



# HOWARD UNIVERSITY

## Central Campus Master Plan

**2020**

ZONING COMMISSION  
District of Columbia  
CASE NO. 20-08  
EXHIBIT NO. 32B1





1867

**HOWARD**  

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**UNIVERSITY**

# Central Campus Master Plan

**2020**

**PRESIDENT**

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**ADMINISTRATOR**

Derrek L. Niec-Williams

Executive Director

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# HOWARD UNIVERSITY

WAYNE A. I. FREDERICK, M.D., MBA  
CHARLES R. DREW PROFESSOR OF SURGERY  
PRESIDENT



January 7, 2021

Dear Commissioners:

I am excited to present Howard University's 2020 Central Campus Master Plan ("CCMP") for your review and consideration. It is an ambitious plan that balances numerous factors to aid the University in furthering our mission through transformative major academic, campus life and healthcare initiatives. In order to utilize Howard's resources to best serve this mission, we are seeking the entitlements contained in this Plan as a framework for the continuous improvement of Howard University's Central Campus.

The CCMP represents a critical outcome of the University's five-year Strategic Plan, Howard Forward 2024, which articulates our aspirations to maximize efficiency and effectiveness within the institution and our impact outside of it. Howard's overarching real estate strategy seeks to fuel continued growth in the Shaw neighborhood and serve faculty, staff, students, and neighbors alike through the addition and enhancement of high-quality environments.

The 2020 CCMP presents a far-reaching vision for the long-term transformation of the Central Campus and its integration with the surrounding neighborhoods. Academic initiatives include several new interdisciplinary facilities to promote and deliver innovative inter-curricular learning and social opportunities in both the arts and sciences. Campus Life initiatives include new facilities to support the residential, social, athletic, health, wellness and recreation needs of our campus community.

Healthcare initiatives include the catalytic development of a new Howard University Hospital, Medical Office Building, and Cancer Research Center at the foot of the historic Freedmen's Hospital site. These three projects, coupled with new Health Sciences and STEM facilities, seek to strengthen Howard University's time-honored legacy of promoting diversity in the sciences.

Howard has established an outstanding real estate team supported by the industry's top advisors to realize this vision. I join key members of my team, including Mr. Anthony Freeman, who leads Real Estate Development & Capital Asset Management, and Mr. Derrek Niec-Williams, who leads Campus Planning, Architecture & Development, in inviting the Commission to submit your questions and feedback on the proposed 2020 Central Campus Master Plan.

Howard University looks forward to receiving the support of the Zoning Commission and continuing the mutually beneficial partnership we have enjoyed with the District of Columbia for many years to come.

Excellence in Truth and Service,

A handwritten signature in blue ink that reads "Wayne I. Frederick". The signature is fluid and cursive, written in a professional style.

Dr. Wayne A. I. Frederick, MD, MBA  
President



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# HOWARD UNIVERSITY

Real Estate Development & Capital Asset Management

December 26, 2020

Warmest Greetings,

Howard University is more than a place. It is the spirit of a community. Since 1867 when we first perched on hilltop high, this special community has been engaged in a Long Walk.



This journey of ours is more than the mere crossing of souls across the north-south axis of The Yard on Commencement Day. The Long Walk is at the center of Howard University's poetic identity. This path is given life and breath in our knowing that the footsteps we take on that special axis fall alongside titans. We, like those who came before us, are now a part of The Long Walk. Every step we take across that Yard binds us together in the flow of this place we call Howard.

This Long Walk has witnessed the collective experience of generations. Women and men stolen, shackled, whisked across ocean waves, and exploited for profit. It has seen them rise from this injustice with endurance and grace. It has abetted an ongoing struggle for freedom and equality.

In my own Long Walk, I am honored to join a legacy of placemaking at my alma mater which includes the likes of Albert Irwin Cassell, Hilyard Robinson, Paul Revere Williams, Harry G. Robinson III, and countless others. In the context of this legacy, the 2020 Central Campus Master Plan was prepared with great pride and sincerity as a framework to propel us ever forward on our Long Walk.

Howard University is made manifest in its bricks and mortar, yet the place itself is only realized through the vibrancy of its living spirit. The physical campus is but a vessel for this experience.

With this in mind, in the spirit of the 1998 *Re-Placing Framework*, I proffer three basic tenets to consider when approaching the implementation of any element of this plan: **Preservation**, **Innovation**, and **Activation**.

First, we must seek the **preservation** of that which is sacred and useful to our experience. Howard University is not a haphazard assemblage - it is a longitudinal statement. If Howard is to have a vision and plan for the future, we must understand and respect the historical organization of our sacred spaces and the defining elements of place.

Second, we must pursue **innovation** in all changes to Howard University's physical form. When approaching improvements to our environment, it is not sufficient to rest on the status quo. To embody excellence, we must constantly push the boundaries of what we think is possible.

Third, we must encourage the **activation** of our spaces to realize their fullest potential as mediums of human exchange and interaction. In doing so, we enable and emphasize the most valuable part of The Long Walk: ourselves.

For those of you who are not Bison, I humbly invite you to join us on our Long Walk, to bask in the flow of our energy, and bear witness as we take this great leap to propel Howard Forward.

Yours In Truth & Service,

Derrek L. Niec-Williams  
Executive Director  
Campus Planning, Architecture & Development

A handwritten signature in black ink, appearing to read 'Derrek L. Niec-Williams'. Below the signature, the letters 'DLNW' are written in a stylized font, and there is a date '12/26/20' written below that.

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## **Acknowledgements**

(to be included in post-hearing submission)

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# Section 1

## Executive Summary

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## 1.1 Introduction

The executive summary provides an overview of Howard University and the scope and purpose of the 2020 Central Campus Master Plan.

### 1.1.1 University Overview

Founded In 1867, Howard University (HU) is an independent, co-educational institution offering a full array of undergraduate, graduate, and professional programs.

Howard is a premier Historically Black College and University (HBCU) that combines the best elements of liberal arts and science-based undergraduate core curriculum with selected graduate and professional programs. Since its founding, Howard has awarded more than 120,000 degrees and certifications.

#### Mission Statement

Howard University, a culturally diverse, comprehensive, research-intensive, and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. The University is dedicated to attracting and sustaining a cadre of faculty who are committed to the development of distinguished, historically aware, and compassionate graduates, and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

## Core Values

Excellence, leadership, service, and truth are our core values. Howard's aim is to forward the development of scholars and professionals who drive change and engage in scholarship that provides solutions to contemporary global problems – particularly ones impacting the African Diaspora.

## Enrollment

As of Fall 2019, Howard has 9,689 undergraduate, graduate, and professional students representing 45 US states, the District of Columbia, and nine nations. The University foresees a stable total enrollment with the potential to accommodate approximately 15,000 students.

Howard University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and its specialized field programs are accredited by numerous professional agencies.

## Academic Programs

Students pursue studies in more than 130 areas within the University's 13 schools and colleges: Arts & Sciences, Business, Communications, Dentistry, Divinity, Education, Engineering & Architecture, Graduate School, Law, Medicine, Nursing & Allied Health Sciences, Pharmacy, and Social Work. The University offers Master's, Doctoral, Professional, Joint-Degree, and Undergraduate programs. Howard University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and its specialized field programs are accredited by numerous professional accrediting organizations.

## Faculty & Staff

The employee base at Howard is currently comprised of 2,907 individuals (2,533 full-time and 374 part-time), with 1,205 faculty, 1,435 staff, and 267 wage employees.

## Impacts and Services in The Community

Howard's motto, "Veritas et Utilitas" (Truth and Service), is woven throughout its academic, student, faculty, and research programs. Students, faculty, and staff are actively involved in the community and local, national, and global

service efforts to create awareness and provide solutions to help improve the quality of life in many communities and cities.

### 1.1.2 Campus

The Howard University Central Campus is a vibrant urban institution located in northwest Washington, DC, in Ward 1. Several historic landmarks, such as Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, and the Founders Library, are on the Central Campus. It is home to a majority of the University's academic and administrative activities.

Urban residential neighborhoods border Howard, including Shaw, LeDroit Park, Pleasant Plains, Park View, and Columbia Heights. The northeastern edge of the Campus shares a border with the McMillan Reservoir.

The total land area within the HU boundary is approximately 90 acres. The central campus has over 75 buildings equaling over 5.9 million square feet, resulting in a current campus Floor Area Ratio (FAR) of 1.52 (Table 1.1, page 8).

The University's strategy is to grow Central Campus density while limiting new facility development to lots within the campus boundary, but removed from the historic campus core.

### Unique University Assets

Throughout its 145-year history of providing the finest primary, secondary, and tertiary health care services, Howard University Hospital, a Level 1 Trauma Center, has become one of the most comprehensive health care facilities in the Washington, DC metropolitan area.

Founded in 1980, Howard University Television, WHUT-TV, was the first African American-owned public television station in the nation. It is also the only university-licensed public television station located in the metropolitan Washington viewing area, which includes more than three million households.

WHUR-FM, Howard's commercial radio station, has been broadcasting for more than 34 years and is a leading station in the Washington metropolitan area. It is also the first and only station in the area to broadcast high-definition radio. [www.whur.com](http://www.whur.com) and [www.whurworld.com](http://www.whurworld.com)

Celebrating over 30 years on air, the University's student-operated radio station, WHBC, is a major media outlet for the student body. WHBC Channel 51 has the campus' ear and is a part of the Howard student collegiate lifestyle.

### 1.1.3 Scope of the Campus Master Plan

The District of Columbia Municipal Regulations require college and university campuses within the District to prepare campus master plans on a ten-year cycle, subject to Zoning Commission approval. All campus master plans must comply with campus plan content requirements of Subtitle Z § 302.

The growth of colleges and universities, while supported by the District, has generated concerns in some Washington neighborhoods. Most universities in DC have limited land area for expansion and are located immediately adjacent to residential neighborhoods. Neighborhood concerns relate to traffic and parking impacts and to broader issues about the changing character of communities where universities are located or expanding.

Campus plans have responded to these concerns in several ways, such as increasing building intensity on-site to avoid the need for land acquisition, developing new dormitories, and implementing numerous programs to manage parking, traffic, noise, and other environmental impacts.

The 2020 Central Campus Plan (Campus Plan, CP) approach is to align the University's existing and future (10-year) programmatic needs with its built environment in support of Howard's Mission, Vision, and Strategic Plan. The planning process includes three phases: Discovery, Exploration, and Synthesis.

The goal of the Discovery phase was to acquire a comprehensive understanding of Howard University through data gathering, an inventory and assessment of current conditions, a review of planned and proposed projects, and identification of the University's priorities, needs, and aspirations.

The Exploration phase focused on developing multiple alternative campus scenarios to address the programmatic and physical needs and goals of

Howard moving forward and identifying through consensus the preferred scenario.

The final phase, Synthesis, focused on expanding and refining the preferred plan and preparing the campus plan document and the necessary D.C. Office of Zoning application submissions for its approval.



**LEGEND**

- Campus Boundary
- Proposed Buildings
- Proposed Renovation
- Existing Buildings
- Open Space
- Formal Landscape
- Future Building
- Future Decommission



**BUILDING LEGEND**

- A. Intercollegiate Athletics Center
- B. Center for Arts & Communications
- C. Howard University Union
- D. Health Sciences Complex
- E. STEM Center
- F. Apartment-Style Residences
- G. Medical Office Building
- H. Howard University Hospital
- J. Fusion Building

**Figure 1.1: Proposed Campus Plan**

## 1.2 Planning for The Future

The Campus Plan is a product of a broad effort by the Howard University to engage throughout the planning process the University's Board of Trustees, administration, staff, faculty, and students, as well as neighborhood community stakeholders, several civic associations and task forces, government agencies, and the affected Advisory Neighborhood Commission (ANC).

In 2016, Howard University embarked on the foundational stages of developing its new strategic plan, HOWARD FORWARD 2019-2024. The multi-year planning process included stakeholders from a broad cross-section of the campus community. The priorities and objectives established in the strategic plan have guided decision-making in the campus planning process. The HU Board of Trustees approved the Howard Forward plan in 2019.

### 1.2.1 Planning Principles

#### 1. Support the Academic Mission

The primary areas of focus for Howard University are education, research, health, and creative activities. As such, the physical resources of the University must be planned, designed, and developed to support these activities, today and in the future. The planning framework will enable Howard to continue its tradition of excellence, which serves an increasingly diverse population of students, faculty, and staff.

#### 2. Improve the Quality of Life

Provide a quality physical environment with a variety of places and spaces in which the campus community of students, faculty, and staff can socialize, study, network, learn, and relax.

