

# Section 5

# Appendices

- 5.1 Howard University in the District of Columbia Report
- 5.2 Historic Resource Inventory
- 5.3 Approved 2020 COVID-19 Reopening Plan & Letter of Acceptance





## **5.1 Howard University in the District of Columbia**



# HOWARD UNIVERSITY

*in the District of* **COLUMBIA REPORT**



1867

**HOWARD**  
**UNIVERSITY**

*Prepared by the*

**Office of External Affairs**



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# LETTER FROM THE PRESIDENT

Dear Washington, DC, Community

As President of Howard University, I am pleased to provide you with our *Howard University in the District of Columbia Report*, which demonstrates the University's critical role in the District and our steadfast commitment to its growth.

Since its inception in 1867, the University has called the District of Columbia home. Its original founders, who were abolitionists, believed that African-Americans deserved to have access to the same educational opportunities that they enjoyed. As such, the University played a significant role in educating former slaves, particularly from the District of Columbia.

One of the University's founding members, Sen. Henry Wilson (R-MA), who later became vice president of the United States, authored legislation that abolished slavery in the District of Columbia. Howard University School of Law graduate Charlotte E. Ray was among the first women admitted to the DC Bar. And in response to the growing need for skilled African-American teachers in the mid to late 1800s, the University partnered with the Institution for the Education of Colored Youth in the District of Columbia.

To this day, the University continues to play a critical role. 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. Additionally, many of our graduates have become prominent leaders in the District, developing and implementing public policy.

**9,500** Howard has more than 9,500 Alumni Living in DC.

As you will see from the report, Howard University touches every facet of the District of Columbia and has been a longtime partner in helping the District expand and improve services and economic opportunities for its residents. I hope you find this information useful and encourage that you take advantage of the educational, healthcare, and community partnership resources available at Howard University. We invite you to visit our campus and our website at [www.howard.edu](http://www.howard.edu) for additional information.

Sincerely,



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

# HIGHLIGHTS FROM THE REPORT



50

The University operates a workforce development program that trains 50 students for technology jobs.

\$12M

The Small Business Development Center helped secure more than \$12 million in loans for small businesses.



\$800M

Howard spends more than \$800 million annually.



Howard physicians practice at United Medical Center, located in Ward 8.



Three DC mayors attended the Howard University School of Law, and several councilmembers attended the University.

\$650K

The School of Business provides free tax services to DC residents, helping them receive more than \$650,000 in refunds.



9,526

Howard has 9,526 alumni living in DC.

20

Howard participates in the District of Columbia's Public Schools' dual enrollment program, where approximately 20 high school students take college courses for free and earn credits upon successful completion.

1,500

Howard employs more than 1,500 DC residents, contributing to the District's economy.

300

The University has a public charter middle school on campus with nearly 300 students enrolled from across the District.



# ECONOMIC IMPACT

## STUDENTS AND EMPLOYEES

**500** - The University has nearly 500 DC-based students.

**1,500** - Howard employs more than 1,500 DC residents.

## ECONOMIC IMPACT

**\$800M** - The University spends more than \$800 million annually.

**\$26.7M** - Student spending accounts for \$26.7 million annually.

**5,200** - Howard has an employment impact of more than 5,200 jobs.



# EDUCATION

## MIDDLE SCHOOL OF SCIENCE & MATHEMATICS

The Howard University Middle School of Mathematics and Science (MS)<sup>2</sup> is a public charter school committed to academic excellence, focusing on mathematics and science for grades sixth through eighth. (MS)<sup>2</sup> was created in partnership with Howard University, designed to deliver programs to help students reach their academic goals and develop the skills needed to succeed beyond the classroom.

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.

Howard is the only post-secondary institution in the District of Columbia that has a middle school offering a comprehensive curriculum for grades sixth through eighth. It was established in 2005 to create a pipeline of students and close the achievement gap. (MS)<sup>2</sup> students are enrolled from across the District. Forty-three percent of the students are from Wards 7 and 8.

### Academic Program Highlights:



Advanced courses in mathematics and science.

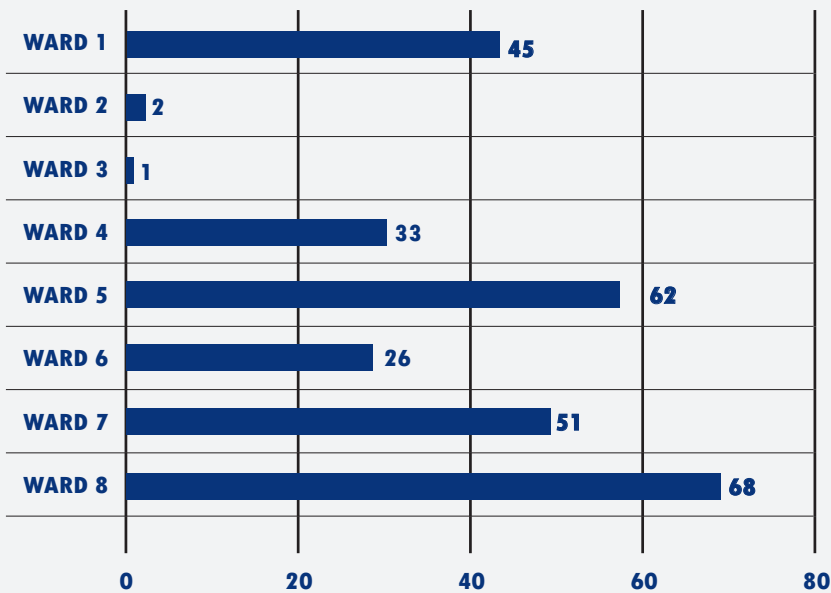


Rigorous courses in English and social studies.



Collaborative programming with Black Girls Code and the Cornell University Science Project.

### Middle School Students by Ward



### High School Placements:

- Archbishop Carroll High School
- Benjamin Banneker High School
- Cesar Chavez Public Charter School
- Calvin Coolidge High School
- Columbia Heights Education Campus
- Duke Ellington School of the Arts
- Dunbar High School
- E.L. Haynes Public Charter School
- Friendship Public Charter School
- National Collegiate Preparatory
- IDEA Public Charter School
- McKinley Technology High School
- Paul Public Charter School
- School Without Walls High School
- Sidwell Friends School
- Thurgood Marshall Academy Public Charter School
- Washington Leadership Academy Public Charter School

## HOWARD UNIVERSITY DUAL ENROLLMENT PROGRAM

The Howard University Dual Enrollment Program provides high-achieving District of Columbia Public School (DCPS) high school juniors and seniors with an opportunity to take college-level courses, earn college credits and begin their college careers prior to enrolling at an institution of higher learning. Each year, a select group of students who have been accepted into the program will be able to take advantage of these opportunities and enjoy and learn an advanced curriculum relevant to their post-secondary interests. At the end of the program, each student should have benefited from the opportunity to:

- Become acclimated to a college campus through experiencing the college environment and coursework
- Prepare for and experience all aspects of college life, including rigorous college coursework and academic and behavioral expectations
- Reduce the time required to complete their post-secondary degree
- Gain cost-savings opportunities by enabling participating students to save money by taking free courses prior to their matriculation into college

In the program's inaugural year (2014-2015), nine students from two DCPS high schools (McKinley Technology High School and Benjamin Banneker Academic High School) participated in it. Since then, the program has expanded to include four other high schools (Ballou High School, Duke Ellington School of the Arts, Francis L. Cardozo Education Campus and Paul Laurence Dunbar High School) and an additional 11 students.

Sixteen students participated in the program for the 2017-2018 academic year. Dual Enrollment students can register as part-time/non-matriculating college students taking up to seven credit hours per semester, but no more than two courses during fall and spring semesters, and enroll in a maximum of one course during each summer session. For the fall 2017 semester, 10 students who participated in the program were registered for one course.

## SCHOOL OF EDUCATION

The School of Education (SOE) prepares students to become dynamic teachers, researchers, educational leaders and human service professionals committed to improving teaching methods, learning and research in urban and other diverse settings. SOE promotes social justice, educational access and opportunities for Black and underserved populations locally, nationally and globally.

### Service in the District

1,400

The School of Education partners with the DCPS to help more than 1,400 students receive computer science instruction. Students participating in the program have won Application (App) challenges, such as the DC App Challenge and the Verizon App Challenge.



The School of Education is implementing a comprehensive parenting program (P2S – Parenting to Success) at Ron Brown High School located in Ward 7.



The School of Education provides annual in-service training at DC Superior Court Child Guidance Clinic on working with Muslims in the forensic population. The Child Guidance Clinic provides mental evaluations and reports to probation officers and judges of the Family Court.



The School of Education offers TRIO/Upward Bound programs to DC residents. Upward Bound is a college preparatory program for high school students designed to develop the skills and motivation necessary for success at the collegiate level.



# GRADUATE SCHOOL AND PROFESSIONAL PROGRAMS

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



## Service in the District:

### **Paid Family Leave**

**Program:** Some of the Graduate School's faculty members served on an advisory group, offering expert opinions on how to estimate the economic impact of the District's Universal Paid Leave Act of 2016.

