

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

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INTRODUCTION

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

UNIVERSITY PROFILE

Founded in 1867, Howard University (HU) is an independent, co-educational institution offering a full array of undergraduate, graduate, and professional programs. A premiere Historically Black College and University (HBCU), Howard University combines the best elements of a liberal arts and sciences-based undergraduate core curriculum, with selected graduate and professional programs. Since its founding, Howard has awarded more than 100,000 diplomas in the professions, the arts, the sciences, and the humanities.

In 2009 Howard was approved for reaccreditation by the Middle States Commission on Higher Education (MSCHE). Among the benchmarks for reaccreditation are: compliance with federal requirements, compliance with accreditation standards, institutional resources, leadership and governance, administration, integrity, institutional assessment, student admission and retention, student support services, faculty and educational offerings. The report cited HU for many distinctions and recognized the important legacy of the University:

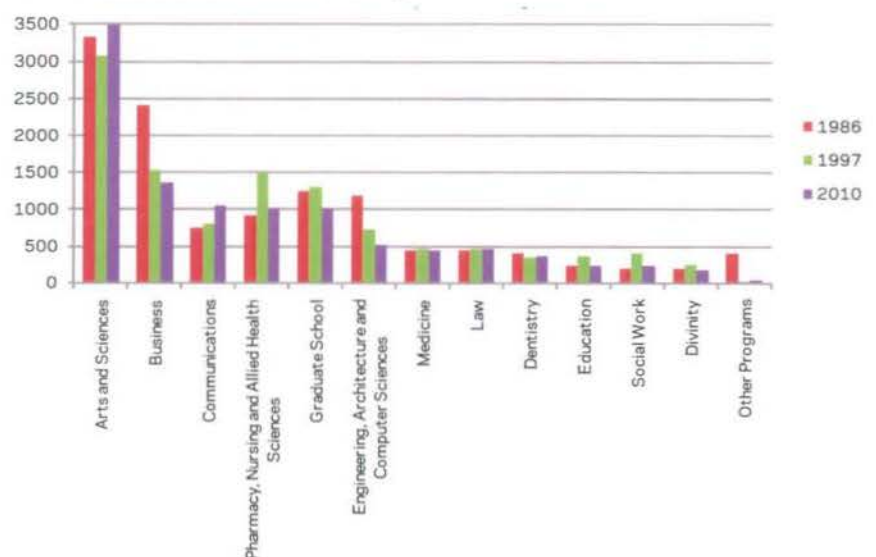
"Howard University occupies a unique niche in higher education both in terms of its remarkable legacy and future potential. It is quite literally a national treasure as the foremost research university ensuring the education of African American leaders for the nation and the world."

– Middle States Commission on Higher Education

HU produces the largest pool of African American students in the nation who go on to pursue a Ph.D. in the science, technology, mathematics and engineering (STEM) fields. The MSCHE report also recognizes the rich legacy in the arts and cultural studies that opens the eyes of the world to the contributions of African Americans and the African Diaspora to global culture.

There are 12 schools and colleges at Howard University: College of Arts and Sciences, College of Engineering, Architecture, and Computer Sciences, School of Education, School of Social Work, School of Business, School of Communications, College of Medicine, College of Dentistry, College of Pharmacy, Nursing, and Allied Health Sciences, The Graduate School of Arts and Sciences, School of Divinity and the School of Law. The schools and colleges support 58 categories of degree offerings and a total of 171 majors (2010 Facts). Over the past ten years, 51 academic programs have been accredited.

Table 1-1 : Enrollment of Schools and Colleges



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Table 1-2 : Enrollment at a glance

ACADEMIC UNIT	F/T LOAD	FULL-TIME			PART-TIME			F.T.E.			TOTAL		
		M	F	T	M	F	T	M	F	T	M	F	T
UNDERGRADUATES													
Arts and Sciences	12 Hrs.	917	2,139	3,056	215	396	611	989	2,271	3,260	1,132	2,536	3,667
Business	12 Hrs.	447	634	1,081	109	97	206	483	667	1,150	556	731	1,287
Communications	12 Hrs.	244	686	930	46	116	162	259	725	984	290	802	1,092
Education	12 Hrs.	10	53	63	3	28	31	11	62	73	13	81	94
Engineering/Arch/Comp Sci	12 Hrs.	281	176	457	71	30	101	305	186	491	352	206	558
Pharmacy/Nursing/AHS	12 Hrs.	112	365	477	36	142	178	124	412	536	148	507	655
Dental Hygiene	12 Hrs.	3	21	24	0	1	1	3	21	24	3	22	22
Exchange Program	12 Hrs.	0	0	0	3	9	12	1	3	4	3	9	12
Continuing Education	12 Hrs.	0	0	0	2	13	15	1	4	5	2	13	15
TOTAL UNDERGRADUATE		2,014	4,074	6,088	485	832	1,317	2,176	4,351	6,527	2,499	4,906	7,405

GRADUATE & PROFESSIONAL													
Graduate School	9 Hrs.	201	392	593	184	309	493	262	495	757	385	701	1,086
Medicine	9 Hrs.	204	239	443	7	2	9	206	240	446	211	241	452
Dentistry	9 Hrs.	157	174	331	14	4	18	162	175	337	171	178	349
* Law	9 Hrs.	182	274	456	7	18	25	184	280	464	189	292	481
Arts and Sciences	9 Hrs.	13	14	27	8	4	12	16	15	31	21	18	39
Business	9 Hrs.	44	48	92	22	14	36	51	53	104	66	62	128
Communications	9 Hrs.	7	5	12	6	15	21	9	10	19	19	20	33
** Divinity	9 Hrs.	43	41	84	51	61	112	60	61	121	94	102	196
Education	9 Hrs.	16	47	63	39	68	107	29	70	99	55	115	170
Pharmacy/Nursing/AHS	9 Hrs.	132	203	335	24	47	71	140	219	359	156	250	406
Social Work	9 Hrs.	40	148	188	11	69	80	44	171	215	51	217	268
Continuing Education	9 Hrs.	0	0	0	11	13	24	4	4	8	8	8	24
TOTAL GRAD. & PROF.		1,039	1,585	2,624	384	624	1,008	1,167	1,793	2,960	1,423	2,209	3,632
GRAND TOTAL		3,053	5,659	8,712	869	1,456	2,325	3,343	6,144	9,487	3,922	7,115	11,037

7,405 TOTAL UNDERGRADUATES

3,632 TOTAL GRADUATES AND PROFESSIONALS

* LOCATED ON WEST CAMPUS

** LOCATED ON EAST CAMPUS

Source: Howard University Annual Report, Fall 2010

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Students come to Howard University from virtually every state, the District of Columbia, and 108 countries. As of 2010, the University's enrollment was approximately 11,000, with an estimated 67 percent comprised of undergraduate students. Howard University foresees a stable total enrollment with the potential to accommodate approximately 12,000 students. This enrollment forecast is one of the key assumptions the University uses in its planning for the development of new facilities and improvement of existing buildings.

Howard University's employee base is currently comprised of 5,330 individuals (full and part time) 1,276 faculty and 4,054 staff. (The total staff number includes Hospital staff. University staff is approximately 2,000.)

The existing number of full-time faculty (960) results in a faculty to student ratio of 1:9. This is a reduction in the faculty to student ratio from years past, but is still a good ratio. For example, the faculty to student ratio at Stanford University is 1:6, University of California – Berkeley is 1:15.1, and Pennsylvania State University is 1:17.

Table 1-3 : Faculty and Staff

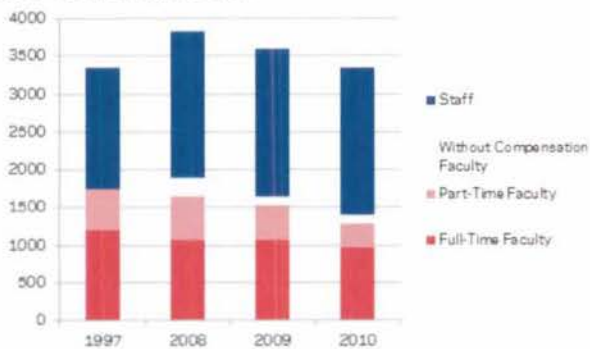
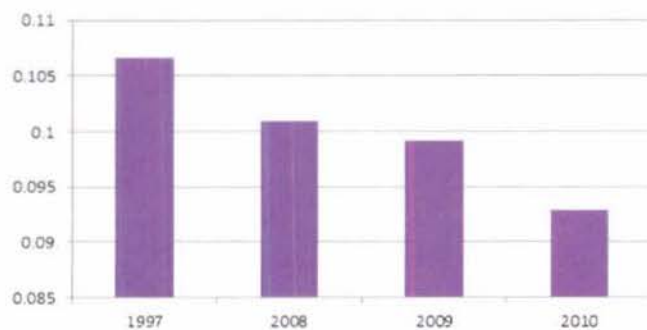


Table 1-4 : Faculty to Student ratio



INNOVATIVE RESEARCH

Howard University is categorized by the Carnegie Foundation for the Advancement of Teaching as a RU/H research institution, a designation for universities with high research activity. A high priority academic goal for the University is the ability to rank within the highest category of research institutions, that of RU/VH for research universities with very high research activity. To do this, contemporary facilities need to be constructed that will attract scholar/researchers, students and funding to support groundbreaking research in STEM fields and the biomedical sciences where the University has already begun to distinguish itself.

The University's Health Sciences Enterprise (HSE) is comprised of the College of Pharmacy, Nursing and Allied Health Sciences, the College of Medicine, the College of Dentistry, Howard University Hospital, the Louis Stokes Health Science Library, and the Family Practice Plan.

The HSE is implementing a vision known as "convergence science," a new integrated approach to innovative research. Following on the revolution that has occurred in molecular biology and subsequent advances in genomics, "convergence science" facilitates the innovative influence of the physical sciences on the biomedical sciences and vice versa. The strategic planning process in which the HSE has been engaged, positions Howard University to take advantage of this new wave of innovation by focusing precious resources on the core competencies of the HSE.

Based on current strengths, the focus areas identified are as follows: obesity; cardiovascular disease; mental disorders; HIV/AIDS; cancer; renal diseases; diabetes and stroke. These areas will advance the basic building blocks of genomics and computational biology, as Howard University joins forces with other universities engaged in clinical translational research and convergence science. It is anticipated that the strong research collaboration between the physical sciences and health science scholars will allow for the emergence of new discoveries and an enriched experience for students and scholars.

