

GOVERNMENT
OF
THE DISTRICT OF COLUMBIA

+ + + + +

ZONING COMMISSION

+ + + + +

PUBLIC HEARING

IN THE MATTER OF:

HOWARD UNIVERSITY - CENTRAL
CAMPUS - FURTHER
PROCESSING OF AN APPROVED
CAMPUS PLAN.

Case No.
11-15A

Thursday,
December 8, 2011

Hearing Room 220 South
441 4th Street, N.W.
Washington, D.C.

The Public Hearing of Case No.
11-15A by the District of Columbia Zoning
Commission convened at 6:30 p.m. in the
Jerrily R. Kress Memorial Hearing Room at 441
4th Street, N.W., Washington, D.C., 20001,
Anthony J. Hood, Chairman, presiding.

ZONING COMMISSION MEMBERS PRESENT:

ANTHONY J. HOOD	Chairman
KONRAD W. SCHLATER	Vice Chairman
MARCIE COHEN	Commissioner
PETER G. MAY	Commissioner (NPS)
MICHAEL G. TURNBULL	Commissioner FAIA, (AOC)

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Board of Zoning Adjustment
District of Columbia
CASE NO. Transcript
EXHIBIT NO. null

OFFICE OF ZONING STAFF PRESENT:

SHARON S. SCHELLIN Secretary

OFFICE OF PLANNING STAFF PRESENT:

JENNIFER STEINGASSER, Deputy
Director, Development Review &
Historic Preservation
MAXINE BROWN-ROBERTS

DISTRICT DEPARTMENT OF TRANSPORTATION STAFF
PRESENT:

GABRIELA VEGA

This transcript constitutes the
minutes from the Public Hearing held on
December 8, 2011.

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1 P-R-O-C-E-E-D-I-N-G-S

2 6:33 p.m.

3 CHAIRMAN HOOD: Good evening,
4 ladies and gentlemen. This is a Public
5 Hearing of the Zoning Commission of the
6 District of Columbia for Thursday, December
7 8, 2011.

8 My name is Anthony Hood. Joining
9 me are Vice Chairman Schlater and I'm going
10 to ask those who are on the dias with me to
11 introduce themselves staring with
12 Commissioner Cohen.

13 COMMISSIONER COHEN: Hi, Marcie
14 Cohen. I'm a Mayoral Appointee.

15 COMMISSIONER TURNBULL: Good
16 evening. My name is Michael Turnbull and I
17 represent the Architect of the Capitol.

18 CHAIRMAN HOOD: Okay. We are also
19 expected to be joined by Commissioner May,
20 who represents the National Park Service.

21 And to my left, as I stated
22 earlier, is Vice Chairman Konrad Schlater.

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1 Ms. Sharon Schellin will be sitting to our
2 left. She is the Office of Zoning staffer.
3 Sharon Schellin, Secretary to the Zoning
4 Commission.

5 Also to my right is Ms. Brown-
6 Roberts from the Office of Planning and Ms.
7 Vega. Did I get that right?

8 MS. VEGA: Yes.

9 CHAIRMAN HOOD: See when there's
10 only one DDOT person down here, I'm alright.
11 Ms. Vega representing the District
12 Department of Transportation.

13 This proceeding is being recorded
14 by a court reporter and is also webcast live.
15 Accordingly, we must ask you to refrain from
16 any disruptive noises or actions in the
17 hearing room.

18 The subject of this evening's
19 hearing is Zoning Commission Case No. 11-15A.

20 This is a request by Howard University for
21 special exception relief pursuant to 210 and
22 3104.1 of the Zoning Regulations in order to

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1 construct two new residence halls on its
2 Central Campus.

3 Notice of today's hearing was
4 published in the DC Register on September 30,
5 2011 and copies of that announcement are
6 available to my left on the wall near the
7 door.

8 The hearing will be conducted in
9 accordance with provisions of 11 DCMR 3117 as
10 follows: Preliminary matters; applicant's
11 case; report of the Office of Planning;
12 report of other Government agencies; report
13 of Advisory Neighborhood Commissions 1B and
14 5C; organizations and persons in support;
15 organizations and persons in opposition;
16 rebuttal and closing by the applicant.

17 The following time constraints
18 will be maintained in this meeting: The
19 applicant 40 minutes, if needed;
20 organizations 5 minutes; individuals 3
21 minutes.

22 The Commission intends to adhere

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1 to the time limits as strictly as possible in
2 order to hear the case in a reasonable period
3 of time. The Commission reserves the right
4 to change the time limits for presentations,
5 if necessary, and notes that no time shall be
6 ceded.

7 All persons appearing before the
8 Commission are to fill out two witness cards.

9 These cards are located to my left near on
10 the table near the door. Upon coming forward
11 to speak to the Commission, please, give both
12 cards to the reporter sitting to my right
13 before taking a seat at the table.

14 Because there are a lot of people
15 who will be coming forward to testify, do not
16 give the court reporter your cards until you
17 are called forward. I probably could have
18 skipped that one.

19 The decision of the Commission in
20 this case must be based exclusively on the
21 public record and to avoid any appearance to
22 the contrary, the Commission requests that

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1 persons present not engage Members of the
2 Commission in conversation during any recess
3 or at any time.

4 Please, turn off all beepers and
5 cell phones, at this time, so not to disrupt
6 these proceedings.

7 We are also joined by Mrs.
8 Jennifer Steingasser from the Office of
9 Planning.

10 Would all individuals wishing to
11 testify, please, rise to take the oath? Ms.
12 Schellin, would you, please, administer the
13 oath?

14 MS. SCHELLIN: Yes. Please, raise
15 your right hand.

16 (Whereupon, witnesses were sworn.)

17 MS. SCHELLIN: Thank you.

18 CHAIRMAN HOOD: Okay. Let me just
19 ask right out, do we have anyone who is here
20 in opposition of this further processing?

21 Okay. Not seeing anyone, I'm
22 going to ask the Commissioner, who has asked

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1 me earlier on from, I think, 1 -- let me ask
2 the Commissioner. I know she is not from 5C,
3 but I'm going to ask the Commissioner to come
4 up.

5 She has an ANC meeting tonight and
6 Ms. Batties, if we could, can we indulge her?

7 She is actually in support, so if we can --
8 could you -- to my right.

9 If you can introduce yourselves
10 and you may begin. Your mike. Make sure
11 there is -- a green light is lit.

12 DR. ANDERSON HOLNESS: It says
13 push. Is that okay? I can read a little
14 bit. I'm a Howard University School of Law
15 graduate in the Howard School of Divinity, so
16 they did teach me how to read a little bit,
17 so I saw push.

18 Thank you, Commissioner Hood. I
19 am Commissioner E. Gail Anderson Holness,
20 Commissioner for ANC-1B11, which is where
21 Howard University is located. I tell
22 everybody all the time that the A Building is

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1 located in 1B11 and the A Building is where
2 they write all of the checks, so that means
3 that everything that happens out of Howard
4 University comes out of ANC-1B11.

5 I have come tonight in support of
6 Howard University's Campus Plan and the
7 residence halls, which will be directly in
8 ANC-1B11.

9 Tonight -- I thank you for
10 indulging me tonight. My ANC-1B11 meeting is
11 at 7:00 p.m. and I'm trying to get to that
12 meeting without breaking the laws in the
13 District of Columbia, so that I will not get
14 a ticket in my little red car.

15 But I have come to let this
16 Commission know that the members of Howard
17 University, who presented the campus plan,
18 presented the campus plan on many occasions
19 at our ANC-1B meetings. They are generally
20 there every month with a representative to
21 inform the community about what is
22 transpiring with the Howard University Campus

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1 Plan and the community residents are in full
2 support of this campus plan, full support of
3 this housing for Howard University students.

4 And I have just come to say we are
5 very supportive and whatever we can do to
6 assist Howard University in this special
7 exception for this plan, we are here to say
8 we support Howard University and this campus
9 plan.

10 CHAIRMAN HOOD: Okay. Thank you
11 very much. I'm going to call you Dr.
12 Holness.

13 DR. ANDERSON HOLNESS: Absolutely.

14 CHAIRMAN HOOD: I had a chance to
15 see you when you are -- received your
16 doctoral degree. I want to congratulate you
17 on that.

18 DR. ANDERSON HOLNESS: Thank you
19 very much.

20 CHAIRMAN HOOD: Let me see,
21 Commissioners, any questions? Okay. Does --
22 okay. Does anyone have any cross-

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1 examination? And I mean the applicant or
2 ANC-5C, any cross-examination?

3 Not seeing any, thank you and hope
4 you have a great meeting tonight.

5 DR. ANDERSON HOLNESS: And,
6 Commissioner Hood, and this is just a point
7 of personal privilege, I am the ANC
8 Commissioner for 1B11, but I'm also a
9 candidate for D.C. City Council, at-large,
10 and I just had to throw that in.

11 I'm a Howard grad and we have to
12 do what we have to do. Thank you very much.
13 God bless you.

14 CHAIRMAN HOOD: Somebody is
15 probably going to ask me tomorrow, why did
16 you let her campaign? Then they are going to
17 have to come down and campaign. Okay. Okay.
18 Good. Okay. Ms. Batties, we have a few
19 people who want to proffer.

20 And thank you again, Commissioner,
21 we appreciate you taking the time to come
22 down. Let's go through the experts.

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1 MS. BATTIES: Okay. Great. I
2 would ask that the Zoning Commission accept
3 three expert witnesses proffered by the
4 applicant. The first is Mr. Sam Condit, who
5 is to my left. He is the Executive Vice
6 President, a managing principal of McKissack
7 & McKissack, D.C. Office, we ask that the
8 Commission accept him as an expert in
9 architecture.

10 Dan Van Pelt, who is with Gorove/
11 Slade, the Commission has accepted him
12 previously as an expert in transportation
13 issues.