### **Research on Gentrification in the District:**

This research project is a central part of the Critical Communication Research Course taught in the School of Communication's Culture and Media Studies doctoral program. The project fills a gap in communications literature that lacks research on how those experiencing gentrification learn about it, observe it, feel about it and express their concerns about it. The study provides useful information for various stakeholders, including the mayor's office and community leaders.

### **DC Teacher**

**Development:** Professors in the College of Engineering and Architecture led an initiative to provide professional development to DC teachers (i.e. public, public-charter, private) relating to curriculum, pedagogy and content for exploring computer science. More than 45 teachers were trained, and more than 1,500 students were impacted.

### **The Inside-Out Prison Exchange Program:**

The School of Divinity, in collaboration with the College of Arts and Sciences, is a partner in the program which brings together campus-based students and incarcerated students for a semester course held in a prison facility to share ideas and appreciate different experiences. Since 2015, Howard University has been offering two classes at the DC Jail: Ethics & Politics and Church & Community.

# BUSINESS AND WORKFORCE DEVELOPMENT

## DISTRICT OF COLUMBIA SMALL BUSINESS DEVELOPMENT CENTER

Howard University, 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 Historically Black College or University (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 Center has strategic partnerships with the District of Columbia Department of Consumer and Regulatory Affairs and the Washington, DC Chamber of Commerce, where it conducts counseling sessions with clients, customers and DC Chamber members. 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. There are numerous workshop topics, including Government Proposals and Bids, Branding, Marketing, Financial Management, Social Media Strategy and Business Operations.

### Significant Achievements in 2018:

- 492 Businesses receiving business counseling services
- 65.5 Created and retained jobs
- 2,142 Business counseling hours
- 31 Conducted 31 workshops throughout all Wards
- 520 520 people attended
- \$12M Helped our clientele receive over \$12 million in loans
- 141 "The Small Business Report," a national radio show that highlights successful business owners, focuses on select government agencies, shares procurement opportunities and educates businesses about how to be successful in the marketplace. Carl Brown is executive producer and host of the show, which airs on Sirius XM HUR Voices Channel 141 every week.

## CENTER FOR URBAN PROGRESS

The Howard University Center for Urban Progress (CUP) seeks to address urban challenges locally, nationally and globally through University-community partnerships, applied and community-based research, innovative academic programs, technical assistance to urban agencies and community revitalization initiatives.

CUP and Opportunities Industrialization Center of DC (OIC DC) manage a technology training program, formally known as Youth Tech-A+, for District youth, ages 18 to 24, who are out of school. The program develops trainee skillsets and provides them with access to technology jobs. The program trains 25 participants per cycle; usually, there are two cycles per year.

**90%** **Ninety percent of graduates have lived in Wards 7 and 8.**

The 28-week program consists of three phases:

**ONE**

Students learn the basics of computer technology, installation and configuration of PC Operating systems, laptops and related hardware and basic networking.

**TWO**

Students attend readiness classes and employability training, which the Department of Employment Services provides.

**THREE**

Students intern at local technology companies to receive practical experience.



## SCHOOL OF BUSINESS

The School of Business has been a model for higher education since its founding in 1970. With dynamic academic departments, groundbreaking centers of excellence, esteemed faculty, award-winning programs and more than 12,000 alumni across the globe, the Howard University School of Business continues to be ranked among the top business programs in the nation.

Students and faculty choose the Howard University School of Business because it provides in-depth classroom instruction, real-world experience, expert speakers from a range of backgrounds, access to global industry leaders and a commitment to research and publication.

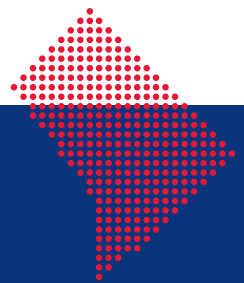
### Business in the District

**\$656K**

Offers free tax services to DC residents, which led to \$656,000 in refunds in 2016



Sponsors a summer camp for high school students who are interested in pursuing careers in accounting, insurance and information systems





# TRANSPORTATION RESEARCH

## TRANSPORTATION RESEARCH CENTER

Howard University, through the Howard University Transportation Research Center (HUTRC), is the lead University that conducts transportation research for the District of Columbia. Since 1998, HUTRC has conducted research, training and outreach in areas of transportation engineering, policy, management, economics, planning and law. The Center also conducts Safety Engineering analyses for the District Department of Transportation (DDOT), which includes Crash Data Analysis, Safety Improvements and Transportation/Traffic Engineering Data Management.

### Service in the District:



Supports DDOT's Traffic Calming Program and Safety Assessments, which includes evaluation of requests for speed humps and multi-way STOP signs



Conducted Districtwide speed assessments that led to the installation of speed cameras in the District (2012-2013)



Conducts crash analysis for DDOT, MPD and federal agencies



Manages two types of internship programs for DDOT: Summer and Semester Internship Programs for DC-based residents



Conducts a Summer Transportation Enrichment Program (annually) for Rising ninth and 10th grade students through DC's Summer Youth Employment Program

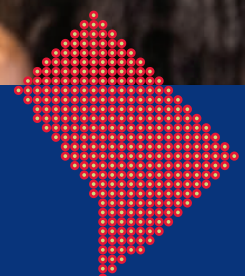




# SOCIAL WORK

## SCHOOL OF SOCIAL WORK

The School of Social Work prepares Master's in Social Work graduates for advanced professional practice at local, national and international levels in solving human problems and becoming leaders in their communities. It prepares doctoral graduates for research, the professoriate and leadership in the global community. The school is dedicated to the pursuit of knowledge through discovery, research, partnerships, innovative process and other scholarly educational endeavors of the faculty, staff, students and alumni. Graduates have a reputation for culturally competent practice and strong advocacy for underserved and marginalized populations. Howard University social workers are trained in therapeutic interventions with individuals, small groups and families as well as macro level practice that supports community empowerment and human service organizational effectiveness.



### Service in the District:



The School of Social Work successfully advocated for legislation that provides subsidies to grandparents who are raising their grandchildren.



Graduate students provide 46,000 hours of service per semester to DC residents through internships at many District agencies, including the Child & Family Services Agency, DC Public & Charter Schools and the Washington Hospital Center.



A large portion of social service workers in the District have a Howard University MSW degree and many others regularly attend seminars that focus on the newest trends in evidence-based practices, such as trauma-informed practice.



In collaboration with the DC Office on Aging, the Multidisciplinary Gerontology Center has provided professional development for the aging network and allied professionals in the District of Columbia for more than 25 years.



The Multidisciplinary Gerontology Center provides a monthly support group for grandparents raising grandchildren.

# HEALTH CARE AND SCIENCES

## HOWARD UNIVERSITY HOSPITAL

Since 1862, Howard University Hospital (HUH) has had a rich tradition of health care leadership and service. Housed in converted U.S. Army barracks, it was initially owned and operated by the federal government and, at that time, was called Freedmen’s Hospital. The hospital provided a refuge where former slaves received the medical care they were denied elsewhere. In the late 1860s, Freedmen’s formed a partnership with the Howard University College of Medicine to train African-American medical professionals. Together, the medical school and the hospital have served as a training ground for many of the nation’s top African-American physicians.

In 1967, the federal government ended its ownership and operating functions of the hospital, allowing Howard University to assume those responsibilities.

**33,000**

**The hospital handles more than 33,000 cases for patients who travel across the District from Wards 7 and 8.**

Federal funds were appropriated in 1975 to open a new facility on Georgia Avenue so that HUH could better meet the health care needs of its patient population.

HUH has become one of the most comprehensive health care facilities in the Washington metropolitan area and is designated a Level 1 Trauma Center. It has been the safety net hospital for the District for many years. Its important role in the DC health care community was enhanced by the closure of DC General Hospital. More than 250,000 of the District’s 700,000 residents are Medicaid eligible, and HUH serves many Medicaid and uninsured patients.

### Community Service Projects:



**Monthly Service Projects:** HUH currently hosts, at a minimum, two community service events per month. These events include community walks and runs, health screenings and health education programs offered at many locations around the District.



### School Supply/Immunization Drive:

HUH annually sponsors a school supply and immunization drive during the month of August, providing students with much-needed supplies for the new school year, and encouraging families to adhere to school immunization requirements.



### Job Training:

The HUH Department of Community Relations hosts adults and students from across the District through programs that expose them to working in a health care environment. HUH serves as a host site for the Mayor Marion Barry Summer Youth program, works with DC government agencies to provide workforce development training and partners with local schools to provide internships and opportunities for students to explore interests in health care and/or earn community service hours.



**In the residency training program, many Howard University physicians are practicing at United Medical Center, located in Ward 8.**



## HOWARD UNIVERSITY AND UNITY HEALTH CARE PARTNERSHIP

In November 2017, Howard University Hospital, Howard University Faculty Practice Plan and Unity Health Care announced a collaborative effort to enhance women's health care, specifically for residents living in Wards 7 and 8. The partnership focuses on expanding obstetric services to women who historically have access barriers to vital health care services. Once developed, the integrated health care network will increase the number of obstetricians, labor and delivery rooms and neonatal beds.