#### 3. Advance Smart and Sustainable Urban Design

Continue and advance the strong composition and balance of building density and mixed uses within various formal quadrangles and informal open spaces. Explore strategies to integrate/activate Howard University's edge facilities to address and enhance both the internal campus and the external community.

#### 4. Enhance the Public Realm

Commit to the enhancement and maintenance of the cultural landscapes of the campus that have

meaning and memory to the campus community, and design and develop new public open-spaces that enhance the campus setting, and become future cultural landscapes.

#### 5. Enhance Physical Access and Connectivity

Strengthen and expand the campus network of high-quality, walkable spaces and strong pedestrian and bicycle connection to, and throughout the campus on both the north-south and east-west axes.

#### 6. Support Interdisciplinary Academics & Research

Create environments that support and spur interdisciplinary academics and research, which are critical to Howard's 21st century academic vision that affirms its preeminence in research-focused higher learning.

### 1.2.2 Future Campus Needs

Howard is committed to optimizing the value and performance of its physical assets in support of its mission. To advance and achieve this priority, the University is recommending a catalytic development strategy that will maximize value, mitigate risk, and include diversity in the value chain. The approach aggregates the Howard Forward Pillars into three main areas:

- Enabling leadership in academics and research, including a focus on STEM and Health Sciences; Arts and Communications; and Law and Business that allows Howard to take advantage of emerging opportunities in the greater work economy;
- Enriching the campus experience with projects that emphasize experiential learning and improve campus life and activities, and;
- Improving efficiency, effectiveness, and financial stability, which includes optimizing land use, program consolidation, and diversification of revenue streams.

The planning process identified nine (9) capital projects as critical for Howard to achieve its interdisciplinary academic and research priorities and student life goals over the next decade. The projects' focus ranges from student support and services to interdisciplinary academic space to a new Howard University Hospital and medical



office building. The nine capital projects deemed necessary by the University include:

### Power Plant Modernization

Howard's first capital project and priority is the overhaul and modernization of the existing steam plant and associated utility distribution system. In 2018, extreme winter weather caused a plant failure and tunnel ruptures, which resulted in damage to the system and some campus facilities. Since that failure, most of the campus has been fed by a series of temporary boilers. The plant's rehabilitation is essential to ensure that mission-critical buildings are not damaged and taken off-line in the future. Another important and related factor is the remediation and renovation of Douglass Hall, which was substantially impacted by the incident.

The University has engaged partners to assess the steam plant operations, equipment, and steam tunnel to inform decision making related to modernization, cost, utility master planning, asset monitoring, and sustainability. The adopted plan includes the modernization and transition to a combined heat and power (CHP) plant and a tunnel infrastructure replacement. Since opening in 1934, the Power Plant has been limited to steam production. The new CHP capabilities would enable the facility to live up to its original namesake.

### Howard University Hospital (H) and Medical Office Building (G)

The development of a revamped, state-of-the-art hospital and trauma center is a cornerstone of Howard's commitment to service. The proposed Howard University Hospital (HUH) will be an advanced, modern teaching hospital and trauma center that serves both the planned health sciences programs and the DC community.

Directly west of the new HUH will rise a modern Medical Office Building to house health sciences faculty, clinical space, and other specialized functions, such as an oncology center.

The Hospital and Medical Office Building would be urban in vernacular and built at allowable setbacks to maximize site utilization. Sixth Street NW will separate the two facilities, and, if permitted by the District, include upper-story bridges between the two facilities to maximize connectivity.

### Athletics Annex (A)

The Burr Gymnasium is currently over-encumbered, serving athletics, recreation, and academic functions. For Burr to function as a dedicated intercollegiate athletics facility, the recreation and academic functions will relocate to another campus facility. The Athletics Annex (Annex) will provide much-needed program space to supplement the existing Burr Gymnasium. The new Annex will help improve student-athletes' schedules and optimize coaching contact hours. The addition will establish a new face for Howard Bison Athletics along Georgia Avenue.

### Center for Arts and Communications (B)

A new Center for Arts and Communication will be established on the northern end of the upper quadrangle, behind Childers Hall. The proposed facility will focus on studio-based learning environments for the fine and performing arts, architecture, and communications programs. The location will enable better event synchronization with other major event venues clustered at the northern end of campus.

The concept retains three existing buildings and introduces a new state-of-the-art academic facility that creates a fusion environment of old and new.

### Howard University Union (C)

The new Howard Union facility will be a blend of a student activity center and union. The Union's placement will help invigorate the Yard, Howard's historic upper quadrangle, and link along the east-west corridor of Howard Place. The new facility will provide space for student events, cultural exchange and encourage social interaction and academic collaboration.

### Health Sciences Complex (D)

The new Health Sciences Complex (HSC) will enable Howard to create a holistic, interdisciplinary academic center on the former C. B. Powell site's western side. The new facility will house the Colleges of Medicine, Dentistry, Pharmacy, Nursing and Allied Health Sciences, and mental health programs.

The new complex will cluster programs requiring access to specialized labs, creating opportunities for interdisciplinary collaboration.

## STEM Center (E)

A new lab-intensive science, technology, engineering, and mathematics (STEM) building will be developed on the CB Powell site's eastern side, sharing direct adjacency with the proposed Health Sciences Complex.

## Apartment-Style Residences (F1, F2)

Apartment-style residential buildings will be constructed on land immediately west of the Banneker Park, currently occupied by a parking lot and several modular facilities that accommodate the programmatic need for temporary swing-space. This site will support a vibrant, urban residential environment that blends into the surrounding city fabric while remaining relatively cloistered.

The U-shaped form maximizes the number of units that would have easterly views across the adjacent park to the Central Campus. The first floor – fronting Sherman Avenue – would house amenities and appropriately scaled commercial or retail opportunities.

## Fusion Building (J)

The new Fusion Building will be developed on the Wonder Plaza site and provide recreation, student life and support functions, a wellness center, iLab and other learning environments, and student residences. This exciting project will create another new energized campus presence on Georgia Avenue at Bryant Street.

| Status   | Square           | Lot SqFt         | Existing GSF | Existing FAR | Zone(s)     | FAR      |
|----------|------------------|------------------|--------------|--------------|-------------|----------|
| Existing | 0330             | 93,489           | 233,173      | 2.49         | RA-2        | 1.8      |
| Existing | 2872             | 9,954            | 0            | 0.00         | RA-2        | 1.8      |
| Existing | 2873             | 128,807          | 573,687      | 4.45         | RA-5        | 5        |
| Existing | 2882             | 145,179          | 12,623       | 0.09         | RA-2        | 1.8      |
| Existing | 2885             | 12,019           | 0            | 0.00         | MU-4        | 2.5      |
| Existing | 3055             | 52,819           | 88,979       | 1.68         | RA-2        | 1.8      |
| Existing | 3057             | 1,337,393        | 1,157,670    | 0.87         | RA-2, MU-4  | 1.8      |
| Existing | 3058             | 59,863           | 158,444      | 2.65         | RA-2, MU-4  | 1.8, 2.5 |
| Existing | 3060             | 227,805          | 341,886      | 1.50         | RA-2        | 1.8      |
| Existing | 3063             | 105,790          | 216,319      | 2.04         | RA-2        | 1.8      |
| Existing | 3064             | 220,067          | 318,583      | 1.45         | RA-2, PDR-2 | 1.8, 4.5 |
| Existing | 3065             | 89,996           | 129,740      | 1.44         | PDR-3       | 6        |
| Existing | 3068             | 99,225           | 363,829      | 3.67         | MU-2        | 6        |
| Existing | 3069             | 565,412          | 664,276      | 1.17         | MU-2, RA-2  | 6.0, 1.8 |
| Existing | 3072             | 52,500           | 170,430      | 3.25         | RA-2        | 1.8      |
| Existing | 3074             | 9,057            | 30,396       | 3.36         | PDR-3       | 6        |
| Existing | 3075             | 667,939          | 1,346,654    | 2.02         | PDR-3, RA-2 | 6.0, 1.8 |
| Existing | 3080             | 44,375           | 170,000      | 3.83         | RF-1        | 1.8      |
| Existing | 3094             | 5,750            | 2,592        | 0.45         | RF-1        | 1.8      |
|          | <b>3,927,439</b> | <b>5,979,281</b> | <b>1.52</b>  |              |             |          |

Table 1.1: Campus Existing Square/Lot/FAR Data

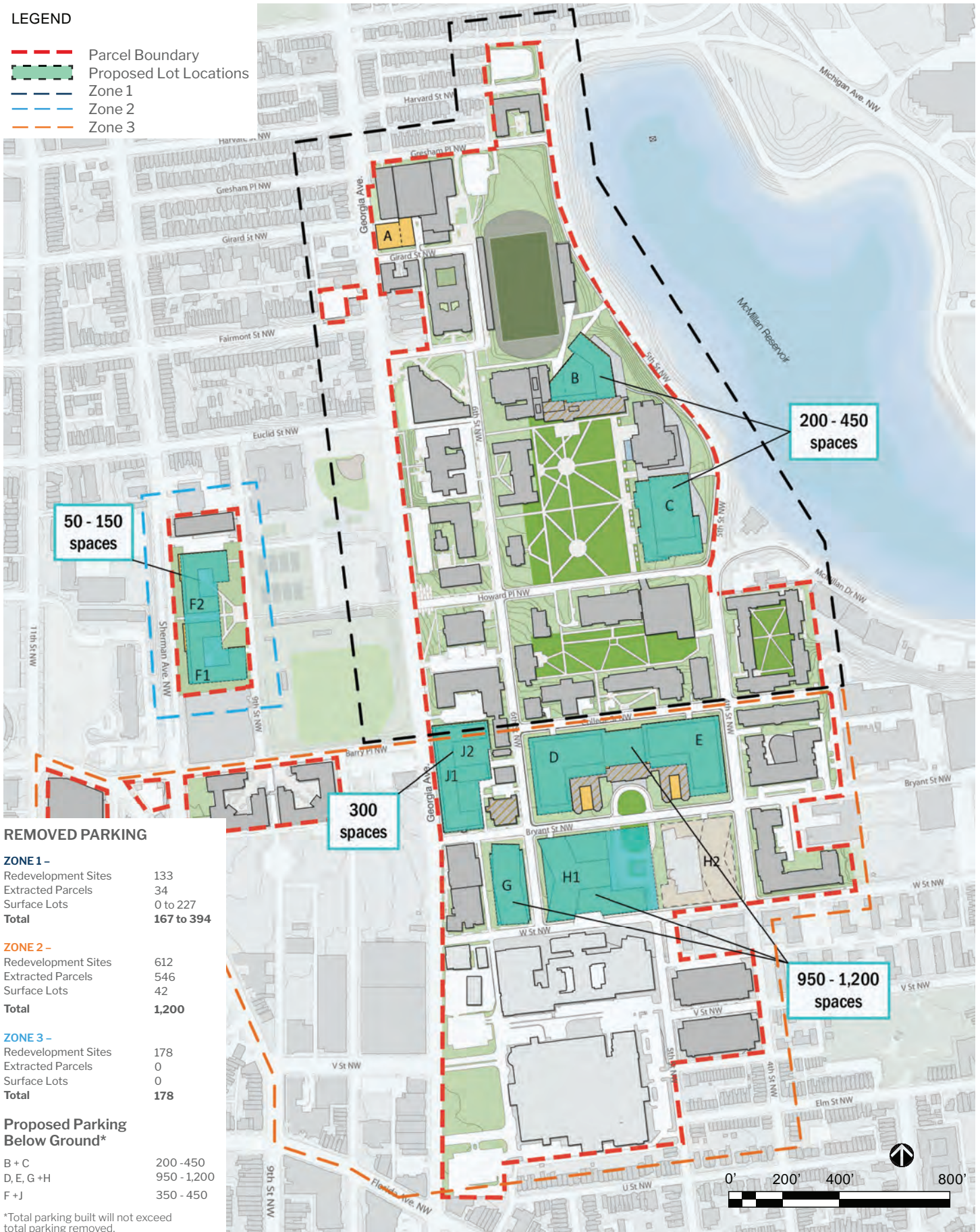
| Status   | Square           | Lot SqFt         | NEW GSF     | Proposed FAR | Zone(s)     | FAR      |
|----------|------------------|------------------|-------------|--------------|-------------|----------|
| Existing | 0330             | 93,489           | 233,173     | 2.49         | RA-2        | 1.8      |
| Existing | 2872             | 9,954            | 0           | 0.00         | RA-2        | 1.8      |
| Existing | 2873             | 128,807          | 573,687     | 4.45         | RA-5        | 3.5      |
| F        | 2882             | 145,179          | 475,723     | 3.28         | RA-2        | 1.8      |
| Existing | 2885             | 12,019           | 0           | 0.00         | MU-4        | 2.5      |
| Existing | 3055             | 52,819           | 88,979      | 1.68         | RA-2        | 1.8      |
| A, B, C  | 3057             | 1,337,393        | 1,500,071   | 1.12         | RA-2, MU-4  | 1.8      |
| Existing | 3058             | 59,863           | 158,444     | 2.65         | RA-2, MU-4  | 1.8, 2.5 |
| Existing | 3060             | 227,805          | 341,886     | 1.50         | RA-2        | 1.8      |
| Existing | 3063             | 105,790          | 216,319     | 2.04         | RA-2        | 1.8      |
| J        | 3064             | 220,067          | 520,489     | 2.37         | RA-2, PDR-2 | 1.8, 4.5 |
| G        | 3065             | 89,996           | 351,879     | 3.91         | PDR-3       | 6.0      |
| Existing | 3068             | 99,225           | 363,829     | 3.67         | MU-2        | 6.0      |
| D, E, H  | 3069             | 565,412          | 1,965,517   | 3.48         | MU-2, RA-2  | 6.0, 1.8 |
| Existing | 3072             | 52,500           | 170,430     | 3.25         | RA-2        | 1.8      |
| Existing | 3074             | 9,057            | 30,396      | 3.36         | PDR-3       | 6.0      |
| Existing | 3075             | 667,939          | 1,346,654   | 2.02         | PDR-3, RA-2 | 6.0, 1.8 |
| Existing | 3080             | 44,375           | 170,000     | 3.83         | RF-1        | 1.8      |
| Existing | 3094             | 5,750            | 2,592       | 0.45         | RF-1        | 1.8      |
|          | <b>3,927,439</b> | <b>8,510,068</b> | <b>2.17</b> |              |             |          |

