

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
Zoning Commission

Public Hearing

Case No. 06-11N (The George Washington University  
- 2007 Foggy Bottom Campus Plan - Modification of  
Conditions C-4 and C-7 of Z.C. Order No. 06-11/06-  
12)

6:00 p.m. to 8:15 p.m.  
Monday, May 4, 2015

Jerrily R. Kress Memorial Hearing Room  
441 4th Street, N.W., Suite 220 South  
Washington, D.C. 20001

OLENDER REPORTING, INC.  
1100 Connecticut Avenue NW, #810, Washington, DC 20036  
Washington: 202-898-1108 • Baltimore: 410-752-3376  
Toll Free: 888-445-3376

1

## 2 Board Members:

3 ANTHONY HOOD, Chairperson

4 MARCIE COHEN, Vice-Chairperson

5 ROBERT MILLER, Commissioner

6 PETER MAY, Commissioner

7 MR. TURNBULL, Commissioner

8

## 9 Office of Zoning:

10 SHARON SCHELLIN, Secretary

11

## 12 Office of Planning:

13 JENNIFER STEINGASSER

14 JOEL LAWSON

15

## 16 Other:

17 DAVID AVITABILE

18 ALICIA KNIGHT

19 CHARLES BARBER, ESQ.

20 PATRICK KENNEDY

21 BARBARA KAHLOW

22

23

24

25

1

2

## P R O C E E D I N G S

3

4

5

6

7

8

9

CHAIRPERSON HOOD: Good evening, ladies and gentlemen, this is the public hearing of the Zoning Commission for the District of Columbia. Today's date is May the -- I'm sorry. May the 4th. I'm looking at May the 7th. I must be trying to get there. Today's date is May the 4th, 2015.

10

11

12

13

14

15

My name is Anthony Hood. Joining me are Vice Chair Cohen, Commissioner Miller, Commissioner May, Commission Turnbull. We're also joined by the Office of Zoning staff, Ms. Sharon Schellin, the Office of Planning staff, Ms. Steingasser and Mr. Lawson.

16

17

18

19

20

21

22

23

This proceeding is being recorded by a court reporter and is also webcast live. Accordingly we must ask you to refrain from any disruptive noises or actions in the hearing room, including the display of any signs of objects. Notice of today's hearing was published in the D.C. Register and copies of that announcement are available to my left on the wall near the door.

24

25

The hearing will be conducted in accordance with revisions of 11-DCMR-3117 as

1 follows, preliminary matters, applicant's case,  
2 report of the Office of Planning, report of other  
3 government agencies, report of Advisory  
4 Neighborhood Commission, in this case it's 2A,  
5 organizations and persons in support,  
6 organizations and persons in opposition, rebuttal  
7 and closing by the applicant.

8           The following time constraints will be  
9 maintained in this meeting. The applicant has  
10 asked for 20 minutes. May not need the full 20.  
11 We understand what's being asked for.  
12 Organizations, five minutes; individuals, three  
13 minutes.

14           All persons appearing before the  
15 Commission are to fill out two witness cards.  
16 Please turn off all beepers and cell phones at  
17 this time so not to disrupt these proceedings.  
18 Would all individuals wishing to testify please  
19 rise to take the oath? Ms. Schellin, would you  
20 please administer the oath?

21           MS. SCHELLIN: Yes. Please raise your  
22 right hand.

23           (Oath administered to participants.)

24           MS. SCHELLIN: Thank you.

25           CHAIRPERSON HOOD: Okay. At this time we

1 will take any preliminary matters. Ms. Schellin,  
2 do we have any preliminary matters?

3 MS. SCHELLIN: We've received the  
4 affidavit of maintenance. It seems to be in  
5 order. I don't think any experts have been  
6 proffered, and so I believe the applicant is ready  
7 to proceed.

8 MS. COHEN: You know we have a party in  
9 opposition, tonight?

10 CHAIRPERSON HOOD: We have a --

11 MS. SCHELLIN: Sorry. Yes, the party in  
12 opposition, West End Citizen's Association.

13 CHAIRPERSON HOOD: Okay. Colleagues, we  
14 will take up the request for party status from the  
15 West End Citizen's Association. This is our  
16 Exhibit No. 5. What is your pleasure? Any  
17 comments? Any objections?

18 Okay. Not hearing any objections we will  
19 -- Mr. Avitabile, good evening. Do you have any  
20 objections?

21 MR. AVITABILE: No, I don't.

22 CHAIRPERSON HOOD: Okay. The ruling will  
23 stand that West End will have the party status  
24 they've asked for.

25 Anything other than ANC, who has

1 automatic party?

2 Anything else, Ms. Schellin?

3 MS. SCHELLIN: No, sir.

4 CHAIRPERSON HOOD: Okay. Mr. Avitabile,  
5 you may begin.

6 MR. AVITABILE: Great. Thank you. Good  
7 evening, Chairman Hood and members of the Zoning  
8 Commission. We're here tonight to present a pair  
9 of modifications to the conditions of the 2007  
10 Foggy Bottom Campus Plan. The University is  
11 proactively offering these changes to account for  
12 the impact of students from the Corcoran School of  
13 the Arts and Design on the Foggy Bottom Campus.

14 As some of you may vividly remember, the  
15 issue of how the university counts students at its  
16 Foggy Bottom Campus was a key issue in the debate  
17 over the most recent campus plan. Although the  
18 Foggy Bottom Campus is the University's main  
19 campus, the University has other satellite  
20 campuses and locations.

21 After considerable discussion and debate  
22 the Commission adopted a method that counts all  
23 students who have a primary relationship to the  
24 Foggy Bottom Campus, meaning they attend a class  
25 on the campus. Students who take all of their

1 classes elsewhere are not counted. This method  
2 was challenged on appeal and the Commission  
3 reaffirmed the primary relationship method on  
4 remand.

5           Tonight's proposal is fully consistent  
6 with this settled understanding of who counts as a  
7 Foggy Bottom student.

8           Next slide. I thought it might be  
9 helpful to begin with an overview of the  
10 properties being discussed this evening. And as  
11 you can see on the map that's on the slide above,  
12 and I think it's page 2 of the presentation before  
13 you, the University's Foggy Bottom Campus is in  
14 the center, roughly bounded by Pennsylvania Avenue  
15 in the north, 24th Street on the west, F Street on  
16 the south, and 19th Street on the east.

17           The residential portions of the Foggy  
18 Bottom and West End neighborhoods are generally  
19 concentrated to the northwest, west, and south of  
20 the campus. Commercial office, government, and  
21 institutional uses are generally concentrated to  
22 the north and east of the campus. The campus plan  
23 generally reflects this east/west divide between  
24 residential and commercial uses and establishes  
25 the quote, "Foggy Bottom West End area as bounded

1 by 19th Street on the north, Rock Creek on the  
2 West, Constitution on the south, and 19th Street,  
3 the eastern boundary of the campus to the east."  
4 And you see that line coming right down the center  
5 of the map.

6 The Corcoran is located in the southeast  
7 corner of the map, a few blocks southeast of the  
8 Foggy Bottom Campus and away from the bulk of the  
9 residential neighborhood, as well as outside of  
10 the defined Foggy Bottom West End area.

11 I'll turn it over to Alicia Knight to  
12 present some additional material.

13 MS. KNIGHT: Good evening Chairman Hood  
14 and members of the Commission. My name is Alicia  
15 Knight. I'm the Senior Associate Vice President  
16 for Operations at the George Washington  
17 University.

18 I'm before you tonight to propose minor  
19 modifications to two conditions of the 2007 Foggy  
20 Bottom Campus Plan in order to provide clarity and  
21 transparency about how the University will count  
22 students in the recently formed Corcoran School of  
23 the Arts and Design at G.W.

24 This proposal is the result of the  
25 historic agreements between G.W. and the Corcoran

1 Gallery of Art, Corcoran College of Art and  
2 Design, and the National Gallery of Art. We  
3 believe as an educational institution, this will  
4 raise the stature of arts education in the  
5 District and we're very excited about this  
6 opportunity.

7           The Corcoran Gallery of Art was founded  
8 in 1869 by William Wilson Corcoran, a wealth  
9 Washingtonian businessman and philanthropist, with  
10 holdings from his private collection. He donated  
11 additional funding to establish the Corcoran  
12 School of Art in 1878, which later became the  
13 Corcoran College of Art and Design in 1999.

14           In 1897 the Corcoran moved to its current  
15 location, designed by Earnest Flagg at the corner  
16 of 17th and New York Avenue Northwest.

17           The Corcoran has operated in the 17th  
18 Street building since 1897. When in operation the  
19 college offered undergraduate, graduate, and  
20 certificate programs, and in the past five years  
21 of so degree students enrolled in undergraduate  
22 and graduate programs has declined from  
23 approximately 600 to 400 students.

24           As I mentioned, last August, G.W., the  
25 Corcoran, and the National Gallery of Art

1 announced a collaboration whereby the operations  
2 of the Corcoran were taken over by G.W. and the  
3 N.G.A. G.W. has taken over responsibility for the  
4 school, and in fall of 2014 G.W. established the  
5 G.W. Corcoran School of the Arts and Design.

6 Approximately 400 existing Corcoran  
7 students were admitted into G.W.'s Corcoran School  
8 in fall of 2014. These students were  
9 approximately equally divided between  
10 undergraduate students and graduate students.

11 Additionally G.W. took ownership of the  
12 Corcoran buildings and has responsibility for  
13 renovations and ongoing stewardship of the 17th  
14 Street Building. The National Gallery of Art has  
15 taken possession of the former Corcoran  
16 collections and G.W. and the N.G.A. have entered  
17 into an agreement for the N.G.A. to use space on  
18 the second floor of the 17th Street building to  
19 continue to display art in the building.

20 The collaboration will generate new arts  
21 and interdisciplinary programming at G.W.,  
22 preserve the arts display space in the Corcoran  
23 building at 17th Street, and continue the strong  
24 legacy of the Corcoran School of the Arts and  
25 Design.

1           As G.W. admits future students into the  
2 Corcoran School of the Arts and Design freshman  
3 and sophomore undergraduates will be required to  
4 reside on the Foggy Bottom Campus as part of the  
5 Foggy Bottom Campus Plan conditions. Additionally  
6 Corcoran students will take some of their courses  
7 on the Foggy Bottom Campus as a part of their  
8 general education requirements. However, we  
9 anticipate that many Corcoran students will  
10 continue to take the bulk of their courses at the  
11 17th Street building.

12           As Dave noted previously, the Corcoran  
13 17th Street building is located outside of the  
14 Foggy Bottom Campus and beyond the defined  
15 boundaries of the Foggy Bottom and West End area.  
16 The area is surrounded by government office and  
17 institutional uses. There are no residential  
18 properties in the vicinity of this building.

19           Notwithstanding, G.W. wants to be  
20 transparent in how we're counting these students  
21 under the Foggy Bottom Campus Plan. Particularly  
22 we propose that G.W. treat Corcoran students  
23 consistent with the methodologies that have been  
24 outlined for counting students in the Foggy Bottom  
25 Campus plan, much like we treat Mount Vernon

1 Campus students. Any Corcoran student who takes a  
2 class on the Foggy Bottom Campus will be counted  
3 as a Foggy Bottom student.

4           Additionally, G.W. will require the  
5 freshmen and sophomores who are Corcoran students  
6 to reside on the Foggy Bottom Campus. And as such  
7 we want to clarify that any Corcoran student who  
8 resides on the Foggy Bottom Campus, regardless of  
9 whether or not they take a course on the Foggy  
10 Bottom Campus, will also be counted under the  
11 headcount cap.

12           We're not seeking an increase in our caps  
13 or any other changes to these conditions. Only  
14 those clarifications.

15           The University seeks to provide  
16 opportunities and forums for engagement between  
17 the University and the community on campus plan  
18 matters. On this particular topic the University  
19 has discussed this proposed modification at three  
20 Campus Plan Advisory Committee meetings. Those  
21 are the collaboration meetings that were called  
22 for under the 2007 Foggy Bottom Campus Plan.

23           We've also attended a meeting of the West  
24 End Citizen's Association and two meetings with  
25 ANC 2A. So with that I'll let Dave close.

1           MR. AVITABILE: Thank you, Alicia. We've  
2 reviewed the reports in the record and we agree  
3 with OP's analysis. As Alicia noted, University  
4 has engaged with ANC 2A and the West End Citizen's  
5 Association for some time regarding these  
6 modifications. We understand their position, but  
7 we just don't agree. The ANC and WECA are  
8 revisiting the already settled issue of how  
9 students are counted.

10           At the hearings nearly nine years ago the  
11 University proposed the primary relationship  
12 method based on whether or not a student attends a  
13 class on the Foggy Bottom Campus. Some in the  
14 community advocated for a method that would count  
15 every student enrolled at the University,  
16 regardless of whether they actually took a class,  
17 lived on, or even set foot on the Foggy Bottom  
18 Campus. The Commission agreed with the  
19 University's primary relationship approach and  
20 affirmed this position on remand.

21           Importantly the Commission also rejected  
22 the idea that incidental or occasional contact  
23 with the campus sufficed to make a student a Foggy  
24 Bottom student.

25           With the proposed modifications the

1 University seeks to extend the same methodology to  
2 students from the Corcoran. First, for purposes  
3 of the Foggy Bottom Campus Plan, we will continue  
4 to count all students who take a class on the  
5 Foggy Bottom Campus, including all Corcoran  
6 students who take a class on the campus.

7           Conversely we will not count students who  
8 take all of their classes at the Corcoran. Just  
9 like we do not count students who take all of  
10 their classes at Mount Vernon, at the Virginia  
11 campus, or at other locations.

12           Second, we will actually expand the  
13 definition to capture another type of student that  
14 was not anticipated in 2006, and those are the  
15 students who live on the Foggy Bottom Campus, even  
16 if they don't take classes on the campus. We  
17 think it is reasonable to count these students as  
18 having a primary relationship with the Foggy  
19 Bottom Campus because of their residency there.