### COLLEGE OF PHARMACY

Pharmacy instruction at Howard University began in the Department of Medicine in 1868. The initial program, held in the evening, offered students a “knowledge of the art and science of pharmacy.” In 1870, the first graduate of the program, James Thomas Wormley, received the Doctor of Pharmacy degree from the Medical Department. During the same year, the pharmaceutical program was differentiated from the medical program and, by 1882, the Medical Department consisted of the College of Medicine, the College of Pharmacy and the College of Dentistry. Since its inception, the College of Pharmacy has been among the leaders in preparing individuals for rewarding careers in pharmacy.

### Service in the District



**Howard University and Unity Health Care Partnership:** *Historically, D.C., residents in Ward's 7 and 8 have lacked full access to a diversity of specialty healthcare providers. Last Fall, on the heels of United Medical Center and Providence Health System closing their obstetric units, HUH and Unity signed an agreement to expand obstetric services to address the gaps in care caused by the closures. Located at the Conway Center, Unity's new health center will be a two-level, state-of-the-art facility that features 43 exam rooms, which greatly expands access to medical services for local residents who normally travel outside of their community for specialty care. The mixed-use center developed by the non-profit organization, So Others Might Eat (SOME), will include low-cost housing, and a job training program.*



## COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences (COAS), the largest and most diverse college at Howard University, houses 23 academic departments and programs. COAS provides its students with an education grounded in the quest for intellectual freedom, social justice, artistic expression and pursuit of knowledge. Ultimately, the programs of the College seek to encourage the development of critical and creative thinking in both the scholarly and artistic modes.

### Service in the District



**Community Work:** COAS professors partner with Empower DC, an advocacy group that works to improve the quality of life for low- and moderate-income residents. They have worked in Ivy City and Barry Farms, focusing on environmental justice efforts that include varying levels of citizen science, community development and environmental literacy.



**DC Community Science Fest:** Since 2008, Howard University and COAS faculty members have sponsored and participated in the DC Community Science Fest, which is a mobile learning environment that offers a unique experience in science and technology for DC students in K-12. Students are exposed to the wonders of chemical, physical and environmental sciences.



**DC Environmental Justice Efforts:** Faculty members are involved with varying levels of citizen science, community development, environmental literacy, technical consultation and advocacy.





## CENTER OF EXCELLENCE

Housed under the College of Pharmacy, the Center of Excellence (COE) is funded by a grant that the Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce awarded the University to help underrepresented minorities enter a variety of health profession fields. The College of Pharmacy uses the grant to initiate programs for high school students to prepare them for college and careers in the health professions fields.

### Programs in the District:



#### High School Summer Enrichment Science Academy

This six-week residency science academy is for rising 11th and 12th grade students interested in enrolling in Howard's pharmacy program. Students also can shadow practitioners in medicine and dentistry.



#### SAT Preparatory Program

This program is designed to increase the number of competitive applicants applying to Howard University. The Center for Excellence and the University have partnerships with the following schools and community organizations:

- Columbia Heights Education Campus
- Benjamin Banneker Senior High School
- Cardoza Senior High School
- Eastern Senior High School
- Eleanor Roosevelt Senior High School
- Howard University Middle School of Mathematics & Science (MS)2
- HD Cooke Elementary School
- Girls Inc. of the Washington DC Metropolitan Area

## NATIONAL WORKFORCE DIVERSITY PIPELINE (NWDP)

Based on the reputation and successes of the existing Center for Excellence grant, the College of Pharmacy was awarded a grant in 2015, under the National Workforce Diversity Pipeline, funded by the Department of Health and Human Services, Office of Minority Health, to help underrepresented minorities enter a variety of health professions and STEM fields. The College of Pharmacy uses the grant to initiate programs for high school students to prepare them for college and careers in the health professions fields.

### NWDP Programs in the District:



#### Health Occupation and STEM Career Intervention Programs

These programs are designed to create a pipeline in the health care and STEM fields. They are open to rising ninth and 10th grade students. Participants gain a knowledge base and practical experience. Each program has a 16-week duration.



#### The Junior URM Mentoring Program (JUMP)

A one-week summer enrichment program where students attend workshops and gain hands-on experience in multiple science and medical labs across campus. The program is targeted for rising ninth and 10th grade students. The NWDP has partnerships with the following schools:

- Calvin Coolidge High School
- Columbia Heights Education Campus
- Eastern High School
- Friendship PCS Collegiate Academy
- Friendship PCS Technology Preparatory
- Eleanor Roosevelt High School
- Howard University Middle School of Mathematics & Science (MS)2





# LEGAL SERVICES

## SCHOOL OF LAW

Howard University School of Law opened its doors in 1869, during a time of dramatic change in the United States. There was a great need to train lawyers who would have a strong commitment to helping African-Americans secure and protect their newly established rights. At that time, the law school did not have classrooms – at least not the way we know them today. The students (there were six in the first class) met at night in the homes and offices of the faculty, all of whom were part-time. Over time, the law school grew, as did the student body and faculty.

The school grew not only in size, but also in its curriculum's depth and programs' outreach. In the 20th century, it became the embodiment of legal activism. It emerged as a "clinic" on justice and injustice in America, as well as a clearinghouse for information on the civil rights struggle. The Howard University School of Law and its alumni have fulfilled their mission as agents for social change continuously for more than 146 years.

## Howard Law in the District:



Provides free representation to juvenile defendants through the Clinical Law Center



Conducts a child welfare clinic to represent parents in termination of parental rights cases



Assists DC residents with fair housing issues



Provides student externs for the DC government



Conducts a fellowship program with the Office of the Attorney General



Thurgood Marshall Academy Partnership:

- Assists students with their homework
- Helps students complete their FAFSA (Free Application for Federal Student Aid) applications



# COMMUNITY RELATIONS AND INITIATIVES



Supports the DC-based Lower Georgia Avenue Main Streets Program, the Shaw Main Streets Program, the Development Corporation of Columbia Heights and the Georgia Avenue Community Development Task Force in bringing economic development and overall revitalization to the Georgia Avenue Corridor.

## HOWARD UNIVERSITY COMMUNITY ASSOCIATION

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

31

Co-managed the HUD HBCU Community Development Block grant awards with the Center for Urban Progress to aid DC Habitat for Humanity, Manna Housing, Inc., and the Peoples Involvement Corporation that made homeownership opportunities affordable to 31 low- and moderate-income households in newly constructed and renovated single family homes in the LeDroit Park community.





## HOWARD UNIVERSITY RADIO (WHUR)

Since 1971, WHUR has been serving the community with excellence in broadcasting and community service. Each year, the radio station takes a leadership role in addressing some of the most pressing issues plaguing underserved communities. WHUR goes beyond reporting about the problems impacting neighborhoods. It plays an active role in eradicating the social ills.

Addressing issues like hunger, obesity, education, financial literacy and even crime and violence, WHUR carves out specialty programs and events to take to the airwaves and the streets of the District, Maryland and Virginia to keep its listeners informed, connected and empowered.

## WHUR SERVICE PROJECTS (ANNUAL INITIATIVES)

### Helping Hands Radiothon

**(March):** WHUR partners with the Howard University Andrew Rankin Memorial Chapel to host a 12-hour radiothon in support of the Chapel's Alternative Spring Break program to send more than 500 University students for domestic and international service to communities in need. Several of the service projects are in DC.

### Financial Literacy Month (April):

WHUR helps families make sound financial decisions about their future. Throughout the month of April, financial experts appear on the air to share tips on a variety of issues, including credit, taxes, wealth-building,

retirement, investments, and home-buying. WHUR hosts events and workshops at local schools, churches and financial institutions to give listeners an up-close and personal opportunity to get one-on-one assistance from the experts.

### Military Mother's Day Luncheon:

WHUR hosts a luncheon for Military Mothers at a local DC restaurant. Fifty active duty women are treated to a day of music, food, flowers, cards and candy.

### Kidney Day:

WHUR partners with the Howard University Transplant Center and the George Washington University Kidney Foundation to host a day of kidney awareness education.

### DC Housing Expo and Home Show:

WHUR participates in this event at the Washington, DC Convention Center, where it broadcasts live in partnership with the DC Department of Community Development to showcase exhibits and provide information to the public.

### National HIV Testing Day:

WHUR offers free testing and education, and sponsors an HIV/AIDS awareness campaign in partnership with the National Council of Negro Women.

### Back to School Giveaway:

WHUR partners with the Greater Washington Urban League and FedEx to provide book bags filled with school supplies to 500 needy youth in DC.

# "SOUNDS LIKE WASHINGTON!"

**FACT** Washington's only stand-alone radio station

**FACT** 500,000 daily listeners

### Children's Coat Drive:

WHUR hosts the Annual Coat Drive in partnership with Central Union Mission to collect and donate coats to needy youth in DC and Prince George's County, MD. The coats are given to youth serviced by Calomiris YMCA and the Southeast Tennis and Learning Center.