Table 1.2: Proposed Campus Square/Lot/FAR Data

| Zone       | Land Area        | Proposed GSF     | Proposed FAR | Allowed FAR |
|------------|------------------|------------------|--------------|-------------|
| RA-2, RF-1 | 2,516,968        | 4,189,846        | 1.66         | 1.8         |
| RA-5       | 128,807          | 573,687          | 4.45         | 3.5         |
| MU-2       | 590,865          | 2,074,363        | 3.51         | 6.0         |
| MU-4       | 25,679           | 75,000           | 2.92         | 2.5         |
| PDR-2      | 87,463           | 330,536          | 3.78         | 4.5         |
| PDR-3      | 577,657          | 1,266,636        | 2.19         | 6.0         |
|            | <b>3,927,439</b> | <b>8,510,068</b> |              |             |

**LEGEND**

- - - Parcel Boundary
- Proposed Lot Locations
- - - Zone 1
- - - Zone 2
- - - Zone 3



**REMOVED PARKING**

|                     |                   |
|---------------------|-------------------|
| <b>ZONE 1 -</b>     |                   |
| Redevelopment Sites | 133               |
| Extracted Parcels   | 34                |
| Surface Lots        | 0 to 227          |
| <b>Total</b>        | <b>167 to 394</b> |

|                     |              |
|---------------------|--------------|
| <b>ZONE 2 -</b>     |              |
| Redevelopment Sites | 612          |
| Extracted Parcels   | 546          |
| Surface Lots        | 42           |
| <b>Total</b>        | <b>1,200</b> |

|                     |            |
|---------------------|------------|
| <b>ZONE 3 -</b>     |            |
| Redevelopment Sites | 178        |
| Extracted Parcels   | 0          |
| Surface Lots        | 0          |
| <b>Total</b>        | <b>178</b> |

**Proposed Parking Below Ground\***

|             |             |
|-------------|-------------|
| B + C       | 200 - 450   |
| D, E, G + H | 950 - 1,200 |
| F + J       | 350 - 450   |

\*Total parking built will not exceed total parking removed.

**Figure 1.2: Proposed Underground Parking**

### 1.2.3 Transportation & Parking

The transportation strategy for the Central Campus is guided by its Planning Principles, most notably to improve quality of life, enhance the public realm, and enhance physical access and connectivity. This strategy is comprised of five elements, outlined below:

#### Element 1: No net increase in parking supply.

Central Campus parking lots will be removed from the campus core and replaced with structures on the campus periphery. The goal is to replace minimal parking, utilizing Transportation Demand Management (TDM) measures to reduce the campus parking demand without constructing any net new parking.

#### Element 2: Improve pedestrian conditions and connectivity.

The goal is to improve pedestrian conditions within the campus boundary, as well as create a porous, connective overall pedestrian network that integrates the campus seamlessly with the surrounding neighborhoods.

#### Element 3: Increase multi-modal access and facilities in the campus core.

The replacement of parking lots in the campus core with new parking facilities on the periphery, will similarly shift vehicle access points from the core to the campus periphery. The resulting reduced vehicular activity on core roadways will make space available for multimodal improvements like bike/scooter parking corrals, bike lanes, or curb extensions.

Element 4: Provide safe, efficient access to the new Howard University Hospital.

The Plan proposes the development of a transportation and access scheme for the new hospital that meets the needs of the facility while maintaining a safe, orderly, and pleasant environment for all modes on the roadways surrounding the hospital.

#### Element 5: Minimize Neighborhood Impacts

The Plan proposes to continue Howard’s commitment to being a good neighbor to the surrounding community by:

Reducing vehicle trips to and from the campus and mitigating the impact of vehicle trips on the surrounding community, and;

Carefully considering multimodal impacts when planning new vehicle access points on campus and at the new hospital.



## 1.3 Conservation

### 1.3.1 Historic Resources

The Central Campus contains many significant historic resources that are not currently designated or necessarily recognized outside the campus boundaries. The 2020 Campus Plan included a Historic Preservation Study that identified and evaluated historic campus buildings, structures, objects, landscape sites, and features to fully understand their role and significance in the history and development of the University. Findings of this study are summarized in Section 4.3.

### 1.3.2 Landscape and Open Space

The Campus Plan identifies strategies to maintain and enhance the Central Campus's landscapes and open spaces, including improvements to the Yard, the arrival plaza at the proposed Hospital, campus gateways, connections, and nodes. It also provides guidelines for the maintenance, replacement, and replenishment of campus tree canopy and contributes to the overall conservation strategy.

### 1.3.3 Sustainability

The Campus Plan's sustainability guidelines include recommendations for stormwater management, carbon, energy use reduction, sustainable building methods, and strategies for implementation. Further Processing of individual projects is needed for the sustainability guidelines to address the University's needs today and vision for the future.

The Campus Plan supports previous recommendations for the University to explore the possibility of participating in the Sustainability Tracking, Assessment and Rating Systems (STARS program) developed by the Association of the Advancement of Sustainability in Higher Education (AASHE). This framework is designed specifically for Universities to implement sustainability in all higher education sectors, from education to research to operations and administration. Even without certifying, the categories serve as a valuable framework for long-range planning, measurements, and improvement.

## 1.4 Renovation, Decommissioning & Demolition

Howard is committed, where possible, to the long-term management and maintenance of its inventory of existing facilities, as historic resources and to house academic, administrative, and support functions. Conversely, many campus facilities are beyond reasonable repair due to structural and health safety issues, while a recent (2018) steam line eruption damaged severely other buildings. The University has recently completed renovations of twelve facilities, identified nineteen facilities slated for future renovation, and approximately twenty buildings to be decommissioned over the next decade and beyond.

Figure 1.3 and Table 1.3 depict the proposed renovation and decommissioning of campus buildings.

**LEGEND**

- Campus Boundary
- Renovated
- To-be Renovated
- CAPITAL PLAN**
- Proposed Demo 2020-2030
- Future Demo