20           And then, third, as Alicia noted, we will  
21 expand the freshman and sophomore on-campus  
22 housing requirement to capture students at the  
23 Corcoran School of the Arts and Design. We think  
24 the proposal, which the University is offering  
25 proactively and voluntarily, is reasonable and

1 fully consistent with the Commission's past  
2 decisions on the issue of who constitutes a Foggy  
3 Bottom student.

4 We thank you for your time and we look  
5 forward to your questions.

6 CHAIRPERSON HOOD: Okay. We want to  
7 thank you all for your presentation. Let's see if  
8 we have any questions or comments up here.  
9 Anyone? Mr. Turnbull?

10 MR. TURNBULL: Thank you, Mr. Chair. I  
11 think I only have one. When you talk about now  
12 counting freshman and sophomore students, adding,  
13 how does that affect your -- and I don't know how  
14 many that would be of the 400 students. Well, I  
15 mean, what number are you looking at when we get  
16 into actually counting freshman and sophomores  
17 then?

18 MR. BARBER: Ballpark. I mean the 400 is  
19 broken down between graduate and undergraduate.  
20 So we're talking about 200 undergraduates. So,  
21 you know, it could be half of those.

22 MR. TURNBULL: Half of those. And I'm  
23 just -- how does that then go along with your  
24 projections you had done years ago on housing?

25 MR. BARBER: Right.

1           MR. TURNBULL: And I was just curious how  
2 that affects. Is there a burden now on your  
3 housing, not putting it? Or do you have enough to  
4 take care of these then?

5           MS. KNIGHT: Now, the University has  
6 adequate on-campus housing to accommodate the  
7 students that would be included from the Corcoran  
8 School. We are currently under construction for a  
9 900 bed residence hall on the --

10          MR. TURNBULL: Right.

11          MS. KNIGHT: -- Foggy Bottom Campus that  
12 the Commission approved. I don't know, I would  
13 say not long ago but it feels like a while ago at  
14 this point. And we feel that we have adequate  
15 capacity based on our projections for  
16 undergraduate enrollment, including the Corcoran,  
17 to accommodate these students on campus.

18          MR. TURNBULL: Okay. Thank you.

19          CHAIRPERSON HOOD: Let the record  
20 reflect, I'm not sure if Mr. Barber --

21          MR. BARBER: I was just about to do that.

22          CHAIRPERSON HOOD: Okay.

23          MR. BARBER: My apologies. Let me  
24 introduce myself for the record. I'm Charles  
25 Barber, Deputy General Counsel. Thank you, Mr.

1 Hood.

2 CHAIRPERSON HOOD: Okay. Thank you. I  
3 didn't want to use this platform as -- what was  
4 that?

5 MR. BARBER: Bully pulpit.

6 CHAIRPERSON HOOD: What was that? I like  
7 that. I actually used that this --

8 MR. BARBER: I had a bet going whether I  
9 was going to hear about the bully pulpit.

10 CHAIRPERSON HOOD: Oh, you know every  
11 time I see you I think about it. What was it, the  
12 pulpit, microphone bully or pulpit?

13 MR. BARBER: No, no, just a bully pulpit  
14 and no --

15 CHAIRPERSON HOOD: Bully pulpit. Oh,  
16 I've been telling people wrong. I said I was a  
17 pulpit bully. But now I'm a -- what was it?

18 MR. BARBER: The bully pulpit. To use  
19 the bully pulpit.

20 CHAIRPERSON HOOD: Bully pulpit. Okay.

21 MR. BARBER: It's good. It's a good  
22 term.

23 CHAIRPERSON HOOD: Okay.

24 MR. BARBER: Yeah.

25 CHAIRPERSON HOOD: I actually know.

1 MR. BARBER: Okay.

2 CHAIRPERSON HOOD: Well, thank you.

3 Yeah, you're right, I was going to bring that up.

4 Okay. Any other questions up here?

5 MR. BARBER: Could I emphasize one point  
6 on the map? Could we go back to the map? I just  
7 want to make sure that you understand the  
8 distinction between the campus plan, boundary, and  
9 the Foggy Bottom West End boundary. They both  
10 date back to the 2000 campus plan, and were  
11 reaffirmed in 2007.

12 The campus plan boundary, of course,  
13 designates the campus proper. The Foggy Bottom  
14 West End area designates a broader area to kind of  
15 identify areas of impact that the University might  
16 have. And there are conditions tied to what we  
17 can't do in the Foggy Bottom West End area.  
18 That's off of our campus, that have to do with  
19 student housing and the like.

20 And the point here is that the Corcoran  
21 College falls outside both the campus plan  
22 boundary and this broader Foggy Bottom West End  
23 boundary. I just wanted to make that distinction.

24 CHAIRPERSON HOOD: Okay. Any other  
25 questions or comments up here? Commissioner

1 Miller?

2 MR. MILLER: Just one quick question, Mr.  
3 Chairman.

4 So the Corcoran College had 600 at one  
5 point you said, I think. Do you expect that you  
6 will be getting back up to that level or do you  
7 have any projections?

8 MS. KNIGHT: The University does expect  
9 that enrollment will grow from its current levels.  
10 Where exactly enrollment goes, I don't have a  
11 projection to share.

12 MR. MILLER: Okay. All right. Thank  
13 you.

14 CHAIRPERSON HOOD: Okay. Not seeing any  
15 more questions up here. Let's go. Do we have any  
16 cross -- yeah, do we have any cross-examination  
17 from the Office of Planning? I mean, from the  
18 ANC. I had the Office of Planning on my mind.  
19 Any cross?

20 Okay, Ms. Kahlow, any cross? Okay.  
21 Thank you. Now let's go to the Office of  
22 Planning.

23 MS. STEINGASSER: Chairman Hood,  
24 Commissioners, the Office of Planning agrees with  
25 the applicant's assessment and recommends

1 approval.

2 CHAIRPERSON HOOD: Okay. Thank you. Do  
3 we have any questions of the Office of Planning?

4 Ms. Steingasser, I'm just curious, and I  
5 know it hasn't been approved yet, but during the  
6 ZRR we would have to approach this a little  
7 different with the Corcoran College of Art and  
8 Design which is not within the typical normal  
9 boundaries. I think we dealt with something  
10 similar to this in the ZRR and this is not  
11 necessarily germane to this case, but I think we  
12 would have to look at it a little differently. Am  
13 I correct, or --

14 MS. STEINGASSER: In this particular  
15 case, no, because the use predates the zoning regs  
16 altogether.

17 CHAIRPERSON HOOD: Okay. Okay.

18 MS. STEINGASSER: So it would continue to  
19 maintain its status. If they were to bring in a  
20 new property that was zoned commercial, then  
21 depending on the uses it would require a special  
22 exception.

23 CHAIRPERSON HOOD: Okay. Thank you. All  
24 right. Any other questions up here?

25 Does the applicant have any questions of

1 the Office of Planning?

2 MR. AVITABILE: No.

3 CHAIRPERSON HOOD: Okay. Does the ANC  
4 chairman, you have any questions? Ms. Kahlow, you  
5 have any questions?

6 Okay. Thank you. Let's move into the  
7 report of the Advisory Neighborhood Commission.  
8 We're going to ask Chairman Kennedy if he can come  
9 forward and give us the ANC's report.

10 Is your mic on?

11 MR. KENNEDY: Thank you very much,  
12 Chairman Hood, Members of the Commission. My name  
13 is Patrick Kennedy. I am the chairperson of  
14 Advisory Neighborhood Commission 2A. I am also  
15 the single-member district commissioner for  
16 District 2A01 in which the Corcoran is located.

17 I reside at 532 20th Street Northwest.  
18 I'm going to keep my remarks brief because I think  
19 that this comes down to a matter of interpretation  
20 in which the ANC and the applicant have come to  
21 different interpretations and I don't think that's  
22 necessarily indicative of a desire on our part to  
23 relitigate the campus plan. But I do think that  
24 the present case presents circumstances that were  
25 not contemplated when the campus plan was being

1 discussed eight years ago. And I think for that  
2 reason this represents an optimal chance for the  
3 Commission to reevaluate in light of those  
4 changing conditions.

5 I think first of all the definition in  
6 the campus plan of the Foggy Bottom Campus  
7 boundary was very narrowly drawn and doesn't  
8 reflect the boundaries that community  
9 organizations and among other entities use to  
10 define Foggy Bottom. By stopping at 19th Street  
11 this is at variance with the boundaries of both  
12 the ANC 2A, as well as the West End Citizen's  
13 Association, and the Foggy Bottom Association as  
14 well.

15 All of our boundaries as a community  
16 extend at least as far as 17th Street. The ANC's  
17 boundary extends as far as 15th Street. The idea  
18 of 19th Street I believe, as in the record, was  
19 chosen to reflect a boundary of residential  
20 development historically. But the two blocks  
21 between 19th and 17th are most definitely part of  
22 the Foggy Bottom community and I think any  
23 reasonable interpretation of that would grant as  
24 such.

25 You know, with that having been said,

1 again I think that the residential impacts of this  
2 particular merger are limited. I don't think this  
3 Commission has any desire to revisit the topic of  
4 the merger, but there are clearly impacts that  
5 will be in evidence with the integration of 500  
6 students into the Foggy Bottom G.W. campus  
7 community. And I think at certain cases, you  
8 know, particularly as cited in the application,  
9 restricting Corcoran students from being able to  
10 use the Learner Health and Wellness Center by  
11 virtue of not residing or taking classes on the  
12 Foggy Bottom or Mount Vernon campuses, constitutes  
13 a deprivation of other campus amenities that other  
14 students are entitled to and you know, by all  
15 accounts are using. And our Commission, in fact,  
16 has supported an expansion of uses.

17 I think in terms of transportation  
18 impacts, whether a student necessarily resides on  
19 the Foggy Bottom Campus or takes classes on the  
20 Foggy Bottom Campus, the Corcoran Campus so to  
21 speak, if we're calling it that, is not nearly the  
22 same full service campus as you would see with the  
23 Mount Vernon Campus. The Mount Vernon Campus is  
24 full service. It is located in an entirely  
25 separate section of the District of Columbia. It

1 is at least a 15 minute ride away from the Foggy  
2 Bottom Campus by car. It is not nearly as  
3 integrated as the Corcoran campus so to speak is,  
4 with Foggy Bottom by virtue of its location two  
5 blocks apart.

6 The Mount Vernon campus has its own  
7 library. It has its own recreation facilities.  
8 Students who live and take classes at the Mount  
9 Vernon Campus can realistically expect to spend  
10 most of their time at that campus. They have a  
11 plausible set of alternatives. Whereas Corcoran  
12 students will much more likely be using facilities  
13 on the Foggy Bottom Campus, just simply by virtue  
14 of the fact that within the one building there is  
15 not nearly the same degree of amenities that you  
16 would expect from a campus that is truly a campus  
17 in the traditional sense of the word.

18 I think the primary relationship test  
19 that's being used in these campus plan proceedings  
20 needs to reflect this arrangement. And again I  
21 think the contention that the impacts of Corcoran  
22 students are de minimis, necessarily on the Foggy  
23 Bottom neighborhood by virtue of the small size,  
24 the small number of students on the Corcoran  
25 Campus, I think that's potentially valid. But for

1 transparency for predictability, it makes sense to  
2 count those students as part of the Foggy Bottom  
3 Campus in order to maintain a sense of realism in  
4 campus plan proceedings going forward.

5           There is no more justification for  
6 treating the Corcoran Campus as a distinct campus  
7 than there is for treating any of the G.W.  
8 Hospital or health and medical services buildings  
9 as a distinct campus. They are just as proximate,  
10 and there has been a tendency in previous campus  
11 plans to expand the boundaries. And we would  
12 anticipate that when the next campus plan comes up  
13 that there might be an entertaining of  
14 incorporating this particular building into the  
15 campus boundaries. And I don't think that's on  
16 its face objectionable. But we need to take into  
17 consideration the whole of potential impacts and  
18 consider relationships to the campus beyond what  
19 might be seen through residency or classes,  
20 because if G.W. is to be successful with this  
21 merger, and I think they would agree, there is  
22 going to be a sense of cultural integration that  
23 has to take place.

24           And I think to the extent that we plan  
25 separately and we plan distinct campuses, and we

1 interpret it differently for regulatory purposes,  
2 it's not productive for community planning and  
3 it's not constructive, necessarily for the dialog  
4 between the community and G.W. moving forward. So  
5 we would, as a Commission -- and we passed our  
6 resolution on this topic by a vote of seven to  
7 nothing, encourage that the Commission adopt  
8 clarifying language in Conditions C-4-A-1, to  
9 state that students taking all or part of their  
10 courses at the Corcoran Campus shall be included  
11 in the Foggy Bottom Mount Vernon Campus total  
12 student body, and shall be included in the  
13 calculation of all relevant headcounts and  
14 enrollment caps which otherwise apply to the Foggy  
15 Bottom Campus.

16 And that would be the position of our  
17 commission in this case. And with that I'm happy  
18 to take any questions or comments from the  
19 Commission.

20 CHAIRPERSON HOOD: Okay. Any questions  
21 or comment? Commissioner May?

22 MR. MAY: So when we look at this,  
23 essentially you're arguing that they ought to just  
24 include the Corcoran Campus within the existing  
25 campus boundary.

1 MR. KENNEDY: Yes.

2 MR. MAY: Okay.

3 MR. KENNEDY: I think that's an accurate  
4 reflection.

5 MR. MAY: Okay. So then you're asking  
6 essentially for them to do that without any change  
7 in the enrollment caps?

8 MR. KENNEDY: Correct.

9 MR. MAY: Okay. Wouldn't it be more  
10 reasonable, since there are already, I don't know  
11 500 students or whatever the number there were --  
12 400? Students at Corcoran. I mean, wouldn't it  
13 be more reasonable to add that 400 to the existing  
14 enrollment cap?

15 MR. KENNEDY: Well, I think -- you know,  
16 and I was not around during the original campus  
17 plan debate so I can't necessarily speak to the  
18 dialog at that time. But I think the enrollment  
19 caps were put into place with the idea that they  
20 represented a point at which going beyond those  
21 caps represented a threat to the quality of life  
22 of the community, of potential non-university  
23 community development. And I think to that extent  
24 any acquisitions made by the University over the  
25 term of the campus plan should be held to that

1 cap. And I would contend that this would  
2 definitely fall within that category.