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Photo 1-1: View of Frederick Douglass Hall

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 particular emphasis upon educational opportunities for Black students. Moreover, 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.”

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CAMPUSES

Howard University's historic Central Campus is the focus of this Master Plan report. The campus is located in northwest Washington, D.C., in Ward 1 within five miles of the Nation's Capitol. The northwestern quadrant is located north of the National Mall and west of North Capitol Street. The Central Campus is made up of 118 acres and contains most of the University's academic and administrative activities.

Several historic landmarks, such as Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, and the Founders Library are found on Central Campus.

The Central Campus is surrounded by urban residential neighborhoods. The neighborhoods of Shaw, LeDroit Park, and Bloomingdale lie to the south and east; Pleasant Plains, Park View and Columbia Heights lie to the north and west. All of these neighborhoods have a rich and notable history with LeDroit Park awarded a place on the National Register of Historic Places in 1974. The northern and eastern boundaries of the campus include the McMillan Reservoir, the Old Soldiers Home and the Washington Hospital Center complex.

Since 1974, the University has grown to include three other campuses - the West Campus and the East Campus are located in proximity to Central Campus in the Washington D.C. Metropolitan area. The West Campus houses the Law School on its 19.6 acre site and the East Campus houses the Divinity School on 26 acres.

The Beltsville Campus is located in Prince George's County, Maryland and currently houses the atmospheric research program that is being conducted in partnership with the National Oceanic and Atmospheric Administration (NOAA) on its 108 acre site.

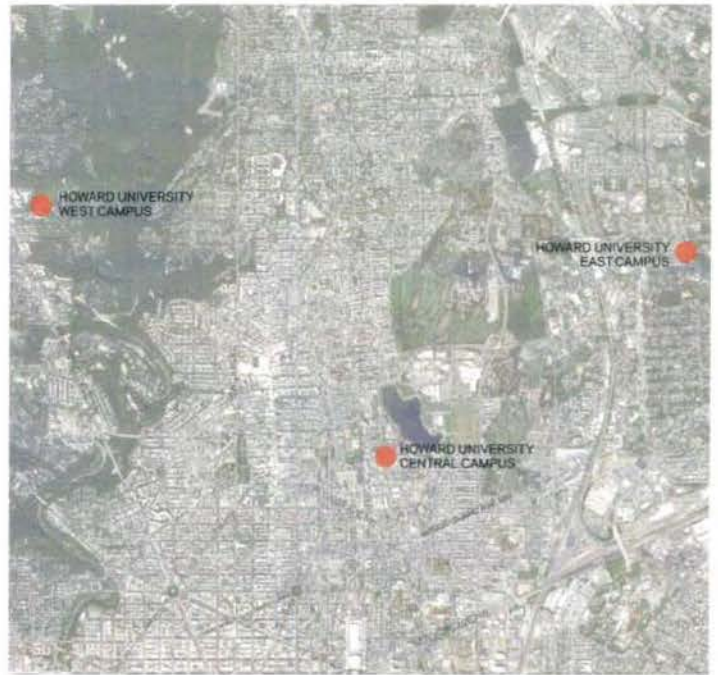


Photo 1-2: Aerial view of DC area showing the locations of Howard

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PRESIDENT'S VISION

Dr. Sidney Ribeau was named the 16th President of Howard University and assumed leadership on August 1, 2008, with a strong commitment to renewing Howard's academic legacy by expanding the University's proven influence in the fields of science, technology, engineering and mathematics (STEM). These areas have potential for the highest levels of research activity and funding opportunities from institutions such as the National Institutes of Health (NIH) and the National Science Foundation (NSF). Howard University aspires to be the first HBCU to become a top-50 research university, while it continues its traditions of leadership and service to underserved communities nationally and abroad. The President's vision includes:

- Enhancing Howard's status as a major comprehensive metropolitan research university (with competitive undergraduate, graduate, and professional programs);
- Increasing excellence in teaching and learning;
- Expanding the international footprint and role in world affairs;
- Providing an environment of open discourse (Think Tank for the Nation); and
- Extending the public service role through expanded engagement with local, national and international communities.

One of the first steps in the process was the establishment of the Presidential Commission on Academic Renewal (PCAR). The Commission conducted a full review and evaluation of the University's academic programs and assessed each program with respect to six criteria: (1) Tie to the University's mission/vision (2) Academic quality (3) Research (4) Academic centrality and necessity (5) Enrollment and (6) Sustainability. The Commission's 54 members were divided into four Working Groups for undergraduate programs, health sciences programs, professional programs not in health sciences, and graduate academic programs.



The program reviews evaluated all 171 undergraduate, graduate and professional program offerings and recommended the elimination, restructuring or consolidation of 71 of these programs.

Dr. Ribeau began the Students First Campaign (SFC) in January 2009, to improve the overall experience at Howard and to fully integrate students in University operations. Phase I of the initiative involved an assessment of immediate and long-term organizational changes needed to enhance the student experience. In the spring of 2010, SFC entered Phase II with several key appointments in the area of student affairs. These appointments will help Howard University's student affairs division listen to students and work together to achieve the University's objectives.

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SCOPE OF THE CENTRAL CAMPUS MASTER PLAN

Howard University identified several major objectives for this effort:

- Align space needs with the priorities of the academic plan;
- Recommend optimal uses for various campus parcels and the identification of sites for new construction;
- Identify and acknowledge campus historic resources, both its buildings and its landscape;
- Promote the continued contributions of the University toward the economic and cultural vitality of the local community and the city;
- Structure a process by which the University's goals are met in an environmentally sustainable manner and through which the awareness of the need for this approach is heightened in its students, alumni, faculty and staff; and
- Ensure compliance with the Comprehensive Plan of the Nation's Capital that requires the preparation and the approval of master plans to reduce adverse neighborhood impacts, alleviate uncertainty over future institutional activities, and promote neighborhood stability.

THE PROCESS

The approach to the design of the Master Plan for Howard University is based on the premise that architecture, planning, landscape, historic preservation and urban design are critically connected disciplines which must function together if lasting quality and value are to be achieved.

The phased approach included: analysis, the testing of framework plans and options and finally plan development based upon preferred options. The analytical first phase identified key characteristics of the campus, including historic legacy, space needs, landscape, infrastructure, transportation systems, and development opportunities. *The analysis included campus facilities, space utilization and assessment of needs. Based on this analysis and the consensus of the University, a program of capital construction and appropriate funding was developed to take the University through the ten year planning horizon and beyond with the identification of future capacity for new facilities.*

The information for the Master Plan study was gathered and collected during interviews with numerous participants from Howard University's schools, colleges, leadership, and service organizations. Additional information was gathered from Enrollment Management, Real Estate Development and Asset Management, and Physical Facilities Management.

Over 50 interviews with various Howard University stakeholders were held to ensure that the Master Plan Program accurately reflects the needs of this complex organization. More than 20 additional interviews were held with *community leaders from neighborhoods surrounding the Central Campus*, and 166 area stakeholders responded to the *Campus Plan Neighbors Survey*.

THE USE OF THE CENTRAL CAMPUS MASTER PLAN

The Central Campus Master Plan reflects the findings and recommendations of the planning team and the resulting master plan is based upon: the planning team recommendations; University's leadership review and consensus; the input of a University-wide Steering Committee of Key Stakeholders; and an initial review by the University's Community Advisory Committee and Community Campus Master Plan Task Force.

The plan is a strategic tool and guide for the physical development of the campus over the next ten years. In this coming period, all universities must carefully apportion their means to remain ahead of expectations in the quality of teaching, technological innovation and amenities for the life of the campus community. Physical planning and the relationship to the mission of the University are also critical to success.

The full scale reexamination of Howard's educational policies and priorities as part of the President's Commission for Academic Renewal (PCAR) will likely result in refinements and adjustments to the needs and objectives of Howard University. The Master Plan is a framework for change and is intended to be flexible and responsive to shifting needs as both a process and a design.

The plan assumes the existing reality of the urban setting and the historic legacy of the campus. It is designed to enhance the physical condition of the campus; to create new opportunities for excellence in the future development of new facilities and to provide the physical framework within which the University can achieve its academic mission.

All of the facilities planned, both in the near term and the longer term are designed to fulfill these objectives. The result will be a University significantly repositioned with respect to winning research grant awards and attracting and retaining the best and brightest students, faculty and staff from throughout the nation and around the world.



Photo 1-3: Aerial view showing Howard University Central Campus

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STRATEGIC GOALS AND PRINCIPLES

The Central Campus Master Plan is guided by the goals, planning principles and design criteria developed throughout the planning process. The Academic Strategic Plan's areas of focus were developed by Howard University, and the planning principles and development criteria were generated in response to the analysis findings and through the collaboration of Howard's administration, faculty, staff, students and steering committee with the design team.

CAMPUS STRATEGIC ASSET VALUE STORY

Brailsford & Dunlavey's "strategic asset value" (SAV) analysis is a process that is facilitated through discussion sessions with institutional senior leadership and is intended to identify the policies and priorities that will filter and guide the analyses of a planning exercise.

In this particular instance, SAV methodology was applied to a campus-wide context to discern the strategic drivers behind various functions and the way that they are materialized in the built environment. The intent of the SAV was to ground the Central Campus Master Plan in permanent ideals to ensure a level of consistency is maintained throughout the implementation and further articulation of the plan. SAV assessment categories are designed to supersede any departmental or functional biases in favor of global factors that are directly linked to the institutional mission, including:

- Educational Outcome Drivers
- Enrollment Management Drivers
- Campus Community Drivers
- Financial Performance Drivers

The full narrative text of the Campus SAV Story can be found in this document in Chapter Three.

ACADEMIC STRATEGIC DIRECTIONS

The University has been engaged in a comprehensive process of self-examination that makes the decision to undergo major transformational change imperative. The University's self-study exercise undertaken in preparation for the Middle States reaccreditation process, calls for an alignment of its resources and budget with academic priorities that result from program reviews and portfolio assessments. Strategic directions include:

- Expansion of Graduate Programs
- Attainment of RU/VH status: Research Universities (very high research activity)
- Promotion of STEM Research
- Improvement of Housing Inventory
- Implementation of Students First Initiatives
- Improvement in the Physical Condition of the Campus and Technology

Associated with this new environment is the need for greater self-sufficiency; diversification in the University's endowment resources; and leadership, sensitivity and partnership in the revitalization of its neighborhood.