14 And then to my right, Mr. Paul
15 Brailsford, the CEO of Brailsford and Dunley,
16 the -- you guys accepted him as an expert on
17 Monday night as an expert in real estate
18 finance and economics.

19 CHAIRMAN HOOD: Okay.
20 Commissioners, we have already dealt with Mr.
21 Brailsford and also Mr. Van Pelt. Mr.
22 Condit, any objections? Okay. No

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1 objections. We will proffer that.

2 MS. BATTIES: Okay.

3 CHAIRMAN HOOD: And, Ms. Batties,
4 you may begin.

5 MS. BATTIES: Thanks. Before I
6 just get into my brief remarks on the
7 substance of the application, I do want to
8 introduce our project team immediately to my
9 right is Dr. Barbara Griffin, who is the Vice
10 President of Student Affairs at Howard
11 University. Mr. Brailsford is next to her
12 and together they will go over the student
13 housing plan for the university.

14 After Mr. Brailsford speaks, Mr.
15 Sam Condit will give his overview on the site
16 plan and the project design. And then the
17 last person who will speak in our direct
18 testimony is a lady who needs no
19 introduction, especially after Monday night,
20 Ms. Maybelle Bennett, but she will discuss
21 the community's response, specifically to the
22 residence halls.

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1 Dan Van Pelt our traffic
2 consultant is not going to give direct
3 testimony, but he will be available to answer
4 questions. Also available to answer
5 questions about the development of the
6 project, I do want to introduce Mr. Dan
7 Bernstein, who is the Vice President and
8 Chief Investment Officer of Campus
9 Apartments, and his colleague Mr. Warren
10 Burke, the Vice President of the development
11 at Campus Apartments.

12 Founded in 1958, Campus Apartments
13 is the largest privately-held developer,
14 owner and operator of university-related real
15 estate in the country. With nearly \$2
16 billion in assets, the firm's portfolio
17 includes 30,000 student beds, under its
18 management, in 80 colleges and universities
19 across the country, 24 states.

20 Campus Apartments has a long and
21 successful track record of partnering with
22 universities and colleges as well as the

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1 communities where they are located. And so,
2 Howard is very lucky to have Campus
3 Apartments as part of their team. They will
4 be, again, available to answer questions
5 about the development of the project.

6 This is the further processing
7 application under the Howard's Campus Master
8 Plan, again, for the approval of two
9 residence halls. The first one is identified
10 as Site No. 3 on the Campus Master Plan that
11 you saw on Monday night. It is located at
12 the southeast intersection of 4th and College
13 Streets.

14 This building will contain,
15 approximately, 249 units with, approximately,
16 484 beds. The second building being proposed
17 is on the east side of 4th Street between W
18 and Bryant Streets. This building will
19 contain, approximately, 451 units with,
20 approximately, 878 beds. Together there will
21 be 1,362 beds between them.

22 And these buildings will house

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1 primarily freshmen and sophomore students.
2 The buildings align spatially and
3 functionally with the other residence halls
4 along the eastern edge of the campus,
5 including the Bethune Annex immediately south
6 of Site No. 3 and then the Tubman Quadrangle
7 immediately to the north.

8 These applications or these
9 residence halls are consistent with the
10 Comprehensive Plan not only in terms of the
11 location and use, but also as it relates to
12 density. According to the figures that we
13 have gathered from the Campus Master Plan
14 Team, the Howard Campus is permitted to have
15 an overall FAR of 3.0.

16 And with the construction of these
17 two residence halls, the FAR for the campus -
18 - the FAR achieved for the campus will be,
19 approximately, 1.3. So the university is
20 still well-below the permitted threshold for
21 the overall campus.

22 In addition to being consistent

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1 with the Comprehensive Plan, we submit that
2 the applications before you will not
3 adversely impact the neighboring non-
4 university uses.

5 Site No. 3 is surrounded on three
6 sides by university uses. The two residence
7 halls or the residence hall to the south and
8 then Tubman Quadrangle to the north and then
9 the academic building on the west.

10 Immediately to the east is the
11 D.C. Water Pump Station. And these use --
12 the pump station has actually been able to
13 coexist with Howard residence halls for
14 decades. We know that Tubman Quadrangle has
15 been there at least since 1937 and Site No. 3
16 was previously improved with the residence
17 hall, so we have no reason to believe that
18 these uses will not continue to coexist with
19 the redevelopment of the site.

20 Now, Site No. 4 is surrounded on
21 two sides by university uses. You have the
22 Stokes Library to the west and then Bethune

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1 Annex to the north. Immediately east is the
2 Washington Metropolitan High School. And on
3 the south side of W Street is the LeDroit
4 Park Senior Housing Complex.

5 Site 4 is currently used as a
6 paved parking lot. It has -- a surface
7 parking lot with 218 paved, striped parking
8 spaces.

9 From a planning and a traffic
10 perspective, the redevelopment of this site
11 with a residence hall is a significant
12 improvement and there is no reason to expect
13 that this residence hall would adversely
14 impact either the school to the east or the
15 residences to the south.

16 First, the building has been
17 designed so that students are drawn toward
18 the interior of the site and away from these
19 surrounding non-university uses to the extent
20 possible. And Sam will go into that in more
21 detail during his presentation.

22 But second, the redevelopment of

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1 the site will positively impact the area by
2 increasing the sense of safety by enlivening
3 this section of 4th and W Street with the
4 well-designed building that will bring
5 pedestrian activity as well as eyes on the
6 street, bringing, you know, vibrancy and
7 vitality to this section.

8 So we believe overall, and I think
9 DDOT and OP would agree, that from a planning
10 and policy perspective, the redevelopment of
11 the site is a significant improvement to the
12 area.

13 Both buildings are designed
14 without parking for the students that live in
15 these facilities and both will have
16 significant freshmen populations who are not
17 permitted to drive. Therefore, the vehicular
18 traffic that would be generated from these
19 projects is nominal.

20 However, obviously, they will
21 bring additional pedestrian activity and
22 traffic and, as such, our traffic engineer

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1 has recommended that the university install
2 or cause the installation of a traffic signal
3 at 4th and College Streets.

4 The university has agreed to do so
5 and it was proffering as a condition to the
6 approval that that signal be installed prior
7 to the issuance of the C of O for any -- for
8 either residence halls.

9 Both -- actually both residence
10 halls will be constructed at the same time.
11 They are expected to open in the fall of
12 2014.

13 Related to the construction, the
14 community has asked, through their
15 discussions with Ms. Bennett, the university
16 to proffer a Construction Management Plan and
17 Howard has agreed to do so. Prior to the
18 issuance of a building permit, they will
19 proffer a Construction Management Plan that
20 is approved by ANC-1B11 as well as the
21 LeDroit Park Civic Association, as that's the
22 neighborhood that would most be impacted by

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1 the construction truck traffic.

2 The application includes a special
3 exception for the roof structures. We do
4 have roof structures of unequal height.
5 Multiple roof structures with unequal height
6 that don't meet the required setback. Sam,
7 again, will walk through the roof plan to
8 demonstrate that these roof structures, as
9 proposed, will not adversely impact the
10 public realm or the surrounding uses.

11 To conclude my opening remarks,
12 I'll just say that 76 percent of the student
13 housing facilities at Howard's Campus are
14 more than 50 years-old. The last residence
15 hall that was constructed was the Bethune
16 Annex immediately south of Site No. 3 and
17 that was nearly 20 years ago.

18 So the construction of these new
19 residence halls is long over due. They will
20 significantly improve not only Howard, but
21 the surrounding neighborhood.

22 And with that, I'm going to turn

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1 it over to Dr. Griffin.

2 DR. GRIFFIN: Good evening. Thank
3 -- is it on? Howard University is one of two
4 federally chartered universities with a
5 national mission base responsibility. Higher
6 education is becoming increasingly
7 competitive and HBCUs like Howard are
8 increasingly exposed to enrollment risk.

9 Part of Howard's mission is to
10 provide access to education and, as such, we
11 have focused on managing the rising cost of
12 education. The high cost of housing in the
13 D.C. Metro area creates barriers to access to
14 both existing and prospective students.

15 Our existing campus housing
16 capacity is a challenge. At present, we are
17 facing a fundamental lack of system capacity.
18 We have the ability to house only 40 percent
19 of our students, focused heavily on
20 underclassmen.

21 What is more, our facilities are
22 outdated and they are poorly located relative

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1 to the campus. Our target is to accommodate
2 70 percent of our total undergraduate
3 enrollment. We want to locate our students
4 within the core of the campus with reasonable
5 access to the public realm and access to good
6 services and activities.

7 The university is committed to
8 enhancing the physical setting of the campus
9 to improve the quality of life of the
10 students, faculty, staff, visitors and the
11 local community.

12 Student housing is one of several
13 projects that are planned to provide students
14 with productive outlets and opportunities for
15 personal, academic and professional
16 development.

17 As a top priority, the university
18 will continue to work cooperatively with
19 neighbors, the District Government and the
20 Federal Government. In the near term, the
21 university plans to build two new residence
22 halls to accommodate our undergraduate

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1 population.

2 The intent of what we call the
3 underclassmen village is to consolidate
4 freshmen students as close to core academic
5 functions as possible. This ability to
6 create a cohesive underclassmen residential
7 neighborhood is a key component in the
8 university's common first year experience for
9 all Howard University students.

10 The design of these facilities and
11 the village-like consolidation will work in
12 tandem with the development of living-
13 learning programs, which will offer housing
14 for faculty and residents and other
15 amenities, such as study lounges and seminar
16 rooms and teaching spaces.

17 The desired result is a general
18 movement of students that reside off-campus
19 and in distant residence halls back to the
20 Central Campus into university-operated
21 housing. In addition to increasing on campus
22 residency, the university will cultivate a

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1 broader offering of good services and
2 amenities for the projected increase in
3 student and community activity.

4 As Dr. Elaine Heath, our Dean of
5 Students, Special Student Services and the
6 Student Code of Conduct, reported at our
7 Campus Master Plan hearing, the division of
8 Student Affairs has developed plans for
9 several community outreach programs to
10 reinforce relations between the community and
11 the university.