3 MR. MAY: Uh-huh. But I mean, wouldn't  
4 it -- I mean, I can understand to a certain  
5 extent, that perspective. But the idea that you  
6 would essentially add -- I mean, absorb another  
7 institution with 500 or 400 students in it,  
8 without any change to the enrollment. I mean,  
9 they're already there, right? I mean, granted  
10 there will be more intermingling of the student  
11 bodies and there may be more Corcoran students  
12 going to the G.W. campus, taking classes, using  
13 facilities or whatever, and there will be some  
14 probably going the other way as well, with  
15 students from the Foggy Bottom Campus going to  
16 take a class at the Corcoran, and so on.

17 But I mean, essentially the campus plan  
18 was done with, you know, with limits on it in many  
19 ways.

20 MR. KENNEDY: Uh-huh.

21 MR. MAY: You know, limits on parking,  
22 limits on numbers of students. Minimums for  
23 housing and so on. But also a boundary. And so  
24 if you're adding something outside of that  
25 boundary wouldn't it make sense to increase the

1 numbers as well? I mean, that's frankly when I  
2 first saw this case, I thought that's what was  
3 going to be proposed, without having read  
4 anything.

5 MR. KENNEDY: Well, I don't want to speak  
6 for the University's perspective. I know that the  
7 issue of altering or much less eliminating the  
8 headcounts has been a third rail issue with the  
9 community in the past. And so my suspicion would  
10 be that they steered clear of the idea of altering  
11 the headcount caps for that reason.

12 I think from the perspective of the  
13 Commission, again it's about counting the impacts  
14 to the Foggy Bottom Campus area. And I think when  
15 the Corcoran was operating as an independent  
16 institution you had activities in two real  
17 centers. You had it at the building located  
18 between New York and East Street on 17th, and you  
19 had the separate facility up in Georgetown.

20 Now that the Corcoran is an integrated  
21 part of the G.W. community there is definitely a  
22 degree of, you know, foot traffic, facility usage,  
23 business patronage. You know, whatever metric you  
24 want to use, there is a degree of integration that  
25 causes traffic numbers at buildings and on streets

1 in the Foggy Bottom community to increase. And  
2 maybe you consider that to be a fairly minimal  
3 increase, but we think for the purposes of  
4 transparency that it should count all the same.  
5 And again --

6 MR. MAY: But are you talking about -- I  
7 mean, when you say traffic, you mean students  
8 walking back and forth. You're not talking about  
9 actual cars, right?

10 MR. KENNEDY: Sure. The vehicular --  
11 well, it could be. I mean, vehicular traffic,  
12 foot traffic --

13 MR. MAY: You'd be crazy to get in a car  
14 at 17th and --

15 MR. KENNEDY: I think you underestimate  
16 the --

17 MR. MAY: -- New York and go to --

18 MR. KENNEDY: -- laziness of college  
19 students.

20 MR. MAY: No, I don't. I have two of  
21 them right now and I was one once. I remember how  
22 lazy I was.

23 But still, the biggest hassle there is  
24 parking, right? So I mean, I can't imagine that  
25 there's going to be any significant vehicular

1 traffic generated by this union. Unless we know  
2 of some particular activity. I mean, the Corcoran  
3 School itself didn't have a parking garage, does  
4 it? Or it doesn't offer parking for students,  
5 right? No parking garage, no parking for  
6 students.

7 So are we just talking about pedestrian  
8 traffic? Isn't that -- is that the bigger issue?

9 MR. KENNEDY: Well, I can't speak to the  
10 specifics of the traffic situation there. I think  
11 the lack of a parking garage means that most of  
12 those impacts do spill on to the street rather  
13 than necessarily occurring at any off-street  
14 location. So if anything, that represents a  
15 greater impact. Maybe you're talking about  
16 faculty in that sense, more than you are students.  
17 Maybe there is inclement weather on a certain day.  
18 Maybe a shuttle bus service is introduced.

19 I mean, even if you regard the impacts to  
20 traffic as minimal --

21 MR. MAY: Well, I mean, that's a good  
22 question. I'm curious about whether there's going  
23 to be a shuttle bus, or whether the existing  
24 shuttle bus is, if there are any, if they would go  
25 over there.

1           MR. KENNEDY: You know, and again, it's  
2 not about tying up a shuttle bus or anything. Or,  
3 you know, punishing G.W. so to speak, or trying to  
4 get them on a headcount issue. It's just for the  
5 purposes of transparency in the process and  
6 predictability, it's good to have a 20 year campus  
7 plan that accurately reflects G.W.'s relationship  
8 to the Foggy Bottom community, including all of  
9 its individual holdings.

10           And given the minimal impact suggested by  
11 the applicant and which seem plausible, I think,  
12 to most people, I think it makes sense to fold  
13 that in under the existing campus plan framework.  
14 We don't think that poses any adverse impact to  
15 the applicant.

16           MR. MAY: Okay. So I'm with you 100  
17 percent except for the fact that if you're going  
18 to add a 400 student school to an existing school,  
19 you're going to have to adjust the numbers. And  
20 they've chosen not to do this and in fact they're  
21 reducing, in effect, their capacity to expand by a  
22 certain number, by starting to count these  
23 students. So you're actually, I think, getting a  
24 better deal than might have been offered.

25           MR. KENNEDY: I think --

1           MR. MAY: And I mean, I think logically  
2 your argument makes a lot of sense. It makes it  
3 easier when everything is included and everything  
4 is understood and the boundaries are drawn, and  
5 all that sort of stuff. But there would have to  
6 be an adjustment to the numbers.

7           MR. KENNEDY: Commissioner May, I respect  
8 your point and I see where you're coming from. I  
9 think the view of the commission is that, you  
10 know, potentially in speaking of hypotheticals,  
11 purely, if we are to add, you know, a 400 student  
12 campus here, you know, say there were other 400  
13 student institutions in the Foggy Bottom  
14 community. If G.W. were to absorb them over a 20  
15 year period that could potentially be a back door  
16 to getting around the head counts, when clearly if  
17 you're integrating any campus, maybe you call it  
18 on the periphery of the Foggy Bottom neighborhood.  
19 But if it is within the Foggy Bottom neighborhood  
20 to begin with and their operations are more  
21 integrated into an institution which is in the  
22 core of the community, we think that represents a  
23 primary relationship and should be counted under  
24 the head caps. And that would certainly be the  
25 logically favorable position for me. I can't

1 speak to the perspective of others.

2 But I think for the purposes of 20 --  
3 it's important to know the total number of  
4 students that can reasonably be expected to be  
5 conducting a fair number of their business on the  
6 Foggy Bottom Campus.

7 MR. MAY: I completely agree with -- I  
8 completely understand that perspective. It's just  
9 that I don't see how you can get there without  
10 adding numbers to the cap. That's where just the  
11 logic falls off for me.

12 Anyway, I've taken up enough time.

13 MR. KENNEDY: I respect that.

14 CHAIRPERSON HOOD: Okay. Vice Chair.

15 MS. COHEN: Thank you, Mr. Chairman. I  
16 actually come at this issue similar to  
17 Commissioner May. I initially looked at it as a  
18 very distinct place for the art students to  
19 attend; that right now there is very little  
20 spillover. I assume, you know, I just assume  
21 that. That it's very much, I go to the Corcoran,  
22 I work, and I remain there. And I do not  
23 affiliate with the G.W. facilities.

24 And again, I think if there is this  
25 opportunity to affiliate and take some classes,

1 again I would think that you would come at it and  
2 argue for a higher count. And I think you've made  
3 an excellent presentation and it's again, it's  
4 very logical. But I see it as a benefit that  
5 there would be an integration, now of both  
6 campuses possibly.

7 Now you mentioned that you believe that  
8 the campus delineation -- or Foggy Bottom, not the  
9 campus, Foggy Bottom, should be extended all the  
10 way to 17th. But you didn't mention the cross-  
11 streets. Can you just tell me what your thoughts  
12 are there?

13 MR. KENNEDY: Sure. And I can actually  
14 go back to the applicant's filings for the  
15 specific boundaries and I'm reading from the  
16 second paragraph. This is of the applicant's  
17 initial submission in this case. On page 2,  
18 paragraph 2, under background, the final sentence,  
19 the Foggy Bottom Campus definition -- excuse me,  
20 the Foggy Bottom West End area parenthetical,  
21 which is bounded by N Street on the north.

22 MS. COHEN: Uh-huh.

23 MR. KENNEDY: The Potomac River and Rock  
24 Creek Park on the west, Constitution Avenue on the  
25 south, and 19th Street on the east. Every single

1 one of those boundaries are definitionally  
2 accurate and reflected in the boundaries of the  
3 community groups and the ANC, except for  
4 conspicuously, the 19th Street boundary.

5 17th Street, again, carries for both  
6 community associations. Our ANC actually goes  
7 across, you know, to the ellipse. That has no  
8 practical impact. But nonetheless, we do take in  
9 the two blocks between 19th and 17th.

10 My only guess, having not been around  
11 during this time period would be that these  
12 boundaries were based on where residential impacts  
13 would be. And that's important for consideration.  
14 But I think clearly again the issues here come  
15 back to what the activities are going to be, what  
16 the intensity of potential uses are going to be  
17 within the definite core of the Foggy Bottom area,  
18 G.W.'s current campus community. And there will  
19 clearly, I think you know, in my estimation, be  
20 students utilizing facilities within that area and  
21 engaging in potential, you know, traffic impacts.  
22 Again, getting back to whether it's pedestrian,  
23 bicycle, vehicular, there will definitely be  
24 impacts within that area regardless of whether  
25 students are taking classes or residing on that

1 campus.

2 And again, I think that needs to be  
3 considered when we're approaching this issue of  
4 neighborhood boundaries in terms of trying to  
5 integrate that 17th Street end into the overall  
6 mix.

7 MS. COHEN: But the University is stating  
8 that if a student does live --

9 MR. KENNEDY: Correct.

10 MS. COHEN: -- live in the Foggy -- they  
11 will count it under, you know, their headcount.  
12 So I thought that was a reasonable compromise.

13 MR. KENNEDY: I think that provision is  
14 entirely logical and I think, you know, without --  
15 even though our Commission did not explicitly  
16 weigh in some of the other proffers by the  
17 University in this, I think most of us find that  
18 to be reasonable. But again, we think that there  
19 is a different level of impact that comes with  
20 some of the other activities, whether it is the  
21 library.

22 Frankly, I would venture to say that the  
23 Corcoran students should be able to use the health  
24 and wellness facility. Currently in the  
25 University's own filings they've noted that

1 students at the Corcoran Campus, so to speak,  
2 would be prohibited from using that facility  
3 because they don't reside on the Foggy Bottom or  
4 Mount Vernon Campus. I don't think that's fair  
5 for them.

6 I think to the extent that, you know,  
7 G.W. students desire to integrate their student  
8 life, it's at cross-purposes with that. I don't  
9 think it serves the student community of the  
10 Corcoran and I don't think from a transparency  
11 perspective in terms of planning, it serves the  
12 community's perspective. And you know, that would  
13 be our two cents so to speak, on that.

14 MS. COHEN: Thank you.

15 CHAIRPERSON HOOD: Any other comments?  
16 Mr. Turnbull.

17 MR. TURNBULL: Thank you, Mr. Chair.  
18 Thank you, Mr. Kennedy for your comments tonight.  
19 I guess I agree with my colleagues in a way. I  
20 think in one way you're getting the best deal. I  
21 mean, if they're going to be counting 200, or  
22 roughly students that are going to be part of the  
23 campus which now are going to be part of their  
24 cap, that's taking away, I think, a little bit  
25 from what they had originally planned for their

1 long range growth.

2           And I think in one way I'm looking at the  
3 Corcoran addition into the campus. I see your  
4 point about incorporating the whole point and I  
5 agree with my colleagues to an extent that that's  
6 probably not too far from removed as to where it  
7 may want to be at some point.

8           But I think in agreeing with them is that  
9 I think we would then have to adjust the cap  
10 because we have a unique situation with the  
11 Corcoran. It's not as if the University went out  
12 and absorbed another university for their own  
13 commercial gain, saying we want that.

14           And I'm not saying they're benevolent  
15 along with the National Gallery, to the extent.  
16 But I think you had a very -- you had a troubled  
17 institution, a Washington institution recognize  
18 cultural landmark that was in trouble. And I  
19 think the National Gallery and G.W. coming  
20 together to facilitate this saving of it, sort of,  
21 and continuing on with it. I think that that's a  
22 mitigating aspect of the growth of G.W. per se.  
23 And I think that -- I guess my own feeling, I mean  
24 again, I see your points but I think we would have  
25 to mitigate that inclusion into their campus as

1 something that was unforeseen, just out of the  
2 blue. And again, recognizing what both  
3 institution have in the city.

4 So understand where you're coming from  
5 and I can understand. But I think that -- and  
6 again, notwithstanding that at some point this  
7 whole thing may want to be morphed into the  
8 overall campus. But as I say right now, half of  
9 those students are already going to be counted  
10 from what I'm hearing, are going to be counted in  
11 the cap.

12 So, but I hear your points and I  
13 appreciate your comments.

14 MR. KENNEDY: Thank you, Commissioner.

15 CHAIRPERSON HOOD: Okay. Any other  
16 questions? Commissioner Miller.

17 MR. MILLER: Thank you, Mr. Chairman.  
18 No, I don't have any questions but I would  
19 associate myself with the comments of my  
20 colleagues thus far.

21 CHAIRPERSON HOOD: I actually would agree  
22 with what I've heard. Mr. Kennedy, I think you  
23 presented very well. But again, our job is to try  
24 to mitigate.

25 And for me, the question I looked at when

1 I was reviewing some of this was what's actually  
2 happening now? What's going to be any different  
3 now as opposed to what I'm hearing about the  
4 traffic impacts and, well I guess the pedestrian.  
5 I understand about the parking.