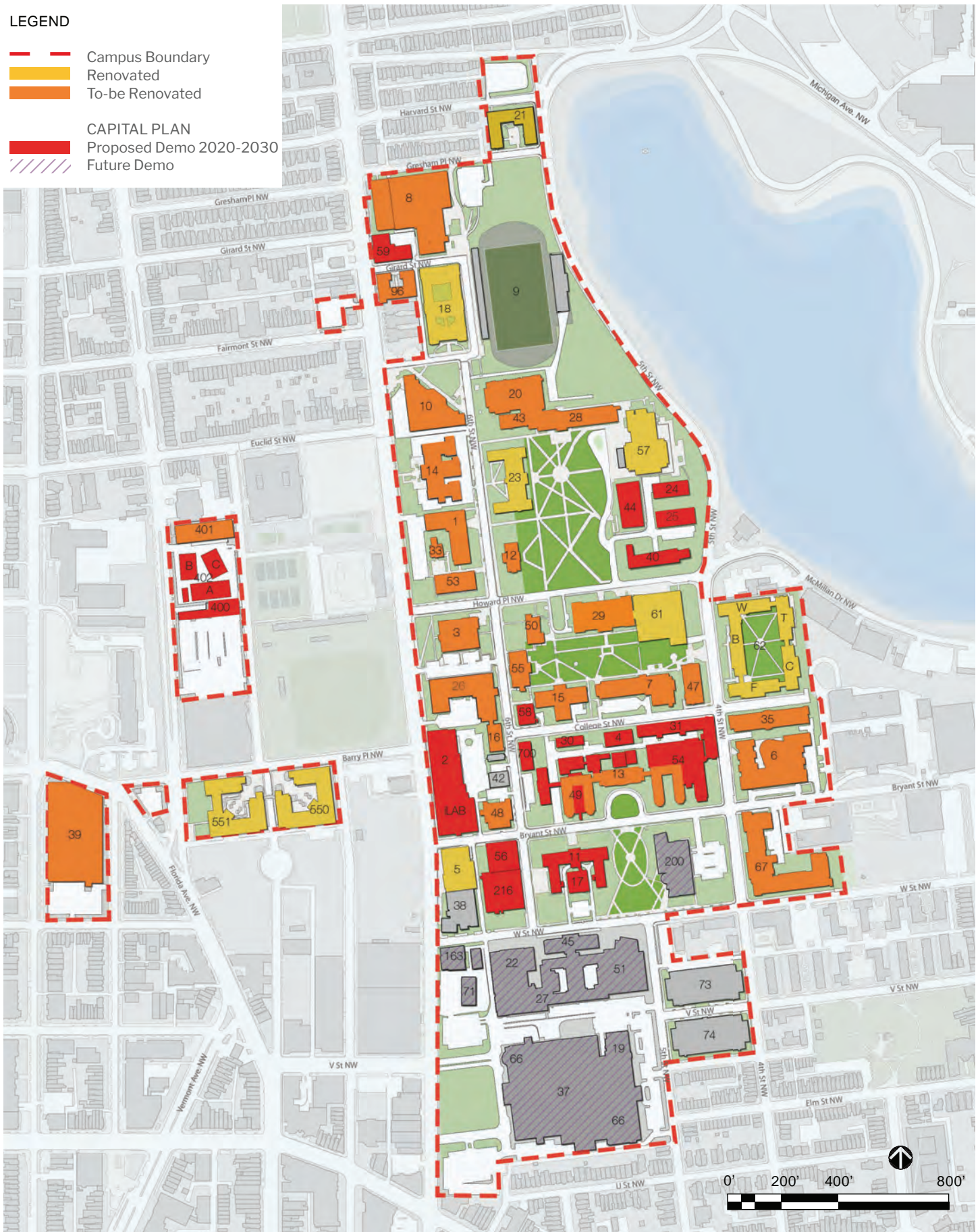


Figure 1.3: Decommissioning & Demolition Phasing

| ASSET | ASSET NAME                                | ADA         | BUILDING ENVELOPE | INTERIOR    | PLUMBING    | HVAC        | EHS         | ELECTRICAL  |
|-------|---|-------------|-------------------|-------------|-------------|-------------|-------------|-------------|
| 1     | MORDECAI JOHNSON BUILDING                 | MINIMAL     | PARTIAL           | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL |
| 2     | WONDER PLAZA                              | MINIMAL     | SUBSTANTIAL       | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL | MINIMAL     | PARTIAL     |
| 3     | HOWARD MACKEY BUILDING (ARCHITECTURE)     | PARTIAL     | PARTIAL           | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL |
| 6     | MARY BETHUNE ANNEX                        | PARTIAL     | PARTIAL           | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL |
| 7     | ERNEST JUST HALL (BIOLOGY)                | PARTIAL     | MINIMAL           | SUBSTANTIAL | SUBSTANTIAL | PARTIAL     | PARTIAL     | SUBSTANTIAL |
| 8     | JOHN BURR GYMNASIUM BUILDING              | PARTIAL     | SUBSTANTIAL       | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 10    | SCHOOL OF BUSINESS                        | MINIMAL     | MINIMAL           | PARTIAL     | PARTIAL     | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL |
| 12    | ANDREW CARNEGIE BUILDING                  | MINIMAL     | MINIMAL           | PARTIAL     | MINIMAL     | SUBSTANTIAL | SUBSTANTIAL | MINIMAL     |
| 13    | C. B. POWELL BUILDING (COMMUNICATIONS)    | SUBSTANTIAL | SUBSTANTIAL       | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 15    | CHEMISTRY BUILDING                        | MINIMAL     | SUBSTANTIAL       | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 16    | CHEMICAL ENGINEERING BUILDING             | MINIMAL     | MINIMAL           | MINIMAL     | PARTIAL     | PARTIAL     | MINIMAL     | PARTIAL     |
| 18    | GEORGE COOK HALL                          | SUBSTANTIAL | SUBSTANTIAL       | SUBSTANTIAL | MINIMAL     | SUBSTANTIAL | MINIMAL     | MINIMAL     |
| 19    | CANCER RESEARCH CENTER                    | MINIMAL     | MINIMAL           | PARTIAL     | SUBSTANTIAL | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL |
| 20    | LOUIS CRAMTON AUDITORIUM                  | MINIMAL     | SUBSTANTIAL       | PARTIAL     | PARTIAL     | PARTIAL     | MINIMAL     | MINIMAL     |
| 21    | CHARLES DREW HALL                         | MINIMAL     | MINIMAL           | PARTIAL     | PARTIAL     | MINIMAL     | MINIMAL     | SUBSTANTIAL |
| 26    | LEWIS DOWNING HALL (ENGINEERING)          | MINIMAL     | PARTIAL           | PARTIAL     | SUBSTANTIAL | PARTIAL     | MINIMAL     | SUBSTANTIAL |
| 28    | LULU CHILDERS HALL (FINE ARTS)            | SUBSTANTIAL | SUBSTANTIAL       | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 29    | FOUNDERS LIBRARY                          | MINIMAL     | PARTIAL           | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL |
| 34    | BETHUNE ANNEX CAFETERIA                   | MINIMAL     | MINIMAL           | PARTIAL     | MINIMAL     | MINIMAL     | PARTIAL     | MINIMAL     |
| 35    | COLLEGE HALL NORTH                        | MINIMAL     | MINIMAL           | PARTIAL     | MINIMAL     | PARTIAL     | MINIMAL     | MINIMAL     |
| 38    | INTERDISCIPLINARY RESEARCH BUILDING       | MINIMAL     | MINIMAL           | SUBSTANTIAL | MINIMAL     | MINIMAL     | MINIMAL     | MINIMAL     |
| 39    | HOWARD UNIVERSITY SERVICE CENTER          | MINIMAL     | SUBSTANTIAL       | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 42    | RALPH BUNCHE INTERNATIONAL AFFAIRS CENTER | MINIMAL     | PARTIAL           | MINIMAL     | MINIMAL     | MINIMAL     | MINIMAL     | MINIMAL     |
| 43    | IRA ALDRIDGE THEATER                      | MINIMAL     | SUBSTANTIAL       | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL |
| 47    | CHAUNCEY COOPER HALL (PHARMACY)           | MINIMAL     | PARTIAL           | SUBSTANTIAL | SUBSTANTIAL | PARTIAL     | MINIMAL     | PARTIAL     |
| 48    | POWER PLANT                               | MINIMAL     | SUBSTANTIAL       | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | MINIMAL     | SUBSTANTIAL |
| 50    | ANDREW RANKIN MEMORIAL CHAPEL             | SUBSTANTIAL | SUBSTANTIAL       | PARTIAL     | PARTIAL     | PARTIAL     | MINIMAL     | PARTIAL     |
| 53    | INABEL LINDSAY HALL (SOCIAL WORK)         | MINIMAL     | SUBSTANTIAL       | SUBSTANTIAL | PARTIAL     | PARTIAL     | MINIMAL     | SUBSTANTIAL |
| 55    | WILBUR THIRKIELD HALL (PHYSICS)           | MINIMAL     | PARTIAL           | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 57    | ARMOUR BLACKBURN UNIVERSITY CENTER        | MINIMAL     | SUBSTANTIAL       | SUBSTANTIAL | PARTIAL     | SUBSTANTIAL | MINIMAL     | SUBSTANTIAL |
| 58    | EARLY LEARNING CENTER                     | MINIMAL     | MINIMAL           | MINIMAL     | MINIMAL     | MINIMAL     | MINIMAL     | MINIMAL     |
| 67    | COLLEGE HALL SOUTH                        | MINIMAL     | MINIMAL           | PARTIAL     | MINIMAL     | MINIMAL     | MINIMAL     | MINIMAL     |
| 96    | HOWARD MANOR                              | PARTIAL     | SUBSTANTIAL       | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL | SUBSTANTIAL |
| 200   | LOUIS STOKES HEALTH SCIENCES LIBRARY      | MINIMAL     | PARTIAL           | SUBSTANTIAL | MINIMAL     | PARTIAL     | MINIMAL     | PARTIAL     |
| 401   | HARRISON BROTHERS BUILDING                | MINIMAL     | PARTIAL           | PARTIAL     | MINIMAL     | MINIMAL     | MINIMAL     | MINIMAL     |

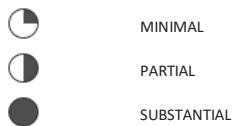


Table 1.3: Renovation Matrix

## 1.5 Involving the Community

### 1.5.1 Community Engagement

Before the Campus Plan process began, Howard identified the need for community engagement and input as an integral part of the planning effort. The University and its planning team crafted a strong engagement plan to ensure that decision-making can be informed by stakeholder feedback in a meaningful way so that facilities and services can be responsive to the campus and surrounding communities' needs.

#### Engagement Strategies

The process identified several key engagement strategies to implement with the campus community in the development of the Campus Plan (CP), including the following:

- **Provide the rationale and an invitation to engage.** The engagement process should explain why there is a need for a CP. It should make stakeholders aware of current campus conditions and needs for capital improvements. Without this foundational awareness, it will be difficult for stakeholders to understand why this work matters and what it will mean for them, the campus, and their neighborhoods.
- **Utilize a variety of tools, formats, and locations.** Targeted audiences should be provided with multiple opportunities to offer feedback, both online and in-person. To ensure Howard is hearing from a diverse cross-section of the campus and surrounding communities that are demographically representative, it will provide engagement opportunities through a series of engagement sessions with the campus and surrounding communities to provide both in-person and online opportunities to engage.
- **Practice active listening and document community feedback.** Results of engagement sessions and feedback should be reported out to those who have participated in this process, and other key stakeholders. Howard will systematically reaffirm the University is listening while demonstrating how community voices are shaping the ongoing development and implementation of the CP.

- **Use an approach that embodies Howard's mission and core beliefs.** In early conversations, it has been made clear that equity and transparency are significant priorities. Each term should be clearly defined, and these lenses should be used in crafting outreach, engagement, and messaging. Audiences should feel empowered to participate fully in the process. We should provide clarity on how people can engage in the ongoing planning effort.

#### Engagement Objectives

Aligning with the above Strategies, the effort seeks the following engagement objectives:

- **Connect with a broad array of audiences.** Engage with a diverse group of stakeholders, including students, faculty, staff, alumni, local civic associations, and Advisory Neighborhood Commissions to renew excitement about the future of Howard University's campus facilities, services, and the user experience.
- **Cultivate understanding.** Ensure stakeholders understand the CP's purpose and objectives, while also communicating what is not within the scope of the CP (i.e., details better suited to further processing).
- **Collect the insights needed to inform the CP.** Gather feedback on the current state of Howard University's campus facilities, its future direction, and desired capital improvements; and obtain reactions to the preliminary vision and planning strategies for capital improvements.
- **Maintain a productive dialogue.** Keep the dialogue open and positive, focusing on broad planning-level issues such as programming, services, and the user experience rather than the specifics of design or decoration.

#### Community Advisory Committee

The University continues to hold quarterly Community Advisory Committee Meetings to provide updates to the campus community on various topics, while receiving feedback from a broad array of stakeholder groups. The University intends to continue this practice throughout the 10-year planning period.



## Section 2

# Howard University in the District of Columbia

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## Howard in DC

*Howard is a major contributor to the District of Columbia Economy: it has more than 9,500 alumni living in DC, provides free legal services for residents, operates a workforce development program, offers healthcare services to DC's most vulnerable populations, and its students, faculty, and staff participate in numerous service projects around the District, giving several thousand volunteer hours annually.*

*Wayne A. I. Frederick, M.D., MBA, President*

Howard University (HU, Howard, the University) has exceeded even its founders' most ambitious plans in becoming an unparalleled contributor of African American scholars and professionals locally, nationally, and globally. Howard's faculty, staff, and alumni have distinguished themselves in the fields of engineering, the arts and humanities, architecture, business, education, communications, law, medicine, and the physical, military, political, and social sciences.

### 2.1 Origins

In 1866, members of The First Congregational Society of Washington met to plan a theological seminary for the education of black clergymen. After a short time, the project expanded to include establishing a university. Founded in 1867, Howard University was named for General Oliver Otis Howard, head of the post-Civil War Freedmen's Bureau. The U.S. Congress chartered Howard on March 10, 1867, and much of its early funding came from endowment, private benefaction, and tuition.

Since its founding, Howard University has grown steadily as an academic community and as a campus. As the University considers future growth and development, it is also committed to protecting the historic cultural landscape and the spatial qualities that make the Campus a special and memorable place to learn, work, and live.

In 1867, when the land was purchased for the Campus, it was an open, hilly pasture setting in then Washington Country, with a great view. The first buildings were constructed on the hill, just north of College Street, to take advantage of the views.

The area today is known as the Upper Quadrangle, or “The Yard.” Much of the campus life occurred on The Yard as residence halls for students and housing for professors lined the green open space. As the multi-purpose activity node for the Campus, activities from football games to commencement ceremonies, academic and social events all took place on this central open space.

Over the last 150 years, Howard has grown from a single facility to become a vibrant university campus. To date, Howard has awarded more than 120,000 degrees and certificates in the arts, the sciences, and the humanities.

In the Spring of 2019, the University’s Board of Trustees approved Howard Forward 2019-2024. A new vision and strategic plan meant to drive a culture of continuous improvement and cultivate an environment that connects to Howard’s mission and reinforces the importance of focusing on SMART goals with measurable objectives.

## 2.2 Who We Are

Howard University is a federally chartered, private, research university comprised of 13 schools and colleges. The institution has grown from a single-frame building in 1867 and evolved to more than 90 acres that comprise its Central Campus. The iconic campus sits on a hilltop in Northwest DC, blocks from the storied U Street and Howard Theatre. The campus is two miles from the US Capitol, where many students intern and scores of alumni shape national and foreign policy.

Since 1974, the University has grown to include three other campuses. The West Campus and the East Campus are located within DC and house

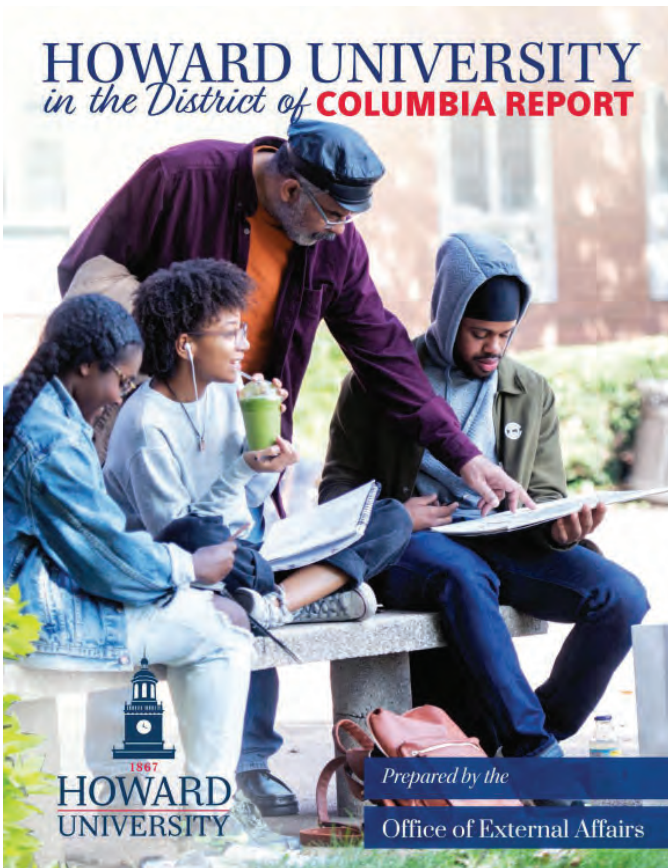
the Law School and Divinity School, respectively. The Beltsville Campus houses an atmospheric research program in partnership with the National Oceanic and Atmospheric Administration (NOAA) located in Prince George’s County, Maryland.