12 The Division of Student Affairs
13 and Howard University are confident about the
14 many ways that this cohesive underclassmen
15 village will provide a more nurturing
16 environment for first year students and
17 enhance positive relationships with our
18 neighbors and the D.C. community. Thank you.

19 MS. BATTIES: Okay.

20 MR. BRAILSFORD: Good evening. I
21 just hope to -- you got your mike on and I
22 forgot mine.

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1 Good evening. It's good to see
2 you all again. Where we started was really
3 with a lot of things that Dr. Griffin was
4 just describing. There are the strategic
5 drivers for student housing and so the things
6 that she just mentioned supporting
7 recruitment and retention to make sure that
8 housing is competitive.

9 She talked about how there is
10 increase in competitiveness now for HBCUs to
11 maintain their enrollment. In 1964 when the
12 Department of Education created the term
13 "HBCU" and a definition behind that, 88
14 percent of all African-Americans attending
15 college in the United States attended an
16 HBCU.

17 That ratio is now flipped. It's
18 only 12 percent. So there is a need, a very
19 strong imperative for HBCUs to be
20 competitive.

21 I'll talk about the relevancy of
22 that in just one minute.

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1 So can you move to the next slide?

2 So where we start is what is the most
3 appropriate type of housing system for the
4 university? And we look at that in terms of
5 what we call the student housing continuum.

6 Freshmen. The kind of housing
7 that is appropriate for is distinctly
8 different than the type of housing that is
9 appropriate for juniors, seniors and graduate
10 students.

11 And so there is a unit-typology
12 that follows that, which we call the housing
13 continuum and so it starts with traditional
14 residence halls, which are commonly referred
15 to, I guess technically correctly referred
16 to, as dormitories. There are then junior
17 suites and then full suites, which are a
18 progression that moves a student from being
19 carefully nurtured and highly managed to
20 being a little bit more independent.

21 And there is a community focus to
22 that. When students are prepared for a

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1 greater level of independence, they move into
2 unit types 4 and 5, which are first large
3 apartments and then smaller apartments.

4 To make sure we knew how to size
5 the number of units in each of those
6 different unit-typologies, we conducted a
7 very comprehensive market analysis. Some
8 basic facts are that the university has about
9 7,400 undergrads. We did do the market
10 analysis for the entire university, but the
11 strategic focus for housing was focused on
12 undergrads.

13 Howard currently has 4,600 beds,
14 about 4,100 of those are allocated to the
15 undergraduate population. When we looked at
16 the demand for student housing, we came back
17 with a demand for 81 percent of the entire
18 student body, that is undergraduates and
19 graduates, with a strong preference for
20 living on campus as an initial choice.

21 Because of the need to produce
22 housing that was competitive, we needed to

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1 produce balanced project economics, so price
2 point was very important. At the price point
3 that was projected that would support the
4 housing that Howard wanted to put in place,
5 there were 6,400 beds demanded.

6 With the university's goal to
7 support up to 70 percent of undergraduates on
8 campus, the master plan response was to
9 produce a plan for 5,600 units, 1,000 units
10 greater than we currently have.

11 Next slide. This gives a little
12 bit more detail to what was discussed before,
13 which is the age of the current housing. You
14 can see a substantial proportion -- the
15 youngest place on the list is the Bethune
16 Annex, which is 16 years-old. And you can
17 see the age 73 years, 68 years, 81 years for
18 some of the units.

19 So functional obsolescence is
20 something that is a big problem within the
21 system.

22 When we go to the next slide, we

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1 will see that it's not only the units
2 themselves, but where the units are located
3 is also a problem. The university has to
4 rely on Meridian Hall, a great distance to
5 the west of the Main Campus. And then you
6 will see that the way the housing is
7 distributed, there is little opportunity to
8 create the kind of coherent underclassmen
9 neighborhoods that creates the kind of
10 community that is the university's objective.

11 If we go to the next slide, we see
12 that a little bit more clearly and that there
13 has been defined by the master plan, outlined
14 in green, a student housing zone where all
15 the services, security and other essential
16 aspects of community are to be concentrated
17 to provide a very coherent community
18 experience for Howard students.

19 If you look at the pie chart to
20 the left, you will see that only 30 percent
21 of Howard students live in an appropriate
22 location that is consistent with Howard's

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1 housing philosophies.

2 If you look at that, there is
3 those that are defined in red, a full 24
4 percent are off campus. The campus edge,
5 which we define as the yellow area, contains
6 another 44 percent of students, many of which
7 are underclassmen males. And if you look at
8 the success rate academically, the difference
9 between the male and female students, which
10 are separated by location, the females have a
11 much more, much greater success rate, because
12 they have lived mostly in the -- on the --
13 well, if we go back one slide?

14 The Tubman Quad and Bethune Annex
15 are where the females live. It's closest to
16 the academic core and it's in a coherent,
17 nurturing environment. And so that's
18 something that the university is concerned
19 about. So the location of the housing is
20 very important.

21 So what do students do, how do
22 they react to this shortage? Sophomores and

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1 juniors seek off campus housing and they find
2 that -- or decide to stay on campus in
3 housing that is not appropriate for the
4 maturity level that they have achieved or the
5 condition that they find attractive.

6 When you go looking in the
7 surrounding community, the housing is either
8 too expensive or not in good condition or
9 just inappropriate for student living.

10 To find housing that is
11 appropriate, students move as far away as
12 Prince George's County. There is a single
13 development in Prince George's County that
14 houses almost 500 Howard students. So those
15 are all obvious problems.

16 When we move to the next slide, it
17 shows the results of our analysis, the bed
18 quantities that are needed by unit type.
19 2,400 traditional residence halls, 1,600
20 suite-style beds and 1,600 apartments for a
21 total of 5,600 beds.

22 If you go to the next slide, you

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1 will see how those beds are then relocated
2 into very -- into coherent neighborhoods. ON
3 the east where it is already around -- along
4 4th Street where it is already established as
5 a nurturing community, primarily right now
6 for women, that will now become a coherent
7 nurturing community for both -- for all
8 underclassmen, freshmen and sophomores, males
9 and females.

10 On the west, because of the desire
11 to allow students to graduate into a more
12 independent environment that is a little bit
13 more real world, a housing community is
14 designed to be clustered just west of Georgia
15 Avenue with the appropriate amenities and
16 unit styles.

17 At this point, I'll turn it over
18 to Sam, who is going to give us the details
19 of the specific buildings that are being
20 recommended for the underclassmen community.

21 MR. CONDIT: Good evening. My
22 name is Sam Condit. The first slide will

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1 start with --

2 CHAIRMAN HOOD: Is your microphone
3 on or maybe pull it closer, maybe that's what
4 it is.

5 MR. CONDIT: Oh, sorry about that.

6 The first slide is a larger embellishment of
7 the freshmen neighborhood, underclassmen
8 neighborhood that we are beginning to create
9 here with these new buildings. The existing
10 Tub Hall is here, Tubman Complex is here.
11 There is courtyards in the center.

12 The new first -- the new building,
13 the smaller one is right here. The existing
14 Bethune is here and the larger building is on
15 the southern end of the campus.

16 The red dashed line that moves is
17 4th Street and as you will remember from
18 reviewing the master plan that the university
19 is reinforcing the 4th Street access
20 significantly down to this neighborhood and
21 then along Bryant Avenue, the green avenue,
22 strengthening that corridor on the southern

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1 end of the university.

2 You are going to see a lot more
3 detail in these buildings, but this is just a
4 quick vignette to show you how these
5 buildings are going to infill these vacant
6 sites and the nature of the volume as -- when
7 they are completed will relate to this
8 freshmen neighborhood.

9 We will first start with the
10 smaller building at 484 beds. This is a
11 neighborhood view. The small building is
12 surrounded almost exclusively by university
13 educational buildings and then, of course,
14 the dorm complex to the north and the dorm
15 complex to the south.

16 The D.C. buildings that are over
17 here that Leila earlier described are to the
18 east. The little quick vignettes of the
19 environs, I'm sorry, that they are a little
20 bit washed out, the pictures are better in
21 your handouts, gives you the character of the
22 buildings that are surrounding the sites.

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1 One of the important things I
2 would like you to note is the cornice lines
3 of some of these buildings, the materials are
4 mostly brick. There is some stone used in
5 corners and cornice lines and lintels over
6 windows. Those are clues and vignettes to
7 what architectural themes we will be picking
8 up in the design of our buildings.

9 The site plan of this building,
10 basically, takes up this site that was
11 vacated a few years ago by tearing down an
12 old dormitory. The main entrance to the
13 building is here at College and 4th Street.
14 And you will see in the architectural areas
15 that these are entrance ways that announce
16 the building.

17 There are entrance points both
18 this side, the main entrance on the corner
19 and then the service is combined with the
20 Bethune service on this end down here where
21 services come in, trash goes out and so
22 forth.

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1 The lower level of the building is
2 primarily mechanical, storage, bicycle
3 storage, trash rooms, you know, in and out
4 staging areas for stuff coming and going
5 through the building. The usual things you
6 would find in a lower level or a terrace
7 level.

8 There is one area here that has
9 some larger windows that may be some future
10 living-learning opportunities as the
11 university progresses.

12 The first floor of this building,
13 as I mentioned, the entrance is here in a
14 very nice large glass area. There is a
15 convenience store right here that will serve
16 all of the residences in this new residential
17 complex. There is recreational rooms. And
18 then the preponderance of the first floor
19 rooms are the two person semi-suites that you
20 will see a larger scale of in a moment.

21 And then there are some apartments
22 for residence directors and visiting faculty

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1 and so forth on those areas. There is --
2 each floor is highly secure. The main
3 entrance is the only entrance in. The
4 students come and go with access cards. They
5 are very protected.