These dramatic changes have created an ambitious vision for the University that enables the efficient and effective delivery of an outstanding educational experience for Howard's students.

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PLANNING PRINCIPLES

SUPPORT HOWARD UNIVERSITY'S ACADEMIC MISSION

Develop campus facilities with a level of quality consistent with the strong academic values of the Howard tradition that serve an increasingly diverse population of students, faculty and staff.

IMPROVE THE UNIVERSITY COMMUNITY'S QUALITY OF LIFE

Provide a physical setting that enhances the quality of life for students, faculty, staff, and visitors and reflects the academic values of a strong Howard tradition.

IMPLEMENT GOOD AND SMART URBAN DESIGN

Continue a strong composition of building density and mixed use, especially along Georgia Avenue with appropriate urban setbacks and strong streetscape design.

ENHANCE CONNECTIVITY AND WALKABILITY

Emphasize a network of high quality walkable spaces and strong pedestrian connections throughout the campus, on both the east-west and north-south axes and connectivity to public transportation.

IMPROVE THE PUBLIC REALM

Enhance the physical setting of the campus cultural landscape to reinforce a unique sense of place that has memory and meaning for the campus community.

DEVELOP THE CAMPUS EDGE

Balance a sense of internal security with a welcoming presence to create a clear and well defined sense of arrival and perimeter for a safe and thriving urban campus.

EMBRACE SUSTAINABILITY

Adopt a physical plan, identify a process for its administration and stewardship, and establish a design culture that embodies and advocates the aims of sustainability to ensure the most cost-effective use of financial resources available to the University.



Photo 1-4 : "Lady Fortitude" steel-fabricated sculpture, created by James King

PRESERVE AND PROTECT HISTORIC LEGACY

Respect historic landscapes and structures by building at a scale comparable with surrounding buildings and enhancing strong symbolic elements of the campus.

FOSTER COMMUNITY ENGAGEMENT

Support the collaboration with representatives from neighboring residential areas, as well as those from the District of Columbia and Federal governments for the purpose of enhancing the quality of life within the greater campus community.

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CENTRAL CAMPUS DEVELOPMENT PLAN

FUTURE CAPITAL NEEDS

The Central Campus Master Plan takes a comprehensive look at the overall physical plant of the University, and identifies the universe of upgrades and new facilities deemed desirable.

The vision of Howard as a world-class research presence reflects an ambitious investment in its academic program, its physical plant and the community that surrounds it, including: the construction of new research facilities; the construction of two new schools and colleges; the modernization and new construction of student housing and student activity centers; the development of new athletic, recreation, and performing arts complexes; the adaptive reuse of two large buildings of historic significance; major upgrades in existing academic buildings; the construction of workforce-affordable housing; the construction of the new public charter middle school; and the redevelopment of the Georgia Avenue corridor with a new University façade, which will mix commercial and neighborhood-serving retail, housing and parking facilities.

PHASING OF DEVELOPMENT PROJECTS

The University will develop its new and expanded facilities in three phases over the next ten years. Phase One will include research facilities that will reflect the University's commitment to dramatically expand its research capacity and upgrade key physical facilities. This first phase also includes student quality of life projects, housing and the campus wellness and recreation center.

Phases Two and Three continue the development of the research capacity, the enhancement of student quality of life improvements, and the redevelopment and upgrading of academic instructional spaces and athletic facilities. Two of the major renovations include the Blackburn University Center and Miner Hall renovations. Throughout each of the phases, critical facility renovations and upgrades will take place in existing buildings.

A fourth category is identified in the plan as "Future Capacity" to illustrate those areas of the campus that could be developed within the current campus boundary.

ACADEMIC AND RESEARCH FACILITIES

A high priority academic goal for the University is the ability to rank among the highest category of research institutions, that of RU/VH for research universities with very high research activity. To do this, contemporary facilities need to be constructed that will attract scholar/researchers, students and funding to support ground-breaking research in STEM and the biomedical sciences where the University has already begun to distinguish itself.

Two research buildings that will house a STEM research, Computational Sciences and a Biomedical program are envisioned for development over the next three years. These facilities were anticipated in the 1998 campus master plan as part of the Interdisciplinary Science and Engineering Center.

They are intended to accommodate the kind of collaborative research activity between the physical and health sciences academic zones that is standard within contemporary scientific research. A critical factor in determining the location of these new facilities is the importance of clinical translational science and the adjacency of these new interdisciplinary research facilities to the clinical enterprise, i.e. the Howard University Hospital and facilities that house the Faculty Practice Plan.

The new buildings will be located within the Central Campus area that adjoins both the physical science and the health science academic clusters. The facilities' proximity to one another is deliberate and will facilitate the interdisciplinary collaboration of all of the participating scholars and the disciplines they represent. Research facilities that house life sciences and nanotechnology will be developed in Phase Two.

A new high profile location is planned on the lower end of Georgia Avenue at Bryant Street for the School of Communications. This location shares adjacency to other planned developments for Support Services that might include a Visitor Center, Public Safety facilities and Academic uses along with ground level retail.

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Photo 1-5: View of C.B. Powell and Founders Library in the background

STUDENT HOUSING

The first student quality of life initiative is the development of the Underclassman Housing within the first three years. Phase Two will bring the development and enhancement of additional facilities that include the renovation of the student activity center, the convenient co-location of student administrative services and additional housing for upperclassmen.

The location of the Underclassman Housing will be on the eastern edge of the campus adjacent to similar student housing for the same population. The housing will be provided in two buildings that will create a total of approximately 1,300 new beds. These initial residence hall projects will allow the University to accommodate more sophomores on Central Campus. Additionally, undergraduates will be moved from halls located at and beyond the edge of campus into a secure nurturing environment designed to enhance their personal development and support their academic progress. The design of the new housing is likely to be programmed with faculty-in-residence to support the living-learning initiative.

This initial housing will be the first in the implementation of a five year plan that will create new residences, upgrade existing residences and re-purpose other properties that are currently used for student housing. The goal is to eventually generate 2,300 new beds with a net increase of approximately 1,100 beds that are adequate in number, typology and location, and are able to accommodate a larger percentage of the eligible Howard student population compared to the 44% currently housed.

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WELLNESS AND RECREATION CENTER

Among the quality of life projects planned within Phase One is a new Campus Wellness and Recreation Center that will be located within the mixed use cluster of activities between Georgia Avenue on the east, Eighth Street on the west, Bryant Street on the north and “W” Street on the south. This location is within easy walking distance of the undergraduate and upperclassman neighborhoods and the Howard Plaza Towers, which currently houses 38% of all Howard students in residence.

The Center will anchor the new residential community on the west side of Georgia Avenue, and will stimulate the retail functions that will be housed in the Howard Town Center. This location is also across the street from the Health Sciences Enterprise and can support the priority of encouraging healthy, active lifestyles. The Recreation and Wellness Center’s location in this area is also intended to enliven the southern end of the Georgia Avenue corridor and increase the patronage of the retail outlets within the Howard Town Center and at the ground level within the rest of the mixed use zone. Underground parking will support other uses that will be located within the building.

INTERCOLLEGIATE ATHLETICS

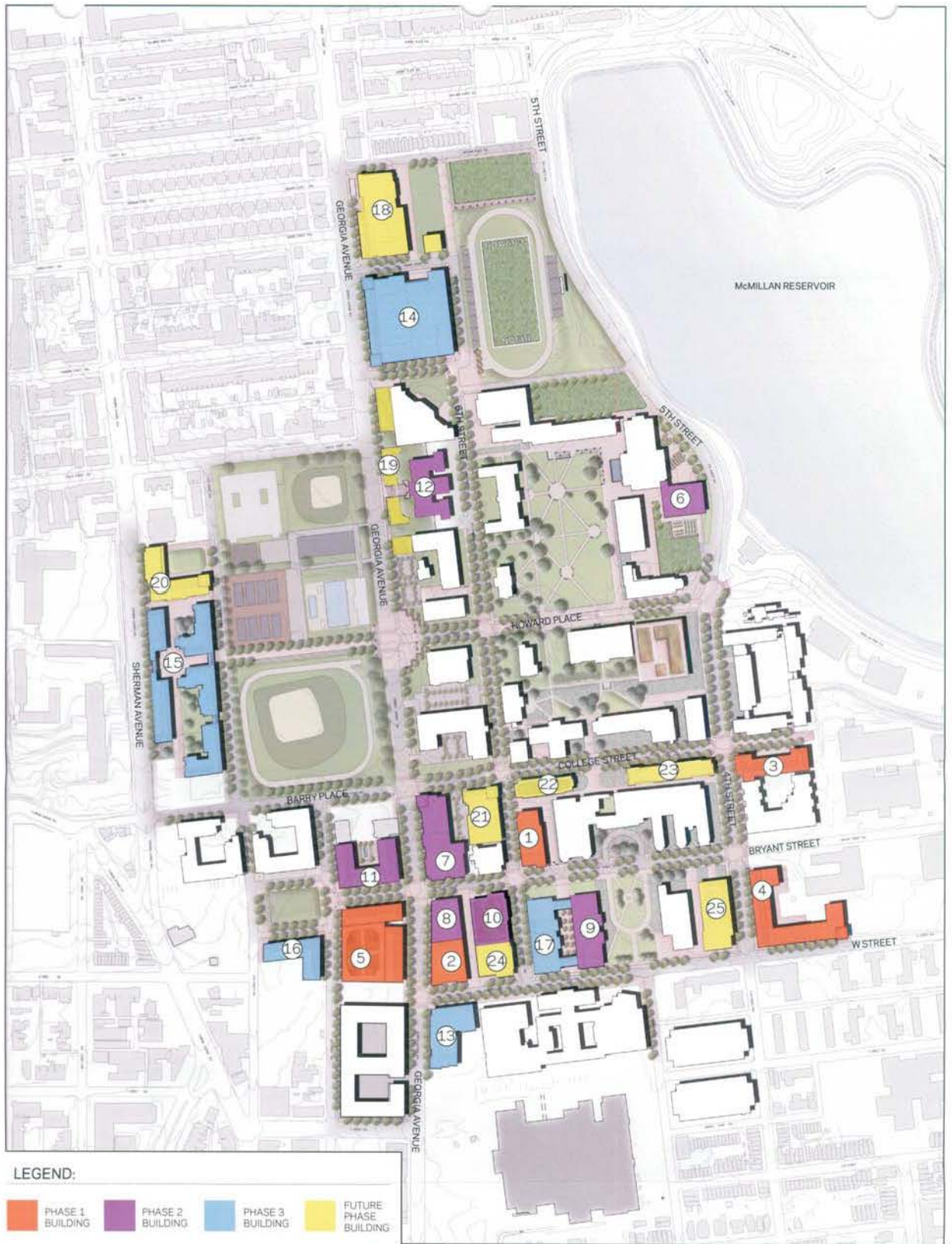
Howard University’s athletics and recreation programs currently operate in shared facilities that are inadequate and functionally obsolete. Burr Gymnasium was built in 1964 and is currently outdated. The building contains 134,356 GSF and serves multiple functions, including: athletics and recreational sports, health and fitness-related academic programs, and open fitness activities. These facilities contribute to low levels of recreation participation by students and poor performance by athletic teams.

