	2	40%	4	80%	4	80%	0	0%	0	0%	0	0%	0	0%
Lot 9	28	72%	26	67%	31	79%	28	72%	38	97%	38	97%	43	110%	27	69%
Lot 10	32	78%	2	5%	40	98%	35	85%	28	68%	42	102%	43	105%	24	59%
TOTALS	191	50%	169	44%	220	58%	221	58%	266	70%	176	46%	189	50%	125	33%

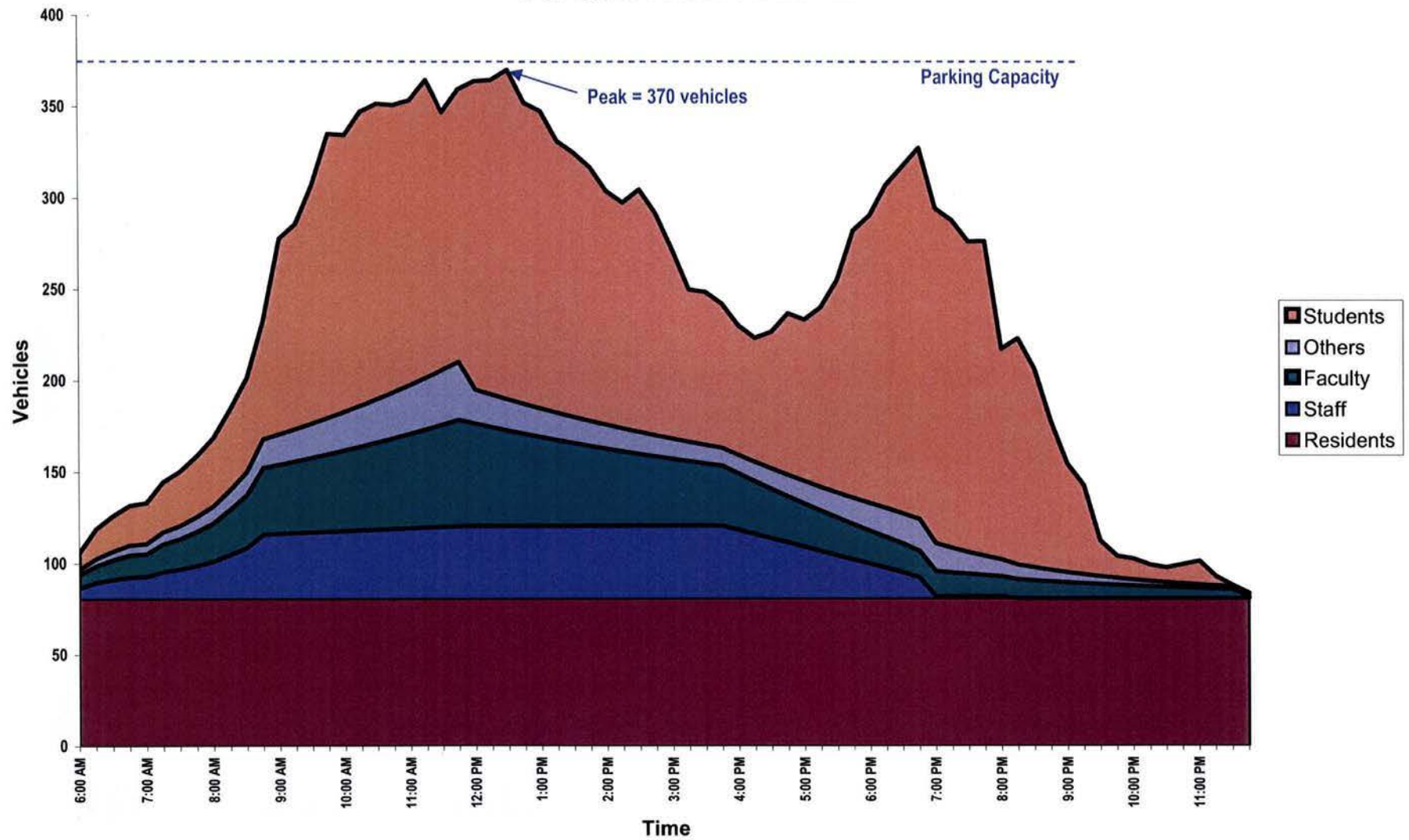
Notes:

1. Occupancies over 100% indicate illegally parked vehicles

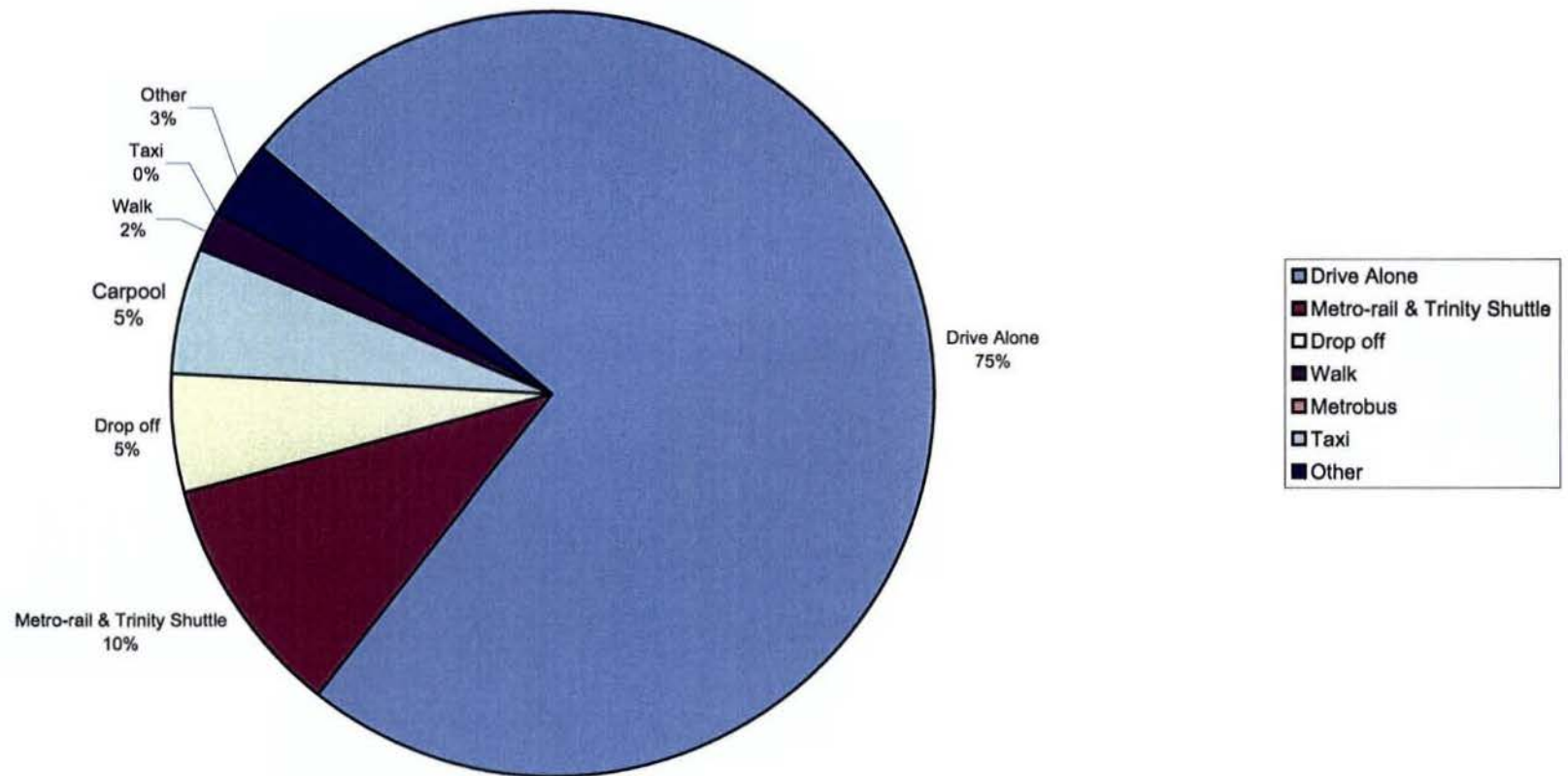