6 This is a typical floor plan where
7 at the, again, end, which is kind of the
8 announcement of this building, where the
9 lounge areas are, quiet study areas and then,
10 of course, the student rooms along the
11 access.

12 On the roof, the stair tower right
13 here is coming above the roof, which allows
14 access to the roof on that southwest corner.

15 It is part of an, you will see it later in
16 the elevations and perspectives,
17 embellishment or an architectural treatment
18 there. You're really not aware that it is
19 higher than the roof.

20 We don't believe that it trades
21 any concerns to neighborhood buildings or
22 anything. It's really part of the

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1 architectural fenestration.

2 The rooms, the most important one
3 are these two person suites that do have
4 bathrooms for each individual semi-suite.
5 There are options for those. There are also
6 the guest apartments and the community
7 director's apartment and faculty apartments
8 that are part of these buildings as
9 counselors and support personnel to the young
10 students that have just arrived, particularly
11 the freshmen.

12 A quick section through the
13 building. This building is seven stories
14 high with one below and you can see the
15 terrace level on this side that ties in to
16 the courtyard of Bethune and creates these
17 kind of inner courtyard protected areas for
18 the student and outside activities to keep
19 them off the streets in more structured
20 activities.

21 We wanted to show you some smaller
22 scale drawings, so that you can see how these

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1 buildings relate to the neighborhood streets
2 and the blocks around them. This is the
3 north elevation where the District buildings
4 are over on this side and across the street
5 are the lower academic buildings.

6 The 4th Street elevation, you can
7 see the end of this building is right here.
8 This is the existing Bethune. This is the
9 existing Tubman Hall Complex. The scale of
10 these buildings works very nicely in there.

11 And then this is the large scale
12 elevation of the -- of this building. Both
13 of these buildings are reminiscent of each
14 other in terms of the major components.
15 There is a cornice line that moves across
16 here that matches the cornice lines on these
17 existing buildings.

18 Above that cornice line are gray
19 metal panels that reflect both the gray
20 mansford roof across the street and the gray
21 panels used in the Stokes Library and other
22 areas on campus. We are using the cast stone

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1 in the base areas and around windows, which
2 is also reminiscent of all of the
3 architecture around the buildings.

4 The corner of the building is
5 glass, which will -- is at nighttime like a
6 lantern. During the day just a different
7 architectural fenestration to announce the
8 entrance and location of these buildings,
9 particularly to the new students on campus,
10 so they can recognize where they are.

11 These are the east and west
12 elevations. The west elevation is on the 4th
13 Street side. And again, right here, you can
14 see that raised area of the roof, which is
15 really part of the architectural design as
16 opposed to the rest of the building.

17 This is the interior court side.
18 You see a little less of the metal panels
19 being in use here. Clearly, these elevations
20 are still in study form and although the
21 overall context of what we are proposing here
22 is what the university has approved, we still

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1 are studying the amounts of materials being
2 used pending on our budgets and so forth and
3 so on.

4 This is the perspective of this
5 building taken -- looking southeast. So you
6 can see the character of this building.

7 The next building, the larger
8 building has 878 beds. This building is
9 being built on a large parking lot right now.

10 There is more open space around this
11 building. The high school is back here.
12 There are open spaces and the recreational
13 fields are here.

14 There is a green space here with a
15 small parking lot next to the Stokes Library.

16 In this instance, these are a
17 little -- a few more pictures of the environs
18 and, as you can see, it's much more
19 residential in nature. It doesn't have as
20 many of the educational buildings around it.

21 The Kelly Miller Residence for the
22 elderly is right here, that's the only non-

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1 university use that is around this on
2 educational use.

3 The site plan of this building,
4 the main entrance to the -- and I'm going to
5 see if I can use my mouse on this one. The
6 street, 4th Street drops off here almost one
7 story. And we don't want students down in
8 this area, so the students approach the
9 building on 4th and then they pick up a flat
10 walk, which brings them to the entrance.

11 If you can see that arrow, the
12 entrance to the building is right there.
13 That entrance is, approximately, three-
14 quarters of a story off of the ground, at
15 that point. And it is a controlled entrance
16 and it maintains all students going into the
17 building. Really stay away from this corner.

18 Now, there is another small
19 entrance at the grade-level. There is a
20 living-learning educational facility for
21 classrooms and professors and teachers who
22 are supporting living and learning classroom

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1 opportunities within this building. And we
2 will talk about that in a minute.

3 You will see also the service area
4 coming in from the north and there is a large
5 courtyard we are developing here. Again, so
6 that the outdoor activities for the students
7 is a protected, contained space that is not
8 in the neighborhood.

9 The lower area is, again, used
10 mostly for mechanical equipment, bicycle
11 storage. And then in this building, this bar
12 across the bottom right here are the small
13 classrooms, offices, faculty offices and so
14 forth for the educational experiences that
15 these students are taking advantage of from
16 this building.

17 The first floor. This is a little
18 better shot at the main entrance, which is in
19 the center. Keep in mind this is off the
20 ground, at this point. It is glass enclosed.

21 You come in and you look right through to
22 the exterior student courtyards. There is

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1 recreational rooms here and then the semi-
2 suites for the students go off on both legs
3 of the building. There is service areas in
4 there, small kitchens, resident advisor
5 offices and so forth.

6 The typical floor plan is much the
7 same. The center over the entrance of the
8 building is still where the lounge areas are.

9 And then there is student rooms all the way
10 around.

11 The roof plan. The non-conforming
12 stair in this building is over here on this
13 corner way back from any street or any -- you
14 know, the neighborhood street is clear back
15 here, so there is no adverse impacts from
16 that raised stair tower either.

17 Taking a look at the sections,
18 this is a six story building. Again, you see
19 a similar fenestration on the interior courts
20 that you saw to the smaller building. The
21 streetscape views, again. The Bethune
22 housing complex, the existing one is here.

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1 And this is the senior citizens residence
2 hall here.

3 That's a good section for you to
4 see. It's easier to see in your handouts.
5 How the grade drops off and how the students
6 are up a level from that intersection, not in
7 those neighborhoods whatsoever. They are
8 protected and with the exception of the
9 entrance into the faculty area right there.
10 But they can get there from their elevators,
11 from the core of the building as well. They
12 don't even have to go outside to go down
13 there and probably most of them won't.

14 This is a south elevation. You
15 can see the school, most of it is hidden
16 behind it, but the recreational areas and the
17 trees are off to the right. The Stokes
18 Library is just to the left.

19 A larger scale. Again, the
20 treatment of the facade is with metal panels
21 on the top part. The stone cornice lines,
22 the use of the brick. There is some

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1 modulation with additional metal panels in
2 the front elevations. The glass is a little
3 different, but, yet, it still is reminiscent
4 of the other building in terms of the
5 announcement of the entrance to the building
6 and where those buildings are.

7 This is the south elevation and
8 the interior court elevations and the rear
9 elevation. The perspective of the building
10 from the northwest looking down 4th Street to
11 give you a sense of scale and how that
12 building will relate. And a bit of fun with
13 a night, early evening shot of the lanterns,
14 as we call them, on the corner of the
15 building, so new freshmen who are lost can
16 find their way home.

17 And that ends my presentation.
18 And thank you very much.

19 MS. TAYLOR BENNETT: Good evening,
20 Chairman Hood and Members of the Commission.
21 My name is Maybelle Taylor Bennett and I'm
22 Director of the Howard University Community

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1 Association and Co-Chair of the University-
2 Wide Campus Master Plan Steering Committee.

3 Once again, and I see I'm right at
4 the end, this neighborhood and its population
5 are not new to us. We have had the privilege
6 of having our nursing students participate
7 with our seniors and helping them with flu
8 shots and keeping track of how to do their
9 medications and monitor their blood pressures
10 and the like.

11 We have had our students in the
12 school, which used to be the Katie C. Lewis
13 School. It's now a high school, but we were
14 tutoring in the school. And we were
15 practicing pediatric dentistry in the school
16 and we had our social work students in Kelly
17 Miller Public Housing Project, so when we
18 went back to talk about the expansion of our
19 university and the building of a building
20 here, we were welcomed and that was a
21 pleasurable thing to do.

22 These residents are the closest

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1 residents to the building that is going up
2 and they are in ANC-1B11. And you heard from
3 our Commissioner earlier today, we made a
4 number of presentations to them.

5 On April the 14th and May the 12th,
6 we returned to get support for this
7 particular project. And the questions that
8 came up at the time had to do with well, what
9 time is the construction going to start and
10 how much dust is there going to be generated
11 and that sort of thing. Those are the kinds
12 of questions that our seniors had.

13 We also went to the LeDroit Park
14 Civic Association within whose neighborhood
15 this was and there the questions became more
16 focused on the kind of Construction Plan that
17 we should sit down with them and the closest
18 neighbors to try to put together, so that
19 there -- if there are any inconveniences
20 created by the construction activities
21 themselves, that we could begin to mitigate
22 those.

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1 May I continue?

2 CHAIRMAN HOOD: You know I'm going
3 to say yes.

4 MS. TAYLOR BENNETT: Well, I
5 thought I would ask. We visited the LeDroit
6 Park Civic Association on several occasions,
7 March 22nd, April 26th, and again later on in
8 the fall just as we were approaching the
9 hearing dates. And of course, their concerns
10 had to do with not only the Construction
11 Plan, but they wanted to see us work out with
12 them and the closest residents, but also they
13 were concerned, as we were talking about
14 bringing our students from Slowe and Carver
15 closer to the university, that we not let
16 Slowe and Carver in their transition be
17 vacant too long.

18 By letter dated September 1st, you
19 have received in your packet a letter from
20 ANC-1B11, Dr. Gail Anderson Holness, whom you
21 met earlier this evening, and by letter dated
22 November the 3rd, you received a letter in

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1 support from the LeDroit Park Civic
2 Association.

3 We also visited the two other
4 neighbors of the student residences. One was
5 what is now the Washington Metropolitan High
6 School. It used to be Katie C. Lewis. It
7 was a swing school for Osyter. It was a
8 swing school for H.D. Woodson. It is now
9 what they call DC Met.