### Food2Feed Radiothon:

This event raises money to feed needy families just in time for Thanksgiving. The live 12-hour radiothon sets out to collect monetary and non-perishable food items. Donations are used to provide a turkey to low-income families serviced by the Capital Area Food Bank.

### Children's Toy Drive:

The Annual Toy Drive collects new toys and gifts for youth in DC and Prince George's County. The toys are given to youth at the Calomiris YMCA and the Southeast Tennis and Learning Center.



## **HOWARD UNIVERSITY TELEVISION (WHUT)**

Howard University Television (WHUT) was founded in 1980, in Washington, becoming the first public station in the United States to be licensed and operated by a Historically Black College or University (HBCU). The station broadcast reaches more than 2.5 million households within a 60-mile radius of the University. The station endeavors to underscore Howard University's overall mission in its commitment to excellence, leadership and public service. WHUT has been a leader in broadcast communications by

providing quality programming for the greater Washington viewing community that is relevant and informative while offering exceptional professional training in television production, engineering and management.

## **WHUT SERVICE PROJECTS (ANNUAL INITIATIVES)**

WHUT partners with community libraries, schools and nonprofits to host a series of events to help young children improve their math skills. The program is geared towards underserved populations.

WHUT is a part of the Let's Make It Happen initiative, sponsored by the American Graduate. This initiative was founded in response to the high school dropout rate. As a tool to address this issue, Digital Media Arts Club (dMAC) was created. This after-school, multimedia production club is designed to engage at-risk youth by providing the students with digital media production and literacy training along with hands-on training in video production, social media and presentation development. Many dMAC participants have shown that skills gained in the club can positively impact academic achievement, attendance and engagement in the classroom.





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## ALTERNATIVE SPRING BREAK

For more than 20 years, Howard University's Alternative Spring Break (ASB) program, a University-wide initiative managed by the Andrew Rankin Memorial Chapel, has been designed to give students unique service learning experiences both domestically and internationally. Each year, hundreds of students choose to participate in service projects that range from youth empowerment to crisis relief. ASB participants volunteer to serve the residents in schools, recreation centers, nonprofits and other service-focused organizations throughout the District and surrounding metropolitan area. Most recently, students led an initiative to combat homelessness and HIV/AIDS.

## DAY OF SERVICE

The Howard University Day of Service is held in collaboration with more than 80 sites across the District several times a year, including during Homecoming, Spring Break and at the beginning of the academic year in August. The Day of Service focuses on community-building through seven service-learning initiatives addressing: educational disparities, environmental injustices, health disparities, homelessness and poverty, violence, policy and community relationships and voter registration. This service-learning experience allows Howard students to discover the power of ethical leadership and civic responsibility.



# HOWARD ALUMNI MAYORS AND COUNCILMEMBERS

## **Current Elected Official**

Ward 5 Councilmember Kenyan McDuffie

## **Former Elected Officials**

### **Mayors of the District of Columbia**

Walter E. Washington

Sharon Pratt

Adrian Fenty

### **Chairmen of the DC Council**

Arrington Dixon

David Clarke

Linda Cropp

### **At-Large Councilmembers**

Julius Hobson

Jerry Alexander Moore Jr.

William Lightfoot

Vincent B. Orange

### **Ward 4 Councilmember**

Charlene Drew Jarvis

### **Ward 5 Councilmember**

William Spaulding

### **Ward 7 Councilmembers**

H.R. Crawford

Kevin Chavous

Yvette Alexander

### **Ward 8 Councilmember**

James Coates





NO EATING,  
DRINKING, SMOKING,  
OR CELL PHONES  
ALLOWED IN THIS  
ROOM

HOWARD  
UNIVERSITY





1867

HOWARD  

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UNIVERSITY

[www.howard.edu](http://www.howard.edu)





## **5.2 Historic Resource Inventory**

HU ID	Name (Current)	Street Address	Resource Type	Original Co Date
<b><u>Resource Type: Building</u></b>				
1	Administration Building	2400 6TH STREET NW	Building	1956
2	iLab/ISAS Building (Wonder Building)	2301 GEORGIA AVENUE NW	Building	1902; 1911
3	Howard H. Mackey Building (School of Architecture)	2366 6TH STREET NW	Building	1956
4	Laser Chemistry Building	500 COLLEGE STREET NW	Building	1908
5	Howard University Center	2225 GEORGIA AVENUE NW	Building	1975
6	Bethune Annex Residence Hall	2225 4TH STREET NW	Building	1994
7	Ernest Everett Just Hall	415 COLLEGE STREET NW	Building	1956
8	John Burr Building for Physical Education (Gymnasium)	2827 GEORGIA AVENUE NW	Building	1964
10	School of Business and Public Administration	2600 6TH STREET NW	Building	1984
11	Sciences Annex 1	501 BRYANT STREET NW	Building	1941
12	Andrew Carnegie Building	2395 6TH STREET NW	Building	1910
13	C.B. Powell Building	2222 4TH STREET NW	Building	1908
14	Miner Building	2565 GEORGIA AVENUE NW	Building	1913
15	Chemistry Building	525 COLLEGE STREET NW	Building	1936
16	Chemical Engineering Building	2366 6TH STREET NW	Building	1976
17	Annex 2 - Health Affairs	501 BRYANT STREET NW	Building	1970
18	George William Cook Hall	511 FAIRMONT STREET NW	Building	1938
19	Tower Building (Cancer Research Center)	2401 GEORGIA AVENUE NW	Building	1979

Instruction	Original Architect(s)	Current HP Status	Resource Significance Evaluation
	Justement, Elam and Darby	None	Contributing - Major
	MacNeil & MacNeil	None	Not Within Potential Historic District
	Justement, Elam and Darby	None	Contributing - Supporting
	Bruce Price & de Sibour John Russell Pope (1874-1937)	None	Contributing - Minor
	Sulton Campbell and Associates	None	Not Within Potential Historic District
	Thompson Architectural Group	None	Not Within Potential Historic District
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Major
	Justement, Elam, Callmer & Kidd Clarence Buchanan Wheat	None	Contributing - Supporting
	Sulton Campbell and Associates Navy Marshall & Gordon Robert Johnson Nash (1929-1999)	None	Non-Contributing
	Waddy Butler Wood (1869-1944)	None	Not Within Potential Historic District
	Henry D. Whitfield (1876-1949)	Within NHL HD	Contributing - Major
	Bruce Price & de Sibour John Russell Pope (1874-1937) James Berrall (1869-1950)	None	Contributing - Key
	Leon Dessez Snowden Ashford (1866-1927)	NRHP DC Inventory Conservation Easement	Not Within Potential Historic District
	Albert Irving Cassell (1895-1969)	None	Contributing - Key
	Leroy J. H. Brown	None	Non-Contributing
	Robert Johnson Nash (1929-1999)	None	Non-Contributing
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Major
	Bryant and Bryant Daniel, Mann, Johnson, and MendeHall	None	Not Within Potential Historic District



HU ID	Name (Current)	Street Address	Resource Type	Original Co Date
20	Cramton Auditorium	2455 6TH STREET NW	Building	1961
21	Charles R. Drew Hall	500 HARVARD STREET NW	Building	1957
22	Russell A. Dixon Building	620 W STREET NW	Building	1954; 1981
23	Fredrick Douglass Memorial Hall	2441 6TH STREET NW	Building	1935
24	Academic Support Building "A"	2441 4TH STREET NW	Building	1975
25	Academic Support Building "B"	2441 4TH STREET NW	Building	1975
26	Louis K. Downing Hall	2300 6TH STREET NW	Building	1952
28	Lulu Vere Childers Hall	510 FAIRMONT STREET NW	Building	1960
29	Founders Library	500 HOWARD PLACE NW	Building	1937
30	Former Freedmen's Hospital Stable and Morgue	510 COLLEGE STREET NW	Building	1909
31	Graduate School of Arts and Sciences Building	400 BRYANT STREET NW	Building	1911
33	Howard Hall	607 HOWARD PLACE NW	Building	1867
35	College Hall North	2229 4TH STREET NW	Building	2016
37	Howard University Hospital	2041 GEORGIA AVENUE NW	Building	1975
38	Interdisciplinary Research Building	2201 GEORGIA AV NW	Building	2016
39	Howard University Service Center	2244 10TH STREET NW	Building	1930; 1933
40	Howard University Middle School of Math & Science	450 HOWARD PLACE NW	Building	1960

Instruction	Original Architect(s)	Current HP Status	Resource Significance Evaluation
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Supporting
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Supporting
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980) Gray, West, Wilson, McDonald, Williams, and Ma	None	Not Within Potential Historic District
	Albert Irving Cassell (1895-1969)	Within NHL HD	Contributing - Key
	Turner Associates	None	Not Within Potential Historic District
	Turner Associates	None	Not Within Potential Historic District
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Supporting
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Major
	Albert Irving Cassell (1895-1969) Louis E. Fry Sr. David A. Williston (1868-1962)	Within NHL HD	Contributing - Key
	Bruce Price & de Sibour John Russell Pope (1874-1937) James Berrall (1869-1950)	None	Contributing - Minor
	James Berrall (1869-1950) Bruce Price & de Sibour John Russell Pope (1874-1937)	None	Contributing - Major
	Henry Arsell	NHL	Contributing - Key
	McKissack and McKissack	None	Not Within Potential Historic District
	Smith, Hinchman and Grylls and Associates	None	Not Within Potential Historic District
	HDR Architecture Lance Bailey and Associates	None	Not Within Potential Historic District
	Arthur B. Heaton (1875-1951)	None	Not Within Potential Historic District
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Major