A premier Historically Black College and University (HBCU), Howard combines the best elements of liberal arts and sciences-based undergraduate core curriculum with selected graduate and professional programs. Students pursue studies in more than 120 areas leading to undergraduate, graduate, and professional degrees. The University ranks among the highest producers of the nation’s Black professionals in medicine, dentistry, pharmacy, engineering, nursing, architecture, religion, law, music, social work, and education.

The University’s motto, “Veritas et Utilitas,” Truth and Service, represents a vital part of our identity. The more than 10,000 undergraduate and graduate students dedicate hundreds of hours each year to service in nearby LeDroit Park, around the nation, and in far-flung places around the world. Over the U.S. Peace Corps’ 50-year history, more than 200 Howard graduates have served as volunteers worldwide, the highest number among historically Black colleges. The University remains committed to further enhancing its strategic positioning as one of the nation’s top research universities.

The University has long held a commitment to the study of disadvantaged persons in American society and throughout the world. The goal is to eliminate inequities related to race, color, social, economic, and political circumstances. As the only truly comprehensive predominantly Black university, Howard is one of the major change engineers in our society. Through its traditional and cutting-edge academic programs, the University seeks to improve all people’s circumstances in the search for peace and justice on earth.

The University’s library system contains more than 1.8 million volumes, including the Channing Pollock Collection. The Moorland-Spingarn Research Center (MSRC) is recognized as one of the world’s largest and most comprehensive repositories for documenting the history and culture of people of African descent in Africa, the Americas, and other parts of the world.



### 2.2.1 Academic Profile

Howard produces the largest pool of African American students in the nation who go on to pursue a Ph.D. in science, technology, mathematics, and engineering (STEM) fields. The Middle States Commission on Higher Education (MSCHE) report recognizes Howard’s rich legacy in arts and cultural studies that opens the eyes of the world to African Americans’ contributions and the African Diaspora to global culture. Howard traditionally has had the largest gathering of Black scholars in the world.

The University currently has an enrollment of approximately 9,689 undergraduate, graduate, and professional students representing 45 US states, the District of Columbia, and nine nations. Howard currently has 2,907 Full-time and Adjunct faculty, with 374 of them being part-time.

Howard competes in 19 varsity sports including basketball, football, bowling, lacrosse, soccer, softball, swimming, tennis, both indoor and outdoor track, and volleyball.

The National Science Foundation has ranked Howard as the top producer of African-American undergraduates who later earn science and engineering doctoral degrees. Howard University ranked overall fourth on the U.S. News & World Report social mobility ranking list, behind three public institutions, as the top private institution for “how well schools graduated students who received federal Pell Grants (household family incomes less than \$50,000 annually).”

The University has been ranked second among top historically Black colleges and universities (HBCUs) over consecutive years, including 2019, the last year of published rankings. Howard ranked 117 (of 801) in the Wall Street Journal/Times Higher Education College Rankings, and within the South region, No. 27 of 209 institutions. Also, Howard University was recently named one of the “Best 385 Colleges,” and a “Best Northeastern” school by The Princeton Review.

The University offers a range of undergraduate and graduate programs including 47 bachelor’s, 46 master’s, 33 doctoral degrees, and four professional programs through its thirteen schools and colleges. The colleges and schools include:



## College of Arts & Sciences (COAS)

The College of Arts and Sciences provides its students with an undergraduate education grounded in the quest for intellectual freedom, social justice, artistic expression, and pursuit of knowledge. COAS, the largest and most diverse college at Howard University, houses 23 academic departments and programs. Four divisions comprise COAS: fine arts, humanities, natural sciences, and social sciences. Each of the academic majors is designed to foster intellectual curiosity and a quest for knowledge.

COAS offers a course curriculum that provides the intellectual foundation for critical thinking, creativity and innovation, artistic expression, problem-solving, social responsibility, and the lifelong pursuit of knowledge.

## School of Business

The School of Business, founded in 1970, is an Association to Advance Collegiate Schools of Business (AACSB) accredited school with undergraduate, graduate, professional and joint degree programs that span more than 12 areas of study. With dynamic academic departments, ground-breaking centers of excellence, esteemed faculty, award-winning programs, and over 8,000 alumni worldwide, the Howard University School of Business continually ranks among the nation's top business programs. The school offers majors in accounting, computer information systems, international business, finance, hospitality, management, marketing, and supply chain management.

The School of Business is dedicated to attracting and sustaining a cadre of faculty who, through their teaching and research, are committed to developing distinguished graduates and the quest for solutions to business and management problems in the United States and throughout the world.

## School of Communications (SOC)

For more than 44 years, the School of Communications has trained journalists and media communication professionals through five of the most premier advertising, audio production, journalism, media management, and public relations programs in the world. SOC graduates are known at the local, national and

global levels for their leadership within and across diverse communities through communication research, professional practice, innovation, job creation, social justice, and service via cutting-edge knowledge, skills, and technology. SOC is the third largest of Howard University's 13 academic schools and colleges. The School has a legacy of excellence demonstrated by its track record of graduating the most African-American communications professionals, and a growing reputation as the place for the best students who wish to study communications.

SOC has two undergraduate departments, Media, Journalism, and Film (MJFC), including an MFA graduate film program, and Legal and Management Communication (SLMC). The School also has two doctoral graduate programs: Communication, Culture and Media Studies (CCMS) and Communication Sciences and Disorders (COSD) with a master's of science degree. The MJFC and SLMC undergraduate programs offer bachelor degrees in its major concentrations: journalism and online media, audio and TV production, public relations, advertising, and media management.

### College of Dentistry


Established in 1881, the College of Dentistry (COD) is the fifth oldest dental school in the United States. As a teaching and patient care institution, the College has trained thousands of highly skilled dental professionals to serve their communities, particularly the underserved. COD graduates are currently serving communities in 40 states and 53 foreign countries. The College's more than 100 faculty members constitute one of the best trained dental faculties globally.

The College offers predoctoral programs that offer numerous options for aspiring dentists or college students interested in dentistry as a profession. COD offers postdoctoral programs in the fields of Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, General Practice Residency, and an Advanced Education Program in General Dentistry.

COD offers a continuing education program to dentists, dental hygienists, and dental assistants to assist them in maintaining their professional skills. The program presents the newest methods and materials and provides an opportunity for

*"Howard University occupies a unique niche in higher education both in terms of its remarkable legacy and future potential. It is quite literally a national treasure as the foremost research university ensuring the education of African American leaders for the nation and the world."*

*-Middle States Commission on Higher Education (MSCHE)*



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the acquisition of new skills and knowledge. Its objective is to assist in the continuation of the best dental care for patients.

### School of Divinity

Founded in 1940, the Howard University School of Divinity (HUSD) is one of the oldest fully accredited theological schools affiliated with the Association of Theological Schools in the United States and Canada. HUSD is the only African-American theological school connected to a comprehensive R2 doctoral research university.

The School educates and forms leaders to serve and transform religious and educational institutions and society. HUSD is committed to enabling all students—particularly those interested in ordained ministry and doctoral study—to acquire a comprehensive theological education. The School emphasizes inquiry into the religious and cultural heritage of African Americans, the African Diaspora, and Africa.

### School of Education

The School of Education (HUSOE) prepares transformational leaders as highly qualified teachers, reflective practitioners, effective administrators, and engaged researchers who influence educational policies and practices relevant to Black and other underserved populations. To prepare graduates to succeed in this rapidly changing diverse world, HUSOE fosters preparation programs that promote interdependence with a synergistic cross-cultural exchange of systems, values, ideas, and strategies. HUSOE has a paramount interest in meeting urban school communities' needs and addressing social justice issues related to equity, access, and opportunity.

HUSE hosts a research center, an Early Learning Program that serves ages 3-6, an Upward Bound Program, the DC Area Writing Project, and the Urban Superintendent Academy. Additionally, the Journal of Negro Education, which recently celebrated its 80th anniversary, is HUSOE's hallmark research publication. The School holds national accreditation by CAEP and is ranked in the top 100 Graduate Schools of Education by the US News and World Report.

The School offers undergraduate programs in curriculum & instruction and human development;



and graduate and doctoral programs in curriculum & instruction, educational leadership & policy studies, and human development & psycho-educational studies.

### College of Engineering and Architecture (CEA)

The College of Engineering and Architecture plays a vital role in producing our nation's top engineers and architects and ranks among the top producers of African American male and female engineers.

The CEA is comprised of five departments: Architecture, Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering and Computer Science, and Mechanical Engineering. The college offers a fully accredited Bachelor of Science, Bachelor of Architecture, and Master of Architecture degree programs. With abounding research opportunities offered in the engineering disciplines, graduate degree programs are Master of Science, Master of Engineering, and Doctor of Philosophy. CEA also offers Certificates in Cybersecurity and other professional programs.

CEA graduates apply their knowledge of mathematics, science, design, and engineering to identify, formulate, and solve engineering problems and understand the impact of architectural and engineering solutions in a global, economic, environmental, and societal context.

### Graduate School

Formally established in 1934, the Graduate School was reorganized in 1976 into its current structure with divisions in the arts and humanities, biological and life sciences, engineering and physical sciences, and social sciences. The School awarded its first doctorate degree in 1958 in the field of chemistry. Today, the School offers 28 master and 27 doctoral programs. The Graduate School is among the nation's largest producers of African-American students who complete doctorates in science, technology, engineering, and physical sciences.

### School of Law

Howard University opened its legal department, led by John Mercer Langston, on January 6, 1869. The founders of Howard Law recognized "a great need to train lawyers who would have a strong commitment to helping black Americans secure





and protect their newly established rights” during the country’s tumultuous Reconstruction era.

The School of Law employs cultural diversity, research intensity, and dedicated faculty to produce compassionate graduates empowered to develop solutions to human problems in the United States and throughout the world. The Law School calls this producing “social engineers,” Charles Hamilton Houston’s term for “highly skilled, perceptive, sensitive lawyers” who know how to use the law to “solve the problems of local communities” and to “better the conditions of the underprivileged.”

Howard Law’s library houses the Juan Williams Collection of Thurgood Marshall Materials. The Thurgood Marshall Civil Rights Center, enabled by a generous donation from Vernon Jordan (J.D.’60), is poised to connect the 21st Century Civil Rights Movement to its elders, maximize its impact, and ensure its legacy.

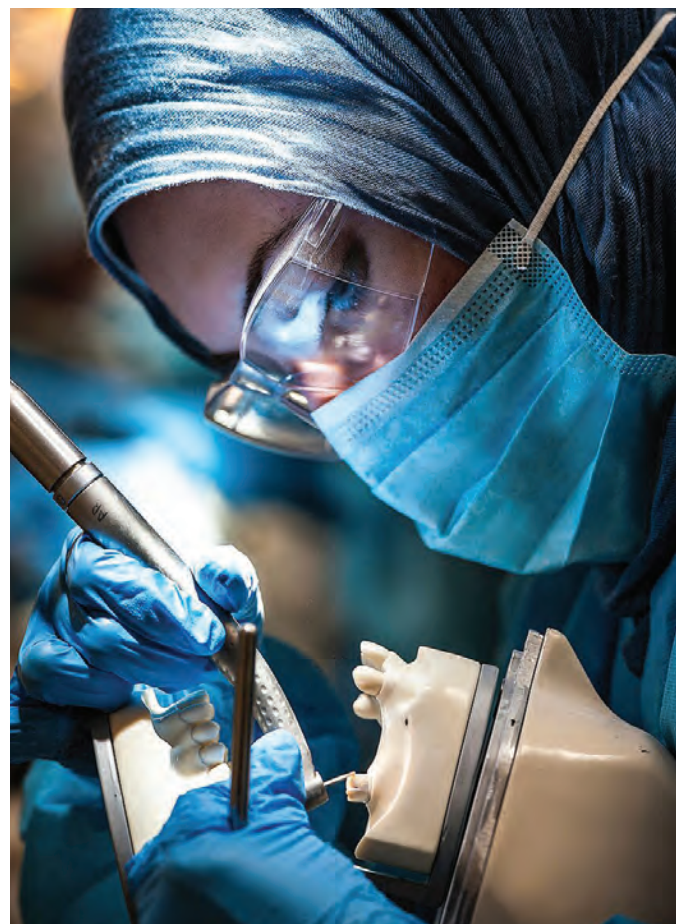
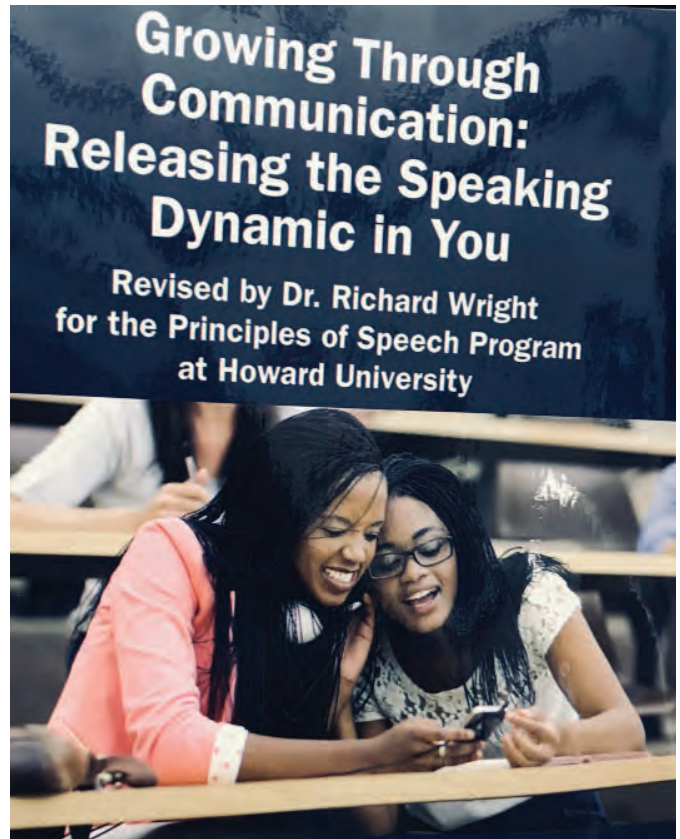
The clinics at Howard Law, established in 1969, supervise students who submit U.S. Supreme Court amicus briefs, free the wrongly-convicted from prison, fight for fair housing, protect intellectual property, reunify families, represent defrauded investors, and mediate employee disputes at the World Bank.