10 And their only concern, there were
11 no objections, was that they too are going to
12 have some renovations taking place and they
13 wanted to make sure that the mobilization for
14 their own renovations would not interfere
15 with our own.

16 And then the second institutional
17 neighbor we met with was the DC Water. And
18 it turns out DC Water is going to have a huge
19 project, a three year project that is going
20 to begin, I think, next year. Our other Co-
21 Chair, Mr. Harris, is here and he had a
22 chance to go visit them. But they will begin

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1 their project at the 2nd and Bryant Street
2 corner intersection and work to the west to
3 4th and Bryant over a three year period.

4 They have indicated that they will
5 work very closely with us to make sure that
6 there is no interference with what we are
7 trying to accomplish.

8 Once again, I just want to say I'm
9 grateful for our neighbors' support. And I'm
10 looking forward to having your support as
11 well.

12 MS. BATTIES: Chairman Hood, I
13 just want to note that we submitted at the
14 start of the hearing an architect's
15 narrative. That was prepared at the request
16 of the Office of Planning. We gave that to
17 them earlier, but we wanted to make copies
18 available to you.

19 CHAIRMAN HOOD: Okay. Are you
20 finished?

21 MS. BATTIES: Yes.

22 CHAIRMAN HOOD: Okay. I want to

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1 thank you all for such a succinct testimony
2 and this definitely mirrors somewhat of a
3 campus plan that we heard on Monday.

4 I'm looking at these support
5 letters. They are not only letters of
6 support, but they are coordinated, so Mr.
7 Harris and Ms. Bennett, you all have done a,
8 and I'm sure the whole team, fantastic job in
9 outreach to the community.

10 And again, Ms. Bennett, I'll
11 repeat, you are a former Commissioner, so you
12 know when the buzzer rings, you know you can
13 continue. So as long as I'm here, you will
14 always be able to continue.

15 MS. TAYLOR BENNETT: Well, thank
16 you.

17 CHAIRMAN HOOD: So all right.
18 Let's do this. Let's open it up for any
19 questions. Commissioner Turnbull?

20 COMMISSIONER TURNBULL: Yes,
21 thanks, Mr. Chair. I just have one or maybe
22 two.

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1 One has to do with what you never
2 talked about in your presentation, but which
3 is in your -- identified in your portfolio
4 here, which has to do with move-in day.
5 Locations and drop-offs for move-in.

6 And having gone through eight
7 years or more of move-in and move-out, I
8 became very adept, became very knowledgeable
9 of what the container store sold and how to
10 develop a convertible two-wheel/four-wheel
11 dolly and dozens of bungee cords and having
12 experience. Cars pull up, vans pull up,
13 pickup trucks pull up and go through this.

14 I'm just a little -- I'm just
15 puzzled a little bit by your drop-off areas.

16 Usually it's, having been around many
17 residence halls, the street lines up.
18 Usually there is students out there helping
19 to organize cars dropping off, timing and
20 getting these students out and having these
21 little temporary setups, so that they can
22 move in and out.

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1 And I'm just curious by these
2 little drop-off areas that you have. Are you
3 really serious about locating only at those
4 areas for drop-off? Aren't you going to line
5 up on the streets?

6 It's the second building I'm
7 concerned about, because it goes into a dead-
8 end. And I just can't see the volume of cars
9 and trucks and vans pulling in and making a
10 U-turn and coming out. I'm just curious. I
11 mean, I have been through this for eight
12 years and it can be a nightmare.

13 I mean, usually you get very
14 friendly, you get to know the parents of a
15 lot of your other -- of the students and you
16 get-- but you can see some parents get very
17 tense. You know, I mean, I have usually
18 survived it. I have done very well.

19 But I have noticed some parents
20 get very irritated some times. And I wonder
21 if you could just comment upon that?

22 MS. BATTIES: Commissioner

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1 Turnbull, I'm going to ask Mr. Marc Lee to
2 discuss how the university manages their
3 move-in and move-out dates.

4 MR. LEE: Good evening. My name
5 is Marc Lee. I serve as the Dean of
6 Residence Life at Howard University.

7 Currently, we actually close off
8 the major streets surrounding Howard
9 University on that day. And we keep the
10 traffic in the core of the campus. So when
11 we bring in -- as our current stand-up is,
12 when we bring students in to the Tubman
13 Quadrangle and the Bethune Annex here --

14 COMMISSIONER TURNBULL: Okay.

15 MR. LEE: -- they come off 6th
16 Street onto the core of the campus down to
17 College Street and they come here. And then
18 the traffic for the Tubman Quadrangle will go
19 left up to the north to Tubman Quadrangle and
20 some of the traffic comes off of Bryant and
21 Georgia Street for the Bethune Annex,
22 primarily, and they circle into the turn

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1 around there to move into the Bethune Annex
2 here. Similarly --

3 COMMISSIONER TURNBULL: Are they
4 lining up? Is there parking on the street?
5 How do you orderly do it, so that --

6 MR. LEE: They are lining up. We
7 have them come through -- we send information
8 out to all the parents in advance, months in
9 advance of their arrival to campus. Once
10 they receive that information, it gives them
11 instructions of the entry point to campus for
12 that particular residence hall.

13 So as I stated, if they are in the
14 Tubman Quadrangle, they are instructed to
15 come in through the Main Campus and then on
16 6th Street up College Street to the Tubman
17 Quadrangle.

18 For the Bethune Annex, they go up
19 Georgia Avenue and Bryant Streets and up into
20 the turn around of the Bethune Annex. There
21 are no parking on the street. It's just for
22 them to line up and go in. We unload them

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1 with the student volunteers. They take all
2 the belongings up and then we detour.

3 We instruct them to go through the
4 Howard Hospital parking structure. That's
5 where they primarily park during that time
6 period. And we escort them back to campus
7 with our shuttle bus service.

8 COMMISSIONER TURNBULL: Well, I
9 had a feeling you had a more comprehensive
10 plan than was sort of shown on the diagram.
11 And so thank you.

12 I mean, I can remember, I have
13 seen parents show up with concrete blocks to
14 put -- raise things up for their kids. I
15 mean, I have seen some very creative,
16 strange, heavy, heavy things being done. But
17 thank you for that explanation, that really
18 clears up a lot.

19 I guess the only other thing, I
20 guess was Mr. Condit. Up on the roof of, I
21 think you started talking about, Building No.
22 1, you have a sedum roof on both buildings?

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1 MR. CONDIT: Just the first one.

2 COMMISSIONER TURNBULL: Just the
3 first building? On the second building, a
4 white roof?

5 MR. CONDIT: It's just a
6 traditional single-ply membrane roof, at this
7 point. I'm sorry. We are looking at the
8 sedum roof on the first one. Howard
9 University is, as we speak, I guess, working
10 on a program for green roofs, but it hasn't
11 been finalized and it hasn't really been --
12 you know, they haven't made the decisions as
13 to the kinds of things.

14 I mean, what we are focused on is
15 a very simple sedum roof, which does the job,
16 but it's not the kind of roof that you would
17 use in a space where there would be people.
18 We're not going to let students up on those
19 roofs.

20 COMMISSIONER TURNBULL: Right.
21 Okay.

22 MR. CONDIT: So but they are in

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1 the process of trying to develop a policy for
2 that. So to be any more specific than some
3 type of green roof, the amount of the green
4 roof and exactly how it is going to work is
5 still to be determined.

6 COMMISSIONER TURNBULL: And you
7 are going for LEED gold on both buildings?

8 MR. CONDIT: No. I would not
9 think LEED gold.

10 COMMISSIONER TURNBULL: I thought
11 we were encouraging something like that --

12 MR. CONDIT: We are looking at --

13 COMMISSIONER TURNBULL: -- on the
14 master plan? We were hoping you would buy
15 into LEED gold. You are going for at least
16 LEED silver?

17 MR. CONDIT: Yes. Howard hasn't
18 decided whether they will try to certify or
19 not, but we are certainly going for the
20 points for that. And we think we know how
21 we're going with it.

22 COMMISSIONER TURNBULL: I thought

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1 we had a comment that the university would be
2 pushing for LEED gold though, didn't they?
3 Didn't I hear that?

4 MS. BATTIES: Not on these
5 facilities.

6 COMMISSIONER TURNBULL: Oh, not on
7 these facilities. Oh, that's not what I
8 understood, but okay. And the embellishment,
9 you're talking about the roof embellishment
10 on Building 1?

11 MR. CONDIT: Just the height.

12 COMMISSIONER TURNBULL: You're
13 just raising up the parapet a bit more?

14 MR. CONDIT: Well, the stair tower
15 comes up, so that you can take that stair
16 tower to the roof for servicing and getting
17 to the cooling towers and that sort of thing.

18 So that one stair is higher than the others.
19 And we have designed it into the
20 fenestration --

21 COMMISSIONER TURNBULL: Okay.

22 MR. CONDIT: -- of the end of the

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1 elevation, so it's not really obvious at all,
2 but it is higher than the average line of the
3 parapet around that whole building.

4 COMMISSIONER TURNBULL: Okay.
5 Okay. All right. Thank you.

6 MR. CONDIT: Non-conforming, but
7 it doesn't really look non-conforming.

8 COMMISSIONER TURNBULL: Yes. No,
9 when I was looking at the perspective, I was-
10 -

11 MR. CONDIT: In that angle, it's
12 pretty --

13 COMMISSIONER TURNBULL: Yes.

14 MR. CONDIT: -- easy to miss it.

15 COMMISSIONER TURNBULL: Okay. All
16 right. Thank you. All right, Mr. Chair.

17 CHAIRMAN HOOD: Okay. Thank you,
18 Mr. Turnbull. Any other questions?
19 Commissioner May?

20 COMMISSIONER MAY: Okay. I mean,
21 everything I have seen with this proposal
22 makes perfect sense. I mean, the rationale

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1 for the project and, you know, how you are
2 approaching the siding of the buildings and
3 so on, it's all very coherent and logical.