6 Let me ask you, is that residential  
7 parking in that area? If residents --

8 MR. KENNEDY: No, it's metered parking.  
9 I think the residential parking is two or three  
10 blocks from that.

11 CHAIRPERSON HOOD: Blocks away. Because  
12 Ms. -- I'm going to call her Ms. Knight, but it's  
13 Ms. McKnight? Or did I have it right?

14 MR. KENNEDY: Knight.

15 CHAIRPERSON HOOD: Ms. Knight. Okay.  
16 Ms. Knight mentioned the furthest resident from  
17 between the two campuses -- well, between the  
18 Corcoran and the campus is more, I guess,  
19 government owned property.

20 MR. KENNEDY: That area is characterized  
21 by government property. G.W. notes in their  
22 filing that the president is the closest resident  
23 to the Corcoran campus. There is a university  
24 dormitory at the intersection of 20th and E  
25 Streets Northwest that would otherwise probably be

1 the closest residential property, or slightly  
2 north of 19th and E Northwest there's another  
3 property. My own building is on 20th Street in  
4 the 500 block. So it's generally about two or  
5 three blocks, you know, real residential so to  
6 speak.

7 CHAIRPERSON HOOD: Okay. And this is  
8 also within your SMD, I think you mentioned.

9 MR. KENNEDY: It is.

10 CHAIRPERSON HOOD: Okay. Did you also  
11 have a meeting with -- not that it's, by law you  
12 don't have to I don't think. Did you also have a  
13 meeting with your constituents?

14 MR. KENNEDY: Not formally. I took an  
15 informal poll of folks within my own building, and  
16 those from my district who I ran into, the  
17 Corcoran merger has been a major topic of  
18 conversation. I think to Commissioner Turnbull's  
19 point, there has not been much outright opposition  
20 of the merger and I think, you know, expressing a  
21 value judgment, I don't think our commission is  
22 opposed to the merger. We've certainly taken no  
23 steps to express displeasure with the merger. And  
24 I think personally in other considerations  
25 involving the merger I've tried to be very fair in

1 terms of how I look at the community impacts on  
2 that.

3           You know, recognizing again that the  
4 Corcoran has its own set of issues. You know, for  
5 us it's just trying to be transparent and trying  
6 to be as clear and understandable as possible in  
7 terms of community planning and campus planning.  
8 And that's really all that motivates our decision  
9 making in this regard.

10           CHAIRPERSON HOOD: Well, now I'm going to  
11 use my bully pulpit right now. And I will tell  
12 you that I was here during the days when ANC 2A  
13 did not support anything G.W. did and I'm hoping  
14 that we don't go back to those areas. And let's  
15 continue to make sure we have that collaboration.  
16 We might not agree and hold hands on everything,  
17 but we don't want to go back to the days where we  
18 were. Not that they were bad days, but it seems  
19 like things have kind of come together and  
20 everyone has learned to coexist.

21           And I'm using this because I know I've  
22 sat through many hearings, and this predates you.

23           MR. KENNEDY: Uh-huh.

24           CHAIRPERSON HOOD: And this is like it's  
25 more collaboration now and I don't want to lose

1 sight of that. And it looks like it's more. We  
2 might not agree hand in hand, but hopefully we  
3 stay on the same track because my colleague said,  
4 we do have to kind of mitigate this, and that's  
5 kind of where I am.

6 MR. KENNEDY: Well, and Chairman Hood, I  
7 would say that, you know, you may see us in an  
8 adversarial context when it comes to these  
9 proceedings. I think more often than not we have  
10 a cordial relationship or productive relationship,  
11 a constructive relationship. I think we have an  
12 open line of dialog and we have a good working  
13 relationship with the University.

14 CHAIRPERSON HOOD: Okay. That's good to  
15 hear. Okay. That's all I have and thank you very  
16 much.

17 Let's see if we have any other questions  
18 up here. Not seeing any does the applicant have  
19 any cross? Does West End have any cross?

20 Thank you very much, Chairman.

21 MR. KENNEDY: Appreciate it.

22 CHAIRPERSON HOOD: We appreciate it.

23 Okay. We don't have anybody on the list  
24 so let's go to the party in opposition. Ms.  
25 Kahlow.

1 MS. KAHLOW: Are you ready?

2 CHAIRPERSON HOOD: Yeah. Did we have a  
3 request -- you didn't ask to be expert on anything  
4 tonight?

5 MS. KAHLOW: I did not.

6 CHAIRPERSON HOOD: Okay. You may begin.

7 MS. KAHLOW: But do you need to -- if you  
8 wouldn't mind. Thank you so much.

9 I have some handouts that you'll want to  
10 look at; some maps.

11 I, Barbara Kahlow, live at 800 25th  
12 Street Northwest. I'm testifying on behalf of the  
13 West End Citizen's Association, the oldest citizen  
14 organization in the Foggy Bottom/West End area.  
15 One of our goals is maintaining the quality of  
16 life for the residential community in Foggy  
17 Bottom/West End.

18 On March 25th we asked for party status  
19 for this case which is within the boundaries of  
20 Foggy Bottom. If you look at Attachment A, which  
21 is a colored picture, you see the copies of the  
22 ANC boundaries. And on the east, as Chair Patrick  
23 Kennedy said, it is 15th Street.

24 And in the Wikipedia definition of Foggy  
25 Bottom it says west of Downtown Washington in the

1 Northwest Quadrant, bounded roughly by 17th Street  
2 to the east, Rock Creek Park to the west,  
3 Constitution out of the south, and Pennsylvania  
4 Avenue to the north. So there's no doubt that the  
5 Corcoran is in Foggy Bottom.

6 As the footnote says, I was in charge of  
7 redistricting for this area. I'm very familiar  
8 with these boundaries, why we chose them, and that  
9 this is Foggy Bottom.

10 On September 14th, 2006 we were granted  
11 party status for the Campus Plan case, and we've  
12 participated in several of the 16 development  
13 cases and they're noted in the footnote.

14 Now the main -- my testimony is different  
15 from what you've heard today. Two of you -- three  
16 of you, Mr. Turnbull, Mr. May, and Chairman Hood I  
17 think were all on the Campus -- on the Zoning  
18 Commission when we considered the latest campus  
19 plan.

20 And in that 2007, the Commission approved  
21 the omnibus PUD Campus Plan, including  
22 substantially increased height and density  
23 premised on G.W.'s commitment to grow up, not out.  
24 Grow up, not out. Both for residential and  
25 commercial uses.

1           Your order describes G.W.'s application  
2 as quote, "The proposed campus plan incorporated  
3 development plan known as, "Grow up, not out," in  
4 reference to an effort to accommodate the  
5 University's forecast of academic and student  
6 housing needs within the campus plan boundaries.  
7 Remember, they got a lot more height, a lot more  
8 density because they said those are going to be  
9 their boundaries.

10           The order further states the University  
11 described its need for additional space so as to  
12 provide new facilities that will address evolving  
13 technological and academic program needs. Growth  
14 is required to further University's core academic  
15 commission and enhance the quality of its  
16 education programs.

17           The Commission decided that the  
18 Commission viewed the PUD related rezoning as an  
19 appropriate means to allow the University to grow  
20 within a defined area.

21           The Corcoran's two lots are an expansion  
22 within Foggy Bottom, but without an accompanying  
23 G.W. request to amend its campus plan boundaries  
24 to add these two lots, as G.W. did for other  
25 properties that it acquired outside of its older

1 campus plan boundaries. Such as the 9057 E Street  
2 Elliott School Academic Building and it's  
3 adjoining 1959 E Street residence hall where G.W.  
4 purchased a Square 122 PUD from the associate  
5 general contractors. I think only Mr. Hood and  
6 Mr. May were here then.

7           What G.W. did for each of these new  
8 acquisitions is they amended their campus plan for  
9 that one site, not for the whole area. And that  
10 is what we would like them to do for this one site  
11 only, not for the entire area between 17th and  
12 19th.

13           In addition to legalizing G.W.'s academic  
14 expandage beyond the 20 year grow up not out  
15 boundaries, such an additional campus plan  
16 amendment is important to the WECA to ensure that  
17 G.W. does not further expand east of 19th Street  
18 and Foggy Bottom. There are a number of  
19 properties that are vulnerable right now. A  
20 couple of them nonprofits, and G.W. could easily  
21 eat those up too, which would then be a larger  
22 campus. So we would like this particular thing  
23 because of the circumstances as Mr. Turnbull said  
24 where it was unusual, they took it over, we don't  
25 object to their taking over. We want to just

1 count it as part of the campus.

2 Attachment B is a copy of G.W.'s current  
3 map of its Foggy Bottom Campus. It's a colored  
4 map behind Attachment A. It shows how close three  
5 of the residence halls are to the Corcoran, just  
6 two blocks away. 1957 E Street, which I mentioned  
7 earlier -- hold on one second here. Mitchell Hall  
8 and Thurston Hall. So they're all just two  
9 blocks, or if you look at the back of the  
10 Corcoran, less than two blocks away.

11 In contrast G.W.'s Mount Vernon Campus is  
12 nearly four miles away, according to Google. So  
13 the student headcount rules for the Mount Vernon  
14 Campus are not appropriate for the additional G.W.  
15 students due to Corcoran's -- G.W.'s acquisition  
16 of the Corcoran within Foggy Bottom.

17 The Commission's order specifies two  
18 boundaries which Mr. Barber mentioned; one for  
19 them, omnibus PUD, and one for the campus plan.  
20 G.W.'s prehearing statement only cites one of the  
21 two.

22 And then I cite what those provisions are  
23 about the Foggy Bottom/West End area. I don't  
24 want to repeat what he said. But the boundaries  
25 are different. North, south, east and west. And

1 both of them except for -- excuse me, north,  
2 south, and west, but not east. They both have  
3 17th Street.

4 Now let's talk about the impact on the  
5 community. We haven't really talked about that  
6 today. You've asked questions but we haven't  
7 gotten to the heart of the matter.

8 The former independent Corcoran Gallery  
9 of Art students had no reason to come to the Foggy  
10 Bottom Campus. But G.W.'s current Corcoran art  
11 students will all have G.W. ID cards, all 400 have  
12 multiple reasons. First, the Gelman Library in  
13 the middle of the campus added a special section  
14 in its art and design unit on the first floor for  
15 the Corcoran students. And the Corcoran students  
16 are charged a library fee each semester so they  
17 can use the library. That is where they will do  
18 their research, on the library. It's not an  
19 incidental use. It's a major use. There's a  
20 whole section of library devoted to the Corcoran  
21 at this point.

22 Second, G.W. imposed an additional fee  
23 each semester on all Corcoran students for the  
24 Learner Health and Wellness Center, even if they  
25 don't use it. There were a number of articles in

1 the local G.W. Hatchet about students objecting  
2 because they may not use it. And they said, too  
3 bad, you've got to pay that fee also.

4 Third, the WECA believes that some, if  
5 not all of the students have access or will access  
6 other on-campus facilities to attend a G.W.  
7 sporting or entertainment event in the Charles E.  
8 Smith Center, an educational event in the new G.W.  
9 Museum and Textile Museum especially, since  
10 they're art students, or an entertainment event in  
11 the Lisner Auditorium in the school and media and  
12 public affairs building.

13 To access these facilities they're  
14 scattered throughout the campus in Squares 42, 57,  
15 79, 101, and 102. G.W. students could drive and  
16 use limited on-street residential parking spaces  
17 in competition with Foggy Bottom's permanent  
18 residential community. Including many seniors who  
19 have difficulty walking some distance from their  
20 parked cars to their home. So if those spaces are  
21 taken how are they going to walk several blocks  
22 when they're with canes and walkers? It's a big  
23 issue.

24 And yes, there will be bike traffic,  
25 pedestrian traffic, car traffic, all of this

1 because they are using the main campus.

2 This is especially the case for the  
3 Learner Health and Wellness Center which is  
4 approved for only limited non-student use due to  
5 its location in the midst of the residential  
6 neighborhood. Also many permanent residents live  
7 in nearby buildings along 19th and F Streets who  
8 could be adversely affected by the competition for  
9 unlimited on-street parking.

10 So the Learner Center is to the west of  
11 the campus and the student dorms are to the east  
12 of the campus. In both instances there is  
13 competition for non-metered Ward 2 parking spaces.

14 The bottom line is Corcoran students will  
15 have an impact on the Foggy Bottom residential  
16 community even if they do not reside in Foggy  
17 Bottom or they take a class on the Foggy Bottom  
18 Campus. This is why the WECA agrees with the ANC  
19 that all of G.W.'s Corcoran students should be  
20 counted towards the student cap. Only counting  
21 G.W.'s proposals to count 34 of the 400 students  
22 right now. Thirty-four. Not 100, not 200, 34.  
23 That's all that's going to be capped -- they  
24 counted this year, does not reflect the impact on  
25 the Foggy Bottom community.

1           The cap as Chairman of our ANC indicated  
2 was set to mitigate the adverse effects on the  
3 community. And to raise the cap would be to  
4 possibly injure the delicate balance as OP put it,  
5 between the community and the University.

6           The WECA believes that the G.W. needs to  
7 one, further amend its campus plan boundary to  
8 include the two Corcoran lots in Square 171.  
9 That's it. And to reflect the FAR in its  
10 cumulative FAR cap.

11           Two, count all of the new students  
12 towards the G.W. Foggy Bottom student cap, not  
13 just those under the proposed methodology, which  
14 would 34 of 400 students who either reside in  
15 Foggy Bottom or take a class at Foggy Bottom.

16           I hope this is clear. If it's not I  
17 could answer many of the questions that were asked  
18 earlier, because we have researched the West End  
19 Citizen Association has researched each of the  
20 different facilities and the use by the Corcoran  
21 students and talked to many of its members as well  
22 as holding a membership meeting on this subject.  
23 Thank you.

24           CHAIRPERSON HOOD: Okay. Thank you, Ms.  
25 Kahlow. Let me see if they have some questions.

1 I know I have one or two. Commissioner May.

2 MR. MAY: Yeah, so you're being a little  
3 bit more explicit. You'd like to see the map, the  
4 campus map amended to include this property.