The new Campus Wellness and Recreation Center will remedy part of this problem by relieving the scheduling pressures on the aging facility.

Athletic facilities and team performance at Howard should convey an institutional commitment to excellence, especially to potential students, student athletes, and coaches.

The new proposed Intercollegiate Athletic Complex

proposed in Phase Three will allow the Athletic Program to: attract dedicated administrators, coaches and staff; recruit promising student-athletes; maximize efficiency and effectiveness of NCAA regulated coaching contact hours; and provide a high level of service to both team learning and experiential learning for affiliated academic majors with new athletic training and rehabilitation units.



HOWARD UNIVERSITY

BUILDING PHASING PLAN
JUNE 29, 2011



Figure 1-1: Building Phasing Plan

PHASE ONE (1-3 YEARS)

- ① INTERDISCIPLINARY SCIENCE ENGINEERING BUILDING (ISEI) / STEM
- ② COMPUTATIONAL SCIENCE (CS) / BIOMEDICAL SCIENCES (BioS) + RETAIL
- ③ UNDER CLASSMAN RESIDENTIAL HALL #1
- ④ UNDER CLASSMAN RESIDENTIAL HALL #2
- ⑤ CAMPUS WELLNESS / RECREATION / AND UPPER CLASSMAN RESIDENTIAL + RETAIL

PHASE TWO (3-5 YEARS)

- ⑥ BLACKBURN CENTER RENOVATION
- ⑦ SCHOOL OF COMMUNICATIONS + RETAIL
- ⑧ ACADEMIC / SUPPORT SERVICE / PUBLIC SAFETY BUILDING + RETAIL
- ⑨ NURSING, ALLIED HEALTH + PHARMACY
- ⑩ NANOTECHNOLOGY BUILDING
- ⑪ UPPER CLASSMAN RESIDENTIAL HALL #1 + RETAIL
- ⑫ MINER BUILDING RENOVATION

PHASE THREE (5-7 YEARS)

- ⑬ FUTURE HEALTH SCIENCES / MEDICAL ARTS + RETAIL
- ⑭ INTERCOLLEGIATE ATHLETICS COMPLEX + RETAIL
- ⑮ GRADUATE / WORK FORCE HOUSING
- ⑯ UPPER CLASSMAN RESIDENTIAL HALL #2
- ⑰ TEACHING AND LEARNING BUILDING

PHASE THREE (5-7 YEARS)

- ⑬ FUTURE HEALTH SCIENCES / MEDICAL ARTS + RETAIL
- ⑭ INTERCOLLEGIATE ATHLETICS COMPLEX + RETAIL
- ⑮ GRADUATE / WORK FORCE HOUSING
- ⑯ UPPER CLASSMAN RESIDENTIAL HALL #2
- ⑰ TEACHING AND LEARNING BUILDING



Figure 1-2: Existing and Proposed Buildings by Type of Use



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Table 1-5: Proposed Program Elements

Location Key	Building Name/Function	Proposed Bldg Height Approximate Feet	Proposed Footprint size (gsf)	Total size (gsf)	Proposed Parking Structures	
					# of levels	# of spaces
Phase One (1-3 years)						
1	Interdisciplinary Science and Engineering Bldg. (ISEI) / STEM	50-60	12,800	65,000		
2	Computational Science (CS) / Biomedical Science (BioS) + Retail	90-110	16,500	100,000	3	150
3	Under Classman Residential Hall #1	70	17,224	138,666		
4	Under Classman Residential Hall #2	60	37,530	251,431		
5	Campus Wellness and Recreation Center / Upper Classmen Res. + Retail Upper Classman Residential (upper stories)	90-110 (above)	55,000	178,750	3	345
	Total			733,847		495
Phase Two (3-5 years)						
6	Blackburn Center Renovation	30-40	35,000	105,000	3	255
7	School of Communications + Retail	90-110	28,000	168,000	2 - 3	285
8	Academic / Support Facilities / Public Safety Building	90-110	28,000	168,000	2 - 3	225
9	Nursing Allied Health + Pharmacy	50-60	20,000	100,000		
10	Nanotechnology Building	70-80	20,000	120,000		
11	Upper Classman Residence Hall #1 + Retail	90-110	14,000	98,000	3	155
12	Miner Building Renovation			<u>82,737</u>		
	Total			841,737		920
Phase Three (5-7 years)						
13	Future Healthcare Sciences / Medical Arts + Retail	90-110	25,000	175,000	2 - 3	360
14	Intercollegiate Athletics Complex + Retail	40-60	80,000	160,000	3	510
15	Graduate / Work Force Housing	50-60	75,751	234,000		
16	Upper Classman Residential Hall #2	90-110	24,000	192,000		
17	Teaching and Learning Building	50-60	31,000	<u>155,000</u>		
	Total			741,000		870
Future Phase Capacity						
18	Academic / Residential + Retail	30-50	45,481	136,443		
19	Institutional Infill	15-20	21,180	21,180		
20	Middle School	40-50	20,000	80,000		
21	Academic / Research	40-50	16,000	64,000		
22	Academic / Research	40-50	17,000	68,000		
23	Academic / Research	40-50	16,000	64,000		
24	Academic / Research	70-80	14,000	84,000		
25	Academic / Research	50-60	31,000	<u>155,000</u>	2	190
	Total			672,623		190

EXECUTIVE SUMMARY

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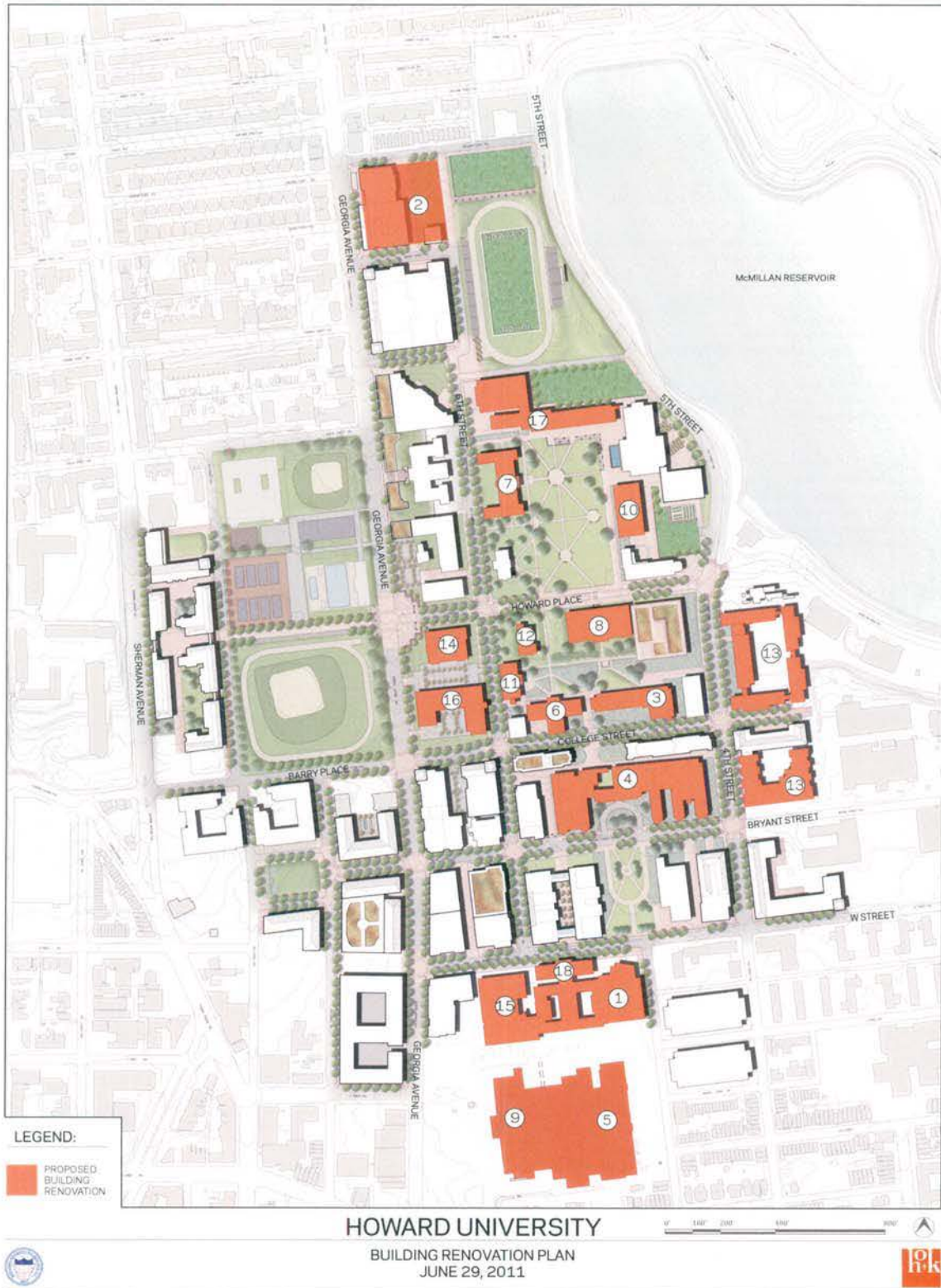


Figure 1-3: Building Renovation Plan

EXECUTIVE SUMMARY

(CONTINUED)