4 And I think to a large extent, the
5 design of the buildings is very sensible. It
6 doesn't seem to be over-done, but it also
7 seems to be, I think, fairly maturely
8 designed.

9 But there are things about the
10 design of the buildings that concern me. And
11 don't concern me enough that, you know, I
12 think that this is a bad project or shouldn't
13 be approved or anything like that, but I
14 really don't see a justification for the
15 stairways and for the -- well, for the
16 stairways having to be at the outside end of
17 the building.

18 And it has to do with sort of an
19 overall design approach to the interior of
20 the buildings and that's kind of the more
21 troubling aspect of it.

22 I mean, looking at -- let's just

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1 take one building at a time. Building 3 is
2 the long narrow one, right?

3 MR. CONDIT: Um-hum.

4 COMMISSIONER MAY: Okay. So I
5 mean, if you just look at the basic floor
6 plan of the building, I had it all in front
7 of me and then I started looking at the other
8 presentation.

9 Look at the main -- I'd like to
10 bring in the residential floor. Do you want
11 to bring it up? Yes, okay. So the building
12 is almost 300 feet long. And it is just
13 relentlessly dorm rooms from one end to the
14 other.

15 And, I mean, it's the length of a
16 football field and you've got a corridor 5
17 feet wide and 300 feet long. And I mean, I
18 understand kind of why that might have
19 evolved that way, but I think that that winds
20 up putting you in some bad places in terms of
21 the rest of the design.

22 Now, there are things that you can

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1 certainly do to modulate the corridors,
2 typical with hotel rooms and things like
3 that, you know. You drop in the -- push in
4 the wall of the doorway and pare the doorways
5 together and so you get little -- kind of a
6 little sense of entry and it modulates the
7 corridor and it reduces the length a little
8 bit.

9 But I'm not even sure here that
10 that helps you that much. Part of it has to
11 do with the fact that you are entering the
12 building at the corner. I'm not sure why
13 that really makes sense when you have a long
14 building like this. If all you had was the
15 lobby in the middle of the building, you
16 would have 100 foot corridor, 150 foot
17 corridors instead of 300 foot corridors.

18 And I think part of that also then
19 contributes to where you place other things
20 within the building. I mean, the fact that
21 you set it up this way and it's so
22 relentlessly and regularly absolutely the

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1 same rooms as you march down the corridor,
2 you wind up with no other place to put the
3 stairway then all the way at the very end on
4 the corner of the building.

5 Well, it doesn't actually have to,
6 from a code point of view, be on the corner
7 of the building. You can have a dead-end
8 with, you know, a certain number of feet as
9 part of a corridor.

10 The elevators don't necessarily
11 have to be oriented the way they are. They
12 could be oriented the other way and then they
13 could be part of the overall penthouse
14 structure.

15 And I really do not understand why
16 you have some very large blank expanses of
17 brick. I mean, I understand when you have
18 got the stairway at the end of the building,
19 there is a functional reason for that, but,
20 you know, if this were a regular housing
21 project or a, you know, PUD or something like
22 that, there is just no way that we would let

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1 it pass that you have housing at the end of
2 the building and they don't have windows on
3 that end.

4 I mean, I understand that doesn't
5 necessarily work perfectly with dorms where
6 you have to have everything lined up against
7 the wall, but, you know, maybe there is some
8 way that you can incorporate a window into
9 that wall and make it a little bit slightly
10 more special and more interesting, more
11 importantly, from the outside.

12 These sorts of things, I mean,
13 they are little things, but I think that they
14 make a big difference in the overall
15 architecture of the building, both the
16 experience that the students have and then
17 the experience that the neighborhood has.

18 I mean, if you look at the, I
19 guess it's, south elevation of this building,
20 you wind up with a lot of blank brick right
21 at that corner where you have the stairway
22 and the, you know, little bit of the wall

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1 that is next to the study hall. And then you
2 have got the trash room.

3 I mean, the trash room of all
4 things on the outside of the building,
5 running down it like it's an architectural
6 embellishment, it's the trash room. It's the
7 stack of trash rooms. I mean, couldn't that
8 be on an interior space? Couldn't you
9 actually maybe turn a dorm room, so that
10 there is, you know, windows long way?

11 Maybe that's where the RA units
12 are or something like that that they are
13 slightly different orientation and a slightly
14 different shape.

15 Anyway, that's just for this
16 building.

17 Can we go to the plan for the next
18 building? You know, if you want to answer
19 some of these things, I think that's great,
20 but I'm not really -- I'm just encouraging
21 that you put a little more thought and
22 exploration into this and try to address some

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1 of these things.

2 Because I'm not really expecting,
3 you know, this to be -- I mean, this is not a
4 design review, you know, as much as it is
5 trying to understand the justification for
6 some of the relief that you are requesting
7 having to do with structures that don't meet
8 the setback requirements.

9 You know, this building is also a
10 bit puzzling for a number of features. You
11 have these study halls that are at the
12 corners of the building and I understand why.

13 I mean, study halls don't have to
14 have exterior windows, but you basically -- I
15 mean, if I understand the drawings
16 correctly, those three square study lounges
17 are completely interior, completely
18 surrounded by glass. They are at corners
19 that are going to be fairly high traffic.

20 If I were a student, I wouldn't
21 want to go in there and study and basically
22 be seen in the ice box there. I mean,

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1 that's, you know, kind of the way it feels.
2 You are on display.

3 And, I mean, you know, isn't there
4 some way that you can reorganize things
5 slightly? Put an indent at the corner to get
6 some light into that? Some daylight into
7 that space?

8 You know, here, I think, the
9 placement of the lobby and the elevator core
10 is more sensible. But what I can't
11 understand about it is the approach to the
12 building. I mean, I understand why it is
13 located where it is, but the walkway to it is
14 only accessible from the north side and it's
15 only 12 feet wide.

16 The approach to the building is
17 only 12 feet wide and it's a one-way kind of
18 dead-end thing. You can't get to the other
19 end and go down the stairs in order to go
20 down the street. You have to go all the way
21 back up the street in order to get off that
22 relatively narrow strip.

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1 And I just think that that's kind
2 of an unwelcoming entry sequence to have a
3 relatively narrow path like that leading to
4 an above-grade thing. I mean, can't there be
5 some stairs that connect to -- not
6 necessarily stairs all the way at the end of
7 the corner, you know, near the apartments
8 that you don't want to be near or anything
9 like that, but, in closer proximity to the
10 door, so when, you know, people come and go,
11 they can come and go more directly?

12 I think that's probably it in
13 terms of the -- I mean, if you want to answer
14 any of that, that's fine, but if you don't, I
15 mean, I'm just giving you some suggestions on
16 things to study that make the dorms be a
17 better experience for the students, but also
18 that maybe some of the aspects of the
19 exterior of the design, basically, the large
20 blank walls and the irregular nature of the
21 roof structures to be just a bit more
22 refined.

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1 And I think it would benefit from
2 some of that. So anyway, I mean, if you
3 would like to answer any of it, great. If
4 you don't, that's fine. I just felt the need
5 to give you that input.

6 MR. BRAILSFORD: Thank you for
7 your comments.

8 COMMISSIONER MAY: Okay.

9 MR. BERNSTEIN: No, we appreciate
10 it and we will take that feedback.

11 COMMISSIONER MAY: Okay. Thanks.

12 CHAIRMAN HOOD: Okay.
13 Commissioner Cohen?

14 COMMISSIONER COHEN: Yes. I have
15 a concern about this particular building the
16 drop-off point. The first floor is going to
17 be classrooms there, so that -- what I'm
18 concerned about is security for whoever is on
19 that floor.

20 Is there going to be an entrance
21 there? I would presume. So what is the --
22 which type of security are you thinking about

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1 for that area?

2 MR. BERNSTEIN: The students have
3 a card access system.

4 CHAIRMAN HOOD: We're going to
5 need you to probably come up to the mike, so
6 we get you.

7 MR. BRAILSFORD: Actually, I can
8 take that. The security system itself hasn't
9 been designed. It will be consistent with
10 the standards that are currently on Howard's
11 Campus. It will be a secured access point.
12 We have taken that into consideration.

13 Clearly, it's going to be, again,
14 access for potential faculty, offices, multi-
15 purpose rooms, classrooms and the like. So
16 it will have the same standard of security as
17 any other building that has a ground floor
18 entrance on the Howard Campus and hopefully
19 even an upgrade.

20 COMMISSIONER COHEN: Well, can you
21 open up the windows on that floor?

22 MR. BRAILSFORD: I don't know if

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1 they are operable or if that's at that level
2 of design at that particular point. Some of
3 them are -- I don't think you can in the
4 classroom or multi-purpose type buildings.

5 There are going to be some offices
6 that flank the street as well that those may
7 be. There will be -- obviously, there will
8 be some operable windows for fresh air, but
9 I'm not sure how far those -- if they are
10 going to be casement type windows that crank
11 to a certain amount or if they are going to
12 be totally double-hung or glass panels.

13 COMMISSIONER COHEN: Okay. I went
14 to college a long time ago and we were in
15 dormitories that were mixed age. What is the
16 desire to separate freshmen, so that they
17 have like no experience with upperclassmen,
18 who, I think, they could really learn a lot
19 and have different relationships? I just
20 don't understand that.

21 MR. BERNSTEIN: Well, I can
22 certainly take a crack or if you want to?

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1 MR. BRAILSFORD: Yes, I'll start
2 and then you can follow-up.

3 MR. BERNSTEIN: Okay.

4 MR. BRAILSFORD: The theory on
5 that has really evolved. And it was -- the
6 philosophy was much, as you stated, the older
7 students could be good examples for the
8 younger students.

9 As universities started to get
10 programmatically more intensive with a focus
11 on freshmen, what they learned was the
12 upperclassmen that were living with the
13 freshmen were saying to the younger kids,
14 been there done that. You don't need to see
15 it. Let's go party.