### College of Medicine

The College of Medicine, founded in 1868 just three years after the close of the Civil War, takes pride in its long and illustrious history of training students to become competent and compassionate physicians who provide health care in medically underserved communities.

The College emphasizes preparing students to deliver patient care in communities with a shortage of physicians and public health professionals while offering excellent research and research training opportunities. The academic program leading to the MD degree from the College of Medicine is designed to produce physicians who are knowledgeable of modern medical science principles and who have mastered the art of critical thinking in the clinical decision-making process to engage in the practice of medicine as competent professionals.

The College is accredited by the Liaison Committee on Medical Education and the



Association of American Medical Colleges (AAMC), and the American Medical Association (AMA). The Howard University College of Medicine has received notice of FULL ACCREDITATION from the Liaison Committee on Medical Education (LCME). The medical education program's accreditation will extend through an eight-year term with a visit scheduled for the Academic Year 2024-2025.

### College of Nursing & Allied Health Sciences (CNAHS)

The College of Nursing & Allied Health Sciences offers rigorous, highly competitive, culturally, community-oriented, research-based programs. Our graduates are prepared to work with both traditional and underserved populations in local, national, and international communities. CNAHS is dedicated to educating healthcare professionals as well as developing future leaders who will impact the delivery of quality healthcare globally.

The College offers nationally recognized, accredited programs at the undergraduate and graduate levels to a diverse student population from across the nation and from around the world. The Division of Nursing offers the Baccalaureate and Master's degrees in Nursing, and a Post-Master's Certificate in Nursing (Family Nurse Practitioner). The Division of Allied Health Sciences offers the Baccalaureate degree in Clinical Laboratory Sciences, Dietetics, Physician Assistant, Radiation Therapy and Health Sciences and Management; the Master's Degree in Occupational Therapy; The Doctor of Physical Therapy; and the Master's and Doctoral degrees in Nutritional Sciences in conjunction with Howard University's Graduate School.

### College of Pharmacy

In 1868, Pharmacy instruction at Howard University began in the "Department of Medicine." The initial program, held in the evening, offered students a "knowledge of the art and science of pharmacy." As a result of this program, in 1870, the first graduate of Howard University, James Thomas Wormley, received the Doctor of Pharmacy degree from the Medical Department.

Since this early beginning, the College of Pharmacy has been among the leaders in the preparation of individuals for rewarding careers in



pharmacy. The College currently offers an entry-level four-year Doctor of Pharmacy (Pharm.D.) degree program, a two-year post-B.S. Pharm.D. degree program, a Non-traditional Pharm.D. degree program, and the M.S. and Ph.D. degrees in Pharmaceutical Sciences.

The College's mission is to provide pharmaceutical education of excellent quality to students with high academic, scholarship and leadership potential, with particular emphasis upon the recruitment, retention, and graduation of promising African American and other minority students.

### Howard University School of Social Work (HUSSW)

The School of Social Work at Howard University is known globally for our passion, commitment, and never-ending advocacy. Our Howard prepared and empowered social workers have been trailblazers in many areas and the next generation is poised to continue their stellar record.

Howard University School of Social Work was established as an autonomous unit in 1935, although instruction was offered in social services as early as 1914. Early accreditation (1930-1940) of the one-year Certificate Program of the Division of Social Work in the Graduate School was superseded by full accreditation of the new two-year Master of Social Work degree program by the time the first graduates received their degrees in June 1946.

The School received its most recent reaffirmation of accreditation of the master's degree program in 2012 for the maximum 8 years. We are accredited through 2020. Today the School of Social Work is a more complex institution than ever before. The curriculum is richer and enhanced by new courses, electives, and concentrations. We have a number of courses offered online. The student body is more diverse in terms of family background, geographic origin, nationally and internationally, age and persons with disabilities.

Teaching remains the core faculty activity, however, research, knowledge development, training, and technical assistance have become important areas of faculty activity. In 2012, the U.S. News and World Report ranked our school in the top 20% of social work programs.



## Howard University Middle School for Math and Science (MS)2

Howard is the only post-secondary campus in the District that hosts a public charter middle school offering a comprehensive curriculum for grades sixth through eight. The Howard University Middle School of Mathematics and Science was chartered in 2005 in partnership with the University and designed to deliver programs to help students reach their academic goals and develop the skills needed to succeed beyond the classroom.

The students are prepared for career and entrepreneurship opportunities in science, technology, engineering, and mathematics (STEM) disciplines. The STEM curriculum focuses on an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, the STEM curriculum integrates them into a cohesive learning model based on real-world applications.

### 2.2.2 Student Body & Achievements

Howard University has a rich legacy of student achievement, having produced over 60 Fulbright awardees, four Rhodes Scholars, 23 Pickering Fellows, as well as numerous Marshall and Truman scholars. The pioneering work of Howard's distinguished alumni is a point of pride and a rich history for the institution, the nation, and the world. Today, alumni hold prominent positions in Fortune 500 companies, the U.S. Government, Hollywood studios, and fields and industries in all major sectors, leading the nation through private industry and public service.

The Office of Undergraduate Studies (OUS), established in 2014, is charged with increasing student retention and graduation rates, with a heightened focus on increasing the 4-year graduation rate. The office of Honors and Scholar Development, a division of OUS, provides outreach and training to students in Howard University's three honors programs in the College of Arts and Sciences, the School of Business Executive Leadership (SBEL) Honors Program, and the School of Communications' Annenberg Scholars Honors Program.

Please refer to Table 2.1 for more detail on the distribution of the Fall 2019 student enrollment at



Howard University Central Campus - listing total enrollment by College / School and classification for each student level.

### 2.2.3 Research Achievements

Howard University's long-term goal is to increase research funding to the level of a Carnegie Classification R1: Doctoral Universities-Highest Research Activity. Howard's current classification is as an R2: Doctoral University-Higher Research Activity institution. From 2009 through 2014, the National Science Foundation's (NSF) average rank for Howard was 208 of 715 institutions based on total research expenditures.

Howard has had an average standing of 187 in externally sponsored awards received during the same five-year period. During the last five fiscal years, the University has received an annual average of 281 awards for an average of \$55M per year.

Some of the notable awards received in FY 2018 included a \$1M award from the W.M. Keck Foundation for Quantum 2D Layer Optoelectronics; an \$800K award from the U.S. Air Force Research Laboratory for Novel Methods for Fatigue Life Prediction for Turbine Engine Components, and; a \$1M HBCU-RISE award titled HBCU-RISE: Security Engineering for Resilient Mobile Cyber-Physical Systems from the NSF.

Research is an essential part of Howard University's delivery of outstanding education and professional training experience for students. Faculty, staff and student research discoveries can lead to commercial applications that translate to successful marketing and licensing of intellectual property. This promotes the potential for additional revenue through entrepreneurship, start-up ventures, and economic development. Through a partnership with the District of Columbia City Government, Howard University created a startup incubator space on campus, an entrée into the types of ventures that are mutually beneficial to achieving shared objectives.

### 2.2.4 HU Health Sciences

Howard University Health Sciences includes Howard University Hospital, its Faculty Practice Plan, the Louis B. Stokes Health Sciences Library, and our Colleges of Medicine, Dentistry, Pharmacy, Nursing, and Allied Health Sciences, and several



specialty institutes and centers. The Health Sciences faculty conduct research, instruction, and clinical care that seeks to eliminate health disparities and provide service to the most vulnerable among us.

Throughout its 145-year history of providing the finest primary, secondary and tertiary health care services, Howard University Hospital, a Level 1 Trauma Center, has become one of the most comprehensive health care facilities in the Washington, D.C. metropolitan area.

HUH is the nation's only teaching hospital located on the campus of a historically Black university. It offers medical students a superior learning environment and opportunities to observe or participate in ground-breaking clinical and research work with professionals who are changing the face of health care.

### 2.2.5 Service Achievements

Service to the nation, city, and community continues to be one of the primary missions of Howard. The University touches every facet of the District of Columbia (DC, District) and Howard has been a longtime partner in helping the District expand and improve services and economic opportunities for its residents. The Community Association (in collaboration with the University's schools, colleges and other programs) addresses challenges affecting Howard and its surrounding neighbors; informs the public of programs activities and services it offers; and provides students, faculty, and staff with community service opportunities.

The third Howard Forward Strategic Priority is focused on serving the community:

“We will serve our diverse community with high impact outreach and collaborative partnerships across divisions and beyond campus borders while cultivating an atmosphere of inclusivity, wellness, and civility.”

#### DC Small Business Development Center

Howard, in partnership with the Small Business Administration, has a Small Business Development Center (DC SBDC) on campus. The DC SBDC has been housed in the School of Business since 1979. It has two distinctions. Nationally, DC SBDC is the only HBCU-led center and one of only two private



institutions, with the University of Pennsylvania as the other. DC SBDC has two full service sub-centers, Anacostia Economic Development Corporation and the Greater Washington Urban League. The DC SBDC has a national accreditation with the America's Small Business Development Centers based on the Malcolm Baldrige Standards of Excellence. The DC SBDC provides four key services: no-cost small business counseling, low-cost or no-cost workshops, loan package review, and industry research.

### *Strategic Corporate & Community Engagement*

- Develop effective models for industry and community engagement through an expansion of Howard University's Alternative Spring Break and Day of Service initiatives.
- Serve the District of Columbia through strategic and effective engagement and coordination with its citizens, businesses, and K-16 institutions to enhance educational outcomes of Washington D.C.
- Leverage relationships with Corporate partners to maximize job creation, train the workforce of the future and contribute to economic growth in Washington D.C.
- Develop mutually beneficial business partnerships to combat health disparities in the local community.

### *Leaving a Positive Impact on the World*

- Progressively increase service opportunities and programs, tracking progress through the development of a system that globally monitors service delivery by our students, faculty, and staff to the public.
- Increase alumni engagement that is demonstrated through philanthropic contributions and service to Alma Mater and their local communities.



## 2.3 Mission, Vision & Strategic Plan

### Mission

Howard University, a culturally diverse, comprehensive, research-intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate and professional levels to students of high academic standing and potential, with emphasis on educational opportunities for Black students.

The University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research, and service committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

### Vision

The vision for Howard University is to boldly deliver on its mission in a contemporary context. Howard will provide a world-class global educational experience to every student. Howard will become a top 50 research institution, providing research and advancement to impact Black communities. And Howard will attract and sustain a cadre of faculty who are committed to excellence, leadership, truth, and service.

### Core Values

Core values define the belief system and norms that are utilized to implement Howard's vision.

Excellence, Leadership, Service, and Truth are our core values. Howard's aim is to forward the development of scholars and professionals who drive change and engage in scholarship that provides solutions to contemporary global problems, particularly ones impacting the African Diaspora.