Table 1-6: Building Renovation Program

BUILDINGS	ADA	EH&S	ROOFS & SW MGMT	BUILDING ENVELOPE	HVAC	AESTHETICS	SECURITY
① School of Medicine (Adams)	●	●	●	●	●	●	●
② Athletics	●	●	●	●	●	●	●
③ Biology	●	●	●	●	●	●	●
④ C.B. Powell	●	●	●	●	●	●	●
⑤ Cancer Center	●	●	●	●	●	●	●
⑥ Chemistry	●	●	●	●	●	●	●
⑦ Douglass Hall	●	●	●	●	●	●	●
⑧ Founders Library	●	●	●	●	●	●	●
⑨ Howard Hospital	●	●	●	●	●	●	●
⑩ Locke Hall	●	●	●	●	●	●	●
⑪ Physics	●	●	●	●	●	●	●
⑫ Rankin Chapel	●	●	●	●	●	●	●
⑬ Residence Life	●	●	●	●	●	●	●
⑭ School of Architecture	●	●	●	●	●	●	●
⑮ School of Dentistry	●	●	●	●	●	●	●
⑯ School of Engineering (Downing)	●	●	●	●	●	●	●
⑰ School of Fine Arts (Childers Hall)	●	●	●	●	●	●	●
⑱ School of Medicine (Seely Mudd)	●	●	●	●	●	●	●

Legend	
Substantial	●
Partial	◐
Minimal	◑

EXECUTIVE SUMMARY

(CONTINUED)

USES ALONG GEORGIA AVENUE CORRIDOR

The master plan defines how Howard University will engage physically with its internal academic priorities as well as with the external community around it. As part of this plan, the University has asked for a real estate strategy for its main commercial corridor along Georgia Avenue.

A vibrant mix of uses is key to creating an urban commercial corridor around a university. Students, faculty, staff, and the community come together to activate a variety of residential, academic, retail and other programs that in turn attract visitors, entrepreneurs, and investors to the area.

The proposed commercial development of this corridor is supported by market analyses that suggest a robust demand for residential units – student, workforce and market rate – as well as for retail. The realities of today’s capital markets ensure that without the University’s direct intervention, development projects along Georgia Avenue are highly unlikely in the short term.

One of the few project types being viewed favorably by the capital markets is student housing. To address its demand deficit, the University will add a significant amount of student housing during Phase One - which in turn will incubate the market and make the surrounding parcels more attractive for private investment in the future.

The proposed real estate strategy treats Georgia Avenue as a major, diverse commercial corridor – but one with a set of uses that creates vibrancy and amenities as well as a clear set of gateways to campus.

The major components of the real estate strategy are based on the following:

- Given current residential patterns, the University has the potential to attract an increasing number of students, faculty and staff to live closer to campus. These new residents will add vibrancy to the area and support the development of retail, recreation, entertainment and other urban amenities that create a bustling University-town feel to the campus edge, especially the Georgia Avenue corridor.
- There is a diversity of uses and ownership present along Georgia Avenue. The real estate development program should not fight but rather embrace this. By planning the University’s frontage on the Avenue as three “corridors”, a development program emerges that can balance potential historic, modern, academic, residential, recreational and retail uses.
- Lower Georgia Avenue – Between Florida Avenue and Barry Place NW: This corridor has the potential to become Howard’s core retail and mixed-use district. A dynamic mix of University and privately-funded projects can come together here to incubate a vibrant real estate market comprised of housing, retail, and other amenities serving the campus and community.
- Mid Georgia Avenue – Between Barry Place NW and Euclid Street NW: This corridor affords the opportunity to create an improved Campus edge and develop a partnership with the City to create a vibrant and welcoming green space that benefits both the campus community and the surrounding residential neighborhood.
- Upper Georgia Avenue – Between Euclid Street NW and Columbia Road NW: This corridor affords the opportunity for new University faculty and staff housing initiatives and an improved frontage for the University’s athletic and event facilities.

EXECUTIVE SUMMARY

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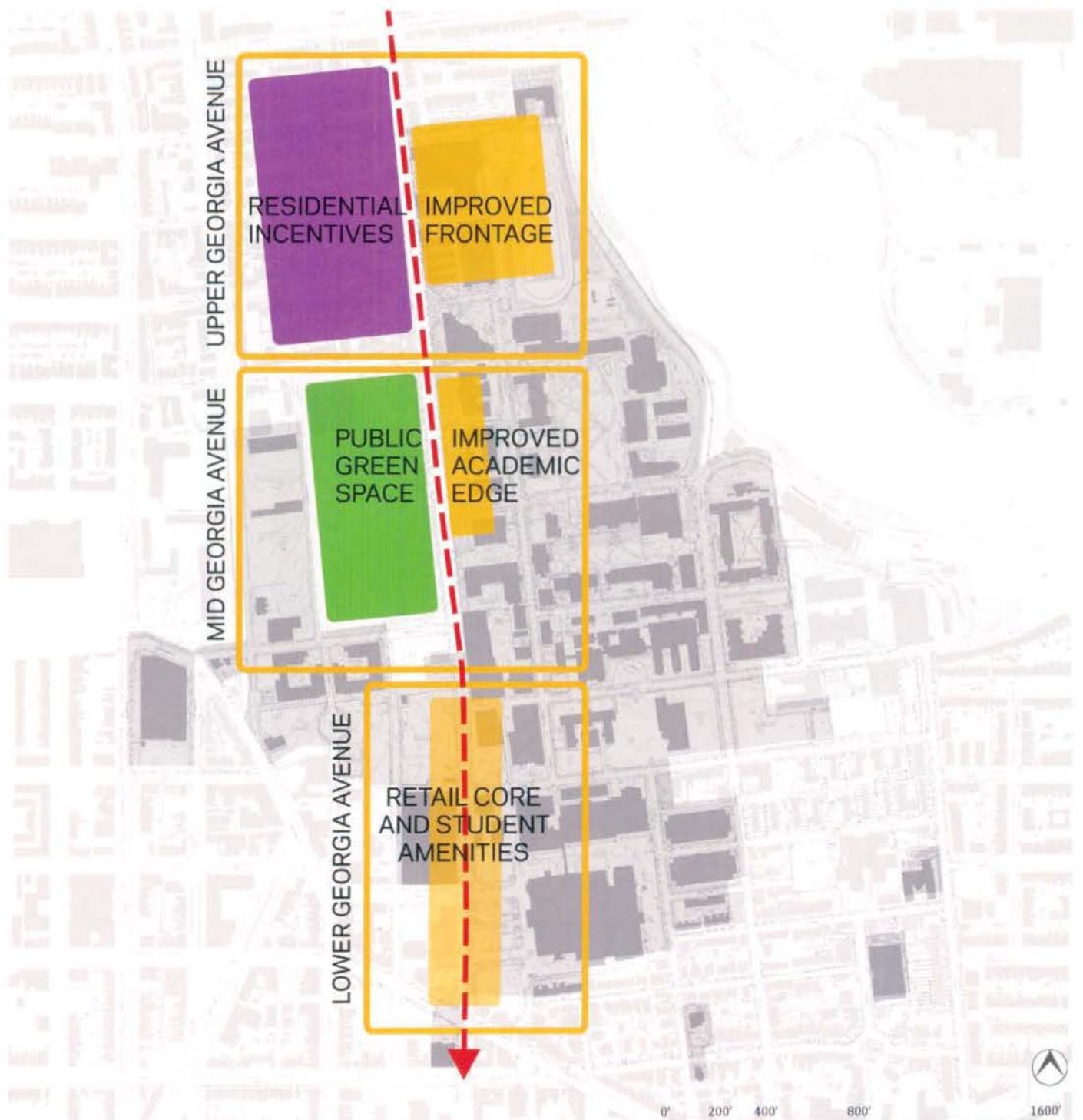


Figure 1-4: Georgia Avenue Zones

EXECUTIVE SUMMARY

(CONTINUED)

LOWER GEORGIA AVENUE – BETWEEN FLORIDA AVENUE AND BARRY PLACE NW

The southern stretch of Georgia Avenue between Florida Avenue and Barry Place NW has the potential to become Howard’s core commercial district and a central location for uses such as residential, general retail, housing, and fitness services.

Lower Georgia Avenue should be developed in a way that attracts regular foot traffic along the east-west axis from campus across the Avenue to clusters of Howard facilities. Improved east-west connections are crucial to the success of this corridor, helping to connect the campus to the U Street Metro stop and the residential developments to the west. This part of Georgia Avenue is also a natural location for the placement of University uses that generate heavy pedestrian foot-traffic, particularly in the evenings.

HOWARD TOWN CENTER

The Howard Town Center is a developer-financed mixed use project planned for Georgia Avenue between “W” Street on the north, “V” Street on the south and 8th Street on the west. The project will anchor the northeast corner of the Uptown Destination District described in the DUKE Plan. It is expected to have a mix of market rate and affordable rental units, retail, including a grocery and two levels of parking.

This project will create a critical mass of retail, along with the retail proposed for the ground floor of newly developed housing, academic and recreational uses in the blocks to the north of the site.

MID GEORGIA AVENUE – BETWEEN BARRY PLACE NW AND EUCLID STREET NW:

The central stretch of Georgia Avenue between Barry Place NW and Euclid Street NW is comprised of several Howard University academic and administration buildings and historic Banneker Recreational Park. This section of Georgia Avenue affords the opportunity to create an improved campus edge and develop a partnership with the City to create a more vibrant and welcoming green space that benefits both the campus community and the surrounding residential neighborhood.

The academic and administration buildings along this stretch of Georgia Avenue focus their entrances inside the campus proper. These include the School of Business, the Miner Building, the Johnson Administration Building, and the School of Social Work. The Georgia Avenue frontage of many of these buildings include parking lots, loading docks, and back entrances. The University can focus on creating new front doors for these buildings and developing creative solutions to service uses on Georgia Avenue. It can also consider changes of uses in these buildings that put programs with a more public face closest to its most public locations. These interventions improve the University’s frontage on the corridor and bring increased foot traffic.