5 MS. KAHLOW: As they did for all of the  
6 other ads they've had.

7 MR. MAY: That's not an unreasonable  
8 position. You said amend the FAR or something  
9 like that. I mean, I forget what the terminology  
10 was, but are you just talking about include the  
11 FAR of the Corcoran building in their FAR cap?

12 MS. KAHLOW: Absolutely. That's exactly  
13 what I meant.

14 MR. MAY: With no change to it.

15 MS. KAHLOW: No change to it. But we  
16 wouldn't be opposed to having the change to the  
17 FAR cap particularly because that doesn't affect -  
18 - your point is well taken. It doesn't affect the  
19 impact on the residents.

20 MR. MAY: I wasn't making a point, I was  
21 just asking for clarification. But okay.

22 MS. KAHLOW: That would be okay with us  
23 if the FAR cap had to be increased slightly. But  
24 we want it included because when they added every  
25 new building they included the FAR.

1 MR. MAY: Right.

2 MS. KAHLOW: And when they changed the  
3 boundaries repeatedly.

4 MR. MAY: So I mean, it's not an  
5 unreasonable way to try to handle this. And, but  
6 you also say that there should be no change in the  
7 enrollment cap, even though you're adding 400 and  
8 some students.

9 MS. KAHLOW: I think that's correct, and  
10 the reason is not only because there are 34  
11 people, which is ridiculous, or 200  
12 undergraduates, it's because the cap --

13 MR. MAY: Thirty-four being absorbed  
14 within the current cap, in essence.

15 MS. KAHLOW: Right. But the main thing  
16 is that OP went through a long, protracted  
17 practice with this build up, not out, which is  
18 really called grow up, not out, that there was a  
19 delicate balance between the community being eaten  
20 alive by G.W. and surviving. Especially since so  
21 many students live off campus. And that's why you  
22 ended up with a freshman and or sophomores living  
23 on campus, et cetera.

24 To increase the cap would be to increase  
25 the influence on the existing residential

1 community. It would hurt them. So I think that  
2 we would like the cap to remain the same.

3 We would be able to revisit it --

4 MR. MAY: Right now you have George  
5 Washington University with a certain number of  
6 students, and you have -- or at least up until  
7 this point you had the Corcoran School with its  
8 400 or so students or whatever, and everybody was  
9 coexisting. And now, I mean, the only thing  
10 that's happening that's any different is that  
11 there's a little bit more cross-pollination  
12 between them. I don't mean that literally. I  
13 mean, just you know, they're going back and forth  
14 between the two buildings, or campus and the  
15 building, right?

16 MS. KAHLOW: Well, definitely the  
17 Corcoran kids are using the library and the  
18 wellness center and the different facilities.

19 MR. MAY: Right. Right.

20 MS. KAHLOW: I'm not sure if there is --

21 MR. MAY: But so I'm not sure --

22 MS. KAHLOW: -- someone mentioned going  
23 in different directions.

24 MR. MAY: -- what the impact is of having  
25 those 400 students. I mean, I can see the logic

1 of wanting to, you know, change the plan to  
2 reflect this addition. But it is an addition.  
3 And you're talking about absorbing it into  
4 existing limits. That doesn't sound reasonable.

5 MS. KAHLOW: The problem is the parking.  
6 Let's use parking as the example as we used in our  
7 party letter. There's a limited -- there's a  
8 limited number of -- thank you, Ms. Maddox.  
9 There's a limited number of parking places. When  
10 you have all these kids that used to be in the  
11 Georgetown building and in the 17th Street  
12 building coming in, many of those people live in  
13 Georgetown because they're in the Georgetown  
14 building, there is going to be cars.

15 And those cars --

16 MR. MAY: Where are they going to park  
17 down there?

18 MS. KAHLOW: Where are they going to  
19 park? They're going to park --

20 MR. MAY: I mean, where are they going to  
21 --

22 MS. KAHLOW: -- in our limited Ward 2  
23 places.

24 MR. MAY: Really?

25 MS. KAHLOW: Yeah. That's what happens,

1 and the elderly can't --

2 MR. MAY: That's what's happening right  
3 now?

4 MS. KAHLOW: And the elderly can't walk.

5 MR. MAY: I know why people need parking.  
6 That's not what I'm asking. I'm asking whether  
7 there is actually students who are living in  
8 Georgetown or going to the Corcoran campus at  
9 Georgetown who are now driving down to the  
10 Corcoran and parking there, I mean, weren't they  
11 doing that two or three years ago? Why is it any  
12 different?

13 MS. KAHLOW: No, because the -- let me  
14 make --

15 MR. MAY: What's different now that's  
16 causing --

17 MS. KAHLOW: There were two campuses  
18 before.

19 MR. MAY: -- that to happen?

20 MS. KAHLOW: There was the 17th Street  
21 and the Georgetown.

22 MR. MAY: Yeah.

23 MS. KAHLOW: The Georgetown one is now  
24 shut down.

25 MR. MAY: Right.

1 MS. KAHLOW: It's been purchased. Those  
2 students are going to come into the 17th Street.  
3 They've got to park somewhere.

4 MR. MAY: No, they don't. They probably  
5 don't have cars.

6 MS. KAHLOW: They probably live in  
7 Georgetown to be able to come down. There is not  
8 --

9 MR. MAY: Do you know that?

10 MS. KAHLOW: No, we don't know. We do  
11 know that there is no subway in Georgetown and  
12 they --

13 MR. MAY: Yes.

14 MS. KAHLOW: -- probably live near there.  
15 We don't know where they live.

16 MR. MAY: It's possible to get to  
17 Georgetown without a subway.

18 MS. KAHLOW: I know, you're a bicyclist.  
19 But the rest of the world --

20 MR. MAY: And I lived in Georgetown as a  
21 student and I know how you can get and go. And I  
22 didn't have a car most of those years.

23 MS. KAHLOW: I don't know, we don't know,  
24 we haven't seen any study of each of the students,  
25 what they're doing because the Georgetown thing

1 just closed. What we're saying is we worry about  
2 the impact on the limited on-street parking. We  
3 worry about that.

4 MR. MAY: Okay. Well, all right.

5 MS. COHEN: No, I just wanted to add that  
6 that circulator, there are several circulators  
7 that go through Georgetown, and they're very  
8 efficient, and they're extremely cheap. It's only  
9 \$1 and I use that all the time.

10 MS. KAHLOW: However they don't go down -  
11 -

12 CHAIRPERSON HOOD: And again, sometimes -  
13 -

14 MS. KAHLOW: -- 17th Street.

15 CHAIRPERSON HOOD: -- you know, let's go  
16 back to the question because sometime I have to --  
17 I'm sorry. The circulator is the worst thing  
18 going. I've been over there in Georgetown and I  
19 had to get off the circulator and walk, so let's  
20 not go down that subject. We all have our  
21 opinions, Commissioner May.

22 MS. KAHLOW: Mr. Hood is correct. You  
23 would have to walk a great distance. The  
24 circulator ends on Pennsylvania and you have to  
25 walk many blocks down to the forefront, with our

1 books and everything else.

2 We don't have the numbers but we can only

3 --

4 MR. MAY: Okay. So you said in your  
5 testimony that -- it prompted the question in my  
6 mind about what actually has been the effect so  
7 far. I mean right now it's functioning this way,  
8 right? So what is the actual effect? I mean, I  
9 know there are the -- the Corcoran students can  
10 use the library and they can use the Learner  
11 Center and they can use other facilities on the  
12 campus.

13 So what is the actual effect of that?  
14 Are you seeing evidence of this? Are you seeing,  
15 you know, students making the transit between the  
16 two and, you know, doing it late at night and  
17 making a lot of noise? Or I mean, other bad  
18 behaviors that have severe impacts? Are you  
19 actually having a lot more difficulty parking on  
20 the street in the limited areas of street parking?  
21 I mean, what are the actual affects that you're  
22 talking about?

23 MS. KAHLOW: We don't have the facts  
24 you're asking about. But I can tell you from my  
25 walking around the campus it is so dense right now

1 on the sidewalks that I end up walking in the  
2 street most of the time. And there's something  
3 wrong with that picture. As an older person, I'm  
4 walking in the street.

5 MR. MAY: And is that the way it is --  
6 the way it has -- I mean, was it that way two  
7 years ago?

8 MS. KAHLOW: It keeps getting worse.  
9 That I am in the street most of the time, all the  
10 time. And it's getting worse.

11 Originally we complained it was just  
12 student, people going on tours. Now it's just so  
13 concentrated on the various cross-streets --

14 MR. MAY: Uh-huh.

15 MS. KAHLOW: -- on G Street, H Street, F  
16 Street --

17 MR. MAY: And it was --

18 MS. KAHLOW: -- and I end up walking on  
19 the street.

20 MR. MAY: And it was worse two years ago  
21 than it was four years ago?

22 MS. KAHLOW: Every year it gets worse.

23 MR. MAY: Every year it gets worse. So  
24 the fact that there might be some Corcoran  
25 students making the transit from the Corcoran to

1 the campus is not especially different.

2 MS. KAHLOW: I don't know.

3 MR. MAY: It's just a campus problem.

4 MS. KAHLOW: I don't know.

5 MR. MAY: Okay. So I mean, this is kind  
6 of what I'm struggling with because you're talking  
7 about a fear of these effects and you're not  
8 giving us any indication that there are real  
9 effects yet.

10 Now maybe, you know, maybe we need to ask  
11 the University to document a little bit better  
12 where these Corcoran students are living and so  
13 on, but you know, they are subject to the same  
14 rules as the other George Washington University  
15 students who, you know, I mean, there are limits  
16 on who can own cars and where they can put them  
17 and things like that. All those things are part  
18 of the campus plan.

19 So I'm not sure -- and all those things  
20 were designed to lessen the potential to adversely  
21 affect parking for people in the neighborhood.

22 MS. KAHLOW: Four hundred is the number  
23 we're looking at right now. Forget the 34. There  
24 are 400 extra kids.

25 MR. MAY: Yes, I --

1 MS. KAHLOW: And you need to ask about  
2 all 400.

3 MR. MAY: You're the only one that keeps  
4 mentioning the 34. I haven't mentioned 34 once.

5 MS. KAHLOW: No, but I'm saying, we need  
6 to ask about all 400.

7 MR. MAY: Right.

8 MS. KAHLOW: And that's what I'm saying.

9 MR. MAY: And that's the number I keep  
10 asking about.

11 MS. KAHLOW: That's what I think we need  
12 to do. I can't answer those questions because we  
13 haven't seen the data. We just know there's more  
14 concentration. Some of it is good, there's more  
15 people going to sporting events. But some of it's  
16 not good like the sidewalks and the parking.

17 MR. MAY: So I mean, I guess what it  
18 boils down to for me is that what you're  
19 advocating is a strategy for trying to deal with  
20 this and make it, you know, make the Corcoran  
21 Campus part of the overall campus, is not an  
22 unreasonable strategy. The idea that the  
23 University should do that and simply absorb the  
24 number, the 400 students within the existing  
25 enrollment cap is not a reasonable proposal.

1           Now maybe it has -- maybe it could be  
2   some number less than that total number. I don't  
3   know. But you know, this is where you know, we --

4           MS. KAHLOW: We're willing to be --

5           MR. MAY: We're trying to strike the  
6   right way to handle this, and some sort of balance  
7   between these issues and you're not --

8           MS. KAHLOW: I think we're open to --

9           MR. MAY: Simply saying no is --

10          MS. KAHLOW: No. I think we're open to  
11   discussing that, if we had more data, absolutely.  
12   But we do think this site has to be included,  
13   included in the FAR cap, and it has to be included  
14   as the old ones were because it would be a  
15   deterrent then for them to start buying up all  
16   these other nonprofits --

17          MR. MAY: But you wouldn't be willing to  
18   do it and give them an extra 400 students in the  
19   enrollment cap?

20          MS. KAHLOW: I'm willing to consider,  
21   once we have more data, what the right number is.  
22   Your point is so well taken.

23          MR. MAY: Okay. All right. That's it  
24   for me. Thank you.

25          CHAIRPERSON HOOD: Okay. Anyone else?

1 Any other questions up here?

2 Ms. Kahlow, maybe I misunderstood. I too  
3 served as a chair of the redistricting. And when  
4 we did it, and I may have misunderstood you. But  
5 neighborhoods didn't move, it's just the ANC  
6 boundaries. So I didn't understand when you said,  
7 when you all did the redistricting in 1990.

8 MS. KAHLOW: I can explain it. It's a  
9 little technical. DuPont Circle is the next  
10 community over. And in 1990 there were two issues  
11 of DuPont Circle, one on the east side and one at  
12 the north side. We were able to resolve them with  
13 the new then, counsel member Evans to maintain the  
14 old boundaries. They wanted to grab parts of  
15 Foggy Bottom so that they can have an extra SMD.  
16 We were successful in keeping those boundaries.

17 So it's up for grabs every time and you  
18 have to fight to keep them.

19 CHAIRPERSON HOOD: So, okay. We're not  
20 redistricting now so I won't --

21 MS. KAHLOW: No, but that's what  
22 literally happened.

23 CHAIRPERSON HOOD: And I would agree with  
24 Commissioner May about the not being unreasonable  
25 to include it in the boundaries. That's something

1 that I'm not sure where my colleagues are, but I  
2 think we need to go back and have that kind of  
3 discussion.

4 And, Ms. Kahlow, I'm not really sure  
5 where we keep getting that 34 number.

6 MS. KAHLOW: That's the number in their  
7 document of the people that either are taking  
8 classes or live in Foggy Bottom. There are only  
9 34 of the current 400, because they live in  
10 Georgetown or they live in Virginia, wherever they  
11 live.

12 Next year, as Ms. Cohen pointed out,  
13 Commissioner Cohen pointed out, they will do  
14 freshman and sophomores so they'll be 100. But  
15 right now it's only 34. And yet the impact, as I  
16 was describing to Mr. May is, I'm walking in the  
17 street and we can't find parking places.

18 CHAIRPERSON HOOD: So you're saying the  
19 sidewalks are so full that you -- I don't come  
20 down there much because I think it's too busy.  
21 But I don't see too many people walking in the  
22 street either, because of the car, your traffic.