16 And so they actually were more of
17 a distraction in many cases. And so when you
18 want to make sure that you have a coherent
19 program with really high levels of
20 participation and buy-in, it is easier to
21 keep the underclassmen separate.

22 COMMISSIONER COHEN: Okay.

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1 Boring.

2 DR. GRIFFIN: Not only that, and
3 that's true, we are really, really working
4 hard to establish a first year experience, a
5 core experience for all of the students.
6 And, yes, you raise really good points that
7 we are talking about now.

8 But right now, it is
9 programmatically something really important
10 to us to actually establish that first year
11 core experience, working with the academic
12 sector to bring in some like, what we used to
13 call, freshmen orientation and freshmen
14 seminar and like common reading, common
15 experiences.

16 But you bring up a very good
17 point. And we are all talking about that as
18 well.

19 MR. BRAILSFORD: There are still
20 some schools that like the mixing.

21 COMMISSIONER COHEN: Yes.

22 MR. BRAILSFORD: But it's -- we

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1 are seeing it less and less.

2 MR. BERNSTEIN: Just to quickly
3 amplify the point. The programmatic nature
4 of freshman experience is much, much
5 different than the senior. You heard Paul
6 talk about the student housing continuum and
7 even it translates into unit types, but also
8 it translates into the social spaces and the
9 programming spaces that are in those
10 buildings.

11 So if the university's goal is to
12 coddle, and I say that in a good way, the
13 underclassmen, keep them closest to the
14 academic core, then you want those buildings
15 that are servicing those freshmen and that
16 kind of quality of experience and the quality
17 of the program to be as close there as well.

18 So that's why you are seeing that
19 freshmen or excuse me, that undergraduate
20 neighborhood being programmed with those
21 types of uses, those types of unit types and
22 as close to the core as possible.

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1 COMMISSIONER COHEN: Thank you. I
2 just want to state that I'm really
3 disappointed if you don't go for LEED-
4 certification. I think that that's really,
5 you know, the new way of doing things. And
6 you are going to find that maybe your
7 building is obsolete in a shorter period of
8 time than your other building.

9 MS. BATTIES: Our goal is to
10 achieve LEED silver. I think the concern was
11 the suggestion that we would be seeking LEED
12 gold. And but LEED silver, it has been my
13 experience that that's almost the standard in
14 the city now.

15 MR. BERNSTEIN: I can also promise
16 you that the university's directive to us is
17 enforcing sustainability. So we understand
18 the task at hand and if we can achieve a
19 higher level, that's wonderful. We just have
20 to balance the financial implications,
21 obviously, with what the student rates and
22 all of the other things that are going into

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1 the building.

2 So we are fully intending that as
3 a goal. And, naturally, a lot of these
4 programs, just by the materials that we are
5 choosing and the way that the buildings are
6 designed and, again, the mechanical systems
7 haven't been speced yet, really get close to
8 those levels anyway.

9 So, you know, we are hoping that
10 that won't be a problem at all.

11 COMMISSIONER COHEN: I know, but
12 in operations, you will end up saving
13 probably a lot more money, which you have to
14 take into consideration.

15 MR. BERNSTEIN: Certainly.

16 COMMISSIONER COHEN: Because the
17 argument of it costs more has really been
18 proven over and over again not a reasonable
19 argument any more.

20 MR. BERNSTEIN: Well, we agree.
21 We understand.

22 CHAIRMAN HOOD: Any other

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1 questions? Okay. Do we have any cross?
2 Well, you know what, I do want to talk to Mr.
3 Brailsford.

4 You mentioned -- and I heard some
5 other comments to my right and to your right,
6 when you mentioned about the young men who
7 needed to be close to the campus and how the
8 young ladies were doing a lot better than the
9 young men.

10 I actually agree with that
11 analysis. Was that a study done or how did
12 we arrive at that conclusion?

13 MR. BRAILSFORD: Well, when we
14 were observing the persistence rates of
15 Howard University students we saw that
16 differential. When we looked for what might
17 be the cause of that and we looked at the
18 supervision, the location and everything
19 else, there was a gap that was consistent
20 with that.

21 So it's probably not to the point
22 where we can say it's causation, but it was a

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1 very clear statistical correlation. And the
2 university wants to make sure that all its
3 students are as successful as possible. And
4 so that became an important driver in our
5 planning to make sure that we gave every
6 student the best opportunity to be
7 academically successful.

8 CHAIRMAN HOOD: Okay. Okay. I
9 just think that analysis probably goes on a
10 broader sense, not just at Howard, but in the
11 broader sense. And I have never heard it put
12 that way. Even though I know the person to
13 your right and the person to my right said
14 there were some other issues, but I was just
15 curious. And I never heard it put that way,
16 so I appreciate that.

17 I appreciate learning that
18 actually. Okay. Do we have any cross-
19 examination from 1, what is it, 1C or B? 1B,
20 thank you. Do we have any ANC
21 representatives here? Okay. So we won't
22 have any cross-examination.

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1 Okay. Let's go to the Office of
2 Planning's report.

3 MS. BROWN-ROBERTS: Good evening,
4 Mr. Chairman and Members of the Commission.
5 I'm Maxine Brown-Roberts from the Office of
6 Planning.

7 As you saw in our report, we
8 totally agree that the proposed new residence
9 hall is consistent with the Comprehensive
10 Plan and the new campus plan. And we are
11 going to stand on the record and recommend
12 approval.

13 Thank you, Mr. Chairman.

14 CHAIRMAN HOOD: Okay. Ms. Vega,
15 we can go right to you.

16 MS. VEGA: Good evening, Chairman
17 Brown. The District Department of
18 Transportation.

19 CHAIRMAN HOOD: Me and Kwame are
20 very good friends. I think you said Chairman
21 Brown.

22 MS. VEGA: Oh, I'm sorry.

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1 CHAIRMAN HOOD: I am not --

2 MS. VEGA: I'm sorry. I am sorry.

3 CHAIRMAN HOOD: Chairman Brown, if
4 you are watching this, I have not been
5 elevated.

6 MS. VEGA: That's correct. Let's
7 correct the record and say Chairman Hood.

8 The District Department of
9 Transportation supports the enhancement of
10 our institutions of higher learning.

11 Howard University is an important
12 historic and cultural asset to the city and
13 its development is vital to the growth of the
14 District of Columbia as a whole.

15 However, DDOT is aware of the
16 potential impacts that such enhancement may
17 have and is committed to ensuring that such
18 development causes as few negative effects on
19 the transportation network as possible.

20 The applicant has also determined
21 that the addition of a new residence hall and
22 other improvements will generate additional

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1 vehicular and pedestrian traffic at the
2 intersection of 4th and College Streets, N.W.,
3 creating both traffic and safety concerns.

4 DDOT agrees with the applicant
5 that the installation of a new traffic signal
6 would be an appropriate mitigation effort.
7 It is the understanding of DDOT that the
8 traffic signal construction will be the
9 responsibility of the applicant and will be
10 completed in advance of the opening of the
11 first proposed residence hall.

12 DDOT is the guardian and manager
13 of public space in the District of Columbia.

14 The new residence halls have several
15 elements that can potentially have negative
16 impacts into public space.

17 DDOT looks forward to working with
18 the applicant as they move forward and
19 finalize their proposal, so that all elements
20 within the public space meet DDOT standards
21 and provide benefit to all users.

22 DDOT supports the proposed

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1 developments within Howard University,
2 provided that all mitigation efforts occur.
3 DDOT also expects continued interaction and
4 cooperation with the applicant to ensure that
5 there are appropriate responses to any
6 adverse impacts the development may cause.
7 Thank you.

8 CHAIRMAN HOOD: Okay. Thank you
9 very much. Commissioners, do you have any
10 questions of Office of Planning or the
11 District Department of Transportation? Any
12 questions?

13 Okay. Not seeing any, does the
14 applicant have any cross-examination? Okay.

15 Report of other Government
16 agencies. Do we have anything else? Okay.
17 Report of Advisory Neighborhood Commissions.

18 Again, I would just have them up
19 here. The many letters of support, again, it
20 shows that the Howard University is growing
21 along with the community and they are working
22 together. There's a lot of consensus

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1 building and I applaud the applicant.

2 We don't see a whole lot of that
3 and I think I said this the other night. I
4 think it's good when the university and the
5 community grow together. There are many
6 letters in support.

7 We have Single Member District
8 Commissioner, Dr. Holness, who we heard from
9 tonight, as already mentioned. We have
10 Pleasant Plains Civic Association,
11 Development Corporation of Columbia Heights.

12 I'm not sure who this is. Sylvia Robinson,
13 oh, Georgia Avenue, oh, okay, Georgia Avenue
14 --

15 MS. TAYLOR BENNETT: Community
16 Development Task Force.

17 CHAIRMAN HOOD: -- Community
18 Development Task Force. Okay. LeDroit Park
19 Civic Association. And I'm probably sure I'm
20 missing some. We have ANC, Correlation for
21 Smarter Growth. Thank you.

22 All this is in support. ANC-1B,

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1 ANC-5C and I think this is a tribute to the
2 university and the mission and the work that
3 you all are doing, I will tell you.

4 And even their conditions were
5 even collaborated. You all are a model as
6 far as getting that many groups of support.
7 And I want to commend Howard University.
8 Normally, at least for me, it's not that
9 easy.

10 My other colleagues may think
11 differently, but, for me, to have everyone on
12 the same issue by not leaving something
13 vacant and whatever the issues are, you all
14 have done a perfect job, a great job.

15 And let me just say this, Mr.
16 Norman said the other night it hadn't been
17 perfect. I know this is further processing,
18 but Ms. Batties, you might want to let Mr.
19 Glasgow and all the rest of your colleagues
20 know that I think most of your cases, it
21 looks like, are relatively easy. And they
22 look like they go pretty well, so you have a

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1 good team that you assemble that work with
2 you.