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-6: Georgia Avenue looking north at Bryant Street



Photo 1-7: Mid Georgia Avenue

EXECUTIVE SUMMARY

(CONTINUED)

The public recreation center and public school also offer an opportunity to create partnerships with the City to maximize the potential of these useful assets. The large recreation and green space, instead of being a barrier to the western neighborhood, can be seen as a 'central park' with improved pedestrian connections through the space. Additional student, workforce or market-rate housing could front the western edge of this 'park' on 9th Street. Improvements to landscaping and fences could make the space feel more open and part of the corridor. This likely requires an investment by the University but the resulting space can have multiple public benefits.

UPPER GEORGIA AVENUE – BETWEEN EUCLID STREET NW AND COLUMBIA ROAD NW

The northern stretch of Georgia Avenue between Euclid Street NW and Columbia Road NW affords the opportunity for new University faculty and staff housing initiatives and an improved frontage for the University's athletic facilities.

The residential neighborhood between Georgia Avenue and Sherman Avenue represents an opportunity to partner with the community to promote home ownership for faculty and staff through housing incentives such as mortgage assistance and matching grant programs.

The eastern side of this stretch of Georgia Avenue could bookend the development proposed for the southern edge of campus and become the new gateway to Howard's major event facilities for athletics, performing arts, and student center activities. Various options exist to enhance the athletic facilities for improved game day experiences, including integrated underground parking, ticketing, pre-event staging, and a general celebration of Howard features.

EXECUTIVE SUMMARY

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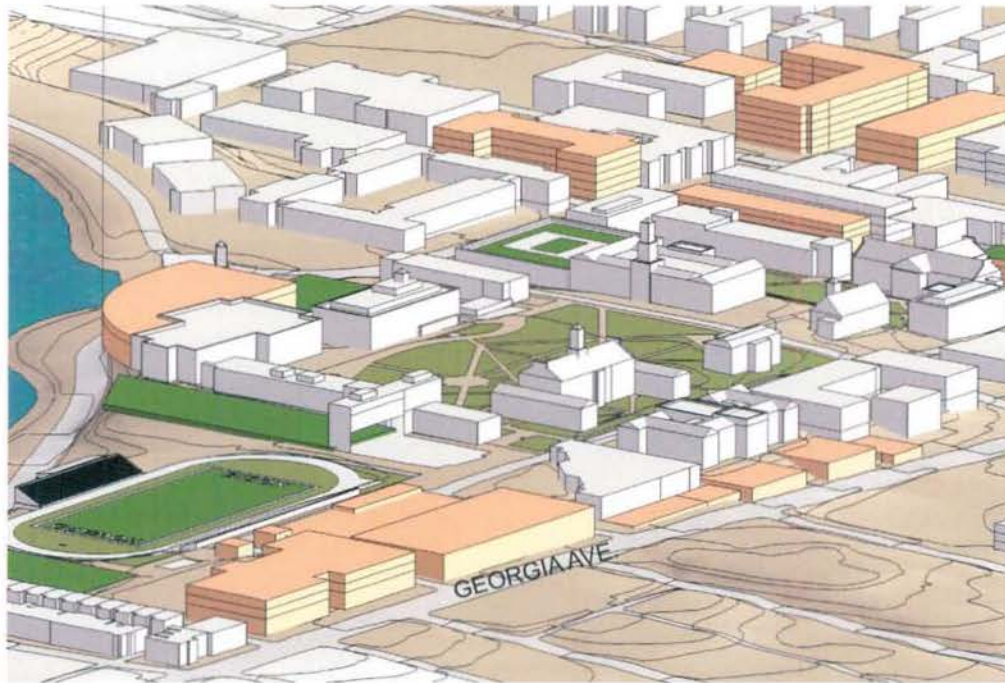


Figure 1-5: Upper Georgia Avenue - Looking SE

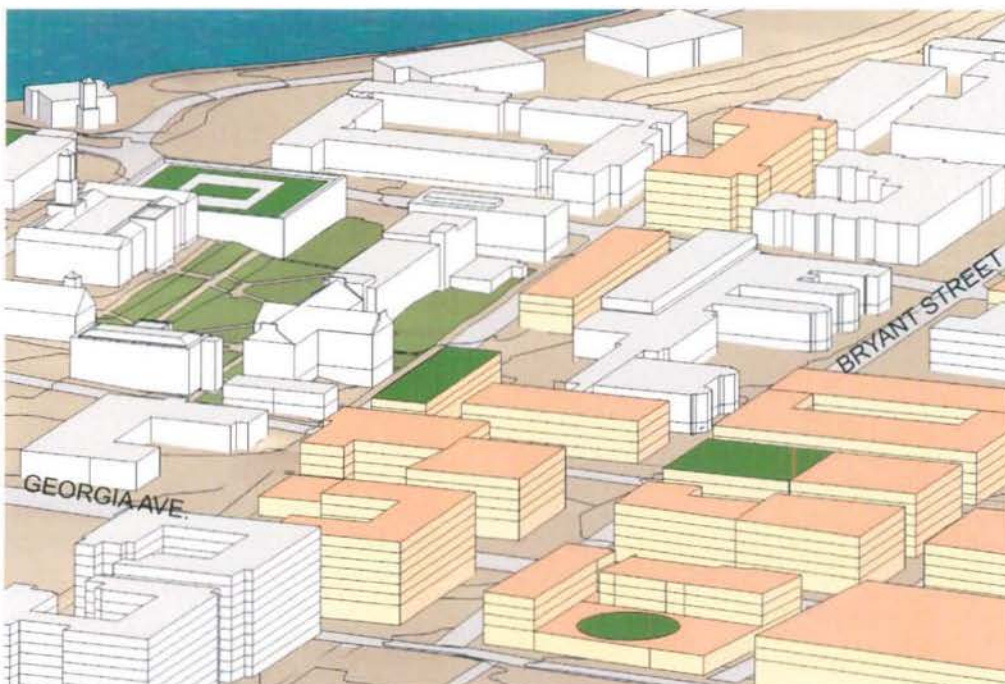


Figure 1-6: Lower Georgia Avenue - Looking NE

EXECUTIVE SUMMARY

(CONTINUED)

THE ROLE OF THE LANDSCAPE IN A SUSTAINABLE CAMPUS

Significant landscape improvements are proposed to improve the quality, the functionality and the impression of the Campus. The landscape plan reinforces the principal organizing elements of the Campus - the Main, Lower and Southern Quads. The campus setting also provides the opportunity for learning about, restoring and improving the environment. Creating an environmentally responsible campus and demonstrating better resource management provides the University with an opportunity to showcase progressive principles, lower maintenance and operations costs and serve as a model for the community at large.

Every project would be considered an opportunity to implement non-traditional stormwater management techniques that infiltrate, store, capture, and reuse rainwater which results in less runoff, reduces maintenance and energy costs, and will comply with current regulations. Sustainable design techniques produce real benefits in ecological, social and economic terms.



Photo 1-8: View of Green Roof at ASLA Headquarters in Washington, D.C.

Key Landscape Proposals include:

1. The Main Quad Renovation proposed the removal of the service road in front of Blackburn Center. This will allow for a renewed central plaza and gathering area adjacent to Blackburn that will include new seating and shade arbors. New paving materials and the planting of large native shade trees are also a part of the restoration plan that will respect the historic nature of this significant cultural landscape.
2. The Lower Quad Renovation includes removing non-essential turf and installing a series of rain gardens to improve campus drainage and create a distinct and beautiful character for this underutilized campus space. The renovated space will be an ideal location for an outdoor classroom. Renovations might include new paving materials and an appropriate palette of trees, shrubs, perennials and grasses.
3. The Howard Place Gateway will be built to reinforce the University's presence on Georgia Avenue and to provide seating and a safe waiting area for public transportation users.
4. Campus Streetscapes will show newly widened sidewalks, defined crosswalks and ramps and a variety of native shade trees that will thrive in the District. All tree trenches would include low impact development (LIDs) techniques to capture and infiltrate stormwater runoff.
5. East-West Pedestrian Connection at Howard Place from Georgia to Sherman Avenue will include new paving, an arbor designed to define and frame the gateway, eliminate conflicts with cars and plant native shade trees to line the walkway.
6. Undergraduate Library Rooftop renovation will include a new green roof garden, arbor and seating areas. Maximize the implementation of LIDs such as infiltration beds, rain gardens, pervious paving and green roofs as appropriate where the opportunity occurs with each new development project. The Master Plan study has identified opportunities to treat and mitigate over 1 million gallons of stormwater, for a two-year storm, using these measures.
7. New Residential Quad at Bryant and 8th Streets proposes a social gathering and recreational amenity for the student housing being developed on the western side of Georgia Avenue.

EXECUTIVE SUMMARY

(CONTINUED)



HOWARD UNIVERSITY

LANDSCAPE PLAN
JUNE 29, 2011



Figure 1-7: Landscape Plan

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-9: View of the Yard looking south toward Founders Library