23 MS. KAHLOW: I'm the only one walking in  
24 the street.

25 CHAIRPERSON HOOD: You're the only one to

1 walk in the street?

2 MS. KAHLOW: I'm afraid to be jumbled  
3 among all the people and jostled. So I only want  
4 to walk in the street.

5 CHAIRPERSON HOOD: You wall -- yeah, I  
6 don't see it. Well, maybe I just haven't seen you  
7 in the street because I don't usually see --

8 MS. KAHLOW: Yeah. But I'm saying,  
9 there's just too many people. The concentration  
10 is constant.

11 CHAIRPERSON HOOD: Right. I understand.  
12 I understand what you're saying. I understand  
13 that. Okay. Any other questions up here? Vice  
14 Chair Cohen.

15 MS. COHEN: Are there certain times of  
16 the day that it's harder to find parking in your  
17 neighborhood, or is it just consistent throughout  
18 the day?

19 MS. KAHLOW: I'm not sure on each of the  
20 different sections. I don't know each -- each one  
21 is different. Like the wellness center area which  
22 is near the residential area is one section and  
23 the other ones are the student area where all the  
24 dorms are and the Corcoran. I don't know which is  
25 harder to be honest with you. It's just hard all

1 the time because so many of the places that were  
2 residential are now being taken over meters or  
3 like the Washington Circle is now taking away an  
4 extra six spaces, four on one side and two on  
5 another, because they need them for traffic flow.  
6 I mean, it's constantly, we're losing spaces.

7 MS. COHEN: I just wanted to suggest to  
8 you that a lot of people drive to the Kennedy  
9 Center and do not park in the garages. They park  
10 on your street.

11 MS. KAHLOW: I know. Unfortunately.

12 CHAIRPERSON HOOD: Okay. Commissioner  
13 Turnbull.

14 MR. TURNBULL: Yeah, Mr. Chair, let me  
15 see if I can clarify something. The 34, and I  
16 don't know where the -- maybe the applicant can --  
17 for the 34 is not what they want counted now.

18 MS. KAHLOW: That is what they want  
19 counted now.

20 MR. TURNBULL: No. No, no, no, let me  
21 finish what I'm saying. Thank you.

22 Thirty-four is the students that have  
23 elected to live on the Foggy Bottom Campus. Page  
24 3, elected to live on the Foggy Bottom Campus.

25 What they have said is in the count of

1 students, anybody that uses the Foggy Bottom  
2 Campus is going to be counted as students on that  
3 campus, and they can clarify that. But only 34  
4 students live on the campus now.

5 Now they're saying in the fall of 2015  
6 freshmen and sophomores will be required to live  
7 on campus. That's talking about living,  
8 residential housing. Has nothing to do with the  
9 count so far. So let's just clarify. I'm just  
10 going back to the applicant's page 3. And maybe  
11 if they want to clarify it, they can clarify it  
12 later on.

13 MS. KAHLOW: Mr. Trumbull, you're  
14 absolutely correct. That's what the written  
15 material says. Orally they have told us the two  
16 aggregate numbers are the number living on campus,  
17 the number taking one or more classes is 34. It  
18 is true that they say 34 is living in the written  
19 submission. But that's the number they have told  
20 us in every one of our meetings, 34.

21 MR. TURNBULL: Well, we can have them  
22 clarify that.

23 MS. KAHLOW: Yeah. Please. I didn't  
24 make it up.

25 CHAIRPERSON HOOD: I don't want to -- I

1 brought this up a while back, a case over in the  
2 Georgetown area. I wonder why the subway is not  
3 going over there in Georgetown. Do you remember?  
4 Were you a part with the group that --

5 MS. KAHLOW: I was not and I really don't  
6 think it's appropriate for me to discuss it.

7 CHAIRPERSON HOOD: Okay.

8 MS. KAHLOW: Because it's not -- sorry.

9 CHAIRPERSON HOOD: Okay. It's not --

10 MS. KAHLOW: I do know about it.

11 CHAIRPERSON HOOD: -- germane to this  
12 case but I think some of the discussions that we  
13 have down here about some of these impacts and  
14 traffic, if we had -- and I'm going to say this,  
15 if we had dealt with it then and been  
16 inconvenienced at that point, then we wouldn't be  
17 where we are here today. So that's why when  
18 people come and tell me about traffic in  
19 Georgetown, I always ask, were you part of that  
20 discussion years ago about not having the subway  
21 over there in that area. And those are my  
22 comments.

23 Any other comments up here?

24 MR. MAY: Mr. Chairman?

25 CHAIRPERSON HOOD: Okay. Commissioner

1 May.

2 MR. MAY: I just have one more question.  
3 Are your streets right now just straight  
4 residential parking permits, or do you have, you  
5 know, one side of the street that's all  
6 residential and no two-hour parking?

7 MS. KAHLOW: We don't have a one side of  
8 the street. But we have many meters --

9 MR. MAY: Have you talked to -- I don't  
10 know who you have to talk to do that.

11 MS. KAHLOW: Yeah.

12 MR. MAY: But have you talked to them,  
13 DDOT, about it?

14 MS. KAHLOW: As I say, they keep grabbing  
15 more spaces for different purposes. So we have  
16 not discussed it lately. What we've been more  
17 discussing is the students parking in the  
18 residential zone 2 permits. And that's why  
19 council --

20 MR. MAY: Well, if they live in a  
21 residence that qualifies them for their permits,  
22 they're going to get those permits, right?

23 MS. KAHLOW: Not under Mr. Evans, has for  
24 both Georgetown and Foggy Bottom that they cannot.  
25 Has to be long term residences. Some legislation

1 he enacted. So --

2 MR. MAY: Oh, okay. That's new.

3 MS. KAHLOW: -- our former president,  
4 Jack Bathum, who is no longer with us, used to go  
5 around counting each of the license plates and  
6 telling DDOT which are the students license  
7 plates. And he spent a great deal of time doing  
8 that in the Ward 2 spaces. We just never got  
9 around to doing this one side of the street  
10 business.

11 MR. MAY: All right, well so I don't --

12 MS. KAHLOW: It's not a bad deal.

13 MR. MAY: You know, I know it's not like  
14 the deal closed on that. I mean, I think it's  
15 still possible to do that kind of a scheme. And,  
16 you know, I know that in my neighborhood it's  
17 being applied to more blocks in close proximity to  
18 8th Street and Eastern Market and things like that  
19 because where the biggest parking issues are with  
20 all of the restaurants that have gone up on 8th  
21 Street; 8th Street Southeast.

22 So I mean, it's certainly a way to try to  
23 combat this and limit the use to the residential  
24 parkers who have, you know, legitimate permits.  
25 So.

1 MS. KAHLOW: Thank you. I will discuss  
2 it with West End Citizen Association Board. As I  
3 said, our focus had been otherwise --

4 MR. MAY: Yeah.

5 MS. KAHLOW: -- but it's an idea worth  
6 exploring. Thank you.

7 MR. MAY: And, Mr. Chairman, I'm sure  
8 you'll be comforted to know that WMATA's long  
9 range plan for expanding the metro system includes  
10 a stop in Georgetown.

11 MS. KAHLOW: Yes. Thanks to Mr. Hood --  
12 Mr. Evans.

13 CHAIRPERSON HOOD: I'm still upset about  
14 it not being there already. When I have to catch  
15 the circulator and get off the circulator and  
16 walk. But anyway, that was a missed opportunity.

17 MR. MAY: Well, and you know, the  
18 streetcar was going to go right down K Street at  
19 one point.

20 CHAIRPERSON HOOD: Yeah.

21 MR. MAY: I don't know where it's going  
22 to go now, but --

23 CHAIRPERSON HOOD: Okay. Well, that's  
24 hindsight. Anything else? I thank you, though,  
25 Commissioner May. I didn't know that.

1 MS. KAHLOW: Ms. Maddox just suggested I  
2 mention, which I thought I had but apparently you  
3 were talking about Georgetown. When Councilman  
4 Evans joined the WMATA Board he put as his  
5 priority, and now WMATA has put it their priority,  
6 a second entrance to the Foggy Bottom Metro since  
7 it's a mess trying to get in it. So now the place  
8 where we've been arguing in front of you for  
9 Square 75 and Square 77 is going to have the  
10 entrance sooner versus later. So that's good  
11 news.

12 CHAIRPERSON HOOD: Okay. Okay. Any  
13 other questions up here?

14 Does the applicant have any cross?

15 Okay, does the ANC? Chairman Kennedy?

16 Okay. Thank you very much, Ms. Kahlow.

17 Okay. We're going to come back now, any  
18 rebuttal? Okay, rebuttal and closing.

19 MR. AVITABILE: We'll just dive right in  
20 here. So I think first I think Commissioner  
21 Turnbull you kind of seized on the discrepancy  
22 between the 34 students that are currently being  
23 counted and otherwise. But just to clarify who is  
24 being counted when, you know, the campus has just  
25 been acquired so the integration is still under

1 way. So right now there are only 34 students  
2 living on the Foggy Bottom Campus that would be  
3 counted under our proposed methodology and then a  
4 handful of other students that are taking a class  
5 on the Foggy Bottom Campus.

6 As those campuses continue to get  
7 integrated and I would flash forward two years  
8 from now when you've got your first two classes  
9 that have been admitted under this new system, the  
10 freshman and sophomore undergraduate students will  
11 be living on the Foggy Bottom Campus so you'll  
12 have half of your undergraduates already counted.  
13 And then out of the junior and senior  
14 undergraduate students, any of those students who  
15 take a class on the Foggy Bottom Campus would also  
16 be counted. So you're going to have a percentage  
17 of upper classmen counted as well.

18 The only students who aren't going to be  
19 counted are students who take all of their classes  
20 at the Corcoran. Largely graduate students and  
21 those undergraduate students who, at that point,  
22 are really focused on the arts and design portion  
23 of their curriculum and their studies, and they're  
24 focused, going to be focused at the Corcoran  
25 school because that's where the art studio spaces

1 are, the creating spaces are, their classes are,  
2 et cetera.

3 So I think that really starts to explain  
4 why this method makes sense in terms of breaking  
5 out who is going to get counted as part of Foggy  
6 Bottom and who is not.

7 Regarding the boundaries and 19th Street  
8 versus 17th Street, I think Chairman Kennedy noted  
9 himself also, there aren't really any residences  
10 east of 19th Street. It's all commercially zoned  
11 or special purpose zoned, but it's not a  
12 residentially zoned area. And of course that's  
13 the whole point of Section 210. It's to manage  
14 the impact of universities on residential  
15 properties, and residentially zoned portions of  
16 the District of Columbia.

17 So that's why there's a boundary there at  
18 19th Street, because that's where the residential  
19 zoning ends. And it makes sense to focus the  
20 University's campus plan measures in where the  
21 residences are, where the residential zoning is.

22 MR. BARBER: Could I speak to that issue  
23 just to elaborate?

24 And this was an issue that was talked  
25 about in 2000 and in 2007 again. And this campus

1 plan, West End area, the broader area of impact,  
2 was adopted without objection from the ANC and  
3 West End Citizen's Association at the time.

4           So to come here in the middle of a case  
5 and say, well, now Foggy Bottom means something  
6 else, and we're not talking about what it means in  
7 the hearts and minds of the citizens or what it  
8 might mean in Wikipedia. It was just for what the  
9 impacts of this university are. It was an agreed  
10 boundary. Is it ripe for revisiting at the next  
11 campus plan? Yes, I think it is. Boundaries,  
12 caps should be revisited at the next campus plan.

13           But right in the middle where we are now,  
14 we think that's the legitimate boundary that was  
15 identified of areas of impact, and this falls  
16 outside of that.

17           MS. KNIGHT: All right. I'd like to  
18 address some of the points that Ms. Kahlow brought  
19 up regarding students who may come to the Foggy  
20 Bottom Campus. You know, she mentioned -- I'll go  
21 in reverse order. Students who might attend a  
22 performance at the Smith Center, or go to the  
23 Lisner Auditorium, or in some other way engage  
24 civically with the campus, the textile museum,  
25 G.W. Museum space. Those are all spaces that are

1 generally open to the public as well. These are  
2 activities that occur on our campus. They are not  
3 activities that relate to our enrollment caps.  
4 These Corcoran students would be engaging with the  
5 campus in those spaces, similar to anyone else,  
6 anyone of us could purchase a ticket and go to a  
7 game or go to a performance.

8           Regarding the Learner Health and Wellness  
9 Center, the University is not proposing a change  
10 to our campus plan conditions around -- or the  
11 zoning order conditions around the Learner Health  
12 and Wellness Center that indicate that Foggy  
13 Bottom and Mount Vernon students may have  
14 permission to use the wellness center. We  
15 currently have students at the Virginia Science  
16 and Technology Campus or other satellite campuses  
17 that do not have that privilege. So we are not  
18 proposing a change to that. If someone is not a  
19 Foggy Bottom or Mount Vernon student they would  
20 not have that access privilege.

21           And going to the library, Ms. Kahlow is  
22 correct, there are arts related collections in the  
23 G.W. Library, some of which were integrated from  
24 what was formally at the Corcoran building. They  
25 are located in that facility. I think as the, you

1 know, 21st Century has taught us and as library  
2 design has taught us, students spend very little  
3 of their time in research actually in the library.  
4 They're accessing it through their computers. We  
5 have actually renovated space in our library to be  
6 study space for students to have group meetings  
7 for courses and other things.

8           If you're a student taking primarily arts  
9 curriculum and creating something, your studio  
10 space is going to be in the Corcoran building. If  
11 you're in an English class you may wish to meet  
12 your colleagues at the Gelman Library in the  
13 center of the campus. But in that case you would  
14 be taking a general education course. It would be  
15 on the Foggy Bottom Campus, and you would be  
16 counted.