*"We are embarking on a forward trajectory that positions Howard University as a model of excellence in academics and operations. Howard Forward 2024 articulates attainable aspirations for a more sustainable future and outlines five overarching priorities that we are uniquely positioned to address."*

*- President Wayne A.I. Frederick*



### 2.3.1 The Howard Forward Strategic Plan

In 2016, Howard University embarked on the foundational stages of developing a new strategic plan for the University, Howard Forward 2024. The multi-year strategic planning process included stakeholders from a broad cross-section of the campus community, including members of the HU Board of Trustees, faculty, staff, administrators, students, alumni, and community members.

Stakeholder input informed a plan that outlines the University's strengths, growth opportunities, and goals that will position Howard to strengthen and transform its academic model and lead its peers in innovation in higher education.

The strategic plan will drive a culture of continuous improvement and create an environment that connects faculty, staff, and students to Howard University's mission and reinforces the importance of focusing on strategy and measurable objectives that are rewarded with success. The strategy reinforces the importance of focusing on strategy and measurable objectives that are rewarded with success.

Howard has a rich history of responding to the needs of its community and higher education. For 150 years the University has prioritized building a culture of academic excellence and rigor while infusing service into its culture. These collective efforts and combined expertise will allow Howard to realize its ambitious goals and priorities.

Execution of the strategic plan will be an ongoing process to monitor, review, and update the campus community on the progress of its results. The campus community will propel the success of Howard's priorities, and achieve long-term sustainability for the University.



#### Enhance Academic Excellence

We will enhance academic excellence by supporting faculty, research and student development, academic rigor and retention, through strategic recruitment and continuous improvement of academic programs.

Goal 1: Enhance student success through transformation and innovation in teaching & learning, enhanced by the use of technology.



#### Inspire New Knowledge

We will reward innovation in instruction, research, entrepreneurship, collaboration, and capacity building to maximize our impacts and challenges, enlightens and inspires our faculty and students to change the world.

Goal 2: Increase participation in grant-funded research activity.



#### Serve Our Community

We will serve our community with high impact outreach and collaborative partnerships across divisions and beyond campus borders while cultivating an atmosphere of inclusivity, wellness, and civility.

Goal 3: Use experimental service-learning opportunities to teach awareness of local and global issues that align with our University's mission.



#### Improve Efficiency & Effectiveness

We will improve efficiency and effectiveness with investments in upgraded technology and systems to promote process automation and strategic incentive programming for customer satisfaction metrics, while consistently delivering the highest quality products and services.

Goal 4: Operate efficiently and effectively across all levels of the organization.

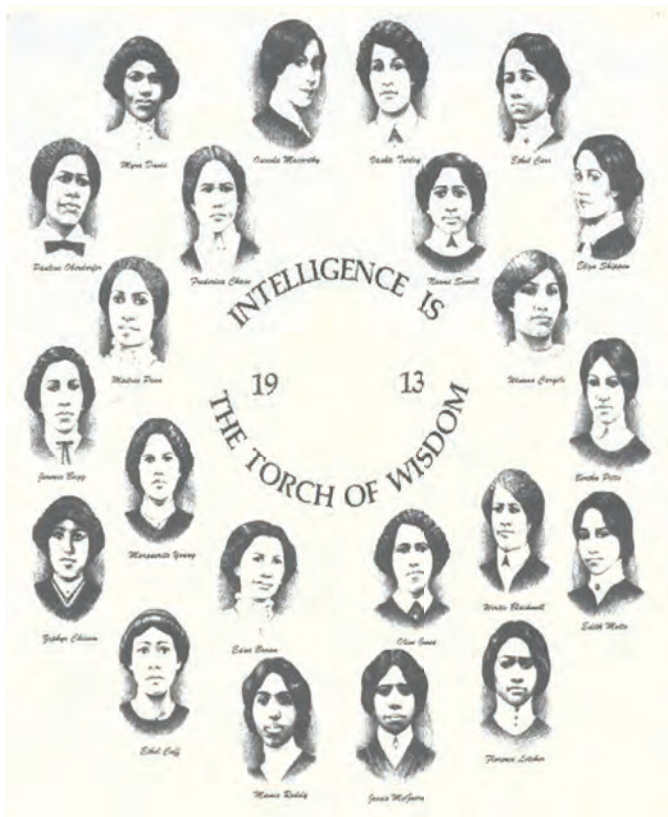


#### Achieve Financial Sustainability

We will achieve financial sustainability through revenue diversification, process optimization, asset management, fundraising and investment in high return business opportunities, communicating in transparency and operating with accountability, all while being good stewards of our resources.

Goal 5: Improve organizational financial accountability and outcomes.

In Spring of 2018, the Howard University Board of Trustees approved Howard Forward 2024 .



## 2.4 Neighborhood Context

The Central Campus lies along Georgia Avenue, a prominent north-south artery connecting D.C. and Silver Spring, Maryland. Georgia Avenue, along with Florida Avenue and U Street to the south of the Campus, all have a commercial activity that provides retail, dining, and other services that can be utilized by students, faculty, staff, and visitors.

### 2.4.1 Campus Location & Community

The Howard University Central Campus is surrounded by historic neighborhoods—Park View, Columbia Heights, Pleasant Plains, Bloomingdale, LeDroit Park, and U Street/Shaw.

U Street and the adjacent Cardozo and Shaw neighborhoods are an important part of the city’s African-American cultural history. Civil War encampments in the area sheltered freedom seekers in the 1860s, and the mission churches they founded live on today. African Americans first settled in the neighborhood in the 1880s, capitalizing on new streetcar lines and the absence of residential segregation rules.



By the 1920s, the U Street/Shaw neighborhood, which was home to Duke Ellington, had become the cultural heart of Washington DC’s African American community. Black-owned theaters, restaurants, night clubs, billiard parlors, and dance halls extended along U Street from 7th Street to 14th Street. During its heyday, legendary jazz greats like Duke Ellington, Louis Armstrong, and Dizzy Gillespie performed at U Street venues. Today, the neighborhood is home to the African-American Civil War Memorial and Museum, and an African-American Heritage Trail that commemorates important historic landmarks in black history.



Just north of this neighborhood, Howard University began to attract the nation’s black intellectual and artistic leadership in the 1870s. In the early 20th century, it was home to businesses, theaters, clubs and the major social institutions of black Washington.

Although Pleasant Plains is a residential neighborhood, the Howard University campus occupies a large portion of the neighborhood. Pleasant Plains extends east and west of the central campus, and the community’s housing

typology is primarily row homes complemented by commercial uses along Georgia Avenue.

Originally a huge estate owned by the Holmead family from the 1700s, this neighborhood stretched from 16th Street to the reservoir. In the 1860s, the area north of Florida Avenue, then outside the boundary of the city, was settled by freed African Americans coming north during the Civil war. The founding of Howard University, the National Association for the Relief of Destitute Colored Women and Children, Freedmen’s Hospital, and other historic sites grew out of this settlement. Also, during this time, parts of the original Pleasant Plains estate were sold off to become Columbia Heights and Park View. Until the 1950s, Pleasant Plains was a segregated neighborhood with some of the best educational, entertainment, recreational, and business resources for African Americans.

Many of Pleasant Plains’ residents are Howard students, alumni or employees. One of the major community anchors is the Banneker Recreation Center on Georgia Avenue, which reopened in July 2007 after a year of renovations. The adjacent Benjamin Banneker Academic High School has ranked among the 100 best public schools in the United States and is another important asset within the Howard University environment.

The neighborhoods of Columbia Heights and Park View are west and north of Pleasant Plains, and Howard. Columbia Heights has seen tremendous residential and commercial redevelopment since the 1999 unveiling of the Columbia Heights Metro station and currently serves as an asset to Howard University. The neighborhood has a wide range of housing types from condominiums and townhouses to middle-income and public housing. The community is known for its restaurants, retail, and entertainment.

The Park View neighborhood is a residential community with a small commercial corridor along Georgia Avenue. The neighborhood name comes from its views east into the Campus of the Old Soldiers Home, modeled after the principles of New York’s Central Park in the 1880s. The Home’s grounds were open to the public as a park until the 1960s.

The LeDroit Park neighborhood to the south of the Central Campus was developed by Amzi



View Northward of Howard Campus & McMillan Reservoir

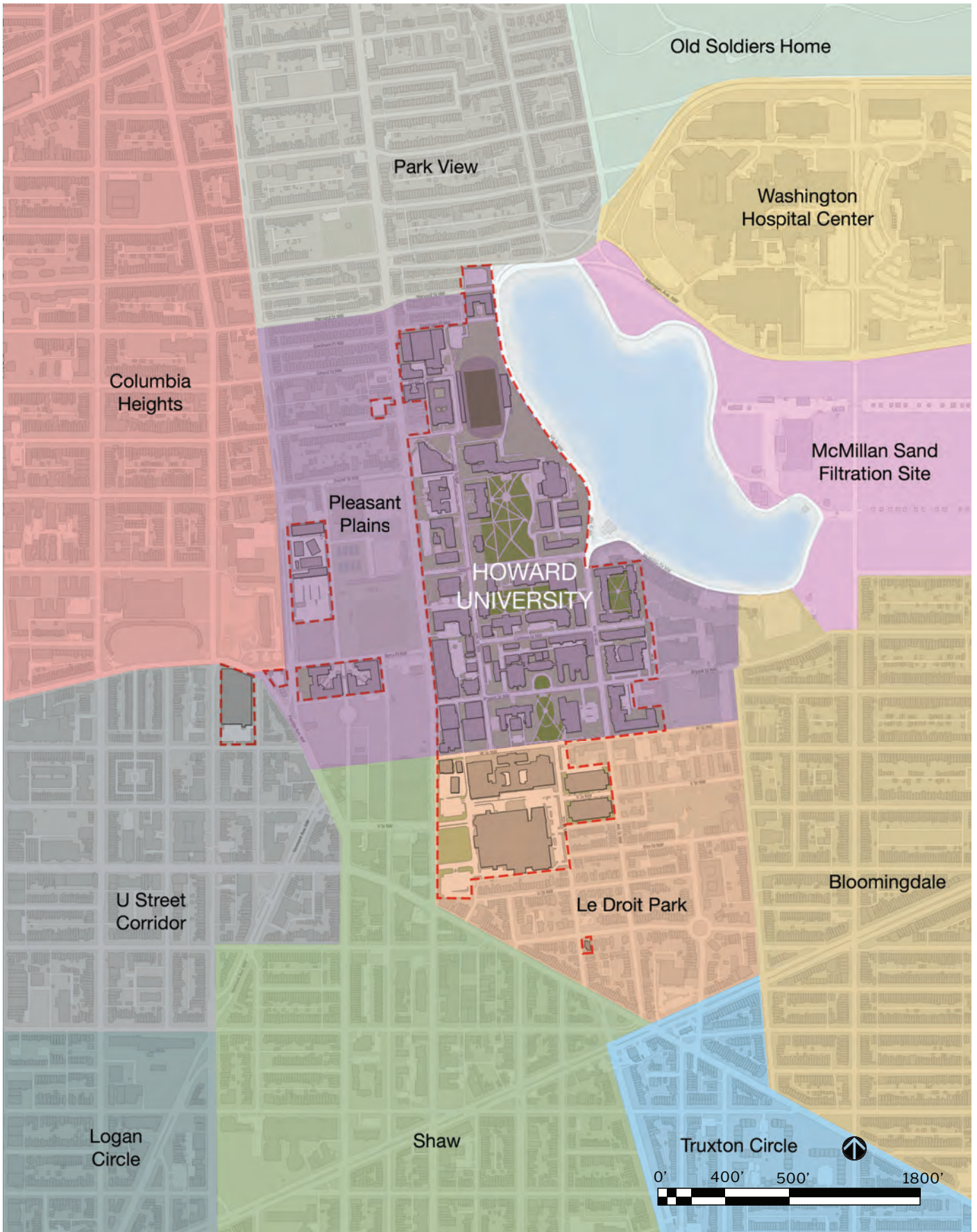


Figure 2.1 - Neighborhoods



Howard University Hospital

Barber (Board of Trustees, Howard University) and Andrew Langdon in the 1870s. LeDroit Park was one of Washington’s first suburbs, and for many years one of its finest. Originally a gated ‘whites-only’ neighborhood, it was later the preeminent home to Washington’s African American elite. Despite its history, LeDroit Park underwent a period of decline in the latter half of the 20th century. To help change this in 1997, Howard University formed a strategic alliance with the Federal National Mortgage Association (Fannie Mae) to revitalize the neighborhood. The University has rehabilitated or constructed forty residential structures designed to preserve the historic fabric of the neighborhood. One of the goals of the program is to make the housing available to a broad range of Howard University employees, municipal employees, and community members.