Figure 1-8: Plan View of proposed Main Quad Renovation

EXECUTIVE SUMMARY

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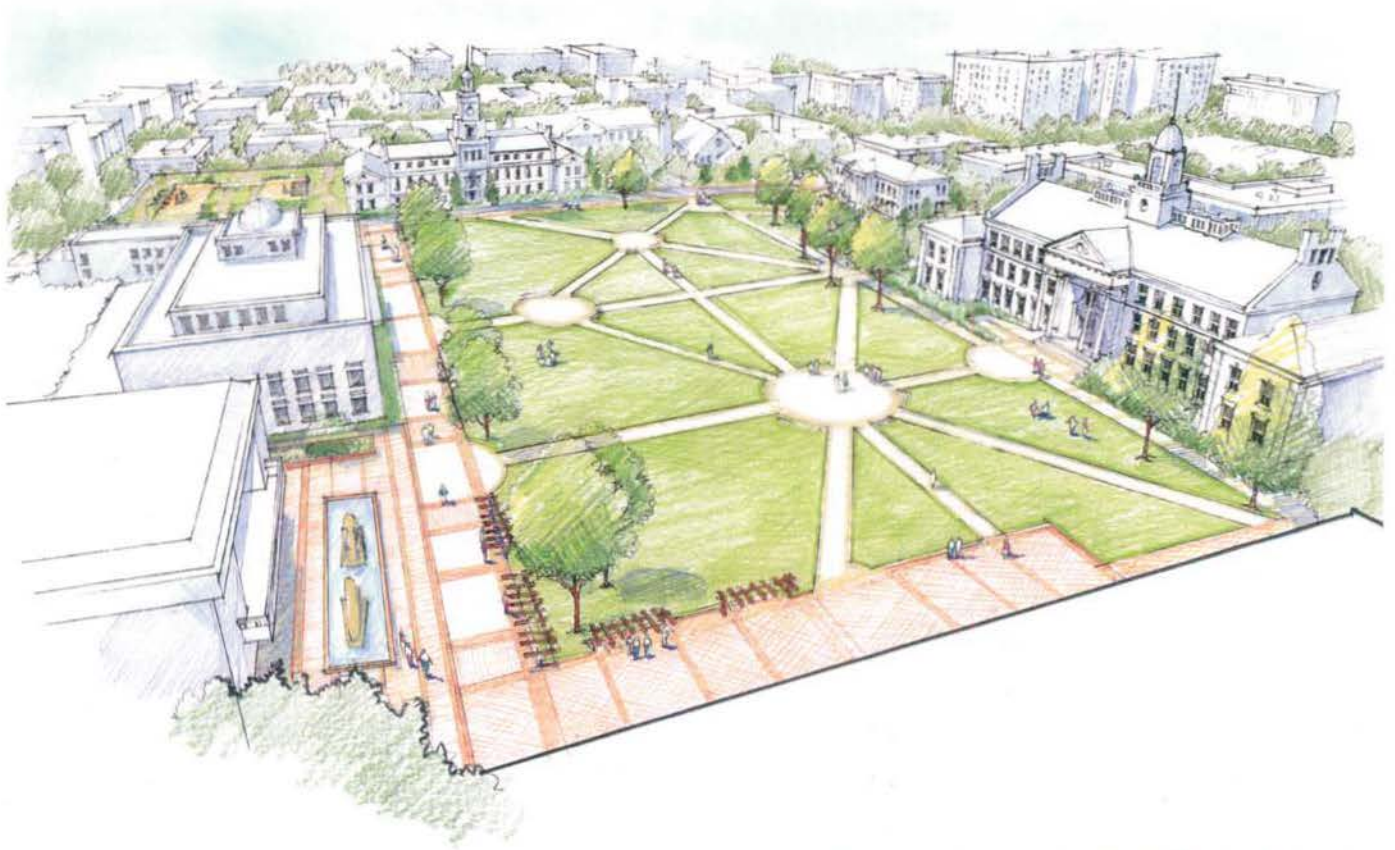


Figure 1-9: Perspective rendering of proposed Main Quad renovations

EXECUTIVE SUMMARY

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Photo 1-10: Existing view of Georgia Avenue and Howard Place

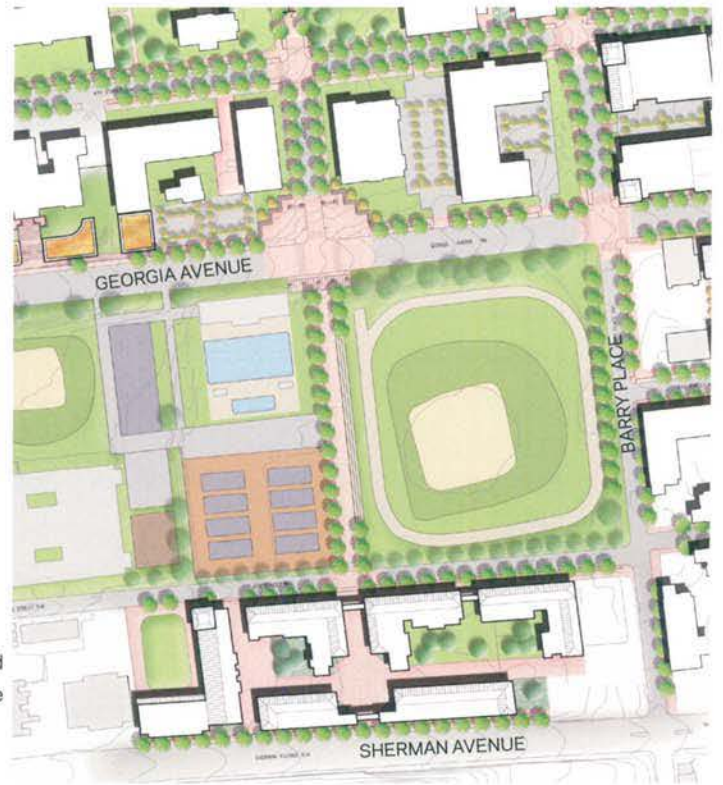


Figure 1-10: Opposite: Plan view of proposed Gateway at Howard Place and Georgia Avenue



Figure 1-11: Perspective drawing of proposed gateway at Howard Place

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-11: Existing view of the west side of Georgia Avenue looking over the parking area and the future sites for the proposed Wellness and Recreation Center and New Upperclassman Housing



Figure 1-12: Plan view of proposed improvements on the west side of Georgia Avenue



Figure 1-13: Perspective drawing of proposed Residential Quad at 8th and Bryant Street

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-12: Existing view of Georgia Avenue and Bryant Street



Figure 1-14: Plan view of Georgia Avenue and Bryant Street



Figure 1-15: Perspective of Georgia Avenue and proposed School of Communications

EXECUTIVE SUMMARY

(CONTINUED)



Photo 1-13: Existing view of 6th at Bryant Streets



Figure 1-16: Plan view of 6th and Bryant Streets



Figure 1-17: Perspective of Bryant Street renovation and proposed Teaching and Learning Center (right foreground) with Nursing, Allied Health, and Pharmacy Building (adjacent)

EXECUTIVE SUMMARY

(CONTINUED)

TRANSPORTATION SYSTEMS

TRAFFIC

The Central Campus is accessed from many locations due to the large amount of small parking lots and roads intersecting with Georgia Avenue. Gated access to the campus core is located on Howard Place. The main hospital entrance is located on Georgia Avenue north of Florida Avenue. Georgia Avenue is a major arterial in the District and serves as the primary route to and from campus. Adjacent to campus, Georgia Avenue operates at acceptable levels of congestion, even during commuter rush hours. A study of roadway accident rates on or adjacent to campus shows that the Campus Plan needs to include measures to reduce the amount of conflicts wherever possible.

HU SHUTTLE

The HU shuttle system operates up to four routes at a single time, with over one million riders in 2009. The routes include both circulatory routes to major places on campus, residence halls and the Metrorail station, and direct routes to and from other campuses, such as the Law and Divinity Schools.

Several enhancements to the shuttle service are planned. Amenities can be provided to riders, such as enhanced waiting areas at stops including shelters. In addition, better route maps and marketing materials can be provided at stops and on the campus website. The circulatory shuttles can be more efficiently routed with fewer loops and turns. A separate study of shuttle operations can be conducted to determine alternative shuttle routes.

An increase in Transportation Demand Measures, including transit incentives and increasing parking fees will lead to an increase in HU Shuttle demand to and from the Metrorail system. The increase in on-campus student housing will decrease the need for HU shuttles to travel to and from off-campus housing locations. Thus, there will be a decrease in HU Shuttle demand for these routes.

TRANSIT

HU is well served by public transit with several Metrorail stations in walking distance or connected by the campus shuttle. In addition, Georgia Avenue is a major Metrobus corridor and is designated by the District as a future rapid transit corridor. It may be beneficial to HU to designate a stop adjacent to campus on Georgia Avenue, as the 'campus' stop, and make improvements, such as adding shelters and transit information.

BICYCLES

A goal of the Campus Master Plan is to improve bicycle conditions on campus and work with DDOT to improve cycling conditions between campus and off-campus facilities. There are good cycling facilities throughout the study area, including on-street bike lanes, signed bike routes, and several Capitol Bikeshare stations, but there are gaps between these bicycle facilities and limited or missing amenities on-campus. These conditions reduce the attractiveness of cycling. The Master Plan includes recommendations for extending bicycle facilities throughout the campus and offering programs such as a bicycle commuter benefit to faculty and staff.



Photo 1-14 : Capital Bikeshare on Campus at Georgia Avenue and Fairmont Street

EXECUTIVE SUMMARY

(CONTINUED)

PARKING

HU has an existing parking inventory of approximately 2,295 parking spaces on the Central Campus with approximately 1,495 more provided for the hospital.

The Campus Master Plan does not propose significantly increasing the campus population levels. From a parking demand standpoint, the proposed increase in students is off-set by the increase in students living on-campus, since on-campus students are less likely to purchase parking passes compared to off-campus students.

In addition to University use, there will be additional parking demand generated from several sources, including:

- The Howard University Town Center
- Non-campus population use of the Recreation Center and Ground Floor Retail
- The workforce housing parcel

The Campus Master Plan has identified ten locations for potential parking facilities.

TRANSPORTATION DEMAND MANAGEMENT

A Transportation Demand Management (TDM) plan is a set of infrastructure improvements, management practices and policies with the goal of reducing vehicular demand to campus. Implementation of an extensive TDM plan could reduce campus parking demand significantly. Given the extremely high cost of structured parking, the costs of the TDM program could be offset through the savings from not having to add to the parking supply on campus.

In order to meet this demand, HU will implement parking demand related TDM measures immediately, including:

- Significantly increasing the price of parking. Currently, faculty/staff parking at Howard University costs 28%, 25%, and 15% of the faculty/staff parking at American University, Georgetown University, and George Washington University, respectively. Combining an increase in parking pricing, with providing benefits for other modes of transportation can help to markedly reduce demand.

- Marketing the Guaranteed Ride Home Program to all alternate mode users.
- Expanding car-sharing on campus through adding more ZipCar spaces, or through implementing a campus wide car-sharing system for the campus population run and operated by HU.
- Starting a car-pooling program including web-based ride matching services, parking discounts and preferred parking locations on campus.
- Regularly monitoring parking demand by year or semester to track progress of reducing demand.
- Monitoring parking demand to determine if the potential parking facilities identified in the Master Plan need to be constructed when individual parcels are up for development on campus, during the Further Processing design and approval process.
- Locating a primary visitor parking facility somewhere on campus

Since an extensive TDM program can greatly reduce parking supply and demand, the University will begin reviewing policies and operations to implement new TDM programs immediately, even before the Campus Plan is approved.