Parking Accumulations



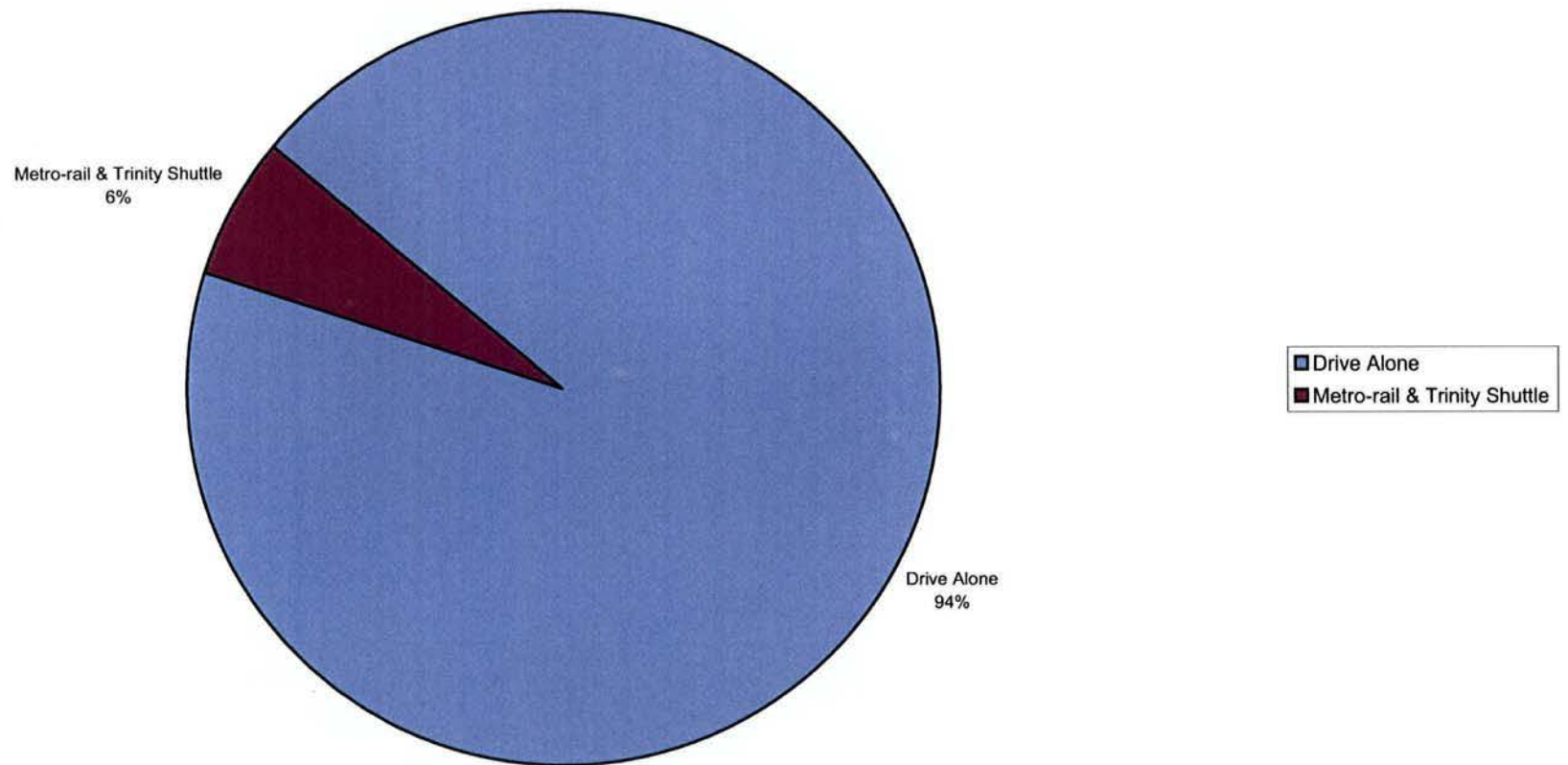
TRINITY UNIVERSITY FUTURE PARKING DEMAND