HU ID	Name (Current)	Street Address	Resource Type	Original Co Date
42	Ralph J. Bunche International Affairs Center	2218 6TH STREET NW	Building	1911
43	Ira Aldridge Theatre	2455 6TH STREET NW	Building	1961
44	Alain Leroy Locke Hall (College of Arts and Science)	2441 6TH STREET NW	Building	1964
45	Seeley G. Mudd College of Medicine	576 W STREET NW	Building	1979
47	Chauncy Ira Cooper Building	2300 4TH STREET NW	Building	1955
48	Power Plant	2240 6TH STREET NW	Building	1936
49	WHUR-Radio Station	2222 4TH STREET NW	Building	1980
50	Andrew Rankin Memorial Chapel	2365 6TH STREET NW	Building	1895
51	Numa P.G. Adams Medical School Building	520 W STREET NW	Building	1955
53	Inabel Burns Lindsay Hall (School of Social Work)	601 HOWARD PLACE NW	Building	1970
54	WHUT-TV	2222 4TH STREET NW	Building	1980
55	Thirkield Science Hall	2355 6TH STREET NW	Building	1910
56	Physical Facilities Management Storage Building	2230 6TH STREET NW	Building	1940
57	Armour J. Blackburn Center	2397 6TH STREET NW	Building	1978
58	Early Learning Center	531 COLLEGE STREET NW	Building	1970
59	Warehouse Service Building No. 2	2801 GEORGIA AVENUE NW	Building	1928
61	Undergraduate Library	500 HOWARD PLACE NW	Building	1984
62B	Maria L. Baldwin Hall (Tubman Quadrangle)	2401 4TH STREET NW	Building	1951
62C	Prudence Crandall Hall (Tubman Quadrangle)	2455 4TH STREET NW	Building	1931
62F	Julia Caldwell Frazier Hall (Tubman Quadrangle)	2455 4TH STREET NW	Building	1931
62T	Isabella Sojourner Truth Hall (Tubman Quadrangle)	2455 4TH STREET NW	Building	1931
62W	Phyllis Wheatley Hall (Tubman Quadrangle)	2455 4TH STREET NW	Building	1951
67	College Hall South	2205 4TH STREET NW	Building	2016
71	Warehouse	2121 GEORGIA AVENUE NW	Building	1960



Instruction	Original Architect(s)	Current HP Status	Resource Significance Evaluation
	Unknown	None	Non-Contributing
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Major
	Justement, Elam, Callmer & Kidd	None	Contributing - Supporting
	Sulton Campbell and Associates	None	Not Within Potential Historic District
	Hilyard Robert Robinson (1899-1986) Paul Revere Williams (1894-1980)	None	Contributing - Major
	Albert Irving Cassell (1895-1969)	None	Contributing - Major
	Robert Johnson Nash (1929-1999)	None	Non-Contributing
	Appleton P. Clark, Jr. (1865-1955)	Within NHL HD	Contributing - Key
	Justement, Elam and Darby	None	Not Within Potential Historic District
	Justement, Elam, Callmer & Kidd	None	Non-Contributing
	Robert Johnson Nash (1929-1999)	None	Non-Contributing
	Jules Henri de Sibour (1872-1938)	None	Contributing - Major
	Unknown	None	Not Within Potential Historic District
	Dalton, Dalton, Little and Newport	None	Non-Contributing
	Robert Johnson Nash (1929-1999)	None	Non-Contributing
	Francisco & Jacobus	None	Non-Contributing
	Robert Johnson Nash (1929-1999)	Within NHL HD	Non-Contributing
	Albert Irving Cassell (1895-1969) Hilyard Robert Robinson (1899-1986)	None	Contributing - Major
	Albert Irving Cassell (1895-1969)	None	Contributing - Major
	Albert Irving Cassell (1895-1969)	None	Contributing - Major
	Albert Irving Cassell (1895-1969)	None	Contributing - Major
	Albert Irving Cassell (1895-1969) Hilyard Robert Robinson (1899-1986)	None	Contributing - Major
	McKissack and McKissack	None	Not Within Potential Historic District
	Unknown	None	Not Within Potential Historic District

HU ID	Name (Current)	Street Address	Resource Type	Original Co Date
73	A-1 Garage	400 V STREET NW	Building	1984
74	A-2 Garage	401 V STREET NW	Building	1995
96	Howard Manor	654 GIRARD STREET NW	Building	1928
163	Medical Arts Building	2139 GEORGIA AVENUE NW	Building	1972
200	Louis Stokes Health Sciences Library	501 W STREET NW	Building	2001
216	Physical Plant Service Building	2216 6TH STREET NW	Building	1940
400	Sculpture Studio (Fine Arts)	2467 SHERMAN AVENUE NW	Building	1958
401	Harrison Brothers Building	2525 SHERMAN AVENUE NW	Building	1917
550	Howard Plaza Towers East	2251 SHERMAN AVE NW	Building	1989
551	Howard Plaza Towers West	2251 SHERMAN AVE NW	Building	1989
700	Mental Health Services Building	530 COLLEGE STREET NW	Building	1933

**Resource Type: Structure**

9	William H. Greene Stadium	2400 6TH STREET NW	Structure	1926
S1	College Street Gate	525 College Street NW	Structure	1932
S2	East Gate	400 Howard Place NW	Structure	1932
S3	Main Gate	550 Howard Place NW	Structure	1932
S4	The North Gateway	807 Fairmont Street NW	Structure	1984
S5	West Gate	2441 6th Street NW	Structure	1932
S6	Fencing	Multiple	Structure	1932

**Resource Type: Object**

O1	Freedmen's Column	Crampton Auditorium (Bldg 20)	Object	1989
O2	Omega Psi Phi Fraternity	Lower Quad	Object	1975
O3	Lady Fortitude	Lower Quad	Object	1979
O5	Tau Beta Pi	Lewis K. Downing (Bldg 26)	Object	1981

Instruction	Original Architect(s)	Current HP Status	Resource Significance Evaluation
	Sulton Campbell and Associates	None	Not Within Potential Historic District
	Sulton Campbell and Associates	None	Not Within Potential Historic District
	Doleman & McCaw	None	Not Within Potential Historic District
	Turner Associates	None	Not Within Potential Historic District
	Hillier Group Amos Bailey Arnold Associates	None	Non-Contributing
	Rhees E. Burket	None	Not Within Potential Historic District
	Unknown	None	Not Within Potential Historic District
	B. Frank Meyers	None	Not Within Potential Historic District
	Bryant and Bryant	None	Not Within Potential Historic District
	Bryant and Bryant	None	Not Within Potential Historic District
	James Berrall (1869-1950)	None	Contributing - Supporting
	Unknown	None	Non-Contributing
	Albert Irving Cassell (1895-1969) Louis E. Fry Sr.	None	Contributing - Key
	Albert Irving Cassell (1895-1969) Louis E. Fry Sr.	None	Contributing - Major
	Louis E. Fry Sr. Albert Irving Cassell (1895-1969)	None	Contributing - Key
	Robert Johnson Nash (1929-1999)	None	Non-Contributing
	Louis E. Fry Sr. Albert Irving Cassell (1895-1969)	None	Contributing - Major
		None	Contributing - Supporting
	Richard Hunt (1935-)	None	Non-Contributing
	Sampson Boozer	None	Non-Contributing
	James King	None	Non-Contributing
	Unknown	None	Non-Contributing



HU ID	Name (Current)	Street Address	Resource Type	Original Co Date
O6	Class of 1945 Fountain	Rankin Chapel (Bldg 50)	Object	1945
O7	Day of Honor 2000	Rankin Chapel (Bldg 50)	Object	2000
O8	Eugene H. Gough Bench	Rankin Chapel (Bldg 50)	Object	1952
O9	Phi Beta Sigma Centennial Monument	Lower Quad	Object	2014
O10	Alpha Kappa Alpha Centennial Year Markers	Multiple	Object	2008
O11	Sara Winifred Brown MD	Lower Quad	Object	2010
O12	"A Bench By The Road"	Ira Aldridge Theater (43)	Object	2019
O13	The Dial	Upper Quad	Object	1929
O14	Symbiosis/The Bison	Upper Quad	Object	1981
O15	Alpha Phi Alpha - The Seven Jewels	Upper Quad	Object	2017
O16	A Bridge Across and Beyond	Blackburn (Bldg 57)	Object	1978
O17	Howard University College of Medicine	Bldg 51	Object	Unknown
O18	Alpha Kappa Alpha Black Womanhood Marker	Upper Quad	Object	1972
<b><u>Resource Type: Site</u></b>				
L1	The Yard (Main Quadrangle)	North of Howard Place and east of 6th Street	Site	1876; 1932
L2	Lower Quadrangle	Bound by College Street, Howard Place, 4th Street, and 6th Street	Site	1935
L3	Tumban Quadrangle	Bound by 62B,C,F,T,W	Site	1931
L4	South Quadrangle	Bound by Bryant, W, 4th, and 6th streets	Site	2001