Pleasant Plains

The Bloomingdale neighborhood adjacent to Howard on the east is located just outside the City of Washington’s original boundary. The lands that comprise Bloomingdale were originally large estates and orchards and were utilized for a variety of light industries just before its residential development. Florida Avenue was the dividing line between paved, planned streets, laid out in the original city plan and the landowners of large country estates. Most of the homes within Bloomingdale are Victorian style row houses built at the turn of the last century (1900).

#### 2.4.2 Institutional & Community Collaboration

The Howard Forward Strategy Priority 3 focuses on Howard serving its diverse community with high impact outreach and collaborative partnerships across divisions and beyond campus borders while cultivating an atmosphere of inclusivity, wellness, and civility. Priority 3 aims to use experiential service-learning opportunities to teach awareness of local and global issues that align with our University’s mission. To achieve this, the University identified initiatives in three areas:

- 1) Strategic Corporate & Community Engagement,
- 2) Health & Wellness, and
- 3) Leaving a Positive Impact on the World.



Park View

## 2.5 Community Relations

The Office of External Affairs (OEA) serves as the University's primary liaison with congressional, federal, local and regional officials, and the community at large. The Vice President for External Affairs provides leadership for government affairs, and community relations.

The Office advances HU priorities, maintains and strengthens Howard's reputation, and builds long term relationships with key stakeholder groups through regular communications, advocacy and engagement on a wide range of issues.

OEA strives to ensure that the community and leaders on the local, national, and world stage understand Howard's importance as a comprehensive research institution that produces leaders for the nation and the global community and our role as a partner in helping society reach its full potential.

OEA represents and promotes the University with a variety of internal and external stakeholders, facilitates collaborative relationships and showcases HU, its faculty, students, staff, and programs.

### 2.5.1 HU Community Association

The mission of the Howard University Community Association includes

1. Strengthening the University's relationship with its neighbors through ongoing dialogue designed to exchange information about the University and community projects and events; exploring University-Community partnership opportunities, and; acquiring insights into community sentiments that may be useful to informing decision-making.
2. Augmenting the University's value as a community resource through its community development and human services initiatives by disseminating information on University-sponsored programs, activities, and services; and by coordinating its services corps programs.

Founded in December 1996, the Howard University Community Association was established to enhance the University's relations with its surrounding communities. It accomplishes



Recreational Fields



Columbia Heights



LeDroit Park

this by directly responding to individual inquiries and concerns; participating in community- and local government-sponsored meetings; convening Community Advisory Committee gatherings; cooperating in special joint initiatives; addressing broader neighborhood challenges, and exploring opportunities for improving the overall quality of life for the University and the community-at-large.

The HU Community Association is the principal point of contact between the University and the community at large. The Community Association is also the locus for the award-winning LeDroit Park Revitalization Initiative, ongoing University planning efforts regarding the Georgia Avenue corridor and the University's central planning process. It also houses Howard's JumpStart/ AmeriCorps and Project C.H.A.N.G.E. programs.

The Community Association, in collaboration with the University's colleges, schools, and other programs, address challenges affecting the University and its surrounding neighbors; inform the public of programs, activities, and services it offers; and provide students, faculty, and staff with community service opportunities. Howard intends to continue this practice throughout the 10-year planning period.

The Association convenes its Community Advisory Committee (CAC) on a quarterly basis. The CAC is comprised of residents, local elected officials, civic associations, churches, businesses, and University staff, faculty, and students.

### 2.5.2 Consensus-Based Planning

The Howard University strategy effort embraces consensus-based, collaborative planning through engagement with campus and community meetings to discuss and evaluate the evolving scenarios for campus organization, buildings, open-space, circulation and access, parking, and other key elements. The efforts will continue to involve building participant understanding and consensus to inform the planning and decision-making process.

The inclusion of campus-wide and public participation in the campus planning process is not new to Howard, as it has maintained outreach and engagement with its host community neighbors through meetings with the HU Community Association.





### 2.5.3 Major Events and Impacts

As a major institution operating for over 150 years in the District, Howard University has a time-honored legacy that manifests itself in major events and gatherings with longstanding traditions. The University secures all necessary permits for all events in close coordination with the District, and generally encourages the use of public transportation in efforts to mitigate traffic and parking demand. Howard remains committed to ongoing communication with our neighboring communities and the region at large to ensure transparency and awareness regarding major events.

#### Residence Hall Move-In & Move-Out

As the University currently offers over 5,000 residence hall beds, the move-in and move-out processes require close coordination among numerous internal and external entities.

Freshman students typically arrive to check-in to their housing assignments during the second weekend in August. Continuing students arrive for check-in during the third weekend in August. Formal classes typically begin the third week in August, and conclude after the third week in April. Check-out of residence halls is required the second Sunday in May.

A comprehensive freshman registration and orientation process occurs during their first week on campus – prior to the return of continuing students. This process typically includes programming from the Office of Off-Campus Housing and Community Engagement, and the HU Community Association regarding the code of conduct, and the dynamics of the surrounding neighborhoods, with particular emphasis on respecting the University’s neighbors.

Move-in and move-out activities are coordinated primarily through the Office of Residence Life and the Department of Public Safety. The University makes best efforts to enact appropriate logistical measures to establish and maintain a safe, orderly process for both our students, their families, and the surrounding communities.

#### Greene Stadium & Athletic Events

William Greene Stadium is the Central Campus’ sole competitive athletic field. It is a standard



LeDroit Park Civi Engagement Session



Lower Georgia Avenue Main Streets Program Session



Education and Economic Impact

NCAA regulation artificial turf football field, improved with: fixed eastern and western bleacher assemblies, a 6-lane running track, field lights, and a press box. John Burr Gymnasium is the University's sole athletic arena space. The stadium and gymnasium are heavily used by several intercollegiate and intramural teams, as well as other activity groups for both practice and competitive play.

Burr Gym sits at the southeast intersection of Georgia Avenue and Gresham Place, with main access and egress positioned to the south and east along Girard Street. This orientation directs crowds away from Gresham Place and into the core of campus, with the exception of emergency egress from the Arena. The Stadium is uniquely positioned at the north end of campus with the McMillan reservoir to its east, Cook Hall/Burr Gym to the west, and Cramton Auditorium/Childers Hall to the south. At its north end, the Stadium abuts a grassy area and a surface parking lot, both of which serve as a buffer along Gresham Place.

Gresham essentially forms the northern edge of the Campus Boundary, with University uses including Drew Hall and Burr Gymnasium. While the University owns a significant portion of land surrounding this segment of Gresham Place, the block is shared with over twenty (20) privately owned rowhouses. Impacts along this edge include noise and light from events at both Burr and Greene. To the extent possible, the HU Community Association and the Athletics Department work to manage and mitigate these effects through scheduling and communication.

### Howard University Homecoming

Homecoming is a week-long celebration that occurs every fall semester, culminating on Game Day. Each year, alumni near and far return to the Central Campus to honor tradition, reminisce about their Howard experiences and make new memories. The range of dates for Homecoming activities is determined in conjunction with an annual Homecoming Committee, and is communicated in advance promotions.

Major assemblies such as concerts, comedy, and fashion shows are held in Cramton Auditorium and elsewhere on campus throughout the week, with programming that draws both internal and external attendees.

At the University's discretion, a Homecoming Parade and Homecoming runs or marathons may be scheduled, typically requiring street closings along the Georgia Avenue corridor and other adjacent roadways.

The "Yardfest" is a major concert held on the Yard the Friday before Game Day. It is one of the most highly attended events associated with the University's iconic Homecoming activities. A stage, vendor areas, and requisite infrastructure are erected outdoors, with acts that draw a broad range of visitors both regionally and nationally. The environment of the Yard is private, permanently gated, and generally cloistered from any surrounding residential uses, minimizing the sound, noise, and pedestrian impacts of this beloved event.

Game Day is always held on a Saturday. Game Day events include tailgates and gatherings commonly held on University grounds, and the Homecoming Game itself. Temporary bleachers are added to Greene Stadium to increase the seating capacity for this highly attended game. Understandably, this increase in spectator capacity can generate above-average noise and activity.

### Commencement

Commencement occurs the second Saturday in May and is one of the most highly attended events on campus, with thousands of graduates and thousands more family, friends and visitors. Temporary bleachers and a stage are erected surrounding the axis of "the Long Walk" on the Yard in order to accommodate the speaker, crowd and the processional. In the event of inclement weather, provisions for satellite viewing stations in Cramton Auditorium and other assembly venues are typically made. The Commencement Ceremony confers higher degrees to recipients on the main stage, and is typically followed by multiple, distributed ceremonies in which the conferring of undergraduate degrees take place on an individual school or college basis.

## 2.6 Economic Contributions

Howard University is an important source of economic activity within the District that is often underestimated. The measurable direct and indirect outlays that flow from the University into the District economy include annual payroll and non-payroll expenditures, spending by students, faculty, and staff who reside in DC, and spending by HU retirees who continue to reside in the city. In addition, there are other unquantifiable economic impacts that are an important source of economic benefit to DC, such as education and skill transference; workforce development; business attraction, and interaction due to Howard’s presence; in-kind and voluntary services of students, faculty and staff, and the intellectual property that contributes to local business.

The University spends more than \$800 million annually, and student spending accounts for roughly \$26.7 million annually. Howard has an employee impact of more than 5,200 jobs, with approximately 1,500 of those positions held by DC residents. Howard has 9,526 alumni living in DC who continue to contribute to the economic and cultural vitality of the City.

The University’s Small Business Development Center helped secure more than \$12 million in loans for local small businesses, and Howard operates a workforce development program that annually trains 50 students for technology jobs. Also, HU has a public charter middle school on its campus with nearly 300 students enrolled from across the District.

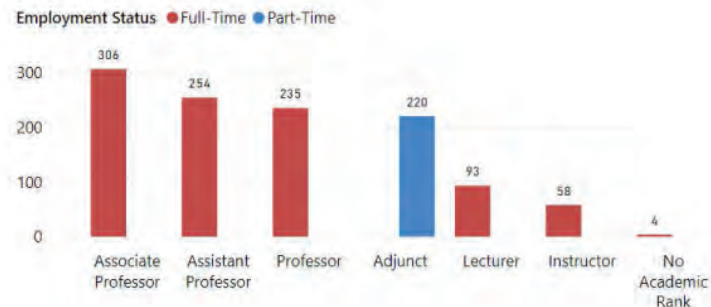


Table 2.1 - 2019 Employee Count (FT/PT)

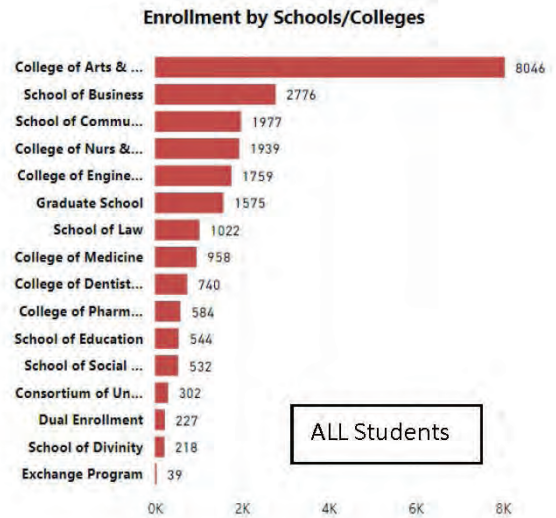


Table 2.2 - 2019 Total Enrollment by School/College

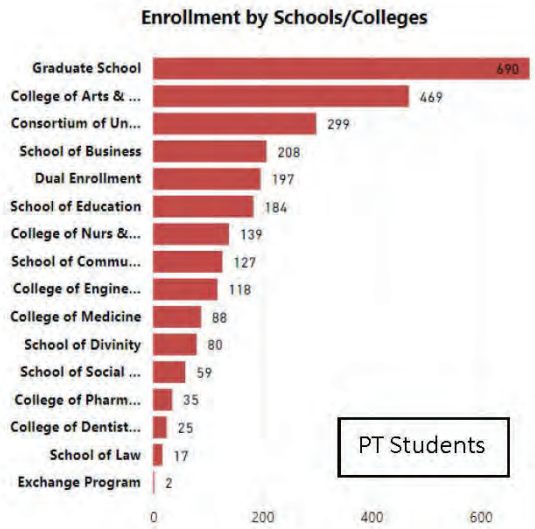


Table 2.3 - 2019 Part Time Enrollment by School/College

|                   | FT    | PT  | Total |
|-------------------|-------|-----|-------|
| HUH (w/interns)   | 1,081 | 603 | 1,684 |
| HUH (w/o interns) | 828   | 600 | 1,428 |

Table 2.4 - 2019 Howard Hospital Staff Counts