17           We really believe that by counting the  
18 students who are taking a course on the campus,  
19 and the students who are living on the campus who,  
20 you know, would otherwise not have been counted,  
21 provides a rounded view of these student's  
22 relationship to the campus. I would note to Ms.  
23 Kahlow's point about the students potentially  
24 having an additional impact because they're living  
25 on the campus, we are counting them so I think

1 someone made the point that we are sort of  
2 absorbing those within our existing enrollment  
3 caps if they're living on our campus. But I would  
4 also note that for many years the Corcoran College  
5 had a residential location for its undergraduate  
6 students at 24th and Pennsylvania Avenue, located  
7 in the residential community. G.W. has not  
8 extended that arrangement. We do not have  
9 Corcoran students living there now and we are  
10 bringing them on to our campus.

11 So from a residential perspective we  
12 actually view that as a positive in terms of the  
13 potential impacts to the community.

14 MR. BARBER: And if I could elaborate on  
15 that. It goes to whether there's been significant  
16 change. You've had Corcoran students in this  
17 community for years. And just a few years ago it  
18 was 600 Corcoran students, and they were coming up  
19 this way in terms of George Washington, to 24th  
20 and Penn to reside in Corcoran housing. That  
21 housing is no longer there, but it's not new to  
22 have Corcoran students in the area, and there's no  
23 increase and impact from this arrangement.

24 MS. KNIGHT: All right. And then just  
25 one additional point. Ms. Kahlow brought up the

1 University's, you know, Grow Up, Not Out, our  
2 campus plan philosophy of looking at our campus  
3 and additional density in the campus with the  
4 commitment not to grow out into residentially  
5 zoned areas of the District of Columbia, both in  
6 terms of acquisition, master leasing buildings,  
7 and doing other things.

8           The University submits wholeheartedly  
9 that we have maintained every commitment that we  
10 have made regarding this aspect. The University  
11 has not sought to absorb areas on residentially  
12 zoned neighborhoods within Foggy Bottom West End.  
13 There was both a zoning restriction on that, sort  
14 of a zoning definition of that commitment as well  
15 as a locational definition of that commitment.

16           And this building, albeit special  
17 circumstances, nothing that, you know, G.W. went  
18 out to acquire in the way that Ms. Kahlow  
19 represented we might, both falls outside of the  
20 geography and the zoning stipulations related to  
21 that campus plan commitment. So we do believe  
22 that we have maintained all of those commitments,  
23 as well as maintaining our headcount commitments  
24 and have proffered to do -- or proposed to do  
25 these changes to our operation with the Corcoran

1 within the existing headcount caps.

2 MR. AVITABILE: Thank you. And I think  
3 I'll just close by saying --

4 CHAIRPERSON HOOD: Let me do this.  
5 That's your rebuttal, right?

6 MR. AVITABILE: That's correct.

7 CHAIRPERSON HOOD: Okay. Any questions  
8 up here on rebuttal? And then we've got to do  
9 cross on rebuttal.

10 Commissioner May.

11 MR. MAY: So it was suggested that the  
12 building just be flat out added to the campus.  
13 And I suggest that if you did that you'd have to  
14 add, you know, increase the enrollment by that  
15 number.

16 Did you give any thought to that sort of  
17 a plan that would actually increase the enrollment  
18 cap and add this to the campus as a way of sort of  
19 bringing it into the fold?

20 MS. KNIGHT: The University believes that  
21 the boundaries were pretty distinctly laid out in  
22 2007 and 2000, before that, so that we don't have  
23 to ask the question, how far is too far, how close  
24 is too close, what is the right litmus? The  
25 University has satellite campuses in other areas

1 of the District of Columbia. If we were talking  
2 about 15th Street, would that be too close?

3 We believe that from a precedent  
4 perspective that's challenging for the  
5 institution. We agreed on a certain set of  
6 headcount caps. We agreed on a certain set of  
7 conditions around our campus plan, based upon the  
8 package of what was included there. And for that  
9 reason we do not prefer -- we do not wish to  
10 propose or end up in that direction.

11 MR. MAY: So if I can read between the  
12 lines, actually incorporating that into the campus  
13 creates the impression that somehow there's this  
14 disjointed portion of it and you might -- someone  
15 in the future might get the idea that we ought to  
16 -- this is the way we ought to be expanding the  
17 campus, and maybe we start connecting those  
18 pieces, and then all of a sudden you're growing  
19 out.

20 MS. KNIGHT: You know, the University did  
21 not propose changes to the campus boundaries in  
22 2007. It was a hot button issue with our  
23 neighbors in the community, and we have really  
24 stayed away from that issue, probably for the  
25 reasons that you're indicating. That's my

1 expectation of what the community's opposition has  
2 been to boundary changes. But the University is  
3 not interested in pursuing that.

4 MR. MAY: Okay.

5 CHAIRPERSON HOOD: Okay. Mr. Turnbull.

6 MR. TURNBULL: Thank you, Mr. Chair.  
7 Just following up on that line of questioning.  
8 The next campus plan, though, you could see  
9 folding that into the overall campus.

10 MS. KNIGHT: You know, I don't think we  
11 have any preconceived notions about what the next  
12 campus plan would hold. I would think that if we  
13 were going to make a change to the boundaries or  
14 other sort of key conditions and components of the  
15 campus plan, that would be the time to have that  
16 conversation.

17 MR. TURNBULL: Okay. Thank you. Getting  
18 back to the issue of the 34.

19 MS. KNIGHT: Yes, sir.

20 MR. TURNBULL: I hate to dwell on that.  
21 There's two dates in there, and you talk about  
22 matriculating students in fall of 2015, and then  
23 you talk about 2019. You talk about, starting  
24 with the class of 2019, require all freshmen and  
25 sophomore students who take classes at Corcoran to

1     reside on there.

2                 But so in 2015, what's the number? With  
3     the fall of 2015 what are we looking at?

4                 MS. KNIGHT: So in the fall -- let me  
5     step back for a moment and just for some history,  
6     you know, G.W.'s agreement with the Corcoran went  
7     through on August 21st of 2014. Classes began on  
8     August 27th of 2014. So students had already  
9     enrolled for their classes, and the 34 students  
10    who elected to live on the campus, you know, that  
11    was all within a very short time period.

12                So as we move forward in fall of '15,  
13    students who are admitted in the fall of '15, all  
14    of the freshmen are required to live on the campus  
15    in accordance with the campus plan. There are  
16    some very minimal extreme exceptions for that.  
17    And then in addition to that any student who takes  
18    a course on the campus would be counted. So --

19                MR. TURNBULL: So it's just freshmen in  
20    2015?

21                MS. KNIGHT: Well, because we would only  
22    have admitted a freshman class in 2015.

23                MR. TURNBULL: All right. Okay.

24                MS. KNIGHT: So then in 2016 --

25                MR. TURNBULL: Okay. You're right.

1 MS. KNIGHT: -- it would be freshmen and  
2 sophomores moving forward.

3 MR. TURNBULL: Okay.

4 MS. KNIGHT: The reference to 2019, a  
5 student that enrolls in 2015 would be the class of  
6 2019. Sort of a four year graduating class.  
7 That's the two dates.

8 MR. TURNBULL: Got you. Okay. And  
9 again, as I think someone else -- I think  
10 Commissioner May. Obviously the students at the  
11 Corcoran all comply with the existing student body  
12 regulations parking and et cetera. So that  
13 whatever the restrictions are for the main body  
14 students, they hold for Corcoran.

15 MS. KNIGHT: They are subject to the same  
16 student code of conduct and all of the  
17 University's rules and regulations, yes.

18 MR. TURNBULL: Now the ownership of the  
19 Corcoran building --

20 MS. KNIGHT: Uh-huh.

21 MR. TURNBULL: You own it.

22 MS. KNIGHT: Correct.

23 MR. TURNBULL: And you are maintaining  
24 it.

25 MS. KNIGHT: Correct.

1           MR. TURNBULL: Basically it's going to be  
2 kept as-is? I mean, I'm looking into your crystal  
3 ball. Do you see this building changing over  
4 time, or is this --

5           MS. KNIGHT: So the building in itself,  
6 the exterior, was previously historically  
7 designated.

8           MR. TURNBULL: Right.

9           MS. KNIGHT: Major portions of the  
10 interior were recently historically designated,  
11 just I guess the end of last month. So from a  
12 larger perspective, the architecture, we expect to  
13 remain intact. We expect that the building will  
14 continue to be used for arts educations and art  
15 display space. But what we see changing from the  
16 prior existence of the building is that the  
17 proportion of those activities will change. That  
18 more of the space would be arts education type  
19 spaces and less would be gallery spaces.

20           We expect that renovations for  
21 infrastructure and, you know, other maintenance  
22 activities that are really needed in the building  
23 would move forward. But no major changes to the  
24 way we're using the building.

25           MR. TURNBULL: So again, the iconic

1 nature of the building, the physical appearance,  
2 the structure of it, is basically going to remain  
3 the same.

4 MS. KNIGHT: Correct.

5 MR. TURNBULL: Because of the limitations  
6 on it already.

7 MS. KNIGHT: Correct.

8 MR. TURNBULL: Okay. Thank you.

9 CHAIRPERSON HOOD: Okay. Ms. Knight, you  
10 mentioned that -- okay. Okay. You mentioned that  
11 the new library, and I agree with that, social  
12 media, everybody is using computers now. We don't  
13 sit in the library.

14 But the representation I'm understanding,  
15 you all may not have meant this, and Mr. Barber,  
16 you also, I understand there was 600 at one time.  
17 They're still there now.

18 But whether they take classes over there  
19 or not, don't they just -- that's where all the  
20 action is. Don't they go over there and -- well,  
21 maybe not the seniors. Seniors probably go to  
22 work. But I mean, don't they go over there now  
23 where the action is?

24 MS. KNIGHT: I think it depends upon the  
25 types of student that you're talking about.

1 Certainly students who live on the Foggy Bottom  
2 Campus will be spending -- that's where their  
3 social circle is, that's where their life is. If  
4 you were, in contrast, a student who lived in, I  
5 don't know, DuPont Circle or wherever, somewhere  
6 elsewhere in the District, you only took classes  
7 at the Corcoran building, perhaps you're doing a  
8 capstone project or, you know, you're in your  
9 studio, no, I don't think you're spending a  
10 proportional amount of your time in the Foggy  
11 Bottom Campus, in the library or elsewhere.

12 MR. BARBER: And I do think the fact that  
13 this is an art school is important because they  
14 tend to be fairly insular. They tend to be really  
15 focused on their art. And so that means they will  
16 congregate in the Corcoran 17th Street building,  
17 and primarily with other art students. And that  
18 will change somewhat as we offer them classes at  
19 the Foggy Bottom Campus.

20 But I do think their focus will continue  
21 to be the 17th Street building.

22 CHAIRPERSON HOOD: Okay. Kind of like  
23 dance students.

24 MR. BARBER: That's right.

25 CHAIRPERSON HOOD: They stick with dance.

1 MR. BARBER: They stick with dance.

2 CHAIRPERSON HOOD: Okay.

3 MR. AVITABILE: I think put another way,  
4 the students that would tend to be drawn to the  
5 Foggy Bottom Campus would be those that are living  
6 on campus or taking classes there and those are  
7 the students we'll be counting. So we'll be  
8 counting the people who would be drawn to the  
9 campus.

10 CHAIRPERSON HOOD: Maybe that's why it  
11 took me so long to get out school. I wanted to go  
12 where the action was.

13 Okay. Commissioner Miller.

14 MR. MILLER: Thank you, Mr. Chairman. I  
15 guess I'm having some difficulty understanding  
16 what the harm would be to add the two Corcoran  
17 lots to the campus plan boundary as requested by  
18 West End Citizens, to count all the Corcoran  
19 students as part of the Foggy Bottom enrollment,  
20 as long as there's an adjustment, appropriate  
21 adjustment in the enrollment cap, and to count the  
22 FAR of the Corcoran building as long as there is  
23 an FAR adjustment as well.

24 I understand your preference, that this  
25 would be a simpler thing and maybe we should put

1 off those bigger changes until the campus plan  
2 comes up. But it seems that that's what's  
3 happening. And it is just a block and a half  
4 away. I think there is the distinction between  
5 other satellite campuses that are further away.

6 MR. BARBER: Well, we did talk about this  
7 as a possible approach. And let me walk you  
8 through a little bit of our thinking about why we  
9 rejected it.

10 It is fairly early as Ms. Knight said,  
11 you know, August 21st. It's not even been a year  
12 yet for our experience. And we may get there in  
13 the context of further development of the campus  
14 plan and when that rolls around I think that's the  
15 appropriate time. For now, though, we think the  
16 standards have been set and we've operated under  
17 those standards and we've made certain assumptions  
18 under those standards, both in terms of enrollment  
19 and how much space we have in enrollment, and what  
20 we can do outside the Foggy Bottom West End area.

21 And we've developed programs  
22 deliberately, and taken them outside the Foggy  
23 Bottom West End area. And so it could affect our  
24 operations not just for the Corcoran, but there  
25 are other activities outside the Foggy Bottom West

1 End area that we have counted on not having to  
2 pull into all the conditions of the Foggy Bottom  
3 that could also be disturbed.

4 I think when we do our campus plan the  
5 next time, I think this is an open area of  
6 consideration that we should discuss with the  
7 community, and that time consider an adjustment.  
8 Right now I think it's premature and we rather  
9 rely on the principles that were articulated,  
10 agreed upon, discussed, litigated, and ultimately  
11 approved. Because that's how we did our planning  
12 in agreeing to take on this additional obligation  
13 of running the Corcoran.

14 MR. AVITABILE: Charles will correct me  
15 if I'm wrong here, but this is not dissimilar to  
16 what happened with the Mount Vernon Campus and  
17 Foggy Bottom Campus between 2000 and 2007. 2000  
18 there was one way of accounting for those  
19 students. We got to the 2007 plan, there was a  
20 much better understanding of kind of -- because  
21 the 2000 plan was adopted shortly after the Mount  
22 Vernon Campus had been acquired in 1999. Still  
23 didn't quite understand what that relationship was  
24 going to be.