Instruction	Original Architect(s)	Current HP Status	Resource Significance Evaluation
	Unknown	None	Non-Contributing
	Unknown	None	Non-Contributing
	Unknown	None	Non-Contributing
	Push Studio	None	Non-Contributing
	Unknown	None	Non-Contributing
	Unknown	None	Non-Contributing
	Unknown	None	Non-Contributing
	Bro. Ralph Vaughn	Within NHL HD	Contributing - Major
	Richard Hunt (1935-)	None	Non-Contributing
	Unknown	None	Non-Contributing
	Richard Hunt (1935-)	None	Non-Contributing
	Unknown	None	Non-Contributing
	Unknown	None	Non-Contributing
	David A. Williston (1868-1962) Albert Irving Cassell (1895-1969)	Within NHL HD	Contributing - Key
	David A. Williston (1868-1962) Albert Irving Cassell (1895-1969)	None Within NHL HD	Contributing - Key
	Albert Irving Cassell (1895-1969) David A. Williston (1868-1962)	None	Contributing - Major
	Unknown	None	Non-Contributing





### **5.3 Approved COVID-19 Reopening Plan & Letter of Acceptance**



Office of the Director

1. Under Section VII.2. of Mayor's Order 2020-067 and Section VI.5 of Mayor's Order 2020-075, the Office of Planning, in conjunction with the Deputy Mayor for Education and the Department of Health, is directed to implement a campus plan acceptance process for colleges and universities by July 1, 2020 to plan for safe reopening. A Reopening Plan must demonstrate that a college or university will meet the requirements of the Coronavirus 2019 (COVID-19): Guidance for Colleges and Universities or explain how any deviation is consistent with the intent of the Guidance. That Reopening Plan must also include prevention, containment, and mitigation measures; and communication and data collection plans.
2. On June 25, 2020, **Howard University** ("Applicant") filed an application for the review and acceptance of its Reopening Plan ("Application") the Reopening Plan was revised and updated on August 18, 2020.
3. Following review of the Application and Reopening Plan, consultation with Howard University officials, and modification of the Reopening Plan, to the extent necessary, the Office of Planning, in consultation with the Deputy Mayor for Education and Department of Health, finds that the Reopening Plan satisfies the requirements of the Coronavirus 2019 (COVID-19): Guidance for Colleges and Universities, and it is therefore **ACCEPTED**.
4. The Applicant must adhere to their Reopening Plan.
5. Notwithstanding acceptance of the Reopening Plan, and regardless of whether Applicant adheres to it, if the Applicant's operation is observed to create conditions that unduly risk the spread of COVID-19, the Applicant may be required to take additional measures.
6. If the Applicant wishes to depart from the Reopening Plan, it must submit an application to amend the Reopening Plan for review and acceptance.

Approved: \_\_\_\_\_

Andrew Trueblood

Date of Issuance: August 19, 2020





# HOWARD UNIVERSITY RE-OPENING PLAN FOR FALL 2020



Enhance Academic  
Excellence



Inspire New  
Knowledge



Serve Our  
Community



Improve Efficiency &  
Effectiveness



Achieve Financial  
Sustainability



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# Guiding Principles of our Fall Re-Opening Plan

**As the University plans for the Fall 2020 semester, we are doing so with the awareness that we are not only amidst a public health pandemic, but we also face growing social unrest nationwide that is influencing our academic planning. Howard University continues to monitor the (COVID-19) pandemic and is doing our part to help flatten the curve of the rate of infection, while maintaining services required to deliver an exceptional education to our students, and conduct critical research in the safest manner possible.**

The University's Fall 2020 re-opening plan is the product of broad discussions held among the members of the President's Fall Re-opening Taskforce, as well as 13 Fall 2020 Preparation Sub-Committees, with representation from more than 150 students, faculty, staff, local community leaders, and in accordance with guidance from the Centers for Disease Control and Prevention (CDC), and federal government agencies, as well as local government. Further, the University surveyed students, faculty and staff to glean their opinions on various parts of the University's operations for the fall. Our community's collective voices are represented in the University's plan.

We are also aware of the unique responsibility of Howard University from our mission to "provide 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." A recent survey of returning students highlighted student preferences with regards to offering both online and face to face choices.

There are complexities in Howard University's planning that distinguishes the University from our academic peers. As you read our re-opening plan, it is important to bear these complexities in mind, as a solution that works for a

peer institution may not work well for Howard University's campus community. In addition to the hospital, the University has medical, dental, pharmacy, allied health and nursing colleges, all of which have specialized accreditation and graduation requirements that may not be ideally met in a remote learning environment. Laboratory, internship and clinical requirements for various disciplines were also considered.

This document was framed around the following tenets:

- Howard University will make decisions guided primarily by considerations for the health and safety of our students, faculty, staff and the surrounding community.
- Decisions about health and safety made by the University in the context of COVID-19 will be evidence-based and data-driven where data is available.
- Howard University will continue to deliver an exceptional education and optimal services, within the unavoidable constraints of the COVID-19 response.
- Howard University will be transparent when communicating to our entire University body and our community.

We are planning for a hybrid academic model this Fall where some students and faculty will be in the classroom and some will not. Specific arrangements will be informed based upon the academic discipline and course content, as well as risk to faculty, staff and students regarding underlying medical conditions or concerns over transmission.

We understand that some members of the Howard University community will not be comfortable engaging in face to face instruction or a residential campus environment this fall due to underlying medical conditions or a concern over transmission to friends or family members. To the extent possible, deans and department chairs will discuss with faculty and provide flexibility regarding course instructional format and teaching responsibilities. Staff supervisors will meet with staff to provide flexibility regarding work options, whenever possible. Academic advisors will consult with students to design plans to maximize learning opportunities. Students who prefer to



enroll only in fully online courses may do so, but may not have access to the same courses included in their original plans of study, in the event that these courses are in-person or a blend of in-person and online. Although we plan to offer a significant number of classes fully online, not all courses may have a remote option, particularly some laboratory, clinical, and performance-based courses. Additional details regarding course offerings will be provided no later than July 15, 2020.

The University will provide personal protective equipment (PPE) in the form of masks or face coverings and sanitizing agents to all faculty, staff and students as part of a Howard University Care Package. Additional provisions of PPE are being reviewed and will be announced at a later time.

This Fall preparation document and the COVID -19 awareness website contain valuable information that is relevant to the various campus stakeholders and should be used as a guide when traversing the campus and conducting business and academic operations.

Howard University will be physically re-opening in phases. Critically essential personnel never left the campus and have always had access to the physical campus. Pending approval of this plan by the District of Columbia government; the declaration that the District is in Phase 2 of reopening; and that testing, sanitation, and social distancing guidelines have been developed for workspaces, the University will begin a phased return to campus. A small number of essential personnel will start returning to campus on July 1st. We will use this first phase of opening to determine the University's readiness for limited expansion of staffing. Expanded staffing will be tightly controlled and coordinated to mitigate potential risks, considering the safety of faculty and staff, as well as the communities we serve. No unit or department should increase staffing levels beyond current needs to support essential on-site operations without approval from your respective supervisor. Once decisions to expand on-site staffing in certain areas have been made, staff should follow the policies and protocols detailed in this guide for returning to work on campus. Pending readiness, the plan is that other personnel will return in phases. Dates will be shared with

the campus community once assessment and readiness is complete. The District's Phase 2 of reopening limits the staffing of any office building to 25% of normal capacity. Supervisors will work with staff to determine workforce return that may include a combination of remote work, alternating days and staggered reporting/departing.

The University is making accommodations for faculty, staff, and students who are in high-risk groups, to teach, work and attend classes and, where feasible, work remotely even after the District's policies and guidance allow a return to the campus. Following CDC guidance, these groups may include, but are not limited to individuals with chronic lung disease, moderate to severe asthma, serious health conditions, immunocompromised conditions, severe obesity, diabetes, chronic kidney disease and liver disease and those who are over the age of 65.

- The first day of classes for undergraduate students, and many graduate/professional programs will be on Monday, August 24, 2020 and run through Wednesday, November 25, 2020. Students will return home for Thanksgiving and not return to campus until the start of the spring term. The final examination period may be scheduled prior to, or after Thanksgiving. If the final exam period is scheduled after Thanksgiving, then they will be provided online.

This COVID-19 pandemic re-opening plan is intended to be a dynamic document. We will continue to update and revise the plan, in accordance with changes in guidance from the CDC and District of Columbia, and the latest available health data.