EXECUTIVE SUMMARY

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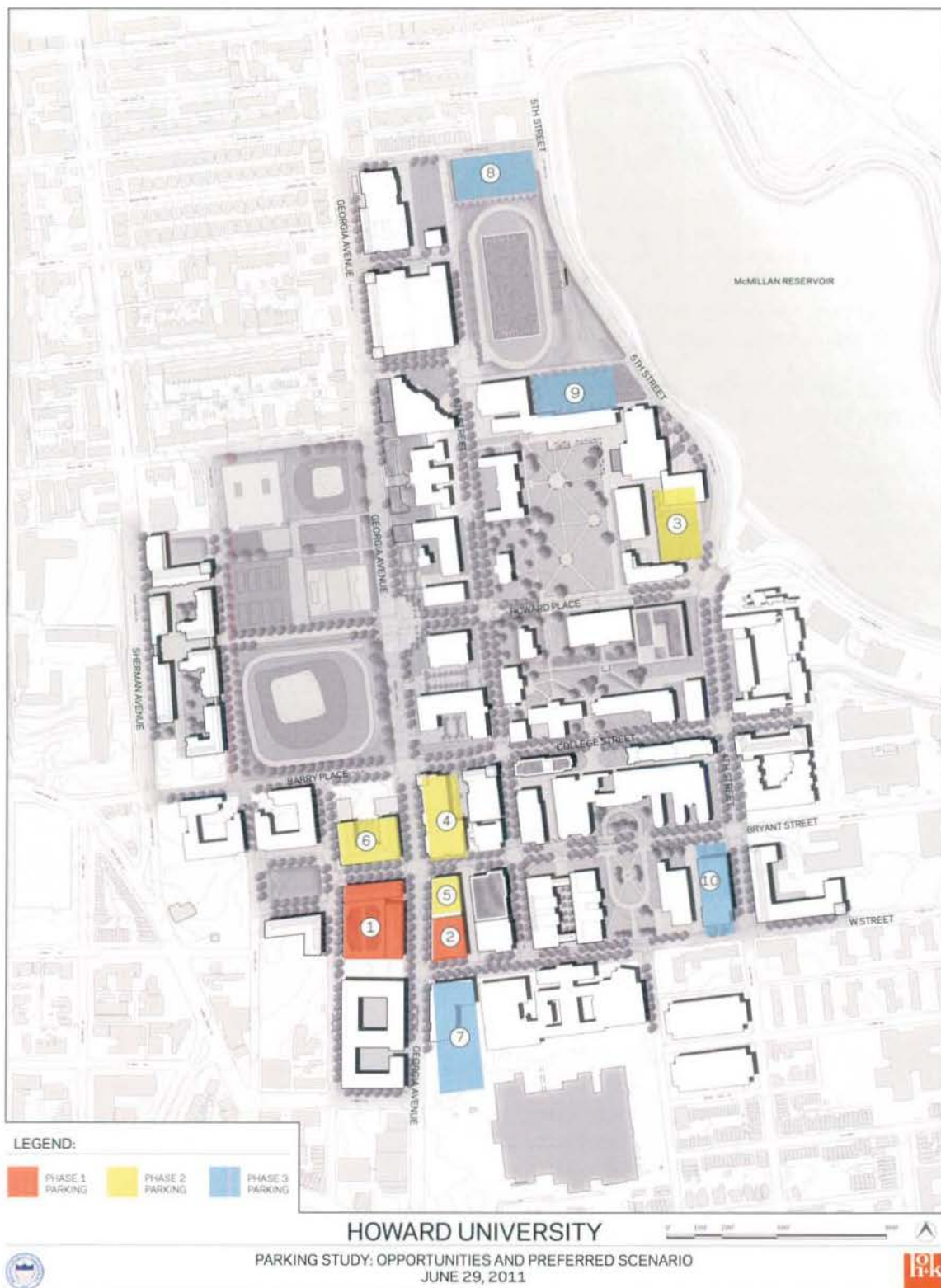


Figure 1-18: Areas of Opportunity for Underground Parking Structures

EXECUTIVE SUMMARY

(CONTINUED)

The goal of the TDM program is not only to reduce the vehicular demand to the campus, but to organize, market, and monitor the different TDM strategies employed to ensure efficiency in their implementation and to help them be seen as an amenity offered to Howard University students, faculty and staff.

The TDM program will include measuring data such as parking demand on a regular basis to determine the effectiveness of the program.

The Campus Master Plan identifies multiple locations for underground parking facilities. The University's options for the use of these sites should remain flexible, in order to allow it to respond to changing levels of future parking demand. The sites selected represent a range of possibilities which could be developed should the need arise. Routine, rigorous parking demand monitoring will determine whether new parking facilities are necessary as phases of the Campus Master Plan are implemented.

EXECUTIVE SUMMARY

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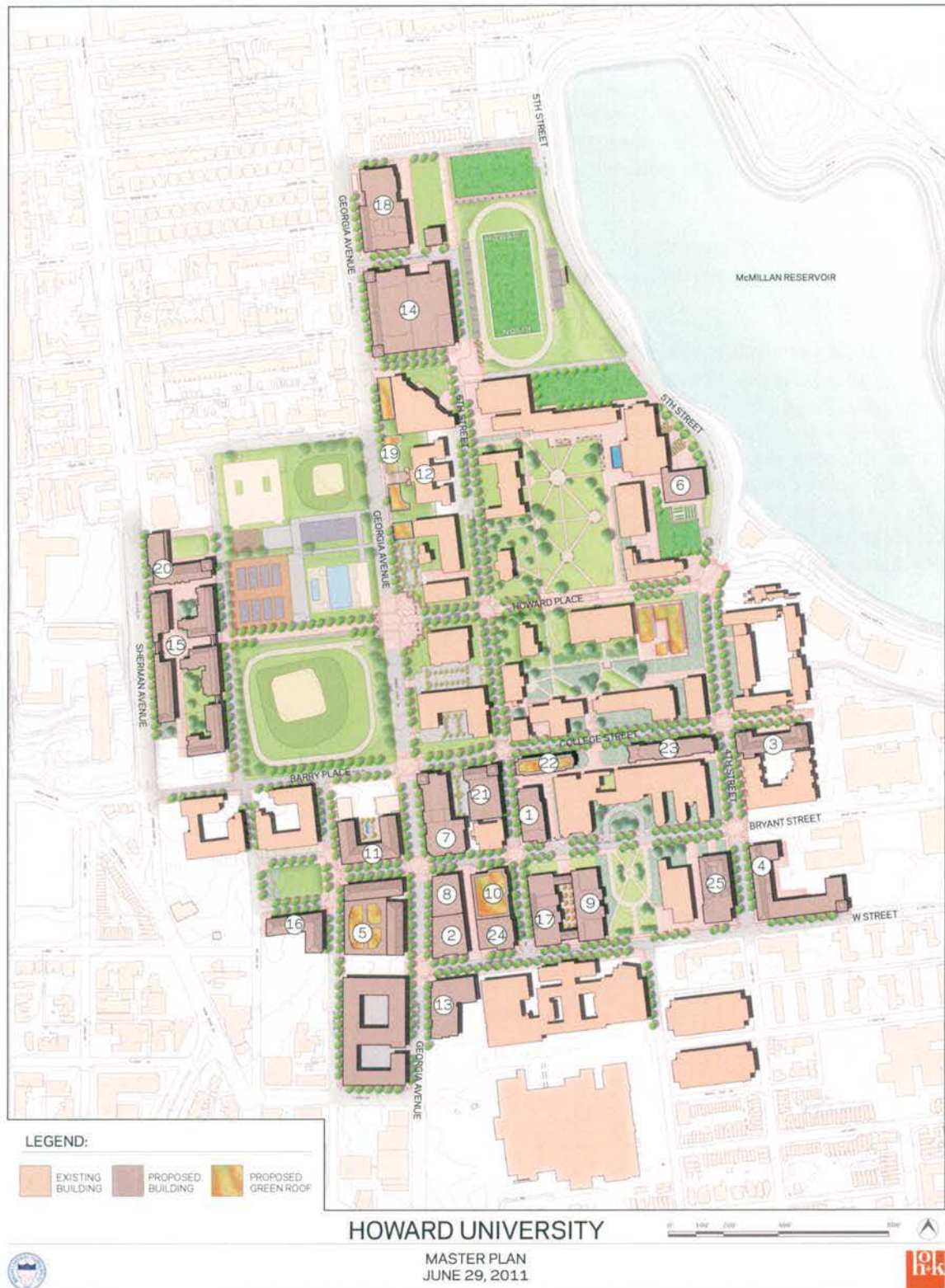


Figure 1-19: Illustrative Master Plan

EXECUTIVE SUMMARY

(CONTINUED)

BUILDING KEY:

PHASE ONE (1-3 YEARS)

- ① INTERDISCIPLINARY SCIENCE
ENGINEERING BUILDING (ISEI) / STEM
- ② COMPUTATIONAL SCIENCE (CS) /
BIOMEDICAL SCIENCES (BioS) + RETAIL
- ③ UNDER CLASSMAN RESIDENTIAL HALL #1
- ④ UNDER CLASSMAN RESIDENTIAL HALL #2
- ⑤ CAMPUS WELLNESS / RECREATION / AND
UPPER CLASSMAN RESIDENTIAL + RETAIL

PHASE TWO (3-5 YEARS)

- ⑥ BLACKBURN CENTER RENOVATION
- ⑦ SCHOOL OF COMMUNICATIONS + RETAIL
- ⑧ ACADEMIC / SUPPORT SERVICE / PUBLIC
SAFETY BUILDING + RETAIL
- ⑨ NURSING, ALLIED HEALTH + PHARMACY
- ⑩ NANOTECHNOLOGY BUILDING
- ⑪ UPPER CLASSMAN RESIDENTIAL HALL #1
+ RETAIL
- ⑫ MINER BUILDING RENOVATION

PHASE THREE (5-7 YEARS)

- ⑬ FUTURE HEALTH SCIENCES / MEDICAL ARTS
+ RETAIL
- ⑭ INTERCOLLEGIATE ATHLETICS COMPLEX
+ RETAIL
- ⑮ GRADUATE / WORK FORCE HOUSING
- ⑯ UPPER CLASSMAN RESIDENTIAL HALL #2
- ⑰ TEACHING AND LEARNING BUILDING

FUTURE PHASE CAPACITY

- ⑱ ACADEMIC / RESIDENTIAL + RETAIL
- ⑲ INSTITUTIONAL INFILL
- ⑳ MIDDLE SCHOOL
- ㉑ - ㉕ ACADEMIC / RESEARCH