3 So I don't know, you know.

4 MS. BATTIES: I will reserve
5 comment.

6 CHAIRMAN HOOD: Maybe I shouldn't
7 have said it too soon.

8 MS. BATTIES: I'm going to reserve
9 comment.

10 CHAIRMAN HOOD: Maybe I should not
11 have said that too soon. Maybe next week you
12 may show up and we might be here all night.
13 But I want to commend everyone who has been
14 working on it. And I think this is just
15 great of how cities -- we need to work
16 together, so we all can coexist. I really
17 do.

18 Okay. Do we have any -- we don't
19 have anybody signed up in support or in
20 opposition, so I'm going to go back to
21 closing remarks.

22 MS. BATTIES: I just will briefly

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1 state that this application really presents
2 an exciting opportunity for Howard to provide
3 desperately needed new student housing and
4 with Campus Apartments, Howard is really
5 well-positioned to build a residence hall
6 under an aggressive development schedule.

7 We respectfully request the Zoning
8 Commission's approval of this application.
9 Of course, it will be subject to the approval
10 of the Campus Master Plan and also subject to
11 the two conditions proffered by the
12 applicant, which is the installation of the
13 traffic signal at 4th and College Streets and
14 the Construction Management Plan approved by
15 ANC-1B11 and the LeDroit Park Civic
16 Association prior to the issuance of a
17 building permit.

18 CHAIRMAN HOOD: Okay. Thank you.

19 Ms. Schellin, do we have anything we are
20 looking for? Any dates?

21 MS. SCHELLIN: I think
22 Commissioner May asked them to study the

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1 layout of the dorms for maybe some more
2 refinement. I'm not sure if that's quite
3 right wording.

4 COMMISSIONER MAY: Yes, I mean, I
5 made a lot of suggestions --

6 MS. SCHELLIN: Yes.

7 COMMISSIONER MAY: -- for
8 refinements, some of which are relevant to
9 the case and the relief and some of which are
10 not. They are just aesthetics.

11 And if they can take a look at it
12 and perhaps refine things so that the relief
13 that is needed for the rooftop structures is
14 lessened and they can present that, I would
15 appreciate seeing it.

16 Because I'm not -- you know, I
17 believe it may be possible to design this
18 without meeting the relief. If they can go
19 that far, great. If they can lessen the
20 relief, great. If they can reduce the height
21 of the penthouses, we didn't even go into
22 that topic, but, you know.

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1 MS. BATTIES: And that's on both
2 buildings?

3 COMMISSIONER MAY: Yes.

4 MS. BATTIES: Okay.

5 MS. SCHELLIN: And, Commissioner
6 Cohen, did you want them to look and see if
7 they could go to LEED gold? Not necessarily
8 that they were going to do it, but take a
9 look at it and see?

10 COMMISSIONER COHEN: I think they
11 are going to keep it in mind.

12 MS. SCHELLIN: Okay.

13 COMMISSIONER COHEN: They don't
14 have to go any further.

15 MS. SCHELLIN: Okay.

16 COMMISSIONER COHEN: It serves
17 them well if they do.

18 MS. SCHELLIN: Okay. How much
19 time do you think the architects need?

20 MS. BATTIES: To refine the
21 drawings.

22 MR. CONDIT: We need to meet with

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1 Howard.

2 COMMISSIONER MAY: You need to
3 speak into the mike.

4 MR. CONDIT: I think we would need
5 to -- understanding, again, since we didn't
6 have a chance to discuss some of the
7 rationale behind why some of the building
8 design turned out the way it did, which were
9 some goals that Howard had, some thoughts
10 about how to interface with the community and
11 the like, I think we would have to go back
12 and see from a priority standpoint what is
13 most important to them for the ultimate kind
14 of final design of the building.

15 And then to the extent that they
16 would want to change that, then we could come
17 back.

18 MS. BATTIES: Yes. Ms. Schellin,
19 is it my understanding that the Campus Master
20 Plan --

21 MS. SCHELLIN: January 9th. So
22 you would not come up before the January 23rd

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1 meeting.

2 MS. BATTIES: Okay. What is our--
3 can we go on January 9th after the Campus
4 Master Plan, if they get their --

5 MS. SCHELLIN: You could, but it's
6 going to shorten the amount of time that the
7 architects are going to have.

8 MS. BATTIES: Okay. To get on
9 January 9th, what is our deadline?

10 MS. SCHELLIN: Next week.

11 MS. BATTIES: Next week. And then
12 to get on January 23rd?

13 MS. SCHELLIN: We could give them
14 until January 9th and then have the ANC an
15 opportunity to respond by January 17th.

16 MS. BATTIES: Right.

17 MS. SCHELLIN: Actually, we need
18 to make it January 6th and give the parties or
19 ANC until January 13th and the draft findings
20 of fact and conclusions of law also due that
21 date.

22 MS. BATTIES: Okay. And for next

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1 week's deadline, what is the actual date?
2 The 12th?

3 MS. SCHELLIN: Yes, the 12th was
4 what we used for the campus plan, the 19th for
5 draft findings of facts and conclusions of
6 law and the ANC's response.

7 MS. BATTIES: Okay. All right.

8 MS. SCHELLIN: So it's not really
9 a week that they have. They only have until
10 Monday.

11 MS. BATTIES: I'll get back to
12 you.

13 MS. SCHELLIN: Well, we need to do
14 that now.

15 MS. BATTIES: Oh.

16 MS. SCHELLIN: We need to --

17 MS. BATTIES: Well, I don't think
18 it can be done by next week.

19 MR. CONDIT: All right.

20 MS. SCHELLIN: Okay. So we will
21 shoot for the 23rd then. So the additional
22 filings would be due by 3:00 p.m. on January

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1 6th. And the ANC would have an opportunity
2 until January 13th, 3:00 p.m., to file a
3 response thereto, if they choose to do so.

4 Are we going to allow the Office
5 of Planning also to file a response if they
6 want to? It looks like they are okay. Then
7 draft findings of fact and conclusions of law
8 would also be due on the 13th. And then we
9 will take it up on the January 23rd meeting.

10 CHAIRMAN HOOD: Okay. Thank you,
11 Ms. Schellin. Ms. Schellin, let me ask you,
12 didn't we have another night for Howard? So
13 we have a night off?

14 MS. SCHELLIN: We have a night
15 off. I'm going to take the whole day off
16 actually.

17 CHAIRMAN HOOD: What's the day?
18 What was the date of the --

19 MS. SCHELLIN: Next Thursday, the
20 15th.

21 MS. TAYLOR BENNETT: Next
22 Thursday.

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1 CHAIRMAN HOOD: Okay. We have the
2 15th off. Great. We need that.

3 Can I ask one question though?
4 Who is the Chief now of the Police Department
5 at Howard? Is it Chief Smith? Who is it?

6 MS. TAYLOR BENNETT: No, Leroy
7 James.

8 CHAIRMAN HOOD: Okay. So Reggie
9 Smith is no longer there?

10 MS. TAYLOR BENNETT: Huh?

11 CHAIRMAN HOOD: Okay. How long
12 has he been gone? I'm just curious.

13 MS. TAYLOR BENNETT: Who is that?

14 CHAIRMAN HOOD: Reggie Smith.

15 MS. TAYLOR BENNETT: Oh, a long
16 time.

17 CHAIRMAN HOOD: Oh, okay. Well,
18 it shows I don't get out much. Okay. I'm
19 down here most of the time. Okay.

20 COMMISSIONER TURNBULL: Mr. Chair,
21 I just wanted to interject a comment and sort
22 of echoing Commissioner May's comment about

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1 the residence halls.

2 And I know when we talked about in
3 the master plan, we talked about your mission
4 and attracting students and you talked about
5 it tonight trying to -- you are competing
6 with other big universities.

7 And you talked about how on --
8 when we talked about the master plan, the
9 science labs and how a lot of high schools
10 had -- that the students are coming from have
11 better science than what is now currently at
12 Howard.

13 And I'm just thinking if when you
14 give -- when the students go into those
15 residence halls and they have their little
16 tour of the campus and they want to look, I
17 think you have got to be out in front of the
18 other universities.

19 A lot of life happens in those
20 hallways and in those corridors. And I think
21 Commissioner May is making a point. It's
22 part of your marketing plan. You want those

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1 hallways -- this is where students -- I mean,
2 I can remember when you used to have suite
3 mates. You would have two rooms together and
4 they would share the washroom.

5 But a lot of kids get out in those
6 hallways, they walk, they talk, they go
7 between the rooms and if it's a 5 foot wide
8 corridor and it's 300 feet long, I think
9 Commissioner May has got a point.

10 You are going to have students
11 coming along. I think you really want to
12 step out in front and grab those new students
13 right away and say this is where you are
14 going to be living for two years as either
15 freshmen or sophomore.

16 You want to make it attractive.
17 You want this is life. This is going to be
18 Howard. This is your home. And I think as
19 Commissioner May -- he is not jumping and
20 just saying you've got to change it, but I
21 think you need to listen to that comment.

22 I think he made a very good point

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1 about it. And again, it's part of what you
2 want. You want those students. You want
3 them to come to Howard and say I like this
4 building. I want to be here.

5 So, I mean, just something to mull
6 around and talk about. But I would agree
7 with him.

8 COMMISSIONER MAY: Unless you want
9 to use that long corridor for things like
10 office chair races and things like that.

11 COMMISSIONER TURNBULL: Part of
12 the freshmen programming.

13 COMMISSIONER MAY: I've done it in
14 actual offices. Anyway, thank you.

15 CHAIRMAN HOOD: Okay. Yes, I know
16 Ms. Brown-Roberts is ready to go home and
17 watch Thursday Night Football.

18 So in this case, all right, with
19 that, I thank everyone for their
20 participation tonight and this hearing is
21 adjourned.

22 MS. BATTIES: Thank you.

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1 (Whereupon, the Public Hearing was
2 concluded at 8:03 p.m.)
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