25 Flash forward seven, eight years to 2007,

1 the campuses have now started to develop that  
2 relationship and you can start to understand  
3 what's the best way to represent the relationship  
4 between the campuses, how to -- do you pull them  
5 in, do you keep them separate? How do you count  
6 the students? So I think what we're saying here  
7 is this would be a really good question to start  
8 asking when we come up for this at the end of this  
9 campus plan.

10 MR. MILLER: Thank you.

11 CHAIRPERSON HOOD: Any other questions up  
12 here? Okay. Does the ANC have any cross?

13 MR. KENNEDY: In terms of addressing the  
14 potential provisions of the campus plan now, the  
15 University's position is that we should wait until  
16 the next campus plan process to possibly  
17 reconsider the boundaries or any of the specific  
18 provisions?

19 MR. BARBER: We made a 20 year commitment  
20 in terms of certain conditions. And we didn't  
21 make that lightly and there are some tough  
22 conditions that we have to adhere to.

23 So we think the whole package goes  
24 together. We've agreed not to expand the Foggy  
25 Bottom West End area, for example. We've agreed

1 to enrollment cap, which I will say is no light  
2 matter, you know, because it means certain things  
3 won't fit in Foggy Bottom, certain things we have  
4 to decide to perhaps do in Virginia, or not do at  
5 all.

6 So we've accepted all the obligations for  
7 the campus plan and we think those conditions that  
8 were negotiated is a kind of package deal. And  
9 the right time to take another look at that is the  
10 campus plan process, and then we look at all the  
11 conditions of whether they still work and whether  
12 they make sense.

13 MR. KENNEDY: Was the University not  
14 subject to a 10 year campus plan in 2000, which  
15 they sought to reopen in 2006 to accommodate a  
16 different desired program?

17 MR. AVITABILE: Yes, but that was --  
18 first of all the University can always come back  
19 and ask to reopen its campus plan and produce a  
20 new one at any time. And there were special  
21 circumstances there related to the potential  
22 redevelopment of the old G.W. Hospital site. And  
23 essentially figuring out how to accommodate the  
24 rest of the demand for the campus on the rest of  
25 the campus in order to free up that parcel for

1 mixed use development that I dare say just about  
2 everyone thinks has been a great success.

3 MR. KENNEDY: Without respect to the  
4 individual properties or the considerations  
5 underlying them, would it not then be unreasonable  
6 for the community to ask that this particular  
7 provision be looked at so that the campus plan  
8 better reflects the state of play in terms of the  
9 University's properties and their relation to one  
10 another now in going forward for the balance of  
11 the campus plan?

12 MR. AVITABILE: But I think there's a  
13 fundamental difference. Here, we're not talking  
14 about adjusting or changing any of the fundamental  
15 features of this campus plan. The enrollment  
16 caps, the permitted development, the conditions  
17 regarding how we mitigate the impact to students,  
18 traffic and parking conditions. All of that is  
19 remaining the same. All we're doing is tweaking  
20 one little piece.

21 When the University came forward in 2007  
22 it was an entirely new campus plan, an entirely  
23 new approach, identified 16 development sites in  
24 that campus plan, plus another two that were  
25 already in process. New conditions, significant

1 new commitments, a PUD to manage that development.  
2 I mean, it's an apples and oranges comparison.

3 MR. KENNEDY: Okay. Does the University  
4 have any statistics on the usage of its present  
5 buildings on the Foggy Bottom Campus by Corcoran  
6 students as in, how many Corcoran students who do  
7 not otherwise take classes or have residency on  
8 the Foggy Bottom campus, what the volume of their  
9 usage is at the library or any of the other  
10 facilities?

11 MR. AVITABILE: No. No, data.

12 MR. KENNEDY: Thank you. No further  
13 questions.

14 CHAIRPERSON HOOD: Okay. Thank you. Ms.  
15 Kahlow, you have any cross on rebuttal?

16 MS. KAHLOW: I have one question. I just  
17 didn't understand in answer -- Mr. Miller asked a  
18 question, Mr. Barber answered it, and I can quote  
19 you what he said. "For other activities outside  
20 Foggy Bottom there would be an effect if we added  
21 it."

22 What other activities outside of Foggy  
23 Bottom would be effected if you added these two  
24 lots? What were you talking about?

25 MR. BARBER: Yeah, my point was that

1 we've made decisions on what can be done inside  
2 the boundary and what can be done outside the  
3 boundary. And when you start making piece meal  
4 decisions, well this was outside the Foggy Bottom  
5 West End area, but now we're going to consider it  
6 inside, or you have to change the boundary, the  
7 question is where does that stop. If we had  
8 something, another small operation in some other  
9 building outside this area, is that something we  
10 also have to stop or bring in?

11 And we think the guidelines, the  
12 boundaries that were negotiated and agreed on as  
13 recently as 2007, are the ones that should hold  
14 until the next campus plan.

15 MS. KAHLOW: That wasn't my question. My  
16 question is, do you have anything now? You said  
17 it would affect other activities outside. Which  
18 other activities outside would it affect?

19 MR. BARBER: I didn't have anything  
20 specific in mind.

21 MS. KAHLOW: Thank you. That's the first  
22 part of it. I have one more thing. Just give me  
23 a second to do it. Yes.

24 And I think Mr. Barber is the only one on  
25 the dais here that will actually know the answer.

1 When G.W. decided to add other buildings that were  
2 outside of its boundaries, such as 1957 and 1959 E  
3 Street, why did it amend the campus boundaries to  
4 add those? I think there were six buildings.  
5 Dakota, is that the one I said? Dakota, that one.  
6 There were six different buildings you added that  
7 were outside of the boundaries. Why did you do it  
8 then but you don't want to do it now?

9 MR. BARBER: Well, they're directly  
10 contiguous, for one. And they were within the  
11 Foggy West End area. And they were, you know,  
12 again, right on our border so it made sense to  
13 adjust the campus plan boundary at that time.

14 MS. KAHLOW: Because they were on the  
15 border. I see. Thank you. Pardon me?

16 MR. BARBER: I don't recall.

17 MS. KAHLOW: I'd have to go look, but I  
18 mean, you might right, they were all on the  
19 border. They might be. Thank you.

20 CHAIRPERSON HOOD: Okay. Thank you.  
21 Okay, let's -- Mr. Avitabile, you want to give us  
22 your closing?

23 MR. AVITABILE: Very, very briefly. We  
24 believe that our proposal utilizes an existing  
25 framework for counting students that works, that

1 has worked for the last -- better part of the last  
2 decade, and that it will be in place for the next  
3 decade. And we think that this is the appropriate  
4 way, given the fact that this is a new  
5 relationship that's going to evolve over time.  
6 But we think that this is a solid way to do it and  
7 will account for the students that have an impact  
8 on the Foggy Bottom Campus. And over time we'll  
9 have the opportunity to revisit this when this  
10 campus plan expires and the next one is put  
11 forward. Thank you.

12 Oh, and I guess I should say, we do think  
13 the issues are relatively clear and we  
14 respectively would ask for a bench decision if the  
15 Commission is so inclined. Thank you.

16 CHAIRPERSON HOOD: Thank you all for your  
17 presentation and presenting the merits on the case  
18 tonight.

19 Colleagues, I'm just going to start off  
20 and tell you kind of where I am. I actually agree  
21 with what I've heard Commissioner May and others  
22 talk about, about having that discussion. And I  
23 know Mr. Barber and them looked at this, obviously  
24 earlier from what we were hearing tonight is that  
25 the inclusiveness of this, the Corcoran Art

1 Gallery, into the boundaries. I don't think  
2 that's unrealistic. But let me just open it up  
3 and see what others may think.

4 And here's the thing. We can vote on  
5 what's proposed in front of us. If there's  
6 additional information or if we want the parties  
7 to go back and have a conversation we can do that  
8 too. I'm looking at a number of different ways  
9 right now that are running through my head. But  
10 let me hear what others may have to say.

11 Is there anybody? Questions?

12 MR. MAY: Well, you know, I was probing  
13 that area and I don't feel very strongly that we  
14 should change the campus boundary. I certainly  
15 think it's a strategy for doing it, but there  
16 would have to be an adjustment to the enrollment  
17 cap to go with that and we don't have enough  
18 information to evaluate that right now, nor is  
19 anything in particular proposed to us.

20 I just, you know, I was trying to  
21 understand what was being proposed by the ANC and  
22 by West End Citizen's Association. So I'm, you  
23 know, after hearing what was discussed here today  
24 and what the University's responses were, I mean,  
25 I'm comfortable with what they have proposed and

1 don't feel a strong need to look at the  
2 alternative. Although it's certainly something  
3 that should be taken up again in the next round of  
4 campus planning.

5 CHAIRPERSON HOOD: Okay. Vice Chair  
6 Cohen.

7 MS. COHEN: Thank you, Mr. Chairman. I  
8 would support Commissioner May's analysis of the  
9 proceedings and would vote to move ahead.

10 CHAIRPERSON HOOD: Okay. Anyone else?

11 MR. TURNBULL: Mr. Chair, I understand  
12 WECA's and the ANC's points on this, but I think  
13 the fact that they've just acquired this  
14 institution and I think there's a lot of missing  
15 pieces on this, and I think their explanation that  
16 we've heard tonight makes sense. And I agree that  
17 in the next round of campus planning that this has  
18 to be a major issue.

19 But I think for right now I think we can  
20 move ahead.

21 CHAIRPERSON HOOD: Okay. Sounds like we  
22 have enough votes to move ahead. Commissioner  
23 Miller, do you want to add anything?

24 MR. MILLER: Thank you for asking if I  
25 wanted to add anything, Mr. Chairman. I'm not

1 sure I do. I mean, I can see how this is a  
2 reasonable approach that tries to account for the  
3 activity of the Corcoran students with the  
4 requirement of the freshman and sophomore classes.  
5 I still would have preferred to, if the applicant  
6 had had proposed adjustments to the enrollment cap  
7 and enrollment and the FAR cap and the FAR, to  
8 account for what the reality is a block and a half  
9 away. And for a whole new school that has been  
10 incorporated into its university. It just, in  
11 reality it's just the reality of what's there.

12 So I would have preferred that. But --  
13 well, I'll leave it at that.

14 CHAIRPERSON HOOD: Yeah, I would agree,  
15 Commissioner, with your comments. I'm a realist  
16 so I like to deal with reality. But again I think  
17 Mr. Turnbull brings up a good point. So many good  
18 points. And I think actually Chairman Kennedy  
19 really presented very well and had a good  
20 argument.

21 But you know, again, what's the track  
22 record? But let me ask this, when is the next  
23 campus plan? When is your next campus plan?

24 Well, I hope you -- and I'm sure Mr.  
25 Barber is going to be here. But the new

1 Commission, I will be retired from everything in  
2 2025. So.

3 So you know, again, my only hesitation  
4 was I was thinking, okay, when is the next campus  
5 plan? How long do we have to endure this? How  
6 long is this going to go on? But I guess --

7 MS. COHEN: Shorter than the zoning  
8 (inaudible).

9 CHAIRPERSON HOOD: Excuse me. You're not  
10 on the -- are you on the record?

11 MS. COHEN: No.

12 CHAIRPERSON HOOD: Okay. Good. Strike  
13 that if the record did hear it.

14 So anyway, I would go ahead and move  
15 forward as obviously had the votes whether I want  
16 to move forward or not. So either way I think  
17 they made a compelling argument, but I think the  
18 proposal, maybe there's balance. I would have to  
19 just go ahead and move forward. I'm not going to  
20 vote -- it's not a show stopper for me. Okay?  
21 All right.

22 Somebody like to make a motion? Maybe  
23 the person who is to my right that's not on the  
24 record. Would you like to get on the record and  
25 make a motion?

1 MS. COHEN: Yes. Let me make it. Do you  
2 have it written down?

3 (Pause.)

4 MS. COHEN: Okay. Thank you, Mr.  
5 Chairman. I move to approve the modification of  
6 Condition C-4 and C-7 of Zoning Case Order No. 06-  
7 11/06-12, for the George Washington University and  
8 the Corcoran Gallery.

9 MR. MAY: Second.

10 CHAIRPERSON HOOD: Okay. It's been moved  
11 and properly seconded. Any further discussion?

12 MR. MAY: Mr. Chairman.

13 CHAIRPERSON HOOD: Yes.

14 MR. MAY: I mean, I would just want to  
15 say in closing, I think that actually the way  
16 these changes were proposed by the University is  
17 very sensible, very reasonable, and almost  
18 generous on the part of the University because  
19 essentially they're absorbing, you know,  
20 potentially a couple hundred students into the  
21 enrollment cap as opposed to trying to boost it  
22 up.

23 So I think it's a very reasonable  
24 approach and I think the -- I would hope that in  
25 the long run that the folks who are here in

1 opposition today will recognize that. And  
2 certainly I think everybody recognizes the benefit  
3 of the University taking over or picking things up  
4 for the Corcoran. I think that saving the  
5 institution in the matter that has been done is  
6 certainly as good as we can hope for in that  
7 circumstance, and I appreciate everything that  
8 University has done in that regard.

9 CHAIRPERSON HOOD: Okay. And I'll just  
10 end on this. I think Chairman Kennedy said it the  
11 best, it's a matter of interpretation.

12 All right. Moving any further? Moved  
13 and properly seconded. Anything further?

14 All those in favor. Aye.

15 [Vote taken]

16 CHAIRPERSON HOOD: Any opposition? Not  
17 hearing any, Ms. Schellin would you record the  
18 vote?

19 MS. SCHELLIN: Yes. Staff records the  
20 vote five to zero to zero to approve final action  
21 in Zoning Commission Case No. 06-11N, Commissioner  
22 Cohen moving, Commissioner May seconding,  
23 Commissioner's Hood, Miller, and Turnbull in  
24 support. And if the parties choose to do so, if  
25 we could have draft findings of fact, conclusions

1 of law by 3:00 p.m., May 18th.

2 CHAIRPERSON HOOD: Okay. Did we have  
3 anything else before us?

4 MS. SCHELLIN: No, sir.

5 CHAIRPERSON HOOD: Okay. So with that I  
6 want to thank everyone for their participation and  
7 this hearing is adjourned.

8 (Hearing adjourned at 8:15 p.m.)

9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25