The link to the Fall Re-Opening Website is: [www.howard.edu/reopen](http://www.howard.edu/reopen)



## Health and Wellness

In accordance with CDC guidance, Howard University will require that all members of the University community and our visitors employ the following social distancing guidelines:

- Keep at least six feet between yourself and another person in all public places and inside all buildings.
- Avoid close contact with others.
- Face masks or face coverings must be worn by everyone on campus when in the presence of others and in public settings where other social distancing measures are difficult to maintain (e.g., common work spaces, meeting rooms, classrooms, etc.).
- Remain at home, or in a residence hall room, if you have a fever or other symptoms associated with COVID-19.
- As part of DC's Phase 2 guidance, the University will operate at 25% building capacity in office spaces, until local guidance dictates otherwise.

## Personal Safety Practices

Prevention measures are similar to those utilized against the common cold and flu. Those measures include frequent hand washing, avoiding touching one's face with unwashed hands, and coughing into one's elbow if needed. The University will conduct more frequent cleaning in common areas and on commonly touched surfaces, including in dining, classroom, office, restroom and residential spaces.

On April 2, 2020, the CDC updated its guidance to recommend the use of cloth face coverings "in public settings where other social distancing measures are difficult

to maintain (e.g., grocery stores and pharmacies)". The guidance also clarifies that this recommendation is to use cloth face coverings, not surgical masks or N95 masks, as those are critical supplies that must be reserved for healthcare workers and medical first responders. University stakeholders who are part of a vulnerable population should seek guidance from their health care providers on how to navigate the campus safely as they go about their day to day activities.

The usage of face masks or face coverings will be required for all students, faculty, staff and visitors while on campus, in the presence of others, and in public settings where social distancing measures are difficult to maintain.

Below are very important links to University Health Services handouts that explain social distancing, isolation and quarantine, as well as recognizing COVID-19 symptoms, and what to do if you think you may have contracted COVID-19.

Please be sure to click on each link and familiarize yourself with the contents.

- [Fact Sheet on Preventing the Spread of COVID-19.](#)
- [Maintaining a Healthy Lifestyle and Managing Mental Health](#)
- [What to do While Self Quarantining](#)
- [How to Report COVID-19 Exposure](#)
- [Additional Information on Face Masks](#)
- [CDC Guidance on Traveling Locally and Abroad](#)
- [CDC Public Health Resources](#)

## Training

- The University will provide online training for the entire campus community prior to our return to campus. Enhanced communication for faculty, students and staff will include physical and digital signage, social media posts, and regular campus notifications.
- Training for students will include a required student participation in an online educational seminar, prior to the start of the fall semester, designed to inform students about the health behaviors expected and required during the fall semester.
- Training for faculty and staff will be provided and will include educational material regarding the risks associated with COVID-19 and proper methods to mitigate said risks. The materials will also include information on symptom screening and testing, and where to receive treatment as needed.
- A mandatory virtual orientation that includes, but is not limited to, social distancing, PPE, symptom screening and testing, hygiene and sanitation, and self-quarantining, will be required for faculty, staff and students prior to returning to campus.

## Testing, Screening and Contact Tracing

- Students are required to complete a COVID-19 test within the seven days prior to arriving on campus, then share results with the Student Health Center. Screening for COVID-19 will be conducted for the entire student population at the start of the semester and an ongoing regimen of regular screening of students, faculty and staff throughout the fall semester will be implemented. All faculty and staff will also be required to participate in a baseline COVID-19 test within seven days of return to campus, or at the designated on-campus laboratory. The University will require daily symptom screening for all students and staff. This may be conducted through mobile phone app (to be provided) or via questionnaire.
- We will be coordinating contact tracing with the D.C. Department of Health for any suspected cases of COVID-19 among faculty, students and staff on campus. We will rely on the DOH to conduct contact tracing, but will assist by providing as much information as can be reasonably shared. The Howard University liaisons

involved will be versed in both student and employee privacy issues, and will adhere to all applicable FERPA, HIPAA, and other relevant privacy and confidentiality regulations.

- Isolation spaces have been identified on our campus, in the event they are needed. Isolated students (those who have tested positive) and quarantined students (those who have been exposed) will be cohorted to not use shared resources.
- Daily screening will be carried out for students, faculty and staff using a short, self-administered questionnaire (via app). A thermometer will be provided to self-monitor temperature. Students in dormitories will have a similar protocol before leaving the dorms in the morning. Students, staff and faculty who have a remarkable screen result will be asked to temporarily self-isolate, speak to a healthcare professional and follow advice of the health care professional with regards to testing. If testing is recommended, isolation will continue until the test produces a negative result. Students who are symptomatic will be isolated and a COVID-19 test will be performed. Isolation will continue until a negative result is produced and confirmed.
- Through a relationship with a commercial manufacturer, Howard University will have the ability to process between 500 to 1500 samples per day on site. Sufficient testing supplies for kits and reagents will be provided by the manufacturer. Howard University will utilize as much of its PPE through its current supply chain. In the event of an impending shortage, Howard University will leverage our relationship with Adventist Health, and also seek assistance from the DC Department of Health.



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COMMUNITY





## Domestic and International Travel

- There will continue to be restrictions on University-sponsored domestic and international travel. Visitors and guests will generally be restricted from accessing residential buildings and other campus facilities.
- No on-campus university tours will be conducted in the fall. All tours will be conducted virtually.
- International students, who are abroad, are being encouraged to take classes online from their countries of residence, as the University works to de-densify the campus. Any student or staff returning from domestic travel, particularly “hot spots”, or overseas travel will be required to quarantine for 14 days.

## Helping Our Employees to Navigate a Safe On-Campus Work Environment

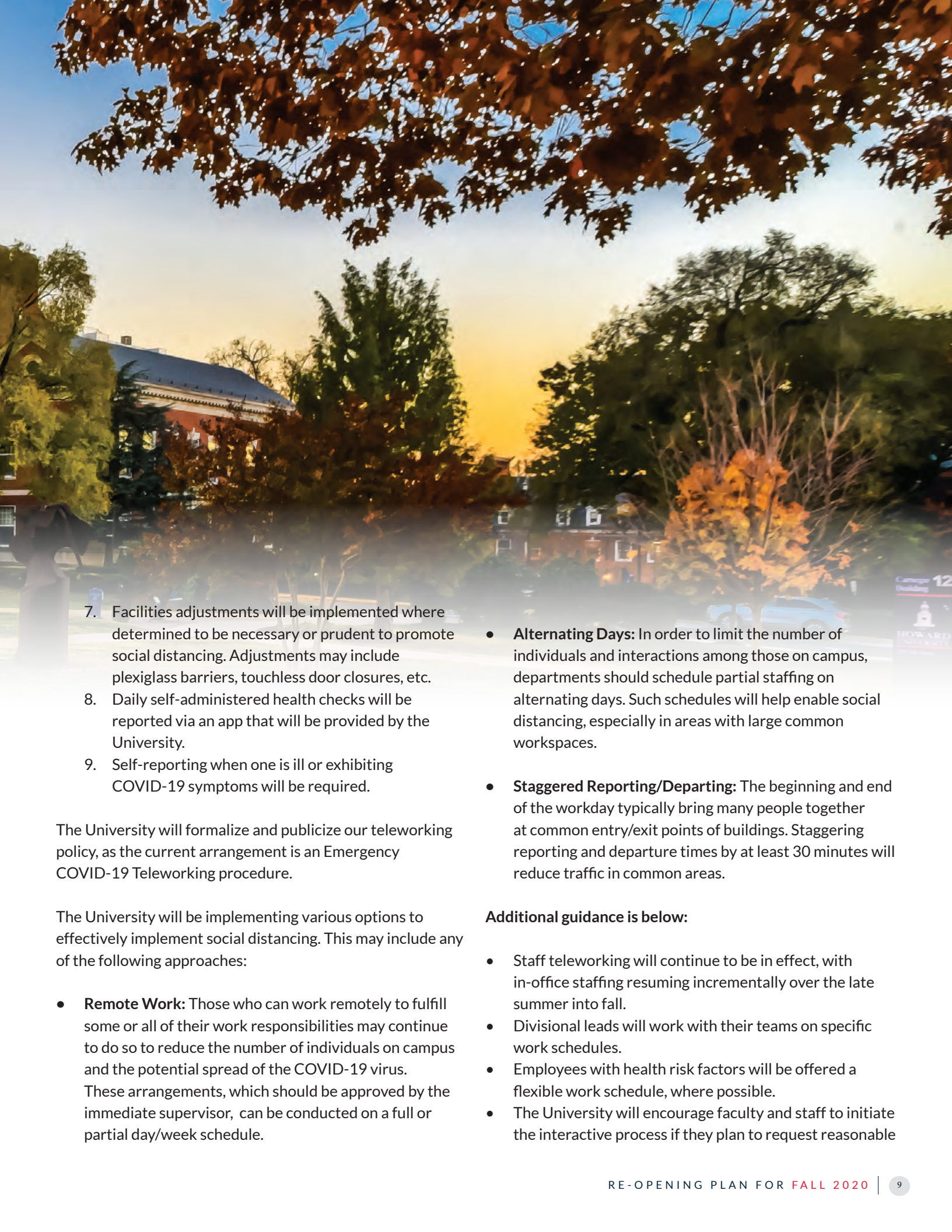
We will work as a community to operate in the safest manner possible, that promotes the health and wellness of our

campus community. Our campus is multi-generational and diverse, and all the solutions we propose may not be suitable for every single member of our campus community, but we will do our utmost best to reasonably accommodate all employees, where possible.