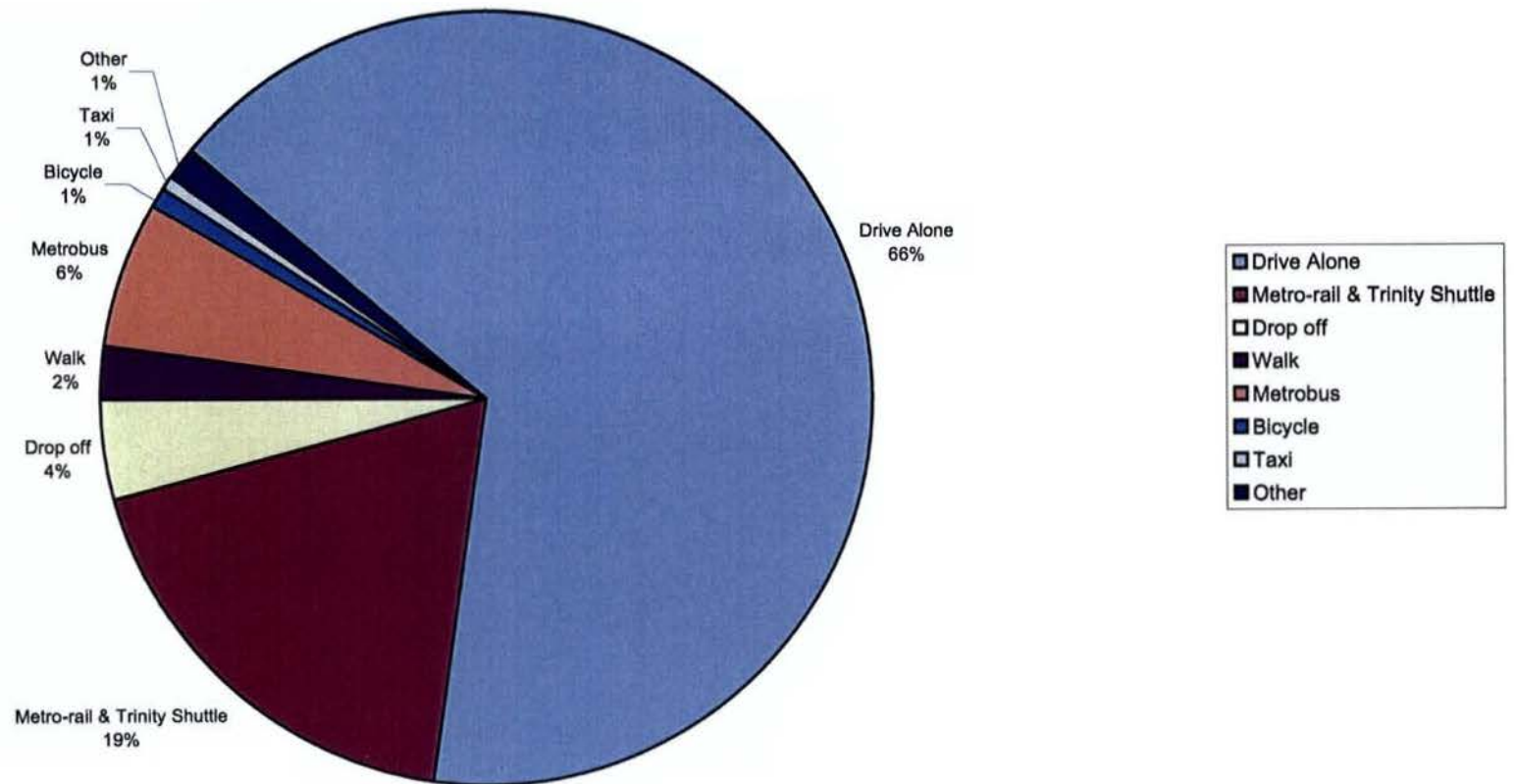
Mode Split - Staff



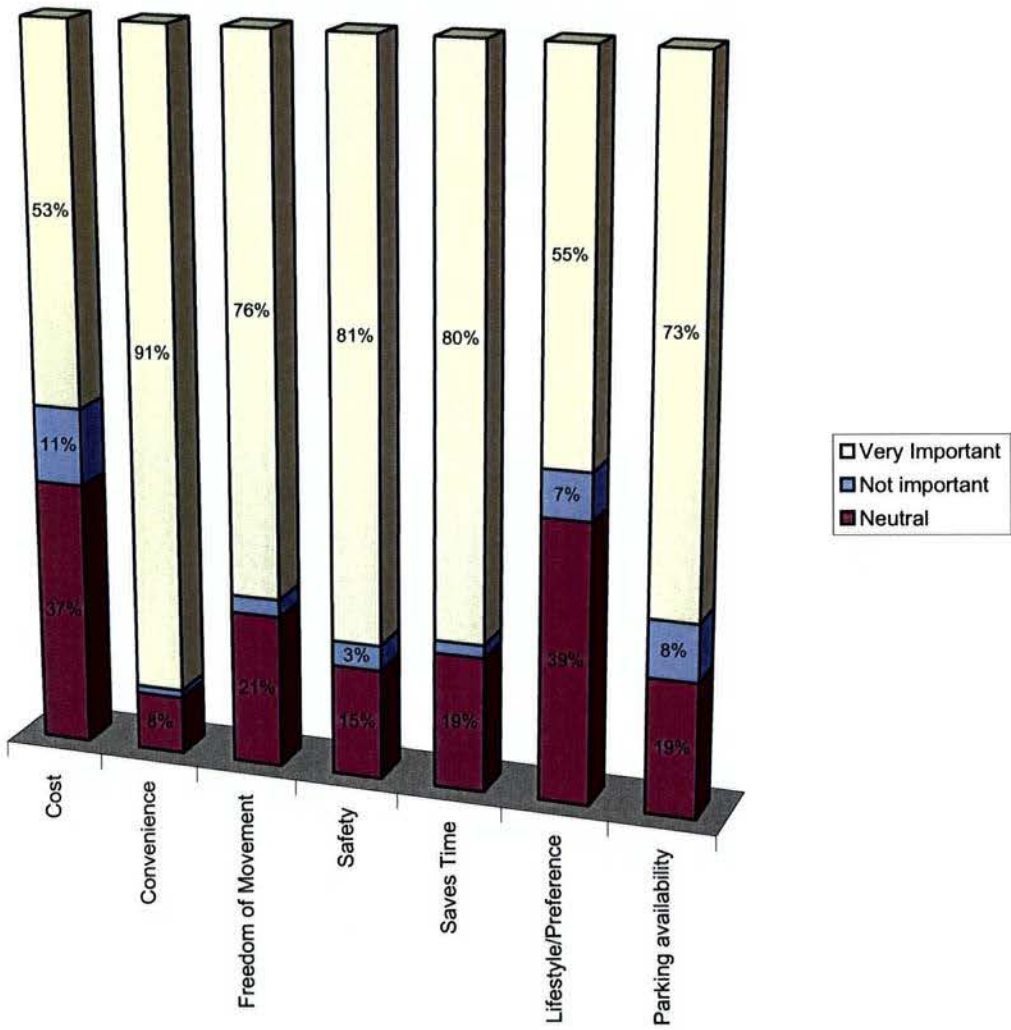
Mode Split - Faculty



Mode Split - Students



Reason for Mode Choice



Parking Perception