The operation and staffing of the various units are dependent on the emergency preparedness of the Howard University campus in relation to COVID-19 based the following interventions:

1. COVID-19 safety training and management will be available for all personnel
2. Personal Protective Equipment (PPE), (i.e. masks, gloves, hand sanitizer, and other necessary agents) will be provided to employees, as required according to guidance provided to the University by the CDC and the Department of Health, and must be worn in public spaces on-campus at all times.
3. Physical distancing of a minimum of six (6) feet will be implemented in office settings.
4. Social distancing guidelines will be followed.
5. Flexible work arrangements (teleworking, etc.) will be implemented.
6. Routine cleaning, and deep cleaning of facilities will be in effect.



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7. Facilities adjustments will be implemented where determined to be necessary or prudent to promote social distancing. Adjustments may include plexiglass barriers, touchless door closures, etc.
  8. Daily self-administered health checks will be reported via an app that will be provided by the University.
  9. Self-reporting when one is ill or exhibiting COVID-19 symptoms will be required.

The University will formalize and publicize our teleworking policy, as the current arrangement is an Emergency COVID-19 Teleworking procedure.

The University will be implementing various options to effectively implement social distancing. This may include any of the following approaches:

- **Remote Work:** Those who can work remotely to fulfill some or all of their work responsibilities may continue to do so to reduce the number of individuals on campus and the potential spread of the COVID-19 virus. These arrangements, which should be approved by the immediate supervisor, can be conducted on a full or partial day/week schedule.

- **Alternating Days:** In order to limit the number of individuals and interactions among those on campus, departments should schedule partial staffing on alternating days. Such schedules will help enable social distancing, especially in areas with large common workspaces.
- **Staggered Reporting/Departing:** The beginning and end of the workday typically bring many people together at common entry/exit points of buildings. Staggering reporting and departure times by at least 30 minutes will reduce traffic in common areas.

**Additional guidance is below:**

- Staff teleworking will continue to be in effect, with in-office staffing resuming incrementally over the late summer into fall.
- Divisional leads will work with their teams on specific work schedules.
- Employees with health risk factors will be offered a flexible work schedule, where possible.
- The University will encourage faculty and staff to initiate the interactive process if they plan to request reasonable





accommodations (due to high-risk status) in conjunction with returning to campus for the Fall 2020 semester.

- Faculty who are in a high-risk group should collaborate with their department chairs and/or deans to determine the feasibility of on-campus work and/or in-person instruction.
- Student employees seeking accommodations should follow the University's existing protocol for doing so through the Office of Student Services.
- Most University services will be primarily delivered online with some face to face services delivered by appointment only (e.g., Enrollment Management, Human Resources).
- To the greatest extent possible, meetings will be conducted online and via telephone.
- Meeting room capacities will be reduced to 20-30% of design capacity.
- All attendees conducting face to face meetings will be required to wear masks or face coverings.

**Mental and Emotional Well-being:** Health services are available through primary care providers, especially to provide emotional support during this period of heightened anxiety. Telephonic or video counseling is available, and you can access this service using most smartphones, tablets and computers with a camera. Employees should contact the Office of Human Resources to learn more about available support, while students may contact the Student Counseling

Center for remote support, even during summer months. Please utilize Howard University's web resources to learn more about support services, managing stress and enhancing individual resilience during this time.

No community as large as Howard's campus can guarantee an environment free of COVID-19, and the measures an

described in this plan recognize that reality. While much has gone into this effort to protect the Howard community, we trust that all its members — faculty, staff, students and visitors alike — will ultimately take responsibility for their own health and safety and act in a manner that demonstrates respect and consideration for those around them.

## Testing Guidance and Protocol

Students are required to take a COVID-19 test within the seven days prior to reporting to campus or at the designated on-campus laboratory. The University, to the best of its ability, will test faculty and staff who return to the physical campus as well as those limited number of students who arrive on campus without documentation showing negative results of a COVID-19 test within the past seven (7) days. A temporary site will be established on the campus as a primary site for testing the University community. Any stakeholder who is awaiting test results must self-isolate until a negative test result is obtained.

Re-testing and screening will occur at a frequency determined by health professionals based on health indicators designed to measure the prevalence of the virus on campus or in the geographic region. Residential students, will be tested on a weekly basis.

- Any student or staff member who has symptoms or has had close contact with someone who has tested positive must get tested 3-5 days after exposure, in coordination with Student Health Services (for students) or their primary healthcare provider (for staff).
- Students who have either tested positive, have results pending, or are showing symptoms for COVID-19 should be immediately isolated while ensuring their medical, social, and academic needs are met.



- Staff who have either tested positive, have results pending, or are showing symptoms for COVID-19 must stay home and self-isolate.

The University Office of Human Resources worked with the University's health insurance providers to obtain coverage, or preferably, provide free COVID-19 testing, for insured faculty, staff, and students. The incorporation of the COVID-19 testing service under insurance coverage will be for a limited time.

**Contact Tracing:** The University will utilize available technology and individual contact tracers, as appropriate, to trace those who have come in close contact with symptomatic and infected people and will coordinate with the District of Columbia and utilize tracing resources that the District will make available. The University will provide information and data to facilitate the District's ability to conduct tracing.

**Surveillance and Reporting:** The University will establish a means, including the use of technology apps, daily screening parameters, and reporting, to monitor for a potential outbreak and to report positive cases of COVID-19 and any other COVID-19 data obtained to the District of Columbia Department of Health. Cases will be reported for implementation of contact tracing.

**High Risk Individuals:** The University will prioritize the health and safety of students, faculty, and staff. The University will encourage those who are high risk because of age or a health condition to consult with their health care provider prior to returning to campus if you have any concerns. These conditions include; Moderate to severe asthma, Severe obesity (>40 Body Mass Index), Diabetes, Immunocompromised conditions, Chronic Kidney Disease, Liver disease, and/or, Serious heart conditions, and other such condition by which the individual has a high risk of severe illness if COVID-19 is contracted.

Students who are high-risk are advised to choose a remote course schedule. Faculty who are high risk should collaborate with their department chairs and/or deans to determine the feasibility of in-person instruction or offering courses online.

**Student Health Center:** In addition to its normal role in meeting the routine healthcare needs of students, the Student Health Center will play a key role in implementing COVID-19 policies and procedures, and communicating COVID-19 prevention and control measures to mitigate the risk of spread.

**University Communications Plan:** The University will implement a communications plan with the following objectives:

- To disseminate information about the availability of healthcare resources, testing, mental and physical health promotion, and where to find local public health information about COVID-19 and updated CDC and District of Columbia guidance.
- To educate the University community about infection prevention and control measures, the symptoms of the virus and what to do if they are symptomatic, specifically, the need to stay at home.
- To advise students to get tested for COVID-19 prior to returning to campus.
- To advise students who are unable to test prior to returning for the Fall Semester to obtain a COVID-19 test within one week of arriving on campus and to present the results to the Student Health Center.
- To educate the campus community to self-isolate if they have symptoms or have come into close contact with infected persons and to quarantine if infected themselves.

## Guidance on Isolating Stakeholders who are Exposed to COVID-19

The health and safety of all Howard University faculty, staff and students are our number one priority. The University will provide masks and/or face coverings and sanitizing agents to all faculty, staff and students as part of an initial University care package. Plans for additional provisions of PPE are being reviewed, and will be announced at a later time.

The most important and critical mechanism to manage the spread of COVID-19 is compliant individual behavior and self-assessment. We are asking each Howard University stakeholder to monitor their individual actions to ensure they are operating in the safest manner possible.

If you are unwell, or have an elevated temperature, please do not attend classes in person and employees should not report to work on campus, but arrange with your supervisor to work remotely.









## Contact Tracing Measures on Howard University's Campus

The liaison with the Department of Health will be the Director of the Public Health (MPH) Program. Further coordination for faculty and staff will be directed to Human Resources, and for students to the Director of the Student Health Center. Information will be gathered regarding possible contacts with positive individuals and Howard will assist DOH with contact tracing efforts.

- Contact tracing will be conducted in accordance with the DC Department of Health, in the case of any positive COVID-19 cases identified on campus. The Department of Health is working in concert with all higher education institutions in the District to coordinate this activity.
- We are also reviewing the suitability of contact tracer software, which would be utilized in concert with the contract tracing activities conducted through the Department of Health.

## Communication Structure for COVID-19

- A secured (password protected) Excel database be developed with the required reporting information (name, DOB, location, symptoms, symptom-onset, and contact tracing) and housed on SharePoint for the information to be entered daily by the designated individuals.
- A standard reporting time will be established within the University so that data can be reported daily to DOH at a specified time.
- The report should be sent to DOH and the University Provost (or a designee).